SC EDUCATION OVERSIGHT COMMITTEE
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AGENDA

Full Education Oversight Committee Meeting

Monday, June 14, 2021
Blatt Building, Room 110
1:00 PM

I. Welcome .....Ellen Weaver

II. Approval of Full Committee Minutes, April 12, 2021.....Ellen Weaver

III. Subcommittee Reports:

Academic Standards & Assessments.....Neil Robinson

Action Items:

SC CCR Science Academic Standards, 2021
.....Neil Robinson

Military Connected Students Report, 2021
.....Neil Robinson

Parent Survey Report, 2020
.....Neil Robinson

EIA & Improvement Mechanisms..... Dr. Bob Couch

Action Item:

Teacher Loan Program Report, FY2019-20
..... Bob Couch

Discussion Item:

EIA Program Update ..... Bob Couch

IV. Presentations

Superintendent of Education Update
.....Molly Spearman

COVID-19 Pandemic Relief K-12 Funding Update
..... Dr. John Payne, SCDE

COVID-19 Kindergarten Readiness Assessment Report
.....Dr. Matthew Lavery

Executive Director Update
..... Matthew Ferguson

V. Adjournment

SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE

Minutes of the Meeting

April 12, 2021

Members Present (in-person or remote): Ellen Weaver, Chair; Rep. Terry Alexander; April Allen (remote); Rep. Neal Collins; Dr. Bob Couch, Rep. Raye Felder; Barbara Hairfield; Sen. Greg Hembree; Sidney Locke; Dr. Brian Newsome; Neil Robinson (remote); Supt. Molly Spearman; and Dr. Scott Turner (remote)

EOC Staff Present: Dr. Kevin Andrews; Matthew Ferguson; Dr. Valerie Harrison; Hope Johnson-Jones; Dr. Rainey Knight; Dr. Matthew Lavery; and Dana Yow.

Guests Present: Dr. Lee D'Andrea, EOC Consultant; Dr. David Mathis, Deputy Superintendent, SCDE; Dan Ralyea, Director of Office of Research and Data Analysis, SCDE; Georgia Mjartan, Office of First Steps; and Chelsea Richards, Office of First Steps

Ms. Weaver welcomed members and guests to the meeting. She congratulated Mr. Ferguson on his first year as Executive Director and Rep. Collins for his recent wedding. She also asked Mr. Ferguson to introduce Dr. Matthew Lavery, the EOC's newest Director of Research.

The minutes of the February 8, 2021 EOC meeting were approved and seconded. Ms. Weaver asked Mr. Robinson to present the report of the Academic Standards and Assessments subcommittee meeting, which met on January 25. Mr. Robinson summarized the discussion that occurred on the Remote Learning Report as well as the ECENC Report. He asked Dr. Andrews to give the report. Since a quorum was not present during subcommittee, Ms. Weaver asked for a second, which was received.

Dr. Andrews noted an amendment to a paragraph on page 11 of the report. It impacted the report that was printed for the members. Only 20% of students were reported on for this year's report, an impact of COVID.

Mr. Robinson amended his motion to include Dr. Andrews' noted technical amendment. Ms. Weaver asked for unanimous consent to make the technical amendment, which she received.

Dr. Turner asked for the reporting requirements required for the schools in this program. Dr. Andrews stated that they had to provide summary information to establish their eligibility. They must provide a financial audit and the number of grants and dollar amounts for the prior year. Once they are eligible, they must provide assessment information at the end of the year.

Ms. Weaver stated that if schools provided data, they are eligible for the program. Ms. Barton reminded the committee that if there are less than 10 students, data are not reported because of concerns about identifying individual children.

The report was adopted unanimously.

Mr. Ferguson then reported on the remote learning report. He first congratulated SC for being ahead of states, requiring assessment of students per Act 142. The report looked at students in 67 districts who were tested using MAP.

Key findings from the report include that less than 3 out of 10 South Carolina students in grades 3 through 8 are projected to meet grade level proficiency in mathematics and ELA/reading. Fall-to-winter growth is far below what is expected by normed growth projections in all grades for reading and in all grades except 5 and 8 in mathematics.

For the fall/winter 2020 cohort analysis, while the overall COVID slide has been most dramatic in mathematics, cohort percentile declines in fall-to-winter were most dramatic in reading. Achievement gaps also do not appear to have widened during fall-to-winter 2021. However, vulnerable student populations are likely missing from the sample.

The EOC recommends that we focus on student catch-up growth in addition to annual growth. The primary driver of catch-up growth is increased instructional time and high-quality instruction.

Another recommendation is to consider increased academic offerings and the re-organization and addition of instructional time. It is only after 2-3 years of intensive instruction of more than 200 minutes per day that students in the bottom quartile begin to cross the threshold of performance at the 50th percentile. We can't continue to do what we are doing and expect different results.

Finally, the third recommendation emphasizes acceleration rather than remediation. Remediation does not work for many students. There are many ways to do this, and school districts will have flexibility in implementation.

Sen. Hembree asked about vulnerable populations missing from the sample – is there any opportunity we will have to catch these students up? Students will be tested this year, but the concern is with the 95% requirement being waived will impact these vulnerable students.

Rep. Collins then asked if it was fair to say that the COVID slide means that five percent of our student populations became non-proficient. Mr. Ferguson stated that these are projections so the data he is asking for isn't in the charts presented; we can answer this question when we have summative data later this year. Rep. Collins stated that we needed to know who these kids are.

Rep. Alexander wanted to know if he heard that we were comparing vulnerable student groups. Mr. Ferguson stated that we wouldn't have that until we had census testing. We don't know how many students will opt out and the data will not be as comprehensive. Rep. Alexander asked what we will be done about African American students in largely rural areas; we will have to do something to reboot the system. Mr. Ferguson said we will have to double down on instruction for students who are far behind, especially in reading and writing over the next two to three years. He stated that we need to look at school calendars differently – look at summer instruction and even year-round instruction that focuses on intervention and teaching essential standards with scaffolding. We need more time with quality resources and with quality teachers.

Rep. Felder asked where the other students not reflected in data from 67 districts were. Mr. Ferguson stated that we did not focus our research on assessments other than MAP. Rep. Felder asked if we were able to identify if assessments were tested in-person or remotely. Mr. Ferguson stated that we did receive data about the environment students were tested in, but that may not have been the same environment instruction was delivered in. We weren't comfortable inferring that students assessed remotely also received instruction remotely.

Supt. Spearman stated that she would touch on some of this in her presentation although she pointed to nuances in the data that are important to point out.

Rep. Felder said that it appears that students need 20 minutes of ELA plus math, so we must come up with a better way to deliver instruction.

Supt. Spearman then provided an update. She stated that 72 districts are currently offering full 5-day face-to-face instruction for all students. Currently, 1164 schools are delivering instruction face-to-face; 96 are hybrid (2-4 days), and 1 school is all virtual. She discussed academic recovery and summer learning plans for school districts.

The SCDE has developed a roadmap document to assist school and district leaders with implementing data-based problem solving and choosing effective strategies and interventions that fit students' needs. The roadmap includes effective leadership; complete data system; excellent core instruction; targeted interventions; and district key supports.

In the academic recovery plans, districts will outline goals and strategies to accelerate learning for students in: Tier 1: Mild Remediation; Tier 2: Moderate Remediation; and Tier 3: Significant Remediation.

The work with the SCDE is doing with Education Analytics includes converting interim assessments to a common SC READY scale; using historical summative assessments and interims to predict scores if COVID had not occurred; measuring the gap between current interim scores and projecting interim scores to determine achievement gaps. The SCDE has developed an Academic Recovery Plan Template based on common data set and evidence-based practice expectations.

Dr. David Mathis and Dan Ralyea added to Supt. Spearman's update, stressing the need to implement recovery plans with fidelity. School districts will have a multi-year plan which will have to be evaluated.

Supt. Spearman stated that she was alarmed at the lack of growth coupled with some of the interventions being implemented. The science of reading is an important topic as is the LTRS training that literacy coaches are currently undergoing. The SCDE is purchasing curriculum for some school districts. Teachers don't have the tools they need currently. Ms. Spearman stated that with the federal money the SCDE has received, they have been able to purchase critical tools like the Learning Management System (LMS) and the Learning Object Repository (LOR).

Mr. Ralyea discussed the Rally tool that he stated started out as a tool for teachers. The tool now also includes social emotional supports designed to be delivered at the classroom level. Based on data from EA, incorporated into Rally, students are 2.4 months of ELA learning and 2.5 months in math learning behind where they would have been without COIVD school closures. A reasonable estimate for recovery is two to three years.

Dr. Couch stated that all students don't need the full course. How can we speed up aspects of recovery for students who are behind in addition to all students? Supt. Spearman stated that it is important for teachers to know how to differentiate instruction. It is important to also make school fun and engaging for students. Dr. Mathis stressed that it is important to focus on the quality of instructional time.

Dr. Mathis said that engagement of parents is also important. We need to focus on building capacity in parents to help children at home. That is part of the plan with Waterford/Upstart. The LTRS training is also key for districts. Do teachers have the skill set to figure out a plan for kids? The transition from 4th to 5th grade in math is a key benchmark, according to Dr. Mathis.

Ms. Hairfield asked if teachers could see specific skills students are behind in with the Rally too. Mr. Ralyea stated that the display vehicle on the Rally tool uses a common platform, and that teachers should be able to see these data.

Ms. Weaver asked if all districts are participating. Mr. Ralyea said that not all districts have chosen to give teachers availability. Some districts have chosen to use other tools.

Rep. Alexander stated that we know that all districts are not all equipped in terms of capacity and delivery. He asked about the considerations for these districts. Dr. Mathis stated that they are doing audits in schools and they are hiring their reading coaches.

Supt. Spearman stated that they would be glad to come back and give a report on ESSER funding. Some of the pots of money include facility upgrades. She stated they are seeing how best to leverage these funds since this is an area that needs to be addressed in districts that lack an adequate tax base.

Rep. Alexander asked if a child does not have what they need by 3rd grade, what can be done? Dr. Mathis stated that there are examples of children overcoming learning loss after 3rd grade, but they are rare. We need strong strategies to help all children.

Ms. Hairfield stated that we need to assess children before 3rd grade, and that early childhood is the foundation for learning.

Ms. Barton asked if districts were identifying children in the intervention tiers. She also asked if SCDE is reading the plans and giving feedback. Dr. Mathis stated that they are partnering with Education Elements to determine which plans were the most promising.

Rep. Collins stated that this is frustrating since we need to have some sort of oversight over these plans districts are producing. Dr. Mathis stated that he believes that we will have models and exemplars after this process is over.

Ms. Weaver than called up Dr. Lee D'Andrea to deliver the final report of the eLearning Pilot Project. The findings from Year 1, 2018-19 were

- Components of participating districts included existing, well-embedded technology landscape, including a Learning Management System, instructional technology integration, teacher professional development, and 1:1 device distribution.
- Participating school districts reported that at least two years is necessary to lay the foundation for successful implementation.
- eLearning is a viable option for instruction on days when inclement weather or other natural disasters prevent school attendance; even make-up days can be eLearning days

Year 2, school year 2019-20, included the following findings:

- District leadership and organization structure were critical to overall success.

- eLearning was not the same as online, virtual learning for longer periods of time.
- Preparation and planning made a difference in the quality of the migration from a digital learning environment (in school) to eLearning (away from school).

For Year 3, the 2020-21 school year, the findings and recommendations include:

- When schools closed due to COVID, EOC staff pivoted for eLearning Year 3. Year of support for districts.

eLearning for the short term was not the same as virtual learning that is exclusively online.

- The development of the SC Digital Ecosystem (for the state and within each district) is critical to systemic student achievement.

The recommendations for the program, which is set to be transferred to the SCDE, include:

- The use of up to five eLearning days should be continued for all current eLearning districts in the 2021-2022 school year to allow for the make up for short term disruptions. Districts should report the use and reasons for eLearning days in the state level Student Information System (SIS).
- Additional research and resulting state level guidance is needed for the effective utilization of virtual classes, programs, and/or schools.
- The continued development of a digital ecosystem at both the district and state level should be supported. State level support and guidance is necessary to ensure resources and equity of access.
- There is a need for intentional work to standardize and collect data, particularly as it relates to attendance, virtual offerings, and conditions for success measures, such as access to high-speed internet at home.

Following Dr. D'Andrea's report, Ms. Weaver called upon Ms. Mjartan, Mr. Ralyea, and others to present on the SC Early Learning Extension. Ms. Mjartan discussed this project, as the lead agency on the SC Early Childhood Advisory Council. The recommendations on early childhood program data they heard from the EOC include: improve data quality (e.g., demographics); update county-level data at least annually; track eligible population vs. those served through publicly-funded programs; link to outcomes longitudinally via unique identifiers; and allow for disaggregation of outcomes by demographics. The consortium is building the SC Early Learning Extension of the K-12 Statewide Longitudinal Data System.

The final item on the agenda was the EOC's 2021 Annual Report. Ms. Yow briefly presented the document, which was included in the EOC packet. The document, which is required by State statute, was provided to all members of the SC General Assembly, on March 1, 2021.

There being no additional business, the meeting adjourned.

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: Academic Standards and Assessments

Date: June 14, 2021

ACTION ITEM
Approval of South Carolina 2021 South Carolina College and Career Ready Science Standards

PURPOSE/AUTHORITY
SECTION 59-18-320, 59-18-325, 59-18-360 of the Education Accountability Act require the EOC to approve all standards and assessments used for accountability. In addition, all standards must be reviewed cyclically and at a minimum every seven years.

CRITICAL FACTS
The South Carolina Department of Education (SCDE) has completed revisions to the South Carolina Academic Standards and Performance Indicators for Science 2014. Attached are the SC 2021 South Carolina College and Career Ready Science Standards as revised by the SCDE.

TIMELINE/REVIEW PROCESS

May-November 2019	EOC conducted cyclical review of the South Carolina Academic Standards and Performance Indicators for Science 2014
December 16, 2019	EOC approved Cyclical Review Report on South Carolina Academic Standards and Performance Indicators for Science 2014
January - December 2020	SCDE revised 2014 Science Standards
February 9, 2021	SC State Board of Education approved 2021 South Carolina College and Career Ready Science Standards for 1st reading
May 11, 2021	SC State Board of Education approved science standards for 2nd reading

ECONOMIC IMPACT FOR EOC

Cost: None

Fund/Source: EIA

ACTION REQUEST

☒ **For approval** ☐ **For information**

ACTION TAKEN

☐ **Approved** ☐ **Amended**
☐ **Not Approved** ☐ **Action deferred (explain)**

Full SC College- and Career-Ready Science Academic Standards can be found at:

https://ed.sc.gov/scdoe/assets/file/agency/ccr/Standards-Learning/documents/South_Carolina_Academic_Standards_and_Performance_Indicators_for_Science_2014.pdf

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Education Oversight Committee
May 17, 2021

Cyclical Review of 2021 South Carolina College and Career Ready Science Standards

EOC Statutory Responsibility

Section 59-18-350(A) of the Education Accountability Act

SECTION 59-18-350. Cyclical review of state standards and assessments; analysis of assessment results.

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. 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 and the State Board of Education for consideration

Overview of Process

- A national panel, made up of five experts in science, curricular standards, and/or cognitive processes, were secured to review the standards and provide suggested revisions.
- A state panel from across South Carolina also reviewed the standards. This panel was made up of parents, science teachers, teachers of exceptional education, English language learners, community members and representatives from business.

Overview of the Process

Both the national and state panels used the same criteria by which to review the standards. The criteria used were:

1. Comprehensiveness/Balance
2. Rigor
3. Measurability
4. Manageability
5. Organization/Communication

The EOC approved the cyclical review report in December 2019 and it was submitted to SDE.

Overview of Process

SDE used the EOC recommendations in their revision process. Once the standards are rewritten by the SDE, they are shared for public comments. Then the new standards are sent to the State Board of Education for first and second reading for approval. The EOC is also responsible for approving these standards.

Commendation

The EOC wishes to applaud the SC Department of Education for its work in the reshaping and revamping of the science standards. This is an arduous and painstaking process because of the voluminous material and content associated with the discipline of science that must be distilled and condensed into a manageable framework appropriate for teachers and students.

Overview of New Science Standards

- These new standards reflect best practices from experts in the field of science and teaching & learning of science.
- The new science standards are three (3) dimensional to include: science and engineering practices (SEP); disciplinary core ideas (DCI); and crosscutting concepts (CC).

Motion and Stability: Forces and interactions (PS2)

K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

Clarification Statement: *Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other.*
State Assessment Boundary: *Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.*

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in K-2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions. With guidance, plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. NRC Framework Link	**PS2.A: Forces and Motion** Pushes and pulls can have different strengths and directions. Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. NRC Framework Link **PS2.B: Types of Interactions** When objects touch or collide, they push on one another and can change motion. NRC Framework Link **PS3.C: Relationship Between Energy and Forces** A bigger push or pull makes things speed up or slow down more quickly. NRC Framework Link	**Cause and Effect** Simple tests can be designed to gather evidence to support or refute student ideas about causes. NRC Framework Link

What is meant by 3 Dimensional?

Each standard is written as a Performance Expectation with the 3 dimensions integrated into the standards.

- Science Engineering Practices: the practices that scientists use to investigate, build models, and develop theories or the processes of science
- Disciplinary Core Ideas: the content of the science disciplines
- Crosscutting Concepts: the themes that assist in applying science content across all domains of science such as patterns, cause and effect, & stability and change

Kindergarten Performance Expectation

Science & Engineering Practices

Plan and conduct an investigation to

Crosscutting Concepts

compare the effects ***of different strengths or different directions of pushes and pulls on the motion of an object.***

Disciplinary Core Ideas

EOC Recommendations

December 2019

1. Limit the number of standards *(Number cut in half)*
2. Outcomes for student performance should be more concise and clearly stated: *(Standards are stated as performance expectations)*
3. Science and engineering practices should progress through the grade levels: *(Process skills build rigor at each grade level)*
4. K-2 standards should focus on foundational skills *(K-2 standards are appropriate)*
5. New standards should reflect inquiry-base approach to the teaching of science: *(Standards are process oriented)*
6. A strong supporting document for teachers: *(Supporting document embedded electronically in standards document)*

Further Considerations for SDE

1. Explore alternative ways to assess science through computer enhanced technology and /or performance assessments
2. Pre-service and in-service teachers should be taught the inquiry based approach to the teaching of science

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Recommendation

EOC staff recommends the EOC approve the 2021 South Carolina College and Career Ready Science Standards

EDUCATION OVERSIGHT COMMITTEE

SUBCOMMITTEE: Academic Standards and Assessments

DATE: June 14, 2021

ACTION ITEM: Annual Report on Academic Performance of Military-Connected Students for 2019-20

PURPOSE/AUTHORITY

Act 289, the Military Family Quality of Life Enhancement Act, was enacted in 2014. The law requires the Education Oversight Committee (EOC) to develop an annual report on the educational performance of military connected children:

> The Education Oversight Committee, working with the State Board of Education, is directed to establish a comprehensive annual report concerning the performance of military connected children who attend primary, elementary, middle, and high schools in this State. The comprehensive annual report must be in a reader-friendly format, using graphics wherever possible, published on the state, district, and school websites, and, upon request, printed by the school districts. The annual comprehensive report must address at least attendance, academic performance in reading, math, and science, and graduation rates of military connected children.

CRITICAL FACTS

EOC staff worked with staff and information from the SC Department of Education, Department of Defense State Liaison Office, and the Military Child Education Coalition.

TIMELINE/REVIEW PROCESS

Report issued annually. The study began in March of 2021 with the collection and analysis of data provided by South Carolina Department of Education and the Department of Defense State Liaison Office.

ECONOMIC IMPACT FOR EOC

Cost: No fiscal impact beyond current appropriations.

Fund/Source: EIA funds appropriated for operation of the agency.

ACTION REQUEST

☒ **For approval** ☐ **For information**

ACTION TAKEN

☐ **Approved** ☐ **Amended**
☐ **Not Approved** ☐ **Action deferred (explain)**

ACADEMIC PERFORMANCE OF MILITARY-CONNECTED STUDENTS

Annual Report for 2019-20

SC EDUCATION OVERSIGHT COMMITTEE

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

Educational Performance of Military-Connected Students, 2020

TABLE OF CONTENTS

Introduction

In 2014, the General Assembly passed Act 289, the Military Family Quality of Life Enhancement Act. The Act's purpose is to "enhance quality of life issues for members of the armed forces" (Act 289 Preamble). Part V requests the SC Education Oversight Committee (EOC) to develop an annual report on the educational performance of military-connected children:

> The Education Oversight Committee, working with the State Board of Education, is directed to establish a comprehensive annual report concerning the performance of military-connected children who attend primary, elementary, middle, and high schools in this State. The comprehensive annual report must be in a reader-friendly format, using graphics wherever possible, published on the state, district, and school websites, and, upon request, printed by the school districts. The annual comprehensive report must address at least attendance, academic performance in reading, math, and science, and graduation rates of military-connected children.[1]

The EOC evaluation team worked closely with the military and education community as it developed this report. Professionals, who directly support military families, provided input. Both the South Carolina Department of Education (SCDE) and Defense Manpower Data Center provided data. The 2020 report provides:

- An overview of the federal Impact Aid program.
- Details regarding the demographics of military-connected students.
- An update on the academic performance and school attendance of military-connected students as reported for school year 2019-20; and
- A summary of the trainings for educators and families to enhance support of military-connected students at home and in school.

[1] Section 59-18-900(H) of the South Carolina Code of Laws.

Acknowledgements

The EOC is grateful for the assistance of local, state, and national organizations and staff in the development of this report. Report contributors include:

Department of Defense State Liaison Office

Military Child Education Coalition

SC Department of Education

South Carolina School Liaison Office

Summary of Findings

1. Due to COVID-19 school closures and the resulting waiver of end-of-year assessments by the U.S. Department of Education, South Carolina end-of-year summative assessments were not administered in elementary and middle schools, and data is not available for reporting. Military-Connected Students (MCS) data for the Kindergarten Readiness Assessment (KRA), the South Carolina End-of-Course Evaluation Program (EOCEP), Advanced Placement (AP) assessments, Career Technology Assessments, graduation rates, and attendance are included in this report .
2. Data reported by the South Carolina Department of Education (SCDE) regarding military-connected students are based on district entry of student information into PowerSchool. As a state, South Carolina's reporting of the number of military-connected students has improved over time. Data provided by the SCDE to the Education Oversight Committee (EOC) indicate there were 18,237 military-connected students in South Carolina's public schools in school year 2019-20. Almost 70 percent of military-connected students have at least one parent who is active duty, a slight increase from the prior school year.
3. Every Student Succeeds Act (ESSA) requires the identification and collection of military-connected student data, and South Carolina has an established mechanism for collecting this information. SCDE manages PowerSchool, the student data information system that is provided to school districts. It is the primary source for student data and is often used for state and federal reporting requirements. In PowerSchool, a "Parent Military Status" field includes a list with seven possible student status options, as shown below.

Military-Connected Student Data Collected in PowerSchool, as of May 13, 2021[2]

Values
(blank) – Neither Parent nor Guardian is serving in any military service.
01 - A Parent or Guardian is serving Full-time in the National Guard and is not currently deployed.
02 - A Parent or Guardian is serving Full-time in the Reserves and is not currently deployed.
03 - A Parent or Guardian is serving Full-time in the National Guard and is currently deployed.
04 - A Parent or Guardian is serving Full-time in the Reserves and is currently deployed.
05 - A Parent or Guardian is serving in the military on active duty and is not deployed.
06 - A Parent or Guardian is serving in the military on active duty and is currently deployed.

[2] SC State Reporting Updates, Update dated May 13, 2020. Accessed at https://ed.sc.gov/data/information-systems/power-school/sc-state-reporting-updates/.

In response to ESSA, the SCDE provides more detailed academic performance data on military-connected students that can be disaggregated by gender, economic status, English learner status, disability status, gender, homeless status, gifted and talented status, and foster care status.

4. Of the 18,237 military-connected students reported by school districts to SCDE in school year 2019-20, approximately 81 percent of the students attended one of the eleven school districts listed in Table 3. Appendix B provides additional detail for all school districts.

School Districts with Highest Military-Connected Student Populations, School Year 2019-20

District	Students	Percent
Richland 2	4,060	22.26
Horry	2,285	12.52
Dorchester 2	2,032	11.14
Beaufort	1,386	7.59
Berkeley	1,173	6.43
Lexington 1	1,091	5.98
Sumter	796	4.36
Kershaw	764	4.19
Aiken	610	3.34
Lexington 5	568	3.11
Total	**14,765**	**80.96**

Source: SC Department of Education, February 2021 data provided to EOC.

5. About 70 percent of military-connected students have at least one guardian or parent who is on active duty or deployed. Approximately 1,992 military-connected students had at least one parent who was deployed in school year 2020, representing an increase of 360 from 2019. An additional 151 military-connected students were reported to have a parent who was on active duty but died within the last year. Another 1087 military-connected students reported having a parent who was on active duty and wounded in 2020. While this category is a small percentage of the total number of military-connected students, the number of military-connected students with a parent who was wounded in 2020 is 38 percent greater than in 2019.

6. Military-connected student data for the Kindergarten Readiness Assessment (KRA) results show that of the 1,235 Military-connected students assessed 47.5% scored ready for Kindergarten, compared to 39.0% of all students tested on this assessment statewide.

7. Military-connected students continue to perform better than their peers (tested students of their same age and grade level). During the 2019-20 school year, military-connected students outperformed all students statewide on the End-of-Course Examination Program (EOCEP) exams (Algebra 1, Biology, and U. S. History) administered at the end of the fall 2019 semester. On average, military-connected students' average scores for the three courses tested were 6.2 points higher. EOCEPs were not administered at the end of the semester in spring 2020.

8. During the 2019-20 school year, the high school graduation rate for military-connected students was 92.5 percent, up from the reported 86.9 percent in 2018-19. The state on-time graduation rate was 82.01 percent, up from 81.05 percent in 2018-19.
9. In 2019-20, of the 68 districts reporting MCS, only 32 districts provided attendance reports. From available data, the average number of days absent for military-connected students was 3.7 days. Thirteen school districts with at least 30 military-connected students reported that military-connected students were absent for more than 3.7 school days. The highest average absence rate was (4.3 days), and the lowest absence rate was 0 days.

I. Identification and Data Reporting on Military-Connected Students

In December 2015, changes to Impact Aid and the identification of military-connected students were enacted due to the congressional passage of Every Student Succeeds Act (ESSA). Under ESSA, the disaggregation of student-level data is required, including the identification, collection and reporting of military-connected students. ESSA also addresses Impact Aid. Funding authorization for Impact Aid remains stagnant. However, some changes to Impact Aid were made:

- technical and formula changes to federal properties that have already reduced program subjectivity and increased timeliness of payments were made permanent.
- the federal properties "lockout" provision that prevented eligible federally impacted school districts from accessing Impact Aid funding was eliminated.
- the basic support formula was adjusted to ensure equal proration when appropriations are sufficient to fund the Learning Opportunity Threshold; and
- a "hold harmless" provision was included to provide budget certainty to school districts facing a funding cliff or significant changes to their federally connected student enrollment.[3]

ESSA requires the state identification, collection and reporting of military-connected students in Title I, Part A, Section 1011:

> "(ii) For all students and disaggregated by each subgroup of students described in subsection (b)(2)(B)(xi), homeless status, status as a child in foster care, and status as a student with a parent who is a member of the Armed Forces (as defined in section 101(a)(4) of title 10, United States Code) on active duty (as defined in section 101(d)(5) of such title), information on student achievement on the academic assessments described in subsection (b)(2) at each level of achievement, as determined by the State under subsection (b)(1).[4]

This federal requirement will provide more consistent, easily identifiable data regarding military-connected students with a parent on active duty. As student identification improves, additional supports may be put into place to assist students who live with perpetual challenges presented by frequent moves, parental and sibling deployments, and transitions that include reintegration and dealing with profoundly changed parents. The well-being of these children depends heavily

[3] National Conference of State Legislatures, "Summary of Every Student Succeeds Act, Legislation Reauthorizing the Elementary and Secondary Education Act." May be accessed at: http://www.ncsl.org/documents/capitolforum/2015/onlineresources/summary_12_10.pdf.
[4] Every Student Succeeds Act. More information may be accessed at: https://www2.ed.gov/policy/elsec/leg/essa/index.html.

on a network of supportive adults who are trained to identify early signs of emotional or physical challenge.

SC Collection of Military-Connected Student Data

ESSA requires the identification and collection of military-connected student data. South Carolina has an established mechanism for collecting this information. The SC Department of Education (SCDE) manages PowerSchool, the student data information system that is provided to school districts. It is the primary source for student data and is often used for state and federal reporting requirements. Student level data are input, validated and maintained by local school districts. The data are then transferred (pushed from districts) electronically to the SCDE through the Enrich Data Collection Tool. In PowerSchool, a "Parent Military Status" field includes a list with seven possible student status options, as shown in Table 1.[5] This field remains unchanged since the 2015 EOC report on military-connected students. In the PowerSchool Data Collection Manual for January-February 2018, SCDE emphasizes "verifying all foster, homeless, migrant or military-connected student data accurately indicating their status. If any student meets the definition at any point during the school year, that student should be counted for the entire year."[6]

In response to ESSA, the SCDE provides more detailed academic performance data on military-connected students that can be disaggregated by gender, economic status, English learner status, disability status, gender, homeless status, gifted and talented status, and foster care status.

Data reported by SCDE regarding military-connected students are based on district entry of student information into this field. As noted earlier in this report, districts may also receive federal Impact Aid funding for students who have at least one parent who is federally connected.

The October 25, 2018 update to PowerSchool modified Parent Military Status. Now only students of active or full-time military parents should be coded. The choice set reflects this change. This field determines student's status for the "Military-connected" accountability subgroup in Table 1.[7]

[5] SC Department of Education, "PowerSchool Data Collection Manual, Fall 2016-17," p. 127. May be accessed at: http://www.ed.sc.gov/data/information-systems/power-school-administration/powerschool-manuals-for-s-c-pages/powerschool-data-collection-manual-2016-2017/.
[6] SC Department of Education, "PowerSchool Data Collection Manual, January-February 2018," p. 7. May be accessed at: https://ed.sc.gov/scdoe/assets/File/DataCollectionSched/SC_PS_Data%20Collection-Specific_Fields_Combo%202017-18%20Winter%20Final.pdf, p. 145.
[7] SC State Reporting Updates, Update dated October 25, 2018. Accessed at https://ed.sc.gov/data/information-systems/power-school/sc-state-reporting-updates/.

Table 1
Military-Connected Student Data Collected in PowerSchool

Values
(blank) – Neither Parent nor Guardian is serving in any military service.
01 - A Parent or Guardian is serving Full-time in the National Guard and is not currently deployed.
02 - A Parent or Guardian is serving Full-time in the Reserves and is not currently deployed.
03 - A Parent or Guardian is serving Full-time in the National Guard and is currently deployed.
04 - A Parent or Guardian is serving Full-time in the Reserves and is currently deployed.
05 - A Parent or Guardian is serving in the military on active duty and is not deployed.
06 - A Parent or Guardian is serving in the military on active duty and is currently deployed.

II. Demographics of Military-Connected Students

National, state, and local district collection of military-connected student data continues to be inconsistent. ESSA requires the disaggregation of student-level data, including military-connected students. When this requirement is fully implemented, data collection should become more consistent and accurate.

Number of Military-Connected Students

Data related to military-connected students are collected and reported by districts in PowerSchool. Table 2 below shows 2020 data provided by SC Department of Education in February 2020 (for 2018 through 2020 school years) and includes National Guard, Reserves, and active duty military personnel. About 70 percent of military-connected students have at least one guardian or parent who is on active duty or deployed. Approximately 1,992 military-connected students had at least one parent who was deployed in school year 2020, representing an increase of 360 students from 2019. An additional 151 military-connected students were reported to have a parent who was on active duty but died within the last year. Another 1,087 military-connected students have a parent who was on active duty and wounded in 2020. While this category is a small percentage of the total number of military-connected students, the number of military-connected students with a parent who was wounded in 2020, is 38 percent greater than in 2018.

There has been a significant improvement in district reporting of military-connected students since 2016-17. Families and educators continue assisting with the reporting of this data, so district and school staff can identify students who may need additional support services. Military-connected students live with perpetual challenges presented by frequent moves, parental and sibling deployments, and additional transitions that include reintegration and dealing with profoundly changed parents. The well-being of these children depends heavily on a network of supportive adults who are trained to identify early signs of emotional, physical, and academic challenges.

Table 2
Military-Connected Students,
by Parental Military Branch and Deployment Status, 2018-20 School Years

Military Connection	School Year 2018		School Year 2019		School Year 2020	
	Number	Percent	Number	Percent	Number	Percent
National Guard - Not Deployed	2,116	14.6 %	2631	15.93%	3,027	16.60%
Reserves - Not Deployed	1,784	12.34%	2075	12.56%	2308	12.66%
National Guard – Deployed	326	2.26%	506	3.06%	543	2.98%
Reserves – Deployed	227	1.57%	295	1.79%	368	2.02%

Military Connection	School Year 2018		School Year 2019		School Year 2020	
	Number	Percent	Number	Percent	Number	Percent
Active Duty Military - Not Deployed	8,530	59.01%	9,314	56.40%	9,672	53.04%
Active Duty Military – Deployed	997	6.90%	1,021	6.18%	1,081	5.93%
Active Duty Military - Deceased in last year	62	0.43%	82	.50 %	151	.83%
Active Duty Military - Wounded in last year	414	2.86%	591	3.58%	1,087	5.96%
Subtotal Active Duty	**10,003**		**11,008**		**11,992**	
Total	**14,456**		**16,515**		**18,237**	

Source: SC Department of Education, data reported to EOC.

Of the 18,237 military-connected students reported by school districts to SCDE, approximately 81 percent of the students attend one of the eleven school districts listed in Table 3.

The Charleston Air Force Base and the Naval Weapons Station in Goose Creek comprise Joint Base Charleston (JB CHS). The installation covers almost 24,000 acres, and includes: three seaports, two civilian-military airfields, 39 miles of rail, and 22 miles of coastline. The Charleston Air Force Base Houses C-17 aircraft, and is home to the 437th Air Base Wing, the 628th Air Base Wing, and the 315th Air Wing. The Naval Weapons Station houses several programs, including the Navy's Nuclear Power Training Program, the Naval Information Warfare Center (NIWC) Atlantic, and several other tenant commands. The Naval Health Clinic, and the Air Force Military Treatment Facility, provide many medical services for military members and their families. The base is host to more than 60 Department of Defense and Federal agencies and is associated with approximately 50,000 jobs. The installation provides $3.6 billion in labor income, and an economic impact of $8.7 billion per year.

Both the Marine Corps Air Station Beaufort and Marine Corps Recruit Depot Parris Island/Eastern Recruiting Region are in Beaufort County. Marine Corps Air Station Beaufort, home of the Marine Corps' Atlantic Coast fixed-wing, fighter-attack aircraft assets, is in the heart of the South Carolina Lowcountry and is among the United States military's most important and most historically colorful installations. Consisting of some 7,000 acres 70 miles southwest of Charleston, South Carolina on Highway 21, the installation is home to five Marine Corps F/A- 18 squadrons and one F-35B Fleet Replacement Squadron. Two versions of the F/A-18 Hornet are found aboard MCAS Beaufort, the F/A-18C Hornet and the F/A-18D Hornet. The F-35B squadron is also the only location in the world where pilots train to fly the F-35B. The squadron also trains the United

Kingdom's future F-35B pilots and maintainers. The Marine Corps Recruit Depot is located on Parris Island and is one of the most visited military facilities in the world, hosting more than 120,000 guests each year. It is the headquarters of the Eastern Recruiting Region and for recruit training for all females and males east of the Mississippi River.

Fort Jackson and Shaw Air Force Base are in the Midlands. Located in Richland County, Fort Jackson is the Army's main production center for Basic Combat Training. Approximately 50 percent of the Army's Basic Combat Training is completed at Fort Jackson, with more than 48,000 basic training and 12,000 additional advanced training Soldiers every year. Fort Jackson is home to the U.S. Army Soldier Support Institute, the Armed Forces Army Chaplaincy Center and School, the National Center for Credibility Assessment (formerly the Department of Defense Polygraph Institute, and the Drill Sergeant School, which trains all Active Duty and Reserve instructors.

Shaw Air Force Base in Sumter County is home to Air Force's largest combat F-16 wing, the 20th Fighter Wing. Shaw also serves as home to Headquarters Ninth Air Force, U.S. Air Forces Central, Third Army, U.S. Army Central and many other tenant units.[8]

Table 3
Districts with Highest Military-Connected Student Populations, School Years 2018-19 and 2019-2020

School Year 2018-19			School Year 2019-20		
District	**Students**	**Percent**	**District**	**Students**	**Percent**
Richland 2	4,101	24.83	Richland 2	4,060	22.26
Dorchester 2	1,521	9.21	Horry	2,285	12.52
Horry	1,575	11.22	Dorchester 2	2,032	11.14
Beaufort	1,360	8.23	Beaufort	1,386	7.59
Berkeley	1,075	6.51	Berkeley	1,173	6.43
Lexington 1	1,041	6.30	Lexington 1	1,091	5.98
Sumter	846	5.12	Sumter	796	4.36
Kershaw	693	4.20	Kershaw	764	4.18
Lexington 5	570	3.45	Aiken	610	3.34
SC Public Charter School District	371	2.25	Lexington/Richland 5	568	3.11
Aiken	409	1.47	Anderson 1	357	1.95
Total	**12,705**	**82.65**	**Total**	**15,122**	**82.91**

Source: SC Department of Education, data reported to EOC.

[8] Information regarding South Carolina's military installations gathered from military installation websites and school liaison officers.

III. Student Performance

This section provides academic and attendance data for military-connected students for school year 2019-20 including:

- student achievement as measured by the Kindergarten Readiness Assessment (KRA)
- student achievement as measured by the End-Of-Course Examination Program (EOCEP)
- student achievement as measured by Advanced Placement Examinations
- student achievement on Career Ready Certification Areas
- high school graduation rates; and
- student attendance.

Academic Data

The end-of-year academic achievement of students, including MCS, in South Carolina was not available for 2019-20 due to COVID-19 school closures. This includes students in third through eighth grades on SC READY for English language arts (ELA) and mathematics and SC PASS for science for students in grades 4, 6 and 8. Statewide student performance on the Kindergarten Readiness Assessment (KRA), the South Carolina End-of-Course Evaluation Program (EOCEP) during the fall 2019 semester, Advanced Placement Examinations, and Career Readiness certifications and credentials are provided in this report.

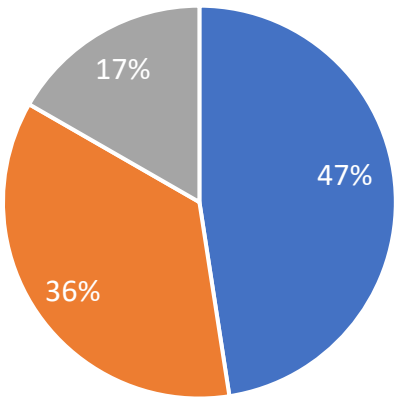
Student Performance on Kindergarten Readiness Assessment (KRA)

The EOC analyzed student performance in school year 2019-20 of all students enrolled in publicly funded kindergartens S.C. Code § 59-155-150 . The KRA is a developmentally appropriate instrument that measures a child's school readiness across multiple domains. KRA determines each child's readiness level from an evaluation of four domains: Social Foundations, Language/Literacy, Mathematics, and Physical Well-Being. According to the SCDE website, the KRA provides a snapshot of students' abilities at the beginning of the school year. Understanding a child's school readiness helps kindergarten teachers best meet the child's needs, and it helps schools, families, communities, and policymakers.

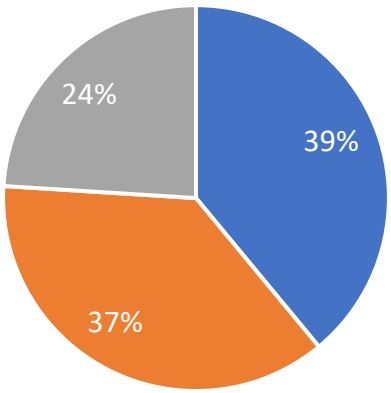
Scores from the 2019 KRA administration showed that 31 districts met or surpassed the overall state average (39%) for Demonstrating Readiness. The percentage of MCS students demonstrating readiness in 2019 was 47.5% (Table 4).

Figure 1

2020 KRA Performance of Military-Connected Students (MCS)



2020 KRA Performance of All SC students



Student Achievement in Grades Three through Eight (Suspended by Act 142)

The South Carolina College-and Career-Ready Assessments (SC READY) are statewide assessments in English language arts (ELA) and mathematics that measure the academic performance of students in grades 3-8. The South Carolina Palmetto Assessment of State Standards (SCPASS) is a statewide assessment administered in science to students in grades 4 and 6. Administration of both SC READY and SCPASS were suspended in the 2019-20 school year due to school closures.

South Carolina End-of-Course Examination Program (EOCEP)

The End-of-Course Examination Program (EOCEP) is a statewide assessment program of end-of-course tests for gateway courses awarded units of credit in English/language arts, mathematics, science, and social studies. The EOCEP encourages instruction in the specific standards for the courses, encourages student achievement, and documents the level of students' mastery of the academic standards. EOCEP examination scores count 20 percent in the calculation of the student's final grade in gateway courses, although the use of grades in the calculation of student grades was suspended for the 2020-21 school year. Defined gateway courses currently include Algebra 1, Intermediate Algebra, Biology 1, English 1, English 2, and United States History and the Constitution, or courses with other names and activity codes in which the academic standards corresponding to these subjects are taught.

To meet federal accountability requirements, the EOCEP in English/language arts, mathematics, and science must be administered to all public school students, including those students as required by the federal Individuals with Disabilities Education Improvement Act (IDEA) and by Title 1 of the Elementary and Secondary Education Act (ESEA). The English 1 EOCEP was not administered in school year 2019-20 school year; this course is year-long, and the exam could not be administered in the Spring.

To receive a South Carolina high school diploma, students are required to pass a high school credit course in science, and a high school credit course in United States history in which the state's end of course examinations are administered. Currently these courses are Biology 1 (science) and United States History and the Constitution (social studies). End-of-Course Examination Program (EOCEP) - South Carolina Department of Education (sc.gov)

Table 4 shows the of MCS performance on end-of-course exams. During the 2019-20 school year, military-connected students continued to outperform all students statewide on the End-of-Course Examination Program (EOCEP) exams in Algebra 1, Biology, and United States History. On average, military-connected students' mean scores for the three courses tested were 6.2 points higher.

Table 4
South Carolina End-of-Course Examination Program (EOCEP)

Academic Year	Military-Connected Students			All SC Students	
	Number of MCS	Mean Score	Letter Grade	Mean Score	Letter Grade
Algebra 1					
2015	668	85.7	B	82.6	C
2016	857	85.2	B	81.9	C
2017	1,000	72.2	C	69.4	D
2018	1,043	71.9	C	68.2	D
2019	841	72.4	C	69.8	D
2020	**179**	**69.1**	**D**	**63.7**	**D**
English 1*					
2015	636	83.6	C	79.4	C
2016	827	83.7	C	79.8	C
2017	1,024	75.9	C	71.4	C
2018	994	78.1	C	74.1	C
2019	724	77.5	C	74.6	C
Biology					
2013	310	84.2	C	78.1	C
2014	451	85.4	B	79.2	C
2015	580	86.5	B	82.3	B
2016	795	86.9	C	81.6	C
2017	943	81.5	C	75.3	C
2018	921	72.8	C	69.2	D
2019	NA**	NA	NA	NA	NA
2020	**406**	**72.2**	**C**	**67.9**	**D**
U.S. History and the Constitution					
2020	**317**	**69.05**	**C**	**67.6**	**D**

*2020: No results for English 1: year-long classes, and EOCEP given in Spring
**2019 results for Biology EOCEP were not reported to the EOC.

Advanced Placement Course Performance

Advanced Placement is a program in the United States and Canada created by the College Board which offers college-level courses and examinations to high school students. American colleges and universities may grant placement and course credit to students who obtain high scores on the examinations. Advanced Placement classes give students an opportunity to take college-level courses and exams while still in high school. Students enjoy the challenge of taking Advanced Placement courses with enthusiastic classmates and teachers; high school faculty find that Advanced Placement courses enhance their students' confidence and academic interest as well as their school's reputation; and college faculty report that Advanced Placement students are far better prepared for serious academic work. South Carolina state regulations require teachers of Advanced Placement courses to be endorsed to teach the courses . www.ed.sc.gov/instruction/standards-learning/advanced-academic-programs/advanced-placement/

Table 5
Advanced Placement (AP) Course Examination Performance of Military-Connected Students (MCS) with Active Duty Parents and All Students in South Carolina
2019-20 Passing Rates AP Courses with Highest Number of Tests

	Course Title	Number of Tests	Percentage Passing: Military-connected students	Percentage Passing All Students in SC
1	Human Geography	298	67%	59%
2	*English Language & Composition	242	62%	63%
3	U. S. History	215	60%	58%
4	Psychology	121	58%	65%
5	*English Literature & Composition	108	53%	61%
6	European History	105	56%	51%
7	World History	99	65%	62%
8	*Biology	77	57%	71%
9	*Calculus AB*	63	57%	78%
10	U. S. Government	56	38%	61%

*English, Science or Mathematics courses *Table shows the percentages

A total of 560 Advanced Placement Examinations were taken by Military-Connected Students (MCS) in grades 10,11 and 12 during the 2019-20 school year. MCS high school juniors (11) took the most exams (217) with seniors taking (193). Table 5 provides information on Advanced Placement courses (10) with the highest number of AP tests taken and passage rates for those courses. In school year 2019-20, Human Geography was the AP course with the highest number of tests administered and passing percentage (67 percent). For 9 of the 10 courses in the chart, MCS passing rates were above 52 percent. The passage rates for *English, Math, and science

AP courses ranged from 61.9 to 52.7 percent. MCS students had higher AP percentage passing for rates for Human Geography and U.S. History.

Career and Technology Education Certification

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) was signed into law on July 31, 2018, citing a mission that all students will achieve challenging academic and technical standards and be prepared for high-skill, high-wage, or high-demand occupations in current or emerging professions. The Act also provides an increased focus on the academic achievement of Career and Technical Education (CTE) students, an emphasis on improving State and local accountability, and strengthens the connections between secondary and postsecondary education. Technical skill assessments are tools that can be used to improve and prepare students to enter the workplace by demonstrating career readiness.

Table 6
MCS Top Career and Technology Certification/Credential Areas

Area of Certification/Credential	Number of Military-Connected Students	Number of High Schools/Career Centers Represented Statewide
OSHA10	77	34
Health Providers Basic Life Support (BLS)	69	8
Micro Burst EMPLOYABILITY Soft Skills Certification	55	20
OSHA 10-Healthcare-On line Modules	24	4
Digital Literacy	21	15
ServSafe® Food Handler	20	6

Table 6 includes a listing of certifications or credentials with the largest number of MCS students receiving them and the number of programs they represented statewide in 2019-20. These certifications/credentials are currently accepted as career readiness measures in the accountability system.

High School Graduation Rate

The federally approved on-time graduation rate identifies a cohort of students who were ninth grade students in a specific year and calculates the percentage of that cohort that graduates four years later. Students are removed from the cohort when they transfer to other degree-granting institutions or programs. Students who transfer into a district are added to the cohort.

Available data identifies students by grade level and graduation status. For students who were identified as being in twelfth grade during the 2019-120 timeframe, the EOC evaluation team could identify: (1) those students who graduated, (2) those who received a certificate or did not graduate, and (3) those students who transferred to other degree-granting institutions and were removed from the graduation cohort. Based on this information, the graduation rates for military-connected students are included below. Table 7 shows during the 2019-20 school year, the high school graduation rate for all military-connected students was 90.75 percent up from 86.9 in 2019. The state on-time graduation rate was 82.01 percent, slightly higher than 2019 (81.05).

Table 7
2019 and 2020 High School Graduation Rates for Military-Connected Students (MCS) and State Avg.

Year	Total Number of MCS	MCS Graduate Avg.	State Avg.
2019	868	86.9	81.1
2020	942	90.8	82.0

Source: SC Department of Education, March 2020 data reported to EOC.
https://www.screportcards.com/files/2020//data-files/

Attendance Data

[9]Student attendance rate is defined as the number of students present (as opposed to enrolled in) a school during the time it is in session, were computed using information provided by the South Carolina Department of Education. The attendance data for the 2019-20 school year was impacted by school closures due to COVID; for that reason, caution is urged when interpreting these data.

During the 2019-20 school year, the average number of days absent for military-connected students was 3.7 days. Table 8 shows the average number of days absent in South Carolina school districts with at least 30 military-connected students. Thirteen of these districts reported that military-connected students were absent for more than 3.7 school days. In 2019-20, York 3 and Chesterfield had the highest average absence rate (4.3 days), and Lexington 2 and

[9] For more information, refer to Military Child Education Coalition's "Military-Connected Students and Public-School Attendance Policies." May be accessed at http://www.militarychild.org/public/upload/files/SchoolAttendancePoliciesFINAL.pdf.

Spartanburg 2 had the lowest absence rate of 0 days. Districts in **bold** exceeded the average of 3.7 days absent in this grouping.

Table 8
Average Number of Days Absent in School Districts with at least 30 Military-Connected Students (MCS), 2019-20 School Year

District	Number of MCS	Average Number of Days Absent
Colleton	39	3.7
Chesterfield	275	4.3
Dillon 4	54	2.4
Aiken	609	3.6
Horry	2,285	3.1
Spartanburg 7	88	4.2
Darlington	314	3.7
Edgefield	80	3.8
York 1	45	3.2
Greenville	135	3.5
Kershaw	763	3.4
Oconee	154	3.6
Anderson 1	357	3.6
Charleston	355	2.9
Lexington 1	1,091	4.2
Sumter	795	3.9
York 3	221	4.3
Lexington 5	567	4
Richland 2	4,058	3.2
Spartanburg 2	104	0
Berkeley	1,171	3.3
Dorchester 2	2,032	3.8
Lancaster	142	2.7
Georgetown	160	2.8
Beaufort	1,386	3.6
Florence 1	186	3.8
Hampton	46	4.2
SC Public Charter School	281	2.4
Florence 2	33	.6
York 1	45	3.6
Pickens	137	4.0
Charter Institute at Erskine	45	0.2
Lexington 2	77	0

Note: Statewide attendance data not sent to EOC prior to report publication.

During the 2019-20 school year, the average number of days absent among all schools was 3.7 days, representing a 1.5 percent decrease from the 2018-19 school year average of 5.2 days. Table 9 lists nine school districts with military-connected students exceeding the average number of days absent among all school districts listed reported more days absent than the MCS 3.7 days absent average. The average number of days absent among military students remained constant at 4.7 days in 2018-19. Chesterfield and York 3 had the highest number of average days absent for military-connected students (4.3 days), in 2019-20.

Table 9
School Districts with at least 30 Military-Connected Students (MCS), Exceeding Average Number of Days Absent Among All SC Districts)

District	Number of MCS	Average Number of Days Absent
Chesterfield	275	4.3
York 3	221	4.3
Spartanburg 7	88	4.2
Lexington1	1091	4.2
Hampton	46	4.2
Pickens	137	4.0
Sumter	795	3.9
Edgefield	80	3.8
Dorchester 2	2032	3.8

Appendix A
Resources for Military-Connected Students and Families

Military Child Education Coalition (MCEC)

During the 2019-20 school year, the South Carolina Military Child Education Coalition (MCEC) was relocated to the Division of Veterans Affairs and Department of Commerce (budget).

In 2019, the Military Child Education Coalition (MCEC) updated and revised its portfolio to include additional course offerings, professional offerings, and support to military-connected families. This past year, MCEC trainers presented 80 courses to over 1500 professionals with an extended reach impact on nearly 21,000 adults. Support was continued to over 25,000 military-connected students, their parents, and education professionals across 20 school districts nationwide. Affiliates saw encouraging expansion in 2019, extending across Alabama, Texas, Virginia, Florida, and South Carolina.

South Carolina School Support Resources

School liaison officers continue to provide support and guidance about workshop content and family enrichment offerings to Military-connected families.

School Liaison Officers serve as a primary point of contact for students and their families transitioning to new communities and schools. They are also a resource for schools and school districts. To view a list of school liaison officers by branch, go to: https://www.dodea.edu/Partnership/schoolLiaisonOfficers.cfm.

Fort Jackson School Liaisons provide ongoing educational support for military-connected schools. This comprehensive website provides information about public and private schools, homeschooling, and local school districts.

https://jackson.armymwr.com/programs/school-liaison-officer

https://www.facebook.com/Jackson-CYS-School-Liaison-Officer-152018352105106/

Shaw Air Force Base is home to the 20th Fighter Wing, Headquarters Nine Air Force/United States Central Command of Air Forces, and several associate units. Shaw's units are assigned to Air Combat Command, Langley Air Force Base, Virginia. School Liaison information may be found at the website below.

https://www.shaw.af.mil/About-Us/Newcomer-Information/

Marine Corps Air Station and the Marine Corps Recruit Depot are in Beaufort. School support information may be accessed at the website below.

http://www.mccs-sc.com/mil-fam/slp.shtml

Joint Base Charleston School information may be accessed under the “Charleston Area Schools” link at:

https://www.jbcharleston.jb.mil/About-Us/Library/Newcomers

South Carolina Program Resources

The **International Baccalaureate** Program helps students develop skills to create a better and peaceful world through intercultural understanding and respect. For more information, including a list of South Carolina schools participating in the IB Program, go to https://www.ed.sc.gov/instruction/standards-learning/advanced-academic-programs/international-baccalaureate-programs-ib/.

Four-year-old kindergarten is available in the state and is offered in public schools and private childcare centers. State-funded prekindergarten for four-year-olds serves children in the “most at-risk” category, where family income falls 185% below poverty level or the family is Medicaid eligible. Families may also be eligible for other services such as Even Start, Head Start, state-funded family literacy programs, Social Security, food stamps, Medicaid, or temporary assistance to needy families (TANF).

Children also qualify in case of a documented developmental delay, an Individual Education Plan (IEP) requiring pre-kindergarten, incarceration of a parent, placement in a foster home, or a child who is homeless. Documentation of family or child “most at-risk” conditions must be kept on file for review. Children who participate in free and reduced meal programs at the center/school they attend may also qualify if income eligibility is verified on each child and records are kept on file for review.

Some districts use local funds to serve children who are not in the “at risk” category. Several districts serve all children who request services. A few districts charge a fee for non-qualifying children, but state regulations prohibit any fees for “at risk” children.

State law says that “students may enter kindergarten in the public schools of this State if they will attain the age of four on or before September first of the applicable school year.”

https://www.ed.sc.gov/instruction/early-learning-and-literacy/cerdep/

National Resources

Department of Defense Education Activity provides professional development training in a webinar format for school liaison officers. This information is also helpful for local school districts to understand the needs of students and how to support them in a comprehensive manner.

https://www.dodea.edu/

Military Impacted School Association is a national organization of school superintendents. MISA supports school districts with a high concentration of military children by providing detailed, comprehensive information regarding impact aid and resources for families and schools.

http://militaryimpactedschoolsassociation.org/

The **Military Interstate Children's Compact Commission (MIC3)** provides consistent policy in every school district and in every state that voluntarily joins MIC3. MIC3 addresses key educational transition issues such as enrollment, placement, attendance, eligibility, and graduation.

http://www.mic3.net

The **Military Child Education Coalition (MCEC)** focuses on ensuring quality educational opportunities for all military children affected by mobility, family separation, and transition. A 501(c)(3) non-profit, world-wide organization, the MCEC performs research, develops resources, conducts professional institutes, and conferences, and develops and publishes resources for all constituencies.

http://www.militarychild.org/

Military OneSource is a confidential Department of Defense-funded program providing comprehensive information on every aspect of military life at no cost to active duty, National Guard, and reserve members, and their families.

Information includes, but is not limited to, deployment, reunion, relationships, grief, spouse employment and education, parenting, and childhood services. It is a virtual extension to installation services.

The program also provides free resources to schools, including books and videos with relevant topics that help students cope with divorce and deployment.

www.militaryonesource.mil

National Military Family Association (NMFA) a voice for military families advocating on behalf of service members, their spouses, and their children. According to NMFA's website, NMFA is the "go to" source for Administration Officials, Members of Congress, and key decision makers when they want to understand the issues facing military families.

https://www.militaryfamily.org/

South Carolina Military-connected Student Support

All states, including South Carolina, have joined the Interstate Compact regarding Educational Opportunity for Military Children to ease the transition for students and to ensure that there are no barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents. Former Governor Mark Sanford signed the Compact on June 11, 2010 and it became law in South Carolina on July 1, 2010. For a list of the Compact member states, please visit the Military Interstate Children's Compact Commission (MIC3).

As a member of the Interstate Commission, South Carolina has a seat at the table to discuss with other member states the Articles of the Compact and identify best practices to ensure the educational issues associated with military families during their transitions are successfully addressed.

Council Members

Yolande Anderson State Chair, Education Dept. Appointee
LTC Felix Childs, Governor Appointee
Wanda Davis, Military Family Education Liaison
Sen Paul Campbell, State Senator
Sen Darrell Jackson, State Senator Rep
. Robert Brown, State Representative Rep.
Joseph Daning, State Representative
Dr. Baron Davis, Richland Two Superintendent
Dr. Sharon Wall, St. Board of Education
Beth Shwedo, Military Family Member LTC
Clarence Bowser, SC National Guard
Charlie Farrell, Military Installations Representative
Sheila J Spouse, Representative of CG at Fort Jackson

School Liaison Officers

Sharon Gardner, Charleston AFB
John F. Kennedy, Shaw AFB
Kimberly Wiley, MCAS Beaufort/Parris Island
James E. Harris, Jr., SC National Guard
Tina Paulson, Marine Corp.
Chris Gerry, USAF

https://ed.sc.gov/newsroom/military-interstate-children-s-compact-commission/sc-mic3-council-members/

Appendix B: Number of Military-Connected Students Reported by Districts, February 2020

District Name	Military-Connected Student Enrollment	District Name	Military-Connected Student Enrollment	District Name	Military-Connected Student Enrollment
Richland 2	4060	Edgefield	80	Anderson 04	6
Horry	2285	Lexington 2	77	Fairfield 01	5
Dorchester 2	2032	Dillon 4	54	Richland 01	5
Beaufort	1386	Hampton	46	Saluda 01	5
Berkeley	1173	Charter Institute at Erskine	45	Williamsburg 01	5
Lexington 1	1091	York 1	45	York 02	4
Sumter	796	Lancaster	41	Spartanburg 01	3
Kershaw	764	Colleton	39	Anderson 02	2
Aiken 01	610	Florence 2	33	Barnwell 29	2
Lexington 5	568	Florence 3	27	Spartanburg 05	2
Anderson 1	357	Anderson 3	26	Abbeville 60	1
Charleston	355	Clarendon 2	22	Bamberg 01	1

District Name	Military-Connected Student Enrollment	District Name	Military-Connected Student Enrollment	District Name	Military-Connected Student Enrollment
Darlington	314	Newberry	16	Barnwell 45	1
SC Public Charter School District	281	Orangeburg	16	Chester 01	1
Chesterfield	275	Lexington 4	15	Clarendon 03	1
York 3	221	Cherokee	12	Deaf & Blind School	1
Florence 1	186	Greenwood 50	12	Laurens 55	1
Georgetown	160	Laurens 56	9	Lexington 03	1
Oconee	154	Spartanburg 3	9	Marion 10	1
Pickens	137	Union	9	Marlboro 01	1
Greenville	135	McCormick	8	Spartanburg 04	1
Spartanburg 2	104	York 04	**7**	Spartanburg 06	1
Spartanburg 7	88	Allendale 01	6		

The SC Education Oversight Committee is an independent, non-partisan group made up of 18 educators, business persons, and elected leaders. Created in 1998, the committee is dedicated to reporting facts, measuring change, and promoting progress within South Carolina's education system.

ADDITIONAL INFORMATION

If you have questions, please contact the Education Oversight Committee (EOC) staff for additional information. The phone number is 803.734.6148. Also, please visit the EOC website at www.eoc.sc.gov for additional resources.

EDUCATION OVERSIGHT COMMITTEE

SUBCOMMITTEE: Academic Standards and Assessments

DATE: June 14, 2021

ACTION ITEM: Results of the 2020 Parent Survey

PURPOSE/AUTHORITY

Section 59-28-190 of the Parental Involvement in Their Children's Education Act requires the Education Oversight Committee (EOC) to "survey parents to determine if state and local efforts are effective in increasing parental involvement." In addition, Section 59-18-900 of the Education Accountability Act (EAA) requires that the annual school report cards include "evaluations of the school by parents, teachers, and students" as performance indicators to evaluate schools. The tool that has been adopted by the EOC and administered by the South Carolina Department of Education (SCDE) to meet these statutory requirements is the annual parent survey.

CRITICAL FACTS

The parent survey was commissioned by the EOC and designed by the Institute for Families in Society at the University of South Carolina in 2001. The survey is designed to determine parent perceptions of their child's school and to evaluate the effectiveness of state and local parental involvement programs. Since 2002 the South Carolina Department of Education has annually administered the survey, and the EOC has provided an annual review of the survey results. Although no survey was administered in the Spring of 2020, the report describes changes to the survey and to the delivery of the survey for Spring 2021.

TIMELINE/REVIEW PROCESS

The analysis was conducted in April and May of 2021.

ECONOMIC IMPACT FOR EOC

Cost: No fiscal impact beyond current appropriations

Fund/Source:

ACTION REQUEST

☒ **For approval** ☐ **For information**

ACTION TAKEN

☐ **Approved** ☐ **Amended**
☐ **Not Approved** ☐ **Action deferred (explain)**

2021

PARENT SURVEY

Annual Report for 2020

SC EDUCATION
OVERSIGHT COMMITTEE

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

CONTENTS

Acknowledgements

The Education Oversight Committee (EOC) acknowledges the ongoing assistance of Cynthia Hearn of the South Carolina Department of Education (SCDE) in providing important information on the annual administration of the parent survey.

Executive Summary

Background: The parent survey was designed in 2001 to meet the requirements of the Education Accountability Act (EAA) and the Parental Involvement in Their Children's Education Act. Section 59-18-900 of the EAA requires that the annual school report card include "evaluations of the school by parents, teachers, and students" as performance indicators to evaluate schools. In addition, Section 59-28-190 of the Parental Involvement in Their Children's Education Act requires the Education Oversight Committee (EOC) to "survey parents to determine if state and local efforts are effective in increasing parental involvement." The tool that has been adopted by the EOC and administered by the South Carolina Department of Education (SCDE) to meet these statutory requirements is the annual parent survey.

Since 2002 the SCDE has administered the parent survey to a sample of parents whose children attended public schools in South Carolina. From its inception, the parent survey contains items regarding parent perceptions of the learning environment in the school, home and school relations, and the social and physical environment of the school.

Two major changes are to occur in the Parent Survey for the Spring, 2021 administration. First, the survey will be administered using electronic devices, including smart phones. This change in administration methodology may change which parents are able and willing to respond to the survey. In prior years the survey was administered to select grades, with this change parents of students in all grade levels can respond to the survey. One possible drawback to the new administration methodology is that there is currently only one form of the survey; is parents may respond to the same survey multiple years, which may create response fatigue and less attentiveness to the survey.

Second, the survey has been revised, with two sections regarding parent participation reduced from 13 items to 1 section with 5 items. Two additional sections were deleted, one that obtained information about impediments to parent participation, and a second with four questions that were addressed elsewhere in the survey.

Administration of the 2020 Parent Survey

Schools in South Carolina were closed on March 16, 2020. As a result, the parent survey was not distributed in the Spring of 2020.

Administration of the 2021 Parent Survey

For the first time, in the Spring of 2021, the parent survey will be administered using electronic devices, including smart phones. Parents may access the survey using a personal computer with internet access or using their smart-phone. With these changes, the survey will now be made available to parents of students at all grade levels[1].

Another benefit of moving to electronic presentation is that content changes, as have been described, can be made more easily. The current Parent Survey included in Appendix C is the form of the survey as of March 11, 2021.

For all administrations through Spring, 2019, the parent survey was administered in printed form, distributed to parents through their child at school. Rather than surveying all parents of public school students, the parents of students in the highest grade at all elementary, middle and high schools were surveyed. In high schools and career centers, parents of all 11th graders were surveyed. In schools with a grade configuration that spans multiple levels, parents of children in multiple grades were surveyed. For example, in a school with a grade span of grades 6 through 10, parents of children in grades 8 and 10 were surveyed. For parents in schools with a grade span of K-12, parents of children in grades 5, 8 and 11 were surveyed. Parents in schools containing grades 2 or lower, which include primary schools, child development schools and schools with configurations like K, K-1, and K-2 were not surveyed

In prior years, the "typical" parent responding to the survey was a white female having attended or graduated from college. With respect to the ethnicity of children in the public schools of South Carolina in 2018-19, parents whose children are African American were underrepresented by 5.1 percent, and parents whose children are Hispanic were underrepresented by 1.5 percent in the respondents, while parents whose children are white were overrepresented by 8.1 percent.

With respect to educational attainment, 40.1 percent of parents who responded to the survey in 2019 had earned a bachelor or postgraduate degree. For comparison purposes, the United States Census Bureau reported that from 2013-2018, 27.0 percent of persons 25 years old and over in South Carolina had earned a bachelor's degree or higher[2].

Regarding the annual household income of the respondents, 65 percent of the parents who completed the survey in 2019 reported having an annual household income of $35,000 or more. For comparison purposes, according to the U.S. Census Bureau, the median household income in South Carolina from 2013-2018 was $48,781[3].

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[1] Communication from South Carolina Department of Education to EOC staff.

[2] U.S. Census Bureau, "State and County Quick Facts" <https://www.census.gov/quickfacts/fact/table/US/RHI125216#viewtop>, accessed April 27, 2019.

[3] Ibid.

Going forward, the number of responses by district and school will be obtained and compared to the number of students enrolled in each school to determine the response rates whether some schools' responses from the 2019 survey. There were 61,245 parent responses to the 2019 survey, which was 31 percent of the surveys distributed and 38 percent of the number of students in grades 5, 8, and 11, which were the grades surveys were most frequently distributed to. How the number of responses by district, school, and grade level for 2021 reflects the population of students enrolled in each school will be investigated for the annual report of the 2021 Parent Survey.

Changes to the Survey

State level parental feedback to SCDE staff over a number of years has been that the survey is too long. Summaries of the responses to many of the survey questions have demonstrated remarkable consistency as well. Based on these two circumstances, a decision was made to revise the parent survey for the 2020 administration. A summary of the changes to the survey is in Appendix A, a copy of the 2019 survey is in Appendix B, and a copy of the survey for Spring, 2021 as of March 11, 2021 is in Appendix C.

The changes to the survey are summarized here, with a tabular presentation of the differences between the prior and revised survey presented in Table 1.

No changes were made to the Learning Environment section of the survey, it contains the same 5 items as in the prior survey. The Home-School Relations section originally contained 11 items: two items were rewritten, and one item was deleted. The Social and Physical Environment section originally contained seven items; one item was rewritten, and one item deleted.

The largest changes to the survey were made to two sections of the survey that asked about parent involvement. These two sections contained eight and five items, respectively, and have been combined into one section that contains six items. The responses to these items have also changed. In the prior survey parents indicated whether they participated, and if they did not participate, whether they did not care to participate. The updated survey simply asks whether parents participated or not, because parental intent did not prove to be helpful for characterizing parent participation.

Three items that ask about student Individualized Graduation Plans (IGPs) have not been changed, and three items that ask about whether a student has been bullied also remain intact.

Two sections have been completely deleted. One section (seven questions) asked about the impediments to parental involvement, and the other asked four questions about school friendliness and communication with parents, three of which are addressed elsewhere in the survey.

Finally, the prior survey asked four questions about the parent's child: grade level, gender, race/ethnicity, and grades in school. The question regarding the child's grades in school has been deleted. Four questions regarding the parent remain: gender, race/ethnicity, level of education, and income.

Conclusions

1) The content changes will make the survey shorter for parents.
2) Eliminating the item format with responses that ask about parent desires will make summarization and interpretation of results simpler.
3) Ensuring that a sufficient number of parents from each school respond to the survey is important, especially in economically disadvantaged locations.
4) Changing the administration to electronic media provides greater flexibility in updating the survey.
5) Administering the same survey to all parents each year may be problematic. Response fatigue may result, and parents may either choose not to respond, or may respond with less fidelity to the survey.

Recommendations

1) For the next two years, a close analysis of parental response rate will be important. Whether some schools have very low response rates is very important to determine.
2) Examination of parent fidelity of respond may also be important. If observed, possible solutions are: 1) development of two forms to be administered in alternating years or to alternating grades, or 2) selecting grades to administer the survey to, similar to the hard copy process.

Appendix A. Parent Survey Changes - 2019 to 2020

Learning Environment No Changes Responses are: Strongly Agree – Agree – Disagree – Strongly Disagree – Don't Know
My child's teachers give homework that helps my child learn.
My child's school has high expectations for student learning.
My child's teachers encourage my child to learn.
My child's teachers provide extra help when my child needs it.
I am satisfied with the learning environment at my child's school.

Change	Home-School Relations 2 Items Rewritten – 1 Item Deleted Responses are: Strongly Agree – Agree – Disagree – Strongly Disagree – Don't Know	
	My child's teachers contact me to say good things about my child.	
	My child's teachers tell me how I can help my child learn.	
Rewritten	My child's teachers invite me to visit my child's classrooms during the school day.	I feel welcomed at my child's school.
Rewritten	My child's school returns my phone calls or e-mails promptly.	My child's school responds promptly when I have concerns.
Deleted	My child's school includes me in decision-making.	
	My child's school give me information about what my child should be learning in school.	
	My child's school considers changes based on what parents say.	
	My child's school schedules activities at time that I can attend.	
	My child's school treats all students fairly.	
	The principal at my child's school is available and welcoming.	
	I am satisfied with home-school relations at my child's school.	

Change	**Social and Physical Environment** **1 Item Rewritten – 1 Item Deleted** **Responses are: Strongly Agree – Agree – Disagree – Strongly Disagree – Don't Know**	
	My child's school is kept clean.	
Rewritten	My child's teachers care about my child as an individual.	My child's teachers care about my child.
Deleted	Students at my child's school are well-behaved.	
	My child feels safe at school.	
	My child's teachers and school staff prevent or stop bullying at school.	
	My child's school has an anti-bullying program to prevent or deal with bullying.	
	I am satisfied with the social and physical environment at my child's school.	

Parent Involvement **Responses for 2021: Yes – No** **Colors Identify Items that Address Similar Concepts**	
2019 Parent Survey	**2021 Parent Survey**
Attend Open Houses or parent-teacher conferences.	I receive timely communication from my child's school (such as telephone calls, newsletters, emails, etc.).
Attend student programs or performances.	I receive regular updates of my child's educational progress.
Volunteer (bake cookies, help in office, help with school fundraising, etc.).	I attend school events such as open houses, parent-teacher conferences, and parent workshops.
Go on trips with my child's school (out-of-town band context, field trips, etc.).	I participate in school committees or organizations such as the PTA, PTO, or School Improvement Council.
Participate in School Improvement Council meetings.	I volunteer at my child's school.
Participate in Parent-Teacher-Student Organizations (PTA, PTO, etc.).	I help my child with school assignments when needed.

Participate in school committees (textbook committee, spring carnival committee, etc.).	
Attend parent workshops (how to help my child with school work, how to talk to my child about drugs, effective discipline, etc.)	
Visit my child's classrooms during the school day.	
Contact my child's teachers about my child's school work.	
Limit the amount of time my child watches TV, plays video games, surfs the internet, etc.	
Make sure my child does his/her homework.	
Help my child with homework when he/she needs it.	

Individualized Graduation Plan (IGP) **No Changes** **Responses are: Strongly Agree – Agree – Disagree – Strongly Disagree – Don't Know**
The IGP conference was beneficial to my child as he/she prepares to be promoted to the next grade level.
During the IGP conference, the counselors discussed my child's academic progress and his/her career goals.
I recommend that all parents/guardians attend IGP conferences with their children.

Bullying - No Changes
Has your child been bullied at school this year? (Yes/No)
If yes, where was your child bullied (6 options))
If yes, was your child bullied: Physically? Verbally? Both?

Change	**Student Questions** **1 Item Deleted**
	What grade is your child in?
	What is your child's gender?
	What is your child's race/ethnicity? (6 options)
Deleted	What grades did your child receive on his/her last report card? (4 options)

Parent Questions **No Changes**
What is your gender?
What is your race/ethnicity? (6 options – same as student)
What is the highest level of education you have completed? (4 categories)
What is your family's total yearly household income? (6 categories)

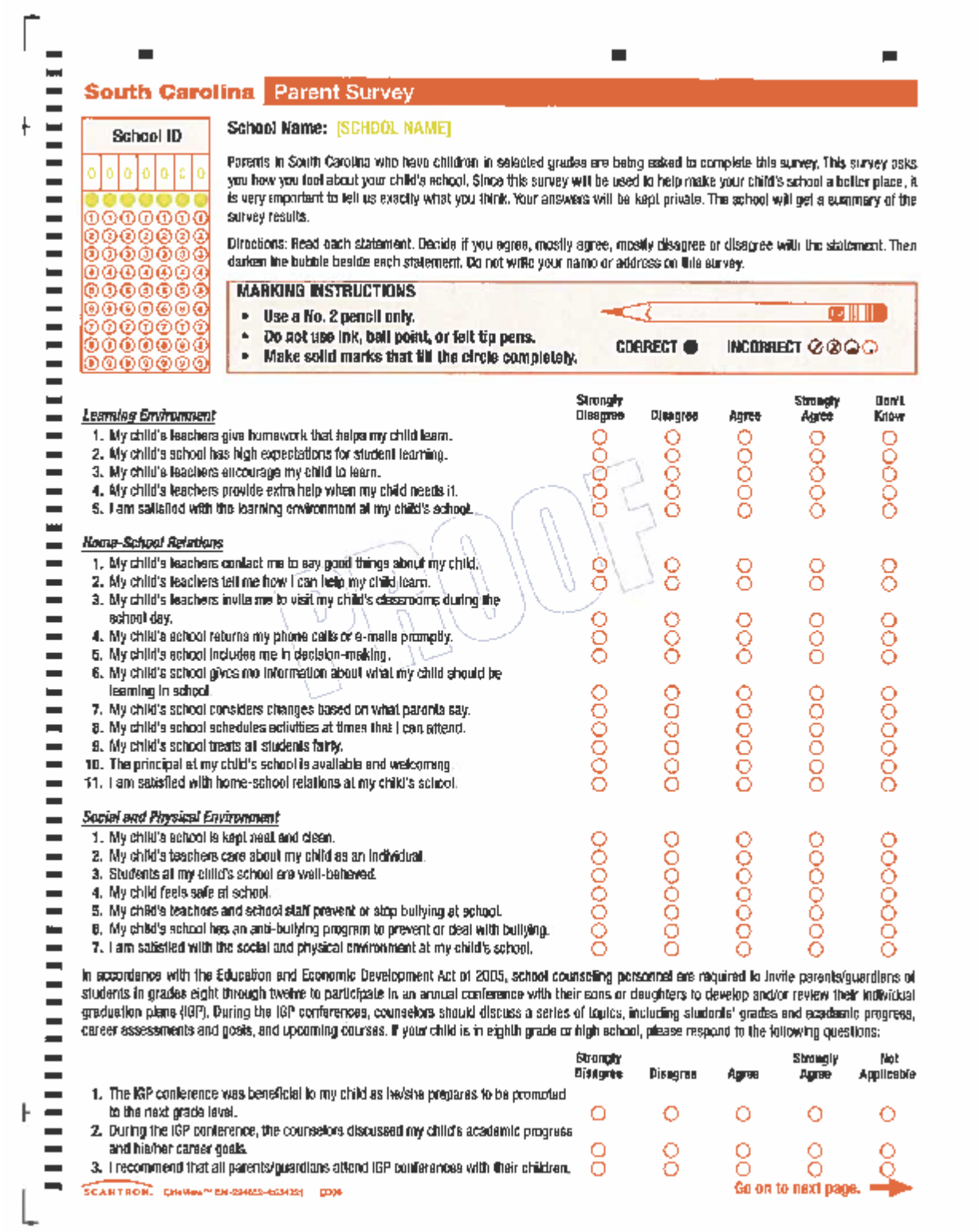
The following two sections were omitted

Please mark if each of the following is TRUE or FALSE
Lack of transportation reduces my involvement.
Family health problems reduce my involvement.
Lack of available card for my children or other family members reduces my involvement.
My work schedule makes it hard for me to be involved.
The school does not encourage my involvement.
Information about how to be involved either comes too late or not at all.
I don't feel like it is appreciated when I try to be involved.

Please rate your school on: Responses are: Very Good – Good – Okay – Bad – Very Bad
The school's overall friendliness.
The school's interest in parents' ideas and opinions.
The school's efforts to get important information from parents.
The school's efforts to give important information to parents.

APPENDIX B

The 2019 Parent Survey



South Carolina Parent Survey

School ID

School Name: [SCHOOL NAME]

Parents in South Carolina who have children in selected grades are being asked to complete this survey. This survey asks you how you feel about your child's school. Since this survey will be used to help make your child's school a better place, it is very important to tell us exactly what you think. Your answers will be kept private. The school will get a summary of the survey results.

Directions: Read each statement. Decide if you agree, mostly agree, mostly disagree or disagree with the statement. Then darken the bubble beside each statement. Do not write your name or address on this survey.

MARKING INSTRUCTIONS

- Use a No. 2 pencil only.
- Do not use ink, ball point, or felt tip pens.
- Make solid marks that fill the circle completely.

CORRECT ● INCORRECT ⊘ ⊗ ◒ ◔

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
Learning Environment					
1. My child's teachers give homework that helps my child learn.	○	○	○	○	○
2. My child's school has high expectations for student learning.	○	○	○	○	○
3. My child's teachers encourage my child to learn.	○	○	○	○	○
4. My child's teachers provide extra help when my child needs it.	○	○	○	○	○
5. I am satisfied with the learning environment at my child's school.	○	○	○	○	○
Home-School Relations					
1. My child's teachers contact me to say good things about my child.	○	○	○	○	○
2. My child's teachers tell me how I can help my child learn.	○	○	○	○	○
3. My child's teachers invite me to visit my child's classrooms during the school day.	○	○	○	○	○
4. My child's school returns my phone calls or e-mails promptly.	○	○	○	○	○
5. My child's school includes me in decision-making.	○	○	○	○	○
6. My child's school gives me information about what my child should be learning in school.	○	○	○	○	○
7. My child's school considers changes based on what parents say.	○	○	○	○	○
8. My child's school schedules activities at times that I can attend.	○	○	○	○	○
9. My child's school treats all students fairly.	○	○	○	○	○
10. The principal at my child's school is available and welcoming.	○	○	○	○	○
11. I am satisfied with home-school relations at my child's school.	○	○	○	○	○
Social and Physical Environment					
1. My child's school is kept neat and clean.	○	○	○	○	○
2. My child's teachers care about my child as an individual.	○	○	○	○	○
3. Students at my child's school are well-behaved.	○	○	○	○	○
4. My child feels safe at school.	○	○	○	○	○
5. My child's teachers and school staff prevent or stop bullying at school.	○	○	○	○	○
6. My child's school has an anti-bullying program to prevent or deal with bullying.	○	○	○	○	○
7. I am satisfied with the social and physical environment at my child's school.	○	○	○	○	○

In accordance with the Education and Economic Development Act of 2005, school counseling personnel are required to invite parents/guardians of students in grades eight through twelve to participate in an annual conference with their sons or daughters to develop and/or review their individual graduation plans (IGP). During the IGP conferences, counselors should discuss a series of topics, including students' grades and academic progress, career assessments and goals, and upcoming courses. If your child is in eighth grade or high school, please respond to the following questions:

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
1. The IGP conference was beneficial to my child as he/she prepares to be promoted to the next grade level.	○	○	○	○	○
2. During the IGP conference, the counselors discussed my child's academic progress and his/her career goals.	○	○	○	○	○
3. I recommend that all parents/guardians attend IGP conferences with their children.	○	○	○	○	○

SCANTRON. [illegible] CD06

Go on to next page.

APPENDIX B

The 2019 Parent Survey

Please tell us if you do the following:	I do this	I don't do this, but I would like to	I don't do this, and I don't care to	The school does not offer this activity/event
1. Attend Open Houses or parent-teacher conferences	○	○	○	○
2. Attend student programs or performances.	○	○	○	○
3. Volunteer (bake cookies, help in office, help with school fundraising, etc.).	○	○	○	○
4. Go on trips with my child's school (out-of-town band contest, field trips, etc.).	○	○	○	○
5. Participate in School Improvement Council meetings.	○	○	○	○
6. Participate in Parent-Teacher-Student Organizations (PTA, PTO, etc.).	○	○	○	○
7. Participate in school committees (textbook committee, spring carnival committee, etc.).	○	○	○	○
8. Attend parent workshops (how to help my child with school work, how to talk to my child about drugs, effective discipline, etc.).	○	○	○	○

Please tell us if you do the following:	I do this	I don't do this, but I would like to	I don't do this, and I don't care to
1. Visit my child's classrooms during the school day.	○	○	○
2. Contact my child's teachers about my child's school work.	○	○	○
3. Limit the amount of time my child watches TV, plays video games, surfs the Internet, etc.	○	○	○
4. Make sure my child does his/her homework.	○	○	○
5. Help my child with homework when he/she needs it.	○	○	○

Please mark if each of the following is TRUE or FALSE.	True	False
1. Lack of transportation reduces my involvement.	○	○
2. Family health problems reduce my involvement.	○	○
3. Lack of available care for my children or other family members reduces my involvement.	○	○
4. My work schedule makes it hard for me to be involved.	○	○
5. The school does not encourage my involvement.	○	○
6. Information about how to be involved either comes too late or not at all.	○	○
7. I don't feel like it is appreciated when I try to be involved.	○	○

Please rate your school on:	Very Good	Good	Okay	Bad	Very Bad
1. The school's overall friendliness.	○	○	○	○	○
2. The school's interest in parents' ideas and opinions.	○	○	○	○	○
3. The school's efforts to get important information from parents.	○	○	○	○	○
4. The school's efforts to give important information to parents.	○	○	○	○	○

Please answer the following questions about your child:

1. What grade is your child in? ○ 3rd ○ 4th ○ 5th ○ 6th ○ 7th ○ 8th ○ 9th ○ 10th ○ 11th
2. What is your child's gender? ○ Male ○ Female
3. What is your child's race/ethnicity? ○ African-American/Black ○ Hispanic ○ Asian American/Pacific Islander ○ Caucasian/White ○ Native American ○ Other
4. What grades did your child receive on his/her last report card? ○ All or mostly A's and B's ○ All or mostly C's and D's ○ All or mostly B's and C's ○ All or mostly D's and F's

Bullying means a gesture, electronic communication, or written, verbal, physical, or sexual act that is reasonably perceived to have the effect of harming a student physically or emotionally or damaging a student's property or placing a student in reasonable fear of personal harm or property damage or causing or threatening a student.

5. Has your child been bullied at school this year? ○ Yes ○ No ○ Don't know
6. If yes, was your child bullied (Mark all that apply) ○ In classroom ○ Other location at school ○ At sporting events ○ On-line/texting during school ○ On the bus ○ After school
7. If yes, was your child bullied (Mark all that apply) ○ Physically ○ Verbally ○ Both

Please answer the following questions about yourself. We are asking these questions because we want to be sure that schools are including all parents. For each question, please mark only one answer. Your answers will be kept private.

1. What is your gender? ○ Male ○ Female
2. What is your race/ethnic group? ○ African-American/Black ○ Hispanic ○ Asian American/Pacific Islander ○ Caucasian/White ○ Native American ○ Other
3. What is the highest level of education you have completed?
   ○ Attended elementary/high school ○ Earned Associate Degree ○ Earned college degree
   ○ Completed high school/GED ○ Attended college/training program ○ Postgraduate study and/or degree
4. What is your family's total yearly household income? ○ Less than $15,000 ○ $25,000–$34,999 ○ $55,000–$75,000 ○ $15,000–$24,999 ○ $35,000–$54,999 ○ More than $75,000

Thank you very much for completing this survey!

South Carolina Parent Survey

School ID School Name: _____

Parents in South Carolina who have children in selected grades are being asked to complete this survey. This survey asks you how you feel about your child's school. Since this survey will be used to help make your child's school a better place, it is very important to tell us exactly what you think. Your answers will be kept private. The schools will get a summary of the survey results.

Directions: Read each statement. Decide if you strongly disagree, disagree, agree, or strongly agree with the statement. Then darken the bubble beside each statement. Do not write your name or your child's name on this survey.

MARKING INSTRUCTIONS

Learning Environment	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
My child's teachers give homework that helps my child learn.					
My child's school has high expectations for student learning.					
My child's teachers encourage my child to learn.					
My child's teachers provide extra help when my child needs it.					
I am satisfied with the learning environment at my child's school.					

Home-School Relations					
My child's teachers contact me to say good things about my child.					
My child's teachers tell me how I can help my child learn.					
I feel welcomed at my child's school.					
My child's school responds promptly when I have concerns.					
My child's school gives me information about what my child should be learning in school.					
My child's school considers changes based on what parents say.					

My child's school schedules activities at times that I can attend.

My child's school treats my child fairly.

The principal at my child's school is available and welcoming.

I am satisfied with home-school relations at my child's school.

Social and Physical Environment

My child's school is kept clean.

My child's teachers care about my child

My child feels safe at school

My child's teachers and school staff prevent or stop bullying at school.

My child's school has an anti-bullying program to prevent or deal with bullying.

I am satisfied with the social and physical environment at my child's school.

In accordance with the Education and Economic Development Act of 2005, school counseling personnel ae required to invite parents/guardian of students in grades eight through twelve participate in an annual conference with their sons or daughters to development and/or review their individual graduation plans (IGP). During the IGP conferences, counselors should discuss a series of topics, including students' grades and academic progress, career assessments and goals, and upcoming courses.

***If your child is in eighth grade or high school, please respond to the following statements**:*

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
The IGP conference was beneficial to my child as he/she prepares to be promoted to the next grade level.					
During the IGP conference, the counselors discussed my child's academic progress and his/her career goals.					
I recommend that all parents/guardians attend IGP conferences with their children.					

Please mark YES or No to the following statements about your child's school.	YES	NO
I receive timely communication from my child's school (such as telephone calls, newsletters, emails, etc.)		
I receive regular updates of my child's educational progress.		
I attend school events such as open houses, parent-teacher conferences, and parent workshops.		
I participate in school committees or organizations such as the PTO, PTO, or School Improvement Council.		
I volunteer at my child's school.		

The 2021 Parent Survey

I help my child with school assignments when needed.

Please answer the following questions about your child who attends this school.
(If more than one of your children attend this school provide responses for the older child.)

What grade is you child in? __3 __4 __5 __6 __7 __8 __9 __10 __11 __12

What is your child's gender? __Male __Female

What is your child's race/ethnicity? __African American/Black __Hispanic __Asian American/Pacific Islander
(Mark all that apply.) __Caucasian/White __Native American __Other

Bullying mean a gesture, electronic communication, or written, verbal, or sexual act that is reasonably perceived to have the effect of harming a student physically or emotionally or damaging a student's property or placing a student in reasonable fear of personal harm or property damage or insulting or demeaning student.

Has your child been bullied at school this year? __Yes __No __Don't know

If yes, was your child bullied: __ In classroom __Other location at school __At school sporting event
(Mark all that apply.) __ On-line/texting during school __On bus __ After school

If YES, was you child bullied: __ Physically __ Verbally __ Both

Please answer the following questions about yourself. We are asking these questions because we want to be sure that schools are including all parents. For each question, please mark only one answer. Your answers will be kept private.

What is your gender? __Male __Female

What is your race/ethnicity? __African American/Black __Hispanic __Asian American/Pacific Islander
__Caucasian/White __Native American __Other or more than one race

What is the highest level of education you have completed?

__Attended elementary/high school __Earned associate degree __Earned college degree

__Earned high school diploma or GED __Attended college or training program __Postgraduate study and or degree

What is your family's total yearly household income? __Less than $15,000 __$25,000-$34,999 __$55,000-$75,000

__$15,000-$24,999 __$35,000-$54,000 __More than $75,000

__I prefer not to answer

The SC Education Oversight Committee is an independent, non-partisan group made up of 18 educators, business persons, and elected leaders. Created in 1998, the committee is dedicated to reporting facts, measuring change, and promoting progress within South Carolina's education system.

ADDITIONAL INFORMATION

If you have questions, please contact the Education Oversight Committee (EOC) staff for additional information. The phone number is 803.734.6148. Also, please visit the EOC website at www.eoc.sc.gov for additional resources.

EDUCATION OVERSIGHT COMMITTEE

SUBCOMMITTEE: EIA and Improvement Mechanisms

DATE: June 14, 2021

ACTION ITEM: Annual Report of the South Carolina Teacher Loan Program, 2019-20

PURPOSE/AUTHORITY

The Teacher Quality Act of 2000 provides that the South Carolina Education Oversight Committee (EOC) "shall review the (SC Teacher) loan program annually and report to the South Carolina General Assembly. Pursuant to Section 59-26-20(j) of the South Carolina Code of Laws of 1976, as amended.

CRITICAL FACTS

This report provides information for the Fiscal year 2019-20 implementation of the SouthCarolina Teacher Loan Program.

TIMELINE/REVIEW PROCESS

The study began in March of 2021 with the collection and analysis of data conducted by the South Carolina Commission on Higher Education in collaboration with the South Carolina Student Loan Corporation and the South Carolina Department of Education.

ECONOMIC IMPACT FOR EOC

Cost: No fiscal impact beyond current appropriations.

Fund/Source: EIA funds appropriated for operation of the agency.

ACTION REQUEST

☒ **For approval** ☐ **For information**

ACTION TAKEN

☐ **Approved** ☐ **Amended**
☐ **Not Approved** ☐ **Action deferred (explain)**

2020–2021

SOUTH CAROLINA TEACHER LOAN PROGRAM

Annual Report for FY2019–20

SC EDUCATION OVERSIGHT COMMITTEE

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

Annual Report on the South Carolina Teacher Loan Program for Fiscal Year 2019-20

May 17, 2021

The Teacher Quality Act of 2000 directs the Education Oversight Committee (EOC) to conduct an annual review of the South Carolina Teacher Loan Program and to report its findings and recommendations to the South Carolina General Assembly. Pursuant to Section 59-26-20(j) of the South Carolina Code of Laws, the annual report documenting the program in Fiscal Year 2019-20 follows. Reports from prior years can be found on the EOC website at www.eoc.sc.gov.

Contents

Acknowledgements

The Education Oversight Committee (EOC) staff expresses its appreciation to the following organizations who provided data and data analysis for this report:

South Carolina Commission on Higher Education

South Carolina Student Loan Corporation

South Carolina Department of Education

Center for Educator Recruitment, Retention, and Advancement (CERRA) at Winthrop University

I. Summary of Findings

Historical data on the Teacher Loan Program (TLP) can be found on the EOC website at www.eoc.sc.gov.

Finding 1:

TLP applicants and recipients decreased slightly in 2019-20. Of the 250 applications that were denied, the most prevalent reason for denial (38.8 percent) was the failure of the applicant to meet the academic grade point criteria. Sixty-two (62) applications to TLP were denied due to inadequate funds (see Table 5).

Finding 2:

In 2019-20, 10 percent of all funds allocated for TLP were expended on administration, a 3.6 percent increase from 2018-19. According to communication with the South Carolina Student Loan Corporation, this increase is due to additional costs associated with using an external service provider. (see Table 1).

Finding 3:

Historically, applicants to the TLP have been predominantly white and/or female. In 2019-20, eighty (80) percent of all applicants were female and 79 percent were white. These demographic trends within TLP are consistent with those observed in national and South Carolina teacher workforce profiles (see Tables 7 and 8).

Finding 4:

The TLP met the goals that the percentage of African American applicants to the TLP should mirror the percentage of African Americans in the South Carolina teaching force. The percentage of African American applicants to the South Carolina Teacher Loan Program increased slightly in 2019-20. This representation (14.7 percent) is well above the 7 percent African American representation in the national teacher workforce, and it nearly mirrors the 15 percent of African American educators in the South Carolina teacher workforce (see Table 7).

Finding 5:

T**he percentage of African American TLP recipients did not mirror the percentage of African Americans in the South Carolina teaching force.** The percentage of African American recipients of the TLP was 13 percent. African American teachers comprise 15 percent of the South Carolina teacher workforce (see Table 13).

Finding 6:

The TLP almost met the goal that the percentage of male applicants to the TLP should mirror the percentage of males in the South Carolina teaching force. The percentage of male TLP applicants was 18 percent in 2019-20. Male applicant representation was similar to the 19 percent of males in the South Carolina educator workforce, but it falls below the 24 percent of males in the national educator workforce (see Table 8).

Finding 7:

The percentage of male TLP recipients did not mirror the percentage of males in the South Carolina teaching force. The percentage of male TLP recipients was 13 percent in 2019-20. Male teachers in South Carolina are 19 percent of the teacher workforce (see Table 13).

Finding 8:

The number of loan recipients at historically African American institutions decreased from a high of 13 in 2016-17 to only 4 in 2019-20 (see Table 17). Future TLP reports should provide information regarding reasons for significantly lower number of applicants from HBCUs, to include student enrollment in teacher education programs and access to information about the South Carolina Teacher Loan Program.

Finding 9:

The number of SC students who graduated with a Bachelor's degree and teacher certification eligibility declined from the previous year. Only 24 percent of new hires are recent graduates of an in-state teacher preparation program. The total number of newly hired SC teachers for the 2020-21 school year was 6,308, a decrease of approximately 400 teachers (6%) compared to data from 2019-20. (see Tables 22 and 23).

Finding 10:

About 700 certified positions were still vacant at the beginning of the 2020-21 school year. This is a 26% increase compared to 2019-20, even though school districts reported fewer teacher departures overall (Table 2).

II. Overview of the South Carolina Teacher Loan Program

The South Carolina Teacher Loan Program encourages talented and qualified residents to enter the teaching profession.

Freshmen and sophomores may borrow up to $2,500 per year. Juniors, seniors, and graduate students may borrow up to $5,000 per year. Career Changers may borrow up to $15,000 per year and up to an aggregate maximum of $60,000.

To be eligible for a South Carolina Teacher Loan, a student must be enrolled in a program of teacher education or have expressed an intent to enroll in such a program.

Entering freshmen must have been ranked in the top 40% of their high school graduating class and have an SAT/ACT score equal to or greater than the South Carolina average for the year of the high school graduation. Currently, the average SAT score is 1058, and the average ACT score is 18.

Enrolled undergraduate students, including second term freshman, must have a grade point average of at least 2.75 and must have passed the Praxis Core. Students with an SAT score of 1100 or greater or an ACT score of 22 or greater are exempt from the Praxis requirement.

South Carolina Teacher loan recipients may have their loan canceled at a rate of 20% per year of teaching in critical subject areas or critical geographic locations in South Carolina. Students who teach in both a critical subject area and a critical geographic area may have their loan canceled at a rate of 33% per year.

Funding of the SC Teacher Loan Program

In 2003, the Education Improvement Act (EIA) and Improvement Mechanisms Subcommittee of the Education Oversight Committee requested that staff develop goals and objectives for the Teacher Loan Program. An advisory committee was formed with representatives from CERRA, SC Student Loan Corporation, the Division of Educator Quality and Leadership at the State Department of Education, and the Commission on Higher Education. After review of the data, the advisory committee recommended the following three goals and objectives for the Teacher Loan Program (TLP):

- The percentage of African American applicants and recipients of the TLP should mirror the percentage of African Americans in the South Carolina teaching force.
- The percentage of male applicants and recipients of the TLP should mirror the percentage of males in the South Carolina teaching force.
- Eighty percent of the individuals receiving loans each year under the TLP should enter the South Carolina teaching force.

With revenues from the EIA Trust Fund, the General Assembly appropriates monies to support the Teacher Loan Program. Section 59-26-20 codified the Teacher Loan Program (see Appendix A). Table 1 documents the amounts appropriated and expended over the past 10 fiscal years. **In 2019-20, 10 percent of all funds allocated for TLP were expended on administration, a 3.6 percent increase from 2018-19**. According to communication with the South Carolina Student Loan Corporation, this increase is due to additional costs associated with using an external service provider.

The Revolving Loan Fund includes monies collected by the South Carolina Student Loan Corporation from individuals who do not qualify for cancellation. Historically, monies in the Revolving Loan Fund have been utilized to augment funding for TLP loan applications.

In Fiscal Year (FY) 2019-20, the total expenditures and administrative costs to the TLP equaled EIA appropriation, loans, and administrative costs. The total amount of monies loaned in 2019-20 was $4,679,409.

Table 1
SC Teacher Loan Program: Revenues and Loans from 2010-2020

Year	EIA Appropriation	Revolving Funds from Repayments	Total Dollars Available	Administrative Costs	% of Total Dollars Spent on Administration	Amount Loaned
2010-11	$4,000,722	$1,000,000	$5,000,722	$345,757	6.9	$4,654,965
2011-12	$4,000,722	$1,000,000	$5,000,722	$359,201	7.2	$4,641,521
2012-13	$4,000,722	$1,000,000	$5,000,722	$351,958	7.0	$5,648,764
2013-14	$5,089,881	$0	$5,089,881	$329,971	6.2	$4,517,984
2014-15	$5,089,881	$0	$5,089,881	$317,145	6.2	$4,594,799
2015-16	$5,089,881	$0	$5,089,881	$319,450	6.2	$4,460,184
2016-17	$5,089,881	$0	$5,089,881	$326,460	6.4	$4,540,310
2017-18	$5,089,881	$0	$5,089,881	$720,420	14.2	$4,369,461
2018-19	$5,089,881	$0	$5,089,881	$325,000	6.4	$4,764,461
2019-20	**$5,089,881**	**$0**	**$5,089,881**	**$512,000**	**10.0**	**$4,679,409**

Source: South Carolina Student Loan Corporation

South Carolina Teacher Loan Forgiveness Options

The South Carolina Teacher Loan Program allows borrowers to have portions of their loan indebtedness forgiven by teaching in certain critical geographic and subject areas. The State Board of Education (SBE) is responsible for determining areas of critical need: "Areas of critical need shall include both rural areas and areas of teacher certification and shall be defined annually for that purpose by the State Board of Education." [1] Beginning in the fall of 1984, the SBE defined the certification and geographic areas considered critical and subsequently those teaching assignments eligible for cancellation. Only two subject areas, mathematics, and science, were designated critical during the early years of the programs, but teacher shortages in subsequent years expanded the number of certification areas.

To assist in the determination of critical subject areas, the South Carolina Center for Educator Recruitment, Retention and Advancement (CERRA) conducts a Supply and Demand Survey of all regular school districts, the South Carolina Public Charter School District, Palmetto Unified, the Department of Juvenile Justice, and the South Carolina School for the Deaf and the Blind. CERRA publishes an annual report documenting the number of teacher positions, teachers hired, teachers leaving, and vacant teacher positions. The survey results are provided to the South Carolina Department of Education (SCDE).

Table 2 shows the number of certified, vacant positions reported to CERRA for the beginning of 2020-21 school year. South Carolina districts reported 614.5 certified teaching positions still vacant at the beginning of the 2020-21 school year. This number signifies an increase of 64 positions compared to data reported for 2019-20. There were an additional 84.40 vacant certified, service positions. More vacant positions were seen across all school levels. Fields with the largest increase in vacancies included literacy, mathematics, business/marketing/computer technology, and art. Districts were asked to include interventionists with literacy and mathematics positions, thus providing an explanation for the increase in these categories. Special education typically represents most vacancies each year.

About 700 certified positions were still vacant at the beginning of the 2020-21 school year. This is a 26% increase compared to 2019-20, even though school districts reported fewer teacher departures overall (Table 2).

[1] Section 59-26-20(j) accessed at:
https://www.scstatehouse.gov/query.php?search=DOC&searchtext=Teacher%20Loan%20Program&category=CODEOFLAWS&conid=8504971&result_pos=0&keyval=17837&numrows=10

Table 2
Certified Teaching Positions Vacant at the Beginning of the 2020-21 School Year.

Teaching Field	Number of Vacant Teaching Positions, By School Level			
	Primary/ Elementary	Middle	High	Total
Agriculture		0.5	1	1.5
Art	21.84	7.33	9.33	38.5
Business/Marketing/Computer Technology	2	9	4	15
Career & Technology Education (CTE work-based certification)		1	23	24
Computer Science		0	1	1
Dance	1.5	0	1	2.5
Driver Education			1	1
Early Childhood/Elementary (any or all core subjects)	93			93
English for Speakers of Other Languages (ESOL)	8	4.5	1	13.5
English/Language Arts		18.5	20.5	39
Family & Consumer Science		0	0	0
Gifted & Talented	3.84	2.33	1.33	7.5
Health	0	1	0.5	1.5
Industrial Technology		0	0	0
Literacy (teacher or interventionist)	18.5	3	1	22.5
Mathematics (teacher or interventionist)	4.5	28.5	47	80
Montessori	3	1	0	4
Music	9.34	9.08	6.08	24.5
Physical Education	8	4	4.5	16.5
Sciences – Natural (biology, chemistry, physics, etc.)		22.5	27	49.5
Social Studies/Sciences (economics, history, psychology, etc.)		11.5	8	19.5
Special Education	46	30.5	45	121.5
STEM/STEAM/PLTW	0	2.25	1.25	3.5
Theater	0	0.5	2.5	3
World Languages	9.8	2.7	18	30.5
Other	0	0	1.5	1.5
Total Vacant Teaching Positions	229.32	159.69	225.49	614.5
Number of Vacant Service Field Positions				
School Librarian				26.50
School Counselor				12.50
School Psychologist				13.00
Speech Language Pathologist				32.40
Total Vacant Service Positions				84.40
Total Vacant Positions				**698.90**

Table 3 shows the top ten critical need subject areas since 2016-17 for primary/elementary, middle, and high schools as also reported by CERRA. The certification areas with the highest vacancies and the content areas identified as critical needs are aligned.

Table 3
Critical Need Subject Areas by School Year

	2016-17	2017-18	2018-19	2019-20	2020-21
1	Special Education	Special Education – All Areas	Secondary Mathematics, Secondary Sciences (Biology, Chemistry, Physics, and Science), Secondary English	Secondary Mathematics, Secondary Sciences, Secondary English	Secondary Mathematics
2	Early Childhood/ Elementary	Secondary Areas (Mathematics, Sciences, English) Media Specialist	Media Specialist	Media Specialist	Secondary Sciences
3	Mathematics (middle and high)	Speech Language	Special Education (all areas)	Special Education	Media Specialist
4	Sciences	All Middle Level Areas (Language Arts, Mathematics, Science, Social Studies)	Spanish, French, Latin, German, English as a second language, Chinese	Spanish, French, Latin, German	Special Education
5	English/ Language Arts	Arts	Family & Consumer Science (Home Economics)	Family & Consumer Science (Home Economics)	Foreign Languages- Spanish, French, Latin, German
6	Speech Language Therapist	Career and Technology	Business/Marketing/ Computer Technology	Business/Marketing/ Computer Technology	Family & Consumer Science (Home Economics)
7	Media Specialist	Business/Marketing/ Computer Technology	Theatre	Theatre	Art, Dance, Music
8	Art	Family Consumer Science	Middle Level Social Studies, Math, Language Arts, Science	Middle Level Social Studies, Math, Language Arts, Science	Industrial Technology
9	Music	Literacy	Art, Dance, Music	Art, Dance, Music	Business/Marketing/ Computer Technology
10	Foreign Languages- Spanish, French, Latin, German	Health	Health	Health	Elementary Ed / Early Childhood

The criteria used in designating critical geographic schools have evolved over time. The SBE has considered multiple factors, including degree of wealth, distance from shopping and entertainment centers, and faculty turnover. For the 2000-01 school year, the SBE adopted the criteria established for the federally funded Perkins Loan Program as the criteria for determining critical need schools. The Perkins Loan Program used student participation rates in the federal free and reduced-price lunch program to determine schools eligible for loan forgiveness and included special schools, alternative schools, and correctional centers. Section 59-26-20(j) was amended in 2006 to redefine geographic critical need schools to be: (1) schools with an absolute rating of Below Average or At-Risk/Unsatisfactory; (2) schools with an average teacher turnover rate for the past three years of 20 percent or higher; or (3) schools with a poverty index of 70 percent or higher.

Table 4 documents the 1,366 schools that were classified as critical need schools in South Carolina for 2019-20. Prior years are not reported because the calculation of critical geographic need schools changed, and schools received ratings for the first time in three years in 2018.

Table 4
Critical Geographic Need Schools in 2019-20

Year	Cancellation Year	Number of Qualifying Schools by Type					
		Total Number of Schools	Career Technology Education Centers	Primary	Elementary	Middle	High
2019-20	2021-22	1,366	40	50	641	307	268
		Number of Qualifying Schools by Criterion					
		Absolute Rating		Teacher Turnover		Poverty Index	
		398		753		387	

Source: SC Department of Education, April 2020.
Note: Under “Type of School,” some schools may be designated in more than one category.

III. Applications to the Teacher Loan Program (TLP)

Applications to the TLP decreased by 27, and the number of approved applications decreased by 52 in 2019-20. Of the 250 applications that were denied, the most prevalent reason for denial (38.8 percent) was the failure of the applicant to meet the academic grade point criteria. Twenty-one TLP applications were cancelled at the request of the school or the borrower. Sixty-two (62) applications to TLP were denied due to inadequate funds (see Table 5).

Table 5
Status of Applicants of Teacher Loan Program

					Reason for Denial				
Year	Total Applied*	Approved	Cancelled	Denied	Academic Reason	Credit Problem	Inadequate Funds	No EEE Praxis	Other **
2010-11	1,717	1,114	97	506	89	4	308	72	33
2011-12	1,471	1,086	81	304	116	1	80	62	45
2012-13	1,472	1,112	85	275	134	1	37	64	39
2013-14	1,462	1,109	73	280	143	0	0	74	54
2014-15	1,448	1,130	66	252	144	1	3	67	37
2015-16	1,396	1,128	44	224	117	4	4	50	49
2016-17	1,401	1,166	31	204	101	0	0	62	41
2017-18	1,399	1,132	38	229	83	0	68	52	26
2018-19	1,453	1,207	40	206	89	0	14	59	44
2019-20	**1,426**	**1,155**	**21**	**250**	**97**	**0**	**62**	**50**	**41**

Source: Commission on Higher Education

*This is a duplicated count of individuals because the same individuals may apply for loans in multiple years.
**"Other" reasons include (1) not a SC resident, (2) enrollment less than half time, (3) ineligible critical area, (4) not seeking initial certification, (5) received the maximum annual and/or cumulative loan and (6) application in process.

Description of Applicants

The South Carolina Teacher Education Advancement Consortium through Higher Education Research (SC-TEACHER) published a "Profile of the South Carolina Teacher Workforce for 2018-19" in September 2020. This report investigated the demographics of the educator workforce in South Carolina and compared South Carolina's educator profile to that of educators throughout the United States. According to this report, South Carolina's teacher workforce has more Black teachers, fewer Hispanic teachers, and more female teachers as compared to the national educator workforce.

Table 6
Profile of the Educator Workforce in South Carolina and Nationally

Teacher Workforce	Gender		Ethnicity			
	Female	Male	African American	Hispanic	White	All Other
	%	%	%	%	%	%
South Carolina	81	19	15	2	79	4
National	76	24	7	9	79	5

Source: SC-TEACHER

Tables 7 and 8 illustrate trends in the distribution of applicants to the South Carolina Teacher Loan Program by race/ethnicity and gender. **Historically, applicants to the TLP have been predominantly white and/or female. In 2019-20, eighty (80) percent of all applicants were female and 79 percent were white.** These demographics trends within TLP are consistent with those observed in national and South Carolina teacher workforce profiles.

Table 7 shows the percentage of African American applicants to the South Carolina Teacher Loan Program increased slightly in 2019-20, to 14.7 percent from 13.7 percent. This representation is well above the 7 percent African American representation in the national teacher workforce, and it nearly mirrors the 15 percent of African American educators in the South Carolina teacher workforce. As a result, **the TLP met the goals that the percentage of African American applicants to the TLP should mirror the percentage of African Americans in the South Carolina teaching force.**

Similarly, Table 8 details the percentage of male applicants was 18 percent, a slight increase from 17.2 percent in 2018-19. Male applicant representation was similar to the 19 percent of males currently in the South Carolina educator workforce, but it falls below the 24 percent of males in the national educator workforce. Thus, t**he TLP almost met the goal that the percentage of male applicants to the TLP should mirror the percentage of males in the South Carolina teaching force.**

Table 7
Applicants to the Teacher Loan Program by Race/Ethnicity

Year	# Applications	Ethnicity							
		African American		Other		White		Unknown	
		#	%	#	%	#	%	#	%
2010-11	1,717	228	13.0	35	2.0	1,373	80.0	81	5.0
2011-12	1,471	215	15.0	20	1.0	1,171	80.0	65	4.0
2012-13	1,472	242	16.0	23	2.0	1,149	78.0	58	4.0
2013-14	1,462	248	17.0	20	1.0	1,147	79.0	47	3.0
2014-15	1,448	234	16.0	24	2.0	1,149	79.0	41	3.0
2015-16	1,396	230	16.5	35	2.5	1,086	77.8	45	3.2
2016-17	1,401	141	11.8	30	2.5	996	83.5	26	2.2
2017-18	1,399	183	13.1	35	2.5	1,136	81.2	45	3.2
2018-19	1,453	199	13.7	38	2.6	1,184	81.5	32	2.2
2019-20	**1,426**	**210**	**14.7**	**40**	**2.8**	**1,128**	**79.1**	**48**	**3.4**

Source: SC Student Loan Corporation

Table 8
Applicants to the Teacher Loan Program by Gender

Year	# Applications	Male	%	Female	%	Unknown	%
2010-11	1,717	316	18.4	1,324	77.1	77	4.5
2011-12	1,471	281	19.1	1,122	76.3	68	4.6
2012-13	1,472	244	16.6	1,168	79.3	60	4.1
2013-14	1,462	248	17.0	1,179	80.6	35	2.4
2014-15	1,448	262	18.0	1,155	79.8	31	2.1
2015-16	1,396	265	19.0	1,102	78.9	29	2.1
2016-17	1,401	254	18.1	1,114	79.5	33	2.4
2017-18	1,399	233	16.7	1,125	80.4	41	2.9
2018-19	1,453	250	17.2	1,187	81.7	16	1.1
2019-20	**1,426**	**258**	**18.0**	**1,145**	**80.3**	**23**	**1.6**

Source: SC Student Loan Corporation

One approach to increase the supply of highly qualified teachers is school-to-college partnerships that introduce K-12 students to teaching as a career. In South Carolina the Teacher Cadet Program, which is coordinated by the Center for Educator Recruitment, Retention, and Advancement (CERRA) at Winthrop University, has impacted the educator applicant pool. As reported by CERRA, the mission of the Teacher Cadet Program "is to encourage academically talented or capable students who possess

exemplary interpersonal and leadership skills to consider teaching as a career. An important secondary goal of the program is to develop future community leaders who will become civic advocates of public education."[2] Teacher Cadets must have at least a 3.0 average in a college preparatory curriculum, be recommended in writing by five teachers, and submit an essay on why they want to participate in the class. Table 9 (below) provides detailed information about the distribution of applicants to the Teacher Loan Program by the Teacher Cadet Program. In 2019-20, the number of Teacher Cadet applicants increased by 1 for a total of 716. Teacher Cadets represented 50.2 percent of the total distribution of TLP loans awarded.

Table 9
Teacher Loan Program Applicants from Teacher Cadet Program

Year	Total Number of Applicants	Teacher Cadets	%	Not Teacher Cadets	%	Unknown	%
2010-11	1,717	662	39.0	1,024	60.0	31	2.0
2011-12	1,471	601	41.0	830	56.0	40	3.0
2012-13	1,472	556	38.0	871	59.0	45	3.0
2013-14	1,462	597	41.0	843	58.0	22	2.0
2014-15	1,448	615	43.0	808	56.0	25	2.0
2015-16	1,396	600	43.0	769	55.1	27	1.9
2016-17	1,401	621	44.3	775	55.3	5	0.4
2017-18	1,399	666	47.6	723	51.7	10	.7
2018-19	1,453	715	49.2	726	50.0	12	0.8
2019-20	**1,426**	**716**	**50.2**	**703**	**49.3**	**7**	**0.5**

Source: SC Commission on Higher Education

Table 10 displays the number of TLP applicants by academic level. In 2019-20, the number of freshman applicants decreased by 1.3 percent while the number of continuing undergraduate applicants increased by 3.7 percent. The percent of first semester graduate students decreased by 1.0 percent in 2019-20, while the percent of continuing graduate student decreased by 2 percent. The total number of TLP applications decreased by 27, to 1,426 in 2019-20 from 1,453 applicants in 2018-19.

[2] CERRA Website, April 2019. Accessed at: https://www.teachercadets.com/.

Table 10
Teacher Loan Program Applicants by Academic Level

Year	Number Applied	Academic Level Status									
		Freshman		Continuing Undergrad		1st Semester Graduate		Continuing Graduate		Unknown	
		#	%	#	%	#	%	#	%	#	%
2009-10	2,228	404	18.0	1,370	61.0	204	9.0	207	9.0	43	2.0
2010-11	1,717	230	13.0	1,136	66.0	140	8.0	195	11.0	16	1.0
2011-12	1,471	246	17.0	961	65.0	112	8.0	140	10.0	12	1.0
2012-13	1,472	230	16.0	992	67.0	98	7.0	131	9.0	21	1.0
2013-14	1,462	263	18.0	974	67.0	96	7.0	113	8.0	16	1.0
2014-15	1,448	271	19.0	949	66.0	101	7.0	108	8.0	19	1.0
2015-16	1,396	245	17.6	919	65.8	103	7.4	107	7.7	22	1.6
2016-17	1,401	243	17.3	942	67.2	98	7.0	117	8.4	1	0.1
2017-18	1,399	327	23.4	894	63.9	130	9.3	48	3.4	0	0
2018-19	1,453	292	20.1	972	66.9	80	5.5	108	7.4	1	0.1
2019-20	**1,426**	**267**	**18.7**	**999**	**70.1**	**79**	**5.5**	**79**	**5.5**	**2**	**0.1**

Source: Commission on Higher Education

IV. Recipients of a South Carolina Teacher Loan

Table 5 indicated that of the 1,426 TLP applications received in 2019-20, 1,155 (80 percent) received a Teacher Loan. Table 11 details the funding distribution of TLP loan recipients over time by academic level. A significant majority of the 1,155 recipients, about 89 percent, of the loan recipients were undergraduate students. Of the undergraduate recipients, about 70 percent were juniors or seniors in 2019-20. In the past ten years, the data show there is an annual decline in TLP loan recipients between freshman and sophomore years. There are two primary reasons sophomores may no longer qualify for the loan: their GPA is below a 2.5 and/or they have not passed the Praxis I test or met the higher ACT/SAT score required for TLP qualification. No data exist on how many of the applicants were rejected for not having passed Praxis or how many had simply not taken the exam.

Table 11
Distribution of Recipients of the Teacher Loan Program by Academic Level Status

	Freshmen	Sophomores	Juniors	Seniors	5th Year Undergrads	1st year Graduates	2nd Year Graduates	3+ Year Graduates
2010-11	126	120	254	379	43	107	62	23
2011-12	191	109	292	312	22	122	37	1
2012-13	173	138	270	345	22	118	43	3
2013-14	191	138	279	341	17	111	30	2
2014-15	199	134	256	373	17	117	31	3
2015-16	177	165	248	369	10	122	33	4
2016-17	189	148	280	360	11	135	40	3
2017-18	236	154	255	338	21	94	32	2
2018-19	230	170	299	344	14	101	47	2
2019-20	**201**	**166**	**296**	**350**	**18**	**76**	**50**	**1**
							2019-20 Total	**1,155**

Source: South Carolina Commission on Higher Education

Table 12 compares the academic status of TLP applicants to TLP recipients in 2019-20. In general, the academic level of applicants reflects the academic level of recipients, with undergraduates representing about 86.5 percent of both applicants and recipients, and graduate students representing 10.4 percent.

Table 12
Comparisons by Academic Level of Applicants and Recipients, 2019-20

	Undergraduate		Graduate		Unknown		Total
	#	%	#	%	#	%	#
Applicants	1,266	88.80%	158	11.10%	2	0.10%	1,426
Recipients	1,027	88.90%	128	11.10%	0	0.00%	1,155

Source: SC Teacher Loan Program

Teacher Loan Program Recipients and the Profile of South Carolina Educators

Data files from South Carolina Student Loan Corporation and South Carolina Department of Education were merged and analyzed to provide more information about current South Carolina public school employees who received teacher loans. Like the applicants, the TLP recipients who were employed in South Carolina's public schools were majority white and female. These educators served in a variety of positions in 2019-20 in South Carolina Public Schools (see Tables 14 and 15).

South Carolina and national percentages for gender and ethnicity are included for reference and review of progress toward 2004 Student Loan Program goals.

The percentage of African American TLP recipients did not mirror the percentage of African Americans in the South Carolina teaching force. The percentage of African American recipients of the TLP was 13 percent. African American teachers comprise 15 percent of the South Carolina teacher workforce (see Table 13).

Similarly, **the percentage of male TLP recipients did not mirror the percentage of males in the South Carolina teaching force.** The percentage of male TLP recipients was 13 percent in 2019-20. Male teachers in South Carolina are 19 percent of the teacher workforce (see Table 13).

Table 13
Teacher Loan Recipients in SC Schools by Gender and Ethnicity

Gender	SLP Loan Number	SLP Loan Percent	South Carolina Teacher Workforce	National Teacher Workforce
Male	1,168	13.4%	19%	24%
Female	7,522	86.1%	81%	76%
Unknown	50	0.6%	*	*
Total	**8,740**		*	*
Ethnicity	**SLP Loan Number**	**SLP Loan Percent**	**South Carolina Teacher Workforce**	**National Teacher Workforce**
African American	1,157	13.2%	15.2%	7%
White	7,365	84.3%	78.7%	79%
Asian	28	0.3%	1.5%	2%
Hispanic	64	0.7%	1.8%	9%
American Indian	8	0.1%	.2%	1%
Unknown	118	1.4%	2.6%	NA
Total	**8,740**			

Source: SC Commission on Higher Education, SC-TEACHER

Table 14
Loan Recipients Employed in SC Public Schools as of 2018-19 by Position

Position Code	Description	Number
1	Principal	209
2	Assistant Principal, Co-principal	325
3	Special Education (Itinerant)	24
4	Prekindergarten (Child Development)	193
5	Kindergarten	353
6	Special Education (Self-Contained)	417
7	Special Education (Resource)	519
8	Classroom Teacher	5,260
9	Retired Teachers	13
10	Library Media Specialist	354
11	Guidance Counselor	176
12	Other Professional Instruction-Oriented	163
13	Director, Career & Technology Education Ctr.	6
14	Assistant Director, Career & Technology Education	4
15	Coordinator, Job Placement	2
16	Director, Adult Education	5
17	Speech Therapist	171
19	Temporary Instruction-Oriented Personnel	2
20	Director, Finance/Business	1
22	Bookkeeper	1
23	Career Specialist	10
27	Technology/IT Personnel	9

Position Code	Description	Number
28	Director, Personnel	10
29	Other Personnel Positions	5
31	Director, Alternative Program/School	0
33	Director, Technology	5
34	Director, Transportation	5
35	Coordinator, Federal Projects	8
36	School Nurse	2
37	Occupational/Physical Therapist	1
38	Orientation/Mobility Instructor	1
40	Social Worker	1
41	Director, Student Services	4
43	Other Professional Noninstructional Staff	30
44	Teacher Specialist	7
45	Principal Specialist	1
46	Purchased-Service Teacher	5
47	Director, Athletics	6
48	Assistant Superintendent, Noninstructional	7
49	Assistant Superintendent, Instruction	6
50	District Superintendent	6
52	Area Superintendent	0
53	Director, Instruction	9

Position Code	Description	Number
54	Supervisor, Elementary Education	2
55	Supervisor, Secondary Education	2
58	Director, Special Services	9
60	Coordinator, AP/G&T	3
62	Coordinator, Fine Arts	3
65	Coordinator, English	4
66	Coordinator, Reading	2
68	Coordinator, Health/Science Technology	1
72	Coordinator, Mathematics	5
74	Coordinator, Science	1
75	Educational Evaluator	2
76	Coordinator, Social Studies	1
78	Coordinator, Special Education	16
81	Coordinator, Guidance	4
82	Coordinator, Early Childhood Education	1
83	Coordinator, Parenting/Family Literacy	1
84	Coordinator, Elementary Education	4
85	Psychologist	16
86	Support Personnel	11
87	Reading Coach	119
88	Vacant	17
89	Title I Instructional Paraprofessional	1
90	Library Aide	1
91	Child Development Aide	3
92	Kindergarten Aide	7
93	Special Education Aide	16
94	Instructional Aide	21
97	Instructional Coach	73
98	Adult Education Teacher	7
99	Other District Office Staff	49
Grand Total		**8,740**

Table 15
Loan Recipients Employed in SC Public Schools in 2018-19 by Primary Certification Area

Code	Certification Subject	Number Certified Teachers
1	Elementary	3,597
2	Special Education-Generic Special Education*	122
3	Speech-Language Therapist	162
4	English	443
5	French	35
6	Latin	2
7	Spanish	81
8	German	4
10	Mathematics	520
11	General Mathematics*	2
12	Science	177
13	General Science*	11
14	Biology	53
15	Chemistry	13
60	Media Specialist	118
63	Driver Training	8
64	Health	1
67	Physical Education	144
70	Superintendent	3
71	Elementary Principal*	74
72	Secondary Principal*	2
78	School Psychologist III	1
80	Reading Teacher*	6

Code	Certification Subject	Number Certified Teachers
16	Physics	3
20	Social Studies	218
21	History	6
29	Industrial Technology Education	6
30	Agriculture	13
35	Family and Consumer Science	12
47	Business Education*	37
49	Advanced Fine Arts	1
50	Art	151
51	Music Education--Choral	65
53	Music Education--Voice	3
54	Music Education--Instrumental	113
57	Speech and Drama	1
58	Dance	12
2B	Special Education-Education of the Blind and Visually Impaired	8
2C	Special Education-Trainable Mentally Disabled*	4
2D	Special Education-Education of Deaf and Hard of Hearing	4
2E	Special Education-Emotional Disabilities	130
2G	Special Education-Learning Disabilities	233
2H	Special Education-Intellectual Disabilities	38
2I	Special Education-Multi-categorical	163
2J	Special Education-Severe Disabilities	1
2K	Special Education-Early Childhood Ed.	25

Code	Certification Subject	Number Certified Teachers
84	School Psychologist II	5
85	Early Childhood	1,036
86	Guidance Elementary	50
89	Guidance Secondary	14
1A	Middle School Language Arts*	2
1B	Middle School Mathematics*	3
1C	Middle School Science*	2
1D	Middle School Social Studies*	4
1E	Middle-Level Language Arts	175
1F	Middle-Level Mathematics	174
1G	Middle-Level Science	70
1H	Middle-Level Social Studies	151
2A	Special Education-Educable Mentally Disabled*	80

Code	Certification Subject	Number Certified Teachers
4B	Business and Marketing Technology	22
4C	Online Teaching	4
5A	English as a Second Language	11
5C	Theater	8
5E	Literacy Coach	4
5G	Literacy Teacher	22
7B	Elementary Principal Tier I	70
7C	Secondary Principal Tier I	2
8B	Montessori-Early Childhood Education	1
AC	Health Science Technology, previously Health Occupations	2
AV	Electricity	1
BF	Small Engine Repair	1
	Unknown/Not Reported	229

Grand Total	**8,740**

Teacher Loan Program Recipients Experience in University / College

TLP recipients attended 29 of the 57 South Carolina universities and colleges with physical campuses in South Carolina as described by SC Commission on Higher Education. Table 16 shows the number of TLP recipients attending South Carolina public and private institutions. Of the 1,155 TLP recipients, approximately 49 percent or 570 attended the following four institutions: USC-Columbia, Winthrop University, Anderson University and Clemson University.

Table 16
Teacher Loan Recipients by Institution of Higher Education, 2019-20

Institution	Number of Recipients	Institution	Number of Recipients
ANDERSON UNIVERSITY	129	FURMAN UNIVERSITY	7
APPALACHIAN STATE UNIVERSITY	1	LIMESTONE COLLEGE	6
CHARLESTON SOUTHERN UNIVERSITY	24	NEWBERRY COLLEGE	10
CITADEL, THE MILITARY COLLEGE	8	NORTH GREENVILLE UNIVERSITY	42
CLAFLIN UNIVERSITY	2	PRESBYTERIAN COLLEGE	4
CLEMSON UNIVERSITY	104	SOUTH CAROLINA STATE UNIVERSITY	2
COASTAL CAROLINA UNIVERSITY	38	SOUTHERN WESLEYAN UNIVERSITY	18
COKER COLLEGE	11	USC - Aiken	29
COLLEGE OF CHARLESTON	64	USC - Beaufort	11
COLUMBIA COLLEGE	21	USC - Lancaster	1
COLUMBIA INTERNATIONAL UNIVERSITY	1	USC - Upstate	91
CONVERSE COLLEGE	25	USC - Columbia	191
ERSKINE COLLEGE	6	WINTHROP UNIVERSITY	146
FRANCIS MARION UNIVERSITY	62	WOFFORD COLLEGE	3
TOTAL			**1,155***

Source: SC Teacher Loan Program **Out of State Students - 21*

The number of loan recipients at historically African American institutions decreased from a high of 13 in 2016-17 to only 4 in 2019-20 (see Table 17). Future TLP reports should provide information regarding reasons for significantly lower number of applicants from identified minority institutions, to include student enrollment in teacher education programs and access to information about the South Carolina Teacher Loan Program.

Table 17
Teacher Loans to Students Attending Historically African American Institutions

Institution	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15
Benedict College	0	0	0	1	0	0
Claflin University	2	2	0	2	0	0
Morris College	0	0	0	0	0	0
S.C. State University	2	3	1	10	7	7
TOTAL:	**4**	**5**	**1**	**13**	**7**	**7**

Source: SC Teacher Loan Program

Recipients of the Teacher Loan Program Receiving Other State Scholarships

Recipients of the Teacher Loan Program also receive other state scholarships provided by the General Assembly to assist students in attending institutions of higher learning in South Carolina. The other scholarship programs include the Palmetto Fellows Program, the Legislative Incentive for Future Excellence (LIFE) Scholarships, and the HOPE Scholarships. The Palmetto Fellows Program, LIFE, and HOPE award scholarships to students based on academic achievement but are not directed specifically to teacher recruitment.

Table 18 shows the number of Teacher Loan recipients who also participated in the HOPE, LIFE, or Palmetto Fellows programs and who were later employed by public schools for the last ten years. There were 4,401 2018-19 loan recipients who were also LIFE, Palmetto Fellows or HOPE Scholarships recipients and employed in public schools in South Carolina, representing a 9.3 percent increase from the prior year. The number has more than doubled since 2009-10.

Table 18
Loan Recipients serving in South Carolina schools who received LIFE, Palmetto, Fellows and HOPE Scholarships

Fiscal Year	LIFE	Palmetto Fellows	HOPE	Total
2009-10	1,932	116	67	2,115
2010-11	2,097	145	93	2,335
2011-12	2,331	171	110	2,612
2012-13	2,582	188	125	2,895
2013-14	2,796	211	147	3,154
2014-15	2,980	232	165	3,377
2015-16	3,208	265	194	3,667
2016-17	3,285	262	202	3,749
2017-18	3,583	292	230	4,105
2018-19	3,835	302	264	4,401
2019-20	**4,061**	**321**	**293**	**4,675**

Source: SC Commission on Higher Education

Policymakers also questioned how the state's scholarship programs generally impact the number of students pursuing a teaching career in the state. Table 19 shows the total number of scholarship recipients each year. It includes a duplicated count across years.

Table 19
Comparison of Scholarship Recipients and Education Majors, Fall 2019

Scholarship	Number of Education Majors	Number of Scholarships	Percent
HOPE	402	3,529	11.4
LIFE	3,422	41,492	8.2
Palmetto Fellows	536	9,116	5.9
Total	4,360	54,137	8.1

Source: SC Commission on Higher Education

Of these individuals receiving scholarships in the fall of 2019, about 8.1 percent of scholarship recipients had declared education as their intended major (Tables 19 and 20). There is a downward trend in the percentage of these talented students initially declaring education as a major. With the policy goal on improving the quality of teachers in classrooms, this data should be continuously monitored.

Table 20
Student Percentage Receiving Scholarships
for Fall Term and Declaring Education Major

Fall	LIFE	Palmetto Fellows	HOPE	Total
2009	11.1	6.5	14.4	10.6
2010	11.0	6.7	12.7	10.5
2011	10.2	6.3	9.9	9.6
2012	9.6	6.0	13.2	9.3
2013	9.3	5.9	12.5	9.0
2014	9.3	5.7	11.1	8.9
2015	9.2	5.6	11.2	8.8
2016	9.1	6.0	11.5	8.8
2017	8.6	5.9	11.1	8.4
2018	8.3	6.2	10.4	8.1
2019	**8.2**	**5.9**	**11.4**	**8.1**

Source: SC Commission on Higher Education

Teaching Fellows

In 1999, the SC General Assembly funded the Teaching Fellows Program for South Carolina due to the shortage of teachers in the state. The mission of the South Carolina Teaching Fellows Program is to recruit talented high school seniors into the teaching profession and help them develop leadership qualities. Each year, the program provides Fellowships for up to 200 high school seniors who have exhibited high academic achievement, a history of service to their school and community, and a desire to teach in South Carolina. Teaching Fellows participate in advanced enrichment programs at Teaching Fellows Institutions, have additional professional development opportunities, and are involved with communities and businesses throughout the state. They receive up to $24,000 in fellowship funds (up to $6,000 a year for four years) while they complete a degree leading to teacher licensure. The fellowship provides up to $5,700 for tuition and board and $300 for specific enrichment programs administered by CERRA. All Teaching Fellows awards are contingent upon funding from the S.C. General Assembly.

A Teaching Fellow agrees to teach in a South Carolina public school one year for every year he or she receives the Fellowship. Each Fellow signs a promissory note that requires payment of the scholarship should they decide not to teach. In addition to being an award instead of a loan, the Teaching Fellows Program differs from the Teacher Loan Program in that recipients are not required to commit to teaching in a critical need subject or geographic area to receive the award.

Minority Recruitment

In the 1990s, several states, including members of the Southern Regional Education Board (SREB), implemented policies to attract and retain minorities into the teaching force. South Carolina specifically implemented minority teacher recruitment programs at Benedict College and South Carolina State University.

In 2019-20, the South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) at South Carolina State University was appropriated EIA revenues by proviso in the amount of $339,482. SC-PRRMT promotes “teaching as a career choice by publicizing the many career opportunities and benefits in the field of education in the State of South Carolina. The mission of the Program is to increase the pool of teachers in the State by making education accessible to non-traditional students (teacher assistants, career path changers, and technical college transfer students) and by providing an academic support system to help students meet entry, retention, and exit program requirements.” The program “also administers an EIA Forgivable Loan Program and participates in state, regional, and national teacher recruitment initiatives

The Call Me MISTER (Mentoring, Instructing, Students, Toward, Effective, Role Models) has a strong history in South Carolina. During FY 2019-20, the Call Me Mister Program received $500,000 in EIA. African American men make up 2 percent of the teachers in the U.S. In South Carolina, the Call Me MISTER® program works to increase the pool of available teachers from more diverse backgrounds, particularly among the lowest-performing elementary schools. Ninety percent of students in the Call Me MISTER program come from South Carolina public schools — and 85 percent of graduates are still teaching in them, often in Title 1 schools. Thirty-six Call Me MISTER graduates have left the classroom to become administrators. Of the 278 MISTERs who have graduated from the program in South Carolina, 42 have been named Teachers of the Year by their schools. The program started as a single program at Clemson University and is now at 25 participating institutions in nine states

Repayment or Cancellation Status

South Carolina Student Loan Corporation reports that as of June 30, 2020, 20,032 teacher loans have been issued. Of these, 2,319 recipients (11 percent) have never been eligible for cancellation and are repaying their loans. Two hundred and forty-five (245) recipients previously taught, but are not currently teaching and, 1,073 recipients are presently teaching and having their loans cancelled. The following table is a comprehensive list of the status of all borrowers:

Table 21
TLP Recipients as of June 30, 2020

Status	Number of Borrowers	Percent of Borrowers
Never eligible for cancellation and are repaying loan	2,319	11.6%
Previously taught but not currently teaching	245	1%
Teaching and having loans cancelled	1,073	5%
Have loans paid out through monthly payments, loan consolidation or partial cancellation	9,329	46%
Loan discharged due to death, disability, or bankruptcy	145	0.7%
In Default	91	0.4%
Loans cancelled 100% by fulfilling teaching requirement	6,830	34%
TOTAL	**20,032**	**98.3%***

Source: South Carolina Student Loan Corporation
*There is a duplicated count across years.

There have been 16,395 recipients to have their loans satisfied. Of these, 9,329 satisfied their loans through regular monthly payments, loan consolidations, or through partial cancellations (i.e., taught less than 5 years in a critical geographic or subject area). In addition, the loans for 60 borrowers were repaid through the filing of a death claim; 5 through bankruptcy; 80 through disability; and 91 borrowers have had default claims filed. Six thousand eight hundred and thirty (6,830 or 41 percent) SC Teacher Loan recipients had their loans cancelled by fulfilling their teaching requirement in a geographic or critical subject area.

V. Status of Educator Pipeline

According to the U.S. Department of Education, teacher preparation programs – including both traditional and alternative certification programs – currently produce enough teachers to meet total classroom demand across the country.[3] However, South Carolina school districts have long voiced concerns about the difficulty staffing classrooms.

It is important to recognize that teacher labor markets are not national. Teachers are not necessarily looking to move across state lines to a better job market. Instead, most teachers seek employment in a school near where they were trained and hold certification. In addition, aggregate numbers of teachers often mask the severity of subject area shortages and declines in enrollment in regional teacher preparation programs. To put regional teacher shortages in context, it is essential to have localized data.

South Carolina has the benefit of two excellent recent reports focusing on South Carolina specific data as it relates to the educator pipeline and the overall profile of the South Carolina educator workforce. Each of these reports was relied upon for the creation of this TLP report.

Since 2001, CERRA has produced the Annual Educator Supply & Demand Report. This annual report seeks to collect information on South Carolina teachers entering the profession, those leaving their classrooms or the profession altogether, and positions that remain vacant. In December 2020, CERRA published its report for the 2020-21 school year (see Appendix D). The 2020-21 Annual Educator Supply & Demand Report found fewer teacher departures overall but a larger proportion of early-career departures and more overall vacancies due to fewer new hires. CERRA provided a mid-year update to this report in February 2021 finding an additional 677 teacher departures but 165 fewer vacancies since the initial district reports for the Supply & Demand report.

Alarmingly, the CERRA report found that t**he number of SC students who graduated with a Bachelor 's degree and teacher certification eligibility declined from the previous year. Only 24 percent of new hires are recent graduates of an in-state teacher preparation program.** The total number of newly hired SC teachers for the 2020-21 school year was 6,308, a decrease of approximately 400 teachers (6%) compared to data from 2019-20.

[3] William J. Hussar and Tabitha M. Bailey, Projections of Education Statistics to 2027: Forty-sixth Edition (U.S. Department of Education, National Center for Education Statistics, 2019)

Table 22
Key Data from CERRA Supply and Demand Survey Reports 2015-2020

School year	2015-16	2016-17	2017-18	2018-19	2019-20
Certified teachers who did not return to any teaching position	4,074	4,842	7,340	6,650	6,000
Graduates who completed a SC teacher education program	1,793	1,720	1,684	1,752	1,700
Certified teachers who did not return after five or fewer years of teaching	2,807	2,465	2,564	2,394	2,520
Certified teachers who did not return after one year or less of teaching	579	616	585	864	960

Table 23
Sources of Teacher Hires from CERRA Supply and Demand Survey Reports 2015-2020

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
New Graduates from Teacher Education Programs in SC	32%	29%	24.7%	21.0%	21.6%	22.8%	24%
Transferred from one district, charter school or special school in SC to another district	27%	31%	33.5%	30.9%	31%	30.7%	29%
Hired from another state	15%	15%	15.3%	16.9%	16%	13.0%	23%
Alternative Certification Programs	6%	5%	6.2%	7.4%	8.5%	5.6%	10%
From Outside US	2%	3%	3.7%	4.8%	5%	0.8%	1%
Other Teachers	6%	2%	4.9%	7.1%		4.3%	

The South Carolina Teacher Education Advancement Consortium through Higher Education Research (SC-TEACHER) is a more recent addition and was commissioned to ascertain, through comprehensive research, the impact of teacher education recruitment, preparation, and retention activities on teacher effectiveness in South Carolina. In September 2020, SC-TEACHER published a "Profile of the South Carolina Teacher Workforce for 2018-19" (see Appendix E).

This report looked at the overall educator workforce in South Carolina and found that compared nationally, South Carolina has more Black teachers, fewer Hispanic teachers, more female teachers, more teachers with advanced degrees, and lower average teacher salary. Rural schools in South Carolina tend to have teachers with lower performance on the assessment portion of the state teaching evaluation, fewer National Board-certified teachers, and more Black and international teachers than urban schools. Moreover, higher poverty schools in South Carolina tend to have more teachers with a master's degree or higher, more teachers scoring "met" on ADEPT, more Black teachers, fewer White teachers, lower teacher salary, more international teachers, and fewer National Board certified teachers than lower poverty schools.

States have the responsibility to work with teachers and other stakeholders to improve the reality and the perception of the education workforce. Over the past several decades, expectations have dramatically changed what it means to teach.

The South Carolina Teacher Loan Program was highlighted by the board of directors of the Council of Chief State School Officers (CCSSO) as a strategy recommended for states to support the development of educator pipelines. In all, the CCSSO report identified six strategies for possible implementation by states to recruit, prepare and support teachers: [4]

1. **Elevate the Teaching Profession:** address the negative public perception of teaching as a career through marketing and communications campaign.
2. **Make Teaching a Financially Appealing Career:** take action to alleviate financial pressures on teachers
3. **Expand Pathways to Enter Teaching:** interest high school students and classroom aides to become teachers, appeal to veterans of the armed services, make it easier for teachers to move from state to state and transfer their licenses.
4. **Bring More Diversity to the Teaching Workforce:** establish "grow your own" programs to prepare individuals who are from the local community, or even already working in the school, to become classroom teachers; and create residencies.
5. **Set Reasonable Expectations for Retaining Teachers**: align policies with the career expectations of today's workforce.
6. **Use Data to Target Strategies Where Shortages Exist**: analyze data to determine where the need is most critical, examining subjects and grades taught, and expertise needed with specific students.

[4] https://ccsso.org/sites/default/files/2018 03/Strategies%20for%20Building%20Teacher%20Pipelines.pdf

Appendix A:
Teacher Loan Fund Program

SECTION 59-26-20. Duties of State Board of Education and Commission on Higher Education.

The State Board of Education, through the State Department of Education, and the Commission on Higher Education shall:
(a) develop and implement a plan for the continuous evaluation and upgrading of standards for program approval of undergraduate and graduate education training programs of colleges and universities in this State.
(b) adopt policies and procedures which result in visiting teams with a balanced composition of teachers, administrators, and higher education faculties.
(c) establish program approval procedures which shall assure that all members of visiting teams which review and approve undergraduate and graduate education programs have attended training programs in program approval procedures within two years prior to service on such teams.
(d) render advice and aid to departments and colleges of education concerning their curricula, program approval standards, and results on the examinations provided for in this chapter.
(e) adopt program approval standards so that all colleges and universities in this State that offer undergraduate degrees in education shall require that students successfully complete the basic skills examination that is developed in compliance with this chapter before final admittance into the undergraduate teacher education program. These program approval standards shall include, but not be limited to, the following:
(1) A student initially may take the basic skills examination during his first or second year in college.
(2) Students may be allowed to take the examination no more than four times.
(3) If a student has not passed the examination, he may not be conditionally admitted to a teacher education program after December 1, 1996. After December 1, 1996, any person who has failed to achieve a passing score on all sections of the examination after two attempts may retake for a third time any test section not passed in the manner allowed by this section. The person shall first complete a remedial or developmental course from a post-secondary institution in the subject area of any test section not passed and provide satisfactory evidence of completion of this required remedial or developmental course to the State Superintendent of Education. A third administration of the examination then may be given to this person. If the person fails to pass the examination after the third attempt, after a period of three years, he may take the examination, or any sections not passed for a fourth time under the same terms and conditions provided by this section of persons desiring to take the examination for a third time.
Provided, that in addition to the above approval standards, beginning in 1984-85, additional and upgraded approval standards must be developed, in consultation with the Commission on Higher Education, and promulgated by the State Board of Education for these teacher education programs.
(f) administer the basic skills examination provided for in this section three times a year.

(g) report the results of the examination to the colleges, universities, and student in such form that he will be provided specific information about his strengths and weaknesses and given consultation to assist in improving his performance.
(h) adopt program approval standards so that all colleges and universities in this State that offer undergraduate degrees in education shall require that students pursuing courses leading to teacher certification successfully complete one semester of student teaching and other field experiences and teacher development techniques directly related to practical classroom situations.
(i) adopt program approval standards whereby each student teacher must be evaluated and assisted by a representative or representatives of the college or university in which the student teacher is enrolled. Evaluation and assistance processes shall be locally developed or selected by colleges or universities in accordance with State Board of Education regulations. Processes shall evaluate and assist student teachers based on the criteria for teaching effectiveness developed in accordance with this chapter. All college and university representatives who are involved in the evaluation and assistance process shall receive appropriate training as defined by State Board of Education regulations. The college or university in which the student teacher is enrolled shall make available assistance, training, and counseling to the student teacher to overcome any identified deficiencies.
(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 in which 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”, which shall include special schools, alternative schools, and correctional centers as identified by the State Board of Education. 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 in which the loan recipient is teaching 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 will not be reimbursed. The Department of Education and the local school district are responsible for annual distribution of the critical needs list. It is the responsibility of the teacher to request loan cancellation through service in a critical needs area to the Student Loan Corporation by November first.
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 must 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 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 an 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.

Notwithstanding another provision of this item:

(1) For a student seeking loan forgiveness pursuant to the Teacher Loan Program after July 1, 2004, “critical geographic area” is defined as a school that:

(a) has an absolute rating of below average or unsatisfactory.

(b) has an average teacher turnover rate for the past three years that is twenty percent or higher; or

(c) meets the poverty index criteria at the seventy percent level or higher.

(2) After July 1, 2004, a student shall have his loan forgiven based on those schools or districts designated as critical geographic areas at the time of employment.

(3) The definition of critical geographic area must not change for a student who has a loan, or who is in the process of having a loan forgiven before July 1, 2004.

(k) for special education in vision, adopt program approval standards for initial certification and amend the approved program of specific course requirements for adding certification so that students receive appropriate training and can demonstrate competence in reading and writing braille.

(l) adopt program approval standards so that students who are pursuing a program in a college or university in this State which leads to certification as instructional or administrative personnel shall complete successfully training and teacher development experiences in teaching higher order thinking skills.

(m) adopt program approval standards so that programs in a college or university in this State which lead to certification as administrative personnel must include training in methods of making school improvement councils an active and effective force in improving schools.
(n) 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 Governor's Teaching Scholarship Loan Program to provide talented and qualified state residents loans not to exceed five thousand dollars a year to attend public or private colleges and universities for the purpose of becoming certified teachers employed in the public schools of this State. The recipient of a loan is entitled to have up to one hundred percent of the amount of the loan plus the interest on the loan canceled if he becomes certified and teaches in the public schools of this State for at least five years. The loan is canceled at the rate of twenty percent of the total principal amount of the loan plus interest on the unpaid balance for each complete year of teaching service in a public school. However, beginning July 1, 1990, the loan is canceled at the rate of thirty-three and one-third percent 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 as defined annually by the State Board of Education. In case of failure to make a scheduled repayment of any installment, failure to apply for cancellation or deferment of the loan on time, or noncompliance by a borrower with the purpose of the loan, the entire unpaid indebtedness plus interest is, at the option of the commission, 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 must 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 of making additional loans. Appropriations for loans and administrative costs must come from the Education Improvement Act of 1984 Fund, on the recommendation of the Commission on Higher Education to the State Treasurer, for use by the corporation. The Education Oversight Committee shall review this scholarship loan program annually and report its findings and recommendations to the General Assembly. For purposes of this item, a 'talented and qualified state resident' includes freshmen students who graduate in the top ten percentile of their high school class, or who receive a combined verbal plus mathematics Scholastic Aptitude Test score of at least eleven hundred and enrolled students who have completed one year (two semesters or the equivalent) of collegiate work and who have earned a cumulative grade point average of at least 3.5 on a 4.0 scale. To remain eligible for the loan while in college, the student must maintain at least a 3.0 grade point average on a 4.0 scale.

Appendix B:
2019-20
SC Teacher Loan Advisory Committee

1A.6. (SDE-EIA: CHE/Teacher Recruitment) Of the funds appropriated in Part IA, Section 1, VIII.F. for the Teacher Recruitment Program, the South Carolina Commission on Higher Education shall distribute a total of ninety-two percent to the Center for Educator Recruitment, Retention, and Advancement (CERRA-South Carolina) for a state teacher recruitment program, of which at least seventy-eight percent must be used for the Teaching Fellows Program specifically to provide scholarships for future teachers, and of which twenty-two percent must be used for other aspects of the state teacher recruitment program, including the Teacher Cadet Program and $166,302 which must be used for specific programs to recruit minority teachers: and shall distribute eight percent to South Carolina 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 At-Risk or Below Average, CERRA will provide shared initiatives to recruit and retain teachers to schools in these districts. CERRA will report annually by October first to the Education Oversight Committee and the Department of Education on the success of the recruitment and retention efforts in these schools. The South Carolina 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 South Carolina 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 first annually, in a format agreed upon by the Education Oversight Committee and the Department of Education.

With the funds appropriated CERRA shall also appoint and maintain the South Carolina Teacher Loan Advisory Committee. The Committee shall be composed of one member representing each of the following: (1) Commission on Higher Education; (2) State Board of Education; (3) Education Oversight Committee; (4) Center for Educator Recruitment, Retention, and Advancement; (5) South Carolina Student Loan Corporation; (6) South Carolina Association of Student Financial Aid Administrators; (7) a local school district human resources officer; (8) a public higher education institution with an approved teacher education program; and (9) a private higher education institution with an approved teacher education program. The members of the committee representing the public and private higher education institutions shall rotate among those intuitions and shall serve a two-year term on the committee. The committee must be staffed by CERRA, and shall meet at least twice annually. The committees responsibilities are limited to: (1) establishing goals for the Teacher Loan Program; (2) facilitating communication among the cooperating agencies; (3) advocating for program participants; and (4) recommending policies and procedures necessary to promote and maintain the program.

Appendix C:
Rural Recruitment Initiative

Under FY20 Proviso 1A.54 — Rural Teacher Recruiting Incentive, CERRA was charged with the responsibility to continue the efforts begun under the initial Rural Proviso, FY16 Proviso 1A.73. These efforts consisted of developing incentives to recruit and retain classroom teachers in rural and underserved districts that have experienced excessive turnover of teachers. Districts eligible to participate during FY20 met two criteria: 1) an average teacher turnover rate greater than 11%, as reported on the district's five most recent Report Cards and 2) not identified as one of the top 15 wealthiest districts in the state, based on the index of taxpaying ability. Thirty-five districts were determined to be eligible to request incentive funds.

Under the FY16 Rural Proviso, and in collaboration with the Governor's Office, the SC Department of Education, the Education Oversight Committee, and rural district representatives, CERRA developed a list of recommended recruitment and retention incentives. For subsequent years, these incentives were fine-tuned and expanded, to include additional incentives specifically delineated in the FY20 Proviso. Incentives included alternative certification fees; critical subject salary supplements; mentor supplements; graduate coursework and professional development costs; undergraduate loan forgiveness; and others. As required by the Proviso, an FY20 Proviso Status Report was submitted to the Governor's Office, the SC Senate, and the SC House of Representatives in July 2020.

For the 2020-21 school year (FY21), 43 public school districts in the state are eligible to apply for funds through the RRI. However, effectiveness data for these districts will not be available until next year, so this section of the report will focus on the 35 districts that were eligible for funds during the 2019-20 school year (FY20). All but one of the 35 eligible districts requested funds for teacher recruitment and/or retention incentives during FY20. Based on the 2020-21 Supply and Demand Survey data, 29 of these districts reported some improvement compared to the previous year – fewer teachers leaving, fewer positions still vacant after the school year started, or both. It should be noted that one of the eligible districts did not submit a survey for the 2020-21 school year. Further data analysis showed that 27 rural districts experienced fewer teacher departures overall. 24 districts had fewer early-career teachers leaving with no more than five years of SC teaching experience; 17 of these districts reported a decrease in the number of first-year departures specifically. Only nine districts, compared to 17 in 2019-20, indicated fewer teaching/service positions still vacant at the beginning of the current school year. Such a decline could be expected considering the statewide increase in vacancies reported this year.

Table 24
Rural Teacher Recruiting Initiative Funding during FY 2015-FY 2020

Fiscal Year	Proviso	Amount Allocated
2015-16	1A.73	$1,500,000
2016-17	1A.64	$9,748,392
2017-18	1A.59	$12,974,900
2018-19	1A.59	$9,748,392
2019-20	1A.59	$ 7,597,392

Proviso 1A.59 continued during FY 2019-20 within CERRA to recruit and retain classroom educators in rural and underserved districts experiencing excessive turnover of classroom teachers on an annual basis. (Table 20) For the FY20 Proviso, the same amount was appropriated, but $2,150,000 was diverted to programs at the University of South Carolina and State University. Thirty-five districts were determined to be eligible, as shown in Table 21.

Table 25
Districts Eligible for Rural Teacher Recruiting Initiative FY 2019-20

Allendale	Dillon 3	Laurens 55
Anderson 3	Dillon 4	Lee
Anderson 4	Dorchester 4	Lexington 4
Bamberg 2	Edgefield	Marion
Barnwell 19	Fairfield	Marlboro
Barnwell 29	Florence 2	McCormick
Barnwell 45	Florence 3	Newberry
Chester	Florence 4	Orangeburg
Clarendon 1	Greenwood 51	Saluda
Clarendon 2	Hampton 1	Sumter
Colleton	Hampton 2	Williamsburg
Darlington	Jasper	

Source: CERRA, 2020

Appendix D:
CERRA South Carolina Annual Educator Supply & Demand Report (2020-21 School Year)

SOUTH CAROLINA ANNUAL EDUCATOR SUPPLY & DEMAND REPORT

(2020-21 School Year)

DECEMBER 2020

CERRA
Center for Educator Recruitment, Retention, & Advancement

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Table of Contents

Executive Summary

At the beginning of each school year, the Center for Educator Recruitment, Retention, and Advancement (CERRA) administers the South Carolina (SC) Annual Educator Supply and Demand Survey to collect information on teachers entering the profession, those leaving their classrooms or the profession altogether, and positions that remain vacant. A total of 89 SC public school districts, centers, and state agencies submitted a survey for the 2020-21 school year. Below are some key findings from the survey:

- Districts[1] reported fewer departures overall.
    - Approximately 6,000 teachers[2] from 2019-20 did not return to a teaching/service position in the same district in 2020-21; this is a 10% decrease compared to the number of departures reported last year.
    - Departure reasons: 32% left for personal/family reasons; 18% retired; and nearly 30% did not provide a reason or the district did not collect the information.
    - Employment status after departure: 22% are teaching in another SC public school district; 6% are working in/pursing another career; 5% are teaching outside of SC; and 27% are no longer employed. This information is unknown for 35% of departures.
- Districts reported a larger proportion of early-career teacher departures.
    - 42% of all teachers who left had five or fewer years of SC teaching experience; 16% had only one year (or less). These percentages are up from 36% and 13% last year.
    - 36% of first-year teachers hired for 2019-20 did not return to a teaching/service position in the same district in 2020-21. This percentage is up from 28% last year.
- Districts reported more vacant teaching/service positions.
    - About 700 teaching/service positions were still vacant at the beginning of the 2020-21 school year; this is a 26% increase compared to last year.
- Districts reported fewer new hires.
    - The number of SC students who graduated with a Bachelor's degree and teacher certification eligibility during 2019-20 was almost 1,700, a small decline of 55 graduates from the previous year.
    - 24% of new hires are recent graduates from a SC teacher education program. This percentage has been consistent at 23-24% since 2018-19, and increased from 21% in 2017-18. In-state graduates made up nearly one-third of new hires in 2013-14.
    - International visiting teachers accounted for less than 1% of all new hires, compared to more than 5% the past two years.

[1] "Districts" include all SC public school districts, career and technology education (CTE) centers, and state agencies that submitted a 2020-21 survey.

[2] "Teachers" include certified educators in classroom-based positions and other certified educators in school-based service positions who provide instruction and support directly to students and other professionals. These other educators include school librarians, school counselors, school psychologists, and speech language pathologists.

I. Introduction

Since 2001, CERRA has administered the SC Annual Educator Supply and Demand Survey to all public school districts in the state. The number of districts has changed over the years with several consolidations and the addition of charter school districts. Currently, there are 79 traditional public school districts and two public charter school districts in South Carolina. Data from 78 traditional districts are included in this report, leaving only one district that did not submit a survey this year. Both charter school districts, the SC Public Charter School District and the Charter Institute at Erskine, also completed a survey. In addition, CERRA identified eight career and technology education (CTE) centers that serve multiple districts and/or function independently from the district in which the center resides. Most CTE centers in the state operate within a school district and their information is already accounted for in district surveys. Seven of the centers completed a separate survey. Finally, data also were collected from two state agencies that employ certified teachers, the SC Departments of Juvenile Justice and Corrections, bringing the total number of respondents to 89 for the 2020-21 school year.

Districts are allowed about one month to complete the survey as it is extremely comprehensive. Once responses are submitted, the data are analyzed and summarized in a statewide report. Data from the report are used to inform numerous legislative, regulatory, and policy decisions regarding teacher recruitment and retention in South Carolina. CERRA would like to thank the district representatives who complete this survey each year. Their collaboration enables the completion of this important process.

Note: When completing the survey, districts are asked to report positions in full-time equivalents (FTEs), based on 1.0 for full-time positions and 0.5, 0.75, etc. for part-time positions. For example, if one full-time and three half-time Spanish teachers are hired, the district would report a total of 2.5 FTEs filled rather than four teachers hired.

II. Teaching/Service Positions Allocated for the 2020-21 School Year

South Carolina school districts reported 55,660 full-time and part-time certified teaching/service positions allocated for the 2020-21 school year. Compared to 2019-20 data, this is a small increase of about 5% or 2,600 positions. Districts presumably created new positions to staff the virtual schools and academies established in response to COVID-19.

One notable difference in this year's survey is the separation of teaching fields and service fields. Teaching fields include certification/subject areas taught by certified classroom teachers, and service fields refer to instructional and support services provided directly to students and other school professionals by certified educators. These include school librarians, school counselors, school psychologists, and speech language pathologists.

Although the actual number of allocated classroom positions may fluctuate each year, the ratios across school levels and teaching fields remain constant. Positions in primary/elementary schools consistently account for half of all certified teaching positions in the state. Middle level and secondary positions annually make up around 22% and 28% of the total, respectively. Across all grade spans, certified educators in service fields represent 9% of all positions in the state; nearly half of the service positions are allocated for school counselors.

Classroom teachers certified in the following fields make up approximately three-quarters of all teaching positions in the state: elementary/early childhood (35%), special education (11%), mathematics (8%), English/language arts (8%), social studies (7%), and sciences (7%).

III. Teachers From 2019-20 Who Did Not Return to Teach in the Same District in 2020-21

CERRA collects departure data by asking districts to provide reasons why teachers left and information related to their employment status after leaving the district. The number of SC teacher departures declined this year by nearly 10% (~650 teachers). Approximately 6,000 teachers from 2019-20 did not return to a teaching/service position in the same district the following school year. This figure was 6,650 last year, and more than 7,300 two years ago. Similar to last year, retirements made up 18% of all departures. This category includes first-time retirees, as well as active retirees who were not rehired, chose not to return, or previously retired from another state. Teachers who previously retired from another state help explain the retirees reported as having five or fewer years of SC teaching experience.

According to district survey responses, nearly one-third of all teachers who left indicated "personal/family" as their departure reason. This category includes teachers who, for example, chose to stay home with children or care for a loved one, relocated to another area, or took a teaching job closer to home. Only about 3% of departure reasons were classified as job dissatisfaction (inadequate salary, perceived lack of administrative support, excessive workload, etc.). However, based on district feedback and other sources of anecdotal evidence, it is believed that teachers often are reluctant to provide an honest reason for leaving if it is more job-related. Therefore, in some cases, teachers may indicate a personal or family-related reason for their resignation to avoid any potential conflict with supervisors.

A category was added to the survey this year to capture departures that occurred due to COVID-19 reasons. Surprisingly, less than 2% of teachers who left reported a resignation related to the pandemic. It is likely that some districts did not add this category to their exit surveys, and therefore, teachers did not indicate a COVID-related departure. Feedback from personnel directors suggests that, in some cases, teachers may have selected a personal/family reason for leaving when the resignation was actually a result of COVID-related health concerns or daycare/school closures that left teachers with limited or no childcare options. Eighteen percent of the teachers from 2019-20 reported as leaving their position did not offer the district a reason for their departure. Additionally, representatives from eight districts indicated that they do not collect this type of information, accounting for 11% of all teacher departures. Combined, nearly 30% of all departure reasons are unknown.

For each departure reported, districts were asked about the teachers' employment status after leaving. Twenty-two percent of teachers from 2019-20 who left their position went to teach in another SC public school district, charter school, or special school the following school year. Twenty-seven percent are no longer employed, specifically indicating retirement, staying home with children, and health-related issues. Employment plans are unknown for 35% of all departures, either because teachers did not provide this information or districts did not collect it. About 5% of teachers who left are now teaching in another state or country, and 6% are working in or pursing a different career field. Finally, the remaining 5% of departures were reported primarily as working in a non-teaching education position, teaching in a SC private school or college/university, or international teachers returning to their home country.

Although the number of departures decreased overall, early-career resignations were more prevalent this year. Specifically, 42% of teachers from 2019-20 who left their position had five or fewer years of experience in a SC public school classroom compared to 36% from 2018-19. Sixteen percent of teachers had only one year (or less) of teaching experience in the state; last year, 13% fell into this category. The same trend occurred among first-year teachers hired for 2019-20 with 36% not returning to a teaching/service position in the same district in 2020-21. This percentage is up from 28% last year.

Finally, personnel directors were asked to provide the number of teachers who were in the process of completing an alternative certification program before leaving the district. This particular group made up roughly 3% of the nearly 6,000 teachers who left their position.

IV. Teachers Hired for the 2020-21 School Year

The total number of newly hired SC teachers for the 2020-21 school year was 6,308, a decrease of 6% and approximately 400 teachers compared to data from last year. This reduction occurred in all school levels and throughout most teaching/service fields. In areas like special education where more teachers were hired for the current school year, the increase was minimal. Similar to the breakdown of allocated positions in the state, about 75% of all new hires teach in the following fields: early childhood/elementary, special education, English/language arts, mathematics, sciences, and social studies. Approximately 7% of all new hires are certified educators who provide instructional/support services outside the classroom.

Districts also submitted information on the preparation programs or sources from which SC teachers were hired for the 2020-21 school year. Overall, 44% of all hires are new to the profession compared to 40% last year. Twenty-four percent of new hires are recent graduates from a SC teacher education program. In the three previous school years (2019-20, 2018-19, and 2017-18), in-state graduates respectively made up 23%, 24%, and 21% of all new hires. In an ideal scenario, this percentage would be higher, but the number of SC students preparing to become teachers has been declining mostly each year requiring districts to hire teachers from other programs and sources.

Data from the state's Commission on Higher Education (CHE) did reveal, for the first time since 2013-14, an increase in the number of students graduating from SC public and private institutions during 2018-19 with a Bachelor's degree eligible for teacher certification. The upswing was temporary as the 2019-20 data indicated another small dip in the number of graduates, falling from 1,752 to 1,697 students. CHE also provides the number of students who completed a Master's level initial educator preparation program at a SC public institution, which was 370 students for the 2019-20 academic year. Data from 2019-20 are the most recent available, signifying the fewest number of graduates in at least six years. CERRA was able to obtain data as far back as 2014-15.

Twenty-nine percent of all new hires for 2020-21 came from another SC public school district, charter school, or special school. This percentage was 31% for the two previous school years. Out-of-state teachers, both veterans and recent graduates from teacher preparation programs, contributed 23% to the population of new hires in 2020-21. The number of international visiting teachers hired for 2020-21 accounted for only 1% of all hires and dropped significantly by nearly 300 teachers compared to last year. This group made up over 5% of hires in 2018-19 and 2019-20. According to data from the SC Department of Education (SCDE), the number of international teachers employed in SC schools was at its peak in 2019-20 with 1,150 teachers, falling slightly to 1,028 this year.

Additionally, 10% (648) of all new hires for the 2020-21 school year are first-year participants in an alternative certification program or they recently completed a CTE work-based certification program in South Carolina. Although fewer teachers were hired in the state this year compared to last year, more were hired from these particular pathways overall. One explanation for this increase is the addition of at least two college/university-based alternative certification programs, Alternative Pathways for Educator Certification (APEC) and Carolina Collaborative for Alternative Preparation (CarolinaCAP). Some of the programs, conversely, had fewer first-year participants in 2020-21, including the Program of Alternative Certification for Educators (PACE). Districts reported 336 new PACE hires for 2020-21, compared to 378 in 2019-20. In November, however, CERRA obtained more recent data from the SCDE indicating a small increase in first-year PACE participants during this time (431 in 2020-21; 415 in 2019-20).

For the 2020-21 school year, 19% of all new hires in the state are males and 21% are non-white teachers. Both of these percentages dropped from the 2019-20 school year when 20% of newly hired teachers were males and 23% were reported as non-white.

V. Vacant Teaching/Service Positions at the Beginning of the 2020-21 School Year

South Carolina districts reported 699 certified teaching/service positions still vacant at the beginning of the 2020-21 school year. This number signifies a 26% increase (~143 positions) compared to data reported for 2019-20 and a 12.5% jump (~78 positions) from 2018-19. More vacant positions were seen across all school levels and in most certification/subject areas. Fields with the largest spike in vacancies included literacy, mathematics, business/marketing/computer technology, and art. Districts were asked to include interventionists with literacy and mathematics positions, thus providing an explanation for the increase in these categories.

Special education typically represents the largest majority of vacancies each year. The 2020-21 school year is no different as 20% of all vacant teaching positions were in this field. Other certification/subject areas that consistently make up a significant portion of vacant positions include early childhood/ elementary, mathematics, and sciences. In addition, English/language arts and social studies often are grouped with these areas; however, this year, they were among only five other teaching fields where fewer vacancies were reported. Service fields represented 12% of all vacant positions in the state.

It is always worth pointing out that the vacancies discussed in this section refer to positions that are still vacant after the start of the school year. This does not include the vacancies that were already filled with new hires leading up to that time. Some of these hires presumably became necessary in response to new teaching/service positons being created, particularly this school year with so many virtual options made available to families. With that being said, most teachers were hired for the 2020-21 school year as a result of departures from the previous year. Although fewer departures were reported this year, it is no surprise, considering the circumstances spawned by the pandemic, that districts have had (and continue to have) more difficulty filling school-level vacancies than in previous years.

VI. Administrators: Hires and Vacancies for the 2020-21 School Year

In addition to classroom teachers and educators who provide direct instruction and support outside the classroom, district representatives were asked to provide information about administrators. In the Supply and Demand Survey, the term “administrators” refers to all employees in certified, non-teaching positions, not just those in supervisory roles. These include district-level administrators (superintendents, directors, etc.), school-based administrators (principals and assistant principals), and school-based, non-teaching positions (reading/literacy coaches, curriculum specialists, etc.).

Districts reported 581.5 newly hired administrators and 75.75 vacant administrator positions for the 2020-21 school year. These figures are slightly higher than those reported in 2019-20, mainly due to districts hiring more principals and assistant principals this year and an increase in vacancies among district-level administrators and certified non-teaching positions in schools.

VII. Rural Recruitment Initiative

Under the Rural Recruitment Initiative (RRI) FY21 Proviso, CERRA was charged with the responsibility to continue efforts begun under the initial FY16 Proviso. These efforts consisted of developing incentives to recruit and retain classroom teachers in rural and underserved districts that have experienced excessive teacher turnover. To be eligible for funds in FY21, districts must have met two criteria: 1) a five-year average teacher turnover rate of more than eleven percent, as reported in the district’s five most recent District Report Cards; and 2) not identified as one of the fifteen wealthiest districts, based on their index of tax-paying ability.

For the 2020-21 school year (FY21), 43 public school districts in the state are eligible to apply for funds through the RRI. However, effectiveness data for these districts will not be available until next year, so this section of the report will focus on the 35[3] districts that were eligible for funds during the 2019-20 school year (FY20). All but one of the 35 eligible districts requested funds for teacher recruitment and/or retention incentives during FY20. Based on the 2020-21 Supply and Demand Survey data, 29 of these districts reported some improvement compared to the previous year – fewer teachers leaving, fewer positions still vacant after the school year started, or both. It should be noted that one of the eligible districts did not submit a survey for the 2020-21 school year.

Further data analysis showed that 27 rural districts experienced fewer teacher departures overall. In particular, 24 districts had fewer early-career teachers leaving with no more than five years of SC teaching experience; 17 of these districts reported a decrease in the number of first-year departures specifically. Only nine districts, compared to 17 in 2019-20, indicated fewer teaching/service positions still vacant at the beginning of the current school year. Such a decline could be expected considering the statewide increase in vacancies reported this year.

VIII. Conclusion

As reported last year, the 2019-20 Supply and Demand Report hinted at some improvement in teacher recruitment and retention across the state. Districts reported fewer departures and fewer positions still vacant at the beginning of the school year. More SC students also had graduated with teacher certification eligibility; this was the first such increase in many years. Under normal circumstances, the hope would be for these trends to continue into 2020-21.

Although this did not occur, some good news did present itself in 2020-21 with districts reporting a decrease in teacher departures and, thus, a decrease in the number of new teachers needed to fill the vacancies created by those departures. Based on these data points, it typically would be anticipated that fewer positions were vacant at the start of the current school year. This was not the case, however, as the number of vacancies increased significantly compared to 2019-20, suggesting that districts faced more challenges when attempting to fill positions this year.

When the pandemic first hit in the spring of 2020, many teachers may have already signed their contracts for 2020-21 before experiencing the pandemic's full and growing impact. Additionally, with districts creating more virtual opportunities for students, many teachers were moved into new virtual settings and districts would not report these moves as departures. Those moves could, however, create vacancies in schools where face-to-face instruction is continuing. Finally, it is highly possible the compounding effects of the pandemic led to more teacher departures after districts submitted their Supply and Demand Survey. CERRA plans to survey districts in early 2021 to further assess the impact of COVID-19.

[3]The 35 eligible districts were Allendale; Anderson 3 and 4; Bamberg 2; Barnwell 19, 29, & 45; Chester; Clarendon 1 & 2; Colleton; Darlington; Dillon 3 & 4; Dorchester 4; Edgefield; Fairfield; Florence 2, 3, & 4; Greenwood 51; Hampton 1 & 2; Jasper; Laurens 55; Lee; Lexington 4; Marion; Marlboro; McCormick; Newberry; Orangeburg; Saluda; Sumter; and Williamsburg.

Table 1A includes the number of certified teaching positions allocated in district budgets for the 2020-21 school year. Numbers include filled and vacant positions.

Table 1A	Number of Teaching Positions, by School Level			
Teaching Field	**Primary/ Elementary**	**Middle**	**High**	**Total**
Agriculture		13.25	123.75	137.00
Art	658.77	283.61	381.22	1,323.60
Business/Marketing/Computer Technology	60.90	291.75	660.25	1,012.90
Career & Technology Education (CTE work-based certification)		58.50	1,055.99	1,114.49
Computer Science		4.50	67.50	72.00
Dance	34.53	49.53	51.59	135.65
Driver Education			64.50	64.50
Early Childhood/Elementary (any or all core subjects)	17,732.84			17,732.84
English for Speakers of Other Languages (ESOL)	471.56	180.72	202.87	855.15
English/Language Arts		1,930.58	2,014.59	3,945.17
Family & Consumer Science		18.50	195.25	213.75
Gifted & Talented	361.43	59.63	12.91	433.97
Health	13.75	53.20	133.70	200.65
Industrial Technology		22.00	31.00	53.00
Literacy (teacher or interventionist)	865.14	123.00	40.00	1,028.14
Mathematics (teacher or interventionist)	96.92	1,928.43	2,034.09	4,059.44
Montessori	320.00	44.00	0.00	364.00
Music	684.21	510.78	449.04	1,644.03
Physical Education	833.08	518.40	691.03	2,042.51
Sciences – Natural (biology, chemistry, physics, etc.)		1,636.35	1,766.71	3,403.06
Social Studies/Sciences (economics, history, psychology, etc.)		1,575.05	1,858.53	3,433.58
Special Education	2,695.43	1,436.15	1,624.37	5,755.95
STEM/STEAM/PLTW	91.50	133.90	63.66	289.06
Theater	21.50	61.00	87.25	169.75
World Languages	165.50	240.70	786.86	1,193.06
Other	9.00	16.00	28.00	53.00
Total	25,116.06	11,189.53	14,424.66	50,730.25

Table 1B includes the number of certified school-based positions allocated in each service field below for the 2020-21 school year.

Table 1B Service Field	Number of Service Positions
School Librarian	1,143.75
School Counselor	2,278.50
School Psychologist	562.65
Speech Language Pathologist	873.73
Other	71.10
Total	4,929.73

TOTAL Allocated Positions in 2020-21 (1A Total + 1B Total)	**55,659.98**

Table 2A includes the number of certified teachers from 2019-20 who did not return to a teaching/service position in the same district for the 2020-21 school year.

Table 2A	Total years of teaching experience in any SC public school at the time of departure			
Reason for Departure	**≤ 1 year**	**2–5 years**	**> 5 years**	**Total**
Retirement (includes first-time retirees and active retirees who were not rehired, chose not to return, or previously retired from another state)	15.00	13.00	1,076.70	1,104.70
Reduction in force (RIF) or program/grant conclusion	4.00	2.00	12.00	18.00
Did not qualify for state certification	26.50	11.00	6.00	43.50
Termination or non-renewal of contract/letter of agreement	63.40	57.60	81.00	202.00
International visiting teacher returned to country of origin and/or work visa expired	7.00	42.00	51.00	100.00
Returned to school to obtain advanced degree	10.00	20.00	6.50	36.50
COVID-19-related reason	8.00	20.00	70.50	98.50
Personal health issues – not related to COVID-19	28.00	28.00	76.30	132.30
Personal/Family – not related to personal health or COVID-19 (staying home with children, illness in family, relocation, military, teaching job closer to home, etc.)	311.40	620.30	997.70	1,929.40
Job dissatisfaction (salary, lack of administrative support, workload, etc.)	41.30	73.40	59.00	173.70
Promotion/advancement within education	5.50	15.00	52.00	72.50
To work in/pursue another career field	56.00	119.10	135.00	310.10
Reason not given by teacher	233.50	348.00	523.00	1,104.50
Other reason	4.00	2.00	15.00	21.00
District does not collect this information	160.00	206.00	283.00	649.00
Total	973.60	1,577.40	3,444.700	5,995.70

Table 2B includes the number of departures from Table 2A, according to teachers' employment status after leaving a teaching/service position in the district.

Table 2B Employment Status After Departure	Number of Departures
Teaching in another SC public school district	1,345.60
Teaching in a SC college/university or private school	50.00
Teaching outside of SC	276.00
Working in a non-teaching education position in SC	113.00
Working in a non-teaching education position outside of SC	30.00
Working in/pursuing another career field	351.10
No longer employed (retired, stay-at-home mom/dad, health-related, etc.)	1,599.90
Information not given by teacher	1,384.10
District does not collect this information	720.00
Other	126.00
Total	5,995.70

Table 2C includes the number of teachers who were in the process of completing an alternative certification program at the time of their departure.

Table 2C Alternative Certification Program	Number of Departures
PACE	140.50
American Board	12.00
Teachers of Tomorrow	11.00
District- or college/university-based program (APEC, CarolinaCAP, GATE, TeachCharleston, etc.)	9.00
Total	172.50

Table 3A includes the number of newly hired certified teachers for the 2020-21 school year.

Table 3A	Number of Newly Hired Teachers, by School Level			
Teaching Field	**Primary/ Elementary**	**Middle**	**High**	**Total**
Agriculture		0.00	14.00	14.00
Art	66.10	37.20	33.50	136.80
Business/Marketing/Computer Technology	6.00	37.00	97.50	140.50
Career & Technology Education (CTE work-based certification)		3.20	89.50	92.70
Computer Science		1.00	5.00	6.00
Dance	5.80	5.20	7.50	18.50
Driver Education			7.50	7.50
Early Childhood/Elementary (any or all core subjects)	2,004.80			2,004.80
English for Speakers of Other Languages (ESOL)	35.84	11.08	19.58	66.50
English/Language Arts		320.00	245.50	565.50
Family & Consumer Science		1.00	7.00	8.00
Gifted & Talented	11.10	0.10	0.20	11.40
Health	0.00	7.25	11.15	18.40
Industrial Technology		1.00	2.00	3.00
Literacy (teacher or interventionist)	32.00	10.50	5.00	47.50
Mathematics (teacher or interventionist)	11.60	257.30	241.80	510.70
Montessori	28.00	3.00	0.00	31.00
Music	93.10	77.00	51.50	221.60
Physical Education	89.30	51.95	57.35	198.60
Sciences – Natural (biology, chemistry, physics, etc.)		223.50	177.00	400.50
Social Studies/Sciences (economics, history, psychology, etc.)		210.50	177.00	387.50
Special Education	370.04	202.33	209.33	781.70
STEM/STEAM/PLTW	5.80	10.20	7.00	23.00
Theater	2.00	6.00	10.00	18.00
World Languages	18.60	30.40	91.50	140.50
Other	1.00	4.00	3.00	7.00
Total	2,781.08	1,510.71	1,570.41	5,862.20

Table 3B includes the number of new hires in each service field below for the 2020-21 school year.

Table 3B **Service Field**	**Number of New Hires**
School Librarian	68.00
School Counselor	189.50
School Psychologist	69.10
Speech Language Pathologist	104.80
Other	14.00
Total	445.40

TOTAL New Hires for 2020-21 (3A Total + 3B Total)	6,307.60

Table 3C includes the preparation program or source for each new hire reported in Tables 3A and 3B.

Table 3C Preparation Program or Source	Number of New Hires
Preparation Program (new to profession)	
Teacher education program graduate – In state	1,490.00
Teacher education program graduate – Out of state	495.95
Teacher education program graduation – Online	61.00
Career & Technology Education (CTE) Work-Based Certification Program	74.00
PACE	336.00
American Board	31.00
Teach For America	35.00
Teachers of Tomorrow	82.00
District- or college/university-based alternative certification program (i.e., APEC, CarolinaCAP, GATE, TeachCharleston, etc.)	90.00
Montessori Initial Certification Program	3.00
Adjunct Certification Program	10.00
Advanced Fine Arts Certification Program	3.70
Source (not new to profession)	
Teacher who returned to teaching after a gap in service in SC of more than one year	256.35
Teacher who was hired after serving in your district as a substitute or in a non-teaching position	287.50
Teacher coming directly from another SC public school district	1,746.00
Teacher previously employed in a SC college/university or SC private school	80.00
Teacher from another state	914.00
International visiting teacher	59.00
Private contractual services (excluding international teacher placement services)	56.10
Other program or source	2.00
Total	6,112.60

*Three district representatives submitted surveys without completing this table (either just a portion or in its entirety). Therefore, the total in this table is not equal to the actual number of new hires (6,307.60) as reported above.

Table 3D includes the number of newly hired male and non-white teachers for the 2020-21 school year.

Table 3D	Number of New Hires
Male teachers	1,205.90
Non-white teachers	1,306.00

Table 4 includes the number of first-year alternative certification program participants who were hired for the 2020-21 school year. The following programs are included: PACE, American Board, Teach For America, Teachers of Tomorrow, APEC, CarolinaCAP, GATE, and TeachCharleston.

Table 4 (data provided by SC Department of Education)	Number of First-Year Alternative Certification Program Participants, by School Level			
Certification Area	**Primary/ Elementary**	**Middle**	**High**	**Total**
Agriculture	0	0	2	2
Art	17	6	12	35
Biology	0	2	9	11
Business/Marketing/Computer Technology	1	27	51	79
Chemistry	0	0	1	1
Chinese	5	0	0	5
Computer Science	0	0	2	2
Dance	1	1	5	7
Early Childhood	16	0	0	16
Elementary	13	8	0	21
English	0	8	27	35
English for Speakers of Other Languages (ESOL)	0	2	3	5
French	0	2	5	7
German	0	0	1	1
Health	0	2	0	2
History	0	0	5	5
Mathematics	0	2	30	32
Media Specialist	5	1	1	7
Middle Level Language Arts	1	51	4	56
Middle Level Mathematics	0	27	2	29
Middle Level Science	0	55	3	58
Middle Level Social Studies	0	41	2	43
Music	4	5	6	15
Physical Education	7	9	8	24
Science	1	3	26	30
Social Studies	0	2	24	26
Spanish	5	8	15	28
Special Education: Emotional Disabilities	22	12	11	45
Special Education: Intellectual Disabilities	1	0	0	1
Special Education: Multi-categorical	4	3	11	18
Theater	0	5	4	9
Total	103	282	270	655

Notes: Some participants are certified in a field that is different from the grade level in which they teach (i.e., certified in middle level science, but teach science in a high school).

Table 5A includes the number of certified teaching positions reported as vacant at the beginning of the 2020-21 school year.

Table 5A	Number of Vacant Teaching Positions, By School Level			
Teaching Field	**Primary/ Elementary**	**Middle**	**High**	**Total**
Agriculture		0.50	1.00	1.50
Art	21.84	7.33	9.33	38.50
Business/Marketing/Computer Technology	2.00	9.00	4.00	15.00
Career & Technology Education (CTE work-based certification)		1.00	23.00	24.00
Computer Science		0.00	1.00	1.00
Dance	1.50	0.00	1.00	2.50
Driver Education			1.00	1.00
Early Childhood/Elementary (any or all core subjects)	93.00			93.00
English for Speakers of Other Languages (ESOL)	8.00	4.50	1.00	13.50
English/Language Arts		18.50	20.50	39.00
Family & Consumer Science		0.00	0.00	0.00
Gifted & Talented	3.84	2.33	1.33	7.50
Health	0.00	1.00	0.50	1.50
Industrial Technology		0.00	0.00	0.00
Literacy (teacher or interventionist)	18.50	3.00	1.00	22.50
Mathematics (teacher or interventionist)	4.50	28.50	47.00	80.00
Montessori	3.00	1.00	0.00	4.00
Music	9.34	9.08	6.08	24.50
Physical Education	8.00	4.00	4.50	16.50
Sciences – Natural (biology, chemistry, physics, etc.)		22.50	27.00	49.50
Social Studies/Sciences (economics, history, psychology, etc.)		11.50	8.00	19.50
Special Education	46.00	30.50	45.00	121.50
STEM/STEAM/PLTW	0.00	2.25	1.25	3.50
Theater	0.00	0.50	2.50	3.00
World Languages	9.80	2.70	18.00	30.50
Other	0.00	0.00	1.50	1.50
Total	229.32	159.69	225.49	614.50

Table 5B includes the number of certified school-based positions in each service field below reported as vacant at the beginning of the 2020-21 school year.

Table 5B Service Field	Number of Vacant Service Positions
School Librarian	26.50
School Counselor	12.50
School Psychologist	13.00
Speech Language Pathologist	32.40
Other	0.00
Total	84.40

TOTAL Vacant Positions in 2020-21 (5A Total + 5B Total)	**698.90**

Table 6 includes the number of newly hired administrators for the 2020-21 school year. Also included are administrator positions reported as vacant at the beginning of the 2020-21 school year.

Table 6 Type of Administrator	Number of New Hires	Number of Vacant Positions
District-Based Administrators (superintendents, assistant superintendents, directors, coordinators, etc.)	111.00	27.50
School-Based Administrators (principals and assistant principals)	319.50	12.00
School-Based non-teaching positions (reading/literacy coaches, curriculum specialists, etc.)	151.00	36.25
Total	581.50	75.75

Note: The term “administrator” includes all staff in certified, non-teaching positions, not just those in supervisory roles.

Report Prepared By:
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February 2021: Supply & Demand Update

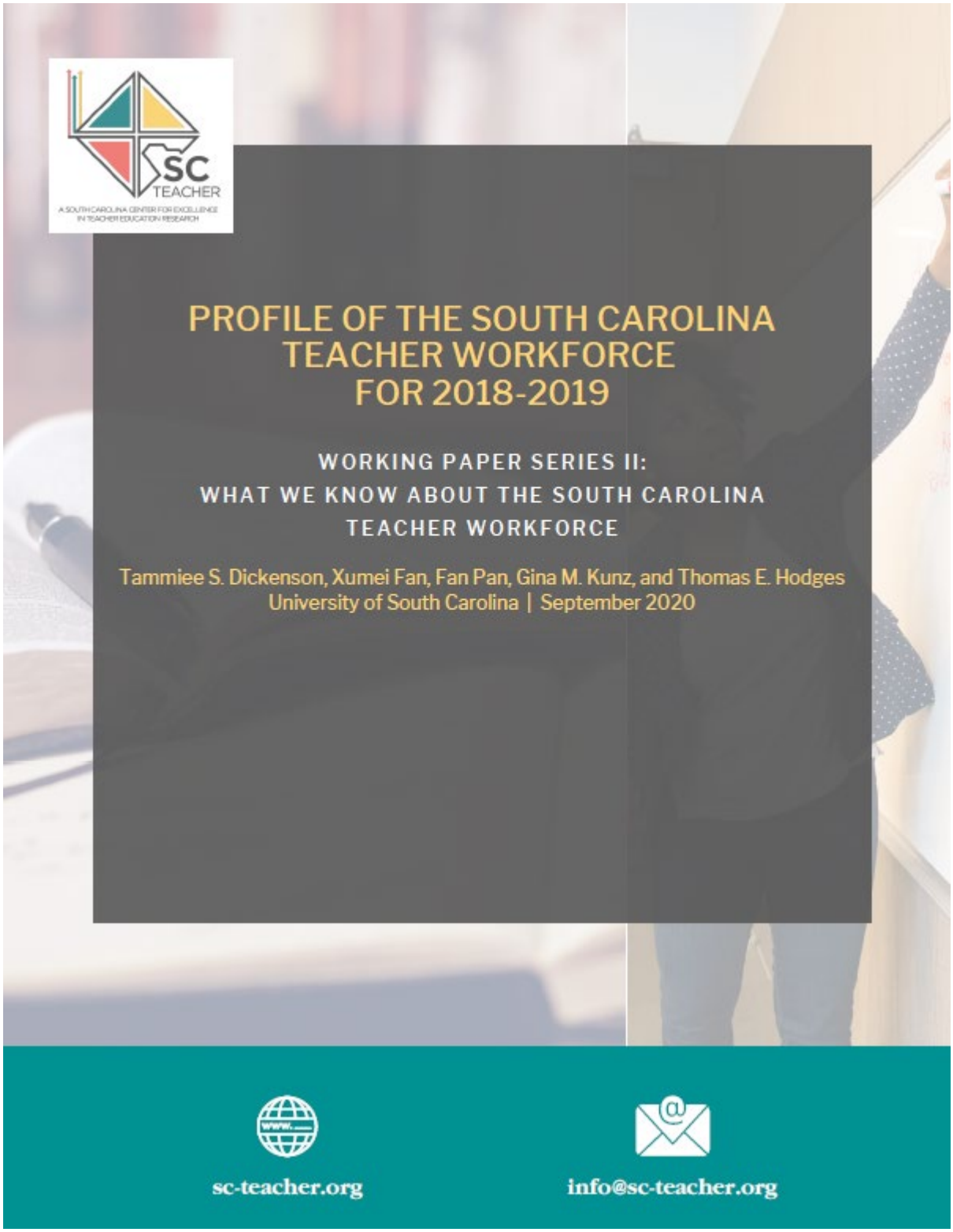
In an effort to obtain more up-to-date information from school districts, CERRA recently contacted personnel directors to inquire about the number of additional teacher departures since they submitted a Supply and Demand Survey and the number of positions currently vacant in their schools. Below is a table that summarizes the data collected from districts at two different points during the 2020-21 school year.

This is the first time CERRA has conducted a mid-year Supply and Demand follow-up with districts. Therefore, no comparison data are available making it difficult to draw meaningful conclusions at this point. In February, districts reported an additional 677 teacher departures since completing their survey (most submitted in October). Some of these teachers went to another South Carolina school district, while others left the profession altogether. Districts also reported 515 vacant teacher positions, a decrease compared to the 680 vacancies from October. The decrease indicates that some of the vacancies have been filled since October, but new vacancies also are being created as teachers continue to resign.

Teacher* Supply & Demand Data	**Data from 80 of 81 SC public school districts (as of October 2020)**	**Data from 79 of 81 SC public school districts (as of February 2021)**
Teacher Departures	5,987	677 (additional)
Vacant Teacher Positions	680	515

**Teacher refers to certified classroom-based educators, as well as other certified educators who provide instructional/support services directly to students outside the classroom (school counselors, librarians, psychologists, and speech language pathologists).*

Appendix E:
SC-TEACHER Profile of the South Carolina Teacher Workforce for 2018-19



ABSTRACT

The United States is facing a national crisis in education with K-12 teacher shortages. The same is true for the state of South Carolina. To fully address teacher shortages, it is important to have a firm handle on the current landscape of the teacher workforce. Such datasets exist at the national level; however, until recently, there was no South Carolina-centric database. The South Carolina Teacher Education Advancement Consortium through Higher Education Research (SC-TEACHER) Center was commissioned to ascertain, through comprehensive research, the impact of teacher education recruitment, preparation, and retention activities on teacher effectiveness in South Carolina. The center is developing a South Carolina-centric longitudinal data system to contribute to an understanding of statewide issues of teacher turnover, while reconciling innovative efforts from across the state to better assess the impact those efforts are having in addressing teacher recruitment and retention. In this paper, we share findings from a study that was conducted to define the landscape of the South Carolina K-12 teacher workforce. The study examined key demographics of the teachers as well as the geographic context of the schools in which they teach and the socioeconomic context comparing various teacher demographics by the poverty level in which the schools were situated. Compared to national data, South Carolina had more Black teachers, fewer Hispanic teachers, more female teachers, more teachers with advanced degrees, and lower average teacher salary. However, the percentage of teachers of color in South Carolina is under representative of the student population suggesting the need for a focus on diversity in recruitment efforts for teacher preparation programs. Considering differences between schools in rural and urban locations of the state, rural schools tend to have teachers with more teaching experience, lower teacher performance on the assessment portion of the state teaching evaluation, and employment of more international teachers than urban schools. Comparing higher and lower poverty schools in the state, higher poverty schools tend to have more Black teachers, fewer White teachers, lower teacher salary, more international teachers, and fewer National Board-certified teachers than higher poverty schools.

INTRODUCTION

Our nation is facing an educational crisis with teacher shortages for K-12. The state of South Carolina is no exception to the teacher shortage crisis. Teacher shortages at the national and state levels leave many students taught by underqualified and ill-prepared candidates, placing their education at risk. Many view teacher shortages as primarily a recruitment challenge, as fewer individuals are expressing interest in the teaching profession (CERRA, 2018); however, roughly 67% of teacher vacancies exist due to teachers leaving the profession prior to retirement (Carver-Thomas & Darling-Hammond, 2017). Like other southern states, South Carolina's teacher turnover rates are higher than other areas of the U.S. In fact, the Center for Educator Recruitment, Retention, and Advancement (CERRA) 2017–2018 Supply and Demand Report provides compelling evidence of South Carolina's expanding teacher shortage crisis. The trend is clear. Fewer candidates are graduating from South Carolina's teacher education programs, while concurrently, a growing number of teachers are leaving the classroom during/at the end of the first year, and during/within the first five years of teaching (CERRA, 2018). Given the growing exodus from the profession, it is clear we cannot simply recruit teachers to fill the increasing number of vacancies without simultaneously "plugging the leaking dam" by understanding and addressing root causes of teacher turnover.

Based on the need to simultaneously increase teacher recruitment while dramatically improving retention in South Carolina, the South Carolina Teacher Education Advancement Consortium through Higher Education Research (SC-TEACHER) Center, housed in the College of Education at the University of South Carolina, was established to develop a centralized database for South Carolina-centric teacher data. Thus, the goal of SC-TEACHER is to understand, through comprehensive research, the impact of teacher education recruitment, preparation, and retention activities on teacher effectiveness as determined by the South Carolina Teaching Standards 4.0 rubric assessment and longevity in South Carolina. The center is developing a South Carolina-centric longitudinal data system to contribute to an understanding of statewide issues of teacher turnover, while reconciling innovative efforts from across the state to better understand the impact those efforts are having in addressing teacher recruitment and retention. To this end, the center's ongoing work focuses on investigating unique features of South Carolina's teacher shortage, as well as exploring novel teacher preparation programs and practices (e.g., embedded/immersed methods courses, extended student teaching, residency programs, ongoing professional development, and instructional coaching for early career teachers) that may serve to address systemic issues of teacher retention.

One of the first steps necessary in gaining an understanding of the teacher shortage in South Carolina was to identify the landscape of the teacher workforce in the state. To accomplish this goal, we gathered and analyzed South Carolina-centric data. Thus, the primary focus of this current study was to identify the demographics of K-12 teachers in South Carolina. The SC-TEACHER project team obtained data on South Carolina certified staff from the South Carolina Department of Education. A variety of information on educator backgrounds and experiences were available. This report summarizes information on key variables for the South Carolina teacher workforce from the 2018-2019 school year. Only certified staff employed in teaching positions for which data could be merged between files received were included in the analysis. The variables are organized into four main areas: personal demographics, information on teacher preparation, teaching experience, and teacher evaluation results.

Descriptive Background Demographics

Demographic variables available in the South Carolina teacher data files include gender and race/ethnicity. The majority of teachers in the United States are female, particularly in elementary grades. Some research suggests differences exist in expectations of male and female students by teacher gender. Research suggests that male students who lack male role models may benefit from having male teachers. Regarding the impact of teachers' gender on students' learning outcomes, literature revealed different findings. Some studies (e.g., Winters et al., 2013) found that having a female teacher had a positive impact on the learning outcomes of female students, while other studies (e.g., Ehrenberg et al., 1995) found no relationship between having a female teacher and female students' learning outcomes. Antecol et al. (2015) used data from a randomized experiment and found that having a female teacher was related to lower math scores of female students at primary schools in disadvantaged neighborhoods. However, these researchers did not find any associations between having a female teacher and male students' test scores (Antecol et al., 2015).

Literature suggests that a match between the race and ethnicity of teachers and students leads to better student outcomes, particularly in high-poverty schools with significant at-risk student populations (e.g., Ogbu, 1992). There are at least theoretical rationales that are commonly cited on why racially matched teacher role models have positive educational benefits for students of color. First, students of color benefit from seeing role models of their race in positions of authority (Villegas & Lucas, 2004). Second, teachers of color are more likely to have high expectations of students of color (Ferguson, 2003), who tend to be more sensitive to teacher expectations than middle-class White students (McKown & Weinstein, 2002). Third, as teachers tend to draw on their own cultural contexts when selecting instructional strategies and interpreting student behavior, disparities in disciplinary actions of students of color may be reduced by having teachers from diverse backgrounds.

Information on Teacher Preparation

The 2018 Census confirmed that American schools are serving an increasing number of students, and the National Center for Educational Statistics (2013) indicated that student enrollments are projected to rise. In this way, teacher shortages will increase the demand for teachers who have the necessary skills to create healthy student learning environments. Teacher preparation programs enable teachers to learn sophisticated abilities to improve academic outcomes for students. Research shows that the quality of the teacher is the most critical factor. Teachers influence students' academic outcomes (e.g., Goldhaber, 2002), and the effect of having a high-quality teacher can be profound. For example, Hanushek (2004) shows that a student with a very high-quality teacher will achieve a learning gain of 1.5 grade-level equivalents. There are fierce debates about how to provide high-quality trainings to teachers. Some researchers state that easing entry into teaching is necessary to attract strong candidates (U.S. Department of Education, 2002). However, other researchers say that investing in high-quality teacher preparation will better serve our nation's students (National Commission on Teaching and America's Future, 2006). Although researchers agree that teacher quality is an essential factor, there is limited research about the relationship between specific teacher credentials and teacher quality. Most researchers agree that there is no robust research basis for understanding how to best prepare teachers. In this paper, we consider several variables associated with teacher preparation in the database for South Carolina teachers. These include whether the teachers were prepared through an alternative certification route, have an international teaching certificate, have National Board certification, and completed a post-baccalaureate degree.

Post-Baccalaureate Degree

Previous studies show mixed findings of the effect of an advanced degree on student achievement. The advanced degree includes a master's or a doctoral degree. Ferguson and Ladd (2006) indicate the positive impact of an advanced educational level on elementary and middle students' performance. Goldhaber and Brewer (2008) suggest that advanced degrees' general measures are not related to high school students' achievement. However, in different subjects, subject-specific advanced degrees were found to impact student test scores positively in those subjects. Rowan, Chiang, and Miller (2010) further document the importance of subject-specific advanced degrees for high school students. Their study includes whether the teachers had majored in the same subject in undergraduate and graduate school. The results showed that teachers holding both a bachelor and a master's degree in the same subject area taught were the most beneficial for students' achievement. However, some studies (e.g., Eberts & Stone, 2014; Rowan, Correnti, & Miller, 2012) find either no discernable effect or even a negative effect of teachers holding advanced degrees on elementary student achievement.

Alternative Certification

According to the U.S. Department of Education (2003), alternative certification could increase teachers' quantity and quality. Alternative certification is sufficient to produce qualified teachers because candidates participate in intense sessions after a full day teaching, and each candidate can get help from two supervisors (Ovando & Trube, 2000). Teachers with alternative certification often tend to be employed in schools with more significant minority and economically disadvantaged students (Fuller & Alexander, 2003). Supporters point out that alternative certification is appropriate for nontraditional candidates, who are typically older and have non-education degrees and non-teaching experiences (Dill & Stafford-Johnson, 2002). There is limited research about alternative certification. Some studies compare alternative certification with traditional teacher education. The Thomas B. Fordham Foundation (1999) views that alternative certification training is superior to conventional university-based teacher education because the conventional teacher education requires many courses unrelated to classroom teaching. However, some research indicates that alternative certification reduces the amount of preparation, and research continues to document that the less preparation teachers have, the less students achieve (Boyd, Grossman, Lankford, Loeb, & Wyckoff, 2005).

International Teacher Certification

In partnership with the South Carolina Department of Education (SCDE), school districts in South Carolina are able to host international teachers who provide students with programs that are linguistically and culturally rich to better prepare them for future success in their personal, academic, and professional lives. The SCDE is a designated sponsor of an Exchange Visitor Program by the U.S. Department of State and sponsors teachers from other countries to teach in South Carolina through the International Visiting Teachers Program. Teachers are certified under the International certificate, which is a short-term certificate for teachers from other countries. These teachers come to the U.S. on a J-1 Visa program and are able to stay for up to three years. This program is used by some districts as a means to address teacher shortages.

National Board Certification

The National Board for Professional Teaching Standards® (NBPTS) was founded on the idea that the attributes that make experienced teachers useful can be identified and evaluated (Goldhaber, 2002). Research suggests that NBPTS holders represent a significantly higher teaching ability than do standard state-level license holders. There is a strong correlation between an applicant's performance on standardized tests and NBPTS certification (Goldhaber et al., 2004). Some studies find a positive connection between NBPTS certification status and student outcomes (Vandervoort et al., 2004) However, each above study suffers from serious data shortcomings. Bond et al. is based on a sample of 31 NBCTs, and the Vandervoort et al. study contains only 35 NBCTs. Besides, no study includes statistical adjustments for differences in student demographics. Because of the absence of rigorous quantitative studies on NBPTS, policymakers could not judge the relative costs and benefits of the NBPTS program, even though the program may improve student learning ability.

Teaching Experience

Experience variables include the number of years of teaching and salary. Years of experience of teachers in the United States were obtained from the 2020 report of the National Center for Education Statistics (NCES). Based on the data for the 2017-2018 school year, about 9% of the teachers had less than 3 years of teaching experience, 28% had between 3 and 9 years of experience, 40% had between 10 and 20 years of experience, and 23% had more than 20 years of experience. In addition, teachers' average base salaries were associated with their educational attainment. In the 2017-2018 school year, the average salary was $49,900 for the teachers with a bachelor's degree, $63,100 for those with a master's degree, $66,500 for those with an education specialist degree or certificate, and $69,500 for those with a doctoral degree (NCES, 2020).

Teacher Evaluation System in South Carolina

We used the South Carolina Department of Education website for the information about teacher evaluation. Evaluation variables include results of classroom observations and Student Learning Outcomes (SLO) evaluation processes. The South Carolina Teaching Standards (SCTS) 4.0 is the primary evaluation model for classroom-based teachers. The SCTS 4.0 rubric is based on the performance standards designed and validated by the National Institute for Excellence in Teaching (NIET). The SCTS 4.0 includes four domains: instruction, planning, environment, and professionalism. There are 12 indicators of instruction, three indicators of planning, four indicators of environment, and four indicators of professionalism. Each indicator is rated using a 4-point scale (1 - Unsatisfactory; 2 - Needs Improvement; 3 - Proficient; 4 - Exemplary).

The SLOs, a measure of teachers' contributions to student learning, is used as an artifact to support teachers' ratings based on the SCTS indicators. The SLOs evaluation rubric has four performance levels ranging from 1 (Unsatisfactory) to 4 (Exemplary). For example, if a teacher sets up rigorous goals for students, uses appropriate assessments to monitor student progress, strategically revises instruction, and between 90% and 100% of his/her students meet their growth targets, the teacher obtains 4 points (Exemplary). If a teacher inconsistently uses assessments, fails to monitor progress or adjust instruction based on progress monitoring data, and 0% - 50% of students meet their growth targets, this teacher obtains 1 point (Unsatisfactory). Teachers' SLOs scores are used as a modifier for the teacher's overall evaluation ratings. If a teacher earns an SLO score of 4 points, there will be an increase of 0.25 points in the teacher's overall evaluation rating. If a teacher earns an SLO score of 1 point, there will be a decrease of 0.25 points in the teacher's overall evaluation rating. If a teacher obtains an SLO score of 2 or 3 points, there will be no change on the teacher's overall evaluation ratings. If a teacher fails to complete the SLOs, the teacher will score 1 point on SLOs.

Teachers' overall rating is based on a 4-point composite score scale. A teacher obtains a performance level of "Unsatisfactory" with a composite score of 1.24 points or below. A teacher obtains a performance level of "Needs Improvement" with a composite score ranging between 1.25 and 2.25 points. A teacher obtains a performance level of "Proficient" with a composite score ranging between 2.26 and 3.75 points. A teacher obtains a performance level of "Exemplary" with a composite score of 3.76 or above. The final evaluation results have two categories: "Not Met" (Ratings of "Unsatisfactory" or "Needs Improvement") and "Met" (Ratings of "Proficient" or "Exemplary").

Key Comparisons among South Carolina Teacher Demographics

A purpose of the SC-TEACHER project is to provide data specific to the South Carolina teaching population. In addition, there is interest in comparing how the teacher workforce in South Carolina compares to that of the United States. The NCES collects and prepares summaries of teacher characteristics and trends. The NCES reports include national results on some teacher demographic and preparation variables that were also available in our South Carolina data so that comparisons may be made.

Geographic Context: Rural and Urban Comparisons

South Carolina includes a mix of rural and urban areas. Thus, we were interested in comparing teacher variables by schools in rural and urban areas of the state. South Carolina is composed of a mix of rural and urban school districts. In fact, 40% of our South Carolina students are educated in schools in the rural context. The NCES (2006) defines "rural" by three subtypes (fringe, distant, and remote) that differentiate rural locations based on the distance and size of the nearest urban area. These criteria assume that families served by a rural school located from a town of 10,000 are likely to have different opportunities and resources than families served by a rural school located 10 miles from an urban core with a population of 100,000. South Carolina has 298 schools designated as rural fringe, which means these schools are 5 miles or fewer from an urban area of at least 50,000 and 2.5 miles or fewer from an urban area of no more than 50,000. South Carolina has 203 schools labeled as rural distant, meaning these schools are no more than 25 miles from an urban area of at least 50,000 and no more than 10 miles from an urban area of no more than 50,000. Lastly, South Carolina has seven schools identified as rural remote, implying these schools are more than 25 miles from an urban area of at least 50,000 and more than 10 miles from an urban area of no more than 50,000. Regardless of rural subtype, schools in these communities tend to be smaller, with a national average enrollment of only 353 students, which translates to fewer teachers per grade level and fewer specialized personnel at the school level (Barton, 2012). Previous literature shows that in addition to limited resources and often poorer communities, teachers serving rural students tend to earn less than their counterparts in cities, suburbs, and towns. The average annual salary for rural teachers is $44,000, compared to $49,600 for all public school teachers (Coopersmith, 2009). Consequently, teachers in rural schools are less likely to have advanced degrees. In fact, Coopersmith (2009) showed that the number of teachers in rural public schools who have a master's degree or higher is 10.6 percentage points below the number for suburban schools. With a relatively high percentage of our state's students being educated in rural schools (40%), we deemed it important to compare teacher variables by schools in rural and urban areas of the state.

Socioeconomic Context: Poverty Levels of Comparison

South Carolina has a relatively high poverty rate compared to other states. Within the state, there are variations of high and low poverty areas. Thus, we were interested in comparing teacher variables by high and low poverty schools. It is well established that poverty has devastating impact on students' educational opportunity and outcomes. Low-income students' ability to climb the economic ladder might be jeopardized due to lack of opportunities for development (Snellman, Silva, Frederick, & Putnam, 2015). Poverty has a major effect on school choice and school quality for students, and families of low socioeconomic status (SES) have limited choices of schools (Nishimura & Raut, 2007). Giancola and Kahlenberg (2016) indicated that it was more difficult for high-achieving, low-income students to be admitted to selective institutions than others (Giancola & Kahlenberg, 2016). Specifically, low-income students who had similar test scores were more likely to attend two-year colleges (Hoxby & Avery, 2012) in comparison with wealthy students who tended to attend the more prestigious four-year institutions (Reardon, Baker, & Klasik, 2012). Studies found an association between poverty and students' academic performance, and low-income students tended to perform poorly on various academic measures (Olszewski-Kubilius, Steenbergen-Hu, Thomson, & Rosen, 2018). Fram, Miller-Cribbs, and Van Horn (2007) found that on average, children in high-minority and high-poverty schools had lower test scores. Similarly, Perry and McConney (2010) investigated secondary school students' reading, mathematics, and science achievement; and they found that school SES had significant impact on students' academic performance. In addition to the impact of poverty on school choice and student academic performance, poverty was also found to be associated with other school performance indicators. School poverty level influenced teachers' decisions to stay or leave the school. Teachers were more likely to leave schools that had high poverty populations (Smith & Ingersoll, 2004), and teacher turnover rates in Title I schools were nearly 50% greater than those in non-Title I schools (Carver-Thomas & Darling-Hammond, 2019). In addition, studies also found that high-poverty schools face more challenges in hiring teachers (Garcia & Weiss, 2019), and teachers who stayed in high-poverty schools were less qualified than those in low-poverty schools (Garcia & Weiss, 2019).

Research Questions

This paper addresses the following research questions:

- What are characteristics of the South Carolina teaching population considering personal demographics, teacher preparation and experience, and teacher evaluation results? How do these characteristics compare with teachers nationally for available variables?

- How do teacher characteristics (personal demographics, teacher preparation and experience, and teacher evaluation results) compare between rural and urban schools in South Carolina?

- How do teacher characteristics (personal demographics, teacher preparation and experience, and teacher evaluation results) compare between relatively high and low poverty schools in South Carolina?

DATA SOURCES AND METHODS

Data Sources

Files obtained include two files from the Professional Certified Staff (PCS) system: Staff and Positions. The PCS Staff file includes data on demographics, certification, education, experience, and salary for certified staff members employed in South Carolina. Identifiers provided in the PCS Staff file include certificate number and educator names. The PCS Positions file includes data on employment location and position for certified staff members in South Carolina. Only the certificate number is included as an identifier in the PCS Positions file. A file with summary information on educators' performance evaluations was also provided. Information on ADEPT and Student Learning Objectives (SLOs) for the 2018-2019 school year was included in this file. Identifiers provided in the evaluation file include certificate number and educator names.

The South Carolina school report card for 2018-2019 indicates that there were 52,733 teachers employed in state schools. The PCS Staff file included 84,268 records. After removing duplicate records, there were 42,035 unique educators in the file. Of these, 9,771 did not have a valid certificate number. After merging with the positions file using certificate number, there were 32,264 educators in the file. We selected educators who held teaching positions in 2018-2019, which included 25,568 teachers. Therefore, our analysis includes about half of the number of teachers reported on the school report card for the given year.
The latest national summary of teachers characteristics and trends from NCES is available from the 2017-2018 school year (https://nces.ed.gov/fastfacts/display.asp?id=28). We used available data from this source that were comparable with available data from the South Carolina sample of teachers.

Methods

Values of demographic variables for the South Carolina sample were calculated and compared to the comparable data from national figures. For all categorical variables, the percentages of teachers with the trait of interest were computed by the school where they worked in the 2018-2019 school year. For experience and salary, the mean was computed for teachers by their school in 2018-2019. Analysis was conducted by location (rural or urban) and poverty level. The schools were divided in half based on the poverty index from 2019 to form a group of high poverty schools and a group of low poverty schools.

Data Analyses

Separate analyses were conducted for urban/rural and high/low poverty halves. Independent two-sample t-tests for each variable were conducted between the two groups of interest using alpha of .05 to determine whether differences were statistically significant. Cohen's d was computed as an effect size measure to assess practical significance of differences. According to Cohen (1988), values of 0.2 are considered small, 0.5 are considered medium, and values of 0.8 are considered large.

RESULTS

Teaching positions included special education (itinerant, self-contained, and resource), pre-kindergarten, kindergarten, classroom, retired, and purchased-service teacher. The majority (81%) were classroom teachers. A total of 11% were special education teachers, 7% were pre-kindergarten or kindergarten teachers, close to 1% were retired teachers, and 0.1% were purchased-service teachers.

Table 1. Teaching Positions for SC Teachers in the 2018-2019 School Year

Teaching Position	Frequency	Percent
Pre-kindergarten (Child Development)	570	2.2
Kindergarten	1,227	4.8
Special Education (Itinerant)	75	0.3
Special Education (Self-Contained)	1,259	4.9
Special Education (Resource)	1,482	5.8
Classroom Teacher	20,692	80.9
Retired Teacher	231	0.9
Purchased-Services Teacher	32	0.1

Descriptive Background Demographics

Teacher Population

We compared the teacher population in South Carolina and the United States (Table 2). Data on the teacher population in the United States were from the NCES (2020). The majority (79%) of South Carolina teachers in the 2018-2019 school year were White and 15% were Black/African American. Relatively small percentages of teachers were Hispanic, Asian, and American Indian; and slightly more than 2% of teachers' race/ethnicity was unknown. In comparison with national data, South Carolina had a higher percentage of Black/African American teachers (15% vs 7%), a lower percentage of Hispanic teachers (2% vs 9%), and the same percentage of White teachers (79% for both). Considering gender, 81% of South Carolina teachers were female and 19% were male in the 2018-2019 school year. Nationally, 76% of teachers were female with South Carolina having 5% more female teachers. Examining race/ethnicity and gender in combination, 64% of South Carolina teachers were White females, 15% were White males, 12% were Black/African American females, and 3% were Black/African American males in the 2018-2019 school year. Regarding teachers' academic degree, a higher percentage of South Carolina teachers (63%) had a postbaccalaureate degree (i.e., master's, education specialist, or doctorate degree) in comparison with the national data (58%).

Table 2. Comparison of National and State Demographic Variables (%)

Demographic Variable		SC Data (2018-2019)	National Data (2017-2018)
Gender	Female	81	76
	Male	19	24
Race/Ethnicity	White	78.7	79
	Black/African American	15.2	7
	Hispanic/Latino	1.8	9
	Asian	1.5	2
	American Indian/Alaska Native	0.2	1
	Unknown	2.6	NA
	Two or more races	NA	2
	Pacific Islander	NA	<1
Degree	Postbaccalaureate	63	58
	Not Postbaccalaureate	37	42

Student Population

Comparing with the high percentage of White teachers nationwide, student population was more diverse. The NCES (2020) reported that among the 50.7 million students enrolled in public elementary and secondary schools in fall 2017, 24.1 million (47.5%) were White, 7.7 million (15.2%) were Black, 13.6 million (26.8%) were Hispanic, 2.8 million (5.5%) were Asian/Pacific Islander, and about 2.5 million (4.9%) were of two or more races or American Indian/Alaska Native. The state of South Carolina has its unique student population. According to the 45-day headcount of PK-12 in 2019-2020 school year, there were 787,069 actively enrolled students. Among them, about 50% were White, 33% were Black, 11% were Hispanic or Latino, 2% were Asian, and 5% were of two or more races, or American Indian/Alaska Native or Pacific Islanders (South Carolina Department of Education, 2020). Comparing student demographics in the U.S. and South Carolina, it appears that South Carolina has a much larger percentage of Black students.

Teacher Preparation

The majority (81%) of teachers had a professional certificate and about 12% had an initial certificate. About 2.7% were certified to teach through alternative certification programs, and about 2% had international teaching certificates. About 8% of South Carolina teachers in the 2018-2019 school year had National Board certification.

Education Level

Most teachers in South Carolina schools in the 2018-2019 school year had a post-baccalaureate degree (63%). Nationally, this figure was 58% in 2017-2018, according to NCES. Considering where South Carolina teachers completed their education, 67% of teachers earned their bachelor's degrees in South Carolina, 55% of teachers with master's degrees earned the degree in South Carolina, and 33% of teachers with doctorate degrees earned the degree in South Carolina.

Table 3. Certificate Class/Education Attainment of SC Teachers in the 2018-2019 School Year

Description	Frequency	Percent
Bachelor's	7,614	29.8
Bachelor's Plus 18	1,930	7.6
Master's	11,584	45.3
Master's Plus 30	3,950	15.5
Doctorate	479	1.9

Total years of teaching experience for South Carolina teachers in the 2018-2019 school year ranged from 0 to 55 with a median of 11, mean of 12.9, and standard deviation of 9.7 years.
Total salary for South Carolina teachers in the 2018-2019 school year ranged from $0 to $185,190 with a median of $48,857, mean of $49,193, and standard deviation of $12,466.

Teacher Evaluation Results

The analysis of South Carolina teacher evaluation data was focused on different evaluation models, evaluation of teachers with different types of contracts, evaluation forms, SLOs evaluation ratings, final evaluation ratings, and decision making based on evaluation results. Regarding the evaluation models, almost all (99%) of a total of 24,899 teachers were evaluated using Expanded ADEPT (SCTS). A very small percentage (1%) of teachers were evaluated using 2006 ADEPT, SAFE-T, and other locally developed models.

The teacher evaluation system was implemented based on teachers with different types of contracts. Teachers who have met the formal evaluation criteria set by the State Board of Education, the requirements for annual-contract teachers set by the local board of trustees, and the requirements established by the State Board of Education for the professional teaching certificate are at the continuing-contract level. The majority (77%) of teachers were at the continuing-contract level. Teachers who have satisfied their induction requirements may be employed under an annual contract, and 12% of the teachers were at the annual contract level. Teachers who possess a valid South Carolina pre-professional teaching certificate may be employed under an induction contract for up to three years, and 8% of the teachers were induction teachers. Teachers who are eligible for an induction or an annual contract but who are hired on a date that would cause their period of employment to be less than 152 days during the school year may be employed under a letter of agreement, and 2% of teachers were in this category (South Carolina Department of Education, 2018).

Table 4. Evaluation Based on Contract Type and Forms of Evaluation

Evaluation	Type	N	%
Contract Type	Continuing Contract	19,162	76.96
	Annual Contract	3,057	12.28
	Induction Contract	2,020	8.11
	Letter of Agreement	521	2.09
	No Contract Level	139	0.56
	Total	24,899	100
Evaluation Form	Goals-based Evaluations (GBE)	17,508	70.32
	Formative	5,158	20.72
	Summative	2,204	8.85
	No Evaluation	29	0.12
	Total	24,899	100

In teacher evaluation, different forms of evaluation are adopted. Goals-based evaluation (GBE) is the most widely used evaluation form. GBE is an informal evaluation process designed for teachers at the Annual and Continuing contract levels who have successfully completed the summative evaluation, and 70.32% of the teachers were evaluated using the GBE. Formative evaluations are designed to promote professional growth and reflection, and 20.72% of the teachers were evaluated using formative evaluations. Summative evaluations are high-stakes accountability measures that are used to measure and report learning outcomes, and inform certificate advancement, contract status, and contract renewal; and 8.85% of the teachers were evaluated using summative evaluations.

South Carolina teachers' final ratings are based on the SCTS and the SLOs. The analysis of the SLOs scores of 21,122 teachers revealed that 37.46% of the teachers were rated as "Exemplary," 55.77% as "Proficient," 5.33% as "Needs Improvement," and 1.44% as "Unsatisfactory." Teachers' overall ratings were based on a composite score of SCTS and SLOs. The analysis results indicated that the majority (96.37%) of teachers were in the "Met" category, 1.17% were "Not Met," and 2.46% were in the category of "Incomplete." A teacher who is employed under an induction, annual, or continuing contract and who is absent for more than 20 percent of the days in the district's SBE-approved annual evaluation cycle may, at the recommendation of the district superintendent, have his or her ADEPT results reported to the SCDE as "Incomplete."

Table 5. Teacher Evaluation Ratings

Evaluation	Ratings	N	%
SLO Evaluations	Exemplary	7,912	37.46
	Proficient	11,779	55.77
	Needs Improvement	1,126	5.33
	Unsatisfactory	305	1.44
	Total	21,122	100
Final Evaluations	Met	23,733	96.37
	Not Met	288	1.17
	Incomplete	607	2.46
	Total	24,628	100

Teachers' evaluation ratings are used to inform employment. An analysis of 24,745 teachers' hiring status based on evaluations revealed that 90.24% of the teachers were rehired, 6.94% resigned, 1.42% retired, 0.51% were not rehired, and fewer than 1% were in the other hire status.

Comparison by the Geographic Context

We examined the variables for differences by schools located in rural and urban areas of South Carolina. Rural schools had a greater percentage of Black/African American teachers and a lower percentage of White teachers than urban schools where both differences were statistically significant with small effects. There was no statistically significant difference in the percentage of female teachers between rural and urban schools.

The percentage of teachers with international teaching certificates was statistically significantly greater for rural than urban schools with a small to medium effect. In addition, the percentage of teachers with National Board certification was statistically significantly greater for rural than urban schools with a small effect. There were no statistically significant differences in the percentage of teachers prepared through an alternative certification program or the percentage of teachers with a post-baccalaureate degree between rural and urban schools.

The mean years of experience for teachers was statistically significantly greater for rural than urban schools with a medium effect. The average salary for teachers was statistically significantly lower for rural schools than urban schools with a small effect.

Teachers in rural and urban schools performed similarly on the ADEPT teacher evaluation with no statistically significant differences between the percentage who "Met" standards overall or the percentage receiving ratings of "Exemplary" or "Proficient" for the SLO portion. There was a statistically significant difference in the percentage of teachers receiving "Exemplary" ratings on the SLO portion where rural schools had a lower percentage than urban schools with a small to medium effect.

Table 6. Summary Statistics, Inferential Tests, and Effect Sizes for Variables by Geographic Context

	Rural Location			Urban Location					Effect
Variable	N	Mean	Std Dev	N	Mean	Std Dev	t-stat	p-value	Size
% Black/African American Teachers	650	19.75	22.57	671	15.05	19.99	4.00	<.001	0.221
% White Teachers	650	71.68	27.74	671	76.31	25.26	-3.17	.002	0.175
% Female Teachers	650	79.95	21.87	671	81.55	20.62	-1.37	.172	0.075
% Teachers with Alternative Certification	650	2.63	5.19	671	2.37	4.36	0.98	.325	0.054
% International Teaching Certificate	650	3.31	8.57	671	1.26	4.19	5.50	<.001	0.305
% National Board Certified Teachers	650	6.07	8.15	671	7.55	8.96	-3.14	.002	0.173
% of Teachers with Master's Degree or Higher	650	61.38	19.18	671	59.3	20.94	1.88	.060	0.104
Mean Total Years of Experience	631	13.69	3.82	649	12.27	3.27	7.14	<.001	0.400
Mean Total Salary	631	47,966.49	4,668.11	649	49,072.16	4,815.29	-4.17	<.001	0.233
% who scored Met on ADEPT	650	94.89	18.86	671	94.48	20.68	0.38	.706	0.021
% who scored Exemplary or Proficient on SLO	650	87.31	24.34	671	85.14	29.32	1.47	.143	0.080
% who scored Exemplary on SLO	650	22.82	24.98	671	31.65	28.65	-5.98	<.001	0.328

Comparison by Poverty Level

Differences for all personal demographics of teachers between schools in relatively higher and lower poverty schools were statistically significant. Higher poverty schools had a greater percentage of Black/African American teachers and a lower percentage of White teachers than lower poverty schools with large effects. Higher poverty schools had a greater percentage of female teachers with a medium effect.

Considering teacher preparation variables, there were statistically significant differences between schools in relatively higher and lower poverty schools for all variables considered. Compared to lower poverty schools, higher poverty schools had greater percentages of teachers prepared through an alternative certification program (small effect), teachers with international teaching certificates (medium effect), and teachers with a post-baccalaureate degree (small effect). In addition, higher poverty schools had a lower percentage of teachers with National Board certification than lower poverty schools with a medium effect.

The mean years of experience was comparable between teachers from the higher and lower poverty schools and the difference was not statistically significant. Mean salary for teachers from the higher poverty schools was statistically significantly lower than that of teachers from the lower poverty schools with medium to large effects.

On the ADEPT evaluation, teachers from higher poverty schools had a greater percentage who "Met" expectations than teachers from lower poverty where the difference was statistically significant with a small effect. Considering the SLO portion of the evaluation, there was not a statistically significant difference in the percentage of teachers who were rated "Proficient" or "Exemplary" between the higher and lower poverty schools. However, the percentage of teachers who were rated "Exemplary" on the SLO portion was less for higher than lower poverty schools with statistical significance and a medium effect.

Table 7. Summary Statistics, Inferential Tests, and Effect Sizes for Variables by Poverty Halves

	Upper Half			Lower Half					Effect
Variable	N	Mean	Std Dev	N	Mean	Std Dev	t-stat	p-value	Size
% Black/African American Teachers	646	27.36	25.22	717	8.27	11.28	17.71	<.001	0.995
% White Teachers	646	66.45	27.57	717	80.74	23.84	-10.18	<.001	0.557
% Female Teachers	646	84.93	15.52	717	77.08	24.69	7.10	<.001	0.376
% Teachers with Alternative Certification	646	3.21	6.96	717	2.12	3.74	3.55	<.001	0.198
% International Teaching Certificate	646	4.02	9.16	717	0.8	3.45	8.41	<.001	0.475
% National Board Certified Teachers	646	4.75	7.77	717	8.47	8.95	-8.21	<.001	0.442
% of Teachers with Master's Degree or Higher	645	61.04	19.33	718	57.3	23.46	3.22	.001	0.173
Mean Total Years of Experience	645	12.77	3.99	676	12.97	3.42	-0.98	.329	0.054
Mean Total Salary	645	46,908.68	4,751	676	49,529.72	5,245.39	-9.53	<.001	0.523
% who scored Met on ADEPT	646	96.47	13.16	717	93.07	24.26	3.26	.001	0.172
% who scored Exemplary or Proficient on SLO	646	86.26	24.2	717	86.09	29.46	0.12	.907	0.006
% who scored Exemplary on SLO	646	21.99	23.98	717	31.76	29.34	-6.76	<.001	0.363

FINDINGS AND DISCUSSION

Findings for this study were derived from three data sources: two files from the Professional Certified Staff (PCS) system: Staff and Positions; the South Carolina school report card for 2018-2019; and the latest national summary of teacher characteristics and trends from NCES (2017-2018 school year). We focused the analyses on 12 variables: percentage of Black/African American teachers, percentage of White teachers, percentage of female teachers, percentage of teachers with alternative certification, percentage of teachers with an international teaching certificate, percentage of teachers with National Board certification, percentage of teachers with a master's degree or higher, mean number of years of teaching experience, mean total salary, percentage of teachers who scored "met" on ADEPT teaching evaluation review, percentage of teachers who scored "exemplary" or "proficient" on the SLO portion of their teaching evaluation, and percentage of teachers who scored "exemplary" on the SLO portion of their teaching evaluation. Of these, we were able to make state and national comparisons for teacher race/ethnicity, gender, degree attainment, and average salary.

Findings from this study were similar to national findings in that the percentage of White teachers were the same. However, differences were found for South Carolina from national findings in these areas: South Carolina had more Black teachers, fewer Hispanic teachers, more female teachers, more teachers with advanced degrees, and lower average teacher salary. Considering the 12 variables by geographic context, we found that schools in rural areas tend to have more Black teachers, fewer White teachers, more teachers with international certification, fewer National Board certified teachers, teachers with more years of experience, lower average teacher salary, and fewer scoring "Exemplary" on the SLO portion of the teaching evaluation compared to schools in urban areas. Considering the 12 variables by poverty rate, we found that schools with poverty indices in the upper half tend to have more Black teachers, fewer White teachers, more female teachers, more teachers certified through an alternative certification program, more teachers with international teaching certificates, fewer National Board certified teachers, more teachers with advanced degrees, lower average teacher salary, more teachers who scored "Met" on the ADEPT teaching evaluation, and fewer teachers who scored "Exemplary" on the SLO portion of the teaching evaluation.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

This study is the first of its kind to provide a profile of the South Carolina teacher workforce. With the commission of the SC-TEACHER Center, a South Carolina-centric database was developed. Thus, this newly developed database allowed for the variables identified in this study to be examined and presented. The database also will allow for subsequent variables and relationships of interest to the field of education to be examined and presented, all with South Carolina-centric data. There are several key demographics that are worth noting from these findings. First, South Carolina has more Black teachers compared to the nation. Further, more Black teachers work in rural than urban and in high poverty than low poverty schools. Student populations in rural and higher poverty schools tend to have more students of color. Thus, the diversity of teachers in these schools may have beneficial impacts on these students. However, the percentage of teachers of color in South Carolina is under representative of the student population suggesting the need for a focus on diversity in recruitment efforts for teacher preparation programs.

Considering differences between schools in rural and urban locations of the state, effect sizes were close to the medium range for mean years of teaching experience (rural greater than urban, d=0.40), percentage of teachers who scored "Exemplary" on the SLO potion of the teaching evaluation (rural less than urban, d=0.33), and percentage of international teachers (rural greater than urban, d=0.31). Comparing higher and lower poverty schools, effect sizes were medium to high for percentage of Black teachers (higher greater than lower, d=1.00), percentage of White teachers (higher less than lower, d=0.56), mean salary (higher less than lower, d=0.52), percentage of international teachers (higher greater than lower, d=0.48), and percentage of National Board certified teachers (higher less than lower, d=0.44).

Limitations and Recommendations

While this study provided a landmark milestone for South Carolina in identifying a profile of its teacher workforce, there were limitations. First, the data received from the SCDE represents about half the number of teachers reported by South Carolina. Data were provided in multiple files, and some files had missing teacher identification numbers and/or names. Future data collection should attempt to resolve issues of missing identification variables to ensure representation of the full population of South Carolina teachers. As such, South Carolina should capitalize on an opportunity to address unpacking both how a data system can support reliable numbers for the state and who is tasked with development, dissemination, and reporting such data upon which policy and practice decisions can be made. The sounder the data that are available, the sounder the decisions that can be made. SC-TEACHER is poised to lean into its mission to be that conduit for figuring out how to get more reliable data upon which to conduct further studies and assist policymakers and educators in making better informed decisions. Second, national data was from a different school year than the South Carolina data. National data was from the 2017-2018 school year, and South Carolina data was from the 2018-2019 school year. While we would not expect large differences from one school year to the next, using data from the same school year would improve validity of comparisons.

Given the growing presence of alternative certification programs in South Carolina, a more extensive examination of these programs is needed to determine their impact on student achievement, diversity of the teacher workforce, as well as addressing recruitment and retention challenges. Very few studies exist on the quality of an alternatively prepared teacher versus one that is traditionally prepared. While there are a number of characteristics of high-quality traditional teacher preparation programs (Thompson, Harbour, & White, 2019), relatively little is known about the characteristics of highly effective alternative certification programs in South Carolina. Beyond program effectiveness, the extent to which both traditional and alternative certification programs are successful in their efforts to recruit and prepare diverse teaching candidates is needed. A deeper examination of the extent to which South Carolina recruitment efforts specifically address the need for a diverse workforce is of value.

Similar to certification pathways, a rigorous study of National Board certification and teacher effectiveness is needed. Given the significant number of National Board certified teachers in the state and continued discussion at a policy level of incentives for National Board certification, a deep investigation of its value in South Carolina may allow policymakers to make better informed decisions regarding incentives.

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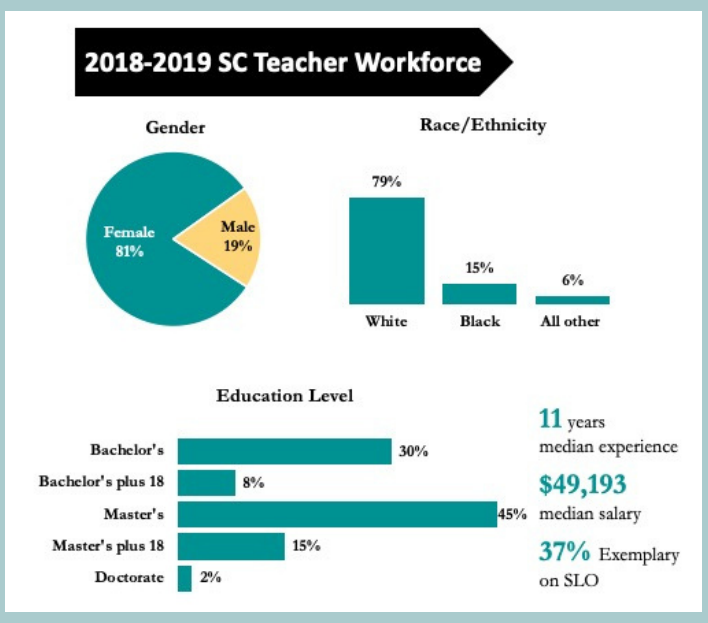
PROFILE OF THE SOUTH CAROLINA TEACHER WORKFORCE FOR 2018-2019

Tammiee S. Dickenson, Xumei Fan, Fan Pan, Gina M. Kunz, and Thomas E. Hodges
University of South Carolina | September 2020

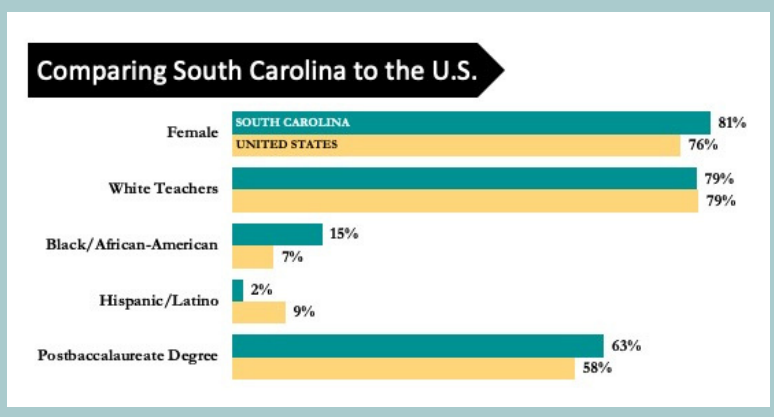
SC TEACHER
A SOUTH CAROLINA CENTER FOR EXCELLENCE IN TEACHER EDUCATION RESEARCH

What are characteristics of the South Carolina teaching population? How do these characteristics compare nationally for available variables?



Key Finding #1

Most South Carolina teachers are female, White, and have earned a master's degree. The "middle most" (median) value for teaching experience is 11 years with a $49,193 annual salary. 37% evaluated as Exemplary on Student Learning Objectives (SLO) measure.



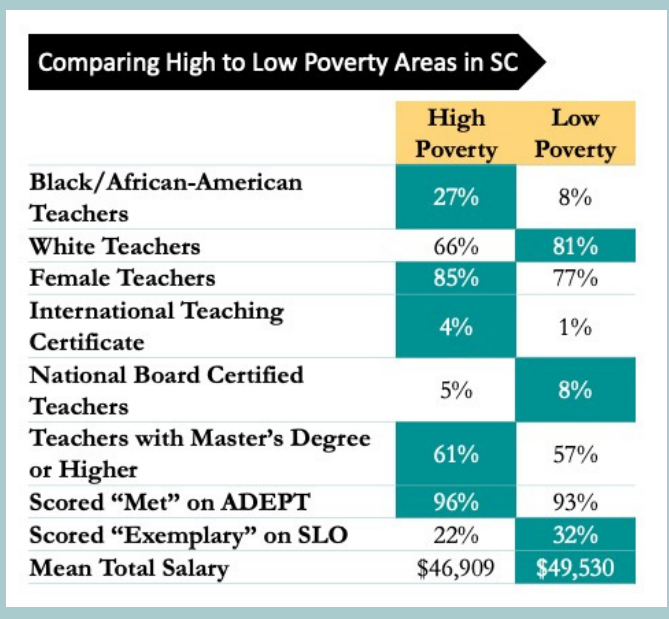
Key Finding #2

Compared nationally, South Carolina had more Black teachers, more female teachers, fewer Hispanic teachers, more teachers with advanced degrees, and lower average teacher salary.

How do teacher characteristics compare between rural and urban schools and between relatively high and low poverty schools in South Carolina?

Key Finding #3

Rural schools in SC tend to have teachers with lower performance on the assessment portion of the state teaching evaluation, fewer National Board certified teachers, and more Black and international teachers than urban schools.



	High Poverty	Low Poverty
Black/African-American Teachers	27%	8%
White Teachers	66%	81%
Female Teachers	85%	77%
International Teaching Certificate	4%	1%
National Board Certified Teachers	5%	8%
Teachers with Master's Degree or Higher	61%	57%
Scored "Met" on ADEPT	96%	93%
Scored "Exemplary" on SLO	22%	32%
Mean Total Salary	$46,909	$49,530

Key Finding #4

Higher poverty schools in SC tend to have more teachers with a master's degree or higher, more teachers scoring "met" on ADEPT, more Black teachers, fewer White teachers, lower teacher salary, more international teachers, and fewer National Board certified teachers than lower poverty schools.

DISCUSSION AND RECOMMENDATIONS

- **Future data collection should attempt to resolve issues of missing identification variables to ensure representation of the full population of South Carolina teachers.**
- **National data were from a different school year from the South Carolina data. Using data from the same school year would improve the validity of comparisons.**
- **An extensive examination of alternative certification programs is needed to determine impacts on student achievement, diversity of the teacher workforce, and recruitment and retention challenges.**
- **A rigorous study of National Board for Professional Teaching Standards certification and teacher effectiveness is needed to allow policymakers to make better informed decisions regarding incentives.**

ABOUT SC-TEACHER

The South Carolina Teacher Education Advancement Consortium through Higher Education Research (SC-TEACHER) is funded by the Commission on Higher Education as a Center for Excellence. SC-TEACHER will examine the broad landscape of teacher recruitment, preparation, and retention practices in South Carolina—and build and deploy a state-centric, longitudinal database system to understand statewide issues and best practices for establishing protocols and to maintain a data infrastructure necessary to answer key questions posed by policymakers and practitioners. SC-TEACHER's work will inform Educator Preparation Programs, serve as an education research resource center, and provide evidence of effective teaching practices.

For more information, visit www.sc-teacher.org

The SC Education Oversight Committee is an independent, non-partisan group made up of 18 educators, business persons, and elected leaders. Created in 1998, the committee is dedicated to reporting facts, measuring change, and promoting progress within South Carolina's education system.

ADDITIONAL INFORMATION

If you have questions, please contact the Education Oversight Committee (EOC) staff for additional information. The phone number is 803.734.6148. Also, please visit the EOC website at www.eoc.sc.gov for additional resources.

SC EDUCATION OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.

Organization of Education Improvement Act (EIA) Funded Programs

May 2021

Improving Teacher Quality

- Attracting qualified individuals
- Preparing and developing qualified teachers
- Compensating and retaining teachers

Increasing School Readiness and Ensuring Early Learning Success

- Early childhood
- Reading

Supporting struggling students

Emphasizing Learning in Content Areas

Improving Connections across Education Levels and with World of Work

Measuring and Evaluating Success

Miscellaneous

EIA APPROPRIATION SUMMARY REQUESTS

Apr 26 21

EIA Program Line Items	2020-21 EIA Appropriation	2021-22 TOTAL Request	Requested Increase	EOC Recommended Increase		Governor's Recommended Increase		House Recommended Increase	Senate Finance Recommended Increase
Industry Certifications/Credentials	$550,000	$3,000,000	$2,450,000	$2,450,000		$2,450,000		$3,000,000	$2,450,000
Adult Education	$15,073,736	$15,073,736	$0						
Aid to Districts	$24,401,779	$24,401,779	$0						
Students at Risk of School Failure	$79,551,723	$79,551,723	$0						
Arts Curricular Grants	$1,487,571	$1,487,571	$0						
Career and Technology Education	$20,072,135	$20,072,135	$0						
Summer Reading Camps	$7,500,000	$7,500,000	$0						
Reading Coaches	$9,922,556	$9,922,556	$0			$10,000,000	1		
Education Economic and Development Act (EEDA)	$8,413,832	$8,413,832	$0						
Assessment/Testing	$27,261,400	$27,261,400	$0			$2,000,000	2		
Reading	$3,271,026	$3,271,026	$0						
Instructional Materials	$20,922,839	$50,922,839	$30,000,000					$8,403,296	$9,700,000
School Safety Program	$10,000,000	$10,000,000	$0			($10,000,000)	1	$2,000,000	($10,000,000)
School Nurses						$5,577,165		$5,577,165	$5,577,165
EAA Technical Assistance	$23,801,301	$23,801,301	$0						
Power School/Data Collection	$7,500,000	$10,500,000	$3,000,000						
School Value Added Instrument	$1,400,000	$1,400,000	$0						
Half-day 4K	$15,513,846	$15,513,846	$0			($15,513,846)	2		($4,000,000)
CDEPP - SCDE	$41,441,053	$47,441,053	$6,000,000			$27,035,912	2		$20,276,934
Teacher of the Year	$155,000	$155,000	$0						
Teacher Quality Commission	$372,724	$372,724	$0						
Teacher Salaries & Fringe Benefits	$220,755,700	$220,755,700	$0			$4,009,000		$4,009,000	$4,009,000
Teacher Supplies	$14,721,500	$14,721,500	$0						
National Board Certification	$44,500,000	$44,500,000	$0			($852,824)		($1,500,000)	
Professional Development	$2,771,758	$2,771,758	$0						
ADEPT	$873,909	$873,909	$0						
Technology	$12,271,826	$12,271,826	$0						
SDE Grants Committee	$504,313	$7,504,313	$7,000,000						$4,000,000
Transportation	$22,032,195	$22,032,195	$0						
Family Connection SC	$300,000	$300,000	$0						
Other State Agencies' Teacher Salary	$13,467,848	$13,803,861	$336,013	$336,013				$336,013	$735,926
SUB TOTALS	$650,811,570	$699,597,583	$48,786,013	$2,786,013		$24,705,407		$21,825,474	$32,749,025
SC ETV	$5,726,409	$5,726,409	$0			($5,726,409)	1	($5,726,409)	($5,726,409)
Literacy & Distance Learning	$415,000	$415,000	$0						
Reach Out & Read	$1,000,000	$1,000,000	$0						
SC Youth Challenge Academy	$1,000,000	$1,000,000	$0						
Arts Education	$1,170,000	1,570,000	$400,000						
EOC	$1,793,242	$1,793,242	$0						
Science P.L.U.S.	$563,406	$646,406	$83,000						
S2TEM Centers SC	$1,750,000	$2,000,000	$250,000						
Teach For America SC	$3,000,000	$3,000,000	$0					($1,000,000)	($1,000,000)
SC Council on Economic Education	$300,000	$300,000	$0						
Center for Educational Partnerships	$715,933	$1,253,433	$537,500						
Centers of Excellence - CHE	$787,526	$787,526	$0						
Center of Excellence to Prepare Teachers of Children of Poverty - Francis Marion (Proviso 1A.31.)	$350,000	$350,000	$0						
CERRA	$12,034,117	$13,034,117	$1,000,000	$1,000,000		$1,000,000		$1,000,000	$1

EIA APPROPRIATION SUMMARY REQUESTS

Apr 26 21

EIA Program Line Items	2020-21 EIA Appropriation	2021-22 TOTAL Request	Requested Increase	EOC Recommended Increase		Governor's Recommended Increase		House Recommended Increase	Senate Finance Recommended Increase
SC Program for Recruitment of Minority Teachers (Proviso 1A.6.)	$339,482	$339,482	$0						
Teacher Loan Program	$5,089,881	$5,089,881	$0						
Babynet Autism Therapy	$3,926,408	$3,926,408	$0						
Call Me MiSTER	$500,000	$500,000	$0						
Regional Education Centers	$1,952,000	$1,952,000	$0						
TransformSC	$400,000	$400,000	$0						
SC Public Charter Schools & Charter Institute at Erskine	$126,461,481	$183,796,562	$57,335,081	$29,178,733		$0		$15,000,000	($8,585,545)
First Steps to School Readiness	$29,336,227	$29,336,227	$0			$20,879,902	[2]	$10,215,935	$15,659,926
Other:			$0						
SCDE Personnel & Operations	$9,162,318	$9,162,318	$0						
New:			$0						
USC - Pilot Teacher Recruitment Program (Proviso 1A.71)	$750,000	$750,000	$0						
SC State University BRIDGE Program (Proviso 1A.72)	$1,400,000	$1,400,000	$0						
Working Conditions Survey				$250,000		$250,000			
Evaluation of EIA Programs				$375,000					
Increase Students in 4K Classes				$4,019,254					
Post-secondary Enrollment and Success				$56,000		$56,100			
DJJ						$2,500,000		$1,850,000	$1
Save the Children						$1,000,000			
Charter School Learner Validated Pilot				$2,000,000					
COVID Academic Recovery Camps				$2,500,000					
Workforce Demands				$2,500,000					
GED Incentive Program (NEW)								$1,500,000	$1
Computer Science Regional Specialist									$568,000
SUB TOTALS	**$209,923,430**	**$269,529,011**	**$59,605,581**	**$41,878,987**		**$19,959,593**		**$22,839,526**	**$915,975**
EIA TOTALS	**$860,735,000**	**$969,126,594**	**$108,391,594**	**$44,665,000**		**$44,665,000**		**$44,665,000**	**$33,665,000**

EIA Recommendations Total	**$905,400,000**	**$905,400,000**	**$905,400,000**	**$894,400,000**

EIA Surplus FY 2020-21 (non-recurring funds)				
Instructional Materials	$15,788,000	$0		$25,680,251
Artificial Intelligence	$1,500,000			
Computer science certification and professional learning		$700,000	$0	$700,000
SCDE Grants Committee		$7,000,000	$7,788,000	$3,000,000
Charter Schools		$9,588,000	$9,588,000	$28,388,059
Full day 4K (OFS)				$5,219,976
Full day 4K (SDE)				$6,758,978
Aid to Districts				$20,000,000
Patterson's Academy (H630)				$1,014,094
Meyer Center (H630)				$173,666
The Continuum (H360)				$1,500,000
Carolina Collaborative Alternative Prep				$450,000

EIA APPROPRIATION SUMMARY REQUESTS

Apr 26 21

EIA Program Line Items	2020-21 EIA Appropriation	2021-22 TOTAL Request	Requested Increase	EOC Recommended Increase		Governor's Recommended Increase		House Recommended Increase	Senate Finance Recommended Increase
Total				$17,288,000		$17,288,000		$17,376,000	$92,885,024

$987,285,024

	Base		4/1/2020 Estimate		New Funds Available
Available 2021-22 EIA Revenue (Recurring)	$860,735,000		$894,700,000		$33,965,000
Available 2020-21 EIA Surplus (Nonrecurring)	$860,735,000		$953,620,024		$92,885,024

Note: Proviso 117.164 reduced the availability of recurring EIA revenues by $300,000 due exempting from sales tax materials and construction used in agribusiness facilities of $100 million or more.

1 Transfer between EIA and General Fund
2 Statewide expansion of full-day 4K