SC EDUCATION OVERSIGHT COMMITTEE
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AGENDA

Full Education Oversight Committee Meeting

Monday, June 12, 2023
Blatt Building, Room 521
1:00 P.M.

I. Welcome ..... April Allen

II. Approval of Full Committee Minutes, April 17, 2023 ..... April Allen

III. Special Guest Presentation
SC Adult Education Overview ..... Mike King
State Adult Education Director, SCDE

IV. Subcommittee Reports
Joint Academic Standards and Assessments & Public Awareness Meeting ..... Barbara Hairfield

Action Items:
Report on the Educational Credit for Exceptional Needs Children (ECENC) Program, 2023

Report on the Educational Performance of Military-Connected Students in SC, 2023

US History & Constitution End-of-Course Evaluation, Spring 2022 ..... Dr. Christine DiStefano
Professor, Educational Psychology & Research
Educational Studies, University of SC

Information Item:
Revisions to Accountability: Modified In-Year Reporting for High School Achievement Tests and ACT College Readiness Revision ..... Dr. Matthew Lavery
EOC Director of Research

EIA and Improvement Mechanisms Subcommittee Meeting ..... Dr. Bob Couch

Action Item:
Teacher Loan Program, 2023

Information Item:
Palmetto Gold & Silver Update

V. PASS Science Field Test/Accountability Waiver ..... Matthew Ferguson
Deputy Superintendent and
Chief Academic Officer, SCDE

VI. Interim Executive Director Update ..... Dana Yow

VII. Executive Session: Personnel Matter

VIII. Return to Open Session

IX. Adjournment

April Allen
CHAIR
Brian Newsome
VICE CHAIR
Terry Alexander
Melanie Barton
Russell Booker
Neal Collins
Bob Couch
Bill Hager
Barbara B. Hairfield
Kevin L. Johnson
Sidney Locke
Dwight Loftis
Neil C. Robinson, Jr.
Patti J. Tate
C. Ross Turner, III
Ellen Weaver

Dana Yow
INTERIM
EXECUTIVE DIRECTOR

SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE

Full Committee Meeting

Minutes of the Meeting

April 17, 2023

Members Present (in-person or remote): Dr. Russell Booker, Barbara Hairfield, Dr. Brian Newsome, April Allen, Dr. Bob Couch, Neil Robinson, Melanie Barton, Sen. Ross Turner, Sen. Dwight Loftis, Rep. Terry Alexander, Sen. Kevin Johnson, Rep. Bill Hager (remote), Rep. Neal Collins (remote), and Dr. Patti Tate (remote)

EOC Staff Present: Riley Dixon, Gabrielle Fulton, Hope Johnson-Jones, Dr. Rainey Knight, Dr. Matthew Lavery, Dr. Jenny May, and Dana Yow

Guest(s) Present: Greg Blatt, Matthew Ferguson

Ms. Allen called the meeting to order, and Mr. Robinson welcomed Greg Blatt from Coaches for Character. Mr. Blatt provided information on Coaches for Character, a program that gives awards to middle and high schoolers for academic effort, character, overcoming odds, and community service. Ms. Allen let members know that Coaches for Character's presentation would be distributed following the meeting. Mr. Blatt thanked the committee for allowing him to present. Ms. Hairfield noted that much of the news from these high schools is negative and thanked Mr. Blatt for highlighting the positive impact that students have had. Dr. Russell Booker thanked Mr. Blatt.

Next, Ms. Hairfield provided a summary of the previous Academic Standards and Assessments and Public Awareness Subcommittee Meetings, highlighting the 2023 annual report and the South Carolina 4K report. For a full summary, view the ASA meeting packet and minutes. Ms. Hairfield opened the floor for questions. Ms. Barton highlighted the need for collaboration between 4K, 5K, and grades 1 and 2 so that students can be prepared. Mr. Ferguson noted that three districts are not participating in CERDEP and that SCDE is working to remove those barriers towards CERDEP participation. Dr. May noted the EOC's plans to study 4K underutilization to examine why families may not take advantage of publicly funded 4K opportunities. Mr. Ferguson noted that the KRA does not

allow for examination of domain-level skills individually. Ms. Barton and Dr. Booker noted the importance of the years prior to 4K.

Ms. Hairfield provided an addendum to the Alternative Instruction report presented to the full committee in December, noting that the addendum shows the number and percentage of students in SBAVRL.

Dr. Lavery provided an overview of the EOC's plans to release a public dashboard on education. Ms. Fulton then provided a preview of the EOC's current dashboards in progress highlighting Kindergarten Readiness, SC READY results in comparison to per pupil expenditure, and a review of SC National Student Clearinghouse results. Dr. Couch asked if there is a way to view career center performance in these dashboards. Ms. Yow noted that staff would look into this in the future, with the difficulty laying in accessing career center performance outside of their home high schools. Members unanimously voted to accept the ASA subcommittee report.

Ms. Yow provided members with information pertaining to the annual EOC retreat, to be held in Charleston in August. With that, the meeting adjourned.

EDUCATION OVERSIGHT COMMITTEE

Date: June 12, 2023

ACTION ITEM:
Report on the Educational Credit for Exceptional Needs Children (ECENC) Program, 2023

PURPOSE/AUTHORITY
Act 247, Section (E)(6)

Annually, the Education Oversight Committee shall issue a report to the General Assembly documenting the impact of the Educational Credit for Exceptional Needs Children Program on student achievement. In addition, the report must include information on individual schools if at least fifty-one percent of the total enrolled students in the private school participated in the Educational Credit for Exceptional Needs Children Program in the prior school year. The report must be according to each participating private school, and for participating students, in which there are at least thirty participating students who have scores for tests administered. If the Education Oversight Committee determines that the thirty participating-student cell size may be reduced without disclosing personally identifiable information of a participating student, the Education Oversight Committee may reduce the participating-student cell size, but the cell size may not be reduced to less than ten participating students.

CRITICAL FACTS
The report addresses the following:

- Information on the approval process, participation, and compliance for ECENC schools; and
- Information about the process for collecting assessment results used to document the impact of the ECENC program on student achievement.

TIMELINE/REVIEW PROCESS
The FY2021-22 Educational Credit for Exceptional Needs Children Program Report was approved by the ASA Subcommittee May 15, 2023 and then submitted to the EOC website.

ECONOMIC IMPACT FOR EOC
There is no economic impact to the EOC producing this report.

ACTION REQUEST

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

ACTION TAKEN

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

SC EDUCATION OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.

Report on the Educational Credit for Exceptional Needs Children (ECENC) Program

May 2023

Prepared by
Dr. Jenny May



Introduction

This report is the fifth annual report on the impact of the Educational Credit for Exceptional Needs Children (ECENC) program as required by Act 247 of 2018 as amended in 2021. The ECENC program provides grants and parental tax credits to students with exceptional needs attending private schools that meet specific eligibility requirements for approval by the Education Oversight Committee (EOC). Exceptional SC is a 501 (c) (3) that raises and accepts funds and reviews student grant applications for an ECENC grant. This evaluation was prepared using information and data from the state fiscal year 2021-22 and utilizes information prepared by the South Carolina Department of Revenue (SCDOR) and Exceptional SC. The law also specifically requires the EOC to annually:

> Issue a report to the General Assembly documenting the impact of the Educational Credit for Exceptional Needs Children Program on student achievement. In addition, the report must include information on individual schools if at least 51% of the total enrolled students in the private school participated in the Educational Credit for Exceptional Needs Children Program in the prior school year. The report must be according to each participating private school and for participating students, in which there are at least 30 participating students who have scores for tests administered. If the Education Oversight Committee determines that the 30 participating student cell size may be reduced without disclosing personally identifiable information of a participating student, the Education Oversight Committee may reduce the participating student cell size, but the cell size may not be reduced to less than 10 participating students. (Section 12-6-3790 (E) (6) of the SC Code of Laws).

This report seeks to provide the following about the Educational Credit for Exceptional Needs Children (ECENC) program:

1. Information on the approval process, participation, and compliance for ECENC schools;
2. information about the process for collecting assessment results used to document the impact of the ECENC program on student success; and
3. updates to previous recommendations from the EOC report.



Recommendations

Recommendation 1: Offer Summative State Assessments to ECENC Students in Public Schools

South Carolina students in private schools are not currently offered the opportunity to participate in South Carolina State assessments. Examples of these assessments include SCREADY and End of Course (EOC) examinations. In the 2020-21 ECENC Report, a recommendation was made to allow students in private schools to participate in these assessments, and while that has not yet come to fruition, offering these examinations to students participating in the ECENC program would offer an assessment opportunity to determine ECENC program impact. It remains the recommendation of the EOC that ECENC funded students be offered the opportunity to participate in state summative assessments.

Recommendation 2: Monitor Policy and Legislation that Shapes the ECENC program

Several pieces of legislation have been proposed and are moving through committees at the time of this report that would impact the governance of the ECENC program. While it remains to be seen what impact these bills will have on the future of the program, it is important to monitor and be aware of legislative changes to grant funded scholarship opportunities. Appendix G displays bills related to ECENC and their status as of publication of this report.

A Follow-up to 2021 Recommendation:

The 2020-21 ECENC report recommended that the EOC Advisory Committee for ECENC program review and recommendations be reconvened to consider overall program improvement. Part of this effort would include another recommendation from the 2020-21 report to offer informational material to clarify the roles of various organizations responsible for ECENC administration. It became clear from the evaluation that was completed last year, found in Appendix H, that additional information and materials would benefit both ECENC schools and the students and families who participate in the program. These informational materials would be the product approved by the Advisory Committee. The Advisory Committee was planned to be convened in January 2023; however, after substantive legislation that could change the program and function of the ECENC program was introduced, the decision was made to wait until the end of the legislative session. This would enable the appropriate people to be convened for the current purpose following new legislation.

Next Steps:

As new legislation with potential to impact the ECENC program is considered by the General Assembly, the EOC will continue to proceed as any new legislation requires. If the ECENC program remains as it currently does, the EOC will reconvene the advisory council and work toward development of informational materials and present the EOC's recommendation to offer private schools the opportunity for students to participate in state summative assessments for consideration. Questions can be directed to EOC staff. The phone number is 803-734-6148 and additional resources can be found at www.eoc.sc.gov.

Process, Participation and Compliance

Process

The law defines qualifying students and eligible schools. Grants may be awarded to students in an amount not exceeding $11,000 or the annual cost of tuition, whichever is less, to a qualifying student at an eligible school. A qualifying student receiving a grant may not be charged tuition by an eligible school in an amount greater than the student would be charged if the student was not a qualifying student.

Term	Definition per Act 247
Qualifying Student	A student who is an exceptional needs child, is a South Carolina resident, and is eligible to be enrolled in a South Carolina secondary or elementary public school at the kindergarten or later grade for the applicable school year.
Exceptional Needs Child	A child who has been evaluated in accordance with this state's evaluation criteria as set forth in S.C. Code Ann. Regs 43-243.1, and determined eligible as a child with a disability who needs special education and related services, in accordance with the requirements of Section 300.8 of the federal Individuals with Disabilities Education Act. Or a child who has been diagnosed within the last three years by a licensed speech-language pathologist, psychiatrist, or medical, mental health, psychoeducational or other comparable licensed health care provider as having a neurodevelopmental disorder, a substantial sensory or physical impairment such as deaf, blind or orthopedic disability, or some other disability or acute or chronic condition that significantly impedes the student's ability to learn and succeed in school without specialized instructional and associated supports and services tailored to the child's unique needs.

The EOC approves and posts a list of eligible schools annually. The eligible schools approved in FY 22 can be found in Appendix A. These eligible schools must document that they meet the following criteria:

- Independent school, including those religious in nature, other than public schools, that offer a general education to primary or secondary school students;
- does not discriminate on the basis of race, color, or national origin;
- is located in South Carolina;
- has an educational curriculum that includes courses set forth in the state's diploma requirements, graduation certificate requirements for special needs children, and where the students attending are administered national achievement or state standardized tests, or both at progressive grade levels to determine student progress;
- has school facilities that are subject to applicable federal, state, and local laws;
- is a member in good standing of the Southern Association of Colleges and Schools, the South Carolina Association of Christian Schools, the South Carolina Independent School Association, or Palmetto Association of Independent Schools; and
- provides a specially designed program or learning resource center to provide needed accommodations based on the needs of exceptional needs students provides onsite educational services or supports to meet the needs of exceptional needs students, or is a school specifically existing to meet the needs of only exceptional needs students with documented disabilities.

An application form to apply to be an ECENC approved school and the current *ECENC Manual* can be found in Appendices B and C respectively.

ECENC School Approval Timeline

The following process and timeline were used by the EOC to determine school eligibility in the ECENC Program for state fiscal year 2021-22. Each school, new or recurring, was required to comply with the same program standards and reporting requirements.

January 2, 2022

- Notification sent by email to schools currently in good standing with the ECENC program in the 2020-2021 school year that the application process is open. *The Application to Participate in the ECENC Program for 2021-22* was made available on the EOC's website with direct links to the *ECENC Manual for the SY 2021-22*, designed to be used as a guide to the application process. All documents must be completed, signed, attached and returned to EOC staff.
- The completed application of schools meeting the standards and reporting requirements for SY 2020-21 were published on the EOC's website, www.eoc.sc.gov.

February 28, 2022:

- The Application to Participate and *Document A – Statement of Services* was required to be submitted to EOC staff by February 28, 2022 to be approved for participation in the program for the FY 2021-22.
- EOC Staff called programs that have previously participated to remind them of the legislative due date so that they may submit required documents and continue to be eligible for the students they serve. This annual process is not legislatively required; however, it does serve children and families in South Carolina..
- The EOC publishes a list on the website of schools meeting the standards and reporting requirements for participation in the program for the FY 22.

June 30, 2022:

- *Document B – Grants* received must be completed, signed, and returned to EOC staff by June 30, 2022. This document must contain information on the number of students (K-12) who were enrolled in the school in 2021-22 and information on the number and amount of grants received in 2021-22. No personally identifiable information of students may be submitted.

September 1, 2022:

- *Document C – School level assessment results* must be provided directly to the EOC with the name of each national achievement test administered and the scale scores/percentile rankings/stanines/grade level equivalents for ELA (Reading) and Mathematics. This information must be reported by grade level for classes with 10 or more students of all grades tested and attached by September 1, 2022. No personally identifiable information of students or teachers should be included in the submission.
- *Document C* – Information on staff responsible for the submission of school level assessment results must be provided to the EOC staff by September 1, 2022. *Document C* must be completed, signed, and returned at that time.

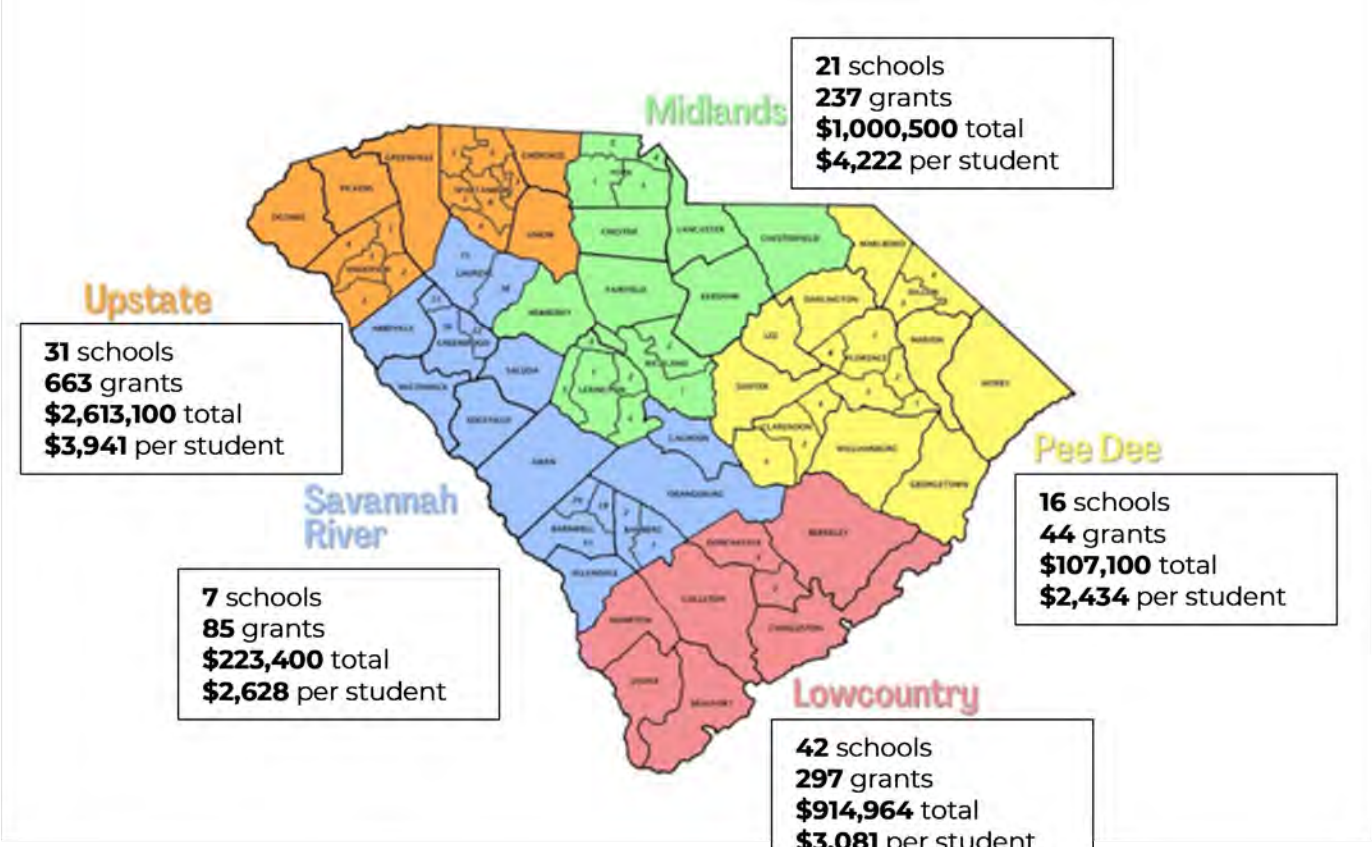
November 15, 2022:

- A "copy of compilation, review, or compliance audit of the organization's financial statements as relating to the grants received, conducted by a certified public accounting firm" must be received by the EOC no later than November 15, 2022. No personally identifiable information of students should be submitted.

School Participation

Schools approved by the EOC to participate in the ECENC program in 2022-23 can be found in each of the five Center for Educator Recruitment, Retention and Advancement (CERRA) regions of South Carolina.

The Upstate, Region 1, has 31 approved schools and serves the most student recipients with 663 ECENC receiving a total of $2,613,100 in grants, for an average grant amount of $3,941 per student. The Savannah River Basin, Region 2, has 7 approved schools and 85 student recipients receiving a total of $223,400. The average student grant in Region 2 is $2,628. The Midlands make up CERRA Region 3, where 21 approved schools serve 237 grant funded students receiving a total of $1,000,500. The average grant for a student in the Midlands is $4,222. Sixteen approved schools are located in CERRA Region 4, the Pee Dee, and serve 44 grant funded students receiving a total of $107,100, or an average of $2,434 per student. The Lowcountry makes up CERRA region 5 and has the highest number of approved schools. Forty-two schools serve 297 grant funded students with an average grant of $3,080, for a total of $914,964. There were 29 approved ECENC schools in the state that did not receive any grants from the program across the state.





Participation

For State Fiscal Year 2021-22:

- $4,961,300 Total ECENC scholarship funds
- 1,365 ECENC scholarships distributed according to SC Department of Revenue
  - 1,050 incumbent students
  - 315 new students
  - 333 more students in 2021-22 than 2020-21 according to Exceptional SC
- 114 eligible schools
- 93 schools received ECENC funding

(Source 2021-2022 Study of Educational Credit for Exceptional Needs Children Program completed by the South Carolina Department of Revenue January 17,2023. Full report accessible in Appendix D)

Each ECENC approved school represents one or more of the independent accrediting associations for private schools, and were in good standing at the time of approval. The independent accrediting associations accepted by the ECENC program include:

- South Carolina Independent School Association (SCISA) accredits 69 ECENC approved schools.
- Southern Association of Colleges and Schools (SACS) accredits 63 with ECENC approved schools.
- South Carolina Association of Christian Schools (SCACS) accredits 20 ECENC approved schools.
- Palmetto Association of Independent School Accreditation (PAIS) accredits 17 schools.

Table 1 shows the Accrediting Association for ECENC schools by CERRA region for Fiscal Year 2021-2022. Only the Pee Dee does not have representation of all four accrediting associations, as they have no PAIS accredited schools in the region. Several ECENC schools are members of more than one accrediting association, which is why there are more schools listed by accrediting association than the total of ECENC approved schools.

Table 1: Accrediting Associations by CERRA Region, Fiscal Year 2021-22

CERRA Region	SCISA	SACS	SCACS	PAIS
Upstate (1)	15	15	9	3
Savannah River (2)	5	4	1	1
Midlands (3)	9	10	6	4
Pee Dee (4)	12	4	3	0
Lowcountry (5)	28	30	1	9
Total	69	63	20	17

Student Participation

A total of 1,365 students participate in the ECENC program, and nearly 73% of the scholarship recipients are from households earning $100,000 or more annually. Approximately 18% of ECENC recipients are from households earning $50,000 through $100,000, and 9% are from households earning $50,000 or less annually. This data has been collected from the Department of Revenue and the full report published January 2023 can be seen in Appendix D. The data reported by Exceptional SC represents the original number of scholarships funded. This number is larger than the total reported by DOR because 22 students changed schools or moved out of state. These students applied and received a scholarship and are counted in Exceptional SC data, yet should not be included in the calculations used in DOR reporting.

Exceptional SC provided data on students rising Kindergarten through grade 12 who applied for and those who received an ECENC grant during the 2021-22 school year. Table 2 shows this data and indicates if that number is more or less that in the 2020-21 school year. In the 2021-22 school year, 1,387 or 90% of students who applied were funded, In contrast, for the 2021-22 school year, 47% of students applying received grants. There were 712 fewer applicants in the 2021-22 school year than in the previous, and by grade level, a higher percentage of younger students were funded than in the year before.

Table 2: Count of Children by Grade (K-12) who Applied for and Received Grants from Exceptional SC, School Years 2020-21 and 2021-22

Grade Level	Applied for SY 2021-2022	Funded Students SY 2021-2022	Percent of Students Funded SY 2021-2022	Funded Students SY 2020-2021	Percent of Students Funded SY 2020-2021
Kindergarten – 5 yr old	63	51	81%	2	3%
First	54	46	85%	9	9%
Second	82	80	98%	18	14%
Third	108	102	94%	77	45%
Fourth	131	122	93%	87	24%
Fifth	120	114	95%	91	44%
Sixth	132	102	77%	111	54%
Seventh	144	119	83%	122	54%
Eighth	151	136	90%	120	59%
Ninth	170	164	96%	108	61%
Tenth	143	119	83%	115	70%
Eleventh	137	124	91%	99	73%
Twelfth	110	108	98%	95	83%
Total	1,545	1,387	90%	1,054	47%

Data on students funded in the 2021-22 year were relatively stable across all grade levels -- between 77% and 98%. This is drastically different when you consider the percent funded in the younger grades. In 2020-21, only 3% of applicants were funded as compared to 81% in 2021-22. This shift is likely due to some changes in funding opportunity and policy. For the 2021-22 Fiscal Year, there was an increase in the amount of money from the parental refundable tax credit -- from approximately $2 million to $5 million which increased access. Additionally, the Board of Exceptional SC, that determines which students are funded, chose to fund all new and incumbent students at comparable amounts, therefore increasing the number of new students who could participate in 2021-22. This allowed for an increased number of younger students to participate.

Student Grants and Funding

Act 247 states that student grants may not exceed eleven thousand dollars, or the total amount of tuition, whichever is less. The Exceptional SC Board for the 2021-22 year funded all students who applied for a grant, both incumbent or new, 24% of the annual tuition, with a cap of $9,000, in a one-time payment made in the Spring. Families who applied for the parental tax credit, but not a grant, could receive $11,000. A family who did apply for the grant and a parental tax credit, the maximum amount the family could receive was $11,000 total, so the grant had to be deducted from the tax credit. While $11,000 is the maximum a family could receive, the amount given is typically less and determined by the Exceptional SC board. In the 2021-22 school year, all incumbent and new students received some form of funding. Applications in Table 2 reflect both applications for grants and those who applied for parental tax credits whether or not a grant application was also submitted.

Compliance: Assessments and the Impact on Student Success

In evaluating the impact of the ECENC program on student achievement and academic growth, there are challenges due to a lack of student level data. ECENC schools are not required to provide individual student test scores for students who received an ECENC grant; compliance is monitored by receipt of aggregate scores from approved schools and information about what assessments are given to all students in the school. All approved schools administered assessments and maintained compliance; however, there is a lack of student level data. This makes it difficult to determine if students participating in ECENC have experienced measurable improvement as a result of the ECENC program. Approved schools do offer standardized or criterion referenced assessments as a condition of participation and these assessments can be found in Appendix E. Private and independent schools that administer national assessments typically select an assessment or assessments that measure English and Language Arts (ELA) and Math competencies at a minimum. Examples of these assessments include Measures of Academic Progress (MAP), and the Iowa Test of Basic Skills (ITBS). The most commonly used nationally normed assessments that ECENC approved schools administered in the 2021-22 school year include: PSAT, SAT, ACT, MAP and the Iowa Assessment which is similar to previous years.

Act 247 requires an evaluation of the ECENC program's impact on student achievement where a majority (51% or more) of students enrolled in a school received a grant from Exceptional SC. In the previous reporting year, there were only three schools. However, in the 2022-23 school year, there are nine schools meeting the reporting criteria. The three schools have remained consistent over the past two years.

Of the nine schools that received ECENC funding for more than half of the total student enrollment, three were on also on this list in the 2020-21 ECENC report published May 2022. Only one of the schools with more than 50% of the total enrollment accessing ECENC dollars is not identified on the website as a school specially designed to serve students with disabilities and accepts students without disabilities as well.

To protect the privacy of students, when a grade level had fewer than 10 students, scores were suppressed. As a result, more detailed assessment analysis for each school with 51% or more of the total enrollment funded by ECENC grants is provided as possible within these parameters. School data submitted to the EOC is included in Appendix F.

Table 3: Schools with Majority of Enrolled Students Accessing ECENC Funds

School	Percentage of Students Funded through ECENC	Total Amount per School	Average Amount per grant	Assessment(s) Used		CERRA Region
				Assessment	Grade	
The Chandler School	100%	$173,400.00	$5,100	Stanford 10	K-8th	Upstate
				OLSAT	1st-3rd 5th-7th	
				PSAT	8th	
Hidden Treasure Christian School	77%	$217,000.00	$4,931.82	Wood-cock-Johnson IV	K-12th	Upstate
Camperdown Academy	71%	$797,000.00	$5,860.29	Gates-MacGin-itie Reading Test, GMADE Math Assess-ment	1st-8th	Upstate
HOPE Academy	62%	$88,400.00	$2,600.00	MAP	K-12th	Upstate
Einstein Academy	54%	$15,500.00	$2,214.29	MAP	K- 12th	Upstate
Hope Christian Academy	89%	$32,000.00	$4,000.00	Wood-cock-Johnson IV	2nd-12th	Midlands
Sandhills School	63%	$425,900.00	$5,834.25	Woodcock Johnson IV	1st-8th	Midlands
				Pre ACT	9th-11th	
				ACT	12th	
Glenforest School	52%	$139,700.00	$4,656.67	FastBridge	1st-12th	Midlands
				Brigance	K-5th	
				PSAT	10	
				ACT, SAT	11th-12th	
Miracle Academy Preparatory School	68%	$66,700.00	$2,900.00	Stanford 10	K-5th	Lowcountry
				OLSAT	6th-8th	
				ACT, Accu-placer	10th	
				SAT	12th	

Appendix A

Educational Credit for Exceptional Needs Children's Fund (ECENC) - Act 247

As of Thursday, December 16, 2021

SCHOOL	ADDRESS	TELEPHONE	WEBSITE ADDRESS
Addlestone Hebrew Academy	1639 Wallenberg Boulevard Charleston, SC 29407	843.571.1105	http://addlestone.org/
All Saints' Episcopal Day School	1425 Cherokee Road Florence, SC 29501	843.662.8134	https://www.aseds.com/
Anderson Christian School	3902 Liberty Highway Anderson, SC 29621	864.224.7309	http://www.andersonchristian.com/
Ascent Christian Academy	701 Main Street N. Myrtle Beach, SC 29582	843.548.8474	http://ascenteducation.net/ascent-christian-academy/
Ashley Hall	172 Rutledge Avenue Charleston, SC 29403	843.722.4088	http://www.ashleyhall.org/
Beaufort Academy	240 Sams Point Road Beaufort, SC 29907	843-524-3393	http://www.beaufortacademy.org/
Ben Lippen School	7401 Monticello Road Columbia, SC 29203	803.786.7200	http://www.benlippen.com/
Bishop England High School	363 Seven Farms Drive Charleston, SC 29492	843.849.9599	http://www.behs.com/
Blessed Sacrament School	7 Saint Teresa Drive Charleston, SC 29407-7243	843.766.2128	https://www.scbss.org/
Bob Jones Academy	1700 Wade Hampton Boulevard Greenville, SC 29614	864.770.1395	www.bobjonesacademy.net
Calhoun Academy	81 Academy Road St. Matthews, SC 29135	803.874.2734	https://www.calhounacademy.org/
Calvary Christian School-Greer	101 Calvary Street Greer, SC 29650	864.877.5555	http://www.calvarychristiangreer.org/
Camden Military Academy	520 Highway 1 North Camden, SC 29020	800.948.6291	http://camdenmilitary.com

Each school has completed an application to participate in the Educational Credit for Exceptional Needs Children (ECENC) program in school year 2021-22. Each school meets the program standards of Act 247 of 2018. Each school must comply with the reporting requirements of Act 247 of 2018 during school year 2021-22, and failure to submit the required reporting information will result in the school's removal from the ECENC program.

As of Thursday, December 16, 2021

Appendix A

Educational Credit for Exceptional Needs Children's Fund (ECENC) - Act 247

As of Thursday, December 16, 2021

SCHOOL	ADDRESS	TELEPHONE	WEBSITE ADDRESS
Camperdown Academy	501 Howell Road Greenville, SC 29615	864.244.8899	http://camperdown.org
Cardinal Newman School	2945 Alpine Road Columbia SC 29223	803.782.2814	www.cnhs.org
Carolina Christian Academy	1850 Kershaw Camden Highway Lancaster, SC 29720	803.285.5565	https://carolinachristian.org/
Chabad Jewish Academy	2803 North Oak Street Myrtle Beach, SC 29577	843.448.0035	http://www.chabadjewishacademy.org/
Charis Academy	415 Sangaree Parkway Summerville, SC 29486	843.934.7520	http://charisacademysc.org/
Charleston Collegiate School	2024 Academy Road John's Island, SC 29455	843.559.5506	https://www.charlestoncollegiate.org/
Charleston Day School	15 Archdale Street Charleston, SC 29401	843.377.0315	http://www.charlestondayschool.org
Cherokee Creek Boys School, Inc.	198 Cooper Road Westminster, SC 29693	864.647.1885	http://cherokeecreek.net/
Christ Church Episcopal School	245 Cavalier Drive Greenville, SC 29607	864.331.4225	http://www.cces.org
Christ Our King-Stella Maris Catholic School	1183 Russell Drive Mount Pleasant, SC 29464	843.884.4721	http://www.coksm.org/
Clarendon Hall School	1140 South Duke Street P.O. Box 609 Summerton, SC 29148	803.485.3550	https://clarendonhall.org/
Coastal Christian Preparatory School	681 McCants Drive Mt. Pleasant, SC 29464	843.884.3663	https://coastalchristian.org/
Colleton Preparatory Academy	165 Academy Road P.O. Box 1426 Walterboro, SC 29488	843.538.8989	http://www.colletonprep.org/index.html

Each school has completed an application to participate in the Educational Credit for Exceptional Needs Children (ECENC) program in school year 2021-22. Each school meets the program standards of Act 247 of 2018. Each school must comply with the reporting requirements of Act 247 of 2018 during school year 2021-22, and failure to submit the required reporting information will result in the school's removal from the ECENC program.

As of Thursday, December 16, 2021

Appendix A

Educational Credit for Exceptional Needs Children's Fund (ECENC) - Act 247

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SCHOOL	ADDRESS	TELEPHONE	WEBSITE ADDRESS
Cross Schools	495 Buckwalter Parkway Bluffton, SC 29910	843.706.2000	https://www.crossschools.org/
Crown Leadership Academy	1455 Wakendaw Road Mt. Pleasant, SC 29464	843.425.2414	https://www.crownleadershipacademy.org/
Cutler Jewish Day School	5827 A North Trenholm Road Columbia, SC 29206	803.782.1831	www.cjdssc.com
Divine Redeemer Catholic School	1104 Fort Drive Hanahan, SC 29406	843 553 1521	www.divineredeemerschool.com
Easley Christian School	461 Saco Lowell Rd. Easley, SC 29640	864-855-8000	http://www.easleychristianschool.org/
Einstein Academy	847 Cleveland Street Greenville, SC 29601	864.269.8999	http://www.einsteinacademysc.org/
First Baptist School of Charleston	48 Meeting Street Charleston, SC 29401	843.722.6646	http://www.fbschool.org/
First Presbyterian Academy at Shannon Forest	829 Garlington Road Greenville, SC 29615	864.678.5107	http://www.shannonforest.com/
Five Oaks Academy	1101 Jonesville Road Simpsonville, SC 29681	864-228-1881	http://www.fiveoaksacademy.com/
Glenforest School	1041 Harbor Drive West Columbia, SC 29169	803.796.7622	www.Glenforest.org
Grace Christian School	416 Denham Ave. West Columbia, SC 29169	803.794.8996	http://www.gracelions.com/d/
Greenville Classical Academy	2519 Woodruff Road Simpsonville, SC 29681	864.329.9884	https://greenvilleclassical.com/
Hammond School	854 Galway Lane Columbia, SC 29209	803.776.0295	http://www.hammondschool.org/Home
Hampton Park Christian School	875 State Park Road Greenville, SC 29609	864.233.0556	http://www.hpcsonline.org/hpcs

Each school has completed an application to participate in the Educational Credit for Exceptional Needs Children (ECENC) program in school year 2021-22. Each school meets the program standards of Act 247 of 2018. Each school must comply with the reporting requirements of Act 247 of 2018 during school year 2021-22, and failure to submit the required reporting information will result in the school's removal from the ECENC program.

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SCHOOL	ADDRESS	TELEPHONE	WEBSITE ADDRESS
Harvest Community School	PO Box 21 (10 South Dukes Street) Summerton, SC 29148	803.574.1004	http://www.harvestcommunityschool.org/
Hawthorne Christian Academy	PO Box 801 790 Hawthorne Road Chester, SC 29706	803.377.8235	https://www.enrollathca.org/
Heathwood Hall Episcopal School	3000 South Beltline Blvd Columbia, SC 29201	803-765-2309	www.heathwood.org
Hidden Treasure Christian School	500 West Lee Road Taylors, SC 29687	864.235.6848	www.hiddentreasure.org
Hilton Head Christian Academy	55 Gardner Drive Hilton Head Island, SC 29926	843.681.2878	http://www.hhca.org/
Hilton Head Preparatory School	8 Fox Grape Road Hilton Head Island, SC 29928	843.671.2286	https://www.hhprep.org/
Holy Angels Academy	11 South Magnolia Street Sumter, SC 29150	803.775.3632	https://www.sasjrcc.org/schools/
Holy Trinity Catholic School	1760 Living Stones Lane Longs, SC 29568-7486	843.390.4108	http://www.htcatholicschoolmyrtlebeach.com
HOPE Academy	PMB 358, Suite 2100 2131 Woodruff Road Greenville, SC 29607	864.676.0028	http://www.projecthopesc.org/
Hope Christian Academy	545 Alexander Circle Columbia, SC 29206	803.790.4028	https://www.hcatoday.org/
James Island Christian School	15 Crosscreek Drive Charleston, SC 29412	843.795.1762	http://www.jics.org/
John Paul II Catholic School	4211 N. Okatie Highway Ridgeland, SC 29936	843.645.3838	www.johnpaul2school.org
Lowcountry Preparatory School	300 Blue Stem Drive Pawleys Island, SC 29585	843.237.4147	http://lowcountryprep.org/

Each school has completed an application to participate in the Educational Credit for Exceptional Needs Children (ECENC) program in school year 2021-22. Each school meets the program standards of Act 247 of 2018. Each school must comply with the reporting requirements of Act 247 of 2018 during school year 2021-22, and failure to submit the required reporting information will result in the school's removal from the ECENC program.

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SCHOOL	ADDRESS	TELEPHONE	WEBSITE ADDRESS
Mason Preparatory School	56 Halsey Boulevard Charleston, SC 29401	843.723.0664	https://www.masonprep.org/
Mead Hall Episcopal School	129 Pendleton Street Aiken, SC 29801	803.644.1122	http://www.meadhallschool.org/
Miracle Academy Preparatory School	1019 Bethel Road Russellville, SC 29476	843.567.4644	http://www.miracleacademy.org/home.html
Mitchell Road Christian Academy	207 Mitchell Road Greenville, SC 29615	864.268.2210	http://www.mitchellroadchristian.org
Montessori School of Anderson	280 Sam McGee Road Anderson, SC 29621	864.226.5344	http://msasc.org/
Nativity Catholic School	1125 Pittsford Circle Charleston, SC 29412	843.795.3975	http://www.nativity-school.com/
North Walterboro Christian Academy	2177 Jeffries Hwy. Walterboro, SC 29488	843-538-8080	http://northwalterborobc.org/our-school
Northside Christian Academy	4347 Sunset Boulevard Lexington, SC 29072	803.520.5656	http://northsidechristianacademy.org/
Oakbrook Preparatory School	190 Lincoln School Road Spartanburg, SC 29301	864.587.2060	http://www.oakbrookprep.org/
Oconee Christian Academy	150 His Way Circle Seneca, SC 29672	864-882-6925	http://www.oconeechristian.org/
Orangeburg Preparatory Schools, Inc.	2651 North Road, NW Orangeburg, SC 29118	803.534.7970	http://orangeburgprep.com/index.html
Our Lady of Peace Catholic School	856 Old Edgefield Road N Augusta, SC 29841	803.279.8396	http://www.olpschool.us/
Our Lady of the Rosary Catholic School	2 James Drive Greenville, SC 29605-2209	864.277.5350	www.olrschool.net
Palmetto Christian Academy of Greenwood (PCAG)	1615 Woodlawn Road Greenwood, SC 29649	864.223.0391	http://www.pcagreenwood.org/
Palmetto Christian Academy-Mt. Pleasant	361 Egypt Road Mt. Pleasant, SC 29464	843-881-9967	www.palmettochristianacademy.org

Each school has completed an application to participate in the Educational Credit for Exceptional Needs Children (ECENC) program in school year 2021-22. Each school meets the program standards of Act 247 of 2018. Each school must comply with the reporting requirements of Act 247 of 2018 during school year 2021-22, and failure to submit the required reporting information will result in the school's removal from the ECENC program.

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SCHOOL	ADDRESS	TELEPHONE	WEBSITE ADDRESS
Patrick Henry Academy	8766 Savannah Hwy. Estill, SC 29918	803.625.2440	http://www.patrickhenryacademy.org/
Pee Dee Academy	2903 E. Highway 76 E P.O. Box 449 Mullins, SC 29574	843.423.1771	http://www.peedeeacademy.org/
Porter-Gaud School	300 Albemarle Road Charleston, SC 29407	843.556.3620	https://www.portergaud.edu/
Prince of Peace Catholic School	1209 Brushy Creek Road Taylors, SC 29687	864.331.2145	www.popcatholicschool.org
Providence Classical School of Rock Hill	318 N Jones Avenue Rock Hill, SC 29730-3800	803.900.9582	https://www.providenceclassicalrockhill.com/
Ridge Christian Academy	2168 Ridge Church Road Summerville, SC 29483	843.873.9856	http://ridgechristian.info/
Riverpointe Christian Academy	8310 Dorchester Road N. Charleston, SC 29418	843.552.0624	https://riverpointechristian.org/
Sandhills School	1500 Hallbrook Drive Columbia, SC 29209	803.695.1400	http://www.sandhillsschool.org
Southside Christian School	2211 Woodruff Road Simpsonville, SC 29681	864.234.7575	http://www.southsidechristian.org
Spartanburg Christian Academy	8740 Asheville Highway Spartanburg, SC 29316	864-578-4238	www.scawarriors.org
Spartanburg Day School	1701 Skylyn Drive Spartanburg, SC 29307	864.582.7539	http://www.spartanburgdayschool.org/
St. Andrew Catholic School	3601 N Kings Highway Myrtle Beach, SC 29577-2933	843.448.6062	www.standrewschoolmb.com
St. Anne Catholic School-Rock Hill	1698 Bird Street Rock Hill, SC 29730-3800	803.324.4814	http://www.stanneschool.com/wp/
St. Anthony Catholic School-Florence	2536 W. Hoffmeyer Road Florence, SC 29501	843.662.1910	www.saintanthonycatholic.com

Each school has completed an application to participate in the Educational Credit for Exceptional Needs Children (ECENC) program in school year 2021-22. Each school meets the program standards of Act 247 of 2018. Each school must comply with the reporting requirements of Act 247 of 2018 during school year 2021-22, and failure to submit the required reporting information will result in the school's removal from the ECENC program.

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SCHOOL	ADDRESS	TELEPHONE	WEBSITE ADDRESS
St. Anthony of Padua Catholic School	311 Gower Street Greenville, SC 29611	864.271.0167	www.stanthonygreenvillesc.org
St. Elizabeth Ann Seton Catholic High School	1300 Carolina Forest Blvd Myrtle Beach, SC 29579	843.903.1400	http://www.setonhighschoolsc.org/
St. Francis by the Sea Catholic School	45 Beach City Road Hilton Head Island, SC 29926	843.681.6501	www.sfcshhi.com
St. Gregory the Great Catholic School	323 Fording Island Road Bluffton, SC 29909-6134	843.815.9988	www.sgg.cc
St. John Catholic School-Charleston	3921 St. John Ave N. Charleston, SC 29405	843.744.3901	http://saintjohncatholicsc.org/schoolsite/index.php
St. John Neumann Catholic School	721 Polo Road Columbia, SC 29223	803.788.1367	http://www.sjncatholic.com
St. John's Christian Academy	204 W. Main Street Moncks Corner, SC 29461	843.761.8539	http://www.sjcacavaliers.com/
St. Joseph Catholic School-Anderson	1200 Cornelia Road Anderson, SC 29621-3349	864.760.1619	http://www.stjosephofanderson.com/
St. Joseph Catholic School-Columbia	3700 Devine Street Columbia, SC 29205-1908	803.254.6736	http://www.stjosdevine.com/
St. Joseph's Catholic School-Greenville	100 St Joseph's Drive Greenville, SC 29607	864.234.9009	www.sjcatholicschool.org
St. Martin de Porres Catholic School	2225 Hampton Street Columbia, SC 29204	803.254.5477	http://www.saintmartindeporres.net/index.html
St. Mary Help of Christians Catholic School	118 York Street, SE Aiken, SC 29801	803.649.2071	www.stmaryschoolaiken.com
St. Michael Catholic School	542 Cypress Avenue Murrells Inlet, SC 29576-8739	843.651.6795	http://www.saintmichaelsc.com
St. Peter's Catholic School-Beaufort	70 Lady's Island Drive Beaufort, SC 29907	843.522.2163	http://saintpeters.school/
St. Peter's Catholic School-Columbia	1035 Hampton Street Columbia, SC 29201	803.252.8285	http://stpeterscatholicschool.org/

Each school has completed an application to participate in the Educational Credit for Exceptional Needs Children (ECENC) program in school year 2021-22. Each school meets the program standards of Act 247 of 2018. Each school must comply with the reporting requirements of Act 247 of 2018 during school year 2021-22, and failure to submit the required reporting information will result in the school's removal from the ECENC program.

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SCHOOL	ADDRESS	TELEPHONE	WEBSITE ADDRESS
Step of Faith Christian Academy	P.O. Box 1449 9009 Tarboro Rd. Ridgeland, SC 29936	843.726.6100	http://www.sfcaweb.org/
Summerville Catholic School	226 Black Oak Blvd Summerville, SC 29485-5800	843.873.9310	www.summervillecatholic.org
Sumter Christian School	420 S. Pike West Sumter, SC 29150	803.773.1902	http://www.sumterchristian.org/
The Chandler School	2900 Augusta Street Greenville, SC 29605	864.991.8443	www.thechandlerschool.org
The Charleston Catholic School	888-A King St Charleston, SC 29403-4181	843.577.4495	www.charlestoncatholic.com
The Complete Student	2204 Southside Blvd Port Royal, SC 29935	843.379.0193	https://www.thecompletestudent.com/
The Cooper School	13 Oakdale Place Charleston, SC 29407	843.573.1033	http://thecooperschool.org/
The King's Academy	1015 S Ebenezer Road Florence, SC 29501	843.661.7464	www.tkaflorence.com
The Timmerman School	2219 Atascadero Drive Columbia, SC 29206	803.782.2748	https://www.timmermanschool.org/
Thomas Heyward Academy	1727 Malphrus Road Ridgeland, SC 29936	843.726.3673	http://www.thomasheyward.org/
Thomas Sumter Academy	5625 Camden Highway Rembert, SC 29128	803.499.3378	www.thomassumter.org
Trident Academy	1455 Wakendaw Road Mt. Pleasant, SC 29464	843.884.7046	http://www.tridentacademy.com/
Trinity Christian Educational School	524 Martha Drive Anderson, SC 29654	864.382.5248	https://iaminhisimage.org/tces.html
Victory Bible Christian School	10245 Broad River Road Irmo, SC 29063	803.781.6970	http://victorybiblebaptist.org/Victory_Bible_Christian_School.html

Each school has completed an application to participate in the Educational Credit for Exceptional Needs Children (ECENC) program in school year 2021-22. Each school meets the program standards of Act 247 of 2018. Each school must comply with the reporting requirements of Act 247 of 2018 during school year 2021-22, and failure to submit the required reporting information will result in the school's removal from the ECENC program.

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SCHOOL	ADDRESS	TELEPHONE	WEBSITE ADDRESS
Walnut Grove Christian School	1036 Maxwell Mill Road Fort Mill, SC 29708	803.835.2000	http://www.walnutgrovechristianschool.com/
Westgate Christian School	1990 Old Reidville Rd. Spartanburg, SC 29301	864.576.4953	https://www.westgatechristianschool.com/
Westminster Catawba Christian School	2650 India Hook Road Rock Hill, SC 29732	803.366.4119	http://wccs.org

Each school has completed an application to participate in the Educational Credit for Exceptional Needs Children (ECENC) program in school year 2021-22. Each school meets the program standards of Act 247 of 2018. Each school must comply with the reporting requirements of Act 247 of 2018 during school year 2021-22, and failure to submit the required reporting information will result in the school's removal from the ECENC program.

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Appendix B

South Carolina Education Oversight Committee (EOC)

Annual Standards Assurance Form

School Year: 2022-23

Application to Participate in Educational Credit for Exceptional Needs Children (ECENC) Program

Please complete the information requested below concerning your independent school. This information will be listed on the South Carolina Education Oversight Committee's website, https://eoc.sc.gov/.

Independent School Name:	
Independent School Contact Person:	
Independent School Address:	
City, State, Zip Code:	
Independent School Telephone Number:	( ) -
Independent School Fax Number:	( ) -
Independent School E-mail Address:	
Independent School Website Address:	

Please review the standards below that are based on Act 247 of 2018. An "eligible school" is defined as "an independent school including those religious in nature, other than a public school, at which the compulsory attendance requirements of Section 59-65-10 may be met." Please indicate whether your school has met or intends to meet each standard to ensure the following academic and reporting requirements are met. The South Carolina Education Oversight Committee reserves the right to **request additional documentation** to show the school is in compliance with state law. Failure to meet these standards or reporting requirements will result in your school being denied or removed from participation in the program.

STANDARDS	YES	NO
1. Offers a general education to primary or secondary school students.	☐	☐
2. Does not discriminate on the basis of race, color, or national origin.	☐	☐
3. Is located in this State.	☐	☐
4. Has an educational curriculum that includes courses set forth in the **state's diploma requirements**, graduation certificate requirements for special needs children and where the students attending are administered national achievement or state standardized tests, or both, at progressive grade levels to determine student progress.	☐	☐
5. Has school facilities that are subject to applicable federal, state, and local laws.	☐	☐
6. Is a member in good standing of the Southern Association of Colleges and Schools, the South Carolina Association of Christian Schools, the South Carolina Independent Schools Association, or the Palmetto Association of Independent Schools.	☐	☐
7. Provides a specially designed program or learning resource center to provide needed accommodations based on the needs of exceptional needs students or provides onsite educational services or supports to meet the needs of exceptional needs students or is a school specifically existing to meet the needs of only exceptional needs students with documented disabilities.	☐	☐

REPORTING REQUIREMENTS	YES	NO
1. At the time of your application to participate in the program, your school must submit Document A to the EOC and a statement of services that documents your school by February 28, 2022: (a) provides a specially designed program or learning resource to provide needed accommodations based on the needs of exceptional needs students; or (b) provides onsite educational services or supports to meet the needs of exceptional needs students; or (c) exists specifically to meet the needs of only exceptional needs students with documented disabilities.	☐	☐
2. Your school will submit Document B to the EOC by June 30, 2022 which documents the number and total dollar amount of grants received in the 2021-22 school year from Exceptional SC.	☐	☐
3. Your school will submit directly to the EOC by September 1, 2022 the school-level assessment results for all grades in the school and for each grade with at least (10) students tested. Results should be provided for English language arts (reading) and mathematics achievement of students in each grade tested in school year 2021-22 on Document C.	☐	☐
4. If your school received grants from Exceptional SC in school year 2021-22, the school would submit to the EOC a copy of a **compilation, review, or compliance audit of the organization's** financial statements relating to the grants received, conducted by a certified public accounting firm by November 15, 2022.	☐	☐

I assure that all documents submitted to the SC Education Oversight Committee for the purpose of applying as an eligible school, as defined by state law, is true, accurate, and complete under penalty of perjury in accordance with Section 16-9-10 of the South Carolina Code of Laws. Failure to report to the EOC the required data will result in the school being removed from the list of approved schools.

Signature: _____

Date: _____

Print Name of Signature Above: _____

Title: _____

Email: _____

Return this form to the Education Oversight Committee

- Phone: 803.734.6148 ● E-mail: hjones@eoc.sc.gov ● Mail: P.O. Box 11867, Columbia, S.C. 29211
- Fax: 803.734.6167
- Physical Location: Edgar A. Brown Building, Suite 502, 1205 Pendleton Street, Columbia, SC 29201

Application Process for School Eligibility

Educational Credit for Exceptional Needs Children Program

School Year 2022-23

SC EDUCATION OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.

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Application Process

Annually by March 1, the Education Oversight Committee (EOC) is required to publish on its website a list of schools that desire to participate in the Educational Credit for Exceptional Needs Children (ECENC) program and that meet the statutory requirements for participation.

Act 247 of 2018, as amended May 17, 2021, articulates the eligibility and reporting requirements that schools must follow in order to participate in the ECENC program. Act 247 of 2018 is included in the Appendix. Schools that participated in the ECENC program in the prior year as well as schools desiring to participate in the ECENC program for the first time must meet the same **program standards** and comply with the same **reporting requirements**.

Program Standards

The law defines an eligible school as “an independent school including those religious in nature, other than a public school, at which the compulsory attendance requirements of Section 59-65-10 may be met, that:

(a) offers a general education to primary or secondary school students;

(b) does not discriminate on the basis of race, color, or national origin;

(c) is located in this State;

(d) has an educational curriculum that includes courses set forth in the state’s diploma requirements, graduation certificate requirements for special needs children, and where the students attending are administered national achievement or state standardized tests, or both, at progressive grade levels to determine student progress;

(e) has school facilities that are subject to applicable federal, state, and local laws;

(f) is a member in good standing of the Southern Association of Colleges and Schools, the South Carolina Association of Christian Schools, the South Carolina Independent Schools Association, or Palmetto Association of Independent Schools; and

(g) provides a specially designed program or learning resource center to provide needed accommodations based on the needs of exceptional needs students or provides onsite educational services or supports to meet the needs of exceptional needs students, or is a school specifically existing to meet the needs of only exceptional needs students with documented disabilities.” *(Section 12-6-3790(A)(1))*

Reporting Requirements

By law, schools that participate in the ECENC must report the following information to the EOC. This information will be posted online at the EOC's website at www.eoc.sc.gov:

"(a) the number and total amount of grants received in the preceding school year;

(b) student test scores, by category, on national achievement or state standardized tests, or both, for all grades tested and administered by the school receiving or entitled to receive scholarship grants pursuant to this section in the previous school year~~. The school also shall provide individual student test scores on national achievement or state standardized tests, or both, for any student in grades one through twelve who received a grant from the program during the prior school year. The information must be used to provide program level reports to determine whether students participating in the program have experienced measurable improvement. Students with disabilities for whom standardized testing is not appropriate are exempt from this requirement~~;

(c) a copy of a compilation, review, or compliance audit of the organization's financial statements as relating to the grants received, conducted by a certified public accounting firm; and

(d) a certification by the independent school that it meets the definition of an eligible school as that term is defined in subsection (A)(1) and that the report is true, accurate, and complete under penalty of perjury in accordance with Section 16-9-10." *(Section 12-6-3790(E)(1))*

Definitions

The EOC uses the state fiscal year, July 1 through June 30 as the definition of a school year. For example, schools applying to participate in the ECENC program for the 2022-23 school year are schools that will participate in the program between July 1, 2022 and June 30, 2023. In such case, the previous school year is defined as school year 2021-22, which began on July 1, 2021 and concluded June 30, 2022.

Timeline

Following is the timeline by which schools desiring to participate in the ECENC program must submit an application and appropriate reporting requirements. It is the responsibility of the schools to meet the reporting requirements. While the EOC will make every effort to communicate with schools, changes in administration and personnel at the school level occur. **It is the responsibility of schools participating in the ECENC program to notify the EOC either in writing or by email of changes in the names or contact information for persons responsible for submitting all required documentation to the EOC**.

On or before February 1	Applications for participation in the ECENC program for the subsequent school year begin. The EOC will notify by email each school currently participating in the ECENC program that the application process is open. All current school contacts on file at the EOC are notified. The EOC will provide a document that each school must complete and submit to the EOC that guarantees that the school meets the standards and that the school will comply with all reporting requirements. **The application must include a statement of services (Document A) at the time of application to be considered for participation in the ECENC program by February 28, 2022.** For schools that are operated and governed under one organization, like the Catholic Diocese of Charleston, the EOC will accept one application for all schools as long as the governing body provides a list of the school names, addresses, telephone numbers, and, if available, website address of each school. **Application to Participate in ECENC Program** **Document A**
On or before March 1	The EOC will publish on its website a list of schools meeting the standards and reporting requirements for participation in the ECENC program. The list will include: the school's name, addresses, telephone numbers, and, if available, website address.
On or before June 30	A school approved to participate in the program must submit to the EOC information on grants received from Exceptional SC in the prior school year: **Document B – Grants Received** Failure of a school to provide **Document B** and the corresponding information will result in the school's removal from the program. The EOC will notify the school by email of the removal. Schools wishing to remain in the program will be required to complete a "**Request for Review Form**" prior to submission of required material. The EOC will also notify Exceptional SC and the South Carolina Department of Revenue of the Reinstatement of a school.

On or before September 1	A school approved to participate in the program must submit directly to the EOC by **September 1**, **school-level assessment** results from the prior school year for **all grades in the school** and for each grade with at least (10) students tested. Results should be provided for English language arts (reading) and mathematics achievement of students in each grade tested in school year 2021-22: **Document C – School-Level Assessment Data** Failure of a school to provide Document C and the corresponding information will result in the school's removal from the program. The EOC will notify the school by email of the removal. Schools wishing to remain in the program will be required to complete a "**Request for Review Form**" prior to submission of required material. The EOC will also notify Exceptional SC and the Department of Revenue of the Reinstatement of a school.
On or before November 15	A school that is approved to participate in the program in the current school year, that participated in the program in the prior school year, and that received grants from Exceptional SC in the prior school year must submit to the EOC a copy of a compilation, review, or compliance audit of the organization's financial statements as relating to the grants received, conducted by a certified public accounting firm. **Audit Clarification Letter** Failure of a school to provide a copy of a compilation, review, or compliance audit, conducted by a certified public accounting firm will result in the school's removal from the program The EOC will notify the school by email of the removal. Schools wishing to remain in the program will be required to complete a "**Request for Review Form**" prior to submission of required material. The EOC will also notify Exceptional SC and the Department of Revenue of the Reinstatement of a school.

NOTE: For schools that are operated and governed under one organization, like the Catholic Diocese of Charleston, the EOC will accept one application for all schools as long as the governing body provides a list of the school names, addresses, telephone numbers, and, if available, website address of each school. In addition, the EOC will accept all information required by Documents A, B and C and the compilation, review or compliance audit for schools that are operated and governed under one organization, like the Catholic Diocese of Charleston, in one document to facilitate reporting.

Documentation of Reporting Requirements

The following is additional information concerning the documents that must be submitted by schools participating in the ECENC program. The information is organized by the actual document.

Failure to provide to comply with the reporting requirements will result in the school being removed from the list of eligible schools. Schools wishing to remain in the program will be required to complete a "**Request for Review Form**" prior to submission of required material. The school, Exceptional SC, and the South Carolina Department of Revenue will be notified of the school's participation in and removal from the program. Exceptional SC is the entity that awards grants for eligible students attending approved schools. The South Carolina Department of Revenue is the entity responsible for administering the Parental Refundable Tax Credit for an eligible exceptional needs child who attends an approved school.

Application to Participate in ECENC Program

The application to participate in the ECENC Program is the initial document that a school choosing to participate in the ECENC program must complete. By March 1, the EOC will publish on its website a list of schools that successfully complete this document. This document requires schools to indicate whether the school meets each program standard and whether the school intends to submit the appropriate documents for reporting requirements. The EOC reserves the right to request additional documentation to show the school is in compliance with state law.

Participation in the ECENC program does not guarantee that eligible students attending eligible schools will receive grants from Exceptional SC. Decisions on grants are made by Exceptional SC and will likely be impacted by the date when a school completes its initial application to participate in the ECENC Program. Schools are highly encouraged to meet all published deadlines.

Appendix C

South Carolina Education Oversight Committee (EOC)

Annual Standards Assurance Form

School Year: 2022-23

Application to Participate in Educational Credit for Exceptional Needs Children (ECENC) Program

Please complete the information requested below concerning your independent school. This information will be listed on the South Carolina Education Oversight Committee's website, https://eoc.sc.gov/.

Independent School Name:	
Independent School Contact Person:	
Independent School Address:	
City, State, Zip Code:	
Independent School Telephone Number:	( ) -
Independent School Fax Number:	( ) -
Independent School E-mail Address:	
Independent School Website Address:	

Please review the standards below that are based on Act 247 of 2018. An "eligible school" is defined as "an independent school including those religious in nature, other than a public school, at which the compulsory attendance requirements of Section 59-65-10 may be met." Please indicate whether your school has met or intends to meet each standard to ensure the following academic and reporting requirements are met. The South Carolina Education Oversight Committee reserves the right to **request additional documentation** to show the school is in compliance with state law. Failure to meet these standards or reporting requirements will result in your school being denied or removed from participation in the program.

STANDARDS	YES	NO
1. Offers a general education to primary or secondary school students.	☐	☐
2. Does not discriminate on the basis of race, color, or national origin.	☐	☐
3. Is located in this State.	☐	☐
4. Has an educational curriculum that includes courses set forth in the state's diploma requirements, graduation certificate requirements for special needs children and where the students attending are administered national achievement or state standardized tests, or both, at progressive grade levels to determine student progress.	☐	☐
5. Has school facilities that are subject to applicable federal, state, and local laws.	☐	☐
6. Is a member in good standing of the Southern Association of Colleges and Schools, the South Carolina Association of Christian Schools, the South Carolina Independent Schools Association, or the Palmetto Association of Independent Schools.	☐	☐
7. Provides a specially designed program or learning resource center to provide needed accommodations based on the needs of exceptional needs students or provides onsite educational services or supports to meet the needs of exceptional needs students or is a school specifically existing to meet the needs of only exceptional needs students with documented disabilities.	☐	☐

REPORTING REQUIREMENTS	YES	NO
1. At the time of your application to participate in the program, your school must submit Document A to the EOC and a statement of services that documents your school by February 28, 2022: (a) provides a specially designed program or learning resource to provide needed accommodations based on the needs of exceptional needs students; or (b) provides onsite educational services or supports to meet the needs of exceptional needs students; or (c) exists specifically to meet the needs of only exceptional needs students with documented disabilities.	☐	☐
2. Your school will submit Document B to the EOC by June 30, 2022 which documents the number and total dollar amount of grants received in the 2021-22 school year from Exceptional SC.	☐	☐
3. Your school will submit directly to the EOC by September 1, 2022 the school-level assessment results for all grades in the school and for each grade with at least (10) students tested. Results should be provided for English language arts (reading) and mathematics achievement of students in each grade tested in school year 2021-22 on Document C.	☐	☐
4. If your school received grants from Exceptional SC in school year 2021-22, the school would submit to the EOC a copy of a compilation, review, or compliance audit of the organization's financial statements relating to the grants received, conducted by a certified public accounting firm by November 15, 2022.	☐	☐

I assure that all documents submitted to the SC Education Oversight Committee for the purpose of applying as an eligible school, as defined by state law, is true, accurate, and complete under penalty of perjury in accordance with Section 16-9-10 of the South Carolina Code of Laws. Failure to report to the EOC the required data will result in the school being removed from the list of approved schools.

Signature: _____

Date: _____

Print Name of Signature Above: _____

Title: _____

Email: _____

Return this form to the Education Oversight Committee

- Phone: 803.734.6148 • E-mail: hjones@eoc.sc.gov • Mail: P.O. Box 11867, Columbia, S.C. 29211
- Fax: 803.734.6167
- Physical Location: Edgar A. Brown Building, Suite 502, 1205 Pendleton Street, Columbia, SC 29201

Document A – Statement of Services

Each school must provide a statement of services that documents how the school:

(a) provides a specially designed program or learning resource to provide needed accommodations based on the needs of exceptional needs students; **or**
(b) provides onsite educational services or supports to meet the needs of exceptional needs students; **or**
(c) exists specifically to meet the needs of only exceptional needs students with documented disabilities.

The statement of services must accompany the application to be considered for participation in the ECENC program.

Schools can review applications from prior years on the EOC website (www.eoc.sc.gov) to see examples of what services are provided. The purpose of this document is to substantiate that the school does serve the needs of exceptional needs children/students.

Please do not provide any Individualized Education Programs (IEPs), 504 plans, or any student-level information to the EOC. It is a violation of federal and state laws, and such information will be properly disposed of to maintain the privacy of students.

Document A
Statement of Services

Educational Credit for Exceptional Needs Children (ECENC) Program
2022-23

Independent School Name: _____

An independent school participating in the Educational Credit for Exceptional Needs Children is required to submit a Statement of Services that documents that the school at the time of your application to participate in the program:

(a) provides a specially designed program or learning resource to provide needed accommodations based on the needs of exceptional needs students; or
(b) provides onsite educational services or supports to meet the needs of exceptional needs students; or
(c) exists specifically to meet the needs of only exceptional needs students with documented disabilities.

Please sign below ***and attach*** ***a statement of services***.

Signature: _____

Date: _____

Print Name of Signature Above: _____

Title: _____

Email: _____

Document B – Grants Received

The first question asks how many students in kindergarten through grade 12 were enrolled in your school in the prior school year. This information is used to compare the school's enrollment with the number of students who received grants from Exceptional SC. The EOC needs this information to determine which schools have at least 51 percent of the total enrolled students participating in the ECENC program. *(Section 12-6-3790(E)(6))*

Each school must also report the number and total dollar amount of grants received by the school in the prior school year from Exceptional SC. The total number of grants is defined as the number of individual children/students who received a grant from Exceptional SC in the prior school year even if the school received more than one grant or check for a specific child/student.

If no grants for any student were received by the school in the prior year from Exceptional SC, please indicate "0" grants received and "$0" in total amount of grants received. All schools, including schools that did not participate in the program in the prior school year, must complete this document.

Neither the EOC or its staff can answer any questions about the number and amount of grants received or questions about the status of grant applications. All questions regarding the grant process should be directed to Exceptional SC.

Please do not send any information to the EOC that lists the names of students who received grants. Submission of such personally identifiable information violates state and federal privacy laws.

Document B
Grants Received

Educational Credit for Exceptional Needs Children (ECENC) Program
2022-23

Independent School Name: _____

An independent school participating in the ECENC Program is required to submit the following information by June 30:

How many students in kindergarten through grade 12 were enrolled in your school in the prior school year? _____

What is the total number of grants and total amount of grants received in the prior school year from Exceptional SC? Please complete the following chart and sign below.

If no grants for any qualifying student were received from Exceptional SC in the prior school year, please indicate with "0" grants received and "$0" in total amount of grants received from Exceptional SC.

Total Number of Grants Received	Total Amount of Grants Received
#	$

Total number of grants is the number of individual children/students who received a grant even if the school received more than one grant for a specific child/student.

Signature: _____

Date: _____

Print Name of Signature Above: _____

Title: _____

Email: _____

If your school has failed to make the Educational Credits for Exceptional Children (ECENC) Program Standards as stated or Reporting Requirements by stated deadlines and has been removed or terminated from participation, please fill out this form and include corrections, attachments and/or letters to become eligible for reinstatement.

Request for Review

To be completed by a school administrator or program manager. Use black ink if completing by hand.

General Information		
1. Person making request:	2. School name:	
3. School address:	4. School phone number:	
Change reason		
☐ School clerical error or delay*	☐ Other *See attached letter of justification/explanations*	
Change requested:	Requested effective date:	
If School error, explain in detail:		
Certification		
*Clerical errors made by the school administrator or program manager and delays in making stated deadlines of such documents shall not invalidate the statutory responsibility of the Education Oversight Committee (EOC) to remove or terminate the school from the ECENC Program. Upon notification of any such error or delay, the school has 10 working days to make the adjustment and/or submit required documents. Terminations or removals are processed immediately, and all related entities will be notified. **If this request is denied, the school administrator or project manager must notify the EOC by copy of the form of your right to ask for a review by writing to the EOC within 30 days of notice of this decision.**		
Signature of person completing form:	Position & Email:	Date:
☐ Completed Document attached	☐ Supporting documentation attached	
For EOC use only		
☐ Approved	Effective date:	
☐ Denied	Reason for denial:	

Mail completed form to: SC Education Oversight Committee | ATTN: ECENC Program | Edgar A. Brown Building, Suite 502 | 1205 Pendleton Street | Columbia, SC 29201 | Fax: 803.734.6167 | Email: hjones@eoc.sc.gov | Questions: 803.734.2714

Document C – Assessment Data

All schools must provide **school-level assessment data by September 1** that will be reported and documented online.

Schools are asked to report which national assessments are administered at each grade level in English language arts (ELA)/reading and mathematics. If a school chooses to add other content areas, they may. At a minimum, the EOC needs to know which ELA/reading and mathematics assessments are administered.

To maintain student privacy, the EOC is requesting schools report overall student results for all grades tested in the school and for each grade with **at least 10 students tested.** If each grade tested in the school had less than 10 students in the 2021-22 school year, a statement of that fact should be put on school letterhead and signed by a program/school administrator.

Information should be provided for English language arts (reading) and mathematics achievement of students in the grade. Examples of national achievement tests include: *TerraNova,Stanford 10, Iowa Test of Basic Skills, etc.* For grades 9-12, the school may provide average PSAT, SAT, ACT, or other scores as appropriate. For schools that specifically exist to meet the needs of only exceptional needs students with documented disabilities, the EOC will work with the schools to provide information (including formative assessments, portfolios, etc.) that document the students' academic and social development.

Document C also asks for the **name of at least one individual or employee of the school** who will provide the **School-Level Assessment Results** administered on national achievement tests during the prior school year.

Document C

Assessment Data

Educational Credit for Exceptional Needs Children (ECENC) Program

2022-23

Independent School Name: _____

A school applying for participation in the ECENC Program must provide directly to the EOC by September 1 the following:

School-level Assessment Results

In the chart below, please list the NAME of each national achievement test that was administered and the grade in which the test is administered for the prior school year. Examples include: *TerraNova, Stanford 10, Iowa Test of Basic Skills, MAP, PSAT, SAT, ACT, etc.*

For schools that specifically exist to meet the needs of only exceptional needs students with documented disabilities, please document how the school documents students' academic and social development.

Grade	English language arts (Reading)	Mathematics	Other

For each national assessment listed above and for each grade with at least 10 students tested, please attach the results from the prior school year. The manual provides a template for schools to use in reporting the achievement level in mean scale scores, national percentile rankings, stanines, etc.

The individual submitting school-level assessment information must sign below.

Signature: _____

Date: _____

Print Name of Signature Above: _____

Title: _____

Email: _____

Audit Clarification Letter

State law requires that an independent school's application to the Educational Credit for Exceptional Needs Children (ECENC) program include "a copy of a compilation, review, or compliance audit of the organization's financial statements as relating to the grants received, conducted by a certified public accounting firm." The term compliance audit refers to a determination of whether the school in the prior fiscal year complied with the requirements of the Educational Credit for Exceptional Needs Children Program.

Annually, the EOC produces an audit clarification letter that a certified public accounting firm can use to determine a school's compliance with the ECENC program by November 15, 2022.

Completion of the Application Process for SY2022-23

In an agreement with the SC Department of Revenue (DOR), the EOC will supply the names of schools in good standing with the ECENC Program to identify parents/taxpayers qualified for the Parental Refundable Tax Credit for Tax Year 2022. No school will be added/reinstated for the 2022-23 school year after the EOC's submission to DOR. This completion of the Application Process allows the EOC to compile the annual report that is required by Act 247 to be issued to the General Assembly. The ECENC Program Application Process for SY2023-24 will begin in January 2023.

SC EDUCATION OVERSIGHT COMMITTEE
Reporting facts. Measuring change. Promoting progress.
PO Box 11867 | 227 Blatt Building
Columbia SC 29211 | WWW.SCEOC.ORG

January 10, 2022:

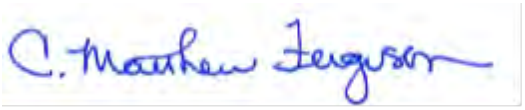
To Whom It May Concern:

State law requires that an independent school's application to the Educational Credit for Exceptional Needs Children (ECENC) program include "a copy of a compilation, review, or compliance audit of the organization's financial statements as relating to the grants received, conducted by a certified public accounting firm."

The term compliance audit refers to a determination of whether the school in the prior fiscal year complied with the requirements of the Educational Credit for Exceptional Needs Children Program. The certified public accounting firm confirms in writing by **November 15, 2022** that:

- the independent school can document and verify that all grants received under the Educational Credit for Exceptional Needs Children Program in 2021-22 were for eligible children enrolled in the school;
- the independent school can document the total amount of each grant per child from Exceptional SC;
- the independent school can document that no grant exceeded $11,000 during school year 2021-22;
- the independent school returned a prorated amount of the grant to Exceptional SC if any student withdrew during the school year; and
- the total amount of each grant was used for tuition which is defined as "the total amount of money charged for the cost of a qualifying student to attend an independent school including, but not limited to, fees for attending the school and school-related transportation."

Sincerely,



C. Matthew Ferguson, Esq.
Executive Director

Appendix

Act 247 of 2018 as Amended May 17, 2021

Educational Credit for Exceptional Needs Children's Fund

SECTION 1. Article 25, Chapter 6, Title 12 of the 1976 Code is amended by adding:

"Section 12-6-3790. (A) As used in this section:

(1) "Eligible school" means an independent school including those religious in nature, other than a public school, at which the compulsory attendance requirements of Section 59-65-10 may be met, that:

(a) offers a general education to primary or secondary school students;

(b) does not discriminate on the basis of race, color, or national origin;

(c) is located in this State;

(d) has an educational curriculum that includes courses set forth in the state's diploma requirements, graduation certificate requirements for special needs children, and where the students attending are administered national achievement or state standardized tests, or both, at progressive grade levels to determine student progress;

(e) has school facilities that are subject to applicable federal, state, and local laws;

(f) is a member in good standing of the Southern Association of Colleges and Schools, the South Carolina Association of Christian Schools, the South Carolina Independent Schools Association, or Palmetto Association of Independent Schools; and

(g) provides a specially designed program or learning resource center to provide needed accommodations based on the needs of exceptional needs students or provides onsite educational services or supports to meet the needs of exceptional needs students, or is a school specifically existing to meet the needs of only exceptional needs students with documented disabilities.

(2) "Exceptional needs child" means a child:

(a) who has been evaluated in accordance with this state's evaluation criteria, as set forth in S.C. Code Ann. Regs. 43-243.1, and determined eligible as a child with a disability who needs special education and related services, in accordance with the requirements of Section 300.8 of the federal Individuals with Disabilities Education Act; or

(b) who has been diagnosed within the last three years by a licensed speech-language pathologist, psychiatrist, or medical, mental health, psychoeducational, or other comparable licensed health care provider as having a neurodevelopmental disorder, a substantial sensory or physical impairment such as deaf, blind, or orthopedic disability, or some other disability or acute or chronic condition that significantly impedes the student's ability to learn and succeed in school without specialized instructional and associated supports and services tailored to the child's unique needs.

(3) "Independent school" means a school, other than a public school, at which the compulsory attendance requirements of Section 59-65-10 may be met and that does not discriminate based on the grounds of race, color, religion, or national origin.

(4) "Parent" means the natural or adoptive parent or legal guardian of a child.

(5) "Qualifying student" means a student who is an exceptional needs child, a South Carolina resident, and who is eligible to be enrolled in a South Carolina secondary or elementary public school at the kindergarten or later year level for the applicable school year.

(6) "Resident public school district" means the public school district in which a student resides, or in the case of dependents of active military personnel, the public school district which the student may attend.

(7) "Transportation" means transportation to and from school only.

(8) "Tuition" means the total amount of money charged for the cost of a qualifying student to attend an independent school including, but not limited to, fees for attending the school, textbook fees, and school-related transportation.

(B)(1) There is created the "Educational Credit for Exceptional Needs Children's Fund" that is separate and distinct from the state general fund. The fund must be organized as a public charity as defined by the Internal Revenue Code under Section 509(a)(1) through (4) and consist only of contributions made to the fund. The fund may not receive an appropriation of public funds. The fund must receive and hold all contributions intended for it as well as all earnings until disbursed as provided in this section. Monies received in the fund must be used to provide scholarships to exceptional needs children attending eligible schools.

(2) The amounts on deposit in the fund do not constitute public funds and are not the property of the State. Amounts on deposit in the fund may not be commingled with public funds, and the State does not have a claim to or interest in the amounts on deposit. Agreements or contracts entered into by or on behalf of the fund do not constitute a debt or obligation of the State.

(3) The public charity disbursing contributions made to the fund is governed by five directors, two appointed by the Chairman of the House Ways and Means Committee, two appointed by the Chairman of the Senate Finance Committee, and one appointed by the Governor. The directors of the public charity shall designate an executive director of the public charity.

(4) The public charity directors shall administer the public charity including, but not limited to, the keeping of records, the management of accounts, and disbursement of the grants awarded pursuant to this section. The public charity may expend up to five percent of the fund for administration and related costs. The public charity may not expend public funds to administer the program. Information contained in or produced from a tax return, document, or magnetically or electronically stored data utilized by the Department of Revenue or the public charity in the exercise of its duties as provided in this section must remain confidential and is exempt from disclosure pursuant to the Freedom of Information Act. Personally identifiable information, as described in the Family Educational Rights and Privacy Act and individual health records, or the medical or wellness needs of children applying for or receiving grants must remain confidential and is not subject to disclosure pursuant to the Freedom of Information Act.

(5) By January fifteenth of each year, the public charity shall report to the Chairman of the Senate Finance Committee, the Chairman of the House Ways and Means Committee, and the Governor:

(a) the number and total amount of grants issued to eligible schools in each year;

(b) the identity of the school and the amount of the grant for each grant issued to an eligible school in each year;

(c) an itemized and detailed explanation of fees or other revenues obtained from or on behalf of an eligible school;

(d) a copy of a compilation, review, or audit of the fund's financial statements, conducted by a certified public accounting firm; and

(e) the criteria and eligibility requirements for scholarship awards.

(C)(1) Grants may be awarded in an amount not exceeding eleven thousand dollars or the total annual cost of tuition, whichever is less, to a qualifying student at an eligible school. A qualifying student receiving a grant may not be charged tuition by an eligible school in an amount greater than the student would be charged if the student was not a qualifying student.

(2) Before awarding a grant, the public charity shall receive written documentation from the qualifying student's parent or guardian documenting that the qualifying student is an exceptional needs child. Upon approving the application, the public charity shall issue a check to the eligible school in the name of the qualifying student within either thirty days upon approval of the application or thirty days of the start of the school's semester.

(3) If a qualifying student leaves or withdraws from the school for any reason before the end of the semester or school year and does not reenroll within thirty days, then the eligible school shall return a prorated amount of the grant to the public charity based on the number of days the qualifying student was enrolled in the school during the semester or school year within sixty days of the qualifying student's departure.

(4) The public charity may not award grants only for the benefit of one school.

(5) The department or the public charity may not release personally identifiable information pertaining to students or donors or use information collected about donors, students, or schools for financial gain.

(6) The public charity shall develop a process to prioritize the awarding of grants to eligible incumbent grant recipients at eligible schools.

(D)(1)(a) Tax credits authorized by subsection (H)(1) and subsection (I) annually may not exceed cumulatively a total of twelve million dollars for contributions to the Educational Credit for Exceptional Needs Children's Fund, unless an increased limit is authorized in the annual general appropriations act. However, the fund may carry forward up to five million dollars of donations into the next year to provide credits in the next year. This carryforward amount does not in any way increase the cumulative tax credit amount set forth in this item for any one year.

(b) Tax credits authorized pursuant to subsection (H)(2) annually may not exceed cumulatively a total of two million dollars for tuition payments made on behalf of qualifying students, unless an

increased limit is authorized in the annual general appropriations act. However, if less than the maximum cumulative total of tax credits allowed pursuant to subitem (a) are authorized, then, the maximum cumulative total of tax credits allowed pursuant to this subitem may be increased by up to three million dollars, but the cumulative total of all tax credits authorized pursuant to this section may not be increased as a result.

(c) If the department determines that the total of the credits claimed by all taxpayers exceeds either limit amount as contained in subitems (a) or (b), it shall allow credits only up to those amounts on a first come, first-served basis.

(2)(a) The department shall establish an application process to determine the amount of credit available to be claimed. The receipt of the application by the department determines priority for the credit. The credit must be claimed on the return for the tax year that the contribution is made.

(b) A taxpayer may not claim more than seventy-five percent of his total tax liability for the year in contribution toward the tax credit authorized by subsection (H)(1) or subsection (I). This credit is nonrefundable. Any unused credit may be carried forward three tax years after the tax year in which the qualified contribution is first eligible to be claimed.

(c) If a taxpayer deducts the amount of the contribution on his federal return and claims the credit allowed by subsection (H)(1) or subsection (I), then he must add back the amount of the deduction for purposes of South Carolina income taxes.

(d) The department shall prescribe the form and manner of proof required to obtain the credit authorized by subsection (H)(1) or subsection (I). The department also shall develop a method of informing taxpayers if the credit limit is met any time during the tax year.

(e) A taxpayer only may claim a credit pursuant to subsection (H)(1) and subsection (I) for contributions made during the tax year.

(3) A corporation or entity entitled to a credit under subsection (H)(1) and subsection (I) may not convey, assign, or transfer the credit authorized by this section to another entity unless all of the assets of the entity are conveyed, assigned, or transferred in the same transaction.

(E)(1) By March first of each year, an independent school who participated in the program in the previous year and who desires to participate in the program in the current year shall reapply to the Education Oversight Committee. The independent school shall certify to the Education Oversight Committee that it continues to meet all program requirements and shall provide to the committee student test score data from the previous school year by June thirtieth. If student test score data is not submitted by June thirtieth, then the Education Oversight Committee shall remove the school from the program. An independent school desiring to participate in the program for the first time also shall apply by March first of each year. The Education Oversight Committee shall consult with the Southern Association of Colleges and Schools, the South Carolina Association of Christian Schools, the South Carolina Independent Schools Association, the Palmetto Association of Independent Schools, or the Diocese of Charleston to verify that the school is still a member in good standing and that the school continues to serve exceptional needs children. An independent school who did not participate in the program in the previous year but desires to participate in the program in the current year shall apply to the Education Oversight Committee. The Education Oversight Committee shall develop an application to be completed by the independent schools which must contain at least:

(a) the number and total amount of grants received in the preceding school year;

(b) student test scores, by category, on national achievement or state standardized tests, or both, for all grades tested and administered by the school receiving or entitled to receive scholarship grants pursuant to this section in the previous school year;

(c) a copy of a compilation, review, or compliance audit of the organization's financial statements as relating to the grants received, conducted by a certified public accounting firm; and

(d) a certification by the independent school that it meets the definition of an eligible school as that term is defined in subsection (A)(1) and that the report is true, accurate, and complete under penalty of perjury in accordance with Section 16-9-10.

(2)(a) The Education Oversight Committee may waive the March first deadline contained in subsection (E) upon good cause shown by an independent school.

(b) The Education Oversight Committee may waive some or all of the curriculum requirements contained in subsection (A)(1)(d) following consultation with the advisory committee.

(3)(a) By March first of each year the Education Oversight Committee shall publish on its website a comprehensive list of independent schools certified as eligible institutions. The list must include for each eligible institution:

(i) the institution's name, addresses, telephone numbers, and, if available, website addresses; and

(ii) the score reports and compliance audits received by the committee pursuant to subsection (E)(1)(b) and (c).

(b) The Education Oversight Committee shall summarize or redact the score reports identified in subitem (a)(ii) if necessary to prevent the disclosure of personally identifiable information.

(4) An independent school that does not apply for certification pursuant to this subsection may not be included on the list of eligible schools and contributions to that school may not be allowed for purposes of the tax credits permitted by this section.

(5) An independent school that is denied certification pursuant to this section may seek review by filing a request for a contested case hearing with the Administrative Law Court in accordance with the court's rules of procedure.

(6) Annually, the Education Oversight Committee shall issue a report to the General Assembly documenting the impact of the Educational Credit for Exceptional Needs Children Program on student achievement. In addition, the report must include information on individual schools if at least fifty-one percent of the total enrolled students in the private school participated in the Educational Credit for Exceptional Needs Children Program in the prior school year. The report must be according to each participating private school, and for participating students, in which there are at least thirty participating students who have scores for tests administered. If the Education Oversight Committee determines that the thirty participating-student cell size may be reduced without disclosing personally identifiable information of a participating student, the Education Oversight Committee may reduce the participating-student cell size, but the cell size may not be reduced to less than ten participating students.

(F)(1) The Education Oversight Committee shall establish an advisory committee made up of not more than nine members, including parents, and representatives of independent schools and independent school associations.

(2) The advisory committee shall:

(a) consult with the Education Oversight Committee concerning requests for exemptions from curriculum requirements; and

(b) provide recommendations on other matters requested by the Education Oversight Committee.

(G) Except as otherwise provided, the Department of Education, the Education Oversight Committee, and the Department of Revenue, or any other state agency may not regulate the educational program of an independent school that accepts students receiving scholarship grants pursuant to this section.

(H)(1) A taxpayer is entitled to a tax credit against income taxes imposed pursuant to this chapter for the amount of cash and the monetary value of any publicly traded securities the taxpayer contributes to the Educational Credit for Exceptional Needs Children's Fund up to the limits contained in subsection (D)(1)(a) if:

(a) the contribution is used to provide grants for tuition to exceptional needs children enrolled in eligible schools who qualify for these grants under the provisions of this section; and

(b) the taxpayer does not designate a specific child or school as the beneficiary of the contribution.

(2)(a) A taxpayer is entitled to a refundable tax credit against income taxes imposed pursuant to this chapter for the amount of cash and the monetary value of any publicly traded securities, not exceeding eleven thousand dollars for each child, for tuition payments to an eligible school for an exceptional needs child within his custody or care who would be eligible for a grant pursuant to this section up to the limits contained in subsection (D)(1)(b).

(b) If a child within the care and custody of a taxpayer claiming a tax credit pursuant to this item also receives a grant from the Educational Credit for Exceptional Needs Children's Fund, then the taxpayer only may claim a credit equal to the difference of eleven thousand dollars or the cost of tuition, whichever is lower, and the amount of the grant.

(c) A child within the care and custody of a taxpayer claiming a tax credit pursuant to this item may not be charged tuition by an eligible school in an amount greater than the student would be charged if the student was not a qualifying student.

(I) A taxpayer is entitled to a tax credit against income taxes imposed pursuant to Chapter 11, Title 12 for the amount of cash and the monetary value of any publicly traded securities the taxpayer contributes to the Educational Credit for Exceptional Needs Children's Fund up to the limits contained in subsection (D)(1)(a) if:

(1) the contribution is used to provide grants for tuition to exceptional needs children enrolled in eligible schools who qualify for these grants under the provisions of this section; and

(2) the taxpayer does not designate a specific child or school as the beneficiary of the contribution.

(J)(1) The department shall conduct a comprehensive study of the Exceptional Needs Tax Credit program. The study must examine the following:

(a) the allocation of scholarship funds and tax credits among students, including the effect of funding limitations on the addition of new participants; the demographic and socio-economic data of the participants and their families, including the distribution of scholarship funds by income ranges, to be determined by the department, of scholarship recipients, and their legal guardians, as applicable; and the geographical distribution of the participants. In reporting the information required by this subitem, the department shall protect and may not display any personally identifiable information of scholarship recipients, their families or legal guardians, or taxpayers;

(b) the distribution of scholarship funds among all eligible schools; and

(c) any other aspect of the program that the department determines would be relevant and useful in making future policy decisions in regard to the program and its continued existence or expansion.

(2) The department shall submit a report of its study to the General Assembly no later than January fifteenth of each year.

HISTORY: 2018 Act No. 247 (H.4077), Section 1, eff May 18, 2018; 2021 Act No. 79 (H.3899), Sections 1 to 4, eff May 17, 2021.

Code Commissioner's Note

At the direction of the Code Commissioner, the amendments to (D)(1) made by 2021 Act No. 79, Sections 2.A and 4, were read together.

Editor's Note

2018 Act No. 247, Section 2, provides as follows:

"SECTION 2. This act takes effect upon approval of the Governor and applies to income tax years beginning after 2017. All tax credits earned as a result of a contribution made to the Educational Credit for the Exceptional Needs Children's Fund in 2018 apply to the cumulative total of twelve million dollars regardless of when in 2018 the contribution is made. All tax credits earned as a result of a tuition payment made by a taxpayer to an eligible school for an exceptional needs child within his custody or care in 2018 apply to the cumulative total of two million dollars regardless of when in 2018 the payment is made. All necessary reports and forms must be submitted as soon as practicable upon the enactment of this act."

Effect of Amendment

2021 Act No. 79, Section 1, in (B), in (3), in the second sentence, deleted ", along with the director of the department," following "public charity", in (4), in the first sentence, substituted "The public charity directors shall administer" for "In concert with the public charity directors, the department shall administer", in the second sentence, substituted "five percent" for "two percent", and in the third sentence, substituted "The public charity" for "The department and the public charity", and in (5), substituted "public charity" for "department".

2021 Act No. 79, Section 2.A, in (D)(1)(a), added the second and third sentences.

2021 Act No. 79, Section 2.B, in (D)(2)(b), in the first sentence, substituted "seventy-five percent" for "sixty percent", and added the third sentence.

2021 Act No. 79, Section 3, in (E)(1)(b), deleted the second, third, and fourth sentences, which related to schools providing individual student test scores on national achievement or state standardized tests.

2021 Act No. 79, Section 4, in (D)(1)(b), added the second sentence.

Time effective

SECTION 5. This act takes effect upon approval by the Governor.

Ratified the 13th day of May, 2021.

Approved the 17th day of May, 2021.

Contact Information

For questions about the application process by which schools apply to participate in the ECENC program, please contact the Education Oversight Committee.

Phone: 803.734.6148

Mail: P.O. Box 11867
Columbia, S.C. 29211

Fax: 803.734.6167

Physical Location:
Edgar A. Brown Building, Suite 502
1205 Pendleton Street
Columbia, SC 29201

Website: https://eoc.sc.gov/

For questions about grants awarded to schools on behalf of eligible students attending eligible schools, please contact Exceptional SC.



2021-2022 STUDY OF EDUCATIONAL CREDIT FOR EXCEPTIONAL NEEDS CHILDREN PROGRAM

South Carolina Department of Revenue
300A Outlet Pointe Blvd | Columbia, SC 29210 | dor.sc.gov

January 17, 2023

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INTRODUCTION

This study was prepared in accordance with Act 247 of 2018, as amended in 2021, regarding the Educational Credit for Exceptional Needs Children (ECENC) program. The data and information contained in this study are from tax year 2021 and fiscal year 2022 (FY22) and were provided by the South Carolina Department of Revenue (SCDOR), the South Carolina Education Oversight Committee (EOC), and Exceptional SC.

The ECENC program was reorganized under a proviso in 2016 to better serve South Carolina's exceptional needs students. The program was codified under Act 247 in 2018 and was amended in 2021.

SOUTH CAROLINA DEPARTMENT OF REVENUE

The SCDOR oversees the tax credit for Exceptional SC donors as well as the process for eligible parents to reserve, apply, and receive the Parental Refundable Tax Credit.

The SCDOR conducts a study of the ECENC program as prescribed in Act 247 of 2018, amended in 2021.

SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE

The EOC determines the eligibility of schools to participate in the ECENC program. Once a school is designated as eligible, it must submit an annual compliance audit to maintain eligibility.

EXCEPTIONAL SC

Exceptional SC is a 501(c)(3) that provides scholarship grants to exceptional needs students in South Carolina to attend credentialed private schools.

Exceptional SC fundraises, accepts and reviews student grant applications, and awards scholarship grants based on a number of criteria. Students who are awarded the scholarship must attend a school that the EOC has approved for program participation.

SCHOLARSHIP FUNDS

To be eligible for a scholarship from Exceptional SC, students must be residents of South Carolina, be eligible to attend a public school, complete an application with proof of disability (Medical/Professional Form or Educator Eligibility Form), and must attend an EOC approved school. Per legislation, scholarships are awarded to incumbents (students who have previously participated in the program) first and then to students who are new to the program.

$5,476,184.67
total tax year 2021 donations

1,365
total scholarship recipients (**315** new and **1,050** incumbent)

$3,650
average incumbent scholarship grant

$3,649
average new student scholarship grant

$4,961,300
total amount of scholarships disbursed FY22

FY22 BOARD MEMBERS

Mr. Edward Earwood
Executive Director, South Carolina Association of Christian Schools

Mrs. Betsy Fanning
Head of School, Trident Academy

Dr. Spencer Jordan
Director, South Carolina Independent School Association

Dr. Randy Page
Chief of Staff, Bob Jones University

Data provided by Exceptional SC.

DONOR TAX CREDIT

Individuals and corporations who pay South Carolina taxes are eligible to donate to the Exceptional SC 501(c)(3) scholarship fund. Donations to Exceptional SC are claimed as state tax credits.



South Carolina individuals and/or businesses make a donation to Exceptional SC.



Donors complete the Exceptional SC Donation Form, and Exceptional SC notifies the SCDOR of the donation.



The SCDOR confirms the credit amount, provided the statewide $12 million cap has not been met.



Donors claim the credit amount with their SC income taxes using SC1040TC or SC1120TC (code 057).

For tax year 2021, donors were:

- Eligible to claim a dollar-for-dollar credit on state income tax liability
  - **or** entitled to a tax credit against bank taxes imposed pursuant to Chapter 11, Title 12
- Limited to a maximum credit claim that is 75% of their one-year tax liability
- Not allowed to designate a specific student or school as beneficiary
- Limited by a first come, first served annual statewide cap of $12 million

$5,476,184.67
donor credits issued

$23,303
average gift per donor

235
total donors

Data provided by the SCDOR.

PARENTAL TAX CREDIT

Parents or guardians of exceptional needs students attending eligible schools can apply for a refundable tax credit (referred to as Parental Refundable Credit) toward their South Carolina income tax bill. Parental Refundable Credits can only be claimed for actual out-of-pocket spending on tuition, up to $11,000. There is a statewide cap of $2 million, with a possibility to be raised to $5 million. Credits are reserved on a first come, first served basis. For tax year 2021, the credit cap was $5 million.



Parents make a tuition payment to an eligible school for their exceptional needs student.



Parents complete and submit Form TC-57A online to request the credit. Parents should retain documentation of the child's eligibility for their own records.



The SCDOR confirms the "reservation" of a Parental Tax Credit, so long as the statewide cap has not been met.



When the parent files SC income taxes, the Parental Tax Credit amount is used to complete Form I-361.

$7,842,920
total tax year 2021 credits applied for

936
applicants

564
recipients

$8,865
average credit per recipient

$5 million credits approved

Data provided by the SCDOR.

STUDENTS

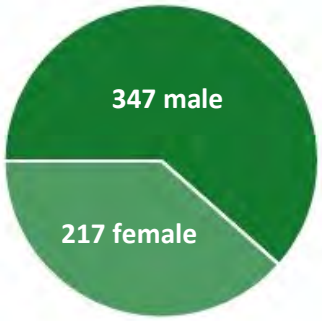
Act 247 calls for reporting demographic and socio-economic data for participants and their families, including the distribution of scholarship funds by income ranges. Applicants reported the information below.

PARENTAL TAX CREDIT RECIPIENTS

Data reported by applicants on credit application—not all applicants responded

Household Income Range	# of Recipients
$0-50,000	20
$50,001-100,000	87
$100,001-150,000	119
$150,001-200,000	77
$200,001-250,000	49
$250,001-300,000	60
$300,001+	122

Ages	# of Students
5-10	195
11-15	273
16+	95
No response	1



$7,375
avg. estimated additional expenses from caring for exceptional needs child

2
average number of children in household

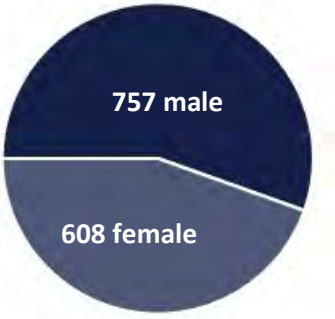
1
average number of exceptional needs children in household

SCHOLARSHIP RECIPIENTS

Data reported by applicants on scholarship application—not all applicants responded

Household Income Range	# of Recipients
$0-50,000	119
$50,001-100,000	256
$100,001-150,000	344
$150,001-200,000	380
$200,001-250,000	127
$250,001-300,000	95
$300,001+	44

Ages	# of Students
5-10	496
11-15	564
16+	304
No response	0



$6,000
avg. estimated additional expenses from caring for exceptional needs child

2.5
average number of children in household

1
average number of exceptional needs children in household

SCHOOLS

Schools apply to the EOC to participate in the ECENC program. A list of eligible schools is available on the EOC's website (eoc.sc.gov).

To receive an Exceptional SC scholarship grant for an exceptional needs student, the school must:

- Be a private primary or secondary school physically located within South Carolina;
- Not discriminate on basis of race, color, or national origin in their admission of students;
- Use a curriculum which includes courses listed in state diploma requirements;
- Use national or state standardized testing and provide test scores to the EOC;
- Have physical facilities that meet local, state and/or federal laws;
- Be a member of SACS, SCACS, Palmetto Association of Independent Schools, and/or SCISA;
- Complete an annual compliance audit.

Each year, private schools interested in participating in this program must apply for eligibility with the EOC. This application process helps protect students and families by ensuring schools meet and continue to meet the program eligibility requirements.

To be considered for eligibility, a school must initially provide the EOC with:

- Information on the school's eligibility,
- Assessment score data from the previous school year,
- The number of grants received in the previous school year,
- A copy of an audit of the organization's financial statements relating to the grants received,
- A Statement of Services with information on the services and/or resources exceptional needs students receive and what needs those services are geared toward.

School eligibility for participation occurs during the school year. The information provided by the EOC to the SCDOR is based on the fiscal year.

114 eligible schools

27
counties with at least one eligible school

93
schools received funding

Data provided by the EOC and Exceptional SC.

GRANTS BY SCHOOL

The EOC approved 114 schools to participate in the ECENC program for FY22. The following 93 schools received funding from grants issued by Exceptional SC to scholarship recipients.

ELIGIBLE SCHOOL	NUMBER OF GRANTS	VALUE OF GRANTS ISSUED
1. All Saints Episcopal Day School	<10	$14,200
2. Anderson Christian School	**<10**	**$18,700**
3. Ascent Christian Academy	<10	$5,500
4. Ashley Hall	**<10**	**$31,400**
5. Ben Lippen School	24	$77,400
6. Bishop England High School	**40**	**$148,000**
7. Blessed Sacrament School	<10	$10,300
8. Bob Jones Academy	**27**	**$44,000**
9. Calvary Christian School—Greer	13	$26,600
10. Camden Military Academy	**<10**	**$53,100**
11. Camperdown Academy	134	$797,000
12. Cardinal Newman School	**47**	**$164,200**
13. Charis Academy	<10	$11,000
14. Charleston Collegiate School	**10**	**$38,000**
15. Charleston Day School	<10	$29,500
16. Christ Church Episcopal School	**88**	**$393,300**
17. Christ Our King-Stella Maris Catholic School	15	$25,500
18. Clarendon Hall School	**<10**	**$1,100**
19. Coastal Christian Preparatory School	<10	$8,300
20. Colleton Preparatory Academy	**21**	**$56,700**
21. Cross Schools	<10	$10,800
22. Crown Leadership Academy	**12**	**$22,700**
23. Divine Redeemer Catholic School	<10	$1,300
24. Easley Christian School	**<10**	**$3,400**
25. Einstein Academy	<10	$15,500
26. First Baptist School of Charleston	**<10**	**$5,100**
27. First Presbyterian Academy	19	$61,200
28. Five Oaks Academy	**<10**	**$2,700**
29. Glenforest School	30	$139,700
30. Grace Christian School	**<10**	**$2,800**

Data provided by Exceptional SC.

GRANTS BY SCHOOL

ELIGIBLE SCHOOL	NUMBER OF GRANTS	VALUE OF GRANTS ISSUED
31. Hammond School	13	$60,700
32. Hampton Park Christian School	**11**	**$19,600**
33. Harvest Community School	<10	$1,200
34. Heathwood Hall Episcopal School	**25**	**$118,700**
35. Hidden Treasure Christian School	46	$230,000
36. Hilton Head Christian Academy	**10**	**$38,600**
37. Holy Trinity Catholic School	<10	$11,200
38. HOPE Academy	**37**	**$96,200**
39. Hope Christian Academy	<10	$36,000
40. James Island Christian School	**<10**	**$4,600**
41. John Paul II Catholic School	<10	$26,400
42. Mason Preparatory School	**<10**	**$29,600**
43. Mead Hall Episcopal School	<10	$4,300
44. Miracle Academy Preparatory School	**23**	**$66,700**
45. Mitchell Road Christian Academy	14	$39,700
46. Montessori School of Anderson	**<10**	**$2,500**
47. Montessori School of Florence	<10	$4,200
48. Nativity Catholic School	**<10**	**$7,100**
49. Newberry Academy	<10	$9,700
50. North Walterboro Christian Academy	**<10**	**$1,600**
51. Northside Christian Academy	<10	$12,900
52. Oakbrook Preparatory School	**16**	**$43,000**
53. Oconee Christian Academy	<10	$9,300
54. Orangeburg Preparatory Schools, Inc.	**<10**	**$6,400**
55. Our Lady of Peace Catholic School	31	$46,500
56. Our Lady of the Rosary Catholic School	**27**	**$63,400**
57. Palmetto Christian Academy—Mt. Pleasant	19	$47,000
58. Patrick Henry Academy	**13**	**$14,300**
59. Pee Dee Academy	<10	$4,200
60. Porter-Gaud School	**<10**	**$37,500**
61. Prince of Peace Catholic School	<10	$3,600
62. Ridge Christian Academy	**11**	**$20,200**

Data provided by Exceptional SC.

GRANTS BY SCHOOL

ELIGIBLE SCHOOL	NUMBER OF GRANTS	VALUE OF GRANTS
63. Sandhills School	74	$431,700
64. Southside Christian School	**78**	**$244,500**
65. Spartanburg Christian Academy	<10	$10,200
66. Spartanburg Day School	**21**	**$118,500**
67. St. Andrew Catholic School	10	$20,000
68. St. Anne Catholic School—Rock Hill	**14**	**$27,100**
69. St. Anthony Catholic School—Florence	<10	$10,000
70. St. Anthony of Padua Catholic School	**12**	**$38,400**
71. St. Elizabeth Ann Seton Catholic High School	<10	$6,500
72. St. Francis by the Sea Catholic School	**<10**	**$2,800**
73. St. Gregory the Great Catholic School	<10	$1,500
74. St. John Catholic School—Charleston	**<10**	**$37,800**
75. St. John Neumann Catholic School	15	$39,000
76. St. John's Christian Academy	**13**	**$19,700**
77. St. Joseph Catholic School—Columbia	11	$18,700
78. St. Joseph's Catholic School—Greenville	**24**	**$92,800**
79. St. Mary Help of Christians Catholic School	<10	$12,000
80. St. Peter's Catholic School—Beaufort	**<10**	**$2,000**
81. Step of Faith Christian Academy	<10	$1,000
82. Summerville Catholic School	**<10**	**$1,600**
83. Sumter Christian School	<10	$2,300
84. The Chandler School	**38**	**$182,000**
85. The Charleston Catholic School	17	$42,500
86. The King's Academy	**17**	**$54,700**
87. The Timmerman School	<10	$8,800
88. Thomas Heyward Academy	**<10**	**$13,500**
89. Thomas Sumter Academy	<10	$5,600
90. Trident Academy	**28**	**$199,200**
91. Walnut Grove Christian School	<10	$12,000
92. Westgate Christian School	**<10**	**$2,200**
93. Westminster Catawba Christian School	19	$65,300

Data provided by Exceptional SC.

DATA BY COUNTY

The chart below provides the number of eligible schools, Exceptional SC scholarship recipients, and Parental Tax Credit recipients by county. For FY22, 19 of South Carolina's 46 counties did not have an eligible school participate in the program.

SC County	# of Grant Recipients	# of Credit Recipients	# of Eligible Schools
Abbeville	0	0	0
Aiken	<10	<10	3
Allendale	0	0	0
Anderson	<10	15	4
Bamberg	0	0	0
Barnwell	0	0	0
Beaufort	17	13	8
Berkeley	26	14	5
Calhoun	<10	<10	1
Charleston	288	67	19
Cherokee	0	0	0
Chester	<10	0	1
Chesterfield	0	<10	0
Clarendon	<10	<10	2
Colleton	21	<10	2
Darlington	0	<10	0
Dillon	0	0	0
Dorchester	20	<10	2
Edgefield	0	0	0
Fairfield	0	<10	0
Florence	27	<10	0
Georgetown	0	0	1
Greenville	345	276	18

SC County	# of Grant Recipients	# of Credit Recipients	# of Eligible Schools
Greenwood	0	0	1
Hampton	13	<10	1
Horry	18	<10	6
Jasper	<10	0	3
Kershaw	10	<10	1
Lancaster	0	<10	1
Laurens	0	0	0
Lee	0	0	0
Lexington	124	26	3
Marion	<10	0	1
Marlboro	0	0	0
McCormick	0	0	0
Newberry	<10	<10	0
Oconee	<10	<10	2
Orangeburg	<10	0	1
Pickens	<10	10	1
Richland	271	72	13
Saluda	0	0	0
Spartanburg	67	29	4
Sumter	16	<10	3
Union	0	0	0
Williamsburg	0	<10	0
York	47	<10	4

Data provided by Exceptional SC (grant recipients), the SCDOR (credit recipients), and the EOC (schools).

CONTACTS

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EXCEPTIONAL SC

Edward Earwood
Chairman of the Board
843-513-5010
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Appendix E: Assessments offered by ECENC Approved Schools in 2021-22

School	Stanford 10 2-8	Iowa Assessment K5- 11	ACT Aspire 3-8	PSA T 8/9 7-9	PSAT (NMSQ) 8-11	SAT 11-12	ACT 7-12	ERBs CTP 4 3-6	OLSAT 1-8	MAP K- 10	ERB 9	WRAT-5 3-8	Cog At 8-12	Terra Nova	Aimsweb	Woodcock Johnson IV	AP	Pre ACT	Gates MacGinitie	Towre
Addlestone Hebrew Academy	✓																			
Anderson Christian School		✓	✓	✓	✓	✓	✓													
Ascent Christian Academy					✓															
Ashley Hall			✓	✓	✓			✓												
Beaufort Academy	✓								✓											
Ben Lippen School					✓		✓			✓	✓									
Bishop England High School					✓	✓	✓			✓										
Blessed Sacrament School					✓		✓			✓										
Bob Jones Academy		✓																		
Calhoun Academy	✓			✓	✓															
Camden Military Academy				✓		✓														
Camperdown Academy												✓								
Cardinal Newman School					✓	✓	✓			✓										

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Carolina Christian Academy		✓											✓							
Chabad Jewish Academy										✓										
Charis Academy	✓																			
Charleston Collegiate School						✓														
Charleston Day School								✓												
Cherokee Creek Boys School, Inc.										✓										
Christ Church Episcopal School				✓				✓												
Christ Our King-Stella Maris Catholic School					✓	✓	✓			✓										
Clarendon Hall School		✓																		
Coastal Christian Preparatory School		✓																		
Colleton Preparatory Academy			✓																	

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Cross Schools	✓		✓	✓					✓											
Crown Leadership Academy		✓																		
Cutler Jewish Day School	✓																			
Divine Redeemer Catholic School					✓	✓	✓			✓										
Easley Christian School		✓			✓															
Einstein Academy										✓										
First Baptist School of Charleston	✓				✓															
First Presbyterian Academy at Shannon Forest														✓						
Five Oaks Academy										✓										
Glenforest School										✓					✓					
Grace Christian School		✓																		

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Greenville Classical Academy		✓			✓	✓	✓													
Hammond School					✓			✓												
Hampton Park Christian School		✓											✓							
Harvest Community School		✓							✓											
Hawthorne Christian Academy		✓																		
Heathwood Hall Episcopal School						✓	✓	✓												
Hidden Treasure Christian School																✓				
Hilton Head Christian Academy		✓			✓	✓	✓			✓										
Hilton Head Preparatory School	✓																			
Holy Trinity Catholic School					✓	✓	✓			✓										

Appendix E: Assessments offered by ECENC Approved Schools in 2021-22

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HOPE Academy										✓						✓				
Hope Christian Academy																✓				
James Island Christian School										✓										
John Paul II Catholic School					✓	✓	✓			✓										
Laurence Manning Academy	✓				✓	✓														
Little Learners Academy					✓	✓	✓									✓				
Lowcountry Preparatory School	✓			✓		✓														
Mason Preparatory School								✓												
Mead Hall Episcopal School				✓				✓												
Miracle Academy Preparatory School	✓			✓			✓		✓											

Appendix E: Assessments offered by ECENC Approved Schools in 2021-22

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Mitchell Road Christian Academy										✓										
Montessori School of Anderson	✓				✓	✓	✓			✓										
Nativity Catholic School					✓	✓	✓			✓										
Northside Christian Academy					✓	✓								✓						
North Walterboro Christian Academy		✓																		
Oakbrook Preparatory School	✓				✓	✓	✓									✓	✓			
Oconee Christian Academy		✓			✓															
Orangeburg Preparatory Schools, Inc.		✓																		
Our Lady of Peace Catholic School					✓	✓	✓			✓										

Appendix E: Assessments offered by ECENC Approved Schools in 2021-22

School	Stanford 10 2-8	Iowa Assessment K5- 11	ACT Aspire 3-8	PSA T 8/9 7-9	PSAT (NMSQ) 8-11	SAT 11-12	ACT 7-12	ERBs CTP 4 3-6	OLSAT 1-8	MAP K- 10	ERB 9	WRAT-5 3-8	Cog At 8-12	Terra Nova	Aimsweb	Woodcock Johnson IV	AP	Pre ACT	Gates MacGinitie	Towre
Our Lady of the Rosary Catholic School					✓	✓	✓			✓										
Palmetto Christian Academy of Greenwood (PCAG)				✓	✓	✓								✓						
Palmetto Christian Academy- Mt. Pleasant										✓										
Patrick Henry Academy					✓	✓	✓	✓	✓									✓		
Pee Dee Academy				✓	✓															
Porter- Gaud School					✓			✓										✓		
Prince of Peace Catholic School					✓	✓	✓			✓										
Providence Classical School of Rock Hill		✓				✓	✓													
Ridge Christian Academy	✓																			

Appendix E: Assessments offered by ECENC Approved Schools in 2021-22

School	Stanford 10 2-8	Iowa Assessment K5- 11	ACT Aspire 3-8	PSA T 8/9 7-9	PSAT (NMSQ) 8-11	SAT 11-12	ACT 7-12	ERBs CTP 4 3-6	OLSAT 1-8	MAP K- 10	ERB 9	WRAT-5 3-8	Cog At 8-12	Terra Nova	Aimsweb	Woodcock Johnson IV	AP	Pre ACT	Gates MacGinitie	Towre
Riverpointe Christian Academy	✓								✓											
Sandhills School							✓													
South Aiken Baptist Christian School		✓			✓	✓	✓									✓	✓	✓		
Southside Christian School			✓		✓					✓										
Spartanburg Christian Academy	✓		✓	✓	✓															
Spartanburg Day School				✓	✓	✓		✓												
St. Andrew Catholic School					✓	✓	✓			✓										
St. Anne Catholic School- Rock Hill					✓	✓	✓			✓										
St. Anthony Catholic School- Florence					✓	✓	✓			✓										
St. Anthony of Padua Catholic School					✓	✓	✓			✓										

Appendix E: Assessments offered by ECENC Approved Schools in 2021-22

School	Stanford 10 2-8	Iowa Assessment K5- 11	ACT Aspire 3-8	PSA T 8/9 7-9	PSAT (NMSQ) 8-11	SAT 11-12	ACT 7-12	ERBs CTP 4 3-6	OLSAT 1-8	MAP K- 10	ERB 9	WRAT-5 3-8	Cog At 8-12	Terra Nova	Aimsweb	Woodcock Johnson IV	AP	Pre ACT	Gates MacGinitie	Towre
St. Elizabeth Ann Seton Catholic High School					✓	✓	✓			✓										
St. Francis by the Sea Catholic School					✓	✓	✓			✓										
St. Gregory the Great Catholic School					✓	✓	✓			✓										
St. John Catholic School- Charleston					✓	✓	✓			✓										
St. John Neumann Catholic School					✓	✓	✓			✓										
St. John's Christian Academy	✓					✓	✓													
St. Joseph Catholic School- Anderson				✓	✓	✓	✓											✓		
St. Joseph Catholic School- Columbia					✓	✓	✓			✓										

Appendix E: Assessments offered by ECENC Approved Schools in 2021-22

School	Stanford 10 2-8	Iowa Assessment K5- 11	ACT Aspire 3-8	PSA T 8/9 7-9	PSAT (NMSQ) 8-11	SAT 11-12	ACT 7-12	ERBs CTP 4 3-6	OLSAT 1-8	MAP K- 10	ERB 9	WRAT-5 3-8	Cog At 8-12	Terra Nova	Aimsweb	Woodcock Johnson IV	AP	Pre ACT	Gates MacGinitie	Towre
St. Joseph's Catholic School- Greenville					✓	✓	✓			✓										
St. Martin de Porres Catholic School																				
St. Mary Help of Christians Catholic School					✓	✓	✓			✓										
St. Michael Catholic School					✓	✓	✓			✓										
St. Peter's Catholic School- Beaufort					✓	✓	✓			✓										
St. Peter's Catholic School- Columbia					✓	✓	✓			✓										
Step of Faith Christian Academy		✓				✓	✓													
Summerville Catholic School					✓	✓	✓			✓										

Appendix E: Assessments offered by ECENC Approved Schools in 2021-22

School	Stanford 10 2-8	Iowa Assessment K5- 11	ACT Aspire 3-8	PSA T 8/9 7-9	PSAT (NMSQ) 8-11	SAT 11-12	ACT 7-12	ERBs CTP 4 3-6	OLSAT 1-8	MAP K- 10	ERB 9	WRAT-5 3-8	Cog At 8-12	Terra Nova	Aimsweb	Woodcock Johnson IV	AP	Pre ACT	Gates MacGinitie	Towre
Sumter Christian School		✓																		
The Chandler School	✓								✓											
The Charleston Catholic School					✓	✓	✓			✓										
The Complete Student																				
The Cooper School								✓												
The King's Academy					✓	✓	✓													
The Timmerman School	✓																			
The Village School of Gaffney	✓																			
Thomas Heyward Academy	✓				✓	✓			✓											
Thomas Sumter Academy	✓				✓															
Trident Academy												✓							✓	✓

Appendix E: Assessments offered by ECENC Approved Schools in 2021-22

School	Stanford 10 2-8	Iowa Assessment K5- 11	ACT Aspire 3-8	PSA T 8/9 7-9	PSAT (NMSQ) 8-11	SAT 11-12	ACT 7-12	ERBs CTP 4 3-6	OLSAT 1-8	MAP K- 10	ERB 9	WRAT-5 3-8	Cog At 8-12	Terra Nova	Aimsweb	Woodcock Johnson IV	AP	Pre ACT	Gates MacGinitie	Towre
Trinity Christian Educational School	✓																			
Victory Bible Christian School		✓			✓															
Walnut Grove Christian School		✓																		
Westgate Christian School		✓																		
Westminster Catawba Christian School				✓		✓	✓													

Appendix F. Assessment for Schools with 51% or More Students Funded by ECENC

1. Hidden Treasure Christian School uses the Woodcock Johnson IV in Kindergarten through twelfth grade. This school uses performance-based grade equivalent to report average assessments on basic reading skills, broad written language and broad mathematics. The Grade Level Equivalent score reported here refers to how well a student in that grade level would do on the assessed material. For example, using the table below, we know that students learning 5K material at Hidden Treasure Christian School perform on the 5K assessment of basic reading skills the way an eighth grade student in the fourth month of school would. On the Broad Written Language and Broad Mathematics portions of the 5K assessment, students at Hidden Treasure Christian School perform as well as a student with more than 17.9 years of formal education, or more than a college degree, would function.

Hidden Treasure Christian School Woodcock Johnson IV Assessment:

Grade	Basic Reading Skills	Broad Written Language	Broad Mathematics
5K	8.4	>17.9	>17.9
1	13	17.2	>17.9
2	9.8	7.3	5
3	10.9	13	8
4	5.9	7.3	4.5
5	>17.9	10.1	5.3
6	3.4	6.9	9
7	3	5.1	5.6
8	6.1	6.9	8.8
9	9	6.5	5.1
10	6.8	6.2	8.2
11	13	10.7	7.8
12	7.6	7.1	6

2. The Chandler School reported scores for the 5th grade class, the only grade with more than 10 students. The average score on the Stanford 10 was 37.8 in reading and 24.9 in mathematics, and on the OLSAT the average score was 44 verbal and 48 non-verbal.

3. Camperdown Academy assesses students in first through eighth grade using the Gates-MacGinitie Reading Tests and the GMADE for math. The mean score is reported by grade level, which is the average score of a group of students on an assessment. Additionally, the normal curve equivalent of the mean score illustrates the percentage of how many students scored below that average on the normal curve. For example, using the table below we know that the average reading score of first grade students at Camperdown Academy is 359, and 38 out of a hundred first graders score lower than this on the Gates-MacGinitie Reading Test.

Camperdown Academy Gates-MacGinitie Reading Test

Grade	Mean Score	Normal Curve Equivalent of Mean Score
1	359	38
2	397	32

3	439	34
4	494	48
5	500	41
6	509	38
7	543	55
8	549	56

Camperdown Academy GMADE Math Assessments

Grade	Mean Score	Normal Curve Equivalent of Mean Score
1	94	41
2	95	47
3	100	50
4	104	54
5	98	48
6	91	40
7	96	44
8	95	43

4. Hope Academy and Einstein Academy both use the MAP assessment to evaluate student learning and achievement. The small teacher student ratio results in class sizes smaller than 10 for all grade levels served for both of these schools.

5. Hope Christian Academy serves children in second through twelfth grade and use the Woodcock-Johnson IV to assess student learning and achievement. All grade levels served had fewer than 10 students so assessment information is not included to protect student privacy.

6. Sandhills School uses the Woodcock-Johnson IV, the Pre ACT, and the ACT. The twelfth grade class taking the ACT had fewer than 10 students as did the first, fourth and sixth grade classes taking the Woodcock Johnson IV. The Woodcock Johnson IV standard scores and Grade Equivalent have been reported. The standard scores is a raw score that has been converted to have a mean and standard deviation so that it can be compared across groups using the same numerical scale. The grade equivalent refers to how well a student in a specific grade would do on specific material. For example, the average fifth grade student at Sandhills School scored 94 on letter word identification, which is a grade equivalent 5.3. This means that the average fifth grade student at Sandhills performs as a 5^{th} grader in 3^{rd} month of school would on fifth grade material.

Sandhills School Fifth Grade Woodcock Johnson IV Assessment:

5^{th} Grade	Standard Score	Grade Equivalent
Letter Word Identification	94	5.3
Applied Problems	93	5.1
Spelling	89	4.3
Passage Comprehension	100	6.1
Calculation	102	6.1
Writing Samples	104	7.6

Sandhills School Seventh Grade Woodcock Johnson IV Assessment:

7th Grade	Standard Score	Grade Equivalent
Letter Word Identification	99	8.1
Applied Problems	102	10
Spelling	90	5.8
Passage Comprehension	101	8.6
Calculation	108	11
Writing Samples	115	15.5

Sandhills School Eighth Grade Woodcock Johnson IV Assessment:

8th Grade	Standard Score	Grade Equivalent
Letter Word Identification	80	5.1
Applied Problems	92	7.2
Spelling	81	4.9
Passage Comprehension	94	8.2
Calculation	96	7.7
Writing Samples	109	14.7

The PreACT scores for students in ninth through eleventh grade are 16 for both English and Math, with a composite score of 18. The national mean is reported by grade level making a comparison difficult, however we do know that in ninth and tenth grade students at Sandhills School did as well as or better than the national average on their Composite score using the PreACT national norms for comparison.

7. Glenforest School did not have a grade level with more than 10 students. As such grade level scores for students attending these schools are withheld to protect student privacy. Student achievement was assessed using the Fastbridge, Brigance, PSAT, SAT, and ACT.
8. Miracle Academy uses the Stanford 10, OLSAT, Accuplacer, SAT and ACT to assess student achievement. Miracle Academy did not have a grade level with more than 10 students, so grade level scores are withheld to protect student privacy.

Appendix G: SC Bills Related to ECENC Program and Status as of April 28, 2023

Bill	Description	Impact on ECENC program:	Status as of 4.28.2023
S 285 Providing Academic Choice in Education (PACE)	A bill to amend the South Carolina Code of Laws by adding section 12-6-3791 so as to allow an income tax credit for contributions to a scholarship-funding organization that provides grants for students to attend certain independent and home schools, to specify the manner in which the credit is claimed, to specify the process by which certain organizations and schools become eligible, to specify certain information which must be made public, and to allow the state treasurer and department of revenue to enforce the provisions of the credit; and to repeal section 12-6-3790 relating to the Educational Credit for Exceptional Needs Children's fund.	This would eliminate the ECENC program as it exists and students and families currently served in the ECENC program could be served through PACE programming.	Passed the Senate and sent to House on 3/16;referred to Ways and Means on 3/28.
H 3422 Providing Academic Choice in Education (PACE)			Referred to House Ways and Means (1/10/23) S 285 will be considered by House Ways and Means.
S 519 Income Tax Credit	A bill to amend the South Carolina Code of Laws so as to enact the "Tax credits for parental choice in education act", and by adding section 12-6-3810 so as to provide for an income tax credit for an individual who chooses to educate his child outside of the public school system.	Parents who participate/previously participated in the ECENC program would be eligible for an income tax credit should the SC Code be amended according to S 519.	Introduced and referred to the Senate Committee on Finance 2/9/23.
S 39 Education Scholarship Trust	A bill to amend the South Carolina Code of Laws by adding section 59-8-110 to define terms and provide a timeline and scholarship application process guidelines; to establish an online electronic payment system and provide guidelines for if a program is terminated before	Students participating in ECENC program are not considered an "eligible student" in this bill, and there is not mention of eliminating the ECENC program.	11/30/22 referred to Committee on Education 1/10/23 read and referred to Senate Committee on Education 1/31/23 Read a second time and

	the end of the semester; to limit the number of scholarship students for specified school years and to provide the application process and establishment of education service providers and guidelines for informing students and their parents of program eligibility and ensure equitable treatment and personal safety of all scholarship students; to ensure that the student's resident school district provides the parent and education service provider with records; to establish the ESTF review panel and ensure that provisions do not restrict a school districts ability to enact or enforce a district's student transfer policy.		roll call Ayes 28, Nays 15 2/1/23 Read third time and sent to House 2/2/23 Introduced and Read first time and referred to Committee on Education and Public Works 4/6/23 Favorable report from Committee on Education and Public Works 4/18/23 requests for debate 4/26/23 Read second time Yeas 79, Nays 35 4/27/23 Read third time and enrolled Yeas 74 Nays 36 Awaiting Governor's Signture

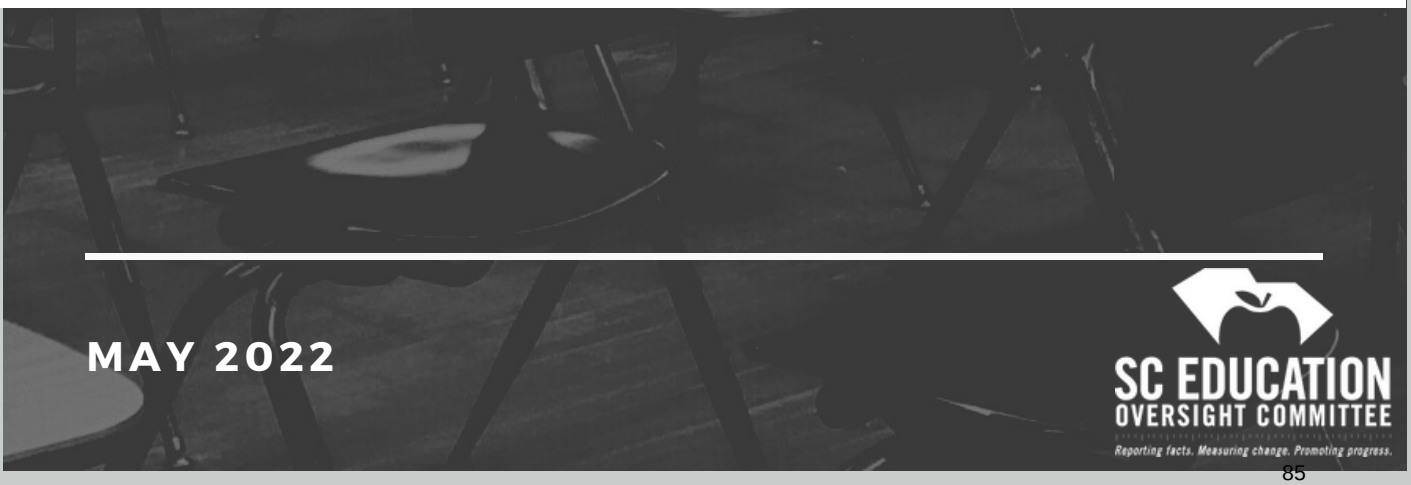


2022

EDUCATIONAL CREDIT FOR EXCEPTIONAL NEEDS CHILDREN (ECENC) PROGRAM REPORT: FY 20-21

PREPARED BY
DR. JENNY MAY

PRESENTATION TO
ACADEMIC STANDARDS &
ASSESSMENTS SUBCOMMITTEE
MAY 16, 2022



MAY 2022

SC EDUCATION OVERSIGHT COMMITTEE
Reporting facts. Measuring change. Promoting progress.

KEY FACTS OF EDUCATIONAL CREDIT FOR EXCEPTIONAL NEEDS CHILDREN (ECENC) PROGRAM

$3,218,117 Total ECENC Grant Funds

998 ECENC Student Grants

125 Approved ECENC Schools

112 Approved ECENC Schools Receiving ECENC Grants

KEY FACT 1. ECENC APPROVED SCHOOLS ARE LOCATED IN EACH OF THE FIVE CENTER FOR EDUCATOR RECRUITMENT, RETENTION AND ADVANCEMENT (CERRA) REGIONS OF SOUTH CAROLINA.

- The Upstate, Region 1, has **33** approved schools and 451 ECENC student recipients with **$1,565,570** in grants received, for an average grant amount of **$3,471**.
- The Savannah River Basin, Region 2, has **7** approved schools and **33** student recipients with **$48,900** in grants received, for an average grant amount of **$1,482**.
- The Midlands, Region 3, has **25** approved schools and **227** student recipients with **$761,630** in grants received, for an average grant amount of **$3,355**.
- The Pee Dee, Region 4, has **13** approved schools and **32** student recipients with **$199,708** in grants received, for an average grant amount of **$6,241**.
- The Lowcountry, Region 5, has **47** approved schools and **255** student recipients with **$642,309** in grants received, for an average grant amount of **$2,519**.

KEY FACTS

KEY FACT 2. EACH ECENC APPROVED SCHOOL REPRESENTS ONE OR MORE OF THE INDEPENDENT ACCREDITING ASSOCIATIONS.

- South Carolina Independent School Association (SCISA):
  - **79** ECENC schools
- Southern Association of Colleges and Schools (SACS):
  - **28** ECENC schools
- South Carolina Association of Christian Schools (SCACS):
  - **23** ECENC schools
- Palmetto Association of Independent School Accreditation (PAIS):
  - **16** ECENC schools

KEY FACT 3. NEARLY HALF (49%) OF ECENC SCHOLARSHIP RECIPIENTS ARE FROM HOUSEHOLDS EARNING $100,000 OR MORE ANNUALLY. SEE SCDOR REPORT IN APPENDIX E

- Nearly half (49%) of ECENC Scholarship Recipients are from households earning $100,000 or more annually;
- Nearly a third (32%) of ECENC recipients are from households earning between $50,000 - $100,000 annually; and
- Less than a fifth (18%) of ECENC recipients are from households earning $50,000 or less annually.

KEY FACT 4. ANALYSIS OF THE IMPACT OF ECENC PROGRAM ON STUDENT ACHIEVEMENT AND STUDENT ACADEMIC GROWTH IS LIMITED DUE TO LACK OF STUDENT LEVEL DATA.

- ECENC schools are no longer required to provided individual student test scores for students who received an ECENC grant to determine whether students participating in the program have experienced measurable improvement.

RECOMMENDATIONS

CONVENE THE EOC ADVISORY COMMITTEE FOR ECENC PROGRAM REVIEW AND RECOMMENDATIONS.

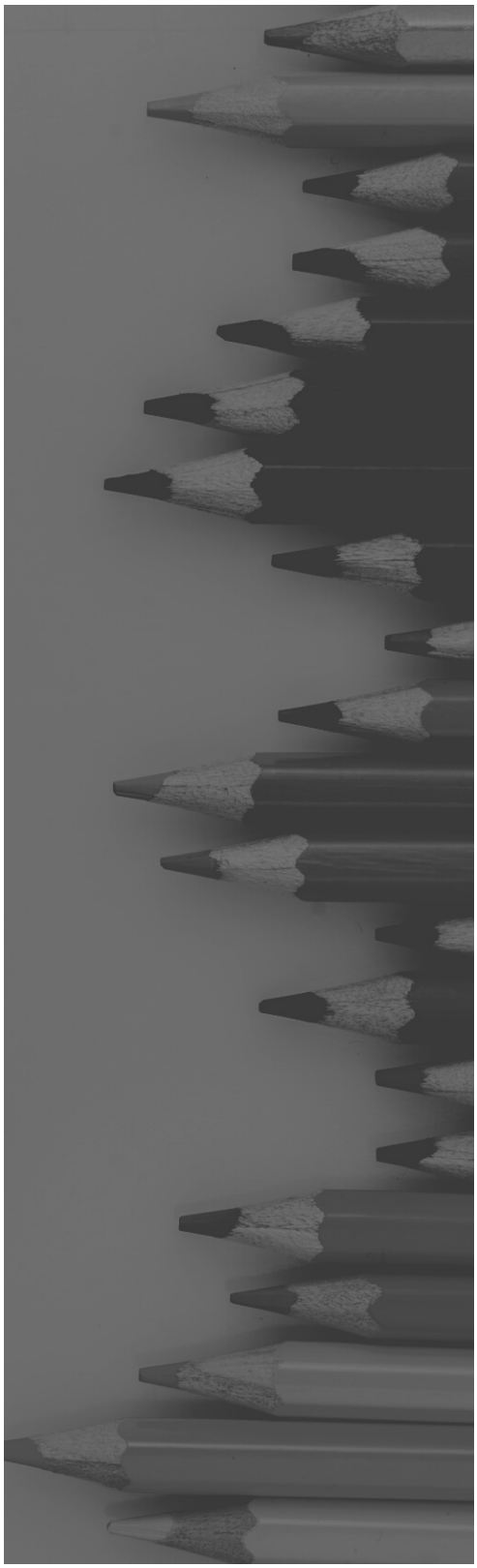
Act 247, Section F(2)(b) provides that the EOC shall establish an advisory committee for the ECENC program. This advisory committee has not convened recently, and the recommendation is for the advisory committee to meet and consider overall program improvement.

SOUTH CAROLINA STATE SUMMATIVE ASSESSMENTS SHOULD BE MADE AVAILABLE FOR ADMINISTRATION TO SOUTH CAROLINA STUDENTS IN PRIVATE SCHOOLS.

South Carolina students in private schools are not currently allowed the opportunity to participate in South Carolina state assessments (i.e., SCREADY and EOCEP).

CREATE INFORMATIONAL MATERIAL TO CLARIFY THE ROLES OF VARIOUS ORGANIZATIONS RESPONSIBLE FOR ECENC PROGRAM ADMINISTRATION.

ECENC approved schools interviewed for this report have requested materials to clarify which organizations (i.e., EOC, Exceptional SC, and DOR) are responsible for the various functions (i.e., school approval, student approval, grant funding) of the ECENC program administration.



THE ECENC REPORT

The following is a report from the South Carolina Education Oversight Committee pursuant to Act 247 of 2018.

Act 247, Section (E)(6)

Annually, the Education Oversight Committee shall issue a report to the General Assembly documenting the impact of the Educational Credit for Exceptional Needs Children Program on student achievement. In addition, the report must include information on individual schools if at least fifty-one percent of the total enrolled students in the private school participated in the Educational Credit for Exceptional Needs Children Program in the prior school year. The report must be according to each participating private school, and for participating students, in which there are at least thirty participating students who have scores for tests administered. If the Education Oversight Committee determines that the thirty participating-student cell size may be reduced without disclosing personally identifiable information of a participating student, the Education Oversight Committee may reduce the participating-student cell size, but the cell size may not be reduced to less than ten participating students.

This report seeks to provide the following about the Educational Credit for Exceptional Needs Children (ECENC):

1. Information on the approval process, participation, and compliance for ECENC schools;
2. Information about the process for collecting assessment results used to document the impact of the ECENC program on student achievement; and
3. Qualitative information from ECENC administrators from a sample of ECENC schools.

This report is the fourth annual report on the impact of the ECENC program as required by Act 247 of 2018. This law defines qualifying students and eligible schools for participation in the ECENC program.

A qualifying student means a student who is an exceptional needs child, a South Carolina resident, and who is eligible to be enrolled in a South Carolina secondary or elementary public school at the kindergarten or later year level for the applicable school year.

Grants may be awarded in an amount not exceeding eleven thousand dollars or the total annual cost of tuition, whichever is less, to a qualifying student at an eligible school. A qualifying student receiving a grant may not be charged tuition by an eligible school in an amount greater than the student would be charged if the student was not a qualifying student.

An eligible school, as approved by the Education Oversight Committee, is an independent school including those religious in nature, other than a public school, at which the compulsory attendance requirements may be met that:

- offers a general education to primary or secondary school students;
- does not discriminate on the basis of race, color, or national origin;
- is located in this State;
- has an educational curriculum that includes courses set forth in the state's diploma requirements, graduation certificate requirements for special needs children, and where the students attending are administered national achievement or state standardized tests, or both, at progressive grade levels to determine student progress;
- has school facilities that are subject to applicable federal, state, and local laws;
- is a member in good standing of the Southern Association of Colleges and Schools, the South Carolina Association of Christian Schools, the South Carolina Independent Schools Association, or Palmetto Association of Independent Schools; and
- provides a specially designed program or learning resource center to provide needed accommodations based on the needs of exceptional needs students or provides onsite educational services or supports to meet the needs of exceptional needs students, or is a school specifically existing to meet the needs of only exceptional needs students with documented disabilities.

ECENC SCHOOL APPROVAL TIMELINE

The following was the process and timeline used by the Education Oversight Committee to determine school eligibility in the ECENC Program for School Year 2020-21. Each school, new or recurring, was required to comply with the same Program Standards and Reporting Requirements.

January 2, 2021

1. Notification by email to schools currently in good standing with the ECENC Program in the 2019-20 school year that the application process is open. The Application to Participate in the ECENC Program for 2020-21 is available on the EOC's website that will connect to the ECENC Manual for SY2020-21 that is to be used as a guide to the Application Process and all Documents that must be completed, signed, attached and returned to the EOC.
2. Publication on the EOC's website of the completed applications of schools meeting the standards and reporting requirements for SY2019-20.

February 28, 2021

1. The Application to Participate and Document A – Statement of Services must be submitted to the EOC by February 28, 2021 to be approved for participation in the program for SY2020-21.
2. The EOC will publish a list on our website of schools meeting the standards and reporting requirements for participation in the ECENC program for SY2020-21.

June 30, 2021

1. Document B – Grants Received must be completed, signed and returned to the EOC by June 30, 2021 containing information on the number of students (K-12) that were enrolled in the entire school in 2020-21 and information on grants received in 2020-21. No personally identifiable information of students should be submitted.

September 1, 2021

1. Document C – School-Level Assessment Results must be provided directly to the EOC with the NAME of each national achievement test administered and the scale scores/percentile rankings/stanines/grade equivalents for ELA (Reading) and Mathematics. This information must be reported by grade level for classes with 10 or more students of all grades tested and attached by September 1, 2021. No personally identifiable information of teachers or students should be submitted.
2. **_Document C – Individual Student Assessment Results must be provided to the SC Revenue and Fiscal Affairs Office (RFA) by September 1, 2021. Students who received grants in SY2020-21 must have their individual assessment results, received from the testing vendor, uploaded to the secure portal AFTER RFA has entered a fully executable MOU with the school. The school should contact RFA to see if a 5-year MOU was signed before submitting Individual Assessment Results._**
3. Document C – Information on Staff Responsible for the submission of School-Level Assessment Results and Individual Student Assessment Results must be provided to the EOC by September 1, 2020. Document C must be completed, signed and returned at that time.

November 15, 2021

1. A "copy of a compilation, review, or compliance audit of the organization's financial statements as relating to the grants received, conducted by a certified public accounting firm" must be received by the EOC no later than November 15, 2021. No personally identifiable information of students should be submitted.

The requirement to submit Individual Student Assessment results was eliminated from the requirements of Act 247. Therefore, schools were not required to complete this portion of the school eligibility process.

ECENC SCHOOL ELIGIBILITY

KEY FINDING

There were **125 eligible ECENC schools** serving **998 eligible ECENC students**.

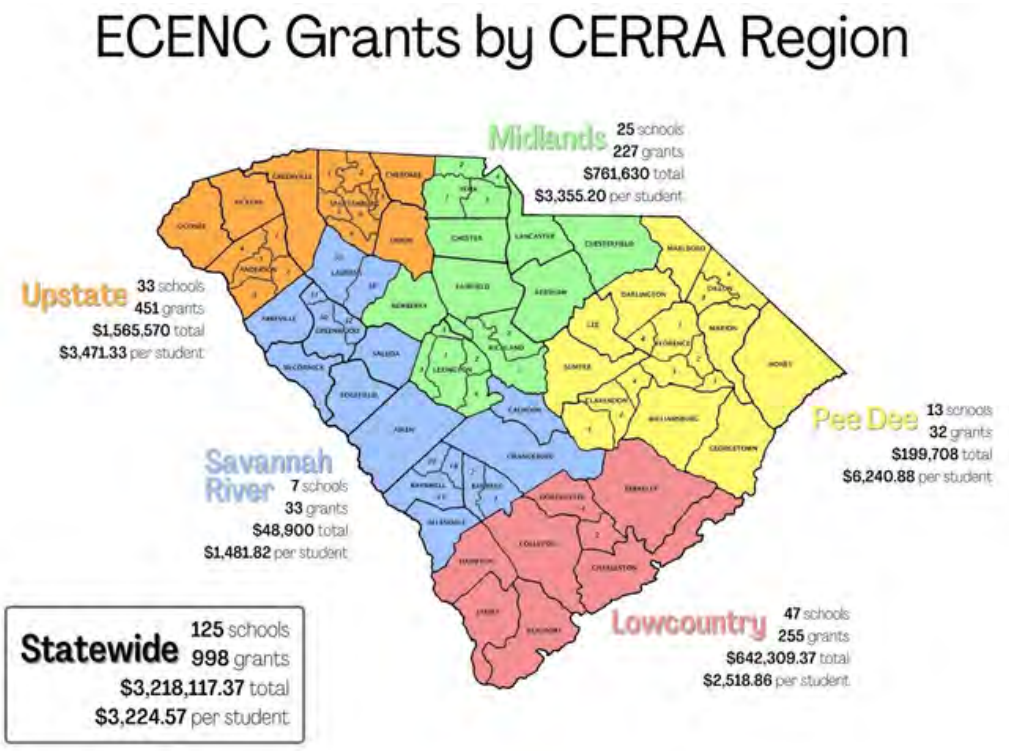
KEY FINDING

ECENC approved schools are located in each of the five Center for Educator Recruitment, Retention, and Advancement (CERRA) regions of South Carolina.

There were 125 eligible schools approved for participation in the ECENC program in 2020-21. 139 schools were approved for ECENC participation in 2019-20, reflecting a decline of 14 approved schools between the years.

Of the 125 schools approved to receive ECENC dollars, 112 schools received ECENC grant funding between $700 and $544,335.

There were 13 schools that did not have any students who received grants. In the 2020-21 school year, all schools who applied to be an approved school met the criteria for approval.



ECENC SCHOOL ELIGIBILITY

KEY FINDING
Each ECENC Approved Schools represents one or more of the independent accrediting associations for private schools.

All of the approved ECENC schools were verified as being current members in good standing in at least one of the private school accrediting organizations. Some of the ECENC schools are in good standing with more than one of the accrediting organizations.

- South Carolina Independent School Association (SCISA):
  - 79 ECENC schools
- Southern Association of Colleges and Schools (SACS):
  - 28 ECENC schools
- South Carolina Association of Christian Schools (SCACS):
  - 23 ECENC schools
- Palmetto Association of Independent School Accreditation (PAIS):
  - 16 ECENC schools

ECENC STUDENT PARTICIPATION DATA

Exceptional SC provided data on students rising Kindergarten through grade 12 who applied for and those who received grants in the 2020-21 school year. For the 2020-21 school year, 2,257 students applied for funding and 1,054, or approximately 47%, received grants. There was a great difference by grade level between applicants and funded students with a range of 3% to 87% between Kindergarten and twelfth grade. This difference may be explained by the fact that students who have previously received ECENC grants receive priority in the awarding of grants in subsequent years. For the number of applications, approvals, and percentages by grade level, see the appendix.

The South Carolina Department of Revenue issued a report on January 15, 2022 in which they report Exceptional SC awarded 1,054 scholarship recipients for the 2020-21 school year, most of which went to students who previously received an ECENC scholarship.

See Appendix for full report by South Carolina Department of Revenue.

KEY FINDING

Students in all grades, K through 12th, received funding through the ECENC program, with the highest percentage of approved students from each grade level being in 12th grade.

KEY FINDING

Of the 2,257 of students who applied, 47% or 1,054 received some level of funding, the average amount across schools and age groups being $3,225.

ECENC STUDENT PARTICIPATION DATA

Count of Children by Grade (K-12) who Applied for and Received Grants from Exceptional SC

Grade Level	Applied	Funded	Percent of Students Funded
Kindergarten - 5 yr old	66	2	3.03%
First	102	9	8.82%
Second	127	18	14.17%
Third	171	77	45.03%
Fourth	360	87	24.17%
Fifth	206	91	44.17%
Sixth	205	111	54.15%
Seventh	227	122	53.74%
Eighth	202	120	59.41%
Ninth	176	108	61.36%
Tenth	165	115	69.70%
Eleventh	136	99	72.79%
Twelfth	114	95	83.33%
Total	2,257	1,054	46.70%

ECENC STUDENT ACHIEVEMENT DATA

Historically, ECENC funded students' scores were submitted as a measurement of academic growth, and now the school level assessment data from the previous academic year is submitted as a mechanism of compliance with the ECENC school approval process. This change provides an additional compliance measure and changes how the assessment data can be analyzed to answer the evaluation questions and meet the requirement to evaluate the impact of the ECENC program.

The South Carolina Department of Education (SCDE) has interpreted the Education Accountability Act to prohibit private school students from taking state summative assessments which include, but are not limited to, SC READY in grades 3 through 8, and end of course assessments in Algebra 1, English 2, Biology and US History and the Constitution. Instead, private schools have the flexibility to choose a nationally normed assessment to measure student performance.

KEY FINDING

Analysis of impact of ECENC program on student achievement and student growth is limited by lack of student level data.

RECOMMENDATION

South Carolina state summative assessments should be made available for administration to South Carolina students in private schools.

Schools that administer national assessments typically select an assessment or assessments that measure reading or English Language Arts (ELA) competencies and mathematics competencies. Examples of assessments that are used in elementary and middle school grades are measures of academic progress (MAP) and the Iowa Test of Basic Skills (ITBS). All schools administered assessments or had valid reasons for not administering assessments (i.e., COVID-19 school closures, supply chain issues accessing assessments in time to administer them etc.).

The most commonly used nationally normed assessments for ECENC approved private schools in the 2020-21 school year include: PSAT, SAT, ACT, MAP and the Stanford 10, which is similar to previous years. See appendix for a compendium of assessments used by approved schools.

Act 247 requires an evaluation of the ECENC program's impact on student achievement where a majority of students enrolled in the school (51% or more of students) received a grant from Exceptional SC. In the 2020-21 school year, three schools had the majority of students accessing ECENC funds:

School	Percentage of Students funded through ECENC	Total Amount per School	Average Amount per grant	Assessment(s) Used
Camperdown Academy	59%	$544,335.00	$5,498.33	Gates-MacGinitie (Reading) GMADE (Math)
Hope Christian Academy	89%	$26,400.00	$3,300.00	Woodcock-Johnson IV
The Chandler School	57%	$139,200.00	$4,350.00	OLSAT, Stanford 10, PSAT

Because an amendment to Act 247 eliminated access to scores by individual students funded through ECENC dollars, progress individual students have made cannot be discerned from this data. See appendix for school, subject and grade level average scores for Reading and Math.

For more details about the assessments administered by Camperdown Academy, Hope Christian Academy, and The Chandler School, see Appendix B.

ECENC SCHOOL SITE VISITS

For the first time, a qualitative data collection was included as a part of the ECENC report. To ensure a representative group was included for qualitative data collection, the following selection process was developed. Approved and funded schools in the 2019-20 and 2020-21 school year were ranked by amount of ECENC grants received, and the top 10 schools were invited to participate. Approved ECENC schools were then grouped by CERRA region and accrediting organization to ensure that a complete and accurate representation could be reported. After this process, any regions or accrediting organizations that were not represented in the list of top 10 funded schools were identified and a total of 15 schools were invited to participate and the list was an attempt to accurately represent all approved ECENC schools.

The qualitative data collection included several components:

1. Schools were invited to participate, and those who agreed to a visit from EOC staff set a time at the schools' convenience and were sent evaluation questions (see Appendix for the invitation and questions).
2. During the site visit, staff went on a tour of the school and learned about the school culture, curriculum and special services and accommodations that students could access, and community partnerships that serve children and families.
3. EOC staff asked questions specific to the ECENC program and gathered information to illustrate the impact of the program. In some cases the school pulled a panel of leaders to speak to the questions and in some cases, the head master or principal would speak with staff. The option to submit written responses to questions was also given, but this year there were no schools who elected to do so.

There were six schools of the 15 invited who elected to participate in a site visit. The ECENC schools that elected to participate were not representative of the state, and this is an unavoidable limitation of the data given that the visits were voluntary. The feedback these participants provided offers actionable steps to expand the impact of the ECENC program. However, a more diverse sample of school perspective would also be beneficial in future reports.

Findings from this data collection process fall into the following themes:

- Procedures: Calendar, timeline and ECENC implementation
- Funding of Student Grant Considerations
- Benefits of the ECENC program to students

The most common theme gathered from interviews and site visits was around the calendar of the ECENC program administration. School leaders reported that families who access the ECENC program must make decisions about enrollment for the next school year in February through March. Families are not informed if their child has received a grant or the amount until later in March typically after the obligation period has ended.

Another clear theme was related to funding structures for ECENC. School leaders who participated in the site visits, recommended that funding and grant allotment be determined using a metric for need. The more intensive interventions needed, the most intensive supports offered by the school, or the families with the most financial need ranking highest on a priority for funded grants.

The benefits of the ECENC program were also described in great detail, with school leaders reporting that the ECENC grants allow for increased access to specialized services. By providing increased access to a variety of educational settings for students to access special education services the ECENC program supports the Individuals with Disabilities Education Act (IDEA) requirement of a “continuum of service delivery environments”. Additionally, the program provides increased parent choice around what setting will be most beneficial for their child.

RECOMMENDATION

Convene the EOC advisory committee for ECENC program implementation review and to make recommendations.

RECOMMENDATION

Create information material to clarify the roles of various organizations responsible for ECENC program administration.

EDUCATIONAL CREDIT FOR EXCEPTIONAL NEEDS CHILDREN (ECENC) PROGRAM REPORT: FY 20-21



SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE

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.

MAY 2022

SC EDUCATION OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.

Appendix A
School, Percent of Students Funded by ECENC, Total Amount, Average per Student Amount and CERRA Region

School	% Funded by ECENC	Total amount	Average per Student Amount	CERRA Region
Addlestone Hebrew Academy	2%	$3,200.00	$3,200.00	5
All Saints' Episcopal Day School*	0%	$0.00	$0.00	4
Anderson Christian School	5%	$21,600.00	$2,400.00	1
Ascent Christian Academy	0%	$0.00	$0.00	5
Ashley Hall	1%	$26,200.00	$5,240.00	5
Beaufort Academy	0%	$0.00	$0.00	5
Ben Lippen School	2%	$49,200.00	$2,460.00	3
Bishop England High School	5%	$102,000.00	$3,000.00	5
Blessed Sacrament School	2%	$5,700.00	$1,425.00	5
Bob Jones Academy	1%	$22,200.00	$1,585.71	1
Calhoun Academy	0%	$1,200.00	$1,200.00	2
Calvary Christian School-Greer	11%	$21,500.00	$2,150.00	1
Calvary Christian School-Myrtle Beach	0%	*	*	5
Camden Military Academy	2%	$22,100.00	$4,420.00	3
Camperdown Academy	59%	$544,335.00	$5,498.33	1
Cardinal Newman School	8%	$138,500.00	$3,077.78	3
Carolina Christian Academy	0%	$0.00	$0.00	3
Cathedral Academy	0%	*	*	5
Chabad Jewish Academy	0%	*	*	5
Charis Academy	0%	$0.00	$0.00	5
Charleston Collegiate School	1%	$16,309.37	$8,154.69	5

Appendix A
School, Percent of Students Funded by ECENC, Total Amount, Average per Student Amount and CERRA Region

School	% Funded by ECENC	Total amount	Average per Student Amount	CERRA Region
Charleston Day School	1%	$13,100.00	$4,366.67	5
Cherokee Creek Boys School, Inc.	0%	$0.00	$0.00	1
Christ Church Episcopal School	6%	$242,100.00	$3,668.18	1
Christ Our King-Stella Maris Catholic School	2%	$18,200.00	$1,400.00	5
Clarendon Hall School	1%	$1,600.00	$800.00	4
Coastal Christian Preparatory School	8%	$7,300.00	$2,433.33	5
Colleton Preparatory Academy	6%	$44,000.00	$2,200.00	5
Covenant Classical Christian School	0%	*	*	3
Cross Schools	2%	$12,400.00	$2,066.67	5
Crown Leadership Academy	3%	$8,000.00	$1,600.00	5
Cutler Jewish Day School	5%	$6,600.00	$2,200.00	3
Divine Redeemer Catholic School	1%	$2,500.00	$1,250.00	5
Easley Christian School	1%	$1,400.00	$1,400.00	1
Einstein Academy	8%	$7,500.00	$2,500.00	1
First Baptist School of Charleston	0%	$0.00	$0.00	5
First Presbyterian Academy	5%	$5,635.00	$296.58	1
Five Oaks Academy	1%	$3,700.00	$1,850.00	1
Foothills Christian School	0%	$0.00	$0.00	1
Francis Hugh Wardlaw Academy	0%	$0.00	$0.00	2
Glenforest School	46%	$81,000.00	$3,521.74	3

Appendix A
School, Percent of Students Funded by ECENC, Total Amount, Average per Student Amount and CERRA Region

School	% Funded by ECENC	Total amount	Average per Student Amount	CERRA Region
Grace Christian School	2%	$3,900.00	$1,300.00	3
Greenville Classical Academy	0%	$0.00	$0.00	1
Hammond School	2%	$46,430.00	$3,316.43	3
Hampton Park Christian School	2%	$10,300.00	$1,716.67	1
Harvest Community School	1%	$1,000.00	$1,000.00	4
Hawthorne Christian Academy	1%	$700.00	$700.00	3
Heathwood Hall Episcopal School	2%	$53,800.00	$3,842.86	3
Hidden Treasure Christian School	38%	$98,400.00	$4,100.00	1
Hilton Head Christian Academy	2%	$31,300.00	$3,130.00	5
Hilton Head Preparatory School	1%	$10,300.00	$3,433.33	5
Holy Trinity Catholic School	1%	$1,700.00	$1,700.00	4
HOPE Academy	44%	$76,500.00	$2,067.57	1
Hope Christian Academy	89%	$26,400.00	$3,300.00	3
James Island Christian School	1%	$1,700.00	$1,700.00	5
John Paul II Catholic School	3%	$19,600.00	$2,800.00	5
Laurence Manning Academy	0%	*	*	4
Little Learners Academy	0%	*	*	1
Lowcountry Preparatory School	0%	$0.00	$0.00	4

Appendix A
School, Percent of Students Funded by ECENC, Total Amount, Average per Student Amount and CERRA Region

School	% Funded by ECENC	Total amount	Average per Student Amount	CERRA Region
Mason Preparatory School	0%	$3,400.00	$3,400.00	5
Mead Hall Episcopal School	1%	$7,700.00	$1,925.00	2
Miracle Academy Preparatory School	35%	$45,600.00	$2,400.00	5
Mitchell Road Christian Academy	2%	$18,300.00	$2,287.50	1
Montessori School of Anderson	2%	$2,400.00	$2,400.00	1
Montessori School of Florence	0%	$0.00	$0.00	4
Nativity Catholic School	4%	$5,300.00	$1,325.00	5
Newberry Academy	0%	*	*	3
North Walterboro Christian Academy	0%	$0.00	$0.00	5
Northside Christian Academy	0%	$0.00	$0.00	3
Oakbrook Preparatory School	3%	$20,400.00	$1,700.00	1
Oconee Christian Academy	1%	$3,000.00	$1,500.00	1
Orangeburg Preparatory Schools, Inc.	1%	$6,500.00	$1,300.00	2
Our Lady of Peace Catholic School	12%	$24,700.00	$1,300.00	2
Our Lady of the Rosary Catholic School	6%	$16,400.00	$2,050.00	1

Appendix A
School, Percent of Students Funded by ECENC, Total Amount, Average per Student Amount and CERRA Region

School	% Funded by ECENC	Total amount	Average per Student Amount	CERRA Region
Palmetto Christian Academy of Greenwood (PCAG)	0%	$0.00	$0.00	2
Palmetto Christian Academy-Mt. Pleasant	2%	$21,500.00	$2,150.00	5
Patrick Henry Academy	4%	$8,100.00	$900.00	5
Pee Dee Academy	1%	$5,000.00	$1,250.00	4
Porter-Gaud School	0%	$20,700.00	$5,175.00	5
Prince of Peace Catholic School	4%	$8,400.00	$1,400.00	1
Providence Classical School of Rock Hill	0%	$0.00	$0.00	3
Ridge Christian Academy	12%	$19,200.00	$1,600.00	5
Riverpointe Christian Academy	0%	$0.00	$0.00	5
Sandhills School	49%	$241,900.00	$4,838.00	3
South Aiken Baptist Christian School	0%	*	*	2
Southside Christian School	5%	$180,100.00	$3,274.55	1
Spartanburg Christian Academy	0%	$0.00	$0.00	1
Spartanburg Day School	3%	$48,000.00	$4,000.00	1
St. Andrew Catholic School	7%	$19,200.00	$1,600.00	5
St. Anne Catholic School-Rock Hill	2%	$21,300.00	$2,366.67	3

Appendix A
School, Percent of Students Funded by ECENC, Total Amount, Average per Student Amount and CERRA Region

School	% Funded by ECENC	Total amount	Average per Student Amount	CERRA Region
St. Anne-St. Jude Catholic School-Sumter	0%	*	*	4
St. Anthony Catholic School-Florence	5%	$8,500.00	$1,700.00	4
St. Anthony of Padua Catholic School	4%	$11,000.00	$2,200.00	1
St. Elizabeth Ann Seton Catholic High School	3%	$2,200.00	$2,200.00	5
St. Francis by the Sea Catholic School	1%	$2,400.00	$1,200.00	5
St. Gregory the Great Catholic School	1%	$2,200.00	$1,100.00	5
St. John Catholic School-Charleston	2%	$16,800.00	$2,400.00	5
St. John Neumann Catholic School	12%	$14,100.00	$2,350.00	3
St. John's Christian Academy	2%	$8,700.00	$1,242.86	5
St. Joseph Catholic School-Anderson	0%	$0.00	$0.00	1
St. Joseph Catholic School-Columbia	13%	$14,800.00	$1,644.44	3
St. Joseph's Catholic School-Greenville	3%	$63,200.00	$3,160.00	1
St. Martin de Porres Catholic School	0%	$0.00	$0.00	3
St. Mary Help of Christians Catholic School	2%	$8,800.00	$2,200.00	2

Appendix A
School, Percent of Students Funded by ECENC, Total Amount, Average per Student Amount and CERRA Region

School	% Funded by ECENC	Total amount	Average per Student Amount	CERRA Region
St. Michael Catholic School	0%	$0.00	$0.00	5
St. Peter's Catholic School-Beaufort	0%	$0.00	$0.00	5
St. Peter's Catholic School-Columbia	0%	$0.00	$0.00	3
Step of Faith Christian Academy	0%	$900.00	$900.00	5
Summerville Catholic School	2%	$5,100.00	$1,700.00	5
Sumter Christian School	2%	$2,200.00	$1,100.00	4
Tabernacle Christian School	0%	*	*	1
The Chandler School	57%	$139,200.00	$4,350.00	1
The Charleston Catholic School	9%	$34,000.00	$2,000.00	5
The Complete Student	0%	$0.00	$0.00	5
The Cooper School	0%	$0.00	$0.00	5
The King's Academy	5%	$176,708.00	$11,780.53	4
The Timmerman School	1%	$7,200.00	$1,800.00	3
The Village School of Gaffney	0%	$0.00	$0.00	1
Thomas Heyward Academy	4%	$10,800.00	$1,200.00	5
Thomas Sumter Academy	1%	$3,000.00	$1,500.00	4
Trident Academy	29%	$94,400.00	$5,900.00	5
Trinity Christian Educational School	0%	$0.00	$0.00	1
Victory Bible Christian School	0%	$0.00	$0.00	3
Walnut Grove Christian School	0%	*	*	3

Appendix A
School, Percent of Students Funded by ECENC, Total Amount, Average per Student Amount and CERRA Region

School	% Funded by ECENC	Total amount	Average per Student Amount	CERRA Region
Westgate Christian School	0%	$0.00	$0.00	1
Westminster Catawba Christian School	4%	$33,700.00	$2,592.31	3
Westside Christian Academy	0%	*	*	4
Statewide	3%	$3,218,117.37	$3,224.57	1-5

Appendix B

Student Assessment in ECENC Approved Schools with 51% or More Students Funded:

Camperdown Academy Average Student Scores in 2020-21 School Year:

Reading Scores on Gates-MacGinitie

Grade	Number of Students	Average
1	14	34.9
2	20	33.5
3	29	47.0
4	20	38.7
5	23	38.3
6	23	42.8
7	23	50.0
8	21	55.1

Math Scores on GMADE

Grade	Number of Students	Average
1	14	90.0
2	20	92.2
3	29	112.8
4	20	99.4
5	23	92.4
6	23	99.6
7	23	96.3
8	21	97.9

Hope Christian Academy Average Student Scores in 2020-21 School Year:

Scores were not reported due to fewer than 10 students in the school. Suppressing this data protects the identity of students and their personal information in accordance with state and federal law.

The Chandler School Average Student Scores in 2020-21 School Year:

PSAT Scores in 8th Grade	
Reading	Math
347	362

Appendix C:
Invitation to Participate in Qualitative Evaluation and Interview Questions

Good morning,
Act 247 of 2018 establishes the Educational Credit for Exceptional Needs Children (ECENC) program, and the Education Oversight Committee (EOC) is required to annually issue a report to the General Assembly documenting the impact of this program. Historically, this report has been written using student test scores, which is an important part of measuring student learning, but some measures of quality can be missed using only test scores. This year the EOC would like to include information outside the scope of standardized test scores to be obtained through visits to the schools eligible for ECENC funds. This would allow for a more complete picture of the impact of the ECENC program on students and families, and enable us to learn from the expertise of teachers and administrators who implement the program. To that end, we'd like to schedule a time to visit and tour your school, and talk with teachers about their experience. This will add to the General Assembly's knowledge of the impact of the ECENC program, and the report will be written so that individuals remain anonymous. I will call this week to set a time that is convenient for you so that EOC staff can come tour the school. During this scheduling call, we can also discuss further how you'd like conversations with teachers to be facilitated and I would be happy to answer any questions or address any concerns you may have about this process. Our ideal timeline for completed visits and conversations is anytime before April 1, so please consider when would be best for you this month and we'll schedule a time most convenient for you.

Warmly,
Jenny

Guiding Questions

1. From your perspective, what are the most important benefits of the ECENC program?
2. Are there any problems implementing the ECENC program that could be alleviated at the state level? Please describe them.
    a. Do you have suggestions to improve?
3. Does your school partner with the community to serve students? If so, how?
4. Do you feel supported in the implementation of the ECENC program in your school?
5. What else should I know, but haven't asked about the ECENC program from your perspective?

Appendix D Assessment Matrix

School	Stanford 10 g2-8	Iowa Assessment K5-11	ACT Aspireg3-8	PSAT 8/9 g7-9	PSAT (NMSQ)g 8-11	SAT g11-12	ACT g7-12	ERBs CTP4 g 3-6	OLSAT 8 g 1-8	MAP gK-10	ERB g 9	WRAT-5 g3-8	CogAt g8-12	TerraNova	Aimsweb progress monitoring	Woodcock Johnson IV	AP	Pre ACT	Gates MacGinitie	Towre
Total Number of Schools	24	30	6	17	62	54	48	11	9	43	1	2	3	3	1	3	2	4	1	1
Addlestone Hebrew Academy	✓																			
Anderson Christian School		✓	✓	✓	✓	✓	✓													
Ascent Christian Academy					✓															
Ashley Hall			✓	✓	✓			✓												
Beaufort Academy	✓								✓											
Ben Lippen School					✓		✓			✓	✓									
Bishop England High School					✓	✓	✓			✓										
Blessed Sacrament School					✓		✓			✓										
Bob Jones Academy		✓																		
Calhoun Academy	✓			✓	✓															
Calvary Christian School-Greer																				
Calvary Christian School-Myrtle Beach		✓			✓															

Appendix D Assessment Matrix

School	Stanford 10 g2-8	Iowa Assessment K5-11	ACT Aspireg3-8	PSAT 8/9 g7-9	PSAT (NMSQ)g 8-11	SAT g11-12	ACT g7-12	ERBs CTP4 g 3-6	OLSAT 8 g 1-8	MAP gK-10	ERB g 9	WRAT-5 g3-8	CogAt g8-12	TerraNova	Aimsweb progress monitoring	Woodcock Johnson IV	AP	Pre ACT	Gates MacGinitie	Towre
Camden Military Academy				✓		✓														
Total Number of Schools	24	30	6	17	62	54	48	11	9	43	1	2	3	3	1	3	2	4	1	1
Camperdown Academy												✓								
Cardinal Newman School					✓	✓	✓			✓										
Carolina Christian Academy		✓											✓							
Cathedral Academy		✓			✓	✓	✓													
Chabad Jewish Academy										✓										
Charis Academy	✓																			
Charleston Collegiate School						✓														
Charleston Day School								✓												
Cherokee Creek Boys School, Inc.										✓										
Christ Church Episcopal School				✓				✓												
Christ Our King-Stella Maris Catholic School					✓	✓	✓			✓										
Clarendon Hall School		✓																		

Appendix D Assessment Matrix

School	Stanford 10 g2-8	Iowa Assessment K5-11	ACT Aspireg3-8	PSAT 8/9 g7-9	PSAT (NMSQ)g 8-11	SAT g11-12	ACT g7-12	ERBs CTP4 g 3-6	OLSAT 8 g 1-8	MAP gK-10	ERB g 9	WRAT-5 g3-8	CogAt g8-12	TerraNova	Aimsweb progress monitoring	Woodcock Johnson IV	AP	Pre ACT	Gates MacGinitie	Towre
Total Number of Schools	24	30	6	17	62	54	48	11	9	43	1	2	3	3	1	3	2	4	1	1
Coastal Christian Preparatory School		✓																		
Covenant Classical Christian School				✓																
Cross Schools	✓		✓	✓					✓											
Crown Leadership Academy		✓																		
Cutler Jewish Day School	✓																			
Divine Redeemer Catholic School					✓	✓	✓			✓										
Easley Chrisitan School		✓			✓															
Einstein Academy										✓										
First Baptist School of Charleston	✓				✓															
First Presbyterian Academy														✓						
Five Oaks Academy										✓										
Foothills Christian School		✓																		
Francis Hugh Wardlaw Academy		✓			✓	✓							✓							

Appendix D Assessment Matrix

School	Stanford 10 g2-8	Iowa Assessment K5-11	ACT Aspireg3-8	PSAT 8/9 g7-9	PSAT (NMSQ)g 8-11	SAT g11-12	ACT g7-12	ERBs CTP4 g 3-6	OLSAT 8 g 1-8	MAP gK-10	ERB g 9	WRAT-5 g3-8	CogAt g8-12	TerraNova	Aimsweb progress monitoring	Woodcock Johnson IV	AP	Pre ACT	Gates MacGinitie	Towre
Total Number of Schools	24	30	6	17	62	54	48	11	9	43	1	2	3	3	1	3	2	4	1	1
Glenforest School										✓					✓					
Grace Christian School		✓																		
Greenville Classical Academy		✓			✓	✓	✓													
Hammond School					✓			✓												
Hampton Park Christian School		✓											✓							
Harvest Community School		✓							✓											
Hawthorne Christian Academy		✓																		
Heathwood Hall Episcopal School						✓	✓	✓												
Hidden Treasure Christian School																✓				
Hilton Head Christian Academy		✓			✓	✓	✓			✓										
Hilton Head Preparatory School	✓																			
Holy Trinity Catholic School					✓	✓	✓			✓										
HOPE Academy										✓						✓				

Appendix D Assessment Matrix

School	Stanford 10 g2-8	Iowa Assessment K5-11	ACT Aspireg3-8	PSAT 8/9 g7-9	PSAT (NMSQ)g 8-11	SAT g11-12	ACT g7-12	ERBs CTP4 g 3-6	OLSAT 8 g 1-8	MAP gK-10	ERB g 9	WRAT-5 g3-8	CogAt g8-12	TerraNova	Aimsweb progress monitoring	Woodcock Johnson IV	AP	Pre ACT	Gates MacGinitie	Towre
Hope Christian Academy																				
James Island Christian School										✓										
Total Number of Schools	24	30	6	17	62	54	48	11	9	43	1	2	3	3	1	3	2	4	1	1
John Paul II Catholic School					✓	✓	✓			✓										
Laurence Manning Academy	✓				✓	✓														
Little Learners Academy					✓	✓	✓									✓				
Lowcountry Preparatory School	✓			✓		✓														
Mason Preparatory School								✓												
Mead Hall Episcopal School				✓				✓												
Miracle Academy Preparatory School	✓			✓			✓		✓											
Mitchell Road Christian Academy										✓										
Montessori School of Anderson	✓				✓	✓	✓			✓										
Montessori School of Florence										✓										

Appendix D Assessment Matrix

School	Stanford 10 g2-8	Iowa Assessment K5-11	ACT Aspireg3-8	PSAT 8/9 g7-9	PSAT (NMSQ)g 8-11	SAT g11-12	ACT g7-12	ERBs CTP4 g 3-6	OLSAT 8 g 1-8	MAP gK-10	ERB g 9	WRAT-5 g3-8	CogAt g8-12	TerraNova	Aimsweb progress monitoring	Woodcock Johnson IV	AP	Pre ACT	Gates MacGinitie	Towre
Nativity Catholic School					✓	✓	✓			✓										
Newberry Academy	✓			✓	✓	✓			✓											
Total Number of Schools	24	30	6	17	62	54	48	11	9	43	1	2	3	3	1	3	2	4	1	1
Northside Christian Academy					✓	✓								✓						
North Walterboro Christian Academy		✓																		
Oakbrook Preparatory School	✓				✓	✓	✓									✓	✓			
Oconee Christian Academy		✓			✓															
Orangeburg Preparatory Schools, Inc.		✓																		
Our Lady of Peace Catholic School					✓	✓	✓			✓										
Our Lady of the Rosary Catholic School					✓	✓	✓			✓										
Palmetto Christian Academy of Greenwood (PCAG)				✓	✓	✓								✓						
Palmetto Christian										✓										

Appendix D Assessment Matrix

School	Stanford 10 g2-8	Iowa Assessment K5-11	ACT Aspireg3-8	PSAT 8/9 g7-9	PSAT (NMSQ)g 8-11	SAT g11-12	ACT g7-12	ERBs CTP4 g 3-6	OLSAT 8 g 1-8	MAP gK-10	ERB g 9	WRAT-5 g3-8	CogAt g8-12	TerraNova	Aimsweb progress monitoring	Woodcock Johnson IV	AP	Pre ACT	Gates MacGinitie	Towre
Academy-Mt. Pleasant																				
Patrick Henry Academy					✓	✓	✓	✓	✓									✓		
Pee Dee Academy				✓	✓															
Total Number of Schools	24	30	6	17	62	54	48	11	9	43	1	2	3	3	1	3	2	4	1	1
Porter-Gaud School					✓			✓										✓		
Prince of Peace Catholic School					✓	✓	✓			✓										
Providence Classical School of Rock Hill		✓				✓	✓													
Ridge Christian Academy	✓																			
Riverpointe Christian Academy	✓								✓											
Sandhills School							✓													
South Aiken Baptist Christian School		✓			✓	✓	✓									✓	✓	✓		
Southside Christian School			✓		✓					✓										
Spartanburg Christian Academy	✓		✓	✓	✓															
Spartanburg Day School				✓	✓	✓		✓												

School	Stanford 10 g2-8	Iowa Assessment K5-11	ACT Aspireg3-8	PSAT 8/9 g7-9	PSAT (NMSQ)g 8-11	SAT g11-12	ACT g7-12	ERBs CTP4 g 3-6	OLSAT 8 g 1-8	MAP gK-10	ERB g 9	WRAT-5 g3-8	CogAt g8-12	TerraNova	Aimsweb progress monitoring	Woodcock Johnson IV	AP	Pre ACT	Gates MacGinitie	Towre
St. Andrew Catholic School					✓	✓	✓			✓										
St. Anne Catholic School-Rock Hill					✓	✓	✓			✓										
Total Number of Schools	24	30	6	17	62	54	48	11	9	43	1	2	3	3	1	3	2	4	1	1
St. Anne-St. Jude Catholic School-Sumter						✓	✓			✓										
St. Anthony Catholic School-Florence					✓	✓	✓			✓										
St. Anthony of Padua Catholic School					✓	✓	✓			✓										
St. Elizabeth Ann Seton Catholic High School					✓	✓	✓			✓										
St. Francis by the Sea Catholic School					✓	✓	✓			✓										
St. Gregory the Great Catholic School					✓	✓	✓			✓										
St. John Catholic School-Charleston					✓	✓	✓			✓										
St. John Neumann										✓										

Appendix D Assessment Matrix

School	Stanford 10 g2-8	Iowa Assessment K5-11	ACT Aspireg3-8	PSAT 8/9 g7-9	PSAT (NMSQ)g 8-11	SAT g11-12	ACT g7-12	ERBs CTP4 g 3-6	OLSAT 8 g 1-8	MAP gK-10	ERB g 9	WRAT-5 g3-8	CogAt g8-12	TerraNova	Aimsweb progress monitoring	Woodcock Johnson IV	AP	Pre ACT	Gates MacGinitie	Towre
Catholic School					✓	✓	✓													
St. John's Christian Academy	✓					✓	✓													
Total Number of Schools	24	30	6	17	62	54	48	11	9	43	1	2	3	3	1	3	2	4	1	1
St. Joseph Catholic School-Anderson				✓	✓	✓	✓											✓		
St. Joseph Catholic School-Columbia					✓	✓	✓			✓										
St. Joseph's Catholic School-Greenville					✓	✓	✓			✓										
St. Martin de Porres Catholic School																				
St. Mary Help of Christians Catholic School					✓	✓	✓			✓										
St. Michael Catholic School					✓	✓	✓			✓										
St. Peter's Catholic School-Beaufort					✓	✓	✓			✓										
St. Peter's Catholic School-Columbia					✓	✓	✓			✓										

Appendix D Assessment Matrix

School	Stanford 10 g2-8	Iowa Assessment K5-11	ACT Aspireg3-8	PSAT 8/9 g7-9	PSAT (NMSQ)g 8-11	SAT g11-12	ACT g7-12	ERBs CTP4 g 3-6	OLSAT 8 g 1-8	MAP gK-10	ERB g 9	WRAT-5 g3-8	CogAt g8-12	TerraNova	Aimsweb progress monitoring	Woodcock Johnson IV	AP	Pre ACT	Gates MacGinitie	Towre
Step of Faith Christian Academy		✓				✓	✓													
Summerville Catholic School					✓	✓	✓			✓										
Total Number of Schools	24	30	6	17	62	54	48	11	9	43	1	2	3	3	1	3	2	4	1	1
Tabernacle Christian School		✓																		
The Chandler School	✓								✓											
The Charleston Catholic School					✓	✓	✓			✓										
The Complete Student																				
The Cooper School								✓												
The King's Academy					✓	✓	✓													
The Timmerman School	✓																			
The Village School of Gaffney	✓																			
Thomas Heyward Academy	✓				✓	✓			✓											
Thomas Sumter Academy	✓				✓															
Trident Academy												✓							✓	✓

Appendix D Assessment Matrix

School	Stanford 10 g2-8	Iowa Assessment K5-11	ACT Aspireg3-8	PSAT 8/9 g7-9	PSAT (NMSQ)g 8-11	SAT g11-12	ACT g7-12	ERBs CTP4 g 3-6	OLSAT 8 g 1-8	MAP gK-10	ERB g 9	WRAT-5 g3-8	CogAt g8-12	TerraNova	Aimsweb progress monitoring	Woodcock Johnson IV	AP	Pre ACT	Gates MacGinitie	Towre
Trinity Christian Educational School	✓																			
Victory Bible Christian School		✓			✓															
Total Number of Schools	24	30	6	17	62	54	48	11	9	43	1	2	3	3	1	3	2	4	1	1
Walnut Grove Christian School		✓																		
Westgate Christian School		✓																		
Westminster Catawba Christian School				✓		✓	✓													
Westside Christian Academy		✓			✓															

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.

The Education Oversight Committee does not discriminate on the basis of race, color, national origin, religion, sex, or handicap in its practices relating to employment or establishment and administration of its programs and initiatives. Inquiries regarding employment, programs and initiatives of the Committee should be directed to the Executive Director 803.734.6148.

EDUCATION OVERSIGHT COMMITTEE

DATE: June 12, 2023

COMMITTEE:
Joint Academic Standards & Assessments and Public Awareness Subcommittees

ACTION ITEM:
Educational Performance of Military-Connected Children in SC, 2023 Report

PURPOSE/AUTHORITY
§59-18-100: 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
The 2023 report provides:

- Demographics details of military-connected students in SC from School Year 2021-22.
- An overview of the data collection and reporting at the State level related to military-connected students as well as an update on the federal Impact Aid program.
- An update on the academic performance and school attendance of military-connected students as reported for the most recent school years;
- Existing structures and support for military- connected students in the State; and
- Findings and recommendations.

TIMELINE/REVIEW PROCESS
Annual review

ECONOMIC IMPACT FOR EOC
No impact

ACTION REQUEST

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

ACTION TAKEN

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

EDUCATIONAL PERFORMANCE OF MILITARY-CONNECTED STUDENTS IN SOUTH CAROLINA

2023 REPORT



Prepared By:
Amber Adgerson, PhD, EOC Data Analyst Intern

Prepared For:
Academic Standards & Assessments Subcommittee
Public Awareness Subcommittee

Monday, May 15, 2023

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Note: At the time of publication, data on the performance of MCS was not finalized for the Advanced Placement (AP) exams given during the 2021-22 school year.

EXECUTIVE SUMMARY

The South Carolina General Assembly finds that comprehensive legislation to enhance many quality of life issues for members of the armed forces and their families is very appropriate to demonstrate its appreciation for the sacrifices of members of the armed forces and their families and to demonstrate its appreciation for the enormously positive impact of military installations on the Palmetto State. (2013-2014 Bill 4859)

This report is the annual assessment of the educational performance of military-connected students (MCS) in South Carolina, as required by Act 289, the Military Family Quality of Life Enhancement Act. The report, developed by the Education Oversight Committee (EOC), in collaboration with the State Board of Education, aims to enhance the quality of life of our honorable armed forces personnel.

The report provides insights into the demographics of military-connected students and the data collection and reporting process at the state level for the 2021-2022 school year. The report also includes information on the academic performance and school attendance of military-connected students, existing structures, and support for them in the state and nationally, and recommendations for policy decisions. Care was taken to include metrics which juxtapose MCS progress with non-military connected students (Non-MCS).

It is recommended that policymakers review the report's findings and recommendations and work together to implement effective policies for the betterment of military families.

Acknowledgements

The EOC staff acknowledges the support and assistance of many individuals and organizations in the development of this report. We are grateful for their willingness to share and advocate for military connected students and families in South Carolina.

Report contributors include:

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Office of Student Intervention Services
SC Department of Education

Eric Sherman
Regional Liaison
U.S. Department of Defense



Background

This annual report is produced to fulfill the requirements of Act 289, also known as the Military Family Quality of Life Enhancement Act, which was passed in 2014 by the SC General Assembly. The Act's purpose is to "enhance quality of life issues for members of the armed forces" (Act 289 Preamble). Part V of this act mandates that the SC Education Oversight Committee (EOC) develop a comprehensive report on the educational performance of military-connected children. This report must be published on the state, district, and school websites, and printed by school districts upon request. The report should be reader-friendly and utilize graphics wherever possible.

This 2023 report contains a variety of information about military-connected students in SC from the 2021-2022 school year. It includes details about their demographics, an overview of data collection and reporting at the state level, and an update on the federal Impact Aid program. Additionally, the report provides information on the academic performance and attendance of military-connected students, as well as the existing support structures available to them in the state. Finally, the report includes findings and recommendations based on the data collected.

THIS REPORT

Since the 2018-2019 school year, the number of military-connected students (MCS) increased by...
11.1%

The attendance rate for MCS for the 2021-2022 school year was...
93.4%

Since the 2018-2019 school year, the number of MCS with a parent or guardian is serving in the military on active duty and is currently deployed has increased by...
10.8%



Federal Requirements for Military-Connected Students

When the Elementary and Secondary Education Act (ESEA) was reauthorized in late 2015 as the Every Student Succeeds Act (ESSA), military-connected students were recognized as a district subgroup for reporting purposes.

Beginning in the 2017-18 school year, local education agencies (LEAs) were required to identify students with a parent serving on active duty or full-time National Guard duty. The purpose of collecting this information is to evaluate the specific educational needs and effectiveness of programs serving military-connected students.

Active duty is federally defined as full-time duty in the active military service of the United States, which includes full-time training duty, annual training duty, and attendance at a designated service school. Full-time National Guard duty is defined as training or other duty performed by a member of the Army National Guard or Air National Guard in their status as a member of the National Guard, for which they are entitled to pay from or have waived pay from the United States.

South Carolina already had an established mechanism for collecting military-connected student information in its Student Information System (SIS), currently PowerSchool, which includes a dropdown list with eight possible student status options under the "Parent Military Status" field. However, there is no standard collection and reporting standard for collecting student military-connected status by state, although all typically collect it via a survey of parents and guardians. For instance, in Virginia, deployment status is not asked of parents due to concerns about privacy for military families, especially for those in special operations communities. South Carolina collects information about deceased and wounded military personnel to assist families and students who are grieving.

According to data from PowerSchool, the population of military-connected students in South Carolina public schools is currently estimated at 13,122 students connected to active-duty personnel in the 2021-2022 school year. That estimate excludes students in the enrollment file in 3K, 4K, or those students who never physically came to school. However, the total number of active-duty dependent children reported statewide in the DEERS system (ages 5-18) in April 2022, regardless of where they were enrolled, was 36,732 highlighting the need for consistent and accurate data collection methods.

State-Level Identification & Reporting of MCCS

It is challenging to identify military-connected students because various systems collect and report on these young people. The data from both national and state-level data sources can vary. For the purposes of identifying MCS for this report in the Student Information system, all students below are counted except for students whose parent or guardian is serving in the National Guard or Reserves and is not deployed. On average, the counts of military-connected students continue to increase in South Carolina. Table 1 provides an overview of the school year counts of military-connected students in South Carolina for the four most recently completed school years.

Table 1: Population of Military Connected Students By Status

Parent Military Status Category	MCS School Year Counts (180-Day Enrollment Data)			
	2018-2019	2019-2020	2020-2021	2021-2022
A Parent or Guardian is serving in the military on active duty but is not deployed.	9,314	9,672	9,540	9,465
A Parent or Guardian is serving in the National Guard but is not deployed.	2,631	3,027	3,896	3,256
A Parent or Guardian is serving in the Reserves but is not deployed.	2,075	2,308	2,276	2,257
The student's Parent or Guardian was wounded while on active duty within the last year.	591	1,087	1,368	1,430
A Parent or Guardian is serving in the military on active duty and is currently deployed.	1,027	1,081	1,065	1,117
A Parent or Guardian is serving in the National Guard and is currently deployed.	506	543	525	502
A Parent or Guardian is serving in the Reserves and is currently deployed.	295	368	369	420
The student's Parent or Guardian died while on active duty within the last year.	82	151	190	188
Totals	**16,521**	**18,237**	**19,229**	**18,635**

School Year Counts based on 180-Day Enrollment Data

The overall increase in military-connected students across all military status categories (including Reserves and National Guard, not deployed) is 12.8%. However, it should be noted that in previous years' reporting included data from the enrollment file for students who did not arrive in schools. This year, those students were removed from the reported counts. The report also shows a modest increase in the number of military-connected students with parents who served in the Reserves but are not deployed; the increase is 8.8%.

Of particular note is the substantial increase in the number of military-connected students with parents or guardians who were affected by active-duty service. For instance, the report indicates a 142.0% increase in military-connected students who reported having a parent or guardian that was wounded while on active duty within the last year. Furthermore, there was a 129.3% increase in military-connected students who reported having a parent or guardian that died while on active duty within the last year.

Defense Enrollment Eligibility Reporting System (DEERS)

In addition to the data provided by school districts in Power School, the U.S. Department of Defense collects information for the number of active-duty dependent children in South Carolina, as well as the number of SC Guard and Reserve dependent children in their Defense Enrollment Eligibility Reporting System (DEERS).

The DEERS database contains information for Uniformed Service members (Active Duty, retired, or Reserve Component), U.S.-sponsored foreign military, DoD and Uniformed Services civilians, and their eligible family members, including the patient population serviced through the Military Health Services System. Active duty and retired members are automatically registered in DEERS, and to be enrolled in TRICARE, dependents must be registered. DEERS data is accurate and stable, providing medical portability. The DMDC maintains the database and provides reports up to four times a year to authorized users. Table 2 includes data from the DEERS database provided by the Department of Defense and SC Department of Education, covering children ages 5-18, including those in private schools, DDESS, and alternative environments.

Table 2: Active Duty, Guard, and Reserve MCS DEERS Data

	Spring 2020 Data Collection	Spring 2021 Data Collection	Spring 2022 Data Collection
Active-Duty Dependent Children in South Carolina	13,034	11,716	20,141
SC Guard/Reserve Dependent Children	9,462	9,173	16,591
TOTAL number of Active-Duty Dependent Children in South Carolina	22,496	20,889	36,732

According to current DEERS data, more children (ages 5-18) in South Carolina are dependents of active-duty military personnel when compared to dependents of SC Guard and Reserve members. Data collected from the spring of 2022 revealed a roughly 72% increase in active-duty dependent children in South Carolina. During the same collection period, it was revealed a roughly 81% increase in SC Guard and Reserve dependent children. So, in total amount of military connected students South Carolina has increased by roughly 76% from the 2020-2021 school year to the 2021-2022 school year. Appendix A provides more detail about how the South Carolina MCS population compares to those of other states.

Local-Level Reporting of MCS

School districts also gather information on military-connected students through a survey administered to parents and guardians once a year. This data is entered into a field in the South Carolina Student Information System (SIS). Currently, Power School is the current SIC which collects the data related to military-connected students. Roughly a quarter of MCS who enrolled at a public school district or charter school attended Richland 02 school district during the 2021-2022 school year. Fifty-two percent of MCS attended either Richland 02, Horry 01, Dorchester 02, and Beaufort school districts.

Twenty-five SC school districts did not report any military-connected students within the PowerSchool SIS. Richland One School District only reported three MCS students, despite being very close to the large military installation of Fort Jackson. Similarly, no students were reported for Jasper County School District, even though there are three military installations in nearby Beaufort County School District.

Table 3 provides the number of MCS arranged alphabetically. School districts reporting no MCS are not included in the table; 25 school districts reported not having any MCS during the 2021-2022 school year.

Table 3: Population of Military Connected Students (MCS) By District

(districts reporting 0 MCS are not included in the table)

District Name	Count
Abbeville	1
Aiken	431
Allendale	2
Anderson 1	250
Anderson 2	1
Anderson 3	6
Anderson 4	3
Barnwell 45	1
Beaufort	827
Berkeley	805
Charleston	363
Cherokee	3
Chesterfield	70
Clarendon 2	24
Clarendon 4	1
Colleton	17
Darlington	144
Dillon 4	32
Dorchester 2	1367
Edgefield	42
Fairfield	2
Florence 1	350
Florence 2	22
Florence 3	58
Georgetown	110
Greenville	66
Greenwood 50	8
Hampton 3	13
Horry	1599
Kershaw	714
Lancaster	43
Laurens 55	1
Laurens 56	4
Lexington 1	617
Lexington 2	30
Lexington 3	1
Lexington 4	3
Lexington/ Richland 5	283
McCormick	5
Newberry	23
Oconee	79
Orangeburg	71
Pickens	81
Richland 1	4
Richland 2	3057
Spartanburg 1	2
Spartanburg 2	45
Spartanburg 3	8
Spartanburg 5	4
Spartanburg 6	1
Spartanburg 7	43
Sumter	747
Union	4
Williamsburg	7
York 1	33
York 2	2
York 3	181
York 4	7
SC Public Charter District	254
Charter Institute at Erskine	150

Table 4 show cases, from greatest to least, the ten South Carolina school districts with the highest numbers of MCS.

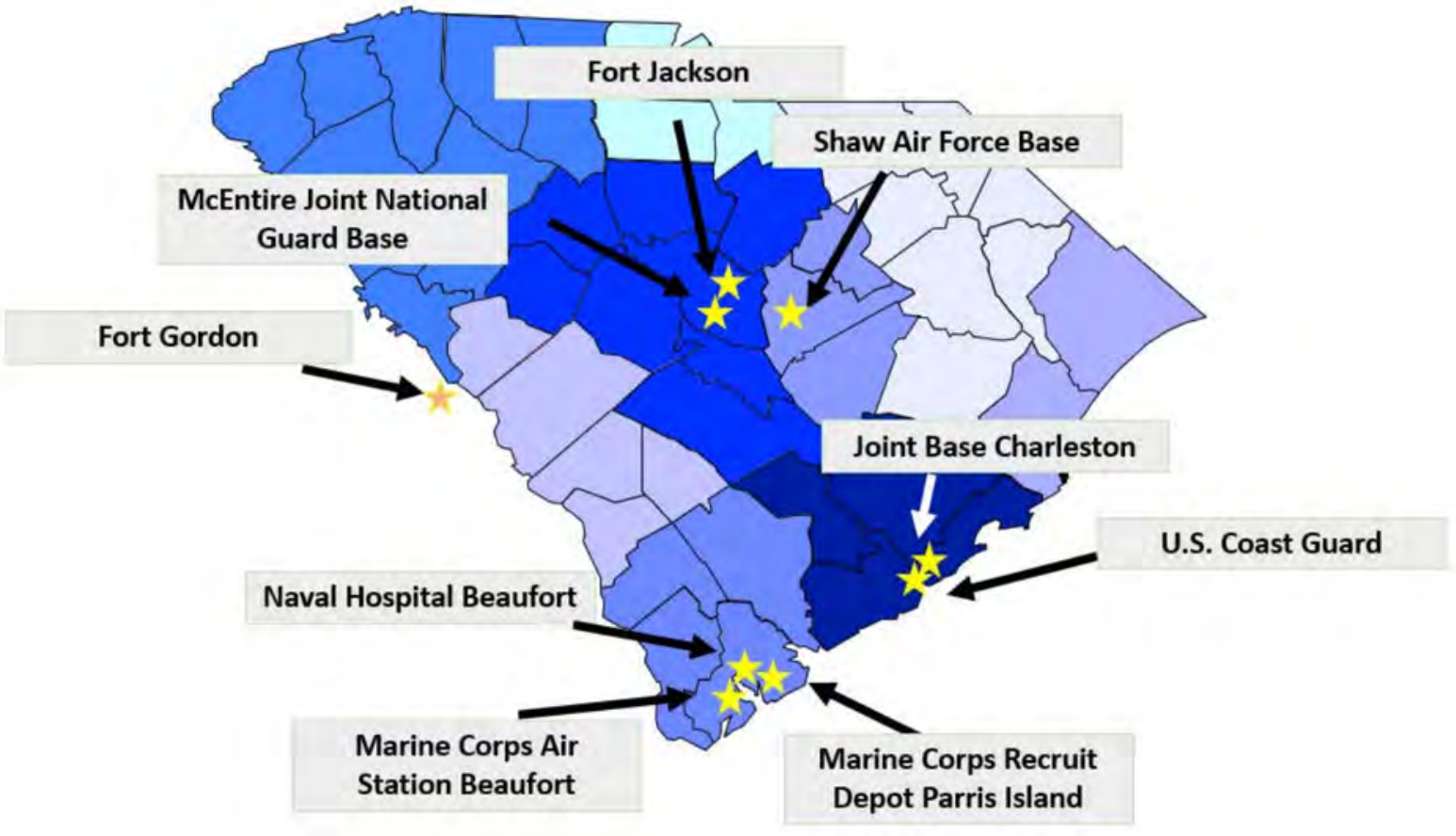
Table 4: SC School Districts With Largest Populations of MCS

District Name	MCS Count
Richland 2	3,057
Horry	1,599
Dorchester 2	1,367
Beaufort	827
Berkeley	805
Sumter	747
Kershaw	714
Lexington 1	617
Aiken	431
Charleston	363

2021-2022 School Year Count (180-Day Enrollment Data)

Many of the districts with the highest populations of MCS are near the eight major military installations and several other supporting facilities across the state (Figure 1). These establishments currently serve a total of 68,493 Department of Defense personnel, comprising all branches of service and components (SC Department of Veterans' Affairs - June 2022). Of this figure, 69% are active-duty members, while the remaining 31% are Reserve Component, which includes Guardsmen and Reservists. Notably, South Carolina ranks as the 10th state in terms of the highest density of service members in the country. Additionally, there are 17,579 service members stationed at Fort Gordon in Georgia, with many of them residing in South Carolina.

Figure 1: Locations of Major Military Installations



Source: SC Department of Veterans' Affairs

DEMOGRAPHICS OF MCS

The demographics of military connected students in South Carolina are listed below in Tables 5, 6, and 7. The number of MCS varied by grade-band, and there were more MCS at the Kindergarten through 5th grade-level band.

Table 5: Grade-Level Span of Military-Connected Students

Grade Level Span	Count
K-5th grade	6,190
6th-8th grade	3,172
9-12th grade	3,760
Total	13,122

2021-2022 School Year Count (180-Day Enrollment Data)



Concerning the racial make-up of MCS, 47.6% of students identified as White, 27.9% of students identified as Black or African American, and 13.5% identified as Hispanic or Latino. In general, the demographic make-up of South Carolina aligned with the racial makeup for South Carolina from the most recent Census (U.S. Census Bureau, 2022).

Table 6: Racial Make-Up of Military-Connected Students

Race	**Count**	% of MCS
American Indian or Alaska Native	30	0%
Asian	156	1.2%
Black or African American	3,673	27.9%
Hispanic or Latino	1,775	13.5%
Multiple categories reported	1,165	8.9%
Native Hawaiian or Other Pacific Islander	75	0.5%
White	6,247	47.6%
Total	13,121	100%

2021-2022 School Year Count (180-Day Enrollment Data)



Other data revealed there were many differences between military connected versus non-military connected students. Table 7 gives information on a variety of student characteristics collected by Power School. The data is aggregated by MCS and Non-MCS students.

Table 7: Demographics of Military-Connected Students

Student Characteristics	MCS	Non-MCS
Gifted and Talented	1,878 (14.3%)	116,910 (15.2%)
Student with a Disability	1,404 (10.7%)	97,504 (12.7%)
Limited English Proficiency	510 (3.9%)	69,475 (9.0%)
Pupil in Poverty	3,815 (29.1%)	473,204 (61.4%)
Foster Care	47 (0.3%)	3,644 (0.5%)
Homelessness	39 (0.3%)	10,168 (.47%)
Migrant	10 (0.1%)	569 (0.07%)

2021-2022 School Year Count (180-Day Enrollment Data)

In Power School, only roughly 29.1% of MCS are characterized as pupils in poverty whereas 61.4% of Non-MCS are characterized as pupils in poverty. The trend is similar concerning the other demographic factors as well. There were 3.9% of MCS with limited English proficiency versus the 9.0% of Non-MCS students. There were 0.3% MCS in foster care in contrast to the 0.47% of Non-MCS in foster care. Roughly 0.3% of homeless students were military connected in contrast to the 1.3% students that were not military connected. Lastly, the same trend held true concerning migrant status. Roughly 0.07% of non-MCS and 0.1% of MCS received migrant status during the 2021-2022 school year.

Federal Impact Aid for Military-Connected Students

As mentioned previously, school districts gather information on military-connected students through a survey administered to parents and guardians once a year. This data is entered into a field in the Power School system. However, the purpose of collecting this data is separate from the federal Impact Aid program, which provides funding to school districts that have lost tax revenue due to the presence of federal activities such as military installations, national parks, and low-rent housing properties.



Each school district must apply for Impact Aid annually, and to be eligible for funding, they must educate at least 400 federal students in average daily attendance or have these students represent at least 3% of their ADA. Military-connected students are a significant portion of the Impact Aid program, and many school districts in South Carolina receive funding through this program. Although data collection for military-connected students requires effort from districts, the funding can ultimately be beneficial for all students.

Table 8 provides an overview of the school districts who received federal impact aid payments in the 2022 fiscal year (as of April 2023). The schools are listed in decreasing order for aid received.

Table 8: Federal Impact Aid Payments

LEA Name	County Name	Fiscal Year	Payment (7003)
Sumter School District	Sumter	2022	315,385
Berkeley County School District	Berkeley	2022	162,336
Richland County School District 02	Richland	2022	126,457
Charleston County School District	Charleston	2022	102,813
Aiken County Consolidated School District	Aiken	2022	66,469
Beaufort County School District	Beaufort	2022	49,965
Dorchester County School District 02	Dorchester	2022	26,887
Florence County School District 03	Florence	2022	18,997
Kershaw County School District	Kershaw	2022	14,575
Barnwell County Consolidated School District	Barnwell	2022	9,903

Source: https://impactaid.ed.gov/report/total-impact-aid-basic-support-payments-detail/



Academic Performance

This section compares the 2021-2022 school year performance of MCS to Non-MCS in South Carolina across various measures, including the Kindergarten Readiness Assessment (KRA), SC READY and SC PASS tests, End-Of-Course Examination Program (EOCEP), Advanced Placement (AP) Examinations, and high school graduation rates.



KRA Performance of Military-Connected Students (MCS) and Non-MCS

The EOC analyzed the performance of kindergarten students who took the Kindergarten Readiness Assessment (KRA) during the 2021-2022 school year. The KRA measures readiness in Social Foundations, Language/Literacy, Mathematics, and Physical Well-Being. During the 2021-2022 school year, MCS demonstrated readiness at a rate of 45%, compared to 36% of Non-MCS students in the state as shown in Figures 2 and 3.

Figure 2: MCS KRA Performance

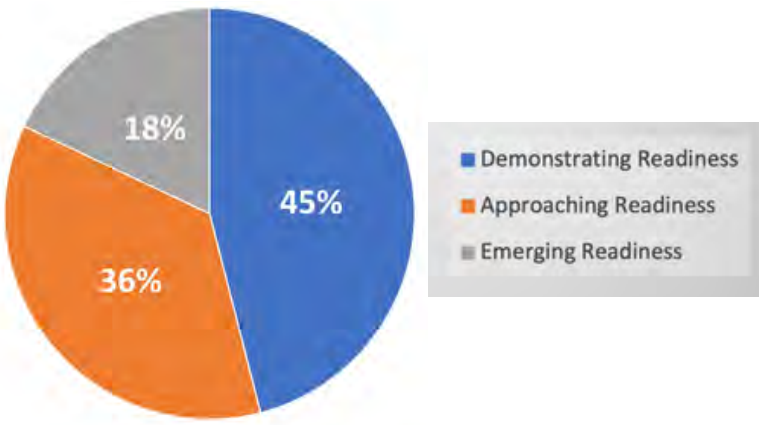
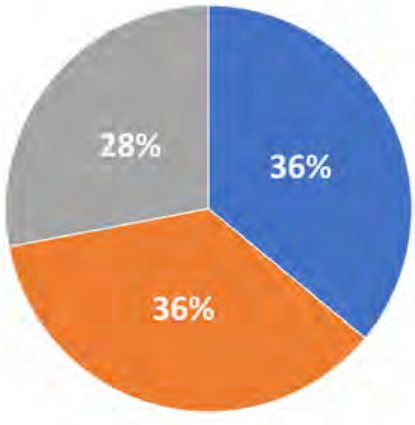


Figure 3: Non-MCS KRA Performance



2021-2022 School Year Count (180-Day Enrollment Data)

Spring 2022 SC READY and SC PASS Performance of MCS & Non-MCS

The South Carolina College- and Career-Ready Assessments (SC READY) program is a statewide assessment designed to measure student performance in English Language Arts (ELA) and mathematics for grades 3-8 as required by the Education Accountability Act. The South Carolina Palmetto Assessment of State Standards (SCPASS) is another statewide assessment program that focuses solely on assessing science at specific grade-level.

For the 2021-2022 school year, MCS were more likely to score Meets or Exceeds in mathematics, English Language Arts (ELA) and Science.

Table 9: SC READY and SC PASS Performance, 2021-22 School Year

Student Group	n	% Does Not Meet	% Approaches	% Meets	% Exceeds	% Meets or Exceeds
SC READY Mathematics						
MCS	5,725	21.0%	30.1%	25.2%	23.8%	49.0%
Non-MCS	339,918	32.8%	28.4%	20.0%	19.2%	38.8%
SC READY English Language Arts (ELA)						
MCS	5,727	15.5%	25.2%	30.0%	29.4%	59.3%
Non-MCS	339,695	26.1%	27.2%	24.9%	21.8%	46.7%
SC PASS Science						
MCS	1,917	20.7%	20.1%	28.4%	30.8%	59.2%
Non-MCS	111,145	33.9%	20.2%	22.8%	23.1%	45.9%



MCS, on average, achieved higher scores than their non-MCS peers in science. Specifically, a higher percentage of MCS students met and exceeded the established standards. Conversely, fewer MCS students scored "Does Not Meet" when compared to their non-MCS counterparts, indicating that fewer students failed to meet the grade-level standards in science.

End-of Course Exams (EOCE) Performance of MCS and Non-MCS

This section contains an overview of the End-of-Course Examination Program (EOCEP) performance of MCS and Non-MCS. This statewide EOCEP measures student performance on end-of-course tests for gateway courses that are awarded units of credit in English/language arts, mathematics, science, and social studies.

EOCEP examination scores have historically counted for 20 percent of a student's final grade in gateway courses. Currently, defined gateway courses include Algebra 1, Biology 1, English 2, and United States History and the Constitution.

Table 10 outlines the performance of military-connected students on end-of-course exams for the 2021-2022 school year. During the school year, military-connected students outperformed all students statewide on EOCEP exams in Algebra 1, English 2, Biology I, and United States History and the Constitution.

Table 10: EOCEP Performance

School Year	Number of MCS	Mean Score	% Passing (A, B, or C)	Number of Non-MCS	Mean Score	% Passing (A, B, or C)
Algebra I						
2021-22	1,057	71.8	53.9%	62,180	68.4	43.0%
English II						
2021-22	919	80.0	76.0%	58,088	76.8	66.8%
Biology I						
2021-22	926	71.0	52.6%	58,273	66.7%	43.0%
U.S. History and the Constitution						
2021-22	805	68.9	46.7%	51,479	65.2%	39.5%

Attendance & Graduation Rates

The data from Power School was also used to calculate the attendance and graduation rate of MCS and Non-MCS during the 2021-2022 school year. Table 11 below shows the average days absent for MCS and Non-MCS. On average military connected students were absent fewer days and attended more school days than Non-MCS. The 180-day enrollment file for the 2021-2022 school year was used to calculate the metric.

Table 11: Attendance Rates

2021-22 School Year	MCS	Non-MCS
Avg. Days Absent	10 days (of 180)	12 days (of 180)
Avg. Days Attended	154 days (of 180)	159 days (of 180)

The SCDE provided information from PowerSchool to compute student attendance rates. The average percent of school days absent for all districts that reported MCS was 10 days, compared to the statewide average of 11 days for non-MCS in the 2021-2022 school year. On average, MCS attended 154 of 180 days of school whereas Non-MCS attended 159 of 180 days of school.

Table 12: Graduation Rates

School Year	MCS	Non-MCS
2021-22	94.3%	83.9%
2020-21	91.4%	83.2%
2019-20	90.8%	82.0%
2018-19	86.9%	81.1%

Graduation rates are calculated from the graduation cohort base file for the given school year. The graduation cohort includes all students whose first year in high school occurred three full years prior to the school year being measured. Students are only removed from the cohort for reasons of student death, emigration, transfer to prison or juvenile facility following adjudication, and properly documented transfer out of the state.

Findings & Recommendations

Overall, the report findings demonstrate military connected students typically perform better than their non-military connected peers in most instances. Even so, there is a need for schools and educators to recognize the unique challenges faced by military-connected students and provide them with appropriate support to succeed academically. Schools can benefit from adopting policies that prioritize the needs of military-connected students and provide them with resources to address them.

01 **Growing population**
The population of MCS in South Carolina continues to grow at a moderate pace year over year.

02 **Reporting**
Consistency in reporting to local, state, and federal institutions vary among institutions in SC concerning MCS. Effort should be made to capture MCS more effectively.

03 **Demographics and Student Characteristics**
The demographics and student characteristics for MCS show they are most likely to be in the elementary school grade band and are less likely to be impoverished or have Limited English Language Proficiency.

04 **Attendance & Graduation Rates**
The attendance rates or MCS were more favorable when compared to Non-MCS, but only slightly so. Graduation rates for MCS continue to improve year over year and surpass the graduation rates of Non-MCS.

05 **Academic Progress**
The academic progress of MCS surpassed those of Non-MCS for most metrics.

06 **Federal Impact Aid**
Many school districts with high populations of MCS receive federal impact aid which benefits both MCS and Non-MCS students.

Lastly, the figures in Table 1 are a cause for concern as students who have a parent or guardian who was injured during active duty may face additional emotional and logistical challenges that could impact their academic performance. Such a traumatic experience can have a profound effect on students and their families, resulting in a need for additional support to help them cope with the loss and adjust to their new circumstances.

We recommend school districts provide access to and information for available structures and supports which support the holistic needs of military connected students and their families in South Carolina.

The last sections of this report provide information on existing structures and support for MCS in the state.

Structures & Supports

Military Interstate Compact Commission (MIC3)

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. Students covered are children of the following:

- Active-duty members of the uniformed services, including members of the National Guard and Reserve on active-duty orders (Title 10)
- Members or veterans who are medically discharged or retired for one year
- Members who die on active duty, for a period of one year after death
- Uniformed members of the Commissioned Corps of the National Oceanic and Atmospheric Administration (NOAA), and United States Public Health Services (USPHS).

SC Purple Star Districts

The Purple Star is a designation for SC districts who meet specific requirements, target training, and implement programs designed to support the unique situations facing military students and families. Dorchester School district was added in the last year as the eleventh SC Purple Star District.

Current SC Purple Star Districts

Aiken County Public School District

Anderson 1 School District

Beaufort County School District

Berkeley County School District

Charleston County School District

Dorchester County School District 2

Edgefield County School District

Kershaw County School District

Richland County School District 1

Richland County School District 2

Sumter County School District

State Military Installation Supports

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

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.

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

Additional 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 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/

Pathways Matter establishes the first comprehensive learner-centered education to workforce continuum for state policy. Beginning in K-12 and extending to and through postsecondary and on to employment, Pathways Matter, takes the fragmented narrative and structure of state education to workforce policy efforts and turns it into a comprehensive policy continuum.

https://pathwaysmatter.org/

EdChoice is a 501(c)(3) nonprofit, nonpartisan organization committed to understanding and pursuing a K–12 education system that empowers every family to choose the schooling environment that fits their children's needs best.

https://www.edchoice.org/school-choice/state/south-carolina/

New & Developing Academic Transition Support Metrics

Students in military connected families who are moving between states need support for a variety of different reasons. This is especially true for those MCS entering and exiting the K-12 schooling pipeline. To support the "seamless transition" of MCS, the **Office of Student Intervention Services** helps student and their families navigate +/- grading vs. point GPAs, age cutoffs for kindergarten entry, and social studies/history (and other subject credits) and other issues which impact the transitions of MCS and families in South Carolina. The office is beginning to categorize and quantify the issues which are most common for MCS and their families. These new metrics will assist in the development of targeted MCS policy recommendations.

Appendix A

Key for PDF: AF - Air Force; Army; CG - Coast Guard; Mar- Marines; Navy; USPHS - US Public Health Services; NOAA - National Oceanic and Atmospheric Administration

	AF*	ARMY*	CG*	MAR*	NAVY*	Subtotal	USPHS**	NOAA**	Subtotal	TOTAL 5-18	Prelim Total	Dues (Min/Max)	Variance
AL	2,348	6,125	700	283	619	10,075	14	1	15	10,089	$11,603	$11,603	$0
AK	3,741	3,517	995	21	76	8,350	218	-	218	8,568	$9,853	$9,853	$0
AZ	4,964	3,200	47	1,292	739	10,242	403	-	403	10,645	$12,242	$12,242	$0
AR	1,754	488	38	85	185	2,549	10	-	10	2,559	$2,943	$2,943	$0
CA	7,578	6,146	2,254	11,723	30,553	58,254	177	3	180	58,434	$67,199	$67,199	$0
CO	5,719	12,522	74	271	807	19,394	127	-	127	19,521	$22,449	$22,449	$0
CT	94	302	462	66	2,240	3,163	14	1	15	3,178	$3,655	$3,655	$0
DE	1,384	159	58	28	86	1,715	10	-	10	1,725	$1,984	$2,300	$316
DC	257	284	84	69	216	909	41	-	41	950	$1,093	$2,300	$1,207
FL	13,000	8,632	2,857	1,947	15,229	41,665	94	16	110	41,775	$48,041	$48,041	$0
GA	4,917	21,750	313	783	3,807	31,550	571	-	571	32,121	$36,940	$36,940	$0
HI	2,874	8,361	667	1,723	4,659	18,283	27	4	31	18,314	$21,061	$21,061	$0
ID	1,390	320	24	81	205	2,019	26	-	26	2,045	$2,352	$2,352	$0
IL	3,352	1,609	178	402	2,139	7,680	35	-	35	7,715	$8,873	$8,873	$0
IN	371	1,497	60	212	438	2,578	10	-	10	2,588	$2,976	$2,976	$0
IA	239	552	31	104	122	1,048	18	-	18	1,066	$1,226	$2,300	$1,074
KS	1,625	8,003	86	164	219	10,097	40	-	40	10,137	$11,658	$11,658	$0
KY	251	8,135	140	107	233	8,866	68	-	68	8,933	$10,273	$10,273	$0
LA	2,586	3,233	714	420	671	7,624	29	-	29	7,653	$8,801	$8,801	$0
ME	64	218	375	43	361	1,061	6	-	6	1,068	$1,226	$2,300	$1,074
MD	4,104	6,735	1,131	1,253	5,846	19,069	1,185	48	1,233	20,302	$23,347	$23,347	$0
MA	664	595	660	161	316	2,396	60	4	64	2,460	$2,829	$2,829	$0
MI	312	1,319	604	288	569	3,072	34	-	34	3,106	$3,572	$3,572	$0
MN	246	479	54	106	230	1,115	106	-	106	1,222	$1,405	$2,300	$895
MS	1,917	872	240	171	1,969	5,170	12	2	14	5,184	$5,962	$5,962	$0
MO	2,125	4,661	121	496	513	7,916	61	3	64	7,980	$9,177	$9,177	$0
MT	1,123	212	12	43	101	1,491	79	-	79	1,569	$1,805	$2,300	$495
NE	2,813	386	6	97	386	3,687	15	-	15	3,702	$4,257	$4,257	$0
NV	4,894	605	39	100	676	6,114	13	-	13	6,127	$7,046	$7,046	$0
NH	106	223	136	49	157	672	25	1	26	698	$803	$2,300	$1,497
NJ	1,970	1,114	681	258	521	4,525	59	-	59	4,584	$5,272	$5,272	$0
NM	4,065	651	16	90	167	4,989	186	-	186	5,175	$5,951	$5,951	$0
NY	564	7,531	486	456	1,122	10,159	81	-	81	10,240	$11,776	$11,776	$0
NC	3,502	24,151	1,471	11,412	3,917	44,453	168	2	170	44,623	$51,317	$51,317	$0
ND	2,404	102	3	19	37	2,565	26	-	26	2,591	$2,980	$2,980	$0
OH	3,996	1,619	378	344	781	7,118	40	2	42	7,160	$8,234	$8,234	$0
OK	3,355	4,885	45	189	1,078	9,551	336	-	336	9,887	$11,370	$11,370	$0
OR	220	468	465	116	285	1,555	51	12	63	1,618	$1,861	$2,300	$439
PA	702	1,881	204	473	912	4,171	86	2	88	4,259	$4,898	$4,898	$0
RI	117	231	154	134	844	1,481	3	5	8	1,489	$1,712	$2,300	$588
SC	3,988	4,917	562	1,645	2,222	13,333	30	-	30	13,363	$15,368	$15,368	$0
SD	1,264	148	2	15	49	1,477	92	-	92	1,569	$1,804	$2,300	$496
TN	607	8,818	144	270	1,859	11,698	15	-	15	11,713	$13,469	$13,469	$0
TX	15,714	38,275	1,295	1,831	5,304	62,419	287	-	287	62,706	$72,112	$69,000	($3,112)
UT	2,475	607	25	133	209	3,449	36	-	36	3,484	$4,007	$4,007	$0
VT	35	70	12	13	27	157	3	-	3	161	$185	$2,300	$2,115
VA	10,304	16,322	3,664	5,935	35,851	72,076	357	11	368	72,444	$83,311	$69,000	($14,311)
WA	3,131	13,232	879	297	9,067	26,606	116	6	122	26,728	$30,737	$30,737	$0
WV	133	226	59	30	108	556	58	2	60	616	$708	$2,300	$1,592
WI	273	858	210	143	416	1,900	30	-	30	1,929	$2,219	$2,300	$81
WY	1,276	97	1	20	32	1,426	24	-	24	1,449	$1,667	$2,300	$633
Total	136,705	237,343	23,895	46,370	139,174	583,488	5,612	125	5,737	589,225	$677,609	$672,689	(4,920)

*USDOD DMDC dependents ages 5-18, residing state on 7/31/2021 583,488 583,488

**USDOD DMDC dependents ages 5-18, residing state on 8/18/2020 (USDOD State Liaison Office did not provide this data for 2021)

The SC Education Oversight Committee is an independent, non-partisan group made up of 18 educators, businesspersons, 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.

The Education Oversight Committee does not discriminate on the basis of race, color, national origin, religion, sex, or handicap in its practices relating to employment or establishment and administration of its programs and initiatives. Inquiries regarding employment, programs and initiatives of the Committee should be directed to the Executive Director 803.734.6148.

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: **Academic Standards and Assessment**

Date: **June 12, 2023**

ACTION ITEM

U.S. History and the Constitution End-of-Course Assessment Evaluation

PURPOSE/AUTHORITY

SECTION 59-18-320. Review of field test; general administration of test; accommodations for students with disabilities; adoption of new standards.

(A) After the first statewide field test of the assessment program in each of the four academic areas, and after the field tests of the end of course assessments of high school credit courses, the Education Oversight Committee, established in Section 59-6-10, will review the state assessment program and the course assessments for alignment with the state standards, level of difficulty and validity, and for the ability to differentiate levels of achievement, and will make recommendations for needed changes, if any. The review will be provided to the State Board of Education, the State Department of Education, the Governor, the Senate Education Committee, and the House Education and Public Works Committee as soon as feasible after the field tests. The Department of Education will then report to the Education Oversight Committee no later than one month after receiving the reports on the changes made to the assessments to comply with the recommendations.

CRITICAL FACTS

TIMELINE/REVIEW PROCESS

February 15, 2023 EOC enters contracts with Dr. Christine DiStefano to evaluate the USHC field test assessment. Final report due in May 2023.

ECONOMIC IMPACT FOR EOC

The cost of the MOA with Dr. DiStefano was $9,000.

Fund/Source:

ACTION REQUEST

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

ACTION TAKEN

☐ **Approved** ☐ **Amended**

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

End of Course Examination Program

Evaluation of US History and Constitution
Spring 2022 Test Data

Report provided to the Education Oversight Committee

Dr. Christine DiStefano

May 2023

End of Course Examination Program
Technical Evaluation of Spring 2022 Test Data
US History and Constitution

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Section 1

Statewide System of Standards and Assessment

1.1 South Carolina's End of Course Examination Program

As part of South Carolina's Accountability Program, students attending public schools take standardized assessments to gauge student progress and school performance. The End-of-Course Examination Program (EOCEP) is a statewide assessment program for high school students after completion of "gateway" courses in essential subject areas. The gateway courses were determined by South Carolina's State Board of Education and currently include the following courses: Algebra 1, Intermediate Algebra, Biology 1, English 1, English 2, and United States History and the Constitution (https://ed.sc.gov/tests/high/eocep/).

Scores from the EOCEP are used in a variety of ways, such as contributing to students' overall course grade, providing information reported on school report cards, and to provide accountability evidence to meet state and federal requirements. As listed in the South Carolina State Board of Education Regulation 43-262, the purposes and uses of the EOCEP tests are stated:

A. The examinations shall encourage instruction in the specific academic standards for the courses, encourage student achievement, and document the level of students' mastery of the academic standards.

B. The examinations shall serve as indicators of program, school, and school district effectiveness in the manner prescribed by the Education Oversight Committee in accordance with the provisions of the Education Accountability Act of 1998 (EAA).

C. The examinations shall be weighted 20 percent in the determination of students' final grades in the gateway courses.

1.1a. Review of the USHC End of Course Examination. As part of the requirements for receiving a high school diploma in South Carolina, students are required to pass a high school credit course in United States history. The United States History and Constitution (USHC) course and the related end-of-course test satisfy this requirement. In 2019, the South Carolina State Board of Education adopted the South Carolina Social Studies College- and Career-Ready Standards and the USHC EOCEP was revised to align to the new state standards. The USHC test administered during the 2021–2022 school year was based on the revised standards. Per the South Carolina Code of Laws, Section 59-18-320 notes the requirement of a technical review of an instrument prior to statewide adoption (https://www.scstatehouse.gov/code/title59.php). Given the change in USHC standards and creation of a new assessment, a technical review of the USHC EOCEP was conducted.

The Education Oversight Committee supported the current study as part of the responsibilities stated in the Education Accountability Act. This report evaluates the testing procedures, test construction process, and psychometric information to ensure that the EOCEP US History and Constitution produces reliable and valid information for use to evaluate student progress, school performance, and federal accountability. Review of the USHC EOCEP

information was conducted according to best practices educational measurement, as detailed by the *Standards for Educational and Psychological Testing* (*Standards*; AERA, APA, NCME, 2014).

This report is structured to provide information across multiple areas aligned with the U.S. Department of Education's Assessment Peer Review Guidelines (https://www2.ed.gov/admins/lead/account/saa/assessmentpeerreview.pdf). The objective is to conduct a review of the testing processes (e.g., test development, administration, scoring, reporting, etc.) related to the USHC assessment to ensure the quality of the instrument for operational administration as part of the South Carolina's end-of-course testing program. Data sources for the peer evaluation were provided by the South Carolina Department of Education (SCDE), the test contractor, Data Recognition Corporation (DRC), archival documents retrieved from the SCDE website (e.g., test blueprints, testing schedules, USHC revised standards, etc.) or from DRC/SCDE associates, and meetings/discussions with DRC and SCDE personnel. Datasets were provided by DRC, which included information about individual items and related psychometric indices (e.g., difficulty estimates, etc.). All parameters were calculated by the test contractor; no additional estimation of item or test parameters was conducted.

This report examines selected critical elements stated in Peer Review Guidelines; however, not all critical elements are necessary for the USHC evaluation. The *EOCEP 2021-22 Technical Report* provided by DRC includes a detailed alignment to specific *Standards* considered with the USHC assessment (DRC, 2022a). To focus discussion and attention on the review of the testing situation and evaluation of the Spring 2022 USHC data, individual *Standards* are not noted as these are included in the *EOCEP Technical Report*.

The dataset analyzed for this report is from the Spring 2022 administration of the USHC assessment as part of the EOCEP program. The USHC test administered during the 2021–2022 school year was a newly developed instrument, constructed in response to the state's adoption of revised US History and the Constitution Standards in 2019. As the instrument was new, the state's requirement to use the USHC scores in course grade calculations was waived and the test scores and item information examined here did not have any effect upon a student's course grade. Further, while most students have returned to in-person schooling, it is recognized that lingering effects of the COVID-19 health pandemic may have affected the scores. In light of these caveats, the USHC assessment results provide preliminary information concerning the appropriateness of the instrument to measure the standards currently in place across South Carolina. The results should be interpreted in the context of circumstances related to the COVID-19 pandemic, including school closures, nonstandard instruction delivery modes in the 2021–2022 school year, potential diminished opportunity to learn for students, and other unknown effects of the pandemic on teachers, students and their families.

1.2 The End-of-Course Program and the USHC EOCEP Assessment

The EOCEP USHC assessment is a required element by all South Carolina public-school students taking the US History and Constitution course as part of a credit bearing requirement to earn a high school diploma. The SCDE website provides information about the EOCEP.
for stakeholders to learn about the state's end of course examination program. For example, the website states test items are aligned to the South Carolina Academic Standards within each content area and the test items assess the stated content knowledge and skills. End-of-course examinations gateway subjects are offered three times a year (Fall/Winter, Spring, Summer) and tests may be taken in electronic or paper format.

Each test included in the EOCEP has a section to describe the test. Information regarding the USHC examination is provided in multiple areas of the SCDE website including the EOCEP link under the Testing and Assessment Tab (https://ed.sc.gov/tests/high/eocep/) and the Social Studies Instructional area of the SCDE website (https://ed.sc.gov/instruction/standards-learning/social-studies/). USHC blueprint information and standards covered by the examination are easily accessible. There is a separate information section for students and parents; while not directly related to test design, this information is helpful for stakeholders' understanding of the broader EOCEP. Translated documents for parents (e.g., assessment brochures, sample individual student reports) are provided in English, Large Print (English) and 10 additional languages.

1.3. EOCEP Population and USHC Examinees

All public middle school, high school, alternative school, virtual school, and adult education students enrolled in courses in which the academic standards corresponding to the EOCEP subjects are taught, regardless of course name or number, must take the appropriate end-of-course test. The population of students eligible for the EOCEP includes most high schoolers in South Carolina, including students with an Individual Education Plans (IEP) or 504 plans who are able to take the test with appropriate accommodations and supports (e.g., large print, Braille, read aloud administration, Sign Language Administration). This includes students as required by the Individuals with Disabilities Education Improvement Act (IDEA) and by Title 1 as noted by the Elementary and Secondary Education Act (ESSA).

In addition, the state testing policy includes suspended students, home school students who are registered through the district or local school board, homebound students, and home-based students as part of the EOCEP population. Also included are English as a Second Language/English Learning (ESL/EL) students, charter school students (including virtual charter schools), and students who are incarcerated. The *2021-22 EOCEP Technical Report* (DRC, 2022a) defines these groups as well as Special Groups of students including: Adult Education Students with Disabilities; Home School Students, Foreign Exchange Students, among others, which may be included in the EOCEP population of examinees. The population of EOCEP test takers does not include students who meet eligibility criteria for alternate assessments as determined by their IEP team. In addition, the course does not apply for students who are enrolled in a non-diploma course.

As the EOCEP does include students that can take the test with approved accommodations that are part of a student's IEP or 504 plan, the SCDE website details the definition of an accommodations and the purpose of such measures relative to test taking practices. Accommodation details are easily found under the Tests section of the SCDE website, within the EOCEP block of information (https://ed.sc.gov/tests/assessment-information/testing-swd/accommodations-and-customized-forms/).

The *Technical Report* provided by DRC details demographic characteristics of students who participated in any of the USHC EOCEP administrations during the 2021-22 academic year (Fall/Winter 2021, Spring 2022, and Summer 2022). As stated in the *Technical Report*, 53,055 students participated in the USHC assessments during this time period. Across the three examinations, the USHC population of test takers was roughly equally split by gender (49% male, 50% female), with students of White (50%), African American/Black (29%) or Hispanic (11%) made up the three most prominent racial/ethnic groups. Roughly 90% of the USHC sample were proficient in English (English Speaker II). Of the USHC 2021-22 population tested, roughly 8.5%

were on an Individualized Education Plan; 18% Gifted Learners (academically, artistically, or both), and 3% of examinees had a 504 educational plan.

Spring 2022 database information was used to estimate an average of 33,739 students taking the spring assessment (using information from across forms and USHC items responses). The Spring 2022 administration captured the majority of the USHC population, encompassing roughly 63.4% of the USHC test takers reported in the *2021-22 EOCEP Technical Report*. Data from the Spring 2022 database will be used for analyses and investigation of item parameters.

1.4. Summary: Statewide System of Standards and Assessment

The SCDE website provides information describing South Carolina's EOCEP. Information is clearly detailed for educators and other stakeholders. Relevant information about the purposes of the testing program, uses of the information, and areas tested with the EOCEP is easily accessible. Detailed information is presented on the SCDE website regarding the purpose of the test and uses of USHC results. The information is provided in multiple places within the SCDE website, allowing stakeholders to come across the same information from different search avenues. Information regarding the purpose of the USHC, information to be covered, and other information (e.g., sample items, data reviews of results from past USHC administrations, etc.) are readily and easily accessible on the SCDE website.

The database provided from DRC included responses from over 33,000 students who took the USHC end of course assessment in Spring 2022. The large number of students involved with the spring SHC test administration is acceptable to produce stable psychometric index estimates for use in the peer evaluation.

Section 2

Assessment Systems Operations Related to the USHC EOCEP

This section provides a review of the USHC examination to align with current recommendations for best practices of test development and test construction (e.g., Bandalos, 2018; Green, 2009; Mertler, 2016). The test specifications, test blueprint, test administration manual, and item development procedures are examined. Proper test development procedures support use of USHC results to assess student knowledge and provide accountability evidence.

Test specifications typically contain two components: a test description and a test blueprint. The test description specifies aspects of the test such as the test purpose, the target examinee population, and the overall test length. The test blueprint provides a listing of the major content areas and cognitive levels intended to be included on each test form. Testing administration procedures are reviewed to ensure alignment with best practices. This section was informed by the SCDE document "*United States History and the Constitution Standards and Assessment Crosswalk*" conducted in March 2023 to show how the USHC examination was updated to align with the 2019 South Carolina Social Studies College- and Career-Ready Standards, SCDE website documentation, and datasets information provided from DRC. A detailed evaluation is provided after each the review and discussion of each component; the summary section provides an overall reflection of the elements in Section 2.

2.1. USHC Assessment: Test Design and Test Development

The test design and test development components are essential to the validity process On the SCDE website (https://ed.sc.gov/tests/high/eocep/), the *Tests* area provides additional information about all EOCEP tests, a description of the purpose of the testing program, how scores are used in calculation of student grades and how EOCEP scores are used as part of federal accountability requirements. Additional important information such as: testing window dates, performance level descriptors, and data reviews of past test administrations are noted.

Each test in the EOCEP has a separate section. For the USHC assessment, links are displayed allowing educators and stakeholders easy access to standards and the test blueprint. Additional information includes a data review discussing results from past USHC assessments, including general observations of student skills and suggested instructional strategies to accommodate potential areas of lower performance. When preparing students, teachers can easily link to the revised Social Studies standards (https://ed.sc.gov/instruction/standards-learning/social-studies/) for more detail about the content areas, indicators, instructional resources and activity ideas.

2.1a. Test Blueprint. The Test Blueprint provides an overall description of the USHC administration and construction. The test description is included as a bulleted list and includes pertinent information of test length, projected time needed to take the assessment, test administration, and scoring information (Note: current example: https://ed.sc.gov/tests/tests-files/eocep-files/ushc-test-blueprint-2022-23/). Information in the tables and bulleted list is simple,

easy to read, and focuses the reader's attention on the most important aspects of the USHC test (e.g., number of items total and per area, item difficulty levels, item formats).

Test Blueprint: Coverage of Standards. The revised EOCEP USHC assessment measures five main content areas (standards) with six indicators per content area (30 indicators total). This is a reduction from the previous version of the USHC (Previous: 8 standards and 47 indicators). The reduction allowed the revised USHC assessment to focus on a more conceptual understanding of history, while allowing more opportunities for analysis and inquiry skills. All six areas are stated to have roughly equal weight to the overall test, with between 10 and 12 items per standard. The blueprint states that the USHC assessment consists of 55 total items. Table 1 provides a summary of the test blueprint information by test reporting/content area as included on the USHC EOCEP.

Table 1. EOCEP US History and Constitution: Test Blueprint

Reporting Category (Key Concepts)	Number of Indicators	Number of Items per Reporting Category	Percentage of Assessment
Standard 1: Foundations of American Republicanism	6	10-12	18-22%
Standard 2: Expansion and Union	6	10-12	18-22%
Standard 3: Capitalism and Reform	6	10-12	18-22%
Standard 4: Modernism and Interventionism	6	10-12	18-22%
Standard 5: Legacy of the Cold War	6	10-12	18-22%

Evaluation: Test Blueprint. Examination of the Spring 2022 USHC test data showed that the number of items per standard aligned with the Blueprint. All six indicators were assessed from each standard (i.e., 100% of the standard was represented on the test). Across the five reporting categories (i.e., Standards), each area was equally weighted, accounting for 20% of the 55-item test. The blueprint information is well suited to inform stakeholders of what is expected on the EOCEP USHC assessment.

2.1b. Depth of Knowledge. The EOCEP USHC uses the Depth of Knowledge (DOK) classification system to categorize items into cognitive complexity levels. The DOK categorizes items into one of four categories, where higher numbers indicate higher levels of complexity, with levels defined as:

Level 1. Recall and Reproduction: Tasks at this level require recall of facts or rote application of simple procedures. The task does not require any cognitive effort beyond remembering.

Level 2. Skills and Concepts: This level requires some decision making. Tasks which include more than one mental step (e.g., comparing, predicting, organizing) are included.

Level 3. Strategic Thinking: Tasks at this level use planning skills and higher order thinking skills to solve more abstract tasks. Tasks with more than one correct answer or justifying a position are examples.

Level 4. Extended Thinking: At the most complex cognitive level, these tasks require synthesis of information from multiple sources or transfer of knowledge from one domain to another.

It is not typical for standardized tests to include items at DOK Level 4; however, the USHC assessment should have a mix of items across Levels 1 through 3. The test may be considered a "potentially high stakes" test as a sizable part of a student's grade (20%) is linked to the EOCEP test score and for some students, passing the US History and Constitution course may be dependent upon the end-of-course exam score. Test construction recommendations suggest that the test includes varied skills, including a mix of easier DOK (Level 1) and more complex DOK (Level 3) levels. The test blueprint should describe the total number of items to be included in each content area as well as the total number of items at each DOK level. This information assists teachers and students target time and content allocations for test preparation activities. As stated on the test blueprint, it is estimated that between 0% - 15% of the USHC test will be DOK Level 1 items, between 55% - 75% of items at Level 2, and between 25% and 45% at Level 3.

In addition, the revised 2019 Social Studies standards associate indicators with one of six skill levels based on disciplinary skills aligned to DOK levels. The redesign of the standards and integration of skill levels was conducted to encourage inquiry, higher order thinking skills, and meaningful learning of Social Studies content needed for college, career, and civic readiness. These changes inherently increased the rigor of the standards by requiring students to use the identified historical thinking skills to make broader connections between historical events and developments. The six skill levels are presented in Table 2.

Table 2. Skill Levels Associated with the 2019 Social Studies College- and Career-Readiness Standards

Skill Level	Definition
Comparison	Generate comparisons based on common or differing characteristics or contexts.
Causation	Analyze multiple causes and effects, to include distinguishing long-term and short-term examples.
Periodization	Organize a historical narrative into time periods using units of time (e.g., decades, half-centuries, centuries).
Context	Describe historical developments using specific references to time, place, and broader circumstances.
Continuities and Changes	Recognize patterns of historical continuities and changes and identify turning points in history.
Evidence	Identify source, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry-based study of history.

Evaluation: Blueprint DOK. From the blueprint review of DOK levels, the test will be more heavily weighted at DOK Level 2 (Skills and Concepts), with between 55% and 75% of the items at this complexity level. Including most of the USHC items Level 2 is appropriate, given the purpose of the end of course examination. In addition, having the fewest percentage of items at DOK Level 1 is acceptable, as this positions the USHC assessment at (approximately) a medium to medium-hard level of complexity, with most items beyond basic recall of information.

This “hardness” level is appropriate to assess a student’s comprehension of material presented after participation with US History and Constitution course content.

2.2 USHC Assessment: Item Development

This section discusses the item development. Items for the USHC EOCEP assessment were constructed to assess the content knowledge and skills described in the 2019 Social Studies standards revision. Information reported in this section on the development of items comes from SCDE website documentation, the *2021-22 EOCEP Technical Report* (DRC, 2022a), and discussions with SCDE and DRC personnel.

2.2a. Item Formats. A variety of item formats may be used on the EOCEP assessments. The majority of items are typically (closed response) test questions which require selection of the correct answer(s) to achieve full credit. Multiple choice, or Selected Response, is the most commonly encountered item format on standardized tests. This format largely consists of an item stem and options for the respondent to select the correct response(s) from a set of alternatives, or distractor choices. According to best practices for test construction (Green, 2009), the distractor options should be plausible responses and help to distinguish among examinees with varying levels of knowledge. Closed response questions can be machine scored, allowing many examinees to be tested in an efficient manner (Green, 2009). Typically, Selected Response items ask respondents to select the correct response from four possible alternatives, three of which are distractors and one correct (keyed) alternative.

Other objective response items per session may be present. Multiple Selection items prompt students to select a number of correct answers (e.g., “*Choose two answers*…”). The multi-select items may have 5 or 6 options to select from. In order to receive credit for a correct response, students must select all of the correct answer choices. Evidence Based items are two-part items. Students read a piece of text or passage and choose the best answer from the answer choices. Students will then be asked to support their response with evidence from the text—for example, to select multiple evidence statements, place multiple dates or steps in correct sequence, etc. In order to receive a correct response, students must answer both parts of the item correctly. Technology Enhanced items (for online test takers) ask students to interact with an item by using technology to provide their response, such as “drag and drop” where elements are moved into different positions, highlighting text, or clicking on images. (If needed, comparable selected response items are used as a replacement for the technology enhanced items on paper/pencil test administrations).

The SCDE website, EOCEP tab, provides online training tools for teachers and students interested in practicing specifically with online test-taking and/or technology enhanced items (https://wbte.drcedirect.com/SC/portals/sc). Teachers may also use released items to help students practice with types of items and DOK levels to be encountered on the USHC assessment.

2.2b. Item Pool Construction. A large pool of items was constructed for the USHC forms, where items were vetted by multiple committees. As noted in the *2021-22 EOCEP Technical Report* (DRC, 2022a) *“Newly developed items were reviewed by committees of South Carolina educators for content area and bias and sensitivity issues; items approved by these committees and the SCDE were field-tested among South Carolina students. Items demonstrating satisfactory*

performance on field tests became eligible for inclusion in operational forms during the subsequent administration" (p.22).

For EOCEP assessments, all items in the item pool were evaluated by item development committees using the following criteria:

- **Content alignment**— match of items to a standard and indicator to ensure alignment,
- **Rigor-level alignment**—evaluation of cognitive complexity and appropriateness to the level of rigor required,
- **Technical design**—item is current and accurate and stem, stimuli, distractors, and answer options are clear and concise, appropriate for the grade level, and considerate of students with special needs,
- **Universal design**—item provides for an accessible assessment for all students, focusing on language demand, format/complexity, and graphics/visuals, and
- **Fairness in testing**—item generates valid test scores for all groups of test takers through avoiding bias in test items and/or content area and avoiding language that unduly distracts students or disrupts their performance.

Activities for reviewing newly constructed USHC items were conducted by DRC in collaborating with SCDE staff, Content Specialists, and Bias and Sensitivity review committees. The members of the review committees provided feedback for each item, and committee facilitators recorded the committee decisions. Items accepted for use on the EOCEP assessments constituted the pools of items from which subsequent test forms for future Spring administrations may be created. As stated in the *2021-2022 EOCEP Technical Report*, a total of 160 items were developed for the USHC item pool (DRC, 2022a). The number of items by item format is summarized in Table 3.

Table 3. Item Formats, USHC Item Pool

Item Format	Number of Items	Percentage of Item Pool
Multiple Choice	140	88%
Evidence Based Selected Response	5	3%
Multiple Selection	9	6%
Technology Enhanced	6	4%
Total	160	

Note: Percentages may not total 100% due to rounding

Evaluation: USHC Item Formats and Item Pool. In summary, The SCDE website describes the item formats which students may encounter and provides support for teachers to practice these skills with students. The variety of formats helps to ensure that students are being assessed with best practices. The USHC item pool includes a majority of multiple-choice type items (roughly 85%), which is not unusual for standardized tests and the test blueprint notes that a variety of item formats may be encountered. Materials are provided on the SCDE website for teachers and students to practice with released items and with the online test taking platform.

Materials detailing construction of the EOCEP US History and Constitution item pool are described in the *Technical Report* provided by DRC. Items for the USHC have undergone an extensive review by multiple committees to ensure they are appropriate for all learners, at the appropriate level of rigor, and aligned with the content. The item pool developed by South Carolina educators is sufficiently large to construct a variety of USHC EOCEP alternative forms, while examining field test and other statistics to ensure psychometric quality of the content.

2.2c. USHC Form Construction. For test security, more than one USHC form is constructed; however, specific guidelines need to be followed to ensure forms are equivalent in content and rigor, psychometric quality of items and coverage of the standards. The *2021-22 EOCEP Technical Report* (DRC, 2022a) describes in detail the procedures used to construct forms for the USHC testing and the criteria used to evaluate items and item content. Forms were created for each testing window as well as paper- and custom forms. The majority of USHC students take the end-of-course assessment at the Spring testing using an online platform (DRC INSIGHT). These forms included eight field test items (total of 63 test items); other forms included 55 items. Regardless of form or testing window, 55 items are scored for the USHC EOCEP.

The 20-forms available for Spring testing allow rotation of forms within and across time points, enhancing test security. While same items were used across forms, the items were placed in similar, but different positions across forms (e.g., an item with position between 50 to 54 across the 20 different test forms). As common scored items were used across the forms, the DOK and psychometric levels of the forms are equivalent.

Evaluation: USHC Form Construction. Forms created for the USHC EOCEP were thoughtfully constructed according to best practices, with reviews and examination by numerous committee members of educators, SCDE, and DRC personnel. Each step was detailed in the *Technical Report* to provide a clear understanding of what procedures were followed. A total of 20 different forms were created for the USHC EOCEP Spring testing opportunities, each with 63 items. The 55-scored items comprise 87% of a given form and field test items only 13%. The relatively low percentage of field test items is sufficient to collect information about item performance without overly burdening or distracting students. The form creation process, number of forms created, and varied item placement across forms provides an opportunity for evaluation of new (field test) items and enhances test security.

2.3 USHC Assessment: Test Administration Procedures

As part of the state-wide standardized testing program, the EOCEP USHC assessment follows state and district regulations related to testing procedures such as: adherence to test security, regulations for distribution of materials, confidentiality mandates, and reporting of test violations. As with other standardized tests administered in South Carolina, District Test Coordinators and School Test Coordinators oversee test security and appropriate testing practices for the USHC assessment. This analysis includes a review of test administration procedures, instructions provided for those administering the assessment, instructions provided for students, accommodations, and test security procedures.

As part of the EOCEP, the USHC assessment is largely delivered online through the test contractor's online platform, DRC INSIGHT. This platform is responsible for delivering the assessment, storing responses, scoring the test, and providing test reports to students, districts, and schools. Paper-and-pencil test administrations are available if required as part of a student's educational plan due to disability. Tests may be administered to examinees during the academic

year's testing windows. The testing windows for all tests are prominently displayed on the SCDE website under the Assessment tab (https://ed.sc.gov/tests/assessment-information/). Detailed instructions for test administration are stated for district test coordinators and school test coordinators in a detailed Test Administration Manual (TAM). The TAM is easy to find on the SCDE website, EOCEP tab (e.g., https://ed.sc.gov/tests/tests-files/eocep-files/spring-2023-tam/).

Instructions for students are read aloud by the Test Administrator. The instructions follow a script, helping to ensure fidelity of test administration as all students in the state will receive the same instruction. Instructions are short, direct sentences with clear, easy to understand language. The TAM includes a section on appropriate accommodations for students and documentation regarding how approval for use of accommodations is determined.

Evaluation: USHC Test Administration Procedures. The TAM clearly describes testing instructions, including a listing of steps to be taken before testing, during testing, and after testing. Test security procedures are clearly detailed in the TAM and the TAM Appendix includes the confidentiality forms to be completed by school/district testing personnel. Links to report test violations are included in the TAM and on the SCDE website. The SCDE website provides easy to find information about test security regulations that must be followed during testing (https://ed.sc.gov/tests/assessment-information/test-security).The test administration procedures are clear and complete. The document provides clear instructions for district/school testing personnel to follow. In addition, the TAM provides advice on scenarios which may arise (e.g., student getting sick during testing, disruptive students, suspected cheating) and recommendations for handling the situation.

As part of the EOCEP program, the USHC testing adheres to the same procedures as other standardized test administrations. Standardized information as detailed above (i.e., use of TAM, test coordinators, etc.) helps to ensure that all USHC test takers receive the same procedures and conditions, regardless of test format or test window in which the USHC is taken. These administration procedures provide clear directives to deliver the USHC end of course assessment properly and with fidelity. Clear, objective information that is followed by all district/school testing personnel helps to ensure uniform testing procedures are delivered to all USHC examinees across the state. Easily accessible information helps ensure that all testing coordinators are well-informed, have appropriate training, and follow relevant security procedures. Access to uniform testing procedures can help ensure validity associated with the EOCEP and USHC scores for use with accountability and decision making.

2.4 Summary: Assessment Systems Operations Related to the USHC EOCEP

The assessment systems operations section evaluates the procedures used to develop and administer an assessment such as the test specifications, test blueprint, item development procedures and administration procedures. The SCDE provides clear, easy to understand test specifications prominently on their website; the test specifications are provided as a bulleted list, along with the test blueprint. The USHC EOCEP test blueprint includes a listing of the content areas and cognitive levels to expect; these levels are aligned with the data analyzed from the Spring 2022 USHC test administration. Other information, such as sample items, past data reviews, and suggestions for teaching/activities are readily available. The materials help students and teachers understand what is to be included and how to prepare for the assessment. Test administration procedures are clearly documented and defined for testing administrators in the TAM. The detailed instructions support the standardization procedures; uniform directions and

common materials are provided for all test takers across the state and across time points. In summary, the assessment operation procedures for the USHC EOCEP examination align with current recommendations for best practices of test development, construction and administration (e.g., Bandalos, 2018; Green, 2009; Mertler, 2016).

Section 3

Technical Quality – Validity

As stated in the *Standards*, validity is as defined the degree to which evidence and theory support the interpretations of test scores their intended uses. "*Validity is, therefore, the most fundamental consideration in developing tests and evaluating tests*" (AERA, APA, & NCME, 2014, p. 11). Test score validation is the process by which the interpretations associated with test scores hold meaning, providing trustworthy information for decision-making events. With the EOCEP, these events may include representing an examinee's level of USHC knowledge, evaluating school performance, or comparing relative performance across districts. Validity is an ongoing process, including all aspects of the testing process including design, content area specifications, item development, psychometric quality, scoring, and inferences made from the results.

Section 3 investigates the technical quality associated with the USHC EOCEP examination including evaluation of content, cognitive processes, internal structure, relations to other variables, and an assessment of overall validity. Information for this section comes from evaluation of SCDE documents and Spring 2022 USHC EOCEP database provided by DRC.

3.1 Overall Validity, Including Validity Based on Content

Content validity entails careful assessment of the items and domains included on an examination (Bandalos, 2018). The information helps to ensure that the material included on the test is representative of the target domain (i.e., USHC course content). Careful specification of content and review of the items representing the target domain is needed to ensure that the information obtained from administering the USHC is relevant (i.e., construct-irrelevant variance minimized), with the full range of the construct(s) measured (i.e., construct underrepresentation minimized). As noted in the *EOCEP Technical Report* (DRC, 2022a), the attention paid to the USHC test development process and the involvement of South Carolina educators contributes to the validity of the assessment. As an initial content review, alignment of the end of course test content was compared with the USHC Standards to review the accuracy of the included test content to the guidance provided on the test blueprint materials.

3.1a. Domain Alignment to Test Blueprint. Item alignment to USHC test blueprint was conducted by reviewing the standard descriptions from the Spring 2022 examination and matching these to the stated USHC Domain. Item descriptors appeared aligned with content areas; no mismatch between descriptor and domain was noted. Items statistics were reviewed to determine that the number of items stated, percentage of items to the total test, and standards included were in line with the guidance reported in the test blueprint.

All USHC categories were in line with information reported in the test blueprint in terms of domain coverage and percent of total test. Each reporting area assessed all six indicators included in the area (100% coverage). In addition, the number of items on an assessment matched the number stated on the blueprint. Each Reporting Category contained 11 items, in accordance with the number stated in the test blueprint. Each of the five categories category contributed an equal amount of weight to the overall USHC examination, each contributing 20%

of the total test content. Each indicator was given one or two items, 11 items per each standard. Table 4 summarizes domain coverage of the USHC examination.

Table 4. EOCEP US History and Constitution: Domain Coverage

Reporting Category (Key Concepts)	Number of Indicators	Percent of Domain Coverage	Number of Items From Blueprint	Number of Items per Reporting Category	Percentage of Assessment
Standard 1:Foundations of American Republicanism	6	100%	10-12	11	20%
Standard 2: Expansion and Union	6	100%	10-12	11	20%
Standard 3: Capitalism and Reform	6	100%	10-12	11	20%
Standard 4: Modernism and Interventionism	6	100%	10-12	11	20%
Standard 5: Legacy of the Cold War	6	100%	10-12	11	20%

3.1b. Item Formats Included on the USHC Examination. Item formats were examined for the different forms administered in Spring 2022. While there are 55 scored items, Spring testing with the USHC examination included 63 items for the "typical" testing scenario (e.g., online), where 55 items were operational and eight additional (unscored) items were used to collect field test data. Other forms (e.g., paper/pencil, "emergency" forms for security compromises, etc.) include 55 items. The test blueprint notes that a variety of item formats may be used. Table 5 examines item formats from the USHC Spring 2022 EOCEP.

The majority of items included on the USHC examination were multiple choice format questions, comprising 94% of the spring assessments, for both typical and "other" forms. Depending on the time of year that the test was taken, between 4% and 6% of the items were technology enhanced. Evidence based selected response, multiple selection, and drag-and-drop items were included under the Technology Enhanced heading. The percentage of the different item formats percentages made up between 2% and 5% of a USHC test; for test security, the percentage of items for various form administrations is not broken down further.

Table 5. Item Formats Included on USHC Forms

Item Format	Other USHC Forms	Percentage of Assessment	Typical USHC Forms	Percentage of Assessment
Multiple Choice	53	96%	59	94%
Technology Enhanced	2	4%	4	6%
Total	**55**	**100%**	**63**	**100%**

Best practices of test construction state that the correct answer for items should be varied across options (e.g., all keyed responses are not A) and should not follow a pattern (e.g., A, B, C, A, B, C, etc.) (Green, 2008). To ensure that best practices of test construction were followed, the

correct keyed response for the USHC EOCEP items was investigated for the set of 55-operational items used in Spring 2022. For the 55-items, items were varied with each letter (e.g., A) being the correct option an equal number of times (less the technology enhanced items). For test security, the number of items by response is not revealed, but best practices of test construction were followed in construction of the USHC correct responses.

Evaluation: USHC Domain and Item Format Alignment to Test Blueprint. In sum, USHC items align with the Key Reporting Areas noted in the Test Blueprint. The number of items by standard was in concordance with the percentage of items to be expected by content domain. Each Key Reporting area was given equal weighting to the overall assessment. The correct answer was also equally distributed across response options (e.g., A) and varied for the keyed response. The test blueprint notes that different item formats may be encountered on the USHC end-of-course examination. While the majority of the test is multiple choice, other item types were present; the percentages reflect the percentages in the available item pool for the USHC EOCEP assessment.

3.2 Validity Based on Cognitive Processes

As noted from the *USHC Standards and Assessment Crosswalk* (SCDE, 2023) which outlines the similarities/differences between the 2011 and 2019 South Carolina Social Studies standards and assessment, the changes made to the revised standards allowed greater opportunities for deeper analysis and inquiry. These changes increased the rigor of the standards by requiring students to use the six noted historical thinking skills to make broader connections between historical events and developments.

3.2a. USHC Historical Skills and DOK Levels. The historical thinking skills included in the 2019 revised standards ask students to interact with social studies content to make comparisons, analyze evidence, or determine patterns of continuity and change. To examine the cognitive processes included on the USHC EOCEP assessment, items from the Spring 2022 test were examined by skill level. As shown in Table 6, the USHC EOCEP assessment includes all six skill areas, with roughly equal weight given to each area. The number of items per area ranged between 8 to 10 items, accounting for between 15% to 18% of the USHC test.

Table 6. Historical Skill Areas Included on the USHC EOCEP, Spring 2022

Skill Area	Number of items	Percent
Comparison	9	16%
Causation	10	18%
Periodization	9	16%
Context	8	15%
Continuities and Changes	10	18%
Evidence	9	16%
Total	**55**	

Note: Percentages may not total 100% due to rounding

The revised Social Studies standards and deeper cognitive levels demonstrated with the historical skills resulted in increased cognitive complexity of USHC test items. The testing blueprint noted this shift, stating between 0% - 15% of the USHC test items would be at the lowest DOK Level (Level 1), between 55% - 75% at Level 2, and between 25% and 45% of items at at

the highest DOK level. As noted in the *USHC Standards and Assessment Crosswalk* (SCDE, 2023), no DOK table was included with the 2011 USHC Test blueprint. Table 7 reports the DOK Levels of the items on the Spring 2022 USHC EOCEP assessment. The majority of the items are at higher DOK levels. There are only 4% of the items at the lowest level; 96% are at DOK Level 2 and Level 3 combined. The majority of USHC items are at DOK Level 2 (75% of items).

Table 7. Depth of Knowledge Levels, Spring 2022 USHC EOCEP Assessment

DOK Level	Number of items	Percentage of Assessment
1	2	4%
2	41	75%
3	12	22%
Total	**55**	

Note: Percentages may not total 100% due to rounding

Evaluation: USHC Historical Skills and DOK Levels. Overall, the USHC assessment test is more rigorous than the past assessment, which is aligned with the more challenging Social Studies standards adopted in 2019. The assessment includes all six historical areas, devoting roughly equal attention to each area. The skill levels for the items are at higher levels (DOK 2 and 3), challenging students to use skills. This is also noted with the *USHC Standards and Alignment Crosswalk* document (2023), which showed 2011 Social Studies standards and the related USHC EOCEP assessment included more skills at lower cognitive levels. The SCDE website includes materials for stakeholders to become familiar with the types of test questions at different DOK levels, so examinees gain experience with the types of questions posed and responses expected.

3.3 Validity Based on Internal Structure

Validity evidence of a measure's internal structure involves examination of how well test items function to measure the construct of interest. If the items function acceptably as observable representations of the construct, then the evidence supports using scores from the instrument. Analyses used to support validity focus on the individual items using data from the target population to investigate characteristics of individual items and their relation to the total construct. This section examines item analysis information for the Spring 2022 USHC EOCEP administration database provided by DRC and the *2021-22 EOCEP Technical Report* (DRC, 2022a). Item statistics were calculated using Classical Test Theory techniques and modern test theory techniques under the Rasch measurement model. All item parameters and statistics were calculated by DRC. Summaries of item statistics (e.g., mean difficulty values, standard deviations) were computed; no additional psychometric analyses were performed.

3.3a. CTT Based Item Analysis. Two Classical Test Theory (CTT) indices were included in the dataset: item difficulty and adjusted point-biserial correlation values. CTT-based item difficulty (p) is defined as the proportion of students out of the total number of examinees answering an item correctly. Higher p values indicate easier items (i.e., a greater number of students selected the correct answer) and low p-values indicate more difficult items. Items which are too difficult (or, conversely, too easy) do not differentiate between low performing and high performing students. A difficulty value of p = .5 provides the highest level of differentiation (Bandalos, 2018).

The adjusted point biserial correlation (or item-total test correlation) is a measure of association, illustrating how well an item discriminates between high performing and low performing examinees. Values are calculated as the correlation between an item's score (correct/incorrect) and the total score, with the item in question removed from the total test score. The normal range of point biserial scores for items is –1 to +1, with higher values indicating that the item discriminates well between high and low performing students (Bandalos, 2018). Values of the point biserial may be positive, meaning that the item is discriminating appropriately. Negative values indicate that the item is not discriminating as intended, illustrating the tendency for higher ability students to select an incorrect answer and more of lower ability students to select the correct answer. Values that are close to zero or negative may indicate a flawed item. A value of zero means that there is no discrimination between high and low ability test takers. A high point-biserial coefficient means that students selecting the correct response are students with higher total scores and students selecting incorrect responses to an item tend to have lower total scores. In genera adjusted point biserial correlation, values should be at a moderate to higher correlation value (e.g., roughly .3 to .5) (Bandalos, 2018). In general, items should not have a low discrimination value (e.g., < .20), as this indicates that the item cannot differentiate between examinees with high and low ability. The *2021-22 EOCEP Technical Report* states recommended psychometric guidelines for including items on a test form (DRC, 2022a). This includes a p-value between 0.30 and 0.85 and an adjusted point-biserial correlation greater than 0.20.

Evaluation: CTT Difficulty. The average CTT-base difficulty value across the 55-items administered in Spring 2022 was p = .53 (standard deviation = .12), meaning, on average, students answered 53% of the EOCEP USHC Spring 2022 items correctly. This is at a moderate difficulty level, with the p-value very close to the value which maximizes differentiation among examinees. Figure 1 provides a histogram of difficulty values. USHC items yielded a minimum difficulty of p= .31 (i.e., 31% of examinees answering the item correctly) to a maximum of p = .76 (i.e., 76% of examinees answering the items correctly). As shown in the figure, the set of Spring 2022 EOCEP USHC items included a mixture of "harder" and "easier" items.

Item difficulty values were reviewed to determine the number of USHC items that were challenging for students, where p <.50. There were 44% items on the assessment with p-values below .50, seen as more challenging items for students (24 of 55 items). Slightly more than half, 56%, of items that were easier, noted at or above a CTT-based difficulty level of p ≥.50 (31 of 55 items). The USHC assessment is roughly balanced in terms of item difficulty.

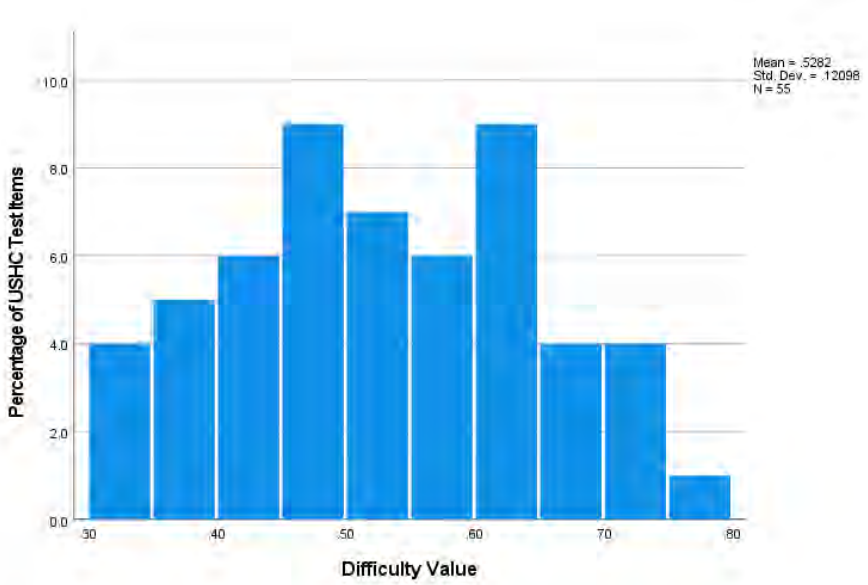


Figure 1. EOCEP USHC CTT-based Difficulty Values, Spring 2022

CTT difficulty values were examined across item format; however, there are relatively few technology-enhanced items on the Spring 2022 USHC EOCEP administration. Descriptive statistics are provided in Table 8. Technology-enhanced items reported a lower average p-value, showing that these items as a set were more difficult than the multiple-choice items, but with much larger fluctuation across the set. Overall, the different item formats were roughly equal in terms of average difficulty.

Table 8. Descriptive Statistics for USHC Spring 2022 Difficulty Values, By Item Format

Item Format	N	Mean	Standard Deviation	Minimum	Maximum
Multiple Choice	52	.53	.12	.31	.76
Technology Enhanced	3	.47	.22	.31	.73

Over the set of 55 EOCEP USHC items administered in Spring 2022, the item difficulty values appear to be acceptable, given the purpose of the test. Average values generally report a test of moderate difficulty, with many of the items approximating the midpoint, p=.50, level of difficulty.

Evaluation: CTT Discrimination. Across the 55-items USHC administered in Spring 2022, the average discrimination value was 0.38, illustrating that the set of test items are discriminating acceptably between examinees of different ability levels. Generally, USHC examinees with lower total test scores chose incorrect responses and higher ability students chose correct responses. Adjusted point biserial correlation values ranged from .17 to .54; however, most USHC EOCEP item discrimination values are between .35 and .45. The one item with a discrimination of .17 reported a moderate p-value (.52), but one of the item distractors reported a (low) positive value, highlighting some inconsistencies in examinee responses.

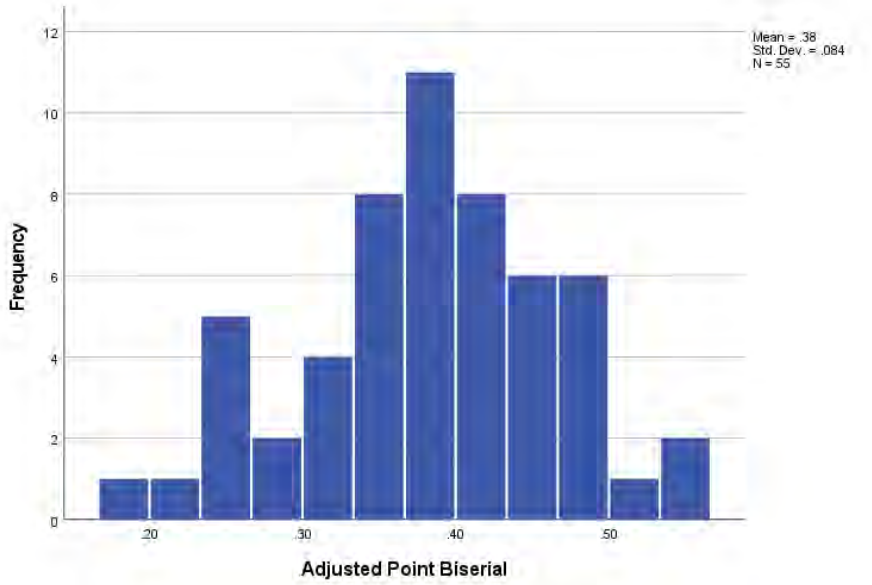


Figure 2. Distribution of USHC EOCEP Discrimination Values, Spring 2022

Considering item formats, mean adjusted point biserial values for the technology enhanced items were roughly equivalent to those for multiple choice items. Again, it is cautioned when interpreting values as few Technology Enhanced items included on any one USHC EOCEP form.

Table 9. Descriptive Statistics for USHC Spring 2022 Discrimination Values, By Item Format

Item Format	Number	Mean	Standard Deviation	Minimum	Maximum
Multiple Choice	52	.38	.09	.17	.54
Technology Enhanced	3	.39	.06	.34	.45

In summary, the USHC items are adequately discriminating between students with higher and lower skill levels overall and by item format. The discrimination levels are appropriate for the purpose of the assessment and values are in line with other state-wide examinations.

3.3b. Omit Rates and Distractor Analysis. A distractor analysis for selected response questions is an extension of item analysis. Here, we are no longer interested in how test takers select the correct answer, but how the distractors function to draw an examinee away from the correct answer. This is an important component to distinguish between examinees at varying levels of the latent domain. Distractors that are not effective are virtually useless and may provide a greater probability to select the correct answer by guessing.

Discrimination indices are calculated to determine if the distractor is selected by enough candidates for it to be an attractive alternative. Each distractor has a unique item discrimination adjusted point-biserial value used to analyze functioning and (if needed) to alert test developers that a distractor may need refined to increase effectiveness. However, instead of expecting a

positive, high point-biserial value, a negative correlation is of interest to illustrate students with lower ability select the option instead of the correct answer. Distractors which may be partially correct or appeal to higher ability students can be identified.

The omit rate discusses the number of USHC examinees who skipped an item and were examined to see if there were items which were "skipped" by many examinees. The *2021-22 EOCEP Technical Report* states that an omit rate five percent or lower (omit ≤ 5%) is used to select items for a form. Items which are skipped by many examinees may be problematic or confusing.

Evaluation: Omit Rates and Distractor Analysis. The omission rate for USHC items was not a concern as omitted counts were low across all 55 items included with the Spring 2022 administration. The average omission rate was .002% of USHC test examinees, well below DRC's stated criterion.

A distractor analysis was conducted for the Spring 2022 USHC multiple choice items. Item options were examined to see if the three incorrect options yielded negative discrimination, accompanied by a positive discrimination value for the correct option. Every one of the Spring 2022 USHC multiple choice items reported three negative point-biserial correlations for each of the incorrect options and a positive point-biserial correlation for the correct option. This information illustrates that the incorrect options were generally selected by USHC EOCEP examinees with lower ability levels, and the correct option was selected by generally selected examinees with higher ability levels. The USHC items and distractors are functioning according to recommendations from best practices of test construction.

3.3c. Rasch item fit statistics: Difficulty Values and Item Fit. DRC uses the Rasch measurement model to provide the US History and Constitution item parameter estimates. The Rasch model is a general name for a family of modern test theory models which compute the probability that an examinee will respond favorably to an item, given characteristics of the item. Characteristics are defined as the amount of the latent construct an individual possesses (i.e., ability in Rasch terminology) and the hardness of the item (i.e., item difficulty). The Rasch model produces scores for each person and each item on a common, interval-level scale (i.e., logit) scale. These common scores are called measures, and the process of putting both ability and item difficulty parameters on the same scale is termed calibration.

The Rasch measurement model relates person and item characteristics to the probability of choosing a correct response. This model-based approach is popular in the psychometrics field when dealing with standardized tests and is used to estimate item parameters, provide an estimate of the examinee's ability (which is then transformed from the raw scale to a scaled test score) and to investigate the psychometric properties of items and the test (Baker, 2001).

Rasch item parameters provide a model-based estimate of item difficulty. For dichotomously scored (i.e., objective response) items, difficulty is the location on the latent ability (termed Theta) variable where an examinee has a 50% chance of answering the item correctly. A characteristic of the Rasch model is that all items are thought to have the same item discrimination, but varying levels of item difficulty. The difficulty parameter is defined as the point on the ability scale (i.e., location on the latent scale, Theta) at which the probability of providing a correct response to an item is .5 (or 50%). Difficulty values are typically within the range –3 < = *difficulty* < = +3. (Baker, 2001; Smith & Smith, 2004). Item difficulty parameters can be interpreted relative to ability level. As stated in Baker (2001, p. 34-35) "an item whose difficulty is –1 function

better among lower ability examinees while an item with a difficulty value of +1 does best to distinguish between examinees functioning at higher ability levels."

Infit and Outfit are Rasch-based fit statistics which may be used to assess USHC items fit to the Rasch model. The fit measures are obtained through the calibration process. These values are useful to examine for USHC items, as items which do not fit the Rasch model (i.e., misfitting items) do not produce trustworthy parameter estimates. As stated in the Winsteps user's manual (Linacre, 2006, http://www.winsteps.com/winman/diagnosingmisfit.htm**):**

> Outfit measures are more sensitive to unexpected observations by persons on items that are relatively very easy or very hard for them (and vice-versa). Infit measures are more sensitive to unexpected patterns of observations by persons on items that are roughly targeted on them (and vice-versa).

Infit and outfit values can be reported as unstandardized values, standardized values, or mean square values; however, generally mean square values are recommended for interpretation (Linacre, 2006). Expected values for the mean squares should approximate 1.0. Values greater than 1.0 (underfit) indicate unmodeled noise or other sources of variance in the data and may degrade measurement. Mean square values less than 1.0 (overfit) indicate that the model predicts the data too well and may cause summary statistics to report inflated values. The *2021-22 EOCEP Technical Report* (DRC, 2022a) notes that the Infit and Outfit mean square values for all items on the USHC should be within the acceptable range of 0.7 to 1.3. Items which fall outside of targeted bounds are flagged for review by DRC psychometric staff.

Evaluation: Rasch Based Difficulty Indices. Difficulty (i.e., location) values for the Spring 2022 USHC EOCEP objective response items (multiple choice and technology enhanced) were evaluated. For the set of USHC items, the mean Rasch difficulty value was .05, meaning the set of items was targeted at the average on the latent ability distribution. As shown in Figure 3, the difficulty values cover a smaller range of ability levels within ± 1.5, ranging from a minimum ability value of -1.37 to a maximum value of 1.45. The majority of items on the EOCEP USHC are within a range of ± 0.5, showing that the test items are largely targeted to an average level of ability and are not overly difficult for the set of examinees.

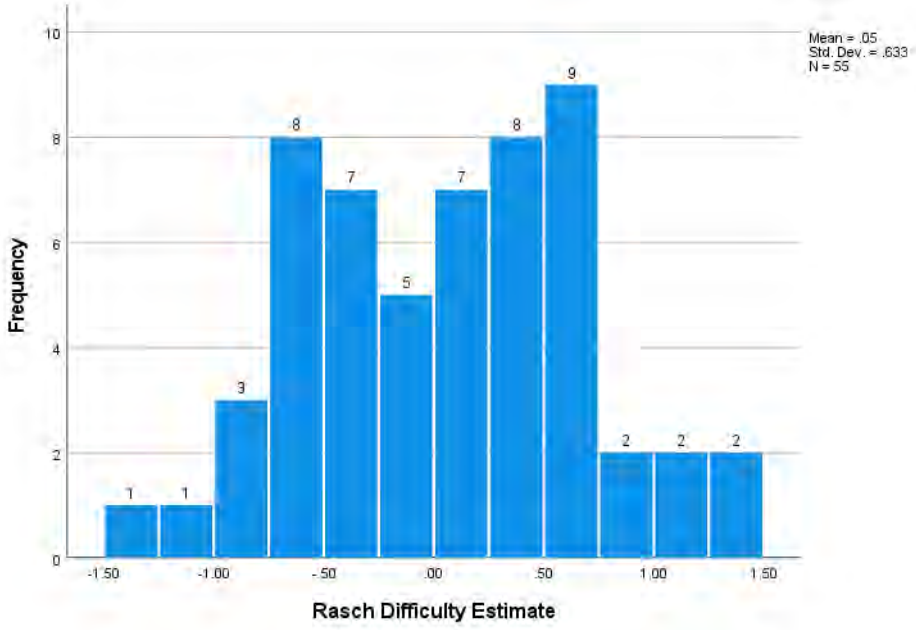


Figure 3. Rasch Difficulty Measures Estimates, USHC EOCEP Spring 2022

Examining the distribution of Rasch-based difficulty estimates by half standard deviations, roughly 50% of the USHC Spring 2022 EOCEP assessment is targeted to a difficulty level between -0.5 to +0.5. There are four items on the test (roughly 7%) targeted to examinees above an ability estimate of 1.0. This means that the majority of test items are appropriate for students with lower to slightly above average ability in USHC. Table 10 provides a frequency chart, in categories of width 0.5, of item location (difficulty) values for the set of 55 objective response items on the Spring 2022 USHC assessment.

Table 10. Frequency Table of Rasch-Based Difficulty Estimates, Spring 2022 USHC EOCEP Items

Item Location	Frequency	Percent	Cumulative Percent
-1.5 to -1.0	2	3.6	3.6
-1.0 to -0.5	11	20.0	23.6
-0.5 to 0.0	12	21.8	45.5
0.0 to 0.5	15	27.3	72.7
0.5 to 1.0	11	20.0	92.7
1.0 to 1.5	4	7.3	100.0

Note: Categories for the frequency table are inclusive of the lower bound.

Evaluation: Rasch Based Fit Indices. Table 11 provides the descriptive summary of the Rasch Infit and Outfit measures for items on the Spring 2022 data. All items included on the USHC EOCEP Spring 22 administration yielded average Infit and Outfit values close to the expected value of 1. All item values were within recommended bounds for the Infit statistic, even for the minimum and maximum values. One item demonstrated an Outfit value of 1.60, just slightly outside of the recommended cutoff. Examination of this item shows that it is one of the hardest on the USHC Spring 2022 assessment (p = .325, Rasch ability measure = 1.45). All other Outfit values were within the recommended bounds set by DRC. The information indicates that the Rasch model provides an acceptable fit to items included on the EOCEP USHC Spring 2022 assessment.

Table 11. Average Standardized Rasch Fit Indices, USHC EOCEP Assessment Spring 2022

Rasch Fit Index	N	Mean	Standard Deviation	Minimum	Maximum
Infit	55	1.01	.10	.84	1.33
Outfit	55	1.02	.16	.76	1.60

3.4 Validity based on relations to other variables.

To support validity associated with the USHC EOCEP test score inferences, the test scores should associate in meaningful and expected ways to other variables (Bandalos, 2018). Different constructs measuring different areas may be related, but should not be too highly related to each other, to show that the constructs are distinct (i.e., divergent validity). The relationship between the scores from tests measuring different constructs can be assessed through evaluation

of correlations among observed scores. Evaluation of correlation values among measures of different constructs (i.e., other EOCEP scores) provides divergent validity evidence.

3.4a Intercorrelations with EOCEP scales. Correlations between USHC EOCEP test scores and other EOCEP content area scores were examined to provide evidence of external validity. Intercorrelations between the USHC EOCEP scores and other content areas were obtained from the *2021-22 EOCEP Technical Report* (DRC, 2022a). Correlation values were computed using the combined population of EOCEP examinees, across Fall/Winter, Spring, and Summer administrations. Scores needed to be present on both examinations; therefore, the number of examinees included in the calculation varies from roughly 1,300 to just over 4,073 pairs of end-of-course examination scores.

Table 12 reports inter-correlations among content areas for examinees taking the USHC along with another EOCEP assessment during the 2021-22 academic year. For the available set of examinees, the correlation coefficients were in a moderate to high range, showing a relationship among scores for a given examinee across content areas. However, correlation values are not excessively high (e.g., .90 or greater), suggesting that the EOCEP assessments are measuring different content areas. As noted in the *2021-22 EOCEP Technical Report*, EOCEP test scores do share a substantial amount of variance, suggesting that a similar trait may be measured for examinees, such as general ability (e.g., students scoring high on the USHC tended to score similarly in other EOCEP areas) (DRC, 2022a). Overall, the values are sufficient to suggest divergent validity of USHC content with other tested areas.

Table 12. Correlations Between USHC and EOCEP Scores, 2021-22 Academic Year

Algebra 1 (N=1,326)	**Biology 1** (N = 4,073)	**English 2** (N = 3,729)
0.54	0.74	0.74

3.4b. Consequential Validity. As test scores are used to make judgements about students' level of content knowledge, a comprehensive view of validity includes an assessment about the consequences (intended and unintended) related to the uses of the test scores. When evaluating validity evidence, the current viewpoint suggests that test users and test developers consider consequential validity (AERA, APA, & NCME, 2014; Messick, 1989). However, unlike other indicators of validity, consequential validity has less to do with data analysis and more to do with making inferences that scores are appropriately interpreted and used.

To address the intended consequences of the USHC assessment, the purposes of the assessments must be clearly specified, helping to ensure that the uses of the USHC scores are aligned with the intent of the end of course testing program. From the SCDE website, the intended purposes for USHC scores are clearly stated, showing how the scores should be used and the potential impact on various groups of stakeholders.

Table 13. Uses of USHC EOCEP Results, by Users

User	Uses of USHC EOCEP Results
Students	USHC scores contribute to the requirement of passing a high school credit course in United States history (20% of course grade). Passing this gateway course is required to receive a South Carolina high school diploma.
Schools and Districts	USHC results are used in the calculation of middle school and high school Absolute Ratings and Growth Ratings.

In addition, information regarding how to interpret 2021-22 USHC EOCEP scores are provided on the SCDE website. The SCDE provides a very detailed EOCEP User's Guide (https://ed.sc.gov/tests/tests-files/eocep-files/2021-2022-score-report-users-guide/), which explains all components included on Individual, School, and District reports. Sample Individual Score reports are provided for stakeholders (e.g., parents, students, teachers) to review (https://ed.sc.gov/tests/tests-files/eocep-files/2021-2022-sample-individual-student-report-english/) prior to receiving actual reports. For educators interested in additional information, professional development opportunities are provided for stakeholders to learn specifically about the USHC EOCEP assessment, including how to view, interpret, and use assessment data (https://ed.sc.gov/instruction/standards-learning/social-studies/professional-learning-opportunities/).

To reduce unintended consequences as well as improper use of scores, score reports include a caveat:

- *Consider how conditions for learning, disrupted by the pandemic, may have impacted student performance. As a reminder, a single score does not provide a complete or precise measure of student achievement. When interpreting results, please take into consideration other measures of achievement.*

In summary, the information included on the SCDE website is easily accessible and helps to support that the USHC EOCEP scores are appropriately interpreted.

3.5 Summary: Technical Quality – Validity

Validity is an essential characteristic of a testing program and is necessary to support the meaning and interpretation of scores. The USHC EOCEP provided validity evidence in multiple areas. EOCEP USHC test items, blueprint alignment, and adherence to best practices of item construction appear sound. The Test Blueprint accurately represented the percentage of items to be expected by content domain, historical thinking skills, and DOK levels. The USHC assessment includes 100% domain coverage of each of the five standards, with an equal number of items (i.e., percentage of the assessment associated with each standard).

Investigation of psychometric descriptive information showed that the USHC EOCEP was moderately difficult (average p = .53), targeted at an average examinee ability level (average ability (theta) measure = .05), and able to discriminate between higher and lower ability examinees (average adjusted point-biserial correlation = .38). Distractors for the multiple-choice items are functioning as intended to discriminate among students with different levels of USHC content knowledge. Practically every USHC item on the Spring 2022 administration met psychometric criteria to demonstrate good fit using both classical and modern test theory methodology. One USHC item yielded a Rasch-based Outfit estimate of 1.60, and another item with a lower discrimination (.17) were the only two items out of the 55 USHC items with values slightly outside of recommended bounds. The USHC assessment illustrates acceptable divergent validity with other EOCEP forms. The SCDE website provides a wealth of information and materials to help stakeholders understand how to use and interpret USHC EOCEP scores, thus promoting consequential validity.

Finally, information regarding testing procedures in the TAM is clear, illustrating detailed instructions for conducting the USHC EOCEP assessment from start to finish. In summary, evidence of validity supported by many activities USHC EOCEP Spring 2022 assessment is thoughtfully constructed and psychometrically sound.

Section 4

Technical Quality – Other

The U.S. Peer Review Critical Elements require review of additional technical aspects which support the use of test scores, including examination of reliability evidence, fairness and accessibility evidence, and investigation of the full performance continuum, scoring, and use of multiple forms. This section provides a review of the critical element areas in the Technical Quality – Other category as related to the USHC EOCEP assessment. Information for this section comes from evaluation the of Spring 2022 USHC test database, the *2021-22 EOCEP Technical Report* (DRC, 2022a) and the *USHC EOCEP Standard Setting Report* (DRC, 2022b).

4.1. Reliability

Reliability is defined as the degree to which similar results would be obtained if the testing was repeated (Bandalos, 2018). In other words, reliability provides a measure of the consistency of test scores if the test were re-administered under similar conditions. A reliability estimate provides a measure of the amount of test variance that can be attributed to true score differences; the remaining variance is considered to be due to measurement error. Therefore, lowering measurement error can contribute to greater accuracy, or higher reliability.

There are different forms of reliability and estimates may be calculated with modern or classical test theory methods. The *EOCEP Technical Report* (DRC, 2022a) describes a variety of methods that were used to estimate reliability and error of the Spring 2022 USHC assessment, using both classical and modern techniques. In this section, the classical indices of the reliability of raw scores and standard error of measurement (SEM) classical indices are discussed. Values discussed here were taken from the *EOCEP Technical Report (*DRC, 2022a); however, the technical manual describes additional procedures and supports.

4.1a. Classical Test Theory Reliability Estimates. As the USHC EOCEP is given to one group of examinees at one point in time on one occasion, an internal consistency estimate is appropriate. Under the CTT framework, internal consistency provides an estimate of how consistently examinees perform across the set of test items under a single test administration. DRC estimated internal consistency reliability using Cronbach's alpha. Estimates can range from 0 to 1, with higher levels representing greater levels of consistency. For higher stakes assessments, Cronbach's alpha estimates at or above 0.85 are desirable (Bandalos, 2018). The standard error of measurement (SEM) is often estimated along with reliability to provide a measure of precision. The values of SEM are a function of the amount of measurement error in the testing situation (i.e., 1 – reliability), as well as the amount of variability in the (observed) test scores. Smaller SEM values indicate more accurate estimation of an examinee's ability in the raw score metric of the test.

Evaluation: Classical Test Theory Reliability Estimates. USHC EOCEP estimates of Cronbach's alpha and SEM were computed for the Fall/Winter 2021 and Spring 2022 test online administrations. Values for both alpha and SEM were estimated for the entire group of test takers and subgroups of students by gender, race, students with disabilities, and English Learners. Using a .85 alpha value as a cutoff, all but one was above .85. The majority of reliability estimates were between .90 - .91 for the USHC and by groups. In the Spring 2022 administration, the alpha value

estimated for the English Language Learners subgroup was under the stated cutoff, but at a value of .83, was very close to the boundary.

Standard error of measurement values were at roughly the same level for both USHC administrations (Fall/Winter and Spring) and across the subgroup reported. SEM values were within a narrow range, from 3.15 to 3.38. The close proximity of SEM values shows that the USHC scores have roughly the same level of precision across all groupings. The values are low (roughly 3 points out of 55), demonstrating accuracy (i.e., low levels of little measurement error) associated with USHC scores.

4.2. Fairness and Accessibility

Fairness and accessibility in testing imply that all eligible students are provided with a fair test and provided an equal opportunity to participate in assessment. Typically, tests are investigated to ensure that the measure performs similarly for different groups of test takers, despite differences in personal characteristics. Examinees may be grouped according to personal characteristics (e.g. gender) to ensure that the USHC does not give any one group an unfair advantage. Here, fairness is examined using differential item functioning (DIF), which is discussed in general terms; interested readers can refer to item response theory textbooks for more technical information about calculating DIF indices (e.g., Baker, 2001). Accessibility refers to providing an equitable opportunity to participate in the assessment process. This may refer to areas such as accommodations, number of assessment periods, and standardized procedures. Both areas are discussed in this section.

4.2a. Accessibility. Many actions related to accessibility have been discussed as part of the test development and design process. The design of the test using accessibility supports (i.e., universal design principals, standardization and testing administration processes, custom forms, allowing accommodations, etc.) have been discussed earlier as part of Section 1 (Statewide System of Standards & Assessment) and Section 2 (Assessment Systems Operations). For example, reviews of item content for bias and alignment, use of a test blueprint, clear definitions of standards, and uniform procedures help to ensure that all USHC examinees have the same access to and experience with the test as part of the EOCEP assessment. All students with documented disabilities with IEPs or 504 Plans must have necessary accommodations documented (e.g., extra time) prior to the time of testing. As noted in Section 1, information regarding test accommodations is clearly defined as part of South Carolina's statewide system of assessment.

Evaluation: Accessibility The testing windows are clearly stated on the SCDE website (https://ed.sc.gov/tests/tests-files/assessment-information/2021-22-assessment-schedule/), allowing students multiple time points to take the assessment. Students have access to the assessment during any semester of the academic year when the US History and Constitution course is taken. Teachers and school test coordinators have access to the Testing Windows and test schedule, as these are posted on the SCDE website prior to the start of an academic year to assist with planning and preparation activities. Multiple time points for taking the assessment and testing windows posted well in advance may be considered accessibility measures, as these allow access for students to progress to their degree objectives and take the USHC EOCEP assessment in a timely manner.

4.2b. Differential Item Functioning. A DIF study examines the actual test performance of examinees in different demographic groups for examinees at the same ability level. If

examinees with the same ability, but from different groups perform differently, a characteristic about the question could be unfairly disadvantaging one group, causing a difference to appear. With a DIF analysis, focal and reference subgroups within a category are compared, where examinees typically considered as disadvantaged are categorized as the focal group (e.g., female, African Americans), and the advantaged examinees are categorized as the reference group (males, Caucasian students).

There are multiple tests and indices for DIF reported in the *EOCEP Technical Report* (DRC, 2022a); however the Mantel-Hanzel test is reported here as it was the index included for review in the Spring 2022 USHC database. This index is a standard in the psychometric industry for examining DIF (see https://www.winsteps.com/winman/mantel_and_mantel-haenszel_dif.htm for more information about how the statistic is calculated in WINSTEPS). As is typical in test construction, questions are classified into three categories: A, B, or C, which are termed the Educational Testing Service standards. These categories are defined as:

- Category A contains the questions with little or no difference between the two matched groups. DIF is negligible.
- Category B contains questions with small to moderate differences, and
- Category C contains the questions with the greatest differences (i.e., moderate to large DIF).

DIF analyses typically include a + or – sign to denote how DIF is exhibited. A positive sign (e.g., C+, B+) illustrates the presence of DIF favors the focal group (disadvantages reference group) where a negative sign (e.g., C-, B-) gives advantage to the reference group (disadvantages the focal group). In other words, positive DIF values mean that the item is more difficult for members of the reference group than for those examinees in the focal group, for examinees with the same level of ability. An assessment will ideally be comprised of category A items if the test pool is sufficient. Category B questions may be used, with preference for items with smaller DIF values (all other aspects, including content coverage, etc. equal). Items exhibiting category C level DIF should not be used, if possible.

Evaluation: Differential Item Functioning. For the USHC, DIF was investigated for the 55 items included in the Spring 2022 administration using following demographic groups. The reference group and focal groups are taken from the *EOCEP Technical Report* (DRC, 2022a).

- ***Gender:*** Two groups are included. The focal group is females; the reference group is males.
- ***Race/Ethnicity:*** Six groups are included. The focal groups are students whose race/ethnicity is reported as Black, Hispanic, Two or More races, Asian/Pacific Islander, American Indian, or Other; the reference group is students whose race/ethnicity is reported as White.
- ***Disability Status:*** Two groups are included. The focal group is students identified with a disability; the reference group is all others.
- ***English Proficiency Status:*** Two groups are included. The focal group is students identified as multilingual or LEP learners; the reference group is all others.

The *Technical Report* noted that a minimum number of cases was set for both the focal group (n = 200) and the reference group (400) to ensure sufficient power to detect differences among groups. A total of seven focal-reference group tests were conducted by: a) Race/ethnic (groups of Black, Hispanic, Two or More races, Asian/Pacific Islander vs. White), b) Gender, c) English Language Learners, and d) Disability status. DIF tests among the remaining groups were not computed due to low sample sizes.

The 55 items from the Spring 2022 testing were investigated for DIF across groups. For the set of 385 DIF tests (55 USHC items x 7 DIF pairs) no items demonstrated C level DIF and only two items demonstrated B level (moderate DIF). Both DIF tests showing moderate DIF on the USHC were found in comparison of students with limited English proficiency and English proficient examinees. Table 15 provides a summary of the DIF tests. Roughly 99.5% of the DIF tests conducted demonstrated negligible DIF. Considering item format type, no DIF was observed for the three constructed response items; any DIF identified was constrained to multiple choice items. In summary, USHC EOCEP items did not demonstrate excessive levels of DIF for the Spring 2022 items reviewed, with most items showing little DIF.

Table 15. DIF Investigations USHC Test Items, Spring 2022

DIF Classification	Frequency	Percent	Cumulative Percent
A-	85	22.1	22.1
A+	298	77.4	99.5
B-	1	0.3	0.3
B+	1	0.3	0.3
	385	**100.0**	100.0

Note: Percentages may not total 100% due to rounding

4.3 Full Performance Continuum

To judge impact, the assessment should be able to categorize students into different ability levels along the performance continuum, where scores report amount of USHC content knowledge examinees possess. These performance levels can be used for a variety of purposes, including accountability reporting. DRC and SCDE personnel held a workshop in June 2022 to recommend performance standards for the revised USHC EOCEP assessment (DRC, 2022). The summer workshop involved 14 educators and stakeholders from across South Carolina. The purpose of the meeting was to develop cut scores to divide students into four achievement levels: Does Not Meet Expectations, Minimally Meets Expectations, Meets Expectations, and Exceeds Expectations. Data evaluated in this section was taken directly from the *SC EOCEP USHC 2022 Standard Setting Technical Report* (DRC, 2022b) provided by DRC. The performance level descriptors and grade associated grade level(s) are reported in Table 16.

The performance levels are related to a student's ability, which is estimated by the Rasch person measure. Considering that the population of examinee's ability scores represent a normal distribution, this distribution is centered at 0, with lower (negative numbers) representing lower than average ability, positive numbers representing higher ability. The larger the number, the higher (or lower) the ability estimate. Using the Rasch-calibrated estimates, these raw scores (on the Theta metric) may be transformed and categorized for accountability reporting. As the ability score is used to create a student's EOCEP USHC different cut scores produce different letter grades. Impact data illustrates the effect of using the "cuts" to determine the percentage of EOCEP examinees that would receive a given letter grade. The discussions outlined in the *Standard Setting Technical Report* (DRC, 2022b) detail the procedures used to arrive at the final cut scores.

Table 16. Description of USHC EOCEP Performance Level Descriptors, Summer 2022

PLD	Description of USHC EOCEP Performance Level Descriptor (PLD)	Grade Level(s)
Does Not Meet Expectations	The student Does Not Meet Expectations as defined by the course content standards. The student needs substantial academic support to be prepared for and to be on track for college and career readiness.	F
Minimally Meets Expectations	The student Minimally Meets Expectations as defined by the course content standards. The student needs additional academic support to be on track for college and career readiness	D
Meets Expectations	The student Meets Expectations as defined by the course content standards. The student is on track for college and career readiness.	C & B
Exceeds Expectations	The student Exceeds Expectations as defined by the course content standards. The student is well prepared for college and career readiness.	A

Evaluation: Full Performance Continuum. Detailed information about the cut-score process used (i.e., Bookmark Procedure), materials evaluated (e.g., Ordered Item booklets), and other information (e.g., discussion rounds, workshop evaluations, etc.) are provided in the *Standard Setting Technical Report* (DRC, 2022b). The process resulted in four cut scores needed divide the latent (USHC) ability distribution into letter grades. Using information from discussions over three rounds of the Bookmarking procedure, educators constructed cut-scores for the ability distribution of USHC EOCEP examinees. As five "grades" are needed (A, B, C, D, F), four cut-points (i.e., cut-scores) in the ability distribution were required.

Table 17 provides the cut-score estimates. Ability estimates range from negative infinity to positive infinity, thus no minimum for a grade of "F" is needed. As expected, the higher the performance level, the higher the students' estimated ability. Ability estimates were lower than average (i.e., ability = 0) only for the lowest performance levels (F and D). Ability estimates higher than average are needed for B and A "grades", with a grade of C close to the average level ability of 0. Overall, the USHC EOCEP ability estimates appear to be acceptable to distinguish between USHC examinees at different ability levels.

Table 17. Cut Scores on the Ability Scale Associated Grade, USHC Spring 2022

USHC EOCEP Ability Distribution Cut-Scores			
F/D	**D/C**	**C/B**	**B/A**
-0.1584	0.2286	0.8355	1.3325

Note: cut-scores based on the (unstandardized) Rasch Person-measure metric

To examine impact, the percentage of USHC examinees falling into the Meets + Exceeds level (i.e., grade of C or higher) was examined. Table 18 provides the percentages of USHC EOCEP examinees in each category. While test scores fall along the performance continuum, only 40% of USHC examinees reached the Meet + Exceed level; roughly 60% of examinees at a D or an F level. As the USHC EOCEP Spring 2022 test scores were not included with a student's end-of-course grade, some students may not have expended as much effort with the testing situation as they would have done if the test score contributed 20% to the final course grade.

Table 18. Impact Data for South Carolina USHC EOCEP, Spring 2022

PLD	Does not Meet	Minimally	Meets		Exceeds	Meets + Exceeds	
Letter Grade	F	D	C	B	A	Percentage C or Higher	
Percentage	40.6%	18.8%	18.4%	19.0%	15.0%	40.7%	

After review by the SCDE and approval by the Superintendent of Education, the final cut scores providing the percentage of students per category were recommended for use by the SCDE starting with the 2022-23 administration of the USHC examination. These cut scores appear to be appropriate for distinguishing among USHC examinees. However, re-examination may be useful once the USHC EOCEP assessment is included as part of the overall course grade.

4.4 Scoring

The Rasch measurement model is used to estimate an examinee's placement on the ability continuum; however, these values may not be easily interpreted by stakeholders. For example, negative ability values and/or values that appear small may be misinterpreted. To produce EOCEP scores which were more meaningful to stakeholders, the ability estimates are transformed to scale scores. The scale was chosen so that it was not tied to a particular assessment and allowed comparison across tests within the state's EOCEP.

The score metric used in the EOCEP was determined by the SCDE. To facilitate interpretation, the range of scale scores was set to have a minimum score of 0 and maximum score of 100. Additionally, the scale is constructed so that each standard letter grade of A, B, C, D, and F corresponds to the South Carolina grading scale with scale score values of 90, 80, 70, 60, and 50 for letter grades of A through F, respectively.

In addition to the total test score, students receive information on their performance in each EOCEP Reporting Category. For the USHC, these are the five Social Studies standards identified on the USHC test blueprint as Key Reporting Areas. An examinee's performance level is reported for each area in terms of *Low*, *Middle*, or *High* performance; these levels are based on an examinee's performance on the subset of items that assess the standard.

4.4 Evaluation: Scoring. The scoring metric used for EOCEP scale scores ranging from 0 to 100 aligns well with "traditional" expectations of testing. Documentation regarding the USHC assessment clearly states how the scale scores should be interpreted using the performance level descriptors, letter scores, and numerical scores (https://ed.sc.gov/tests/tests-files/eocep-files/pld-user-guide-ushc/). The information is presented in a clear and easy to understand format:

- Does Not Meet corresponds to a scale score in the range of 0-59 (F).
- Minimally Meets corresponds to a scale score in the range of 60-69 (D).
- Meets correspond to a scale score in the range of 70-89 (B/C).
- Exceeds corresponds to a scale score in the range of 90-100 (A)

An example of how to interpret student performance in the Key Reporting areas is provided. In sum, the scoring information presented in the *Standard Setting Technical Report* (DRC, 2022b) is clear for stakeholders to understand the relationship between the Rasch scores, how these are transformed to scale scores, and the meaning of the scores in multiple forms.

The *EOCEP Technical Report* (DRC, 2022a) provides a summary of the total test scale scores across the three administrations of the USHC examination held during the 2021-22 academic year. The distribution of USHC scores in scaled format is shown in Table 19. As shown, these align with other information presented earlier, showing an average score of 65 (Minimally Meets/D range) and a distribution of USHC scale scores skewed toward the lower end of the score distribution.

Table 19. Distribution of Scale Scores, USHC EOCEP 2021-22 academic year

				Percentile				
	Examinees	**Mean Scale Score**	**Std. Deviation Scale Score**	**10th**	**25th**	**50th**	**75th**	**99th**
USHC	53,055	65.08	19.67	40	50	63	81	100

Overall, the information regarding the scoring was acceptable for the USHC EOCEP. The ability level raw scores are thoughtfully transformed to align with stakeholders' expectations and information relating scaled scores to performance level descriptors is useful for interpretation of skills. The letter grades and numerical scores are helpful to understand examinee performance with a scale aligned to the South Carolina grading scale. The USHC scoring information is found to be reasonable for the EOCEP assessments and administrations. Scoring information converts students' scores to multiple formats, including scaled scores, letter scores, PLDs, and Reporting Area categorizations. These different formats are useful for a variety of purposes and may be interpreted by many different stakeholder groups.

4.5 Multiple versions of an assessment

To adhere to test security directives, multiple forms of the USHC EOCEP are administered during a testing situation. As noted earlier, DRC uses the Rasch measurement model to calibrate ability and item difficulty parameters on the same scale is termed calibration. Use of the Rasch model for calibration has many advantages, when assumptions behind the method are met. These include aspects such as: mapping persons and items onto the same scale, one-to-one mapping of raw number correct scores to Rasch estimates of ability, the ability to handle missing items, and availability of diagnostic statistics to evaluate the model and data fit (Bond & Fox, 2007; Wright & Stone, 1979). The Rasch model is often used for large scale standardized test programs, such as the EOCEP.

After Rasch calibration, scores on the different USHC forms can be linked and equated. Linking and equating are related, but different, processes. Equating is the process of adjusting scores on forms so forms can be used interchangeably (Kolen & Brennan, 2004). Linking is the mechanism that establishes the comparability between tests. All equated scores can be placed on one scale.

Beyond test security, providing multiple versions of an assessment provides an opportunity for field testing new items. For the 2021-2022 administrations of the USHC examination, field test items were added to the Spring 2022 assessments. Multiple forms of the

USHC were administered in Spring 2022, with additional field test items of many different item formats (e.g., multiple choice, drag-and-drop, etc.) tested.

Evaluation: Multiple Assessment Forms. The EOCEP *Technical Report* (DRC, 2022a) provides a detailed check of assumptions underlying the Rasch model. Examination of item parameters for Infit, Outfit, Dimensionality (to ensure that one primary dimension is assessed), and Local Independence using an analysis of residual correlations (to ensure that no remaining variance is left to explain after extracting the primary dimension) are detailed. Checks on assumptions are necessary to provide assurance that the Rasch model fits the USHC data/persons acceptably and that information generated from the Rasch model is trustworthy for interpretation and use in decision-making.

After providing evidence that the underlying assumptions of the Rasch model were met, the *EOCEP Technical Report* (DRC, 2022a) details the multiple steps used for linking and equating across EOCEP test forms using a smaller set of linking items. The EOCEP equating design used a network of loops (Wright & Stone, 1979) to connect multiple forms through sets of common items. This design allows for verification of link coherence, meaning that the linking parameter used provides stable estimates. Steps to conduct the equating procedures are presented in a series of 12 statements which outline the decision-making process and provide specific guidance if steps in the process are not met (e.g., determine robust *Z* statistics if needed). The steps in the equating process are broken into small pieces, providing clear instructions in the *EOCEP Technical Report* (DRC, 2022a) to show stakeholders how the test equating procedures are conducted by DRC. Concerning the USHC, the *EOCEP Technical Report* (DRC, 2022a) notes that standard setting was to be conducted after the Spring 2022 administration and that later administrations of the USHC will conduct post-equating checks to ensure adequacy of the process.

The USHC EOCEP Spring 2022 assessment included 20 different forms each with 63 items (total of 1,260 items administered). From these forms eight field test items were included along with the 55 operational USHC items. Of the 1,260 USHC items administered across the different forms seen by examinees, the majority of items (used with 1,180 items or roughly 94% of items administered). Technology enhanced formats accounted for a smaller amount of the total at 80 items (roughly 6% of USHC items administered). Technology-enhanced formats included 46 Drag and Drop (DRD) items (3.7% of total items across forms), 29 Multiple Selection (MS) items (2.3% of total items across forms), and five Evidence Based Selected Response (EBSR) items (0.4% of total items across forms). Figure 4 provides a breakdown of all the items administered across the 20 different USHC forms used in Spring 2022. It is noted that 55 items across the forms are duplicated (1,110 items); however, further breakdowns were not conducted to help promote test security.

4.6 Summary: Technical Quality -Other

Other technical aspects provide additional evidence to support the usefulness and meaningfulness of test scores. The information provided in this section showed that the USHC EOCEP Spring 2022 assessment provides consistent scores with an acceptable level of accuracy. Accessibility and fairness are apparent through many different sources of evidence, such as universal design procedures for constructing items, bias and sensitivity reviews of content, availability of custom formats and accommodations. There is minimal differential item

functioning present between subgroups, with only two items exhibiting moderate DIF. These two items relate to English Language learner and native English speaker differences. Item wording

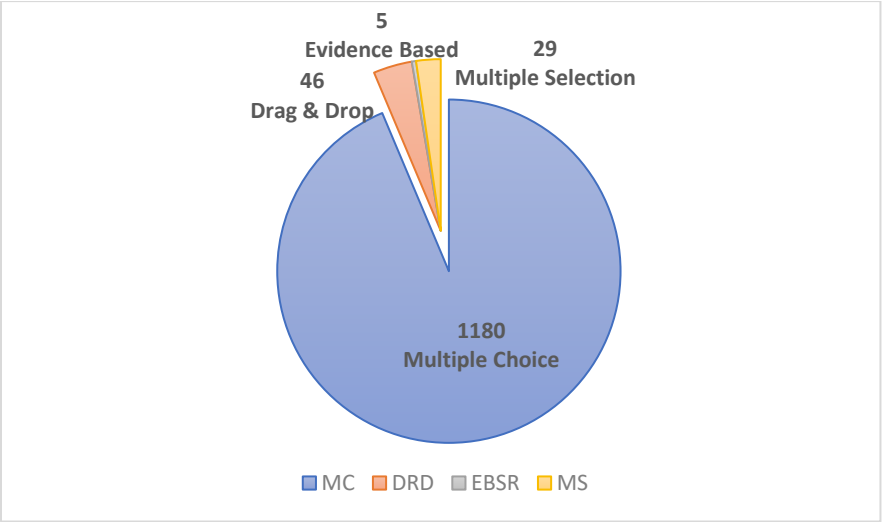


Figure 4. Item Formats included on the Spring 2022 Multiple forms, by Item Type

for all components (e.g., stem and distractors) can be examined to ensure that no bias or confusing wording is present. Multiple USHC EOCEP test forms were provided in Spring 2022 to adhere to test security, where most items utilize a multiple-choice format.

The *Standard Setting Technical Report* (DRC, 2022b) provides detailed information regarding the workshops used to construct cut-points for performance levels. The cut-points relate in a meaningful way to the letter grades. While USHC examinees fall along the performance continuum, a majority of the Spring 2022 USHC EOCEP students did not meet or only minimally met USHC standards. This may be due to the Spring 2022 test not contributing to the overall grade with the first administration of the new USHC EOCEP examination. The *Standard Setting Technical Report* clearly details the decision-making steps and processes conducted during the standard setting process. Overall, the information provides additional technical support to enhance validity associated with the USHC scores.

Section 5

Inclusion of all students

As detailed earlier, all students, including those with a current IEP or 504 Accommodation Plan, enrolled in the U.S. History and the Constitution course must participate in the USHC EOCEP. The *EOCEP Technical Report* (DRC, 2022a) detailed many different groups of students that participated in the 2021-22 academic year's three assessment periods (Fall/Winter, Spring, or Summer administrations). Over 53,000 students took the assessment, encompassing a diverse assortment of students from a wide variety of ethnic/racial groups, IEP status, gifted learner status, 504 plans, and level of English proficiency.

Previous sections of the report have detailed many efforts put forth by the SCDE and DRC to include all students in the EOCEP testing. Careful attention was used when constructing the USCH, where test developers were attentive to aspects of inclusion throughout the processes of test design, test construction and item writing. In addition, after administration of the USHC, data were reviewed by DRC and the SCDE to examine items for differential item functioning and lack of fit to the Rasch model. These activities help to construct a USHC EOCEP assessment that is inclusive of all students. In this section a few additional inclusion activities are detailed. Data for these analyses came from archival sources posted on the SCDE website and the EOCEP *Technical Report* provided by DRC (2022a).

5.1 Including Students with Disabilities

Students who are not able to participate in the same manner as other students or with accommodations, may be eligible for the alternative assessment. IEP teams are provided guidance regarding student eligibility for the EOCEP (https://ed.sc.gov/tests/assessment-information/testing-swd/). The information available on the SCDE website details procedures for testing students with IEPs including allowable accommodations, training information for test administrators, information regarding testing materials, and access to a frequently asked questions page. The *South Carolina Accessibility Support Document* is also provided on the SCDE website (https://ed.sc.gov/tests/tests-files/students-with-disabilities/accessibility-support-document/) to assist educators when testing students with disabilities.

5.2. Procedures for Including English Language Learners

As with other EOCEP assessments, the USHC assessment is not available in languages other than English. While the test must be taken in English, appropriate accommodations for English Language Learners are available, where a student's need and eligibility for testing accommodations is based on multiple sources of evidence (e.g., English fluency level, teacher judgment, other accommodations used in the classroom). The SCDE website provides documentation for stakeholders to examine the means for determining student eligibility for accommodations and guidance on selection of appropriate accommodations for English Language Learners, including guidance on oral administration (https://ed.sc.gov/policy/federal-education-programs/esea-title-iii/).

5.3. Customized Materials and Formats

To be inclusive to all students, the EOCEP assessments are available in a variety of materials formats. These include customized materials, such as Braille and Large Print materials. Accommodations recommended by a student's IEP or 504 plan are also available during testing. As noted in the *EOCEP Technical Report* (DRC, 2022a), a variety of accommodations were used by USHC students over the 2021-22 academic year testing timepoints. Information from the *EOCEP Technical Report* detailing the Customized Materials and Accommodations used with the USHC EOCEP during the 2021-22 testings is detailed in Table 19.

Table 19. Customized Formats and Accommodations Used, 2021-22 USHC EOCEP Administrations (N = 53,055)

Custom Format	N	Percentage	Accommodations	N	Percentage
Braille	1	0.00	Setting	1,411	2.66
Sign Language signed administration	7	0.01		106	0.20
			Timing		
Large print	8	0.02	Scheduling	16	0.03
Oral administration	1,342	2.53	Response Options	5	0.01
			Presentation	32	0.06
			Supplemental Materials	16	0.03

Note: Number of test forms for Accommodations estimated from percentage reported in the 2021-2022 Technical Report.

Evaluation: Inclusion of All Students. Considering the areas described above in 5.1, 5.2, and 5.3, the USHC EOCEP strives to include all eligible students in the assessment process. Information presented on the SCDE website is easy to find and clearly states information needed to assist educators and IEP team members identify which students are eligible for the testing and what accommodations are allowed. Custom formats and accommodations provided by DRC were used during the 2021-22 academic year, showing that these methods are needed by some USHC EOCEP test takers for inclusion in the testing program.

5.4 Summary: Inclusion of Students

The procedures used to create the USHC EOCEP and documentation to assist educators with understanding accommodations and student eligibility for the assessment are thoughtfully constructed. The process was designed to be sensitive to and recognize all students' needs and be inclusive of all students with the USHC EOCEP assessment.

Section 6

Achievement Standards and Reporting

Standard setting is the process used to construct cutoff scores for an assessment (Cizeck & Bunch, 2006). For the USHC EOCEP, standard setting refers to the process to develop the scores aligned with the performance level descriptors (PLDs) which categorize students into ordered groups according to the amount of content knowledge possessed. This section reviews the standard setting procedures used to develop the cut-scores for the USHC EOCEP. Some information regarding standard setting was presented earlier in the discussion of impact (Section 4). Data for this section come from the *SC USHC EOCEP 2022 Standard Setting Technical Report* provided by DRC (2022b).

6.1. Standard Setting for the USHC EOCEP

Given the 2019 adoption of revised Social Studies standards and the subsequent revision of the USHC EOCEP assessment, new cut scores were needed to categorize examinees according to their amount of content knowledge. DRC and the SCDE collaborated on the USHC standard setting process. In June 2022, a two-day Standard Setting workshop was held; attendees included educators from around the state, DRC personnel, and SCDE staff. Fourteen teachers from across South Carolina participated in the workshop.

As stated in the *Standard Setting Technical Report* (DRC, 2022b), the objective for the workshop was to use the revised USHC materials and create cut-scores which would categorize examinees into performance levels aligned with the Profile of the South Carolina graduate. These performance levels descriptors are based on the amount of USHC content knowledge possessed by an examinee; the PLDs are stated below:

- *Does Not Meet Expectations.* The student Does Not Meet Expectations as defined by the course content standards. The student needs substantial academic support to be prepared for and to be on track for college and career readiness.
- *Minimally Meets Expectations.* The student Minimally Meets Expectations as defined by the course content standards. The student needs additional academic support to be on track for college and career readiness.
- *Meets Expectations.* The student Meets Expectations as defined by the course content standards. The student is on track for college and career readiness.
- *Exceeds Expectations.* The student Exceeds Expectations as defined by the course content standards. The student is well prepared for college and career readiness.

The Bookmark Procedure (Lewis, Mitzel, & Green, 1996) was used to conduct the Standard Setting. To create cut-points, workshop participants became familiarized with the USHC standards, the PLDs, and the skills that students with a certain level of competency should demonstrate at each performance level. Using an ordered item booklet (i.e., book of USHC test items ordered by item difficulty), participants placed a “bookmark” at the place that separated

students with different levels of competency according to the PLDs. Cut scores are created on the ability scale provided by the Rasch model; these cut points have an associated level of precision (i.e., standard error or measurement) associated with the ability value. As detailed in Section 3, under the Rasch measurement model, items are targeted to various levels on the ability scale, with some items more (or less) difficult for students at different ability levels. The probability of a correct response on an item can be plotted as a function of the ability of persons (e.g., item characteristic curve) given the item parameters. The first derivative of an item characteristics curve produces an item information curve. Item information curves peak at the item difficulty value, with less information provided by the item for those ability levels farther from the item difficulty value. For example, a very difficult item will provide little information for examinees with low ability because the item is already too hard and most examinees with low ability will get the item incorrect.

Item information functions may be summed across all the test to provide a measure of test information. Like item information, test information function shows which ability levels the test is targeted toward. The inverse of the test information function is known as the conditional standard error of measurement (CSEM). Like SEM, the CSEM value provides an estimate of the amount of measurement error. However, CSEM estimates can vary along the ability continuum, as some ability levels may be estimated with more precision (i.e. more information) than others. CSEM values are lower (i.e., more precision) when more information is present.

After the "bookmark" was placed, participants discussed the procedures and decisions leading to the cut-score placement. Three rounds of bookmarking were conducted; after each round, DRC staff used Spring 2022 USCH data to present impact findings and CSEMs for discussion. The SCDE also considered results of other assessments and policy implications before editing the final cut scores. Information from the discussions and data were used to adjust cut-points, as needed. The final cut scores created at the June 2022 Standard Setting workshop are noted in Table 20.

Table 20. PLD Cut Scores and CSEM Values, USHC EOCEP June 2022

	Minimally Meets	Meets	Exceeds
Ability	0.011	0.451	1.333
CSEM	0.282	0.286	0.328

The standards set by the June 2022 committee were also transformed to the "letter" grades associated with the South Carolina letter grading scale. Table 21 provides the cuts in the theta distribution as noted in the DRC (2022b) *Standard Setting Technical Report*. From the table, the A level remained similar to the Exceeds cut score and the C level was similar to the Meets cut score noted in Table 20; however, additional detail was added to create a cut on the ability curve at the F/D threshold and the C/B threshold.

Table 21. USHC EOCEP Letter Grading Scale Cut cores and Impact Data, June 2022

	Cut Scores				Impact Data				
	F/D	**D/C**	**C/B**	**B/A**	**F**	**D**	**C**	**B**	**A**
Ability	-0.1584	0.3386	0.8355	1.3325	40.56	18.78	14.77	10.97	14.62

Evaluation: Standard Setting. The *USHC EOCEP Standard Setting Technical Report* provided by DRC (2022b) provides a clear description of the standard setting processes, including a description of how to use the Bookmark method, description of CSEMs, and a discussion of the processes used by the participants. The Bookmark procedure was used to create cut-scores; this method is the most common method used and is widely accepted as representing best practice when conducting standard setting procedures. Cut-scores were created carefully, with multiple rounds of discussion and investigation of Spring 2022 USHC assessment data to examine the effect of the cut-point, investigate precision associated, and allow for fine tuning of the cut score placement. The procedures are well-documented and clear to understand the step-by-step procedures used by the SCDE and DRC.

The cut score values created in the standard setting workshop appear to be appropriate given the purpose of the USHC EOCEP. Values of the cut scores are not excessively high (nor low) on the ability distribution, with the Minimally Meets level set around the average of the ability distribution and Meets less than an ability level of 0.5. These levels are acceptable for the purpose of the USHC. The impact data shows the effect of the cut scores with the Spring 2022 USHC EOCEP assessment. As noted previously, the large percentage of "F" scores may be due to other factors (e.g., test not counting, lag from the pandemic) as well some lower scores appearing as the revised standards have also precipitated a change for teachers. In summary, the Standard Setting procedures produced acceptable scores to categorize USHC examinees into performance levels based on the level of content knowledge displayed.

6.2 Reporting

Score reports communicate the meaning of the test scores to various groups of users (e.g., educators, teachers, students and parents). The data from USHC EOCEP is used for a variety of purposes and by a variety of users; each stakeholder group needs to be able to clearly understand and interpret the information provided by assessment. A clear score report is essential to relay this information.

In terms of expecting the score reports, the 2022 EOCEP TAM provided a timeline for receipt of the EOCEP assessment Score Reports. The Assessment Schedule provides the date of delivery of data and paper reports to schools. Both documents are available on the SCDE website. To assist in interpretation of scores, the SCDE (2021) provides the *EOCEP Score Report User's Guide* (https://ed.sc.gov/tests/tests-files/eocep-files/2021-2022-score-report-users-guide/) which details information included in the various types of reports available for Individual Students, School Level, and District Level as well as which are delivered in Paper Reports or Electronic Score format.

The reports presented in the *User's Guide* include clear, detailed explanations (SCDE, 2021), providing information to assist with interpreting components of the report such as: 1) Scale scores (from 0 to 100), 2) Letter grade and the associated student performance level (with both letter and PLDs), and Student Performance on Reporting Areas (categorized as *Low*, *Middle*, or *High,* based on the subset of items that assess the standard). Sample reports are provided for each score report, with statistics and essential report elements numbered and explained. Where appropriate, descriptive statistics (e.g., Standard Deviation, Mean, Median, and Highest/Lowest Scale Score) are defined and an example is included to aid in interpretation.

Evaluation: Achievement Standards and Reporting. The SCDE website includes sufficient information to let USHC test users know when reports will be expected and provides a variety of reports to assist users with understanding and interpreting the information. The *EOCEP*

2022 Test Administrator's Manual (SCDE, 2022) details when preliminary scores can be expected; however, as the USHC test was not used in course grades, this assessment was not included in the 2021-22 Testing Schedule. It is assumed that USHC information will be included in the state testing schedule beginning in 2023-34 when the USHC EOCEP assessment is included as 20% of a student's grade.

The sample score reports included in the *EOCEP Score Report User's Guide* are very detailed and very easy to read and understand. The sample reports show stakeholder groups what to expect, definitions, and where to find the important components that are associated with the different types of reports generated. The *User's* Guide provides clear instructions on how to read the reports and where to find relevant information and are even documented with examples to help with interpretation of the information in context. All EOCEP reports templates are clear to understand, are colorful and engaging to read, with adequate spacing, and explanations in clear language. The *User's Guide* (SCDE, 2022) provides the information necessary for stakeholders to familiarize themselves with the USHC EOCEP and to understand how read the EOCEP reports and to interpret the information. This information is easy to find and to access from the SCDE website.

6.3 Summary: Achievement Standards and Reporting

The overall purpose of reporting test results is to communicate information about student performance to stakeholders. For the USHC EOCEP assessment, the achievement standards were created using a widely used procedure (i.e., Bookmark Procedure) with direction from a set of target stakeholders (i.e., South Carolina educators familiar with USHC standards and population). The *Standard Setting Technical Report* (DRC, 2022b) is very clear and easy to read, expressing discussions and details from the workshop. The achievement standards (PLDs) created make sense given the purpose of the USHC assessment. Final cut-scores from the USHC EOCEP will go into practice for the 2023-24 academic year. It is hoped that a reexamination of data will occur when the USHC EOCEP is included as 20% of a student's classroom grade, that the impact data will have fewer ratings at the low end of the PLD/letter grade scale.

The score reports provided on the SCDE website are useful to aid the user in understanding the meaning of the test scores. The reports and supplementary information developed by DRC are in alignment with best practices of the testing industry. The score reports are detailed, informative, yet also easy to read and comprehend. The information presented supports the use of the achievement standards and the score reports to assist test users and stakeholders.

Summary and Recommendations

This report summarized the results from the Spring 2022 operational testing of the South Carolina End of Course Educational Program, US History and Constitution examination (EOCEP SCDE). The EOCEP US History and Constitution course is a requirement for students seeking a high school diploma from South Carolina. The USHC EOCEP test scores serve multiple uses: contributing a sizable (20%) part of of a student's course grade, is used for school report card presentations, and for local and federal accountability purposes. This evaluation of the USHC EOCEP followed the U.S. Peer Review list of critical elements to review the processes associated with the USHC testing situation, from its start with the policy documentation to the score reports provided to end users. Overall, the USHC EOCEP is well constructed; any suggestions provided below are minor. Based on the evaluation, the following recommendations are provided.

1. Statewide System of Standards and Assessment

The SCDE website provides detailed information about the EOCEP and the USHC as part of this testing program. Information and resources about the purpose and uses of the testing program and the USHC are readily and easily accessible on the SCDE website.

2. Assessment Systems Operations Related to the USHC EOCEP

Information regarding the USHC test specifications is clear, easy to understand, and easy to access assessment prominently. USHC standards to be assessed, test blueprint, domain coverage, and skill levels as well as resources (e.g., sample items, past data reviews, and suggestions for teaching/activities) are readily available to assist stakeholders with test preparation. The Test Administrator's Manual provides detailed instructions to support test security and standardization.

3. Technical Quality – Validity

The USHC includes test items that are constructed through adherence to industry best practices. Items used in the Spring 2022 testing program met psychometric criteria to demonstrate good fit using both classical and modern test theory methodology. Consequential validity is addressed through providing information and materials to help stakeholders understand how to correctly interpret USHC EOCEP scores and how scores may be used.

Recommendation: The two USHC EOCEP items outside of recommended bounds (e.g., one item with an Outfit greater than 1.3 and item with a discrimination value under .20) may be examined in future administrations.

4. Summary: Technical Quality – Other

The USHC EOCEP Spring 2022 assessment provided consistent scores which demonstrated acceptable precision. Attention toward accessibility and fairness are apparent through many different sources of evidence, such as universal design procedures for constructing items, bias and sensitivity reviews of content, availability of custom formats and accommodations, and minimal differential item functioning across examinee subgroups. The standard setting

procedures and cut points relate ability scores in a meaningful way to the letter grades and performance level descriptors.

5. Inclusion of Students

The procedures used to create the USHC EOCEP, customized forms were developed to be sensitive to and recognize all students' needs and be inclusive of all students. Related procedures are clearly documented to assist with questions regarding accommodations and needs of specific student populations.

6. Achievement Standards and Reporting

The achievement standards and related cut-scores created from the standard setting workshop are appropriate given the purpose of the USHC EOCEP assessment. The process used to create cut-scores aligned with best-practices and documentation of the process showed how the standards were set. Score reports and supplementary information is readily available for stakeholders to gain additional information about the different types of score reports and score interpretations with materials that are detailed, informative, yet also easy to read and comprehend. Impact data from the Spring 2022 assessment showed that 60% of USHC EOCEP examinees did not meet or minimally met course standards; however, some of this discrepancy may be due to the uniqueness of the testing situation (i.e., new instrument, change to the revised standards, waiver of requirement that the USHC scores count 20% of the course grade)

Recommendation: Conduct a reexamination of the ability levels associated with cut-scores and impact data when the USHC EOCEP is included as 20% of a student's course grade.

Overall, the EOCEP US History and Constitution Spring 2022 resources evaluated showed the test to be appropriate, demonstrates psychometric soundness, and includes a variety of validity evidence to support for use of scores for decision-making and accountability purposes. Minor recommendations are provided to enhance the performance of the test for use with the South Carolina End of Course Examination Program.

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EDUCATION OVERSIGHT COMMITTEE

DATE: **June 12, 2023**

ACTION ITEM: Annual Report of the South Carolina Teacher Loan Program, 2021-22

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 2021-22 implementation of the South Carolina Teacher Loan Program.

TIMELINE/REVIEW PROCESS

The study began in March of 2023 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, South Carolina Department of Education, and CERRA.

ECONOMIC IMPACT FOR EOC

Cost: $10,000: study

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)**

SC EDUCATION OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.

Annual Report on the SC Teacher Loan Program for Fiscal Year 2021-22

June 2023

Prepared by
Sally Cauthen, EOC Consultant



Annual Report on the South Carolina Teacher Loan Program for Fiscal Year 2021-22

The Teacher Quality Act of 2000 directed 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 2021-22 follows.

*Annual Reports for the Program from the previous five fiscal years (2016-17 through 2020-21) may be found on the EOC website at www.eoc.sc.gov (scroll down to **POLICYMAKERS** and click on **LEARN MORE**, then scroll down to **Teacher Loan Program**).*



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South Carolina Teacher Loan Program Annual Report 2021-2022

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Acknowledgements

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

South Carolina Commission on Higher Education

South Carolina Student Loan Corporation

South Carolina Department of Education

South Carolina Teacher Education Advancement Consortium through Higher Education Research (SC-TEACHER) at the University of South Carolina

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



SECTION I. OVERVIEW OF THE TEACHER LOAN PROGRAM

The South Carolina Teacher Loan Program (the Program), authorized by the South Carolina General Assembly as part of the Education Improvement Act of 1984, is a financial incentive program offering loan forgiveness (cancellation) for the express purpose of encouraging talented and qualified state residents to enter the teaching profession in academic and/or geographic areas of critical need.

The following subsections provide contextual information for Program components as background for the Findings and Recommendations in Section II.

A. Governance

Pursuant to regulatory provisions, the program is governed collectively by five separate entities, as described below.

- **Regulatory**: The Program is governed by SC Code 59-26-20 and 59-26-30 (Appendix A-1); Provisos 1A.6 and 1A.68 of the 2021-22 General Appropriations Bill (Appendix A-2), which remained unchanged for 2022-23; and State Regulation 62-110, et al (Appendix B.)

- **The State Board of Education (SBE)**: SBE defines the Program's areas of critical needs annually pursuant to statutory requirements:

  SBE determines criteria for identifying critical certification areas, which according to the SCDE web site for 2021-22, was based on *"the percentage of full-time teaching positions in the 2020-21 academic year which are vacant or filled by individuals not fully certified in the particular subject area,"* (all those 11.43% or higher). Beginning with 2022-23, SBE began using the US Department of Education formula for designating teacher shortage areas: *"the percentage of positions in a given subject area (i.e., certification field) that are unfilled, filled by educators in an alternative route program, or filled by educators holding an out-of-field permit"*.

  SBE was also directed by statute to define critical geographic need areas until 2004, at which time Act 307 amended statute to define them based on school report card ratings (below average or unsatisfactory), teacher turnover (20% or more for the past three years), poverty index (70% or higher). SBE also provides a member for the TLAC.

  The more inclusive the annual list designating certification and geographic areas as critical needs becomes, the greater the opportunity for loan recipients to qualify for loan forgiveness, as they have more flexibility for what to teacher, and where – and to have their loan cancelled at an accelerated rate if teaching in a critical certification area plus critical geographic needs area. (See Tables 2 and 3).

- **SC Student Loan Corporation (SLC)**: The SLC, a private entity which also has other loan administration functions, administers the SC Teacher Loan program (which includes the process for applications, loans, and loan forgiveness/cancellation or repayment), provides a member for the TLAC, and since February 2019, has outsourced certain servicing functions.

- **Education Oversight Committee (EOC):** Statute directs the EOC to perform a review of the program annually and report to the General Assembly. The EOC also provides a member of the Teacher Loan Advisory Committee (Appendix A-2).

- **SC Commission on Higher Education (CHE)**: The governing statute provides for CHE's role in the program: *"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*." In addition, CHE also provides a member of the Teacher Loan Advisory Committee (Appendix A-2).

- **Center for Educator Recruitment, Retention, and Advancement (CERRA); Teacher Loan Advisory Committee (TLAC)**: A Proviso in place since Fiscal Year 2013-14 directs CERRA to *"appoint and maintain the Teacher Loan Advisory Committee"* (TLAC), to staff the committee, and to convene the TLAC at least twice a year. The Proviso expressly limits committee responsibilities to: (1) establishing program goals, (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 A-2). Program goals were established via an advisory committee formed at the behest of an Education Oversight Subcommittee in 2003:
  1. The percentage of African American applicants and recipients of the TLP should mirror the percentage of African Americans in the South Carolina teaching force.
  2. The percentage of male applicants and recipients of the TLP should mirror the percentage of males in the South Carolina teaching force.
  3. Eighty percent of the individuals receiving loans each year under the TLP should enter the South Carolina teaching force.

  Additional information on the TLAC is provided in Appendix C.

B. Funding of Program

The General Assembly provides funding for the Program from the EIA and the General Fund.

- Funding for Program loans and administrative costs is provided through the annual appropriations process, with the Commission on Higher Education making recommendations to request EIA funds. (See Table 1 for historical funding). Pursuant to Proviso 1A.7, the Program receives its full EIA appropriation at the start of the fiscal year from available resources.

- In addition, separate funding has been allocated to the Student Loan Corporation under SCDE Aid to School Districts since Fiscal Year 2000-01, when statute was amended to add two more Program loan forgiveness types: (1) loans to "Career Changers" in areas of critical need, and (2) funds to reimburse individuals with their cost to participate in SCDE's critical needs teacher certification program, the PACE alternative certification program.

- The fourth undesignated paragraph in authorizing statute 59-26-30(j) provides for how loan repayments must be handled: *"Funds generated from repayments to the loan program must be retained in a separate account and used as a revolving account for purpose that the funds were originally appropriated."*

- Program loans are non-competitive, so the SLC determines if more funds are needed than were appropriated to cover approved applications, and will request the amount needed from the Revolving Fund Account from the State Treasurer. According to the Student Loan Corporation's Annual Audit Report, as of June 30, 2022, the balance in the revolving fund was $18,450,367[1].

C. Loan Forgiveness

The Program allows borrowers to have portions of their loan indebtedness forgiven (cancelled) by teaching in certain critical geographic and/or subject areas, which the State Board of Education defines annually in accordance with statutory requirements. Beginning in the fall of 1984, the SBE defined the certification and geographic areas considered critical and subsequently those teaching assignments eligible for cancellation.

Three loan forgiveness options are currently available through the Program. At program inception, Teacher Loan Program loans (Type 1/TLP) became available for students in traditional educator preparation programs. Act 393 of 2000 subsequently amended statute to add loan forgiveness provisions for Career Changers (Type 2/TLC) and for participants in the state's critical needs certification Program of Alternative Certification for Educators program (Type 3/PACE). Following is a description of each of the three types of loan forgiveness options:

Type 1/TLP – Program Loans to individuals attending public or private colleges and universities for the sole purpose and intent of becoming certified teachers employed in SC areas of critical need.

Freshmen and Sophomores may borrow up to $2,500 per year. All others students may borrow up to $7,500 per year, with an aggregate maximum of $27,500 for undergraduate and graduate students. A Proviso added for Fiscal Year 2019-20 at the request of the CHE (through the TLAC) increased the annual amount for Juniors, Seniors, and graduate students by $2,500 (from $5,000 to $7,500) and the aggregate by $7,500; this change was implemented beginning Fiscal Year 2020-2021.

Type 2/TLC - Program loans to assist Career Changers with becoming certified teachers employed in SC areas of critical need, added by Act 393 of 2000.

Participants may borrow up to $15,000 per year and up to an aggregate maximum of $60,000.

Type 3/Program for Alternative Certification for Educators (PACE) – Also added by Act 393 of 2000, offers Program loans on a reimbursement basis to assist state residents with their expenses incurred to participate in the PACE critical needs professional certification program pursuant to Section 59-26-30(A)(8).

According to the application, current PACE participants may borrow up to $750 per year, not to exceed a total maximum amount of $5,000.

SCDE's web site states that the PACE program *"was established to enable degreed individuals, who otherwise do not meet certification requirements, to gain employment in the public schools in a PACE*

[1] https://www.scstudentloan.org/organization/financial-reports

approved subject area teaching position based on their bachelor's or graduate degree concentrations and coursework. PACE requires a three-year commitment to the content area and grade level for which you are admitted."

Loan cancellation provisions:
All loan recipients may have their loan canceled at a rate of 20% or $3,000, whichever is greater, per year of teaching in critical subject areas or critical geographic locations in South Carolina. Loan recipients who teach in both a critical subject area and a critical geographic area may have their loan canceled at a rate of 33.3% per year or $5,000, whichever is greater.

Loan Applications, 2021-22

Type 1 & Type 2 Loan Application 2021-22:
https://www.scstudentloan.org/sites/default/files/2021-22%20TLPCareer%20Changers%20ApplicationPN%20f%E2%80%8Cinal%203.3.21.pdf

Type 3/PACE Loan Application 2021-22:
https://www.scstudentloan.org/sites/default/files/PACE2122_Application_Draft.pdf

D. Loan Application and Eligibility

This section describes loan eligibility requirements for all three loan types, and reasons an application may be denied.

Type 1/TLP - Loan eligibility requirements include:

- ✓ The 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 or ACT score equal to or greater than the South Carolina average for the year of the high school graduation – currently 1023 and 19, respectively, for 2023-24 applicants and slightly lower for 2021-22 (1019 and 18, respectively).
- ✓ Enrolled undergraduate students, including second term freshman, must have a cumulative grade point average of at least 2.75 on a 4.0 scale and must have taken and passed the Praxis Core. Students with an SAT taken on or after 3/5/16 earning a score of 1100 or greater or an ACT score of 22 or greater are exempt from the Praxis requirement.
- ✓ Entering graduate students must have at least a 2.75 GPA on a 4.0 scale. Graduate students who have completed at least one term must have a grade point average of 3.5 or better on a 4.0 scale.
- ✓ If previously certified to teach, must be seeking initial certification in different critical subject area currently listed.

Type 2/Career Changer - Loan eligibility requirements include:

- ✓ Must have held a baccalaureate degree for at least three years or worked as an instructional assistant in an SC public school.
- ✓ Been employed at least three years.

- ✓ Must be enrolled in a program of teacher education or have expressed an intent to enroll in such a program.
- ✓ Enrolled undergraduate students, including second term freshman, must have a cumulative grade point average of at least 2.75 on a 4.0 scale and must have taken and passed the Praxis Core. Students with an SAT taken on or after 3/5/16 earning a score of 1100 or greater or an ACT score of 22 or greater are exempt from the Praxis requirement. (Same criteria as for Type 1, except for being waived only during the Type 2 borrower's initial year as an applicant).
- ✓ Entering graduate students must have at least a 2.75 GPA on a 4.0 scale. Graduate students who have completed at least one term must have a grade point average of 3.5 or better on a 4.0 scale. (Same criteria as for Type 1).

Type 3/PACE - Loan eligibility requirements include:

- ✓ Must be pursuing a course of study leading to certification as described by the SCDE under the PACE program.
- ✓ Must teach in the critical area as prescribed in the PACE program.
- ✓ Provide evidence of compliance with above requirements.

Reasons an application may be denied include: (See Table 8)

- ✓ Applicant does not meet academic requirements or has a credit problem.
- ✓ Applicant has not met the Praxis requirement (unless exempt from taking Praxis, has not taken it when/as prescribed, or has but did not pass it).
- ✓ Program funds are insufficient.
- ✓ Other: Not an SC resident, enrollment less than half-time, ineligible critical area, not seeking initial certification, has already received the maximum annual and/or cumulative loan amount, or application is in process.

E. Value of Program to the Teacher Pipeline

The Teacher Loan Program was a component of 1984's landmark legislation Education Improvement Act, so it is important to note the value of the Program in the context of being the first of other EIA funded teacher pipeline-related programs that followed. Programs described below provide a mix of career pathway supports, incentives, preparation, and certification, and/or financial incentives, pursuant to authorizing legislation and administered by the entity directed to do so – and are not mutually exclusive (i.e., students may participate in more than one of the programs described).

The Teacher Cadet Program[2] (CERRA)

- ✓ A "grow your own", school-to-college partnership career pathway program piloted in four districts 1984-85, it is now available in all but two districts. An innovative, curriculum-based college level course designed to attract talented young people to the education profession

[2] https://dc.statelibrary.sc.gov/bitstream/handle/10827/42507/CHE_Consideration_of_FY2022_23-Appropriation_Request_2021-09-02.pdf?sequence=1&isAllowed=y; https://www.teachercadets.com/

through a challenging introduction to teaching, it provides an opportunity to earn college-level credit. The only such national model, it is used in 41 other states.

- ✓ Operating under articulation agreements in place for dual credit accrual upon course completion, 22 "College Partners" in teacher education institutions collaborate with CERRA to offer enrichment experiences for Cadets.
- ✓ Students 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.
- ✓ Teacher Cadet instructors must meet certain criteria, and attend a three-day training course. The level of Teacher shortages and vacancies at the high school level likely impacts the availability of the program, especially in hard-to-staff schools.
- ✓ CERRA's Overview of Teacher Cadets indicated that over 71,000 students have participated in the program since it began.
- ✓ According to the CERRA Program Report for 2021-22: there were 171 program sites, some of which offer more than one Teacher Cadet class; 2,398 high school students completed the related "Experiences in Education"; 783 (33%) of participants were non-white; 23% were male; and 36% of Cadets who completed an end-of-course survey indicated they plan to teach (2,252 of the 2,398 Cadets).
- ✓ Teacher Cadet program expenses are modest, as CERRA receives revenue associated with other states that use its "*Experiencing Education"* curriculum and materials.
  For additional details, see the April 2022 report cited on page 20.
- ✓ Approximately half of overall TLP loan applicants self-report as having been in the Teacher Cadet program, so it has been an essential source of potential candidates for the teacher pipeline. For 2021-22, 90% of the 475 students indicating having been Teacher Cadets received a TLP loan, slightly exceeding the overall Program approval rate of 87%.

For additional details on related data, see Table 11.

Teaching Fellows (CERRA)[3] *(see "Teaching Fellows")*

- ✓ In 1999, the SC General Assembly funded the Teaching Fellows Program due to the shortage of teachers in the state, with the mission of recruiting talented high school seniors into the teaching profession and to help them develop leadership qualities.
- ✓ Currently offered at 11 public and private institutions around the state, it is a merit-based, competitive program providing a designated number of Fellowships for 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.
- ✓ According to the CERRA Program Report for 2020-21: 764 Fellows received funds; 183 graduated from the program; 570 Fellows were teaching to fulfill their service requirement, an additional 1,015 who have fulfilled their requirement but are still employed in an SC school district (total of 1,585); 78.2% of Fellows from the 2000-2016 cohorts graduated from the Fellows program, 93% of graduates have either satisfied their loan or are currently teaching for loan forgiveness in an SC public school; $4,562,654 was expended.
- ✓ Teaching Fellows participate in advanced enrichment programs at the institution they are attending, 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: up to $5,700 for tuition and board and $300 for specific enrichment programs administered by CERRA) while they complete a degree leading to teacher licensure. Funds not used by a student due to other scholarships or funding sources may be used be used for Maymester or summer school, but only during the same academic year.
- ✓ 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.

<u>Minority Recruitment Programs</u>

Call Me MISTER (Mentors Instructing Students Toward Effective Role Models) (Clemson):

- ✓ Clemson's Call Me MISTER (CMM) program is an innovative and effective leadership development program for African American males to prepare and place them as teachers and role models in some of the state's poorest and most underserved communities and elementary schools. Student participants are largely selected from among underserved socio-economically disadvantaged and educationally at-risk communities. It aligns with the Profile of the South

[3] https://www.cerra.org;

https://dc.statelibrary.sc.gov/bitstream/handle/10827/42507/CHE_Consideration_of_FY2022_23-Appropriation_Request_2021-09-02.pdf?sequence=1&isAllowed=y

Carolina Graduate by addressing world-class skills, specifically identified as innovation, collaboration, and teamwork. The program works to increase the pool of available teachers from more diverse backgrounds, particularly among the lowest-performing elementary schools.

- ✓ The Program is housed at Clemson University, and partnerships have been developed with 9 two-year and 18 four-year higher education institutions in the state, currently serving 187 students across the 27 partner institutions, by providing:
  - o Tuition support for admitted students pursuing approved programs of study in teacher education.
  - o An academic support system to help ensure success.
  - o A cohort system for social and cultural support.
  - o Assistance with job placement.
  - o Program partner SCSU's web site indicates the financial assistance as being $5,000 each academic year; $10,000 for MISTERS who have passed Praxis Core.
- ✓ Since its 2000 inception, Call Me MISTER has graduated 301 fully certified career teachers.
- ✓ Program FY 21-22 Revenues included $833,191 carryforward from FY20-21; $1,300,000 State Funds; $500,000 EIA; $9,500 license agreement fees; $130,000 Grant; and $30,000 Contributions. FY 22-23 Revenues included a FY 21-22 $868,671 Carry Forward; the Program's FY 23-23 Program Budget footnotes that all Carry Forward funds are encumbered for disbursement. Program FY 23-24 request for an additional $265,000 in EIA fund for 24 Grant coordinators is currently not in the budget.[4]

Minority Access to Teacher Education (MATTE): (SCSU's Bridge Program):

- ✓ The SC State University Minority Access to Teacher Education (MATTE) Bridge Program FY 21-22 describes the mission of the program as being to recruit and offer scholarships to high school students from rural school districts, particularly along the I-95 corridor, to attend SCSU and pursue and complete a baccalaureate degree in teacher education. The overall goal is to help student from these economically distressed areas with academic and financial support for post-secondary education, so they can reach their career goal of becoming teachers. The program supports the SCSU Teacher Preparation Program's commitment to recruit, retain, and graduate certifiable teachers to help contribute to the state's teacher pipeline.
- ✓ In addition to providing the necessary funding for undergraduate students to graduate debt-free, the MATTE Bridge Program offers a residential summer enrichment program.
- ✓ The program provides opportunities for 11th and 12th graders to earn six college credit hours (3 in Math and 3 in English). It also provides enrichment activities to enhance the professional and personal skills needed to transition from high school to college.
- ✓ The program prepares students for Praxis Core by providing Reading, Writing, and Math courses during the summer residential Bridge Program. Praxis Core seminars are offered

[4] https://www.clemson.edu/education/programs/programs/call-me-mister.html

https://scsu.edu/call-me-mister/

during the regular academic year. For FY 21-22, 30 Sophomores attempted Praxis, and 7 passed (with others passing only 1 or 2 of the 3 parts).

- ✓ FY 21-22 Program EIA Revenue was $1,400,000; Expenses included $382,777 in scholarships, $400,000 was transferred to Claflin (for its Bridge Program "CUBE"), and $101,290 Contractual Services.

Claflin University's Bridge to Education (CUBE):

- ✓ In partnership with SCSU's College of Education, Claflin University's School of Education anticipates recruiting and preparing high school students along the I-95 corridor for the teaching profession. Their expectation is that the CUBE Bridge Program will consist of an aggressive recruitment plan that attracts SC's best and brightest – those who have the knowledge, skills, and dispositions to become excellent educators. They work very closely with these students, implementing intensive trainings on critical thinking, effective communication, and problem-solving skills that will help them to be successful on required licensure examinations (e.g., Praxis Core, Praxis II, and Principles of Learning and Teaching).
- ✓ CUBE prepares students for Praxis Core through weekly boot camps focusing on core content, the CUBE Saturday academy, and supplemental instruction throughout the academic year. Students also enroll in courses geared to core content and test-taking strategies.
- ✓ Due to COVID limitations, there were no summer residential program for Summers of 2020 and 2021; 14 students enrolled in the six-week Summer 2022 residential program.
- ✓ To recruit high school students into the program, the program uses social media platforms (Twitter, Facebook, TikTok), television, interviews, and news articles.
- ✓ The Program's FY 23-24 Budget Report reflects the FY 21-22 (Actual) and FY 22-23 (Estimated) EIA allocation as $400,000 each year. Expenses each year included $247,994 for supplies and materials and $53,516 Contractual Services. Budget justifications include $105,000 for scholarships, $42,425 for participant laptops. CUBE students are required to maintain a 3.0 GPA to retain scholarship funding.

SC-PRRMT/Program for the Recruitment and Retention of Minority Teachers (SCSU):

According to a November 9, 2022 report to the CHE regarding the approval of SC-PRRMT's expansion request:

- ✓ The South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) offers on-campus and satellite teacher education coursework at off-campus sites to primarily recruit nontraditional students (teacher assistants, career changers, and those attending technical colleges) into the teaching profession. Funded by the EIA, with a mission of increasing the state's teacher pool by making education to these non-traditional students, the program seeks to promote teaching as a career choice by publicizing the many career opportunities and benefits in the field of education in South Carolina.
- ✓ Proviso Part IA.6 (SDE-EIA: CHE/Teacher Recruitment) appropriated teacher recruitment funds to S.C. State University (SCSU) to be used for the *"operation of a minority teacher recruitment program."* According to this Proviso, CHE *"shall ensure that all funds are used to promote teacher recruitment on a statewide basis."* Also, SCSU "in consultation with the Commission on Higher Education, shall extend beyond the geographic area it currently

serves." The participants (primarily non-traditional students) who meet the program's eligibility requirements are awarded a forgivable loan to assist with tuition, fees, and educational expenses, up to the cost of attendance, while obtaining a baccalaureate degree in teacher education.

- ✓ $339,482.00 has been appropriated for this program annually since FY 18-19.
- ✓ FY 21-22 total Forgivable Loan amount was $324,482, including $11,544.00 for Summer 2022. (SCSU FY 21-22 tuition was about $6,100): 75 students received a program loan Fall 2021, and 67 Spring 2022. FY 20-21 the program had 87 participants and 9 graduates, all of whom graduated with certification.
- ✓ Page 19 of the report indicates that for FY 17-18 through FY 21-22, the 48 students participating in the program who graduated and are teaching in SC received $662,564.00 - 10 of whom have had their SC-PRRMT debt retired; the number of program graduates has decreased from 12 to 7 during that same period.
- ✓ FY 20-21 actual enrollment was 87 participants; FY 21-22 was 67. Projections for FY 22-23 were to add program sites in 12 counties. In FY 21-22, the program established five combined sites (districts within a geographic area), where classes are offered face-to-face, hybrid and on-line to help reduce administrative costs.[5]



[5] https://che.sc.gov/sites/che/files/Documents/Meetings/2022/Access%20and%20Equity/November/SC-PRRMT_FY2021-22_Fourth_Quarter_Report.pdf

SECTION II. FINDINGS AND RECOMMENDATIONS

Governance: Findings and Recommendations

Findings – Structure

- Program statute does not provide for a governance structure conducive to a single entity having clear authority to manage and direct the program.
- Program statute was last amended in 2004. Except for two emergency regulations promulgated due to COVID, current Program regulations have been in place since 2002.

Findings – Data Reporting Issues

- As the report progressed, there were challenges with obtaining accurate and consistent data (historical and current). Some of these challenges were discussed with entities involved in the program during the data collection process, and/or corrected or clarified to the extent possible.
- There is lack of clarity on which entity "owns" the data needed – evidenced by "silos" of information that could not be merged between two or more entities, differences in timing and/or which type(s) of loans were included in the data field (Type 1/TLP, Type 2/TLC, Type 3/PACE) and terminology.
- After loan recipients have had 100% of their loans cancelled, SLC advises that they do not have further need to contact them – thus, data on how many recipients are still in the classroom is not available.

Recommendations:

- To ensure a clearer path for program sustainability, growth, and structure to maximize support for, and awareness of the needs of all three types of Program loan constituencies, engage one of the state's Research Institutions to perform an assessment of program targets and goals, organization, loan structure and amounts, data and reporting, and provide recommendations on its findings, to include but not be limited to a Marketing plan, legislative updates, and Program funding-related analysis (e.g., analysis of the Fund Balances, Loan Cancellations, Revolving Loan Fund (trends and projections for allowance for loan cancellations vs. repayments), etc.

- Consider consolidating some of the program responsibilities, and/or aligning with the Teaching Fellows Program, which also has loan forgiveness provisions.

- In collaboration with applicable staff in all program providers, conduct a comprehensive review of Program authorizing statutes, regulations, and Provisos, to include reassessing the role and responsibilities of entities responsible for the program (including the TLAC) – and whether to designate one entity with overall responsibility for the program; submit recommendations for updates if/as needed.

- Assess long-standing Proviso 1A.6 establishing the Teacher Loan Advisory Committee and make recommendations for changes (e.g., keep/modify/sunset the Committee; update program goals; add an SCDE representative, etc.)

Since funding and most legislative provisions have not been updated in a number of years, and turnover likely has occurred in responsible entities, such assessments may be appropriate to ensure current practices and policies conform to requirements, current environment, and to the constituencies' respective needs.

- Clarify and streamline expectations for annual reporting of accurate, meaningful data (content, terminology, timeline, priority, disaggregated as necessary, etc.) for all three program components; develop and implement Memorandums of Understanding/Agreement between and among the EOC, CERRA, CHE, SCDE, and SLC for data and information needed to fulfill requirements of the annual report to the General Assembly.

Funding: Findings and Recommendation

Finding - Revolving Loan Fund

- The Revolving Loan Fund (RLF) includes monies collected by the SLC from individuals who do not qualify for cancellation. Subsequent to recent clarification of the allowable use of such repayment funds in the RLF in 2020-21 the SLC resumed use of RLF funds to augment the EIA Appropriation for Type 1/TLP loan applications. For 2021-22, an additional $1,000,000 was available for Type 1 loans, so none were denied due to "Inadequate Funds". (See Tables 1 and 8).

Findings – Revenues and Expenses

- In 2021-22, 8.3% of all funds allocated for TLP were expended on administration, a .5% decrease from 2020-21. According to communication with the SLC and a notation in the SLC's June 30,2022 Audit Report, the increase in administrative costs beginning with 2017-18 is due to additional costs associated with conversion to and use of an external service provider for certain functions of the program. (See Table 1).
- Since Type 2 and 3 loans are funded through the General Fund, it was not clear whether EIA administrative costs reported by SLC includes costs associated with Type 2 and 3 loans.

Recommendation:

- Consider consolidating Type 2 and Type 3 funding with Type 1 EIA funding as a step towards streamlining and clarifying program operations and data reporting.
- Following the lead of the Call Me Mister Program, consider using Revolving Loan Fund monies to incentivize Program recipients who have passed Praxis Core.

Loan Forgiveness: Finding and Recommendation

Finding – Critical Needs Subject Areas

- For 2021-22, there were 25 Critical Need Academic areas on the loan application for Type 1 & Type 2, and for 2023-24 there are 30. (Pursuant to provisions in 59-26-30(A)(8), the PACE program operates under separate critical needs criteria, as it is an alternative certification program prescribed by SBE). Only two subject areas, mathematics, and science, were

designated critical during the early years of the programs, but circumstances in subsequent years have led to changes in the SBE's definition of critical academic area, and to a statutory change in the definition of critical geographic area.

Recommendation:

- ➢ See Governance Recommendations.

Loan Application and Eligibility: Finding

Finding – Applicant and Approval Results

- The number of Type 1 applicants decreased by 20.8% (1,250 to 990) from the previous year. The number of approved loans decreased by 19% (1,063 to 861); however, the approval rate (87%) was slightly higher than the 85% for the previous year.
- The most prevalent reason for applicant denials was Academic, with 49 of the 102 denied being due to the failure of the applicant to meet the grade point criteria. The second most prevalent reason was related to Praxis. (See Table 8).
- The loan approval rate (87%) has increased from 81% to 87% since SLC resumed using of Revolving Loan Funds for loans in 2020-21.

Teacher Loan Advisory Committee (TLAC) Goals: Findings and Recommendations

- TLAC Goal 1: African American applicants and recipients of the TLP should mirror the percentage of African Americans in the South Carolina teaching force (Tables 15, 16 & 17):
  - ✓ 10.84% of Type of Type 1 & 2 loan recipients were African American, which was less than SC-TEACHER's 2020-21 SC Teacher Workforce figure reported (16%), but significantly higher than the report's National Teacher Workforce 2017-18 figure (7%). The 18% of applications from African American applicants exceeded SC and U.S. figures.
  - ✓ Using demographic data from Table 2 of the most recent *SC-TEACHER Profile of the SC Teacher Workforce Report* (December 2022), the 16% of Black teachers for 2020-21 was more than double the 2017-18 national rate (7%); however, the national percentage of Hispanic teachers (9%) was more than four time the SC percentage (2%).[6]
  - ✓ As defined by CHE for data purposes, 637 individuals are enrolled in Education Programs at four HBCUs in South Carolina. For the last two years, Program loan recipients attended only two of the HBCUs. The number of HBCU Applicants is not known.

- TLAC Goal 2: The percentage of male applicants and recipients of the TLP should mirror the percentage of males in the South Carolina teaching force (Table 15):
  - ✓ Again, comparing relevant information on page 14 of the SC-TEACHER 2020-2021 Profile of the South Carolina Teacher Workforce Report with data in this report, the 20.3% of TLP

[6] https://sc-teacher.org/profile-of-the-south-carolina-teacher-workforce-for-2020-2021/

applications were from males, which exceeded the most recent SC-TEACH Workforce figure for SC (19%). However, this male application representation falls below the 24% of males in the 2017-18 national educator workforce.

- ✓ The 17.4% of male TLP recipients was less than the most recent SC-TEACH Workforce figure for SC (19%) and the U.S. (24%).

- TLAC Goal 3: 80% of individuals receiving loans each year under the TLP should enter the South Carolina teaching force:
  - ✓ Though the intent of this goal is clear, the Proviso language for this goal seems somewhat vague, and no data was found that could be used (or interpolated) with integrity to evaluate or assess the status of this goal. CERRA collects district information on the number of in-state education program graduates who were district new hires, which for 2021-22 was 1,569 (74% of the 2,123 in-state education program graduates). SLC reports the aggregate number of borrowers in cancellation, so the number of individuals in their first year of cancellation was not available.

Recommendations:

- ➢ See Recommendations in Section II regarding data.
- ➢ Take steps to ensure that TLP information on all participating public and private institutions is accurate and up-to-date, such as developing a standard template with Program information.
- ➢ Develop a standard process for offering Praxis assistance targeted to students not qualifying for loan forgiveness program and/or at-risk of losing scholarship; and/or require all programs in Section II.E. to fund and offer Praxis assistance – and/or for offering academic assistance to at-risk students.

Value of the Program on the Teacher Pipeline: Findings and Recommendations

Findings - Teacher Pipeline

- *General:*
  - ✓ CERRA's November 2022 Supply and Demand five-year summary indicates that the number of students who graduated from a SC public or private institution with a bachelor's degree eligible for teacher certification, or who graduated from a public institution with a master's degree eligible for teacher certification, decreased by 103 from the previous year (from 2,226 to 2,123). A footnote in the CERRA report notes that *"Master's level data are not available for private institutions".* [7]

- ✓ [7] https://www.cerra.org/uploads/1/7/6/8/17684955/5-year_sd_data_22-23.pdf

- ✓ For 2021-22, the 904 loan recipients attended 28 of the public and private universities and colleges with physical campuses in South Carolina as described by CHE.
- ✓ A majority (55%, or 495) of the 904 loan recipients attended one of four institutions: USC-Columbia (169), Clemson University (129), Anderson University (99), or Winthrop (98). Of these four institutions, only Clemson had an increase vs. a decrease in the number of loan recipients from 2020-21.
- ✓ 721 (84%) of the 861 Types 1 loan recipients attended one of the eleven public and private institutions of higher education involved with the Teacher Cadet Program, Teaching Fellows, and the Teacher Loan Program.
- ✓ Appendix D delineates historical enrollment in bachelor's and master's Level Education programs by institution, as provided by the CHE, with this year's report including such information for independent institutions. For 2021-22,11,450 students were enrolled in Undergraduate and Graduate programs within CHE's designated "code family" for Education Programs as well as students enrolled in non-education programs with an education option leading to initial certification/licensure. (7,868 Undergraduates plus 3,582 Master's level).

- *Teacher Cadets:*
  - ✓ 169 less Teacher Cadet Applicants for 2021-22 equates to 65% of the 260 overall Loan Applicant decrease for 2021-22.
  - ✓ The total number of Loan Applicants is at a 12-year low, as is the Teacher Cadet Applicant total – which has decreased 34% in the last two years and is higher than the 30.6% drop in Applicants overall described in Table 11.

- *Teaching Fellows:*
  - ✓ The number of loan recipients who are also Teaching Fellows is not known, as it is not a required field on TLP loan applications. Of note, however:
  - ✓ 747 (83%) of loan recipients attend one of the 11 Teaching Fellows institutions, suggesting a strong link between the two programs.

- Key Data from CERRA's Annual Supply and Demand 5-Year Summary indicates that districts reported 1,474 vacancies in certified teaching positions after the start of the 2022-23 school year, compared to 1,063 for 2021-22. The number of Teacher Departures increased significantly for the second year in a row (6,927 to 8,321, or 20.1%).
- As self-reported by districts, 1,336 (17.4%) percent of new hires for 2022-23 were recent graduates of an in-state teacher preparation program, compared to 1,569 (22.4%) for 2021-22. The total number of newly hired SC certified teachers also reported by districts for the 2022-23 school year was 7,688 compared to 7,014 in 2021-22. However, three districts did not provide all the necessary information for 2022-23, which would affect these comparisons.

Recommendations:

- Upon publication and review of the Governor's Task Force for Teacher Recruitment and Retention expected at the end of May, provide a mid-year update to the June 2023 Program report incorporating relevant recommendations if/as necessary.

- Revisit the report presented to the EOC by Dr. Jo Anne Anderson and Dr. Loren Anderson April 2022, "A Study of Teacher Recruitment Programs Funded with Education Improvement Act (EIA) Revenues."[8]

- Develop and conduct a survey on Program awareness and satisfaction for all three constituencies, and of all individuals currently in undergraduate or undergraduate Education Programs (not just TLP students).

- Develop and conduct a survey of all SC public and private institution Education Programs regarding their Marketing, activities, funding, staffing, etc., for the Program. Use the findings to determine what is needed to strengthen the value of the program, make it more relevant, mitigate controllable barriers and obstacles to Program access, especially where it is underutilized, etc. – i.e., updating &/or supporting TLAC goals, and develop a comprehensive Program Marketing program

- Evaluate the cost/benefit of making Type 1/Teacher Loan and Type 2/Career Changer loans available for summer terms.

- Track and monitor the number and percent of Borrowers still in cancellation status who are currently teaching in critical academic plus critical geographic areas, since they are having their loan cancelled at the accelerated 33 1/3% rate and may want to leave the classroom sooner.

[8] https://eoc.sc.gov/sites/eoc/files/Documents/Teacher%20Report%20Anderson/EIA%20Program%20Review_Anderson-08.19.2022.pdf

SECTION III. PROGRAM REVIEW AND DATA TABLES

The program review consisted of, but was not limited to, a review of the following:

- Recent Teacher Loan Program (TLP) Reports
- Statutory references
- SC Student Loan Corporation web site (*Career Changers* Tab)
- Annual EIA Programs Budget & Report Forms for the SC Teacher Loan Program
- June 2022 SLC Annual Financial and Compliance Report
- CERRA Supply and Demand Reports
- College of Education web site for several SC institutions of Higher Education
- SC-TEACHER Profile of the SC Teacher Workforce reports

General Findings:

- The program continues to focus on its stated purpose.
- The current downward trend in the number of individuals pursuing the education profession is reflected in a decrease in the number of Program applicants and recipients.
- No significant program changes were made for the period reviewed. In recent years, however, the maximum aggregate loan amount for Type 1 (TLP) loans was increased by $7,500, and as stated here, https://ed.sc.gov/educators/recruitment-and-recognition/critical-need-areas/23-24-sub/ beginning with 2022-23 critical needs designation, the State Board uses the U. S. Department of Education formula for designating teacher shortage areas noted above, ("*the percentage of positions in a given subject area (i.e., certification field) that are unfilled, filled by educators in an alternative route program, or filled by educators holding an out-of-field permit").*
- Funding for all three loan types has remained at the same level for 10 years or more.
- Data collected and reported is subject to interpretation of what is needed/requested and timing (i.e., annual EIA budget request data – a significant source for the report - may or may not be consistent with the annual audit report for the same time period and may or may not include all three Program types).
- Relying on statutory and regulatory provisions for guidance and/or clarification on program requirements and associated reporting of data for this report was not always feasible.
- Individuals who were in the Teacher Cadet Program continue to make up a significant portion of loan recipients, though the number and percentage decreased from the previous year.

Type 1/TLP Program Revenues and Loans

As described in earlier information, funding for Type 1/TLP loans occurs through the EIA Appropriations process, with CHE recommending the annual amounts, shown below. Though the Total Dollars Available increased beginning with FY 20-21 as previously described, Amount Loaned decreased, likely due to the drop in applicants and thus loan recipients.

Note: Funding for Type 2/Career Changers and Type 3/PACE, added in statute for FY 2000-01, and not historically included in the below Table, is a General Fund line item under Aid to School Districts/Special Allocations. The amount appropriated was $2,000,000 the first two years of implementation, then declined and has been at $1,065,125 since 2010-11. According to the June 30, 2022 SLC annual audit report, 66% ($702,875) of this amount was allocated for Type 2 loans, and 34% ($362,250) for Type 2/PACE. SLC data indicates $439,933 (62.6%) of the Type 2 allocation was used; data for PACE (a reimbursement vs. a loan) is not available.

Table 1
SC Teacher Loan Program: Revenues and Loans from 2010-2022

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
2020-21	$5,089,881	$1,061,135	$6,151,016	$540,000	8.8	$5,573,559
2021-22	$5,089,881	$1,000,000	$6,089,881	$503,080	8.3	$4,979,310

Source: South Carolina Student Loan Corporation

Teacher Loan Program in the Context of the Teacher Pipeline

As stated earlier, (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 to collect data for the 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, by teaching field, as self-reported by districts to CERRA for the beginning of 2022-23 school year; the 1,276.70 total number of certified teaching positions still vacant at the beginning of the year was significantly higher than the 937.79 total for 2021-22. More vacant positions were seen across the board. Some of the fields with noteworthy increases in vacancies include early childhood/elementary, English/language arts, health, mathematics, music, science, and special education. Additionally, 196.85 Service Field positions were vacant at the beginning of 2022-23, as compared to 125 for 2021-22. Teaching and service fields identified as Critical Need areas and thus eligible for Program loan cancellation are noted in bold; the five fields added since 2021-22 are notated with an asterisk*.

Of note is that districts have established new positions as a result of the Elementary and Secondary School Emergency Relief (ESSER) Fund, possibly affecting the number of vacancies. An assessment of impact on teacher Supply and Demand from the expiration of ESSER funding in should be a consideration in program reporting at the applicable time.



Table 2

Positions Reported Vacant or not Held by Certified Teachers at the Beginning of the 2022-23 School Year

	Number by Teaching Field and Grade Level			
Teaching Fields	**PK – 5**	**6 – 8**	**9 – 12**	**Total**
Agriculture		1.00	4.00	5.00
Art	13.50	16.50	13.50	43.50
Business & Marketing	0.00	7.00	13.00	20.00
Career & Technical Education (CTE work-based fields)		3.00	24.00	27.00
Computer Science	0.50	1.50	5.00	7.00
Dance	1.00	5.00	2.00	8.00
Driver Training			1.00	1.00
Early Childhood/Elementary (grades PK-2) *	92.00			92.00
Early Childhood/Elementary (grades 3-5) *	137.50			137.50
Early Childhood/Elementary (grade 6) *	0.00	3.00		3.00
English for Speakers of Other Languages (ESOL)	6.25	8.75	8.00	23.00
English/Language Arts		81.50	48.00	129.50
Family & Consumer Science*		0.00	3.00	3.00
Gifted & Talented	3.40	0.00	0.00	3.40
Health	0.50	3.25	9.25	13.00
Industrial Technology*		0.00	0.00	0.00
Literacy/Reading (includes interventionists)	24.50	9.50	8.00	42.00
Mathematics (includes interventionists)	14.16	78.34	91.50	184.00
Montessori	5.00	0.00	1.00	6.00
Music	26.50	16.00	17.00	59.50
Physical Education	14.50	9.25	13.25	37.00
Science (biology, chemistry, physics, etc.)		64.50	49.00	113.50
Social Studies (economics, history, psychology, etc.)		31.50	28.00	59.50
Special Education	60.50	69.00	79.50	209.00
Theater	0.00	1.00	1.00	2.00
World Language	3.80	7.50	25.00	36.30
Other	8.00	3.00	1.00	12.00
Total for all Teaching Fields	**411.61**	**420.09**	**445.00**	**1,276.70**

				Number by Service Field Positions
School Librarian				15.50
School Counselor*				37.00
School Psychologist				67.10
Speech Language Pathologist				77.25
Other				
Total for all Service Positions				**196.85**
Total for all Teaching Fields and Service Positions				**1,473.55**

Source: CERRA; Critical Needs fields (in **bold**) are pursuant to SC Student Loan Corporation loan application for applicable year.
* Indicates Fields was added to Critical Needs since 2021-22.

The criteria used in designating Critical Geographic Need 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. Act 307 of 2004 amended Section 59-26-20(j) to redefine geographic critical need schools to be those with:

(1) an absolute rating of Below Average or At-Risk/Unsatisfactory;
(2) an average teacher turnover rate for the past three years of 20% or higher; or
(3) a poverty index of 70% or higher.

Table 3 documents the number of schools that were classified as Critical Geographic Need schools in South Carolina for 2021-22.



Table 3

Critical Geographic Need Schools in 2021-22
For 2022-23 Loan Cancellation

(percentages based on total number of schools by type)

	Primary	Elementary	Middle	High	Career Centers	Total
Total Number of Schools in SC by Type*	**64**	**674**	**334**	**253**	**40**	**1,365**
Total Number of Schools in SC Meeting 1 or more Geographic Need Criterion						
	56 (87.5%)	438 (65.0%)	215 (64.4%)	126 (49.8%)	6 (15.0%)	841 (61.6%)
Number of Schools in SC Meeting Critical Geographic Need by Criterion						
2019 Absolute Rating: (Below Average or Unsatisfactory)						
Number of Schools Meeting Criteria by Type	**-**	**146 (21.7%)**	**37 (11.1%)**	**49 (19.4%)**	**-**	232 (17.0%)
Teacher Turnover: (3-Year Average of 20% or higher)						
Number of Schools Meeting Criteria by Type	**16**	**194 (28.8%)**	**132 (39.5%)**	**68 (26.9%)**	**6 (15.0%)**	416 (30.5%)
Poverty Index (70% or higher)						
Number of Schools Meeting Criteria by Type	**53 (82.8%)**	**375 (55.6%)**	**148 (44.3%)**	**86 (34.0%)**	**-**	662 (48.5%)

Source: SC Department of Education, SC Teacher Loan Critical Need Geographic Areas (Schools) for the 2021-22 School Year.xlsx (live.com) 2022

Note: Under "Type of School," some schools may be designated in more than one category.

Status of Educator Pipeline

The following three tables provide data on undergraduate and graduate enrollment in SC's education programs, and associated teacher supply and demand data.

Table 4 provides data for fall enrollment in Undergraduate and Master's Level education programs for 2013 through 2022, disaggregated by public and independent institutions. Data has been updated to reflect that CHE Education Program data provided for this report includes students enrolled in all programs within the 13.xxxx Education CIP code family as well as students enrolled in non-education programs with an education option leading to initial certification/licensure, and to add such data for Independent Institutions; thus, enrollment figures are more inclusive, thus slightly higher than reflected in the previous reports. Of note:

- The data indicates a moderate but steady decline in bachelor's level preparation program enrollment each year at public institutions; private institution enrollment remained steady until the last two years.
- Master's level education preparation program enrollment has been steady at public and private institutions – until Fall 2022, when both show an enrollment decrease.

Table 4
Historical Fall Enrollment in Bachelor's Level and Master's Level Education Programs – Public and Private Institutions

Year	Bachelor's Level Education Program Fall Enrollment		Master's Level Education Program Fall Enrollment	
	Public Institutions	Independent Institutions	Public Institutions	Independent Institutions
2013	6,908	3,262	2,096	877
2014	6,839	3,334	2,213	900
2015	6,518	3,310	2,270	952
2016	6,285	3,336	2,275	985
2017	6,256	3,356	2,093	898
2018	6,101	3,199	1,993	967
2019	5,746	3,314	2,362	986
2020	5,717	3,379	2,536	1,093
2021	5,498	3,029	2,595	1,221
2022* (Provisional)	5,307	2,561	2,479	1,103

Table 5 provides key data from CERRA's annual Supply and Demand Report, which seeks to collect information on teachers entering or leaving the profession, transferring to another district, and teacher vacancies. The report is normally published during the second nine-weeks of the school year, and CERRA has recently been publishing a mid-year report. The February 2023 mid-year report revealed 880 more departures, but 201 less vacancies since the Fall 2022 report.[9]

Table 5
Key Data from CERRA's Annual Educator Supply and Demand Survey Reports
At Beginning of School Years 2018-19 through 2022-23

School year	2018-19	2019-20	2020-21	2021-22	2022-23
Certified educators leaving position they held the previous school year	**7,339**	**6,650**	**5,996**	**6,927**	**8,321**
Graduate of a SC Bachelor's or master's level initial educator preparation program *	2,170	2,067	2,226	2,123	Not yet available
Early-career departures (5 or less years of experience)	2,596	2,367	2,551	2,390	3,015
Departures -Transferred to another SC public school district	1,998	1,670	1,346	1,569	2,187
Departures – Retirements	1,937	1,190	1,105	1,278	1,444
Positions vacant after the start of each school year	621	555	699	1,063	1,474

Source: CERRA https://www.cerra.org/supply-and-demand.html
(In the linked report, CERRA noted that its data, obtained from CHE, includes students who graduated from (1) a SC public or private institution with a bachelor's degree eligible for teacher certification, or (2) a SC public institution eligible for certification. Further, it noted that master's level data are not available for private institutions).

[9] https://www.cerra.org/uploads/1/7/6/8/17684955/february2023_supply_demand_update.pdf

Table 6 shows trends in sources of teacher hires over the last eight years and reflects the impact of enrollment declines for educator programs.

Table 6
Sources of Teacher Hires from CERRA Supply and Demand Survey Reports 2015-2020

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
New Graduates from Teacher Education Programs in SC	29%	24.7%	21.0%	21.6%	22.8%	24%	22.37%	17.4%
Transferred from one district, charter school or special school in SC to another district	31%	33.5%	30.9%	31%	30.7%	29%	28.97%	31.1%
Hired from another state	15%	15.3%	16.9%	16%	13.0%	23%	15.52%	15.3%
Alternative Certification Programs	5%	6.2%	7.4%	8.5%	5.6%	10%	8.8%	9.6%
From Outside US	3%	3.7%	4.8%	5%	0.8%	1.0%	4.4%	5.7%
Other Teachers	2%	4.9%	7.1%		4.3%		10.14%	1.2%

Source: CERRA Supply and Demand Report https://www.cerra.org/supply-and-demand.html

Recipient (Borrower) Loan Status

Table 7 reflects SLC cumulative data on Borrowers by cancellation status, as of the last two years. As of June 30, 2022, 21,365 Type 1/TLP loans have been issued (i.e., were in repayment or cancellation status). Of note.

- Approximately one-third of recipients have their loans cancelled 100% by fulfilling their teaching requirement.
- 45.7% of Type 2/TLC (Career Changers) had their loans cancelled by fulfilling the teaching requirement, compared to 34.6% for 34.6% for Type 1/TLP per Table 7.

Table 7
Type 1/TLP and Type 2/TLC Recipients (Borrowers) Status: Cumulative to Date

Status	Type 1/TLP Recipients (Borrowers) Status As of 6/30/2021		Type 1/TLP Recipients (Borrowers) Status As of 6/30/2022		Type 2/TLC Recipients (Borrowers) Status As of 6/30/2022	
	Number	Percent	Number	Percent	Number	Percent
Loans have been paid off through monthly payments, loan consolidation, or partial cancellation	9,646	46.1%	10,036	47%	277	26.8%
Loans cancelled 100% by fulfilling teaching requirement	7,120	34%	7,393	34.6%	473	45.7%
Never eligible for cancellation and are repaying loan	2,465	11.8%	2,381	11.1%	144	14%
Presently teaching and having loans cancelled	1,125	5.4%	932	4.4%	79	7.6%
Previously taught but not currently teaching	344	1.6%	383	1.8%	36	3.5%
Loan discharged due to death, disability, or bankruptcy	151	.7%	154	.7%	25	2.4%
In Default	91	.4%	91	.4%	0	0
CUMULATIVE LOANS ISSUED	20,946*	100%	21,365*	100%	1,034	100%

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

Loan Applications and Recipients

Note regarding Findings and/or comments addressing demographics: Though most applicants do provide demographic information on their loan application, "Gender" and "Racial or Ethnic Group" are optional fields, thus comments will reflect only information that is indicated on applications.

For 2021-22, 861 (87%) of the 990 Type 1 applicants were approved. For the second year in a row, the total number of Applicants decreased significantly, resulting in a 30.6% drop since 2019-20. The number approved has dropped 25.5% since 2019-20, although the 2021-22 overall 87% approval rate was slightly higher than for 2020-21 (85%).

The most prevalent reason for denial was the failure to meet the academic grade point criteria (49 Applicants, or 48% of denials). Due to clarification on use of the Revolving Loan Account, no applications have been denied due to inadequate funds since 2019-20.

Table 8
Summary of Type 1/TLP Loan Applications and Recipients

					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
2020-21	1,250	1,063 (85%)	53	132	58	0	0**	41	33
2021-22	**990**	**861 (87%)**	**27**	**102**	**49**	**0**	**0****	**21**	**32**

Source: SC Student Loan Corporation
Note: Data is for Type 1/TLP loans ("traditional" TLP) only and does not include Type 2 (TLC/Career Changers) or Type 3 (PACE).

* "Other" Reasons for Denial 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.
** The SLC resumed the use of RLF funds to augment the EIA Appropriation for Type 1/TLP loan applications in 2020-21.

Description of Loan Applicants and Recipients

The following two Tables illustrate trends in the distribution of applications to the South Carolina Teacher Loan Program by race/ethnicity and gender. Historically, applicants to the TLP have been predominantly white and/or female. The SC-TEACHER reports referenced earlier 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 9
Applications 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
2020-21	1,654*	314	19.0	96	5.8	1,163	70.3	81	4.9
2021-22	**1,315***	**236**	**18.0**	**73**	**5.55**	**929**	**70.6**	**77**	**5.85**

Source: SC Student Loan Corporation

** Application Totals reported for Tables 9 and 10 differ from those in Tables 8, 11, and 12-A, perhaps due to a difference in the content of data reported from prior years.*

Table 10
Teacher Loan Program Applicants 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
2020-21	1,654*	336	20.3	1,277	77.2	41	2.5
2021-22	**1,315***	**267**	**20.3**	**1,017**	**77.3**	**31**	**2.4**

Source: SC Student Loan Corporation

** Application Totals reported for Tables 9 and 10 differ from those in Tables 8, 11, and 12-A, perhaps due to a difference in the content of data reported from prior years.*



Table 11 provides detailed information about the distribution of loan applicants to the Teacher Loan Program by the Teacher Cadet Program. Of note:

- The number of Teacher Cadet Applicants has decreased 34% in the last two years, which is higher than the 30.6% drop in Applicants overall described in Table 8.
- After four years of increases in the number of Teacher Cadet applicants, the last two years have shown significant decreases.

Table 11
Type 1/TLP Applicants from Teacher Cadet Program

Year	Total Number of Applicants	Teacher Cadets	% of TLP applicants	Not Teacher Cadets	% of TLP applicants	Unknown	% of TLP applicants
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
2020-21	1,250	644	51.5	602	48.2	4	0.3
2021-22	**990**	**475**	**48.0**	**513**	**51.8**	**2**	**0.2**

Source: Student Loan Corporation

** Application Totals reported for Tables 9 and 10 differ from those in Tables 8, 11, and 12-A, perhaps due to a difference in the content of data reported from prior years.*

The following two Tables reflect loan application and/or recipient information by undergraduate and graduate academic level for Type 1/TLP and Type 2/TLC, respectively. Of note:

- Although the combined number of undergraduate recipients decreased by 207 for Types 1 and 2, the combined number of graduate-level recipients increased by 14.

Table 12-A compares the Academic Status of Type 1/TLP Applicants to Recipients for 2021-22. In general, the academic level of applicants closely reflects the academic level of recipients.

Table 12-A
Type 1/TLP Applicants and Recipients:
Undergraduate and Graduate Academic Level 2021-22
(2020-21 in Parentheses)

	Undergraduate		Graduate		Unknown		Total
	#	%	#	%	#	%	#
Applicants	**815** (1,065)	**82.3%** (85.2%)	**171** (180)	**17.3%** (14.4%)	**4** (5)	**0.4%** (0.4%)	**990** (1,250)
Recipients	724 (928)	84.1% (87.3)	137 (134)	15.9% (12.6)	-- (1)	-- (0.1)	861 (1,063)

Source: SC Student Loan Corporation

** Application Totals reported for Tables 9 and 10 differ from those in Tables 8, 11, and 12-A, perhaps due to a difference in the content of data reported from prior years.*

Table 12-B compares Type 2/TLC Recipients' Academic Levels for 2021-22 with 2020-21 (parentheses).

Table 12-B

Type 2/TLC Recipients by Academic Level 2021-22

	Undergraduate		Graduate		Unknown		Total
	#	%	#	%	#	%	#
Recipients	**11** (14)	**26%** (40%)	**32** (21)	74% (60%)	-- --	-- --	43 (35)

Source: SC Student Loan Corporation

The following two Tables provide disaggregated totals over time by academic level for the number of loan Applicants and for Recipients, respectively. Of note:

- The Number Applied decreased for the third year in a row – precipitously for the last two years.
- The number of Freshman applicants has dropped 58% since 2017-18 (from 327 to 137), and at an accelerated rate for the last two years, and comprises only 13.8% of the overall Number Applied.
- The number of Continuing Undergraduate Applicants has decreased 32% in the last two years (despite the favorable change in loan amounts recently).

Table 13

Type 1/TLP 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
2020-21	1,250	205	16.4	860	68.8	78	6.2	102	8.2	5	0.4
2021-22	**990**	**137**	**13.8**	**678**	**68.5**	**79**	**8**	**92**	**9.3**	**4**	**0.4**

Source: SC Student Loan Corporation

Recipients of a South Carolina Teacher Loan

Table 8 indicates that 861 (87%) of the 990 Type 1/TLP applicants for 2021-22 received a Teacher Loan. The following Table details the distribution of TLP loan recipients over time by academic level. Of note:

- For 11 years, the data showed a decline in TLP loan recipients between Freshman and Sophomore years; however, for 2021-22 there was a slight increase of 7.
- For the last 12 years, there has been an increase in recipients between Junior and Senior years. However, in the last two years, the number of Juniors and of Seniors has dropped significantly. There are two primary reasons that 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 exemption from the Praxis requirement.

Table 14
Loan Recipients by Academic Level Status Over Time:

Type 1/TLP 2010-11 Through 2021-22

Type 2/TLC 2021-22 (Parentheses)

	Freshmen	Sophomores	Juniors	Seniors	5th Year Undergrad.	1st year Grad.	2nd Year Grad.	3+ Year Graduates	Total
2010-11	126	120	254	379	43	107	62	23	1,114
2011-12	191	109	292	312	22	122	37	1	1,086
2012-13	173	138	270	345	22	118	43	3	1,112
2013-14	191	138	279	341	17	111	30	2	1,109
2014-15	199	134	256	373	17	117	31	3	1,130
2015-16	177	165	248	369	10	122	33	4	1,128
2016-17	189	148	280	360	11	135	40	3	1,166
2017-18	236	154	255	338	21	94	32	2	1,132
2018-19	230	170	299	344	14	101	47	2	1,207
2019-20	201	166	296	350	18	76	50	1	1,157
2020-21*	184	150	232	357	5	55	78	1	1,063**
2021-22	**110 (0)**	**117 (1)**	**215 (1)**	**274 (8)**	**8 (1)**	**61 (12)**	**73 (20)**	**3 (0)**	**861 (43)**

Source: SC Student Loan Corporation

* The increases in the maximum loan annual loan amount for Juniors, Seniors, and Graduate students and the aggregate maximum loan amount were implemented in 2020-21.

**The academic level of two TLP recipients was unknown.

The following Table relates to TLAC Goals 1 and 2 described in Section II.

Table 15
Type 1 & Type 2 Loan Recipients by Gender and Ethnicity for 2021-22

Gender	TLP Loan Number	TLP Loan Percent	SC-TEACHER South Carolina Teacher Workforce*	SC-TEACHER National Teacher Workforce**
Male	157	17.4%	19%	24%
Female	720	79.6%	80%	76%
Not Answered	27	3.0%	1%	0%
Total	**904**			
Ethnicity	**TLP Loan Number**	**TLP Loan Percent**	**South Carolina Teacher Workforce**	**National Teacher Workforce**
African American	98	10.84%	16%	7%
White	713	78.88%	78%	79%
Asian	9	0.1%	1%	2%
Hispanic	21	2.32%	2%	9%
American Indian	2	0.22%		
Not Answered	52	5.75%	2%	0%
Other	9	.1%	1%	3%
Total	**904**			

Source: SC Student Loan Corporation and SC-TEACH.
* Reflects updated data from latest SC-TEACHER report, released December 2022, for 2020-21.
** Reflects data from SC-TEACHER updated report, released December 2022, but for 2017-18 (latest data available).

The following two Tables show the distribution of Loan Recipients at public and private institutions for 2020-21 and 2021-22, and their historical numbers at HBCUs, respectively. Of note:

- For 2021-22, the 904 loan recipients attended 28 of the public and private universities and colleges with physical campuses in South Carolina as described by CHE.
- A majority (55%, or 495) of the 904 loan recipients attended one of four institutions: USC-Columbia (169), Clemson University (129), Anderson University (99), or Winthrop (98). Of these four institutions, only Clemson had an increase vs. a decrease in the number of loan recipients from 2020-21.
- Appendix D delineates historical enrollment in Bachelor's and Master's Level Education programs by institution, as provided by the CHE, with this year's report including such information for independent institutions. For 2021-22,11,450 students were enrolled in Undergraduate and Graduate programs within CHE's designated "code family" for Education Programs as well as students enrolled in non-education programs with an education option leading to initial certification/licensure. (7,868 Undergraduates plus 3,582 Master's level).



Table 16
Type 1 TLP & Type 2 Recipients for 2020-21 & 2021-22
By Public & Private Institutions of Higher Education

Institution	2020-21	2021-22	Institution	2020-21	2021-22
ANDERSON UNIVERSITY **(TF)**	130	99	NEWBERRY COLLEGE	6	6
BENEDICT COLLEGE			NORTH CAROLINA STATE UNIVERSITY	1	
BOB JONES UNIVERSITY	1	1	NORTH GREENVILLE UNIVERSITY	46	37
CHARLESTON SOUTHERN UNIV. **(TF)**	23	25	PRESBYTERIAN COLLEGE	3	4
CITADEL	7	4	**SC STATE UNIVERSITY**	**6**	**4**
CLAFLIN UNIVERSITY	**2**	**1**	SOUTHERN WESLEYAN UNIVERSITY	15	21
CLEMSON UNIVERSITY (**TF)**	117	129	UNION COLLEGE	1	
COASTAL CAROLINA UNIVERSITY **(TF)**	29	29	UNIVERSITY OF NORTH CAROLINA - GREENSBORO	1	
COKER COLLEGE	8	1	USC – AIKEN **(TF)**	27	23
COLLEGE OF CHARLESTON **(TF)**	48	44	USC – BEAUFORT	6	5
COLUMBIA COLLEGE	12	10	USC – COLUMBIA **(TF)**	182	169
COLUMBIA INT'L UNIV.	3	2	USC - LANCASTER	1	
CONVERSE COLLEGE	29	20	USC – UPSTATE **(TF)**	94	57
ERSKINE COLLEGE	3	1	UNIVERSITY OF STHN. MISSISSIPPI	1	
FRANCIS MARION UNIV. **(TF)**	45	18	UNIVERSITY OF TENNESSEE	1	
FURMAN UNIVERSITY	13	11	UNIVERSITY OF WEST GEORGIA	4	
GRAND CANYON UNIV.	4		VALDOSTA STATE UNIVERSITY	1	
KANSAS STATE UNIV.	1		VALLEY CITY STATE UNIVERSITY	1	
LANDER UNIVERSITY **(TF)**	80	56	WESTERN CAROLINA UNIVERSITY	1	
LIBERTY UNIVERSITY	3		WESTERN GOVERNORS UNIV.	6	
LIMESTONE COLLEGE	9	4	WINTHROP UNIVERSITY **(TF)**	124	98
METHODIST UNIV.	1		WOFFORD	1	2
MIDLANDS TECH.	1		PACE LOAN	360	N/A
MORRIS COLLEGE			Out-of-State		23
			TOTAL	**1457**	**904**

Source: SC Teacher Loan Program

Historically African American institutions of higher education are indicated in **bold.**

Teaching Fellows Institutions are identified as **(TF).**

The following Table shows the number of loan recipients at Historically Black Colleges and Universities (HBCU's) over time.

Table 17
Type 1/TLP & Type 2/TLC Loan Recipients Attending Historically African American Institutions (HBCUs)

Institution	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Benedict College	0	0	1	0	0	0	0	**0**
Claflin University	0	0	2	0	2	2	2	**1**
Morris College	0	0	0	0	0	0	0	**0**
S.C. State University	7	7	10	1	3	2	6	**4**
TOTAL:	**7**	**7**	**13**	**1**	**5**	**4**	**8**	**5**

Source: SC Teacher Loan Program

Recipients of the Teacher Loan Program Receiving Other State Scholarships

The following two Tables show recent and historical data on the number of all HOPE, LIFE, and Palmetto Fellows scholarship recipients, and the number and percentage of those recipients who are in an Education Program. As stated in Section II, the number of Teaching Fellows who also received a TLP is not available. Recipients of the Teacher Loan Program may also receive other state scholarships provided by the General Assembly to assist students in attending institutions of higher learning in South Carolina, including 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. Of note:

- The following Tables reflect a decline in the number of all HOPE, LIFE, and Palmetto Fellows recipients, and the number and percentage of HOPE, LIFE, and Palmetto Fellows recipients in an Education Program in the Educator Pipeline (2021 in Education Programs, vs. 2020 Education Majors).

Table 18
Comparison of Scholarship Recipients and Education Programs*

Scholarship Type	Total Scholarship Recipients Fall 2021 (Fall 2020)	Number of Scholarship Recipients in an Education Program Fall 2021 (Fall 2020)	Percent of Scholarship Recipients in Education Programs Fall 2021 (Fall 2020)
HOPE	4,266	376	8.8% (10.5%)
LIFE	40,205	3,141	7.8% (8.3%)
Palmetto Fellows	9,139	497	5.4% (5.9%)
Grand Total	**53,610** **(55,574)**	**4,014** **(4,485)**	**7.5%** **(8.1%)**

Source: SC Commission on Higher Education

* CHE's Fall Education Program data includes students enrolled in all programs within the 13.xxxx Education CIP code family, as well as students enrolled in non-education programs with an education option leading to initial certification/licensure. Fall 2020 CHE data (in parentheses) included Education Majors only.

This Table shows historical data for the percentage of all HOPE, LIFE, and Palmetto Fellows Recipients who are in an Education Program. Of note: the steady decline in percentages reflects the declining education program enrollment figures, with the Fall 2021 HOPE having the largest drop in percentage.

Table 19
Student Percentage Receiving Scholarships for Fall Term Who Are in Education Programs*

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
2020	8.3	5.9	10.5	8.1
2021	**7.8**	**5.4**	**8.8**	**7.5**

Source: SC Commission on Higher Education

* Fall 2021 CHE Education Program data includes students enrolled in all programs within the 13.xxxx Education CIP code family, as well as students enrolled in non-education programs with an education option leading to initial certification/licensure.



Appendix A-1:
Teacher Loan Program Statute

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). (*SEE BELOW)** 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.

SECTION 59-26-30. Cognitive assessments for teachers and teacher certification; examinations; regulations.

(A) In the area of cognitive assessments for teachers and teacher certification, the State Board of Education, acting through the State Department of Education, shall:

(7) award a teaching certificate to a person who successfully completes the scholastic requirements for teaching at an approved college or university and the examination he is required to take for certification purposes;

(8) award a conditional teaching certificate to a person eligible to hold a teaching certificate who does not qualify for full certification under item (7) above provided the person has earned a bachelor's degree from an accredited college or university with a major in a certification area for which the board has determined there exists a critical shortage of teachers, and the person has passed the appropriate teaching examination. The board may renew a conditional teaching certificate annually for a maximum of three years, if the holder of the certificate shows satisfactory progress toward completion of a teacher certification program prescribed by the board. In part, satisfactory progress is the progress that the holder of a conditional certificate should complete the requirements for full certification within three years of being conditionally certified;

Appendix A-2.
2021-22 Teacher Loan Program Provisos
SC Teacher Loan Advisory Committee (1A.6)
Teacher Loan Program (1A.68)

1A.6. (SDE-EIA: CHE/Teacher Recruitment) Of the funds appropriated in Part IA, Section 1, VIII.E. 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 committee's 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.

1A.68. (SDE-EIA: Teacher Loan Program) With the funds appropriated for the Teacher Loan Program and with funds in the revolving fund, in the current fiscal year the annual maximum award for eligible juniors, seniors and graduate students is $7,500 per year and the aggregate maximum loan amount is $27,500.

Appendix B:
Teacher Loan Fund Program CHE Regulation 62-110, et al

Section

ARTICLE II

Student Loan Corporation

(Statutory Authority: Act 512 Part 2 Section 9 Division 2 Subdivision C Subpart 1 (6), Acts of Joint Resolutions of South Carolina 1984)

Subarticle A

General Introduction

62-110. Introduction.

The South Carolina Student Loan Corporation, hereinafter called the Corporation, is an eligible lender under the South Carolina Student Loan Program (FFELP) as administered by the State Education Assistance Authority, hereinafter called the Authority, and has been designated pursuant to the South Carolina Education Improvement Act of 1984 to administer a loan program for State residents who wish to become certified teachers in the State in areas of critical need. All loans made under this program shall be subject to the regulations contained herein. Loans shall be made available without regard to race, sex, color, national origin, age or marital status.

HISTORY: Added by State Register Volume 10, Issue No. 5, eff May 23, 1986. Amended by State Register Volume 11, Issue No. 5, eff May 22, 1987; State Register Volume 13, Issue No. 3, eff March 24, 1989; State Register Volume 17, Issue No. 2, eff February 26, 1993; State Register Volume 18, Issue No. 3, eff March 25, 1994; State Register Volume 26, Issue No. 5, Part 1, eff May 24, 2002.

Editor's Note

See SCSR 44-6 Doc. No. 4968, effective May 18, 2020 for 90 days, which promulgated emergency amendments to SC ADC 62-110 to 62-132, allowing a temporary waiver of Section 62-120(A)(6) of the SC Teachers Loan Program Regulation that references late Spring SAT and ACT examinations for 2020-21 Academic Year.

See SCSR 44-8 Doc. No. 4971, effective August 14, 2020 for 90 days, which promulgated emergency amendments to SC ADC 62-110 to 62-132, allowing a temporary waiver of Section 62-120(A)(6) of the SC Teachers Loan Program Regulation that references late Spring SAT and ACT examinations for 2020-21 Academic Year.

Subarticle B

General Regulations Relating to Borrowers

62-120. Borrower Eligibility.

A. To be eligible to receive a loan under the Teachers Loan Program a student shall:

(1) Be a citizen or permanent resident of the United States; and

(2) Be a bona fide resident of South Carolina, as defined in applicable State statutes governing the determination of residency for tuition and fee purposes at public colleges and universities within this State; and

(3) Have been accepted for enrollment, or enrolled in good standing in an eligible institution as defined in the Regulations of the Authority and further defined as follows:

(a) For institutions located in South Carolina, those:

(i) Which offer baccalaureate or higher degree programs which are approved for initial teacher certification by the State Board of Education (Board); or

(ii) Whose highest offering is the Associate of Arts or Associate of Science Degrees which are designed for transfer to baccalaureate programs including those in teacher education, and which are eleemosynary institutions accredited by the Commission on Colleges of the Southern Association of Colleges and Schools;

(b) For institutions located out of the State, those institutions which are regionally accredited and which offer baccalaureate or higher degree programs which are approved for initial teacher certification by the appropriate credentialing agency in that State; and

(4) Be enrolled on at least a half-time basis; and

(5) Indicate a desire and intent to teach in South Carolina in an area of critical need as defined by the Board annually; and

(6) If an undergraduate student who has completed one year (two semesters or the equivalent) of collegiate work and who is attending a South Carolina institution, has taken and passed a "Basic Skills Test" as required by the Board for entrance into a program of teacher education; or if an undergraduate who has not completed one year of collegiate work did achieve a score equal to or greater than the mean score achieved by all examines in South Carolina taking the SAT or ACT in the year of graduation from high school or in the most recent year for which such figures are available; and

(7) If an undergraduate student or a first-time graduate student, have attained a cumulative grade point ratio of at least 2.75 GPR (on a 4.0 scale) in collegiate work; or if an undergraduate who has not completed one semester of college work have graduated in the top 40% of his high school class or have received a high school diploma through completion of adult education courses or passing the GED; and

(8) If an undergraduate student, be formally admitted to an undergraduate teacher education program or if the student is not yet formally admitted to such a program the Department of Education, or its equivalent, at an eligible institution must certify that the student has expressed an intent and desire to enter the field of teaching, and is enrolled in a teacher education program at a time required by the institution; and

(9) If a continuing graduate student, have maintained a 3.5 GPR (on a 4.0 scale) on graduate work; and

(10) If a graduate student, have not previously been certified to teach, but entering a program for the specific purpose of becoming certified; or, if previously certified in a non-critical area, entering a program for the specific purpose of becoming certified to teach in a subject area which is defined by the Board as an area of critical need; and

(11) Be eligible in all other respects as may subsequently be required by the Corporation.

B. To be eligible to receive a loan up to the amount designated for individuals changing careers a student shall:

(1) Meet the eligibility requirements of 62-120(A). Students who have previously earned a baccalaureate degree will not be required to meet the academic standards specified in 62-120(A)(6), (7)

and (9) during the initial year of teacher training. All applicable academic requirements must be met for all subsequent years; and

(2) Possess a baccalaureate degree or at the time of initial application be employed as an instructional assistant in the South Carolina public school system; and

(3) Have completed a baccalaureate degree a minimum of three years prior to the beginning of the teacher training (instructional assistants are exempt from this requirement); and

(4) Have been employed on a full time basis for minimum or three years, or the equivalent in part time employment, prior to the beginning of the teacher training; and

(5) Are not receiving any other funds through this program for the same period of teacher training.

C. To be eligible to receive a loan up to the amount designated for individuals participating in the Critical Needs Certification Program a student must be enrolled in the Critical Needs Certification Program as certified by the Board.

HISTORY: Added by State Register Volume 10, Issue No. 5, eff May 23, 1986. Amended by State Register Volume 11, Issue No. 5, eff May 22, 1987; State Register Volume 13, Issue No. 3, eff March 24, 1989; State Register Volume 17, Issue No. 2, eff February 26, 1993; State Register Volume 18, Issue No. 3, eff March 25, 1994; State Register Volume 25, Issue No. 5, Part 1, eff May 24, 2002.

Editor's Note

See SCSR 44-6 Doc. No. 4968, effective May 18, 2020 for 90 days, which promulgated emergency amendments to SC ADC 62-110 to 62-132, allowing a temporary waiver of Section 62-120(A)(6) of the SC Teachers Loan Program Regulation that references late Spring SAT and ACT examinations for 2020-21 Academic Year.

See SCSR 44-8 Doc. No. 4971, effective August 14, 2020 for 90 days, which promulgated emergency amendments to SC ADC 62-110 to 62-132, allowing a temporary waiver of Section 62-120(A)(6) of the SC Teachers Loan Program Regulation that references late Spring SAT and ACT examinations for 2020-21 Academic Year.

Subarticle C

General Regulations Relating to Loan Maximums, Administration and Repayment

62-130. Loan Maximums.

A. The maximum amount an eligible student may borrow under this program, is established by the South Carolina Commission on Higher Education, hereinafter called the Commission.

B. The maximum amount a borrower meeting the eligibility criteria in 62-120(B) may borrow shall not be limited by any definition used by the institution in determining the eligibility for financial aid and receipt of these funds shall not affect any federal, state or private assistance which the student may be eligible to receive.

HISTORY: Added by State Register Volume 10, Issue No. 5, eff May 23, 1986. Amended by State Register Volume 11, Issue No. 5, eff May 22, 1987; State Register Volume 17, Issue No. 2, eff February 26, 1993; State Register Volume 18, Issue No. 3, eff March 25, 1994; State Register Volume 26, Issue No. 5, Part 1, eff May 24, 2002.

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62-131. Loan Administration.

A. All loans shall be secured by a Promissory Note. Loan shall bear interest from the date of disbursement of funds to the borrower at the rate as may be specified by the Commission.

B. The proceeds of a loan shall normally be disbursed by academic registration period, but not sooner than required by the student to meet his educational expenses. A check made co-payable to the borrower and to the institution will be forwarded to the institution for distribution to the borrower; provided, however, that in situations in which it is not feasible to issue the check co-payable, the check will be made payable to the borrower alone and forwarded to the institution. Nothing in this section shall preclude loan funds being transferred to the institution by electronic means.

(1) Borrowers participating in the Critical Needs Certification Program will receive a single disbursement annually. A check will be made payable to the borrower and forwarded directly to that borrower.

C. The student and institution shall agree to return to the Corporation any refunds applicable to these loans to which the student is entitled due to withdrawal of the student from the institution.

HISTORY: Added by State Register Volume 10, Issue No. 5, eff May 23, 1986. Amended by State Register Volume 11, Issue No. 5, eff May 22, 1987; State Register Volume 17, Issue No. 2, eff February 26, 1993; State Register Volume 18, Issue No. 3, eff March 25, 1994; State Register Volume 26, Issue No. 5, Part 1, eff May 24, 2002.

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62-132. Repayment.

A. A student who receives loans under this program shall be eligible to have the greater of 20% or three thousand dollars of the loan(s) cancelled for each full year, or the greater of 10% or one thousand five hundred dollars for each complete term of teaching experience as defined by the Board in the State in an

area of critical need, up to a maximum of 100% of the amount of the loan(s) plus the interest thereon. There shall be no cancellation for partial terms.

(1) Upon employment in an eligible subject area, as defined by the Board at the time of loan application or subsequently, the borrower will be entitled to cancellation of all loans received under this program that are outstanding at the time of employment.

(2) Upon employment in a geographic area of critical need, the borrower will be entitled to cancellation of all loans received under this program even if such geographic area is subsequently no longer defined by the Board as one of critical need. If a borrower changes employment from one geographic area to another, cancellation of loans received under this program will be provided only if the geographic area to which the borrower is moving is defined as an area of critical need at that time. Defined Geographic areas of critical need will be provided to the borrower at the time the borrower begins to seek employment.

B. Borrowers who simultaneously meet the requirements described in A(1) and A(2) above shall be eligible to have the greater of 33 1/3% or five thousand dollars of the loan(s) cancelled for each full year, or the greater of 16 2/3% or two thousand five hundred dollars for each complete term, of teaching experience as defined by the Board, up to the maximum of 100% of the amount of the loan(s) plus the interest thereon. There shall be no cancellation for partial terms.

C. If a borrower does not meet the requirements for cancellation as specified in paragraph A above, the borrower must begin repayment of the loan(s) received under this program in accordance with the Regulations of the Corporation and subject to the terms of the Promissory Note(s), unless otherwise agreed to by the Corporation and the borrower. If a borrower does not initially meet the requirements for cancellations as set forth in paragraph A above, but subsequently does so, there will be no refund or credit provided for any amount paid; provided, however, any unpaid balance at the time the borrower begins teaching in an area of critical need will be eligible for cancellation subject to the regulations contained herein.

(1) Repayment of principal amount of a loan made under this program together with the interest, shall be made in monthly installments beginning six (6) months, after the date on which the borrower ceases to carry at least one-half the normal full-time academic work load at an eligible institution as defined by the Corporation or for borrowers participating in the Critical Needs Certification Program immediately upon disbursement of the loan funds. The monthly installment shall be at a rate which will repay the loan in not less than five (5) years nor more than ten (10) years from the beginning of the repayment period, unless the Corporation, at the request of the borrower, specifically provides a prepayment schedule that will repay the loan during a period of less than five (5) years. Unless specifically authorized by the Corporation, the monthly installment shall be at a rate of not less than $50 per month. A borrower may accelerate repayment of the loan, in whole or in part, without penalty. Repayment of the loan is not required when the borrower is eligible for cancellation under 62-132 (A) of these regulations.

(2) In the event a borrower dies, the obligation to make any further repayment shall be cancelled upon receipt of a Certification of Death, (or upon receipt of such other evidence approved by the Corporation.) In the event a borrower becomes totally and permanently disabled, the obligation to make any further repayment shall be cancelled upon receipt of certification by a licensed physician.

(3) The Corporation shall have authority to assess a late charge for failure of the borrower to pay all or part of an installment within ten (10) days after its due date. The amount of such charge may not exceed six cents (.06) for each dollar of each installment due.

(4) The Corporation shall have the authority to collect form the borrower reasonable attorney's fees and other costs and charges necessary for the collection of any amount not paid when due.

(5) Nothing in this section shall preclude any forbearance for the benefit of the borrower which may be agreed upon by the parties to the loan and approved by the Corporation

D. The Corporation shall develop and maintain such procedures, subject to the approval of the Commission, as may be necessary to carry out applicable provisions of Act 512, Acts of Joint Resolutions of South Carolina, 1984 (Educational Improvement Act), as amended, and as may be required to exercise reasonable care and diligence in the making and collection of loans.

HISTORY: Added by State Register Volume 10, Issue No. 5, eff May 23, 1986. Amended by State Register Volume 11, Issue No. 5, eff May 22, 1987; State Register Volume 17, Issue No. 2, eff February 26, 1993; State Register Volume 18, Issue No. 3, eff March 25, 1994; State Register Volume 25, Issue No. 3, eff March 23, 2001; State Register Volume 26, Issue No. 5, Part 1, eff May 24, 2002.

Editor's Note

See SCSR 44-6 Doc. No. 4968, effective May 18, 2020 for 90 days, which promulgated emergency amendments to SC ADC 62-110 to 62-132, allowing a temporary waiver of Section 62-120(A)(6) of the SC Teachers Loan Program Regulation that references late Spring SAT and ACT examinations for 2020-21 Academic Year.

See SCSR 44-8 Doc. No. 4971, effective August 14, 2020 for 90 days, which promulgated emergency amendments to SC ADC 62-110 to 62-132, allowing a temporary waiver of Section 62-120(A)(6) of the SC Teachers Loan Program Regulation that references late Spring SAT and ACT examinations for 2020-21 Academic Year.

Appendix C.
SC Teacher Loan Advisory Committee

Authorization:

Proviso 1A.9 of the 2013-14 General Appropriations Act created the South Carolina Teacher Loan Advisory Committee (Committee), and successive General Appropriations Acts have maintained the existence of the Committee and initial Proviso language. The Committee is charged with:

(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.

Committee Composition:

The Committee is currently chaired by Marcella Wine-Snyder, CERRA Pre-Collegiate Program Director. Working with her in this endeavor are Jennifer Garrett, CERRA Coordinator of Research and Program Development, and Ray Jones, Vice President for Loan Programs at SC Student Loan Corporation. The Committee is to be composed of one member representing each entity itemized below, with the applicable individual serving on the Committee for 2021-22 and the institutions they represent as shown:

(1) Commission on Higher Education – Karen Woodfaulk (2013)
(2) State Board of Education – Sallie Lee (2021)
(3) Education Oversight Committee – Patti Tate (2014)
(4) CERRA – Marcella Wine-Snyder (2013)
(5) South Carolina Student Loan Corporation – Ray Jones (2018)
(6) South Carolina Association of Student Financial Aid Administrators – Joey Derrick
(7) Local school district human resources officer – Doug Jenkins (2018), Georgetown
(8) a public higher education institution with an approved teacher education program - Jesulon Gibbs-Brown (2021), SC State University
(9) a private higher education institution with an approved teacher education program – Gretchen Whitman (2023), Columbia College

Members of the Committee representing the public and private higher education institutions per (8) & (9) above shall rotate among the respective institutions and shall serve a two-year term on the Committee.

Other Participants:

In addition to the nine members pursuant to Proviso, four education organizations also participate on the Committee.

- Call Me MISTER – Roy Jones (2015)
- SC Association of School Administrators – Tim Newman (2017)
- SC Alliance of Black School Educators – Zona Jefferson (2015)
- Palmetto State School Counselor Association – Sharlene Drakeford (2023)
- Additional CERRA staff: Jennifer Garrett and Arthur Pinckney

Public School Rotations to Date:

Coastal Carolina, Francis Marion, Lander, Citadel, SC State University

Private School Rotations to Date:

Benedict, Claflin, Morris, Columbia College

Meetings

The Committee is required to meet at least twice annually. Meetings were held electronically 2021-22; in-person meetings resumed March 9, 2023. Of note: discussion included emerging interest in the BOLD “pay for success” process – currently in place for nurses - for educators; increasing the number of applications from minority institutions; addressing Marketing needs, such as doing more outreach, now that they have a new team; needing to be sure HBCUs are promoting TLP. Marcella Wine-Snyder is putting a Marketing plan together.

The most recent significant recommendation submitted and implemented is the Proviso 1A.82 References in the Program Overview.

Appendix D:
Fall Enrollment in Bachelor's and Master's Level Education Programs for Public and Private Institutions

Note: The following Tables from the SC Commission on Higher Education have been updated to include information for private as well as public institutions, and to align data with the titles. "Education Programs" data includes students enrolled in all programs within the 13.xxxx Education CIP code family, as well as students enrolled in non-education programs with an education option leading to initial certification/licensure.

Fall Enrollment in Bachelor's Level Education Programs[1]

Institution	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022 Provisional	% Change 2013 to 2022
Research Institutions											
Clemson University	622	593	597	579	602	633	660	765	859	908	46.0%
U.S.C. - Columbia	1,236	1,245	1,174	1,110	1,002	948	926	865	834	861	-30.3%
Research Subtotal	**1,858**	**1,838**	**1,771**	**1,689**	**1,604**	**1,581**	**1,586**	**1,630**	**1,693**	**1,769**	**-4.8%**
Comprehensive Teaching Institutions											
The Citadel	143	73	51	45	45	37	33	38	41	40	-72.0%
Coastal Carolina University	782	774	758	709	758	698	672	671	666	628	-19.7%
College of Charleston	635	591	557	503	533	520	487	502	516	501	-21.1%
Francis Marion University	402	367	334	320	303	320	322	342	260	260	-35.3%
Lander University	424	427	431	429	423	452	422	423	423	350	-17.5%
South Carolina State Univ.	471	514	465	469	467	447	369	359	379	390	-17.2%
U.S.C. - Aiken	343	338	376	353	344	353	349	344	296	254	-25.9%
U.S.C. - Beaufort	25	126	133	122	137	127	127	116	94	98	292.0%
U.S.C. - Upstate	801	830	660	646	651	657	602	525	469	438	-45.3%
Winthrop University	1,024	961	982	1,000	991	909	777	767	661	579	-43.5%
Comprehensive Subtotal	**5,050**	**5,001**	**4,747**	**4,596**	**4,652**	**4,520**	**4,160**	**4,087**	**3,805**	**3,538**	**-29.9%**
Public Subtotal	**6,908**	**6,839**	**6,518**	**6,285**	**6,256**	**6,101**	**5,746**	**5,717**	**5,498**	**5,307**	**-23.2%**
Senior Independent Institutions											
Anderson University	511	504	502	514	551	512	511	497	445	420	-17.8%
Benedict College	149	152	121	80	82	135	86	66	64	59	-60.4%
Bob Jones University	406	330	391	351	381	333	409	390	392	375	-7.6%
Charleston Southern University	476	511	567	610	598	601	768	772	535	259	-45.6%
Claflin University	196	225	206	190	176	185	186	204	177	162	-17.3%
Coker University	142	137	97	97	90	79	89	62	51	42	-70.4%
Columbia College	187	195	193	196	206	207	185	181	217	249	33.2%
Columbia International Univ.		39	49	48	48	57	62	57	56	58	*NA*
Converse University	95	131	118	112	137	144	124	112	117	85	-10.5%
Erskine College	28	30	33	100	32	19	44	97	96	59	110.7%
Furman University	81	78	72	69	45	34	39	50	49	42	-48.1%
Limestone University	174	199	179	178	157	138	112	112	117	137	-21.3%
Morris College	79	78	90	81	76	61	46	36	27	26	-67.1%
Newberry College	187	165	161	166	146	152	138	119	108	80	-57.2%
North Greenville University	341	350	369	356	380	363	351	356	327	355	4.1%
Presbyterian College	48	47	37	34	27	26	28	25	31	28	-41.7%

Southern Wesleyan University	147	141	116	145	214	145	131	109	115	125	-15.0%
Voorhees University	15	10						134	104		-100.0%
Wofford College		12	9	9	10	8	5		1		*NA*
Sr Independent Subtotal	**3,262**	**3,334**	**3,310**	**3,336**	**3,356**	**3,199**	**3,314**	**3,379**	**3,029**	**2,561**	**-21.5%**
	10,170	10,173	9,828	9,621	9,612	9,300	9,060	9,096	8,527	7,868	**-22.6%**

[1] Education Programs include students enrolled in all programs within the 13.xxxx CIP code family as well as students enrolled in non-education programs with an education option leading to initial certification/licensure.

Fall Enrollment in Master's Level Education Programs[1]

Institution	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022 Provisional	% Change 2013 to 2022
Research Institutions											
Clemson University	272	298	310	295	388	501	622	654	642	576	111.8%
U.S.C. - Columbia	525	632	722	739	569	429	482	543	609	507	-3.4%
Research Subtotal	**797**	**930**	**1,032**	**1,034**	**957**	**930**	**1,104**	**1,197**	**1,251**	**1,083**	**35.9%**
Comprehensive Teaching Institutions											
The Citadel	225	212	240	247	246	211	169	170	214	219	-2.7%
Coastal Carolina University	300	329	325	366	343	298	255	239	210	168	-44.0%
College of Charleston	153	127	128	124	88	78	63	58	93	88	-42.5%
Francis Marion University	84	104	100	75	77	113	110	111	114	108	28.6%
Lander University	45	30	25	29	27	26	39	41	65	229	408.9%
South Carolina State Univ.	157	158	129	100	111	99	67	79	52	46	-70.7%
U.S.C. - Aiken	17	12	6	4	1	9	18	18	13	15	-11.8%
U.S.C. - Beaufort									12	12	*NA*
U.S.C. - Upstate	21	19	21	23	25	19	318	395	328	309	1371.4%
Winthrop University	297	292	264	273	218	210	219	228	243	202	-32.0%
Comprehensive Subtotal	**1,299**	**1,283**	**1,238**	**1,241**	**1,136**	**1,063**	**1,258**	**1,339**	**1,344**	**1,396**	**7.5%**
Public Subtotal	**2,096**	**2,213**	**2,270**	**2,275**	**2,093**	**1,993**	**2,362**	**2,536**	**2,595**	**2,479**	**18.3%**
Senior Independent Institutions											
Anderson University	145	171	188	181	203	198	222	228	216	228	57.2%
Benedict College											
Bob Jones University	54	46	40	56	57	75	55	70	94	92	70.4%
Charleston Southern University	57	62	65	58	41	87	50	36	35	33	-42.1%
Claflin University			16	28	25	17	15	13	9	8	*NA*
Coker University		10	26	18	35	48	29	36	34	34	*NA*
Columbia College	112	82	75	66	57	52	70	152	238	232	107.1%
Columbia International Univ.	49	56	63	69	69	56	189	302	353	251	*412.2%*
Converse University	168	157	126	168	170	201	157	136	101	70	-58.3%
Erskine College											

Furman University	90	92	100	129	96	93	75		68	64	-28.9%
Limestone University											
Morris College											
Newberry College											
North Greenville University	35	31	36	40	33	44	27	35	23	29	-17.1%
Presbyterian College											
Southern Wesleyan University	167	193	217	172	112	96	97	85	50	28	-83.2%
Voorhees University										34	*NA*
Wofford College											*NA*
Sr Independent Subtotal	**877**	**900**	**952**	**985**	**898**	**967**	**986**	**1,093**	**1,221**	**1,103**	**25.8%**
	2,973	3,113	3,222	3,260	2,991	2,960	3,348	3,629	3,816	3,582	**20.5%**

[1] Education Programs include students enrolled in all programs within the 13.xxxx CIP code family as well as students enrolled in non-education programs with an education option leading to initial certification/licensure.

Appendix E
Website Links

CERRA Teacher Cadet Program
https://www.teachercadets.com/

A Study of Teacher Recruitment Programs Funded with Education Improvement Act (EIA) Revenues, April 2022, presented to the EOC by Dr. Jo Anne Anderson and Dr. Loren Anderson
https://eoc.sc.gov/sites/eoc/files/Documents/Teacher%20Report%20Anderson/EIA%20Program%20Review_Anderson-08.19.2022.pdf

CERRA
https://www.cerra.org/ (Home; Teaching Fellows, etc.)

https://www.cerra.org/supply-and-demand.html (Supply and Demand)

https://www.teachercadets.com/ (Teacher Cadets)

CHE FY 2020-2021 Program Report
https://dc.statelibrary.sc.gov/bitstream/handle/10827/42507/CHE_Consideration_of_FY2022_23-Appropriation_Request_2021-09-02.pdf?sequence=1&isAllowed=y
South Carolina Student Loan Corporation Reports on Consolidated Financial Statements
https://www.scstudentloan.org/organization/financial-reports

Type 1 & Type 2 Loan Application 2021-22
https://www.scstudentloan.org/sites/default/files/2021-22%20TLPCareer%20Changers%20ApplicationPN%20f%E2%80%8Cinal%203.3.21.pdf

Type 3/PACE Loan Application 2021-22
https://www.scstudentloan.org/sites/default/files/PACE2122_Application_Draft.pdf

SC Department of Education PACE Program
https://ed.sc.gov/educators/alternative-certification/pace/

SC-TEACHER Profile of the SC Teacher Workforce Report (December 2022)
https://sc-teacher.org/profile-of-the-south-carolina-teacher-workforce-for-2020-2021/

SC-PRRMT FY 2021-22 Fourth Quarter Report
https://che.sc.gov/sites/che/files/Documents/Meetings/2022/Access%20and%20Equity/November/SC-PRRMT_FY2021-22_Fourth_Quarter_Report.pdf

Call Me MISTER
https://www.clemson.edu/education/programs/programs/call-me-mister.html

The SC Education Oversight Committee is an independent, non-partisan group made up of 18 educators, businesspersons, 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.

The Education Oversight Committee does not discriminate on the basis of race, color, national origin, religion, sex, or handicap in its practices relating to employment or establishment and administration of its programs and initiatives. Inquiries regarding employment, programs and initiatives of the Committee should be directed to the Executive Director 803.734.6148.

SC EDUCATION OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.

Update to Palmetto Gold and Silver Awards

June, 2023

Pursuant to Section 59-18-1100, the State Board of Education, working with the Education Oversight Committee (EOC), must establish the Palmetto Gold and Silver Awards Program.

The law requires awards be established for schools:

1. Attaining high levels of academic achievement;
2. Attaining high rates of growth; and
3. Making substantial progress in closing the achievement gap between disaggregated groups.

An original program authorized by the Education Accountability Act of 1998, the Palmetto Gold and Silver Awards Program last recognized schools with the release of the 2022 school report cards.

Palmetto Gold and Silver Awards for Closing the Achievement Gap

The criteria for the Palmetto Gold and Silver Award for Closing the Achievement Gap, used last for the 2014 School Report Cards, was based on exceptional performance or exceptional growth in performance in a school by at least one of the targeted historically underachieving groups of students on the state accountability tests (PASS, at the time) for elementary and middle schools and in the graduation rate for high schools.

Recommendations for Future Palmetto Gold and Silver Closing the Achievement Gap

The EOC staff is taking the opportunity to review the most recent school data and consider the options for awarding Closing the Achievement Gap for elementary, middle and high schools. Given the new metrics being added to the accountability model, the EOC staff recommends an analysis of these data before any recommendation(s) are made for this award. The EOC staff would also recommend that the state consider identifying schools that are closing the achievement gap for all subgroups of students based on progress of the schools toward Every Student Succeeds Act (ESSA) goals of the state.

The EOC plans to convene educators to review and provide feedback to the Closing the Achievement Gap recommendations.