

<b>AGENCY NAME:</b>	<b>Department of Education</b>		
<b>AGENCY CODE:</b>	<b>063</b>	<b>SECTION:</b>	<b>001</b>

## Fiscal Year 2018–2019 Accountability Report

### SUBMISSION FORM

<b>AGENCY MISSION</b>	The mission of the South Carolina Department of Education is to provide leadership and support so that all public education students graduate prepared for success.
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<b>AGENCY VISION</b>	<p>All students graduate prepared for success in college, careers, and citizenship. By 2022, districts will have available a system of personalized and digital learning that supports students in a safe learning environment to meet the Profile of the South Carolina Graduate.</p> <div style="text-align: center;"> <p><b>PROFILE OF THE South Carolina Graduate</b></p> <p><b>WORLD-CLASS KNOWLEDGE</b> Rigorous standards in language arts and math for career and college readiness Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences</p> <p><b>WORLD-CLASS SKILLS</b> Creativity and innovation Critical thinking and problem solving Collaboration and teamwork Communication, information, media and technology Knowing how to learn</p> <p><b>LIFE AND CAREER CHARACTERISTICS</b> Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills</p> <p><small>© SCASA Superintendent Roundtable Adopted by: SC State Board of Education, SC Department of Education, SC Education Oversight Committee, SC Arts Alliance, SC Arts in Basic Curriculum Steering Committee, SCASCD, SC Chamber of Commerce, SC Council on Competitiveness, SC School Boards Association, TransformSC Schools and Districts</small></p> </div>
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Does the agency have any major or minor recommendations (internal or external) that would allow the agency to operate more effectively and efficiently?

<b>RESTRUCTURING RECOMMENDATIONS:</b>	<b>Yes</b>	<b>No</b>
	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Is the agency in compliance with S.C. Code Ann. § 2-1-230, which requires submission of certain reports to the Legislative Services Agency for publication online and the State Library? See also S.C. Code Ann. § 60-2-30.

	<b>Yes</b>	<b>No</b>
<b>REPORT SUBMISSION COMPLIANCE:</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Is the agency in compliance with various requirements to transfer its records, including electronic ones, to the Department of Archives and History? See the Public Records Act (S.C. Code Ann. § 30-1-10 through 30-1-180) and the South Carolina Uniform Electronic Transactions Act (S.C. Code Ann. § 26-6-10 through 26-10-210).

	<b>Yes</b>	<b>No</b>
<b>RECORDS MANAGEMENT COMPLIANCE:</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Is the agency in compliance with S.C. Code Ann. § 1-23-120(J), which requires an agency to conduct a formal review of its regulations every five years?

	<b>Yes</b>	<b>No</b>
<b>REGULATION REVIEW:</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Please identify your agency's preferred contacts for this year's accountability report.

	<u><i>Name</i></u>	<u><i>Phone</i></u>	<u><i>Email</i></u>
<b>PRIMARY CONTACT:</b>	Katie Nilges	803-734-1215	knilges@ed.sc.gov
<b>SECONDARY CONTACT:</b>	Emily Heatwole	803-734-4066	eeheatwole@ed.sc.gov

I have reviewed and approved the enclosed FY 2018–2019 Accountability Report, which is complete and accurate to the extent of my knowledge.

<b>AGENCY DIRECTOR (SIGN AND DATE):</b>			<b>13 September 2019</b>
<b>(TYPE/PRINT NAME):</b>	Molly Spearman		

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

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**AGENCY’S DISCUSSION AND ANALYSIS**

**PERFORMANCE IMPACTS:**

INTERNAL

Superintendent Spearman began her second term in office on January 9, 2019. The agency has continued to focus the provision of intensive services to the lowest performing districts through the Office of School Transformation. Another piece to increasing opportunity and student performance in all districts is ensuring efficiency and high quality leadership, which still proves to be a challenge for our smallest districts. The Superintendent is currently working on increasing shared services and encouraging consolidation among districts with a student membership of 1,500 or less. Additionally, the agency continues to focus on school safety and providing training for each district and educators. School safety not only includes precautions against external threats, but also supports and services for students, particularly in the area of mental health.

EXTERNAL

Education reform has been at the forefront for state lawmakers and the agency has provided continued feedback and information as lawmakers continue to work toward improved K-12 policy. It will be important that the agency ensure it has the resources needed to support schools, districts, educators, and students as new policies are implemented if the state is to see student achievement as a result.

**CURRENT EFFORTS AND RESULTS & FUTURE PLANNING**

SCHOOL SAFETY

During Fiscal Year 18-19, the Superintendent continued collaborating with state agencies and other stakeholders to develop strategies that will improve school safety. (1.1.1). With assistance from Safe Haven’s International, the SCDE released two safety awareness videos: Reducing the Risk of School Violence: Informed Educators and Reducing the Risk of School Violence: Informed Students. In collaboration with Dr. Melissa Reeves, of Winthrop University, and other educators and administrators, the SCDE released the *School-Based Threat Assessment and Management Guide* and conducted four regional workshops, which were attended by over 300 educators, administrators, and other school staff. (1.3.3). To further assist schools, the SCDE will release a Safe Schools portal that will allow schools to complete and store threat assessment documents electronically. In June 2019, the U.S. Secret Service, in partnership with the SCDE, SLED, the U.S. Attorney’s Office, and other agencies, presented *A Proactive Approach to Prevent Incidents of Targeted Violence in K-12 Schools*. Over 500 educators, administrators, and law enforcement officers attended this event.

With the \$2 million included in the 2018-19 Appropriations Act, 38 full-time school resource officers (SROs) were hired by various law enforcement agencies to serve schools that did not have SROs. The General Assembly appropriated additional funding to increase the number of resource officers during the 2019-20 school year and the agency will continue to request additional funds to ensure that each school is staffed with a full time SRO. (1.2.2).

TECHNICAL ASSISTANCE TO LOW PERFORMING SCHOOLS AND DISTRICTS & SHARED SERVICES

The agency continues to provide assistance to low-performing schools and districts through the tiered levels of support. Currently, the agency is operating three school districts, Florence 4, Allendale, and Williamsburg and serving 41 Comprehensive Support and Improvement Schools and 76 Priority Schools. Transformation coaches are placed in all Comprehensive Support and Improvement Schools. The operation of Florence 4 has allowed the

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agency to assist the district in working with Florence 1 and Florence 2 to share services such as maintenance and human resources. This shared services model has resulted in a savings of more than \$500,000 for Florence 4 – funds that may now be dedicated to the classroom. The agency will continue to provide districts with guidance on sharing services with nearby districts. The General Assembly provided the Superintendent, through proviso, the authority to ask districts meeting certain requirements to submit plans for the implementation of shared services. The 2018-19 data will serve as baseline data as CSI and Priority Schools were identified as a part of the new accountability system with the release of the November 2018 report cards. The 2019-20 school year will serve as our first point of comparison data to assess impact on school level performance.

Through the approved state ESSA plan, the agency will monitor the percent of Additional Targeted Support and Improvement Schools (schools with low-performing subgroups) that reduce their most significant subgroup achievement gap. (2.1.1). The agency will continue to effectively utilize both federal and state resources to provide such support (either comprehensive or targeted) to low-performing schools. It remains the goal of the agency to do this with fidelity to ensure that the support has a lasting positive impact on the students served in those schools and the educators who serve in those schools.

The agency will continue to support districts as they work to improve efficiencies through shared services and consolidation initiatives. Seven school districts have submitted plans to the agency as of September 13, 2019. (3.2.2). The agency will continue to request funds from the General Assembly to effect such consolidation initiatives and support increased educational opportunities for students in our most rural districts, many of which were parties in the Abbeville lawsuit.

**EDUCATOR RECRUITMENT, RETENTION, AND EFFECTIVENESS**

There continues to be a high need for high quality educators to join the profession and remain in the profession. On the recruitment front, and this is in addition to the teachers who graduated from a traditional educator preparation program, 484 educators entered the profession through an alternate route during 2017-18 with the goal being 500 in 2018-19. (4.1.1, 4.1.2, 4.1.3).

Additionally, the agency has supported districts and educator preparation programs with the transition to the evaluation data management system and new principal and teacher evaluation models through face-to-face trainings, monthly virtual office hours, on-demand web resources, and technical assistance from regional liaisons. (4.2.1, 4.2.2). The evaluation data management system allows districts and educator preparation programs to obtain information about the effectiveness of educators and to support personalization of support and coaching for principals and teachers. (4.2.3, 4.3.3).

The agency developed guidelines, approved by the State Board of Education in March 2019, which streamline the approval process for alternative certification programs and providers that will include Institutions of Higher Education, in order to increase the pool of qualified educators in the state.

**PERSONALIZED LEARNING**

The Office of Personalized Learning has a tiered system of support in place for individual educators, schools and districts implementing personalized learning for all students. The office served a total of 182 schools during 2018-19 and plans to serve over 200 schools during 2019-20. Work continues with KnowledgeWorks and reDesign, and the work of the office has been highlighted in numerous publications throughout the year, including Learning Forward, Getting Smart, ExcelinEd, The Christensen Institute, and iNACOL to name a few. (4.3.2).

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VIRTUAL SC/CATE

The agency’s VirtualSC continues to serve 45,912 students statewide and remains one of the fastest growing and most successful virtual programs in the nation. (3.3.2). The cost per enrollment (approximately \$200 per student) is one of the lowest amongst similarly sized neighboring states. The agency will again request additional funding to serve students and continue to build out the middle school courses. The continued development of new grade levels and courses is essential to rural communities that may not have sufficient teachers or enrollment to support key classes. VirtualSC currently partners with 19 school districts through franchise opportunities and provides adult education opportunities as well, with 48 percent of students’ ages 17-21 meeting their education goals. Further, as part of the new accountability system, the state will need to ensure that students have access to advanced coursework such as AP/IB and Career and Technical Education courses that lead to an industry certification. VirtualSC will continue to serve as a conduit for such course work, especially for students who may have limited access. VirtualSC had 7,390 student enrollments complete CTE courses in the 2018-2019 school year with an 89 percent pass rate meaning that 6,558 enrollments earned a CTE credit through VirtualSC in this school year. (3.3.1, 2.2.3).

COLLEGE AND CAREER READINESS

During the 2018-19 school year, 10,571 students were served in a state funded 4k classroom and the goal is to increase that number to at least 10,700 during the current school year. (2.2.1). The agency will support districts and educators in understanding and use of assessment data to drive instruction and support in the classroom with a particular focus on literacy and English language arts. (2.3.1, 2.3.2, 2.1.2, 2.1.3). The agency is currently targeting support to the lowest performing schools through the palmetto literacy project and the office of early learning and literacy. The office of standards and learning continues to provide professional learning opportunities and gather data from participants on evidence of implementation of the learning in their classrooms. (2.2.2, 4.3.1)

TRANSPORTATION

Approximately 350,000 students ride the bus to school each day. Implementation of a safe and reliable transportation system remains a paramount focus for the agency and the General Assembly has provided consistent support to improve the system over the past three years. By October 2018, the last remaining 1995/96 transit bus was retired. The agency has reduced the percentage of buses older than 10 years or 100,000 miles from 59 percent in 2017-18 to less than 30 percent in 2018-19. (1.2.1). The agency will request that the General Assembly increase the recurring funds for Fiscal Year 2019-20 that will allow the agency to continue to lease-purchase buses and will allow the agency to allocate additional buses to districts with high student growth, which will reduce ride time. The agency is currently operating 469 (8%) buses that exceed the states replacement requirement of 15 years old and 250,000 miles. The cost to replace these would be \$42,210,000. Additionally in 2013, the agency made a commitment to provide air-conditioned equipped buses. Currently 58 percent of that commitment has been met. The cost to upgrade the remaining 42 percent with air-conditioning will be \$217,834,532.

The current GPS/Routing pilot program will move out of pilot status and be a regular routing mechanism in the Orangeburg districts. This program has been a learning opportunity for the agency and local transportation staff and will assist in building out the use of routing software statewide. The program, from FY18 to FY19, decreased total state funded route time by over half million minutes annually. This equates to 8,300 hours, a savings of \$102,090 when using an average statewide driver salary of \$12.30. The agency is currently procuring software. There is a solicitation over at State Fiscal Accountability Authority for bus routing hardware and software. This solicitation just completed the sixth amendment for questions and answers posted on August 12, 2019. The next phase will be demonstration of proposals from the vendors. The evaluation team will consist of both SCDE and

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District staff. The agency did not receive funding from the General Assembly and will use general fund operating budget for the statewide program.

**RISK ASSESSMENT AND MITIGATION STRATEGIES**

The SCDE risks are directly associated with the state’s kindergarten through twelfth grade public education system. The agency’s failure to meet its stated goals and objectives would correlate with a negative impact to the K-12 system. The SCDE’s goal to recruit and retain high quality teachers who deliver rigorous, personalized instruction to every student is solidified by the state’s need for every student to meet the Profile of the South Carolina Graduate. The goal of every student meeting the Profile ensures that we have a high skilled workforce that meets the demands of the state and nation’s business and industry while also being productive citizens. The agency’s reform goals and ongoing-targeted supports and interventions rests on the need to build local capacity, streamline services, and maximize efficiency so that students and educators have the resources and opportunities needed to be successful.

**RESTRUCTURING RECOMMENDATIONS**

The agency does not have any restructuring recommendations.

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### South Carolina Department of Education • Organizational Chart

