Superintendent’s Report
May 22, 2017

RESULTS Where are our students now?
PLAN What do we plan to do?
MEASURES How will we know if our students are ready?
ANSWERABILITY Are we succeeding with ALL children?
ANALYTICS Are the data valid and reliable?
CCSD Opens Doors

**Readiness**
Embrace student self-reliance (agency).

**Relevance**
Transform teaching and learning.

**Responsiveness**
Ensure organizational effectiveness.

**Relationships**
Nurture a culture of inclusion and mutual respect; ethical culture of excellence.

Our Commitment

To provide an education that opens doors to college, careers, and engaged citizenship for all.
RESULTS

Our Commitment

To provide an education that opens doors to college, careers, and engaged citizenship for all.
Spring 2015 11th Grade ACT: College Readiness Gaps
% Meeting Benchmark

Black  Hispanic  White

English 74.2%  29.1%  12.6%
Math 48.9%  21.6%  4.8%
Reading 55.9%  23.6%  7.1%
Science 44.6%  11.5%  3.3%

Charleston County School District
Readiness for Trident Tech

- Of 419 CCSD graduates in 2015 who enrolled in Trident Technical College in the fall*
- Only 10% were college-ready
- 90% required at least one developmental studies course prior to entering university-transfer credit-bearing courses.

*Note: Data represent all CCSD graduates entering TTC for the first time; not just 2015 graduates.
Black students are 6 times more likely to be suspended.

Black suspension rate = 17.7%
White suspension rate = 2.9%

Although 42% of CCSD students are black, they represent 81% of students suspended.

Of the 2015 8,018 out-of-school suspensions, 6,636 were black students.

91 student-school-years were lost to out-of-school suspensions.
MAP Math Growth Made by CCSD Students during 2015-16 (in years)

- K: 48% < 1.0 years, 27% 1.0-1.5 years, 22% 1.5-2.0 years, 3% >2.0 years
- GR1: 48% < 1.0 years, 22% 1.0-1.5 years, 12% 1.5-2.0 years, 3% >2.0 years
- GR2: 35% < 1.0 years, 35% 1.0-1.5 years, 12% 1.5-2.0 years, 3% >2.0 years
- GR3: 35% < 1.0 years, 35% 1.0-1.5 years, 14% 1.5-2.0 years, 4% >2.0 years
- GR4: 4% < 1.0 years, 16% 1.0-1.5 years, 12% 1.5-2.0 years, 4% >2.0 years
- GR5: 10% < 1.0 years, 21% 1.0-1.5 years, 16% 1.5-2.0 years, 8% >2.0 years
- GR6: 17% < 1.0 years, 29% 1.0-1.5 years, 28% 1.5-2.0 years, 10% >2.0 years
- GR7: 12% < 1.0 years, 21% 1.0-1.5 years, 16% 1.5-2.0 years, 21% >2.0 years
- GR8: 10% < 1.0 years, 21% 1.0-1.5 years, 16% 1.5-2.0 years, 28% >2.0 years
- GR1-8: 47% < 1.0 years, 47% 1.0-1.5 years, 57% 1.5-2.0 years, 10% >2.0 years
Our Commitment

To provide an education that opens doors to college, careers, and engaged citizenship for all.
PROFILE OF THE SOUTH CAROLINA GRADUATE

WORLD CLASS KNOWLEDGE
- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

WORLD CLASS SKILLS
- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

LIFE AND CAREER CHARACTERISTICS
- Integrity
- Self-direction
- Global Perspective
- Perseverance
- Work Ethic
- Interpersonal Skills

© SCASA Superintendents’ Roundtable
Adopted by: SC Arts in Basic Curriculum Steering Committee, SC Chamber of Commerce, SC Council on Competitiveness, SC Education Oversight Committee, SC State Board of Education, SC Department of Education, TransformSC Schools & Districts
Strategic Plan - Goals

**Goal 1:** Define teaching and learning systems that support college, career, and citizenship readiness equitably across schools

**Goal 2:** Ensure intensive data analysis training and understanding for all members of the organization

**Goal 3:** Provide a robust system of student, educator, and leader support

**Goal 4:** Support systems to include human resources, operations and finance to maximize student outcomes

**Goal 5:** Communicate performance goals, activities, and outcomes internally and externally
Goal 1: Define teaching and learning systems that support college, career, and citizenship readiness equitably across schools

<table>
<thead>
<tr>
<th>Goal</th>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>July - September</td>
<td>October - December</td>
<td>January - March</td>
<td>April - June</td>
</tr>
<tr>
<td>Curriculum</td>
<td>Identify, develop, and align the PreK-12 curriculum and programmatic components</td>
<td>Support, monitor, and elicit feedback on curriculum implementation</td>
<td>Analyze all available data to create immediate curricular adjustments</td>
<td>Design and deliver curriculum framework for 2018-19</td>
</tr>
<tr>
<td>Instruction</td>
<td>Develop, refine, and communicate the PreK-12 instructional model</td>
<td>Support, monitor, and elicit feedback on instructional model implementation</td>
<td>Analyze teacher observation and student data to target instructional support</td>
<td>Evaluate instructional effectiveness and make growth recommendations for district, school, and teachers</td>
</tr>
<tr>
<td>Assessment</td>
<td>Inventory classroom and school assessment practices and determine gaps</td>
<td>Identify existing models of classroom assessment embedded within PreK-12 curriculum</td>
<td>Expand development of classroom assessments</td>
<td>Create plan to scale enhanced classroom assessment for 2018-19</td>
</tr>
</tbody>
</table>

- **District Leaders**
  - Curricular, instructional, and assessment direction and support

- **School Leaders**
  - Consistency of curricular implementation, instruction, and assessment

- **Teachers**
  - Best practice instruction and assessment
Goal 2: Ensure intensive data analysis training and understanding for all members of the organization

<table>
<thead>
<tr>
<th>Goal</th>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>July - September</td>
<td>October - December</td>
<td>January - March</td>
<td>April - June</td>
</tr>
<tr>
<td>Data Training &amp; Analysis</td>
<td>Design and deliver professional development to understand comprehensive PK-12 data sources</td>
<td>Design and deliver professional development to interpret data to improve instruction</td>
<td>Interpret data to improve instruction and provide targeted support</td>
<td>Interpret data to improve instruction and make recommendations for 2018-19 professional development</td>
</tr>
<tr>
<td>Accreditation</td>
<td>Train school leadership teams in the accreditation process</td>
<td>Collect data and supporting documents</td>
<td>Finalize accreditation report</td>
<td>Develop actions plan for school/system improvements from accreditation data</td>
</tr>
</tbody>
</table>

- **District Leaders**
  - Protocol for setting site-based goals
  - Data analysis expectations for educators
  - Data analysis professional development and support

- **School Leaders**
  - School goal creation with staff
  - Data analysis skill demonstration
  - Data analysis professional development and support

- **Teachers**
  - Class and student goals
  - Professional development in data analysis
  - Data analysis skills evident in changes to instruction
## Goal 3: Provide a robust system of student, educator, and leader support

<table>
<thead>
<tr>
<th>Goal</th>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>July - September</td>
<td>October - December</td>
<td>January - March</td>
<td>April - June</td>
</tr>
<tr>
<td><strong>Student and educator support</strong></td>
<td>Inventory current systems of support to determine strengths and weaknesses</td>
<td>Support, monitor, and elicit feedback from stakeholders on the support system</td>
<td>Analyze implementation and elicit stakeholder feedback to determine next steps</td>
<td>Review data and make adjustments for continued implementation in 2018-2019</td>
</tr>
<tr>
<td></td>
<td>Develop and communicate a plan of action to address strengths and weaknesses</td>
<td>Continue communication plan</td>
<td>Make adjustments and continue communication plan</td>
<td>Evaluate the communication plan and make adjustments for 2018-2019</td>
</tr>
<tr>
<td><strong>Instructional Leader support</strong></td>
<td>Develop clear vision, expectations, and professional development for District-level leaders</td>
<td>Communicate and implement a multi-tiered plan for developing and enhancing school and district leaders</td>
<td>Monitor leadership development progress and adjust support</td>
<td>Evaluate effectiveness of leadership program and make recommendations for 2018-2019</td>
</tr>
</tbody>
</table>

### Student
- Multi-tiered System of Supports (MTSS) to address the whole student

### Educator
- Differentiated professional learning/growth plans

### Leadership
- Tiered professional development and growth plans

### Top Talent
- Specialized services for students, educators, and leaders
Goal 4: Support systems to include human resources, operations and finance to maximize student outcomes

<table>
<thead>
<tr>
<th>Goal</th>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support systems</td>
<td>Identify baseline for metrics, implement necessary action plans to achieve desired outcome and begin tracking success</td>
<td>Report and analyze first quarter metrics.</td>
<td>Refine and implement action plans.</td>
<td>Analyze work completed, identify gaps and identify next steps.</td>
</tr>
</tbody>
</table>

**Operations**
- Planning, information technology, transportation, security and emergency management, facilities maintenance and capital programs

**Human Resources**
- Hiring and staffing, leadership development and teacher evaluations

**Finance**
- Procurement, nutrition services, budget, payroll, accounting and business intelligence
**Goal 5: Communicate performance goals, activities, and outcomes internally and externally**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>July - September</td>
<td>October - December</td>
<td>January - March</td>
<td>April - June</td>
</tr>
</tbody>
</table>

**Communication of Goals, Progress & Outcomes**

- **Develop accountability model communication plan for parents, scholars and the community**
- **Communicate the accountability model with identified stakeholders**
- **Solicit stakeholder feedback**
- **Evaluate feedback, modify and improve process**
- **Create parent, business, faculty, support staff and scholar cabinets**
- **Host cabinet meetings**
- **Host cabinet meetings**
- **Host cabinet meetings**
- **Plan stakeholder information sessions**
- **Conduct 1st stakeholder information session**
- **Complete individual parent and scholar conferences**
- **Conduct 2nd stakeholder information session**
- **Provide accountability model professional development opportunities for CCSD staff**
- **Begin individual parent and scholar conferences**
- **Communicate results of accountability model with identified stakeholders**

**CCSD Communication**
- Internal communication activities within CCSD surrounding goals, progress and outcomes

**Parent Communication**
- Communication activities with parents surrounding CCSD, schools and their scholars goals, progress and outcomes

**Community Communication**
- Communication activities with community surrounding CCSD, schools, and scholars goals, progress and outcomes
<table>
<thead>
<tr>
<th>Month</th>
<th>SEC</th>
<th>Policy, Personnel</th>
<th>Operations</th>
<th>Finance</th>
<th>Board Outreach</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>February</td>
<td>Pilot Elective Courses EVAAS Update Digital Content Special Ed. Services Textbook Adoption Calendar Adoption Discipline Updates</td>
<td>Jane Turner, CERRA EVAAS Update TIF Update Review Finance Policies Name new Ji middle</td>
<td>CREEC request-McClellanville Heritage Trust – Stall NC CAS + Garrett Academy Archer Property Transportation Update</td>
<td>OEC Maintenance of State Financial Support Budget Work</td>
<td>Feb meeting at Sanders-Clyde</td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>Sensitivity Training</td>
<td>If possible, complete policy review</td>
<td>Year-end projections Install budget</td>
<td>Constituent Board Reports (2-3 priorities) Growth Data</td>
<td>Districts 3 and 23 Updates</td>
<td></td>
</tr>
</tbody>
</table>
MEASURES

Our Commitment
To provide an education that opens doors to college, careers, and engaged citizenship for all.
## Assessment Overview – Grades 9-12, 2017-18

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>State &amp; National Assessments</td>
<td>Required by SCDE</td>
<td>Optional</td>
<td>In-school Testing</td>
<td>Required by SCDE</td>
</tr>
<tr>
<td>Algebra 1 EOC</td>
<td>✔</td>
<td></td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>English 1 EOC</td>
<td>✔</td>
<td></td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Biology EOC</td>
<td></td>
<td></td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>US History EOC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Placement</td>
<td>✔</td>
<td></td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>College Readiness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSAT/NMSQT (Grade 10 requirement TBD)</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Pre-ACT (Grade 10 requirement TBD)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCUPLACER</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>SAT</td>
<td></td>
<td></td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>ACT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career &amp; Civic Readiness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACT WorkKeys</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>US Citizenship Test</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASVAB</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCESS (English Language Learners)</td>
<td>✔</td>
<td></td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>

* Additional fee; waivers available; see Guidance Department for more information

**Recommended if dual credit eligibility has not been met or if student is planning to enroll in TTC after graduation

***Testing also available at TTC; students can test up to 3 times in a calendar year

$ Additional fee; no waivers available
### Assessment Overview – Grades 3-8, 2017-18

<table>
<thead>
<tr>
<th>Skill Building</th>
<th>3rd Grade Required by SCDE</th>
<th>4th Grade Required by SCDE</th>
<th>5th Grade Required by SCDE</th>
<th>6th Grade Required by SCDE</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAP (Math &amp; Reading)</td>
<td>CCSD requirement</td>
<td>CCSD requirement</td>
<td>CCSD requirement</td>
<td>CCSD requirement</td>
<td>CCSD requirement</td>
<td>CCSD requirement</td>
</tr>
<tr>
<td>ACCESS (English Language Learners)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>SC Ready (Math &amp; ELA)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>SC PASS</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>• Social Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Reflects latest information from SCDE regarding reductions in grade levels tested.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra 1 EOC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>English 1 EOC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>PSAT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
### Assessment Overview – Pre-K to Grade 3, 2017-18

<table>
<thead>
<tr>
<th>Early Literacy &amp; Numeracy</th>
<th>CD/4K Required by SCDE</th>
<th>Kindergarten Required by SCDE</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Grade Required by SCDE</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Grade Required by SCDE</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Grade Required by SCDE</th>
</tr>
</thead>
<tbody>
<tr>
<td>District, State &amp; National Assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>myIGDIs: Early Literacy &amp; Numeracy</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DRA2: Text Level &amp; Word Analysis</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kindergarten Readiness Assessment</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAP Reading</td>
<td></td>
<td></td>
<td>CCSD requirement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAP Math</td>
<td></td>
<td></td>
<td>CCSD requirement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitive Abilities Test (CogAT) &amp; Iowa Assessment (IA)</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>ACCESS (English Language Learners)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
- PISA for Schools (OECD* Test for Schools in US)
- Academic Magnet volunteered for Fall, 2017
- An international assessment measuring student performance in reading, mathematical and scientific literacy. Approximately 400 schools in US participate
- Two SC schools piloting. Supported by EOC

*Organization for Economic Cooperation and Development*
Our Commitment

To provide an education that opens doors to college, careers, and engaged citizenship for all.
The principal evaluation process is regulated by State Board Policy and state laws (1997).

The 10 Performance Standards are:

- Vision
- Instructional Leadership
- Climate
- Effective Management
- Ethical behavior
- Community Relations
- Staff Development
- Interpersonal Skills
- Profess. Development
- Student Growth

Next year STUDENT GROWTH will be a required goal, rather than one of 10 standards.
Principal’s Evaluation 2017-18

Growth Goals

Approved examples of Student Growth Goals

✓ State Assessments: SC Ready, SCPASS, Access, etc.
✓ “Real time” Assessments such as MAP
✓ Other indicators, such as graduation rates, discipline data, career placement rates

July 27 – State expert to train CCSD principals on new process
Student achievement data, in isolation, HAS NOT BEEN and WILL NOT BE used to make teacher employment decisions.

Multiple data points, which may include student achievement data, are used to determine which teachers need additional support or assistance, and, in certain cases, which teachers might be placed on formal evaluation.
The teacher evaluation process is regulated by the state (1998)

Teachers are evaluated on 4 standards:
  - Planning
  - Instruction
  - Classroom Environment
  - Professionalism

No teacher contract status may be impacted solely based on student achievement. Principal decides/recommends.

When a teacher needs intensive support, then the teacher is issued a FORMAL EVALUATION contract. (≠ Assistance Plan)

For 2017-18, CCSD will have approximately 3,250 teachers. 28 teachers on a Continuing Formal Contract. < 1%
(2015-16 = 44 referred for CFC  2016-17 = 24 referred for CFC)
Teacher Evaluation, 2017-18

- The district's 2017-18 ADEPT* plan will be reviewed by teacher representatives

- The ADEPT Plan will be discussed with the Board at the June 12 meeting.

*Assisting, Developing, Evaluating Professional Teachers, 1998
Our Commitment

To provide an education that opens doors to college, careers, and engaged citizenship for all.
Diagnostics Analytics

Data integrity
Met with NWEA team May 15. Training for CCSD begins June 8 and continues throughout 2017-18

INSIGHTS Report for CCSD in early July.

Provides clear, actionable insight into student performance and academic growth.

Samples follow
How many district students are above or below average?

- Reading: 48% above average, 37% middle-two quartiles, 15% lowest quartile
- Math: 55% above average, 33% middle-two quartiles, 12% lowest quartile
- Language usage: 47% above average, 35% middle-two quartiles, 18% lowest quartile
Which subjects are strongest?

Median status and growth percentile by subject for all students

- Median Status Percentile, Fall 2014
- Median Student Growth Percentile

ILLUSTRATIVE – NOT CCSD
Status and growth: by school

Median Status Percentile, Fall 2014

Median Student Growth Percentile

District

ILLUSTRATIVE – NOT CCSD
Is growth strong over time?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>70</td>
<td>79</td>
<td>75</td>
<td>71</td>
</tr>
<tr>
<td>Language usage</td>
<td>79</td>
<td>20</td>
<td>43</td>
<td>55</td>
</tr>
<tr>
<td>Math</td>
<td>24</td>
<td>28</td>
<td>47</td>
<td>29</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>36</td>
<td>55</td>
<td>49</td>
</tr>
</tbody>
</table>
Are students proficient and ready?

Percent of students projected to meet or exceed standards by grade and subject

- % Expected proficient on state summative tests – ELA
- % Expected proficient on state summative tests – math

<table>
<thead>
<tr>
<th>Grade</th>
<th>ELA Predicted Proficiency</th>
<th>Math Predicted Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>72%</td>
<td>52%</td>
</tr>
<tr>
<td>4</td>
<td>69%</td>
<td>50%</td>
</tr>
<tr>
<td>5</td>
<td>65%</td>
<td>54%</td>
</tr>
<tr>
<td>6</td>
<td>60%</td>
<td>58%</td>
</tr>
<tr>
<td>7</td>
<td>52%</td>
<td>49%</td>
</tr>
<tr>
<td>8</td>
<td>58%</td>
<td>59%</td>
</tr>
</tbody>
</table>
Other report components

- Individual schools
- Grade/subject
- Ethnicity
- Gender

June 8: Training begins
Principals’ meeting; board members invited to observe
CONVICTION and COURAGE

How many effective schools would you have to see to be convinced of the educability of poor children?

We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us . . . Whether or not we do so must finally depend on how we feel about the fact that we haven’t done it so far.

Ron Edmonds