

EDUCATION OVERSIGHT COMMITTEE
2010-2011
OBJECTIVES

1. Continue the implementation of the Education Accountability Act of 1998, *as amended*, and fulfill other responsibilities assigned by the General Assembly including those within the Teacher Quality Act, the Parental Involvement in Their Children's Education Act, the Education and Economic Development Act and those made by special requests, including:

- a. Monitoring the development of assessments and related resources linked to the Core Curriculum and communicating alignment with SC aspirations and instruction;
- b. Projecting instructional and assessment technology needs to facilitate on-line administration of the Common Core assessments;
- c. Increasing the impact of the accountability system on decisions which impact state, school and student performance;
- d. Ensuring the system is effective for the young people currently enrolled and for those young people to come;
- e. Evaluating the progress of all schools including separate reporting for public charter schools and schools in technical assistance; and
- f. Reporting on growth in achievement across two years of PASS data for the four core academic subjects.

2. Measure progress toward the 2020 vision for statewide educational performance including

- a. Ensuring that no student is enrolled in a school rated At Risk
- b. Working with stakeholder groups to understand state aspirations and the tasks necessary to achieve those;
- c. Adjusting or expanding reporting methods and content to increase sensitivity to growth in performance; and increased knowledge of the performance of students disaggregated by student instructional needs (i.e., EFA and EIA program codes) for the

four core academic subjects;

d. Recommending actions for policy, practice and funding to accomplish the 2020 vision.

3. Increase the level of student reading proficiency by

a. Examining the performance of students, individual and in groups, to understand how where emphasis is needed in policy and practice;

b. Linking student performance to instructional strategies and policies and promoting those which are most effective;

c. Engaging the higher education community and other stakeholder groups in discussions of reading achievement to promote changes in teacher preparation and pre-kindergarten through grade twelve policies and practices;

d. Promoting engagement of higher education students through service learning; and

e. Establishing the framework for developing, implementing and evaluating strong policies and practices that enhance physical health, language development and reading proficiency among young people.

4. Develop a long-term strategy for increasing the utility of technology in instruction, including

a. Identifying funding sources for the infrastructure

b. Identifying lead districts and examining how technology in instruction has been supported, utilized and with what impact on student achievement;

c. Identifying cutting-edge strategies for use of technology to address traditional education functions; and

d. Promoting a statewide commitment for world-class technology in our schools.

5. Examine the performance of students to achieve at the highest level including,

- a. Determining the relationship between end-of-course test performance and course grades;
- b. Building a longitudinal PASS data base for the four core academic subjects; and
- c. Determining opportunities for high ability students to access the gifted and talented programs and advanced college preparatory work generally and in low-performing schools.

6. Fulfill responsibilities outlined in the General Appropriations Act.