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

EDUCATION OVERSIGHT COMMITTEE
2020 Vision Press Release
February 13, 2012
11:00 a.m.

The Enterprise Campus at Midlands Technical College
151 Powell Road
Columbia, South Carolina 29203

11:00: 2020 Vision Press Release, Auditorium
Mr. Neil Robinson
Mrs. Barbara Hairfield
Dr. Rainey Knight, Superintendent of Darlington County School District
Mrs. Kathy Gainey, Principal of Lamar High School
Mr. Jim Reynolds, Chairman of SC Chamber of Commerce and CEO of Total Comfort Systems
All EOC Members are invited to attend

11:30: Tour of Facility

Noon: Lunch with reporters and invited guests, Room 109

The Committee Meeting will begin at 1:00 p.m. in Room 109 at The Enterprise Campus at Midlands Technical College.

AGENDA

I. Welcome and Introductions — Mr. Robinson

II. Approval of the Minutes of December 12, 2011 — Mr. Robinson

III. Key Constituencies
Betty Bagley, Superintendent Anderson 5
Tripp Dukes, Assistant Superintendent of Instruction
Amy Hawkins, Director of Middle and Secondary Education
Cindy Martin, Director of Early Childhood & and Elementary Education

IV. Subcommittee Reports
A. Academic Standards and Assessments — Dr. Merck
Information: Cyclical Review of Science Standards
Information: Investigation of Growth Indices

B. EIA and Improvement Mechanisms — Mr. Drew
Information: Update on FY13 Budget

C. Public Awareness — Mrs. Hairfield
Information: Release of 2020 Vision and Public Awareness Campaign

VI. Adjournment

Directions to The Enterprise Campus at Midlands Technical College are attached.

Neil C. Robinson, Jr.
CHAIR
Barbara B. Hairfield
VICE CHAIR
Terry S. Brown
Dennis Drew
Mike Fair
Nikki Haley
R. Wesley Hayes, Jr.
Alex Martin
Daniel B. Merck
Joseph H. Neal
Andrew S. Patrick
J. Roland Smith
Ann Marie Taylor
John Warner
David Whittemore
Mick Zais

Melanie D. Barton
INTERIM EXECUTIVE DIRECTOR

The Enterprise Campus Directions

From Greenville (approximately 2 hours)

- Take I-26 East toward Columbia.
- Merge onto I-20 East via exit number 107B toward Florence.
- Take the US-21 North/Wilson Boulevard exit – Exit 71.
- Turn right onto US-21 North/Wilson Blvd.
- Turn right onto Pisgah Church Road at Keenan High School.
- Turn left onto Powell Road.
- Turn left into the Midlands Technical College parking lot.

From Charleston (approximately 2 hours)

- Take I-26 West toward Columbia.
- Merge onto I-77N toward Charlotte.
- Take the SC-555 South/Farrow Road exit – Exit 19.
- Turn right onto SC-555 South/Farrow Rd.
- Turn right at the light into Carolina Research Park onto Carotech Blvd.
- Turn left onto Technology Circle.
- Turn left onto Powell Rd.
- Turn right into the Midlands Technical College parking lot.

From Florence (approximately 1½ hours)

- Take I-20 West toward Columbia.
- Take exit 76A toward Charlotte/Charleston.
- Merge onto I-77 North toward Charlotte.
- Merge onto SC-555 South/Farrow Rd. via exit number 19.
- Turn right at the light into Carolina Research Park onto Carotech Blvd.
- Turn left onto Technology Circle.
- Turn left onto Powell Rd.
- Turn right into the Midlands Technical College parking lot.

From Charlotte (approximately 1½ hours)

- Take I-77 South toward Columbia.
- Merge onto SC-555 South/Farrow Rd. via exit number 19.
- Turn right at the light into Carolina Research Park onto Carotech Blvd.
- Turn left onto Technology Circle.
- Turn left onto Powell Rd.
- Turn right into the Midlands Technical College parking lot.

From Leesville

- Take I-20 East via exit number 107B toward Florence.
- Take the SC-555 North/Farrow Road exit – Exit 72.
- Turn left onto SC-555 North/Farrow Rd.
- Turn left at the 2nd light into Carolina Research Park onto Carotech Blvd.
- Turn left onto Technology Circle.
- Turn left onto Powell Rd.
- Turn right into the Midlands Technical College parking lot

SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE
Minutes of the Meeting
December 12, 2011

Members Present: Mr. Robinson, Mrs. Hairfield, Mr. Drew, Senator Fair, Mr. Martin; Dr. Merck, Rep. Patrick via conference call; Rep. Smith, Mrs. Taylor; Mr. Warner, and Mr. Whittemore

I. Welcome and Introductions: Mr. Robinson welcomed members and guests to the meeting.

II. Approval of the Minutes of October 10, 2011: The minutes of October 10, 2011 were approved as distributed.

III. Key Constituencies:

Dr. Tom Peters, Executive Director of South Carolina's Coalition for Mathematics and Science provided an overview of the history of the science and math hubs in South Carolina and discussed the new focus of the Coalition on STEM (science, technology, engineering and mathematics) education. Since 1993, Dr. Peters noted that the science and math hubs focused on instructional improvement; leadership development; and interventions in underperforming schools. This year the Boeing Company has decided to invest $750,000 over a three-year period to assist ten schools in integrating strategies to improve reading of informational text in the content areas of math and science. The results of the work in these ten schools will provide research and strategies to implement other structural changes in curriculum and learning. Other manufacturers, including BMW, Michelin and 3M, already support the work of the Coalition. Dr. Peters also discussed efforts underway in other states, including North Carolina, that has issued a comprehensive plan to integrate STEM education throughout South Carolina.

Mr. Warner asked for clarification about the budget for the Center. Dr. Peters responded that the center currently charges fees for services with contracts of approximately $455,000 in the current year. Mrs. Hairfield noted that the hubs have been instrumental in coaching teachers over the years and asked how many districts are using their services. Dr. Peters projects that 25 districts are using the expertise of the center. Mrs. Taylor asked for research on the effectiveness of the program. Dr. Peters responded that he has contacted Carnegie Melon University that has a comparable program. The research is limited to implementation research at the current time. However, the Boeing project will allow the center to substantiate the effectiveness of the STEMS on reading and writing. Dr. Peters noted that the Greenville County School District has asked for assistance in implementing the Common Core State Standards in mathematics. Senator Fair raised concerns that Greenville is spending money on Common Core when legislation is pending before the General Assembly to stop the implementation of Common Core.

Mr. Smith asked when the South Carolina Department of Education terminated funding for the math and science centers. Dr. Peters responded that it was June 6 of the previous fiscal year. Mr. Smith raised concerns that the EOC and potentially the General Assembly would be asked to support funding of an initiative that the State Superintendent of Education has not supported.

Ms. Meka Bosket, Deputy Superintended of Policy and Research at the South Carolina Department of Education, was recognized to address the issue of why the Department of Education has chosen not to renew its contractual agreement with the math and science centers. Ms. Bosket said that the agency could not determine the impact of the program or justify the investment. She also noted that other private vendors would be available to assist districts and schools with implementing the Common Core State Standards. Mr. Robinson asked Ms. Bosket how the funds that had been allocated to the math and science centers in the current year were being expended. Ms. Bosket responded that the funds were used for other professional development efforts. Senator Fair followed with questions of Ms. Bosket concerning the implementation of Common Core, expressly the cost of the assessment. Dr. Merck asked if the agency had considered using WorkKeys rather than HSAP. Ms. Bosket responded that Dr. Zais supports WorkKeys but that there are other programs including those being developed by ACT and SAT that might also be used.

IV. Subcommittee Reports

The committee then turned to the Subcommittee reports. Mr. Robinson noted that Rep. Andy Patrick, the newest member of the EOC appointed by Rep. Owens as his appointee from the House Education and Public Works Committee was participating in the meeting by conference call.

A. Academic Standards and Assessments: There was no report from the subcommittee.

B. EIA and Improvement Mechanisms: Mr. Drew reported on the EIA and Improvement Mechanisms Subcommittee's budget recommendations for Fiscal Year 2012-13. Mr. Drew summarized the recommendations of the EIA subcommittee to:

Adopt the current year's EIA appropriation base as the base appropriation for all EIA programs in Fiscal Year 2012-13

Continue consolidation of EIA line items as noted which will reduce the number of EIA-funded programs to 42, down from 71 in Fiscal Year 2008-09.

Reduce EIA appropriation to the Department of Disabilities & Special Needs (DDSN) for teacher salaries of $150,000 is the amount requested by the agency to conform to reductions in the number of instructional personnel.

Funding of New Initiatives including:
Teach For America South Carolina – EIA funding of $2.0 million to increase the number of top college graduates and professionals teaching in public schools in low-income communities, with high annual teacher turnover rates, and consistently low student achievement. To date, private funds alone have brought 31 Teach For America corps members to the school districts of Clarendon 2, Darlington, Florence 1, Orangeburg 3 and Orangeburg 5. The recommendation is to expand the program with both state and private funds. The goal is to have an additional 75 corps members teaching in South Carolina in 2012-13.

S^2TEM Centers SC (Science, Technology, Engineering and Mathematics) – To support existing and future companies with a trained workforce, the EOC proposes

investing $1,750,000 to transform the five regional math and science centers and the South Carolina Coalition for Mathematics and Science at Clemson University into an entity for innovation, research and implementation in STEM education. The coalition would establish a formalized STEM education infrastructure plan funded with both public and private funds.

Education Infrastructure and Innovation Initiative – The EOC recommends an appropriation of $32,500,000 in a new initiative that would first, develop a five-year plan to address technology needs and to promote innovation in education. Up to 15 percent of the EIA appropriation would be used to develop the plan with the balance of funds in the program carried forward into the subsequent fiscal year to begin implementation of the plan. The plan would determine infrastructure needs of public schools, including charter schools, and technical colleges; determine 21st century curriculum, instruction, assessments and accountability needs that will promote improved learning through innovation; and determine professional development needs of teachers and administrators.

Mr. Warner asked why the consolidation of line items is needed. Mr. Drew responded that it gives districts more flexibility and requires less time and effort in allocating the funds. Mr. Warner raised questions about the recommendation to fund S^2TEM Centers SC. Mr. Fair reiterated his concern about districts spending funds for Common Core implementation and moved that the question be divided. Mr. Smith seconded the motion. The committee voted to divide the issue.

The Committee took up first the consolidation of line item appropriations for programs for disabilities. Mr. Warner moved and Mr. Smith seconded the recommendation to consolidate the line items into Aid to Districts. There being no discussion, the recommendation was adopted unanimously.

The Committee then took up the consolidation of line item appropriations for teacher salaries and fringe benefits. Senator Fair moved and Mr. Warner seconded the recommendation to consolidate these line items. There being no discussion, the recommendation was adopted unanimously.

The Committee then took up the recommendation to appropriate $2.0 million for Teach For America South Carolina. Mrs. Taylor asked about the program and was advised that the EOC had received a presentation in October on the program's goals and expansion efforts. There being no further discussion, the recommendation was adopted unanimously.

The Committee then took up the recommendation to appropriate $1,750,000 in EIA funds to S^2TEM Centers SC at Clemson University. Mrs. Hairfield moved and Mrs. Taylor seconded the recommendation. Mr. Warner advised that the Center should be prepared next year to justify the value of its services. Mr. Robinson concurred that no program receiving EIA funds in Fiscal Year 2012-13 should consider the funding automatic. Mr. Smith expressed his concern with starting new programs in the EIA when teachers have not received pay increases in several years. There being no further discussion, the recommendation was adopted with Mr. Smith and Senator Fair voting no.

The Committee then took up the subcommittee recommendation that $32.5 million be appropriated to the Education Infrastructure and Innovation Initiative. Mr. Smith moved and Mr. Martin seconded the recommendation. Ms. Taylor asked if the Subcommittee had considered the recommendations of the Reading Panel. Ms. Taylor was informed

by staff that the recommendations of the panel were not finalized and had not been available to the subcommittee to be considered. Mr. Warner asked questions about the use of the funds to promote innovation through technology. Mr. Drew concurred and stated that the vision and plan should include innovation and asked that the recommendation be amended to reflect the goal of innovation. There being no further discussion, the recommendation was adopted.

C. Public Awareness: Mr. Robinson called upon Mrs. Hairfield to give an update on the Public Awareness Subcommittee. Mrs. Hairfield noted that a communications plan had been provided to the staff and would be discussed by the Public Awareness Subcommittee at its January meeting. The communications plan focuses on notifying the general public, parents, educators, legislators and business leaders of the 2020 Vision and our state's progress toward the Vision.

V. Nominating Committee

Mr. Robinson called upon Mr. Drew to discuss the recommendations of the Nominating Committee. Mr. Drew noted that the Nominating Committee consisted of himself, Mr. Martin and Senator Hayes. The Committee recommended to the EOC that Mr. Robinson and Mrs. Hairfield be nominated for chairman and vice chairman of the EOC again for a two-year term. Sen. Fair moved that the nominations be closed and Mr. Robinson be elected Chairman of the EOC and Mrs. Hairfield Vice Chairman of the EOC for another two-year term. The motion carried unanimously.

Mr. Warner asked the chair, staff and EOC members to respond to a letter that he had emailed in the fall. Mr. Robinson noted that he would discuss the issues raised by Mr. Warner in subsequent emails.

Having no other business, the EOC adjourned.

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M E M O R A N D U M

TO: Members, Education Oversight Committee

FROM: Melanie Barton

DATE: February 13, 2012

IN RE: Cyclical Review of Academic Standards in Science

The current academic standards in science were developed between September 2004 and June 12, 2006. Pursuant to Section 59-18-350 of the Education Accountability Act (EAA),

> the State Board of Education, in consultation with the Education Oversight Committee, shall provide for a cyclical review by academic area of the state standards and assessments to ensure that the standards and assessments are maintaining high expectations for learning and teaching. At a minimum, each academic area should be reviewed and updated every seven years. After each academic area is reviewed, a report on the recommended revisions must be presented to the Education Oversight Committee and the State Board of Education for consideration. After approval by the Education Oversight Committee and the State Board of Education, the recommendations may be implemented. However, the previous content standards shall remain in effect until approval has been given by both entities. As a part of the review, a task force of parents, business and industry persons, community leaders, and educators, to include special education teachers, shall examine the standards and assessment system to determine rigor and relevancy.

The Education Oversight Committee (EOC) staff will appoint three external review panels: one consisting of national educators and/or education groups and including experts in assessment; a second consisting of South Carolina parents, community leaders, and business leaders; and a third consisting of South Carolina special education teachers and teachers of English language learners. The staff will consult with the South Carolina Department of Education, the EOC members, school district superintendents and others who have previously served on EOC task forces and review panels.

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The EOC staff has also enlisted the assistance of educational consultant Ms. Kay Gossett to lead the agency's review of the standards and to work with the review panels. Ms. Gossett assisted the EOC in 2010 with the review of the social studies standards. A retired educator, Ms. Gossett served as a Palmetto Priority School liaison, an External Review Team Liaison and Assistant Superintendent for Instruction and Accountability in Lexington School District Two.

The following represents the anticipated timeline of actions taken as well as future actions in the review process:

Date	**Action Taken**	**Future Action**
December 2011	EOC staff hired Kay Gossett to coordinate review; EOC staff and Kay Gossett met with Meka Bosket, Deputy Superintendent for Policy and Research, at the SC Department of Education, to review the Standard Operating Procedures for the Review of Current South Carolina K-12 Academic Standards; and EOC received from Ms. Bosket names for individuals to serve on the national review panel	
January 2012	Mailed and emailed ten individuals about serving on National Review Panel	
	Mailed EOC members, superintendents and instructional leaders in the district for nominations of individuals to serve on panels. Received approximately 162 nominations	
	Seven individuals selected to serve on the National Review Panel of which five are professors from public and private colleges and universities in SC	
February through April 2012		Panels meet and make recommendations
May 21, 2012		Review of science standards presented to Academic Standards and Assessment Subcommittee for approval
June 11, 2012		Review of science standards presented to full EOC for approval

EDUCATION OVERSIGHT COMMITTEE

Date: February 13, 2012

REPORT/RECOMMENDATION

The Education Accountability Act (EAA) of 1998, as amended by Act 282 of 2008, provides for a cyclical review of the accountability system.

Spring 2009 was the first administration of the PASS assessment. Growth ratings for 2009 were obtained using PACT assessment scores from Spring 2008 as students' initial assessment of achievement and PASS assessment scores from Spring 2009 as students' final assessment of achievement. Growth ratings for 2010 and 2011 were obtained using PASS assessment scores for both initial and final assessments of student achievement.

The process by which growth indices (which are used to create growth ratings for elementary and middle schools) are created was changed for the 2009 report card ratings. In December of 2009 simulations of growth ratings were conducted using PACT data, and based on these simulations the value table methodology was adopted.

This investigation examines growth indices obtained using the value table methodology. The relationship of growth indices with absolute indices and poverty indices were examined. This information will inform the cyclical review of the accountability system.

PURPOSE/AUTHORITY

SECTION 59 6 100.
Within the Education Oversight Committee, an Accountability Division must be established to report on the monitoring, development, and implementation of the performance based accountability system and reviewing and evaluating all aspects of the Education Accountability Act and the Education Improvement Act.
The Education Oversight Committee will employ, by a majority vote, for a contract term of three years an executive director for the Accountability Division. The director must be chosen solely on grounds of fitness to perform the duties assigned to him and must possess at least the following qualifications: a demonstrated knowledge of public education, experience in program evaluation, and experience in a responsible managerial capacity. No member of the General Assembly nor anyone who will have been a member for one year previously will be contracted to serve as director. The director will have the authority to employ, with the approval of the subcommittee, professional and support staff as necessary to carry out the duties of the division, which shall be separate from the administrative staff of the Education Oversight Committee.

SECTION 59 6 110.
The division must examine the public education system to ensure that the system and its components and the EIA programs are functioning for the enhancement of student learning. The division will recommend the repeal or modification of statutes, policies, and rules that deter school improvement. The division must provide annually its findings and recommendations in a report to the Education Oversight Committee no later than February first. The division is to conduct in depth studies on implementation, efficiency, and the effectiveness of academic improvement efforts and:
(1) monitor and evaluate the implementation of the state standards and assessment;

(2) oversee the development, establishment, implementation, and maintenance of the accountability system;
(3) monitor and evaluate the functioning of the public education system and its components, programs, policies, and practices and report annually its findings and recommendations in a report to the commission no later than February first of each year; and
(4) perform other studies and reviews as required by law.
The responsibilities of the division do not include fiscal audit functions or funding recommendations except as they relate to accountability. It is not a function of this division to draft legislation and neither the director nor any other employee of the division shall urge or oppose any legislation. In the performance of its duties and responsibilities, the division and staff members are subject to the statutory provisions and penalties regarding confidentiality of records as they apply to students, schools, school districts, the Department of Education, and the Board of Education.

ECONOMIC IMPACT FOR EOC

Cost: No fiscal impact to EOC

ACTION REQUEST

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

ACTION TAKEN

☐ **Approved** ☐ **Amended**

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

2012

AN INVESTIGATION OF GROWTH INDICES OBTAINED USING VALUE TABLES

SC EDUCATION
OVERSIGHT COMMITTEE

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

An Investigation of Growth Indices Obtained Using Value Tables

Introduction

Since its inception, the state accountability system has included separate measures that characterize student performance in schools and school districts in a specific year and student performance growth across two school years. Both the original Education Accountability Act of 1998 (EAA) and Act 282 of 2008, which amended the EAA, include an absolute performance rating and an improvement or growth rating. The original EAA required that schools and school districts receive two ratings: a rating for absolute performance and a rating for the improvement of performance. In 2008 the General Assembly amended "Improvement" performance to "growth", and while the nomenclature changed, the calculation of student academic growth performance remained consistent. According to Section 59-18-120 (8), "growth means the rating a school will receive based on longitudinally matched student data comparing current performance to the previous year's for the purpose of determining student academic growth." The absolute and growth ratings on the annual state school and district report cards convey this information.

Absolute and growth measures provide complementary information regarding the outcomes of schooling: absolute measures provide information regarding current levels of student achievement, and growth measures provide information regarding the progress that students have made from one academic year to the next. Absolute measures reflect how well schools meet common criteria of academic achievement. Judging all students with respect to common achievement criteria is consistent with the view that all students, regardless of where they reside, need to acquire the same academic skills in order to obtain access to workplace or further educational opportunities. Absolute measures provide summary information about the achievement levels of students within a school or district with respect to these standards.

Growth measures provide summary information regarding the progress students make throughout an academic year. Regardless of their initial level of achievement, students have the opportunity to increase their level of achievement. Students may begin an academic year with widely disparate levels of achievement, yet schools should provide all students the opportunity to learn and grow academically. Presuming all students have the opportunity to grow by the same amount, summary measures of growth should not be related to summary measures of absolute status. As a result, absolute and growth measures provide different information about student achievement, and should operate as independently as possible.

Currently, the absolute and growth measures are communicated in two ways, ratings and indices. Report card ratings are communicated using five categories: Excellent, Good, Average, Below Average, and At Risk. Report card indices are numeric values that summarize student achievement and the gains in student achievement for each school and district. The report card indices are created first, and based on these indices report ratings are associated with each school or district. The process of deriving absolute and growth indices, and the association of these indices with absolute and growth ratings is defined by the Education Oversight Committee (EOC); the EOC publishes an Accountability Manual annually that describes in detail the data used and computations performed in establishing the ratings.

From 2002 through 2008 growth indices were obtained by taking the difference between the current year's absolute index and the previous year's absolute index. Beginning in 2009 growth indices were obtained using a value table method, in which individual students are awarded points based on their achievement level in the current and previous year. The value table methodology was suggested by an EOC National Advisory Committee. In a simple visual presentation, a value table presents the rewards that are awarded to students based on their academic performance at an initial point in time and their performance at a second point in time. Consider the following sample value table (Table 1). In this value table a student whose year 1 academic achievement was Met and year 2 academic achievement was Exemplary was awarded 120 points.

Table 1. Sample Value Table.

Year 1 Level	Year 2 Level		
	Not Met	Met	Exemplary
Exemplary	80	90	100
Met	80	100	120
Not Met	100	140	180

The construction of value tables is performed consistent with some judgment regarding the relative importance of different types of student gains. Questions that may be asked include:

1. Is the achievement of a specific achievement level the desired outcome?
2. What value is placed on students who maintain the same level of achievement? Is this value the same for all levels of achievement?
3. How are student gains at lower levels of achievement valued compared to student gains at higher levels of achievement?

The sample value table was created to address two of these questions: first, all students who maintain the same achievement level from year 1 to year 2 are rewarded equally (100 points), and second, gains made by lower achieving students are more valuable than those made by higher achieving students. For students initially scoring at the lowest level (Not Met) an additional 40 points is earned for each increase in achievement level in year 2, for students initially scoring at the middle level (Met) an additional 20 points is earned for each year 2 achievement level above Not Met, and for students initially scoring at the highest level (Exemplary) an additional 10 points is earned for each year 2 achievement level above Not Met.

Now consider the value table currently used to create the growth indices (Table 2). First, notice that the value table methodology uses five categories of student achievement on PASS rather than the three categories used to communicate student scores to parents; these categories are Not Met 1, Not Met 2, Met, Exemplary 4, and Exemplary 5. This table was created with the primary purpose of encouraging all students to reach the achievement level Met. Toward this end, the increment in awards for year two performance from Not Met 1 to Not Met 2 and from

Not Met 2 to Met is 20 points, while the increment in reward from Met to Exemplary 4 and from Exemplary 4 to Exemplary 5 is 10 points.

Table 2. Current Value Table

Year One (Pre-test)	Year Two (Post-test)				
	Not Met 1	Not Met 2	Met	Exemplary 4	Exemplary 5
Exemplary 5	40	60	80	90	100
Exemplary 4	50	70	90	100	110
Met	60	80	100	110	120
Not Met 2	70	90	110	120	130
Not Met 1	80	100	120	130	140

At the time this value table was created, two years of PASS data were not available to explore growth indices that could be created.

Analysis

The value tables used to compute the growth indices for the 2009, 2010, and 2011 elementary and middle report cards were adopted by the EOC in January of 2009. Use of the value table methodology as a means of computing growth ratings can be performed with many other value tables, with different outcomes. This investigation will:

1. consider the present and several alternative value tables, and describe the policy regarding student growth that each represents,
2. apply all value tables to data used to create growth indices for the 2010 and 2011 report cards,
3. examine the relationships among the absolute indices, growth indices, and poverty indices obtained, within and across academic years,
4. determine if these relationships are consistent for elementary and for middle schools, and
5. explain the correlations obtained using the value tables methodology.

Because measures of school and district achievement tend to be associated with the socio-economic status of the community the school serves, the relationships of both absolute and growth ratings to the socio-economic status of schools and districts will also be examined. The socio-economic status of schools and districts is quantified by the poverty index, which is the percentage of students participating in the federal free or reduced-price lunch program in the current year and/or eligible for Medicaid at any time in the past three years.

The relationships among these measures will be examined using correlation coefficients. A correlation coefficient is a measure of association between two variables. Values of a correlation coefficient can range from -1 to +1. When correlation coefficients are positive, higher values of the first variable are associated with higher values of the second variable, and lower values of the first variable are associated with lower values of the second variable. When correlation coefficients are negative, higher values of the first variable are associated with lower values of the second variable, and lower values of the first variable are associated with higher values of the second variable. The numeric value of a correlation coefficient becomes larger when each value of the first variable is associated with a more narrow range of values of the second variable.

How correlation coefficients vary can be seen using data from this study. Table 3 presents the correlations among absolute indices, growth indices, and poverty indices for elementary and middle school report card data from 2005 through 2010. For elementary schools in 2005 the correlation between absolute and growth indices was 0.28 (Figure 1), and for elementary schools in 2011 the correlation between absolute and growth indices was 0.76 (Figure 2). Notice that for the lower correlation coefficient (2005 report card year) the data do not appear to fall along a line, instead they seem to make a more circular shape, while the data with a higher correlation coefficient (2011 report card year) appear to fall along a line.

Table 3: Correlations among Absolute Indices, Growth Indices, and Poverty Indices for Elementary and Middle Schools for 2005 through 2011 Report Cards.

Growth Index Method & Report Card Year	Absolute Index with Growth Index		Absolute Index with Poverty Index		Growth Index with Poverty Index	
	Elementary	Middle	Elementary	Middle	Elementary	Middle
Difference Between Absolute Indices						
2005	.28	.40	-.78	-0.82	-0.12	-0.14
2006	.28	.27	-.77	-0.86	-0.11	-0.09
2007	.29	.36	-.80	-0.86	-0.16	-0.21
2008	.34	.26	-.80	-0.88	-0.20	-0.15
Value Table						
2009	.80	.86	-.83	-0.87	-0.60	-0.67
2010	.80	.90	-.82	-0.85	-0.55	-0.72
2011	.76	.91	-.80	-0.83	-0.50	-0.68

In Table 3 it can be seen that the relationship between absolute indices and growth indices has changed over time, as has the relationship between growth indices and poverty indices. For elementary schools the correlations between absolute and growth indices were approximately .30 from 2005 through 2008, and increased to approximately .80 for 2009 through 2011. The correlations between growth Indices and the poverty index were approximately -.15 from to 2005 through 2008, and increased to approximately -.60 from 2009 through 2011. These changes occurred when the process for creating growth Indices changed to the use of the

growth value tables. Changes also occurred for middle schools at this time; correlations between absolute indices and growth indices changed from values near .35 (2005 through 2008) to values near .90 (2009 through 2011), and correlations between growth indices and poverty indices changed from values near -.15 (2005 through 2008) to values near -.70 (2009 through 2011).

Figure 1. Plot of Growth Indices by Absolute Indices for Elementary Schools from 2005 Report Cards (correlation = .28).

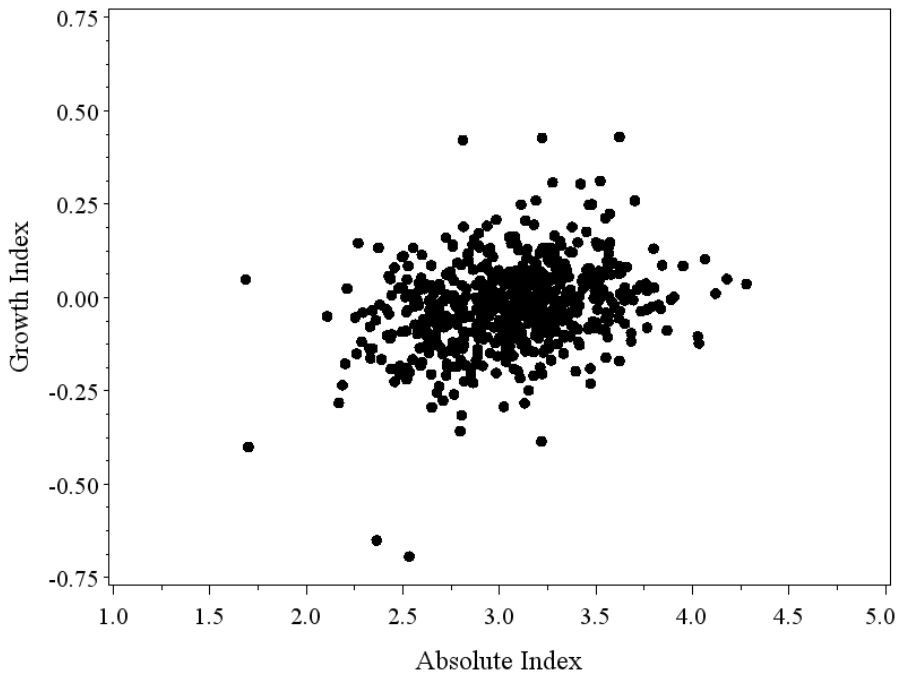

Figure 2. Plot of Growth Indices by Absolute Indices for Elementary Schools from 2011 Report Cards (correlation = .80).

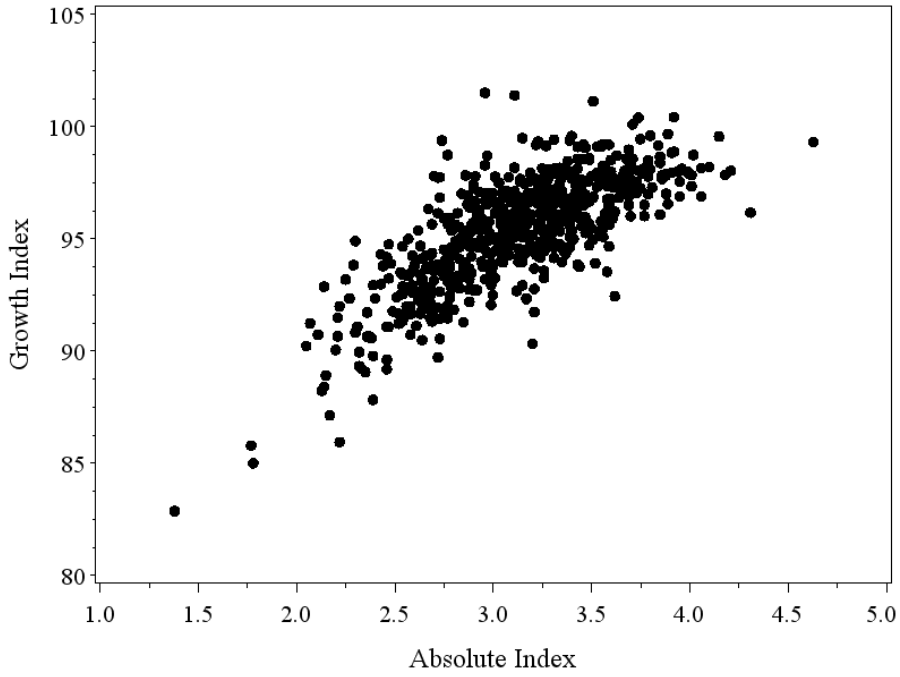

Figure 3 presents the association of absolute indices with poverty indices for 2011 elementary school report card data; the correlation between absolute indices and poverty indices is -0.80. The correlation is negative because schools with higher levels of poverty tend to have lower absolute indices. Figure 4 presents the association between growth indices and poverty indices, again for 2011 elementary school report card data; the correlation between growth indices and poverty indices is -0.50. This correlation is also negative because schools with higher levels of poverty tend to have lower growth indices. The correlation between growth ratings and poverty indices is smaller than the correlation between absolute indices and poverty indices. Visually, the difference can be seen in Figures 3 and 4, because among schools with the highest poverty indices, schools are much more variable in their growth indices than they are in their absolute indices.

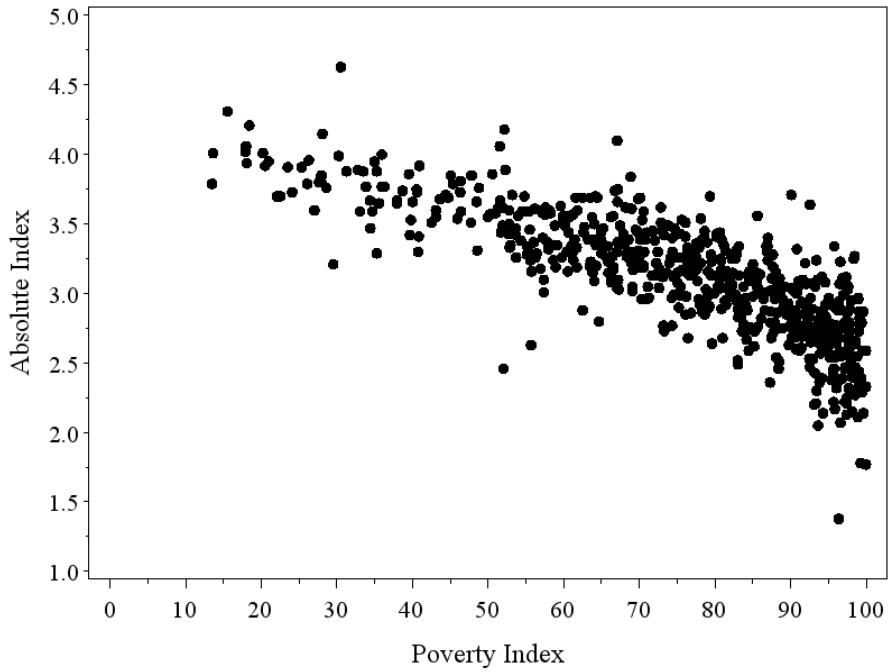

Figure 3. Scatterplot of Absolute Indices by Poverty Indices for Elementary Schools for the 2011 report cards.

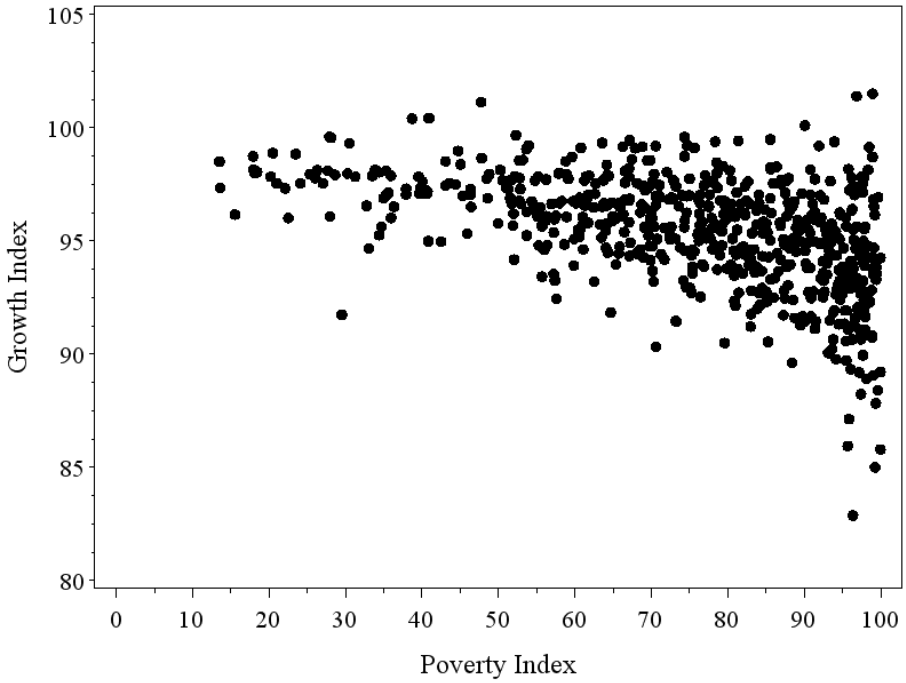

Figure 4. Scatterplot of Growth Indices by Poverty Indices for Elementary Schools for the 2011 report cards.

Methods

Data

The data used were obtained from the South Carolina Department of Education, and include Palmetto Assessment of State Standards (PASS) data for those students who were used to compute growth indices for the 2011 (obtained August 31, 2011) and 2010 (obtained October 12, 2010) report cards; these data were used to compute both absolute and growth indices. In practice, the data used to compute absolute indices differ from the data used to compute growth indices. For elementary schools, absolute indices are computed using PASS scores from all students enrolled in a school or district on the 45th-day of instruction and on the first day of testing. Growth indices are computed using a subset of these students; only those students for whom a PASS score can be found from the previous year (the previous year PASS score can be obtained while the student was enrolled in a different school). For middle schools, absolute indices are computed using students' PASS data, and data obtained from students who have been administered assessments as a part of the End-of-Course Examination Program (EOCEP). As with elementary schools, only those students enrolled in a school or district on the 45th-day of instruction and on the first day of testing are included. Growth indices for middle schools only utilize data from students for whom PASS scores can be found from the previous year. Students do not test in consecutive years with any EOCEP assessments, so EOCEP scores cannot be used as a part of growth indices.

This investigation will use only those students who can be used in the computation of growth indices; both absolute and growth indices will be computed using this one sample. Comparisons made between results of this study and the results of previous operational absolute and growth indices may be less valid for middle schools because the study sample may differ more from the operational sample for middle schools than for elementary schools. The relationships among indices obtained from the study sample and the operational sample will be examined. If the relationships among these indices are high, results obtained from the study sample may be used to infer results for an operational sample.

Computation of Absolute and Growth Indices

Absolute indices were computed consistent with the methodology described in the *2010-2011 Accountability Manual* in which a math index, an English/Language Arts (ELA) index, a science index, and a social studies index are computed, and a school/district absolute index is created by averaging these four indices. For elementary schools the weights of the four subject indices are .3, .3, .2, and .2, respectively; for middle schools each index has the same weight (.25). Growth indices were computed by assigning each student a value from a value table based on their score on each of two years of PASS. For each subject area a mean growth index is computed. The subject area growth indices are then combined using the same weights as were used to compute the absolute indices.

Value Tables

As a methodology to create summary information regarding student growth, value tables have several advantages. First, they offer transparency. To begin with, they utilize scores in a format that may be more familiar to parents and the general public (e.g., Not Met, Met and Exemplary). In a simple visual presentation, a value table presents numerically the rewards that are assigned to students based on their academic performance at an initial time, and their performance at a second point in time. Second, the summary statistic across all students can be as simple as taking the mean of the values obtained from each student. No complex mathematics or statistical methods need to be employed, allowing a school or district to perform the computations to obtain the summary of their students' academic growth. Finally, because the process is transparent, understandable, and computationally simple, different value tables can be considered by stakeholders with varying levels of expertise regarding student assessment. With discussion, the value table can be altered to reflect the consensus of stakeholders regarding the relative importance of different initial performance/final performance combinations.

The current value table and the rationale for its creation have already been discussed. In light of the relationships among absolute, growth and poverty indices observed using the current value tables, three alternative value tables were created. The first alternative (Table 4) was created with two goals; (1) decreasing rewards for students that maintained their status at successively lower PASS levels, and (2) increasing increments in rewards for gains to successively higher levels. Alternative 1 is a modification to the current value table which makes the pattern of increased rewards for students who maintain their status at successively higher levels uniform throughout the table. Students who maintain their status at Not Met 1 are rewarded with 60 points, and students who maintain their status at Not Met 2 are rewarded with 70 points; with increments of 10 points for students who maintain their status at successive higher levels to 100 points for students who maintain their status at Exemplary 5. Students who increase their achievement by one level are rewarded with an additional 20 points, students who increase their achievement by two levels are rewarded with an additional 25 points; each additional increase in level is rewarded by an additional 5 points. Students who decrease one level receive 15 points less than students who maintain their achievement level, and students who decrease their achievement by two levels receive 10 points less than students who maintain their achievement level; each additional decrease in achievement level is rewarded by 5 points less.

Table 4. Alternative 1

Year One (Pre-test)	Year Two (Post-test)				
	Not Met 1	Not Met 2	Met	Exemplary 4	Exemplary 5
Exemplary 5	60	70	75	85	100
Exemplary 4	60	65	75	90	110
Met	55	65	80	100	125
Not Met 2	55	70	90	115	135
Not Met 1	60	80	105	135	170

The second alternative (Table 5) was created to: (1) provide equal reward for students who maintain their achievement level, and (2) reward gains from one achievement level to the next equally, regardless of the initial achievement level of the student. In Table 5, all diagonal elements have the same value (100) and within any row, the difference between adjacent values is 10 points.

Table 5. Alternative 2.

Year One (Pre-test)	Year Two (Post-test)				
	Not Met 1	Not Met 2	Met	Exemplary 4	Exemplary 5
Exemplary 5	60	70	80	90	100
Exemplary 4	70	80	90	100	110
Met	80	90	100	110	120
Not Met 2	90	100	110	120	130
Not Met 1	100	110	120	130	140

The third alternative (Table 6) was created with a small modification to alternative 2. Students initially scoring at the lowest two levels (Not Met 1 and Not Met 2) receive a larger increment in reward (an additional 10 points) for increasing their achievement one level (120 points rather than 110 points). Increases of two or more levels are rewarded by an additional 10 points. Alternative 3 provides additional incentive for students initially scoring Not Met 1 to increase

their performance to Not Met 2. Students initially scoring Not Met 2 are also provided a larger incentive for increasing their achievement to Met. These larger increments for low achieving students are consistent with the intent in the development of the current value table, which was to encourage low achieving students to improve their levels of achievement to Met or above.

Table 6. Alternative Value 3.

Year One (Pre-test)	Year Two (Post-test)				
	Not Met 1	Not Met 2	Met	Exemplary 4	Exemplary 5
Exemplary 5	60	70	80	90	100
Exemplary 4	70	80	90	100	110
Met	80	90	100	110	120
Not Met 2	90	100	120	130	140
Not Met 1	100	120	130	140	150

Results

Table 7 presents summary statistics for absolute and growth indices that allow a judgment to made regarding whether results of this investigation can be generalized to an operational setting. For both elementary schools and middle schools in both the 2010 and 2011 report card data, only minor differences exist between the summary statistics obtained from the operational data and the study data. More importantly, the correlations between indices obtained using operational and study data (both absolute and growth) are 0.97 or higher. The similarities of the indices obtained using operational and study data and their high correlations suggest that conclusions drawn from results obtained from the study sample may be used to infer results in an operational setting.

Table 7. Summary Statistics of Absolute and Current Growth Indices using Operational and Study Data.

	2010				2011			
Index/Data	Mean	SD	Min	Max	Mean	SD	Min	Max
	Elementary Schools							
Absolute								
Operational	3.06	0.43	1.45	4.66	3.12	0.44	1.38	4.63
Study	3.00	0.44	1.58	4.73	3.04	0.44	1.38	4.64
Current Growth								
Operational	95.80	2.61	84.17	102.91	95.39	2.49	82.88	101.52
Study	95.47	2.80	83.96	104.31	95.37	2.63	82.19	101.47
	Middle Schools							
Absolute								
Operational	2.93	0.45	1.61	4.80	2.98	0.48	1.29	4.83
Study	2.92	0.45	1.57	4.80	2.97	0.48	1.09	4.83
Current Growth								
Operational	95.31	2.80	83.94	101.35	95.29	3.09	78.31	101.43
Study	95.19	2.86	84.38	101.40	95.29	3.09	78.31	101.43

Table 8 presents summary statistics for growth indices obtained using the three alternative value tables examined. Differences in all summary statistics presented are to be expected, because the alternative value tables differ with respect to the number of points awarded and the variability in points awarded, especially for students who maintain the same performance level from year 1 to year 2. Alternative 1 awards 60 to 100 points to students who maintain their achievement levels, while alternatives 2 and 3 award 100 points to all of these students. This disparity results in lower means and larger standard deviations for alternative 1. Because alternatives 2 and 3 are similar, their means and standard deviations are also similar.

Table 8. Descriptive Statistics of Growth Indices from Alternative Value Tables.

	2010				2011			
Value Table	Mean	SD	Minimum	Maximum	Mean	SD	Minimum	Maximum
	Elementary Schools							
Alternative 1	81.79	4.68	66.56	97.59	82.09	4.56	64.06	97.21
Alternative 2	99.72	1.29	95.47	104.52	99.43	1.35	94.88	104.84
Alternative 3	100.98	1.58	96.25	106.15	100.69	1.71	95.18	107.51
	Middle Schools							
Alternative 1	81.36	4.93	66.63	100.12	81.85	5.29	59.84	99.50
Alternative 2	100.27	0.96	97.48	103.42	100.22	1.09	96.74	102.53
Alternative 3	101.47	1.06	98.29	105.54	101.46	1.24	96.87	104.20

Table 9 presents the correlations between absolute indices and growth indices and between growth indices and poverty indices for elementary and middle schools, for the three alternative value tables, for the 2010 and 2011 report card years. Some general trends in the correlations can be observed when comparing elementary schools to middle schools, and when comparing correlations in 2011 to correlations from 2010. Correlations are generally higher for middle schools than for elementary schools, most likely because middle schools serve more students and any summary measure that is based on more students will be less susceptible to sampling fluctuations. Correlations tend to be slightly lower for 2011 than for 2010.

A clear pattern also emerges regarding the magnitudes of correlations between absolute and growth indices among the value tables considered. Alternative 1 consistently gives the largest positive correlation, followed by the current value table and alternatives 2 and 3, respectively. The magnitude of correlations between growth indices and poverty indices follow an opposite trend. Alternative 1 consistently gives the largest negative correlation, followed by the current value table and alternatives 2 and 3, respectively.

Table 9. Correlations among Absolute and Growth Indices, and Growth Indices and Poverty Indices for Current and Alternative Value Tables.

	Absolute with Growth		Growth with Poverty	
Value Table	2010	2011	2010	2011
	Elementary Schools			
Current	.85	.81	-.56	-.50
Alternative 1	.98	.97	-.76	-.73
Alternative 2	.23	.06	.00	.14
Alternative 3	-.03	-.15	.22	.31
	Middle Schools			
Current	.93	.92	-.76	-.68
Alternative 1	.99	.99	-.85	-.81
Alternative 2	.52	.47	-.39	-.29
Alternative 3	.16	.19	-.06	-.01

To understand the pattern of correlations between absolute and growth indices for the value tables presented here consider Tables 10 and 11, which present the percentage of students in each value table location for schools with absolute ratings of Excellent or At Risk. For both

elementary and middle schools a similar pattern emerges; students in schools with an Excellent rating most frequently maintain their PASS rating at the Met or Exemplary 5 levels, and students in schools with an At Risk rating most frequently maintain their PASS rating at the Not Met 1 or the Met level. Similar percentages of students from these schools maintain their status at the Met level. Differences in growth indices obtained for schools by absolute rating, then, depend most heavily on the points awarded for students who maintain their achievement at either the Not Met 1 or Exemplary 5 levels.

Alternative 1 awards 100 points to students whose initial PASS level is Exemplary 5 that maintain this level, and 60 points to students whose initial PASS level is Not Met 1 that maintain this level. As the absolute ratings of At Risk and Excellent would suggest, a smaller percentage of students in schools with ratings of At Risk and a larger percentage of students in schools with ratings of Excellent initially score at the Exemplary 5 level, and a larger percentage of students in schools with At Risk rating and a smaller percentage of students in schools with ratings of Excellent initially score at the Not Met 1 level. As a consequence, students in schools with absolute ratings of Excellent more frequently receive 100 points, and students in schools with absolute ratings of At Risk more frequently receive 60 points. The highest growth indices are then obtained by schools with the highest absolute ratings (and indices), and the lowest growth indices are then obtained by schools with the lowest absolute ratings (and indices).

The current value table has some elements of alternative 1 because fewer points are awarded for students who maintain their status at levels below Met, but does not continue this trend for students who maintain their achievement at the Exemplary 4 and Exemplary 5 levels. As a result, growth indices and absolute indices are not as highly correlated as for alternative 1.

Alternatives 2 and 3 award 100 points to students who maintain their achievement level regardless of what that level may be, enabling schools with absolute ratings of At Risk to obtain growth indices similar to those obtained by schools with absolute ratings of Excellent. Correlations between growth indices and absolute indices are substantially lower than are correlations from the current value table or alternative 1. Recall that alternative 3 differs from alternative 2 in a small way; it awards more points to low achieving students who increase their achievement. This small difference accounts for the differences between the correlations for these value tables.

Table 10. Percentages of Students in Most Frequently Filled Cells in Value Table for Elementary School Students in Excellent (E) and At Risk (AR) Schools.

Year One (Pre-test)	Year Two (Post-test)				
	Not Met 1	Not Met 2	Met	Exemplary 4	Exemplary 5
Exemplary 5				E (5)	E (24)
Exemplary 4			E (6)		E (6)
Met		AR (7)	E (23) AR (20)	E (5)	
Not Met 2	AR (10)	AR (10)	AR (9)		
Not Met 1	AR (21)				

Table 11. Percentages of Students in Most Frequently Filled Cells in Value Table for Middle School Students in Excellent (E) and At Risk (AR) Schools.

Year One (Pre-test)	Year Two (Post-test)				
	Not Met 1	Not Met 2	Met	Exemplary 4	Exemplary 5
Exemplary 5					E (20)
Exemplary 4			E (5)	E (6)	E (8)
Met		AR (9)	E (23) AR (19)	E (7)	
Not Met 2	AR (9)	AR (9)			
Not Met 1	AR (23)	AR (7)			

Discussion

The current growth indices were created using a value table that was designed to reward schools for moving student performance to the Met level which is defined in the EAA as "meeting standard." An unintended consequence of the current value table has been to increase the correlation or dependency of the absolute and growth indices. If students initially scoring less than Met on PASS most frequently improved one level rather than most frequently maintaining the same level, the correlation between absolute and growth indices would be likely minimized. With the current value table, both absolute and growth indices are also related to socio-economic status as measured by the poverty index. When both measures are related to the poverty status of the school or district, they are no longer providing separate information regarding the educational status and progress of schools or districts. This analysis will assist the Education Oversight Committee when the accountability system is reviewed again in 2013.

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 Interim Executive Director 803.734.6148.

SC EDUCATION OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.

M E M O R A N D U M

TO: Members, Education Oversight Committee

FROM: Melanie Barton

DATE: January 30, 2012

IN RE: Budget Update

Upon adoption of the Education Improvement Act (EIA) proviso and budget recommendations, the staff of the EOC communicated the recommendations to the Governor, to the Chairman of the Senate Finance Committee and to the Chairman of the House Ways and Means Committee. The staff, along with Dennis Drew, presented the recommendations to the Public Education and Special Schools Subcommittee of the Ways and Means Committee on January 11. The Ways and Means Committee will debate and complete its work on the 2012-13 General Appropriation bill during the week of February 21.

Released on January 13, 2012, the Governor's *Executive Budget for the State of South Carolina for Fiscal Year 2012-13* included many of the EOC's recommendations. The Governor recommended EIA funds for Teach For America at $2.0 million and S^2TEM at $1,750,000. The Governor also recommended $15.2 million in EIA funds for technology in the form of educational content and infrastructure through the South Carolina Department of Education and through the K-12 Technology Committee. The Governor's budget consolidates two existing EIA line item appropriations for students with disabilities into the Aid to District line item as well as increases the allocation to school districts by the amount recommended by the EOC. The Governor also recommended continued funding of the EOC at the current year's level. The attachment provides a detailed analysis of the EIA budget as recommended by the Governor.

Regarding other public education initiatives, the Governor recommended:

$10.0 million increase for the South Carolina Public Charter School District;

No additional funds for school bus purchases and instead $4.8 million to lease buses this year;

$12.0 million increase in EIA funds for fuel and parts for the school bus transportation system; and

Funding of the EFA at a base student cost of $1,788 which does not annualize the $56.0 million in non-recurring funds appropriated in the current fiscal year for the EFA. Since the Governor's budget was released, the weighted pupil unit count has increased, resulting in a base student cost of less than $1,788.

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Education Improvement Act

	2011-12 Appropriation	EOC Recommendation 2012-13	Governor Recommendation 2012-13	Explanation of Governor's Budget
A. STANDARDS, TEACHING, LEARNING, ACCOUNTABILITY		Increase/Decrease	Increase/Decrease	
1. Student Learning				
Personal Service Classified Positions	58,629			
Other Operating Expenses	136,739			
Handicapped Student Services	3,045,778	($3,045,778)	($3,045,778)	Consolidate funds with Aid to Districts per EOC recommendation
High Achieving Students	26,628,246			
Aid to Districts	37,736,600	$12,320,743	$12,320,743	Consolidation of line items for students with disabilities and a $6.4 million increase; EOC Recommendation
Aid to Districts (Non-Recurring)	30,514,235			
School Health & Fitness Act -- Nurses	6,000,000			
Tech Prep	3,021,348			
Modernize Vocational Equipment	2,946,296			
Arts Curricula	1,187,571			
P.L. 99-457 Preschool Children w/ Disabilities	2,878,146	($2,878,146)	($2,878,146)	Consolidate funds with Aid to Districts per EOC recommendation
Adult Education	13,573,736			
Students at Risk of School Failure	136,163,204		$2,104,992	Increase funding for Students At Risk
High Schools That Work	743,354		($743,354)	Eliminate funding
New: Educational Content and Infrastructure			$5,230,745	Per EOC Recommendation; increase in technology
Subtotal	**264,633,882**			
2. Student Testing				
Personal Service Classified Positions	488,518			
Other operating Expenses	332,948			
Special Items				
Assessment / Testing	17,652,624			
Subtotal	**18,474,090**			
3. Curriculum & Standards				
Personal Service Classified Positions	126,232			
Other Personal Service	4,736			
Other Operating Expenses	41,987			
Reading	6,542,052		$654,205	Increase in funding
Instructional Materials	13,761,587			
Subtotal	**20,476,594**			
4. Assistance, Intervention, & Reward				
Personal Service Classified Positions	1,236,436			
Other Operating Expenses	1,174,752			
EAA Technical Assistance	6,000,000			
Report Cards	722,385			

	2011-12 Appropriation	EOC Recommendation 2012-13	Governor Recommendation 2012-13	Explanation of Governor's Budget
Palmetto Gold & Silver Awards	2,230,061		($2,230,061)	Elimination of program
PowerSchool/Data Collection	5,000,000			
Student Identifier				
Data Collection				
Aid Other State Agencies	121,276			
Subtotal	**16,484,910**			
B. Early Childhood				
Personal Service Classified Positions	376,246			
Other Operating Expenses	556,592			
Alloc EIA - 4 YR Early Child	15,813,846			
SCDE-CDEPP	17,300,000			
Subtotal	**34,046,684**			
C. TEACHER QUALITY				
1. Certification				
Personal Service Classified Positions	1,068,102			
Other Personal Service	1,579			
Other Operating Expenses	638,999			
Subtotal	**1,708,680**			
2. Retention & Reward				
Special Items				
Teacher of the Year Award	155,000			
Teacher Quality Commission	372,724			
Teacher Salary Supplement	77,061,350	$15,766,752		
Teacher Salary Supplement - Fringe	15,766,752	($15,766,752)		
National Board Certification	68,564,000			
Teacher Supplies	12,999,520		$200,000	Deletion of proviso taking funds from EOC; instead increase in line item appropriation
Subtotal	**174,919,346**			
3. Professional Development				
Special Items				
Professional Development	6,515,911			
ADEPT	873,909			
Subtotal	**7,389,820**			
E. LEADERSHIP				
1. Schools				
Subtotal	**0**			
2. State				
Personal Service Classified Positions	82,049			
Other Personal Service	83,121			
Other Operating Expenses	300,032			

	2011-12 Appropriation	EOC Recommendation 2012-13	Governor Recommendation 2012-13	Explanation of Governor's Budget
Technology	10,171,826		$9,828,174	Per EOC Recommendation to increase funding for technology infrastructure
Employer Contributions	1,064,221		$5,275,571	Increase in contributions for state retirement program
Subtotal	**11,701,249**			
F. PARTNERSHIPS				
1. Business and Community				
Subtotal	**0**			
2. Other Agencies & Entities				
State Agency Teacher Pay (F30)	209,381			
Writing Improvement Network-USC (H27)	182,761		($182,761)	Elimination of program
Education Oversight Committee (A85)	1,193,242		($200,000)	Proviso eliminated and funds reallocated on the line.
SC Geographic Alliance-USC (H27)	155,869		($155,869)	Elimination of program
Science PLUS	150,000			
Gov. School Arts & Humanities (H63)	775,454			
Wil Lou Gray Opportunity School (H71)	605,294			
School for Deaf & Blind (H75)	7,176,110			
Disabilities & Special Needs (J16)	763,653	($150,000)	($150,000)	Requested by DDSN; EOC recommendation
John De La Howe School (L12)	363,734			
School Improvement Council Project (H27)	127,303			
Clemson Ag Ed Teachers	758,627			
Centers of Excellence-CHE (H03)	887,526			
Teacher Recruitment Program-CHE (H03)	4,243,527			
Center for Ed, Recruitment, Ret, and Adv	31,680			
Teacher Loan Program-State Treasurer (E16)	4,000,722			
Gov. School Science & Math (H63)	416,784			
Science South	500,000			
First Steps to School Readiness	1,490,847		$416,508	Transfer of administrative funds to OFS from General Fund in SCDE
OFS-CDEPP	2,484,628			
SC Youth Challenge Academy	1,000,000			
New: Teach for America		$2,000,000	$2,000,000	Per EOC Request
New: STEM Centers		$1,750,000	$1,750,000	Per EOC Request
New: Education Infrastructure & Innovation		$32,500,000		
Subtotal	**27,517,142**			
G. TRANSPORTATION/BUSES				
Other Operating	17,462,672		$12,301,850	Increase for bus fuel and parts
Non-Recurring Operations	3,301,850			
Subtotal	**20,764,522**			
EIA TOTAL	**598,116,919**	**$42,496,819**	**$42,496,819**	