SC Education Oversight Full Committee Meeting

February 10, 2025

SC EDUCATION OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.

Welcome & Approval of Full Committee Minutes

December 9, 2024

Dr. Brian Newsome, EOC Vice Chair

SC EDUCATION OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.

Special Presentation

Presentation from the 2024 High School Data Trailblazer Award Winner

Dr. Michael Lofton, Spring Hill High School Principal

SC EDUCATION OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.

SPRING HILL
HIGH SCHOOL
CAREER PATHWAYS MAGNET

Cracking the CODE

SPRING HILL HIGH SCHOOL

An ALL-Choice ALL-Magnet Public High School

- Five Focus Programs – Engineering, Entertainment, Entrepreneurial, Environmental Studies and Exercise Science
- No Academic Criteria
- Computer Generated Lottery for Selection of Students
- Cap of 300 students per grade level

SPRING HILL HIGH SCHOOL

SHHS offers

- All courses required by the State Department of Education.
- A unique and comprehensive program designed to meet the interest of our students (AP, Honors, College Prep. and Special Ed).
- World Language Program that includes French and Spanish.
- Other electives instead of Band, Strings, Chorus and ROTC.
- Students the opportunity to participate in High School League Sports at their zoned schools.
- Transportation to and from SHHS using a district shuttle system.

SPRING HILL HIGH SCHOOL

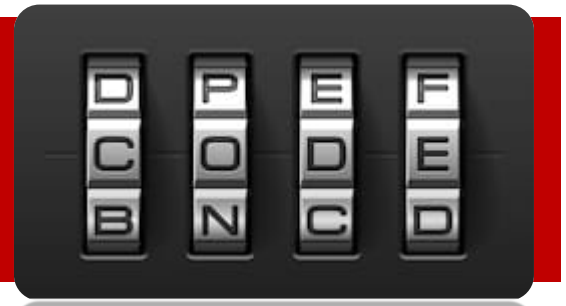
Opened in 2013

- 9th & 10th grade
- 567 students
- 64 faculty and staff members

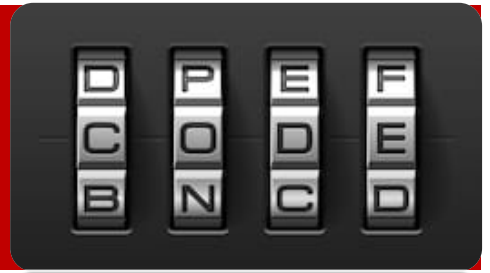
As of today – year 12

- 9th through 12th
- 1105 students
- 119 faculty and staff members
- Waiting list of 9th & 10th grade applicants

CRACKING THE CODE –
CREATING THE CULTURE OF DATA DRIVEN DECISIONS



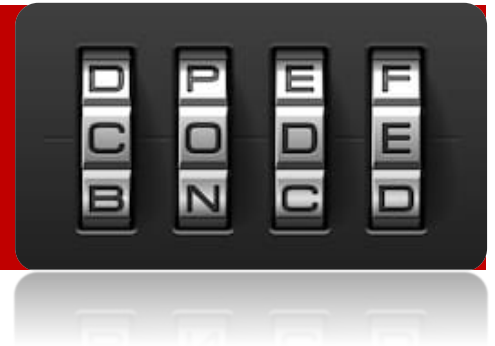
EMPOWERING ADMINISTRATION

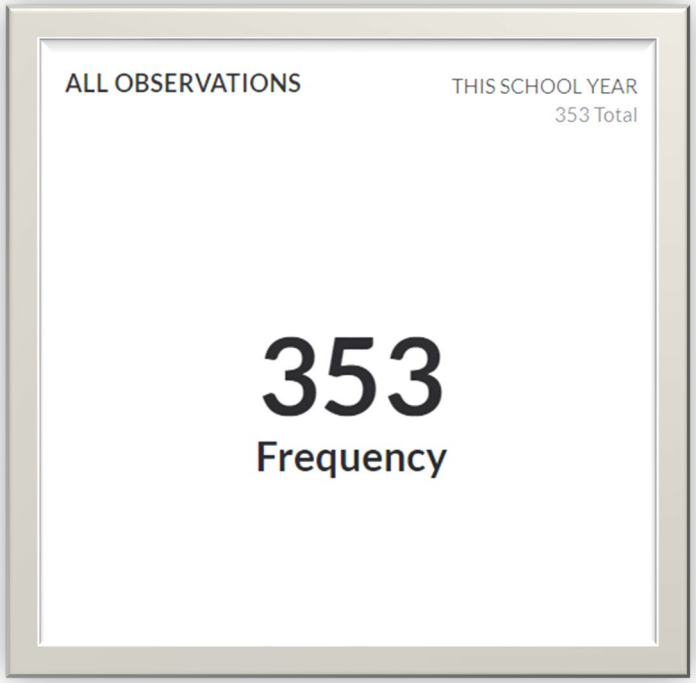


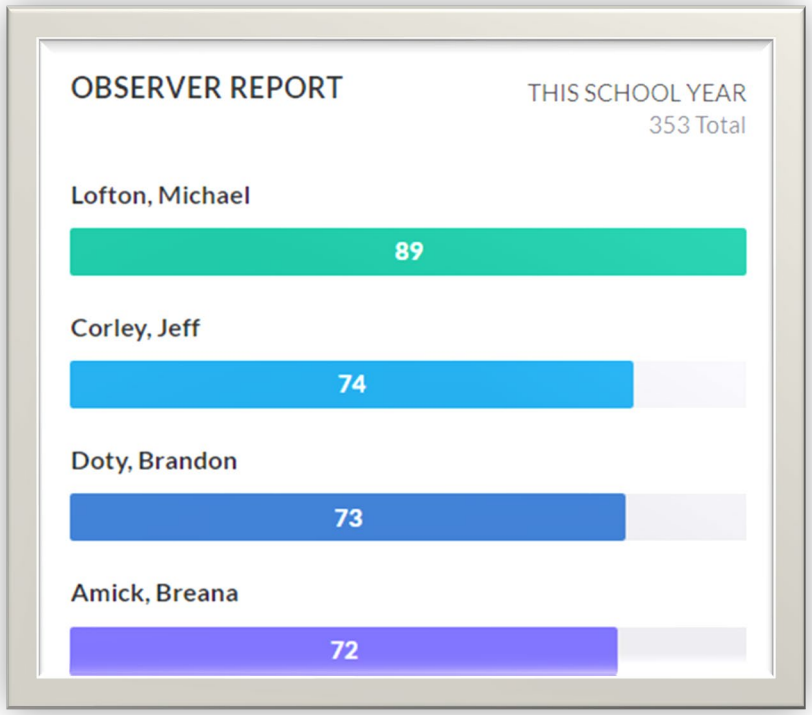
Corley	Doty	Powell
Caseload A-El with Johnson	**Caseload En-Lin with Lowman**	**Caseload S-Z with Fallaw**
Caseload N-R with Canfield	**Caseload Lip-M with Canfield**	
504	504	504
Attendance	Attendance	Attendance
Discipline	Discipline	Discipline
Homebound	Homebound	Homebound
Special Ed	Special Ed	Special Ed
Data Teams & SLOs of Assigned Depts	Data Teams & SLOs of Assigned Depts.	Data Teams & SLOs of Assigned Depts

Assigned Admin	**Departments**
Corley	Math, World Languages, CTE
Doty	Science, Special Education, Fine Arts, Physical Education
Powell	English, Social Studies

EMPOWERING ADMINISTRATION – 23/24



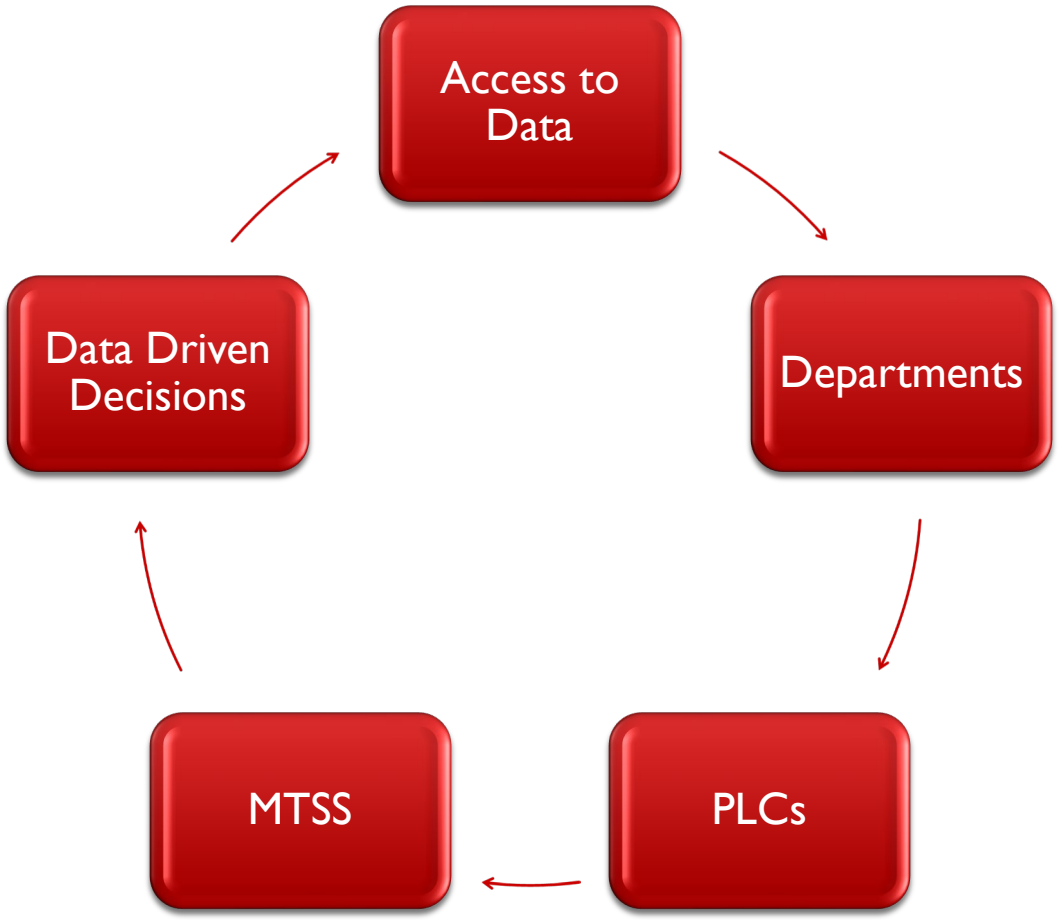




All 69 teachers were observed at least 4 times in Classroom Mosaic.

This number does not include the 123 celebratory magnet lesson observations.

EMPOWERING STAFF



Access to Data –

- Standardized testing data and historical student achievement provided through platforms that are easily accessible such as PowerSchool, Enrich, NWEA.

Departments –

- Meet weekly to discuss instructional strategies, pacing and curriculum sequencing to ensure a seamless transition from one level to the next for our students.

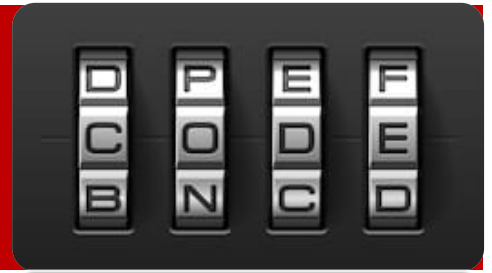
Professional Learning Communities –

- Teachers within a subject area and course gather to conduct item analysis on pre-tests and post-tests to determine if the test questions were written to correctly interpret student knowledge or if student mastery of content was obtained.

Multi Tiered Support System –

- Monitors grades, attendance and discipline of our students by using a tiered system which allows us to provide the necessary interventions needed by our students.

PLC – DATA DRIVEN DECISIONS



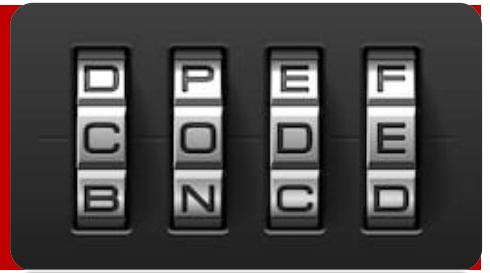
Midterm English II Honors Item Analysis

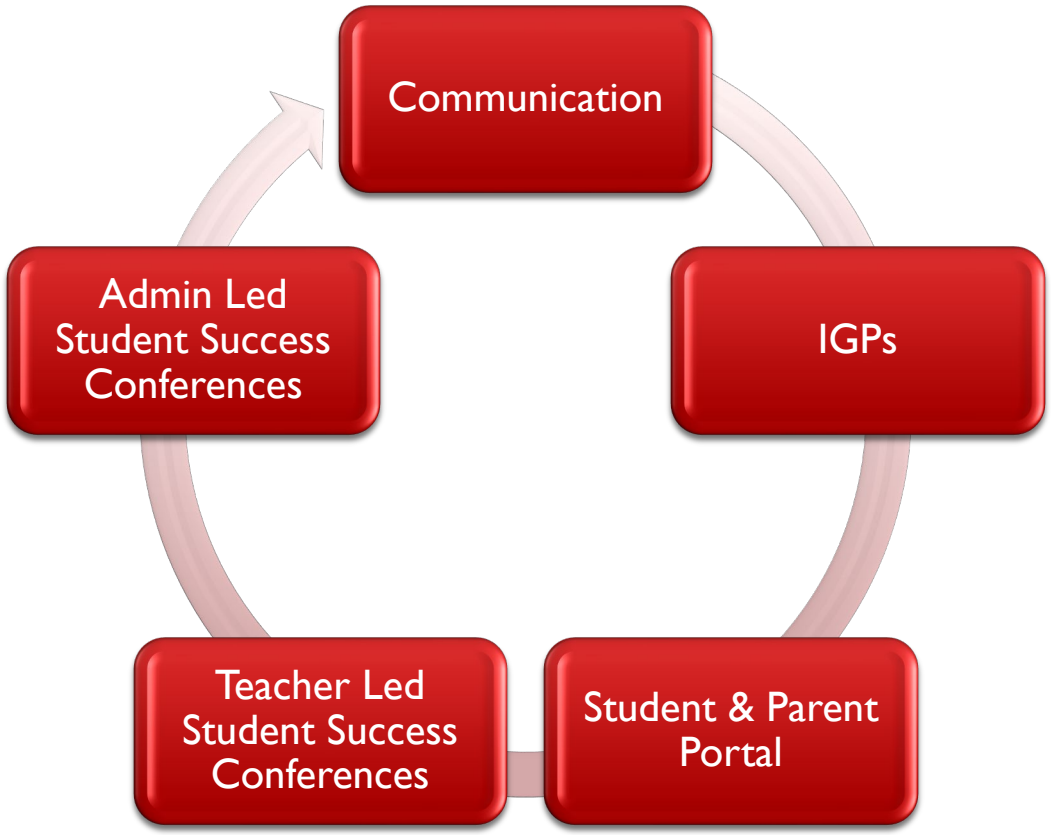
Item Number	Fowler	Whaley	Gardiner	Gilliam	Hay	Final Decision
25	My students also had varied answers for this response, D was the most commonly chosen answer though.	44%--All over the place. I agree with bolding the words next year.	2A: 44.4% 6B: 55.6% A lot of D's. I feel like this one should have been really clear, but I do think that bolding next year is a great idea and will help.	47%--The answer was B. They are all over on this answer, too. I don't feel like it's particularly unclear, but maybe we need to bold the key words "Putting Patriotism." Maybe CAC?	25%-I am open to any option, but think that CAC makes sense because I can see why they opted for other choices. 33%	Count as correct

Biology Benchmark – Comprehension of Standard: Cell Aggregation

Aggregation	Comprehension
Campus Average	**80.3**
Lauren Brown (BIO1HN-4-2(A) - Brown -)	92.9
Melissa Conway (BIO1HN-6-8(A) - Conway -)	90.3
Lauren Brown (BIO1HN-5-5(A) - Brown -)	86.9
Zakary LaFaver (BIO1HN-8-1(A) - LaFaver -)	86.9
Zakary LaFaver (BIO1HN-7-2(A) - LaFaver -)	86.1
Melissa Conway (BIO1HN-2-4(A) - Conway -)	85
Melissa Conway (BIO1HN-1-3(A) - Conway -)	82.2
Melissa Conway (BIO1HN-3-6(A) - Conway -)	80.7
Zakary LaFaver (BIO1HN-9-7(A) - LaFaver -)	79.7
Savannah Smith (BIO1CP-4-6(A) - Smith -)	72.2
Melissa Conway (BIO1CP-2-2(A) - Conway -)	67.7
Laurel Sullivan (BIO1CP-3-3(A) - Sullivan -)	59.1
Laurel Sullivan (BIO1CP-1-6(A) - Sullivan -)	57.9

EMPOWERING STUDENTS & FAMILIES





Communication –

- Promotes trust and empowers all stakeholders

Individualized Graduation Plans –

- During the annual IGP meeting, a student's test scores, grades and attendance are reviewed to ensure that they are on track for graduation and in preparation for the student's schedule for the following year.
- 100% of our students attend IGPs and 87% of our parents attend their student's IGP.

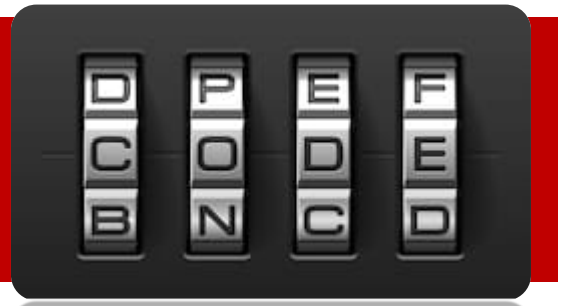
Student & Parent Portal –

- Grades and attendance are easily accessible and the portal updates daily. Teachers are expected to update gradebooks weekly.

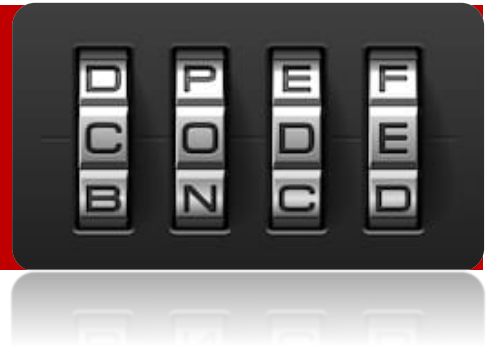
Student Success Conferences –

- Teacher Led – held with students as needed.
- Admin Led – held with students that are not meeting expectations with grades, attendance and discipline. The administrator will review the student's data with the student and the parents and interventions will be put in place.

CRACKING THE CODE – MULTI TIERED SUPPORT SYSTEMS



GRADUATION RATE FOR 23/24



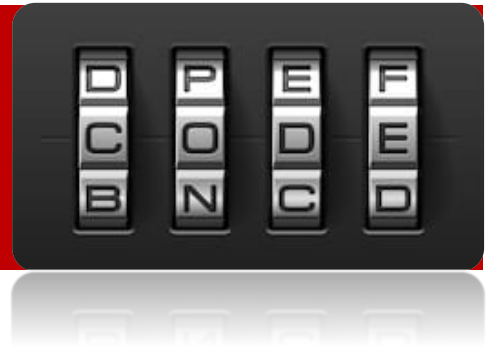
- We know our students.
- Review of graduation progress on a weekly basis
  1. Senior Triage: Principal, API, school counselors
  2. Attendance Triage: APs, attendance clerk, district attendance assistant

SHHS Triage Rate – **95.93%** worst case scenario & **97.53%** best case scenario

SHHS Grad Rate Strategic Plan Goal - **95%**

SHHS Grad Rate – 97.15%

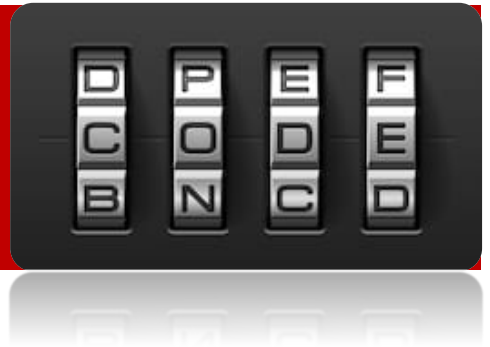
TRIAGE – DATA DRIVEN DECISIONS



Student	Notes
A	
B	
C	Failed English S1 (Fain) - (2/14-emailed student/parent after conversation with parent-will be required to stay for Sr SH until Y1 is above 60)
D	
E	
F	Failed English S1 with 58. Rough Q3 start. (Fain). Needs 68 Q4. Up to an 80 (5/7)
G	Failed English badly S1. Very close to not making it with attendance. Adult Ed serious possibility. (Fain). Grades improved. Still no room for error on attandance. Grade is there...must do seat time to graduate.

Student Name	Grade	Course Name	Total Abs	UNEX	UEPN	EX	PA	MED	PN	NURS	SEAT TIME
Student A	12	DISCRETE MTH CP	12	5	0	0	0	7	0	0	-5
Student B	12	PHYSICS 1 CP	11	2	1	2	0	5	0	0	-7
Student C	12	ENGLISH 4 CP	24	11	1	0	0	9	2	1	4
Student C	12	PROBABILITY AND STAT	26	8	3	1	0	10	4	0	5
Student D	12	ALG 3 CP	17	14	1	0	0	1	1	0	6
Student E	12	PSYCHOLOGY AP	13	9	0	0	0	2	2	0	1
Student F	12	ENGLISH 4 CP	12	9	1	0	0	0	2	0	2
Student G	12	DANCE 5, HN	11	9	0	0	0	1	1	0	0
Student H	12	ENV SCI AP	15	1	1	0	0	13	0	0	-8
Student H	12	CALCULUS HONORS	16	2	1	0	0	13	0	0	-7
Student H	12	AP LIT AND COMP	16	2	1	0	0	13	0	0	-7

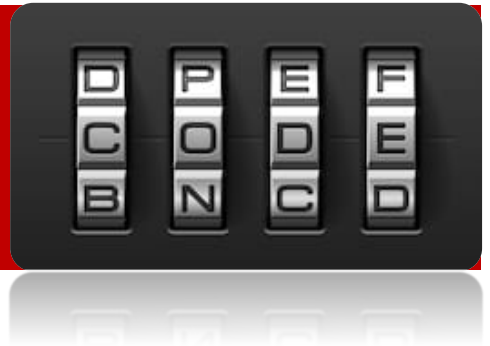
COLLEGE & CAREER READINESS 23/24



- Monitored by Principal, API and CDF
  - CCR Spreadsheet
- Started with 32 seniors (including ID self contained) on the list as not CCR
  - Standardized test results – SAT, ACT, AP, WIN, ASVAB
  - CTE completers with a certification,
  - Dual Enrollment

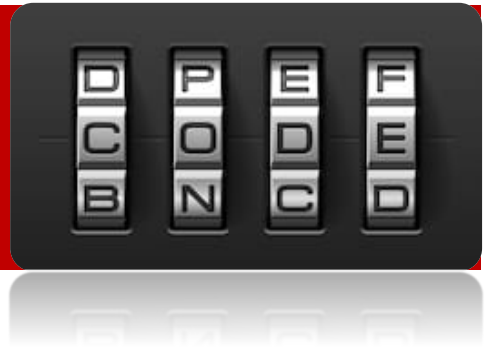
- As of mid year, 32/246 seniors were not CCR – **89% CCR**
- Had measures in place for 22 seniors to achieve CCR by end of year
- End of year CCR rate of **94% CCR**

COLLEGE & CAREER READINESS 23/24



Student	Potential Criteria Met
A	Enrolled Electricity and Auto Tech- Passed OSHA
B	Enrolled in Culinary 2- Passed OSHA
C	WIN retake (Math and Data) or ASVAB
D	Enrolled in Vet Sci- passed OSHA
E	WIN retake (all areas) or ASVAB
F	Enrolled in Digital Art 3/4- passed OSHA
G	WIN retake (Math and Reading) or ASVAB
H	Enrolled in Vet Sci- passed OSHA
I	Enrolled in Sports Med 3- Per Spencer will have BLS certification by end of year
J	WIN retake (all areas) or ASVAB
K	WIN retake (all areas) or ASVAB
L	Enrolled in Sports Med 2 Senior year- Per Spencer will have BLS certification by end of year
M	Enrolled in Fire Fighter 2- Passed FF certification
N	WIN retake (all areas) or ASVAB
O	WIN retake (Math and Data) or ASVAB
P	Enrolled in Senior Internship

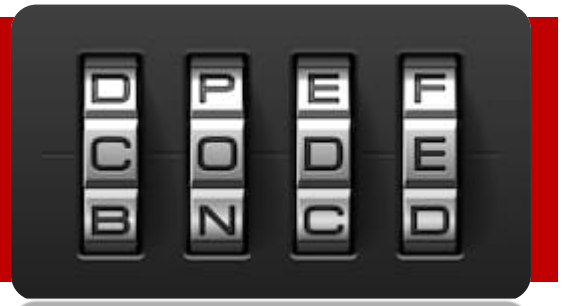
FAILURE IS NOT AN OPTION



Failure Rate

- **Monitored weekly, bi-weekly and monthly**
  - **Weekly**
    - Failure List
    - Attendance Triage
  - **Bi-weekly**
    - Small Group Triage: AP and school counselor by caseload
  - **Monthly**
    - Large Group Triage: Principal, Aps, School Counselors, Mental Health, Spec. Ed.

CRACKING THE CODE – CELEBRATIONS



All Rankings

- #893 in National Rankings
- #5 in South Carolina High Schools
- #1 in Columbia, SC Metro Area High Schools
- #1 in Lexington 05 High Schools
- #119 in Magnet High Schools

Top 4% in the Nation

Ranked by US News & World Report

The WAY

National

Best Magnet High Schools in America

#84 of 889

Top 9% in the Nation

Best Public High School Teachers in America

#168 of 19,432

Top 1% in the Nation

Best Public High Schools in America

#414 of 20,733

Top 2% in the Nation

Ranked by Niche.com

The WAY

South Carolina

Best Magnet High Schools in South Carolina

#2 of 17

#1 Academic Magnet High School – criteria based

Best Public High Schools in South Carolina

#3 of 243

#1 Governor's School Science & Math – 257 students
#2 Academic Magnet – 700 students

Best Public High School Teachers in South Carolina

#3 of 229

#1 Governor's School – Science & Math – 200 students
#2 Governor's School Arts & Humanities – 233 students

Ranked by Niche.com

The WAY

The WAY

ASA Subcommittee Report

Dr. Patty Tate

SC EDUCATION OVERSIGHT COMMITTEE

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Information Item: Presentation of 2025 Annual Report Draft

Tenell Felder, EOC Communications Manager

SC EDUCATION OVERSIGHT COMMITTEE
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2025 Annual Report

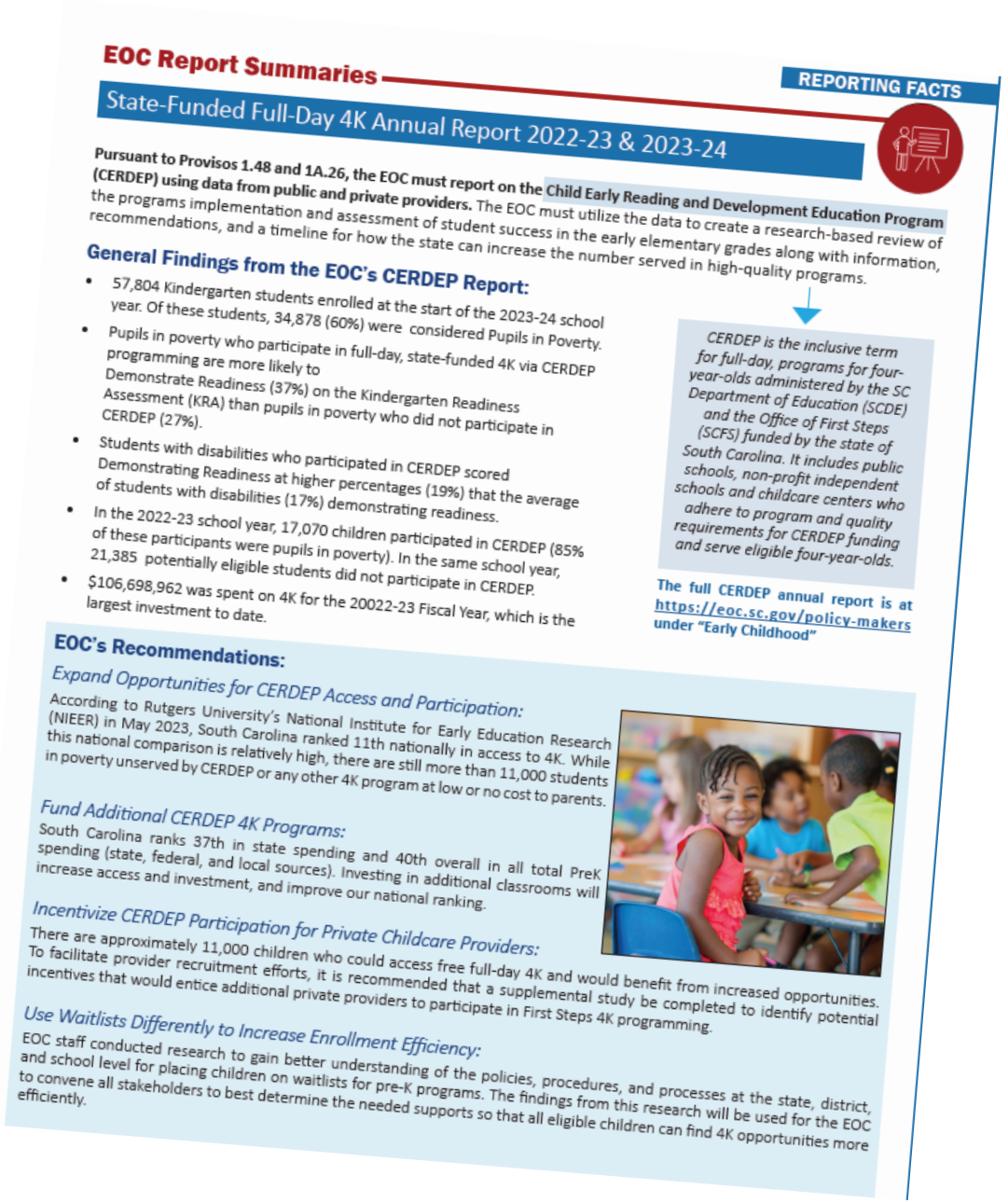
Analyses, updates and program summaries from March 2024 to February 2025

- Reporting Facts
- Measuring Change
- Promoting Progress

REPORTING FACTS

- EOC Data Analytics 2024-25 Highlights
  - Report Card Simulator
  - Education Data Dashboard Updates
  - National Student Clearinghouse Data

- EOC Report Summaries
  - SC Teacher Loan Program Report
  - Education Scholarship Trust Fund Report
  - Rural Recruitment Initiative Funds Evaluation Report
  - Educational Credit for Exceptional Needs Children Report
  - Military-Connected students in SC Report
  - State-Funded Full-Day 4K Annual Report



EOC Report Summaries

REPORTING FACTS

State-Funded Full-Day 4K Annual Report 2022-23 & 2023-24

Pursuant to Provisos 1.48 and 1A.26, the EOC must report on the Child Early Reading and Development Education Program (CERDEP) using data from public and private providers. The EOC must utilize the data to create a research-based review of the programs implementation and assessment of student success in the early elementary grades along with information, recommendations, and a timeline for how the state can increase the number served in high-quality programs.

CERDEP is the inclusive term for full-day, programs for four-year-olds administered by the SC Department of Education (SCDE) and the Office of First Steps (SCFS) funded by the state of South Carolina. It includes public schools, non-profit independent schools and childcare centers who adhere to program and quality requirements for CERDEP funding and serve eligible four-year-olds.

General Findings from the EOC's CERDEP Report:

- 57,804 Kindergarten students enrolled at the start of the 2023-24 school year. Of these students, 34,878 (60%) were considered Pupils in Poverty.
- Pupils in poverty who participate in full-day, state-funded 4K via CERDEP programming are more likely to Demonstrate Readiness (37%) on the Kindergarten Readiness Assessment (KRA) than pupils in poverty who did not participate in CERDEP (27%).
- Students with disabilities who participated in CERDEP scored Demonstrating Readiness at higher percentages (19%) that the average of students with disabilities (17%) demonstrating readiness.
- In the 2022-23 school year, 17,070 children participated in CERDEP (85% of these participants were pupils in poverty). In the same school year, 21,385 potentially eligible students did not participate in CERDEP.
- $106,698,962 was spent on 4K for the 20022-23 Fiscal Year, which is the largest investment to date.

The full CERDEP annual report is at https://eoc.sc.gov/policy-makers under "Early Childhood"

EOC's Recommendations:

Expand Opportunities for CERDEP Access and Participation:

According to Rutgers University's National Institute for Early Education Research (NIEER) in May 2023, South Carolina ranked 11th nationally in access to 4K. While this national comparison is relatively high, there are still more than 11,000 students in poverty unserved by CERDEP or any other 4K program at low or no cost to parents.

Fund Additional CERDEP 4K Programs:

South Carolina ranks 37th in state spending and 40th overall in all total PreK spending (state, federal, and local sources). Investing in additional classrooms will increase access and investment, and improve our national ranking.

Incentivize CERDEP Participation for Private Childcare Providers:

There are approximately 11,000 children who could access free full-day 4K and would benefit from increased opportunities. To facilitate provider recruitment efforts, it is recommended that a supplemental study be completed to identify potential incentives that would entice additional private providers to participate in First Steps 4K programming.

Use Waitlists Differently to Increase Enrollment Efficiency:

EOC staff conducted research to gain better understanding of the policies, procedures, and processes at the state, district, and school level for placing children on waitlists for pre-K programs. The findings from this research will be used for the EOC to convene all stakeholders to best determine the needed supports so that all eligible children can find 4K opportunities more efficiently.

MEASURING CHANGE

- 2024 School Report Card Release

Number and Percentage of Schools Receiving Overall Ratings by School Year:

Overall Ratings	Elementary Schools		Middle Schools		High Schools	
	2023	2024	2023	2024	2023	2024
Excellent	161 (24.1%)	124 (18%)	70 (20.8%)	43 (12%)	48 (20.3%)	63 (25%)
Good	161 (24.1%)	187 (28%)	97 (28.9%)	87 (25%)	46 (19.4%)	42 (17%)
Average	240 (36.0%)	250 (37%)	134 (39.9%)	158 (46%)	68 (28.7%)	69 (27%)
Below Average	80 (12.0%)	86 (13%)	30 (8.9%)	44 (13%)	45 (19.0%)	56 (22%)
Unsatisfactory	25 (3.7%)	25 (4%)	5 (1.5%)	8 (2%)	30 (12.7%)	14 (6%)
Number of Report Cards	667	672	336	340	237	244

Note: Totals do not include Career Centers or Special Schools. Eighteen schools did not receive Overall Ratings.

Insights on 2024 Report Card Data

MEASURING CHANGE

- There was a slight increase in South Carolina public schools that received an "Excellent" Academic Achievement indicator rating during the 2024 school year.
  - 25% of public elementary schools received an "Excellent" Academic Achievement indicator rating, 17% of public middle schools, and 9% of public high schools.
- While this year's on-time graduation rate remains high at 85.4%, only 30% of those same graduates were college and career ready.
  - 32.5% of South Carolina public high school students in the 2024 graduation cohort were college ready.
  - 69.6% of South Carolina public high school students in the 2024 graduation cohort were career ready.
- 1 in 5 of SC students were chronically absent during the 2022-23 school year.
  - 23% of students statewide who were chronically absent in 2022-23 met or exceeded grade level standards in math compared to 47% of students who were not chronically absent.
- The number of SC students in poverty has increased.
  - 62.2% of SC students were classified as Pupils in Poverty in the 2023-24 school year.
- Statewide, only 43% of 3rd through 8th graders are scoring Meets or Exceeds Expectations on the SC READY Math test, which measures grade-level standards in mathematics. At the high school level, less than half of students are scoring a "C" or better on the Algebra I End-of-Course Assessment.

*The **Academic Achievement indicator rating** measures if students are meeting state standards in English Language Arts and Math using state summative assessment results.*

***Chronic Absenteeism:** Missing 50 percent or more of the instructional day, for any reason, for 10 percent (or more) of the enrollment period. This includes excused absences, unexcused absences and suspensions.*

What was new for the 2024 Report Cards?

tudent Success (HSSS) indicator rating

year was the first that the High School Student rating counted towards the overall ratings for blic high schools.

istrates if high school students have earned the s (four of which must be in English and four in for graduation in four years, or shows if students cessful high school outcome within five years of ol.

nsidered successful high school outcomes:

r high school diploma;

r

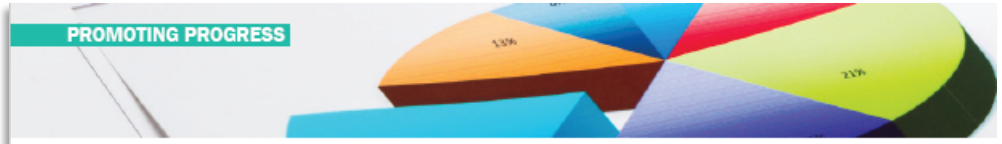
S Employability Credential.

ccountability system to recognize the multiple, ths that students can use to achieve successful

duate measure, which is part of the HSSS ed based on research from the University of n School Research. "On-track" students are more than three and one-half times more likely to ol in four years than off-track students. The indicator is a more accurate predictor of graduation than students' previous achievement test scores or their background characteristics.

PROMOTING PROGRESS

- 2025-2026 EIA Budget Recommendations
- Data Trailblazers Award
- Chronic Absenteeism Initiative
- Strategic Plan
- Cyclical Review of the Accountability System
- Military Readiness Task Force
- Media Coverage



Data Trailblazers 2024

celebrating schools that use data to promote progress

The EOC prioritizes encouraging the continous progress of schools and students. Utilzing data to help achieve this goal is essential, and the EOC instituted **Data Trailblazers** to recognize schools that do so. On June 19, 2024 the EOC ...lazer awards:

...Laurens County School District 56)

...nty School District One)

...land School District Five)

...ommunicating data

...nt's grades ...help their

...data ...ed

...ly

...ol leaders as they answer questions ...ed. This is the first year of this award ...have the opportunity to showcase ...to help students and families. We ..."

- EOC Executive Director Dana Yow.

...ating how they successfully used data to improve student ...student data, maintained a culture of school-wide data ...at prioritized data privacy.

...d the competition. Schools were judged by education ...School information was hidden during judging.

Studying the impact of Chronic Absenteeism on student progress

Only 23% of students who are chronically absent are on grade level for math compared to 47% of their peers who are not chronically absent.

National rates of chronic absenteeism have steadily increased from 15% to nearly 30% in the past five years. South Carolina public schools have followed this trend with rates increasing the past five years from 13% to 22% during the 2023-24 school year.

In addition to empty classroom seats, chronic absenteeism negatively impacts academic achievement and student progress — consequences which put it on the EOC's radar.

"Any student in grade K-12 who misses 50 percent or more of the instructional day, for any reason, for 10 percent (or more) of the enrollment period. This includes excused absences, unexcused absences and suspensions"

- US Department of Education

According to the most recent SC READY Math data, only 23% of chronically absent students are on grade level for math compared to 47% of their peers. Similar SC READY ELA data corresponds with national research showing that children chronically absent as early as preschool, kindergarten, and first grade are much less likely to read at grade level by the third grade and are four times more likely than proficient readers to drop out of high school.

The EOC is currently conducting research to implement the "Be Present SC- It's Not the Same Without You" public awareness campaign to help change student and parent perception on the importance of school attendance.

Project Timeline

April 2024

EOC member Melanie Barton convenes a meeting on chronic absenteeism at the Governor's office.

June 2024

EOC staff asked to do Chronic Absenteeism focus group.

July/August 2024

EOC sends out parent survey to recruit SC public school students for focus group.

October 2024

Communities in Schools SC helps to recruit students for focus groups. Focus groups carried out by Midlands Market Research.

December 2024

Focus group report presented to EOC full committee. Report featured on news media. EOC requests that EOC staff do a parent focus group.

January 2024

Second focus group of parents of SC public school students carried out. Parent and student surveys carried out to inform upcoming public awareness campaign.

Questions?

Education Improvement Act (EIA) and Improvement Mechanisms Subcommittee Report

Dr. Bob Couch

SC EDUCATION OVERSIGHT COMMITTEE

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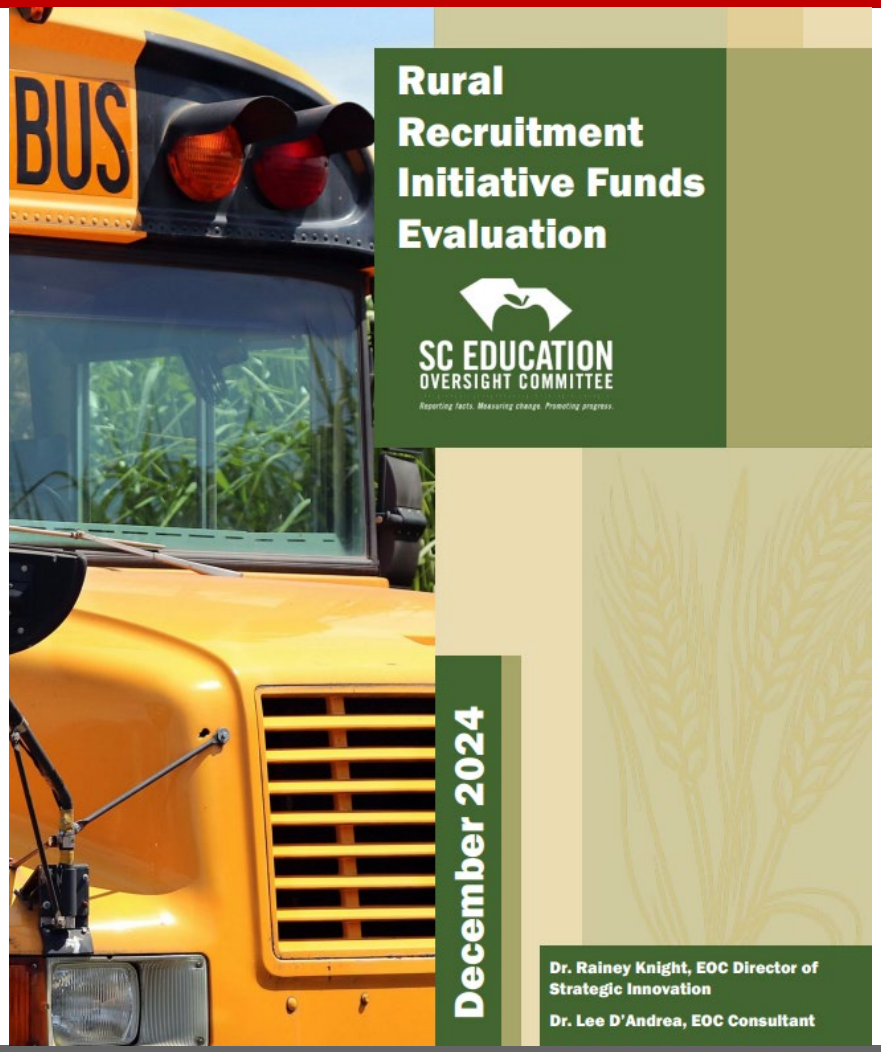
Information Item: Rural Recruitment Incentive Report



Dr. Rainey Knight

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What is the Rural Recruitment Initiative?

- Program originally established by budget proviso in FY 2015-16.
- Purpose is to allocate revenues to recruit and retain teachers in SC school districts experiencing high teacher turnover
  - Currently districts with greater than 11 percent average teacher turnover (as reported on the 5 most recent district report cards)
  - Excludes districts who are one of the 15 wealthiest based on the index of taxpaying ability
- Administered by Center for Educator Recruitment, Retention and Advancement (CERRA)
- $7.5 million in EIA funds allocated in 2023-24
- Includes program to forgive undergraduate student loans up to $5,000 per year for up to 7 years.
- EOC required to evaluate the impact of incentives and report to General Assembly by December 15, 2024.

Why is the EOC doing an evaluation?

- Pursuant to **Proviso 1A.45 of the 2024-25 Appropriations Act**, a revision was made to require the EOC to complete an evaluation of the impact of RRI funds.

(G) The Education Oversight Committee is required to complete an evaluation of the impact of the funds and incentives related to the Rural Teacher Recruiting Incentive. A completed evaluation is due to the House Ways and Means Committee, the House Education Committee, the Senate Finance Committee, the Senate Education Committee, and the Governors Office no later than December 15 of the current fiscal year.

How did RRI change over time?

FY 2015-16

*SC Governor Nikki Haley recommends the establishment of a **Rural Recruitment Initiative** in her Executive Budget.*

*SC General Assembly allocates **$1.5 million** of EIA revenues to RRI to address the critical need to recruit and retain teachers in SC school districts experiencing greater than 12% average teacher turnover.*

FY 2016-17

*CERRA issues **first report on the RRI program** on January 15, 2016.*

FY 2017-18

*The development of a **loan forgiveness program** was added as an incentive. The program's purpose is to encourage classroom teachers to seek and become employed in one of the rural incentive districts. Eligible teachers may apply for up to $5,000 for up to seven years.*

FY 2018-19

*RRI Budget proviso revised to add **Rural District Loan Forgiveness program** using existing funds.*

School district eligibility was revised to include districts experiencing greater than 11% teacher turnover.

FY 2019-20

***School district eligibility** was further revised to exclude the 15 wealthiest school districts based on the index of taxpaying ability.*

FY 2022-23

*Budget proviso adopted requiring a **teacher recruitment and retention task force** be convened to develop strategies. RRI incentives considered in final report.*

FY 2024-25

*RRI budget proviso revised to require **EOC** to evaluate the impact of RRI incentives.*

Previous RRI studies

2019 Rural Recruitment Initiative Progress Report

Recommendations:

- Incentives offered should be aligned with strategies backed by empirical evidence
- District websites should be teacher-friendly for maximum usage
- RRI funds should be sufficient to make an impact
- Data should be collected from multiple years to draw conclusions about the impact of the RRI strategies being utilized

2023 Teacher Recruitment and Retention Task Force

Recommendations related to RRI:

- Critical needs stipends should be a strategy to recruit and retain teachers
- Schools should support nurses, counselors, media specialists, speech-language therapists, and psychologists
- Teacher loan forgiveness should be expanded
- Grow-your-own programs should be implemented by districts
- Teacher mentoring and induction should be increased from one to three years
- ProTeam and Teacher Cadet programs, administered by CERRA, should be expanded

Districts in RRI 2023-24 and 2024-25

Eligible School Districts Rural Recruitment Initiative 2023-24	
Abbeville	Jasper
Allendale	Lancaster
Anderson 2	Laurens 55
Anderson 3	Laurens 56
Anderson 4	Lee
Anderson 5	Lexington 2
Bamberg	Lexington 3
Barnwell 45 & 48	Lexington 4
Chester	Marion
Clarendon	Marlboro
Colleton	McCormick
Darlington	Newberry
Dorchester 4	Orangeburg
Fairfield	Saluda
Florence 1	Spartanburg 3
Florence 3	Spartanburg 7
Greenwood 50	Sumter
Greenwood 51	Union
Greenwood 52	Williamsburg
Hampton	York 1
	York 4

Source: CERRA, Rural Recruitment Incentive Report, July 2024

School Districts Rural Recruitment Initiative 2024-25	
Abbeville	Jasper
Allendale	*Kershaw*
Anderson 2	Lancaster
Anderson 3	Laurens 55
Anderson 4	Laurens 56
Anderson 5	Lee
Bamberg	Lexington 2
Barnwell 45 & 48	Lexington 3
Calhoun	Lexington 4
Chester	Marion
Clarendon	Marlboro
Colleton	McCormick
Darlington	Newberry
Dillon 3	Orangeburg
Dillon 4	Saluda
Dorchester 4	*Spartanburg 2*
Edgefield	Spartanburg 3
Fairfield	Spartanburg 7
Florence 3	Sumter
Greenwood 50	Union
Greenwood 51	Williamsburg
Greenwood 52	York 1
Hampton	York 4

CERRA Incentives for Rural Recruitment Incentive Funds

Recruiting into the Profession from Within a District

Alternative Certification: funds for districts to reimburse employees for costs associated with applying for and participating in an alternative certification program

Bridge Program Partnerships: funds to cover district costs associated with college/university partnerships to identify and support future teachers

Certification Examinations: funds for districts to reimburse employees for costs associated with certification exams and certification support seminars

Teacher Cadet Start-Up Costs: funds to cover costs associated with starting a new Teacher Cadet class, excluding teacher salary; may include startup of ProTeam or other types of teacher recruitment classes

General Recruitment and Hiring

District Website Upgrades: funds for districts to improve their websites so as to assure accessibility from all devices, ease in locating information about vacancies and availability of online application process

International Teacher Fees: funds to cover district costs associated with hiring international teachers

National Employment System Vendor: funds for districts to subscribe to a national vendor package of online services to track, recruit, screen, and onboard applicants

Recruitment Expenses: funds for districts to cover costs of travel expenses associated with domestic recruitment activities (such as attendance at recruitment fairs), the purchase of marketing materials, etc.

Recruitment

Critical Needs Salary Stipend: funds for districts to pay salary stipends to critical need subject teachers to encourage them to accept employment and to remain in the district

Housing Purchase: funds to reimburse districts for all or some of the cost of a down-payment and the renovation of a house or apartment from outside the district to offset the community costs

Travel Stipend: funds for districts to provide a stipend to teachers who travel to their teaching assignment from outside the district, to offset the community costs

First Year Teacher Stipend: funds for districts to increase the salary of a first year teachers to the second year teacher level

Retention

Graduate Coursework: funds to reimburse teachers for costs associated with graduate coursework that the district has determined would address a district need or promote job satisfaction/retention

Mentoring/Induction Support: funds for districts to provide stipends for first year teachers mentors and to offer resources and training for mentors and first year teachers

Professional Development: funds to provide professional development for classroom teachers that is intended to address a district need or promote job satisfaction/retention

Surveys: funds to hire a consultant to design tools to collect and analyze data related to teacher attrition and/or to support teacher retention

Source: CERRA

Questions the report answered:

Study Question #1

How did districts utilize the RRI funds in 2023-24?

Study Question #2

How do RRI districts perceive the effectiveness of RRI funds?

Study Question #3

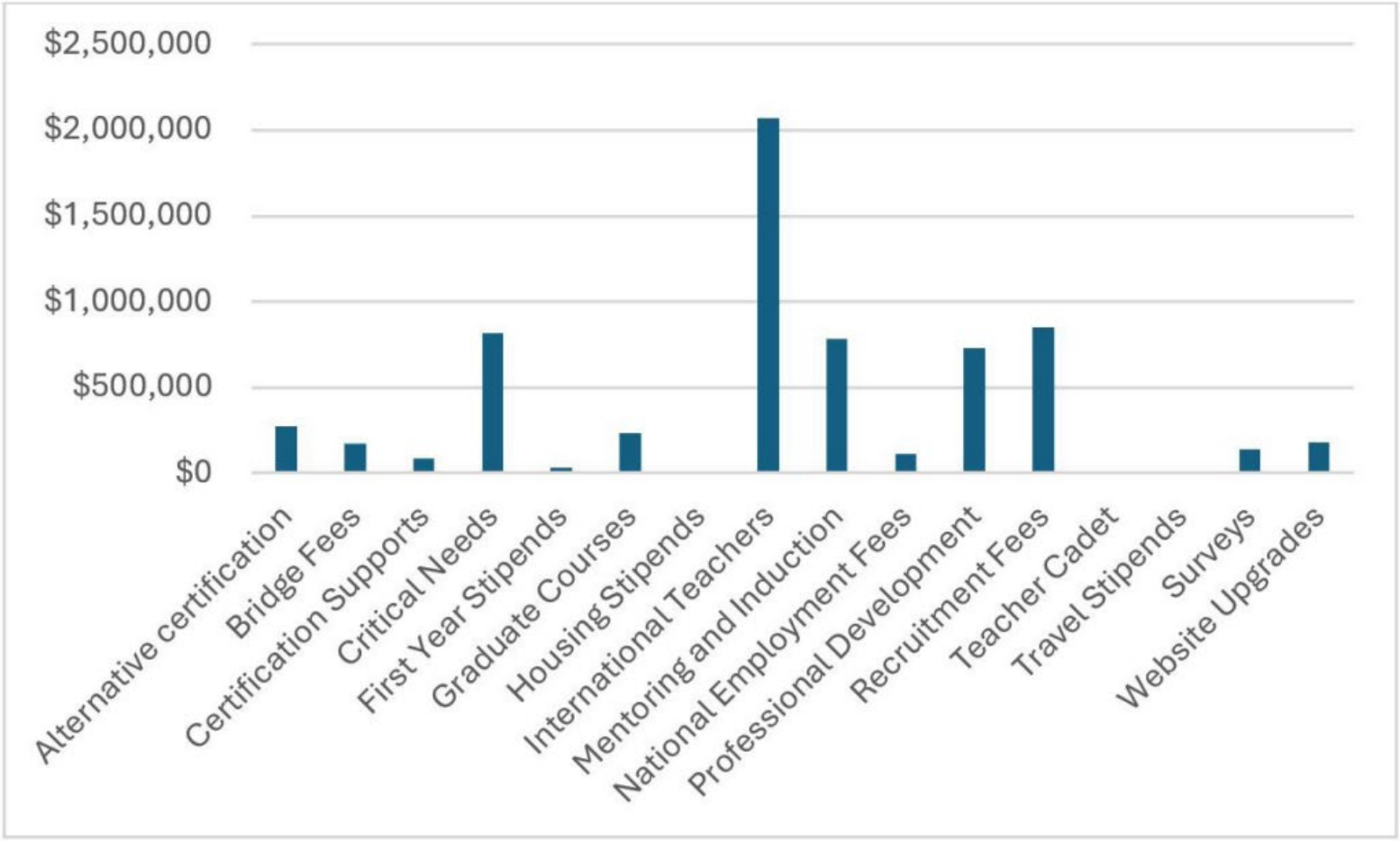
Is it possible to determine which incentives yield the most effective outcomes?

How did districts *utilize* the Rural Recruitment Incentive funds in 2023-24?

Incentive	Number (%) of Districts utilizing in 2023-24
Recruitment expenses	31 (76%)
Alternative Certification	27 (66%)
Mentoring and Induction	26 (63%)
Professional Development	22 (54%)
International Teachers	21 (51%)
Certification Supports	17 (41%)
Graduate Courses	13 (32%)
Critical Needs Stipends	12 (29%)
Website Updates	10 (24%)
National Employment Fees	7 (17%)
Surveys	3 (7%)
Bridge Program	2 (5%)
First Year Teacher Stipends	2 (5%)
Housing	0
Teacher Cadets	0
Travel Stipends	0

How do districts utilize monies?

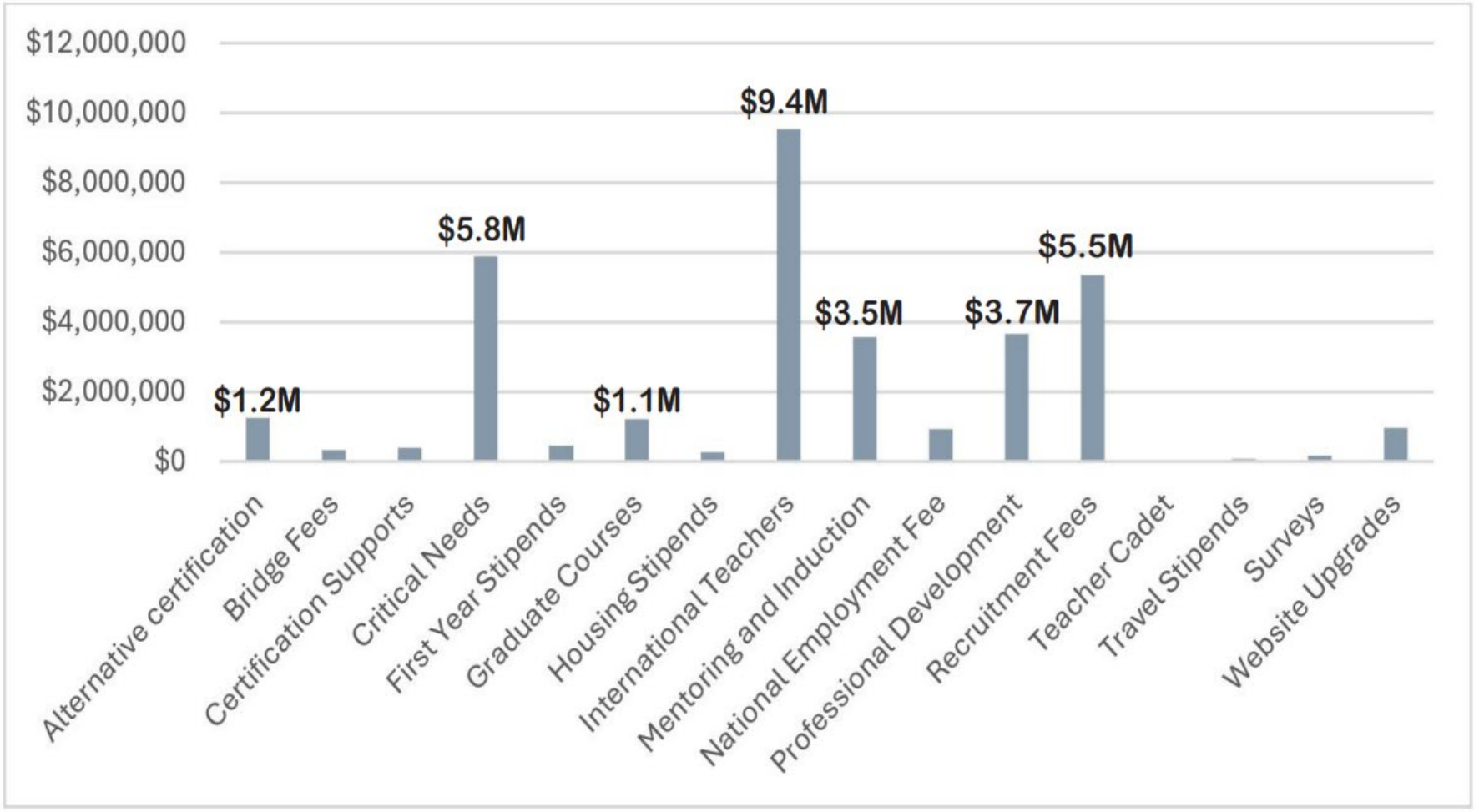
Figure C: Disbursements of Incentives by Type 2023-24



Source: CERRA, Rural Recruitment Incentive Report, July 2024

How do districts utilize monies overtime?

Figure D: Five Year Cumulative Incentive Disbursements By Districts 2019-20 to 2023-24



Source: CERRA, Rural Recruitment Incentive Report, July 2024

How much money is allocated to RRI from EIA?

- The RRI for 2023-24 was allocated **$7,598,392** from Education Improvements Act funds, leaving a carry forward of $1,195,270.

Table B: 2023-24 Financials For Rural Recruitment Incentives

Carry Forward 2022-23	$800,654
RRI Allocation from EIA funds for 2023-24	$7,598,392
Total funds available for 2023-24	$8,399,046

Allocations for 2023-24

Rural Recruitment Incentives to Districts	$7,000,000
District Expenditures for Incentives	$6,472,011
Difference between Allocation/Expenditure	(+$527,989)

Winthrop Indirect Costs	$283,934
CERRA Administrative	$76,561
Site Grants to Teachers	$35,103
Teacher Loan Forgiveness	$336,167
Total Funds Expended in 2023-24	$7,203,776

Allocation of RRI for 2023-24	$7,598,392
Total funds expended in 2023-24	$7,203,776
Carry forward 2023-24	$394,616

Carry forward 2022-23	$800,654
Carry Forward 2023-24	$394,616
Balance Forward 2024-25	$1,195,270

Source: CERRA, correspondence with CERRA

How do RRI districts perceive the effectiveness of RRI funds?

1. Districts expressed desire to be more strategic in making decisions about incentives
2. Heavy reliance on international teachers
3. Many wanted to expand eligibility beyond classroom teachers (i.e., guidance counselors, media specialists)
4. Website expenses were focused on general maintenance and compliance
5. Districts like the money and appreciate the flexibility
6. Many cited desire to expand mentoring model and payments for graduate courses

Effectiveness of Incentives

Data source currently available: percentage of teachers retained from previous year (**at same school**)

"Using data from the SCDE, SC TEACHER has created a statewide data infrastructure that is beginning to show a clearer picture of the training and movements of individual teachers in South Carolina.

With time and improved data systems, SC TEACHER will be able to reliably provide data to districts and the state regarding short and long-term effects of individual incentives on retention and return on investment (ROI) for specific incentives. The EOC will continue to work closely with SC TEACHER in these efforts."

- pg. 13 Rural Recruitment Initiative Funds Evaluation

Recommendations for Future of Rural Recruitment Initiative Funds

Expand the Evaluation Effectiveness of Current Incentives:

In reviewing individual incentives, several should be further analyzed to see if they contribute to teacher recruitment and/or retention. These incentives include recruitment expenses and website updates. Districts stated in the survey results they utilized website upgrades as general maintenance expenses, not necessarily targeting teacher recruitment. In analyzing available data, recruitment fair expenses often did not yield positive results for districts.

Facilitate Collaborative Analysis for Strategic Refinement:

EOC staff should continue to work with SC TEACHER to analyze data regarding the incentives as they relate to teacher recruitment and retention. SC TEACHER should have access to the 2023-24 data from the SCDE in the coming weeks; additional data will strengthen the data infrastructure and allow districts and policymakers to make recommendations and decisions using ROI data.

Recommendations for Future of Rural Recruitment Initiative Funds

Implement Data-Driven Decision Making on Strategy Implementation:

The EOC, SCDE, CERRA, and SC TEACHER should regularly meet to continue analysis of the available data in an effort to refine the recommendations. It is recommended that this report be revised at fiscal year 2026.

Develop Training Model for Districts:

A training model should be developed for districts that receive RRI funds to provide them with the strategies that would work best for each district using their individual data.

Empower Districts with Long-Term Planning Tools:

Districts should have their individual district data to develop individual long-term plans for the most effective use of incentives funds such as pairing strategies for maximum benefit. An example might be mentoring/ induction and professional development.

Executive Director Update

Dana Yow

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Cyclical Review of the accountability system

- Stakeholder Engagement Plan
- Timeline
- State Accountability Advisory Committee
- Focused Convenings

§ 59-18-910. Cyclical Review of the accountability system

§ 59-18-910. Cyclical review of accountability system; stakeholders; development of necessary skills and characteristics. Beginning in 2020, the Education Oversight Committee, working with the State Board of Education and a broad-based group of stakeholders, selected by the Education Oversight Committee, shall conduct a comprehensive cyclical review of the accountability system **at least every five years and shall provide the General Assembly with a report on the findings and recommended actions to improve the accountability system and to accelerate improvements in student and school performance.** The stakeholders must include the State Superintendent of Education and the Governor, or the Governor's designee. The other stakeholders include, but are not limited to, parents, business and industry persons, community leaders, and educators. The cyclical review must include recommendations of a process for determining if students are graduating with the world-class skills and life and career characteristics of the Profile of the South Carolina Graduate to be successful in postsecondary education and in careers. The accountability system needs to reflect evidence that students have developed these skills and characteristics

Strategy II: Measuring Change

Objective E

Design and implement an educational accountability system that enables stakeholders to take action and focus on continuous improvement

- Research the needs of multiple stakeholder groups to determine appropriate measures
- Develop measures to meet identified needs

Objective F

Identify and reward school accountability success

- Recognize schools that demonstrate success
- Include select awards on school report cards

Timeline

- **Feb. 2025:** establish State Accountability Advisory Committee; Finalize partnerships for focused convenings
- **March 2025:** Center for Assessment to conduct Statewide surveying of public to focus on expectations and the impact of current accountability system indicators. Report shared with State Accountability Advisory Committee.
- **March-April 2025:** Conduct Regional Listening Sessions; report shared with State Accountability Advisory Committee by April 30, 2025.
- **March-June 2025:** Focused Convenings to occur; recommendations to State Accountability Advisory Committee by July 1, 2025
- **March-October 2025:** State Accountability Advisory Committee to meet (three in-person meetings in Columbia, one remote; led by Center for Assessment)
- **Dec. 2025:** Capstone Report prepared by Center for Assessment and Recommendations to EOC

Regional Listening Sessions

- To be led by outside firm; EOC staff to attend.
- Public meetings; State Accountability Advisory Committee invited to attend
- To be conducted in March and April 2025.
- 8 remote sessions (in evening and mid-day)
- Will also provide window of time to receive public comments in writing.

<u>Designed to understand</u>

- The impact of the current accountability system
- Using the school report cards as a vehicle of the accountability system, the degree to which parents, the general public, and others understand how schools and students are doing and where they fit in.
- The degree to which indicators, performance measures are in sync with policy priorities and public expectations of students and schools.

Focused Convenings

High School Experience (to include measures of CCR)	Awarding Performance	CTE Report Cards
Primary School Report Cards	Multilingual Learners	Public Expectations vs. Ratings

NAEP 2024 Mathematics and Reading Release

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Release overview

Nationally:

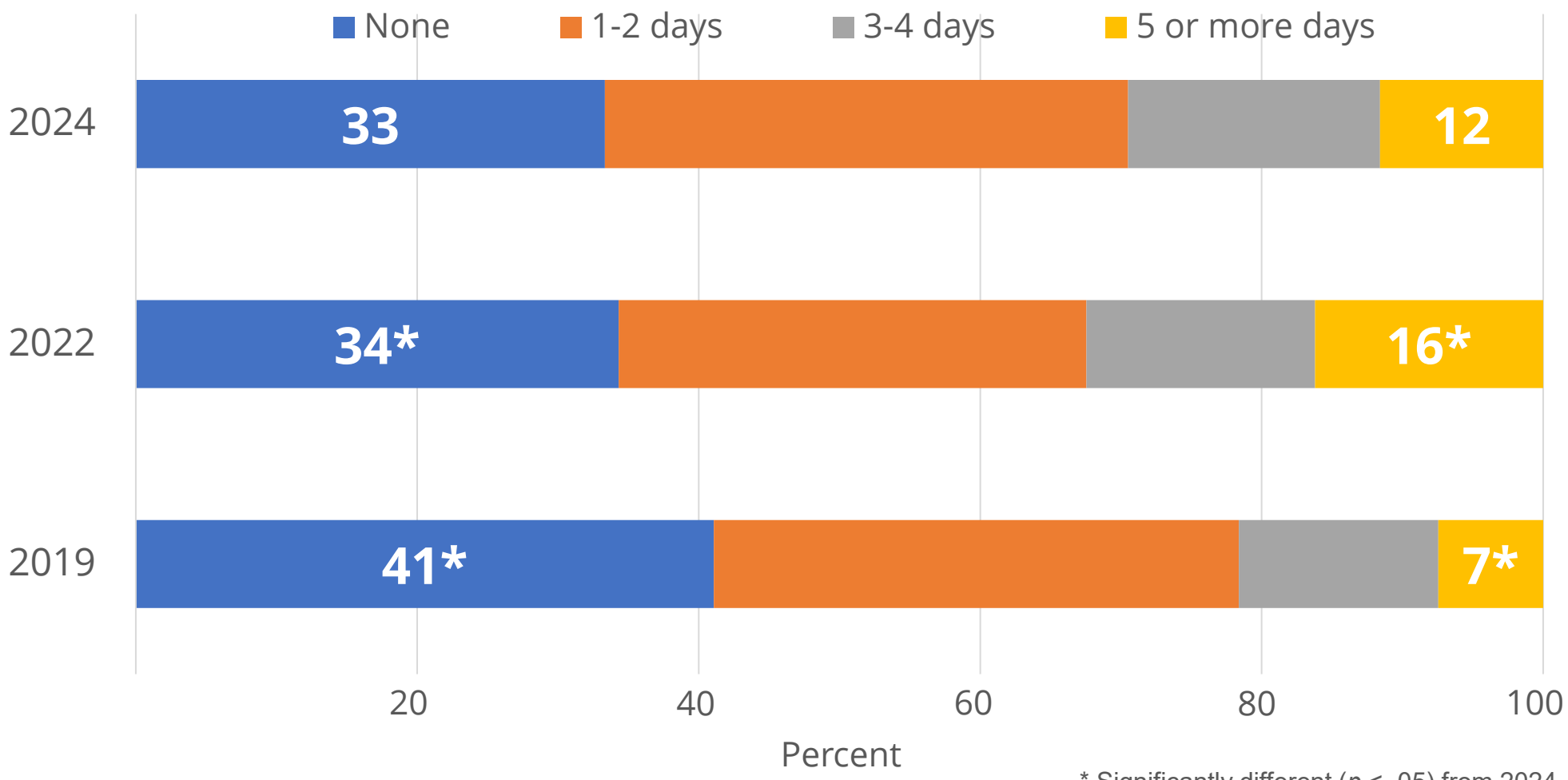
- There were glimmers of hope in mathematics, a 2 point gain in 4th grade math from 2022 to 2024. There was no change in 8th grade math.
- In 2024, the percentage of eighth-graders' reading below *NAEP Basic* was the largest in the assessment's history (1969), and the percentage of fourth-graders who scored below *NAEP Basic* was the largest in 20 years.

South Carolina

- In 4th grade math, the average scale score of SC students was 1 point higher than the national average. In 4th grade math, the percentage of students scoring at the Proficient level was higher than 2022 and 2019.
- The average scale score for SC students in 8th grade math was 4 points below the nation.
- The average scale score for SC students in 4th grade reading was 1 point higher than the nation.
- The average scale score for SC students in 8th grade reading was 3 points behind the nation.

Student absenteeism declined in 2024 compared to 2022, remains higher than 2019

Percentage of eighth-grade students in NAEP mathematics by reported days absent in the previous month: 2019, 2022, 2024



* Significantly different ($p < .05$) from 2024.

EIA Budget Recommendations, 2025-26

January 15: **Presentation to Public Education and Special Schools Subcommittee of the House Ways and Means Committee**

March 7: **Presentation to Senate Finance K-12 Education Budget Subcommittee**

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Ethics Report

Statement of Economic Interest
Due March 30, 2025

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Adjournment

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