

## EIA Program Report for Fiscal Year 2011-12

### Coversheet

**EIA-Funded Program Name:** Professional Development for  
Standards Implementation

**Current Fiscal Year:** 2011-12

**Current EIA Appropriation:** \$6,515,911

**Name of Person Completing Survey and to whom EOC members may request additional information:**

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**Question 1: History of the program: Please mark the appropriate response (choose one):**

**This program:**

- was an original initiative of the Education Improvement Act of 1984
- was created or implemented as part of the Education Accountability Act of 1998
- has been operational for less than five years
- was funded last fiscal year by general or other funds
- is a new program implemented for the first time in the current fiscal year
- Other

**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.**

**Code of Laws:**

1A.36.SDE EIA: Professional Development

**Proviso(s):** (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)

General Appropriation Act, 2011, Proviso 1A.36. (SDE-EIA: Professional Development)

**Regulation(s):**

**Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?**

- Yes
- No

**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)**

EIA funds are appropriated for Professional Development and expended on professional development for certified instructional and instructional leadership personnel in grades kindergarten through twelve across all content areas, including teaching in and through the arts, to better link instruction and lesson plans to the standards, to develop classroom assessments consistent with the standards, and to analyze results for needed modifications in instructional strategies.

Funds were allocated directly to districts in support of this mission through the Professional Development Program. These funds also supported the goals of the Office of Standards and Support. The 2011-12 goals of the PD program, now under the newly formed Office of Teacher Effectiveness, are to enhance capacity of teachers to implement and support standards-based curriculum, instruction, and assessment practices, and to increase teacher knowledge of the subject matter content.

The Office of Teacher Effectiveness provides educators with an array of multifaceted professional learning opportunities that integrate theory and best practice , build capacity, and are data and results-driven. Through various technologies, job-embedded learning, and customized services, the Office of Teacher Effectiveness seeks to advance the current practice of professional development to bolster teacher quality and, by extension, student learning in South Carolina.

**Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?**

**Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.**

**Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.**

**IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?**

Each district is required to submit a Web-based report annually, which summarizes the progress made toward these goals. The Office of Standards and Support monitored the PD program, conducting desk audits of the summary reports. Based on the most recent data provide by the districts (FY10), these funds supported the professional development of teachers and a sundry of other activities because of Provisos 1.40, 1.47, and 1A.22 (SDE: School Districts and Special Schools Flexibility). These provisos allow for flexibility in the spending of the PD dollars.

Professional development was provided through Eluminate sessions, Webinars, regional meetings, Moodle, etc., in the areas of Modern and Classical Languages, Visual and Performing Arts, Gifted/Talented, Advanced Placement, Social Studies, African American Studies, and Comprehensive Health Education.

With flexibility, districts also used their funds to hire teacher coaches, replenish science kits, teacher stipends, software programs, curriculum alignment, graduate coursework, MAP licenses, MAP technical services, AP Course registration fees, tuition reimbursements, fringe benefits, printing for pacing guides, laptops, credit recovery software, graduate course software and texts, travel to professional development, maps and globes, professional development materials, reading kits, SRA kits, Read 180 materials, Reading Mastery materials, and Plugged into Reading Curriculum.

**Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?**

**Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.**

During the FY11, 35,547 teachers (duplicative count) experience professional development supported by the EIA funds. (According to the PD/Lottery Collection Database)

FY 11	FY 10	FY 09	FY08	[FY07]	(FY06)	Content area
27.7%	25.6%	20.2%	20.3%	[20.1%]	(22.1%)	English language arts
26.7%	22.5%	18.9%	18.9%	[18.7%]	(19.4%)	Mathematics
16.0%	19.5%	17.5%	17.5%	[17.4%]	(16.7%)	Science
15.1%	18.1%	16.5%	16.5%	[16.3%]	(17.3%)	Social Studies
2.1%	1.9%	.9%	0.8%	[1.4%]	(2.1%)	Health
0.3%	1.1%	1.4%	1.4%	[0.8%]	(0.7%)	World Languages
0.2%	1.5%	1.6%	1.6%	[2.5%]	(2.3%)	Physical Education
0.8%	2.1%	2.5%	2.5%	[2.5%]	(1.6%)	Visual and Performing Arts
5.5%	5.7%	20.55%	20.6%	[20.4%]	(17.7%)	Multi-curricular
5.7%	2.0%					Response to Intervention

The above categories continued to have teachers attend professional development through Webinars, Elluminate sessions, Moodle sessions, as well as regional workshops in the 2010-11 school year.

Source: PD Data Collection excel document

## **Question 6: What are the outcomes or results of this program?**

**Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:**

**Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.**

### PASS Scores

Larger percentages of public school students met state standards on the 2011 administration of South Carolina's Palmetto Assessment of State Standards (PASS). In addition, the percentages of students scoring at exemplary levels - the highest of three scoring levels under PASS - increased for every grade and subject, with only two exceptions - Grade 5 ELA and Grade 8 writing.

Comparing 2011 scores with 2010, the percentage of students with passing mathematics scores increased in all six grades tested. The passing rate increased in three of six grades in English language arts, in four of six grades in science and in five of six grades in social studies.

PASS scores in 2011 generally showed greater achievement gaps among white and African-American students even though those students improved their passing rates in five of six grades in math, four of six grades in science and social studies and three of six grades in English Language Arts. The reason is that while African-American students' scores improved, white students' scores improved at a greater rate. Of the 26 subject-grade combinations tested, achievement gaps shrank in only eight.

PASS scores for African-American students, for students with limited English proficiency and for those enrolled in free or reduced-price school food programs remain lower than overall student scoring percentages.

Students from low-income families improved their passing rates in math in every grade, in three of six grades in English language arts, in five of six grades in social studies, in four of six grades in science. Students with limited English proficiency (LEP) improved their passing rates in math in every grade, in three of six grades in English Language Arts, in five of six grades in science and in four of six grades in social studies.

### PASS results by subject

- Writing - The writing test included multiple-choice questions and one extended-response (essay) item. In 2011, only fifth- and eighth-grade students were assessed in writing. Fifth-graders had the higher "passing" percentage of students meeting the standard or showing exemplary performance - 77.7 percent. The eighth-grade passing rate was 67.8 percent. The passing rate increased in one of the two grades tested.
- English language arts (reading and research) - The ELA test contained multiple-choice questions based on reading passages. Third-graders had the highest passing percentage at 80.0 percent. Grade 8 was lowest at 67.8 percent. The passing rate increased in three of six grades.

- Mathematics - The mathematics test contained only multiple-choice items. Grade 4 had the best passing rate at 79.4 percent. Grade 8 was lowest at 69.5 percent. The passing rate increased in all six grades.
- Science - The seventh-grade passing rate of 71.7 percent was best on this multiple-choice test. Grade 3 was lowest at 60.8 percent. The passing rate increased in four of six grades.
- Social studies - This test also contained only multiple-choice questions. Grade 6 had the best passing rate at 77.6 percent, while Grade 7 was lowest at 63.4 percent. The passing rate increased in five of six grades.

#### Summary of statewide 2011 results for all students

##### Grade 3

- Writing - not tested at this grade.
- ELA (reading and research) - 80.0 percent Met or showed Exemplary performance in meeting the grade-level standard.
- Mathematics - 70.4 percent Met or showed Exemplary performance in meeting the grade-level standard.
- Science - 60.8 percent Met or showed Exemplary performance in meeting the grade-level standard.
- Social Studies - 76.6 percent Met or showed Exemplary performance in meeting the grade-level standard.
- The percentage of students scoring Met or above increased in three of four subjects.

##### Grade 4

- Writing - not tested at this grade.
- ELA (reading and research) - 78.0 percent Met or showed Exemplary performance in meeting the grade-level standard.
- Mathematics - 79.4 percent Met or showed Exemplary performance in meeting the grade-level standard.
- Science - 70.9 percent Met or showed Exemplary performance in meeting the grade-level standard.
- Social Studies - 77.1 percent Met or showed Exemplary performance in meeting the grade-level standard.
- The percentage of students scoring Met or above increased in all four subjects.

##### Grade 5

- Writing - 77.7 percent Met or showed Exemplary performance in meeting the grade-level standard.
- ELA (reading and research) - 78.3 percent Met or showed Exemplary performance in meeting the grade-level standard.
- Mathematics - 75.3 percent Met or showed Exemplary performance in meeting the grade-level standard.
- Science - 64.9 percent Met or showed Exemplary performance in meeting the grade-level standard.
- Social Studies - 70.4 percent Met or showed Exemplary performance in meeting the grade-level standard.
- The percentage of students scoring Met or above increased in four of five subjects.

#### Grade 6

- Writing - not tested at this grade.
- ELA (reading and research) - 70.2 percent Met or showed Exemplary performance in meeting the grade-level standard.
- Mathematics - 72.5 percent Met or showed Exemplary performance in meeting the grade-level standard.
- Science - 64.9 percent Met or showed Exemplary performance in meeting the grade-level standard.
- Social Studies - 77.6 percent Met or showed Exemplary performance in meeting the grade-level standard.
- The percentage of students scoring Met or above increased in two of four subjects.

#### Grade 7

- Writing - not tested at this grade.
- ELA (reading and research) - 68.4 percent Met or showed Exemplary performance in meeting the grade-level standard.
- Mathematics - 69.7 percent Met or showed Exemplary performance in meeting the grade-level standard.
- Science - 71.7 percent Met or showed Exemplary performance in meeting the grade-level standard.
- Social Studies - 63.4 percent Met or showed Exemplary performance in meeting the grade-level standard.
- The percentage of students scoring Met or above increased in two of four subjects.

#### Grade 8

- Writing - 67.8 percent Met or showed Exemplary performance in meeting the grade-level standard.
- ELA (reading and research) - 67.8 percent Met or showed Exemplary performance in meeting the grade-level standard.
- Mathematics - 69.5 percent Met or showed Exemplary performance in meeting the grade-level standard.
- Science - 70.1 percent Met or showed Exemplary performance in meeting the grade-level standard.
- Social Studies - 71.9 percent Met or showed Exemplary performance in meeting the grade-level standard.
- The percentage of students scoring Met or above increased in four of five subjects.

#### Advanced Placement Scores

South Carolina students improved their performance on college-level Advanced Placement course exams. The percentage of students receiving a 3, 4, or 5 on their AP exam increased by 10.3 percent this year and a total increase of 32.5 percent over the past five years.

The five most-taken AP exams in 2010-2011 were United States History, English Language and Composition, English Literature and Composition, Calculus AB and Government & Politics: United States

#### District Reported Outcomes on PD

- Elementary teachers and principals are able to review and analyze the assessment results for their students utilizing a data warehouse software thus enabling them to make informed instructional decisions.
- Assessment data that reflects improvements in ELA MAP scores, ELA PASS scores, and ELA HSAP scores.
- On the Social Studies PASS our percent of students meeting standard on Social Studies in 6th grade increased from 70.3% to 79.5%. In 7th grade it increased from 50.5% to 53.6%.
- On the English I EOCEP, there was a district improvement of 2.7%; On HSAP first attempt, the percent of students meeting graduation requirements for ELA increased by 2%. Over 50% of all students in grades 3-8 scores exemplary in ELA.
- PD Funding paid for teachers to attend the Summer Institute and received their AP certification
- New-to-district teachers were trained at the beginning of the school year in the Explicit Direct Instruction model. Each of these teachers received follow-up training during the school year and were observed by school and district office administrators and their teacher mentors. The observations documented that all of the teachers observed used this model effectively to deliver classroom instruction.
- PD money was used in Chester County to provide intensive training on the construction of better assessments from classroom assignments to major quizzes and tests. Our students are given district-made benchmark tests in all core subject areas in all grades. Our scores began to improve as teachers worked to make the test more in line with the standards and more on the level of the course being taught. Improvement was seen in all core areas of the benchmark test as well as EOC and HSAP scores for all 3 high schools. It is our belief that better testing and teaching helped these students perform better on standardized tests that were given to them.
- Student first time passage performance on HSAP Math improved by 17% over the 2009 test administration, with 89% of 10th graders passing the Math portion on the first attempt.
- District AYP results yielded that all subgroups met standard in ELA with the exception of the disabled subgroup. Eight schools improved their growth rating on the 2010 State

## Question 7: Program Evaluations

### What was the date of the last external or internal evaluation of this program?

Spring 2003 \*An evaluation was conducted on the old PDSI funding which no longer exists. The current Professional Development budget line is a combination of funds that were consolidated in the 2009-10 school year. No evaluation has been completed on this new PD program.

### Has an evaluation ever been conducted?

Yes

No

### If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

\*\*Following are recommendations from "the most recent evaluation", however, this was from the old PDSI funding before it was consolidated.

Recommendation 1: The Department should continue to allocate funds to districts in support of professional development in the area of standards implementation.

Recommendation 2: Districts should take aggressive steps to ensure that the funds used to support professional development adhere to the funding guidelines specified in the Funding Manual.

Recommendation 3: Districts should place greater attention on assessing the impact of the investment made by the state through the PD funds.

Recommendation 4: The Department should encourage and support a greater coordination of various funding sources.

Recommendation 5: The Department and Districts should place greater emphasis on strengthening teachers' knowledge of content (subject matter), modeling effective instructional methodology and assessment strategies.

Recommendation 6: The Department and Districts should place greater emphasis on incorporating technology as a tool to enhance instruction.

### Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

Yes

No

If yes, please provide URL link here.

If no, why not?

\*No evaluation has been completed on this new PD program.



**Question 8:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

Programs and districts cut professional development days from their calendars. The state has also enacted a proviso [1.40. (SDE-EIA: School Districts and Special Schools Flexibility)] in order to give districts flexibility in spending.

**Question 9:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**

EIA funds appropriated for professional development (PD) for certificated instructional and instructional leadership personnel in grades kindergarten through 12 across all content areas, including teaching in and through the arts have been proven to enhance classroom instruction, improve student learning, develop classroom assessments and align curriculum to assessments.

The funds provide fiscal assistance to the district and state to provide professional development in standards-based content and instructional practices that have shown state-wide increases in student achievement as reported in the PASS scores. Eliminating these funds would put a burden on the districts for funding the PD for their teachers.

The funds provide assistance to districts to purchase supplies for classroom material that the teachers and students would otherwise do without. With flexibility, districts also used their funds to hire teacher coaches, replenish science kits, teacher stipends, software programs, curriculum alignment, graduate coursework, MAP licenses, MAP technical services, AP Course registration fees, tuition reimbursements, fringe benefits, printing for pacing guides, laptops, credit recovery software, graduate course software and texts, travel to professional development, maps and globes, professional development materials, reading kits, SRA kits, Read 180 materials, Reading Mastery materials, and Plugged into Reading Curriculum. Without the funds none of this would be possible and the increased PASS and AP scores would not have been possible this past year.

**If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to [mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov).**

