

AGENDA

EIA and Improvement Mechanisms Subcommittee

Monday, May 19, 2014
10:00 AM, Room 201, Blatt Building

- | | | |
|------|--|----------------|
| I. | Welcome and Introductions | Alex Martin |
| II. | Approval of Minutes of December 9, 2013 | Alex Martin |
| III. | Action: 2012-13 Teacher Loan Report | Melanie Barton |
| IV. | Information: FY2014-15 General Appropriations Bill | Melanie Barton |
| V. | Information: Technical Assistance Reports | Melanie Barton |
| VI. | Information: Online Education in South Carolina-2014 | Kevin Andrews |

Adjournment

Subcommittee Members:

Alex Martin, Vice-Chair
Phillip Bowers
Margaret-Anne Gaffney
Rep. Joe Neal
Rep. J. Roland Smith
John Warner
David Whittemore

David Whittemore
CHAIR

Daniel B. Merck
VICE CHAIR

J. Phillip Bowers

Anne H. Bull

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Neil C. Robinson, Jr.

J. Roland Smith

Patti J. Tate

John Warner

Mick Zais

Melanie D. Barton
EXECUTIVE DIRECTOR

Minutes
EIA and Improvement Mechanisms Subcommittee
Monday, December 9, 2013
11:00 a.m.
Room 433 of the Blatt Building

Members in Attendance: Mr. Dennis Drew (Chair); Mr. Alex Martin (Vice-Chair); Mr. Phillip Bowers; Rep. Roland Smith; and Mr. David Whittemore

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

Welcome and Introductions

Mr. Drew called the meeting to order and asked that those in attendance introduce themselves and the organizations they represent.

Approval of the Prior Meeting Minutes

Mrs. Barton noted an error in the minutes as distributed. The minutes of the November 18, 2013 subcommittee meeting were amended and approved.

FY2014-15 Budget Discussion

Mr. Drew called upon Mrs. Barton to update the subcommittee on the budget and proviso recommendations approved at the November 18 meeting and on the revise Board o Economic Advisors EIA revenue projections. Mrs. Barton he available EIA revenues Mrs. Barton provided information to the Subcommittee noting that an additional \$10.8million in EIA revenues is projected. The subcommittee discussed the importance of having one-to-one computing capabilities and wireless options at all school campuses. The subcommittee agreed to recommend to the full EOC that EIA line item appropriation for technology be increased by the \$10.8 million. Mrs. Barton also provided information on the availably of funds in the half-day 4K program for the implementation of a readiness assessment beginning in school year 2014-15.

There being no further business, the meeting was adjourned.

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: EIA and Improvement Mechanisms

Date: May 19, 2014

ACTION

Annual Report on the South Carolina Teacher Loan Program, 2012-13

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 2012-13.

CRITICAL FACTS

TIMELINE/REVIEW PROCESS

Study began in April 2014 and completed in May 2014 with data collection beginning in October 2013

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)

2012-13

SOUTH CAROLINA 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 201-13 follows. Reports from prior years can be found on the EOC website at www.eoc.sc.gov.

May 6, 2014

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ACKNOWLEDGEMENTS

The Education Oversight Committee (EOC) staff expresses its appreciation to the following individuals who provided data and data analysis for this report. First, Mim Armour and Camille Brown at the South Carolina Commission on Higher Education were instrumental in merging files from the South Carolina Student Loan Corporation, the Professional Certified Staff (PCS) data file from the South Carolina Department of Education and scholarship data files from the Commission. The EOC thanks Ann Harvin Gavin of the South Carolina Student Loan Corporation and Dr. Cindy Van Buren, Cynthia Hearn, and Sherry Schneider of the South Carolina Department of Education for the timely provision of data. The EOC is also grateful for data on South Carolina's teaching workforce, hiring trends over time, and the SC Teacher Loan Advisory Committee provided by Jane Turner of the Center for Educator Recruitment, Retention, and Advancement at Winthrop University.

Section I

Overview of the South Carolina Teacher Loan Program

The South Carolina Teacher Loan Program was established through action of the South Carolina General Assembly with the passage of the Education Improvement Act (EIA) of 1984. According to Section 59-26-20(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 whereby 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 intent of the program was to encourage prospective college students from South Carolina to remain in the state to become teachers by offering loans that could be cancelled (or forgiven) if the recipient taught in a critical needs area. The program was one of a number of incentive programs included in the original EIA legislation. Beginning with an initial EIA appropriation of \$1.5 million, the annual appropriation for the Teacher Loan Program has varied from \$1.2 to \$5.4 million since inception. In Fiscal Years 2010-11 through 2012-13 the General Assembly appropriated \$4,000,722 in EIA revenues for the program. The South Carolina Student Loan Corporation (SCSL) administers the program for the state of South Carolina.

Eligibility

According to regulations promulgated by the Commission on Higher Education (R. 62-120) and communicated by the SCSL on its website, , eligible applicants for the South Carolina Teacher Loan program must meet the following criteria:

- Complete an application and sign a promissory note;
- Be a citizen or permanent resident of the United States;
- Be a resident of South Carolina as defined by state laws that determine residency for tuition and fee purposes at public colleges and universities in the state;
- Be enrolled in good standing and making satisfactory academic progress at an accredited public or private college or university on at least a half-time basis;
- Be enrolled in a program of teacher education or have expressed intent to enroll in such a program;
- For freshman applicants, be ranked the top 40 percent of their high school graduating class and have an SAT or ACT score equal to or greater than the South Carolina average for the year of high school graduation;
- For enrolled undergraduate students, have a cumulative grade point average of at least 2.75 on a 4.0 scale and must have taken and passed the Praxis I Exam. Students with an SAT score of 1100 or greater (1650 or greater for exams taken on or after March 1, 2005 when the Writing Section was added to the SAT) or an ACT score of 24 or greater are exempt from the Praxis I requirement;
- For entering graduate students, have an undergraduate cumulative grade point average of at least 2.75 on a 4.0 scale;

- For enrolled graduate students who have completed at least one term, have a grade point average of 3.5 or better on a 4.0 scale; and
- If the applicant had previously been certified to teach, the applicant must be seeking **initial** certification in a **critical subject area**.¹

Students must reapply every year to the program with priority given to borrowers who are renewing their loans. There is no expedited process for existing loan recipients. Furthermore, according to SCSL, changes in federal laws regarding student loans have not impacted the administration of the South Carolina Teacher Loan program.

Loan Amounts and Forgiveness

College freshmen and sophomores may receive loans for up to \$2,500 per year, while juniors, seniors, and graduate students may borrow up to \$5,000 per year. The cumulative maximum amount is \$20,000. The loan can be used for any purpose at the discretion of the recipient; it is not designated for tuition, room, board, books, etc. Loans may not exceed the cost of attendance as determined by the college Financial Aid Office.

Under current guidelines, teacher loans may be cancelled at the rate of 20 percent annually or \$3,000, whichever is greater, for each full year of teaching in a critical subject **or** a critical geographic area within the state. Should both criteria be met, teaching in a critical subject **and** in a critical geographic area simultaneously, the loan may be cancelled at an annual rate of 33 1/3 percent or \$5,000, whichever amount is greater for each full year of teaching. As stated on the application, “the subject areas deemed critical at the time of application will be honored for forgiveness when teaching begins; critical geographic areas must be deemed critical at the time of employment.” The State Board of Education annually reviews potential need areas and makes designations; therefore, areas of critical need may change from year to year.

If the loan recipient fails to teach in an area of critical need, either subject or geographic area, the recipient must repay the full amount borrowed plus accrued interest. The interest rate for the Teacher Loan Program is the maximum interest rate on the Federal Stafford Loan, which is currently 6.8 percent, plus 2 percent.

After a borrower has signed a contract to teach in a critical need area or areas, the teacher submits a completed “SC Teachers Loan Forgiveness/Interest Rate Reduction Request”(Form 9250) to SCSL. After receipt and approval of the form, payments are deferred for the school year. Prior to the end of the school year, the borrower is mailed instructions for completing the “SC Teachers Loan and Governor’s Teaching Scholarship Confirmation Form” (Form 9260). If the borrower fails to complete the form, the borrower is mailed another 9260 form with instructions to complete the form by August 1. If the form has not been received by August 1, another form 9260 with instructions is mailed. Upon receiving and reviewing the completed form, SCSL calculates the forgiveness benefit and applies it to the outstanding balance of the respective loan. Both Forms 9250 and 9260 include sections that must be completed and certified by the district personnel officer or the school district superintendent. The forms are also available on SCSL’s website.

¹ South Carolina Student Loan Corporation. Accessed on May 2, 2014.
<<http://www.scstudentloan.org/students/loanprograms/scteacheersloanprograms.aspx>>.

Funding of the Teacher Loan Program

With funds from the Education Improvement Act Trust Fund, the General Assembly has appropriated monies to support the loan program in the amounts shown in Table 1. Data in the table also include the administrative costs of the program and the amount of funds utilized from repayments. Total administrative costs have declined annually since 2004-05. In 2012-13, 7.0 percent of all funds expended for the program were spent on administration.

Table 1
SC Teacher Loan Program: Revenues and Loans Over Time

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
1984-85	1,500,000	0	0	1,500,000	124,033	8.3	300,000
1985-86	1,250,000	0	0	1,250,000	71,214	5.7	1,008,115
1986-87	1,943,059	75,000 ¹	0	1,943,059	84,376	4.3	1,776,234
1987-88	2,225,000	75,000 ¹	100,000	2,325,000	98,976	4.3	2,277,402
1988-89	2,925,000	75,000 ¹	350,000	3,275,000	126,941	3.9	2,889,955
1989-90	3,300,000	0	300,000	3,600,000	154,927	4.3	3,284,632
1990-91	4,600,000	1,000,000 ²	300,000	4,900,000	210,741	4.3	3,978,476
1991-92	4,600,000	1,000,000 ²	900,000	5,500,000	217,981	4.0	4,350,908
1992-93	4,775,000	1,175,000 ²	1,350,000	6,125,000	248,703	4.1	4,628,259
1993-94	4,775,000	1,175,000 ²	1,350,000	6,125,000	254,398	4.2	4,805,391
1994-95	5,016,250	1,233,750 ²	1,135,000	6,151,250	272,260	4.4	4,761,397
1995-96	3,016,250	0	1,885,000	4,901,000	219,058	4.5	3,999,053
1996-97	3,016,250	0	1,108,500	4,124,500	222,557	5.4	3,936,538
1997-98	3,016,250	0	2,067,000	5,083,000	248,704	4.9	4,393,679
1998-99	3,016,250	1,000,000 ³	2,565,000	4,581,250	295,790	6.5	4,423,446
1999-2000	3,016,250	1,000,000 ³	2,550,000	4,566,250	272,115	5.0	4,240,693
2000-2001	3,916,250	0	3,000,000	6,916,250	279,800	4.1	5,556,854
2001-2002	3,016,250	145,216*	3,265,000	6,136,034	321,058	5.2	5,815,382
2002-2003	2,863,826	144,471*	2,950,000	5,669,355	346,601	6.1	5,332,946
2003-2004	3,016,250	129,980*	2,953,266	5,863,826	362,600	6.2	5,476,936
2004-2005	3,209,270	0	1,821,610	5,030,880	392,375	7.8	4,638,505
2005-2006	5,367,044	0	354,175	5,721,219	402,300	7.0	5,318,915
2006-2007	5,367,044	0	939,900	6,306,944	437,885	6.9	5,869,059
2007-2008	5,367,044	81,325*	1,801,962	7,087,681	415,216	5.9	6,672,465
2008-2009	5,054,521	841,460*	3,500,000	7,713,061	413,739	5.4	7,299,322
2009-2010	4,000,722	0	3,000,000	7,000,722	360,619	5.2	6,640,103
2010-2011	4,000,722	0	1,000,000	5,000,722	345,757	6.9	4,654,965
2011-2012	4,000,722	0	1,000,000	5,000,722	359,201	7.2	4,641,521
2012-2013	4,000,722	0	1,000,000	5,000,722	351,958	7.0	5,648,764
2013-14	5,089,881						

Source: South Carolina Student Loan Corporation, 1995-2013.

*Mid-year budget cuts.

¹Transferred to SC State for Minority Recruitment.

²Transferred to Governor's Teaching Scholarship Program. ³Transferred to SDE for Technology and GT Identification

In Fiscal Year 2012-13 the General Assembly appropriated \$4,000,722 in EIA revenues to the Teacher Loan Program, which represents the same level of funding as in the prior two fiscal years. To supplement the number of loans available, SCSL used approximately \$1,000,000 in revolving funds to make loans in 2012-13. The Revolving Fund includes monies collected by SCSL from individuals who do not qualify for cancellation. At the end of Fiscal Year 2011-12, the Revolving Fund had balance of \$9,588,106. At the end of Fiscal Year 2012-13, the balance was \$11,208,916. The total amount of monies loaned in 2012-13 was \$5,648,764 with the average loan amount of \$4,028. Thirty-three (33) loan applications were denied due to insufficient funding in 2012-13. The cost of funding these 33 applications would have been approximately \$132,924.

Critical Need Identification

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 2 documents the critical need subject areas since 2009-10 as approved by the State Board of Education. In 2012-13 the subject area of Art was added while Speech Language Therapist, Drama and Industrial Technology were eliminated from the list (Table 2). It should be noted that the number of critical need subject areas continues to decline over time; however, vacancies in secondary mathematics, science, English and Special Education continue to exist.

Table 2
Critical Need Subject Areas

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

	2009-10	2010-11	2011-12	2012-13
1	Business Education	Business Education	Agriculture	Business Education
2	Family/Consumer Science	Speech and Drama, Theater	Media Specialist	Family/Consumer Science
3	Media Specialist	Industrial Technology	Business Education	Science (Biology, Chemistry, Physics, and Science)
4	Speech and Drama, Theater	Media Specialist	Dance	Media Specialist
5	Agriculture	Science (Biology, Chemistry, Physics, and Science)	Health	Theater
6	Science (Biology,	Mathematics	Family/Consumer	Agriculture

	2009-10	2010-11	2011-12	2012-13
	Chemistry, Physics, and Science)		Science	
7	Dance	Family/Consumer Science	Science (Biology, Chemistry, Physics, and Science)	Secondary Mathematics
8	Foreign Languages (French, Spanish, Latin, and German)	Foreign Languages (French, Spanish, Latin, and German)	Drama and Theatre	Secondary English
9	Speech Language Therapist	All Middle-level areas	Middle-Level areas (language arts, mathematics, science, social studies)	Art
10	Industrial Technology	English	English	Foreign Languages (French, Spanish, Latin, and German)
11	English	Agriculture	Industrial Technology	Health
12	All Middle-level Areas	Special Education – All Areas	Special Education-All Areas	Special Education – All areas
13	Special Education – All Areas	Speech Language Therapist	Mathematics	Middle-Level areas (language arts, mathematics, science, social studies)
14	Physical Education	Art	Foreign Language (Spanish, French, Latin, and German)	
15	Art	Physical Education	Speech Language Therapist	
16	Health	Music		
17	Mathematics			
18	Music			

Source: SCDE and CERRA

Table 3 below summarizes the total number of vacant positions for the past four years as well as the total number of allocated teacher positions as documented by CERRA in its annual Teacher/Administrator Supply and Demand Survey.² Between the fall of 2012 and the fall of 2013, the number of teacher positions declined. But the decline is likely attributed to the fact that, unlike in 2012, the South Carolina Public Charter School District did not respond to the fall 2013 survey. As pointed out by CERRA, on average “5,200 South Carolina public school teachers leave the classroom each year, including nearly 1,200 who retired from the profession. The average number of teachers leaving annually constitutes more than 10% of the state’s total teacher population.”³ CERRA also points out “that another area of concern related to high turnover rates is the percentage of teachers who leave soon after entering the profession. Of those who leave, 30% do so in the first five years of their career and 11% after just one year or less in the classroom.”⁴ Year after year, districts have difficulty filling vacant teacher positions in the same subject areas: special education (across all school levels), and mathematics and

² Fall 2013 Teacher/Administrator Supply and Demand Survey, January 2014, Center for Educator Recruitment, Retention, & Advancement, <http://cerra.org/media/documents/2014/1/2013_Supply_Demand_Report2.pdf. >

³ Ibid, p. 5.

⁴ Ibid.

sciences in both middle and high schools. Over the last three school years, unfilled positions in these three critical need areas have explained anywhere from 34% up to 46% of all statewide teacher vacancies.”⁵

CERRA points out that in the fall of 2013 vacancies occurred in the areas of early childhood or elementary certification. In 2013 “the largest share (38%) of vacancies occurred in primary and elementary schools this year, with more than half falling in special education or early childhood/elementary certification.”⁶

Table 3
Teacher and Supporting Staff Positions in Fall of:

	2008	2009	2010	2011	2012	2013 *
Number of Vacant Teacher Positions	296.6	203.75	189.75	170.8	272.4	270.83
Total Number of Allocated Teacher Positions	52,420.76	50,889.69	48,744.71	48,094.85	50,395.50	49,641.5

** Note: Unlike in 2012, the SC Public Charter School District did not respond to the survey*
Source: CERRA

The criteria used in designating critical geographic schools have evolved over time. The State Board of Education 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 4 documents the number of geographic critical need schools in South Carolina since 2008-09.

⁵ Ibid.

⁶ Ibid, p.3.

**Table 4
Critical Geographic Need Schools**

Year	Total Schools	Type of School					Qualification		
		Career Centers	Primary Schools	Elementary Schools	Middle Schools	High Schools	Absolute Rating	Teacher Turnover	Poverty Index
2008-09	754	3	26	402	200	111	470	266	629
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

Source: South Carolina Department of Education

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

In 2012-13 there were 810 schools that were classified as critical geographic need schools. For comparison purposes, in school year 2012-13 there was a total of 1,240 schools in the state.⁷ Therefore, sixty-five (65) percent of all schools were critical geographic need schools. It should be further noted that the state poverty index in 2012-13 was 70 percent. As the poverty index of schools increases, the number of schools classified as critical geographic need schools will increase.

⁷ Includes all charter schools, Felton Lab, SC School for the Deaf and Blind, Department of Juvenile Justice, Palmetto Unified, and Wil Lou Gray. <<http://ed.sc.gov/agency/programs-services/128/>>.

Section II Applications to the Teacher Loan Program

During the first ten years of the Teacher Loan Program, 11,387 individuals received a loan through the Teacher Loan Program; however, specific demographic information is not available for these recipients. Information on applicants since 1994-95 is available.

Since 1994-95, the South Carolina Student Loan Corporation has received and processed 36,320 applications for the Teacher Loan Program (Table 5). The number of applicants is a duplicated count as one applicant could have applied for loans in multiple years. Of the 36,320 applications, 68 percent were approved; 25 percent were denied, and 6 percent cancelled by the applicant. Applications generally were denied for several reasons. Since 1994-95 41 percent of all denials were due to the failure of the applicant to meet the academic grade point criteria. Inadequate funds accounted for another 28 percent of all denials.

**Table 5
Status of Applicants**

Year	Total Applied*	Approved	Cancelled	Denied	Reason for Denial				
					Academic Reason	Credit Problem	Inadequate Funds	No EEE Praxis	Other**
1994-95	2,242	1,416	176	650	241	48	240	69	52
1995-96	2,024	986	176	862	229	8	490	115	20
1996-97	1,446	982	118	346	262	5		51	28
1997-98	1,545	1,117	119	309	201	3		63	42
1998-99	1,569	1,138	128	303	182	10		54	57
1999-00	1,532	1,121	85	326	206	6		69	45
2000-01	2,028	1,495	112	421	244	16		86	75
2001-02	2,297	1,536	106	655	312	8	157	122	56
2002-03	2,004	1,332	110	562	219	3	126	139	75
2003-04	1,948	1,345	118	485	189	1	104	125	66
2004-05	1,735	1,101	93	541	148	1	267	65	60
2005-06	1,902	1,299	154	449	145	2	111	102	89
2006-07	2,033	1,466	150	417	206	3	37	78	93
2007-08	2,451	1,711	169	571	249	10	114	122	76
2008-09	2,676	1,888	126	662	263	10	193	118	78
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
TOTAL	36,320	24,800	2,295	9,225	3,782	153	2,564	1,651	1,075

Source: South Carolina Student Loan Corporation, 1995 - 2013

*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.

In 2012-13 the number of applications to the Teacher Loan Program was essentially the same as in the prior year. Of the 275 applications denied in 2012-13, 37 or approximately 14 percent were due to inadequate funding, the lowest number denied for financial reasons since Fiscal year 2006-07. The South Carolina Student Loan Corporation estimates that an additional \$132,924 would have been needed to fund all eligible applications in 2012-13.

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 2012-13 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.”⁸ The program “also administers an EIA Forgivable Loan Program and participates in state, regional, and national teacher recruitment initiatives.”⁹

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 6 and 7). This trend continued in 2012-13 with 79 percent of all applicants female and 78 percent, white. However, the number of African Americans who applied for the loan was up by 13 percent over last year. For comparison purposes, in the 2011-12 school year, approximately 79 percent of all public school teachers in the state were white and 79 percent female.¹⁰ The

⁸ 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>>.

⁹ Ibid.

¹⁰ Original Source South Carolina Department of Education. Accessed on February 28, 2013. <http://www.cerra.org/media/documents/2013/1/TeacherRaceGender_1112.pdf>.

data also show that the number of black male teachers employed in public schools in school year 2011-12 was approximately 5,858 or 12 percent of all teachers.

Table 6
Distribution of Applicants to the Teacher Loan Program by Gender

Year	# Applications	Male	%	Female	%	Unknown	%
1994-95	2,242	246	11.0%	1,476	65.8%	520	23.2%
1995-96	2,024	305	15.1%	1,692	83.6%	27	1.3%
1996-97	1,446	195	13.5%	1,189	82.2%	62	4.3%
1997-98	1,545	247	16.0%	1,241	80.3%	57	3.7%
1998-99	1,569	261	16.6%	1,267	80.8%	41	2.6%
1999-00	1,532	263	17.2%	1,212	79.1%	57	3.7%
2000-01	2,028	299	14.7%	1,628	80.3%	101	5.0%
2001-02	2,297	288	12.5%	1,769	77.0%	240	10.4%
2002-03	2,004	246	12.3%	1,599	79.8%	159	7.9%
2003-04	1,948	253	13.0%	1,480	76.0%	215	11.0%
2004-05	1,735	261	15.0%	1,413	81.4%	61	3.5%
2005-06	1,902	282	14.8%	1,305	68.6%	315	16.6%
2006-07	2,033	328	16.1%	1,482	72.9%	223	11.0%
2007-08	2,451	410	16.7%	1,845	75.3%	196	8.0%
2008-09	2,676	483	18.0%	2,102	78.6%	91	3.4%
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%
TOTAL:	36,320	5,626	15.5%	28,077	77.3%	2,617	7.2%

Source: South Carolina Student Loan Corporation, 1995 - 2013.

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

Year	# Applications	Ethnicity							
		African American		Other		White		Unknown	
		#	%	#	%	#	%	#	%
1994-95	2,242	210	9	20	1	1,580	70	432	19
1995-96	2,024	271	13	31	2	1,664	82	58	3
1996-97	1,446	236	16	14	1	1,115	77	81	6
1997-98	1,545	258	17	12	1	1,195	77	80	5
1998-99	1,569	301	19	9	1	1,193	76	66	4
1999-00	1,532	278	18	14	1	1,164	76	76	5
2000-01	2,028	310	15	25	1	1,555	77	138	7
2001-02	2,297	361	16	15	1	1,630	71	291	13
2002-03	2,004	280	14	14	1	1,506	75	204	10
2003-04	1,948	252	13	13	<1	1,426	73	257	13
2004-05	1,735	263	15	17	1	1,357	78	98	6
2005-06	1,902	267	14	28	1	1,416	74	191	10
2006-07	2,033	356	17	20	1	1,495	74	162	8
2007-08	2,451	401	16	37	1	1,823	74	190	8
2008-09	2,676	453	17	54	2	2,059	77	110	4
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
TOTAL	36,320	5,499	15	439	1	27,673	76	2,709	7

Source: South Carolina Student Loan Corporation, 1995 - 2013.

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 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 provide these talented future community leaders with insights about teaching and school so that they will be civic advocates of education." 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 2012-13, 556 or 38 percent of all applicants to the Teacher Loan Program were participants in the Teacher Cadet Program. The number of applicants who were Teacher Cadets was down from the previous year (Table 8)

Table 8
Distribution of Applicants to the Teacher Loan Program by Teacher Cadet Program

Year	Number Applications	Teacher Cadets	%	Not Teacher Cadets	%	UNKNOWN	%
1994-95	2,242	761	34	1,348	60	133	6
1995-96	2,024	751	37	1,203	59	70	3
1996-97	1,446	537	37	864	60	45	3
1997-98	1,545	545	35	946	61	54	4
1998-99	1,569	577	37	939	60	53	3
1999-00	1,532	560	37	896	58	76	5
2000-01	2,028	685	34	1,245	61	98	5
2001-02	2,297	773	34	1,369	60	155	7
2002-03	2,004	727	36	1,209	60	68	3
2003-04	1,948	669	34	1,186	61	93	5
2004-05	1,735	567	33	1,051	60	117	7
2005-06	1,902	580	31	1,006	53	316	17
2006-07	2,033	695	34	1,269	62	69	3
2007-08	2,451	792	32	1,523	62	136	6
2008-09	2,676	819	31	1,670	62	187	7
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
TOTAL	36,320	12,668	35	21,801	60	1,851	5

Source: South Carolina Student Loan Corporation, 1995-2013

Overwhelmingly, applicants to the Teacher Loan Program are undergraduates. Table 9 showcases the number of applicants by academic level. While historically only 18 percent of program applicants are freshmen, consistently 60 percent are continuing undergraduates. In 2012-13 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 9
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	
		#	%	#	%	#	%	#	%	#	%
1994-95	2,242	491	22	1,403	60	76	3	171	8	101	5
1995-96	2,024	435	21	1,280	60	92	4	155	8	62	3
1996-97	1,446	261	18	897	60	73	10	164	11	51	4
1997-98	1,545	272	18	876	60	138	10	202	13	57	4
1998-99	1,569	295	19	856	60	146	10	224	14	48	3
1999-00	1,532	331	22	863	60	135	10	196	13	7	<1
2000-01	2,028	440	22	1,087	50	194	10	300	15	7	1
2001-02	2,297	545	24	1,241	54	215	9	291	13	5	<1
2002-03	2,004	336	17	1,183	59	205	10	277	14	3	<1
2003-04	1,948	298	15	1,177	60	194	10	263	14	16	<1
2004-05	1,735	232	13	1,068	62	162	9	256	15	17	1
2005-06	1,902	281	15	1,083	57	231	12	248	13	59	3
2006-07	2,033	363	18	1,157	57	209	10	251	12	53	3
2007-08	2,451	445	18	1,471	60	186	8	233	9	116	5
2008-09	2,676	428	16	1,534	57	265	10	278	10	171	6
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
TOTAL	36,320	6,563	18	21,635	60	3,075	8	4,182	12	865	2

Source: South Carolina Student Loan Corporation, 1995-2013.

Section III Recipients of a South Carolina Teacher Loan

Over time, approximately two-thirds of all applicants to the Teacher Loan Program have qualified and received a South Carolina Teacher Loan. In 2012-13 of the 1,472 applications received, 1,112 or 76 percent received a Teacher Loan with the average loan amount being \$4,028.

Table 10 documents the distribution of loan recipients over time by academic level. In 2012-13 85 percent of all Teacher Loan Program recipients were undergraduate students. Looking at the undergraduate recipients, 65 percent were juniors or seniors, the same levels as in the prior year. Across years the data show 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 10
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
1994-95	268	143	290	381	37	64	41	12
1995-96	8	108	246	395	34	91	45	3
1996-97	137	71	228	359	31	70	67	18
1997-98	173	105	225	338	37	165	45	22
1998-99	292	107	228	330	34	168	67	8
1999-00	225	93	205	324	36	143	88	7
2000-01	291	145	278	376	48	231	104	19
2001-02	318	166	306	400	35	208	82	8
2002-03	183	143	274	396	31	218	72	13
2003-04	168	114	317	386	55	187	86	26
2004-05	121	69	248	392	50	118	82	20
2005-06	185	89	230	419	67	203	85	21
2006-07	221	148	267	441	61	212	92	15
2007-08	344	195	345	469	61	207	80	8
2008-09	328	225	426	459	59	284	85	22
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

Source: South Carolina Student Loan Corporation, 1995 - 2013

Table 11 compares the academic status of applicants to actual recipients in 2012-13. The data show that generally the percentage of applicants who are undergraduate reflects the percentage of recipients who were undergraduates.

**Table 11
Comparisons by Academic Level of Applicants and Recipients, 2012-13**

	Undergraduate	Graduate	Unknown	TOTAL
Applicants	1,222 (83%)	229 (16%)	21 (1%)	1,472
Recipients	948 (85%)	164 (15%)	--	1,112

Teacher Loan recipients attended forty universities and colleges in 2012-13 of which twenty-eight or 70 percent 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.¹¹ Table 12 documents the number of Teacher Loan recipients attending South Carolina public and private institutions.

**Table 12
Teacher Loan Recipients by Institution of Higher Education, 2012-13**

	Institution	Number Recipients
1	American Public University System	1
2	Anderson University	56
3	Brevard College	1
3	Capella University	1
4	Charleston Southern University	12
5	Clemson University	113
6	Coastal Carolina University	41
7	Coker College	39
8	College of Charleston	105
9	Columbia College	10
10	Columbia International University	2
11	Converse College	43
12	Covenant College	1
13	Emory and Henry College	1
14	Erskine College	7
16	Francis Marion University	50
17	Furman University	22
18	Lander University	45
19	Liberty University	3
20	Limestone College	5
21	Mars Hill College	2
22	Newberry College	26
23	North Greenville University	23

¹¹ Commission on Higher Education
<http://www.che.sc.gov/Students,FamiliesMilitary/LearningAboutCollege/SCCollegesUniversities.aspx>

	Institution	Number Recipients
24	Presbyterian College	15
25	SC State University	11
26	Southern Wesleyan University	11
27	The Citadel	11
28	University of Nebraska at Kearney	1
29	University of Phoenix	2
30	USC-Aiken	40
31	USC-Beaufort	4
32	USC-Lancaster	1
33	USC-Upstate	52
34	USC-Columbia	218
35	USC-Salkehatchie	1
36	University of West Alabama	2
37	Western Carolina University	1
38	Western Governors university	4
39	Winthrop University	128
40	Wofford College	<u>1</u>
TOTAL		1,112

Source: South Carolina Student Loan Corporation, 2013

The number of loan recipients at historically African American institutions continues to be decline. According to the Commission on Higher Education and SCSL, in 2012-13 there were a total of 11 teacher loans given to students attending South Carolina State University (Table 13).

Table 13
Teacher Loans to Historically African American Institutions

Institution	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08
Benedict College	0	0	0	2	6	14
Clafin University	0	1	0	1	7	2
Morris College	0	0	0	0	0	2
S.C. State University	11	11	9	9	22	24
TOTAL:	11	12	9	12	35	42

Source: South Carolina Student Loan Corporation, 2013

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. In 1999 the General Assembly created the Teaching Fellows Program to recruit up to 200 high achieving high school seniors each year into teaching. Students who receive a Teaching Fellows award go through a rigorous selection process, which includes an online application (scholastic profiles, school and community involvement, references, and an interest paragraph), an interview and presentation

in front of a team of three educators, and a scored written response. Teaching Fellows are awarded up to \$6,000 per year to attend one of eleven Teaching Fellows Institutions in the state of South Carolina as long as they continue to meet criteria for participation. Teaching Fellows must maintain a minimum GPA of 2.75, attend regular Teaching Fellows meetings on their campus, engage in service learning activities, and participate in advanced professional development. Recipients agree to teach in South Carolina at least one year for each year they receive an award, and they sign 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.

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 14 shows over the last thirteen 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. The merged data found a total of 2,895 loan recipients who were also LIFE, Palmetto Fellows or Hope Scholarships recipients and employed in public schools in South Carolina in 2012-13, an 11 percent increase above the prior year and a 37 percent increase since Fiscal Year 2009-10.

Table 14
Loan Recipients serving in South Carolina schools and having received LIFE, Palmetto, Fellows and Hope Scholarships

Fiscal Year	LIFE	Palmetto Fellows	Hope	Total
1998-1999	11	*		11
1999-2000	93	*		93
2000-2001	227	*		227
2001-2002	370	*		370
2002-2003	533	2	**	535
2003-2004	701	10	0	711
2004-2005	898	27	0	925
2005-2006	1,069	39	0	1,108
2006-2007	1,306	59	5	1,370
2007-2008	1,552	72	26	1,650
2008-2009	1,775	93	49	1,917
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

Source: Commission on Higher Education, 2013

*Data Not Available

**Hope Scholarship established in 2002-03.

Policymakers have also questioned how the state’s scholarship programs generally impact the number of students pursuing a teaching career in the state. Table 15 shows the total number of scholarship recipients each year. It is a duplicated count across years.

Table 15
Total Number of Scholarship Recipients for the Fall Terms

Year	LIFE	Palmetto Fellows	Hope
1998	14,618	**	
1999	16,374	**	
2000	16,560	**	
2001	19,469	2,606	
2002	23,330	2,915	2,085 *
2003	25,450	3,358	2,324
2004	27,105	3,663	2,343
2005	27,832	4,316	2,449
2006	28,362	4,755	2,408
2007	29,140	5,148	2,615
2008	29,943	5,516	2,590
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

Source: Commission on Higher Education, 2013.

* Program started in the 2002-03 academic year.

** Program was in existence but data were not available.

Of these individuals receiving scholarships in the fall of 2012, the following had declared education as their intended major (Table 16).

Table 16
Comparison of Scholarship Recipients and Education Majors, Fall 2012

Scholarship	# of Education Majors	# of Scholarships	Percent
Hope	385	2,925	13.2%
LIFE	3,222	33,580	9.6%
Palmetto Fellows	399	6,666	6.0%
Total	4,006	43,171	9.3%

In the first year of the LIFE Scholarships 7.2 percent of the scholarship recipients declared education majors (Table 17). In the fall of 2012, 9.6 percent of LIFE scholarship recipients had declared education as their major, down slightly from the prior year. However, the percent of Hope scholarship recipients who had declared education as their major was up in 2012. Overall, in the fall of 2012, 9.3 percent of all Hope, LIFE and Palmetto Fellows scholarship recipients had declared education as a major. The data, however, show a downward trend in the percentage of these very talented students initially declaring education as a major since the fall of 2005. With the policy goal on improving the quality of teachers in classrooms, this trend raises concerns.

Table 17
Percent of Students that Received Scholarships for each Fall Term
and had Declared an Education Major

Fall	LIFE	Palmetto Fellows	Hope	Total
1998	7.2	**	*	7.2
1999	7.7	**	*	7.7
2000	7.4	**	*	7.4
2001	11.0	5.9	*	10.4
2002	11.4	6.1	14.3	11.1
2003	12.1	7.0	13.9	11.7
2004	12.1	6.3	13.2	11.5
2005	12.2	7.1	15.1	11.7
2006	11.7	7.1	14.7	11.3
2007	11.3	6.8	14.6	10.9
2008	11.0	6.4	13.1	10.4
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

Source: Commission on Higher Education, 2013.

* Program started in the 2002-03 academic year.

** Program was in existence but data were not available.

Finally, over time, average SAT scores of loan recipients have increased. In 1998-99 the mean SAT score for Teacher Loan recipients was 961. Individuals who received the loan in the academic year 2012-13 had a mean SAT score of 1,181.4. These scores reflect the mean for the critical reading and mathematics portions of the SAT (Table 18). And, if a student took the test more than once, the most recent score is used. In 2012-13, the average SAT score of 1,181.4 was well above the 2012 national SAT average of 1010 in critical reading and mathematics.

Table 18
Mean SAT Scores¹²

Year	Teacher Loan Program Recipients	SC
1998	961.1	951
1999	960.9	954
2000	971.3	966
2001	997.9	974
2002	1,024.1	981
2003	1,056.9	989
2004	1,069.6	986
2005	1,076.7	993
2006	1,076.8	986
2007	1,081.2	984
2008	1,095.6	985
2009	1,091.4	982
2010	1,107.0	979
2011	1,153.8	972
2012	1,181.4	969

Source: South Carolina Student Loan Corporation, 2013 and College Board.

Repayment or Cancellation Status

South Carolina Student Loan (SCSL) reports that as of June 30, 2013, “16,806 borrowers were in a repayment or cancellation status.”¹³ The following table is a comprehensive list of the status of all borrowers:

Table 19
Borrowers as of June 30, 2013

Number Borrowers	% of Borrowers	Status
2,546	15%	Never eligible for cancellation and are repaying loan
398	2%	Previously taught but not currently teaching
1,295	8%	Teaching and having loans cancelled
6,836	41%	Have loans paid out through monthly payments, loan consolidation or partial cancellation
110	1%	Loan discharged due to death, disability or bankruptcy
86	1%	In Default
<u>5,535</u>	33%	Loans cancelled 100% by fulfilling teaching requirement
16,806		

Source: South Carolina Student Loan Corporation, 2013

¹² The composite score is the sum of the average Verbal and Math Score (1998-2005) and the Critical Reading score average and the Mathematics score average (2006-2013).

¹³ 2013-14 EIA program Report as provided to the EOC by the South Carolina Student Loan Corporation, October 2013.

Teacher Loan Program Recipients Employed in Public Schools of South Carolina

What information exists about the current employees of public schools in South Carolina who had received a Teacher Loan? Data files from SCSL and South Carolina Department of Education (SCDE) were merged. There were 7,160 Teacher Loan recipients employed by public schools in 2012-13, an increase of 304 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 white and female (Table 20).

Table 20
Loan Recipients in South Carolina Schools by Gender and Ethnicity, 2012-13

Gender	Number	Percent
Male	916	12.8
Female	6,197	86.6
Unknown	47	0.7
Total	7,160	

Ethnicity	Number	Percent
African American	936	13.1
Caucasian	6,016	84.0
Asian	18	0.3
Hispanic	42	0.6
American Indian	3	0.0
Unknown	145	2.0
Total	7,160	

These, 7,160 individuals served in a variety of positions in 2012-13 (Table 21).

Table 21
Loan Recipients Employed in SC Public Schools as of 2012-13 by Position

Position Code	Description	Number	Position Code	Description	Number
1	Principal	105	47	Director, Athletics	2
2	Assistant Principal, Coprincipal	191	48	Assistant Superintendent, Noninstruction	1
3	Special Education (Itinerant)	21	49	Assistant Superintendent, Instruction	3
4	Prekindergarten (Child Development)	125	50	District Superintendent	1
5	Kindergarten	316	53	Director, Instruction	2
6	Special Education (Self-Contained)	368	57	Director, Career and Technology Education	3
7	Special Education (Resource)	440	58	Director, Special Services	10
8	Classroom Teacher	4,694	65	Coordinator, English	2
9	Retired Teacher	5	72	Coordinator, Mathematics	3
10	Library Media Specialist	286	75	Educational Evaluator	1
11	Guidance Counselor	155	78	Coordinator, Special Education	12
12	Other Professional Instruction-Oriented	83	83	Coordinator, Parenting/Family Literacy	2
13	Director, Career & Technology Education Center	1	84	Coordinator, Elementary Education	1
16	Director, Adult Education	5	85	Psychologist	12
17	Speech Therapist	149	86	Support Personnel	2
19	Temporary Instruction-Oriented Personnel	10	89	Title I Instructional Paraprofessional	5
23	Career Specialist	11	90	Library Aide	3

Position Code	Description	Number	Position Code	Description	Number
27	Technology/IT Personnel	6	92	Kindergarten Aide	5
28	Director, Personnel	7	93	Special Education Aide	5
29	Other Personnel Positions	2	94	Instructional Aide	6
30	Director, Maintenance	1	97	Instructional Coach	43
33	Director, Technology	3	98	Adult Education Teacher	4
35	Coordinator, Federal Projects	3	99	Other District Office Staff	18
38	Orientation/Mobility Instructor	1			
41	Director, Student Services	2	TOTAL		7,160
43	Other Professional Noninstructional Staff	20			
44	Teacher Specialist	4			

Analyzing the data in another way, two-thirds of the recipient graduates were employed in public schools as regular classroom teachers, another 12 percent were working in special education classrooms, and another 6 percent in four-year-old child development and kindergarten classes (Table 22). Approximately 8 percent were employed in other positions, working in public schools in typically administrative rather than direct instructional capacities.

Table 22
Loan Recipients Employed in Public Schools By Various Functions, 2012-13

Position Code	Description	# Positions	Percent
04	Prekindergarten	125	2%
05	Kindergarten	316	4%
03, 06, 07	Special Education	829	12%
08	Classroom Teachers	4,694	66%
10	Library Media Specialist	286	4%
11	Guidance Counselor	155	2%
17	Speech Therapist	149	2%
All Others	Principals, Assistant Principals, Directors, Coordinators, etc.		8%
	Total	7,160	

Table 23 documents the primary area of certification of all Teacher Loan recipients who were employed in public schools in 2012-13.

Table 23
Loan Recipients Employed in SC Public Schools in 2012-13 by Primary Certification Area

Code	Certification Subject	Number Certified	Code	Certification Subject	Number Certified
1	Elementary	2,914	67	Physical Education	88
2	Generic Special Education	132	70	Superintendent	2
3	Speech - Language Therapist	139	71	Elementary Principal	18
4	English	380	72	Secondary Principal	8
5	French	34	73	Elementary Supervisor	2

Code	Certification Subject	Number Certified
6	Latin	1
7	Spanish	82
8	German	4
10	Mathematics	457
11	General Mathematics	6
12	Science	133
13	General Science	10
14	Biology	57
15	Chemistry	13
16	Physics	2
20	Social Studies	200
21	History	13
26	Psychology	2
29	Industrial Technology Education	8
30	Agriculture	6
32	Distributive Education	1
35	Family and Consumer Science (Home Ec)	14
40	Commerce	1
41	Shorthand	1
47	Business Education	42
49	Advanced Fine Arts	1
50	Art	141
51	Music Ed. - Choral	50
53	Music Ed. - Voice	2
54	Music Ed. - Instrumental	67
57	Speech and Drama	1
58	Dance	12
60	Media Specialist	100
63	Driver Training	6
64	Health	2
5A	English As a Second Language	2
5C	Theatre	9
AC	Health Science Technology	1

Code	Certification Subject	Number Certified
74	Secondary Principal	1
78	School Psychologist III	1
80	Reading Teacher	6
81	Reading Consultant	1
84	School Psychologist II	6
85	Early childhood	1,055
86	Guidance -Elementary	60
89	Guidance – Secondary	18
	Unknown/Not Reported	14
1A	Middle School Language Arts	5
1B	Middle School Mathematics	2
1C	Middle School Science	1
1D	Middle School Social Studies	3
1E	Middle Level Lang. Arts	74
1F	Middle Level Mathematics	90
1G	Middle Level Science	30
1H	Middle Level Social Studies	60
2A	Sp.Ed. Ed. Mentally Disabled	94
2B	Special Education-Education of the Blind and Visually Impaired	2
2C	Special Education Trainable Mentally Disabled	6
2D	Special Education-Education of Deaf and Hard of Hearing	8
2E	Special Education-Emotional Disabilities	78
2F	Special Education – Orthopedically Impaired	1
2G	Special Education – Learning Disabilities	207
2H	Special Education-Mental Disabilities	41
2I	Special Education-Multicategorical	93
2J	Special Education-Severe Disabilities	5
4B	Business/Marketing/Computer Tech	30
AV	Electricity	1
BF	Small Engine Repair	1
DB	Protective Services	1
DC	Media Technology	1
TOTAL		7,160

Section IV Teacher Supply and Demand

Annually since 2001 the Center for Educator Recruitment, Retention, and Advancement (CERRA) at Winthrop University has conducted a 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. The results of the latest survey were released in December 2012.¹⁴ Table 26 documents the total number of teachers hired and leaving school districts since 2001 as documented by CERRA.

**Table 25
Teachers Hired and Leaving, 2001-2013¹⁵**

Year	Teachers Hired	Teachers Leaving
2001	6,553.50	5,049.50
2002	5,581.70	5,333.00
2003	4,828.75	4,808.00
2004	6,486.75	5,222.00
2005	7,444.80	5,630.00
2006	8,101.00	6,354.00
2007	8,416.70	6,530.00
2008	7,159.20	5,746.00
2009	3,619.30	4,652.50
2010	3,514.59	4,612.80
2011	4,588.40	4,287.35
2012	5,739.50	4,583.30
2013	5,797.50	5,003.50

Source: CERRA

The total number of teachers hired in South Carolina's public school districts and special schools this year was 5,797.50, a slight increase over the previous year. Of the teachers hired, Table 26 documents the source of the new FTEs for school year 2013-14 and 2012-13. The data reflect that while teacher education programs in the state provide approximately one-third of the new hires in public schools, the percentage of teachers coming from other states and from alternative certification programs is increasing over time. Other teachers include teachers from a college or university or private school in South Carolina and newly certified career and technology teachers.

¹⁴ *Fall 2013 Teacher/Administrator Supply and Demand Survey, January 2014*, Center for Educator Recruitment, Retention, & Advancement, , <http://cerra.org/media/documents/2014/1/2013_Supply_Demand_Report2.pdf>.

¹⁵ *Ibid.*

Table 26
Source of FTES Filled by Newly Hired Teachers¹⁶

	2013-14	2012-13
New Graduates from Teacher Education Programs in SC	32%	36%
Transferred from one district in SC to another district	27%	28%
Hired from another state	15%	14%
New Graduates from Teacher Education Programs in other States	8%	9%
Alternative Certification Programs	6%	5%
Inactive Teachers who Returned to Teaching	4%	4%
From Outside US	2%	2%
Other Teachers	6%	2%

Source: CERRA

Alternative Certification Programs

Appropriations from the General Fund also support two other teacher loan programs – Career Changers and PACE (Program for Alternative Certification for Educators). The Career Changers Program was designed to recruit individuals with undergraduate degrees in areas other than teaching that have been working for at least three years. Participants in the Career Changers Program must be at least half-time students and are eligible to borrow up to \$15,000 per year and up to an aggregate maximum of \$60,000.

PACE, originally named the Critical Needs Certification Program, places qualified applicants in South Carolina classrooms as teachers; the participants possess an undergraduate degree or equivalent in the content area in which they are teaching, but lack the courses needed for certification. PACE participants teach full-time and take courses toward certification while employed. They are eligible for up to \$750 per year for up to four years to help defray educational costs. In Fiscal Years 2011-12 the General Assembly appropriated \$1,065,125 for these programs.

Finally, the American Board for Certification of Teacher Excellence (ABCTE) is another source of potential teachers.

Comparing the number of teachers hired through these alternative certification programs over time, the information provided by CERRA is summarized in Table 27.

Table 26
New Hires by Alternative Certification Programs, 2013-14 and 2012-13¹⁷

	2013-14	2012-13
PACE	245	209.2
ABCTE	13	23.2
Teach For America	118	81
TOTAL:	376	313.4

Source: CERRA

¹⁶ “Fall 2012 and Fall 2013, Teacher/Administrator Supply and Demand Surveys, Center for Educator for Educator Recruitment & Advancement.”

¹⁷ Ibid.

Analyzing the number of all loan recipients who were employed in public schools in 2012-13, Tables 27 and 28 provide the following information. Among the 1,327 individuals who were in the PACE program and who were employed in public schools in 2012-13, a higher percentage were male, 29.1 percent, as compared to 12.8 percent of the individuals who received a Teacher Loan Program and were employed in public schools in 2012-13. Similarly, 38.4 percent of the 1,327 individuals employed in public schools in 2012-13 who were PACE participants were African American as compared to 13.1 percent of the 7,160 individuals employed in public schools in 2012-13 who were Teacher Loan Program recipients. The Career Changers program also has a slightly higher percentage of African Americans and males employed in public schools than does the Teacher Loan Program.

Tables 27 and 28 also mirror the findings of CERRA. Of the teacher hired to fill vacancies in 2013-14, “approximately 20 percent are minorities and another 20 percent are males. Although these percentages continue to be somewhat higher than the proportion of male and minority teachers who make up the total teacher population in the state, they are not comparable to student demographics. According to the South Carolina Department of Education, 47% of students are categorized as minorities and 51% are males.”¹⁸

Table 27
Loan Recipients in South Carolina Schools by Gender, 2012-13

Gender	Career Changers	PACE	Teacher Loan Program	TOTAL
Female	372 (82.7%)	932 (70.2%)	6,197 (86.6%)	7,501 (83.9%)
Male	71 (15.8%)	386 (29.1%)	916 (12.8%)	1,373 (15.4%)
Unknown	7 (1.6%)	9 (0.7%)	47 (0.7%)	63 (0.7%)
TOTAL:	450	1,327	7,160	8,937

Table 28
Loan Recipients in South Carolina Schools by Ethnicity, 2012-13

Race	Career Changers	PACE Program Critical Needs	Teacher Loan Program	TOTAL
African American	84 (18.7%)	509 (38.4%)	936 (13.1%)	1,529 (17.1%)
American Indian	1 (0.2%)	3 (0.2%)	3 (0.0%)	7 (0.1%)
Asian	1 (0.2%)	9 (0.7%)	19 (0.3%)	28 (0.3%)
Caucasian	350 (77.8%)	757 (57.0%)	6,016 (84.0%)	7,123 (79.7%)
Hispanic	3 (0.2%)	24 (1.8%)	42 (0.6%)	69 (0.8%)
Unknown	11 (2.4%)	25 (1.9%)	145 (2.0%)	181 (2.0%)
Total	450	1,327	7,160	8,937

¹⁸ Ibid, p.3.

Section V SC Teacher Loan Advisory Committee

Proviso 1A.9. of the 2013-14 General Appropriations Act created the South Carolina Teacher Loan Advisory Committee. 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.¹⁹

1A.9. (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 1 annually, in a format agreed upon by the Education Oversight Committee and the Department of Education.

With the funds appropriated CERRA shall also establish, appoint, and maintain the South Carolina Teacher Loan Advisory Committee. The Committee shall be composed of one member representing each of the following: (1) Commission on Higher Education; (2) State Board of Education; (3) Education Oversight Committee; (4) Center for Educator Recruitment, Retention, and Advancement; (5) South Carolina Student Loan Corporation; (6) South Carolina Association of Student Financial Aid Administrators; (7) a local school district human resources officer; (8) a public higher education institution with an approved teacher education program; and (9) a private higher education institution with an approved teacher education program. The members of the committee representing the public and private higher education institutions shall rotate among those intuitions and shall serve a two-year term on the committee. Initial appointments must be made by July 1, 2013, at which time the member representing CERRA

¹⁹ Proviso 1A.9. of the 2013-14 General Appropriation Act.

shall call the first meeting. At the initial meeting, a chairperson and vice-chairperson must be elected by a majority vote of 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.

According to Jane Turner, Executive Director of CERRA, the Advisory Committee was formed in the fall of 2013. Serving on the Committee are:

- 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; and
- Dr. Valerie Harrison of Clafflin University, representing a private higher education institution with an approved teacher education program.

Working with the Committee are Marcella Wine-Snyder, Pre-Collegiate Program Director, and Dr. Jennifer Garrett, Coordinator of Research and Program Development, for CERRA.

Ms. Turner documented the activities of the group.²⁰

The first organizational meeting of the Committee took place on October 4, 2013, followed by a second meeting on January 10, 2014. The third meeting, scheduled for April 11, 2014, was postponed because a majority of members were unable to attend. That meeting has been rescheduled for May 20, 2014.

To date the Committee has developed operating plans, elected officers, and set general goals. More specifically, the Committee has provided guidance to the Student Loan Corporation on several policy issues and has begun work on a comprehensive financial aid brochure geared toward students planning to become teachers. At the next meeting, the Committee will discuss the formulas used to determine the critical subject areas and geographic areas used each year for loan forgiveness purposes and the need for modifications to those formulas.

The Committee also will begin working on ways to address one of the Committee's primary goals: to more effectively market the Loan Program to males, minorities, and students from critical need geographic areas.

²⁰ Email from Jane Turner to Melanie Barton, May 1, 2014.

Section VI Summary of Findings

Findings from Previous Reports Confirmed

- The Teacher Loan Program continues to fulfill the statutory mission to attract individuals into the teaching profession and into areas of critical need as measured by the annual increase in applications and in the number of Teacher Loan Program recipients teaching in public schools in South Carolina.
- The average SAT score of Teacher Loan recipients continues to increase.
- Over time, one-third of all Teacher Loan recipients had their loans cancelled by fulfilling the teaching requirement with another 9 percent in the process of teaching and having their loans cancelled. The default rate has been consistently one percent of all loans made.
- The Teacher Cadet program continues to be a pipeline for individuals pursuing education degrees with 38 percent of Teacher Loan applicants having participated in the Teacher Cadet program.

New Findings from the 2012-13 Report

- The number of critical need subject areas continues to decline over time with 13 critical subject areas identified in 2012-13; however, vacancies in secondary mathematics, science, English and Special Education continue to exist.
 - The number of critical geographic needs schools continues to increase to 810 in 2012-13, or two-thirds of all schools meeting the criteria due to the increase in the district poverty index.
 - The number of applicants to the Teacher Loan Program in 2012-13 was 1,472, which is essentially the same as in the prior year. However, since 2008-09, the number of applicants has declined by 45 percent.
 - There were a total of 1,112 teacher loans approved with the average loan of \$4,208.
 - Thirty-seven (37) Teacher Loan applications were denied due to inadequate funding at a cost of \$132,924.
 - The number of loan recipients attending historically African American institutions continues to decline with only 11 teacher loans awarded to students attending South Carolina State University in 2012-13.
 - In the fall of 2012, 9.3 percent of all Hope, LIFE and Palmetto Fellows scholarship recipients had declared education as a major. The data, however, show a downward trend in the percentage of these very talented students initially declaring education as a major since the fall of 2005. With the policy goal of improving the quality of teachers in classrooms, this negative trend raises concerns.
 - In the 2012-13 school year there were 7,160 individuals employed by public schools in the state who had received a South Carolina Teacher Loan with 66 percent of the loan recipients employed in public schools as regular classroom teachers, another 12 percent working in special education classrooms, and another 6 percent in four-year-old child development and kindergarten classes. Approximately 8 percent were employed in other positions, working in public schools in typically administrative rather than direct instructional capacities.
-
- While state teacher education programs provided 32 percent of the new teacher hires in 2012-13, approximately 29 percent of the hires came from another state, new graduates from teacher education programs in other states, or alternative certification programs.

	2013-14	2012-13
New Graduates from Teacher Education Programs in SC	32%	36%
Transferred from one district in SC to another district	27%	28%
Hired from another state	15%	14%
New Graduates from Teacher Education Programs in other States	8%	9%
Alternative Certification Programs	6%	5%
Inactive Teachers who Returned to Teaching	4%	4%
From Outside US	2%	2%
Other Teachers	6%	2%

- Individuals who receive certification through alternative certification programs like PACE are more likely to be African American and male than the existing teacher population and more than the applicants to the Teacher Loan Program.
- The SC Teacher Loan Advisory Committee was formed and began working in 2013-14. The initial goal of the Committee is to more effectively market the Loan Program to males, minorities, and students from critical need geographic areas. This issue will be important because the fall 2013 Teacher/Administrator supply and demand survey found that “the largest share (38%) of vacancies occurred in primary and elementary schools this year, with more than half falling in special education or early childhood/elementary certification.”²¹

²¹ ²¹ *Fall 2013 Teacher/Administrator Supply and Demand Survey, January 2014*, Center for Educator Recruitment, Retention, & Advancement, , <http://cerra.org/media/documents/2014/1/2013_Supply_Demand_Report2.pdf>.

Appendix

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 of deferment of the loan on time, or noncompliance by a borrower with the intent of the loan, the entire unpaid indebtedness including accrued interest, at the option of the commission, shall become immediately due and payable. The recipient shall execute the necessary legal documents to reflect his obligation and the terms and conditions of the loan. The loan program, if implemented, pursuant to the South Carolina Education Improvement Act, is to be administered by the South Carolina Student Loan Corporation. Funds generated from repayments to the loan program must be retained in a separate account and utilized as a revolving account for the purpose that the funds were originally appropriated. Appropriations for loans and administrative costs incurred by the corporation are to be provided in annual amounts, recommended by the Commission on Higher Education, to the State Treasurer for use by the corporation. The Education Oversight Committee shall review the loan program annually and report to the General Assembly.

Notwithstanding another provision of this item:

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

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

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

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

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

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

(k) for special education in 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.

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.

MEMORANDUM

TO: Members, EIA and Improvement Mechanisms Subcommittee

FROM: Melanie Barton

DATE: May 5, 2014

IN RE: H.4701, 2014-15 General Appropriations Bill

On May 1, 2014 the Senate Finance Subcommittee completed its consideration of the H.4701, the 2014-15 General Appropriations Bill. Today, the Senate will debate the bill beginning today.

As passed by the House, the Senate Finance Subcommittee recommended:

1. Implementation of the EOC funding model with minor changes in weights at a base student cost of \$2,120.
2. Funding of an early literacy assessment for students in publicly funded 4K and in all kindergarten classes in public schools beginning with the 2014-15 school year.
3. Funding of reading coaches at \$29 million and summer reading camps of \$6 million. Increased funding for school technology (connectivity, devices, etc.) of \$29.3 million along with \$4.0 million in nonrecurring funds for teacher training for technology.
4. Funds of \$12.0 million for digital instructional materials.
5. Funding of the Office of First Steps and SC Public Charter School District with EIA revenues.
6. Lottery funds of \$29.9 million for K-5 and 6-8 reading, math, science and social studies programs.

Unlike the House, the Senate Finance Committee recommended:

1. Expansion of the Child Development Education Pilot Program (CDEPP), a full-day educational program for four-year-olds living in poverty from all districts having a poverty index of 75 percent or more to all districts having a poverty index of 68.4 percent or more. Children in both public and private centers would be served.
2. Creation of a South Carolina Community Block Grants for Education Pilot Program at the EOC to award grants to districts and \$2.0 million in non-recurring funds for the program.
3. EOC Efficiency Review Pilot Program to examine central operations of school districts with an allocation of \$300,000 in non-recurring funds.

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Attached is a detailed, line-by-line budget for the EIA.

Melanie D. Barton
EXECUTIVE DIRECTOR

Education Improvement Act

2014-15

	2013-14 Base Appropriation		EOC	GOVERNOR	HOUSE	Senate Finance	Explanation
A. STANDARDS, TEACHING, LEARNING, ACCOUNTABILITY							
1. Student Learning							
Personal Service Classified Positions	58,629						
Other Operating Expenses	136,739						
High Achieving Students	26,628,246			(\$26,628,246)	(\$26,628,246)	(\$26,628,246)	<u>Governor and House:</u> Funded through EFA
Aid to Districts	37,736,600				(\$350,000)	(\$350,000)	<u>House:</u> Transferred to new line item under partnerships for SC Autism Society
School Health & Fitness Act -- Nurses	6,000,000						<u>Senate Finance:</u> Transferred to EOC for SC Autism Society
Tech Prep	3,021,348						
Modernize Vocational Equipment	6,359,609			\$322,797	\$322,797	\$322,797	<u>Governor, House and SFC:</u> Consolidate EIA & General Funds
Arts Curricula	1,187,571					\$300,000	<u>SFC:</u> Increase to program
Adult Education	13,573,736						
Students at Risk of School Failure	136,163,204			(\$56,611,481)	(\$56,611,481)	(\$56,611,481)	<u>Governor, House and SFC:</u> Funded through EFA
High Schools That Work	2,146,499						
EEDA	<u>7,315,832</u>					(\$1,302,000)	<u>SFC:</u> Transferred to new line item for Regional Education Centers that are now funded through Department of Commerce
Subtotal	240,328,013						
2. Student Testing							
Personal Service Classified Positions	488,518						
Other operating Expenses	332,948						
Assessment / Testing	<u>24,761,400</u>			\$2,500,000	\$2,500,000	\$2,500,000	<u>Governor, House and SFC:</u> Transfer from High Achieving Students for cost of assessments

Education Improvement Act

2014-15

	2013-14 Base Appropriation		EOC	GOVERNOR	HOUSE	Senate Finance	Explanation
Subtotal	25,582,866						
3. Curriculum & Standards							
Personal Service Classified Positions	126,232						
Other Personal Service	4,736						
Other Operating Expenses	41,987						
Reading	6,542,052						
Instructional Materials	20,922,839		\$8,000,000	\$1,887,905	\$0	\$0	EOC: Annualize instructional materials funds
Instructional Materials Non-Recurring	<u>8,000,000</u>	*					
Subtotal	35,637,846						
4. Assistance, Intervention, & Reward							
Personal Service Classified Positions	1,236,436						
Other Operating Expenses	1,174,752						
EAA Technical Assistance	6,000,000				\$2,800,000	\$2,800,000	House and SFC: To Fund Palmetto Priority Schools
PowerSchool/Data Collection	7,500,000						
Aid Other State Agencies	-						
Subtotal	15,911,188						
B. Early Childhood							
Personal Service Classified Positions	376,246						
Other Operating Expenses	556,592						
Alloc EIA - 4 YR Early Child	15,513,846						
SCDE-CDEPP	<u>20,240,998</u>		\$14,083,439	\$14,083,439	\$14,083,439	\$14,083,439	EOC, Governor, House and SFC: Consolidate all funds for CDEPP as administered through SCDE
Subtotal	36,687,682						
C. TEACHER QUALITY							
1. Certification							

Education Improvement Act

2014-15

	2013-14 Base Appropriation		EOC	GOVERNOR	HOUSE	Senate Finance	Explanation
Personal Service Classified Positions	1,068,102						
Other Personal Service	1,579						
Other Operating Expenses	<u>638,999</u>						
Subtotal	1,708,680						
2. Retention & Reward							
Special Items							
Teacher of the Year Award	155,000						
Teacher Quality Commission	372,724						
Teacher Salary Supplement	125,756,960						
Teacher Salary Supplement - Fringe	15,766,752						
National Board Certification	54,000,000				\$1,500,000	\$1,500,000	House and SFC: To anticipate additional National Board teachers.
Teacher Supplies	<u>13,596,000</u>						
Teacher Salary Support							
Subtotal	209,647,436						
3. Professional Development							
Special Items							
Professional Development	5,515,911						
ADEPT	<u>873,909</u>						
Subtotal	6,389,820						
E. LEADERSHIP							
1. Schools							
2. State							
Personal Service Classified Positions	82,049						
Other Personal Service	83,121						
Other Operating Expenses	150,032		\$129,000	\$129,000	\$129,000	\$129,000	EOC, Governor, House and SFC: SC School Leadership Executive Institute for an additional cohort of 20 principals

Education Improvement Act

2014-15

	2013-14 Base Appropriation		EOC	GOVERNOR	HOUSE	Senate Finance	Explanation
Technology	10,171,826		\$10,825,655				Governor, House and SFC: : Funded \$29,288,976 for Technology with non-recurring funds using Capital Reserve in the Governor's Budget and Lottery Funds in House and SFC EOC: Expand wireless capabilities of schools; identified \$90 million need
Employer Contributions	1,064,221						
EOC Public Relations	0						
Subtotal	11,551,249						
F. PARTNERSHIPS							
1. Business and Community							
2. Other Agencies & Entities							
State Agency Teacher Pay (F30)	716,323		(\$642,462)	(\$642,462)	(\$642,462)	(\$642,462)	EOC, Governor, House and SFC: Reallocated to special schools for teacher pay and increase in number of teachers
Education Oversight Committee (A85)	1,293,242					\$350,000	SFC: For SC Autism Society
Center for Educational Partnerships (H27)	715,933						
SC Council on Economic Education	300,000						
Science PLUS	503,406						
Gov. School Arts & Humanities (H63)	828,185		\$131,809	\$131,809	\$131,809	\$131,809	
Wil Lou Gray Opportunity School (H71)	605,294						
School for Deaf & Blind (H75)	7,176,110		\$263,176	\$263,176	\$263,176	\$263,176	
Disabilities & Special Needs (J16)	613,653						
John De La Howe School (L12)	417,734			(\$417,734)	(\$417,734)	\$0	Governor and House: Eliminate EIA funds for John de la Howe
Clemson Ag Ed Teachers	758,627		\$131,131	\$131,131	\$131,131	\$131,131	

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2014-15

	2013-14 Base Appropriation		EOC	GOVERNOR	HOUSE	Senate Finance	Explanation
Centers of Excellence-CHE (H03)	887,526		\$250,000	\$250,000	\$250,000	\$250,000	<u>EOC, Governor, House and SFC:</u> New Center to provide professional development to teachers and develop innovative practices, make specific, targeted curriculum change san provide policy suggestions to ensure a seamless transition for students moving from public schools to college and careers.
Teacher Recruitment Program-CHE (H03)	4,243,527						
SC Program for the Recruitment and Retention of Minority Teachers, SC State University (Base: \$339,482)							
Center for Ed, Recruitment, Ret, and Adv	531,680			\$200,000			<u>Governor:</u> To initiate school leadership mentor program
Teacher Loan Program-State Treasurer (E16)	5,089,881						
Gov. School Science & Math (H63)	416,784		\$116,346	\$116,346	\$116,346	\$116,346	
Science South	500,000						
STEM Centers SC	1,750,000						
Teach For America SC	3,000,000						
ETV - K-12 Public Education	2,829,281						
ETV - Infrastructure	2,000,000						
SC Youth Challenge Academy	1,000,000						
Public-Private Literacy Partnerships				\$50,000			
School Readiness Plan (A85) Non-Recurring	590,000	*		\$590,000			
Subtotal	36,767,186						
G. TRANSPORTATION/BUSES							
Other Operating	<u>16,347,285</u>		(\$16,347,285)	(\$1,347,285)	(\$3,053,867)	(\$3,771,601)	<u>EOC:</u> Consolidate all transportation into General Funds

Education Improvement Act

2014-15

	2013-14 Base Appropriation		EOC	GOVERNOR	HOUSE	Senate Finance	Explanation
Non-Recurring Operations				\$5,000,000	\$5,929,553	\$5,929,553	<u>House and SFC: Per Proviso</u>
Subtotal	16,347,285						
New: Regional education Centers (Commerce)						\$1,302,000	<u>SFC: Transfer from EEDA</u>
New: Literacy & Distance-Learning Program at Patriots Point			\$415,000		\$415,000	\$415,000	<u>EOC: Provide distance-learning program in 5th grade history, math and science standards taught from the Yorktown and includes two books to all 5th grade classrooms</u>
New: Charter School District				\$56,253,692	\$56,253,692	\$56,253,692	<u>Governor and House: Transferred from General Fund</u>
New: First Steps to School Readiness				\$26,683,722	\$25,763,209	\$25,763,209	<u>Governor and House: Transferred from General Fund</u>
New: SC Autism Society					\$350,000		<u>House: Transferred from Aid to Districts Line Item</u>
New: EOC - Partnerships for Innovation Non-Recurring					\$400,000	\$900,000	<u>House and SFC: Per Proviso</u>
New: Allendale County School District Non-Recurring					\$150,000	\$150,000	<u>House and SFC: Per Proviso</u>
New: Arts in Education Non-Recurring						\$300,000	<u>SFC: Per Proviso</u>
EIA TOTAL	\$636,559,251			\$22,945,809	\$23,785,362	\$24,585,362	
* Non-Recurring Appropriations	\$8,590,000	*		\$5,590,000	\$6,479,553	\$7,279,553	
Recurring Appropriations	\$627,969,251						
Total New EIA Recurring Revenues:			\$17,355,809	\$17,355,809	\$17,305,809	\$17,305,809	
TOTAL EIA RECURRING APPROPRIATIONS:			\$645,325,060	\$645,325,060	\$645,275,060	\$645,275,060	



SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION

Report to the
South Carolina General Assembly
And the
South Carolina Education Oversight Committee
On

Proviso 1A.19
SDE-EIA: Technical Assistance

March 2013

South Carolina Department of Education

Mick Zais, PhD
State Superintendent of Education

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I. INTRODUCTION

Since the School Year (SY)2007-08, technical assistance funding has been provided to low-performing schools designated as Palmetto Priority Schools (PPS). The schools with the PPS designation have earned an absolute rating of “At-Risk” for three consecutive years in the state report card ratings. Per Proviso 1A.19, the General Assembly has allocated Technical Assistance (TA) funding to support the school-wide transformational efforts for PPS (see Appendix B). In accordance with Proviso 1A.19, the SCDE is to submit an annual report documenting its findings from the monitoring of student achievement and technical assistance expenditures for PPS (see Appendix B). This report provides descriptive statistics for SY2011-12 on student achievement and technical assistance expenditures for the PPS. Given that the absolute rating index that is used to identify PPS is announced November of the following school year, this report reflects upon the previous academic year (SY2011-12) using the most recently available student achievement data (available November 2012).

II. SY2011-12 PALMETTO PRIORITY SCHOOLS

Using the “At-Risk” or below Absolute Rating as the determining factor, thirty-one (31) at-risk schools were identified as PPS for SY2011-12. There were ten (10) Tier One Schools, twelve (12) Tier Two Schools, and nine (9) Tier Three Schools. Below is the complete list of PPS identified for the SY2011-12.

2011–12 Palmetto Priority Schools

Indicates new Palmetto Priority School

*Indicates 2010–11 SIG Cohort Tier I School **Indicates 2011–12 SIG Cohort Tier II School

<u>Tier One</u>	
<u>District</u>	<u>School</u>
Allendale	Allendale-Fairfax Middle School (SIG)* Fairfax Elementary School (SIG)*
Bamberg 2	Denmark-Olar Middle School (SIG)*
Charleston	Burke High School (Middle) (SIG)** Morningside Middle School (SIG)* North Charleston High School (SIG)* St. John’s High School (SIG)**
Greenville	Carolina Academy (High) (SIG)*
Jasper	Ridgeland Middle School (SIG)*
Lee	West Lee Elementary School(SIG)*
<u>Tier Two</u>	
Allendale	Allendale-Fairfax High School
Charleston	Sanders-Clyde Elementary School
Fairfield	Fairfield Elementary School
Florence Three	Main Street Elementary School
Florence Four	Brockington Elementary School
Lee	Lee Central Middle School
Marion Seven	Creek Bridge High School (Middle)
Marlboro	Bennettsville Middle School Clio Middle School
Richland One	Alcorn Middle School Heyward Gibbes Middle School W.A. Perry Middle School
<u>Tier Three</u>	
Allendale	Allendale Elementary School
Charleston	Malcolm C. Hursey Elementary School Edmund A. Burns Elementary School
Hampton 2	Estill Elementary School
Jasper	Ridgeland Elementary School
Marlboro	Bennettsville Elementary School
Orangeburg Three	Elloree Elementary School (Middle)
Orangeburg Four	Hunter-Kinard-Tyler (Elementary) Hunter-Kinard-Tyler (Middle)

III. SY2011-12 TECHNICAL ASSISTANCE FUNDING ALLOCATIONS

For the SY2011-12, \$6,000,000 was allocated for state TA to be provided for PPS. Of the thirty-one (31) identified PPS for SY2011-12, twenty-one schools (21) received state TA funding. The other ten (10) PPS are recipients of the federal School Improvement Grant (SIG); therefore, they received a federal award for TA. However, per Proviso 1A.44, the ten (10) remaining PPS/SIG Schools are receiving \$200,000 state TA funding during SY2012-13 as part of the agency's carry forward amount (see Appendix C). The SY2011-12 allocations per school are reported below and on the next page.

Table 1. SY2011-12 TA Funding Allocations

<u>District</u>	<u>School</u>					
<u>Tier One</u>		<u>Tier 1 Allowance</u>	<u>Per Pupil</u>	<u>Enrollment</u>	<u>Total Per Pupil</u>	<u>Total for School:</u>
Allendale	Allendale-Fairfax Middle (SIG)*	\$0	\$0	310	\$0	\$0
	Fairfax Elementary (SIG)*	\$0	\$0	288	\$0	\$0
Bamberg 2	Denmark-Olar Middle (SIG)*	\$0	\$0	198	\$0	\$0
Charleston	Burke High (Middle) (SIG)**	\$0	\$0	660	\$0	\$0
	Morningside Middle (SIG)*	\$0	\$0	497	\$0	\$0
	North Charleston High (SIG)*	\$0	\$0	709	\$0	\$0
	St. John's High (SIG)**	\$0	\$0	322	\$0	\$0
Greenville	Carolina Academy (High) (SIG)*	\$0	\$0	723	\$0	\$0
Jasper	Ridgeland Middle (SIG)*	\$0	\$0	404	\$0	\$0
Lee	Dennis Intermediate (closure) (SIG)**	\$0	\$0	219	\$0	\$0
	West Lee Elementary School (SIG)*	\$0	\$0	193	\$0	\$0
						Total: \$0

Table 1. SY2011-12 TA Funding Allocations *continued*

Tier Two		Tier 2 Allowance	Per Pupil	Enrollment	Total Per Pupil	Total for School:
Allendale	Allendale-Fairfax High School	\$225,000	\$20	448	\$8,960	\$233,960
Charleston	Sanders-Clyde Elementary School	\$225,000	\$20	393	\$7,860	\$232,860
Fairfield	Fairfield Elementary School	\$225,000	\$20	727	\$14,540	\$239,540
Florence Four	Brockington Elementary School	\$225,000	\$20	443	\$8,860	\$233,860
Florence Three	Main Street Elementary School	\$225,000	\$20	464	\$9,280	\$234,280
Lee	Lee Central Middle School	\$225,000	\$20	463	\$9,260	\$234,260
Marion Seven	Creek Bridge High School (Middle)	\$225,000	\$20	373	\$7,460	\$232,460
Marlboro	Bennettsville Middle School	\$225,000	\$20	400	\$8,000	\$233,000
	Clio Middle School	\$225,000	\$20	206	\$4,120	\$229,120
Richland One	Alcorn Middle School	\$225,000	\$20	383	\$7,660	\$232,660
	Heyward Gibbes Middle School	\$225,000	\$20	351	\$7,020	\$232,020
	W. A. Perry Middle School	\$225,000	\$20	344	\$6,880	\$231,880
		Total: \$2,700,000			Total: \$99,900	Total: \$2,799,900
Tier Three		Tier 3 Allowance	Per Pupil	Enrollment	Total Per Pupil	Total for School:
Allendale	Allendale Elementary School	\$200,000	\$20	537	\$10,740	\$210,740
Charleston	Malcolm C. Hursey Elementary School	\$200,000	\$20	359	\$7,180	\$207,180
	Edmund A. Burns Elementary School	\$200,000	\$20	431	\$8,620	\$208,620
Hampton 2	Estill Elementary School	\$200,000	\$20	484	\$9,680	\$209,680
Jasper	Ridgeland Elementary School	\$200,000	\$20	1055	\$21,100	\$221,100
Marlboro	Bennettsville Elementary School	\$200,000	\$20	493	\$9,860	\$209,860
Orangeburg Three	Ellore Elementary School (Middle)	\$200,000	\$20	439	\$8,780	\$208,780
Orangeburg Four	Hunter-Kinard-Tyler School (Elementary)	\$200,000	\$20	364	\$7,280	\$207,280
	Hunter-Kinard-Tyler School (Middle)	\$200,000	\$20	107	\$2,140	\$202,140
		Total: \$1,800,000			Total: \$85,380	Total: \$1,885,380

IV. SY2011-12 ABSOLUTE RATINGS AND ABSOLUTE INDEX SCORES

Given that the Absolute Index Score used to identify PPS is available in November following each school year, the most recent Absolute Rating and Absolute Index Score available November 2012 pertains to SY2011-12. The most recent Absolute Rating and Absolute Index Score for the thirty-one (31) identified PPS that received TA Funding during SY2011-12 is on the next page. These SY2011-12 Absolute Rating and Absolute Index Scores will be used to determine which, if any, of the PPS will exit PPS status for SY2013-14.

Table 2. SY2011-12 PPS Absolute Ratings and Absolute Index Scores

Priority School	District	2012 Absolute Rating	2012 Absolute Index Score
1. Allendale-Fairfax High	Allendale	At Risk	2.20
2. Allendale Elem.	Allendale	Below Average	2.39
3. Fairfax Elem.	Allendale	At Risk	2.11
4. Allendale-Fairfax Middle	Allendale	At Risk	1.98
5. Denmark-Olar Middle	Bamberg 2	At Risk	2.31
6. North Charleston High	Charleston	At Risk	1.70
7. Burke High (middle grades)	Charleston	At Risk	2.19
8. St. Johns High	Charleston	Average	2.80
9. Edmund A. Burns Elem.	Charleston	At Risk	1.84
10. Morningside Middle	Charleston	Below Average	2.38
11. Malcolm C. Hursey Elem.	Charleston	Below Average	2.62
12. Sanders-Clyde Elem. (elementary grades)	Charleston	At Risk	2.16
13. Fairfield Elem.	Fairfield	Below Average	2.39
14. Main Street Elem.	Florence 3	Below Average	2.45
15. Brockington Elem.	Florence 4	At Risk	2.10
16. Carolina Academy High	Greenville	Below Average	2.6
17. Estill Elem.	Hampton 2	At Risk	2.10
18. Ridgeland Elem.	Jasper	At Risk	2.17
19. Hardeeville-Ridgeland Middle	Jasper	At Risk	2.27
20. Lee Central Middle	Lee	At Risk	2.04
21. West Lee Elem.	Lee	Below Average	2.40
22. Creek Bridge High	Marion 7	Average	2.66
23. Bennettsville Elem.	Marlboro	Below Average	2.55
24. Bennettsville Middle	Marlboro	Unsatisfactory	2.27
25. Clio Elementary/Middle (middle grades)	Marlboro	Below Average	2.46
26. Ellore Elem. (middle grades)	Orangeburg 3	At Risk	2.13
27. Hunter-Kinard-Tyler High (middle grades)	Orangeburg 4	At Risk	2.29
28. Hunter-Kinard-Tyler Elem.	Orangeburg 4	At Risk	2.06
29. Alcorn Middle	Richland 1	Below Average	2.46
30. Heyward Gibbes Middle	Richland 1	At Risk	2.24
31. W. A. Perry Middle	Richland 1	Average	2.86

V. SY2011-12 PPS STUDENT ACHIEVEMENT RESULTS ON PASS

Below is the most recent PASS data for the PPS served during SY2011-12.

Table 3. SY2011-12 PPS Student Achievement Results on PASS

Priority School	District	PASS MATH			PASS ELA		
		Percent of Students Scoring NOT MET	Percent of Students Scoring MET	Percent of Students Scoring EXEMPLARY	Percent of Students Scoring NOT MET	Percent of Students Scoring MET	Percent of Students Scoring EXEMPLARY
1. Allendale Elem.	Allendale	54.0	29.9	16.1	49.6	29.0	21.4
2. Fairfax Elem.	Allendale	61.8	32.6	5.6	58.4	30.3	11.2
3. Allendale-Fairfax Middle	Allendale	69.9	21.7	8.5	69.5	21.3	9.2
4. Denmark-Olar Middle	Bamberg 2	51.8	34.9	13.3	50.0	33.7	16.3
5. Burke High (middle grades)	Charleston	56.5	36.1	7.5	60.5	23.1	16.3
6. Edmund A. Burns Elem.	Charleston	76.0	22.6	1.4	69.2	27.4	3.4
7. Morningside Middle	Charleston	53.8	37.2	9.0	59.1	27.9	12.9
8. Malcolm C. Hursey Elem.	Charleston	44.6	33.9	21.4	41.1	30.4	28.6
9. Sanders-Clyde Elem. (elementary grades)	Charleston	52.8	39.1	8.1	54.7	38.5	6.8
10. Fairfield Elem.	Fairfield	52.2	30.7	17.0	55.6	30.0	14.4
11. Main Street Elem.	Florence 3	43.1	39.4	17.5	46.0	38.0	16.1
12. Brockington Elem.	Florence 4	62.6	29.7	7.7	62.6	27.7	9.7
13. Estill Elem.	Hampton 2	60.6	34.0	5.4	50.2	29.6	20.2
14. Ridgeland Elem.	Jasper	65.3	27.9	6.8	53.5	32.2	14.3
15. Hardeeville-Ridgeland Middle	Jasper	57.8	37.4	4.8	50.4	34.3	15.2
16. Lee Central Middle	Lee	65.1	29.3	5.6	63.8	28.0	8.1
17. West Lee Elementary	Lee	52.2	34.3	13.4	40.3	44.8	14.9

Table 4. SY2011-12 PPS Student Achievement Results on PASS *continued*

18. Creek Bridge High School (Middle)	Marion 7	45.8	40.5	13.7	42	32.1	26
19. Bennettsville Middle School	Marlboro	49.7	41	9.3	59.3	33	7.7
20. Bennettsville Elementary School	Marlboro	38.3	43.1	18.6	40.3	40.3	19.4
21. Clio Elementary (Middle)	Marlboro	59.1	34.1	6.8	50	27.3	22.7
22. Ellore Elem. (middle grades)	Orangeburg 3	56.6	37.2	6.2	61.2	23.3	15.5
23. Hunter-Kinard-Tyler High (middle grades)	Orangeburg 4	54.8	32.1	13.1	46.4	38.1	15.5
24. Hunter-Kinard-Tyler Elem.	Orangeburg 4	66.1	30.0	3.9	62.2	27.8	10.0
25. Alcorn Middle School	Richland 1	42.5	41.6	15.9	47	39	14
26. Heyward Gibbes Middle	Richland 1	63.9	28.2	7.8	60.2	27.9	11.9
27. W. A. Perry Middle	Richland 1	38.3	44.4	17.3	30.5	42.5	27.1

VI. SY2011-12 PPS STUDENT ACHIEVEMENT RESULTS ON HSAP

Below is the most recent HSAP data for the PPS served during SY2011-12.

Priority School	District	Percent of Students Passing HSAP on First Attempt	Percent of Students Passing HSAP by End of High School	Percent of Students Scoring 70 or Above on End-of-Course Tests by Subject			
				English 1	Algebra 1	Biology	US History and the Constitution
Allendale Fairfax High	Allendale	52.7	87.50	24.6	23.4	38.2	20.0
North Charleston High	Charleston	57.3	73.47	35.7	54.5	32.4	40.3
St. Johns High	Charleston	64.6	82.81	62.9	72.1	65.4	32.8
Carolina Academy (High)	Greenville	71.5	84.94	35.1	55.2	58.9	43.8

APPENDIX A: SY2011-12 MEMORANDUM OF AGREEMENT FOR PPS

MEMORANDUM OF AGREEMENT
2011–12 School Year of Implementation

This agreement is between the South Carolina Department of Education, _____, and the Local School Board of _____ for the purpose of supporting _____ in the implementation of the terms outlined in this Memorandum of Agreement (MOA), along with the individualized Palmetto Priority School Plan of Action MOA Addendum for the 2011–12 school year.

Whereas, the parties agree that the identified school will become part of the Palmetto Priority School program;

Whereas, the parties agree that with this designation, there are certain responsibilities and actions that must be taken for the success of the Palmetto Priority School;

Whereas, the school district and school understand that by becoming a Palmetto Priority School, the school receives the benefit of increased funding and support; but to maintain this support, the school district and school must comply with the terms of this MOA.

Whereas, the school district understands that improving school performance and student achievement is the responsibility of the school district and that the South Carolina Department of Education is dedicated to providing support to achieve that aim.

NOW THEREFORE, the parties agree to the following:

South Carolina Department of Education (SCDE) Responsibilities

The SCDE shall:

- Meet the terms of this MOA.
- Provide **assistance**, as requested, to the Palmetto Priority School (PPS) in the areas of school-based finance, budgeting, and staffing.
- Provide educator **recruitment and retention** assistance, as requested, to the PPS and district.
- Assist the PPS and district in establishing **partnerships** with colleges/universities and the public/private sector, as well as community-based partners, for each of the identified schools.
- Assist the PPS and district in **connecting with other schools** across the state that have similar demographics and challenges, yet are achieving better student achievement results.

- Assign a **representative** to participate on the **PPS leadership team**.
- Provide advice and **assistance** through the PPS leadership team state representative to the PPS and district **on proven strategies** for improving school performance and student achievement.
- Develop and disseminate a **PPS Principal Job Description** and participate in the recruitment and **hiring process** of all newly hired principals of PPS.
- Provide support through the PPS leadership team state representative including:
 - assisting the district/school leadership in the **Needs Assessment Process**;
 - assisting in the development, implementation, and monitoring of the **PPS Plan of Action, MOA Addendum**;
 - helping to ensure **PPS funds and activities are dedicated** to improving school performance and student achievement; and
 - providing **assistance to the district/school leaders** as they continually make and monitor ongoing site adjustments, based on the specific needs and progress of the students in the PPS.
- **Provide available funds** to implement the transformation effort in selected PPS and districts.
- Assist the district and PPS in implementing a **value-added assessment** model (Teacher Advancement Program [TAP] model or another research-proven model similar to TAP), to include student, teacher, and principal performance data.

School District Responsibilities

The School District shall:

- Meet the terms of this MOA.
- Develop and implement a **recruitment and retention** plan as part of the PPS action plan that includes incentives for effective certified teachers, teacher leaders, and school administrators, ensuring that priority is given to the PPS in filling all vacancies, while working to ensure that the PPS is fully staffed with an effective and highly qualified instructional staff.
- Implement a **value-added assessment** program for certified teachers, teacher leaders, and school administrators that may be based in part on a model that is similar to the TAP model, to include student, teacher, and principal performance data.
- Provide **priority governance and leadership** to the PPS to promote student performance and school effectiveness.

- Ensure that all **PPS principals** have the appropriate school-level certification and have a minimum of three years of progressive leadership experience as a building principal, having demonstrated effectiveness as indicated by student achievement results. These principals must meet the criteria specified in the PPS Principal Job Description, developed by the SCDE.
- Ensure that all candidates who are being considered for the position of the PPS principal are submitted to the SCDE for review before being presented to the local school board for review or approval.
- Ensure that **eligible principals** complete the course work and attendance requirements for the SCDE School Leadership Executive Institute (SLEI) or Transformational Leaders Academy.
- Develop a **PPS leadership team**, including an SCDE representative.
- Identify and assign a **district contact person** as the district superintendent's representative for the PPS. That person shall:
 - Serve as an advocate for the PPS;
 - Review the allocation of resources;
 - Encourage collaboration;
 - Ensure equity of learning opportunities for all students at the PPS both school-wide and district-wide;
 - Monitor the implementation of the MOA;
 - Assist in the development, implementation, and monitoring of the SCDE approved PPS Plan of Action MOA Addendum; and
 - Submit required updates on a monthly basis to the SCDE.
- Ensure that funds provided by the SCDE for the PPS are NOT FLEXED, but are expended appropriately by the district in strict accordance to the implementation of the PPS Plan of Action MOA Addendum.
- Ensure the participation of the following individuals in all PPS/SCDE identified meetings:
 - District superintendent or superintendent's designee;
 - Local school board chairperson or chairperson's designee; and
 - PPS principal.
- Work with the principal to evaluate all programs and initiatives to determine the effectiveness of each one; and work with district and school leadership to **eliminate all ineffective programs and initiatives**, adhering only to those few that are essential to improving student achievement.
- **Reach out to community organizations** and businesses to garner their support for improving schools by establishing ongoing relationships with community and business entities in support of improving student achievement.

Palmetto Priority School Responsibilities

The PPS, through the leadership of the principal, shall:

- Meet the terms of this MOA.
- Develop a School Leadership Team.
- Develop and promote a school climate and culture that is student-centered.
- Collaborate with all stakeholders.
- Develop, implement, and monitor the SCDE approved PPS Plan of Action MOA Addendum.
 - Implement an approved curriculum that is aligned with the South Carolina state standards.
 - Develop a focus on curriculum and instruction, identifying specific ELA and math initiatives.
 - Monitor teachers' instructional practices through weekly observations, ensuring alignment with the curriculum; provide written feedback; conference with teachers regarding feedback; and make follow-up observations to ensure that effective adjustments have been made in the delivery of instruction.
 - Ensure that every teacher is assigned to an instructionally focused Communities Advancing Professional Practice (CAPP) and provide ongoing professional development support for staff.
 - Develop and implement effective strategies at specific grade levels/content areas to address weaknesses, using district-wide assessment tools to analyze results.
 - Rely on a clearly defined benchmark and assessment system to measure academic improvement throughout the school year.
 - Provide appropriate, comprehensive needs assessment, as prescribed by the Office of School Transformation, and adhere to specific school-level monitoring activities.
 - Elementary School
 - ✓ Analyze subgroup results of Palmetto Assessment of State Standards (PASS).
 - ✓ Develop and implement an approved SCDE literacy initiative.
 - Middle School
 - ✓ Analyze subgroup results of PASS.
 - ✓ Analyze subgroup results of End-of-Course Examination Program (EOCEP).

- High School
 - ✓ Analyze subgroup results of High School Assessment Program (HSAP).
 - ✓ Analyze subgroup results of EOCEP.
 - ✓ Monitor the ninth grade field for Graduation Rate on a monthly basis.
- Evaluate all programs and initiatives, as directed by the local school district, to determine the effectiveness of each one; and work with district leadership to eliminate all ineffective programs and initiatives, adhering only to those few that are essential to improving student achievement.
- Complete the Quarterly Budget Report as it pertains to meeting the goals and implementing the strategies in the PPS Plan of Action MOA Addendum.
- Clearly delineate in the PPS Plan of Action MOA Addendum evidence of a decreasing dependence on state funds, being specific in how ongoing expenses will be assimilated in the budget as the PPS moves forward.
- Collaborate with the assigned PPSL on a weekly basis and follow the guidance of the PPSL, as directed by the Office of School Transformation.

Local School Board Responsibilities

- Meet the terms of this MOA as a way to transform and improve school performance and student achievement.
- Gain an understanding of the Local School Board's responsibility and accountability in monitoring the academic progress for the PPS, in accordance with S.C. Code Ann. § 59-18-1520 of the Education Accountability Act of 1998.
- Monitor the implementation of the SCDE support system and MOA, as well as the SCDE approved PPS Plan of Action MOA Addendum, in accordance with the local school board policies and in conjunction with the South Carolina School Board Association policies and procedures for school boards.
- Reach out to community organizations and businesses to garner their support for improving schools. Create momentum and energy in the community for improving school performance and student achievement by establishing ongoing relationships with community and business entities in support of improving student achievement.
- Monitor all PPS expenditures to ensure that they are focused on improving school performance and student achievement.
- Allocate time on a quarterly basis, documenting meeting agendas, to receive updates from the PPS principal and/or the district superintendent.
- Send representation to all PPS Collaboration Meetings.

Funding

All SCDE travel and assigned school activities are contingent upon funding.

Enforcement of the Terms of this MOA

The **Office of School Transformation in the SCDE** will monitor the implementation of the MOA and the PPS Plan of Action MOA Addendum. In the event that the MOA and the PPS Plan of Action are not being fully implemented as determined by the Office of School Transformation, appropriate actions will be taken to ensure compliance. These actions may include:

- **A called meeting by the Director of the Office of School Transformation to include the local school board chairperson, the district superintendent, and the principal. All parties shall attend this scheduled meeting in Columbia, South Carolina to discuss the lack of implementation.**
- **Written notification from the State Superintendent of Education to the local school board chairperson, with copies forwarded to the district superintendent and the principal, warning of an appearance before the State Board of Education if corrective action is not taken within thirty days.**
- **Appearance of the local school board members, the district superintendent, and the principal before the State Board of Education.**
- **Termination of technical assistance and loss of funding, in addition to any other remedy available to the State Superintendent of Education, as established by law.**

The signatures below confirm that all parties understand and agree to support the terms as outlined in this MOA, to include the individualized PPS Plan of Action MOA Addendum to be finalized by the district/school leadership and to be reviewed for approval by the SCDE at the beginning of the 2011–12 school year.

Signed by: _____ Date _____
Mick Zais, State Superintendent
South Carolina Department of Education

Signed by: _____ Date _____
Montrio Belton, Director
Office of School Transformation

Signed by: _____ Date _____
Local School Board Chairperson

Signed by: _____ Date _____
School District Superintendent

Signed by: _____ Date _____
Palmetto Priority School Principal

APPENDIX B: PROVISO 1A.20, SCDE-EIA: TECHNICAL ASSISTANCE

1A.19. (SDE-EIA: Technical Assistance) In order to best meet the needs of underperforming schools, funds appropriated for technical assistance to schools with an absolute rating of below average or at-risk on the most recent annual school report card must be allocated according to the severity of not meeting report card criteria.

Schools receiving an absolute rating of below average or at-risk must develop and submit to the Department of Education a school renewal plan outlining goals for improvements. Of the technical assistance funds allocated to below average or at-risk schools each allocation must address specific strategies designed to increase student achievement and must include measures to evaluate success. The school renewal plan may include expenditures for recruitment incentives for faculty and staff, performance incentives for faculty and staff, assistance with curriculum and test score analysis, professional development activities based on curriculum and test score analysis that may include daily stipends if delivered on days outside of required contract days. School expenditures of technical assistance shall be monitored by the Department of Education.

With the funds appropriated to the Department of Education for technical assistance services, the department will assist schools with an absolute rating of below average or at-risk in designing and implementing technical assistance school renewal plans and in brokering for technical assistance personnel as needed and as stipulated in the plan. In addition, the department must monitor student academic achievement and the expenditure of technical assistance funds in schools receiving these funds and report their findings to the General Assembly and the Education Oversight Committee by January first of each fiscal year as the General Assembly may direct. If the Education Oversight Committee or the department requests information from schools or school districts regarding the expenditure of technical assistance funds pursuant to evaluations, the school or school district must provide the evaluation information necessary to determine effective use. If the school or school district does not provide the evaluation information necessary to determine effective use, the principal of the school or the district superintendent may be subject to receiving a public reprimand by the State Board of Education if it is determined that those individuals are responsible for the failure to provide the required information.

No more than five percent of the total amount appropriated for technical assistance services to schools with an absolute rating of below average or at-risk may be retained and expended by the department for implementation and delivery of technical assistance services. Using previous report card data, the department shall identify priority schools. Up to \$6,000,000 of the total funds appropriated for technical assistance shall be used by the department to work with those schools identified as priority schools. These funds shall not be transferred to any other funding category by the school district without prior approval of the State Superintendent of Education.

The department will create a system of levels of technical assistance for schools that will receive technical assistance funds. The levels will be determined by the severity of not meeting report card criteria. The levels of technical assistance may include a per student allocation, placement of a principal mentor, replacement of the principal, and/or reconstitution of a school.

Reconstitution means the redesign or reorganization of the school, which includes the declaration that all positions in the school are considered vacant. Certified staff currently employed in priority schools must undergo a formal evaluation in the spring following the school's identification as a priority school and must meet determined goals to be rehired and continue their employment at that school. Student achievement will be considered as a

significant factor when determining whether to rehire existing staff. Educators who were employed at a school that is being reconstituted prior to the effective date of this proviso and to whom the employment and dismissal laws apply will not lose their rights in the reconstitution. If they are not rehired or are not assigned to another school in the school district they have the opportunity for a hearing. However, employment and dismissal laws shall not apply to educators who are employed in the district and assigned to the priority schools after the effective date of this proviso, in the event of a reconstitution of the school in which the educator is employed. Those rights are only suspended in the event of a reconstitution of the entire school staff. Additionally, the rights and requirements of the employment and dismissal laws do not apply to educators who are currently on an induction or annual contract, that subsequently are offered continuing contract status after the effective date of this proviso, and are employed at a school that is subject to reconstitution under this proviso.

The reconstitution of a school could take place if the school has been identified as a priority school that has failed to improve satisfactorily. The decision to reconstitute a school shall be made by the State Superintendent of Education in consultation with the principal and/or principal mentor, the school board of trustees, and the district superintendent. The decision to reconstitute a school shall be made by April first, at which time notice shall be given to all employees of the school. The department, in consultation with the principal and district superintendent, shall develop a staffing plan, recruitment and performance bonuses, and a budget for each reconstituted school.

Upon approval of the school renewal plans by the department and the State Board of Education, a newly identified school or a currently identified school with an absolute rating of below average or at-risk on the report card will receive a base amount and a per pupil allocation based on the previous year's average daily membership as determined by the annual budget appropriation. No more than fifteen percent of funds not expended in the prior fiscal year may be carried forward and expended in the current fiscal year for strategies outlined in the school's renewal plan. Schools must use technical assistance funds to augment or increase, not to replace or supplant local or state revenues that would have been used if the technical assistance funds had not been available. Schools must use technical assistance funds only to supplement, and to the extent practical, increase the level of funds available from other revenue sources.

APPENDIX C: PROVISIO 1A.44, SCDE-EIA: CARRY FORWARD

1A.44. (SDE-EIA: Carry Forward) EIA carry forward from the prior fiscal year and Fiscal Year 2012-13 and not otherwise appropriated or authorized must be carried forward and expended to provide \$200,000 to each school that was designated by the department as a Palmetto Priority School in the prior year but did not receive an allocation of EIA technical assistance funds in the prior fiscal year to improve teacher recruitment and retention, to reduce the district's dropout rate, to improve student achievement in reading/literacy, or to train teachers in how to teach children of poverty as stipulated in the school's renewal plan. If funds are not sufficient to provide \$200,000 to each qualifying district, the \$200,000 shall be reduced on a pro-rata basis. Any balance remaining must be expended for school bus fuel costs. Any unexpended funds must be carried forward and expended for the same purpose.



SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION

Report to the
South Carolina General Assembly
And the
South Carolina Education Oversight Committee
On

Proviso 1A.15 (SY 2012-13)
SDE-EIA: Technical Assistance

January 1, 2014

South Carolina Department of Education

Mick Zais, PhD
State Superintendent of Education

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I. INTRODUCTION

Dating back to SY2007-08, technical assistance funding has been provided to low-performing schools designated as Palmetto Priority Schools (PPS). The schools with the PPS designation for SY2012-13 earned an absolute rating of “At-Risk” for three consecutive years. In accordance with Proviso 1A.19 (SY2012-13), the SCDE is to submit an annual report documenting its findings from the monitoring of student achievement and technical assistance expenditures for PPS (see Appendix B). This report provides descriptive statistics for SY2012-13 on student achievement and technical assistance expenditures for the PPS. Given that the Absolute Ratings and Absolute Index Scores used to identify PPS are released November of the following school year, this report reflects activities for SY2012-13 using the most recently available student achievement data from November 2013.

II. SY2012-13 PALMETTO PRIORITY SCHOOLS

Using the “At-Risk” or below Absolute Rating and Absolute Index Score as the determining factor, twenty-nine (29) schools were identified as PPS for SY2012-13.

Table 1. SY2012 - 2013 Palmetto Priority Schools Project List

District	School
1. Allendale	1. Allendale Elementary
2. Allendale	2. Fairfax Elementary
3. Allendale	3. Allendale-Fairfax Middle
4. Allendale	4. Allendale-Fairfax High
5. Bamberg 2	5. Denmark-Olar Middle
6. Charleston	6. Edmund A. Burns Elementary
7. Charleston	7. Malcolm C. Hursey Elementary
8. Charleston	8. Sanders-Clyde Elementary
9. Charleston	9. Burke Middle
10. Charleston	10. Morningside Middle
11. Charleston	11. North Charleston High
12. Charleston	12. R. B. Stall High
13. Charleston	13. St. John’s High
14. Fairfield	14. Fairfield Elementary
15. Florence 4	15. Brockington Elementary
16. Florence 3	16. Main Street Elementary
17. Hampton 2	17. Estill Elementary
18. Hampton 2	18. Estill High
19. Jasper	19. Ridgeland Elementary
20. Jasper	20. Hardeeville-Ridgeland Middle
21. Lee	21. Lower Lee Elementary
22. Lee	22. Lee Central Middle
23. Marlboro	23. Clio Middle
24. Orangeburg 3	24. Elloree Middle
25. Orangeburg 4	25. Hunter-Kinard Tyler Elementary
26. Orangeburg 4	26. Hunter-Kinard Tyler Middle
27. Richland 1	27. Heyward Gibbes Middle
28. Richland 1	28. W. A. Perry Middle
29. Richland 1	29. C. A. Johnson High

III. SY2012-13 ABSOLUTE RATINGS AND ABSOLUTE INDEX SCORES

Given that the Absolute Rating and Absolute Index Score used to identify PPS is available in November following each school year, the most recent ratings and scores available in November 2013 pertains to SY2012-13. The Absolute Ratings and Absolute Index Scores for the twenty-nine (29) identified PPS are in the chart below. Also, the SY2011-12 ratings and scores are included for comparison. The SY2012-13 scores will be used to determine which, if any, of the PPS will exit PPS status at the end of SY2013-14.

Table 2. SY2012-13 PPS Absolute Ratings and Absolute Index Scores

E = Excellent G = Good A = Average BA = Below Average U = Unsatisfactory AR = At Risk

School	District	2012 Absolute Rating	2013 Absolute Rating	2012 Absolute Index Score	2013 Absolute Index Score
1. Allendale- Fairfax High	Allendale	AR	U	2.20	2.20
2. Allendale Elem.	Allendale	BA	BA	2.39	2.55
3. Fairfax Elem.	Allendale	AR	U	2.11	2.28
4. Allendale-Fairfax Middle	Allendale	AR	U	1.98	2.06
5. Denmark-Olar Middle	Bamberg 2	AR	BA	2.31	2.45
6. North Charleston High	Charleston	AR	U	1.70	1.90
7. Burke High (Middle)	Charleston	AR	BA	2.19	2.37
8. R.B. Stall High	Charleston	U	U	2.20	2.20
9. St. John's High	Charleston	A	G	2.80	3.20
10. Edmund A. Burns Elementary	Charleston	AR	U	1.84	2.01
11. Morningside Middle	Charleston	BA	BA	2.38	2.60
12. Malcolm C. Hursey Elementary	Charleston	BA	A	2.62	2.83
13. Sanders-Clyde Elementary	Charleston	AR	BA	2.16	2.34
14. Fairfield Elementary	Fairfield	BA	BA	2.39	2.38
15. Main Street Elementary	Florence 3	BA	BA	2.45	2.54
16. Brockington Elem.	Florence 4	AR	U	2.10	1.89
17. Estill Elementary	Hampton 2	AR	BA	2.10	2.40
18. Estill High	Hampton 2	U	BA	2.20	2.40
19. Ridgeland Elementary	Jasper	AR	U	2.17	2.20
20. Hardeeville-Ridgeland Middle	Jasper	AR	U	2.27	2.04
21. Lee Central Middle	Lee	AR	U	2.04	2.03
22. Lower Lee Elem.	Lee	BA	U	2.40	2.22
23. Clio Elem/Middle (Elementary)	Marlboro	BA	BA	2.46	2.45
24. Elloree Elementary	Orangeburg 3	AR	BA	2.13	2.50
25. Hunter Kinard Tyler High (Middle)	Orangeburg 4	AR	BA	2.29	2.49
26. Hunter Kinard Tyler Elementary	Orangeburg 4	AR	U	2.06	2.15
27. C.A. Johnson High	Richland 1	U	U	2.0	1.7
28. Heyward Gibbes Middle	Richland 1	AR	BA	2.38	2.38
29. W.A. Perry Middle	Richland 1	A	A	2.86	2.79

IV. SCHOOLS THAT EXITED PALMETTO PRIORITY SCHOOLS PROJECT SY2012-13

Below is the list of schools that exited the PPS Project at the end of SY2012-13 because of their SY2011-12 ratings (November 2012 rating and score). Schools that were no longer categorized as “At-Risk” based on an absolute rating of 2.32 or higher exited the program at the end of SY2012-13. Historical ratings are included for comparison.

Table 3. SY2012-13 Schools that Exited the Palmetto Priority School Project

School	District	2012 Rating	2011 Rating	2010 Rating	2009 Rating
1. Allendale Elementary	Allendale	2.39	2.31	2.17	2.14
2. Malcolm C. Hursey Elementary	Charleston	2.62	2.30	2.17	2.28
3. Morningside Middle	Charleston	2.38	2.17	2.07	2.28
4. St. John’s High	Charleston	2.80	2.30	2.10	2.20
5. Fairfield Elementary	Fairfield	2.39	2.22	2.07	2.10
6. Main Street Elementary	Florence 3	2.45	2.25	2.18	2.16
7. Lower Lee Elementary	Lee	2.57	2.13	2.17	2.03
8. Clio Middle	Marlboro	2.46	2.20	2.12	2.08
9. W.A. Perry Middle	Florence 3	2.86	2.27	2.23	2.15

V. SY2012-13 TECHNICAL ASSISTANCE FUNDING ALLOCATIONS

The Technical Assistance (TA) allocation was \$6,000,000. Of the twenty-nine (29) identified PPS for SY2012-13, eighteen (18) schools received TA funding. The remaining eleven (11) PPS are recipients of the federal School Improvement Grant (SIG); therefore, they received a federal award for TA purposes. The allocations are below. Additional funds were spent on support goods and services.

Table 4. SY2012-13 Technical Assistance Funding Allocations

SCHOOL	DISTRICT	BASE	PUPILS	PER PUPIL	WEIGHT ED	TOTAL
1. Allendale Elementary	Allendale	\$123,415	530	\$20	\$10,600	\$134,015
2. Allendale-Fairfax High School	Allendale	\$123,415	425	\$20	\$8,500	\$131,915
3. Allendale-Fairfax Middle	Allendale	SIG School – Carry Forward Funds Only				
4. Fairfax Elementary	Allendale	SIG School – Carry Forward Funds Only				
5. Burke Middle	Charleston	SIG School – Carry Forward Funds Only				
6. Edmund A. Burns Elementary	Charleston	\$123,415	410	\$20	\$8,200	\$131,615
7. Malcolm C. Hursey Elementary	Charleston	\$123,415	295	\$20	\$5,900	\$129,315
8. Morningside Middle	Charleston	SIG School – Carry Forward Funds Only				
9. North Charleston High	Charleston	SIG School – Carry Forward Funds Only				
10. R. B. Stall High	Charleston	SIG School – Carry Forward Funds Only				
11. St. John's High	Charleston	SIG School – Carry Forward Funds Only				
12. Sanders-Clyde Elementary	Charleston	\$123,415	513	\$20	\$10,260	\$133,675
13. Denmark-Olar Middle	Bamberg 2	SIG School – No State Allocation				
14. Fairfield Elementary	Fairfield	\$123,415	695	\$20	\$13,900	\$137,315
15. Main Street Elementary	Florence 3	\$123,415	375	\$20	\$7,500	\$130,915
16. Brockington Elementary	Florence 4	\$123,415	408	\$20	\$8,160	\$131,575
17. Estill Elementary	Hampton 2	\$123,415	463	\$20	\$9,260	\$132,675
18. Estill High	Hampton 2	SIG School – Carry Forward Funds Only				
19. Hardeeville-Ridgeland Middle	Jasper	SIG School – Carry Forward Funds Only				
20. Ridgeland Elementary	Jasper	\$123,415	1000	\$20	\$20,000	\$143,415
21. Lee Central Middle	Lee	\$123,415	489	\$20	\$9,780	\$133,195
22. Lower Lee Middle	Lee	\$123,415	285	\$20	\$5,700	\$129,115
23. Clio	Malboro	\$123,415	192	\$20	\$3,840	\$127,255

SCHOOL	DISTRICT	BASE	PUPILS	PER PUPIL	WEIGHT ED	TOTAL
Elementary/Middle						
24. Ellore Elementary (Middle)	Orangeburg 3	\$123,415	453	\$20	\$9,060	\$132,475
25. Hunter Kinard-Tyler Elementary	Orangeburg 4	\$123,415	655	\$20	\$13,100	\$136,515
26. Hunter-Kinard Tyler Middle	Orangeburg 4	\$123,415	655	\$20	\$13,100	\$136,515
27. C. A. Johnson High	Richland 1	SIG School –Carry Forward Funds Only				
28. Gibbs Middle	Richland 1	\$123,415	334	\$20	\$6,680	\$130,095
29. W.A. Perry Middle	Richland 1	\$123,415	321	\$20	\$6,420	\$129,835

VI. CARRY FORWARD ALLOCATIONS

Per Proviso 1A.44 (SY2012-13), each designated PPS/School Improvement Grant (PPS/SIG) School received \$200,000 during SY 2012-13 as a carry forward allocation from SY2011-12. The PPS/SIG Schools are the beneficiaries of Proviso 1A.44. They are the schools that do not receive a state allocation during the school year, as described in the proviso. At the end of SY2012-13, the agency did not have remaining funds to award carry forward allocations to the PPS/SIG Schools.

VII. SY2012-13 PPS STUDENT ACHIEVEMENT RESULTS ON PASS

Below is the most recent PASS data for the PPS served during SY2012-13.

Table 5. SY2012-13 PPS Student Achievement Results on PASS

Priority School	District	PASS MATH			PASS ELA		
		% Students Scoring NOT MET	% Students Scoring MET	% Scoring EXEMPLARY	% Scoring NOT MET	% Students Scoring MET	% Students Scoring EXEMPLARY
1. Allendale Elem.	Allendale	52.9	24.5	22.6	43.3	30.8	26
2. Fairfax Elem.	Allendale	53.8	33	13.2	52.7	33	14.3
3. Allendale-Fairfax Middle	Allendale	67.6	27.1	5.3	60.6	29.6	9.9
4. Denmark-Olar Middle	Bamberg 2	45.2	45.2	9.7	45.2	36.8	18.1
5. Edmund A. Burns Elem.	Charleston	72.5	24.6	3	57.5	35.9	6.6
6. Malcolm C. Hursey Elem.	Charleston	41.8	34.1	24.2	30.8	40.7	28.6
7. Sanders-Clyde Elem.	Charleston	50	36.7	13.3	43.3	43.3	13.3
8. Burke High (Middle)	Charleston	46.3	42.6	11	48.5	43.4	8.1
9. Morningside Middle	Charleston	46.8	39.9	13.3	49.1	37.5	13.5
10. Fairfield Elem.	Fairfield	51.3	36.2	12.5	51.6	30.8	17.6
11. Brockington Elem.	Florence 4	82.6	15.2	2.2	61.6	26.8	11.6
12. Main Street Elem.	Florence 3	48.6	35	16.4	37.1	35.7	27.1
13. Estill Elem.	Hampton 2	43.8	40.9	15.3	39.2	37.5	23.3
14. Ridgeland Elem.	Jasper	55.7	35.8	8.5	50	35.2	14.8
15. Hardeeville-Ridgeland Middle	Jasper	66	30.2	3.9	58.6	30.2	11.3
16. Lower Lee Elementary	Lee	57	29	14	45	40	15
17. Lee Central Middle	Lee	67.4	27.1	5.5	64.7	27.1	8.2
18. Clio Elementary (Middle)	Marlboro	57.4	41	1.6	47.5	42.6	9.8
19. Elloree Middle	Orangeburg 3	55.4	35.7	8.9	53.6	29.5	17
20. Hunter-Kinard-Tyler Elem.	Orangeburg 4	66.5	29.9	3.7	51.2	37.8	11
21. Hunter-Kinard-Tyler High (Middle Grades)	Orangeburg 4	52.8	38.9	8.3	44.4	34.7	20.8
22. Heyward Gibbes Middle	Richland 1	60.3	29	10.7	52.7	36	11.3
23. W. A. Perry Middle	Richland 1	43.5	43.2	13.3	36.7	47.1	16.2

VIII. SY2011-12 PPS STUDENT ACHIEVEMENT RESULTS ON HSAP

Below is the most recent HSAP data for the PPS served during SY2012-13.

Table 6. SY2012-13 PPS Student Achievement Results on HSAP

Priority School	District	Percent of Students Passing HSAP on First Attempt	Percent of Students Passing HSAP by End of High School	Percent of Students Scoring 70 or Above on End-of-Course Tests by Subject			
				English 1	Algebra 1	Biology	US History and the Constitution
1. Allendale Fairfax High	Allendale	50.6	86.5	27	37.5	-	11
2. North Charleston High	Charleston	58.2	81.5	55.8	69.8	51.4	47.9
3. R.B. Stall High	Charleston	57.8	82.7	64.2	68.1	71.9	42.1
4. St. John's High	Charleston	81.3	90.7	70.3	77.4	75.4	64.4
5. Estill High	Hampton 2	66.7	81.1	20	38.5	30.2	8.2
6. C.A. Johnson High	Richland 1	50	76.9	55	69	50.4	13.3

APPENDIX A: SY2012-13 MEMORANDUM OF AGREEMENT FOR PPS

**MEMORANDUM OF AGREEMENT
2012–13 School Year of Implementation**

This agreement is between the South Carolina Department of Education, School District and the local school board of School District for the purpose of supporting School's Name in the implementation of the terms outlined in this memorandum of agreement (MOA), along with the individualized Challenge to Achieve Plan MOA Addendum for the 2012–13 school year.

Whereas, the parties agree that the identified school will become part of the Priority School program;

Whereas, the parties agree that with this designation, there are certain responsibilities and actions that must be taken for the success of the Priority School;

Whereas, the school district and school understand that by becoming a Priority School, the school receives the benefit of increased support; but to maintain this support, the school district and school must comply with the terms of this MOA;

Whereas, the school district understands that improving school performance and student achievement is the responsibility of the school district and that the South Carolina Department of Education is dedicated to providing support to achieve that aim.

NOW THEREFORE, the parties agree to the following:

South Carolina Department of Education (SCDE) Responsibilities

The SCDE shall

- Meet the terms of this MOA.
- Provide assistance, as requested, to the Priority School in the areas of school-based finance, budgeting, and staffing.
- Provide educator recruitment and retention assistance, as requested, to the Priority School and district.
- Assist the Priority School and district in establishing partnerships with colleges/universities and the public/private sector, as well as community-based partners, for each of the identified schools.
- Assist the Priority School and district in connecting with other schools across the state that have similar demographics and challenges, yet are achieving better student achievement results.
- Assign a representative to participate on the Priority School leadership team.

- Provide advice and **assistance** through the Priority School leadership team state representative to the Priority School and district **on proven strategies** for improving school performance and student achievement.
- Provide support through the Priority School leadership team state representative, including
 - assisting the district/school leadership in the **Needs Assessment Process**;
 - assisting in the development, implementation, and monitoring of the **Priority School Challenge to Achieve Plan MOA Addendum**;
 - helping to ensure **Priority School activities are dedicated** to improving school performance and student achievement; and
 - providing **assistance to the district/school leaders** as they continually make and monitor ongoing site adjustments, based on the specific needs and progress of the students in the Priority School.
- Assist the district and Priority School in implementing a **value-added assessment model** (Teacher Advancement Program [TAP] model or another research-proven model similar to TAP), to include student, teacher, and principal performance data.

School District Responsibilities

The School District shall

- Meet the terms of this MOA.
- Commit to the nine (9) dimensions of the SCDE's school transformation framework:
 1. Implement a career- or college-prep and life skills curriculum that is customized to students' abilities and interests.
 2. Create a flexible learning environment with a menu of delivery options to accommodate the learning styles of all students.
 3. Explore and adopt adaptable means of intensity as it relates to curriculum delivery to include extended school day and year.
 4. Improve transitions from elementary to middle and high school.
 5. Employ research-based methods of instructional delivery that focuses on a 21st century learning environment and promotes skills articulated by the **Partnership for 21st Century Skills** in their "*Framework for 21st Century Learning*."
 6. Recruit, train, motivate, and retain qualified teachers and school leaders whose evaluations are tied to student achievement (value-added assessment) and provide them with high quality, job-embedded professional development to increase efficacy.
 7. Provide frequent measures of student progress to determine students' acquisition of state-approved standards as well as teacher and strategy effectiveness.

8. Permit operational flexibility to Priority Schools over core elements (people, time, money, and programming) to allow successful implementation of individual Priority School Challenge to Achieve Plans in supporting increased student achievement.
9. Create or sustain a governance structure within the LEA that will:
 - incorporate and sustain this transformation throughout an entire feeder pattern;
 - facilitate improved hiring practices;
 - provide high quality and effective professional development;
 - monitor for fidelity of implementation of the chosen turnaround model and the accompanying budget; and
 - support improved family and community outreach.

***Engagement of a Lead Partner/Educational Management Organization (EMO) to assist with the implementation of the nine (9) dimensions is permissible under Priority School policies. All Lead Partners/EMOs contracted by an LEA and paid using Priority School funds must be on the approved list provided by the SCDE's Office of School Transformation.**

- Identify and assign a district contact person as the district superintendent's representative for the Priority School. That person shall
 - serve as an advocate for the Priority School;
 - review the allocation of resources;
 - encourage collaboration;
 - ensure equity of learning opportunities for all students at the Priority School, both school-wide and district-wide;
 - monitor the implementation of the MOA;
 - assist in the development, implementation, and monitoring of the SCDE-approved Priority School Challenge to Achieve Plan MOA Addendum; and
 - submit required updates on a monthly basis to the school to the SCDE.
- Ensure that funds provided by SCDE for the Priority Schools are NOT FLEXED but are expended appropriately by the district in strict accordance to the implementation of the Challenge to Achieve Plan MOA Addendum.
- Ensure the participation of the following individuals in all Priority School/SCDE identified meetings:
 - district superintendent or superintendent's designee;
 - local school board chairperson or chairperson's designee; and
 - Priority School principal.

Priority School Responsibilities

The *Priority School*, through the leadership of the principal, shall

- Meet the terms of this MOA.
- Develop a School Leadership Team.
- Develop and promote a school climate and culture that is student-centered.
- Collaborate with all stakeholders.

- **Develop, implement, and monitor the SCDE approved Challenge to Achieve Plan MOA Addendum.**
 - Implement an approved curriculum that is aligned with South Carolina state standards.
 - Develop a focus on curriculum and instruction, identifying specific ELA and math initiatives:
 - Monitor teachers' instructional practices through weekly observations, ensuring alignment with curriculum; provide written feedback; conference with teachers regarding feedback; and make follow-up observations to ensure that effective adjustments have been made in the delivery of instruction.
 - Ensure that every teacher is assigned to instructionally focused Communities Advancing Professional Practice (CAPP) and provide ongoing professional development support for staff.
 - Develop and implement effective strategies at specific grade levels/content areas to address weaknesses, using district-wide assessment tools to analyze results.
 - Rely on a clearly defined benchmark and assessment system to measure academic improvement throughout the school year.
 - Provide appropriate, comprehensive needs assessment, as prescribed by the Office of School Transformation, and adhere to specific school-level monitoring activities.
 - Elementary School
 - ✓ Analyze subgroup results of Palmetto Assessment of State Standards (PASS).
 - ✓ Develop and implement an approved SCDE literacy initiative.
 - Middle School
 - ✓ Analyze subgroup results of PASS.
 - ✓ Analyze subgroup results of End-of-Course Examination Program (EOCEP).
 - High School
 - ✓ Analyze subgroup results of High School Assessment Program (HSAP).
 - ✓ Analyze subgroup results of EOCEP.
 - ✓ Monitor the ninth-grade field for graduation rate every month.
 - Evaluate all programs and initiatives, as directed by the local school district, to determine the effectiveness of each one; work with district leadership to eliminate all ineffective programs and initiatives, adhering only to those few that are essential to improving student achievement.
 - Complete the Quarterly Budget Report as it pertains to meeting the goals and implementing the strategies in the Challenge to Achieve Plan MOA Addendum.
 - Delineate clearly in the Challenge to Achieve Plan MOA Addendum evidence of a decreasing dependence on state funds, being specific in how ongoing expenses will be assimilated in the budget as the Priority School moves forward.

- Collaborate with the assigned transformation specialist on a weekly basis and follow the guidance of the transformation specialist, as directed by the Office of School Transformation.

Local School Board Responsibilities

- Meet the terms of this MOA as a way to transform and improve school performance and student achievement.
- Gain an understanding of the local school board's responsibility and accountability in monitoring the academic progress for the Priority School, in accordance with S.C. Code Ann. § 59-18-1520 of the Education Accountability Act of 1998.
- Monitor the implementation of the **SCDE support system and MOA**, as well as the SCDE-approved **Challenge to Achieve Plan MOA Addendum**, in accordance with local school board policies and in conjunction with South Carolina School Board Association policies and procedures for school boards.
- **Reach out to community organizations** and businesses to garner their support for improving schools. Create momentum and energy in the community for improving school performance and student achievement by establishing ongoing relationships with community and business entities in support of improving student achievement.
- **Monitor all Priority School expenditures** to ensure that they are focused on improving school performance and student achievement.
- Allocate time on a quarterly basis, documenting meeting agendas, to **receive updates from the Priority School principal** and/or the district superintendent.
- Send representation to all Priority School Collaboration Meetings.

Funding

All SCDE travel and assigned school activities are contingent upon funding.

Enforcement of the Terms of this MOA

The **Office of School Transformation in the SCDE** will monitor the implementation of the MOA and the Challenge to Achieve Plan MOA Addendum. In the event that the MOA and the Challenge to Achieve Plan are not being fully implemented as determined by the Office of School Transformation, appropriate actions will be taken to ensure compliance. These actions may include the following:

- **A called meeting by the Director of the Office of School Transformation** to include the local school board chairperson, the district superintendent, and the principal. All parties shall attend this scheduled meeting in Columbia, South Carolina, to discuss the lack of implementation.
- **Written notification from the State Superintendent of Education** to the local school board chairperson, with copies forwarded to the district superintendent and the principal, warning of an appearance before the State Board of Education if corrective action is not taken within thirty days.

- **Appearance before the State Board of Education of the local school board members, the district superintendent, and the principal.**
- **Termination of technical assistance and loss of funding, in addition to any other remedy available to the State Superintendent of Education, as established by law.**

The signatures below confirm that all parties understand and agree to support the terms as outlined in this MOA, to include the individualized Challenge to Achieve MOA Addendum to be finalized by the district/school leadership and to be reviewed for approval by the SCDE at the beginning of the 2012–13 school year. Please return by Wednesday, September 5, 2012.

Signed by: _____ Date _____
 Mick Zais, State Superintendent
 South Carolina Department of Education

Signed by: _____ Date _____
 Office of School Transformation

Signed by: _____ Date _____
 Local School Board Chairperson

Signed by: _____ Date _____
 School District Superintendent

Signed by: _____ Date _____
 Priority School Principal

APPENDIX B: SY2012-13 PROVISO 1A.15, SCDE-EIA: TECHNICAL ASSISTANCE

Proviso 1A.15 (SY2012-13). (SDE-EIA: Technical Assistance) In order to best meet the needs of underperforming schools, funds appropriated for technical assistance to schools with an absolute rating of below average or at-risk on the most recent annual school report card must be allocated according to the severity of not meeting report card criteria.

Schools receiving an absolute rating of below average or at-risk must develop and submit to the Department of Education a school renewal plan outlining goals for improvements. Of the technical assistance funds allocated to below average or at-risk schools each allocation must address specific strategies designed to increase student achievement and must include measures to evaluate success. The school renewal plan may include expenditures for recruitment incentives for faculty and staff, performance incentives for faculty and staff, assistance with curriculum and test score analysis, professional development activities based on curriculum and test score analysis that may include daily stipends if delivered on days outside of required contract days. School expenditures of technical assistance shall be monitored by the Department of Education.

With the funds appropriated to the Department of Education for technical assistance services, the department will assist schools with an absolute rating of below average or at-risk in designing and implementing technical assistance school renewal plans and in brokering for technical assistance personnel as needed and as stipulated in the plan. In addition, the department must monitor student academic achievement and the expenditure of technical assistance funds in schools receiving these funds and report their findings to the General Assembly and the Education Oversight Committee by January first of each fiscal year as the General Assembly may direct. If the Education Oversight Committee or the department requests information from schools or school districts regarding the expenditure of technical assistance funds pursuant to evaluations, the school or school district must provide the evaluation information necessary to determine effective use. If the school or school district does not provide the evaluation information necessary to determine effective use, the principal of the school or the district superintendent may be subject to receiving a public reprimand by the State Board of Education if it is determined that those individuals are responsible for the failure to provide the required information.

No more than five percent of the total amount appropriated for technical assistance services to schools with an absolute rating of below average or at-risk may be retained and expended by the department for implementation and delivery of technical assistance services. Using previous report card data, the department shall identify priority schools. Up to \$6,000,000 of the total funds appropriated for technical assistance shall be used by the department to work with those schools identified as priority schools. These funds shall not be transferred to any other funding category by the school district without prior approval of the State Superintendent of Education.

The department will create a system of levels of technical assistance for schools that will

receive technical assistance funds. The levels will be determined by the severity of not meeting report card criteria. The levels of technical assistance may include a per student allocation, placement of a principal mentor, replacement of the principal, and/or reconstitution of a school.

Reconstitution means the redesign or reorganization of the school, which includes the declaration that all positions in the school are considered vacant. Certified staff currently employed in priority schools must undergo a formal evaluation in the spring following the school's identification as a priority school and must meet determined goals to be rehired and continue their employment at that school. Student achievement will be considered as a significant factor when determining whether to rehire existing staff. Educators who were employed at a school that is being reconstituted prior to the effective date of this proviso and to whom the employment and dismissal laws apply will not lose their rights in the reconstitution. If they are not rehired or are not assigned to another school in the school district they have the opportunity for a hearing. However, employment and dismissal laws shall not apply to educators who are employed in the district and assigned to the priority schools after the effective date of this proviso, in the event of a reconstitution of the school in which the educator is employed. Those rights are only suspended in the event of a reconstitution of the entire school staff. Additionally, the rights and requirements of the employment and dismissal laws do not apply to educators who are currently on an induction or annual contract, that subsequently are offered continuing contract status after the effective date of this proviso, and are employed at a school that is subject to reconstitution under this proviso.

The reconstitution of a school could take place if the school has been identified as a priority school that has failed to improve satisfactorily. The decision to reconstitute a school shall be made by the State Superintendent of Education in consultation with the principal and/or principal mentor, the school board of trustees, and the district superintendent. The decision to reconstitute a school shall be made by April first, at which time notice shall be given to all employees of the school. The department, in consultation with the principal and district superintendent, shall develop a staffing plan, recruitment and performance bonuses, and a budget for each reconstituted school.

Upon approval of the school renewal plans by the department and the State Board of Education, a newly identified school or a currently identified school with an absolute rating of below average or at-risk on the report card will receive a base amount and a per pupil allocation based on the previous year's average daily membership as determined by the annual budget appropriation. No more than fifteen percent of funds not expended in the prior fiscal year may be carried forward and expended in the current fiscal year for strategies outlined in the school's renewal plan. Schools must use technical assistance funds to augment or increase, not to replace or supplant local or state revenues that would have been used if the technical assistance funds had not been available. Schools must use technical assistance funds only to supplement, and to the extent practical, increase the level of funds available from other revenue sources.

APPENDIX C: SY2012-13 PROVISO 1A.44, SCDE-EIA: CARRY FORWARD

Proviso 1A.44 (SY2012-13). (SDE-EIA: Carry Forward) EIA carry forward from the prior fiscal year and Fiscal Year 2012-13 and not otherwise appropriated or authorized must be carried forward and expended to provide \$200,000 to each school that was designated by the department as a Palmetto Priority School in the prior year but did not receive an allocation of EIA technical assistance funds in the prior fiscal year to improve teacher recruitment and retention, to reduce the district's dropout rate, to improve student achievement in reading/literacy, or to train teachers in how to teach children of poverty as stipulated in the school's renewal plan. If funds are not sufficient to provide \$200,000 to each qualifying district, the \$200,000 shall be reduced on a pro-rata basis. Any balance remaining must be expended for school bus fuel costs. Any unexpended funds must be carried forward and expended for the same purpose.

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: EIA and Improvement Mechanisms

Date: May 19, 2014

INFORMATION/RECOMMENDATION

Online Education in South Carolina - 2014

PURPOSE/AUTHORITY

Section 59-6-110 of the South Carolina Code of Laws requires the Accountability Division of the EOC to “monitor and evaluate the functioning of the public education system and its components, programs, policies, and practices and report annually its findings and recommendations.” Pursuant to this legislative authority, the EOC has as an objective for the 2013-14 year to evaluate the effectiveness of online instruction.

CRITICAL FACTS

Virtual courses have been offered through the South Carolina Virtual School Program since 2006. The South Carolina Public Charter School District was created in 2008 with five schools, and the number of schools has increased each year. Several of the schools in the SCPCSD offer courses exclusively in an online environment. To date, no information has been reported regarding student outcomes in an online or virtual environment.

TIMELINE/REVIEW PROCESS

Previously obtained – Data from 2012 PASS and years prior.
September, 2013 – Data obtained from 2013 PASS and 2012-13 End-of-Course Evaluation Program.
May, 2014 – Draft Report Completed.

ECONOMIC IMPACT FOR EOC

Cost: Absorbed in EOC operating budget

Fund/Source:

ACTION REQUEST

For approval

For information

ACTION TAKEN

Approved

Amended

Not Approved

Action deferred (explain)

2014

ONLINE EDUCATION IN SOUTH CAROLINA

Draft Report



**SC EDUCATION
OVERSIGHT COMMITTEE**

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

Executive Summary

This study examines the relative effectiveness of instruction provided exclusively in an online setting, where teacher/student interaction is conducted via computer to instruction provided exclusively in a traditional face-to-face setting. Online Instruction is available to students in South Carolina through two avenues. First is the South Carolina Virtual Schools Program (SCVSP), which enables students in any school district in South Carolina to take courses offered for high school credit. Students are able to take courses that may not be offered in their home district, or to take courses that may conflict with a student's current schedule. The SCVSP also serves students by providing the opportunity to recover credits for course that they did not successfully complete initially, and by providing assistance to students who are identified as not likely to receive credit for a course they are currently enrolled in by allowing them to focus on specific areas of academic weakness with a course (content recovery). The second avenue for online schooling in South Carolina is through a school affiliated with the South Carolina Public Charter School District (SCPCSD) that provides instruction in an online setting. For the 2012-2013 academic year seven SCPCSD schools provided instruction exclusively in an online setting.

Very little research has been conducted that directly compares the academic outcomes of students in an online instructional setting to the academic outcomes of students in a traditional instructional setting. One study conducted by the U.S. Department of Education (2010), reported on research conducted between 1996 and 2008. Only five studies were found that compared online instruction to traditional instruction in the K-12 setting that used rigorous statistical designs. Included in a Rand Corporation study by Zimmer, Gill, Booker, Lavertu, & Witte (2009) is a detailed analysis comparing the gains made by middle school students in an online learning setting in Ohio to students in a traditional educational setting. Although the results of this research are mixed, the best summary of research performed to date is that there is no difference between the progress made by students in the online learning setting compared to students in a traditional learning setting.

This study compared the progress made by students in an online learning setting in the Public Charter School District to the gains made by students in a traditional learning setting. Two different statistical methodologies were utilized to examine student progress from 2012 to 2013. The first is Analysis of Covariance, and the second is Propensity Score Analysis. Analyses were performed for elementary and middle school students who took the Palmetto Assessment of State Standards (PASS) Reading and Research and Mathematics tests in 2012 and 2013, and for high school students who tested in 2013 using the Algebra I and English I End of Course tests, and at some previous time with the PASS Mathematics and Reading tests

An analysis of the student, teacher, and parent surveys from the Spring of 2013 was also performed. Questions are asked to determine the level of satisfaction of respondents in three major areas, (1) the learning environment of the school, (2) the social and physical environment of the school, and (3) home/school relations. Responses from individuals involved in an online instructional setting were compared to the responses in traditional instructional settings within the SCPCSD, and to responses in traditional instructional settings in public schools not associated with the SCPCSD.

Based on the analyses conducted here, the following conclusions can be stated:

- In the elementary and middle grades, students who move from an online to a traditional learning setting make more progress than all other students by learning setting, for both Reading & Research or Mathematics.
- In the elementary and middle grades, there are no differences in student progress for students who were in a traditional learning setting compared to students who were in an online learning setting, for both Reading & Research and Mathematics.
- In the elementary and middle grades, students who move from a traditional to an online learning setting make less progress than all other student group by learning setting, for both Reading & Research and Mathematics.
- In high school, there are no differences in student progress for students who were in a traditional learning setting compared to students who were in an online learning setting, for both English I and Algebra I.
- In high school, students who change their learning setting, either from online to traditional or from traditional to online, make less progress than do students who remain in the same learning setting, for both English I and Algebra I.
- Students, teachers, and parents who are associated with an online learning environment view their learning setting more favorably than do students, teachers, and parents in a traditional learning setting.

Introduction

The delivery of academic instruction to students in South Carolina in an online instructional setting can be traced back to May 2006, when the South Carolina Department of Education launched the South Carolina Virtual Schools Program (SCVSP) pilot. The pilot was designed to obtain information regarding the demand for such a program, which was created within the framework of providing all students in South Carolina access to high-quality instruction.

Subsequently, the SCVSP was created in May of 2007. Students in any school district in South Carolina can take courses offered for a unit of high school credit through the SCVSP, enabling students to take courses that may not be offered in their home district, or to take courses that may conflict with a student's current schedule. The SCVSP also serves students by providing the opportunity to recover credits for course that they did not successfully completed initially, and by providing assistance to students who are identified as not likely to receive credit of a course they are currently enrolled in by allowing them to focus on specific areas of academic weakness with a course (content recovery). As of 2013, there is no limit to the number of classes a student can obtain credits for through the SCVSP. To demonstrate the breadth of SCVSP course offerings, a complete list of tentative course offerings (as of March 24, 2014) for the 2014-15 academic year can be accessed at

<https://scvspconnect.ed.sc.gov/index.php?q=current-course-offerings>.

Online education is also offered through schools associated with the South Carolina Public Charter School District (SCPCSD), which was created in 1996. Most schools that are members of the SCPCSD are traditional "brick and mortar" schools; however, for the 2013-14 academic year 7 SCPCSD schools provide instruction exclusively in an online setting (Table 1). Four of these schools provide instruction at the elementary and middle school level (grades K-8), and five of these schools provide instruction at the high school level (grades 9-12). Students at these schools attend classes via computer; however, online schools may not provide no more than 75% of a student's core academic instruction using online instruction. The remaining 25% must be provided using "regular instructional opportunities", which is interpreted as activities that require resources that are not online or accessed via computer, such as reading hard copy resources, using library resources that are not online, and field trips (S.C. Code Ann. §59-40-65(C)).

Table 1. Exclusively online schools active in the Public Charter School District during the 2012-13 academic year.

School	Opening Year	Grades Served
Palmetto State E-cademy	2008	9-12
Provost Academy South Carolina	2009	9-12
South Carolina Virtual Charter School	2008	K-12
South Carolina Calvert Academy	2009	K-8
South Carolina Connections Academy	2008	K-12
South Carolina Whitmore School	2011	9-12
Cyber Academy of South Carolina	2012	K-9

The online instructional setting has a number of purported advantages and disadvantages compared to traditional "brick and mortar" schooling. Students have greater flexibility as to when they perform the work associated with online courses, although online interactions with teachers are at fixed times, just as in a traditional school setting. Because students choose the courses they pursue, it is proposed that student involvement in greater in the online setting.

Although teachers make presentations to classes of students, teachers are better able to individualize and differentiate instruction for students. Behavioral distractions are eliminated, which allows greater focus on classroom content. Teacher time is better used because many administrative responsibilities are automated.

One potential disadvantage is that students have greater responsibility for keeping on-track in the online setting, although effective online instruction should be designed to keep students and parents aware of student progress. Another limitation may be that opportunities for in-person interaction among students may be limited.

Purpose of the Study

This study will document two aspects of online learning:

- 1) How do the academic outcomes of students enrolled in an online instructional setting compare to the academic outcomes of students in traditional educational settings?
- 2) How do the perceptions of the educational environment differ for students, parents, and teachers in an online instructional setting differ from those of individuals in a traditional instructional setting?

Review of the Literature

Within the literature, instruction in an online setting has been referred to as online or virtual learning, instruction in an online or virtual school, or similar verbiage. A similar instructional setting is blended learning, where the primary instruction may be provided online; however face-to-face interaction with the instructor is available on a frequent basis. The analyses performed in this study will focus exclusively on the merits of instruction provided in an online instructional setting compared to instruction provided in a traditional instructional setting.

A review of the literature to identify those studies that make the most substantively meaningful comparisons between instruction in an online setting and instruction in a traditional setting reveals a startling result: a paucity of research has been conducted in the K-12 educational setting to determine the relative merits of instruction in an online setting. The best designed studies examine the achievement gains of students in an online instructional setting to those of students in a traditional educational setting, where appropriate statistical methods are used to ensure comparisons made consider the cultural context and previous academic achievement of students in each setting. Because these studies have similar rigorous research designs, their results can be combined using meta-analysis. Many studies compare the academic achievement of students at the end of an online learning experience to the academic achievement of students at the end of traditional learning experience, with no attempt to ensure that students in the two instructional settings are comparable. The results of these studies cannot be attributed solely to the difference in learning experience, and therefore, are not as informative.

Meta-analysis is a technique which combines the numeric measures of the relative effectiveness of online learning obtained from multiple studies into a single number that characterizes the effectiveness of online learning compared to traditional instruction. In order to be included in a meta-analysis, each study must have included in its results an effect size, or the information necessary to create an effect size. An effect size is computed by dividing the difference between a "treatment" and a "control" by the standard deviation of the scores of the individuals in both groups computed around the mean for each group (a pooled standard deviation). Within the educational setting an effect sizes with magnitude (positive or negative) near 0.20 are regarded as small, effect sizes with magnitude near .5 are regarded as medium, and effect sizes with magnitude near .8 may be considered as large (Cohen, 1988).

The two kinds of studies that are included in the meta-analyses discussed here are experimental studies, where students are randomly assigned to the treatment condition (online learning), and quasi-experimental studies, where students are not assigned at random to the treatment condition. In a quasi-experimental study, information is obtained from each student in both the treatment (online learning) and control (traditional learning) group, and appropriate statistical methodologies are used to make comparisons between students who are similar in their cultural background and in their previous academic achievement.

A meta-analysis of the evidence for the effectiveness of online learning was performed by the U.S. Department of Education (2010), which reported on research conducted between 1996 and 2008. For this study, two types of online learning were considered. First were studies for which learning was conducted exclusively in an online setting, with all communication between the teacher and students using electronic means. Second were studies of blended or hybrid learning, where the primary mode of instruction was online; however face-to-face interactions between teachers and students were also a part of the instructional setting.

The authors found 176 studies of online learning between 1996 and 2008 that utilized either an experimental or quasi-experimental design that compared online to traditional learning. Only 99 of these studies contained a comparison between online learning and traditional learning. Most notably, only 9 of these 99 studies were of students in the K-12 educational setting. Of these 99 studies, only 45 contained sufficient information to compute effect sizes that could be used for a meta-analysis. Only 5 of these studies were of students in the K-12 setting. Fifty effect sizes were computed from these 45 studies (some studies included results for more than one subject area).

Of these 50 effect sizes, 11 were statistically significant favoring online or blended learning, three were statistically significant favoring traditional instruction. The authors' conclusions are:

- Students in online learning or blended learning performed modestly better than those in traditional instruction. The mean effect size was 0.20 in favor of online learning.
- Instruction using blended learning had a larger effect than did purely online learning. The mean effect size for blended learning compared to traditional learning was 0.35, and the effect size for purely online learning compared to traditional learning was 0.05.
- The authors concluded that purely online instruction was no more effective than traditional instruction.
- Effect sizes were larger and statistically significant for studies where instruction was collaborative (effect size 0.25) or instructor-directed (effect size 0.39), rather than where online learners worked independently (effect size 0.05).
- The effectiveness of online learning was demonstrated for undergraduates (effect size 0.30), and for graduate students and professionals (0.10).
- The effect size for K-12 students was positive, but not statistically significant. There were, however, only 7 effect sizes to be considered.

The authors caution that many factors change when online instruction is utilized (e.g., students are engaged in learning for longer periods of time, access a greater variety of materials, and

increase collaboration), and should these changes occur in the traditional learning setting, similar gains may be obtained. In other words, although students participating in blended learning demonstrated greater learning outcomes, it is not clear that these greater outcomes can be attributed to the change in learning medium from traditional to online or to the changes in student habits that occurred in conjunction with the change to the blended learning setting.

The National Education Policy Center (2014) produced a document that summarized the policy issues associated with virtual schools, the research to date regarding the effectiveness of virtual schools, and a summary of the effectiveness of virtual schools as represented by school report card ratings. The author's note, consistent with the U.S. Department of Education (2010) study, that there is little peer-reviewed research into the effectiveness of online learning in the K-12 setting.

The authors cited several analyses that compare student achievement outcomes in online learning settings to those in traditional learning settings. Online learning students in Colorado scored lower than did students in traditional learning settings. In Wisconsin, online charter school students had higher median scores in reading, but lower median scores in mathematics. In Minnesota, online charter school students were found to have comparable levels of reading achievement, but lower levels of achievement in mathematics. Similar results were also found in Arizona, where full-time line students had lower levels of performance in mathematics and comparable levels of performance in reading. In Minnesota and Arizona the graduation rates of full-time online students were found to be lower than state averages. A major limitation of these studies, however, is that they examine student scores on state exams, but do not make comparisons between students who initially had the same levels of achievement. The results of these studies can best be characterized as describing the differences between students who choose to pursue their education in the online environment and those who choose a traditional education setting rather than assessing and comparing the learning of students in these contexts.

A Rand Corporation study by Zimmer, Gill, Booker, Lavertu, & Witte (2009) examined the relative achievement gains made by charter school students in eight states. Although much of this study addresses the achievement gains made by students in charter schools that are not in an online setting, it does contain a detailed analysis comparing the gains made by students who are in a middle school online learning setting in Ohio to students in traditional learning settings. They found that students attending middle school virtual charter schools gained substantially less (effect size -0.44 for Mathematics and -0.25 for Reading) than did students in traditional learning settings.

The achievement of students enrolled in schools managed completely by K12, Inc., a for-profit company Educational Management Organization (EMO) that provides online schooling was investigated by Miron and Urschel (2012) for the National Education Policy Center, which found "...a consistent pattern of weak performance". Schools managed by K12, Inc. in Pennsylvania were studied by the Center for Research on Education Outcomes (2011), which found that students in the online schools performed significantly worse in both Reading and Mathematics than students in public schools that students left to attend the Pennsylvania K12, Inc. online schools. Officials of K12, Inc. (Saul, 2011) responded that the student bodies served by K12, Inc. were scored lower initially and were more economically disadvantaged than students in the public schools. Data analyzed by Miron and Urschel (2012), however, found that students served by K12, Inc. were more often white and less often qualified for subsidized meals.

In summary, only a small database of research compares students in online schools to students in traditional K-12 school settings with sufficiently rigorous statistical methodologies to justify making claims regarding the relative effectiveness of these two instructional platforms. Considering these studies, it appears that students in online schools make gains that are no different from students in traditional school settings. Research that is based on summaries of student achievement and does not compare the gains of students with similar cultural characteristics and educational achievement histories generally reach the same conclusion, but should be viewed more skeptically. Research by advocacy groups for online learning tend to find positive results for online learning, but should be interpreted with caution.

Data

Data utilized in this study are from the Palmetto Assessment of State Standards (PASS), the End-of-Course Evaluation Program (EOCEP), and the annual surveys of students, parents administered by the South Carolina Department of Education. Access to this data is obtained through an annual data request made to the Department by the EOC.

To examine student growth from 2012 to 2013 on PASS, PASS data from the Spring of 2012 were matched to PASS data from the Spring of 2013. Matching was done for only those students with a valid state identification number in the testing record, using a character string that included the state identification number, the first two letters of the last name, and the first letter of the first name. Four student groups were identified for further analyses based on their location of testing in each year:

- 1) Students who tested in a traditional learning setting in both 2012 and 2013,
- 2) students who tested in a traditional learning setting in 2012 and in an online learning setting within the Public Charter School District in 2013,
- 3) students who tested in an online learning setting within the Public Charter School District in 2012, and in a traditional learning setting in 2013, and
- 4) students who tested in an online learning setting within the Public Charter School District in both 2012 and 2013.

Students who were enrolled in a brick and mortar school within the Public Charter School District in either 2012 or 2013 were eliminated from all analyses in order that comparisons be made only between students enrolled in traditional learning settings in the public schools and students enrolled in an online learning setting associated with the Public Charter School District.

Similarly, to examine student growth from PASS to the EOCEP English 1 or Algebra 1, PASS data from the Spring of 2011, 2012, and 2013 were matched to EOCEP data from the 2012-2013 academic year. Only the most recent PASS record was utilized for prediction purpose. Matching was done for only those students with a valid state identification number in the testing record, using a character string that included the state identification number, the first two letters of the last name, and the first letter of the first name. The same four student groups based on the pattern of learning setting were created for analysis. It should be noted that the current analyses did not include students who were enrolled in the South Carolina Virtual Schools program because staff were not able to obtain information from the Department to identify the students who were enrolled in courses through the SCVSP.

Included in the student, parent, and teacher survey data was the school identification code each student, parent, or teacher was affiliated with. Using these codes, three groups of responses were created:

- 1) Public school students,
- 2) students enrolled in brick and mortar schools of the Public Charter School District, and
- 3) students enrolled in virtual schools of the Public Charter School District.

By creating these three groups, distinctions could be made between the perceptions of students, parents, and teachers in public schools and virtual schools. It was not assumed that constituents of brick and mortar schools of the Public Charter School District were similar to either constituents of public schools because they attend a brick and mortar school, or to constituents of virtual schools because they are a part of the Public Charter School District.

Methods

The first question addressed is whether the academic outcomes of students in online learning settings obtain educational outcomes that differ from the educational outcomes of students in traditional learning settings. This question was addressed in two ways at the elementary and middle school levels, and in two ways at the high school level. Separate analyses were performed by school level because different information is available by school level.

At the elementary and middle school levels, the analyses examined the gains made by students from PASS 2012 to PASS 2013. Two kinds of analyses were performed. In the first analysis, analyses of covariance were performed to compare the relative achievement gains of four groups of students:

- 1) Students who tested in a traditional learning setting in both 2012 and 2013,
- 2) students who tested in a traditional learning setting in 2012 and in an online learning setting within the Public Charter School District in 2013,
- 3) students who tested in an online learning setting within the Public Charter School District in 2012, and in a traditional learning setting in 2013, and
- 4) students who tested in an online learning setting within the Public Charter School District in both 2012 and 2013.

For both Mathematics and Reading and Research, Analyses of Covariance were performed where the PASS 2013 scale score was predicted from the PASS 2012 scale score and the student grade level in 2013. Analysis of Covariance allows comparisons to be made between two or more groups that differ on variables (the covariates) that are related to the outcome of interest as if the groups were similar on the covariates. Student grade level in 2013 was used as a covariate because, although PASS score scales for all grades are on a scale from 200 to 800 with a mean near 600, the between PASS 2012 and PASS 2013 may differ by grade level. By including the 2012 PASS score as a covariate, comparisons were made among students in each of the four groups noted above, where the comparisons can be regarded as between students with the same initial levels of academic achievement.

The second analysis performed also examined PASS 2013 scores predicted from PASS 2012 scores; the method used for this second analysis was propensity score matching (d'Agostina, 1998). When students are not randomly assigned to the treatment and control groups, as we have for our study, propensity score matching identifies a student in the control group that can be regarded as a "match" to a student in the treatment group for comparison purposes. In this study, students in the online learning setting are regarded as being in the treatment group, and students in the traditional learning setting are regarded as being in the control group. Using logistic regression, predictions were made for all students (in both the online and traditional learning settings) regarding how likely they were to be in the online learning setting using previous assessment scores, gender, ethnicity, and subsidized meal status as predictors. The result of the logistic regression is a probability that each student would be in the online learning setting. For each student in the online learning setting the student in the traditional learning setting with the closest probability of being in the treatment group is selected as a "match". Note that for the propensity score analysis only two groups of students were compared; students who were in an online learning setting for both assessments were compared to propensity score matched students who were in a traditional learning setting for both assessments.

The End-of-Course (EOCEP) scores obtained by students in the online instructional setting were then compared to the EOCEP scores obtained by students in the traditional learning setting, again using Analysis of Covariance, but this time using the propensity score as covariate. Using the propensity score as a covariate is another way to compare the gains made by similar students with the same initial characteristics. For the same reason, PASS scores were also again used as a covariate.

At the high school level similar analyses were performed, where PASS scores obtained by students in 2011, or 2012, or 2013 were used as predictors of scores from End-of-Course exams administered in the 2012-13 academic year. PASS Reading and Research scores were used to predict English I EOCEP scores, and PASS Mathematics scores were used to predict Algebra I EOCEP scores. The most recent PASS score for each student was utilized as a predictor. Using the most recent PASS score, the same four groups of students were identified. PASS scores and student grade level of the PASS score were used as covariates, and differences in the each EOCEP score were obtained by the pattern of student attendance.

Propensity score analysis was also used to assess EOCEP scores predicted from PASS scores. Students again were identified for their probability of being in an online educational setting. Students who were assessed on both occasions in an online school were compared to students who were assessed on both occasions in a traditional learning setting, again using the propensity score, PASS score, and student grade level as a covariate.

Results

The first analysis performed examined the relationships between 2012 PASS and 2013 PASS by student learning setting. Analyses were performed for both PASS Reading and PASS Mathematics. Analyses of Covariance (ANCOVA) were performed predicting PASS 2013 from student learning setting with PASS 2012 and student grade level as covariates. The demographics of students and number of students in each learning setting for 2012 and 2013 are presented in Table 2. Among the four student groups by learning setting, a slightly larger percentage of students who were in the traditional learning setting for both assessments were African-American and received subsidized meals. For all other learning settings, the percentages of each demographic are nearly the same.

Table 2. Demographics of elementary and middle school students in each learning setting.

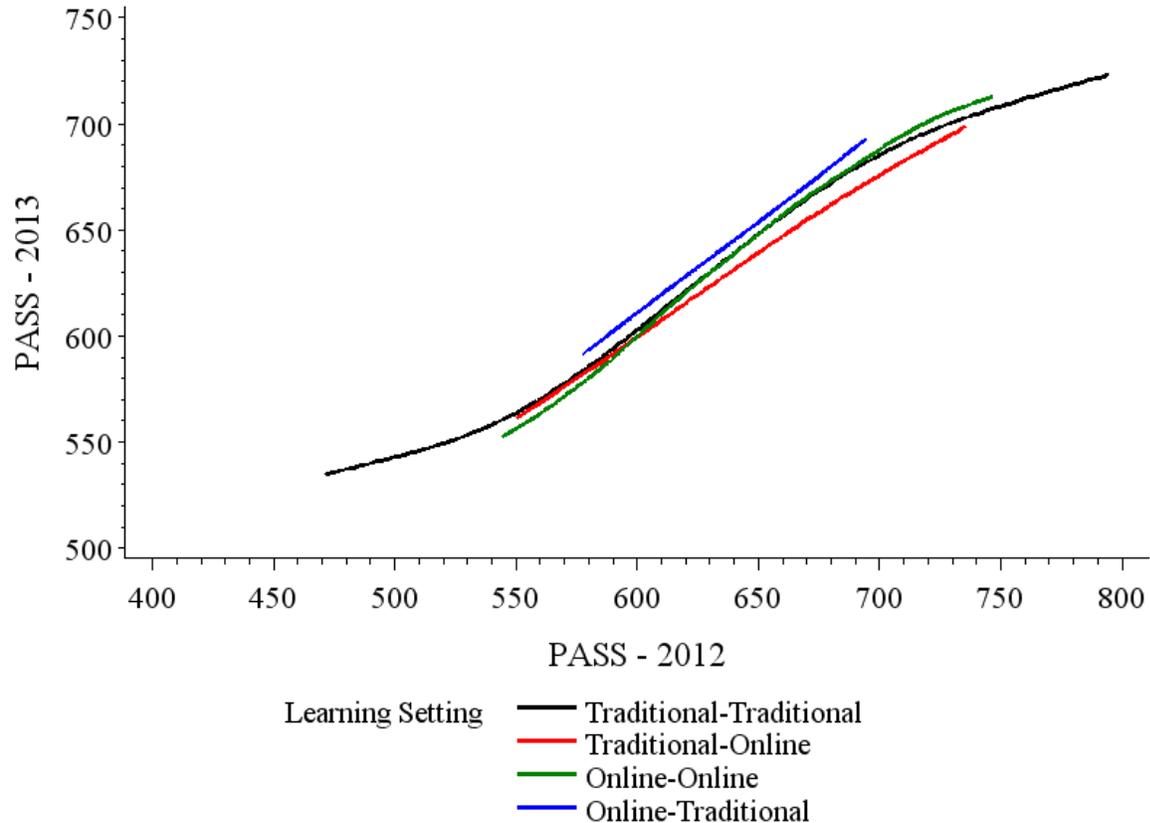
Demographic	Learning Setting (2012 – 2013)			
	Traditional – Traditional	Traditional – Online	Online – Online	Online - Traditional
Gender				
Female	123,125 (49)	486 (51)	619 (48)	232 (46)
Male	128,375 (51)	470 (49)	660 (52)	277 (54)
Race/Ethnicity				
African-American	88,148 (37)	154 (17)	201 (16)	88 (19)
Hispanic	16,402 (7)	36 (4)	48 (4)	13 (3)
White	133,220 (56)	736 (79)	982 (80)	368 (78)
Meal Status				
Full-Pay	102,862 (41)	448 (47)	610 (48)	235 (46)
Subsidized	148,402 (59)	507 (53)	669 (52)	274 (54)
Total*	321,025	956	1,279	1,713

* Totals may exceed sums within each column because of missing values.

PASS 2012 Reading to PASS 2013 Reading

A visual representation of the mean 2013 PASS scores by 2012 PASS score is presented in Figure 1. Data points included in Figure 1 are only those points that were based on 10 or more observations. Visually, it appears that students who were in an online setting in 2012 and transitioned to a traditional setting in 2013 gained more than students with any other learning setting pattern. It also appears that students who were in a traditional learning setting in 2012 and transitioned to an online learning setting in 2013 made smaller gains than any other group. Students who were in the same learning setting for 2012 and 2013, whether that setting be traditional or online, made similar gains. Analysis of Covariance (ANCOVA) predicting 2013 PASS Reading from 2012 PASS Reading, student grade level, and learning setting for 2012 and 2013 are presented in Table 3. This analysis will determine if the differences observed in Figure 1 are large enough to claim real differences by learning setting are present.

Figure 1. Mean 2013 PASS Reading by 2012 PASS Reading for each 2012-2013 learning setting.



Because a slight curvilinearity is present in the pattern of mean scores, the ANCOVA that was performed to determine whether the visually observed differences among learning settings in Figure 1 are statistically significant was conducted treating the 2012 PASS score as a discrete rather than a continuous variable; in other words each 2012 PASS value was treated as a separate variable in the analysis. This eliminated any possibility that lack of linearity may

adversely affect the interpretability of the ANCOVA results. This approach does, however, decrease the power of the statistical test.

The main effect of learning setting is the factor that is of greatest interest in this study. To ensure that the effect of learning setting is not confounded with other factors, all potential interaction effects among PASS Reading & Research, grade level, and learning setting were included in this analysis.

Table 3. ANCOVA predicting 2013 PASS Reading from 2012 PASS Reading, student grade level, and learning setting.

Factor	df	Sum of Squares	Mean Square	F	p-value
PASS Reading	172	2024662	11771	11.36	<.0001*
Grade Level	5	29483	5897	5.69	<.0001*
Grade Level * PASS Reading	257	472891	1840	1.78	<.0001*
Learning Setting	3	32512	10837	10.45	<.0001*
Learning Setting * PASS Reading	375	482319	1286	1.24	0.0010*
Learning Setting * Grade Level	15	9658	644	0.62	0.8604
Learning Setting * Grade Level * PASS Reading	156	161750	1037	1.00	0.4841

* Statistically significant at the .05 level.

Consider the results presented in Table 3; each Factor that has a p-value less than .05 is judged to be statistically significant at the .05 level. Only one interaction effect was found to be statistically significant, the interaction of learning setting and PASS Reading. This interaction suggests that the slopes of the line predicting 2013 PASS scores from 2012 PASS scores differ based on the learning setting. From Figure 2, the slopes may differ, but not by an amount that prevents interpreting the main effect of learning setting. The main effect of PASS Reading is statistically significant, which was to be expected; this main effect indicates that the 2013 PASS scores depend upon the 2012 PASS scores, which is clear from Figure 1. The main effect of grade level is also statistically significant, which suggests that for different grade levels, the 2013 PASS scores obtained by students with the same 2012 PASS scores differ. For a graph such as Figure 1, parallel lines of prediction could be plotted by grade level.

The effect of interest for this study is learning setting, which was statistically significant, which means that the 2013 PASS scores of at least one of the four learning setting groups differ from the other learning setting groups, for each 2012 PASS score. Post-hoc analyses were performed to determine which student groups were different from one another, which confirmed the results visually presented in Figure 1. Students who initially were in an online learning setting and transitioned to a traditional setting made the largest gains, and these gains were significantly larger than the gains made by either students who were in the online learning setting for both years or students who were in the traditional learning setting for both years. These two groups of students were not distinguishable by their gains. Students who initially were in a traditional learning setting and transitioned to an online learning setting made gains that were lower than students in all other learning setting pattern.

In the propensity score analysis students who were in the online learning setting for both years were compared to students who were in the traditional learning setting for both years. To reiterate, for each student in the online learning setting in both years, a student in the traditional

learning setting for both years with the nearest probability of being in the online learning setting for both years was found, and this student became the “control” student for the student in the online learning setting. To guard against the possibility that predictions of 2013 PASS scores may differ by propensity score, it was included as a covariate in the analysis. Results of the propensity score ANCOVA are presented in Table 4.

Table 4. Propensity Score ANCOVA Predicting PASS 2013 Reading from PASS 2012 Reading, Virtual School Attendance, and Propensity Score.

Factor	df	Sum of Squares	Mean Square	F	p-value
Learning Setting	1	277.91	277.92	3.07	0.0800
Propensity Score	1	1287.89	1287.90	14.23	0.0002*
Learning Setting * Propensity Score	1	308.56	308.56	3.41	0.0651
PASS Reading	1	11170.32	11170.32	123.40	<.0001*
Learning Setting * PASS Reading	1	311.48	311.48	3.44	0.0639
PASS Reading * Propensity Score	1	1738.64	1738.64	19.21	<.0001*
Learning Setting * Propensity Score * PASS Reading	1	326.38555	326.39	3.61	0.0578

* Statistically Significant at the .05 level.

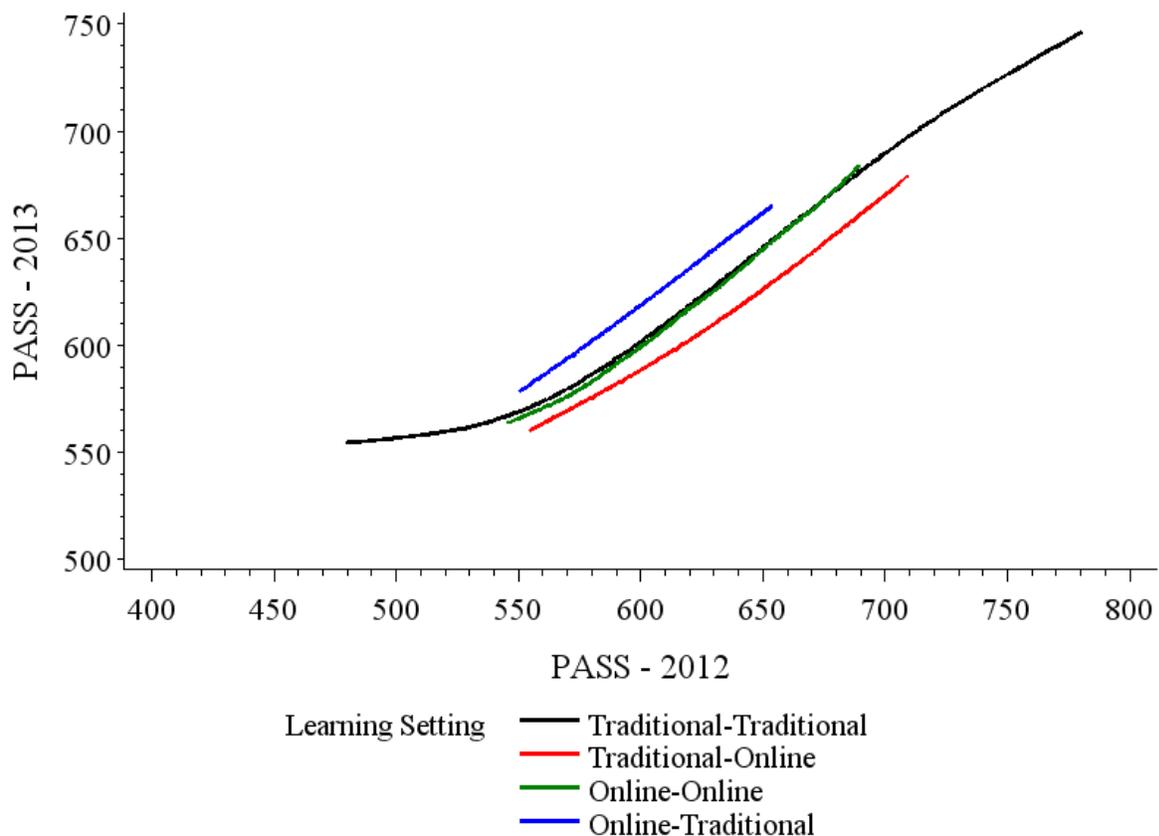
As with the previous analysis, the inclusion of all covariates and interactions in the model were to ensure that should differences be observed by learning setting, that these differences could be attributed uniquely to learning setting. The interaction of PASS Reading and propensity score is statistically significant, which means that the relationship between 2012 PASS Reading and 2013 PASS Reading depends upon the propensity score. The main effect of PASS Reading was expected to be statistically significant, yet the main effect of propensity score was not anticipated to be significant. Regardless of the statistical significance of the other covariates, their inclusion in the ANCOVA was to isolate the effect of learning setting for analysis.

Results of this analysis indicate that there is not a statistically significant difference by learning setting, which means that 2013 PASS scores do not differ by learning setting groups, for each 2012 PASS score. This lack of statistical significance is consistent with the ANCOVA results presented in the previous analyses where, although a statistically significant result was found for the main effect of learning setting, post-hoc analyses indicated that was no difference between the gains made by students who were in the online setting for both years and students who were in the traditional setting for both years.

PASS 2012 Mathematics to PASS 2013 Mathematics

A visual representation of the mean 2013 PASS scores by 2012 PASS score is presented in Figure 1, and results of the ANCOVA predicting 2013 PASS Reading from 2012 PASS Reading, student grade level, and learning setting for 2012 and 2013 are presented in Table 5. Data points included in Figure 2 are only those points that were based on 10 or more observations. Results for Mathematics appear to be similar to those for Reading. It appears that students who were in an online setting in 2012 and transitioned to a traditional setting in 2013 gained more than students with any other learning setting pattern. It also appears that students who were in a traditional learning setting in 2012 and transitioned to an online learning setting in 2013 made smaller gains than any other group. Students who in the same learning setting for 2012 and 2013, whether that setting be traditional or online, made similar gains.

Figure 2. Mean 2013 PASS Mathematics by 2012 PASS Mathematics for each 2012-2013 learning setting.



Curvilinearity was not judged to a significant factor in the relationship between 2012 and 2013 PASS scores, therefore 2012 PASS scores were considered as a continuous variable in the prediction of 2013 PASS scores. Again, the main effect of learning setting is the factor that is of greatest interest in this study. To ensure that the effect of learning setting is not confounded with other factors, all potential interaction effects were included in this analysis.

Table 5. ANCOVA predicting 2013 PASS Mathematics from 2012 PASS Mathematics, student grade level, and learning setting.

Factor	df	Sum of Squares	Mean Square	F	p-value
PASS Mathematics	203	510468119.8	2514621.3	3012.84	<.0001*
Grade Level	5	4282954.4	856590.9	1026.31	<.0001*
Grade Level * PASS Mathematics	306	996128.0	3255.3	3.90	<.0001*
Learning Setting	3	419223.2	139741.1	167.43	<.0001*
Learning Setting * PASS Mathematics	424	428241.2	1010.0	1.21	0.0019*
Learning Setting * Grade Level	14	62993.7	4499.5	5.39	<.0001*
Learning Setting * Grade Level * PASS Mathematics	250	215642.3	862.6	1.03	0.3447

* Statistically significant at the .05 level.

Considering the results presented in Table 5, two interaction effects were found to be statistically significant, the interaction of learning setting and PASS Mathematics and the interaction of learning setting with grade level. The interaction of learning setting with PASS Reading and Research implies that the slopes of the lines in Figure 1 are different by learning setting. Although this is true, it does not appear to be so dramatic that the test of the main effect of learning setting should not be considered. The main effect of PASS Mathematics is statistically significant, which was to be expected; this main effect indicates that the 2013 PASS scores depend upon the 2012 PASS scores, which is clear from Figure 1. The main effect of grade level is also statistically significant, which suggests that for different grade levels, the 2013 PASS scores obtained by students with the same 2012 PASS scores differ. For a graph such as Figure 1, parallel lines of prediction could be plotted by grade level.

Again, the effect of interest for this study is learning setting, which was statistically significant, which means that the 2013 PASS scores of at least one of the four learning setting groups differ from the other learning setting groups, for each 2012 PASS score. Post-hoc analyses were performed which confirmed the results visually presented in Figure 2; students who initially were in an online learning setting and transitioned to a traditional setting made the largest gains, and these gains were significantly larger than the gains made by either students who were in the online learning setting for both years or students who were in the traditional learning setting for both years. These two groups of students were not distinguishable by their gains. Students who initially were in a traditional learning setting and transitioned to an online learning setting made gains that were lower than students in all other learning setting pattern.

In the propensity score analysis (Table 6), students who were in the online learning setting for both years were compared to students who were in the traditional learning setting for both years. To reiterate, for each student in the online learning setting in both years, a student in the traditional learning setting for both years with the nearest probability of being in the online learning setting for both years was found, and this student became the “control” student for the student in the online learning setting. To guard against the possibility that predictions of 2013 PASS scores may differ by propensity score, it was included as a covariate in the analysis.

Table 6. Propensity Score ANCOVA Predicting PASS 2013 Mathematics from PASS 2012 Mathematics, learning setting, and propensity score.

Factor	df	Sum of Squares	Mean Square	F	p-value
Learning Setting	1	180.73	180.73	2.93	0.0873
Propensity Score	1	110.13	110.13	1.79	0.1818
Learning Setting * Propensity Score	1	107.69	107.69	1.75	0.1867
PASS Reading	1	2688.79	2688.79	43.60	<.0001*
Learning Setting * PASS Reading	1	177.71	177.71	2.88	0.0900
PASS Reading * Propensity Score	1	165.89	165.89	2.69	0.1014
Learning Setting * Propensity Score * PASS Reading	1	119.89	119.89	1.94	0.1636

* Statistically significant at the .05 level.

As with the previous analysis, the inclusion of all covariates and interactions in the model were to ensure that should differences be observed by learning setting, that these differences could be attributed uniquely to learning setting. None of the effects, main or interaction, are statistically significant in this analysis. There does not appear to be any difference between the gains made by students in an online learning setting compared to students in a traditional learning setting. This result is consistent with the previous analyses, which that there is no difference between the gains made by students who were in the online setting for both years and students who were in the traditional setting for both years.

Predicting EOCEP from PASS.

Analyses were conducted predicting scores on the English I and Algebra I EOCEP tests from the most recent scores on the most recent PASS Reading & Research and Mathematics tests a student received. The most recent PASS score used for prediction could be obtained from several grade levels, which may result in different relationships between PASS and EOCEP scores; therefore, PASS grade level was included as a covariate for these analyses. The focus of this investigation was on the four student groups were compared based on their pattern of learning setting, which were identified in the same manner as for the PASS to PASS analysis.

English I EOCEP from PASS Reading.

Results presented in Table 8 are for analyses predicting Algebra I EOCEP scores from the most recent PASS Mathematics scores. Only one interaction was statistically significant, the interaction between grade level and PASS Reading scores. The focus of this investigation, however, is that there was a statistically significant result for learning setting. Post-hoc analyses indicated that the student groups with the highest gains were students who were in an online learning setting at the time of both assessments, and students who were in a traditional learning

setting for both assessments. These two groups of students were not different in the gains they made from PASS to EOCEP. Students who were initially in an online learning setting and transferred to a traditional learning setting were not different in their gains from students who initially were in a traditional learning setting and transferred to an online learning setting. Students who were in the same learning setting for both test administrations differed from students who changed learning settings.

Table 7. Predicting EOCEP English * from PASS Reading, learning setting, and PASS grade level.

Factor	df	Sum of Squares	Mean Square	F	p-value
PASS Reading & Research	1	3132.98	3132.98	61.62	<.0001*
Grade Level	2	44.39	22.20	0.44	0.6463
PASS Reading & Research * Grade Level	2	95.81	47.91	0.94	0.3897
Learning Setting	3	287.00	95.67	1.88	0.1302
PASS Reading & Research * Learning Setting	3	273.64	91.21	1.79	0.1459
Grade Level * Learning Setting	3	167.61	55.87	1.10	0.3481
PASS Reading & Research Learning Setting Grade Level	3	173.44	57.81	1.14	0.3325

* Statistically significant at the .05 level

Algebra I EOCEP from PASS Mathematics.

Results presented in Table 8 are for analyses predicting Algebra I EOCEP scores from the most recent PASS Mathematics scores. Only one interaction was statistically significant, the interaction between grade level and PASS Mathematics scores. Most importantly, there was a statistically significant result for learning setting. Post-hoc analyses indicate that each of the four learning setting groups could be distinguished from one another. The group with the largest gains was students in the traditional learning setting on both testing occasions, followed by students in the online learning setting on both occasions, followed by students whose first testing was in an online setting and second testing was in a traditional setting, and students whose first testing was in a traditional setting and second testing was in an online setting.

Table 8. ANOVA predicting EOCEP Algebra I from PASS Reading, virtual school attendance, and student grade level.

Factor	df	Sum of Squares	Mean Square	F	p-value
PASS Mathematics	227	444073.97	1956.27	36.86	<.0001*
Grade Level	5	513.03	102.61	1.93	0.0853
Grade Level * PASS Mathematics	128	11461.33	89.54	1.69	<.0001*
Learning Setting	2	2351.54	1175.77	22.15	<.0001*
Learning Setting * PASS Mathematics	289	16850.11	58.30	1.10	0.1204
Learning Setting * Grade Level	6	326.71	54.45	1.03	0.4060
Learning Setting * Grade Level * PASS Mathematics	95	6174.57	65.00	1.22	0.0679

* Statistically significant at the .05 level

Surveys of Students, Teachers, and Parents

All schools in South Carolina are administered student, teacher, and parent surveys annually, the results of which are reported on the state report card. Questions are asked to determine the level of satisfaction of respondents in three major areas, (1) the learning environment of the school, (2) the social and physical environment of the school, and (3) home/school relations. For schools in an online setting, questions regarding the physical environment of the school are not pertinent; however, questions regarding the social environment are pertinent. A summary is provided here of the overall question for each of these areas that is asked of all three groups (students, teachers, and parents).

Examining the results presented in Table 9 it is clear that among students, teachers, and parents the group that views the learning environment of their school most favorably are those respondents associated with the online learning setting. Respondents in the online setting have the largest percentage of all three groups who responded that they strongly agree that they are satisfied with the learning environment of their school.

Table 9. Percentage of respondents in each group indicating they are satisfied with the overall learning environment of their school.

Repondents	No Response	Strongly Disagree	Disagree	Agree	Strongly Agree	Number of Responses
Students						
PCSD	0	7	9	45	38	543
Online	4	3	5	29	60	441
Public	1	8	11	40	40	139.069
Teachers						
PCSD	0	1	4	31	64	166
Online	0	1	0	20	79	158
Public	0	4	6	29	61	40,133

Repondents	No Response	Strongly Disagree	Disagree	Agree	Strongly Agree	Number of Responses
Parents						
PCSD	1	2	4	51	42	212
Online	1	3	3	38	56	298
Public	2	3	8	49	38	64,671

Table 10 presents results for how satisfied respondents are with the social and physical environment of their school. Notice that among teachers in the online setting, 17 percent chose not to respond to the question. This lack of response may be explained by the fact that an online setting does not have physical environment. As was the case for the evaluation of the learning environment, a larger percentage of students, teachers, and parents in the online setting expressed greater satisfaction with the social and physical environment of their school.

Table 10. Percentage of respondents in each group indicating they are satisfied with the social and physical environment of their school.

Repondents	No Response	Strongly Disagree	Disagree	Agree	Strongly Agree	Number of Responses
Students						
PCSD	0	7	9	45	38	543
Online	4	3	5	29	60	441
Public	1	8	11	40	40	139,069
Teachers						
PCSD	0	0	2	28	70	167
Online	17	0	0	6	76	161
Public	0	2	4	27	67	40,187
Parents						
PCSD	5	3	10	52	30	215
Online	2	2	4	43	49	302
Public	4	3	10	54	2	64,658

Results for respondents' perceptions of home and school relations are presented in Table 11. Among students, respondents in the online setting have the most favorable response as indicated by the percentage of respondents that strongly agree. Among teachers, the percentage of respondents from the Public Charter School District brick and mortar schools and online schools who either agree or strongly agree are nearly the same. This is the single occasion where respondents in the online setting were not clearly more satisfied with their school than all other respondents. Among parents, the most favorable response was again given by respondents in the online setting.

Table 11. Percentage of respondents in each group indicating they are satisfied with home and school relations.

Repondents	No Response	Strongly Disagree	Disagree	Agree	Strongly Agree	Number of Responses
Students						
PCSD	2	5	5	30	57	534
Online	4	2	4	16	74	441
Public	1	7	6	29	57	139,069
Teachers						
PCSD	1	0	7	30	62	167
Online	0	1	5	29	65	160
Public	0	5	12	39	44	40,424
Parents						
PCSD	2	4	7	57	29	215
Online	17	1	6	35	42	266
Public	4	3	9	56	28	64,849

Conclusions

In this study, analyses were performed to evaluate the academic progress made by students in an online setting compared to students in a traditional face-to-face learning setting. Analyses were performed for students in elementary and middle school, and separate analyses were performed for students in high school. Two different methodologies were utilized in both settings to evaluate students' academic progress. An analysis was also conducted of the attitudes of students, teachers, and parents toward their learning environment. Based on these analyses the following conclusions can be stated:

- In the elementary and middle grades, students who move from an online to a traditional learning setting make more progress than all other students by learning setting, for both Reading & Research or Mathematics.
- In the elementary and middle grades, there are no differences in student progress for students who were in a traditional learning setting compared to students who were in an online learning setting, for both Reading & Research and Mathematics.
- In the elementary and middle grades, students who move from a traditional to an online learning setting make less progress than all other student group by learning setting, for both Reading & Research and Mathematics.
- In high school, there are no differences in student progress for students who were in a traditional learning setting compared to students who were in an online learning setting, for both English I and Algebra I.
- In high school, students who change their learning setting, either from online to traditional or from traditional to online, make less progress than do students who remain in the same learning setting, for both English I and Algebra I.
- Students, teachers, and parents who are associated with an online learning environment view their learning setting more favorably than do students, teachers, and parents in a traditional learning setting.

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