



SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION

Folk Legends and Facts

Folk Legends and Facts: Using Data to Vanquish Myths about Education in South Carolina



Folk Legends and Facts

The Goal of High School

Myth: The goal of high school is to ensure every graduate is college and career ready.

Facts:

1. The phrase “college ready” is essentially meaningless
2. College ready is not the same as career ready.



Standards: What's Taught (Purpose)

College Readiness

The phrase “college ready” is essentially meaningless as this chart illustrates:

Scores for the Middle 50% of Freshmen

<u>Institution</u>	<u>SAT Math</u>
Harvard Univ.	700 - 790
Georgetown Univ.	650 - 740
Furman Univ.	600 - 680
USC Columbia	560 - 650
The Citadel	510 - 600
USC Aiken	450 - 550
SC State Univ.	380 - 480
Technical Colleges	Open Admissions



Folk Legends and Facts

Educational Failures are a National Security Threat

“The lack of [educational] preparedness poses threats on five national security fronts: economic growth and competitiveness, physical safety, intellectual property, U.S. global awareness, and U.S. unity and cohesion... Too many young people are not employable in an increasingly high-skilled and global economy, and too many are not qualified to join the military because they are physically unfit, have criminal records, or have an inadequate level of education.”

Joel Klein, Former Chancellor, NYC Schools
Condoleezza Rice, Stanford University
U.S. Education Reform and National Security
Council on Foreign Relations, March, 2012



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Folk Legends and Facts

The College-Prep Curriculum

Myth: Every student should complete a college-prep curriculum.

Fact: The standard college-prep curriculum fails to meet the needs of most students.



The College Prep Course of Study

- One of the most damaging messages of the educational establishment is that everyone can, and therefore should, to go college.... By making a 4-year college degree something everyone is supposed to have, we are punishing the majority of young people who don't get one. (*Real Education*, C. Murray, 2008)



The College-for-All Crusade

“The college-for-all crusade... is now doing more harm than good. It looms as the largest mistake in educational policy since World War II,” according to *Washington Post* columnist Robert Samuelson. For students who have concluded, usually by 9th grade, that a four-year college is not in their future, the college-prep course of study is “disconnected from ‘real life’ and unrelated to their needs. School bores and bothers them. Teaching them is hard, because they’re not motivated.... They also make teaching the rest harder. Their disaffection and periodic disruptions drain teachers’ time and energy. The climate for learning is poisoned.”

Robert Samuelson, “Scrapping College for All,” *The Washington Post*, June 12, 2012



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College Preparedness

Only 19% of South Carolina students who take the ACT college admissions test are deemed “college ready” by ACT’s standards. (“The Reality of College Readiness 2013: South Carolina,” 2013.)



Standards: What's Taught (Content)

College Prep

- The one-size-fits-all college prep course of study was established in 1893 by the “Committee of Ten” headed by the President of Harvard College. This was at a time when only about 10% of students went past 8th grade to high school.

Source: *The Mission of the High School*, Educational Testing Service, 2011.



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Folk Legends and Facts

Mastering Math

Myth: The standard four-year sequence of high school math courses meets the needs of most students.

Fact: The standard math program fails to prepare graduates for life.



Folk Legends and Facts

Competing Math Curricula

Committee of Ten

Algebra I

Geometry

Algebra II

Pre-Calculus

Life Prep Curriculum

Algebra I

Geometry

Personal Finance

Business Math

Note: Geometry, Algebra II, and Pre-Calculus offered as electives for students on a STEM or college prep program.



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English Language Arts

Myth: The standard four-year sequence of high school English language arts is designed to develop verbal skills.

Fact: The standard English program focuses on literature appreciation.



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Folk Legends and Facts

Competing English Curricula

Current Typical

English Language Arts

Composition

American Literature

British Literature

World Literature

A More Practical

Life Prep Curriculum

Grammar and Composition

American Literature

Business Writing

Public Speaking



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Folk Legends and Facts

The Education Shortfall

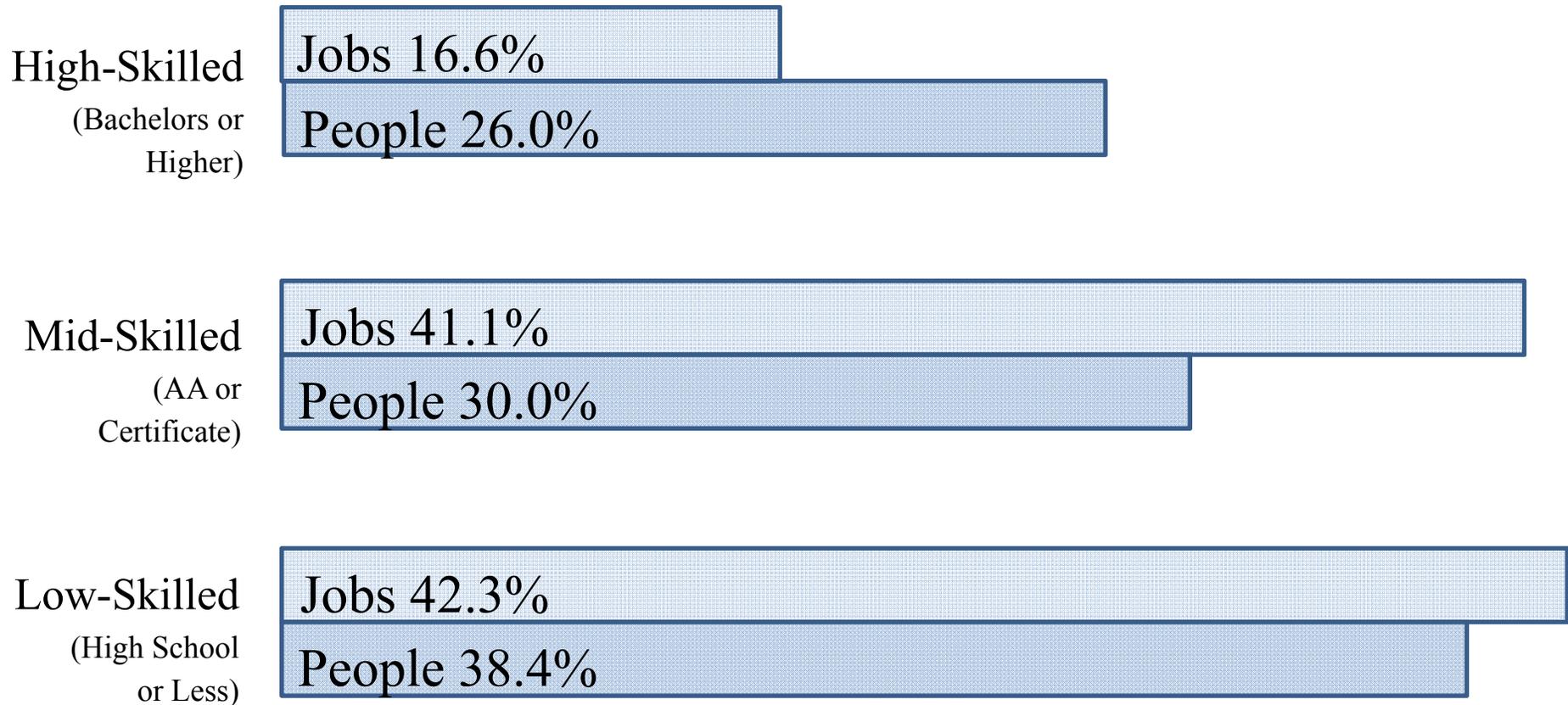
Myth: South Carolina needs more four-year, baccalaureate college graduates.

Fact: South Carolina has an excess of bachelor's degree holders.



The Jobs-Skills Mismatch

Jobs in South Carolina



Source: SC Dept. of Employment and Workforce, Labor Market Information 2011-12



The Imaginary Shortage of College Graduates

According to estimates published in 2012 by the US Department of Labor:

- About 70% of jobs require only a high school degree, or less
- About 10% require some post-high-school instruction or certification, including an associate's degree
- Only about 20% of U.S. jobs require a bachelor's degree or more

By comparison, the U.S. has a workforce with about 30% holding a bachelor's degree or more and another 10% with an associate's degree.

Robert Samuelson, "Scrapping College for All," *The Washington Post*, June 12, 2012

Workforce Development

- “Much is known about the requirements for work, and little or none of it fits the model of a single program to fit the needs of all high school students.”
(*The Mission of High School*, ETS, 2011)
- Many fear that a flexible high school program, with a career focus, will reduce high school graduation rates or college attendance. Yet nations enrolling a large proportion of students in such programs have significantly higher graduation rates and college attendance rates were not reduced. (“The Impacts of Career-Technical Education on High School Labor Market Success,”
Economics of Education Review, 2004.)
- It's dogma that more people going to college means more jobs. Yet, each decade has seen more people with college degrees employed in jobs typically thought of as requiring no more than a high school education. In fact, at Midlands Technical College, nearly 25% of students already have 4-year degrees. What they lack are marketable skills. (Dr. Sonny White, President, Midlands Tech)



Folk Legends and Facts

The Value of a Bachelor's Degree

Myth: A four-year bachelor's degree is a ticket to the middle class.

Fact: Jobs in high tech manufacturing and skilled trades pay more than many white collar jobs.



High Paying Technical Jobs

- Nearly 30% of Americans with associate's degrees make more than those with bachelor's degrees (J. Marcus, "Community college grads out-earn bachelor's degree holders," *CNNMoney*, February 26, 2013).
- In 2012, with a two-year college degree, average salaries are:

\$71,500	Computer Specialist	\$61,600	Commercial Pilot
\$68,900	Radiation Therapist	\$59,800	Registered Nurse
\$63,600	Dental Hygienist	\$59,000	Medical Stenographer
\$63,100	Nuclear Technologist	\$58,100	Electrical Technician

Source: www.economicmodeling.com/2012/05/07/2012s-best-performing-jobs-for-associates-degrees.



What We Teach: Purpose

High Tech Manufacturing in South Carolina*

- + \$47,192: average salary for manufacturing jobs
\$35,420: average salary for all other jobs
- + Employs 15% of all South Carolinians, but pays more than 20% of all wages.
- + There are over 5,000 manufacturing companies providing employment in every corner of the state.

*South Carolina Manufacturers' Alliance, 2013



The Skilled Worker Shortage

- Minnesota industries report they are turning away customers because of a shortage of workers skilled in welding, machining, and fabricating.
- In these jobs the average pay is \$56,000 a year.
- The Society of Manufacturing Engineers predicts by 2015 there could be a shortfall of 3 million skilled factory workers.
- According to some manufacturing employers, this skills gap results because industrial-technology skills aren't being taught in high schools.

Cara Lee Adams

“Industries Complain of Skilled worker Shortage”

Education Week, April 3, 2013



Education-Workforce Mismatch

“There are 2 million high tech jobs that are unfilled because our workforce does not have the required skillset.”

Arne Duncan
U.S. Secretary of Education
CCSSO Policy Forum
Savannah, Georgia
November 16, 2012



Standards: What's Taught (Content)

The Value of a College Degree

- Financial gains in the workforce “are going mostly to workers at the top of the wage scale, and to those working in skilled trades and high technology manufacturing. Those falling behind are in jobs commonly held by bachelor’s degree holders.” (Hope Yeu, Based on an Associated Press study, *The State*, April 23, 2012)



The President's View on CATE

“Let’s also make sure that a high school diploma puts our kids on a path to a good job. Right now, countries like Germany focus on graduating their high school students with the equivalent of a technical degree from one of our community colleges, so they’re ready for a job.... We need to give every American student opportunities like this.”

President B. Obama
State of the Union Address
February 12, 2013



Unemployed College Graduates

“Thirty-six percent of college graduates under 25 are underemployed in jobs requiring no more than a high school diploma. Another eight percent were working part-time, but would like fulltime positions. And seven percent were unemployed. In other words, fewer than half were working fulltime in positions requiring a college degree.”

Andrew Sum

Center for Labor Market Studies

Cited in *CNN Money*, June 25, 2013

“Recent College Grads face 36% mal-employment rate”



Folk Legends and Facts

Advanced Teacher Education

Myth: Additional course work (degrees and certifications) improves teacher effectiveness.

Fact: Teachers with masters and doctorate degrees in education are no more effective than those with bachelors degrees.



Credentials

“Research on teachers who obtain National Board Certification suggests that teacher effectiveness does not change for experienced teachers, even those undergoing a sustained program of development.” (“Stayers and Leavers: Early Career Teacher Effectiveness and Attrition,” *Educational Researcher*, Aug/Sep 2011)



Degrees

- “Not a single one of 34 studies... found a relationship between a teacher’s earning a master’s degree and student achievement.” (E.A. Hanushek and S.G. Rivkin, “Teacher Quality”, in E. Hanushek and F. Welch eds., *Handbook of the Economics of Education*, vol. 2, 2006)



Folk Legends and Facts

The Value of Teacher Experience

Myth: Experience in the classroom improves teacher effectiveness.

Fact: After five years, experience makes no contribution to teacher effectiveness.



The Effects of Experience

- The average teacher is at his or her worst during the first year in the classroom, gets better in the second and third year, a little better in the fourth and fifth year, and then never gets any better after that. (E.A. Hanushek and S.G. Rivkin, “Teacher Quality,” in E. Hanushek and F. Welch eds., *Handbook of the Economics of Education*, vol.2., 2006)



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Credentials, Experience, and Degrees

“Teacher salary, promotion, and tenure are based on a few external credentials: certification, advanced degrees, and years of experience in the classroom. Yet...little or no relationship exists between these credentials and the gains that a teacher’s students make on standardized math and reading exams.”
(Marcus Winters, *Measuring Teacher Effectiveness*, Manhattan Institute for Policy Research, August, 2011)



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Folk Legends and Facts

Highly Qualified Teachers

Myth: Every child deserves a highly qualified teacher.

Fact: Every child deserves a highly effective teacher.



Teacher Effectiveness

- Teacher effectiveness influences students' education more than any other school factor, including class size and per-pupil spending. A teacher in the top 20% will impart, on average, 18 months of learning in one academic year. A teacher in the bottom 20% will impart 6 months of learning. In other words, the difference between being assigned to one of the state's best teachers and one of its worst is about an additional grade level's worth of proficiency at the end of the school year. (Eric Hanushek, "The Trade-off Between Child Quantity and Quality," 1992)
- Teachers have three times as much influence on student achievement as the school they attend. Yet parents have no information about or influence over who teaches their children.



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Instructors: Who Teaches It (Evaluations)

The Profound Influence of Effective Teachers

A study tracking the test scores of over two-and-a-half million elementary students over two decades found that replacing an ineffective teacher with an average or good one can produce huge economic differences for students. Students with highly effective teachers not only earn more, they're more likely to go to college, less likely to get pregnant as teenagers, and do better on a number of other aspects measuring life success. (Ray Chetty, Harvard Univ., 2011)



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The National Perspective

The President's View

“After parents, the biggest impact on a child’s success comes from the man or woman at the front of the classroom.... We want to reward good teachers and stop making excuses for bad ones.”

Barack Obama

State of the Union

January 25, 2011



Teacher Accountability

“Teachers matter. So instead of bashing them or defending the status quo, let’s offer schools a deal. Give them the resources to keep good teachers on the job, and reward the best ones. And in return, grant schools the flexibility... to replace teachers who just aren’t helping kids learn.”

President Barack Obama
State of the Union Address
January 25, 2012



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Instructors: Who Teaches It (Evaluations)

Effects of a Superb Teacher

“We know a good teacher can increase the lifetime income of a classroom by over \$250,000. A great teacher can offer an escape from poverty to the child who dreams beyond his circumstances.... Teachers matter.”

President Barack Obama
State of the Union Address
January 25, 2012



“Big Study Links Good Teachers to Lasting Gains”

Harvard university conducted a study of elementary and middle school teachers that tracked 2.5 million students over 20 years. Findings are:

- the differences between really good and really bad teachers have lifelong impacts on children;
- replacing a poor teacher with an average one would raise a single classroom’s lifetime earnings by \$266,000;
- students with top teachers are less likely to become pregnant as teenagers, more likely to enroll in college, and more likely to earn more;
- the difference in long-term outcomes between students with average teachers and poor teachers is as significant as the difference between those with excellent teachers and those with average teachers;
- there was no evidence that having a good teacher in an early grade has a bigger effect than having a good teacher in a later grade.

Annie Lowrey
New York Times
January 6, 2012



Instructors: Who Teaches It

Teachers are the Key

The most powerful method of improving education is to invest in the improvement of teaching and the status of great teachers. There isn't a great school anywhere that doesn't have great teachers working in it. But there are plenty of schools with beautiful facilities, shelves of curriculum standards, classrooms with a small number of student, and reams of standardized tests.



Folk Legends and Facts

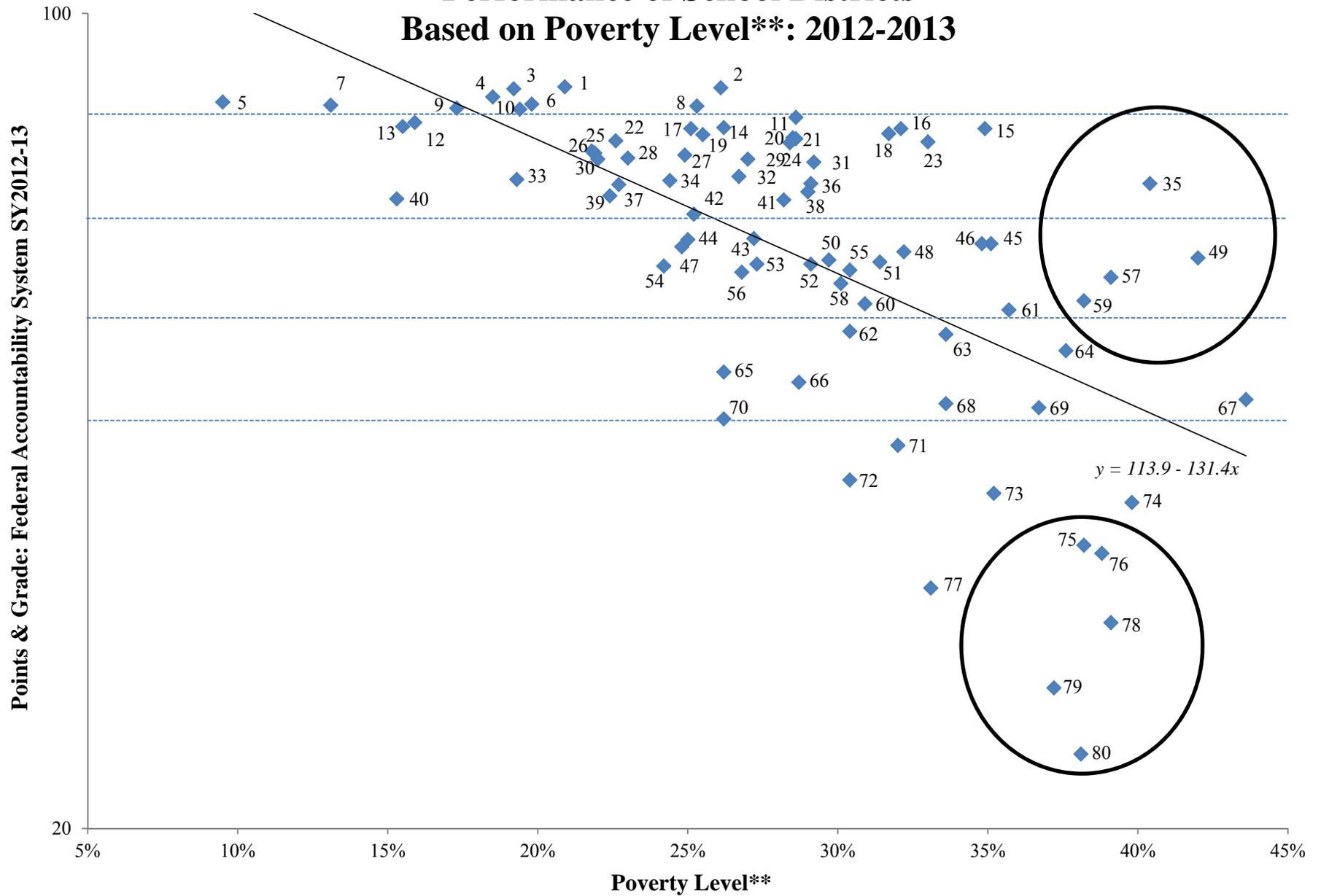
The Effects of Poverty

Myth: High poverty districts and schools are low performing (D or F).

Fact: Most high poverty districts and schools meet state expectations (A, B, or C).

While poverty is a factor, it is not an excuse.

Performance of School Districts Based on Poverty Level**: 2012-2013



* Performance is based on student scores on standardized tests in math, science, social studies, and English; the percent of students tested; and high school graduation rates.

**Poverty level reflects 2011 U.S. Census data for children age 5 to 17 in families living in poverty, with an income of less than \$23,000 per year for a family of four. The Census Bureau does not provide data for the South Carolina Public Charter School District.

Rank Listing – By District Performance Level (Descending)

No.	District	Poverty Level**	Performance Rating*
1	Spartanburg 2	20.9%	92.8 (A)
2	Spartanburg 4	26.1%	92.7 (A)
3	York 2	19.2%	92.6 (A)
4	Greenwood 52	18.5%	91.8 (A)
5	York 4	9.5%	91.3 (A)
6	Anderson 2	19.8%	91.1 (A)
7	Lexington 5	13.1%	91.0 (A)
8	Spartanburg 1	25.3%	90.9 (A)
9	Dorchester 2	17.3%	90.7 (A)
10	Spartanburg 5	19.4%	90.6 (A)
11	Horry	28.6%	89.8 (B)
12	Anderson 1	15.9%	89.3 (B)
13	Lexington 1	15.5%	88.9 (B)
14	Abbeville	26.2%	88.8 (B)
15	Clarendon 3	34.9%	88.7 (B)
16	Darlington	32.1%	88.7 (B)
17	Kershaw	25.1%	88.7 (B)
18	Greenwood 51	31.7%	88.2 (B)
19	Anderson 5	25.5%	88.1 (B)
20	Clarendon 1	28.5%	87.8 (B)
21	Anderson 3	28.6%	87.7 (B)
22	Berkeley	22.6%	87.5 (B)
23	Bamberg 1	33.0%	87.4 (B)
24	Spartanburg 3	28.4%	87.3 (B)
25	Anderson 4	21.8%	86.5 (B)
26	York 3	21.9%	86.3 (B)
27	Florence 1	24.9%	86.1 (B)

No.	District	Poverty Level**	Performance Rating*
28	Greenville	23.0%	85.8 (B)
29	Barnwell 29	27.0%	85.7 (B)
30	Spartanburg 6	22.0%	85.7 (B)
31	York 1	29.2%	85.4 (B)
32	Lancaster	26.7%	84.0 (B)
33	Pickens	19.3%	83.7 (B)
34	Florence 2	24.4%	83.6 (B)
35	Laurens 56	40.4%	83.3 (B)
36	Saluda	29.1%	83.3 (B)
37	Charleston	22.7%	83.2 (B)
38	Chesterfield	29.0%	82.5 (B)
39	Beaufort	22.4%	82.1 (B)
40	Richland 2	15.3%	81.8 (B)
41	Lexington 2	28.2%	81.7 (B)
42	Oconee	25.2%	80.3 (B)
43	Calhoun	27.2%	77.9 (C)
44	Dorchester 4	25.0%	77.8 (C)
45	Hampton 1	35.1%	77.4 (C)
46	Dillon 3	34.8%	77.4 (C)
47	Florence 5	24.8%	77.1 (C)
48	Georgetown	32.2%	76.6 (C)
49	Dillon 4	42.0%	76.0 (C)
50	Newberry	29.7%	75.8 (C)
51	Laurens 55	31.4%	75.6 (C)
52	Union	29.1%	75.4 (C)
53	Aiken	27.3%	75.4 (C)
54	Edgefield	24.2%	75.2 (C)

No.	District	Poverty Level**	Performance Rating*
55	Richland 1	30.4%	74.8 (C)
56	Sumter	26.8%	74.6 (C)
57	Hampton 2	39.1%	74.1 (C)
58	Lexington 3	30.1%	73.5 (C)
59	Clarendon 2	38.2%	71.8 (C)
60	McCormick	30.9%	71.5 (C)
61	Orangeburg 5	35.7%	70.9 (C)
62	Cherokee	30.4%	68.8 (D)
63	Bamberg 2	33.6%	68.5 (D)
64	Colleton	37.6%	66.9 (D)
65	Greenwood 50	26.2%	64.8 (D)
66	Fairfield	28.7%	63.8 (D)
67	Allendale	43.6%	62.1 (D)
68	Barnwell 45	33.6%	61.7 (D)
69	Chester	36.7%	61.3 (D)
70	Orangeburg 4	26.2%	60.2 (D)
71	Florence 3	32.0%	57.6 (F)
72	Lexington 4	30.4%	54.2 (F)
73	Orangeburg 3	35.2%	52.9 (F)
74	Marion 10	39.8%	52.0 (F)
75	Williamsburg	38.2%	47.8 (F)
76	Florence 4	38.8%	47.0 (F)
77	Barnwell 19	33.1%	43.6 (F)
78	Marlboro	39.1%	40.2 (F)
79	Lee	37.2%	33.8 (F)
80	Jasper	38.1%	27.3 (F)
	State Average	24.9%	83.8 (B)



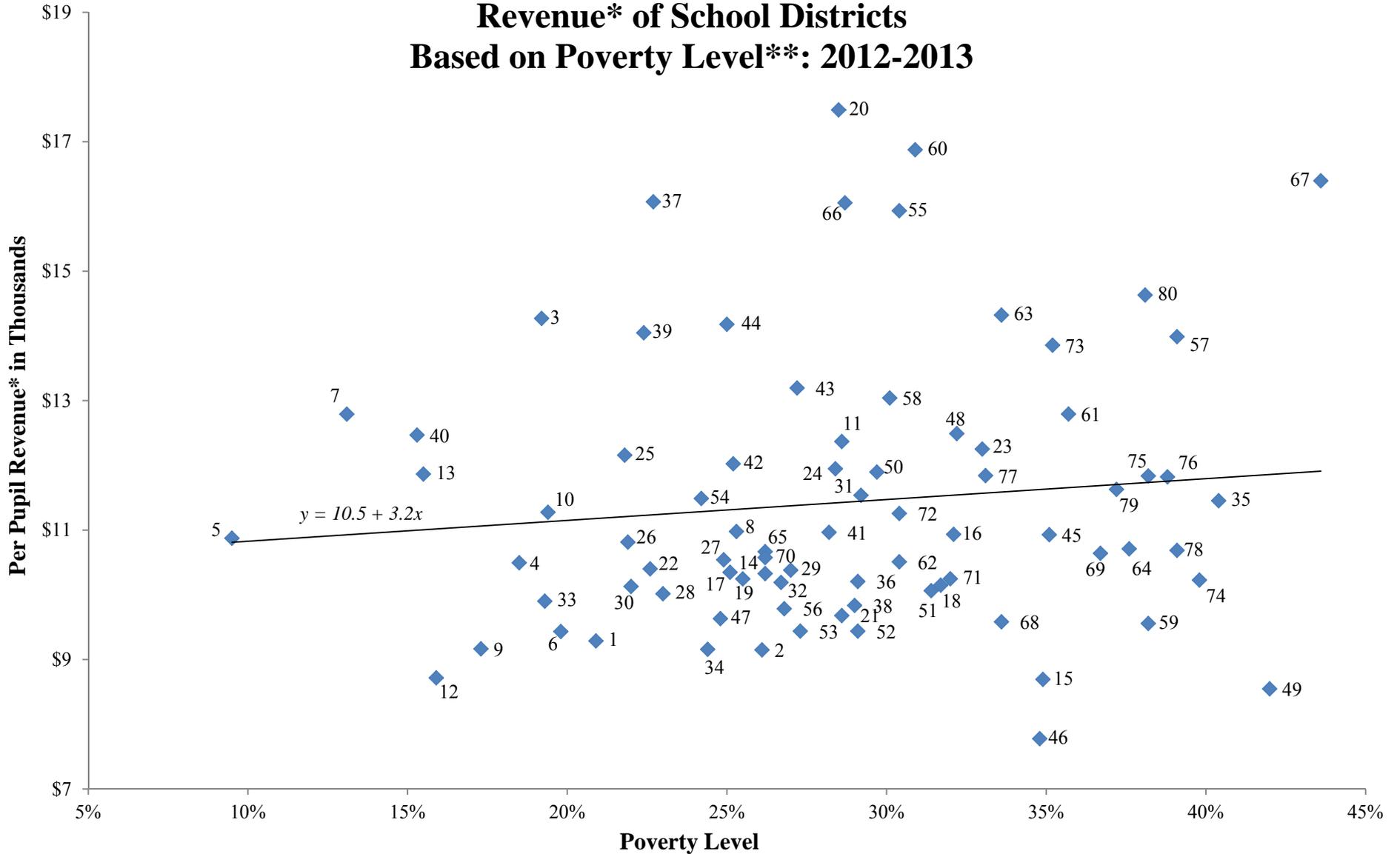
Folk Legends and Facts

Funding and Poverty

Myth: Our high poverty districts are our lowest funded.

Fact: On average, the higher the poverty, the higher the district funding.

Revenue* of School Districts Based on Poverty Level**: 2012-2013



Note: Numbers shown correspond to the districts indicated on the accompanying chart.

*Per pupil revenue includes local, state, and federal receipts, plus grants. It does not include bond revenue for major construction and renovation.

**Poverty level reflects 2011 U.S. Census data for children age 5 to 17 in families living in poverty, with an income of less than \$23,000 per year for a family of four. The Census Bureau does not provide data for the South Carolina Public Charter School District.

Ranking List – By Per Pupil Revenue (Descending)

No.	District	Poverty Level**	Per Pupil Revenue*
20	Clarendon 1	28.5%	\$17,493
60	McCormick	30.9%	\$16,877
67	Allendale	43.6%	\$16,397
37	Charleston	22.7%	\$16,072
66	Fairfield	28.7%	\$16,056
55	Richland 1	30.4%	\$15,934
80	Jasper	38.1%	\$14,632
63	Bamberg 2	33.6%	\$14,321
3	York 2	19.2%	\$14,271
44	Dorchester 4	25.0%	\$14,180
39	Beaufort	22.4%	\$14,048
57	Hampton 2	39.1%	\$13,989
73	Orangeburg 3	35.2%	\$13,856
43	Calhoun	27.2%	\$13,196
58	Lexington 3	30.1%	\$13,040
61	Orangeburg 5	35.7%	\$12,792
7	Lexington 5	13.1%	\$12,791
48	Georgetown	32.2%	\$12,491
40	Richland 2	15.3%	\$12,469
11	Horry	28.6%	\$12,368
23	Bamberg 1	33.0%	\$12,251
25	Anderson 4	21.8%	\$12,158
42	Oconee	25.2%	\$12,024
24	Spartanburg 3	28.4%	\$11,947
50	Newberry	29.7%	\$11,897
13	Lexington 1	15.5%	\$11,865
77	Barnwell 19	33.1%	\$11,843

No.	District	Poverty Level**	Per Pupil Revenue*
75	Williamsburg	38.2%	\$11,837
76	Florence 4	38.8%	\$11,823
79	Lee	37.2%	\$11,629
31	York 1	29.2%	\$11,537
54	Edgefield	24.2%	\$11,488
35	Laurens 56	40.4%	\$11,455
10	Spartanburg 5	19.4%	\$11,275
72	Lexington 4	30.4%	\$11,257
8	Spartanburg 1	25.3%	\$10,978
41	Lexington 2	28.2%	\$10,966
16	Darlington	32.1%	\$10,934
45	Hampton 1	35.1%	\$10,929
5	York 4	9.5%	\$10,874
26	York 3	21.9%	\$10,815
64	Colleton	37.6%	\$10,710
78	Marlboro	39.1%	\$10,686
65	Greenwood 50	26.2%	\$10,666
69	Chester	36.7%	\$10,640
70	Orangeburg 4	26.2%	\$10,576
27	Florence 1	24.9%	\$10,542
62	Cherokee	30.4%	\$10,510
4	Greenwood 52	18.5%	\$10,495
22	Berkeley	22.6%	\$10,400
29	Barnwell 29	27.0%	\$10,381
17	Kershaw	25.1%	\$10,348
14	Abbeville	26.2%	\$10,328
71	Florence 3	32.0%	\$10,247

No.	District	Poverty Level**	Per Pupil Revenue*
19	Anderson 5	25.5%	\$10,246
74	Marion 10	39.8%	\$10,228
36	Saluda	29.1%	\$10,206
32	Lancaster	26.7%	\$10,191
18	Greenwood 51	31.7%	\$10,150
30	Spartanburg 6	22.0%	\$10,129
51	Laurens 55	31.4%	\$10,063
28	Greenville	23.0%	\$10,017
33	Pickens	19.3%	\$9,902
38	Chesterfield	29.0%	\$9,837
56	Sumter	26.8%	\$9,785
21	Anderson 3	28.6%	\$9,680
47	Florence 5	24.8%	\$9,632
68	Barnwell 45	33.6%	\$9,583
59	Clarendon 2	38.2%	\$9,557
52	Union	29.1%	\$9,438
53	Aiken	27.3%	\$9,438
6	Anderson 2	19.8%	\$9,434
1	Spartanburg 2	20.9%	\$9,288
9	Dorchester 2	17.3%	\$9,166
34	Florence 2	24.4%	\$9,158
2	Spartanburg 4	26.1%	\$9,148
12	Anderson 1	15.9%	\$8,717
15	Clarendon 3	34.9%	\$8,693
49	Dillon 4	42.0%	\$8,548
46	Dillon 3	34.8%	\$7,777
	State Average	24.9%	\$11,438

*Per pupil revenue includes local, state, and federal receipts, plus grants. It does not include bond revenue for major construction and renovation.

**Poverty level reflects 2011 U.S. Census data for children 5 to 17 in families living in poverty, with an income of less than \$23,000 per year for a family of four.



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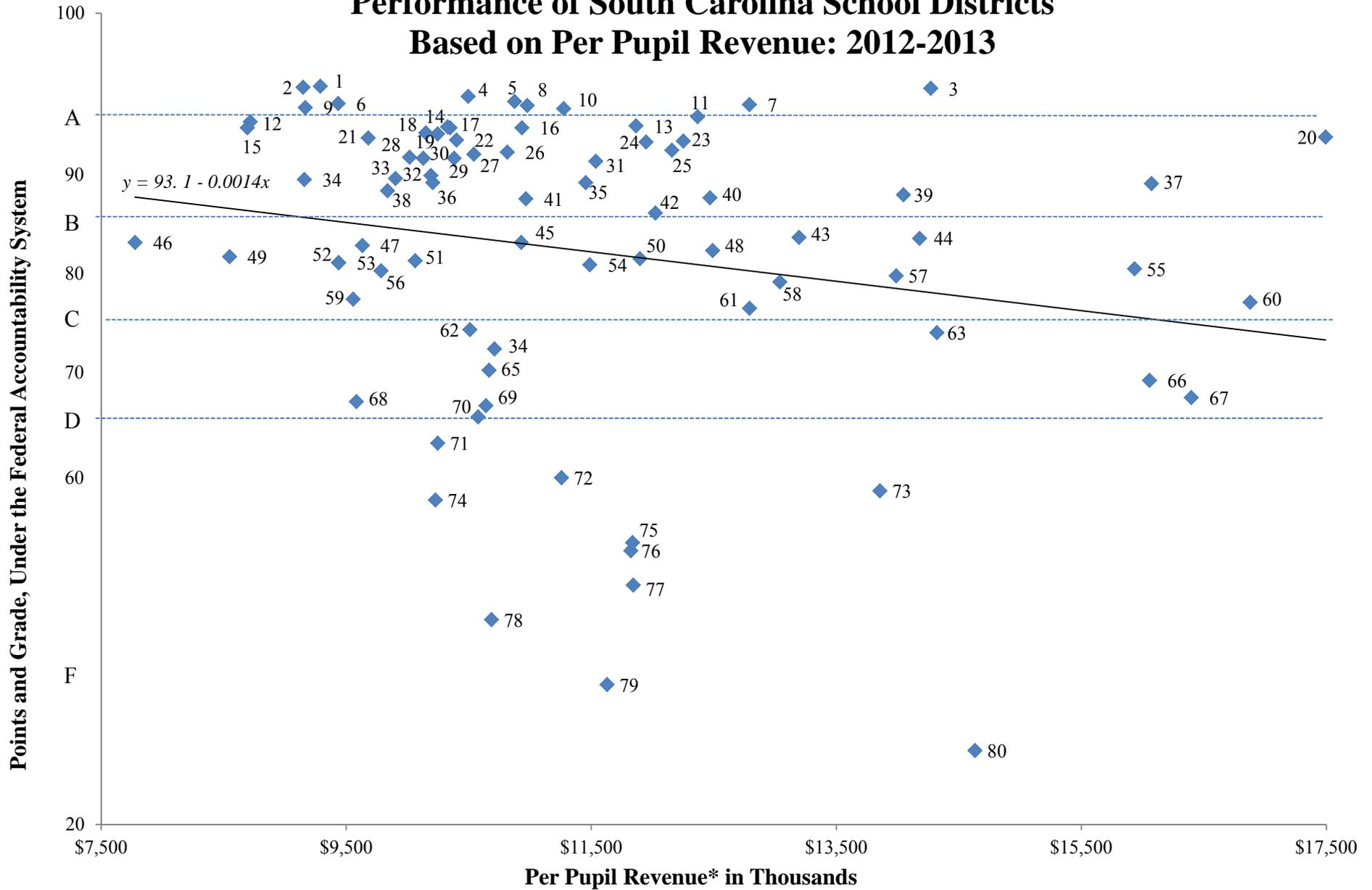
Folk Legends and Facts

Funding and Performance

Myth: Increasing funding improves learning outcomes.

Fact: On average, the higher the funding, the lower the performance.

Performance of South Carolina School Districts Based on Per Pupil Revenue: 2012-2013



Note: Numbers shown correspond to the districts indicated on the accompanying chart.

*Per pupil revenue includes local, state, and federal receipts, plus grants. It does not include bond revenue for major construction and renovation.

** Performance is based on student scores on standardized tests in math, science, social studies, and English; the percent of students tested; and high school graduation rates.

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37	Charleston	\$16,072	83.2 (B)
66	Fairfield	\$16,056	63.8 (D)
55	Richland 1	\$15,934	74.8 (C)
80	Jasper	\$14,632	27.3 (F)
63	Bamberg 2	\$14,321	68.5 (D)
3	York 2	\$14,271	92.6 (B)
44	Dorchester 4	\$14,180	77.8 (C)
39	Beaufort	\$14,048	82.1 (B)
57	Hampton 2	\$13,989	74.1 (C)
73	Orangeburg 3	\$13,856	52.9 (F)
43	Calhoun	\$13,196	77.9 (C)
58	Lexington 3	\$13,040	73.5 (C)
61	Orangeburg 5	\$12,792	70.9 (C)
7	Lexington 5	\$12,791	91.0 (A)
48	Georgetown	\$12,491	76.6 (C)
40	Richland 2	\$12,469	81.8 (B)
11	Horry	\$12,368	89.8 (B)
23	Bamberg 1	\$12,251	87.4 (B)
25	Anderson 4	\$12,158	86.5 (B)
42	Oconee	\$12,024	80.3 (B)
24	Spartanburg 3	\$11,947	87.3 (B)
50	Newberry	\$11,897	75.8 (C)
13	Lexington 1	\$11,865	88.9 (B)
77	Barnwell 19	\$11,843	43.6 (F)

No.	District	Per Pupil Revenue*	Performance Rating**
75	Williamsburg	\$11,837	47.8 (F)
76	Florence 4	\$11,823	47.0 (F)
79	Lee	\$11,629	33.8 (F)
31	York 1	\$11,537	85.4 (B)
54	Edgefield	\$11,488	75.2 (C)
35	Laurens 56	\$11,455	83.3 (B)
10	Spartanburg 5	\$11,275	90.6 (A)
72	Lexington 4	\$11,257	54.2 (F)
8	Spartanburg 1	\$10,978	90.9 (A)
41	Lexington 2	\$10,966	81.7 (B)
16	Darlington	\$10,934	88.7 (B)
45	Hampton 1	\$10,929	77.4 (C)
5	York 4	\$10,874	91.3 (A)
26	York 3	\$10,815	86.3 (B)
34	Colleton	\$10,710	66.9 (D)
78	Marlboro	\$10,686	40.2 (F)
65	Greenwood 50	\$10,666	64.8 (D)
69	Chester	\$10,640	61.3 (D)
70	Orangeburg 4	\$10,576	60.2 (D)
27	Florence 1	\$10,542	86.1 (B)
62	Cherokee	\$10,510	68.8 (D)
4	Greenwood 52	\$10,495	91.8 (A)
22	Berkeley	\$10,400	87.5 (B)
29	Barnwell 29	\$10,381	85.7 (B)
17	Kershaw	\$10,348	88.7 (B)
14	Abbeville	\$10,328	88.8 (B)
71	Florence 3	\$10,247	57.6 (F)

No.	District	Per Pupil Revenue*	Performance Rating**
19	Anderson 5	\$10,246	88.1 (B)
74	Marion 10	\$10,228	52.0 (F)
36	Saluda	\$10,206	83.3 (B)
32	Lancaster	\$10,191	84.0 (B)
18	Greenwood 51	\$10,150	88.2 (B)
30	Spartanburg 6	\$10,129	85.7 (B)
51	Laurens 55	\$10,063	75.6 (C)
28	Greenville	\$10,017	85.8 (B)
33	Pickens	\$9,902	83.7 (B)
38	Chesterfield	\$9,837	82.5 (B)
56	Sumter	\$9,785	74.6 (C)
21	Anderson 3	\$9,680	87.7 (B)
47	Florence 5	\$9,632	77.1 (C)
68	Barnwell 45	\$9,583	61.7 (D)
59	Clarendon 2	\$9,557	71.8 (C)
53	Aiken	\$9,438	75.4 (C)
52	Union	\$9,438	75.4 (C)
6	Anderson 2	\$9,434	91.1 (A)
1	Spartanburg 2	\$9,288	92.8 (A)
9	Dorchester 2	\$9,166	90.7 (A)
34	Florence 2	\$9,158	83.6 (B)
2	Spartanburg 4	\$9,148	92.7 (A)
12	Anderson 1	\$8,717	89.3 (B)
15	Clarendon 3	\$8,693	88.7 (B)
49	Dillon 4	\$8,548	76.0 (C)
46	Dillon 3	\$7,777	77.4 (C)
	State Average	\$11,438	83.8 (B)

*Per pupil revenue includes local, state, and federal receipts, plus grants. It does not include bond revenue for major construction and renovation.

** Performance is based on student scores on standardized tests in math, science, social studies, and English; the percent of students tested; and high school graduation rates.



It's Not Poverty, It's Not Money

Performance of Selected Schools (Elementary, Middle, and High)

<u>School</u>	<u>District</u>	<u>Poverty Level</u>	<u>Per Pupil Revenue¹</u>	<u>Score¹</u>	<u>Grade¹</u>
<u>Elementary</u>					
Whittaker	Orangeburg 5	96%	\$12,800	100%	A
Hollis Academy Magnet ²	Greenville	100%	\$10,000	97%	A
St. James-Santee	Charleston	96%	\$16,100	20%	F
<u>Middle</u>					
North Central	Kershaw	89%	\$10,300	92%	A
STEM Magnet ³	Orangeburg 3	100%	\$13,900	93%	A
Hopkins	Richland 1	89%	\$15,900	27%	F
<u>High</u>					
Loris	Horry	84%	\$12,400	93%	A
Military Magnet Academy ⁴	Charleston	94%	\$16,100	95%	A
Ridgeland-Hardeeville	Jasper	88%	\$15,900	34%	F

¹ Data from 2013. Revenue rounded to the nearest \$100 per student.

² Single gender classrooms magnet school

³ Science Technology Engineering and Math (STEM) magnet school

⁴ Military (100% JROTC) magnet school



SOUTH CAROLINA
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Folk Legends and Facts

Per Pupil Funding

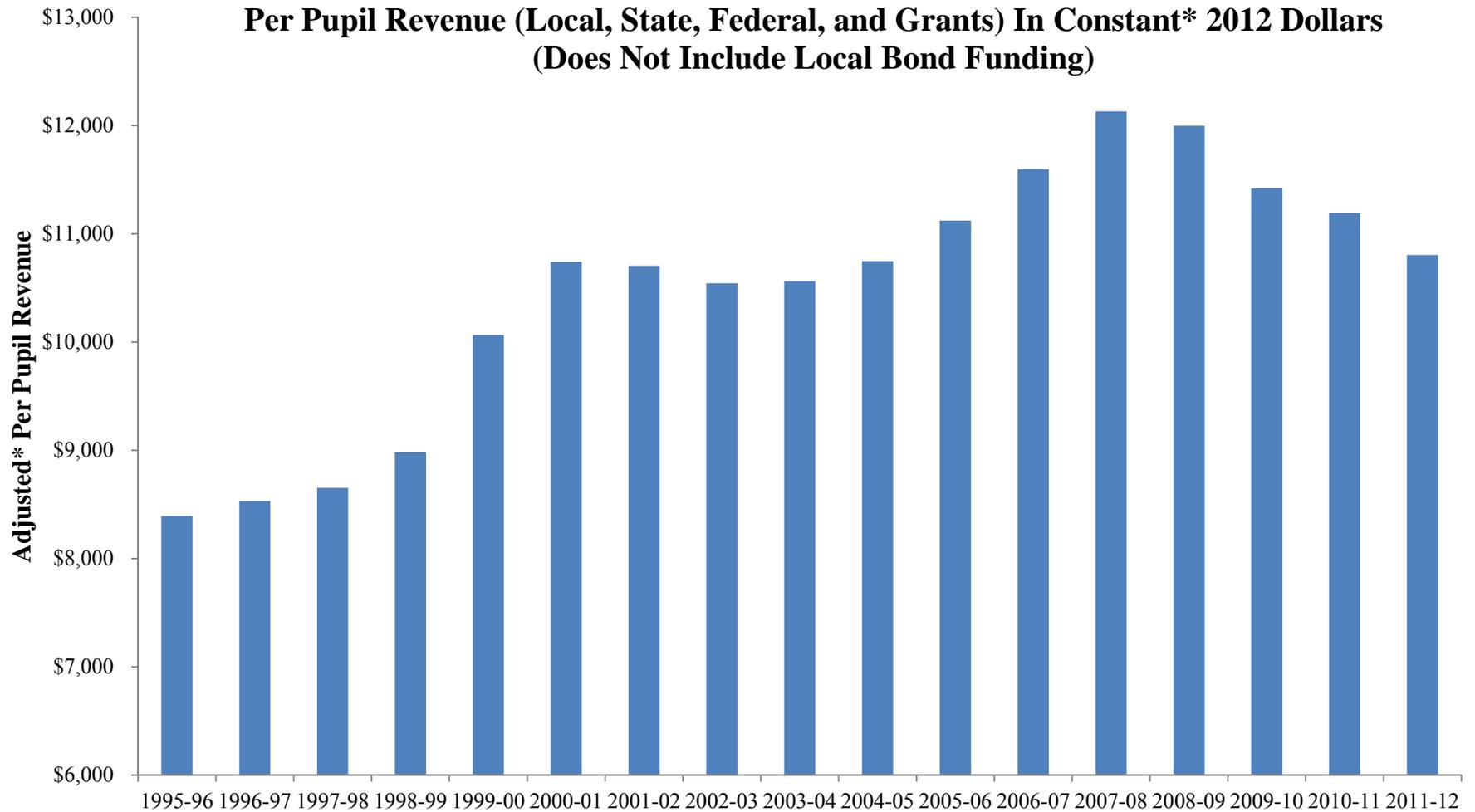
Myth: Funding for public education is down.

Fact: Since 1995, after controlling for inflation, total per pupil funding is up 34%.



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**Per Pupil Revenue (Local, State, Federal, and Grants) In Constant* 2012 Dollars
(Does Not Include Local Bond Funding)**



*After adjusting for inflation. Total Revenue does not include bond funding. Per pupil revenue for 2012-2013 is based on estimates received from the South Carolina budget & Control Board.

**Per Pupil Revenue in Constant* 2013 Dollars
(Does not Include Local Bond Funding)**

Fiscal Year	135-day Average Daily Membership	Total Local/State/Federal Revenue (excludes bonds and debt svc)	Unadjusted Revenue Per Pupil	Annual Inflation	Cumulative Inflation	Adjusted Per Pupil Revenue (constant \$)	Cumulative Per Pupil Increase
2012-13	693,967	\$7,628,966,566	\$10,993	5.0%	53.6%	\$10,993	34.2%
2011-12	687,261	\$7,575,120,237	\$11,022	1.7%	46.3%	\$11,276	37.6%
2010-11	683,053	\$7,617,669,427	\$11,152	3.6%	43.9%	\$11,591	41.5%
2009-10	682,607	\$7,623,961,371	\$11,169	1.6%	38.9%	\$11,864	41.3%
2008-09	681,502	\$7,782,260,849	\$11,419	-0.4%	36.7%	\$12,542	48.6%
2007-08	683,365	\$7,547,671,312	\$11,045	3.8%	37.2%	\$12,471	47.6%
2006-07	679,328	\$6,976,717,927	\$10,270	2.8%	32.2%	\$11,781	40.2%
2005-06	672,560	\$6,520,806,777	\$9,696	3.2%	28.6%	\$11,378	36.9%
2004-05	665,124	\$6,091,091,784	\$9,158	3.4%	24.6%	\$11,037	33.0%
2003-04	661,376	\$5,795,952,863	\$8,763	2.7%	20.5%	\$10,921	29.2%
2002-03	656,898	\$5,557,806,946	\$8,461	2.3%	17.4%	\$10,881	27.7%
2001-02	652,468	\$5,430,947,244	\$8,324	1.6%	14.7%	\$11,005	29.0%
2000-01	648,023	\$5,264,724,871	\$8,124	2.8%	12.9%	\$11,149	30.2%
1999-00	648,410	\$4,755,945,310	\$7,335	3.4%	9.8%	\$10,026	21.3%
1998-99	648,899	\$4,265,497,151	\$6,573	2.2%	6.2%	\$9,129	11.7%
1997-98	644,504	\$4,016,099,665	\$6,231	1.6%	3.9%	\$8,965	9.9%
1996-97	637,921	\$3,782,775,151	\$5,930	2.3%	2.3%	\$8,531	4.2%
1995-96	631,161	\$3,533,813,976	\$5,599	0.0%	0.0%	\$8,192	0.0%

Notes:

Inflation index used is CPI.

Student headcounts are average daily membership (ADM) for geographic public school districts. The SC School for the Deaf and Blind, the Governor's Schools, the Department of Juvenile Justice, SC Public School District, and Palmetto Unified School Districts, or other alternative schools are excluded.

Revenue includes local, state, and federal receipts, plus grants. It does not include bond revenue for major construction and renovation.



Introduction: The Effects

International Comparisons

- The United States education system leads the world in one area—spending per student. A 2013 report by the Office of Economic Cooperation and Development (OECD) found that average spending is now up to \$15,171 per student.
- While spending is up, learning is down. Of the OECD countries, the U.S. is 14th for reading comprehension and 25th in mathematics.



Folk Legends and Facts

Our Classrooms are Overcrowded

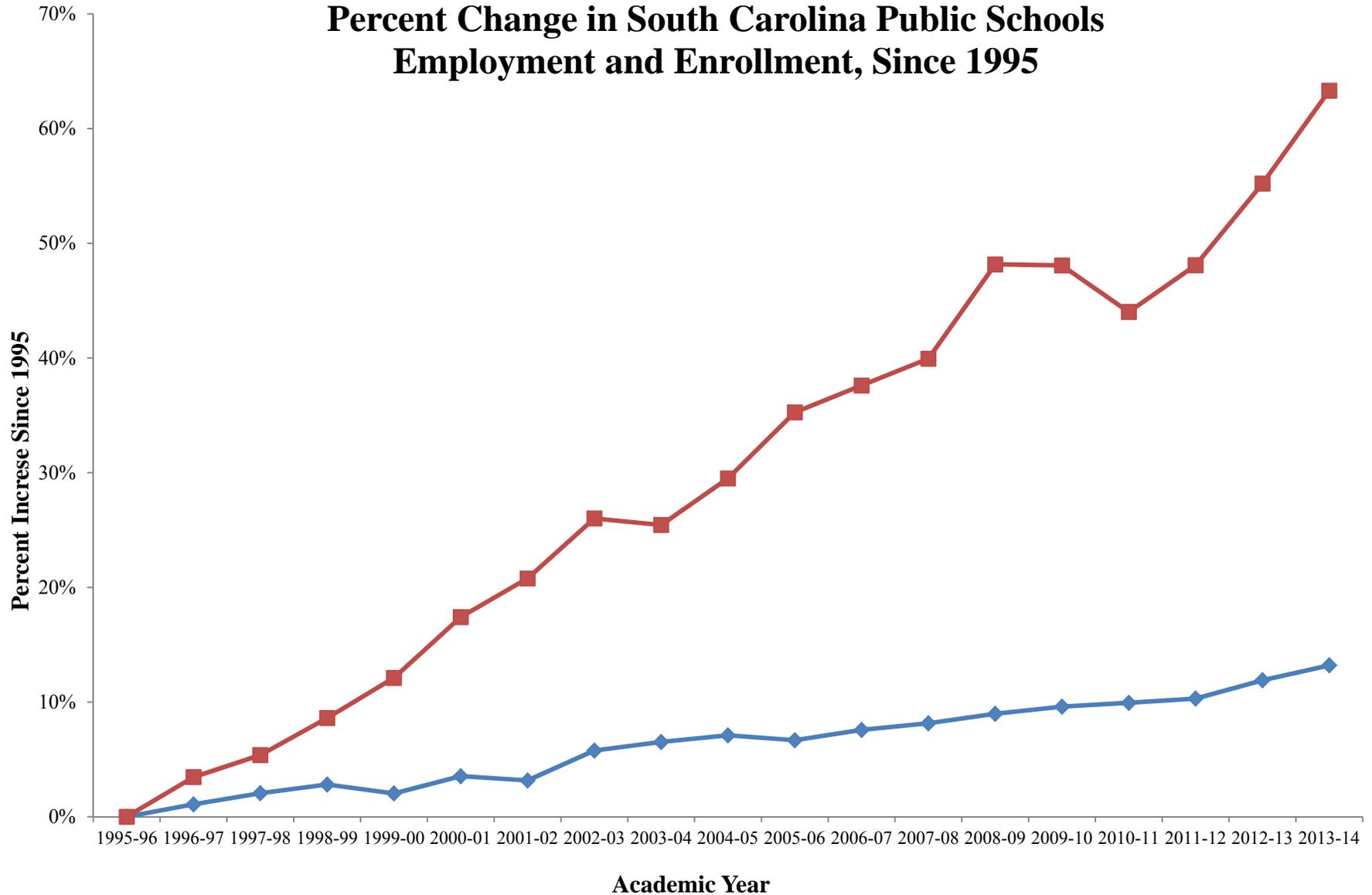
Myth: Classrooms are overcrowded with too many students.

Fact: Since 1995, student enrollment in SC has increased 12%. The number of teachers and administrators has increased 55%.

Since 1995, for every additional classroom of 21 students added to our system, 7 additional teachers or administrators have been hired.

Currently, there are only 10 students for every teacher or administrator in our system.

Percent Change in South Carolina Public Schools Employment and Enrollment, Since 1995



Note: Enrollment includes all students (K-12).

Source: South Carolina Department of Education. Data as reported by the National Center for Education Statistics.



Introduction: Background

Steady Drop in Productivity

In 1970, public schools employed one teacher for every 22.3 students. In 2012, there are only 15.2 students for each teacher. This represents a one-third drop in “productivity.” Yet math and reading scores, as well as graduation rates, remain essentially unchanged. (U.S. Department of Education, *Digest of Education Statistics*, cited in Jay P. Greene, “The Imaginary Teacher Shortage,” *The Wall Street Journal*, October 9, 2012.)



Funding Education: Class Size

- The number of students-per-teacher in public schools in the U.S. shrank between 1955 and 2005 from 29.6 to 15.5. In other words class sizes are half what they were 50 years ago. (U.S. Department of Education, National Center for Education Statistics)
- The research on class size is clear, despite the fact that many do not like it. Only very large reductions in class size, of at least 7 students in a 22-student classroom, will affect student learning—and then only for early grades and for students of poverty. (Class Size: *What Research Says and What it Means for State Policy*, G. J. Whitehurst and M. M. Chingos, Brown Center on Education Policy at Brookings, Washington, DC, 2011)



Classroom Size Reduction: Expensive, and Not Very Effective

An analysis of over 800 studies of the factors contributing to student achievement concluded that of 138 possible interventions, classroom size reduction was ranked 106th. (J. Hattie, *Visible Learning: A synthesis of over 800 meta-analyses relating to achievement*, 2009)

Class size reductions are less effective than

- increasing teacher compensation
- providing extra-curricular classes

(Office of Economic Cooperation and Development, *PISA 2009 results: Overcoming social background-equity in learning opportunities and outcomes (Vol. II)*, Paris, 2010)

Cited in: *Chiefs Pocket Guide to Class Size: A synthesis of historical class size research literature for use by Chief State School Officers and state education agency staff*, Spring, 2012.



Instructors: Who Teaches It (Compensation)

Class Size Reduction:
Neither Very Effective Nor Cost Efficient

These interventions are more effective than class size reduction:

- Curriculum reform
- Education workforce reconstitution
- Charter school enrollment

(G. Whitehurst, “Don’t forget curriculum” *Brown Center Letters on Education* #3, 2009)

These interventions are more cost-efficient than class size reduction:

- Computer aided instruction
- Cross-age tutoring
- Early childhood programs
- Increased instructional time

(D. Harris, “Toward policy-relevant benchmarks for interpreting effect sizes: Combining effects with costs,” *Educational Evaluation and Policy Analysis*, 2009)
Cited in: *Chiefs Pocket Guide to Class Size: A synthesis of historical class size research literature for use by Chief State School Officers and state education agency staff*, Spring, 2012.



The Class Size Salary Trade-Off

- Expanding the number of teachers without major salary increases means selectivity goes down and the additional teachers are likely to be weaker than current ones.
- There is a trade-off between the number of teachers and the salaries that can be offered. While the number of teachers has increased since 1970 from 2.06 to 3.27 million (59%), salaries, adjusted for inflation, have increased only 11%. (USDE Digest of Education Statistics).
- “Imagine what kinds of teachers we might be able to recruit if those figures had flipped and we were offering [60%] more pay without having changed student-teacher ratios.” (Prof. Jay P. Greene, Univ. of Arkansas, *WSJ*, October. 9, 2012)



SOUTH CAROLINA
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Folk Legends and Facts

In Conclusion

“If you remember only one thing from what I say today, please make it this: to prepare our children for the future they will face, public education has to change.... And there is growing agreement in this country about what we need to do.”

Arne Duncan

U.S. Secretary of Education

June 20, 2014, Austin, TX

National Parent Teacher Association

Convention