

<b>AGENCY NAME:</b>	State Department of Education		
<b>AGENCY CODE:</b>	H63	<b>SECTION:</b>	

**Fiscal Year 2015-16  
Accountability Report**

**SUBMISSION FORM**

<b>AGENCY MISSION</b>	The mission of the SC Department of Education is to provide leadership and support so that all public education students graduate prepared for success.
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<b>AGENCY VISION</b>	All students graduate prepared for success in college, careers, and citizenship. By 2018, at least one school in every district will have implemented personalized learning that supports students' meeting the Profile of the South Carolina Graduate.
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Please state yes or no if the agency has any major or minor (internal or external) recommendations that would allow the agency to operate more effectively and efficiently.

<b>RESTRUCTURING RECOMMENDATIONS:</b>	
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Please identify your agency's preferred contacts for this year's accountability report.

	<i><b>Name</b></i>	<i><b>Phone</b></i>	<i><b>Email</b></i>
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I have reviewed and approved the enclosed FY 2015–16 Accountability Report, which is complete and accurate to the extent of my knowledge.

<b>AGENCY DIRECTOR (SIGN AND DATE):</b>	
<b>(TYPE/PRINT NAME):</b>	Molly M. Spearman

<b>BOARD/CMSN CHAIR (SIGN AND DATE):</b>	
<b>(TYPE/PRINT NAME):</b>	

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**AGENCY’S DISCUSSION AND ANALYSIS**

This fall marks almost two years since Superintendent Spearman was elected to serve South Carolina students, parents, schools and communities. The past fiscal year has brought many opportunities for collaboration with the institutions of higher education, the technical college system and businesses across the state to ensure that students are graduating with the world class knowledge, skills and characteristics to be successful in post-secondary college, careers and citizenship. The department strives to model a culture of excellence, innovation and continuous improvement. It is working to ensure that high quality, evidence based strategies are utilized to consistently improve educational outcomes for the students in our state while paying special attention to those areas of our state where students and citizens may have less access to high quality opportunities.

**Performance Impacts**

Each year there will be factors that will impact both the performance of the agency and the performance of our students, schools and districts. These should be viewed as a learning opportunity whereby the agency can replicate positive outcomes and learn from experiences that result in negative outcomes. As South Carolina moves closer to consistency in standardized state assessments and a new state and federal combined accountability structure, the agency is poised to analyze impact of its work in the field and utilize performance data even more effectively in the evaluation of legislated programs, but also use those data with districts and schools to ensure increased student performance and readiness for college and careers across the state.

**Internal**

Coming into the close of the second year that the Superintendent has been in office, the agency has continued to work to organize staff in a manner that will provide optimal support to students, parents, schools and districts. Without the support of the Governor and the General Assembly, who supported the agency through the provision of additional funding and staff over the past two years, this would have been impossible. The agency has now fully implemented the Read to Succeed office, the Office of Family and Community Engagement and the Office of School Transformation. It has continued to build out VirtualSC (now serving over 75,000 students, almost 10 percent of our public school population, PM 30).

The agency is currently working to ensure all data elements collected continue to be stored securely to protect privacy, but are also maintained in a manner that ensures quality and availability around student information systems, assessment, standards, learning, finance and career and technical education. The agency is collaborating with other state agencies on an operational Student Longitudinal Data System that aligns data elements from birth to the workforce and informs policies and practices.

Further, the department has put in place a new strategic planning support to increase high quality program evaluation and institute a continuous improvement framework (7.1.1-7.1.2, 7.3.1-7.3.3). The

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South Carolina Department of Education is focused on making certain all programs result in a high return on taxpayer investment, customer satisfaction and effectiveness. Our goal is to ensure that commitment to stakeholders and an ability to provide high-level service in all aspects of agency work is consistent, efficient and sustainable over time.

**External**

On December 10, 2015, the Every Student Succeeds Act was signed into law, reauthorizing the Elementary and Secondary Education Act of 1965 and replacing No Child Left Behind. Decision-making authority has been redirected back to the states at a level not seen under No Child Left Behind, while still requiring challenging academic standards and ensuring success for all students through robust assessment and accountability systems. There is a focus on providing support for low-performing schools and districts. The law continues to require states to ensure that minority students and those living in poverty do not disproportionately receive instruction from educators who are ineffective, inexperienced or out of field; this continues to be addressed through the state’s Federal Title II Plan (3.5.1).

South Carolina will be able to develop a state plan to submit to the US Department of Education that is tailored to the educational needs of the children in our state without creating undue burden to simply meet federal regulations. The state continues to receive stakeholder input for preparation of the draft plan, which will then be available for further input and review by the Governor. The plan must be submitted to the US Department of Education during Spring 2017. States await final regulatory guidance, which certainly could be impacted based upon the results of the General Election this November.

Additionally, there were changes again this year in the statewide assessment system. To address concerns about federal peer review approval, the department requested approval from the US Department of Education to use the Algebra 1 and English 1 end-of-course assessments to meet high school federal accountability requirements; this was approved. Further changes included a switch to a new English Language Arts (ELA) and mathematics test for grades 3 through 8 that will be used for accountability purposes and will also indicate whether a third grade student is ready for promotion to fourth grade under Read to Succeed (1.3.6-1.3.8). Some number of districts successfully administered this test online in Spring 2016. These districts noted challenges in student preparedness to execute an exam online and also to complete a writing portion that requires keyboarding skills that are above that which most third graders currently possess. The department completed testing readiness assessments of the plaintiff districts and will continue to assist all districts in assessing technology capabilities and needs with a focus on preparedness for online testing. The agency worked with the State Board of Education to develop a process for waivers for districts that cannot successfully test online this year. Additionally, the department is encouraging districts to ensure students in grades 1 and 2 receive keyboarding instruction that will assist in the ability to effectively complete typed writing portions of online assessments. VirtualSC’s typing course for elementary students is available to all students. Act 281, passed by the General Assembly in June, requires that all districts test students online in the last 20

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days of the school year, beginning in 2017–18. To assist districts in preparing for this mandate, the department requests of districts that SC Ready and PASS tests should be given in the last 30 days of school this year in an effort to prepare for next year’s window.

**Current Efforts and Results**

**Support for Low-Performing Schools and Districts**

The General Assembly passed several bills this year that help guide and support the work of the department to ensure that every child has access to a quality public education. The Office of School Transformation, codified by Act 178 of 2016, ensures that schools and districts identified as low-performing receive needed support. The department offers tiered levels of intervention to these schools and districts that includes funding support as well as placement of transformation coaches and personnel to provide on-site technical assistance. Professional learning opportunities will include data analysis and evidence-based strategies to improve the performance of low-achieving students. Diagnostic and leadership capacity reports for priority schools were provided in FY 2015–16. Additional learning opportunities to support increased student achievement include extended learning opportunities and summer reading camps. Extended learning opportunities and data analysis by educators are necessary to achieve academic growth. Summer learning opportunities and reading camps will combat summer reading loss (1.3.1-1.3.5, 2.2.1-2.2.5, 3.5.1-3.5.2).

Support for students who may struggle in school, especially those in underperforming or low-performing schools and districts, must focus on the whole student. The department encourages increased access to counselors, social workers and mental health professionals with a focus on schools in districts that have less access to such professionals. The department is working with MUSC and Boeing to pilot health initiatives in the Federal Strike Force Zones and will continue to build on that work (6.4.3). The department will also provide needed assistance and resources to districts to support health activities and identification of students in poverty as well as compliance with SC Department of Health and Human Services requirements (6.4.4 – 6.4.6).

**The Profile of the South Carolina Graduate**

Act 195 of 2016 codified the Profile of the Graduate, setting to the course to ensure all students are prepared for success in college, career and citizenship. Ensuring that each student is prepared must be achieved using metrics that will correspond to the evolving single accountability system (1.2 .1 -1.2.4). The single accountability system is a major focus for the coming year. The department, the State Board of Education and the Education Oversight Committee are currently collaborating with stakeholders on the design of a single accountability system to align federal and state accountability requirements. The new accountability system will incorporate multiple measures of student readiness across elementary, middle and high school grades. At the high school level, it is imperative that students graduate college- and career-ready, as demonstrated through a system of multiple pathways and measures. These metrics must be incorporated into the state level data system and be accessible to stakeholders (4.1.1-4.2.1).

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Standards and coursework must align to the Profile and support preparedness at each educational level. Through VirtualSC, the department continues to ensure that robust virtual coursework options are available to all students in every district. VirtualSC is highly responsive to course requests and consistently strives to ensure that demand is met. This year the program is developing virtual course work for the middle grades as well as working to serve students who have been expelled and for whom no other educational options are available (5.1.1-5.1.4).

In 2015–16, 65 percent of students who completed a CATE Program of Study earned a silver or higher on the National Career Readiness Certificate; 38 percent attained industry certificates (PM 39, 40). Career and technology coursework shall continue to be aligned to workforce needs. The department received a preliminary SC Yes grant to enhance this alignment, and is competing for the second grant this October. The next year will show an increase in the number of students completing a career and technology program as well as completers who earn stackable credentials and industry certificates. In 2014–15, 2,375 students accessed technical college coursework for dual credit (PM 64). Dual credit course access will increase and include courses that can be utilized for career and technology programs. Students who are able to access and complete these programs and access the necessary industry credentials directly increase the available ready workforce in our state (5.2.1-5.2.3, 5.4.6).

By 2018, each school district shall be developing high quality personalized learning programs. During the coming year, the department will finalize the framework that will serve as an incubator for the programs as they are implemented in 2017–18. Professional learning opportunities for STEM, STEAM and project-based learning shall be offered in formats that increase the capacity of educators in districts and encourage innovation (1.1.1-1.1.5).

**Early Learning & Literacy**

Using carry forward dollars, the department was able to provide districts with CDEP waiting lists funds for additional classes. The department will ensure that early learning and literacy programs are high quality and will ensure that every classroom in the *Abbeville* trial and plaintiff districts receives technical assistance (5.3.1). The department’s goal is that all public early childhood programs have the feedback and support needed to show quality improvements by the next year. Every district is implementing the 4K and 5K readiness assessments. The department and the Education Oversight Committee are reviewing metrics to ensure readiness not just in these grades, but also extending to grades one and two to support the goals of Read to Succeed (5.3.3, 5.3.6).

**Educator Retention and Leadership Development**

The department supports educators in building expertise to increase student growth and achievement, close the achievement gap and support the Profile of the South Carolina Graduate. Revisions to the teacher evaluation system and growth-focused student learning objectives are a key focus. The department is collaborating with the Center for Educator Recruitment Retention and Advancement to provide training for mentors and trainers in the new evaluation criteria. Training for teachers, districts and evaluators continues in the development of student learning objectives. A multi-level observation

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rubric is being implemented to provide educators more specific, student-centered feedback (3.1.1-3.1.3). Professional learning opportunities for educators will include personalized learning development and implementation, and best practices in coaching.

**Facilities, Transportation and Nutrition**

The department received funding this year to begin work assessing the facilities needs of districts and the efficiency of district operations. This work will inform guidance and support provided to districts in using funds and partnering with other districts to increase effectiveness. The department will continue to serve as the statewide building official and assist districts with facilities improvements (6.3.1-6.3.4). All students need safe environments in which to learn. The department will provide anti-bullying technical assistance to assist districts in meeting best practices for safety and climate (6.4.1, 6.4.2).

The General Assembly has provided the department with funding over the past two fiscal years to purchase close to 500 new buses, which will include some alternative fuel buses. The department continues to refine the transportation system to ensure it is safe and efficient and that student ride time is as short as practicable (6.1.1, 6.1.3).

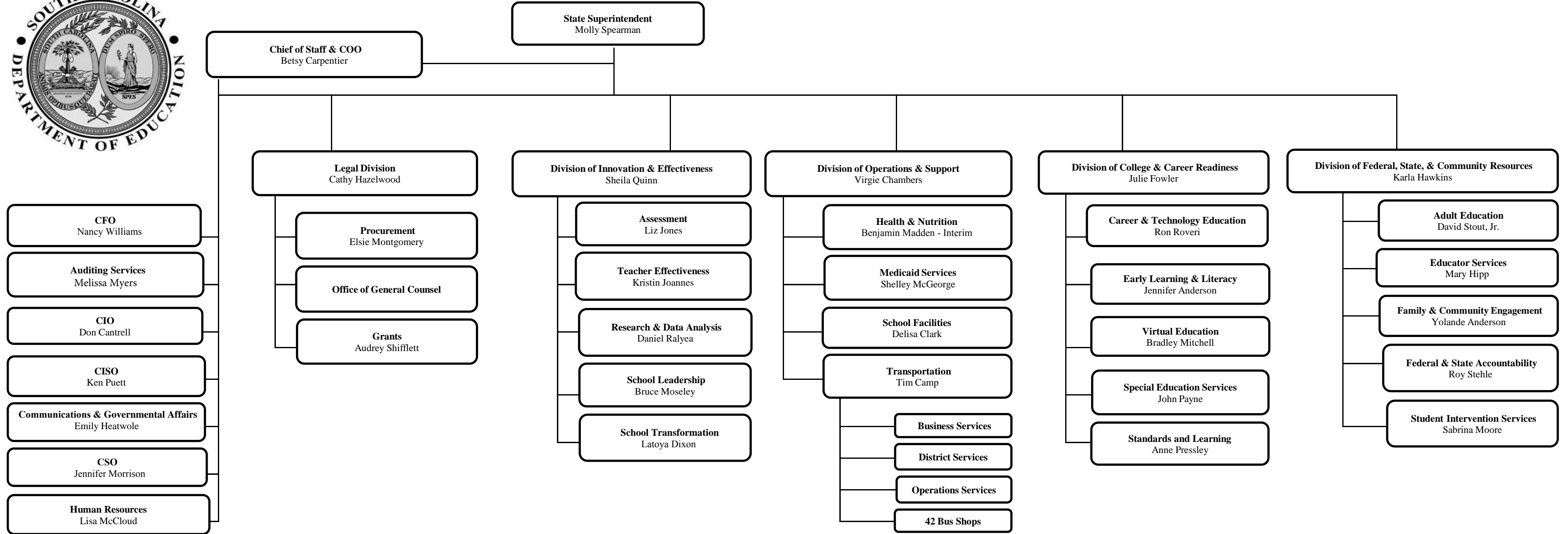
Once students arrive at school, they must be welcomed into a safe and constructive learning environment. Many students rely on schools for one or two meals per day and students are supported during the summer through the USDA’s Summer Nutrition Program. During the summer of fiscal year 2015–16, over 3.2 million summer meals were served in South Carolina (PM 51). The department will continue to focus on ensuring these students receive healthy meals that meet the necessary nutritional guidelines (6.2.3, 6.2.4).

Education and economic development must work hand in hand to ensure that South Carolina is producing a ready and effective workforce.

**Risk Assessment and Mitigation Strategies**

If the Department of Education through the public schools in South Carolina fails to ensure that each student meets the Profile of the South Carolina Graduate, it will have a negative impact on the state in a multitude of ways. Students, parents, families and the taxpaying public will suffer, as there would be a growing number of adults who would be unable to become productive members of society. This could disproportionately impact students and families in more rural areas and in economically disadvantaged areas. Lack of a qualified workforce directly impacts the ability of the state to recruit and retain industry. Ensuring that students receive a high quality education from high quality educators is the most important goal that our state must achieve.

South Carolina Department of Education • Organizational Chart • August 31, 2016





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Type	Goal	Item # Strat	Object	Associated Enterprise Objective	Description
G	1			Education, Training, and Human Development	The SCDE will support engagement of all STUDENTS so they graduate from high school with the world class knowledge, skills, and characteristics to be successful in post-secondary college, careers, and citizenship.
S		1.1			<b>Provide resources, training, and support for school improvement, innovation, and high quality personalized learning opportunities.</b>
O			1.1.1		<i>Develop SCDE framework for personalized learning in 2016-17 and provide professional learning opportunities for district- and school-level implementation by 2017-18.</i>
O			1.1.2		<i>Develop learning progressions in ELA and mathematics to support personalized learning.</i>
O			1.1.3		<i>Incorporate learning progressions and personalized learning in educator evaluation system tools and processes by 2018-19 (extended implementation timeline per ESSA).</i>
O			1.1.4		<i>Develop high quality units of study in mathematics, science, and ELA to enhance district curriculum resources.</i>
O			1.1.5		<i>Increase number of professional learning opportunities for STEM, STEAM, and Project-Based Learning (PBL).</i>
O			1.1.6		<i>Provide professional learning opportunities in a variety of formats to support content-area instructional knowledge and model innovative pedagogy.</i>
O			1.1.7		<i>Increase annually the number of current, high quality SCDE resources and trainings related to public school choice and school wide innovation.</i>
S		1.2			<b>Implement comparable, valid, and reliable resources and metrics to ensure all students are prepared for success in college, careers, and citizenship after graduation.</b>
O			1.2.1		<i>Coordinate the administration and scoring of high quality, rigorous, valid, and reliable summative ELA and mathematics assessments in grades 3-8 (SCREADY) that measure attainment of the state's college and career ready content standards.</i>
O			1.2.2		<i>Coordinate the development, administration, and scoring of high quality, rigorous, valid, and reliable summative science and social studies assessments in grades 4-8 (SCPASS).</i>

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O			1.2.3		Coordinate the development, administration, and scoring of high quality, rigorous, valid, and reliable summative assessments in English I, Algebra I, Biology I, and US History and the Constitution (EOCEP).
O			1.2.4		Oversee procurement, testing, and collection of scores related to college and career readiness assessments for students in grade 11.
S		1.3			<b>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.</b>
O			1.3.1		Develop and conduct survey with high needs schools and districts to determine baselines for extended learning opportunities during the school year, summer learning opportunities, and active community partners.
O			1.3.2		Work with high needs schools to increase percentage of students participating in extended learning opportunities during the school year.
O			1.3.3		Work with high needs schools to increase percentage of students participating in summer learning opportunities.
O			1.3.4		Work with high needs schools to increase active community partnerships, particularly with the faith-based community.
O			1.3.5		Increase annually the number of current, high quality SCDE resources and trainings related to community partnerships, high quality summer learning, and high quality extended learning opportunities.
O			1.3.6		Provide on-site support to 100 percent of Abbeville plaintiff districts during required third grade summer reading camps.
O			1.3.7		Monitor and support 100 percent of districts to ensure third grade summer reading camps meet minimum standards of quality.
O			1.3.8		Increase annually the number of current, high quality SCDE resources and trainings related to family awareness of and involvement in children's literacy development.
O			1.3.9		Increase the percentage of compliance of postsecondary transition and services of students with IEPs from 92 percent to 95 percent.
G	2			Education, Training, and Human Development	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.

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S		2.1			<b>Implement federal programs effectively.</b>
O			2.1.1		<i>Ensure 100 percent of LEAs monitored by the Title I staff will be in compliance annually with federal policies and guidelines, including the allowable use of funds.</i>
O			2.1.2		<i>Provide training and technical support to 100 percent of entities receiving federal funds so they are able to maximize available flexibility.</i>
S		2.2			<b>Provide support to improve academic performance of districts and schools identified as low performing.</b>
O			2.2.1		<i>Provide diagnostic and leadership capacity reports for 100 percent of identified Priority schools (state and federal).</i>
O			2.2.2		<i>Hire, train, and monitor the effectiveness of 30 transformation coaches in Priority schools and districts. Ensure 100 percent of identified schools receive coach services by 2017-18.</i>
O			2.2.3		<i>Develop a portfolio of evidence-based strategies to improve the performance of underperforming subgroups and low-achieving students.</i>
O			2.2.4		<i>Provide targeted professional learning opportunities annually to identified Priority schools to improve school performance on accountability metrics.</i>
O			2.2.5		<i>Provide targeted professional learning opportunities annually to identified Focus schools to reduce subgroup gaps.</i>
S		2.3			<b>Engage all districts in using high quality systems review and accreditation.</b>
O			2.3.1		<i>Ensure all districts are in compliance with the statutes and regulations as related to the state accountability standards as well as with the federal statutes, regulations, and guidance.</i>
O			2.3.2		<i>Develop one consolidated, coherent planning tool that incorporates and aligns all required state and federal plans by 2018.</i>
G	3			Education, Training, and Human Development	<b>SCDE will support public school EDUCATORS in building expertise to increase student growth and achievement, close the achievement gap, and increase numbers of students meeting the Profile of the SC Graduate.</b>
S		3.1			<b>Use teacher evaluation and Student Learning Objectives (SLOs) to engage educators in evidence-based practices and the use of data to improve student performance.</b>
O			3.1.1		<i>Collaborate with CERRA to provide training and resources necessary to train mentors and their trainers in new evaluation curricula.</i>

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O			3.1.2		Provide SLO training and related resources to districts, teachers, and evaluators so that all state model educators are prepared to collect student growth measures as outlined in district ADEPT plans.
O			3.1.3		Procure a multilevel observation rubric and provide training to IHEs, state-model district teams, principals, and associate principals for implementation in 2018-19.
O			3.1.4		Create partnership with 5 low-performing districts to provide intensive, on-the-ground data, assessment, SLO, and ADEPT support.
S		<b>3.2</b>			<b>Support the recruitment and retention of high quality educators.</b>
O			3.2.1		Monitor number of educators rated proficient ("met") or above on overall state effectiveness rating.
O			3.2.2		Implement new incentives to increase the number of teachers made available through the Program of Alternative Certification of Educators (PACE).
O			3.2.3		Review and revise certification criteria to create a more flexible, streamlined, and cohesive system for certifying teachers.
O			3.2.4		Train 100 percent of new adult education directors and teachers through the Adult Education Academies training process each summer to increase effectiveness of adult education programs in field.
O			3.2.5		Modify current professional development process by adding a director and teacher coaching component to the current intensive technical assistance program (ITAP) process.
S		<b>3.3</b>			<b>Provide leadership programs which support the Profile of the SC Graduate.</b>
O			3.3.1		Enhance program offerings for providing coaching.
O			3.3.2		Provide program for established district and school leaders in developing and implementing personalized learning.
O			3.3.3		Update the Principal Induction Program (PIP) to include evidence-based school improvement models, personalized learning, and academic growth of all students.
S		<b>3.4</b>			<b>Work with IHEs and other teacher agencies to ensure South Carolina teachers have the knowledge, skills, and abilities to help students meet the Profile of the SC Graduate.</b>
O			3.4.1		Provide resources to educator preparation programs (EPPs) regarding the Profile of the South Carolina Graduate and other state initiatives and requirements.

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O			3.4.2		Monitor progress of EPPs in developing data systems to measure the impact of candidates on P-12 student learning.
S		3.5			Implement strategies outlined in the South Carolina plan for equitable access to excellent educators.
O			3.5.1		Support development of a pipeline of educators to high poverty, high minority, and rural schools by assisting districts with strategies to improve their ability to recruit and retain.
O			3.5.2		Promote distributed leadership, instructional support, and improved school climate.
O			3.5.3		Advocate for greater salary equity among South Carolina school districts.
G	4			Education, Training, and Human Development	The SCDE will align state, district and school LEARNING SYSTEMS so they promote personalized student growth, achievement, and the Profile of the SC Graduate.
S		4.1			Develop and implement a world class accountability system to communicate state, district, and school progress effectively.
O			4.1.1		Work with contractors and agency processes to ensure data from the Student Information System is accurate, reliable, and valid.
O			4.1.2		Ensure that 100 percent of data are private and secure.
O			4.1.3		Develop and produce a statewide web-based portal to aggregate and disaggregate data and present school, district, and state report cards.
O			4.1.4		Monitor and track state-level data related to critical indicators like graduation rates.
S		4.2			Develop and implement a data warehouse to improve quality and availability of agency data around student information systems, assessment, standards and learning, finance, and career and technical education.
O			4.2.1		Collaborate with other governmental agencies to refine an operational Student Longitudinal Data System.
G	5			Education, Training, and Human Development	The SCDE will foster expansion of LEARNING OPPORTUNITIES so all students meet expectations of the Profile of the SC Graduate.
S		5.1			Implement robust virtual options to meet state needs that serve 100 percent of students and schools who apply for a virtual course.
O			5.1.1		Monitor virtual course requests to employ an adequate number of adjunct faculty to meet projected student demand.

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O			5.1.2		<i>Develop specific virtual programming to serve expelled high school students by Fall 2017.</i>
O			5.1.3		<i>Develop a series of virtual middle school courses for implementation in Fall 2017.</i>
O			5.1.4		<i>Partner with at least 20 high needs schools to supply virtual programming to broaden student opportunities and meet schedule needs.</i>
S		5.2			<b>Align Career and Technology Education courses with workforce development needs.</b>
O			5.2.1		<i>Increase number of students completing a Career and Technology Education (CATE) Program of Study leading to a specialized stackable credential of value.</i>
O			5.2.2		<i>Increase the percentage of CATE completers who earn a silver or higher on the National Career Readiness Certificate.</i>
O			5.2.3		<i>Increase percentage of CATE completers who attain industry certificates.</i>
S		5.3			<b>Support schools and districts in strengthening the quality of their early learning and literacy programs.</b>
O			5.3.1		<i>Increase number of CDEP monitoring visits to existing 4K classrooms, including 100 percent of classrooms in Abbeville plaintiff districts.</i>
O			5.3.2		<i>Increase number of early childhood programs that have made quality improvements since previous review.</i>
O			5.3.3		<i>Provide support and training to ensure that 100 percent of districts implement readiness assessments in 4K and 5K programs.</i>
O			5.3.4		<i>Develop a document to align state early learning standards with 5K standards.</i>
O			5.3.5		<i>Review and provide feedback on district reading plans to school districts within 20 business days (4 weeks).</i>
O			5.3.6		<i>Increase the percentage of districts meeting preschool special education outcome targets to 75 percent by 2020.</i>
S		5.4			<b>Support increased student access to world class opportunities in the world language, related arts, technology, and accelerated programs.</b>
O			5.4.1		<i>Increase the number of high quality professional learning opportunities and resources to support world language programs.</i>
O			5.4.2		<i>Increase the number of high quality professional learning opportunities and resources to support arts programs.</i>

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O			5.4.3		Increase the number of high quality professional learning opportunities and resources to support courses offered in middle school for high school credit.
O			5.4.4		Increase the number of high quality professional learning opportunities and resources to support Advanced Placement and International Baccalaureate Programs.
O			5.4.5		Increase percentage of South Carolina high schools offering dual credit courses.
O			5.4.6		Increase the number of dual credit courses that can be utilized for CATE programming.
G	6			Education, Training, and Human Development	The SCDE will aid DISTRICTS in building the capacity to provide safe and healthy environments for long-term success.
S		6.1			Operate a safe and efficient school transportation program.
O			6.1.1		Operate a school maintenance program that ensures daily availability of regular-route school vehicles and reduces mechanic turnover by 1 percentage point annually.
O			6.1.2		Administer the School Bus Driver Training and Certification program to reduce the number of driver-caused bus accidents by 1 percentage point annually.
O			6.1.3		Reduce the number of student ride times that exceed 90 minutes by 10 percent.
S		6.2			Provide and support a healthy learning environment by ensuring access to nutritious meals.
O			6.2.1		Provide a minimum of 10 training courses on meal pattern, menu, and recipe compliance to support the local implementation of USDA nutritional requirements.
O			6.2.2		Work across internal SCDE offices and partner state agencies to ensure the ongoing execution of a plan to increase the statewide district certification match rate of eligible students from 86 to 88 percent.
O			6.2.3		Reduce the number of districts receiving corrective actions plans resulting from general findings in the USDA administrative review process from 41 percent to 30 percent.
O			6.2.4		Increase access to the Summer Food Service Program and the Seamless Summer Option by increasing the number or sponsors, sites, and meals served by 5 percent over the previous school year.
S		6.3			Ensure students learn in safe school buildings.
O			6.3.1		Provide technical assistance to school districts and their project teams related to building codes and associated best practices to reduce need for plan resubmittals and reinspections.

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Strategic Planning Template

Type	Goal	Item # Strat	Object	Associated Enterprise Objective	Description
O			6.3.2		Review plans to remodel and build new school buildings that support systems of personalized learning.
O			6.3.3		Track and monitor the number of districts' capital improvements to address safety and building access.
O			6.3.4		Complete facility assessment report and efficiency study of Abbeville plaintiff districts and provide reports to General Assembly.
S		6.4			<b>Support schools in developing positive and supportive climates for learning.</b>
O			6.4.1		Provide school climate-related (to include anti-bullying) resources and/or professional development opportunities to school and districts annually.
O			6.4.2		Collect verification that all district and school safety plans meet the requirements of all state laws related to school safety/climate.
O			6.4.3		Increase access to counselors, social workers, and mental health professionals to support the whole child and promote students' ability to learn.
O			6.4.4		Provide technical assistance resources to school districts to support health services billing and compliance with SCDHHS requirements.
O			6.4.5		Provide training/technical assistance resources to 100 percent of school districts to support SDAC billing and identification of students in new poverty index.
O			6.4.6		Provide district-level feedback and recommendations to at least 80 percent of districts regarding quality assurance of Medicaid requirements.
G	7			Government and Citizens	<b>The SCDE will model excellence and continuous improvement in all programs and services.</b>
S		7.1			<b>Implement a continuous improvement process focused on program effectiveness, stakeholder satisfaction, and return on public investment.</b>
O			7.1.1		Create the tools and set baselines for an agency evaluation-assessment system which measures agency program effectiveness, stakeholder satisfaction, fidelity to the law, and return on public investment.
O			7.1.2		Develop a continuous improvement framework and regular schedule – including measurable office objectives and annual agency performance measures – that operates at the agency, division, and office levels.
S		7.2			<b>Foster a culture of innovation, improvement, excellence, collaboration, service, and urgency.</b>
O			7.2.1		Establish internal climate-culture goals and baseline metrics.



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Strategic Planning Template

Type	Item #			Associated Enterprise Objective	Description
	Goal	Strat	Object		
O			7.2.2		<i>Implement structures to ensure sustainability of agency policies and procedures, including effective onboarding and succession procedures and resources for new directors and other office staff.</i>
O			7.2.3		<i>Implement internal and external communications plans to increase perception of effective communication across leadership, divisions, offices, and teams.</i>
O			7.2.4		<i>Implement an plan for agency internal personalized professional learning opportunities.</i>
O			7.2.5		<i>Implement a comprehensive initiative that promotes an agency-wide culture of wellness to include healthy and nutritional eating, increased physical activity, and a tobacco-free work environment.</i>
S		<b>7.3</b>			<b>Add to the evidence and research base of what works in South Carolina public education.</b>
O			7.3.1		<i>Report on annual agency performance inside and outside the SCDE. Focus on agency effectiveness, stakeholder satisfaction, fidelity to the law, and return on public investment.</i>
O			7.3.2		<i>Work with partners to evaluate and report on agency performance.</i>
O			7.3.3		<i>Support effective program evaluation across agency offices: goal-setting, design of qualitative and quantitative metrics, collection and evaluation of data, and reporting/publication.</i>

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Performance Measurement Template

Item	Performance Measure	Target Value	Actual Value	Future Target Value	Time Applicable	Data Source and Availability	Calculation Method	Associated Objective(s)
1	State percent Met and higher on SCREADY 3-8 ELA	Baselines and cut scores established in July 2016 and will be applied to the spring 2016 test; No 2015-16 target	Data will be reported Nov 2016	2016-17 target will be reported Nov 2016	Nov 2016	Office of Assessment(OA); Annually	Aggregate percent Met or higher on SCREADY ELA, Grades 3-8	1.2.1
2	State percent Met and higher on SCREADY 3-8 Mathematics	Baselines and cut scores established in July 2016 and will be applied to the spring 2016 test; No 2015-16 target	Data will be reported Nov 2016	2016-17 target will be reported Nov 2016	Nov 2016	OA; Annually	Aggregate percent Met or higher on SCREADY 3-8 Mathematics, Grades 3-8	1.2.1
3	State percent Met and higher on SCPASS 3-8 Science	75%; Baselines and cut scores established in 2009	Data will be reported Nov 2016	2016-17 target will be reported Nov 2016	Nov 2016	OA; Annually	Aggregate percent Met or higher on SCPASS Science, Grades 3-8	1.2.2
4	State percent Met and higher on SCPASS 3-8 Social Studies	75%; Baselines and cut scores established in 2009	2015-16 data will be reported Nov 2016	2016-17 target will be reported Nov 2016	Nov 2016	OA; Annually	Aggregate percent Met or higher on SCPASS Social Studies, Grades 3-8	1.2.2
5	State percent passing Algebra 1 EOCEP	90%; New cut scores to be applied beginning in 2016-17	2015-16 data will be reported Nov 2016	2016-17 target will be reported Nov 2016	Nov 2016	OA; Annually	Calculate percent of total students scoring 70 or higher on Algebra 1 EOCEP	1.2.3
6	State percent passing English 1 EOCEP	85%; New cut scores to be applied beginning in 2016-17	2015-16 data will be reported Nov 2016	2016-17 target will be reported Nov 2016	July 1-June 30	OA; Annually	Calculate percent of total students scoring 70 or higher on English 1 EOCEP	1.2.3
7	State percent passing Biology EOCEP	80%	2015-16 data will be reported Nov 2016	2016-17 target will be reported Nov 2016	July 1-June 30	OA; Annually	Calculate percent of total students scoring 70 or higher on Biology 1 EOCEP	1.2.3
8	State percent passing US History EOCEP	80%	2015-16 data will be reported Nov 2016	2016-17 target will be reported Nov 2016	July 1-June 30	OA; Annually	Calculate percent of total students scoring 70 or higher on US History EOCEP	1.2.3
9	Percent Met and higher on SCREADY 3-8 ELA by subgroup	Baselines and cut scores established in 2015-16; No 2015-16 target	2015-16 data will be reported Nov 2016	2016-17 target will be reported Nov 2016	Nov 2016	Office of Research and Data Analysis (ORDA); Annually	Calculate percent Met or higher for each subgroup in state: Subsidized Meals, Disabled, African American, and Limited English	4.1.3
10	Percent passing English 1 EOCEP by subgroup	85% for each subgroup - new test	2015-16 data will be reported Nov 2016	2016-17 target will be reported Nov 2016	Nov 2016	ORDA; Annually	Calculate percent of students scoring 70 or higher on English 1 EOCEP for each subgroup in state	4.1.3

11	Percent Met and higher on SCREADY 3-8 Mathematics by subgroup	Baselines and cut scores established in 2015-16; No 2015-16 target	2015-16 data will be reported Nov 2016	2016-17 target will be reported Nov 2016	Nov 2016	ORDA; Annually	Calculate percent Met or higher for each subgroup in state: Subsidized Meals, Disabled, African American, and Limited English	4.1.3
12	Percent passing Algebra 1 EOCEP by subgroup	90% for each subgroup - new test	2015-16 data will be reported Nov 2016	2016-17 target will be reported Nov 2016	Nov 2016	ORDA; Annually	Calculate percent of students scoring 70 or higher on Algebra 1 EOCEP for each subgroup in state	4.1.3
13	State percent of students graduating within 4 years	90%	2015-16 data will be reported Nov 2016	2016-17 target will be reported Nov 2016	Nov 2016	ORDA; Annually	Calculate percent of total students graduating in 4 years	4.1.4
14	<u>College Readiness</u> : State percent of grade 11 students meeting the "college ready" benchmarks in English, Reading, Science, and Mathematics on ACT	50%	2015-16 data will be reported Nov 2016	2016-17 target will be reported Nov 2016	Nov 2016	OA; Annually	Aggregate percent of total test Grade 11 students meeting the "college ready" benchmarks in English, Reading, Science, and Mathematics on ACT (as established by ACT)	1.2.4
15	<u>College Readiness</u> : Mean score on Reading, English, Mathematics and Science on ACT for ALL Grade 11 students	20.5	2015-16 data will be reported Nov 2016	2016-17 target will be reported Nov 2016	Nov 2016	OA; Annually	Calculate mean score for all grade 11 students on Reading, English, Mathematics and Science on ACT (including those with non-college accepted accommodations)	1.2.4
16	<u>Career Readiness</u> : Percent meeting 4 or higher on Critical Reading, Applied Mathematics, & Locating Information combined on Work Keys	65%	2015-16 data will be reported Nov 2016	2016-17 target will be reported Nov 2016	July 1-June 30	OA; Annually	Calculate percent of total grade 11 students meeting 4 or higher on Critical Reading, Applied Mathematics, and Locating Information combined on Work Keys	1.2.4
17	<u>Career Readiness</u> : Number of students completing a Career and Technology Education (CATE) Program of Study	Baselines established in 2015-16; No 2015-16 targets	16%	17%	July 1-June 30	Office of Career and Technology Education (OCTE); Annually	Count number of students completing a Career and Technology Education (CATE) Program of Study	5.2.1
18	Percent of districts in compliance with federal policies and guidelines for use of Title 1 funds	100%	95%	100%	July 1-June 30	Office of State and Federal Accountability (OSFA); Annually	Use on-site and desk audit documentation	2.1.1
19	Percent of districts participating in Title I training and technical support	100%	100%	100%	July 1-June 30	OSFA; Annually	Calculate percent of total SC districts present at statewide trainings	2.1.2
20	Percent of Priority schools which received diagnostic and leadership capacity reports	50%	30%	100%	July 1-June 30	Office of School Transformation (OST); Annually	Calculate percent of total identified Priority schools in year which received diagnostic review and leadership capacity reports	2.2.1
21	Percent of Priority schools which received transformation coach services	100%	100%	100%	July 1-June 30	OST; Annually	Calculate percent of total identified Priority school in year which received transformation coach services (full time or part time)	2.2.2
22	Percent of Focus schools which reduced their most significant subgroup gap	50%	2015-16 data will be reported Nov 2016	50%	Nov 2016	ORDA and OST; Annually	Calculate percent of Focus schools in cohort that reduced their most significant subgroup gap with no decrease in the ALL Students subgroup	2.2.5

23	Percent of Priority schools which showed improvement on annual state tests in ELA or mathematics	Baselines and cut scores established in 2015-16; No 2015-16 target	2015-16 data will be reported Nov 2016	50%	Nov 2016	ORDA and OST; Annually	Calculate percent of priority schools showing improvement on state ELA tests (SCREADY, English 1 EOCEP) and on state mathematics tests (SCREADY, Algebra I EOCEP)	2.2.4
24	Number of educators entering profession through Program of Alternative Certification for Educators (PACE).	No target set for 2015-16	325	350	July 1-June 30	Office of Educator Services (OES); Annually	Count number of educators completing certification requirements needed for employment	3.2.2
25	State percent of students scoring at the lowest achievement level on state summative reading tests (formerly "not met 1") in grades 3, 5, 8, 11	Baselines and cut scores established in 2015-16; No 2015-16 target	2015-16 data will be reported Nov 2016	2016-17 target will be reported Nov 2016	Nov 2016	ORDA and Office of Early Learning and Literacy (OELL); Annually	Calculate percent of total students scoring at the lowest achievement level on state summative reading assessment results (formerly "not met 1") in grades 3, 5, 8, 11	5.3.5
26	Percent of existing CDEP classrooms which received CDEP monitoring visits	No target set for 2015-16	Data to be collected for first time in 2016-17	40% of total existing CDEP classrooms; 100% of existing CDEP classroom in Abbeville plaintiff districts	July 1-June 30	OELL; Annually	Calculate percent of monitoring visits in total new expansion CDEP classrooms and classrooms in Abbeville plaintiff districts	5.3.1
27	Percent of monitored early childhood programs showing quality improvements since last review	No target set for 2015-16	Baseline data and target to be set in 2016-17	Baseline data and target to be set in 2016-17	July 1-June 30	OELL; Annually	Calculate percent of total monitored early childhood programs in year that demonstrated quality improvements since last review	5.3.2
28	Percent of districts implementing readiness assessments in 4K and 5K programs	No target set for 2015-16	100%	100%	July 1-June 30	OELL; Annually	Calculate percent of total SC districts implementing readiness assessments in 4K and 5K programs	5.3.3
29	Average number of business days for SCDE feedback on district reading plans to be returned to district after initial submission	No target set for 2015-16	73	20	July 1-June 30	OELL; Annually	Track average number of days for SCDE feedback on district reading plans to be returned to district after initial submission	5.3.5
30	Number of students served by SCDE virtual programs	No target set for 2015-16	76,104	88,000	July 1-June 30	Office of Virtual Education (OVE); Annually	Count total number of students served in year	5.1.1
31	Average number of students per virtual teacher	No target set for 2015-16	134.7	150 maximum	July 1-June 30	OVE; Annually	Divide total number of enrolled students by number of teachers to determine average	5.1.1
32	Number of high needs schools in partnership with the SCDE Office of Virtual Education	No target set for 2015-16	5	20	July 1-June 30	OVE; Annually	Count number of high needs schools (Priority) in year which have entered into MOAs with the Office of Virtual Education	5.1.4
33	Percent of districts meeting preschool special education outcome targets	60%	65.9%	75%	July 1-June 30	Office of Special Education Services (OSES); Annually from IDEA Child Outcome Summary Form (COSF), aggregated collection (IDEA State Performance Plan Indicator 7)	Divide number of LEAs meeting all 6 preschool outcome areas by the number of all LEAs (prescribed by IDEA requirements in the SC State Performance Plan)	5.3.6

34	Percent of students in high needs schools participating in extended learning opportunities during the school year	No target set for 2015-16	Baseline survey data to be collected in 2016-17	50%	July 1-June 30	Office of Family and Community Engagement (OFACE); Annually from survey (to be given for first time in 2016-17)	Divide total number of students in respondent schools by number reported to have participated in extended learning opportunities during the school year; May cross-reference with 21st CCLC, Priority, Focus, OELL, and IGP reports	1.3.2
35	Percent of students in high needs schools participating in academic summer learning opportunities	No target set for 2015-16	Baseline survey data to be collected in 2016-17	50%	July 1-June 30	OFACE; Annually	Divide total number of students in respondent schools by number reported to have participated in summer academic learning opportunities; May cross-reference with 21st CCLC, Priority, Focus, OELL, and IGP reports	1.3.3
36	Percent of high needs schools with active community partners	No target set for 2015-16	Baseline survey data to be collected in 2016-17	50%	July 1-June 30	OFACE; Annually	Divide number of schools reporting one or more active community partners (defined in survey) by total number of respondent schools; May cross-reference with community partner survey	1.3.4
37	Percent of Abbeville plaintiff districts which received on-site literacy specialist support during third grade summer reading camps	No target set for 2015-16	100%	100%	July 1 -June 30	OELL; Annually	Calculate percent of Abbeville plaintiff districts which received on-site literacy specialist support during required third grade summer reading camps	1.3.6
38	Percent of districts where third grade summer reading camps meet minimum standards of quality	No target set for 2015-16	78.1%	100%	July 1 -June 30	OELL; Annually	Use literacy specialist evaluations to divide number of districts whose required third grade summer reading camps met minimum standards of quality by all districts	1.3.6
39	Percent of CATE completers who earn a silver or higher on the National Career Readiness Certificate	Baselines established in 2015-16; No 2015-16 target	65%	66%	July 1-June 30	OCTE; Annually	Divide number of CATE completers attaining industry certificates for year by total number of CATE completers	5.2.2
40	Percent of CATE completers who attain industry certificates	Baselines established in 2015-16; No 2015-16 target	38%	40%	July 1-June 30	OCTE; Annually	Target Values are subject to determination of 2015 baseline data	5.2.3
41	Number of SCDE professional learning opportunities provided to support world language programs	No target set for 2015-16	9	12	July 1-June 30	Office of Standards and Learning (OS&L); Annually	Count number of professional learning opportunities provided	5.4.1
42	Number of SCDE professional learning opportunities provided to support arts programs	No target set for 2015-16	57	68	July 1-June 30	OS&L; Annually	Count number of professional learning opportunities provided	5.4.2
43	Number of SCDE professional learning opportunities provided to support courses offered in middle school for high school credit	No target set for 2015-16	41	44	July 1-June 30	OS&L; Annually	Count number of professional learning opportunities provided	5.4.3

44	Number of SCDE professional learning opportunities provided to support Advanced Placement and International Baccalaureate programs	No target set for 2015-16	3	16	July 1-June 30	OS&L; Annually	Count number of professional learning opportunities provided	5.4.4
45	Percent of students achieving a 3 or higher on AP or a 4 or higher on IB courses	AP - 57%, IB - 68% (national averages in 2014)	AP - 57%, IB - 70%	AP - 57.5%	July 1-June 30	ORDA; Annually	Divide number of students achieving a 3 or higher on AP tests or a 4 or higher on IB tests by all students taking tests in year	5.4.4
46	Number of SCDE professional learning opportunities provided to support STEM, STEAM, and/or Project-Based Learning (PBL)	No target set for 2015-16	6	20	July 1-June 30	OS&L; Annually	Count number of professional learning opportunities provided	1.1.5
47	Percent of school buses older than 10 years or 100,000 miles	<65%	79%	<65%	July 1-June 30	Office of Transportation (OT); Annually	Count total number of buses greater than 100,000 miles plus the total number over ten years old. Divide this number and divide by total number of buses	6.1.1
48	Average operating miles per bus	<15,000	14,400	< 14,000	July 1-June 30	OT; Annually	Divide total number of buses by the total miles traveled	6.1.1
49	Turnover rate for bus shop mechanics	<15%	15.9	< 14.9	July 1-June 30	OT; Annually	Divide total number Mechanic III separations by total number of Mechanic III positions	6.1.1
50	Number of transportation service calls	<14,000	14,321	< 13,500	July 1-June 30	OT; Annually	Count total number of all service calls	6.1.1
51	Number of summer meals served	No target set for 2015-16	3,275,970	3,439,769	July 1-June 30	Office of Health and Nutrition (OHN); Annually	Count number of summer meals served in year	6.2.4
52	Number summer food sites	1,982	1,952	2,049	July 1-June 30	Office of Health and Nutrition (OHN); Annually	Count total number of summer food sites (SFSP and SSO) in year	6.2.4
53	Number of training courses provided to support local implementation of USDA nutritional requirements.	No target set for 2015-16	8	10	July 1-June 30	Office of Health and Nutrition (OHN); Annually	Count total number of menu planning and improvement trainings	6.2.1, 6.2.3
54	Percent of schools complying with postsecondary transition and services of students with IEPs	95%	96.6%	95%	July 1-June 30	OS&L; Annually	Calculate percent of total schools complying with postsecondary transition and services for students with IEPs; IDEA Part B Indicator 13 measurement	1.3.8
55	Percent of SC educators rated proficient or above	98%	98%	98%	July 1-June 30	Office of Educator Effectiveness (OEE)	Divide number of educators reported by districts as proficient by total number of educators evaluated. Note: New system will report on 4 levels; FOIA changes pending. Subject to change with implementation.	3.2.1
56	Rate at which minority and high-poverty students in Title I schools are taught by ineffective teachers	No target set for 2015-16	No data collected in 2015-16	<10%	July 1-June 30	ORDA; Annually	Calculate percent of minority students in classes taught by ineffective teachers in Title I schools; Calculate percent of high-poverty students in classes taught by ineffective teachers in Title I schools; See ESSA draft	3.5.1, 3.5.2, 3.5.3

57	Rate at which minority and high-poverty students in Title I schools are taught by out-of-field teachers	No target set for 2015-16	No data collected in 2015-16	<10%	July 1-June 30	ORDA; Annually	Calculate percent of minority students in classes taught by out-of-field teachers in Title I schools; Calculate percent of high-poverty students in classes taught by out-of-field teachers in Title I schools; See ESSA draft	3.5.1, 3.5.2, 3.5.3
58	Rate at which minority and high-poverty students in Title I schools are taught by inexperienced teachers	No target set for 2015-16	No data collected in 2015-16	<10%	July 1-June 30	ORDA; Annually	Calculate percent of minority students in classes taught by inexperienced teachers in Title I schools; Calculate percent of high-poverty students in classes taught by inexperienced teachers in Title I schools; See ESSA draft	3.5.1, 3.5.2, 3.5.3
59	Number of driver-caused bus accidents	< 382	398	< 390	July 1-June 30	OT; Annually	Count number of reported driver-caused accidents in EPMS	6.1.2
60	Number of district route ride times that exceed 90 minutes	< 887	663	< 600	July 1-June 30	OT; Annually	Count number of district routes where time exceeds 90 minutes	6.1.3
61	Number of summer food program sponsors	71	71	75	July 1-June 30	OHN; Annually	Count number of approved summer food program sponsors	6.2.5
62	Number of districts with major Medicaid discrepancies	No target set for 2015-16	30	25	July 1-June 30	Office of Medicaid Services (OMS); Annually	Count number of districts which have serious discrepancies identified during annual quality assurance visit; Medicaid Quality Assurance Annual Report	6.4.4
63	Number of targeted districts with major discrepancies for the last two years that participated in technical assistance	No target set for 2015-16	No data collected in 2015-16	100%	July 1-June 30	Office of Medicaid Services (OMS); Annually	Count number of districts which have participated in technical assistance visit; Medicaid Quality Assurance Annual Report	6.4.4
64	Number of CATE students who took technical college coursework (dual credit)	No target set for 2015-16; 2375 CATE students in 2014-15	2015-16 data will be reported Nov 2016	4,100	July 1-June 30	OSFA; Annually	Count number of CATE students reported by districts as enrolled in technical college coursework; OCATE and Activity Coding System	5.4.6
65	Number of trainings provided to support districts and technical colleges articulate agreements in order to increase student access to dual credit coursework	No target set for 2015-16	0	8	July 1-June 30	OSFA; Annually	Count number of trainings provided	5.4.5, 5.4.6

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Program Template

Program/Title	Purpose	FY 2015-16 Expenditures (Actual)				FY 2016-17 Expenditures (Projected)				Associated Objective(s)
		General	Other	Federal	TOTAL	General	Other	Federal	TOTAL	
I. Superintendent of Education	Support agency work and education entities through administrative efforts of State Superintendent.	\$ 1,842,026		\$ 249,238	\$ 2,091,264	\$ 1,842,026		\$ 249,238	\$ 2,091,264	7.1, 7.2, 7.3
II. Board of Education	Support agency work and education entities through oversight efforts of the State Board of Education.	\$ 55,046			\$ 55,046	\$ 55,046			\$ 55,046	7.1, 7.2, 7.3
IV.A. Accountability Operations	Support state's education accountability system including standards development and implementation; state and federally mandated assessments for students; professional development and SLOs; assistance to low performing schools; report card creation and distribution; state data collection and maintenance; and technological support to the agency and school districts.	\$ 3,024,512		\$ 12,037,029	\$ 15,061,541	\$ 3,024,512		\$ 12,037,029	\$ 15,061,541	1.1, 1.2, 2.2, 3.1, 4.1, 4.2, 5.2, 5.4
IV.B. Education Accountability Act	NA				\$ -				\$ -	NA
VI. Chief Information Office	Support agency information distribution and sharing, including fulfillment of inter-agency and public requests for information and data.	\$ 1,554,672		\$ 19,527	\$ 1,574,199	\$ 3,224,328		\$ 19,527	\$ 3,243,855	ALL
VIII. School Effectiveness	Support agency implementation of virtual education and other initiative and entities related to school effectiveness.	\$ 8,325,716		\$ 11,767,914	\$ 20,093,630	\$ 10,383,716		\$ 11,767,914	\$ 22,151,630	2.3
IX.A. Finance and Operations	Support financial operations of the education system and agency.	\$ 4,625,000		\$ 206,723	\$ 4,831,723	\$ 4,625,000		\$ 206,723	\$ 4,831,723	ALL
IX.B. Instructional Materials	NA				\$ -				\$ -	NA
X.A. Support Operations	Support operations to the SC education system including the pupil transportation system, nutrition services, school building services, and Medicaid services.	\$ 2,674,514		\$ 4,778,488	\$ 7,453,002	\$ 2,849,514		\$ 4,778,308	\$ 7,627,822	6.1, 6.2, 6.3, 6.4
X.B. Bus Shops	Support state pupil transportation system.	\$ 87,841,997			\$ 87,841,997	\$ 107,541,997			\$ 107,541,997	6.1
X.C. Buses	Support state pupil transportation system.	\$ 4,317,334			\$ 4,317,334	\$ 6,317,334			\$ 6,317,334	6.1
X.D. Office of First Steps to School Readiness	NA - Other entity appropriated under H3701	\$ 6,524,157		\$ 7,920,413	\$ 14,444,570	\$ 7,274,157		\$ 7,920,413	\$ 15,194,570	NA
XII.A. EIA/Standards, Teaching, Learning, Accountability	Support agency implementation and education entities related to standards, instruction, and accountability.		\$ 247,910,363		\$ 247,910,363		\$ 289,417,464		\$ 289,417,464	1.1, 1.2, 2.2, 3.1, 4.1, 4.2, 5.2, 5.4
XII.B. EIA/Early Childhood	Support agency implementation and education entities related to 4K and 5K programming.		\$ 48,692,118		\$ 48,692,118		\$ 52,147,118		\$ 52,147,118	5.3
XII.C. EIA/Teacher Quality	Support agency implementation and education entities related to improvement of teacher quality.		\$ 220,808,248		\$ 220,808,248		\$ 253,054,402		\$ 253,054,402	3.4, 3.5
XII.E. EIA/Leadership	Support agency implementation and education entities related to school and district leadership.		\$ 19,067,388		\$ 19,067,388		\$ 19,252,988		\$ 19,252,988	3.3



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Program Template

Program/Title	Purpose	FY 2015-16 Expenditures (Actual)				FY 2016-17 Expenditures (Projected)				Associated Objective(s)
		General	Other	Federal	TOTAL	General	Other	Federal	TOTAL	
XII.F. EIA/Partnerships	Support agency implementation and education entities related to school and district partnerships.		\$ 33,581,663		\$ 33,581,663		\$ 35,400,403		\$ 35,400,403	1.3
XII.G. EIA/Transportation	Support state pupil transportation system.		\$ 8,369,772		\$ 8,369,772		\$ 8,369,772		\$ 8,369,772	6.1
XII.H. EIA/Charter School District	Support South Carolina Public Charter School District.		\$ 66,650,493		\$ 66,650,493		\$ 78,197,621		\$ 78,197,621	1.1.7
XII.I. EIA/First Steps to School Readiness	NA - Other entity appropriated under H3701		\$ 24,618,656		\$ 24,618,656		\$ 28,745,683		\$ 28,745,683	NA
XIII. Governor's School for Science and Math	NA - Other entity appropriated under H3701	\$ 10,805,923	\$ 596,371	\$ 114,172	\$ 11,516,466	\$ 12,201,281	\$ 596,371	\$ 114,172	\$ 12,911,824	NA
XIV.A. Aid to School Districts	Support district and school operations, activities, and improvement.	\$ 2,462,372,585		\$ 803,020,829	\$ 3,265,393,414	\$ 2,706,991,320		\$ 803,020,829	\$ 3,510,012,149	1.1, 1.2, 2.2, 3.1, 4.1, 4.2, 5.2, 5.4
XIV.B. Special Allocations	NA - Other entities appropriated under H3701	\$ 1,323,889			\$ 1,323,889	\$ 1,490,153			\$ 1,490,153	NA
XV. Governor's School for Arts and Humanities	NA - Other entity appropriated under H3701	\$ 8,254,063	\$ 913,702	\$ 31,950	\$ 9,199,715	\$ 8,362,041	\$ 913,702	\$ 31,950	\$ 9,307,693	NA
XVIII.C. Employee Benefits State Employer Contribution	Support fringe benefits of agency employees.	\$ 10,493,242	\$ 1,084,111	\$ 2,116,239	\$ 13,693,592	\$ 11,078,354	\$ 1,084,111	\$ 2,116,239	\$ 14,278,704	7.1, 7.2, 7.3
					\$ -				\$ -	
					\$ -				\$ -	
TOTAL		\$ 2,614,034,675	\$ 672,292,885	\$ 842,262,522	\$ 4,128,590,083	\$ 2,887,260,778	\$ 767,179,635	\$ 842,262,342	\$ 4,496,702,756	
					\$ -				\$ -	

Agency Name: State Department of Education

Fiscal Year 2015-16  
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Legal Standards Template

Item #	Law Number	Jurisdiction	Type of Law	Statutory Requirement and/or Authority Granted	Associated Program(s)
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See separate Excel workbook included with  
AAR submission.

Agency Name: State Department of Education

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Customer Template

Divisions or Major Programs	Description	Service/Product Provided to Customers	Customer Segments	<u>Specify only for the following Segments:</u> (1) <u>Industry:</u> Name; (2) <u>Professional Organization:</u> Name; (3) <u>Public:</u> Demographics.
CCR - Career and Technology Education	Office responsible for supporting and monitoring Career and Technology Education (CATE) programs across state	District support and training; state oversight of district programs and budgets	School Districts	
CCR - Early Learning and Literacy	Office responsible for implementation of Read to Succeed and CDEP 4K programming	District support and training; state oversight of district and school reading plans; family literacy resources and training	School Districts	
CCR - Special Education Services	Office responsible for administration of federal IDEA funding and requirements	District support and training; federal monitoring and oversight; legal counsel	School Districts	
CCR - Standards and Learning	Office responsible for development and support of K-12 standards across state	District support and training	School Districts	
CCR - Virtual Education	Office responsible to development, administration, and improvement of Virtual SC as well as virtual options for students and teachers across the state	District support and training; Partnerships to implement district-level virtual resources and programming	School Districts	
CCR - Virtual Education	Office responsible to development, administration, and improvement of Virtual SC as well as virtual options for students and teachers across the state	K-12 coursework and instruction leading to high school graduation from another entity; online professional learning for educators	General Public	K-12 students enrolled in Virtual SC coursework (mostly high school, elementary keyboarding)
FSCR - Adult Education	Office tasked with support and oversight of adult education programs across state	District support and training	School Districts	
FSCR - Educator Services	Office responsible for certification and licensure of educators in South Carolina	District support and training; Certification support and monitoring; increase in teacher pipeline through administration of Program of Alternative Certification for Educators (PACE); Monitoring of educator qualifications, certifications, and endorsements	School Districts	
FSCR - Educator Services	Office responsible for certification and licensure of educators in South Carolina	Support with certification and licensure	General Public	Applicants seeking South Carolina teacher certification; educators seeking to maintain, advance, or add areas of certification; career changers; school districts; Institutions of Higher Education (IHEs)
FSCR - Family and Community Engagement	Office tasked with increasing extended learning opportunities, summer learning opportunities, and high quality community partnerships across state	District support and training; Facilitation of partnerships with community agencies	School Districts	
FSCR - Family and Community Engagement	Office tasked with increasing extended learning opportunities, summer learning opportunities, and high quality community partnerships across state	Facilitation of partnerships with school districts	General Public	Community partners and partner organizations, including faith-based institutions

FSCR - State and Federal Accountability	Office responsible for support and oversight of federal programs related to the Elementary and Secondary Education Act as well as state accreditation of schools	District support and training; Program oversight and monitoring	School Districts	
FSCR - Student Intervention Services	Office responsible for the administration of federally funded 21st CCLC programs and the state -funded Education and Economic Development Act. Also responsible for dropout prevention, school safety, and truancy initiatives.	District support, training, and monitoring; Oversight of federal 21st Century Schools grant program	School Districts	
IE- Assessment	Office tasked with procurement, implementation, and quality assurance of state summative assessments	Review and procurement of assessments; District support and training; Evaluation of vendor data files	School Districts	
IE - Educator Evaluation	Office responsible for development and oversight of state educator evaluation system. Per report requests, data could be supplied to IHEs, professional educator organizations (PSTA, SCEA, SCASA), or other entities via FOIA and/or MOU agreement.	District support and training; System development and implementation	School Districts	
IE - Research and Data Analysis	Office responsible for development and oversight of state accountability system, state report cards, and longitudinal data system. Per report requests, data could be supplied to IHEs, professional educator organizations (PSTA, SCEA, SCASA), or other entities via FOIA.	District agreements and support related to PowerSchool ad PowerSchool data; Publication of annual state and federal report cards; Development and maintenance of state longitudinal data system	School Districts	
IE - Research and Data Analysis	Office responsible for development and oversight of state accountability system, state report cards, and longitudinal data system	Publication of annual state and federal report cards; Development and maintenance of state longitudinal data system	Executive Branch/State Agencies	
IE - School Leadership	Office tasked with development and support of district and school leaders across the state: superintendents, principals, guidance counselors, and media center coordinators	Training and support	School Districts	
IE - School Transformation	Office responsible for state school improvement and school innovation efforts, including charter schools	Training and support; Monitoring	School Districts	
OS - Office of Transportation	Office tasked with safe and efficient operation of state school transportation system	Procurement of new buses; Maintenance of existing bus fleet; Monitoring of bus routes; Training and certification of bus drivers	School Districts	
OS - Medicaid Services	Office responsible for supporting district Medicaid billing and implementation of HHS requirements	District support and training; Monitoring	School Districts	
OS - Health and Nutrition	Office tasked with administration of school lunch and summer feeding programs	Program support and training; Monitoring; Approval of summer feeding sites and sponsors	School Districts	

OS - School Facilities	Office responsible for inspection and approval of new school facilities	Inspection services	School Districts	
COO - Auditing Services	Office providing assurance to management on whether operating compliance objectives are being met within the agency and whether external entities are in compliance with terms and conditions of grant awards	Agency and district audits and review; Review and compilation of information on December 1 annual audits of school districts; Calculation of indirect cost rates	School Districts	
COO - Communication and Governmental Affairs	Office tasked with agency communication and outreach; Ombudsman for agency and switchboard responding to calls and public inquiries; Liaison to the Governor, General Assembly, and other state agencies	Agency memoranda to school district administrative personnel	School Districts	
COO - Communication and Governmental Affairs	Office tasked with agency communication and outreach; Ombudsman for agency and switchboard responding to calls and public inquiries; Liaison to the Governor, General Assembly, and other state agencies	Agency reporting and information	Executive Branch/State Agencies	
COO - Communication and Governmental Affairs	Office tasked with agency communication and outreach; Ombudsman for agency and switchboard responding to calls and public inquiries; Liaison to the Governor, General Assembly, and other state agencies	Agency reporting and information	Legislative Branch	
COO - Communication and Governmental Affairs	Office tasked with agency communication and outreach; Ombudsman for agency and switchboard responding to calls and public inquiries; Liaison to the Governor, General Assembly, and other state agencies	Response to calls and public inquiries	General Public	South Carolina citizens
COO - Communication and Governmental Affairs	Office tasked with agency communication and outreach; Ombudsman for agency and switchboard responding to calls and public inquiries; Liaison to the Governor, General Assembly, and other state agencies	Response to media inquiries and FOIA requests	Industry	Media outlets
COO - Office of Finance	Office provides timely disbursements of state, federal and other funds to school districts, state agencies, other entities, and vendors. Office provides leadership and service to internal and external stakeholders related to funding.	Processes timely disbursements	School Districts	

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Partner Template

Name of Partner Entity	Type of Partner Entity	Description of Partnership	Associated Objective(s)
<b>K-12 Education</b>			
Education consortia (Old English, Midlands, Pee Dee, and Western Piedmont)	K-12 Education Institute	Feedback and input on SCDE implementation; collaboration around state and federal opportunities	1.1.1-6.4.6
Governors Schools	K-12 Education Institute	Fiscal agent; SCDE seat on the board	1.1.1-6.4.6
Home School Association(s)	K-12 Education Institute	Statutory determinations for purposes of school attendance	2.3.1
Palmetto Unified School District	K-12 Education Institute	SCDE seat on board	1.1.1-6.4.6
K-12 Technology Initiative	K-12 Education Institute	Partnership among DOA, EOC, SCDE, State Library, and others	1.1.1-6.4.6, emphasis on 5.1.1-5.1.4 (virtual programming)
Local education agencies (LEAs; school districts)	K-12 Education Institute	Funding allocations; leadership, funding, and professional support; monitoring of state/federal requirements and plans; training and technical assistance; feedback and input on SCDE implementation; collaboration around state and federal opportunities	1.1.1-6.4.6
Schools (elementary, middle, and high)	K-12 Education Institute	Funding allocations; leadership, funding, and professional support; monitoring of state/federal requirements and plans; training and technical assistance; feedback and input on SCDE implementation; collaboration around state and federal opportunities	1.1.1-6.4.6
SC Public Charter School District	K-12 Education Institute	Fiscal agent; leadership, funding, and professional support; advocacy; monitoring of state/federal requirements and plans as appropriate; training and technical assistance; feedback and input on SCDE implementation; collaboration around state and federal opportunities	1.1.1-6.4.6, emphasis on 1.1.7
<b>State Government</b>			
Center for Educator Recruitment, Retentions, and Advancement (CERRA)	State Government	Training development and facilitation; collaboration with the Alternative Certification Team to present district and/or regional information sessions in rural districts; partnership on Rural Technical Assistance proviso and <i>SC State Plan for the Equitable Distribution of Excellent Educators</i>	3.1.1, 3.3.1, 3.4.1-3.5.3
Commission on Higher Education (CHE)	State Government	NCRC data	3.4.1, 3.4.2
Education Oversight Committee (EOC)	State Government	Standard-setting and approval; assessments, reporting and accountability (including report cards); grading and accountability plans; oversight of EIA funding	1.2.1-1.2.4, 4.1.1-4.2.1
First Steps	State Government	Collaboration around planning and professional development for early learning teachers of 4K; Collaboration around 4K professional learning and data collection	5.3.1-5.3.4, 5.3.6

HeadStart	State Government	Collaboration around planning and professional development for early learning teachers; Collaboration around professional learning and data collection	5.3.1-5.3.4, 5.3.6
Office of Revenue and Fiscal Affairs	State Government	Data matching	4.1.4, 4.2.1
Office of the Attorney General	State Government	Training related to school climate/safety	6.4.1-6.4.3
School Food Authorities	State Government	Actual benefit issuance/determinations; Training and technical assistance	6.2.1-6.2.4
SC Department of Commerce	State Government	Proviso Task Force; EEDA recommendations; regional educational coordinators; workforce projections	5.2.1-5.2.3
SC Department of Employment and Workforce	State Government	Career readiness, workforce statistics and projections	5.2.1-5.2.3 (CATE)
SC Department of Health and Environmental Control	State Government	Technical assistance to select counties related to meal patterns and nutrition education	6.2.1-6.2.4
SC Department of Health and Human Services	State Government	School-based health Medicaid reimbursement policies	6.4.4-6.4.6
SC Department of Mental Health	State Government	Mental health services in the schools (some school districts contract with SCDMH)	6.4.1-6.4.3
SC Department of Social Services	State Government	Collaboration around planning and professional development for early learning teachers of 4K; Resource regarding summer food initiatives	5.3.1-5.3.4, 5.3.6, 6.2.4
SCETV	State Government	SCDE board seat; public service announcements; collaboration around filming and broadcasting professional learning	6.4.1-6.4.3
SC State Board for Technical and Comprehensive Education	State Government	Dual credit awarding entity; collaboration around college readiness and reduction of remediation; sharing of vocational equipment	5.2.1-5.2.3 (CATE)
<b>Federal Government</b>			
National Highway Traffic Safety Administration (NHTSA)	Federal Government	Regulation of federal motor vehicle standards related to school buses	6.1.1-6.2.4
Southeastern Comprehensive Center/American Institutes of Research	Federal Government	USDE-funded research and program support; technical assistance; networking/contact with other states	1.1.1-6.4.6, 7.1.1-7.3.3
US Department of Agriculture	Federal Government	Policy, technical assistance, and reimbursement related to several programs that provide healthy food to children including the National School Lunch Program, School Breakfast Program, and Summer Food Service Program.	6.2.1-6.2.4
US Department of Education	Federal Government	Policy, funding, technical support, oversight, and monitoring of all federally funded programs	1.2.1-1.2.4, 1.3.9, 2.1.1-2.1.2, 2.2.1-2.2.5, 2.3.1-2.3.2, 4.1.1-4.2.1, 5.3.6
US Department of Justice	Federal Government	Office of Civil Rights reviews data (dropout, chronic absenteeism, and discipline) to ensure that students' rights are not violated.	4.1.1-4.2.1

<b>Higher Education</b>			
Educator Preparation Programs (EPPs)	Higher Education Institute	Training, resources, and technical assistance related to EPP accreditation, teacher licensure, state initiatives, and current legislation; EPP program approval; information sharing through monthly SC Education Dean's Alliance meetings	3.4.1-3.4.2, 3.5.1
IHEs	Higher Education Institute	Collaboration and information-sharing around K-12 students for post-secondary success/readiness; feedback and input on SCDE implementation; collaboration around state and federal opportunities	1.1.1-6.4.6
Technical colleges	Higher Education Institute	SCDE seat on SC Board of Technical Colleges; ReadySC; youth apprenticeships; collaboration and information-sharing around K-12 students for post-secondary success/readiness; feedback and input on SCDE implementation; collaboration around state and federal opportunities	1.1.1-6.4.6
Clemson University	Higher Education Institute	Reading Recovery programming and certification	1.3.6-1.3.7, 5.3.5
Francis Marion University	Higher Education Institute	Resources related to teaching students of poverty	2.2.1-2.2.5
Lander University	Higher Education Institute	Montessori programming and professional learning	1.1.7, 5.3.1-5.3.6
MUSC Boeing Center	Higher Education Institute	Technical assistance targeted to school districts related to development of local wellness policies	6.4.4
MUSC	Higher Education Institute	Partnership with school-based telehealth program to improve availability of health care to children living in underserved areas	6.4.4
Riley Institute at Furman University	Higher Education Institute	Technical assistance and data support for several SCDE areas, including Profile, Montessori, and personalized learning	1.1.1-1.1.7
SC State Board of Trustees	Higher Education Institute	SCDE seat on Board of Trustees	1.1.1-6.4.6
USC - SC Educational Policy Center	Higher Education Institute	Data analysis, accountability support, and training regarding climate surveys	2.2.2-2.2.5
USC - Center for Educational Partnerships (CEP)	Higher Education Institute	Technical assistance and support of several state initiatives, including Read to Succeed and school improvement	2.2.2-2.2.5, 5.3.6
USC - Children's Law Center	Higher Education Institute	Truancy training and resources	6.4.1-6.4.3
<b>Professional Associations</b>			
Council for the Accreditation of Educator Preparation (CAEP)	Professional Association	EPP state accreditation is tied to national accreditation through CAEP; SCDE is part of national accreditation visits and provides CAEP support to IHEs	3.4.1-3.4.2, 3.5.1
Council of Chief State School Officers (CCSSO)	Professional Association	Feedback and input on SCDE policies and initiatives; state partnerships; national-level training, support, and information; technical assistance	1.1.1-6.4.6
Palmetto State Teachers Association (PSTA)	Professional Association	Feedback and input on SCDE policies and initiatives; training and information	1.1.1-6.4.6



SC Association for Educational Technology	Professional Association	Annual conference presentations; collaboration around instructional technology	5.1.1-5.1.4
SC Association of School Administrators (SCASA)	Professional Association	Feedback and input on SCDE policies and initiatives; training and information	1.1.1-6.4.6
SC Association of School Business Officials	Professional Association	Feedback and input on SCDE policies and initiatives; training and information	1.2.1-1.2.4, 1.3.9, 2.1.1-2.1.2, 2.2.1-2.2.5, 2.3.1-2.3.2, 4.1.1-4.2.1, 5.3.6
SC Education Association (SCEA)	Professional Association	Feedback and input on SCDE policies and initiatives; training and information	1.1.1-6.4.6
SC School Board Association	Professional Association	Feedback and input on SCDE policies and initiatives; training and information	1.1.1-6.4.6
State Chamber of Commerce	Professional Association	Advocacy; feedback and input on SCDE policies and initiatives	5.2.1-5.2.3
<b>Non-Governmental Organizations</b>			
BCBSSC Foundation	Non-Governmental Organization	Fitness Gram	1.1.5-1.1.6
SC Council on the Holocaust	Non-Governmental Organization	Funding provided through Appropriations Act	1.1.5-1.1.6
ECTA	Non-Governmental Organization	Funding; training and technical assistance; strategic planning	5.2.1-5.2.3
KnowledgeWorks	Non-Governmental Organization	Collaboration and technical assistance related to personalized learning	1.1.1-1.1.3, 1.1.7
LARCUM	Non-Governmental Organization	Interdenominational faith-based group; collaboration around literacy	1.3.1-1.3.5
Palmetto Health	Non-Governmental Organization	Go Noodle	6.4.4
SC African American Heritage Association	Non-Governmental Organization	<i>Teacher's Guide to African American Historic Places in SC</i>	1.1.5-1.1.6
SC Baptist Convention	Non-Governmental Organization	Adopt a school program	1.3.1-1.3.5
SC Future Minds	Non-Governmental Organization	SCDE seat on board; Teacher of the Year	3.5.1
Southeastern Regional Education Board (SREB)	Non-Governmental Organization	Implementation of High Schools That Work (HSTW) proviso; technical assistance for low-performing schools; programmatic support of HSTW, MMGW, TTGW, LDC and MDC	1.1.4, 2.2.2-2.2.5, 5.2.1-5.2.3
TASC	Non-Governmental Organization	Funding; training and technical assistance; strategic planning	5.2.1-5.2.3
TransformSC	Non-Governmental Organization	Business partnerships; collaboration around Profile and personalized	1.1.1-1.1.3, 1.1.7
<b>Private Business Organizations</b>			
Absolute Total Care	Private Business Organization	School nurses asthma symposium	6.4.4
AdvancED	Private Business Organization	Diagnostic reviews for Priority Schools; district/school accreditation;	2.2.1, 2.3.1-2.3.2
AT&T	Private Business Organization	African American Heritage Calendar	1.1.5-1.1.6
Data Recognition Corporation	Private Business Organization	Assessments	1.2.11.2.4
WIS	Private Business Organization	African American Heritage Calendar	1.1.5-1.1.6

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Report Template

Item	Report Name	Name of Entity Requesting the Report	Type of Entity	Reporting Frequency	Submission Date (MM/DD/YYYY)	Summary of Information Requested in the Report	Method to Access the Report
1	Charter School Grant Annual Report	US Dept. of Education	Federal	Annually	April 1	Evaluate annual performance related to grant goals, metrics, funding	Request copy from SCDE OSGA
2	EDFacts - Consolidated State Performance Report	US Dept. of Education	Federal	Annually	February	Provide performance information to USED and Congress	Request copy from SCDE OSGA
3	EDFacts - student behavior data	US Dept. of Education	Federal	Annually	February	Provide data related to student behavior: students involved with firearms, firearm incidents, discipline data, dropouts; Safe and Drug-free Schools and Communities Act (Title IV, Part A)	Request copy from SCDE OSGA
4	Gun Free Schools Act	US Dept. of Education	Federal	Annually	March	Provide information about weapons in SC schools; GFSA Authorizing Legislation (Title IV, Part A, Subpart 3, Section 4141)	Request copy from SCDE OSGA
5	National Public Education Finance Survey	US Dept. of Education	Federal	Annually	August	Calculate state per pupil expenditure used to determine the amount of allocation for Title I and other federal programs each year; SCDE submits expenditure and revenue data and average daily attendance statistics; Federal Register, Vol. 80 No. 246 Notice	Request copy from SCDE OSGA
6	National Reporting System Annual Performance Reports	US Dept. of Education	Federal	Annually	December 31	Provide end-of-year information in multiple sections: financial, statistical, and narrative; A Data Quality Checklist and a copy of the state's Assessment Policy is required; Workforce Innovation and Opportunity Act of 2014 (PL 113-128)	Request copy from SCDE OCGA
7	Report on Implementation of SC State Plan for Equitable Distribution of Excellent Educators	SBE; US Dept. of Education; Public	Federal		One time; August 2017	Evaluate and provide recommendations related to Plan	SCDE website; Not available
8	School Improvement Grant (SIG) EDFacts Data	US Dept. of Education	Federal	Annually	February	Evaluate annual performance related to grant goals, metrics, funding requirements, and grant guidance	Request copy from SCDE OSGA
9	USDE Title II: EPP Data	US Dept. of Education	Federal	Annually	October	Update USDE on completers of SC EPPs	USDE Title II website
10	USDE Title II: J-1 Exchange Visitor Program Report	US Dept. of Education	Federal	Annually	August	Provide information regarding cultural exchange teachers in South Carolina	USDE Title II website
11	USDE Title II: State Teacher Shortage Areas	US Dept. of Education	Federal	Annually	December	Provide information for federal student loan forgiveness	USDE website

12	Southern Legislative Public Education Survey	Council of State Governments, Southern Legislative Conference, Fiscal Affairs and Government Operations Committee	Outside Organization	Annually	June	Provide comparative data report which is submitted and presented to the Fiscal Affairs and Government Operations Committee of the Southern Legislative Conference during its Annual Meeting; Comparison is made between the 15 states in the Southern Legislative Conference states	Southern Legislative Conference website
13	43-220: Gifted and Talented	General Assembly	State	Annually	No date	Report performance of gifted and talented students disaggregated demographically	Request copy from SCDE OCGA
14	1-1-810: Annual Accountability Reports	Governor; General Assembly	State	Annually	15-Sep	Provide information for the purpose of a zero-base budget analysis; Promote strategic planning and thoughtful review of agency goals; 1-1-810	SC Legislature website
15	59-01-400: Sick leave for public school employees	Executive Budget Office; Revenue and Fiscal Affairs Office	State	Annually	No date	Report assembled cost data from school district submissions	Request copy from SCDE OCGA
16	59-01-425: School term information	General Assembly	State	Annually	July 1	Provide detailed report of information from each district listing beginning and length of school term as well as the number of: (1) days missed and the reason, (2) days made up, and (3) days waived	Request copy from SCDE OCGA
17	59-01-449: State and local funding requirements	Local government entities with authority to levy school taxes	Local Govt.	Annually	May 1	Report state and local funding requirements	Request copy from SCDE OCGA
18	59-01-450: Parent education programs	EOC; Joint Committee on Children	State		One time; July 1, 1994	Report ways to better coordinate programs for parenting and literacy; Recommends changes to each agency's state regulations or provisions of law which would better promote coordination of programs	Request copy from SCDE OCGA
19	59-01-495: Title 59 review	General Assembly	State		One time; December 31, 2016	Assemble committee; Committee report all statutes that are obsolete and no longer applicable; Identify federal education statutes and regulations applicable to SC	Request copy from SCDE OCGA
20	59-05-140: Evaluations of SC Opportunity School, John de la Howe School, and the SC School for the Deaf and Blind	Board of each institution	State		Various; Reports at regularly scheduled meetings	Report on education program and whether program meets prescribed standards	Request copy from SCDE OCGA
21	59-05-85: Teacher evaluation program standards and procedures	Senate Education; House Education and Public Works	State		One time; September 1, 2001	Report on changes to dimensions	Request copy from SCDE OCGA
22	59-06-10: EIA Program Reports	EOC	State	Annually	September 30	Provide programmatic and expenditure information to EOC for EIA-funded programs	EOC website
23	59-06-16: SBE leadership network	Business Education Subcommittee; SBE; EOC	State		Various	Appoint leadership network of representatives from private sector; Meet quarterly and make regular reports	Request copy from SCDE OCGA

24	59-06-30: SBE evaluation of EIA	Business Education Subcommittee; General Assembly	State	Annually	December 1	SBE provide assessment of the SC EIA of 1984; See proviso for associated legislative reports and action	Request copy from SCDE OCGA
25	59-10-10: Student Health and Fitness Act	General Assembly	State	Annually	December 1	Provide summary of district- and school-level compliance with all elements of the 2005 Student Health and Fitness Act	General Assembly website
26	59-10-50: SC Physical Education assessments	Public	State	Annually	November	Provide calculated physical education program effectiveness score on district and school report cards	District and school report cards
27	59-16-60: SC Virtual School Program	General Assembly, Education Oversight Committee	State	Annually	December	Report on the overall effectiveness of the virtual school program including completion rates, course enrollments, etc.	Request copy from SCDE OCGA
28	59-16-60: Virtual school offerings	General Assembly	State	Annually	No date	SBE provide report on virtual school offerings and data	Request copy from SCDE OCGA
29	59-18-1560: External review committees	Local board of trustees; SBE	State	Annually	No date	External review committee report on district's progress in implementing recommendations and improving performance (annually for four years or as deemed necessary by SBE)	Request copy from SCDE OCGA
30	59-18-1610: Assistance to districts	General Assembly	State		One time; December 31, 2016	State Superintendent report design of assistance system; See proviso for system requirements	Not available
31	59-18-310: Report on statewide assessment system	SBE; General Assembly	State		One time; January 31, 2019	Report number of diplomas granted, by district, under the provision (development or adoption of statewide assessment system)	Not available
32	59-18-320: Review of field test; general administration; accommodations; adoption of new standards	EOC	State	Annually	Variable; One month after receiving reports on changes	See proviso for specific language	Request copy from SCDE OCGA
33	59-18-350: Cyclical review of standards	EOC; SBE	State		Various	After review (required every seven years), report recommended revisions for consideration	Request copy from SCDE OCGA
34	59-18-920 : Report card for charter, alternative, and career and technology schools	Public	State	Annually	November	Issue report card with performance ratings, explanations, and information similar to traditional school report cards	SCDE website
35	59-18-930: Executive summary of report cards	All districts and schools; Public	State	Annually	November 1	Issue executive summary; See proviso for specific requirements	SCDE website
36	59-20-60: Annual fiscal and programmatic report	General Assembly; Governor	State	Annually	No date	Present annual fiscal and programmatic report to assess compliance with Chapter 20 and make recommendations concerning necessary changes; SBE audit of chapter should be included in report	Request copy from SCDE OCGA
37	59-21-440: Monthly report on expenditures	SBE; EOC; Committee on Financing Excellence; Education Business Partnership	State	Monthly	Monthly	Report on approved expenditures and compliance with tax reduction requirement	Request copy from SCDE OCGA

38	59-25-350: ABCTE	SBE; General Assembly	State	Annually	March 31	Submit total number of individual employed in SC with a passport certificate issued by ABCTE by district and nonprivileged information collected on these individuals through the ADEPT system	Request copy from SCDE OCGA
39	59-26-20: Critical Needs, Schools, Geographic Areas, and Subject Areas for SC Teacher Loan Forgiveness	General Assembly	State	Annually	January	Teachers employed in the State in areas of critical need. Areas of critical need shall include both geographic areas and areas of teacher certification and must be defined annually for that purpose by the State Board of Education.	Request copy from SCDE OCGA
40	59-26-20: SBE duties re teacher examinations	Teacher candidates	State		Variable	SBE, through SCDE and CHE, report results of examinations providing for particular purposes; See proviso for specific requirements	Not available
41	59-26-30: Teacher assessments and examinations	Teacher candidates; EPPs	State		Variable	SBE, through SCDE, report results of teaching examinations to the student in a specific format and to the teacher training institution; See proviso for specific requirements	Not available
42	59-28-150: Parental involvement	SBE; General Assembly; EOC	State		One time; No date	State Superintendent report evaluation findings and implications of parental involvement programs based on SCDE-designed evaluation system	Not available
43	59-29-155: Section 155 report	Senate Education; House Education and Public Works	State		October 15 of each odd-numbered year, commencing in 2017	Submit documentation of implementation of this section (founding principles instruction required, reporting requirements, professional development); See statute for specific requirements	Not available
44	59-29-480: Financial Literacy Board of Trustees	State Auditor & General Assembly	State	Annually	N/A	A complete report of the activities of the Financial Literacy Board of Trustees must be made annually to the General Assembly and the State Auditor	Request copy from SCDE OCGA
45	59-29-520: Office of SC Financial Literacy	SBE	State	Annually	December 1	Office of Financial Literacy submit report including statewide needs and resources available to meet goals and purposes of the Financial Literacy Initiative	Request copy from SCDE OCGA
46	59-29-570: Evaluating progress toward goals; grantee participation; reports.	General Assembly	State	Quarterly	Rolling	Program evaluation reports must be reported to the General Assembly no later than three months after conclusion of the evaluation.	Request copy from SCDE OCGA

47	59-36-70: Report by Advisory Council on services for preschoolers	Interagency Coordinating Council; Joint Legislative Committee on Children; Senate Finance; House Ways and Means; Senate Education; House Education and Public Works	State	Bi-annually	December 1; February 1	State Advisory Council, with assistance from SCDE staff, submit summary of services provided for preschool children with disabilities and their families; See statute for requirements; Related to Act 86, which requires LEAs to serve children with disabilities ages 3 through 5	Request copy from SCDE OCGA
48	59-39-120 and 130: College Freshman Report	General Assembly	State	Annually	No date	Compile high school report data (due by May 1) related to first semester accomplishments of their students enrolled in in-state colleges;	Request copy from SCDE OCGA
49	59-40-170: Vacant School Building Report	Applicants for Charter Schools; Existing Charter Schools	State	Annually	No date	SCDE shall make available a list of vacant or unused buildings or portions of buildings that are district or state owned and would be suitable for the operation of a charter school.	Request copy from SCDE OCGA
50	59-63-330: School-related crime	General Assembly; Office of Attorney General	State	Annually	January 31 of year following the districts' final quarterly reports of the school year	Report compiled school-related crime information; Identify persistently dangerous schools	Request copy from SCDE OCGA
51	59-63-65: SCDE evaluation of initiative	EOC	State		One time; December 1, 2001	Report on evaluation of section 65 initiative (class size reduction, funding, facilities); See statute for specific requirements of initiative	Request copy from SCDE OCGA
52	59-144-130: SBE facilities information	General Assembly	State		December 1 every three years beginning in 1998	SBE report projected five-year school facilities improvement requirements reported by school districts, needs since last report, and previously identified needs	Request copy from SCDE OCGA
53	59-152-130: Readiness assessment reporting	SBE	State	Annually	No date	Following adoption of a school readiness assessment, report population-level results including baseline and overall change and improvement over time	Request copy from SCDE OCGA
54	59-155-130: Progress Toward 95% Reading on Grade Level	General Assembly	State	Annually	No date	Report implementation of Act 284 as well as state and district progress toward ensuring 95% of students are reading on grade level	Request copy from SCDE OCGA
55	59-155-130: Summer Reading Camp Report	SBE	State	Annually	No date	Report yearly success rate of summer reading camps	Request copy from SCDE OCGA
56	59-155-140: State Reading Plan	No name	State	Annually	No date	Provide updated plan and state reading proficiency progress report	Request copy from SCDE OCGA
57	Proviso 1.20 "School Bus Purchase"	Chairman of the Senate Finance; Chairman of House Ways and Means	State		As required	Submit report if department uses specifications of another state	Request copy from SCDE OSGA

58	Proviso 1.28 "School Districts and Special Schools Flexibility" (Same requirement as in Proviso 1A.14)	Senate Finance; House Ways and Means	State	Quarterly	Quarterly	Provide information on district flexibility activities related to staffing and finance; School districts report to the Department of Education the actual percentage of their per pupil expenditures used within non-instruction pupil services for the current school year	Request copy from SCDE OSGA
59	Proviso 1.33 "School District Furlough"	Chairman of the Senate Finance; Chairman of House Ways and Means	State		As required; No report necessary if no action taken	Provide information related to district furloughs; Districts must request approval after all other flexibility options have occurred	Request copy from SCDE OCGA; In past, SCDE has reported along with flexibility report
60	Proviso 1.66 "Reading/Literacy Coaches" (Same requirement as in Proviso 1A.66)	No name	State	Annually	January 15	Report on hiring/assignment of reading/literacy coaches by school in current fiscal year; Also report amount of funds to be used for Summer Reading Camps	Request copy from SCDE OCGA
61	Proviso 1.75 "Teacher Salary Schedule Structure"	Chairman of the Senate Finance; Chairman of House Ways and Means	State	Annually	No date	Provide recommendations regarding teacher salary schedule structure	Request copy from SCDE OCGA
62	Proviso 1.87 "Moving Cost Study"	Chairman of the Senate Finance; Chairman of House Ways and Means; Department of Administration	State		One time; September 1	Report costs associated with relocating the Department from the Rutledge building to a different location	Request copy from SCDE OCGA
63	Proviso 1.90 "Highly Qualified Teachers"	General Assembly	State	Annually	February 1	Report on updated federal requirements under ESSA	Request copy from SCDE OCGA
64	Proviso 1.92 "Facilities Tracking System and Assessment Assistance"	All local school boards of trustees	Local Govt.	Annually	No date	Provide completed assessments and studies to inform funding decisions for facilities and potential school or district consolidation	Request copy from SCDE OCGA
65	Proviso 1.95 "Abbeville Equity District Comprehensive Report"	General Assembly	State	Annually	January 1, 2017	Submit comprehensive report on the current allocation of funds to the Abbeville equity districts and the provision of services to these districts	Request copy from SCDE OCGA
66	Proviso 1A.12 "Technical Assistance"	Chairman of the Senate Finance Committee; Chairman of the House Ways and Means Committee; Chairman of the Senate Education Committee; Chairman of the House Education and Public Works Committee; Governor; local legislative delegation	State	Annually	November	Report findings on monitoring of student academic achievement and progress on implementation in the fall following the school or district designation as low-performing	Request copy from SCDE OCGA
67	Proviso 1A.16 "Dropout Prevention and High Schools That Work Programs"	Chairman of the Senate Finance Committee; Chairman of the House Ways and Means Committee; Chairman of the Senate Education Committee; Chairman of the House Education and Public Works Committee; Governor	State	Annually	December 1	Report on the effectiveness of dropout prevention programs; Assess program progress and effectiveness in providing a better prepared workforce and student success in post-secondary education; EEDA program monitoring and effectiveness	Request copy from SCDE OCGA

68	Proviso 1A.27 "Adult Education"	Senate Finance; House Ways and Means; Senate Education; House Education and Public Works	State	Annually	November, February, May, August	Provide summary information on school district quarterly reports to the SCD; District reports should include unique student identifiers; Report why students have enrolled in adult education and whether or not they are pursuing a GED or a diploma	Request copy from SCDE OCGA
69	Proviso 1A.33 "IDEA Maintenance of Effort"	General Assembly; Governor	State	Annually	December 1	Submit estimate of the IDEA MOE requirement	Request copy from SCDE OCGA
70	Proviso 1A.39 "PowerSchool Dropout Recovery Data"	No name	State	Annually	No date	SCDE and EOC determine how to calculate a dropout recovery rate that will be reflected on the annual school and district report cards	Request copy from SCDE OCGA
71	Proviso 1A.46 "Aid to Districts Draw Down"	Chairman of the Senate Finance Committee; Chairman of the House Ways and Means Committee; Chairman of the Senate Education Committee; Chairman of the House Education and Public Works Committee; Governor; local legislative delegation	State	Annually	September 30	Report on districts that failed to submit an updated plan in the current fiscal year; Plans ensure districts are meeting the safety needs of their students; Plans ensure districts, Palmetto Unified, and DJJ have updated safety plans in place	Request copy from SCDE OCGA
72	Proviso 1A.5 "Work-Based Learning"	Senate Finance; House Ways and Means	State	Annually	February	OCTE report on accomplishments of the Career Counseling Specialists	Request copy from SCDE OCGA
73	Proviso 1A.53 "Public Charter Pupil Counts"	Senate Finance; House Ways and Means	State		Various; 5th, 45th, 90th, and 135th days of school; August, November, February, and May	Report student counts for the 5th, 45th, 90th, and 135th days of school; Monitor charter school enrollment	Request copy from SCDE OCGA
74	Proviso 1A.59 "CDEPP Student Information and Reporting"	EOC	State	Annually	November 30	SCDE and First Steps provide any information required by the EOC for the annual CDEPP report	Request copy from SCDE OCGA
75	Proviso 1A.72 "College and Career Readiness"	Chairman of the Senate Finance Committee; Chairman of the Ways and Means Committee	State	Annually	No date	Report on how these funds were expended	Request copy from SCDE OCGA
76	Proviso 3.1 "LEA Audits"	Executive Budget Office; Chairman of the Senate Finance Committee; Chairman of the House Ways and Means Committee	State	Annually	October 1	Provide guidelines/procedures and expenditures of lottery funds allocated to school districts and other recipient institutions according to law; In addition, provide report on the amount of lottery funds distributed to each entity in the prior fiscal year	Request copy from SCDE OCGA
77	Proviso 3.4 "LEA: FY 2016-17 Lottery Funding"	Chairman of the Senate Finance Committee; Chairman of the House Ways and Means Committee; Chairman of the Senate Education Committee; Chairman of the House Education and Public Works Committee; Governor	State		Various; July 15, 2016 Reading Partners planning); December 31, 2016 (UGP); June 15, 2017 (Reading Partners impact)	July 15, 2016 - OELL submit planning criteria related to Reading Partners; December 31, 2016 - SCDE and CHE provide report regarding costs and opportunities of changes to UGP; June 15, 2017 - OELL submit impact of Reading Partners program; See proviso for specific report requirements and recipients	Request copy from SCDE OCGA



78	Proviso 117.29 "Base Budget Analysis"; Agency Accountability Report	Executive Budget Office, Legislative Oversight Committee	State	Annually	September 15	Provide information for the purpose of a zero-base budget analysis; Promote strategic planning and thoughtful review of agency goals; 1-1-810	SC Legislature website
79	Proviso 117.34 "Debt Collection Reports"	Chairman of the Senate Finance Committee; Chairman of the Ways and Means Committee; Inspector General	State	Annually	February end	Report outstanding debt owed to the SCDE by outside entities in previous fiscal year; See definitions in proviso	Request copy from SCDE OCGA
80	Proviso 117.55 "Employee Bonuses"	No name	State	Annually	August 31	Report bonus information, including the total amount and source of the bonus received, during the preceding fiscal year	Request copy from SCDE OCGA
81	Proviso 117.58 "Year-End Financial Statements -Penalties"	Comptroller General	State	Annually	October 1	Submit final audited financial statements for inclusion in State's Comprehensive Annual Financial Report	Request copy from SCDE OCGA
82	Proviso 117.71 "Reduction in Force/Agency Head Furlough"	Department of Administration	State		As needed	Report information regarding furloughs	Request copy from SCDE OCGA
83	Proviso 117.73 "IMD Operations"	Chairman of the Senate Finance Committee; Chairman of the House Ways and Means Committee; Governor	State	Annually	November 1	Report expenditures of all IMD transition funds	Request copy from SCDE OCGA
84	Proviso 117.74 "Fines and Fees Report"	Chairman of the Senate Finance Committee; Chairman of the House Ways and Means Committee	State	Annually	September 1	Post report online and submit	SCDE website
85	Proviso 117.83 "Bank Account Transparency and Accountability"	State Fiscal Accountability Authority	State	Annually	October 1	Report use composite reservoir bank accounts	Request copy from SCDE OCGA

**Agency Name:** State Department of Education

**Fiscal Year 2015-16  
Accountability Report**

**Agency Code:** H63      **Section:** 001

**Oversight Review Template**

Item	Name of Entity Conducted Oversight Review	Type of Entity	Oversight Review Timeline (MM/DD/YYYY to MM/DD/YYYY)	Method to Access the Oversight Review Report
1	USDA Special Nutrition Programs Management Evaluation Report	Federal	FFY 10/1/2014 to 9/30/2015 review period; conducted 1/15/2016 - 1/15/2016; Report dated 3/11/2016	Hard copy of report and SCDE response available upon request from Office of Communications and Governmental Affairs
2	USED Review of SCDE Title VII-B Education for Homeless Children and Youth Program (McKinney-Vento)	Federal	Remote monitoring; March 15-17, 2016	Report posted on USED website at <a href="http://www2.ed.gov/programs/homeless/performance.html">http://www2.ed.gov/programs/homeless/performance.html</a> ; Hard copy available upon request from Office of Communications and Governmental Affairs
3	USED Review of SCDE Title I Part D Neglected, Delinquent, or At-Risk Program	Federal	Remote monitoring; March 15-17, 2016	Report posted on USED website at <a href="http://www2.ed.gov/programs/titleipartd/performance.html">http://www2.ed.gov/programs/titleipartd/performance.html</a> (as of 8/31/2016, SC report had not yet been posted); hard copy available upon request from Office of Communications and Governmental Affairs
4	USED OSEP Review	Federal	Fiscal monitoring letter; December 23, 2015	Report posted on USED website (GRADS360) at <a href="https://osep.grads360.org/#communities/pdc/documents/11895">https://osep.grads360.org/#communities/pdc/documents/11895</a> ; Hard copy of an additional monitoring activity (closure letter) available upon request from the Office of Communications and Governmental Affairs
5	State Auditor	State	Annual	Results of the Single Audit, CAFR audit, and Agreed upon Procedures can be found at <a href="http://osa.sc.gov">http://osa.sc.gov</a>
6	EOC SC Early Reading Development and Education Program Report	State	Report dated January 15, 2015	Report posted on EOC website at <a href="http://www.eoc.sc.gov/Reports%20%20Publications/CDEP%202016/2015%20CDEP%20Report.pdf">http://www.eoc.sc.gov/Reports%20%20Publications/CDEP%202016/2015%20CDEP%20Report.pdf</a>
7	EOC Evaluation of State-Funded Full-Day 4K	State	2014-15 and 2015-16 academic years; Report dated January 15, 2015	Report posted on EOC website at <a href="http://www.eoc.sc.gov/Reports%20%20Publications/CDEP%202016/CDEP%20Report%20-%20Final%201-19-16.pdf">http://www.eoc.sc.gov/Reports%20%20Publications/CDEP%202016/CDEP%20Report%20-%20Final%201-19-16.pdf</a>
8	EOC Summer Reading Camps Partnerships Report	State	Summer 2016; Report dated October 16, 2015 (revised)	Report posted on EOC website at <a href="http://www.eoc.sc.gov/Reports%20%20Publications/Summer%20Reading%20Camp%20Partnership%20Report%202015/FINAL%20WITH%20COVER.10162015.pdf">http://www.eoc.sc.gov/Reports%20%20Publications/Summer%20Reading%20Camp%20Partnership%20Report%202015/FINAL%20WITH%20COVER.10162015.pdf</a>