INTRODUCED

February 11, 2016

**H. 4940**

Introduced by Education and Public Works Committee

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Read the first time February 11, 2016.

**A** **BILL**

TO AMEND THE CODE OF LAWS OF SOUTH CAROLINA, 1976, BY ADDING SECTION 59‑3‑110 SO AS TO PROVIDE FOR THE DUTIES, FUNCTIONS, AND RESPONSIBILITIES OF THE OFFICE OF TRANSFORMATION WITHIN THE SOUTH CAROLINA DEPARTMENT OF EDUCATION.

Be it enacted by the General Assembly of the State of South Carolina:

SECTION 1. Chapter 3, Title 59 of the 1976 Code is amended by adding:

“Section 59‑3‑110. (A) The Office of School Transformation, within the Department of Education, shall provide service and support to districts and schools across this State. This office shall focus on building the capacity of all staff serving in the lowest performing districts and schools across the state to support the improvement of student academic achievement, high school graduation rates, and college and career readiness for all students. Under this section, school transformation is considered to occur when all the staff in a school system work in concert to improve policies, processes, and practices that sustain a continuous improvement culture. The office shall provide leadership, transformation, and instructional coaches to work within schools and districts at their locations with teachers, principals, superintendents, local school boards, families and communities, and other educational partners to support them in improvement planning and implementation. Support also shall be provided to assist districts and schools in the analysis of data and the development of targeted interventions within the context of district strategic plans and school renewal plans. Low‑performing schools and districts as defined by the Education Accountability Act shall receive a diagnostic review through the department. The diagnostic review shall, at a minimum, include a leadership capacity report, a self and external review of five systems consisting of mission/vision, governance, teaching and learning, resource allocation, and continuous improvement practices, an analysis of student achievement data, and an analysis of culture and climate including stakeholder surveys. The coaches working in the district shall help leaders implement the plan of action to address identified issues in the diagnostic review. In performing its duties and functions under this section, the office and the South Carolina Department of Education shall use criteria established in the Education Accountability Act to determine which schools and districts are in need of targeted support and intervention.

(B) The Office of School Transformation also shall identify best practices to provide intensive and innovative interventions that produce improvements in the academic growth and achievement of students in low performing schools and school districts. The Office of School Transformation shall further evaluate the impact of the interventions.

(C) The provisions of this section do not supersede or negate in any manner the provisions of Article 15, Chapter 18, Title 59 relating to intervention and assistance.”

SECTION 2. This act takes effect upon approval by the Governor.

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