

EDUCATION OVERSIGHT COMMITTEE

AGENDA

**Monday, June 13, 2016
1:00 p.m.
433 Blatt Building**

- | | | | |
|------|--|---------------|--|
| I. | Welcome and Introductions | Dr. Merck | |
| II. | Approval of the April 11, 2016 Minutes | Dr. Merck | |
| III. | <i>High School Task Force Report</i>
Dr. Lee D'Andrea, Chair | | |
| IV. | <i>Full-Day 4K Assessment Results, Fall 2015</i>
Dr. Bill Brown and Dr. Christine DiStefano
University of South Carolina | | |
| V. | Subcommittee Reports | | Neil C. Robinson, Jr.
CHAIR |
| A. | Academic Standards and Assessment
Information: Social Studies Standards Review | Dr. Merck | Daniel B. Merck
VICE CHAIR
April Allen |
| B. | EIA and Improvement Mechanisms
Information: Update on FY2016-17 Budget
Action: Report on Teacher Loan Program, 2014-15 | Dr. Couch | Anne H. Bull
Bob Couch
Mike Fair |
| C. | Public Awareness
Information: Accountability System Update | Ms. Hairfield | Raye Felder
Barbara B. Hairfield
Nikki Haley |
| | Adjournment | | R. Wesley Hayes, Jr.
Dwight A. Loftis
John W. Matthews, Jr.
Joseph H. Neal
Molly Spearman
Patti J. Tate
Ellen Weaver |

SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE

Minutes of the Meeting

April 11, 2016

Members in Attendance: Mr. Neil Robinson (Chair); Dr. Danny Merck (Vice-Chair); Ms. April Allen; Ms. Anne Bull; Dr. Bob Couch; Sen. Mike Fair; Rep. Raye Felder; Ms. Barbara Hairfield; Rep. Dwight Loftis; Sen. John Matthews; State Superintendent of Education Molly Spearman; and Ms. Ellen Weaver

EOC Staff in Attendance: Dr. Kevin Andrews; Mrs. Melanie Barton; Ms. Hope Johnson-Jones; Ms. Bunnie Ward; and Ms. Dana Yow

Mr. Robinson called the meeting to order, recognizing the audience that included David Whittemore, former chairman of the EOC and now a member of the State Board of Education. He welcomed the members and audience in attendance. He then introduced the newest member of the EOC, April Allen, who is the business appointee of the Speaker of the House, Rep. Jay Lucas. Ms. Allen is the Director of State Government Relations for Continental Tire

The minutes of the February 8, 2016 meeting of the EOC were approved as distributed.

Key Constituency:

The chairman recognized Dr. Brooke Culclasure, Research Director of the Center for Education Policy and Leadership at the Riley Institute at Furman University. Dr. Culclasure provided the initial results of two longitudinal studies that focus on Montessori education in public schools and South Carolina New Tech high schools, a TransformSC initiative. Both studies analyzed student achievement and non-academic measures such as social skills, work habits, and executive functions.

For the Montessori evaluation, Dr. Culclasure examined PowerSchool data from over 20 districts offering Montessori programs at 47 sites to approximately 7,100 students. The key research findings were as follows:

- (1) When comparing Montessori to non-Montessori public school students and controlling for student characteristics, Montessori students outscored non-Montessori students in Writing and English language arts assessment results with the results being statistically significant;
- (2) In mathematics, there were no significant differences between Montessori and non-Montessori student performances when controlling for student characteristics;
- (3) When comparing test score growth, Montessori student test score growth exceeded non-Montessori test score growth in Writing and English language Arts with the results being statistically significant. However, there were no statistically significant differences in math growth between Montessori and non-Montessori students;
- (4) Montessori students scored 6 percentiles higher on executive function assessments than did the same non-Montessori students with the result being statically significant. There were no significant differences in results of social skills and work habit assessments between Montessori and non-Montessori students; and

(5) According to survey data, Montessori teachers were extremely happy with their jobs and wanted to remain in the teaching profession. Approximately 92 percent of teachers responded to the survey administered by the Riley Institute.

Mrs. Hairfield asked if Dr. Culclasure could explain the discrepancy between the math scores. Dr. Culclasure stated that the initial results demonstrate that the gap in mathematics closes over time. Senator Fair asked about the fidelity of the programs. Dr. Culclasure responded that of the 45 programs reviewed, only 1 fell into the mid-range of fidelity.

For the New Tech evaluation, Dr. Culclasure explained that the initial results focused on four schools, two that opened during the 2013-14 school year and two that opened one year later. Currently, there are nine New Tech schools operating in South Carolina and serving approximately 3,000 students. The New Tech design is based on project-based learning for students and teachers in high school along with a 1:1 computing ratio. The key research findings regarding New Tech were:

- (1) 9th grade New Tech students scored higher on both the end-of-course assessment in Algebra I and English I as compared to students in control schools. There was no effect on dropout, dual credit attainment or retention;
- (2) Regarding fidelity to the New Tech Design, the four schools had varying levels of fidelity. One school in its second year of implementation struggled with program fidelity while others are meeting expected fidelity targets;
- (3) From the perspective of teachers, the New Tech Design is more effective in teaching; however, teachers also report that the workload is higher than in a traditional learning environment; and
- (4) Regarding the College and Work Readiness Assessment, which evaluates student's higher-order thinking skills and determines preparedness of students for college or the workforce, the spring 2015 results showed improvement in the students' mastery levels as compared to the prior year, the freshman year results. The percent of students in the class that scored Below Basic declined from 16% to 2% while the percent Proficient increased from 31% to 42%, and the percent Basic increased from 51% to 54%.

Mr. Robinson asked about parent surveys and if the evaluators would be pursuing parental feedback over time. Superintendent Spearman discussed how the New Tech model supports the Profile of the South Carolina Graduate

Subcommittee Reports:

Academic Standards and Assessment - Mr. Robinson recognized Dr. Merck, Chair of the Academic Standards and Assessment Subcommittee. While the Subcommittee did not meet in March, Mr. Robinson explained that he and Mrs. Barton did meet with the Superintendent about the issues of delaying the state's accountability system by one year to conform to the new federal law, Every Student Succeeds Act. Mr. Robinson pointed out that there is a letter from Dr. David Mathis, Superintendent of Saluda County School District and President of the Superintendents' Division of the South Carolina Association of School Administrators requesting that the state consider a proposal to delay the state accountability system. Dr. Merck pointed out that in grades 3 through 8 the state is administering for the third straight year a new assessment. He advised that the three working groups that are meeting to make recommendations on the new accountability system need time to work through the issues. He noted that districts like his that use EVAAS will have a difficult time measuring student growth. A discussion followed and Senators Hayes and Fair

asked questions about pending legislation that could be amended to accomplish the delay. Senator Fair recommended that the EOC propose draft language to the General Assembly to assist in the transition. Rep. Felder noted that bills proposed in the House and Senate to change the start date bill to August 15 need to be addressed this session. Ms. Hairfield asked if student performance in science and social studies would be included on the report card. Superintendent Spearman suggested that the consolidated accountability system as currently proposed would include testing social studies and science grades 3 through 5 and once in grades 6 through 8. She also informed the EOC that the United States Department of Education is beginning to provide information and clarification to states.

Rep. Loftis raised a concern that, due to the number of STEM jobs in the state, the testing of science is important; therefore, students may need to be assessed more than once in elementary and middle schools. Superintendent Spearman stated that more performance assessments are needed to show that students understand and can apply the knowledge.

Dr. Merck reiterated his district's support for and usefulness of EVAAS. He noted it was a tool that gave principals information on student achievement. In his district each principal meets with teachers and discusses the results. While students do spend more time taking formative assessment, the formative assessments may in the future be able to replace the summative assessments with "exit" year testing in grades 5 and 8 being more valuable to students and teachers. Sen. Matthews stated that his objective is that all students graduate college and career ready and the state assessments used can determine that trajectory.

EIA and Improvement Mechanisms – Mr. Robinson recognized Dr. Couch. Dr. Couch provided an overview of the House-passed version of the Fiscal Year 2016-17 General Appropriation Act. He also referred the committee to two reports, one on the educational performance of military-connected students and the other a report on the parent survey results from 2015. Rep. Loftis asked about the shortages of teachers. Superintendent Spearman stated that the Department is looking at increasing the starting salary and at the possibility of pay bands. Sen. Hayes noted that fewer teachers are getting certified in math and science, areas that are impacting all districts. Rep. Felder stated that the House budget did look at recruitment and retention. Another concern is finding housing for teachers.

Public Awareness - Ms. Hairfield reported on the twelve focus groups that met in March. The results of the focus groups were provided in a report to the EOC. MarketSearch is also conducting a statewide survey of educators, parents, business and community leaders as well. The results of that survey will be provided to the EOC in June. Ms. Allen noted that global companies who move their employees around the world are looking for ways to interpret assessment results from state to state. Parents and families want some national comparisons. Ms. Weaver noted that the A-F grade model does provide clarity and in many states has been an incentive for the community leaders to work together to improve education. Superintendent Spearman stated that a research group is working with the Department to review various labels used to define schools. Sen. Matthews stated that nomenclature matters, especially in rural, economically challenged areas that are losing businesses.

There being no further business, the meeting was adjourned.

High School Task Force Report



**SC EDUCATION
OVERSIGHT COMMITTEE**



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**High School Task Force Report
to the
South Carolina Education Oversight Committee
June 13, 2016**

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Resources made available and used by Task Force Members (available online at <http://www.eoc.sc.gov/Pages/HSTaskForce.aspx>):

- *Meandering Toward Graduation: Transcript Outcomes of High School Graduates.* Marni Bromberg and Christina Theokas. (April 5, 2016). Education Trust (edtrust.org)
- *Closing the Expectations Gap.* (February, 2014). Achieve (Achieve.org)
- Information from the Education Oversight Committee (EOC) staff regarding (a) the state and district results of the 2015 administration of ACT and WorkKeys assessments; and (b) data on the percentage of students who retain LIFE, Palmetto Fellows and HOPE lottery scholarships.
- *Increasing Student Access and Success in Dual Enrollment Programs: 13 Model State-Level Policy Components* (February, 2014). Education Commission of the States (ECS.org)
- *Using Assessments to Inform 12th-grade Interventions and Accelerations.* (March 2015). Education Commission of the States (ECS.org)
- *State Approaches to Funding Dual Enrollment by Education.* (May 2015). Education Commission of the States (ECS.org).
- *High School to College and Careers – Aligning State Policies* (2002, 2012 electronic version 2014). Southern Regional Education Board (SREB.org)

- *Credentials for All: An Imperative for SREB States.* (July 14, 2015). Southern Regional Education Board (SREB.org) – available online
- *The Unprepared Student and Community Colleges.* (2016). Center for Community College and Student Engagement. (CCSE.org)
- *South Carolina College and Career Readiness Toolkit.* (2016). Center of Excellence for College and Career, Francis Marion University, SC. (screadiness.org).

Introduction

The High School Task Force was chaired by Dr. Lee D'Andrea, a retired public school educator, who served most recently as district superintendent of Anderson 4, and included the following 17 individuals representing public education, higher education and business and industry:

Dr. Sean Alford, Superintendent, Aiken County School District

Ms. Cynthia Bennett, SC Chamber of Commerce

Dr. James Couch, Director of Center for Advanced Technical Studies, Lexington 5 and Member of the EOC

Dr. Johnny Hilton, SC School Boards Association

Dr. Darrell Johnson, Superintendent, Greenwood School District 50

Dr. John Lane, Director of Academic Affairs, SC Commission on Higher Education

Rep. Dwight Loftis, SC House of Representatives and Member of the EOC

Drs. Meredith Love and Matt Nelson, Center of Excellence for College and Career Readiness, Francis Marion University

Dr. Frank Morgan, Superintendent, Kershaw County School District

Dr. Darryl Owings, Superintendent, Spartanburg School District 6

Dr. George Petersen, Dean, Moore School of Education, Clemson University

Dr. Kelly Pew, Superintendent, York School District 3

Dr. Hope Rivers, SC Technical College System

Ms. Ann-Marie Stieritz, SC Council on Competitiveness

Dr. Helena Tillar, Superintendent, Marlboro County School District

Dr. Fran Welch, Dean, School of Education, Health, and Human Performance, College of Charleston

Dr. "Jimmie" C. Williamson, President and Executive Director, SC Technical College System

The Task Force met between December 9, 2015 and April 22, 2016 on five different occasions. Copies of the meeting agendas are in the Appendix.

The Task Force focused on the following questions:

1. What is the current high school experience?
2. How well is the current system preparing students for college and careers?
3. What are the current barriers or system roadblocks?

At its meetings, the Task Force discussed the following topics:

1. Career and Technical Education Course Offerings were presented by Dr. Bob Couch.
2. Dr. John Lane, Director of Academic Affairs at the SC Commission on Higher Education and Vice President of Academic Affairs at the SC Technical College System, Dr. Hope Rivers presented information on the state's current dual credit policies and remedial coursework.
3. Dr. John Hughes and Mr. Kevin Smith of the Regional Education Laboratory at Florida State University provided information on college readiness policies implemented in Florida and other states and research on the impact of those policies.
4. Mr. John Squires, of Southern Regional Education Board (SREB) provided information on measuring college readiness and on initiatives to prepare students for being college ready, including *Ready for College* courses in *Literacy Ready* and *Math Ready*. These senior-year courses were designed by SREB to assist underprepared students to have the foundation needed to pursue and succeed in postsecondary studies.

The Task Force members also received the following data and reports that informed the discussion and recommendations. These documents are included in the Appendix as well:

1. *Using Assessments to Inform 12th-grade Interventions and Accelerations* by Education Commission of the States

2. Information from the Education Oversight Committee (EOC) staff regarding (a) the state and district results of the 2015 administration of ACT and WorkKeys assessments; and (b) data on the percentage of students who retain LIFE, Palmetto Fellows and HOPE lottery scholarships.
3. *Increasing Student Access and Success in Dual Enrollment Programs: 13 Model State-Level Policy Components* by Education Commission of the States.
4. *State Approaches to Funding Dual Enrollment* by Education Commission of the States.
5. *High School to College and Careers – Aligning State Policies*, by Southern Regional Education Board.
6. *Credentials for All: An Imperative for SREB States* – Southern Regional Education Board.
7. *The Unprepared Student and Community Colleges* – Center for Community College and Student Engagement (CCSE).
8. College Foundation of NC website – <https://www.cfnc.org/index.jsp>

Executive Summary

Pursuant to action and directions at the October 2015 meeting of the Education Oversight Committee (EOC), the High School Task Force is hereby providing findings and recommendations following an examination and evaluation of the design of the high school experience in South Carolina. The investigation is based on the desired outcomes as articulated in the South Carolina Superintendents' Roundtable document, *South Carolina Profile of the Graduate*, described in the *South Carolina College and Career Ready Standards*, and espoused by the Education Oversight Committee, South Carolina Department of Education, South Carolina State Board of Education, Commission on Higher Education, South Carolina School Administrators Association, South Carolina Arts in Basic Steering Committee, South Carolina Association for Supervision and Curriculum Development, South Carolina Chamber of Commerce, and TransformSC schools and districts, and *South Carolina Council on Competitiveness*. Since the investigation is based on established desired outcomes, multiple perspectives were analyzed for process understanding, efficacy and efficiency.

The need for the work of the Task Force is clearly demonstrated in data reviewed from both the state and national level.

- Between 2013 and 2030, 553,884 new jobs will be created in South Carolina. Fifty-two percent of the new jobs created will require higher education.
- Between 2013 and 2030, the percent of all jobs requiring higher education will increase from 61.5percent to 66.7 percent.
- From Fall 2013, percentage of freshman who retained scholarship in same institution in Fall of 2014:
 - 89.0 percent Palmetto Fellows Scholarship Recipients
 - 51.4 percent LIFE Scholarship Recipients
 - 24.6 percent HOPE Scholarship Recipients
- In 2014-2015, 11th graders in South Carolina taking The ACT, a college readiness exam, scored as follows:

Subject Test	ACT Benchmarks	SC Average Score	% Students in SC Meeting Benchmarks
English	18	16.5	38.7%
Math	22	18.1	21.6%
Reading	22	18.3	25.8%
Science	23	18.1	17.9%
Composite	Not Specified	17.9	Not Specified

- In 2014-2015, 11th graders in South Carolina taking ACT WorkKeys, scored as follows:

Level	Examinee has necessary foundations skills for:	Percentage Students in SC Earning
Platinum	99% of jobs	1%
Gold	93% of jobs	22%
Silver	67% of jobs	40%
Bronze	16% of jobs	25%
TOTAL:		88%

The current learning design is not working *systemically*. There are currently examples of high achievement and successful preparation for the South Carolina workforce; these examples are most often where there is strong and innovative leadership at the school and/or district level. In many of these schools/districts, the system requirements have been waived, challenged or circumvented to yield the results. The South Carolina learning design for college and career readiness is in critical need of *systemic renovation*.

The process of preparing students for careers in South Carolina is, in fact, a continuum of learning experiences with multiple possible exit points to college or career. Multiple entities in South Carolina, such as school districts, South Carolina Department of Education, South Carolina Commission on Higher Education, and the South Carolina Technical College System have a responsibility for the total process of college and career readiness. The design of the process, including rigorous and relevant learning experiences, aligned assessments and

smooth transitions for students and families exiting high school, is the critical first step in ensuring *systemic* opportunities for achievement and success. In this report, the process is identified as the **learning design for college and career readiness**; not simply high school design, in order to capture all the steps/phases experienced by students and families. (See graphic below.)

Learning Design for College and Career Readiness

Continuum of Education for Career Preparation	Careers with HS Diploma and Specialized Training or Certifications	Careers with HS Diploma and Specialized Training or Certifications	Careers Certifications or Associates Degree	Careers with Degrees from 4-year College/University
	HS Diploma (ready to enter workforce from here)	HS Diploma (ready to enter 2-4 college/university without need for remediation)	Technical College Certificate or Degree	College or University Degrees (Bachelors, Masters, Terminal)

The design of a new college and career readiness system must focus on the desired outcomes while including two additional parameters necessary for systemic success: (1) the system allows for flexibility and diversity at both the district level and the student navigation level, and (2) the system is broadly communicated and entrenched as the new landscape for college and career preparation and engagement.

The Task Force review included the following elements of the current high school design:

- Content/course work
- Assessments
- Transition to High School
- Communications
- Data

The Findings and Recommendations center on these elements. For the Executive Summary, descriptions and background information are as follows:

Content/course work

College and Career Ready Standards are the basic knowledge set required for the workforce of today. Whether the student exits the continuum of learning experiences after grade twelve or the sixteenth year, the body of knowledge necessary for jobs at the respective exit levels is demanding, rigorous, and most often integrated technologically. In multiple studies, the knowledge is both most engaging and enduring for the student when the content/knowledge is learned in real world applications, projects and/or relevant experiences.

The 24 units currently required for graduation are distributed as follows:

- English/Language Arts: 4 units
- U.S. History and Constitution: 1 unit
- Economics (1/2 unit) & US Government (1/2 unit): 1 unit
- Other Social Studies: 1 unit
- Math: 4 units
- Natural Science: 3 units
- Computer Science (includes keyboarding): 1 unit
- Physical Education or JROTC: 1 unit
- Electives: 7 units
- (Other)*1 unit

* For students in a college preparatory course of study, one additional unit must be earned in a foreign language (as defined by the SC Board of Education), or

* For students in a course of study designed to enter the workforce, one additional vocational unit must be earned (as defined by the SC Board of Education).

Currently, the courses identified to fulfill the core requirements for English/Language Arts, Math and Science do not include courses in Career and Technical Education.

Assessments

The learning design for college and career readiness relies heavily on assessments which accurately reflect the intended outcome – the College and Career Readiness of an individual student. The current learning design is focused on four groups: (1) careers immediately after high school, (2) two year colleges, (3) four year colleges, or the (4) military. Assessments for each group cannot be random and must give a student and/or the student's family an accurate indication of readiness or proficiencies. The assessments must be specifically aligned and carefully selected for the purpose of identifying a student's proficiency level as appropriate for the workforce, military, two-year college or four-year college.

The effectiveness of the learning system is also dependent on assessment alignment. Measuring something other than the intended outcome skews all future decisions in addition to wasting time and resources.

In addition to summative assessments that measure a student's preparedness for desired outcomes, high school experiences shall include formative assessments which are vertically calibrated to predict summative results. Random choices of assessments in a learning system provide no data on growth/progress and little meaningful data about the student and his/her college and career plan.

Transition from High School

By definition, a learning system has intentional, coherent and well-communicated transitions from one phase/step to the next phase/step. High school staff and students must clearly understand the respective expectations for two-year and four-year colleges, business and industry, and the military. Students and their families making decisions without clear understanding of transitions often eliminate choices, incur extra expense, miss deadlines, and may perhaps choose an inappropriate pathway. High school staff without clear information and understanding may provide limited choices, erroneous information and weaker guidance services. It is essential for high school, college, business/industry and military administrators and planners to develop a framework with defined, desired results, such as a seamless entry (without remediation) and content/course identifications for general admission and specific majors. Teachers, professors, human resource staff and other staff must operationalize the framework.

In the most effective learning systems, the transition offers multiple pathways to the student based on his/her desired graduation plan. High school credits, dual credit, articulated agreements, Advanced Placement, and International Baccalaureate courses are examples. The success of these opportunities is rooted in systemic communication to students, parents, teachers, guidance counselors as well as college admissions and higher education advising. Further, the successful learning design system minimizes and/or eliminates barriers, such as access and costs.

Communications

There are many stakeholders and participants involved and engaged in a well-designed, effective learning system for college and career readiness. It is easy for each entity or group to operate in isolation with minimal communication. This closed environment makes navigation in the system from the student and family perspective difficult at best, and dysfunctional in many incidences. Students often drop out and often fail to reach their potential or find the most rigorous and rewarding careers. The state workforce and citizenry suffer this loss as well.

The ultimate success of the well-planned learning system for college and career readiness depends on the extent of implementation statewide. A critical element of the communications plan includes building understanding by sharing clear and accurate communication and creating demand from students and families by demonstrating the positive impact of a well-planned learning system for young people and their families.

Data

During the examination of the current high school design, data to answer questions was often not available. While databases exist for students enrolled in public schools, certified teachers in South Carolina, and students enrolled in public colleges and universities, these are most often silos of information and research on disaggregated or synthesized results are not available. A longitudinal data system from state 4K to four-year college is a necessary tool and is nonexistent in South Carolina. One member of the Task Force from a public South Carolina university reported the need for information to meet the standards of the National Council for the Accreditation of Teacher Education (NCATE). The data is currently not available and reportedly the state is unwilling to collect and aggregate the data. This lack of data for decision

making and transparency serves no student, school district or institution of higher learning favorably in the long term, regardless of how difficult the current information is to see in print. In a systemic learning design for college and career readiness, collective and specific results as well as return on investment (ROI) are necessary for accountability, transparency and system corrections. Failure to use data tools is a wasteful use of taxpayers' funds and human resources.

Findings

A. The current South Carolina high school diploma requirements reflect 20th Century thinking and planning. Twenty four Carnegie units across math, science, social studies, English and elective courses may or may not prepare the student for college and/or career. The options available to students vary greatly across the state. The 120 hours of seat time limit the delivery of instruction and engagement time for the student. The academic and career-specific courses are not fully integrated to allow students to earn core course requirements or encourage rigorous career preparation. This fact, combined with the current Uniform Grading Policy, discourages the pursuit of career courses for many students. South Carolina is one of only a few states that require twenty four units for graduation; this is the maximum number required in any state. The design of the current system does not ensure the best opportunity for desired results. In fact, the unintended consequences of parts of the current system *negatively* impact the desired results. To protect scholarship opportunities, students often avoid rigorous course choices in the senior year. Many students do not take a math course in the senior year as a result of earning high school credit in middle school. Nearly all of the high schools in South Carolina, schedule a seven or eight period day (and often a hybrid of the two). These schedules provide every student with 28-32 course opportunities. This part of the design is neither the most effective in terms of student preparedness nor efficient in terms of funding.

The Education and Economic Development Act of 2005 (EEDA) clearly outlines a plan for students to explore and engage in career readiness. There are examples of excellence in implementation, and yet, there remains a lack of systemic integration in the majority of the state. The fact that most of the students have an Individual Graduation Plan (IGP) does *not* signify understanding of the workforce preparedness landscape and opportunities. Career and Technical Education (CATE) courses are systemic to the core choices for fulfilling high school requirements for a diploma. CATE courses are often seen as add-ons, in schools or centers where the choices are more systemic and where local leadership has facilitated this environment.

B. The current assessments in South Carolina do not provide an aligned metric of learning progress of a student. The student, or the student's parents, can not document his/her

progress on the current sequence of state assessments. Transitions, to two- and four-year colleges or to the workplace lack alignment and well-defined goals. In some incidences, a career major has a national exam; however, this is the exception. State achievement tests for other career completer courses are not necessarily aligned to business and industry standards, not connected to a student's grade in a course, and sometimes not even reported. Students and families describe an ambiguity in understanding the goals/meanings of the assessments and their uses.

Of significant concern linked to this finding is accountability. Students, teachers, schools and districts can not be held accountable for growth and development of learning content and skills, when the continuum of assessment is random and not vertically aligned.

At the time of this report, a high school assessment to measure college readiness has not been approved. However, in order to determine if students are college ready, an assessment must be in place for 11th grade high school students. One Task Force member reported, in his district, 9th grade students are taking an assessment for college preparedness; this provides students and parents with meaningful assistance in planning the next steps in the Individual Graduation Plan (IGP).

WorkKeys, a nationally recognized career readiness assessment, is in statue for use with high school students. This assessment provides students and employers with information about a student's career readiness that is meaningful and recognized across disciplines and fields of works. Currently, this assessment is the one given in South Carolina most aligned with career readiness and providing meaningful feedback to students, districts and business/industry.

- C. The work on seamless transitions from high school to higher education has slowed significantly in the immediate past. In its report, *Sixth Annual Report on the Implementation of the Education and Economic Development Act of 2005*, the Education and Economic Development Coordinating Council, "included in this report recommendations to the SCDE that we believe are critical to the future sustainability of this all-important legislation." Later, the implementation of Regional Education Councils (REC) was moved to the South Carolina Department of Commerce. The implementation of EEDA remained at the SC Department of Education. The Task Force finds that implementation, understanding and coordination of all parts of the EEDA has diminished

without the Coordinating Council (sunset in June 2012). Superintendents on the Task Force and representatives from higher education reported gaps in knowledge and practice across the state.

Task Force superintendents reported inconsistent practices among technical schools regarding tuition (waivers, lottery use and location requirements for dual credit). For example, it may be helpful for admissions officers/counselors to meet on a regular basis with guidance services in K-12 was a suggestion made to increase communication.

- D. A significant void in communication regarding college and career readiness and the South Carolina workforce needs/demands exists at many levels. There are several outstanding examples creating awareness and the need for college and career readiness as well as workforce demands in South Carolina. The South Carolina Council on Competitiveness, TransformSC, some Regional Education Advisory Boards, Ready SC and Apprenticeship Carolina (both parts of the South Carolina Technical College System) have very positive communication plans and initiatives in place. However, School District Superintendents report this information is not systemically reaching teachers, guidance counselors and, most importantly, students and families. This failure in the system may explain some of the information collected from human resources and the South Carolina Chamber regarding lack of enough workers in high demand jobs in South Carolina.

The South Carolina workforce has changed significantly over the last two generations: from agriculture and textiles to manufacturing and industry. Many parents and grandparents do not have this information and are therefore, are unlikely to encourage their students in one of these directions, or even to discuss the workforce landscape. The paradigm shift in the South Carolina workforce is evident in economic development, the Governor's Office and even education institutions. To have the needed workforce and fulfill the demands, the paradigm shift must also happen at the grassroots level among families, students, teachers and guidance counselors. Currently, no statewide entity or plan exists to coordinate communication and ensure the engagement of students and families.

- E. A significant lack of available data is evident when simple questions and requests are made regarding progress, correlations, disaggregated situations. Funding was appropriated and some work done in the area of building information databases;

however, implementation and follow-up are not evident. The frustration with this element appears across Pre-K – 12 and higher education. The sharing of databases takes place on a limited basis at the commission on Higher Education. Given the capacities of databases, the teacher certification, higher education and pre-K – 12 databases are stocked with information that is not being analyzed or synthesized for decision making. One such example is the request to disaggregate by high school the percent of students retaining HOPE scholarships after the first year of college. The data exists for all students but is not disaggregated by high school; yet each high school has a unique BEDS code and each student a unique number identifier. When funds are limited as they are and should be at the government level, making accurate, timely assumptions and, hence, decisions, depend on data quality and access.

It must be clear that this information is not to track individual students or teachers. Appropriated funds for programs, initiatives, schools, colleges, or other entities should show return on the taxpayers' investment. Collective data is necessary for these kinds of decisions.

There simply is no one place in South Carolina for the data to reside or coordinate the information and make it available to the legislature, higher education or even PK4 - grade 12.

Recommendations

- A. ***The content/coursework requirements for a high school diploma must be updated to reflect the needs of workforce readiness in the current environment.*** This must include Career and Technical Education (CATE) courses as options for core requirements. South Carolina high school requirements must reflect the need for skills beyond the acquisition of knowledge; through apprenticeships, extensive projects, work experiences, or internships students must demonstrate the application of knowledge. A thorough study of the list of course options must take place and should include courses such as the SREB Literacy Readiness and SREB Math Ready options. In addition to the wider range and more relevant courses, research-based and demonstrated delivery methods should be identified; every district should have some options for students. One Task Force member reported success with STEM Premier. Other Task Force members shared examples of project-based learning, senior projects, cross curricular courses as well as online and distance learning. All of the examples shared included extensive professional development for teachers and staff. This is an integral part of implementation and student success.

The rubric will outline multiple possible combinations, all of which maintain academic rigor based on the South Carolina College and Career Ready Standards. The possibilities include online courses, proficiency exams, and distance learning courses as well as traditional high school courses and/or Career and Technical Education (CATE) courses.

The discussion to change the number of units required for the diploma must be addressed as the evidence from SREB, REL and other studies indicates, the paths of study, course offerings and learning experiences are the essential determinants in successful preparation for college and/or career. Additionally, once the content/course work/experiences in the learning design for college and career readiness is framed, then weightings can be assigned.

Below is a sample rubric on courses and experiences which prepare students for multiple options beyond high school. The rubric also demonstrates flexibility or students while maintaining rigor. The next steps help to determine the preparations for entering the next step, i.e. business human resource leaders, college admissions and faculty, etc.

Sample Learning Design High School Requirements					
Content/ Course Work		Step After High School			
		Workforce	2 Year College	4 Year College	Military
	English (4)	Req. one of the following courses: technical writing, public speaking, meetings and presentations	Req. one of the following courses: technical writing, public speaking, meetings and presentations	Current requirements and senior year course required	Req. one of the following courses: technical writing, public speaking, meetings and presentations
	Math (4)	Req. one of the following courses: personal finance or a CATE completer with math focus, i.e. accounting	Req. one of the following courses: personal finance, SREB math ready or a CATE completer with math focus, i.e. accounting	Current requirements and senior year course required	Req. one of the following courses: personal finance or a CATE completer with math focus, i.e. accounting
	Science (3)	Current requirements and senior year recommended	Current requirements and senior year recommended	Current requirements and senior year recommended	Current requirements and senior year recommended
	Technology (1)	Career Completer course level 3 or 4 in identified pathways or general programming course or general media course			
	PE (1)	Course options: traditional PE, nutrition/wellness, DNR course, ROTC, exercise, weightlifting, dance			
	Social Studies (3)	US History & Constitution, Government/Economics, one option from some CATE courses, current courses, courses in conflict resolution and team building			
	Electives (6)	One elective may be exempted with Gold Score on WorkKeys	One elective may be exempted with ACT score of ?	One elective may be exempted with SAT score of ?	One elective may be exempted with ASVAB score of ?
Total 22 units					
Career Readiness	Plus 2 of the choices (on the transcript but not calculated for state scholarship purposes)	Apprenticeship, Approved Work Experience, Approved Independent Study, Senior Project, AP or Dual credit course (these are beyond the AP and dual credit courses taken to meet the requirements above; the student must pass course to meet this requirement but not calculated in state scholarship determination)			
Assessment Scores		Bronze/Silver WorkKeys and Career Completer proficiency exam	Silver WorkKeys and Readiness Exam to 2-year college	Gold Work Keys and ACT/SAT score of ??	Bronze/Silver WorkKeys and ASVAB exam

In the design of a learning system, the desired results are weighted more heavily. Generally, this higher weighting is designated to the most rigorous courses and capstone courses in career majors and courses which bridge transitions such as dual credit. Following the decisions for requirements to graduate, the Uniform Grading Policy (UGP) must be revised. The highest weighted courses must be assigned to the most rigorous courses in all pathways and used as incentives for students and families in the pursuit of scholarships at both the two- and four-year colleges. Careful consideration must be given to creating a new rubric which offers flexibility and accessibility for students in earning the South Carolina diploma.

The SREB document, *High School to College and Careers, Aligning State Policies: A Useful Policy Tool*, is an excellent source of sample rubrics in the other SREB states. The website described in the document provides an interactive comparison of South Carolina and other states in areas such as content/courses required, academic/course assessments mandated and career readiness assessment. (The document is included in the appendix). During the Task Force meetings, rubrics from Virginia, Alabama, Kentucky and North Carolina were discussed. Of note, these states are all competitors of South Carolina when economic development options are being pursued. The following questions are outlined as guiding tools in the development of policy and practice:

- Are state policies on high school standards, assessments and college readiness in my state aligned and do they promote smooth transitions from secondary to postsecondary education?
- Do the high school standards, courses and assessments in my state prepare students for success in college courses when they enroll as freshmen?
- Are high school assessment results in my state used to make postsecondary placement decisions in state college and universities?
- Do state policies encourage high school students in my state to use the senior year productively, or do these policies allow many seniors to waste the last year of high school?
- Does my state recognize more than one path to graduation, including an option for students who plan to pursue careers after high school?
- How does my state compare in the way it provides financial aid to students?

This recommendation is an extensive undertaking that must be accomplished in collaboration and concert because time is of the essence; students' lives and the preparation of the South Carolina workforce is at stake.

B. *A coherent continuum of assessments must be established. The assessments must reliably measure content/knowledge as well as college and career readiness.* Colleges and business and industry must be a part of the choices of assessments in order to accurately predict readiness. South Carolina has used self-made tests as exit exams (BSAP and HSAP) with little evidence that either of these indicated a readiness for college and/or career. In fact, in recent legislation, students who did not pass the test are now eligible for a South Carolina High School Diploma. The next high school assessment chosen to evaluate a student's high school content proficiency should be reliable, valid, rigorous and of merit in other states. The WorkKeys assessment provides employers nationally information about the student's work readiness. In addition, a "soft skills" assessment should be included in the high school experience. One Task Force member reports a few districts are implementing this at the local level. These three assessments, if chosen correctly, will provide students, families, colleges and employers an accurate picture of the student's preparedness in the college and career readiness. When baseline scores are decided, flexibility, without loss of rigor, must be available to students. In its recent report, the National Governors Association, *Creating a College and Career Readiness Model for High Schools*, three principles serve as the base of a system that is reasonable and accountable:

1. *Use multiple measures to determine school and district performance.*
2. *Provide incentives for preparing the hardest-to-serve students for college and careers.*
3. *Set realistic targets for accountability measures.*

A rubric with variable combinations of the three assessments allows for differentiated strengths while also establishing baseline college and career readiness. Once the assessments are decided, this rubric should be established with colleges and business and industry defining the minimum baselines. The continuum of assessments must be clearly communicated to students and parents. Extensive professional development must be provided to teachers and guidance counselors on expectations, content and use of the results.

C. ***A Coordinating Council or P-20 Council should be re-established and directed to fully implement the Education and Economic Development Act.*** Legislation with wholesale systemic change and multiple transitions takes long periods of time to fully implement. One body must be responsible for the coordination of transitions to ensure seamlessness, effectiveness and efficiency. The Task Force frequently noted that the comprehensiveness of its composition was unique; in fact, this should be the norm as it represents the students' and families' perspective of a learning system for college and career readiness.

D. ***An extensive communication initiative should be developed and implemented.***

The degree of success of the previous three (3) recommendations depends on this recommendation. Too often, in the findings, information was reported for one part of the state or one district. This is not to disallow local and regional collaborations, but rather to enhance these successes through communication. The changes in the South Carolina workforce landscape and its needed skills and demands must be communicated to all of South Carolina citizens, especially parents and families of students. The reasons for the changes observed in the recommendations regarding **Content/coursework requirements** and a **Coherent Continuum of Assessments** must be not only understood but expected and even demanded by parents.

The communication plan must employ multiple strategies to ensure effectiveness, including but not limited to social media, web links for all districts and schools, and traditional media (television, billboards and newspapers). The state should develop the plan and provide umbrella structure. One example of a tool that would help parents and students in providing information for high school planning, college planning and career planning is the following website operated by the College Foundation of North Carolina – www.CFNC.org

The state should provide multiple resources to use as most appropriate to the local demographics. These ideas and resources do not have to be costly. One Task Force member reported implementing an inexpensive, yet visible display of the equal importance of graduating career ready, the school district is recognizing high school seniors who earn a Bronze, Silver, Gold or Platinum WorkKeys certificate with graduation cords.

Another aspect of a communication is the creation of meaningful professional development for teachers and administrators. As the model changes radically, a new and systemic understanding by educators must be incorporated into implementation. Higher education and the South Carolina Department of Education must work in concert to create and provide multiple pathways to building this knowledge and understanding. In addition, a review of current teacher certification requirements must closely align content and real world work. For districts to provide multiple pathways to college and career readiness, districts must have multiple options to staff and/or deliver the learning experiences.

- E. **A comprehensive design for data must be established.** The plan should include the collection and reporting (manipulation) of information necessary for policy makers and practioners in K-12 and higher education to make prudent decisions *without comprising individual student privacy*. The systemic review of taxpayer investments is essential to creating the most effective and efficient learning design for college and career readiness. Other states have implemented such data systems. For example, the state of Washington has created a robust longitudinal data system that links from year to year and allows educators, decision-makers, students and parents to understand education and workforce outcomes for students in a school, district or program. “ERDC works to protect student privacy while providing data and information to promote a seamless, coordinated preschool-to-career experience for all learners.”

In a review of adequate data and needed information, funds may be redirected for more effective use or a more efficient design.

Recommended Next Steps and Suggested Timelines

Three of the Recommendations should be addressed in concert:

- A. The content/coursework requirements for a high school diploma must be updated to reflect the needs of workforce readiness in the current environment.
- B. A coherent continuum of assessments must be established. The assessments must reliably measure content/knowledge as well as college and career readiness.
- C. A Coordinating Council or P-20 Council should be re-established and directed to fully implement the Education and Economic Development Act.
 - 1. Convene the Coordinating Council or P-20 Council to make recommendations for updating/revising or fully implementing the EEDA. Include in the recommendations an evaluation of the various components, i.e. regional centers. (Due December 2016; statute changes in 2017)
 - 2. Convene across function team/task force (including state and district decision makers in K-12, 2 and 4 year colleges, as well as business/industry) to determine the course work/content rubric with multiple pathways to high school graduation. Include changes in statute needed. (Due December 2016; the new rubric plan to be implemented with incoming 9th graders in 2017-2018 - first graduates in 2021; some changes for existing high school students could be offered/encouraged to change/explore through scholarship opportunities and/or dual credit paid tuition)
 - 3. Delegate to the state entities responsible for steps in the Learning Design the task of establishing a continuum of assessments that provide growth information and summative results for students, families and state/district decision makers. (Continuum of assessments due December 2016; implementation school year 2017-2018)
- D. An extensive communication initiative should be developed and implemented.
 - 1. Delegate to appropriate state entity/group for design and implementation of the plan. (Begin January 2017 and ongoing) Option for development of the graphics, writings, etc. could be to offer a competition between South Carolina public colleges and university departments or teams of student.

Host a charrette and provide all finalists and overall winner scholarships or the department some funds.

2. Develop one-stop resource for students and families to use in planning for college and career after high school graduation. This electronic resource would include information from South Carolina public and private colleges and universities, SC Ready, Economic Development, and SC Department of Commerce.

E. A comprehensive design for data must be established.

1. The South Carolina Department of Education and Commission on Higher Education must convene a committee/task force to identify needed data for decision making by educators, legislators, accreditation bodies, and significant grantors. Standard reports identified as well as a process of securing other information.
2. A database system should be chosen to house the data. A data quality manual should be developed and provided to everyone entering the data. Extensive communication and professional development must be provided to ensure data quality.

Conclusion

The work of the Task Force initially sounded simple: examine the high school experience and make recommendations for change, give attention to funding and college and career readiness. The results of the work **strongly** indicate, as one superintendent on the Task Force said, “we need a revolution in the high school experience!” At the same time, the Task Force members agreed, the meetings *were revolutionary* in that all entities on the continuum of the learning design were included and at the table.

The **Findings** are concerning because South Carolina is behind other states in the establishment of a college and career ready system. The data to make decisions is not available. The needed assessments are not aligned. Millions of dollars have been spent in these areas with negligible return on the investments. The opportunities are here and many of the resources. The challenge is to design the system with purposeful intention and implement the system with relentless passion. Edward Deming wrote, “A bad system will beat a good person every time.”

The five **Recommendations** should be considered in collaboration as each has dependency on the other; without one in the design, success is doubtful. Many resource articles and models currently exist; this wealth of information should be used to design the new **Learning Design for College and Career Readiness in South Carolina**. The members of the Task Force are grateful for the opportunity to invest in South Carolina’s future.

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Appendix A

High School Task Force Meeting Agendas

High School Task Force Meeting

Agenda

Wednesday, December 9, 2015

10:00 a.m.

305 Blatt Building

- | | | |
|-------|---|----------------|
| I. | Welcome and Introductions | Lee D'Andrea |
| II. | Outline Purpose and Work of the Task Force | Melanie Barton |
| III. | Share Draft Format for Report to EOC | Lee D'Andrea |
| IV. | Discuss Reasons/Needs for the Work
(College and Career Readiness data) | Lee D'Andrea |
| V. | Create a List of Current Barriers/Issues | Lee D'Andrea |
| VI. | Identify Additional Needed Information | Lee D'Andrea |
| VII. | Identify Any Additional Resources
(in-state or out-of-state) | Lee D'Andrea |
| VIII. | Finalize Meeting Schedule for January-April/May | Lee D'Andrea |

Questions to Answer

- What is the current preparation system? How do we know it is not working?
- What results will insure we have a prepared workforce and a system that has choices for students and families? What are the current barriers or system roadblocks?
- Where are there redundancies or gaps? Where are the opportunities?

High School Task Force Meeting

Agenda

Friday, February 12, 2016

9:30 a.m.

305 Blatt Building

- I. Welcome and Introductions
- II. Review Purpose, Discuss Updated Continuum of Learning and Career Preparation
- III. Review Barriers Discussed and Outline Workgroup Process
- IV. Update on Uniform Grading Policy Work at SDE – Lee D’Andrea
- V. Update on Career and Technical Course Sequences - Dr. Bob Couch
- VI. Update on Dual Credit Opportunities and Process - Dr. Jimmie Williamson
- VII. Establish Workgroups and Plans for Next Meeting
- VII. Discussion and identification of data needed

High School Task Force Meeting

Agenda

Thursday, February 25, 2016

1:00 p.m.

305 Blatt Building

- I. Welcome and Summary of prior meeting Dr. Lee D'Andrea

- II. Measuring College Readiness Dr. John Hughes
(1:15 p.m. – 3:00 p.m.) Deputy Director
Regional Educational Laboratory (REL) - Southeast
Florida State University

Kevin Smith
Research Alliance Manager
Regional Educational Laboratory (REL) - Southeast
Florida State University

- Break (3:00 p.m. – 3:15 p.m.)

- III. Credentials for All: An Imperative for SREB States Dr. Gene Bottoms
(3:15 p.m. – 5:00 p.m.) Senior Vice President
Southern Regional Education Board (SREB)

High School Task Force Meeting

Agenda

Friday, March 11, 2016

10:00 a.m.

305 Blatt Building

- I. Welcome and Review of Past Meeting Dr. Lee D'Andrea

- II. Presentation from the Commission on Higher Education Dr. John Lane
Director of Academic Affairs
SC Commission on Higher Education

- III. Presentation from Technical Schools Dr. Hope Rivers
Executive Vice President
State Board for Technical and Comprehensive Education

- IV. Small Group Work (barriers, recommendations, findings, data)

- V. Determine Next Meeting Date

- VI. Adjourn

High School Task Force Meeting

Agenda

**Friday, April 22, 2016
10:00 a.m.**

**The Center for Advanced Technical Studies
916 Mount Vernon Church Road
Chapin, SC 29036**

- | | | |
|------|--|------------------|
| I. | Welcome and Overview of Draft High School Report | Dr. Lee D'Andrea |
| II. | Small Group Work Session I | |
| III. | Small Group Work Session II | |
| IV. | Small Group Work Session III | |
| V. | Consensus Discussion on Content of Report | Dr. Lee D'Andrea |
| VI. | Adjourn and lunch | |

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 at 803.734.6148.

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: Academic Standards Assessment Subcommittee

Date: June 13, 2016

PURPOSE/AUTHORITY

Article 3 of Chapter 18 of Title 59 of the South Carolina Code of Laws, the Education Accountability Act, requires the State Board of Education, in consultation with the Education Oversight Committee, to conduct cyclical reviews of state academic standards. "At a minimum, each academic area should be reviewed and updated every seven years."

CRITICAL FACTS

The current social studies standards, *South Carolina Social Studies Academic Standards*, were adopted by the EOC and State Board of Education in August of 2011.

TIMELINE/REVIEW PROCESS

The EOC staff has notified the Governor and members of the General Assembly that the cyclical review of the social studies standards has begun. The EOC staff received 254 nominations from the Governor, members of the General Assembly, the EOC, the State Board of Education, district superintendents, higher education institutions, and district instructional leaders to serve on the EOC review panels. The panels will be composed of social studies teachers, special education teachers, teachers of English language learners, parents, business and community leaders. In addition the EOC staff will work with state and national content experts to review the standards. In November of 2016 the Academic Standards and Assessment Subcommittee will review the panels' work and recommendations. In December the EOC will complete its work and refer the final report to the South Carolina Department of Education, which will then begin writing new social studies standards.

ECONOMIC IMPACT FOR EOC

Cost:

Fund/Source:

ACTION REQUEST

For approval

For information

Approved

ACTION TAKEN

Amended

Not Approved

Action deferred (explain)

MEMORANDUM

TO: Members, Education Oversight Committee

FROM: Melanie Barton
Rainey Knight

DATE: May 16, 2016

IN RE: Social Studies Standards Review

Pursuant to Article 3, Chapter 18 of Title 59, as attached, the Education Oversight Committee (EOC) is hereby initiating a review of the social studies standards. The current social studies standards, *South Carolina Social Studies Academic Standards*, were adopted by the EOC and State Board of Education in August of 2011.

The EOC staff contacted the Governor and the members of the General Assembly, notifying the leadership that the standards review is beginning as required by Section 59-18-355. In addition, the EOC received the names of 254 individuals to serve on the review panels. The Governor, members of the General Assembly, the EOC, State Board of Education, district superintendents, higher education deans of colleges of education and district instructional leaders submitted the names of social studies teachers, special education teachers, teachers of English language learners, parents, business leaders and community leaders. The EOC staff is also contacting state and national experts on social studies content to engage them in the review of the existing standards as well. Dr. Knight is overseeing the cyclical review for the EOC.

The timeline for the first phase of the cyclical review is as follows:

August - October	National and State Expert Panel Meets
September 7	Cyclical Review Taskforce Meets
September 28	Cyclical Review Taskforce Meets
October 13	Cyclical Review Taskforce Meets

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Title 59, Chapter 18
ARTICLE 3
Academic Standards and Assessments

SECTION 59-18-300. Adoption of educational standards in core academic areas.

The State Board of Education is directed to adopt grade specific performance-oriented educational standards in the core academic areas of mathematics, English/language arts, social studies (history, government, economics, and geography), and science for kindergarten through twelfth grade and for grades nine through twelve adopt specific academic standards for high school credit courses in mathematics, English/language arts, social studies, and science. The standards are to promote the goals of providing every student with the competencies to:

- (1) read, view, and listen to complex information in the English language;
- (2) write and speak effectively in the English language;
- (3) solve problems by applying mathematics;
- (4) conduct research and communicate findings;
- (5) understand and apply scientific concepts;
- (6) obtain a working knowledge of world, United States, and South Carolina history, government, economics, and geography; and
- (7) use information to make decisions.

The standards must be reflective of the highest level of academic skills with the rigor necessary to improve the curriculum and instruction in South Carolina's schools so that students are encouraged to learn at unprecedented levels and must be reflective of the highest level of academic skills at each grade level.

HISTORY: 1998 Act No. 400, Section 2; 2008 Act No. 282, Section 1, eff June 5, 2008.

Effect of Amendment

The 2008 amendment in the introductory paragraph, substituted "high school credit courses" for "benchmark courses".

SECTION 59-18-310. Development or adoption of statewide assessment program to promote student learning and measure student performance.

(A) Notwithstanding any other provision of law, the State Board of Education, through the Department of Education, is required to develop or adopt a statewide assessment program to promote student learning and to measure student performance on state standards and:

- (1) identify areas in which students, schools, or school districts need additional support;
- (2) indicate the academic achievement for schools, districts, and the State;
- (3) satisfy federal reporting requirements; and
- (4) provide professional development to educators.

Assessments required to be developed or adopted pursuant to the provisions of this section or chapter must be objective and reliable.

(B)(1) The statewide assessment program must include the subjects of English/language arts, mathematics, science, and social studies in grades three through eight, as delineated in Section 59-18-320(B), to be first administered in 2009, and end-of-course tests for gateway courses awarded units of credit in English/language arts, mathematics, science, and social studies. Student performance targets must be established following the 2009 administration. The assessment program must be used for school and school district accountability purposes

beginning with the 2008-2009 school year. The publication of the annual school and school district report card may be delayed for the 2008-2009 school year until no later than February 15, 2010. A student's score on an end-of-year assessment may not be the sole criterion for placing the student on academic probation, retaining the student in his current grade, or requiring the student to attend summer school. Beginning with the graduating class of 2010, students are required to pass a high school credit course in science and a course in United States history in which end-of-course examinations are administered to receive the state high school diploma. Beginning with the graduating class of 2015, students are no longer required to meet the exit examination requirements set forth in this section and State Regulation to earn a South Carolina high school diploma.

(2) A person who is no longer enrolled in a public school and who previously failed to receive a high school diploma or was denied graduation solely for failing to meet the exit exam requirements pursuant to this section and State Regulation may petition the local school board to determine the student's eligibility to receive a high school diploma pursuant to this chapter. The local school board will transmit diploma requests to the South Carolina Department of Education in accordance with department procedures. Petitions under this section must be submitted to the local school district by December 31, 2015. Students receiving diplomas in accordance with this section shall not be counted as graduates in the graduation rate calculations for affected schools and districts, either retroactively or in current or future calculations. On or before January 31, 2017, the South Carolina Department of Education shall report to the State Board of Education and the General Assembly the number of diplomas granted, by school district, under the provision. The State Board of Education shall remove any conflicting requirement and promulgate conforming changes in its applicable regulations. The department shall advertise the provisions of this item in at least one daily newspaper of general circulation in the area of each school district within forty-five days after this enactment. At a minimum, this notice must consist of two columns measuring at least ten inches in length and measuring at least four and one-half inches in combined width, and include:

- (a) a headline printed in at least a twenty-four point font that is boldfaced;
- (b) an explanation of who qualifies for the petitioning option;
- (c) an explanation of the petition process;
- (d) a contact name and phone number; and
- (e) the deadline for submitting a petition.

(C) To facilitate the reporting of strand level information and the reporting of student scores prior to the beginning of the next school year, beginning with the 2009 administration, multiple choice items must be administered as close to the end of the school year as possible and the writing assessment must be administered earlier in the school year.

(D) While assessment is called for in the specific areas mentioned above, this should not be construed as lessening the importance of foreign languages, visual and performing arts, health, physical education, and career or occupational programs.

(E) The State Board of Education shall create a statewide adoption list of formative assessments for grades one through nine aligned with the state content standards in English/language arts and mathematics that satisfies professional measurement standards in accordance with criteria jointly determined by the Education Oversight Committee and the State Department of Education. The formative assessments must provide diagnostic information in a timely manner to all school districts for each student during the course of the school year. For use beginning with the 2009-2010 school year, and subject to appropriations by the General

Assembly for the assessments, local districts must be allocated resources to select and administer formative assessments from the statewide adoption list to use to improve student performance in accordance with district improvement plans. However, if a local district already administers formative assessments, the district may continue to use the assessments if they meet the state standards and criteria pursuant to this subsection.

(F) The State Department of Education shall provide on-going professional development in the development and use of classroom assessments, the use of formative assessments, and the use of the end-of-year state assessments so that teaching and learning activities are focused on student needs and lead to higher levels of student performance.

HISTORY: 1998 Act No. 400, Section 2; 2001 Act No. 39, Section 3; 2006 Act No. 254, Section 3, eff March 24, 2006; 2008 Act No. 282, Section 1, eff June 5, 2008; 2014 Act No. 155 (H.3919), Section 1, eff April 14, 2014.

Effect of Amendment

The 2006 amendment, in subsection (A), in the introductory statement, added “promote student learning and to” preceding “measure student performance” and added paragraph (4) relating to professional development; rewrote subsection (B), adding the second sentence requiring science and United States history examinations; and added subsections (D) to (F) relating to formative assessments.

The 2008 amendment rewrote subsection (B); added subsection (C) relating to reporting strand level information and reporting of student scores; redesignated subsections (C) and (D) as subsections (D) and (E) and rewrote subsection (E); and deleted subsection (E) relating to adoption of a developmentally appropriate formative reading assessment for use in first and second grades.

2014 Act No. 155, Section 1, in subsection (B), added the paragraph designators; in subsection (B)(1), in the first sentence, deleted text relating to exit examinations, and added the last sentence, relating to exit examinations; and added subsection (B)(2).

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.

(B) After review and approval by the Education Oversight Committee, the standards based assessment of mathematics, English/language arts, social studies, and science will be administered to all public school students in grades three through eight, to include those students as required by the federal Individuals with Disabilities Education Improvement Act and by Title 1 of the Elementary and Secondary Education Act. To reduce the number of days of testing, to

the extent possible, field test items must be embedded with the annual assessments. In accordance with the requirements of the federal No Child Left Behind Act, science assessments must be administered annually to all students in one elementary and one middle school grade. The State Department of Education shall develop a sampling plan to administer science and social studies assessments to all other elementary and middle school students. The plan shall provide for all students and both content areas to be assessed annually; however, individual students, except in census testing grades, are not required to take both tests. In the sampling plan, approximately half of the assessments must be administered in science and the other half in social studies in each class. To ensure that school districts maintain the high standard of accountability established in the Education Accountability Act, performance level results reported on school and district report cards must meet consistently high levels in all four core content areas. The core areas must remain consistent with the following percentage weightings established and approved by the Education Oversight Committee: in grades three through five, thirty percent each for English/language arts and math, and twenty percent each for science and social studies; and in grades six through eight, twenty-five percent each for English/language arts and math, and twenty-five percent each for science and social studies. For students with documented disabilities, the assessments developed by the Department of Education shall include the appropriate modifications and accommodations with necessary supplemental devices as outlined in a student's Individualized Education Program and as stated in the Administrative Guidelines and Procedures for Testing Students with Documented Disabilities.

(C) After review and approval by the Education Oversight Committee, the end of course assessments of high school credit courses will be administered to all public school students as they complete each course.

(D) Any new standards and assessments required to be developed and adopted by the State Board of Education, through the Department of Education for use as an accountability measure, must be developed and adopted upon the advice and consent of the Education Oversight Committee.

HISTORY: 1998 Act No. 400, Section 2; 2006 Act No. 254, Section 4, eff March 24, 2006; 2008 Act No. 282, Section 1, eff June 5, 2008.

Effect of Amendment

The 2006 amendment rewrote subsection (B) to add provisions relating to standards-based annual assessments.

The 2008 amendment, in subsections (A) and (C), substituted "high school credit" for "benchmark"; rewrote subsection (B); and, in subsection (D), added "for use as an accountability measure,".

SECTION 59-18-325. College and career readiness assessment; summative assessment.

(A) All students entering the eleventh grade for the first time in school year 2014-2015 and subsequent years must be administered a college and career readiness assessment as required by the federal Individuals with Disabilities Education Improvement Act and by Title 1 of the Elementary and Secondary Education Act and that is from a provider secured by the department. In addition, all students entering the eleventh grade for the first time in school year 2014-2015 and subsequent years must be administered a WorkKeys assessment. The results of the assessments must be provided to each student, their respective schools, and to the State to:

- (1) assist students, parents, teachers, and guidance counselors in developing individual graduation plans and in selecting courses aligned with each student's future ambitions;
- (2) promote South Carolina's Work Ready Communities initiative; and
- (3) meet federal and state accountability requirements.

(B) Students subsequently may use the results of these assessments to apply to college or to enter careers. The results must be added as part of each student's permanent record and maintained at the department for at least ten years. The purpose of the results is to provide instructional information to assist students, parents, and teachers to plan for each student's course selection. This course selection might include remediation courses, dual-enrollment courses, advanced placement courses, internships, or other options during the remaining semesters in high school.

(C)(1) To maintain a comprehensive and cohesive assessment system that signals a student's preparedness for the next educational level and ultimately culminates in a clear indication of a student's preparedness for postsecondary success in a college or career and to satisfy federal and state accountability purposes, the Executive Director of the State Fiscal Accountability Authority, with the advice and consent of the special assessment panel, shall direct the procurement of a summative assessment system for the 2014-2015 school year, and subsequent years as provided in item (3). The procurement must be completed before September 30, 2014. The summative assessment must be administered to all students in grades three through eight, and if funds are available, administered to students in grades nine and ten. The summative assessment must assess students in English/language arts and mathematics, including those students as required by the federal Individuals with Disabilities Education Act and by Title I of the Elementary and Secondary Education Act. For purposes of this subsection, "English/language arts" includes English, reading, and writing skills as required by existing state standards. The assessment must be a rigorous, achievement assessment that measures student mastery of the state standards, that provides timely reporting of results to educators, parents, and students, and that measures each student's progress toward college and career readiness. Therefore, the assessment or assessments must meet all of the following minimum requirements:

- (a) compares performance of students in South Carolina to other students' performance on comparable standards in other states with the ability to link the scales of the South Carolina assessment to the scales from other assessments measuring those comparable standards;
- (b) be a vertically scaled, benchmarked, standards-based system of summative assessments;
- (c) measures a student's preparedness for the next level of their educational matriculation and individual student performance against the state standards in English/language arts, reading, writing, and mathematics and student growth;
- (d) documents student progress toward national college and career readiness benchmarks derived from empirical research and state standards;
- (e) establishes at least four student achievement levels;
- (f) includes various test questions including, but not limited to, multiple choice, constructed response, and selected response, that require students to demonstrate their understanding of the content;
- (g) be administered to students in a paper-based format in 2014-2015, in either a paper-based form or computer-based format in 2015-2016, and to all students in a computer-based format by school year 2016-2017; and
- (h) assists school districts and schools in aligning assessment, curriculum, and instruction.

(2) Additionally, the Executive Director of the State Fiscal Accountability Authority, with the advice and consent of the special assessment panel, also must direct the procurement of a college and career readiness assessment that meets the requirements of subsection (A). The procurement must be completed before September 30, 2014. In addition to WorkKeys, the assessment must be administered to all students entering the eleventh grade for the first time in the 2014-2015 school year.

(3) In school years 2014-2015, 2015-2016, and 2016-2017, the department must administer the assessments procured by the State Fiscal Accountability Authority in English/language arts and mathematics in grades three through eight, and if funds are available, in grades nine and ten. The department also must administer the state-developed and adopted assessments in science and social studies to all students in grades four through eight, and the college readiness assessment and WorkKeys assessment to all students in grade eleven. If the Education Oversight Committee approves of the assessments pursuant to Section 59-18-320 after the 2016-2017 assessment, the assessments also may be administered in 2017-2018 and 2018-2019. Formative assessments must continue to be adopted, selected, and administered pursuant to Section 59-18-310.

(4)(a) The special assessment panel must be composed of the following individuals or their designee:

- (i) the Chairman of the State Board of Education;
- (ii) the Chairman of the Education Oversight Committee;
- (iii) the Chairman of the Board of Directors for the South Carolina Chamber of Commerce;
- (iv) the Chairman of the South Carolina Commission on Higher Education;
- (v) the Chairman of the South Carolina Technical College System Board; and
- (vi) the State Superintendent of Education.

(b) A panel member who is authorized to designate a person to serve on the board in his stead only may make the designation if he intends for the designee to serve continuously instead of intermittently with himself or another designee.

(c) The assessment panel must receive input from educators, parents, higher education officials, and business and community leaders on the components of a comprehensive and cohesive assessment system. The assessment panel must convene within two weeks of the effective date of this act, at the request of the Executive Director of the State Fiscal Accountability Authority. The panel must complete its duties in a timely manner which enables the Executive Director of the State Fiscal Accountability Authority to procure the assessments by September 30, 2014. Upon the procurement of a summative assessment system, the special assessment panel is dissolved.

(5)(a) The cost of procuring the assessments pursuant to items (1) and (2), and any costs associated with the performance of the special assessment panel's duties must be borne by the Department of Education.

(b) Staff support to the Executive Director of the State Fiscal Accountability Authority and the special assessment panel must be provided by the Department of Education, Division of Accountability, Office of Assessment. In addition, if requested by the Executive Director of the State Fiscal Accountability Authority or the special assessment panel, the Department of Education, the Education Oversight Committee, the State Board for Technical and Comprehensive Education, and the Commission on Higher Education, must provide assistance to implement the provisions of this subsection.

(6) Within thirty days after providing student performance data to the school districts as required by law, the department must provide to the Education Oversight Committee student performance results on assessments authorized in this subsection and end-of-course assessments in a format agreed upon by the department and the Oversight Committee. The Education Oversight Committee must use the results of these assessments in school years 2014-2015 and 2015-2016 to report on student academic performance in each school and district pursuant to Section 59-18-900. The committee may not determine state ratings for schools or districts, pursuant to Section 59-18-900, using the results of the assessments required by this subsection until after the conclusion of the 2015-2016 school year; provided, however, state ratings must be determined by the results of these assessments beginning in the 2016-2017 school year. The Oversight Committee also must develop and recommend a single accountability system that meets federal and state accountability requirements by the Fall of 2016.

(7) The Department of Education must submit a plan for approval and implementation to the Board of Education to mitigate the impact that changes in assessments are projected to have on teacher evaluation systems. If such an impact can be reasonably mitigated by delaying evaluations, the department shall seek a waiver if necessary for federal approval.

(8) When standards are subsequently revised, the Department of Education, the State Board of Education, and the Education Oversight Committee shall approve assessments pursuant to Section 59-18-320.

HISTORY: 2014 Act No. 155 (H.3919), Section 4, eff April 14, 2014; 2014 Act No. 200 (H.3893), Section 3, eff June 19, 2014.

Code Commissioner's Note

2014 Act No. 200 becomes effective June 19, 2014 pursuant to Section 2-7-10, i.e. 20 days following the Governor's signature, which was on May 30, 2014.

At the direction of the Code Commissioner, references in this section to the offices of the former State Budget and Control Board, Office of the Governor, or other agencies, were changed to reflect the transfer of them to the Department of Administration or other entities, pursuant to the directive of the South Carolina Restructuring Act, 2014 Act No. 121, Section 5(D)(1), effective July 1, 2015.

Editor's Note

2014 Act No. 200, Section 5, provides as follows:

“SECTION 5. On the effective date of this act, South Carolina will no longer be a governing or advisory state in the Smarter Balanced Assessment Consortium. Furthermore, South Carolina may not adopt or administer the Smarter Balanced Assessment.”

Effect of Amendment

2014 Act No. 200, Section 3, added subsection (C), relating to summative assessment.



**SC EDUCATION
OVERSIGHT COMMITTEE**

Reporting facts. Measuring change. Promoting progress.

MEMORANDUM

TO: Members, Education Oversight Committee

FROM: Melanie Barton *Melanie D. Barton*
Bunnie Ward *Bunnie Ward*

DATE: May 16, 2016

IN RE: Fiscal Year 2016-17 Budget Update

The following is a summary of the budget and proviso recommendations for Fiscal Year 2016-17 related directly to public education, as approved by the Senate on May 4, 2016.

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EXECUTIVE DIRECTOR

**Recommended Increases/Decreases for FY2016-17
General Fund, Lottery, Non-Recurring and EIA Revenues**

Recurring General Funds

Education Finance Act – Increased base student cost from \$2,220 to \$2,350 and added a weight for dual enrollment of 0.2. The EFA appropriation was increased by \$217.6 million.

Virtual SC – Increase of \$1.2 million for 18 additional teachers for online courses.

Education and Economic Development Act (EEDA) - \$10.0 million increase for guidance counselors, etc.

CDEP – \$1.1 million total increase in per pupil funding for public school 4K students.

Transportation Increases for:

- Bus Driver Salary \$19.2 million
- Hazardous Transportation \$3.5 million
- School Bus Lease/Purchase \$17.2 million

Other New Funding for:

- Education Outreach/State Museum (SCDE) \$275,000
- Coding Curriculum (SCDE) - \$300,000

Allocations Targeted to Abbeville Equity Lawsuit:

- Technology Technical Assistance (SCDE) \$16.8 million - Funds are to increase the capacity of trial and plaintiff school districts in the Abbeville lawsuit. Funds are to be used by the department to assist school districts in procuring appropriate technology to include devices and infrastructure in accordance with the recommendations made by the technology review team to begin to build capacity to offer online testing and increased access.
- Teacher Recruitment and Retention for Plaintiff Districts and Districts with a Poverty Index of Eighty Percent or Higher and funds of \$9.1 million
- Studies - \$3.1 million for SCDE to conduct efficiency studies that include infrastructure and \$1.5 million for school facilities studies to determine infrastructure and technology needs.
- College & Career Readiness - \$3.0 million – These funds are to increase the capacity of districts in the Abbeville lawsuit. Funds are to be used by the department to provide assistance to districts using appropriately experienced educators with demonstrated effectiveness in instructional leadership. Support shall include professional development, standards and learning support, instructional support, data analysis and leadership development resources to ensure that educators are equipped with the tools to provide

students with high quality, personalized learning that supports the Profile of the South Carolina Graduate.

- World Class Scholars/Abbeville School Districts - \$200,000 for an online exchange program with students from other countries.
- STEM Labs in middle schools - \$300,000
- Professional Development Funds per proviso 1A.25. that are retained by the Department of Education for professional development services must be targeted to districts that are or were the original trial and plaintiff school districts in the Abbeville law suit to increase the capacity of educators and leaders in those districts.

Lottery Revenues - Allocated through SCDE

- K-12 Technology Initiative - \$29.3 million. This is the same level of funding as in the prior two fiscal years.
- Dynamic Report Card System (EAA) - \$1,695,000 (Plus an additional \$1,952,000 in non-recurring EIA revenues for PowerSchool)
- Reading Partners of \$400,000
- Mobile Device Access & Management \$3.0 million– Funds will be used to procure high-speed mobile internet service for students that do not have such internet service at home and are participating in a course of study that requires such access.

Education Improvement Act – Increase of \$54.1 million in recurring and \$12.1 million in non-recurring EIA revenues allocated to:

- Teacher Pay - \$23.2 million for 2% teacher salary increase and for increasing the statewide minimum teacher salary schedule from 22 to 23 years.
- SC Public Charter School District \$12.1 million
- Rural Teacher Initiative \$8.2 million (Governor's Initiative)
- Technical Assistance – Increase of \$4.0 million for AdvancedEd and assistance to underperforming districts
- Teacher Supply - \$750,000 (Plus an additional \$600,000 in general funds)
- Read to Succeed Office (SCDE) \$257,400
- Early Childhood (SCDE) \$343,200
- Family Connection - \$300,000
- Regional Education Centers - \$500,000
- Student Testing - \$605,000
- Power School/Data Collection - \$4 million
- Digital Learning - \$1.6 million
- Office of First Steps:
 - BabyNet - \$2.0 million (plus an additional \$1.2 million in non-recurring general funds and \$750,000 in recurring general funds)
 - Additional Staff (5.0 FTEs) \$389,972
 - First Steps County Partnerships \$1.7 million

FY2016-17 Education Proviso Summary

Proviso	Title	Description	Senate
1.28	School Districts and Special Schools Flexibility	AMENDED - At least 75% of district's per pupil expenditures must be utilized with InSite categories of instruction, instructional support, and only transportation, food service and safety within non-instruction pupil services.	Adopt.
1.3	Base Student Cost	AMENDED - To Increase base student cost from \$2,220 to \$2,350 and add .15 pupil weighting for dual credit enrollment. Direct students in poverty be identified using USDA community eligibility criteria and include students eligible for Medicaid, children classified as transient and/or homeless. (Increase in EFA of \$217.6 million)	SCDE will work with districts to determine students eligible for poverty add-on using the data elements used to determined USDA community eligibility to be used in future years. SCDE will use counts from prior school year to determine poverty funding for the add-on weighting.
1.39	Instructional Materials Fees	AMENDED - To replace word "textbook" with "instructional materials."	Adopt.
1.42	Residential Treatment Facilities	AMENDED - Limits reimbursement rate for residential treatment facilities daily reimbursement to \$45 for education services. School districts are eligible to receive a base student cost weighted funding of 2.10 provided the student remains enrolled in the school district. Outlines process for dispute resolution.	Adopt.
1.50	Student Health and Fitness	AMENDED - To allow funds for school nurses to be distributed to school districts directly rather than through a grant process.	Adopt.
1.63	Summer Reading Camps	AMENDED - To designate \$700,000 to SC Afterschool Alliance. Requires SLED background check for all volunteers, mentors, tutors. No more than 10% may be retained by Alliance for administration and planning document must be submitted to SCDE by September 15.	Amend to designate \$700,000 to SCDE. Eligible schools have a poverty index of 40% or greater based on the free/reduced lunch or Medicaid.
1.73	Transition Funds to Districts	DELETED - Proviso had allocated funds to districts that were negatively impacted by changes in EFA weightings in prior years and in realignment of EIA and lottery appropriations.	Adopt.
1.74	First Steps 4K Technology	AMENDED - To delete reference to "early literacy and language development" and instead reference "required school readiness" assessments. Broadens the definition of assessment to consistent with upcoming planned changes. Still provides \$75,000 in 4K carry forward to fund electronic devices.	Adopt.

FY2016-17 Education Proviso Summary

Proviso	Title	Description	Senate
1.75	Teacher Salary Schedule Study	AMENDED - To direct SCDE to include salary needs information from Abbeville districts. Allows work to continue by deleting the deadline for submission of recommendations.	Adopt.
1.78	Transition Funds to Districts	DELETED - Proviso had allocated funds to districts that were negatively impacted by changes in EFA weightings in prior years and in realignment of EIA and lottery appropriations.	Adopt.
1.82	First Steps Accountability	Based on needs for stated intervention by USDE in implementing IDEA, First Steps must meet federal compliance for Part C program. First Steps shall report to legislature and Governor specific steps, timeline and progress made in improving compliance standards. Report must be submitted no later than December 31, 2016.	Adopt.

FY2016-17 Education Proviso Summary

Proviso	Title	Description	Senate
1.86	Educational Credits Exceptional Needs Children	AMENDED - To require eligible schools to have graduation certificate requirements for special needs children and "offer a specially designed program or learning resource center to provide needed accommodations based on the needs of exceptional needs students or is a school specifically existing to meet the needs of only exceptional needs students with documented disabilities." Allows participating schools to notify EOC of continuing participation by December 30. Any school that did not participate in the program in the prior fiscal year may apply for participation in the program at any time in the fiscal year. EOC must publish the approved list on its website by September 1 and shall update the list upon approval of additional eligible schools.	Amend. Further defines a "nonprofit scholarship funding organization" (SFO) as a charitable organization that allocates at least 97% of its funds to grants - removes the allowance that allocates the funds "after its first year of operation." Tax credits cannot exceed \$12 million. Total amount that may be contributed to a SFO cannot exceed \$8 million. Total amount that may be funded as a refundable tax credit against income taxes cannot exceed \$4 million. <u>If the department has evidence that a SFO is not being operated in a manner consistent with IRS operating requirements for a 501c3 or is noncompliance with another section of proviso, the department shall force the organization to stop operating in the state and any board members is prohibited from serving on another SFO. An SFO may appeal but if SFO prohibited from operating funds must be returned to donors.</u>
1.87	Moving Cost Study	ADDED - To direct SCDE to submit a report on the costs associated with moving SCDE from Rutledge Building to legislature by September 1, 2016.	Adopt.
1.88	Technology Technical Assistance	ADDED - To direct funds appropriated by SCDE for technology technical assistance to be used to increase capacity of Abbeville districts. SCDE shall use funds to assist districts in procuring appropriate technology to include devices and infrastructure.	Amend. For current fiscal year, districts may request a waiver from the requirement that all assessments be administered online.

FY2016-17 Education Proviso Summary

Proviso	Title	Description	Senate
1.90	Highly Qualified Teachers		Added. For current fiscal year, teacher certification requirements for highly qualified educators aligned to NCLB shall be suspended. SCDE shall report to General Assembly by Feb. 1 on the updated federal requirements under ESSA.
1.91	Teacher Salaries (EIA)	ADDED - SCDE directed to increase the statewide salary schedule by 2%. Local districts must provide all certified paid teachers increase. Districts shall use the additional funds made available from Education Finance Act appropriation to fund a 1% increase. District must increase salary compensation for all eligible certified teachers by an amount equal to a step on the salary schedule for any teacher entering the 23rd year if district's salary schedule does not go beyond 22 years. District may apply to SCDE for a waiver if it believes it will be unable to provide the additional step without incurring a deficit. Teachers are defined by SCDE Professional Certified Staff System. (An additional \$23.2 million plus carry forward funds of \$10.0 million used to pay for the increase, along with increase in EFA)	Amend. Use district salary schedule from prior fiscal year as base for increase.
1.92	<u>Facilities Tracking System & Assessment Assistance</u>		<u>Added. SCDE is directed to issue a RFP to contract with one or more vendors to complete the reviews. Provides minimum requirements for reviews. Reviews should first be conducted in Abbeville districts and prioritized according to prior year poverty index and history of district level reviews.</u>
1.94	Reporting and Procurement		Added. Any state agency or school for the SCDE acts as the fiscal agent must comply with any state and federal reporting requirements using agency procedures and shall follow all state procurement laws.

FY2016-17 Education Proviso Summary

Proviso	Title	Description	Senate
1.95	Abbeville Equity Districts Comprehensive Report		Added. Of the appropriations and provision of services that are provided in the current fiscal year's budget for Abbeville districts, SCDE must submit a report to General Assembly by January 1, 2017 on current allocation of funds to Abbeville districts and the provision of services.
1.53	Health Education	AMENDED - To require each district to publish on its website the title and publisher of all health ed materials it used in the classroom. Deletes the requirement that a district's base student cost be reduced by 1% if a complaint is determined to be founded and corrective action is not taken and instead establish a 30 day process for corrective action to be taken. If SCDE determines corrective action not taken 1% of districts SHFA funds shall be withheld until district is in compliance. (Proviso 1.83 DELETED and merged with 1.53)	Amend to allow for 1% of district funds to be withheld if district is noncompliant with mandated health ed or if district fails to publish the title and publisher of materials. Extends corrective action process from 30 days to 60 days.
1.62 and 1A.30	Full Day 4K	AMENDED - To Increase per student reimbursement from \$4,218 to \$4,323, to increase transportation reimbursement for private providers from \$550 to \$562.	Amend to maintain transportation reimbursement at \$550.
1.66 and 1A.66 in EIA	Literacy Coaches	AMENDED - To change "reading coaches" to "literacy coaches" and "not met" to "below proficient." Clarify the duties associated with literacy coaches. Direct that unspent or unallocated literacy coach funds be used to fund summer reading camps and require SCDE report the amount of funds used for this purpose.	Amend terminology to "reading/literacy coaches." Deleted detail related to reading/literacy coaches' duties. Schools and districts accepting funding to support a coaching position agree coach cannot serve as an administrators. If funds are being used for administrative costs remaining balance of funds will be withheld.

FY2016-17 Education Proviso Summary

Proviso	Title	Description	Senate
<p>1.79 and 1A.71</p>	<p>CDEPP Unexpended Funds</p>	<p>AMENDED - To permit First Steps to retain the first \$2 million in unexpended prior year CDEP funds. If by August 15, school districts eligible to participate in full-day 4K opt not to participate, SCDE may utilize available funds to increase participation on a per pupil basis for districts eligible to participate and who have a documented weighting list. Delete requirements that First Steps allocated \$4.25 million for CDEP to SCDE and \$2 million for Community Block Grants to EOC.</p>	<p>Amend. First Steps to retain the first \$1 million in unexpended funds. By August 1, First Steps must allocate \$1 million to EOC for the community blocks grants program. If carry forward funds are less than the amounts appropriated, funding for the items shall be reduced on a pro rata basis. SCDE may also use unexpended funds for professional development and quality evaluations of programs.</p>
<p>1.93 and 1A.84</p>	<p>Assistance Funding</p>		<p>Added. Funds appropriated to SCDE to assist districts that are or were Abbeville plaintiffs and funding appropriated to SCDE to provide technical assistance to underperforming districts may not be transferred to any other program, are not subject to flexibility, and may be carried forward and expended for the same purposes.</p>

FY2016-17 Education Proviso Summary

Proviso	Title	Description	Senate
1A.12	Technical Assistance (EIA)	AMENDED - To provide intensive support to schools and districts with the lowest percentages of students meeting state standards on state assessments on the most recent state assessments or with the lowest high school graduation rates or with an absolute rating of below average or at risk on school report card. SCDE will create a system of tiers on TA and low performing schools and districts shall be placed within the tiered framework no later than December 15. Low performing schools shall receive a diagnostic review through SCDE and new identified schools and districts must be reviewed by an External Review Team in the year of designation and every third year after. Schools and districts shall submit an updated school renewal or district strategic plan; plans shall address specific strategies designed to increase student achievements and must include measures to evaluation success. TA experts shall assist schools and districts in designing and implementing the strategies and measurements identified. SCDE must monitor plan progress on implementation and report findings to local legislative delegation and Governor. SCDE Superintendent may declare a state or emergency in a school if the accreditation status is probation or denied or if the school fails to show improvement on the state accountability system. SCDE Superintendent may take over management of the school district.	Amend. Low performing schools will receive a diagnostic review through SCDE. Reports shall be available on SCDE website. Funds are not subject to agency flexibility provisions.
1A.2	African-American History	AMENDED - To direct that funds currently a salary line item be reallocated for development of instructional materials and programs and implementation of professional learning opportunities that promote African American history and culture. Amend the direct that SCDE expend 70% through a competitive bids process and that they be expended through a competitive grants process.	Amended. Funds that are currently a salary line item will be reallocated for the development of instructional materials and programs and the implementation of professional learning opportunities that promote AA history and culture.
1A.20	Certified Staff Technology Proficiency	Amend proviso to delete preferred method for demonstrating technology proficiency and instead direct that district adopted technology proficiency standards and plan should be at a minimum aligned to ISTE teacher standards.	Adopt.
1A.21	Accountability Program Implementation	Amend. For current fiscal year, EOC may carry forward prior year EIA block grant funds not awarded by the grant committee. Funds must be used for an independent common evaluation of each awarded grant to ensure high quality programs that maximize a return on the state's investment.	Adopt.

FY2016-17 Education Proviso Summary

Proviso	Title	Description	Senate
1A.24.	Students at Risk of School Failure	AMENDED - To change definition of poverty index to "students identified using USDA Community Eligibility guidelines and students in Medicaid, students identified as Migrant and students identified as homeless."	Adopt.
1A.25	Professional Development	25% of funds must target Abbeville districts. SCDE authorized to carry forward and expend any funds for the same purpose.	Adopt.
1A.26	Assessments G&T, AP, IB	AMENDED - To increase from \$46.5 million to \$5.4 million allocation of funds for AP and IB testing due to increased participation.	Adopt.
1A.27	Adult Education	AMENDED - To allow up to \$300,000 to be used to establish an initiative for qualifying adult ed students to qualify for a free high school equivalency test and direct SCDE to establish guidelines for this initiative.	Adopt.
1A.28	Clemson Agriculture Education Teachers	AMENDED - To authorize funds to be used for a Regional Coordinator if there are sufficient funds. (An additional \$100,000 allocated to Clemson PSA for this initiative)	Adopt.
1A.33	IDEA Maintenance of Effort		Amend - SCDE will direct funds appropriated in Aid to Districts to meet estimated Maintenance of Effort (MoE) for IDEA or to resolve pending litigation concerning the IDEA maintenance of effort. Funds provided for these purposes may not be transferred to any other purpose and are not subject to flexibility. SCDE shall distribute these funds using 135 day count or as directed in any litigation settlement agreement. <u>For the current fiscal year, SCDE may carry forward IDEA MoE funds from prior fiscal year and expend in the same manner.</u>

FY2016-17 Education Proviso Summary

Proviso	Title	Description	Senate
1A.34	Career Cluster Industry Partnerships		Amend. Recipient industry organization must include in their grant request how money will be spent in direct support of students.
1A.38	Teacher Salaries/ Southeast Average	AMENDED - To update projections for Southeastern average teacher salary from \$49,975 to \$51,495.	Amend. Included the 2% required increase in the statewide minimum teacher salary schedule.
1A.4	Teacher Salaries/State Agencies	AMENDED - To direct that affected agencies receive increases for teacher salaries as recommended by the EOC rather than an allocation from the specific line item. Deletes the requirement that the Executive Budget Office distribute the line item funds and instead direct that teacher salary increases recommend by the EOC and funding in this act be incorporated into each agencies EIA appropriations.	Amend. Teacher salaries will be appropriated as recommended by the EOC and funded by the General Assembly.
1A.41.	Assessments Projection	DELETED - To require SCDE to institute a plan for reviewing SAT, ACT, WorkKeys and other high school exams to determine student strengths and weaknesses and to provide guidance to school districts.	Adopt deletion.
1A.52	Surplus (EIA)	AMENDED - To require EIA surplus funds from prior fiscal year be allocated accordingly: \$2.8 million to EOC for Partnerships for Innovation; Allendale District \$150,000; Vocational Equipment Modernization \$1,501,307; Industry Certification \$3 million; Adult Ed \$1.5 million; Power School/Data Collection \$1.952 million; IT Academy \$750,000, Instructional Development and Digital Content Curation \$493,443.	Amend. \$3.1 million to EOC for Partnerships; Adult Ed \$1 million; Instructional Development and Digital Content Curation \$393,443; EOC customized STEM labs for grades 6-8 in Abbeville districts \$300,000.
1A.54	SC Public Charter School District Funding	AMENDED - To extend the timelines for ruling on charter school application FY 2016-17 by 60 days if the Public Charter School district determines an applicant should be allowed to amend its application to meet the requirements based on their proposal to address an existing achievement gap in an underserved area of the state including, but not limited to, Abbeville districts. Direct the EOC to report at the end of the application cycle on the outcome of extending the hearing time.	Amend reporting requirements. Report to Senate Finance and House Ways and Means.

FY2016-17 Education Proviso Summary

Proviso	Title	Description	Senate
1A.55	Low Achieving Schools (EIA)	ADDED - Of the funds allocated to EOC for Partnerships for Innovation, \$500,000 to be allocated to parent support initiatives and afterschool programs in historically underachieving communities.	Amend. Of funds allocated to EOC \$500,000 must be allocated to support up to three low achieving in schools for recruiting and retaining highly effective teachers and on increasing time on task, instructional quality and student engagement. EOC to evaluate effectiveness of the initiative.
1A.60	BabyNet Autism Therapy	AMENDED - To increase increasing BabyNet provider rate to \$13.58/hour or current Medicaid rate, whichever is higher.	Adopt.
1A.63.	Technology and Device Pilot Project	DELETED - SCDE to use surplus funds to pilot devices or digital content in up to six school districts	Adopt deletion.
1A.64	Rural Teacher Recruiting Initiative	AMENDED - To direct CERRA to "publish" rather than "develop" eligibility requirements. Direct CERRA to include incentives for subsidized tuition and instructional materials; for enhanced student loan forgiveness or repayment; for establishment and maintenance of a teaching mentorship program and for technical support and recruiting incentives. Direct CERRA to also develop a process for recovering an amount equal to the incentive given to a participant who does not meet the obligations associated with the incentive.	Amend. CERRA to develop a set of incentives including loan forgiveness. Also provide incentive options for individuals entering the field through an alternative certification pathway to include, but not limited to, PACE, ABCTE, Teach for America and CATE Work Base Certification. One incentive should include forgiveness of undergraduate student loans not to exceed \$5,000 per year for up to 7 years for teacher participating in an alternative certification program or have a loan for an institution other than SC Student Loan Corporation or SC Teachers Loans Program. Teaching mentor salary supplement not to exceed \$2,500 per year.

FY2016-17 Education Proviso Summary

Proviso	Title	Description	Senate
1A.68	4K Early Literacy Competencies Assessments	AMENDED - To delete the directive that SCDE select up to three formative assessments and instead directs SCDE to manage the administration of the assessments as done in the prior fiscal year. Directs that accommodation that do not invalidate assessment results must be provided in the manner set for by the student's IEP or 504. Deletes the requirement that districts and private providers be allocated \$15 per child to cover the cost of the assessment and for them to report electronically to SCDE the results of each individual assessment. SCDE was to sue the same assessments until the KEA work on numeracy in NC is completed.	Adopt.
1A.70.	Statewide Assessment Procurement	DELETED - Proviso required SCDE to procure 11th grade college readiness assessment and grades 3-8 ELA and math assessment.	Adopt deletion.
1A.72	College and Career Readiness	ADDED - Funds appropriated to SCDE for college and career readiness assistance must first be used to improve educational outcomes of students residing in Abbeville districts. SCDE shall use funds to provide districts assistance with using educators with effectiveness in instructional leadership. Equip educators with tools to provide students with high quality, personalized learning that supports Profile of SC Graduate.	Adopt.
1A.73	Industry Certifications/ Credentials	ADDED - Funds appropriated (\$3.0 million) for national industry exams to be allocated to districts based on number of national industry exams administered in prior school year. SCDE to work with other agencies to ensure students are award of industry required credentials for current job availability.	Adopt
1A.74	CATE Equipment	ADDED - Funds shall be distributed to districts and career centers based on prior year actual student enrollment in CATE courses with no district or center receiving less than \$50,000. Funds may be expended to purchase equipment, to up fit facilities and to purchase consumables. District must include info on current CATE equipment, alignment of equipment to job needs in District plan. Plans must include charter schools in district offering at least one CATE completer program. Districts and centers may carry forward funds to be used for same intended purposes.	Adopt.

FY2016-17 Education Proviso Summary

Proviso	Title	Description	Senate
1A.75	Digital Learning	ADDED - \$1.9 million of surplus EIA funds allocated to EOC for Partnerships for Innovation will be utilized for one-year agreements with public and private entities to pilot computer science initiatives in schools. Initiatives must focus on improving the digital literacy skills of students and teachers, expanding opportunities for students to learn coding, or providing computer science curriculum. \$1.5 million must be authorized for schools or districts with 80% or greater poverty indices or are an Abbeville district. The EOC will pilot the program.	Amend for appropriation to be \$1.6 million. At least \$1.3 million to be authorized for schools and district with poverty indices of 80% or greater based on poverty index used prior fiscal year.
1A.76	SC IT Academy	ADDED - To direct SCDE to procure an IT Academy for public schools statewide and direct the academy offer certification opportunities for educators to receive Teacher Certification Exams and for middle school students to receive certification in an office suite of products and for high school students to receive programming credentials.	Adopt.
1A.77	Family Connection (EIA)	ADDED - Funds appropriated (\$300,000) to be transferred in quarterly installments from SCDE to Family Connection. Funds shall be used to provide support to families of children with disabilities and shall include home visits, transition assistance, education assistance, parent support and parent training. Family Connection to provide planning documents to SCDE no later than July 15 and quarterly reporting thereafter.	Adopt.

FY2016-17 Education Proviso Summary

Proviso	Title	Description	Senate
1A.80	College Readiness Assessments		SCDE directed to manage administration of the same college readiness assessment that was administered in the prior fiscal year to students in Grade 11. Assessment must be administered to all Grade 11 students. Valid accommodations must be provided according to the student's IEP/504 plan. If student chooses to use assessment results for post-secondary admission the student must indicate that choice in compliance with vendor's deadline to ensure student may receive allowable accommodations consistent with IEP or 504 plan.
1A.81	EOC Military Connected Children		EOC directed to expend \$100,00 to initiate a pilot program in high-density military districts to provide training, services and resources to increase educational quality and support for military-connected children.
1A.82	STEM Labs		EOC will work with SCDE to solicit middle school from Abbeville districts to participate in implementing STEM based curriculum for 6th to 8th grades. Teachers will receiving ongoing professional development aligned to state standards.

FY2016-17 Education Proviso Summary

Proviso	Title	Description	Senate
1A.9	Teacher Supplies	AMENDED - To add on certified public school teachers and career specialist to those individuals eligible to receive the reimbursement and to also allow those eligible individuals employed by a publically funded full day 4K classroom.	Amend. Added non certified teachers identified in PCS, lead teachers employed in publically funded full day 4K approved by First Steps. Any person receiving the reimbursement is ineligible to take the income tax credit allowed by this proviso.

NOTES: Excluded from the list above are any proviso changes that update fiscal year or date references.

Updates from Full Senate are Underlined and in **Red**.

SOURCE: As approved by the Senate, May 4, 2016.

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: EIA and Improvement Mechanisms

Date: June 13, 2016

ACTION:

Annual Report on the South Carolina Teacher Loan Program, 2014-15

PURPOSE/AUTHORITY

The Teacher Quality Act of 2000 provides that the South Carolina Education Oversight Committee “shall review the [SC Teacher] loan program annually and report to the General Assembly (Section 59-26-20 (j), SC Code of Laws of 1976, as amended.) This report is the annual report on the SC Teacher Loan Program covering the year 2014-15.

CRITICAL FACTS

This report provides updated data for 2014-15 and also addresses educator recruitment and retention.

TIMELINE/REVIEW PROCESS

Study began in February 2016 and completed in April 2016 with data collection beginning in February 2016.

ECONOMIC IMPACT FOR EOC

Cost: No fiscal impact beyond current appropriations

Fund/Source:

ACTION REQUEST

For approval

For information

Approved

ACTION TAKEN

Amended

Not Approved

Action deferred (explain)

2014–2015

SC TEACHER LOAN PROGRAM

Annual Report



**SC EDUCATION
OVERSIGHT COMMITTEE**



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

Annual Report on the South Carolina Teacher Loan Program

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 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 2014-15 follows. Reports from prior years can be found on the EOC website at www.eoc.sc.gov.

May 5, 2016

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Matt Smith and Andy Baxter at the Southern Regional Education Board

Jane Turner and Jennifer Garrett of the Center for Educator Recruitment, Retention, and Advancement at Winthrop University

Tomiko Smalls and Dr. Sean Alford of Aiken County School District

I. Summary of Findings and Recommendations

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

New Findings and Recommendations

Finding 1: The gap between the number of teachers leaving the classroom and the number graduating from a South Carolina teacher education program is growing. This state trend is occurring nationally as well. In 2015-16, 1,954 individuals graduated from a South Carolina teacher education program, representing a 12 percent decrease from the previous year. Over 4,000 teachers also left their classrooms.

Finding 2: In 2014-15, state teacher education programs provided 32 percent of the new teacher hires, a three percent decrease from the previous year. About 27 percent of the hires came from another state, were new graduates from teacher education programs in other states, or through alternative certification programs.

Finding 3: The number of applications to the Teacher Loan Program continues to decrease but the number of approved loans increased. There were 1,462 applications in 2013-14 and 1,448 applications in 2014-15. In 2013-14, the number of approved loans was 1,109 and in 2014-15 the number increased to 1,130 approved loans.

Finding 4: For the second consecutive year since 1986-87, no funds were used from the Revolving Loan Fund to supplement the EIA appropriation. However, the balance decreased by approximately 27 percent from \$241,926 in 2013-14 to \$177,667 in 2014-15. The Revolving Fund includes monies collected by the South Carolina Student Loan Corporation from individuals who do not qualify for cancellation. At the end of Fiscal Year 2014-15, the balance in the Revolving Loan Fund was \$16,544,364. The total amount of monies loaned in 2014-15 was \$4,594,799, representing a modest two percent increase from 2013-14.

Finding 5: Critical need subject areas remain unchanged from 2013-14 to 2014-15. Vacancies in middle level areas, secondary science and math and special education continue to be a challenge.

II. Status of Educator Pipeline

Teachers are the most critical component to the success of students. After studying student achievement on various standardized assessments, the Rand Corporation concluded that an effective teacher greatly impacts student achievement:

- Teachers matter more to student achievement than any other aspect of schooling,
- Nonschool factors influence student achievement, but they are largely outside a school's control,
- Effective teachers are best identified by their performance, not by their background or experience, and
- Effective teachers tend to stay effective even when they change schools.¹

Across the Nation

Nationally, states struggle with teacher recruitment and retention. There are growing teacher shortages in key subjects across the nation, including Arizona, California, Indiana, Kansas, Ohio, Nevada and Oklahoma. Commonly cited causes of this shortage include under-resourced schools, teacher evaluation methods, increase in mandated standardized testing and loss of professional autonomy.² The Southern Regional Education Board (SREB) provided additional detail about other states' approaches. See Appendix A for additional detail.

- [Florida House Bill 189](#) creates a new certificate for teachers that (1) hold an advanced college degree in a STEM field, (2) teach a high school course in the same subject, (3) achieve a passing score on the professional competency exam, and (4) rate as highly effective as determined by the teacher's performance evaluation.
- [Maryland Senate Bill 493](#) increases the salary supplement for National Board Certified teachers from \$2,000 to \$5,000. The act requires districts to allow first-year teachers at least 20% more time during the week to be spent on mentoring, peer observation, and planning assistance. The bill would appropriate \$7,000,000 for this induction pilot program.
- [Oklahoma House Bill 3114](#) would allow districts to apply to their state education agencies to implement a career path and compensation framework. The bill specifies the five career rungs and the requirements to advance up the ladder. The bill would require coaching and PD for novice and career teachers.

Some states, such as Georgia, have created career bands through tiered certification, rather than compensation. These systems allow educators to move up a career ladder based on several factors, including advanced degrees, demonstration of instructional leadership, and/or willingness to mentor fellow teachers.

¹ Rand Corporation (2014). http://www.rand.org/pubs/corporate_pubs/CP693z1-2012-09.html#relatedProducts.

² Valerie Strauss (August 24, 2015). "The real reasons behind the U.S. teacher shortage." Washington Post.

SREB also noted that increasingly, states are establishing policies that require or strongly recommend districts to adopt induction programs. In some instances, participation in these programs can be financially enriching for novice and mentor teachers, since each receive a salary supplement.

Aiken County School District

Aiken County School District is geographically challenged because it is adjacent to school districts in Georgia that have more competitive teacher salaries. Over the past fifteen years, Aiken County School District has developed and implemented a multi-pronged teacher recruitment and retention strategy. District leadership, including the superintendent, district directors and assistant superintendents, are also committed and actively engaged. Around 2001, the district implemented a higher entry teacher salary due to more competitive teacher salaries in neighboring school districts in Georgia. The district's school board approved a district salary schedule so teachers in the first four years of their teaching career are paid an entry salary based on a third year teacher's salary. At \$37,178 the district has the highest entry teacher salary in the state.

In the past, the district also offered \$1,500 signing bonuses for teachers in high need content areas, such as special education. Teachers received half of the bonus at the beginning of the school year and the remainder at the end of the school year. While this signing bonus was effective in recruiting teachers, the district was unable to sustain this practice during the recent economic recession and the signing bonus is no longer offered.

Aiken proactively recruits and supports new teachers. On March 12, 2016 over 200 candidates attended the educator recruitment fair. About 160 applicants were interviewed by teams of three staff. Every school in the district participated in the fair by staffing a table so candidates could interact directly with school staff. Some schools also engaged students so they could also talk about their experiences and greet and direct candidates as needed. The district offered 32 contracts on site and secured additional candidates for district vacancies.

The district has also committed significant staff resources to teacher recruitment and retention with two full-time staff – a Recruitment Coordinator and a Coordinator of Induction, Mentoring and Accreditation. During the 2015-16 school year, the Recruitment Coordinator position was created to focus on the recruitment of qualified, highly effective certified and classified staff. The Recruitment Coordinator works directly with school leadership and district financial staff to identify specific school staffing needs and ensure there is adequate funding. The Recruitment Coordinator has participated in networking and recruitment events in Texas, South Carolina, Pennsylvania, North Carolina and Georgia to recruit teacher candidates. In addition to working with South Carolina teacher education programs, the Recruitment Coordinator has contacted higher education departments directly for high need content areas, such as science, math and foreign languages.

The Recruitment Coordinator also works with the Induction and Mentoring Coordinator to actively recruit teacher education students for student intern placements. The two are currently involved with a more comprehensive approach to placing student interns with highly

effective teachers and developing a monitoring/support process to assess their growth as teacher candidates. There are also Teacher Cadet programs at five of the district's high schools. Due to demand and student interest, one high school has two Teacher Cadet classes. The district is committed to a rigorous program with high expectations, and high achieving students are actively recruited for the Teacher Cadet program.

For retention purposes, other efforts are also underway to ensure teachers' needs are being met holistically, including emotional, mental, physical and social supports. The ICARE (I Care About Retaining Educators) program provides mentoring, induction support and is managed by the Induction and Mentoring Coordinator. ICARE is a volunteer program and is implemented in addition to the district's Induction & Mentoring Program. ICARE will expand and support third year teachers during the 2016-17 school year, with plans to eventually include all teachers through the first five years. ICARE also provides opportunities for veteran teachers to pursue leadership roles while still remaining in the classroom. The Teacher Forum is also engaged to support second and third year teachers.

In partnership with the district's technology staff, the Induction and Mentoring Coordinator is developing orientation webinars for teacher mentors and mentees to ensure clear communication of roles and responsibilities. Veteran educators who serve as induction teacher mentors receive up to \$400 stipend. The district also utilizes school level and content area mentors to provide teacher support. The district also provides an annual First Year Teacher of the Year.

Center for Educator Recruitment, Retention, and Advancement (CERRA)

At the state level, Proviso 1A.73 in the 2015-16 General Appropriation Act created the Rural Teacher Recruiting Incentive within CERRA to recruit and retain classroom educators in rural and underserved districts experiencing excessive turnover of classroom teachers on an annual basis. CERRA is in the process of establishing the program.

Since 2001 the Center for Educator Recruitment, Retention, and Advancement (CERRA) at Winthrop University has conducted an annual Teacher/Administrator Supply and Demand Survey. CERRA surveys each school district as well as the South Carolina School for the Deaf and Blind, the Department of Juvenile Justice, the Palmetto Unified School District and the South Carolina Public Charter School District to determine the number of authorized and filled teaching positions. While state teacher education programs provided 29 percent of the new teacher hires in 2014-15, approximately 27 percent of the hires came from another state, new graduates from teacher education programs in other states, or alternative certification programs (Table 1).

Table 1
Sources of New Teacher Hires

	2015-16	2014-15	2013-14
New Graduates from Teacher Education Programs in SC	29%	32%	36%
Transferred from one district in SC to another district	31%	27%	28%
Hired from another state	15%	15%	14%
New Graduates from Teacher Education Programs in Other States	7%	8%	9%
Alternative Certification Programs	5%	6%	5%
Inactive Teachers who Returned to Teaching	3%	4%	4%
From Outside US	3%	2%	2%
Other Teachers	2%	6%	2%

Source: CERRA, 2014, 2015, 2016 Supply and Demand Survey Reports.

Table 2 summarizes the results of the most recent supply and demand reports released by CERRA. The number of graduates coming out from our state’s colleges and universities is nearly half the number of new teacher hires each year. For 2014-15, there were 2,219 individuals who graduated from a South Carolina teacher education program but there were over 4,000 teachers who left their classrooms. Graph 1 provides historical detail about the number of teachers who did not return to the classroom. In 2013-14, 3,880 teachers did not return and in 2014-15 the number increased to 4,108 teachers who did not return. In 2015-16, the number decreased by less than one percent.

Table 2
Key Data from CERRA’s Supply and Demand Reports
School Years 2012 through 2016

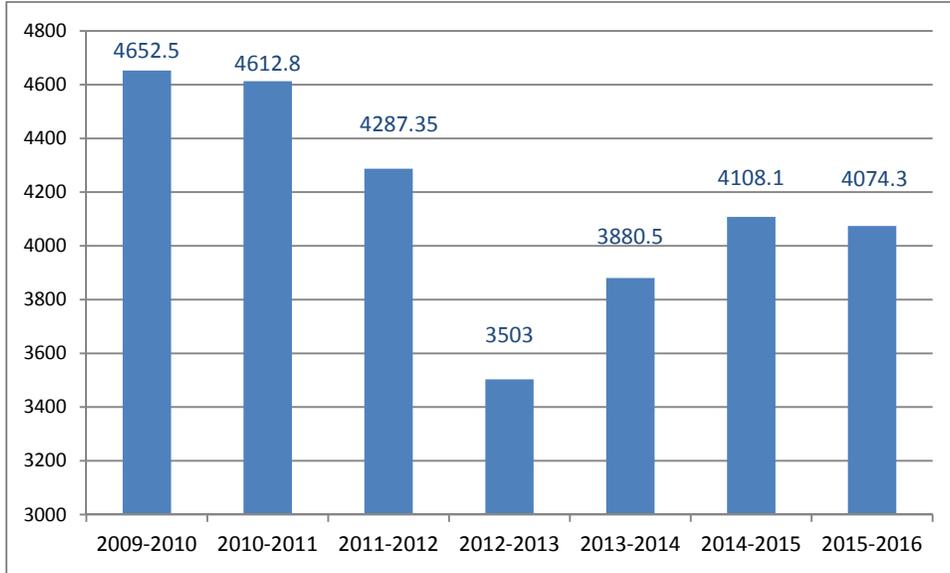
School year	Number of newly hired certified teachers	Number of certified teachers who did not return to their teaching positions*	Number of graduates who completed a SC teacher education program (data obtained from CHE)	Number of certified teachers who did not return after five or fewer years of classroom experience*	Number of certified teachers who did not return after one year or less of classroom experience*
2012-2013	5,739.5	3,503	2,050 (2011-12)	1,186.8	403.4
2013-2014	5,797.7	3,880.5	2,447 (2012-13)	1,154.5	438
2014-2015	6,217.9 ³	4,108.1	2,219 (2013-14)	1,309	529.7
2015-2016	6,555.1	4,074.3	1,954 (2014-15)	1,506.5	579.6

Source: Center for Educator Recruitment Retention and Advancement

³ Information from the Public Charter School District (678.2 FTEs) were included in the 2014 Supply and Demand Survey for the 2014-15 School Year. Source: A Report on the Fall 2014 Supply and Demand Survey, CERRA, p. 2. Full reports can be accessed at <http://cerra.org/research/supplyanddemand/overview.aspx>.

*These data exclude teachers who left to teach in another South Carolina public school district or special school.

Graph 1
Number of Teachers Who Did Not Return to Teaching (by School Year)



III. Overview of the South Carolina Teacher Loan Program

With revenues from the Education Improvement Act Trust Fund, the General Assembly has appropriated monies to support the Teacher Loan Program. Section 59-26-20 codified the Teacher Loan Program; see Appendix B for further detail.

Funding of the Teacher Loan Program

With revenues from the Education Improvement Act Trust Fund, the General Assembly has appropriated monies to support the Teacher Loan Program. Table 3 documents the amounts appropriated and expended over the past five fiscal years. In 2014-15, 6.2 percent of all funds expended for the program were spent on administration. Almost \$4.6 million was loaned, representing a modest two percent increase from the prior year. The increase is consistent with the increase in approved loans from the 2013-14. Table 7 indicates there was a two percent increase in loans approved from the prior year.

For the first time since 1986-87 no funds were used from the Revolving Loan Fund to supplement the EIA appropriation. In 2013-14 the Teacher Loan Program had a balance, which totaled \$241,926 at the end of the fiscal year. The balance continued in 2014-15, but decreased slightly to \$177,667 at the end of the fiscal year. The total amount of monies loaned in 2014-15 was \$4,594,799. All eligible loans were funded.

The Revolving Loan Fund includes monies collected by the South Carolina Student Loan Corporation from individuals who do not qualify for cancellation. Historically, monies in the Revolving Loan Fund have been utilized to augment funding for the Teacher Loan Program to fund Teacher Loan Program loan applications. However, for the past two years, funds in the Revolving Loan Fund have not been expended. At the end of Fiscal Year 2013-14, the balance in the Revolving Loan Fund was \$13,878,579. The balance increased to \$16,544,364 at the end of Fiscal Year 2014-15, representing a 19 percent increase from the prior year.

Table 3
SC Teacher Loan Program: Revenues and Loans from 2009-2015

Year	EIA Appropriation	Legislatively Mandated Transfers or Reductions	Revolving Funds from Repayments	Total Dollars Available	Administrative Costs	Percent of Total Dollars Spent on Administration	Amount Loaned
2009-10	\$4,000,722	0	\$3,000,000	\$7,000,722	\$360,619	5.2	\$6,640,103
2010-11	\$4,000,722	0	\$1,000,000	\$5,000,722	\$345,757	6.9	\$4,654,965
2011-12	\$4,000,722	0	\$1,000,000	\$5,000,722	\$359,201	7.2	\$4,641,521
2012-13	\$4,000,722	0	\$1,000,000	\$5,000,722	\$351,958	7.0	\$5,648,764
2013-14	\$5,089,881	0	\$0	\$5,089,881	\$329,971	6.2	\$4,517,984
2014-15	\$5,089,881	0	\$0	\$5,089,881	\$317,145	6.2	\$4,594,799

Source: South Carolina Student Loan Corporation

Critical Need Identification

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

To determine the subject areas, the South Carolina Center for Educator Recruitment, Retention and Advancement (CERRA) conducts a Supply and Demand Survey of all regular school districts, the South Carolina Public Charter School District, Palmetto Unified, the Department of Juvenile Justice, and the South Carolina School for the Deaf and the Blind. CERRA publishes an annual report documenting the number of: teacher positions, teachers hired; teachers leaving; and vacant teacher positions. The survey results are provided to the South Carolina Department of Education (SCDE). SCDE then determines the number of teaching positions available in the school year that were vacant or filled with candidates not fully certified in the particular subject area. Table 4 shows the critical need subject areas since 2011-12 as approved by the State Board of Education. Critical need subject areas remain unchanged from 2013-14. Vacancies in secondary mathematics, science, English and Special Education continue to exist.

**Table 4
Critical Need Subject Areas⁴**

	2011-12	2012-13	2013-14	2014-15
1	Agriculture	Business Education	Business Education	Business Education
2	Media Specialist	Family/Consumer Science	Theatre	Theatre
3	Business Education	Science (Biology, Chemistry, Physics, and Science)	Industrial Technology Education	Industrial Technology Education
4	Dance	Media Specialist	Foreign Languages	Foreign Languages
5	Health	Theater	Media Specialist	Media Specialist
6	Family/Consumer Science	Agriculture	Middle-Level areas (language arts, mathematics, science, social studies)	Middle-Level areas (language arts, mathematics, science, social studies)
7	Science (Biology, Chemistry, Physics, and Science)	Secondary Mathematics	Science (Biology, Chemistry, Physics, and Science)	Science (Biology, Chemistry, Physics, and Science)
8	Drama and Theatre	Secondary English	Family/Consumer Science	Family/Consumer Science
9	Middle-Level areas (language arts, mathematics, science, social studies)	Art	Agriculture	Agriculture
10	English	Foreign Languages (French, Spanish, Latin, and German)	Music	Music
11	Industrial Technology	Health	English as a Second Language	English as a Second Language
12	Special Education- All Areas	Special Education – All areas	Secondary English	Secondary English
13	Mathematics	Middle-Level areas (language arts, mathematics, science, social studies)	Secondary Mathematics	Secondary Mathematics
14	Foreign Language (Spanish, French, Latin, and German)		Special Education All Areas	Special Education All Areas
15	Speech Language Therapist		Computer Programming	Computer Programming

Source: SC Department of Education and the Center for Educator Recruitment Retention and Advancement

⁴ Ranked in Order of Greatest Number of Positions Vacant or Filled by not Fully Certified Candidates

The criteria used in designating critical geographic schools have evolved over time. The State Board of Education (SBE) has considered multiple factors, including degree of wealth, distance from shopping and entertainment centers, and faculty turnover. For the 2000-01 school year, the SBE adopted the criteria established for the federally funded Perkins Loan Program as the criteria for determining critical need schools. The Perkins Loan Program used student participation rates in the Federal free and reduced price lunch program to determine schools eligible for loan forgiveness and included special schools, alternative schools, and correctional centers. Section 59-26-20(j) was amended in 2006 to redefine geographic critical need schools to be: (1) schools with an absolute rating of Below Average or At-Risk/Unsatisfactory; (2) schools with an average teacher turnover rate for the past three years of 20 percent or higher; and (3) schools with a poverty index of 70 percent or higher. Table 5 documents the number of geographic critical need schools in South Carolina since 2009-10.

Table 5
Critical Geographic Need Schools

Year	Total Number of Schools	Type of School					Qualification		
		Career Centers	Primary	Elementary	Middle	High	Absolute Rating	Teacher Turnover	Poverty Index
2009-10	785	3	29	420	209	106	476	286	669
2010-11	751	6	30	429	184	102	255	284	684
2011-12	742	2	34	455	204	103	174	218	706
2012-13	810	7	35	445	203	114	192	187	765
2013-14	850	3	37	463	214	133	147	200	803
2014-15	868	3	37	471	217	140	147	204	803

Source: South Carolina Department of Education

Note: Some schools may be designated in more than one category (i.e., middle and high).

In 2014-15 there were 868 schools that were classified as critical geographic need schools. For comparison purposes, in school year 2014-15 there were 1,296 schools in the state.⁵ Therefore, 67 percent of all schools were critical geographic need schools. It should be further noted that the state poverty index in 2014-15 was approximately 74.5 percent. As the poverty index of schools increases, the number of schools classified as critical geographic need schools will increase.

⁵ Includes all schools that received a state report card in 2015, including primary, elementary, middle, high schools and career centers. Accessed at: <http://ed.sc.gov/data/report-cards/state-report-cards/2015/>.

IV. Applications to the Teacher Loan Program

As in the prior fiscal year, applications to the Teacher Loan Program continued to decline from 1,462 in 2013-14 to 1,448 in 2014-15. Of the 1,448 applications, 1,130 were approved (Table 6). Of the 252 applications that were denied, the overriding reason for denial was due to the failure of the applicant to meet the academic grade point criteria.

**Table 6
Status of Applicants**

Year	Total Applied*	Approved	Cancelled	Denied	Reason for Denial				
					Academic Reason	Credit Problem	Inadequate Funds	No EEE Praxis	Other**
2009-10	2,228	1,555	92	581	147	13	300	75	46
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

Source: South Carolina Commission on Higher Education

*This is a duplicated count of individuals because the same individuals may apply for loans in multiple years.

**"Other" reasons include (1) not a SC resident, (2) enrollment less than half time, (3) ineligible critical area, (4) not seeking initial certification, (5) received the maximum annual and/or cumulative loan and (6) application in process.

Description of Applicants

In the 1990s, several states, including members of the Southern Regional Education Board (SREB), implemented policies to attract and retain minorities into the teaching force. South Carolina specifically implemented minority teacher recruitment programs at Benedict College and South Carolina State University. Currently, only the South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) at South Carolina State University remains in operation. The General Assembly in 2014-15 appropriated by proviso \$339,482 in EIA revenues to the program. SC-PRRMT promotes "teaching as a career choice by publicizing the many career opportunities and benefits in the field of education in the State of South Carolina. The mission of the Program is to increase the pool of teachers in the State by making education accessible to non-traditional students (teacher assistants, career path changers, and technical college transfer students) and by providing an academic support system to help

students meet entry, retention, and exit program requirements.”⁶ The program “also administers an EIA Forgivable Loan Program and participates in state, regional, and national teacher recruitment initiatives.”⁷

In 2003, the EIA and Improvement Mechanisms Subcommittee of the Education Oversight Committee requested that staff develop goals and objectives for the Teacher Loan Program. An advisory committee was formed with representatives from CERRA, SCSL, the Division of Educator Quality and Leadership at the State Department of Education, and the Commission on Higher Education. After review of the data, the advisory committee recommended the following three goals and objectives for the Teacher Loan Program (TLP) in 2004.

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

Historically, applicants for the program have been overwhelmingly white and/or female (Tables 7 and 8). This trend continued in 2014-15 with almost 80 percent of all applicants female and 79 percent, white. In 2013-14, the number of African Americans who applied for the loan increased to 248. However, in 2014-15 the number of African American loan applicants decreased to 234. Historically, about 79 percent of all public school teachers in the state are white and 79 percent are female. Only 12 percent of all teachers are African American males.

Table 7
Distribution of Applicants to the Teacher Loan Program by Gender

Year	# Applications	Male	%	Female	%	Unknown	%
2009-10	2,228	418	18.8%	1,763	79.1%	47	2.1%
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%	1,177	80.6%	35	2.4%
2014-15	1,448	262	18.1%	1,155	79.8%	31	2.1%

Source: SC Commission on Higher Education

⁶ 2012-13 EIA Program Report as provided to the EOC by the South Carolina Program for the Recruitment and Retention of Minority Teachers, September 28, 2012.

<<http://www.eoc.sc.gov/reportsandpublications/Pages/2012-13EIAProgramReport.aspx>>.

⁷ Ibid.

Table 8
Distribution of Applicants to the Teacher Loan Program by Race/Ethnicity

Year	Number of Applications	Ethnicity							
		African American		Other		White		Unknown	
		#	%	#	%	#	%	#	%
2009-10	2,228	317	14	38	2	1,802	81	71	3
2010-11	1,717	228	13	35	2	1,373	80	81	5
2011-12	1,471	215	15	20	1	1,171	80	65	4
2012-13	1,472	242	16	23	2	1,149	78	58	4
2013-14	1,462	248	17	20	1	1,147	79	47	3
2014-15	1,448	234	16	24	2	1,149	79	41	3

Source: South Carolina Commission on Higher Education

One approach to increase the supply of highly qualified teachers is school-to-college partnerships that introduce students early on to teaching as a career. In South Carolina the Teacher Cadet Program, which is coordinated by the Center for Educator Recruitment, Retention, and Advancement (CERRA) at Winthrop University, has impacted the applicant pool. As reported by CERRA, the mission of the Teacher Cadet Program "is to encourage academically talented or capable students who possess exemplary interpersonal and leadership skills to consider teaching as a career. An important secondary goal of the program is to develop future community leaders who will become civic advocates of public education."⁸ Teacher Cadets must have at least a 3.0 average in a college preparatory curriculum, be recommended in writing by five teachers, and submit an essay on why they want to participate in the class. In 2014-15, 43 percent of all applicants to the Teacher Loan Program were participants in the Teacher Cadet Program (Table 9).

Table 9
Distribution of Applicants to the Teacher Loan Program by Teacher Cadet Program

Year	Number Applications	Teacher Cadets	%	Not Teacher Cadets	%	Unknown	%
2009-10	2,228	811	36	1,352	61	65	3
2010-11	1,717	662	39	1,024	60	31	2
2011-12	1,471	601	41	830	56	40	3
2012-13	1,472	556	38	871	59	45	3
2013-14	1,462	597	41	843	58	22	2
2014-15	1,448	615	43	808	56	25	2

Source: South Carolina Commission on Higher Education

Overwhelmingly, applicants to the Teacher Loan Program are undergraduates. Table 10 showcases the number of applicants by academic level. Historically, only 18 percent of program applicants are freshmen. However, since 2009-10, more than 60 percent are continuing

⁸ CERRA Website, March 2016. Accessed at: <http://teachercadets.com/overview.aspx>.

undergraduates. In 2014-15 two-thirds of all applicants were continuing undergraduates. Students may be more willing to commit to a professional program after their initial year of post-secondary education. Anecdotal information provided by financial aid counselors about potential graduate student loan applicants identified a hesitancy to participate in the program because they were uncertain about where they might be living after completing their degrees.

Table 10
Distribution of Applicants to the Teacher Loan Program by Academic Level

Year	Number Applied	Academic Level Status									
		Freshman		Continuing Undergrad		1 st Semester Graduate		Continuing Graduate		Unknown	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2009-10	2,228	404	18	1,370	61	204	9	207	9	43	2
2010-11	1,717	230	13	1,136	66	140	8	195	11	16	1
2011-12	1,471	246	17	961	65	112	8	140	10	12	1
2012-13	1,472	230	16	992	67	98	7	131	9	21	1
2013-14	1,462	263	18	974	67	96	7	113	8	16	1
2014-15	1,448	271	19	949	66	101	7	108	8	19	1

Source: South Carolina Commission on Higher Education

V. Recipients of a South Carolina Teacher Loan

Table 6 indicated that of the 1,448 applications received in 2014-15, 1,130, or 78 percent, received a Teacher Loan. Table 11 details the distribution of loan recipients over time by academic level. A significant majority, 87 percent, of the loan recipients were undergraduate students. Looking at the undergraduate recipients, almost two-thirds were juniors or seniors, the same levels as in the prior year. Across the past five years, the data shows that there is an annual decline in loan recipients between freshman and sophomore years. There are several possible reasons for the decline: (1) individuals may decide that they do not want to become teachers; (2) some students may leave college after freshman year; and (3) some individuals may no longer meet the qualifications to receive the loans. There are two primary reasons sophomores may no longer qualify for the loan: their GPA is below a 2.5 and/or they have not passed the Praxis I test required for entrance into an education program. No data exist on how many of the applicants were rejected for not having passed or how many had simply not taken the exam. Either way, the applicant would not qualify for additional TLP loans until the Praxis I was passed.

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

	Freshmen	Sophomores	Juniors	Seniors	5 th Year Undergrads	1 st year Graduates	2 nd Year Graduates	3+ Year Graduates
2009-10	286	165	362	452	48	157	76	9
2010-11	126	120	254	379	43	107	62	23
2011-12	191	109	292	312	22	122	37	1
2012-13	173	138	270	345	22	118	43	3
2013-14	191	138	279	341	17	111	30	2
2014-15	199	134	256	373	17	117	31	3

Source: South Carolina Commission on Higher Education

Table 12 compares the academic status of applicants to actual recipients in 2014-15. In general, the percentage of applicants who are undergraduates reflects the percentage of recipients who were undergraduates.

Table 12
Comparisons by Academic Level of Applicants and Recipients, 2014-15

	Undergraduate		Graduate		Unknown		Total	
	#	%	#	%	#	%	#	%
Applicants	1,220	84.3	209	14.4	19	1.3	1,443	56.0
Recipients	979	86.6	151	13.4	0	0	1,130	48.8

Source: SC Commission on Higher Education

Teacher Loan recipients attended forty universities and colleges in 2013-14 of which twenty-seven or two-thirds were South Carolina institutions with a physical campus. For comparison

purposes, the Commission on Higher Education reports that there are 59 campuses of higher learning in South Carolina: 13 public senior institutions; 4 public two-year regional campuses in the USC system; 16 public technical colleges; 24 independent or private senior institutions; and 2 independent two-year- colleges.⁹ Table 13 documents the number of Teacher Loan recipients attending South Carolina public and private institutions.

Table 13
Teacher Loan Recipients by Institution of Higher Education, 2014-15

Institution	Number of Recipients	Institution	Number of Recipients
Anderson University	82	Limestone College	11
Arkansas State University	1	Mars Hill University	1
Ashland University	1	Newberry College	18
Charleston Southern University	18	North Carolina A&T State University	1
The Citadel	15	North Greenville University	24
Clemson University	83	PACE Loan	11
Coastal Carolina University	33	Presbyterian College	11
Coker College	30	SC State University	7
College of Charleston	105	Southern Wesleyan University	16
Columbia College	21	Strayer University	1
Columbia International University	2	University of South Carolina Columbia	250
Concordia University	2	University of South Carolina Upstate	55
Converse College	40	University of West Alabama	3
Emory & Henry College	1	University of West Georgia	1
Erskine College	10	Walden University	2
Fort Hays State College	1	Western Governors University	4
Francis Marion University	46	Wingate University	1
Furman University	19	Winthrop University	145
Grand Canyon University	4	Wofford College	2
Lander University	50	Grand Total	1,130
Liberty University	2		

Source: South Carolina Commission on Higher Education

The number of loan recipients at historically African American institutions remains significantly low. According to the Commission on Higher Education and SC Student Loan Corporation, in 2014-15 there were a total of seven teacher loans given to students attending South Carolina State University (Table 14).

⁹ Commission on Higher Education

<http://www.che.sc.gov/Students,FamiliesMilitary/LearningAboutCollege/SCCollegesUniversities.aspx>

Table 14
Teacher Loans to Historically African American Institutions

Institution	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
Benedict College	0	0	0	0	0	2
Claflin University	0	0	0	1	0	1
Morris College	0	0	0	0	0	0
S.C. State University	7	14	11	11	9	9
TOTAL:	7	14	11	12	9	12

Source: South Carolina Commission on Higher Education

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

Teaching Fellows

In 1999, the SC General Assembly funded the Teaching Fellows Program for South Carolina due to the shortage of teachers in the state. The mission of the South Carolina Teaching Fellows Program is to recruit talented high school seniors into the teaching profession and help them develop leadership qualities. Each year, the program provides Fellowships for up to 200 high school seniors who have exhibited high academic achievement, a history of service to their school and community, and a desire to teach in South Carolina.

Teaching Fellows participate in advanced enrichment programs at Teaching Fellows Institutions, have additional professional development opportunities, and are involved with communities and businesses throughout the state. They receive up to \$24,000 in fellowship funds (up to \$6,000 a year for four years) while they complete a degree leading to teacher licensure. The fellowship provides up to \$5,700 for tuition and board and \$300 for specific enrichment programs administered by CERRA. All Teaching Fellows awards are contingent upon funding from the S.C. General Assembly. A 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.¹⁰

¹⁰ For more information, go to <http://cerra.org/teachingfellows/programoverview.aspx>.

Working with the Commission on Higher Education, the South Carolina Student Loan, and the South Carolina Department of Education, specific data files from the three organizations were merged and cross-referenced to determine how the scholarship programs interact with the Teacher Loan Program. Table 15 shows over the last five years the number of Teacher Loan recipients who also participated in the Hope, LIFE, or Palmetto Fellows programs and who were later employed by public schools. There were 3,377 2014-15 loan recipients who were also LIFE, Palmetto Fellows or Hope Scholarships recipients and employed in public schools in South Carolina, representing a seven percent increase from 2013-14. Since Fiscal Year 2009-10 the number has increased by 37 percent.

Table 15
Loan Recipients serving in South Carolina schools
who received LIFE, Palmetto, Fellows and Hope Scholarships

Fiscal Year	LIFE	Palmetto Fellows	Hope	Total
2009-2010	1,932	116	67	2,115
2010-2011	2,097	145	93	2,335
2011-2012	2,331	171	110	2,612
2012-2013	2,582	188	125	2,895
2013-2014	2,796	211	147	3,154
2014-2015	2,980	232	165	3,377

Source: SC Commission on Higher Education

Policymakers also questioned how the state’s scholarship programs generally impact the number of students pursuing a teaching career in the state. Table 16 shows the total number of scholarship recipients each year. It is a duplicated count across years.

Table 16
Total Number of Scholarship Recipients for the Fall Terms

Year	LIFE	Palmetto Fellows	Hope
2009	31,607	5,894	2,716
2010	32,125	6,122	2,844
2011	32,600	6,410	2,853
2012	33,580	6,666	2,925
2013	34,378	6,818	3,185
2014	35,349	6,974	3,302

Source: SC Commission on Higher Education

Of these individuals receiving scholarships in the fall of 2014, 9 percent of scholarship recipients had declared education as their intended major (Tables 17 and 18). In the past there has been a downward trend in the percentage of these talented students initially declaring education as a major. However, this percentage did not continue to decrease in 2014; it remains relatively

unchanged from 2013. With the policy goal on improving the quality of teachers in classrooms, this data should be continuously monitored.

Table 17
Comparison of Scholarship Recipients and Education Majors, Fall 2014

Scholarship	# of Education Majors	# of Scholarships	Percent
Hope	367	3,302	11.1
LIFE	3,298	35,349	93.
Palmetto Fellows	400	6,974	5.7
Total	4,065	45,625	8.9

Source: SC Commission on Higher Education

Table 18
Student Percentage Receiving Scholarships for each Fall Term and Declaring Education Major

Fall	LIFE	Palmetto Fellows	Hope	Total
2009	11.1	6.5	14.4	10.6
2010	11.0	6.7	12.7	10.5
2011	10.2	6.3	9.9	9.6
2012	9.6	6.0	13.2	9.3
2013	9.3	5.9	12.5	9.0
2014	9.3	5.7	11.1	8.9

Source: SC Commission on Higher Education

Finally, over time, average SAT scores of loan recipients have increased. These scores reflect the mean for the critical reading and mathematics portions of the SAT (Table 19). If a student took the test more than once, the most recent score is used. In 2013-14, the average SAT score of 1,220.4 was well above the South Carolina average of 971 and the national 2013 SAT average of 1,010 in critical reading and mathematics.

Table 19
Mean SAT Scores¹¹

Year	Teacher Loan Program Recipients	South Carolina
2009	1,091.4	982
2010	1,107.0	979
2011	1,153.8	972
2012	1,181.4	969
2013	1,220.4	971
2014	1,245.5	978

Source: South Carolina Commission on Higher Education

¹¹ The composite score is the sum of the Critical Reading score average and the Mathematics score average (2006-2014).

Repayment or Cancellation Status

South Carolina Student Loan (SCSL) reports that as of June 30, 2015, 17,856 loans were in a repayment or cancellation status. The following table is a comprehensive list of the status of all borrowers:

Table 20
Borrowers as of June 30, 2015

Status	Number of Borrowers	Percent of Borrowers
Never eligible for cancellation and are repaying loan	2,510	14
Previously taught but not currently teaching	403	2
Teaching and having loans cancelled	1,287	7
Have loans paid out through monthly payments, loan consolidation or partial cancellation	7,538	42
Loan discharged due to death, disability or bankruptcy	114	1
In Default	86	1
Loans cancelled 100% by fulfilling teaching requirement	5,918	33
TOTAL	17,856	

Source: South Carolina Student Loan Corporation, 2015

Teacher Loan Program Recipients Employed in Public Schools of South Carolina

Data files from South Carolina Student Loan Corporation and South Carolina Department of Education (SCDE) were merged and analyzed to provide more information about current South Carolina public school employees who received teacher loans. There were 7,723 Teacher Loan recipients employed by public schools in 2014-15, an increase of 273 or 4 percent over the prior year. Like the applicants, the Teacher Loan recipients who were employed in South Carolina's public schools were overwhelmingly Caucasian and female (Table 21). These 7,723 individuals served in a variety of positions in 2014-15 (Table 22).

Table 21
Loan Recipients in South Carolina Schools by Gender and Ethnicity, 2014-15

Gender	Number	Percent
Male	1,003	13.0
Female	6,772	86.4
Unknown	48	.6
Total	7,723	

Ethnicity	Number	Percent
African American	1,006	13.0
Caucasian	6,510	84.3
Asian	21	.3
Hispanic	45	.6
American Indian	6	.1
Unknown	135	1.7
Total	7,723	

Source: SC Commission on Higher Education

Table 22
Loan Recipients Employed in SC Public Schools as of 2014-15 by Position

Position Code	Description	Number	Position Code	Description	Number
1	Principal	145	44	Teacher Specialist	8
2	Assistant Principal, Co-principal	225	47	Director, Athletics	1
3	Special Education (Itinerant)	19	48	Assistant Superintendent, Noninstructional	3
4	Prekindergarten (Child Development)	162	49	Assistant Superintendent, Instruction	2
5	Kindergarten	341	50	District Superintendent	2
6	Special Education (Self-Contained)	390	53	Director, Instruction	6
7	Special Education (Resource)	467	55	Supervisor, Secondary Education	2
8	Classroom Teacher	4,850	57	Director, Career and Technology Education	1
9	Retired Teachers	12	58	Director, Special Services	12
10	Library Media Specialist	296	62	Coordinator, Fine Arts	1
11	Guidance Counselor	170	65	Coordinator, English	5
12	Other Professional Instruction-Oriented	119	67	Coordinator, Foreign Language	1
13	Director, Career & Technology Education Ctr.	2	72	Coordinator, Mathematics	3
14	Assistant Director, Career & Technology Education	2	74	Coordinator, Science	1
15	Coordinator, Job Placement	3	75	Educational Evaluator	3
16	Director, Adult Education	5	78	Coordinator, Special Education	13
17	Speech Therapist	160	83	Coordinator, Parenting/Family Literacy	1
19	Temporary Instruction-Oriented Personnel	8	84	Coordinator, Elementary Education	2
23	Career Specialist	5	85	Psychologist	12

Position Code	Description	Number	Position Code	Description	Number
27	Technology/IT Personnel	9	86	Support Personnel	5
28	Director, Personnel	6	87	Reading Coach	81
29	Other Personnel Positions	2	89	Title I Instructional Paraprofessional	5
31	Director, Alternative Program/School	1	90	Library Aide	2
33	Director, Technology	3	91	Child Development Aide	1
35	Coordinator, Federal Projects	6	92	Kindergarten Aide	4
37	Occupational/Physical Therapist	2	93	Special Education Aide	12
38	Orientation/Mobility Instructor	1	94	Instructional Aide	9
40	Social Worker	1	97	Instructional Coach	52
41	Director, Student Services	2	98	Adult Education Teacher	6
43	Other Professional Noninstructional Staff	19	99	Other District Office Staff	34
Grand Total					7,723

Source: SC Commission on Higher Education

In summary, approximately two-thirds of the recipient graduates were employed in public schools as regular classroom teachers; another 11 percent was working in special education classrooms, and another seven percent in four-year-old child development and kindergarten classes (Table 23). Approximately nine percent were employed in other positions, working in public schools in typically administrative rather than direct instructional capacities.

Table 23
Loan Recipients Employed in Public Schools by Positions, 2014-15

Position Code	Description	# Positions	Percent
04	Prekindergarten	162	2.1
05	Kindergarten	341	4.4
03, 06, 07	Special Education	876	11.3
08	Classroom Teachers	4,850	62.8
10	Library Media Specialist	296	3.8
11	Guidance Counselor	170	2.2
17	Speech Therapist	160	2.1
All Others	Principals, Assistant Principals, Directors, Coordinators, etc.	868	11.2
Total		7,723	

Table 24 documents the primary area of certification of all Teacher Loan recipients who were employed in public schools in 2014-15.

Table 24
Loan Recipients Employed in SC Public Schools in 2014-15 by Primary Certification Area

Code	Certification Subject	Number Certified Teachers	Code	Certification Subject	Number Certified Teachers
1	Elementary	3,286	80	Reading Teacher*	5
2	Special Education-Generic Special Education*	125	84	School Psychologist II	4
3	Speech-Language Therapist	154	85	Early Childhood	994
4	English	407	86	Guidance Elementary	54
5	French	33	89	Guidance Secondary	9
6	Latin	1		Unknown/Not Reported	20
7	Spanish	80	1A	Middle School Language Arts*	3
8	German	2	1B	Middle School Mathematics*	2
10	Mathematics	484	1C	Middle School Science*	2
11	General Mathematics*	4	1D	Middle School Social Studies*	5
12	Science	160	1E	Middle-Level Language Arts	120
13	General Science*	13	1F	Middle-Level Mathematics	120
14	Biology	48	1G	Middle-Level Science	33
15	Chemistry	12	1H	Middle-Level Social Studies	111
16	Physics	2	2A	Special Education-Educable Mentally Disabled*	86
20	Social Studies	158	2B	Special Education-Education of the Blind and Visually Impaired	4
21	History	8	2C	Special Education-Trainable Mentally Disabled*	4
26	Psychology	2	2D	Special Education-Education of Deaf and Hard of Hearing	5
29	Industrial Technology Education	7	2E	Special Education-Emotional Disabilities	111
30	Agriculture	7	2G	Special Education-Learning Disabilities	200
32	Distributive Education*	1	2H	Special Education-Mental Disabilities	33
35	Family and Consumer Science (Home Economics)	15	2I	Special Education-Multicategorical	103
40	Commerce*	1	2J	Special Education-Severe Disabilities	3
47	Business Education*	42	2K	Special Education-Early Childhood Ed.	4

Code	Certification Subject	Number Certified Teachers	Code	Certification Subject	Number Certified Teachers
49	Advanced Fine Arts	1	4B	Business and Marketing Technology	26
50	Art	151	4C	Online Teaching	4
51	Music Education Choral	58	5A	English for Speakers of Other Languages (new name)	5
53	Music Education Voice	3	5C	Theater	9
54	Music Education Instrumental	83	5E	Literacy Coach	1
57	Speech and Drama	2	5G	Literacy Teacher	10
58	Dance	13	7B	Elementary Principal Tier I	29
60	Media Specialist	97	7C	Secondary Principal Tier I	2
63	Driver Training	7	AC	Health Science Technology (new name)	2
67	Physical Education	98	AV	Electricity	2
70	Superintendent	2	BF	Small Engine Repair	1
71	Elementary Principal*	23	DB	Protective Services	1
72	Secondary Principal*	4	DC	Media Technology	1
78	School Psychologist III	1			
Grand Total					7,723

Source: SC Commission on Higher Education

VI. SC Teacher Loan Advisory Committee

Proviso 1A.9 of the 2013-14 General Appropriations Act created the South Carolina Teacher Loan Advisory Committee (Committee). Proviso 1A.7 of the 2015-16 General Appropriations Act has maintained the Committee. See Appendix C for Proviso 1A.7 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.¹²

The Committee was formed in the fall of 2013. Working with the Committee are Marcella Wine-Snyder, CERRA Pre-Collegiate Program Director, and Dr. Jennifer Garrett, CERRA Coordinator of Research and Program Development. Serving on the Committee between the fall of 2013 and April 2016 are the following individuals and the institution they represent:

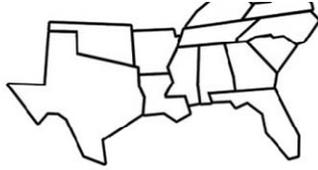
- Roy Jones – Clemson University
- Zona Jefferson – South Carolina Alliance of Black School Educators
- David Mathis – Saluda County School District
- Dr. Karen Woodfaulk – Commission on Higher Education
- Dr. David Blackmon – State Board of Education
- Patti Tate – Education Oversight Committee and Educator from York 3
- Jane Turner – CERRA
- Chuck Sanders – SC Student Loan Corporation
- Dr. Ed Miller – University of South Carolina, representing the SC Association of Student Financial Aid Administrators
- Gwendolyn Connor of Lancaster County School District, representing the SC Association of School Personnel Administrators
- Dr. Ed Jadallah of Coastal Carolina University, representing a public higher education institution with an approved teacher education program
- Dr. Valerie Harrison of Claflin University, representing a private higher education institution with an approved teacher education program and
- Dr. Sharon Wall – State Board of Education (served during 2013-14).

The Committee meets three times a year. Since January 2014 the Committee addressed the following Teacher Loan Program challenges and policy issues:

- Communication strategies to enhance awareness of the Teacher Loan Program. CERRA staff integrated Teacher Loan Program information into its current communication activities, including the College Financial Newsletter.
- Development of a Teacher Loan Program brochure in 2015. The Committee discussed translating the brochure into Spanish and the possible creation of a web-based application for the brochure.

¹² Proviso 1A.9. of the 2013-14 General Appropriation Act.

- Pending legislation and budget provisos impacting Teacher Loan Program, such as recruitment and retention of teachers in rural schools with higher turnover rates.
- Loan eligibility for graduate students and conflicting school schedules that impact students' ability to apply for the loan.
- A tiered loan forgiveness approach so all teachers in rural districts would be able to obtain loan forgiveness but critical need subject and geographic area teachers would receive forgiveness at a faster rate.
- The criteria used by South Carolina Department of Education to determine critical need geographic schools. Since nearly two-thirds of all schools make the list each year, Committee members decided to recommend raising the poverty index to 80 percent or more.
- The current South Carolina Department of Education formula used to determine critical need subject areas. The Committee was concerned it may not be an appropriate reflection of the areas that should be eligible for loan forgiveness. PACE teacher hires should not be considered 'irregular' and removed from the formula.
- New partnerships with other education organizations, such as the South Carolina Alliance of Black School Educators, Call Me Mister Program and a superintendent from a rural school district. In the near future, a high school guidance counselor from a rural school district.



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STATE RECRUITMENT AND RETENTION STRATEGIES

The SREB Educator Effectiveness team has collected examples of recruitment and retention strategies developed by legislators and state department leaders.

Recruitment

Alternative Certification Pathway Programs

Arkansas Professional Pathway to Educator Licensure ([Link](#))

- Two-year track includes mentoring and on-the-job mentoring

Maryland Approved Alternative Preparation Program ([Link](#))

Program of Alternative Certification for Educators [SC] ([Link](#))

Teach Mississippi Institute ([Link](#))

Transition to Teaching West Virginia ([Link](#))

- Places and certifies teacher candidates
- Provides mentoring, support until teachers receive full certification

Cadet Programs

Arkansas Teacher Cadets Program ([Link](#))

- Offers dual enrollment college course for high school students that aspire to be public school teachers

Other SREB Examples: NC Teacher Cadet Program ([Link](#)); Teacher Cadets South Carolina ([Link](#))

College Scholarships & Loans

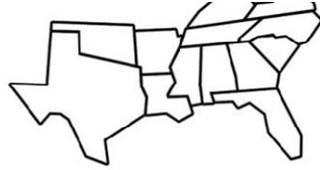
Mississippi Excellence in Teaching Program ([Link](#))

- Provides scholarships to aspiring ELA and mathematics teachers. Each fellow makes a five-year commitment to teach at a Mississippi public school after graduation.

Virginia Teaching Scholarship Loan Program ([Link](#))

- Provides financial support to candidates preparing to teach in a critical teacher shortage area.

Other SREB Examples: KY Teacher Scholarship Program ([Link](#)); OK Future Teachers Scholarship ([Link](#))



MASTER AND MENTOR TEACHER POLICIES IN SELECTED STATES

Background

The featured state strategies differ in the criteria used to designate educators as master or mentor teachers. The following characteristics were most common:

1. Demonstration of teacher leadership and willingness to take on leadership roles (TL)
2. Receipt of National Board Certification (NBC)
3. Proof of instructional effectiveness (IE), usually through a formal evaluation
4. Acquisition of advanced licensure offered by states (LIC)

Constituent Request

Will you conduct a policy scan to show the criteria that SREB states use to designate educators as master or mentor teachers?

Master and Mentor Teacher Strategies in Selected States

State	Summary	TL?	NBC?	IE?	LIC?
Arkansas	Mentors of novice teachers must have three years of classroom experience, receive a recommendation from an administrator, and rate as proficient using the state evaluation model. Mentors receive \$1,200/year.	✓	X	✓	X
Delaware	14 DE Reg. 1503 defines the duties and responsibilities for mentors. Mentors receive a salary supplement after documenting satisfactory completion of duties. 14 DE Reg. 1512 authorizes the Professional Standards Board to award advanced licensure to educators who acquire National Board Certification.	✓	✓	X	✓
Georgia	Educators can apply for Advanced and Lead Professional Certificates . Advanced licensees demonstrate exemplary instructional effectiveness and attain advanced training. Lead Professional licensees are teacher leaders that have demonstrated the same competence as Advanced licensees but have received additional training in coaching, mentoring, or teaching support. The state disbanded the Master Teacher Certification in May 2014, opting for a tiered certification model.	✓	✓	✓	✓

Appendix B: Teacher Loan Fund Program

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

The State Board of Education, through the State Department of Education, and the Commission on Higher Education shall:

(a) develop and implement a plan for the continuous evaluation and upgrading of standards for program approval of undergraduate and graduate education training programs of colleges and universities in this State;

(b) adopt policies and procedures which result in visiting teams with a balanced composition of teachers, administrators, and higher education faculties;

(c) establish program approval procedures which shall assure that all members of visiting teams which review and approve undergraduate and graduate education programs have attended training programs in program approval procedures within two years prior to service on such teams;

(d) render advice and aid to departments and colleges of education concerning their curricula, program approval standards, and results on the examinations provided for in this chapter;

(e) adopt program approval standards so that all colleges and universities in this State that offer undergraduate degrees in education shall require that students successfully complete the basic skills examination that is developed in compliance with this chapter before final admittance into the undergraduate teacher education program. These program approval standards shall include, but not be limited to, the following:

(1) A student initially may take the basic skills examination during his first or second year in college.

(2) Students may be allowed to take the examination no more than four times.

(3) If a student has not passed the examination, he may not be conditionally admitted to a teacher education program after December 1, 1996. After December 1, 1996, any person who has failed to achieve a passing score on all sections of the examination after two attempts may retake for a third time any test section not passed in the manner allowed by this section. The person shall first complete a remedial or developmental course from a post-secondary institution in the subject area of any test section not passed and provide satisfactory evidence of completion of this required remedial or developmental course to the State Superintendent of Education. A third administration of the examination then may be given to this person. If the person fails to pass the examination after the third attempt, after a period of three years, he may take the examination or any sections not passed for a fourth time under the same terms and conditions provided by this section of persons desiring to take the examination for a third time.

Provided, that in addition to the above approval standards, beginning in 1984-85, additional and upgraded approval standards must be developed, in consultation with the Commission on Higher Education, and promulgated by the State Board of Education for these teacher education programs.

(f) administer the basic skills examination provided for in this section three times a year;

(g) report the results of the examination to the colleges, universities, and student in such form that he will be provided specific information about his strengths and weaknesses and given consultation to assist in improving his performance;

(h) adopt program approval standards so that all colleges and universities in this State that offer undergraduate degrees in education shall require that students pursuing courses leading to teacher certification successfully complete one semester of student teaching and other field experiences and teacher development techniques directly related to practical classroom situations;

(i) adopt program approval standards whereby each student teacher must be evaluated and assisted by a representative or representatives of the college or university in which the student teacher is enrolled. Evaluation and assistance processes shall be locally developed or selected by colleges or universities in accordance with State Board of Education regulations. Processes shall evaluate and assist student teachers based on the criteria for teaching effectiveness developed in accordance with this chapter. All college and university representatives who are involved in the evaluation and assistance process shall receive appropriate training as defined by State Board of Education regulations. The college or university in which the student teacher is enrolled shall make available assistance, training, and counseling to the student teacher to overcome any identified deficiencies;

(j) the Commission on Higher Education, in consultation with the State Department of Education and the staff of the South Carolina Student Loan Corporation, shall develop a loan program in which talented and qualified state residents may be provided loans to attend public or private colleges and universities for the sole purpose and intent of becoming certified teachers employed in the State in areas of critical need. Areas of critical need shall include both geographic areas and areas of teacher certification and must be defined annually for that purpose by the State Board of Education. The definitions used in the federal Perkins Loan Program shall serve as the basis for defining "critical geographical areas", which shall include special schools, alternative schools, and correctional centers as identified by the State Board of Education. The recipient of a loan is entitled to have up to one hundred percent of the amount of the loan plus the interest canceled if he becomes certified and teaches in an area of critical need. Should the area of critical need in which the loan recipient is teaching be reclassified during the time of cancellation, the cancellation shall continue as though the critical need area had not changed. Additionally, beginning with the 2000-2001 school year, a teacher with a teacher loan through the South Carolina Student Loan Corporation shall qualify, if the teacher is teaching in an area newly designated as a critical needs area (geographic or subject, or both). Previous loan payments will not be reimbursed. The Department of Education and the local school district are responsible for annual distribution of the critical needs list. It is the responsibility of the teacher to request loan cancellation through service in a critical needs area to the Student Loan Corporation by November first.

Beginning July 1, 2000, the loan must be canceled at the rate of twenty percent or three thousand dollars, whichever is greater, of the total principal amount of the loan plus interest on the unpaid balance for each complete year of teaching service in either an academic critical need area or in a geographic need area. The loan must be canceled at the rate of thirty-three and one-third percent, or five thousand dollars, whichever is greater, of the total

principal amount of the loan plus interest on the unpaid balance for each complete year of teaching service in both an academic critical need area and a geographic need area. Beginning July 1, 2000, all loan recipients teaching in the public schools of South Carolina but not in an academic or geographic critical need area are to be charged an interest rate below that charged to loan recipients who do not teach in South Carolina.

Additional loans to assist with college and living expenses must be made available for talented and qualified state residents attending public or private colleges and universities in this State for the sole purpose and intent of changing careers in order to become certified teachers employed in the State in areas of critical need. These loan funds also may be used for the cost of participation in the critical needs certification program pursuant to Section 59-26-30(A)(8). Such loans must be cancelled under the same conditions and at the same rates as other critical need loans.

In case of failure to make a scheduled repayment of an installment, failure to apply for cancellation or 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 the area of vision, adopt program approval standards for initial certification and amend the approved program of specific course requirements for adding certification so that students receive appropriate training and can demonstrate competence in reading and writing braille;

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

(m) adopt program approval standards so that programs in a college or university in this State which lead to certification as administrative personnel must include training in methods of making school improvement councils an active and effective force in improving schools;

(n) the Commission on Higher Education in consultation with the State Department of Education and the staff of the South Carolina Student Loan Corporation, shall develop a Governor's Teaching Scholarship Loan Program to provide talented and qualified state residents loans not to exceed five thousand dollars a year to attend public or private colleges and universities for the purpose of becoming certified teachers employed in the public schools of this State. The recipient of a loan is entitled to have up to one hundred percent of the amount of the loan plus the interest on the loan canceled if he becomes certified and teaches in the public schools of this State for at least five years. The loan is canceled at the rate of twenty percent of the total principal amount of the loan plus interest on the unpaid balance for each complete year of teaching service in a public school. However, beginning July 1, 1990, the loan is canceled at the rate of thirty-three and one-third percent of the total principal amount of the loan plus interest on the unpaid balance for each complete year of teaching service in both an academic critical need area and a geographic need area as defined annually by the State Board of Education. In case of failure to make a scheduled repayment of any installment, failure to apply for cancellation or deferment of the loan on time, or noncompliance by a borrower with the purpose of the loan, the entire unpaid indebtedness plus interest is, at the option of the commission, immediately due and payable. The recipient shall execute the necessary legal documents to reflect his obligation and the terms and conditions of the loan. The loan program must be administered by the South Carolina Student Loan Corporation. Funds generated from repayments to the loan program must be retained in a separate account and utilized as a revolving account for the purpose of making additional loans. Appropriations for loans and administrative costs must come from the Education Improvement Act of 1984 Fund, on the recommendation of the Commission on Higher Education to the State Treasurer, for use by the corporation. The Education Oversight Committee shall review this scholarship loan program annually and report its findings and recommendations to the General Assembly. For purposes of this item, a 'talented and qualified state resident' includes freshmen students who graduate in the top ten percentile of their high school class, or who receive a combined verbal plus mathematics Scholastic Aptitude Test score of at least eleven hundred and enrolled students who have completed one year (two semesters or the equivalent) of collegiate work and who have earned a cumulative grade point average of at least 3.5 on a 4.0 scale. To remain eligible for the loan while in college, the student must maintain at least a 3.0 grade point average on a 4.0 scale.

Appendix C: SC Teacher Loan Advisory Committee

1A.7. (SDE-EIA: XII.F.2-CHE/Teacher Recruitment) Of the funds appropriated in Part IA, Section 1, XII.F.2. 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 institutions 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.

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.