

## EIA Program Report for Fiscal Year 2011-12

### Coversheet

**EIA-Funded Program Name:** ADEPT

**Current Fiscal Year:** 2011-12

**Current EIA Appropriation:** \$873,909

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

Kathy Meeks

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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:**

- S.C. Code Ann. § 59-26-30(B) (2004)
- S.C. Code Ann. § 59-26-40 (2004)

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

- 1A.5. (SDE-EIA: XI.C.2-Teacher Evaluations, XI.F.2- Implementation/Education Oversight)
- 1A.47. (SDE-EIA: Assisting, Developing, and Evaluating Professional Teaching-- ADEPT)

**Regulation(s):**

- R 43-205.1. Assisting, Developing, and Evaluating Professional Teaching (ADEPT)

**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: South Carolina Department of Education ADEPT System Guidelines (2006)  
South Carolina Department of Education Induction and Mentoring Program Implementation Guidelines (2006)
- 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.)**

The primary goal of ADEPT—South Carolina’s statewide system for Assisting, Developing, and Evaluating Professional Teaching—is to examine the relationship between educator performance and student outcomes in order to ensure educator accountability and promote continuous improvement in educator effectiveness.

In addition to the objectives that relate to the ongoing oversight, evaluation, and continuous improvement of the statewide implementation of the ADEPT system, the following objectives have been included in the ADEPT strategic plan:

- To revalidate the ADEPT Performance Standards for classroom-based teachers.
- To create a multi-level rubric (as opposed to the current bimodal system) for rating educator performance relative to each of the performance standards.
- To enhance and expand upon current methods for determining student learning, and to use this information to assess and improve educator performance.
- To develop, validate, and implement performance standards and evaluation models for e-teachers, assistant principals, school psychologists, and teacher leaders.
- To develop and implement more robust models for the initial training and recalibration of evaluators.

**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?**

- **Evaluating Teacher Effectiveness: SAFE-T.** The 2010–11 school year marked the accomplishment of the three-year phase-in of the state’s new ADEPT formal evaluation model for classroom-based teachers, SAFE-T. This formal evaluation model is now being implemented statewide. Over the three-year implementation period, a total of 9,411 administrators and teacher leaders have successfully completed the SAFE-T training and the online examination in order to become certified as SAFE-T evaluators. The pass rate for the SAFE-T evaluator examination is 94 percent.

- **Evaluating Teacher Effectiveness: Training.** During the 2010-11 school year, the Office of Educator Evaluation that now houses ADEPT held three SAFE-T Evaluator Upgrade training sessions for educators from institutions of higher education and selected school districts. Thirty-seven educators successfully completed this training.
  
- **Evaluating Teacher Effectiveness: Trainer Training.** The Office of Educator Evaluation held four SAFE-T Trainer Training sessions throughout the year to prepare selected administrators to become trainers. Once certified, these educators become eligible to train SAFE-T evaluators in their respective school districts. A total of 56 administrators successfully completed this trainer training.
  
- On September 1, 2010, the Office of Educator Evaluation (ADEPT) offered its annual *Introduction to ADEPT and ADS* technical assistance workshop for new school district administrators. During the morning session, attendees received detailed information about the ADEPT system requirements. During the afternoon session, participants engaged in hands-on training using the web-based ADEPT Data System. Eighteen new school district administrators from across the state participated in this workshop.
  
- In September 2010, the Office of Educator Evaluation (ADEPT) hosted two sessions for representatives from school districts and institutions of higher education to provide feedback on the draft of the Interstate Teacher Assessment and Support Consortium's (InTASC) Model Core Teaching Standards. A total of 55 educators attended these meetings and provided feedback on the proposed standards. The Office of Educator Evaluation compiled this feedback and submitted the report to InTASC as part of the field review.
  
- The Office of Educator Evaluation (ADEPT), in collaboration with seven selected representatives from public school Montessori programs throughout the state, developed a SAFE-T Guidance Document for Montessori. The purpose of this document is to assist evaluators and teachers in applying SAFE-T to Montessori settings.
  
- The Office of Educator Evaluation (ADEPT), in collaboration with representatives from school districts and institutions of higher education, analyzed thirteen nationally recognized sets of teaching performance standards and developed crosswalks between each of these sets of standards and the ADEPT Performance Standards. The purpose of these crosswalks is to identify potential updates that are needed to the ADEPT Performance Standards.
  
- The Office of Educator Evaluation (ADEPT) has begun updating the ADEPT Performance Standards for classroom-based teachers and will be developing rubrics for rating teacher performance and effectiveness according to the updated standards.

**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.**

- **ADEPT.** During the 2010–11 academic year, a total of 50,630 educators participated in South Carolina’s system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT). School districts employed an additional 1,860 educators under letters of agreement.
- **Assisting Teachers: Induction and Mentoring.** During the 2010–11 academic year, 2,224 beginning educators received assistance and support through induction and mentoring programs and diagnostic assistance. Of these educators, 2,023 (91 percent) met the requirements of their respective ADEPT programs.
- **Developing Teacher Effectiveness: Goals-Based Evaluation.** During the 2010–11 academic year, 45,497 teachers participated in goals-based evaluation designed to target specific areas for improvement and to engage teachers in inquiry, action research, and professional collaboration. Of these educators, districts reported that 45,104 (99 percent) achieved gains in their teaching performance and effectiveness.
- **Evaluating Teacher Effectiveness: Certificate Advancement.** During the 2010–11 school year, 2,567 teachers were employed at the annual-contract level and underwent the ADEPT formal (summative) evaluation process that is required to advance their teaching certificates from the initial to the professional level. Of these teachers, 2,218 (86 percent) met the ADEPT requirements for certificate advancement.
- **Evaluating Teacher Effectiveness: Certificate Suspensions.** The State Board of Education suspended the teaching certificates of twelve annual-contract teachers due to two years of unsuccessful performance on ADEPT formal (summative) evaluations.
- **Evaluating Teacher Effectiveness: Experienced Educators.** A total of 342 continuing-contract teachers underwent ADEPT formal evaluations at the recommendation of their employing school districts. Of these teachers, 173 (51 percent) were successful in meeting the ADEPT criteria for effective teaching performance.

**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.**

- **State Uses of ADEPT Results.** The state collected ADEPT results on every public school teacher in the state, as reported by their employing school districts via a web-based data system. This system enabled the state to use performance-based data to determine eligibility for certificate advancement (i.e., initial to professional) and to impose ADEPT-related certificate suspensions on teachers who received two failed evaluations at the annual-contract level.
- **Local School District Uses of ADEPT Results.** Teachers' ADEPT results helped inform local decisions about employment and contract levels. ADEPT results also helped inform decisions about teachers' professional development needs, on both individual and group bases.
- **Uses of ADEPT Results at Institutions of Higher Education.** The SCDE provided every teacher preparation program in the state with the ADEPT results for their respective graduates. Each institution then used these results to gauge their program's effectiveness and to inform and guide program changes.

#### Question 7: Program Evaluations

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

- **Internal Evaluations.** Internal evaluations are conducted annually. As part of their annual ADEPT plans, each school district and institution of higher education (IHE) must respond to a series of program evaluation questions.

*ADEPT Program Evaluation Guidance Document for School Districts:*

<http://www.sctechners.org/Adept/adeptcoordinators/ADEPTEvaluationDistrictChart.pdf>

*ADEPT Program Evaluation Guidance Document for IHEs:*

<http://www.sctechners.org/Adept/evalpdf/programmevaluationguidancedocument.pdf>

- **External Evaluation.** The most recent external evaluation of the ADEPT system was conducted in 2003.

**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? See web link provided below.**

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.

<http://www.scteachers.org/Adept/overview.cfm>

The *External Review of South Carolina's Assisting, Developing, and Evaluating Professional Teaching (ADEPT) Program* (June 2003) includes an executive summary in addition to the full report.

If no, why not?

**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?**

- The last decade has brought a 70% reduction in ADEPT flow-through funding to school districts. Districts must weigh the ever-increasing demands to implement effective, comprehensive, and robust professional support and evaluation systems with their diminished capacity to do so. Continued reductions in funding are likely to result in proportional decreases in the fidelity of implementation—and consequently the impact—of the ADEPT system.

**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?**

- ADEPT flow-funding to districts serves two purposes:
  1. To augment district resources to better support the fidelity of implementation—and the increasing requirements—of the ADEPT system for supporting and evaluating

teachers. The need for such a system is well-documented in research. Most recently, the National Center for Education Statistics (NCES) released [Beginning Teacher Attrition and Mobility](#), outlining the findings of a recent beginning teacher longitudinal study. The report finds that, of teachers who began teaching in 2007 or 2008, 12% were no longer teaching in 2009/2010. For those teachers who were not assigned a mentor, 23% were no longer in the teaching profession.

2. To provide a mechanism for enforcing the implementation of the ADEPT system. According to Regulation 43-205.1, the State Board of Education may withhold ADEPT funds from school districts and institutions of higher education that fail to implement and report on the ADEPT program. Unfortunately, the reductions in ADEPT flow-through funding have increasingly diminished the impact of this provision.

**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).**



**SOUTH CAROLINA**  
**STATE DEPARTMENT**  
**OF EDUCATION**

# **Final ADEPT Results**

## **2010–11**

**Issued by the**  
**Division of School Effectiveness**

**South Carolina Department of Education**  
**Columbia, South Carolina**

**Mick Zais, Ph.D.**  
**State Superintendent of Education**

## Introduction

*Effective educators are competent, caring professionals who have a significant and lasting impact on student learning and achievement.*

South Carolina's Assisting, Developing, and Evaluating Professional Teaching (ADEPT) system is designed to promote teacher effectiveness in two ways. Through the assistance and professional development processes, emphasis is placed on continuously improving instructional practices. During the formal evaluation process, the focus shifts to quality assurance. In combination, these two components help ensure that teachers in South Carolina are competent, caring, and effective.

ADEPT is a success-based system. It is expected that, given adequate and appropriate preparation and support during their teacher preparation and induction programs, most teachers will meet the formal evaluation criteria and will continue to increase their knowledge and expertise throughout the entirety of their teaching careers.

The following tables summarize the ADEPT evaluation results<sup>1</sup> for teachers<sup>2</sup> at each contract level. Explanations of the teacher contract levels and the ADEPT processes accompany each of the tables. Because ADEPT evaluation requirements are not prescribed for teachers employed under a letter of agreement, their ADEPT results are not included in this report. As information, 1,860 teachers were employed under a letter of agreement, for **a total of 52,490 teachers employed during the 2010–11 academic year.**

Data for this report were submitted electronically by school districts via a web-based application, the ADEPT Data System (ADS). Prior to the 2002–03 academic year, districts reported teachers' ADEPT results via the Professional Certified Staff (PCS) system.

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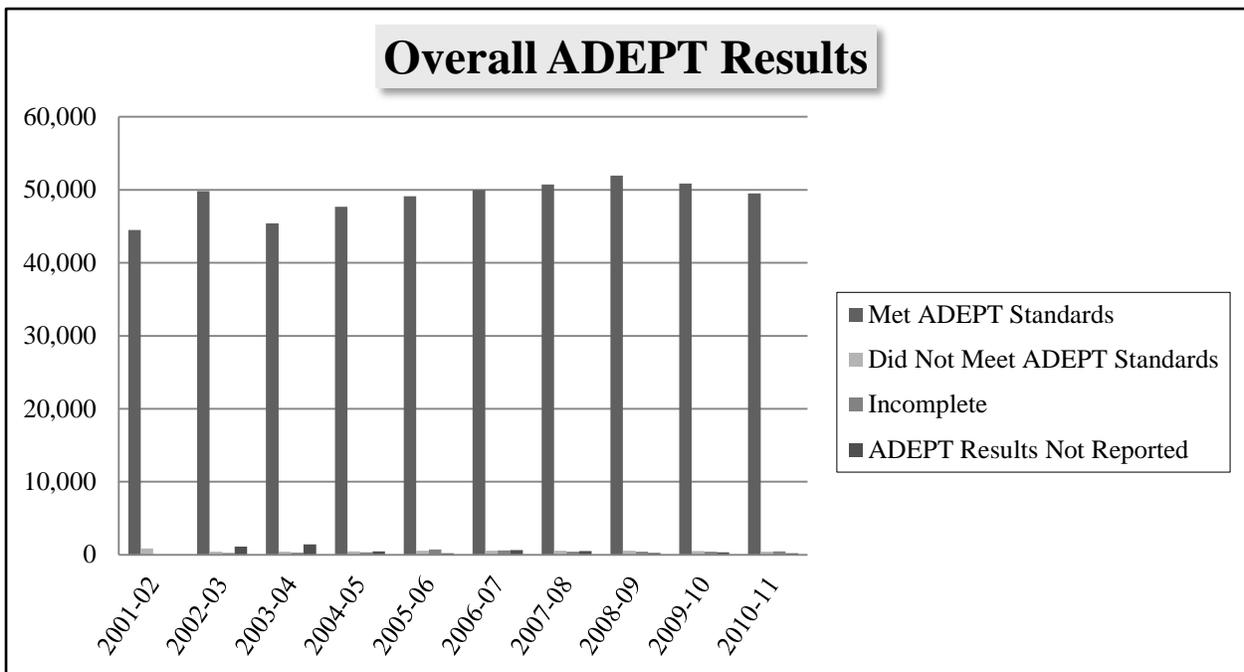
<sup>1</sup> Percentages for some academic years total slightly more or less than 100% due to the fact that all percentages are rounded to the nearest whole number.

<sup>2</sup> Under the current ADEPT system, the term *teachers* refers to classroom-based teachers, library media specialists, school guidance counselors, and speech-language therapists.

## STATEWIDE ADEPT RESULTS

(Teachers Employed Under Induction, Annual, and Continuing Contracts)

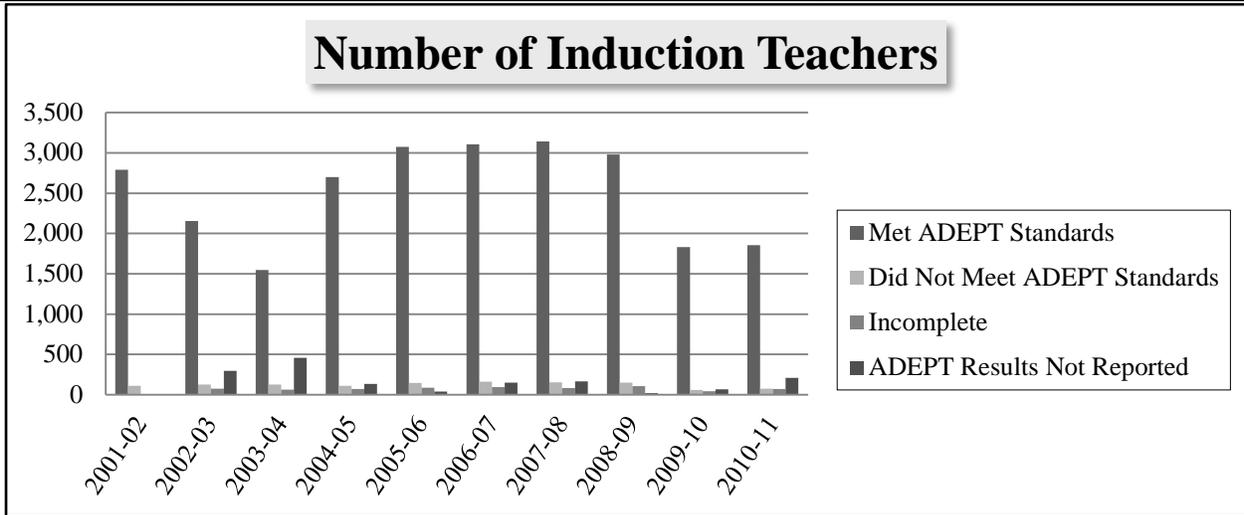
Academic Year	Total Number of Teachers Reported	Number and Percentage of Teachers			
		Met ADEPT Standards	Did Not Meet ADEPT Standards	ADEPT Cycle Incomplete	ADEPT Results Not Reported
2010–11	50,630	49,518 (98%)	439 (1%)	463 (1%)	210 (<1%)
2009–10	52,174	50,876 (97%)	507 (1%)	439 (1%)	352 (1%)
2008–09	53,217	51,949 (97%)	580 (1%)	431 (1%)	257 (1%)
2007–08	52,227	50,719 (97%)	545 (1%)	430 (1%)	533 (1%)
2006–07	51,848	49,983 (96%)	579 (1%)	621 (1%)	665 (1%)
2005–06	50,601	49,093 (97%)	572 (1%)	722 (1%)	214 (1%)
2004–05	48,947	47,655 (97%)	490 (1%)	345 (1%)	457 (1%)
2003–04	47,578	45,427 (95%)	451 (1%)	284 (1%)	1416 (3%)
2002–03	51,608	49,797 (96%)	449 (1%)	243 (<1%)	1119 (2%)
2001–02	45,331	44,477 (98%)	854 (2%)	No data	No data



## TEACHERS EMPLOYED UNDER INDUCTION CONTRACTS

**Induction contracts** are issued to teachers in their first year of teaching under a valid South Carolina pre-professional teaching certificate (e.g., initial, critical needs, international, and the like). During this induction year, teachers are evaluated formatively in order provide them with feedback and guidance to enhance their effectiveness. Districts provide beginning teachers with activities designed to facilitate their successful transition into professional practice. Novice teachers also receive support, assistance, and feedback from mentors, building administrators, and other experienced and novice teachers.

Academic Year	Total Number of Teachers Reported	Number and Percentage of Induction Teachers			
		Met ADEPT Standards	Did Not Meet ADEPT Standards	ADEPT Cycle Incomplete	ADEPT Results Not Reported
2010–11	2,027	1,856 (92%)	74 (4%)	71 (4%)	26 (1%)
2009–10	1,999	1,830 (92%)	58 (3%)	43 (2%)	68 (3%)
2008–09	3,258	2,981 (91%)	151 (5%)	105 (3%)	21 (1%)
2007–08	3,543	3,141 (89%)	154 (4%)	84 (2%)	164 (5%)
2006–07	3,515	3,107 (88%)	162 (5%)	95 (3%)	151 (4%)
2005–06	3,346	3,076 (92%)	145 (4%)	86 (3%)	39 (1%)
2004–05	3,017	2,699 (89%)	112 (4%)	72 (2%)	134 (5%)
2003–04	2,192	1,547 (70%)	124 (6%)	64 (3%)	457 (21%)
2002–03	2,651	2,154 (81%)	127 (5%)	74 (3%)	296 (11%)
2001–02	2,903	2,791 (96%)	112 (4%)	No data	No data

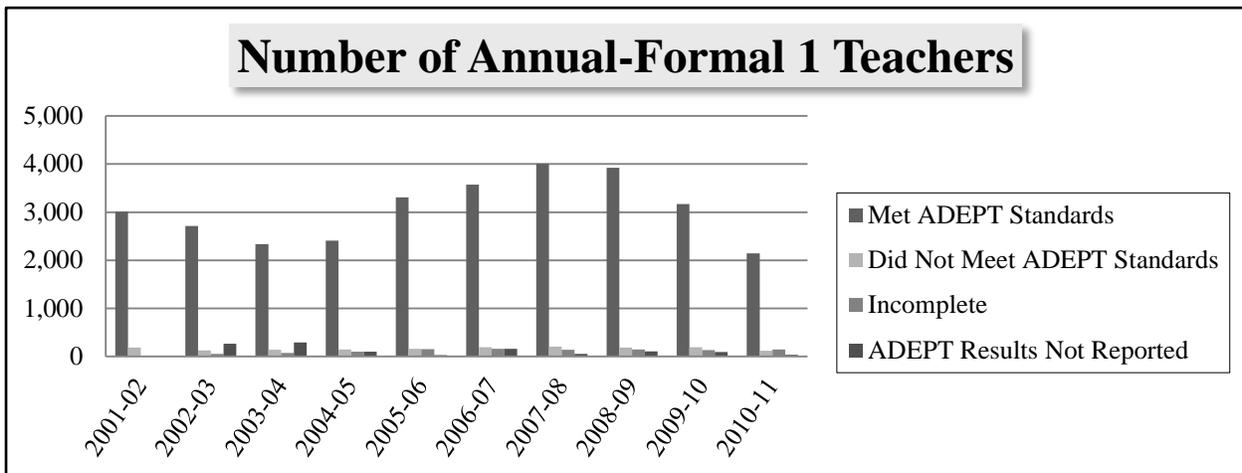


## TEACHERS EMPLOYED UNDER ANNUAL CONTRACTS

### FORMAL EVALUATION 1

Teachers who hold a valid South Carolina pre-professional teaching certificate and who have completed an induction year (or the equivalent) are eligible for employment at the annual-contract level. Annual-contract teachers must successfully complete an ADEPT formal (summative) evaluation in order to be eligible to advance to a professional teaching certificate and a continuing contract. Teachers in the **annual-formal 1** category are undergoing this formal evaluation process for the first time at this contract level.

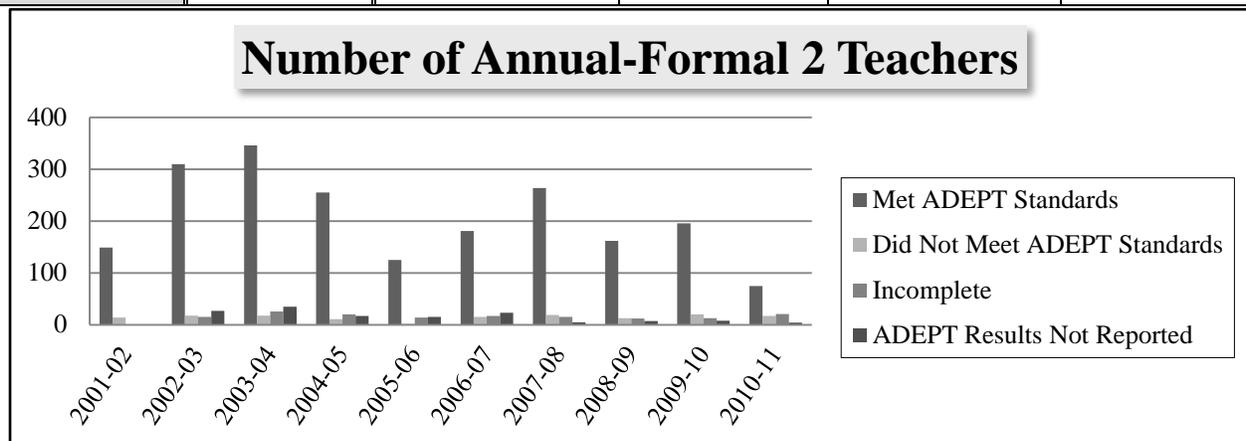
Academic Year	Total Number of Teachers Reported	Number and Percentage of Annual-Formal 1 Teachers			
		Met ADEPT Standards	Did Not Meet ADEPT Standards	ADEPT Cycle Incomplete	ADEPT Results Not Reported
2010–11	2,450	2,143 (87%)	123 (5%)	146 (6%)	38 (2%)
2009–10	3,592	3,170 (88%)	193 (5%)	132 (4%)	97 (3%)
2008–09	4,377	3,926 (90%)	190 (4%)	151 (3%)	110 (3%)
2007–08	4,415	4,007 (91%)	209 (5%)	141 (3%)	58 (1%)
2006–07	4,096	3,573 (87%)	194 (5%)	164 (4%)	165 (4%)
2005–06	3,657	3,310 (91%)	164 (4%)	154 (4%)	29 (1%)
2004–05	2,766	2,412 (87%)	151 (5%)	104 (4%)	99 (4%)
2003–04	2,851	2,336 (82%)	143 (5%)	77 (3%)	295 (10%)
2002–03	3,166	2,711 (86%)	130 (4%)	57 (2%)	268 (8%)
2001–02	3,200	3,013 (94%)	187 (6%)	No data	No data



## TEACHERS EMPLOYED UNDER ANNUAL CONTRACTS FORMAL EVALUATION 2

Teachers in the **annual-formal 2** category are undergoing the ADEPT formal evaluation process for the second time at this contract level. Teachers who fail the formal evaluation process for the second time at the annual-contract level are automatically suspended from teaching in any public school in this state for a minimum of two years. Additionally, these teachers must complete a state-approved program of remediation in order to have their teaching certificates reinstated.

Academic Year	Total Number of Teachers Reported	Number and Percentage of Annual-Formal 2 Teachers			
		Met ADEPT Standards	Did Not Meet ADEPT Standards	ADEPT Cycle Incomplete	ADEPT Results Not Reported
2010–11	117	75 (64%)	17 (15%)	21 (18%)	4 (3%)
2009–10	237	196 (83%)	20 (8%)	13 (5%)	8 (3%)
2008–09	194	162 (84%)	13 (7%)	12 (6%)	7 (3%)
2007–08	303	264 (87%)	19 (6%)	15 (5%)	5 (2%)
2006–07	236	181 (77%)	15 (6%)	17 (7%)	23 (10%)
2005–06	156	125 (80%)	2 (1%)	14 (9%)	15 (10%)
2004–05	303	255 (84%)	11 (4%)	20 (7%)	17 (5%)
2003–04	425	346 (81%)	18 (4%)	26 (6%)	35 (8%)
2002–03	370	310 (84%)	18 (5%)	15 (4%)	27 (7%)
2001–02	163	149 (91%)	14 (9%)	No data	No data



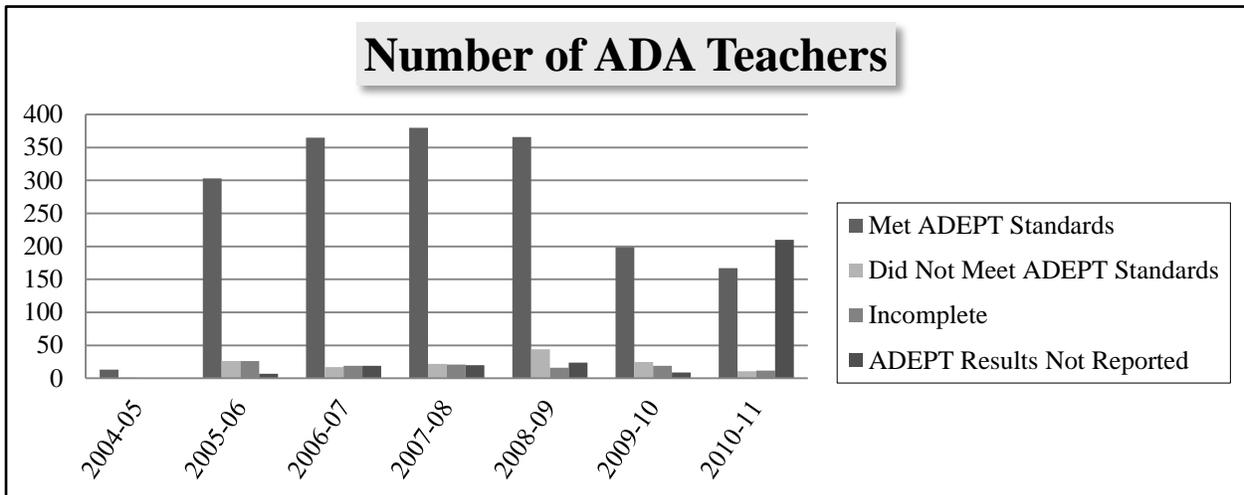
## TEACHERS EMPLOYED UNDER ANNUAL CONTRACTS

### DIAGNOSTIC ASSISTANCE (ADA)

Teachers employed at the annual-contract level are eligible to receive one year of **(annual) diagnostic assistance (ADA)**, if needed. The purpose of diagnostic assistance is to support promising teachers who require additional help either after their induction year or after their first unsuccessful formal evaluation. Additionally, teachers from out of state or from a nonpublic school setting who have more than one year of teaching experience are eligible to receive a year of diagnostic assistance, at the discretion of the employing school district, in order to become familiar with the district and/or the ADEPT system prior to their formal evaluation. During the diagnostic assistance year, mentors, administrators, and peers provide support, assistance, and/or feedback tailored to meet the specific needs of each teacher.

Academic Year	Total Number of Teachers Reported	Number and Percentage of ADA Teachers			
		Met ADEPT Standards	Did Not Meet ADEPT Standards	ADEPT Cycle Incomplete	ADEPT Results Not Reported
2010–11	197	167 (85%)	11 (6%)	12 (6%)	7 (4%)
2009–10	252	199 (79%)	25 (10%)	19 (8%)	9 (4%)
2008–09	450	366 (81%)	44 (10%)	16 (4%)	24 (5%)
2007–08	443	380 (86%)	22 (5%)	21 (5%)	20 (5%)
2006–07	420	365 (87%)	17 (4%)	19 (5%)	19 (5%)
2005–06	362	303 (84%)	26 (7%)	26 (7%)	7 (2%)
2004–05	14	13 (93%)	1 (7%)	0 (0%)	0 (0%)

The General Assembly approved the diagnostic assistance process for annual-contract teachers in 2004.

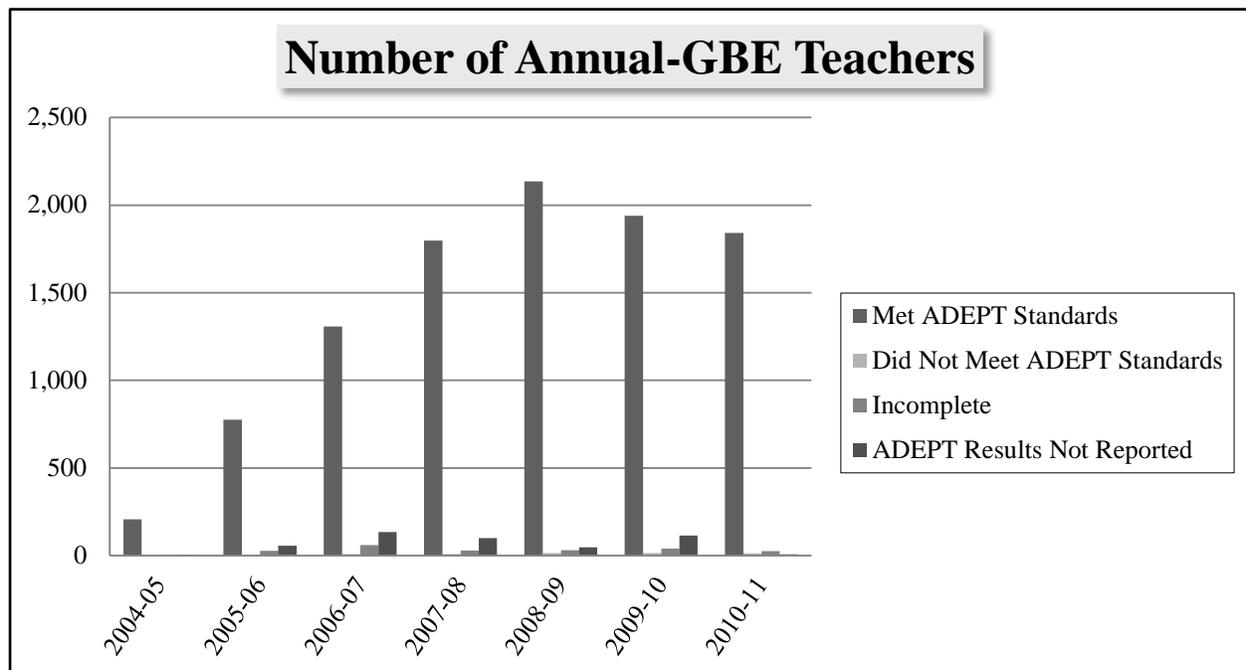


## TEACHERS EMPLOYED UNDER ANNUAL CONTRACTS GOALS-BASED EVALUATION

At the annual-contract level, **goals-based evaluation (GBE)** applies primarily to alternative certification (PACE) teachers, career and technology education (CATE) teachers, and international teachers who have successfully completed a formal evaluation during a previous annual-contract year but who have not yet completed all other requirements for advancement to a professional teaching certificate.

Academic Year	Total Number of Teachers Reported	Number and Percentage of Annual-GBE Teachers			
		Met ADEPT Standards	Did Not Meet ADEPT Standards	ADEPT Cycle Incomplete	ADEPT Results Not Reported
2010–11	1,935	1,842 (95%)	13 (1%)	25 (1%)	55 (3%)
2009–10	2,108	1,940 (92%)	14 (1%)	40 (2%)	114 (5%)
2008–09	2,227	2,135 (96%)	15 (1%)	30 (1%)	47 (2%)
2007–08	1,933	1,797 (93%)	9 (1%)	28 (1%)	99 (5%)
2006–07	1,510	1,308 (87%)	9 (1%)	59 (4%)	134 (9%)
2005–06	864	775 (90%)	6 (1%)	27 (3%)	56 (6%)
2004–05	220	206 (94%)	4 (2%)	5 (2%)	5 (2%)

The General Assembly approved the goals-based evaluation (GBE) process for annual-contract teachers in 2004.



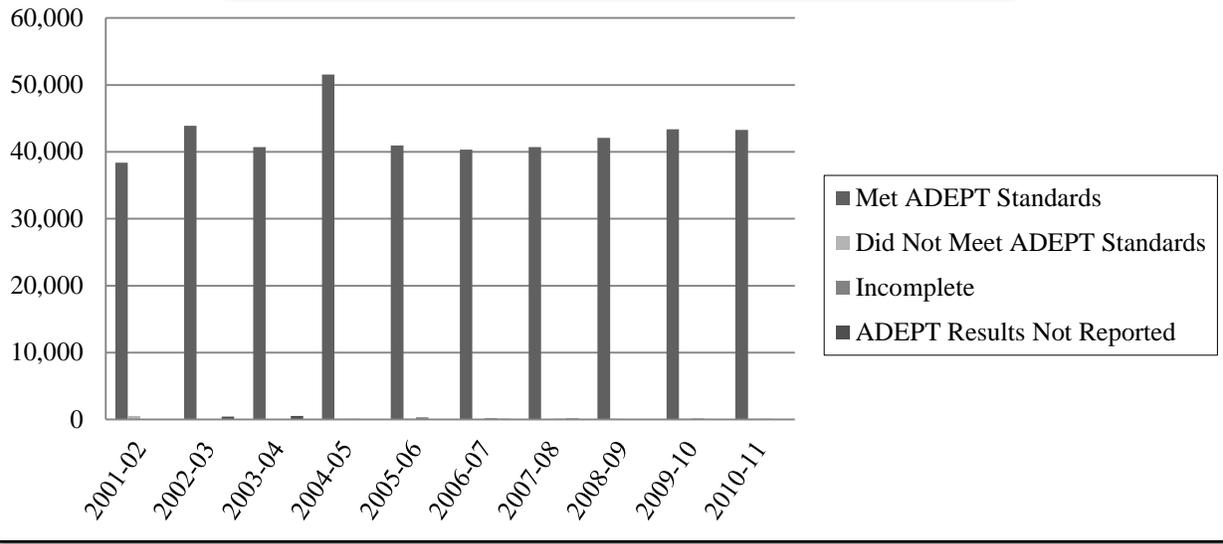
**TEACHERS EMPLOYED UNDER CONTINUING CONTRACTS  
GOALS-BASED EVALUATION (GBE)**

**Continuing contracts** are issued to teachers who hold valid South Carolina professional teaching certificates. Teachers at the continuing-contract level have full procedural due process rights relating to employment and dismissal. All teachers employed under continuing contracts must be evaluated on a continuous basis; the evaluation may be formal or informal, at the discretion of the district, based on each teacher’s needs and previous performance.

Informal evaluation is more commonly known as **goals-based evaluation (GBE)**. For experienced, effective educators, the focus of GBE is on professional collaboration and inquiry in order to increase teaching effectiveness. Educators for whom performance weaknesses have been documented over time collaborate with their respective administrators to develop and implement individualized performance goals and professional development plans.

Academic Year	Total Number of Teachers Reported	Number and Percentage of Continuing-GBE Teachers			
		Met ADEPT Standards	Did Not Meet ADEPT Standards	ADEPT Cycle Incomplete	ADEPT Results Not Reported
2010–11	43,548	43,251 (99%)	101 (<1%)	119 (<1%)	77 (<1%)
2009–10	43,665	43,354 (99%)	114 (<1%)	150 (<1%)	47 (<1%)
2008–09	42,268	42,069 (99%)	86 (<1%)	81 (<1%)	32 (<1%)
2007–08	41,058	40,715 (99%)	56 (<1%)	110 (<1%)	177 (<1%)
2006–07	40,713	40,350 (99%)	68 (<1%)	192 (<1%)	103 (<1%)
2005–06	41,484	40,932 (99%)	131 (<1%)	360 (1%)	61 (<1%)
2004–05	41,722	41,533 (99%)	89 (<1%)	100 (<1%)	0 (0%)
2003–04	41,371	40,686 (98%)	69 (<1%)	73 (<1%)	543 (1%)
2002–03	44,509	43,915 (99%)	69 (<1%)	68 (<1%)	457 (1%)
2001–02	38,892	38,367 (99%)	525 (1%)	No data	No data

## Number of Continuing-GBE Teachers



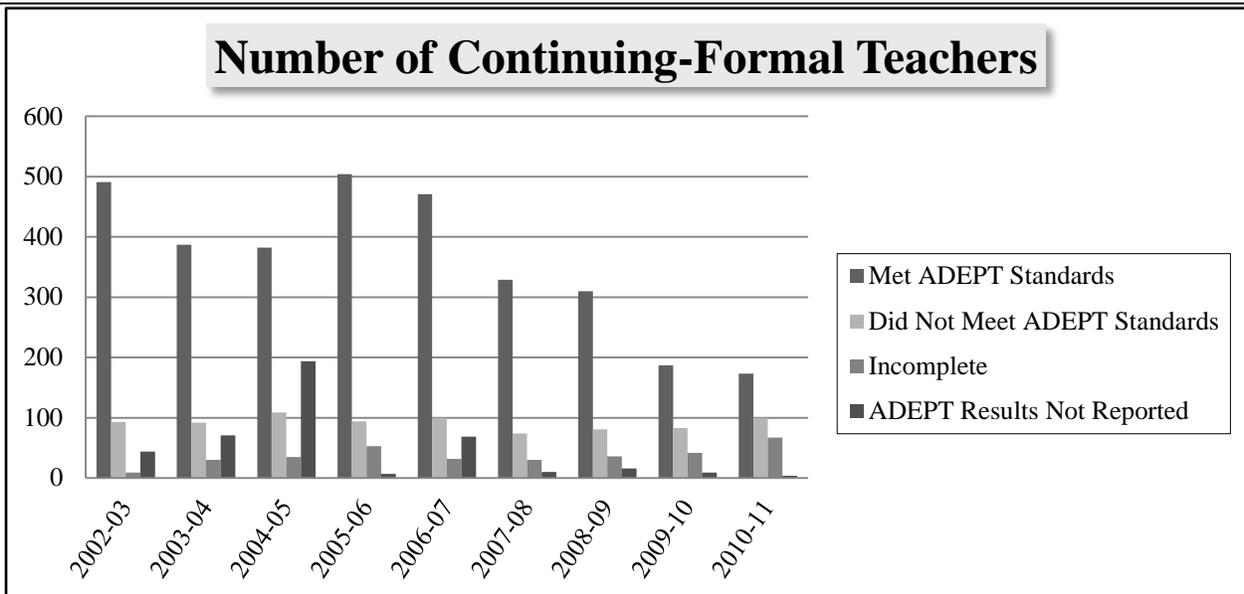
## TEACHERS EMPLOYED UNDER CONTINUING CONTRACTS

### FORMAL EVALUATION

Continuing-contract teachers may be formally evaluated, at the discretion of the employing school district, provided that the teacher receives advance written notification, in accordance with state legal requirements.

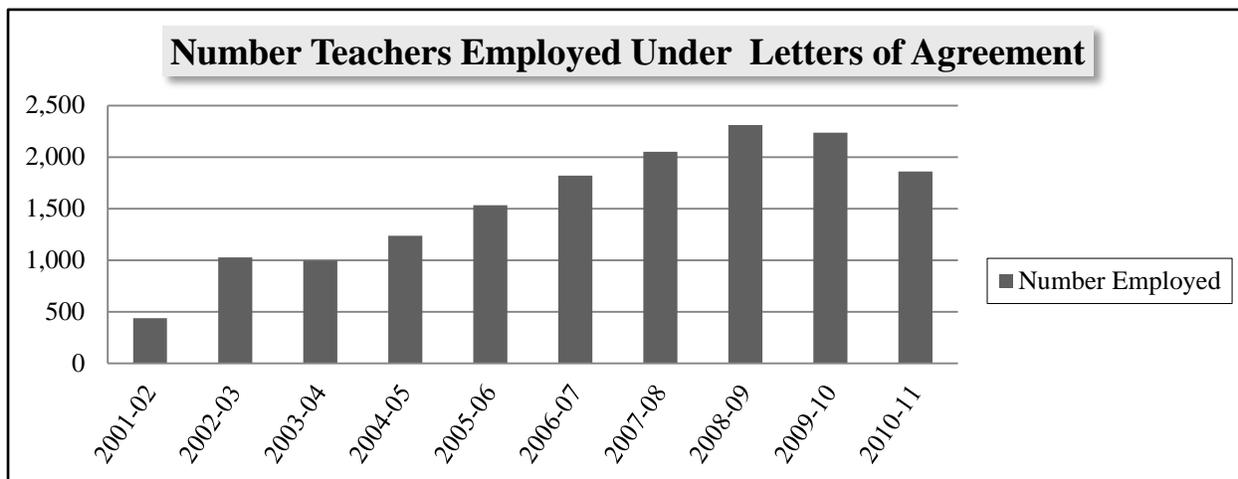
Academic Year	Total Number of Teachers Reported	Number and Percentage of Continuing-Formal Teachers			
		Met ADEPT Standards	Did Not Meet ADEPT Standards	ADEPT Cycle Incomplete	ADEPT Results Not Reported
2010–11	342	173 (51%)	100 (29%)	67 (20%)	2 (1%)
2009–10	321	187 (58%)	83 (26%)	42 (13%)	9 (3%)
2008–09	443	310 (70%)	81 (18%)	36 (8%)	16 (4%)
2007–08	443	329 (74%)	74 (17%)	30 (7%)	10 (2%)
2006–07	672	471 (70%)	100 (15%)	32 (5%)	69 (10%)
2005–06	658	504 (77%)	94 (14%)	53 (8%)	7 (1%)
2004–05	720	382 (53%)	109 (15%)	35 (5%)	194 (27%)
2003–04	580	387 (67%)	92 (16%)	30 (5%)	71 (12%)
2002–03	637	491 (77%)	93 (15%)	9 (1%)	44 (7%)

The South Carolina Department of Education began collecting data in this category in 2002–03.



## TEACHERS EMPLOYED UNDER A LETTER OF AGREEMENT

Academic Year	Total Number of Teachers Reported	
2010-11	1,860	<p>Teachers who are eligible for employment under a letter of agreement include, but are not limited to,</p> <ul style="list-style-type: none"> <li>▪ late-hires,</li> <li>▪ retired teachers who return to teaching,</li> <li>▪ teachers who hold professional teaching certificates and who are employed in charter schools.</li> </ul> <p>The current ADEPT system does not prescribe evaluation requirements for teachers employed under a letter of agreement.</p>
2009-10	2,237	
2008-09	2,310	
2007-08	2,051	
2006-07	1,821	
2005-06	1,535	
2004-05	1,236	
2003-04	997	
2002-03	1,027	
2001-02	437	



## Flow Chart: Contract Types, ADEPT Processes, and District Options

