



SC EDUCATION OVERSIGHT COMMITTEE

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EDUCATION OVERSIGHT COMMITTEE

AGENDA

**Monday, June 9, 2014
1:00 p.m.
433 Blatt Building**

I. Approval of the Minutes of April 28, 2014 Mr. Whittemore

II. Subcommittee Reports

A. Academic Standards and Assessments Dr. Merck
Update on Legislation and Cyclical Review
of Standards

B. EIA and Improvement Mechanisms Mr. Martin
Action: 2012-13 Teacher Loan Program
Information: Report on Online Education in South Carolina
Information: Update on FY2014-15 General Appropriations Bill

C. Public Awareness Subcommittee Mrs. Hairfield

III. Special Report: Model District Reading Plans Dr. Knight

IV. Discussion of Readiness Assessments Mrs. Barton

Adjournment

David Whittemore
CHAIR

Daniel B. Merck
VICE CHAIR

J. Phillip Bowers

Anne H. Bull

Mike Fair

Margaret Anne Gaffney

Barbara B. Hairfield

Nikki Haley

R. Wesley Hayes, Jr.

Alex Martin

John W. Matthews, Jr.

Joseph H. Neal

Andrew S. Patrick

Neil C. Robinson, Jr.

J. Roland Smith

Patti J. Tate

John Warner

Mick Zais

Melanie D. Barton
EXECUTIVE DIRECTOR

SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE
Minutes of the Meeting
April 28, 2014

Members in Attendance: Mr. David Whittemore (Chair); Dr. Danny Merck (Vice Chair); Mr. Phillip Bowers; Ms. Anne Bull; Sen. Mike Fair; Ms. Margaret Anne Gaffney; Mrs. Barbara Hairfield; Sen. Wes Hayes; Mr. Alex Martin; Sen. John Matthews; Rep. Andy Patrick; Rep. Roland Smith; Mr. John Warner; and Dr. Mick Zais.

EOC Staff Present: Dr. Kevin Andrews; Mrs. Melanie Barton; Ms. Paulette Geiger; Dr. Rainey Knight; and Ms. Dana Yow.

Mr. Whittemore called the meeting to order. He reminded the members of the EOC that South Carolina ETV was telecasting live the committee's proceedings. The House of Representatives, with support of ETV, has equipped several of the full committee rooms in the Blatt Building with the capability of being live-streamed. Working with the Clerk of the House, the EOC is now able to live-stream full committee meetings. Mr. Whittemore then congratulated Danny Merck on becoming the new superintendent of the Pickens County School District.

Mr. Whittemore asked if there were no objections that he wanted to amend the agenda to allow for two changes to the agenda. First, before the EOC takes up the high school biology standard, H.B.5, Senator Fair would like to make a brief presentation. And, second, the chairman and vice chairman of the EOC have asked the South Carolina Department of Education to update the EOC on where South Carolina standards are moving forward with a summative assessment of the new English language arts and mathematics standards for school year 2014-15. There being no objections to the two changes, the agenda was amended.

The first order of business was the approval of the minutes of the February 10, 2014 as submitted. Senator Hayes moved to approve the minutes, and Rep. Smith seconded the motion. The minutes as submitted were approved.

Senator Fair presented a PowerPoint that focused on the theory of Darwinism as it relates to natural selection. Senator Fair referred to several scientific discoveries including the Big Bang Theory, heat wave ripples, and the Cambrian explosion that present alternative scientific explanations to macroevolution. Sen. Fair concluded by stating that his desire was that students in South Carolina understand the controversy over evolution with scientific data.

Senator Fair made a motion that the high school biology standard not be adopted and instead he proposed adding another student performance indicator, H. B.5C4 as noted below. Mr. Bowers second the motion. Discussion ensued.

H.B.5C.4. (NEW)

Construct scientific arguments that seem to support and scientific arguments that seem to discredit Darwinian natural selection

Mrs. Hairfield acknowledged that teachers should teach from multiple perspectives using scientific methodology and not religion or morals. Sen. Fair concurred stating that the proposed amendment does not include religion but a theory. Mr. Warner argued against the amendment. He agreed that science should always be critically analyzed but that until an alternative theory has been proven then teachers should teach the science. Rep. Patrick called the question. The

EOC voted by a vote of 7 to 4 to approve the amendment which will now be forwarded to the State Board of Education for its consideration.

Then, Dr. Nancy Busbee, Deputy Superintendent for the Division of Accountability at the South Carolina Department of Education, presented information on the 2014-15 assessment issues facing the state. Dr. Busbee chronicled the actions taken by the State Board of Education in 2012 to join the Smarter Balanced Consortium and recent action by the State Superintendent of Education to withdraw from the Smarter Balanced Consortium. Dr. Busbee discussed the steps that would be taken to process a request for proposal (RFP) to secure assessments for 2014-15. The agency has asked that the chair of the State Board and the EOC appoint two members from each entity to assist in developing the RFP and one member from each to serve on the committee to review the proposals received. Dr. Busbee concluded by discussing Act 155 of 2014 and H.3893 which was still being debated in the General Assembly.

EOC members including Sen. Hayes, Sen. Matthews and Rep. Patrick asked questions about the timeline, the impact of the decision to leave Smarter Balanced on the field tests, and the future of the Smarter Balanced Assessment. EOC members expressed support that the current standards in English language arts and mathematics, which are college and career ready standards and which are to be implemented fully in school year 2014-15, must continue to be implemented and assessed.

Subcommittee reports were then received.

Dr. Merck reported for the Academic Standards and Assessments Subcommittee on the completion of the cyclical review of the accountability system. Because the report is a recommendation of the subcommittee, it did not require a second. Discussion of the report then ensued. Mr. Warner noted that the report in its final form was much better than what was originally stated. He cautioned the committee that there are very challenging statements in the report that will require bold and transformative actions to implement. The Committee approved the report with Mr. Warner asking to be reported as voting no.

Mrs. Barton provided an update on the Fiscal Year 2014-15 appropriation bill which is still being considered and debated by the Senate Finance Committee.

Mrs. Hairfield reported for the Public Awareness Subcommittee on the 2014-15 communications plan for the agency. The plan to engage the media, parents, educators, legislators and business in education improvement was approved. Mrs. Hairfield noted that the EOC will collaborate with South Carolina ETV to document summer reading camps this summer. The plan was approved. The parent survey report for 2013 was also provided to the full EOC.

Finally, Mrs. Hairfield reported on the recommendations of the P-20 Reading Initiative which had been reviewed and approved by the Academic Standards and Assessments Subcommittee. Mr. Warner spoke against the recommendations, expressing his belief that the recommendations were too prescriptive for teachers. Sen. Matthews countered that expanding the knowledge-base of teachers should not be confused with being too prescriptive or bureaucratic. The report passed with Mr. Warner asking to be recorded as voting no.

There being no further business, the meeting was adjourned.

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: EIA and Improvement Mechanisms

Date: June 9, 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.
May, 2014 – Final Report Completed – minor changes to draft report.

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



**SC EDUCATION
OVERSIGHT COMMITTEE**

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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 all students in South Carolina primarily 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). Second 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. Some school districts offer online instruction for specific classes, however, these course offerings are only available to students in those school districts. Students enrolled in these classes are not currently identifiable through the student information system.

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 traditional learning to completely online or blended learning. Only 99 of these studies compared traditional learning to completely online 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. For each survey three groups of respondents were created, based on the type of school the student is enrolled in:

- 1) schools not associated with the Public Charter School District,
- 2) traditional schools of the Public Charter School District, and
- 3) 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 schools that are not associated with the Public Charter School District and virtual schools that are associated with the Public Charter School District. It was not assumed that respondents associated with traditional schools of the Public Charter School District were similar to respondents associated with non-Public Charter School District

schools because they attend a brick and mortar school, or to respondents of online 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, there are minimal differences by gender, and 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 by race/ethnicity and meals status nearly the same. The distributions for PASS Reading are similar across groups; however, for PASS Mathematics a larger percentage of students in the traditional learning setting for first testing score at the exemplary level, and a smaller percentage score at the Not Met level.

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

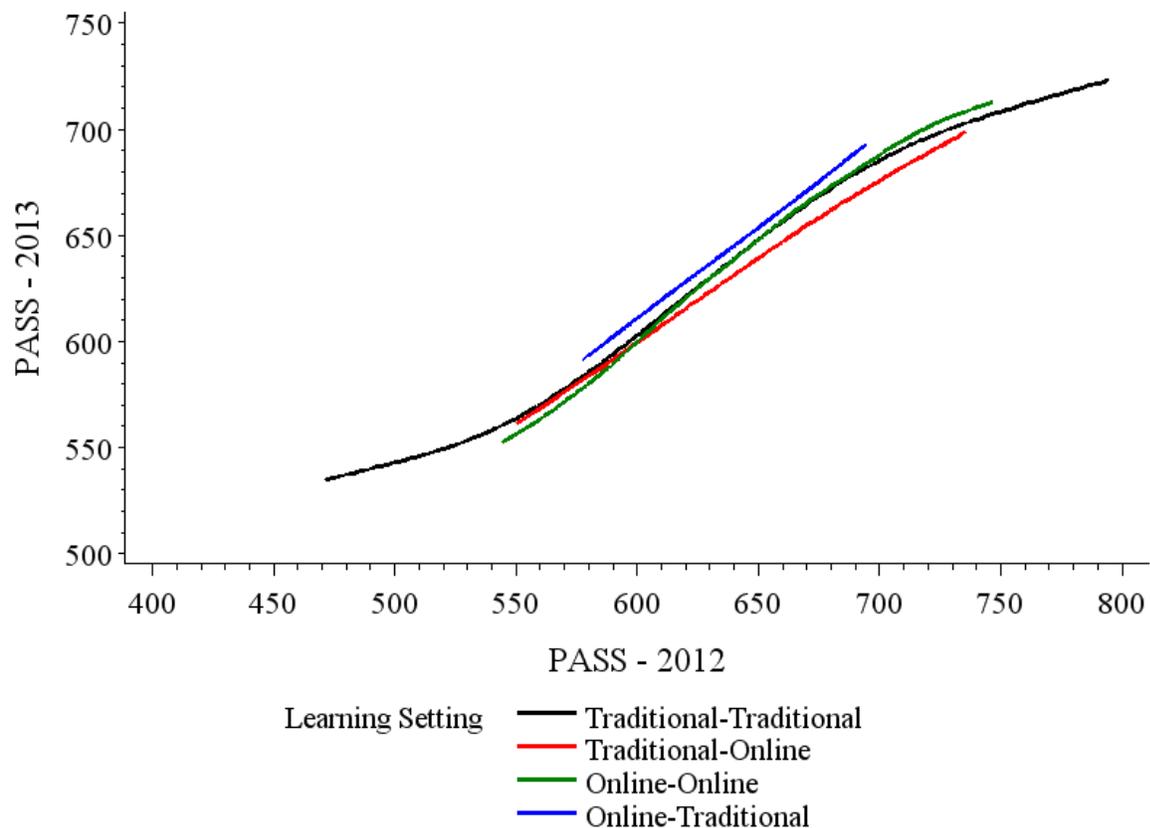
| Demographic | Learning Setting (2012 – 2013) | | | |
|--------------------------|--------------------------------|----------------------|-----------------|----------------------|
| | Traditional – Traditional | Traditional – Online | Online – Online | Online - Traditional |
| Gender | | | | |
| Female | 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) |
| 2012 PASS Reading | | | | |
| Exemplary | 133,493 (42) | 421 (44) | 544 (43) | 639 (38) |
| Met | 103,616 (32) | 320 (34) | 407 (32) | 526 (32) |
| Not Met | 82,037 (26) | 209 (22) | 324 (25) | 500 (30) |
| 2012 PASS Math | | | | |
| Exemplary | 113,152 (35) | 345 (36) | 264 (21) | 242 (15) |
| Met | 122,205 (38) | 347 (36) | 506 (40) | 662 (40) |
| Not Met | 84,047 (26) | 257 (27) | 507 (40) | 762 (46) |
| 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 | 2024661.62 | 11771 | 11.36 | <.0001* |
| Grade Level | 5 | 29483.00 | 5897 | 5.69 | <.0001* |
| Grade Level * PASS Reading | 257 | 472891.46 | 1840 | 1.78 | <.0001* |
| Learning Setting | 3 | 32512.08 | 10837 | 10.45 | <.0001* |
| Learning Setting * PASS Reading | 375 | 482318.98 | 1286 | 1.24 | 0.0010* |
| Learning Setting * Grade Level | 15 | 9657.87 | 644 | 0.62 | 0.8604 |
| Learning Setting * Grade Level * PASS Reading | 156 | 161749.58 | 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 grade level and PASS Reading. There is no interaction of PASS Reading and learning setting, which suggests that the slopes of the line predicting 2013 PASS scores from 2012 PASS scores do not differ by learning setting, which is consistent with the visual presentation of Figure 2. 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. The goal of propensity score matching is to compare groups that are more similar to one another. The demographics of propensity score matched students are presented in Table 4. Notice that for each variable, nearly identical percentages of students are in the traditional and online groups, which is evidence of the effectiveness of the matching.

Table 4. Demographics of elementary and middle school students after propensity score matching.

| Demographic | Learning Setting (2012 – 2013) | |
|------------------------|--------------------------------|-----------------|
| | Traditional – Traditional | Online – Online |
| Gender | | |
| Female | 606 (48) | 613 (49) |
| Male | 653 (52) | 645 (51) |
| Race/Ethnicity | | |
| African-American | 187 (15) | 196 (16) |
| Hispanic | 38 (3) | 45 (4) |
| White | 993 (79) | 971 (77) |
| Meal Status | | |
| Full-Pay | 584 (46) | 614 (49) |
| Subsidized | 675 (54) | 643 (51) |
| PASS Reading Level | | |
| Exemplary | 485 (39) | 538 (43) |
| Met | 437 (35) | 399 (32) |
| Not Met | 336 (27) | 318 (25) |
| PASS Mathematics Level | | |
| Exemplary | 364 (29) | 261 (21) |
| Met | 501 (40) | 499 (40) |
| Not Met | 393 (31) | 497 (40) |
| Total* | 1,259 | 1,258 |

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

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 5.

Table 5. 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 | 1717.93 | 1717.93 | 1.44 | 0.2295 |
| Propensity Score | 1 | 17000.28 | 17000.28 | 14.29 | 0.0002* |
| Learning Setting * Propensity Score | 1 | 1411.20 | 1411.20 | 1.19 | 0.2761 |
| PASS Reading | 1 | 277155.16 | 277155.16 | 233.05 | <.0001* |
| Learning Setting * PASS Reading | 1 | 1901.45 | 1901.45 | 1.60 | 0.2062 |
| PASS Reading * Propensity Score | 1 | 17953.81 | 17953.81 | 15.10 | 0.0001* |
| Learning Setting * Propensity Score * PASS Reading | 1 | 1680.51 | 1680.51 | 1.41 | 0.2347 |

* Statistically Significant at the .05 level.

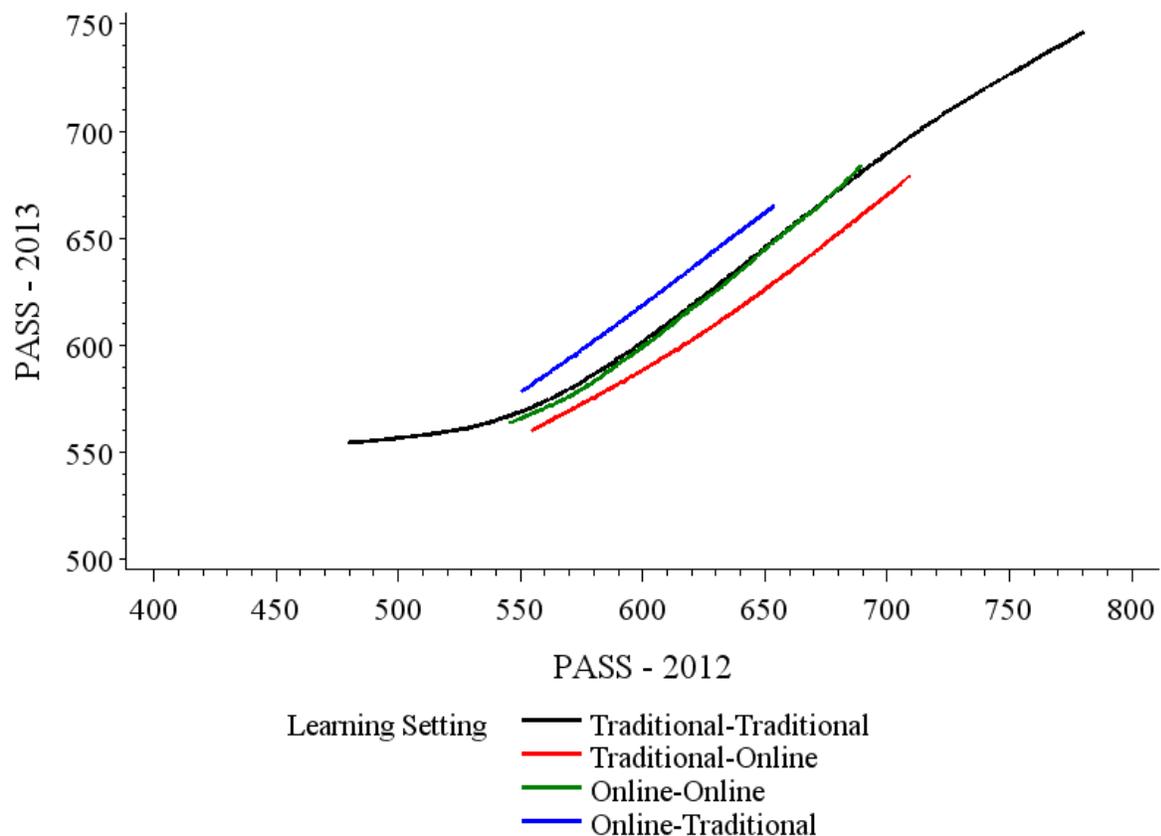
As with the previous analysis, the inclusion of all covariates and interactions in the model were to ensure that should differences be observed by learning setting, that these differences could be attributed uniquely to learning setting. The interaction of PASS Reading and propensity score is statistically 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 6. 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 6, 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 7), 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 7. 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 | 998.96 | 998.96 | 1.75 | 0.1857 |
| Propensity Score | 1 | 12162.95 | 12162.95 | 21.34 | <.0001* |
| Learning Setting * Propensity Score | 1 | 279.02 | 279.02 | 0.49 | 0.4842 |
| PASS Mathematics | 1 | 24813.00 | 24813.00 | 43.53 | <.0001* |
| Learning Setting * PASS Mathematics | 1 | 1131.153 | 1131.153 | 1.98 | 0.1591 |
| PASS Mathematics * Propensity Score | 1 | 29225.92 | 29225.92 | 51.27 | <.0001* |
| Learning Setting * Propensity Score * PASS Mathematics | 1 | 260.51 | 260.51 | 0.46 | 0.4991 |

* 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. There is an interaction between PASS Mathematics and propensity score, which suggests that the relationship between 2012 PASS and 2013 PASS differs by propensity score. There is a statistically significant relationship for PASS Mathematics which was expected, and for propensity score. Most importantly, there does not appear to be a statistically significant relationship for learning setting, which indicates that there is no 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 analysis, 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 English I EOCEP scores from the most recent PASS Reading scores. No interaction effects were statistically significant. Only one main effect, the effect of PASS Reading & Research was statistically significant, which was

expected because higher levels of PASS Reading in 2012 are associated with higher levels of PASS Reading in 2013. The focus of this investigation is on the main effect of learning setting, which was not statistically significant, which means that for these data there are no differences in student learning from 2012 PASS to 2013 PASS by learning setting.

Table 8. Predicting EOCEP English I 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 9 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 9. 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 10 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 10. 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 |
| Non-PCSD | 1 | 8 | 11 | 40 | 40 | 139.069 |
| Teachers | | | | | | |
| PCSD | 0 | 1 | 4 | 31 | 64 | 166 |
| Online | 0 | 1 | 0 | 20 | 79 | 158 |
| Non-PCSD | 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 |
| Non-PCSD | 2 | 3 | 8 | 49 | 38 | 64,671 |

Table 11 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 11. 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 |
| Non-PCSD | 1 | 8 | 11 | 40 | 40 | 139,069 |
| Teachers | | | | | | |
| PCSD | 0 | 0 | 2 | 28 | 70 | 167 |
| Online | 17 | 0 | 0 | 6 | 76 | 161 |
| Non-PCSD | 0 | 2 | 4 | 27 | 67 | 40,187 |
| Parents | | | | | | |
| PCSD | 5 | 3 | 10 | 52 | 30 | 215 |
| Online | 2 | 2 | 4 | 43 | 49 | 302 |
| Non-PCSD | 4 | 3 | 10 | 54 | 2 | 64,658 |

Results for respondents' perceptions of home and school relations are presented in Table 12. 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 12. 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 |
| Non-PCSD | 1 | 7 | 6 | 29 | 57 | 139,069 |
| Teachers | | | | | | |
| PCSD | 1 | 0 | 7 | 30 | 62 | 167 |
| Online | 0 | 1 | 5 | 29 | 65 | 160 |
| Non-PCSD | 0 | 5 | 12 | 39 | 44 | 40,424 |
| Parents | | | | | | |
| PCSD | 2 | 4 | 7 | 57 | 29 | 215 |
| Online | 17 | 1 | 6 | 35 | 42 | 266 |
| Non-PCSD | 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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EDUCATION OVERSIGHT COMMITTEE

Subcommittee: EIA and Improvement Mechanisms

Date: June 9, 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 South Carolina 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.

June 9, 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 and Dr. Jennifer Garrett 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. In Fiscal Year 2013-14, the legislature appropriated \$5,089,881 to 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 |
| 2013-2014 | 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 six 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 a large portion of 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),

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.

and mathematics and 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 |

Source: CERRA

** Note: Typically, between two and three school districts do not participate in the survey.*

*** Number of Vacant Teacher Positions is reported in full-time equivalents (FTEs)*

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.

Data provided by the Center for Educator Recruitment, Retention and Advancement (CERRA) on the Teaching Fellows Program documents that between 2000 and 2009 there have been 1,659 Teaching Fellows awards made. Of these awards, 1,275 or 76.9 percent of the students who initially received the fellowship graduated. Of the 1,275 Fellows who graduated, 921 are employed in 74 public school districts in South Carolina as of March 2014. Below is a chart that describes the information in greater detail.¹²

Table 14
Breakdown of Teaching Fellows Graduates (2000-2009 Cohorts)

| | |
|--|--------------|
| Teaching in SC public school district for loan forgiveness | 448 |
| Loan satisfied through teaching service, and still employed in SC public school district | 473 |
| In repayment | 178 |
| In deferment | 63 |
| Loan satisfied through teaching service, but no longer employed in SC public school district | <u>113</u> |
| Total | 1,275 |

Source: CERRA

Working with the Commission on Higher Education, the South Carolina Student Loan, and the South Carolina Department of Education, specific data files from the three organizations were merged and cross-referenced to determine how the scholarship programs interact with the Teacher Loan Program. Table 15 shows over the last 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.

¹² “Teaching Fellows Program, Data from 2000- 2009 Cohorts,” CERRA, provided in an email from Jane Turner to Melanie Barton, April 15, 2014.

Table 15
Loan Recipients Serving in SC schools and Received these 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 16 shows the total number of scholarship recipients each year. It is a duplicated count across years.

Table 16
Total Number of Scholarship Recipients for the Fall Terms

| Year | LIFE | Palmetto Fellows | Hope |
|------|--------|------------------|---------|
| 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 17).

Table 17
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 as education majors (Table 18). 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 18
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 19). 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 19
Mean SAT Scores¹³

| 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.”¹⁴ The following table is a comprehensive list of the status of all borrowers:

Table 20
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

¹³ 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).

¹⁴ 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 21).

Table 21
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 22).

Table 22
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 23). Approximately 8 percent were employed in other positions, working in public schools in typically administrative rather than direct instructional capacities.

Table 23
Loan Recipients Employed in Public Schools By 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 24 documents the primary area of certification of all Teacher Loan recipients who were employed in public schools in 2012-13.

Table 24
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 regular 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 January 2014.¹⁵ Table 25 documents the total number of teachers hired and leaving school districts since 2001 as documented by CERRA.

**Table 25
Teachers Hired and Leaving, 2001-2013¹⁶**

| 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 | 5,797.70 | 5,003.50 |

Source: CERRA

The total number of teachers hired in South Carolina's public school districts and special schools this year was 5,797.70, 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.

¹⁵ *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>.

¹⁶ *Ibid.*

Table 26
Source of FTEs Filled by Newly Hired Teachers¹⁷

| | 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 27
New Hires by Alternative Certification Programs, 2013-14 and 2012-13¹⁸

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

Source: CERRA

¹⁷ “Fall 2012 and Fall 2013, Teacher/Administrator Supply and Demand Surveys, Center for Educator for Educator Recruitment & Advancement.”

¹⁸ 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 28 and 29 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.”¹⁹

Table 28
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 29
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%) | 18 (0.3%) | 28 (0.3%) |
| Caucasian | 350 (77.8%) | 757 (57.0%) | 6,016 (84.0%) | 7,123 (79.7%) |
| Hispanic | 3 (0.7%) | 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 |

¹⁹ 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.²⁰

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 institutions 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

²⁰ 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 Claffin 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.²¹

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.

²¹ 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.

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, Education Oversight Committee
FROM: Melanie Barton *Melanie Barton*
DATE: May 27, 2014
IN RE: H.4701, 2014-15 General Appropriations Bill

On May 14, 2014 the Senate completed its consideration of the H.4701, the 2014-15 General Appropriations Bill. The House of Representatives has adjourned debate on the budget until Tuesday, May 27, 2014.

Both the House and the Senate recommended the following:

Implementation of the EOC funding model with minor changes in weights at a base student cost of \$2,120;

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;

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;

Funding of digital instructional materials at \$12.0 million;

Funding of the Office of First Steps to School Readiness and SC Public Charter School District with EIA revenues; and

Lottery funds of \$29.9 million for K-5 and 6-8 reading, math, science and social studies programs.

David Whittemore
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Andrew S. Patrick

Neil C. Robinson, Jr.

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Unlike the House, the Senate 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. The expansion would be funded with \$24.4 million increase. The following chart explains the appropriations level for CDEPP as recommended by the Senate:

CDEPP Funding, FY2014-15, Per Senate Version of H.4701

| | SCDE | OFS | Total |
|---|--------------|-------------|---------------------|
| Eligible Children in Districts with 75% or more Poverty Index | \$34,324,437 | \$9,767,864 | \$44,092,301 |
| Expansion to Districts with 68.4% or more Poverty Index | \$15,807,402 | \$8,557,878 | \$24,365,280 |
| | | | \$68,457,591 |

2. Creation of a South Carolina Community Block Grants for Education Pilot Program at the EOC to award grants to districts and up to \$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.

Attached is a detailed, line-by-line budget for the EIA. It should be pointed out that the Board of Economic Advisors this week increased the EIA revenue projections for the current fiscal year and for Fiscal Year 2014-15. The revenue estimate for the current fiscal year is approximately \$4.0 million more than originally projected and for FY2014-15, the increase is \$2,321,207.

Education Improvement Act

2014-15

| | 2013-14 Base Appropriation | EOC | GOVERNOR | HOUSE | Senate | 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) | Governor and House: Funded through EFA |
| Aid to Districts | 37,736,600 | | | (\$350,000) | (\$350,000) | House: Transferred to new line item under partnerships for SC Autism Society Senate: Transferred to EOC for SC Autism Society |
| School Health & Fitness Act -- Nurses | 6,000,000 | | | | | |
| Tech Prep | 3,021,348 | | | | | |
| Modernize Vocational Equipment | 6,359,609 | | \$322,797 | \$322,797 | \$322,797 | Governor, House and Senate: Consolidate EIA & General Funds |
| Arts Curricula | 1,187,571 | | | | \$300,000 | Senate: 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) | Governor, House and Senate: Funded through EFA |
| High Schools That Work | 2,146,499 | | | | | |
| EEDA | 7,315,832 | | | | (\$1,302,000) | Senate: Transferred to Department of Commerce per Act funding for Regional Education Centers |
| Subtotal | 240,328,013 | | | | | |
| 2. Student Testing | | | | | | |
| Personal Service Classified Positions | 488,518 | | | | | |
| Other operating Expenses | 332,948 | | | | | |
| Assessment / Testing | 24,761,400 | | \$2,500,000 | \$2,500,000 | \$2,500,000 | Governor, House and Senate: Transfer from High Achieving Students for cost of assessments |
| 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 House and Senate: Funded Instructional Materials at total of \$29,493,095 |
| Instructional Materials Non-Recurring | 8,000,000 * | | | | | |
| Subtotal | 35,637,846 | | | | | |
| 4. Assistance, Intervention, & Reward | | | | | | |
| Personal Service Classified Positions | 1,236,436 | | | | | |
| Other Operating Expenses | 1,174,752 | | | | | |

Education Improvement Act

2014-15

| | 2013-14 Base Appropriation | EOC | GOVERNOR | HOUSE | Senate | Explanation |
|---------------------------------------|----------------------------|--------------|--------------|--------------|--------------|--|
| EAA Technical Assistance | 6,000,000 | | | \$2,800,000 | \$2,800,000 | <u>House and Senate:</u> 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 | 20,240,998 | \$14,083,439 | \$14,083,439 | \$14,083,439 | \$14,083,439 | <u>EOC, Governor, House and Senate:</u> Consolidate funds for CDEPP as administered through SCDE |
| Subtotal | 36,687,682 | | | | | |
| C. TEACHER QUALITY | | | | | | |
| 1. Certification | | | | | | |
| Personal Service Classified Positions | 1,068,102 | | | | | |
| Other Personal Service | 1,579 | | | | | |
| Other Operating Expenses | 638,999 | | | | | |
| Subtotal | 1,708,680 | | | | | |
| 2. Retention & Reward | | | | | | |
| Special Items | | | | | | |
| Teacher of the Year Award | 155,000 | | | | | |
| Teacher Quality Commission | 372,724 | | | | | |
| Teacher Salary Supplement | 125,756,960 | | | | | |
| Teacher Salary Supplement - Fringe | 15,766,752 | | | | | |
| National Board Certification | 54,000,000 | | | \$1,500,000 | \$1,500,000 | <u>House and Senate:</u> To anticipate additional National Board teachers. |
| Teacher Supplies | 13,596,000 | | | | | |
| Teacher Salary Support | | | | | | |
| Subtotal | 209,647,436 | | | | | |
| 3. Professional Development | | | | | | |
| Special Items | | | | | | |
| Professional Development | 5,515,911 | | | | | |
| ADEPT | 873,909 | | | | | |
| Subtotal | 6,389,820 | | | | | |
| E. LEADERSHIP | | | | | | |
| 1. Schools | | | | | | |
| 2. State | | | | | | |
| Personal Service Classified Positions | 82,049 | | | | | |
| Other Personal Service | 83,121 | | | | | |

Education Improvement Act

2014-15

| | 2013-14 Base Appropriation | EOC | GOVERNOR | HOUSE | Senate | Explanation |
|--|----------------------------|--------------|-------------|-------------|-------------|--|
| Other Operating Expenses | 150,032 | \$129,000 | \$129,000 | \$129,000 | \$129,000 | <u>EOC, Governor, House and Senate</u> SC School Leadership Executive Institute for an additional cohort of 20 principals |
| Technology | 10,171,826 | \$10,825,655 | | | | <u>Governor, House and Senate:</u> Funded \$29,288,976 for Technology with non-recurring funds using Capital Reserve in the Governor's Budget and Lottery Funds in House and Senate <u>EOC:</u> 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) | <u>EOC, Governor, House and Senate:</u> Reallocated to special schools for teacher pay and increase in number of teachers |
| Education Oversight Committee (A85) | 1,293,242 | | | | \$350,000 | <u>Senate:</u> 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 | <u>Governor and House:</u> Eliminate EIA funds for John de la Howe |
| Clemson Ag Ed Teachers | 758,627 | \$131,131 | \$131,131 | \$131,131 | \$131,131 | |
| Centers of Excellence-CHE (H03) | 887,526 | \$250,000 | \$250,000 | \$250,000 | \$250,000 | <u>EOC, Governor, House and Senate:</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 |

Education Improvement Act

2014-15

| | 2013-14 Base Appropriation | EOC | GOVERNOR | HOUSE | Senate | Explanation |
|--|----------------------------|----------------------|----------------------|----------------------|----------------------|---|
| 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 | 16,347,285 | (\$16,347,285) | (\$1,347,285) | (\$3,053,867) | (\$3,771,601) | EOC: Consolidate all transportation into General Funds |
| Non-Recurring Operations | - | | \$5,000,000 | \$5,929,553 | \$5,929,553 | House and Senate: Per Proviso |
| Subtotal | 16,347,285 | | | | | |
| New: Regional education Centers (Commerce) | | | | | \$1,302,000 | Senate: Transfer from EEDA |
| New: Literacy & Distance-Learning Program at Patriots Point | | \$415,000 | | \$415,000 | \$415,000 | 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 |
| New: Charter School District | | | \$56,253,692 | \$56,253,692 | \$56,253,692 | Governor, House and Senate: Transferred from General Fund |
| New: First Steps to School Readiness | | | \$26,683,722 | \$25,763,209 | \$25,763,209 | Governor, House and Senate: Transferred from General Fund |
| New: SC Autism Society | | | | \$350,000 | | House: Transferred from Aid to Districts Line Item |
| New: EOC - Partnerships for Innovation Non-Recurring | | | | \$400,000 | \$900,000 | House and Senate: Per Proviso; \$200,000 to TransformSC |
| New: Allendale County School District Non-Recurring | | | | \$150,000 | \$150,000 | House and Senate: Per Proviso |
| New: Arts in Education Non-Recurring | | | | | \$300,000 | Senate: Per Proviso |
| 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 | |

Special Report:
Model District Reading
Plans

South Carolina *Read to Succeed*

District Reading Proficiency Reading Plan

Revised Draft – as of May 29, 2014

Goal:

**Ensure that 95% of students are reading on grade level
by 2020**

(2020 Vision adopted by the Education Oversight Committee in 2009)

District Reading Proficiency Plan Guide

Introduction

Reading and writing proficiency is a fundamental life skill vital for the educational and economic success of our citizens and the State. Every student should develop and sustain high levels of reading and writing proficiency prekindergarten through grade 12 (PK-12). Every student should be able to read and write at or above grade level and be prepared to pursue careers and college after graduation from high school. This is critical to ensure that the state of South Carolina has a highly employable population and a highly educated workforce.

Based on the 2013 state reading data, however, only 82.9% of students meet the third grade reading standard (Level 3 or above) as measured by the state's summative assessment, the Palmetto Assessment of State Standards (PASS). PASS data indicate the percentage of students who meet the grade level reading standard generally declines each year as students progress from elementary to middle school.

To ensure that, by 2020, 95% of all students will be reading and writing on grade level legislation is pending in the South Carolina General Assembly that proposes a statewide reading initiative, *Read to Succeed*. The legislation is a comprehensive and strategic approach to improve the reading and writing proficiency for students in public schools prekindergarten through grade 12.

Purpose of the District Reading Proficiency Plan Guide

The *Read to Succeed* legislation will require the Read to Succeed office to develop a state reading plan. In addition, districts would be required to develop a comprehensive, systemic district reading proficiency plan (Plan). This Guide is intended to provide support and assistance to districts and schools by promoting critical thinking, discussion, and reflection among educators as they develop, implement, sustain and refine their plans.

Rationale for the District Reading Proficiency Plan

By providing direction, guidance and coordination to its schools, school districts play a critical role in improving the reading and writing proficiency levels of its students. Districts should not only take the lead in the development and implementation of the Plan, they are also responsible for ensuring the progress of students as readers and writers, monitoring the impact of the Plan and using data to make improvements to the Plan in subsequent years.

Essential Components of District Reading Proficiency Plan

The District Reading Proficiency Plan is divided into four components: (1) Curriculum Instruction and Assessment; (2) Instructional Leadership; (3) Professional Expertise and (4) Planning and Evaluation. Each component is designed to develop and support reading proficiency at all grade levels. Each component lists action statements, which reflect the intent of the *Read to Succeed* legislation. Questions then expand upon the intent of the action statement. Districts are asked to provide detailed answers to all questions and to do so in a manner consistent with the legislation. The cumulative responses should detail how:

- measurable student achievement goals are clearly established and clearly described.
- data analysis is an ongoing process that drives decisions.
- evidence-based, data-driven reading instruction is provided for all students.
- a supplemental, research and data-based support system is provided to all students who cannot yet comprehend grade level text.
- professional learning is meaningful and systemic.
- district and school leadership are actively involved in the planning, implementing and monitoring of the district and school plans.

Role of the District in the Development of the Plan

Districts should create a District Literacy Team whose responsibility is to provide the leadership, support, direction and guidance in the development and implementation of the Plan. The District Literacy Team should reflect members who represent all grade spans (early childhood, elementary, middle and high) and include members with responsibilities in the areas of reading, writing, exceptional education, etc. Each district's Plan should be individualized to reflect the strengths and needs of its educators and students. The district should view schools on an individual basis and distribute resources based on the students' and teachers' strengths and needs. The district should design a method to distribute and communicate the Plan throughout the district including students, teachers, parents, and community. The Plan should be a guide to help all educators understand the importance of and urgency for students to attain higher levels of reading proficiency.

Timeline for Submitting the Plan

The District's Reading Proficiency Plan narrative will be completed through a web based text entry system. Plans are due to the *Read to Succeed* office by ____ _____, _____ for a preliminary review. The Read to Succeed office will review all district plans online and districts will receive feedback on their plans through an online comment process. Either an approved or a revised status will be submitted to districts by ____ _____, _____. Plans requiring revisions must be received by the *Read to Succeed* office by ____ _____.

District Contact Information

The district contact should be the person ultimately responsible for the Plan. This person will be the *Read to Succeed* office's contact for the District Reading Proficiency Plan. Please designate one person for your district.

District Name:

District Contact:

Contact Position:

Contact Address:

Contact E-mail:

Contact Telephone:

Contact Fax:

South Carolina *Read to Succeed*

District Reading Proficiency Plan Template

Part I. Curriculum, Instruction and Assessment

The district should base its Plan and reading/writing instruction on the South Carolina English/language arts standards. The reading materials a district selects should be research-based and support high quality classroom instruction. Resources and materials used in the reading program should include a diverse selection of grade-level texts written on a wide range of reading levels matched to the reading and interest levels of students.

In grades PK-5, there should be at least 90 minutes of uninterrupted instructional time for reading and writing that includes a balance of whole group and small group differentiated instruction. Teachers should use evidence-based reading instruction to include oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.

In addition across all grade levels, students should spend at least 60 minutes a day engaged in reading and writing in English Language Arts, social studies, mathematics, and, as applicable, in the arts, career and technology education, and physical and health education. Teachers should help students understand the discipline-specific features or content-area print and non-print texts. They should help students learn vocabulary, including the content-area vocabulary, understand the various genres, purposes, audiences and conventions of print and be able to use specialized literacy skills and strategies. Teachers should also help students make sense of information, which is new to them, provide opportunities for students to question and discuss print and non-print texts with peers to deepen understanding. Students must focus on reading as meaning making rather than on reading at the word level, stop when something does not make sense, and problem-solve at the text, chapter, and paragraph and word level.

To achieve these goals, all curricular and instructional decisions for in-classroom and supplemental support should be grounded in research-based formative assessments. In all classrooms, teachers should use the data from such assessments to make decisions about whole group instruction, to flexibly group students and inform one-on-one conferences. Data should also inform instruction in all supplemental settings.

In all classrooms, teachers should provide high-quality evidence-based instruction, which supports students as readers, writers, speakers, listeners and viewers of print and non-print texts. Teachers should ensure that, without supplement

support, 80% of the students in a heterogeneous group yearly make at least a year's progress on a research-based measure of comprehension. Students, who begin the year not yet able to comprehend texts with a grade equivalent of six months or more lower than the students' grade level, should receive intervention services either from the classroom teacher and/or a reading interventionist. With support from the classroom teachers and/or reading interventionists, students receiving intervention services should make, on average, a year and a half growth each year. (For some of these students, progress might be slow at first and then accelerate, e.g., a year's growth the first year and two year's growth the second). The goal is to have students independently comprehend grade-appropriate text and be discontinued from intervention services.

All teachers should periodically reassess curriculum, instruction and assessment of students to determine if they are helping each student progress as a proficient reader and writer. Teachers should make modifications as appropriate so that all students will be able to comprehend grade-appropriate print and non-print texts in all content areas.

Part I. Curriculum, Instruction and Assessment

Section for Elementary Schools (grades PK-5)

Action #1: Ensure high quality research-based Tier One instruction and intervention for all PK-5 students

1. How will your district ensure that students have a minimum of 90 minutes of uninterrupted reading and writing time daily?
2. List the grades PK-5 research-based reading materials to be used in Tier 1 instruction.
3. How will your district ensure PK-5 teachers provide opportunities for students to progress along a continuum of increasing text complexity in their reading?
4. How will your district ensure teachers and reading staff is incorporating effective reading and writing instructional strategies into daily instruction?
5. How will the district ensure schools provide in-class interventions to students reading below grade level? What classroom reading intervention materials will be used?

Action #2: Ensure that information from research-based assessment informs instruction

6. What research-based formative assessments will your district implement for grades PK-5 for screening, for diagnostics and/or for progress monitoring? Include information about alternate assessments for students with disabilities, LEP students, etc.

7. How will your district ensure that all the members of district and PK-5 school-literacy teams (classroom and interventionist teachers, school and district administrators with expertise in reading, other support staff, as applicable) are able to administer and interpret research-based assessment measures and use the results to inform and differentiate instruction?

8. Describe your district expectations for schools to monitor, analyze and share the reading progress of grades PK-5 students using research-based formative assessments.

9. What steps will your district take to intervene to improve instruction in PK-5 schools if students are not making adequate progress in reading and writing?

Action #3: Document and implement early childhood readiness

10. How will the district ensure there is a process at each PK-K school that addresses the readiness screening for each PK-K student? How will the district be assured each PK-K student is assessed by the 45th day of school?

11. Based on guidelines established by the Read to Succeed office, how will the district ensure the school has an instructional plan in place for each student whose readiness assessment indicates the student is below the state standard for school readiness in language and literacy?

12. How will the district ensure each PK-K school provides the results of the readiness assessment and the developmental intervention strategies, in writing, to the parent/guardian?

13. How will the district ensure the results of the early childhood readiness assessment are reported to the district? To the *Read to Succeed* office?

14. How will the district ensure its early childhood reading instructional strategies and developmental activities are addressing the needs of its students?

Action #4: Determine eligibility for Tier Two intervention

15. Using state guidelines provided by the *Read to Succeed* Office, how will your district determine which PK-5 students are not yet able to comprehend texts and are therefore eligible for Tier Two intervention during the school year and/or in the summer reading camps?

16. What is the district plan for providing Tier 2 interventions to students?

17. What before-school, after-school, and mentoring activities will be utilized to support and encourage reading and writing for PK-5 students outside of school? Include how these activities will be linked to school instruction.

18. How will the district ensure schools report the results to the district of the initial assessments and follow up progress monitoring results for each student who is substantially not demonstrating proficiency in reading? How will the district report the results of the initial assessments and follow up progress monitoring to the *Read to Succeed* office?

Action #5: Provide at least 30 minutes daily of supplemental Tier Two intervention for PK-5 students and track progress in Tier Two intervention

19. How will your district ensure that PK-5 students' individual strengths and needs are the primary consideration for grouping students for supplemental instruction?

20. What modifications will be made to the daily schedule to accomplish this task?

21. What research-based materials will be used for grades PK-5 Tier Two reading interventions during the school year?

22. How often does your district expect school personnel to meet to review progress monitoring data of PK-5 students?

23. When students who are receiving supplemental support do not make more than a year and a half growth in a year, how will your district seek support within and outside the district to alter that trajectory? How will student progress be monitored?

Action #6: Review of grade 3 student reading results

24. How will the district ensure schools notify parents, in writing, by the end of the second grading period of grade 3, if the student is substantially not meeting reading proficiency and may be retained at the end of the grade 3? How will the schools ensure conferences with parents are held and that the results of the conferences are documented and shared with parents within two weeks of the conference? How will the district ensure schools provide supplemental instructional support to the student throughout the school year?

25. How will the district ensure the school literacy team (including the principal) review the recommendation for retention and make suggestions for supplemental instruction for the student?

26. What is the district's process to notify a parent when a student will be retained at the end of third grade?

27. How will the reinforcement/enhancement class for retained grade 3 students be structured to provide intensive instructional services and support to accelerate his/her learning and address the specific needs of the student? Include staffing of class, student/teacher ratio, time scheduled for reading, curriculum, instructional strategies, interventions, progress monitoring, tutoring, mentoring, after-school sessions, etc.

28. How will the school report the results of the progress of the students in the reinforcement/enhancement class to the district? How will the district report results to the *Read to Succeed* office?

29. What are the district expectations as to the design of the summer reading camps? Include the daily schedule, staffing, student/teacher ratio, reading instruction planned, progress monitoring process, and interventions planned. What is the process the district plans to use to collect and review summer reading camp student data? Data should include number in camp, number who successfully complete camp, number promoted and number retained.

Section for Middle Schools (grades 6-8)

Action #7: Ensure that there are at least 60 minutes of reading and writing across all content areas (ELA, math, science, social studies, the arts, PE, electives) in grades 6-8 daily

30. How will your district ensure all students in grades 6-8 have a total of 60 minutes of reading and writing time across all subjects daily?

31. How will all teachers develop and incorporate reading into all content areas in grades 6-8 to extend and build discussions of text in order to deepen understanding of concepts?

32. How will writing be incorporated across the curriculum to deepen text comprehension?

Action #8: Ensure that information from research-based formative assessments measures informs instruction

33. What research-based formative assessments will your district implement in grades 6-8 for screening and/or progress monitoring? Include information about alternate assessments for students with disabilities, LEP students, etc.

34. Describe your district expectations for schools to monitor, analyze and share the reading progress of grades 6-8 students using research-based formative assessments.

35. How will your district ensure that all the members of district and grades 6-8 school-literacy teams (classroom and interventionist teachers, school and district administrators with expertise in reading, other support staff, as applicable) are able to administer and interpret research-based assessment measures and use results to inform and differentiate instruction?

Action #9: Ensure high quality text-based and research-based Tier One instruction and intervention for grade 6-8 students

36. List the grades 6-8 research-based reading materials to be used in Tier 1 instruction.

37. How will your district ensure teachers and reading staff is incorporating effective instructional strategies into daily instruction?

38. How will your district periodically monitor and reassess their grade 6-8 curriculum, instruction and assessment of students to determine if they are helping each student progress as a proficient reader and a proficient writer and make modifications as appropriate.

Action #10: Determine eligibility for Tier Two intervention for grades 6-8

39. Using state guidelines how will your district determine which grade 6-8 students are not yet able to comprehend grade-level texts and are therefore eligible for Tier Two intervention during the school year?

40. What is the process for ensuring that parents/guardians are notified in writing that the student is not able to read grade level text and is eligible for intervention services?

41. How will your district ensure that all grade 6-8 students who are not able to comprehend grade level material are provided with supplemental support?

42. What before-school, after-school, summer activities and/or mentoring activities will be utilized to support and encourage reading and writing for grade 6-8 students outside of school? Include how these activities will be linked to school instruction.

43. How will the district ensure schools report the results to the district of the initial assessments and follow up progress monitoring results for each student who is substantially not demonstrating proficiency in reading? How will the district report the results to the *Read to Succeed* office?

Action 11: Provide at least 30 minutes daily of supplemental Tier Two intervention and track progress of Tier Two intervention for grades 6-8

44. How will your district ensure that students receive effective Tier Two intervention customized to the individual needs of students?

45. What modifications will be made to the daily schedule to accomplish this task?

46. How often does your district expect school personnel to meet to review progress monitoring data of grade 6-8 students?

47. When students who are receiving supplemental support do not make more than a year and a half growth in a year, how will your district seek support within and outside the district to alter that trajectory? How will student progress be monitored?

Section for High Schools (grades 9-12)

Action #12: Ensure that there are at least 60 minutes of reading and writing across all content areas (ELA, math, science, social studies, the arts, PE, career/technology, electives) in grades 9-12 daily

48. How will your district ensure all students in grades 9-12 have a total of 60 minutes of reading and writing time across all subjects daily?

49. How will all teachers develop and incorporate reading into all content areas in grades 9-12 to extend and build discussions of text in order to deepen understanding of concepts?

50. How will writing be incorporated across the curriculum to deepen text comprehension?

Action #13: Ensure that information from research-based formative assessment measures informs instruction

51. What research-based formative assessments will your district implement in grades 9-12 for screening and/or progress monitoring? Include information about alternate assessments for students with disabilities, LEP students, etc.

52. Describe your district expectations for schools to monitor, analyze and share the reading progress of grades 9-12 students using research-based formative assessments.

53. How will your district ensure that all the members of district and grades 9-12 school-literacy teams (classroom and interventionist teachers, school and district administrators with expertise in reading, other support staff, as applicable) are able to administer and interpret research-based formative assessment measures and use results to inform and differentiate instruction?

Action #14: Ensure high quality text-based and research-based Tier One instruction and intervention for grade 9-12 students

54. List the grade 9-12 evidence-based reading materials to be used in Tier 1 instruction.

55. How will your district ensure teachers and reading staff are incorporating effective instructional strategies into daily instruction?

56. How will your district periodically reassess their grade 9-12 curriculum, instruction and assessment of students to determine if they are helping each student progress as a proficient reader and a proficient writer and make modifications as appropriate?

Action #15: Determine eligibility for Tier Two intervention for grades 9-12

57. How will your district use state guidelines to determine which grade 9-12 students are not yet able to comprehend grade-level texts and are therefore eligible for Tier Two intervention during the school year?

58. What is the process for ensuring that parents/guardians are notified in writing that the student is not able to read grade level text and is eligible for intervention services?

59. How will your district ensure that all grade 9-12 students who are not able to comprehend grade level material are provided with supplemental support?

60. What before-school, after-school, summer activities and/or mentoring activities will be utilized to support and encourage reading and writing for grade 9-12 students outside of school? Include how these activities will be linked to school instruction.

61. How will the district ensure schools report the results to the district of the initial assessments and follow up progress monitoring results for each student whom is substantially no demonstrating proficiency in reading? How will the district report the results to the *Read to Succeed* office?

Action #16: Provide at least 30 minutes daily of supplemental Tier Two intervention and track progress of tier two intervention for grades 9-12

62. How will your district ensure that students receive effective Tier Two intervention customized to the individual needs of students?

63. What modifications will be made to the daily schedule to accomplish this task?

64. How often does your district expect school personnel to meet and review progress monitoring data of students?

65. When students who are receiving supplemental support do not make more than a year and a half growth in a year, how will your district seek support within and outside the district to alter that trajectory? How will student progress be monitored?

Section for All Grade Levels (PK-12)

Action #17: Increase access to texts students can comprehend

66. How will districts ensure that all students are provided across all content areas with a wide selection of print and non-print texts over a wide range of genres and written on a wide range of reading levels that match the reading levels of students?

Action #18: Help parents/guardians understand how they can support the student as a reader and writer at home

67. How will districts ensure that all parents/guardians are fully informed about what they can do at home to support their student as a reader and writer including increasing the volume of reading and enhancing home libraries?

68. What materials/information/resources will the district provide to parents to support students as readers and writers including community resources, assistance on interpreting reading/writing data from school?

Action #19: Create partnerships with county libraries, volunteers, social and community organizations, faith-based organizations, pediatric/family practice medical personnel, state and local arts organizations, and school media specialists to promote reading

69. What are the out-of-school agencies and organizations your district will coordinate with to promote community literacy including increasing the volume of reading? Include how each partner will assist and support your district reading plan.

70. Who is responsible at the district level for coordinating partnerships in the communities? How will the district ensure schools develop and implement partnerships inside and outside of school?

Part II. The Role of Instructional Leadership

At both the school and district levels, district and school leaders play a critical role in planning, implementing and monitoring of the district Plan. As such, district and school leaders need the knowledge and skills to understand and support the needs of classroom teachers, coaches and interventionists in this endeavor. Strong literacy leadership at both the district and school levels is essential to the success of a district and school reading plan and ultimately to the progress of the students.

Each district should create a district literacy team whose responsibility is to plan and design the district Plan; to provide support to schools in the implementation of the Plan; to guide and provide appropriate professional learning and to monitor and provide feedback to schools regarding implementation of the Plan. The district literacy team should continuously monitor, assess, review and revise all aspects of the Plan on a periodic basis and provide feedback to schools. In addition, the district leadership team should devise a mechanism for receiving feedback from schools regarding their needs and concerns during implementation in order to update and make changes to the district plan.

At the school level, the principal should oversee the reading program and work collaboratively with teacher leaders, coaches, interventions and others on a school literacy team. The school literacy team should take the lead on developing a school plan which accesses the expertise of all educators in the building. They should solicit feedback on the school plan from parents and other stakeholders. Community partnerships and resources will be necessary for the plan's success. The more opportunities the plan has for exposure to its stakeholders the greater chance all perspectives will have been considered for inclusion in the plan and thus a greater degree of ownership in the school plan.

The school plan should be consistent with the state and district plan and, as such, include a system for ensuring that in all classrooms, students have ample time to read, access to books they can read and instruction (whole-group, small group and one-on-one) which helps them develop their ability to comprehend grade level texts. The school literacy team, working collaboratively with classroom teachers, should monitor the reading growth of all students, determine if supplemental support is needed and oversee supplemental instruction to ensure that student needs and strengths are being addressed in a manner that leads to reading growth. Finally, the school literacy team should coordinate resource support so that student needs are met in a cohesive and consistent manner.

Part II. Role of Instructional Leadership

Action #20: Ensure that all district and school administrators excel as literacy leaders

71. How will your district ensure that principals, other school administrators and district leaders have the knowledge base needed to be literacy leaders who provide appropriate support to teachers?

72. How will your district ensure that principals and other school administrators are regularly in classrooms observing and consulting with teachers about the reading and writing progress of students?

73. For teachers whose students are not making adequate progress in reading and writing, how will the district assist principals in supporting teachers to improve reading and writing instruction and assessment practices in their classrooms?

74. For principals whose schools are not making adequate progress in reading and writing, how will the district assist and support principals in making improvements in reading and writing instruction and assessment practices in their school?

Action #21: Ensure that all staff is aware of their responsibilities relative to the literacy growth of students

75. How will your district ensure that all district and school staff understands their particular responsibilities relative to the literacy growth of all students?

76. How will your district form district literacy teams to ensure consistency of approach across service providers (e.g., reading interventionists, speech teachers, regular education teachers, school psychologists, exceptional education teachers, reading coaches, ESOL teachers)?

77. How will the district provide leadership and support in defining the role of a reading coach and communicating that to district and school staff?

Action #22: Ensure that all staff, parents, and guardians understand the state, district and school plans

78. How will your district ensure that all teachers, staff and administrators in the district understand the content and expectations of the state, district and school reading plans?

79. How will your district share the vision in the district and school reading plans with parents/guardians?

Part III. Ensuring Professional Expertise

High quality, sustained professional learning opportunities based on the needs of teachers and principals ensures that students receive the kind of instruction that leads to improved student achievement in reading and writing. The literature suggests that effective learning opportunities are long term, site-based, work-embedded, and strongly supported by school leaders, including the school principal and district leaders. Professional learning provided for the implementation of the Plan is a multi-year endeavor, which progressively builds on the previous year's results to strengthen, assist and support the knowledge base and practices of all participants.

Districts are expected to develop a professional learning plan for all teachers, reading coaches, interventionists, school psychologists, speech teachers, paraprofessionals involved with reading, and school-based administrators as well as district office staff whose responsibility it is to assist with the reading proficiency. This plan should be grounded in an assessment of the strengths and needs of all these individuals. As appropriate, individuals should know how to:

1. utilize and interpret formative assessments;
2. use student data to guide instruction;
3. understand and implement research-based reading and writing practices;
4. understand and implement the response to intervention (RTI) model;
5. and understand and utilize in-class and supplemental interventions for struggling readers.

Administrators and teacher leaders should be provided opportunities to understand the implementation of the district reading proficiency plan including effective monitoring of the Plan, importance of classroom observations and follow-up discussions by district and school literacy teams, the role of the district and school literacy teams and the role of the coaches and interventionists.

Part III. Ensuring Professional Expertise

Action #23: Ensure that all teachers and administrators have their required add-on endorsements and course work

80. What is your district plan to ensure that all current teachers (elementary, middle and high), reading coaches, reading interventionists, school psychologists, speech teachers and district and school administrators have their required add-on

endorsements through professional development or coursework within the time frame required by *Read to Succeed*?

Action #24: Provide professional learning

81. What is the district's plan to provide comprehensive, sustained and intensive professional learning to faculty and staff needed to ensure the district and school plans are implemented effectively? How will the district ensure the professional learning meets the needs of the educators in the district?

82. What professional learning is planned for content area teachers (middle and high school teachers) related to improving reading instruction in the content areas?

83. Provide the upcoming year's district schedule for professional learning, at the district and school level, that will build district capacity in literacy for all stakeholders: paraprofessionals, teachers, coaches, speech, school psychologists, interventionists, principals, and district personnel.

84. How will your district monitor and determine the effectiveness of professional learning? How will modifications be made as needed?

Part IV. Planning and Evaluation

Planning and evaluation are part of a continuous cycle the district should use to plan, develop, implements, assess, refine and evaluate the district Plan. The Plan is a roadmap created by each district to guide and direct the actions of the district and schools in implementing its reading plan. It is also a working document that should be reviewed and refined on an ongoing basis. The strengths and challenges of the Plan as evidenced during implementation should initiate discussions among district and school staff. These discussions along with student data and teacher needs identify areas for improvement year to year.

The district literacy team along with input from the schools should establish a series of incremental goals that move the district towards meeting the state vision of 95% of students reading on grade level by 2020. The goals should be in the SMART (Specific, Measureable, Attainable, Realistic and Timely) format. It is expected that each year's district proficiency reading plan will establish incremental goals for each grade level (PK through grade 11) to cover a three-year span beginning in 2015-16.

Part IV. Planning and Evaluation

Action #25: Design, secure funding for, and implement a district reading plan

85. How will your district literacy leadership team develop, implement, monitor and sustain the Plan?

86. How will your district fund its Plan? Please provide funding sources and the amount of monies to be utilized from each source by categories of personnel, fringe, professional services/development, supplies/materials, software, and equipment.

Action #26: Design, secure funding and implement plans for individual schools

87. How will your district oversee the development of the school's implementation plan?

88. How will the schools with the greatest needs receive the greatest support?

89. What are the district expectations for the development of the school literacy teams?

90. Based on the needs of the school, how will the school literacy teams build capacity of reading knowledge within a school and focus on areas of literacy concern across the school?

91. What data will each school use to determine the effectiveness of their school literacy plan? Include data such as formative assessment, summative assessment, teacher effectiveness, professional learning quality and implementation, etc.

Action #27: Annually report student progress toward the district's reading proficiency goals

92. What are your district's measurable student achievement goals for reading for 2015-2106? For 2016-17? For 2017-18? Establish reasonable, incremental goals over these three years. Keep in mind the 2020 state goal is 95% of students will meet reading proficiency levels. Include goals for grades PK-11. (Ensure goals are in SMART format.)

Action #28: Annually review all aspects of the district plan, addressing its effectiveness and making any needed modifications

93. What data will your district use to determine the effectiveness of your district Plan? Include data from items such as formative assessments, summative assessments, teacher effectiveness, professional learning quality and implementation, etc.

94. How and when will this analysis of the effectiveness of the Plan be carried out?

95. How will the district ensure that the district and school leadership communicates on a regular basis concerning progress of the Plan, program challenges and program successes to appropriate stakeholder groups including the district board, schools, community, parents, etc.?

Discussion of Readiness Assessments

December 4, 2013

Dear Early Childhood Education Stakeholder:

I am pleased to send you a draft of the conceptual framework for the South Carolina Child Development Education Pilot Program (CDEPP). In computer software terms, you are receiving what might be called “Version 3.0.” This version was derived from the goal statements that the stakeholders who participated in the November 1 meeting provided and was informed by research and writing in the field. I want to thank Lorin Anderson, Bill Brown, Leigh D’Amico and Kassie Mae Miller for their work on this project.

I would suggest that you examine the framework from the bottom up. The overall goal of the program as determined by the stakeholders on November 1 is ***Success in Kindergarten and Beyond***. In order to accomplish this goal, students must possess a set of academic and social skills (***Academic and Social Accomplishments***). This requires a strong ***Curriculum*** (one which is aligned with kindergarten standards), ***Instruction*** that is developmentally appropriate and coupled with intentional teaching, and ***Progress Monitoring*** (i.e., ongoing assessment). These three interrelated concepts must exist within a ***Classroom Environment*** that is academically rich and emotionally supportive. The design and operation of such an environment requires excellent ***Classroom Teachers*** who receive appropriate ***Professional Development***. But, as we all know, schools cannot do it alone. There needs to be ***High-Quality Community Services*** which focus on ***Family Engagement*** and ***Healthy Children***. And, as the arrows indicate, these services also have an impact on ***Academic and Social Accomplishments***.

To simplify the framework, key words and phrases are used rather than elaborate descriptions. To avoid any confusion about the meaning of these words and phrases, a Glossary is provided. The Glossary describes in more detail the intended meaning of each concept. Our intent with the glossary is to promote common definitions and shared understandings that might support early childhood practitioners, administrators, and advocates communications in pursuit of high-quality learning experiences for young children and their families. Many of the definitions employed are from well-known scholars in the field or by example and are not intended to be exhaustive. Following the Glossary is a set of references for those needing additional information.

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Mick Zais

Melanie D. Barton
EXECUTIVE DIRECTOR

As you review the framework, please consider the following key points. First, the primary purposes of any conceptual framework are to provide a (1) common lens that we can use to see and think about things (e.g., programs, practices, and problems) and (2) shared language for talking about programs, practices, and problems. In other words, a conceptual framework is intended to bring people together as a community to work to understand and ultimately improve the outcome which in this case is education.

Second, the framework is inclusive, rather than exclusive. Everyone who serves pre-K children should be able to find a place within the framework. This is not to suggest that everyone is responsible for everything. Rather, the framework should enable stakeholders to see how a specific program with specific aims fits within a bigger picture. Similarly, the entire framework may not be included in the evaluation of the Child Development Education Pilot Program that the EOC will conduct. Instead, some subset of the framework will guide the evaluation in light of financial and other practical constraints.

Third, conceptual frameworks are representations of reality, not reality *per se*. The attached conceptual framework selects the concepts and relationships between and among the concepts that were in the opinion of Drs. Anderson, Brown and others, the BEST representation of what constitutes quality child development education programs.

I respectfully ask that you carefully examine the conceptual framework, referring to the Glossary and associated readings as necessary, and let me know of any specific changes you think should be made. In addition, please let me know where your specific program (e.g., Head Start, First Steps) “fits” within the framework. For example, your program may focus primarily on “Healthy Children” and “Social and Emotional Skills” and to a somewhat lesser extent on two or three other concepts. If at all possible, the EOC would like to have your feedback by email no later than December 20, 2013.

Thank you again for your support and most of all, for your commitment to early childhood education.

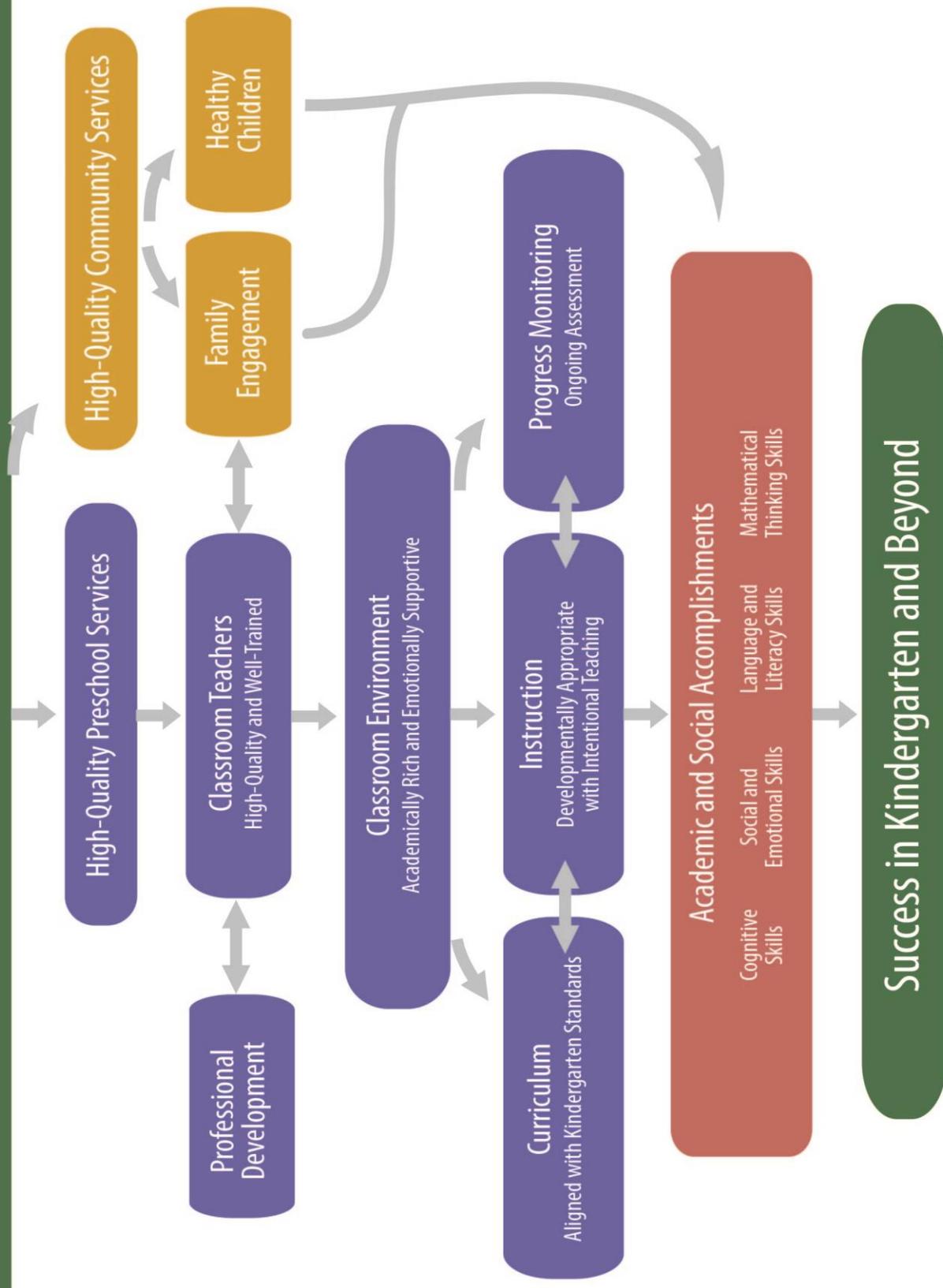
Sincerely,

A handwritten signature in cursive script that reads "Melanie Barton".

Melanie Barton

South Carolina Child Development Education Pilot Program

Publicly Funded 4-Year-Old Pre-Kindergarten



South Carolina Child Development Education Pilot Program (CDEPP) Conceptual Framework Definitions¹

Academic and Social Accomplishments—The *American Heritage Dictionary* (Second College Edition) defines accomplishment as “something completed successfully; achievement.” Academic and social accomplishments include but are not necessarily limited to: (a) cognitive skills; (b) social emotional skills; (c) language and literacy skills; and (d) mathematical thinking skills. Critical cognitive skills include but are not necessarily limited to: memory, attention, ability to connect experiences, classification, use of symbols, curiosity and motivation, and meaningful engagement and persistence. Critical social and emotional skills include but are not necessarily limited to the ability to delay gratification, positive interactions and relationships with adults and peers, self-regulation of emotions and behavior, and the ability to follow reasonable and age appropriate limits and adult requests. Critical language and literacy skills include but are not necessarily limited to communication of needs and preferences, listening, receptive and expressive vocabulary, phonological awareness, alphabetic principle and knowledge, print and book knowledge, prewriting and writing skills, and reading comprehension. Critical mathematical thinking skills include but are not necessarily limited to: knowledge of patterns, ability to compare and measure, recognition and use of numbers and number concepts, and basic mathematical operations.

Classroom Environments—Classrooms consist of materials and arrangements to support and promote teaching and learning opportunities for young children. Critical aspects include but are not necessarily limited to: (a) space and furnishings (e.g., learning centers, chairs, tables, open areas); (b) materials and equipment to promote children’s meaningful engagement (e.g., writing and art materials, books, blocks, puzzles, electronic tablets, smart boards); and (c) schedules of individual, small group, and whole group learning activities to promote children’s meaningful engagement. In addition, intentional teaching to promote positive and educative interactions with and among children and teachers is a critical part of classroom environments (see Instruction and Intentional Teaching).

Classroom Teachers—Typically, early childhood classrooms have a “lead” teacher who is responsible for establishing and maintaining classrooms environments, implementing curriculum, and organizing and supervising other adults who are teaching in classrooms. Nevertheless, the designation of teachers as a generic term refers to any adult who participates in classroom activities and who provides teaching and learning opportunities to children (e.g., assistant teachers, parent and community volunteers, speech and language therapists).

¹ Our intent with the glossary is to promote common definitions and shared understandings that might support early childhood practitioners, administrators, and advocates communications in pursuit of high-quality learning experiences for young children and their families. Many of the definitions employed are from well-known scholars in the field or by example and are not intended to be exhaustive.

Curriculum—Curriculum may be defined “. . . as an organized and sequenced set of content to be taught: It is the ‘what to teach’ . . .” Noonan & McCormick, 2014). In addition, it may be defined as a process to determine what should be taught to whom and when. Some educators also define teaching strategies and tactics or the “how to teach” as part of curriculum (see Instruction). Hence, curriculum may be defined as the content and teaching techniques used to promote high-quality teaching and learning opportunities to enhance young children’s development and learning. Preschool curriculum should be aligned with kindergarten and early elementary standards to enhance transition from preschool to kindergarten and future school success.

Developmentally Appropriate Practice—The National Association for the Education of Children (NAEYC) has propagated developmentally appropriate practices (DAP) for early childhood educators for over 25 years (Copple, & Bredekamp, 2009). In the last revision of DAP the basic principles increased from two to three. The three interrelated cardinal principles of DAP are: (a) age appropriateness (i.e., for almost all children in most circumstances child development is *an age-related sequence of acquisition and maintenance of skills, abilities, and dispositions*); (b) individual appropriateness (i.e., despite age-related normative developmental sequences *differences among children in their development and learning result in varying rates of acquisition of skills, abilities, and dispositions, which is also known as individual differences*); and (c) cultural appropriateness (i.e., within American culture, we have *many cultures in our nation that might affect the delivery, use, and quality of early childhood and community services*). Moreover, researchers have demonstrated that culture influences children’s development and learning and should be addressed as needed when providing high-quality early childhood services (Tharp & Dalton, 2007).

Family Engagement—Supporting and working with families has been a long-standing tradition with early childhood professionals (Copple & Bredekamp, 2009; Sandall, McLean, & Smith, 2000). Activities to promote *families engagement and meaningful participation in early childhood education and services* include but are not necessarily limited to: (a) dissemination of relevant information; (b) linkage of families to needed medical, social, and community services; (c) parent education about strategies and tactics to promote and support children’s development and learning; (d) ongoing assessment information related to children’s progress while receiving early childhood services; and (e) formal and informal meetings and events that highlight participation of families in early childhood services. Family engagement activities may range from relatively passive ones such as sending relevant information home from school to proactive strategies such as coaching of critical parental skills that are related to better development and learning. For example, some parents may benefit greatly from learning basic behavioral guidance strategies to enhance parent child interactions (e.g., ignoring minor misbehavior, “catching a child being good,” teaching self-regulation to their children). School personnel have a responsibility to promote and support families’ meaningful engagement in community schools.

Healthy Children—Promoting children’s health is fundamental to their development and learning. Critical elements that promote and support young children’s health during early childhood include but are not necessarily limited to: (a) prenatal and perinatal care; (b) access to and regular use of pediatric care (i.e., “medical home”); (c) immunizations; (d) screenings for medical and developmental problems (e.g., hearing and vision screenings, dental screenings, developmental screenings); and (e) access to nutritious food and physical activity.

High-Quality Community Services—Families access and use of high-quality community services can contribute greatly to high-quality preschool services and future child outcomes, especially for high-needs families (e.g., living in poverty, dual language learners, children with medical and developmental difficulties). Unfortunately, often medical, social, and community services, are not co-located in or well linked with preschool programs. For many high needs families the fact that services are dispersed across communities creates challenges of access and timely use of needed community services. Critical community services include but are not necessarily limited to: (a) prenatal and pediatric care; (b) enrollment in social service programs such as TANF, MEDICAID, and SNAP; (c) mental health services; (d) responsive services for children and families who experience child and spousal maltreatment; (e) drug and alcohol treatment; (f) parent education such as how to nurture and better care for their children; and (g) before and after school child care. Given the lack of connection between school and many other community services, school personnel should promote and support families’ linkage to and use of needed community services.

High-Quality Preschool Services—High-quality preschool services include but are not necessarily limited to: (a) well-trained teachers supported by effective professional development; (b) engagement and participation of families in schools; (c) academically rich and emotionally supportive classrooms; (c) curricula that are well-aligned with kindergarten and early elementary standards and learning progressions; (d) developmentally appropriate instruction with intentional teaching of critical skills; (e) ongoing assessment that is formative for instruction and monitoring children’s progress; and (f) critical academic and social accomplishments that promote and support success in kindergarten and beyond.

Instruction—Instruction consists of the strategies, tactics, and methods teachers’ employ to actively engage children in the process of learning. Hence, instructional procedures are the “*how to teach*” component of curricula. Metaphorically, teachers are similar to movie directors with responsibilities that include (a) arranging classroom environments (“arranging sets and scenes”); (b) implementing instructional activities with intentional teaching (“using a movie script and planning and implementing film scenes”); and (c) providing positive and supportive feedback and monitoring progress to promote children’s learning (“collaborating with actors and film technicians to achieve successful scenes and a great movie”). Instruction may be performed with individuals, small groups, and in whole groups of children and in different circumstances (e.g., center time, outside

play, snack time, transition to bus, table top activities, large group). Instruction may range from relatively simple embedded questions about personal information (e.g., “How old are you?,” “When is your birthday?”) to systematic presentation of critical information to be learned (e.g., games focused on rhyming and alliteration, dialogic and shared reading, counting and measuring activities). Instruction is both incidental at “teachable moments” (e.g., pointing out a distinctive feature of a square, teacher naming an unknown object and then asking a child to expressively label the object) and teacher planned with high-quality teaching and learning opportunities for children (e.g., dialogic reading of stories focused on “Wh” questions, counting the number of days in a month).

Intentional Teaching—To promote teachers employment of efficient and effective teaching and learning strategies and tactics, Ann Epstein (2006) introduced the term and concept of intentional teaching with a monograph published by the National Association for the Education of Young Children (NAEYC). Whereas Epstein recognized young children learn in varied contexts and circumstances with and without teachers, she strongly recommended that effective teachers be proactive in thoughtful planning and implementation of high-quality teaching and learning activities and experiences throughout the preschool day. She defined intentional teaching as “Teachers act with specific outcomes or goals in mind for children’s development and learning.” (p. 1) and further noted that an intentional teacher “. . . acts with knowledge and purpose to ensure that young children acquire the knowledge and skills (content) they need to succeed in school and in life.” (p. 1). To promote efficient and effective learning with young children, especially children living in poverty, dual language learners, and with medical and developmental difficulties, intentional teaching ought to be implemented regularly with children.

Professional Development—The field of early childhood is characterized by multiple service sectors with different funding streams allocated for well-defined services. Common sectors serving many preschool children are: (a) state-funded pre-kindergarten services; (b) federally funded Head Start Programs; (c) federally and state-funded childcare; (d) federally and state-funded BabyNET Early Intervention Services; (e) for-profit childcare; and (f) private and faith-based preschools. In recent years, given that each sector has different standards and regulations for teachers, the term professional development (PD) has been confusing for many practitioners and has become a generic term that includes both professionals (i.e., academic qualifications and other criteria from a licensing body) and non-professionals (i.e., training related to and required by the sector employers). Other terms that are used commonly along with professional development have been: (a) workforce development; (b) teacher education; (c) preservice and inservice preparation; and (d) continuing education. We adopted the broad definition proposed by Buysse, Winton, and Rous (2009) that defined PD as “facilitated teaching and learning experiences that are transactional and designed to support the acquisition of professional knowledge, skill, and dispositions as well as the application of this knowledge in practice.” Winton (2010) further delineated three fundamental components of the professional development: “1) characteristics and contexts of learners and the

children they serve and the PD providers (the *who*); 2) the content focus of professional development (*what* professionals should know and be able to do); and 3) the organization and facilitation of learning experiences (the *how*, or the methods and approaches used to implement PD.' (p. 115). Historically, most professional development has been workshops and presentations in which participants listen to information ("sit and get"). Two contemporary forms of professional development, especially for promoting effective practices include (a) on-site collaborative consultation with coaching to support teachers practices (Dunst & Trivette, 2009); and (b) establishment of communities of practice focused on evidence-based approaches to early childhood services (Wesley & Buysse, 2006). Regardless of the methods of delivery, we believe that efficient and effective professional development should be based on teachers' needs for evidence-based practices to enhance preschool services, especially those teaching practices related to acquisition of critical skills, abilities, and dispositions.

Progress Monitoring— McLean (2004) defined assessment as ". . . a generic term that refers to the process of gathering information for the purpose of making decisions" (p. 13). Assessment in the broadest sense has several purposes including (a) identification and screening; (b) eligibility and diagnosis; (c) child program planning; (d) child progress monitoring; and (e) accountability and program evaluation (Brown & D'Amico, 2012; Snow & Van Hemel, 2008). Assessment methods can be as simple as observing children or asking a single discrete question or as complex as assigning a standardized series of complicated tasks to observe and record children's performance to compare with same-aged peers (i.e., standardized norm referenced protocols). One type of assessment, **progress monitoring** is an assessment of children's learning across time. Wolery (2004) delineated three essential purposes for progress monitoring: (a) to validate conclusions from initial assessments; (b) to record and evaluate child progress across time; and (c) to determine whether instruction should be continued or revised. Progress monitoring for instruction is typically performed by classroom teachers and should be feasible for planning and, when indicated, adjusting instruction with young children.

Publically funded 4-year-old Prekindergarten—Across the United States during the last three decades, the majority of states have expanded the quantity and quality of prekindergarten services, especially for 4- and 5-year-old children not yet in kindergarten and high needs children and families (e.g., living in poverty, dual language learners, medical and developmental difficulties) (Barnett, Carolan, Fitzgerald, & Squires, 2012). Publically funded preschool services in South Carolina include but are not necessarily limited to: (a) state-funded Education Improvement Act (EIA), federally funded Title I, and district funded prekindergartens; (b) state-funded CDEPP prekindergartens; (c) federally funded Head Start Programs; and (d) state and federally funded Department of Social Services (SC DSS) Division of Early Care and Education for infants, toddlers, and preschoolers. ***Although we believe that the conceptual framework applies to early childhood programs in general, for the purposes of***

Child Development Education Pilot Program (CDEPP) evaluation the phrase “publically funded prekindergarten” refers to those 4-year-old prekindergarten services funded through the South Carolina Child Development Education Pilot Program that are located in public schools, private preschools and childcare centers, and Head Start Programs. Although focused on CDEPP, the CDEPP Evaluation and evaluators will, to the greatest extent possible, collaborate with and be informed by services and evaluations of other relevant publically and privately funded prekindergarten programs in South Carolina.

Success in Kindergarten and Early Elementary—We differentiate *success* in kindergarten and early elementary from kindergarten and school *readiness*. Kindergarten and school readiness consist of a one time “snapshot” of a child’s current skills, abilities, and dispositions. Prekindergarten and kindergarten entry assessment is helpful in determining which children need individualized and well-targeted educational services. Nevertheless, a one time “snapshot” is too circumscribed for children’s learning that occurs across time. Success is a more dynamic concept that focuses on ongoing teaching and learning opportunities that move children along a continuum of critical skills, abilities, and dispositions needed for school and life preparation. Success in kindergarten and beyond ought to include engaged teachers, children, and families with high-quality instruction and progress monitoring across time.

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FYI

EDUCATION WEEK

Published Online: April 18, 2014

Published in Print: April 23, 2014, as **Creating Districtwide Conditions for School Improvement**

COMMENTARY

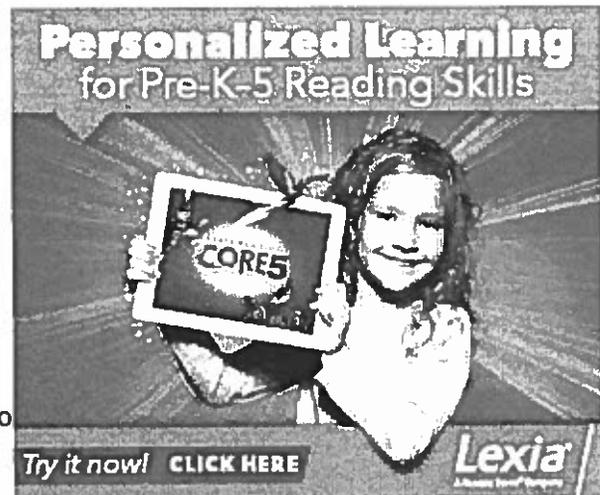
Five Critical Conditions That Encourage School Improvement

By Heather Zavadsky

People often ask me what I've learned in 20-plus years [← Back to Story](#)

of studying districts that have successfully lifted up chronically struggling schools. People also argue with me, asserting that districts are incapable of improving schools, or that charter schools and organizations are the only solution to the current problems.

I think it's time to stop arguing over models and who owns or is credited with *the* solution. To prepare students to be productive 21st-century citizens, we need educational systems that offer a range of accessible, high-quality, innovative models from which students and families may choose. We need students to be prepared for the world we live in now *and* the one they will inhabit in the future.



How districts get there will vary, but their efforts must include the following five critical conditions:

- 1. A central office or centralized body that supports customization, innovation, and equity.** This means rethinking how the district's central office can help schools create new approaches to meeting their communities' unique needs, be it through small schools, academies, magnets, or other options. Forcing schools to adhere to limited schedules, budgets, staffing patterns, and services will not get them there. Isn't this why charters hold such great appeal?
- 2. A strategy and tools to monitor quality and coherence for the system and its clients (students, the community, businesses).** You cannot simply plop down a bunch of schools without being thoughtful about how to ensure students experience logical, accessible, and effective (as in, they are prepared) transitions from pre-K to 12th grade and beyond.
- 3. Opportunities for those involved in the school system to build capacity for thinking and acting in innovative ways.** In my research, I've seen that, even in creative districts, flexibility can go untapped without the proper support and training on how to think beyond traditional models and practices and a clear understanding of real vs. perceived barriers and obstacles.
- 4. A thoughtful process on how to transform teaching and learning to meet the new economy's needs.** Schools that are moving forward are connecting real-world skills with educational content through active learning experiences. Done well, this work follows a strong set of curriculum standards delivered in a meaningful way. Disconnected classes delivered through an old-world lecture style will not get us where we need to go.

"Disconnected classes delivered through an old-world lecture style will not get us where we need to go."

5. A supportive state and district policy environment that allows for the items above to happen. To make change happen, policies must support customization and innovation. Restrictive human-capital rules, like those on seniority-based staffing, and local policies, such as weighting Advanced Placed courses higher than other college- and career-readiness courses, squash innovation and customization.

Perhaps this sounds good on paper, but how do educational systems get there? It starts with clearly defined outcomes, backward-mapped from graduation to the student's starting point in the system. Begin with the question of what your graduates should know and be able to do to succeed in their chosen postsecondary pursuits. Getting there might mean that, in addition to having core academic skills, they need to be effective communicators and problem-solvers, for example. Once the elements of success are defined, all parts of the system should be aligned to support those outcomes, from pre-K through graduation. If done well, the school ends up with a road map and focused strategies bolstered by the system instead of a patchwork of interventions.

Here are some real-world examples of how all these critical elements can and are working together.

Houston has a large school district with significant diversity courtesy of its sheer geographical spread. The district is continuously assessing community needs and working to respond to them. In different regions, you will find stem (science, technology, engineering, and math) academies, magnets, twilight or night schools (schools with evening hours for students with commitments during the day), and more. Some Houston students will head across town to attend a particular type of school, while others want something small and in their neighborhood. And, right now, the district is trying to create more innovative high schools through an approach that helps schools launch industry-based pathways that deliver instruction through projects and close industry partnerships.



Because Houston has open enrollment, students can attend whichever school they want rather than being bound by geographical limits. And, for those who worry that such a policy would bring about an expensive transportation nightmare and stir tension between customization and efficiency, rest easy. Houston's operations department functions to serve schools, meaning schools don't have to squeeze into a preordained schedule or pattern. Transportation officials ask schools when they want to start their day, look at where kids want to go, then find efficiencies, and make it work.

How do we know the Houston district is not just creating a mash-up of unrelated educational programs with variable quality? For starters, the district has a number of methods to monitor student and school progress and to ensure that students are indeed meeting the district's vision for its graduates. Additionally, principals are being trained by a local university to market their schools, stick to their stated school focus, and help their clients (parents and students) find schools that map well to each other. So, a principal may decide not to add more sports to his arts academy based on parent demand, but he will help a particular parent find another school that meets a child's needs.

In 2013, Houston became the first district in the nation to win the Broad Prize for Urban Education a second time; the district's first win was in 2002. We also know that, following the adoption of more-rigorous testing in 2012, the growth in the proportion of middle and high school Hispanic students achieving an advanced level in math and science from 2009 to 2011 was in the top 30 percent of all districts in Texas. Houston's SAT participation rate is two-thirds higher than the Texas average, and the district has the highest participation rate among urban districts around the country, particularly among its Hispanic and African-American students.

Policy matters, too. In Denver, by Colorado statute, schools are allowed to apply for "innovation status" and to design schools and programs completely outside the box. In addition, schools are provided a list of menu items that allow them autonomy over a number of services. Don't like the district cafeteria or custodial service? You can get that money back in your budget and select your own vendor. What Denver learned is that leaders need training to leverage opportunities and create better, more innovative schools, so the district has engaged a number of partners to help with this work.

Colorado also has supportive charter laws, which have helped Denver partner effectively with charter schools. You will find a number of traditional Denver public schools that compensated for enrollment drops by building-sharing with high-performing charter schools. This gives the neighborhood another education option and the charter school space and services. The charters are also subject to the district's accountability measures.



These elements described above are found in a few districts and must all be included to create schools that can better prepare students for the future. It takes thoughtful balance between customization and coherence, comfort with providing autonomy and innovation, and a thoughtfully designed and implemented plan that considers equity and access, system development and capacity, and sustainability.

It's not about the specific model; it's about creating the conditions to build the system.

Heather Zavadsky is the author of School Turnarounds: The Essential Role of Districts (Harvard Education Press, 2012).

Vol. 33, Issue 29, Pages 22-23

Tennessee Gov. Haslam's Bold Promise Taking Root

by Jamal Watson

When Tennessee Gov. William Haslam proposed legislation in February aimed at offering a free community college education for all graduating high school seniors in his state, Darius Green was quick to take notice.

Like many of the students in his class, Green, 16, a high school junior, was planning to enroll at the University of Tennessee, the state's flagship institution.

But in the wake of the Tennessee legislature's decision to pass the Tennessee Promise — a scholarship that will provide a tuition waiver for students to attend the state's community and technical colleges beginning in fall 2015 — Green has reconsidered.

"You know how much money my family will be able to save over time?" asks Green, who will be the first in his family to go to college when he enrolls next year. "I've figured out that I can go to the local community college, get my associate degree and then transfer over to UT. I think this is a good opportunity for helping to increase college enrollment."

As the cost of a college education continues to rise, Haslam's legislation, which was approved in April in the state legislature, has generated interest across the nation and has education experts praising the Volunteer State for encouraging students to pursue college. Experts say that the new initiative may also help bridge the racial divide in Tennessee between the number of Blacks and Latinos versus Whites who enter college after graduating high school.

"We think generally speaking, this is good for our sector," says David Baime, senior vice president for government relations and research for the American Association of Community Colleges. "It's really an exciting development."

While it's too early to determine if other states will offer similar tuition waivers, Baime says that there has been a steady interest in the Tennessee model since it was first announced.

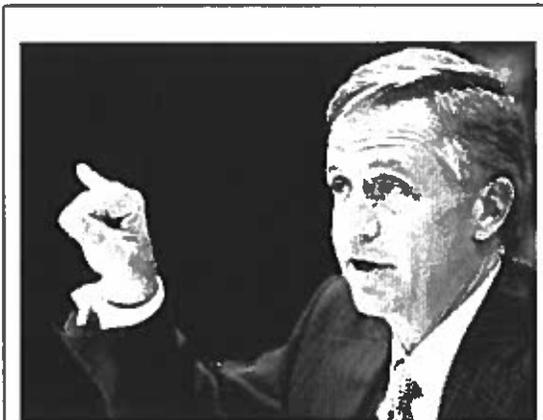
"The intention is clear," says Baime. "This is part of the governor's plan of higher education attainment, so it's not a coincidence that the momentum is being built."

Though Tennessee will be the only state to offer a free college education, it is not the first to do so. The California Community Colleges system was free until the 1984-85 academic year. And for a brief period in the 1970s, the City University of New York dropped all tuition charges, but was forced to begin charging students again due to mounting debt.

After he was elected governor of Massachusetts, Deval Patrick proposed a plan in 2007 that the state's community colleges be free to all high school graduates by 2015. But as the economy fell deeper into a recession, his plan never gained much support in the state legislature.

Expected growth

Officials in the governor's office estimate that about 25,000 students, or about 40 percent of graduates each year, will take advantage of the tuition-waiver program when it officially starts operating next year.



Gov. William Haslam says the Tennessee Promise allows students to cut the cost of their postsecondary education in half if they choose to get a four-year degree after completing community college for free.

To cover the cost of the program, Tennessee will use lottery funds to create a \$300 million endowment. The endowment will help to pay the annual \$34 million cost of the program. The fifth semester allows for additional college work to accommodate the nearly 70 percent of high school graduates who currently require at least one remedial course upon enrolling in community college.

"The fact that they have made provisions to address remediation on the front end is very encouraging," says Dr. Kenneth Parker, a D.C. education consultant who works with community colleges across the country. "The reality is that many high school students continue to lack the critical writing and thinking skills needed in order to be successful in college, so I'm thrilled that they've given a lot of thought to these issues."

Student recipients are expected to maintain at least 12 hours each semester, earn at least a 2.0 GPA and complete a total of eight hours of community service in order to continue receiving the financial award.

According to Linda Gilliam, president of Northeast State Community College and a supporter of the initiative, students will be required to apply to the program, must attend an orientation, meet with a mentor and complete the FAFSA.

"Students don't have to have any other entrance requirements aside from a high school diploma," says Gilliam, who notes that first-generation college students like Green will most likely take advantage of the program.

Gilliam and others suspect that the Tennessee Promise will stimulate a spike in enrollment for community colleges across the state. In recent years, overall enrollment has dropped from 97,926 students in 2010 to 89,729 in 2013. Many of the state's four-year private and public institutions have been struggling to maintain enrollment as well.

The Tennessee Promise is part of Drive to 55, a legislative campaign designed by Haslam to improve the state's graduation rates from the current 32 percent to 55 percent by 2025. Haslam hopes this will improve overall job qualifications while attracting employers to the state.

"Through the Tennessee Promise, we are fighting the rising cost of higher education, and we are raising our expectations as a state," says Haslam in an interview with Diverse. "We are committed to making a clear statement to families that education beyond high school is a priority in the state of Tennessee."

Opposition and the future

While the legislation has received much support from state lawmakers, not everyone believes it's a good idea.

"The governor's 'promise' actually cuts funding from high-achieving students beginning four-year degree programs," says U.S. Rep. Steve Cohen, a Democrat and a fierce critic of Haslam, who, during his years as a state senator, was responsible for spearheading a scholarship program for students enrolling in a bachelor's degree program.

But Haslam says that after graduating from a community college, if a student chooses to attend a four-year school, the state's transfer pathways program makes it possible for those students to start as a junior. By getting their first two years free, he adds, the cost of a four-year degree would be cut in half.

"This is a bold promise," says Haslam. "It is a promise that will speak volumes to current and prospective employers. It is a promise that will make a real difference for generations of Tennesseans, and it is a promise that we have the ability to make. Net cost to the state, zero. Net impact on our future, priceless."

For Green, an honors student who aspires to become a teacher and has little interest in politics, Haslam's thinking makes sense.

"I don't know how anyone can be opposed to helping provide educational opportunities to kids of my generation, particularly Black students who need additional support," says Green, who currently has a 3.9 GPA. "A person's socioeconomic background really shouldn't be the factor in determining who goes to college and who does not. To me, this is an attempt to level the playing field and make things more equitable for everybody."

His working single mom, Patrice, agrees: "This is an opportunity for my son to get an education that I wished I had. College has always seemed like something that wasn't possible for our family, but I think that's about to change with this new program. I think it's a really good thing."

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