Accelerating Growth Through Building Capacity in South Carolina Communities

Report to the South Carolina General Assembly and the State Board of Education from the South Carolina Education Oversight Committee (EOC)

Introduction

In 1998, the South Carolina General Assembly created the Education Accountability Act (EAA). The creation of the EAA set South Carolina on a bold path leading toward high levels of achievement for all of our students. The EAA also established the South Carolina Education Oversight Committee (EOC).

As outlined in 59-6-10, the statutory responsibilities of the EOC include:

1. Review and monitor the implementation and evaluation of the EAA and Education Improvement Act (EIA) programs and funding;
2. make programmatic and funding recommendations to the General Assembly;
3. report annually to the General Assembly, State Board of Education and the public on the progress of the programs; and
4. recommend EAA and EIA program changes to state agencies and other entities, as it considers necessary.

This annual report presents a summary of activities and recommendations that have emerged from the EOC's activities between March 2005-March 2006.

Readers' Note: Links to complete reports referred to within this publication can be found online at www.sceoc.org/AnnualReports/Annualreport2006.htm*.*

At the end of the report, the names of individuals who advised the EOC are listed. These individuals, along with the EOC, make recommendations on policies and practices. We appreciate their contributions.

Common Ground

South Carolina is experiencing unprecedented economic and demographic changes.

*   Projections from the United States Census Bureau indicate that the graduating high school class of 2018 (this year's kindergarten class) is to be 20 percent Hispanic.
*   The state's total population is dramatically increasing, due to the in-migration of retirees.
*   As we are experiencing changes among our population makeup, we struggle with high unemployment.
*   In addition, the number of public school children who must overcome the barriers of poverty increases. In 2004-2005, the rate of student poverty increased in 75 percent of South Carolina's public schools. Half of South Carolina's public schools enroll a student body in which 70 percent or more of students live in poverty.

With these changes and the demands of a twenty-first century life in mind, the members of the EOC determined that a new long-range plan was needed—one that would focus South Carolina on high achievement over a generational time period and that would not be dependent upon a political cycle. The plan represents commitment of a diverse group of South Carolinians who agree to use their influence and energy to build a strong South Carolina.

EOC members recognized that there are deep divisions that exist during conversations about educating our young people. But what should propel our future—what we hold in common or upon what we differ?

Therefore, the EOC, with support from political, business, social and civic organizations, convened a group of 52 South Carolinians to identify "our common ground." The group met in the fall of 2005 and again in January 2006. A draft of the Common Ground group's commitment is as follows:

Common Ground Commitment
2020 and Beyond - DRAFT

We commit to use our influence and energies to create and sustain an aligned educational system that achieves the common mission of South Carolina's young people obtaining the knowledge and skills to be successful members of families and community, participatory citizens in a democratic society and productive contributors to the state's economy.

To create and sustain the aligned educational system, we believe that we must fulfill five responsibilities:

- We must demand that the pre-kindergarten through grade 20 schooling be dedicated to every student succeeding;
- We must place the individual student at the center of education, simultaneously valuing the student's culture, experience and potential;
- We must respect and foster the role of families as the primary influence on the lives of our young people;
- We must recruit, develop, reward and retain educators who can guide learning so that every student achieves at the highest possible level; and
- We must provide facilities and technology capacities that serve the entire community and affirm that education is the cornerstone of a community's strength.

In fulfillment of these responsibilities, we must take the actions outlined below:

We must demand that the pre-kindergarten through grade 20 schooling be dedicated to every student succeeding.

1. Establish and support schools with the premise of every student succeeding, regardless of gender; race/ethnicity, disability status, economic circumstance or geography;
   - Organize the public entitites and actions that define our educational system[*] to achieve coherence among responsibilities, actions and accountability for results;
   - Increase opportunities for pre-kindergarten through grade 20 goal-setting, policy development and results evaluation
   - Develop and organize the local political, fiscal and community infrastructures to ensure that their priorities are consistent with the common mission
2. Acknowledge and act upon the interdependence of South Carolina's educational and economic futures;
   - Expand educational options to include early diploma or GED completion, middle colleges, dual enrollment
   - Utilize assessments that meet both the needs of schools and employers
   - Expand alternatives to traditional schooling to address the needs of individual students who experience difficulty succeeding in schools
3. Use accountability mechanisms for the public investments in education that are consistent with objective results and clear expectations that employ measures of student and state's economic well-being;

We must place the individual student at the center of education, simultaneously valuing the student's culture, experience and potential and the value of education in his/her life.

4. Prepare educators, advocates and those in communities who work with the schools and students to respect and build upon the strengths of diverse cultures and experiences students bring into the learning setting;
5. Provide for every student, at every level or point in his/her education, a relationship with a responsible adult who advocates for the student's educational goals and is dedicated to the student achieving those goals;
6. Teach self-control, teamwork, and industry and reinforce them at home, in school and through community organizations.

We must respect and foster the role of families as the primary influence on the lives of our young people .

7. Implement services to prepare and engage parents as partners in their child's education from early development activities through postsecondary education;
    *   Expand adult education program offerings and expanded services so that every adult has access to achieving a diploma
    *   Create opportunities for fathers to be involved in their child's education
    *   Extend school hours and services to meet family needs

We must recruit, develop,reward and retain educators who can guide learning so that every student achieves at the highest possible level.

8. Prepare educators with the knowledge and skills to guide every South Carolina student to greater achievements, regardless of the cultural or economic background or learning style of the student;
    *   Align teacher preparation with the needs of today's students
9. Revise leadership preparation and development programs for principals and superintendents to ensure knowledge of teaching and learning, executive skills and attitudes that value results over traditional practices;
10. Incorporate teaching and learning conditions that support high levels of teacher retention in a school and in the profession into the evaluations of superintendents and principals.

We must provide facilities and technology capacities that serve the entire community and affirm that education is the cornerstone of a community's strength.

11. Craft, fund and implement a long-range capital plan for schools to become community centers to house pre-kindergarten through adult continuing education programs, as well as providing opportunities for community social, cultural and recreational activities;
12. Provide virtual learning opportunities so that education can be tailored to needs and interests of the individual student and that the limitations of a school or community do not limit the student achievements.
    *   Work with non-profit organizations to provide computers for the homes of every South Carolina student

* These should include, but not be limited to, the State Superintendent of Education, the State Board of Education, State Department of Education, Department of Juvenile Justice, Center for Educator Recruitment, Retention and Advancement, First Steps to School Readiness, the Education Oversight Committee, the Commission on Higher Education, the State Board for Technical and Comprehensive Education, local school district boards of trustees, postsecondary education boards of trustees and other public educational entities.

In Summer 2006, EOC members and staff will begin a tour of South Carolina counties, focusing on the Common Ground commitment and specific actions which can be outlined to accomplish the goals.

School Performance

As stated in Section 59-18-900 of the Education Accountability Act:
The Education Oversight Committee, working with the State Board of Education, is directed to establish an annual report card and its format to report on the performance for the individual elementary, middle, high schools, and school districts of the State.

2005 School and District Report Cards

ABSOLUTE PERFORMANCE RATINGS 2001-2005

Rating	2005 Absolute Performance Rating Number (%)*	2004 Absolute Performance Rating Number (%)**	2003 Absolute Performance Rating Number (%)***	2002 Absolute Performance Rating Number (%)****	2001 Absolute Performance Rating Number (%)*****
Excellent	169 (15.2%)	224 (20.4%)	217 (19.9%)	191 (18.1%)	168 (15.2%)
Good	304 (27.4%)	372 (33.9%)	352 (32.3%)	354 (33.5%)	326 (29.4%)
Average	349 (31.5%)	312 (28.5%)	324 (29.8%)	304 (28.7%)	321 (29.0%)
Below Average	222 (20.0%)	160 (14.6%)	150 (13.8%)	159 (15.0%)	200 (18.1%)
Unsatisfactory	65 (5.9%)	28 (2.6%)	46 (4.2%)	50 (4.7%)	71 (6.4%)
Total	1109 (100%)	1096 (100%)	1089 (100%)	1058 (100%)	1086 (100%)

*   Based on SDE data, November 4, 2005
**   Based on SDE data, October 2004
***   Based on SDE data, October 2003
****   Based on SDE data, October 2002
***** Based on SDE data, November 2001

Note: Totals may not add to 100% due to rounding. Some schools may have received more than one report card if the school contained more than one organizational grade level (Primary, Elementary, Middle, High). Career and Technology Centers ratings are not factored into tables.
The number of schools not receiving an absolute rating are as follows: 19 in 2005; 15 in 2004; 15 in 2003; 22 in 2002; and 22 in 2001.

Overall, the 2005 school and district ratings revealed a larger number of schools rated *Below Average* or *Unsatisfactory* than in the last five years. Table 1 shows the history of the Absolute performance ratings from 2001 to 2005.

A number of changes made to the calculation of the Absolute and Improvement ratings did factor into an analysis of the ratings.

- Although 2005 was the third year Social Studies and Science were tested on the PACT, 2005 was the first year results were included in the calculation of the ratings. The results are being phased in over a three-year period and the weighting will increase each year (5 percentage points per year) until the target weightings are achieved in school year 2006-2007. For 2005, Science and Social Studies absolute rating weights were set at 10 percent for elementary schools and 15 percent for middle schools.

- The rigor of the absolute performance ratings increased by an additional one-tenth of a point on a five-point scale. This increase in rigor began with the 2004 report card. Our initial analysis showed that the increase in rigor affected about seven percent of the total number of schools.

- Performance on the High School Assessment Program (HSAP) was down from 2004.

The 2005 school and district report cards reveal significant challenges that come along with placing high expectations on students and educators. As a result, the EOC committed to strengthen its efforts to evaluate every aspect of South Carolina's educational system to ensure all students achieve – and achieve at high levels. Using the data from the report cards, the EOC crafted its budget recommendations to address the technical assistance program in a way that recognizes the reasonable limits on state-delivered assistance and builds local capacity. See page10 for an overview of the EOC's budget recommendations.

Information regarding the 2005 School and District Report Cards can be found online at www.sceoc.org/AnnualReports/Annualreport2006.htm

As stated in Section 59-18-100 of the Education Accountability Act:

"The General Assembly finds that South Carolinians have a commitment to public education and a conviction that high expectations for all students are vital components for improving academic achievement. It is the purpose of the General Assembly in this chapter to establish a performance based accountability system for public education which focuses on improving teaching and learning so that students are equipped with a strong academic foundation. Accountability, as defined by this chapter, means acceptance of the responsibility for improving student performance and taking actions to improve classroom practice and school performance by the Governor, the General Assembly, the State Department of Education, colleges and universities, local school boards, administrators, teachers, parents, students, and the community."

Achievement Gap Study

Addressing its continued concern with the large achievement gap existing among students of different ethnic and socioeconomic groups, the EOC released the third annual study on the achievement gap. The study noted PACT performance patterns among students of different demographic groups (African American, Hispanic, and white), as well as patterns emerging from students participating in the federal free/reduced price lunch program and those who do not participate in the program. Table 2 shows the gap that exists between demographic groups, comparing 2002, 2003, and 2004.

South Carolina's economic well-being depends on students performing at high levels across grade levels. Two groups of students, African-American students and students from economically disadvantaged homes, do not score as well as their peers on tests measuring academic performance.

In 2005, the EOC recognized 132 elementary and middle schools for closing the gap in at least one content area for at least one group of students. The percentage of schools making progress toward closing the achievement gap has increased during the three years of study. However, only 16 percent of South Carolina elementary and middle schools are making progress toward eliminating the gap. The EOC continues to stress that what adults in schools and communities do makes a difference in the achievement levels of students, regardless of the risk factors students bring to school. Continued, focused efforts are critical for *all* students to achieve at high levels.

The complete study released in Summer 2005, "The Performance of Historically Underachieving Groups of Students in South Carolina Elementary and Middle Schools: Answering the Call to Action," is available online at www.sceoc.org/AnnualReports/Annualreport2006.htm.

Table 2. 2002, 2003, and 2004 Achievement Gaps Among Demographic Groups												
	ELA						Math					
Comparison Group - Target Group	% Point Gap *Basic or Above*			% Point Gap *Proficient or Advanced*			% Point Gap *Basic or Above*			% Point Gap *Proficient or Advanced*		
	2002	2003	**2004**	2002	2003	**2004**	2002	2003	**2004**	2002	2003	**2004**
white - African American	23.6	23.9	**22.1⬇**	27.6	24.2	**25.7⬆**	28.8	25.5	**22.9⬇**	27.5	28.3	**28.4⬆**
white - Hispanic	NA	NA	**23.3**	NA	NA	**21.9**	NA	NA	**20.4**	NA	NA	**22.3**
Pay Lunch - Free/Reduced Price Lunch	23.6	24.6	**21.5⬇**	29.7	26.8	**27.0⬆**	26.4	22.9	**20.4⬇**	27.6	28.4	**27.6⬇**

NA - Not Available
⬆= gap increased from 2003
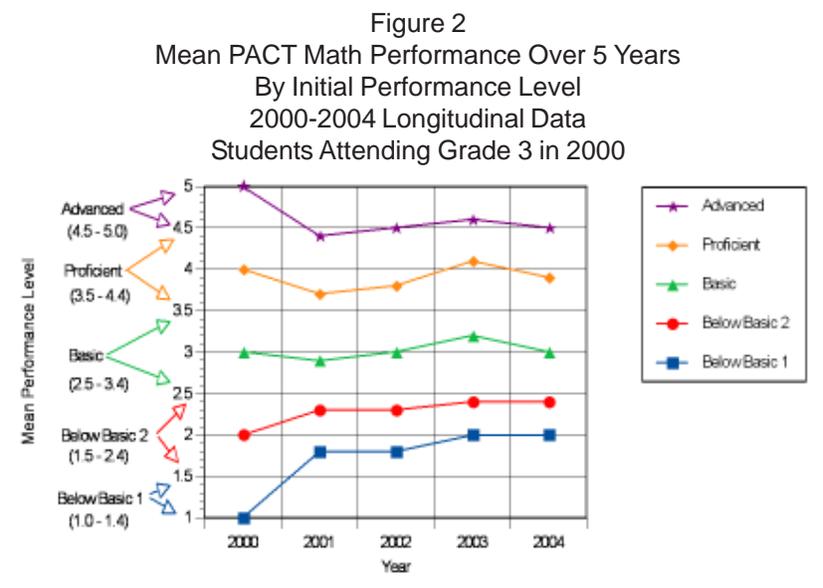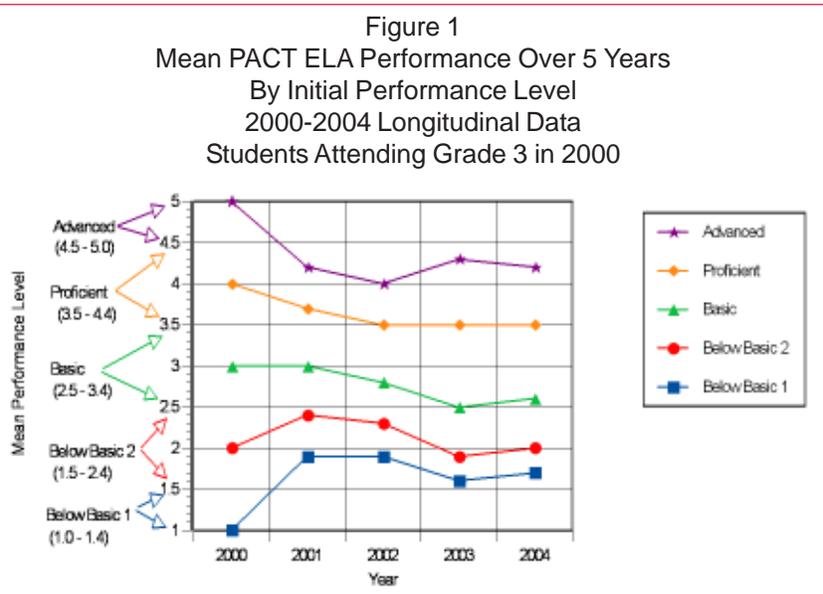⬇= gap decreased from 2003

Five-Year Longitudinal Match

In October 2005, the EOC released a comprehensive analysis of five consecutive years of individual student Palmetto Achievement Challenge Test (PACT) data covering 2000-2004. Overall, the longitudinal match data, which match student level data, show English Language Arts (ELA) achievement on PACT declines over time while achievement in math improves slightly. Figures 1 and 2 show the mean performance level of students matched from their initial performance level (in ELA and math) as third graders in 2000, following their performance to 2004.

The analysis examines trends in achievement in math and English Language Arts (ELA), student mobility, and retention over the five years of study. Data from 79,923 students compose the five-year database.

The study is distinctive to South Carolina since most states have not administered their standards-based accountability tests in grades three through eight for an extended period of time. The study provides a snapshot of individual student performance over time in South Carolina, arming us with information we can use to allocate resources and time properly.

- An analysis of the progress of students who repeat a grade level (nine percent of the students studied over the five year-period) show that after an initial peak, ELA achievement declines and math achievement remains stable, not increasing.
- The data suggest that remediation strategies other than retention should be considered.
- Interesting data also emerged from the study regarding the mobility of students. Eleven percent of the students in the study moved from one district to another *at least once* during the five-year period. Two percent of students attended *at least three* different school districts during the five-year period of study. Mobility is often viewed as a factor which may adversely affect student performance.

A copy of "Analysis of the Five-Year PACT Longitudinal Data: Student Mobility, Student Retention in Grade and PACT Achievement Over Time" is available online at www.sceoc.org/ AnnualReports/ Annualreport2006.htm. *Summaries of district performance are included in the Appendix of the report.*

Figure 1
Mean PACT ELA Performance Over 5 Years
By Initial Performance Level
2000-2004 Longitudinal Data
Students Attending Grade 3 in 2000

Figure 2
Mean PACT Math Performance Over 5 Years
By Initial Performance Level
2000-2004 Longitudinal Data
Students Attending Grade 3 in 2000

Gifted and Talented Review

In June 2005, the EOC was presented a descriptive study of South Carolina's gifted and talented program during the 2004-2005 school year. The purpose of the study, conducted by the South Carolina Educational Policy Center, was to describe the operation of the gifted and talented program in the state's 85 school districts. Among the findings of the study were:

- South Carolina serves both academically and artistically gifted and talented students in its program.
- In fiscal year 2003-04, South Carolina spent $26,056,345 on Gifted and Talented programs, or roughly $366.50 per student served.
- South Carolina served 71,095 students in grades 3-12 in the Gifted and Talented Program in 2003-04.
- The student population in the program is approximately 53 percent female and 47 percent male.
- The student population in the program is approximately 81.2 percent white, 15.4 percent African American and 3.4 percent other ethnicities.
- Approximately 19 percent of the students served in the program received free or reduced lunch.
- Just over 50 percent of the teachers in the Gifted and Talented program have the endorsement credential expected by the state of teachers of gifted and talented students.
- There is no one Gifted and Talented Program model used by all the school districts in the state.
- All district use multiple assessments to screen students for the academically gifted program. The assessments used vary among the districts and change at different grade levels.
- Gifted and Talented programs are funded through a variety of sources.

A performance analysis of the gifted and talented program in South Carolina will be presented to the EOC in April 2006.

High School Dropout Study

What can break the cycle of failure for students at risk of dropping out of high school and help more South Carolina students graduate from high school? Despite the fact that these issues have been studied numerous times, what can be done now to make a difference? Providing intervention for truancy prior to it being treated as a crime, easing school transitions with intentional guidance and counseling, providing alternative schools, education options, and learning methods and developing a better understanding of students' cultural backgrounds and perceptions are just a few suggestions that could have a positive influence in keeping students in school and helping students ultimately internalize education as a core value.

MarketSearch conducted a study on behalf of the EOC to determine whether students have a different perspective regarding the reasons for difficulty in school and dropping out, compared to previous research on the same topic. This resulting report presented comprehensive findings of a combined qualitative in-depth interview and quantitative survey study conducted in May and June of 2005.

Many of the findings from this study do not reveal new insights into why students have difficulty in school and why many ultimately drop out. Truancy, being held back, chronic health issues, expulsion, family needs and pregnancy are all issues that are well-known risk factors. By focusing on two questions – "What can break the cycle of failure" and "How can South Carolina increase the number of students who finish high school" – three trends and insights emerged. They were:

1. Most of the respondents have weaknesses in developing and sustaining healthy relationships with at least one of these groups: family, peers or other adult authority figures such as teachers;
2. Most of the respondents have experienced academic difficulties or outright failure in the form of being held back at some point in their school careers and much of this failure culminates during the first two years of high school and seems to be related to the increased social and academic pressures and responsibility mentioned previously; and
3. Is education a core value that influences and changes a student's decisions and behaviors?

The full report can be viewed online at www.sceoc.org/AnnualReports/Annualreport2006.htm*.*

Middle School Profile

Students in South Carolina middle schools are at the intersection of the state's aspiration for higher levels of educational achievement and its history of under-achievement. Examinations of test performance and risk behaviors suggest further decline in student progress during those years. As the curriculum increases in complexity and difficulty, the data suggest that additional students are not able to maintain the gains achieved in earlier years. Middle schools face the dual challenges of extending the progress evident in students' elementary school performance and retrieving the academic futures of many students who left elementary schools without a robust foundation for long-term school and life success.

In late summer 2004, members of the EOC asked staff to profile students in the middle grades. How does the complexity of families, schools, performance, social pressures and emotional demands affect student achievement? Who are the students, what are the issues that propel or retard their growth and development; who teaches them and who protects them from the difficulties of an increasingly mature culture? Are their schools, as a North Carolina publication describes them, "The Last Best Chance?"

The EOC profile of students in the middle grades is scheduled to be released in March 2006, in conjunction with the South Carolina Middle School Association Annual Conference. A more comprehensive report will also be published on the EOC website, as a companion to the profile.

Reading - PAIRS

As part of its ongoing objective to strengthen the teaching of reading and advance improvement in student achievement related to reading, the EOC launched Parents and Adults Inspiring Reading Success (PAIRS) in February 2005. PAIRS, a public awareness initiative of the EOC, is designed to encourage and support the achievement of grade level reading literacy for every child in South Carolina by energizing broad collaboration and involvement in local communities (ie., afterschool programs, mentoring programs, literacy initiatives, etc.). PAIRS offers encouragement and support materials through which affiliate organizations can improve on or implement efforts grounded in local needs and capacity, link their efforts to other South Carolina programs, and create synergy to improve student performance in reading.

Activities in 2005-2006 related to PAIRS include:

- In June 2005, PAIRS partnered with the South Carolina African Methodist Episcopal (AME) Church and Allen University to train church leaders in 14 AME churches to launch reading programs within their church homes.

- In October 2005, PAIRS hosted the first annual PAIRS Summit. "Building Achievement: Moving South Carolina's Students Toward Reading Success."

- At the summit, "Creating Quality Out-of-School Time Programs in South Carolina: Techniques, Tools, and Strategies," a collaborative project of PAIRS and the South Carolina Afterschool Alliance (SCAA), was unveiled.

Additional information about PAIRS can be found online at www.SCPAIRS.org.

Extended Learning Time Study

Extended Learning Time programs include, but are not limited to: summer school, compensatory and remedial opportunities, homework centers, and before- and after-school opportunities. A contract for the study was issued to Learning Point Associates in September 2005. An interim report is expected in June 2006, a final written report in November 2006 and a formal presentation to the EOC in December 2006.

As stated in Section 59-6-10 of the Education Accountability Act:

"In order to assist in, recommend, and supervise implementation of programs and expenditure of funds for the Education Accountability Act and the Education Improvement Act of 1984, the Education Oversight Committee is to serve as the oversight committee for these acts. The Education Oversight Committee shall: (1) review and monitor the implementation and evaluation of the Education Accountability and Education Improvement Act programs and funding; (2) make programmatic and funding recommendations to the General Assembly; (3) report annually to the General Assembly, State Board of Education, and the public on the progress of the programs; (4) recommend Education Accountability Act and EIA program changes to state agencies and other entities as it considers necessary."

Study of Sufficient Funding

Since December 2003 the EOC has discussed with educators, legislators and community groups the EOC's model for funding schools. During the 2005 legislative session, three bills (H.3583, H.3664, and H.4011) were introduced to implement much of the EOC funding model. In December of 2005 the model was presented and discussed at the House Ad Hoc Property Tax Committee.

Annually, the EOC staff has updated the funding model to reflect changes in statute and increases in salary costs. The base student cost of the funding model has increased from $5,239 which was the original estimate in December 2003 to $5,657 as of December 2005. The increased cost was attributed to updated salary and wage data for school personnel and to passage of the Education and Economic Development and the Students Health and Fitness Acts of 2005. As adjusted, the total cost of the model is estimated at $4,733,896,780. Assuming that the state share would remain 70%, the EOC determined that an additional amount of $521,207,128 would be required to fund fully the base student cost.

The complete text of the updated funding model can be found online at www.sceoc.org/AnnualReports/ Annualreport2006.htm.

Review of Transfers Pursuant to the Flexibility Proviso for Fiscal Year 2004-05

In Fiscal Years 2003, 2004 and 2005 the General Assembly, through provisos in the General Appropriations Act, allowed school districts to transfer up to one hundred percent of funds to any instructional program provided the funds were utilized for direct classroom instruction. The flexibility provision was originally enacted as a tool to assist school districts in addressing mid-year revenue shortfalls. Beginning in FY 2005 the legislature, again through proviso, requested that the EOC review the utilization of the flexibility provision to determine "how it enhances or detracts from the achievement of the goals of the educational accountability system, including the ways in which school districts and the state organize for maximum benefit to classroom instruction, priorities among existing programs and services, and the impact on short, as well as, long-term objectives."

The EOC reviewed the transfers made by school districts in Fiscal Year 2004-05 between programs and compared the transfers with those made in the prior fiscal year. In addition, the EOC looked at grade 3 PACT scores and student teacher ratios in districts that had transferred their entire state allocation for reduce class size in the prior year. The EOC determined that:

- As compared to the prior fiscal year in which 55 school districts used the flexibility provisos to transfer $29.2 million between educational programs and initiatives, 43 school districts or half of all districts in Fiscal Year 2004-05 transferred $18.8 million in funds between programs.

- Twenty-three or about one-quarter of all school districts did not request transfers of funds from one program to another in 2003-04 or in 2004-05.

- As compared to Fiscal Year 2003-04 in which districts transferred funds from 28 distinct programs, in 2004-05 school districts transferred funds from only 15 general fund and EIA programs.

- In Fiscal Years 2003-04 and 2004-05, approximately two-thirds of all funds transferred were originally allocated to the Reduce Class Size program.

- As compared to Fiscal Year 2003-04, transfers from the Gifted and Talented Academic and Artistic Programs reflected significant annual fluctuations. Transfers from the Gifted and Talented Academic Program increased seven-fold from $27,114 to $227,258.

- Analyzing the potential education impact when school districts transferred 100% of their Reduce Class Size allocation to other education programs and initiatives, the data suggest that the EOC should annually analyze the student-teacher ratios and third grade PACT scores in these districts to determine any long term trends. Increased student-teacher ratios in these districts above the level experienced in the state may adversely impact educational achievement in these districts.

Fiscal Year 2006-07 Budget Recommendations

The EOC budget and proviso recommendations or Fiscal Year 2006-07 focused on shared services and responsibilities to create conditions in which all of South Carolina's students can achieve successfully at high academic levels. The EOC made the following funding recommendations:

The 2005 School and District Ratings identified 287 schools that were performing below expectations. Sixty-five schools had an absolute rating of Unsatisfactory, and 222 schools had an absolute rating of Below Average. Eighty-four percent of these schools had been identified and served with state technical assistance since 2001. Of the 222 Below Average schools, only fifty-one had never received a rating lower than Average on the annual school report card. These 222 schools had 15.7% of the student enrollment of the entire state.

To address the technical assistance program in a way that recognized the reasonable limits on state-delivered assistance and built local capacity, the EOC proposed the following intervention strategies which target the teachers, students, parents, schools and communities.

Teachers – To address teacher retention and teacher quality, the recommendation is to provide teachers having an advanced degree and teaching in a school with an absolute rating of Unsatisfactory or Below Average a $2,000 increase in salary for teaching in the school one year; $3,000 for teaching the second year in the same school; and $5,000 for the third and all subsequent years in the same school. Total Cost: $6.7 million

Students -Working with DHEC all students in schools with an absolute rating of Unsatisfactory would receive extensive health and dental screenings along with the provision of services as needed. Each district with an absolute rating of Unsatisfactory would receive additional funding for early childhood initiatives which would include funds for transportation. Total Cost: $3.0 million

Parents – The EOC recommends an increase in funding for Young Adult Education of $1.6 million with the Department of Education targeting parents who do not have a high school diploma or GED and who have children enrolled in underperforming schools.

Schools — Each school with an absolute rating of Unsatisfactory would continue to receive an external review team evaluation. Upon completion of the external review team evaluation, the school would submit a school renewal plan that incorporates the research-based alternative assistance criteria approved by the Department of Education and the Education Oversight Committee. Upon approval of the school renewal plan by the Department and by the State Board of Education, the school would receive a minimum allocation of $250,000. Additional funds would be allocated based upon the enrollment of the school. The school could expend the funds only on activities expressly outlined in the school renewal plan. The Department would assist the school in brokering for any additional technical assistance personnel as needed. Most importantly, the EOC would recommend that this allocation be maintained for at least three years in order to give the school adequate resources and time to make structural and institutional changes. Below Average schools would receive a minimum allocation of $75,000. Additional funds would be allocated based upon the enrollment of the school. Total Cost: $45.6 million

Communities — To build local capacity and support for public schools, a grant program would be established in the Department of Education. The program would provide up to $3,000 in start-up or expansion funds to non-profit organizations that address the education, health and/or social services needs of local communities. Such services would include but are not limited to mentoring clubs, tutoring clubs, after school clubs, etc. The grant funds could be expended on such expenses as legal fees for developing non-profit organizations, for purchasing supplies and materials, and for supporting specialized programs. Total Cost: $300,000

To reward schools making significant progress and to provide additional resources for schools to have all students performing at high standards of learning, the EOC proposed the following:

Students:
• Full funding of the Gifted and Talented Program at $56.9 million along with funding of Gifted and Talented Endorsement programs at the state's colleges and universities;
• Funding for vocational education exams which will allow more students to be certified in a vocation at a cost of $1.0 million;
• Annualization of summer school funding;

Teachers:
• Increasing professional development funding from $4.4 million to $7.0 million;
• Increased funding for the Institute of Reading in the middle grades of $1,650,000;
• Maintaining the average teacher salary at $43,991 or $300 above the Southeastern average teacher salary;

Schools:
• Full funding of the Education Finance Act (EFA);
• Increasing the Palmetto Gold and Silver Program from $3.0 million to $5.0 million;
• Funding for formative assessment for all students in grades 3 through 8 at $2.9 million.

A detailed look at the EOC's budget recommendations can be found online at www.sceoc.org/AnnualReports/Annualreport2006.htm.

Professional Development/Technical Assistance

As stated in Section 59-18-1595 of the Education Accountability Act:

"Notwithstanding any other provision of law, and in order to provide assistance at the beginning of the school year, schools may qualify for technical assistance based on the criteria established by the Education Oversight Committee for school ratings and on the most recently available PACT scores. "

Alternative Technical Assistance Review

A two-year study is underway examining the expected progress of seven schools that implemented alternative technical assistance. A report is expected in Fall 2007.

External Review Team Program

South Carolina's commitment to continuously improving student achievement underscores each of the State's educational programs. Guided by the Education Accountability Act of 1998, South Carolina has developed and implemented a series of technical assistance programs — including the External Review Team (ERT) Program — that are designed to improve student achievement in schools that have received an absolute rating of Unsatisfactory. Comprised of three to four professionals that are experienced in the field of education, ERTs examine educational programs in South Carolina's "unsatisfactory" schools to suggest ways to improve student achievement.

A study was conducted to "determine the effectiveness of the ERT Program's intervention strategy in implementing school reform plans and in improving student performance in schools rated as Unsatisfactory." The study included several, complementary analyses:
- a review of other states' strategies for external reviews;
- yearly analysis of student performance in all schools that participated in each year of the ERT Program;
- a longitudinal performance analysis of schools that participated in the Program's first year (2001-02) to determine what changes in student performance took place subsequent to ERT reviews; and,
- an analysis of primary sources from a subset of schools that participated in the first year of the Program to paint a more comprehensive picture of student performance.

Findings from the study included:
- no two states design or utilize school improvement teams in exactly the same way;
- across different states, schools needs' are greater than states' capacity to review them and support their improvement;
- no single format for school improvement has been shown to work most of the time or in most places;
- in the ERT Program's initial year, ERTs consistently identified schools with deficiencies in Curriculum and Instruction;
- across all schools, ERT reports document a lack of involvement by parents, staff, the community, and students, in curricular and other decisions;
- schools that continued to receive absolute Unsatisfactory ratings were less adept at using student performance data to modify instructional practices and tended to receive technical assistance focusing on operations more removed from instruction, such as policy-level and planning support;
- improved schools received technical assistance that aligned with instruction; and,
- the data do not reveal consistent patterns between school improvement and a particular amount or type of technical assistance.

The full report, which includes recommendations, commendations and statistical data can be found at www.sceoc.org/AnnualReports/Annualreport2006.htm.

Retraining Grants

In accordance with Section 59-18-1560, each year the EOC evaluates the retraining grants given to schools identified as Below Average or Unsatisfactory. Data from a number of different sources are consulted to conduct the review.

The academic year 2004-05 was the fourth year that awarding of a Retraining Grant was based on the report card rating. The number of schools receiving funds in 2004-05 was 285. Of the 285, 238 were completing their fourth year in the program and would be eligible, under the law, for an extension of funding for one more year.

Professional Development/Technical Assistance

Over the last four years the SDE Office of School Quality has allocated $23,875,095 to the eligible schools, $4,426,449 in 2001-02, $6,888,985 in 2002-03, $6,943,511 in 2003-04, and $5,616,150 in 2004-05. According to the responses from the schools to the survey conducted by the Accountability Division over the past four years, the schools reported spending a total of $21,255,705.68 on retraining grant activities, or 89% of the allocated funds. This figure is incomplete because fifteen schools did not report how they spent the money during the 2002-03 school year and does not necessarily include the money transferred by school districts from the program to other activities through the flexibility provision. Neither does it include any monies which may have been returned to the state if a school could not spend the money over a two year period.

The summary recommendation emerging from this year's evaluation of retraining grants was that the Office of School Quality should determine the status of the schools that entered the Retraining Grant Program following the 2001 report card and have received funding for the initial three years and the allowed two year extension. The 20 schools that have received money since 2001-02 and have received absolute ratings of Average and above on the 2003, 2004 and 2005 report cards should, unless extraordinary circumstances can be documented and justified, exit the program. Schools that spend funds outside of the program guidelines or fail to provide sufficient explanation on how the funds were spent should have their funding for the next year reduced by the amount spent outside the guidelines or unexplained. Teachers who have participated in the program should be surveyed in order to determine the impact of the program from a different viewpoint than that of the principals, especially to see if funds are impacting teaching, classroom management and curriculum.

Specific positive aspects and areas of concern regarding the overall Retraining Grant Program and specific deficiencies for individual schools receiving Retraining Grants can be found in the full report, which is available at www.sceoc.org/AnnualReports/Annualreport2006.htm.

Teacher Loan Program

In accordance with The Teacher Quality Act of 2000, a review of the Teacher Loan Program was conducted for the fiscal year 2004-05. To complete the review of the program for 2004-05, the following questions were addressed:

1. Why do some loan recipients chose to repay the loans instead of having the loans cancelled by teaching in a qualifying school or subject area?
2. How did the statistics of the fiscal year compare to previous years?
3. What are the appropriate goals and objectives for the program based on data on teacher preparation, retention and recruitment, and on data about the TLP?
4. What issues and challenges for the TLP are revealed after careful consideration of the pertinent data about the program?
5. What impact is the Career Changers program having on the recruitment of teachers?

Following the review, a recommendation was made that to enhance the effectiveness of the Teacher Loan Program, a Policy Board of Governance should be established, or an existing state agency involved with the program, should be identified as the central authority of the program, with the responsibility to set goals, facilitate communication among the cooperating agencies, advocate for the loan participants and effectively market the Teacher Loan Program. The policy board could then review the mission of the program and recommend possible structural changes to the General Assembly that could increase the number of African American and male applicants to at least the present teacher employment levels of both groups. College freshman should be allowed to participate in the program regardless of their participation in the Teacher Cadet Program in high school. In addition, the impact of the Teaching Fellows Program on the Teacher Loan Program should be studied, as well as the 42 loan forgiveness programs that exist in other states should be studied in depth in comparison to the South Carolina Teacher Loan Program.

A full copy of "The SC Teacher Loan Program Annual Review" can be found at www.sceoc.org/AnnualReports/Annualreport2006.htm.

Academic Standards

As stated in Section 59-18-320-D of the Education Accountability Act:

"Any new standards and assessments required to be developed and adopted by the State Board of Education, through the Department of Education, must be developed and adopted upon the advice and consent of the Education Oversight Committee."

Approval of Science Academic Standards

In accordance with the recommendations made in December 2004 and subsequent meetings and discussions, the EOC approved the South Carolina Science Academic Standards in December 2005, with the exception of four indicators in High School Biology.

The complete South Carolina Science Academic Standards can be found on the SDE website, at www.myscschools.com/offices/cso/standards/science/documents/ ScienceStandardsNov182005trackingremovedwbiofootnote_000.doc. In addition, the full "Report on the Review of the South Carolina Science Curriculum Standards" includes the names of individuals who contributed to the review of the standards. It is available at www.sceoc.com/PDF/ SC_Science_Curriculum_Standards121304.pdf.

Assessment

As stated in Section 59-18-360 of the Education Accountability Act,
"The State Board of Education, in consultation with the Education Oversight Committee, shall provide a cyclical review by academic area of the state standards and assessments to ensure that the standards and assessments are maintaining high expectations for learning and teaching."

Testing Task Force Recommendations

As established by proviso in the Appropriations Act of Fiscal Year 2005, a task force was convened in the fall of 2004 by the EOC and the SDE to make recommendations to the General Assembly regarding changes in the statewide testing system in order to provide information and reports for improving academic performance. The Task Force consisted of 35 members from across the state and represented more than 25 school districts and thousands of educators, children, and citizens.
The Task Force's deliberations and recommendations take into account short-term and long-term changes in state assessments in general and for particular testing programs. The "Final Report of the South Carolina Task Force on Testing" is available at www.sceoc.org/AnnualReports/Annualreport2006.htm.

House Bill 4328 has passed the House and is currently before the Senate. The EOC is monitoring the movement of recommendations and implementation.

Some of the proposed changes include:

- A study to determine the feasibility and cost of converting the state assessment program to a computer-based or computer-adaptive format;

- the creation of a statewide adoption list of formative assessments that provide diagnostic information to school districts;

- a developmentally appropriate formative reading assessment for first and second grades;

- professional development for assessments; and

- continuing teacher training to ensure the valid and reliable use of assessments

As stated in Article 9 of the Education Accountability Act (EAA), the EOC has a number of directives related to reporting student and school performance.

Primary School Report Cards

In order to develop recommendations regarding revisions to the primary school ratings criteria to improve their accuracy and usefulness for evaluating primary school quality, a review of the ratings criteria was conducted by EOC staff and by an advisory committee composed of primary school principals and other early childhood educators. Primary schools are defined for the purposes of the report card ratings as schools having students enrolled in grade two or below, and thus do not participate in the PACT testing program. The numbers of primary schools receiving report cards have varied between 23 and 28 schools since 2003. Since test or other outcome data have not been available for primary schools, the school ratings have been based on other measures (student attendance; pupil-teacher ratios; parent involvement; external accreditation; and professional development related to the educational needs of children under age eight years).

Although action by the EOC if pending, the following recommendations regarding the revision of the primary school Absolute Ratings were approved by the Academic Standards and Assessments (ASA) Subcommittee on January 23, 2006:

1. Add Prime Instructional Time, Percent Teachers with Advanced Degrees, and Percent Teachers Returning From the Previous Year as rating criteria;
2. Remove Student Attendance as a rating criterion because it is one of the components of Prime Instructional Time;
3. Establish new weighting points for the Parent Involvement criterion based on 2005 data *(recommended weightings can be found in the full report, located at* www.sceoc.org/AnnualReports/Annualreport2006.htm*.)*

In addition, the ASA Subcommittee approved the following recommendation regarding the primary school Improvement Ratings:

The primary school Improvement Ratings are calculated by subtracting the absolute rating index for the previous year from the index for the current year; the difference score determines the Improvement Rating. Since the ratings criteria will differ between 2005-2006 and 2006-2007, it is recommended that 2006-2007 primary school Improvement Ratings be determined by recalculating the 2005-2006 school index to include the revised ratings criteria before subtracting it from the 2006-2007 index. The primary school Improvement Rating for 2006-2007 will thus be based on comparable data.

The recommended ratings criteria include variables which have been demonstrated to be significantly related to PACT achievement in the elementary school, suggesting that the same measures may be effective at predicting progress in achievement in the primary schools. The primary school rating criteria have also been identified in the literature as appropriate measures of primary school quality. It is hoped that these criteria will provide a more accurate picture of the quality and performance of primary schools.

The full report regarding the primary school ratings revisions is located online at www.sceoc.org/AnnualReports/Annualreport2006.htm*.*

High School Report Cards

In April 2005 the EOC adopted a plan for replacing the LIFE Scholarship criterion with End of Course test results in the high school absolute ratings beginning with the 2006-2007 school year. The plan called for the simulation of school ratings data based on End of Course test results and the development of recommendations for inclusion of the test results by the High School Ratings Advisory Committee.

In January 2006 the High School Ratings Advisory Committee reviewed current high school rating criteria and the End of Course test results and the simulations of ratings based on various methodologies and made recommendations regarding the revision of the ratings. The recommendations were adopted by the Academic Standards and Assessments (ASA) Subcommittee on January 23, 2006, and are pending action by the EOC in February 2006.

Beginning with the 2006-2007 school year, replace the LIFE Scholarship eligibility criterion in the high school ratings with the percent of passing scores (70 or higher) on the End of Course tests administered in the high school. In 2006-2007 the End of Course tests in Algebra 1/Math for the Technologies 2, English 1, Biology 1/Applied Biology 2, and Physical Science will be included in the rating. *The criteria and weightings can be found in the full report, located online at* www.sceoc.org/AnnualReports/Annualreport2006.htm.

The full report regarding the high school ratings revisions is located online at www.sceoc.org/AnnualReports/Annualreport2006.htm*.*

District Report Cards
In April 2005 the EOC adopted recommendations regarding the school district ratings. As a result, the criteria for District Ratings beginning with school year 2005-2006 are:

Palmetto Achievement Challenge Test (PACT) performance: Performance of students enrolled in the school district by the 45th day of enrollment on the PACT English language arts, mathematics, science, and social studies tests administered in grades 3-8, including alternate assessments, expressed as an index calculated using the same methodology as for elementary and middle school ratings.

First-attempt HSAP performance: The percentage of students taking the High School Assessment Program (HSAP) for the first time who passed both the English language arts and mathematics subtests by scoring at the performance level of "2" or higher.

End of Course Test Results: The percentage of all scores of 70 or higher on all of the End of Course tests administered in the school district (currently Algebra I/Math for Technologies II, English I, Physical Science, and Biology I/Applied Biology II) in the academic year for which the rating is being calculated, including summer school.

Four-year Graduation rate: The percentage of all (including students with disabilities) students entering grade nine for the first time four years prior to the year of the report card who earn a standard high school diploma (not GED), adjusted for transfers in and out of the district.

> Note Regarding 4-year Graduation Rate Criterion: The precision and accuracy of the 4-year graduation rate calculated for the school and district report cards is currently limited by the lack of accurate identifiers to track the progress of students. Until more accurate measures of high school graduation rate are available in 2009, the following statement will accompany all references to the high school graduation rate reported on school and district report cards:
> *"NOTE: Graduation rates published on the S.C. school and district report cards may be higher than the actual rates because of incomplete data on students who are no longer enrolled in the school or district."*

The 2004 district-level statistics for the high school ratings criteria used in the ratings simulation can be found in the full report, located online at www.sceoc.org/AnnualReports/Annualreport2006.htm*.*

Off-Grade Level Testing
Beginning with the 2006-07 school year, off-grade-level testing is being phased out in compliance with guidance from the U.S. Department of Education regarding the provisions of the No Child Left Behind (NCLB) legislation.

Foreign Language
At its January 23, 2006, meeting, the Academic Standards and Assessments (ASA) Subcommittee approved the inclusion of a foreign language program assessment on the school and district report cards.

2004 Parent Survey
The EAA and the Parental Involvement in Their Children's Education Act requires that the annual report card include "evaluations of the school by parents, teachers, and students" as performance indicators to evaluate

public schools. The survey has been adopted by the EOC and administered by the SDE to survey parents to determine their perception of their child's school and the effectiveness of parental involvement programs is the annual parent survey. The survey is given each spring to the parents or guardians of children in grades five, eight, and eleven.

This is the third year that the EOC has issued a report that analyzes the findings of the parent survey. The following conclusions and policy implications were released in the report:

1.   For the second consecutive year the number of parents who completed and returned the annual parent survey increased. The Education Oversight Committee recommends that principals and schools continue to encourage parents to complete the survey and to communicate to parents the importance of the information to be obtained from the survey. Principals and school improvement councils should use the results of the survey to identify strengths and weaknesses in their schools and implement policies to improve parental involvement by all parents. Additional efforts to convey the importance of and usefulness of the survey results at schools should be considered.

2.   While statewide response rates have increased, at the individual school level less than one-half of the schools which administered the parent survey had a response rate in excess of 50%. First, due to the low response rate in these schools, the EOC should consider again recommending to the General Assembly that the parent surveys be mailed directly to the parents with a return, self-addressed, stamped envelope. In addition, for the 170 schools that had a response rate in excess of 70%, the EOC should consider surveying these schools to determine the strategies and efforts employed to obtain such high response rates. Finally, the EOC should contact each district superintendent to report the parent response rates for each school in the district and to encourage superintendents about the importance of the parent survey responses in highlighting the strengths and weaknesses of parental involvement efforts at individual schools.

3.   Parents who returned the survey continue to have a positive perception of the learning environment and social and physical environment of their child's school. For the third consecutive year, only two-thirds of parents responding to the survey had a favorable view of home-school relations at their child's school. The data reveals either that parents who complete the survey are consistently satisfied with their child's school or that parental involvement efforts remain stagnant.

4.   The responses to individual questions reveal that parent perception of home-school relations remained at essentially the same level of satisfaction as reported in 2002 and 2003 across grade levels. While the parents who completed the survey in 2004 are overall different individuals, these parents have many characteristics in common with those parents who responded to the 2002 and 2003 surveys. As the data reveal, respondents in prior years had children in the same type of schools, had similar socioeconomic characteristics and reported the same level of parental involvement in their child's school.

5.   For the second consecutive year parent perceptions of their child's school among parents whose child attended an unsatisfactory school declined.

6.   In 2004 parents reported their involvement in school activities and functions at the same level as documented in 2003 and 2002. Still, parents noted that their work schedule was the greatest obstacle to their involvement.

7.   The results of the 2004 parent survey will be distributed to the Department of Education for consideration and use in assisting schools and school districts parental involvement initiatives and programs and in devising statewide parental involvement programs. The EOC recommends that the Department of Education incorporate the results of the report in its training programs, staff development, and technical assistance to school districts and school liaisons

The full report can be viewed at www.sceoc.org/AnnualReports/Annualreport2006.htm.

Parent and Family Understanding of the Standards

Through passage of the Parental Involvement in Their Children's Education Act in 2000, the General Assembly established a framework for actions to increase and sustain parental involvement. The Act calls upon state, district and school leaders to heighten awareness of the importance of parental involvement in the education of their children throughout their schooling; encourage the establishment and maintenance of parent-friendly school settings; and emphasize that when parents and schools work as partners, a child's academic success can best be assured.

To this end, the EOC, in conjunction with the SDE, annually produces a comprehensive guide for parents and families to the South Carolina Curriculum Standards. The document and CD, which summarize standards for mathematics, English language arts, science, and social studies, are sent to all schools and school districts. The standards are available in Spanish as well as English.

In June 2005, a "Statistical Analysis of the South Carolina Report Card Surveys" was completed by the University of South Carolina Statistical Consulting Laboratory. The EOC is using the results from the studies to guide revision of the parent, teacher and student surveys, as well as the reporting process.

Copies of "A Guide for Parents and Families About What Your Child Should be Learning in School This Year" can be found online at www.sceoc.org/AnnualReports/Annualreport2006.htm.

Advisory Groups

Career and Technical Education
Paul Crandall, Marion County Technical Education Center, Marion
Terrie Duncan, The Printing Industry of the Carolinas, Inc., Charlotte
Dena Feagin, SC Automobile Dealers Association, Columbia
Abbiegail Hugine, The Technology Center, Orangeburg
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Kenneth Lake, Lexington One Technology Center, Lexington
Nick Milasnovich, Office of Carrer & Technology Education, SDE
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Ms. Marcia Duncan, Union County Schools
Mr. Titus Duren, Hunter-Kinard-Tyler High School, Neeses
Mr. Doug Hamrick, Office of Transportation, SDE
Dr. Cynthia Hearn, Office of Research, SDE
Mr. Larry B. Heath, Chester County Schools
Dr. Calvin Jackson, Bible Way Church of Atlas Road, Columbia
Ms. Melissa McCloud, Rains Centenary Elementary School, Mullins
Dr. Nancy McGinley, Charleston County School District
Dr. Sabrina Moore, Safe Schools and Youth Services, SDE
Dr. Tammy Pawloski, Francis Marion University
Dr. Tammy Ridgeway, Alcorn Middle School, Columbia
Ms. Angie Rye, Sandhills Middle School, Gaston
Dr. David A. Sherbine, Marlboro County Schools
Mr. Greg Tolbert, Boys and Girls Club of Metro Spartanburg

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Joy Cutler, Latta
Cathy Duncan, Ninety Six
Bobbie Edge, North Myrtle Beach
Lynn Foes, Goose Creek
Jay Freeman, Saluda
Nancy Freeman, Columbia

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Tracy Gaskins, Moncks Corner
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Fred Foster, *Anderson Independent-Mail*
Cathy Hughes, *Orangeburg Times and Democrat*
Scott Hunter, *Aiken Standard*
Milton Miles, *The Sun News*
Michael Miller, *Florence Morning News*
Mr. Jack Osteen, *Sumter Item*
Anthony Summerlin, *Union Daily Times*
Larry Tarleton, *Charleston Post and Courier*
Ms. Joni Weerheim, *Seneca Daily Journal*

Others

The following individuals provided the EOC with expertise on one or more projects during the period March 1, 2005 – February 28, 2006, but did not serve on a specific task force or advisory panel.

Mark Bounds, Columbia
Wayne Brazell, Lexington
Glen Carson, Spartanburg
Min Ching, Columbia
John Cooley, Columbia
Jane Eason, Columbia
Mary Lang Edwards, Greenville
Heyward Hickman, Columbia
John Holton, Columbia
Mellanie Jinnette, Columbia
Marsha Johnson, Chapin
Rebecca Keller, Albuquerque, NM
The Honorable Hugh Leatherman, Florence
Wayne Lord, Columbia
Sue Martinez, Columbia
Audrey McMahan, Columbia
Missie Wall Mitchell, Columbia
Ellen Potter, Columbia

Tom Pritchard, Conway
Janelle Rivers, Lexington
Janet Rose-Baele, Charleston
Peter Samulski, Columbia
Lucynda Saylor, Swansea
Karen Stratton, Lexington
John Suber, Columbia,
Tom Truitt, Florence
Richard von Sternberg, Washington, DC
Larry Wilson, Columbia

EOC

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Alex Martin, *Vice Chairman,* Greenville
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Joseph H. Neal, Hopkins
Neil C. Robinson, Jr., Charleston
Robert E. Staton, Columbia
Inez M. Tenenbaum, Lexington
Robert E. Walker, Landrum
Judy H. Williams, Columbia
Kent M. Williams, Marion

EOC Meeting Schedule

Effective September 1, 2005, the EOC Full Committee shall meet at 1:00 p.m on the second Monday of even-numbered months.

Date	Location
February 13	433 Blatt Building
April 10	433 Blatt Building
June 12	433 Blatt Building
August 14 (tentative)	TBA

Subcommittees shall meet three (3) weeks prior to the Full Committee meeting in accordance with the schedule below:

Date
March 20, 2006
May 22, 2006
July 24, 2006

10:00 am • Academic Standards & Assessments • Room 215 Blatt Building

10:00 am • EIA and Improvement Mechanisms • Room 201 Blatt Building

1:00 pm • Parental and Community Involvement • Room 215 Blatt Building

1:00 pm • Public Awareness • Room 201 Blatt Building

* Meetings are subject to change. Consult the website (www.sceoc.org) for an updated calendar.