SC EDUCATION OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.

AGENDA

South Carolina Education Oversight Committee
Annual Retreat
August 13-14

Monday, August 13

1:00 p.m.	Welcome and Introductions Objectives of the Meeting	Harold Stowe
1:15 p.m.	Improving Data Quality • Charleston County Schools • State Dept. of Education	 Janet Rose Elizabeth Carpentier
2:15 p.m.	Child Development Education Pilot Program	David Potter
3:00 p.m.	Break	
3:15 p.m.	Making and Sustaining Improvements • Interviews with superintendents • Perspective, Darlington County • Perspective, Dillon 3	 Frank Brown Rainey Knight John Kirby
5:00 p.m.	Task Force on Teacher Recruitment/Retention	Paul Horne
6:00 p.m.	Break for Dinner	
6:30 p.m.	Dinner	

Tuesday, August 14

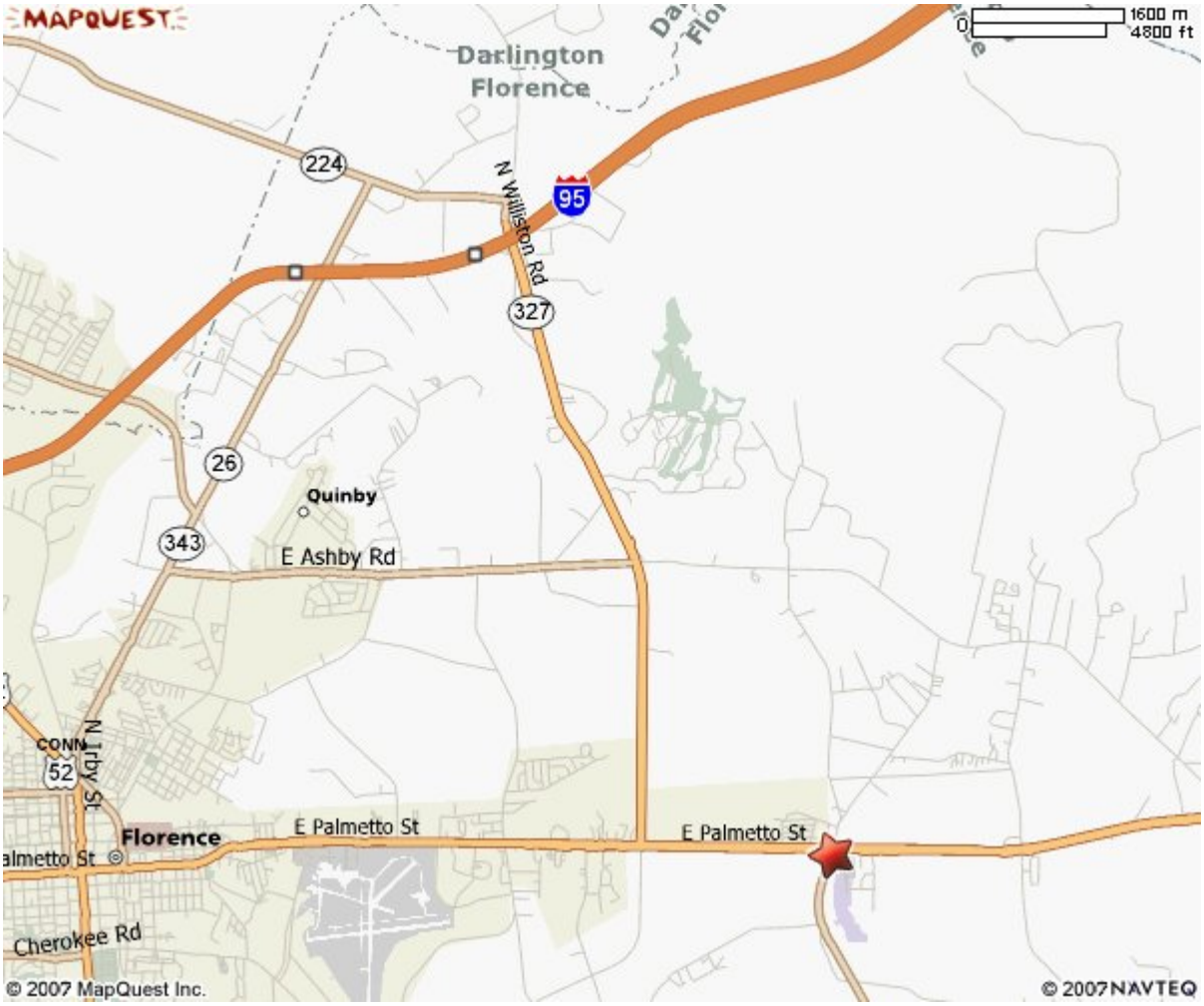
8:00 a.m.	Executive Session -- Personnel Matter	Harold Stowe
8:30 a.m.	Community Engagement: Florence • The Honorable Frank Willis, Mayor • Larry Jackson, Superintendent • Jim Shaw, Project Director	Dana Yow
9:30 a.m.	Break	
9:45 a.m.	Consensus Statements on Testing Distribution of NBPTS Teachers	Chair, Ad Hoc Group Melanie Barton
11:00 a.m.	Priorities and Objectives for 2007-2008	
12:00 p.m.	Organizational Issues/Concerns/Changes for 2007-2008	
12:30 p.m.	Lunch and adjournment	

DIRECTIONS

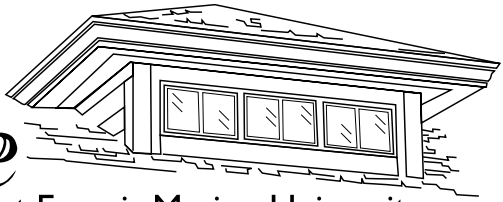
Pee Dee Regional Education Center and the Holiday Inn

The Holiday Inn is at the intersection of I-95 and Highway 327, Exit 170.

The Pee Dee Education Center is at 520 Francis Marion Road. Proceed down Highway 327 until it intersects with Highway 76 from Florence. Turn left and proceed to Francis Marion Road (just before the campus). Turn right and proceed to the Pee Dee Education Center.



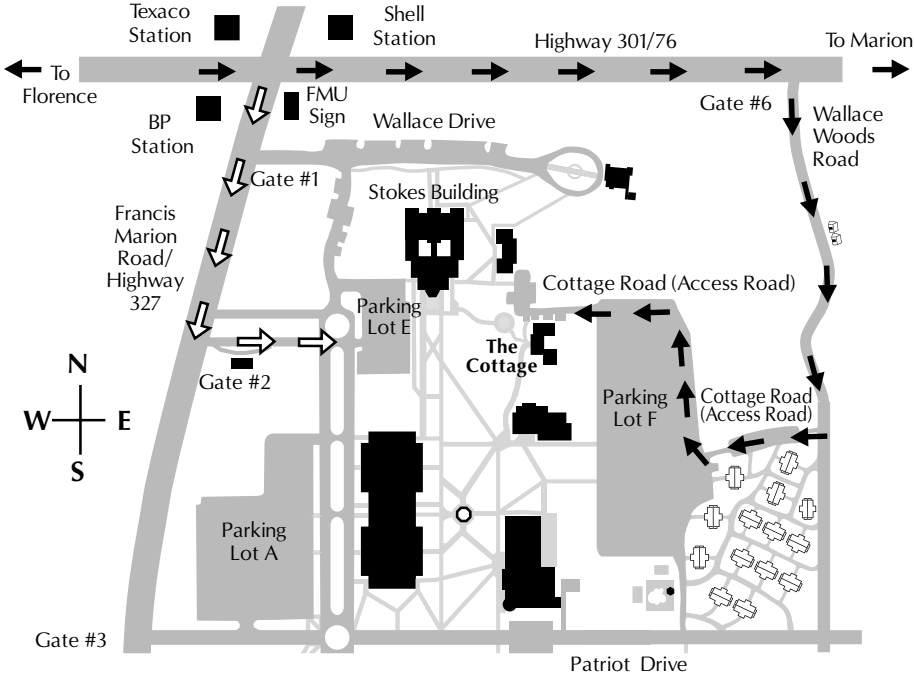
The Cottage at Francis Marion University



Directions to The Cottage:

➔ **Option 1:** From Highway 301/76 heading east, pass through the 4-way intersection at the main entrance to campus, go about 1/2 mile then turn right at Gate #6 onto Wallace Woods Road. Take a right onto Cottage Road (Access Road) which will take you into Parking Lot F. Take a right all the way around the parking lot until you reach The Cottage, which will be the white building on your left.

⇨ **Option 2:** Turn right at traffic light onto Highway 327 (Francis Marion Road) and left at Gate 2. Park in Lot E (directly ahead) and follow brick sidewalk to The Cottage.



SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE
Minutes of the Meeting
June 12, 2007
Buck Ridge Plantation, Neeses, South Carolina

10:00 a.m. SPECIAL SESSON

Members present: Alex Martin, Michael Brenan, Bill Cotty, Thomas DeLoach, Dennis Drew, Sen. Mike Fair, Sen. Wes Hayes, Buffy Murphy, Supt. Jim Rex, Neil Robinson, Kristi Woodall

Between 10:00 a.m. and 12:00 p.m. the Education Oversight Committee (EOC) participated in the State Board of Education (SBE) meeting to hear the report and recommendations on computer-based or computer-adaptive testing from Data Recognition Corporation (DRC). Members were provided a copy of the draft report; the final report is to be available on June 30, 2007.

LUNCH

EOC and SBE members continued with lunch and informal discussions

1:00 p.m. REGULAR MEETING

Members present: Alex Martin, Michael Brenan, Bill Cotty, Thomas DeLoach, Dennis Drew, Sen. Mike Fair, Sen. Wes Hayes, Buffy Murphy, Neil Robinson, Kristi Woodall

I. Mr. Martin called the meeting to order.

II. Mr. Martin asked for approval of the minutes as distributed. The minutes were approved.

III. Subcommittee Reports

A. Academic Standards and Assessments: Mr. DeLoach reported on behalf of the subcommittee.

(1) Mr. DeLoach asked Mr. Potter to explain the action item on the use of end-of-course tests in school ratings. Mr. Potter reviewed the four recommendations addressing the use of end-of-course tests in middle school ratings, for courses taken in the virtual school, for courses taken as dual credit and for ninth grade only schools. The recommendations were approved as presented;

(2) On behalf of Mr. DeLoach, Dr. Horne explained the changes to the mathematics content standards as given first reading approval by the State Board of Education. These included changes to the multiplication facts to be learned at grade 3 and the use of decimal equivalents of common fractions. The standards were approved;

(3) Mr. DeLoach presented a status report on the English language arts (ELA) standards, with Dr. Horne responding to questions as appropriate. The State Department of Education is conducting a pilot of the ELA standards through the February 2008 and anticipates presenting standards to the SBE for first reading in March 2008. Members discussed ways in which to make their views known earlier and ways to enhance dialogue between the EOC and SBE within the process. Sen. Fair asked about the Administrative Procedures Act timelines and its alignment with the standards review process;

(4) Mr. DeLoach indicated that the subcommittee had reviewed the recommendations from the cyclical review of the Palmetto Achievement Challenge Tests and deferred action until a number of questions could be explored and the recommendations that may result from Supt. Rex' task forces heard.

B. EIA and Improvement Mechanisms: Mr. Robinson reported on behalf of the subcommittee.

(1) Mr. Robinson outlined the proposal for a triennial evaluation plan and presented two recommendations (adoption of the plan and elimination of several reports currently required). The recommendations were approved as presented;
(2) Mr. Robinson drew members' attention to information on the FY2008 budget, as yet not concluded;
(3) Mr. Robinson presented the format by which information is to be collected and used in the development of the FY09 budget recommendations. The electronic format should reduce requirements on other agencies as well as provide consistent information;
(4) Mr. Robinson reviewed the report on the flexibility proviso, noting that only about 1 percent of state funds are transferred from one category to another.

C. Public Awareness: Mr. Martin reported on behalf of the subcommittee.

(1) He presented the detailed analysis of responses to the parent survey, noting general trends that persist over time;
(2) Mr. Martin outlined the FY08 communications plan and remarked on its consistency with the EOC's desire for greater impact.
(3) Mr. Martin introduced Trip DuBard, SBE member and president of The School Foundation (benefiting Florence One). Mr. DuBard outlined a fall event in which presidential candidates are asked to discuss their views on public education. He is requesting EOC endorsement and participation. Members deferred action and expressed that the activity may fall outside of the EOC mission but wished to convey their encouragement.

IV. Ad Hoc Committee on Computer-based, Computer Adaptive Testing. Mr. Martin asked for volunteers. Mr. Brenan and Mr. Robinson volunteered. Rep. Walker was nominated to serve with them on the ad hoc group. The group is to meet with the Advisory Panel and to offer recommendations at the August EOC meeting.

V. General Discussion: Members expressed that the joint meeting with the SBE had gone well and that the two groups should meet jointly at least once or twice a year.

The meeting adjourned at 3:00 p.m.

SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE

Meetings and Mailings
2007-2008

Subcommittee Meetings	Subcommittee Materials to be mailed	**Full Committee Meetings**	Full Committee Materials to be mailed
July 23 (only testing ad hoc scheduled)	June 30 Final Report on CBT/CAT	**August 13-14**	July 24
September 17	September 4	**October 8**	September 24
November 19	November 2	**December 10**	November 26
January 22*	January 7	**February 11**	January 28
March 17	March 3	**April 14**	March 31
May 19	May 5	**June 9**	May 26

NOTE: The January subcommittee meetings will be held on Tuesday, January 22. Monday, January 21 is a federal and state holiday honoring Dr. Martin Luther King, Jr.

SC EDUCATION OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.

2007 Legislative Investments in Education Accountability

Funding Actions

During the 2007 legislative session, the General Assembly increased and consolidated technical assistance funding into one allocation for schools while also increasing funds for professional development. The legislature continued funding for recognitions for schools achieving at high levels. The General Assembly supported improvements in assessments, alternative approaches to delivering instruction and extensions of the Child Development Education Pilot Program, the Education and Economic Development Act and the Student Health and Fitness Act. The General Assembly also enacted legislation to institute a replacement cycle for school buses.

Education Accountability Act Program	Change*	Total State/EIA Funds
Technical Assistance	$23,678,715	$81,102,688
External Review Teams	$672,990	$1,372,000
Palmetto Gold/Silver Awards		$3,000,000
Report Card		$971,793
Student Identifier	$169,885	$1,328,040
Data Collection	$90,000	$1,638,450
Principals Executive Institute		$906,370
Prof. Development on the Standards	$2,586,515	$7,000,000
Alternative Schools	$712,500	$11,688,777
Summer School		$31,000,000
Summer School Transportation		$4,000,000
Assessments	$4,671,517	$24,491,688
Formative Assessments	$3,950,000	$3,950,000
K-5 Grants	$1,114,527	$47,614,527
6-8 Grants		$2,000,000

*Compared to FY07 adjusted total appropriations. In FY07 $11.0 million in non-recurring lottery funds were allocated for teacher specialists.

Related Appropriations

- Increases the average teacher pay to $300 above the southeastern average of $45,179
- Increases teacher supply funds from $250 to $275
- Increases funding for National Board certification to $51,885,838
- Funds the base student cost at $2,476
- Provides districts with flexibility across program lines for non-grant funds
- Funds the Education and Economic Development Act at $33.6 million of which $21.8 million is allocated for guidance and career specialists and $1.0 million for marketing
- Expands program for young adults to earn a diploma with additional funding of $1.6 million
- Provides $2.5 million for public innovation schools
- Provides $3.6 million for implementation of virtual school programs
- Provides $30.5 million for replacement school buses and $29.5 million for operations
- Provides $31.8 million for school nurses and physical education teachers
- Provides $2.7million for high school reading initiative

July 2007

EDUCATION ACCOUNTABILITY ACT FUNDING ACROSS THE YEARS *

EAA ITEM	FY99	FY00	FY01	FY02	FY03	FY04	FY05	FY06	FY07	FY08
Technical Assistance										81,102,688
Teacher/Principal Specialist	1,455,239	5,206,698	10,469,189	19,602,447	33,862,589	32,365,839	33,977,962	17,366,575	27,071,733	
Alternative Technical Assistance								4,000,000	700,000	
Principal Leaders								1,275,240	2,079,105	
Below Average Schools								10,810,000	10,810,000	
Homework Centers	500,000	500,000	500,000	2,178,000	3,616,376	3,616,376	6,953,864	6,810,000	10,586,000	
External Review	0	0	0	4,000,000	5,466,872	5,466,872	1,466,872	586,800	699,010	1,372,000
Retraining Grants	750,000	750,000	750,000	4,875,000	9,265,645	9,265,645	7,460,500	5,565,000	6,144,000	
Principal Mentors	100,000	100,000	100,000	100,000	81,000	58,722	33,135	33,135	33,135	
Assessment	11,968,300	15,502,187	17,822,206	19,017,955	15,984,382	14,720,311	16,940,171	16,940,171	19,820,171	24,491,688
Formative Assessments										3,950,000
Summer School/Comp Remediation	0	10,000,000	18,000,000	21,000,000	21,000,000	21,000,000	21,000,000	31,000,000	31,000,000	31,000,000
Summer School Transportation			4,400,000	4,400,000	4,124,000	4,124,000	4,000,000	4,000,000	4,000,000	4,000,000
Modified School Year/Day	250,000	250,000	250,000	250,000						
Alternative Schools				15,600,289	10,976,277	10,976,277	10,976,277	10,976,277	10,976,277	11,688,777
Principals Executive Institute		1,000,000	1,000,000	1,000,000	949,466	949,466	906,370	906,370	906,370	906,370
Professional Development on Standards	0	1,000,000	7,000,000	7,000,000	6,646,260	6,646,260	6,204,060	4,413,485	4,413,485	7,000,000
Palmetto Gold and Silver Awards	0	0	0	2,000,000	1,000,000	2,000,000	2,000,000	3,000,000	3,000,000	3,000,000
Report Card/SASI	0	0	0	868,000	868,000	1,018,000	971,793	971,793	971,793	971,793
Data Collection							2,048,925	1,049,375	1,548,450	1,638,450
Unique Student Identifier							488,000	891,370	1,158,155	1,328,040
Education Oversight Committee (EOC)	596,000	1,119,339	1,119,339	1,119,339	1,062,774	1,062,774	1,214,538	1,214,538	1,214,538	1,761,370
EOC Public Relations				250,000	237,366	237,366	226,592	226,592	226,592	226,592
Department of Education Personal Service **		104,000	674,690	$674,690	647,702	647,702	1,600,000	1,600,000	1,600,000	2,140,024
Department of Education Other Operating **			1,125,000	1,125,000	678,535	565,174	388,862	388,862	388,862	273,675
TOTAL EAA:	$15,619,539	$35,532,224	$63,210,424	$105,060,720	$116,467,244	$114,720,784	$118,857,921	$124,025,583	$139,347,676	$176,851,467
OTHER SUPPORTING PROGRAMS										
Reduce Class Size	19,608,761	37,220,049	38,552,245	35,491,067	35,491,067	35,491,067	35,047,429	35,047,429	35,047,429	35,047,429
EOC Family Involvement				50,000	47,473	47,473	45,318	45,318	45,318	45,318
K-5 Reading, Math, Science and Social Studies Grants					32,000,000	40,000,000	46,500,000	46,500,000	46,500,000	47,614,527
6-8 Reading, Math, Science and Social Studies Grants							2,000,000	2,000,000	2,000,000	2,000,000
High School Reading								500,000	1,000,000	2,650,000
Young Adult Education								1,600,000	3,200,000	4,800,000
Public Choice Innovation Schools										2,560,000
TOTAL OTHER:	$19,608,761	$37,220,049	$38,552,245	$35,541,067	$67,538,540	$75,538,540	$83,592,747	$85,692,747	$87,792,747	$94,717,274
GRAND TOTAL:	**$35,228,300**	**$72,752,273**	**$101,762,669**	**$140,601,787**	**$184,005,784**	**$190,259,324**	**$202,450,668**	**$209,718,330**	**$227,140,423**	**$271,568,741**

* Includes all recurring and nonrecurring General Fund, Education Improvement Act (EIA) and Lottery revenues.

** The administration figures are based on projected expenditures. For FY2007-08, actual appropriations total $1,045,666; however, based on FY2006-07 budget expenditures, SDE estimates expending $2,413,699 in personal services and operations in FY2007-08. Proviso 1A.44.will allow SDE to expend up to 5% of the total appropriations for technical assistance on administration in Fiscal Year 2007-08.

Accountability Program Highlights

(Detailed reports on each of these may be located at http://eoc.sc.gov)

PACT Cyclical Review

The EOC and SDE concluded the seven-year review of PACT English language arts and mathematics assessments. The review included technical studies requested by the 2005 Testing Task Force, examinations of the performance categories and test administration practices. Two priority recommendations are under study by groups appointed either by the EOC or State Superintendent Jim Rex.

Formative Assessments

District-selected formative assessments in English language arts and mathematics have been funded for FY08. Districts are permitted to choose from a state-approved list of assessments determined to meet technical criteria and to be aligned with the state content standards.

Computer-Based/Computer-Adaptive Testing

On June 12, the EOC and SBE heard from consultants regarding the state's readiness to administer computer-based or computer-adaptive tests. The recommendations are to be considered through the summer and fall and a proposal provided to the General Assembly for consideration in the 2008 legislative session.

End-of-Course Test Scores in School Ratings

The criteria for middle school ratings were amended to include student performance on the end-of-course tests for high school credit courses. Scores from end-of-courses tests taught in a virtual or dual credit environment are reported at the student's high school for a minimum of three years to determine the impact on school and district ratings.

Revised Format of Report Card

The EOC adopted revisions to the annual school and district report cards. Clearer graphics, differentiation between state and federal requirements for data, and improved readability should be evident beginning with the November 2007 publication.

Studies in Progress

Attracting NBPTS Teachers to Rural Schools or Underperforming Schools — August 2007

At the August meeting, EOC members are to consider a series of recommendations to increase the representation of NBPTS-certified teachers in rural or underperforming schools. The district percentage of NBPTS-certified teachers currently ranges from none to almost 22 percent. Administrative, technical and collegial support in the local communities are keys to broadening participation.

Child Development Education Program Pilot — August 2007, January 2008, August 2008

Interim reports on the program are to address participation of eligible students, teacher credentials, program supports and student progress. The information advises the state on extension of the program from the 37 *Abbeville* plaintiff districts to all 85 school districts.

Teacher Recruitment and Retention — October 2007

In keeping with a 2006 proviso the EOC is leading a task force on teacher recruitment and retention. Among the questions under study are the following: does the state collect sufficient data to adequately understand and address teacher recruitment and retention issues; are teacher preparation programs adequately preparing individuals for long term success in the profession; what is the turnover rate in teaching and how does it compare to other bachelor's degree entry level positions (nursing, banking, accounting, etc.), and, what are the reasons individuals leave the profession, especially within the first five years, and what can be done to reduce the rate of attrition.

Districts That Do Well Over Time — October 2007

In an effort to understand organizations that continuously perform at acceptable levels the EOC is studying districts which have been rated Average or above continuously since 2001. These districts have stable or increasing enrollments, consistent administrative leadership and lower teacher turnover than do districts with either consistently low or fluctuating ratings.

Teacher Loan Program — October 2007

The primary focus of the 2007 report on the Teacher Loan program is an update of the statistical data on the impact of the program and identification of substantive questions for research for the 2008 report. Questions under consideration include: what other states have programs that loan prospective teachers money and how do they administer the programs; how do institutions of higher learning in South Carolina market the program; and, what changes to the program would increase the number of individuals entering teaching.

Closing the Achievement Gap **April 2008**

The EOC continues to identify schools closing the achievement gaps among economic and racial/ethnic groups and to identify factors related to that progress. The relationship between home and school repeatedly is identified as the critical factor. In 2007, 135 schools were recognized for their gains.

Flexible Use of Appropriations **June 2007 and 2008**

Recent EOC reviews indicate that 12 percent of funds eligible for transfer under the flexibility provisos are transferred. That amounts to only one percent of state funding to school districts. Overwhelmingly funds are moved from "reduce class size" to "academic assistance." The flexibility provision is used most often by smaller enrollment districts.

Palmetto Priority Schools **October 2008**

The EOC is working with the SDE on the Palmetto Priority Schools Project. The EOC is evaluating the project including gauging process measures and leading indicators of progress. Findings from this project should be affirmed by exploring patterns in all schools and have the potential to inform a broader range of measures for school and district evaluation.

Community Messages

EOC members conducted "listening" sessions in each of SC's 46 counties. Members heard about progress being made through alternative to traditional school models, partnerships and innovations. SC leaders ask for more connections within local communities, an intense focus on high expectations and ways to address the needs of diverse student bodies. What are the most important actions to pursue? (1) Communicate, coordinate and collaborate; (2) Commit to shared responsibility; and (3) Focus on the student. Read the report: Voices @http://eoc.sc.gov.

SC Education Oversight Committee
PO Box 11867
Columbia, South Carolina 29211

Academic Standards and Assessments
S. C. Education Oversight Committee
[Ref: 1998 SC Education Accountability Act (EAA), pp 1-4 and Articles 3, 5, 7, 9, 11 and 15]

The Academic Standards and Assessments Subcommittee is charged with overseeing matters related to standards, assessment, reporting and accountability, including report cards, studying and soliciting public comments, and developing recommendations for consideration by the full Education Oversight Committee. This report provides an update of activities of this subcommittee during the 2006-2007 school year. Special emphasis has been given to academic standards, assessments, and report cards and school ratings.

Members: Tom DeLoach (Chair), Wally Hall (through January 2007), Robert W. Hayes, Jr., Buffy Murphy (beginning June 2006), Joe Neal, Robert E. Walker, Kristi Woodall (beginning February 2007)

Standards

English Language Arts (ELA) Standards Cyclical Review

The Education Accountability Act (EAA) calls for the review of the standards and assessments on a cyclical basis at least every seven years. The cyclical review is intended to ensure that the standards and assessments are maintaining high expectations for learning and teaching. The review process for the ELA curriculum standards began in Spring 2006. At its January 2007 meeting the Subcommittee adopted the recommendation that the standards be approved as written and submitted to the full EOC for approval. The ELA standards approved by the Academic Standards and Assessments Subcommittee at its January 2007 meeting were recalled by the State Department of Education (SDE) for editing subsequent to the Subcommittee's approval and were not presented to the full EOC for approval at its February meeting. The standards were reviewed for their clarity during this time period. The Subcommittee members identified the need for support documents for teachers to clarify and specify the meanings of the standards terminology and expressed concerns that the support documents be developed and made available to educators as quickly as possible. At its March 2007 meeting the Subcommittee adopted the recommendation that the standards be approved as written and submitted to the full EOC for approval, but with an accompanying statement highly encouraging the State Department of Education to develop support documents for the standards. The full EOC adopted the revised standards in April 2007; at this time the standards are pending second reading approval by the State Board of Education.

Mathematics Standards Cyclical Review

The Mathematics curriculum standards also underwent cyclical review starting in spring 2006. Recommendations from the review adopted by the Subcommittee included: the new standards need be written in a content rather than instructional format; the use of technology should be limited in the new document; there should be thorough development of several specific concepts and skills in each grade rather than superficial treatment of many concepts and skills across many grades; prerequisite content on fractions, pre-algebra, and proportionality should be included in the proper grade levels; the number of standards for each grade level should be reduced to improve the manageability of the content, resulting in greater student learning; and the new standards document should include a philosophy section, an expanded glossary, and introductory descriptions for each course or grade level.

The revised Mathematics standards were considered and adopted by the Subcommittee at its January 2007 meeting. Similar to the revised ELA standards, the Mathematics standards were recalled by the SDE for editing and were not forwarded to the EOC for its approval at its February 2007 meeting. The revised standards were reviewed and edited to clarify terminology. At its March 2007 meeting, following discussion of the fiscal impact of the standards review process and the need

for support documents for teachers, the Subcommittee adopted the recommendation that the standards be approved as written and submitted to the full EOC for approval, with the accompanying statement highly encouraging the State Department of Education to develop support documents for the standards. At its April 2007 meeting the State Board of Education amended the Mathematics standards. These amended standards were then considered by the Subcommittee at its May 2007 meeting, and were adopted for submission to the EOC for consideration. The revised Mathematics standards were adopted by the EOC in June 2007 and become operative for the 2007-2008 school year.

Assessments

Review of the U.S. History and the Constitution End of Course Field Test

The U.S. History and the Constitution End of Course test was field tested during the 2005-2006 school year. The EAA specifies that the EOC review new state assessments after the first field testing for their alignment with the state standards, level of difficulty and validity, and for the ability to differentiate levels of achievement, and make recommendations to the SDE for possible revision of the test. Following revision, the EOC may approve the new assessments for use. Findings from the review process of the U.S. History and the Constitution End of Course test included: the test is well aligned with the course content standards and the cognitive levels specified in the standards; there were concerns regarding the technical characteristics of some of the test items used in the development of the item bank and test forms; and the test items were very difficult for the students participating in the field test. Subcommittee members proposed possible reasons for the low performance on the test including low student motivation, inadequate teaching of the standards, and the overall level of the standards. Following the discussion, the subcommittee adopted the following recommendations for consideration by the full EOC:

1. Continue the field test of the U.S. History and the Constitution end of course test during 2006-2007 by administering the currently prepared draft operational forms to students enrolled in the course. Monitor the performance of students on the U.S. History and the Constitution tests administered in the 2006-2007 school year and evaluate the technical characteristics of the items and the performance standards in Summer 2007 for possible revision;
2. In cooperation with the State Department of Education, survey U.S. History and the Constitution teachers in Spring 2007 to describe their understanding and use of the U.S. History and the Constitution standards and relate the results to student performance.

Based on these recommendations, teachers of U.S. History and the Constitution were surveyed in April 2007. The results from that survey are currently being analyzed. The test results from the 2006-2007 administrations of the test will be available for analysis in late summer 2007. The results and recommendations from the data analyses will be brought to the Subcommittee for consideration in fall 2007.

Criteria for Adoption List of Formative Assessments

Act 254 of 2006 specifies that the State Board of Education shall create an adoption list of formative assessments for school district use. The adopted formative assessments must be aligned with the state curriculum standards and must satisfy professional measurement standards in accordance with criteria jointly determined by the Education Oversight Committee and the State Department of Education. Proposed criteria for the adoption of formative assessments were brought to the Subcommittee at its December 2006 meeting. The members amended the criteria to include the provision that evidence regarding the impact of a proposed assessment on measures of achievement other than the assessment measure itself must be submitted by vendors proposing assessments for adoption. The Subcommittee adopted the proposed criteria as amended for consideration by the full EOC. The implementation of the adoption criteria for formative assessments is a two-step process.

The technical qualities of the proposed assessments are first reviewed. This step has been completed by the SDE and two formative assessments have been approved for further consideration in the second step of the process. In the second step the SDE will review the assessments for their alignment with the state curriculum standards before approving their use.

Cyclical Review of English Language Arts and Mathematics Assessments

As it does for curriculum standards, the EAA in Section 59-18-360 (A) also establishes a cyclical review at least every seven years of the standards based assessments. At its May 2007 meeting the Subcommittee reviewed the results and recommendations from the cyclical review of the PACT ELA and Mathematics assessments. The Subcommittee discussed the results and recommendations from the cyclical review, but took no action at that time.

Report Cards

Changes to Report Card Format

In March 2007 the Subcommittee reviewed a set of changes to the formats of school and district report cards for approval. The changes included making the first four pages of the report card information required under the Education Accountability Act, with the data required by No Child Left Behind presented beginning on page five. Other changes included the addition of more white space, replacing the furled US flag with a Palmetto tree and crescent moon, deleting information on the number of students taking PACT off grade level, and changing “Graduation Rate” to “On-time Graduation Rate.” The proposed changes had gone through an extensive review process by numerous groups, including the State Board of Education, the South Carolina Association of School Administrators, and business leaders. Following a discussion of the potential impact of possible changes to No Child Left Behind on the report cards and queries about the reporting of the physical education assessment reports, the Subcommittee approved the changes for submission to the full EOC for adoption. There should be no cost changes due to these changes for the 2007 report card.

Review of Career and Technology Center Ratings:

The Career and Technical Education (CATE) ratings criteria have been under review for possible revision for two years. Changes precipitated by the reauthorization of the federal Perkins Act have delayed changing the CATE ratings criteria. The impact of the newly reauthorized Perkins Act is still being determined, but initial indications are that the present ratings criterion of mastering core competencies or certification requirements will be replaced with the passage rate of “technical skill assessments” taken by students. Data regarding the technical skill assessments is also needed to complete a ratings change. Staff expect to have recommendations for the ratings criteria determined by spring 2008 for implementation during the 2008-09 school year.

Use of End of Course Test Scores in School Ratings:

The End of Course tests are based on the state high school course academic standards and, as standards-based assessments, are used in the school and district accountability system. The End of Course test results are currently included in the calculation of high school and school district ratings, but are not included in the calculation of middle school ratings. In May 2007 the Subcommittee reviewed and approved four recommendations expanding the use of End of Course test results in the state accountability system. The proposed recommendations were reviewed by educators in the field prior to consideration by the Subcommittee. The adopted recommendations provide for the use of End of Course test data in the middle school Absolute Ratings, clarify the attribution of End of Course test scores from the Virtual High School and dual credit courses for reporting and accountability purposes, and provide for the reporting and use of End of Course test results and school profile data from schools containing grade 9 only. The adopted recommendations will take effect with the 2007-2008 school year.

EIA and Improvement Mechanisms
S. C. Education Oversight Committee
[Ref: 1998 SC Education Accountability Act (EAA), Section 8]
Summary of Activities August 2006 - July 2007

Section 59-6-10 of the EAA charges the EOC *"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."* Specifically, the EAA charges the EOC 1) to review and monitor programs and funding; 2) to make programmatic and funding recommendations to the General Assembly; 3) to report annually to the General Assembly, State Board of Education, and the public on the progress of the programs; and, 4) to recommend changes as it considers necessary.

Each state agency and entity responsible for implementing the Education Accountability Act and the Education Improvement Act funded programs shall submit to the Education Oversight Committee programs and expenditure reports and budget requests as needed and in a manner prescribed by the Education Oversight Committee.

Members: Robert Daniel, Chair; Neil Robinson, Vice Chair; Mike Brenan; Representative Bill Cotty; Dennis Drew; Susan Marlowe until March; and Senator Kent Williams.

2006-07 Action Items:

Review of 2005-06 Retraining Grant Program
2005-06 Teacher Loan Program Evaluation
Fiscal Year 2007-08 Budget and Proviso Recommendations
Performance Analysis of South Carolina's Gifted and Talented
Review of Transfers Pursuant to the Flexibility Proviso for FY2006-07
Evaluation of Extended Learning Time
Interim Evaluation on South Carolina Child Development Education Pilot Program (CDEPP)
Study Plan for Teacher Recruitment and Retention in South Carolina
Triennial Evaluation Approach

2006-07 Information Items:

Update on EOC Funding Model
EAA Technical Assistance to Schools
Update on Alternative Technical Assistance

2007-08 Anticipated Business:

Review of 2006-07 Retraining Grant Program
2006-07 Teacher Loan Program Evaluation
Fiscal Year 2008-09 Budget and Proviso Recommendations
Review of Transfers Pursuant to the Flexibility Proviso for FY2007-08
Study on Teacher Recruitment and Retention in South Carolina
Alternative Technical Assistance Evaluation
Update on EOC Funding Model
Study Plan on Professional Development in South Carolina
Study Plan on Technical Assistance
Study Plan on Evaluation of Palmetto Priority Schools

Public Awareness
S. C. Education Oversight Committee
[Ref: 1998 SC Education Accountability Act (EAA), Section 59-18-1700]
Summary of Activities August 2006 - July 2007

(A) An on-going public information campaign must be established to apprise the public of the status of the public schools and the importance of high standards for academic performance for the public school students of South Carolina. A special committee shall be appointed by the Chairman of the Education Oversight Committee to include two committee members representing business and two representing education and others representing business, industry, and education. The committee shall plan and oversee the development of a campaign, including public service announcements for the media and other such avenues as deemed appropriate for informing the public. The plan must be reported to the Governor, the Senate Education Committee, and the House Education and Public Works Committee by March 15, 1999.

(B) *A separate fund within the state general fund will be established to accept grants, gifts, and donations from any public or private source or monies that may be appropriated by the General Assembly for the public information campaign. Members of the Oversight Committee representing business will solicit donations for this fund. Income from the fund shall be retained in the fund. All funds may be carried forward from fiscal year to fiscal year. The State Treasurer shall invest the monies in this fund in the same manner as other funds under his control are invested. The Oversight Committee shall administer and authorize any disbursements from the fund. Private individuals and groups shall be encouraged to contribute to this endeavor.*

Members: Alex Martin, Chair; Dee Benedict, Vice-Chair; Sen. Mike Fair; Harold Stowe; and Susan Marlowe (through February 2007).

The Public Awareness Subcommittee continued its EAA responsibility to apprise the public of the status of public schools and the importance of high standards for academic performance for public school students. The public awareness communications plan, adopted by the EOC in October 2005, incorporates EOC identified objectives and critical actions for 2006-2007 with three primary objectives:

- Increase actions to promote urgent public, parent, and community involvement in support of higher student, school, and system achievement;
- enhance understanding and impact of the accountability system by focusing on the 2010 goal; and
- advocate for the utilization of data published on the annual school and district report cards to be used as tools for improvement.

Each objective was supported by numerous strategies and initiatives. A list of the major initiatives for the period August 2006 to July 2007 follows:

Major Initiatives:

1. Continued the implementation of PAIRS, a statewide reading initiative focused on increasing reading proficiency among students in grades 3-8 and increasing four-year high school graduation rate.
2. Communicated the priorities developed through Common Ground, and completed local conversations with local communities and individuals to implement the commitment and responsibilities.
3. Increased the utility and effective use of data and recommendations by ensuring various audiences have ready access to EOC data relevant to their needs.

4. Provided educators, parents, and media with resources and information to enhance an understanding of the accountability system and the 2010 goal, while strengthening EOC's ongoing message for the utilization of school and district report cards as tools for improvement.

Parents and Adults Inspiring Reading Success (PAIRS)

PAIRS, which was officially launched February 15, 2005, serves as the umbrella-organization / catalyst for an initiative 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, support materials, and media exposure through which extended learning programs (affiliate organizations) can improve on or implement an effort grounded in local needs and capacity, link their efforts to other South Carolina programs, and create synergy to improve student performance in reading.

The purposes are:

1. to identify and recruit affiliate organizations promoting reading and literacy among adults and young people;
2. to facilitate connections between affiliate organizations, providing them support to enhance their individual missions;
3. to promote opportunities that support the creation of new reading programs;
4. to develop communication, marketing, and research materials; and
5. to support activities involving reading and literacy statewide.

In February 2007, a two-year status report was presented to the EOC outlining the activities of the initiative as well as future plans. A list of the major activities for the period August 2006 to July 2007 follows:

PAIRS Activities

- PAIRS 2nd Annual Affiliate Summit, "A Way with Words: Inspiring South Carolina's Students Toward Reading Success," was held on October 14, 2006, in Greenville, SC.
- Over 90 individual and affiliate groups have been recruited as PAIRS Affiliates.
- Building on last year's pilot project with *The State's* Newspapers in Education Program, 189,881 copies of a Summer Reading Guide were produced and included in six daily newspapers the week of May 21-25, 2007. Participating newspapers were *Florence Morning News, Myrtle Beach Sun News, Orangeburg Times and Democrat, Seneca Daily Journal, Union Daily Times,* and the *Spartanburg Herald-Journal.* Separate copies of the supplement were sent to county libraries and school districts statewide. The goal of the supplement was to showcase the power of great books, particularly during the summer months, and to reach students and adults in the community who interact with students.
- Established moderated listserv for PAIRS Affiliates, allowing them to communicate with one another.
- The publishers of the 17 daily newspapers, who continue to compose the Advisory Board of PAIRS, continue to run pro-bono "house ads" in each of their newspapers, designed to recruit programs to PAIRS and volunteers to affiliate programs.

- Partnerships continue with the University of South Carolina College of Mass Communications and Information Studies, College of Libraries and Information Studies, Harvest Hope Food Bank, and SC State Library.
- Quarterly newsletter, "Connections," is mailed to Affiliate members of PAIRS.

Making the EOC's Messages Accessible and Meaningful to Various Audiences

Through the subcommittee's efforts, an extra effort was made this year to increase the impact and utility of reports and data generated by the EOC, particularly to non-technical audiences. Monthly "At a Glance" reports are replacing detailed "Learning Matters" publications. Detail and methodology are more often presented on the web and staff has attempted to better utilize graphics and photographs in publications.

Along these lines, the annual release of SC's progress toward the 2010 Goal included the printing of a "postcard-size" publication which replaced an annual eight-page publication.

In February 2007, the agency completed a re-branding, incorporating the simple tagline, "Reporting facts. Measuring change. Promoting progress." The re-branding included the publication of a new website, http://eoc.sc.gov.

Standing on Common Ground in SC's Changing Environment

In February 2007, EOC members and staff completed a nine-month tour of SC's counties to discuss South Carolina's education achievements, challenges, and to share the commitment and responsibilities that emerged from "Common Ground." EOC members studied the reports of the community conversations and identified three areas of strong consensus:

1. As South Carolina is becoming more diverse, schools are embracing change and innovation to ensure every student succeeds.
2. The success of all students depends on a community commitment to education and shared responsibilities among families, educators, and community members.
3. Collectively, groups and individuals should rise to the challenge of educating and impacting each student in South Carolina. A community framework consisting of communication, coordination, and collaboration is necessary so that all of South Carolina succeeds.

In June 2007, an overview publication titled "Voices" was sent to the 15,000 plus members of the agency database. This publication presented the results of the county meetings and introduced an online "Community Resource Hub," created on the EOC's website to allow users to connect with others working to establish community initiatives.

Strengthening the Message of Accountability

The subcommittee, through various communications initiatives, strengthened the EOC's consistent message to enhance an understanding of the accountability system and the 2010 goal, while strengthening EOC's ongoing message for the utilization of school and district report cards as tools for improvement. Initiatives included:

- Where Are We Now annual release meeting with representatives from K-12, higher education, and the technical college system. This year's meeting, held in January provided an update on the state's progress toward the 2010 goal;
- Report Card information briefings held with editorial boards of daily newspapers;
- Release of 2007 gap study, incorporating a new identity for the release.

Other supporting activities included:

- Continued publication of technical documentation (i.e., *Accountability Manual*) for education administrators.
- 2006 Teacher Appreciation Project, released in conjunction with National Education Week.
- PowerPoint presentations with professional organizations and local civic/service organizations.

Results of the 2006 Parent Survey

Because the involvement of parents in the education of their children is vital to their child's academic success, the subcommittee in May received the results of the 2006 Parent Survey. Since 2002 the Department of Education has annually administered the survey while the EOC has provided an annual review of the survey results.

The results of the 2006 Parent Survey are summarized below:

- 69,495 parents completed the survey, up 3.89% from 2005.

- Statewide, the parent survey response rate was 50.3%. In elementary schools, the average response rate was 61.3%, in middle schools 41.6% and high schools, 29.7%. Efforts at the district and school levels should focus on improving the parent survey response rate at the middle and high school level.

- Parents continued to be very satisfied with the learning environment and social and physical environment of their child's school. The largest increase in parent satisfaction was in home and school relations which increased from 67.84% in 2005 to 76.58% in 2006. It should be noted that in 2006 the reference to "home-school relations" was changed on the parent survey to "home and school relations" at the suggestion of the EOC to eliminate any confusion that might exist with the term "homeschooling."

- As in prior years, parental satisfaction with all three indicators increases as the absolute rating of the school increases and vice versa, decreases as the absolute rating of the school decreases.

- Regarding parental involvement, parents report being actively involved in their child's education. Parents whose child attended a school with an absolute rating of Excellent or Good reported more involvement on the school site that did other parents. However, the willingness to participate is universal across schools with parents' work schedule being the greatest obstacle tot heir involvement.

- Parents continue to express concern over discipline.

Based upon the results of the survey, the EOC reiterated its recommendation o the Governor and General assembly that the Department of education receives increased funding to implement the Parental Involvement in their Children's Education Act. This year the EOC had recommended an additional $156,250 for the Department of Education, but increased funding was not included in the appropriation bill.

DRAFT-JULY 2007 UPDATE

INTERIM EVALUATION ON THE FIRST YEAR IMPLEMENTATION OF THE CHILD DEVELOPMENT EDUCATION PILOT PROGRAM (CDEPP)

An update to the February 2007 report from the Education Oversight Committee Pursuant to Proviso 1.75 of the 2006-07 General Appropriation Act

SC EDUCATION
OVERSIGHT COMMITTEE

PO Box 11867 | 227 Blatt Building | Columbia SC 29211 | WWW.SCEOC.ORG

CONTENTS

Page

Executive Summary i

I. Background Information 1

II. Allocations, Expenditures and Analyses of Student, Teacher and Provider Data 5

III. Update of Issues Identified from Interim Evaluation of CDEPP Start-Up 23

IV. Evaluation Activities for FY 2007-2008 25

Appendices:

A. Provisos 1.66 and 1.79 of the 2007-08 General Appropriation Act A-1
B. Allocations to CDEPP Districts B-1
C. Allocations to Private Providers C-1
D. Number of Students Served by District D-1

DRAFT
Executive Summary
Update to the February 2007 Interim Evaluation of the First Year Implementation of the Child Development Education Program (CDEPP)

This report updates the February 2007 "Interim Evaluation Report on the First Year Implementation of the Child Development Pilot Program (CDEPP)" based on fiscal and student program participation data collected by the State Department of Education (SDE) and the Office of First Steps to School Readiness (OFS) in March and April 2007. The Department of Social Services (DSS) and the State Head Start Collaboration Office also provided updated student data collected in May 2007. The purposes of this update to the interim report are to report progress made in the improvement of program data quality, provide more accurate information from the pilot's start-up year, identify additional issues revealed by the pilot for consideration should the program be permanently enacted, and to describe planned evaluation activities over the next several months in preparation for the January 2008 report to the General Assembly on the pilot program.

Fiscal Year 2006-2007 Appropriations, Allocations, and Expenditures

The following information is based upon financial data provided to the Education Oversight Committee (EOC) by the SDE and by OFS. The data do not reflect the final, official expenditures which will be verified with the Comptroller General's Office when the state's Fiscal Year 2006-07 budget is complete. In summary, Table 5 (below) from the full report highlights the financial expenditures and provision of services for CDEPP in 2006-07 based on the most recent data.

Table 5
CDEPP
Based on Financial Data ALONE

	Department of Education	**Office of First Steps**
2006-07 Supplemental Appropriations	**$15,717,104.00**	**$ 7,858,576.00**
Children Funded	**2,932**	**309**
New Classrooms Funded	**164**	**39**
Average No. CDEPP Children per Funded Classroom	**17.9**	**7.9**
Program Expenditures:		
Instructional	$9,021,764.00	$ 817,007.00
Transportation	$ 245,865.00	$ 14,269.00
Supplies & Materials	$1,607,999.44	$ 372,600.00
Training	$160,574.65	[1]
TOTAL:	**$11,036,203.09**	**$1,203,876.00**
Administration		
State	**$96,307.53**	**$ 288,363.00**
County Partnerships		**$28,967.00**
Grants to SCAEYC and SCECA	**$58,485.75**	
Estimated Balance:	**$4,526,107.63**	**$6,134,406.00**

[1] Training is not a separate line item. Training provided to teachers in private settings is part of the agency's administrative costs included in contractual services and travel.

Conclusions:

- Based upon financial data provided to the EOC by the Department of Education on July 19, 2007 and by the Office of First Steps to School Readiness on June 30, 2007, the state paid for 3,241 children to participate in CDEPP – 2,932 in public schools and 309 in private settings.
- Of the $23,575,680 that was allocated for the first year of the CDEPP pilot program, approximately $12,915,166.37 or 55% was expended leaving a carry forward of approximately $10,660,513.63. The budget surplus is due to at least three factors: (1) non-participation in CDEPP by eight eligible school districts; (2) normal lag time in implementing a new program and in approving eligible private providers; and (3) difficulty in finding and enrolling eligible children in both public and private programs.
- During the first year of the pilot program the financial systems established to reimburse public and private providers were significantly different. The Department of Education used a cumulative enrollment count that did not take into account the child's attendance or membership. On the other hand, private providers were reimbursed based on actual invoices received using a pro-rated student attendance count. The Department of Education will incorporate a daily rate in the second year of the pilot program.
- And, unlike the Department of Education which reimbursed public schools directly through allocations to school districts, private providers received reimbursements directly from the county First Steps partnerships that, in turn, had been allocated funds from the state Office of First Steps. The Office of First Steps did monitor the reimbursement system and collect information on all invoices processed.

Analysis of Student, Teacher, and Provider Data

The public school student and teacher data used for this update are based on the data collections by the SDE at approximately three-fourths of the way through the 180-day school year (known as the "135th-day data collection," it takes place in late March or early April). The private CDEPP provider data were provided by the OFS and are based on data through April 2007. Data from four year old students served 30 hours or more per week in an ABC Voucher child care program were provided by the Department of Social Services (DSS), and data from four year old students enrolled in Head Start programs were provided by the State Head Start Collaboration Office. The DSS and Head Start data are based on May 2007 enrollments. In general, the completeness and accuracy of the 135th-day data regarding CDEPP is quite encouraging compared to the data available for the February interim report.

Twenty-nine of the 37 plaintiff districts participated in CDEPP in 2006-2007 and 8 did not. All 8 of the trial districts participated in CDEPP. Among the 29 participating districts, six elected to institute CDEPP in some, but not all, of their schools housing four-year-old child development programs. (See Table 7 in the full report.)

Eligible four-year-olds residing in the plaintiff districts could attend a CDEPP program provided either by eligible private providers or by the local public school system. There were 36 private providers serving at least one CDEPP-eligible student (listed in Table 8 in report). Thirty-four of these private providers were located in plaintiff school districts and 2 were located in non-plaintiff districts. Eligible students could attend a CDEPP program in a private provider located in a non-plaintiff district, but the student was required to live in a plaintiff district.

Numbers of students served

Data listed in Appendix D Tables 1-3 in the report are summarized and comparative information from the 2005-2006 school year are provided in Table 9 (below) in the report.

Table 9
Summary of Numbers of Students Participating in State-Funded Four-Year-Old Pre-Kindergarten Programs, 2005-06 and 2006-07 School Years
135th-day Data Collection (March-April 2007)

PUBLIC SCHOOL DISTRICT GROUP	ALL 85 DISTRICTS		37 PLAINTIFF DISTRICTS		29 DISTRICTS PARTICIPATING IN CDEPP**	
	2006-07	2005-06	2006-07	2005-06	2006-07	2005-06
Four-year-old Population Estimate	57,251	56,114	11,642	11,746	9,615	9,731
Children in Poverty* Estimate	36,794	35,010	9,116	9,092	7,515	7,524
Free- or Reduced-Price Lunch Estimate	30,495	29,737	7,926	8,016	6,546	6,639
Public School 4K Total Served	20,569	21,145	5,072	5,095	4,311	4,265
Public Free- or Reduced-Price Lunch Served Total	13,362	12,871	3,758	3,476	3,254	2,934
Public School Pay Lunch Served	7,199	8,142	1,281	1,564	1,051	1,301
Public School Lunch Status Missing	8	132	6	55	6	30
Public School CDEPP** Served (Student Data File)	2,717	N/A	2,717	N/A	2,717	N/A
Public School CDEPP** Served (Finance Data File)	2,932	N/A	2,932	N/A	2,932	N/A
First Steps CDEPP** Students Served (2006-07 only)	303	N/A	302	N/A	236	N/A
First Steps Free- or Reduced-Price Lunch Served (2005-06 only)	N/A	123	N/A	0	N/A	0
Full-Day ABC Voucher Served Estimated	3,471	2,495	738	446	631	391
Head Start Served Estimated	5,806	6,057	1,972	2,008	1,434	1,516
Public School Free/Reduced, 1st Steps, ABC, Head Start Total	23,559	21,546	6,881	5,930	5,630	4,841
Free- or Reduced-Price Lunch Students NOT Served	6,936	8,191	1,045	2,086	916	1,798

* Children in Poverty include children eligible for the Federal free- or reduced-price lunch program and/or Medicaid services; these students meet the eligibility requirements for participation in the CDEPP program.
**CDEPP = Child Development Education Pilot Program
N/A= Not Applicable.
Data Sources: Student data files and Finance files, S.C. Department of Education; Census population estimates (2006), Office of Research & Statistics, S.C. Budget and Control Board; Birth population estimates (2005), S.C. Department of Health & Environmental Control; S.C. Office of First Steps to School Readiness; S.C. Department of Social Services (ABC Voucher data); and the S.C. Head Start Collaboration Office

How many four-year-olds participated in CDEPP in April 2007?

The number of eligible four-year-olds participating in CDEPP at the time of the 135th-day data collection in the 29 participating school districts was 2,717. The number of four-year-olds participating in First Steps private provider CDEPP programs was 303 (based on student enrollment data provided on May 2, 2007). There were a total of 3,020 students (2,717 in public schools, 303 in private centers) enrolled in CDEPP at the time of the 135th-day data collection. Based on the finance data, a cumulative total of 3,241 students (2,932 in public schools, 309 in private centers) participated at some time during the 2006-2007 school year by the 135th day of instruction.

Were more eligible students served with publicly-funded public and private full-day pre-kindergarten programs in the 37 plaintiff districts and in the 29 plaintiff districts participating in CDEPP in 2006-07 than in 2005-06?

Yes, more students living in the plaintiff districts eligible for the Federal lunch program were served in a publicly-funded pre-kindergarten program in 2006-07: 951 (from 5,930 in 2005-2006 to 6,881 in 2006-2007) more students were served in the 37 plaintiff districts, and 789 (from 4,841 to 5,630) more students were served in the 29 plaintiff districts participating in CDEPP. The state-level data also showed an increase of 2,013 total students eligible for the free- or reduced-price lunch program served statewide in a publicly-funded pre-kindergarten program (from 21,546 in 2005-06 to 23,559 in 2006-07).

What are the demographic characteristics of CDEPP-participating students?

Almost two-thirds (66.2%) of public school CDEPP students are African American, compared to almost 90% of students receiving CDEPP services from private providers. More than one-third of public school CDEPP students are White, compared to only 5% of CDEPP students in private centers. The percentage of Hispanic students enrolled in CDEPP provided in public schools is also higher than the percentage of CDEPP students in private centers.

In 2006-2007, 3.5% of the four year old students attending CDEPP in public schools were eligible for LEP services (none of the CDEPP students in programs provided by private providers were indicated as eligible for LEP services), but the data provided do not indicate how many actually were provided such services.

Accurate and comprehensive information on CDEPP students' disabilities and the disability-related educational services they received was not available from the public school data for this update. Four of the CDEPP students participating in CDEPP provided by private providers were indicated as having Individualized Education Plans (IEP) related to their disabilities. It seems that CDEPP would have an important role in the identification and provision of educational services to young children having disabilities to help in the prevention of future academic problems for these students. This issue and the numbers of four year old children having disabilities and the services provided for them will be studied further for reporting in the January 1, 2008 report to the General Assembly.

What is the average class size of CDEPP classrooms?

At the time of the 135th-day data collection the average public school CDEPP classroom contained 17.9 students, ranging from 6 to 21 students. The average number of CDEPP-eligible students in these classrooms was 15.8, with a range of 2 to 20 students. The average number of students in these classrooms who were not eligible for CDEPP was 2.1, with a range from 0 ineligible students to 10. These data indicate that there is a moderate level of economic diversity among students enrolled in public school classrooms containing CDEPP-eligible students. There is some evidence from the evaluations of the Georgia preschool programs and from other studies that heterogeneous classroom settings provide educational benefits to academically at-risk students. The average private center enrolled 8.4 CDEPP students, with a range from a minimum of 1 student to a maximum of 20 students per center (classroom data were not available).

Issues Identified in the Update to the February 2007 Interim Evaluation Report

The February 2007 interim CDEPP evaluation report raised several issues revealed by the data collected from the early start-up activities for the first year of the pilot. Those issues included:

- Concerns about the poor quality of program and student data;
- Need for marketing the program to parents and providers to expand participation in the program, revealed by the projected funding surplus for the program;
- Per-child and transportation reimbursement levels in the first year of the pilot may have been insufficient to make the program sufficiently attractive to some potential providers;
- The program's high teacher requirements and the facilities requirements were identified by some program administrators as barriers to expansion;
- More information from a second year of the pilot was needed to better inform future legislation.

This update to the interim evaluation report confirms the need to focus on those issues and adds some additional issues for consideration:

1. The funding surplus from the first year of the CDEPP pilot emphasizes the need for increased marketing of the CDEP program to parents and potential program providers. Of the $23,575,680 that was allocated for the first year of the CDEPP pilot program, approximately $12,915,166.37 or 55% was expended leaving a carry forward of approximately $10,660,513.63. The budget surplus is due to at least three factors: (1) non-participation in CDEPP by eight eligible school districts; (2) normal lag time in implementing a new program and in approving eligible private providers; and (3) difficulty in finding and enrolling eligible children in both public and private programs. Information on the numbers of providers anticipated in 2007-2008 and projections of the numbers of students to be served are anticipated by the SDE and OFS by late July 2007; this information was not available at the time this report was drafted.

2. The quality and completeness of the 2006-2007 program data improved substantially by the time of the April 2007 data collection. The improvement in quality of the data can be attributed to the efforts on the part of state agency and local provider personnel during the year, and demonstrates that accurate and comprehensive data for early childhood programs can be collected. Some data quality and availability issues remain, however, and the issue needs continued attention. For example, not all students have been assigned the necessary unique student identifier needed for program evaluation and record-keeping. DIAL3 screening assessments were conducted by school and provider personnel, but problems with the collection of those results by the state agencies for evaluation purposes need to be solved. Information on students with disabilities and on Limited English Proficient (LEP) students is currently either not available or incomplete.

3. While the data are incomplete, it is clear that some of the students enrolled in CDEPP also have disabilities and/or are not native speakers of English (LEP students). Students with disabilities may also be eligible for CDEPP if their families meet the income or Medicaid requirements. The level of participation in CDEPP of students having disabilities is not clear from the available data nor is information on the kinds of educational services CDEPP participants with disabilities are receiving. The role of full-

day pre-kindergarten programs in the education of preschool children with disabilities should be examined in the planning of future state-funded preschool programs.

In 2006-2007, 3.5% of the four year old students attending CDEPP in public schools were eligible for LEP services, but the data provided do not indicate how many actually were provided such services. Demographic projections indicate that the numbers of children in South Carolina who have a language other than English as their primary language will increase substantially over the next several years. The need for educational programs to help these students acquire English language skills sufficient to meet the academic challenges of the State's standards-based educational system should be a consideration in the future implementation of state-funded preschool programs.

More in-depth review of the issues of providing language and special educational services to CDEPP students will be conducted for the January 1, 2008 evaluation report to the General Assembly.

Section I: Background Information

On March 15, 2006 the Education Oversight Committee (EOC) transmitted to the General Assembly a report entitled, "Results and Related Recommendations of the Inventory and Study of Four-Year-Old Kindergarten Programs in South Carolina" (available at www.eoc.sc.gov). The report, prepared at the request of the legislature pursuant to the provisions of Concurrent Resolution 4484 of 2006, included the following: (1) an inventory and study of all four-year-old kindergarten programs in the State including an analysis of the funding of each program and any effectiveness measures; (2) a determination of the necessary requirements to implement a full day four-year-old kindergarten program in each of the eight plaintiff school districts in the case of Abbeville County School District, et al., v. State of South Carolina, et al.; and (3) a determination of the necessary requirements to implement a statewide, full day four-year-old kindergarten program for all children who qualify for free- or reduced-price lunches. Working with the Budget and Control Board, the Department of Education, the Department of Social Services, First Steps, Head Start, school districts and policy researchers at the Andrew Young Center for Public Policy of Georgia State University, faculty at the University of South Carolina, and the Southern Regional Education Board, the EOC completed the report which included the following recommendations:

1. The State of South Carolina should provide well-targeted and high-quality, center-based early childhood education services in public and private settings for all four-year-old children who are at-risk for school failure, particularly children who are eligible for the free- or reduced-price lunch program.

2. The high-quality, center-based program should incorporate the following:
   - a state-approved, research-based curriculum aligned with school success
   - a 6.5 hour program encompassing education, physical activity, nutrition and health and developmental screenings with linkages to services as necessary
   - a lead teacher with a four-year degree in early childhood education or a closely related area (e.g., child development, family studies, early childhood special education) and an aide to provide an adult-child ratio of 1:10 in a class of not less than 16 children nor more than 20 children.

3. A single state agency should administer the program to include the following:
   - Establishment and implementation of regulations enforcing program quality
   - Identification, development, and monitoring of eligible providers to ensure the quality of opportunity
   - Provision of technical assistance to all participating personnel (teachers, aides and principals/directors) providing the program for four-year-olds
   - Administration of a grants program for resource coordinators to accomplish linkages to health and social services for the child
   - Participation in an external evaluation program
   - Collaboration with the South Carolina Head Start Collaboration Office to develop strategic partnerships between Head Start programs and the public and private providers who will serve these four-year-olds at risk of school failure to create a seamless system of early childhood education

4. The State should link funding directly to children who receive the early childhood education services and provide funding only when
   - The provider initially meets and continues to meet all state program and facilities standards

- The provider participates in an on-going process of technical assistance, monitoring, assessment and evaluation of services and child outcomes
- The provider maintains sufficient enrollment of the targeted students (i.e., a class of not less than 16 students nor more than 20 students)

5. The child should be provided, as indicated, an array of well-targeted, high-quality wraparound services. Efficient and effective use of multiple federal, state and private funding should be undertaken when providing high quality services for four-year-old children and their families.

6. The role of the family should be supported and nurtured during the child's early childhood experiences. Specifically, the parent should have access to the following:
   - Sufficient and understandable information to determine which provider to use for his/her child
   - Continuing information on the child's progress and the impact of the program on the child's readiness for school success

7. A state-level interagency data system for children and families served with any public funds should be established and maintained to monitor service provision, quality and impact for four-year-old children who are at risk for school failure. The database should include selected process measures for early childhood education and wrap-around services received (e.g., number of children served, curriculum used, assessments employed, length of school day, type of parent education program, nature of service coordination.

8. The state should establish and maintain a well-planned collaborative evaluation across five years (i.e., one year of planning and preparing and four years of data collection) which is independent of the providers and regulating agency and which evaluates both process and child outcome measures of state-funded services for four-year-old children who are at risk of school failure.

While the General Assembly did not enact permanent legislation expanding early childhood education programs in the 2006 legislative session, it did include a Proviso, Proviso 1.75, in the 2006-07 General Appropriation Act. Proviso 1.75 created the South Carolina Child Development Education Pilot Program (CDEPP). The key components of the program are:

- Establishment of a two-year pilot program providing high-quality, full-day (6.5 hours per day) for 180 days per year in both public and private settings for four-year-olds eligible for free or reduced-price lunch program and/or Medicaid and living in the eight trial districts in Abbeville County School District et al. vs. South Carolina: Allendale, Dillon 2, Florence 4, Hampton 2, Jasper, Lee, Marion 7, and Orangeburg 3;

- Funding of the program at $23,575,680 in non-recurring general funds and Capital Reserve Fund appropriations to reimburse providers at $3,077 per child for instructional costs, $185 per child for transportation and $10,000 per new classroom for equipment and supplies;

- Expansion of the program to include all eligible children in the plaintiff school districts in Abbeville County School District et al. vs. South Carolina if sufficient funds are available;

- Designation of the Department of Education as the agency responsible for selecting qualified public school providers to participate in CDEPP and for implementing the program;

- Designation of the Office of First Steps as the entity responsible for selecting qualified non-public school providers to participate in CDEPP and for implementing the program;

- Requirement that the Education Oversight Committee complete a comparative evaluation of the pilot program by January 1, 2008 to include recommendations "for the creation of and an implementation plan for phasing in the delivery of services to all four-year-old at-risk children in the state."

In February 2007 the EOC published the "Interim Evaluation Report on the First Year Implementation of the Child Development Pilot Program" (available at www.eoc.sc.gov) which described the early implementation of the first year of the pilot program established by Proviso 1.75. That report, based on mid-year data fiscal and student data, identified several issues regarding data quality, funding, marketing of the program, and facility needs:

1. The quality of the administrative and student data in CDEPP must be improved. The incomplete or inaccurate identification of CDEPP students by some participating districts resulted in inconsistency between the number of students actually identified as being served and the number of students on whom funding disbursements are currently being made. Other data quality issues which need to be addressed include the compelling need to assign unique student identifying numbers ("SUNS") to all participating students, public and private. All students must have the unique identifying numbers both for the longitudinal evaluation and for long-term record-keeping on the part of school districts and the Office of First Steps. There is also a need to provide more specific information on the programs individual students attend, especially the duration of the program (half- or full-day) and the identity of the "lead teacher" in the classroom.

2. More attention should be placed by state agencies on marketing CDEPP to parents and to potential program providers. The modest increase in the numbers of students served by four-year-old pre-kindergarten programs in the CDEPP-participating districts and the projected surplus in the program this fiscal year reflects the need to recruit systematically more families and providers if more at-risk students are to be served.

3. The costs associated with providing a high-quality program for at-risk four-year-old students must be further examined to determine the levels of funding needed. The findings from the evaluation of the start-up period of CDEPP indicate that higher levels of funding will be needed to support a high-quality program and to provide student transportation.

4. During the CDEPP start-up period administrators' concerns about the specific requirements for Department of Social Services licensure and the costs encountered in meeting those requirements were a recurring theme as indicated by the survey and interview results. The licensing process, including the roles of state fire, safety, and health regulations and the difficulties public school districts report meeting the licensing regulations is an area which will receive additional study by the evaluators.

5. Higher requirements in CDEPP for teacher and teaching assistant qualifications were cited by some public school providers as posing a barrier for expansion of CDEPP.

6. The findings from the initial evaluation of the start-up year for CDEPP support continuation of the pilot for an additional year to better inform future legislation. We need more information on how school districts and private providers can meet the space and personnel needs resulting from expansion of the program, on what levels of funding are appropriate, on what teacher qualifications are needed, on how to ensure that the "dollars follow the child," and on how school districts and private providers can meet the needs of the clientele they are currently serving along with additional at-risk students, as well as what incentives for program expansion are needed.

In the 2007 legislative session the General Assembly continued the second year of the pilot by enacting Provisos 1.66 and 1.79 of the 2007-2008 General Appropriations Act (Appendix A). Proviso 1.66 addresses several of the issues identified in the EOC interim evaluation report and continues the pilot program for eligible students in the trial and plaintiff districts.

This report updates the February 2007 "Interim Evaluation Report on the First Year Implementation of the Child Development Pilot Program" based on fiscal and student program participation data collected by the State Department of Education (SDE) and the Office of First Steps to School Readiness (OFS) in March and April 2007. The Department of Social Services (DSS) and the State Head Start Collaboration Office also provided updated student data collected in May 2007. The purposes of this update to the interim report are to report progress made in the improvement of program data quality, provide more accurate information from the pilot's start-up year, identify additional issues revealed by the pilot for consideration should the program be permanently enacted, and to describe planned evaluation activities over the next several months in preparation for the January 2008 report to the General Assembly on the pilot program.

Section II. Allocations, Expenditures, and Analyses of Student, Teacher, and Provider Data

This section of the report is an analysis of the financial, student, teacher and provider data available on CDEPP. Depending upon the data source used, the results of the analyses may reveal inconsistencies between student and financial data. The goal is to update the interim evaluation of the pilot program as defined in Proviso 1.75 using the most recent data available.

Fiscal Year 2006-07 Appropriations, Allocations and Expenditures

Paragraph K of Proviso 1.75. of the 2006-07 General Appropriation Act established the reimbursements for eligible children served in the South Carolina Child Development Education Pilot Program (CDEPP).

> (K) The General Assembly shall provide funding for the South Carolina Child Development Education Pilot Program. For the 2006-07 school year, the funded cost per child shall be $3,077. Additionally, a reimbursement rate of $185 per child will be appropriated to providers if the provider transports children to and from school. Providers who are reimbursed are required to retain records as required by their fiscal agent. For the 2007-2008 school year the funded cost per child shall be the same but shall be increased by the same projected rate of inflation as determined by the Division of Research and Statistics of the Budget and Control Board for the Education Finance Act. With funds appropriated by the General Assembly, the Department of Education shall approve grants for public providers and the Office of First Steps to School Readiness shall approve grants for private providers, of up to $10,000 per class for the equipping of new classrooms.

In Fiscal Year 2006-07 the General Assembly appropriated a total of $23,575,680 in non-recurring funds for CDEPP. With these funds, both public and private providers received $3,077 per child to cover the cost of instruction, $185 per child for transportation of children to and from approved providers, and $10,000 per classroom for supplies and materials to equip each new classroom.

Unless noted otherwise, the following information is based upon financial data provided to the EOC by the Department of Education on July 19, 2007 and by the Office of First Steps to School Readiness on June 30, 2007. While the state fiscal year runs from July 1 to June 30, outstanding vouchers and payments are not finalized by the Comptroller General's office until the end of July. Consequently the data provided below do not reflect official and final expenditures. Instead, the January 1, 2008 report on CDEPP will provide conclusive financial information based upon verification of financial records with the Comptroller General's office for 2006-07 expenditures by both the Department of Education and the Office of First Steps.

Public Providers (Department of Education): According to the monthly allocations to school districts for Fiscal Year 2006-07 as reported by the Department of Education on its website, twenty-nine school districts serving children in the Child Development Education Pilot Program (CDEPP) received $9,021,764 in Fiscal Year 2006-07 for instructional costs.[2] Based upon a per child reimbursement rate of $3,077, public schools were reimbursed for serving 2,932 children in CDEPP (Appendix B-1). The 2,932 figure was the enrollment based on the 135-day cumulative enrollment count. The Department reimbursed school districts $3,077 for each student who was ever enrolled in a CDEPP classroom regardless of the days of membership or attendance.

According to the Department, $1,607,999.44 was also allocated to school districts for reimbursement for the equipping of new classrooms with supplies and materials. The Department reported allocating $1,607,999.44 to twenty-nine districts for CDEPP classrooms in seventy schools. Analyzing the allocation of funds by school, it was determined that 164 new CDEPP classrooms in Fiscal Year 2006-07 were funded. The mean per classroom allocation was $9,805 with a maximum allocation of $10,000 and a minimum allocation of $5,395.06 per classroom (Appendix B-2). And, across districts, the average total allocation per district for supplies and materials for new classrooms was $55,448. Orangeburg 5 received the most funds for supplies and materials at $156,868.05 while Barnwell 19 received the least at $10,000.

The following analysis was conducted to determine the average classroom size using financial data only. The analysis is based upon the premise that, with 2006-07 being the first year of CDEPP, all 2,932 students reimbursed were enrolled in one of the 164 classrooms that received the $10,000 allocation for supplies and materials. Based upon this assumption, the average CDEPP-funded classroom had 17.9 children. The average classroom enrollment across districts ranged from 14.3 to 22.3 children.

The Department of Education also reported that, of the twenty-nine CDEPP districts, twenty-eight reported providing transportation to CDEPP students. Hampton 2 did not seek transportation reimbursements. Of the 2,932 students participating in the program, school districts reported transporting 1,329 or 45% of all CDEPP children in public schools. The total amount reimbursed to these twenty-eight districts was $245,865 (Appendix B-3). Because the school bus system in South Carolina is operated and managed by the state, these districts, in turn, reimbursed the Department of Education $245,865 for the provision of services. Initially, the $185 reimbursement rate for transportation that was recommended by the EOC in its March 2006 report was intended to cover the district share of the cost of the bus transportation system as documented by In$ite data.

Regarding professional development training and program meetings, the Department reported allocating $160,574.65 to school districts. These funds were used by districts to reimburse teachers and district staff for travel expenses related to professional development, training events and conferences. These conferences and training events included Work Sampling training, Creative Curriculum training, High School curriculum training and Dial 3 training. Districts also used these funds to pay for substitute teachers.

Regarding administrative costs at the Department of Education, a total of $96,307.53 was expended for "purchased services" that included such expenses as the purchase of curriculum

[2] South Carolina Department of Education, "Monthly Payments to School Districts," June 22, 2007, http://ed.sc.gov/agency/offices/finance/monthlypayments/JUNE07.txt.

materials, translation services, education supplies and travel for agency staff. The Department also awarded grants to two professional development organizations totaling $58,485.75. The South Carolina Association for the Education of Young Children (SCAEYC) received $24,000 and the South Carolina Early Childhood Association (SCECA), $34,483.75. These grant funds were used to support two conferences on early childhood education which were attended by CDEPP teachers and coordinators. Not included in any of the above administrative costs were the salaries of individuals at the Department of Education who oversee the program implementation and manage the financial reimbursement system for CDEPP. These additional costs of implementing and managing CDEPP will be included in the January 1, 2008 report.

In summary, a preliminary and unverified estimate of expenditures by the Department of Education for the provision of services for children under the CDEPP program in public schools reveals that 61% of the initial appropriation will be expended in Fiscal Year 2006-07. An estimated balance of $4,526,107.63 will be carried forward and expended for CDEPP according to provisos 1.66. and 1.79. of the 2007-08 General Appropriation Act.

Table 1
2006-07 Estimated Expenditures
Department of Education – CDEPP

2006-07 Supplemental Appropriations	**$15,717,104.00**	
Expenditures by Districts:		
Instructional	($9,021,764.00)	2,932 Children Funded
Transportation	($ 245,865.00)	1,328 Children Funded
Supplies & Materials	($1,607,999.44)	164 Classrooms Funded
Training	($ 160,574.65)	
Expenditures by Agency:		
Administration	($ 96,307.53)	
Grants to SCAEYC and SCECA	($ 58,485.75)	
Estimated Balance:	**$4,526,107.63**	

Private Providers (Office of First Steps): The Office of First Steps to School Readiness (OFS) implemented a financial system for reimbursing private providers incorporating the existing structure of county First Steps partnerships. OFS enlisted the support of twenty county partnerships to process and issue reimbursements for private providers (Table 2). These county partnerships were selected either because private providers would be operating within the county and serving eligible four-year-olds or because eligible four-year-olds would be attending one or more programs provided in the county. During the course of the fiscal year, OFS disbursed a total of $1,406,840 to these twenty county partnerships to ensure that the partnerships had sufficient funds available to reimburse private providers on a biweekly basis.

Table 2
First Steps County Partnerships – CDEPP

Abbeville	Barnwell	Clarendon	Hampton	Marion
Aiken	Beaufort	Dillon	Jasper	Orangeburg
Allendale	Berkeley	Florence	Lee	Saluda
Bamberg	Charleston	Georgetown	Lexington	Williamsburg

To help offset a portion of the administrative cost of processing the reimbursements, OFS reimbursed the county partnerships. With funds allocated for the private CDEPP program,

$28,967 was allocated to the local county partnerships for the processing of the invoices. County partnerships were allocated funds accordingly: $100 per participating provider; $250 per county; and $63 per child enrolled in the program. The State Office of First Steps monitored the reimbursement system and collected information on all invoices processed.

Regarding the actual invoices, OFS reported to the EOC that as of June 30, 2007 forty private providers had received funds to equip classrooms and serve children under the 4K Expansion Program. First, these providers were reimbursed $817,007 for instructional costs to serve 309 children.[3] Unlike the Department of Education, the Office of First Steps reimbursed for actual invoices received. Furthermore, the $3,077 reimbursement was pro rated based on the actual days that children were enrolled in the private CDEPP classrooms. Similarly, First Steps reported that $372,597 was expended for supplies and materials to equip approximately 39 classrooms. In these classrooms the enrollment varied from one student to 20 students. Based solely on financial data, dividing the total state enrollment of 309 by the number of new classrooms, 39, the average classroom size was 7.9 children. Finally, private providers were reimbursed $14,269 for transporting forty-five children (Appendix C).

It should be pointed out that 65% of the providers who received funding served fewer than ten eligible children in a classroom. Other four-year-olds may have been enrolled in the class and receiving educational services; however, for purposes of this report, the emphasis is on eligible children. Space may also be an issue with many of these small private providers, preventing them from serving more eligible children. Consequently, the cost per child per provider" to provide a program ranges from $1,410 to $11,196 per provider. The "cost per child per provider" is determined by dividing the total invoices paid to each provider by the total number of eligible children served by the provider. The average is $3,896 across all private providers (Appendix C). Again, there may be other four-year-olds served in these programs but for purposes of this analysis, the focus is on children eligible for the state services.

Regarding administrative costs, the Office of First Steps reported expenditures of $288,363 for the following functions related to the implementation of CDEPP.

[3] Financial reimbursements were made for 309 eligible children. Three providers received funds to equip classrooms and provide instructional services for five eligible children. However, as of the 135-day of the program, these providers no longer served children, resulting in 304 children officially being served by private providers.

Table 3
Administrative Expenses-Office of First Steps

Payroll	$ 125,407.00
Employer Contribution	$ 17,467.00
Contractual Services	$ 75,741.00
Supplies	$ 34,185.00
Fixed Charges	$ 1,305.00
Travel	$ 34,258.00
Total:	$ 288,363.00

The payroll includes the cost of three regional coordinators who traveled and worked with private providers. These coordinators were temporary contract employees. In addition, contractual services and travel costs were associated with training and professional development opportunities provided to teachers in the private settings. Not included in the above administrative costs are the salaries of individuals employed at the Office of First Steps who oversee the program implementation and manage the reimbursement system for 4K Expansion. These additional costs of implementing and managing the program will be included in the January 1, 2008 report.

In summary, a preliminary and unverified estimate of expenditures by the Office of First Steps for the provision of services for children under the 4K Expansion Program reveals that between approximately 22% of the initial appropriation will be expended in Fiscal Year 2006-07. A balance will be carried forward and expended for CDEPP based on provisos 1.66. and 1.79. of the 2007-08 General Appropriation Act. It should be noted that if the Office of First Steps had not used a pro-rated system of reimbursing and instead had reimbursed based on a cumulative count like the Department of Education, private providers would have received $950,646 in reimbursements for instruction or 23% of the initial appropriation. A cumulative count would have increased the instructional costs of the program from $817,007 to $920,646 for a 13% increase.

Table 4
2006-07 Estimated Expenditures
Office of First Steps –CDEPP

2006-07 Supplemental Appropriations	**$ 7,858,576.00**	
Payments to County Partnerships:	($1,406,840.00)	
Administration at Office of First Steps:	($ 288,363.00)	
Administration by County Partnerships:	($ 28,967.00)	
Estimated Balance:	**$6,134,406.00**	
Program Expenditures/Invoices:		
Instructional	($ 817,007.00)	309 Children Funded*
Transportation	($ 14,269.00)	45 Children Funded
Supplies & Materials	($ 372,600.00)	39 Classrooms Funded
TOTAL:	($1,203,876.00)	

* Financial reimbursements were made for 309 eligible children. Three providers received funds to equip classrooms and provide instructional services for five eligible children. However, the providers no longer serve these children so only 304 children were officially served according to the Office of First Steps.

In summary, Table 5 highlights the financial expenditures and provision of services for CDEPP/4K expansion in 2006-07. Again, the following data do not reflect official and verified final expenditures.

Table 5
CDEPP
Based on Financial Data ALONE

	Department of Education	Office of First Steps
2006-07 Supplemental Appropriations	**$15,717,104.00**	**$ 7,858,576.00**
Children Funded	**2,932**	**309**
New Classrooms Funded	**164**	**39**
Average No. CDEPP Children per Funded Classroom	**17.9**	**7.9**
Program Expenditures:		
Instructional	$9,021,764.00	$ 817,007.00
Transportation	$ 245,865.00	$ 14,269.00
Supplies & Materials	$1,607,999.44	$ 372,600.00
Training	$160,574.65	[4]
TOTAL:	**$11,036,203.09**	**$1,203,876.00**
Administration		
State	**$96,307.53**	**$ 288,363.00**
County Partnerships		**$28,967.00**
Grants to SCAEYC and SCECA	**$58,485.75**	
Estimated Balance:	**$4,526,107.63**	**$6,134,406.00**

2007-08 Fiscal Year CDEPP/4K Program

Provisos 1.66. and 1.79. of the 2007-08 General Appropriation Act amended the reimbursement system for the CDEPP/4K program accordingly:

- The reimbursement rate for instructional costs for both public and private providers increased from $3,077 to $3,931. The proviso requires that private providers be reimbursed on a pro-rata basis determined by the length of the child's enrollment. In discussions with staff from the Department of Education, public schools will be reimbursed based on a daily rate in Fiscal Year 2007-08 similar to the formula by which private providers were reimbursed in 2006-07.

- Any new CDEPP classrooms will be eligible for the $10,000 reimbursement for supplies and materials. Established classrooms will be eligible for up to $2,500 in reimbursements for the "procurement of consumable and other materials."

[4] Training is not a separate line item. Training provided to teachers in private settings is part of the agency's administrative costs included in contractual services and travel. Also, according to OSF, teachers in private settings also attended conferences held by SCAEYC and SCECA.

- Regarding transportation, of the funds provided, the Department of Education may retain up to $185 per student to defray the cost of transportation. The districts will not receive any supplemental funding for transportation. Private providers transporting children may be eligible for reimbursement of $550 per eligible child transported.

- There is no longer a restriction that school districts participating in CDEPP must use EIA funds for the original four-year-old childhood development program to fund the teacher salary supplement and fringe.

Conclusions:

- Based upon financial data provided to the EOC by the Department of Education on July 19, 2007 and by the Office of First Steps to School Readiness on June 30, 2007, the state paid for 3,241 children to participate in CDEPP – 2,932 in public schools and 309 in private settings.

- Of the $23,575,680 that was allocated for the first year of the CDEPP pilot program, approximately $12,915,166.37 or 55% was expended leaving a carry forward of approximately $10,660,513.63. The budget surplus is due to at least three factors: (1) non-participation in CDEPP by eight eligible school districts; (2) normal lag time in implementing a new program and in approving eligible private providers; and (3) difficulty in finding and enrolling eligible children in both public and private programs.

- During the first year of the pilot program the financial systems established to reimburse public and private providers were significantly different. The Department of Education used a cumulative enrollment count that did not take into account the child's attendance or membership. On the other hand, private providers were reimbursed based on actual invoices received using a pro-rated student attendance count. The Department of Education will incorporate a daily rate in the second year of the pilot program.

- And, unlike the Department of Education which reimbursed public schools directly through allocations to school districts, private providers received reimbursements directly from the county First Steps partnerships that, in turn, had been allocated funds from the state Office of First Steps. The Office of First Steps did monitor the reimbursement system and collect information on all invoices processed.

Analysis of Student, Teacher, and Provider Data

The public school student and teacher data used for this update are based on the data collections by the State Department of Education (SDE) at approximately three-fourths of the way through the 180-day school year. In the public schools this is referred to as the "135th-day" data collection, and it provides the basis for reporting and adjusting fiscal and membership data for the school year. In most school districts the 135th day of instruction takes place in March or early April. The private CDEPP provider data were provided by the Office of First Steps to School Readiness (OFS) and are based on data through April 2007. Since some private providers did not enroll CDEPP students until the middle of the school year, the data from these providers were collected before the 135th day of instruction. Data from four year old students served 30 hours or more per week in an ABC Voucher child care program were provided by the Department of Social Services (DSS), and data from four year old students enrolled in Head Start programs were provided by the State Head Start Collaboration Office. The DSS and Head Start data are based on May 2007 enrollments. The data files used for this interim report are listed in Table 6.

Table 6
Sources of Data for 2006-07 Update Report
CDEPP Evaluation

Category of Information	Type of Information	Source
Student-level information	SASI XP* files from schools and districts (135th day of school data collection)	SDE
	Listing of CDEPP students	OFS
Information about Program Providers	School information tracking sheets	SDE
	Teacher education and qualifications	SDE
	SASI XP* teacher scheduling files from schools and districts (135th day of school data collection)	SDE
	Provider information file	OFS
	Teacher information file	OFS
Financial Information	Funding allocations and disbursements	SDE
	Funding allocations and disbursements	OFS
Other Evaluation Information	U.S. Census estimates of four-year-old populations, by county	ORS
	Four-year-olds participating full-time in ABC Voucher child care	DSS
	Four-year-olds participating in Head Start centers, by county	Head Start Collaboration Office

*SASI XP is the electronic database located in public schools.
SDE: S.C. Department of Education
OFS: S.C. Office of First Steps to School Readiness
DSS: S.C. Department of Social Services
ORS: Office of Research and Statistics, S.C. Budget and Control Board

The data reported in this section of the report are based on unduplicated counts of students actively enrolled in the various programs when the data were collected in March, April, or May 2007. These data differ from the cumulative counts listed in the financial information section of this report. The financial information reports the cumulative number of students who generated program funds during the school year. A CDEPP student who enrolled in a program and later withdrew from the program may have moved to a different location and enrolled in the program in a new center or school; this student may have been counted twice in the financial information because the student's enrollments generated program funds at both of the schools or centers attended. A student enrolled in CDEPP who withdrew from the program before the student data were collected would be counted in the financial information, but would not be counted in the student data used in this report. The counts based on unduplicated data from students actively enrolled in the program are thus somewhat lower than the cumulative data from the financial information.

Data Quality

In general, the completeness and accuracy of the 135th-day data regarding CDEPP is quite encouraging compared to the data available for the February interim report. Substantial improvements in data quality and availability have been made over the course of the first year of the pilot program. These improvements represent substantial attention and effort on the part of personnel in the state agencies involved and of the public and private CDEPP providers.

However, some data problems remain to be solved or improved:

- The SASI XP student coding to indicate whether a specific student was eligible for and receiving CDEPP services has improved considerably since the data were reported in the February interim report. However, continued efforts to improve the accuracy of this coding are needed both for financial reporting and for evaluation purposes. For example, in the 135-day data from the 29 CDEPP-participating districts, 224 students ineligible for CDEPP services were coded as participating in the program.
- The unique student identifying numbers (SUNS) required in Proviso 1.75 were not provided for 7.1% (306/4311) of students in the 29 plaintiff districts participating in CDEPP and were not provided for 5.3% (16/303) of the students in the private provider CDEP programs. This represents a substantial improvement over the data available for the February interim report, where 46% of the public school CDEPP students were missing a SUNS ID, and all of the private CDEP program students were missing a SUNS number. The unique identifying numbers are necessary to follow program participants and non-participants over time to judge the effectiveness of CDEPP and for program and financial accountability, so it is imperative that all students have a unique identifier assigned to them.
- Problems were encountered by both SDE and OFS in collecting or reporting the DIAL3 screening test data from students participating in programs for four year olds, including CDEPP. The DIAL3 results are used by school districts in the process of identifying students having developmental delays, and the DIAL3 results also provide a measure of student characteristics prior to the student's entry to an educational program such as CDEPP. It is part of the evaluation design that the DIAL3 data will be used in the subsequent longitudinal studies of CDEPP and non-CDEPP students, so it is important that the DIAL3 results are available.

  Students were assessed by school district personnel at the beginning of the school year, but most student results could not be retrieved successfully from the school databases so they could be downloaded by the SDE. Only 19% of the students in the 29

participating CDEPP districts had DIAL3 scores reported. SDE personnel are investigating the reasons for the problems with the data retrieval, which included the use of a program module in the school databases which school personnel were not accustomed to using and to misunderstandings regarding the data collection. The instructional manuals have since been revised and professional development is underway to improve the collection of this information in 2007-2008. EOC and SDE personnel are currently discussing how the DIAL3 results from 2006-2007 can be made available, which may include direct paper-based data collections from school districts.

Private providers also assessed CDEPP students using DIAL3, but the results are not yet available to the evaluators. The OFS has collected the data for scoring and reporting DIAL3 results on scan sheets and is preparing to scan the data for reporting.

- The data provided from the school databases do not have consistent or complete information regarding students' disabilities and the special education services they receive. Since the disability status of CDEPP students was not available from the public school data, estimates of the need for special education services in the school programs could not be determined. At this time SDE staff are investigating the availability of the information from other school databases. The OFS collects information on the disabilities of CDEPP students in private programs, but not on the special education services the students receive.

Findings

Numbers of CDEPP Providers

Proviso 1.75 directed that funds for the Child Development Education Pilot Program be expended first for children residing in the 8 trial districts, followed by children residing in the remaining plaintiff districts. Thirty-six school districts, including the 8 trial districts, were identified as plaintiff districts in the EOC's March 2006 report on the inventory of four-year-old child development programs. Following a request from the district, the SDE added Orangeburg 4 to the list of plaintiff districts, raising the total number of plaintiff school districts to 37. The 37 identified plaintiff districts and their participation levels in CDEPP are listed in Table 7 (trial districts are identified in bold). Twenty-nine of the 37 plaintiff districts participated in CDEPP and 8 did not. All 8 of the trial districts participated in CDEPP. Among the 29 participating districts, six elected to institute CDEPP in some, but not all, of their schools housing four-year-old child development programs. These districts were allowed to establish CDEPP-funded programs in some schools and maintain their existing EIA-funded pre-kindergarten programs in their remaining schools. A school housing a CDEPP-funded program could not also have an EIA-funded program, and the district's EIA allocation was reduced proportionately to reflect the number of students served in the CDEPP schools.

Table 7
Plaintiff District Participation in CDEPP

Plaintiff District	No. Schools Participating in CDEPP	No. Schools NOT Participating in CDEPP
Abbeville	5	0
Allendale	2	0
Bamberg 1*	0	2
Bamberg 2	1	0
Barnwell 19	1	0
Barnwell 29*	0	1
Barnwell 45*	0	1
Berkeley	6	10
Chesterfield*	0	5
Clarendon 1	1	0
Clarendon 2	1	0
Clarendon 3	1	0
Dillon 1	1	0
Dillon 2	3	0
Dillon 3	1	0
Florence 1	2	10
Florence 2	1	0
Florence 3	2	3
Florence 4	1	0
Florence 5	1	0
Hampton 1	2	2
Hampton 2	1	0
Jasper	2	0
Laurens 55	3	3
Laurens 56	2	2
Lee	3	0
Lexington 4	2	0
McCormick*	0	1
Marion 1*	0	1
Marion 2	1	0
Marion 7	2	0
Marlboro*	0	5
Orangeburg 3	4	0
Orangeburg 4	3	0
Orangeburg 5	8	0
Saluda*	0	2
Williamsburg	7	0
Total Schools	70	47

(Trial districts listed in **bold**.)
* Plaintiff district NOT participating in CDEPP.

Eligible four-year-olds residing in the plaintiff districts could attend a CDEPP program provided either by eligible private providers or by the local public school system. There were 36 private providers serving at least one CDEPP-eligible student (Table 8). Thirty-four of these private providers were located in plaintiff school districts and 2 were located in non-plaintiff districts. Eligible students could attend a CDEPP program in a private provider located in a non-plaintiff district, but the student was required to live in a plaintiff district.

Table 8
Number CDEPP Students Served at 135th-day Data Collection - Private Providers

Provider Name	County Location of Provider	Number of CDEPP Students
Little Precious Angels Child Development Center	Bamberg	5
Progressive Family Life Center	Bamberg	5
Bedford's Stay-n-Play	Barnwell	17
Hobbit Hill Preschool	Beaufort	1
Karen Scott Heath CDC	Berkeley	8
The Sunshine House #106	Berkeley	3
The Sunshine House #29	Berkeley	6
The Wee Academy Learning Center	Clarendon	9
Kids Ltd.	Dillon	20
Pee Dee CAP Head Start (Hamer-Canaan)	Dillon	10
Excellent Learning Preschool, Inc.	Florence	6
Pee Dee CAP Head Start (Lake City)	Florence	10
Pee Dee CAP Head Start (Thelma Brown)	Florence	11
The Sunshine House #30	Florence	4
Zion Canaan Child Development Center	Florence	8
Little Smurf's Child Development Center	Georgetown	13
Little People Inc. Day Care	Jasper	6
Bishopville Lee Child Care Center Inc	Lee	15
Lynchburg-Elliott CDC	Lee	14
Kids Konnection Christian Childcare	Marion	9
Little Promises Learning Center	Marion	2
McGill's Bundles of Joy Learning Center	Marion	13
Pee Dee CAP Head Start (Springville)	Marion	10
Troy-Johnson Learning Korner, Inc.	Marion	10
Back to Basics Learning Center, Inc.	Orangeburg	13
Indias Toddler University	Orangeburg	4
Kelly's Kids	Orangeburg	3
Kiddie Kollege of Orangeburg	Orangeburg	2
Kids 2000 Kindergarten & Daycare Center	Orangeburg	2
Kids In Motion	Orangeburg	4
ABC Academy	Saluda	9
Graham's Enhancement Child Care	Williamsburg	9
Mary's Little Lamb Daycare Center	Williamsburg	15
Nesmith Community Day Care Center	Williamsburg	9
Tender Bear's Daycare and Learning Center	Williamsburg	12
Wilson's Daycare and Learning Center	Williamsburg	6
Total		303

Data provided by OFS May 2, 2007.

Numbers of students served

Data for all districts are listed in Appendix D Table 1. This table provides information on the estimates of the numbers of children in each district eligible for CDEPP (e.g., students eligible for free- or reduced-price lunch and/or Medicaid services); estimates of the numbers eligible for the free- or reduced-price lunch program; and the numbers of students served in the various

publicly-funded programs for four-year-old students, including public school child development programs, the public school and private provider CDEP program, the ABC Voucher child care program, and Head Start programs. Data for the 37 public school districts identified as plaintiff districts are listed in Appendix D Table 2, and data for the 29 plaintiff districts participating in CDEPP are listed in Appendix D Table 3. Information reported in these tables on the numbers of students served is from the 135th-day data files. When estimates were made, such as the numbers of four-year-olds living in a school district or the numbers of students in a school district eligible for the free- or reduced-price lunch program, the methodology used is detailed in the earlier EOC report, "Results and Related Recommendations of the Inventory and Study of Four-Year-Old Kindergarten Programs in South Carolina", March 16, 2006.

The district information in Appendix D Tables 1-3 are summarized and comparative information from the 2005-2006 school year are provided in Table 9. The data reported in this table provide answers to several questions about the impact of CDEPP.

Table 9
Summary of Numbers of Students Participating in State-Funded Four-Year-Old Pre-Kindergarten Programs, 2005-06 and 2006-07 School Years
135th-day Data Collection (March-April 2007)

PUBLIC SCHOOL DISTRICT GROUP	ALL 85 DISTRICTS		37 PLAINTIFF DISTRICTS		29 DISTRICTS PARTICIPATING IN CDEPP**	
	2006-07	2005-06	2006-07	2005-06	2006-07	2005-06
Four-year-old Population Estimate	57,251	56,114	11,642	11,746	9,615	9,731
Children in Poverty* Estimate	36,794	35,010	9,116	9,092	7,515	7,524
Free- or Reduced-Price Lunch Estimate	30,495	29,737	7,926	8,016	6,546	6,639
Public School 4K Total Served	20,569	21,145	5,072	5,095	4,311	4,265
Public Free- or Reduced-Price Lunch Served Total	13,362	12,871	3,758	3,476	3,254	2,934
Public School Pay Lunch Served	7,199	8,142	1,281	1,564	1,051	1,301
Public School Lunch Status Missing	8	132	6	55	6	30
Public School CDEPP** Served (Student Data File)	2,717	N/A	2,717	N/A	2,717	N/A
Public School CDEPP** Served (Finance Data File)	2,932	N/A	2,932	N/A	2,932	N/A
First Steps CDEPP** Students Served (2006-07 only)	303	N/A	302	N/A	236	N/A
First Steps Free- or Reduced-Price Lunch Served (2005-06 only)	N/A	123	N/A	0	N/A	0
Full-Day ABC Voucher Served Estimated	3,471	2,495	738	446	631	391
Head Start Served Estimated	5,806	6,057	1,972	2,008	1,434	1,516
Public School Free/Reduced, 1st Steps, ABC, Head Start Total	23,559	21,546	6,881	5,930	5,630	4,841
Free- or Reduced-Price Lunch Students NOT Served	6,936	8,191	1,045	2,086	916	1,798

* Children in Poverty include children eligible for the Federal free- or reduced-price lunch program and/or Medicaid services; these students meet the eligibility requirements for participation in the CDEPP program.
**CDEPP = Child Development Education Pilot Program
N/A= Not Applicable.
Data Sources: Student data files and Finance files, S.C. Department of Education; Census population estimates (2006), Office of Research & Statistics, S.C. Budget and Control Board; Birth population estimates (2005), S.C. Department of Health & Environmental Control; S.C. Office of First Steps to School Readiness; S.C. Department of Social Services (ABC Voucher data); S.C. Head Start Collaboration Office

How many four-year-old children are there in South Carolina and in the plaintiff school districts?

The exact number of four-year-old children living in South Carolina at any given time is unknown, but can be estimated using U.S. Census estimates or estimates based on live births. Live birth estimates were used for the 2005-06 school year because they were more contemporaneous than Census data, but newer Census data were available for use in estimating 2006-07 populations. These estimates indicate that the number of four-year-olds living in South Carolina increased in 2006-07 from 56,114 to 57,251. However, the numbers of four-year-olds declined by approximately 100 during this time period in the 37 plaintiff districts and in the 29 plaintiff districts participating in CDEPP. This apparent out-migration or decline in births must be taken into account when attempting to determine if more students were served in child development programs in the plaintiff districts in 2006-2007.

How many four-year-olds are living in poverty?

Statewide, the number of four-year-olds eligible for free- or reduced-price lunch programs and/or for Medicaid services increased by 1,784 to 36,794, reflecting an overall increase in poverty. However, the numbers of four-year-olds in poverty in the 37 plaintiff districts and in the 29 plaintiff districts participating in CDEPP remained relatively stable in 2006-07 compared to 2005-06, perhaps reflecting the existing high levels of poverty among families living in these districts.

How many four-year-olds were attending public school pre-kindergarten programs in April 2007?

There was a small decrease (576 students – from 21,145 in 2005-06 to 20,569 in 2006-07) statewide in the numbers of four-year-olds enrolled in public school pre-kindergarten programs, with a very small decrease in the numbers enrolled in pre-kindergarten programs in the 37 plaintiff districts (23 fewer students) and a moderate increase in the 29 plaintiff districts participating in CDEPP (46 more students).

What was the socioeconomic status of four-year-olds enrolled in public school pre-kindergarten programs in April 2007?

Information on students' eligibility for the federal free- or reduced-price lunch program was used to address this question. In the February 2007 interim report the interpretation of these data was limited by the extent of missing data in 2006-07. However, the data were nearly complete in the 135-day data collection used for this update, with only 8 public school students missing lunch data statewide; all of the private program CDEPP students had complete information on this variable. The improved data information from 2006-2007 allow a more accurate comparison with the 2005-2006 data listed in Table 9.

There was an increase statewide in the numbers of students eligible for the free- or reduced-price lunch program who were enrolled in public school pre-kindergarten programs (491 more students in 2006-07 than in 2005-06). A similar increase was observed in the 37 plaintiff districts (282 more students in 2006-07) and in the 29 plaintiff districts participating in CDEPP, where there was an increase of 320 students in 2006-07. This finding may reflect the impact from increased recruiting of students in poverty or increased services provided to students in poverty by CDEPP in these districts. In April 2007, 75.5% (3,254/4,311) of the four year old

students enrolled in the 29 CDEPP-participating school districts were eligible for the free- or reduced-price lunch program.

There was a decrease statewide of 943 students in the number of students NOT eligible for the Federal lunch program ("pay lunch") who were served in a public school program in 2006-07 and proportionately larger decreases in the numbers of pay lunch students served in the 37 plaintiff districts (283 fewer students in 2006-07) and in the 29 plaintiff districts participating in CDEPP (250 fewer pay lunch students served in 2006-07). This also may reflect a change in the recruiting and services provided to students in poverty in these districts, since many pay lunch students are not eligible for Medicaid services either, and thus would not be eligible for participation in CDEPP.

What was the socioeconomic status of four-year-olds enrolled in private CDEPP pre-kindergarten programs in April 2007?

The percentage of CDEPP students enrolled in private centers who were eligible for the free- or reduced-price lunch program was similar to that of public school participants: 73.6% (223/303) eligible for the private center participants compared to 75.5% for public school participants. All of the CDEPP students in the private centers met the income eligibility requirements for participation.

How many four-year-olds participated in CDEPP in April 2007?

Two sets of numbers for public school CDEPP participation are listed in Table 9: one is based on the identification of students actively enrolled in the school on the 135th day of instruction in the student data file from the school databases ("Student Data File"), and one is based on the numbers of students for whom providers were reimbursed ("Finance Data File"). There is a discrepancy between these numbers (2,717 served according to the school databases vs. 2,932 served according to the financial data) which reflects the differences between the cumulative financial counts and the "snapshot" of students actually enrolled in the schools at the 135th day of instruction.

Further examination of the student 135th-day data revealed that, in addition to the 2,717 eligible students currently enrolled, an additional 188 students had been enrolled earlier in the school year but had withdrawn from the school before the 135th day of instruction; these 188 students were counted in the cumulative financial data but not in the "snapshot" of students enrolled at the 135th day. Ten more students had duplicate records in the school databases and were apparently counted in the totals funded; the duplicate records were removed from the 135th-day counts. The duplicate records may have resulted from recording the students more than one time in the school databases and are data entry errors. The data are still being examined to resolve the remaining 17-student discrepancy between the fiscal and enrollment counts.

The 188 students who withdrew from schools during the year represent 6.5% of the public school students participating in CDEPP. This is a measure of the mobility of the students (some of the students withdrew from one school and enrolled in another), suggesting that there is a very modest level of mobility among public school CDEPP participants.

The number of four-year-olds participating in First Steps private provider CDEPP programs is 303 (based on student enrollment data provided on May 2, 2007). All of the students met the income eligibility requirements for CDEPP: one student was listed as residing in a non-plaintiff school district and would thus not be eligible for CDEPP (the data for this student are currently

being reviewed by OFS staff to determine the student's eligibility). The Office of First Steps reported funding 309 students in CDEPP as of June 22, 2007; this is also a cumulative count. The Office of First Steps indicates that it collects enrollment information from private providers on a continuous basis.

There were a total of 3,020 students (2,717 in public schools, 303 in private centers) enrolled in CDEPP at the time of the 135th-day data collection (April 2007). Based on the finance data, a cumulative total of 3,241 students (2,932 in public schools, 309 in private centers) participated at some time during the 2006-2007 school year by the 135th day of instruction.

How many four-year-olds participated in other publicly-funded full-day programs in April 2007?

The number of four-year-olds receiving full-day child care services through the ABC voucher program increased by 976 students statewide, by 292 students in the 37 plaintiff districts, and by 240 students in the 29 plaintiff districts participating in CDEPP. The number of four-year-olds participating in Head Start statewide decreased slightly and also declined in the plaintiff and CDEPP-participating districts.

Were more eligible students served with publicly-funded public and private full-day pre-kindergarten programs in the 37 plaintiff districts and in the 29 plaintiff districts participating in CDEPP in 2006-07 than in 2005-06?

Yes, more students living in the plaintiff districts eligible for the Federal lunch program were served in a publicly-funded pre-kindergarten program in 2006-07: 951 (from 5,930 in 2005-2006 to 6,881 in 2006-2007) more students were served in the 37 plaintiff districts, and 789 (from 4,841 to 5,630) more students were served in the 29 plaintiff districts participating in CDEPP. The state-level data also showed an increase of 2013 total students eligible for the free- or reduced-price lunch program served statewide in a publicly-funded pre-kindergarten program (from 21,546 in 2005-06 to 23,559 in 2006-07).

The statewide number of four-year-olds eligible for the free- or reduced-price lunch program who were NOT served in a publicly-funded program decreased to 6,936 students in 2006-07 compared to 8,191 in 2005-06, while the numbers of eligible students NOT served in the 37 plaintiff districts and in the 29 plaintiff districts participating in CDEPP decreased by 1,041 students and by 882 students, respectively.

What are the demographic characteristics of CDEPP-participating students?

The distributions of gender, ethnicity, and eligibility for Limited English Proficient (LEP) services among CDEPP-participating students in public and private settings are shown in Table 10.

Table 10
Demographic Characteristics of CDEPP Students
135-day Data Collection, 2006-2007 School Year

Variable	Demographic Characteristic	Number of CDEPP Students in Public Schools (%)	Number of CDEPP Students in Private Centers (%)
Gender	Female	1,334 (49.1)	145 (47.9)
	Male	1,383 (50.9)	158 (52.1)
	Subtotal	2,717 (100)	303 (100)
Ethnicity	African American	1,798 (66.2)	272 (89.8)
	American Indian	4 (0.2)	0 (0.0)
	Asian	9 (0.3)	0 (0.0)
	Hispanic	197 (7.3)	5 (1.7)
	White	701 (25.8)	16 (5.3)
	Other/Unknown	8 (0.2)	10 (3.3)
	Subtotal	2,717 (100)	303 (100)
LEP Eligibility	Eligible for LEP Services	95 (3.5)	NA*
	Not Eligible	2622 (96.5)	NA
	Subtotal	2,717 (100)	NA

Percentage totals may not equal 100 due to rounding.
*Eligibility for LEP services not available; all students indicated as English speakers, with 1 student indicated as having Spanish for "Other Language."

The percentages of male and female CDEPP students are similar, with a slightly higher percentage of males enrolled than females, especially in the private centers.

Almost two-thirds (66.2%) of public school CDEPP students are African American, compared to almost 90% of students receiving CDEPP services from private providers. More than one-third of public school CDEPP students are White, while only 5% of CDEPP students in private centers are White. The percentage of Hispanic students enrolled in CDEPP provided in public schools is also higher than the percentage of CDEPP students in private centers.

None of the CDEPP students in programs provided by private providers were indicated as eligible for LEP services, while 95 (3.5%) of the CDEPP students in public schools were eligible. The English language proficiency of students who have a primary language other than English is evaluated by public school personnel. The evaluation results determine student eligibility for LEP services if such services are available. Students attending CDEP programs provided by private providers may not have been evaluated for their eligibility for such programs; the apparent lack of LEP-eligible students in private centers may also reflect the choices made by non-English speaking families in the placement of their children in preschool programs. The OFS guidelines for the 2007-2008 CDEP program will direct private providers to collaborate with local school districts in the evaluation and provision of services for students whose home language is other than English.

Programs for LEP children are supported largely by federal Title III funds. At this time no Title III funds are available in South Carolina for LEP services to preschool children. Some school districts provide these language services for preschool children; these programs are funded using local or other sources of funds. In 2006-2007, 3.5% of the four year old students attending CDEPP in public schools were eligible for LEP services, but the data provided do not indicate how many actually were provided such services. Demographic projections indicate that

the numbers of children in South Carolina who have a language other than English as their primary language will increase substantially over the next several years. The need for educational programs to help these students acquire English language skills sufficient to meet the academic challenges of the State's standards-based educational system should be a consideration in the future implementation of state-funded preschool programs.

As indicated earlier in this report, accurate and comprehensive information on CDEPP student disabilities and the disability-related educational services they received was not available from the public school data at this time. Four of the students participating in CDEPP provided by private providers were indicated as having Individualized Education Plans (IEP) related to their disabilities. OFS guidelines for CDEPP also direct private providers to collaborate with local districts in the identification and provision of services to CDEPP students having disabilities.

What is the average class size of CDEPP classrooms?

This question can be addressed only for public school CDEPP classrooms because information on the total numbers of students served (CDEPP-eligible and non-CDEPP eligible) in classrooms in which CDEPP students were enrolled was not available at this time for the private centers. The information is also not complete for all public school CDEP programs because some schools and one school district (Florence 2) did not report the teacher data needed to identify the students enrolled in each classroom in the 135-day data collection. However, data from 159 public school CDEPP classrooms were available for analysis for this report.* At the time of the 135th-day data collection the average public school CDEPP classroom contained 17.9 students. The smallest total class size was 6 students and the largest was 21 students. The average number of CDEPP-eligible students in these classrooms was 15.8, with a range of 2 to 20 students. The average number of students in these classrooms who were not eligible for CDEPP was 2.1, with a range from 0 ineligible students to 10. These data indicate that there is a moderate level of economic diversity among students enrolled in public school classrooms containing CDEPP-eligible students. There is some evidence from the evaluations of the Georgia preschool programs and from other studies that heterogeneous classroom settings provide educational benefits to academically at-risk students.

The data available from CDEP programs provided by private providers did provide information on the average number of CDEPP students enrolled per private center (classroom data were not available). The average center enrolled 8.4 CDEPP students, with a range from a minimum of 1 student to a maximum of 20 students per center.*

*(Note: differences between the fiscal and student class size averages reported reflect the respective cumulative and "snapshot" characteristics of these data.)

Section III. Update of Issues Identified from Interim Evaluation of CDEPP Start-Up

The February 2007 interim CDEPP evaluation report raised several issues revealed by the data collected from the early start-up activities for the first year of the pilot. Those issues included:

- Concerns about the poor quality of program and student data;
- Need for marketing the program to parents and providers to expand participation in the program, revealed by the projected funding surplus for the program;
- Per-child and transportation reimbursement levels in the first year of the pilot may have been insufficient to make the program sufficiently attractive to some potential providers;
- The program's high teacher requirements and the facilities requirements were identified by some program administrators as barriers to expansion;
- More information from a second year of the pilot was needed to better inform future legislation.

Some of those issues are already being addressed. The quality of the data available increased substantially by the 135th day of instruction data collection, although some data quality issues remain. Proviso 1.66 to the 2007-2008 General Appropriations Act extended the pilot CDEPP through 2007-2008. Proviso 1.66 also increased the per-child reimbursement from $3,077 to $3,931 and provided additional funding for student transportation and for classroom materials. Proviso 1.66 continued the EOC's CDEPP evaluation responsibilities and expanded the evaluation to include the assessment of facility availability for full-day programs for four year old children.

This update to the interim evaluation report confirms the need to focus on those issues and adds some additional issues for consideration:

1. The funding surplus from the first year of the CDEPP pilot emphasizes the need for increased marketing of the CDEP program to parents and potential program providers. Of the $23,575,680 that was allocated for the first year of the CDEPP pilot program, approximately $12,915,166.37 or 55% was expended leaving a carry forward of approximately $10,660,513.63. The budget surplus is due to at least three factors: (1) non-participation in CDEPP by eight eligible school districts; (2) normal lag time in implementing a new program and in approving eligible private providers; and (3) difficulty in finding and enrolling eligible children in both public and private programs. Information on the numbers of providers anticipated in 2007-2008 and projections of the numbers of students to be served are anticipated by the SDE and OFS by late July 2007; this information was not available at the time this report was drafted.
2. The quality and completeness of the 2006-2007 program data improved substantially by the time of the April 2007 data collection. The improvement in quality of the data can be attributed to the efforts on the part of state agency and local provider personnel during the year, and demonstrates that accurate and comprehensive data for early childhood programs can be collected. Some data quality and availability issues remain, however, and the issue needs continued attention. For example, not all students have been assigned the necessary unique student identifier needed for program evaluation and record-keeping. DIAL3 screening assessments were conducted by school and provider personnel, but problems with the collection of those results by the state agencies for evaluation purposes need to be solved. Information on students with disabilities and on Limited English Proficient (LEP) students is currently either not available or incomplete.

3. While the data are incomplete, it is clear that some of the students enrolled in CDEPP also have disabilities and/or are not native speakers of English (LEP students). Students with disabilities may also be eligible for CDEPP if their families meet the income or Medicaid requirements. The level of participation in CDEPP of students having disabilities is not clear from the available data nor is information on the kinds of educational services CDEPP participants with disabilities are receiving. The role of full-day pre-kindergarten programs in the education of preschool children with disabilities should be examined in the planning of future state-funded preschool programs.

   In 2006-2007, 3.5% of the four year old students attending CDEPP in public schools were eligible for LEP services, but the data provided do not indicate how many actually were provided such services. Demographic projections indicate that the numbers of children in South Carolina who have a language other than English as their primary language will increase substantially over the next several years. The need for educational programs to help these students acquire English language skills sufficient to meet the academic challenges of the State's standards-based educational system should be a consideration in the future implementation of state-funded preschool programs.

   More in-depth review of the issues of providing language and special education services to CDEPP students will be conducted for the January 1, 2008 evaluation report to the General Assembly.

IV. Evaluation Activities for FY2007-2008

The CDEPP evaluation includes both an examination of the process variables involved in the implementation of the program, such as agency policies and curriculum, teacher, and facilities requirements, and outcomes such as scores on the state standards-based tests in third grade and beyond based on longitudinal data from CDEPP participants and non-participants. The interdisciplinary evaluation team is composed of EOC staff members (Dr. Jo Anne Anderson, David Potter, and Melanie Barton) and University of South Carolina personnel (Drs. Bill Brown, Kathy Paget, Jon Pierce, Fred Greer, and Ms. Heather Googe). In addition to the data and document analyses and the surveys of district superintendents and private providers reported in the February 2007 interim evaluation report, the evaluators have been engaged in additional survey data collection and analysis and the pilot-testing of CDEPP students. The following activities are planned for the 2007-2008 fiscal year:

1. Evaluators pilot-tested a developmentally appropriate assessment protocol for child outcome measures in the spring of 2007 with 48 children in CDEPP programs and they are currently compiling and analyzing the results;
2. The evaluators will pilot-test a developmentally appropriate assessment to be administered to the same group of 48 children in Spring 2008, when they are enrolled in five year old kindergarten;
3. Administering the previously pilot-tested child outcome measures with an initial cohort of 100 four-year-old children in CDEPP and non-CDEPP programs in the fall of 2007;
4. Evaluators surveyed CDEPP teachers and administrators in both public and private CDEPP programs at the end of the 2006-2007 school year, and are currently compiling and analyzing the survey results, which will be included in the January 1, 2008 evaluation report to the General Assembly. Evaluators will be soliciting information from a sample of parents in Spring 2008 regarding their participation in CDEPP;
5. In compliance with Proviso 1.66 of the 2007-2008 General Appropriations Act, the evaluators will expand their evaluation activities to include “an assessment, by county, on the availability and use of existing public and private classroom capacity approved for at-risk four-year-old kindergarten students. The report shall include, by county, the estimated four-year-old population, the total number of CDEPP approved four-year-old kindergarten spaces available, the number of four-year-old children enrolled in both public and private CDEPP approved facilities, and the number of children on waiting lists for either public or private providers during the reporting period. Where possible, the report shall also include anticipated four-year-old kindergarten enrollment projections for the two years following the report.” The evaluation team may be expanded to include an expert on school facilities. This information is also to be included in the January 1, 2008 report to the General Assembly;
6. The evaluators will be compiling and analyzing new fiscal and student and programmatic data for the 2007-2008 pilot year and preparing the January 1, 2008 report to the General Assembly;
7. Pending evaluation funding, the evaluators will assess 100 four-year-old pre-kindergarten children each year for 2008, 2009, and 2010 (i.e., total sample of 448 preschoolers across four years of proposed evaluation) and re-assessment of those children in five-year-old kindergarten (i.e., total sample of 348 kindergarteners across four of evaluation years) to assess short-term child outcomes related to CDEPP; and
8. Pending evaluation funding, the evaluators will determine the relationship of CDEPP participation on children’s PACT scores as they enter third grade.

APPENDIX A:
Provisos 1.66 and 1.79 of the 2007-2008 General Appropriations Act

1.66. (SDE: Child Development Education Pilot Program) There is created the South Carolina Child Development Education Pilot Program. This program shall be available for the 2007-2008 school year on a voluntary basis and shall focus on the developmental and learning support that children must have in order to be ready for school and must incorporate parenting education.

(A) For the 2007-2008 school year, with funds appropriated by the General Assembly, the South Carolina Child Development Education Pilot Program shall first be made available to eligible children from the following eight trial districts in Abbeville County School District et. al. vs. South Carolina: Allendale, Dillon 2, Florence 4, Hampton 2, Jasper, Lee, Marion 7, and Orangeburg 3. With any remaining funds available, the pilot shall be expanded to the remaining plaintiff school districts in Abbeville County School District et. al. vs. South Carolina. Priority shall be given to implementing the program first in those of the plaintiff districts which participated in the pilot program during the 2006-2007 school year, then in the plaintiff districts having proportionally the largest population of underserved at-risk four-year-old children. During the implementation of the pilot program, no funds appropriated by the General Assembly for this purpose shall be used to fund services to at-risk four-year-old children residing outside of the trial or plaintiff districts.

The Education Oversight Committee shall conduct an evaluation of the pilot program and shall issue a report to the General Assembly by January 1, 2008. The report shall include a comparative evaluation of children served in the pilot program and children not served in the pilot program. Additionally, based on the evaluation of the pilot program, the Education Oversight Committee shall include recommendations for the creation of and an implementation plan for phasing in the delivery of services to all at-risk four-year-old children in the state.

Unexpended funds from the prior fiscal year for this program shall be carried forward and shall remain in the program. In rare instances, students with documented kindergarten readiness barriers may be permitted to enroll for a second year, or at age five, at the discretion of the Department of Education for students being served by a public provider or at the discretion of the Office of South Carolina First Steps to School Readiness for students being served by a private provider.

(B) Each child residing in the pilot districts, who will have attained the age of four years on or before September 1, of the school year, and meets the at-risk criteria is eligible for enrollment in the South Carolina Child Development Education Pilot Program for one year.

The parent of each eligible child may enroll the child in one of the following programs:

(1) a school-year four-year-old kindergarten program delivered by an approved public provider; or

(2) a school-year four-year-old kindergarten program delivered by an approved private provider.

The parent enrolling a child must complete and submit an application to the approved provider of choice. The application must be submitted on forms and must be accompanied by a copy of the child's birth certificate, immunization documentation, and documentation of the student's eligibility as evidenced by family income documentation showing an annual family income of 185% or less of the federal poverty guidelines as promulgated annually by the U.S. Department of Health and Human Services or a statement of Medicaid eligibility.

In submitting an application for enrollment, the parent agrees to comply with provider attendance policies during the school year. The attendance policy must state that the program consists of 6.5 hours of instructional time daily and operates for a period of not less than 180

days per year. Pursuant to program guidelines, noncompliance with attendance policies may result in removal from the program.

No parent is required to pay tuition or fees solely for the purpose of enrolling in or attending the program established under this provision. Nothing in this provision prohibits charging fees for childcare that may be provided outside the times of the instructional day provided in these programs.

(C) Public school providers choosing to participate in the South Carolina Four-Year-Old Child Development Kindergarten Program must submit an application to the Department of Education. Private providers choosing to participate in the South Carolina Four-Year-Old Child Development Kindergarten Program must submit an application to the Office of First Steps. The application must be submitted on the forms prescribed, contain assurances that the provider meets all program criteria set forth in this provision, and will comply with all reporting and assessment requirements.

Providers shall:

(1) comply with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services;
(2) comply with all state and local health and safety laws and codes;
(3) comply with all state laws that apply regarding criminal background checks for employees and exclude from employment any individual not permitted by state law to work with children;
(4) be accountable for meeting the education needs of the child and report at least quarterly to the parent/guardian on his progress;
(5) comply with all program, reporting, and assessment criteria required of providers;
(6) maintain individual student records for each child enrolled in the program to include, but not be limited to, assessment data, health data, records of teacher observations, and records of parent or guardian and teacher conferences;
(7) designate whether extended day services will be offered to the parents/guardians of children participating in the program;
(8) be approved, registered, or licensed by the Department of Social Services; and
(9) comply with all state and federal laws and requirements specific to program providers.

Providers may limit student enrollment based upon space available. However if enrollment exceeds available space, providers shall enroll children with first priority given to children with the lowest scores on an approved pre-kindergarten readiness assessment. Private providers shall not be required to expand their programs to accommodate all children desiring enrollment. However, providers are encouraged to keep a waiting list for students they are unable to serve because of space limitations.

(D) The Department of Education and the Office of First Steps to School Readiness shall:

(1) develop the provider application form;
(2) develop the child enrollment application form;
(3) develop a list of approved research-based preschool curricula for use in the program based upon the South Carolina Content Standards, provide training and technical assistance to support its effective use in approved classrooms serving children;
(4) develop a list of approve pre-kindergarten readiness assessments to be used in conjunction with the program, provide assessments and technical assistance to support assessment administration in approved classrooms serving children;
(5) establish criteria for awarding new classroom equipping grants;
(6) establish criteria for the parenting education program providers must offer;

(7) establish a list of early childhood related fields that may be used in meeting the lead teacher qualifications;
(8) develop a list of data collection needs to be used in implementation and evaluation of the program;
(9) identify teacher preparation program options and assist lead teachers in meeting teacher program requirements;
(10) establish criteria for granting student retention waivers; and
(11) establish criteria for granting classroom size requirements waivers.

(E) Providers of the South Carolina Child Development Education Pilot Program shall offer a complete educational program in accordance with age-appropriate instructional practice and a research based preschool curriculum aligned with school success. The program must focus on the developmental and learning support children must have in order to be ready for school. The provider must also incorporate parenting education that promotes the school readiness of preschool children by strengthening parent involvement in the learning process with an emphasis on interactive literacy.

Providers shall offer high-quality, center-based programs that must include, but shall not be limited to, the following:

(1) employ a lead teacher with a two-year degree in early childhood education or related field or be granted a waiver of this requirement from the Department of Education or the Office of First Steps to School Readiness;
(2) employ an education assistant with pre-service or in-service training in early childhood education;
(3) maintain classrooms with at least 10 four-year-old children, but no more than 20 four-year-old children with an adult to child ratio of 1:10. With classrooms having a minimum of 10 children, the 1:10 ratio must be a lead teacher to child ratio. Waivers of the minimum class size requirement may be granted by the South Carolina Department of Education for public providers or by the Office of First Steps to School Readiness for private providers on a case-by-case basis;
(4) offer a full day, center-based program with 6.5 hours of instruction daily for 180 school days;
(5) provide an approved research-based preschool curriculum that focuses on critical child development skills, especially early literacy, numeracy, and social/emotional development;
(6) engage parents' participation in their child's educational experience that shall include a minimum of two documented conferences per year; and
(7) adhere to professional development requirements outlined in this article.

(F) Every classroom providing services to four-year-old children established pursuant to this provision must have a lead teacher with at least a two-year degree in early childhood education or related field and who is enrolled and is demonstrating progress toward the completion of a teacher education program within four years. Every classroom must also have at least one education assistant per classroom who shall have the minimum of a high school diploma or the equivalent, and at least two years of experience working with children under five years old. The teaching assistant shall have completed the Early Childhood Development Credential (ECD) 101 or enroll and complete this course within twelve months of hire.

(G) The General Assembly recognizes there is a strong relationship between the skills and preparation of pre-kindergarten instructors and the educational outcomes of students. To improve these education outcomes, participating providers shall require all personnel providing instruction and classroom support to students participating in the South Carolina Child Development Education Pilot Program to participate annually in a minimum of 15 hours of professional development to include teaching children from poverty. Professional development should provide instruction in strategies and techniques to address the age-appropriate progress

of pre-kindergarten students in developing emergent literacy skills, including but not limited to, oral communication, knowledge of print and letters, phonemic and phonological awareness, and vocabulary and comprehension development.

(H) Both public and private providers shall be eligible for transportation funds for the transportation of children to and from school. Nothing within this provision prohibits providers from contracting with another entity to provide transportation services provided the entities adhere to the requirements of Section 56-5-195. Providers shall not be responsible for transporting students attending programs outside the district lines. Parents choosing program providers located outside of their resident district shall be responsible for transportation. When transporting four-year-old child development students, providers shall make every effort to transport them with students of similar ages attending the same school. Of the amount appropriated for the program, not more than $185 per student shall be retained by the Department of Education for the purposes of transporting four-year-old students. This amount must be increased annually by the same projected rate of inflation as determined by the Division of Research and Statistics of the Budget and Control Board for the Education Finance Act.

(I) For all private providers approved to offer services pursuant to this provision, the Office of First Steps to School Readiness shall:

(1) serve as the fiscal agent;
(2) verify student enrollment;
(3) recruit, review, and approve eligible providers. In considering approval of providers, consideration must be given to the provider's availability of permanent space for program service and whether temporary classroom space is necessary to provide services to any children;
(4) coordinate oversight, monitoring, technical assistance, coordination, and training for classroom providers;
(5) serve as a clearing house for information and best practices related to four-year-old kindergarten programs;
(6) receive, review, and approve new classroom grant applications and make recommendations for approval based on approved criteria;
(7) coordinate activities and promote collaboration with other private and public providers in developing and supporting four-year-old kindergarten programs;
(8) maintain a database of the children enrolled in the program; and
(9) promulgate guidelines as necessary for the implementation of the pilot program.

(J) For all public school providers approved to offer services pursuant to this provision, the Department of Education shall:

(1) serve as the fiscal agent;
(2) verify student enrollment eligibility;
(3) recruit, review, and approve eligible providers. In considering approval of providers, consideration must be given to the provider's availability of permanent space for program service and whether temporary classroom space is necessary to provide services to any children;
(4) coordinate oversight, monitoring, technical assistance, coordination, and training for classroom providers;
(5) serve as a clearing house for information and best practices related to four-year-old kindergarten programs;
(6) receive, review, and approve new classroom grant applications and make recommendations for approval based on approved criteria;
(7) coordinate activities and promote collaboration with other private and public providers in developing and supporting four-year-old kindergarten programs;
(8) maintain a database of the children enrolled in the program; and
(9) promulgate guidelines as necessary for the implementation of the pilot program.

(K) The General Assembly shall provide funding for the South Carolina Child Development Education Pilot Program. For the 2007-08 school year, the funded cost per child shall be $3,931 increased annually by the rate of inflation as determined by the Division of Research and Statistics of the Budget and Control Board for the Education Finance Act. Eligible students enrolling with private providers during the school year shall be funded on a pro-rata basis determined by the length of their enrollment. Private providers transporting eligible children to and from school shall be eligible for a reimbursement of $550 per eligible child transported. Providers who are reimbursed are required to retain records as required by their fiscal agent. With funds appropriated by the General Assembly, the Department of Education shall approve grants for public providers and the Office of First Steps to School Readiness shall approve grants for private providers, of up to $10,000 per class for the equipping of new classrooms. Funding of up to two thousand five hundred dollars may be provided annually for the procurement of consumable and other materials in established classrooms.

(L) Pursuant to this provision, the Department of Social Services shall:

(1) maintain a list of all approved public and private providers; and

(2) provide the Department of Education, the Office of First Steps, and the Education Oversight Committee information necessary to carry out the requirements of this provision.

(M) The Education Oversight Committee shall conduct a comparative evaluation of the South Carolina Child Development Education Pilot Program and issue their findings in a report to the General Assembly by January 1, 2008. Based on information, data, and evaluation results, the Education Oversight Committee shall include as part of their report recommendations for the creation and implementation of a statewide four-year-old kindergarten program for at-risk children. The report shall also include information and recommendations on lead teacher qualifications and options for creating comparable salary schedules for certified teachers employed by private providers. In the current fiscal year, the Education Oversight Committee shall use funds appropriated by the General Assembly for four-year-old evaluation to support the annual collection of and continuous evaluation of data.

The report shall also include an assessment, by county, on the availability and use of existing public and private classroom capacity approved for at-risk four-year-old kindergarten students. The report shall include, by county, the estimated four-year-old population, the total number of CDEPP approved four-year-old kindergarten spaces available, the number of four-year-old children enrolled in both public and private CDEPP approved facilities, and the number of children on waiting lists for either public or private providers during the reporting period. Where possible, the report shall also include anticipated four-year-old kindergarten enrollment projections for the two years following the report.

To aid in this evaluation, the Education Oversight Committee shall determine the data necessary and both public and private providers are required to submit the necessary data as a condition of continued participation in and funding of the program. This data shall include developmentally appropriate measures of student progress. Additionally, the Department of Education shall issue a unique student identifier for each child receiving services from a private provider. The Department of Education shall be responsible for the collection and maintenance of data on the public state funded full day and half-day four-year-old kindergarten programs. The Office of First Steps to School Readiness shall be responsible for the collection and maintenance of data on the state funded programs provided through private providers. The Education Oversight Committee shall use this data and all other collected and maintained data necessary to conduct a research based review of the program's implementation and assessment of student success in the early elementary grades.

1.79. (SDE: Child Development Education Pilot Program-4 Year Olds) $4,000,000 of the funds carried forward from the prior fiscal year from the South Carolina Child Development Education Pilot Program are designated for services to zero to three year olds by the Office of First Steps, the remaining funds shall be redirected for use by the Department of Education for services to four year olds participating in the Child Development Education Pilot Program during the current fiscal year. At the discretion of the First Steps Board of Trustees, funds carried forward by the Office of First Steps may be also be used to match philanthropic gifts targeting low income 0-3 year olds statewide.

APPENDIX B-1
Department of Education -CDEPP
Allocations to School Districts

Allocation to Department of Education **$15,717,104.00**

Allocations to School Districts -- Public Providers:

	Actual Students Funded	Classrooms	Instruction	Transportation	Supplies & Materials	Training & Meetings	TOTAL
District							
Abbeville	86	6	$264,622	$7,030	$59,666.10	$2,253.35	$333,571.45
Allendale	91	6	$280,007	$13,135	$59,488.87	$4,112.91	$356,743.78
Bamberg 2	43	2	$132,311	$4,440	$20,000.00	$2,128.55	$158,879.55
Barnwell 19	20	1	$61,540	$2,220	$10,000.00	$509.80	$74,269.80
Berkeley	218	10	$670,786	$29,600	$94,763.98	$24,106.67	$819,256.65
Clarendon 1	50	3	$153,850	$7,770	$30,000.00	$3,335.46	$194,955.46
Clarendon 2	104	5	$320,008	$7,585	$49,287.10	$2,005.35	$378,885.45
Clarendon 3	43	3	$132,311	$5,550	$28,754.04	$1,123.75	$167,738.79
Dillon 1	38	2	$116,926	$2,960	$19,968.05	$2,373.08	$142,227.13
Dillon 2	150	7	$461,550	$9,065	$67,500.00	$1,690.80	$539,805.80
Dillon 3	75	5	$230,775	$5,920	$48,925.00	$5,252.42	$290,872.42
Florence 1	103	6	$316,931	$13,875	$60,000.00	$12,770.34	$403,576.34
Florence 2	59	4	$181,543	$10,915	$40,000.00	$2,973.28	$235,431.28
Florence 3	43	3	$132,311	$2,220	$29,769.30	$441.53	$164,741.83
Florence 4	59	3	$181,543	$9,065	$28,695.14	$2,008.63	$221,311.77
Florence 5	51	3	$156,927	$5,550	$22,768.94	$1,240.62	$186,486.56
Hampton 1	96	5	$295,392	$11,655	$49,994.49	$5,323.26	$362,364.75
Hampton 2	40	2	$123,080	$0	$19,995.52	$2,148.35	$145,223.87
Jasper	156	8	$480,012	$19,610	$79,751.16	$2,198.38	$581,571.54
Laurens 55	139	9	$427,703	$9,435	$86,556.51	$6,241.05	$529,935.56

Allocation to Department of Education **$15,717,104.00**

Allocations to School Districts -- Public Providers:

	Actual Students Funded	Classrooms	Instruction	Transportation	Supplies & Materials	Training & Meetings	TOTAL
District							
Laurens 56	67	3	$206,159	$4,070	$30,000.00	$3,019.70	$243,248.70
Lee	107	5	$329,239	$13,320	$50,000.00	$4,967.57	$397,526.57
Lexington 4	137	7	$421,549	$1,480	$70,000.00	$1,620.91	$494,649.91
Marion 2	106	6	$326,162	$5,735	$59,870.00	$1,404.70	$393,171.70
Marion 7	55	3	$169,235	$8,880	$28,791.99	$3,530.01	$210,437.00
Orangeburg 3	171	9	$526,167	$6,475	$90,000.00	$7,181.31	$629,823.31
Orangeburg 4	131	9	$403,087	$3,885	$90,000.00	$6,690.90	$503,662.90
Orangeburg 5	275	16	$846,175	$1,110	$156,868.05	$36,404.54	$1,040,557.59
Williamsburg	219	13	$673,863	$23,310	$126,585.20	$9,815.94	$833,574.14
Pee Dee						$1,415.80	$1,415.80
Other Plaintiff Districts (Bamberg 1, Barnwell 29, McCormick)						$285.69	$285.69
TOTAL:	**2,932**	**164**	**$9,021,764**	**$245,865**	**$1,607,999.44**	**$160,574.65**	**$11,036,203.09**
Services and Training Activities Purchased by SDE							**$96,307.53**
Grants to SCAEYC & SCECA							**$58,485.75**
BALANCE:							**$4,526,107.63**

APPENDIX B-2
Department of Education -CDEPP
Grants for Supplies and Materials for New Classrooms

#	District	Amount Paid	# Classrooms	Total # Students	Average Per Classroom
1	Abbeville	$59,666.10	6	86	14.3
2	Allendale	$59,488.87	6	91	15.2
3	Bamberg 2	$20,000.00	2	43	21.5
4	Barnwell 19	$10,000.00	1	20	20.0
5	Berkeley	$94,763.98	10	218	21.8
6	Clarendon 1	$30,000.00	3	50	16.7
7	Clarendon 2	$49,287.10	5	104	20.8
8	Clarendon 3	$28,754.04	3	43	14.3
9	Dillon 1	$19,968.05	2	38	19.0
10	Dillon 2	$67,500.00	7	150	21.4
11	Dillon 3	$48,925.00	5	75	15.0
12	Florence 1	$60,000.00	6	103	17.2
13	Florence 2	$40,000.00	4	59	14.8
14	Florence 3	$29,769.30	3	43	14.3
15	Florence 4	$28,695.14	3	59	19.7
16	Florence 5	$22,768.94	3	51	17.0
17	Hampton 1	$49,994.49	5	96	19.2
18	Hampton 2	$19,995.52	2	40	20.0
19	Jasper	$79,751.16	8	156	19.5
20	Laurens 55	$86,556.51	9	139	15.4
21	Laurens 56	$30,000.00	3	67	22.3
22	Lee	$50,000.00	5	107	21.4
23	Lexington 4	$70,000.00	7	137	19.6
24	Marion 2	$59,870.00	6	106	17.7
25	Marion 7	$28,791.99	3	55	18.3
26	Orangeburg 3	$90,000.00	9	171	19.0
27	Orangeburg 4	$90,000.00	9	131	14.6
28	Orangeburg 5	$156,868.05	16	275	17.2
29	Williamsburg	$126,585.20	13	219	16.8
	TOTAL:	**$1,607,999.44**	**164**	**2,932**	**17.9**

Mean per District:	**$55,448**
Mean per Classroom:	**$9,805**

APPENDIX B-3
Department of Education -CDEPP
Reimbursements for Transportation

#	District	SDE Projected Transportation Allocations *	Actual Transportation Allocations *	2006-07 Students Transported
1	Abbeville	$22,200	$7,030	38
2	Allendale	$13,320	$13,135	71
3	Bamberg 2	$7,400	$4,440	24
4	Barnwell 19	$3,700	$2,220	12
5	Berkeley	$11,100	$29,600	160
6	Clarendon 1	$11,100	$7,770	42
7	Clarendon 2	$22,200	$7,585	41
8	Clarendon 3	$11,100	$5,550	30
9	Dillon 1	$7,400	$2,960	16
10	Dillon 2	$7,400	$9,065	49
11	Dillon 3	$10,175	$5,920	32
12	Florence 1	$18,500	$13,875	75
13	Florence 2	$14,800	$10,915	59
14	Florence 3	$7,400	$2,220	12
15	Florence 4	$10,175	$9,065	49
16	Florence 5	$11,100	$5,550	30
17	Hampton 1	$3,700	$11,655	63
18	Hampton 2	$7,400	$0	0
19	Jasper	$14,800	$19,610	106
20	Laurens 55	$11,100	$9,435	51
21	Laurens 56	$3,700	$4,070	22
22	Lee	$3,700	$13,320	72
23	Lexington 4	$11,100	$1,480	8
24	Marion 2	$19,240	$5,735	31
25	Marion 7	$3,700	$8,880	48
26	Orangeburg 3	$7,400	$6,475	35
27	Orangeburg 4	$7,400	$3,885	21
28	Orangeburg 5	$7,400	$1,110	6
29	Williamsburg	$3,700	$23,310	126
	TOTAL:	**$293,410**	**$245,865**	**1,329**

* Initial projections by the Department of Education for travel.

APPENDIX C
Office of First Steps--CDEPP
Updated through June 30, 2007

Total Appropriation to First Steps:						$7,858,576							
			Verified	Projected Expenditures *				Sent to County	Actual				Cost Per Child
Program Name	City	County	Students	Instruction	Materials	Transport	TOTAL	Partnerships	Instruction	Materials	Transport	Invoices Paid	Per Provider
Kids Under Construction **	Abbeville	Abbeville	3	$9,231	$10,000	$555	$19,786	$20,000	$1,709	$9,946		$ 11,655	*$3,885*
Family Affair Child Care Center **	N. Augusta	Aiken	1	$2,930	$10,000		$12,930	$11,000	$256	$9,852		$ 10,109	*$10,109*
	Allendale	Allendale						$0					
Little Precious Angels Child Development Center	Bamberg	Bamberg	5	$15,385	$10,000	$925	$26,310	$40,000	$16,068	$6,057		$ 22,125	*$4,425*
Progressive Family Life	Bamberg	Bamberg	4	$12,308	$10,000	$740	$23,048		$4,529	$8,155		$ 12,684	*$3,171*
Bedford's Stay-n-Play	Barnwell	Barnwell	16	$49,232	$10,000	$2,960	$62,192	$59,616	$44,700	$9,719		$ 54,420	*$3,401*
Hobbit Hill	Beaufort	Beaufort	1	$3,077	$10,000	$185	$13,262	$15,000		$9,385		$ 9,385	*$9,385*
Karen Scott Health CDC	Goose Creek	Berkeley	8	$24,616	$10,000	$1,480	$36,096	$70,770	$20,428	$6,177		$ 26,605	*$3,326*
The Sunshine House #29	N Charleston	Berkeley	6	$18,462	$10,000	$1,110	$29,572		$9,486	$9,823		$ 19,309	*$3,218*
The Sunshine House #106	Monck's Corner	Berkeley	3	$9,231	$10,000	$555	$19,786		$10,598	$9,806		$ 20,405	*$6,802*
		Charleston						$0					
The Wee Academy Learning Center	Manning	Clarendon	9	$27,693	$10,000	$1,665	$39,358	$45,770	$27,863	$9,237		$ 37,100	*$4,122*
Kids Ltd.	Dillon	Dillon	20	$61,540	$10,000	$3,700	$75,240	$80,000	$44,273	$9,874	$940	$ 55,088	*$2,754*
Pee Dee CAP Headstart (Hamer-Canaan)	Dillon	Dillon	10	$30,770	$10,000	$1,850	$42,620		$6,838	$9,930	$411	$ 17,179	*$1,718*
Zion Canaan Child Development Center	Timmonsville	Florence	8	$24,616	$10,000	$1,480	$36,096	$152,848	$36,602	$149		$ 36,751	*$4,594*
Excellent Learning Preschool, Inc.	Florence	Florence	6	$18,462	$10,000	$1,110	$29,572		$15,128	$8,850		$ 23,978	*$3,996*
The Sunshine House #30	Florence	Florence	4	$12,308	$10,000	$740	$23,048		$5,641			$ 5,641	*$1,410*
Pee Dee CAP Headstart (Thelma Brown)	Florence	Florence	11	$33,847	$10,000	$2,035	$45,882		$14,547	$9,889	$884	$ 25,320	*$2,302*
Pee Dee CAP Headstart (Lake City)	Lake City	Florence	10	$30,770	$10,000	$1,850	$42,620		$16,838	$10,000	$1,013	$ 27,850	*$2,785*
Little Smurf's Child Development Center	Andrews	Georgetown	13	$40,001	$10,000	$2,405	$52,406	$65,240	$44,615	$9,835	$2,683	$ 57,134	*$4,395*
The Mellon Patch**	East Hampton	Hampton	1	$3,077	$10,000	$185	$13,262	$13,462	$1,196	$9,999		$ 11,196	*$11,196*
Little People Inc. Daycare	Jasper	Jasper	5	$15,385	$10,000	$925	$26,310	$28,078	$12,735	$9,423		$ 22,158	*$4,432*
Bishopville Lee Child Care Center Inc.	Bishopville	Lee	15	$46,155	$10,000	$2,775	$58,930	$133,390	$48,889	$9,780		$ 58,669	*$3,911*

Total Appropriation to First Steps:							$7,858,576						
			Verified	Projected Expenditures *				Sent to County	Actual				Cost Per Child
Program Name	City	County	Students	Instruction	Materials	Transport	TOTAL	Partnerships	Instruction	Materials	Transport	Invoices Paid	Per Provider
Lynchburg-Elliott CDC ***	Lynchburg	Lee	14	$43,078	$10,000	$2,590	$55,668		$44,274	$19,922		$ 64,196	*$4,585*
Tiny Junction Inc **	Chapin	Lexington	1	$3,077	$10,000	$185	$13,262	$12,815	$684	$9,812	$41	$ 10,537	*$10,537*
Little Promises Learning Center	Mullins	Marion	2	$6,154	$10,000	$370	$16,524	$175,000	$4,615	$9,998		$ 14,614	*$7,307*
Troy Johnson Learning Center	Mullins	Marion	10	$30,770	$10,000	$1,850	$42,620		$26,513	$9,996	$1,594	$ 38,103	*$3,810*
McGills Bundles of Joy	Marion	Marion	13	$40,001	$10,000	$2,405	$52,406		$31,111	$9,742		$ 40,853	*$3,143*
Kids Konnection Christian Childcare	Marion	Marion	9	$27,693	$10,000	$1,665	$39,358		$14,872	$9,997		$ 24,869	*$2,763*
Pee Dee CAP Headstart (Springville)	Marion	Marion	10	$30,770	$10,000	$1,850	$42,620		$14,188	$9,717	$853	$ 24,758	*$2,476*
Back to Basics Learning Center, Inc.	Orangeburg	Orangeburg	12	$36,924	$10,000	$2,220	$49,144	$158,930	$39,487	$9,379		$ 48,867	*$4,072*
India's Toddler University	Orangeburg	Orangeburg	4	$12,308	$10,000	$740	$23,048		$16,012	$8,444	$509	$ 24,965	*$6,241*
Kelly's Kids	Orangeburg	Orangeburg	3	$9,231	$10,000	$555	$19,786		$7,863	$9,008		$ 16,871	*$5,624*
Kids in Motion	Orangeburg	Orangeburg	4	$12,308	$10,000	$740	$23,048		$12,478	$7,491		$ 19,970	*$4,992*
Kiddie Kollege of Orangeburg	Orangeburg	Orangeburg	2	$6,154	$10,000	$370	$16,524		$2,906	$5,542		$ 8,448	*$4,224*
Kids 2000 Kindergarten & Daycare Center	Orangeburg	Orangeburg	2	$6,154	$10,000	$370	$16,524		$4,957	$7,964		$ 12,922	*$6,461*
ABC Academy	Saluda	Saluda	9	$27,693	$10,000	$1,665	$39,358	$41,441	$25,641	$9,993	$504	$ 36,138	*$4,015*
Mary's Little Lamb Daycare Center	Kingstree	Williamsburg	18	$55,386	$10,000	$3,330	$68,716	$283,480	$57,949	$10,000	$1,326	$ 69,275	*$3,849*
Tender Bear's Daycare and Learning Center	Greeleyville	Williamsburg	13	$40,001	$10,000	$2,405	$52,406		$49,744	$10,000	$154	$ 59,898	*$4,608*
Nesmith Community Day Care Center	Nesmith	Williamsburg	9	$27,693	$10,000	$1,665	$39,358		$34,274	$10,000	$2,061	$ 46,335	*$5,148*
Wilson's Daycare and Learning Center ***	Kingstree	Williamsburg	6	$18,462	$10,000	$1,110	$29,572		$21,538	$20,000	$1,295	$ 42,834	*$7,139*
Graham's Enhancement Child Care	Kingstree	Williamsburg	9	$27,693	$10,000	$1,665	$39,358		$24,957	$9,707		$ 34,664	*$3,852*
			309	$950,646	$400,000	$56,980	$1,407,626	$1,406,840	$817,007	$372,600	$14,269	$1,203,876	*$3,896*

* Based on $3,077 per child for instruction, $10,000 per center for materials and equipment, and $185 per child for transportation

** No longer serve kids; therefore, total number of kids served to-date is 303

APPENDIX D, TABLE 1: Numbers of Four-Year-Old Students Served in State-Funded Preschool Programs
2006-2007 School Year, All School Districts
135-Day Unduplicated Counts

DISTRICT	2006 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Estimated Eligible for Free or Reduced Lunch Program	Public School Total 4K Served 2006-07	Public School Total Free or Reduced Served	Public School Pay Lunch Served	Public School Lunch Data Missing	Percent Public School 4K Served Pay Lunch	Total Public School CDEPP Served (Student Data File)	Total Public School CDEPP Served (Finance Data File)	Total First Steps CDEPP Students Served	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, Free or Reduced)	Total Served (ABC Voucher First Steps Head Start, Public School Student Data File)	Total Served (ABC Voucher First Steps Head Start, Public School Finance Data File)
ABBEVILLE	72.48	313	227	196	121	81	40	0	33.1	84	86	0	69	6	159	159	161
AIKEN	63.12	1926	1216	1015	784	516	268	0	34.2				155	102	778		
ALLENDALE	94.19	175	165	153	81	76	5	0	6.2	76	91	0	42	19	137	137	152
ANDERSON 1	47.77	662	316	232	242	134	108	0	44.6				62	38	249		
ANDERSON 2	59.61	289	172	129	91	11	80	0	87.9				34	21	66		
ANDERSON 3	71.44	204	146	119	61	21	40	0	65.6				29	17	90		
ANDERSON 4	58.98	217	128	97	92	54	38	0	41.3				25	15	96		
ANDERSON 5	60.33	939	566	453	178	146	32	0	18				111	68	332		
BAMBERG 1*	74.32	148	110	85	52	21	31	0	59.6	0	0	5	35	13	81	53	53
BAMBERG 2	95.72	91	87	84	39	36	3	0	7.7	37	43	3	28	10	78	78	84
BARNWELL 19	89.57	65	58	55	20	18	2	0	10	19	20	0	22	4	45	45	46
BARNWELL 29*	75.32	69	52	45	29	21	8	0	27.6	0	0	1	20	4	46	25	25
BARNWELL 45*	70.67	187	132	110	80	61	19	0	23.8	0	0	16	50	9	136	75	75
BEAUFORT	59.83	1936	1158	956	629	314	315	0	50.1				146	49	580		
BERKELEY	65.34	2163	1413	1117	696	396	300	0	43.1	269	218	16	229	103	764	617	566
CALHOUN	89.25	188	168	159	91	77	14	0	15.4				9	9	95		
CHARLESTON	62.61	4690	2936	2443	1599	1183	416	0	26				388	370	1941		
CHEROKEE	69.21	785	543	464	355	200	155	0	43.7				80	47	349		
CHESTER	72.34	491	355	291	162	106	56	0	34.6				193	36	338		
CHESTERFIELD*	74.13	609	451	386	271	172	99	0	36.5	0	0	0	150	20	344	170	170
CLARENDON 1	96.8	85	82	77	52	50	2	0	3.8	50	50	1	27	6	84	84	84
CLARENDON 2	85.53	259	222	192	110	86	24	0	21.8	93	104	8	74	17	192	192	203
CLARENDON 3	67.83	101	69	56	58	40	18	0	31	40	43	0	23	5	68	68	71
COLLETON	85.12	585	498	428	241	192	49	0	20.3				117	21	333		
DARLINGTON	78.04	901	703	601	281	221	60	0	21.4				227	69	526		
DILLON 1	81.66	76	62	58	40	32	8	0	20	36	38	0	15	8	59	59	61
DILLON 2	89.87	323	290	267	141	136	5	0	3.5	139	150	29	70	37	275	275	286
DILLON 3	76.96	138	106	92	83	64	19	0	22.9	69	75	0	26	13	108	108	114

DISTRICT	2006 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Estimated Eligible for Free or Reduced Lunch Program	Public School Total 4K Served 2006-07	Public School Total Free or Reduced Served	Public School Pay Lunch Served	Public School Lunch Data Missing	Percent Public School 4K Served Pay Lunch	Total Public School CDEPP Served (Student Data File)	Total Public School CDEPP Served (Finance Data File)	Total First Steps CDEPP Students Served	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, Free or Reduced)	Total Served (ABC Voucher First Steps Head Start, Public School Student Data File)	Total Served (ABC Voucher First Steps Head Start, Public School Finance Data File)
DORCHESTER 2	47.84	1276	610	414	387	138	249	0	64.3			1	63	74	282		
DORCHESTER 4	86.09	151	130	111	105	78	26	1	25				14	16	110		
EDGEFIELD	69.02	312	215	188	124	89	35	0	28.2				32	8	129		
FAIRFIELD	90.24	323	291	263	172	141	31	0	18				40	6	188		
FLORENCE 1	66.48	1247	829	694	397	286	111	0	28	87	103	20	138	84	532	329	345
FLORENCE 2	75.64	99	75	65	78	59	17	2	22.4	59	59	1	12	8	80	80	80
FLORENCE 3	89.72	316	284	266	146	124	20	2	13.9	40	43	9	47	29	210	125	128
FLORENCE 4	89.95	84	76	67	57	56	1	0	1.8	56	59	9	13	8	86	86	89
FLORENCE 5	65.34	121	79	66	64	37	27	0	42.2	37	51	0	13	8	58	58	72
GEORGETOWN	72.46	771	559	481	363	263	100	0	27.5				67	36	397		
GREENVILLE	52.67	5452	2872	2189	1552	1000	551	1	35.5				308	267	1575		
GREENWOOD 50	65.68	730	479	401	353	142	211	0	59.8				145	40	327		
GREENWOOD 51	69.69	94	66	52	35	21	14	0	40				20	6	47		
GREENWOOD 52	56.6	132	75	58	52	26	26	0	50				23	6	55		
HAMPTON 1	74.71	200	149	122	178	114	64	0	36	79	96	0	27	11	152	117	134
HAMPTON 2	93.48	97	91	83	40	40	0	0	0	40	40	0	16	6	62	62	62
HORRY	66.3	2732	1811	1520	1260	941	319	0	25.3				100	147	1352		
JASPER	91.7	310	284	257	159	142	17	0	10.7	142	156	9	36	19	206	206	220
KERSHAW	61.71	800	494	402	233	132	101	0	43.3				73	3	208		
LANCASTER	62.65	889	557	438	196	150	46	0	23.5				85	30	266		
LAURENS 55	72.11	516	372	306	339	207	132	0	38.9	120	139	0	47	22	282	189	208
LAURENS 56	76.68	293	225	194	126	108	18	0	14.3	64	67	0	29	13	155	106	109
LEE	96.83	270	261	249	98	98	0	0	0	98	107	29	65	42	234	234	243
LEXINGTON 1	41.82	1212	507	368	378	95	283	0	74.9				46	76	226		
LEXINGTON 2	68.45	558	382	323	292	104	188	0	64.4				34	57	236		
LEXINGTON 3	69.17	133	92	79	82	40	42	0	51.2				8	14	65		
LEXINGTON 4	78.12	211	165	142	181	141	40	0	22.1	149	137	0	15	25	189	189	177
LEXINGTON 5	33.17	1041	345	244	153	85	68	0	44.4				31	52	168		
MCCORMICK*	86.51	108	93	79	32	25	7	0	21.9	0	0	0	44	3	72	47	47
MARION 1*	85.19	266	227	204	113	86	27	0	23.9	0	0	34	54	27	201	115	115
MARION 2	91.17	170	155	140	93	68	25	0	26.9	68	106	10	37	18	133	133	171

DISTRICT	2006 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Estimated Eligible for Free or Reduced Lunch Program	Public School Total 4K Served 2006-07	Public School Total Free or Reduced Served	Public School Pay Lunch Served	Public School Lunch Data Missing	Percent Public School 4K Served Pay Lunch	Total Public School CDEPP Served (Student Data File)	Total Public School CDEPP Served (Finance Data File)	Total First Steps CDEPP Students Served	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, Free or Reduced)	Total Served (ABC Voucher First Steps Head Start, Public School Student Data File)	Total Served (ABC Voucher First Steps Head Start, Public School Finance Data File)
MARION 7	96.63	75	72	68	50	46	4	0	8	48	55	0	17	9	74	74	81
MARLBORO*	90.12	399	360	325	144	122	22	0	15.3	0	0	1	110	16	249	127	127
NEWBERRY	70.8	543	384	333	184	133	51	0	27.7				109	27	269		
OCONEE	63.05	785	495	409	207	182	25	0	12.1				60	63	312		
ORANGEBURG 3	92.16	299	276	244	178	153	25	0	14	154	171	0	42	16	212	212	229
ORANGEBURG 4	79.69	378	301	264	175	120	55	0	31.4	120	131	3	46	18	187	187	198
ORANGEBURG 5	88.55	635	562	518	296	251	43	2	14.6	251	275	25	86	33	395	395	419
PICKENS	54.4	1223	665	519	478	291	187	0	39.1				89	59	453		
RICHLAND 1	76.46	2449	1873	1564	850	703	147	0	17.3				202	271	1195		
RICHLAND 2	48.73	2129	1037	827	383	184	199	0	52				112	150	464		
SALUDA*	73.04	241	176	146	40	23	17	0	42.5	0	0	9	75	15	122	99	99
SPARTANBURG 1	57.68	371	214	171	181	83	98	0	54.1				20	21	124		
SPARTANBURG 2	55.26	718	397	315	287	110	177	0	61.7				37	39	187		
SPARTANBURG 3	64.9	243	158	124	97	77	20	0	20.6				15	16	108		
SPARTANBURG 4	62.72	229	144	116	137	85	52	0	38				14	14	113		
SPARTANBURG 5	54.18	524	284	206	174	92	82	0	47.1				27	28	147		
SPARTANBURG 6	58.02	767	445	365	160	134	26	0	16.3				42	44	221		
SPARTANBURG 7	73.34	621	455	396	279	218	61	0	21.9				43	45	311		
SUMTER 2	78.17	888	694	618	299	212	87	0	29.1				144	54	425		
SUMTER 17	72.57	873	634	572	280	183	97	0	34.6				132	49	378		
UNION	72.77	351	255	216	160	87	73	0	45.6				73	23	186		
WILLIAMSBURG	94.7	505	478	454	215	189	26	0	12.1	193	219	64	107	34	398	398	424
YORK 1	63.15	364	230	187	178	52	126	0	70.8			0	10	26	105		
YORK 2	40.9	394	161	122	259	88	171	0	66				7	18	113		
YORK 3	54.07	1195	646	508	305	32	273	0	89.5				28	73	133		
YORK 4	22.3	523	117	83	56	11	45	0	80.4				5	13	30		
UNKNOWN												0	16		16	16	16
TOTAL		57251	36794	30495	20569	13362	7199	8	35	2717	2932	303	5806	3471	23559	5729	5944

* Plaintiff district NOT participating in CDEPP program.

** Children in Poverty includes children eligible for the Federal free- or reduced-price lunch program and/or Medicaid services.

BOLD type face indicates plaintiff district; *Italicized* type face indicates trial district.

APPENDIX D, TABLE 2: Numbers of Four-Year-Old Students Served in State-Funded Preschool Programs
2006-2007 School Year, 37 Plaintiff School Districts
135-Day Unduplicated Counts

DISTRICT	2006 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Estimated Eligible for Free or Reduced Lunch Program	Public School Total 4K Served 2006-07	Public School Total Free or Reduced Served	Public School Pay Lunch Served	Public School Lunch Data Missing	Percent Public School 4K Served Pay Lunch	Total Public School CDEPP Served (Student Data File)	Total Public School CDEPP Served (Finance Data File)	Total First Steps CDEPP Students Served	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, Free or Reduced)	Total Served (ABC Voucher First Steps Head Start, Public School Student Data File)	Total Served (ABC Voucher First Steps Head Start, Public School Finance Data File)
ABBEVILLE	72.48	313	227	196	121	81	40	0	33.1	84	86	0	69	6	159	159	161
ALLENDALE	94.19	175	165	153	81	76	5	0	6.2	76	91	0	42	19	137	137	152
BAMBERG 1*	74.32	148	110	85	52	21	31	0	59.6	0	0	5	35	13	81	53	53
BAMBERG 2	95.72	91	87	84	39	36	3	0	7.7	37	43	3	28	10	78	78	84
BARNWELL 19	89.57	65	58	55	20	18	2	0	10	19	20	0	22	4	45	45	46
BARNWELL 29*	75.32	69	52	45	29	21	8	0	27.6	0	0	1	20	4	46	25	25
BARNWELL 45*	70.67	187	132	110	80	61	19	0	23.8	0	0	16	50	9	136	75	75
BERKELEY	65.34	2163	1413	1117	696	396	300	0	43.1	269	218	16	229	103	764	617	566
CHESTERFIELD*	74.13	609	451	386	271	172	99	0	36.5	0	0	0	150	20	344	170	170
CLARENDON 1	96.8	85	82	77	52	50	2	0	3.8	50	50	1	27	6	84	84	84
CLARENDON 2	85.53	259	222	192	110	86	24	0	21.8	93	104	8	74	17	192	192	203
CLARENDON 3	67.83	101	69	56	58	40	18	0	31	40	43	0	23	5	68	68	71
DILLON 1	81.66	76	62	58	40	32	8	0	20	36	38	0	15	8	59	59	61
DILLON 2	89.87	323	290	267	141	136	5	0	3.5	139	150	29	70	37	275	275	286
DILLON 3	76.96	138	106	92	83	64	19	0	22.9	69	75	0	26	13	108	108	114
FLORENCE 1	66.48	1247	829	694	397	286	111	0	28	87	103	20	138	84	532	329	345
FLORENCE 2	75.64	99	75	65	78	59	17	2	22.4	59	59	1	12	8	80	80	80
FLORENCE 3	89.72	316	284	266	146	124	20	2	13.9	40	43	9	47	29	210	125	128
FLORENCE 4	89.95	84	76	67	57	56	1	0	1.8	56	59	9	13	8	86	86	89
FLORENCE 5	65.34	121	79	66	64	37	27	0	42.2	37	51	0	13	8	58	58	72
HAMPTON 1	74.71	200	149	122	178	114	64	0	36	79	96	0	27	11	152	117	134
HAMPTON 2	93.48	97	91	83	40	40	0	0	0	40	40	0	16	6	62	62	62
JASPER	91.7	310	284	257	159	142	17	0	10.7	142	156	9	36	19	206	206	220
LAURENS 55	72.11	516	372	306	339	207	132	0	38.9	120	139	0	47	22	282	189	208
LAURENS 56	76.68	293	225	194	126	108	18	0	14.3	64	67	0	29	13	155	106	109
LEE	96.83	270	261	249	98	98	0	0	0	98	107	29	65	42	234	234	243
LEXINGTON 4	78.12	211	165	142	181	141	40	0	22.1	149	137	0	15	25	189	189	177

DISTRICT	2006 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Estimated Eligible for Free or Reduced Lunch Program	Public School Total 4K Served 2006-07	Public School Total Free or Reduced Served	Public School Pay Lunch Served	Public School Lunch Data Missing	Percent Public School 4K Served Pay Lunch	Total Public School CDEPP Served (Student Data File)	Total Public School CDEPP Served (Finance Data File)	Total First Steps CDEPP Students Served	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, Free or Reduced)	Total Served (ABC Voucher First Steps Head Start, Public School Student Data File)	Total Served (ABC Voucher First Steps Head Start, Public School Finance Data File)
MCCORMICK*	86.51	108	93	79	32	25	7	0	21.9	0	0	0	44	3	72	47	47
MARION 1*	85.19	266	227	204	113	86	27	0	23.9	0	0	34	54	27	201	115	115
MARION 2	91.17	170	155	140	93	68	25	0	26.9	68	106	10	37	18	133	133	171
MARION 7	96.63	75	72	68	50	46	4	0	8	48	55	0	17	9	74	74	81
MARLBORO*	90.12	399	360	325	144	122	22	0	15.3	0	0	1	110	16	249	127	127
ORANGEBURG 3	92.16	299	276	244	178	153	25	0	14	154	171	0	42	16	212	212	229
ORANGEBURG 4	79.69	378	301	264	175	120	55	0	31.4	120	131	3	46	18	187	187	198
ORANGEBURG 5	88.55	635	562	518	296	251	43	2	14.6	251	275	25	86	33	395	395	419
SALUDA*	73.04	241	176	146	40	23	17	0	42.5	0	0	9	75	15	122	99	99
WILLIAMSBURG	94.7	505	478	454	215	189	26	0	12.1	193	219	64	107	34	398	398	424
UNKNOWN												0	16		16	16	16
TOTAL		11642	9116	7926	5072	3785	1281	6	25.3	2717	2932	302	1972	738	6881	5729	5944

* Plaintiff district NOT participating in CDEPP program.

** Children in Poverty includes children eligible for the Federal free- or reduced-price lunch program and/or Medicaid services.

BOLD type face indicates plaintiff district; *Italicized* type face indicates trial district

APPENDIX D, TABLE 3: Numbers of Four-Year-Old Students Served in State-Funded Preschool Programs
2006-2007 School Year, 29 School Districts Participating in Child Development Education Program (CDEPP)
135-Day Unduplicated Counts

DISTRICT	2006 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Estimated Eligible for Free or Reduced Lunch Program	Public School Total 4K Served 2006-07	Public School Total Free or Reduced Served	Public School Pay Lunch Served	Public School Lunch Data Missing	Percent Public School 4K Served Pay Lunch	Total Public School CDEPP Served (Student Data File)	Total Public School CDEPP Served (Finance Data File)	Total First Steps CDEPP Students Served	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, Free or Reduced)	Total Served (ABC Voucher First Steps Head Start, Public School Student Data File)	Total Served (ABC Voucher First Steps Head Start, Public School Finance Data File)
ABBEVILLE	72.48	313	227	196	121	81	40	0	33.1	84	86	0	69	6	159	159	161
ALLENDALE	94.19	175	165	153	81	76	5	0	6.2	76	91	0	42	19	137	137	152
BAMBERG 2	95.72	91	87	84	39	36	3	0	7.7	37	43	3	28	10	78	78	84
BARNWELL 19	89.57	65	58	55	20	18	2	0	10	19	20	0	22	4	45	45	46
BERKELEY	65.34	2163	1413	1117	696	396	300	0	43.1	269	218	16	229	103	764	617	566
CLARENDON 1	96.8	85	82	77	52	50	2	0	3.8	50	50	1	27	6	84	84	84
CLARENDON 2	85.53	259	222	192	110	86	24	0	21.8	93	104	8	74	17	192	192	203
CLARENDON 3	67.83	101	69	56	58	40	18	0	31	40	43	0	23	5	68	68	71
DILLON 1	81.66	76	62	58	40	32	8	0	20	36	38	0	15	8	59	59	61
DILLON 2	89.87	323	290	267	141	136	5	0	3.5	139	150	29	70	37	275	275	286
DILLON 3	76.96	138	106	92	83	64	19	0	22.9	69	75	0	26	13	108	108	114
FLORENCE 1	66.48	1247	829	694	397	286	111	0	28	87	103	20	138	84	532	329	345
FLORENCE 2	75.64	99	75	65	78	59	17	2	22.4	59	59	1	12	8	80	80	80
FLORENCE 3	89.72	316	284	266	146	124	20	2	13.9	40	43	9	47	29	210	125	128
FLORENCE 4	89.95	84	76	67	57	56	1	0	1.8	56	59	9	13	8	86	86	89
FLORENCE 5	65.34	121	79	66	64	37	27	0	42.2	37	51	0	13	8	58	58	72
HAMPTON 1	74.71	200	149	122	178	114	64	0	36	79	96	0	27	11	152	117	134
HAMPTON 2	93.48	97	91	83	40	40	0	0	0	40	40	0	16	6	62	62	62
JASPER	91.7	310	284	257	159	142	17	0	10.7	142	156	9	36	19	206	206	220
LAURENS 55	72.11	516	372	306	339	207	132	0	38.9	120	139	0	47	22	282	189	208
LAURENS 56	76.68	293	225	194	126	108	18	0	14.3	64	67	0	29	13	155	106	109
LEE	96.83	270	261	249	98	98	0	0	0	98	107	29	65	42	234	234	243
LEXINGTON 4	78.12	211	165	142	181	141	40	0	22.1	149	137	0	15	25	189	189	177
MARION 2	91.17	170	155	140	93	68	25	0	26.9	68	106	10	37	18	133	133	171
MARION 7	96.63	75	72	68	50	46	4	0	8	48	55	0	17	9	74	74	81
ORANGEBURG 3	92.16	299	276	244	178	153	25	0	14	154	171	0	42	16	212	212	229
ORANGEBURG 4	79.69	378	301	264	175	120	55	0	31.4	120	131	3	46	18	187	187	198
ORANGEBURG 5	88.55	635	562	518	296	251	43	2	14.6	251	275	25	86	33	395	395	419

DISTRICT	2006 Poverty Index	Census Population Estimate	Estimated Children in Poverty**	Estimated Eligible for Free or Reduced Lunch Program	Public School Total 4K Served 2006-07	Public School Total Free or Reduced Served	Public School Pay Lunch Served	Public School Lunch Data Missing	Percent Public School 4K Served Pay Lunch	Total Public School CDEPP Served (Student Data File)	Total Public School CDEPP Served (Finance Data File)	Total First Steps CDEPP Students Served	Total Estimated Head Start Served	Total Estimated ABC Voucher Served	Total Served (ABC Voucher First Steps, Head Start, Free or Reduced)	Total Served (ABC Voucher First Steps Head Start, Public School Student Data File)	Total Served (ABC Voucher First Steps Head Start, Public School Finance Data File)
WILLIAMSBURG	94.7	505	478	454	215	189	26	0	12.1	193	219	64	107	34	398	398	424
UNKNOWN												0	16		16	16	16
TOTAL		9615	7515	6546	4311	3254	1051	6	24.4	2717	2932	236	1434	631	5630	5018	5233

** Children in Poverty includes children eligible for the Federal free- or reduced-price lunch program and/or Medicaid services.

BOLD type face indicates plaintiff district; *Italicized* type face indicates trial district.

The Education Oversight Committee does not discriminate on the basis of race, color, national origin, religion, sex, or handicap in its practices relating to employment or establishment and administration of its programs and initiatives. Inquiries regarding employment, programs and initiatives of the Committee should be directed to the Executive Director (803) 734-6148.

A MarketSearch *Topline*

Technical Assistance Program

The Superintendents' Perspective *June 2007*

This report provides a summary of the findings of a study conducted on behalf of Chernoff Newman and for the Education Oversight Committee.

The study was conducted in order to gain a better perspective on the role the state's superintendents are playing at the school level with the planning, implementation, and assessment of the plans written under the Technical Assistance Program.

The sample included the sixty-six superintendents who represent districts that have received technical assistance at least once through the 2005-2006 school year.

A total of 31 superintendents were interviewed by telephone between April 16 and May 4, 2007.

Key Findings

Overall, study findings indicate that the Technical Assistance Program is working well from the superintendent's perspective. Superintendents feel:

- ✓ The program has evolved in a positive manner,
- ✓ That superintendents are working in concert with the individual schools, and
- ✓ Most importantly, that progress is being made.

Major Study Findings

The Evolution of the Technical Assistance Program

- Most superintendents view the evolution of the Technical Assistance Program positively. Although many supported the prescriptive approach initially, they are pleased with the way the program has evolved, giving them greater flexibility in the use of funds.

> *"Initially prescribed funding was a good idea – it was a new program. But the transition to allow schools to determine needs has been effective in our district."*

> *"I am very glad to see the evolution because each situation is different."*

> *"I think they put together a strong plan at the Department and as needs changed, they gave schools more local authority and control. It's evolved well, and I commend them. They are trying to let each school district get what they need."*

> *"I appreciate those early parameters."*

> *"Today I am good with it. I am glad we had the structure first because now we have the mind set that this is how the funds are to be used. In the beginning we were focused on getting the programs started and now we understand we need to get the funds to the local districts."*

"Prescribed funding can be stifling and we know the teachers and administrators are here to make things better and who would know better than them. Alternative technical assistance is much more beneficial to the schools. The schools have been able to use the funds to continue what they have already started. We get guidelines but then having that freedom has helped the schools tremendously."

"I think the evolution has been very positive. The state heard the input of the districts and listened and made the changes to allow the schools to determine their own needs."

"It's much better the way it is today than where we started. Schools have a clearer picture of their needs than someone external. I've seen situations in the past where you're told to spend money in a certain way, you comply, but it doesn't meet the true needs. Flexibility is better."

Superintendents' Priorities

- Superintendents were asked what their priorities are when it comes to improving schools with regard to the Technical Assistance Program.

  While there are a myriad of problems and needs to be addressed, recruitment and retention of quality teachers is by far the dominant themes. While recruitment and retention is fairly universal problems, rural schools tend to struggle a little more than their urban counterparts with these issues.

"Teacher quality. To impact skills knowledge of teachers so that their instructional practices become strengthened. We balance between using the funds for professional development and professional expertise – hiring specialists to bring coaching and expertise to the schools that need it."

"Focus is on quality of teaching. Looking for effective teachers willing to stay long enough for continuity in curriculum in order to show results, especially in the core areas of math, science and language arts."

"Teacher quality spills over into staff development and providing supplies for teachers. In an ideal world we would use all of that money to lure in good teachers but they aren't lined up 30 deep to come to our schools."

"My focus is to find the best staff and keep them for at least 3 years."

"To ensure that schools have professional development for teachers, align curriculum with standards, coaches to help monitor along with the principal."

"Our focus is on teacher quality. That is our challenge. No matter how much money is provided, we only have so many teachers certified in subject areas. There are only so many teachers in the market."

"Teacher quality is key to success in the classroom and bringing people on board with enthusiasm to get motivated moving in the same direction as a team. If you get everyone on

the same mission with the same goal that's the key."

"My focus is usually on the quality of instruction and therefore the staff development piece."

"Teacher quality and retention. Professional development, our priorities all revolve around teachers."

Clearly, recruitment and retention are not the only priorities. A number of other issues, including reading, curriculum work, and general oversight were also mentioned.

"We focus on reading level. If a child can't read, he can't learn science or social studies. So assessment of reading is our top priority. Right now we are instructing every child in our district at the reading level they are supposed to be at. My principals know where every child is – the children are assessed every two weeks. Not tested; assessed. Then the teachers decide what to teach next."

"My focus is on remediation, and I'm not talking about high tech computer driven remediation, I'm talking the old fashioned way of small groups, teachers, reading remediation, and smaller pupil to teacher ratios. A lead teacher and one circulating. We spend a lot in teacher power, as in manpower. It makes a difference."

"My focus is to work with the principals on monitoring what they're doing and making sure their recommendations are sound. My staff and I work with them to ensure that their initiatives will make a difference for our students."

"My focus is working with individual schools to help develop school renewal plans. We follow the process. Have a needs assessment, develop a plan to benefit schools, look at data, review needs and make sure action steps meet the needs and reflect data."

"A lot of emphasis on curriculum work."

Acceptance of Superintendents' Priorities

- For the most part, superintendents feel they are working in concert with the individual schools and principals of those schools.

"We are all on the same page. We have a district plan and within that plan we pick those components that we feel are important to meet student needs."

"Our principals want to do, our teachers want to do everything for the children because we love them so much but we also know the accountability hammer will and is going to come down. All of our schools use the strategic plan to develop their local school portfolios or strategic plan. We all have the same philosophy of what we want to do for our students. So in turn when accountability comes down at the school level then it is the same as the district. The district rating is the same as the schools. If you go to our schools you will know that they are part of that same philosophy."

"I think they are the same and I think that's because we do school improvement at the school level and carry that across the district. Helping that continued improvement process that is key. To really be successful we have to be moving in the same direction doing the right thing for the kids."

"Pretty much everybody is on the same page. The district works with the schools more than dictating what they must do. The schools are responsible for the renewal plans and they do that with guidance from district personnel. We work hand in hand rather than dictating."

- At the same time, some superintendents have had to step in when conflicts have arisen.

"One of our schools wanted to use the money to send 11 staff members to a conference for professional development and we are in the middle of a budget crunch in this district. We had to say, "Step back and take a look at what you are wanting to do and how much it's going to cost."

- Similar to experiences with school principals, superintendents feel their priorities are aligned with those of the their respective boards.

"We're all on the same page, which is a good thing."

"They have been the same so far."

"No, they would agree with this focus."

"I think they are supportive of what we are doing. We're all on the same page."

"100% the same. They approve all of the plans that we use."

"No difference in our priorities."

"All properly aligned."

"Pretty closely. If they deviate, it's not an adversarial thing, it's 'we would like to do this because of this' and we make accommodations. I believe in holding folks accountable and giving them the tools and training they need to be successful."

Superintendent Involvement at the School Level

- Overall, findings indicate that superintendents are very involved at the individual school level.

"Very involved in how funds are being used to implement school renewal plans. We have 3 formal, lengthy meetings with principals wading through their needs, the data, the gaps, how to best use the revenue allocated."

"Very involved. I sit in on every meeting with the assistant superintendent and I have benchmark meetings with schools to go over MAP scores, analyze the data. We've had 3 benchmark meetings this year and 2 'stop plan' meetings. We have principal meetings and a monthly district meeting. I'm heavily involved in visiting. I know what they're doing [and I] discuss with principals about what they're intending to do."

"I keep a very visible presence. I come from an instructional background so, what is happening is not something that I have given to someone else to

implement. I think it's important to make clear our business is education and coming from that background I am able to make that clear. I would say pretty heavily involved."

"I monitor how the funds are spent to make sure they're spent in the way they say they're going to be spent."

"It is a shared decision. The principals rely on the district administration that has experience. Plans are approved by assistant superintendent for instruction and reviewed by the superintendent to ensure the way they want to spend the money is using research-based practices. At times we ask them to rethink because it has to be aligned with the district vision."

"I coordinate the efforts with the principals. I offer guidance and then serve as an auditor for them to make sure of how they plan to spend the funds."

"I visit schools on a regular basis. Our conversations are focused on the fidelity and implementation of the plan."

"In the end process all of the Technical Assistance Plans come through me to go to the state department."

"Very, totally hands on. Daily, not every school, but one of my schools every day."

- As a general rule, superintendents of smaller districts are more involved than superintendents of larger districts at the individual school level. Some superintendents who represent large districts find it difficult to "micromanage" at the school level.

"I am not personally involved at the school level. At the school level, the plans are reviewed by a team that includes the Assistant Superintendent, the Academic Supervisor, and the Deputy of Schools. I bring the team together to work on the district plan. It's the size of our district. I have [large number of] schools here. My colleagues have smaller districts with maybe 6 or 7 schools but here it's impossible."

- Due to the close working relationship between superintendents and principals and the "shared vision" approach that most say are operating under, most superintendents say they don't do a great deal of influencing how Technical Assistance funds are being used at the individual school level.

"We ask the schools to make their plans; they understand the umbrella, the district vision and initiatives. The principal calls and asks questions. We're not there on a daily basis so it's not our role to dictate. They come up with ideas and we respond to make sure they meet best practice models."

"We see ourselves as enablers of the schools to get their work done. The people who have the responsibility (principals and district) need to understand how the funds work so that they can get their highest yield for those dollars."

"I met with the principals, and all the district level department heads, and set some broad parameters based on the four-point assessment program and had principals bring ideas to the

table on how they wanted to spend those funds. We had open dialogue concerning what's currently happening at the individual schools and this is what they would like to see happen in their schools. There is no veto process at all but if I have a question I will call that principal …"

"I don't really unless someone wants to do something out of left field."

"I really don't try to impose my wishes. I consult with the principals and serve as a resource and give them guidance. I have a good group of principals that want to do what's best for their schools."

"I do and I don't. I influence it in that we set spending on an individual school basis. They know what their targets are and where they should be spending their funding."

Plan Development and Execution

- The vast majority say plans they see are well thought out and tend to focus on the critical areas.

"I think they are well developed. The ones that are poor are generally a reflection of some other things that we need to address including weaker principals. If there is a weaker principal that we can't bring around then that's a principal that will be in the pool for replacement."

"They are very detailed. They have sections on student achievement, strategies and activities, teacher quality goals and strategies, school climate – safety, parental involvement. We list the resources, what we are using each of the different funds for, performance goals, who is responsible, what are the specific costs. We have a process for reviewing and updating annually."

"They set clearly defined achievement goals."

"It's not a shotgun approach. They prioritize. We are so data driven, they look at the MAP and PACT scores, focus on data and the plans are wrapped around this. They understand that more programs are not the answer. Quality is what matters, not a laundry list."

- In the plan development process, the most typical scenario is for the burden of "needs identification" to skew toward the individual school, with oversight at the superintendent level.

"We have in our schools a group of people called SIC (School Improvement Council). SIC, in their meetings along with the principals in their meetings use the data. We have taught them to read the data to identify areas of weakness. We give a lot of thought to the people we put on this council. We have very well trained people on the SIC who can recognize issues. They speak with our teachers and we conduct parent surveys. We look at all of the data, including attendance, teacher attendance, and the staff attendance to come up with our final thoughts."

"They are determined at the district level and a team is pulled

together. It's made up of stakeholders and we talk about where we want to go. Then it goes back through groups for readings then set performance goals. Schools work with their teams, school improvement councils and look at their data and decide where they want to go on an individual school basis."

"ERT teams, SIC on the local level, school teams all identify critical areas. The district office looks at the plan to see if it meets state benchmarks and to see if the strategies are going to meet intended student audiences."

"A team of teachers, principal, federal coordinator of special projects and myself."

- Because plan development happens at the school-level, principal turnover can negatively affect plan execution, as new principals want to modify existing plans or create new plans to address the needs as they see them. These findings suggest there should be a push for greater participation on the part of superintendents who oversee schools with frequent principal turnover.

"Some principals are more sophisticated and experienced. Their plans come in more refined than the less experienced ones. The principal and assistant superintendent identify areas and the board develops performance goals. They are all trying to impact student achievement. It has to target needs from analyzing data from the test scores."

"The other thing is that it depends on the school leadership. Some schools have really good leadership and have for a while and it shows. Some of the schools have either weaker or new leadership and those plans will be changed considerably and if the district comes out with something, then that's reflected."

- There are different philosophies about the plans. Some see them as a plan you settle on and execute. At least in part, this view is a result of the difficulty involved in putting a plan together in the first place.

"Not too often, occasionally tweak if we don't need as much of one thing or more of something else. We try to give a good shot at a good plan that requires less changes down the road. In the middle school, we are focusing heavier on remediation, which is one of our guidelines to strive for."

"At least once a year. We review at least quarterly and update the board on the review process. I wouldn't say they change a lot mid year; we may modulate a little bit but not totally change goals or implementation."

"Some change occurs but not too much. We make sure they are written well to begin with. You must have consistency. If plans change every year, you're thrashing around a lot for a silver bullet. We may tweak it in the first year. We'll stay with the plan 3-5 years to provide consistency to the faculty, students and the parents. If people were changing their plans every year, I'd say that should throw up a red flag. Stick to the basic, fundamental things."

"We review annually and change as needed."

"They are updated annually."

"Yearly. They are updated yearly so at the minimum they change then."

- Others, however, not only feel it advantageous to make revisions to the plan as the year goes along, they view the plan as something that should change.

"They should be a living document, not done once a year and put on a principal's shelf. It should be revised periodically and changed as needed or as the circumstances change. We use the amendment process the state has. We approve amendments before they go to the state department."

"We review at least annually and may change during the interim if there is a particular need."

"We need to keep revisiting the plan. Even Bill Cook, the guru of strategic plans in the late '80's stated you had to have a plan for 5 years. But schools have such high turnover in so many areas; it can't be a 5 year plan. A 1-2 year plan is more realistic. You constantly revisit, tweaking based on results you're seeing. A systematic change takes 3-5 years. We have to ask ourselves "What year are we in?" We can't always be in Year 0."

"They change on an ongoing basis. They are constantly changing but at the same time there are constants that hold the district together. You fine tune them or adapt them to meet student needs."

"Formally yearly; informally mid-year. We only do them once a year but schools are asked to always make notes in the sidelines. They are reviewed constantly asking ourselves: are we on task, are we on time and if not, what adjustments do we need to make? We are monitoring, changing throughout the year and in mid March we start talking about changes for the next year."

- All superintendents say they or someone in their office is aware of any changes to the plan. At the same time, both the "shared vision" approach and the different philosophies about the permanence of the plan raise some questions. For example,
  - ✓ Is there enough oversight on plan implementation?
  - ✓ Are schools staying with plans long enough?
  - ✓ Can the superintendents or the state do more to help schools remain focused on the plan?

How the Money is Being Spent

- When superintendents were asked about their priorities, recruitment and retention emerged as critical areas. Findings indicate that many schools are, in fact, spending money in these areas.

"Teacher quality and professional development, specialists, training."

"Mainly in personnel."

"Additional personnel, to target students that need immediate attention."

"Right now professional development and additional staff to improve instruction."

"Professional development targeted more to a school than a group of people and are allowing for model instruction of appropriate strategies in certain classrooms. Those schools really need that professional development. You need people who are current in rigor in the classroom for the kids. That money is spent on people who can do that."

"Majority on professional development. Secondly, purchasing ancillary supplies."

"Increased the number of teachers, hired a science lab person, hired math and curriculum specialists. We are focusing on two basic areas: 1) specialists and science lab to build sustainable efforts to help teachers 2) immediate return – reducing class size by giving extra teachers in major study areas."

"Professional development around differentiation and rigor, tutoring, teacher specialists, and principal specialist."

"In the previous year, funds were spent primarily on staff development; we hired a literacy coach for the middle school. Refining tools for teachers. We have a class of teachers being trained by a literacy coach on that model."

"Where they are required to be spent, first teachers and small class sizes and then technology and what those needs are, programs."

"We have two schools where we have principal specialists and teacher specialists. They are providing the curriculum support to our teachers and we plan to keep them in place for the next two years. We were involved in a [specific dollar figure removed] grant for instructional coaching - mentoring for teachers. This will align with the plans for the TAP [Teacher Advancement Program] master teacher and curriculum specialists, district instructional facilitators or consultants that we may hire 2 or 3 days a week. Most of the money will be going to personnel."

- As indicated in the comments above, many are using the Technical Assistance Program funds to hire teachers, leaving open the question as to how schools will do when the Technical Assistance funds run out.

  Although most say they are making plans as best they can to prepare for when Technical Assistance Program funds are taken away, it is clear that this will represent a problem for some schools.

  "We do all we can but there is no bottomless pit of money. We will try to sustain initiatives but it is difficult to do."

  "If it works, believe me, we're going to maintain it."

  "Not a great deal. I'd like to be able to tell you we were stashing away funds for the future but small, rural districts don't have that luxury."

  "That's going to be a real challenge."

"We try to do things we can sustain with better-trained staff and not things that will have a total negative impact when we lose them. As far as additional funds, I would expect we'll have to cut positions and our class sizes will rise, but hopefully our teachers will have learned diagnostic teaching, looking at test scores."

"How long do you stick with a school on [the technical assistance program]? If it's working in a school, one of my greatest anxieties is once you get better, you stop getting the funds."

How the Plans Are Impacting Student Achievement

- Overall, superintendents feel the program is having a positive effect on student achievement.

"They are having a positive impact."

"We have seen positive changes. Our track record is good. The school that has been on the plan the longest has gone from unsatisfactory to below average to average to good. They've seen improvement every year."

"We saw a good bit of growth in each of our schools. In our four schools we saw gains for our students in all four. We aren't there yet but we are making progress."

"Positively. We saw double-digit gains to our MAP scores and look forward to what we see in August."

"We are making improvement. We aren't making quantum leaps but say for example a couple of the schools have no kids below basic in the 3rd and 4th grades and they are high poverty and 80% African American. This is the challenge area. We have actually exceeded our goals."

- At the same time, most recognize that progress won't happen overnight and that change is a long-term process. Also, it should be noted that this is the first year in which schools have had greater flexibility in the use of funds.

"We have seen progress every year but it takes time, it's not an overnight thing."

"Well, looking at test scores, I'd have to say not very much…but it is a plan that gives us focus and guidance. We need to stick to one thing and give it time to see the effects. But time is not on our side."

"You can see students moving there but it is still taking longer than we thought it would or should."

"We're making progress. We had a long way to go, when our program is operating at full steam, with modification from last year, more coaches, I feel we're going to make excellent progress."

"We're not satisfied with student achievement at this point. It's not all about the plan. There are not a lot of funds for good-sized schools. I wouldn't say it's the plan itself or it (the plan) not being executed. I want to see increased accountability of specialists and those hired as a result of the plan. I think there

have been some real successes but would like to see more dramatic improvements."

Why Some Schools Aren't Making Progress

- Superintendents were asked why there are some schools that continue to be designated as under-performing. For the most part, responses are along two lines:
  - ✓ The "moving target" that schools are trying to hit (this tends to be the greatest critique of the Technical Assistance Program) and
  - ✓ Socio-economic factors.

  With respect to the "moving target" comments, many feel their schools are making progress, but the target is moving faster than they can.

  "Unfortunately, the target is moving faster than the progress."

  "With the bar raising and the number of kids you have to move from below basic to make 1/10 point of an impact… I feel like I'm an airplane and the runway is raising, I'm spiraling downward trying to land my plane and it's just a matter of time before the crash."

  "We have a flawed education system in SC and in this country. No Child Left Behind is a very flawed mess. The accountability system in SC is flawed. It's a moving target you can't hit. We shoot ourselves in the foot every year. The standards are raised every year. They pour water on us when we are drowning. That's not to say we haven't used TA funds appropriately. It is now even affecting the high achieving schools, which is kind of laughable to have them join the party lamenting and wailing."

  "The rising scale. Most of the 16 schools that are unsatisfactory are middle schools. Their scores would be average when they started and are below average now. Two years from now they'll be unsatisfactory. We've raised scores some but not enough to keep up with the rising scale. It's a continuous fight. From a small district perspective, so few kids can make a significant difference. A couple of kids' scores can seriously impact the school rating."

  "The bar is set so high in SC as to what is considered proficient. What is considered basic in SC is considered proficient in other states."

Others, particularly those representing rural districts, feel that socio-economic factors make it difficult for these schools to make gains. This problem is compounded by the fact that these schools also have teacher and principal retention problems.

As there was little mention as to how plans are addressing these types of issues, there might be a need to push schools to address these issues in future plans.

"We believe in the funds but there are so many other obstacles that those students have to overcome."

"This is the 2nd year we've had the same administration and that's the longest we've kept the same administration. The stability at the administration

level, and other changes impact alongside technical assistance."

"There are lots of factors involved, any of which could be part of the reason. Factors overlooked during the writing of the plans, implementation of the plans, holding people accountable. I'm very confident in saying it's not the plan itself. Principal specialists and leaders certified by the state have been brought in to be turnaround agents and weren't able to turn the schools around. There are many factors involved."

"The history of the schools in the district. The high turnover of faculty. It's hard to attract and maintain quality staff in some areas. Leadership within the school and district. Some districts have more resources to give to the schools than smaller districts. High transient student rate. The percentage of special needs children. It depends on where the school is when they receive the funds. The ceiling is rising. Schools can make gains but not meet all the expected gains and then still be unsatisfactory or below basic."

"You have to answer school by school. Where it is, the community involvement, parental involvement, understanding of the importance of education in those communities. Teacher retention, you have to build a culture – what the community expects of the school, whether education is valued."

"This school struggles to get parental involvement. It's in an area where crime and gangs are growing. These are all factors we know are there and we have the demographics but when it comes right down to it it's the PACT score. When you have children from the time they leave school to when they get there the next morning have no stability in their lives I don't think they are going to come in and perform at their peak."

"You've got to look at some of the areas, the conditions these children have to survive in just to get to school, and it contributes to non-performance, not that they cannot perform. Their attention has not been pointed in that direction. Normal children are not expected to be deprived of sleep, too much noise to study, they're trapped, environment makes a big difference, as much as 60% in some studies I've read. It is important to expose a child to the right process and they respond to it."

"The great impact that poverty has on children and learning, getting them ready for school. We need to continue to provide types of intervention and the support they need to be successful in school. Our challenge is employing and retaining high quality teachers that will stay long enough to make a difference in our schools and communities. Ours is a high poverty community and very few of our teachers live here and become part of the community. Although they care and work hard, they aren't part of lifting up the community as a whole. It is a very challenging situation from that standpoint. 90% plus of our children are free or reduced

lunch. We have a high concentration of poverty."

"The bottom line is the quality of teacher in the classroom. That is the driver behind academic achievement."

"Personnel, leadership, retention of teachers. Strong leaders plus good teachers equals good gains. The most frightening thing we face is teacher quality. The number of applications keeps dwindling."

"The plan does work but if you don't have quality leadership it doesn't matter. If you don't have people who can execute the plan it doesn't matter."

Funding Issues

- Superintendents did not identify any significant or systematic problems with respect to this year's funding for technical assistance.
- While most say their schools don't have trouble spending the money in the allotted period of time, some say they are aware of problems in this area.

"There have been cases where folks have not spent the money in that year due to changing needs and not doing the appropriate amendment, perhaps a change in leadership."

"Money is not the problem. Spending it appropriately is. Use it or lose it. Most schools in need are high poverty schools. They already receive Title One money, now they receive TA money. Money is not the problem. Being able to spend it as fast as the state may want us to is."

Taking Stock and Looking Forward

- In addition to helping address the critical areas of retention and recruitment of quality teachers, superintendents feel the Technical Assistance Program has forced schools to do a better job of self-assessment.

"It forces the district and schools to focus on what our needs are and do some self-examination and to make us accountable."

"The psychological accountability it places on administrators, teachers and schools. It creates more of an urgency to try and improve learning opportunities for kids, puts you behind the 8 ball."

"Forcing schools, not hammering over the head, but making the schools become analytical in implementing the instruction of their materials and implementing the initiatives."

"It provides additional resources to rural, poor districts that they wouldn't otherwise have."

"It has provided some assistance in professional growth for teachers, overall strengthening our teachers and helping them become more effective instructors."

"For us, it was our ability to attract talented people to assist our teachers: teacher specialists and principal specialists. They provided the coaching needed."

"It's put some high quality personnel in the schools. It provides additional funds for schools that need it to meet the needs of the students."

"It's impacted student learning. Sometimes we don't qualify for programs at the state level and they let us sign on like the science and math coaches and they have had an impact on student learning."

- Superintendents feel the State Department of Education (SDE) has been supportive and helpful when help was needed.

"They have. When we have questions, we feel free to call. They have workshop opportunities. They made us aware of changes. They have a hotline you can call if you have a problem filling out the technical assistance forms. They give us guidance and answer questions but they can't do it for you. It must come from the schools, from the bottom up."

"They assist us with questions and resource people when we ask. No problem with them. They are good, a little slow at responding at times, but willing to resolve your problems."

"They have been very helpful and they answer our questions regarding funds. Nothing specific, just no problems."

- Some, however, feel the SDE could be more proactive.

"Somewhat. If we have questions, they have been of assistance."

"If we call with questions about the program or modifying the plan, they've been fine."

"It does what it can. They have been so understaffed that substantive assistance is limited. They are put in the position where they are paper shufflers with reference to the technical assistance program more than anything else. They follow through with procedures. They've done the best they could under the circumstances."

"Well, we are looking forward to a lot more assistance."

"Simply put, the Department of Education is what it is. There are people there, friends and colleagues, that have been in the classrooms a few days ago, a few months ago and some that have been there centuries ago and some that have never been there. They simply hand down the edicts handed down to them. They are a good system of support to the schools and do a decent job."

Conclusion

Overall, study findings indicate that the Technical Assistance Program is working well from the superintendent's perspective.

Superintendents say they have close working relationships with the principals in their districts and tend to have similar views on goals and objectives. Through this "shared vision" approach, most superintendents say they don't do a great deal of influencing how technical assistance funds are being used at the individual school level. Instead, most leave that

responsibility with the individual schools; only stepping in when they feel the scope of a plan is drifting outside of the districts priorities. For the most part, however, superintendents say this type of interference is rare.

This system of giving principals so much autonomy raises a concern. In areas where there is a good deal of principal turnover, plans are often changed. In these districts, superintendents might be encouraged to help maintain continuity with respect to the plans.

Superintendents identify teacher recruitment and retention as the most pressing need. Many say individual schools are, in fact, spending money in these areas. This strategy clearly raises concerns about what will happen when Technical Assistance funds are cut. While many are thinking about how to deal with that situation, many do not have firm plans.

Other questions raised by the research findings include:

- ✓ Should superintendents play a greater role in schools where there is frequent principal turnover?
- ✓ Are schools trying to do too much or too little?
- ✓ Is there enough oversight on plan implementation?
- ✓ Are schools staying with plans long enough?
- ✓ Can the superintendents or the state do more to help schools remain focused on the plan?
- ✓ How can the state help with increased rigor/increased expectations?
- ✓ What will happen when schools are no longer eligible for technical assistance funds or the funding is reduced?.

Update from the Teacher Recruitment and Retention Task Force

The issue of teacher recruitment and retention has been of concern in South Carolina and the rest of the United States for many years. Many factors influence the ongoing battle to recruit and retain quality teachers, a battle that has many fronts. Statistics indicate that up to 50% of new teachers leave the profession within five years of entrance. Mathematics, science, and special education positions go unfilled every year as the number of vacancies exceeds the number of qualified candidates available to fill them. Looming on the horizon in the next 5-10 years is the retirement of many veteran teachers.

With these factors in mind, the General Assembly adopted Proviso 1A.66 , which reads:

> **Proviso 1A.66.** (SDE-EIA: Teacher Recruitment/Retention Task Force) The Education Oversight Committee shall convene a task force to evaluate current teacher recruitment and retention policies, particularly those that impact on schools that have historically underachieved. Included in the task force will be representatives from the Department of Education, the Center for Educator Recruitment, Retention, and Advancement (CERRA-South Carolina), institutions of higher learning, the Student Loan Corporation, the Commission on Higher Education, and classroom teachers from throughout South Carolina.

Pursuant to the proviso, a Teacher Recruitment and Retention Task Force was created. The Task Force, which includes representatives from the Department of Education, the Center for Educator Recruitment, Retention, and Advancement (CERRA-South Carolina), institutions of higher learning, the Student Loan Corporation, the Commission on Higher Education, the South Carolina Independent Colleges and Universities, and the Personnel Director's Division of the South Carolina Association of School Administrators, also includes thirteen educators from around the state. The educators represent classroom teachers, principals, and superintendents (see Appendix A for a list of task force members). The Task Force first met in February, again in June, and will meet again in early August. From the meeting a set or recommendations will be forwarded to the Education Oversight Committee. A preliminary report will be issued in October 2007 with the final report issued in December 2007.

Review of Existing Literature

There have been many studies of the various issues included in teacher recruitment and retention. The diversity of viewpoints/findings regarding the issues within the issue is shown through five recent reports dealing with different aspects of teacher recruitment and retention. *Educating School Teachers,* by Arthur Levine (2006), looks at the teacher preparation portion of teacher recruitment. In the study Levine found: 1) that many teacher candidates receive inadequate preparation, especially in being able to cope with today's classrooms; 2) that the curriculum presented teacher candidates is in disarray; 3) that the faculty in teacher preparation programs are disconnected from the very schools they are preparing teachers for; 4) that schools of education have low admission standards; 5) that there is little quality control from within and from outside the teacher preparation programs; 6) that there are disparities in institutional quality; and, 7) that there is "a significant relationship between the type of university a teacher attended and their students' achievement growth." Levine offers five recommendations for change that range from transforming education schools from "ivory towers into professional schools focused on school practice" to closing ineffective teacher preparation programs. Inadequate teacher preparation is often cited for the high teacher attrition rate for new teachers.

Another recent report, *Teachers and the Uncertain American Future*, issued by the Center for Innovative Thought sponsored by the CollegeBoard (2006), addresses the "perfect storm" that is brewing over teacher recruitment in general. The report cites many alarming statistics on teacher preparation, recruitment and retention and charges that the nation's citizens, business leaders, and politicians refuse to see the storm's approach. Included in the statistics is the statement that teachers in K-12 are among the lowest paid professions at the entry level, and that it is common for teachers with 5-10 years experience to still be making less than recent graduates entering other careers. The report urges an increase in teacher compensation, 15-20% now and by 50% in the near future, to be funded partially through a "Teachers' Trust" funded by the federal and state governments and the private sector. Other recommendations encourage making teaching a "preferred profession," creating multiple pathways into teaching, and closing the diversity gap that exists in the teaching profession with new and stronger incentive programs.

One area of teacher recruitment and retention under greater scrutiny today is the incentive programs offered by the various states to attract and retain teachers. A recent article in *Education Week*, "Teacher-Pay Incentives Popular but Unproven" (September 27, 2006), stated that there is little research that shows that incentives provide the results intended. Programs that offer bonuses do not always attract the best teachers to the schools needing the most help. Frequently the reasons that individuals seeking teaching positions do not locate in a particular locality have little to do with salary; quality of life issues such as affordable or available housing, proximity to shopping malls, movie theaters and hospitals, are more important than salary, or cannot be offset by bonuses or higher salaries.

A fourth area of research on teacher recruitment and retention focuses on working conditions. While many articles highlight the importance of adequate preparation of pre-service teachers, other articles point to the importance of having a strong mentoring program for new teachers in place. Having adequate support at the beginning of one's career is only one working condition affecting teacher retention; the two most important factors found in the report on working conditions in South Carolina issued in 2005 were administrative support and collegiality among the faculty and staff. Adequate materials, well-maintained buildings, and personal safety were other working conditions cited as frustrations to teachers.

Another study with South Carolina ties is *Rural Teacher Recruitment and Retention Practices: A Review of Literature, National Survey of Rural Superintendents, and Case Studies of Programs in Virginia*, released in December 2005 by Edvantia. The study identified four challenges related to recruiting and retaining teachers in rural areas: 1) lower pay; 2) geographic and social isolation; 3) difficult working conditions, such as having to teach classes in multiple subject areas; and 4) NCLB requirements for highly qualified teachers. The study identified five strategies currently being used to address the challenges: 1) grow-your-own initiatives; 2) targeted incentives; 3) improved recruitment and hiring practices; 4) improved school-level support for teachers; and 5) use of interactive technologies. While the study stated that these practices can make a difference, additional strategies were suggested, including: 1) collecting state and local data on teacher supply and demand; 2) basing recruitment efforts on data analysis; 3) involving the community in welcoming new teachers; 4) investing in leadership development; and 5) evaluating recruitment efforts often. The study had a direct connection to South Carolina: one grow-your-own program studied in Virginia - "Teachers for Tomorrow" - was patterned after South Carolina's Teacher Cadet program. The two other case studies conducted for the report focused on "Career Switcher Programs" (in South Carolina called Career Changers and PACE) and Mentoring Programs (also present in South Carolina as part of the Induction program).

These five studies are but the very tip of the iceberg on teacher recruitment literature produced in the last 5-10 years. Some of the literature repeats earlier warnings on teacher recruitment and retention while offering additional strategies to address the issues, while other reports take a deeper look at the issues and offer both old and new solutions. All of the literature is relevant to South Carolina and has been used to develop the three primary research areas: Teacher Recruitment; Teacher Preparation, Training and Certification; and Retention.

Teacher Recruitment

Teacher Recruitment is a multidimensional issue. Recruitment often is viewed as getting high school juniors and seniors interested in the profession, then getting them to major in education at a college and university, with entry into the profession at the end of college. In reality, most high school students do not consider teaching as the career for them, and most college and university freshmen declare undecided as their major upon matriculation. South Carolina presently has several initiatives designed to recruit middle and high school students into the teaching ranks. They are:

- ProTeam
- Teacher Cadet Program
- Teaching Fellows Program
- Teacher Loan Program
- Call Me Mister

Recruitment of individuals into the profession does not end at the high school level or in the colleges and universities; there are several initiatives that focus on getting adults who are not of traditional college age or who are college graduates without an education background into the profession. They include:

- Program of Alternative Certification for Educator's (PACE)
- Career Changers
- Minority Recruitment
- Troops to Teachers

South Carolina also has the Center for Educator Recruitment, Retention, and Advancement (CERRA). CERRA works cooperatively with other organizations and the various school districts to provide leadership in identifying, attracting, placing, and retaining well-qualified individuals for the teaching profession. CERRA maintains the South Carolina Teacher Application System, a common internet based application program for the state. The agency also gathers statistical data on the vacancies in the various districts each year and uses the data to help identify the critical needs certification areas for application by the Teacher Loan Program. Recruitment of individuals into the PACE and Career Changers is coordinated by the Division of Educator Quality and Leadership of the State Department of Education.

Each of the recruitment initiatives operating in South Carolina is successful in bringing individuals into the profession. ProTeam involves about 500 middle school students each year in learning about the profession and many of those students eventually end up in the Teacher Cadet Program, a rigorous high school program that serves about 2300 students in 75% of the state's high schools each year. Teacher Cadets are prominent in utilizing the Teacher Loan Program, a program that provides loans to aspiring teachers that offers the opportunity to have the loan canceled if the recipient teachers in a critical need geographic area or critical needs certification area. Teacher Cadets also figure prominently in the Teaching Fellows Program, a

scholarship program funded by the state for up to 400 individuals each year. These individuals are expected to enter the teaching profession for a minimum of four years in exchange for the scholarship. Obviously the hope is to keep the recipients in the profession much longer.

The PACE program has contributed between 350 – 500 teachers to the profession each of the last three years, and presently over 1300 individuals are registered in either the first, second or third year of training. Over 350 individuals have taken advantage of the Career Changers program, and over half the participants are actively teaching. Call Me Mister, the Minority Recruitment Program and Troops to Teachers all recruit individuals from groups that are underrepresented in the South Carolina teaching profession – minorities and males. Minorities and males constitute about 17% of the teaching corps in the state, and while each of these programs provides less than 50 individuals each year to the profession, they serve an important role in diversifying the profession.

When looking at teacher recruitment, one fact cannot be overlooked – teacher shortages do not exist in all subject areas. The certification areas that have consistently had unfilled vacancies across the state year after year are science, mathematics, and special education. Early childhood is an area that may have teacher certification shortages in the future as the number of four-year old programs increases. Middle school certification is an area of concern because middle school certification as a specific area of certification has developed only recently, but the need to get all teachers highly qualified as required by No Child Left Behind increases the speed at which middle school teachers need to obtain middle school certification. And, while math, science, and special education positions go unfilled each year, rarely does a social studies position go unfilled for the lack of a certified candidate.

Recruitment has one other aspect that is often overlooked by educators and policy makers, and that is the recruitment of teachers from one district to another district. Over the last five years approximately eight percent of the state's teachers have left the classroom each year. The actual turnover rate, however, is much higher, as an additional four percent of teachers changed districts each year, and rates of change among schools within districts is unknown. At the very least, 12-13 percent of the teachers are new to their classrooms each year, which results in a loss of continuity and focus on instruction and instructional initiatives at the school level. Teacher turnover, the primary cause for recruitment, is not just about people leaving the profession – it is also about movement within and among districts. Districts and schools often "rob Peter to pay Paul" as they seek to fill the vacancies that exist each year.

The cost of that turnover is difficult to determine, but the National Commission on Teaching and America's Future has developed a teacher turnover calculator to help school district personnel and the general public understand the cost of teacher turnover. One upstate South Carolina urban elementary school will experience a 20% turnover (7 of 36) between 2006-07 and 2007-08. Excluding any bonus that the district might provide, the calculator estimates that replacing those seven teachers will cost the district $58,800. This cost does not include any district level costs, the costs to student learning, nor other "hidden" costs for which no data are available. Between 2005-06 and 2006-07, one lowcountry South Carolina rural district experienced a loss of 23 teachers out of 151 positions. According to the calculator, the turnover cost the district $143,750, not including any of the hidden costs. The financial impact of teacher turnover is significant, let alone the cost to student achievement.

Teacher Preparation, Training and Certification

As complex as teacher turnover and teacher recruitment is, Teacher Preparation, Training and Certification is equally complicated. There are presently 30 institutions of higher learning in

South Carolina that offer one or more teacher preparation programs. Information on the 30 institutions is available at http://www.scteachers.org/educate/edprog.cfm by both institution and/or by program (see Appendix B for a list of the institutions). The number of institutions offering a program of study varies; 27 institutions offer a program in Early Childhood, but only 10 offer a program in Spanish, and only USC-Columbia offers a media specialist program. All programs must be NCATE (The National Council for Accreditation of Teacher Education) approved in order to offer degrees. New programs must also receive accreditation and approval by the Commission on Higher Education. Many institutions of higher learning have been dropping programs in recent years as the number of students enrolled in the program has declined or evaporated. The institutions set their own requirements for each program; there is no uniformity of expectations or requirements for degrees or education majors.

One major issue with the Teacher Preparation, Training and Certification area is the fact that the 30 institutions report the number of individuals in their programs differently. Each year each institution is required to report through the Title II requirements the number of individuals passing the various tests for certification (Praxis I, Praxis II). However, institutions report information differently so that accurate and complete data are not available.

The Commission on Higher Education collects data each year on degrees awarded from all institutions of higher learning, including degrees in education and the various disciplines like history, biology, and mathematics. However, the number of degrees awarded in an area of education does not mean that the individual awarded the degree applies for a South Carolina teacher certificate or intends to teach in the public schools. Many of the students at schools like Furman do not intend to teach in South Carolina; instead, they intend to return to their home state to begin their careers. In reality, there is little concrete data on the actual number of graduates eligible to apply for certification; nor is there clear information on what percentage of the graduates eligible for certification actually apply for, and receive, certification.

Institutions also set the requirements for practice teaching, and until 2006-07, the Division of Educator Quality and Leadership of the State Department of Education did not know how many students were practice teaching each academic year; each institution placed the practice teachers without having to notify the Division of Educator Quality and Leadership. Beginning with the 2006-07 year, however, individuals entering practice teaching had to begin the application process for certification in order to pass a background check; failure to pass the background check prevents the individual from practice teaching, and subsequently, getting a certificate. Requiring individuals to begin the application process prior to practice teaching now allows the state of South Carolina to better track and predict the number of individuals completing education programs in South Carolina institutions, receiving a South Carolina certificate, and subsequently entering the profession.

The certification process often comes under fire. The institutions of higher education set the requirements for program completion and verify for the Division of Educator Quality and Leadership that an applicant for certification has met the requirements of the specific program. To begin the certification process, an individual must submit a two-page application, along with a completed fingerprint card for FBI screening and pay a $75 non-refundable fee for the screening. The applicant requests a transcript from the college or university verifying graduation and requests the designated official at the college to complete and submit a recommendation for certification form to the Division of Educator Quality and Leadership. Finally, the applicant must have passed all pertinent Praxis II exams and Principles of Teaching Learning exams and have the scores submitted to the Division of Educator Quality and Leadership. Once the

applicant passes the background check and all required portions of the application are received and verified, the Division of Educator Quality and Leadership issues a certificate.

In recent years it has taken the Division of Educator Quality and Leadership as long as 16 weeks to issue a certificate. The division receives up to 3000 inquiries a week, depending on the time of the year, on certification and recertification issues. Over the past year the Division of Educator Quality and Leadership has taken action to rectify this problem. Additional people have been hired to handle the volume of mail, and a specific phone call center has been set up during the afternoon hours to address telephone inquires, freeing up the certification specialists to handle the issuing of certificates. In mid-June 2007, the wait time to receive a certificate was down to about two weeks. The division hopes to keep the reply time down to 1-2 weeks in the future. Alleviating the backlog should make all educators happier with the certification office and perhaps give the division an opportunity to analyze the vast amount of data contained in the certification files in regards to teacher recruitment and retention.

The lack of clear data on teacher recruitment and preparation is a problem that is not unique to South Carolina; other states are experiencing the same problems. At least three states – Virginia, Louisiana, and Kentucky - are in the process of developing data collection systems to alleviate the problem. In Virginia, the state has developed a Web based system to gather information on teacher preparation candidates from the point they enroll in an education program, through the first five years of employment or the first five years after graduation. Virginia's program, called VITAL - Virginia Improves Teaching and Learning, has three components, one to collect data on teacher application into education programs, a second to allow for surveys with the individuals that enter the teacher application process, and a third to report and analyze data from the various institutions of higher education that prepare teachers. The system was developed to address the deficiencies Virginia identified in teacher preparation data collection –fragmented agency responsibility for data collections, lack of personal identifiers, different schedules of data collection, and no standard data definitions. Virginia used a Teacher Quality Enhancement Grant from the US Department of Education to establish "a data-collection system to provide credible and reliable information on teacher and teaching quality indicators." Data collected through the system will be used to:

- identify ways of affecting teacher retention and effectiveness
- assess the supply of potential teachers
- aid in predicting and responding to shortage areas
- support research efforts to enhance teacher education programs.

The system is being piloted during the 2007-08 academic year at several institutions with full implementation expected during 2008-09.

A system similar to VITAL would alleviate many of the data collection problems regarding teacher recruitment and retention for South Carolina. Obtaining high quality longitudinal data for the state would provide a better understanding of the teacher recruitment and retention issue and allow for better planning in the future.

Retention

Retention is a major issue in the teaching profession (in fact, the Task Force identified retention as the most important issue facing the profession at the first task force meeting), and there are several times in the career of an educator when the topic is paramount. The first time that retention is an issue is when an individual is finishing their education degree and considers entering the workforce. Due to a lack of data, it is unclear how many individuals complete an

education program, earn a degree, but never enter the teaching profession, for reasons that are unknown.

The second retention point comes during or at the end of the first year of teaching. The first year of teaching is more difficult that most people imagine, and a good support system for the new teacher is paramount to keeping the person in the profession. As part of South Carolina's ADEPT program (Assisting, Developing, and Evaluating Professional Teaching), new teachers are supposed to have mentors who provide guidance and direction during the first year, also known as the induction year. Many of the mentors have never received the extensive training outlined in the South Carolina Induction and Mentoring Program: Implementation Guidelines, and therefore, do not provide the assistance most first year teachers need. First year teachers are faced with numerous issues they may not be prepared for, including:

- relocation, resulting in a lack of social and/or familial support system
- new curriculum, requiring the development of lesson plans for every day
- classroom management issues
- parent conference issues
- lack of materials to establish a classroom
- unexpected paperwork, for which no training has been provided
- little to no free time during the work day to take care of essential personal tasks
- being given the lowest level classes to teach.

There are individuals who claim that teacher preparation programs do not adequately prepare individuals for the first year of teaching; however, all of the pitfalls that a new teacher faces cannot be anticipated. Areas that teacher preparation programs are often criticized for not preparing teachers adequately are classroom management, time management, and parent conferencing, but in many ways it is impossible to completely prepare an individual for all of the situations they will encounter. A teacher preparation program cannot prepare a new third grade teacher for the number of transient students she will encounter during her first year; during the 2006-07 school year one new third grade teacher in an upstate school district had 40 different students on her roll at some point during the year, a situation which would challenge a veteran teacher. And, while all individuals new to the workforce in their profession experience similar employment issues, new teachers are especially vulnerable to pitfalls because teaching is more individualized than most professions; thus, the need for a trained mentor to assist with the assimilation into the workforce.

National statistics indicate that up to 50% of new teachers leave the profession within the first five years of entering. Many individuals leave the profession because of adverse working conditions, which include:

- Unsupportive administration
- Lack of instructional materials
- Lack of collegial atmosphere among faculty
- Lack of empowerment by administration
- Poor facilities
- Antagonistic parents
- Disrespectful students
- Large class sizes
- Expectations by district or school administrators to work days off contract without pay.

The 2004 report from the South Carolina Teacher Working Conditions Survey found that the lack of a collegial atmosphere among faculty was the working condition most often cited as affecting teacher retention; lack of leadership or an unsupportive administration was cited second. Lack of empowerment was third in importance, and lack or materials/poor facilities was fourth.

While working conditions are very important to teacher retention, teacher pay is often cited as a primary concern for both recruitment and retention of teachers. In fact, the primary incentives South Carolina uses to retain teachers, and in some instances recruit teachers, are related to teacher compensation. They are:

- National Board Certification stipend
- TERI - Teacher and Employee Retirement Incentive program
- Signing Bonuses/Moving Costs
- Step raises on the Minimum Salary Scale
- Increases in compensation for advanced degrees.

Presently there are 5,076 individuals in South Carolina with National Board certification. Each of those individuals who are classroom teachers receives a $7,500 annual stipend from the state; many receive local stipends from their districts, with local stipends reaching $5,500 annually. There are districts, however, that provide no additional stipend or that provide a stipend only if the national certified teacher teaches in an underperforming school. There is little doubt that the ability to earn National Board certification has retained some teachers in South Carolina, exactly how many individuals would be difficult to determine. More data may be available on that issue as the certification begins to expire for those who first received certification; it will be interesting to see how many individuals pursue recertification at the national level.

The full impact of the TERI program on the retention of teachers is also unknown; the South Carolina Retirement System collects data as educators, not classroom teachers. As of May 2007, however, 11,530 school district employees had participated in TERI since its inception, a figure that represents 48% of all participants. Of the 11,530, 7,034 have ended their participation in the program, but some of the individuals who have completed the TERI program may still be teaching as rehired working retirees. Additional data are needed to understand how many teachers are actually working retirees.

Data are available on how many educators are retiring each year. Over the last five fiscal years (2003-2007), an average of 1,182 educators have retired each year based on South Carolina Retirement System service. Another 318 educators have retired early on disability. Finally, an average of 1,448 educators have elected to participate in TERI each year, though the number choosing TERI dropped significantly in fiscal years 2006 and 2007 from previous years. Thus, on average for the last five years, 2,948 educators have retired or reached retirement status, but TERI is keeping almost half of those individuals in the schools (49.12%).

While TERI may be keeping individuals eligible to retire in the schools longer, another practice used to recruit teachers in South Carolina may be contributing to teacher turnover. At least 11 districts (the total number is unknown as some districts have not reported their incentives) offer signing bonuses of between $500 and $2,500 and six pay moving costs up to $1,500 to teachers electing to teach in their district. Most of the signing bonuses are for science, math, or special education teachers, and districts disburse the payments differently; some pay the bonuses up front, others half up front, half at the end of the year, and still others spread the

bonus out over the year. However, there is nothing to prevent individuals from moving from district to district to receive a bonus year after year, though some districts are now restricting the ability to earn a bonus to once every 3-5 years.

While signing bonuses are used by some districts, all districts are required to use the minimum salary scale established by the state as the base pay for their teachers. Most districts add a local supplement to the scale, but in districts that pay beginning teachers at the minimum level for a bachelor's degree ($26,975 in 2006-07), the final take home pay after required deductions and taxes equals about $16,000. Most beginning teachers have student loans to repay, and those loans may total in excess of $30,000. The beginning salary is not an incentive to enter the profession, though many teachers will admit they didn't enter the field for the money, but to make a difference in the lives of children. And, where the starting salary is greater than the minimum, like Horry, new teachers still have a difficult time affording to live off of the salary paid because of the high cost of living.

To increase their salary, and to improve their skills, many teachers seek graduate degrees. An earned master's degree increases a teacher's salary about $4,100 and a doctorate increases the salary about $5,400. The salary increases, however, are often offset by the loan payments teachers are frequently saddled with to obtain the degree. One recent national study on teacher compensation suggested eliminating the stipend for additional degrees, stating there was no correlation between student achievement and teacher's with advanced degrees, but research in South Carolina has shown that students of teachers with master's degrees do achieve at a higher level. Since most teachers personally fund their advanced studies, fewer teachers might pursue the degrees if a subsequent salary increase was not forthcoming to help pay back the loans or the money expended.

Salary is cited as a reason for the lack of science and mathematics teachers, that individuals can make significantly more money in the private sector; actuarial mathematics majors often start out between $75,000 and $90,000. Is it time to stop paying all teachers the same wages and base salary on the area of certification? Or is it time to go to a merit pay system and let the base salary be the lowest anyone can receive? And if a merit system is established, is it for what you know, what you do and/or how well you do it, how would it be measured, etc.?

And while salary is often cited as the reason an individual leaves the profession, there are many other reasons for attrition, including:

- Starting a family
- Job change or transfer for spouse
- Marriage
- Returning to school full-time
- Becoming a caretaker for parent or other family member
- Personal sickness

And the attrition rate for teachers during the first five years may not be out of line with other entry level jobs requiring a bachelor's degree. Accounting firms report a 20% turnover rate during the first two years. Nurses change positions frequently, often in response to bonuses offered by competing hospitals or other health care related offices. Too, college graduates today are often told by economists and job counselors that they will have up to 20 jobs during their work career. Gone are the days when most individuals choose a profession and stay with it all of their working life. But the facts that other industries experience a high turnover rate, or college

graduates are told to expect a multitude of positions during the work career, does not lessen the importance of recruiting and retaining a high quality teacher corps. A stable and sufficient teaching force is necessary to provide all students with the opportunity to achieve at high levels, and to ensure that the state has a well-educated work force for economic growth.

Preliminary Findings

1. Teacher recruitment and retention is a complex issue for which there is no quick solution or "silver bullet" fix.

2. South Carolina has a number of teacher recruitment and retention programs in place.

3. Not all areas of certification are short teacher candidates or teachers; science, mathematics, and special education suffer the most critical shortages; early childhood could be a problem in the future.

4. The data to analyze the number of teachers being produced and needed in the future is not available.

5. Many first year teachers do not get the support they need from veteran teachers and/or mentors to be successful.

6. Recruitment of minority teachers – African-American, Hispanic, Asian – and recruitment of male teachers into the profession in larger numbers is needed.

7. Working conditions are a major factor in teacher retention.

8. Salary is a factor in teacher recruitment and retention, but increasing salary alone will not solve the recruitment and retention situation.

9. Variations on the salary structure may be needed, to include differentiated pay for different areas of certification or a merit pay system.

Appendix A
Teacher Recruitment and Retention Task Force

Ms. Wanda Summers, Teacher, Vance-Providence Elementary School
Ms. Leslie Carter, Teacher, Myrtle Beach High School
Ms. Jennifer Hunter, Teacher, Hannah-Pamplico High School
Mr. Gary Bettinger, Teacher, Bates Middle School
Ms. Terri Denise James, Teacher, Rock Hill High School
Ms. Barbara Hairfield, Teacher, Morningside Middle School
Ms. Tara Brice, Teacher, Belton Elementary School
Ms. Yvette Salters, Teacher, Pacolet Elementary School
Ms. Michele Antonucci, Teacher, Belleview Elementary School
Ms. Kindra Simon, Teacher, Central High School
Mr. Wendel Sims, Teacher, Crayton Middle School
Dr. Gayle Sawyer, CERRA
Dr. R. Lynn Kelley, Commission on Higher Education
Mr. Mike Fox, Student Loan Corporation
Dr. Mary Steppling, Chair, Department of Education, Columbia College
Dr. Allison Jacques, Office of Educator Certification, SDE
Dr. Lonnie Craven, Office of Educator Certification,
Dr. Leonard McIntyre, Dean, Education, Humanities & Social Sciences, SC State University
Ms. Traci Young-Cooper, Richland County School District One
Ms. Terri Myers, Director of Personnel, Berkeley County Schools
Mr. Charlie FitzSimons, President, SCICU
Dr. Jim Turner, Office of Educator Certification
Mr. Reggie Dean, Principal, Camden High School
Dr. Nancy Turner, Principal, White Knoll Middle School
Dr. Therese Kuhs, Department of Education, University of South Carolina
Dr. Sharon Moore-Askins, School of Education, Francis Marion University
Dr. Tina Marshall-Bradley, Dean, School of Education, Claflin University
Dr. Edgar Taylor, Superintendent, Laurens County School District 55
Ms. Falicia Harvey, Office of Educator Certification, PACE
Mr. Jason Fulmer, CERRA
Dr. Paul Horne, Jr., Director, Curriculum & Program Review, SC Education Oversight Committee
Mrs. Hanicia Graham, Budget Officer, SC Education Oversight Committee

Appendix B
Institutions with Teacher Preparation Programs

Anderson University
Benedict College
Bob Jones University
Charleston Southern University
Claflin University
Clemson University
Coastal Carolina University
Coker College
College of Charleston
Columbia College
Columbia International University
Converse College
Erskine College
Francis Marion University
Furman University
Lander University
Limestone College
Morris College
Newberry College
North Greenville University
Presbyterian College
South Carolina State University
Southern Wesleyan University
The Citadel
USC- Aiken
USC – Beaufort
USC – Columbia
USC – Upstate
Winthrop University
Wofford College

Florence School District One

Mr. Larry Jackson

Superintendent

Drop Out Prevention

- Credit Recovery Program – 365 students participated in a summer program to get high school credit and stay in school.
- Students were from three high schools: Wilson (124); South Florence (138); West Florence (103).
- Main subjects were math and English.

Graduate Florence

- Program designed to re-engage students who had dropped out of school.
- Sixty five plus students brought into a GED or high school diploma program.
- The district operates the program in the community at the Boys & Girls Club, city recreation sites, the housing authority, and Weed and Seed.

Faith Based Initiative

- Clergy from Florence engaged in mentoring at two schools, one an elementary and the other a middle school.
- Clergy also taught faith based program with student and parent consent during the summer and during the school year.
- Clergy was both black and white.
- Retired teachers were also involved in the mentoring.

Mentoring

- Faith Based and retired teachers trained in US Attorney’s mentoring program, which includes a background check.
- Fifty two mentors being trained (25 in the first session).
- Mentors are working with small groups of students on math and English.

After School & Summer Enrichment

- The programs included: education, career development, character/leadership, life skills, the arts, and recreation.
- Transportation was provided for students.
- Parenting programs (FAST) offered.
- Some after school & summer programs are at housing authority.
- Montessori kindergarten offered at housing authority.
- Meet and greet with faculty and staff from feeder schools at housing authority.
- Awards ceremony at housing authority for students.
- Students in after school programming at the housing authority increased grades, decreased discipline referrals, increased attendance, and had a better attitude towards school.
- Some students were on the honor roll for the first time.

Smaller Learning Communities

- High schools are set up in four distinct areas for students. There is a Freshman Academy for ninth graders which acts as a school by itself. Students in grades 10-12 select one of the following schools: Health, Education and Human Services; Business, Marketing, Finance, and Information Technology; Engineering, Manufacturing, Science, and Industrial Technology. Each of the three schools grades 10-12 is comprised of SDE career clusters which the students have selected.

Florence Education and Business Alliance

- This organization is comprised of business leaders, Florence Darlington Technical College, Francis Marion University, Florence One Education Foundation and Florence School District One.
- The purpose is to help students achieve career goals utilizing real world situations, through a strong business/school collaboration.
- Dr. Frank Cox from ROCHE Carolina is chairman of FEBA.

High Schools that Work

- All Florence One high schools are part of the “High Schools that Work” model through the state dept. of education.
- Principals and staff have attended seminars and conferences to learn key practices including rigor in academics, and out-of-classroom learning opportunities.

Making Middle Grades Work

- Middle Schools are now part of a program entitled “Making Middle Grades Work” that offers successful key practices for teachers and administrators,
- Teams of administrators and teachers have attended trainings and seminars conducted by the state department of education.
- A nine week career class has been added for all students.

Florence District One

- While stressing rigor, relevance and positive relationships in the academic setting, the district has also moved to become a true community partner. Transparency in all actions and inclusion of community partners in district decisions has become a routine during Superintendent Jackson's tenure. Only by partnering with the community (business, parents, agencies, etc) can our youth realize their career goals, and our community have a well trained workforce that will attract new business and sustain those businesses that are in the community.
- Florence One community members demonstrate strong support through the School Foundation and business alliances.

Mayor’s Coalition to Prevent Juvenile Crime

Overview of the Coalition

Vision Statement

- The vision of the Mayor’s Coalition to Prevent Juvenile Crime is to support and promote a community that works together to help youth become healthy and productive citizens.

Goals of the Coalition

- Reduce juvenile crime.
- Increase awareness of violence prevention.
- Evaluate each component to document program success, identify activities for program improvement, and ensure sustainability.
- To improve the health and safety of youth in Florence.

Sub Committees

- Planning
- Neighborhood/Parent
- Education
- Law Enforcement
- Faith
- Business
- Human Services

Planning Committee

- Made up of sub-committee chairs.
- Review and summarize information relevant to the Coalition goals and make recommendations to the Coalition.
- Plan Coalition agenda, logistics, generate draft documents, and recruit new members.
- Chair is Mayor Willis.

Neighborhood/Parent

- Consists of neighborhood associations, Boys and Girls Club, recreation department, and other community groups.
- Area used for focus groups, needs assessment, and resource assessment.
- Chairs are Neal Zimmerman and Chuck Pope.

Education

- Consists of Florence School District One personnel, Circle Park, and other education focused groups.
- Used for data collection with needs assessment and program implementation.
- Chair is Mr. Larry Jackson

Law Enforcement

- Consists of city police, county police, probation/parole, dept. of juvenile justice, solicitors office, asst. U.S. attorney, family court, and drug court.
- Data collection of juvenile crimes and prevention/intervention program implementation.
- Chair is Chief Shells.

Faith

- Consists of clergy, churches, faith based coalition, and religious organizations.
- Grass roots efforts in the Florence community working on program implementation/intervention.
- Chair is Pastor Odom.

Business

- Consists of the Florence Chamber of Commerce and Economic Development.
- Focus on impact of juvenile crime on current business and attracting new business.
- Offers the business community a view of coalition activities.
- Chair is Tom Marschel.

Human Services

- Consists of DSS, hospital systems, mental health, DHEC, Circle Park, and other service providers.
- Relates services available to community as a resource assessment and assists with program implementation.
- Chairs are Jodi Beauregard and Greg Dewitt.

Training

- The coalition has secured professional help from Dr. Pam Imm (USC) in coalition building, Getting to Outcomes, Developmental Assets, and evaluation.
- Getting to Outcomes is the model used. It is a ten step process that ensures proper planning, implementation, and evaluation.

Needs Assessment

- Police juvenile crime data
- City survey data
- School district data
- Kids Count data

Resource Assessment

- The coalition has conducted a resource assessment of the community to find out who is serving youth, the numbers they serve, when they serve them, and how effective they are.
- The resource assessment gives the coalition a picture of available assets our community has to address juvenile crime.

Cost to the community

- Resources spent on crime - each at-risk youth prevented from adopting a life of crime saves 1.7 million (Vanderbilt University)
- Reputation of the community
- New business doesn’t invest here
- Property values affected
- Safety of it’s citizens

Accomplishments

- Coalition organization is a community effort, each member contributes to helping children. Many efforts were accomplished with “no grant funds”, each coalition member offering what they can.
- Developed a plan for Church Hill Housing that included Montessori for K-4, after school programs on site, health screenings, greet and meet with all residents, celebrations on site for student success, meeting with parents and schools on site, student achievement increased, student attendance increased, student discipline referrals decreased for those attending after school program.
- Received City Leaders Engaged in After School Reform Grant (CLEAR Phase I) one of twelve cities nationwide. A technical assistance grant. Received CLEAR Grant Phase II, one of eight cities nation wide to receive the technical assistance.

Accomplishments

- The coalition has spoken on national panels about after school efforts and organization of small communities.
- Coalition has convened meetings with community leaders in business to hear about after school needs and the impact on juvenile crime. Bela Shah from National League of Cities addressed the breakfast.
- Coalition convened a nine county summit on Juvenile Crime that included mayors, law enforcement, education, alcohol & drug abuse, DJJ and other agencies. 125 people attended the seminar that included talks by Judge Byars, DJJ, and SC US Attorney Reginald Lloyd.

Accomplishments

- Summer 2007 additions
- Four teen centers, three basketball centers open until 10:30pm
- Camp for alternative school students June – Aug
- Job skills training for 230, secured jobs for 160.
- Credit Recovery at all 3 HS- total of 360 students enrolled.

Trainings Offered

- Bullying Prevention Training by Dr. Limber, Clemson University.
- Getting to Outcomes Training conducted by Dr. Imm
- Developmental Assets Training conducted by Search Institute.

LARRY L. JACKSON

SUPERINTENDENT, FLORENCE SCHOOL DISTRICT ONE

Larry L. Jackson is the son of the late Thelma W. Jackson of Florence, South Carolina. He is married to the former Sharon Harrell, and they have one daughter Marquita.

Mr. Jackson is a 1976 graduate of Wilson High School. Mr. Jackson attended South Carolina State University graduating in 1980 with a Bachelor's Degree in Elementary Education. He later attended the University of South Carolina where he received a Master's Degree in Educational Administration. Mr. Jackson has been employed with Florence School District One for twenty-seven years where he has worked in a number of capacities including food service and maintenance. He has been a teacher at Williams Middle and Timrod Elementary Schools. He served as an assistant principal at Moore Middle School and in 1992 was appointed to the position of principal at Williams Middle School where he served for six years. In 1998 Mr. Jackson became the Assistant Superintendent for Human Resources. He was appointed Interim Superintendent in the spring of 2005. Later that year the board unanimously appointed him to the position of Superintendent as he accepted a three year contract thus making him the first person of color to hold such a position in Florence District One.

Mr. Jackson is a member of a number of professional, religious and civic organizations and has received a number of awards. Most recently he was named Humanitarian of the Year by the Greater Florence Chamber of Commerce, Citizen of the Year for 2006 by the Chi Iota Chapter of the Omega Psi Phi Fraternity, the Excellence in Leadership Award given by Crescent Temple #148 and Crescent Court of Florence for 2007, Superintendent of the Year for 2006 by the Association of Adult Educators and was a finalist for public servant of the year as voted on in the publication "Best of the Pee Dee" in the Florence Morning News. He is a member of Pleasant Grove Baptist Church in Darlington, South Carolina.

Frank E. Willis
Chairman
Willis Construction Company
Florence, South Carolina

Personal	1999 – Married Marguerite Smith Willis, Anti-Trust Attorney w/ Nexen, Pruett, Jacobs, and Pollard
Business Experience	1998 – Bought Southern Office Supply, Chairman of the Board 1987 – Chairman, Willis Construction Co. 1970-1986 – President, Willis Construction Co.
Education	1964 - Graduate – University of South Carolina
Associated General Contractors Of America	National AGC Board of Directors (Lifetime) 1988-1992 - Executive Committee 1990 - Chairman, Highway Division Carolinas AGC 1986 President 1985 Sr. Vice President
Business and Professional	1993-Present - Board of Directors, BB&T, Florence, SC 1998-2000 – Board of Directors, Municipal Association of SC (MASC) 1992 – Chairman, SC Transportation Policy & Research Council 1990-1991 – Chairman, The Road Information Program (TRIP) 1988-1989 – President, The Road Information Program (TRIP) TRIP Board of Directors 1982 (Lifetime Member) Consulting Constructors Council of America ENO Foundation – Board of Consultants 1980 - Co-founder of SC Transportation Policy & Research Council (originally known as South Carolinians for Better Transportation) President 1980-1987 Governor's Commission on Restructuring State Government – Gov. Carroll Campbell
Community Service	1995–2007 - Mayor, City of Florence 1998-Present – Founder Pee Dee Regional Water & Sewer Steering Committee 1995-Present – FLATS Member – Florence Area Transportation Study 1991–1995 Chairman, Florence County Economic Development Authority 1993–SC Ambassador for Economic Development 1993 – Chairman, Pee Dee Regional Economic Development Partnership

Frank E. Willis

1992 – S.E. Economic Developers Association Volunteer of the Year
1991 – Chairman, Florence County Progress
1985–1986 - President's Advisory Board, Winthrop College
2002-Present – Chairman, Pee Dee River Coalition
2000-Present – Member, Florence County Economic Development Partnership
2000-Present – Francis Marion University Foundation Board
2000-Present – Board of Directors, Executive Committee Northeast Strategic Alliance (NESA)
2003 – Governor's Water Law Review Committee

Awards

1999–2002 - Pee Dee's "Best Public Servant" by The Morning News
1997 – Rotary 4-Way Test Award
1985 - National Rebuild America Award – C.I.T. Corporation
1984 - Key to the City of Florence – Service to City & Community
1983 – Southeast Regional YMCA Distinguished Service

Mr. Jim Shaw received his bachelors and masters degrees in education from West Chester State University, West Chester, Pa. While in college he played football and tennis. He worked as assistant dean of students and coached soccer and tennis at Francis Marion University from 1975-1984. He then began work at Florence School District One as the coordinator of health, physical education, and safe and drug free schools. Currently he is the safe schools coordinator for Florence One and also the project director for The Mayor's Coalition to Prevent Juvenile Crime. He also served as an officer with the U.S. Army's Special Forces and the South Carolina National Guard. He is married to Bonnie Shaw, a teacher in Florence One, and they have one child, Elizabeth (Shaw) Roof.

NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS
A Proposal to Strengthen the Presence of National Board Certified Teachers
In
Rural or Historically Underperforming Schools

Introduction

In the mid-1980s the Carnegie Corporation's Forum on Education and the Economy funded a Task Force on Teaching as a Profession. The task force's 1986 report, "A Nation Prepared: Teachers for the 21st Century," called for a the creation of a board to "define what teachers should know and be able to do" and "support the creation of rigorous, valid assessments to see that certified teachers meet those standards."[1] With the leadership of former North Carolina Governor Jim Hunt, the National Board of Professional Teaching Standards (NBPTS) was formed in 1987 to "advance[e] quality teaching and learning." The NBPTS mission statement defines its functions as the following:

> Maintaining high and rigorous standards for what accomplished teachers should know and be able to do
> Providing a national voluntary system certifying teachers who meet these standards
> Advocating related education reforms to integrate National Board Certification in American education and to capitalize on the expertise of National Board Certified Teachers [2]

The process for certification includes paper-pencil assessments, teaching portfolios, including videos, and documentation of reflective practices. There are costs to apply: a $65 nonrefundable application processing charge and a $2,500 assessment fee of which $500 is nonrefundable.[3] Teachers report spending 200-300 hours preparing the portfolio and preparing for the assessments. Applicants must complete the process within a three-year period; the system does provide for "banking" positive results on each criterion during the application period. The process evaluates teacher competence relative to the five core propositions of the NBPTS. These are the following:

1. Teachers are committed to students and their learning
2. Teachers know the subjects they teach and how to teach those subjects to students;
3. Teachers are responsible for managing and monitoring student learning;
4. Teachers think systematically about their practice and learn from experience; and
5. Teachers are members of learning communities.

The first national certificates in the United States were awarded in 1993-94. The certificate is valid for ten years and may be renewed.[4]

South Carolina's General Assembly began with a modest appropriation of $120,000 for the program in Fiscal Year 1998. At that time the state reimbursed teachers for the application fees and provided a one-time bonus for teachers achieving the certification. This practice continued through Fiscal Year 2000. For Fiscal Year 2001 and beyond, Governor Jim Hodges established the goal that South Carolina would employ 5,000 teachers with National Board for Professional Teaching Standards (NBPTS) certification by the end of 2005. Governor Hodges joined his colleagues in North Carolina, Florida and Texas in defining National Board Certification as a priority state investment. To encourage teachers to pursue the national certification, the General Assembly provided a cancelable loan for the application fees and an annual bonus of $7,500 for

each of the ten years in which the certification is valid. Investments in the program have increased significantly over the last ten years as shown in Table 1 below.

Table 1
State Investments in National Board of Professional Teaching Standards Certification

STATE APPROPRIATIONS				% Increase over the Prior Year
Fiscal Year	General Funds	Education Improvement Act (EIA)	Total	
2007-2008	6,061,304	45,824,534	51,885,838	7.84 %
2006-2007	6,061,304	42,051,196	48,112,500	14.83%
2005-2006	2,627,126	39,280,874	41,898,000	6.76%
2004-2005	11,276,610	27,968,264	39,244,874	6.63%
2003-2004	36,803,080	0	36,803,080	12.15%
2002-2003	20,790,266	12,024,241	32,814,507	115.27
2001-2002		15,243,507	15,243,507	122.15%
2000-2001		6,861,770	6,861,770	1757%
1999-2000		369,490	369,490	207.91%
1998-1999	0	120,000	120,000	0
1997-1998	0	120,000	120,000	

Source: General Appropriations Acts, 1998-2008.

Funds in 2006-2007 were spent in the following manner:

NBPTS for loans	$2,951,300
Refunds from withdrawn candidates	(11,250)
CERRA Administration	147,033
Teachers-Governors' schools	71,520
Teachers-Local Districts	$44,682,568
TOTAL:	$47,841,171
	99.43 % of appropriations[5]

Today South Carolina has the third highest number of National Board certified teachers in the nation (8.7 percent, the second highest percentage in the nation). South Carolina also boasts the second largest number of African-American teachers who are NBPTS-certified.[6] A majority of NBPTS-certified teachers (in 2006 33,000 of the 47,000 certified nationally) were in southern states. The number of NBPTS-certified teachers in states served by the Southern Regional Education Board and the state incentive follow:[7]

Certificates as of May 2006		State Monetary Incentives
United States	47,513	
SREB states	33,332	
Alabama	928	$5,000 annually for certificate life
Arkansas	377	$5,000 annually for certificate life
Delaware	297	12% of the state portion of salary for certificate life
Florida	7,742	10% of prior year's state average salary for certificate life
Georgia	2,124	10% of salary applicable only in "high needs" schools
Kentucky	899	$2,000 annually for certificate life
Louisiana	826	$5,000 annually for certificate life
Maryland	665	State match local incentives up to $2,000

Mississippi	2,373	$6,000 annually for life of certificate
North Carolina	9,809	12% of state portion of salary
Oklahoma	1,292	$5,000 annually for certificate life
South Carolina	4,442	$7,500 annually for certificate life
Tennessee	176	No state monetary bonus
Texas	232	No state monetary bonus
Virginia	905	$5,000 bonus initial years, $2,500 for certificate life
West Virginia	245	$2,500 annually for certificate life

In December 2006, an additional 637 teachers in South Carolina received National Board certification, increasing the state total to 5,076. Not all NBPTS-certified teachers are employed as teachers in S. C. public schools. Some have entered administration; others have retired.

The Center for Educator Recruitment Retention and Advancement (CERRA) is the lead agency for the NBPTS program for South Carolina; the State Department of Education (SDE) manages all fiscal matters through its Office of Finance. These funds at CERRA provide for 1.75 FTEs to encourage teachers to participate in the program, either by providing information or linking the potential applicant to NBPTS-certified teachers. CERRA administrative funds (shown below) are incorporated in the program appropriations: The CERRA loan manager processes all repayments and correspondence related to the 8,000 teachers who are pursuing or have received certification or are in the process of repaying the loans.

2001 - 2002 $135,000
2002 - 2003 $100,000
2003 - 2004 $100,000
2004 - 2005 $122,405
2005 - 2006 $141,579
2006 - 2007 $147,033

As South Carolina promoted NBPTS certification for teachers, questions have been raised about the purpose and impact of national certification, the costs and benefits to the state, and the equitable availability of NBPTS-certified teachers among schools so that all students benefit. These concerns can be clustered within four questions:

- What is South Carolina's goal in providing an incentive for NBPTS certification? Is that purpose being accomplished? If so, for whom, and if not, what are the barriers?
- Does NBPTS certification make a difference within the profession, to schools and districts and to students?
- How do South Carolina and the school districts encourage teachers to achieve NBPTS certification? What is the impact on the statewide teaching force?
- How do we address uneven availability of NBPTS-certified teachers among the schools of the state?

<u>What is South Carolina's goal in providing an incentive for NBPTS certification?</u>
A goal for the National Board certification program is not established in either South Carolina statutes or in the annual appropriations acts.

Embedded within the NBPTS mission is the implication that the national certification is to recognize teachers at an "accomplished" level which is presumed to be beyond the requirements of state certification and the clear intent of creating an advocacy group for quality teaching and learning. Some policymakers indicate that the certification program should accomplish one or more of the following purposes: recognize and reward strong teachers, increase teacher salaries generally, create a circumstance in which classroom teaching is a career path with financial rewards equal to administrative positions, provide a strong professional development experience and increase the value of teaching as a profession.

South Carolina's General Assembly establishes the state's investment in the NBPTS program through two provisos in the annual appropriations act. The 2007-2008 language provides the following:

1.51 Public school classroom teachers or classroom teachers who work with classroom teachers who are certified by the State Board of Education and who have been certified by the National Board for Professional Teaching Standards shall be paid a $7,500 salary supplement in the year of achieving certification. Teachers employed at the special schools shall be eligible for this $7,500 supplement. The special schools include the Governor's School for Science and Math, Governor's School for the Arts and Humanities, Wil Lou Gray Opportunity School, John de la Howe School, School for the Deaf and the Blind, Felton Lab, Department of Juvenile Justice and Palmetto Unified School District 1. The $7,500 supplement shall be added to the annual pay of the teacher for the length of the national certificate. However, the $7,500 supplement shall be adjusted on a pro rat a basis for the teacher's FTE and paid to the teacher in accordance with the district's payroll procedure. The Center for Educator Recruitment, Retention, and Advancement (CERRA-South Carolina) shall develop guidelines and administer the programs whereby teachers applying for National Board for Professional Teaching Standards for certification may6 receive a loan equal to the amount of the application fee. One-half of the loan principal amount and interest shall be forgiven when the required portfolio is submitted to the national board. Teachers attaining certification within three years of receiving the loan will have the full loan principal amount and interest forgiven. Teachers who previously submitted a portfolio to the National Board for Professional Teaching Standard for certification under previous appropriation acts, shall receive reimbursement of their certification fees as prescribed under the provisions of the previous appropriation act. Of the funds appropriation in Part IA, Section 1, XIII.A. for National Board Certification, the State Department of Education shall transfer to the Center for Educator Recruitment, Retention, and Advancement (CERRA-South Carolina) the funds necessary for the administration of the loan program. In addition, teachers who are certified by the National Board for Professional Teaching Standards shall enter a recertification cycle for their South Carolina certificate consistent with the recertification cycle for national board certification. National board certified teachers moving to this State who hold a valid standard certificate from their sending state are exempted from initial certification requirements and are eligible for a professional teaching certificate and continuing contract status. Their recertification cycle will be consistent with national board certification. Provided, further, that in calculating the compensation for teacher specialists, the State Department of Education shall include s tae and local compensation as defined in Section 59-18-1530 to include local supplements except local supplements for National Board certification. Teacher specialists remain eligible for state supplement for National Board certification. Teachers who begin the application process after July 1, 2007 and who teach in schools which have an absolute rating of below average or unsatisfactory shall be eligible for full forgiveness of all assessments fees upon submission of all required materials for certification, regardless of whether certification is obtained. The forgiveness of all assessment fees will be at the rate of 33 % for each year of full time teaching in the schools which have an absolute rating of below average or unsatisfactory.

1.52 National Board Certification Incentive appropriation excess of all obligations to include the national board certification incentive salary supplement, related fringe, loan principal amount and interest forgiven and the administration funds necessary for the Center for Educator Recruitment, Retention and Advancement (CERRA-South Carolina) and the Department of Education shall be distributed to school districts and allocated based on the Education Finance Act Formula.

Within Title 59 of the South Carolina Code of Laws, 1976, as amended, there are two references to NBPTS certification—one addresses the alignment of certificate renewal and inclusion in ADEPT evaluation criteria and the other addresses the cancelable loan for application fees.

> Section 59-5-85. Teacher evaluation program standards and procedures. [SC ST SEC59-5-85] The State Board of Education and the Department of Education shall review and refine, as necessary, the professional performance dimensions in the state's teacher evaluation program (ADEPT) established in Section 59-26-30(B) to ensure the dimensions are consistent with nationally recognized performance-based accreditation standards and certification standards of the National Board for Professional Teaching Standards certification standards. National board certified teachers shall be included in this review. A report on the changes to the dimensions must be provided to the Education and Public Works Committee of the House of Representatives and the Education Committee of the Senate no later than September 1, 2001.The Department of Education shall implement a pilot program to develop procedures and obtain information for including student achievement as a component in the teacher evaluation program (ADEPT). No fewer than five school districts must participate in the development and pilot of the procedures. At least one district designated as impaired is to be included in the pilot if the district chooses. The development of the program is to begin no later than September 1, 2000. A report on the progress of the project and recommendations concerning its implementation is due to the Education Committee of the Senate and the Education and Public Works Committee of the House of Representatives by March 1, 2001. Further, the Department of Education shall develop guidelines for the teacher induction program, established in Section 59-26-20, which shall include sustained long-term coaching and assistance. Information on best practices in teacher induction programs must be disseminated to school districts. By July 1, 2000, the State Department of Education shall adopt criteria for the selection and training of teachers who serve as mentors for new teachers as a part of the induction program.
>
> Section 59-26-85. NBPTS recertification; development of application fee loan program[SCSTSEc59-26-85](A) Teachers who are certified by the National Board for Professional Teaching Standards (NBPTS) shall enter a recertification cycle for their South Carolina certificate consistent with the recertification cycle for National Board certification and NBPTS certified teachers moving to this State are exempted from initial certification requirements and are eligible for continuing contract status and their recertification cycle will be consistent with National Board certification. Teachers receiving national certification from the NBPTS shall receive an increase in pay for the life of the certification. The pay increase shall be determined annually in the appropriations act. The established amount shall be added to the annual pay of the nationally certified teacher. (B) The Center for Teacher Recruitment shall develop guidelines and administer the programs whereby teachers applying to the National Board for Professional Teaching Standards for certification may receive a loan equal to the amount of the application fee. One-half of the loan principal amount and interest shall be forgiven when the required portfolio is submitted to the national board. Teachers attaining certification within three years of receiving the loan will have the full loan principal amount and interest forgiven.

<u>Does NBPTS-certification make a difference within the profession, to schools and districts and to students?</u>

Not unlike the experience in other states, NBPTS-certified teachers tend to cluster in urban and suburban schools and in higher-performing schools. Are NBPTS-certified teachers better teachers or do better teachers tend to pursue certification? Studies have explored the correlation

between NBPTS certification and strong student results. These studies cite a relationship. between teacher status and student performance; however the studies cited by the NBPTS, SREB and others are not able to link student performance to any one variable. NBPTS has asserted that certification leads to positive results. In summary information on its website the NBPTS cited the following:

- Research is consistently positive about the impact of National Board Certification on improvements to teacher practice, professional development and areas of school improvement that are critical to raising student achievement. For example: NBCTs consistently outperform their peers in knowledge of subject matter, ability to adapt instruction and ability to create challenging and engaging lessons: - L. Bond, University of North Carolina, Greensboro
- National Board Certification is more effective and cost-effective than other professional development methods: - C. Cohen, The Finance Project
- Teachers who pursue National Board Certification show significant improvements in their teaching practices, regardless of whether they achieved certification: - D. Lustick, Michigan State University
- NBPTS demonstrates greater influence on teacher mentoring, leadership, team-building, professional development and evaluation, curriculum development, efficacy and overall school leadership: - M. Freund, George Washington University, - T. Petty, University of North Carolina, Chapel Hill
- Independent studies show students of NBCTs do better on standardized tests than students of non-NBCTs. For example. students of NBCTs score 7 to 15 percentage points higher on year-end tests than students of non-NBCTs. NBCTs were particularly effective with minority students:- D. Goldhaber, University of Washington
- In 48 comparisons (4 grades, 4 years of data, 3 measures of academic performance), students of NBCTs surpassed students of non-NBCTs in almost three-quarters of the comparisons. The learning gains were equivalent (on average) to spending about an extra month in school: - L. Vandevoort, Arizona State University
- More math NBCTs helped their students achieve greater testing gains in 9th and 10th grades than their non-certified colleagues—demonstrating particular benefits among special needs students and African-American and Hispanic students: - L. Cavalluzzo, The CNA Corporation
- Students of NBCTs exhibit deeper learning outcomes more frequently than students of non-NBCTs: - T. Smith, Appalachian State University
- NBCTs accounted for significant differences for students by certain grades and subject areas: - W. Sanders, SAS Institute
- NBCTs showed strong performance in practice-related areas such as graduate coursework, student assignments and quality of planning practices:- W. McColskey and J. Stronge, University of North Carolina, Greensboro and The College of William and Mary
- NBCT certification provides a positive signal of teacher productivity in some cases:- D. Harris and T. Sass, Florida State University

All of the research contributes to understanding and improving the National Board Certification process. Yet, it is misleading to draw major conclusions about the overall value and impact of National Board Certification based solely on individual studies. No single study or small group of studies can effectively describe the range of impact of the National Board Certification process [8]

Other studies reveal mixed effects regarding National Board Certification. For example, several research studies conducted by W. Sanders, SAS Institute; W. McColskey and J. Stronge,

University of North Carolina, Greensboro and The College of William and Mary; and Douglas Harris and T. Sass, Florida State University indicate that students of NBCTs did not demonstrate significantly better rates of academic progress as compared to students of non-NBCTs.

As is often found in educational research, a constellation of factors result in higher or lower student achievement.[9] Recent studies by the Center for Analysis of Longitudinal Data in Education Research (CALDER) are more critical describing NBPTS certification as a "distinctive mixture of certification, preparation and merit pay, but that does not necessarily make it a more cost-effective policy compared to other options." CALDER further states that '[t]here is little evidence that the process of becoming NBPTS certified increases teacher productivity or that NBPTS-certified teachers in a school enhance the productivity of their colleagues."[10] The CALDER findings are inconsistent with a 2004 study conducted by Vandevoort and others that found statistically significant positive differences in the performance of students taught by NBPTS-certified teachers.

A 2005 evaluation of the relationship between the national certification and student performance conducted by the University of South Carolina yielded inconsistent results and, like other studies, was unable to untangle the contributions of NBPTS certification from a number of other variables impacting student performance.[11].

<u>How do South Carolina and individual school districts encourage teachers to achieve NBPTS certification? What is the impact on the statewide teaching force?</u>
Fifty-nine (59) South Carolina public school districts offer support or additional compensation to teachers pursuing and attaining National Board certification. These local incentives are displayed in Appendix A. To assist in the application process, districts often provide paid leave time, funds for retakes of the examinations, and clerical support. District salary supplements range from a one-time $1,000 bonus to a $5,500 annual supplement for the life of the certificate.

These supplements are in addition to the state supplement. The projected total of the local supplements is $10.2 million for FY06.

Beginning with the 1984 Education Improvement Act, South Carolina has funded teacher salaries at the Southeastern average level. The determination of that average is based upon all funds paid to classroom teachers, regardless of state or local source. Therefore, the supplements paid to roughly 5,000 NBPTS-certified teachers impact the statewide average salary paid across approximately 53,000 teachers. The amount paid in the state supplement contributes to the southeastern average. Local supplements paid in 59 districts for NBPTS-certification are reported in the local residual contribution to the southeastern average and the exact impact on the southeastern average cannot be disaggregated from the residual. The cumulative local NBPTS supplement is estimated in FY07 to be $10.2 million. This estimate is achieved by multiplying the number of NBPTS teachers in each district by the supplement amount listed in Appendix A. Over the last four years that contribution has been:

	Impact of State Supplement	Impact of Local Supplement
FY05	$578	not available
FY06	$656	$146
FY07	$735	$179
FY08	$834	to be determined

The concentration of these supplements skews the southeastern average and exacerbates salary differentials among school districts.

<u>How do we address uneven availability of NBPTS-certified teachers among the schools of the state?</u>

The distribution of NBPTS teachers across districts is uneven. As the detail in Appendix A showcases, the percentage of teachers with NBPTS certification in a district ranges from none percent to just over 21 percent. Suburban districts are more likely to have larger percentages of teachers with NBPTS certification. They tend to offer bonuses in addition to the state supplement and support teachers through the applications process.

When those same data are examined by 2006 district absolute performance rating, the following distribution is evident:

Table 2

Distribution of National Board for Professional Teaching Standards Teachers
By District Absolute Rating

.

2006 Absolute Rating	TOTAL NBCTs	% of STATE NBCTs	Total ALL Teachers	% of NBCTs to ALL Teachers
Excellent	538	11.33 %	3,145	17.11%
Good	135	2.84%	1,187	11.37%
Average	2,980	62.76%	29,089	10.24%
Below Average	994	20.94%	12,549	7.92%
Unsatisfactory	101	2.13 %	2.300	4.39 %
Total	4,748		48,270	9.84 %

Informal conversations with teachers in rural districts indicate the need for collegial support and the isolation a teacher may experience if he/she is the only teacher in the school pursuing certification. Keeping track of time lines, developing documents and video-taping one's own teaching are among the challenges compounded when a teacher is the only teacher in a school pursuing certification.

Responding to the disparity in the distribution, there have been a number of legislative proposals in recent years to award the state incentive only when the NBPTS-certified teacher is employed in a rural or in a low-performing school. These proposals have failed, often meeting resistance because the underlying premise is taking an asset from one district and giving it to another. A change in policy has emerged in the current year. In the 2007-2008 General Appropriations Act, the proviso governing NBPTS supplements is amended to allow teachers who begin the application process after July 1, 2007, and who teach in schools with an absolute rating of Below Average or Unsatisfactory to be eligible for full forgiveness of all assessment fees regardless of whether they achieve certification. The loans would be forgiven at the rate of 33 percent for each year of full time teacher in schools with an absolute rating of Below Average or Unsatisfactory.

Other states are using a number of strategies to increase the proportion of teachers earning National Board certification. Some of the more notable include a project housed at Arizona State University which supports cadres of teachers pursuing certification. The establishment of a supportive cadre of teachers enables teachers to learn from one another and to provide collegial support throughout the process. Charlotte-Mecklenburg School District provides a series of support activities from early interest activities through paid leave and technical supports (see Appendix B).

CERRA currently provides information and regular candidate support through a voluntary network of NBPTS-certified teachers. NBC liaisons are appointed in 85 local districts, the Department of Juvenile Justice, the Governor's School for the Arts and Humanities and the South Carolina School for the Deaf and the Blind. CERRA, in partnership with the South Carolina Education Association and the National Board, is sponsoring three National Board professional development

communities (Charleston, Chesterfield and Orangeburg counties) in an effort to develop indigenous groups in settings with low numbers of NBPTS-certified teachers.

Conclusions

NBPTS certification is recognized as a mean of acknowledging superior teacher knowledge, skill and accomplishment. Within South Carolina, increasing numbers of teachers are pursuing the certification and the proportion of NBPTS-certified teachers in a district or the state is an informal indicator of the state's move to educational excellence.

While the research on impact on student achievement is mixed or researchers are unable to separate the impact of the certification process from a constellation of other factors, the impact of a robust professional community on school and student progress is recognized.

South Carolina's needs for student achievement and a strong teaching profession are served by increasing the number of NBPTS-certified teachers in every district. Redistribution of the current cadre of teachers penalizes some school communities, rather than enriches all school communities.

With this information and experience in mind, the following recommendations are offered:

1. The State of South Carolina shall adopt as its goal, "By 2017, 25 percent of teachers in each South Carolina school district shall be NBPTS-certified;"

2. The annual district report card should be modified to include the "percentage of all teachers with National Board certification" on the district profile.

3. The State of South Carolina should provide a teacher salary supplement of $7,500 annually for the life of each NBPTS certificate when the NBPTS-certified teacher is employed in a district with 25 percent or fewer of its teachers nationally certified (districts may choose to use local funds to provide the supplement more than 25 percent of its teaching force);

4. The teacher salary supplement should be embedded in the general appropriations for teacher salaries to communicate that it is an integral component of the teacher compensation schedules;

5. The Center for Educator Recruitment, Retention and Advancement shall administer a program to increase the percentage of NBPTS-certified teachers in the State generally and in each district:

- Institutions of higher education, school districts and professional associations are eligible for the grants to provide (a) NBPTS guidance, (b) released time; (c) administrative, clerical and technical support, including substitute teacher pay; and (d) collegial support, including travel costs;
- Grants should be based upon the size of the cadre of teachers applying for NBPTS-certification; however, a cadre must include at least ten (10) applicants supported by a minimum of $25,000 grant;
- Annual funding for the grants program shall be $1.25 million, from which CERRA may retain up to 10 percent for administrative costs;
- CERRA should work with a higher education advisory group to determine the alignment of masters in education or teaching programs with NBPTS requirements;
- In January of each year, CERRA shall report progress to the Education Committees of the House of Representatives and the Senate, State Board of Education, Commission on Higher Education, and the Education Oversight Committee

[1] "History: The Beginnings of a Movement," www.nbpts.org, 2007

[2] Ibid.

[3] ”Fees and Financial Support,” www.nbpts.org. 2007.

[4] “History: The Beginnings of a Movement,” www.nbpts.org, 2007

[5] South Carolina State Department of Education, Office of Finance, July 2007.

[6] Sawyer, Gayle. July 6, 2007 conversation.

[7] Southern Regional Education Board, “”SREB States Remain on Top in the Number of Teachers Achieving National Board Certification,” May 2006.

[8] “Making a Difference in Quality Teaching and Student Achievement,” www.nbpts.org, 2006.

[9] “Studies, Reports & Papers”, www.nbpts.org, 2006.

[10] Douglas N. Harris and Tim. R. Sass, “The Effects of NBPTS-Certified Teachers on Student Achievement, “CALDER Urban Institute, March 2007.

[11] Fisher, Steve. “A Study of the Relationship between National Board Certification Status of Teachers and Students Achievement,” University of South Carolina College of Education Office of Program Evaluation, 2005.

The staff of the Education Oversight Committee expresses its appreciation to Mellanie Jinnette of the State Department of Education, Billy Boan and Meredith Strawhorn of Hodges and Associates and Gayle Sawyer of the Center for Educator Recruitment, Retention and Advancement for providing substantial information and advice. Any errors or misunderstandings are solely the responsibility of the EOC staff.

APPENDIX A

Current Number of SC National Board Certified Teachers
Based on Score Reporting for December 2006

- **Absolute Ratings for 2006**
  - **(E) = Excellent**
  - **(G) = Good**
  - **(A) = Average**
  - **(BA) = Below Average**
  - **(U) = Unsatisfactory**
- **Current Candidates: "retake" indicates number of Retake candidates included in total number of Candidates for district**
- **Local Incentives: 59 districts offer local incentives with 39 of those offering a one-time bonus or annual supplement (see pages 6 – 8 for more detail)**

School District	*Current Candidates (2007-2008 Cycle)	*Current Candidates (2006-2007 Cycle)	Total Current Candidates In Process (Both cycles and including Retake Candidates)	TOTAL NBCTs (Through 2006 Score Release)	Total # of Teachers	% of Teachers who are NBCTs	LOCAL Incentives (see pgs. 6 – 8 for details)
Abbeville (A)	2	11 (7 R)	13	51	296.10	**17.22**	YES
Aiken (A)	14	31 (13 R)	45	81	1,753.20	**4.62**	YES
Allendale (U)	0	1	1	1	143.20	**.70**	NO
Anderson 1 (G)	24	7	31	66	550.50	**11.99**	YES
Anderson 2 (A)	0	9 (2 R)	9	24	237.30	**10.11**	YES
Anderson 3 (A)	0	1	1	19	192.30	**9.88**	NO
Anderson 4 (A)	0	12	12	14	215.40	**6.50**	YES
Anderson 5 (A)	5	18 (9 R)	23	99	979.40	**10.11**	YES
Bamberg 1 (A)	0	6 (2 R)	6	6	129.60	**4.63**	NO
Bamberg 2 (BA)	0	0	0	0	82.0	**0.00**	NO
Barnwell 19 (BA)	0	0	0	2	69.40	**2.88**	NO
Barnwell 29 (A)	0	2	2	1	74.50	**1.34**	YES
Barnwell 45 (A)	0	2 (1 R)	2	11	186.50	**5.90**	NO
Beaufort (A)	10	24 (3 R)	34	103	1,493.20	**6.90**	YES
Berkeley (A)	17	84 (37 R)	101	175	1,907.80	**9.17**	YES

School District	*Current Candidates (2007-2008 Cycle)	*Current Candidates (2006-2007 Cycle)	Total Current Candidates In Process (Both cycles and including Retake Candidates)	TOTAL NBCTs (Through 2006 Score Release)	Total # of Teachers	% of Teachers who are NBCTs	LOCAL Incentives (see pgs. 6 – 8 for details)
Calhoun (BA)	0	1	1	12	147.0	**8.16**	YES
Charleston (BA)	35	97 (36 R)	132	329.0	3,589.70	**9.17**	YES
Cherokee (A)	9	8 (3 R)	17	24	721.70	**3.33**	YES
Chester (BA)	4	13 (4 R)	17	46.0	469.70	**9.79**	YES
Chesterfield (A)	7	13 (5 R)	20	61	583.50	**10.45**	NO
Clarendon 1 (BA)	0	0	0	3	78.40	**3.83**	NO
Clarendon 2 (BA)	10	2 (2 R)	12	21	225.40	**9.32**	NO
Clarendon 3 (A)	1	1 (1 R)	2	10	82.80	**12.08**	NO
Colleton (U)	4	3 (1 R)	7	19	483.70	**3.93**	YES
Darlington (BA)	3	28 (14 R)	31	59	852.50	**6.92**	YES
Dillon 1 (BA)	0	0	0	1	64.80	**1.54**	NO
Dillon 2 (U)	1	1 (1 R)	2	15	236.10	**6.35**	YES
Dillon 3 (A)	0	0	0	4	111.0	**3.60**	NO
Dorchester 2 (A)	24	31 (9 R)	55	111	1,377.0	**8.06**	YES
Dorchester 4 (BA)	0	11	11	4	187.70	**2.13**	YES
Edgefield (A)	0	5 (3 R)	5	27	330.20	**8.18**	YES
Fairfield (U)	0	5 (3 R)	5	15.0	331.80	**4.52**	YES
Florence 1 (BA)	13	20 (12 R)	33	80	1,200.70	**6.66**	YES
Florence 2 (A)	1	2	3	5	91.10	**5.49**	NO
Florence 3 (U)	0	3 (3 R)	3	7	277.80	**2.52**	NO
Florence 4 (BA)	0	0	0	2	92.90	**2.15**	YES
Florence 5 (A)	0	6 (5 R)	6	19	107.80	**17.63**	YES
Georgetown (A)	7	45 (26 R)	52	104	806.80	**12.89**	YES
Greenville (A)	36	110 (32 R)	146	344	4,768.80	**7.21**	YES
Greenwood 50 (A)	7	33 (11 R)	40	71	706.30	**10.05**	YES
Greenwood 51 (A)	4	1	5	11	94.60	**11.63**	YES
Greenwood 52 (G)	0	0	0	7	115.10	**6.08**	YES
Hampton 1 (A)	5	1	6	18	208.90	**8.62**	NO
Hampton 2 (U)	0	0	0	4	108.70	**3.68**	NO

School District	*Current Candidates (2007-2008 Cycle)	*Current Candidates (2006-2007 Cycle)	Total Current Candidates In Process (Both cycles and including Retake Candidates)	TOTAL NBCTs (Through 2006 Score Release)	Total # of Teachers	% of Teachers who are NBCTs	LOCAL Incentives (see pgs. 6 – 8 for details)
Horry (A)	50	110 (31 R)	160	173	2,625.0	**6.59**	YES
Jasper (U)	0	1 (1 R)	1	1	225.70	**0.44**	YES
Kershaw (A)	19	47 (12 R)	66	100	748.60	**13.36**	YES
Lancaster (A)	22	31 (9 R)	53	62	848.80	**7.30**	YES
Laurens 55 (BA)	8	10 (3 R)	18	16	402.30	**3.98**	YES
Laurens 56 (A)	5	11 (2 R)	16	12	243.40	**4.93**	YES
Lee (BA)	1	1 (1 R)	2	4	208.20	**1.92**	YES
Lexington 1 (E)	18	55 (16 R)	73	165	1,551.20	**10.64**	YES
Lexington 2 (A)	8	30 (17 R)	38	94	702.30	**13.38**	YES
Lexington 3 (A)	4	10 (3 R)	14	17	166.50	**10.21**	YES
Lexington 4 (BA)	3	12 (6 R)	15	24	249.0	**9.64**	YES
Lexington 5 (E)	13	58 (22 R)	71	252	1,273.0	**19.80**	YES
Marion 1 (U)	1	2	3	11	213.70	**5.15**	NO
Marion 2 (U)	5	0	5	3	136.50	**2.20**	YES
Marion 7 (U)	2	1 (1 R)	3	6	79.20	**7.58**	YES
Marlboro (BA)	2	3 (3 R)	5	20	382.40	**5.23**	YES
McCormick (BA)	1	0	1	4	80.0	**5.00**	YES
Newberry (BA)	13	18 (11 R)	31	42	495.30	**8.48**	YES
Oconee (A)	10	18 (6 R)	28	89	889.80	**10.00**	NO
Orangeburg 3 (U)	0	4 (4 R)	4	5	270.0	**1.85**	YES
Orangeburg 4 (BA)	3	2 (1 R)	5	10	305.30	**3.28**	YES
Orangeburg 5 (BA)	4	16 (4 R)	20	17	645.20	**2.63**	YES
Pickens (A)	6	24 (11 R)	30	99	1,138.0	**8.70**	YES
Richland 1 (BA)	55	94 (43 R)	149	197	2,248.30	**8.76**	YES
Richland 2 (A)	41	109 (40 R)	150	368	1,717.70	**21.42**	YES
*Saluda (BA)	1	1	2	2	158.20	**1.26**	NO
Spartanburg 1 (A)	1	8 (3 R)	9	19	387.50	**4.90**	NO
Spartanburg 2 (A)	2	26 (11 R)	28	52	572.0	**9.09**	YES
Spartanburg 3 (A)	0	6 (1 R)	6	20	221.0	**9.05**	NO

School District	*Current Candidates (2007-2008 Cycle)	*Current Candidates (2006-2007 Cycle)	Total Current Candidates In Process (Both cycles and including Retake Candidates)	TOTAL NBCTs (Through 2006 Score Release)	Total # of Teachers	% of Teachers who are NBCTs	LOCAL Incentives (see pgs. 6 – 8 for details)
Spartanburg 4 (G)	0	12 (5 R)	12	13	187.90	**6.92**	NO
Spartanburg 5 (A)	5	24 (7 R)	29	41	522.30	**7.85**	NO
Spartanburg 6 (A)	15	17 (5 R)	32	47	733.70	**6.41**	NO
Spartanburg 7 (BA)	3	11 (4 R)	14	52	736.30	**7.06**	NO
Sumter 2 (A)	0	12 (4 R)	12	19	650.40	**2.92**	YES
Sumter 17 (A)	4	33 (17 R)	37	52	655.50	**7.93**	YES
Union (BA)	0	9	9	15	368.0	**4.08**	NO
Williamsburg (BA)	0	1	1	5	416.80	**1.20**	YES
York 1 (A)	4	7	11	24	375.50	**6.39**	YES
York 2 (G)	6	29 (8 R)	35	46	436.20	**10.55**	YES
York 3 (A)	12	56 (18 R)	68	195	1,211.20	**16.10**	YES
York 4 (E)	12	23 (7 R)	35	111	584.70	**18.98**	YES

State-Supported Schools/Special Schools

School	*Current Candidates (2007-2008 Cycle)	*Current Candidates (2006-2007 Cycle)	Total Current Candidates In Process (Both cycles and including Retake Candidates)	TOTAL NBCTs (Through 2006 Score Release)	Total # of Teachers	% of Teachers who are NBCTs	LOCAL Incentives (see pgs. 6 – 8 for details)
Anderson AVC (E)	0	0	0	6	26.00	**23.08**	NO
Daniel Morgan Voc. (E)	0	0	0	5	21.00	**23.81**	NO
DJJ (E)	7	3	10	7	103.0	**6.80**	NO
FE Dubose (G)	0	0	0	2	12	**16.67**	NO
Felton Lab	0	1	1	0			
HB Swofford (E)	0	0	0	2	20.00	**10.00**	NO
John de la Howe (E)	0	0	0	3	14	**21.4**	NO
RD Anderson Tech					25.00	**4.00**	NO

(E)	0	0	0	1			
SC Governor's School for Arts (E)	0	1	1	13	37	**35.14**	NO
SC School for Deaf & Blind (E)	2	2 (2 R)	4	6	89.9	**6.67**	NO
Sumter County AVC (E)	0	0	0	1	12.00	**8.33**	NO
Palmetto Unified (E)	0	0	0	0	63.70	**0**	NO
Anderson Alternative	0	0	0	1	12.00	**8.33**	NO
Greenwood AVC	0	0	0	2	23.00	**8.70**	NO
TOTALS Based on information provided to CERRA by districts, SDE, NBCTs and NBPTS	**611 as of May 2007** (Fall application window to open August 2007 – November 2007)	**1,597 as of May 2007** (awaiting scores in December 07)	**2,208 as of May 2007**	**4,639 claimed by SC Districts and Special Schools**	**53,346.1 Based on SDE file**	**~8.67 % of SC Teachers Based on SDE file**	**39 Districts Offering one time bonus or supplement** **59 Districts Offering local incentives**

LOCAL Incentives in SC School Districts

ABBEVILLE: The Abbeville School District provides NBCTs with a $1,500 supplement.

AIKEN: The district offers one [1] professional leave day, candidate support and technical support.

ANDERSON ONE: The district provides an annual $1,000 supplement upon certification.

ANDERSON TWO: The district provides a one-time $1,000 bonus upon certification.

ANDERSON FOUR: The district provides a $3,000 salary supplement for the life of the certificate (pending annual board approval), $65 reimbursement for the online National Board registration fee, two [2] release/staff development days and ongoing training sessions.

ANDERSON FIVE: The district provides candidate support workshops and awareness sessions.

BARNWELL 29: The district offers technical support and professional leave time to take assessment center exercises.

BEAUFORT COUNTY: The Beaufort County School District provides NBCTs with a $2,000 annual salary increase for the ten-year life of the certificate.

BERKELEY COUNTY: The Berkeley School District pays an additional $5,000 to NBCTs who agree to teach in rural schools determined by the state to have the greatest needs. Up to two retake fees are provided as well. Candidate support workshops are provided by district NBCTs in addition to technical support.

CALHOUN COUNTY: The district provides NBCTs with a one-time $3,000 salary supplement upon certification.

CHARLESTON COUNTY: The Charleston County School District uses funds to support retreats and workshops for NBC candidates and bankers, stipends for NBCTs to conduct these activities, facilitator training and NBCT recognition events.

CHEROKEE COUNTY: The district offers one [1] professional leave day to candidates for portfolio/assessment preparation. In addition, the district provides awareness meetings and candidate support workshops throughout the school year.

CHESTER COUNTY: The district provides a $3,000 salary supplement upon certification, two [2] professional leave days, candidate support workshops and technical support including use of laptops and video equipment.

COLLETON COUNTY: The district offers candidate support workshops and technical support such as use of laptops and assistance with videotaping.

DARLINGTON COUNTY: The district provides a $2,000 salary supplement upon certification, two [2] professional leave days, payment for one banked entry, a tuition-free graduate class and opportunities to work with NBCTs.

DILLON TWO: National Board Certified Teachers receive a one time bonus of $1,000 during the initial year receiving National Board Certification.

DORCHESTER TWO: The district offers candidate support meetings.

DORCHESTER FOUR: The district provides awareness and candidate support meetings, one [1] professional leave day to candidates working on portfolio entries, laptop computer loan while pursuing certification and reimbursement for the registration fee.

EDGEFIELD COUNTY: The district offers graduate courses, candidate support groups and technical support.

FAIRFIELD COUNTY: The district provides NBCTs with a $4,000 salary supplement for the life of the certificate and three [3] professional leave days for candidates.

FLORENCE ONE: The district offers a one-time $1,000 bonus upon certification and two [2] professional leave days for candidates.

FLORENCE FOUR: The district offers two [2] professional development days, pays a $300 reapplication fee and provides technical support including copying and videotaping.

FLORENCE FIVE: The district offers three [3] professional leave days for candidates. In addition, the district offers mentoring and workshops to candidates, as well as financial support to retakers.

GEORGETOWN COUNTY: The district offers a $3,000 salary supplement upon certification and provides candidate support retreats and two [2] professional leave days. In addition, the district will supplement one retake for retakers in 2005. Retreats and Workshops are ongoing.

GREENVILLE COUNTY: The district offers candidate support meetings for those seeking National Board Certification.

GREENWOOD 50: The district provides NBCTs with a $3,000 salary supplement upon certification.

GREENWOOD 51: The district provides NBCTs with a $1,500 salary supplement.

GREENWOOD 52: The district provides NBCTs with a one-time $450 upon certification.

HORRY COUNTY: The Horry County Board of Education approved a district supplement of $4,000 for National Board Certified teachers. The supplement will be phased in over two years with $2,000 being paid in 2005-06 and the full $4,000 being paid in 2006-2007.

JASPER COUNTY: The district provides NBCTs with a $1,500 salary supplement for the life of the certificate.

KERSHAW COUNTY: The district provides NBCTs with a $5,000 salary supplement.

LANCASTER COUNTY: The district pays for one retake fee, provides one [1] professional leave day, technical support and a recertification course for those interested in pursuing National Board Certification.

LAURENS 55: The district offers a $1,500 salary supplement upon certification.

LAURENS 56: Candidate support is provided through monthly meetings held by NBCTs in the district.

LEE: The district provides $500 to first year NBCTs. Each concurrent year, the district provides a $1000 supplement to NBCTs.

LEXINGTON ONE: The district provides NBCTs with a $3,000 salary supplement.

LEXINGTON TWO: The district provides an annual $3,500 salary supplement for the life of the certificate, support workshops throughout the year and awareness meetings for candidates.

LEXINGTON THREE: The district provides a $3,000 salary supplement upon certification and two [2] professional leave days for candidates.

LEXINGTON FOUR: The district provides a $3,000 salary supplement upon certification and two [2] professional leave days for candidates.

LEXINGTON/RICHLAND FIVE: The district provides NBCTs with a $5,000 salary supplement pending board approval and provides candidate support workshops and awareness meetings.

MARLBORO COUNTY: The district provides candidates two [2] professional leave days to work on the portfolio and a one-time $1000 salary supplement for NBCTs upon certification.

MARION TWO: The school district offers two [2] professional leave days, candidate support meetings and technical support.

MARION SEVEN: The school district offers mentoring and technical support as well as professional development days to assist candidates in their portfolio preparation.

MCCORMICK COUNTY: The school district provides NBCTs with a $1,500 salary supplement for the life of the certificate.

NEWBERRY COUNTY: Upon certification, teachers receive an annual $2,500 salary supplement for the life of the certificate. In addition, the district provides technical assistance, two [2] professional leave days, and monthly candidate support workshops with a NBCT instructor.

ORANGEBURG THREE: The school district provides NBCTs with a $3,000 salary supplement for the life of the certificate, candidate support workshops and technical support.

ORANGEBURG FOUR: The school district provides a $3,000 salary supplement upon certification.

ORANGEBURG FIVE: The school district provides NBCTs with a $3,000 salary supplement for the life of the certificate and candidate support sessions for those seeking National Board Certification.

PICKENS COUNTY: The school district offers two [2] professional leave days and candidate support meetings.

RICHLAND ONE: Upon certification, teachers receive an annual $5,500 salary supplement for the life of the certificate. In addition, the district pays fees for two retake exercises, provides candidate support workshops and awareness meetings.

RICHLAND TWO: The district provides a $5,000 annual salary supplement for the life of the certificate and provides candidate support workshops.

SPARTANBURG TWO: The district provides a tuition free graduate course for NBC candidates.

SUMTER TWO: The district provides candidate support meetings as well as technical support.

SUMTER 17: The district offers candidate support groups with the option to earn recertification points. A mini-conference conducted by District 17 NBCTs is provided free of charge for new candidates, candidates-in-waiting, and interested teachers. A minimum of two awareness meetings are held yearly.

WILLIAMSBURG COUNTY: The district provides a $3,000 supplement distributed over the first three years of certification as National Board teacher ($1,000 per year).

YORK ONE: The district provides assistance with the application process and continual technological support.

YORK TWO: The district awards a $1,000 supplement to teachers who receive NBC.

YORK THREE: The district provides an annual $3,000 salary supplement for the life of the certificate and offers repayment of the State loan for qualified bankers who do not achieve National Board Certification within three years.

YORK FOUR: The district provides a $3,000 salary supplement upon certification as well as extensive support groups for candidates. Some of these provide direct instruction on the various requirements of NB. Others are Help Sessions. Candidates earn renewal credits but it is no longer for graduate credit.

Please check with individual local education agency liaisons regarding candidate support and incentives as this list may not reflect recent developments.

APPENDIX B

Charlotte-Mecklenburg Schools

The *Charlotte NBPTS Support Program for Building a Professional Community* provides complete support for all National Board Candidates pursing certification and for all NBCTs serving as teacher leaders within and outside of classrooms. The NB Staff consists of NBCT Barbara A. Temple, National Board Specialist; Kate McNally, Administrative Assistant; and @70 part-time NBCTs. This support program provides a number of key components:

- *Annual NBCT Celebration*: celebrates all new NBCTs each January
- *Annual Retreats at Wildacres*: offered in a mountain setting in both October & April for portfolio and assessment center preparation
- *Banking Buddy Program*: supports candidates who are redoing portfolio entries and/or retaking assessment center exercises
- *Community Outreach*: supports local initiatives such as Teacher Cadet programs, Teacher Education, Educational Research, Early College Programs
- *Leadership Team*: serves as leadership foundation for support program; conducts leadership training for NBCTs; promotes teacher leadership in education
- *Learning Village*: hosts CMS NB website, instructional strategies, instructional planning, and collaboration with colleagues, parents and students
- *National Board Fellowship Program*: provides leadership & partnership opportunities for NBCTs and 3rd – 5th year teachers
- *National Board Prep Institutes*: give early start to process in Spring & Summer
- *National Board Professional Library*: offers available resources for all teachers
- *NBPTS Recruitment and Retention Team*: conducts information sessions for prospective candidates; investigates and supports ways to retain quality teachers
- *NBPTS Research and Information Team*: investigates ways to improve the Charlotte program and evaluate its impact; creates opportunities to strengthen the teaching profession and student learning through action research and educational research
- *Professional Readers*: provide individual feedback on candidate writing
- *Seamless Saturday Program*: offers monthly seminars on topics unique to the certification process, content-specific seminars, and pedagogy-based seminars; renewal credits granted for participation
- *Study Groups*: offer small interactions led by trained NBCT Facilitators
  (These groups are for new candidates, retakes and for the new Take One Program.)

If you are interested in pursuing National Board Certification, please contact Barbara Ann Temple @barbara.temple@cms.k12.nc.us or Kate McNally @kate.mcnally@cms.k2.nc.us or feel free to give us a call at 980.343.5888. We look forward to working with you.

SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE

Mission and Values

The mission of the Education Oversight Committee (EOC), adopted in July 1999, affirms the statutory purpose and expectations for the agency:

> Our mission is to affect the dramatic, results-based and continuous improvement of South Carolina's educational system by creating a truly collaborative environment of parents, educators, community leaders and policymakers.

The values underlying the mission are the following:

- A sole focus on what is best for students
- A belief in broad-based inclusion and collaboration
- A belief in standards, assessments, and publicly known results
- The implementation of research-and-fact-based solutions that improve results
- A passion for immediate, dramatic and continuous improvement that is unaffected by partisan politics

EOC Objectives

1999-2000

1. Continue the implementation of the Education Accountability Act.

2. Persuade others to work toward our shared vision.

3. Implement a proactive public relations effort and provide information on all EAA issues through education and encouragement.

4. Collaborate with all partners to effect the implementation of a comprehensive educator-training program relative to the standards.

5. Collaborate with the Commission on Teacher Quality to achieve our shared goals.

6. Implement the approved recommendations of the Parent Involvement Task Force.

7. Serve as catalyst and form study teams on a) improving local leadership quality and engagement and b) the utilization of resources, specifically the utilization of educators, facilities, and time to meet the 2010 goal.

2000-2001

1. Continue the implementation of the Education Accountability Act reaffirming the timeline outlined in the 1998 legislation.

2. Persuade others to work toward our shared vision, including the promotion of a common agenda, with the Governor and State Superintendent, as well as developing a strong relationship with the minority community.

3. Continue to implement a proactive public relations effort and provide information on all EAA issues through education and engagement.

4. Support intervention measures with sufficient resources to meet the goals of our accountability system and provide information on the current or proposed approaches and allocate funding.

5. Recommend changes in Education Improvement Act or Education Accountability Act program allocations, including Act 135 programs, to ensure maximum impact.

6. Determine the needs for data base and information systems to allow for informed decisions from the State House to the classroom.

7. Affirm our commitment to quality teaching of the standards in every classroom through provision of professional development and adequate instructional resources.

2001-2002

1. Continue the implementation of the Education Accountability Act, reaffirming the time line outlined in the 1998 legislation.

2. Persuade others to work toward our shared vision, including the promotion of a common agenda with the Governor, the State Superintendent, the State Board of Education, the minority community, parents and other civic and professional leaders. Enlist them to incorporate the principles of heightened awareness of the importance of educational achievement, the use of evidence in decision-making, and demonstrated accomplishments to encourage investment in education.

3. Continue to implement a proactive public relations effort to develop broad support for educational achievements and to provide information on all EAA issues through education and engagement.

4. Support intervention measures with sufficient resources to meet the goals of our accountability system, and provide evaluative information on the current or proposed approaches and advocate sufficient funding so that all students achieve at high levels.

5. Recommend changes in education appropriations and governance to ensure maximum impact.

6. Cooperate with other state agencies to build data base and information systems to allow for informed decisions from the State House to the classroom.

7. Study organizational structures for school districts to identify relationships among student achievement and fiscal efficiency, including size, cooperative structures, local fiscal effort and state funding. The study also should examine benefits and opportunities for P-16 cooperation.

8. Affirm our commitment to quality teaching of the standards in every classroom through provision of professional development and adequate instructional resources.

2002-2003

1. Continue to implement the provisions and fulfill the responsibilities of the Education Accountability Act of 1998.

2. Advocate legislation and align budget recommendations to implement systems and structures to ensure that there is a highly qualified teacher in every classroom and highly qualified leaders in schools and districts.

3. Define sufficient funding for schools and develop models for shared responsibility between state and local governments.

4. Increase the level of parental, community and political engagement in and support of school improvement so that all children have an opportunity to achieve at the highest levels.

5. Provide the resources and professional development so that databased decision-making is implemented at all levels within the educational system.

2003-2004

1. Continue to implement the provisions and fulfill the responsibilities of the Education Accountability Act of 1998.

2. Define sufficient funding for schools and develop models for shared responsibility between state and local governments.

3. Advocate legislation and align budget recommendations to implement systems and structures to ensure that South Carolina schools have the capacity to reach the state's 2010 goal and the goal of No Child Left Behind.

4. Provide the resources and professional development so that data based decision-making is implemented at all levels of the educational system.

2004-2005

1. Continue to implement the provisions and fulfill the responsibilities of the Education Accountability Act of 1998
   - Advocate quality teaching and learning experiences so that every student can achieve at high levels
   - Support the continuing professional development of school boards and their members and the development of strong school district governance structures
   - Extend parental and community involvement efforts to support young people as they progress through school, particularly at transitions between school levels
   - Increase the utilization of data published on the annual school and district report cards, and from other sources, in decision-making for students, schools and the state
   - Prepare educators and communities to work with the system of increasing rigor

2. Develop measures, promote policies and implement practices so that each student is able to earn a state high school diploma
   - Heighten public awareness of the importance of a high school diploma and its relationship to individual and state success
   - Determine the currency of high school graduation requirements, including the requirements (or lack of requirements) for specific courses and the attendance requirements
   - Explore tactical approaches to increasing the high school graduation rate such as matrix testing to demonstrate competencies, high school to college dual enrollment, career exploration, and creative articulation agreements
   - Explore the usefulness of choice programs for career/technology and college preparatory high school programs
   - Identify programs that help students develop the personal values and efficacy needed for high school graduation
   - Explore the identification and education of students with disabilities and how these systems may impact on a student's opportunity to earn a state high school diploma

3. Strengthen the teaching of reading
   - Identify ways in which the teaching of reading can be given greater priority in kindergarten through grade-twelve teacher development
   - Ensure that administrators have sufficient knowledge and understanding to support strong instruction in reading

- Determine how current professional development funding can be realigned to address teacher skills and knowledge to teach reading across the grades and through the content areas

4. Review and revise long-range plans to address strategic issues before South Carolina
   - Develop a comprehensive performance profile of students in the middle grades to identify areas for action to promote higher achievement
   - Ensure that teachers and administrators in the middle grades have adequate professional development
   - Modify leadership training to includes teams of administrators and teachers working toward common goals
   - Review Title 59 to determine statutes that are inconsistent with a results-based orientation
   - Update funding model
   - Develop connections with higher education in support of a seamless system
   - Assign priority among actions in the long-range plan through a weighting system

2005-2006

1. Continue the implementation of the Education Accountability Act of 1998
   - Advocate quality teaching and learning experiences so that every student can achieve at high levels
   - Advocate for strong professional development for educators and those who work with public schools
   - Extend parental and community involvement efforts to support young people as they progress through school, particularly at transitions between school levels
   - Increase the utilization of data published on the annual school and district report cards and from other sources in decision-making for students, schools and the state.
   - Prepare educators and communities to work with the system of increasing rigor.

2. Build a common vision for student, school and system achievement
   - Establish measurable goals that foster improvements
     a. Establish a statewide goal for high school graduation
     b. Continue tracking measures linked to the 2010 objectives
     c. Develop and distribute public-friendly reporting materials on the achievement of the goal to increase visibility
   - Promote the adoption of the 2010 goal and the objectives of No Child Left Behind and recognition of significant gains toward their achievement
   - Communicate the priorities developed through the long-range Common Ground planning process and work with local and state officials and citizens to implement the priorities.

3. Promote changes in policies that rapidly advance improvements in student achievement
   - Identify principles for school funding and provide research and information to decision-makers
   - Research current performance and best practices that improve student achievement in reading, particularly for students in the middle grades
   - Identify and advocate policy changes that accomplish the following: (i) determine if early childhood programs are serving the children in most need and if the programs are providing the foundation for success; (ii) increase the instructional utility of statewide assessments; (iii) improve grade-level reading performance; (iv) reduce

the number of students retained in grade; (v) provide instructional alternatives to better meet student's needs; and (vi), elevate the performance of high achieving students; and (vii) develop understanding why student performance declines across the grades

- Publish EOC recommendations in high visibility materials and communicate the urgency of actions to elevate student and school achievement
- Work with state elected officials to enact and implement policies, programs and funding that support the highest levels of achievement

4. Build alliances for higher performance
   - Develop partnerships with teacher preparation institutions that provide pre-service and in-service teacher education and identify measures of excellence for those institutions that are linked to pre-kindergarten through grade twelve student achievement
   - Work with elected, professional and citizen leaders to promote the highest levels of student performance
   - Engage the public in their individual, civic and professional lives to support actions so that every student achieves at high levels

5. Fulfill the responsibilities assigned to the EOC 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

2006-2007

1. Continue the implementation of the Education Accountability Act of 1998 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 the early childhood development pilot program proviso and those made by special requests.

2. Provide analyses and recommendations to achieve the 2010 goal by increasing the return on investment in education through the following:
   - Defining the role of district administration and identifying models that realize maximum effectiveness and efficiency;
   - Defining a teacher compensation structure that recognizes differences in teacher qualifications, responsibilities and results;
   - Identifying and defining costs of educating successful students who historically have underachieved (e.g., students from poverty, English language learners, minority students, struggling or non-readers, students with disabilities and students whose parents may not have completed high school;) and
   - Advocating for public choice innovation schools.

3. Increase partnerships among those who invest in South Carolina's schools by:
   - Continuing to receive broad input, communicate and implement the Common Ground commitment;
   - Convening informal meetings among the Governor, the State Superintendent of Education, the leadership of the legislative education committees, the State Board of Education, the Commission on Higher Education, the South Carolina Technical College System and First Steps;
   - Continuing to employ formal and informal advisory groups representing parents, educators and business and civic leaders; and

- Collaborating with informal education providers to encourage extended learning programs sponsored by civic, community and faith-based groups.

4. Increase the impact of communications to focus attention on achievement of the 2010 goal and heighten awareness of the value of educational achievement for all South Carolinians.

RESPONSIBILITIES OF THE EDUCATION OVERSIGHT COMMITTEE
As revised July 2007

The Education Accountability Act of 1998, as amended
Relevant sections of the following:
- Parental Involvement in Their Children's Education Act of 2000
- Teacher Quality Act of 2000
- Education Lottery Act of 2001
- School for the Arts and Humanities (appointment of board)
- Charter Schools Act of 1996, as amended
- Education and Economic Development Act of 2005
- Virtual School Act of 2007
- Public School Open Enrollment Choice Program of 2007

Provisos in the 2007-2008 General Appropriations Act

EDUCATION ACCOUNTABILITY ACT OF 1998, as amended
ARTICLE 1.
GENERAL PROVISIONS

SECTION 59-18-100. Performance based accountability system for public education established; "accountability" defined.

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.

SECTION 59-18-110. Objectives.

The system is to:
(1) use academic achievement standards to push schools and students toward higher performance by aligning the state assessment to those standards and linking policies and criteria for performance standards, accreditation, reporting, school rewards, and targeted assistance;
(2) provide an annual report card with a performance indicator system that is logical, reasonable, fair, challenging, and technically defensible which furnishes clear and specific information about school and district academic performance and other performance to parents and the public;
(3) require all districts to establish local accountability systems to stimulate quality teaching and learning practices and target assistance to low performing schools;
(4) provide resources to strengthen the process of teaching and learning in the classroom to improve student performance and reduce gaps in performance;
(5) support professional development as integral to improvement and to the actual work of teachers and school staff; and
(6) expand the ability to evaluate the system and to conduct in-depth studies on implementation, efficiency, and the effectiveness of academic improvement efforts.

SECTION 59-18-120. Definitions.

As used in this chapter:
(1) "Oversight Committee" means the Education Oversight Committee established in Section 59-6-10.
(2) "Standards based assessment" means an assessment where an individual's performance is compared to specific performance standards and not to the performance of other students.

(3) “Disaggregated data” means data broken out for specific groups within the total student population, such as by race, gender, and family income level.
(4) “Longitudinally matched student data” means examining the performance of a single student or a group of students by considering their test scores over time.
(5) “Norm-referenced assessment” means assessments designed to compare student performance to a nationally representative sample of similar students known as the norm group.
(6) “Academic achievement standards” means statements of expectations for student learning.
(7) “Department” means the State Department of Education.
(8) “Absolute performance” means the rating a school will receive based on the percentage of students meeting standard on the state’s standards based assessment.
(9) “Improvement performance” means the rating a school will receive based on longitudinally matched student data comparing current performance to the previous year’s for the purpose of determining student academic growth.
(10) “Objective and reliable statewide assessment” means assessments that yield consistent results and that measure the cognitive knowledge and skills specified in the state-approved academic standards and do not include questions relative to personal opinions, feelings, or attitudes and are not biased with regard to race, gender, or socioeconomic status. The assessments must include a writing assessment and multiple-choice questions designed to reflect a range of cognitive abilities beyond the knowledge level. Constructive response questions may be included as a component of the writing assessment."
(11) “Division of Accountability” means the special unit within the oversight committee established in Section 59-6-100.
(12) 'Formative assessment' means assessments used within the school year to analyze general strengths and weaknesses in learning and instruction, to understand the performance of students individually and across achievement categories, to adapt instruction to meet students' needs, and to consider placement and planning for the next grade level. Data and performance from the formative assessments must not be used in the calculation of school or district ratings.

ARTICLE 3.
ACADEMIC STANDARDS AND ASSESSMENTS

SECTION 59-18-300. Adoption of educational standards in core academic areas.

The State Board of Education is directed to adopt grade specific performance-oriented educational standards in the core academic areas of mathematics, English/language arts, social studies (history, government, economics, and geography), and science for kindergarten through twelfth grade and for grades nine through twelve adopt specific academic standards for benchmark courses in mathematics, English/language arts, social studies, and science. The standards are to promote the goals of providing every student with the competencies to:
(1) read, view, and listen to complex information in the English language;
(2) write and speak effectively in the English language;
(3) solve problems by applying mathematics;
(4) conduct research and communicate findings;
(5) understand and apply scientific concepts;
(6) obtain a working knowledge of world, United States, and South Carolina history, government, economics, and geography; and
(7) use information to make decisions.
The standards must be reflective of the highest level of academic skills with the rigor necessary to improve the curriculum and instruction in South Carolina’s schools so that students are encouraged to learn at unprecedented levels and must be reflective of the highest level of academic skills at each grade level.

SECTION 59-18-310. Development or adoption of statewide assessment program to measure student performance.

A) Notwithstanding any other provision of law, the State Board of Education, through the Department of Education, is required to develop or adopt a statewide assessment program to promote student learning and to measure student performance on state standards and: (1) identify areas in which students need

additional support; (2) indicate the academic achievement for schools, districts, and the State; (3) satisfy federal reporting requirements; and (4) provide professional development to educators. Assessments required to be developed or adopted pursuant to the provisions of this section or chapter must be objective and reliable.

(B) The statewide assessment program in the four academic areas must include grades three through eight, an exit examination in English/language arts and mathematics, which is to be first administered in a student's second year of high school enrollment beginning with grade nine, and end-of-course tests for gateway courses awarded Carnegie units of credit in English/language arts, mathematics, science, and social studies. Beginning with the graduating class of 2010, students are required to pass a high school credit course in science and a course in United States history in which end-of-course examinations are administered to receive the state high school diploma.

(C) While assessment is called for in the specific areas mentioned above, this should not be construed as lessening the importance of foreign languages, visual and performing arts, health, physical education, and career or occupational programs.

(D) By March 31, 2007, the State Board of Education shall create a statewide adoption list of formative assessments aligned with the state content standards and satisfying professional measurement standards in accordance with criteria jointly determined by the Education Oversight Committee and the State Department of Education. The formative assessments must provide diagnostic information in a timely manner to all school districts for each student during the course of the school year. For use beginning with the 2007-08 school year, with funds appropriated by the General Assembly, local districts must be allocated resources to select and administer formative assessments from the statewide adoption list to use to improve student performance in accordance with district improvement plans. However, if a local district already administers formative assessments, the district may continue to use the assessments if they meet the state standards and criteria pursuant to this subsection.

(E) The State Board of Education shall adopt a developmentally appropriate formative reading assessment for use in first and second grades to be administered initially in the 2007-08 school year. The assessment must provide opportunities for periodic formative assessment during the school year, reports that are useful for informing classroom instruction, strand, or significant groupings of standards level information about individual students, and must be compatible with best practices in reading instruction and reading research. The State Department of Education shall provide appropriate and on-going professional development to support appropriate use of the assessment.

(F) The State Department of Education shall provide on-going professional development in the development and use of classroom assessments, the use of formative assessments and the use of the end-of-year state assessments so that teaching and learning activities are focused on student needs and lead to higher levels of student performance

SECTION 59-18-320. Review of field test; general administration of test; accommodations for students with disabilities; adoption of new standards.

(A) After the first statewide field test of the assessment program in each of the four academic areas, and after the field tests of the end of course assessments of benchmark courses, the Education Oversight Committee, established in Section 59-6-10, will review the state assessment program and the course assessments for alignment with the state standards, level of difficulty and validity, and for the ability to differentiate levels of achievement, and will make recommendations for needed changes, if any. The review will be provided to the State Board of Education, the State Department of Education, the Governor, the Senate Education Committee, and the House Education and Public Works Committee as soon as feasible after the field tests. The Department of Education will then report to the Education Oversight Committee no later than one month after receiving the reports on the changes made to the assessments to comply with the recommendations.

(B) After review and approval by the Education Oversight Committee, the standards-based assessment of mathematics, English/language arts, social studies, and science will be administered to all public school students to include those students as required by the 1997 reauthorization of the federal Individuals with Disabilities Education Act and by Title 1 at the end of grades three through eight. To reduce the number of days of testing, to the extent possible, field test items must be embedded with the annual assessments. In accordance with the requirements of the federal No Child Left Behind Act, science assessments must be administered annually to all students in one elementary and one middle school grade. The State Department of Education shall develop a sampling plan to administer science and social studies assessments to all other elementary and middle school students. The plan shall provide for all students and both content areas to be assessed annually; however, individual students, except in census testing grades, are not required to take both tests. In the sampling plan, approximately half of the assessments must be administered in science and the other half in social studies in each class. To ensure that school districts maintain the high standard of accountability established in the Education Accountability Act, performance level results reported on school and district report cards must meet consistently high levels in all four core content areas. Beginning with the 2007 report card, the core areas must remain consistent with the following percentage weightings established and approved by the Education Oversight Committee: in grades three through five, thirty percent each for English/language arts and math, and twenty percent each for science and social studies; and in grades six through eight, twenty-five percent each for English/language arts and math, and twenty-five percent each for science and social studies. The exit examination must be administered for the first time at the end of the student's second year of high school enrollment beginning with grade nine. For students with documented disabilities, the assessments developed by the Department of Education shall include the appropriate modifications and accommodations with necessary supplemental devices as outlined in a student's Individualized Education Program and as stated in the Administrative Guidelines and Procedures for Testing Students with Documented Disabilities. The State Board of Education shall establish a task force to recommend alternative evidence and procedures that may be used to allow students to meet graduation requirements even if they have failed the exit examination. The alternative evidence only may be used in the rare instances where there is compelling evidence that a student is well qualified for graduation, but extreme circumstances have interfered with passage of the exit examination and, for that reason alone, the student would be denied a state high school diploma.

(C) After review and approval by the Education Oversight Committee, the end of course assessments of benchmark courses will be administered to all public school students as they complete each benchmark course.

(D) 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.

SECTION 59-18-330. First grade readiness test.

The State Board of Education, through the State Department of Education, shall develop, select, or adapt a first-grade readiness test that is linked to the adopted grade-one academic standards and a second-grade readiness test that is linked to the adopted grade-two academic standards. The purpose of the tests is to measure individual student readiness, and they are not to be used as an accountability measure at the state level. However, the grade-two readiness test will serve as the baseline for grade-three assessment. The State Department of Education shall provide continuing teacher training to ensure the valid and reliable use of the assessments and develop a minimum statewide data collection plan to include the amount and types of evidence to be collected. Beginning with the 2006-07 school year, the readiness assessment must be modified to provide detailed information on student literacy development.

SECTION 59-18-340. National Assessment of Educational Progress

The State Board of Education is directed to administer annually the National Assessment of Education Progress (NAEP) to obtain an indication of student and school performance relative to national performance levels.

SECTION 59-18-350. PSAT or PLAN tests of tenth grade students; availability; use of results.

High schools shall offer state-funded PSAT or PLAN tests to each tenth grade student in order to assess and identify curricular areas that need to be strengthened and re-enforced. Schools and districts shall use these assessments as diagnostic tools to provide academic assistance to students whose scores reflect the need for such assistance. Schools and districts shall use these assessments to provide guidance and direction for parents and students as they plan for postsecondary experiences.

SECTION 59-18-360. Cyclical review of state standards and assessments by academic area.

(A) The State Board of Education, in consultation with the Education Oversight Committee, shall provide for 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. All academic areas must be initially reviewed by the year 2005. At a minimum, each academic area should be reviewed and updated every seven years. After each academic area is reviewed, a report on the recommended revisions must be presented to the Education Oversight Committee for its consideration. After approval by the Education Oversight Committee, the recommendations may be implemented. As a part of the review, a task force of parents, business and industry persons, community leaders, and educators, to include special education teachers, shall examine the standards and assessment system to determine rigor and relevancy.

(B) Beginning with the 2005 assessment results, the State Department of Education annually shall convene a team of curriculum experts to analyze the results of the assessments, including performance item by item. This analysis must yield a plan for disseminating additional information about the assessment results and instruction and the information must be disseminated to districts not later than January fifteenth of the subsequent year.

SECTION 59-18-370. Dissemination of assessment results.

The Department of Education is directed to provide assessment results annually on individual students and schools in a manner and format that is easily understood by parents and the public. In addition, the school assessment results must be presented in a format easily understood by the faculty and in a manner that is useful for curriculum review and instructional improvement. The department is to provide longitudinally matched student data from the standards based assessments and include information on the performance of subgroups of students within the school. The department must work with the Division of Accountability in developing the formats of the assessment results. Schools and districts shall be responsible for disseminating this information to parents.

ARTICLE 5.
ACADEMIC PLANS FOR STUDENTS

SECTION 59-18-500. Academic plan for student lacking skills to perform at current grade level; review of results; development of statewide policies.

(A) Beginning in 1998-99 and annually thereafter, at the beginning of each school year, the school must notify the parents of the need for a conference for each student in grades three through eight who lacks the skills to perform at his current grade level based on assessment results, school work, or teacher judgment. At the conference, the student, parent, and appropriate school personnel will discuss the steps needed to ensure student success at the next grade level. An academic plan will be developed to outline additional services the school and district will provide and the actions the student and the parents will undertake to further student success.
(B) The participants in the conference will sign off on the academic plan, including any requirement for summer school attendance. Should a parent, after attempts by the school to schedule the conference at their convenience, not attend the conference, the school will appoint a school mentor, either a teacher or adult volunteer, to work with the student and advocate for services. A copy of the academic plan will be sent to the parents by certified mail.

(C) At the end of the school year, the student's performance will be reviewed by appropriate school personnel. If the student's work has not been at grade level or if the terms of the academic plan have not been met, the student may be retained, he may be required to attend summer school, or he may be required to attend a comprehensive remediation program the following year designed to address objectives outlined in the academic plan for promotion. Students required to participate the following year in a comprehensive remediation program must be considered on academic probation. Comprehensive remediation programs established by the district shall operate outside of the normal school day and must meet the guidelines established for these programs by the State Board of Education. If there is a compelling reason why the student should not be required to attend summer school or be retained, the parent or student may appeal to a district review panel.
(D) At the end of summer school, a district panel must review the student's progress and report to the parents whether the student's academic progress indicates readiness to achieve grade level standards for the next grade. If the student is not at grade level or the students assessment results show standards are not met, the student must be placed on academic probation. A conference of the student, parents, and appropriate school personnel must revise the academic plan to address academic difficulties. At the conference it must be stipulated that academic probation means if either school work is not up to grade level or if assessment results again show standards are not met, the student will be retained. The district's appeals process remains in effect.
(E) Each district board of trustees will establish policies on academic conferences, individual student academic plans, and district level reviews. Information on these policies must be given to every student and parent. Each district is to monitor the implementation of academic plans as a part of the local accountability plan. Districts are to use Act 135 of 1993 academic assistance funds to carry out academic plans, including required summer school attendance. Districts' policies regarding retention of students in grades one and two remain in effect.
(F) The State Board of Education, working with the Oversight Committee, will establish guidelines until regulations are promulgated to carry out this section. The State Board of Education, working with the Accountability Division, will promulgate regulations requiring the reporting of the number of students retained at each grade level, the number of students on probation, number of students retained after being on probation, and number of students removed from probation. This data will be used as a performance indicator for accountability.

ARTICLE 7.
MATERIALS AND ACCREDITATION

SECTION 59-18-700. Alignment of criteria for instructional materials with educational standards.

The criteria governing the adoption of instructional materials shall be revised by the State Board of Education to require that the content of such materials reflect the substance and level of performance outlined in the grade specific educational standards adopted by the state board.

SECTION 59-18-710. Criteria for state's accreditation system.

By November, 2000, the State Board of Education, working with the Department of Education and recommendations from the Accountability Division, must promulgate regulations outlining the criteria for the state's accreditation system which must include student academic performance.

ARTICLE 9.
REPORTING

SECTION 59-18-900. Development of annual report card for each school; academic performance ratings; contents; progress narrative written by school.

(A) 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. The school's ratings on academic performance must be emphasized and an explanation of their significance for the school and the district must also be reported. The annual report card must serve at least four purposes:

(1) inform parents and the public about the school's performance;
(2) assist in addressing the strengths and weaknesses within a particular school;
(3) recognize schools with high performance; and
(4) evaluate and focus resources on schools with low performance.
(B) The Oversight Committee shall determine the criteria for and establish five academic performance ratings of excellent, good, average, below average, and unsatisfactory. Schools and districts shall receive a rating for absolute and improvement performance. Only the scores of students enrolled in the school at the time of the forty-five-day enrollment count shall be used to determine the absolute and improvement ratings. The Oversight Committee shall establish student performance indicators which will be those considered to be useful for assessing a school's overall performance and appropriate for the grade levels within the school.
(C) In setting the criteria for the academic performance ratings and the performance indicators, the Education Oversight Committee shall report the performance by subgroups of students in the school and schools similar in student characteristics. Criteria must use established guidelines for statistical analysis and build on current data-reporting practices.
(D) The report card must include a comprehensive set of performance indicators with information on comparisons, trends, needs, and performance over time which is helpful to parents and the public in evaluating the school. Special efforts are to be made to ensure that the information contained in the report cards is provided in an easily understood manner and a reader friendly format. This information should also provide a context for the performance of the school. Where appropriate, the data should yield disaggregated results to schools and districts in planning for improvement. The report card should include information in such areas as programs and curriculum, school leadership, community and parent support, faculty qualifications, evaluations of the school by parents, teachers, and students. In addition, the report card must contain other criteria including, but not limited to, information on promotion and retention ratios, disciplinary climate, dropout ratios, dropout reduction, student and teacher ratios, and attendance data.
(E) The principal, in conjunction with the School Improvement Council established in Section 59-20-60, must write an annual narrative of a school's progress in order to further inform parents and the community about the school and its operation. The narrative must cite factors or activities supporting progress and barriers which inhibit progress. The school's report card must be furnished to parents and the public no later than November fifteenth.
(F) The percentage of new trustees who have completed the orientation requirement provided in Section 59-19-45 must be reflected on the school district report card.
(G) The State Board of Education shall promulgate regulations outlining the procedures for data collection, data accuracy, data reporting, and consequences for failure to provide data required in this section.

SECTION 59-18-910. Progress reports.

No later than June 1, 1999, the Accountability Division must report on the development of the performance indicators criteria and the report card to the Education Oversight Committee and the State Board of Education. A second report, to include uniform collection procedures for academic standards and performance indicators, is due by September 1, 1999. No later than September, 1999, the State Department of Education shall report to the Oversight Committee the determination of the levels of difficulty for the assessments by grade and academic area. By March 1, 2000, a report on the development of baseline data for the schools is due from the division.

SECTION 59-18-920. Report card requirements for charter, alternative and vocational schools.

A charter school established pursuant to Chapter 40, Title 59 shall report the data requested by the Department of Education necessary to generate a report card. The Department of Education shall utilize this data to issue a report card with performance ratings to parents and the public containing the ratings and explaining its significance and providing other information similar to that required of other schools in this section. The performance of students attending charter schools sponsored by the South Carolina Public Charter School District must be included in the overall performance ratings of the South Carolina Public Charter School District. The performance of students attending a charter school authorized by a local school district must be reflected on a separate line on the school district's report card and must not be included in the overall performance ratings of the local school district. An alternative school is included

in the requirements of this chapter; however, the purpose of an alternative school must be taken into consideration in determining its performance rating. The Education Oversight Committee, working with the State Board of Education and the School to Work Advisory Council, shall develop a report card for career and technology schools.

SECTION 59-18-930. Report cards; date for issuance; advertisement of results.

Beginning in 2001 and annually thereafter the State Department of Education must issue report cards to all schools and districts of the State no later than November first. The report card must be mailed to all parents of the school and the school district. The school, in conjunction with the district board, must also inform the community of the school's report card by advertising the results in at least one South Carolina daily newspaper of general circulation in the area. This notice must be published within ninety days of receipt of the report cards issued by the State Department of Education and must be a minimum of two columns by ten inches (four and one-half by ten inches) with at least a twenty-four point bold headline.

ARTICLE 11.
AWARDING PERFORMANCE

SECTION 59-18-1100. Palmetto Gold and Silver Awards Program established; criteria; eligibility of schools for academically talented.

The State Board of Education, working with the division and the Department of Education, must establish the Palmetto Gold and Silver Awards Program to recognize and reward schools for academic achievement. Awards will be established for schools attaining high levels of absolute performance and for schools attaining high rates of improvement. The award program must base improved performance on longitudinally matched student data and may include such additional criteria as:
(1) student attendance;
(2) teacher attendance;
(3) student dropout rates; and
(4) any other factors promoting or maintaining high levels of achievement and performance. Schools shall be rewarded according to specific criteria established by the division. In defining eligibility for a reward for high levels of performance, student performance should exceed expected levels of improvement. The State Board of Education shall promulgate regulations to ensure districts of the State utilize these funds to improve or maintain exceptional performance according to their school's plans established in Section 59-139-10. Funds may be utilized for professional development support.
Special schools for the academically talented are not eligible to receive an award pursuant to the provisions of this section unless they have demonstrated improvement and high absolute achievement for three years immediately preceding.

SECTION 59-18-1110. Grant of flexibility of receiving exemption from regulations; criteria; continuation of and removal from flexibility status.

(A) Notwithstanding any other provision of law, a school is given the flexibility of receiving exemptions from those regulations and statutory provisions governing the defined program provided that, during a three-year period, the following criteria are satisfied:
(1) the school has twice been a recipient of a Palmetto Gold or Silver Award, pursuant to Section 59-18-1100;
(2) the school has met annual improvement standards for subgroups of students in reading and mathematics; and
(3) the school has exhibited no recurring accreditation deficiencies.
(B) Schools receiving flexibility status are released from those regulations and statutory provisions referred to above including, but not limited to, regulations and statutory provisions on class scheduling, class structure, and staffing. The State Board of Education in consultation with the Education Oversight Committee must promulgate regulations and develop guidelines for providing this flexibility by December 1, 2001.
(C) To continue to receive flexibility pursuant to this section, a school must annually exhibit school improvement at or above the state average as computed in the school recognition program pursuant to Section 59-18-1100 and must meet the gains required for subgroups of students in reading and mathematics. A school which does not requalify for flexibility status due to extenuating circumstances may apply to the State Board of Education for an extension of this status for one year.
(D) In the event that a school is removed from flexibility status, the school is not subject to regulations and statutory provisions exempted under this section until the beginning of the school year following notification of the change in status by the State Department of Education. Subsequent monitoring by the State Department of Education in a school that is removed from flexibility status shall not include a review of program records exempted under this section for the period that the school has received flexibility status or for the school year during which the school was notified of its removal from flexibility status.

SECTION 59-18-1120. Grant of flexibility of exemption from regulations and statutes to school designated as unsatisfactory while in such status; extension to other schools.

(A) Notwithstanding any other provision of law, a school designated as unsatisfactory while in such status is given the flexibility of receiving exemptions from those regulations and statutory provisions

governing the defined program or other State Board of Education regulations, dealing with the core academic areas as outlined in Section 59-18-120, provided that the review team recommends such flexibility to the State Board of Education.
(B) Other schools may receive flexibility when their strategic plan explains why such exemptions are expected to improve the academic performance of the students and the plan meets the approval by the State Board of Education. To continue to receive flexibility pursuant to this section, a school must annually exhibit overall school improvement as outlined in its revised plan and must meet the gains set for subgroups of students in reading and mathematics. A school which does not requalify for flexibility status due to extenuating circumstances may apply to the State Board of Education for an extension of this status for one year according to the provisions of Section 59-18-1110(D).

ARTICLE 13.
DISTRICT ACCOUNTABILITY SYSTEMS

SECTION 59-18-1300. District accountability system; development and review.

The State Board of Education, based on recommendations of the division, must develop regulations requiring that no later than August, 1999, each district board of trustees must establish and annually review a performance based accountability system, or modify its existing accountability system, to reinforce the state accountability system. Parents, teachers, and principals must be involved in the development, annual review, and revisions of the accountability system established by the district. The board of trustees shall ensure that a district accountability plan be developed, reviewed, and revised annually. In order to stimulate constant improvement in the process of teaching and learning in each school and to target additional local assistance for a school when its students' performance is low or shows little improvement, the district accountability system must build on the district and school activities and plans required in Section 59-139-10. In keeping with the emphasis on school accountability, principals should be actively involved in the selection, discipline, and dismissal of personnel in their particular school. The date the school improvement reports must be provided to parents is changed to February first. Until such time as regulations pursuant to this section become effective, school district accountability systems must be developed, adopted, and implemented in accordance with State Board of Education guidelines.
The Department of Education shall offer technical support to any district requesting assistance in the development of an accountability plan. Furthermore, the department must conduct a review of accountability plans as part of the peer review process required in Section 59-139-10(H) to ensure strategies are contained in the plans that shall maximize student learning. The department shall submit plans for the peer review process to the division for approval by August, 1999. School districts not having an approved plan by August 1, 1999, shall be provided a plan by the department within ninety days.

SECTION 59-18-1310. Consolidation of strategic plans and improvement reports; submission dates.

The strategic plans and improvement reports required of the public schools and districts in Sections 59-18-1300, 59-18-1500, and 59-20-60 are consolidated and reported as follows: district and school five-year plans and annual updates and district programmatic reports, and school reports developed in conjunction with the school improvement council to parents and constituents to include recommendations of any Education Accountability Act external review teams as approved by the State Board of Education and the steps being taken to address the recommendations, and the advertisement of this report are due on a date established by the Department of Education, but no later than April thirtieth annually; schools reviewed by external review teams shall prepare a report to the parents and constituents of the school, to be developed in conjunction with the School Improvement Council, and this report shall be provided and advertised no later than April thirtieth annually. The school report card narrative in Section 59-18-900 continues on its prescribed date.

ARTICLE 15.
INTERVENTION AND ASSISTANCE

SECTION 59-18-1500. Schools rated below average or unsatisfactory; review and revision of improvement plan; notice to parents; publication in newspaper; grant program eligibility.

(A) When a school receives a rating of below average or unsatisfactory, the following actions must be undertaken by the school, the district, and the board of trustees:
(1) The faculty of the school with the leadership of the principal must review its improvement plan and revise it with the assistance of the school improvement council established in Section 59-20-60. The revised plan should look at every aspect of schooling, and must outline activities that, when implemented, can reasonably be expected to improve student performance and increase the rate of student progress. The plan should provide a clear, coherent plan for professional development, which has been designed by the faculty, that is ongoing, job related, and keyed to improving teaching and learning. A time line for implementation of the activities and the goals to be achieved must be included.
(2) Once the revised plan is developed, the district superintendent and the local board of trustees shall review the school's strategic plan to determine if the plan focuses on strategies to increase student academic performance. Once the district board has approved the plan, it must delineate the strategies and support the district will give the plan.
(3) After the approval of the revised plan, the principals' and teachers' professional growth plans, as required by Section 59-26-40 and Section 59-24-40, should be reviewed and amended to reflect the professional development needs identified in the revised plan and must establish individual improvement criteria on the performance dimensions for the next evaluation.
(4) The school, in conjunction with the district board, must inform the parents of children attending the school of the ratings received from the State Board of Education and must outline the steps in the revised plan to improve performance, including the support which the board of trustees has agreed to give the plan. This information must go to the parents no later than February first. This information must also be advertised in at least one South Carolina daily newspaper of general circulation in the area. This notice must be published within ninety days of receipt of the report cards issued by the State Department of Education and must be a minimum of two columns by ten inches (four and one-half by ten inches) with at least a twenty-four point bold headline. The notice must include the following information: name of school district, name of superintendent, district office telephone number, name of school, name of principal, telephone number of school, school's absolute performance rating and improvement performance rating on student academic performance, and strategies which must be taken by the district and school to improve student performance; and
(5) Upon a review of the revised plan to ensure it contains sufficiently high standards and expectations for improvement, the Department of Education is to delineate the activities, support, services, and technical assistance it will make available to support the school's plan and sustain improvement over time. Schools meeting the criteria established pursuant to Section 59-18-1560 will be eligible for the grant programs created by that section.

SECTION 59-18-1510. Assignment of external review committee; activities and recommendations.

(A) When a school receives a rating of unsatisfactory or upon the request of a school rated below average, an external review team must be assigned by the Department of Education to examine school and district educational programs, actions, and activities. The Education Oversight Committee, in consultation with the State Department of Education, shall develop the criteria for the identification of persons to serve as members of an external review team which shall include representatives from selected school districts, respected retired educators, State Department of Education staff, higher education representatives, parents from the district, and business representatives.
(B) The activities of the external review committee may include:
(1) examine all facets of school operations, focusing on strengths and weaknesses, determining the extent to which the instructional program is aligned with the content standards, and recommendations which draw upon strategies from those who have been successful in raising academic achievement in schools with similar student characteristics;
(2) consult with parents, community members, and members of the School Improvement Council to gather additional information on the strengths and weaknesses of the school;
(3) identify personnel changes, if any, that are needed at the school and/or district level and discuss such findings with the board;
(4) work with school staff, central offices, and local boards of trustees in the design of the school's plan, implementation strategies, and professional development training that can reasonably be expected to improve student performance and increase the rate of student progress in that school;

(5) identify needed support from the district, the State Department of Education, and other sources for targeted long-term technical assistance;
(6) report its recommendations, no later than three months after the school receives the designation of unsatisfactory to the school, the district board of trustees, and the State Board of Education; and
(7) report annually to the local board of trustees and state board over the next four years, or as deemed necessary by the state board, on the district's and school's progress in implementing the plans and recommendations and in improving student performance.
(C) Within thirty days, the Department of Education must notify the principal, the superintendent, and the district board of trustees of the recommendations approved by the State Board of Education. After the approval of the recommendations, the department shall delineate the activities, support, services, and technical assistance it will provide to the school. With the approval of the state board, this assistance will continue for at least three years, or as determined to be needed by the review committee to sustain improvement.

SECTION 59-18-1520. Declaration of state of emergency in school rated below average.

If the recommendations approved by the state board, the district's plan, or the school's revised plan is not satisfactorily implemented by the school rated unsatisfactory and its school district according to the time line developed by the State Board of Education or if student academic performance has not met expected progress, the principal, district superintendent, and members of the board of trustees must appear before the State Board of Education to outline the reasons why a state of emergency should not be declared in the school. The state superintendent, after consulting with the external review committee and with the approval of the State Board of Education, shall be granted the authority to take any of the following actions:
(1) furnish continuing advice and technical assistance in implementing the recommendations of the State Board of Education;
(2) declare a state of emergency in the school and replace the school's principal; or
(3) declare a state of emergency in the school and assume management of the school.

SECTION 59-18-1530. Teacher and principal specialists; recruitment, eligibility, duties, and incentives.

(A) Teacher specialists on site must be assigned in any of the four core academic areas to a middle or high school in an impaired district or designated as below average or unsatisfactory, if the review team so recommends and recommendation is approved by the State Board of Education. Teacher specialists on site must be assigned at a rate of one teacher for each grade level with a maximum of five to elementary schools in impaired districts or designated as below average or unsatisfactory. The Department of Education, in consultation with the Division of Accountability, shall develop a program for the identification, selection, and training of teachers with a history of exemplary student academic achievement to serve as teacher specialists on site. Retired educators may be considered for specialists.
(B) In order to sustain improvement and help implement the review team's recommendations, the specialists will teach and work with the school faculty on a regular basis throughout the school year for up to three years, or as recommended by the review committee and approved by the state board. Teacher specialists must teach a minimum of three hours per day on average in team teaching or teaching classes. Teacher specialists shall not be assigned administrative duties or other responsibilities outside the scope of this section. The specialists will assist the school in gaining knowledge of best practices and well-validated alternatives, demonstrate effective teaching, act as coach for improving classroom practices, give support and training to identify needed changes in classroom instructional strategies based upon analyses of assessment data, and support teachers in acquiring new skills. School districts are asked to cooperate in releasing employees for full-time or part-time employment as a teacher specialist.
(C) To encourage and recruit teachers for assignment to below standard and unsatisfactory schools, those assigned to such schools will receive their salary and a supplement equal to fifty percent of the current southeastern average teacher salary as projected by the State Budget and Control Board, Office of Research and Analysis. The salary and supplement is to be paid by the State for three years.
(D) In order to attract a pool of qualified applicants to work in low-performing schools, the Education Oversight Committee, in consultation with the Leadership Academy of the South Carolina Department of Education, shall develop criteria for the identification, selection, and training of principals with a history of

exemplary student academic achievement. Retired educators may be considered for principal specialists. A principal specialist may be hired for a school designated as unsatisfactory, if the district board of trustees chooses to replace the principal of that school. The principal specialist will assist the school in gaining knowledge of best practices and well-validated alternatives in carrying out the recommendations of the review team. The specialist will demonstrate effective leadership for improving classroom practices, assist in the analyses of assessment data, work with individual members of the faculty emphasizing needed changes in classroom instructional strategies based upon analyses of assessment data, and support teachers in acquiring new skills designed to increase academic performance. School districts are asked to cooperate in releasing employees for full-time or part-time employment as a principal specialist.
(E) In order to attract a pool of qualified principals to work in low-performing schools, the principal specialists hired in such schools will receive their salary and a supplement equal to 1.25 times the supplement amount calculated for teachers. The salary and supplement are to be paid by the State for two years.
(F) The supplements are to be considered part of the regular salary base for which retirement contributions are deductible by the South Carolina Retirement System pursuant to Section 9-1-1020. Principal and teacher specialists on site who are assigned to below average and unsatisfactory schools shall be allowed to return to employment with their previous district at the end of the contract period with the same teaching or administrative contract status as when they left but without assurance as to the school or supplemental position to which they may be assigned.
(G) For retired educators drawing benefits from the state retirement system who are serving in the capacity of principal or teacher specialist on site, the earnings limitations which restrict the amount of compensation that may be earned from covered employment while drawing benefits under the state retirement system do not apply to any compensation paid to them as an on-site specialist not to exceed one year of such employment whether they are working directly for the school district or for some entity in this capacity. However, no further contributions may be made to the state retirement system related to this compensation and no additional retirement benefits or credits may be received or accrued.
(H) Within the parameters herein, the school district will have final determination on individuals who are assigned as teacher specialists and principal specialists.

SECTION 59-18-1540. Mentoring program for principals.

Each principal continued in employment in schools in districts designated as impaired or in schools designated as below average or unsatisfactory must participate in a formal mentoring program with a principal. The Department of Education, working with the Education Oversight Committee, shall design the mentoring program and provide a stipend to those principals serving as mentors.

SECTION 59-18-1550. Recertification credits for teachers participating in professional development activities and improvement actions.

Each teacher employed in schools designated as below average or unsatisfactory who participate in the professional development activities and the improvement actions of the school which go beyond the normal school day and year may earn credits toward recertification according to the criteria established by the State Board of Education. To receive credit, activities must be based on identified professional development needs outlined in the school's improvement plan and must include at least one of the following:
(1) summer institute with follow-up activities;
(2) practice of new teaching strategies with peers regularly throughout the school year;
(3) work with peer study groups during the academic year in planning lessons; and
(4) observing and coaching regularly in one another's classrooms.
The activities must be approved by the Department of Education and the department shall determine the amount of credit earned by the participation.

SECTION 59-18-1560. Grant programs for schools designated as below average or unsatisfactory; development of eligibility guidelines; funding.

(A) The State Board of Education, working with the Accountability Division and the Department of Education, must establish grant programs for schools designated as below average and for schools

designated as unsatisfactory. A school designated as below average will qualify for a grant to undertake any needed retraining of school faculty and administration once the revised plan is determined by the State Department of Education to meet the criteria on high standards and effective activities. A school designated as unsatisfactory will qualify for the grant program after the State Board of Education approves its revised plan. A grant or a portion of a grant may be renewed annually over the next three years, if school and district actions to implement the revised plan continue. Should student performance not improve, any revisions to the plan must meet high standards prior to renewal of the grant. The revised plan must be reviewed by the district and board of trustees and the State Department of Education to determine what other actions, if any, need to be taken. A grant may be extended for up to an additional two years, if the State Board of Education determines it is needed to sustain academic improvement. The funds must be expended based on the revised plan and according to criteria established by the State Board of Education. Prior to extending any grant, the Accountability Division shall review school expenditures to make a determination of the effective use of previously awarded grant funds. If deficient use is determined, those deficiencies must be identified, noted, and corrective action taken before a grant extension will be given.
(B) The State Board of Education, working with the Department of Education and with the approval of the Education Oversight Committee, will develop guidelines outlining eligibility for the grant programs and methods of distributing funds which will be in effect until such time as the school ratings in Section 59-18-900(B) are implemented. In developing the eligibility guidelines, the board should consider criteria similar to that used in the former impaired district program. Until such time as regulations are promulgated, the funds shall be distributed on a per teacher basis for use only as outlined in the revised school plan.
(C) A public school assistance fund shall be established as a separate fund within the state general fund for the purpose of providing financial support to assist poorly performing schools. The fund may consist of grants, gifts, and donations from any public or private source or monies that may be appropriated by the General Assembly for this purpose. Income from the fund shall be retained in the fund. All funds may be carried forward from fiscal year to fiscal year. The State Treasurer shall invest the monies in this fund in the same manner as other funds under his control are invested. The State Board of Education, in consultation with the commission, shall administer and authorize any disbursements from the fund. The State Board of Education shall promulgate regulations to implement the provisions of this section.

SECTION 59-18-1570. School district rated below average; appointment of external review committee; duties; recommendations; composition.

(A) When a district receives a rating of below average, the State Superintendent, with the approval of the State Board of Education, shall appoint an external review committee to study educational programs in that district and identify factors affecting the performance of the district. The review committee must:
(1) examine all facets of school and district operations, focusing on strengths and weaknesses, determining the extent to which the instructional program is aligned with the content standards and shall make recommendations which draw upon strategies from those who have been successful in raising academic achievement in schools with similar student characteristics;
(2) consult with parents and community members to gather additional information on the strengths and weaknesses of the district;
(3) identify personnel changes, if any, that are needed at the school and/or district level and discuss such findings with the board;
(4) work with school staff, central offices, and local boards of trustees in the design of the district's plan, implementation strategies, and professional development training that can reasonably be expected to improve student performance and increase the rate of student progress in the district;
(5) identify needed support from the State Department of Education and other sources for targeted long-term technical assistance;
(6) report its recommendations, no later than three months after the district receives the designation of unsatisfactory, to the superintendent, the district board of trustees, and the State Board of Education; and
(7) report annually over the next four years to the local board of trustees and state board, or as deemed necessary by the state board, on the district's and school's progress in implementing the plans and recommendations and in improving student performance.

(B) Within thirty days, the Department of Education must notify the superintendent and the district board of trustees of the recommendations approved by the State Board of Education. Upon the approval of the recommendations, the Department of Education must delineate the activities, support, services, and technical assistance it will provide to support the recommendations and sustain improvement over time. The external review committee must report annually to the local board of trustees and the state board over the next four years, or as deemed necessary by the state board, on the district's progress in implementing the recommendations and improving student performance.
(C) The review committee shall be composed of State Department of Education staff, representatives from selected school districts, higher education, and business.

SECTION 59-18-1580. Declaration of state of emergency in school district rated below average.

If recommendations approved by the State Board of Education are not satisfactorily implemented by the school district according to the time line developed by the State Board of Education, or if student performance has not made the expected progress and the school district is designated as unsatisfactory, the district superintendent and members of the board of trustees must appear before the State Board of Education to outline the reasons why a state of emergency should not be declared in the district. The state superintendent, with the approval of the State Board of Education, is granted authority to do any of the following:
(1) furnish continuing advice and technical assistance in implementing the recommendations of the State Board of Education;
(2) recommend to the Governor that the office of superintendent be declared vacant. If the Governor declares the office vacant, the state superintendent may furnish an interim replacement until the vacancy is filled by the board of trustees or until an election is held as provided by law to fill the vacancy if the superintendent who is replaced is elected to such office. Local boards of trustees negotiating contracts for the superintendency shall include a provision that the contract is void should the Governor declare that office of superintendency vacant pursuant to this section. This contract provision does not apply to any existing contracts but to new contracts or renewal of contracts;
(3) declare a state of emergency in the school district and assume management of the school district.

SECTION 59-18-1590. Continuing review of instructional and organizational practices and delivery of technical assistance by Department of Education.

To assist schools and school districts as they work to improve classroom practice and student performance, the Department of Education must increase the delivery of quality technical assistance services and the assessment of instructional programs. The department may need to reshape some of its organization and key functions to make them more consistent with the assistance required by schools and districts in developing and implementing local accountability systems and meeting state standards. The Department of Education must:
(1) establish an ongoing state mechanism to promote successful programs found in South Carolina schools for implementation in schools with similar needs and students, to review evidence on instructional and organizational practices considered to be effective, and to alert schools and classroom teachers to these options and the sources of training and names of implementing schools;
(2) provide information and technical assistance in understanding state policies, how they fit together, and the best practice in implementing them; and
(3) establish a process for monitoring information provided for accountability and for assessing improvement efforts and implementation of state laws and policies which focuses on meeting the intent and purpose of those laws and policies.

SECTION 59-18-1595. Reallocation of technical assistance funding.
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 end-of-year assessment scores. In order to best meet the needs of low-performing schools, the funding provided for technical assistance under the Education Accountability Act may be reallocated among the programs and purposes specified in this section. The State Department of Education shall establish criteria for reviewing and assisting schools that will be rated unsatisfactory using a tiered system with the lowest-performing

schools receiving highest priority. Not to exceed the statewide total number of specialists stipulated by the Education Accountability Act, the highest priority school assistance shall include a year-long technical assistance team that may include a lead principal or curriculum specialist, or both. All specialists shall have a demonstrated record of success in their field and shall be entitled to the incentives and benefits of a teacher specialist. Technical assistance for below average schools shall be provided to the extent possible in order of need. The State Department of Education shall provide information on the technical assistance strategies and their impact to the State Board of Education, the Education Oversight Committee, the Senate Education Committee, the Senate Finance Committee, the House of Representatives Education and Public Works Committee, and the House of Representatives Ways and Means Committee annually.

SECTION 59-18-1600
(A) A school that has received an unsatisfactory absolute academic performance rating on its most recent report card shall offer an orientation class for parents. The orientation class must focus on the following topics: (1) the value of education; (2) academic assistance programs that are available at the school and in the community; (3) student disciplines; (4) school policies; (5) explanation of information that will be presented on the school's report card issues in November; and (6) other pertinent issues.

(B) The school shall offer the orientation class each year the school receives an unsatisfactory absolute academic performance rating on the school report card and shall provide parents with written notification of the date and time of the meeting. Schools are encouraged to offer the orientation class at a time in which the majority of parents would be able to attend. Additionally, schools are encouraged to provide orientation classes in community settings or workplaces so that the needs of parents with transportation difficulties or scheduling conflicts can be met.

(C) parent or guardian of each student who is registered to attend the school shall attend the orientation class each year it is offered.

ARTICLE 17.
PUBLIC INFORMATION

SECTION 59-18-1700. Public information campaign; development and approval; funding.

(A) An on-going public information campaign must be established to apprise the public of the status of the public schools and the importance of high standards for academic performance for the public school students of South Carolina. A special committee shall be appointed by the Chairman of the Education Oversight Committee to include two committee members representing business and two representing education and others representing business, industry, and education. The committee shall plan and oversee the development of a campaign, including public service announcements for the media and other such avenues as deemed appropriate for informing the public. The plan must be reported to the Governor, the Senate Education Committee, and the House Education and Public Works Committee by March 15, 1999.
(B) A separate fund within the state general fund will be established to accept grants, gifts, and donations from any public or private source or monies that may be appropriated by the General Assembly for the public information campaign. Members of the Oversight Committee representing business will solicit donations for this fund. Income from the fund shall be retained in the fund. All funds may be carried forward from fiscal year to fiscal year. The State Treasurer shall invest the monies in this fund in the same manner as other funds under his control are invested. The Oversight Committee shall administer and authorize any disbursements from the fund. Private individuals and groups shall be encouraged to contribute to this endeavor.

ARTICLE 19.
MISCELLANEOUS

SECTION 59-18-1910. Homework centers.

The State Board of Education shall establish grant programs to fund homework centers in schools and districts designated as below average and unsatisfactory. Until such time as these ratings are

established, all schools in districts declared to be impaired are eligible to receive funding on a per pupil basis. Schools receiving such designations must provide centers that go beyond the regular school hours where students can come and receive assistance in understanding and completing their school work. Funds provided for these centers may be used for salaries for certified teachers and for transportation costs. Homework centers meeting the criteria established by the board shall receive funds as appropriated by the General Assembly. For 1998-99, of the funds appropriated for assessment, up to five hundred thousand dollars shall be used for homework centers.

SECTION 59-18-1920. Modified school year or school day schedule; grant program established; application; implementation plan.

(A) The State Board of Education, through the Department of Education, shall establish a grant program to encourage school districts to pilot test or implement a modified school year or school day schedule. The purpose of the grant is to assist with the additional costs incurred during the intersessions for salaries, transportation, and operations, or for additional costs incurred by lengthening the school day. For a district to qualify for a grant, all the schools within a specific feeder zone or elementary-to-middle-to-high-school attendance area, must be pilot testing or implementing the modified year or day schedule. Districts declared to be impaired will have priority in obtaining such grants.
(B) To obtain a grant, a district shall submit an application to the state board in a format specified by the Department of Education. The application shall include a plan for implementing a modified year or day that provides the following: more time for student learning, learning opportunities that typically are not available in the regular student day, targeted assistance for students whose academic performance is significantly below promotion standards, more efficient use of facilities and other resources, and evaluations of the impact of the modified schedule. Local district boards of trustees shall require students whose performance in a core subject area, as defined in Section 59-18-300, is the equivalent of a “D” average or below to attend the intersessions or stay for the lengthened day and receive special assistance in the subject area. Funding for the program is as provided by the General Assembly in the annual appropriations act. Each grant award for program pilot testing or implementation may not exceed a three-year period.

SECTION 59-18-1930. Review of state and local professional development; recommendations for improvement.

The Education Oversight Committee shall provide for a comprehensive review of state and local professional development to include principal leadership development and teacher staff development. The review must provide an analysis of training to include what professional development is offered, how it is offered, the support given to implement skills acquired from professional development, and how the professional development enhances the academic goals outlined in district and school strategic plans. The oversight committee shall recommend better ways to provide and meet the needs for professional development, to include the use of the existing five contract days for in service. Needed revisions shall be made to state regulations to promote use of state dollars for training which meets national standards for staff development.
Upon receipt of the recommendations from the comprehensive review of state and local professional development, the State Department of Education shall develop an accountability system to ensure that identified professional development standards are effectively implemented. As part of this system the department shall provide information on the identified standards to all principals and other professional development leaders. Training for all school districts in how to design comprehensive professional development programs that are consistent with the standards shall also be a part of the implementation. A variety of staff development options that address effective teaching and assessment of state academic standards and workforce preparation skills shall be included in the information provided to principals and other professional development leaders to ensure high levels of student achievement.

SECTION 59-24-5. Principal Leadership

The General Assembly finds that the leadership of the principal is key to the success of a school, and support for ongoing, integrated professional development is integral to better schools and to the improvement of the actual work of teachers and school staff.

SECTION 59-24-10. Assessment of principals prior to appointment

Beginning with the school year 1999-2000, any person prior to permanent appointment as a principal for any elementary school, secondary school, or vocational center must be assessed for instructional leadership and management capabilities by the Leadership Academy of the South Carolina Department of Education. Districts may appoint such persons on an interim basis until such time as the assessment is completed. A report of this assessment must be forwarded to the district superintendent and board of trustees. The provisions of this section do not apply to any persons currently employed as principals on the effective date of the provisions of this paragraph nor to any persons hired as principals before the beginning of school year 1999-2000.

SECTION 59-24-30. Administrator professional development plan

All school administrators shall develop an on-going individual professional development plan with annual updates which is appropriate for their role or position. This plan shall support both their individual growth and organizational needs. Organizational needs must be defined by the districts' strategic plans or school renewal plans. Individuals completing the assessment for instructional leadership will develop their professional development plan on the basis of that assessment. The Department of Education shall assist school administrators in carrying out their professional development plans by reviewing the school and district plans and providing or brokering programs and services in the areas identified for professional development."

SECTION 59-24-50 Standards for continuous professional development programs**.**

By January 1, 1999, the South Carolina Department of Education's Leadership Academy shall develop, in cooperation with school districts, district consortia, and state-supported institutions of higher education, continuous professional development programs which meet national standards for professional development and focus on the improvement of teaching and learning. By July 1, 1999, programs funded with state funds must meet these standards and must provide training, modeling, and coaching on effective instructional leadership as it pertains to instructional leadership and school-based improvement, including instruction on the importance of school improvement councils and ways administrators may make school improvement councils an active force in school improvement. The training must be developed and conducted in collaboration with the School Council Assistance Project."

SECTION 59-24-80. Induction program for principals

Beginning with school year 1999-2000, each school district, or consortium of school districts, shall provide school principals serving for the first time as the head building administrators with a formalized induction program in cooperation with the State Department of Education. The State Board of Education must develop regulations for the program based on the criteria and statewide performance standards which are a part of the process for assisting, developing, and evaluating principals employed in the school districts. The program must include an emphasis on the elements of instructional leadership skills, implementation of effective schools research, and analysis of test scores for curricular improvement."

SECTION 59-24-15. Contractual rights.

Certified education personnel who are employed as administrators on an annual or multi-year contract will retain their rights as a teacher under the provisions of Article 3 of Chapter 19 and Article 5 of Chapter 25 of this title but no such rights are granted to the position or salary of administrator. Any such administrator who presently is under a contract granting such rights shall retain that status until the expiration of that contract.

SECTION 59-6-10 Establishment of Education Oversight Committee

(A) 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 Act 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.

Each state agency and entity responsible for implementing the Education Accountability Act and the Education Improvement Act funded programs shall submit to the Education Oversight Committee programs and expenditure reports and budget requests as needed and in a manner prescribed by the Education Oversight Committee.

The committee consists of the following persons:

(1) Speaker of the House of Representatives or his designee;

(2) President Pro Tempore of the Senate or his designee;

(3) Chairman of the Education and Public Works Committee of the House of Representatives or his designee;

(4) Chairman of the Education Committee of the Senate or his designee;

(5) Governor or his designee;

(6) Chairman of the Ways and Means Committee of the House of Representatives or his designee;

(7) Chairman of the Finance Committee of the Senate or his designee;

(8) Five members representing business and industry who must have experience in business, management, or policy to be appointed as follows: one by the Governor, one by the President Pro Tempore of the Senate, one by the Speaker of the House, one by the Chairman of the Senate Education Committee, and one by the Chairman of the House Education and Public Works Committee; and

(9) Five members representing public education teachers and principals to be appointed as follows: one by the Governor, one by the President Pro Tempore of the Senate, one by the Speaker of the House, one by the Chairman of the Senate Education Committee, and one by the Chairman of the House Education and Public Works Committee.

Initial appointment must be made by July 31, 1998, at which time the Governor or his designee shall call the first meeting. At the initial meeting, a chairman elected from the members representing the business and industry appointees and a vice chairman representing the education members shall be elected by a majority vote of the committee. The members appointed pursuant to items (1) through (7) may serve notwithstanding the provisions of Section 8-13-770. Their terms of office on the committee must be coterminous with their terms of office as Governor or members of the General Assembly.

(B) The terms of office of the members of the Education Oversight Committee, except for the legislative members, are four years and until their successors are appointed and qualify except of those first appointed the terms must be staggered as follows:

(1) initial terms of two years shall be served by the two members of the business and industry community appointed by the chairmen of the Education Committees;

(2) initial terms of three years shall be served by the members of the education community appointed by the President Pro Tempore of the Senate and the Speaker of the House; and

(3) all other voting members shall serve initial four-year terms. The terms of chairman and vice chairman shall be two years. At the end of each two-year term, an election must be held for the chairmanship and vice chairmanship by majority vote of the members attending with quorum present. No member shall serve more than four consecutive years as chairman or vice chairman.

Members of the committee shall meet no less than once a quarter and annually shall submit their findings and recommendations to the General Assembly before March first of each fiscal year. The staff positions of the Select Committee and the people presently in those positions initially shall be transferred to the Education Oversight Committee as administrative staff to carry out its functions."

SECTION 59-6-100. Establishment of Accountability Division

Within the Education Oversight Committee, an Accountability Division must be established to report on the monitoring, development, and implementation of the performance based accountability system and reviewing and evaluating all aspects of the Education Accountability Act and the Education Improvement Act.

The Education Oversight Committee will employ, by a majority vote, for a contract term of three years an executive director for the Accountability Division. The director must be chosen solely on grounds of fitness to perform the duties assigned to him and must possess at least the following qualifications: a demonstrated knowledge of public education, experience in program evaluation, and experience in a responsible managerial capacity. No member of the General Assembly nor anyone who will have been a member for one year previously will be contracted to serve as director. The director will have the authority to employ, with the approval of the subcommittee, professional and support staff as necessary to carry out the duties of the division, which shall be separate from the administrative staff of the Education Oversight Committee.

SECTION 59-6-110. Duties of the Division of Accountability

The division must examine the public education system to ensure that the system and its components and the EIA programs are functioning for the enhancement of student learning. The division will recommend the repeal or modification of statutes, policies, and rules that deter school improvement. The division must provide annually its findings and recommendations in a report to the Education Oversight Committee no later than February first. The division is to conduct in-depth studies on implementation, efficiency, and the effectiveness of academic improvement efforts and:

(1) monitor and evaluate the implementation of the state standards and assessment;

(2) oversee the development, establishment, implementation, and maintenance of the accountability system;

(3) monitor and evaluate the functioning of the public education system and its components, programs, policies, and practices and report annually its findings and recommendations in a report to the commission no later than February first of each year; and

(4) perform other studies and reviews as required by law.

The responsibilities of the division do not include fiscal audit functions or funding recommendations except as they relate to accountability. It is not a function of this division to draft legislation and neither the director nor any other employee of the division shall urge or oppose any legislation. In the performance of its duties and responsibilities, the division and staff members are subject to the statutory provisions and penalties regarding confidentiality of records as they apply to students, schools, school districts, the Department of Education, and the Board of Education.

SECTION 59-6-120 Work with the Division of Accountability.

The State Department of Education, the State Board of Education, and the school districts and schools shall work collaboratively with the Division of Accountability to provide information needed to carry out the responsibilities and duties of its office. The Division of Accountability may call on the expertise of the state institutions of higher learning and any other public agencies for carrying out its functions and may coordinate and consult with existing agency and legislative staff."

Task force Parental Involvement Task Force

[Note: Because this action was limited by time, the provision is not codified]

SECTION 10. When parents are involved with their children's education, students achieve more, regardless of socio-economic status, ethnic/racial background, or the parents' education level. The more extensive the parent involvement, the higher level of the student achievement. Therefore, the Education Oversight Committee shall appoint a task force to review current state programs and policies for parent participation in their children's education. The task force is to look for ways to encourage and induce parents to oversee and support student academic performance and behavior that contributes to academic improvement. The membership of the task force should include: public school educators from rural, urban, and suburban schools and districts; parents of public school children; social service representatives; and a juvenile justice representative. The task force must be appointed no later than September 1, 1998, and shall provide its report and recommendations to the Education Oversight Committee by October 15, 1999.

SECTION 59-29-10 Phonics required

The county board of education and the board of trustees for each school district shall see that in every school under their care there shall be taught, as far as practicable, orthography, reading, writing, arithmetic, geography, English grammar and instruction in phonics, the elements of agriculture, the history of the United States and of this State, the principles of the Constitutions of the United States and of this State, morals and good behavior, algebra, physiology and hygiene (especially as to the effects of alcoholic liquors and narcotics upon the human system), English literature, and such other branches as the state board may from time to time direct."

SECTION 59-63-65. Class Size Reduction

School districts which choose to reduce class size to fifteen to one in grades one through three shall be eligible for funding for the reduced pupil-teacher ratios from funds provided by the General Assembly for this purpose. Funding for schools in districts designated as impaired or for schools rated as unsatisfactory on the accountability ratings will receive priority in the distribution of funds. Funding for the impaired district schools and schools ranked unsatisfactory will be allocated based on the average daily membership in grades one through three in those schools for implementing reduced class size of fifteen to one in those grades. Other school districts will receive funding allocated based on free and reduced lunch eligible students. Local match is required for the lower ratio funding based on the Education Finance Act formula. Boards of trustees of each school district may implement the lower pupil-teacher ratios on a school by school, grade by grade, or class by class basis. District boards of trustees

implementing the reduced ratios must establish policies to give priority to reduce the ratios in schools with the highest number of students eligible for the federal free and reduced lunch program, and these students must be given priority in implementing the reduced class size. Unobligated funds from state appropriations which become available to a district during a fiscal year shall be redistributed to fund additional teachers on a prorated basis.

Districts choosing to implement the reduced class size must track the students served in classes with a 15:1 ratio for three years so that the impact of smaller class size can be evaluated. The Department of Education, working with the Accountability Division, will develop a plan for evaluating the impact of this initiative and report to the Education Oversight Committee no later than December 1, 2001. School districts must document the use of these funds to reduce class size and the State Department of Education will conduct audits to confirm appropriate use of class size reduction funding.

As used in this section, 'teacher' refers to an employee possessing a professional certificate issued by the State Department of Education whose full-time responsibility is instruction of students. Pupil-teacher ratio is based on average daily membership.

Portable or other temporary classroom space may be used to meet any facilities needs for reducing class size to fifteen to one, and notwithstanding the provisions of Section 59-144-30, funding derived from the Children's Education Endowment Fund may be used to acquire such portable or temporary facilities."

Repeal

SECTION 13. Sections 59-6-12, 59-18-10, 59-18-11, 59-18-15, 59-18-20, 59-18-25, 59-18-30, and 59-18-31 of the 1976 Code are repealed.

Copy of act to be provided

SECTION 14. The Department of Education must provide a copy of this act to every district superintendent and school principal in this State.

References

SECTION 15. The Code Commissioner is directed to change all references in the Code of Laws to the Select Committee so as to read the Education Oversight Committee.

PARENTAL INVOLVEMENT IN THEIR CHILDREN'S EDUCATION ACT OF 2000

SECTION 59-28-100. Citation of chapter.

This chapter may be cited as the "Parental Involvement in Their Children's Education Act".

SECTION 59-28-110. Purpose.

It is the purpose of the General Assembly in this chapter to:
(1) heighten awareness of the importance of parents' involvement in the education of their children throughout their schooling;
(2) encourage the establishment and maintenance of parent-friendly school settings; and
(3) emphasize that when parents and schools work as partners, a child's academic success can best be assured.

SECTION 59-28-120. State agency involvement.

The Governor shall require state agencies that serve families and children to collaborate and establish networks with schools to heighten awareness of the importance of parental influence on the academic success of their children and to encourage and assist parents to become more involved in their children's education.

SECTION 59-28-130. Parental involvement plans; recognition of improvement; establishing criteria for staff training.

The State Board of Education shall:
(1) require school and district long-range improvement plans required in Section 59-139-10 to include parental involvement goals, objectives, and an evaluation component;
(2) recognize districts and schools where parental involvement significantly increases beyond stated goals and objectives; and
(3) establish criteria for staff training on school initiatives and activities shown by research to increase parental involvement in their children's education.

SECTION 59-28-140. Design of parental involvement and best practices training programs; incorporation into teacher and principal preparation programs.

The State Superintendent of Education shall:
(1) design parental involvement and best practices training programs in conjunction with higher education institutions and the pre-K through grade 12 education community, including parental program coordinators, which shall include:
(a) practices that are responsive to racial, ethnic, and socio-economic diversity, and are appropriate to various grade-level needs;
(b) establishment and maintenance of parent-friendly school settings;
(c) awareness of community resources that strengthen families and assist students to succeed; and
(d) other topics appropriate for fostering partnerships between parent and teacher;
(2) work collaboratively with the Commission on Higher Education to incorporate parental involvement training into teacher preparation and principal preparation programs consistent with the training provided in subsection (1) of this section.

SECTION 59-28-150. State Superintendent of Education activities to promote parental involvement.

The State Superintendent of Education shall:
(1) promote parental involvement as a priority for all levels from pre-K through grade 12, with particular emphasis at the middle and high school levels where parental involvement is currently least visible;
(2) designate a Department of Education staff position whose specific role is to coordinate statewide initiatives to support school and district parental involvement;

(3) collect and disseminate to districts and schools practices shown by research to be effective in increasing parental involvement at all grade levels;
(4) provide parental involvement staff development training for district and school liaisons, as needed;
(5) provide technical assistance relating to parental involvement training to districts and schools;
(6) sponsor statewide conferences on best practices;
(7) identify, recommend, and implement ways to integrate programs and funding for maximum benefit to enhance parental involvement;
(8) enroll the Department of Education as a state member of national organizations which promote proven parental involvement frameworks, models, and practices and provide related services to state and local members;
(9) promote and encourage local school districts to join national parental involvement organizations; and
(10) monitor and evaluate parental involvement programs statewide by designing a statewide system which will determine program effectiveness and identify best practices and report evaluation findings and implications to the General Assembly, State Board of Education, and Education Oversight Committee.

SECTION 59-28-160. Local school board of trustees activities.

Each local school board of trustees shall:
(1) consider joining national organizations which promote and provide technical assistance on various proven parental involvement frameworks and models;
(2) incorporate, where possible, proven parental involvement practices into existing policies and efforts;
(3) adopt policies that emphasize the importance, strive to increase and clearly define expectations for effective parental involvement practices in the district schools;
(4) provide for all faculty and staff, no later than the 2002-2003 school year, parental involvement orientation and training through staff development with an emphasis on unique school and district needs and after that, on an ongoing basis as indicated by results of evaluations of district and school parental involvement practices and as required by the State Board of Education;
(5) provide incentives and formal recognition for schools that significantly increase parental involvement as defined by the State Board of Education;
(6) require an annual briefing on district and school parental involvement programs including findings from state and local evaluations on the success of the district and schools' efforts; and
(7) include parental involvement expectations as part of the superintendent's evaluation.

SECTION 59-28-170. School district superintendent activities.

(A) Each school district superintendent shall consider:
(1) designating staff to serve as a parent liaison for the district to coordinate parental involvement initiatives and coordinate community and agency collaboration to support parents and families;
(2) requiring each school to designate a faculty contact for parental involvement efforts to work collaboratively with the district coordinator and network with other school faculty contacts;
(3) requiring each school principal to designate space within the school specifically for parents which contains materials and resources on the numerous ways parents and schools can and should partner for a child's academic success; and
(4) encouraging principals to adjust class and school schedules to accommodate parent-teacher conferences at times more convenient to parents and, to the extent possible, accommodate parents in cases where transportation and normal school hours present a hardship.
(B) Each school district superintendent shall:
(1) include parental involvement expectations as part of each principal's evaluation;
(2) include information about parental involvement opportunities and participation in the district's annual report; and
(3) disseminate to all parents of the district the expectations enumerated in Section 59-28-180.

SECTION 59-28-180. Parent expectations.

Parent involvement influences student learning and academic performance; therefore, parents are expected to:
(1) uphold high expectations for academic achievement;

(2) expect and communicate expectations for success;
(3) recognize that parental involvement in middle and high school is equally as critical as in elementary school;
(4) ensure attendance and punctuality;
(5) attend parent-teacher conferences;
(6) monitor and check homework;
(7) communicate with the school and teachers;
(8) build partnerships with teachers to promote successful school experiences;
(9) attend, when possible, school events;
(10) model desirable behaviors;
(11) use encouraging words;
(12) stimulate thought and curiosity; and
(13) show support for school expectations and efforts to increase student learning.

SECTION 59-28-190. Education Oversight Committee survey to determine effectiveness of efforts to increase parent involvement.

The Education Oversight Committee shall survey parents to determine if state and local efforts are effective in increasing parental involvement. This information shall be used in the public awareness campaign required by the Education Accountability Act to promote the importance of parental involvement. The campaign shall include:
(1) advice for parents on how to help their children be successful in school and the importance of nurturing their children's skills and abilities;
(2) requests to employers, state agencies, entities, community groups, nonprofit organizations, and faith communities that work with children and families to distribute and display parent advice and other pertinent parent information;
(3) promotion of the benefits of increased productivity, loyalty, and sense of community which result from parent-friendly workplace policies;
(4) ideas and encouragement to employers to adopt parent-friendly workplace policies and to provide information on the importance of parents to a child's academic success;
(5) recognition of businesses and employers where parent-friendly policies have been adopted; and
(6) recognition of agencies and faith communities that have supported and increased parental involvement.

SECTION 59-28-200. Development of informational materials.

The Education Oversight Committee and the State Superintendent of Education shall develop and publish jointly informational materials for distribution to all public school parents and to teachers. The informational materials for distribution shall include:

(1) an explanation of the grade-level academic content standards and advice on how parents can help their children achieve the standards and the relationship of the standards to the state assessments; and

(2) printed information about the standards and advice relative to parental involvement in their children's education for visible display and use in every public school K-12 classroom.

SECTION 59-28-210. Distribution of informational materials.

The Education Oversight Committee shall disseminate the informational materials prepared pursuant to Section 59-28-200 to all districts and schools.

SECTION 59-28-220. Development of employer tax credit incentives for paid parent-employee release time.

The Education Oversight Committee, in cooperation with representatives of the Department of Commerce, the Department of Revenue, and the South Carolina Chamber of Commerce, shall develop recommendations for employer tax credits as incentives to:

(1) provide parent-employee release time for parent-teacher conferences or attendance at their children's academic-related events without loss of pay; and

(2) develop workplace policies which enable parents to improve their literacy, assist their children with academics, and become more involved in their child's education as a result of employers working with local school officials.

Recommendations shall be reported to the Senate Finance and Education Committees, House Ways and Means Committee, and the House Education and Public Works Committee no later than January 1, 2001.

TEACHER QUALITY ACT OF 2000
Evaluation Requirement

Section 59-26-20 (3) (j)
(j) the Commission on Higher Education, in consultation with the State Department of Education and the staff of the South Carolina Student Loan Corporation, shall develop a loan program whereby talented and qualified state residents may be provided loans to attend public or private colleges and universities for the sole purpose and intent of becoming certified teachers employed in the State in areas of critical need. Areas of critical need shall include both geographic areas and areas of teacher certification and must be defined annually for that purpose by the State Board of Education. The definitions used in the federal Perkins Loan Program shall serve as the basis for defining "critical geographical areas". The recipient of a loan is entitled to have up to one hundred percent of the amount of the loan plus the interest canceled if he becomes certified and teaches in an area of critical need. Should the area of critical need that the loan recipient is teaching in be reclassified during the time of cancellation, the cancellation shall continue as though the critical need area had not changed. Additionally, beginning with the 2000-2001 school year, a teacher with a teacher loan through the South Carolina Student Loan Corporation shall qualify, if the teacher is teaching in an area newly designated as a critical needs area (geographic or subject, or both). Previous loan payments shall not be reimbursed. The Department of Education and the local school district shall be responsible for annual distribution of the critical needs list. It shall be the responsibility of the teacher to request loan cancellation through service in a critical needs area to the Student Loan Corporation by November 1.
Beginning July 1, 2000, the loan must be canceled at the rate of twenty percent or three thousand dollars, whichever is greater, of the total principal amount of the loan plus interest on the unpaid balance for each complete year of teaching service in either an academic critical need area or in a geographic need area. The loan must be canceled at the rate of thirty-three and one-third percent, or five thousand dollars, whichever is greater, of the total principal amount of the loan plus interest on the unpaid balance for each complete year of teaching service in both an academic critical need area and a geographic need area. Beginning July 1, 2000, all loan recipients teaching in the public schools of South Carolina but not in an academic or geographic critical need area are to be charged an interest rate below that charged to loan recipients who do not teach in South Carolina.
Additional loans to assist with college and living expenses shall be made available for talented and qualified state residents attending public or private colleges and universities in this State for the sole purpose and intent of changing careers in order to become certified teachers employed in the State in areas of critical need. These loan funds also may be used for the cost of participation in the critical needs certification program pursuant to Section 59-26-30(A)(8). Such loans must be cancelled under the same conditions and at the same rates as other critical need loans.
In case of failure to make a scheduled repayment of any installment, failure to apply for cancellation of deferment of the loan on time, or noncompliance by a borrower with the intent of the loan, the entire unpaid indebtedness including accrued interest, at the option of the commission, shall become immediately due and payable. The recipient shall execute the necessary legal documents to reflect his obligation and the terms and conditions of the loan. The loan program, if implemented, pursuant to the South Carolina Education Improvement Act, is to be administered by the South Carolina Student Loan Corporation. Funds generated from repayments to the loan program must be retained in a separate account and utilized as a revolving account for the purpose that the funds were originally appropriated. Appropriations for loans and administrative costs incurred by the corporation are to be provided in annual amounts, recommended by the Commission on Higher Education, to the State Treasurer for use by the corporation. The Education Oversight Committee shall review the loan program annually and report to the General Assembly;

EDUCATION LOTTERY ACT OF 2001
Membership on Lottery Oversight Committee

SECTION 59-150-325. Education Lottery Oversight Committee; powers; duties; report of minority participation; demographic analysis.

(A)(1) There is created as a committee, the South Carolina Education Lottery Oversight Committee, to be composed of twelve members. The members of the committee must be appointed as follows: the Speaker of the House of Representatives appoints three members, one of whom must be the Chairman of the House Education and Public Works Committee; the President Pro Tempore of the Senate appoints three members, one of whom must be the Chairman of the Senate Education Committee; the Chairman of the South Carolina Commission on Higher Education appoints three members; and the Chairman of the South Carolina Education Oversight Committee appoints three members. The Speaker of the House of Representatives and the President Pro Tempore of the Senate must each appoint one co-chairman from the membership of the South Carolina Education Lottery Oversight Committee. The oversight committee must periodically, but at least annually, inquire into and review the operations of the commission and review and evaluate the success with which the commission is accomplishing its statutory duties and functions as provided in this chapter. The oversight committee must also hold an annual public hearing and may conduct an independent audit or investigation of the commission as necessary.
(2) The South Carolina Education Lottery Oversight Committee may initiate and propose changes in the laws of this State so as to prevent abuses and evasions of this chapter or its regulations or to rectify undesirable conditions in connection with the administration or operation of the lottery.
(3) If the funds available for distribution pursuant to Section 59-150-350 fall below seventy-five million dollars for any fiscal year, the oversight committee must immediately conduct an investigation into the reasons for the shortfall and, upon conclusion of their investigation, report their findings along with recommendations for changes in the laws or regulations governing the conduct of the lottery to the executive director, the board, the Governor, the President Pro Tempore of the Senate, and the Speaker of the House of Representatives. The investigation must be completed and the reports delivered to the appropriate officials within one hundred and eighty days of the end of the fiscal year for the shortfall.
(B) No later than December first of each year, the commission must provide to the oversight committee a complete report of the level of participation of minority businesses in all retail and procurement contracts awarded by the commission.
(C) No later than December first of each year for the first five years the lottery is operational, the commission must provide to the oversight committee a complete report of a demographic analysis of lottery players. The commission must employ an independent firm experienced in demographic analysis to conduct the demographic study of lottery players. Data may be collected through surveys, but must not be collected from players at the time of purchase or point of sale. The report must include the income, age, sex, education, and frequency of participation of players. The first report conducted pursuant to this section must be initiated no later than six months after the first sale of a ticket to a player pursuant to this chapter.
(D) The board must report to the Lottery Oversight Committee any matters it considers require an immediate change in the laws of this State so as to prevent abuses and evasions of this chapter or rules and regulations promulgated pursuant to it or to rectify undesirable conditions in connection with the administration or operation of the lottery.
(E) The board must advise and make recommendations to the executive director regarding the functions and operations of the lottery. A copy of all those recommendations must be forwarded to the Lottery Oversight Committee.

SCHOOL FOR THE ARTS AND HUMANITIES
Membership on GSAH Board

SECTION 59-50-20. Board of directors.

The school is governed by a board of directors composed of not more than fifteen members, as follows:
(1) one member from each congressional district, appointed by the Governor;
(2) four members from the State at large, appointed by the Governor;
(3) the Chairman of the Joint Legislative Committee on Cultural Affairs who serves ex officio;
(4) the State Superintendent of Education who serves ex officio;
(5) the Executive Director of the Commission on Higher Education who serves ex officio;
(6) two other members may be appointed at the discretion of the Governor and the chief administrative officer of the school if determined to be beneficial to the development of the school.

Members appointed by the Governor serve for terms of four years and until their successors are appointed and qualify, except that of those first appointed, the members representing the First, Second, and Third Congressional Districts and two at-large members serve for terms of two years and until their successors are appointed and qualify. Members receive mileage, subsistence, and per diem allowed by law for members of state boards, committees, and commissions.
In making the appointments, the Governor shall seek to obtain the most qualified persons from business, industry, and the educational and arts communities.
The board of directors shall explore renovating or building appropriate facilities for the school.

CHARTER SCHOOLS ACT OF 1996, as amended
Membership on Charter School Advisory Committee
Membership on Board of Trustees of State Charter School District

SECTION 59-40-70. Charter School Advisory Committee; appointment of members; review of charter school applications.

(A) The Charter School Advisory Committee shall be established by the State Board of Education to review charter school applications for compliance with established standards that reflect the requirements and intent of this chapter. Members shall be appointed by the State Board of Education unless otherwise indicated.
(1) The advisory committee shall consist of eleven members as follows:
(a) South Carolina Association of Public Charter Schools--the president or his designee and one additional representative from the association;
(b) South Carolina Association of School Administrators--the executive director or his designee;
(c) South Carolina Chamber of Commerce--the executive director or his designee and one additional representative from the chamber;
(d) South Carolina Education Oversight Committee--the chair or a business designee;
(e) South Carolina Commission on Higher Education--the chair or his designee;
(f) South Carolina School Boards Association--the executive director or his designee;
(g) South Carolina Alliance of Black Educators--the president or his designee; and
(h) One teacher and one parent to be appointed by the State Superintendent of Education.
(2) As an application is reviewed, a representative from the local school board of trustees of the affected school district and a representative of the charter committee shall serve on the advisory committee as ex officio nonvoting members.
(3) Appointing authorities shall give consideration to the appointment of minorities and women as representatives on the committee.
(4) The committee shall be convened by the State Superintendent of Education on or before July 1, 2002, who shall serve as interim chair. At the first meeting the membership shall elect a chairman and any other officers it deems necessary.
(5) The committee shall establish by-laws for its operation which shall include terms of office for its membership.
(6) An applicant shall submit the application to the advisory committee and a copy to the affected school district. The advisory committee shall receive input from the school district and shall request clarifying information from the applicant. Within sixty days, the advisory committee shall determine whether the application is in compliance. An application that is in compliance must be forwarded to the school district with a letter stating the application is in compliance. If the application is in noncompliance, it must be returned to the applicant with deficiencies noted. The applicant may appeal the decision to the State Board of Education.
(B) The local school board shall rule on the application for a charter school in a public hearing, upon reasonable public notice, within thirty days after receiving the application. If there is no ruling within thirty days, the application is considered approved.
(C) A local school board of trustees shall only deny an application if the application does not meet the requirements specified in Section 59-40-50 or 59-40-60, fails to meet the spirit and intent of this chapter, or adversely affects, as defined in regulation, the other students in the district. It shall provide, within ten days, a written explanation of the reasons for denial, citing specific standards related to provisions of Section 59-40-50 or 59-40-60 that the application violates. This written explanation immediately shall be

sent to the charter committee and filed with the State Board of Education and the Charter School Advisory Committee.
(D) In the event that the racial composition of an applicant's or charter school's enrollment differs from the enrollment of the local school district or the targeted student population by more than twenty percent, despite its best efforts, the local school district board shall consider the applicant's or the charter school's recruitment efforts and racial composition of the applicant pool in determining whether the applicant or charter school is operating in a nondiscriminatory manner. A finding by the local school district board that the applicant or charter school is operating in a racially discriminatory manner may justify the denial of a charter school application or the revocation of a charter as provided herein or in Section 59-40-110, as may be applicable. A finding by the local school district board that the applicant is not operating in a racially discriminatory manner shall justify approval of the charter without regard to the racial percentage requirement if the application is acceptable in all other aspects.
(E) If the local school board of trustees denies a charter school application, the charter applicant may appeal the denial to the State Board of Education pursuant to Section 59-40-90.
(F) If the local school board approves the application, it becomes the charter school's sponsor and shall sign the approved application which constitutes a contract with the charter committee of the charter school. A copy of the charter must be filed with the State Board of Education.

Section 59-40-230. (A) The South Carolina Public Charter School District must be governed by a board of trustees consisting of not more than eleven members:

(1) two appointed by the Governor;

(2) one appointed by the Speaker of the House of Representatives;

(3) one appointed by the President Pro Tempore of the Senate*;* and

(4) seven to be appointed by the Governor upon the recommendation of the:

(a) South Carolina Association of Public Charter Schools and one additional representative from the association;

(b) South Carolina Association of School Administrators;

(c) South Carolina Chamber of Commerce;

(d) South Carolina Education Oversight Committee;

(e) South Carolina School Boards Association;

(f) South Carolina Alliance of Black Educators.

The nine members appointed by the Governor pursuant to this subsection are subject to advice and consent of the Senate. Membership of the committee must reflect representatives from each of the entities in item (A)(4) or their designee as reflected in their recommendation.

Each member of the board of trustees shall serve terms of three years, except that, for the initial members, two appointed by the Governor, one by the Speaker of the House, and one by the President Pro Tempore of the Senate*,* shall serve terms of one year and three appointed by the Governor shall serve terms of two years. A member of the board may be removed after appointment pursuant to Section 1-3-240. In making appointments, every effort must be made to ensure that all geographic areas of the State are represented and that the membership reflects urban and rural areas of the State as well as the ethnic diversity of the State.

(B) The South Carolina Public Charter School District Board of Trustees has the same powers, rights, and responsibilities with respect to charter schools as other school district boards of trustees of this State including, but not limited to, sponsoring charter schools and applying for federal charter school grants, except that the South Carolina Public Charter School District Board of Trustees may not offer application for a charter school, issue bonds, or levy taxes.

(C) The South Carolina Public Charter School District Board of Trustees annually shall elect a chairman and other officers, as it considers necessary from among its membership.

(D) Members of the South Carolina Public Charter School District Board of Trustees are not eligible to receive compensation but are eligible for per diem, mileage, and subsistence as provided by law for members of state boards, committees, and commissions.

(E) The South Carolina Public Charter School District Board of Trustees shall:

(1) exercise general supervision over public charter schools sponsored by the district;

(2) grant charter status to qualifying applicants for public charter schools pursuant to this chapter;

(3) adopt and use an official seal in the authentication of its acts;

(4) keep a record of its proceedings;

(5) adopt rules of governance;

(6) determine the policy of the district and the work undertaken by it;

(7) prepare a budget for expenditures necessary for the proper maintenance of the board and the accomplishment of its purpose;

(8) keep financial records in accordance with state and federal accounting codes and procedures;

(9) comply with and ensure compliance of applicable state and federal regulations;

(10) procure an outside annual certified financial audit on funds and submit to the State Department of Education as required by the State Department of Education;

(11) be subject to the Freedom of Information Act;

(12) have the power to hire and fire the superintendent of the district who may have staff as needed.

(F) The South Carolina Public Charter School District Board of Trustees may contract, sue, and be sued.

EDUCATION AND ECONOMIC DEVELOPMENT ACT OF 2005
Membership on Coordinating Council

Section 59-59-170. (A) There is created the Education and Economic Development Coordinating Council. The council is comprised of the following members representing the geographic regions of the State and must be representative of the ethnic, gender, rural, and urban diversity of the State:

(1) State Superintendent of Education or his designee;

(2) Executive Director of the South Carolina Employment Security Commission or his designee;

(3) Executive Director of the State Board for Technical and Comprehensive Education or his designee;

(4) Secretary of the Department of Commerce or his designee;

(5) Executive Director of the South Carolina Chamber of Commerce or his designee;

(6) Executive Director of the South Carolina Commission on Higher Education or his designee;

(7) the following members who must be appointed by the State Superintendent of Education:

(a) a school district superintendent;

(b) a principal;

(c) a school guidance counselor;

(d) a teacher; and

(e) the director of a career and technology center;

(8) the following members who must be appointed by the Chairman of the Commission on Higher Education:

(a) the president or provost of a research university;

(b) the president or provost of a four-year college or university; and

(c) the president of a technical college;

(9) ten representatives of business appointed by the Governor, at least one of which must represent small business. Of the representatives appointed by the Governor, five must be recommended by state-wide organizations representing business and industry. The chair is to be selected by the Governor from one of his appointees;

(10) Chairman of the Education Oversight Committee or his designee;

(11) a member from the House of Representatives appointed by the Speaker of the House; and

(12) a member from the Senate appointed by the President Pro Tempore.

Initial appointments must be made by October 1, 2005, at which time the Governor shall call the first meeting. Appointments made by the Superintendent of Education, and the Governor are to ensure that the demographics and diversity of this State are represented.

(B) The council shall:

(1) advise the Department of Education on the implementation of this chapter;

(2) review accountability and performance measures for implementation of this chapter;

(3) designate and oversee the coordination and establishment of the regional centers established pursuant to Section 59-59-180.

(4) report annually by December first to the Governor, the General Assembly, the State Board of Education, and other appropriate governing boards on the progress, results, and compliance with the provisions of this chapter and its ability to provide a better prepared workforce and student success in postsecondary education;

(5) make recommendations to the Department of Education for the development and implementation of a communication and marketing plan to promote statewide awareness of the provisions of this chapter; and

(6) provide input to the State Board of Education and other appropriate governing boards for the promulgation of regulations to carry out the provisions of this chapter including, but not limited to, enforcement procedures, which may include monitoring and auditing functions, and addressing consequences for noncompliance.

SOUTH CAROLINA VIRTUAL SCHOOLS PROGRAM ACT OF 2007

Inclusion in testing program and school and district ratings

SECTION 59-16-70.At the end of each semester, the State Department of Education shall provide student records, including course grades and performance on state assessments, to the Education Oversight Committee. The Education Oversight Committee shall monitor the impact of credits earned in the virtual school, on the school and district ratings, with particular attention to performance on end-of-course examinations and graduations rates.

SECTION 59-40-65(A) (6) [Virtual charter schools are required to] administer to all students in a proctored setting all applicable assessments as required by the South Carolina Education Accountability Act.

H. 3620
General Appropriations Bill for fiscal year 2007-2008
As Ratified by the General Assembly

SECTION 1 - H63 - DEPARTMENT OF EDUCATION

1.46 (SDE: School Districts and Special Schools Flexibility) All school districts and special schools of this State may transfer up to one hundred percent of funds between programs to any instructional program provided the funds are utilized for direct classroom instruction.

The South Carolina Department of Education must establish a procedure for the review of all transfers authorized by this provision. The details of such transfers must be provided to members of the General Assembly upon request. School districts and special schools may carry forward unexpended funds from the prior fiscal year into the current fiscal year to be used for the same purpose. All transfers executed pursuant to this provision must be completed by May first of the current fiscal year. All school districts and special schools of this State may expend funds received from the Children's Education Endowment Fund for school facilities and fixed equipment assistance, for any instructional program. The Education Oversight Committee shall 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 State Department of Education shall provide the reports on the transfers to the Education Oversight Committee for the comprehensive review. This review shall be provided to the members of the General Assembly annually. Any grant or technical assistance funds allocated directly to an individual school may not be reduced or reallocated within the school district and must be expended by the receiving school only according to the guidelines governing the funds.

1.66 (SDE: Child Development Education Pilot Program) There is created the South Carolina Child Development Education Pilot Program. This program shall be available for the 2007-2008 school year on a voluntary basis and shall focus on the developmental and learning support that children must have in order to be ready for school and must incorporate parenting education.

(A) For the 2007-2008 school year, with funds appropriated by the General Assembly, the South Carolina Child Development Education Pilot Program shall first be made available to eligible children from the following eight trial districts in Abbeville County School District et. al. vs. South Carolina: Allendale, Dillon 2, Florence 4, Hampton 2, Jasper, Lee, Marion 7, and Orangeburg 3. With any remaining funds available, the pilot shall be expanded to the remaining plaintiff school districts in Abbeville County School District et. al. vs. South Carolina. Priority shall be given to implementing the program first in those of the plaintiff districts which participated in the pilot program during the 2006-2007 school year, then in the plaintiff districts having proportionally the largest population of underserved at-risk four-year-old children. During the implementation of the pilot program, no funds appropriated by the General Assembly for this purpose shall be used to fund services to at-risk four-year-old children residing outside of the trial or plaintiff districts.

The Education Oversight Committee shall conduct an evaluation of the pilot program and shall issue a report to the General Assembly by January 1, 2008. The report shall include a comparative evaluation of children served in the pilot program and children not served in the pilot program. Additionally, based on the evaluation of the pilot program, the Education Oversight Committee shall include recommendations for the creation of and an implementation plan for phasing in the delivery of services to all at-risk four-year-old children in the state.

Unexpended funds from the prior fiscal year for this program shall be carried forward and shall remain in the program. In rare instances, students with documented kindergarten readiness barriers may be permitted to enroll for a second year, or at age five, at the

discretion of the Department of Education for students being served by a public provider or at the discretion of the Office of South Carolina First Steps to School Readiness for students being served by a private provider.

(B) Each child residing in the pilot districts, who will have attained the age of four years on or before September 1, of the school year, and meets the at-risk criteria is eligible for enrollment in the South Carolina Child Development Education Pilot Program for one year.

The parent of each eligible child may enroll the child in one of the following programs:

(1) a school-year four-year-old kindergarten program delivered by an approved public provider; or

(2) a school-year four-year-old kindergarten program delivered by an approved private provider.

The parent enrolling a child must complete and submit an application to the approved provider of choice. The application must be submitted on forms and must be accompanied by a copy of the child's birth certificate, immunization documentation, and documentation of the student's eligibility as evidenced by family income documentation showing an annual family income of 185% or less of the federal poverty guidelines as promulgated annually by the U.S. Department of Health and Human Services or a statement of Medicaid eligibility.

In submitting an application for enrollment, the parent agrees to comply with provider attendance policies during the school year. The attendance policy must state that the program consists of 6.5 hours of instructional time daily and operates for a period of not less than 180 days per year. Pursuant to program guidelines, noncompliance with attendance policies may result in removal from the program.

No parent is required to pay tuition or fees solely for the purpose of enrolling in or attending the program established under this provision. Nothing in this provision prohibits charging fees for childcare that may be provided outside the times of the instructional day provided in these programs.

(C) Public school providers choosing to participate in the South Carolina Four-Year-Old Child Development Kindergarten Program must submit an application to the Department of Education. Private providers choosing to participate in the South Carolina Four-Year-Old Child Development Kindergarten Program must submit an application to the Office of First Steps. The application must be submitted on the forms prescribed, contain assurances that the provider meets all program criteria set forth in this provision, and will comply with all reporting and assessment requirements.

Providers shall:

(1) comply with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services;

(2) comply with all state and local health and safety laws and codes;

(3) comply with all state laws that apply regarding criminal background checks for employees and exclude from employment any individual not permitted by state law to work with children;

(4) be accountable for meeting the education needs of the child and report at least quarterly to the parent/guardian on his progress;

(5) comply with all program, reporting, and assessment criteria required of providers;

(6) maintain individual student records for each child enrolled in the program to include, but not be limited to, assessment data, health data, records of teacher observations, and records of parent or guardian and teacher conferences;

(7) designate whether extended day services will be offered to the parents/guardians of children participating in the program;

(8) be approved, registered, or licensed by the Department of Social Services; and

(9) comply with all state and federal laws and requirements specific to program providers.

Providers may limit student enrollment based upon space available. However if enrollment exceeds available space, providers shall enroll children with first priority given to children with the lowest scores on an approved pre-kindergarten readiness assessment. Private providers shall not be required to expand their programs to accommodate all children desiring enrollment. However, providers are encouraged to keep a waiting list for students they are

unable to serve because of space limitations.

(D) The Department of Education and the Office of First Steps to School Readiness shall:

(1) develop the provider application form;

(2) develop the child enrollment application form;

(3) develop a list of approved research-based preschool curricula for use in the program based upon the South Carolina Content Standards, provide training and technical assistance to support its effective use in approved classrooms serving children;

(4) develop a list of approve pre-kindergarten readiness assessments to be used in conjunction with the program, provide assessments and technical assistance to support assessment administration in approved classrooms serving children;

(5) establish criteria for awarding new classroom equipping grants;

(6) establish criteria for the parenting education program providers must offer;

(7) establish a list of early childhood related fields that may be used in meeting the lead teacher qualifications;

(8) develop a list of data collection needs to be used in implementation and evaluation of the program;

(9) identify teacher preparation program options and assist lead teachers in meeting teacher program requirements;

(10) establish criteria for granting student retention waivers; and

(11) establish criteria for granting classroom size requirements waivers.

(E) Providers of the South Carolina Child Development Education Pilot Program shall offer a complete educational program in accordance with age-appropriate instructional practice and a research based preschool curriculum aligned with school success. The program must focus on the developmental and learning support children must have in order to be ready for school. The provider must also incorporate parenting education that promotes the school readiness of preschool children by strengthening parent involvement in the learning process with an emphasis on interactive literacy.

Providers shall offer high-quality, center-based programs that must include, but shall not be limited to, the following:

(1) employ a lead teacher with a two-year degree in early childhood education or related field or be granted a waiver of this requirement from the Department of Education or the Office of First Steps to School Readiness;

(2) employ an education assistant with pre-service or in-service training in early childhood education;

(3) maintain classrooms with at least 10 four-year-old children, but no more than 20 four-year-old children with an adult to child ratio of 1:10. With classrooms having a minimum of 10 children, the 1:10 ratio must be a lead teacher to child ratio. Waivers of the minimum class size requirement may be granted by the South Carolina Department of Education for public providers or by the Office of First Steps to School Readiness for private providers on a case-by-case basis;

(4) offer a full day, center-based program with 6.5 hours of instruction daily for 180 school days;

(5) provide an approved research-based preschool curriculum that focuses on critical child development skills, especially early literacy, numeracy, and social/emotional development;

(6) engage parents' participation in their child's educational experience that shall include a minimum of two documented conferences per year; and

(7) adhere to professional development requirements outlined in this article.

(F) Every classroom providing services to four-year-old children established pursuant to this provision must have a lead teacher with at least a two-year degree in early childhood education or related field and who is enrolled and is demonstrating progress toward the completion of a teacher education program within four years. Every classroom must also have at least one education assistant per classroom who shall have the minimum of a high school diploma or the equivalent, and at least two years of experience working with children under five years old. The teaching assistant shall have completed the Early Childhood

Development Credential (ECD) 101 or enroll and complete this course within twelve months of hire.

(G) The General Assembly recognizes there is a strong relationship between the skills and preparation of pre-kindergarten instructors and the educational outcomes of students. To improve these education outcomes, participating providers shall require all personnel providing instruction and classroom support to students participating in the South Carolina Child Development Education Pilot Program to participate annually in a minimum of 15 hours of professional development to include teaching children from poverty. Professional development should provide instruction in strategies and techniques to address the age-appropriate progress of pre-kindergarten students in developing emergent literacy skills, including but not limited to, oral communication, knowledge of print and letters, phonemic and phonological awareness, and vocabulary and comprehension development.

(H) Both public and private providers shall be eligible for transportation funds for the transportation of children to and from school. Nothing within this provision prohibits providers from contracting with another entity to provide transportation services provided the entities adhere to the requirements of Section 56-5-195. Providers shall not be responsible for transporting students attending programs outside the district lines. Parents choosing program providers located outside of their resident district shall be responsible for transportation. When transporting four-year-old child development students, providers shall make every effort to transport them with students of similar ages attending the same school. Of the amount appropriated for the program, not more than $185 per student shall be retained by the Department of Education for the purposes of transporting four-year-old students. This amount must be increased annually by the same projected rate of inflation as determined by the Division of Research and Statistics of the Budget and Control Board for the Education Finance Act.

(I) For all private providers approved to offer services pursuant to this provision, the Office of First Steps to School Readiness shall:

(1) serve as the fiscal agent;

(2) verify student enrollment eligibility;

(3) recruit, review, and approve eligible providers. In considering approval of providers, consideration must be given to the provider's availability of permanent space for program service and whether temporary classroom space is necessary to provide services to any children;

(4) coordinate oversight, monitoring, technical assistance, coordination, and training for classroom providers;

(5) serve as a clearing house for information and best practices related to four-year-old kindergarten programs;

(6) receive, review, and approve new classroom grant applications and make recommendations for approval based on approved criteria;

(7) coordinate activities and promote collaboration with other private and public providers in developing and supporting four-year-old kindergarten programs;

(8) maintain a database of the children enrolled in the program; and

(9) promulgate guidelines as necessary for the implementation of the pilot program.

(J) For all public school providers approved to offer services pursuant to this provision, the Department of Education shall:

(1) serve as the fiscal agent;

(2) verify student enrollment eligibility;

(3) recruit, review, and approve eligible providers. In considering approval of providers, consideration must be given t the provider's availability of permanent space for program service and whether temporary classroom space is necessary to provide services to any children;

(4) coordinate oversight, monitoring, technical assistance, coordination, and training for classroom providers;

(5) serve as a clearing house for information and best practices related to four-year-old kindergarten programs;

(6) receive, review, and approve new classroom grant applications and make recommendations for approval based on approved criteria;

(7) coordinate activities and promote collaboration with other private and public providers in developing and supporting four-year-old kindergarten programs;

(8) maintain a database of the children enrolled in the program; and

(9) promulgate guidelines as necessary for the implementation of the pilot program.

(K) The General Assembly shall provide funding for the South Carolina Child Development Education Pilot Program. For the 2007-08 school year, the funded cost per child shall be $3,931 increased annually by the rate of inflation as determined by the Division of Research and Statistics of the Budget and Control Board for the Education Finance Act. Eligible students enrolling with private providers during the school year shall be funded on a pro-rata basis determined by the length of their enrollment. Private providers transporting eligible children to and from school shall be eligible for a reimbursement of $550 per eligible child transported. Providers who are reimbursed are required to retain records as required by their fiscal agent. With funds appropriated by the General Assembly, the Department of Education shall approve grants for public providers and the Office of First Steps to School Readiness shall approve grants for private providers, of up to $10,000 per class for the equipping of new classrooms. Funding of up to two thousand five hundred dollars may be provided annually for the procurement of consumable and other materials in established classrooms.

(L) Pursuant to this provision, the Department of Social Services shall:

(1) maintain a list of all approved public and private providers; and

(2) provide the Department of Education, the Office of First Steps, and the Education Oversight Committee information necessary to carry out the requirements of this provision.

(M) The Education Oversight Committee shall conduct a comparative evaluation of the South Carolina Child Development Education Pilot Program and issue their findings in a report to the General Assembly by January 1, 2008. Based on information, data, and evaluation results, the Education Oversight Committee shall include as part of their report recommendations for the creation and implementation of a statewide four-year-old kindergarten program for at-risk children. The report shall also include information and recommendations on lead teacher qualifications and options for creating comparable salary schedules for certified teachers employed by private providers. In the current fiscal year, the Education Oversight Committee shall use funds appropriated by the General Assembly for four-year-old evaluation to support the annual collection of and continuous evaluation of data.

The report shall also include an assessment, by county, on the availability and use of existing public and private classroom capacity approved for at-risk four-year-old kindergarten students. The report shall include, by county, the estimated four-year-old population, the total number of CDEPP approved four-year-old kindergarten spaces available, the number of four-year-old children enrolled in both public and private CDEPP approved facilities, and the number of children on waiting lists for either public or private providers during the reporting period. Where possible, the report shall also include anticipated four-year-old kindergarten enrollment projections for the two years following the report.

To aid in this evaluation, the Education Oversight Committee shall determine the data necessary and both public and private providers are required to submit the necessary data as a condition of continued participation in and funding of the program. This data shall include developmentally appropriate measures of student progress. Additionally, the Department of Education shall issue a unique student identifier for each child receiving services from a private provider. The Department of Education shall be responsible for the collection and maintenance of data on the public state funded full day and half-day four-year-old kindergarten programs. The Office of First Steps to School Readiness shall be responsible for the collection and maintenance of data on the state funded programs provided through private providers. The Education Oversight Committee shall use this data and all other collected and maintained data necessary to conduct a research based review of the program's implementation and assessment of student success in the early elementary grades

1.77. (SDE: Formative Reading Assessment) Beginning with the 2007-08 school year, for grades one and two, schools will use a State Board approved developmentally appropriate

formative reading assessment. However, districts that are currently using other formative reading assessments because of the districts' participation in grant programs may use those assessments in the schools within their districts in lieu of using the State Board approved assessment. By August 1, 2007, those districts shall be required to inform the Office of Assessment what equivalent assessment for grades one and two will be used. To the extent that funds are available, the Department of Education may provide funds for districts to offset the assessment costs for non-grant schools within those districts.

SECTION 1A - H63 - DEPARTMENT OF EDUCATION-EIA

1A.6. (SDE-EIA: XI.A.1-Junior Scholars) The State Board of Education, through the Department of Education, must provide a report on the effectiveness of the Junior Scholars programs as appropriated in Part IA, Section 1, XI.A.1. to the Education Oversight Committee by October 1. Eligibility for the Junior Scholars program is open to any student who meets the requirements of the program, whether the student attends public school or private school; provided however, any private school student is responsible for paying the cost of the qualifying examination and, at the option of the Department of Education, any other costs associated with the program.

1A.11. (SDE-EIA: XI.A-Academic Assistance/Reading Recovery) Of the EIA funds appropriated herein for the Academic Assistance Act 135, $3,200,000 shall be used for the Reading Recovery programs throughout the State. Of the funds provided for Reading Recovery, up to $50,000 shall be used for piloting alternative teaching methods for reading. The State Department of Education shall report to the State Board of Education and the Education Oversight Committee on the allocation and expenditure of these funds by October 1 annually in a format agreed upon by the Education Oversight Committee and the Department of Education.

1A.17. (SDE-EIA: XI.C.2-Teacher Evaluations, XI.F.2- Implementation/Education Oversight) The Department of Education shall provide a review of the evaluation results for teachers employed under induction, annual, and continuing contracts to be presented by September 30, annually, to the State Board of Education and the Education Oversight Committee. The Department of Education is directed to oversee the evaluation of teachers at the School for the Deaf and the Blind, the John de la Howe School and the Department of Juvenile Justice under the ADEPT model.

1A.22. (SDE-EIA: XI.E.2.-Evaluation/EIA Programs) Of the funds appropriated in Part IA, Section 1, XI.E.2. for EIA Implementation, Other Operating Expenses, $349,124 may only be used by the State Department of Education to support its contracted program evaluations and the conduct of the State Board of Education's annual assessment of EIA-funded education reforms and the related report, pursuant to Section 59-6-12. Of the remaining funds appropriated in Part IA, Section 1, XI.E.2. for EIA Implementation, Other Operating Expenses shall be used to support the continuation of program and policy evaluations and studies and to support the state's participation in the Middle Grades Project, at no less than $100,000. Provided further, for the current fiscal year, $100,000 shall be provided to the South Carolina Educational Policy Center for collaborative projects with the Department of Education and the Education Oversight Committee to provide research based information and consultation services on technical issues related to establishing a more thorough accountability system for public schools, school districts, and the K-12 education system.

1A.23. (SDE-EIA: XI.F.2-CHE/Teacher Recruitment) Of the funds appropriated in Part IA, Section 1, X1.F.2. for the Teacher Recruitment Program, the S.C. Commission on Higher

Education shall distribute a total of $5,404,014 to the Center for Educator Recruitment, Retention, and Advancement (CERRA-South Carolina) for a state teacher recruitment program, of which $4,200,000 must be used for the Teaching Fellows Program and of which $166,302 must be used for specific programs to recruit minority teachers, and shall distribute $467,000 to S.C. State University to be used only for the operation of a minority teacher recruitment program and therefore shall not be used for the operation of their established general education programs. Working with districts with an absolute rating of Unsatisfactory or Below Average, CERRA will provide shared initiatives to recruit and retain teachers to schools in these districts. CERRA will report annually by October 1 to the Education Oversight Committee and the Department of Education on the success of the recruitment and retention efforts in these schools. The S.C. Commission on Higher Education shall ensure that all funds are used to promote teacher recruitment on a statewide basis, shall ensure the continued coordination of efforts among the three teacher recruitment projects, shall review the use of funds and shall have prior program and budget approval. The S.C. State University program, in consultation with the Commission on Higher Education, shall extend beyond the geographic area it currently serves. Annually, the Commission on Higher Education shall evaluate the effectiveness of each of the teacher recruitment projects and shall report its findings and its program and budget recommendations to the House and Senate Education Committees, the State Board of Education and the Education Oversight Committee by October 1 annually, in a format agreed upon by the Education Oversight Committee and the Department of Education.

1A.32. (SDE-EIA: XI.C.3-Professional Development on Standards) These funds shall be used for professional development for certificated instructional and instructional leadership personnel in grades kindergarten through 12 in the academic areas for which SBE standards documents have been approved to better link instruction and lesson plans to the standards and to any state-adopted readiness assessment tests, develop classroom assessments consistent with the standards and PACT-style testing, and analyze PACT results for needed modifications in instructional strategies. No more than five percent of the funds appropriated for professional development may be retained by the Department of Education for administration of the program; however, with the funds allocated to districts for professional development, districts may choose to purchase professional development services provided by the Department of Education. Funds may also be expended for certificated instructional and instructional leadership personnel in grades six through twelve to achieve competency in teaching reading to students who score below proficient on the reading assessment of PACT. Provided further, that $250,000 of the funds allocated to professional development must be provided to the Department of Education to implement successfully the South Carolina Readiness Assessment by creating a validation process for teachers to ensure reliable administration of the assessment, providing professional development on effective utilization and establishing the relationship between the readiness measure and third grade standards-based assessments. Multi-day work sessions shall be provided around the state during the summer and during the fall and winter using staff development days, teacher workdays, two of the remaining professional development days shall be set aside specifically for the preparation and opening of schools. District instructional leaders, regional service centers, consortia, department personnel, university faculty, contracted providers, and the resources of ETV may be used as appropriate to implement this intensive professional development initiative. Teachers participating in this professional development shall receive credit toward recertification according to State Board of Education guidelines. Funds provided for professional development on standards may be carried forward into the current fiscal year to be expended for the same purpose. No less than twenty-five percent of the funds allocated for professional development should be expended on the teaching of reading which includes teaching reading across content areas in grades three through eight.

1A.36. (SDE-EIA: XI-State of Emergency District) Notwithstanding any other provision of law, funds may be used for retired educators serving as teacher specialists, principal specialists,

principal leaders, or curriculum specialists on site in districts in which a state of emergency is declared. These educators may be hired as a principal specialist in a state of emergency district for up to four years.

1A.40. (SDE-EIA: EOC) The Education Oversight Committee may collect, retain and expend revenue from conference registration and fees; charges for materials supplied to local school districts or other entities not otherwise mandated to be provided by state law; and from other activities or functions sponsored by the committee including public awareness campaign activities. Any unexpended revenue from these sources may be carried forward into the current fiscal year and expended for the same purposes. The Education Oversight Committee is permitted to utilize the funds appropriated to it to fund programs promoting the teaching of economic education in South Carolina.

1A.43. (SDE-EIA: Report Card Printing) The State Department of Education is prohibited from printing the Annual School and District Report Card in any other color other than black and white. School districts must advertise the results of their schools' report cards in an audited newspaper of general circulation in their geographic area within 45 days. If the audited newspaper has previously published the entire report card results as a news item, this requirement is waived for the school and district. Notwithstanding Section 59-18-930, the requirement to mail school and district report cards is suspended and report cards may be sent home with the students. The parent survey required by Section 59-28-190 may be sent home with the students and the department must use the results of the parent survey to report parent perceptions on the school report cards.

1A.44. (SDE-EIA: Technical Assistance) Notwithstanding any other provision of law, and in order to best meet the needs of low-performing schools, funds appropriated for technical assistance to schools with an absolute rating of below average or unsatisfactory on the most recent annual school report card must be allocated accordingly. First, a school initially designated as unsatisfactory or below average on the current year's report card must receive by January 1, up to $10,000 from the funds appropriated for technical assistance and must expend the funds for planning purposes in accordance with Section 59-18-1560 of the 1976 Code. Furthermore, any school that does not provide the evaluation information necessary to determine effective use as required by Section 59-18-1560 of the 1976 Code, is not eligible to receive additional funding until the requested data is provided. Schools receiving an absolute rating of below average must submit to the Department of Education a school renewal plan that includes actions consistent with each of the alternative researched-based technical assistance criteria as approved by the Education Oversight Committee and the Department of Education. The school renewal plans may include compensation incentives to provide salary supplements to classroom teachers who are certified by the State Board of Education and who have obtained an Advanced Degree. The purpose of these compensation packages is to improve the recruitment and retention of teachers with Advanced Degrees in underperforming schools. If the school renewal plans are approved, schools would be permitted to use technical assistance funds to provide these salary supplements. Upon approval of the plans by the Department of Education and the State Board of Education, the school will receive an allocation of not less than $75,000, taking into consideration the enrollment of the schools. The funds must be expended on strategies and activities as expressly outlined in the school renewal plan which may include, but are not limited to, professional development, the Teacher Advancement Program (TAP), homework centers, diagnostic testing, supplemental health and social services, or comprehensive school reform efforts. The schools will work with the Department of Education to broker the services of technical assistance personnel as needed and as stipulated in the school renewal plan. Funds not expended in the prior fiscal year may be carried forward and expended for the same purpose in the current fiscal year. It is intended that the technical assistance will be provided for a

minimum of three years in order to implement fully systemic reform and to provide opportunity for building local education capacity. Furthermore, schools and school districts must use these technical assistance funds to augment or increase, not to replace local or state revenues that would have been used if the technical assistance funds had not been made available. Schools and school districts may use technical assistance funds only to supplement, and to the extent practical, increase the level of funds that would be made available from other revenue sources for these schools. A school or district may not use these technical assistance funds to supplant funds from other sources.

Schools receiving an absolute rating of unsatisfactory will be provided an external review team evaluation. Based upon the external review team evaluation, the schools must submit to the Department of Education a school renewal plan that includes actions consistent with the alternative research-based technical assistance criteria as approved by the Education Oversight Committee and the Department of Education. Upon approval of the plan by the Department of Education and the State Board of Education, the schools will receive an allocation of not less than $250,000, taking into consideration the enrollment of the schools and the recommendations of the external review team. The funds must be expended on strategies and activities as expressly outlined in the school renewal plan which may include, but are not limited to, professional development, the Teacher Advancement Program (TAP), homework centers, diagnostic testing, supplemental health and social services, or comprehensive school reform efforts. The schools will work with the Department of Education to broker the services of technical assistance personnel as needed and as stipulated in the school renewal plan. Funds not expended in the prior fiscal year may be carried forward and expended for the same purpose in the current fiscal year. It is intended that the technical assistance will be provided for a minimum of three years in order to implement fully systemic reform and to provide opportunity for building local education capacity.

With the funds appropriated to the Department of Education for technical assistance services, the department will assist schools with an absolute rating of unsatisfactory or below average in designing and implementing school renewal plans and in brokering for technical assistance personnel as needed and as stipulated in the school renewal plan. Teacher specialists may be placed across grade levels and across core subject areas when placement meets program criteria based on external review team recommendations, need, number of teachers receiving support, and certification and experience of the specialist. Teacher specialists are limited to three years of service at one school unless the specialist submits application for an extension and that application is accepted by the Department of Education and placement is made. Upon acceptance and placement, the specialist can receive the salary and supplement for two additional years, but is no longer attached to the sending district or guaranteed placement in the sending district following tenure in the program as provided in Section 59-18-1530(F) of the 1976 Code. The criteria for selecting alternate research-based technical assistance are to be those previously approved by the Education Oversight Committee and the Department of Education. The School Improvement Council Assistance will coordinate with the department to target schools and school districts designated as unsatisfactory. The department shall coordinate with and monitor the services provided to the schools and districts by the School Improvement Council Assistance. In addition, the department must monitor the expenditure of funds and the academic achievement in schools receiving these funds and report to the General Assembly and the Education Oversight Committee by January 1 of each fiscal year as the General Assembly may direct. No more than five percent of the total amount appropriated for technical assistance services to schools with an absolute rating of Unsatisfactory or Below Average may be retained and expended by the department for implementation of technical assistance services. Furthermore, of the funds appropriated for technical assistance, $930,000 shall be used for the National About Face Pilot Program.

1A.46. (SDE-EIA: School Districts and Special Schools Flexibility) All school districts and special schools of this State may transfer up to one hundred percent of funds between programs

to any instructional program provided the funds are utilized for direct classroom instruction. The South Carolina Department of Education must establish a procedure for the review of all transfers authorized by this provision. The details of such transfers must be provided to members of the General Assembly upon request. School districts and special schools may carry forward unexpended funds from the prior fiscal year into the current fiscal year to be used for the same purpose. All transfers executed pursuant to this provision must be completed by May first of the current fiscal year. All school districts and special schools of this State may expend funds received from the Children's Education Endowment Fund for school facilities and fixed equipment assistance, for any instructional program. The Education Oversight Committee shall 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 State Department of Education shall provide the reports on the transfers to the Education Oversight Committee for the comprehensive review. This review shall be provided to the members of the General Assembly annually. Any grant or technical assistance funds allocated directly to an individual school may not be reduced or reallocated within the school district and must be expended by the receiving school only according to the guidelines governing the funds.

1A.52. (SDE-EIA: EAA Summer School, Grades 3-8) Funds appropriated for summer school shall be allocated to each local public school district based on the number of academic subject area scores below the basic on the prior year Spring PACT administration for students in grades three through eight and on the number of students entering ninth grade who score below proficient in reading. Individual student scores on the PACT shall not be the sole criterion used to determine whether a student on an academic plan the prior year will be placed on probation or retained. Individual student scores on the PACT shall not be the sole criterion for requiring students to attend summer school. School districts may consider other factors such as student performance, teacher judgment, and social, emotional, and physical development in placing students on academic probation or requiring summer school attendance. Students may not be placed on academic probation or retained based solely on the PACT scores. The State Department of Education working with the Education Oversight Committee must develop a method to supplement the PACT with diagnostic training and materials aligned to the content standards. Current year appropriations may be expended for prior year EAA summer school purposes. Local public school districts shall utilize these funds in accordance with the requirements of Section 59-18-500 of the 1976 Code. The State Department of Education is directed to utilize PACT-like tests aligned with standards to be administered to students on academic probation required to attend summer school. The test shall be a determinate in judging whether the student has the skills to succeed at the next grade level. The State Board of Education shall establish regulations to define the extenuating circumstances including death of an immediate family member or severe long-term student illness, under which the requirements of Section 59-18-900(D) may be waived. Furthermore, the Department of Education, working with and through the SC Afterschool Alliance, will provide $250,000 to produce a model of voluntary quality standards for out-of-school time programs, develop a directory of technical assistance, and identify gaps of service.

1A.64. (SDE-EIA: Report Card Information) The percentage each school district expended on classroom instruction as defined by the Department of Education's In$ite classification for "Instruction" must be printed on the Annual School and District Report Card.

1A.66. (SDE-EIA: Core Curriculum Materials) The funds appropriated in Part IA, Section 1, XI.A.3 for instructional materials for core curriculum shall be expended consistent with the requirements of Section 59-31-600 of the 1976 Code requiring the development of higher order

thinking skills and critical thinking which should be integrated throughout the core curriculum instructional materials. Furthermore, the evaluation criteria used to select instructional materials with funds appropriated in Part IA, Section 1, XI.A.3 shall include a weight of up to ten percent of the overall criteria to the development of higher order thinking skills and critical thinking.

1A.67. (SDE-EIA: Formative Reading Assessment) Beginning with the 2007-08 school year, for grades one and two, schools will use a State Board approved developmentally appropriate formative reading assessment. However, districts that are currently using other formative reading assessments because of the districts' participation in grant programs may use those assessments in the schools within their districts in lieu of using the State Board approved assessment. By August 1, 2007, those districts shall be required to inform the Office of Assessment what equivalent assessment for grades one and two will be used. To the extent that funds are available, the Department of Education may provide funds for districts to offset the assessment costs for non-grant schools within those districts.

1A.68. (SDE-EIA: 3 Year Technical Assistance Plan) No school that received technical assistance funding in Fiscal Year 2006-07 and that implemented a three-year technical assistance plan approved by the Department of Education shall receive a reduction in those funds in Fiscal Year 2007-08.

1A.69. (SDE-EIA: XI.E.1-Public Choice Innovation Schools) With the funds provided, a grant program will be established to support the creation of Public Choice Innovation Schools in South Carolina and to provide for their evaluation. These schools are public choice alternatives for grade 4-8 students enrolled in the public schools rated Unsatisfactory or Below Average or students enrolled in public schools rated Average or above and who scored Basic or below on any two or more subject area grade level PACT assessments in grades 3-7 during the most recent school year. The goal of Public Choice Innovation Schools is to demonstrate leadership in instructional, administrative or personnel practices yielding strong student academic achievement.

To assist entities in operating innovation schools, a grants program would be established by the State Board of Education. The grant would be for a minimum of five years with the first year of funding for planning and equipping purposes and the remaining years of supplemental funding for operation of the innovation school. Entities eligible to receive a grant include public and private partnerships. Partnerships include an educational management organization, a private corporation, an institution of higher education, a consortium of public schools districts and/or a contractual relationship between a private entity and a public school district. In the application process, partnerships must demonstrate at least one of the following strategies in improving leadership and academic achievement: changes in teacher compensation to address geographic or certification barriers and/or to offer performance incentives; utilization of novel leadership and administrative policies and procedures, to include preparation and certification of administrators, operational procedures and costs shared with other entities; continuous progress of students between grades 4-8; virtual delivery of substantial portions of the curriculum; and novel or non-traditional uses of time, space and technology in the instructional delivery of state academic content standards; or a combination of these strategies. The first year planning grant to each proposed school would be $100,000 with innovation schools also eligible to receive additional grant funds for equipment and facilities not to exceed $400,000 per partnership. In year two of the grant the partnership would receive funds for operation of the school to include a maximum grant of $300,000 in supplement of the per pupil revenues from federal, state and local sources. In years three through five the school would continue to receive grant funds but at the maximum level of eighty percent of each previous year's grant. Funding per innovation school would be dependent upon: state per pupil allocations; supplementary allocations equal to local

spending levels in the sending school; transportation allowance equivalent to the state per pupil transportation expenditure; and federal funds as applicable to the student population. In year six and beyond, the innovation school would receive a minimum supplement of $100,000.

Eligible to attend the Public Choice Innovation schools are students who meet one of the following conditions: (1) are enrolled in grades 4 through 8 and are assigned to a school rated Below Average or Unsatisfactory; or (2) are enrolled in schools with an absolute rating of Average or above and scored Basic or below on any two or more subject area grade level PACT assessments in grades 3 through 7 during the most recent school year. Students are not required to attend a Public Choice Innovation School in their district of residence. As long as no eligible student is denied admission, the Public Choice Innovation School may accept other students as their parents choose to enroll them and receive funded as previously defined. Once a student is enrolled in a Public Choice Innovation School, the child is guaranteed enrollment in the appropriate grades as long as the school remains in operation, unless the student violates behavioral expectations, or the parents choose to transfer the student to another school for which the student is eligible. An innovation school may not discriminate against any student on the basis of race, color, national origin, gender, disability or prior academic performance.

Public Choice Innovation Schools are required to participate in the statewide testing program; however, the schools shall not receive Education Accountability Act ratings until the third year of operation. The initial rating addresses student performance in the third year of operations.

An independent longitudinal evaluation of Public Choice Innovation Schools is to be conducted or contracted by the Education Oversight Committee and must include a value-added component so that valid comparisons can be made to student performance in traditional public schools and public charter schools.

Of the funds provided herein, the first $200,000 will be directed to the South Carolina Public Charter School District Board of Trustees which shall be authorized to use these funds for administrative costs to make the district operational.

1A.70. (SDE-EIA: EIA Cash Balance) The Department of Education is authorized to carry forward the amount necessary from EIA funds not expended in the prior fiscal year to increase the teacher supply allocation, as provided for elsewhere in this Act, to $275.

$105,410 of the FY 2005-06 cash balance is to be utilized by the Department of Juvenile Justice if, after a recount of student enrollment, the Department of Juvenile Justice is determined to be ineligible for additional federal Title II Teacher Quality funds equal to $105,410.

$224,000 of the FY 2005-06 EIA cash balance is to be utilized by Clemson University for the purpose of contracting the Center of Agricultural and Environmental Research Training to develop standards for the secondary agriculture programs in South Carolina as well as provide support material for Agricultural Education teachers to assist with its implementation.

The Department may utilize no more than $100,000 of FY 2005-06 EIA cash balance to reimburse travel expenses and per diem for the advisory group established to develop implementation strategies for school district shared administration units.

$5,000,000 of the FY 2005-06 EIA cash balance is to be utilized by the Department of Education, Budget and Control Board's Chief Information Office, State Library, and Education Television Commission for the implementation and awarding of not more than 6 individual public school grants for the piloting of the "iAm" Statewide Student Laptop Program. Grant awards are to be designed to enhance the educational opportunities, increase workforce competitiveness, and engage ninth grade students to take ownership and responsibility for their future and the future of South Carolina. All grants shall be used to purchase laptops for ninth grade students, additional equipment, and infrastructure to support the implementation of the "iAm" program, professional staff and faculty training, service and maintenance for the program. Schools receiving the awards must provide for matching resources at a ratio determined by the percentage of ninth grade students receiving free or reduced lunch. For schools in the top ten percent of schools with students receiving free or reduced lunch, grants will be provided at no

matching resource requirement by the grant receiving school. For schools in the next thirty percent of schools with students receiving free or reduced lunch, grants will be provided at a ratio of three iAm program dollars for each dollar invested by the grant receiving school. For schools in the second thirty percent of schools with students receiving free or reduced lunch, grants will be provided at a ratio of two iAm program dollars for each dollar invested by the grant receiving school. For schools in the lowest thirty percent of schools with students receiving free or reduced lunch, grants will be provided at a ratio of one iAm program dollar for each dollar invested by the grant receiving school. For FY 2007-08 the first fifty percent of "iAm" grant awards must be for public schools whose ninth grade students scored unsatisfactory or below average on the most recent EAA school report card; that have free and reduced lunch student counts that exceed the statewide average; and have the technological capacity necessary to fully implement the program. The "iAm" program's efficacy must be evaluated starting at the time of its initial implementation by an independent party. The evaluation must include the program's impact on retention rates and student achievement. A copy of the evaluation report shall be provided to the President Pro Tempore of the Senate, the Speaker of the House of Representatives, the Chairman of the Senate Finance Committee, and the Chairman of the House Ways and Means Committee no later than December 1, 2009. Schools may carry forward "iAm" program funds to be used for the same purpose.