



eLearning Pilot Districts Project
Preliminary Report to the
Education Oversight Committee
February 8, 2021

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eLearning Pilot Project

Preliminary Report to the EOC, February 2021

Year 1: 2018-19

- Five SC school districts participated
- Components of participating districts included existing, well-embedded technology landscape, including a Learning Management System, instructional technology integration, teacher professional development, and 1:1 device distribution.
- Participating school districts reported that at least two years is necessary to lay the foundation for successful implementation.

Year 2: 2019-20

- Ten additional SC school districts added to pilot; support and provided by Year 1 districts.
- District leadership and organization structure were critical to overall success.
- Clear that eLearning is not the same as online, virtual learning for longer periods of time.
- Preparation and planning made a difference in the quality of the migration from a digital learning environment (in school) to eLearning (away from school).

Year 3: 2020-21

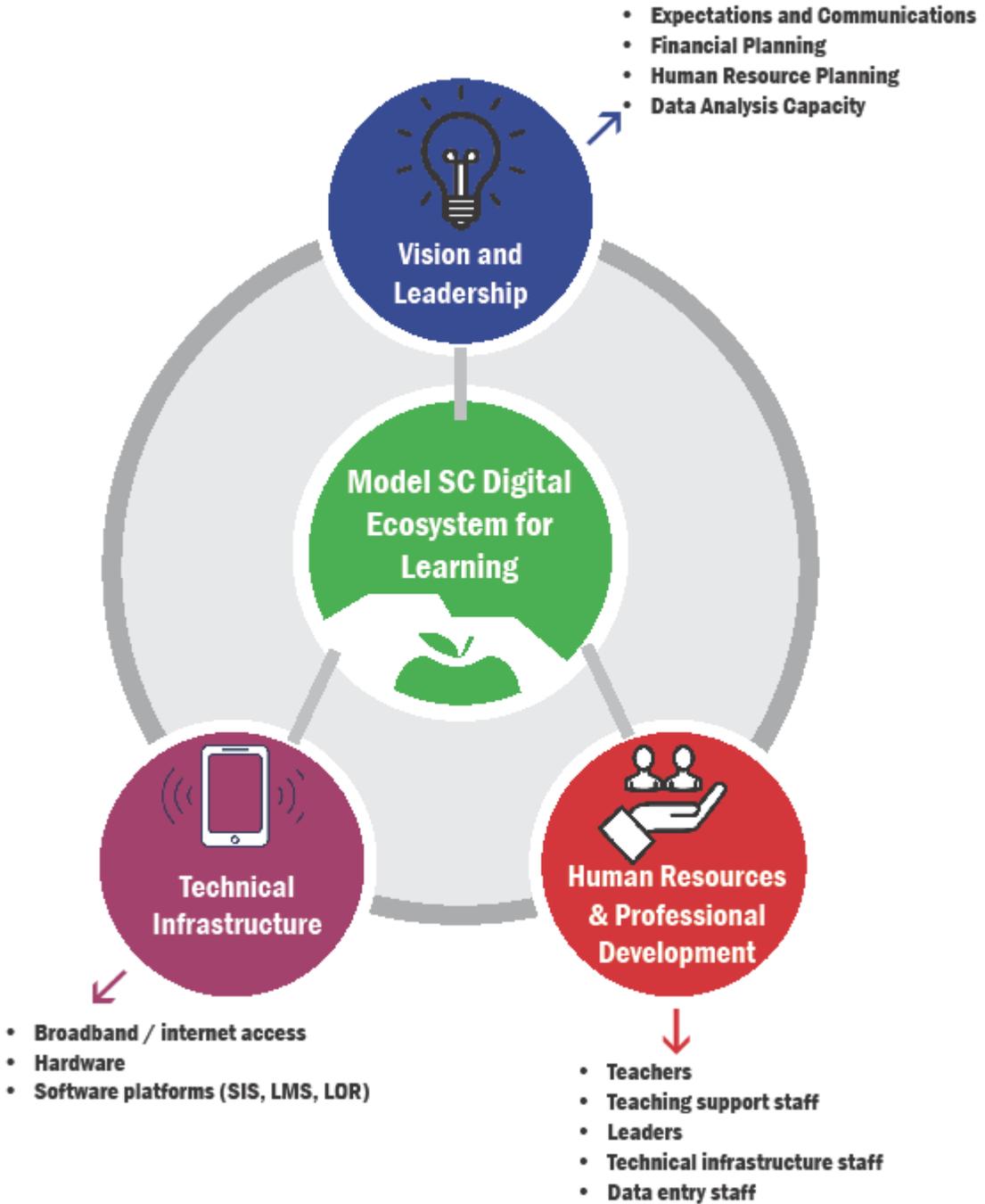
- When schools closed due to COVID, EOC staff pivoted for eLearning Year 3. Recognizing that many more districts would be required to offer some form of virtual instruction during emergency remote learning, a streamlined application process was created. Thirty-one districts and public charter schools were added to the Year 3 cohort. A Readiness Cohort was also created that would eventually include 25 districts. The Readiness Cohort was for those districts interested in harnessing the potential of instructional technology but who lacked some foundational or technical requirements of eLearning.
- eLearning for the short term is not the same as virtual learning that is exclusively online.
- The development of the SC Digital Ecosystem (for the state and within each district) is critical to systemic student achievement.

EOC Recommendations

- The use of up to five eLearning days should be continued for all current eLearning districts in the 2021-2022 school year to allow for the make up for short term disruptions. Districts should report the use and reasons for eLearning days in the state level Student Information System (SIS).
- The continued development of a digital ecosystem at both the district and state level should be supported. State level support and guidance is necessary to ensure resources and equity of access.
- Additional research and resulting state level guidance is needed for the effective utilization of virtual classes, programs, and/or schools.
- There is a need for intentional work to standardize and collect data, particularly as it relates to attendance, virtual offerings and conditions for success measures, such as access to high-speed internet at home.

Questions about this study should be directed to
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Executive Summary

Preliminary Report eLearning Pilot Project - 2020-2021

Pursuant to Proviso 1A.69 of Act 135, signed by the Governor on May 18, 2020, to continue normal operations of state government (see Appendix A), the Education Oversight Committee (EOC) constructed and implemented the third year (2000-21) of a pilot program for alternative delivery methods of instruction during short term disruption of school, such as inclement weather, utility outages, etc.

For Cohort 3 (2020-21), it was originally planned to add an additional 10-15 districts and work towards the transition of the eLearning pilot to SCDE. However, because of school closures due to COVID and fall restart plans, EOC staff pivoted. Recognizing that many more districts would be required to offer some form of virtual instruction during emergency remote learning, it was decided to add an additional 27 school districts and 2 public charter schools through a streamlined application process. A Readiness Cohort was also created that would eventually include 18 districts. A process was established for a Readiness district to petition for eLearning status when the districts attained the elements identified as necessary for a working instructional technology environment. In August 2020, seven districts successfully petitioned to move from Readiness to the eLearning cohort. In addition, 15 districts joined the Readiness cohort during the summer of 2020. (See Appendix B).

Throughout the year, information and data were collected which substantiated the findings from Years One and Two. The capacity of the district to provide engaging and effective instruction in a digital environment depend on having a digital ecosystem within the district. The Report in Brief (two previous pages) document the Findings and the Recommendations over the eLearning pilot project period. In addition, a Model SC Digital Ecosystem for Learning is presented to describe the elements/components necessary for use by teachers and students. Behind each of the elements/components is an extensive organization of planning, processes, and professional development.

The body of the Preliminary Report describes the changes in Year Three based on the impact of the global COVID-19 pandemic. Graphs and descriptions provide aggregate results and feedback. Some of the best qualitative information is found in Appendices I-K where the actual words of the individual districts (reported anonymously) are reported. Each appendix articulates the challenges, successes, and next steps, respectively.

The final report delivered in April will include the dates used for eLearning as well as more information on the Readiness Cohort. The preliminary Recommendations will be confirmed and/or revised along with more specificity.

Introduction and Background

Pursuant to Proviso 1A.69 of Act 135, signed by the Governor on May 18, 2020, to continue normal operations of state government (see Appendix A), the Education Oversight Committee (EOC) constructed and implemented the third year (2200-21) of a pilot program for alternative delivery methods of instruction during short term disruption of school, such as inclement weather, utility outages, etc.

For the duration of this project, the EOC has contracted with Dr. Lee M. D'Andrea to structure the pilot project, to assist cohort districts in implementation, and to establish a working network among the cohorts and South Carolina ETV (SCETV) and the SC State Library as required by the proviso. The information collected and shared in this report comes from Regional Cluster meetings, phone and virtual meetings/conversations, surveys and information provided to the South Carolina Department of Education (SCDE) staff. The resources used for reference, benchmarking, best-practice, and recommendations are listed at the end of the report.

eLearning Cohort 1 (2018-19) consisted of five (5) school districts (Anderson 5, Kershaw, Pickens, Spartanburg 1 and Spartanburg 7). These districts were selected after an application process to determine the level of 1:1 device distribution among students, teachers' familiarity and use of a learning management system (LMS), technology infrastructure, and current status of instructional technology as part of overall learning process.

eLearning Cohort 2 (2019-20) added an additional ten (10) school districts (Anderson 1, 2, and 3; Berkeley; Florence 1; Georgetown; Lexington 2 and 3; York 2 and 3) through an anonymous scoring process conducted by school districts from Cohort 1. Additionally, Cohort 1 districts served as mentors to districts in Cohort 2. Mentoring activities included hosting virtual meetings, sharing resources, providing examples of communications, and building extended capacities.

For Cohort 3 (2020-21), it was originally planned to add an additional 10-15 districts and work towards the transition of the eLearning pilot to SCDE. However, because of school closures due to COVID and fall restart plans, EOC staff pivoted. Recognizing that many more districts would be required to offer some form of virtual instruction during emergency remote learning, it was decided to add an additional 27 school districts and 2 public charter schools through a streamlined application process. A Readiness Cohort was also created that would eventually include 18 districts. A process was established for a Readiness district to petition for eLearning status when the districts attained the elements identified as necessary for a working instructional technology environment. In August 2020, seven districts successfully petitioned to move from Readiness to the eLearning cohort. In addition, 15 districts joined the Readiness cohort during the summer of 2020. (See Appendix B). The Readiness Cohort was for those districts interested in harnessing the potential of instructional technology but who lacked some foundational or technical requirements of eLearning, such as lacking 1:1 student devices. All districts in Cohort 3 and those in the Readiness Cohort would receive the support of a mentor district and the benefit of regional meetings to facilitate sharing resources and building networking opportunities.

For this report, the following terms are defined and used accordingly:

- Digital learning (or instructional technology integration) – the use of technology resources with teaching lessons, regardless of whether the lessons are face-to-face, online exclusively or in hybrid modes.
- eLearning – the term used in the original implementation of this pilot project through a systemic digital delivery method (or Learning Management System – LMS). Originally, the pilot project examined using the systemic digital system for the purpose of continuing instruction short-term on inclement weather days or utility outage events.
- Online Virtual learning – the exclusive use of technology resources for teaching and learning. Face-to-face classes are *not* a part of the regular planning, teaching, learning activities or submission of materials.
- Hybrid learning – some combination of face-to-face classroom instruction and online learning. Multiple combinations were used in South Carolina districts during the global COVID pandemic. More information is detailed in the EOC report on Remote Learning, January 2020.

Project Changes with Onset of Global COVID Pandemic

The original eLearning Pilot Project was designed to investigate the elements required and sustainability of delivering instruction virtually on inclement weather days or other short-term interruptions of up to five (5) days. As the Coronavirus shuttered South Carolina schools and districts in March 2020, all districts across the state were faced with how to continue instruction while removed from the school building. Many districts wanted to provide virtual or hybrid instruction. Working with the SCDE, the EOC eLearning Pilot Project pivoted from its original plan and agreed to include and support more districts in Cohort 3 given the circumstances of more students required to receive instruction in a virtual environment.

With this new focus, the eLearning application and selection processes were streamlined. An additional nine (9) districts were added to Cohort 3 based on their Cohort 2 application scores being “close to ready for inclusion.” This group of automatically added districts to Cohort 3 included: Anderson 4, Beaufort, Calhoun, Chester, Darlington, Greenville, Richland One, Richland Two, and Spartanburg Three.

The eLearning application was then offered to all remaining South Carolina school districts. The EOC determined that districts who applied and “overnight” were trying to build a digital ecosystem should be provided some type of support and networking. The directive to close schools and the SCDE request for continuation of instruction plans truly forced these districts to “build the plane and fly it at the same time.” Upon completion and submission, all the submitted application were grouped into either Cohort 3 districts or *Readiness* districts.

If all the basic elements noted in the Findings from Cohort 1 and 2 were evident (or devices on order to meet the 1:1 element), the district was included in Cohort 3 for eLearning in 2020-21. Many districts did not have the depth of knowledge or history of implementation demonstrated and required of Cohorts 1 and 2. However, the necessity to provide emergency remote learning and virtual instructional delivery clearly indicated the need to help and support as many districts as possible. Creating and including these districts in the Readiness Cohort provided additional support and networking through the Regional Clusters and mentoring.

Informal networking with Regional Clusters were established through personnel contact sharing, resources acquisition advice and resource documents provision. Many of these districts not only lacked the elements noted in earlier Findings from Cohort 1 and 2, but they also had no plans to pursue this type of digital ecosystem for eLearning status. Many also reportedly lacked the resources before emergency remote learning.

During the emergency remote learning period in the spring of 2020, many South Carolina teachers and students were required to migrate from brick-and-mortar classrooms to virtual learning with little digital learning experience to a full online digital environment. In districts, such as the 15 eLearning Pilot districts with demonstrated robust digital learning environments in the classroom and experience in eLearning, the migration to full online learning was a less stressful transition. Yet even their transition was filled with challenges

and prompted questions. For example, how should special education services prescribed in the student Individual Education Plan (IEP) be delivered when not face-to-face in a brick-and-mortar classroom; or how could “wet labs” in science classes be reproduced digitally, or how would wrap-around services related to health, counseling, or guidance be provided?

Fall 2020 Restart

The SC Department of Education led this transition related to emergency remote learning plans for instruction. With the end of the 2019-2020 school year, the multitude of questions and concerns surrounding issues such as mental health, depth of instruction and learning quality, access to the internet and other infrastructure elements (such as devices) moved to the foreground. The magnitude of the emergency remote learning period was realized along with its timeline projecting the impact deep into the school year 2020-2021.

Again, implementation plans evolved to support districts and the progress they were making toward eLearning levels of implementation and a fully developed digital ecosystem. Readiness Districts were offered a petition period in August 2020 and again in December 2020. This appeal process offered the district a time to articulate its progress and join the other districts in the eLearning network. While the standard was different and required less developed elements, the support was provided in the “crisis” situation requiring all districts to implement parts of the digital ecosystem for education. Appendix Items F and G provide a copy of the Petition form and the lists of districts accepted at each opportunity.

To quickly provide members of the General Assembly information, the EOC staff conducted a study and reported the findings in the Review of Remote Learning’s Impact on South Carolina’s Students Report, published January 2021. The district digital ecosystem and its elements (cited in Cohorts 1 and 2 of the eLearning Pilot Project) emerged in this report. Access to the internet, the need for professional development for teachers and leaders, devices for 1:1 distribution and LMS fluency (or the presence of an LMS) were all noted as either obstacles or emerging issues.

As the Review of Remote Learning’s Impact on South Carolina’s Students indicated, the collection of accurate data, such as analytics in virtual, hybrid and face-to-face learning environments, is paramount to decision-making. The data combined with accurate assessments of student achievement and/or learning loss should determine the path forward at every level – student, school, district, and state.

This *preliminary* eLearning Pilot Project Report 2020-2021, including Cohorts 1 and 2 along with the Cohort 3 revised implementation (due to Coronavirus impact described above), establishes the foundation for the Findings and Recommendations about digital ecosystems for instruction and learning in South Carolina school districts.

Findings

The findings from the eLearning Pilot Project report are summarized below and are based on identified elements in the district (or state) digital ecosystem from all Cohorts in the eLearning Pilot Project.

| | |
|---|---|
| <p>Cohort 1 (5 districts)</p> | <p>Elements necessary for the successful implementation of eLearning include:</p> <ol style="list-style-type: none"> 1. <i>instructional technology integration,</i> 2. <i>1:1 device distribution,</i> 3. <i>robust Learning Management System (LMS),</i> 4. <i>effective professional development for teachers and leaders,</i> 5. <i>robust communication plan including all stakeholders – teachers, students, staff, parents and extended community.</i> |
| <p>Cohort 2 (15 districts)</p> | <ol style="list-style-type: none"> 1. District leadership and organization structure were critical to overall success. 2. Successfully separating from the physical school is based on the foundation of a well-established digital learning environment within the physical classroom. 3. Preparation and planning make a difference in the quality of the migration from a digital learning environment (in school) to eLearning (away from school). 4. The need for extensive planning and preparation for implementation of the district digital ecosystem plan was the most substantial new Finding. Examination of the elements in the digital ecosystem and construction of a methodical plan (complete with funding sources, professional development, and communications) determined to a great extent the successful implementation |
| <p>Cohort 3 (49 districts)</p> | <ol style="list-style-type: none"> 1. eLearning for the short term is not the same as virtual learning that is exclusively online. Further additional research on the effective use of virtual learning is necessary. 2. The development of the SC Digital Ecosystem (for the state and within each district) is critical to systemic student achievement, workforce development, and national/global integration success. 3. The compacted timeline (weeks/months rather than years) for planning, preparation, and incremental practice operating a digital ecosystem in the district’s instruction and learning environment resulted in frustration and negative stress in the short-term during emergency remote learning and the fall 2020 restart. |

In the Cohort 1 Findings, the following elements were documented and described: *instructional technology integration, 1:1 device distribution, a robust Learning Management System (LMS), effective professional development for teachers and leaders, and robust communication plan including all stakeholders – teachers, students, staff, parents and extended community.*

In Cohort 2, with three times the number of districts included in the project, the findings built on Cohort 1 findings: the *need for extensive planning and preparation for implementation of the district digital ecosystem plan* was the most substantial new finding. Examination of the elements in the digital ecosystem and construction of a methodical plan (complete with funding sources, professional development, and communications) determined to a great extent the successful implementation. As described above, the onset of the Coronavirus pandemic, forced districts to literally compact this step (the new Finding from Cohort 2) into a matter of days and weeks; over the months, the serendipitous effects of this situation emerged. Many districts reported trying to “reset” the communications and expectations established during emergency remote learning during spring 2020 as the fall 2020 restart began. Yet, operating in the Coronavirus pandemic environment made the “reset” challenging as well. The lag in receipt of devices ordered, requirements for social distancing, broadband coverage (or lack of it), and balancing professional development with other demands on teachers were all noted in meetings and phone interviews.

The following describes the digital ecosystem model and identities elements which emerged in the eLearning Pilot Project (reference graphic in Report Summary).

Model for South Carolina (SC) Digital Ecosystem for Education

Components/Elements

Digital teaching/learning methods and resources are an integral part of the education environment regardless of whether the instruction is a face-to-face delivery, or a synchronous or asynchronous virtual delivery. The development of the SC Digital Ecosystem (for the state and within every district) is the foundation for quality instruction in every classroom – both face-to-face and virtual.

▪ Vision and Leadership

- Expectations and communications to all stakeholders – teachers, education leaders, students, parents, board members and communities
- Financial planning to support the digital ecosystem.
- Human resources planning to support personnel and professional development.
- Capacity for data analysis to inform monitoring, adjusting, decision-making *centered* on student achievement, teaching or resource effectiveness, and return on investment (funding efficiencies) – uses the Student Information System, Teacher Information System

▪ Technical Infrastructure

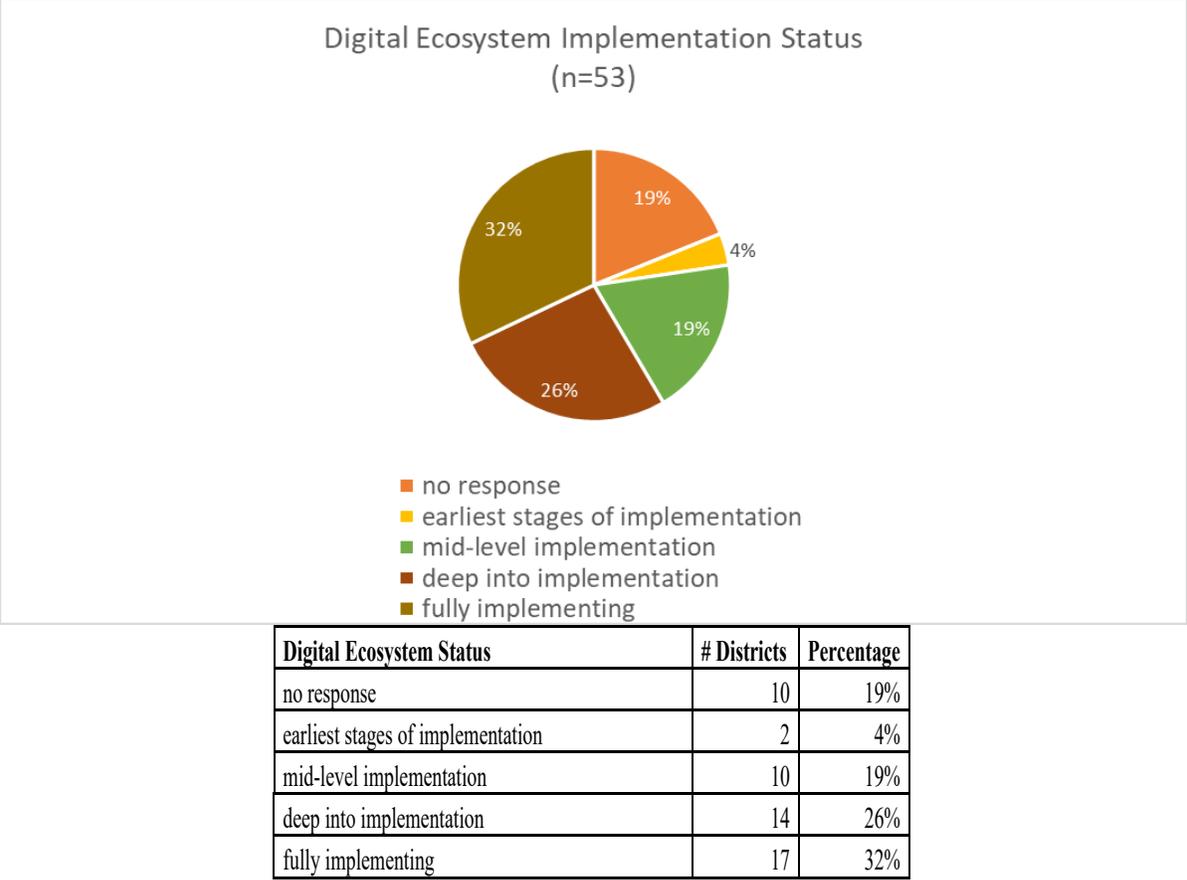
- Broadband or internet access (in progress)
- Hardware
 - Networks – servers, wireless access, clouds, switches, etc.
 - Devices for teachers and students
- Software Platforms
 - Student Information System (SIS) – currently PowerSchool
 - Quality, accurate consistently populated data
 - *Learning Management System (LMS) – uses SIS to populate students, teachers, and classes.*
 - *Contracted for districts using 4 LMS (Blackboard, Canvas, Google, Schoology) through 2022-2023; Microsoft Teams also used*
 - *Classroom and course builder, management of assignments, assessments, and teaching resources.*
 - *Learning Object Repository (LOR) – uses the LMS to create interactivity*
 - *Meta digital library (Safari Montage – SM)*
 - *High-quality content in a centralized place; timesaver for teachers*

- **Human Capital and Proficiency Development**
 - Teachers
 - Digital tools competency
 - Digital resources knowledge
 - Lesson preparation and delivery excellence
 - Ongoing professional development (personalized and differentiated)
 - Teaching support staff (instructional coaches, technology integration specialists, media center teachers)
 - All the above
 - Adult coaching and lesson modeling skills
 - Ongoing professional development (personalized and differentiated)
 - Leadership Roles (district C&I and technology leaders; building level leaders)
 - Working knowledge and understanding all the above
 - Working understanding quality data standards, processes, and analytics
 - Commitment to support and evaluation
 - Working knowledge of funding options, budget planning and multi-year refresh cycles
 - Ongoing professional development (personalized and differentiated)
 - Technical Infrastructure Team Members
 - Technology networking expertise
 - Working knowledge and understanding all software platforms
 - Working understanding quality data standards, processes, and analytics
 - Working knowledge budget planning and multi-year refresh cycles
 - Commitment to support and evaluation
 - Ongoing professional development (personalized and differentiated)
 - Data Entry Team Members
 - Working expertise in quality data standards, processes, and basic reports
 - Ongoing professional development (personalized and differentiated)

With the digital ecosystem elements identified through meetings and district experiences, information was also gathered to provide status updates as well as needs assessments. Each eLearning district was asked to complete a Questions and Information Collection form (see Appendix D).

When asked to self-assess the status of their own digital ecosystem, 58% of the 53 respondents reported they were “deep into implementation” or “fully implementing.” Twenty-two districts reported themselves in the mid-level or earlier implementation stages. See Table 3 for full range reporting.

Table 3. eLearning Districts Self-Assessment on Digital Ecosystem Implementation

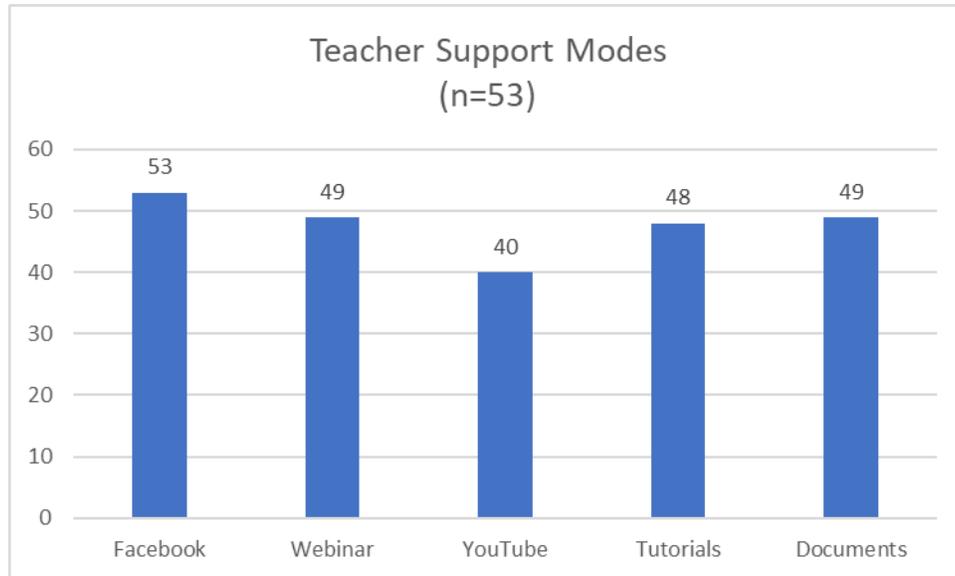


When asked to identify the numbers of teachers in the district and how many had engaged in professional development during the 2019-2020 school, including summer 2020, the districts reported a range from 50% to 100%. The overwhelming majority of the fifty-three districts in the eLearning Pilot Project reported between 95% and 100% of the teachers had participated in professional development related to the LMS use or another software program related to instruction delivery in the digital ecosystem (e.g., Edmentum). This is a positive result of the district’s commitment to supporting an overnight demand to operate

in the eLearning environment. However, according to the data disaggregated by district, there were approximately 4100 teachers not engaged in professional development.

In addition to direct professional events and opportunities, districts provided ongoing support to teachers through a variety of methodologies. Table 4 below describes the variety of ways the support was offered in the 53 participating eLearning districts.

Table 4. Common Modes of Support for Teachers



Additional district specific examples noted in the collection form included brag boards, social media groups, virtual in-house conferences, graduate level coursework, podcasts, individual teacher coaching, and website resources.

In addition to professional development for teachers, staff and leaders, districts were faced with the immediate need to communicate and educate parents on the elements and expectations of the Learning Management System (LMS) and instruction in a virtual modality. When asked, 82% of the districts reported structured activities for parents. Tables 5 and 6 document this response and the participation in activities the district hosted.

Table 5. Districts Planned and Hosted Parent Activities for eLearning

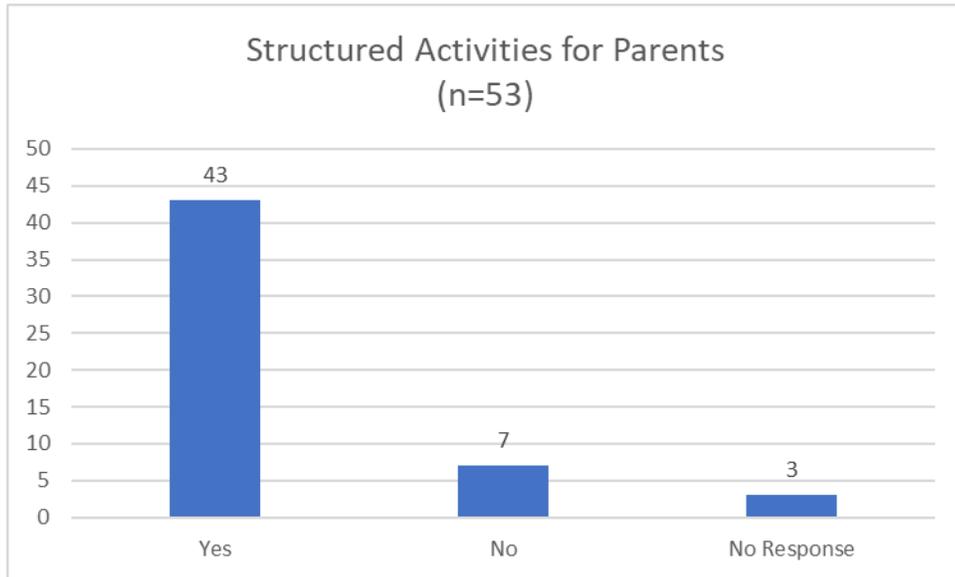
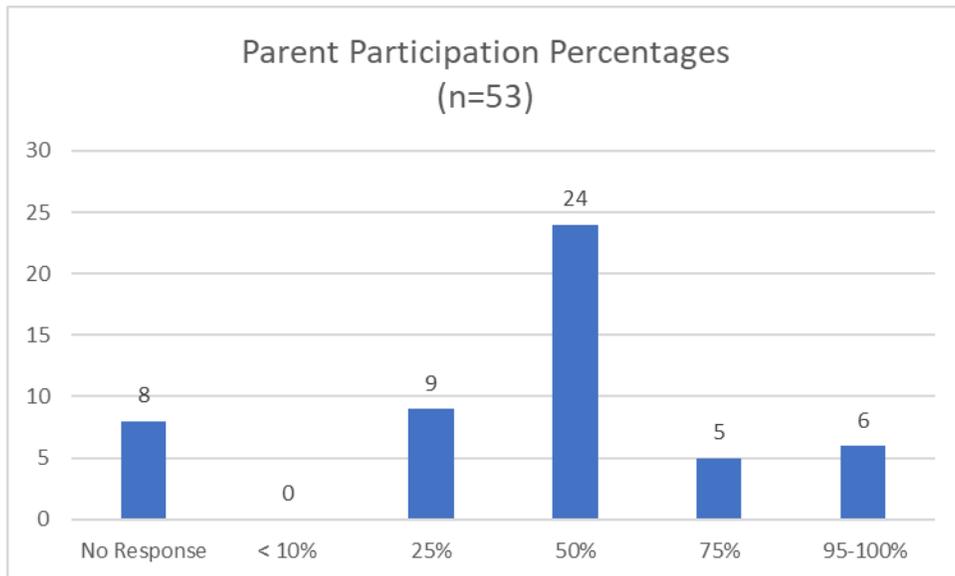
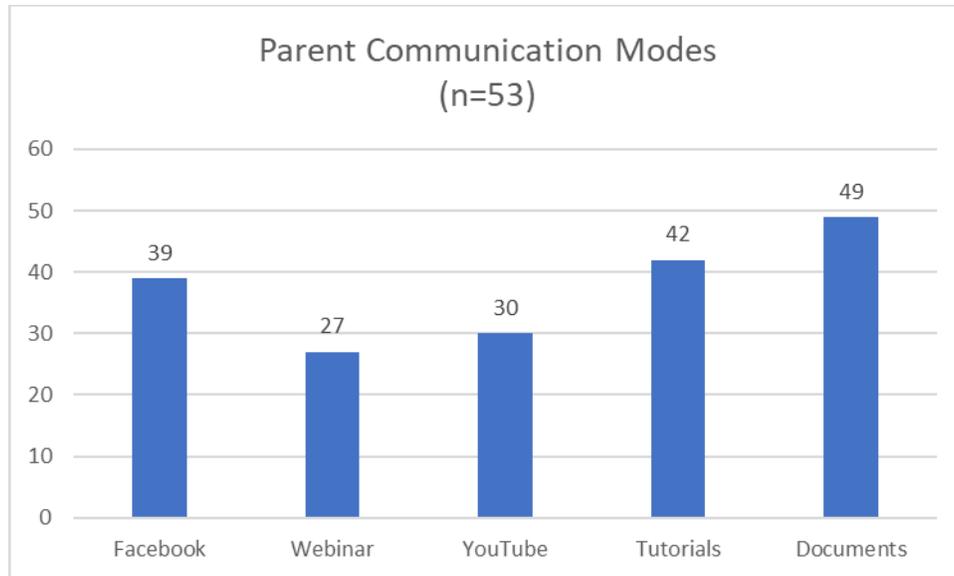


Table 6. Parent Participation in District/School Activities About eLearning



Districts used a variety of outreach methods to communicate with parents. Table 7 provides the types of communication strategies the districts provided.

Table 7. District Communication Modes with Parents



Creating and understanding a digital ecosystem, then delivering digital instruction while in the Coronavirus pandemic crisis was challenging for teachers and parents. For students who had experience with digital instruction integration in the classroom (especially for students in the 15 districts in eLearning cohorts 1 and 2), the knowledge base existed. In discussions with students, the challenges centered on *identifying expectations, working outside of the classroom with the absence of its social atmosphere, and the migration to total virtual learning activities (especially without engaging strategies)*. Districts did plan and provide communications specially for students. Tables 8, 9 and 10 provide more details from the districts' responses to questions about student communications.

Table 8. Districts Providing Student Communications

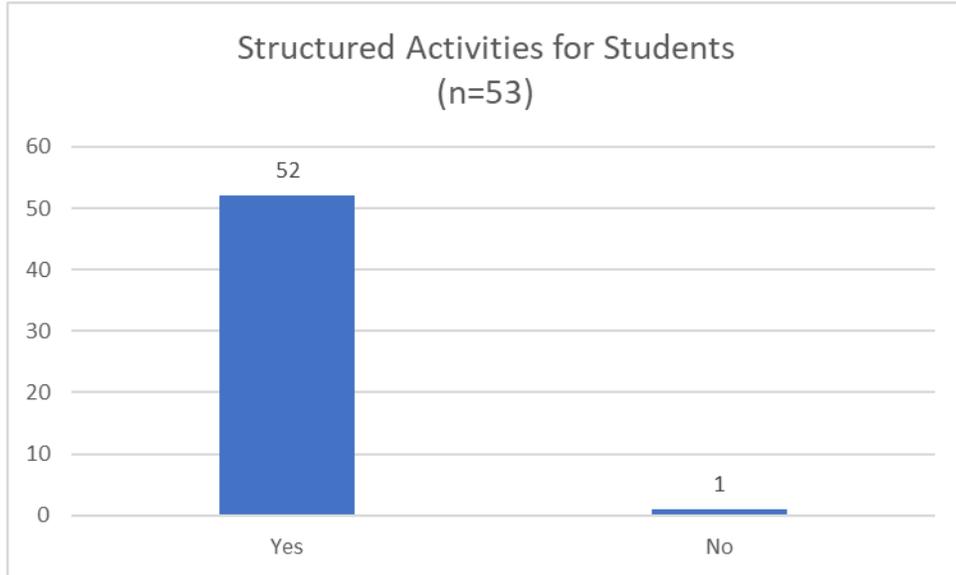


Table 9. District Provided Modes of Support for Students

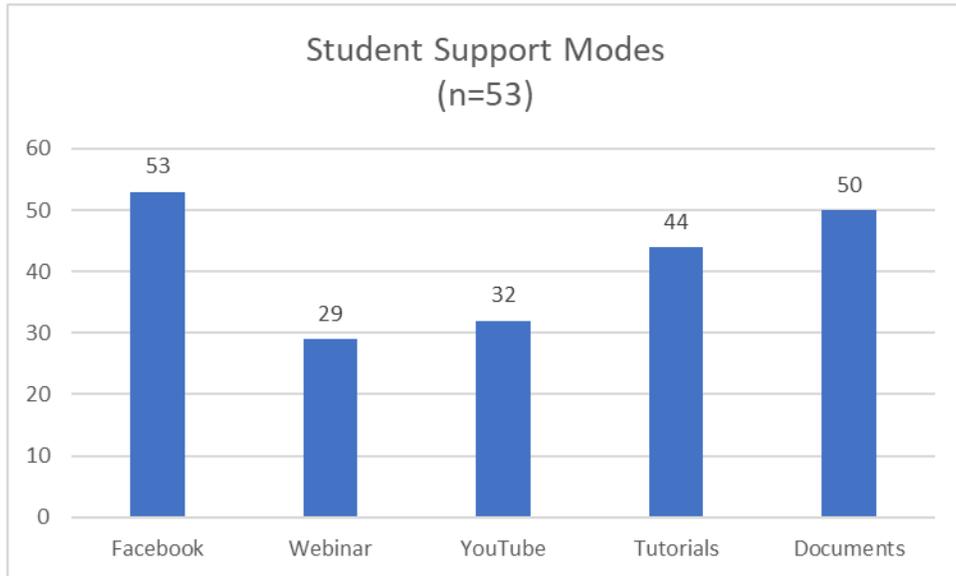
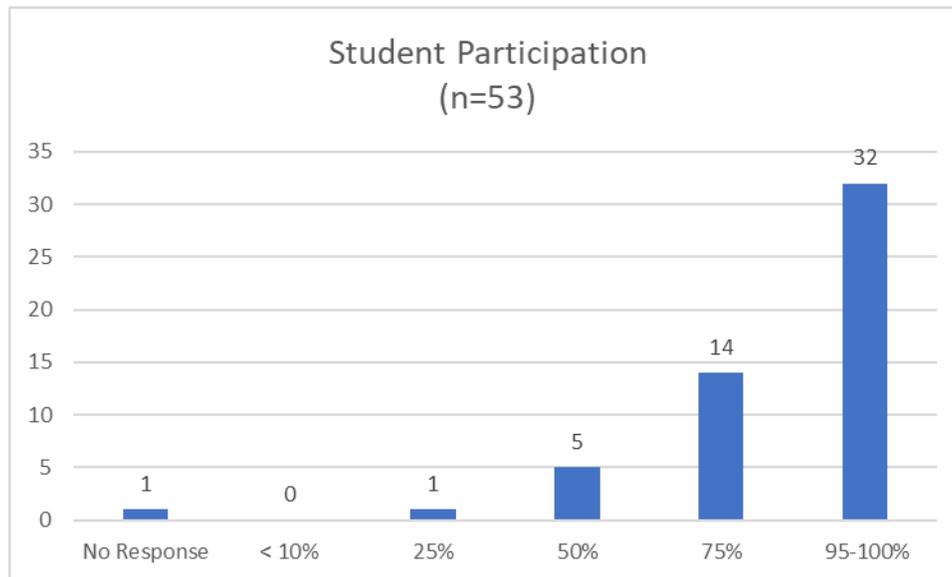


Table 10. Student Participation in Professional Development and/or Communication Activities



Eighty-six percent (86%) of school districts indicated 75% or more of their students participated in professional development and/or communication activities. One significant challenge for districts included in the eLearning Pilot Project (and the state of South Carolina) is the thousands of students **not** engaging in professional development or communication activities. Early indicators are the gap in access and achievement widens because of these findings.

Appendices H and I describe (in their own words) the cumulative successes and challenges, respectively, of establishing a digital ecosystem for instruction and learning while faced with the Coronavirus pandemic impact and timeline. Out of necessity, districts worked diligently and often in collaboration with the fifteen districts in eLearning Pilot Project Cohorts 1 and 2. Regional Cluster meetings in the fall facilitated network building, resource sharing and solution collaboration. Appendix C includes agendas from these meetings.

Findings Summary

From the Cohort 2 eLearning Pilot Project Report (presented in February 2020, pre-Coronavirus pandemic), the findings indicated (emphasis added through italics): *“In the networking meetings, all fifteen pilot districts described the extensive digital learning landscapes they had created as a part of the overall teaching and learning environment in the district. The readiness to implement predicated the ability to offer the eLearning day to students and families as a strategy for continuing instruction without interruption. In each of the fifteen pilot districts, digital learning (instructional technology integration) and 1:1 devices were in existence for at least two years. The districts reported this amount of time was necessary to fully implement an effective LMS, secure devices and establish practices for use both in school and at home. In addition, professional development was*

ongoing during the entire implementation process. Even during implementation, the 15 pilot project districts reported the need to identify teachers with less skill in these teaching strategies and provide professional development. Helping and supporting teachers on topics such as Learning Management System (LMS) uses, digital instructional strategies and location of resources were scheduled in face-to-face meetings, summer seminars, webinars and Professional Learning Communities (PLC) time.”

During Cohort 3 of the eLearning Pilot Project (altered to support more districts in a crisis), these findings were strongly supported. The compacted timeline, the lack of years for planning, preparation, and incremental practice operating a digital ecosystem in the district's instruction and learning environment resulted in frustration and negative stress in the short term. The long-term results on student learning and achievement as well as mental health will emerge over the coming months and years.

Recommendations

1. **The use of up to five eLearning days should be continued for all current eLearning districts in the 2021-2022 school year to allow for the make up for short term disruptions. Districts should report the use and reasons for eLearning days in the state level Student Information System (SIS).** The eLearning Pilot Project in Cohort 1 and 2 had clear results indicating an eLearning day(s) can be successfully used on inclement weather days, during utility interruptions, and even for short term student suspensions. This option should be provided in the 2021-2022 school to all current eLearning districts. Districts should be able to use up to five days in eLearning modalities – synchronous¹ or asynchronous². Reports on usage of days and reasons could be made the current Student Information System (SIS) PowerSchool.
2. **The continued development of a digital ecosystem at both the district and state level should be supported. State level support and guidance is necessary to ensure resources and equity of access.** The eLearning Pilot Project highlights needed next steps for statewide development of district and state level digital ecosystems – environments using digital tools and resources for the provision of teaching and learning. As the end of the pandemic closes a chapter in the delivery of education experiences in South Carolina, a reset chapter should follow. From this reset stage can emerge robust, effective digital ecosystems in districts as well as the state level. These systems are necessary not only for the original purpose of the eLearning investigation, but for emerging reasons focused on equity of access, student achievement and preparation of a global workforce. Thus, a plan to establish updated guard rails and support for district must be provided.

Again, from the Cohort 2 Report (emphasis added in italics): *the districts reported*

¹ Instruction occurs at the same time and place with groups of learners and their instructor.

² Learning occurs in different times and spaces particular to each learner; the students proceed through the curriculum at their own pace

the laser focus on being prepared for either mock or practice days as well as actual eLearning days strengthened the overall teaching and learning plans in their districts. This only happens with a strong digital learning foundation and high level of readiness in all stakeholders, including students with devices, teachers working in this instructional technology environment and administrators communicating clearly to all stakeholders...When asked, the districts reported thousands of man hours had gone into the planning for every aspect: financing, procurement, LMS structure, communications, IT set-up and backup, migration and interface with PowerSchool, defining curriculum and instruction expectations and creating learning resources.

As indicated in the Appendix J, districts are ready to face the challenges of building district digital ecosystems. They have identified some of their next steps. Statewide direction and support are needed and should be provided in an ongoing and systemic manner. The global citizen described in the Profile of the South Carolina Graduate only manifests through an education entity with a well-developed digital ecosystem.

3. **Additional research and resulting state level guidance is needed for the effective utilization of virtual classes, programs, and/or schools.** Given the “overnight” migration of digital learning environments in physical classrooms (using only a few days in eLearning status) to using a digital ecosystem for learning exclusively online (virtual classes, programs or schools), deep, expanded examination of this instruction delivery modality – online virtual learning – should take place. Data collected from consistent interpretations and guidelines is needed. For example, attendance days in the virtual or eLearning environment, school, student achievement results, teacher professional development and credentials and even overall district digital ecosystem implementation plans should be included. This data gathering and a report to the General Assembly, the district and the public would provide a basis for future decision making from parents selecting between brick-and-mortar or virtual program options, funding and perhaps, even teacher training.

4. **There is a need for intentional work to standardize and collect data, particularly as it relates to attendance, virtual offerings and conditions for success measures, such as access to high-speed internet at home.**

In summary, Recommendation 1 is the short-term action step and continuation of the eLearning opportunity for districts when inclement weather or utility outages interrupt the flow of the 180-day instruction calendar. Recommendations 2 articulates the need for state level guidance and support for districts continuing the journey on fully developing digital ecosystems Recommendations 3 and 4 emphasizes the need for data collection as both a conduit to building effective digital ecosystems in education entities and providing systemic accountability on behalf of all students.

Appendix A

Proviso 1A.69. of Act 135, signed by the Governor 5/18/2020

1A.69. (SDE-EIA: Digital Learning Plan) The Education Oversight Committee is responsible for implementing the second year of a pilot program for alternative methods of instruction for make-up days. The five school districts that participated in the initial pilot program in the prior fiscal year shall have the option of continuing to participate during the current fiscal year. As a condition of their continued participation, these five school districts shall assist the committee in reviewing and approving additional school districts to participate in the second year of the pilot program and shall provide technical assistance and support to new districts participating in the pilot. From funds available to the committee, the committee is authorized to allocate funds to the five districts for providing technical support to the new districts participating in the pilot program.

All districts participating in the pilot in the current fiscal year shall utilize alternative methods of instruction which may include, but are not limited to, online or virtual instruction for scheduled make up time. All make up time must reflect the number of hours of the make-up days the instruction will cover. All make up time must meet state requirements for elementary and secondary school days. All districts shall continue to report to the Department of Education all days missed, reasons for the absences, days made up, and now the alternative method of instruction used. The Education Oversight Committee shall work with the Educational Television Commission (ETV) and the State Library to utilize and coordinate available ETV and State Library resources and explore alternative means of delivery to districts that may lack proper access to online instruction. All school districts shall report the following information to the Education Oversight Committee by April 1, 2020: method(s) of implementation utilized, advantages and disadvantages of the method(s) used, any feedback received from administrators, teachers, parents or guardians, and recommendations for how the program can be implemented statewide.

By June 1, 2020 the Education Oversight Committee shall report to the Governor, the General Assembly, the Department of Education, and the State Board of Education a plan for implementing the eLearning program for make-up days statewide.

Appendix B

List of SC School Districts in Year 3 of the eLearning Pilot Project

| <i>District (light blue=Year 1& 2; dark blue = added Year 3)</i> | <i>eLearning Year Entering the Pilot Project</i> | <i>Region (#s begin at top of the state and continue clockwise; finish in the center of the state)</i> |
|--|--|--|
| Spartanburg 1 | Year 2 | 1 |
| Spartanburg 7 (RC Lead) | Year 1 | 1 |
| York 2 | Year 2 | 1 |
| York 3 | Year 2 | 1 |
| Cherokee | Year 3 | 1 |
| Chester | Year 3 | 1 |
| Lancaster | Year 3 | 1 |
| Spartanburg 3 | Year 3 | 1 |
| Spartanburg 5 | Year 3 | 1 |
| Spartanburg 6 | Year 3 | 1 |
| Union | Year 3 (Petition August) | 1 |
| Florence 1 | Year 2 | 2 |
| Georgetown (RC Lead) | Year 2 | 2 |
| Darlington | Year 3 | 2 |
| Florence 2 | Year 3 | 2 |
| Florence 3 | Year 3 | 2 |
| Horry | Year 3 | 2 |
| Marlboro | Year 3 (Petition August) | 2 |
| Berkeley | Year 2 | 3 |
| Pickens (RC Lead) | Year 1 | 3 |
| Dorchester 2 | Year 3 | 3 |
| Barnwell 45 | Year 3 | 3 |
| Beaufort | Year 3 | 3 |
| Charleston | Year 3 | 3 |
| Allendale | Year 3 (Petition August) | 3 |
| Barnwell 29 (Williston) | Year 3 (Petition August) | 3 |
| Dorchester 4 | Year 3 (Petition August) | 3 |
| Royal Live Oaks Academy (Hardeeville) | Erskine Public Charter SD | 3 |
| Anderson 1 | Year 2 | 4 |
| Anderson 2 | Year 2 | 4 |
| Anderson 3 | Year 2 | 4 |
| Anderson 5 (RC Lead) | Year 1 | 4 |
| Greenwood 50 | Year 3 | 4 |
| Anderson 4 | Year 3 | 4 |
| Greenville | Year 3 | 4 |
| Greenwood 51 | Year 3 | 4 |
| Laurens 56 | Year 3 | 4 |
| Oconee | Year 3 | 4 |
| Laurens 55 | Year 3 (Petition August) | 4 |
| Horse Creek Academy (Aiken) | Erskine Public Charter SD | 4 |

| District (light blue=Year 1& 2; dark blue = added Year 3) | eLearning Year Entering the Pilot Project | Region (#s begin at top of the state and continue clockwise; finish in the center of the state) |
|--|--|--|
| Kershaw (RC Lead) | Year 1 | 5 |
| Lexington 2 | Year 2 | 5 |
| Lexington 3 | Year 2 | 5 |
| Calhoun | Year 3 | 5 |
| Fairfield | Year 3 | 5 |
| Lexington 1 | Year 3 | 5 |
| Lexington 4 | Year 3 | 5 |
| Lexington/Richland 5 | Year 3 | 5 |
| Richland 1 | Year 3 | 5 |
| Richland 2 | Year 3 | 5 |
| Clarendon 2 | Year 3 (Petition August) | 5 |
| Clear Dot Charter (Columbia) | Erskine Public Charter SD | 5 |
| Gray Collegiate Academy (West Columbia) | Erskine Public Charter SD | 5 |
| Total eLearning Districts (Aug. 21.2020) | 49 | |
| Total Public Charter Schools (SC) | 4 | |

The December petition opportunity brought an additional 13 districts into the eLearning Pilot Project for the final semester of 2020-2021. These districts now included in eLearning status are Abbeville, Barnwell 19, Colleton, Dillon 4, Jasper, Marion, Newberry, Saluda, Spartanburg 2 and 4, Sumter, York 1 and 4.

The Readiness Cohort as of January 2021 includes 11 districts.

| Readiness Districts January 2021 |
|---|
| Bamberg 1 |
| Bamberg 2 |
| Chesterfield |
| Clarendon 1 |
| Clarendon 3 |
| Dillon 3 |
| Edgefield |
| Hampton 2 |
| McCormick |
| Orangeburg |
| Williamsburg |

Aiken, Florence 4 and 5, Greenwood 52, Hampton 1, and Lee School Districts did not participate.

Appendix C

eLearning and Readiness Initial Kick-off Meeting Agendas

SC Pilot Program – eLearning
Year 3 -Cohort 3 (42 districts and 4 public charter schools)
July 30, 2020 – 10:00 a.m. – 12:30 p.m.

Host: SCETV
1041 George Rogers Blvd, Columbia, SC 29201

Agenda

- 10:00 am Welcome and Introductions; Update on the project and its focus during the year
- 10:15 am Introductions (for in-person attendees)
- 10:30 am SCETV Resources
- 10:50 am SC State Library Resources
- 11:00 am Update from David Mathis, SDE
- 11:15 am Sharing your reset strategies for using digital tools and your monitoring/accountability strategies
- 11:45 am Sharing best professional development for teachers
- 12:10 pm Sharing best parent communication strategies
- 12:30 pm Adjourn

SC Pilot Program – eLearning
Year 3 – Readiness Cohort
August 5, 2020 – 10:00 a.m. – 12:30 p.m.

Host: SCETV
1041 George Rogers Blvd, Columbia, SC 29201

Agenda

- 10:00 am Welcome and Introductions; Update on the project and its focus during the year
- 10:15 am Introductions (for in-person attendees)
- 10:30 am SCETV Resources
- 10:50 am SC State Library Resources
- 11:00 am Update from David Mathis, SDE
- 11:15 am Sharing your strategies for using digital tools and your monitoring/accountability strategies; including virtual academies
- 11:45 am Sharing best professional development for teachers
- 12:10 pm Sharing best parent communication strategies
- 12:30 pm Adjourn

Appendix D

Fall Meetings Regional Cluster Agendas Examples

(Regions 1 and 5 included in Final Report)

eLearning Agendas for Region 2 Cohort
Year 3

Georgetown, Florence 1, Florence 2, Florence 3, Darlington, Horry, Marlboro Submitted by: Keith Brown and Marc Frechette (Georgetown)

| | |
|----------------------|---|
| July 20, 2020 | <p>Agenda: Introductions, initial expectations, success, & challenges</p> <p>Attending: Brown(G), Frechette(G), Sigmon(D), Huckabee(F3), Jefferson (D), Scott (F3), Prosser(F3), Supt. Price (G), D’Andrea (SDE)</p> <p>Missing: Florence 2, Horry</p> <ol style="list-style-type: none">1. Welcome and Introductions2. Sign In (Click HERE for link to Response Form)<ul style="list-style-type: none">● Georgetown● Florence 1<ul style="list-style-type: none">● Darlington● Florence 2● Florence 3● Horry3. Sharing successes4. Sharing challenges5. Share plans for opening6. Mock eLearning Day7. What questions/needs do you have to prepare for the eLearning Days?8. Resources |
| August 2020 | No meeting |

| | |
|----------------------------------|---|
| <p>September 17, 2020</p> | <p>AGENDA</p> <ul style="list-style-type: none"> ● Greetings ● Notes from July 30th Cohort 3 meeting ● A Calendar for the rest of the year. ● Professional development for teachers and learning to use a consistent LMS <hr/> <ul style="list-style-type: none"> ● Mock eLearning Day (How we did it, How did you do it) ● Guidelines for work and grades and days allowed for getting work turned in. ● Creating a system/ Tool for sharing/posting ideas with one another ● Communicating with parents ● Sharing Successes and Challenges <ul style="list-style-type: none"> ● Sharing Websites that Districts already have created ● Sharing GCSD YouTube Channel ● Chat Box Notes click HERE |
| <p>October</p> | <p>No meeting</p> |
| <p>Nov 30, 2020</p> | <p>Participating with Responses: Florence 1, Marlboro, Darlington (x2), Florence 3, and host Georgetown Missing: Florence 2, Horry</p> <p>Mock eLearning Day(s)</p> <p>Districts reported how they were doing or had done with their eLearning day that was scheduled for November 2020 via a web tool called Flip Grid. This allowed participants to respond to a video prompt, with a video response of their own.</p> <p>Districts responding: Georgetown, Florence District 1, Marlboro, Darlington (2) , Florence District 3</p> <p>Here are the flip Grid Responses: https://flipgrid.com/d35bb7b2</p> <p>Here are the Closed Caption Responses: https://docs.google.com/document/d/13JcPSI36d5WOKbR5BkptTkrT_E5H8SFOSyP-_RcPdic/edit?usp=sharing</p> |

South Carolina eLearning
Regional Cluster #3 - 2020-2021 School Year
Agenda for Meeting 1

1. Introductions & Attendance

a. Present Monday, August 10, 2020; 2 to 3 PM

Meeting Link Password: a4rYxJDCD77

- i. School District of Pickens County
 - 1. Sharon Huff, Assistant Superintendent for Instructional Services
 - 2. Barbara Nesbitt, Assistant Superintendent for Technology Services
- ii. Barnwell 45
 - 1. Kelly Shealy, Secondary Curriculum
 - 2. Daphne Still, K-8 Curriculum
- iii. Charleston
 - 1. Karolyn Belcher, Chief Academic Officer
 - 2. Emile Woody, Executive Director of Curriculum and Instruction
 - 3. Buffy Roberts, Executive Director of Assessment and Evaluation
- iv. Dorchester 2
 - 1. Kelly Purvis, Assistant Director of Middle School Curriculum
 - 2. Wally Baird, Assistant Director of Elementary Schools
- v. Erskine (Royal Live Oaks - Hardeeville)
 - 1. Brian Morse, Chief of Staff
- vi. Beaufort
 - 1. John Sullivan (Sully), iLearning Coordinator

b. Present Friday, October 9, 10 to 11 AM

Meeting Link Password: De3AQGcF

- i. School District of Pickens County
 - 1. Sharon Huff, Assistant Superintendent for Instructional Services
 - 2. Barbara Nesbitt, Assistant Superintendent for Technology Services
- ii. Dorchester 4
 - 1. Nancy Britt-Stevens, Director of Secondary Education
 - 2. Monica Tudder, Director of Special Services
 - 3. Shelissa Bowman, Director of Elementary Education
 - 4. Elijah Delee, Director of Technology
- iii. Allendale
 - 1. Alfreda Jamison, Director of Technology

c. Present Tuesday, October 20, 11 to Noon

Meeting Link Password: fJZeSz32

- i. School District of Pickens County
 - 1. Sharon Huff, Assistant Superintendent for Instructional Services

- 2. Barbara Nesbitt, Assistant Superintendent for Technology Services
- ii. Barnwell 29/Williston
 - 1. Debra McCord, Director of Curriculum
 - 2. Terry Roy, Technology Coordinator

2. School District of Pickens County eLearning Story

- a. Instructional Plan, Digital Ecosystem, Virtual Learning
- b. [Tech It Home](#)
- c. [Digital Learning Days](#)
- d. My Choices, My Success, My SDPC

3. eLearning Cohort #3 Regional Cluster #3 Readiness Details

| District | Digital Ecosystem | 1:1 | Prof. Development |
|---|---|--|---|
| School District of Pickens County 22% fully virtual Rest F2F; no hybrid; built in quarantines for remote learning | ClassLink - SSO Schoology - LMS Webex - Video Conferencing Safari Montage - LOR | K-12 Chromebooks & Hotspots as needed | In house PD 2 Instructional Tech Coaches 2 Math Coaches (Great with Technology) Lots of trainers at each school who support us |
| Barnwell 45 Kelly Shealy, Daphne Still PreK-8: Face to face or virtual High School: Hybrid or Virtual 30% Virtual total; 38% high school | Clever Schoology new this year; were using Google Classroom Dreambox - MS iStation SC Virtual, APEX Newer textbooks are digital Google Meets | K-12 1 to 1 for 4 years 2-12 Chromebooks PreK-1 iPads Hover Cam Promethean boards | In house PD Videos Lead teachers attend district meetings Promethean training GAFE training |
| Beaufort Fully Virtual to begin. | Classlink & Clever Google Classroom Schoology this year Zoom | 1:1 since 2012-13 HP Windows 10 tablets 3-12 K-2 iPads last year, adding Windows Tablet | 6 Ed Tech Coaches for district 31 schools + CTC and Charter School Various PD as needed |

| District | Digital Ecosystem | 1:1 | Prof. Development |
|--|---|---|--|
| | <p>Seesaw K-2</p> <p>SC Virtual Franchise</p> <p>K-8 K12 Learning Solutions</p> | | |
| <p>Charleston</p> <p>Buffy Roberts, Emilie Woody, Karolyn Belcher</p> | <p>Clever</p> <p>Canvas * (Some use Google Classroom but link from Canvas)</p> <p>Digital Textbooks & Content</p> <p>Virtual K-12: Odysseyware, Edgenuity, FLHS, SC Virtual, District-Written</p> <p>Zoom & Webex</p> | <p>K-12 Chromebooks (6-12), iPads (K-5)</p> | <p>Remote Learning & Virtual Teaching this summer</p> <p>Asynchronous and Synchronous PD</p> <p>Virtual PLCs</p> <p>Remote Learning Course through Low Country Consortium this year</p> |
| <p>Dorchester 2</p> <p>Kelly Purvis, Wally Baird</p> <p>Hybrid & Virtual</p> <p>4K, K, 1 come f2f ½ day</p> <p>A, B Hybrid other grades</p> <p>Start eLearning 1st week, then hybrid</p> <p>28% Virtual</p> | <p>Clever</p> <p>Microsoft Teams</p> <p>Calvert, APEX,</p> <p>Transitioning to Digital Textbooks</p> <p>Text in Hand</p> <p>Chose Schoology</p> | <p>K-12 Dell Laptop (3-12)</p> <p>2nd HP Streams</p> <p>K-1 iPads</p> | <p>Systemic Modern Learning Specialists</p> <p>Tech Tuesdays</p> <p>600-700 weekly</p> <p>Some Days of PD at beginning of year. Seven days before children return (3 are PD)</p> <p>Virtual PLCs</p> |
| <p>Erskine (Royal Live Oaks - Hardeeville)</p> <p>Brian Morse</p> <p>Starting virtually</p> <p>Over 50% virtual</p> | <p>Google Classroom</p> <p>Google Meets</p> <p>Looking into Schoology</p> <p>SC Virtual</p> | <p>1:1 Elem CBs</p> <p>6-12 Laptops</p> | <p>Google certified</p> <p>Levels 1 and 2</p> <p>Curriculum Mapping</p> <p>Friday PDs</p> <p>Parent Videos</p> |

| District | Digital Ecosystem | 1:1 | Prof. Development |
|---|---|--|---|
| <p>Dorchester 4</p> <p>F2F Traditional: Started AB; now coming in 4 days a week; Friday remote 807 (38%)</p> <p>Hybrid: Participating with traditional remotely 1006 (47%)</p> <p>Virtual: Self-Paced; must check in weekly F2F on Zoom 330 (15%)</p> <p>2143 Students</p> | <p>Google Classroom/GAFE</p> <p>Seesaw</p> <p>Clever</p> <p>Edgenuity; Edmentum</p> <p>SC Virtual (Alt)</p> <p>Zoom</p> <p>Going with Schoology that state is providing; soft implementation this year; will do more next year</p> | <p>1:1 K-12 CBs; iPads (K & 1)</p> | <p>Cohort through Remote Learning Class with Digital Learning Collaborative</p> <p>Technology Coach (Digital Tools)</p> <p>Zoom Training</p> <p>SREB Remote Learning Training</p> <p>SREB Powerful Literacy and Powerful Math inc. digital resources</p> <p>Friday PD</p> <p>NIET Training through State Department (David Matthis)</p> |
| <p>Allendale</p> <p>3 grants over last 3 years</p> <p>75% are Virtual</p> <p>25% are Hybrid</p> <p>F2F 2 days; Remote 2 days (½ and ½) Fridays are office hours or small groups; PD</p> | <p>Skooler (LMS) works with Office 365; Trainer in Norway; Microsoft Teams</p> <p>Will switch to Schoology but have not trained teachers.</p> <p>Acellus</p> <p>iReady</p> <p>USA Test Prep</p> <p>Mastery Connect</p> <p>Algebra Nation</p> <p>ClassLink SSO</p> | <p>1:1 iPads 3K through 12th; teachers use Mac Air; Promethean Panels</p> <p>Swivel Robots with iPads</p> <p>Hot Spots (400)</p> | <p>Lost instructional technology coach; not filled yet</p> <p>Tech Ambassadors (Skooler)</p> <p>Lesli Fisher (ISTE) Friday night trainer</p> <p>Need Microsoft PD (Teams)</p> |
| <p>Barnwell 29/Williston</p> <p>Debra McCord</p> <p>Terry Roy</p> <p>50% in Virtual</p> | <p>Clever SSO</p> <p>Roster about 50%</p> <p>Google Classroom; migrating to Canvas</p> <p>Google Meet</p> | <p>1:1 in K-12 with Chromebooks (Not going home till Covid; used in classroom)</p> <p>Promethean Boards in each classroom; Laptops with webcam</p> | <p>Google Classroom; using GAFE extensions to engage students</p> <p>Asynchronous and synchronous instruction to create virtual classroom close to traditional instruction.</p> |

| District | Digital Ecosystem | 1:1 | Prof. Development |
|---|-------------------|---|--|
| 50% hybrid/F2F K-8 Virtual; virtual only teachers; synchronous 4 days a week; follow typical bell schedule; using teacher content High School Virtual; APEX and SCVirtual Franchise | | Working on bluetooth microphones for teachers and Drawing Tablets | Equitable instruction (Find Canvas trainer) Not had to use a district-wide eLearning day. Have emergency eLearning lesson plans ready in Google Classroom. |

4. Questions

How do you envision inclement weather make-up days?

How did students prepare for eLearning days?

Practice with new devices. How to login.

5. Next Steps

Share document - HR Who does what where and when. Non instructional staff.

6. Follow-Up Meetings

- a. Two as a large group
 - i. Meeting #2: January 15; 11 to noon
 - ii. Meeting #3: TBD
- b. Individual Meetings on-going both virtual and face-to-face

Other Meetings

SDPC & Allendale

- October 23, 2 to 2:30; Schoology Best Practices, Johnnie Miller & Alfreda Jameson
- TO DO:
 - Planning session on Schoology setup with Brenda Holliday (DONE on 11/6/2020 and 11/10/2020)
 - Training sessions with Kimber and Betsy: Friday, November 6, 8 to 9 AM (DONE)
- Online session for principals and a few ambassadors on November 10,2020 @9 am (Betsy and Kimber)
- Online Schoology Setup with Brenda Holliday and Barbara on November 10 @ 1
- January 15, Betsy Masters and Tech Ambassadors
- January 22, Schoology Permission Excel Spreadsheet to share
- January 29, Betsy Masters, Barbara Nesbitt, and Kimber Nelson with Tech Ambassadors

SDPC & Beaufort

- October 8, 11 to Noon, Schoology Best Practices & PD Philosophy, Mary Stratos & Daniel Fallon
- TO DO:
 - Training sessions with teachers

January 15, 2021

1. Updates from Districts
 - a. Virtual/F2F with COVID
 - b. eLearning - Inclement Weather
2. Help Needed
 - a. eLearning
 - b. Schoology/LMS Integrations
 - c. Other
3. Site Visits

| District | Present |
|--|---|
| Allendale | <p>Alfreda Jamison</p> <p>Moved from hybrid to F2F. On day 4. 4 days a week F2F 75% still virtual. Most learning synchronous with some asynchronous at high school. COVID numbers are manageable in district. Took some time off after Thanksgiving due to an outbreak. Managing well now. One week in December virtual. Fridays - professional learning; catching up with students. No inclement learning days. Students have hot spots due to hybrid. Some virtual came back in November. Elementary nearing capacity.</p> |
| Barnwell 29/Williston | |
| Barnwell 45 | <p>Daphne Still, Kelly Shealy</p> <p>Pleased so far. Transition S2. (1/26). K-8th gave been F2F 5 days. High Schools were hybrid due to sharing career center with another county. Starting S2 - HS will be F2F five days a week. Still have virtual option. Did one remote week (some synch/asynch). 40 students transitioned from virtual back to F2F. Allowed F2F to go V.. Had created weather day plans teachers could use and some did for remote week. About 1/3 virtual. No inclement learning days. .</p> |
| <p>Beaufort</p> <p>Choose Schoology. Can we share resources?</p> | <p>Sully</p> <p>Opened 5 days F2F (Jan 2021). Started fully virtual Sept 8. October - opened hybrid for those who elected F2F. Those students are now fully F2F. No hybrid. Teachers needed to record F2F starting Jan 2021 just in case lessons needed, using Zoom. In-class students cannot see over partitions, so they had to use Zoom. Killing bandwidth. They are getting a new firewall.</p> |

| | |
|---|---|
| | No inclement learning days. |
| <p>Charleston</p> <p>On hybrid days - What are parents saying?</p> <p>How are you handling children whose parents chose Virtual - when it was not best fit? How are you helping?</p> | <p>Emily Woody, Buffy Roberts</p> <p>F2F five days a week since September 8 for all families wanting the option if room in the school (Plexiglass jungles). Families could switch Q2. Central virtual academy, F2F, and some temporary remote. Regional virtual. District staff has been subbing. Wi-Fi project. No inclement learning days.</p> |
| <p>Dorchester 2</p> | <p>Julie Kornahrens, Glenn Huggins, Kenneth Wilson</p> <p>Ended December in hybrid model, elementary ½ days. MS and HS hybrid. Rising COVID numbers - eLearning Schedule. Extended through month. eLearning - synchronous with daily schedule. Have break for lunches. Continuing feeding program. Opened up F2F hybrid for virtual. Can switch F2F/Virtual. Elementary - 150 moving into V; 500 out; Secondary - 425 moving into V; 600 out. Scheduling burden with this flexibility! No inclement learning days. D2 offered child care on hybrid ½ days.</p> |
| <p>Dorchester 4</p> <p>Will adopt Schoology more systemically at some point.</p> | <p>Shelissa Bowman, Nancy Stevens, Monica Tudder, Elijah Delee</p> <p>Beginning of year (F2F, Synch Hybrid, Virtual). 4 Days with 1 day asynchronous. Students could move to different learning model at each quarter. More wanted to come back F2F. After Christmas break - fully synchronous eLearning through Jan. 20% Virtual, 30% Hybrid, 50% F2F. Will allow changes S2. Mi-Fi Hotspots out. Some bandwidth issues. No inclement learning days.</p> |
| <p>Erskine (Royal Live Oaks - Hardeeville)</p> | |
| <p>Pickens</p> | <p>Barbara Nesbitt, Sharon Huff</p> <p>Two learning models - Virtual and F2F with some built-in remote days/weeks. Have used one inclement learning day for weather. Our COVID numbers are getting challenging but we are trying to stay in school.</p> |

Region 4 Meetings for eLearning

[July 21, 2020 at 10 am](#)

[September 29, 2020 at 10 am](#)

[October 27, 2020 at 10 am](#)

[December 1, 2020 at 10 am](#)



Region 4 eLearning Pilot

July 21, 2020 at 10 am

Google Meet

Link to presentation click [here](#)

Google Meet Participants

Charlotte McDavid
Beth Taylor
Anna Baldwin
Greta Flinn
Stewart Lee
Kathryn Lee DAndrea
Kristen Hearne
Heather Holliday
Beth Dabney
Anna Shivar
Brenda Schrantz
Brandee Green
Randy Abbott
Brenda Schrantz

Minutes

- What Worked in 19-20
 - A3 - chromebooks in grades 3-12, PearDeck for elementary lessons, recorded lessons Mon-Thur and live lesson on Friday
 - A1 - Live lessons from their teachers, students enjoyed seeing their teachers virtually
 - Greenville - Greater Access and Equity, Track students in the Google Admin Dashboard (district computer and Google Classroom)
 - Oconee - IT Department was a strong support during eLearning, Phone helpline to answer technical questions and instructional questions, Help ticket system, weekly newsletter with strategies and what works to teachers
- Greatest Challenge
 - A2 -Access to wifi, made the lessons downloadable
 - Laurens 56 - Internet access was an issue, multiple students from the same household using the internet at the same time, bandwidth
 - A4 - Internet Access, Jet Packs for free, added to their Verizon plan for 200 families
 - A1 - Internet access and accountability, issues with live/recorded lessons, issued hot spots but not strong enough in some locations, so we are purchasing from several vendors (Verizon, TMobile, ATT, etc.) to be able to overcome those issues
 - A3 - Access wifi from school parking lots, wifi on buses from the state, leveraging relationships and calling homes to ensure student work was completed
- Next Steps
 - A1 - Ongoing PD (Interactive) for WebEx, Resources, Tips, Virtual apps for lessons, phone help

line, one to one in K-2 grades, Communication - formed a district committee

- Greenwood 50 - Face to Face, Hybrid A/B schedule, Virtual, and Virtual SC, Wifi and IT support, strong delivery of instruction
- A3 - Virtual for honors students, login to Google Meet during the face to face class time
- A2 - Honors courses with SC Virtual Franchise (1st year is free) Offered computer science, teacher are trained from SC Virtual
- A1 - Teachers will be teaching virtually, recording lessons, ordered mic for all teachers
- Greenville - Leadership and Commitment, PD - UTC Online, Train the Trainer, Plan everyday as if it were an eLearning day
- Q&A
 - Thoughts on proctoring quizzes and test remotely
 - Netop and Google Meet
 - Securely - Special Ed/ESOL/Resource to support

September 29, 2020 at 10 am
Google Meet

- Link to presentation [click here](#)
- Google Meet Participants (13)
 - Anna Shivar
 - Beth Dabney
 - Beth Taylor
 - Brandee Green
 - Brenda Schrantz
 - Charlotte McDavid
 - Greta Flinn
 - Jody Penland
 - Kristen Hearne
 - Lee D'Andrea
 - Stewart Lee

Minutes - Agenda Items

- Professional development for teachers teaching digitally
- Communications with parents regarding expectations

October 27, 2020 at 10 am

Google Meet

- Link to presentation click [here](#)
- Google Meet Participants
 - https://docs.google.com/spreadsheets/d/1bQKWmdWNH-U88HnCifWZGmY10jQztVRXV4zZ5_6zEoQ/edit?usp=sharing
- Anna Baldwin
- Stewart Lee
- Greta Flinn
- Kristen Hearne
- Anna Shivar
- Lisa Simmons
- Brandee Green
- Lee D'Andrea
- Beth Dabney
- Brenda Schrantz
- Charlotte McDavid
- Beth Taylor
- Nichole Boseman
- Josie Kate Haupfear
- Laurie McCall
- Jody Penland

Minutes - Agenda Items

- Updates from Dr. D'Andrea
- Implementation of District LMS
- What is working and not working in districts' virtual deliveries
- Q & A

December 1, 2020 at 10 am

Google Meet

- Link to presentation click [here](#)
- Google Meet [Participants](#)

Minutes - Agenda Items

- Dr. D'Andrea Updates and Data Needed
- eLearning and Virtual Learning Updates from Districts
- Q&A

Appendix E

eLearning Questions and Information Collection Form

Introduction

The eLearning Pilot Project was originally designed to examine existing digital ecosystems in school districts (5 in year 1 and 10 additional in year 2) and the effectiveness of using the established resources for the continuation of instruction on inclement weather days. After two years, the findings clearly outlined elements of the digital ecosystem in the fifteen (15) districts which significantly contributed to the success of this project. The findings include:

- 1. District leadership and organizational structure are vital and critical to the overall success of each district.**
- 2. A well-established digital learning environment systemically exists within the district. This includes an identified Learning Management System (LMS) used with fidelity, adequate technical and instructional support for teachers and students and 1:1 hardware distribution.**
- 3. Preparation and planning make a difference in the quality of the migration from digital learning environment. Clear and frequent communications with teachers, staff, students, and parents are essential elements of a successful implementation.**

The pandemic situation obviously accelerated the need for digital ecosystems in school districts. Forty-nine (49) districts have been included in the eLearning Pilot Project Year 3 Cohort. An accurate examination of the current landscape provides information for the final report of the pilot project and shapes recommendations for future actions (beyond pandemic). Please discuss with your district instructional and technology team to respond to the following questions. A “grade” will not be given for your response. It is important to know that no district will be identified by name (only non-responders are included in the report). Regional Cluster and statewide data will be included.

**Completed forms should be returned on or before Monday, December 7th
to 1leedandrea@gmail.com and dsigmon@eoc.sc.gov.**

Questions and Information Collection
Completed forms should be returned on or before Monday, December 6th
to 1leedandrea@gmail.com and dsigmon@eoc.sc.gov.

Date:

Form Completed By (list all participating & title):

DISTRICT PROFILE

DISTRICT (County & Number):

District Contact Name:

District Contact Email:

NUMBER OF CURRENT TEACHERS

| <i>Grade</i> | <i># Teachers</i> |
|-----------------------|-------------------|
| 4K (grade -1) | |
| 5K (grade 0) | |
| 1 st Grade | |
| 2 nd Grade | |
| 3 rd Grade | |
| 4 th Grade | |
| 5 th Grade | |

| <i>Grade</i> | <i># Teachers</i> |
|------------------------|-------------------|
| 6 th Grade | |
| 7 th Grade | |
| 8 th Grade | |
| 9 th Grade | |
| 10 th Grade | |
| 11 th Grade | |
| 12 th Grade | |

DISTRICT LEADERSHIP & ORGANIZATIONAL STRUCTURE

According to the early findings, district leadership and organizational structure impact success in eLearning (and virtual/online) learning.

- Which of the following statements best describes the status of your district and its digital ecosystem?
Select from the list.
- Which of the following leadership actions take place in the district? (check all that apply):
 - Superintendent (or designee) sets expectations through messages to district office.
 - Superintendent (or designee) sets expectations through messages to principals.
 - Superintendent (or designee) sets expectations through messages to teachers.
 - Superintendent (or designee) sets expectations through messages to parents.
 - District leadership monitors implementation analytics via dashboard.
 - District leadership monitors implementation via virtual engagement (joins Zoom meetings).
 - District leadership updates school board on digital ecosystem implementation.
- Describe your district's digital ecosystem.

DIGITAL LEARNING ENVIRONMENT

A well-established digital learning environment systemically exists within the district.

This includes:

- **a Learning Management System (LMS) used with fidelity**
- **adequate technical and instructional support for teachers and students**
- **1:1 hardware distribution**

4. Please provide information about your Learning Management System (LMS).

Do you use the same LMS for 4K through 12th Grade? Select Yes or No

If yes, what Learning Management System (LMS) are you currently using for all grades?
Select from the list

If no, please answer the following:

| | Learning Management System |
|-----------------------|----------------------------|
| 4K | Select from the list |
| 5K | Select from the list |
| 1 st Grade | Select from the list |
| 2 nd Grade | Select from the list |
| 3 rd Grade | Select from the list |
| 4 th Grade | Select from the list |
| 5 th Grade | Select from the list |

| | Learning Management System |
|------------------------|----------------------------|
| 6 th Grade | Select from the list |
| 7 th Grade | Select from the list |
| 8 th Grade | Select from the list |
| 9 th Grade | Select from the list |
| 10 th Grade | Select from the list |
| 11 th Grade | Select from the list |
| 12 th Grade | Select from the list |

Do you plan to change to a different LMS procured by SDE? Select Yes or No

If yes, what is your timeline?

If yes, what LMS will you be implementing? Select from the list

Which of the following best describes LMS implementation in the district? Select one from the list

Comments/Additional LMS feedback:

5. Please provide information about support for digital learning in your district.

- Which of the following best describes the instructional technology support staff (ITSS) availability in the district? Select one from the list
- Which of the following describes the status of the instructional technology support staff (ITSS) in the district? Select one from the list
- Which of the following best describes the informational technology (IT/network) support (ITNS) in the district? Select one from the list
- Which of the following describes the status of the informational technology support (ITNS) in the district? Select one from the list

6. Please provide device distribution data for your district (only include devices on hand).

The district has assigned a digital device for students which can be taken home daily.

Check the appropriate option for each grade level

| | Devices Available |
|-----------------------|----------------------|
| 4K | Select from the list |
| 5K | Select from the list |
| 1 st Grade | Select from the list |
| 2 nd Grade | Select from the list |
| 3 rd Grade | Select from the list |
| 4 th Grade | Select from the list |
| 5 th Grade | Select from the list |

| | Devices Available |
|------------------------|----------------------|
| 6 th Grade | Select from the list |
| 7 th Grade | Select from the list |
| 8 th Grade | Select from the list |
| 9 th Grade | Select from the list |
| 10 th Grade | Select from the list |
| 11 th Grade | Select from the list |
| 12 th Grade | Select from the list |

How many devices are ordered and not received?

PREPARATION AND PLANNING

Preparation and planning make a difference in the quality of the migration from digital learning environment.

Clear and frequent communications with teachers, staff, students, and parents are essential elements of a successful implementation.

7. Teachers

Indicate all the methods the district has used to provide instructional technology professional development **with teachers.** (check all that apply)

- Face-to-face
- Webinars
- YouTube videos
- Tutorials
- Documents
- Other

During the past year, how many of your teachers have engaged in professional development dedicated to instructional technology elements? Select one from the list

Were these professional development opportunities for teachers created by the district or purchased from a vendor?

How is your district measuring/capturing the impact/effectiveness of the teacher professional development provided?

Do you see better results on teacher behavior/response depending on whether the PD was provided face-to-face, virtually or self-paced? Please describe.

If available, please provide the link(s) to digital/eLearning resources for teachers.

Does access to these resources require a login? Select Yes or No

8. Students

Indicate all the methods the district has used to communicate about eLearning and/or virtual learning **with students.**

- Face-to-face
- Webinars
- YouTube videos
- Tutorials
- Documents
- Other

Were there structured opportunities for students to learn how to navigate in a digital ecosystem? Select Yes or No

If yes, how would you rate student participation? Select one from the list

If yes, were these opportunities created by the district or purchased from a vendor?

How is your district measuring/capturing the impact/effectiveness of the communication with students?

Do you see better results on student behavior/response depending on whether the information was provided face-to-face, virtually or self-paced? Please describe.

If available, please provide the link(s) to digital/eLearning resources for students.

Does access to these resources require a login? Select Yes or No

9. Parents

Indicate all the methods the district has used to communicate about eLearning and/or virtual learning **with parents**.

- Face-to-face
- Webinars
- YouTube videos
- Tutorials
- Documents
- Other

Were there structured opportunities for parents to learn how to support their student in a digital ecosystem?
Select Yes or No

If yes, how would you rate parent participation? Select one from the list

If yes, were these opportunities created by the district or purchased from a vendor?

How is your district measuring/capturing the impact/effectiveness of the communication with parents?

If available, please provide the link(s) to digital/eLearning resources for parents.

SUMMARY

10. Describe challenges that your district still faces as digital ecosystem implementation evolves.
11. In one or two sentences, describe the district's greatest success in implementing a digital ecosystem which supports instruction and learning.
12. In one or two sentences describe the district's next steps in implementing a digital ecosystem which supports instruction and learning.

Appendix F

Readiness Question and Information Collection Form

Introduction

The eLearning Pilot Project was originally designed to examine existing digital ecosystems in school districts (5 in year 1 and 10 additional in year 2) and the effectiveness of using the established resources for the continuation of instruction on inclement weather days. After two years, the findings clearly outlined elements of the digital ecosystem in the fifteen (15) districts which significantly contributed to the success of this project. The findings include:

4. **District leadership and organizational structure are vital and critical to the overall success of each district.**
5. **A well-established digital learning environment systemically exists within the district. This includes an identified Learning Management System (LMS) used with fidelity, adequate technical and instructional support for teachers and students and 1:1 hardware distribution.**
6. **Preparation and planning make a difference in the quality of the migration from digital learning environment. Clear and frequent communications with teachers, staff, students, and parents are essential elements of a successful implementation.**

The pandemic situation obviously accelerated the need for digital ecosystems in school districts. Forty-nine (49) districts have been included in the eLearning Pilot Project Year 3 Cohort. An accurate examination of the current landscape provides information for the final report of the pilot project and shapes recommendations for future actions (beyond pandemic). Please discuss with your district instructional and technology team to respond to the following questions. A “grade” will not be given for your response. It is important to know that no district will be identified by name (only non-responders are included in the report). Regional Cluster and statewide data will be included.

**Completed forms should be returned on or before Thursday, December 10th
to 1leedandrea@gmail.com and dsigmon@eoc.sc.gov**

Questions and Information Collection
Completed forms should be returned on or before Thursday, December 10th
to 1leedandrea@gmail.com and dsigmon@eoc.sc.gov.

Date:

Form Completed By (list all participating & title):

DISTRICT PROFILE

DISTRICT (County & Number):

District Contact Name:

District Contact Email:

NUMBER OF CURRENT TEACHERS

| <i>Grade</i> | <i># Teachers</i> |
|-----------------------|-------------------|
| 4K (grade -1) | |
| 5K (grade 0) | |
| 1 st Grade | |
| 2 nd Grade | |
| 3 rd Grade | |
| 4 th Grade | |
| 5 th Grade | |

| <i>Grade</i> | <i># Teachers</i> |
|------------------------|-------------------|
| 6 th Grade | |
| 7 th Grade | |
| 8 th Grade | |
| 9 th Grade | |
| 10 th Grade | |
| 11 th Grade | |
| 12 th Grade | |

DISTRICT LEADERSHIP & ORGANIZATIONAL STRUCTURE

According to the early findings, district leadership and organizational structure impact success in eLearning (and virtual/online) learning.

13. Which of the following statements best describes the status of your district and its digital ecosystem?
 Select from the list.
14. Which of the following leadership actions take place in the district? (check all that apply):
- Superintendent (or designee) sets expectations through messages to district office.
 - Superintendent (or designee) sets expectations through messages to principals.
 - Superintendent (or designee) sets expectations through messages to teachers.
 - Superintendent (or designee) sets expectations through messages to parents.
 - District leadership monitors implementation analytics via dashboard.
 - District leadership monitors implementation via virtual engagement (joins Zoom meetings).
 - District leadership updates school board on digital ecosystem implementation.
15. Describe your district's digital ecosystem.

DIGITAL LEARNING ENVIRONMENT

A well-established digital learning environment systemically exists within the district.

This includes:

- **a Learning Management System (LMS) used with fidelity**
- **adequate technical and instructional support for teachers and students**
- **1:1 hardware distribution**

16. Please provide information about your Learning Management System (LMS).

Do you use the same LMS for 4K through 12th Grade? Select Yes or No

If yes, what Learning Management System (LMS) are you currently using for all grades?
Select from the list

If no, please answer the following:

| | Learning Management System |
|-----------------------|----------------------------|
| 4K | Select from the list |
| 5K | Select from the list |
| 1 st Grade | Select from the list |
| 2 nd Grade | Select from the list |
| 3 rd Grade | Select from the list |
| 4 th Grade | Select from the list |
| 5 th Grade | Select from the list |

| | Learning Management System |
|------------------------|----------------------------|
| 6 th Grade | Select from the list |
| 7 th Grade | Select from the list |
| 8 th Grade | Select from the list |
| 9 th Grade | Select from the list |
| 10 th Grade | Select from the list |
| 11 th Grade | Select from the list |
| 12 th Grade | Select from the list |

Do you plan to change to a different LMS procured by SDE? Select Yes or No

If yes, what is your timeline?

If yes, what LMS will you be implementing? Select from the list

Which of the following best describes LMS implementation in the district? Select one from the list

Comments/Additional LMS feedback:

17. Please provide information about support for digital learning in your district.

- e. Which of the following best describes the instructional technology support staff (ITSS) **availability** in the district? Select one from the list
- f. Which of the following describes the **status** of the instructional technology support staff (ITSS) in the district? Select one from the list
- g. Which of the following best describes the informational technology (IT/network) support (ITNS) in the district? Select one from the list
- h. Which of the following describes the **status** of the informational technology support (ITNS) in the district? Select one from the list

18. Please provide device distribution data for your district (only include devices on hand).

The district has assigned a digital device for students which can be taken home daily.

Check the appropriate option for each grade level

| | Devices Available |
|-----------------------|----------------------|
| 4K | Select from the list |
| 5K | Select from the list |
| 1 st Grade | Select from the list |
| 2 nd Grade | Select from the list |
| 3 rd Grade | Select from the list |
| 4 th Grade | Select from the list |
| 5 th Grade | Select from the list |

| | Devices Available |
|------------------------|----------------------|
| 6 th Grade | Select from the list |
| 7 th Grade | Select from the list |
| 8 th Grade | Select from the list |
| 9 th Grade | Select from the list |
| 10 th Grade | Select from the list |
| 11 th Grade | Select from the list |
| 12 th Grade | Select from the list |

How many devices are ordered and not received?

PREPARATION AND PLANNING

Preparation and planning make a difference in the quality of the migration from digital learning environment.

Clear and frequent communications with teachers, staff, students, and parents are essential elements of a successful implementation.

19. Teachers

Indicate all the methods the district has used to provide instructional technology professional development **with teachers.** (check all that apply)

- Face-to-face
- Webinars
- YouTube videos
- Tutorials
- Documents
- Other

During the past year, how many of your teachers have engaged in professional development dedicated to instructional technology elements? Select one from the list

Were these professional development opportunities for teachers created by the district or purchased from a vendor?

How is your district measuring/capturing the impact/effectiveness of the teacher professional development provided?

Do you see better results on teacher behavior/response depending on whether the PD was provided face-to-face, virtually or self-paced? Please describe.

If available, please provide the link(s) to digital/eLearning resources for teachers.

Does access to these resources require a login? Select Yes or No

20. Students

Indicate all the methods the district has used to communicate about eLearning and/or virtual learning **with students.**

- Face-to-face
- Webinars
- YouTube videos
- Tutorials
- Documents
- Other

Were there structured opportunities for students to learn how to navigate in a digital ecosystem? Select Yes or No

If yes, how would you rate student participation? Select one from the list

If yes, were these opportunities created by the district or purchased from a vendor?

How is your district measuring/capturing the impact/effectiveness of the communication with students?

Do you see better results on student behavior/response depending on whether the information was provided face-to-face, virtually or self-paced? Please describe.

If available, please provide the link(s) to digital/eLearning resources for students.

Does access to these resources require a login? Select Yes or No

21. Parents

Indicate all the methods the district has used to communicate about eLearning and/or virtual learning **with parents**.

- Face-to-face
- Webinars
- YouTube videos
- Tutorials
- Documents
- Other

Were there structured opportunities for parents to learn how to support their student in a digital ecosystem?
Select Yes or No

If yes, how would you rate parent participation? Select one from the list

If yes, were these opportunities created by the district or purchased from a vendor?

How is your district measuring/capturing the impact/effectiveness of the communication with parents?

If available, please provide the link(s) to digital/eLearning resources for parents.

SUMMARY

22. Describe challenges that your district still faces as digital instruction evolves.
23. In one or two sentences, describe the district's greatest success in implementing digital instruction.

In one or two sentences describe the district's next steps in implementing a digital instruction

Appendix G

eLearning Application Petition

Readiness Cohort to eLearning Cohort Application Form: FY 20-21

Completed forms should be returned to mferguson@eoc.sc.gov and lleadandrea@gmail.com on or before Friday, December 4th.

Date

DISTRICT PROFILE

DISTRICT (County & Number):

District Contact Name:

District Contact Email:

NUMBER OF CURRENT STUDENTS

(In PowerSchool, from the District, select System Reports, on System Tab, in Membership & Enrollment section, click *Enrollment Summary by Date*, click Submit, in the fields below, enter value representing the Total In Grade)

| <i>Grade</i> | <i># Students</i> |
|-----------------------|-------------------|
| 4K (grade -1) | |
| 5K (grade 0) | |
| 1 st Grade | |
| 2 nd Grade | |
| 3 rd Grade | |
| 4 th Grade | |
| 5 th Grade | |

| <i>Grade</i> | <i># Students</i> |
|------------------------|-------------------|
| 6 th Grade | |
| 7 th Grade | |
| 8 th Grade | |
| 9 th Grade | |
| 10 th Grade | |
| 11 th Grade | |
| 12 th Grade | |

| Assurances | Certification or Information Needed from District |
|---|---|
| Change of Circumstance | Please provide specific information on the adjustments, additions and changes that would impact the district's capacity to provide eLearning since the eLearning 20-21 application was submitted. |
| Device Distribution For Students | The district certifies that all students in the district have access to a device or an app to complete all eLearning lessons. Select Yes or No |

| | |
|--|--|
| The district has assigned a digital device for students which can be taken home daily. | |
| | <i>Check the appropriate option for each grade level</i> |
| 4K | Select from the list |
| 5K | Select from the list |
| 1 st Grade | Select from the list |
| 2 nd Grade | Select from the list |
| 3 rd Grade | Select from the list |
| 4 th Grade | Select from the list |
| 5 th Grade | Select from the list |
| 6 th Grade | Select from the list |
| 7 th Grade | Select from the list |
| 8 th Grade | Select from the list |
| 9 th Grade | Select from the list |
| 10 th Grade | Select from the list |
| 11 th Grade | Select from the list |
| 12 th Grade | Select from the list |

| Assurances | Certification or Information Needed from District | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|----------------------|-------------|----|----------------------|----|----------------------|-----------------------|----------------------|-----------------------|----------------------|-----------------------|----------------------|-----------------------|----------------------|-----------------------|----------------------|-----------------------|----------------------|-----------------------|----------------------|-----------------------|----------------------|-----------------------|----------------------|------------------------|----------------------|------------------------|----------------------|------------------------|----------------------|
| Device Distribution For Students | Please identify which devices have been assigned. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th></th> <th>Device Type</th> </tr> </thead> <tbody> <tr> <td>4K</td> <td>Select from the list</td> </tr> <tr> <td>5K</td> <td>Select from the list</td> </tr> <tr> <td>1st Grade</td> <td>Select from the list</td> </tr> <tr> <td>2nd Grade</td> <td>Select from the list</td> </tr> <tr> <td>3rd Grade</td> <td>Select from the list</td> </tr> <tr> <td>4th Grade</td> <td>Select from the list</td> </tr> <tr> <td>5th Grade</td> <td>Select from the list</td> </tr> <tr> <td>6th Grade</td> <td>Select from the list</td> </tr> <tr> <td>7th Grade</td> <td>Select from the list</td> </tr> <tr> <td>8th Grade</td> <td>Select from the list</td> </tr> <tr> <td>9th Grade</td> <td>Select from the list</td> </tr> <tr> <td>10th Grade</td> <td>Select from the list</td> </tr> <tr> <td>11th Grade</td> <td>Select from the list</td> </tr> <tr> <td>12th Grade</td> <td>Select from the list</td> </tr> </tbody> </table> | | Device Type | 4K | Select from the list | 5K | Select from the list | 1 st Grade | Select from the list | 2 nd Grade | Select from the list | 3 rd Grade | Select from the list | 4 th Grade | Select from the list | 5 th Grade | Select from the list | 6 th Grade | Select from the list | 7 th Grade | Select from the list | 8 th Grade | Select from the list | 9 th Grade | Select from the list | 10 th Grade | Select from the list | 11 th Grade | Select from the list | 12 th Grade | Select from the list |
| | | Device Type | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 4K | Select from the list | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 5K | Select from the list | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1 st Grade | Select from the list | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2 nd Grade | Select from the list | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 3 rd Grade | Select from the list | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 4 th Grade | Select from the list | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 5 th Grade | Select from the list | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 6 th Grade | Select from the list | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 7 th Grade | Select from the list | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 8 th Grade | Select from the list | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 9 th Grade | Select from the list | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 10 th Grade | Select from the list | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11 th Grade | Select from the list | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 th Grade | Select from the list | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Please provide information on the district's single sign-on process for students. Include screenshots in the box below if appropriate. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | |
|---|---|
| Device Distribution For Students | Single sign-on screenshots <i>(please copy/paste or use Insert pictures here)</i> |
|---|---|

| | |
|--|---|
| Demonstrated Access to Students of eLearning lesson plans | The district certifies that all students and teachers either have access to the Internet away from school buildings or have access to the eLearning assignments. Select Yes or No |
| | Please check all that apply below and provide any additional information on how the district will document access. <input type="checkbox"/> The district will collect information from each teacher and parent/guardian documenting that the student has access to broadband internet access at home and can download necessary apps. Additional Information: <input type="checkbox"/> The district will collect information from each teacher and parent/guardian documenting what devices that teachers and students use to access the internet outside of school. Additional Information: <input type="checkbox"/> The district will work with teachers and parents to access discounted internet access at home. Additional Information: <input type="checkbox"/> The district will allow students to download eLearning assignments onto their devices. Additional Information: <input type="checkbox"/> The district will allow students to work offline in a learning management system like Google Drive or allow for offline work. Additional Information: <input type="checkbox"/> Other (Please specify) |

| | | |
|---|--|----------------------------|
| Instructional Technology | Please tell us about your Learning Management System(s). | |
| | Do you use the same LMS for 4K through 12 th Grade? Select Yes or No | |
| | If yes, what Learning Management System (LMS) are you currently using for all grades? Select from the list | |
| | If no, please answer the following | |
| | | Learning Management System |
| | 4K | Select from the list |
| | 5K | Select from the list |
| | 1 st Grade | Select from the list |
| | 2 nd Grade | Select from the list |
| | 3 rd Grade | Select from the list |
| | 4 th Grade | Select from the list |
| | 5 th Grade | Select from the list |
| | 6 th Grade | Select from the list |
| | 7 th Grade | Select from the list |
| | 8 th Grade | Select from the list |
| 9 th Grade | Select from the list | |
| 10 th Grade | Select from the list | |
| 11 th Grade | Select from the list | |
| 12 th Grade | Select from the list | |
| Do you plan to change to a different LMS procured by SDE? Select Yes or No | | |
| If yes, what is your timeline? | | |
| If yes, what LMS will you be implementing? Select from the list | | |
| Comments/Additional LMS feedback: | | |
| Please provide evidence of the systemic use of instructional technology in the classroom. Evidence should include screenshots from lessons at early childhood, elementary, middle and high school levels. Description: | | |

| | |
|-------------------------------------|---|
| Instructional Technology | Systemic Use of Instructional Technology Screenshots <i>(please copy/paste or use Insert pictures here)</i> |
|-------------------------------------|---|

| | |
|--|---|
| <p>Monitoring Responsibility</p> | <p>Please describe the district’s system for monitoring student and teacher engagement on the LMS (Google Admin Dashboard, etc.). How will this information be shared with principals, and what will be the expectations for follow up?</p> |
| <p>District IT Support and Infrastructure</p> | <p>Please provide evidence, including a narrative, of the IT and instructional technology support services provided at the district and school level. This should include a description of the support networks available to parents and students (phone calls, emails, texts, etc. and the hours of support available).</p> <hr/> <p>If available, please provide the link(s) to digital/eLearning resources for <u>students</u>.</p> <hr/> <p>Does access to these resources require a login? Select Yes or No</p> <hr/> <p>If available, please provide the link(s) to digital/eLearning resources for parents.</p> |
| <p>Teacher Professional Development</p> | <p>Please describe and provide evidence of the support and professional development provided to teachers to assist in the transition towards eLearning and the inclusion of technology as a tool in the 21st century classroom.</p> <hr/> <p>Please provide the link(s) to resources for teachers & staff.</p> <hr/> <p>Does access to these resources require a login? Select Yes or No</p> |

Appendix H

Application for Year 3 eLearning Pilot Project and Scoring Rubric

School Year 2020-21 Application (pre-Pandemic restart)

| Assurances | Certification or Information Needed from District |
|-------------------------------------|--|
| School Access | <p>The district certifies that eLearning will be implemented for all schools in the district for one or more make-up days due to inclement weather.</p> <p style="text-align: center;"><input type="checkbox"/> YES <input type="checkbox"/> NO</p> |
| Instructional eLearning Days | <p>Section 59-1-425 of the South Carolina Code of Laws defines an instructional day and the requirements for make-up days. The law defines an instructional day for elementary students to be a minimum of 5.5 hours a day and for secondary students, 6.0 hours. Regulation 43-172 stipulates that “a pupil shall maintain membership in <i>a minimum of 200 minutes of daily instruction</i> or its equivalency for an annual accumulation of 36,000 minutes.”</p> <p>For any eLearning day used, the district certifies that each eLearning day will be <i>5.5 hours for students in kindergarten through grade 8 and 6.0 hours for students in grades 9-12, or a minimum of 200 minutes of daily instruction</i>. Teacher hours should be 5.5 hours for students in kindergarten through grade 8 and 6.0 hours for students. Lessons provided should require a minimum of 200 minutes of instruction (video, reading, listening); the remainder of the time is for student engagement, studying and work completion, etc. These times are cumulative across subjects.</p> <p style="text-align: center;"><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Will any eLearning days be used for specific built-in, make-up days like Martin Luther King Day, Presidents’ Day, Memorial Day, etc.?</p> <p style="text-align: center;"><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>If Yes, which days?</p> <p>_____</p> <p>_____</p> |
| Number of eLearning Days | <p>Will the district limit the number of days of eLearning used for make-up days?</p> <p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If Yes . . .</p> <p>At a maximum, how many eLearning days could be used for make-up days?</p> <p>_____</p> <p>How will the district decide when/if eLearning days will occur?</p> <p>_____</p> <p>_____</p> |

| Assurances | Certification or Information Needed from District |
|---------------------------------|--|
| | <p><input type="checkbox"/> The district will work with teachers and parents to access discounted Internet access at home.</p> <p><input type="checkbox"/> The district will allow students to download eLearning assignments onto their devices.</p> <p><input type="checkbox"/> The district will allow students to work offline in a learning management system like Google Drive or allow for offline work.</p> <p><input type="checkbox"/> Other (Please specify)</p> |
| Instructional Technology | <p>Please provide evidence of the systemic use of instructional technology in the classroom (instructional directions or teacher handbook, strategic plan, etc.) sample files, lessons from some classrooms including lessons in multiple content areas, etc.</p> <p>Please provide at least 3 support letters from teachers and administrators.</p> |
| Notification | <p>The district certifies that students and parents/guardians will be informed of their eLearning targets for any day missed by inclement weather and made up with eLearning by 9 a.m.</p> <p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p> |
| Teacher Responsibility | <p>The district certifies that each classroom teacher of record will be responsible for uploading eLearning assignments and will have “office hours” to answer questions or assist parents/guardians and students in completing the virtual assignments.</p> <p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>What are the specific responsibilities of classroom teachers?</p> <p>_____</p> <p>_____</p> |
| Student Responsibility | <p>The district certifies that each student and parents/guardians have a clear understanding of the responsibility of students to complete the eLearning assignments.</p> <p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Please respond to the following questions:</p> |

| Assurances | Certification or Information Needed from District |
|---|--|
| | <p>How will the district communicate to students and parents? _____ _____ _____</p> <p>How many days will the student have to complete all make-up work? ___</p> <p>How will incomplete work be handled? _____ _____ _____</p> |
| Accommodations | <p>For students with disabilities who do not use an online platform for eLearning or for whom an online platform is not appropriate, teachers will provide parents/caregivers with appropriate educational materials and learning activities for student use.</p> <p>All students who have accommodations for instruction will be provided with or have access to those accommodations.</p> <p>For limited English proficient students, teachers will provide parents/caregivers appropriate educational materials and learning activities for student use per the Individual Learning Plan.</p> <p style="text-align: center;">___Yes ___No</p> <p>Please describe how the district will handle the above accommodations. _____ _____ _____</p> |
| District IT Support and Infrastructure | <p>If students or parents have problems with accessing the eLearning assignments, how will the district respond to questions or concerns? _____ _____</p> <p>Please provide a copy of the district’s organization chart that identifies IT and instructional technology support at the district <i>and/or</i> school level. Do NOT include the names of individuals; only include their titles and denote whether they are full or part-time employees.</p> <p>Please provide evidence, including a narrative, of the IT and instructional technology support services provided at the district and/or school.</p> |
| Learning Management System | <p>The district has a learning management system that will post the assignments for eLearning day and will document that student assignments are collected and completed.</p> <p style="text-align: center;">___Yes ___No</p> |

| Assurances | Certification or Information Needed from District |
|----------------------|---|
| | <p>How long has the district used the current learning management system? _____</p> <p>Please identify the learning management system or systems to be used. _____</p> <p>Please denote grade levels served: _____</p> |
| Other Support | <p>Is the district interested in reviewing and using eLearning resources provided by Discus through the South Carolina State Library and/or SC ETV? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> |
| Reporting | <p>The district agrees to work with the Education Oversight Committee (EOC), its staff, and at least one school district that participated in the pilot program in the prior year to monitor and document the implementation and impact of eLearning for school make-up days. The reporting will include but is not limited to: methods of implementation utilized; advantages and disadvantages; barriers and opportunities; and feedback from administrators, teachers, students, and parents/ guardians. The EOC will not assess the impact on student achievement.</p> <p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p> |

SIGNATURES

By signing below, _____ (*District name*) certifies that it meets the above requirements to participate in the eLearning pilot for school make-up days and that it will provide the necessary data and cooperation to the Education Oversight Committee (EOC) to monitor and evaluate implementation of the eLearning pilot for school make-up days.

Superintendent: _____

Signature of Superintendent: _____

Date: _____
Chair of Board of Trustees: _____
Signature of Board Chair: _____
Date: _____

* The support of the full Board is best to implement the eLearning project. If the application was approved by the Board, please include a copy of the Agenda and/or Minutes.

District Application: _____ Reviewer: _____

**eLearning Pilot Three 2020-2021 (initial; pre-pandemic)
Application Rubric and Scoring**

Based on year one research, observations and feedback from pilot districts, the following rubric serves as the scoring basis for the selection of year two pilot districts. The application completed and submitted by the district, along with the assurances signed by the superintendent and board chair, serve as the document scored by the rubric.

Readiness to Implement.

| | <i>Zero Points</i> | <i>1-4 Point</i> | <i>5-8 Points</i> | <i>9-10 Points</i> | <i>Dist. Score</i> |
|---|--|--|--|--|--------------------|
| Device distribution among students | The district does not have a device distribution plan implemented | The district has a device distribution written plan including financing, less than seven grade levels have been implemented. Range of points allows to consider time in implementation. | The district has a device distribution written plan including financing, 7-9 grade levels have been implemented. Range of points allows to consider time in implementation. | The district has a device distribution written plan including financing, at least 9 grade levels have been implemented. Range of points allows to consider time in implementation. | |
| Teachers' familiarity and use of a Learning Management System. | The district does not have a K-12 Learning Management System | The district has systemic Learning Management System(s) (LMS) and the application describes how it is used. Range of points allows to consider time in implementation. | The district has robust Learning Management System(s) (LMS) that will aide in the implementation of eLearning and the application includes evidence (screen shots, files, etc.) how it is used. Range of points allows to consider time in implementation. | The district has robust Learning Management System(s) (LMS) that will aide in the implementation of eLearning and the application includes evidence (screen shots, files, etc.) how it is used. The application includes letters of support from teachers and administration. Range of points allows to consider time in implementation. | |
| Technology infrastructure. | The district's organization chart shows no IT or instructional technology support at the district or school level. | The district's organization chart shows some IT or instructional technology support at the district or school level. Titles may vary; responsibilities must be clearly articulated. | The district's organization chart shows IT and instructional technology support at the district or school level. Titles may vary; responsibilities must be clearly articulated. | The district's organization chart shows IT and instructional technology support at the district and school level. Titles may vary; responsibilities must be clearly articulated. | |

| | <i>Zero Points</i> | <i>1-4 Point</i> | <i>5-8 Points</i> | <i>9-10 Points</i> | <i>Dist. Score</i> |
|--|---|---|--|---|--------------------|
| Current status of instructional technology as a part of the overall learning process. | There is no evidence of instructional technology as a part of the overall learning process. | Evidence is included for systemic use of instructional technology in the classroom (instructional directions or teacher handbook, strategic plan, etc.). Sample files, lessons from some classrooms are included less than five grades. | Evidence is included for systemic use of instructional technology in the classroom (instructional directions or teacher handbook, strategic plan, etc.). Sample files, lessons from some classrooms are included 6-8 grades. | Evidence is included for systemic use of instructional technology in the classroom (instructional directions or teacher handbook, strategic plan, etc.). Sample files, lessons from some classrooms are included 6-8 grades in multiple content areas and include support letters from teachers and administration. | |
| Sub-total Readiness | | | | | |

Assurances

| | <i>Zero Points</i> | <i>4 Point</i> | <i>7 Points</i> | <i>10 Points</i> | <i>District Score</i> |
|---|--|--|--|---|-----------------------|
| The superintendent and the board chair signatures are included in the application. | The district application does not have any signatures. | The district application does not have one of the signatures. | The district application has both the superintendent's and the board chair's signatures. | The district application has both the superintendent's and the board chair's signatures. The board voted to approve and support the application (minutes included). | |
| Sub-total Assurances | | | | | |
| Total Score (combination of Readiness and Assurances) | | | | | |

Observations:

Strengths of the Application:

Weaknesses of the Application:

Name(s) of Individual(s) who Reviewed the Application.

Signature(s) of Individual(s) who Reviewed the Application:

Date of Submission: _____

Appendix I

District Challenges in Developing Digital Ecosystem for eLearning (during pandemic time)

| Appendix I: District Challenges in Developing Digital Ecosystem for Learning | |
|---|--|
| District | Challenges |
| District | As the digital ecosystem implementation evolves, the challenges our district still face deal with digital and resource overload. Teachers have been challenged with the new digital platforms that are being used to increase student outcomes in this unprecedented time. Notwithstanding, teachers have embraced the challenge. Some teachers have been identified as Tech Ambassadors and have been instrumental in addressing any deficits that have surfaced during the pandemic. |
| District | There are two challenges that we continue to face in developing our digital ecosystem. We became a one-to-one district seven years ago, and these two challenges are the same ones that we faced in the beginning as well. First, technology is ever changing, and you will get to a point where you have things working well and smoothly and an update will happen, or new technology will be introduced. There is no way to anticipate all the changes that may come, and the only way to stay on top of it is to make sure that you plan, research and prepare for any changes that are made. This preparation helps to minimize any interruption of instruction in the classroom. Second, creating new and innovative ways to provide professional development to teachers is an ongoing challenge. |
| District | Continued challenge with decision for e-learning day due to emergency situations being timely enough for all involved to be adequately prepared. Continued concerns over early preparation so that students without internet access have time to download materials for offline work at home. Dealing with negative parent perception of e-learning continues to be a concern, along with the quality of assignments being given on e-learning days. |
| District | The biggest challenge is providing online content and instruction to students who do not have access to high-speed internet away from school |
| District | The challenges that we face include the following: 1. Varied user skills 2. Lack of internet service in remote areas across the district 3. Additional technology support needed to support the additional technology that has been added 4. Early learners and learning in a virtual world are not best practice |
| District | I greatest challenge is to keep our students engaged for an entire day of eLearning. If we have 4 times during the day a student needs to attend a Google Meet, the first 2 meetings are well attended, but the last two are only attended by a small percentage of students. We are looking at our elementary schedule to see what we can do to deliver instruction during the time that we have all the students in a Google Meet. Currently, we are getting feedback from all our elementary teachers to revise the instructional day for an elementary eLearning Day. |

Appendix I: District Challenges in Developing Digital Ecosystem for Learning

| District | Challenges |
|----------|--|
| District | Teacher knowledge of providing strong instruction through a virtual classroom (those that do not teacher virtually on a daily basis). |
| District | The biggest challenges we face are continuing to find innovative ways to reach our students, streamline systems to make our work more efficient, and balance digital instruction to meet both the needs of our students and teachers while maintaining the rigor needed for quality instruction. |
| District | COVID has shed light on new challenges we see in our county especially when it comes to internet access. There are still many areas of our district that either have no options for internet connectivity due to geographic hurdles or the economic status of some of our families poses difficulties to keep students connected digitally. Though COVID has increased involvement from families to support their students, parent involvement is still a challenge. Another challenge we seek as we grow capacity in our teachers is the overall motivation and morale of our teachers. They are working tirelessly to do what's best for their students within their boundaries of technology comfort levels. Pacing of new information for them becomes vital to keep them updated but not overwhelmed. |
| District | Connectivity for rural students continues to be a challenge, |
| District | The internet access is still not available in some parts of the county, unreliable access, and awaiting additional bandwidth. |
| District | The district continues to face implementation challenges around infrastructure (bandwidth) and lack of internet service in some more remote areas in the county. We have also run into challenges that we have been able to resolve, related to provisioning of technology resources and digital content as we have shared teachers in regions based on school needs |
| District | Our biggest challenge is equity. We have many students who do not have access to internet through inability to afford or unable to access due to rural nature of the school district. Additionally, supporting our most vulnerable students (special education, EL, and SE Deficient) is challenging in a digital platform. |
| District | Lack of digital infrastructure with our local service provider has been a significant challenge for our district. Additionally, the rapid implementation of a new learning management system has been challenging, as a whole. |
| District | As our district's digital ecosystem implementation evolves, we still face challenges with wireless connectivity throughout all areas in our buildings. Therefore, we have begun to install more wireless access points in all buildings. |
| District | Maintenance of hardware. |
| District | <ul style="list-style-type: none"> • Teacher awareness of all available resources • Continuing to build capacity at the school level • Understanding when to use the right resource for different scenarios • Developing system-wide expectations while considering the many variables and exceptions • Creating a catalog of “How To” documents and keep them updated |

Appendix I: District Challenges in Developing Digital Ecosystem for Learning

| District | Challenges |
|----------|---|
| District | Connecting MS Teams to Schoology may cause frustration and concern from teachers. Streamlining systemic processes for stakeholders to utilize. We continue to change instructional models due to fluctuation in disease activity and concerns with the pandemic. |
| District | While most students have access to the internet at home using Hot Spots, we still struggle with students having a disruptive signal because of bandwidth. |
| District | 1. Internet accessibility continues to be a challenge for our County School District, a rural school district. Despite the availability of hotspots, due to the location of the student's physical address, internet service is nonexistent or unreliable in some areas of Fairfield County. Student engagement continues to be a challenge we will continue to face as our digital ecosystem implementation evolves. We are exploring best practices and strategies to increase student engagement during this pandemic. |
| District | Rural home internet, limited by CPU/GPU usage on our Chromebook fleet, funding for a google voice type communication tool for teachers. Additional instructional technology staff for schools. Additional PD, strategies, hardware for our virtual teaching environments. The industry challenges and shortfalls of receiving NEW devices in a timely fashion. Many districts have had orders in 6+ months and still not received devices for students. |
| District | The needed devices for grades PK-1 and replacement devices have been on backorder for 6+ months. |
| District | Our district still struggles with broadband internet availability. We are still awaiting delivery of devices to provide one to one access for our students. We also need to expand our instructional and informational technology support team. |
| District | Our greatest challenge continues to be bandwidth issues outside of schools due to the lack of infrastructure in the remote/rural areas of our County. We were able to secure partnerships with Verizon, T-Mobile and AT&T for the provision of hotspot devices for student households that did not have Internet access. A partnership with HTC provisioned parking lot wireless access for students at eight district schools. |
| District | The only challenge we are facing is to ensure all students are staying on pace for successful academic progress. |
| District | SEL for students and teachers, especially those in the virtual environment. Ways to fully integrate the traditional classroom/school experience in a virtual environment. Added personnel for support in the virtual program, dedicated staff. |
| District | Waiting on 4900 Chromebooks that now have been bumped back to January delivery were supposed to be here last September 1. Still have some connectivity issues in certain areas and the hot spots provided by state are very ineffective. |
| District | We are challenged with finding ways to enhance student engagement. We must find ways that positively impact a student's decision to connect to the learning. |
| District | Student participation and engagement in the virtual setting remains the largest instructional challenge of eLearning. Access to reliable internet connection for certain students and parental support in the home setting for the most at-risk learners |

Appendix I: District Challenges in Developing Digital Ecosystem for Learning

| District | Challenges |
|----------|---|
| | contribute to this issue. Technical challenges related to interoperability standards among vendors remains the largest system technical challenge. |
| District | Some teachers are hesitant to move forward. |
| District | Rural Internet connectivity. Getting teachers to buy into only using district approved applications. The State Department of education and vendors keep sending promotional apps to teachers that in many cases are a duplication to what our district already has. In many cases, teacher think they need to try these. The impact is that students get confused by the different applications. |
| District | Our district continues to work to provide devices to all students 4K - 12th grade. Our district does not have a dedicated IT technician at each school. Instructional Technology Coaches and IT Technicians communicate regularly and utilize our district work order system and One to One Plus to document technology needs, however, offering a fully virtual option this year highlighted the need for an IT Technician per building. In addition, our five largest schools would benefit from an additional Instructional Technology Coach per building. Ideas such as implementing a Parent Academy to assist with meeting needs are being discussed. |
| District | Challenges include software/application management, funding to replace devices, video conferencing security and appropriate access, and funding for equipment to upgrade bandwidth. |
| District | Devices at the primary grades needs to be touchscreen Chromebooks versus iPads. Bandwidth is another challenge for our district, as well as limited connectivity to the Internet for some of our most rural families. |
| District | I would like to see consistency in the use of a defined set of technology tools all accessible within an LOR. |
| District | We are still waiting on 2100 devices to arrive which is making us must use some of our older devices. The at home wireless continue to be an issue even with the hotspots. |
| District | Purchasing challenges continue as most tools are unavailable for at least 3-6 months. We have preordered" for next year's replacement cycle to ensure on-time delivery for next fall. Additionally, as more students choose a virtual option districts need clear guidelines and protocols from the state for ensuring that students participate and are held to the same expectations as face-to-face students, purchasing challenges continue as most tools are unavailable for at least 3-6 months. We have "preordered" for next year's replacement cycle to ensure on-time delivery for next fall. Additionally, as more students choose a virtual option, districts need clear guidelines and protocols from the state for ensuring that students participate and are held to the same expectations as face-to-face students. |
| District | Initiative fatigue with being provided multiple LMS platforms for teachers to engage over multiple years. Building our capacity and expertise in executing effective, rigorous, and personalized e-learning. Measuring impact of training, engagement, and learning. |

Appendix I: District Challenges in Developing Digital Ecosystem for Learning

| District | Challenges |
|----------|---|
| District | Consistent student attendance in virtual classrooms. Training and access have been an issue for substitutes. |
| District | Connection seems to be our biggest issue. We still have students with connection issues at home. We have some school connectivity issues as well. Students are still being dropped from their class meetings regardless of the platform. |
| District | As our digital ecosystem implementation continues to evolve, providing adequate support for both technical and pedagogical stance are areas that continue to present challenges. Professional development continues to be a need as mindsets shift to a digital age for administrators, teachers, students, and families. Ongoing funding and proper staffing continue to be hurdles as we continue to support our district's digital ecosystem. |
| District | This school year, we were 1:1 for the first time in early childhood. Those teachers needed more support than we anticipated with the fundamentals of our ecosystem. |
| District | Our greatest challenge continues to be the lack of sufficient internet access for rural communities (even with hot spots). Additionally, some of our parents remain challenged in using technology, although their competence in this area is certainly improving. Teachers are also becoming increasingly more comfortable using technology to support learning. |
| District | Providing the necessary amount of professional learning to teachers is always a challenge. Helping teachers learn strategies for increasing student engagement while at the same time sharpening their skills with new technology resources. |
| District | Challenges that the school faces as the digital ecosystem implementation evolves include the limited availability of dedicated technical and device support staff, the limited availability of instructional technology support staff for students and teachers, and difficulty acquiring additional devices in a timely manner. |
| District | The rigor and relevance of the lessons and activities continue to be a challenge. The LOR will be a huge benefit for us. We will be able to quickly import all of our district created resources and benefit from the vast collection available. Thank you. |
| District | The District still has a significant learning curve for parents, teachers, and students. We need time, in an already stressful environment, for collaboration and PD. We need more personnel who can work as instructional support. There is a strong need for students' engagement strategies in a virtual/hybrid model. |
| District | District had been contracting with Schoology and Seesaw for a number of years. As we kicked off 2020 in hybrid scheduling, we saw usage multiply. Even after returning to increased face-to-face instruction, we found a need for more individualized training on certain software. To meet this need, we have created (and continue to build) a website with how-to videos and continue to work one on one with teachers when possible. The Tech Team publishes a weekly email with tips and tricks of items that were presented as issues earlier in the year. We have updated our tech support system with phone lines and voicemail options, allowing us a faster response time for students and teachers. Moving forward, we hope that teachers will continue to use the tools in new ways and not just as a replacement for our current work structure. |

Appendix I: District Challenges in Developing Digital Ecosystem for Learning

| District | Challenges |
|----------|--|
| District | The biggest challenge we have as we implement our digital ecosystem is finding ways to better engage those virtual students and parents who are disengaged and who do not respond to emails, phone calls, or requests for parental meetings. |
| District | As mentioned above, our district has a mature digital ecosystem (8yrs), but one of the biggest challenges we face is funding in terms of devices, software, and staff associated with training and support of students and teachers. |
| District | General acceptance from our traditional instruction" staff members. Also, the activities of last spring has harmed what virtual should be and this has been growing pains to learn that these activities are not only useful but required. Limited support staff that is now supporting at home virtual students via a help desk and still providing support for students attending at the schools has been a challenge especially with the addition of almost 1800 devices in a single year and no support staff additions. " |
| District | Connectivity in some of our communities continues to be our greatest challenge. Parent involvement is also a challenge as students are typically well-versed in how to access digital, but parents sometimes do not. |
| District | We have several ongoing challenges: 1. Parent communication and participation. We are planning on a united parent platform to push out later this year to address this issue. 2. Creating a systemic system of onboarding users, making sure users get what they need when they need it. 3. Creating a culture of systemic implementation with regards to software, as too often IT finds out about purchases after the fact, making it harder to support software from both implementation and PD sides. |

Appendix J
District Successes in Digital Ecosystem Building

| District | Successes |
|----------|---|
| District | The greatest success for our district has been the implementation of Microsoft Teams and building capacity within teacher leaders as tech ambassadors to help support their colleagues around Teams and other instructional programs and resources we have implemented. |
| District | Our greatest success in implementing the district's digital ecosystem is supporting every student in our district to have the resources that are needed to learn and succeed. All our students have a device and access to WiFi, and this has been a gamechanger for our teachers and students. |
| District | Positive changes at the primary level with more student and teacher engagement in the digital platform. This has been a challenge for us. |
| District | Abundant adoption and utilization (with fidelity) of Google Workspace products and Google Classroom has allowed our teachers to adapt to the digital ecosystem quickly. Understanding the limited resources, we focused on peer support with intensive training of instructional leaders and highflyer teaching staff in order to provide as much support as possible with limited dedicated support staff. |
| District | The district has been able to provide a device for 4K-12th closing the technology accessibility gap. The district has provided a model that supports teaching and learning in two settings: face-to-face and virtual with the appropriate tools and resources to transition as needed with minimal disruption to instruction |
| District | I feel our greatest success is the ability and comfort level of our teachers to deliver their content on an eLearning Day. We worked very hard to deliver professional development to support our teachers in teaching virtually. |
| District | Ability to have 95% of our students accessing virtual classrooms regularly-- only a few families remain without internet access and we are working on getting them established. |
| District | Our staff is dedicated to providing quality education for our students, has committed numerous hours to ensure our students are successful, and is driven by making decisions that are focused on the best interest of our students. |
| District | Our biggest success has been building a solid collaboration with Technology Services and Instructional Services because without that strong teamwork, systems and learning can be met with frustration. It also allowed for us to quickly adapt to the many shifts we have had in a digital ecosystem whether it be in hardware, software, processes, or practices. The building of a strong team was vital in our successes. |
| District | Creating an environment that supports innovative practices has opened the door for teachers to create opportunities for their students that reflect real world learning and build work and life skills. This ecosystem |

| District | Successes |
|----------|--|
| | has also supported personalizing learning for students in the way in which they access content and demonstrate mastery. |
| District | The greatest success is having Single-Sign-on, the 1:1 implementation that was done years prior, various resources to meet the needs of every student and having an Instructional Technology Coach at each school. |
| District | The district's move to a consistent LMS has been positive in several ways, including a consistent access point to learning for students and families, sharing resources across the district and supporting teachers with professional development and common resources. Additionally, the more frequent use of virtual conferencing tools (like Zoom, Google Meet, WebEx) has made collaboration across our large district more conducive and consistent, allowing for better communication and more aligned expectations. |
| District | Teacher buy in, collaboration, and growth in usage has been a tremendous success as our ecosystem has evolved into a working document that has been developed and communicated. |
| District | Despite the challenges listed above, our dedicated teachers and district administrators have risen to meet the needs of our students and parents in the best manner possible. |
| District | The district's greatest success in implementing a digital ecosystem which supports instruction and learning is the creation, communication, and implementation of a comprehensive overview of expectations for our eLearning environment in CSD2. |
| District | Providing equal access to all students, regardless of disability, access to internet or other supplies, and historical achievement to high quality learning both in the classroom and remotely. |
| District | Before the pandemic, we were already 1:1 so that made the shift easier. |
| District | All students have received individual devices. Our teachers have worked hard to learn new ways to implement eLearning. |
| District | We have gone from not having eLearning to creating an eLearning Program, training teachers, parents, and students for a successful implementation in the span of a few months! |
| District | The district's greatest success in implementing a digital ecosystem is the increased parent engagement and involvement. Parents from child development to high school are actively involved in their child's education by attending virtual parent conferences, assisting with assignments as needed, and communicating directly with teachers regarding any questions or concerns. |
| District | Our greatest success was our teacher being able to retool and fast track being able to teach via eLearning virtually. |
| District | The district is meeting our goal of the 1:1 initiative to reduce gaps in access to learning while providing every child with the tools needed to reach success. The project has been extremely successful during the |

| District | Successes |
|----------|---|
| | spring school closures and since September 2020 allowing the district to offer a virtual school for 35% of the students in grades PK-12. |
| District | WE have been able to provide live certified teacher instruction to all students who chose virtual learning in both elementary and high school. We are also expanding our innovative opportunities in technology. |
| District | Esprit de Corps in that we are ALL committed to improving and promoting our learning experiences for ALL learners. Our teachers exhibited a positive and productive enthusiasm in preparing for our eLearning Mock Days and the actual eLearning days. district showed a great response to student attendance on our eLearning Days as compared to our normal" attendance." |
| District | We have found weekly work plans to clearly define student expectations for the digital environment that are communicated to parents and students and available through Google Classroom and the district website. |
| District | Quickly moving to launch a virtual program that serves over 20000 students. Ensuring we are meeting the basic needs of our students and teachers. |
| District | Infrastructure was designed and developed to handle a device for everyone in our buildings at the same time, which allowed us to work with students daily with both devices and platforms for a significant period pre-pandemic. Having the personnel and support in place to effectively meet the needs of our students technically and instructionally. |
| District | Our district implemented our LMS several years ago. This has been hands down the biggest factor in our recent success. |
| District | The greatest success in implementing a digital ecosystem in our county schools has been the standardization of the primary platforms teachers and students are expected to use. This standardization has allowed for specific professional development opportunities, created consistency among classrooms at all levels, and streamlined support for all systems. |
| District | In the classrooms that are using Google Suites, teachers, students, and parents seem pleased. |
| District | In the last two years, our county school district has worked to streamline the instructional applications used by teachers and students. We adopted the Edmentum Suite because they are aligned with SC Standards and gives us the ability to collect data to help improve student growth. In the last month, we purchased and deployed Learning Explorer (LOR) because we wanted to help our teachers in this new environment. |
| District | The greatest success in implementing our digital ecosystem is the clear vision of the district to Put Our Children First through technology integration into standards-based instruction. The success is possible by offering district and school-based quality professional learning opportunities, school based coaching, communication with our stakeholders, reflective practices, and continuous communication Instructional |

| District | Successes |
|----------|---|
| | Technology and Information Technology about how to best meet the needs of our students, staff, parents, and community. |
| District | In conjunction with a neighboring district, our district has created and implemented the District County Virtual Academy which began the school year with 1800 participants. School staff and leadership have been flexible and have met the shift in the digital ecosystem head on to support instruction and learning. |
| District | Our professional development for teachers was well-received and has strengthened the quality of instruction via a digital platform. |
| District | Establishing our learning management systems as a central hub for resources and communication. |
| District | Very proud of the district provided technology PD during July that taught teachers more about bending learning, as well as digital tools. This set teachers us for early success. |
| District | Maximizing our resources and utilizing digital learning coaches to support students and staff from the beginning of our 1:1 deployment has allowed us to be prepared for eLearning and all the virtual possibilities that have unfolded since last spring. |
| District | Systemically engaging virtual instruction across all content areas and courses. Engaging the LMS at the primary and elementary levels and authentically expanding the use and need for it with all stakeholders through actual use. |
| District | Professional development for teachers and staff has been very successful. We have also been pleased with the implementation of SeeSaw and Google Classroom in K-12. |
| District | By providing weekly professional development to teachers, the district has been able to identify strengths and weaknesses within the classroom and work on improving those issues. |
| District | Streamlining of district-provided instructional technology programs has been a great success in implementing our digital ecosystem that supports instruction and learning. Our technology department can roster all of our technology programs within Clever, protecting student data, while our instructional technology specialists are able to support using these programs with fidelity through professional development and coaching opportunities. |
| District | We strongly advocate for purchasing products that are interoperable, which includes rostering and single sign-on. Teachers love the "magic" and insist on it. We believe this saves instructional and administrative time. We also intentionally tie our PD to supporting NIET instructional strategies for virtual learning with the effective teaching practices in the 4.0 teacher rubric. |
| District | Our district has provided outstanding professional development opportunities for teachers and school leaders, and support for the use of technology to support learning continues to be provided. It is an expectation that all school leaders hold virtual rather than in-person meetings, which has forced everyone to become |

| District | Successes |
|----------|---|
| | proficient in the use of Teams. Additionally, the district has purchased some excellent technology resources to support student learning and to increase teacher efficiency. |
| District | We had developed a technology infrastructure (hardware, internet, and technical support) that allowed teachers to focus on instruction. The district developed a professional learning plan that aligned with the instructional model and district goals. |
| District | The greatest success in implementing a digital ecosystem which supports instruction and learning is that the teachers were able to learn and establish a school-wide, uniform expectation for teaching and communication with students, no matter the grade level. |
| District | The technology implementation has been the greatest success. We were able to refresh 100% of our 1:1 devices Grades 2-12 during the summer and add Grades k and 1 to our 1:1 ecosystem. The refresh allowed us to standardize devices districtwide making training and support more streamlined and effective. We were also able to refresh teacher Chromebooks during the summer placing all students and teachers in the same digital environment. We were able to move systems to the cloud to improve network uptime. |
| District | In addition to adding an instructional support person, we will continue to implement a robust digital ecosystem that will require more professional development for students and teachers. Also, we will provide more support for our parents. |
| District | Our district was able to quickly transition to a more robust digital ecosystem because the infrastructure, equipment and training had been put into place over the last few years. Many teachers had already made the digital switch, which allowed them to assist others in their department or school. |
| District | Our greatest success in implementing a digital ecosystem that supports instruction and learning occurred at the elementary level. We had 55 elementary teachers assigned to directly work with students who chose the District Virtual Academy. These teachers quickly gained proficiency in a number of digital tools to provide effective classroom instruction. Additionally, we have seen a tremendous increase in the number of teachers who have earned Google Level 1 and Level 2 certifications. |
| District | When the pandemic hit and schools were required to shut-down in March, our district was able to carry on with instruction because of the digital ecosystem that was already in place. While things did not go perfectly, we were able to provide continuity of instruction for our students. |
| District | The students, especially at the lower levels, have embraced digital with open arms. When digital activities are planned and done correctly the students are engaged and enjoy the eLearning experiences. Network infrastructure, which may have been an issue for many, has not been an issue for our district with the increase in devices. |

| District | Successes |
|-----------------|---|
| District | Our district has been 1-to-1 with a digital learning management system for six years. Additionally, staff had access WebEx prior to the pandemic and were fairly comfortable using the tool. Therefore, shifting to use these tools at home has been a smooth transition. |
| District | Our single sign on is averaging over 20000 logins a day. Students are finding applications easier than ever. |

Appendix K

District Identified Next Steps in Digital Ecosystem Building

| District | Next Steps |
|----------|--|
| District | The district's next steps involve the full implementation and training of Schoology. The district has provided videos and self-paced courses to teachers as well as collaborated with our mentor district on how to best provide professional development and full implement the Schoology LMS. Our County School District will be working with tech ambassadors for the next couple of weeks to get them familiar with the roll-out plan so that they are able to facilitate and assist with Schoology training along with our mentor upon our return in January. |
| District | Our next steps will focus on creating more resources for parents and teachers in our district. We would like to have curated technical support videos and tutorials for all of the resources that we use, and we would like to have more videos and tutorials created for teachers as well. |
| District | Next steps- continued support of our teachers to fully understand the difference e-learning and remote learning. More intentional practice for students and students |
| District | Exploring how virtual instruction will continue to be an effective option outside of a pandemic situation along with how best to take advantage of virtual instruction with special populations (alternative school, special needs, homebound, etc.). Additionally, reflecting on what we have learned from this year and expanding upon the instructional strategies and digital tools to further enhance instruction beyond what was possible previous to the digital tool (i.e. - the Redefinition aspect to the SAMR model). |
| District | The district is working to revise the current technology model to ensure maximum use of resources and adequate support at all levels. The upper grades will continue to implement the various components to Schoology as a learning management system. |
| District | We are working to support our daycares and private centers during an eLearning Day. We are communicating and creating training modules to share with our community members, so they can support our students on an eLearning day. |

| District | Next Steps |
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| District | Firm up instructional expectations for virtual classrooms; provide additional PD around teaching in a virtual setting. |
| District | We will continue to expand upon our foundation. We have a continuous focusing of supporting our teachers at the same time we work towards meeting the needs of our students. We are revamping our professional development programs to focus more on quality virtual instruction. We have even modified the delivery of our professional development to include more self-paced and on demand type sessions for our teachers. We have also invested many hours in developing digital resources aligned to our curriculum frameworks and the state standards to support our students and will continue to focus on this work. |
| District | Next steps include strengthening our virtual learning program with a great deal of focus will be on digital curriculum work and developing an efficient way to pace curriculum and assess students to ensure the virtual learning is just as effective as the face-to-face one. |
| District | The district will continue to provide training t support teachers, students, and parents as well as seek out opportunities to improve connectivity for students. |
| District | We will work to implement Canvas in the following phases: Introduction, training, implementation to go live. |
| District | The district is currently phasing in a data analytics platform for data management and analysis, to streamline consistent progress monitoring of various data sources. Our district is also working on system process improvements, including providing even more consistent and accessible district-wide communications, increased and uninterrupted Internet access, strengthening outreach to the community by establishing and continuing to support Learning Pods, and delivering ongoing and job-embedded professional development for teachers and leaders in best practices in instruction for online and blended learning environments as well as ways to maximize use of instructional, assessment, and reporting tools for continuous improvement in teaching and learning. The district is also working with the SCDE on phasing in the learning object repository (Safari Montage), so that teachers have access to a repository of organized, differentiated, and vetted standards-based lessons, resources, and tools. |

| District | Next Steps |
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| District | Our next steps involve becoming more systematic in our plans. We are working on better parent communication, professional development, and tracking of device usage and teacher requests. |
| District | The district will continue to provide professional development for teachers and staff and will continue to provide support for students and parents based on individual need. |
| District | Our district's next steps in implementing a digital ecosystem which supports instruction and learning is ensuring that we have interactive panels in all classrooms in our district. |
| District | Ensuring devices are maintained and parents have received the training that they need to best support students learning remotely. |
| District | We plan to continue building capacity with our school level leadership, in addition to building the confidence of our teachers with using our technology. We definitely want to create communication structures that reach all stakeholders with messages that are clear with regards to where to find the resources that are available and system-wide expectations. |
| District | The district is working to learn more about Schoology and develop the implementation plan. The LOR will provide additional resources for collaboration. |
| District | Our district plans to have Google provide training for parents on using Chromebook and Google Suites. We also plan to train teachers, parents, and students on the use of Schoology for 21-22 implementation. |
| District | The district's next steps include the deployment of new Chromebook once they arrive and continuing to provide ongoing professional development for teachers and leaders in the effective blended learning instruction. |
| District | Implementation of the Schoology LMS, continuous improvement, and expansions of our Cohort and Virtual toolsets for teachers and students. |
| District | The district plans to continue offering technology and virtual school professional development for teachers and staff to provide meaningful virtual instruction and learning. |

| District | Next Steps |
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| District | We would love to continue to build teacher capacity in instructional technology through targeted professional learning opportunities. |
| District | We will continue to learn and train teachers and students to improve what we do in this digital environment. Increased emphasis on asset management, infrastructure, and security to promote learning for all. |
| District | We are ensuring all students have the upgraded software and computers to be successful in the digital environment. |
| District | Finding a balance for virtual PD, ensuring fidelity while not overloading or overburdening the teachers. Fine tuning processes to technical support. |
| District | Next steps are replacing old with new (4900) Chromebook and moving forward with implementing new LMS without overwhelming and already overburdened faculty and staff. |
| District | Work on connectivity issues (no wi-fi at home) and prepare for refresher devices. |
| District | Our district's next step in the implementation of a digital ecosystem is to create an annual evaluation cycle of all platforms and resources to ensure teachers and students are provided the most up-to-date and effective resources. |
| District | We hope to train teachers and fully implement Google Suites next year. |
| District | We adopted the Digital Convergence Framework to guide our digital ecosystem. Before COVID-19, we were on our way to implementing a number of strategies to help us move forward. Here are a few precovid plans that we still are looking forward to implementing. Moving from Google classroom to a true LMS (Canvas); designing a district virtual academy; setting up a research program that will take advantage of the data we constantly gather, to help develop a more informed PD program. |
| District | Our next steps include developing a coaching framework that includes common language, instructional strategies, coaching cycles with feedback that can be sustained for all school level coaches. In addition, we plan to acquire and distribute devices to become 1:1 in all grade levels, which will provide opportunities for additional parent, teacher, and student workshops. We also plan to add an Instructional Technology Coach to |

| District | Next Steps |
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| | provide support for the Early Childhood Center, Career and Technical Center, alternative learning center, and our charter school. |
| District | Increase bandwidth, evaluate applications used and eliminate applications not being used or applications that are problematic. Additionally, continue to improve support and training for all employees. |
| District | The district is seeking resources to allow for the purchase of touchscreen devices for primary grades. |
| District | We are excited about the opportunity to implement the Safari Montage LOR next semester and leverage new/existing tools within a comprehensive ecosystem. |
| District | Continuing to get teachers to implement a blended learning model, as well as providing additional technology PD that is differentiated based on teacher skills. |
| District | Ideally, having a digital learning coach at each school would help us provide full-time support at all four schools. Currently with only two coaches, their time is split across schools. |
| District | We need to determine how to take strategic next steps in view of the current COVID constraints, sudden surplus of resources provided by us and the state. We need to develop effective program assessment measurements and protocols. |
| District | Ongoing professional development that is responsive to teachers' needs. We want to ensure teachers maintain their eLearning skills regardless of the instructional model. |
| District | The district is beginning a PD series on Teaching in the Virtual Environment which will focus on lesson planning, student engagement, motivation, and pacing. This plan was developed after receiving the results of a teacher survey. |
| District | Our district's next steps are providing targeted training for administrators, teachers, students and families when it comes to using our technology programs and becoming more digitally literate in an ever-evolving digital world. |

| District | Next Steps |
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| District | Our PD includes learning and using the practical tools available to them. We also used the Fisher Frey & Hattie Distance Learning Playbook as we developed PD. We would like to expand on the teacher-created content available for use in our LOR. |
| District | We are preparing now for our soft" transition from Microsoft Teams as a learning platform to Schoology and SeeSaw. We will continue to use Teams for communication and information sharing." |
| District | With the continuing evolution of technology tools, the district will take steps for continuous professional development for professional staff. With the implementation of a digital system, attention will also be given to the training of parents and students. |
| District | The next steps in implementing a digital ecosystem which supports instruction and learning are to continue professional development for teachers and to begin the implementation of Schoology. |
| District | We are not sure if eLearning can match traditional classroom model instruction, and maybe we shouldn't be trying to make it substitute. eLearning is a different tool and should be used as such to support instruction and learning rather than to hold students accountable for not being at school. We will continue to change mindsets by creating appropriate expectations for students, teachers and parents for eLearning. |
| District | Teachers have developed a growth mind towards new learning in unfamiliar settings. It has allowed them to embrace a multitude of new ways to teach. |
| District | Although we are not able to do face-to-face training at this time, we do hope to be able to provide some in-person training this next summer to continue to develop and refine the digital tools purposes and uses. The district plans to move forward with self-paced workshops and to also work on integrating the new state LOR as a resource to our teachers. |
| District | Our next steps in implementing a digital ecosystem is to create additional training resources for parents on how to assist their students who are working full-time in a digital environment. |
| District | Our district continues to build upon its strong digital ecosystem foundation. During the pandemic, teachers have used the utmost creativity and innovation to reach children using a wide variety of teaching methods and |

| District | Next Steps |
|-----------------|--|
| | tools. As with any type of instruction, we will review the learning cycle to modify and enhance practices that we have evaluated as effective. |
| District | Our migration to Schoology and the addition of tools from the SDE (Safari, DreamBox etc) are our next major steps. Safari has already been setup and accounts have been created and integrated with both Teams and Schoology. Training will be in this area promptly as will the initial Schoology trainings. We already have a plan in place to replace the remaining older" machines that are at our lower levels and virtual to be able to migrate our wireless overlay to 5GHz exclusively to be able to support even higher speeds and more individuals per access point. " |
| District | Students are familiar with completing/submitting work via a learning management system. Our next steps would be to increase the rigor, relevancy, and interactivity of the assignments. |
| District | Creating a parent portal for parent support. Creating a process for approval of new devices and software. |

Appendix L

Learning Management Systems by District

| | Google Classroom | Blackboard | Canvas | Schoology | Microsoft Team | Comments |
|-----------------------------------|------------------|------------|--------|-----------|----------------|--|
| Clarendon Two | | Blackboard | | | | |
| Dillon School District 4 | | | | | Microsoft Team | |
| Dorchester 2 | | | | | Microsoft Team | |
| Jasper | | | | | Microsoft Team | |
| Orangeburg County School District | | | | | Microsoft Team | |
| Union | | | | | Microsoft Team | |
| Calhoun | | | Canvas | | | |
| Charleston | | | Canvas | | | |
| Cherokee County School District | | | Canvas | | | |
| Chesterfield | | | Canvas | | | |
| Kershaw County SD | | | Canvas | | | |
| Oconee (high school) | | | Canvas | | | elementary & middle - Google |
| Rock Hill (York 3) | | | Canvas | | | |
| Spartanburg 2 | | | Canvas | | | |
| Williamsburg | | | Canvas | | | |
| York 2 (Clover) | | | Canvas | | | |
| York One | | | Canvas | | | |
| Allendale County Schools | | | | Schoology | | |
| Anderson 4 | | | | Schoology | | |
| Barnwell 19 | | | | Schoology | | |
| Barnwell 45 | | | | Schoology | | |
| Berkeley | | | | Schoology | | |
| Chester | | | | Schoology | | |
| Daphne Wood | | | | Schoology | | |
| Darlington | | | | Schoology | | |
| Florence 1 | | | | Schoology | | |
| Greenwood 51 | | | | Schoology | | |
| Jasper | | | | Schoology | | |
| Laurens 55 | | | | Schoology | | |
| Lexington 1 | | | | Schoology | | |
| Lexington-Richland Five | | | | Schoology | | |
| Marion | | | | Schoology | | |
| Marlboro | | | | Schoology | | |
| Newberry | | | | Schoology | | |
| Pickens | | | | Schoology | | |
| Richland One | | | | Schoology | | Using Teams soft transition to Schoology |

| | Google Classroom | Blackboard | Canvas | Schoology | Microsoft Team | Comments |
|---|------------------|------------|--------|-----------|----------------|--------------------|
| Richland Two | | | | Schoology | | |
| Spartanburg 3 | | | | Schoology | | |
| Spartanburg 4 | | | | Schoology | | |
| Spartanburg Five | | | | Schoology | | |
| Spartanburg 7 | | | | Schoology | | |
| Abbeville | Google Classroom | | | | | |
| Anderson 3 | Google Classroom | | | | | |
| Anderson 4 | Google Classroom | | | | | |
| Anderson 5 | Google Classroom | | | | | |
| Anderson 2 | Google Classroom | | | | | |
| Bamberg 2 | Google Classroom | | | | | |
| Beaufort | Google Classroom | | | | | |
| Clarendon 3 | Google Classroom | | | | | |
| Dillon District Three | Google Classroom | | | | | |
| Dorchester District 44 | Google Classroom | | | | | |
| Bamberg 1 | Google Classroom | | | | | |
| Erskine Charter/Gray Collegiate Academy | Google Classroom | | | | | |
| Fairfield County School District | Google Classroom | | | | | |
| Florence 2 | Google Classroom | | | | | |
| Florence 3 | Google Classroom | | | | | |
| Georgetown | Google Classroom | | | | | |
| Greenville County Schools | Google Classroom | | | | | |
| Greenwood 50 | Google Classroom | | | | | |
| Horry | Google Classroom | | | | | |
| Erskine Charter/Public Horse Creek | Google Classroom | | | | | |
| McCormick | Google Classroom | | | | | Pilot to Schoology |
| Lancaster | Google Classroom | | | | | |
| Laurens 56 | Google Classroom | | | | | |

| | Google Classroom | Blackboard | Canvas | Schoology | Microsoft Team | Comments |
|-------------------------|------------------|------------|-----------|-----------|----------------|--|
| Lexington Three | Google Classroom | | | | | |
| Lexington Two | Google Classroom | | | | | |
| Lexington Four | Google Classroom | | | | | OTUS - k-4; SC Virtual franchise; signed up for Schoology in SDE |
| Saluda | Google Classroom | | | | | |
| Spartanburg 1 | Google Classroom | | | | | |
| Spartanburg Six | Google Classroom | | | | | |
| Sumter School District | Google Classroom | | | | | |
| Barnwell 29 (Williston) | Google Classroom | | | | | |
| York 4 Fort Mill | Google Classroom | | | | | |
| Edgefield | Google Classroom | | | | | |
| Count | 33 | 1 | 11 | 24 | 5 | 74 |