

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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

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

Code of Laws: (MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

General Appropriations Bill 2008

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

SBE 43-243 and 43-243.1

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

- Yes
- No

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.) (MAX 3500 characters)

Services for Students with Disabilities: The goals and objectives of this program are to supplement funds used to provide a free appropriate public education (FAPE) for trainable and profoundly mentally disabled students; support for students placed in private settings by districts; and support for students needing services beyond the school year. Consistent implementation of the Individualized Education Program for these students using evidence-based practices will ensure FAPE.

The goals and objectives are annual and ongoing as South Carolina implements the applicable state code of laws and the federal law for individuals with disabilities.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

For the profoundly mentally disabled program, districts report the numbers of children ages 3-5 and 6-21 to the Office of Exceptional Children. The total number is divided into the EIA amount to achieve a per-child figure. The per-child figure is multiplied by the number reported by each district. EIA dollars are allocated to the districts based on their reported numbers of children served. Allocations are then sent to the districts as payments.

EIA dollars are allocated to districts who place children in private residential treatment facilities to ensure FAPE. Districts must submit an application assuring that this is an appropriate placement for the child. The Office of Exceptional children subtracts the base student cost, then cost shares half of the expenses incurred for the placement. Allocations are then sent to the districts as payments.

For the Extended School Year program, districts report the number of children ages 3-5 and 6-21 to the Office of Exceptional Children. The total number is divided into the EIA amount to achieve a per-child figure. The per-child figure is multiplied by the number reported by each district. EIA dollars are allocated to the districts based on their reported numbers of children served. Allocations are then sent to the districts as payments.

Quantitative information is collected through the required data collection methods approved by the Office of Special Education Programs in Washington, DC. As a required activity of the Individuals with Disabilities Education Improvement Act and the South Carolina State Performance Plan, baseline data is measured by progress or slippage. Additionally, districts are conducting self-assessments to monitor and improve program performance in administering FAPE to this population

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Profoundly mentally disabled program was funded at \$97,158. These dollars supplemented funds used to serve 568 students who were reported in this disability category according to the December 1, 2009 Child Count.

The Case Resolution Services (financial aid grants) program was funded at \$100,754. These dollars were used to supplement services for approximately 22 students who were placed in private facilities in order to meet the provisions of FAPE. Federal dollars were used to fund placements when CRS funding were not expended.

The Extended School Year (ESY) program was funded at \$34,911. These dollars supplemented funds used to serve 4211 students who were reported to need extended school year services. Federal dollars were also awarded for ESY.

The program for TMD/PMD was funded at \$3,045,778 and is administered through the Office of Finance with payments funded directly to districts.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes 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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

EIA funds assist that districts in providing a free and appropriate education for trainable and profoundly mentally disabled students, students needing private placements, and student requiring extended school year services. This includes providing adequate resources, materials, assessments, supplies, etc. that are essential for instructional delivery and monitoring. As of this report, there were no uncorrected incidences of noncompliance through non-delivery of free and appropriate public education (FAPE) for profoundly mentally disabled students.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

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

Has an evaluation been conducted?

Yes No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

There were no uncorrected issues of noncompliance related to this population.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)

There were no uncorrected issues of noncompliance related to this population.

Over the past three fiscal years, all programs, agencies and organizations funded with EIA revenues experienced significant reductions in funding.

How have the administration and service delivery of your organization or program been impacted by these reductions. Please describe the impact to students, teachers or schools by addressing the following: (MAX: 7500 characters)

- a. Have fewer students/teachers/schools been served?
- b. Has quality of services provided been impacted?
- c. Has the cost per student/teacher/school increased or decreased?
- d. Has student academic performance been impacted?

Local education agencies have had to address reduction in funding through use of additional local funds, use of cooperative agreements, or use of other mechanisms.

Given the ongoing national recession and its impact on state revenue collections, 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 2010-11? (MAX: 5000 characters)

Local education agencies have had to address reduction in funding through use of additional local funds, use of cooperative agreements, or use of other mechanisms.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2011-12 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? 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 organization or program in meeting its objectives? (MAX: 5000 characters)

Local education agencies have had to address reduction in funding through use of additional local funds, use of cooperative agreements, or use of other mechanisms. There would be no change in program objectives as LEAs will still have to ensure FAPE.

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Please mark the appropriate response:

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The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

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Code of Laws: (MAX. 100 characters)

Proviso Number: (MAX: 100 characters)

Proviso Number: 1A.20 - Tech Prep

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

Chapter 43
43.225. STW Transition Act, 1976 Code, Section 59-5-60 repealed by the SBE in Oct. 2006

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

- Yes
- No

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.) (MAX 3500 characters)

The long-term mission of the program is to enhance learning opportunities of students by providing both educator and student-specific information related to school and extended learning opportunities (ELOs)/work-based learning (WBL) activities that parallel and/or supplement classroom learning. Additionally, the delivery of contextual methodology training to teachers is a significant program focus, which is addressed in the Education and Economic Development Act as well.

The program's short-term objectives for 2010-2011 are as follows:

1. to help provide school-based and work-based learning educational opportunities for students in grades 7-12;
2. to coordinate, specifically, the activities related to South Carolina Job Shadow Day;
3. to support building and district-level data collection and reporting related to all school and ELO/WBL activities via the Power School (PS) student data reporting system;
4. to provide activity-specific information about shadowing, mentoring, internships, apprenticeships, cooperative education, school-based enterprise, and service learning to instructors and students;
5. to support the career guidance and counseling components of the Education and Economic Development Act; and
6. to work with districts and schools to provide contextual methodology training to teachers, especially math, and science teachers.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

- The Education and Business Summit is the Office of Career and Technology Education's primary professional development conference, offering extensive professional development for educators, including career specialists and other support staff who deliver career information, organize ELO/WBL activities, and support school career guidance and counseling efforts. Over 2,300 educators participated in the 2010 Summit activities, including participation in one of five certificate renewal courses provided as part of Summit programming and a national certification training focusing on contextual methodology training. We do carefully track attendance as we provide certificate renewal via courses offered, and the Summit event itself is approved as a certificate renewal event as well.

- Career specialists who support school and ELO/WBL experiences, many of whom are Global Career Development Facilitator certified, participated in the 2010 Summit to renew their national GCDF certificates by attending specified Summit activities and sessions geared specifically to their areas of expertise and needs.

- The Perkins IV, Title I South Carolina Education and Business Alliance partnerships (Innovation Alliances) also provided technical support for the district and building-level career specialists and other support staff via alliance activities and communications. These individuals work closely with Alliance partnerships to collect and report ELO/WBL program data. This reporting was managed via the SASI/PS data collection activities beginning in the 2007-08 school year. This requirement will put much more focus on building level data collection, management, and reporting than has been the case in the past. This change is a result of the federally funded Tech Prep/School-to-Work Alliance partnerships (as state-level grant recipients/partnerships) ceasing operations as of June 30, 2007.

- South Carolina Education and Business Alliance partners/Perkins IV, Title I Innovation Alliances provided or collaborated to provide Global Career Development Facilitator training, and many school- and ELO/WBL activities support staff took the training to receive this national certification. The Education and Economic Development Act requires that guidance personnel support the legislation's career guidance and counseling initiatives have the training. South Carolina is number one in the nation relative to the number of GCDF-trained individuals.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

- Apprisomately 100,000 students participated in work-based learning activities.*
- Sixty-two training sessions were conducted resulting in contextual methodology training for 1,521 instructors. **
- With almost 1,700 certified Global Career Development Facilitators (GCDFs), South Carolina outranks all other states in promoting quality career development services!

(*)(**) Due to operational and organizational changes in Alliance partnerships and the activation of specific school- and ELO/WBL activity reporting atoms in SASI/PS, these data were collected differently, and professional development was managed differently during the 2008-09 school year. Note: Over 22,000 business partners participated in providing ELO/WBL activities during the 2009-10 school year.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes 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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

The results of this program include the following:

1. more consistent implementation of the Education and Economic Development Act mandates related to career education and counseling;
2. more consistent implementation of the Education and Economic Development Act mandates related to the school- and ELO/WBL activities components;
3. better involvement, especially new educators, in utilizing the school- and work-based educational opportunities for enhancing classroom instruction;
4. better training for teachers relative to contextual methodology instruction techniques;
5. improved student learning as a result of educators' use of contextual methodology concepts; and
6. improved career decision-making and course selection by students as a result of participation in the various school and work-based learning activities.

Note: These results are based on accountability reports from site-based career specialists; reports and documentation from the regional career specialists pertaining to data collection and contextual methodology training; reports generated from the state's electronic data management system, including specific counts of students completing Individualized Graduation Plans (eIGP); and SASI/PS data extraction results.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

There were federal audit findings/exceptions in only one area and those findings have been addressed to the satisfaction of the USDOE.

Commended Report with the following specifics:

- Local Applications---no audit findings
- Fiscal Administration---no audit findings
- Program Administration---no audit findings
- Tech Prep Program---no audit findings
- Special Populations---no audit findings
- Accountability-----no audit findings

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)

Hard copy available

Over the past three fiscal years, all programs, agencies and organizations funded with EIA revenues experienced significant reductions in funding.**How have the administration and service delivery of your organization or program been impacted by these reductions. Please describe the impact to students, teachers or schools by addressing the following: (MAX: 7500 characters)**

- a. Have fewer students/teachers/schools been served?**
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Regarding salary/fringe for the twelve (12) Regional Career Specialists (RCS):
 During the 2009-10 school year only 11 of 12 RCS were employed. The Catawba Region was not able to secure fiscal agent support to move forward in hiring for this region, making service delivery yet an additional factor with which the existing eleven RCS had to address. However, the fact that funds allocated for this region were not used to pay the twelfth RCS made matters more manageable as budget cuts were announced. Fiscal agents managed their funding plans and worked with the Office of Career and Technology Education to manage the impact of budget cuts. There was no direct salary impact during 2009-10 due to the availability of the salary/fringe funding for the RCS that was not hired in the Catawba Region. Travel for these individuals was another issue that could not be supported due to budget cuts, and all RCS worked with very limited financial support for travel. The number of planning sessions was reduced from four to

two, and those were combined with the Office of Career and Technology Education's fall and spring conferences. A number of these RCS actually delivered the contextual methodology training themselves rather than spend funds to pay for other stipends, etc., related to the training. The expectation for 2010-2011 is that all 12 RCS will be in place and operational.

Given the ongoing national recession and its impact on state revenue collections, 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 2010-11? (MAX: 5000 characters)

Additional funding cuts of 5% - 10% during the current fiscal year would result in a reduction of both salaries for the state's 12 Regional Career Specialists (RCS) and a reduction in services related to providing contextual methodology training as required by the 2005 Education and Economic Development Act. Realizing cuts in salaries and services is the only way to absorb additional funding support. These twelve RCS salaries are already extremely low for the services they provide, and such cuts result in significant challenges for these individuals. One other option that could work in some cases would be to shorten the work year for the RCS to compensate for more significant funding cuts, and, that too, would result in additional service delivery cuts.

Additional funding cuts to flow-through funds to districts would result in reduction of services and, in all probability, furloughs or other personnel reduction decisions for positions supported by the funding. Specific decisions related to managing personnel and services are local decisions reported on CATE Local Plans.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2011-12 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? 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 organization or program in meeting its objectives? (MAX: 5000 characters)

The objectives, activities, and priorities associated with the performance responsibilities of the 12 Regional Career Specialists (RCS) would not change. The extent to which services supporting activities would be reduced and priorities may be rearranged to focus on the most critical initiatives and priorities associated with job performance and service delivery. All of the RCS are GCDF nationally certified at the instructor level (GCDFI) and have much to offer the regions they serve.

Funding provided at the current level for 2011-12 would be managed as described in the two previous items with, perhaps, some additional consideration given to personnel reductions and/or performance responsibilities for those providing services supported by these funds.

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A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

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Fees		
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Grant		
Contributions, Foundation		
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Equipment		
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Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

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- 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

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

Code of Laws: (MAX. 100 characters)

Proviso Number: (MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

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

- Yes
- No

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.) (MAX 3500 characters)

Long-term mission of the program:

Continue a system to purchase state-of-the-art equipment for career and technology education programs. This will ensure that students are ready to enter employment with the necessary skills expected by employers.

Short-term objectives for 2010-11:

a. Percentage of career and technology education students, identified by CIP code, achieving an average of at least 2.0 on final grades for the year for all career and technology courses taken will increase to 87.5%. This is a direct measurement of the skills attained by students who have up to date equipment in CTE programs.

b. Percentage of CTE completers who are available for placement and placed in postsecondary education, military service, or employment utilizing the career and technology competencies attained will be at least 91.5%. This percentage is calculated over a 3-year period of time. This is a direct measure that students are being employed because they have been trained on the equipment used by employers.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

Equipment purchases are approved by the Office of Career and Technology Education as part of the local plan application. This procedure ensures that equipment purchases are targeted to keep CTE programs current and to improve the placement of students after graduation.

We collect data on placement for CTE students from all school districts and career centers that receive this funding. School districts/career centers that have not met the placement standard are required to develop an action plan, with assistance from the Office of Career and Technology Education, specifying activities that will be conducted to meet the standard.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Funds were used to update equipment used by over 192,000 students in CATE courses in 85 school districts and 11 multi-district career centers during 2009-10.

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What are the outcomes or results of this program? (Program outcomes 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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Use of modern equipment prepared CTE students for placement into employment or to continue their education. The placement rate for CTE students was 97.41% for the three year period from June 2006 to June 2009 which exceeded the federal and state accountability goals.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

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

Has an evaluation been conducted?

Yes No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

There were no federal audit findings/exceptions noted. Many commendations were noted for model programs and practices.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)

Hard copy available

Over the past three fiscal years, all programs, agencies and organizations funded with EIA revenues experienced significant reductions in funding.

How have the administration and service delivery of your organization or program been impacted by these reductions. Please describe the impact to students, teachers or schools by addressing the following: (MAX: 7500 characters)

- Have fewer students/teachers/schools been served?**
- Has quality of services provided been impacted?**
- Has the cost per student/teacher/school increased or decreased?**
- Has student academic performance been impacted?**

While there were no EIA budget cuts for 2009-10, EIA funds were reduced by \$630,053 or 16.9% for 2008-09. All funds are flow-through to districts and career centers; therefore, all reductions were direct programmatic reductions to the equipment necessary to maintain modern programs.

Given the ongoing national recession and its impact on state revenue collections, 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 2010-11? (MAX: 5000 characters)

Any additional cuts would directly further reduce the funds available to districts and career centers to purchase equipment necessary to maintain career and technology programs that meet industry standards and that use modern equipment.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2011-12 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? 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 organization or program in meeting its objectives? (MAX: 5000 characters)

Priorities would remain to focus on high technology and high demand programs, but the number of programs (activities) and the extent that these programs can be supported would be limited.

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Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

1A.24. SDE EIA: Arts Curricula.

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

None

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

- Yes
- No

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.) (MAX 3500 characters)

The purpose of the Arts Curricular Innovation Grant program is to provide funding to support quality educational programs in the arts based on Arts in Education Model Sites. The funding should promote the development and implementation of appropriate curricula, instruction, and assessment based on the 2003 South Carolina Visual and Performing Arts Curriculum Standards. Proposals may address dance, music, theatre, and visual art, or any combination of these arts areas. In addition the goal of the Arts Curricular Innovation Grants is to raise student achievement in the arts.

There are three types of Arts Curricular Innovation Grants: strategic planning grants, special project grants (SP/SP), and three-year Distinguished Arts Program (DAP) Grants. Grants are awarded on the basis of an annual competitive review of applications.

All public schools and school districts in South Carolina are eligible to apply for the Distinguished Arts Program Grant. However, if a district submits a Distinguished Arts Program Grant proposal, no school in that district may submit one. Any number of schools in a district may apply for a DAP or SP/SP grant provided the district does not apply.

Allowed expenditures are limited to those identified in the approved application and include funding to

- plan, develop, and implement arts education curricula, instruction, and assessment;
- develop standards-based lessons and curriculum guides and purchase resources required to implement these lessons;
- hire certified arts specialists or contract with professional artists approved by the South Carolina Arts Commission; and/or
- provide for teacher professional development programs for arts specialists or appropriate classroom teachers.

Competitive Priority Points for Innovation were awarded this year for innovative practices designated to enhance, accelerate, and assure the meeting of grant's goals of raising student achievement in the arts and implementing the 2003 Visual and Performing Arts Academic Standards.

Applicants must indicate that they are competing for the competitive priority points on the application cover sheet and they must embed innovative practices in the strategies and action steps section of their implementation plan. Innovative practices might also include strategies to engage students more effectively in the study of the arts, thus increasing participation. These practices should be unique and not what one would do as a routine. Strategies and activities may reflect proven practices and/or resources modeled elsewhere. However, they must not be copied verbatim and must result from the needs assessment using the Opportunities to Learn Standards.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

For the 2010-11 school year, 90 Arts Curricular Innovation Grants were awarded in the amount of \$1,191,567 to schools and districts.

For the 2009-10 school year, 68 Arts Curricular Innovation Grants were funded in the amount of \$1,187,571 to schools and districts.

All Distinguished Arts Program Grant recipients participate in the South Carolina Arts Assessment Program for fourth grade students in the areas of music and the visual arts and attend professional development arts institutes.

The South Carolina Arts Assessment Program (SCAAP) was established in 2000, as a collaborative effort among the South Carolina State Department of Education (SCDE), the University of South Carolina Office of Program Evaluation (USC), and South Carolina arts educators. The purpose of the SCAAP is to develop four separate arts assessments aligned to the South Carolina Visual and Performing Arts Curriculum Standards 2003. With the SCAAP assessments, arts educators and school district personnel can authentically measure their students' arts achievement and, as a result, objectively evaluate instructional methods to improve their students' arts achievement. Moreover, because the SCAAP assessments are based on the state-wide arts academic standards, the assessment has the potential to unify instructional objectives incorporated in art and music classrooms throughout the state and serve as a model for other states interested in measuring student achievement in the arts.

Current Development

Currently, SCAAP has two fully implemented assessments in music and visual arts. All SCAAP assessments include a web-based multiple-choice section and two performance tasks. The fourth grade music and visual arts assessments, which have been fully implemented since 2004, are administered to schools that receive Distinguished Arts Program (DAP) grants. In 209-10, approximately 6556 students from 41 schools participated in the fourth grade assessments.

Research

Because SCAAP is a web-based, South Carolina arts educators and researchers have the unique opportunity to use SCAAP data to better understand the relationship between students arts and non-arts achievement. SCAAP researchers examined the relationship between students' PACT and SCAAP scores and found a high correlation between PACT scores and SCAAP multiple-choice scores (.74 to .85) but a low correlation between PACT scores and SCAAP performance tasks scores (.17 to .45). The low correlation indicates that the SCAAP performance tasks provide student achievement information not revealed by compulsory statewide assessments. Further examination of SCAAP data has shown a moderately low correlation between SCAAP performance tasks and poverty index (.40), suggesting that students socio economic status is not a strong indicator of academic achievement in the arts.

The SCDE sponsored ten professional development arts institutes in 2010, with 200 teachers registering from 39 school districts. The arts institutes are held at various locations across South Carolina and are offered for graduate credit. Arts institutes include topics such as curriculum development and leadership, classroom assessment, technology, arts integration, media production in the arts, and institutes for new teacher training and district arts coordinators. The Arts Curricula proviso provides that 33% of the funds may be used for professional development arts institutes. In addition to the SCDE sponsored institutes, individual schools and districts also use Arts Curricular Innovation funds for local professional development.

Schools and districts also use the funds to hire artists in residence to work with their students for one or two weeks. Artists are also hired for long term residencies in order to provide semester or year long residencies particularly in dance and theatre. In addition, funds are used to hire certified arts specialists.

Other grant activities include special performances, arts assemblies, fine arts day, field experiences, purchase of innovative supplies and equipment including African drums, Japanese drums, music, scripts, lighting systems, sound systems, costumes, literary materials, kilns, printing presses, computers labs and supporting software and hardware. Grants support after school programs, activities for gifted and talented and special needs populations, as well as strings programs.

In the 2010-11, the total amount of the grant award was reduced in order to accommodate more grant application being funded. Districts applying for a DAP Grant will preclude schools from applying for strategic planning/special project grants.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

According to student numbers provided in the grant applications 123,332 students will be affected by the Arts Curricular Innovation Grants in 2009-10.

Audience participation as result of the grants is in the thousands. This includes participation by student bodies, parents, and the school community at large. Participation includes assemblies, exhibition, and performances which are held as a result of the Arts Curricular Innovation Grants. In addition, grant activities that applicants implement include programs and courses unique to the schools, a radio station, programs involving community partnerships, establishment of arts academies, curriculum and assessment development, outreach programs, and in depth cultural understanding.

Ongoing participation occurs due to equipment and programs that are purchased and sustained after the grant period.

The South Carolina Arts Assessment Program (SCAAP) is one of the grant requirements for schools with fourth grades. The objective of the South Carolina Arts Assessment Program is to allow educators and school districts to assess students' arts achievement based on the 2003 South Carolina Visual and Performing Arts Curriculum Standards. Each test includes multiple-choice items and performance tasks. In 2010, 41 schools with 6,556 students participated in the fourth grade art and music test. The participating teacher and school principal receive data concerning the results of SCAAP. Teachers report updating their long-range plans and adjusting their lesson plans in order to better address the implementation of visual and performing arts academic standards in which students' performance needs improving.

All professional development summer arts institutes are required to include an evaluation component. A synthesis of the participants evaluations is shared with the program facilitator. The continuation and addition of professional development opportunities are based on these evaluations hence teachers' needs including a planned artistically gifted and talented institute.

Over 250 teachers and administrators attended ten professional development arts institutes in 2010. The topics of the institutes included curriculum development, leadership, arts assessment, art technology, music technology, arts integration, and institutes for new teacher training and district arts coordinators. All institutes are standards-based and are offered for graduate credit.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes 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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

The objectives of the program have been determined as indicators of an effective comprehensive and sequential arts program. All of these objectives are poised to grow standards-based arts program. This includes the development and implementation of appropriate curricula, instruction, and assessment based on the 2003 South Carolina Visual and Performing Arts Curriculum Standards. The grantee clearly describes how the applicant will continue the grant initiatives and institutionalize the arts after the end of the funding period.

As a result of this program over 123,000 students participated in the arts through Arts Curricular Innovation Grant funding in 2009-10.

Each Arts Curricular Grant proposal states the following: Needs Assessment, Goals and Objectives that match the Needs Assessment, Strategies and Activities that match the Goals and Objectives, and a summative and formative evaluation that gives the raters of the proposals clear indications of the planned evaluation. These steps help schools and districts organize their program and set benchmarks to gauge their successful implementation of their strategic arts plans.

The Office of Program Evaluation at the University of South Carolina College of Education prepares a comprehensive analysis in a technical report of fourth grade music and visual arts South Carolina Arts Assessment Program (SCAAP) test results. Over 6,550 students participated in the SCAAP test.

Evaluations are given to the 250 teachers and administrators who participated in the professional development arts institutes. The evaluations are given during the post-institutes held during the fall.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

Each grant recipient is responsible for completing an evaluation of the program. The results are used to modify future requests for proposals. For example, in the past, the evaluations were very general. Now, however, the grantees are required to provide greater specificity in terms of results and outcomes - holding them more accountable. Final reports are required of each grantee and are due June 15, 2010.

Information required for each final report includes the following:

- a. a clear explanation of how the 2003 South Carolina Visual and Performing Arts Curriculum Standards were implemented,
- b. a clear explanation of how this grant affected student achievement,
- c. an explanation of how needs were identified, goals and objectives were achieved, and the activities were implemented,
- d. a description of how the program was evaluated,
- e. a list of accomplishments of arts program supported by grant funding,
- f. a summary of the results, findings, and evaluation of the current grant implementation,
- g. an explanation of and rationale for actual expenditures, including a budget break-down,
- h. an explanation of how the activities of this grant will be institutionalized after the grant cycle, and
- i. if applicable, a summary for continuation of the year-two or three-year strategic plan.

In addition to the narrative, the final report must also include the following support materials:

1. An itemized report of expenditures.
2. Copies of the evaluation tools that were used to measure the goals and objectives.
3. Copies of curriculum guides, lesson plans, printed resources, and other instructional materials that were developed as a part of the project. In addition, please include any publicity or newspaper articles which were a result of receiving this grant.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)**Over the past three fiscal years, all programs, agencies and organizations funded with EIA revenues experienced significant reductions in funding.****How have the administration and service delivery of your organization or program been impacted by these reductions. Please describe the impact to students, teachers or schools by addressing the following: (MAX:**

7500 characters)

- a. Have fewer students/teachers/schools been served?
- b. Has quality of services provided been impacted?
- c. Has the cost per student/teacher/school increased or decreased?
- d. Has student academic performance been impacted?

As a result of budget reductions last year grant recipients were cut around 15%. This budget cut meant that grant recipients had to decide where to cut their programs funded through these funds. The Arts Curricular Innovation Grants were cut from \$1,439,798 in 2008-09 to \$1,187,571 in 2009-10 and 2010-11. As a result the number of grants funded in 2009-10 decreased to 68 grants from 97 funded grants in 2008-09. There were budget decreases during the 2008-09 fiscal year as well. In 2007-08, 165 grants were funded.

To compensate for the reduction in the total amount funded the Arts Curricula program, the grant awards were reduced by \$5,000 for a district grant and by \$2,000 for a school not participating in SCAAP. As a result the number of grants rose to a total of 90 grants for the 2010-11 grant cycle. The reduction in the grant award totals greatly compensated for the number of schools and districts funded this fiscal year. However, twenty schools were given partial funding.

In addition, if a district applied for a district DAP grant, no other school in the district could apply for a school-level DAP or SP/SP grant.

Strategic Planning/Special Project grant funding remained the same.

Given the ongoing national recession and its impact on state revenue collections, 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 2010-11? (MAX: 5000 characters)

Potential EIA reductions for this year would result in a decrease in funds that otherwise would be dispersed to Arts Curricular Innovation Grant recipients.

Ten percent from each grant is being sequestered.

As previously stated, grant awards were reduced in order to fund more grants to South Carolina schools and districts.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2011-12 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? 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 organization or program in meeting its objectives? (MAX: 5000 characters)

In 2006-07, the Arts Curricular Grants program was funded at \$1,723,554. At that time the SCDE was able to fund all grants that were recommended for funding.

At the current allotted amount we are not able to fully fund grants. The result is grant recipients which historically received these grants as well as new potential grantees are not being funded. They are not able to realize the potential of their three-year strategic plans on which the grant activities are based thus providing a quality, comprehensive, and sequential arts education for their students.

In 2007-08, the SCDE sponsored twenty week long professional development arts institutes for over 500 teachers. In 2009-10, we had to reduce the number of institutes we offered to ten institutes for 200 teachers and administrators.

The number of schools being served through the SC Arts Assessment Program has been reduced which means that feedback concerning school arts program and standards implementation is not

being sent to schools which otherwise would have received an Arts Curricular Innovation Grant. Teachers rely on these results to allow them to adjust their long-range plans.

As school arts programs are being reduced and teachers who leave the work force are not being replaced, the Arts Curricular Innovation Grants help to sustain programs where they may otherwise disappear. Currently, grantees are dependent on this funding in order to sustain the quality comprehensive sequential arts programs which they have been able to provide for the students. The arts career cluster is the second highest enrolled cluster. Arts Curricular Innovation Grants help allow these students to reach their potential through an arts major.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).
This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

General Appropriations Bill

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

SBE 43.243 and 43.243.1

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

Yes

No

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.) (MAX 3500 characters)

The goal and objective of this program is to provide a free and appropriate public education for preschool children with disabilities. Using consistent implementation of this Individualized Education Program for these students, using evidence-based practices, will ensure FAPE.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

EIA dollars are allocated to the districts based on their reported numbers of children. For the preschool program, data is collected from the fiscal year from the fiscal year 135-day report and appropriate weightings are applied to each disability category. Allocations are then provided based on the number of children reported.

Quantitative information is collected through the required data collection methods approved by the Office of Special Education Programs in Washington, DC. As a required activity of the Individuals with Disabilities Education Improvement Act and the South Carolina State Performance Plan, baseline data is measured by progress or slippage. Additionally, districts are conducting self-assessments to monitor and improve performance in administering FAPE.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

For the preschool children with disabilities program, \$2,878,146 was expended. This amount was allocated directly to districts.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes 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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

EIA funds assists districts in providing a free and appropriate education for preschool children with disabilities. This includes providing adequate resources, materials, assessments, supplies, etc. those are essential for instructional delivery and monitoring. There were no incidences of noncompliance or non-delivery of free and appropriate education (FAPE) for preschool children with disabilities. Additionally, no complaints, mediations, or due process hearings were addressed or conducted on behalf of disputes arising from this population of students.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

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

Has an evaluation been conducted?

Yes No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

There were no issues of uncorrected noncompliance for this population.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)

There were no issues of uncorrected noncompliance for this population.

Over the past three fiscal years, all programs, agencies and organizations funded with EIA revenues experienced significant reductions in funding.

How have the administration and service delivery of your organization or program been impacted by these reductions. Please describe the impact to students, teachers or schools by addressing the following: (MAX: 7500 characters)

- a. Have fewer students/teachers/schools been served?
- b. Has quality of services provided been impacted?
- c. Has the cost per student/teacher/school increased or decreased?
- d. Has student academic performance been impacted?

Local school districts will have to address this issue.

Given the ongoing national recession and its impact on state revenue collections, 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 2010-11? (MAX: 5000 characters)

Local school districts will have to address this issue.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2011-12 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? 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 organization or program in meeting its objectives? (MAX: 5000 characters)

Local school districts will have to address this issue.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).
This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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

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

Code of Laws: (MAX. 100 characters)

Proviso Number: (MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

SECTION 59-43-30. Funding. [SC ST SEC 59-43-30]
43-259. Graduation Requirements. [SC ADC 43-259]

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

Yes

No

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.) (MAX 3500 characters)

Long-Term Mission:

The mission of adult education is to provide academic programs to assist adults in increasing their literacy level, earn a high school credential, and acquire the skills for the workforce. Plan, execute, and assess Adult Education. Provide coordination, support, monitoring, technical assistance and resources. Ensures service to students over age 17 in school districts, community-based organizations, correctional institutions, city and county jails, technical colleges and vocational rehabilitation centers.

Current Annual Goals:

Provide instruction and services to assist students in the completion of a high school credential, entry-level job market skills, maintaining employment, enrollment in post secondary education, military enlistment, leaving public assistance. Provides academic/vocational training to parents through family literacy programs. Provide instruction to assist in the completion of a Career Readiness Certificate.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

Instructional services and staff development activities were provided to adult education programs in order to increase the number of adults enrolled in AE and GED preparation programs. Each school district is required to offer adult education services to its constituent citizens. Each program will have properly certified directors and teachers. Provide a range of basic skills instruction, secondary instruction, career readiness preparation, and English as a Second Language (ESL) instruction to citizens 18 years of age and older. Each adult education provider submits education performance summaries depicting each level of achievement. Programs are expected to meet or exceed negotiated performance standards mandated by the Office of Vocational and Adult Education at the federal level. Staff development activities will be offered by the five Regional Adult Education Technical Assistance Centers(RAETAC) will lead to increased capabilities of instructional staff.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

For FY2009-10, 53,648 citizens benefited from adult education programs: 4,526 students benefited from adult education literacy programs, 16,616 17-21-year-olds were served; 7,825 adults earned a high school credential. 10,147 Career Readiness certificates were earned. Within the Department of Corrections 1,158 inmates were provided academic services.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes 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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Goals: 1) To increase the number of adults who earn a high school credential; 1a) In 2009-10, 7,852 adults earned their high school credential; students ages 17-21 earned 4,602 high school credentials; 2) To increase the number of Career Readiness Certificates issued; 2a) In 2009-10, 10,147 Career Readiness Certificates were issued; students ages 17-21 earned 2,953 Career Readiness Certificates. Since adult education programs began offering preparation classes for the WorkKeys test in 2006-07, 32,192 Career Readiness Certificates have been awarded to adult education students.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

none conducted

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)

None available

Over the past three fiscal years, all programs, agencies and organizations funded with EIA revenues experienced significant reductions in funding.**How have the administration and service delivery of your organization or program been impacted by these reductions. Please describe the impact to students, teachers or schools by addressing the following: (MAX: 7500 characters)**

- a. Have fewer students/teachers/schools been served?
- b. Has quality of services provided been impacted?
- c. Has the cost per student/teacher/school increased or decreased?
- d. Has student academic performance been impacted?

One hundred percent of these funds flow through to school districts. School district programs absorbed the budget reductions by reducing staff, restricting class offerings, and reducing expenditures for materials and supplies. These reductions have resulted in less classroom instruction being available. Enrollment in school district adult education programs decreased from 48,187 in 2008-09 to 47,427 in 2009-10. Per student allocations have fallen from \$164 in 2008-09 to 157 in 2009-10. Fewer adult education programs are meeting federal performance measures. When EIA and General funds are combined, approximately \$6,951,757 in adult education funds have been lost since 2007-2008.

Given the ongoing national recession and its impact on state revenue collections, 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 2010-11? (MAX: 5000 characters)

Since 100 percent of the funds are allocated to school district programs, they will continue to reduce staff, restrict class offerings, and expenditures for materials and supplies whether future reductions are 5 or 10 percent. Possible impact from additional budget reductions are as follows: Classes will be shortened or cancelled, Staff reductions, Travel restrictions for staff development, Less access to new technology, Fewer funds to assist students with GED

testing fees, and Reduced summer classes.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2011-12 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? 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 organization or program in meeting its objectives? (MAX: 5000 characters)

If no additional funds would be available during 2010-11, the number of adults completing a high school credential or a career readiness certificate will not continue to increase as in past years. The biggest impact on additional budget reductions is the state's lack of ability to meet mandated federal maintenance of effort or matching requirements. A dollar for dollar loss of federal funds is a strong possibility in the near future.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).
This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

1A.25

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

The 2005 South Carolina Education and Economic Development Act requires that, by the 2009-2010 school year, all high schools in the state adopt a whole school reform model based on the principles of High Schools That Work.

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

- Yes
- No

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.) (MAX 3500 characters)

The long-term mission of this whole school reform initiative is to enhance learning experiences of students by providing them with opportunities to perform at high levels of academic and career and technical achievement. Reform sites must require 1.) all students to complete a rigorous academic core, 2.) teachers to teach in ways that engage students in learning challenging content, 3.) and a supportive and extra help-focused effort for students who have difficulty in mastering content. Based on their own data, sites develop an implementation plan supporting ten key practices to facilitate an increase in the percentages of students who complete a planned sequence of career/technical courses and a challenging academic core in English/language arts, mathematics, and science needed for postsecondary education and careers. Sites must commit to implementation efforts to increase the percentages of students (those who will begin work immediately following secondary education and those who will seek industry certifications, additional postsecondary instruction, an associate of arts or sciences degree, or advanced postsecondary degree) who demonstrate performance in reading, mathematics, and science at proficiency levels necessary to pass employers' exams and to pursue postsecondary studies without having to take remedial courses.

The program's short-term objectives for 2010-11 include the following:

- getting students to take a rigorous academic core and high quality career/technical courses in high-demand fields;
- teaching in ways that students see the relevancy for learning the content that engages them in rigorous, challenging assignments;
- having a faculty with a shared and strong commitment to provide students the extra help needed to meet core standards;
- providing a mentor to assist each student and his or her family in exploring and setting post-high school goals, developing a challenging program of study (IGP) aligned to those goals, and reviewing the progress at least annually;
- reaching consensus with faculty members on what it means to teach to high standards, to teach well, to help low-performing students become independent learners, and to create a climate of continuous improvement and support for faculty and students;
- developing successful transition programs for middle grades to high school that result in more students being successful in more rigorous academic courses;
- using the senior year to get more students ready for postsecondary studies and work;
- focusing on school culture and protocols; and
- establishing focus teams at each reform site to help maintain a site-specific, continuous planning and implementation effort.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

During the 2009-10 school year, over 80 (80) HSTW/MMGW and four (10) CTCTW site technical assistance and technical review visits were conducted. These visits were conducted by 10-12 member teams, and sites were provided with very lengthy, data-driven reports providing detailed commendations and challenges relative to the sites' whole school reform implementation efforts. The SC Department of Education leadership sponsored new site development workshops for thirty-six (36) HSTW/MMGW and seven (7) CTCTW sites joining the initiative. Programmatic strands of presentations were provided to all sites at the 2010 Education and Business Summit in June, 2010. All CTCTW sites were provided with SREB-led professional development supporting literacy across the curriculum in 2009 and in numeracy across the curriculum during the 2009-2010 school year. Data analysis and numeracy workshops were provided for all whole school reform participants; over 300 individuals participated in these workshops. Presentations were made to potential whole school reform sites at the SC Middle School Association and at the Southern Regional Board's regional and national conferences. School culture and protocols will be the focus of activities for the 2010-2011 school year. Reform initiative calendars were provided to all sites, including extensive, detailed professional development opportunities for whole school reform sites (194 HSTW, 116 MMGW and 17 CTCTW). CTCTW sites collaborate with HSTW sites relative to important dates. Funding for reform implementation and professional development was provided to all sites. Over 100 technical assistance and technical review visits will be conducted during the 2010-2011 school year.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

- Well over 1,000 educators participated on technical assistance and technical review visit teams.
- Fifty-eight (75) detailed, data-driven technical assistance visit reports were written, reviewed, edited, and approved for delivery to reform sites by the SC Department of Education and/or the Southern Regional Education Board.
- Over 400 educators participated in numeracy and data analysis workshops.
- Approximately 400 educators participated in new site development workshops at the 2010 Education and Business Summit.
- Over 800 educators from all SC whole school reform sites attended sessions designated for whole school reform professional development at the 2010 Education and Business Summit.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes 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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

The results of this program include the following:

Outcomes and results are site-specific and detailed in a whole school reform assessment conducted every other year. A reform-oriented assessment focusing on reading, math, and science and including both instructor and student surveys was administered to all whole school reform sites. The 2010 assessment was conducted during the spring of 2010 (January and February), and specific sites were designated to participate in that assessment. Additionally, sixteen (17) Career and Technology Centers That Work sites (CTCTW) participated in the 2010 assessments for the first time. Data analysis workshops will be held for all sites in the fall of 2010. Site-specific results are available from the Office of Career and Technology Education's, Tina White (HSTW/MMGW)/Wofford O'Sullivan (CTCTW). As a follow up to the data analysis workshops, all sites are required to revise their site development plans. Individual sites are provided with information that supports appropriate professional development, comparative data relative to performance in reading, math, and science, and teacher and parent assessment data.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

January and February 2010 - HSTW/MMGW/CTCTW Program Assessments were given at targeted sites. The next assessment will be conducted in January and February 2012.

All results and recommendations are site-specific and detail information addressing the initiatives' key practices. Copies of these external assessments can be provided by the individual sites or via the South Carolina Department of Education's Office of Career and Technology Education.

South Carolina has been recognized for having the greatest number of students completing the nationally recognized recommended curriculum, which requires more core content courses in addition to a career and technical component.

The next assessment will be conducted in the January and February 2012.

A state assessment summary document is available from the state coordinator at the South Carolina Department of Education.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)

The 2010 assessment is available (hard copy); hard copy and electronic versions available-2010/fall.

Over the past three fiscal years, all programs, agencies and organizations funded with EIA revenues experienced significant reductions in funding.**How have the administration and service delivery of your organization or program been impacted by these reductions. Please describe the impact to students, teachers or schools by addressing the following: (MAX: 7500 characters)**

- a. Have fewer students/teachers/schools been served?**
- b. Has quality of services provided been impacted?**
- c. Has the cost per student/teacher/school increased or decreased?**
- d. Has student academic performance been impacted?**

Fiscal year 2009-2010 budget reductions were managed in the following ways:

1. all continuing HSTW/MMGW sites realized a decrease in funding support;
2. all new HSTW/MMGW sites realized a decrease in funding support;
3. technical assistance visit teams were carefully scrutinized to minimize travel expenses;
4. fewer professional development support materials were purchased;
5. less money was spent on efforts to bring new sites into the whole school reform effort;
6. fewer specific reform training sessions were offered (Ex. numeracy across the curriculum);

7. though we were beginning to focus on the career and technology centers that work integration with the HSTW effort, new site development in that area was limited (One new site was added.); and

8. more emphasis was placed on electronic delivery of information related to these whole school reform efforts.

NOTE: Funding reductions were also impacted by the fact that 2010 was a reform assessment year, requiring significant accountability-related spending.

Given the ongoing national recession and its impact on state revenue collections, 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 2010-11? (MAX: 5000 characters)

Given the fact that the whole school reform effort includes 194 high schools, 116 middle schools, and 17 career and technology centers in SC, any cuts create significant reductions in services offered. All reform sites, should budget reductions become a reality, will continue to receive decreased funding support. The 2010-2011 school year is not an assessment year and some additional dollars will be available to support specific site development. However, adding new sites each year continues to reduce site-specific funding. Reductions in the number of sites assessed and further reductions in funding to reform sites will be the "order of the day" where the state's whole school reform initiative is concerned.

Efforts will continue to maximize the value of every dollar as we establish technical assistance and review teams, provide technical assistance and training, and professional development opportunities.

Budget cuts will result in decreased services to sites, fewer professional development opportunities, and a reduction in assessments efforts during this assessment year. All of this impacts reform accountability and efforts to strengthen our state's reform efforts.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2011-12 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? 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 organization or program in meeting its objectives? (MAX: 5000 characters)

Given the very nature of whole school reform and the key practices, principles, and key conditions, there would be no changes at all in the focus of the whole school reform model. Significant cuts in support services, activities, materials purchases, and professional development opportunities would result as noted in the previous two responses.

Priorities would, to some extent, shift to reform sites identified as low performing sites, but our high schools, middle schools, and career centers are on a five-year technical assistance visit rotation, and these visits are critical relative to accountability related to implementation and sustainability of the reform efforts at individual sites. Reducing technical assistance visits is not an appropriate option.

Regional delivery is already characteristic of the state's operational efforts, but would have to become more of a focus should funding levels remain less than adequate. The objective of assisting SC's schools in implementing whole school reform to promote and strengthen continuous improvement will remain unchanged.

Another important factor that currently impacts a large number of High Schools That Work sites is the fact that their Southern Association of Colleges and Schools (SACS) accreditation visits are conducted in collaboration with HSTW technical assistance visits at the request of SACS. The SACS recognized the detail and significance of the technical assistance report provided to reform sites following the technical assistance visits and requested that the option of combining visits be provided. This also makes changing the objective(s) related to the reform effort more difficult and far reaching.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

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EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

1A.26 (SDE-EIA: PSAT/PLAN Reimbursement)
1A.40 (SDE-EIA: Assessments-Gifted & Talented, Advanced Placement, and International Baccalaureate Exams)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

- South Carolina Code of Regulations, Chapter 43, § 43-100. Test Security
- South Carolina Code of Regulations, Chapter 43, § 43-220. Gifted and Talented
- South Carolina Code of Regulations, Chapter 43, § 43-234. Defined Program, Grades 9-12
- South Carolina Code of Regulations, Chapter 43, § 43-259. Graduation Requirement
- South Carolina Code of Regulations, Chapter 43, § 43-260. Use and Dissemination of Test Results
- South Carolina Code of Regulations, Chapter 43, § 43-262. Assessment Program

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

- Yes
- No

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.) (MAX 3500 characters)

- A. Administer the Palmetto Assessment of State Standards (PASS) tests in mathematics and English language arts in grades three through eight. Administer Writing in grades five and eight. Administer PASS science and social studies tests to all students in grades four and seven. Administer PASS science and social studies tests in grades three, five, six, and eight, so that each student takes either science or social studies.
- B. Administer the South Carolina Alternate Assessment (SC-Alt).
- C. Administer the High School Assessment Program (HSAP) in mathematics and English language arts to students beginning in their second year of high school.
- D. Administer the examinations for the End-of-Course Examination Program (EOCEP) to students taking gateway or benchmark courses. Continue the administration of electronic versions of the examinations.
- E. Administer state-developed performance assessments as a part of the process to assist in the identification of students for participation in programs for the gifted and talented.
- F. Administer the English Language Development Assessment (ELDA) to limited English proficient students in kindergarten through grade twelve.
- G. Participate in the National Assessment of Educational Progress (NAEP).
- H. Provide for the administration of the PSAT, PLAN or WorkKeys to students in the tenth grade.
- I. Conduct sessions to train district test coordinators in the administration of all state testing programs.
- J. Participate in the Assessing Special Education Students (ASES), the Technical Issues in Large-Scale Assessment (TILSA), and Social Studies Assessment, Curriculum, and Instruction (SSACI) SCASS projects.
- K. Conduct meetings of the Technical Advisory Committee.
- L. Allocate funds to school districts for the purchase of approved formative assessments.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

A. Administered the Palmetto Assessment of State Standards (PASS) in mathematics, writing, and English language arts in grades three through eight. Administered PASS science and social studies tests to all students in grades four and seven. Administered PASS science and social studies to students in grades three, five, six, and eight, so that each student took either science or social studies.

B. Administered the South Carolina Alternate Assessment (SC-Alt).

C. Administered the High School Assessment Program (HSAP) in mathematics and English language arts to students beginning in their second year of high school.

D. Administered the examinations for the End-of-Course Examination Program (EOCEP) to students taking gateway or benchmark courses. Continued administering the electronic versions of the examinations.

E. Administered state-developed performance assessments as a part of the process to assist in the identification of students for participation in programs for the gifted and talented. Administered the Advanced Placement and International Baccalaureate Examinations.

F. Administered the English Language Development Assessment (ELDA) to limited English proficient students in kindergarten through grade twelve.

G. Participated in the National Assessment of Educational Progress (NAEP) in civics, geography, and United States history.

H. Provided for the administration of the PSAT or the PLAN to students in the tenth grade.

I. Conducted sessions to train district test coordinators in the administration all state testing programs.

J. Participated in the Assessing Special Education Students (ASES), and the Technical Issues in Large-Scale Assessment (TILSA) SCASS Projects.

K. Conducted a meeting of the Technical Advisory Committee.

L. Funds for formative assessments were distributed to districts.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

A. In spring 2010, PASS tests were administered to students in grades three through eight. The PASS English language arts tests were administered to 319,219 students. The PASS writing tests were administered to 319,164 students. The PASS mathematics tests were administered to 320,041 students. The PASS science tests were administered to 213,987 students. The PASS social studies tests were administered to 231,360 students.

B. In 2009-10, 1,391 elementary school students, 1,185 middle school students, and 357 high school students participated in the SC-Alt.

C. In the spring of 2010, the HSAP English language arts assessment was administered to 46,769 tenth-grade students. The HSAP Mathematics assessment was administered to 46,762 tenth-grade students.

D. In 2009-10, the EOCEP Algebra 1/Math for the Technologies 2 examination was administered to 57,992 students. The English 1 examination was administered to 55,112 students. The Physical Science examination was administered to 55,957 students. U.S. History and Constitution was administered to 48,017 students.

E. In 2009-10, performance assessments were administered to 19,010 students as a part of the process to assist in the identification of students for participation in programs for the gifted and talented. In 2009-10, there were 28,763 administrations of Advanced Placement Examinations, and 3,040 administrations of International Baccalaureate Examinations.

F. In spring 2010, the English Language Development Assessment (ELDA) was administered to 32,260 limited English proficient students in kindergarten through grade twelve.

G. In 2010, NAEP was administered to 1,447 fourth-grade students, 1,347 eighth-grade students, and 1,193 twelfth-grade students.

H In 2009-10, the PSAT was administered to 38,673 students in the tenth grade and the PLAN was administered to 28,802 students in the tenth grade.

I. Workshops were conducted in 2009-10 to train district test coordinators from each school district in the administration of all state assessment programs.

J. In 2009-10, Office of Assessment staff participated in meetings of the Assessing Special Education Students (ASES), and the Technical Issues in Large-Scale Assessment (TILSA) SCASS Projects.

K A meeting of the Technical Advisory Committee was held in August 2009.

L. In 2009-10, allocations totaling \$3,212,223 were made to school districts for the purchase of approved formative assessments.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes 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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

State level results for PASS and SC-Alt will be submitted as attachments. Results for the HSAP and EOCEP will be submitted once state level scores are released.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

Reviews by the Education Oversight Committee are conducted following the statewide field-test administration. During 2009-10, the Education Oversight Committee reviewed the EOCEP Biology test.

The Educational Accountability Act of 1998, Title 59, Chapter 18, Section 59-18-320 (Supp. 2008) requires the review of field tests; general administration of tests; accommodations for students with disabilities; and adoption of new standards by the Education Oversight Committee (EOC). Section 59-18-350 requires the cyclical review of state standards and assessments and analysis of assessment results by the EOC. The EOC has approved operational tests for administration (i.e., PASS, HSAP, and EOCEP). Evaluations have been conducted on required state-developed assessments. The EOC approved the EOCEP Biology test in 2009-10.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)

All documentation is maintained by the Education Oversight Committee.

Over the past three fiscal years, all programs, agencies and organizations funded with EIA revenues experienced significant reductions in funding.**How have the administration and service delivery of your organization or program been impacted by these reductions. Please describe the impact to students, teachers or schools by addressing the following: (MAX: 7500 characters)**

- a. Have fewer students/teachers/schools been served?**
- b. Has quality of services provided been impacted?**
- c. Has the cost per student/teacher/school increased or decreased?**
- d. Has student academic performance been impacted?**

The number of paper reports was reduced for all testing programs. Students in all grade levels now respond to test questions in separate answer documents. Fewer items were developed and field-tested and fewer test forms were produced than originally planned. The reduction in field-testing resulted in a smaller item pool. The number of staff has been reduced by five. In addition, five former full-time staff now work part-time.

- a. No fewer students, teachers or schools have been served.
- b. The quality of services has not be impacted.
- c. The cost per student, teacher, and school has been reduced.

d. Student academic performance has not been impacted.

Given the ongoing national recession and its impact on state revenue collections, 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 2010-11? (MAX: 5000 characters)

The PASS writing test was eliminated in grades 3, 4, 6, and 7 to absorb current cuts. We would request permission from the state legislature to further reduce the amount of development and testing if additional cuts are necessary.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2011-12 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? 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 organization or program in meeting its objectives? (MAX: 5000 characters)

Current reductions in test administration and item development would need to be continued.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).
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PASS State Scores by Grade Level - 2010

Notes: (1) These statistics may differ from those in report cards and AYP ratings. They were calculated based on where students tested regardless of school entry date. Home school students, students with incomplete scores, and students who took the test with a non-standard accommodation were excluded.

2) If the number tested is 10 or fewer, no other statistics appear.

3) % Pass is the percentage of students who scored Met or Exemplary.

Writing								English Language Arts (Reading and Research)							
Grade	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.	Grade	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
3	54565	29.0	33.0	38.0	71.0	626.8	51.8	3	54464	19.3	26.8	53.9	80.7	646.8	51.4
4	54869	27.7	37.8	34.4	72.3	629.4	47.5	4	54659	23.5	38.8	37.7	76.5	635.9	48.9
5	53362	25.5	37.6	36.9	74.5	635.6	53.4	5	53519	21.9	41.4	36.7	78.1	643.9	53.5
6	52809	28.1	40.3	31.6	71.9	627.9	49.0	6	53011	27.8	36.9	35.3	72.2	631.0	54.5
7	52172	30.3	42.0	27.7	69.7	623.9	46.2	7	52162	30.8	32.5	36.6	69.2	625.8	51.1
8	51387	28.1	41.9	30.0	71.9	629.0	52.1	8	51404	36.3	30.4	33.3	63.7	623.5	59.3

Mathematics								Science							
Grade	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.	Grade	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
3	54799	30.0	31.2	38.8	70.0	628.5	51.6	3	27535	44.3	33.0	22.7	55.7	609.5	54.4
4	54990	23.3	41.8	34.9	76.7	641.6	54.5	4	55013	30.7	54.0	15.2	69.3	626.2	50.8
5	53568	28.7	40.1	31.2	71.3	634.9	52.8	5	26882	34.0	49.6	16.4	66.0	624.6	53.8
6	53040	29.7	39.8	30.5	70.3	632.3	54.0	6	26555	39.1	46.7	14.2	60.9	617.0	49.8
7	52211	33.0	38.6	28.4	67.0	628.0	51.6	7	52197	26.6	46.5	26.8	73.4	632.1	53.8
8	51433	36.6	40.4	23.0	63.4	623.1	49.8	8	25805	32.3	36.0	31.7	67.7	625.8	52.4

Social Studies							
Grade	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
3	27347	26.8	41.6	31.6	73.2	633.4	51.5
4	54979	23.8	48.9	27.2	76.2	641.2	52.7
5	26727	33.9	41.7	24.4	66.1	624.2	49.7
6	26496	20.6	51.0	28.4	79.4	642.8	50.1
7	52148	38.0	33.3	28.7	62.0	620.5	50.5
8	25663	31.2	35.7	33.1	68.8	631.2	54.1

South Carolina Alternate Assessment

Percentage of Students Scoring in Each Achievement Level

Achievement Level	Elementary School (Grades 3–5)	Middle School (Grades 6–8)	High School (Grade 10)
English Language Arts			
Level 1	5.5	6.5	11.5
Level 2	18.1	22.6	18.5
Level 3	22.4	16.4	18.2
Level 4	54.1	54.6	51.8
Mathematics			
Level 1	7.3	10.3	16.1
Level 2	24.0	25.4	25.4
Level 3	35.4	31.1	38.6
Level 4	33.4	33.2	20.0
Science			
Level 1	7.1	14.0	23.6
Level 2	11.8	18.4	22.2
Level 3	20.9	17.7	21.6
Level 4	60.3	49.9	32.6
Social Studies			
Level 1	11.8	11.6	NA
Level 2	25.7	29.1	NA
Level 3	36.8	28.9	NA
Level 4	25.8	30.4	NA

FY 2010–11 EIA-Funded Program Report

EIA-Funded Program Name: Assessment/Testing

Program Director: Elizabeth Jones

Telephone: 803-734-8298

Fax: 803-734-8886

E-mail: ejones@ed.sc.gov

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 by last fiscal year by general or other funds.
- Is a new program implemented for the first time in the current fiscal year
- Other

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

Code of Laws: (MAX. 100 characters)

The following sections of the South Carolina Code of Laws, Title 59, Chapter 18, govern the implementation of this program.

- S. C. Code Ann § 59-18-120 (Supp. 2008)
- S. C. Code Ann § 59-18-310 (Supp. 2008)
- S. C. Code Ann § 59-18-320 (Supp. 2008)
- S. C. Code Ann § 59-18-330 (Supp. 2008)
- S. C. Code Ann § 59-18-340 (Supp. 2008)
- S. C. Code Ann § 59-18-350 (Supp. 2008)
- S. C. Code Ann § 59-18-360 (Supp. 2008)
- S. C. Code Ann § 59-18-900 (Supp. 2008)
- S. C. Code Ann § 59-18-910 (Supp. 2008)
- S. C. Code Ann § 59-18-920 (Supp. 2008)
- S. C. Code Ann § 59-18-930 (Supp. 2008)
- S. C. Code Ann § 59-18-950 (Supp. 2008)

Proviso Number: (MAX: 100 characters)

1A.26 (SDE-EIA: PSAT/PLAN Reimbursement)

1A.40 (SDE-EIA: Assessments-Gifted & Talented, Advanced Placement, and International Baccalaureate Exams)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

The following sections of South Carolina Code of Regulations, Chapter 43, govern the implementation of this program.

- South Carolina Code of Regulations, Chapter 43, § 43-100. Test Security
- South Carolina Code of Regulations, Chapter 43, § 43-220. Gifted and Talented
- South Carolina Code of Regulations, Chapter 43, § 43-234. Defined Program, Grades 9-12
- South Carolina Code of Regulations, Chapter 43, § 43-259. Graduation Requirement
- South Carolina Code of Regulations, Chapter 43, § 43-260. Use and Dissemination of Test Results
- South Carolina Code of Regulations, Chapter 43, § 43-262. Assessment Program

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

Yes
 No

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.) (MAX 3500 characters).

Long-term Mission:

The mission of the Office of Assessment is to select or develop and administer high quality assessments of educational attainment that provide reliable information that can be used as the basis for drawing valid conclusions about examinees and that meet the highest standards of the educational measurement profession.

Current Goals and Objectives:

- A. Administer the Palmetto Assessment of State Standards (PASS) tests in mathematics and English language arts in grades three through eight. Administer Writing in grades five and eight. Administer PASS science and social studies tests to all students in grades four and seven. Administer PASS science and social studies tests in grades three, five, six, and eight, so that each student takes either science or social studies.
- B. Administer the South Carolina Alternate Assessment (SC-Alt).

- C. Administer the High School Assessment Program (HSAP) in mathematics and English language arts to students beginning in their second year of high school.
- D. Administer the examinations for the End-of-Course Examination Program (EOCEP) to students taking gateway or benchmark courses. Continue the administration of electronic versions of the examinations.
- E. Administer state-developed performance assessments as a part of the process to assist in the identification of students for participation in programs for the gifted and talented.
- F. Administer the English Language Development Assessment (ELDA) to limited English proficient students in kindergarten through grade twelve.
- G. Participate in the National Assessment of Educational Progress (NAEP).
- H. Provide for the administration of the PSAT, PLAN or WorkKeys to students in the tenth grade.
- I. Conduct sessions to train district test coordinators in the administration of all state testing programs.
- J. Participate in the Assessing Special Education Students (ASES), the Technical Issues in Large-Scale Assessment (TILSA), and Social Studies Assessment, Curriculum, and Instruction (SSACI) SCASS projects.
- K. Conduct meetings of the Technical Advisory Committee.
- L. Allocate funds to school districts for the purchase of approved formative assessments.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.) (MAX: 5000 characters).*

- A. Administered the Palmetto Assessment of State Standards (PASS) in mathematics, writing, and English language arts in grades three through eight. Administered PASS science and social studies tests to all students in grades four and seven. Administered PASS science and social studies to students in grades three, five, six, and eight, so that each student took either science or social studies.
- B. Administered the South Carolina Alternate Assessment (SC-Alt).
- C. Administered the High School Assessment Program (HSAP) in mathematics and English language arts to students beginning in their second year of high school.
- D. Administered the examinations for the End-of-Course Examination Program (EOCEP) to students taking gateway or benchmark courses. Continued administering the electronic versions of the examinations.
- E. Administered state-developed performance assessments as a part of the process to assist in the identification of students for participation in programs for the gifted and talented. Administered the Advanced Placement and International Baccalaureate Examinations.

- F. Administered the English Language Development Assessment (ELDA) to limited English proficient students in kindergarten through grade twelve.
- G. Participated in the National Assessment of Educational Progress (NAEP) in civics, geography, and United States history.
- H. Provided for the administration of the PSAT or the PLAN to students in the tenth grade.
- I. Conducted sessions to train district test coordinators in the administration all state testing programs.
- J. Participated in the Assessing Special Education Students (ASES), and the Technical Issues in Large-Scale Assessment (TILSA) SCASS Projects.
- K. Conducted a meeting of the Technical Advisory Committee.
- L. Funds for formative assessments were distributed to districts.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters).*

- A. In spring 2010, PASS tests were administered to students in grades three through eight. The PASS English language arts tests were administered to 319,219 students. The PASS writing tests were administered to 319,164 students. The PASS mathematics tests were administered to 320,041 students. The PASS science tests were administered to 213,987 students. The PASS social studies tests were administered to 231,360 students.
- B. In 2009–10, 1,391 elementary school students, 1,185 middle school students, and 357 high school students participated in the SC–Alt.
- C. In the spring of 2010, the HSAP English language arts assessment was administered to 46,769 tenth-grade students. The HSAP Mathematics assessment was administered to 46,762 tenth-grade students.
- D. In 2009–10, the EOCEP Algebra 1/Math for the Technologies 2 examination was administered to 57,992 students. The English 1 examination was administered to 55,112 students. The Physical Science examination was administered to 55,957 students. U.S. History and Constitution was administered to 48,017 students.
- E. In 2009–10, performance assessments were administered to 19,010 students as a part of the process to assist in the identification of students for participation in programs for the gifted and talented. In 2009–10, there were 28,763 administrations of Advanced Placement Examinations, and 3,040 administrations of International Baccalaureate Examinations.
- F. In spring 2010, the English Language Development Assessment (ELDA) was administered to 32,260 limited English proficient students in kindergarten through grade twelve.
- G. In 2010, NAEP was administered to 1,447 fourth-grade students, 1,347 eighth-grade students, and 1,193 twelfth-grade students.
- H. In 2009–10, the PSAT was administered to 38,673 students in the tenth grade and the PLAN was administered to 28,802 students in the tenth grade.
- I. Workshops were conducted in 2009–10 to train district test coordinators from each school district in the administration of all state assessment programs.

J. In 2009–10, Office of Assessment staff participated in meetings of the Assessing Special Education Students (ASES), and the Technical Issues in Large-Scale Assessment (TILSA) SCASS Projects.

K A meeting of the Technical Advisory Committee was held in August 2009.

L. In 2009–10, allocations totaling \$3,212,223 were made to school districts for the purchase of approved formative assessments.

What are the outcomes or results of this program? *(Program outcomes 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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)*(MAX: 5000 characters)

State level results for PASS and SC-Alt will be submitted as attachments. Results for the HSAP and EOCEP will be submitted once state level scores are released.

Program Evaluations

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

Reviews by the Education Oversight Committee are conducted following the statewide field-test administration. During 2009–10, the Education Oversight Committee reviewed the EOCEP Biology test.

Has an evaluation been conducted?

Yes No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

The Educational Accountability Act of 1998, Title 59, Chapter 18, Section 59-18-320 (Supp. 2008) requires the review of field tests; general administration of tests; accommodations for students with disabilities; and adoption of new standards by the Education Oversight Committee (EOC). Section 59-18-350 requires the cyclical review of state standards and assessments and analysis of assessment results by the EOC. The EOC has approved operational tests for administration (i.e., PASS, HSAP, and EOCEP). Evaluations have been conducted on required state-developed assessments. The EOC approved the EOCEP Biology test in 2009–10.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not? (MAX: 100 characters)

All documentation is maintained by the Education Oversight Committee.

Over the past three fiscal years, all programs, agencies and organizations funded with EIA revenues experienced significant reductions in funding.

How have the administration and service delivery of your organization or program been impacted by these reductions. Please describe the impact to students, teachers or schools by addressing the following: (MAX: 7500 characters)

- a. Have fewer students/teachers/schools been served?**
- b. Has quality of services provided been impacted?**
- c. Has the cost per student/teacher/school increased or decreased?**
- d. Has student academic performance been impacted?**

The number of paper reports was reduced for all testing programs. Students in all grade levels now respond to test questions in separate answer documents. Fewer items were developed and field-tested and fewer test forms were produced than originally planned. The reduction in field-testing resulted in a smaller item pool. The number of staff has been reduced by five. In addition, five former full-time staff now work part-time.

- a. No fewer students, teachers or schools have been served.
- b. The quality of services has not be impacted.
- c. The cost per student, teacher, and school has been reduced.
- d. Student academic performance has not been impacted.

Given the ongoing national recession and its impact on state revenue collections, 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 2010-11? (MAX: 5000 characters)

The PASS writing test was eliminated in grades 3, 4, 6, and 7 to absorb current cuts. We would request permission from the state legislature to further reduce the amount of development and testing if additional cuts are necessary.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2011-12 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? 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 organization or program in meeting its objectives? (MAX: 5000 characters)

Current reductions in test administration and item development would need to be continued.

PASS State Scores by Grade Level - 2010

Notes: (1) These statistics may differ from those in report cards and AYP ratings. They were calculated based on where students tested regardless of school entry date. Home school students, students with incomplete scores, and students who took the test with a non-standard accommodation were excluded.

2) If the number tested is 10 or fewer, no other statistics appear.

3) % Pass is the percentage of students who scored Met or Exemplary.

Writing								English Language Arts (Reading and Research)							
Grade	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.	Grade	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
3	54565	29.0	33.0	38.0	71.0	626.8	51.8	3	54464	19.3	26.8	53.9	80.7	646.8	51.4
4	54869	27.7	37.8	34.4	72.3	629.4	47.5	4	54659	23.5	38.8	37.7	76.5	635.9	48.9
5	53362	25.5	37.6	36.9	74.5	635.6	53.4	5	53519	21.9	41.4	36.7	78.1	643.9	53.5
6	52809	28.1	40.3	31.6	71.9	627.9	49.0	6	53011	27.8	36.9	35.3	72.2	631.0	54.5
7	52172	30.3	42.0	27.7	69.7	623.9	46.2	7	52162	30.8	32.5	36.6	69.2	625.8	51.1
8	51387	28.1	41.9	30.0	71.9	629.0	52.1	8	51404	36.3	30.4	33.3	63.7	623.5	59.3

Mathematics								Science							
Grade	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.	Grade	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
3	54799	30.0	31.2	38.8	70.0	628.5	51.6	3	27535	44.3	33.0	22.7	55.7	609.5	54.4
4	54990	23.3	41.8	34.9	76.7	641.6	54.5	4	55013	30.7	54.0	15.2	69.3	626.2	50.8
5	53568	28.7	40.1	31.2	71.3	634.9	52.8	5	26882	34.0	49.6	16.4	66.0	624.6	53.8
6	53040	29.7	39.8	30.5	70.3	632.3	54.0	6	26555	39.1	46.7	14.2	60.9	617.0	49.8
7	52211	33.0	38.6	28.4	67.0	628.0	51.6	7	52197	26.6	46.5	26.8	73.4	632.1	53.8
8	51433	36.6	40.4	23.0	63.4	623.1	49.8	8	25805	32.3	36.0	31.7	67.7	625.8	52.4

Social Studies							
Grade	Number Tested	% Not Met	% Met	% Exemplary	% Pass	Scale Score Mean	Scale Score Std. Dev.
3	27347	26.8	41.6	31.6	73.2	633.4	51.5
4	54979	23.8	48.9	27.2	76.2	641.2	52.7
5	26727	33.9	41.7	24.4	66.1	624.2	49.7
6	26496	20.6	51.0	28.4	79.4	642.8	50.1
7	52148	38.0	33.3	28.7	62.0	620.5	50.5
8	25663	31.2	35.7	33.1	68.8	631.2	54.1

South Carolina Alternate Assessment

Percentage of Students Scoring in Each Achievement Level

Achievement Level	Elementary School (Grades 3–5)	Middle School (Grades 6–8)	High School (Grade 10)
English Language Arts			
Level 1	5.5	6.5	11.5
Level 2	18.1	22.6	18.5
Level 3	22.4	16.4	18.2
Level 4	54.1	54.6	51.8
Mathematics			
Level 1	7.3	10.3	16.1
Level 2	24.0	25.4	25.4
Level 3	35.4	31.1	38.6
Level 4	33.4	33.2	20.0
Science			
Level 1	7.1	14.0	23.6
Level 2	11.8	18.4	22.2
Level 3	20.9	17.7	21.6
Level 4	60.3	49.9	32.6
Social Studies			
Level 1	11.8	11.6	NA
Level 2	25.7	29.1	NA
Level 3	36.8	28.9	NA
Level 4	25.8	30.4	NA

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

State Board of Education Regulations 43-71

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

- Yes
- No

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.) (MAX 3500 characters)

Issue the 2010 Call for Bids in subject areas approved by the State Board of Education.
Contract with publishers to provide quality, standards-based materials adopted by the State Board of Education.
Coordinate Instructional Materials Public Review of recommended instructional materials.
Maintain an online ordering system providing schools real-time access to 5,000 plus items.
Coordinate an annual physical inventory of all state owned materials used by schools and assess schools and districts for lost and damaged textbook fees.
Assess publishers and vendors liquidated damages for late shipments.
Assist district adoptions by providing adoption information and a venue (annual instructional materials caravan) for reviewing newly-adopted instructional materials.
Verify publisher compliance with Most Favored Purchaser provision in Title 59 Chapter 31.
Provide training and technical assistance to districts and schools.
Continue implementation of the Statewide Textbook Management System
Conduct textbook account audits at approximately 300 K-12 public schools annually

The objectives support the mission:

By providing quality, instructional materials approved by the State Board of Education, students are held to rigorous and relevant academic and career/technology standards.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

Issue the 2009 Call for Bids in subject areas approved by the State Board of Education.
Contract with publishers to provide quality, standards-based materials adopted by the State Board of Education.
Coordinate Instructional Materials Public Review of recommended instructional materials.
Maintain an online ordering system providing schools real-time access to 5,000 plus items.
Coordinate an annual physical inventory of all state owned materials used by schools and assess schools and districts for lost and damaged textbook fees.
Assess publishers and vendors liquidated damages for late shipments.
Assist district adoptions by providing adoption information and a venue (annual instructional materials caravan) for reviewing newly-adopted instructional materials.
Verify publisher compliance with Most Favored Purchaser provision in Title 59 Chapter 31.
Provide training and technical assistance to districts and schools.

The goals and objectives are supported:

By providing quality, standards-based instructional materials approved by the State Board of Education, students are held to rigorous and relevant academic and career/technology standards.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Instructional materials for thirty-one subject areas including mathematics K-8 and English language arts 9-12 were approved by the State Board of Education.
Approximately 21 contracts were issued for new instructional materials aligned to state career/technology and academic standards.
Citizen comments received from 24 colleges and universities hosting Public Reviews of recommended instructional materials.
Over 4,500 of online orders processed in subject areas approved by the State Board of Education.
Approximately \$1.6 in fees collected from school districts for lost and damaged instructional materials.
Over \$169,000 in fees collected from publishers for liquidated damages.
Over 2,000 registrants for the Annual Instructional Materials Caravan.
Over 110 participants from 84 school districts in attendance at the Annual District Textbook Coordinators Meeting

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes 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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Instructional materials programs in the areas of Algebra 1 and 2, Geometry, and Math for the Technologies 1, 2, and 3 were approved by the State Board of Education.
Contracts were issued for new instructional materials aligned to state career/technology and academic standards.
Citizen comments received from 23 colleges and universities hosting Public Reviews of recommended instructional materials.
Over 2,200 of online orders processed for instructional materials approved by the State Board of Education.
Upon completion of inventories, fees will be collected from school districts for lost and damaged instructional materials.
Over 925 registrants for the Annual Instructional Materials Caravan.
Over 118 participants from 80 school districts in attendance at the Annual District Textbook Coordinators Meeting.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

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

Has an evaluation been conducted?

Yes No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)

NA

Over the past three fiscal years, all programs, agencies and organizations funded with EIA revenues experienced significant reductions in funding.

How have the administration and service delivery of your organization or program been impacted by these reductions. Please describe the impact to students, teachers or schools by addressing the following: (MAX: 7500 characters)

- a. Have fewer students/teachers/schools been served?
- b. Has quality of services provided been impacted?
- c. Has the cost per student/teacher/school increased or decreased?
- d. Has student academic performance been impacted?

Instructional materials and textbooks continue to be underfunded keeping materials in classrooms for one to eight years beyond the six-year contract.

Given the ongoing national recession and its impact on state revenue collections, 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 2010-11? (MAX: 5000 characters)

A funding reduction would be absorbed by limiting the purchase of instructional materials needed to maintain existing adoptions in the classroom.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2011-12 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? 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 organization or program in meeting its objectives? (MAX: 5000 characters)

The number of subject areas for the upcoming adoption cycle would be limited to allow unfunded

materials from previous of adoption to be purchased. Continue to encourage publishers to provide digital materials for the classroom for possible reduction in cost of materials for the classroom.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).
This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

SECTION 1 - H63 Department of Education
Proviso 1A.39

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

None

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

- Yes
- No

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.) (MAX 3500 characters)

Please note that for 2010-11 the report reflects the Technical Assistance Program and the Palmetto Priority Schools Initiative.

The primary objectives of the Technical Assistance program:

1. To allocate to those schools with an absolute state rating of "below average" or "at-risk" the funds appropriated to address identified student performance needs.
2. To assist schools in designing a revised school renewal plan to incorporate strategies and activities, supported by allocated Technical Assistance funds, which are designed to improve student performance as measured by the annual state assessment program.
3. To assist schools in implementing the revised school renewal plan, as approved by the SC Department of Education, and assist schools in brokering for personnel as needed and as stipulated in the plan.
4. To monitor student academic achievement and the expenditure of technical assistance funds in schools and report their findings to the General Assembly and the Education Oversight Committee.

The long term mission of the Technical Assistance program for schools:

1. To implement Technical Assistance activities and strategies at the school level that will improve student performance and ultimately reduce the number of schools with an absolute state rating of "below average" or "at-risk" as reported on school report cards.

The primary objective(s) or goals of the Palmetto Priority Schools Initiative:

Long-term mission:

1. To assist schools in meeting expected progress;
2. To assist schools in increasing the number of students who score "met" or above on state assessments;
3. To assist schools in the improvement of graduation rates; and
4. To assist schools in meeting Adequate Yearly Progress (AYP).

Annual objectives:

1. To provide services to tiered schools to improve student performance as measured by the school report card;
2. To provide funds to address identified school needs;
3. To develop and implement established Memorandums of Agreement (MOA) between the SCDE, the local school board, the school district, and the school; and
4. To monitor the satisfactory implementation of an individualized Plan of Action for each school.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

Please note that for 2010-11 the report reflects the Technical Assistance Program and the Palmetto Priority Schools Initiative.

Technical Assistance Program processes conducted in prior fiscal years to facilitate the program's performance, which will be continued in 2010-11:

1. Training was provided to schools on how to conduct a thorough school level needs assessment and how to align activities supported by technical assistance funding to address the identified student performance needs.
2. Each district's Technical Assistance liaison was trained in how to develop and submit using an on-line application the revised school renewal plans that incorporate activities supported by Technical Assistance funding.
3. The Office of Federal and State Accountability Planning and Support Team and Accreditation Team reviewed, revised with the school staff as appropriate, and approved revised school renewal plans and the use of technical assistance funds.
4. Recruiting efforts were made to recruit exemplary educators to fill positions such as Teacher Specialist, Curriculum Specialist, Principal Leader, Principal Specialist, and Principal Mentor as defined in the revised school renewal plans.
5. As requested, the agency brokered the services of on-site personnel to schools with Unsatisfactory and Below Average report card absolute ratings.
6. The Office of Federal and State Accountability worked with district liaisons and schools to amend Technical Assistance budgets and school renewal plans, as appropriate during the school year, to address such problems as not being able to fill a Technical Assistance position described in the school plan.

The primary Palmetto Priority Schools Initiative activities or processes that were conducted:

1. Collaboration meetings and a summer conference provided professional development for principals, superintendents, board chairpersons, and on-site assistance, which focused on instructional leadership, curriculum, instruction, and assessment.
2. Recruitment opportunities were provided for all districts by forwarding information on regional recruitment fairs, by participating in college and university recruitment fairs, by working with the PACE program in the Office of Teacher Certification, and by advertising vacancies (state and national) through CERRA and Teachers-Teachers.com.
3. Training was provided to support the work of on-site liaisons and two Turnaround School Teams, which focused on coaching and mentoring, along with the on-site observation of teachers and the instructional program.
4. Electronic Elluminate Meetings were conducted throughout the school year to provide additional support and direction to the liaisons and Turnaround School Teams as they addressed concerns in their assigned schools.
5. Monthly visits were made to the schools by SCDE education associates to support the work of the on-site liaisons and to ensure each school's satisfactory implementation of the Plan of Action, as well as weekly visits being made to the Turnaround School Teams.
6. Monthly reports were submitted from each school's principal to document monthly "Next Steps" to ensure the ongoing implementation of the school's Plan of Action.
7. Monthly reports were submitted from each school's liaison or Turnaround School Team to evaluate the prior month's progress of implementation of the Plan of Action.
8. Public and private sector partnerships were established to assist schools with identified needs, to include college and university partnerships.

The changes in processes or activities for the current fiscal year:

1. Provisions for strategic planning through SEDL and the Southeast Comprehensive Center,

resulting in the model for ?Roles and Responsibilities of the Palmetto Priority School Liaison (PPSL) - An Innovation Configuration Matrix?.

2. Revisions in the tiered system of support for identified schools to include the Monitoring Tier of schools that met expected progress in 2009?10, but chose to stay in the program to receive continued assistance.
3. Revisions in the MOA Plan of Action document to simplify the reporting process.
4. Revisions in the regional training opportunities to allow more participants to share ideas of successful school programs and activities.
5. SCDE Cross-Divisional support, to include professional development and training from the Office of Standards and Support.
6. Revisions in the contractual support services provided by various educational management groups: Edison Learning (currently providing some schools with needs assessment audits), Save the Children, and City Year.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Please note that for 2010-11 the report reflects the Technical Assistance Program and the Palmetto Priority Schools Initiative.

The direct products and services delivered by the Technical Assistance program included:

1. 78 Technical Assistance district liaisons received training, and then trained at-risk and below average schools in the district. Training focused on conducting needs assessment and utilizing the on-line application for the submission of the revised school renewal plan.
2. The Office of Federal and State Accountability reviewed 434 school level technical assistance plans, worked with the district liaison as appropriate to make revisions to the plans, and ultimately approved the revised school renewal plans that included the use of technical assistance funds.
3. The Office of Federal and State Accountability provided 434 schools with individualized data profiles to support needs assessment activities.
4. The Office of Federal and State Accountability designed and published the Report to the General Assembly and the Education Oversight Committee on Proviso 1A.42, SDE-EIA: Technical Assistance Report, January 2010.

The direct products and services that were delivered by Palmetto Priority Schools Initiative:

1. Ongoing, year-long professional development opportunities were provided to 37 schools (2 schools have dual levels, resulting in 39 report cards).
2. Teacher recruitment opportunities were provided through local, state, and national recruitment.
3. 31 liaisons and 7 members of two Turnaround School Teams provided on-site support to schools.
4. Various SCDE offices collaborated to provide support to schools and districts as needed, e.g., Standards and Support training of identified instructional personnel as iCoaches.
5. Public and private colleges and universities formed partnerships with the schools to assist with specific needs.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes 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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Please note that for 2010-11 the report reflects the Technical Assistance Program and the Palmetto Priority Schools Initiative.

In the 2010 Report to the South Carolina General Assembly and the South Carolina Education Oversight Committee on Proviso 1A.42, SDE-EIA: Technical Assistance: 2009 Student achievement data was not available for analysis. The 2011 Report will include 2009 and 2010 report card results for schools receiving TA funds.

The 2009 Report to the South Carolina General Assembly and the South Carolina Education Oversight Committee provides the most recent student outcomes were identified.

1. Of high schools that received technical assistance funds for two years, 82% showed an increase in their absolute report card rating from the 2007 to the 2008 report card, as compared to 61% of high schools that did not receive technical assistance funds over the same time period.
2. Of elementary schools that received technical assistance funds for two years, 63% showed an increase in their absolute report card rating from the 2007 to the 2008 report card, as compared to 54% of elementary schools that did not receive technical assistance funds over the same time period.
3. Of middle schools that received technical assistance funds for two years, 49% showed an increase in their absolute report card rating from the 2007 to the 2008 report card, as compared to 69% of middle schools that did not receive technical assistance funds over the same time period.

Palmetto Priority Schools Initiative outcomes based on 2009 report card data:

1. 14 schools met Expected Progress.
2. 2 schools made AYP.
3. 13 of the 39 schools improved their absolute rating from at-risk to below average on the annual report cards.
4. 23 of the 39 schools showed growth on the annual report card.
5. 2008?09 PASS (Grades 3-8) Scores:
 - a. 20 of the 30 elementary and middle schools showed growth in their PACT to PASS student performance.
 6. End-of-Course Exam Program (EOCEP):
 - a. 4 of the 8 high schools increased the percent passing English I.
 - b. 3 of the 8 increased the percent passing Algebra I.
 - c. 2 of the 8 increased the percent passing Physical Science.
 7. All 37 schools met Satisfactory Implementation (2 schools have dual levels, resulting in 39 report cards).

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)**Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?**

Yes

No

If no, why not?(MAX: 100 characters)**Over the past three fiscal years, all programs, agencies and organizations funded with EIA revenues experienced significant reductions in funding.****How have the administration and service delivery of your organization or program been impacted by these reductions. Please describe the impact to students, teachers or schools by addressing the following: (MAX: 7500 characters)**

- a. Have fewer students/teachers/schools been served?**
- b. Has quality of services provided been impacted?**
- c. Has the cost per student/teacher/school increased or decreased?**
- d. Has student academic performance been impacted?**

The Office of Federal and State Accountability took steps to maintain the ratio of flow through amount for schools rated Below Average and for schools rated Unsatisfactory (\$75,000 vs \$250,000). However, with the total Technical Assistance funds available, Below Average schools received \$60,000 plus \$2 per student, and Unsatisfactory schools received \$200,000 plus \$2 per student. The 4% budget reduction of EIA Technical Assistance funds during 2009-10 was absorbed by the agency, and no reduction was passed along to schools.

The result for 2009-10 was that schools had fewer overall Technical Assistance dollars to fund strategic activities. In some districts, schools chose to use the flexibility proviso to move TA funds to their general fund to make up for major cuts to that funding stream. Many schools took a cautious approach in selecting activities for the 2009-10 school year. As a result of multiple budget reductions during the 2008-09 school year, schools implemented fewer activities that involved investing in personnel (classroom intervention teachers and coaches), and were more likely to allocate funds to activities that could be cut mid-year without affecting a program such as instructional supplies and materials, and instructional technology. The amount of funds directed to Classroom Intervention Teachers declined from \$14,354,200 in 2008-09 to \$7,895,284 in 2009-10, a 45% reduction.

The state has been unable to maintain the initial funding effort for schools in Technical Assistance. Schools with an absolute rating of ?Unsatisfactory? received up to \$600,000 per school during the 2006-07 school year, compared to a low of \$200,000 in 2009-10 and \$244,000 for 2010-11. Student achievement results documented for the 2006-07 school year in the Report to the South Carolina General Assembly and the South Carolina Education Oversight Committee, January 2008, highlighted that during the first year of implementation of Technical Assistance funding, 50% of the schools receiving Technical Assistance posted an improved absolute index

equal to or greater than the requirements of the South Carolina report card system. During the same period, only 33.1 percent of the schools not receiving TA funds posted the same absolute score gains.

The 2010 report card data will reveal if schools are able to continue to maintain upward momentum in student achievement in spite of falling budgets.

Given the ongoing national recession and its impact on state revenue collections, 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 2010-11? (MAX: 5000 characters)

The program has placed 45% of the funds available to the SCDE for program administration in reserve in anticipation of any cut to EIA programs. Cuts in excess of 3% to the total TA budget would have to be absorbed by reductions to school allocations which would result in schools resubmitting Technical Assistance plans to the South Carolina Department of Education to reflect a reduction in Technical Assistance funded activities.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2011-12 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? 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 organization or program in meeting its objectives? (MAX: 5000 characters)

The average allocation to schools designated as "Unsatisfactory" has declined from an average of \$496,348 in 2006-07 to \$244,000 for 2010-11, a reduction of 51%. The average allocation to schools designated as "Below Average" has declined from an average of \$134,808 in 2006-07 to \$74,500 for 2010-11, a reduction of 45%. With the recentering of the required absolute score index beginning with the 2009 report card, fewer schools were identified for the Technical Assistance program. Should this trend continue, it is possible that fewer overall Technical Assistance funds would be required to maintain the 2010-11 allocation to schools, however, maintaining the Technical Assistance appropriation would allow the South Carolina Department of Education to increase the school allocation toward the 2001-07 level as the legislation intended.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
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Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
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EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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

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

Code of Laws: (MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

N/A

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

N/A

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

- Yes
- No

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.) (MAX 3500 characters)

To publish school and district report cards.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

Data were collected for all data elements included on the report cards (approximately 1000 for each school report card and 1500 for the district report card). Data review periods were provided for schools and districts to ensure the accuracy and completeness of the data for each school. Summary data were collected and ratings were calculated. Report Cards were printed, distributed, and published on the Web for public access.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Accountability report cards, containing descriptive information, state accountability results, and evaluative data were published for each school and district. Historical and current products can be reviewed at the following link:

<http://www.ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/ReportCardPortal.html>.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes 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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

School and district report cards were issued for the 2008-09 school year. Historical and current report cards can be accessed through the following link:

<http://www.ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/ReportCardPortal.html>.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

No formal evaluation has been conducted; however, our current process reviews and changes to the federal and state requirements have led and continue to lead to changes in the processes of data collection, review, and publication.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)

There has been no formal review.

Over the past three fiscal years, all programs, agencies and organizations funded with EIA revenues experienced significant reductions in funding.**How have the administration and service delivery of your organization or program been impacted by these reductions. Please describe the impact to students, teachers or schools by addressing the following: (MAX: 7500 characters)**

- Have fewer students/teachers/schools been served?**
- Has quality of services provided been impacted?**
- Has the cost per student/teacher/school increased or decreased?**
- Has student academic performance been impacted?**

Working with the Education Oversight Committee, the SC Department of Education printed only an executive summary of the report card and posted the full report cards to the agency's web site. SCDE also reduced staff and combined tasks related to the creation and publication of report cards (4.0 FTEs, all of which resulted from not filling vacancies). The review and approval of final report card formats was modified and much of that process was done remotely rather than sending a team to the printer's site.

Through a joint resolution, the General Assembly suspended physical printing of report cards for the 2009-2010 accountability season (which ends in mid-November 2010).

Given the ongoing national recession and its impact on state revenue collections, 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 2010-11? (MAX: 5000 characters)

For the production and publication of accountability report cards (for both federal and state purposes), there are fixed costs tied to personnel and material resources. After the cuts from

the previous year, there is little left that would be significant for additional cuts and still meet the demands of the program. The only significant cut available would involve the elimination of printed report cards with all report cards being published only to the web. Printing was suspended for the 2009-2010 report card season.

If that is done, schools and districts may see an increase in their costs if a large number of parents or community members ask for printed copies (which would be provided from the school level). Our review and documentation process can be changed; instead of requiring submission of documentation, we can require districts and schools to maintain the documentation locally (rather than sending it to SCDE) and our staff focus would be a random auditing process rather than a full review process every year.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2011-12 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? 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 organization or program in meeting its objectives? (MAX: 5000 characters)

Due to budget cuts, SCDE staffing for accountability purposes has been reduced more than 40%. Some tasks have been delayed due to lack of personnel resources to complete those tasks by mandated deadlines.

The remaining budgetary resources (for personnel and resources) are required if we are to meet the current statutory requirements. Those requirements would have to be changed to allow the delivery mechanism for report card to be the web rather than printed copies.

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Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

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*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

History of the program. Please mark the appropriate response (choose one):This program:

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- 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

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

Regulation: S.C.Code Ann. Regs. 43-302

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

- Yes
- No

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.) (MAX 3500 characters)

As part of the state accountability system, the mission of this awards program is to recognize schools for high levels of student academic achievement, high rates of improvement, and for substantial progress in closing the achievement gap between disaggregated groups as stipulates in the Act 282 of 2008 amendment. Schools that received the recognition for Closing the Achievement Gaps were identified according to the criteria developed by EOC which were approved at the December 2009 State Board of Education meeting.

The objectives of the program are 1) the timely and accurate selection of qualifying schools based on the criteria established by the EOC; 2) public recognition through news releases, memos, certificates, letters of commendation, and flags.

In addition, one of the objectives of the program is to create a statewide learning community through the Showcase project which provides a platform for schools to network and share the programs and experiences that they believe led to their success.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

The mission and objective have not changed from prior years. However, the program provides recognition to schools for Closing Achievement Gaps according to the Act 282 of 2008 amendment. Public recognition of schools for student achievement levels that are high or rapidly improving or showing substantial results for closing achievement gaps remain the primary focus.

The Showcase project was organized to provide a platform for schools to share programs and initiatives that they believe lead to their success.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Public announcement of recipient schools was made on April 14, 2010 at the State Board of Education meeting. A total of 403 schools received awards. Flags, certificates, and letters of commendation were forwarded to schools as soon as the announcement was made. The attached tables presents the number of schools receiving awards for high levels of achievement or/and high rates of improvement or/and showing substantial results in closing the achievement gaps.

Awards Based on General Performance: The criteria for awards for general performance are based on both the absolute and growth ratings and the growth index found on school report cards. Of the state's approximately 1,100 schools, 340 earned either a Palmetto Gold or Palmetto Silver award ? 211 Gold, 129 Silver.

Awards for Closing the Achievement Gaps: A total of 216 schools earned a Gold or Silver award for closing the achievement gap for at least one historically underachieving group ?66 Gold, 150 Silver. This is the second year of implementation of the awards for closing the achievement gaps as part of the Palmetto Gold and Silver Awards program. A technical report was written and presented to describe the performance trends for PASS and on-time graduation rates and how the schools were selected for the awards based on EOC's criteria..

A total of 403 schools were recognized in the 2009-10 Palmetto Gold and Silver Awards Program. More than half of the schools being recognized have a poverty index of 60 percent or more.

In an effort to showcase some of the award recipients, a showcase project was organized. As part of the Showcase project, a panel selected the 3 top scoring award recipients based on data, and the 3 winners were featured on ETV's In Our Schools program.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

F:\USERSCSOPGSG & SG&S2008Announcement March 12Table of results.doc

What are the outcomes or results of this program? (Program outcomes 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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

The outcomes of the program are 1) the timely and accurate selection of qualifying schools based on the criteria established by EOC; 2) public recognition through news releases, media reports, memos, certificates, letters of commendation, and flags.

In 2009-10, 403 schools were recognized by the awards program. More than 65 percent of the award recipients were schools with poverty levels of at least 50%, and more than 40 % of the award recipients were schools with poverty levels of 70%.

The awards program encourages schools to strive for excellence and inspires improvement efforts with good results. Three high scoring schools were selected and featured in the ETV's In Our Schools Program which was broadcasted statewide in the fall.

Due to the lack short time line , the other part of the Showcase project, School Showcase Summary was not organized. (Since the announcement of list of the award recipient schools was made in April 14, there is no turnaround time to invite schools to submit the Showcase summary. In the year of 2010-11, this part of the project will continue.) The Showcase project provides a medium for schools to network and learn about successful programs in their neighboring schools.

No financial awards were distributed to the award recipient schools in 2009-10.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

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

Has an evaluation been conducted?

Yes No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

NA

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)

NA

Over the past three fiscal years, all programs, agencies and organizations funded with EIA revenues experienced significant reductions in funding.

How have the administration and service delivery of your organization or program been impacted by these reductions. Please describe the impact to students, teachers or schools by addressing the following: (MAX: 7500 characters)

- a. Have fewer students/teachers/schools been served?
 - b. Has quality of services provided been impacted?
 - c. Has the cost per student/teacher/school increased or decreased?
 - d. Has student academic performance been impacted?
-

Given the ongoing national recession and its impact on state revenue collections, 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 2010-11? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to this program in Fiscal Year 2011-12 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? 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 organization or program in meeting its objectives? (MAX: 5000 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).
This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

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Awards Based on General Performance: The criteria for awards for general performance are based on both the absolute and growth ratings and the growth index found on school report cards. Of the state’s approximately 1,100 schools, 340 earned either a Palmetto Gold or Palmetto Silver award – 211 Gold, 129 Silver.

**Distribution of Schools Recognized for
General Performance
by School Type**

Type of School	Gold Award	Silver Award	Total Awards
Elementary School	131	89	220
Middle School	25	16	41
High School	31	23	54
Career Center	18	1	19
Special School	6	0	6
Total	211	129	340

Awards for Closing the Achievement Gaps: A total of 216 schools earned a Gold or Silver award for closing the achievement gap for at least one historically underachieving group –66 Gold, 150 Silver. This is the second year of implementation of the awards for closing the achievement gaps as part of the Palmetto Gold and Silver Awards program. A technical report was written and presented to describe the performance trends for PASS and on-time graduation rates and how the schools were selected for the awards based on EOC’s criteria..

**Distribution of Schools Recognized for
Closing the Achievement Gaps
by School Type**

Type of School	Gold Award	Silver Award	Total Awards
Elementary School	33	95	128
Middle School	3	11	14
High School	30	44	74
Total Awards	66	150	216

A total of 403 schools were recognized in the 2009-10 Palmetto Gold and Silver Awards Program. More than half of the schools being recognized have a poverty index of 60 percent or more.

**Distribution of Award Levels for General Performance
and for Closing the Gap**

Award for General Performance	Award for Closing the Gap	Number of Schools (%)
Gold	Gold	38 (9.4)
Gold	Silver	59 (14.6)
Silver	Gold	8 (2.0)
Silver	Silver	48 (11.9)
Gold	None	114 (28.3)
Silver	None	73 (18.1)
None	Gold	20 (5.0)
None	Silver	43 (10.7)
Total		403 (100)

In an effort to showcase some of the award recipients, a showcase project was organized. As part of the Showcase project, a panel selected the 3 top scoring award recipients based on data, and the 3 winners were featured on ETV's In Our Schools program.

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EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

N/A

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

N/A

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

- Yes
- No

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.) (MAX 3500 characters)

The primary objective of this program is to provide an automated method of assigning a unique student number to each student enrolled in South Carolina's public schools. Using demographic data stored in the student information system (SIS) of each school district, unique student identification numbers are assigned by a computer application running at the State Department of Education and transmitted back into the district's SIS as requested.

The annual objectives of the program are to improve the quality of the data collected and to assign unique student identification numbers to all students entering the public school system.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

In FY 2009-10 the South Carolina Department of Education (SCDE) continued to operate the Unique Student Identifier System (SUNS) to provide school districts with student identification numbers on demand. After each data collection during the year, SCDE validates the SUNS received on the student records and computes the percentages of valid and invalid SUNS by district, with state totals. The SUNS administrator routinely runs processes to check for duplicate identifiers, retires incorrect identifiers, and then notifies the district to correct the error on their records.

During the 2009-10 school year the the SCDE began a conversion of the SIS used in all school districts from SASI to PowerSchool. This conversion was completed prior to the start of the 2010-11 school year. One component of this conversion was the upgrade of the statewide infrastructure for the Schools Interoperability Framework (SIF) to the current version of the SIF specification. This included the implementation of new SIF agent software in each district to allow PowerSchool to communicate with the SUNS system at the SCDE in Columbia.

The objectives for FY 2010-11 are to continue to work with schools/districts to obtain complete and accurate information from PowerSchool and to continue to improve the quality of the data collected. The SCDE will also be adding additional cross checks of SUNS by using data collected through the Electronic Individual Graduation Plan to find duplicate SUNS numbers. This will provide an additional check that will allow corrections to be made to assigned student unique identification numbers as necessary. Other diagnostic reports will be added to the system to provide districts with information that can be used to insure all students have been assigned unique identification numbers. The key component of the SUNS system, the Uniq-ID matching engine, will be upgraded to allow the use of new Federal Race/Ethnicity codes in the assignment of student unique identification numbers.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The implementation of unique student identifiers (SUNS) in each school's Student Information System (SIS) database has contributed to the improvement in the SIS data collected from the schools. These data were used to fulfill many requests for data from offices within the Department of Education and also from external entities working with the Department of Education. These data requests included providing student demographic information to vendors contracted by the SCDE to print pre-coded answer sheets for standardized testing programs, calculation of drop-out rates, and graduation rates. Each file generated to fulfill a request includes the SUNS number as a data element on each record. Including the student unique identifier allows this identifier to be used as the primary means of tracking students across school years and from district to district. Edustructures released updated versions of all the Schools Interoperability Framework software (SIF) to improve the process of getting student identifiers into a school's SIS database. This process has become more reliable. The SUNS number is now also required on each Electronic Individual Graduation Plan created. An electronic high school transcript system (eTranscript) was made available to all public high schools throughout the state. This system includes the student unique identification number as a field on the transcript. This eTranscript system provides students with an alternative to printed transcripts submitted to colleges through the postal system. A high school transcript can be sent electronically to any post secondary institution in the country that is registered with the system.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

F:\DOEAPPSSUNS Stats2008-2009Suns ID Stats Cumulative 2008-09 - QDC4.xls

What are the outcomes or results of this program? (Program outcomes 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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Ninety-nine (99%) percent of all students in South Carolina's public schools now have unique student identification numbers. The number of requests for data continues to increase.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

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

Has an evaluation been conducted?

Yes No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

Ninety-nine (99%) percent of all students in South Carolina's public schools now have unique student identification numbers. The number of requests for data continues to increase. Evaluations are internal and ongoing.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)

Yes, we have a spreadsheet which shows the breakdown of the number of student identifiers by school.

Over the past three fiscal years, all programs, agencies and organizations funded with EIA revenues experienced significant reductions in funding.

How have the administration and service delivery of your organization or program been impacted by these reductions. Please describe the impact to students, teachers or schools by addressing the following: (MAX: 7500 characters)

- a. Have fewer students/teachers/schools been served?
- b. Has quality of services provided been impacted?
- c. Has the cost per student/teacher/school increased or decreased?
- d. Has student academic performance been impacted?

In fiscal year 2009-10 sufficient funds were available to continue operation of SUNS. The annual maintenance costs were paid, and salaries for contract programmers to assist with the day-to-day operation of SUNS were paid.

Given the ongoing national recession and its impact on state revenue collections, 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 2010-11? (MAX: 5000 characters)

Reductions in funds will result in the loss of contract programmer who helps to manage the SUNS program. A reduction in EIA funds may make it difficult to pay annual maintenance fees (vendor support) for the SUNS system.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2011-12 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed?

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 organization or program in meeting its objectives? (MAX: 5000 characters)

Two key components may be impacted. Annual maintenance costs for the SUNS application are paid using funds allocated through the K-12 Committee. Although the system can still function without a maintenance contract in place, periodic upgrades cannot be made. In addition if the Uniq-ID software should stop functioning or the Edustructures SIFWorks software should fail in any of the school districts, the assignment of student unique identifications numbers will not be possible. Both these applications are covered by the annual SUNS maintenance contracts. Necessary vendor support to correct software problems would be unavailable. If programmer support must also be cut, the SCDE may be unable to provide adequate programming staff to support SUNS.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).
This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

N/A

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

N/A

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

Yes

No

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.) (MAX 3500 characters)

The purpose of this program is to pay annual software maintenance fees and technical support for Student Information System (SIS) software and the Student Unique Numbering System (SUNS) infrastructure for schools/districts. The SIS system, currently PowerSchool, provides the South Carolina Department of Education (SCDE) with a data collection and reporting system from all public school districts to facilitate education accountability by providing a responsive data collection, storage, retrieval, and reporting system. The mission also includes support for SUNS which is the program to assign a unique identifier (ID) to each student in South Carolina. This ID is to follow the student throughout his/her K-12 career.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

In school year 2010-11 the SCDE conducted 4 quarterly data collections and six additional data collections to meet a variety of data needs. In each case data was extracted from the SIS databases installed in all SC public schools. These collections were performed with the assistance of district technology staffs. The data collected was used to precode test answer sheets, help to calculate dropout and graduation rates, and to meet data requirements for accountability. During school year 2009-10 the Department of Education began a project to convert the student information system used by each district from SASI to PowerSchool. PowerSchool is an SIS that is centrally located in the district office and allow school level access using a web browser such as Internet Explorer. This conversion project placed additional challenges on the Data Collection system. Our system had to be adapted to be able to collect data from two student information systems simultaneously since some districts were using PowerSchool and some were using SASI while the conversion project progressed.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The data collected was used to precode test answer sheets, help to calculate dropout and graduation rates, and to meet data requirements for accountability. The data collected was also used to fulfill adhoc requests for data.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes 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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

This program insures funding to continue to maintain both the district SIS and the Schools Interoperability Framework (SIF) infrastructure for all districts and the SCDE. SIF and eScholar's Uniq-ID are required to perform assignment of student identification numbers. This funding also pays for the contract programmers needed to carry out data collections throughout the school year and to compile and distribute data files to all requesting program offices. Contract programmers also build the validation procedures and reports used throughout the data collection cycle to insure the quality of the data collected from the local school student information system, PowerSchool. The Data Collection project also provides the student and membership data used by the Office of Finance to calculate school and district funding.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

N/A

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)

Collection by collection measure of the reduction in the number of errors in the data collected.

Over the past three fiscal years, all programs, agencies and organizations funded with EIA revenues experienced significant reductions in funding.**How have the administration and service delivery of your organization or program been impacted by these reductions. Please describe the impact to students, teachers or schools by addressing the following: (MAX: 7500 characters)**

- a. Have fewer students/teachers/schools been served?
- b. Has quality of services provided been impacted?
- c. Has the cost per student/teacher/school increased or decreased?
- d. Has student academic performance been impacted?

Sufficient funds were available to to conduct all required data collections during the 2010-11 school year. However the reduction did impact the funds available for the SASI to PowerSchool Student Information System (SIS) conversion, completed in August 2010.

Given the ongoing national recession and its impact on state revenue collections, 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 2010-11? (MAX: 5000 characters)

Reductions in this funding may cause a reduction in the number of contract programmers available to manage all aspects of data collection. Without adequate programmers deadlines to deliver data files to vendors and to program offices within the SCDE may be missed. Any expansion in the number and frequency of collections will have to be curtailed. The ability to respond to requests from districts for help with collection related problems will be further reduced. During the 2010-11 plans to expand validation of data collected my be put on hold. The operation of the data collection computer applications becomes more problematical with each successive collection. We do not have sufficient technical staff to keep these tools running properly. When problems arise during collection periods we must put collections on hold while we try to correct program code.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2011-12 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? 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 organization or program in meeting its objectives? (MAX: 5000 characters)

The number of data collections would have to be reduced so that remaining staff would be able to adequately plan and manage all collections. Delivery deadlines for vendor files would have to be increased since the programmers who build the files would be unavailable. Adhoc requests for data would not be fulfilled. The ability of the SCDE to fulfill data collection requirements under the US Department of Education's ED Facts program may also be impacted if the number of data collections has to be reduced.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).
This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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

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

Code of Laws: (MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

1A.37 and 1A.40

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

43-220

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

Yes

No

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.) (MAX 3500 characters)

The mission of the GT portion of the category is:

To identify gifted and talented students in the academic through Census testing in grade two and providing access to the STAR Performance Task Assessment in dimension c for grades 2-5; to provide state identified gifted and talented students with the programming through gifted and talented classes, taught by properly endorsed GT teachers, (who provide differentiated instruction at the correct depth, complexity, pace, and accelerated level,) and to provide these students access to challenging curriculum to develop and to nurture their potential. Furthermore, SCDE shall regulate the district programs through three year plans, annual reports, and other surveys. SCDE shall also provide technical support for the program and provide leadership on a state and national level for gifted and talented programs.

The mission of the Advanced Placement portion of the rolled up category is to provide high school students the opportunity to participate in a college-level experience and earn college credit by successfully participating in classes that are more rigorous and in-depth than other high school offerings. Additionally, students have equal access to the AP examinations through the state contracting directly with College Board to pay for the AP examinations.

The primary goals of the consolidated programs are:

For GT- to provide opportunities for GT students to have access to academic and to artistic program offerings, even in lean budget years; to provide the proper on-going professional development to those working with GT students offering a comprehensive professional development series to increase understanding of GT students, improve instruction and curriculum, and offer better support structures for students' social emotional needs; to continue to support an improved district program through better evaluation, continued planning support, and better communication from district to district through regional groups and electronic or online communication means.

For AP -to increase the number of students scoring a three or higher on the AP exams; to increase the number of minority students enrolled in AP courses; and to increase the number of AP examinations taken by students. South Carolina Department of Education shall also provide AP endorsement graduate courses and other technical support as needed.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

For Gifted and Talented, the SCCDE partnered with ETV/ITV and The South Carolina Consortium for Gifted Education (SCCGE) to create over 50 videos to be used for professional development by the school districts around the state. The target audiences for these videos are: administrators, all teachers including artistic teachers, gifted coordinators, guidance counselors, and teachers of gifted students. These videos are available through DVDs (thanks to SCCGE), ITV broadcasts, and online at Streamline through ETV. In support of these videos, there is a companion Moodle Course Shell, which offers many resources, assessments, and discussion boards for each video. This series was created to ensure the availability of professional development amid educational funding cuts. Graduate level endorsement courses were offered to provide endorsement and certification opportunities for teachers across the state.

For Advanced Placement, the Summer AP Institutes for Teachers were offered throughout SC. We offered over 15 classes through grants with Institutes of Higher Learning in SC to enable AP teacher endorsement opportunities. In addition, in partnership with College Board, we created the AP Teacher Network in which we are hoping to create more collegial sharing between AP teachers who are successful and those who are seeking to elevate their teaching to enable more AP students to be successful in passing the AP exam.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

In gifted and talented, there were 76,198 academic students who were served and 16,544 artistic students who were served during the school year 2009-2010. The number of teachers who took GT endorsement courses or courses towards certification were 468. There are a total of 8004 GT endorsed or GT certified teachers in the database but there is still a need of about 600 more to become endorsed this year.

http://www.ed.sc.gov/agency/Finance-and-Operations/Finance/old/finance/student_data/DSA10135.txt

In Advanced Placement, there were 17,770 public school students who took 28,763 AP exams. These numbers increased over 8% from last year. Of those 15,802 exams earned college credit for the examinee. The number of minority students who took AP courses was 3966 and they took 6260 AP exams. Of those, 2663 earned a passing score of 3-5 on the AP exam. For all passed examinations, these students receive college credit for these courses.

The number of International Examinations this year was 3040. Of those 76% percent received a passing score of 4 or higher. For all passed examinations, these students receive college credit for these courses.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes 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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Based on the 135th day reports, the numbers of participants in the GT areas: academic programs were 76,198 and the artistic programs were 16,544 for a total of 88,07292,742. In the AP area, the number of participants was 28,763.

For GT identification screening, 99,408 students participated in the CogAT testing and ITBS testing for screening. Participants in the STAR Performance Task Assessment for 2010 were 19,942.

Testing performance data based on the 2010 Palmetto Assessment of State Standards was not available at the time of report submission. The 2009 GT Academic Student percentage meeting standard were as follows:

Grade	ELA	MATH	SCI	SS
3	99.8	99.2	98.3	98.9
4	99.1	99.6	98.7	98.9
5	99.5	99.5	98.2	98.2
6	98.8	98.9	97.9	99
7	98.2	98.2	98.5	94.8
8	98.1	98.1	96.9	97.1

These percentages do not take into consideration the student's area(s) of strengths. These figures reflect if a student was coded as GT and even if the student was only served in one content area, their results were included in these percentages. Most of the GT population is gifted in only one area.

Approximately 741 teachers took grant funded endorsement classes in GT and AP. These graduate courses offer the professional pedagogy and content knowledge for teaching these students. Over 80% of the districts utilized the Gifted and Talented Professional Development Outreach Series of videos for professional development in the first year of existence. We expect these numbers to grow as this was the series was released in the fall after the school began.

For the AP areas there were increases in participants (8.6%), exams taken (8.7%), and those scoring 3-5 (5.6%). The number of Hispanics increased 32% in South Carolina compared to a 15.3% increase nationally. In other words, more students from all ethnicities are gaining access to these college level courses in South Carolina and more are being successful at gaining college credit for the courses. Research has shown, that even by taking the course (and not passing the national exam), the student is more likely to finish college in four years compared to those who do not take an AP class.

In South Carolina, 3040 took International Baccalaureate Exams in school year 2009-2010. This is a decrease from 2009 where 3856 exams were taken. (At least three IB Diploma programs were eliminated in 2009 due to budget cuts in the districts.) These classes also earn college credit based on the passing the exam with a 4 or higher. In 2009, the passage rate for exams statewide was 76%.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**See the EOC reports on GT programs at <http://eoc.sc.gov/reportsandpublications/publications.htm>

Significant achievement gaps exist for all target ethnic and poverty status groups. At a few underperforming schools, the GT students are not being adequately served. Teacher turnover and administrator turnover at underperforming schools impact offerings and performance. The size of service disparities is impacted immensely by lack of funding to provide adequate training, resources, and services. High student performance in science needs to be addressed.

The College Board annually provides reports on AP participation and performance.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)**Over the past three fiscal years, all programs, agencies and organizations funded with EIA revenues experienced significant reductions in funding.****How have the administration and service delivery of your organization or program been impacted by these reductions. Please describe the impact to students, teachers or schools by addressing the following: (MAX: 7500 characters)**

- a. Have fewer students/teachers/schools been served?**
- b. Has quality of services provided been impacted?**
- c. Has the cost per student/teacher/school increased or decreased?**
- d. Has student academic performance been impacted?**

For gifted and talented programs, we have seen the numbers rise due to the budget reductions and especially due to the "suspension" of two of our more stringent regulatory components- pupil to staff ratios and the required GT teacher endorsement. As the budget cuts have hit, districts are now coding state identified students (who previously would not have been considered adequately served) as being served due to the suspension of these two items in Proviso 1.A 23 (Flexibility- staffing ratios) and Proviso 1A.37 (High Achieving Students- endorsement). Additionally, Proviso 1A.37 has added a new category of funding for charter high schools to receive GT funding for students being served in "dual credit" classes. While dual credit classes are accelerated curriculum, no other public schools receive GT funding for these classes. These classes have been seen as part of what a normal high school offers (much like AP classes) and the students have not received additional GT funds. These two changes lead to more students being classified in this category without any additional funding- thus further decreasing the student funding per pupil. For GT students, the funding level was around 50% of the amount listed in SC Code of Laws 59-29-170 (BSC x .30) prior to the cuts in the last three

years.

With the budget cuts and staffing reductions, the student teacher ratios in GT classes around the state are exceeding 1:30 or higher. The current regulation mandates these as 1:20 or 1:25. This is also starting to have an impact on teacher effectiveness and student learning. With GT students there are unique social and emotional needs which have to be met for the student to reach his or her potential. With the increased ratios and staffing reductions, the extra time to address these needs and the support structures (guidance, extracurricular competitions, field trips, mentoring, etc.) are disappearing leaving these needs unmet.

GT Artistic programming has been seriously scaled back. Due to time constraints during the school year and limited resources, one of the approved models of service involves summer programming. When districts are looking for areas to cut, they see summer programs as non-essential when in fact these are required by State Board of Education Regulation 43-220. Even without totally eliminating the program, districts have scaled back to offer only limited services for very few grade levels.

In Advanced Placement programs, several schools have opted not to offer AP classes- which is a direct violation of State Board of Education Regulations. The South Carolina Virtual School Program (SCVSP) is working with us to help offer these students access to AP courses although limited funding has reduced these SCVSP AP offerings to 5 or 6 classes this school year.

In International Baccalaureate Programs, Aiken and Beaufort school districts have dropped IB Diploma programs in some of their high schools. IB schools do not receive any additional funding at this time so the burden is on the local district for this highly rigorous and internationally competitive programming.

Over the last three years, the GT program has reduced and it has been rolled up to include two other programs. The number of students has continued to increase as regulations have been "flexed". The result is now a program that has dipped below the 50% of full funding threshold based on what is required by state law.

Districts have had to eliminate positions, which raise the student teacher ratios. The districts have had to recycle curricular materials which are dated and impact the knowledge base- especially in technology as these students try to lead us into the future.

Last year's response:

In the GT areas, districts were given some flexibility to absorb the first two EIA cuts in the GT area. On the first cut five districts took cuts (partially or fully) in the GT academic areas. On the second cut thirteen districts took partial or full cuts in the GT areas. At the SCDE level, about 40 percent plus a carry-forward amount was cut from GT funding. This severely impacted the professional development offerings in both teacher training and curriculum implementation. Grant funding for endorsement courses and advanced courses towards certification were negatively impacted.

On the AP side, the supply monies sent to the districts were reduced to about \$11 per student. The state was not able to offer AP endorsement institutes for teachers.

Additionally at the SCDE, the AP and IB FTE was consolidated with the GT FTE into one position.

Given the ongoing national recession and its impact on state revenue collections, 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 2010-11? (MAX: 5000 characters)

Most of the funding is "flow through" to the districts. The limited funding retained by SCDE is dedicated to Gifted and Talented Identification Assessments, Advanced Placement Exams, International Baccalaureate Examinations and offering professional development or initial

teacher training through grant funded courses for both GT endorsement and AP endorsement. If 5-10% of the funding were cut, the only areas to take the money would be to eliminate some of the GT and AP teacher training. This would allow teachers who lack the proper training to teach these high ability students. Research has demonstrated that students are more likely to reach their full potential with teachers who are properly trained and who understand how to teach these students with special needs. Any additional cuts would have to be absorbed directly by the districts, which further hinder students from reaching their full potential.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2011-12 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? 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 organization or program in meeting its objectives? (MAX: 5000 characters)

The mandate for identifying and serving the state's gifted and talented students would remain. The mandate for providing Advanced Placement classes and examinations would remain in place.

Since International Baccalaureate Programs are not mandated and they only receive limited support from the state (through partial reimbursement of IB exams for the high school level programs), districts would continue to drop these programs although research has clearly demonstrated how successful these programs are for students and how much parents love having this public school choice.

For Advanced Placement no further support would lead to teachers not being properly trained, more of the examination burden shifting to students (and creating access and equity issues), and more schools scaling back the AP course offerings. In these economic times, it is advantageous for students to earn college credits in high school and attempt college level courses while having the extra supports in the high school setting. Student to teacher ratios would likely increase leading to less individualized assistance with this extremely challenging curriculum.

In the Gifted and Talented Programming, limited funding may lead to a reduction in GT artistic funding that flows through to the districts. The likelihood of continued district cuts will loom further scaling back the program. Currently, there are districts who do not offer services in this area although it is mandated. The number of districts who do not offer services at all would likely increase.

Gifted and Talented professional development and initial training (areas noted as weak in the EOC's program evaluation) would continue to be cut. We are already in year three of the teacher's GT endorsement requirements being suspended, so it is possible some students have not had a highly qualified GT teacher for three years!

Regulatory changes suggested:

1. Drop the GT and AP teacher endorsement suspensions in Proviso 1A.37 as they are greatly hindering the students from access to a highly qualified teacher.
2. Attempt to fund the program at the levels named in the SC Code of Laws 59-29-170 (1986). Presently it is being funded around half of what is required by this statute.
3. Raise the minimum funding a district receives (for 40 or less state identified students) to at least half of a teacher's salary.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
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Contractual Services		
Supplies and Materials		
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Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

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EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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

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

Code of Laws: (MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

1A.38

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

None

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

- Yes
- No

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.) (MAX 3500 characters)

to serve students at academic risk of school failure

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

The appropriation is used to serve students who would need special assistance through reduced class sizes, remediation services or an alternative program setting.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Roughly 500,000 students in South Carolina were served in the programs listed in the previous section.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes 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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Because test scores are not yet available, no quantitative data are available to ascertain if programs resulted in elevated achievement. SCDE will continue to monitor test scores to determine increase academic achievement for at risk students.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

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

Has an evaluation been conducted?

Yes No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

n/a

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)

n/a

Over the past three fiscal years, all programs, agencies and organizations funded with EIA revenues experienced significant reductions in funding.

How have the administration and service delivery of your organization or program been impacted by these reductions. Please describe the impact to students, teachers or schools by addressing the following: (MAX: 7500 characters)

- a. Have fewer students/teachers/schools been served?**
- b. Has quality of services provided been impacted?**
- c. Has the cost per student/teacher/school increased or decreased?**
- d. Has student academic performance been impacted?**

Because of reduced revenue, districts have been granted greater flexibility to move funds as they deem necessary in order to reach program goals. Because the at-risk funding is primarily used for district instructional salaries, districts will have to supplement with other district revenues to continue at prior year levels.

Given the ongoing national recession and its impact on state revenue collections, 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 2010-11? (MAX: 5000 characters)

Because this is a 100% flow through funding line, the burden will be on the districts and not the SCDE.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2011-12 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? 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 organization or program in

meeting its objectives? (MAX: 5000 characters)

Districts will need to ensure proper funding levels for teacher salaries via other methods.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

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EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

1A.36 (SDE-EIA: Reading)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

None

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

- Yes
- No

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.) (MAX 3500 characters)

To focus on the importance of early reading and writing skills and to ensure that all students acquire reading/literacy skills by the end of grade 3.

A reasonable, ambitious expectation for improvement across four years is ten percentage points for grade four, staggered over time to reflect typical patterns of change.

Improve South Carolina students' literacy acquisition rates as measured by PASS showing incremental growth by

- two percentage points (2010-11),
- three percentage points (2011-12),
- three percentage points (2012-13), and
- two percentage points (2013-14) over the next four years.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

During the prior fiscal year, a comprehensive professional development plan was implemented which included state and regional professional development opportunities. In addition the training of literacy coaches continued through the former South Carolina Reading Initiative.

State-Level Professional Development with Follow-Up
Best Practice Seminar Series
Literacy Across the Content Areas
(RTI) Response to Intervention Administrator Series

Regional Professional Development with Virtual Support
Exemplary Writing Program
Best Practice Seminar Series
(RTI) Response to Intervention

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

In support of the South Carolina ELA Academic Standards, a series of seminars highlighting best practices in literacy was offered to literacy educators. The series featured Dr. Kylene Beers and Robert Probst, presenting three state-level seminars on working with struggling readers for grades 4-12 educators. Follow-up sessions were conducted by Literacy Coaching Specialists serving on the Best Practices team. Follow-up sessions were conducted regionally (Midlands, Upstate and Pee Dee) for participants after each state-level session. Schools and districts were encouraged to send a team to all sessions to promote continuity and follow-up. 867 participants attend the Best Practice Series

The South Carolina Department of Education offered a series of five regional orientation sessions for schools (Upstate, Midlands, Orangeburg, Pee Dee, Low Country). The series provided an overview of EWP and how to use the detailed criteria for self-assessment. Approximately 200 participants attended the orientation, representing 42 districts and 99 schools. A series of seminars highlighting best practices in writing were offered to K-12 literacy educators and administrators. Three sessions were conducted regionally in four locations (Upstate, Midlands, Pee Dee, Low Country). Approximately 361 participants attended the series.

RTI for Classroom Teachers

The SCDE offered three sessions for elementary classroom teachers aimed at RTI in the area of reading within Tier One. About 500 participants across the four sites attended these sessions.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes 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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Survey results from all professional development was overwhelmingly positive. Surveys also indicated a desire for continued professional development offerings.

In 2010, a higher percentage of third graders met the standard on PASS reading than in 2009. This was true for every demographic group.

In 2010 for every demographic group, a higher percentage of 4th graders met the standard on PASS Reading than in 2009. About 77% of all students met standard on PASS 2010.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

EVALUATION #1: An external evaluation, SCRI Implementation Rubric Study, is in progress by USC's Office of Program Evaluation and will consider the impact of SCRI K-5 Phase 4 and Middle Grade Phases 3 on student achievement. In spring 2010, SCRI K-5 Phase 4 completed a four-year implementation and SCRI Middle Grades Phase 3 completed a three-year implementation. The most recent outcome measures (PASS 2010) will be incorporated in this evaluation.

EVALUATION #2: Of the children served in Reading Recovery, 80% reached average reading levels relative to their peers after approximately 15 weeks of RR instruction. This continues the trend of increased, timely and successful intervention for our most struggling first grade students.

EVALUATION #3: Response to professional development offered by the SCDE through the Exemplary Writing Program (EWP) and the Best Practices Seminar Series continues to remain strong. Two hundred educators from ninety-nine schools in forty-two districts (57.6% of SC districts) participated in the series of five regionally-offered sessions.

The Best Practice Seminar Series had 867 participants. Survey data demonstrate that participants found the series supportive of deepening comprehension of the South Carolina Academic Standards and instructional best practices. The series included three state-level meetings followed by Literacy Specialists leading regional meetings.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)**Over the past three fiscal years, all programs, agencies and organizations funded with EIA revenues experienced significant reductions in funding.****How have the administration and service delivery of your organization or program been impacted by these reductions. Please describe the impact to students, teachers or schools by addressing the following: (MAX: 7500 characters)**

- Have fewer students/teachers/schools been served?**
- Has quality of services provided been impacted?**
- Has the cost per student/teacher/school increased or decreased?**
- Has student academic performance been impacted?**

As a result of continuing fiscal restraints, SCRI and Reading Recovery travel budgets were reduced by eliminating school site visits and providing technical support through Elluminate and/or Skype. Monthly regional meetings were conducted by Elluminate and Reading Recovery

utilized video classrooms to provide professional development. The number of SCRI School Leadership Team meetings was maintained at the 50% reduction begun in 2008-09.

a. For SCRI, the continuing fiscal restraints at the district level have impacted the number of students, teachers and schools served. Salaries for literacy coaches were not sustainable in many district schools. As a result, the number of SCRI K5 Phase 4 schools decreased from 27 schools in year 1 of implementation to fourteen (14) schools in year 4. Similarly, the number of SCRI Middle Grades Phase 3 schools decreased from 30 schools in year 1 to fourteen (14) schools in year 3.

For Reading Recovery (RR), funding reductions have meant some RR teachers were reassigned or lost their jobs. This resulted in loss or reduced services for struggling students and their teachers. In other districts and schools, a commitment to RR service remained the same or increased because administrators reallocated other funds to fill the gap.

b. While the delivery of service includes more virtual contact with literacy coaches and RR teachers, the quality of service provided by Literacy Specialists and SCDE Education Consultants remained strong.

c. Cost per student may increase over time as a result of students missing the opportunity for Reading Recovery intervention. Multiple research studies demonstrate that early intervention through Reading Recovery is less expensive because it often precludes the need for retentions and other, longer term, specialized interventions?including special education.

d. Student academic performance may be impacted as a result of missing the opportunity for Reading Recovery. Impact on student performance for students in the SCRI schools will be reported by the Office of Program Evaluation in the SCRI Rubric Implementation Study currently in progress. Of special interest will be impact on student achievement in schools that continued SCRI to full term compared to schools that left because of reduced funding.

Given the ongoing national recession and its impact on state revenue collections, 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 2010-11? (MAX: 5000 characters)

SCRI has concluded all phases of the Initiative and requires no further funding.

During Fiscal Year 2010?11, pilots and programs offered by the Literacy and Early Learning Unit of the Division of Standards and Learning are prepared to absorb budget reductions through both programmatic and administrative measures.

Literacy Specialists will continue to provide virtual support through Elluminate and Skype to schools under the LiteracySC umbrella of pilot studies. Additionally, Camtasia software is being utilized to allow for virtual professional development sessions. These sessions will incorporate Literacy Specialists and Education Associates leading PowerPoint presentations and video applications with state-wide availability. Sessions will be recorded for on-demand viewing.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2011-12 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? 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 organization or program in meeting its objectives? (MAX: 5000 characters)

If no new additional revenues are appropriated for FY 2011-12, the agency will continue to provide services and support to schools and districts at the current level, providing a tiered

approach of professional development and support.

Current funding levels may be more problematic for 2011-2012 in districts and schools as they work to maintain their current level of participation in SCDE professional development opportunities and in Reading Recovery. Their ability to reallocate in-house monies will be increasingly hampered with the loss of Federal Stimulus support.

The expansion of technology advancements like Elluminate, Skype, Camtasia and virtual classrooms help offset funding issues. However, many districts and schools lag behind in technology as a result of too little funding. While the SCDE will offer virtual support, these districts and schools may continue to be unable to access them. Lack of access to virtual professional development opportunities impedes teachers' continuing education, which may mean less accelerated learning for students.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

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General Fund		
Lottery		
Fees		
Other Sources		
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Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
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Contractual Services		
Supplies and Materials		
Fixed Charges		
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Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

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Best Practice Seminar Series Program Summary Report 2009-10

In support of the South Carolina ELA Academic Standards, a series of seminars highlighting best practices in literacy was offered to literacy educators. The series featured Dr. Kylene Beers and Robert Probst, presenting three state-level seminars on working with struggling readers for grades 4–12 educators. Follow-up sessions were conducted by Literacy Coaching Specialists serving on the Best Practices team. Follow-up sessions were conducted regionally (Midlands, Upstate and Pee Dee) for participants after each state-level session. Schools and districts were encouraged to send a team to all sessions to promote continuity and follow-up.

A total of 867 participants attend the series. Survey results were as follows

Survey Results

SURVEY QUESTION	Agree/ Strongly Agree
1 The seminar supported my understanding of the South Carolina Academic Standards and instructional best practice.	89%
2 Attending the seminar caused me to reflect on teaching and learning.	92%
3 The information and materials are applicable, appropriate, and helpful.	91%
4 The presenter was well-prepared and used engaging strategies for adult learners.	91%
5 The presenter demonstrated a thorough knowledge of the subject.	95%

Exemplary Writing Program 2009-10

The Exemplary Writing Program (EWP) has received national attention as a staff development framework for developing an effective school-wide writing program. Schools can use the detailed criteria to self-assess their current writing program and determine professional development needs. After completing the self-assessment, schools may apply as an Exemplary Writing School or continue to further develop their writing program. Literacy Coaching Specialists serving on EWP team developed

a professional development series designed around the criteria of an effective writing program.

The South Carolina Department of Education offered a series of five regional orientation sessions for schools (Upstate, Midlands, Orangeburg, Pee Dee, Low Country). The series provided an overview of EWP and how to use the detailed criteria for self-assessment. Approximately **200** participants attended the orientation, representing **42** districts and **99** schools.

A series of seminars highlighting best practices in writing were offered to K–12 literacy educators and administrators. Three sessions were conducted regionally in four locations (Upstate, Midlands, Pee Dee, Low Country). Approximately **361** participants attended the series.

SESSION 1–Creating a Culture of Literacy

SESSION 2– Teaching Writing as an Authentic Process

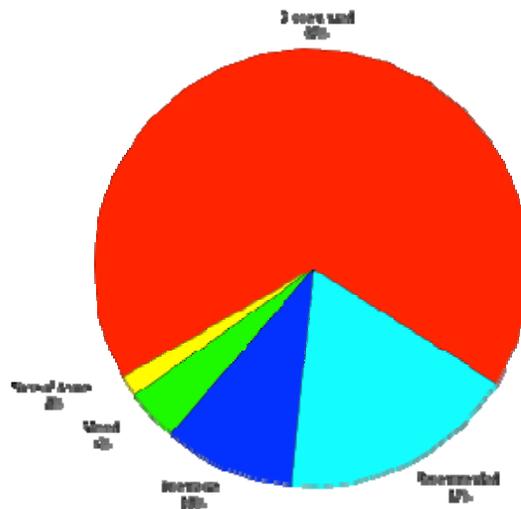
SESSION 3– Assessment and Growth Over Time



Clemson University Training Center for South Carolina

During the 2009-2010 school year, 2,759 students were served in Reading Recovery by 286 teachers from 32 school systems in South Carolina. 186 schools across the state participated in Reading Recovery supported by 17 teacher leaders. Sixty-seven percent of all children served (1,857 students) were successfully discontinued from Reading Recovery reading on or above grade level and need no additional services.

Intervention Status of All Reading Recovery Students Served: Clemson University, 2009-2010



Eighty percent of the 2,334 children who received a complete intervention were successfully discontinued. These results were accomplished in an average of 15.1 weeks with an average of 60.1 lessons.

77% of the children in Reading Recovery received free or reduced price lunch. 45% of the children were African-American and 8% of the children were ESL.

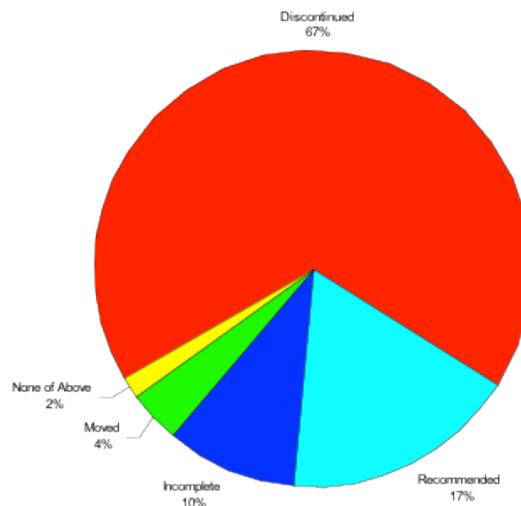
Reading Recovery teachers serve students in Reading Recovery for half of their day. In the other half of the day, they serve their schools as Title One reading teachers, Special Education teachers, ESL teachers, and classroom teachers. In these roles, Reading Recovery teachers taught over 9,000 students who directly benefited from their expertise and extensive literacy training. The average Reading Recovery teacher serves 10 Reading Recovery students and 36 additional students.



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SESSION 1–Creating a Culture of Literacy

SESSION 2– Teaching Writing as an Authentic Process

SESSION 3– Assessment and Growth Over Time

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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

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

Code of Laws: (MAX. 100 characters)

Proviso Number: (MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

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

- Yes
- No

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.) (MAX 3500 characters)

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Beuase this is a new proviso, there were not products or services delivered.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes 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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

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Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

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

Has an evaluation been conducted?

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)

This is a new proviso.

Over the past three fiscal years, all programs, agencies and organizations funded with EIA revenues experienced significant reductions in funding.

How have the administration and service delivery of your organization or program been impacted by these reductions. Please describe the impact to students, teachers or schools by addressing the following: (MAX: 7500 characters)

- a. Have fewer students/teachers/schools been served?
- b. Has quality of services provided been impacted?
- c. Has the cost per student/teacher/school increased or decreased?
- d. Has student academic performance been impacted?

Because this is a new program, it has not been impacted by budget reductions.

Given the ongoing national recession and its impact on state revenue collections, 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 2010-11? (MAX: 5000 characters)

Significant budget reductions would mean that no independent evaluation of the effectiveness of strategies implemented for the teaching of reading would be conducted.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2011-12 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? 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 organization or program in meeting its objectives? (MAX: 5000 characters)

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Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

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EIA		
General Fund		
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EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

1A.3, 1A.28, 1A.35

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

43-264.1

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

- Yes
- No

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.) (MAX 3500 characters)

Long-term Mission:

The mission is to provide four-year-old kindergarten classes to serve children most likely to experience school failure.

Current Annual Goals:

The overall goal of the four-year-old early childhood program is to increase the quality of early childhood and family literacy programs so that children are better prepared for school, ensure that children will enter school ready to learn and succeed, ensure that children will have access to quality early childhood programs, provide more effective parenting for children and increase parental involvement in 4K-12 education.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

Throughout the year several conferences are held for early childhood and parenting family literacy coordinators and early childhood teachers to ensure they have the proper professional development needed to educate children with readiness barriers and those in poverty.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

In 2009-2010, 25,150 4K children were served across all 4K programs. The number of children served has increased over the past several years. Students who participate in child development programs for four-year-olds scored higher on first grade readiness assessments, second-grade MAT7 tests and third-grade PACT tests. The percentage of program teachers who are certified in early childhood education has increased.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes 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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

South Carolina-based research studies underscore findings from similar studies in other states that young children at risk of academic failure can get an academic boost from participating in pre-kindergarten programs.

National Institute for Early Education Research (December 2005) NIEER researchers found that four-year-olds enrolled in South Carolina public pre-school programs showed dramatic gains in pre-reading skills before they began kindergarten at age five.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

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

Has an evaluation been conducted?

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

National Institute for Early Education Research (December 2009) NIEER researchers reviewed access to programs, quality standards and resources.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)

<http://nieer.org/yearbook/contents/>

Over the past three fiscal years, all programs, agencies and organizations funded with EIA revenues experienced significant reductions in funding.

How have the administration and service delivery of your organization or program been impacted by these reductions. Please describe the impact to students, teachers or schools by addressing the following: (MAX: 7500 characters)

- a. Have fewer students/teachers/schools been served?
- b. Has quality of services provided been impacted?
- c. Has the cost per student/teacher/school increased or decreased?
- d. Has student academic performance been impacted?

Districts are determined to provide good, quality 4K programs for this student population. Many districts are using local and federal funds to supplement the loss to state revenue for this program.

Given the ongoing national recession and its impact on state revenue collections, 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 2010-11? (MAX: 5000 characters)

Because the majority of funding in this appropriation is flow through to to districts, districts will be tasked with finding additional revenue to support this program.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2011-12 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? 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 organization or program in

meeting its objectives? (MAX: 5000 characters)

Because proviso guidance was changed for the 2010-2011 school year, districts will now have to serve those students eligible for free/reduced lunch and/or medicaid. This should ensure that the students most needy are being served.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

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An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

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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

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

Provios 1A.49

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

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

- Yes
- No

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.) (MAX 3500 characters)

The Child Development Education Pilot Program (CDEPP) is designed to serve 4 year old children that are eligible for free/reduced lunch and/or Medicaid, in a full day - 180-day instructional program to prepare them to enter Kindergarten ready to learn.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

During the 2009-2010 school year, 3 SCDE employees and 3 contracted personnel provided both monitoring/technical assistance and professional development as it related to ensuring the success of the program.

These personnel provided regional services through on-site visits and virtual support.

The SCDE also provided funding to local school districts participating in the program for Professional Development. Two statewide Early Childhood conferences are held during the year for providers to obtain valuable professional development required by the program guidelines as it relates specifically to educating children in poverty.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Approximately 300 teachers and administrators, providing service to children, participated in the required 15 hours of annual professional development.

Regional and statewide professional development sessions were conducted throughout the year.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes 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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Chidlrens' findings indicate modest and meaningful progress in lanugage, achievement and social and behavioral development. Children's retention of important education skills also shows that the competencies learned in pre-Kindergarten were maintained through their Kindergarten year.

These data were presented to the Education Oversight Committee on September 20 to the EIA Mechanisms and Improvement Subcommittee. The assessment evaluation was conducted in partnership with the University of South Carolina.

Future evaluations are in jeopardy if funding is not reinstated.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

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

Has an evaluation been conducted?

Yes No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

See Previous EOC evaluation

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)

Over the past three fiscal years, all programs, agencies and organizations funded with EIA revenues experienced significant reductions in funding.

How have the administration and service delivery of your organization or program been impacted by these reductions. Please describe the impact to students, teachers or schools by addressing the following: (MAX: 7500 characters)

- a. Have fewer students/teachers/schools been served?
- b. Has quality of services provided been impacted?
- c. Has the cost per student/teacher/school increased or decreased?
- d. Has student academic performance been impacted?

This is the first year the CDEPP has been funded in EIA.

Given the ongoing national recession and its impact on state revenue collections, 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 2010-11? (MAX: 5000 characters)

If we have EIA reductions to CDEPP, the full per pupil funding amount of \$4218 will have to be reduced.

The SCDE has also not re-negotiated services with contracted personnel due to budgetary constraints thus reducing the amount of technical assistance that can be provided. However, the SCDE has used virtual means to provided information and guideline changes as necessary and will continue to do so.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2011-12 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? 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 organization or program in meeting its objectives? (MAX: 5000 characters)

If no additional funds are made available in the 2011-2012 school year, no additional supplies/materials funding or professional development funding will be made available to districts to serve this 4 year old population.

Also, districts to need to serve this population of students will not be able to increase their numbers of service.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).
This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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

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

Code of Laws: (MAX. 100 characters)

Proviso Number: (MAX: 100 characters)

Proviso 1A.18.

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

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

- Yes
- No

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.) (MAX 3500 characters)

The primary objective of the Teacher of the Year Award is to honor exceptional teachers on both district and state levels with public recognition as well as monetary awards. These financial awards serve as an extra incentive to teachers throughout the state as they strive for excellence in the classroom. This program not only honors the selected recipients, but all teachers in South Carolina. Extra incentive points are given to those teachers competing for State Teacher of the Year who have become National Board Certified. The State Teacher of the Year serves as a year-long ambassador for South Carolina's teachers as well as a primary recruitment spokesperson to those considering teaching as a profession. Honor roll teachers are active in teacher-leadership forums as are most District Teachers of the Year. District Teachers of the Year are awarded \$1,000 each. Four Honor Roll Teachers receive \$10,000 each. The State Teacher of the Year receives \$25,000. All awards are subject to state taxes.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

In 2009-10, 81 districts (out of 85), plus the Department of Juvenile Justice and the Palmetto Unified, participated in the Teacher of the Year program. The State Teacher of the Year, Bryan Coburn, served as an exceptional role model and ambassador traveling throughout the state to speak and interact with with Teacher Cadets, and educators. He served as the chair of the State Teacher Forum and participated in regional forum meetings. Coburn provided mentoring to induction teachers and championed teaching as a profession to Rotary clubs and others. He participated in Leadership South Carolina where he had an opportunity to interact with business leaders and share education's story and concerns. He communicated to educators through an ongoing blog. He also had an opportunity to meet and share ideas with other States' Teachers of the Year at an all-expenses paid conference in Dallas, Texas. Coburn had the honor of meeting the President and Vice President of the United States in Washington, D.C.

In the spring, a special education event, sponsored by statewide businesses and legislative partners, was held in Columbia. The event included the announcement of the 2010-11 State Teacher of the Year, Kelly Nalley, a Spanish language teacher from Greenville County School District. Participation in the 2010-11 program is now underway and is at an all time high with 83 districts (out of 85) plus the Department of Juvenile Justice, Palmetto Unified, and the SC Public Charter School District participating.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The Teacher of the Year program is designed as a motivational tool to honor exceptional teachers on both district and state levels with public recognition and monetary rewards. The State Teacher of the Year serves as a year-long ambassador for South Carolina's teachers working closely with district Teacher Cadet programs and other programs to recruit high school students into the teaching profession. The State Teacher of the Year also works closely with the Center for Educator Recruitment, Retention, and Advancement (CERRA) as a statewide teacher leader/mentor designed to encourage, mentor, and retain members of South Carolina's teaching workforce. In addition, the State Teacher of the Year serves as a liaison between the teaching profession and the business community throughout the state. Honor Roll teachers and District Teachers of the Year are actively involved in teacher-leadership forums, teacher cadet programs, and mentoring. The Teacher of the Year selection process at the local level generally includes selection of a Teacher of the Year for each school. This process encourages excellent teaching and rewards hundreds of teachers across South Carolina.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes 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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Outcomes include high participation in the Teacher of the Year program with 81 districts and the Department of Juvenile Justice and Palmetto Unified participating. The judging process ensures competitiveness, fairness, and excellent finalists. Business sponsors endorse the importance of the teaching profession and remain actively engaged in both providing funding for and attending a special event held in Columbia in the spring. The Teacher of the Year continues to be an excellent ambassador for South Carolina and a source of motivation to teacher cadets and induction teachers. He or she continues to travel the state visiting classrooms and participating in district teacher forums. Media interest remains high, coverage often appears on the front page.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

Members of the Division of Educator Quality & Leaders, CERRA, and former judges met at the DEQ&L to review the judging process. Several changes were made to the process. More judges were added to the Screening Process - it was felt that it was too time consuming for one set of judges to evaluate all district applications. Consequently, each set of judges (3 sets) read and score approximately one third of the applications. In addition, the name of the applicant as well as the district and school of the applicant were removed from the judges' copies to ensure impartiality. Finally, since the outgoing Teacher of the Year often works with the current District Teachers of the Year, it was established that there would be a four year lapse before a veteran Teacher of the Year could be a judge. Although the program had not had problems, it was felt this would reinforce an impartial process. The judging seasons continue to run smoothly and all felt these safeguards were a positive adjustment.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)

www.scteachers.org - Teacher Recognition/Teacher of the Year/application process

Over the past three fiscal years, all programs, agencies and organizations funded with EIA revenues experienced significant reductions in funding.**How have the administration and service delivery of your organization or program been impacted by these reductions. Please describe the impact to students, teachers or schools by addressing the following: (MAX: 7500 characters)**

- Have fewer students/teachers/schools been served?
- Has quality of services provided been impacted?
- Has the cost per student/teacher/school increased or decreased?
- Has student academic performance been impacted?

This program's monetary fluctuations reflect the number of teachers participating. During the 2009-10 fiscal year, 81 districts plus DJJ and Palmetto Unified were represented. For the current season, 2010-11, 83 districts plus DJJ, Palmetto Unified and the SC Public Charter School District are participating. Consequently, the cost will increase by the addition of three more districts.

Given the ongoing national recession and its impact on state revenue collections, 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 2010-11? (MAX: 5000 characters)

Again, this is a fixed amount based on district participation. 83 Districts plus DJJ, Palmetto Unified and the SC Charter School District (total 86) will participate in 2010-11.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2011-12 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? 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 organization or program in meeting its objectives? (MAX: 5000 characters)

This is a fixed amount. We do not request additional funding above the level indicated.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

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EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

1.14, 1.22, 1.41

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

R-43-50, R43-51, R43-52, R43-53, R43-55, R43-56, R43-57, R43-62, R43-63, R-43-90

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

- Yes
- No

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.) (MAX 3500 characters)

Long-Term Mission: To elevate and reinvigorate the teaching profession.

Current Annual Objectives:

1. Improve operations in the Office of Educator Certification so that all educators receive timely and professional customer service.
2. Ensure the Division of Educator Quality and Leadership (DEQL) website meets the needs of all educators.
3. Improve the Program of Alternative Certification for Educators (PACE) so that more individuals can participate in PACE and those teachers are ready to be effective teachers.
4. Ensure our Troops to Teachers Program is highly productive.
5. Increase the number of Highly Qualified teachers in South Carolina.
6. Oversee South Carolina Colleges of Education to ensure teacher education programs are effective.
7. Improve the Assisting, Developing, and Evaluating Professional Teaching (ADEPT) program so that it provides the very best support to teachers throughout their careers.
8. Establish partnerships with state and national organizations that can collaborate with us on improving teacher quality.
9. Ensure the International Visiting Teachers Program is effective.
10. Explore and expand programs that provide incentives for teachers based on student outcomes.
11. Continue to refine the Office of School Leadership (OSL) continuum of programs and services so that all educational leaders have appropriate opportunities for professional growth.
12. Recognize and award outstanding teachers across South Carolina.
13. Expand the program and system for addressing adult sexual misconduct in schools to include other dangers to students.
14. Create innovative strategies to entice high quality individuals into the teaching profession.
15. Provide professional development services for schools and districts at their sites to curb costs and to grow leaders and teams.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

Current Annual Objectives:

1. The Office of Educator Certification completed its restructuring to become more flexible and responsive. Despite significant personnel reductions processing time is still less than two weeks.
2. The DEQL website is under constant redesign and upgrade. It receives consistently positive feedback from constituents.
3. The PACE curriculum is under constant revision to ensure it is both rigorous and relevant. PACE shifted to partial "pay for services" funding due to significant budget cuts. Even with the reduction of teaching positions in SC this year, PACE teachers were in demand.
4. The Troops to Teachers program established strong relationships with military organizations across the state. More presentations and installation visits have taken place this year than in the past.
5. The DEQL staff established and maintained a process to assist schools and school districts in reporting Highly Qualified teachers.
6. The DEQL continues to refined and implemented a system to oversee South Carolina Colleges of Education to ensure teacher education programs are effective. DEQL is a key participant in the SC Education Deans' Alliance.
7. The ADEPT is under constant review to make it more beneficial and user friendly. SAFE-T is now being implemented in all SC districts. Once the new national InTASC standards are finalized ADEPT will be reviewed to ensure it is aligned with these national standards and infuses other successful teacher support and evaluation programs.
8. DEQL created numerous state and national collaborations and partnerships all aimed at improving educator quality.
9. Current Memoranda of Understanding with Spain, India, France, and China were enforced and a new MOU with Taiwan was signed. A International Teacher Advisory Board was established to review and recommend Interenational Teacher providers organizations.
10. SC Teacher Advancement Program contiues to be refined and expanded across SC. SCDE was just awarded a \$42 million USDoE Teacher Incentive Fund grant that will expand and enhance value-added programs in SC.
11. OSL expanded the number of leadership programs and the availability of these programs all while refining and improving the leadership continuum curriculum. On-line opportunities were increased including courses, webinars, blogs, and a twitter site.
12. Teacher recognition continued to be an important function in DEQL. School districts were provided assistance in their Teacher of the Year programs, the Milken Educator awards program was implemented as was the South Carolina Teacher of the Year program.
13. DEQL spearheaded a partnership with Darkness to Light to train 20% of the SC teaching force in "Stewards of Children," program focused on the prevention of adult sexual misconduct.
14. DEQL partnered with the State Housing Authority for a second iteration of the Palmetto Hero program. This effort provides low interest housing loans and forgivable downpayments for housing for teachers.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

1. Over 44,000 phone calls; approximately 60,000 e-mails; nearly 1,000 walk-ins, 105,418 documents were scanned and over 60,000 cases were completed.
2. The DEQL Web Site provides over 255,000 educators, (with 89,659 actively certified of which 59,679 are employed), access to their certification information. The site received 14,231,020 total hits, with an average of 19,845 per day.
3. PACE participants continue to make up 10?12 percent of all new hires in PACE approved areas. Over 250 individuals entered PACE this year. PACE currently has over 770 participants. The state teaching population is 17% minority, 34% of PACE participants are minority. 45% of PACE participants are male, compared to a state average of 17%.
4. SC TTT ranks 9th in the nation. Since the program?s inception, 416 teachers have been hired; 79 percent are males; 21 percent are females; and 52 percent are minorities. Sixty-three percent are teaching in critical subject areas and 27 percent are teaching in critical geographical areas.
5. South Carolina continues to make gains on the number of Highly Qualified (HQ) Teachers. Since the tracking of HQ teachers began in 2003 the number of HQ teachers in South Carolina has increased, surpassing 97% this year.
6. DEQL evaluated two educator preparation units using the NCATE/State accreditation review process. Seven new educator preparation programs were evaluated and approved. Three SC Deans' Alliance and two Professional Review Committee meetings were conducted.
7. A total of 52,174 educators participated in ADEPT. 2,251 beginning educators participated in induction and mentoring programs, 2,029 (90%) met the requirements. Formal evaluations were conducted on 4,150 educators; 86 percent (3,553) of these educators met standards. 45,773 educators participated in Goals-Based Evaluations; 45,294 (99 percent) were successful.
8. Partnerships with national orgainzations include: the NCTAF, the Knowledge Works Foundation, SERVE, SREB, the Center for Creative Leadership, CCSSO, the National Staff Development Council, the International Society for Technology in Education and Mission:Readiness. Higher education partnerships include: Coastal Carolina University, Clemson University, Francis Marion University, Columbia College, the Citadel, the Darla Moore School of Business and the College of Education at the USC. State level partnerships include: the SC School Boards Association, the South Carolina Staff Development Council, the South Carolina Association for School Administrators, the South Carolina Alliance of Black School Educators, and the Association for Supervision and Curriculum Development.
9. This International Teacher Advisory Board continues to screen companies who provide work visas (H-1B) for teachers. The board ensures highly-qualified international recruits. It also makes certain that participating recruiting companies are reputable and meet high expectations.
10. TAP began in South Carolina during 2002-2003 with 4 schools. Currently, 44 schools in 13 districts, with 1,700 teachers and 20,000 students participate in TAP. This number will double with implemenetation of the new grant.
11. OSL delivered 14 different leadership development programs. Almost 500 educational leaders participated in residential programs. An additional 393 participated in short-term professional development initiatives.
12. The statewide teacher of the year program includes participation from 86 districts. SC also continues to work with the Milken Foundation to ensure great teachers in SC are recognized.
13. Over 25,000 adults that work in our schools have received the D2L training.
14. Seventy-four teachers have been able to purchase their first homes by taking part in the 2010 Palmetto Heroes Program.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes 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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

1. The Office of Certification is responsive to educators across SC. Despite personnel reductions cases are processed in less than two weeks.
2. The DEQL website provides over 255,000 educators with access to their certification records as well as other pertinent information. The website is meeting the needs of all customers.
3. Despite the reduction of over 4,00 teachers in SC. PACE has over 770 participants. PACE continues to produce teachers that succeed in the classroom at rates equal to those from traditional educator preparation program.
4. The South Carolina Troops to Teachers program ranks ninth in the nation for teacher placements of veterans in the classroom,
5. This year 97.1% of teachers in South Carolina are highly qualified.
6. NCATE/State accreditation reviews, Higher Education Roundtable meetings, the work of the Professional Review Committee and DEQL technical assistance activities are having a positive impact on teacher.
7. The revised ADEPT system is being implemented statewide. ADEPT is a national model which provides the structure for teacher induction, professional growth and evaluation.
8. DEQL has established strong relationships with school districts, local and state educational organizations, higher education institutions and national educational organization. These collaborations and partnerships create synergy and have a positive impact on teacher quality.
9. The South Carolina has a strong and viable International Visiting Teachers Program.
10. The South Carolina Teacher Advancement Program (SCTAP) began the 2010-11 school-year with forty-four schools in thirteen districts across the state. Selection for the Teacher Incentive Fund grant will double TAP schools.
11. Over 500 educational leaders participated in OSL residential programs, nearly 400 participated in short-term offerings. OSL continues to have a positive impact on school leaders, teachers and students.
12. The South Carolina Teacher of the Year program is a world-class program that recognizes outstanding teachers from across South Carolina.
13. Special efforts are being made to make our schools even safer. The D2L Stewards of Children was provided to more 25,000 education employees in SC. The goal is to train nearly 100% of adults that work in our schools.
14. DEQL continues to look for ways to recognize and reward teachers. The Palmetto Hero Project continues to be a great success. In its second iteration \$40M was provided to teachers and first responders in low interest home loans and forgivable down payments.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

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

Has an evaluation been conducted?

Yes No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

Evaluations are conducted by individual program. The Office of School Leadership received an external evaluation from SDEL this year.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)

<http://www.scteachers.org/leadership/docs/sedlrpt.pdf>

Over the past three fiscal years, all programs, agencies and organizations funded with EIA revenues experienced significant reductions in funding.

How have the administration and service delivery of your organization or program been impacted by these reductions. Please describe the impact to students, teachers or schools by addressing the following: (MAX: 7500 characters)

- Have fewer students/teachers/schools been served?**
- Has quality of services provided been impacted?**
- Has the cost per student/teacher/school increased or decreased?**
- Has student academic performance been impacted?**

Operational funds were reduced in every DEQL function. The total reduction in funding for DEQL across all state funding sources is over 40%. DEQL took a reduction of thirty-one positions.

- Fewer educators were able to receive services provided by DEQL.
- Professional development programs have been scaled back. Turn-around in customer service has been increased.
- Cost for certification, PACE and some school leadership programs have increased.
- It is too early to determine.

Given the ongoing national recession and its impact on state revenue collections, 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 2010-11? (MAX: 5000 characters)

DEQL will continue to maximize our impact with diminishing resources. We will continue to look at ways to reduce on-site training and replace it with virtual instruction. We will shift to user pay for service when that makes sense. Several programs and services will serve less educators based on the reductions.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2011-12 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? 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 organization or program in meeting its objectives? (MAX: 5000 characters)

N/A

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).
This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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

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

Code of Laws: (MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

1A.6, 1A.34

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

2010-11 Funding Manual

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

- Yes
- No

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.) (MAX 3500 characters)

Long-term Mission:

The objective for FY 11 is to maintain the SC average teacher salary at a level of \$300 over the southeastern average.

The mission of the program is to ensure adequate supply of quality, caring and competent teachers for all South Carolina classrooms by promoting strategies for the recruitment, training and retention of teachers.

Current Annual Goals:

Program goal and objective is to achieve a SC average teacher salary as directed and funded by the General Assembly. In order to keep qualified and competent teachers in SC classrooms, the salaries must be maintained at a competitive level. The average teacher salary for FY 2010 was \$47, 508.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

The Professional Certified Staff (PCS) system is used to assess output results for average teacher salaries. Because districts have to report the actual salary paid to certified staff, PCS is an accurate tool for assessing the output. The base line is determined in the Minimum Salary Schedule as determined by funding and the stated goal provided by the General Assembly.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The Professional Certified Staff (PCS) system is used to report actual salaries paid to SC teachers. The General Assembly appropriates dollars to ensure that teachers in SC are paid at \$300 above the Southeastern average.

In FY 10, the projected Southeastern average was \$48,172. The actual FY 10 average teacher salary was \$47,508.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes 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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Because of reductions in force and furloughs, thus reducing teacher salaries, SC did not meet the projected Southeastern average teacher salary in 2009-2010.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

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

Has an evaluation been conducted?

Yes No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

NA

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)

NA

Over the past three fiscal years, all programs, agencies and organizations funded with EIA revenues experienced significant reductions in funding.

How have the administration and service delivery of your organization or program been impacted by these reductions. Please describe the impact to students, teachers or schools by addressing the following: (MAX: 7500 characters)

- a. Have fewer students/teachers/schools been served?
- b. Has quality of services provided been impacted?
- c. Has the cost per student/teacher/school increased or decreased?
- d. Has student academic performance been impacted?

In 2009-2010 districts were funded at the levels generated by the Professional Certified Staff system. This line item appropriation was held harmless from EIA budget reductions.

Given the ongoing national recession and its impact on state revenue collections, 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 2010-11? (MAX: 5000 characters)

Districts will continue to be funded at the levels generated by their Professional Certified staff reporting. Proviso 1A.34 guides that several EIA line item appropriations are suspended to fund shortage in several other EIA lines, teacher salary supplement and fringe benefits included.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2011-12 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? 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 organization or program in

meeting its objectives? (MAX: 5000 characters)

If no additional EIA revenues are generated for this appropriation, the minimum salary schedule will more than likely be held constant for the third straight year and at the 2008-2009 levels resulting in no pay increases for teachers.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).
This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

1.48, 1.49, 1A.26

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

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

Yes

No

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.) (MAX 3500 characters)

Long-Term Mission: To elevate and reinvigorate the teaching profession by providing high quality professional development for teachers based on national standards.

Current Annual Objectives:

1. To increase the number of National Board Certified Teachers.
2. To have over 8,000 National Board Certified Teachers this year.
3. To provide candidate support through professional development.
4. To reward teachers who have completed the rigorous assessment that demonstrates that they are accomplished teachers.
5. To help reduce teacher turn-over by providing incentives for teachers to remain in the classroom.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

Current Annual Objectives:

1. Both the Center for Educator Recruitment, Retention, and Advancement (CERRA) and the Division of Educator Quality and Leadership (DEQL) encouraged cohorts of teachers as well as individual teachers to participate in the NBCT program. School and district leaders were also encouraged to provide support and guidance.
2. The CERRA web-site and CERRA's 2009-2010 EOC Annual Report provides detailed information on the NBCT program. CERRA and DEQL staff are available to provide support and guidance to any teacher interested in participating in this important program.
3. CERRA also provides support for a District Liaison for NBCTs for each local school district, candidate support workshops for teachers, and a Toolkit for new candidates and for NBCTs working toward certificate renewal.
4. Additional information is available on the National Board website.
5. A loan repayment plan is in place for those teachers who successfully complete the NBCT process. Teachers in at-risk schools who complete the process never have to repay regardless of whether they certify.
6. The state provides a salary supplement of \$7,500 for NBCTs.
7. Many school districts provide additional incentives for NBCTs.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Current Annual Objectives:

The following program outputs are excerpts from the CERRA Annual Report:

- This year, 932 NBC loans were administered.
- South Carolina teachers earned 799 new NBC certificates this year.
- CERRA tracked 2,553 loans for candidates seeking to obtain NBC certificates.
- CERRA's online toolkit was revised in June 2010 and is available to all candidate support providers to assist candidates with the process.
- District liaisons arrange awareness meetings for teachers to become familiar with National Board and the loan process. Local districts and the professional teachers' organizations provide workshops to support the work of National Board candidates.
- CERRA supported one Targeted High-Needs Initiative (THNI) Take One! site at Carver Junior High School in Spartanburg School District Seven.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes 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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

1. A total of 7,293 teachers in South Carolina are National Board Certified.
2. South Carolina has the third highest number of NBCTs in the nation.
3. South Carolina has the second highest number of African-American NBCTs in the nation.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

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

Has an evaluation been conducted?

Yes No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

N/A

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)

Over the past three fiscal years, all programs, agencies and organizations funded with EIA revenues experienced significant reductions in funding.

How have the administration and service delivery of your organization or program been impacted by these reductions. Please describe the impact to students, teachers or schools by addressing the following: (MAX: 7500 characters)

- a. Have fewer students/teachers/schools been served?
- b. Has quality of services provided been impacted?
- c. Has the cost per student/teacher/school increased or decreased?
- d. Has student academic performance been impacted?

The program was not affected by the mid-year reductions. The SCDE did not reduce the amount of money appropriated to school districts for the National Board program. Revenue was moved from other funding sources to absorb the reduction. However, in fiscal year 2010, the General Assembly responded to the current budget situation and eliminated the loan program for the fiscal year 2011.

Given the ongoing national recession and its impact on state revenue collections, 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 2010-11? (MAX: 5000 characters)

The National Board program is exempt from EIA reductions.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2011-12 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? 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 organization or program in meeting its objectives? (MAX: 5000 characters)

Given the current statutes, the General Assembly would have to make a recommendation to reduce either the \$5000 supplement amount and/or put a cap on the number of candidates who qualify to receive the award. The number of candidates was reduced to 1100 for the 2009-2010 application year and 900 for the 2010-11year.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).
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EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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

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

Code of Laws: (MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

1A.17

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

2010-11 Funding Manual, Page 72

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

- Yes
- No

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.) (MAX 3500 characters)

Long-term Mission:

The goal of the program is to ensure that the teacher supply reimbursement funds are paid in accordance with the proviso and to districts in adequate time so that teachers are able to purchase needed supplies and materials before students report on the first day of class.

However, during the 2010-11 school year, districts were given the option of keeping the teacher supply funding to avoid Reductions in Force or additional furloughs for teachers.

Current Annual Goals:

The mission is to provide \$275 per qualifying teacher, reimbursement for out-of-pocket expenses related to purchases for the classroom, in a timely manner.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

In compliance with proviso 1A.17, teacher supply funds were paid to qualifying teachers on or before July 15. Districts provided funding to teachers "on the first day, by contract, are required to be in attendance at school"

The Professional Certified Staff (PCS) system is used to verify and trace eligible staff as outlined in the proviso.

However, during the 2010-11 school year, districts were allowed to "keep" the teacher supply funding to help offset potential reductions in force or furloughs. Districts were required to advise teachers of this action, in writing, on the first day of the new school year. The SCDE also required an intent action of the districts on their use of these funds.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

A reconciliation of all teacher supply funding is completed after November 30 of the fiscal year. This method ensures that the correct number of eligible personnel are reimbursed according to the guidelines.

In FY 2009-2010 approximately 53,000 teachers were funded for teacher supply reimbursement. This included all school districts (to include the state charter district), vocational centers, special schools, and both governor schools.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes 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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Teachers received funds to pay for classroom supplies and materials on the first day of reporting for work in the 2009-2010 school year. Although during the 2009-10 school year, funds were inadequate to cover the reconciliation, the SCDE was able to use funds appropriated by Proviso 1A.58 - One Year Suspension of EIA Programs, to fully fund the teacher supply allocation.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

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

Has an evaluation been conducted?

Yes No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

NA

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)

NA

Over the past three fiscal years, all programs, agencies and organizations funded with EIA revenues experienced significant reductions in funding.

How have the administration and service delivery of your organization or program been impacted by these reductions. Please describe the impact to students, teachers or schools by addressing the following: (MAX: 7500 characters)

- a. Have fewer students/teachers/schools been served?
- b. Has quality of services provided been impacted?
- c. Has the cost per student/teacher/school increased or decreased?
- d. Has student academic performance been impacted?

In FY 2009-2010, money was available to make the initial payment to districts at the beginning of the school year. The SCDE was also able to use funds appropriated by Proviso 1A.58 - One Year Suspension of EIA Programs, to fully fund the teacher supply allocation.

Given the ongoing national recession and its impact on state revenue collections, 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 2010-11? (MAX: 5000 characters)

Proviso 1A.34 suspends one EIA programs for 2010-11. This funding will be used to help off-set the shortage of funds to make the required payment of \$275 per teacher.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2011-12 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? 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 organization or program in meeting its objectives? (MAX: 5000 characters)

If no additional monies were appropriated for this program, the amount per teacher (currently \$275) may have to be reduced to a lesser amount. This would ensure that teachers would receive some funding, if not the full amount.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
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Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

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EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

1A.39. (SDE-EIA: Professional Development)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

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

- Yes
- No

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.) (MAX 3500 characters)

EIA funds are appropriated for Professional Development and used for professional development for certified instructional and instructional leadership personnel in kindergarten through grade twelve in the academic areas for which standards have been approved 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 for Standards Implementation Program (PDSI). These funds also supported the goals of the Office of Standards and Support. The 2010-11 goals of the PD program 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.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

Each district is required to submit a Web-based report summarizing the progress made toward these goals. The Office of Standards and Support monitored the PD program, conducting desk audits of the summary reports. The findings of these reports are due on November 1, 2010, will be placed on the Department's Website by mid-December, 2010. Based on the most recent data provide by the districts (FY09), these funds supported the professional development of teachers and a sundry of other activities because of Proviso 1.43 (SDE: School Districts and Special Schools Flexibility). This proviso provides called 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, Comprehensive Health Education, and Gear Up.

With support from the Mathematics and Science Unit in the Regional Mathematics and Science Centers conducted the following program activities and processes as a means of reaching its goals:

- * Provided specific professional development to schools and districts to increase teacher knowledge and instructional practice to increase student achievement in mathematics and science.
- * Trained, placed, and supported elementary (grades K-5) and middle school level coaches in mathematics and science who helped teachers to increase their content and pedagogical knowledge to improve instruction and student achievement.
- * Supported the use of exemplary science curriculum materials in elementary and middle schools provided special support for elementary mathematics instruction.
- * Professional development was provided monthly through direct school visits, Webinars, Saturday workshops, and virtual contact.

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.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

During the FY10, 48,618 teacher (duplicative count) experience professional development supported by the EIA funds. (According to the PD/Lottery Collection Database)

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

The above categories continued to have teacher attend professional development through Webinars, Elluminate sessions, Moodle sessions, as well as, regional workshops in the 2009-10 school year.

Source: PD Data Collection excel document

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes 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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

During 2009-10, curricula in ELA, science, mathematics, and social studies K-8 from the state department was downloaded 51,621 times.

The percentage of students meeting or exceeding state standards increased in a majority of subjects in four of six grades tested on the 2010 administration of South Carolina's Palmetto Assessment of State Standards (PASS).

The percentages of students scoring at exemplary levels increased in most subjects in all tested grades. Gains were also shown by African-American students, students with limited English proficiency and students enrolled in free or reduced-price school food programs in most grades and subjects.

Comparing 2010 scores with the initial administration of PASS administration in 2009, students did better on writing in all grades except grade 7, in ELA in all grades except 5 and 8, and in science in grades 4, 7, and 8. Mathematics scores increased in grades 3 and 8 and held steady in grade 6.

In Grade 8, African-American students boosted their exemplary scores in every subject area.

Limited English students improved their passing scores and exemplary scores in every subject in for Grade 7. Free and reduced-price lunch students had higher exemplary scores in all subjects at two grade levels, 4 and 8.

Summary of statewide 2010 results for all students

Grade 3

? Writing ? 71 percent Met or showed Exemplary performance in meeting the grade-level standard.

? ELA (reading and research) ? 80.7 percent Met or showed Exemplary performance in meeting the grade-level standard.

? Mathematics ? 70 percent Met or showed Exemplary performance in meeting the grade-level standard.

? Science ? 55.7 percent Met or showed Exemplary performance in meeting the grade-level standard.

? Social Studies ? 73.2 percent Met or showed Exemplary performance in meeting the grade-level standard.

Grade 4

? Writing ? 72.3 percent Met or showed Exemplary performance in meeting the grade-level standard.

? ELA (reading and research) ? 76.5 percent Met or showed Exemplary performance in meeting the grade-level standard.

? Mathematics ? 76.7 percent Met or showed Exemplary performance in meeting the grade-level standard.

? Science ? 69.3 percent Met or showed Exemplary performance in meeting the grade-level standard.

? Social Studies ? 76.2 percent Met or showed Exemplary performance in meeting the grade-level standard.

Grade 5

? Writing ? 74.5 percent Met or showed Exemplary performance in meeting the grade-level standard.

? ELA (reading and research) ? 78.1 percent Met or showed Exemplary performance in meeting the grade-level standard.

? Mathematics ? 71.3 percent Met or showed Exemplary performance in meeting the grade-

level standard.

? Science ? 66 percent Met or showed Exemplary performance in meeting the grade-level standard.

? Social Studies ? 66.1 percent Met or showed Exemplary performance in meeting the grade-level standard.

Grade 6

? Writing ? 71.9 percent Met or showed Exemplary performance in meeting the grade-level standard.

? ELA (reading and research) ? 72.2 percent Met or showed Exemplary performance in meeting the grade-level standard.

? Mathematics ? 70.3 percent Met or showed Exemplary performance in meeting the grade-level standard.

? Science ? 60.9 percent Met or showed Exemplary performance in meeting the grade-level standard.

? Social Studies ? 79.4 percent Met or showed Exemplary performance in meeting the grade-level standard.

Grade 7

? Writing ? 69.7 percent Met or showed Exemplary performance in meeting the grade-level standard.

? ELA (reading and research) ? 69.2 percent Met or showed Exemplary performance in meeting the grade-level standard.

? Mathematics ? 67 percent Met or showed Exemplary performance in meeting the grade-level standard.

? Science ? 73.4 percent Met or showed Exemplary performance in meeting the grade-level standard.

? Social Studies ? 62 percent Met or showed Exemplary performance in meeting the grade-level standard.

Grade 8

? Writing ? 71.9 percent Met or showed Exemplary performance in meeting the grade-level standard.

? ELA (reading and research) ? 63.7 percent Met or showed Exemplary performance in meeting the grade-level standard.

? Mathematics ? 63.4 percent Met or showed Exemplary performance in meeting the grade-level standard.

? Science ? 67.7 percent Met or showed Exemplary performance in meeting the grade-level standard.

? Social Studies ? 68.8 percent Met or showed Exemplary performance in meeting the grade-level standard.

Other professional development results are attached in the spreadsheet below.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

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 Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)**Over the past three fiscal years, all programs, agencies and organizations funded with EIA revenues experienced significant reductions in funding.****How have the administration and service delivery of your organization or program been impacted by these reductions. Please describe the impact to students, teachers or schools by addressing the following: (MAX: 7500 characters)**

- a. Have fewer students/teachers/schools been served?**
- b. Has quality of services provided been impacted?**
- c. Has the cost per student/teacher/school increased or decreased?**
- d. Has student academic performance been impacted?**

There is only one person that reads and provides technical assistants for PD funds for all districts and other programs that are funded. That person has also has additional duties. Most districts have reduced the amount of days that were allocated to professional development training due to reduction in appropriations.

Given the ongoing national recession and its impact on state revenue collections, 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 2010-11? (MAX: 5000 characters)

Programs and districts cut professional development days from their calendars. The state has also enacted a proviso [1.43. (SDE: School Districts and Special Schools Flexibility)] in order to give districts flexibility in spending.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2011-12 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? 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 organization or program in meeting its objectives? (MAX: 5000 characters)

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 scores would not have been possible this last year.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).
This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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

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

Code of Laws: (MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

Proviso 89.33: School Technology Initiative (2010-2011)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

N/A

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

- Yes
- No

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.) (MAX 3500 characters)

The primary long-term objective of this program is to facilitate the infusion of technology into South Carolina schools. Specific goals and objectives are to provide the following resources for the indicated agencies:

* SCB&CB Division of Information Technology: Network connectivity (E-Rate matching funds), E-Rate Field Training & Security Project for DIA.

* SC State Library: DISCUS.

* SC Department of Education: eLearning Professional Development; SC Virtual School, Electronic Portfolio.

*SC Educational TV: Digitization Project, ITS Network Services, ETV Video-On-Demand StreamlineSC, ETV Satellite, ETV/ITV Teacher Institutes, Streamline Extension.

* Local Districts and Schools: Distribution to Schools (when funding is available).

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

(See previous item.) During the prior fiscal year, the K12 Technology Initiative funded

- parts of the state virtual school program for middle and high school students
- licenses to the software for the statewide teacher e-portfolio system for teacher technology proficiency tracking
- training and marketing teachers' classroom usage of the statewide video-on-demand system, StreamlineSC
- technology integration and setting up the infrastructure for major changes pursuant to the federal longitudinal data system (LDS) grant.

For the coming year, limited funding will be directed toward

- state's required matching funds for e-Rate, which provides Internet access for all schools and districts
- maintenance of DISCUS as an educational and informational resource for students and all SC residents
- eLearning, SC Virtual School Program

There has been no flow-through funding to districts or schools for the 2008-2009, the 2009-2010, or the 2010-2011 school years due to budget cuts.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The South Carolina Virtual School Program (SCVSP) for middle and high school students was successfully funded by legislation for the 2007-08 year. The Summer/Fall session served 2509 students in 54 courses. The Spring session served 4812 students in 40 courses and continues to grow. The SCVSP supports public, private, home schooled, and adult education students seeking supplemental courses to meet their high school graduation requirements. Bandwidth demand has grown to 1487 megabits.

Twenty-two thousand (22,000) teachers were registered in the ePortfolio system for the 2007-08 school term. Thirty technology coaches assisted over 1000 teachers integrate technology in the classroom. Numerous professional development sessions were provided and a technology leadership program was initiated. School districts received \$2 million in flowthrough technology funding. See also K12 2006 Annual Report at <http://www.sck12techinit.org/documents/2006AnnualReportFORWEB.pdf>

K12 DISCUS users statewide have 24/7 office/home access to 33 DISCUS databases and 27 e-books. In 2007-08, residents obtained over 8.5 million items through DISCUS. This represents a 12% increase over FY 2006-07. DISCUS K-12 users retrieved over 5.5 million items - accounting for 64% of total use. This use reflects a 14.7% increase over the previous year.

ETVs StreamlineSC is another immensely beneficial program for SC educators and students that directly enhances teaching and learning by using video-based content. ETV partners with the State Department of Education and districts throughout the state. Video-based standards aligned content is provided along with over 40 thousand clips and a tremendous database of illustration and pictures. All schools access the service free through funding by the State distributed by the K-12 Technology Initiative.

The public interface to the statewide longitudinal data system has been developed and deployed for final testing.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes 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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Students are accessing research: over 8.5 million resource items were retrieved from DISCUS (online virtual library), a 14.7% increase from the previous year.

Students are accessing interactive educational websites: there were approximately 9,000,000 page views on Knowitall.org, an increase of almost 50% from the previous year. Educators are using multimedia: over 6,000 educators trained on the integration/use of StreamlineSC during the year.

K12 educators are using online professional development: Thirty-nine percent (39%) of the year's professional development for K12 was offered online. Educators (5638) are improving their technology proficiency using the ePortfolio system at level 1 (1109); level 2 (1507); level 3 (1186); mastered level 3 (1184); and level 4 (589). Fifty-two percent of these teachers moved to the proficient level in the use of technology to enhance learning.

In order to better prepare the students in South Carolina to be effective in the 21st century, the Office of eLearning is developing grade-level assessments, resources, and portfolios for K-8th grade. This new student technology assessment system will be available to school districts in the 2007-08 school year. The student to computer ratio in 2007-08 remained 3.4 students per computer; the ratio of students to high performance computers was over 18 students per computer.

South Carolina became one of only 13 states nationwide to implement a student unique numbering system (SUNS), a factor in our high ranking nationwide. Internet access is available to all districts and schools.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

The report stated that the General Assembly's continued support for the K12 Technology Initiative Partnership support and funding is needed now more than ever. The current trend of decreasing funds for technology access and implementation could hinder the state's impressive progress. It appears the federal government is considering the elimination or drastic reduction of all direct funding for technology in its budget. South Carolina's representatives must continue to take care of the State's citizens by providing funding to maintain the capacity to train teachers and students in technology which has now become a necessity for daily functionality, communication, and information access. South Carolina students must be technologically proficient in order to acquire 21st century jobs that will keep the state economically healthy. Unless there is a concerted effort to maintain technology funding, South Carolina's economy and communities will pay the price.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)

<http://www.ed.sc.gov/agency/offices/tech>

Over the past three fiscal years, all programs, agencies and organizations funded with EIA revenues experienced significant reductions in funding.**How have the administration and service delivery of your organization or program been impacted by these reductions. Please describe the impact to students, teachers or schools by addressing the following: (MAX: 7500 characters)**

- a. Have fewer students/teachers/schools been served?**
- b. Has quality of services provided been impacted?**
- c. Has the cost per student/teacher/school increased or decreased?**
- d. Has student academic performance been impacted?**

The K-12 Technology Initiative Committee reviewed funding requests and allocated available funds based on those reviews. Funds were not allocated directly to districts or schools for local technology initiatives or for maintaining existing initiatives. Priorities were established to maintain Internet connectivity (e-Rate matching funds), DISCUS, SCETV resources, and SCDE's eLearning programs. No FTEs were involved in these priorities.

All of these programs have experienced funding cuts and, as a result, are finding it difficult to serve intended populations. 2010-2011 will be the third straight year that there will be no funding to districts or schools for technology initiatives.

Given the ongoing national recession and its impact on state revenue collections, 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 2010-11? (MAX: 5000 characters)

When allocating the K-12 Technology Initiative funds, the Committee will set aside 10% of those funds to hold for budget cuts; thus, programs would be funded at a level that the Committee believes it can manage. In general, each funded program would receive fewer dollars and some programs were cut completely.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2011-12 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? 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 organization or program in meeting its objectives? (MAX: 5000 characters)

The K-12 Technology Initiative Committee has no alternative funding resources. If no funding is available, all programs would be unfunded. This presents critical issues for Internet connectivity for all districts and schools because SC would not be able to match the federal e-Rate funds -- and thus those federal funds would not be available to pay for the Internet connections to districts and schools. There would be no Internet connectivity in K-12 or for the public libraries.

The SC State Library would have to cut DISCUS resources.

The SC Department of Education would have to cut development of some resources associated with the statewide longitudinal data system.

SCETV would have to find other resources for delivering video and web content to schools and libraries.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).
This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

Provisos 1A.20., 1A.45., 1A.48. and 1A.49.
Joint Resolution H.4823 (R.205)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

none

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

- Yes
- No

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.) (MAX 3500 characters)

Primary Objectives as outlined in statute:

SECTION 59-6-10 Establishment of Education Oversight Committee

(A) In order to assist in, recommend, and supervise implementation of programs and expenditure of funds for the Education Accountability Act and the Education Improvement Act of 1984, the Education Oversight Committee is to serve as the oversight committee for these acts. The Education Oversight Committee shall:

- (1) review and monitor the implementation and evaluation of the Education Accountability Act and Education Improvement Act programs and funding;
- (2) make programmatic and funding recommendations to the General Assembly;
- (3) report annually to the General Assembly, State Board of Education, and the public on the progress of the programs;
- (4) recommend Education Accountability Act and EIA program changes to state agencies and other entities as it considers necessary.

SECTION 59-6-110. Duties of the Division of Accountability

The division is to conduct in-depth studies on implementation, efficiency, and the effectiveness of academic improvement efforts and:

- (1) monitor and evaluate the implementation of the state standards and assessment;
- (2) oversee the development, establishment, implementation, and maintenance of the accountability system;
- (3) monitor and evaluate the functioning of the public education system and its components, programs, policies, and practices and report annually its findings and recommendations in a report to the commission no later than February first of each year; and
- (4) perform other studies and reviews as required by law.

2020 VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

The attainment of this goal is to be reported annually using progress toward three-year achievements (i.e., expectations specified for 2011, 2014, 2017 and 2020) including reading proficiency, high school graduation, preparedness for post-high school success and schools rated at-risk.

Reading Proficiency:

95 % of students scoring on grade level at grades 3 and 8 and scoring Basic and above on NAEP at grades 4 and 8, eliminating the achievement gaps.

High School Graduation

88.3 % of student will graduate on-time (NGA/USED) and 95 % of young people 21 and over will earn a diploma, GED or SBE-approved occupational certificate for students with severe disabilities. Achievement gaps will be eliminated.

Preparedness for Post-High School Success

85 % of graduates will perform at levels for admission to postsecondary education and/or be employed. A measure of workforce readiness will be developed. Achievement gaps will be eliminated

Schools At Risk

There will be no school in this category.

DRAFT OBJECTIVES FOR 2010-2011 are attached at the end of the submission.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

1. Standards:
 - a. Conducted reviews of the 2005 academic content standards in social studies and provided recommendations to the South Carolina Department of Education and the State Board of Education for revision
 - b. Published revised English and Spanish versions of the family friendly academic content standards in each of four content areas to assist parents and families in working with their young people
 - c. Partnered with S.C. State Library to develop interactive web presence to accompany the Family Friendly English language arts standards
 - d. Expanded a community effort, Parents and Adults Inspiring Reading Success (PAIRS), to support student achievement in reading
 - e. Recognized awardees in the S.C. Literacy Champions recognition program
 - f. Adopted the CCSSO/NGA Common Core State Standards
2. Assessments:
 - a. Approved the Palmetto Assessment of State Standards (PASS) and its administration to students statewide
 - b. Established student and school performance levels for PASS in mathematics, reading and research, writing, science and social studies
 - c. Conducted bookmarking sessions for PASS with 145 teachers and curriculum leaders
 - d. Conducted technical analyses of PASS
 - e. Advocated for continued testing in science and social studies at grades 3-8
 - f. Conducted alignment and technical studies for S.C.-Alternative Social Studies Assessments and Biology 1/Applied Biology 2 End-of-Course assessments
3. Professional Development and Technical Assistance:
 - a. Realigned an additional six EIA and General Fund line item appropriations into two ? follow the child? categories
 - b. Increased the proportion of existing funds allocated to school districts for reading and reallocated existing administrative funds for evaluation of reading initiatives
 - c. Conducted year two analyses on work of the Palmetto Priority Schools
 - d. Conducted stage two survey on a study of reading achievement
 - e. Collaborated with S.C. Kids Count and SCDE on an early reading proficiency grant
 - f. Continued sponsorship of the South Carolina Education Policy Fellows Program, an affiliate of the Institute for Educational Leadership

g. Communicated with superintendents regarding strategies to increase response rates to the parent survey

h. Implemented triennial evaluation model to facilitate greater depth in research and greater use of findings

4. Public Reporting:

a. In partnership with Clemson University, reported on a comprehensive multi-approach study of S. C. attitudes toward and aspirations for public education

b. Published the tenth annual school and district report cards

c. Published the annual Accountability Manual

d. Published studies on the following:

 Eighth Annual Report on the Teacher Loan Program

 Annual Report on the Parent Survey

e. Formed a partnership with S.C. Interactive for expanded web-based interactive functionality

f. Expanded online, interactive search of school and district report cards

g. Conducted study of principals' descriptions of reading programs offered in schools

h. Recommended funding levels and provisos to the Governor and the General Assembly

i. Initiated webinar series to enhance awareness and understanding of PASS implementation

j. Convened the 2010 High School Working Group to recommend changes to the calculation of high school ratings

k. Published all current and archived EOC reports and materials online at www.eoc.sc.gov

l. Continued tradition of broad stakeholder engagement by using 422 individuals in one or more advisory functions

5. Rewards and Interventions:

a. Completed second year report on the evaluation of the Palmetto Priority Schools project

6. Special Requests:

a. Published annual evaluation of the Child Development Education Pilot Program (CDEPP) in collaboration with research team from the University of South Carolina

b. Invested in the teaching of economics

c. Continued the Middle Grades project

d. Updated EOC funding model for public education

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The direct products include, but are not limited to, the following:

Standards
Recommendations Regarding the Funding of Public Education, December 2009
Review and approval of recommendations on Social Studies academic standards
Review and approval of the Common Core State Standards

Assessments
Review and approval of Biology I end-of-course assessment
Review and approval of SC-Alt, social studies

Evaluations
Implementation and Expansion of the Child Development Education Pilot Program (CDEPP) January 2010
Palmetto Priority Schools-Year Two Report, August 2010
Economics education professional development to over 100 teachers through the Council on Economic Education/SC Economics
Review of the Palmetto Assessment of State Standards, July 2009
Establishment of Student Performance Levels, September 2009
Establishment of School and District Performance Level Expectations for ratings, January 2010
Teacher Loan Program, January 2010

Public Awareness
Amendments to the Criteria for the Palmetto Gold and Silver Program, January 2010,
Where Are We Now: Report of SC Public School Progress to the 2010 Goal, December 2009
Twelve Years of Performance Gains publication
Reading Performance Briefs: Statewide and by district
Family Friendly Standards and other supporting online materials for parents

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes 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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

These data and reports are used to advise the members of the General Assembly, education policy makers at state and local levels and the general public on the status of public education and to recommend actions to further progress. For example,

1. Twelve Years of Progress Review (attached) details progress made since the passage of the EAA.
2. The State Board of Education (SBE) used the amended Palmetto Gold and Silver criteria to recognize 403 schools in 2008-09 and to expand the program to include recognition for closing the achievement gap for disaggregated groups of students including those with disabilities; (There were 311 schools that received Gold or Silver based on general performance and 92 for closing the gap only. Of the 403, 150 schools received Gold or Silver for both performance and closing the gap.)
3. The General Assembly used the budget recommendations and the supporting materials to consolidate four additional EIA and General Fund line items. The consolidations continue actions proposed by the EOC and adopted by the legislature in the prior fiscal to streamline education funding and to guarantee the funding ?follows the child.? Consolidated funding also addresses priority areas for improvements in achievement (e.g., reading).
4. The authorizing proviso for CDEPP was amended to allow children who have documented developmental delays but who do not qualify based on income to qualify for services and reimbursement in CDEPP private and public centers. Other amendments consolidated funding again to guarantee that funding ?follows the child.?
5. As required in Act 282, the EOC reported on statewide stakeholder engagement including over 1200 telephone interviews, 11 focus groups and 6500 web survey responses. The results are used in setting aspirations for the state and criteria in the accountability system.
6. The 8300 items in the PASS bank were studied for alignment with the state academic standards on two criteria: cognitive demand and content congruence.
7. 145 teachers participated in a teacher rating of student performance survey used to advise the EOC and others in setting expectations for the accountability system.
8. The study of Palmetto Priority Schools informed changes in the technical assistance program.
9. The study of first year teachers is foundational to a further study of the teacher experiences. Each is conducted anticipating impact on policies and practices to attract and retain good teachers.
10. 150 teachers participated in a book marking process to recommend student performance levels. These are necessary for the revision of the accountability system.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

The National Technical Advisory Committee met to review general functioning of the accountability system. The notes of that meeting may be obtained from the EOC office.

The next scheduled comprehensive evaluation of the accountability system is in 2013 as defined in statute.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)

TAC notes can be provided in hard copy. The PACT reviews and Act 282 of 2008 are on the web.

Over the past three fiscal years, all programs, agencies and organizations funded with EIA revenues experienced significant reductions in funding.**How have the administration and service delivery of your organization or program been impacted by these reductions. Please describe the impact to students, teachers or schools by addressing the following: (MAX: 7500 characters)**

- a. Have fewer students/teachers/schools been served?**
- b. Has quality of services provided been impacted?**
- c. Has the cost per student/teacher/school increased or decreased?**
- d. Has student academic performance been impacted?**

The appropriation for EOC operations was reduced from \$1,250,762 on July 1, 2008 to \$1,016,289 on July 1, 2009. On July 1, 2010 the appropriation, after transfers, was \$766,289. Of the original appropriation, \$250,000 is transferred to the Teacher Supply allocation in FY2010-11. In addition, the EOC also receives EIA appropriations from other line items, for which budget reports are herein submitted.

Over the course of the three years the EOC took the following actions:

1. eliminated all discretionary travel, including that for professional development;
2. eliminated technology and equipment purchases;
3. converted publications to e-formats;
4. conducted meetings through webinars and/or conference calls;
5. eliminated some technology services; and
6. maintained a staff vacancy level of 2.6 FTEs by continuing two open positions and reducing the Executive Director to 80 percent.

Services have been impacted by the change in the nature of delivery; that is, relying more on webinars and electronic communications, rather than face-to-face. The quality of services has not been reduced; however, the agency is able to offer fewer evaluations or take more time to complete tasks. The cost per student and/or teacher has been reduced. Performance remains at the highest level.

Given the ongoing national recession and its impact on state revenue collections, 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 2010-11? (MAX: 5000 characters)

5 percent: Reduce all accounts proportionately, including the transfer of funds to other agencies for teacher supplies

10 percent: Reduce pass-through funds proportionately
Reduce statistical services support
Delay evaluative studies of disaggregated student performance

15 percent: Reduce pass-through funds proportionately
Further reductions of accounts noted at 10 percent level
Furlough all employees or reduce contracts to 90 percent level

If no additional EIA revenues were appropriated to this program in Fiscal Year 2011-12 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? 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 organization or program in meeting its objectives? (MAX: 5000 characters)

Regulatory or statutory changes would not be required. The agency would have resources to do evaluations in greater depth, including contracting for expanded studies in underperforming schools and building a data base on documented successful practices.

We are requesting a change in a proviso to read as follows:

1A.45 (SDE-EIA: Education Oversight Committee Transfer) For Fiscal Year 2010-11 2011-12 the Education Oversight Committee is directed to transfer \$200,000 to Teacher Supplies. The Education Oversight Committee is further directed to transfer the funds for the EOC 4 Year Old Evaluation to the Department of Education only for use with private center students in the CDEPP program.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

No increase in appropriations is requested. With the proviso change, the EOC would devote \$50,000 to a longitudinal reading performance evaluation linking those students to physical health, economic status and early childhood experiences. The CDEPP students would be included in the longitudinal evaluation.

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).
This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

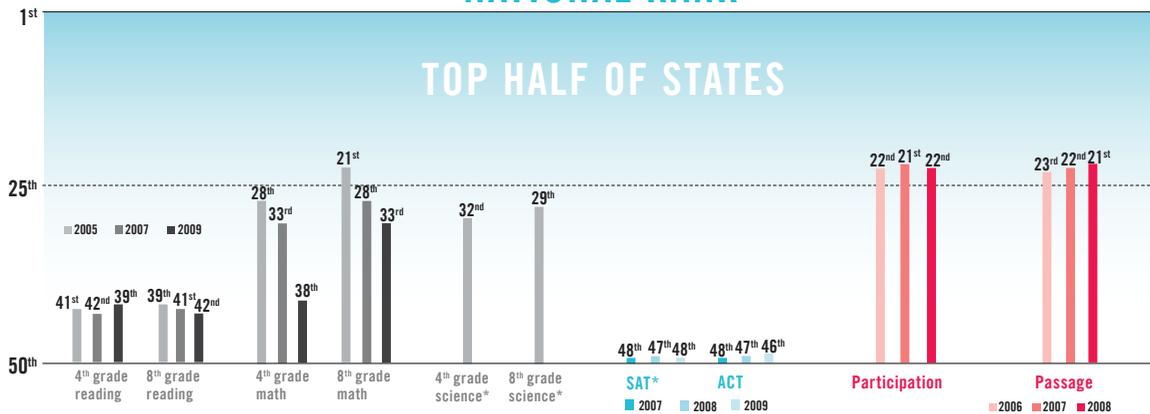
THE 2010 GOAL

2009 RELEASE

By the year 2010, South Carolina's student achievement will be ranked in the top half of states nationally. To achieve this goal, we must become one of the five fastest improving systems in the country.

NATIONAL RANK

TOP HALF OF STATES



THE NATION'S REPORT CARD (NAEP)

Among all 50 States and the District of Columbia
The NAEP 2005 assessment in science is the most recent administration reported out; the 2009 state assessment in science will be reported out in Spring 2010.

SAT AND ACT
Comparing Composite Scores of all 50 States and the District of Columbia

ADVANCED PLACEMENT
Among 50 States and the District of Columbia

ON-TIME GRADUATION RATE:

Of the 19 states that reported a graduation rate for the class of 2007-08 using the National Governors' Association cohort rate, SC's reported rate of 73.3% ranks 13th of the 19 states.

For additional information, log on to www.eoc.sc.gov

*SC is one of the five fastest improving systems in the country.

ACHIEVEMENT GAP

The gap that exists among students of different demographic and socioeconomic groups

AP PERFORMANCE GAP

(Gap in percentage points of students passing)

White/African-American Gap	33.3	29.6
White/Hispanic Gap	8.5	10.1
	2008	2009

Progress Was Made

SAT AND ACT (GAP)

(Gap in average math and critical reading score [SAT] and average composite score [ACT])

White/African-American Gap	195	198	200	4.2	5.3	5.5
White/Hispanic Gap	52	67	79	1.7	1.7	1.9
	*SAT 2002	*SAT 2008	*SAT 2009	**ACT 2002	**ACT 2008	**ACT 2009

* possible 1600 points ** possible 36 points

Note: achievement gap data related to on-time graduation rate and statewide assessments are unavailable at press time.

THE 2020 VISION

2009

By 2020, all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

READING PROFICIENCY

95% of students scoring on grade level at grades 3 and 8 and scoring Basic and above on NAEP at grades 4 and 8, eliminating the achievement gaps.*

NAEP READING PERFORMANCE

2007 NAEP Reading, Grade 4	58%	95%
2007 NAEP Reading, Grade 8	69%	95%

% Basic and above
2020 Vision

NAEP READING ACHIEVEMENT GAPS

Gap in percentage points of students scoring Basic and above

2007 NAEP Reading, Grade 4	31% pts	22% pts	0
2007 NAEP Reading, Grade 8	30% pts	30% pts	0

White/African American Gap
White/Hispanic Gap
2020 Vision

HIGH SCHOOL GRADUATION

88.3% of students will graduate on-time (NGA/USED) and 95% of young people 21 and over will earn a diploma, GED, or SBE-approved occupational certificate for students with severe disabilities.**

ON-TIME GRADUATION RATE

2008 graduation rate***	73.3%
2020 Vision	88.3%

* 2009 PASS data unavailable at press time
** data matched with age current unavailable to calculate percentage
*** as reported on SC 2008 AYP release, SCDE



THE 2020 VISION

2009

By 2020, all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

PREPAREDNESS FOR HIGH SCHOOL SUCCESS

85% of graduates will perform at levels for admission to postsecondary education and/or be employed. A measure of workforce readiness will be developed. Achievement gaps will be eliminated.

Of the 38,712 high school completers in 2007-08, 25,880 (66.9%) of the students enrolled in 2008-09 college freshman class in SC or other states. Available data sets, provided by the SCDE, track enrollment, not admittance rates.

SCHOOLS AT RISK

There will be no school in this category.

SCHOOLS RATED AT RISK

Number (%) of schools with Absolute rating of *At Risk*

65 (5.9%)	137 (12.1%)	170 (14.9%)	185 (16.1%)	0
2005	2006	2007	2008	2020 Vision

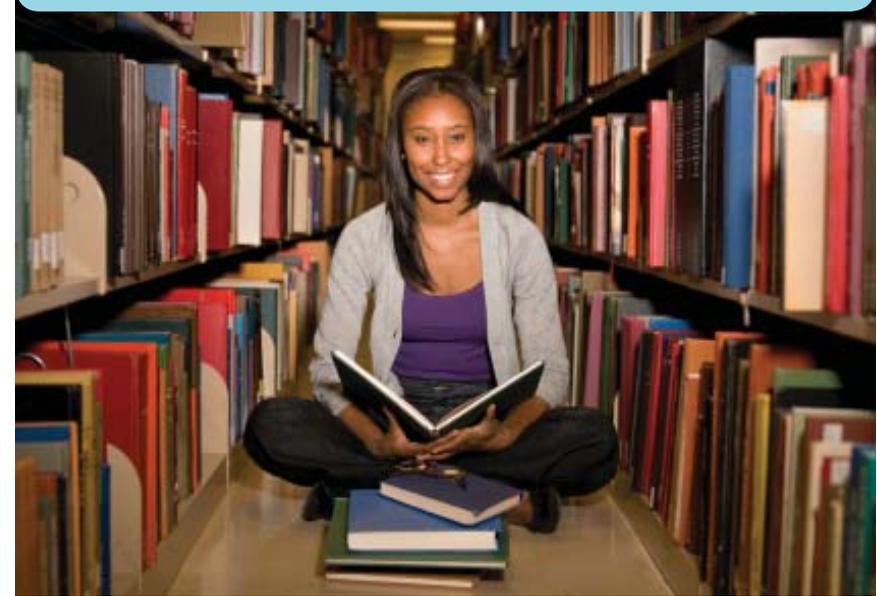
PRE-SORTED
FIRST CLASS MAIL
U.S. POSTAGE
PAID
Columbia, SC
PERMIT NO. 706



RETURN SERVICE REQUESTED

WHERE ARE WE NOW?

EVALUATING SOUTH CAROLINA'S PROGRESS TOWARD
REACHING THE 2010 GOAL AND
ESTABLISHING A VISION FOR 2020



EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

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

Yes

No

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.) (MAX 3500 characters)

As outlined in the agency mission, the South Carolina Education Oversight Committee (EOC) is committed to positively influencing education in South Carolina by affecting dramatic, continuous improvement of the state's educational system. The values underlying the mission of the EOC are the following:

- A sole focus on what is best for students;
- A belief in broad-based inclusion and collaboration;
- A belief in standards, assessments, and publicly known results;
- The implementation of research and fact-based solutions that improve results; and
- A passion for immediate, dramatic and continuous improvement that is unaffected by partisan politics.

For FY 2009-10, the EOC continued its EAA responsibility to apprise the public of the status of public schools and the importance of high standards for academic performance for public school students. The agency communications plan incorporates EOC-identified objectives and critical actions for 2009-2010 with three primary objectives:

1. Advocate for the utilization of data published on the annual school and district report cards to be used as tools for improvement.
2. Increase visibility of and urgency for public, parent, and community involvement in support of higher student, school, and system achievement.
3. Enhance understanding and impact of the accountability system by focusing on establishing and achieving a 2020 vision for all students, emphasizing the importance of improving reading achievement and of closing achievement gaps.

Each objective was supported by numerous strategies and tactics.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

Objective One

To fulfill the objective to advocate for the utilization of data published on the annual school and district report cards to be used as tools for improvement, the EOC outlined three strategies:

1. Communicate results of a comprehensive, statewide public engagement strategy conducted to aid in the establishment of school and student performance indicators (Section 59-18-900) as well as statewide education goals and aspirations.
2. Provide context for 9th state report card information for state and local audiences.
3. Increase the utilization of data published on report cards for decisions making purposes.

Activities related to the strategies included:

- Worked with partners at Clemson University to communicate results of statewide opinion research (statewide focus groups, telephone surveys, web-based surveys) to reach overall objectives. Research was publicly released in June 2009.
- Established and maintained communication methods to educate public and educators prior to, during, and after implementation of revised accountability system.
- Continued work with SCDE and SC Interactive to provide comprehensive updates to online, interactive report card.
- Revised report card communication materials and made available via the web.
- Provided materials and briefed statewide/local media and school districts on results of report cards and impact of results.

Objective Two:

To fulfill the objective to increase visibility of and urgency for public, parent, and community involvement in support of higher student, school, and system achievement, the EOC outlined four strategies:

1. Increase the utility and effective use of data and recommendations by ensuring various audiences have ready access to EOC data relevant to their needs.
2. Advocate quality teaching and learning experiences so that all children can learn at high levels.
3. Build public support for education improvements in state.
4. Extend parental and community involvement efforts to support young people as they progress through school, particularly at transitions between school levels.

Activities related to the strategies included:

- Continued publication of summary materials related to EOC reports. Send out information to electronic database and maintain a web bank of EOC publications.
- Posted technical information related to published reports on the web.
- Worked to engage news media in EOC meeting activities.
- Utilized graphics and photographs, which are accessible and attractive to readers.
- Continued the publication of technical documentation (Accountability Manual) for education administrators. Revised format of manual to make document printing more cost-efficient.
- Supported other agencies in activities which celebrate the accomplishment of SC schools and students.
- Continued teacher appreciation campaign. Design campaign around genuine appreciation for teachers.
- Worked with stakeholder groups to understand state aspirations and the tasks necessary to achieve those aspirations.

- Continued development of PAIRS initiative, to improve statewide student reading proficiency.
- Promoted engagement of higher education students involved in service learning through SC Literacy Champions program.
- Worked to recruit/retain faith community partners
- Worked to recruit/retain business and education partners
- Worked to recruit corporate sponsorships for reading initiatives.
- Began development of a statewide legislative meeting tour focused on statewide and district-level reading performance
- Utilized Tips Booklets with education, community and business groups.
- Published electronically family-friendly versions of the content standards.
- Worked with SC State Library to transition family-friendly English Language Arts academic content standards to web-based format. Currently available at www.scffs.org.

Objective Three:

Enhance understanding and impact of the accountability system by focusing on establishing and achieving a 2020 vision for all students, emphasizing the importance of improving reading achievement and of closing achievement gaps.

1. Develop and distribute high-impact, public friendly reporting materials on the achievement of the 2020 Vision.
2. Promote significant gains in achievement.
3. Emphasize the importance of the high school diploma in all EOC publications and actions.

Activities related to the strategies included:

- Continued impact publication of Where Are We Now
- Worked to communicate more effectively and efficiently with EOC members using EOCBiz.
- Update key constituencies on progress and achievement in EOC publications and on web.
- Communicated agency priority to have no tolerance for low-achieving schools.
- In publications and presentations, highlighted successes and improvements made.
- Supported other agencies in activities which celebrate the accomplishments of schools and students.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Key projects (which generated direct products and/or services) included the publication of the high-impact publication that communicated where SC is in terms of reaching the 2010 Goal and the 2020 Vision(attached), the first annual SC Literacy Champions Awards Program, and the continuation of publications and available electronic materials on various topics. Details follow:

2010 Goal, 2020 Vision/ Where Are We Now? Publication

- Publication of a brochure to communicate concisely SC's progress toward reaching those measures for which we have national comparisons.
- 17,000 copies of the publication printed and mailed to all key constituencies.

SC Literacy Champions Award

- First year of program designed to build postsecondary education support of reading and literacy in SC. First year's award given to Writing and Reading Achievement Program (WRAP) at the University of SC.
- Objectives of the program are to promote sustainable models of higher education/K-12 school partnerships to boost student reading achievement, and to recognize successful service learning programs within postsecondary institutions focused on building reading skills among students in grades K-12.
- Awardee received award and \$10,000 mini-grant from Central Carolina Community Foundation.
- We worked with SC Press Association, statewide media partner, and PAIRS Advisory Board to promote work of SC Literacy Champion.
- Approved for up to 2 awards for 2010-2011.

Key communications

In April 2009, the EOC approved recommendations designed to make communications impact with shrinking revenues. The recommendations included the incorporation of electronic communication strategies, like webinars, and multi-media elements, like video and audio. The Family-Friendly Guides to the Standards were not printed this year. Instead, electronic materials were made available to schools. In addition, the EOC worked with SCDE and the SC State Library to launch a website designed to provide access to online materials that support the content standards.

The EOC has also worked this year to further streamline internal and external communications, continuing the publication a member blog, EOCBiz; setting up a Twitter account to communicate with media and outside groups in particular; and starting a Facebook fan page for the online SC Family-Friendly Standards.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes 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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

As outlined in statute, the charge of the public awareness program is to ?apprise the public of the status of the public schools and the importance of high standards for academic performance for the public school students of South Carolina.? Effectively building and maintaining relationships while striving to keep key constituencies and the public informed and educated are at the core of the program.

A pdf has been sent to Mrs. Melanie Barton which shows the results communicated in the December 2009 publication of the Where Are We Now, 2010 Goal/2020 Vision publication.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

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

Has an evaluation been conducted?

Yes No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

N/A

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)

N/A

Over the past three fiscal years, all programs, agencies and organizations funded with EIA revenues experienced significant reductions in funding.

How have the administration and service delivery of your organization or program been impacted by these reductions. Please describe the impact to students, teachers or schools by addressing the following: (MAX: 7500 characters)

- a. Have fewer students/teachers/schools been served?**
- b. Has quality of services provided been impacted?**
- c. Has the cost per student/teacher/school increased or decreased?**
- d. Has student academic performance been impacted?**

In April 2009, the EOC approved an addendum to the original communications plan, "Making a Communications Impact with Less Money." The recommendations included:

1. Get more out of current resources and leverage the resources available to use free or at low-cost.
2. Foster new collaborations
3. Streamline internal and external communications; and
4. Incorporate multi-media elements, like video and audio, into communications strategies.

Each of the recommendations included specific strategies and action items.

Given the ongoing national recession and its impact on state revenue collections, 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 2010-11? (MAX: 5000 characters)

Following the guidelines outlined in the April 2009 document, further cuts would require an evaluation of paid communications product, such as printed pieces and postage costs. We continue to search for creative ways to capitalize on resources we already have available to us.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2011-12 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? 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 organization or program in meeting its objectives? (MAX: 5000 characters)

The objectives, activities, and priorities outlined in the EOC Communications Plan would continue.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

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Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
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Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).
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THE 2010 GOAL

2009 RELEASE

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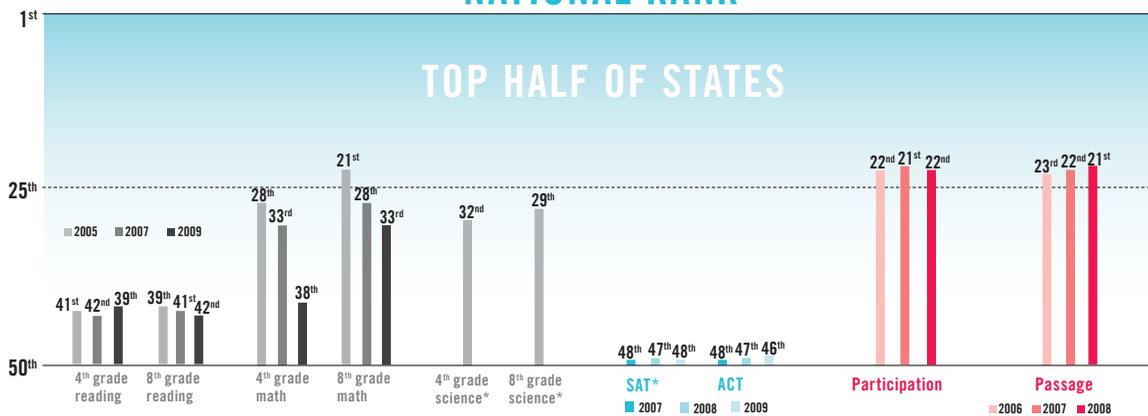
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2009

By 2020, all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

NATIONAL RANK

TOP HALF OF STATES



THE NATION'S REPORT CARD (NAEP)

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SAT AND ACT

Comparing Composite Scores of all 50 States and the District of Columbia

ADVANCED PLACEMENT

Among 50 States and the District of Columbia

ACHIEVEMENT GAP

The gap that exists among students of different demographic and socioeconomic groups

AP PERFORMANCE GAP

(Gap in percentage points of students passing)

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	2008	2009

Progress Was Made

SAT AND ACT (GAP)

(Gap in average math and critical reading score [SAT] and average composite score [ACT])

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White/Hispanic Gap	52	67	79	1.7	1.7	1.9
	*SAT 2002	*SAT 2008	*SAT 2009	**ACT 2002	**ACT 2008	**ACT 2009

* possible 1600 points ** possible 36 points

Note: achievement gap data related to on-time graduation rate and statewide assessments are unavailable at press time.

READING PROFICIENCY

95% of students scoring on grade level at grades 3 and 8 and scoring Basic and above on NAEP at grades 4 and 8, eliminating the achievement gaps.*

NAEP READING PERFORMANCE

2007 NAEP Reading, Grade 4	58%	95%
2007 NAEP Reading, Grade 8	69%	95%

% Basic and above
2020 Vision

NAEP READING ACHIEVEMENT GAPS

Gap in percentage points of students scoring Basic and above

2007 NAEP Reading, Grade 4	31% pts	22% pts	0
2007 NAEP Reading, Grade 8	30% pts	30% pts	0

White/African American Gap
White/Hispanic Gap
2020 Vision

HIGH SCHOOL GRADUATION

88.3% of students will graduate on-time (NGA/USED) and 95% of young people 21 and over will earn a diploma, GED, or SBE-approved occupational certificate for students with severe disabilities.**

ON-TIME GRADUATION RATE

2008 graduation rate***	73.3%
2020 Vision	88.3%

* 2009 PASS data unavailable at press time
** data matched with age current unavailable to calculate percentage
*** as reported on SC 2008 AYP release, SCDE

ON-TIME GRADUATION RATE:

Of the 19 states that reported a graduation rate for the class of 2007-08 using the National Governors' Association cohort rate, SC's reported rate of 73.3% ranks 13th of the 19 states.

For additional information, log on to www.eoc.sc.gov

*SC is one of the five fastest improving systems in the country.



THE 2020 VISION

2009

By 2020, all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

PREPAREDNESS FOR HIGH SCHOOL SUCCESS

85% of graduates will perform at levels for admission to postsecondary education and/or be employed. A measure of workforce readiness will be developed. Achievement gaps will be eliminated.

Of the 38,712 high school completers in 2007-08, 25,880 (66.9%) of the students enrolled in 2008-09 college freshman class in SC or other states. Available data sets, provided by the SCDE, track enrollment, not admittance rates.

SCHOOLS AT RISK

There will be no school in this category.

SCHOOLS RATED AT RISK

Number (%) of schools with Absolute rating of *At Risk*

65 (5.9%)	137 (12.1%)	170 (14.9%)	185 (16.1%)	0
2005	2006	2007	2008	2020 Vision

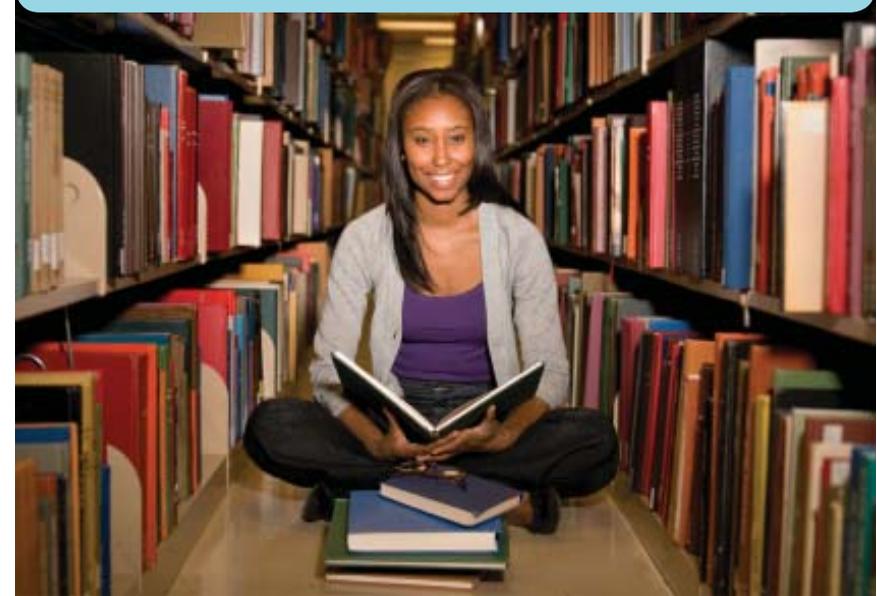
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WHERE ARE WE NOW?

EVALUATING SOUTH CAROLINA'S PROGRESS TOWARD
REACHING THE 2010 GOAL AND
ESTABLISHING A VISION FOR 2020



EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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

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

Code of Laws: (MAX. 100 characters)

Proviso Number: (MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

None

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

- Yes
- No

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.) (MAX 3500 characters)

The long-term mission of the Family Involvement Program is to fulfill the statutory responsibilities assigned to the Education Oversight Committee (EOC) by the Parental Involvement in Their Children's Education Act and by the Education Accountability Act (EAA) as amended by Act 282 of 2008. The laws require the EOC to determine if state and local efforts are effective in increasing parental involvement and to provide resources to assist parents in such efforts. The overriding goal is to evaluate and promote the importance of parental involvement in education in South Carolina and thereby, improve student academic achievement.

Funds appropriated to the Family Involvement Program reinforce the Public Awareness Campaign of the EOC while focusing on the following annual objectives:

1. Analyze and report the results of the prior administration of the annual parent survey to determine trends in parental involvement in public schools and parental satisfaction with public schools.
2. Explain grade-level academic content standards so that parents and families can become familiar with what their child is learning at school and activities to reinforce and support the academic achievement of their child at home. The standards outline state requirements for the learning program of children from grades kindergarten through twelve and describe what students across the state should be able to do in certain subjects.
3. Provide advice on how parents and families can help their children prepare for and achieve academic success in school.
4. Emphasize the importance of making progress toward the 2020 vision for all students, emphasizing the importance of improving reading achievement and of closing achievement gaps.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

The activities related to Family Involvement are coordinated and integrated with the Public Awareness Campaign of the EOC.

For the prior fiscal year, 2009-10, the EOC accomplished the following:

1. Conducted an analysis and published results of the 2009 parent survey.
2. Updated and maintained online resources for parents that encourage parental involvement and that provide tools to reinforce and support learning in the classroom and at home. These resources include the following which are online at www.eoc.sc.gov:

a. Family-Friendly Standards

In cooperation with the South Carolina Department of Education, the EOC updated the Family-Friendly Standards for the 2009-10 and 2010-11 school years. The guide, available for grades Kindergarten through twelve shares important information about the South Carolina Academic Standards and activities, books and websites to reinforce learning.

b. 10 Ways Parents Can Show a Teacher Support Today!

This practical guide to support teaching and learning includes specific suggestions for parents to support the teacher or teachers of their children.

c. Tips to Help Your Children Succeed in School

This pamphlet gives parents advice on how to help their children be successful in school.

For the current fiscal year, 2010-11, the EOC will accomplish the following:

1. Conduct an analysis of the results of the 2010 parent survey.
2. Update and publish on-line parent standards.
3. Design and disseminate, as needed, information to assist parents in becoming more familiar and able to support the learning of their children with specific emphasis on the importance of reading.
4. Engage and work with stakeholder groups, including parents, to understand state aspirations and the tasks necessary to achieve those aspirations.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

1. Published a report, Results and Analyses of the 2009 Parent Survey, which is available at www.eoc.sc.gov.
2. In cooperation with the South Carolina Department of Education, the EOC published and made available to all districts and schools in the state South Carolina Academic Standards -- A Guide for Parents and Families About What Your Child Should be Learning in School this Year for school years 2009-10 and 2010-11 The standards for all four content areas (English/Language Arts, Mathematics, Science and Social Studies) were provided in both English and Spanish versions for the parents of children in grades kindergarten through twelve. The standards were also available at www.eoc.sc.gov and on the website of the State Library.
3. Maintained and updated online resources that give practical advice to assist parents in preparing, motivating and encouraging academic success in school.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes 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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

By law, the EOC has responsibility for evaluating parental involvement efforts in the state. The 2009 annual parent survey, which is administered by the South Carolina Department of Education, is the tool used to measure parental involvement efforts as well as parent satisfaction with public schools. In addition the South Carolina Department of Education has formed the Family and Community Engagement program where parents, educators, business leaders, community leaders, other state agencies, and SCDE staff pool resources and determine the needs of families in South Carolina. An advisory Board has been created and resources provided to assist parents and educators.

The EOC allocates staff and resources annually to analyze the results of the annual parent survey. Last year the results of the 2009 parent survey demonstrated a significant annual increase in parent satisfaction with the three characteristics measured -- the learning environment, home and school relations, and social and physical environment of the school attended by their child or children. Significant change is defined as an annual increase or decrease of three or more percent. Satisfaction is defined as the percentage of parents who agreed or strongly agreed that they were satisfied with the learning environment, home and school relations, and social and physical environment of the school their child attends.

In 2009:

85.5 percent of parents were satisfied with the learning environment of the school attended by their child as compared to 82.3 percent in 2008.

81.4 percent of parents were satisfied with home and school relations as compared to 77.8 percent in 2008;

82.7 percent of parents were satisfied with the social and physical environment as compared to 78.6 percent in 2008

Comparing the 2009 results with the mean satisfaction levels over the prior three years showed the same levels of improvement in parent satisfaction.

While discipline remains an issue to parents, the percentage of parents who believed that students were well-behaved increased from 56.6 percent in 2008 to 61.4 percent in 2009.

Regarding parental involvement, parents responding to the 2009 annual survey reported having levels of parental involvement that were comparable to levels documented in prior parent surveys. Parents identified work schedules as their greatest obstacles to involvement.

The results of the 2009 teacher, parent, and student surveys documented that teachers were overwhelmingly more satisfied with the learning environment and social and physical environment of school than were parents or students. Satisfaction with home and school relations was consistent among parents, teachers, and students.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)**Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?**

Yes

No

If no, why not?(MAX: 100 characters)**Over the past three fiscal years, all programs, agencies and organizations funded with EIA revenues experienced significant reductions in funding.****How have the administration and service delivery of your organization or program been impacted by these reductions. Please describe the impact to students, teachers or schools by addressing the following: (MAX: 7500 characters)**

- a. Have fewer students/teachers/schools been served?**
- b. Has quality of services provided been impacted?**
- c. Has the cost per student/teacher/school increased or decreased?**
- d. Has student academic performance been impacted?**

Appropriations to this initiative, Family Involvement, have declined by 25 percent since Fiscal Year 2007-08. Due to these reductions as well as reductions in the Public Awareness appropriation, printing of the Family Friendly Standards was eliminated and instead the guide made available online from the EOC and the South Carolina State Library websites. Otherwise, all budget reductions were offset by reducing administrative expenditures including staff, travel, purchases, and professional development.

Given the ongoing national recession and its impact on state revenue collections, 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 2010-11? (MAX: 5000 characters)

In the event of a mid-year budget reduction the executive director, in consultation with the staff and EOC members, determines how to absorb the reduction by prioritizing expenditures and projects across all functions. The EOC determines which functions are statutorily required and which functions are necessary to meet the objectives of the agency as determined by the EOC at its annual retreat in August. The agency then reallocates available resources accordingly.

A 5 percent reduction in the Family Involvement line item appropriation in Fiscal Year 2010-11 could be absorbed through reductions in administrative expenses.

A 10 percent reduction in the Family Involvement line item appropriation, coupled with a comparable reduction in the Public Awareness line item appropriation, would result in a reduction in staff time working on analyses. The EOC would also seek ways to incorporate the

activities with the work of other agencies such as the SC State Library and the South Carolina Department of Education through the Family and Community Engagement Program.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2011-12 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? 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 organization or program in meeting its objectives? (MAX: 5000 characters)

The objectives, activities, and priorities of this program would not be impacted.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

The mid-year EIA reduction of August 15, 2008 resulted in a \$1,104 reduction to the Family Involvement Program. The program will absorb the reduction in Fiscal Year 2009-10 with no impact on the program's abilities to meet its objectives.

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).
This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

1A.45. and 1A.48. of the 2010-11 General Appropriations Act

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

There are regulations relative to the program components and providers but not to the evaluation.

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

- Yes
- No

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.) (MAX 3500 characters)

In Fiscal Years 2007-08 through 2009-10, EIA revenues appropriated to the EOC for the four-year-old evaluation were used to evaluate the Child Development Education Pilot Program (CDEPP). The goal of CDEPP is to address school readiness of children in poverty. Eligible for the program are children who are four years of age, who participate in either Medicaid or the federal subsidized lunch program or both and who reside in the Abbeville v. the State of South Carolina plaintiff districts. Children may enroll in a CDEPP-approved public school or private child care center.

The annual evaluation of CDEPP provides information to determine effective implementation and impact of the program. The key component of the evaluation is a longitudinal analysis of developmental and academic progress of individual children participating in the program. Annually, the results of the evaluation are published along with recommendations for improving the delivery and effectiveness of the program.

Per provisos in the 2010-11 General Appropriations Act, funds appropriated to the EOC for the evaluation in the current fiscal year are to be transferred to the Office of First Steps to School Readiness to "serve students in the CDEPP program." Consequently, the assessment of children participating in the program will not be conducted in the current fiscal year.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

In the prior fiscal year the EOC contracted with the University of South Carolina to serve as a partner in the CDEPP evaluation. The EOC defined data needed, developed collection procedures and worked with participating agencies and state offices to design and implement the evaluation. The evaluation was authorized and defined by proviso 1.62. of the 2009-10 General Appropriations Act with the report, its findings and recommendations published in January of 2010. Individual student assessments over time are the key components of the evaluation. The longitudinal analysis documents the long-term effectiveness of the program on developmental and academic progress of children participating in the program.

The 2010 Evaluation Report, which is available on the EOC website, included information on:

- student enrollment;
- program expenditures;
- individual student assessments;
- teacher qualifications;
- professional development and technical assistance;
- a survey of CDEPP coordinators; and
- program expansion and funding in future years.

With regard to individual student assessments, the report found modest and meaningful improvements in school readiness for children who had been enrolled in CDEPP. And, as has been consistently documented in prior evaluations, children in CDEPP started preschool at a lower skill level than their non-CDEPP peers.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

In the prior fiscal year the EOC published an evaluation report that focused on implementation of CDEPP in the third year of the pilot program, 2008-09. The full report is available online at www.eoc.sc.gov. The 2010 CDEPP evaluation documented the following findings:

1. CDEPP has successfully attracted parents and providers into the program. In the 35 school districts and 42 private child care centers participating in the program, 78 percent of 4-year-olds at-risk for school failure due to poverty are being served with a publicly-funded pre-kindergarten program. In all other school districts, only 57.2 percent of the 4-year-olds at-risk due to poverty are being served with a publicly-funded program.

2. In 2008-09 a total of 4,318 CDEPP-eligible students were served in CDEPP classrooms -- 3,859 in public schools and 459 in private child care centers. Total program expenditures for CDEPP were \$19.9 million in FY2008-09. The total direct and indirect costs of administering CDEPP increased by 15 percent at the Office of First Steps to School Readiness (OFS) and by 5 percent at the South Carolina Department of Education (SCDE).

3. Projections of the numbers of 4-year-olds and the numbers of 4-year-olds at-risk of school failure due to poverty by county through 2011-12 indicated that the overall number of 4-year-olds is projected to increase by 6.7 percent by 2012, and the percentage of 4-year-olds at-risk due to poverty is projected to increase by 4.9 percent by 2012. However, some counties will actually experience declines.

4. Although OFS and SCDE have made extensive efforts to improve data collection, problems remain with the completeness and accuracy of the data needed both to administer and evaluate the program.

5. A survey of CDEPP coordinators in school districts found that: (1) coordinators have multiple responsibilities; (2) recruitment of children and families into CDEPP is generally a school function; (3) DSS licensure is an administrative rather than financial challenge; (4) districts have sufficient funding for supplies and materials, transportation and professional development; (5) the cost of retrofitting playgrounds was the greatest initial cost of implementing CDEPP and was not adequately covered by the \$10,000 grant; and (6) approximately 26 percent of the survey respondents noted that there was no collaboration with other early childhood programs.

6. A review of the professional development and technical assistance reveals that, most often, SCDE and OFS implement separate programs supporting their respective CDEPP personnel.

7. Analyses by income level of statewide data and the data from CDEPP-implementing districts indicated that students from lower-income families (free- or reduced-price lunch and/or Medicaid eligible) had significantly lower DIAL-3 pretest scores than students from higher-income families (pay lunch, not Medicaid eligible). This finding suggests that targeting students for preschool program services based on family income is an effective way to serve many children who have significant developmental needs. However, screening assessments such as the DIAL-3 also are needed to identify students having developmental delays who need additional diagnosis and educational services, regardless of family income.

8. In 2007-08 and 2008-09 individual assessments of kindergarten children showed modest and meaningful improvements in school readiness for children who had been enrolled in CDEPP. No consistent differences across time between children served in public and private CDEPP providers have been found.

9. With respect to CDEPP classroom quality as measured on the Classroom Assessment Scoring

System (CLASS), findings indicate that future professional development for the CDEPP workforce should focus on enhancing instructional support with improvements in teaching-child interactions that target (a) the conceptual development of children, (b) enhanced teacher feedback for student learning, and (c) increased teacher encouragements for children to use language.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes 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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

The impact of the CDEPP evaluation on public policy is one measure of the success of the evaluation. The 2010 evaluation report recommended the following to improve the effectiveness of the program:

1. Continue funding of the program;
2. Prepare for the future expansion by utilizing experiences and expertise of individuals who led efforts to expand CDEPP in public and private centers;
3. Require greater collaboration at the state level to administer the program;
4. Encourage greater collaboration at the local level to address transportation issues and professional development needs of CDEPP personnel;
5. Engage higher education by establishing a Center of Excellence for Professional Development to Enhance the Recruitment and Retention of Preschool Teachers in state funded pre-kindergarten programs for children at risk for school failure in South Carolina; and
6. Consolidate all funds for early childhood education in the Education Improvement Act budget and streamline funding by eliminating the \$2,500 per class allocation for supplies and materials and by increasing the per child reimbursement rate by \$125 for the cost of supplies and materials.

For the 2010-11 school year, the General Assembly continued funding of the program and amended the reimbursement system to allocate funds for direct services to children as recommended by the evaluation. Funds for the provision of supplies and materials which had previously been allocated by classroom were consolidated and added to the per child reimbursement rate. Funds for the program were moved from the General Fund to the EIA, where the half-day program for at-risk four-year-olds has historically been funded. Finally, the evaluation showed consistently that targeting students for preschool program services based on family income is an effective way to serve many children who have significant developmental needs. However, screening assessments such as the DIAL-3 also are needed to identify students having developmental delays who need additional diagnosis and educational services, regardless of family income. The program was amended to allow that by October 1 of the school year if 75 percent of the total number of eligible CDEPP children in a district or county is projected to be enrolled in a publicly funded preschool program, then CDEPP providers may enroll pay-lunch children who score at or below the 25th national percentile on two of the three DIAL-3 subscales and may receive reimbursement for these children if funds are available.

A second measure of the evaluation's impact will be the long-term impact of CDEPP on the developmental and academic progress of children who participated in the program. A key component of the evaluation is a data set of children who participated in CDEPP over time and who were involved in the longitudinal assessment. Having the data will enable the EOC to track the performance of these children over time.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

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

Has an evaluation been conducted?

Yes No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

not applicable

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)

not applicable

Over the past three fiscal years, all programs, agencies and organizations funded with EIA revenues experienced significant reductions in funding.

How have the administration and service delivery of your organization or program been impacted by these reductions. Please describe the impact to students, teachers or schools by addressing the following: (MAX: 7500 characters)

- a. Have fewer students/teachers/schools been served?
- b. Has quality of services provided been impacted?
- c. Has the cost per student/teacher/school increased or decreased?
- d. Has student academic performance been impacted?

Annually, the design and cost of the evaluation were negotiated with the University of South Carolina. Prior to the current fiscal year, mid-year reductions were absorbed internally by the agency.

Given the ongoing national recession and its impact on state revenue collections, 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 2010-11? (MAX: 5000 characters)

Per provisos in the 2010-11 General Appropriations Act, funds appropriated to the EOC for the evaluation in Fiscal Year 2010-11 are to be transferred to the Office of First Steps to "serve students in the CDEPP program." Technically, the South Carolina Department of Education is the fiscal agent for the Office of First Steps. In the current fiscal year, any mid-year EIA reductions to the line item will reduce the amount of funds transferred to the Department of Education.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2011-12 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed?

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 organization or program in meeting its objectives? (MAX: 5000 characters)

In Fiscal Year 2011-12, if the General Assembly transfers the funds for the four-year-old evaluation to CDEPP, then the EOC has no authorization over the expenditure of these funds.

If the General Assembly funds the four-year-old evaluation, then the EOC will work with the University of South Carolina to conduct an independent evaluation of CDEPP, including individual student assessments and continued tracking of children who participated in CDEPP across time.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

The first cohort of students who participated in CDEPP will be third graders in the current fiscal year. Because children who participated in CDEPP were assigned unique student identifiers, it will be possible to track these students, as well as other cohorts, throughout time. The EOC proposes analyzing the third grade PASS scores of these students, linking PASS performance with the children's CDEPP performance as well as to other indicators such as teacher qualification, school instructional practices, attendance, etc.

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).
This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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

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

Code of Laws: (MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

1A.39

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

None exists. WIN has line item appropriation only.

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

- Yes
- No

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.) (MAX 3500 characters)

The Writing Improvement Network (WIN) serves as a professional development resource for South Carolina (SC) K-12 teachers. WIN uses teacher experts to provide training in the implementation of research-based best practices in teaching students to become better readers and writers and provides guidance in choosing professional development and classroom resources.

WIN's objectives are to 1) inform SC's public schools of WIN's purposes and activities; 2) become involved with other education-related agencies and projects that affect English Language Arts (ELA) instruction; 3) develop a technical assistance plan that focuses on ELA academic standards of greatest need by analyzing available data; 4) collaborate with teachers to develop instructional strategies and materials to improve ELA instruction for all students with emphasis on underperforming schools (determined by SC's annual report card); and 5) provide professional development based on current research.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

Primary activities, 2009-10:

1. Reviewed, revised, and/or developed ELA curriculum materials as requested by the Office of Standards and Support.
2. Reviewed, revised, and/or developed ELA benchmark assessment items for grades 6-8 as requested by the Office of Standards and Support.
3. Provided 4 day-long sessions on learning how to use the 15-point writing rubric and associated instructional strategies to SCDE ELA associates and Literacy Coaches.
4. Provided year-long, onsite technical assistance to St. George Middle School. underperforming schools/districts as requested
5. Provided half-day and full-day PASS Writing workshops for Anderson 5 elementary and middle school ELA teachers.
6. Provided full-day PASS Writing workshop for Lexington 3 elementary teachers.
7. Provided full-day Voice in Writing workshop for Anderson 5 high school ELA teachers.
8. Provided 3 half-day Traits of Writing workshops for Scotts Branch Middle School content area teachers.
9. Provided 2 full-day HSAP Writing workshops for Allendale-Fairfax High School ELA teachers.
10. Provided half-day assessment workshop for ELA middle and high school teachers in Lexington 5 in collaboration with Dr. Steven Lynn, director of English 101 at the University of South Carolina.
11. Provided 4 day-long Saturday sessions (September 2009-March 2010) to middle school ELA teachers from Richland 1, Sumter 2, and Sumter 17 as part of WIN's ongoing collaboration with Benedict College in The Writers' Edge project.
12. Developed thematic instructional units for grades 4, 5, 6, 7, 8, 10, 11, and 12 to be used with teachers in workshop sessions conducted by WIN consultants.

Primary Activities, 2010-11:

1. Provide half-day and day-long sessions on Using PASS and HSAP Data to Inform Instruction to schools/districts as requested.
2. Provide half-day session on Using PASS Data to Inform Instruction to ELA District Coordinators.
3. Provide a semester-long professional development project for Spartanburg 7 elementary, middle, and high school ELA teachers to include analysis/review of Spartanburg 7 District Writing Plan, facilitation of plan roll-out, understanding how to use the 15-point rubric to score student responses and inform instruction.
4. Provide a semester-long professional development project for Charleston elementary ELA teachers to include Using PASS Writing Data to Inform Instruction; Understanding How to Use the 15-point Rubric; Developing Anchor Papers for District Scoring; and Developing Instructional Strategies and Classroom Assessments That Align to the Rigor of SC's ELA Standards/Indicators.
5. Provide 2 full-day sessions for teachers at the Department of Juvenile Justice to include literacy instructional strategies in all content areas and literacy demonstration lessons with students.
6. Provide full-day sessions for up to 4 Palmetto Priority Schools. The number of sessions and specific schools to be determined in collaboration with SCDE.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

WIN consultants conducted 31 workshops in 2009-2010 related to PASS Writing, scoring, student assessment, or targeted professional development based on school and student needs.

Approximately 270 teachers representing 10 school districts were served through school-based and teacher-targeted initiatives. Teachers and related personnel in three schools/school districts participated in a one-day workshop. Teachers in one school participated in a two-day workshop, and teachers in three schools participated in more intensive services that spanned between three and six days. WIN staff continued to serve in a leadership role in a project facilitated by Benedict College that served a cohort of 27 teachers representing three districts. Four workshops were held during the 2009-10 academic year with this cohort to build upon a 10-day summer workshop held in 2009. In addition, a professional development workshop was conducted with Columbia Area Reading Council.

More than 30 English/language arts staff and literacy coaches from the Office of Standards Support with the South Carolina Department of Education received training to assist with their field work. Curriculum units for grade 6 (3rd nine weeks) and grade 8 (third nine weeks) were revised, and approximately 220 benchmark items were developed or revised.

Approximately 10 University of South Carolina (USC) students received individualized tutoring and technical assistance from WIN consultants to improve their PRAXIS scores, and two workshops related to student assessment were conducted that served approximately 50 pre-service teachers at USC.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes 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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

WIN realized the following outcomes during 2009-10: 1) provided useful, relevant, and practical information to 270 teachers and related personnel in 10 school districts regarding teaching English/language arts aligned with South Carolina standards, 2) collaborated with the South Carolina Department of Education to enhance ELA instruction and assessment, and 3) used participant feedback, participant observation, and information from stakeholders to reexamine and redefine technical assistance and consultation services provided by WIN. Outcomes such as impact on student achievement are difficult to ascertain based on intensity of WIN services resulting from strained professional development budgets of schools and the occurrence of multiple interventions in high-needs school districts. In 2010-2011, WIN is seeking to provide higher intensity technical assistance to schools and is currently collecting baseline PASS Writing data from schools seeking WIN services.

End-of-workshop evaluations were collected from participants in a sample (6) of the approximately 26 WIN workshops that occurred in 2009-10. Of the five workshops that collected information about the worth of the project, 100% of participants from Scott's Branch (3-day workshop) and Batesburg-Leesville (1-day workshop) indicated that the workshops were probably or definitely worth their time, 90% of the Anderson 5 Pass Writing Grade 8 (1-day workshop) participants indicated that the workshop was probably or definitely worth their time, 96% of the Anderson 5 Voice in Writing (1-day workshop) participants indicated that the workshop was probably or definitely worth my time, and 84% of the PASS Writing Grade 3-5 (1-day workshop) participants indicated that the workshop was probably or definitely worth my time. Participants were asked to provide a one-word description of the workshop. Approximately 75% of the words used to describe the workshop were positive, 3% of the words were neutral, and 22% of the words were negative. Two of the five workshops (Scott's Branch and Batesburg-Leesville) that collected this information received no negative descriptor words. Tables 1-15 provide detailed results from the closed-ended items on the evaluation surveys. A 2-day workshop conducted in Allendale used a different assessment tool that focused on four primary items. Approximately 81% of the participants rated the workshops as "Excellent" (7 on a 7-point scale) and 19% rated the workshops as "Very Good" (6 on a 7-point scale). Two participants requested a follow-up workshop with one commenting, "Have a follow-up as soon as possible!" Table 16 provides the detailed results related to this 2-day workshop.

Additional survey items sought information about strong and weak points of the session. Among the five sessions that collected this information, participants often cited the 1) provision of examples and targeted strategies, 2) knowledge of the presenter, 3) organization of the material/presenter, and 4) usefulness of the information among the strong points of the sessions. Weak points of the session were often categorized as 1) length (too long or too short) and 2) receptiveness of material based on other professional development completed. Across all workshops, time was cited most frequently as the greatest obstacle in the implementation of the material presented.

The South Carolina Department of Education invited WIN to collaborate on two projects. WIN reviewed and revised curriculum materials and assessment items to be more aligned with the South Carolina Academic Standards for English Language Arts (2008). In addition, a South Carolina Department of Education video-based professional development series focused on improving ELA and math instruction includes content developed and implemented by WIN. This session continues to be used in school districts and schools across South Carolina. It is difficult to determine the results of this work because data related to its use and impact on schools, teachers, and students cannot be easily quantified and disaggregated from other state and district-level interventions.

Based on feedback and examination of professionals involved in WIN services, WIN began an organizational review process during 2009-2010. Participants in WIN workshops continuously

request strategies that they can immediately use in their classroom. In addition, participants cite time as the main obstacle in developing and implementing new strategies. WIN consultants realized that teachers are often unaware of how to interpret and effectively use PASS data to enhance their instruction. As a result, WIN has redesigned much of its professional development to focus on working with teachers and related personnel to understand and use school-based PASS English/language arts data to inform instruction. WIN consultants will analyze school-based PASS data, explain results to participants, and provide specific strategies based on data targeted at improving student achievement.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

1. Maintain WIN professional staff at current levels. Demand for WIN's services remains high, and as the new state testing instrument is developed it is likely that WIN's services will be needed to assist schools in understanding the instrument and adjusting curricula to its requirements, as well as continuing to meet present needs.

2. Continue future WIN services with the emerging new state instrument.

3. Expand the reach and service provided by the AdNet. Although state administrators are becoming increasingly better informed about the best practice in teaching of writing, many still do not know what resources are available or how to best adapt resources to their local needs. Leadership plays an important part in the reform of curriculum, and leadership cannot exist in the absence of information.

4. Expand the WIN homepage on the Internet to include the following: a) online registration and hotel forms for WIN conferences; b) an online version for South Carolina Writing Teacher; c) press release and news of interest to the profession; d) links to related sites on the World Wide Web, for example, those maintained by the South Carolina Department of Education, the National Writing Project, the National Council of Teachers of English, National Public Radio, South Carolina Educational Television, etc.; and e) a "Dear WIN" email link for teachers, administrators, and students who have questions about WIN and its services.

5. Where appropriate, disseminate exemplary district curriculum guides and similar documents that might be of interest and/or use to schools throughout the state. This might be accomplished through the WIN site on the World Wide Web, for example.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)

Can provide hard copy.

Over the past three fiscal years, all programs, agencies and organizations funded with EIA revenues experienced significant reductions in funding.**How have the administration and service delivery of your organization or program been impacted by these reductions. Please describe the impact to students, teachers or schools by addressing the following: (MAX: 7500 characters)**

- Have fewer students/teachers/schools been served?**
- Has quality of services provided been impacted?**
- Has the cost per student/teacher/school increased or decreased?**
- Has student academic performance been impacted?**

WIN's July 2008 appropriation was \$271,648. The following items were budgeted based on this

original amount: \$212,324 (salaries and fringe for 3 full-time staff and 3 part-time staff); \$26,830 (general office operating expenses), \$16,900 (travel); and \$1010 (professional organization membership dues); and \$14,584 (expenses associated with the Fall Writing Conference).

WIN's funds were reduced as follows: \$7,028 (August); \$22,105 (October); \$6,043 (November); \$5,648 (December); and \$4,400 (March). These reductions totaled \$45,224.

WIN absorbed the loss of these funds as follows: reduced and/or eliminated general office operating expenses to \$9,823 (saved \$17,007); reduced and/or eliminated travel reimbursements to \$3,100 (saved \$13,800); and canceled the Fall Writing Conference (saved \$14,584).

In addition to the schools/districts that request WIN's services, the South Carolina Department of Education (SCDE) frequently contracts with WIN to assist its staff with professional development and with development of instructional materials. Of WIN's full-time staff, only two are educators. Therefore, WIN hires retired teachers as part-time staff to serve as consultants and assist with professional development services as needed. To pay consultants for their services, WIN has charged the SCDE and schools/districts for these services on a cost-share basis, meaning that WIN has used part of its annual appropriation to pay the consultant's daily rate. The balance of the consultant's daily rate has been paid with the fees charged to the SCDE or school/district.

As a result of funding reductions in FY 2008-09 WIN was no longer able to offer its services on a cost-share basis. Therefore, WIN had to increase the consultants' daily rate to compensate for the loss of these funds.

Additionally, last year WIN learned that the University of South Carolina (USC), WIN's fiscal agent, assesses a 26% fee for any Federal funds (e.g., Title 1 funds, School Improvement Funds [SIF], American Recovery and Reinvestment Act (ARRA) funds, Improving Teacher Quality [ITQ/TQ] grant funds) that SCDE and schools/districts use to pay for WIN's services. Therefore, WIN must increase its professional development fees to absorb the 26% assessment if the SCDE or schools/districts use these Federal funds. Several schools/districts, as well as the SCDE, decided not to contract with WIN once they learned of this 26% fee.

Given the ongoing national recession and its impact on state revenue collections, 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 2010-11? (MAX: 5000 characters)

WIN's July 2010 appropriation was \$215,862. The following items were budgeted based on this original amount: \$126,583 (salaries and fringe for the WIN director, \$80,464 and salaries and fringe for the administrative assistant, \$46,226); \$57,461 (salary and fringe for WIN's early childhood/elementary specialist); \$5,200 (general office operating expenses); \$1,500 (consultant fee for technical assistance with data calculations for this report); \$5,000 (consultant fee for Year 1 of external evaluation). A total of \$195,744 has been currently budgeted for these expenditures.

A 5% reduction of WIN's current appropriation would be approximately \$10,750.

A 10% reduction of WIN's current appropriation would be approximately \$21,501.

WIN has anticipated the potential of a 5% reduction with the following reductions and/or eliminations: \$10,138 (15% reduction in salary and fringe for the early childhood/elementary specialist, who is a State retiree; reduction based on 2008-09 salary and fringe of \$67,599); \$612 (reduction in general office operating expenses). WIN has already eliminated all travel reimbursements for part-time consultants. The Fall Writing Conference has been canceled indefinitely.

A 10% reduction in WIN's current appropriation would result in the following reductions and/or

eliminations: \$8,043 (10% reduction in salary and fringe for WIN director); \$3,692 (8% reduction in salary and fringe for administrative assistant); \$10,138 (15% reduction in salary and fringe already taken by early childhood/elementary specialist). General office operating expenses would not have to be reduced in this scenario.

As previously noted, WIN increased its fees for professional development services to compensate for reductions in FY 2008-09 funding and to absorb the 26% fee USC assesses for Federal funds. With its already reduced appropriation for 2009-10, WIN will again have to increase its fees if additional reductions are imposed. Monies collected from increased fees will be used to supplement (1) any salary reductions taken by WIN's director and administrative assistant and (2) general office operating funds.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2011-12 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? 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 organization or program in meeting its objectives? (MAX: 5000 characters)

If funding for FY 2011-12 remains the same as its funding for FY 2010-11, WIN can function, minimally, as described in the previous two sections. During FY 2010-11, WIN will explore possibilities for offering its services through video-streaming, Webinars, and video recording workshops onto CDs/DVDs. WIN will consult with the EOC to determine if fees can be charged for video-streaming sessions and Webinars and if workshop CDs/DVDs can be sold to compensate for reduced appropriations. WIN also is exploring the possibility of developing instructional materials and producing these materials in hard-copy ("workbooks") and electronic form (mini flash drive). WIN will consult with the EOC to determine if these instructional materials can be sold to compensate for reduced appropriations.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

WIN will continue to devote 100% of its funds to professional development. Unfortunately, WIN's funds have been cut considerably. With these limited funds, WIN will provide 75% of its professional development services to "under-performing" schools identified by the SCDE. The remainder of WIN's funding will be used to provide professional development services to other schools/districts as requested. As was true in 2009, WIN continues to be unable to provide materials to teachers and students with whom WIN works. Additionally, WIN consultants will continue to attend instate and out-of-state conference sessions to keep abreast of best practices that they subsequently share with teachers and students, as well as to conduct sessions at these conferences in order to share information and promotes WIN's services. However, WIN consultants will continue to attend these conferences at their own expense. Although WIN will reimburse consultants for mileage and meals, consultants working consecutive days at a school more than 50 miles from their homes will not be reimbursed for lodging. If funds are available, the Director will be reimbursed for travel expenses (lodging, meals, and mileage) when she works with schools. Beginning in 2009, WIN discontinued the Fall Writing Conference. Instead, WIN planned to offer a day-long "Mini-Conference" each semester, featuring a morning keynote from a nationally-known expert in ELA and afternoon workshops conducted by WIN consultants. WIN scheduled and promoted a spring mini-conference for administrators. Although the registration fee was only \$50 and included lunch, only 5 administrators registered. Therefore, WIN had to cancel the conference.

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).
This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

**South Carolina Writing Improvement Network
Workshop Evaluation Results**

Table 1
Results from Anderson 5 PASS Writing Workshop, Grades 3-5

Item #	n	Strongly Disagree	Disagree	Agree	Strongly Agree
1	87	2	9	33	43
2	87	5	15	20	47
3	87	6	15	27	39
4	87	4	18	26	39
5	86	1	10	26	49
6	87	2	12	26	47
7	87	1	9	25	52
8	87	6	16	25	40
Percent		3.88	14.96	29.93	51.22

Table 2
One-Word Description of Anderson 5 PASS Writing Workshop, Grades 3-5

Type of Word	Number	Percent
Positive (e.g., helpful, informative)	23	79.31
Negative (e.g., boring, redundant)	6	20.69

n=29 (those who provided comment)

Table 3
Overall Rating from Anderson 5 PASS Writing Workshop, Grades 3-5

Overall Rating	Number	Percent
Not Worth My Time	14	16.47
Probably Worth My Time	39	45.88
Definitely Worth My Time	14	37.65

Table 4
Results from Anderson 5 PASS Writing Workshop, Grade 8

Item #	n	Strongly Disagree	Disagree	Agree	Strongly Agree
1	29	0	1	8	20
2	28	1	2	12	13
3	29	0	1	10	18
4	29	0	1	11	17
5	29	0	0	11	18
6	29	0	0	9	20
7	29	0	1	9	19
8	28	0	3	9	16
Percent		0.43	3.91	34.35	61.30

Table 5

One-Word Description of Anderson 5 PASS Writing Workshop, Grade 8

Type of Word	Number	Percent
Positive (e.g., excellent, useful)	15	62.50
Negative (e.g., long, too time consuming)	8	33.33
Neutral (e.g., okay)	1	4.17

N=24 (those who provided comment)

Table 6

Overall Rating from Anderson 5 PASS Writing Workshop, Grade 8

Overall Rating	Number	Percent
Not Worth My Time	3	10.34
Probably Worth My Time	10	34.48
Definitely Worth My Time	16	55.17

Table 7

Results from Anderson 5 Voice in Writing Workshop, Grades 9-12

Item #	n	Strongly Disagree	Disagree	Agree	Strongly Agree
1	24	1	0	7	16
2	25	1	2	12	10
3	25	1	0	8	16
4	25	1	1	4	19
5	25	1	0	4	20
6	25	1	0	4	20
7	25	1	0	4	20
8	25	1	1	6	17
Percent		4.02	2.01	25.13	68.84

Table 8

One-Word Description of Anderson 5 Voice in Writing Workshop, Grades 9-12

Type of Word	Number	Percent
Positive (e.g., fantastic, interesting)	8	66.67
Negative (e.g., tedious, redundant)	4	33.33

n=12 (those who provided comment)

Table 9

Overall Rating from Anderson 5 Voice in Writing Workshop, Grades 9-12

Overall Rating	Number	Percent
Not Worth My Time	1	4.00
Probably Worth My Time	12	48.00
Definitely Worth My Time	12	48.00

Table 10

Results from Batesburg-Leesville PASS Writing Workshop

Item #	n	Strongly Disagree	Disagree	Agree	Strongly Agree
1	13	0	0	1	12
2	13	0	0	2	11
3	13	0	0	1	12
4	13	0	0	2	11
5	13	0	0	2	11
6	13	0	0	1	12
7	13	0	0	1	12
8	13	0	0	2	11
Percent		0	0	11.54	88.46

Table 11

One-Word Description of Batesburg-Leesville PASS Writing Workshop

Type of Word	Number	Percent
Positive (e.g., useful, relevant)	8	88.89
Neutral (e.g., boring, redundant)	1	11.11

n=9 (those who provided comment)

Table 12

Overall Rating from Batesburg-Leesville Pass Writing Workshop

Overall Rating	Number	Percent
Not Worth My Time	0	0
Probably Worth My Time	2	15.38
Definitely Worth My Time	11	84.62

Table 13

Results from Scott's Branch Traits of Writing Workshop

Item #	n	Strongly Disagree	Disagree	Agree	Strongly Agree
1	14	0	0	7	7
2	14	1	0	7	6
3	14	0	0	6	8
4	14	0	0	4	10
5	14	0	0	3	11
6	14	0	0	2	12
7	14	0	0	2	12
8	13	0	0	1	12
Percent		0.9	0	28.83	70.27

Table 14

One-Word Description of Scott's Branch Traits of Writing Workshop

Type of Word	Number	Percent
Positive (e.g., engaging, great)	7	100
Negative	0	0

n=7(those who provided comment)

Table 15

Overall Rating from Scott's Branch Traits of Writing Workshop

Overall Rating	Number	Percent
Not Worth My Time	0	0
Probably Worth My Time	2	14.29
Definitely Worth My Time	12	85.71

Table 16

Results from Allendale Writing Improvement Workshop, Grades 9-12

Item #	n	Weak To Good (1 to 5)	Very Good (6)	Excellent (7)
1	9	0	2	7
2	9	0	1	8
3	9	0	2	7
4	9	0	2	7
Percent		0	19.44	80.56

*Scale of 1(Weak) to 7 (Excellent)

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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

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

Code of Laws: (MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

n/a

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

n/a

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

- Yes
- No

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.) (MAX 3500 characters)

Long-term mission: The South Carolina Geographic Alliance (SCGA) brings the content, concepts, skills, and teaching methods of modern geography, social studies, and science to the K-12 classroom by providing high quality professional development opportunities and materials development for South Carolina educators. It seeks to provide the necessary leadership and support to improve geography, social studies, and science instruction throughout the curriculum and across grade levels. The aim is to enable South Carolina students to be competitive in a global economy and be responsible citizens with the ability to understand and address economic, political, and environmental issues at local, regional, national, and global scales.

Current annual objectives (2010-2011):

Pre-service professional development:

1. Conduct at least 20 workshops at teacher-training institutions (Clemson, Winthrop, USC Aiken, etc).
2. Teach GEOG 710 (Systematic Geography for Teachers) in summer 2010 for at least 10 students at USC Columbia.
3. Teach GEOG 561 (Geographic Concepts for Teachers) in fall 2010 for at least 20 students at USC Columbia.

In-service professional development:

1. Conduct 2011 Summer Geography Institute with an enrollment goal of 15.
2. Conduct two Geofest conferences with a total attendance goal of 350 educators.
3. Conduct at least 20 in-service workshops, including outreach to under-served and under-performing school districts.
4. Conduct at least 10 presentations at professional meetings and conferences. Encourage SCGA members to present teaching strategies as well.
5. Conduct Geographic Information Systems Advanced Teacher Institute during Summer 2011 with enrollment goal of 12. External grant funded project (National Geographic Education Foundation).
6. Conduct Teaching American History workshop with enrollment goal of 40. External grant funded project (US Department of Education).
7. Conduct Humanities workshop with enrollment goal of 50. External grant funded project (SC Humanities Council).

Student Outreach:

1. Implement after-school global positioning system (GPS) program with Boys and Girls Clubs of the Midlands.

Materials Development/Other Projects:

1. Produce a "Immigration/Changing Face of South Carolina" classroom poster for summer 2011 distribution. External grant funded project (SC Humanities Council).
2. Complete Climate Education Inventory for South Carolina. External grant funded project (National Science Foundation).
3. Develop teacher travel opportunities to Peru. External grant funded project (PromPeru).
4. Engage in long-term strategic planning to development vision/objectives for next 15 years. External grant funded project (National Geographic Education Foundation).
5. External funding: write at least two grant proposals to support Alliance activities.

State service:

1. Continue to assist State Department of Education with new Social Studies standards revision/implementation process.

National/International service:

1. Continue editing the Journal of Geography. Dr. Mitchell is the editor of this scholarly, peer-reviewed journal, the premier outlet for research advancements in geographic education.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

In the prior fiscal year (2009-2010), the Alliance conducted the following program activities to reach our objectives:

Pre-service professional development:

1. Conduct at least 25 workshops at teacher-training institutions.

Status of goal: ACHIEVED. 30 workshops conducted at 13 different institutions for 578 students (10% increase).

2. Teach GEOG 710 (Seminar in Geography Education) in summer 2009 for at least 10 students at USC Columbia.

Status of goal: ACHIEVED. 16 students enrolled.

3. Teach GEOG 561 (Geographic Concepts for Teachers) in fall 2009 for at least 15 students at USC Columbia.

Status of goal: ACHIEVED. 37 students enrolled.

In-service professional development:

1. Conduct 2010 Summer Geography Institute with an enrollment goal of 15.

Status of goal: PARTIALLY ACHIEVED. Institute conducted, but with 13 enrolled.

2. Conduct two Geofest conferences with a total attendance goal of 350.

Status of goal: PARTIALLY ACHIEVED. Two Geofest conferences conducted with 290 attendees. Attendance numbers have been flat during the economic downturn. Several districts paid the registration fee in the past and are unable to do so now. The second meeting also had lower attendance due to a major snowstorm.

3. Conduct at least 25 in-service workshops.

Status of goal: PARTIALLY ACHIEVED. 20 workshops were conducted for 369 educators.

4. Conduct at least 10 presentations at professional meetings and conferences. Encourage SCGA members to present teaching strategies as well.

Status of goal: ACHIEVED. 28 presentations made with 1,389 in attendance.

5. Conduct Geographic Information Systems Advanced Teacher Institute.

Status of goal: ACHIEVED. The Verizon Foundation funded an advanced one-week institute on geospatial technologies for 10 teachers in June 2010.

6. Conduct Advanced Placement Human Geography Workshop (APHG).

Status of goal: ACHIEVED. 25 teachers attended this workshop in January 2010.

7. Conduct Teaching American History workshop.

Status of goal. ACHIEVED. 40 teachers attended this workshop in June 2010 funded by the US Department of Education.

8. Conduct Geography Action Conference.

Status of goal: ACHIEVED. A jointly held meeting with North Carolina educators was held in October 2009; 32 teachers attended.

Student Outreach:

1. South Carolina Science Fair awards.

Status of goal: ACHIEVED. Five awards were made to students in elementary, middle, and high school to encourage geography research.

2. National Geographic's Giant Map - Edventure Childrens' Museum.

Status of goal: ACHIEVED. 539 students attended in October 2009.

Materials Development/Other Projects:

1. Complete online hazards atlas.

Status of goal: ACHIEVED. Funded by National Geographic, the atlas is available for educators at www.hazardsatlas.org.

2. Complete South Carolina/Africa Rice classroom poster.

Status of goal: ACHIEVED. Funded by Institute for African American Research. Two thousand copies printed for teachers.

3. External Grant Funding - garner outside funds to support Alliance activities.

Status of goal: ACHIEVED. Successes in 2009-2010: National Geographic Education Foundation, Verizon Foundation, Institute for African American Research, U.S. Department of Education.

Misses: Toyota Foundation; Boeing Foundation. We are currently writing three other grant proposals. We must reiterate one major point: external grant monies do not replace state funds.

4. Geography Teacher Grants - award grants for innovative classroom programs.

Status of goal: ACHIEVED. Since 2006 the Alliance has awarded nine grants to teachers for projects out of reach by most districts. For example, in 2009-2010 the Alliance supported two projects, one at Dutch Fork High (Richland) and one at Lemira Elementary (Sumter). All monies to support these grants come from the sale of Alliance materials, not state funds.

State service:

1. Assist State Department of Education with Social Studies Standards update.

Status of goal: ACHIEVED. Dr. Mitchell (Alliance director) served as an external reviewer and as a member of the writing team. This review continues in 2010-2011.

National/International Service:

1. Edit the Journal of Geography.

Status of goal: ACHIEVED. Dr. Mitchell (Alliance director) serves as editor of this internationally recognized, peer-reviewed journal. It is a major achievement to have this journal here in South Carolina.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

All data refer to fiscal year 2009-2010. These program outputs stem primarily from the activities referenced in the previous section.

Overall, the SCGA met the needs of 2,336 educators this past year.

Pre-service professional development:

The SCGA offered 30 pre-service workshops at 13 different teacher-training institutions across South Carolina. The number of pre-service participants was up this year (10% increase) on top of a 19% increase the previous year. Two pre-service courses offered by the University of South Carolina's Department of Geography were also supported by the SCGA. All goals for pre-service professional development were met or exceeded.

In-service professional development:

The SCGA conducted 20 workshops at the school and district level. The number of teachers served, 369, was a decrease from the previous year. Unfortunately, districts across the state have scaled back their professional development opportunities due to the challenging economy. An AP Human Geography workshop exceeded its participant goal (25 attendees) in January 2010. An advanced geospatial technology institute was also held for one week in June 2010 with 10 enrolled. An in-service course for graduate credit was offered at USC Columbia in June 2010, but fell short of its enrollment goal of 15 (13 attendees).

Conference Presentations:

SCGA staff and trained Teacher Consultants present sessions at professional meetings nationally and at the state level; 28 presentations were made during 2009-2010, exceeding our goal of 10 presentations. A major push was made this year to reach educators at conferences rather than individual districts to reduce travel expenses. The SCGA also conducts two professional development meetings (Geofest) in Columbia each February and August. The SCGA was missed its goal of 350 Geofest participants (290 actual). Most professional development conferences had lower attendance this year due to the poor economy. We expect this trend to continue into 2011.

Materials Development:

The SCGA completed the "South Carolina Atlas of Environmental Risks and Hazards" (grant from the National Geographic Education Foundation - \$50K). The SCGA completed a classroom poster on South Carolina Rice Plantations (grant from the Institute for African American Research - \$1,500). The SCGA received a Teaching American History grant (sub-contract partner for \$19K over 4 years) to produce a series of workshops that integrate geography with early American history.

Outreach Trends:

The SCGA seeks to train teachers in all geographic areas of the state. Our outreach over the past five years has taken the SCGA to 52 school districts.

Other major outreach initiatives include:

1. meeting with representatives of New Carolina and the Midlands Education and Business Alliance to showcase geography as an integral part of workforce development.
2. meeting with the South Carolina Home Educators Association to bring geography to students in non-formal school settings.

Overall, SCGA workshop attendance in 2009-2010 saw a 5% decrease. As the SCGA still provided the same outreach opportunities, we attribute this decrease to the poor economy.

Please use this box below to upload any supporting documents related to deliverables and outputs (.

xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes 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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

As reported in last year's program report, a number of quantitative and qualitative measures exist to describe the outcomes of this program:

1. Social Studies Supervisors Survey

Given that test data specific to geography are unavailable, the SCGA conducted a survey of the South Carolina Social Studies Supervisors Association membership in 2008 to ascertain whether this program's materials and professional development training are seen as positively improving teacher's instruction and subsequently student understanding and achievement. The results indicate:

a. 79% of respondents believe that teachers who have attended SCGA workshops deliver a higher quality of instruction to their students

b. on a scale of 1 (low) to 5 (high), satisfaction with SCGA workshops was rated 4.52/5.00

c. 75% of respondents believe that teachers who use SCGA materials deliver a higher quality of instruction to their students

d. on a scale of 1 (low) to 5 (high), satisfaction with SCGA materials was rated 4.68/5.00

2. Membership

The simplest outcome measure is Alliance membership. There are 11,073 SCGA members. This number continues to grow as educators become aware of our workshops, materials, and course offerings. Many pre-service members join specifically to align themselves with a professional education organization as they begin their careers. These increasing numbers indicate a level of satisfaction in what we provide. An additional number utilized the materials available on our website.

3. Workshop Attendance

This past year the SCGA served 2,336 educators with its workshops and conference presentations. Attendance figures, as discussed previously in this program report, indicate that we are successfully reaching large numbers of teachers on an annual basis. We would not be able to continue this progress if our primary product - specifically professional development for teaching geography and the social studies - was not of high quality and relevant to the standards and the content taught in the classroom.

4. Product Distribution

In addition to professional development, the SCGA creates classroom materials that fill instructional gaps, specifically materials related to teaching about South Carolina. For example, the SCGA has produced a 40 page atlas of South Carolina geared toward 3rd and 8th grade instruction. The SCGA has distributed over 29,000 copies of this standards-aligned teaching tool within the past five years. The enthusiastic reception of this product by teachers and district personnel, similar to that for our poster and CD-ROM series, suggests that the SCGA is making an impact on the education of South Carolina's students.

5. Academic Literature

An academic literature does exist to support the professional development and materials model employed by the SCGA. Tesenair (1998), in his assessment of SCGA programs, found that after SCGA training teachers were able to relate geography to other disciplines, move away from geography as just a 'subject', and were able to relate geography to real-life experiences. Furthermore, the vast majority of teachers believed that SCGA activities greatly benefited their professional development. A statistically significant number of SCGA trained teachers also were found to have a greater number of professional affiliations compared to a control

group. We find this to be true today, counting SCGA trained teachers among the leadership of the South Carolina Council for the Social Studies, the National Council for Geographic Education, the South Carolina Council for History Education, and as a member of the Education Oversight Committee.

Participants in SCGA activities are motivated to assess their instruction, improve their instruction, and serve as leaders and models for other educators.

6. Evaluations

The effectiveness of SCGA activities is also evident in the evaluations by participants. Evaluations are available for review, if requested.

Attachment: Effectiveness Measures

The attached file shows the geographic extent of SCGA programs, the number of educators served, an evaluation synopsis, and a list of external grants received in addition to state funding.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

As reported in last year's program report, the Geographic Alliance requests attendee feedback for each of our courses and conferences. We provide Likert-like scaled questions as well as open-ended free response opportunities. The Alliance uses this information to tailor future workshop topics and refine our presentations. The space provided here precludes a full listing of these evaluations, but we are able to provide complete evaluations to the EOC (digital or hard copy) upon request. A survey of the South Carolina Social Studies Supervisors Association was also conducted in 2008.

The Alliance is undertaking a major strategic planning effort in 2011 (externally funded); a discussion of evaluation mechanisms will be a part of this process.

No external evaluation of this program has been conducted.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)**Over the past three fiscal years, all programs, agencies and organizations funded with EIA revenues experienced significant reductions in funding.****How have the administration and service delivery of your organization or program been impacted by these reductions. Please describe the impact to students, teachers or schools by addressing the following: (MAX: 7500 characters)**

- a. Have fewer students/teachers/schools been served?**
- b. Has quality of services provided been impacted?**
- c. Has the cost per student/teacher/school increased or decreased?**
- d. Has student academic performance been impacted?**

a. Have fewer students/teachers/schools been served?

A two part answer is necessary. First, no, the Alliance has not conducted fewer programs. Our service levels are generally on par with previous years. In one year, in-service workshops may be slightly less, but pre-service workshops may be up. But second, yes, we are seeing fewer teachers from some parts of the state. The economic status of school districts is uneven, meaning their ability to support professional development varies. So we are engaged in a balancing act presently - trying to meet school districts in need at our expense while having other districts come to us at their expense. We saw a 5% decrease in participation this year.

b. Has quality of services provided been impacted?

We were determined that EIA funding reductions would not impact the quality of the services or

materials provided by the SCGA. By aggressively seeking external funding the SCGA was able to provide the same level of quality professional development. One point must be made clear. External funding does not replace base state funding. Most external grant opportunities are for specific projects. State funding is the operational base that allows the SCGA to attract external funds. We cannot bring in additional dollars if there is no staff to conduct the work.

c. Has the cost per student/teacher/school increased or decreased?

Given that we have continued to reach about the same number of students/teachers/schools, and have replaced some state monies with external grant dollars, in general the cost to the state has decreased. For example, the first Geospatial Technology Institute was funded out of EIA monies during our highest appropriation year (\$246,000). We could not conduct this at our current appropriation level (\$183,375) if we did not have a grant from the Verizon Foundation to keep that program going.

Important cost savings examples include:

1. Geospatial Technology Institute. Class books were provided at no cost by the Environmental Systems Research Institute (\$914 value).
2. Graduate student support. Monies from the National Geographic Education Foundation (\$12,000) enabled us to move our graduate student salary, traditionally supported by EIA funds, onto this grant.
3. Eliminate Paper Newsletter. The SCGA moved to an electronic newsletter to save \$4,000.
4. Online materials access. The SCGA has developed a Global Positioning System curriculum. Originally planned as a CD, the materials were placed online for free, a \$2,000 savings. We are placing more of our materials online where possible.
5. Product sales. The SCGA sells some self-produced curriculum materials to school districts. Extensive advertising resulted in sales of \$12,000 this year.
6. Staff salaries. The SCGA staff has not received salary increases for 3 years.

The SCGA is a model EIA program. We effectively use the monies given to us and actively seek out other funding to achieve our goals.

d. Has student academic performance been impacted?

This answer can only be anecdotal at present. We know that some teachers have not been able to access our services. Accordingly, student academic performance may have suffered. The state does not separate geography performance from other measures so concrete evidence is lacking.

We do expect in the future that academic performance will be impacted positively. Geography is more strongly represented in the new state social studies academic standards (including a new high school course) and the demand for SCGA services is increasing. We expect the number of professional development workshops to rise this fiscal year. Students should benefit positively.

Given the ongoing national recession and its impact on state revenue collections, 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 2010-11? (MAX: 5000 characters)

Since our "high" appropriation of \$246,000, the SCGA has seen a 34% decrease in EIA funds. The SCGA has made up for past budget losses with external grant funds and innovative cost-cutting measures. If additional cuts are necessary we will still work to absorb further reductions without negatively impacting our mission, but an additional cut of 10% may require the elimination of a signature program such as the Geospatial Technology Institute or the reduction of a staff line.

We continue to look for additional cost-savings. Several examples are illustrative:

1. Materials: the Alliance produces classroom posters and distributes them to educators across the state. We are producing a new poster on South Carolina Immigration patterns. Normally the SCGA would bear the total printing cost, but a grant from the South Carolina Humanities Council is covering this cost. These savings can be used for other Alliance activities or as a buffer for future cuts.
2. Travel: in our position as national leaders in geography education, Alliance staff attend the National Conference on Geography Education. We have received a grant from the National Geographic Education Foundation to covers these costs.
3. Fees: we have increased or added fees for some workshops. Clearly this is delicate since many schools/districts are equally hurting for funds. We were able to add \$7,770 to our budget in 2009-2010.
4. Donations: we have also stepped up donation requests from textbook vendors. This resulted in nearly \$4,000 in savings last year. A geography education endowment has also been established through the University of South Carolina where donations are accepted.

We can provide other examples, but it is clear that the SCGA is working creatively in a number of areas to maintain its mission and still remain responsible stewards of the resources given to us by the state.

The South Carolina Geographic Alliance remains the national model of success. Where other state alliances are moribund or ineffective, the SCGA stands out for both the quantity and quality of services it provides to South Carolina teachers. The base funding provided by the state makes this happen and should be viewed as an important investment. The SCGA is grateful for this continued support.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2011-12 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? 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 organization or program in meeting its objectives? (MAX: 5000 characters)

If no additional EIA revenues were appropriated to our program in Fiscal Year 2011-12 above the current year's appropriation level, our objectives would not change. But how those objectives are achieved requires flexibility. The responses to the previous two questions make it clear that the SCGA is continuously evaluating the best possible strategies for training teachers, reaching students, creating materials, and wisely using state monies to accomplish those objectives.

The SCGA has not reduced any offerings to date. To absorb less state funding we have:

1. Aggressively sought external funding.
2. Partnered with other groups that share our goals to pool resources.
3. Moved some offerings to events where participants come to us (saving travel monies).
4. Engaged in a strategic planning process to guide our efforts. This will target our efforts and streamline existing processes.

Far from shrinking back, we continue to expand and have taken on a number of new responsibilities. We see this time as an opportunity to be aggressive and poised for more responsibilities as the economic climate improves. With continued state support, the SCGA will maintain its national position as a provider of teacher professional development and we will emerge from this difficult economic period as a stronger entity.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).
This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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

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

Code of Laws: (MAX. 100 characters)

Proviso Number: (MAX: 100 characters)

Section 1A (H 63 ? Department of Education ? EIA); Section 15 (H 45 - University of South Carolina)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

43-261 relates to shared decision making for SICs in district and school planning

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

- Yes
- No

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.) (MAX 3500 characters)

The S.C. General Assembly created School Improvement Councils (SICs) as part of the 1977 Education Finance Act. The original intent behind the councils was to provide local accountability and involvement in the investment of tax dollars in public education. A variety of additions to state laws and regulations over the last 30 years have increased the status and responsibilities of council members, which include parents, teachers and high school students (elected by their peers), administrators, and non-parent taxpayers from the local community in each of the state's 1,100-plus K-12 public schools. SICs provide an infrastructure to engage the general public in the governance and support of their local public schools with little or no cost to their home school.

The S.C. School Improvement Council (SC-SIC) provides the member training, technical assistance, statutory accountability, and operational resources vital to the continued success of these local SICs. The mission of SC-SIC is to promote and support civic engagement for quality public education in South Carolina.

In 2008 with advice from the SC School Improvement Council Board of Trustees a long term vision (and current annual objectives) for the organization was articulated through the acronym ABLE: Advocacy ? build capacity of the greater school community to be advocates for their individual children, all children in the community, for their local public school, and for public education in general.

Basics ? provide information, resources, training, materials, and other technical assistance to the estimated 15,000 SIC members statewide with added emphasis on those associated with chronically underperforming schools.

Leadership ? increase collaboration and training opportunities with state level education agencies and organizations, school board members, and district/school administrators to increase understanding of the importance of engaging parents, community, students, and educators in school governance, and to provide guidance for effective use of School Improvement Councils.

Engagement ? provide increased opportunities for parents, high school students and community members to be actively and effectively engaged in school governance.

The SC-SIC staff and Board of Trustees also developed a set of goals that are the overarching basis of the organization's daily activities.

Goals:

1. Increase civic engagement in public education;
2. Improve SIC recognition and support (branding) at all levels within the statewide education community;
3. Develop mature infrastructure to support mission and vision;
4. Diversify funding base;
5. Provide accountability measures for SC-SIC and local SICs.

Specific strategies and tactics too numerous to include here were developed as part of the plan. The Executive Director reports progress on the plan to the Board of Trustees.

The SC-SIC staff and Board of Trustees remain committed to the ambitious mission of making civic engagement in public education across the state a reality. However, due to budget reductions faced throughout state government in recent years, SC-SIC has had to focus on its primary responsibilities of availing services to all SICs, to include member training and resources, so that councils have access to the tools to properly convene, work effectively and meet their goals. SC-SIC has taken steps to provide accountability mechanisms to compel administrators and school board members to acknowledge their responsibility for complying with the laws requiring them to convene SICs, and with providing training opportunities on the local and district levels so that SIC members receive instruction and insight into their vital roles

on their SICs. At the same time, and over the years to come, SC-SIC will raise awareness with all stakeholders that including the public in school governance in a meaningful manner is critical for the success of public education in South Carolina.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

Four goals provided the umbrella for SC-SIC activities last year:

1. Expand the public's awareness of the role of School Improvement Councils in the improvement and accountability process;
2. Increase access to information, training and assistance to all SIC members statewide;
3. Provide a variety of opportunities for assistance and training to all SICs and especially for the Palmetto Priority Schools;
4. Partner with groups and organizations to contribute to school improvement and accountability by leveraging civic engagement.

1) Efforts to raise the visibility and status of SICs and SC-SIC appear to be succeeding. Local SIC members report increased activity and improved relationships with administrators. On the state level, interest in serving on the SC-SIC Board of Trustees has increased significantly and the quality of those serving on the Board is impressive. Members include parents, civic and business leaders, educators and former educators, a local school board member, a former legislator, and a current and former state Department of Education deputy superintendent.

News media statewide have begun to understand the value of resources made available to local schools through SICs and have increased their coverage of SIC activities on both the state and local levels. The advent of social media has also provided new platforms for communication and public awareness of public education issues in general and SICs in particular. SC-SIC has a presence on Facebook and Twitter and also makes use of Pitch Engine for media releases. No release has received less than 100 "hits" since the program has begun to make use of this free Worldwide Web tool.

2) Last year, through the SC-SIC Member Network database, SC-SIC continued to uphold the expectation of membership accountability for SICs. For more than 30 years the state office did not have the capacity to monitor compliance with state mandates of the more than 1,100 local SICs. The advent of a new SC-SIC database system in September 2007 allowed the state office to monitor the membership composition of every SIC in the state for the first time in the organization's history. The SIC Member Network not only collects membership records, it also provide reports for review by principals, superintendents, school board members, and the general public, informing them about SIC compliance with the state statute regarding membership composition. This new technology has greatly improved local accountability.

SC-SIC also developed a new online clearinghouse of resources that can be accessed by SIC members statewide to assist them with goal attainment. (See number 3 below for additional information.) The state office also introduced new training opportunities to assist SICs to establish goals based on their school's strategic plan.

The SC-SIC website, <http://sic.sc.gov>, is a primary resource for SICs. The site is the home of the SIC Member Network and is an easy, responsive method of keeping SIC members up-to-date on current issues and providing them with the latest resources and technical assistance. The website provides an additional opportunity for accountability; staff posts all training information including the number of attendees, which is retained and can be reviewed by the public.

SC-SIC's current budget cannot support trainings conducted by its staff in all 85 school districts, yet internal and external evaluations of SC-SIC services reflect a strong need for ?

face time? with staff. While SC-SIC has been successful in using technology to share resources and assess accountability, there is no substitute for the positive return on personal relationship building and one-on-one time spent with constituents. In an effort to meet this need and provide SIC members with choices, ALL trainings conducted by staff are open to any SIC member without regard to their district. Additionally, SIC District Contacts in each school district have the opportunity to be trained in "The Basics" and can be certified to offer this training locally through a train-the-trainer model. These strategies allowed for maximization of the number of SIC members trained statewide. 2010 also marked the return of the SC-SIC Annual Conference, which had been suspended in 2009 due to budget reductions, by utilizing donated space and free speakers. SC-SIC continues to produce and mail the Council News newsletter twice a year and supplements the paper newsletter with an online newsletter called Clips and Quips which is distributed several times a year via an email listserv and is also posted on the SC-SIC website.

3) SC-SIC provided on-site training and technical assistance to each of the Palmetto Priority Schools (PPS). They received specific guidance on the achievement of benchmarks developed to ensure that each PPS understands the foundation needed to convene and facilitate a productive School Improvement Council. "Basics" SIC training was made available in each school district with a PPS. Considerable staff time is devoted to this particular population of schools.

4) SC-SIC has worked creatively and collaboratively to provide SIC members statewide with access to training and other resources outside of the state office to assist local SICs in the achievement of their established goals through a new clearinghouse established last year via the website. Agencies and organizations are invited to post their available resources with approval of this office for a period of one year, at which time their posting is updated or removed. This clearinghouse is arranged by topic and includes detailed information including contact information, class size limits, fees and other information. At this time postings are limited to government and non-profit entities and most are free.

SC-SIC staff continues to work collaboratively with all the major state agencies, organizations, non-profits and associations that focus their efforts on public education along with higher education. FY 2009-10 also marked the debut of a new collaboration with the Office of Youth Services at the SC Department of Education to conduct joint training for the SIC District Contacts and the District Parental Involvement Liaisons.

All of the above will be continued in FY 2010-11 along with the addition of some complimentary activities. SC-SIC is now coordinating the SC Education Policy Fellowship Program, a nationally recognized ten-month professional development program initiated by the Institute for Educational Leadership in Washington, DC. This program will foster emerging and established leaders from across the state with a focus on education policy, leadership and networking. And in an effort to foster further accountability and effectiveness of the local School Improvement Councils, SC-SIC will begin providing an opportunity for each SIC to post an electronic version or a link to their required Annual Report to the Parents alongside their membership on the SC-SIC website. This public posting of the stated goals for individual Councils along with their outcomes is expected to increase utilization of SICs statewide.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The SC-SIC strategic plan calls for myriad activities to achieve long term goals. It is a living, breathing, responsive document that has been significantly modified subject to much change during the troubled economic times of recent years. SC-SIC has experienced significant challenges due to multiple budget cuts, but it continues to provide the primary services set forth in statute as it looks for innovative and cost-effective ways to improve and expand service delivery. The SC-SIC Board of Trustees is making plans for a retreat this spring to develop a new strategic plan. The following is an update on the organization outputs organized by the goals of the strategic plan:

G1 ? Increase civic engagement in public education

- a) Provide training opportunities and access to technical assistance and resources statewide including technical assistance by phone, email and website available to all, including non-members;
- b) Add non-SIC members to database by request;
- c) Outreach to forge relationships with various state public education leaders (SCDE, SCASA, SCEA, etc.) and other agencies and organizations (nonprofits, universities) to promote SIC involvement in public education and garner additional support;
- d) Explorations conducted with state level leaders regarding potential research and expanded activities focused on parent and community involvement (i.e. SC Educational Policy Center, Riley Institute at Furman University);
- e) Outreach to new audiences and sharing of resources (i.e. The Children's Trust of SC, SC Attorney General's Office, District Parental Involvement Liaisons);
- f) Provide variety of trainings to SIC members and include others when possible;
- g) Work with the USC School-University Partnership Network to facilitate advocacy efforts among teachers and administrators;
- h) Provide training, resources and certification for SIC District Contacts;
- i) Train SICs on basic roles and responsibilities, goal setting and implementation, and provide tools to enable participation in broad based advocacy activities;

G2 ? Improve SIC recognition and support (branding) at all levels within the statewide education community

- a) SC-SIC Board and staff participate in a variety of task forces, coalitions, committees, etc., bringing the perspective of parents and community members to the table to influence policy and program decision-making;
- b) Principals of Palmetto Priority Schools receive individualized service and assistance from an SC-SIC Council Specialist;
- c) Present at SCASA Summer Leadership Institute;
- d) Participated in SCDE's Principal Induction activities;
- e) Promote SC-SIC website as resource for all;
- f) Access knowledge and experience of Board members regarding legislative activity and provide development for less experienced members;
- g) Promote local SIC advocacy committees;
- h) Present at SC School Boards Association Conference;
- i) Train SICs and related partners on legislative advocacy techniques;
- j) Staff, Board members and SIC volunteers attend EOC meetings, House and Senate Education and Budget meetings as needed and as staff time permitted;
- k) Provided testimony as needed;
- l) Share legislative and education policy information with grassroots community;
- m) Define success for SC-SIC and local SICs:
 1. All SICs encouraged to attain benchmarks previously developed for underperforming schools as a foundation for success;

2. SC-SIC success measured in number of SICs meeting benchmarks (only PPS schools monitored at this time);
3. Through the SC-SIC Member Network, success measured by the number of SICs meeting the November 15 deadline for entering their membership data and receiving positive compliance reports;
4. Annual Riley School Improvement Award process to promote compliance with state law, recognize excellence and replicate successful SIC activities and programs.

G3 ? Develop mature infrastructure to support mission and vision and meet mandates

a) Ensure and expand efficacy of SC-SIC trainings/technical assistance:

1. Post training schedule and attendance numbers on web;
2. Post training materials on website;
3. Produce high quality printed materials for distribution;
4. Provide high quality, user-friendly website;
5. Provide toll-free access to technical assistance from staff;
6. Expand train-the-trainer model;
7. Promote crossing district lines and combining districts for training;
8. Partner with other organizations for training events;

b) Provide ongoing staff and Board development:

1. Both the SC-SIC executive director and associate director received scholarships to become Riley Institute Diversity Fellows;
2. Increased status of Board through assertive recruitment;
3. Participated in social media/networking training.
4. Executive director attended the Education Policy Fellowship Program?s Washington Policy Seminar which led to SC-SIC being asked to submit a proposal to coordinate the program in South Carolina.

c) Define needs for staffing resources:

1. Identified need for additional trainers/staff to provide assistance and accountability for all schools;
2. Focused efforts on greater state level presence;
3. Identified space/facilities/equipment issues;
4. Identified need for administrative assistance.

G4 ? Diversify funding base

a) Identified and pursued partnerships to increase funding base and/or conduct research;

b) Activated Board Development Committee;

c) Sought conference co-sponsors and other corporate support;

d) Explored funding options with USC College of Education grants office leading to the creation of an SC-SIC charitable fund through the USC Education Foundation;

e) Explored funding options including contract and grant opportunities with outside entities including The Riley Institute, the USC Education Policy Center and the SC Department of Education.

G5 ? Provide accountability measures for SC-SIC and local SICs

a) Developed and disseminated reports on benchmark attainment for underperforming schools;

b) Provided online membership compliance reports for each school and district;

c) Provided reports on office activities to the EOC, General Assembly and SCDE, and participated in biannual Quality Assurance review with the College of Education (COE);

d) SC-SIC Board and College of Education?s Department of Educational Leadership and Policy conducted annual review of SC-SIC office activities and Executive Director?s performance.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes 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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Information on all SIC trainings including date, location, type, trainer and attendance are posted on the SC-SIC website. SC-SIC also attempts to capture similar training information from our certified district contact trainers. A copy of "The Power of Many" a document which captures a number of statistics and other information related to this program is attached. In addition you will also find attached a report on the PPS benchmarks and a compilation of the accomplishments of the Riley Award winning SICs. Below are specific outcomes tied to each of the goals outlined previously.

G1 ? Increase civic engagement in public education

- a) Annual conference reinstated with 200 in attendance;
- b) Requests to add non-SIC members to database continue;
- c) Presentations at co-sponsored Legislative Advocacy Day well attended by local SIC members even though it was held on a weekday;
- d) Outreach to education and other organizations has resulted in increased awareness of SICs and opportunities for partnering and sharing of resources (i.e. state-level organizations requesting SC-SIC viewpoint to inform policy/regulation issues and growing collaborations with SCDE and other groups);
- e) Council News newsletter printed and mailed twice last year and e-newsletter Clips and Quips distributed seven times;
- f) Advocacy guidelines approved by SC Ethics Commission included in trainings; advocacy committees encouraged for all SICs;
- g) Increase in SIC advocacy activity evidenced by number of technical assistance requests pertaining to advocacy, reports of successful advocacy efforts and quality of advocacy efforts cited in annual Riley Award applications.

G2 ? Improve SIC recognition and support (branding) at all levels within the statewide education community

- a) Staff presented at SCASA's Summer Leadership Institute, with Riley Award winners recognized at general session;
- b) New principals trained at SCDE events;
- c) Staff participates on the SC National Commission on Teaching and America's Future, SC National Network for Education Renewal, SC Volunteer Coordinators Advisory Board, SC Leadership Team for Research Based School Wide Practices, the Achievement Gap Conference Group, Family And Community Engagement Advisory Council and more. This increased participation ensures the voice of parent and community involvement is heard as decisions are made and policies are crafted;
- d) SC-SIC executive director has chaired the statewide Friends of Education coalition for two years, which boasts more than 30 statewide and regional organization members;
- e) Presentations to school public information officers. SC-SIC associate director holds a board position in SC/NSPRA;
- f) Staff appeared on several broadcasts of "U Need 2 Know" radio program and "Speaking of Schools";
- g) Evidence of increased advocacy activity in calls for assistance regarding legislative activity, candidate forums and voter registration drives;
- h) SC-SIC, the SC-SIC Board and members of local SICs provided input to members of the General Assembly on education and funding issues;
- i) SC-SIC staff testified before House and Senate committees;
- j) SC-SIC Board members served on a variety of district and state education committees;
- k) All SICs encouraged to meet the set of benchmarks initially developed for Palmetto Priority Schools in order to meet state statutes and organizational guidelines;
- l) 37 PPS served with a total of 56 on-site visits. (Detailed report from Council Specialist is attached.)

m) Successful Dick and Tunky Riley School Improvement Award process continues to promote success of SIC activities statewide through media and outreach by winning SICs.

G3 ? Develop mature infrastructure to support mission and vision and meet mandates

a) Expand effect of SC-SIC trainings

1. 1,349 trained in 52 group trainings statewide;
2. Train-the-trainer model increased quality and quantity of district-led trainings;
3. Training attendance numbers posted on SC-SIC website;
4. All training materials posted on website;
5. Over 100 attended Legislative Advocacy Day; 54 districts represented at 1st Annual Joint SIC District Contact/District Parental Liaison Training;

b) Ongoing staff and Board development

1. Board achieves state level presence at major events, legislative hearings, SIC trainings, district level meetings and other functions/committees;
2. Assertive outreach and awareness has resulted in exceptional representation on SC-SIC Board;
3. Strategic plan based on systems engineering model updated to better define staff/facilities needs to provide assistance and accountability for all schools

G4 ? Diversify funding base

a) Staff and Board continue to actively identify and pursue partnerships to increase funding base and/or conduct research with the following:

1. SCDE Office of Special Projects ? contract funded for FY 2010;
2. Riley Institute at Furman- not funded;
3. SC Education Policy Fellows stipend for FY 2010;
4. SC Education Policy Center ? not funded.

b) SC-SIC Fund established; USC Educational Foundation.

G5 ? Provide accountability measures for SC-SIC and local SICs

a) Training statistics captured on website;

b) Representatives of 56 school districts were trained in their role as liaisons between local SICs and the state office;

c) 37 Palmetto Priority Schools received targeted assistance;

d) 11,000 SIC ?Basics? handbooks distributed and 5,000 informative brochures disseminated; 2 issues of Council News mailed to all members; e-news sent seven times to all members with approximately 8,000 email addresses reported;

e) SC-SIC Board and COE?s Department of Educational Leadership and Policy conducted annual review of SC-SIC office activities and director performance;

f) SIC Member Network database provides accountability for membership compliance; superintendents receive report.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

The 22nd annual reporting on the state's Education Improvement Act of 1984, "What is the Penny Buying?" prepared by the Evaluation Section of SCDE's Office of Research, gave solid marks to the SC-SIC for its value to the engagement of local constituencies in the life of their schools and demonstrated efficacy in the provision of services and training to SICs of the increasing number of schools rated as "unsatisfactory" on the S.C. School Reports Cards. The evaluation cited historical survey data from local SIC chairs and school principals on the significant level of usefulness of SC-SIC training, services and other resources to local SIC goals and missions related to continuous school improvement and civic engagement in public education.

The evaluation recommended increased funding for the SC School Improvement Council to expand services and access to resources for districts and local SICs. The report also supported the reopening of regional offices of SC-SIC which were closed due to funding reductions.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)**Over the past three fiscal years, all programs, agencies and organizations funded with EIA revenues experienced significant reductions in funding.****How have the administration and service delivery of your organization or program been impacted by these reductions. Please describe the impact to students, teachers or schools by addressing the following: (MAX: 7500 characters)**

- a. Have fewer students/teachers/schools been served?**
- b. Has quality of services provided been impacted?**
- c. Has the cost per student/teacher/school increased or decreased?**
- d. Has student academic performance been impacted?**

SC-SIC has taken proactive measures in anticipation of continued static EIA funding in 2011-12. The office has been fortunate in very recently obtaining two new sources of funding that will offset budget reductions during this current fiscal year. The additional funds obtained from the Office of Special Projects at SCDE will allow SC-SIC to hire an additional part-time Council Specialist to provide training and technical assistance from the Columbia office and also provide some sorely needed administrative assistance. A stipend for coordinating the SC Education Policy Fellowship Program will help to restore some of the dollars staff previously used for professional development, which has been severely reduced. It is clear that there are no guarantees that either of these new funding opportunities will be repeated in future years, so the basic budget established during the economic downturn will be retained and all expenditures are being carefully considered.

SC-SIC continues to evaluate the needs of SIC members statewide and find new and creative methods of meeting those needs. In FY09 SC-SIC identified the needs of local SICs for training and resources on a large variety of topics to assist them in achieving improvement goals they have established for their schools. Completely meeting these needs is beyond the capacity of this office so the staff and Board began to look for creative ways to expand the capacity of SC-SIC to deliver more services. Staff reached out to nonprofits and agencies (including SCDE) to develop new levels of collaboration and cooperation. The result was the introduction of a clearinghouse of trainings and resources posted on the SC-SIC website. Awareness of the clearinghouse is building in the statewide community and anecdotal evidence from both providers and users indicate that this is an endeavor of value and well worth continuing. The ever-growing list of information is organized according to topic and gives local SIC members professional help to assist them in implementing their goals.

For a number of years SC-SIC was subject to a proviso mandating direct services for school identified as At-Risk. No additional funds were ever allocated to SC-SIC to provide services for these schools, the list of which grew longer every year. In light of the current fiscal crisis, the office now places its focus on the state's most underperforming schools known as the Palmetto Priority Schools. SC-SIC remains committed to meeting the needs of all SICs in a variety of creative ways. With the advent of new funding from the Office of Special Projects this office will release some of its base budget money to provide additional types of training for SICs; training specially designed to help SICs identify and implement solid goals in support of their school's strategic plan. Email and telephones support is always available but our members indicate there is no substitute for the face-to-face contact they need and prefer.

The Board and staff at SC-SIC is very proud of the manner in which we have dealt with severe budget cuts and yet continued to provide excellent services to our members and others in the statewide education community. We have accomplished these activities through extended commitment, creativity, expanded and intelligent use of technology and a passion for our work. That said, a return to full funding would allow SC-SIC to take parent and community involvement in public education to the next level and bring untold resources and good will into our schools. SC-SIC will continue to provide services at the current level and continue to identify processes and vehicles to minimize expenditures, maximize partnerships for service delivery, incorporate additional means to disseminate training and information, and pursue opportunities for increased outside funding.

Given the ongoing national recession and its impact on state revenue collections, 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 2010-11? (MAX: 5000 characters)

If SC-SIC experiences a 5% cut in funding during the current fiscal year, the reduction could be offset by funds that have been earmarked to pay for an evaluation of this office referenced in technical assistance proviso 1A.39 in the 09-10 state Appropriations Bill.

SC-SIC has been supported by the General Assembly for over three decades but the office began taking steps to secure additional external funding two years ago. These efforts have led to success in the current fiscal year and will allow the program some flexibility should current year reductions become necessary.

The University of South Carolina Educational Foundation has set up an account to accept donations for the SC School Improvement Council office. SC-SIC has embraced the entrepreneurial spirit and will encourage donations large and small throughout the year.

Should the above actions fall below the needed revenue to make up for any reductions this fiscal year, staff furloughs will be the fall back response.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2011-12 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? 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 organization or program in meeting its objectives? (MAX: 5000 characters)

No increase or decrease in funding is indicated here. While SC-SIC has seen total reductions in excess of 30% from all sources over the course of the past three fiscal years, the office has positioned itself through careful planning, strategic realignment of priorities and the commitment of staff to efficiently carry out its core mandated functions. Given the budget constraints faced by all state agencies during the last fiscal year, those that are on the horizon for the coming year, and the understanding that all areas of government must share in the burden of doing more with less, SC-SIC requests EIA funding for FY12 equal to the current allocation of \$149,768.

Care should be taken to not further reduce current EIA appropriations for SC-SIC. We are fortunate in South Carolina to have a legislatively mandated infrastructure for providing crucial parent and community involvement. Without the constant support of this office the more than 1,100 local School Improvement Councils would quickly become ineffective and disappear. New members are elected and appointed to local SICs every year. Building principals and district administrators change. Legislation is amended and new legislative issues impacting public education arrive on the scene during each session. Given this constant flux, local SICs require a central entity for ongoing training, resources, information, and accountability to state statute. Local councils cannot fulfill their legal and moral obligations to their schools and communities without such ongoing technical assistance, guidance and oversight. They cannot effectively stand or operate on their own. Only SC-SIC is equipped to provide these services, and as such, it should be valued, funded and supported as best it can. The EOC, in its Principles of School Funding Systems voiced its support of such effective partnerships of families, community members and educators to address the pressing needs of our schools. But to be effective, such partnerships must be trained, supported and encouraged.

It is human nature to attend to those activities that are being tested ? or at least observed and supported. Without the state office to keep the focus on convening and actively using our Councils, many administrators would simply let them expire. For some the loss of the SIC would be a great relief because they prefer to maintain control and keep parent and community involvement at bay. For most the loss of focus and support of SICs would stem from benign neglect as their attention is demanded elsewhere with no entity to provide support, guidance and resources to assist them. As with any infrastructure, it must be adequately supported and maintained. SICs are a volunteer army and paid staff is required to nurture, educate and inspire that army which is so desperately needed by our children and schools. SC-SIC plays a unique and vital role in the education our state's children through its work with local SICs and must be maintained.

While the requested appropriation of EIA funds is not nearly at the level that in an ideal world would fully support the efforts of SC-SIC, we operate in the real world. Economic situations currently dictate funding at a less than ideal level. SC-SIC will continue to provide valuable and valued services to the state's K-12 public schools, and their communities, and to promote and support civic engagement for quality public education in South Carolina with no increase in EIA funding over last year's appropriation.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

No increase or decrease in funding is indicated here. While SC-SIC has seen total reductions in excess of 30% from all sources over the course of the past three fiscal years, the office has positioned itself through careful planning, strategic realignment of priorities and the commitment of staff to efficiently carry out its core mandated functions. Given the budget constraints faced by all state agencies during the last fiscal year, those that are on the horizon for the coming year, and the understanding that all areas of government must share in the burden of doing more with less, SC-SIC requests EIA funding for FY12 equal to the current allocation of \$149,768.

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provide valuable and valued services to the state's K-12 public schools, and their communities, and to promote and support civic engagement for quality public education in South Carolina with no increase in EIA funding over last year's appropriation.

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).
This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.



**SC School
SIC Improvement
Council**

THE POWER OF MANY:

**Leading SICs in
Parent and Community Involvement
in Our Public Schools**

January 2010



“The Power of Many”

Leading SICs in Parent and Community Involvement in Our Public Schools

Total SIC Members Statewide * 15,429
Local SIC membership consists of elected parents, teachers and students, appointed community members, business partners and other volunteers, and school administrators as mandated by state law.

Total SICs Statewide 1,122
Includes all K-12 public schools, as well as some technical centers, charter schools, early childhood centers, and other non-traditional facilities.

Total Individuals/SIC Members Trained, 2009 1,349
Ongoing training required due to roll-off of half of each SIC's elected membership annually, as well as changes in district and building-level administration. Reflects 52 SC-SIC sponsored state, regional and district trainings, as well as locally-directed trainings through a newly implemented “train the trainer” model.

SC-SIC Technical Assistance Contacts, 2009 8,878
Represents estimated cumulative SC-SIC staff total of telephone and written contacts, on-site visits, and other direct communications pertaining to technical and policy issues of local SIC members, school and district personnel, and members of the general public.

Additional SC-SIC Provided Resources

Publications: In FY10 to date, updated and distributed 12,000 copies of SC-SIC Handbook, “The Basics,” and circulated 32,000 copies of SC-SIC newsletter, “Council News.”
Website: User-friendly site (<http://sic.sc.gov>) contains a host of information, links and other resources, as well as easy access to SIC training schedules and related materials, including a new and unique resources “clearing house” featuring links to trainings and materials offered by outside partnership agencies.
SC-SIC Member Network: Innovative online membership database to provide accountability and facilitate effective communication efforts on the state, district and local levels. Currently, 93% of all schools are in compliance with state mandates regarding the elected, appointed and ex-officio members of their SICs.*

Approximated Annual Local SIC Volunteer Hours 243,184
Estimated Yearly Value of SIC Volunteer Hours \$3.86 million
Reflects two (2) hours per month, eight (8) months per year of meeting and planning time only accrued by local SIC members. Estimate does not reflect additional volunteer time devoted to SIC programs, subcommittees and other initiatives. Approximated value calculated from hourly 2007 South Carolina volunteer rate of \$15.86 per hour (www.independentsector.org/programs/research/volunteer_time.html).

SC-SIC FY10 Budget (All Sources) \$249,581
Budget composed of EIA funding (60%) and USC proviso (40%). Includes salary and benefits for three full-time and one part-time position, operational expenses and materials. Cost of SC-SIC services provided annually currently amounts to \$222 per school - a 15-fold return on investment.

* As of 01/15/10. Data from SC-SIC Member Network, an online database designed for direct local school membership input and reporting. SIC membership data for all state K-12 public schools is due by November 15th annually in accordance with state law. This data may be updated throughout the school year and is fully accessible online to the general public, <http://sic.sc.gov>.

"The S.C. School Improvement Council serves our public schools well, developing and nurturing the direct involvement of parents and communities in the life and success of their schools. That's why we created SICs over 30 years ago, and it's exactly why the work of the SC-SIC is even more important today." - Dick Riley, Former S.C. Governor and U.S. Education Secretary, Greenville



"I cannot imagine having to tackle some of the challenges we face without the insight and help of my School Improvement Council. It is invaluable to have this trained volunteer team as a ready resource to uphold our expectations for our students, namely excellence in all endeavors. Our SIC truly



embodies a total team approach – much needed not just here at my school but in all schools."
- Gregory A. McCord, Principal, Orangeburg-Wilkinson High School, Orangeburg



"As a former State Teacher of the Year, I gained an early appreciation for the impact of School Improvement Councils on the lives of schools. As an administrator, I more fully appreciate the meaning that the SC-SIC has in bringing educators, parents and the community together to work toward common goals."
- Dr. Traci Young-Cooper, Director of Extended Day Programs, Richland School District One



"When talk turns to our public schools, we often hear the phrase 'return on investment.' As a businessman and former SIC



member, I can think of no better investment in the future of South Carolina's schools than local SICs and the state SIC office. Where else, for such a limited expenditure of state funds, can we leverage the active participation of so many trained parents, teachers and community members all eager to further the success of our students?"
- Bob Zuercher, General Manager, Blackmoor Golf Course, Murrells Inlet



"Our SIC takes a very active role in helping our school do all it can to benefit our students. Having the input of dedicated parents, teachers and community members is vital to these efforts. The training and resources only available to us through SC-SIC gives us the tools we need to accomplish the goals we've set for ourselves."
- Stacey Beeler, Parent & SIC Chair, West View Elementary, Spartanburg

School Improvement Council SAMPLER...

... a few of the advancements made in our schools statewide thanks to SICs!

***A.J. Lewis Greenview Elementary, Richland 1 (2005)** – *The A.J. Lewis Greenview SIC developed a series of programs to address diversity issues and the roles of non-traditional parents, and helped secure several major corporate sponsors for the school's "High Performance Partnership."*

Silver Bluff High, Aiken (2007) – *To combat the problem of high 9th grade retention rates, this SIC spearheaded the creation of smaller learning communities at the school, including identifying alternative grant sources, resulting in a first-year decrease in course failures of 23.8%.*

Jesse Bobo Elementary, Spartanburg 6 (2010) – *With a focus on student literacy, the Jesse Bobo Elementary SIC helped identify needs and start workshops to help K4 parents become more involved in their children's learning – with a 90% parent attendance rate monthly.*

***Morningside Middle, Charleston (2008)** – *The SIC at this Palmetto Priority School sponsored a student/teacher relationship building program called "Bridges," various student leadership programs and mobilized its community to focus on school improvement.*

Bamberg-Erhardt Middle, Bamberg 1 (2010) – *The Bamberg-Erhardt Middle SIC has developed the "Future Leaders of Tomorrow" series for its 8th grade students, bringing in community leaders and role models to motivate students and speak on the importance of education.*

Pleasant Hill Middle, Lexington 1 (2008) – *This SIC successfully advocated to correct a state Index of Taxpaying Ability calculation error costing the district almost \$900,000, ultimately resulting in passage of a resolution restoring funding to 11 similar districts.*

Gaffney High, Cherokee (2006) – *To help enhance the school's learning environment and further reflect its Red Carpet School status, the Gaffney High SIC implemented a beautification plan to include updates to building's grounds, lobbies and hallways.*

***Bookman Road Elementary, Richland 2 (2008)** – *By coordinating local business and community support, along with grant monies, the Bookman Road Elementary SIC constructed a nature trail for student science observations.*

***SC-SIC Dick and Tunky Riley School Improvement Award winner**

South Carolina's School Improvement Councils – composed of parents, teachers, students, and community members – provide direct frontline input and guidance for their schools. Locally elected and appointed SIC members work alongside school administrators to serve their schools and communities to facilitate volunteer resources, parental and community involvement, and programmatic review essential to their schools' success.



"Civic Engagement in Public Education"

<http://sic.sc.gov>

800-868-2232

The S.C. School Improvement Council (SC-SIC) was established more than three decades ago to provide the member training, technical assistance, statutory accountability, and other operational resources vital to the continued success of the community-based School Improvement Councils in each of South Carolina's 1,100-plus K-12 public schools.

Revised 8/23/10

2009-2010 END OF YEAR REPORT
Submitted By
Council Specialist Diane Jumper

On-site visits began in August 2009, with 37 Palmetto Priority Schools assigned to me.

I made 56 on-site visits to these schools to discuss elected and appointed membership, balanced representation, ex-officio membership, terms of service, elections, number of meetings held per year; officers; existence of bylaws; functions of the council; and training needs. This discussion served as informal training for those principals who were not cognizant of various statute requirements.

Limited funding prevented multiple onsite visits; rather, these schools received technical assistance through emails, phone calls, and letters. Including onsite visits, 468 contacts for technical assistance were documented. (This is lower than actual numbers; I know that I missed documenting some phone conversations and email contacts.)

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Revised 8/23/10

**2009-2010 END OF YEAR REPORT
Submitted By
Council Specialist Diane Jumper**

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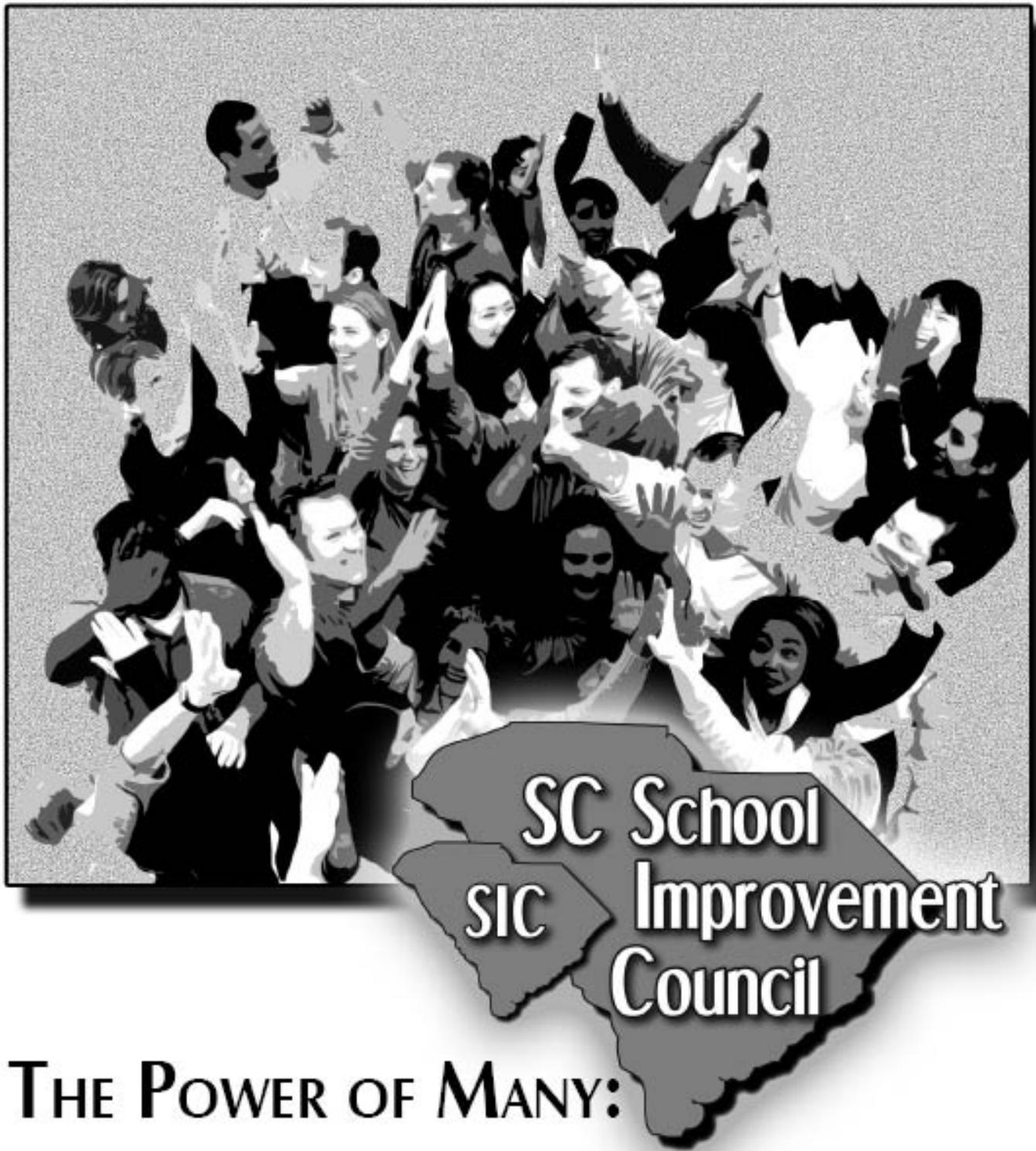
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THE POWER OF MANY:

Leading SICs in
Parent and Community Involvement
in Our Public Schools

January 2010



“The Power of Many”

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Total SIC Members Statewide * 15,429
Local SIC membership consists of elected parents, teachers and students, appointed community members, business partners and other volunteers, and school administrators as mandated by state law.

Total SICs Statewide 1,122
Includes all K-12 public schools, as well as some technical centers, charter schools, early childhood centers, and other non-traditional facilities.

Total Individuals/SIC Members Trained, 2009 1,349
Ongoing training required due to roll-off of half of each SIC's elected membership annually, as well as changes in district and building-level administration. Reflects 52 SC-SIC sponsored state, regional and district trainings, as well as locally-directed trainings through a newly implemented “train the trainer” model.

SC-SIC Technical Assistance Contacts, 2009 8,878
Represents estimated cumulative SC-SIC staff total of telephone and written contacts, on-site visits, and other direct communications pertaining to technical and policy issues of local SIC members, school and district personnel, and members of the general public.

Additional SC-SIC Provided Resources

Publications: In FY10 to date, updated and distributed 12,000 copies of SC-SIC Handbook, “The Basics,” and circulated 32,000 copies of SC-SIC newsletter, “Council News.”
Website: User-friendly site (<http://sic.sc.gov>) contains a host of information, links and other resources, as well as easy access to SIC training schedules and related materials, including a new and unique resources “clearing house” featuring links to trainings and materials offered by outside partnership agencies.
SC-SIC Member Network: Innovative online membership database to provide accountability and facilitate effective communication efforts on the state, district and local levels. Currently, 93% of all schools are in compliance with state mandates regarding the elected, appointed and ex-officio members of their SICs.*

Approximated Annual Local SIC Volunteer Hours 243,184
Estimated Yearly Value of SIC Volunteer Hours \$3.86 million

Reflects two (2) hours per month, eight (8) months per year of meeting and planning time only accrued by local SIC members. Estimate does not reflect additional volunteer time devoted to SIC programs, subcommittees and other initiatives. Approximated value calculated from hourly 2007 South Carolina volunteer rate of \$15.86 per hour (www.independentsector.org/programs/research/volunteer_time.html).

SC-SIC FY10 Budget (All Sources) \$249,581
Budget composed of EIA funding (60%) and USC proviso (40%). Includes salary and benefits for three full-time and one part-time position, operational expenses and materials. Cost of SC-SIC services provided annually currently amounts to \$222 per school - a 15-fold return on investment.

* As of 01/15/10. Data from SC-SIC Member Network, an online database designed for direct local school membership input and reporting. SIC membership data for all state K-12 public schools is due by November 15th annually in accordance with state law. This data may be updated throughout the school year and is fully accessible online to the general public, <http://sic.sc.gov>.

"The S.C. School Improvement Council serves our public schools well, developing and nurturing the direct involvement of parents and communities in the life and success of their schools. That's why we created SICs over 30 years ago, and it's exactly why the work of the SC-SIC is even more important today." - Dick Riley, Former S.C. Governor and U.S. Education Secretary, Greenville



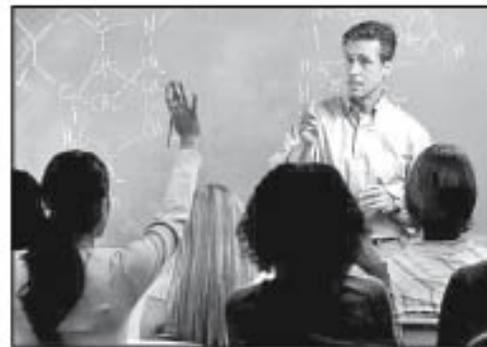
"I cannot imagine having to tackle some of the challenges we face without the insight and help of my School Improvement Council. It is invaluable to have this trained volunteer team as a ready resource to uphold our expectations for our students, namely excellence in all endeavors. Our SIC truly



embodies a total team approach – much needed not just here at my school but in all schools."
 - Gregory A. McCord,
 Principal, Orangeburg-Wilkinson High School,
 Orangeburg



"As a former State Teacher of the Year, I gained an early appreciation for the impact of School Improvement Councils on the lives of schools. As an administrator, I more fully appreciate the meaning that the SC-SIC has in bringing educators, parents and the community together to work toward common goals."
 - Dr. Traci Young-Cooper, Director of Extended Day Programs,
 Richland School District One



"When talk turns to our public schools, we often hear the phrase 'return on investment.' As a businessman and former SIC



member, I can think of no better investment in the future of South Carolina's schools than local SICs and the state SIC office. Where else, for such a limited expenditure of state funds, can we leverage the active participation of so many trained parents, teachers and community members all eager to further the success of our students?"
 - Bob Zuercher, General Manager, Blackmoor Golf Course, Murrells Inlet



"Our SIC takes a very active role in helping our school do all it can to benefit our students. Having the input of dedicated parents, teachers and community members is vital to these efforts. The training and resources only available to us through SC-SIC gives us the tools we need to accomplish the goals we've set for ourselves."
 - Stacey Beeler, Parent & SIC Chair,
 West View Elementary, Spartanburg

School Improvement Council SAMPLER...

... a few of the advancements made in our schools statewide thanks to SICs!

***A.J. Lewis Greenview Elementary, Richland 1 (2005)** – *The A.J. Lewis Greenview SIC developed a series of programs to address diversity issues and the roles of non-traditional parents, and helped secure several major corporate sponsors for the school's "High Performance Partnership."*

Silver Bluff High, Aiken (2007) – *To combat the problem of high 9th grade retention rates, this SIC spearheaded the creation of smaller learning communities at the school, including identifying alternative grant sources, resulting in a first-year decrease in course failures of 23.8%.*

Jesse Bobo Elementary, Spartanburg 6 (2010) – *With a focus on student literacy, the Jesse Bobo Elementary SIC helped identify needs and start workshops to help K4 parents become more involved in their children's learning – with a 90% parent attendance rate monthly.*

***Morningside Middle, Charleston (2008)** – *The SIC at this Palmetto Priority School sponsored a student/teacher relationship building program called "Bridges," various student leadership programs and mobilized its community to focus on school improvement.*

Bamberg-Erhardt Middle, Bamberg 1 (2010) – *The Bamberg-Erhardt Middle SIC has developed the "Future Leaders of Tomorrow" series for its 8th grade students, bringing in community leaders and role models to motivate students and speak on the importance of education.*

Pleasant Hill Middle, Lexington 1 (2008) – *This SIC successfully advocated to correct a state Index of Taxpaying Ability calculation error costing the district almost \$900,000, ultimately resulting in passage of a resolution restoring funding to 11 similar districts.*

Gaffney High, Cherokee (2006) – *To help enhance the school's learning environment and further reflect its Red Carpet School status, the Gaffney High SIC implemented a beautification plan to include updates to building's grounds, lobbies and hallways.*

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**SC-SIC Dick and Tunky Riley School Improvement Award winner*

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"Civic Engagement in Public Education"

<http://sic.sc.gov>
800-868-2232

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EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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

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

Code of Laws: (MAX. 100 characters)

Proviso Number: (MAX: 100 characters)

FY 2010-11 Appropriations Act. SC CHE Part 1A Funding, Part 1A, Section 5A & Part 1B Proviso (1A2.24)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

No identified relevant regulations. Section 59-103-140 identifies the CtrEx for Teacher Training

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

- Yes
- No

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.) (MAX 3500 characters)

The purpose of the Centers of Excellence program is to enable eligible institutions or groupings of institutions to serve as "state of the art" resource centers for South Carolina in a specific area related to the improvement of teacher education. The Centers concentrate on assisting low-performing schools and districts by providing training and support to teachers in those schools and districts. A proposed Center must demonstrate a substantial likelihood of achieving success with its K-12 partners and developing a reputation for state excellence within the five-year funding period. One of the currently funded Centers received its initial award in FY 2006-07. No new Centers were awarded funds in FY 2007-08 (budget cuts). Two new Centers were funded in FY 2008-09. No new Center was funded in FY 2009-10 (budget cuts). One new Center was funded in FY 2010-11. Objectives, data sources, and results are summarized on a chart (to be submitted separately) for the four Centers operating in FY 2009-10. In its proposal, each center must also define its purpose, goals, and objectives. A plan for achieving the goals and objectives and an evaluation plan are required. Centers are required to submit interim and final reports each year to the Commission that demonstrate how the Center is meeting goals and objectives. A summary of the annual reports is forwarded to the Commission's Committee on Academic Affairs and Licensing for approval. Specific objectives will be sent as an attachment.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

The attached chart for FY 2009-10 indicates the objectives for the overall program, the source of the data for each objective and the summary result for the four Centers funded during the fiscal year. It is evident from these results that the Centers were active in training in-service and pre-service teachers, working with numerous schools and districts, and working with institutions of higher education.

Staff at the Commission has provided assistance to institutions with the submission of grant proposals through email, face-to-face meetings, and telephone. Plans are to provide technical assistance for interested institutions in Fall 2010 for the FY 2011-12 proposals.

CHE Staff has begun having meetings with PIs from the projects currently receiving funds as well as those that are still functioning after state funding has ended. These meetings involve collaborative efforts between the Centers and provide a sharing of current activities. In addition, future plans involve meetings with representatives from the South Carolina Department of Education to discuss ways the Centers can work together to help the SCDE meet K-12 initiatives.

As a result of these meetings, several Centers have begun collaboration on joint projects between institutions and Centers beginning in FY 2008-09. For example, staff members from the Center of Excellence for Adolescent Literacy and Learning at Clemson University have assisted with professional development workshops with the Center of Excellence in Middle-level Interdisciplinary Strategies for Teaching at USC-Aiken.

The Centers are monitored by CHE staff through the review of on-site visits and an Interim and a Final Report. CHE staff met individually with each project director on-site a minimum of two times during FY 2009-10.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Please see attached supporting documents.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

Centers EIA 08-09 Report_final.doc

What are the outcomes or results of this program? (Program outcomes 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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Please see attached document (Centers EIA 09-10 Report -Results) for outcomes and results.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

Centers program very successful particularly with in-service training; recommendations made for improvement which were incorporated into the program for FY 1994-95.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)

Have been unable to locate this document. 4 different coordinators since this review

Over the past three fiscal years, all programs, agencies and organizations funded with EIA revenues experienced significant reductions in funding.**How have the administration and service delivery of your organization or program been impacted by these reductions. Please describe the impact to students, teachers or schools by addressing the following: (MAX: 7500 characters)**

- a. Have fewer students/teachers/schools been served?**
- b. Has quality of services provided been impacted?**
- c. Has the cost per student/teacher/school increased or decreased?**
- d. Has student academic performance been impacted?**

There was a significant reduction in funding for the EIA Centers of Excellence grant program over the past two years. These reductions were applied across-the-board to the institutions/ Centers and the administrative funds equally. The Centers revised their approved budgets for each cut in funds and decreased the number of professional development activities for the school districts, the number of participants allowed in the professional development activities, and the materials for the teachers in the school districts. In addition, personnel (both faculty and support staff) received cuts in salary and travel. The reduction in travel did not allow for frequent mentoring of teachers in their individual classrooms once the professional development activities were completed. Some professional development activities were changed to a workshop instead of a graduate course as a result in the decreases in funding and increase in tuition at some of the institutions.

Institutions have stated that if funds were further reduced that they would not be able to expand the work that began in one school/district to statewide.

As a result of the decrease in administrative funds, the program manager was unable to travel in the spring to monitor activities with the Centers. The annual project director meeting with all the Centers of Excellence was cancelled as a result of the decreased funding, which limited the amount of collaboration between the institutions.

Only one new Center was recommended for funding for FY 2010-11 compared to two new Centers a year in the past.

Given the ongoing national recession and its impact on state revenue collections, 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 2010-11? (MAX: 5000 characters)

Any reductions in funding for FY 2010-11 would be applied in the same manner as FY 2009-10. Each Center would be required to take an equal percentage in the reduction of the award and would be allowed to revised individual budgets to best meet the needs of the Center. The program manager at CHE would be responsible for monitoring the budgets to ensure school districts and teachers would not receive the majority of the cuts in funding. The agency (CHE) would limit travel for the program manager to the institutions and school district sites and the annual meeting with project directors would be cancelled. Unfortunately, if CHE received 10% or more in funding reductions, the FY 2011-12 RFP may need to be pulled again and no new center would be funded for a Center that would focus on Teacher Effectiveness.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2011-12 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? 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 organization or program in meeting its objectives? (MAX: 5000 characters)

No new Centers would be funded. There are three Centers that would continue to receive funds dependent on the year of funding (100% in year 1, 90% in year 2, and 75% in years 3-5). Monitoring of project activities through travel to schools/districts and the institutions would be limited and the annual project director conference would most likely be terminated.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

More Centers would be identified if funding was returned to FY 2007-08 funding of \$721,000, but we are well aware of the budget situation and can manage the currently funded projects at the current fiscal year's appropriation.

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).
This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

FY 2009-10 EIA Program Report

Due October 1, 2010

EIA PROGRAM NAME: Centers of Excellence

PROGRAM ADMINISTRATION

Program Director: Dr. Paula Gregg

Address: SC Commission on Higher Education
1333 Main St. Suite 200
Columbia, SC 29201

<u>803-737-2246</u>	<u>803-737-2297</u>	<u>pgregg@che.sc.gov</u>
Telephone	FAX	Email

EIA Program Name: Centers of Excellence

Program: Centers of Excellence

FY 2009-10

Results

Program Objectives for 2009-10	Proposed Actions to Meet Objectives	Results: Data Reported to Show Whether Objective Met
<p>Fund one new Center of Excellence for FY 2009-10 focused on low performing schools and districts to enhance teacher practice and student achievement.</p> <p>Centers develop and model a state-of-the-art pre-service program.</p> <p>Centers impact teacher education programs including pre-service students and higher education faculty.</p> <p>Centers provide high quality professional development to teachers and districts.</p> <p>Centers undertake research designed to determine effective practice/content.</p> <p>Centers disseminate statewide to K-16 personnel information on model program and activities.</p>	<p>Request for Proposals for FY 2009-10 and competitive selection of two Centers focusing on low performing schools and districts.</p> <p>Center interim and annual reports to CHE.</p>	<p>No new centers funded FY 2009-10 due to budget reductions. One new center was recommended for funding for FY 2010-11.</p> <p>190 pre-service students participated in Centers' activities: courses, research, study groups.</p> <p>8 higher education faculty participated in Centers' activities from approximately 5 institutions: courses and/or instructional activities, workshops, seminars, conferences, etc. Teacher education programs impacted through the re-design of programs and/or the addition of new courses.</p> <p>80 in-service activities occurred; 223 teachers were served at 41 schools in 14 districts. Courses/workshops offered to school personnel were standards-based.</p> <p>Centers presented findings at state and national meetings and in publications with 22 presentations.</p> <p>All Centers maintain web sites. (http://rpsec.usca.sc.edu/CentersOfExc/) Many of the Centers have regular newsletters.</p>

Program Objectives for 2009-10	Proposed Actions to Meet Objectives	Results: Data Reported to Show Whether Objective Met
<p>Fund one new Center of Excellence for FY 2010-11 focused on improving teacher recruitment and retention of teachers in low performing schools.</p> <p>Centers develop and model "state of the art" pre-service program</p> <p>Centers impact teacher education programs including pre-service students and higher education faculty</p> <p>Centers provide high quality professional development to teachers and districts and involve low performing schools in the development of a collaborative effort</p> <p>Centers undertake research designed to determine effective practice/content</p> <p>Centers have a clear evaluation and assessment protocol which facilitates dissemination and replication</p>	<p>Request for Proposals for FY 2010-11 and competitive selection of two Centers focusing on low performing schools and districts.</p> <p>Center interim and annual reports to CHE.</p> <p>Center interim and annual reports to CHE.</p> <p>Center interim and annual reports to CHE. Site visits by CHE personnel.</p> <p>Center interim and annual reports to CHE.</p> <p>Center interim and annual reports to CHE.</p>	<p>One center was recommended for funding for FY 2010-11. A second center was not funded for FY 2010-11 due to budget reductions.</p> <p>Courses and/or instructional activities offered to pre-service students; higher education faculty support and training programmatic changes to pre-service programs; other university personnel involved in activities</p> <p>Courses/ workshops offered to school personnel (standards-based); evaluation of activities indicate school personnel satisfied with course content and have changed teaching methods; participants see impact on student learning and achievement.</p> <p>Centers evaluate activities to determine if they are effective in enhancing teacher practice and have a positive impact on student learning and achievement.</p> <p>Centers present findings at state and national meetings; Centers maintain a web site and, if appropriate, publish results of research.</p> <p>Centers hire external evaluators who submit final reports to CHE on the success of the centers meeting their goals and objectives.</p>

FY 2009-10

**SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION
CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT OF 1984
SUMMARY OF
SERVICE TO K-16 COMMUNITY**

Number of teachers served	223
Number of students served (P-12)	3025
Number of pre-service students served	190
Number of districts served	14
Number on in-service activities	80
Number of schools served (P-12)	41
Number of faculty (higher education served)	8
Number of higher education institutions served	5
Number of state and national presentations	22
Number of impaired districts served	0
Number of impaired schools served	12

Program: Centers of Excellence

FY 2009-10

Program Objectives for 2009-10	Proposed Actions to Meet Objectives	Results: Data Reported to Show Whether Objective Met
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FY 2009-10

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Goals/Objectives and Completed Activities for the Centers of Excellence FY 2009-10

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
<i>Clemson University</i>	Center of Excellence for Adolescent Literacy and Learning YEAR 5 of 5	www.clemson.edu/ceall	To train a new cohort of middle and high school content area teachers in the fields of English/LA, Mathematics, science, and social studies in the use of strategies that improves the efficiency and effectiveness of their instruction as well as improve literacy skills for students.	<ul style="list-style-type: none"> • Initial summer institute had to be cancelled due to budgetary difficulties in Greenville and Spartanburg 7 school districts, who were the partners. • Two retreats (Sept. and Jan.) held for Apprentice training. • Three Conferences scheduled that were open to all teachers, but one in the midlands was cancelled due to lack of registrations. • Summer institute held in July 2010 for professional development in literacy in the middle grades. • Bi-weekly workshops for participants from Sept. 2009 – April 2010.
			To continue to build capacity in schools and districts across the state through the development of Teacher Consultants who will serve as resources for their middle and high school faculties.	<ul style="list-style-type: none"> • Teaching Consultants planned and delivered two conferences at the University Center of Greenville. • Retreats in September and January. • Conferences in October and March. The April 2010 conference was cancelled.
			To coordinate and disseminate research on teacher change' adolescent literacy practices. Present results of research conducted by the Center at national and international conferences.	<ul style="list-style-type: none"> • Research findings were presented at the national Research Conference/Literacy Research Association in December, 2009. • Presentation at the HEHD Research Forum at Clemson University. • Research findings were presented at the American Education Research Association in April, 2010. • Project Director working on a proposal for funding from IRA based on CEALL experiences.
			Develop a constituency for the Center	<ul style="list-style-type: none"> • Publication of newsletters three times a

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
				<p>year.</p> <ul style="list-style-type: none"> • Two conferences delivered at the University Center in Greenville for upstate middle and high school teachers. • Two workshops delivered for CEMIST (USCA) at Corbett MS and Leavelle-McCampbell MS. • Fall conference planned for 2010. • Website has been updated.
			Move toward a self-sustaining Center of Excellence.	<ul style="list-style-type: none"> • Proposal submitted for funding to IES, but not funded.
College of Charleston	Center of Excellence for the Advancement of New Literacies in the Middle Grades YEAR 4 of 5	www.cofc.edu/~newliteracies/	Increase pre-service teachers and in-service teachers' depth of knowledge and effectiveness in teaching New Literacies in Middle Grades (professional development, coursework and collective study groups).	<ul style="list-style-type: none"> • <i>Using Digital Technologies and Popular Culture to Teach Literacy in Language Arts and Across the Content Areas, Grades 5-9</i> (EDPD 811-X60) (2 credits) – fall 2009 semester • <i>New Literacies Professional Development Course</i> (Year 1, Semester 2) – spring semester 2010 • <i>Advanced New Literacies in Middle Grades</i> (EDPD 811-W60) (1 credit) – fall semester 2009 • <i>Advanced New Literacies Professional Development</i> – spring semester 2010 • College of Charleston faculty provided New Literacies instruction for pre-service teachers and graduate students via literacy courses – spring and fall semesters. • <i>Introductory New Literacies professional development course</i> 2009-2010 for teachers at Haut Gap Middle School (HGMS)— Johns Island, SC • 6th grade students from Haut Gap participate in a New Literacies visit to the College of Charleston campus

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
			<p>Improve school culture and engagement in learning through school-wide focus of the impact on literacy across all content areas that will result in a New Literacies in Middle Grades Model that can be disseminated across the state to school districts and colleges</p>	<p>Presentations from College of Charleston Faculty:</p> <ul style="list-style-type: none"> • Annual conference of the South Carolina Middle School Association • 14th Annual Holmes Partnership Conference, Charleston, SC. • 59th Annual Meeting of the National Reading Conference, Albuquerque, New Mexico. • Teacher Educators Conference (Division of the Council for Exceptional Children), Charlotte, NC. • 31st International Conference on Learning Disabilities, Dallas, TX.
			<p>Improve reading student achievement scores in targeted low-achieving middle schools</p>	<ul style="list-style-type: none"> • Professional development and support provided to participating teachers via courses, observations, electronic communication throughout the 2009-2010 academic year • College of Charleston faculty conducted classroom observations with participating teachers at Cario Middle School and West Ashley High School.
			<p>Encourage sharing of relevant research and research-based instructional practices across SC for the improvement of middle school literacies</p>	<p>Presentations conducted at the College of Charleston and via local regional, state, national and international conferences throughout the 2009-2010 academic year.</p> <p>Publications used to disseminate information locally and to the public at-large via research-based mediums throughout the 2009-2010 academic year.</p> <ul style="list-style-type: none"> • Skinner, E. N., Hagood, M. C., & Provost, M. (under review). New literacies professional development: Working

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
				<p>towards engaging and empowering middle school teachers in high poverty contexts. For <i>Reading and Writing Quarterly</i>.</p> <ul style="list-style-type: none"> • Hagood, M.C., Skinner, E., Venters, M., & Yelm, B. (2009). Middle school, new literacies and assessments: Issues for classroom practices. In A. Burke and R.F. Hammett (Eds.), <i>Rethinking assessment in new literacies</i> (pp. 77-93). New York: Peter Lang. • Hagood, M. C. (Ed.). (2009). <i>New literacies practices: Designing literacy learning</i>. New York: Peter Lang. • Egelson, P. (2009). Vignettes of Successful Middle School Teachers Who Use New Literacies. In M. C. Hagood (Ed.), <i>New literacies practices: Designing literacy learning</i> (pp. 134-155). New York: Peter Lang. • Provost, M.C. & Babkie, A. (2009). New literacies and special education: Current practice and future promise. In M.C. Hagood (Ed.), <i>New literacies practices: Designing literacy learning</i> (pp. 156-172). New York: Peter Lang. • Skinner, E. N., & Lichtenstein, M. (2009). Digital storytelling is not the new PowerPoint: Adolescents' critical constructions of presidential election issues. In M. C. Hagood (Ed.), <i>New literacies practices: Designing literacy learning</i> (pp. 91-112). New York: Peter Lang.
USC-Aiken	Center of Excellence in Middle-level	http://rpsec.usca.edu/CE-MIST	Developing and modeling exemplary teacher training programs.	<ul style="list-style-type: none"> • Graduate course for participants held in summer. • Institute for participants held in summer.

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
	Interdisciplinary Strategies for Teaching YEAR 2 of 5			<ul style="list-style-type: none"> • Workshops for participants at each of the participating teachers in fall and spring. • 54 pre-service teachers participated in a mentoring program and adopted role of teaching assistant with the participating teachers.
			Providing hands-on, inquiry-based, research-supported programs.	<ul style="list-style-type: none"> • Programs for students at the partnering schools were provided beginning in year 1. Programs were expanded in year 2 and school based programs were provided in year 3. • External funding was secured to develop interdisciplinary and traveling trunks for schools.
			Developing an influential constituency for the Center.	<ul style="list-style-type: none"> • The Ruth Patrick Science Education Center (RPSEC) Advisory Board assumed oversight for the Center activities. • Advisory Council set up for the Center which is composed of a minimum of two teachers and one administrator from each school.
			Achieving a position of leadership in the state.	<ul style="list-style-type: none"> • Center staff members attended the SC Middle School Association and the SC Professors of Middle Level Education Conferences. • Presentations at the Professors of Middle Level Symposium, the SC Science Council, and the Carolina Association of Planetarium Educators meetings. • Website for the Center established: http://rpsec.usca.edu/CE-MIST
			Developing a detailed research agenda.	<ul style="list-style-type: none"> • A book chapter was submitted and accepted. • Article submitted, but was declined. • Literature review on current issues and trends in Middle Level Education and Reading in the Content Areas was completed.

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
<p>Clemson University</p>	<p>Center of Excellence for Inquiry in Mathematics and Science</p> <p>YEAR 2 of 5</p>	<p>http://iim-web.clemson.edu/?page_id=182</p>	<p>GOAL A: Increase the number of highly qualified middle school mathematics and science teachers.</p> <p>A1: Modify existing Clemson pre-service programs in the following manner:</p> <ul style="list-style-type: none"> • <i>Provide opportunities for students enrolled in B.S. and B.A. programs in secondary Mathematics and science to meet the requirements to that they will have the option to add on middle grades certification.)</i> • <i>Modify the Elementary Education program so that students have the option to have a concentration in Mathematics and Science and can, with additional coursework, complete the content requirements to add on middle grades certification.)</i> <p>A2: Develop and provide an innovative, online and face-to-face program for in-service teachers to obtain add-on, middle school certification.</p> <p>A3: Increase the number of math and science graduates from the existing Clemson University middle school M.A.T. Program.</p>	<ul style="list-style-type: none"> • (A1) Course set up so that undergraduates in secondary math and science can fulfill the requirements to add on middle grades certification. 15 students enrolled in this course. • (A1) Secondary undergraduate programs modified so that students now have a significant middle grades field experience. Due to funding cuts, Clemson will not have the resources to develop a new undergraduate middle grades program, but has modified the secondary programs so students will have the opportunities to complete all requirements to be highly qualified for middle grades certification as well as secondary certification. • (A1) A curriculum proposal was developed and will be submitted in fall 2010 that will give elementary students an option to concentrate in mathematics. They too will have the opportunity to complete the steps necessary that will qualify them for middle grades. • (A2) An online course was developed and implemented in summer 2010 that allows in-service math and science teachers to add on middle school certification. 10 students completed the course in Summer 2010. • (A3) A successful search was conducted for a new middle grades science educator for the MAT program. • (A3) In part, due to an NSF Noyce grant, the number of math and science students in the middle grades MAT program has

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
				increased. Currently there are 36 science and math students enrolled.
			<p>GOAL B: Increase the quality, confidence, and competence of in-service middle school mathematics and science teachers through the use of content-embedded inquiry. Our objectives are as follows:</p> <p>B1: Implement substantive and sustained professional development opportunities for middle school teachers in partner schools that:</p> <ul style="list-style-type: none"> • <i>Increase teachers' ability and motivation to use an inquiry-based and research-tested instructional model.</i> • <i>Enrich teachers' content knowledge.</i> • <i>Help teachers develop, refine and disseminate a set of inquiry-based units and lessons that serve as exemplars and address "big ideas" identified in the middle school mathematics and science standards.</i> • <i>Provide technology-based support that allows teachers to share, improve, and create exemplar, inquiry-based units and lessons.</i> <p>B2: Conduct research to determine the role of the 4E x 2 Instructional Model in promoting content-embedded inquiry in middle school mathematics</p>	<ul style="list-style-type: none"> • (B1) In July 2009, PDI-1 was conducted with new partners Seneca and Tanglewood Middle Schools. Faculty conducted more than 150 classroom visits, observing all teachers and providing support to teachers in a variety of ways, as requested. Faculty also observed all teachers for our July 2010 PDI-1, in which we worked with new partners. • (B1) Updates were made to the website throughout the year, though the site is fully operational and has been met with great enthusiasm by the teachers. This allows teachers the structure to design and implement inquiry-based lessons. • (B1) Two PDI-2's, one in July 2009 and one in July 2010 were implemented. • (B1) Teachers have now published more than 50 exemplar lessons on the website. • (B2) Through faculty publications and presentations, math and science educators at Indiana University-Purdue University Indianapolis and at Western Carolina

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
			and science.	<p>University expressed interest. As a result, Clemson faculty have worked with groups of pre-service teachers at both locations and were invited speakers at the North Carolina Mathematics Science Educational Network annual meeting.</p> <ul style="list-style-type: none"> • (B2) Clemson faculty continue to work with NWEA to assess the effectiveness of the program, have made more than a dozen presentations and have more than six articles in national journals that have been published or are in press.

Centers of Excellence

FY 2009-10

Products and Services

Institution	Center Name	Web Site	Products and Services
Clemson University	Center of Excellence for Adolescent Literacy and Learning YEAR 5 of 5	www.clemson.edu/ceall	<ul style="list-style-type: none"> • Nine Teaching Consultants were engaged in the summer to share ideas, provide current research in disciplinary literacy, and plan conference for FY 2009-10. • Thirty teachers participated in a fall conference and 36 teachers participated in a spring conference that was offered in the Upstate. • Eleven teachers from Spartanburg 7 participated in twice-monthly meetings for professional development provided by the center. • Professional development activities were provided for teachers in Aiken County in collaboration with the Center of Excellence in Middle-level Interdisciplinary Strategies for Teaching (USCA)
College of Charleston	Center of Excellence for the Advancement of New Literacies in the Middle Grades YEAR 4 of 5	www.cofc.edu/~newliteracies/	<ul style="list-style-type: none"> • Twenty-four teachers participated in a two-credit hour graduate professional development course in Fall 2009. Teachers were from Charleston, Berkeley, and Dorchester Counties. • Four teachers from Alice Birney Middle School participated in a one-credit hour graduate professional development course in Fall 2009. On-site support and follow-up were provided by faculty during the 2009-10 school year. • Twenty-four teachers from Haut Gap Middle School participated in a two-credit hour graduate professional development course and were provided on-going support from university faculty during the 2009-10 school year.
USC-Aiken	Center of Excellence in Middle-level Interdisciplinary Strategies for Teaching YEAR 2 of 5	http://rpsec.usca.edu/CE-MIST	<ul style="list-style-type: none"> • Sixty-two teachers from three middle schools participated in a series of five workshops on strategies for interdisciplinary teaching. Workshops in this series were provided in partnership with the Center of Excellence for Adolescent Literacy and Learning (Clemson). • 1,047 middle level students participated in field trip

Institution	Center Name	Web Site	Products and Services
			<p>experiences where they engaged in hands-on, standards-based activities.</p> <ul style="list-style-type: none"> • Fifty-two preservice teachers provided 731 hours of service learning to the CE-MIST schools • Eighteen teachers participated in a two-day summer institute on interdisciplinary teaching called, Transportation: Learning on the Move • Seven teachers enrolled in the Aiken Writing Project Summer Institute where they earned 6-hours of graduate credit. • Thirty-one teachers participated in the development of interdisciplinary traveling trunks culminating in the creation of seven interdisciplinary units packaged with lesson plans and materials necessary to deliver engaging activities to students. • Three presentations were made at professional meetings, one book chapter was submitted and accepted for publication, one manuscript has been submitted to a professional journal.
<p>Clemson University</p>	<p>Center of Excellence for Inquiry in Mathematics and Science</p> <p>YEAR 2 of 5</p>	<p>http://iim-web.clemson.edu/?page_id=182</p>	<ul style="list-style-type: none"> • Twenty-four teachers participated in a two-week workshop where they experienced inquiry and began to develop exemplar lessons to use in the FY 2009-10 school year. • Eight teachers returned from FY 2008-09 for advanced leadership professional development training. • The website is fully operational and has approximately 50 exemplar lessons for teacher use. Videos and student work samples are included on the website and have been accessed by teachers in 49 states and multiple countries. • The Electronic Quality of Inquiry Protocol (EQUIP) has been refined and fully implemented. EQUIP is used as a research tool and teachers are using it to assess the quality of inquiry they are implementing in the classroom. EQUIP has appeared in national, peer-reviewed journals.

FY 2009-10 EIA Program Report

Due October 1, 2010

EIA PROGRAM NAME: Centers of Excellence

PROGRAM ADMINISTRATION

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EIA Program Name: Centers of Excellence

Program: Centers of Excellence

FY 2009-10

Program Objectives for 2009-10	Proposed Actions to Meet Objectives	Results: Data Reported to Show Whether Objective Met
Fund one new Center of Excellence for FY 2009-10 focused on low performing schools and districts to enhance teacher practice and student achievement.	Request for Proposals for FY 2009-10 and competitive selection of two Centers focusing on low performing schools and districts.	No new centers funded FY 2009-10 due to budget reductions. One new center was recommended for funding for FY 2010-11.
Centers develop and model a state-of-the-art pre-service program.	Center interim and annual reports to CHE.	190 pre-service students participated in Centers' activities: courses, research, study groups.
Centers impact teacher education programs including pre-service students and higher education faculty.	Center interim and annual reports to CHE.	8 higher education faculty participated in Centers' activities from approximately 5 institutions: courses and/or instructional activities, workshops, seminars, conferences, etc. Teacher education programs impacted through the re-design of programs and/or the addition of new courses.
Centers provide high quality professional development to teachers and districts.	Center interim and annual reports to CHE.	80 in-service activities occurred; 223 teachers were served at 41 schools in 14 districts. Courses/workshops offered to school personnel were standards-based.
Centers undertake research designed to determine effective practice/content.	Center interim and annual reports to CHE.	Centers presented findings at state and national meetings and in publications with 22 presentations.
Centers disseminate statewide to K-16 personnel information on model program and activities.	Center interim and annual reports to CHE.	All Centers maintain web sites. (http://rpsec.usca.sc.edu/CentersOfExc/) Many of the Centers have regular newsletters.

Program Objectives for 2009-10	Proposed Actions to Meet Objectives	Results: Data Reported to Show Whether Objective Met
<p>Fund one new Center of Excellence for FY 2010-11 focused on improving teacher recruitment and retention of teachers in low performing schools.</p> <p>Centers develop and model "state of the art" pre-service program</p> <p>Centers impact teacher education programs including pre-service students and higher education faculty</p> <p>Centers provide high quality professional development to teachers and districts and involve low performing schools in the development of a collaborative effort</p> <p>Centers undertake research designed to determine effective practice/content</p> <p>Centers have a clear evaluation and assessment protocol which facilitates dissemination and replication</p>	<p>Request for Proposals for FY 2010-11 and competitive selection of two Centers focusing on low performing schools and districts.</p> <p>Center interim and annual reports to CHE.</p> <p>Center interim and annual reports to CHE.</p> <p>Center interim and annual reports to CHE. Site visits by CHE personnel.</p> <p>Center interim and annual reports to CHE.</p> <p>Center interim and annual reports to CHE.</p>	<p>One center was recommended for funding for FY 2010-11. A second center was not funded for FY 2010-11 due to budget reductions.</p> <p>Courses and/or instructional activities offered to pre-service students; higher education faculty support and training programmatic changes to pre-service programs; other university personnel involved in activities</p> <p>Courses/ workshops offered to school personnel (standards-based); evaluation of activities indicate school personnel satisfied with course content and have changed teaching methods; participants see impact on student learning and achievement.</p> <p>Centers evaluate activities to determine if they are effective in enhancing teacher practice and have a positive impact on student learning and achievement.</p> <p>Centers present findings at state and national meetings; Centers maintain a web site and, if appropriate, publish results of research.</p> <p>Centers hire external evaluators who submit final reports to CHE on the success of the centers meeting their goals and objectives.</p>

FY 2009-10

**SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION
CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT OF 1984
SUMMARY OF
SERVICE TO K-16 COMMUNITY**

Number of teachers served	223
Number of students served (P-12)	3025
Number of pre-service students served	190
Number of districts served	14
Number on in-service activities	80
Number of schools served (P-12)	41
Number of faculty (higher education served)	8
Number of higher education institutions served	5
Number of state and national presentations	22
Number of impaired districts served	0
Number of impaired schools served	12

Goals/Objectives and Completed Activities for the Centers of Excellence FY 2009-10

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
<i>Clemson University</i>	Center of Excellence for Adolescent Literacy and Learning YEAR 5 of 5	www.clemson.edu/ceall	To train a new cohort of middle and high school content area teachers in the fields of English/LA, Mathematics, science, and social studies in the use of strategies that improves the efficiency and effectiveness of their instruction as well as improve literacy skills for students.	<ul style="list-style-type: none"> • Initial summer institute had to be cancelled due to budgetary difficulties in Greenville and Spartanburg 7 school districts, who were the partners. • Two retreats (Sept. and Jan.) held for Apprentice training. • Three Conferences scheduled that were open to all teachers, but one in the midlands was cancelled due to lack of registrations. • Summer institute held in July 2010 for professional development in literacy in the middle grades. • Bi-weekly workshops for participants from Sept. 2009 – April 2010.
			To continue to build capacity in schools and districts across the state through the development of Teacher Consultants who will serve as resources for their middle and high school faculties.	<ul style="list-style-type: none"> • Teaching Consultants planned and delivered two conferences at the University Center of Greenville. • Retreats in September and January. • Conferences in October and March. The April 2010 conference was cancelled.
			To coordinate and disseminate research on teacher change' adolescent literacy practices. Present results of research conducted by the Center at national and international conferences.	<ul style="list-style-type: none"> • Research findings were presented at the national Research Conference/Literacy Research Association in December, 2009. • Presentation at the HEHD Research Forum at Clemson University. • Research findings were presented at the American Education Research Association in April, 2010. • Project Director working on a proposal for funding from IRA based on CEALL experiences.
			Develop a constituency for the Center	<ul style="list-style-type: none"> • Publication of newsletters three times a

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
				<p>year.</p> <ul style="list-style-type: none"> • Two conferences delivered at the University Center in Greenville for upstate middle and high school teachers. • Two workshops delivered for CEMIST (USCA) at Corbett MS and Leavelle-McCampbell MS. • Fall conference planned for 2010. • Website has been updated.
			Move toward a self-sustaining Center of Excellence.	<ul style="list-style-type: none"> • Proposal submitted for funding to IES, but not funded.
<p><i>College of Charleston</i></p>	<p>Center of Excellence for the Advancement of New Literacies in the Middle Grades</p> <p>YEAR 4 of 5</p>	<p>www.cofc.edu/~newliteracies/</p>	<p>Increase pre-service teachers and in-service teachers' depth of knowledge and effectiveness in teaching New Literacies in Middle Grades (professional development, coursework and collective study groups).</p>	<ul style="list-style-type: none"> • <i>Using Digital Technologies and Popular Culture to Teach Literacy in Language Arts and Across the Content Areas, Grades 5-9</i> (EDPD 811-X60) (2 credits) – fall 2009 semester • <i>New Literacies Professional Development Course</i> (Year 1, Semester 2) – spring semester 2010 • <i>Advanced New Literacies in Middle Grades</i> (EDPD 811-W60) (1 credit) – fall semester 2009 • <i>Advanced New Literacies Professional Development</i> – spring semester 2010 • College of Charleston faculty provided New Literacies instruction for pre-service teachers and graduate students via literacy courses – spring and fall semesters. • <i>Introductory New Literacies professional development course</i> 2009-2010 for teachers at Haut Gap Middle School (HGMS)— Johns Island, SC • 6th grade students from Haut Gap participate in a New Literacies visit to the College of Charleston campus

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
			<p>Improve school culture and engagement in learning through school-wide focus of the impact on literacy across all content areas that will result in a New Literacies in Middle Grades Model that can be disseminated across the state to school districts and colleges</p>	<p>Presentations from College of Charleston Faculty:</p> <ul style="list-style-type: none"> • Annual conference of the South Carolina Middle School Association • 14th Annual Holmes Partnership Conference, Charleston, SC. • 59th Annual Meeting of the National Reading Conference, Albuquerque, New Mexico. • Teacher Educators Conference (Division of the Council for Exceptional Children), Charlotte, NC. • 31st International Conference on Learning Disabilities, Dallas, TX.
			<p>Improve reading student achievement scores in targeted low-achieving middle schools</p>	<ul style="list-style-type: none"> • Professional development and support provided to participating teachers via courses, observations, electronic communication throughout the 2009-2010 academic year • College of Charleston faculty conducted classroom observations with participating teachers at Cario Middle School and West Ashley High School.
			<p>Encourage sharing of relevant research and research-based instructional practices across SC for the improvement of middle school literacies</p>	<p>Presentations conducted at the College of Charleston and via local regional, state, national and international conferences throughout the 2009-2010 academic year.</p> <p>Publications used to disseminate information locally and to the public at-large via research-based mediums throughout the 2009-2010 academic year.</p> <ul style="list-style-type: none"> • Skinner, E. N., Hagood, M. C., & Provost, M. (under review). New literacies professional development: Working

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
				<p>towards engaging and empowering middle school teachers in high poverty contexts. For <i>Reading and Writing Quarterly</i>.</p> <ul style="list-style-type: none"> • Hagood, M.C., Skinner, E., Venters, M., & Yelm, B. (2009). Middle school, new literacies and assessments: Issues for classroom practices. In A. Burke and R.F. Hammett (Eds.), <i>Rethinking assessment in new literacies</i> (pp. 77-93). New York: Peter Lang. • Hagood, M. C. (Ed.). (2009). <i>New literacies practices: Designing literacy learning</i>. New York: Peter Lang. • Egelson, P. (2009). Vignettes of Successful Middle School Teachers Who Use New Literacies. In M. C. Hagood (Ed.), <i>New literacies practices: Designing literacy learning</i> (pp. 134-155). New York: Peter Lang. • Provost, M.C. & Babkie, A. (2009). New literacies and special education: Current practice and future promise. In M.C. Hagood (Ed.), <i>New literacies practices: Designing literacy learning</i> (pp. 156-172). New York: Peter Lang. • Skinner, E. N., & Lichtenstein, M. (2009). Digital storytelling is not the new PowerPoint: Adolescents' critical constructions of presidential election issues. In M. C. Hagood (Ed.), <i>New literacies practices: Designing literacy learning</i> (pp. 91-112). New York: Peter Lang.
USC-Aiken	Center of Excellence in Middle-level	http://rpsec.usca.edu/CE-MIST	Developing and modeling exemplary teacher training programs.	<ul style="list-style-type: none"> • Graduate course for participants held in summer. • Institute for participants held in summer.

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
	Interdisciplinary Strategies for Teaching YEAR 2 of 5			<ul style="list-style-type: none"> • Workshops for participants at each of the participating teachers in fall and spring. • 54 pre-service teachers participated in a mentoring program and adopted role of teaching assistant with the participating teachers.
			Providing hands-on, inquiry-based, research-supported programs.	<ul style="list-style-type: none"> • Programs for students at the partnering schools were provided beginning in year 1. Programs were expanded in year 2 and school based programs were provided in year 3. • External funding was secured to develop interdisciplinary and traveling trunks for schools.
			Developing an influential constituency for the Center.	<ul style="list-style-type: none"> • The Ruth Patrick Science Education Center (RPSEC) Advisory Board assumed oversight for the Center activities. • Advisory Council set up for the Center which is composed of a minimum of two teachers and one administrator from each school.
			Achieving a position of leadership in the state.	<ul style="list-style-type: none"> • Center staff members attended the SC Middle School Association and the SC Professors of Middle Level Education Conferences. • Presentations at the Professors of Middle Level Symposium, the SC Science Council, and the Carolina Association of Planetarium Educators meetings. • Website for the Center established: http://rpsec.usca.edu/CE-MIST
			Developing a detailed research agenda.	<ul style="list-style-type: none"> • A book chapter was submitted and accepted. • Article submitted, but was declined. • Literature review on current issues and trends in Middle Level Education and Reading in the Content Areas was completed.

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
<p>Clemson University</p>	<p>Center of Excellence for Inquiry in Mathematics and Science</p> <p>YEAR 2 of 5</p>	<p>http://iim-web.clemson.edu/?page_id=182</p>	<p>GOAL A: Increase the number of highly qualified middle school mathematics and science teachers.</p> <p>A1: Modify existing Clemson pre-service programs in the following manner:</p> <ul style="list-style-type: none"> • <i>Provide opportunities for students enrolled in B.S. and B.A. programs in secondary Mathematics and science to meet the requirements to that they will have the option to add on middle grades certification.)</i> • <i>Modify the Elementary Education program so that students have the option to have a concentration in Mathematics and Science and can, with additional coursework, complete the content requirements to add on middle grades certification.)</i> <p>A2: Develop and provide an innovative, online and face-to-face program for in-service teachers to obtain add-on, middle school certification.</p> <p>A3: Increase the number of math and science graduates from the existing Clemson University middle school M.A.T. Program.</p>	<ul style="list-style-type: none"> • (A1) Course set up so that undergraduates in secondary math and science can fulfill the requirements to add on middle grades certification. 15 students enrolled in this course. • (A1) Secondary undergraduate programs modified so that students now have a significant middle grades field experience. Due to funding cuts, Clemson will not have the resources to develop a new undergraduate middle grades program, but has modified the secondary programs so students will have the opportunities to complete all requirements to be highly qualified for middle grades certification as well as secondary certification. • (A1) A curriculum proposal was developed and will be submitted in fall 2010 that will give elementary students an option to concentrate in mathematics. They too will have the opportunity to complete the steps necessary that will qualify them for middle grades. • (A2) An online course was developed and implemented in summer 2010 that allows in-service math and science teachers to add on middle school certification. 10 students completed the course in Summer 2010. • (A3) A successful search was conducted for a new middle grades science educator for the MAT program. • (A3) In part, due to an NSF Noyce grant, the number of math and science students in the middle grades MAT program has

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
				increased. Currently there are 36 science and math students enrolled.
			<p>GOAL B: Increase the quality, confidence, and competence of in-service middle school mathematics and science teachers through the use of content-embedded inquiry. Our objectives are as follows:</p> <p>B1: Implement substantive and sustained professional development opportunities for middle school teachers in partner schools that:</p> <ul style="list-style-type: none"> • <i>Increase teachers' ability and motivation to use an inquiry-based and research-tested instructional model.</i> • <i>Enrich teachers' content knowledge.</i> • <i>Help teachers develop, refine and disseminate a set of inquiry-based units and lessons that serve as exemplars and address "big ideas" identified in the middle school mathematics and science standards.</i> • <i>Provide technology-based support that allows teachers to share, improve, and create exemplar, inquiry-based units and lessons.</i> <p>B2: Conduct research to determine the role of the 4E x 2 Instructional Model in promoting content-embedded inquiry in middle school mathematics</p>	<ul style="list-style-type: none"> • (B1) In July 2009, PDI-1 was conducted with new partners Seneca and Tanglewood Middle Schools. Faculty conducted more than 150 classroom visits, observing all teachers and providing support to teachers in a variety of ways, as requested. Faculty also observed all teachers for our July 2010 PDI-1, in which we worked with new partners. • (B1) Updates were made to the website throughout the year, though the site is fully operational and has been met with great enthusiasm by the teachers. This allows teachers the structure to design and implement inquiry-based lessons. • (B1) Two PDI-2's, one in July 2009 and one in July 2010 were implemented. • (B1) Teachers have now published more than 50 exemplar lessons on the website. • (B2) Through faculty publications and presentations, math and science educators at Indiana University-Purdue University Indianapolis and at Western Carolina

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
			and science.	<p>University expressed interest. As a result, Clemson faculty have worked with groups of pre-service teachers at both locations and were invited speakers at the North Carolina Mathematics Science Educational Network annual meeting.</p> <ul style="list-style-type: none"> • (B2) Clemson faculty continue to work with NWEA to assess the effectiveness of the program, have made more than a dozen presentations and have more than six articles in national journals that have been published or are in press.

Program: Centers of Excellence

FY 2009-10

Results

Program Objectives for 2009-10	Proposed Actions to Meet Objectives	Results: Data Reported to Show Whether Objective Met
<p>Fund one new Center of Excellence for FY 2009-10 focused on low performing schools and districts to enhance teacher practice and student achievement.</p> <p>Centers develop and model a state-of-the-art pre-service program.</p> <p>Centers impact teacher education programs including pre-service students and higher education faculty.</p> <p>Centers provide high quality professional development to teachers and districts.</p> <p>Centers undertake research designed to determine effective practice/content.</p> <p>Centers disseminate statewide to K-16 personnel information on model program and activities.</p>	<p>Request for Proposals for FY 2009-10 and competitive selection of two Centers focusing on low performing schools and districts.</p> <p>Center interim and annual reports to CHE.</p>	<p>No new centers funded FY 2009-10 due to budget reductions. One new center was recommended for funding for FY 2010-11.</p> <p>190 pre-service students participated in Centers' activities: courses, research, study groups.</p> <p>8 higher education faculty participated in Centers' activities from approximately 5 institutions: courses and/or instructional activities, workshops, seminars, conferences, etc. Teacher education programs impacted through the re-design of programs and/or the addition of new courses.</p> <p>80 in-service activities occurred; 223 teachers were served at 41 schools in 14 districts. Courses/workshops offered to school personnel were standards-based.</p> <p>Centers presented findings at state and national meetings and in publications with 22 presentations.</p> <p>All Centers maintain web sites. (http://rpsec.usca.sc.edu/CentersOfExc/) Many of the Centers have regular newsletters.</p>

Program Objectives for 2009-10	Proposed Actions to Meet Objectives	Results: Data Reported to Show Whether Objective Met
<p>Fund one new Center of Excellence for FY 2010-11 focused on improving teacher recruitment and retention of teachers in low performing schools.</p> <p>Centers develop and model "state of the art" pre-service program</p> <p>Centers impact teacher education programs including pre-service students and higher education faculty</p> <p>Centers provide high quality professional development to teachers and districts and involve low performing schools in the development of a collaborative effort</p> <p>Centers undertake research designed to determine effective practice/content</p> <p>Centers have a clear evaluation and assessment protocol which facilitates dissemination and replication</p>	<p>Request for Proposals for FY 2010-11 and competitive selection of two Centers focusing on low performing schools and districts.</p> <p>Center interim and annual reports to CHE.</p> <p>Center interim and annual reports to CHE.</p> <p>Center interim and annual reports to CHE. Site visits by CHE personnel.</p> <p>Center interim and annual reports to CHE.</p> <p>Center interim and annual reports to CHE.</p>	<p>One center was recommended for funding for FY 2010-11. A second center was not funded for FY 2010-11 due to budget reductions.</p> <p>Courses and/or instructional activities offered to pre-service students; higher education faculty support and training programmatic changes to pre-service programs; other university personnel involved in activities</p> <p>Courses/ workshops offered to school personnel (standards-based); evaluation of activities indicate school personnel satisfied with course content and have changed teaching methods; participants see impact on student learning and achievement.</p> <p>Centers evaluate activities to determine if they are effective in enhancing teacher practice and have a positive impact on student learning and achievement.</p> <p>Centers present findings at state and national meetings; Centers maintain a web site and, if appropriate, publish results of research.</p> <p>Centers hire external evaluators who submit final reports to CHE on the success of the centers meeting their goals and objectives.</p>

FY 2009-10

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CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT OF 1984
SUMMARY OF
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Centers of Excellence

FY 2009-10

Products and Services

Institution	Center Name	Web Site	Products and Services
<p>Clemson University</p>	<p>Center of Excellence for Adolescent Literacy and Learning</p> <p>YEAR 5 of 5</p>	<p>www.clemson.edu/ceall</p>	<ul style="list-style-type: none"> • Nine Teaching Consultants were engaged in the summer to share ideas, provide current research in disciplinary literacy, and plan conference for FY 2009-10. • Thirty teachers participated in a fall conference and 36 teachers participated in a spring conference that was offered in the Upstate. • Eleven teachers from Spartanburg 7 participated in twice-monthly meetings for professional development provided by the center. • Professional development activities were provided for teachers in Aiken County in collaboration with the Center of Excellence in Middle-level Interdisciplinary Strategies for Teaching (USCA)
<p>College of Charleston</p>	<p>Center of Excellence for the Advancement of New Literacies in the Middle Grades</p> <p>YEAR 4 of 5</p>	<p>www.cofc.edu/~newliteracies/</p>	<ul style="list-style-type: none"> • Twenty-four teachers participated in a two-credit hour graduate professional development course in Fall 2009. Teachers were from Charleston, Berkeley, and Dorchester Counties. • Four teachers from Alice Birney Middle School participated in a one-credit hour graduate professional development course in Fall 2009. On-site support and follow-up were provided by faculty during the 2009-10 school year. • Twenty-four teachers from Haut Gap Middle School participated in a two-credit hour graduate professional development course and were provided on-going support from university faculty during the 2009-10 school year.
<p>USC-Aiken</p>	<p>Center of Excellence in Middle-level Interdisciplinary Strategies for Teaching</p> <p>YEAR 2 of 5</p>	<p>http://rpsec.usca.edu/CE-MIST</p>	<ul style="list-style-type: none"> • Sixty-two teachers from three middle schools participated in a series of five workshops on strategies for interdisciplinary teaching. Workshops in this series were provided in partnership with the Center of Excellence for Adolescent Literacy and Learning (Clemson). • 1,047 middle level students participated in field trip

Institution	Center Name	Web Site	Products and Services
			<p>experiences where they engaged in hands-on, standards-based activities.</p> <ul style="list-style-type: none"> • Fifty-two preservice teachers provided 731 hours of service learning to the CE-MIST schools • Eighteen teachers participated in a two-day summer institute on interdisciplinary teaching called, Transportation: Learning on the Move • Seven teachers enrolled in the Aiken Writing Project Summer Institute where they earned 6-hours of graduate credit. • Thirty-one teachers participated in the development of interdisciplinary traveling trunks culminating in the creation of seven interdisciplinary units packaged with lesson plans and materials necessary to deliver engaging activities to students. • Three presentations were made at professional meetings, one book chapter was submitted and accepted for publication, one manuscript has been submitted to a professional journal.
<p>Clemson University</p>	<p>Center of Excellence for Inquiry in Mathematics and Science</p> <p>YEAR 2 of 5</p>	<p>http://iim-web.clemson.edu/?page_id=182</p>	<ul style="list-style-type: none"> • Twenty-four teachers participated in a two-week workshop where they experienced inquiry and began to develop exemplar lessons to use in the FY 2009-10 school year. • Eight teachers returned from FY 2008-09 for advanced leadership professional development training. • The website is fully operational and has approximately 50 exemplar lessons for teacher use. Videos and student work samples are included on the website and have been accessed by teachers in 49 states and multiple countries. • The Electronic Quality of Inquiry Protocol (EQUIP) has been refined and fully implemented. EQUIP is used as a research tool and teachers are using it to assess the quality of inquiry they are implementing in the classroom. EQUIP has appeared in national, peer-reviewed journals.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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

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

Code of Laws: (MAX. 100 characters)

Proviso Number: (MAX: 100 characters)

1A.11 Recruitment
1A.14, 1.48, 1.49. 1.89 NBPTS
1A.34 Susp. of EIA Programs

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

State Board of Education: Induction and Mentoring Guidelines

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

- Yes
- No

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.) (MAX 3500 characters)

CERRA's goals relate directly to the mission of the organization. The Center's mission statement is as follows.

The purpose of the Center for Educator Recruitment, Retention and Advancement (CERRA) is to provide leadership in identifying, attracting, placing and retaining well-qualified individuals for the teaching profession in our state. In doing so, CERRA will respond to changing needs for teachers from underrepresented populations, in critical subject fields and in under-served geographical areas in South Carolina. The Center will work cooperatively with other organizations to promote the education profession.

(Note: "Teaching profession" was changed during strategic planning to "education profession" to reflect the broadening roles of teachers and thus of CERRA.)

CERRA supports that our programs and initiatives should model best practices in education such as high quality, on-going, relevant professional development; targeted recruitment; encouragement of professional learning communities; collaboration with other entities; innovative initiatives; and positive advocacy for the profession.

Goals

1. Pre-Collegiate: Increase the awareness and participation of homegrown teacher recruitment opportunities for South Carolina's middle and secondary students, particularly in greatest needs districts.
2. Pre-Service: Expand CERRA's influence as a teacher recruitment agency to increase recruitment efforts in SC's districts and content areas, including those of greatest need.
3. Service: Raise level of awareness and participation in teacher retention and advancement opportunities, particularly in greatest needs areas.

Strategic Goals:

1. Establish CERRA by 2013 as a leading repository and interpreter for data on teacher recruitment, retention and advancement in South Carolina.
2. Ensure that CERRA's programs and services align with its mission and the State's current and future needs.
3. Promote the teaching profession as an attractive career choice and promote and clarify CERRA's role.
4. Be a visible, credible advocate for the education profession and encourage educators to become advocates.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

Pre-Collegiate

ProTeam:

- Expanded and refined the ProTeam (PT) Program
- Aligned the PT curriculum standards with the key principles of SREB's Making Middle Grades Work
- Collaborated with the Middle Level Teacher Education Initiative (MLTEI) to recruit and support middle level teachers

Teacher Cadet:

- Revised the Teacher Cadet (TC) curriculum, Experiencing Education, 10th Edition
- Initiated the planning phases of the Teacher Cadet Interactive Technology Hub
- Aligned the TC curriculum standards with the standards of NCATE, ATE, INTASC, and NBPTS
- Presented TC standards as the "national" standards for Future Educators Association (FEA)
- Awarded the Ken Bower Teacher Cadet Scholarship
- Applied for a CATE course code from the SCDE to enable CATE students to take the Teacher Cadet course as part of their "completer" program
- Distributed a fall and spring version of the College Financial Newsletter to all public high schools in SC
- Hosted a Special Education Conference, in collaboration with the SCDE's Office of Exceptional Children
- Assisted Phi Delta Kappa (PDK) in gaining Career and Technical Student Organization (CTSO) status from the US Department of Education
- Targeted specific audiences to increase exposure of under-represented populations in the profession and underserved areas in CERRA's programs
- Supported a Teacher Cadet conference in the Upstate
- Collaborated with other organizations in researching TC data

Teacher Educators:

- Arranged collaboration between Cadet classes and College Partners (teacher preparation institutions) across the state
- Supported College Partners at Teacher Cadet on campus College Day(s) to acquaint Cadets with the college experience and recruit potential educators to their school
- Held annual College Partners meeting to streamline support given to Teacher Cadet sites
- Recruited three additional College Partners to the Teacher Cadet network
- Recruited additional College Partners to expand diversity of support the diversity of the network

FEA:

- Served as Hub for SC FEA chapters
- Served as resource for Phi Delta Kappa and FEA

Pre-Service

Teaching Fellows:

- Completed application process for 2010 cohort; awarded fellowships
- Developed strategies to increase recruitment of all applicants for the Teaching Fellows Program
- Collaborated with Fellows institutions concerning reduced number of freshman in the 2009 cohort

- Completed evaluation process for scheduled TFIs: Continued follow-up with SCSU
- Assessed evaluation and audit process for Teaching Fellows Institutions
- Assessed application process for Teaching Fellows Program
- Collaborated with PPS network in recruiting Fellows
- Encouraged increased collaboration among Teaching Fellows Institutions while providing program guidance
- Hosted a Hill Day at the General Assembly
- Updated and refined TF Policy Manual
- Tracked graduated Fellows

Job Bank / Online Application / Teacher Expo:

- Collaborated with the SCDE and SCASA to encourage participation in the Teacher Expo and use of the S.C. Online Educator and Certification Application System and the Online Job Bank
- Continued presence at state career fairs and recruitment events
- Continued general recruitment support by providing district personnel directors with recruitment materials

Service

Teacher Leaders:

- Increased professional development and leadership opportunities for teachers through state and local Teacher Forums and the CERRA Advisory Board
- Provided opportunities for teachers to participate in advocacy and recognition efforts in collaboration with other SC organizations

National Board:

- Strengthened regional NB candidate loan awareness and support programs
- Encouraged multi-partnerships with PSTA, SCEA, SCDE, National Board for Professional Teaching Standards, NB District Liaisons, and NBCTs for the delivery of NB candidate support
- Targeted Palmetto Priority Schools for TakeOne! learning communities
- Hosted a statewide NB support conference
- Collaborated with NB Dream Team

Mentor Training:

- Provided statewide training as mandated by SC Mentoring and Induction Guidelines
- Provided advanced training for mentors for teachers of students with special needs
- Partnered in the planning and implementation of the Winthrop NetSCOPE grant to increase opportunities for higher education faculty and mentors to support pre-service and induction teachers
- Participated in planning and development of the Newberry College Center of Excellence Grant to develop advanced mentor training for educators serving PACE teachers

Other:

- Increased collaboration opportunities and services with the SCDE, college and universities, and other partners

Strategic Goal 1: Data Management

- Collected, analyzed, and disseminated information relevant to CERRA's mission and useful to CERRA's customers and partners

Strategic Goal 2: Strategic Alignment of Programs and Services

- Established program evaluation criteria including identification of outcome variables, appropriate data to be collected, methods of data collection and analysis, and measures of success
- Collected, analyzed, and applied data to evaluate the relevance, effectiveness, and efficiency

of CERRA's programs and services

-Designed and implemented process for directors to review program relevance, effectiveness, and efficiency on a regular basis, to make recommendations to the executive director, and to share decisions with internal and external audiences

Strategic Goal 3: Communications

-Completed an audit of materials and tools currently used to support and promote CERRA and the teaching profession

Strategic Goal 4: Advocacy

-Developed CERRA's capacity as an advocate for the profession

-Developed activities to involve the CERRA network in advocating for the profession

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Pre-Collegiate

ProTeam:
-Provided professional development for 16 teachers
-Served 193 students at 9 sites; 63 males and 66 students of color
-Provided expertise and documents for MLTEI and for the SCDE for SREB Making Middle Grades Work

Teacher Cadet:
-Established 11 new sites (170 total sites; 190 sections)
-Provided professional development for 17 new instructors
-Served 2,660 students (577 males and 915 students of color) in 75% of all SC public high schools.
-Awarded the Ken Bower Teacher Cadet Scholarship (\$500 each) to five outstanding high school seniors pursuing a degree in teacher education
-Hosted a Special Education Conference, in collaboration with the SCDE's Office of Exceptional Education; served 70 Teacher Cadets, high school instructors, College Partners, and special education teachers
-Supported a TC conference in the Upstate: hosted 300 Teacher Cadets and instructors
-Designed two new sections of TC in FY11 to attract more males and minorities to the teaching profession-a single gender class for males and a Coaches-in-Training section for those students interested in coaching and teaching
-Provided the College Financial Newsletter all high school juniors and seniors via email distribution and via website
-Enabled 29 SC FEA chapters to be eligible for federal funds

Teacher Educators:
- Collaborated with 21 College Partner institutions to support 170 Teacher Cadet sites
-Hosted College Day(s) on each campus
-Held an annual meeting of College Partner Coordinators to streamline services to Teacher Cadet sites; 17 attended.
-Added 3 additional College Partners?SCSU, Voorhees College, and Southern Wesleyan University

FEA:
-Supported 29 FEA chapters in SC high schools, career centers, and college campuses
-Assisted FEA with national designation as CTSO which qualifies FEA chapters for state and federal (Perkins) funding

Pre-Service

Teaching Fellows:
-Received 835 applications from 197 public and private SC high schools; 561 from Teacher Cadets; held regional interviews for 376 applicants;
- awarded 120 fellowships; placement in progress
-Developed plans to provide quality programs for the 62 members of the 2009 cohort
-Completed evaluations at 3 TFIs: College of Charleston, Charleston Southern, and Winthrop University
-Researched 591 graduated and teaching Fellows
-Hosted three organizational meetings for the 11 Campus Directors
-Developed capacity of 2 new Campus Directors to ensure quality programs were maintained during the transition

- Held a statewide Teaching Fellows conference for 60 juniors and seniors, taught by practicing Fellows, on best practices
- Provided legislative workshop for 25 Fellows; recognized on the floors of the SC House and Senate

Job Bank / Online Application / Teacher Expo:

- Online Employment Application system accessed 45,997 times by 86 districts
- More than 32,000 applications created or modified; since FY00, more than 128,000 online applications initiated
- Approximately 19,000 applicants are South Carolina residents, and 8,769 were already employed in a SC public school district.
- 2,244 applicants initiated the teacher certification process.
- All 86 schools districts and two special schools post with the SC Job Bank.
- 74 teachers hired as a result of the June 2009 Teacher Expo (June 2010 results not available until fall 2010)
- Suspended in-person Expo in June 2010 in favor of virtual fair due to decreased staffing needs. Although only four districts participated in the virtual Expo, 750 applicants registered with as many as 200 were online at one time.
- Attended Guidance Counselor Conferences (200 participants) statewide to share Fellows information
- Created and distributed rack cards advertising the TF application process
- Attended opening ceremonies and career and instructional fair days at more than 28 districts

Service

Teacher Leaders:

- Provided professional development for approximately 100 teacher leaders through 5 regional conferences and one statewide workshop
- Provided three professional development opportunities for CERRA's 30 Advisory Board members
- Participated in the SCDE Teachers of Excellence network
- Represented SC with 8 CERRA Advisory Board members at the Teacher Leader Symposium
- Provided opportunities for teachers to participate in advocacy and recognition efforts in collaboration with SC Future Minds, SCEA, PSTA, and educational consortiums

National Board:

- Administered 932 loans in FY 10
- Currently tracking 2,553 loans
- Collaborated with EOC on informational report
- 798 achievers in December 2009 for a total of 7,293 NBCTs in South Carolina.
- 6,639 NBCTs employed in SC schools and districts, and of those, 6,436 received an annual supplement.
- According to National Board, 10% of SC NBCTS are teachers of color
- Provided 2 opportunities for NB Dream Team member to present plans for minority recruitment
- Hosted a National Board Support Conference for over 180 participants
- Initiated TakeOne! site at Carver Jr. High School
- Hosted three professional development workshops for up to 60 District Liaisons
- Hosted 9 National Board Awareness/Support meetings for approximately 150 educators
- Hosted 7 online Awareness Sessions for approximately 105 educators
- Presented TakeOne! information at 2 PPS Regional Collaboration Meetings for representatives from a total of 19 school districts
- Updated the NB toolkit for candidate support and awareness

Mentor Training:

- Collaborated with SCDE for providing training and materials to adhere to the Induction and Mentoring Guidelines
- Certified 1,079 mentors for a total to 6,461 statewide in 50 local, regional, and state-level trainings
- Started 30 educators in the process to become certified trainers in Train the Trainer sessions
- Certified 48 mentor trainers for a total of 189

- Trained 160 educators in nine Special Education Advanced Mentor Trainings
- Served 64 school districts (19 with schools with a PPS designation), plus the South Carolina Public Charter School District and the South Carolina School for the Deaf and the Blind; 85 districts (19 districts with schools with a PPS designation) served overall, plus the Department of Juvenile Justice and John De La Howe
- Sent 3 representatives to the National New Teacher Center Symposium for NetSCOPE

Other:

- Participated in SC Chamber of Commerce and Leadership-South Carolina
- Presented recruitment, retention, and advancement sessions at the Blue Ribbon Schools of Excellence Conference
- Collaborated with the SCDE on NCTAF's Inside Out Center for Learning
- Targeted Palmetto Priority Schools for services and increased recruitment activities
- Participated in SCDE SC Teacher Village development and testing meetings
- Participated in planning and facilitating the TOY event with SC Future Minds
- Participated in School Improvement Grant Task Force
- Collaborated with USC and Winthrop for 2009 TQP federal grants and SCDE for RTTT.
- Participated in the SCDE's STEM Recruitment Task Force

Strategic Goal 1: Data Management

- Identified and collected appropriate data for each program; Teacher Cadet online data system redesigned for use in FY11.
- Continued collaboration with other agencies to access and analyze data ? teacher turnover, average teacher salary, race/gender of teachers and students, student enrollment, and information from teacher education institutions.
- Updated recurring reports? Fall 2009 Teacher/Administrator Supply and Demand Survey completed by 85 districts (including the SC Public Charter School District) and 2 special schools
- Completed and disseminated new report? A Report on the 2008 Survey of National Board Certified Teachers in South Carolina

Strategic Goal 2: Strategic Alignment of Programs and Services

- Identified success criteria for each program
- Revised data collection and analysis methods to ensure appropriate evaluation process
- Analyzed and applied data to measure relevance, efficiency, and effectiveness of programs
- Monitored and reviewed programs to ensure they meet CERRA's mission

Strategic Goal 3: Communications

- Increased media coverage of profession by increased attention to public relations opportunities through CERRA and accomplishments by network members
- Increased opportunity for communication among SC teachers through use of social media; number of online followers surpassed 2,000 by the end of the school year
- Developed communication plan to provide framework in CERRA's handling of information requests from media and the general public

Strategic Goal 4: Advocacy

- Actively involved advocacy standing committees on the Board of Directors and the CERRA Advisory Board. Added additional administrator seats to the Board of Directors to increase understanding of teachers' and districts' needs, and added a mentor category to existing seats on the Advisory Board.
- Coordinated events to educate stakeholders about the needs of teachers and about CERRA's services; presentations at conferences and regional and state teacher forums; participation in SC Leadership, NCTAF Task Force, STEM Recruitment Task Force, SCASA Personnel Division, and the Enough is Enough! Rally; CHE presentations; visits to classrooms and college campuses; and collaboration with the Riley Institute Community Learning Centers
- Planned strategies to educate the network on topics of interest to teachers
- Posted ?Appropriate Civic Engagement as a State Employee? on CERRA's website with voter registration reminders
- Held a debate for State Superintendent of Education candidates at Winter Workshop

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes 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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Pre-Collegiate

ProTeam:

- Percentage of male students 32%
- Percentage of students of color 34%
- ProTeam revitalized as a result of EEDA legislation and SREB authorization

Teacher Cadet:

- SC Teacher Cadet standards adopted as national FEA standards.
- Credence established for standards by correlation with national college of education standards
- Partnered with 21 teacher education institutions in recruitment
- Percentage of male students increased to 22%
- Percentage of minority students retained at 34%
- 24% Teacher Cadets intending to teach indicated they were undecided or planned to pursue a different career before taking the course.
- 43% of the Cadets indicated they plan to enter the teaching profession.
- 95% of Cadets said that the course was effective in helping them formulate a positive perception of the teaching profession.
- 43% of Teacher Cadet sites were located in schools identified as Geographic Critical Need Schools (relative to the SC Teacher Loan Cancellation Program). These schools meet at least one of the following criteria: absolute rating of below average or at-risk (25 TC sites); teacher turnover rate of 20% or more for the past 3 years (41 TC sites); and/or poverty index of 70% or more (55 TC sites).
- One out of every five (20%) of the 45,000 students who have completed Teacher Cadet in its 25 year history earned South Carolina teacher certification.
- Data provided by the SCDE shows that 4,043 former Teacher Cadets were employed in a South Carolina public school district during the 2008-2009 school year.
- Collaboration with SCDE, CATE and Family and Consumer Sciences programs established the Teacher Cadet as a completer course.
- Conference introduced Cadets to Special Education as a teaching area and to strategies with special needs students.
- Collaboration for CTSO allowed SC FEA chapters associated with a Cadet Program to access Perkins funds.
- College Financial Newsletter distributed to all SC high schools and published on CERRA's website
- 10th edition of the program's curriculum written, released and instructors trained
- TC Technology Hub design completed and approved to compliment 10th edition and to connect TC in SC and the US.
- Students scheduled and enrolled in two new pilot TC programs to attract under-represented populations

Teacher Educators:

- 21 College Partners collaborated with and supported 170 Teacher Cadet sites statewide (190 classes) to support rigor and to offer resources
- Colleges offered dual (high school and college) credit for Cadet coursework
- College Partners hosted Teacher Cadet "College Day(s)" on their campuses
- Annual College Partners meeting held to streamline the support given to Teacher Cadet sites across the state
- Added three College Partners, further expanding the diversity of the network to mirror the diversity of the Teacher Cadets served in the program with the addition of two HBCUs?SCSU and Voorhees College.

FEA:

- Additional recruitment tool successful as evidenced by growth in number of sites and

participants

- Provides activities to support interest in the teaching profession to students in grades 9 ? 16, including students who may not be Cadets or Fellows
- CTSO status qualifies SC FEA chapters associated with Teacher Cadet to receive federal funds
- Hub status maintained

Pre-Service

Teaching Fellows:

- Offered 62 Fellowships for the 2009-2010 school year (2009 Cohort)
- Placed of 2010 cohort
- Completed evaluation process for College of Charleston, Charleston Southern University, and Winthrop University as successful; schedules set for Lander and USC Columbia to be evaluated FY11
- Set mid-cycle audit schedule for all Teaching Fellows Institutions
- Established completion rate for cohorts at 76%; students admitted to the Teaching Fellows Program remain in and complete their teacher preparation program at more than double the rate of other education majors
- Verified 591 Teaching Fellows graduates employed in 70 South Carolina public school districts including the Public Charter School district; 53.6% in a Geographical Critical Needs School as identified by the SC Teacher Loan Cancellation Program (317 former Fellows). Of the 317 former Fellows, 32.8% teach in At-risk or Below Average Schools, 22% in a school with a turnover rate of 20% or higher, and 44.3% in a school with a poverty rate of 70% or higher. Eight former Fellows teach in a Palmetto Priority School. The percentage of former Fellows teaching in each of these types of schools is up from last year.
- Verified 75.5% of Teaching Fellows from the 2000-2005 cohorts graduated from the program, and 75.3% of graduating Fellows from these cohorts employed in a SC public school district; another 87 graduating Fellows in deferment status, for graduate school, a grace year, or an approved special request and are still eligible to teach and receive forgiveness by service
- Received renewed requests from an additional 7 colleges and universities for cohorts on site (Coastal Carolina, Francis Marion, Clemson, Southern Wesleyan, Presbyterian, USC Aiken, and Erskine)
- Updated Teaching Fellows Policy Manual provides clearer language to ensure Campus Directors and Fellows understand the intent of the policy

Job Bank/ Online Application / Teacher Expo:

- Continued awareness at high schools that the teaching profession needs to be represented at career and instructional fairs
- Supported Palmetto Priority Schools through strategic information
- Continued to promote the advantages of teaching in South Carolina
- Held Expo in virtual format; decision made by CERRA and SCASA to survey districts again for FY11 event

Service

Teacher Leaders:

- Provided network for support among professionals, including Teachers of the Year, college faculty, middle level and high school instructors
- Encouraged teacher leadership development through regional and state workshops designed to enhance their roles as spokespersons for their districts
- Increased CERRA Advisory Board and Board of Directors involvement in advocacy
- Involved teacher leaders in appropriate advocacy in their local schools and districts
- Fall Regional and Winter Workshop evaluations indicated the professional development provided was highly effective

National Board:

- Assisted teachers to grow professionally through professional development with processes

designed to improve teacher classroom performance, teacher quality, teacher retention and student achievement

- Managed SC National Board Loan Application process in cooperation with the SCDE
- Recruited participants from underserved and high needs schools and from minority populations
- Identified funding for Take One! from THNI federal sources
- Provided on site support for the candidates
- South Carolina ranks third in the nation in the number of National Board Certified teachers

Mentor Training:

- Built local capacity through increased numbers of certified mentors and mentor trainers
- Evaluations of mentor training indicate a high level of perceived effectiveness and training outcomes are met to a great extent in creating and maintaining professional growth environments for new teachers.
- Assisted teachers through professional development with processes designed to effectively use various tools to facilitate an integrated system of formative assessment and support and to recognize and practice the skills of an effective mentor
- Identified the needs of the beginning teacher and how to differentiate support in response to those needs
- Presented status report about the Special Education Advanced Mentor Training to SCDE's Office of Exception Children

Other:

- Increased awareness of the needs of students and teachers
- Collaborated with other agencies and organizations: SC Chamber of Commerce, Leadership SC
- Represented SC teachers at Blue Ribbon Schools of Excellence on leadership, SCASA Summer Leadership on learning communities in turnaround schools, SC Council of Education Facility Planners on community learning centers
- Built work in underperforming schools with School Improvement Grant Task Force
- Assisted in successful proposals for Winthrop (NetSCOPE, NetLEAD, STEM) and Newberry College (Center for Excellence for Teacher Retention)
- Developed partnerships to increase CERRA's involvement in underperforming schools

Strategic Goals:

- Reviewed and revised data collection and analysis methods to ensure their usefulness in determining program effectiveness, efficiency, and relevance
- Assessed programs and services to ensure they met CERRA's mission and needs of students and teachers
- Completed CERRA's communication plan; integrated technology and online professional networking in our daily recruitment, retention, and advancement efforts
- Expanded capacity as an advocate for the profession through providing structured methods to receive input from the CERRA stakeholders and to involve the network in supporting the profession

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

CERRA's staff, Advisory Board and Board of Directors review, annually, the work of CERRA and approve the goals of the Center to determine the direction of programmatic changes for the next year. In addition, CERRA's programmatic results and budget are reviewed and approved by the Commission on Higher Education.

Each of CERRA's programs has different goals and assessments which are specifically designed for the characteristics of that program. Because the data collected by CERRA are used by many partners and state organizations, CERRA employs a variety of quantitative and qualitative methods to track success of its numerous programs and maintains the accuracy of that data. Among these methods are statistics on each program which include demographic data and numbers of participants and completers by gender and race, financial reports, student and teacher achievement data, workshop evaluations, perceptual and factual surveys administered at the beginning and end of the school year, interviews and site visit reports. Data are analyzed each year. Program results and recommendations are published in the CERRA 2009-2010 Annual Report at www.cerra.org.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)**Over the past three fiscal years, all programs, agencies and organizations funded with EIA revenues experienced significant reductions in funding.****How have the administration and service delivery of your organization or program been impacted by these reductions. Please describe the impact to students, teachers or schools by addressing the following: (MAX: 7500 characters)**

- Have fewer students/teachers/schools been served?**
- Has quality of services provided been impacted?**
- Has the cost per student/teacher/school increased or decreased?**
- Has student academic performance been impacted?**

Overall, CERRA continues to serve increasing numbers of students, teachers, schools and districts; however, the individualized support, fiscal maintenance and delivery of service have been affected. No direct impact on student achievement has been noted.

As indicated earlier in this EIA Program Report, the numbers of schools, districts, students and teachers served continues to grow. The one notable exception was the 20% reduction in the number of Teaching Fellows slots which has had a negative impact on the Teaching Fellows Institutions.

The result of reduced funding was absorbed in large part by 33% reduction in staff (5

Teachers in Residence [TIRs] and 1 administrative assistant) which greatly affected service to schools and districts. The primary responsibilities of TIRs were to support teachers and schools with recruitment, retention and advancement by working directly with students and teachers in all 86 school districts as well as the Palmetto Unified District and special schools. Every Teacher Cadet and ProTeam class, every college partner and Teaching Fellow Institution received one or more personal visits to assist and to assess the effectiveness of services. Staff members were easily available for professional development and mentoring support as well as instructional and career fair events. This year those responsibilities could not be met to the former extent by the remaining senior staff members and the State Teacher of the Year. In their end-of-year surveys, Teacher Cadet instructors were asked to identify any needs not met for their program. The responses indicate that the lack of the TIRs greatly impacted the flow of information from CERRA as well as the connection to CERRA and the services easily available to students.

In a related service similarly affected, the College Financial Newsletter (CNF) was distributed in FY10 only in electronic format which decreased its accessibility for parents. Although Teacher Cadet instructors were reminded to closely review the CNF with students, in the past the Teachers in Residence would distribute hard copies for parents while reviewing the newsletter and would review and promote the Teaching Fellows process in their fall visits to schools and at career days and college night functions. Unavailability of TIRs and lack of confidence in Teaching Fellows funding may have contributed to a lower number of applications for Teaching Fellows (28%), down to 835 from 1168 the year before.

In addition, reductions in funding affected students, teachers and colleges which participated in ProTeam and Teacher Cadet in two other ways. First, site support funds were held at CERRA until the spring when the Budget and Control Board predictions of revenue stability indicated that no further EIA reductions were expected. Secondly, individual funding levels for the programs were reduced. In spite of increased demand for ProTeam due to EEDA requirements, the expansion of the program was delayed in schools due to lack of teacher slots as well as due to lack of funding at CERRA to support the sites and to rewrite and update the curriculum. ProTeam funding dropped by 37% even though the number of students and sites remained constant. Teacher Cadet site funds were reduced by only 16% but the funds distributed to College Partners were reduced by 38%, a hardship on colleges already affected by reductions.

Another result of inadequate financial support and reduced delivery of service was evidenced in reduced marketing materials for distribution to schools, career days and personnel administrators for recruitment. CERRA deferred an independent assessment, evaluation and renewal of its printed marketing materials even though the assessment is mandated in CERRA's 2008 Strategic Plan.

Furthermore, the amount of professional development for and given by CERRA staff members was greatly reduced. For example, the Fall Recruitment Workshop which usually serves more than 200 Teacher Cadet instructors and college faculty was suspended. Likewise, a communal Freshman Orientation for Teaching Fellows and their parents which provided important information for more than 450 parents and students was suspended.

An unexpected negative effect for CERRA is the difficulty in securing free or inexpensive training and meeting facilities. Precious staff time is used in securing no-cost locations which can accommodate large groups or can accommodate workshops lasting two to three days. When the Center gave up the Ward House, it lost its training/meeting room which could accommodate 30 participants. Although the Riley College of Education is most gracious with the use of its facilities for events in Rock Hill, carting workshop materials and setting up facilities and equipment for trainings is expensive in staff time and energy.

In conclusion, CERRA continues to serve increasing numbers of students, teachers, schools and districts with the maximum of individualized support, fiscal maintenance and delivery of services that can be provided with reduced staff and funding. Although the opening statement indicated that no impact on student achievement has been noted, the recruitment and retention of effective, motivated and efficacious teachers continue to be central in improving student achievement. Numerous researchers and teacher certification organizations, including the National Council for Accreditation of Teacher Education agree that student achievement is affected more by teacher quality?knowledge and effectiveness?than by any other factor. These concepts are central to CERRA's mission, and the moral support of the availability of services and staff members perceived as helpful, encouraging and supportive is priceless in the support of student achievement.

Given the ongoing national recession and its impact on state revenue collections, 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 2010-11? (MAX: 5000 characters)

-Continued suspension of the regional Teacher in Residence Program (5 certified, contracted FTEs, their salary and fringes and travel)
 -Site grants for Teacher Cadet and College Partners on hold and at a reduced amount until spring projections
 -Fall Recruitment Workshop restructured to one school day
 -Number of Teaching Fellows awards reduced to meet allocation and collected funds retained in the fellowships account to protect current awards; orientation for Fellows to be held on each campus and via podcast
 -1.0 FTE administrative assistant not replaced.
 -Hold meetings at facilities that do not charge fees; meals and snacks not provided
 -Continued use of electronic methods for meetings and media communication
 -Request that stakeholders waive travel expenses when possible
 -Continue collaboration with teacher preparation institutions and SDE on grants
 -Continued reductions in printing, supplies and equipment
 -Seek funding from businesses, industry and other partners
 -Take furlough days, if required, in accordance with Winthrop University policy

If no additional EIA revenues were appropriated to this program in Fiscal Year 2011-12 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? 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 organization or program in meeting its objectives? (MAX: 5000 characters)

While the mission of CERRA will remain constant, the effect of loss of funding on the objectives and priorities which support the mission would be adverse. The activities for students and teachers that support the mission and objectives would be seriously curtailed.

Program development and improvement would be delayed as programmatic staff continues to assume additional duties of delivery of services to teachers and students statewide.

The teacher pipeline would be negatively affected, during a period of time when the baby-boomer generation is retiring, by an anticipated drop in the number of Teacher Cadet classes due to lack of human and financial resources for support. Thus, access to potential teacher candidates would be reduced for the College Partners who heavily recruit from the Teacher Cadet program. In addition, the number of Teaching Fellows entering the profession would remain at a reduced number under the current guidelines and funding. Program interest would decline over time as students lose faith in our ability to fund full cohorts.

Attempts to assist in the establishment of a culture of leadership and efficacy for teachers would be affected by another year of limited, on-site availability of staff in schools and districts. Teacher's feelings of isolation will increase as the Center's capacity to manage professional development opportunities that encourage the sharing of expertise and classroom strategies diminishes. Funds to provide for travel and substitute teachers will hinder some teachers from participation in state-level workshops.

CERRA's ability to be a visible advocate for the profession would be negatively affected.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

As approved by CERRA's Board of Directors, due to the current economic crisis, the requested funding will be the same as allocated in the current fiscal year's appropriation. Although no additional funding is requested, the Board stipulates that opportunities should be pursued to restore some funding for the 2009 cohort of freshman Teaching Fellows to assist students who did not receive funding but are eligible to receive an award up through the first semester of their sophomore year.

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).
This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

1A.11. (SDE EIA: XI.F.2 CHE/Teacher Recruitment)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

N/A

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

- Yes
- No

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.) (MAX 3500 characters)

MISSION: The South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) is an Education Improvement Act - funded program. SC-PRRMT seeks to promote 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. In collaboration with South Carolina State University's Department of Teacher Education, the Program is authorized by the South Carolina General Assembly to establish and maintain Satellite Teacher Education Program (off-campus) sites in twenty-one geographic areas of the State. SC-PRRMT also administers an EIA Forgivable Loan Program and participates in state, regional, and national teacher recruitment initiatives.

Current annual objectives are--

Objective #1

To increase the pool of teachers in South Carolina by targeting non-traditional students for enrollment in teacher education programs at South Carolina State University (baseline mean enrollment figures for 2002/2003-2005/2006 compared to mean enrollment figures for 2006/2007-2009/2010) and by producing teachers/graduates for South Carolina schools (baseline mean teacher production figures for 2002/2003-2005/2006 compared to mean teacher production figures for 2006/2007-2009/2010).

Objective #2

Target 50% of program participants for majors in a critical need subject area or placement in a critical geographic school, as demonstrated by either graduating in a state-declared critical need subject area or finding employment in a state-declared critical geographic school (baseline graduation figures in the critical need subject areas for 2008-2009 compared to graduation figures in the critical need subject areas for 2009-2010 and baseline graduation placement figures for critical geographic schools for 2008-2009 compared to 2009-2010).

Objective #3

To ensure the progress of EIA Forgivable Loan Program participants by monitoring their academic achievement (in the various teacher education majors), graduation rates, certification rates, and employment placement.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

ACTIVITIES AND PROCESSES

Processes and activities executed to fulfill the mission of the program and to effectuate Proviso 1A. 11. were as follows:

- Recruitment Activities for AY 2009-2010 involved: participation and recruitment exhibitions at freshman orientation sessions, visits to two school districts, visits to eight technical colleges, a recruitment exhibition and participation in Fall and Winter Open House at SC State University, and mailings and responses to program inquiries.
- SC-PRRMT, in collaboration with CERRA and the Call Me MISTER Program, developed a Statewide Partnership Plan for Teacher Recruitment, and presented it to the Access and Equity Committee of the South Carolina Commission on Higher Education. The Partnership remained ongoing for AY 2009-2010.
- Because of budget cuts, the Program will not air any televised teacher education recruitment ads for the current fiscal year 2010-11.
- The Partnership with CERRA and the Call Me MISTER program will remain ongoing for AY 2010-2011.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

PRODUCTS AND SERVICES

- The Program continues to administer a Forgivable Loan Program. This past academic year 28 students received forgivable loans.
- Of the 28 students who received forgivable loans for the 2009-2010 academic year, 12 (43%) were enrolled in state-declared subject areas of critical need.
- Twenty-one (88%) of the 24 Program undergraduate forgivable loan recipients achieved Dean's List status, earning cumulative grade point averages of 3.00 or better during the 2009-2010 Academic Year.
- For the 2009-2010 Academic Year, nine students graduated; all nine (100%) met certification requirements. To date, four (44%) have gained employment in a South Carolina Public school. All four (44%) are teaching in a critical geographic school or state-declared critical need subject area. One (1) fall 2009 graduate is enrolled in graduate school.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes 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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

PROGRAM OUTCOMES

Objective #1

To increase the pool of teachers in South Carolina by targeting non-traditional students for enrollment in teacher education programs at South Carolina State University (baseline mean enrollment figures for 2002/2003-2005/2006 compared to mean enrollment figures for 2006/2007-2009/2010) and by producing teachers/graduates for South Carolina schools (baseline mean teacher production figures for 2002/2003-2005/2006 compared to mean teacher production figures for 2006/2007-2009/2010).

ENROLLMENT FIGURES

Fall 2002 - Spring 2006

Year	No.
Enrollment 2002-2003	34
Enrollment 2003-2004	38
Enrollment 2004-2005	37
Enrollment 2005-2006	52
Total =	161
MEAN =	40.25

ENROLLMENT FIGURES

Fall 2006- Spring 2010

Year	No.
Enrollment 2006-2007	45
Enrollment 2007-2008	46
Enrollment 2008-2009	32
Enrollment 2009-2010	28
Total =	151
MEAN =	37.7

DIFFERENCE: 151-161 = -10. A difference of 10 students = -6.2%

PLACED GRADUATES

Fall 2002- Spring 2006

Year	No.
Graduates 2002-2003	4
Graduates 2003-2004	6
Graduates 2004-2005	3
Graduates 2005-2006	18
Total =	31
MEAN =	7.75

PLACED GRADUATES

Fall 2006 - Spring 2010

Year	No.
Graduates 2006-2007	10
Graduates 2007-2008	14
Graduates 2008-2009	9

Graduates 2009-2010 9
 Total = 42
 MEAN = 10.5

INCREASE: 42-31 = 11. An increase of 11 students = 35.48%

Objective #2

Target 50% of program participants for majors in a critical need subject area or placement in a critical geographic school, as demonstrated by either graduating in a state-declared critical need subject area or finding employment in a state-declared critical geographic school (baseline graduation figures in the critical need subject areas for 2008-2009 compared to graduation figures in the critical need subject areas for 2009-2010 and baseline graduation placement figures for critical geographic schools for 2008-2009 compared to 2009-2010).

COMPARATIVE FIGURES 2008/2009 - 2009/2010

GRADUATES 2008-2009 9
 No. in State-Declared Critical
 Need Subject Area 8
 Percent Critical Need = 89%

GRADUATES 2009-2010 9
 No. in State-Declared
 Critical Need Subject Area 1
 Percent Critical Need = 11%

PROGRAM GRADUATES' PLACEMENT (CRITICAL NEEDS)

-152 Total Number of Program Graduates as of May 2010
 -141 (93%) Number of Graduates Placed in South Carolina Schools
 - 51 (34%) No. of Graduates in State-Declared Critical Need Subject Area

State-Declared Critical Need Schools

-No. of Graduates Placed in Critical Geographic Schools 119 (84%)

Objective #3

To ensure the progress of EIA Forgivable Loan Program participants by monitoring their academic achievement (in the various teacher education majors), graduation rates, certification rates, and employment placement.

- Twenty-one (88%) of the 24 Program undergraduate forgivable loan recipients achieved Dean's List status, earning cumulative grade point averages of 3.00 or better during the 2009-2010 Academic Year.

- For the 2009-2010 Academic Year, nine students graduated; all nine (100%) met certification requirements. To date, four (44%) have gained employment in a South Carolina Public school. All four (44%) are teaching in a critical geographic school or state-declared critical need subject area. One (1) fall 2009 graduate is enrolled in graduate school.

- Of the Program's 152 graduates, 141 (93%) gained employment in S.C.'s public school classrooms.

- The teaching experience of graduates range from 1 to 16 years.

- Eighty-nine (63%) of the Program's placed graduates have gained 5 to 16 years teaching

experience, and the mean years of teaching for all graduates is 12.5 years.

- One hundred and sixteen (82%) of the placed graduates are currently teaching in South Carolina Schools.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

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

Has an evaluation been conducted?

Yes No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

N/A

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)

N/A

Over the past three fiscal years, all programs, agencies and organizations funded with EIA revenues experienced significant reductions in funding.

How have the administration and service delivery of your organization or program been impacted by these reductions. Please describe the impact to students, teachers or schools by addressing the following: (MAX: 7500 characters)

- a. Have fewer students/teachers/schools been served?**
- b. Has quality of services provided been impacted?**
- c. Has the cost per student/teacher/school increased or decreased?**
- d. Has student academic performance been impacted?**

a. Budget reductions limit the number of students the program can award assistance, as well as the number of Satellite Teacher Education Program (STEP) sites the PRRMT can maintain. The number of students receiving awards has declined from 46 in AY 2007-2008 to 28 in AY 2009-2010. Many of the students do not qualify for other types of financial aid and must receive full funding to participate in the program. The Program currently cannot establish any new sites.

b. Due to the budget reductions, for Fiscal Year 2009-2010 contractual services, equipment and maintenance were reduced or eliminated. Those services have not been restored for the current FY 2010-11. The program has cancelled its television ads used for marketing and recruitment that reached all counties of South Carolina. Staff can no longer attend or participate in professional development and educational conferences and seminars.

Travel is limited to only the most essential activities --recruiting, CHE and EOC meetings.

c. Over the past three years institutional costs have continued to rise. The SC-PRRMT (EIA) Program budget was reduced by 26% for the past three fiscal years. Because many of the students must receive full funding to participate in the program, this places an extreme hardship on both the program and the students.

d. Classes at STEP sites are offered in the evenings. Matriculation time for non-traditional students is sometimes a semester or two longer than for traditional students.

The Summer Institute, which focuses on workshops, seminars, and classes to help prepare students for the Praxis exam has been suspended.

Students can no longer attend or participate in professional development and educational conferences and workshops.

Given the ongoing national recession and its impact on state revenue collections, 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 2010-11? (MAX: 5000 characters)

Due to the budget reductions the past three fiscal years, we reduced the following budget line items or eliminated the budget line items: Personnel Services, Contractual Services, Equipment and Maintenance, Forgivable Loans, and Travel. If funds are available in the collections account, those funds will be used to assist with our forgivable loan awards.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2011-12 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? 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 organization or program in meeting its objectives? (MAX: 5000 characters)

This would place an extreme hardship on program participants, as institutional costs continue to rise. The present program allocation limits the project's recruitment capacity and the program's ability to adequately fund students for their matriculation in teacher education programs. Moreover, projections of no additional EIA revenue will further jeopardize the Program. Therefore, the Program is requesting restoration of the \$467,000.00 allocation for 2011-12, if additional EIA funding is available.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

For a number of years, funding for the SC-PRRMT (EIA) was \$467,000.00 annually. In 2008-2009, the program received a 21.5% cut -\$366,583.31. In 2009-2010, the program received a 4.49% cut -\$350,111.52. In 2010-2011, the program received \$350,111.00. This low funding constitutes a 26% cut in the program's allocation. This dearth compromises the award as an incentive for students to enter the teaching profession, and it limits what the program can offer to students needing financial assistance. Therefore, we are requesting restoration of funds to the \$467,000.00 allocation for 2011-2012.

*\$467,000.00 (Restoration of funds to Level Funding)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).
This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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

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

Code of Laws: (MAX. 100 characters)

Proviso Number: (MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

SC Code of Regulations: Chapter 62, Article II

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

Yes

No

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.) (MAX 3500 characters)

The primary objective of the SC Teachers Loan Program has always been to encourage prospective talented and qualified students from South Carolina to become teachers and to remain in the State teaching in areas of critical need. The general goal of the program is to assist as many eligible students as possible based on the amount of state funding each year for the program.

These types of loans are attractive for prospective students because of cancellation (forgiveness) opportunities. These loans are forgiven at the rate of 20% or \$3,000, whichever is greater, for each year of full-time teaching in a critical subject or critical geographic area within South Carolina. Teaching in both a critical subject and geographic area simultaneously, increases the rate of forgiveness to 33 1/3% or \$5,000, whichever is greater, for each year of full-time teaching. Failure to teach in a critical area will require repayment of the full amount borrowed plus accrued interest. The interest rate shall be the maximum interest rate on the Federal Stafford Loan plus 2%.

The loan amounts are as follows: (1) Freshmen and sophomores may borrow up to \$2,500 per year; and (2) all other students may borrow up to \$5,000 per year up to a cumulative maximum amount of \$20,000.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

Although there is no "governance board" with the responsibility to market the program and to establish policy decisions, the SC Student Loan Corporation produces the Teacher Loan Application each year and ensures that applications are distributed statewide and made available on our Web site. These applications are mailed to both colleges in South Carolina as well as previous borrower of the loan. SC Student Loan also discusses the program when presenting at high school financial aid nights and at college/university school visits. In addition, interested students can learn more about the program via our Web site, college financial aid offices, SC Department of Education, and the SC Commission on Higher Education. Any noted changes or updates for the SC Teacher Loan program are communicated to South Carolina's higher education institutions by the SC Student Loan Corporation, SC Commission on Higher Education and the SC Department of Education.

For the 2009-10 academic year, we received 2,164 Teacher Loan applications as. Of the 2,164 applications received, 1,555 were approved and funded. It should be noted that in many cases, students are applying for both SC Teacher Loan funds and the Career Changers Loan program.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

For the 2009-10 academic year, we approved 1,555 Teacher Loans OF THE 2164 applications received.

The breakdown of 2009-10 Teachers Loans by grade level was as follows: 287 Freshmen; 196 Sophomores; 330 Juniors; 452 Seniors; 48 Fifth Year Undergraduates; 157 First Year Graduates; 76 Second Year Graduates; 8 Third Year Graduates; and 1 Fourth Year Graduates.

The breakdown of 2009-10 Teacher Loans by critical area was as follows: 112 All Middle Levels; 35 Art; 4 Business Education; 3 Dance; 46 Early Childhood Education; 1 Elementary Education; 101 English; 9 French; 3 German; 1 Industrial Technology; 185 Math; 42 Media Specialist; 73 Music; 39 Physical Education; 50 Science; 18 Spanish; 174 Special Education; 10 Speech/Drama; 648 Geographic Area Only

The breakdown of 2009-10 Teachers Loans by ethnicity was as follows: 150 African-Americans; 3 American Indians; 6 Asians; 14 Hispanics; 1,344 Caucasians; and 38 Not Answered.

The breakdown of 2009-10 Teacher Loans by gender was as follows: 267 Males; 1,263 Females; and 25 Not Answered.

The breakdown by colleges and universities is as follows: 68 Anderson University; 2 Benedict College, 1 Bob Jones University; 10 Charleston Southern University; 29 The Citadel; 1 Claflin University; 146 Clemson University; 64 Coatsal Carolina University; Coker College; 48 Columbia College; 128 College of Charleston; 77 Converse College; 9 Erskine College; 46 Francis Marion University; 25 Furman University; 56 Lander University; 8 Limestone University; 14 N. Greenville College; 38 Newberry College; 21 Presbyterian College; 9 S.C. State University; 39 Southern Wesleyan Uinversity; 1 Spartanburg Community College; 53 USC-Aiken; 3 USC- Beaufort; 304 USC-Columbia; 1 USC- Lancaster; 110 USC-Upstate; 202 Winthrop University; 2 Wofford College; 13 Out-Of-State

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes 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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

As of June 30, 2010, 14,854 borrowers were in a repayment or cancellation status. Of these, 2,117 borrowers have never been eligible for cancellation and are repaying their loans. Three hundred eighty-six (386) previously taught but are not currently teaching and 1,548 are presently teaching and having their loans cancelled. Please see below for breakdown by critical area for these 1,548 borrowers.

There have been 10,803 borrowers to have their loans paid out. Of these, 5,562 paid through regular monthly payments, loan consolidation or partial cancellation (for example, teacher would have taught less than 5 years). In addition, the loans for 37 borrowers were discharged due to death, 5 through bankruptcy, 54 through disability, and 80 borrowers defaulted. The remaining 5,065 had their loans fully cancelled by fulfilling their teaching requirement.

The following is a breakdown by "Critical Area" of those who taught for the 2009-10 academic year and had a portion of their loans cancelled: 20 Art; 25 Art and Geographic Area; 8 Business Education; 7 Business Education and Geographic Area; 124 Early Childhood; 245 Early Childhood and Geographic Area; 16 Elementary Education; 17 Elementary Education and Geographic Area; 77 English; 83 English and Geographic Area; 2 French; 218 Geographic Area Only; 15 Guidance; 12 Guidance and Geographic Area; 2 Health; 1 Home Economics and Geographic Area; 1 Industrial Technology; 1 Industrial Technology and Geographic Area; 22 Library Science; 35 Library Science and Geographic Area; 105 Math; 79 Math and Geographic Area; 13 Music; 14 Music and Geographic Area; 45 Science; 38 Science and Geographic Area; 17 Spanish; 7 Spanish and Geographic Area; 99 Special Education; 111 Special Education and Geographic Area; 3 Speech/Drama; 3 Speech Drama and Geographic Area; 1 Dance and Geographic Area; 23 Middle School; 31 Middle School and Geographic Area; 9 Physical Education; 17 Physical Education and Geographic Area; 1 Agriculture; 1 Agriculture and Geographic Area; for a total of 1,548 borrowers.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

The EOC normally does an external evaluation each year. For results and primary recommendations of the evaluation, please see the EOC Report for details. Also, extensive internal review from a fiscal standpoint was done within the last six months. This action was performed to review cancellation provisions of our previously approved loans and to clearly define procedures for cancellations due to teaching.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)

N/A

Over the past three fiscal years, all programs, agencies and organizations funded with EIA revenues experienced significant reductions in funding.**How have the administration and service delivery of your organization or program been impacted by these reductions. Please describe the impact to students, teachers or schools by addressing the following: (MAX: 7500 characters)**

- a. Have fewer students/teachers/schools been served?**
- b. Has quality of services provided been impacted?**
- c. Has the cost per student/teacher/school increased or decreased?**
- d. Has student academic performance been impacted?**

The Teacher Loan Program in nature acts as any other loan program in its administration of loan approval and disbursement processes. Upon approval of an eligible applicant, two disbursements are scheduled with one taking place in late summer for Fall semester and the second taking place in early winter for the Spring semester. As administrator of the Teacher Loan Program, SCSL relies on communication from the State regarding appropriations, cuts, and any other related items.

Last year, The SC Teacher Loan program did not experience substantial budget cuts. Any cuts to the program would reduce the number of students that are served by the loan which might impact their willingness to pursue a career in teaching. There has been no impact to the quality of service provided or student academic performance. If cuts are made, fewer students would receive funding, therefore increasing the cost per student.

Given the ongoing national recession and its impact on state revenue collections, 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 2010-11? (MAX: 5000 characters)

Again, the nature of the TLP is such that roughly half of the total appropriations are disbursed to the borrowers' schools in the July-August time frame and again in the December-January time frame.

SCSL has approved \$5 million fiscal year-to-date in order to provide loan funds for Fall and Spring semesters. SCSL has \$2,182,440.00 scheduled for disbursement throughout the remaining months of the fiscal year.

If notification regarding a 5% budget cut or a 10% budget cut were received before December 1, 2010, the second semester disbursements could be reduced pro-rata to all borrowers to accommodate the reduction in the appropriated amount, ensuring all borrowers would receive some funding rather than no additional funding for Spring semester. However, these students are relying upon these funds to pay for their second semester tuition and would be forced to find alternative sources which would place a hardship upon them.

If notification of a budget cut was received after December 1, 2010, then SCSL could not ensure a pro-rata reduction in loan funds. The Program would have no choice but to cut the funding of those borrowers whose disbursements were scheduled later in the academic year by a greater amount than those borrowers who had already received their second semester disbursement or to again request permission to access the EIA Revolving Fund to subsidize the appropriations cut.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2011-12 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? 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 organization or program in meeting its objectives? (MAX: 5000 characters)

If appropriations remained level with the 2010-11 fiscal year, SCSL would administer the TLP within the appropriated amount, with a first-come, first-approved basis for awarding the loan funds until the appropriated funds were exhausted.

Any changes in the objectives, activities, and priorities of the program would be at the direction of the Education Oversight Committee as governing body for the TLP.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

The student demand for TLP loan funds historically has been in the \$6.5 million range, with this amount of funding always exhausted for that fiscal year. An increase over current year's appropriations would return the Program funds to previous years' level, hopefully ensuring that most of the demand would be met.

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
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Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).
This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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

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

Code of Laws: (MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

N/A

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

N/A

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

- Yes
- No

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.) (MAX 3500 characters)

South Carolina First Steps to School Readiness is a comprehensive, results-oriented initiative for improving early childhood development (Section 59-152-10). First Steps Partnership Boards in each county are charged with developing and/or expanding school readiness strategies based upon locally identified service gaps. Funding is allocated at the discretion of - and within the accountability confines established by - the First Steps State Board of Trustees (as supported by the Office of South Carolina First Steps). First Steps funds multiple school readiness strategies across five broad lines of work: health, parenting and family support, child care, early education, and school transition. Objectives are strategy specific and support the legislative mission of the initiative.

By Executive Order 2009-12, SC First Steps became the state's lead agency for IDEA Part C (the BabyNet early intervention program) on January 1, 2010. The First Steps Board of Trustees also serves as the state's designated Early Childhood Advisory Council (ECAC) under the federal Head Start re-authorization of 2007.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

During the prior fiscal year, South Carolina First Steps funded a wide variety of school readiness strategies (via 46 non-profit County Partnerships), including pre-kindergarten, training, technical assistance and quality enhancement for child care providers, the provision of early education scholarships, parenting and family literacy services, Countdown to Kindergarten, health and nutrition strategies and others. Service to high-risk clients (determined using SC readiness data) is a priority under the First Steps Program Standards.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

With a wide range of services funded through the initiative, a comprehensive accounting of these outputs is prohibitive in this format but will be included in the First Steps external evaluation to be published in late October 2010.

Several key FY10 outputs include:

1,924 families served via the Parents as Teachers home visitation model received a total of 26,611 recorded home visits during FY10 (for a total of 30,261 hours of direct client service).

172 families served via the Parent-Child Home early literacy/home visitation model received a total of 7,401 recorded home visits during FY10 (for a total of 3,945 hours of direct client service).

215 SC childcare providers participating in First Steps facility quality enhancement strategies (and enrolling at least 9,543 children aged 0-5) received a total of 3,604 recorded technical assistance visits from qualified personnel during FY10 (for a total of 7,197 hours of direct client service).

700 rising five-year-old kindergarten students participated in Countdown to Kindergarten - an eight week summer home visitation strategy linking high-risk students, their families and their future kindergarten teachers.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes 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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

First Steps funding is outcomes-based, with each strategy requiring a Board-approved evaluation plan utilizing common statewide evaluation tools. A comprehensive, external evaluation of the First Steps initiative - required by law on a triennial basis - will be released October 21, 2010 and will be available for review at <http://www.scfirststeps.org>.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

The First Steps initiative is externally evaluated every three years. The agency's 2009 evaluation, conducted by the High/Scope Educational Research Foundation under the supervision of a three-member evaluation panel appointed by the SC General Assembly and First Steps Board of Trustees, will be released to the State Board on October 21, 2010.

Upon release report will be available on the First Steps website at <http://www.scfirststeps.org>

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)

<http://www.scfirststeps.org/HSEvaluation.htm>

Over the past three fiscal years, all programs, agencies and organizations funded with EIA revenues experienced significant reductions in funding.**How have the administration and service delivery of your organization or program been impacted by these reductions. Please describe the impact to students, teachers or schools by addressing the following: (MAX: 7500 characters)**

- Have fewer students/teachers/schools been served?**
- Has quality of services provided been impacted?**
- Has the cost per student/teacher/school increased or decreased?**
- Has student academic performance been impacted?**

Because First Steps EIA funding is not devoted to a single program, but instead helps to support school readiness strategies each each of the state's 46 counties, these reductions are difficult to quantify succinctly. First Steps has lost nearly 30% of its overall budget since July 2008, resulting in dramatic reductions in both programmatic and administrative functions. In this report alone, note that since the agency's last submission First Steps is providing parent home visitation services to more than 600 fewer families, Countdown to Kindergarten to 70 fewer high-risk, rising kindergartners and intensive technical assistance to 45 fewer child care centers. County partnerships have eliminated many positions and readiness strategies outright.

Given the ongoing national recession and its impact on state revenue collections, 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 2010-11? (MAX: 5000 characters)

Additional reductions will almost certainly result in the elimination of service to families and children across the state and the loss of additional First Steps and vendor or contract employees.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2011-12 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? 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 organization or program in meeting its objectives? (MAX: 5000 characters)

Recognizing the challenges facing the state, First Steps is not requesting additional EIA funding at this time. While the past year's cuts have not fundamentally altered the agency's objectives and priorities, they have prevented First Steps from maintaining its previous levels of service to the state's highest-risk children.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).
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EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

History of the program. Please mark the appropriate response (choose one):This program:

- Was an original initiative of the Education Improvement Act of 1984
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- 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

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

Provisos 1A.45, 1A.48 and 1A.49 of H.4657 (General Appropriations Act)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

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

- Yes
- No

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.) (MAX 3500 characters)

The SC Child Development Education Pilot Program provides four-year-old kindergarten programming to age- and income-eligible children residing in the litigant school districts in the state's long-standing school equity funding lawsuit, Abbeville County School District et. al. vs. South Carolina.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

South Carolina First Steps oversaw the provision of CDEPP 4K to 524 children in 39 private/community settings (44 classrooms) during the 2009-2010 school year. Regional 4K coordinators provided on-site training, technical assistance and accountability monitoring to each site approximately twice monthly. No significant departures from the program's existing model of service provision are envisioned for 2010-11. SCFS and the SC Department of Education, as co-administrators, continue to work in close coordination to maximize resources.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

524 children enrolled during 2009-10.
231 children provided with transportation services.
Service provided in 44 classrooms (39 sites).

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes 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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

A team staffed by the EOC and University of SC has conducted an annual evaluation of the CDEPP program since inception. Additional outcome data will be included in the First Steps External Evaluation to be released October 21, 2010.

EOC evaluation reports can be found at:

<http://www.eoc.sc.gov/evaluationsinprogress/fouryearoldkindergarten.htm>

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

1. Continue funding of the program;

2. Prepare for future expansion by utilizing experiences and expertise of individuals who lead efforts to expand CDEPP in public and private centers;

3. Require greater collaboration at state level to administer the program;

4. Encourage greater collaboration at the local level to address transportation issues and professional development needs of CDEPP personnel;

5. Engage higher education by establishing a Center of Excellence for Professional Development to Enhance the Recruitment and Retention of Preschool Teachers in South Carolina's State Funded Pre-kindergarten Programs for Children at Risk for School Failure; and

6. Consolidate all funds for early childhood education in the Education Improvement Act budget and streamline funding by eliminating the \$2,500 per class allocation for supplies and materials and by increasing the per child reimbursement rate by \$125 for the cost of supplies and materials.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)

<http://www.eoc.sc.gov/evaluationsinprogress/fouryearoldkindergarten.htm>

Over the past three fiscal years, all programs, agencies and organizations funded with EIA revenues experienced significant reductions in funding.**How have the administration and service delivery of your organization or program been impacted by these reductions. Please describe the impact to students, teachers or schools by addressing the following: (MAX: 7500 characters)**

- a. Have fewer students/teachers/schools been served?**
- b. Has quality of services provided been impacted?**
- c. Has the cost per student/teacher/school increased or decreased?**
- d. Has student academic performance been impacted?**

Because the CDEPP program was provided via non-recurring "one-time" funding for each of its first three years, the program was not subject to budget cuts until FY10 (during which it was funded with recurring general funds prior to transfer to the EIA budget for FY11). First Steps was able to sustain these FY10 cuts without significant losses in service due to the presence of limited carry-forward funds on hand. In an effort to maximize student enrollment during FY10, however, First Steps was unable to provide materials and equipment grants to providers.

During FY11 student costs have risen in accordance with EOC's suggestion that this separate

materials funding (not provided during FY10) be eliminated and incorporated into higher tuition rate.

Given the ongoing national recession and its impact on state revenue collections, 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 2010-11? (MAX: 5000 characters)

First Steps will seek to minimize the impact of additional program cuts by reducing monitoring costs as feasible. That said, further cuts will almost certainly result in service losses to eligible children.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2011-12 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? 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 organization or program in meeting its objectives? (MAX: 5000 characters)

Objectives would remain unchanged, however loss of funding would result in diminished monitoring and losses in service to children.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
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Supplies and Materials		
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Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

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EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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

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

Code of Laws: (MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

1.3

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

Charter School Act of 2005

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

- Yes
- No

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.) (MAX 3500 characters)

Review applications for charter schools, sponsor quality charter schools, provide oversight and support for sponsored charter schools, and review charter schools applications for renewal.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

Facilitated training for schools in Title I, Technology, instructional materials etc.
Reviewed applications and provided guidance.
Set up reporting and financial systems for the district and schools.
Provide liaison with SDE and other agencies.
Maintain database for charter school performance.
Provide support for charter school applications.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The district supported seven charter schools and approved the applications of three additional schools that opened in August 2010. One school was approved for probationary transfer into the district and two charter schools were approved to open in 2011.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes 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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

All seven district charter schools remained open for the 2010/2011 school year and data was kept on those schools. Three new schools were opened in August 2010. District testing data is included. The schools remained open although the South Carolina Public Charter School District was funded at the lowest level of per pupil funding in the United States.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

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

Has an evaluation been conducted?

Yes No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

An audit was performed for the year ending June 30, 2009. The district was in compliance with all state and federal financial guidelines.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)

Not evaluated

Over the past three fiscal years, all programs, agencies and organizations funded with EIA revenues experienced significant reductions in funding.

How have the administration and service delivery of your organization or program been impacted by these reductions. Please describe the impact to students, teachers or schools by addressing the following: (MAX: 7500 characters)

- Have fewer students/teachers/schools been served?**
- Has quality of services provided been impacted?**
- Has the cost per student/teacher/school increased or decreased?**
- Has student academic performance been impacted?**

We have reduced teacher and administrative pay.
One charter school, Young Entrepreneurial Vocational Academy (YEVA) was closed.
Another approved charter school, Columbia East Point Academy, did not open.
Other services were not offered, such as transportation.
One charter school had to cut back on services offered, such as the after-school program and tutoring.
The impact on student academic performance will be determined at the end of the year.

Given the ongoing national recession and its impact on state revenue collections, 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 2010-11? (MAX: 5000 characters)

Since we are already the lowest funded school district in the U.S., additional cuts will almost surely cause schools to be closed or services greatly reduced.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2011-12 above the current

year's appropriation level, how would the objectives, activities and priorities of this program be changed? 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 organization or program in meeting its objectives? (MAX: 5000 characters)

The district would reduce staff, reduce salaries, and/or reduce services. The increase of the \$700 proviso would help. Our goal is to attempt to exceed \$5000 per student (BSC) in 2011/2012. Without this increase in funding it is likely that some or all of the brick and mortar schools will close in the SC Public Charter School District.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

The district would like to achieve a total per student funding of \$6000 with EIA, EFA, and Federal funds.

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
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Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
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Allocations to Districts/Schools/Agencies/Entities		
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Balance Remaining		
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- Is a new program implemented for the first time in the current fiscal year
- Other

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

Proviso 1A.31

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

n/a

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

- Yes
- No

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.) (MAX 3500 characters)

Long Term Mission:

1. To facilitate partnerships between school personnel and the parents of students with autism spectrum disorders.
2. To strengthen mutual respect and understanding between parents and school personnel.
3. To join parents and schools in guiding each child toward knowledge and independence.

Annual program goals:

GOAL 1: To provide a parent mentor to assist with building a working relationship between the school and the parents. At least 85% of those we work with will report the parent mentor assisted in building this partnership.

GOAL 2: To assist parents in understanding their role as an advocate for their child. At least 85% of parents will report that they have a better understanding of their role as a result of the parent mentor.

GOAL 3: Model behavior for parents to learn how to express their concerns and desires with the school. At least 85% of parents will report that they feel better able to express their concerns and desires as a result of working with a parent mentor.

GOAL 4: To provide information about autism to both the parents and the school. Information will be provided to at least 2,500 people during the fiscal year.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

The Parent School Partnership program is designed to assist children with autism spectrum disorders to reach their maximum potential in the educational system. Further it is designed to build collaborations between parents and schools, recognizing that each are essential partners in the child's education. SC Autism strives to achieve this by providing: 1. Information and training from a parent's perspective about autism spectrum disorders to families and schools; 2. Providing a parent mentor to assist the family in understanding their role in the Individual Education Team; and 3. Serves as a resource for schools and families.

SC Autism Society worked with 1,742 children with autism spectrum disorders and their families and 49 school districts during the 2009-10 fiscal year. Parent Mentors attended at least one IEP meeting for the majority of these families. At the IEP, our Mentors work with families to understand their role as a member of the team and to help them understand the process. Additionally, we help families learn how to advocate for their child. Our ultimate goal is to have the schools and the families working collaboratively so that the child receives an appropriate education. SCAS provided staff training in the areas of: Developing Educationally Appropriate IEPs, Updates on Individuals with Disabilities and Education Act (IDEA), and Outreach strategies.

Throughout the year, parent mentors will receive resources and training in IEP development and collaboration. Training for professionals and parents on strategies for designing individualized learning programs that can be implemented both at school and home will be provided.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

SC Autism Society Parent Mentors worked with 1, 424 children with an autism spectrum disorder and their families. Mentors assisted the families in understanding the education process and in advocating for their child. The intake data revealed that

31% of our referrals came from schools,
37% from doctors, counselors, or other professionals, and
32% from other families.

SC Autism Society worked within 49 School Districts.

SC Autism Society interacted with more than 4,578 school personnel.

SC Autism Society provided information about the Parent School Partnership program to 7,756 unduplicated individuals.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes 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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

GOAL 1: 95% of those surveyed reported that they believed the parent mentor helped to build a positive working relationship between the school and the parents.

GOAL 2: Of those parents surveyed, 88% reported an increased knowledge as to their understanding of their role as an advocate for their child.

GOAL 3: Of parents surveyed, 91% reported the parent mentor assisted them well in expressing their concerns.

GOAL 4: Information was provided to 2,291 school personnel and 1,742 families during the fiscal year about information about autism.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

We have an internal evaluation that is conducted ongoing. We select families to call based on a predetermined formula and ask a series of questions designed to evaluate our program. Additionally, our program coordinator analyzes the data collected to look for trends and issues. Our ongoing analysis indicates that we have served more families in urban and suburban areas. We are constantly looking for outreach ideas to increase the number of school districts that we currently work with. We continue to develop strategies to serve families in more rural areas of the state. As part of this effort, staff has participated in 2 "Speaking of Schools" radio segments this past year to increase awareness about the program across the state.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)**Over the past three fiscal years, all programs, agencies and organizations funded with EIA revenues experienced significant reductions in funding.****How have the administration and service delivery of your organization or program been impacted by these reductions. Please describe the impact to students, teachers or schools by addressing the following: (MAX: 7500 characters)**

- a. Have fewer students/teachers/schools been served?**
- b. Has quality of services provided been impacted?**
- c. Has the cost per student/teacher/school increased or decreased?**
- d. Has student academic performance been impacted?**

SCAS is please that even though the program has faced cuts in funding, we have been very fortunate that our numbers of families worked with has increased and we During the fiscal year 2009-2010, the South Carolina Autism Society did our best to maintain the program at the 2008-09 level. Last year, we made the following cuts:

Programmatic Reductions

- * 20% reduction for mileage reimbursement (reducing face to face meetings)
- * Furloughed all PSP staff a total of 9-11 days
- * Decreased hours across staff equivalent to eliminating 1 FTE
- * Decreased hours for on-site assistance at SCAS headquarters
- * Reduced travel for professional development
- * Reduced phone reimbursement
- * Reduced printing and supply costs (Program and Administrative)

Administrative Reductions

- * Reduced printing and supply costs (Program and Administrative)
- * Closed all offices during one week of furlough
- * Eliminated short term disability and life insurance

With the exception of staff furloughs, the 08/09 cuts were maintained for the program. Administratively, we continued to find ways to reduce cost.

Given the ongoing national recession and its impact on state revenue collections, 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 2010-11? (MAX: 5000 characters)

The South Carolina Autism Society would consider the following actions to deal with program reductions during fiscal year 2010-2011:

- * 5 % Reduction Considerations
- * Reducing mileage reimbursement
- * Decreasing hours for on-site assistance at SCAS headquarters
- * Reducing travel for professional development
- * Reducing allowable phone reimbursement
- * Reducing printing and supply costs (Program and Administrative)

- * 10% Reduction Considerations
- * Furloughing all PSP staff (days to be determined)
- * Decreasing hours across staff (hours to be determined)
- * Eliminating travel for professional development
- * Reducing additional printing and supply costs (Program and Administrative)
- * Closing offices during furlough periods

If no additional EIA revenues were appropriated to this program in Fiscal Year 2011-12 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? 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 organization or program in meeting its objectives? (MAX: 5000 characters)

The South Carolina Autism Society would maintain our current level of service if no additional funding is appropriated. We would continue to analyze the PSP program for ways to improve and refine our services to schools, families ,and individuals affected by an autism spectrum disorder. We would continue our efforts to encourage district and family collaboration through our the special education process. We would continue to our efforts to hold systems accountable for the delivery of a free appropriate public education for students with disabilities.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).
This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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

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

Code of Laws: (MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

Proviso 1A.38. of the 2010-11 General Appropriations Act

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

None

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

- Yes
- No

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.) (MAX 3500 characters)

Long-term Mission:

The mission of the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty is to increase the achievement of children of poverty by improving the quality of undergraduate teacher preparation, graduate teacher preparation, and the professional development of in-service teachers.

Goals:

- 1: Design and implement pre-service teacher education programs that attract qualified applicants and enable graduates to effectively teach children of poverty.
- 2: Provide high quality professional development programs that include collaborative research activities and the use of existing research evidence to improve curriculum, instruction, and assessment in schools serving large numbers of children of poverty.
- 3: Equip teachers with the knowledge and skills needed to work effectively with parents, health and human service providers, and other community resources to meet the social, emotional, and physical needs of children of poverty and to serve as advocates for them in the school, community, and state.
- 4: Develop a program that recognizes extensive study by teacher candidates and in-service teachers, and that leads to their formal designation as a "Teacher of Children of Poverty" by Francis Marion University School of Education and by the State Board of Education as "Add-On Certification."
- 5: Become the premier resource in South Carolina for helping teachers learn how to provide a high quality education to all children of poverty.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

Prior fiscal year activities that support achievement of project objectives:

Program Planning, Development, and Oversight

Task Force and Advisory Committee: A Task Force, and specialized subsets of the group, plans and evaluates the on-going design and implementation of the project activities. An Advisory Committee is convened to ensure collaboration.

Teacher Education Program

Standards for Teachers of Children of Poverty: FMU courses have been updated to reflect new understandings about the needs of children of poverty. A set of "Standards for Teachers of Children of Poverty" are infused into all programs of study, and are a strong focus for NCATE accreditation review.

Mastery Test for Teachers of Children of Poverty: A mastery test has been developed and is administered each semester.

Center of Excellence Scholars: Plans are in development for an "FMU Center of Excellence Scholars" designation that would be conferred at graduation to candidates who complete additional study as established by the program.

Recruitment: A recruitment plan has been developed to identify and attract qualified and interested teacher candidates. This includes special outreach to, and activities for, Teacher Cadets in Partner Districts.

Research Agenda

Collaborative Research Studies: A research agenda, based on consensually-identified teaching and learning problems, connects teachers in the partner districts with one another and with the FMU faculty.

Research Consortium: The Center of Excellence Research Consortium (COERC) has been established and is convened to facilitate collaboration among research scholars interested in studying children of poverty.

Professional Development and Study

Professional Development Activities and Materials: Professional development activities and materials designed to meet schools' needs for working with children of poverty are developed and disseminated.

Workshop/Institute Series: Workshops that focus on practical activities and include featured speakers and concurrent sessions are offered in the Fall, Spring and Summer.

Parent Partnerships Training: The Center, in partnership with Johns Hopkins University, uses a research-based model to equip teachers with knowledge and skills needed to work effectively

with families and community resources to meet the needs of children of poverty.

Teaching Children of Poverty Course: An elective course that considers the impact of poverty on academic achievement has been piloted. It provides classroom teachers and school administrators with knowledge and skills to challenge the barrier of poverty.

Faculty Seminars: The Center hosts this venue for FMU faculty to showcase research, readings, and experiences as they relate to teaching children of poverty.

Publications

Center Website: (www.fmucenterofexcellence.org) Designed to recognize existing expertise and build local capacity, the site houses electronic resources appropriate for experienced and novice teachers of children of poverty.

Health Resources Manual: The Center publishes annually its Health Resources Manual that provides health information that teachers can access as needed.

Resource Library: The Center houses a lending library of resources relevant to the education of children of poverty.

Position and Policy Papers: The Center publishes white papers on critical issues pertaining to the education of children of poverty. Authors for these papers are solicited from university faculty, researchers, legislators, and policy analysts.

On-Line Journal: The Center publishes Teaching Children of Poverty (TCOP), an on-line journal for teachers of children of poverty.

Center Newsletter: The Center publishes a newsletter four times annually that features activities of the Center.

PLANNED CHANGES FOR CURRENT FISCAL YEAR:

All activities will continue as described above.

NEW ACTIVITIES PLANNED FOR CURRENT FIS

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Direct products and services of the Center (outputs)

Task Force and Advisory Committee

number of meetings	3
number of participants	25

Standards for Teachers of Children of Poverty

number of courses using standards	25
number of participating faculty	16

Mastery Test for Teachers of Children of Poverty

number of times administered	2
number of candidates assessed	56

Recruitment

number of teacher cadet presentations	2
number of teacher cadets in attendance	235

Collaborative Research Studies

number of funded studies	4
amount of funding provided	\$10,000

Workshop/Institute Series

number of workshop days held	2
number of attendees	679
number of breakout sessions offered	52
number of student volunteers trained to work at conferences	61

Scholarly or Service Presentations Related to Center Agenda

number of presentations	17
-------------------------	----

Student Professional Learning & Research Conference

number of conferences held	1
number of students in attendance	318
number of student presenters	100
number of presentations	27

Student Informational Meetings

number of events held	2
number of students in attendance	336

Parent Partnerships Training

number of training sessions offered	9
number of new schools trained	22

Elective Course: Teaching Children of Poverty

number of times offered	2
number of students enrolled	59

Faculty Seminars

number of seminars held	2
number of faculty in attendance	28

Health Resources Manual		
local vetted resources		215
national organizations vetted		132
professional health organizations & related		
national organizations vetted		19
total resources		366
Resource Library		
number of resources housed		80
Position and Policy Papers		
number of published papers		3
On-Line Journal		
number of published articles		3
Center Newsletter		
number of published newsletters		4
distribution range-number of districts		19
Grants to P-12 Teachers		
number of P-12 grants awarded		8
total amount of P-12 grants awarded		\$13,702.78
Service Projects		
number of projects sponsored		3
number of cans of food collected		715
number of items for Durant Children's		
Home		327
number of school supply packages		
collected		20
Essay Contest		
number of essays submitted		68
number of essay readers trained		12

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes 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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

The following outcomes were realized: 1) Implemented pre-service education program to enable graduates to effectively teach children of poverty, 2) Provided high quality, evidence-based professional development, 3) Equipped teachers with knowledge and skills to work effectively in their environments, 4) Advanced a program that recognizes extensive study by pre-service and in-service teachers to lead toward "Teaching Children of Poverty" (TCOP) designation, and 5) Progressed in becoming the premier resource for helping teachers provide a high quality education to children of poverty.

Evidence related to these outcomes is based on the following sources: 1) TCOP Longitudinal Survey, 2) TCOP Attitudes & Beliefs Survey, 3) TCOP Mastery Assessment, 4) TCOP Student Teacher Focus Group, 5) TCOP Teacher Focus Group and 6) TCOP Professional Development Survey

The TCOP Longitudinal Survey, a 14-item survey, is administered in core education courses each semester to understand student preparation over time. More than 1,300 surveys have been collected since 2006. On average, students who have not completed courses with TCOP standards rated their knowledge, preparation, and confidence in teaching children of poverty at a 2.32 out of 5; whereas, students who have completed 8 or more courses rated these areas much higher (4.33) on the same scale. Among 355 students who completed the survey two or more times, there are statistically significant increases in mean scores based on the number of times students complete the survey. In addition, approximately 97% of students indicated that they were aware of the COE and 57% have attended a COE event. Tables 1-5 provide detailed results.

The TCOP Attitudes and Beliefs Survey captures information about student perceptions of specific courses. At the end of each semester, this 13-item survey is administered in all courses that include TCOP standards. During 2009-2010, approximately 840 surveys related to 45 courses were collected. Table 6 demonstrates the mean score, high score, and low score in three areas assessed (Course, Instructor, and Preparation) for each semester. The average number of courses completed with TCOP standards was 4.69 in Fall 2009 and 5.26 in Spring 2010.

The TCOP Mastery Assessment is used to understand students' knowledge, understanding, and application of strategies and practices related to teaching children of poverty. This 48-item assessment was developed by outside assessment experts with input from content area specialists. There was an approximate one point increase in mean score from the Fall 2009 to the Spring 2010 (see Tables 7-10). Overall, students perform better on assessment items related to TCOP Standards 1, 4 and 5. Proficiency levels range from 71.4% to 33.3%. Proficiency is viewed as a clear understanding and ability to apply material from the TCOP standards.

A TCOP Student Teacher Focus Group was conducted with Francis Marion University student teachers by an outside facilitator to understand the quality of teacher preparation, specifically related to teaching children of poverty. Approximately 65% of the student teacher population at FMU was randomly selected to participate in the focus group. The 11 participating student teachers represented 42% of those randomly selected and 28% of the total population of student teachers. Overall, the student teachers felt prepared to enter the teaching profession and perceived themselves to be well equipped to teach children from a variety of socioeconomic backgrounds. Student teachers perceived their ability to teach children of poverty to be greater than their counterparts attending other teacher education programs.

Two TCOP Teacher Focus Groups were conducted with 12 current, former, or future teachers to identify the needs and challenges of current classroom teachers. Participants believed that more classroom-based experience would be helpful during pre-service programs. Classroom

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

The FMU Center of Excellence to Prepare Teachers of Children of Poverty (COE) conducts activities and services that are primarily targeted toward two groups: Pre-Service Teachers and In-Service Teachers. The evaluation plan has been developed to understand the impact of COE initiatives on the preparation and professional development of these two groups. The evaluation includes multiple methods of evaluation including surveys, focus groups, assessments, and other techniques to fully understand the COE's impact. Information gained allows researchers and evaluators to better understand results across programs and services.

COE services and activities as well as the evaluation plan have expanded in the past three years despite budget limitations based on the conceptual framework, planning, and infrastructure developed by the founders of the COE and FMU faculty and staff advisors. The COE, which originally received funding through the Centers of Excellence grant program through the SC Commission on Higher Education, is one of the few Centers of Excellence that has survived beyond the funding cycle provided by the Commission. The dedication and commitment of the COE faculty and staff advisors as well as Francis Marion University have allowed the COE to thrive based on its understanding of its mission and provision of services that positively impact pre-service and in-service teachers. The COE is also committed to its use of a valid and useful evaluation strategy. A utilization-focused approach to evaluation that encourages the use of evaluation results in program development and operation has been a hallmark of the COE since its inception. Evaluation to date has allowed COE stakeholder to understand the significant impact of the Teaching Children of Poverty Standards on pre-service teachers and determine the needs and professional development experiences of in-service teachers.

The complete report, including data tables and analyses, is attached.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)**Over the past three fiscal years, all programs, agencies and organizations funded with EIA revenues experienced significant reductions in funding.****How have the administration and service delivery of your organization or program been impacted by these reductions. Please describe the impact to students, teachers or schools by addressing the following: (MAX: 7500 characters)**

- a. Have fewer students/teachers/schools been served?
- b. Has quality of services provided been impacted?
- c. Has the cost per student/teacher/school increased or decreased?
- d. Has student academic performance been impacted?

Not applicable.

This is the first year of funding by EIA revenues, therefore no impact has been registered. With more experience we will be in a better position to respond.

Given the ongoing national recession and its impact on state revenue collections, 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 2010-11? (MAX: 5000 characters)

Currently, the Center's work meets the needs of a wide range of educators in both the P-12 sector, as well as in higher education. The Center's outreach now expands beyond the Pee Dee Region, as well. The Center offers a varied menu of services for all constituents.

Should EIA revenues be reduced this current fiscal year, the Center of Excellence to Prepare Teachers of Children of Poverty would be obligated to reduce the budget to absorb the reduced funding. In order to do so, the Center would first seek to proportionately decrease the budget of each planned activity. For example, should a reduction be required, fewer teacher cadet training sessions may be offered, rather than eliminating that activity completely. Elimination of activities would occur only if it is determined that the integrity of an activity would be compromised by the planned proportionate reduction.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2011-12 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? 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 organization or program in meeting its objectives? (MAX: 5000 characters)

Not applicable: The Center of Excellence to Prepare Teachers of Children of Poverty does not intend to request additional revenues for Fiscal Year 2011-12.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Not applicable: No change in funding is requested. The Center hopes to continue at same funding level in Fiscal Year 2011-12.

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).
This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

EIA Program Report for Fiscal Yr 2010-11

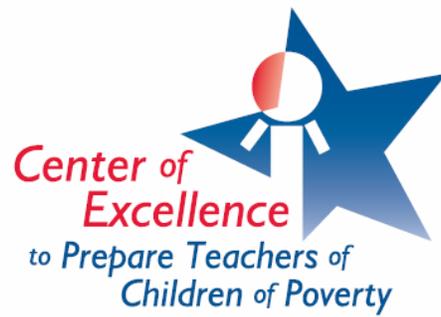
Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	0	350,000
General Fund	210,000	0
Lottery	0	0
Fees	0	0
Other Sources	42,499	25,000
Grant	0	0
Contributions, Foundation	0	0
Other (FMU)	75,000	175,000
Carry Forward from Prior Yr	8,588	44,184
TOTAL	336,087	594,184

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	147,512	154,922
Contractual Services	23,288	24,787.50
Supplies and Materials	8,485	17,240.50
Fixed Charges	0	0
Travel	2,705	10,000
Equipment	0	0
Employer Contributions	36,934	39,650
Allocations to Districts/Schools/Agencies/Entities	70,479	170,084
Other: Dues and Other Administrative Indirect Support	2,500	177,500
Balance Remaining	0	0
TOTAL	291,903	594,184
#FTES	2.0	2.0

Next	Previous	Save
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81% complete



Francis Marion University
Center of Excellence to Prepare Teachers of Children of Poverty

Evaluation Report

2009-2010

Dr. Leigh Kale D'Amico, Lead Evaluator
Grant Morgan, Research Consultant

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Introduction

The Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty (COE) uses a multi-faceted evaluation approach conducted by independent research consultants to gather objective data to inform its programs and services and gain an understanding of the impact of these programs and services on pre-service teachers, in-service teachers, schools, districts, and P-12 students. The current evaluation plan focuses on two distinct groups that are the primary focus of COE work: 1) Preparation and Professional Development of Pre-Service Teachers and 2) Professional Development of In-Service Teachers.

Evaluation of Pre-Service Teacher Preparation and Professional Development

Pre-service teachers enrolled in the Francis Marion University School of Education progress toward teacher certification taking a pre-determined number of core courses and electives based on their desired area of certification and requirements for an undergraduate degree. Through the COE, six Teaching Children of Poverty (TCOP) Standards were developed that are embedded in required and elective courses completed by pre-service candidates. TCOP Standards are currently embedded in more than 25 courses across the Francis Marion University School of Education. Table 1 provides the number of courses that embed each standard per semester.

Table 1
Number of TCOP Standards Embedded in FMU Courses

Standard	Content	Number of Courses		
		Fall 2009	Spring 2010	Fall 2010
1	Life in Poverty	11	9	11
2	Language & Literacy	6	4	7
3	Family & Community Partnerships	10	6	9
4	The Classroom Community	11	10	11
5	Curriculum Design & Assessment	16	16	17
6	Teacher as Learner, Leader, & Advocate	7	6	7

To understand the impact of the TCOP Standards as well as additional professional development related to teaching children of poverty on teacher preparation, five specific evaluation tools are used: 1)

Teaching Children of Poverty Attitudes & Beliefs Survey, 2) Teaching Children of Poverty Longitudinal Survey, 3) Teaching Children of Poverty Mastery Assessment, 4) Teaching Children of Poverty Student Teacher Focus Groups, and 5) Teaching Children of Poverty Teacher Focus Group.

Teaching Children of Poverty Attitudes & Beliefs Survey

Students enrolled in courses with embedded Teaching Children of Poverty (TCOP) standards are asked to complete a 13-item *TCOP Attitudes and Beliefs Survey* (Appendix A) at the conclusion of each semester related specifically to course content and instruction aligned with teaching children of poverty. In Fall 2009, 407 students enrolled in more than 20 courses completed the *TCOP Attitudes and Beliefs Survey*. In Spring 2010, 433 students enrolled in more than 25 courses completed the *TCOP Attitudes and Beliefs Survey*.

Survey items were grouped to calculate three scores: Course Score, Instructor Score, and Preparation Score. Seven survey items (1-5, 10, and 11) were grouped to gather information about the effectiveness of the course in providing content related to teaching children of poverty. Four survey items (7-9 and 12) were grouped to gather information about the effectiveness of the instructor in providing content and instruction related to teaching children of poverty. One survey item (6) sought information about students’ perceived preparation to teach children of poverty as a result of the specific course. Students rated each item from 1 (Strongly Disagree) to 4 (Strongly Agree). Table 2 provides the mean scores in each of the three categories as well as the high and low scores in each category.

*Table 2
TCOP Attitudes & Beliefs Survey Results: Fall 2009 and Spring 2010*

	Course Score		Instructor Score		Preparation Score	
	Fall 2009	Spring 2010	Fall 2009	Spring 2010	Fall 2009	Spring 2010
Mean	3.35	3.33	3.40	3.38	3.33	3.28
High	3.94	3.78	4.0	3.88	4.0	3.71
Low	2.83	2.20	2.88	2.33	2.79	2.18

In addition, students were asked to indicate the total number of courses that they had completed with embedded TCOP standards. In Fall 2009, students had completed an average of 4.69 courses with TCOP standards. In Spring 2010, students had completed an average of 5.26 courses with TCOP standards. Students enrolled in upper-level courses typically had completed more courses with TCOP standards than those in lower-level courses. The range was 1.87 courses (EDUC 299) to 8.00 courses or more (ECE 315/320).

Teaching Children of Poverty Longitudinal Survey

The Teaching Children of Poverty (TCOP) Longitudinal Survey, a 14-item Likert-scale survey (Appendix B), is administered twice per academic year to Francis Marion University students in six courses of varying levels. More than 1,300 surveys have been completed since Fall 2006. The majority of student respondents have completed between zero and four courses with embedded TCOP standards.

Table 3

Frequency & Percent of Students Completing Courses with TCOP Standards

# of Courses Completed	# of Respondents	% of Respondents
0	302	22.7
1	169	12.7
2	295	22.1
3	163	12.1
4	283	21.2
5	10	0.8
6	7	0.5
7	7	0.5
8 or more	29	2.2
Unsure	64	4.8

As students complete more courses with embedded TCOP standards, their perceived knowledge, preparation, and confidence in teaching children of poverty improves. In addition, their perceived ability to use diverse instruction and accommodate instructional barriers are enhanced.

Table 4
Mean Scores by Number of Courses Completed

# of Courses Completed	Knowledge	Skills	Confidence	Preparation	Use of Diverse Instruction	Accommodate Instructional Barriers
0	2.08	2.17	2.97	2.04	2.20	2.47
1	2.55	2.59	3.09	2.51	2.79	2.98
2	2.92	2.94	3.09	2.51	2.79	3.12
3	3.09	3.02	3.45	2.80	2.93	3.28
4	3.80	3.74	3.78	3.69	3.72	3.67
5	4.00	3.90	3.90	3.60	4.00	3.70
6	4.43	4.14	4.14	4.14	4.29	4.43
7	4.14	3.57	3.29	3.57	3.71	3.57
8 or more	4.45	4.34	4.21	4.33	4.21	4.21

*Items scaled from 1 (Strongly Disagree) to 5 (Strongly Agree)

Students were asked about their perceptions of coursework related to teaching children of poverty at Francis Marion University. Responses indicate that on average students agree that FMU coursework has prepared them to teach children of poverty, and they agree or strongly agree that they are interested in completing more coursework related to teaching children of poverty.

Table 5
Survey Respondents Perceptions of FMU Coursework

Item	Mean
Coursework at FMU prepared me to effectively teach children of poverty	3.83
Interested in completing more coursework related to teaching children of poverty	4.40

*Items scaled from 1 (Strongly Disagree) to 5 (Strongly Agree)

Students were asked about their awareness and interactions with the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty. Approximately 97% indicated that they were aware of the COE, 54% have visited the COE website, and 57% have attended a COE event.

Table 6
Student Awareness and Interaction with COE

Item	Percent
Aware of Center of Excellence	97
Visited Website of Center of Excellence	54
Attended Center of Excellence Event	57

Of the more than 1300 *TCOP Longitudinal Surveys* completed, 836 surveys were matched (respondent had completed two or more surveys) to conduct a longitudinal analysis. Analysis revealed that there are statistically significant increases in mean scores based on the number of times the same student completed the survey. In addition, the effect size suggests that these differences are meaningful and quite large.

Table 7
Mean Difference Based on Number of Times the Same Student Completed Survey

# Times Completed	n	Mean Difference*	Effect Size
2	259	0.58	.980
3	79	1.39	.497
4	16	1.89	N/A
5**	1	3.42	N/A

*Mean difference from first administration to latest administration.

** 1 student responded five times; therefore, it is the actual rather than mean difference

Teaching Children of Poverty Mastery Assessment

The Teaching Children of Poverty (TCOP) Mastery Assessment, a 48-item multiple-choice assessment developed by assessment experts with assistance from content specialists, is used to evaluate the understanding and application of material within the six TCOP standards. The assessment is administered to students via LiveText in an on-site, monitored environment at the conclusion of their student teaching. The assessment was administered for the first time in December 2009. Fifty-six students have completed the assessment to date. Tables 8-10 demonstrate student performance on the assessment.

Table 8
Mastery Assessment Descriptive Statistics

Semester	n	Mean Score	Median Score	High Score	Low Score
Fall 2009	21	28.95	29	35	21
Spring 2010	35	30.09	31	39	18

Table 9
Number and Percentage of Correct Answers by Standard

Standard	# of Correct Answers (Mean)		% of Correct Answers (Mean)	
	<u>Fall 2009</u>	<u>Spring 2010</u>	<u>Fall 2009</u>	<u>Spring 2010</u>
	1	5.38	5.83	67.3
2	5.14	5.17	64.3	64.6
3	4.24	4.69	53.0	58.6
4	4.43	4.86	55.4	60.8
5	5.81	5.49	72.6	68.6
6	3.95	4.06	49.4	50.8

*8 items per standards

Table 10
Mean Score by Certification Area

Certification Area	Mean Score	
	<u>Fall 2009</u>	<u>Spring 2010</u>
Art Education	N/A	N/A
Early Childhood Education	27.50	32.12
Elementary Education	29.43	29.92
Secondary Education	N/A	25.75

*N/A: Too Few Participating Students

To determine student mastery of the material within the six TCOP standards, faculty experts participated in a bookmarking process for each standard. Bookmarking was selected based on its usefulness in examining and determining mastery. Using their expertise in the content of the standards as well as results from the pilot administration of the mastery assessment in December 2009, faculty

members ranked the assessment items within each standard from easiest to most difficult and then, identified the number of correct answers required to be considered proficient in each standard. Table 11 demonstrates the number of correct items required by standard to achieve mastery as well as the percent of students who achieved mastery on each standard in the fall and spring administrations.

*Table 11
Student Mastery by Standard*

Standard	# Correct*	% Achieved Mastery	
		Fall 2009	Spring 2010
1	6	57.1	62.9
2	6	52.4	37.1
3	5	33.3	48.6
4	5	47.6	71.4
5	6	61.9	54.3
6	5	38.1	34.3

*8 items per standard

Based on two administrations of the TCOP mastery assessment, trends can be explored. The assessment is primarily focused on application of TCOP material and is a challenging assessment. On average, scores were slightly higher among the Spring 2010 cohort of student teachers than the Fall 2009 cohort. This may be a result of more exposure to the TCOP standards in their coursework. Overall, students perform better on assessment items related to Standards 1 and 5, and they perform least well on items related to Standards 3 and 6. A review of course implementation of standards may indicate that student exposure to standards occurs at differing levels, which may explain some variance in performance. The elementary education student scores remained fairly constant in the two administrations; whereas, the early childhood education student scores rose by almost five points from the Fall 2009 administration to the Spring 2010 administration.

Mastery levels range from 71.4% (Standard 4, Spring 2010) to 33.3% (Standard 3, Fall 2009). Mastery is viewed as a clear understanding and ability to apply material from the TCOP standards. At this point, the assessment results and mastery levels are best used to explore and improve standard implementation.

Teaching Children of Poverty Student Teacher Focus Groups

The primary purpose of the TCOP Student Teacher Focus Groups is to understand the quality of teacher preparation, specifically related to teaching children of poverty, and to evaluate the usefulness of services and activities of the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty.

A focus group was conducted with the 2009 Francis Marion University student teachers on April 29, 2009. Approximately 53% of the student teachers were randomly selected to participate in the focus group. The seven participating student teachers represented 41% of those randomly selected to participate and 22% of the total population of student teachers. Three early childhood education student teachers, three elementary education student teachers, and one secondary education student teacher participated in the focus group.

A focus group was conducted with the 2010 Francis Marion University student teachers on March 31, 2010. Approximately 65% of the student teaching population at FMU was randomly selected to participate in the focus group. The 11 participating student teachers represented 42% of those randomly selected and 28% of the total population of student teachers. Six early childhood education student teachers, four elementary education student teachers, and one arts education student teacher participated.

Overall, the student teachers felt prepared to enter the teaching profession and perceived themselves to be well equipped to teach children from a variety of socioeconomic backgrounds. Student teachers perceived their ability to teach children of poverty to be greater than their counterparts attending other teacher education programs. The student teachers were grateful for the emphasis on teaching children of poverty since many of them plan to teach in and around the Pee Dee region. The student teachers believed that providing information and instruction related to teaching children of poverty across a variety of courses with additional professional development opportunities with the Center of Excellence was extremely beneficial.

Multi-Year Comparison

The 2009 and 2010 Student Teacher Focus Groups used a random sample approach and had similar participation levels; therefore, a comparison of central themes among the two cohorts was examined.

- Overall, the 2010 student teachers expressed more confidence in their preparedness to teach children of poverty than the 2009 student teachers.
- Both cohorts perceived early childhood education coursework to provide greater emphasis in and understanding of teaching children of poverty.
- Both cohorts identified the need for a common lesson plan format and more closely aligned ideals for prospective teachers in all certification areas.
- Both cohorts emphasized the importance of site-based experiences (e.g., observing and working in actual classrooms) to enhance their preparation and identified the need for varied school-based opportunities throughout their degree program.
- The 2010 student teachers indicated a need for more preparation related to working with students with special needs. This was not identified by the 2009 student teachers.
- The 2009 student teachers indicated the need for a better screening process for supervising teachers. This was not identified by the 2010 student teachers.

Recommendations Based on Multi-Year Comparison

- Continue and enhance focus on teaching children of poverty across a variety of courses with differing instructors and offer corresponding professional development.
- Encourage students to develop strategies across all courses for situations that they are likely to encounter within schools and classrooms (e.g., role playing).
- Provide additional focus on teaching and working with students with special needs including an understanding of Individual Education Plan (IEP) and strategies to “mainstream” students with special needs.
- Use a more standardized focus across certification areas. Early childhood education is perceived to provide more focus on teaching children of poverty, realities of teaching profession; whereas, elementary education is perceived to provide more focus on aspects such as ADEPT and lesson planning. In addition, use a common lesson plan format across courses and certification areas.
- Allow students to gain a more complete picture of life in the classroom to include observations and field experiences throughout the academic calendar.

- Provide more diverse teaching opportunities within schools throughout program of study to allow students to be prepared for the entire grade range of their certification.
- Explore conditions that contribute to enhanced teacher preparedness such as cohort-based, small learning communities that early childhood student teachers reported were important to their success at Francis Marion University.
- Continue and enhance SMART Board instruction to allow for their effective use in classrooms.

Teaching Children of Poverty Teacher Focus Group

At the 2010 Summer Institute, two focus groups were conducted to gain perspectives from current teachers regarding their preparedness based on their pre-service education program and professional development provided to them by the COE, their schools or school districts.

Twelve teachers participated in the focus groups: five current teachers, one former teacher, two administrators, three pre-service teachers, and one higher education faculty member. Four themes emerged across both focus groups.

Themes from Teacher Focus Groups

- 1) Include more hands-on, classroom-based experiences in pre-service programs,
- 2) Engage in student teaching process earlier and increase the length/intensity of the student teaching process,
- 3) Prepare students for realities of teaching: time management, negative dispositions of colleagues, challenging family situations, communication with families, student assessment, and
- 4) Facilitate more collaborative relationships between higher education faculty and PK-12 schools/teachers.

Information gained from the TCOP Teacher Focus Groups is provided to the COE and the Francis Marion University School of Education for review and to be used to inform programmatic decisions.

Evaluation of Teacher Professional Development

The Center of Excellence to Prepare Teachers of Children of Poverty provides extensive professional development to its 11 partner school districts and other school districts, schools, and teachers as requested and available. Through its conferences, institutes, and work with the National Network of

Partnership Schools, more than 5,000 teachers, administrators, and others involved in the profession are served. Each conference or institute provides teachers, school administrators, pre-service teachers and others with the opportunity to attend multiple breakout sessions as well as keynote presentations. Keynote speakers and breakout session facilitators are selected based on recommendations from national experts on children of poverty and feedback from COE stakeholders including teachers and administrators in the Pee Dee region. While the majority of professional development is targeted at teachers and administrators in the field, some professional development activities target pre-service teachers and higher education faculty. At all professional development events, a 14-item survey is administered (Appendix C). The scale ranges from 1 (Strongly Disagree) to 4 (Strongly Agree). In addition, a six-item exit survey (Appendix D) is administered to assess overall aspects of the conference including keynote speakers.

Fall Conference & Summer Institute

Each year, the COE holds at least two intensive professional development events. Based on feedback from teachers and school administrators, these events are held at convenient times for participants and most often occur on Saturdays or during the summer. The Fall Conference is generally a one-day event that features keynote speakers as well as breakout sessions that address specific topics of interest. The Summer Institute is a multi-day event that has a larger variety of keynote speakers as well as specific breakout sessions. National experts, acclaimed researchers, and authors including Don Doggett, Joyce Epstein, and Eric Jensen provided the keynote addresses at 2009-2010 professional development events.

Approximately 300 surveys were collected from 17 sessions at the Fall Conference with a mean score of 3.61. More than 450 surveys were collected from 25 sessions at the Summer Institute with a mean score of 3.74. Tables 12-14 highlight the evaluation results from both events.

*Table 12
Fall Conference Break-Out Session Survey 2009
(n=300 surveys, 17 sessions)*

Area of Evaluation	Mean Score (All Sessions)	High Score (Session)	Low Score (Session)
Quality of Facilitator(s)	3.66	4.00	3.20
Usefulness of Information	3.59	4.00	3.00
Usefulness of Strategies	3.58	4.00	3.00

*Scale of 1 (Strongly Disagree) to 4 (Strongly Agree)

Table 13

Summer Institute Break-Out Session Survey 2010
(n=457 surveys, 25 sessions)

Area of Evaluation	Mean Score (All Sessions)	High Score (Session)	Low Score (Session)
Quality of Facilitator(s)	3.79	4.00	3.36
Usefulness of Information	3.71	4.00	3.33
Usefulness of Strategies	3.71	4.00	3.34

*Scale of 1 (Strongly Disagree) to 4 (Strongly Agree)

Table 14

Fall Conference and Summer Institute Exit Surveys

Area of Evaluation	Event	n	Excellent	Good	Average	Below Average	Poor
Content of Address 1	Fall Conference	158	65.82%	27.85%	5.70%	0.63%	0
Content of Address 1	Summer Institute	136	61.03%	38.97%	0	0	0
Content of Address 2	Summer Institute	131	76.34%	20.61%	2.29%	0.76%	0
Content of Address 3	Summer Institute	211	91.47%	7.58%	0.95%	0	0

National Network of Partnership Schools

The COE serves as the coordinator of the National Network of Partnership Schools initiative in the Pee Dee region. NNPS is an initiative of Johns Hopkins University that encourages the use of research-based practices including best practices related to community and family engagement to enhance student outcomes. Each year at least one new member training session is conducted for schools involved in NNPS. In 2009-2010, 22 schools in four Pee Dee area districts participated in the four new member training sessions held. Other individualized training sessions and events are coordinated based on the needs of the schools involved. Approximately 40 people attended the initial NNPS new member training, and the mean score was 3.67. Table 15 provides the results from the evaluation of the training. At the three additional new member training events held during 2009-2010, district-based evaluations were used to evaluate the sessions. The COE has received numerous national awards for their work with NNPS.

Table 15
National Network of Partnership School Training 2009
(n=40)

Area of Evaluation	Mean Score
Quality of Facilitator	3.71
Usefulness of Information	3.66
Usefulness of Strategies	3.65

*Scale of 1 (Strongly Disagree) to 4 (Strongly Agree)

Francis Marion University Student Events

In Spring 2010, the COE organized a Student Professional Development and Research Conference to allow students to present material individually or with a team to enhance their understanding of teaching children of poverty and interact with their fellow pre-service teachers in a professional format. Evaluations from the event demonstrate that the majority of the student participants rated the keynote panels as excellent. In addition, the majority of student participants rated the breakout sessions as either excellent or good. Table 16 provides the results from the evaluation of this conference.

Table 16
Student Professional Development & Research Conference

Area of Evaluation	n	Excellent	Good	Average	Below Average	Poor
Quality of Keynote Panels	86	61.63	34.88	3.49	0	0
Quality of Breakout Sessions	77	41.56	44.16	14.29	0	0

Each semester, the COE hosts a student event to provide information about teaching children of poverty and opportunities for pre-service teachers and others to become involved in the efforts of the COE. More than 90 students attended the Fall Kickoff, and the mean score was 3.64. More than 105 students attended the Spring Kickoff, and the mean score was 6.46 (on a 7-point scale). Tables 17 and 18 provide specific results from the evaluations of both events.

Table 17

Fall Student Kickoff 2009
(n=93)

Area of Evaluation	Mean Score
Quality of Facilitator	3.71
Usefulness of Information	3.57
Usefulness of Strategies	3.63

*Scale of 1 (Strongly Disagree) to 4 (Strongly Agree)

Table 18

Spring Student Kickoff 2010
(n=107)

Area of Evaluation	Mean Score
Quality of Facilitator	6.46*
Usefulness of Information	6.47*
Usefulness of Strategies	2.83**

*Scale of 1(Strongly Disagree) to 7 (Strongly Agree)

**Scale of 1 (Unlikely) to 3 (Likely)

Francis Marion University Faculty Seminars

Each semester, the COE coordinates and hosts a faculty seminar to provide the latest research in the field or highlight specific projects of the COE. Faculty in the School of Education as well as other interested faculty are invited to participate in the events. The seminars are meant to inform curriculum and instruction and promote dialogue among faculty across the School of Education. Eleven faculty members attended the Fall Faculty Seminar, and the mean score was 3.59. Twelve faculty members attended the Spring Faculty Seminar, and the mean score was 3.90. Tables 19 and 20 provide the results of the evaluations that concentrate on three areas: Quality of Facilitator, Usefulness of Information, Usefulness of Strategies. These faculty seminars have promoted attention to research related to children of poverty, effective teaching strategies in both PK-12 and higher education environments, and a continuous improvement model within the Francis Marion University School of Education.

Table 19
Faculty Seminar Fall 2009
(n=11)

Area of Evaluation	Mean Score
Quality of Facilitator(s)	3.64
Usefulness of Information	3.53
Usefulness of Strategies	3.60

*Scale of 1 (Strongly Disagree) to 4 (Strongly Agree)

Table 20
Faculty Seminar Spring 2010
(n=12)

Area of Evaluation	Mean Score
Quality of Facilitator(s)	4.00
Usefulness of Information	3.86
Usefulness of Strategies	3.86

*Scale of 1 (Strongly Disagree) to 4 (Strongly Agree)

Conclusions & Recommendations

The Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty (COE) conducts activities and services that are primarily targeted toward two groups: Pre-Service Teachers and In-Service Teachers. The evaluation plan has been developed to understand the impact of COE initiatives on the preparation and professional development of these two groups. The evaluation includes multiple methods of evaluation including surveys, focus groups, assessments, and other techniques to fully understand the COE's impact. Information gained through multiple methods allows researchers and evaluators to better understand results across programs and services.

COE services and activities as well as the evaluation plan have expanded in the past three years despite budget limitations based on the conceptual framework, planning, and infrastructure developed by the founders of the COE and Francis Marion faculty and staff advisors. The COE, which originally received funding through the Centers of Excellence grant program through the South Carolina Commission on Higher Education, is one of the few Centers of Excellence that has survived beyond the funding cycle

provided by the South Carolina Commission on Higher Education. The dedication and commitment of the COE faculty and staff advisors as well as Francis Marion University have allowed the COE to thrive based on its understanding of its mission and provision of services that positively impact pre-service and in-service teachers. The COE is also committed to its use of a valid and useful evaluation strategy. A utilization-focused approach to evaluation that encourages the use of evaluation results in program development and operation has been a hallmark of the COE since its inception. Evaluation to date has allowed COE stakeholder to understand the significant impact of the Teaching Children of Poverty Standards on pre-service teachers and determine the needs and professional development experiences of in-service teachers.

A central focus of the next stage of evaluation is understanding impact on 1) teacher retention, 2) teacher quality, and 3) student outcomes. These areas are much more difficult to appropriately and effectively assess and require significant resources to evaluate properly. The COE is exploring options including external funding to conduct quasi-experimental research to inform its ongoing work with pre-service and in-service teachers. Ideas have been developed within each of the three areas to further explore the current impact of the COE on teachers and schools.

Teacher Retention

- Examine cohorts of Francis Marion University graduates and non-Francis Marion University graduates in the same or similar schools and grade levels to gauge teacher retention.
- Explore teacher disposition in Pee Dee area schools to more effectively understand teacher attrition and retention.

Teacher Quality

- Examine cohorts of Francis Marion University graduates and non-Francis Marion University graduates on measures of teacher quality such as ADEPT, principal evaluations, and related information that is associated with quality of teaching.

Student Outcomes

- Examine cohorts of Francis Marion University graduates and non-Francis Marion University graduates on student outcomes measures such as Measures of Academic Progress (MAP),

Palmetto Assessment of State Standards (PASS), student attendance, student retention, drop-out rates, and related information that is associated with student success.

- Examine cohorts of teachers that receive extensive professional development and technical assistance through COE initiatives such as the National Network of Partnership Schools along with their counterparts who do not receive this type of professional development and technical assistance to explore impacts on student outcomes.

The evaluation plan of the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty focuses on impacts of services and activities on the core groups targeted (pre-service teachers and in-service teachers). The evolution and expansion of the evaluation plan has allowed COE staff, Francis Marion University faculty and administrators, and other stakeholders to better understand realities that the two core groups face in their preparation and in the teaching profession, the quality of preparation and professional development, and the preparation of these teachers to work with children of poverty. This information is used to continuously reform and enhance programs and services facilitated by the COE and the Francis Marion University School of Education to ultimately improve P-12 student outcomes in the Pee Dee region and across South Carolina.

APPENDIX A

Attitudes & Beliefs Survey



Course (example EDUC 290): _____

Instructor: _____

Directions: Please review the statements and check a response for each item.

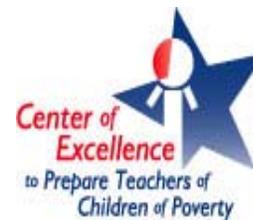
	Strongly Disagree	Disagree	Agree	Strongly Agree
1. This course provided information about teaching children of poverty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. This course provided information about teaching children of poverty that was new to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. This course addressed unique factors associated with teaching children of poverty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. This course improved my understanding of teaching children of poverty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The course required that I develop ideas or strategies related to teaching children of poverty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I am better prepared to teach children of poverty as a result of this course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The instructor had a thorough understanding of issues facing children of poverty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The instructor effectively presented material related to teaching children of poverty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The instructor encouraged discussion related to teaching children of poverty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. An assignment in this course was related to teaching children of poverty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I would recommend this course to other students interested in teaching children of poverty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I would recommend this instructor to other students interested in teaching children of poverty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For item 13, circle your response.

13. How many courses have you taken at FMU that addressed teaching children of poverty (include courses that you are taking now)?

None 1 2 3 4 5 6 7 8 or more I don't know

APPENDIX B
Longitudinal Survey



Directions: Please review statements and check a response for each item.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I have the knowledge I need to teach children of poverty.	<input type="checkbox"/>				
2. I possess the skills I need to teach children of poverty.	<input type="checkbox"/>				
3. I am confident in my ability to effectively teach children of poverty.	<input type="checkbox"/>				
4. I am prepared to teach children of poverty.	<input type="checkbox"/>				
5. I am prepared to teach using diverse instructional methods for children of poverty.	<input type="checkbox"/>				
6. I am prepared to accommodate the instructional barriers that impact educational achievement and success of children of poverty.	<input type="checkbox"/>				
7. I believe that all children can learn.	<input type="checkbox"/>				
8. I believe that coursework at Francis Marion University has prepared me to effectively teach children of poverty.	<input type="checkbox"/>				
9. I am interested in taking more coursework at Francis Marion University that addresses teaching children of poverty.	<input type="checkbox"/>				

	Yes	No
10. I am aware of the FMU Center of Excellence to Prepare Teachers of Children of Poverty.	<input type="checkbox"/>	<input type="checkbox"/>
11. I have visited the website of the FMU Center of Excellence to Prepare Teachers of Children of Poverty.	<input type="checkbox"/>	<input type="checkbox"/>
12. I have attended events of the FMU Center of Excellence to Prepare Teachers of Children of Poverty.	<input type="checkbox"/>	<input type="checkbox"/>

For item 13, place a checkmark in the appropriate box.

13. Which best describes you at the present time?
- | | |
|---|--|
| <input type="checkbox"/> I'm a teacher cadet. | <input type="checkbox"/> I'm enrolled in EDUC 391. |
| <input type="checkbox"/> I'm enrolled in EDUC 290/EDUC 299. | <input type="checkbox"/> I'm enrolled in EDUC 392. |
| <input type="checkbox"/> I'm enrolled in EDUC 305. | <input type="checkbox"/> I'm enrolled in EDUC 393. |
| <input type="checkbox"/> I'm currently student teaching. | |
| <input type="checkbox"/> I'm currently employed as a teacher in a school. | |
| <input type="checkbox"/> Other _____ (please specify) | |

For item 14, circle your response.

14. How many courses have you taken at FMU, with standards/modules embedded, to teach you about educating children of poverty (include courses you are taking now)?

None 1 2 3 4 5 6 7 8 or more I don't know



APPENDIX C

Professional Development Evaluation Form

Activity:

Presenter:

Date:

Please check the appropriate response.

The presenter/facilitator:	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Had a professional approach and style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Provided a high quality presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Was respectful of the audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Was credible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Kept my interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The information I received:	Strongly Disagree	Disagree	Agree	Strongly Agree
6. Changed my thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Was useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Was convincing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Was credible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Was practical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Was helpful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The information or strategies presented:	Strongly Disagree	Disagree	Agree	Strongly Agree
12. Will be useful as I make professional decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Will be useful in my daily professional activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Will be shared with my colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Comments (please use back to provide additional feedback):



APPENDIX D

Professional Development Exit Survey

Please check a response and provide comments.

	Poor	Below Average	Average	Good	Excellent
1. Conference Schedule	<input type="checkbox"/>				
Comments:					
2. Conference Facilities and Amenities	<input type="checkbox"/>				
Comments:					
3. Content of Keynote Address	<input type="checkbox"/>				
Comments:					
4. Length of Keynote Address	<input type="checkbox"/>				
Comments:					
Recommended Keynote Speaker(s):					
5. Quality of Breakout Sessions	<input type="checkbox"/>				
Comments:					
Recommended Breakout Topics/Speakers:					
6. Overall Comments (please use back for additional comments):					

Thank you for completing the survey.

Table 1

TCOP Longitudinal Survey

Frequency & Percent of Students Completing Courses with TCOP Standards

<i># of Courses Completed</i>	<i># of Respondents</i>	<i>% of Respondents</i>
0	302	22.7
1	169	12.7
2	295	22.1
3	163	12.1
4	283	21.2
5	10	0.8
6	7	0.5
7	7	0.5
8 or more	29	2.2
Unsure	64	4.8

Table 2

TCOP Longitudinal Survey

Mean Scores by Number of Courses Completed

<i># of Courses Completed</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Confidence</i>	<i>Preparation</i>	<i>Use of Diverse Instruction</i>	<i>Accommodate Instructional Barriers</i>
0	2.08	2.17	2.97	2.04	2.20	2.47
1	2.55	2.59	3.09	2.51	2.79	2.98
2	2.92	2.94	3.09	2.51	2.79	3.12
3	3.09	3.02	3.45	2.80	2.93	3.28
4	3.80	3.74	3.78	3.69	3.72	3.67
5	4.00	3.90	3.90	3.60	4.00	3.70
6	4.43	4.14	4.14	4.14	4.29	4.43
7	4.14	3.57	3.29	3.57	3.71	3.57
8 or more	4.45	4.34	4.21	4.33	4.21	4.21

*Scale of 1 (Strongly Disagree) to 5 (Strongly Agree)

Table 3
TCOP Longitudinal Survey
Survey Respondents Perceptions of FMU Coursework

Item	Mean
Coursework at FMU prepared me to effectively teach children of poverty	3.83
Interested in completing more coursework related to teaching children of poverty	4.40

*Scale of 1 (Strongly Disagree) to 5 (Strongly Agree)

Table 4
TCOP Longitudinal Survey
Student Awareness and Interaction with COE

Item	Percent
Aware of Center of Excellence	97
Visited Website of Center of Excellence	54
Attended Center of Excellence Event	57

Table 5
TCOP Longitudinal Survey
Mean Difference Based on Number of Times the Same Student Completed Survey

# Times Completed	n	Mean Difference*	Effect Size
2	259	0.58	.980
3	79	1.39	.497
4	16	1.89	N/A
5**	1	3.42	N/A

*Mean difference from first administration to latest administration.

** 1 student responded five times; therefore, it is the actual rather than mean difference

Table 6
TCOP Attitudes & Beliefs Survey
Mean Scores on Fall 2009 and Spring 2010 Survey Administration

	Course Score		Instructor Score		Preparation Score	
	Fall 2009	Spring 2010	Fall 2009	Spring 2010	Fall 2009	Spring 2010
Mean	3.35	3.33	3.40	3.38	3.33	3.28
High	3.94	3.78	4.00	3.88	4.00	3.71
Low	2.83	2.20	2.88	2.33	2.79	2.18

*Scale of 1 (Strongly Disagree) to 4 (Strongly Agree)

Table 7
TCOP Mastery Assessment
Descriptive Statistics

Semester	n	Mean Score	Median Score	High Score	Low Score
Fall 2009	21	28.95	29	35	21
Spring 2010	35	30.09	31	39	18

*48 items, 1 point per item

Table 8
TCOP Mastery Assessment
Number and Percentage of Correct Answers by Standard

Standard	# of Correct Answers (Mean)		% of Correct Answers (Mean)	
	<u>Fall 2009</u>	<u>Spring 2010</u>	<u>Fall 2009</u>	<u>Spring 2010</u>
	1	5.38	5.83	67.3
2	5.14	5.17	64.3	64.6
3	4.24	4.69	53.0	58.6
4	4.43	4.86	55.4	60.8
5	5.81	5.49	72.6	68.6
6	3.95	4.06	49.4	50.8

*8 items per standards

Table 9
TCOP Mastery Assessment
Mean Score by Certification Area

Certification Area	Mean Score	
	<u>Fall 2009</u>	<u>Spring 2010</u>
Art Education	N/A	N/A
Early Childhood Education	27.50	32.12
Elementary Education	29.43	29.92
Secondary Education	N/A	25.75

*N/A: Too Few Participating Students

Table 10
TCOP Mastery Assessment
Student Proficiency by Standard

Standard	# Correct for Proficiency*	% Proficient	
		<u>Fall 2009</u>	<u>Spring 2010</u>
1	6	57.1	62.9
2	6	52.4	37.1
3	5	33.3	48.6
4	5	47.6	71.4
5	6	61.9	54.3
6	5	38.1	34.3

*8 items per standard

Table 11
Fall Conference Break-Out Session Survey 2009
(n=300 surveys, 17 sessions)

Area of Evaluation	Mean Score (All Sessions)	High Score (Session)	Low Score (Session)
Quality of Facilitator(s)	3.66	4.00	3.20
Usefulness of Information	3.59	4.00	3.00
Usefulness of Strategies	3.58	4.00	3.00

*Scale of 1 (Strongly Disagree) to 4 (Strongly Agree)

Table 12
Summer Institute Break-Out Session Survey 2010
(n=457 surveys, 25 sessions)

Area of Evaluation	Mean Score (All Sessions)	High Score (Session)	Low Score (Session)
Quality of Facilitator(s)	3.79	4.00	3.36
Usefulness of Information	3.71	4.00	3.33
Usefulness of Strategies	3.71	4.00	3.34

*Scale of 1 (Strongly Disagree) to 4 (Strongly Agree)

Table 13
Summer Institute Exit Survey 2010

Area of Evaluation	n	Excellent	Good	Average	Below Average	Poor
Content of Keynote Address 1	136	61.03	38.97	0	0	0
Content of Keynote Address 2	131	76.34	20.61	2.29	0.76	0
Content of Keynote Address 3	211	91.47	7.58	0.95	0	0

Table 14
National Network of Partnership School Training 2009
(n=40)

Area of Evaluation	Mean Score
Quality of Facilitator	3.71
Usefulness of Information	3.66
Usefulness of Strategies	3.65

*Scale of 1 (Strongly Disagree) to 4 (Strongly Agree)

Table 15
Fall Student Kickoff 2009
(n=93)

Area of Evaluation	Mean Score
Quality of Facilitator	3.71
Usefulness of Information	3.57
Usefulness of Strategies	3.63

*Scale of 1 (Strongly Disagree) to 4 (Strongly Agree)

Table 16

Spring Student Kickoff 2010
(n=107)

Area of Evaluation	Mean Score
Quality of Facilitator	6.46*
Usefulness of Information	6.47*
Usefulness of Strategies	2.83**

*Scale of 1(Strongly Disagree) to 7 (Strongly Agree)

**Scale of 1 (Unlikely) to 3 (Likely)

Table 17
Faculty Seminar Fall 2009
(n=11)

Area of Evaluation	Mean Score
Quality of Facilitator(s)	3.64
Usefulness of Information	3.53
Usefulness of Strategies	3.60

*Scale of 1 (Strongly Disagree) to 4 (Strongly Agree)

Table 18
Faculty Seminar Spring 2010
(n=12)

Area of Evaluation	Mean Score
Quality of Facilitator(s)	4.00
Usefulness of Information	3.86
Usefulness of Strategies	3.86

*Scale of 1 (Strongly Disagree) to 4 (Strongly Agree)

EIA Program Report for Fiscal Yr 2010-11

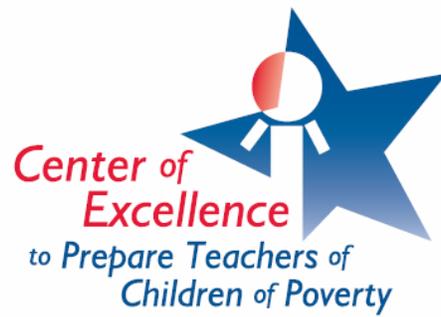
Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	0	350,000
General Fund	210,000	0
Lottery	0	0
Fees	0	0
Other Sources	42,499	25,000
Grant	0	0
Contributions, Foundation	0	0
Other (FMU)	75,000	175,000
Carry Forward from Prior Yr	8,588	44,184
TOTAL	336,087	594,184

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	147,512	154,922
Contractual Services	23,288	24,787.50
Supplies and Materials	8,485	17,240.50
Fixed Charges	0	0
Travel	2,705	10,000
Equipment	0	0
Employer Contributions	36,934	39,650
Allocations to Districts/Schools/Agencies/Entities	70,479	170,084
Other: Dues and Other Administrative Indirect Support	2,500	177,500
Balance Remaining	0	0
TOTAL	291,903	594,184
#FTES	2.0	2.0

Next	Previous	Save
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81% complete



Francis Marion University
Center of Excellence to Prepare Teachers of Children of Poverty

Evaluation Report

2009-2010

Dr. Leigh Kale D'Amico, Lead Evaluator
Grant Morgan, Research Consultant

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Introduction

The Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty (COE) uses a multi-faceted evaluation approach conducted by independent research consultants to gather objective data to inform its programs and services and gain an understanding of the impact of these programs and services on pre-service teachers, in-service teachers, schools, districts, and P-12 students. The current evaluation plan focuses on two distinct groups that are the primary focus of COE work: 1) Preparation and Professional Development of Pre-Service Teachers and 2) Professional Development of In-Service Teachers.

Evaluation of Pre-Service Teacher Preparation and Professional Development

Pre-service teachers enrolled in the Francis Marion University School of Education progress toward teacher certification taking a pre-determined number of core courses and electives based on their desired area of certification and requirements for an undergraduate degree. Through the COE, six Teaching Children of Poverty (TCOP) Standards were developed that are embedded in required and elective courses completed by pre-service candidates. TCOP Standards are currently embedded in more than 25 courses across the Francis Marion University School of Education. Table 1 provides the number of courses that embed each standard per semester.

Table 1
Number of TCOP Standards Embedded in FMU Courses

Standard	Content	Number of Courses		
		Fall 2009	Spring 2010	Fall 2010
1	Life in Poverty	11	9	11
2	Language & Literacy	6	4	7
3	Family & Community Partnerships	10	6	9
4	The Classroom Community	11	10	11
5	Curriculum Design & Assessment	16	16	17
6	Teacher as Learner, Leader, & Advocate	7	6	7

To understand the impact of the TCOP Standards as well as additional professional development related to teaching children of poverty on teacher preparation, five specific evaluation tools are used: 1)

Teaching Children of Poverty Attitudes & Beliefs Survey, 2) Teaching Children of Poverty Longitudinal Survey, 3) Teaching Children of Poverty Mastery Assessment, 4) Teaching Children of Poverty Student Teacher Focus Groups, and 5) Teaching Children of Poverty Teacher Focus Group.

Teaching Children of Poverty Attitudes & Beliefs Survey

Students enrolled in courses with embedded Teaching Children of Poverty (TCOP) standards are asked to complete a 13-item *TCOP Attitudes and Beliefs Survey* (Appendix A) at the conclusion of each semester related specifically to course content and instruction aligned with teaching children of poverty. In Fall 2009, 407 students enrolled in more than 20 courses completed the *TCOP Attitudes and Beliefs Survey*. In Spring 2010, 433 students enrolled in more than 25 courses completed the *TCOP Attitudes and Beliefs Survey*.

Survey items were grouped to calculate three scores: Course Score, Instructor Score, and Preparation Score. Seven survey items (1-5, 10, and 11) were grouped to gather information about the effectiveness of the course in providing content related to teaching children of poverty. Four survey items (7-9 and 12) were grouped to gather information about the effectiveness of the instructor in providing content and instruction related to teaching children of poverty. One survey item (6) sought information about students’ perceived preparation to teach children of poverty as a result of the specific course. Students rated each item from 1 (Strongly Disagree) to 4 (Strongly Agree). Table 2 provides the mean scores in each of the three categories as well as the high and low scores in each category.

*Table 2
TCOP Attitudes & Beliefs Survey Results: Fall 2009 and Spring 2010*

	Course Score		Instructor Score		Preparation Score	
	Fall 2009	Spring 2010	Fall 2009	Spring 2010	Fall 2009	Spring 2010
Mean	3.35	3.33	3.40	3.38	3.33	3.28
High	3.94	3.78	4.0	3.88	4.0	3.71
Low	2.83	2.20	2.88	2.33	2.79	2.18

In addition, students were asked to indicate the total number of courses that they had completed with embedded TCOP standards. In Fall 2009, students had completed an average of 4.69 courses with TCOP standards. In Spring 2010, students had completed an average of 5.26 courses with TCOP standards. Students enrolled in upper-level courses typically had completed more courses with TCOP standards than those in lower-level courses. The range was 1.87 courses (EDUC 299) to 8.00 courses or more (ECE 315/320).

Teaching Children of Poverty Longitudinal Survey

The Teaching Children of Poverty (TCOP) Longitudinal Survey, a 14-item Likert-scale survey (Appendix B), is administered twice per academic year to Francis Marion University students in six courses of varying levels. More than 1,300 surveys have been completed since Fall 2006. The majority of student respondents have completed between zero and four courses with embedded TCOP standards.

Table 3

Frequency & Percent of Students Completing Courses with TCOP Standards

# of Courses Completed	# of Respondents	% of Respondents
0	302	22.7
1	169	12.7
2	295	22.1
3	163	12.1
4	283	21.2
5	10	0.8
6	7	0.5
7	7	0.5
8 or more	29	2.2
Unsure	64	4.8

As students complete more courses with embedded TCOP standards, their perceived knowledge, preparation, and confidence in teaching children of poverty improves. In addition, their perceived ability to use diverse instruction and accommodate instructional barriers are enhanced.

Table 4
Mean Scores by Number of Courses Completed

# of Courses Completed	Knowledge	Skills	Confidence	Preparation	Use of Diverse Instruction	Accommodate Instructional Barriers
0	2.08	2.17	2.97	2.04	2.20	2.47
1	2.55	2.59	3.09	2.51	2.79	2.98
2	2.92	2.94	3.09	2.51	2.79	3.12
3	3.09	3.02	3.45	2.80	2.93	3.28
4	3.80	3.74	3.78	3.69	3.72	3.67
5	4.00	3.90	3.90	3.60	4.00	3.70
6	4.43	4.14	4.14	4.14	4.29	4.43
7	4.14	3.57	3.29	3.57	3.71	3.57
8 or more	4.45	4.34	4.21	4.33	4.21	4.21

*Items scaled from 1 (Strongly Disagree) to 5 (Strongly Agree)

Students were asked about their perceptions of coursework related to teaching children of poverty at Francis Marion University. Responses indicate that on average students agree that FMU coursework has prepared them to teach children of poverty, and they agree or strongly agree that they are interested in completing more coursework related to teaching children of poverty.

Table 5
Survey Respondents Perceptions of FMU Coursework

Item	Mean
Coursework at FMU prepared me to effectively teach children of poverty	3.83
Interested in completing more coursework related to teaching children of poverty	4.40

*Items scaled from 1 (Strongly Disagree) to 5 (Strongly Agree)

Students were asked about their awareness and interactions with the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty. Approximately 97% indicated that they were aware of the COE, 54% have visited the COE website, and 57% have attended a COE event.

Table 6
Student Awareness and Interaction with COE

Item	Percent
Aware of Center of Excellence	97
Visited Website of Center of Excellence	54
Attended Center of Excellence Event	57

Of the more than 1300 *TCOP Longitudinal Surveys* completed, 836 surveys were matched (respondent had completed two or more surveys) to conduct a longitudinal analysis. Analysis revealed that there are statistically significant increases in mean scores based on the number of times the same student completed the survey. In addition, the effect size suggests that these differences are meaningful and quite large.

Table 7
Mean Difference Based on Number of Times the Same Student Completed Survey

# Times Completed	n	Mean Difference*	Effect Size
2	259	0.58	.980
3	79	1.39	.497
4	16	1.89	N/A
5**	1	3.42	N/A

*Mean difference from first administration to latest administration.

** 1 student responded five times; therefore, it is the actual rather than mean difference

Teaching Children of Poverty Mastery Assessment

The Teaching Children of Poverty (TCOP) Mastery Assessment, a 48-item multiple-choice assessment developed by assessment experts with assistance from content specialists, is used to evaluate the understanding and application of material within the six TCOP standards. The assessment is administered to students via LiveText in an on-site, monitored environment at the conclusion of their student teaching. The assessment was administered for the first time in December 2009. Fifty-six students have completed the assessment to date. Tables 8-10 demonstrate student performance on the assessment.

*Table 8
Mastery Assessment Descriptive Statistics*

Semester	n	Mean Score	Median Score	High Score	Low Score
Fall 2009	21	28.95	29	35	21
Spring 2010	35	30.09	31	39	18

*Table 9
Number and Percentage of Correct Answers by Standard*

Standard	# of Correct Answers (Mean)		% of Correct Answers (Mean)	
	<u>Fall 2009</u>	<u>Spring 2010</u>	<u>Fall 2009</u>	<u>Spring 2010</u>
	1	5.38	5.83	67.3
2	5.14	5.17	64.3	64.6
3	4.24	4.69	53.0	58.6
4	4.43	4.86	55.4	60.8
5	5.81	5.49	72.6	68.6
6	3.95	4.06	49.4	50.8

*8 items per standards

*Table 10
Mean Score by Certification Area*

Certification Area	Mean Score	
	<u>Fall 2009</u>	<u>Spring 2010</u>
Art Education	N/A	N/A
Early Childhood Education	27.50	32.12
Elementary Education	29.43	29.92
Secondary Education	N/A	25.75

*N/A: Too Few Participating Students

To determine student mastery of the material within the six TCOP standards, faculty experts participated in a bookmarking process for each standard. Bookmarking was selected based on its usefulness in examining and determining mastery. Using their expertise in the content of the standards as well as results from the pilot administration of the mastery assessment in December 2009, faculty

members ranked the assessment items within each standard from easiest to most difficult and then, identified the number of correct answers required to be considered proficient in each standard. Table 11 demonstrates the number of correct items required by standard to achieve mastery as well as the percent of students who achieved mastery on each standard in the fall and spring administrations.

*Table 11
Student Mastery by Standard*

Standard	# Correct*	% Achieved Mastery	
		Fall 2009	Spring 2010
1	6	57.1	62.9
2	6	52.4	37.1
3	5	33.3	48.6
4	5	47.6	71.4
5	6	61.9	54.3
6	5	38.1	34.3

*8 items per standard

Based on two administrations of the TCOP mastery assessment, trends can be explored. The assessment is primarily focused on application of TCOP material and is a challenging assessment. On average, scores were slightly higher among the Spring 2010 cohort of student teachers than the Fall 2009 cohort. This may be a result of more exposure to the TCOP standards in their coursework. Overall, students perform better on assessment items related to Standards 1 and 5, and they perform least well on items related to Standards 3 and 6. A review of course implementation of standards may indicate that student exposure to standards occurs at differing levels, which may explain some variance in performance. The elementary education student scores remained fairly constant in the two administrations; whereas, the early childhood education student scores rose by almost five points from the Fall 2009 administration to the Spring 2010 administration.

Mastery levels range from 71.4% (Standard 4, Spring 2010) to 33.3% (Standard 3, Fall 2009). Mastery is viewed as a clear understanding and ability to apply material from the TCOP standards. At this point, the assessment results and mastery levels are best used to explore and improve standard implementation.

Teaching Children of Poverty Student Teacher Focus Groups

The primary purpose of the TCOP Student Teacher Focus Groups is to understand the quality of teacher preparation, specifically related to teaching children of poverty, and to evaluate the usefulness of services and activities of the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty.

A focus group was conducted with the 2009 Francis Marion University student teachers on April 29, 2009. Approximately 53% of the student teachers were randomly selected to participate in the focus group. The seven participating student teachers represented 41% of those randomly selected to participate and 22% of the total population of student teachers. Three early childhood education student teachers, three elementary education student teachers, and one secondary education student teacher participated in the focus group.

A focus group was conducted with the 2010 Francis Marion University student teachers on March 31, 2010. Approximately 65% of the student teaching population at FMU was randomly selected to participate in the focus group. The 11 participating student teachers represented 42% of those randomly selected and 28% of the total population of student teachers. Six early childhood education student teachers, four elementary education student teachers, and one arts education student teacher participated.

Overall, the student teachers felt prepared to enter the teaching profession and perceived themselves to be well equipped to teach children from a variety of socioeconomic backgrounds. Student teachers perceived their ability to teach children of poverty to be greater than their counterparts attending other teacher education programs. The student teachers were grateful for the emphasis on teaching children of poverty since many of them plan to teach in and around the Pee Dee region. The student teachers believed that providing information and instruction related to teaching children of poverty across a variety of courses with additional professional development opportunities with the Center of Excellence was extremely beneficial.

Multi-Year Comparison

The 2009 and 2010 Student Teacher Focus Groups used a random sample approach and had similar participation levels; therefore, a comparison of central themes among the two cohorts was examined.

- Overall, the 2010 student teachers expressed more confidence in their preparedness to teach children of poverty than the 2009 student teachers.
- Both cohorts perceived early childhood education coursework to provide greater emphasis in and understanding of teaching children of poverty.
- Both cohorts identified the need for a common lesson plan format and more closely aligned ideals for prospective teachers in all certification areas.
- Both cohorts emphasized the importance of site-based experiences (e.g., observing and working in actual classrooms) to enhance their preparation and identified the need for varied school-based opportunities throughout their degree program.
- The 2010 student teachers indicated a need for more preparation related to working with students with special needs. This was not identified by the 2009 student teachers.
- The 2009 student teachers indicated the need for a better screening process for supervising teachers. This was not identified by the 2010 student teachers.

Recommendations Based on Multi-Year Comparison

- Continue and enhance focus on teaching children of poverty across a variety of courses with differing instructors and offer corresponding professional development.
- Encourage students to develop strategies across all courses for situations that they are likely to encounter within schools and classrooms (e.g., role playing).
- Provide additional focus on teaching and working with students with special needs including an understanding of Individual Education Plan (IEP) and strategies to “mainstream” students with special needs.
- Use a more standardized focus across certification areas. Early childhood education is perceived to provide more focus on teaching children of poverty, realities of teaching profession; whereas, elementary education is perceived to provide more focus on aspects such as ADEPT and lesson planning. In addition, use a common lesson plan format across courses and certification areas.
- Allow students to gain a more complete picture of life in the classroom to include observations and field experiences throughout the academic calendar.

- Provide more diverse teaching opportunities within schools throughout program of study to allow students to be prepared for the entire grade range of their certification.
- Explore conditions that contribute to enhanced teacher preparedness such as cohort-based, small learning communities that early childhood student teachers reported were important to their success at Francis Marion University.
- Continue and enhance SMART Board instruction to allow for their effective use in classrooms.

Teaching Children of Poverty Teacher Focus Group

At the 2010 Summer Institute, two focus groups were conducted to gain perspectives from current teachers regarding their preparedness based on their pre-service education program and professional development provided to them by the COE, their schools or school districts.

Twelve teachers participated in the focus groups: five current teachers, one former teacher, two administrators, three pre-service teachers, and one higher education faculty member. Four themes emerged across both focus groups.

Themes from Teacher Focus Groups

- 1) Include more hands-on, classroom-based experiences in pre-service programs,
- 2) Engage in student teaching process earlier and increase the length/intensity of the student teaching process,
- 3) Prepare students for realities of teaching: time management, negative dispositions of colleagues, challenging family situations, communication with families, student assessment, and
- 4) Facilitate more collaborative relationships between higher education faculty and PK-12 schools/teachers.

Information gained from the TCOP Teacher Focus Groups is provided to the COE and the Francis Marion University School of Education for review and to be used to inform programmatic decisions.

Evaluation of Teacher Professional Development

The Center of Excellence to Prepare Teachers of Children of Poverty provides extensive professional development to its 11 partner school districts and other school districts, schools, and teachers as requested and available. Through its conferences, institutes, and work with the National Network of

Partnership Schools, more than 5,000 teachers, administrators, and others involved in the profession are served. Each conference or institute provides teachers, school administrators, pre-service teachers and others with the opportunity to attend multiple breakout sessions as well as keynote presentations. Keynote speakers and breakout session facilitators are selected based on recommendations from national experts on children of poverty and feedback from COE stakeholders including teachers and administrators in the Pee Dee region. While the majority of professional development is targeted at teachers and administrators in the field, some professional development activities target pre-service teachers and higher education faculty. At all professional development events, a 14-item survey is administered (Appendix C). The scale ranges from 1 (Strongly Disagree) to 4 (Strongly Agree). In addition, a six-item exit survey (Appendix D) is administered to assess overall aspects of the conference including keynote speakers.

Fall Conference & Summer Institute

Each year, the COE holds at least two intensive professional development events. Based on feedback from teachers and school administrators, these events are held at convenient times for participants and most often occur on Saturdays or during the summer. The Fall Conference is generally a one-day event that features keynote speakers as well as breakout sessions that address specific topics of interest. The Summer Institute is a multi-day event that has a larger variety of keynote speakers as well as specific breakout sessions. National experts, acclaimed researchers, and authors including Don Doggett, Joyce Epstein, and Eric Jensen provided the keynote addresses at 2009-2010 professional development events.

Approximately 300 surveys were collected from 17 sessions at the Fall Conference with a mean score of 3.61. More than 450 surveys were collected from 25 sessions at the Summer Institute with a mean score of 3.74. Tables 12-14 highlight the evaluation results from both events.

*Table 12
Fall Conference Break-Out Session Survey 2009
(n=300 surveys, 17 sessions)*

Area of Evaluation	Mean Score (All Sessions)	High Score (Session)	Low Score (Session)
Quality of Facilitator(s)	3.66	4.00	3.20
Usefulness of Information	3.59	4.00	3.00
Usefulness of Strategies	3.58	4.00	3.00

*Scale of 1 (Strongly Disagree) to 4 (Strongly Agree)

Table 13

Summer Institute Break-Out Session Survey 2010
(n=457 surveys, 25 sessions)

Area of Evaluation	Mean Score (All Sessions)	High Score (Session)	Low Score (Session)
Quality of Facilitator(s)	3.79	4.00	3.36
Usefulness of Information	3.71	4.00	3.33
Usefulness of Strategies	3.71	4.00	3.34

*Scale of 1 (Strongly Disagree) to 4 (Strongly Agree)

Table 14

Fall Conference and Summer Institute Exit Surveys

Area of Evaluation	Event	n	Excellent	Good	Average	Below Average	Poor
Content of Address 1	Fall Conference	158	65.82%	27.85%	5.70%	0.63%	0
Content of Address 1	Summer Institute	136	61.03%	38.97%	0	0	0
Content of Address 2	Summer Institute	131	76.34%	20.61%	2.29%	0.76%	0
Content of Address 3	Summer Institute	211	91.47%	7.58%	0.95%	0	0

National Network of Partnership Schools

The COE serves as the coordinator of the National Network of Partnership Schools initiative in the Pee Dee region. NNPS is an initiative of Johns Hopkins University that encourages the use of research-based practices including best practices related to community and family engagement to enhance student outcomes. Each year at least one new member training session is conducted for schools involved in NNPS. In 2009-2010, 22 schools in four Pee Dee area districts participated in the four new member training sessions held. Other individualized training sessions and events are coordinated based on the needs of the schools involved. Approximately 40 people attended the initial NNPS new member training, and the mean score was 3.67. Table 15 provides the results from the evaluation of the training. At the three additional new member training events held during 2009-2010, district-based evaluations were used to evaluate the sessions. The COE has received numerous national awards for their work with NNPS.

Table 15
National Network of Partnership School Training 2009
(n=40)

Area of Evaluation	Mean Score
Quality of Facilitator	3.71
Usefulness of Information	3.66
Usefulness of Strategies	3.65

*Scale of 1 (Strongly Disagree) to 4 (Strongly Agree)

Francis Marion University Student Events

In Spring 2010, the COE organized a Student Professional Development and Research Conference to allow students to present material individually or with a team to enhance their understanding of teaching children of poverty and interact with their fellow pre-service teachers in a professional format. Evaluations from the event demonstrate that the majority of the student participants rated the keynote panels as excellent. In addition, the majority of student participants rated the breakout sessions as either excellent or good. Table 16 provides the results from the evaluation of this conference.

Table 16
Student Professional Development & Research Conference

Area of Evaluation	n	Excellent	Good	Average	Below Average	Poor
Quality of Keynote Panels	86	61.63	34.88	3.49	0	0
Quality of Breakout Sessions	77	41.56	44.16	14.29	0	0

Each semester, the COE hosts a student event to provide information about teaching children of poverty and opportunities for pre-service teachers and others to become involved in the efforts of the COE. More than 90 students attended the Fall Kickoff, and the mean score was 3.64. More than 105 students attended the Spring Kickoff, and the mean score was 6.46 (on a 7-point scale). Tables 17 and 18 provide specific results from the evaluations of both events.

Table 17

Fall Student Kickoff 2009
(n=93)

Area of Evaluation	Mean Score
Quality of Facilitator	3.71
Usefulness of Information	3.57
Usefulness of Strategies	3.63

*Scale of 1 (Strongly Disagree) to 4 (Strongly Agree)

Table 18

Spring Student Kickoff 2010
(n=107)

Area of Evaluation	Mean Score
Quality of Facilitator	6.46*
Usefulness of Information	6.47*
Usefulness of Strategies	2.83**

*Scale of 1(Strongly Disagree) to 7 (Strongly Agree)

**Scale of 1 (Unlikely) to 3 (Likely)

Francis Marion University Faculty Seminars

Each semester, the COE coordinates and hosts a faculty seminar to provide the latest research in the field or highlight specific projects of the COE. Faculty in the School of Education as well as other interested faculty are invited to participate in the events. The seminars are meant to inform curriculum and instruction and promote dialogue among faculty across the School of Education. Eleven faculty members attended the Fall Faculty Seminar, and the mean score was 3.59. Twelve faculty members attended the Spring Faculty Seminar, and the mean score was 3.90. Tables 19 and 20 provide the results of the evaluations that concentrate on three areas: Quality of Facilitator, Usefulness of Information, Usefulness of Strategies. These faculty seminars have promoted attention to research related to children of poverty, effective teaching strategies in both PK-12 and higher education environments, and a continuous improvement model within the Francis Marion University School of Education.

Table 19
Faculty Seminar Fall 2009
(n=11)

Area of Evaluation	Mean Score
Quality of Facilitator(s)	3.64
Usefulness of Information	3.53
Usefulness of Strategies	3.60

*Scale of 1 (Strongly Disagree) to 4 (Strongly Agree)

Table 20
Faculty Seminar Spring 2010
(n=12)

Area of Evaluation	Mean Score
Quality of Facilitator(s)	4.00
Usefulness of Information	3.86
Usefulness of Strategies	3.86

*Scale of 1 (Strongly Disagree) to 4 (Strongly Agree)

Conclusions & Recommendations

The Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty (COE) conducts activities and services that are primarily targeted toward two groups: Pre-Service Teachers and In-Service Teachers. The evaluation plan has been developed to understand the impact of COE initiatives on the preparation and professional development of these two groups. The evaluation includes multiple methods of evaluation including surveys, focus groups, assessments, and other techniques to fully understand the COE's impact. Information gained through multiple methods allows researchers and evaluators to better understand results across programs and services.

COE services and activities as well as the evaluation plan have expanded in the past three years despite budget limitations based on the conceptual framework, planning, and infrastructure developed by the founders of the COE and Francis Marion faculty and staff advisors. The COE, which originally received funding through the Centers of Excellence grant program through the South Carolina Commission on Higher Education, is one of the few Centers of Excellence that has survived beyond the funding cycle

provided by the South Carolina Commission on Higher Education. The dedication and commitment of the COE faculty and staff advisors as well as Francis Marion University have allowed the COE to thrive based on its understanding of its mission and provision of services that positively impact pre-service and in-service teachers. The COE is also committed to its use of a valid and useful evaluation strategy. A utilization-focused approach to evaluation that encourages the use of evaluation results in program development and operation has been a hallmark of the COE since its inception. Evaluation to date has allowed COE stakeholder to understand the significant impact of the Teaching Children of Poverty Standards on pre-service teachers and determine the needs and professional development experiences of in-service teachers.

A central focus of the next stage of evaluation is understanding impact on 1) teacher retention, 2) teacher quality, and 3) student outcomes. These areas are much more difficult to appropriately and effectively assess and require significant resources to evaluate properly. The COE is exploring options including external funding to conduct quasi-experimental research to inform its ongoing work with pre-service and in-service teachers. Ideas have been developed within each of the three areas to further explore the current impact of the COE on teachers and schools.

Teacher Retention

- Examine cohorts of Francis Marion University graduates and non-Francis Marion University graduates in the same or similar schools and grade levels to gauge teacher retention.
- Explore teacher disposition in Pee Dee area schools to more effectively understand teacher attrition and retention.

Teacher Quality

- Examine cohorts of Francis Marion University graduates and non-Francis Marion University graduates on measures of teacher quality such as ADEPT, principal evaluations, and related information that is associated with quality of teaching.

Student Outcomes

- Examine cohorts of Francis Marion University graduates and non-Francis Marion University graduates on student outcomes measures such as Measures of Academic Progress (MAP),

Palmetto Assessment of State Standards (PASS), student attendance, student retention, drop-out rates, and related information that is associated with student success.

- Examine cohorts of teachers that receive extensive professional development and technical assistance through COE initiatives such as the National Network of Partnership Schools along with their counterparts who do not receive this type of professional development and technical assistance to explore impacts on student outcomes.

The evaluation plan of the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty focuses on impacts of services and activities on the core groups targeted (pre-service teachers and in-service teachers). The evolution and expansion of the evaluation plan has allowed COE staff, Francis Marion University faculty and administrators, and other stakeholders to better understand realities that the two core groups face in their preparation and in the teaching profession, the quality of preparation and professional development, and the preparation of these teachers to work with children of poverty. This information is used to continuously reform and enhance programs and services facilitated by the COE and the Francis Marion University School of Education to ultimately improve P-12 student outcomes in the Pee Dee region and across South Carolina.

APPENDIX A

Attitudes & Beliefs Survey



Course (example EDUC 290): _____

Instructor: _____

Directions: Please review the statements and check a response for each item.

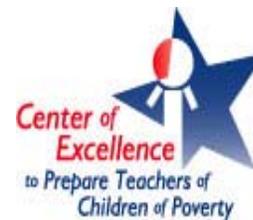
	Strongly Disagree	Disagree	Agree	Strongly Agree
1. This course provided information about teaching children of poverty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. This course provided information about teaching children of poverty that was new to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. This course addressed unique factors associated with teaching children of poverty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. This course improved my understanding of teaching children of poverty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The course required that I develop ideas or strategies related to teaching children of poverty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I am better prepared to teach children of poverty as a result of this course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The instructor had a thorough understanding of issues facing children of poverty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The instructor effectively presented material related to teaching children of poverty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The instructor encouraged discussion related to teaching children of poverty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. An assignment in this course was related to teaching children of poverty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I would recommend this course to other students interested in teaching children of poverty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I would recommend this instructor to other students interested in teaching children of poverty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For item 13, circle your response.

13. How many courses have you taken at FMU that addressed teaching children of poverty (include courses that you are taking now)?

None 1 2 3 4 5 6 7 8 or more I don't know

APPENDIX B
Longitudinal Survey



Directions: Please review statements and check a response for each item.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I have the knowledge I need to teach children of poverty.	<input type="checkbox"/>				
2. I possess the skills I need to teach children of poverty.	<input type="checkbox"/>				
3. I am confident in my ability to effectively teach children of poverty.	<input type="checkbox"/>				
4. I am prepared to teach children of poverty.	<input type="checkbox"/>				
5. I am prepared to teach using diverse instructional methods for children of poverty.	<input type="checkbox"/>				
6. I am prepared to accommodate the instructional barriers that impact educational achievement and success of children of poverty.	<input type="checkbox"/>				
7. I believe that all children can learn.	<input type="checkbox"/>				
8. I believe that coursework at Francis Marion University has prepared me to effectively teach children of poverty.	<input type="checkbox"/>				
9. I am interested in taking more coursework at Francis Marion University that addresses teaching children of poverty.	<input type="checkbox"/>				

	Yes	No
10. I am aware of the FMU Center of Excellence to Prepare Teachers of Children of Poverty.	<input type="checkbox"/>	<input type="checkbox"/>
11. I have visited the website of the FMU Center of Excellence to Prepare Teachers of Children of Poverty.	<input type="checkbox"/>	<input type="checkbox"/>
12. I have attended events of the FMU Center of Excellence to Prepare Teachers of Children of Poverty.	<input type="checkbox"/>	<input type="checkbox"/>

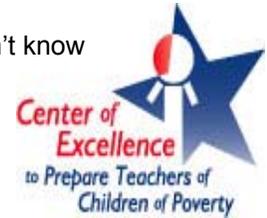
For item 13, place a checkmark in the appropriate box.

13. Which best describes you at the present time?
- | | |
|--|--|
| <input type="checkbox"/> I'm a teacher cadet.
<input type="checkbox"/> I'm enrolled in EDUC 290/EDUC 299.
<input type="checkbox"/> I'm enrolled in EDUC 305.
<input type="checkbox"/> I'm currently student teaching.
<input type="checkbox"/> I'm currently employed as a teacher in a school.
<input type="checkbox"/> Other _____ (please specify) | <input type="checkbox"/> I'm enrolled in EDUC 391.
<input type="checkbox"/> I'm enrolled in EDUC 392.
<input type="checkbox"/> I'm enrolled in EDUC 393. |
|--|--|

For item 14, circle your response.

14. How many courses have you taken at FMU, with standards/modules embedded, to teach you about educating children of poverty (include courses you are taking now)?

None 1 2 3 4 5 6 7 8 or more I don't know



APPENDIX C

Professional Development Evaluation Form

Activity:

Presenter:

Date:

Please check the appropriate response.

The presenter/facilitator:	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Had a professional approach and style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Provided a high quality presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Was respectful of the audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Was credible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Kept my interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The information I received:	Strongly Disagree	Disagree	Agree	Strongly Agree
6. Changed my thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Was useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Was convincing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Was credible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Was practical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Was helpful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The information or strategies presented:	Strongly Disagree	Disagree	Agree	Strongly Agree
12. Will be useful as I make professional decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Will be useful in my daily professional activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Will be shared with my colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---------------------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Comments (please use back to provide additional feedback):



APPENDIX D

Professional Development Exit Survey

Please check a response and provide comments.

	Poor	Below Average	Average	Good	Excellent
1. Conference Schedule	<input type="checkbox"/>				
Comments:					
2. Conference Facilities and Amenities	<input type="checkbox"/>				
Comments:					
3. Content of Keynote Address	<input type="checkbox"/>				
Comments:					
4. Length of Keynote Address	<input type="checkbox"/>				
Comments:					
Recommended Keynote Speaker(s):					
5. Quality of Breakout Sessions	<input type="checkbox"/>				
Comments:					
Recommended Breakout Topics/Speakers:					
6. Overall Comments (please use back for additional comments):					

Thank you for completing the survey.

Table 1

TCOP Longitudinal Survey

Frequency & Percent of Students Completing Courses with TCOP Standards

<i># of Courses Completed</i>	<i># of Respondents</i>	<i>% of Respondents</i>
0	302	22.7
1	169	12.7
2	295	22.1
3	163	12.1
4	283	21.2
5	10	0.8
6	7	0.5
7	7	0.5
8 or more	29	2.2
Unsure	64	4.8

Table 2

TCOP Longitudinal Survey

Mean Scores by Number of Courses Completed

<i># of Courses Completed</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Confidence</i>	<i>Preparation</i>	<i>Use of Diverse Instruction</i>	<i>Accommodate Instructional Barriers</i>
0	2.08	2.17	2.97	2.04	2.20	2.47
1	2.55	2.59	3.09	2.51	2.79	2.98
2	2.92	2.94	3.09	2.51	2.79	3.12
3	3.09	3.02	3.45	2.80	2.93	3.28
4	3.80	3.74	3.78	3.69	3.72	3.67
5	4.00	3.90	3.90	3.60	4.00	3.70
6	4.43	4.14	4.14	4.14	4.29	4.43
7	4.14	3.57	3.29	3.57	3.71	3.57
8 or more	4.45	4.34	4.21	4.33	4.21	4.21

*Scale of 1 (Strongly Disagree) to 5 (Strongly Agree)

Table 3
TCOP Longitudinal Survey
Survey Respondents Perceptions of FMU Coursework

Item	Mean
Coursework at FMU prepared me to effectively teach children of poverty	3.83
Interested in completing more coursework related to teaching children of poverty	4.40

*Scale of 1 (Strongly Disagree) to 5 (Strongly Agree)

Table 4
TCOP Longitudinal Survey
Student Awareness and Interaction with COE

Item	Percent
Aware of Center of Excellence	97
Visited Website of Center of Excellence	54
Attended Center of Excellence Event	57

Table 5
TCOP Longitudinal Survey
Mean Difference Based on Number of Times the Same Student Completed Survey

# Times Completed	n	Mean Difference*	Effect Size
2	259	0.58	.980
3	79	1.39	.497
4	16	1.89	N/A
5**	1	3.42	N/A

*Mean difference from first administration to latest administration.

** 1 student responded five times; therefore, it is the actual rather than mean difference

Table 6
TCOP Attitudes & Beliefs Survey
Mean Scores on Fall 2009 and Spring 2010 Survey Administration

	Course Score		Instructor Score		Preparation Score	
	Fall 2009	Spring 2010	Fall 2009	Spring 2010	Fall 2009	Spring 2010
Mean	3.35	3.33	3.40	3.38	3.33	3.28
High	3.94	3.78	4.00	3.88	4.00	3.71
Low	2.83	2.20	2.88	2.33	2.79	2.18

*Scale of 1 (Strongly Disagree) to 4 (Strongly Agree)

Table 7
TCOP Mastery Assessment
Descriptive Statistics

Semester	n	Mean Score	Median Score	High Score	Low Score
Fall 2009	21	28.95	29	35	21
Spring 2010	35	30.09	31	39	18

*48 items, 1 point per item

Table 8
TCOP Mastery Assessment
Number and Percentage of Correct Answers by Standard

Standard	# of Correct Answers (Mean)		% of Correct Answers (Mean)	
	<u>Fall 2009</u>	<u>Spring 2010</u>	<u>Fall 2009</u>	<u>Spring 2010</u>
	1	5.38	5.83	67.3
2	5.14	5.17	64.3	64.6
3	4.24	4.69	53.0	58.6
4	4.43	4.86	55.4	60.8
5	5.81	5.49	72.6	68.6
6	3.95	4.06	49.4	50.8

*8 items per standards

Table 9
TCOP Mastery Assessment
Mean Score by Certification Area

Certification Area	Mean Score	
	<u>Fall 2009</u>	<u>Spring 2010</u>
Art Education	N/A	N/A
Early Childhood Education	27.50	32.12
Elementary Education	29.43	29.92
Secondary Education	N/A	25.75

*N/A: Too Few Participating Students

Table 10
TCOP Mastery Assessment
Student Proficiency by Standard

Standard	# Correct for Proficiency*	% Proficient	
		<u>Fall 2009</u>	<u>Spring 2010</u>
1	6	57.1	62.9
2	6	52.4	37.1
3	5	33.3	48.6
4	5	47.6	71.4
5	6	61.9	54.3
6	5	38.1	34.3

*8 items per standard

Table 11
Fall Conference Break-Out Session Survey 2009
(n=300 surveys, 17 sessions)

Area of Evaluation	Mean Score (All Sessions)	High Score (Session)	Low Score (Session)
Quality of Facilitator(s)	3.66	4.00	3.20
Usefulness of Information	3.59	4.00	3.00
Usefulness of Strategies	3.58	4.00	3.00

*Scale of 1 (Strongly Disagree) to 4 (Strongly Agree)

Table 12
Summer Institute Break-Out Session Survey 2010
(n=457 surveys, 25 sessions)

Area of Evaluation	Mean Score (All Sessions)	High Score (Session)	Low Score (Session)
Quality of Facilitator(s)	3.79	4.00	3.36
Usefulness of Information	3.71	4.00	3.33
Usefulness of Strategies	3.71	4.00	3.34

*Scale of 1 (Strongly Disagree) to 4 (Strongly Agree)

Table 13
Summer Institute Exit Survey 2010

Area of Evaluation	n	Excellent	Good	Average	Below Average	Poor
Content of Keynote Address 1	136	61.03	38.97	0	0	0
Content of Keynote Address 2	131	76.34	20.61	2.29	0.76	0
Content of Keynote Address 3	211	91.47	7.58	0.95	0	0

Table 14
National Network of Partnership School Training 2009
(n=40)

Area of Evaluation	Mean Score
Quality of Facilitator	3.71
Usefulness of Information	3.66
Usefulness of Strategies	3.65

*Scale of 1 (Strongly Disagree) to 4 (Strongly Agree)

Table 15
Fall Student Kickoff 2009
(n=93)

Area of Evaluation	Mean Score
Quality of Facilitator	3.71
Usefulness of Information	3.57
Usefulness of Strategies	3.63

*Scale of 1 (Strongly Disagree) to 4 (Strongly Agree)

Table 16

Spring Student Kickoff 2010
(n=107)

Area of Evaluation	Mean Score
Quality of Facilitator	6.46*
Usefulness of Information	6.47*
Usefulness of Strategies	2.83**

*Scale of 1(Strongly Disagree) to 7 (Strongly Agree)

**Scale of 1 (Unlikely) to 3 (Likely)

Table 17
Faculty Seminar Fall 2009
(n=11)

Area of Evaluation	Mean Score
Quality of Facilitator(s)	3.64
Usefulness of Information	3.53
Usefulness of Strategies	3.60

*Scale of 1 (Strongly Disagree) to 4 (Strongly Agree)

Table 18
Faculty Seminar Spring 2010
(n=12)

Area of Evaluation	Mean Score
Quality of Facilitator(s)	4.00
Usefulness of Information	3.86
Usefulness of Strategies	3.86

*Scale of 1 (Strongly Disagree) to 4 (Strongly Agree)

Physical Science Activities for Grade 3

2010 Science P.L.U.S. Institute
Roper Mountain Science Center
Greenville, South Carolina

Instructors: Latongia Pepper and Mary Mueller

30 contact hours—12:30-4:30 Monday; 8:00-4:30 Tuesday through Thursday; 8:30-12:00 Friday

2 hours graduate credit available through Furman University

Dates: June 14-18, 2010

Academic Course Description:

Hands-on, inquiry-based activities emphasizing science process skills will provide the vehicles for studying concepts that correlate to the South Carolina Science Academic Standards for 3rd grade physical science. Science process skills are taught throughout the course using activities in force and motion, gravity, vibrations, and sound. Participants receive a significant quantity of science materials for performing the activities in their classrooms.

Course Objectives

The course participant will:

- Investigate strategies for integrating the hands-on, inquiry-based approach of science instruction into the elementary classroom.
- Deepen his/her understanding of physical science concepts and their applications to our world.
- Perform activities that demonstrate and teach position of objects relative to a reference point and a distance scale of measurement.
- Study the motion of common objects through activities that demonstrate push-pull, force, speed, and direction.
- Explore the relationship between motion and gravity through grade-appropriate activities.
- Demonstrate understanding of sound through class activities, projects, and demonstrations.
- Understand the properties of vibrations and how they can be transferred from one material to another.
- Explore activities that demonstrate the properties of pitch and volume.
- Demonstrate the correct use of grade-appropriate tools and devices in conducting scientific investigations.
- Develop a physical science unit correlated with the appropriate South Carolina Science Academic Standards that will utilize the activities, materials, displays, and projects obtained through the Science P.L.U.S. Institute.

Attendance Policy and Assignments

The Science P.L.U.S. Institute is an intensive, week-long, hands-on class for South Carolina science teachers. Each of the six different course offerings for the summer of 2010 is based on the appropriate South Carolina Science Academic Standards for a specific school grade, ranging from three through eight. Participants are expected to attend all class sessions, participate fully in class activities, and complete all assignments or assessments. Emergency exceptions will be handled on an individual basis.

Grading Scale:

93-100	A
85-92	B
77-84	C
70-76	D
69 or below	F

List Requirements to Determine Grade:

- Active Class Participation—25%
- Share-a-Thon Written Activity—25%
- Share-a-Thon Presentation/Demo—25%
- Final Exam—25%

Outline of Course Content (*Inquiry standards for third grade are incorporated into each day's activities.*)

Topic	Activity	Correlation to South Carolina Science Academic Standards
Changes in Matter	<ul style="list-style-type: none"> ▪ Dry Ice/Liquid Nitrogen Explorations ▪ GEMS: Matter ▪ GEMS: Liquid Explorations 	<p>3-4.1 Classify different forms of matter (including solids, liquids, and gases) according to their observable and measurable properties.</p> <p>3-4.2 Explain how water and other substances change from one state to another (including melting, freezing, condensing, boiling, and evaporating).</p>
Sources of Heat	<ul style="list-style-type: none"> ▪ Construct Piezo Poppers ▪ Homemade Fire Extinguisher ▪ Screeching Rockets ▪ GEMS: Involving Dissolving 	<p>3-4.3 Explain how heat moves easily from one object to another through direct contact in some materials (called conductors) and not so easily through other materials (called insulators).</p> <p>3-4.4 Identify sources of heat and exemplify ways that heat can be produced (including rubbing, burning, and using electricity).</p>
Position and Motion	<ul style="list-style-type: none"> ▪ Rubber Band Cars ▪ Marshmallow Catapults 	<p>3-5.1 Identify the position of an object relative to a reference point by using position terms such as “above,” “below,” “inside of,” “underneath,” or “on top of” and a distance scale or measurement.</p> <p>3-5.2 Compare the motion of common objects in terms of speed and direction.</p> <p>3-5.3 Explain how the motion of an object is affected by the strength of a push or pull and the mass of the object.</p> <p>3-5.4 Explain the relationship between the motion of an object and the pull of gravity.</p>
Vibrations & Sound	<ul style="list-style-type: none"> ▪ Sound Pictures ▪ Thumb Pianos ▪ Chicken Cluckers 	<p>3-5.5 Recall that vibrating objects produce sound and that vibrations can be transferred from one material to another.</p> <p>3-5.6 Compare the pitch and volume of different sounds.</p> <p>3-5.7 Recognize ways to change the volume of sounds.</p> <p>3-5.8 Explain how the vibration of an object affects pitch.</p>
Share-a-Thon Final Assessment	<ul style="list-style-type: none"> ▪ GEMS: Bubble Festival ▪ Review all standards presented during the week 	

Physical Science Activities for Grade 4

2010 Science P.L.U.S. Institute

Roper Mountain Science Center

Greenville, South Carolina

Instructors: Garrison Hall, NBCT, and Rex Smith

30 contact hours—12:30-4:30 Monday; 8:00-4:30 Tuesday through Thursday; 8:30-12:00 Friday

2 hours non-degree graduate credit available through Furman University

Dates: June 14-18, 2010

Academic Course Description

Hands-on, inquiry-based activities emphasizing science process skills will provide the vehicles for studying concepts that correlate to the fourth grade South Carolina Science Academic Standards for physical science and inquiry. Course topics will provide additional content to help develop a secure knowledge base for elementary physical science teachers. Physical science topics for exploration include light, color, magnetism, and electricity. Inquiry skills are emphasized through a model rocket unit, the GEMS Bubble Festival, and GEMS Mystery Festival activities. Participants receive a significant quantity of science materials for performing the activities in their classrooms.

Course Objectives

The course participant will:

- Investigate strategies for integrating the hands-on, inquiry-based approach of science instruction into the elementary classroom.
- Use computer software and probes to measure and graph temperature.
- Deepen his/her understanding of physical science concepts and their applications to our world.
- Demonstrate understanding of light as a form of energy through class activities, projects, and demonstrations.
- Understand the properties of electricity as a form of energy and how it can be transformed into other types of energy.
- Build circuit boards to illustrate series and parallel circuits.
- Explain the properties of magnets and electromagnets through small-group activities and demonstrations.
- Demonstrate the correct use of grade-appropriate tools and devices in conducting scientific investigations.
- Build and launch a model rocket as an inquiry project.
- Develop a physical science unit correlated with the appropriate South Carolina Science Academic Standards that will utilize the activities, materials, displays, and projects obtained through the Science P.L.U.S. Institute.

Attendance Policy and Assignments

The Science P.L.U.S. Institute is an intensive, week-long, hands-on class for South Carolina science teachers. Each of the twelve different course offerings for the summer of 2008 is based on the appropriate South Carolina Science Academic Standards for a specific school grade or grades, ranging from one through eight. Participants are expected to attend all class sessions, participate fully in class activities, and complete all assignments or assessments. Emergency exceptions will be handled on an individual basis.

Outline of Course Content

	Topics	Activities or Assignments	Correlations to South Carolina Science Academic Standards
Day 1	Matter The Atom Process Skills: Measuring/graphing Temperature	<ul style="list-style-type: none"> Building a Model of the Atom; Periodic Table Demonstrations Involving Liquid Nitrogen and Dry Ice Assorted Activities <p>Vernier Technology: Investigating Temperature</p>	<p>4-5.1 Summarize the basic properties of light (including brightness and colors).</p> <p>4-1.4 Distinguish among observations, predictions, and inferences.</p> <p>4-1.5 Recognize the correct placement of variables on a line graph.</p> <p>4-1.6 Construct and interpret diagrams, tables, and graphs made from recorded measurements and observations.</p>
Day 2	Optical Tools Light Color Process Skill Assessment	<ul style="list-style-type: none"> What is Light? Properties of Light The Eye; Activities with Color <p>GEMS Unit: Color Analyzers Teaching Unit: Learning and Assessing Science Process Skills</p>	<p>4-5.3 Summarize how light travels and explain what happens when it strikes an object (including reflection, refraction, and absorption).</p> <p>4-5.2 Illustrate the fact that light, as a form of energy, is made up of many different colors.</p> <p>4-5.4 Compare how light behaves when it strikes transparent, translucent, and opaque materials.</p> <p>4-1.6 Construct and interpret diagrams, tables, and graphs made from recorded measurements and observations.</p>
Day 3	Magnetism Static Electricity Current Electricity	<ul style="list-style-type: none"> Magnet Fun Lines of Force; Magnetic Fields and Strength Static Electricity Activities: Balloon Head, Ecstatic Static Fun Building Circuits-Series and Parallel <p>TOPS Learning System Guides: Magnetism Electricity</p>	<p>4-5.5 Explain how electricity, as a form of energy, can be transformed into other forms of energy (including light, heat, and sound).</p> <p>4-5.6 Summarize the functions of the components of complete circuits (including wire, switch, battery, and light bulb).</p> <p>4-5.7 Illustrate the path of electric current in series and parallel circuits.</p> <p>4-5.8 Classify materials as either conductors or insulators of electricity.</p> <p>4-5.9. Summarize the properties of magnets and electromagnets (including polarity, attraction/repulsion, and strength).</p> <p>4-5.10 Summarize the factors that affect the strength of an electromagnet.</p>
Day 4	Building Inquiry Skills	<ul style="list-style-type: none"> Build and Launch a Model Rocket Crime Solving <p>GEMS Unit: Mystery Festival</p>	<p>4-1.1 Classify observations as either quantitative or qualitative.</p> <p>4-1.2 Use appropriate instruments and tools (including a compass, an anemometer, mirrors, and a prism) safely and accurately when conducting simple investigations.</p>
Day 5	Inquiry Activities: Surface Tension; Bubble Forces Activity Sharing Final Assessment	<ul style="list-style-type: none"> Bubble Activities and Inquiry Each Participant Shares a Physical Science Activity Review and Final Assessment <p>GEMS Unit: Bubble Festival</p>	<p>4-1.3 Summarize the characteristics of a simple scientific investigation that represent a fair test (including a question that identifies the problem, a prediction that indicates a possible outcome, a process that tests one manipulated variable at a time, and results that are communicated and explained).</p>

List Requirements to Determine Grade:

- Active Class Participation—25%
- Share-a-Thon Written Activity—25%
- Share-a-Thon Presentation/Demo—25%
- Final Exam—25%

Grading Scale:

93-100	A
85-92	B
77-84	C
70-76	D
69 or below	F

Life Science Activities for Grade 5

**2010 Science P.L.U.S. Institute
Roper Mountain Science Center
Greenville, South Carolina**

Instructors: Peter DeBoer and Tim Taylor

30 contact hours—12:30-4:30 Monday, 8:00-4:30 Tuesday through Thursday; 8:30-12:00 Friday**

2 hours non-degree graduate credit available through Furman University

Dates: June 14-18, 2010

***Schedule may vary slightly on field study day*

Academic Course Description

Hands-on, inquiry-based activities emphasizing science process skills will provide the vehicle for studying concepts that correlate to the South Carolina Science Academic Standards for 5th grade life science. Course topics are designed to enhance the elementary teacher's life science knowledge base and provide appropriate lessons for the 5th grade science classroom. Activities are aimed at developing awareness in students of the basic processes of plant and animal life and how organisms change and interact with their environment. Field studies extend the classroom into the South Carolina foothills and mountain habitats. Participants receive a significant quantity of science materials for performing the activities in their classrooms.

Attendance Policy and Assignments

The Science P.L.U.S. Institute is an intensive, weeklong, hands-on class for South Carolina science teachers. Each of the six different course offerings for the summer of 2010 is based on the appropriate South Carolina Science Academic Standards for a specific school grade, ranging from three through eight. Participants are expected to attend all class sessions, participate fully in class activities, and complete all assignments or assessments. Emergency exceptions will be handled on an individual basis.

Evaluation Procedures and Standards

Grading Scale	
93-100	A
85-92	B
77-84	C
70-76	D
69 or below	F

List Requirements to Determine Grade

1. Active class participation --- 25%
2. Completion of Field Study Journal --- 25%
3. Assigned lab reports, displays, and collections --- 25%
4. End-of-session exam --- 25%

Course Objectives

The course participant will:

1. Understand the two-fold nature of science; that as a product (content) and as a process (inquiry). And understand the implications this has on the teaching of science as a subject.
2. Explain, by observations of a goldenrod gall, photomicrographs, and live video clips, the following plant/animal concepts: microhabitat, symbiosis, and niche.
3. Collect 10 leaf samples and classify 5 leaf samples, using a dichotomous key. (1-hour nature walk)
4. Identify, mount, label, and laminate 10 leaf samples into a class collection, using provided supplies.
5. Construct a collection apparatus, using a 2-liter bottle, screening, a jar, and other simple supplies to extract and collect soil arthropods.
6. Conduct an investigation, using the collection apparatus previously constructed and a stereo-microscope, comparing soil arthropod populations from 2 habitats, and produce a valid conclusion.
7. Prepare 12 specimen slides, using temporary mount technique and correctly operate a stereo-microscope to view diverse micro-structures. (1-hour lab session)
8. Predict and graph the leaf consumption of a silkworm, when given a Petri dish, fresh mulberry leaves, and a live silkworm specimen. Accurately state the results of this investigation. (4-hour observation session)
9. Create a classroom display comparing moths to butterflies, when given native moth and butterfly specimens, display supplies, and resource materials, resulting in a correctly colored, identified, labeled and mounted display.
10. Examine 10 marine specimens contained in a “beach bucket”, describing their connections to the abiotic components of the ecosystem.
11. Dissect an owl pellet and accurately identify the prey animals inside by making bone, skull, and teeth comparisons using a hand lens, ruler, and provided resource sheet.
12. Analyze ring patterns of 10 pine tree cross sections to formulate 6 inquiry questions about tree growth and postulate the corresponding answers.
13. Conduct a 1-meter-square plot survey of a schoolyard habitat, when given testing equipment and data sheets to list/measure the biotic and abiotic factors.
14. Conduct a 1-meter-square plot survey of a rock outcrop habitat, when given testing equipment and data sheets to list/measure the biotic and abiotic characteristics.
15. Analyze the experience of a summer hike along a forested mountain stream, by writing a journal reflection on the components, interrelationships, and fragile nature of an ecosystem. (Field Studies)
16. Conduct a bio-assessment of a mountain stream using a kick net, sorting tray, and identification key, to determine the health of a watershed and draw conclusions based on the sampling results. (Field Studies)
17. Plan and conduct an investigation using an appropriate live classroom animal, following the basic steps of the scientific method. (Small group activity)
18. Construct a terrestrial habitat for an amphibian (supplies and live fire-bellied toad provided), providing for its basic needs of food water, shelter, and space.
19. Construct an aquatic habitat for a crayfish (supplies and live crayfish provided), providing for its basic needs of food water, shelter, and space.
20. Identify the plant species in a bog garden (provided), and compare/contrast the multiple strategies that carnivorous plants have developed to capture and digest insect prey.
21. Construct a woodland terrarium ecosystem (10-gallon aquarium, soil, gravel, plants and other natural materials provided) and explain 3 cycles that are functioning inside.
22. Using a live marine snail, investigate its behavior and role in the environment.

Correlation of Course Outline to South Carolina Science Academic Standards Grade 5

	Topics	Activities	Correlation to South Carolina Science Academic Standards
Day One	The Nature of Science <i>(Objective #1)</i>	Lecture/Discussion	<p>5-1 The student will demonstrate an understanding of scientific inquiry, including the foundations of technological design and the processes, skills, and mathematical thinking necessary to conduct a controlled scientific investigation. (Scientific Inquiry)</p> <p>5-2 The student will demonstrate an understanding of relationships among biotic and abiotic factors within terrestrial and aquatic ecosystems. (Life Science)</p> <p>5-1.8 Use appropriate safety procedures when conducting investigations. <i>(Emphasized in all activities throughout the week)</i></p>
	Plant/Animal Relationships Symbiosis, Niche/Roles <i>(Objective #2)</i>	Observations of Plant Galls	5-2.4 Identify the roles of organisms as they interact and depend on one another through food chains and food webs in an ecosystem, considering producers and consumers (herbivores, carnivores, and omnivores), decomposers (microorganisms, termites, worms, and fungi), predators and prey, and parasites and hosts.
	Microscopy Micro-organisms <i>(Objective #7)</i>	Exploring “Inner Space” Slide Preparation Viewing specimens	<p>5-1.4 Use appropriate tools and instruments (including a timing device and a 10x magnifier) safely and accurately when conducting a controlled scientific investigation.</p> <p>5-2.1 Recall the cell as the smallest unit of life and identify its major structures (including cell membrane, cytoplasm, nucleus, and vacuole.)</p> <p>5-2.5 Explain how limiting factors (including food, water, space, and shelter) affect populations in (micro) ecosystems.</p>
	Practicing Process Skills	The Discovery Box “Make & Take”	5-1.1 Identifying questions suitable for generating a hypothesis.
Day Two	Soil Ecosystems Decomposers Food Chains Limiting Factors <i>(Objective #5 & 6)</i>	Soil Arthropod Investigation	<p>5-1.2 Identifying independent (manipulated), dependent (responding), and controlled variable in an experiment.</p> <p>5-1.6 Evaluate results of an investigation to formulate a valid conclusion based on evidence and communicate the findings of the evaluation in oral or written form.</p> <p>5-1.7 Use a simple technological design process to develop a solution or a product, communicating the design by using description, models, and drawings.</p> <p>5-2.4 Identify the roles of organisms as they interact and depend on one another through food chains and food webs in an ecosystem, considering producers and consumers (herbivores, carnivores, and omnivores), decomposers (microorganisms, termites, worms, and fungi), predators and prey, and parasites and hosts.</p> <p>5-2.5 Explain how limiting factors (including food, water, space and shelter) affect populations on ecosystems.</p>
	Plant Diversity Dichotomous Key <i>(Objectives #3 & 4)</i>	Collecting, Identifying, and Preserving Common Leaves	<p>5-1.4 Use appropriate tools and instruments (including a timing device and a 10X magnifier) safely and accurately when conducting a controlled scientific investigation.</p> <p>5-2.3 Compare the characteristics of different ecosystems (including estuaries/salt marshes, oceans, lakes and ponds, forests, and grasslands).</p>
	Entomology <i>(Objective #9)</i>	Create a “Moth vs. Butterfly” Classroom Display	5-2.5 Explain how limiting factors (including food, water, space, and shelter) affect populations in ecosystems.
	Marine Ecosystems <i>(Objective #10)</i>	Beach Bucket Activity	<p>5-2.2 Summarize the composition of an ecosystem, considering both biotic factors (including populations to the level of microorganisms and communities) and abiotic factors.</p> <p>5-2.3 Compare the characteristics of different ecosystems (including estuaries/salt marshes, oceans, lakes and ponds, forests, and grasslands).</p> <p>5-2.4 Identify the roles of organisms as they interact and depend on one another through food chains and food webs in an ecosystem, considering producers and consumers (herbivores, carnivores, and omnivores), decomposers (microorganisms, termites, worms, and fungi), predators and prey, and parasites and hosts.</p>
	Limiting Factors In The Ecosystem <i>(Objective #12)</i>	Tree Ring Analysis	<p>5-1.1 Identify questions suitable for generating an hypothesis.</p> <p>5-2.5 Explain how limiting factors (including food, water, space, and shelter) affect populations in ecosystems.</p>
	Marine Snails <i>(Objective #22)</i>	Mud Snail Investigation	5-2.4 Identify the roles of organisms..... in marine environments.
	Predator/Prey, Energy Flow, Ecosystems, Carnivore, Herbivore <i>(Objective # 11)</i>	Owl Pellet Dissection Lab	5-2.4 Identify the roles of organisms as they interact and depend on one another through food chains and food webs in an ecosystem, considering producers and consumers (herbivores, carnivores, and omnivores), decomposers (microorganisms), termites, worms, and fungi), predators and prey, and parasites and hosts.

	Topics	Activities	Correlation to South Carolina Academic Standards
Day Three	Habitat Preservation DNR's Heritage Trust Program (Objective #15)	Exploring a Forest/Bog Preserve Creating a Reflective Journal	5-2.3 Compare the characteristics of different ecosystems (including estuaries/salt marshes, oceans, lakes and ponds, forests, and grasslands).
	Habitat Study Plot (Objective #14)	"One Small Square" activity on a granite outcrop	5-1.4 Use appropriate tools and instruments (including a timing device and a 10X magnifier) safely and accurately when conducting a controlled scientific investigation. 5-2.2 Summarize the composition of an ecosystem, considering both biotic factors (including populations to the level of microorganisms and communities) and abiotic factors.
	Aquatic Invertebrates as Environmental Indicators (Objective #16)	Sampling Mountain Watersheds (Reedy Cove Creek)	5-1.4 Use appropriate tools and instruments (including a timing device and a 10X magnifier) safely and accurately when conducting a controlled scientific investigation. 5-2.4 Identify the roles of organisms as they interact and depend on one another through food chains and food webs in an ecosystem, considering producers and consumers (herbivores, carnivores, and omnivores), decomposers (microorganisms, termites, worms, and fungi), predators and prey, and parasites and host.
Day Four (Field Studies)	Silkworm Ecology (Objective #8)	Mulberry Leaf Consumption Rates	5-1.5 Construct a line graph from recorded data with correct placement of independent (manipulated) and dependent (responding) variables. 5-2.4 Identify the roles of organisms as they interact and depend on one another through food chains and food webs in an ecosystem, considering producers and consumers (herbivores, carnivores, and omnivores), decomposers (microorganisms, termites, worms, and fungi), predators and prey, and parasites and host.
	Habitat/Ecosystem Study Plots (Objective #13)	Schoolyard Ecology Activity "One Small Square"	5-2.2 Summarize the composition of an ecosystem, considering both biotic factors (including populations to the level of microorganisms and communities) and abiotic factors.
	The Scientific Method (Objective #16)	Animal Investigations	5-1.3 Plan and conduct controlled scientific investigations, manipulating one variable at a time.
Day Five	Aquatic and Terrestrial Habitats (Objectives #17&18)	Create a Habitat/Home for two classroom animals	5-2.3 Compare the characteristics of different ecosystems (including estuaries/salt marshes, oceans, lakes and ponds, forest, and grasslands).
	Carnivorous Plants Bog Habitats (Objective #20)	Identify and Compare Carnivorous Plant Strategies	5-2.4. Identify the roles of organisms as they interact and depend on one another through food chains and food webs in an ecosystem, considering producers and consumers (herbivores, carnivores, and omnivores), decomposers (microorganisms, termites, worms, and fungi), predators and prey, and parasites and hosts. 5-2.3 Compare the characteristics of different ecosystems (including estuaries/salt marshes, oceans, lakes and ponds, forests, and grasslands).
	Cycles in the Ecosystem Biotic and Abiotic Factors	Constructing a Woodland Terrarium Ecosystem	5-2.4 Identify the roles of organisms as they interact and depend on one another through food chains and food webs in an ecosystem, considering producers and consumers (herbivores, carnivores, and omnivores). decomposers (microorganism, termites, worms, and fungi), predators and prey, and parasites and hosts. 5-2.3 Compare the characteristics of different ecosystems (including estuaries/salt marshes, oceans, lakes and ponds, forest, and grasslands).
	FINAL ASSESSMENT		

Life Science Activities for Grade 6
2010 Science P.L.U.S. Institute
Roper Mountain Science Center
Greenville, South Carolina

Instructors: Dr. Larry Kowalski and Kathy Gilland-Paschal

**30 contact hours—12:30-4:30 Monday; 8:00-4:30 Tuesday through Thursday; 8:30-12:00
Friday**

2 hours graduate credit available through Furman University

Dates: June 21-25, 2010

Academic Course Description:

Hands-on, inquiry-based activities emphasizing science process skills will provide the vehicles for studying concepts that correlate to the South Carolina Science Academic Standards for 6th grade life science. Lessons and activities are aimed at developing an understanding of processes, structures, and responses of plant and animal life. Participants receive materials and supplies for performing the activities in their classrooms.

Course Goals/Objectives:

- To enhance environmental knowledge by comparing the roles and adaptive features of organisms in different ecosystems.
- To integrate the hands-on, inquiry-based approach of science instruction into the middle school classroom.
- To gain a working knowledge of the South Carolina Science Standards in the Inquiry and Life Science areas, grade 6.

Attendance Policy and Assignments:

The Science P.L.U.S. Institute is an intensive, week-long, hands-on class for South Carolina science teachers. Each of the six different course offerings for the summer of 2010 is based on the appropriate South Carolina Science Academic Standards for a specific school grade, ranging from three through eight. Participants are expected to attend all class sessions, participate fully in class activities, and complete all assignments or assessments. Emergency exceptions will be handled on an individual basis.

Evaluation Procedures and Standards:

GRADING SCALE:

90-100	A
80-89	B
70-79	C
60-69	D
59 OR BELOW	F

List Requirements to Determine Grade

1. Attendance at all sessions
2. Active class participation
3. Completion of all lab and activity written assignments
4. Daily assessments
5. End-of-session assessment

Outline of Course Content:

Topics	Activities or Assignments	Correlation to SC Science Standards
<p>Inquiry & Process Skills</p> <p>Taxonomy</p> <p>Microscopy</p> <p>Ecosystems</p>	<ul style="list-style-type: none"> • The Six Kingdoms • Major Taxonomic Groups • The Classification Scheme • Classification of Organisms • Classification of Some Familiar Organisms • Ecological Field Studies <ul style="list-style-type: none"> • Garden • Pond • Construction of Berlese Funnel 	<p>6-1.1 Use appropriate tools and instruments (including a spring scale, beam balance, barometer, and sling psychrometer) safely and accurately when conducting controlled scientific investigations.</p> <p>6-1.2 Differentiate between observation and inference during the analysis and interpretation of data.</p> <p>6-1.3 Classify organisms, objects, and materials according to their physical characteristics by using a dichotomous key.</p> <p>6-1.5 Use appropriate safety procedures when conducting investigations.</p> <p>6-2.2 Recognize the hierarchical structure of the classification (taxonomy) of organisms (including the seven major levels or categories of living things—namely, kingdom, phylum, class, order, family, genus, and species).</p>
<p>Ecosystems (Continued)</p> <p>Fungi</p> <p>Plant Structures, Processes, and Responses for Survival and Reproduction</p>	<ul style="list-style-type: none"> • Leaf Litter: Urban Schoolyard Investigation • Inquiry Goes Outdoors: What Can We Learn at the Pond? • Looking for Lichens • There’s a Fungus Among Us • The Failed Experiment • Yeasts: A Fungus Among Us • Ecological Field Studies <ul style="list-style-type: none"> • Garden • Pond • Farm Field Trip • Plant Growth & Anatomy • Monocots vs. Dicots • Comparing Germination • Cones and Needles • The Plant World • Plant Kingdom: Vascular vs. Nonvascular 	<p>6-1.1</p> <p>6-1.2</p> <p>6-1.3</p> <p>6-1.4 Use a technological design process to plan and produce a solution to a problem or a product (including identifying a problem, designing a solution or a product, implementing the design, and evaluating the solution or the product).</p> <p>6-1.5</p> <p>6-2.2</p> <p>6-2.3 Compare the characteristic structures of various groups of plants (including vascular or nonvascular, seed or spore-producing, flowering or cone bearing, and monocot or dicot).</p> <p>6-2.5 Summarize each process in the life cycle of flowering plants (including germination, plant development, fertilization, and seed production).</p> <p>6-2.9 Explain how disease-causing fungi can affect plants.</p>
<p>Ecosystems (Continued)</p> <p>Plant Structures, Processes, and Responses for Survival and Reproduction (Continued)</p>	<ul style="list-style-type: none"> • Leaf Litter: An Urban Schoolyard Investigation (Continued) • Wigglin’ Worms • Comparing Monocot and Dicot Flowers • Flower Models • Flower Anatomy • A Flower Study-Dissection • The Underdeveloped Seeds • What Do Bees Know? • Seed-producing Parts of a Flower • Temperature and Seed Germination • A Seed’s Urge to Emerge • Germination • Competition 	<p>6-1.1</p> <p>6-1.2</p> <p>6-1.3</p> <p>6-1.4</p> <p>6-1.5</p> <p>6-2.3</p> <p>6-2.4 Summarize the basic functions of the structures of a flowering plant for defense, survival, and reproduction.</p> <p>6-2.5</p> <p>6-2.6 Differentiate between the processes of sexual and asexual reproduction of flowering plants.</p>

<p>Ecosystems (Continued)</p> <p>Plant Structures, Processes, and Responses for Survival and Reproduction (Continued)</p> <p>Animal Structures, Processes, and Responses for Survival and Reproduction</p> <p>Guest Speaker</p>	<ul style="list-style-type: none"> • Wigglin' Worms (Continued) • Puzzled by Photosynthesis • Fruit Loop Photosynthesis • Oxygen and Plants • Stomata and Photosynthesis • Transpiration of Plants • Importance of Respiration in Living Tissue • Build a Humidity Chamber • Lighten Up • Tropisms-Four Door Foldable • Phototropism • Gravitropism • Hydrotropism • Thigmotropism • The Animal Kingdom: Vertebrates vs. Invertebrates • How About a Log for Lunch? • Highways for Birds • The Flight of the Monarch • Birds Bills • Feathered Friend's Feet • Can You Feel the Burn? • Tunnel Mania: Effect of Cold Temperature on Earthworm Activities • Blood That's Cold • Animal Defenses • It's All About Choice • Animal Survival • Behaving Like Animals <p style="text-align: center;">Dr. Patrick D. McMillan Director of the Museum of Natural Sciences, Clemson University Host ETV's Expeditions</p>	<p>6-1.1</p> <p>6-1.2</p> <p>6-1.3</p> <p>6-1.4</p> <p>6-1.5</p> <p>6-2.7 Summarize the processes required for plant survival (including photosynthesis, respiration, and transpiration).</p> <p>6-2.8 Explain how plants respond to external stimuli (including dormancy and the forms of tropism known as phototropism, gravitropism, hydrotropism, and thigmotropism).</p> <p>6-3.1 Compare the characteristic structures of invertebrate animals (including sponges, segmented worms, echinoderms, mollusks, and arthropods) and vertebrate animals (fish, amphibians, reptiles, birds, and mammals).</p> <p>6-3.2 Summarize the basic functions of the structures of animals that allow them to defend themselves, to move, and to obtain resources.</p> <p>6-3.3 Compare the response that a warm-blooded (endothermic) animal makes to a fluctuation in environmental temperature with the response that a cold-blooded (ectothermic) animal makes to such a fluctuation.</p> <p>6-3.4 Explain how environmental stimuli cause physical responses in animals (including shedding, blinking, shivering, sweating, panting, and food gathering).</p> <p>6-3.5 Illustrate animal behavioral responses (including hibernation, migration, defense, and courtship) to environmental stimuli.</p> <p>6-3.6 Summarize how the internal stimuli (including hunger, thirst, and sleep) of animals ensure their survival.</p> <p>6-3.7 Compare learned to inherited behaviors in animals.</p>
<p>Plant Structures, Processes, and Responses for Survival and Reproduction (Continued)</p> <p>Animal Structures, Processes, and Responses for Survival and Reproduction (Continued)</p> <p>Supplies and Equipment</p> <p>Final Assessment</p>	<ul style="list-style-type: none"> • Class Study: The Fish Kill Mystery • Completion of Activities • Assemble/Distribute Supplies and Equipment • Final Assessment 	<p>6-1.2</p> <p>6-1.4</p> <p>6-1.5</p>

Human Body Systems Activities for Grade 7

2010 Science P.L.U.S. Institute

Roper Mountain Science Center

Greenville, South Carolina

Instructors: Kathy Hutchins and Sarah McCraw

30 contact hours—12:30-4:30 Monday; 8:00-4:30 Tuesday through Thursday; 8:30-12:00 Friday

2 hours non-degree graduate credit available through Furman University

Dates: June 21-25, 2010

Academic Course Description

Teachers attending this course will gain a better understanding of the organization of the human body through the study of cells, tissues, organs, and body systems. Emphasis will be on participating in hands-on activities, assembling interactive displays, and sharing stimulating classroom activities for the middle school classroom. Course activities are correlated to the South Carolina Science Academic Standards and emphasize science process skills. Extension of course activities into participants' classrooms is facilitated by the generous quantity of materials and supplies received at the institute.

Course Objectives

The course participant will:

- Identify at least seven main components of a human cell, and use this information to create a model of a human cell for the classroom.
- Demonstrate the use of Punnett squares to predict inherited monohybrid traits.
- Identify the overall function of the digestive system, and differentiate between organs of the alimentary canal and accessory digestive organs.
- Trace the pathway of blood through both the systemic circulatory route and the pulmonary circulatory route.
- Describe the composition and physical characteristics of whole blood and describe at least four functions of blood.
- Identify the organs of the respiratory passageway in descending order until reaching the alveoli.
- Summarize how the respiratory and circulatory systems interrelate.
- Dissect a frog and compare and contrast the frog's organs to those found in the human body.
- Describe how the nervous system regulates the human body.
- Demonstrate how sensory and motor nerves each respond to a stimulus; compare and contrast reaction time and reflexes.
- Explain how the muscular and skeletal systems interact to facilitate both body movement and stability.
- Identify the organs of the excretory system and describe their functions; trace the pathway the urinary organs in the correct sequence.
- Differentiate among bacteria, viruses, and protists and identify diseases caused by each.
- Describe the body's lines of defense against pathogens; complete a timeline of significant events relevant to disease prevention.
- Learn to use appropriate classroom activities, materials, and resources to support the above objectives.

Attendance Policy and Assignments

The Science P.L.U.S. Institute is an intensive, weeklong, hands-on class for South Carolina science teachers. Each of the six different course offerings for the summer of 2010 is based on the appropriate South Carolina Science Academic Standards for a specific school grade, ranging from three through eight. Participants are expected to attend all class sessions, participate fully in class activities, and complete all assignments or assessments. Emergency exceptions will be handled on an individual basis.

Evaluation Procedures and Standards

Grading Scale	
93-100	A
85-92	B
77-84	C
70-76	D
69 or below	F

List Requirements to Determine Grade

1. Attendance at all sessions
2. Active class participation
3. Completion of all lab and activity written assignments
4. Daily assessments
5. End-of-session exam

Outline of Course Content

Topics	Activities or Assignments	Correlation to SC Science Academic Standards
Organization of the Human Body: Cells Tissues Organs Systems Genetics Digestive System	<ul style="list-style-type: none"> • Construct a Cell Model • Organ Identification Game • Strawberry DNA Extraction • Make a Construct-a-Gut Display 	7-2.1 Summarize the structures and functions of the major components of plant and animal cells (including the cell wall, the cell membrane, the nucleus, chloroplasts, mitochondria, and vacuoles). 7-2.2 Compare the major components of plant and animal cells. 7-2.5 Summarize how genetic information is passed from parent to offspring by using the terms genes, chromosomes, inherited traits, genotype, phenotype, dominant traits, and recessive traits. 7-2.6 Use Punnett squares to predict inherited monohybrid traits. 7-3.1 Summarize the levels of structural organization within the human body (including cells, tissues, organs, and systems).
Nervous System Muscular and Skeletal Systems	<ul style="list-style-type: none"> • GEMS Unit: Learning About Learning • Muscle Exploration Stations • Skeletal Mysteries 	7-3.2 Recall the major organs of the human body and their function within their particular body system. 7-3.3 Summarize the relationships of the major body systems (including the circulatory, respiratory, digestive, excretory, nervous, muscular, and skeletal systems).
Inter-relationship Between Circulatory and Respiratory Systems	<ul style="list-style-type: none"> • Graphing Exercise Using Stethoscopes • Measure Lung Volume Using Various Methods 	7-3.2 Recall the major organs of the human body and their function within their particular body system. 7-3.3 Summarize the relationships of the major body systems (including the circulatory, respiratory, digestive, excretory, nervous, muscular, and skeletal systems).
Nature of Disease and Disease Transmission Excretory System Inquiry Summary	<ul style="list-style-type: none"> • Disease Transmission Demonstration • Estimate the Surface Area of the Skin • Kidney Function: Concept Map • Inquiry Summary 	7-3.2 Recall the major organs of the human body and their function within their particular body system. 7-3.3 Summarize the relationships of the major body systems (including the circulatory, respiratory, digestive, excretory, nervous, muscular, and skeletal systems). 7-3.4 Explain the effects of disease on the major organs and body systems (including infectious diseases such as colds and flu, AIDS, and athlete's foot and noninfectious diseases such as diabetes, Parkinson's and skin cancer).
Systems Review: All Organ Systems	<ul style="list-style-type: none"> • Systems Review • Final Written Assessment • Frog Dissection 	All standards above

Outline of Course Content

Topics	Activities or Assignments	Correlation to SC Science Academic Standards
Organization of the Human Body: Cells Tissues Organs Systems Genetics Digestive System	<ul style="list-style-type: none"> • Construct a Cell Model • Organ Identification Game • Strawberry DNA Extraction • Make a Construct-a-Gut Display 	
Nervous System Muscular and Skeletal Systems	<ul style="list-style-type: none"> • GEMS Unit: Learning About Learning • Muscle Exploration Stations • Skeletal Mysteries 	
Inter-relationship Between Circulatory and Respiratory Systems	<ul style="list-style-type: none"> • Graphing Exercise Using Stethoscopes • Measure Lung Volume Using Various Methods 	
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Systems Review: All Organ Systems	<ul style="list-style-type: none"> • Systems Review • Final Written Assessment • Frog Dissection 	

Physical Science Activities for Grade 7

2010 Science P.L.U.S. Institute

Roper Mountain Science Center
Greenville, South Carolina

Instructors: Robbie Higdon, NBCT, and Matt Weber

30 contact hours—12:30-4:30 Monday; 8:00-4:30 Tuesday through Thursday; 8:30-12:00 Friday

2 hours graduate credit available through Furman University

Dates: June 14-18, 2010

Academic Course Description

Concepts that correlate to the South Carolina Science Academic Standards for 7th grade physical science using hands-on, inquiry-based activities are the framework for this course. Course topics will provide additional content to help develop a secure knowledge base for middle school physical science teachers. Topics for exploration include the atom, characteristics and structure of matter. Mixtures, solutions, and chemical reactions reflect the chemistry component of the 7th grade science standards. Participants receive a significant quantity of science materials for performing the activities in their classrooms.

Course Objectives

The course participant will:

- Investigate strategies for integrating the hands-on, inquiry-based approach of instruction into the middle school science classroom.
- Deepen his/her understanding of physical science concepts and their applications to our world.
- Demonstrate a basic understanding of atoms and the organization of elements into the periodic table.
- Show the component parts of a substance through an interpretation of its chemical symbol or formula.
- Understand the classification of matter as element, compound, or mixture.
- Explain the pH scale as an indicator of acids and bases.
- Illustrate the law of conservation of matter through balanced chemical equations.
- Differentiate between chemical and physical changes in chemical reactions.
- Demonstrate the correct use of grade-appropriate tools and devices in conducting scientific investigations.
- Incorporate standard lab safety procedures into all class activities and demonstrate an understanding of MSD sheets.
- Develop a physical science unit correlated with the appropriate South Carolina Science Academic Standards that will utilize the activities, materials, displays, and projects obtained through the Science P.L.U.S. Institute.

Attendance Policy and Assignments

The Science P.L.U.S. Institute is an intensive, week-long, hands-on class for South Carolina science teachers. Each of the twelve different course offerings for the summer of 2010 is based on the appropriate South Carolina Science Academic Standards for a specific school grade, ranging from one through eight. Participants are expected to attend all class sessions, participate fully in class activities, and complete all assignments or assessments. Emergency exceptions will be handled on an individual basis.

Evaluation Procedures and Standards

Grading Scale	
93-100	A
85-92	B
77-84	C
70-76	D
69 or below	F

List Requirements to Determine Grade

1. Attendance at all sessions
2. Active class participation
3. Completion of all lab and activity written assignments
4. Inquiry skill assessment
5. End-of-session exam

Physical Science Activities for Grade 7
2010 Science P.L.U.S. Institute
Outline of Course Content—The Chemical Nature of Matter

Standard 7-5: The Student will demonstrate an understanding of the classifications and properties of matter and the changes that matter undergoes. (Physical Science)

Topic	Activities	Correlation to South Carolina Science Academic Standards
Understanding Chemical Reactions Inquiry Skills: Observing; Inferring	Pre-test Review course syllabus, expectations, and requirements <i>GEMS Unit: Chemical Reactions, part 1</i> Comparing physical and chemical properties of matter Lab Safety	7-5.7 Identify the reactants and products in chemical equations. 7-5.10 Compare physical changes (including changes in size, shape, and state) to chemical changes that are the result of chemical reactions (including changes in color or temperature and formation of a precipitate or gas). 7-5.9 Compare physical properties of matter (including melting or boiling point, density, and color) to the chemical property of reactivity with a certain substance (including the ability to burn or to rust). 7-1.7 Use appropriate safety procedures when conducting investigations.
Understanding the Nature of Matter Periodic Table Chemical Formulas Inquiry Skill: Measuring	Comparing atoms, elements, compounds, and mixtures Comparing metals and non-metals Getting to know the Periodic Table Putting together chemical formulas Measuring Metrically	7-5.1 Recognize that matter is composed of extremely small particles called atoms. 7-5.2 Classify matter as element, compound, or mixture on the basis of its composition. 7-5.3 Compare the physical properties of metals and nonmetals. 7-5.4 Use the periodic table to identify the basic organization of elements and groups of elements (including metals, nonmetals, and families). 7-5.5 Translate chemical symbols and the chemical formulas of common substances to show the component parts of the substances (including NaCl [table salt], H ₂ O [water], C ₆ H ₁₂ O ₆ [simple sugar], O ₂ [oxygen gas], CO ₂ [carbon dioxide], and N ₂ [nitrogen gas]).
Acids and Bases Inquiry Skills: Classifying; Predicting	<i>GEMS Unit: Of Cabbages and Chemistry</i>	7-5.6 Distinguish between acids and bases and use indicators (including litmus paper, pH paper, and phenolphthalein) to determine their relative pH.
Law of Conservation of Matter Balancing Equations Inquiry Skill: Identifying Variables	Lab—Law of Conservation of Matter Making models of balanced equations <i>GEMS Unit—Chemical Reactions, lesson 2</i>	7-1.1 Use appropriate tools and instruments (including a microscope) safely and accurately when conducting a controlled scientific investigation. 7-1.2 Generate questions that can be answered through scientific investigation. 7-1.3 Explain the reasons for testing one independent variable at a time in a controlled scientific investigation. 7-1.4 Explain the importance that repeated trials and a well-chosen sample size have with regard to the validity of a controlled scientific investigation. 7-1.5 Explain the relationships between independent and dependent variables in a controlled scientific investigation through the use of appropriate graphs, tables, and charts.
Designing and Conducting Investigations in Chemistry	↓ Post-test/wrap-up	7-1.6 Critique a conclusion drawn from a scientific investigation. 7-1.7 Use appropriate safety procedures when conducting investigations.

Course Texts and Readings

- **Chemical Reactions*, GEMS/UC-Berkeley
- **Of Cabbages and Chemistry*, GEMS/UC-Berkeley
- **Safety in the Middle School Science Classroom*, NSTA Publications
- *The Periodic Table (IBSN 978-0-7534-6085-6)

Course Requirements and Assignments

***Assessments (25%)**

- Pre-test: evaluates course participants' background in chemistry and inquiry.
- Final Exam: evaluates course participants' knowledge and proficiency of the South Carolina Grade 7 Science Academic Standards 7-1 and 7-5 as presented in the labs, activities, and readings.

***Written Lab/Activity Assignments (25%)** *Class time will be provided to complete these assignments; however, some participants may need additional time outside of class to finish. All assignments are due by 8:30 AM the following day of the lab/activity.*

- Chemical Reactions, part one Lab
- Periodic Table Lab
- Measuring Metrically Lab
- Acid/Base Labs
- Balancing Chemical Equations Activity
- Chemical Reactions, part two Lab
- Inquiry Skill Activity Sheets

***Inquiry Assignment (25%)** Participants will design and conduct a controlled experiment.

***Class Participation (25%)**

Course participants will be expected to share ideas, work cooperatively in pairs and small groups, ask questions, and participate in discussions on a daily basis.

According to the Science PLUS Institute guidelines, participants are expected to attend all class sessions, participate fully in all activities, and complete all assignments. Emergency exceptions will be handled on an individual basis by the course instructors and PLUS Institute staff.

Earth Science (Geology) Activities for Grade 8
2010 Science P.L.U.S. Institute
Roper Mountain Science Center
Greenville, South Carolina

Instructors: Ann Leo, NBCT and Dr. Alan Weekes, NBCT

30 contact hours—12:30-4:30 Monday; 8:00-4:30 Tuesday through Thursday; 8:30-12:00 Friday

2 hours graduate credit available through Furman University

Dates: June 21-25, 2010

Academic Course Description

This earth science course for 8th grade teachers will focus on the Earth's Biologic History and Structure and Processes in the Earth System through the use of hands-on, inquiry-based investigations incorporating basic science process skills. Participants will identify, classify, and organize earth materials for use in leading classroom investigations based on the South Carolina Science Academic Standards.

Course Objectives

The course participant will:

- Investigate methods of teaching science content through inquiry-based science activities.
- Describe the Earth's geologic history.
- Gain an understanding of earth's dynamic systems, with plate tectonics as the driving force.
- Examine the Rock Cycle and Differentiate between different types of earth materials, such as minerals, rocks, and fossils, etc.
- Demonstrate an understanding of materials that determine and process that alter the structure of Earth
- Demonstrate an understanding of Earth's biologic diversity over time.
- Learn to use appropriate classroom activities, materials, and resources to support the above objectives.

Attendance Policy and Assignments

The Science P.L.U.S. Institute is an intensive, week-long, hands-on class for South Carolina science teachers. Each of the six different course offerings for the summer of 2010 is based on the appropriate South Carolina Science Academic Standards for a specific school grade, ranging from three through eight. Participants are expected to attend all class sessions, participate fully in class activities, and complete all assignments or assessments. Emergency exceptions will be handled on an individual basis.

Evaluation Procedures and Standards

Grading Scale	
93-100	A
85-92	B
77-84	C
70-76	D
69 or below	F

List Requirements to Determine Grade
<ul style="list-style-type: none">• Active Class Participation—25%• Completion of Class Projects/Homework Assignments/ Activities-50%• Final Assessment-25%

Outline of Course Content

Topics	Activities	Correlation to SC Science Academic Standards
Earth's Biologic History	<ul style="list-style-type: none"> • Fossils • Relative Age • Adaptations • Extinction 	<p>8-2.1 Explain how biological adaptations of populations enhance survival in a particular environment.</p> <p>8-2.2 Summarize how scientists study Earth's past environment and diverse life forms using different types of fossils, including molds, casts, petrified fossils, preserved and carbonized remains of plants and animals, and trace fossils.</p> <p>8-2.6 Infer the relative age of rocks and fossils from index fossils and the ordering of the rock layers.</p> <p>8-2.7 Summarize the factors, both natural and man-made, that can contribute to the extinction of a species.</p>
Rock Cycle	<ul style="list-style-type: none"> • Mineral Lab Review • Rock Cycle and Classification • Rock Lab Activities 	<p>8-3.5 Summarize the importance of minerals, ores and fossil fuels as Earth resources.</p> <p>8-3.4 Explain how igneous, metamorphic, and sedimentary rocks are interrelated in the rock cycle.</p>
Earth's Biologic History	<ul style="list-style-type: none"> • Catastrophes • Geologic Time Scale • Layers of Earth 	<p>8-2.3 Explain how Earth's history has been influenced by catastrophes, including the impact of an asteroid or comet, climatic changes, and volcanic activity, which have affected the conditions of Earth and diversity of life forms.</p> <p>8-2.4 Recognize the relationship among the units—era, epoch, and period—into which the geologic time scale is divided.</p> <p>8-2.5 Illustrate the vast diversity of life present on Earth over time by using a geologic time scale.</p> <p>8-3.1 Summarize the layers of Earth (crust, mantle, and core) as to relative position, density, and composition.</p> <p>8-3.7 Illustrate how landforms are created and changed through geologic processes, including volcanic eruptions and mountain building.</p> <p>8-3.8 Explain how earthquakes result from forces inside Earth.</p>
Structure and Processes in Earth Systems	<ul style="list-style-type: none"> • Plate tectonics • Landforms • Earthquakes • Seismic Waves 	<p>8-3.2 Explain the use of seismic waves (primary, secondary, and surface waves) and magnetic fields in determining the structure of Earth.</p> <p>8-3.3 Infer an earthquake's epicenter from seismographic data.</p> <p>8-3.6 Explain how the theory of plate tectonics accounts for the motion of the lithospheric plates, the geologic activities at the plate boundaries, and the changes in landform areas over geologic time.</p> <p>8-3.7 Illustrate how landforms are created and changed through geologic processes, including volcanic eruptions and mountain building.</p> <p>8-3.8 Explain how earthquakes result from forces inside Earth.</p>
Structure and Processes in Earth Systems	<ul style="list-style-type: none"> • South Carolina Geology 	<p>8-3.9 Identify and illustrate geological features of South Carolina and other regions of the world, using imagery (aerial photography and satellite imagery) and topographic maps.</p>

2010 Science P.L.U.S. Institute

Roper Mountain Science Center

Greenville, South Carolina

110 Participants in 7 classes encompassing grades 3-8

7 different courses built around South Carolina Science Academic Standards, each a single
grade level

96 South Carolina Schools represented, 16 of them for the first time (17%)

South Carolina schools have participated at least once since 1993

47 Title I School teachers participated--43% of total participants

58 of 87 school districts represented (counting charter schools & special schools each as 1
district)

2 participants from 2 of the 7 impaired districts

All districts (87) represented (counting charter schools and special schools each as 1 district) at
some time during the history of the Institute

88 participants came in 2010 for the first time--80% of this year's participants

12 (11%) took the course for graduate credit through Furman University

Alternates replaced 42 of the original teachers selected (38% decline rate)

Participants' teaching experience ranged from 1-35 years (11 years average)

Lodging Provided for 59 Out-of-Town Teachers (54%)

14 instructional positions; 4 filled by Roper Mountain Science Center staff, 10 by Upstate
educators

Administrative year-round staff-2 (1 full-time, 1 part-time), logistics staff-2 (summer only)

Each Teacher Participant Received Items Valued at Over \$800

2010 Science P.L.U.S. Institute

End of Course Evaluation Comments

<u>2010 Class</u>	<u>Name</u>	<u>District</u>	<u>Comments</u>
Earth 8	MR Kennedy	Anderson 3	(The materials) will help me to help my students have more "Ah Hah" moments.
Earth 8	Jane Perry	Richland 2	I will recommend Roper Mountain at our district in-services and to all of the Science teachers in the district?!
Earth 8	Donna Coffman	Greenville	My class will be so much more enjoyable. We struggled last year to create hands-on activities. Now we have a wonderful resource.
Earth 8	Garrison Hall	Spartanburg 6	I can now "Rock" my students' world.
Earth 8	Kristi Schurz	Cherokee	I am so excited about the coming school year! I will now have materials /supplies for creative hands-on activities.
Earth 8	Joelle King	Sumter 2	The enthusiasm and ideas gained from this course and these instructors made me want to be a better teacher.
Earth 8	unknown		This week has been a "breath of fresh air"!
Earth 8	John Murray	Charleston	I cannot express how valuable this week has been for me. This week has been the best professional development training I have experienced in 24 years of my teaching career! Thank you, Thank you, and Thank you again for this week!
Physical 3	Lizayda Gonzalez	Greenville	This class opened my eyes to gaining more self confidence in allowing kids to be more analytical.
Physical 3	Magan Lyerly	Florence 5	I have at least 4-5 ideas/activities for each of the standards we discussed. I'm so excited about all these NEW ideas.
Physical 3	Olivia Turner	Greenville	Having these materials will make all the difference - students can really see physical science come to life!
Physical 3	Melissa Santiago	Greenville	Before now, I didn't do much for science in the classroom, but I can't wait to do everything I learned this week!
Physical 3	Stephanie Wofford	Spartanburg 6	Now I feel I am 100% prepared to teach the grade 3 physical science standards and in a way that the children will be able to master the concepts.
Chemistry 7	Dawn Sumner	Beaufort	I will use more inquiry based lessons now that I have seen how inquiry works in a real-world class.

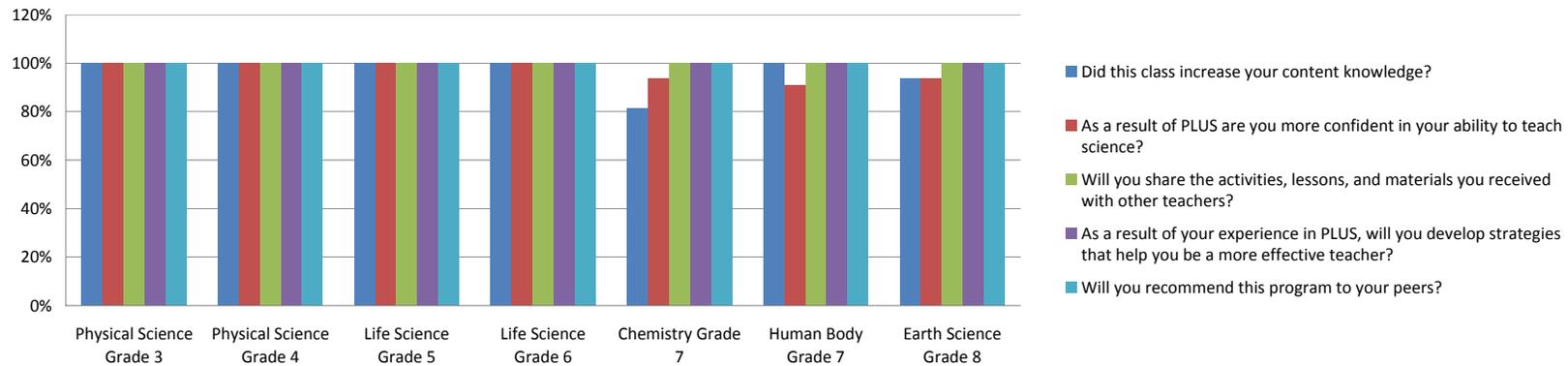
Chemistry 7	Kelly DeVita	Oconee	Having time to share ideas with fellow teachers was wonderful!
Life 6	Rosalynne Watford	Clarendon 3	(The materials will make) a huge difference. I now have my own microscope and this one thing will help with many standards by itself.
Life 6	H. Chris Delk	Barnwell 45	The materials we received will: 1. enhance my teaching; 2. cause those students that are harder to reach become more interested; 3. they will help me increase PASS scores!
Life 6	H. Chris Delk	Barnwell 45	This experience this week has challenged me to be a better teacher/instructor. Everything we did, we did with our hands - not just on paper.
Life 6	Julie Millar	York 3	I cannot begin to describe what a significant impact the materials will have in my classroom. And the activities are exactly what students of that age can understand and apply.
Life 6	Julie Millar	York 3	I now have a fantastic group of top-notch educators that will help me to continue to develop strategies.
Life 6	Delia Parker	York 1	I have more confidence because of my time at Roper Mountain and I'm going to take this new-found confidence to my classroom.
Life 6	Cindy Kilgus	Orangeburg 5	Coming to Science PLUS has been the best learning experience of my teaching career.
Life 5	unknown		My classroom will become more of a discovery zone!
Life 5	Lisa Payne	Greenwood 51	We could not have had a pair of teachers more passionate and excited about learning and ecology.
Life 5	Lisa Payne	Greenwood 51	My students will now be challenged to think in new ways.
Life 5	Michelle Cargill	Spartanburg 2	I have a renewed excitement to teach science.
Life 5	Debra Horton	Sumter 17	I will also share a lot of this with the community through our Family Science Night.
Life 5	Danita Powell	Allendale	This really and truly will make me a better educator! The lessons will now be more interactive and fun!
Physical 4	Alicia Lyles	Lexington 2	The activities also encouraged extensions and depth to science concepts.
Physical 4	Sheila Lewis	Barnwell 29	(The instructors) made everything fun and made the learning and activities so exciting!
Physical 4	Sheila Lewis	Barnwell 29	I wish every science teacher could attend the Science PLUS Institute.

Physical 4	unknown		Before there were many times I could only give a textbook explanation, now I can use manipulatives to give a more conceptual answer which would help them own it.
Physical 4	unknown		I'm ready to teach now and confident enough to help other teachers.
Physical 4	Kate Mitchum	Aiken	AWESOME!! I think it was great to learn from real school teachers.
Physical 4	Lisa McFarlane	Greenville	The instructors did an excellent job of showing us how to "trouble shoot" and manage our classrooms during discovery.
Physical 4	Beth DeGeorge	Greenville	It increased my knowledge beyond what I need to teach my students. Therefore, I am more comfortable and am able to explain concepts.
Physical 4	Arlene M. Enos	Greenville	Each activity perfectly matched SC science standards with extensions and explanations.
Physical 4	unknown		The materials will mean the difference between understanding the content and taking ownership of it. It could mean sparking a child's interest in science to go far beyond the classroom.
Human Body 7	Romona Stogner	Kershaw	I loved the fact every lesson is so applicable and "ready-to-go." Lessons were very informative and enlightening and help me with misconceptions.
Human Body 7	Romona Stogner	Kershaw	It has been so productive to be here. I now have a wealth of knowledge and resources to integrate.
Human Body 7	Romona Stogner	Kershaw	<u>Every</u> activity, demo, and lesson resource can be used effectively (without fear) because we completed the activities ourselves.
Human Body 7	Lisa Perry	Lexington 1	This class clarified several fuzzy areas for me in this content area. I am more confident in my ability to teach science.
Human Body 7	unknown		It revived me and I am once again excited about teaching.
Human Body 7	Linda Brown	Kershaw	I had very little hands-on materials or models in my classroom. These materials will allow students to see things in 3-D and practice/act out activities.
Human Body 7	Dawn Stuckey	Hampton 1	Now I know what I am talking about, not repeating what the text says. More me and less textbook!
Human Body 7	Dawn Stuckey	Hampton 1	This workshop opened my eyes to what I should be doing with my students but was not. The materials provided will alleviate the financial burden of trying to make my teaching more interactive.
Human Body 7	Dawn Stuckey	Hampton 1	This week has renewed my enthusiasm for teaching science. I could not have developed this level of content or confidence had I not taken this class.

2010 End of Course Evaluation Results

Class	Did this class increase your content knowledge?	As a result of PLUS are you more confident in your ability to teach science?	Will you share the activities, lessons, and materials you received with other teachers?	As a result of your experience in PLUS, will you develop strategies that help you be a more effective teacher?	Will you recommend this program to your peers?
Physical Science Grade 3	100%	100%	100%	100%	100%
Physical Science Grade 4	100%	100%	100%	100%	100%
Life Science Grade 5	100%	100%	100%	100%	100%
Life Science Grade 6	100%	100%	100%	100%	100%
Chemistry Grade 7	81%	94%	100%	100%	100%
Human Body Grade 7	100%	91%	100%	100%	100%
Earth Science Grade 8	94%	94%	100%	100%	100%
Average %	96%	97%	100%	100%	100%

2010 End of Course Results - 16 teachers per class (15 teachers in Human Body 7)



Class	Increased Content Knowledge	%	More Confident	%	Willing PLUS	%	Develop Strategies	%	Recommend	%
Physical Science Grade 3	16/16	100%	16/16	100%	16/16	100%	16/16	100%	16/16	100%
Physical Science Grade 4	16/16	100%	16/16	100%	16/16	100%	16/16	100%	16/16	100%
Life 5	16/16	100%	16/16	100%	16/16	100%	16/16	100%	16/16	100%
Life 6	15/15	100%	15/15	100%	15/15	100%	15/15	100%	15/15	100%
Chemistry 7	13/16	81%	15/16	94%	16/16	100%	16/16	100%	16/16	100%
Human Body 7	11/11	100%	10/11	91%	11/11	100%	11/11	100%	11/11	100%
Earth 8	15/16	94%	15/16	94%	16/16	100%	16/16	100%	16/16	100%

<u>Class</u>	<u>Name</u>	<u>District</u>	<u>Comments</u>
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Physical 4	Arlene M. Enos	Greenville	Each activity perfectly matched SC science standards with extensions and explanations.
Physical 4	unknown		The materials will mean the difference between understanding the content and taking ownership of the content. It could mean sparking a child's interest in science to go far beyond the classroom.
Human Body 7	Romona Stogner	Kershaw	I loved the fact every lesson is so applicable and "ready-to-go." Lessons were very informative and enlightening and help me with misconceptions.
Human Body 7	Romona Stogner	Kershaw	It has been so productive to be here. I now have a wealth of knowledge and resources to integrate.
Human Body 7	Romona Stogner	Kershaw	Every activity, demo, and lesson resource can be used effectively (without fear) because we completed the activities ourselves.
Human Body 7	Lisa Perry	Lexington 1	This class clarified several fuzzy areas for me in this content area. I am more confident in my ability to teach science.
Human Body 7	unknown		It revived me and I am once again excited about teaching.
Human Body 7	Linda Brown	Kershaw	I had very little hands-on materials or models in my classroom. These materials will allow students to see things in 3-D and practice/act out activities.

Human Body 7 Dawn Stuckey

Hampton 1

**Now I know what I am talking about, not repeating what the text says.
More me and less textbook!**

Human Body 7 Dawn Stuckey

Hampton 1

This workshop opened my eyes to what I should be doing with my students but was not. The materials provided will alleviate the financial burden of trying to make my teaching more interactive.

Human Body 7 Dawn Stuckey

Hampton 1

This week has renewed my enthusiasm for teaching science. I could not have developed this level of content or confidence had I not taken this class.

Initial Budget FY 2010-11

Science P.L.U.S. Institute Grant Funds Available

Account	Account Description	Explanation
EIA	\$175,000.00	Grant starting amount
Contributions, Foundation	\$1,000.00	Scholarship (outside funding)
Carry Forward from Prior Yr	\$18,733.00	
Other (Specify)	-\$35,000.00	District Hold for possible grant reductions
Total	\$159,733.00	

Initial Science PLUS Budget FY 2010-11

Account Description	Used for	5 courses of 16 and 1 of 15 = 95 participants		
Regular Sal-Hourly	Instructors & Assistant Instructors	\$8,191.80	\$71,757.30	Total Personal \$
Clerical Salaries	Coordinator	\$32,507.18		
Clerical (Salaried)	Clerical and General Assistant	\$15,594.66		
Employee Benefits	Coordinator Insurance (Health/Life/Disability) and Dental	\$3,477.48		
Workers Compensation	Workers Compensation	\$198.29		
Retirement	All paid staff	\$7,481.42		
Social Security	All paid staff	\$4,306.46		
Purchased Svcs: Rentals	Hotel rental	\$8,000.00	\$18,900.00	Total Contracted \$
Purchased Svcs: Technology	Copier Maintenance Contract	\$4,000.00		
Printing & Binding	Printing; specialty photocopy services	\$2,400.00		
Food	Catering	\$4,500.00		
In-County Travel	Field trip mileage	\$225.00	\$225.00	Travel
Supplies	Items under \$500	\$63,351.37	\$68,851.37	Supplies and Materials using Carry-over funds
Technology Supplies	Satellite from Supplies as needed	\$5,500.00		
TOTAL	Total	\$159,733.67	\$159,733.67	

Initial Science PLUS Budget FY 2010-11

Account Description	Used for	5 courses of 16 and 1 of 15 = 95 participants		
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Total	\$159,733.00	

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

1A.34. 2010 - 2011General Appropriations - Final Budget 3560, Part IB

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

ARTICLE 25; TEACHER TRAINING PROGRAMS IN MATHEMATICS, SCIENCE AND COMPUTER EDUCATION; 43-500.

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

- Yes
- No

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.) (MAX 3500 characters)

The long-term goal of the Science P.L.U.S. Institute at Roper Mountain Science Center (RMSC) is to improve student academic achievement by providing professional development opportunities for SC public school educators teaching science in grades 3 through 8. To achieve this goal, each year the Institute:

---helps the state close the achievement gap by a) placing 100% of applicants from impaired districts and b) selecting 45% or more of total participants from Title I schools.

---ensures this program serves the entire state, with selection from all districts with applicants.

-- supplies teachers with the science materials and equipment necessary to duplicate lessons learned at the Institute in their classrooms.

---increases teachers' mastery of content and encourages their focus on instruction and subject understanding, versus just memorizing facts.

---manages EIA funds so that attending teachers and their students and schools receive the maximum benefit, with less than 42% being used for personnel costs.

---provides challenging instructional activities and practical ideas for teachers to use in their classrooms.

---renews teachers' enthusiasm and builds confidence in teaching science and using technology.

---emphasizes the use of technology in all classes by providing lessons, activities, and the equipment for teachers to take back to their schools and classrooms.

---offers grade-specific classes aligned with the SC Science Academic Standards.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

The Science P.L.U.S. Institute achieved the goals from question 7 through the following program activities in the prior fiscal year 2009-10:

- Conducted 7 grade-specific and SC science standard-based courses for teachers in grades 3-8. Courses included: Physical Science for grades 3, 4, and 7, Life Science for grades 5 and 6, Human Body/Health for grade 7, and Earth Science for grade 8. (Science is identified as one of the state's Critical Need Subject Areas)
- Selected teachers from Title I schools to maintain participation at or above 45% of total participants.
- Selected all applicants from impaired districts.
- Selected teachers from every school district with applications.
- Selected teachers from schools considering number of prior participants from that school.
- Selected teachers from as many schools as possible and giving priority to schools that have never before been represented.
- Gave priority placement to teachers who have previously applied, but not attended. (Teachers who participated in a previous Institute may apply to attend a session they have not attended. If an opening occurs and there are no primary (first-time) applicants available to fill it, secondary applicants were considered.
- Placed teachers from the same school into different classes to maximize the benefit to schools and districts.
- Special consideration was given to teachers from the districts identified as Critical Need receiving an unsatisfactory rating on the District Report Card.
- Cut expenses in every possible area to make it possible to provide \$500 worth of science materials for the classrooms of 110 participating teachers. This was done by maximizing RMSC staff as instructors, decreasing assistant's hours, and seeking quantity discounts. (Summer 2010 distributed over \$88,000 worth of science materials to participating teachers.)
- The grade-specific courses were activity-intensive to give teachers necessary content as well as practical lessons and ideas. Teachers received lesson plans for the activities they completed in class along with the equipment and materials necessary to duplicate those activities.
- The inquiry-based courses with 15 or 16 teachers per class, gave teachers time to make the displays used in lessons, and incorporated enough course content to give participants a confident background in the subject. These elements built confidence and enthusiasm for teaching a difficult subject.
- Instructors correlated all courses to SC Science Academic Standards.
- All classes offer a balance of lecture, technology, hands-on activities, and teacher-created displays.
- Teachers were active learners, unlike lecture-based programs where they are merely passive listeners.
- Assigned as many RMSC staff as possible as instructors to save on personnel costs. (Limited to 3 positions for summer 2010.) Their time is contributed by RMSC and Greenville County Schools.
- Recruited teacher participants for the Science P.L.U.S. Institute by:
 - 1) Mailed posters and brochures to all SC public elementary and middle schools,
 - 2) E-mailed all school districts to post information on their web sites,
 - 3) E-mailed local newspapers across the state,
 - 4) Made the application, course outlines, and additional information available on-line through the Roper Mountain Science Center website,
 - 5) Recorded an interview on ETV radio's 'Speaking of Schools' with Doug Keel,
 - 6) Contacted Department of Education about posting Science P.L.U.S. Institute info on their web site,

- 7) Contacted school districts with low representation in history of PLUS,
- 8) Contacted school districts with NO applications received month prior to deadline, and
- 9) Mailed all prior year's participants and applicants brochures and encouraging them to pass on the information to other teachers.

>>> Changes in processes or activities planned for 2010-11 are:

- One less clerical staff position
- Offer only 6 courses (vs 7) for the 2011 Institute.
- Teacher attendance will be reduced to 95
- Supplies for participant's classrooms have been decreased from \$500 to \$400 per teacher
- General assistant hours will be reduced further
- Promotion will be downgraded by mailing fewer posters and brochures and not working a vendor booth at the South Carolina Science Council Conference

The 2010-2011 FY will have few other changes in processes from the previous year's program activities. As in past years:

- The Institute will provide housing at a local hotel for teachers who live at least an hour's drive from RMSC and have no other housing options. This encourages teachers to attend who would not be able to participate if housing were not provided. (Housing goal is 50% of participants.)
- Instructors will encourage participants to share lessons, activities, and science materials with their co-workers, district teachers, and after school programs.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

The direct products and outputs delivered by the 2010 Science P.L.U.S. Institute at Roper Mountain Science Center (RMSC) were:

- 111 teachers initially selected (plus 7 alternates) representing 66 of the 66 school districts that had applicants. At least one from each district was selected.
- 110 final participants from 58 of 87 total school districts (counting charter schools & special schools each as 1 district). (To date, all 87 school districts have been represented at some time since the Institute began in 1993.)
- 3,300 teacher contact hours (30 instructional hours X 110 teachers)
- 3,300 (estimated) students impacted by THIS summer's Science P.L.U.S. Institute participants (based on average 25 students per class and 45 middle school teachers with multiple classes and 120 elementary lab and/or classroom teachers.)
- 57 teachers were SELECTED out of a total of 107 Title I applicants (53% of all Title I teacher applicants were selected. Some of these Title I teachers had attended previously so were considered after 1st time applicants.)
- 47 teachers ATTENDED from Title I Schools out of a total of 110 participants. (43% of all participating teachers came from Title I schools)
- 100% of applicants from SC impaired school districts were selected initially
- 3 final participants from two different impaired districts (Allendale and Barnwell 19) and 2 different schools (Fairfax Elementary and Macedonia Elementary)
- 59 teachers were provided housing using grant funds. They lived over an hour's drive from RMSC and had no other housing options. (54% of all participants received housing. Some shared the cost, in order to have a private room.)
- 95 different schools represented - 16 of them for the first time. (888 South Carolina schools have participated at least once since 1993.)
- \$800 worth of science equipment and materials given to each participant to teach the hands-on lessons/activities learned at the Institute. Teachers return to their classroom with the materials needed to duplicate Science P.L.U.S. hands-on activities. (The amount spent on materials in 2010 increased just prior to the teachers' arrival due to Greenville County Schools holding 20% of the grant because of unknown state reductions.)
- Since 1993, \$1,944,500 worth of science materials have been distributed to SC public school teachers across the state.
- 7 different grade-specific, inquiry-based, and SC science standard-based courses were delivered.
- 12 teachers out of 110 (11%) took the course for graduate credit through Furman University.
- 41 alternates replaced teachers who declined (37% replacement rate.) Many of these were due to loss or changed teaching position.
- 11 years average teaching experience. Participants' teaching experience ranged from 1-35 years.
- 88 participants came in 2010 for the first time. (80% of all participants)
- 14 instructional positions; 4 RMSC staff paid by Greenville County School District, 10 Upstate educators paid by this grant.
- 2 year-round administrative staff and 4 logistics staff (summer only) paid by this grant.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

2009 End of Course Evaluation.doc

What are the outcomes or results of this program? (Program outcomes 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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

The participants in the 2010 Institute received more in science equipment and materials than recent years due to last minute release of grant funds by Greenville County Schools. Because it was unknown what the final state reductions would be concerning the EIA grant, Greenville County Schools held 20% of the original grant award. Given that, the Institute had to plan on fewer funds being available which resulted in a reduced number of classes. Two weeks prior to classes beginning the 20% (\$42,000) was released to the Institute. Bids (and vendor supply available) for last minute equipment was gathered and mass purchasing was made.

--- Based on an evaluation taken at the end of each course:

----- What difference will the materials make in your classroom?

Rosalynne Watford, Clarendon 3, wrote: (The materials will make) a huge difference. I now have my own microscope and this one thing will help with many standards by itself.

H. Chris Delk from Barnwell 45 said: The materials we received will: 1. enhance my teaching; 2. cause those students that are harder to reach become more interested; 3. they will help me increase PASS scores!

A teacher that attended the Physical Science Grade 4 class said: Before there were many times I could only give a textbook explanation, now I can use manipulatives to give more conceptual answers which will help (the students) own it.

Linda Brown, Kershaw, stated: I had very little hands-on materials or models in my classroom. These materials will allow students to see things in 3-D and practice/act out activities.

Garrison Hall from Spartanburg 6 said: I can now ?rock? my students? world. (He participated in Earth Science Grade 8)

Kristi Schurz, Cherokee, wrote: I am so excited about the coming school year! I will now have materials /supplies for creative hands-on activities.

----- Teachers responded confidently to how the Institute related the activities to the SC Science Academic Standards for their grade:

Dawn Stuckey from Hampton 1 said: The activities will allow me to SHOW rather than TELL students what they need to know.

J. Floyd-Colburn from Florence 3 wrote: The activities went with the standards and actually helped me understand them better.

Arlene M. Enos, Greenville, wrote: Each activity perfectly matched SC science standards with extensions and explanations.

Alicia Lyles from Lexington 2 stated: The activities also encouraged extensions and depth to science concepts.

Beth DeGeorge from Greenville: The activities are definitely relevant to our standards as they followed them exactly.

--- Based on survey taken 8-9 months after attending Science PLUS:

97.5% of responding teachers replied positively to the question:

As a result of this program, did you learn new strategies, lessons, and/or activities that will help you become a more EFFECTIVE TEACHER?

This is a general comment made by Kevin Gilstrap from Pickens County Schools:

-- "Science PLUS ranks above and beyond any course or professional development I have EVER taken!! The material that is presented is grade specific and correlated directly to the standards. Not only do you learn what to teach, but HOW to teach, in a cooperative inquiry based, hands-on learning environment. The instructors were fabulous and have been a continuous help even throughout the school year as questions arise! I am very pleased with what I have learned, how it has impacted my teaching, and most of all my students learning and LOVE for science! I would be devastated if anything happened to take away this program!"

Virginia Buchanan from Aiken teaches 5th grade and said that she has become more of a FACILITATOR which brings out more thinking skills in the students. This has improved the "whole student".

-- Melissa Burrell, Pickens said "I learned more in 5 days about teaching science than I ever learned in my science methods courses in college. So many neat demonstrations were finally explained."

--Elizabeth Woods from Greenville stated, "I now try to incorporate inquiry based learning in math and science on a daily basis. Through Science PLUS I feel more confident in my ability to teach using the inquiry based approach!"

95% of the responding teachers stated that the materials and supplies provided by the Science P. L.U.S. Institute made a POSITIVE IMPACT ON INSTRUCTION.

-- Kevin Gilstrap from Pickens School District said, "The materials I received have been instrumental in being able to meet the needs of students with all learning styles and ability levels. They fit great with my hands-on visual teaching style."

95% of responding teachers said they have seen POSITIVE CHANGES IN STUDENT'S GRADES, TEST SCORES, AND/OR PACT.

-- Karen Thompson from Richland 1 teaches Special Ed, said Science PLUS made a difference in how she presented science to her students and in-turn PACT scores went "way up" compared to year prior. She gained confidence and learned to love science.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

An after-course evaluation was conducted per class. The response was overwhelmingly positive.

--- DID THIS CLASS INCREASE YOUR CONTENT KNOWLEDGE IN THE AREA STUDIED? 96% = YES

Beth DeGeorge from Greenville said: It increased my knowledge beyond what I need to teach my students. Therefore, I am more comfortable and am able to explain concepts.

--- AS A RESULT OF THIS WEEK'S STUDIES ARE YOU MORE CONFIDENT IN YOUR ABILITY TO TEACH SCIENCE? 97% = YES

Dawn Stuckey from Hampton 1 wrote: Now I know what I am talking about, not repeating what the text says. More me and less textbook! --- This workshop opened my eyes to what I should be doing with my students but was not. The materials provided will alleviate the financial burden of trying to make my teaching more interactive.

--- ARE YOU WILLING TO SHARE THE ACTIVITIES, LESSONS, AND MATERIALS YOU RECEIVED WITH OTHER TEACHERS IN YOUR SCHOOL OR DISTRICT? 100% = YES

-- Debra Horton, a teacher from Sumter 17 school district, documented that she ?will also share a lot of this with the community through our Family Science Night.?

-- A teacher that participated in the Science PLUS Physical Science Grade 4 class said: I'm ready to teach now and confident enough to help other teachers.

--- AS A RESULT OF YOUR EXPERIENCES THIS WEEK, WILL YOU DEVELOP STRATEGIES THAT HELP YOU BE A MORE EFFECTIVE TEACHER? 100% = YES

Danita Powell from Allendale said: This really and truly will make me a better educator! The lessons will now be more interactive and fun!

--- WOULD YOU RECOMMEND THIS PROGRAM TO YOUR PEERS? 100% = YES

--Jane Perry from Richland 2 wrote: I will recommend Roper Mountain at our district in-services and to all of the Science teachers in the district!

THE RECOMMENDATIONS MADE BY THE TEACHERS ? were few. We had a few requests that the course offer 3 non-degree graduate credit hours verses 2 hours. This is not possible within the week of class time.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)**Over the past three fiscal years, all programs, agencies and organizations funded with EIA revenues experienced significant reductions in funding.****How have the administration and service delivery of your organization or program been impacted by these reductions. Please describe the impact to students, teachers or schools by addressing the following: (MAX: 7500 characters)**

- a. Have fewer students/teachers/schools been served?
- b. Has quality of services provided been impacted?
- c. Has the cost per student/teacher/school increased or decreased?

d. Has student academic performance been impacted?

The delivery of the courses will not be compromised. We will continue to offer quality instruction given by highly qualified and dedicated instructors. However, the program will be affected:

---Fewer teacher participants result in fewer students and schools impacted.

---Fewer science materials provided to duplicate the Science PLUS lessons learned impact the quality of the program and give fewer opportunities for students to experience hands-on science lessons.

PROGRAMMATIC REDUCTIONS INCLUDE:

1. Reduced number of teachers served from
 - a. 208 teacher participants in 2007 and 2008
 - b. 165 teachers in 2009
 - c. 110 teachers in 2010
 - d. Projected 95 teachers in summer 2011 --- This is a 45% reduction in teachers served
2. Offered fewer classes:
 - a. 13 different courses with 16 teachers each in summers 2007 and 2008
 - b. 11 different courses with 15 teachers in summer 2009
 - c. 7 different courses of 16 and 15 teachers in summer 2010
 - d. Projecting 6 different courses of 16 teachers (1 class of 15) in summer 2011
3. Replaced class notebooks and folders for lessons and activities with flash drives (this saves on copy and paper costs)
5. Continued the 30-hour instructional schedule to be 1/2 days on Monday and Friday and long days on Tuesday through Thursday. This reduced lodging by one night and catering by one lunch resulting in an estimated savings of \$3,500

ADMINISTRATIVE REDUCTIONS INCLUDE:

1. Provided all registration forms and paperwork on-line, reducing paper and copy costs (not all SC teachers have high-speed internet resulting in delay of materials and application process)
2. E-mailed school districts promotional information, reducing paper, copy, and postage costs
3. E-mailed local newspapers across the state promotional information, reducing paper, copy, and postage costs
4. Cancelled attendance at the South Carolina Science Council Convention. Eliminated booth fee, hotel, travel, and meal costs

Given the ongoing national recession and its impact on state revenue collections, 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 2010-11? (MAX: 5000 characters)

The program coordinator (the only FT, yearly staff) has started limited fund raising efforts by organizing a scholarship fund honoring the past Science PLUS coordinator. This scholarship received \$1025 in FY 2009-2010 which supplemented meals and supplies. So far for FY 2010-11, the scholarship has collected \$1000.

---- A full-time staff reduction was made this year resulting in one coordinator position only, eliminating the .8 clerical staff. This creates additional after-hours work (without pay) for the coordinator.

Other reductions or offsets include:

1. No COLA increase for instructional, logistic, or yearly staff
2. Science P.L.U.S. will offer only 6 (versus 7) courses depending on grant appropriation
3. Teacher attendance will be reduced to 95 vs. 110
4. Science supplies and materials for participant's classrooms will be decreased per teacher. (The costs of the Science PLUS Institute have increased while the appropriation has been reduced. This will result in fewer SC schools benefiting from the science materials and

ultimately the students will be affected. [see comments])

5. Summer general assistant (logistic staff) hours will be reduced (this position is part-time temporary when PLUS classes are in session)

6. Will not attend the South Carolina Science Council Conference

7. Housing for out of town teachers will be adjusted according to reduction amounts. It is feared this will limit the number of teacher participants driving a long distance. (Housing goal has been 50% of all participants in past years.)

8. Class size may be reduced further (this reduced the ability to reach SC students and schools.)

9. Greenville County School District will most likely hold 20% of total funds (as in FY 2009-2010) to offset any mid-year reductions. This will limit spending entire grant by end of FY. Because the funds are held until final appropriations are approved, the total grant funds are not able to be spent completely by the time the program begins. This also results in fewer materials purchased by program start date.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2011-12 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? 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 organization or program in meeting its objectives? (MAX: 5000 characters)

The main objectives of this program would remain the same:

The Science P.L.U.S. Institute at RMSC will improve student academic achievement by providing professional development opportunities for SC public school educators teaching science in grades 3 through 8. To achieve this objective, each year the Institute:

---Helps the state close the achievement gap by a) placing 100% of applicants from impaired districts and b) selecting 45% or more of total participants from Title I schools.

---Ensures this program serves the entire state, with selection from all districts with applicants.

--- Provides hotel to teachers driving over 1 hour and no other housing options.

--- Provides lunch enable teachers maximizing class time.

--- Supplies teachers with the science materials necessary to duplicate lessons learned at the Institute in their classrooms.

---Provides challenging instructional activities and practical ideas for teachers to use in their classrooms.

---Renews teachers' enthusiasm and builds confidence in teaching science.

---Emphasizes the use of technology in all classes.

---Offers grade-specific classes aligned with the SC Science Academic Standards.

---Increases teachers' mastery of content and encourages their focus on instruction and subject understanding, versus just memorizing facts.

---Manages EIA funds so that attending teachers and their students receive the maximum benefit, with no more than 45% being used for personnel costs. (Affecting personnel costs - annual COLA for Institute staff.)

SOME WAYS TO CONTINUE TO MAINTAIN THESE OBJECTIVES:

1. No COLA increase for instructional, logistic, or yearly staff for 2 consecutive years

2. Science P.L.U.S. will offer only 6 courses (versus 11)

3. Teacher attendance will be reduced to either 96 or 90 depending on grant appropriation

4. Supplies for participant's classrooms may be decreased further to \$335 per teacher

5. General assistant hours will be reduced (this results in instructional and yearly staff working beyond their compensation)

6. Will not attend the South Carolina Science Council Conference

7. Housing for out of town teachers will be adjusted according to reduction amounts. It is feared this will limit the number of teachers driving a long distance. (Housing goal has been 50% of all participants in past years.)

8. Class size could be reduced further

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).
This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

Physical Science Activities for Grade 3

2010 Science P.L.U.S. Institute
Roper Mountain Science Center
Greenville, South Carolina

Instructors: Latongia Pepper and Mary Mueller

30 contact hours—12:30-4:30 Monday; 8:00-4:30 Tuesday through Thursday; 8:30-12:00 Friday

2 hours graduate credit available through Furman University

Dates: June 14-18, 2010

Academic Course Description:

Hands-on, inquiry-based activities emphasizing science process skills will provide the vehicles for studying concepts that correlate to the South Carolina Science Academic Standards for 3rd grade physical science. Science process skills are taught throughout the course using activities in force and motion, gravity, vibrations, and sound. Participants receive a significant quantity of science materials for performing the activities in their classrooms.

Course Objectives

The course participant will:

- Investigate strategies for integrating the hands-on, inquiry-based approach of science instruction into the elementary classroom.
- Deepen his/her understanding of physical science concepts and their applications to our world.
- Perform activities that demonstrate and teach position of objects relative to a reference point and a distance scale of measurement.
- Study the motion of common objects through activities that demonstrate push-pull, force, speed, and direction.
- Explore the relationship between motion and gravity through grade-appropriate activities.
- Demonstrate understanding of sound through class activities, projects, and demonstrations.
- Understand the properties of vibrations and how they can be transferred from one material to another.
- Explore activities that demonstrate the properties of pitch and volume.
- Demonstrate the correct use of grade-appropriate tools and devices in conducting scientific investigations.
- Develop a physical science unit correlated with the appropriate South Carolina Science Academic Standards that will utilize the activities, materials, displays, and projects obtained through the Science P.L.U.S. Institute.

Attendance Policy and Assignments

The Science P.L.U.S. Institute is an intensive, week-long, hands-on class for South Carolina science teachers. Each of the six different course offerings for the summer of 2010 is based on the appropriate South Carolina Science Academic Standards for a specific school grade, ranging from three through eight. Participants are expected to attend all class sessions, participate fully in class activities, and complete all assignments or assessments. Emergency exceptions will be handled on an individual basis.

Grading Scale:

93-100	A
85-92	B
77-84	C
70-76	D
69 or below	F

List Requirements to Determine Grade:

- Active Class Participation—25%
- Share-a-Thon Written Activity—25%
- Share-a-Thon Presentation/Demo—25%
- Final Exam—25%

Outline of Course Content (*Inquiry standards for third grade are incorporated into each day's activities.*)

Topic	Activity	Correlation to South Carolina Science Academic Standards
Changes in Matter	<ul style="list-style-type: none"> ▪ Dry Ice/Liquid Nitrogen Explorations ▪ <i>GEMS: Matter</i> ▪ <i>GEMS: Liquid Explorations</i> 	<p>3-4.1 Classify different forms of matter (including solids, liquids, and gases) according to their observable and measurable properties.</p> <p>3-4.2 Explain how water and other substances change from one state to another (including melting, freezing, condensing, boiling, and evaporating).</p>
Sources of Heat	<ul style="list-style-type: none"> ▪ Construct Piezo Poppers ▪ Homemade Fire Extinguisher ▪ Screeching Rockets ▪ <i>GEMS: Involving Dissolving</i> 	<p>3-4.3 Explain how heat moves easily from one object to another through direct contact in some materials (called conductors) and not so easily through other materials (called insulators).</p> <p>3-4.4 Identify sources of heat and exemplify ways that heat can be produced (including rubbing, burning, and using electricity).</p>
Position and Motion	<ul style="list-style-type: none"> ▪ Rubber Band Cars ▪ Marshmallow Catapults 	<p>3-5.1 Identify the position of an object relative to a reference point by using position terms such as “above,” “below,” “inside of,” “underneath,” or “on top of” and a distance scale or measurement.</p> <p>3-5.2 Compare the motion of common objects in terms of speed and direction.</p> <p>3-5.3 Explain how the motion of an object is affected by the strength of a push or pull and the mass of the object.</p> <p>3-5.4 Explain the relationship between the motion of an object and the pull of gravity.</p>
Vibrations & Sound	<ul style="list-style-type: none"> ▪ Sound Pictures ▪ Thumb Pianos ▪ Chicken Cluckers 	<p>3-5.5 Recall that vibrating objects produce sound and that vibrations can be transferred from one material to another.</p> <p>3-5.6 Compare the pitch and volume of different sounds.</p> <p>3-5.7 Recognize ways to change the volume of sounds.</p> <p>3-5.8 Explain how the vibration of an object affects pitch.</p>
Share-a-Thon Final Assessment	<ul style="list-style-type: none"> ▪ <i>GEMS: Bubble Festival</i> ▪ Review all standards presented during the week 	

Physical Science Activities for Grade 4

2010 Science P.L.U.S. Institute

Roper Mountain Science Center

Greenville, South Carolina

Instructors: Garrison Hall, NBCT, and Rex Smith

30 contact hours—12:30-4:30 Monday; 8:00-4:30 Tuesday through Thursday; 8:30-12:00 Friday

2 hours non-degree graduate credit available through Furman University

Dates: June 14-18, 2010

Academic Course Description

Hands-on, inquiry-based activities emphasizing science process skills will provide the vehicles for studying concepts that correlate to the fourth grade South Carolina Science Academic Standards for physical science and inquiry. Course topics will provide additional content to help develop a secure knowledge base for elementary physical science teachers. Physical science topics for exploration include light, color, magnetism, and electricity. Inquiry skills are emphasized through a model rocket unit, the GEMS Bubble Festival, and GEMS Mystery Festival activities. Participants receive a significant quantity of science materials for performing the activities in their classrooms.

Course Objectives

The course participant will:

- Investigate strategies for integrating the hands-on, inquiry-based approach of science instruction into the elementary classroom.
- Use computer software and probes to measure and graph temperature.
- Deepen his/her understanding of physical science concepts and their applications to our world.
- Demonstrate understanding of light as a form of energy through class activities, projects, and demonstrations.
- Understand the properties of electricity as a form of energy and how it can be transformed into other types of energy.
- Build circuit boards to illustrate series and parallel circuits.
- Explain the properties of magnets and electromagnets through small-group activities and demonstrations.
- Demonstrate the correct use of grade-appropriate tools and devices in conducting scientific investigations.
- Build and launch a model rocket as an inquiry project.
- Develop a physical science unit correlated with the appropriate South Carolina Science Academic Standards that will utilize the activities, materials, displays, and projects obtained through the Science P.L.U.S. Institute.

Attendance Policy and Assignments

The Science P.L.U.S. Institute is an intensive, week-long, hands-on class for South Carolina science teachers. Each of the twelve different course offerings for the summer of 2008 is based on the appropriate South Carolina Science Academic Standards for a specific school grade or grades, ranging from one through eight. Participants are expected to attend all class sessions, participate fully in class activities, and complete all assignments or assessments. Emergency exceptions will be handled on an individual basis.

Outline of Course Content

	Topics	Activities or Assignments	Correlations to South Carolina Science Academic Standards
Day 1	Matter The Atom Process Skills: Measuring/graphing Temperature	<ul style="list-style-type: none"> Building a Model of the Atom; Periodic Table Demonstrations Involving Liquid Nitrogen and Dry Ice Assorted Activities <p>Vernier Technology: Investigating Temperature</p>	4-5.1 Summarize the basic properties of light (including brightness and colors). 4-1.4 Distinguish among observations, predictions, and inferences. 4-1.5 Recognize the correct placement of variables on a line graph. 4-1.6 Construct and interpret diagrams, tables, and graphs made from recorded measurements and observations.
Day 2	Optical Tools Light Color Process Skill Assessment	<ul style="list-style-type: none"> What is Light? Properties of Light The Eye; Activities with Color <p>GEMS Unit: Color Analyzers Teaching Unit: Learning and Assessing Science Process Skills</p>	4-5.3 Summarize how light travels and explain what happens when it strikes an object (including reflection, refraction, and absorption). 4-5.2 Illustrate the fact that light, as a form of energy, is made up of many different colors. 4-5.4 Compare how light behaves when it strikes transparent, translucent, and opaque materials. 4-1.6 Construct and interpret diagrams, tables, and graphs made from recorded measurements and observations.
Day 3	Magnetism Static Electricity Current Electricity	<ul style="list-style-type: none"> Magnet Fun Lines of Force; Magnetic Fields and Strength Static Electricity Activities: Balloon Head, Ecstatic Static Fun Building Circuits-Series and Parallel <p>TOPS Learning System Guides: Magnetism Electricity</p>	4-5.5 Explain how electricity, as a form of energy, can be transformed into other forms of energy (including light, heat, and sound). 4-5.6 Summarize the functions of the components of complete circuits (including wire, switch, battery, and light bulb). 4-5.7 Illustrate the path of electric current in series and parallel circuits. 4-5.8 Classify materials as either conductors or insulators of electricity. 4-5.9. Summarize the properties of magnets and electromagnets (including polarity, attraction/repulsion, and strength). 4-5.10 Summarize the factors that affect the strength of an electromagnet.
Day 4	Building Inquiry Skills	<ul style="list-style-type: none"> Build and Launch a Model Rocket Crime Solving <p>GEMS Unit: Mystery Festival</p>	4-1.1 Classify observations as either quantitative or qualitative. 4-1.2 Use appropriate instruments and tools (including a compass, an anemometer, mirrors, and a prism) safely and accurately when conducting simple investigations.
Day 5	Inquiry Activities: Surface Tension; Bubble Forces Activity Sharing Final Assessment	<ul style="list-style-type: none"> Bubble Activities and Inquiry Each Participant Shares a Physical Science Activity Review and Final Assessment <p>GEMS Unit: Bubble Festival</p>	4-1.3 Summarize the characteristics of a simple scientific investigation that represent a fair test (including a question that identifies the problem, a prediction that indicates a possible outcome, a process that tests one manipulated variable at a time, and results that are communicated and explained).

List Requirements to Determine Grade:

- Active Class Participation—25%
- Share-a-Thon Written Activity—25%
- Share-a-Thon Presentation/Demo—25%
- Final Exam—25%

Grading Scale:

93-100	A
85-92	B
77-84	C
70-76	D
69 or below	F

Life Science Activities for Grade 5

**2010 Science P.L.U.S. Institute
Roper Mountain Science Center
Greenville, South Carolina**

Instructors: Peter DeBoer and Tim Taylor

30 contact hours—12:30-4:30 Monday, 8:00-4:30 Tuesday through Thursday; 8:30-12:00 Friday**

2 hours non-degree graduate credit available through Furman University

Dates: June 14-18, 2010

***Schedule may vary slightly on field study day*

Academic Course Description

Hands-on, inquiry-based activities emphasizing science process skills will provide the vehicle for studying concepts that correlate to the South Carolina Science Academic Standards for 5th grade life science. Course topics are designed to enhance the elementary teacher's life science knowledge base and provide appropriate lessons for the 5th grade science classroom. Activities are aimed at developing awareness in students of the basic processes of plant and animal life and how organisms change and interact with their environment. Field studies extend the classroom into the South Carolina foothills and mountain habitats. Participants receive a significant quantity of science materials for performing the activities in their classrooms.

Attendance Policy and Assignments

The Science P.L.U.S. Institute is an intensive, weeklong, hands-on class for South Carolina science teachers. Each of the six different course offerings for the summer of 2010 is based on the appropriate South Carolina Science Academic Standards for a specific school grade, ranging from three through eight. Participants are expected to attend all class sessions, participate fully in class activities, and complete all assignments or assessments. Emergency exceptions will be handled on an individual basis.

Evaluation Procedures and Standards

Grading Scale	
93-100	A
85-92	B
77-84	C
70-76	D
69 or below	F

List Requirements to Determine Grade

1. Active class participation --- 25%
2. Completion of Field Study Journal --- 25%
3. Assigned lab reports, displays, and collections --- 25%
4. End-of-session exam --- 25%

Course Objectives

The course participant will:

1. Understand the two-fold nature of science; that as a product (content) and as a process (inquiry). And understand the implications this has on the teaching of science as a subject.
2. Explain, by observations of a goldenrod gall, photomicrographs, and live video clips, the following plant/animal concepts: microhabitat, symbiosis, and niche.
3. Collect 10 leaf samples and classify 5 leaf samples, using a dichotomous key. (1-hour nature walk)
4. Identify, mount, label, and laminate 10 leaf samples into a class collection, using provided supplies.
5. Construct a collection apparatus, using a 2-liter bottle, screening, a jar, and other simple supplies to extract and collect soil arthropods.
6. Conduct an investigation, using the collection apparatus previously constructed and a stereo-microscope, comparing soil arthropod populations from 2 habitats, and produce a valid conclusion.
7. Prepare 12 specimen slides, using temporary mount technique and correctly operate a stereo-microscope to view diverse micro-structures. (1-hour lab session)
8. Predict and graph the leaf consumption of a silkworm, when given a Petri dish, fresh mulberry leaves, and a live silkworm specimen. Accurately state the results of this investigation. (4-hour observation session)
9. Create a classroom display comparing moths to butterflies, when given native moth and butterfly specimens, display supplies, and resource materials, resulting in a correctly colored, identified, labeled and mounted display.
10. Examine 10 marine specimens contained in a “beach bucket”, describing their connections to the abiotic components of the ecosystem.
11. Dissect an owl pellet and accurately identify the prey animals inside by making bone, skull, and teeth comparisons using a hand lens, ruler, and provided resource sheet.
12. Analyze ring patterns of 10 pine tree cross sections to formulate 6 inquiry questions about tree growth and postulate the corresponding answers.
13. Conduct a 1-meter-square plot survey of a schoolyard habitat, when given testing equipment and data sheets to list/measure the biotic and abiotic factors.
14. Conduct a 1-meter-square plot survey of a rock outcrop habitat, when given testing equipment and data sheets to list/measure the biotic and abiotic characteristics.
15. Analyze the experience of a summer hike along a forested mountain stream, by writing a journal reflection on the components, interrelationships, and fragile nature of an ecosystem. (Field Studies)
16. Conduct a bio-assessment of a mountain stream using a kick net, sorting tray, and identification key, to determine the health of a watershed and draw conclusions based on the sampling results. (Field Studies)
17. Plan and conduct an investigation using an appropriate live classroom animal, following the basic steps of the scientific method. (Small group activity)
18. Construct a terrestrial habitat for an amphibian (supplies and live fire-bellied toad provided), providing for its basic needs of food water, shelter, and space.
19. Construct an aquatic habitat for a crayfish (supplies and live crayfish provided), providing for its basic needs of food water, shelter, and space.
20. Identify the plant species in a bog garden (provided), and compare/contrast the multiple strategies that carnivorous plants have developed to capture and digest insect prey.
21. Construct a woodland terrarium ecosystem (10-gallon aquarium, soil, gravel, plants and other natural materials provided) and explain 3 cycles that are functioning inside.
22. Using a live marine snail, investigate its behavior and role in the environment.

Correlation of Course Outline to South Carolina Science Academic Standards Grade 5

	Topics	Activities	Correlation to South Carolina Science Academic Standards
Day One	The Nature of Science <i>(Objective #1)</i>	Lecture/Discussion	<p>5-1 The student will demonstrate an understanding of scientific inquiry, including the foundations of technological design and the processes, skills, and mathematical thinking necessary to conduct a controlled scientific investigation. (Scientific Inquiry)</p> <p>5-2 The student will demonstrate an understanding of relationships among biotic and abiotic factors within terrestrial and aquatic ecosystems. (Life Science)</p> <p>5-1.8 Use appropriate safety procedures when conducting investigations. <i>(Emphasized in all activities throughout the week)</i></p>
	Plant/Animal Relationships Symbiosis, Niche/Roles <i>(Objective #2)</i>	Observations of Plant Galls	5-2.4 Identify the roles of organisms as they interact and depend on one another through food chains and food webs in an ecosystem, considering producers and consumers (herbivores, carnivores, and omnivores), decomposers (microorganisms, termites, worms, and fungi), predators and prey, and parasites and hosts.
	Microscopy Micro-organisms <i>(Objective #7)</i>	Exploring “Inner Space” Slide Preparation Viewing specimens	<p>5-1.4 Use appropriate tools and instruments (including a timing device and a 10x magnifier) safely and accurately when conducting a controlled scientific investigation.</p> <p>5-2.1 Recall the cell as the smallest unit of life and identify its major structures (including cell membrane, cytoplasm, nucleus, and vacuole.)</p> <p>5-2.5 Explain how limiting factors (including food, water, space, and shelter) affect populations in (micro) ecosystems.</p>
	Practicing Process Skills	The Discovery Box “Make & Take”	5-1.1 Identifying questions suitable for generating a hypothesis.
Day Two	Soil Ecosystems Decomposers Food Chains Limiting Factors <i>(Objective #5 & 6)</i>	Soil Arthropod Investigation	<p>5-1.2 Identifying independent (manipulated), dependent (responding), and controlled variable in an experiment.</p> <p>5-1.6 Evaluate results of an investigation to formulate a valid conclusion based on evidence and communicate the findings of the evaluation in oral or written form.</p> <p>5-1.7 Use a simple technological design process to develop a solution or a product, communicating the design by using description, models, and drawings.</p> <p>5-2.4 Identify the roles of organisms as they interact and depend on one another through food chains and food webs in an ecosystem, considering producers and consumers (herbivores, carnivores, and omnivores), decomposers (microorganisms, termites, worms, and fungi), predators and prey, and parasites and hosts.</p> <p>5-2.5 Explain how limiting factors (including food, water, space and shelter) affect populations on ecosystems.</p>
	Plant Diversity Dichotomous Key <i>(Objectives #3 & 4)</i>	Collecting, Identifying, and Preserving Common Leaves	<p>5-1.4 Use appropriate tools and instruments (including a timing device and a 10X magnifier) safely and accurately when conducting a controlled scientific investigation.</p> <p>5-2.3 Compare the characteristics of different ecosystems (including estuaries/salt marshes, oceans, lakes and ponds, forests, and grasslands).</p>
	Entomology <i>(Objective #9)</i>	Create a “Moth vs. Butterfly” Classroom Display	5-2.5 Explain how limiting factors (including food, water, space, and shelter) affect populations in ecosystems.
	Marine Ecosystems <i>(Objective #10)</i>	Beach Bucket Activity	<p>5-2.2 Summarize the composition of an ecosystem, considering both biotic factors (including populations to the level of microorganisms and communities) and abiotic factors.</p> <p>5-2.3 Compare the characteristics of different ecosystems (including estuaries/salt marshes, oceans, lakes and ponds, forests, and grasslands).</p> <p>5-2.4 Identify the roles of organisms as they interact and depend on one another through food chains and food webs in an ecosystem, considering producers and consumers (herbivores, carnivores, and omnivores), decomposers (microorganisms, termites, worms, and fungi), predators and prey, and parasites and hosts.</p>
	Limiting Factors In The Ecosystem <i>(Objective #12)</i>	Tree Ring Analysis	<p>5-1.1 Identify questions suitable for generating an hypothesis.</p> <p>5-2.5 Explain how limiting factors (including food, water, space, and shelter) affect populations in ecosystems.</p>
	Marine Snails <i>(Objective #22)</i>	Mud Snail Investigation	5-2.4 Identify the roles of organisms..... in marine environments.
	Predator/Prey, Energy Flow, Ecosystems, Carnivore, Herbivore <i>(Objective # 11)</i>	Owl Pellet Dissection Lab	5-2.4 Identify the roles of organisms as they interact and depend on one another through food chains and food webs in an ecosystem, considering producers and consumers (herbivores, carnivores, and omnivores), decomposers (microorganisms), termites, worms, and fungi), predators and prey, and parasites and hosts.

	Topics	Activities	Correlation to South Carolina Academic Standards
Day Three	Habitat Preservation DNR's Heritage Trust Program (Objective #15)	Exploring a Forest/Bog Preserve Creating a Reflective Journal	5-2.3 Compare the characteristics of different ecosystems (including estuaries/salt marshes, oceans, lakes and ponds, forests, and grasslands).
	Habitat Study Plot (Objective #14)	"One Small Square" activity on a granite outcrop	5-1.4 Use appropriate tools and instruments (including a timing device and a 10X magnifier) safely and accurately when conducting a controlled scientific investigation. 5-2.2 Summarize the composition of an ecosystem, considering both biotic factors (including populations to the level of microorganisms and communities) and abiotic factors.
	Aquatic Invertebrates as Environmental Indicators (Objective #16)	Sampling Mountain Watersheds (Reedy Cove Creek)	5-1.4 Use appropriate tools and instruments (including a timing device and a 10X magnifier) safely and accurately when conducting a controlled scientific investigation. 5-2.4 Identify the roles of organisms as they interact and depend on one another through food chains and food webs in an ecosystem, considering producers and consumers (herbivores, carnivores, and omnivores), decomposers (microorganisms, termites, worms, and fungi), predators and prey, and parasites and host.
Day Four (Field Studies)	Silkworm Ecology (Objective #8)	Mulberry Leaf Consumption Rates	5-1.5 Construct a line graph from recorded data with correct placement of independent (manipulated) and dependent (responding) variables. 5-2.4 Identify the roles of organisms as they interact and depend on one another through food chains and food webs in an ecosystem, considering producers and consumers (herbivores, carnivores, and omnivores), decomposers (microorganisms, termites, worms, and fungi), predators and prey, and parasites and host.
	Habitat/Ecosystem Study Plots (Objective #13)	Schoolyard Ecology Activity "One Small Square"	5-2.2 Summarize the composition of an ecosystem, considering both biotic factors (including populations to the level of microorganisms and communities) and abiotic factors.
	The Scientific Method (Objective #16)	Animal Investigations	5-1.3 Plan and conduct controlled scientific investigations, manipulating one variable at a time.
Day Five	Aquatic and Terrestrial Habitats (Objectives #17&18)	Create a Habitat/Home for two classroom animals	5-2.3 Compare the characteristics of different ecosystems (including estuaries/salt marshes, oceans, lakes and ponds, forest, and grasslands).
	Carnivorous Plants Bog Habitats (Objective #20)	Identify and Compare Carnivorous Plant Strategies	5-2.4. Identify the roles of organisms as they interact and depend on one another through food chains and food webs in an ecosystem, considering producers and consumers (herbivores, carnivores, and omnivores), decomposers (microorganisms, termites, worms, and fungi), predators and prey, and parasites and hosts. 5-2.3 Compare the characteristics of different ecosystems (including estuaries/salt marshes, oceans, lakes and ponds, forests, and grasslands).
	Cycles in the Ecosystem Biotic and Abiotic Factors	Constructing a Woodland Terrarium Ecosystem	5-2.4 Identify the roles of organisms as they interact and depend on one another through food chains and food webs in an ecosystem, considering producers and consumers (herbivores, carnivores, and omnivores). decomposers (microorganism, termites, worms, and fungi), predators and prey, and parasites and hosts. 5-2.3 Compare the characteristics of different ecosystems (including estuaries/salt marshes, oceans, lakes and ponds, forest, and grasslands).
FINAL ASSESSMENT			

Life Science Activities for Grade 6
2010 Science P.L.U.S. Institute
Roper Mountain Science Center
Greenville, South Carolina

Instructors: Dr. Larry Kowalski and Kathy Gilland-Paschal

**30 contact hours—12:30-4:30 Monday; 8:00-4:30 Tuesday through Thursday; 8:30-12:00
Friday**

2 hours graduate credit available through Furman University

Dates: June 21-25, 2010

Academic Course Description:

Hands-on, inquiry-based activities emphasizing science process skills will provide the vehicles for studying concepts that correlate to the South Carolina Science Academic Standards for 6th grade life science. Lessons and activities are aimed at developing an understanding of processes, structures, and responses of plant and animal life. Participants receive materials and supplies for performing the activities in their classrooms.

Course Goals/Objectives:

- To enhance environmental knowledge by comparing the roles and adaptive features of organisms in different ecosystems.
- To integrate the hands-on, inquiry-based approach of science instruction into the middle school classroom.
- To gain a working knowledge of the South Carolina Science Standards in the Inquiry and Life Science areas, grade 6.

Attendance Policy and Assignments:

The Science P.L.U.S. Institute is an intensive, week-long, hands-on class for South Carolina science teachers. Each of the six different course offerings for the summer of 2010 is based on the appropriate South Carolina Science Academic Standards for a specific school grade, ranging from three through eight. Participants are expected to attend all class sessions, participate fully in class activities, and complete all assignments or assessments. Emergency exceptions will be handled on an individual basis.

Evaluation Procedures and Standards:

GRADING SCALE:

90-100	A
80-89	B
70-79	C
60-69	D
59 OR BELOW	F

List Requirements to Determine Grade

1. Attendance at all sessions
2. Active class participation
3. Completion of all lab and activity written assignments
4. Daily assessments
5. End-of-session assessment

Outline of Course Content:

Topics	Activities or Assignments	Correlation to SC Science Standards
<p>Inquiry & Process Skills</p> <p>Taxonomy</p> <p>Microscopy</p> <p>Ecosystems</p>	<ul style="list-style-type: none"> • The Six Kingdoms • Major Taxonomic Groups • The Classification Scheme • Classification of Organisms • Classification of Some Familiar Organisms • Ecological Field Studies <ul style="list-style-type: none"> • Garden • Pond • Construction of Berlese Funnel 	<p>6-1.1 Use appropriate tools and instruments (including a spring scale, beam balance, barometer, and sling psychrometer) safely and accurately when conducting controlled scientific investigations.</p> <p>6-1.2 Differentiate between observation and inference during the analysis and interpretation of data.</p> <p>6-1.3 Classify organisms, objects, and materials according to their physical characteristics by using a dichotomous key.</p> <p>6-1.5 Use appropriate safety procedures when conducting investigations.</p> <p>6-2.2 Recognize the hierarchical structure of the classification (taxonomy) of organisms (including the seven major levels or categories of living things—namely, kingdom, phylum, class, order, family, genus, and species).</p>
<p>Ecosystems (Continued)</p> <p>Fungi</p> <p>Plant Structures, Processes, and Responses for Survival and Reproduction</p>	<ul style="list-style-type: none"> • Leaf Litter: Urban Schoolyard Investigation • Inquiry Goes Outdoors: What Can We Learn at the Pond? • Looking for Lichens • There’s a Fungus Among Us • The Failed Experiment • Yeasts: A Fungus Among Us • Ecological Field Studies <ul style="list-style-type: none"> • Garden • Pond • Farm Field Trip • Plant Growth & Anatomy • Monocots vs. Dicots • Comparing Germination • Cones and Needles • The Plant World • Plant Kingdom: Vascular vs. Nonvascular 	<p>6-1.1</p> <p>6-1.2</p> <p>6-1.3</p> <p>6-1.4 Use a technological design process to plan and produce a solution to a problem or a product (including identifying a problem, designing a solution or a product, implementing the design, and evaluating the solution or the product.</p> <p>6-1.5</p> <p>6-2.2</p> <p>6-2.3 Compare the characteristic structures of various groups of plants (including vascular or nonvascular, seed or spore-producing, flowering or cone bearing, and monocot or dicot).</p> <p>6-2.5 Summarize each process in the life cycle of flowering plants (including germination, plant development, fertilization, and seed production).</p> <p>6-2.9 Explain how disease-causing fungi can affect plants.</p>
<p>Ecosystems (Continued)</p> <p>Plant Structures, Processes, and Responses for Survival and Reproduction (Continued)</p>	<ul style="list-style-type: none"> • Leaf Litter: An Urban Schoolyard Investigation (Continued) • Wigglin’ Worms • Comparing Monocot and Dicot Flowers • Flower Models • Flower Anatomy • A Flower Study-Dissection • The Underdeveloped Seeds • What Do Bees Know? • Seed-producing Parts of a Flower • Temperature and Seed Germination • A Seed’s Urge to Emerge • Germination • Competition 	<p>6-1.1</p> <p>6-1.2</p> <p>6-1.3</p> <p>6-1.4</p> <p>6-1.5</p> <p>6-2.3</p> <p>6-2.4 Summarize the basic functions of the structures of a flowering plant for defense, survival, and reproduction.</p> <p>6-2.5</p> <p>6-2.6 Differentiate between the processes of sexual and asexual reproduction of flowering plants.</p>

<p>Ecosystems (Continued)</p> <p>Plant Structures, Processes, and Responses for Survival and Reproduction (Continued)</p> <p>Animal Structures, Processes, and Responses for Survival and Reproduction</p> <p>Guest Speaker</p>	<ul style="list-style-type: none"> • Wigglin' Worms (Continued) • Puzzled by Photosynthesis • Fruit Loop Photosynthesis • Oxygen and Plants • Stomata and Photosynthesis • Transpiration of Plants • Importance of Respiration in Living Tissue • Build a Humidity Chamber • Lighten Up • Tropisms-Four Door Foldable • Phototropism • Gravitropism • Hydrotropism • Thigmotropism • The Animal Kingdom: Vertebrates vs. Invertebrates • How About a Log for Lunch? • Highways for Birds • The Flight of the Monarch • Birds Bills • Feathered Friend's Feet • Can You Feel the Burn? • Tunnel Mania: Effect of Cold Temperature on Earthworm Activities • Blood That's Cold • Animal Defenses • It's All About Choice • Animal Survival • Behaving Like Animals <p style="text-align: center;">Dr. Patrick D. McMillan Director of the Museum of Natural Sciences, Clemson University Host ETV's Expeditions</p>	<p>6-1.1</p> <p>6-1.2</p> <p>6-1.3</p> <p>6-1.4</p> <p>6-1.5</p> <p>6-2.7 Summarize the processes required for plant survival (including photosynthesis, respiration, and transpiration).</p> <p>6-2.8 Explain how plants respond to external stimuli (including dormancy and the forms of tropism known as phototropism, gravitropism, hydrotropism, and thigmotropism).</p> <p>6-3.1 Compare the characteristic structures of invertebrate animals (including sponges, segmented worms, echinoderms, mollusks, and arthropods) and vertebrate animals (fish, amphibians, reptiles, birds, and mammals).</p> <p>6-3.2 Summarize the basic functions of the structures of animals that allow them to defend themselves, to move, and to obtain resources.</p> <p>6-3.3 Compare the response that a warm-blooded (endothermic) animal makes to a fluctuation in environmental temperature with the response that a cold-blooded (ectothermic) animal makes to such a fluctuation.</p> <p>6-3.4 Explain how environmental stimuli cause physical responses in animals (including shedding, blinking, shivering, sweating, panting, and food gathering).</p> <p>6-3.5 Illustrate animal behavioral responses (including hibernation, migration, defense, and courtship) to environmental stimuli.</p> <p>6-3.6 Summarize how the internal stimuli (including hunger, thirst, and sleep) of animals ensure their survival.</p> <p>6-3.7 Compare learned to inherited behaviors in animals.</p>
<p>Plant Structures, Processes, and Responses for Survival and Reproduction (Continued)</p> <p>Animal Structures, Processes, and Responses for Survival and Reproduction (Continued)</p> <p>Supplies and Equipment</p> <p>Final Assessment</p>	<ul style="list-style-type: none"> • Class Study: The Fish Kill Mystery • Completion of Activities • Assemble/Distribute Supplies and Equipment • Final Assessment 	<p>6-1.2</p> <p>6-1.4</p> <p>6-1.5</p>

Human Body Systems Activities for Grade 7

2010 Science P.L.U.S. Institute

Roper Mountain Science Center

Greenville, South Carolina

Instructors: Kathy Hutchins and Sarah McCraw

30 contact hours—12:30-4:30 Monday; 8:00-4:30 Tuesday through Thursday; 8:30-12:00 Friday

2 hours non-degree graduate credit available through Furman University

Dates: June 21-25, 2010

Academic Course Description

Teachers attending this course will gain a better understanding of the organization of the human body through the study of cells, tissues, organs, and body systems. Emphasis will be on participating in hands-on activities, assembling interactive displays, and sharing stimulating classroom activities for the middle school classroom. Course activities are correlated to the South Carolina Science Academic Standards and emphasize science process skills. Extension of course activities into participants' classrooms is facilitated by the generous quantity of materials and supplies received at the institute.

Course Objectives

The course participant will:

- Identify at least seven main components of a human cell, and use this information to create a model of a human cell for the classroom.
- Demonstrate the use of Punnett squares to predict inherited monohybrid traits.
- Identify the overall function of the digestive system, and differentiate between organs of the alimentary canal and accessory digestive organs.
- Trace the pathway of blood through both the systemic circulatory route and the pulmonary circulatory route.
- Describe the composition and physical characteristics of whole blood and describe at least four functions of blood.
- Identify the organs of the respiratory passageway in descending order until reaching the alveoli.
- Summarize how the respiratory and circulatory systems interrelate.
- Dissect a frog and compare and contrast the frog's organs to those found in the human body.
- Describe how the nervous system regulates the human body.
- Demonstrate how sensory and motor nerves each respond to a stimulus; compare and contrast reaction time and reflexes.
- Explain how the muscular and skeletal systems interact to facilitate both body movement and stability.
- Identify the organs of the excretory system and describe their functions; trace the pathway the urinary organs in the correct sequence.
- Differentiate among bacteria, viruses, and protists and identify diseases caused by each.
- Describe the body's lines of defense against pathogens; complete a timeline of significant events relevant to disease prevention.
- Learn to use appropriate classroom activities, materials, and resources to support the above objectives.

Attendance Policy and Assignments

The Science P.L.U.S. Institute is an intensive, weeklong, hands-on class for South Carolina science teachers. Each of the six different course offerings for the summer of 2010 is based on the appropriate South Carolina Science Academic Standards for a specific school grade, ranging from three through eight. Participants are expected to attend all class sessions, participate fully in class activities, and complete all assignments or assessments. Emergency exceptions will be handled on an individual basis.

Evaluation Procedures and Standards

Grading Scale	
93-100	A
85-92	B
77-84	C
70-76	D
69 or below	F

List Requirements to Determine Grade

1. Attendance at all sessions
2. Active class participation
3. Completion of all lab and activity written assignments
4. Daily assessments
5. End-of-session exam

Outline of Course Content

Topics	Activities or Assignments	Correlation to SC Science Academic Standards
Organization of the Human Body: Cells Tissues Organs Systems Genetics Digestive System	<ul style="list-style-type: none"> Construct a Cell Model Organ Identification Game Strawberry DNA Extraction Make a Construct-a-Gut Display 	7-2.1 Summarize the structures and functions of the major components of plant and animal cells (including the cell wall, the cell membrane, the nucleus, chloroplasts, mitochondria, and vacuoles). 7-2.2 Compare the major components of plant and animal cells. 7-2.5 Summarize how genetic information is passed from parent to offspring by using the terms genes, chromosomes, inherited traits, genotype, phenotype, dominant traits, and recessive traits. 7-2.6 Use Punnett squares to predict inherited monohybrid traits. 7-3.1 Summarize the levels of structural organization within the human body (including cells, tissues, organs, and systems).
Nervous System Muscular and Skeletal Systems	<ul style="list-style-type: none"> GEMS Unit: Learning About Learning Muscle Exploration Stations Skeletal Mysteries 	7-3.2 Recall the major organs of the human body and their function within their particular body system. 7-3.3 Summarize the relationships of the major body systems (including the circulatory, respiratory, digestive, excretory, nervous, muscular, and skeletal systems).
Inter-relationship Between Circulatory and Respiratory Systems	<ul style="list-style-type: none"> Graphing Exercise Using Stethoscopes Measure Lung Volume Using Various Methods 	7-3.2 Recall the major organs of the human body and their function within their particular body system. 7-3.3 Summarize the relationships of the major body systems (including the circulatory, respiratory, digestive, excretory, nervous, muscular, and skeletal systems).
Nature of Disease and Disease Transmission Excretory System Inquiry Summary	<ul style="list-style-type: none"> Disease Transmission Demonstration Estimate the Surface Area of the Skin Kidney Function: Concept Map Inquiry Summary 	7-3.2 Recall the major organs of the human body and their function within their particular body system. 7-3.3 Summarize the relationships of the major body systems (including the circulatory, respiratory, digestive, excretory, nervous, muscular, and skeletal systems). 7-3.4 Explain the effects of disease on the major organs and body systems (including infectious diseases such as colds and flu, AIDS, and athlete's foot and noninfectious diseases such as diabetes, Parkinson's and skin cancer).
Systems Review: All Organ Systems	<ul style="list-style-type: none"> Systems Review Final Written Assessment Frog Dissection 	All standards above

Outline of Course Content

Topics	Activities or Assignments	Correlation to SC Science Academic Standards
Organization of the Human Body: Cells Tissues Organs Systems Genetics Digestive System	<ul style="list-style-type: none"> • Construct a Cell Model • Organ Identification Game • Strawberry DNA Extraction • Make a Construct-a-Gut Display 	
Nervous System Muscular and Skeletal Systems	<ul style="list-style-type: none"> • GEMS Unit: Learning About Learning • Muscle Exploration Stations • Skeletal Mysteries 	
Inter-relationship Between Circulatory and Respiratory Systems	<ul style="list-style-type: none"> • Graphing Exercise Using Stethoscopes • Measure Lung Volume Using Various Methods 	
Nature of Disease and Disease Transmission Excretory System Inquiry Summary	<ul style="list-style-type: none"> • Disease Transmission Demonstration • Estimate the Surface Area of the Skin • Kidney Function: Concept Map • Inquiry Summary 	
Systems Review: All Organ Systems	<ul style="list-style-type: none"> • Systems Review • Final Written Assessment • Frog Dissection 	

Physical Science Activities for Grade 7

2010 Science P.L.U.S. Institute

Roper Mountain Science Center
Greenville, South Carolina

Instructors: Robbie Higdon, NBCT, and Matt Weber

30 contact hours—12:30-4:30 Monday; 8:00-4:30 Tuesday through Thursday; 8:30-12:00 Friday

2 hours graduate credit available through Furman University

Dates: June 14-18, 2010

Academic Course Description

Concepts that correlate to the South Carolina Science Academic Standards for 7th grade physical science using hands-on, inquiry-based activities are the framework for this course. Course topics will provide additional content to help develop a secure knowledge base for middle school physical science teachers. Topics for exploration include the atom, characteristics and structure of matter. Mixtures, solutions, and chemical reactions reflect the chemistry component of the 7th grade science standards. Participants receive a significant quantity of science materials for performing the activities in their classrooms.

Course Objectives

The course participant will:

- Investigate strategies for integrating the hands-on, inquiry-based approach of instruction into the middle school science classroom.
- Deepen his/her understanding of physical science concepts and their applications to our world.
- Demonstrate a basic understanding of atoms and the organization of elements into the periodic table.
- Show the component parts of a substance through an interpretation of its chemical symbol or formula.
- Understand the classification of matter as element, compound, or mixture.
- Explain the pH scale as an indicator of acids and bases.
- Illustrate the law of conservation of matter through balanced chemical equations.
- Differentiate between chemical and physical changes in chemical reactions.
- Demonstrate the correct use of grade-appropriate tools and devices in conducting scientific investigations.
- Incorporate standard lab safety procedures into all class activities and demonstrate an understanding of MSD sheets.
- Develop a physical science unit correlated with the appropriate South Carolina Science Academic Standards that will utilize the activities, materials, displays, and projects obtained through the Science P.L.U.S. Institute.

Attendance Policy and Assignments

The Science P.L.U.S. Institute is an intensive, week-long, hands-on class for South Carolina science teachers. Each of the twelve different course offerings for the summer of 2010 is based on the appropriate South Carolina Science Academic Standards for a specific school grade, ranging from one through eight. Participants are expected to attend all class sessions, participate fully in class activities, and complete all assignments or assessments. Emergency exceptions will be handled on an individual basis.

Evaluation Procedures and Standards

Grading Scale	
93-100	A
85-92	B
77-84	C
70-76	D
69 or below	F

List Requirements to Determine Grade

1. Attendance at all sessions
2. Active class participation
3. Completion of all lab and activity written assignments
4. Inquiry skill assessment
5. End-of-session exam

Physical Science Activities for Grade 7
2010 Science P.L.U.S. Institute
Outline of Course Content—The Chemical Nature of Matter

Standard 7-5: The Student will demonstrate an understanding of the classifications and properties of matter and the changes that matter undergoes. (Physical Science)

Topic	Activities	Correlation to South Carolina Science Academic Standards
Understanding Chemical Reactions Inquiry Skills: Observing; Inferring	Pre-test Review course syllabus, expectations, and requirements <i>GEMS Unit: Chemical Reactions, part 1</i> Comparing physical and chemical properties of matter Lab Safety	7-5.7 Identify the reactants and products in chemical equations. 7-5.10 Compare physical changes (including changes in size, shape, and state) to chemical changes that are the result of chemical reactions (including changes in color or temperature and formation of a precipitate or gas). 7-5.9 Compare physical properties of matter (including melting or boiling point, density, and color) to the chemical property of reactivity with a certain substance (including the ability to burn or to rust). 7-1.7 Use appropriate safety procedures when conducting investigations.
Understanding the Nature of Matter Periodic Table Chemical Formulas Inquiry Skill: Measuring	Comparing atoms, elements, compounds, and mixtures Comparing metals and non-metals Getting to know the Periodic Table Putting together chemical formulas Measuring Metrically	7-5.1 Recognize that matter is composed of extremely small particles called atoms. 7-5.2 Classify matter as element, compound, or mixture on the basis of its composition. 7-5.3 Compare the physical properties of metals and nonmetals. 7-5.4 Use the periodic table to identify the basic organization of elements and groups of elements (including metals, nonmetals, and families). 7-5.5 Translate chemical symbols and the chemical formulas of common substances to show the component parts of the substances (including NaCl [table salt], H ₂ O [water], C ₆ H ₁₂ O ₆ [simple sugar], O ₂ [oxygen gas], CO ₂ [carbon dioxide], and N ₂ [nitrogen gas]).
Acids and Bases Inquiry Skills: Classifying; Predicting	<i>GEMS Unit: Of Cabbages and Chemistry</i>	7-5.6 Distinguish between acids and bases and use indicators (including litmus paper, pH paper, and phenolphthalein) to determine their relative pH.
Law of Conservation of Matter Balancing Equations Inquiry Skill: Identifying Variables	Lab—Law of Conservation of Matter Making models of balanced equations <i>GEMS Unit—Chemical Reactions, lesson 2</i>	7-1.1 Use appropriate tools and instruments (including a microscope) safely and accurately when conducting a controlled scientific investigation. 7-1.2 Generate questions that can be answered through scientific investigation. 7-1.3 Explain the reasons for testing one independent variable at a time in a controlled scientific investigation. 7-1.4 Explain the importance that repeated trials and a well-chosen sample size have with regard to the validity of a controlled scientific investigation. 7-1.5 Explain the relationships between independent and dependent variables in a controlled scientific investigation through the use of appropriate graphs, tables, and charts.
Designing and Conducting Investigations in Chemistry	↓ Post-test/wrap-up	7-1.6 Critique a conclusion drawn from a scientific investigation. 7-1.7 Use appropriate safety procedures when conducting investigations.

Course Texts and Readings

- **Chemical Reactions*, GEMS/UC-Berkeley
- **Of Cabbages and Chemistry*, GEMS/UC-Berkeley
- **Safety in the Middle School Science Classroom*, NSTA Publications
- *The Periodic Table (IBSN 978-0-7534-6085-6)

Course Requirements and Assignments

***Assessments (25%)**

- Pre-test: evaluates course participants' background in chemistry and inquiry.
- Final Exam: evaluates course participants' knowledge and proficiency of the South Carolina Grade 7 Science Academic Standards 7-1 and 7-5 as presented in the labs, activities, and readings.

***Written Lab/Activity Assignments (25%)** *Class time will be provided to complete these assignments; however, some participants may need additional time outside of class to finish. All assignments are due by 8:30 AM the following day of the lab/activity.*

- Chemical Reactions, part one Lab
- Periodic Table Lab
- Measuring Metrically Lab
- Acid/Base Labs
- Balancing Chemical Equations Activity
- Chemical Reactions, part two Lab
- Inquiry Skill Activity Sheets

***Inquiry Assignment (25%)** Participants will design and conduct a controlled experiment.

***Class Participation (25%)**

Course participants will be expected to share ideas, work cooperatively in pairs and small groups, ask questions, and participate in discussions on a daily basis.

According to the Science PLUS Institute guidelines, participants are expected to attend all class sessions, participate fully in all activities, and complete all assignments. Emergency exceptions will be handled on an individual basis by the course instructors and PLUS Institute staff.

Earth Science (Geology) Activities for Grade 8
2010 Science P.L.U.S. Institute
Roper Mountain Science Center
Greenville, South Carolina

Instructors: Ann Leo, NBCT and Dr. Alan Weekes, NBCT

30 contact hours—12:30-4:30 Monday; 8:00-4:30 Tuesday through Thursday; 8:30-12:00 Friday

2 hours graduate credit available through Furman University

Dates: June 21-25, 2010

Academic Course Description

This earth science course for 8th grade teachers will focus on the Earth's Biologic History and Structure and Processes in the Earth System through the use of hands-on, inquiry-based investigations incorporating basic science process skills. Participants will identify, classify, and organize earth materials for use in leading classroom investigations based on the South Carolina Science Academic Standards.

Course Objectives

The course participant will:

- Investigate methods of teaching science content through inquiry-based science activities.
- Describe the Earth's geologic history.
- Gain an understanding of earth's dynamic systems, with plate tectonics as the driving force.
- Examine the Rock Cycle and Differentiate between different types of earth materials, such as minerals, rocks, and fossils, etc.
- Demonstrate an understanding of materials that determine and process that alter the structure of Earth
- Demonstrate an understanding of Earth's biologic diversity over time.
- Learn to use appropriate classroom activities, materials, and resources to support the above objectives.

Attendance Policy and Assignments

The Science P.L.U.S. Institute is an intensive, week-long, hands-on class for South Carolina science teachers. Each of the six different course offerings for the summer of 2010 is based on the appropriate South Carolina Science Academic Standards for a specific school grade, ranging from three through eight. Participants are expected to attend all class sessions, participate fully in class activities, and complete all assignments or assessments. Emergency exceptions will be handled on an individual basis.

Evaluation Procedures and Standards

Grading Scale	
93-100	A
85-92	B
77-84	C
70-76	D
69 or below	F

List Requirements to Determine Grade
• Active Class Participation—25%
• Completion of Class Projects/Homework Assignments/ Activities-50%
• Final Assessment-25%

Outline of Course Content

Topics	Activities	Correlation to SC Science Academic Standards
Earth's Biologic History	<ul style="list-style-type: none"> • Fossils • Relative Age • Adaptations • Extinction 	<p>8-2.1 Explain how biological adaptations of populations enhance survival in a particular environment.</p> <p>8-2.2 Summarize how scientists study Earth's past environment and diverse life forms using different types of fossils, including molds, casts, petrified fossils, preserved and carbonized remains of plants and animals, and trace fossils.</p> <p>8-2.6 Infer the relative age of rocks and fossils from index fossils and the ordering of the rock layers.</p> <p>8-2.7 Summarize the factors, both natural and man-made, that can contribute to the extinction of a species.</p>
Rock Cycle	<ul style="list-style-type: none"> • Mineral Lab Review • Rock Cycle and Classification • Rock Lab Activities 	<p>8-3.5 Summarize the importance of minerals, ores and fossil fuels as Earth resources.</p> <p>8-3.4 Explain how igneous, metamorphic, and sedimentary rocks are interrelated in the rock cycle.</p>
Earth's Biologic History	<ul style="list-style-type: none"> • Catastrophes • Geologic Time Scale • Layers of Earth 	<p>8-2.3 Explain how Earth's history has been influenced by catastrophes, including the impact of an asteroid or comet, climatic changes, and volcanic activity, which have affected the conditions of Earth and diversity of life forms.</p> <p>8-2.4 Recognize the relationship among the units—era, epoch, and period—into which the geologic time scale is divided.</p> <p>8-2.5 Illustrate the vast diversity of life present on Earth over time by using a geologic time scale.</p> <p>8-3.1 Summarize the layers of Earth (crust, mantle, and core) as to relative position, density, and composition.</p> <p>8-3.7 Illustrate how landforms are created and changed through geologic processes, including volcanic eruptions and mountain building.</p> <p>8-3.8 Explain how earthquakes result from forces inside Earth.</p>
Structure and Processes in Earth Systems	<ul style="list-style-type: none"> • Plate tectonics • Landforms • Earthquakes • Seismic Waves 	<p>8-3.2 Explain the use of seismic waves (primary, secondary, and surface waves) and magnetic fields in determining the structure of Earth.</p> <p>8-3.3 Infer an earthquake's epicenter from seismographic data.</p> <p>8-3.6 Explain how the theory of plate tectonics accounts for the motion of the lithospheric plates, the geologic activities at the plate boundaries, and the changes in landform areas over geologic time.</p> <p>8-3.7 Illustrate how landforms are created and changed through geologic processes, including volcanic eruptions and mountain building.</p> <p>8-3.8 Explain how earthquakes result from forces inside Earth.</p>
Structure and Processes in Earth Systems	<ul style="list-style-type: none"> • South Carolina Geology 	<p>8-3.9 Identify and illustrate geological features of South Carolina and other regions of the world, using imagery (aerial photography and satellite imagery) and topographic maps.</p>

2010 Science P.L.U.S. Institute

Roper Mountain Science Center

Greenville, South Carolina

110 Participants in 7 classes encompassing grades 3-8

7 different courses built around South Carolina Science Academic Standards, each a single
grade level

96 South Carolina Schools represented, 16 of them for the first time (17%)

South Carolina schools have participated at least once since 1993

47 Title I School teachers participated--43% of total participants

58 of 87 school districts represented (counting charter schools & special schools each as 1
district)

2 participants from 2 of the 7 impaired districts

All districts (87) represented (counting charter schools and special schools each as 1 district) at
some time during the history of the Institute

88 participants came in 2010 for the first time--80% of this year's participants

12 (11%) took the course for graduate credit through Furman University

Alternates replaced 42 of the original teachers selected (38% decline rate)

Participants' teaching experience ranged from 1-35 years (11 years average)

Lodging Provided for 59 Out-of-Town Teachers (54%)

14 instructional positions; 4 filled by Roper Mountain Science Center staff, 10 by Upstate
educators

Administrative year-round staff-2 (1 full-time, 1 part-time), logistics staff-2 (summer only)

Each Teacher Participant Received Items Valued at Over \$800

2010 Science P.L.U.S. Institute

End of Course Evaluation Comments

<u>2010 Class</u>	<u>Name</u>	<u>District</u>	<u>Comments</u>
Earth 8	MR Kennedy	Anderson 3	(The materials) will help me to help my students have more "Ah Hah" moments.
Earth 8	Jane Perry	Richland 2	I will recommend Roper Mountain at our district in-services and to all of the Science teachers in the district?!
Earth 8	Donna Coffman	Greenville	My class will be so much more enjoyable. We struggled last year to create hands-on activities. Now we have a wonderful resource.
Earth 8	Garrison Hall	Spartanburg 6	I can now "Rock" my students' world.
Earth 8	Kristi Schurz	Cherokee	I am so excited about the coming school year! I will now have materials /supplies for creative hands-on activities.
Earth 8	Joelle King	Sumter 2	The enthusiasm and ideas gained from this course and these instructors made me want to be a better teacher.
Earth 8	unknown		This week has been a "breath of fresh air"!
Earth 8	John Murray	Charleston	I cannot express how valuable this week has been for me. This week has been the best professional development training I have experienced in 24 years of my teaching career! Thank you, Thank you, and Thank you again for this week!
Physical 3	Lizayda Gonzalez	Greenville	This class opened my eyes to gaining more self confidence in allowing kids to be more analytical.
Physical 3	Magan Lyerly	Florence 5	I have at least 4-5 ideas/activities for each of the standards we discussed. I'm so excited about all these NEW ideas.
Physical 3	Olivia Turner	Greenville	Having these materials will make all the difference - students can really see physical science come to life!
Physical 3	Melissa Santiago	Greenville	Before now, I didn't do much for science in the classroom, but I can't wait to do everything I learned this week!
Physical 3	Stephanie Wofford	Spartanburg 6	Now I feel I am 100% prepared to teach the grade 3 physical science standards and in a way that the children will be able to master the concepts.
Chemistry 7	Dawn Sumner	Beaufort	I will use more inquiry based lessons now that I have seen how inquiry works in a real-world class.

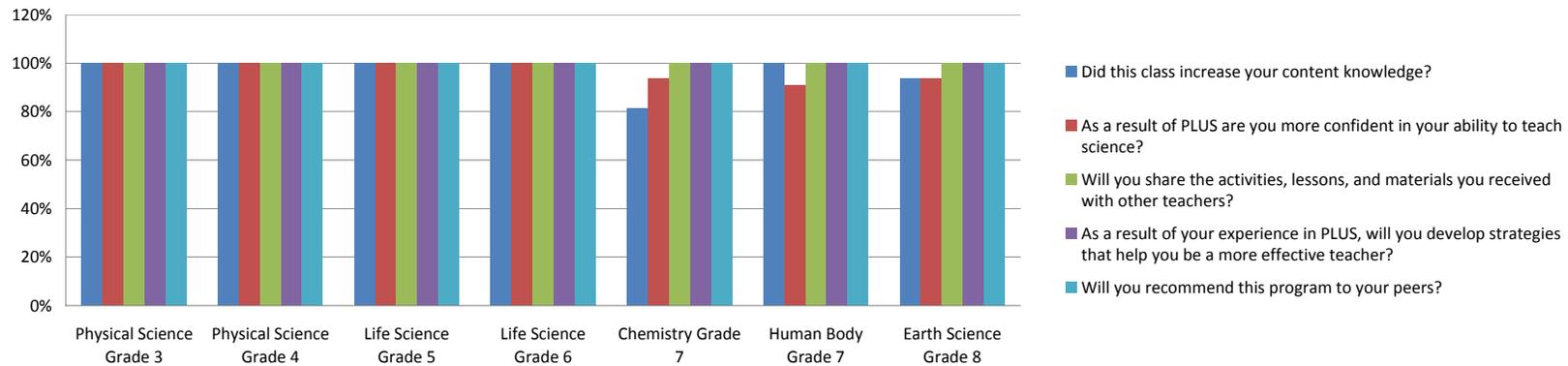
Chemistry 7	Kelly DeVita	Oconee	Having time to share ideas with fellow teachers was wonderful!
Life 6	Rosalynne Watford	Clarendon 3	(The materials will make) a huge difference. I now have my own microscope and this one thing will help with many standards by itself.
Life 6	H. Chris Delk	Barnwell 45	The materials we received will: 1. enhance my teaching; 2. cause those students that are harder to reach become more interested; 3. they will help me increase PASS scores!
Life 6	H. Chris Delk	Barnwell 45	This experience this week has challenged me to be a better teacher/instructor. Everything we did, we did with our hands - not just on paper.
Life 6	Julie Millar	York 3	I cannot begin to describe what a significant impact the materials will have in my classroom. And the activities are exactly what students of that age can understand and apply.
Life 6	Julie Millar	York 3	I now have a fantastic group of top-notch educators that will help me to continue to develop strategies.
Life 6	Delia Parker	York 1	I have more confidence because of my time at Roper Mountain and I'm going to take this new-found confidence to my classroom.
Life 6	Cindy Kilgus	Orangeburg 5	Coming to Science PLUS has been the best learning experience of my teaching career.
Life 5	unknown		My classroom will become more of a discovery zone!
Life 5	Lisa Payne	Greenwood 51	We could not have had a pair of teachers more passionate and excited about learning and ecology.
Life 5	Lisa Payne	Greenwood 51	My students will now be challenged to think in new ways.
Life 5	Michelle Cargill	Spartanburg 2	I have a renewed excitement to teach science.
Life 5	Debra Horton	Sumter 17	I will also share a lot of this with the community through our Family Science Night.
Life 5	Danita Powell	Allendale	This really and truly will make me a better educator! The lessons will now be more interactive and fun!
Physical 4	Alicia Lyles	Lexington 2	The activities also encouraged extensions and depth to science concepts.
Physical 4	Sheila Lewis	Barnwell 29	(The instructors) made everything fun and made the learning and activities so exciting!
Physical 4	Sheila Lewis	Barnwell 29	I wish every science teacher could attend the Science PLUS Institute.

Physical 4	unknown		Before there were many times I could only give a textbook explanation, now I can use manipulatives to give a more conceptual answer which would help them own it.
Physical 4	unknown		I'm ready to teach now and confident enough to help other teachers.
Physical 4	Kate Mitchum	Aiken	AWESOME!! I think it was great to learn from real school teachers.
Physical 4	Lisa McFarlane	Greenville	The instructors did an excellent job of showing us how to "trouble shoot" and manage our classrooms during discovery.
Physical 4	Beth DeGeorge	Greenville	It increased my knowledge beyond what I need to teach my students. Therefore, I am more comfortable and am able to explain concepts.
Physical 4	Arlene M. Enos	Greenville	Each activity perfectly matched SC science standards with extensions and explanations.
Physical 4	unknown		The materials will mean the difference between understanding the content and taking ownership of it. It could mean sparking a child's interest in science to go far beyond the classroom.
Human Body 7	Romona Stogner	Kershaw	I loved the fact every lesson is so applicable and "ready-to-go." Lessons were very informative and enlightening and help me with misconceptions.
Human Body 7	Romona Stogner	Kershaw	It has been so productive to be here. I now have a wealth of knowledge and resources to integrate.
Human Body 7	Romona Stogner	Kershaw	<u>Every</u> activity, demo, and lesson resource can be used effectively (without fear) because we completed the activities ourselves.
Human Body 7	Lisa Perry	Lexington 1	This class clarified several fuzzy areas for me in this content area. I am more confident in my ability to teach science.
Human Body 7	unknown		It revived me and I am once again excited about teaching.
Human Body 7	Linda Brown	Kershaw	I had very little hands-on materials or models in my classroom. These materials will allow students to see things in 3-D and practice/act out activities.
Human Body 7	Dawn Stuckey	Hampton 1	Now I know what I am talking about, not repeating what the text says. More me and less textbook!
Human Body 7	Dawn Stuckey	Hampton 1	This workshop opened my eyes to what I should be doing with my students but was not. The materials provided will alleviate the financial burden of trying to make my teaching more interactive.
Human Body 7	Dawn Stuckey	Hampton 1	This week has renewed my enthusiasm for teaching science. I could not have developed this level of content or confidence had I not taken this class.

2010 End of Course Evaluation Results

Class	Did this class increase your content knowledge?	As a result of PLUS are you more confident in your ability to teach science?	Will you share the activities, lessons, and materials you received with other teachers?	As a result of your experience in PLUS, will you develop strategies that help you be a more effective teacher?	Will you recommend this program to your peers?
Physical Science Grade 3	100%	100%	100%	100%	100%
Physical Science Grade 4	100%	100%	100%	100%	100%
Life Science Grade 5	100%	100%	100%	100%	100%
Life Science Grade 6	100%	100%	100%	100%	100%
Chemistry Grade 7	81%	94%	100%	100%	100%
Human Body Grade 7	100%	91%	100%	100%	100%
Earth Science Grade 8	94%	94%	100%	100%	100%
Average %	96%	97%	100%	100%	100%

2010 End of Course Results - 16 teachers per class (15 teachers in Human Body 7)



Class	Increased Content Knowledge	%	More Confident	%	Willing PLUS	%	Develop Strategies	%	Recommend	%
Physical Science Grade 3	16/16	100%	16/16	100%	16/16	100%	16/16	100%	16/16	100%
Physical Science Grade 4	16/16	100%	16/16	100%	16/16	100%	16/16	100%	16/16	100%
Life 5	16/16	100%	16/16	100%	16/16	100%	16/16	100%	16/16	100%
Life 6	15/15	100%	15/15	100%	15/15	100%	15/15	100%	15/15	100%
Chemistry 7	13/16	81%	15/16	94%	16/16	100%	16/16	100%	16/16	100%
Human Body 7	11/11	100%	10/11	91%	11/11	100%	11/11	100%	11/11	100%
Earth 8	15/16	94%	15/16	94%	16/16	100%	16/16	100%	16/16	100%

<u>Class</u>	<u>Name</u>	<u>District</u>	<u>Comments</u>
Earth 8	MR Kennedy	Anderson 3	(The materials) will help me to help my students have more "Ah Hah" moments.
Earth 8	Jane Perry	Richland 2	I will recommend Roper Mountain at our district in-services and to all of the Science teachers in the district?!
Earth 8	Donna Coffman	Greenville	My class will be so much more enjoyable. We struggled last year to create hands-on activities. Now we have a wonderful resource.
Earth 8	Garrison Hall	Spartanburg 6	I can now "Rock" my students' world.
Earth 8	Kristi Schurz	Cherokee	I am so excited about the coming school year! I will now have materials /supplies for creative hands-on activities.
Earth 8	Joelle King	Sumter 2	The enthusiasm and ideas gained from this course and these instructors made me want to be a better teacher.
Earth 8	unknown		This week has been a "breath of fresh air"!
Earth 8	John Murray	Charleston	I cannot express how valuable this week has been for me. This week has been the best professional development training I have experienced in 24 years of my teaching career! Thank you, Thank you, and Thank you again for this week!
Physical 3	Lizayda Gonzalez	Greenville	This class opened my eyes to gaining more self confidence in allowing kids to be more analytical.
Physical 3	Magan Lyerly	Florence 5	I have at least 4-5 ideas/activities for each of the standards we discussed. I'm so excited about all these NEW ideas.
Physical 3	Olivia Turner	Greenville	Having these materials will make all the difference - students can really see physical science come to life!
Physical 3	Melissa Santiago	Greenville	Before now, I didn't do much for science in the classroom, but I can't wait to do everything I learned this week!
Physical 3	Stephanie Wofford	Spartanburg 6	Now I feel I am 100% prepared to teach the grade 3 physical science standards and in a way that the children will be able to master the concepts.
Chemistry 7	Dawn Sumner	Beaufort	I will use more inquiry based lessons now that I have seen how inquiry works in a real-world class.
Chemistry 7	Kelly DeVita	Oconee	Having time to share ideas with fellow teachers was wonderful!
Life 6	Rosalynne Watford	Clarendon 3	(The materials will make) a huge difference. I now have my own microscope and this one thing will help with many standards by itself.
Life 6	H. Chris Delk	Barnwell 45	The materials we received will: 1. enhance my teaching; 2. cause those students that are harder to reach become more interested; 3. they will help me increase PASS scores!
Life 6	H. Chris Delk	Barnwell 45	This experience this week has challenged me to be a better teacher/instructor. Everything we did, we did with our hands - not just on paper.
Life 6	Julie Millar	York 3	I can not begin to describe what a significant impact the materials will have in my classroom. And the activities are exactly what students of that age can understand and apply.
Life 6	Julie Millar	York 3	I now have a fantastic group of top-notch educators that will help me to continue to develop strategies.

Life 6	Delia Parker	York 1	I have more confidence because of my time at Roper Mountain and I'm going to take this new-found confidence to my classroom.
Life 6	Cindy Kilgus	Orangeburg 5	Coming to Science PLUS has been the best learning experience of my teaching career.
Life 5	unknown		My classroom will become more of a discovery zone!
Life 5	Lisa Payne	Greenwood 51	We could not have had a pair of teachers more passionate and excited about learning and ecology.
Life 5	Lisa Payne	Greenwood 51	My students will now be challenged to think in new ways.
Life 5	Michelle Cargill	Spartanburg 2	I have a renewed excitement to teach science.
Life 5	Debra Horton	Sumter 17	I will also share a lot of this with the community through our Family Science Night.
Life 5	Danita Powell	Allendale	This really and truly will make me a better educator! The lessons will now be more interactive and fun!
Physical 4	Alicia Lyles	Lexington 2	The activities also encouraged extensions and dept to science concepts.
Physical 4	Sheila Lewis	Barnwell 29	(The instructors) made everything fun and made the learning and activities so exciting!
Physical 4	Sheila Lewis	Barnwell 29	I wish every science teacher could attend the Science PLUS Institute.
Physical 4	unknown		Before there were many times I could only give a textbook explanation, now I can use manipulatives to give a more conceptual answer which would help them own it.
Physical 4	unknown		I'm ready to teach now and confident enough to help other teachers.
Physical 4	Kate Mitchum	Aiken	AWESOME!! I think it was great to learn from real school teachers.
Physical 4	Lisa McFarlane	Greenville	The instructors did an excellent job of showing us how to "trouble shoot" and manage our classrooms during discovery.
Physical 4	Beth DeGeorge	Greenville	It increased my knowledge beyond what I need to teach my students. Therefore, I am more comfortable and am able to explain concepts.
Physical 4	Arlene M. Enos	Greenville	Each activity perfectly matched SC science standards with extensions and explanations.
Physical 4	unknown		The materials will mean the difference between understanding the content and taking ownership of the content. It could mean sparking a child's interest in science to go far beyond the classroom.
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Human Body 7 Dawn Stuckey

Hampton 1

**Now I know what I am talking about, not repeating what the text says.
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Hampton 1

This week has renewed my enthusiasm for teaching science. I could not have developed this level of content or confidence had I not taken this class.

Initial Budget FY 2010-11

Science P.L.U.S. Institute Grant Funds Available

Account	Account Description	Explanation
EIA	\$175,000.00	Grant starting amount
Contributions, Foundation	\$1,000.00	Scholarship (outside funding)
Carry Forward from Prior Yr	\$18,733.00	
Other (Specify)	-\$35,000.00	District Hold for possible grant reductions
Total	\$159,733.00	

Initial Science PLUS Budget FY 2010-11

Account Description	Used for	5 courses of 16 and 1 of 15 = 95 participants		
Regular Sal-Hourly	Instructors & Assistant Instructors	\$8,191.80	\$71,757.30	Total Personal \$
Clerical Salaries	Coordinator	\$32,507.18		
Clerical (Salaried)	Clerical and General Assistant	\$15,594.66		
Employee Benefits	Coordinator Insurance (Health/Life/Disability) and Dental	\$3,477.48		
Workers Compensation	Workers Compensation	\$198.29		
Retirement	All paid staff	\$7,481.42		
Social Security	All paid staff	\$4,306.46		
Purchased Svcs: Rentals	Hotel rental	\$8,000.00	\$18,900.00	Total Contracted \$
Purchased Svcs: Technology	Copier Maintenance Contract	\$4,000.00		
Printing & Binding	Printing; specialty photocopy services	\$2,400.00		
Food	Catering	\$4,500.00		
In-County Travel	Field trip mileage	\$225.00	\$225.00	Travel
Supplies	Items under \$500	\$63,351.37	\$68,851.37	Supplies and Materials using Carry-over funds
Technology Supplies	Satellite from Supplies as needed	\$5,500.00		
TOTAL	Total	\$159,733.67	\$159,733.67	

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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

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

Code of Laws:(MAX. 100 characters)

Proviso Number:(MAX: 100 characters)

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

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

- Yes
- No

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.) (MAX 3500 characters)

The goals of this program are to improve the academic achievement and personal development of early adolescents in the middle grades. Thus, achievement of both academic standards and positive youth development are central purposes.

In order to achieve the goals of the middle grades initiative, objectives have been developed. The current objectives are to support, develop, and strengthen middle grades students, teachers, and schools. Therefore the current objectives are to: 1) provide and analyze data enabling decision-makers and educators to address non-academic determinants of academic achievement and thereby strengthen the academic achievement and personal development of middle grades students; 2) support the training and professional development of highly qualified middle grades teachers; and 3) support and strengthen middle schools to improve their effectiveness in promoting high academic achievement and positive youth development. For each of these objectives, the Middle Grades Initiative sponsors a project:

1. For the student achievement and development objective we sponsor the Middle Grades Data Project (MGDP). The data project compiles and disseminates information regarding the non-academic determinants of academic achievement and self-destructive risk-behaviors. The purpose of this project is to clarify the non-academic influences that must be improved in order for middle grades students to reach state academic standards. The project also links early childhood and elementary school academic performance into the middle grades.

2. For the highly qualified teachers objective, the project sponsors MLTEI (the Middle Level Teacher Education Initiative). MLTEI promotes and supports the training of middle grades teachers who are highly qualified in academic content, pedagogy, adolescent development, and middle school organization and philosophy. The programs are assisted in meeting the requirements of the NMSA/NCATE Standards and in preparing the highly qualified educators needed to fill the middle grades positions in South Carolina.

3. For the effective middle schools objective, the project sponsors Schools to Watch. SC Schools to Watch is part of a national program which promotes recognition for middle schools meeting high standards of excellence based on criteria that reflect academic excellence, developmental responsiveness, social equity, and organizational supports and processes in exemplary middle level schools. These middle schools in turn act as models and leaders of best practice, opening their doors to other middle schools around the state who are working toward effective middle level practices.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

Middle Grades Data Project: In the past year, the primary work of the project has been the creation and linking of the data files and analysis of the "front end" early childhood data. Our assumption is that many of the academic, family, and chronic health or disability problems affecting adolescents have been present since the early years of their lives. Our additional hypothesis is that cost-effective promotion of academic and personal development must be achieved in early and middle childhood as a foundation for subsequent success during adolescence. Both research and often-repeated commentary by educators in South Carolina emphasize how many students reach middle school achieving below state academic standards. To provide comprehensive data showing the early origins of academic achievement problems, the MGDG has linked academic and determinant data through several age cohorts. During FY07 through FY09 the Middle Grades Data Project gathered and analyzed the data showing how many of which students failed to launch successful academic careers. Data demonstrating poor performance included the SC Readiness Assessment in kindergarten and first grade, retention and over-age in the early grades, and PACT scores in grades 3-5. Determinants of poor performance were explored: low birth weight, disabilities and chronic conditions, limited family literacy, child abuse and neglect, poverty, teen parent(s), and limited English proficiency. Also, the impact of the 4 year old preschool program and K-3 education was investigated. During FY09 our new statistician furthered our previous work investigating which students were unsuccessful in K-5. Doing additional analysis on the 1995-96 birth cohort, we were able to show that three main groups comprised 70% of students BBl in grades 3-5. These three groups are children: 1) with disabilities, 2) from low literacy families, and 3) having emotional and behavioral problems. During FY10 we began to trace a cohort of SY03 8th graders back to their early childhood and forward to dropping out or graduation, post-secondary education, and young adult outcomes. Close working relationships have been developed though New Carolina to investigate workforce preparation based on educational achievement and risk behaviors. This analysis will show which middle grades students succeed and which do not in educational advancement and adult independence.

The Middle Level Teacher Education Initiative (MLTEI) has been sponsored through the South Carolina Middle School Association (SCMSA). The Initiative's goals are to assist South Carolina's higher education institutions (IHEs) in planning and developing middle grades teacher preparation programs which effectively address middle level NCATE standards. NCATE standards define quality middle level teacher training programs. The MLTEI planning committee identified ten integrated components to implement during the five year contract to enhance the grant's efforts. The primary work of the grant has been bringing to the discussion table the needed voices to promote quality middle level teacher preparation programs, providing technical assistance and support to the IHEs to help them develop programs that meet NCATE standards and increase numbers of middle level graduates. This has been done through: promoting sound practices that meet NCATE/NMSA standards, providing reviewer training for members of SCPoMLE in NCATE/NMSA Standards, developing a CD with extensive resources for teaching Middle Level Philosophy and Organization effectively, updating and sharing best practices through the website featuring syllabi from various IHEs, encouraging middle level teachers to seek highly qualified status through coursework, Praxis exams, and related grants, encouraging the presence of attendees and presenters at the NMSA Middle Level Teacher Education Symposium, and educating new middle level administrators about best practices and effective leadership in middle level schools. The grant team has used face-to face-meetings, phone conferences, and annual conferences to accomplish our goals.

Schools to Watch is an initiative launched in 1999 by the National Forum to Accelerate Middle-Grades Reform, an alliance of more than 60 educators, researchers, and officers of national associations and foundations. Schools to Watch seek to improve schools for young adolescents across the country by identifying exemplary middle grades schools to serve as models of best practices. To date over 200 middle schools in 19 states have been identified as Schools to Watch. High-performing schools establish norms, structures, and organizational arrangements to support and sustain their trajectory toward excellence. South Carolina has reviewed over 20 middle schools and selected 6 schools as Schools to Watch since the state's program began.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

Middle Grades Data Project: Since the project does not provide services, there are no outputs or direct service products. As parts of the data analysis for the middle grades are completed, they will be disseminated widely. The Middle Grades Project disseminated our data findings on the three risk groups at highest risk through a network of group email managers organized by SC Kids Count. This report is posted on our website at <http://www.sckidscount.org/risk09.php>. Subsequent data reports linking 8th graders back to elementary school academic achievement and forward to graduation have been produced but not yet disseminated.

The Middle Level Teacher Education Initiative (MLTEI) conducted a survey of middle level principals to gather their input regarding the impact of new ML certification requirements on recruitment and retention of ML teachers. The grant sponsored monthly planning meetings, phone conferences, content quality network meetings, and an all-day pre-conference session at the SCMSA conference with SCPOMLE to promote networking and planning. The 2010 Conference provided an opportunity for MLTEI to sponsor an orientation to Schools to Watch criteria for professors of middle level education. The grant helped implement a multi-state Symposium for Middle Level Teacher Education held at Appalachian State University in May, 2010, as a direct outgrowth of the grant's support for the past three conferences held in South Carolina. Assistance was provided to colleges writing their Middle Level program proposals. A new middle level undergraduate program was approved in an independent institution during the past year.

Schools to Watch - The SC STW Program has 64 team members who are trained as application readers and/or site visitors. The SC team includes teachers, administrators, professors, State Department of Education personnel, and retired educators. Since 2006, over twenty SC middle schools have applied to be recognized as schools to watch; and 15 schools were selected for site visits. Lugoff-Elgin Middle School in Kershaw County was selected as SC's first School to Watch in January 2007. In January 2008, Blythewood Middle School in Richland School District 2 and Palmetto Middle School in Anderson School District 1 were named as SC Schools to Watch. In 2009, Belton Middle School in Anderson School District 1 joined the other SC middle schools.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes 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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

Middle Grades Data Project: As an analytical rather than service-providing project, the outcomes are difficult to quantify; however, our results are planned and monitored in an interpretive manner. The desired result is to influence the understanding and response of key stakeholders to the non-academic influences on academic achievement. Specifically, the Middle Grades Data Project seeks to sensitize policy-makers and practitioners to the importance of addressing the social, economic, and health determinants of academic achievement; and to motivate them to act to improve these important causes. This rationale was stated at the beginning of MGDG as follows: "The purpose of the proposed analysis by the SC Budget and Control Board's Office of Research and Statistics (ORS) is to elaborate on and provide specificity for such concepts as: disadvantaged, poor, low SES, and at-risk as explanations for and predictors of failure to achieve state academic standards, especially as assessed by PACT. By looking at some of the concrete data indicators used to represent disadvantaged or at risk status, the analysis should help point decision-makers toward specific causes of poor academic performance. These specific causes, unlike vague labels like "at-risk", point to and invite solutions rather than excuses. If children with poor PACT performance, for instance, are shown disproportionately to have disabilities and chronic health problems, to be in foster care, or to come from low literacy families, this encourages decision-makers to direct resources toward alleviating these problems. Enhanced services through Medicaid for asthma or depression or through better services for abused children put into foster care can take pressure off schools that typically rely on academic and instructional reforms as the sole remedy for low performance on PACT. Inevitably the solutions to poor school performance must be both academic assistance and non-academic services meeting family, health, and economic needs."

Thus far our efforts have concentrated on gathering and analyzing the data to achieve serious policy and programming attention for the early years up to the middle grades. Our current efforts are focused on the period from the middle grades onward to dropout, graduation, GED attainment, and post-secondary education participation. Most educators are focused on what they do directly with students enabling them to reach state academic standards. The Middle Grades Data Project anticipates that effective dissemination of the data warehouse information will motivate more policy-makers and practitioners to respond assertively to produce the desired results. Experience over the past few years has shown that this data must be used to engage health, social services, family support, and youth development programs in supporting students with academic performance problems caused by social, health, economic, family, and other causes. Educators will begin to do their part once other service providers demonstrate that they will become serious partners.

Middle Level Teacher Education Initiative: Through the first five year period of the MLTEI grant, the number of programs preparing Middle Grades teachers in South Carolina IHEs grew from two to fifteen institutions (nine public and six private institutions) serving a large geographic portion of the state. One new program was approved during the past fiscal year and several institutions have indicated their intention to begin planning proposals. MLTEI attended House and Senate Education Committee hearings, meetings with the NMSA Middle Level Board of Examiners expert and SCDE staff to address common concerns regarding middle level preparation and certification. Using the "Top Ten" list to focus attention on the most critical aspects of the work ahead, the monthly planning team meetings have expanded to include invited representatives of SCASA, the SDE DEQL, CHE, and CERRA. The grant provides IHEs an opportunity to become active participants in SCMSA and SCPOMLE, resulting in a stronger network of middle level advocates within each institution. Grant leaders have been heavily involved in ongoing discussions concerning the middle level teacher preparation standards and add-on revisions. MLTEI is now represented on the National Forum Board to advance issues and solutions related to preparing middle level teachers as efforts continue to promote reform of middle level schools.

Schools to Watch: As South Carolina's Schools to Watch schools, Lugoff-Elgin, Blythewood, Palmetto, Belton, Indian Land, and Southwood middle schools are serving as model middle schools in the state. Many SC middle schools have requested information on the programs in place that resulted in their recognition as a School to Watch. To conserve funds, SCMSA hosted a session during the annual conference in lieu of a separate institute to train new reviewers to serve on the state's Schools to Watch Review Team.

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations**What was the date of the last external or internal evaluation of this program?****Has an evaluation been conducted?**

Yes No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)**Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?**

Yes

No

If no, why not?(MAX: 100 characters)**Over the past three fiscal years, all programs, agencies and organizations funded with EIA revenues experienced significant reductions in funding.****How have the administration and service delivery of your organization or program been impacted by these reductions. Please describe the impact to students, teachers or schools by addressing the following: (MAX: 7500 characters)**

- a. Have fewer students/teachers/schools been served?
- b. Has quality of services provided been impacted?
- c. Has the cost per student/teacher/school increased or decreased?
- d. Has student academic performance been impacted?

The MG Initiative has pursued and utilized other funding sources to offset budget reduction. There is a strong demand for data warehouse analysis, so it may be possible to access some additional funding.

Given the ongoing national recession and its impact on state revenue collections, 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 2010-11? (MAX: 5000 characters)

We can utilize any additional funding obtained to carry the MG Initiative through FY11 and FY12 if the EIA funding were cut by 5% or 10%, but the new funding is not a recurrent income stream that can be relied upon into the more distant future.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2011-12 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? 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 organization or program in meeting its objectives? (MAX: 5000 characters)

The MG Initiative would pursue the same objectives. Any substantial reduction would require us

to limit data analyses somewhat. Therefore, analysis of high risk students into high school and post-secondary education or back to details of their educational career might be reduced. Similarly, MLTEI would restrict meetings requiring funding, utilize electronic communication, and reduce the contract hours of its three primary workers.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).
This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.

The Relationship between School Climate and School Performance

Sarah Gareau
R. John May
Diana Mindrila
Tomonori Ishikawa
Christine DiStefano
Diane M. Monrad
Karen Price

South Carolina Educational Policy Center
College of Education

University of South Carolina – Columbia

In collaboration with the South Carolina Education Oversight Committee and the
South Carolina Department of Education

Paper presented at the annual meeting of the American Educational Research Association
Denver, Colorado

April 2, 2010

The Relationship between School Climate and School Performance

Background

In 2007, a study was conducted of 32 elementary schools in South Carolina designated as achievement gap-closing schools based upon a 4-year history of high performance on report card indices by historically underachieving students at the identified schools (DiStefano, Monrad, May, McGuinness, & Dickenson, 2007). An important finding of this research was that gap-closing schools differed from other elementary schools on key climate indicators as measured by the state's school climate surveys in 2005. For example, teachers in gap-closing schools expressed more favorable opinions of the schools, particularly in the area of home-school relationships. Students in gap-closing schools were more satisfied with the social-physical environment than students in the other schools. Similarly, parent survey differences indicated that parents in gap-closing schools tended to be more active in the schools as volunteers and rated the schools higher in their efforts to engage parents.

Given the intriguing findings of this study, University of South Carolina (USC) faculty and staff employed at the South Carolina Educational Policy Center in collaboration with the South Carolina Department of Education (SCDE) and South Carolina Education Oversight Committee (SC EOC), decided to pursue state-wide research focused on school climate's relationship with school performance and school improvement. Students and parents at selected grades (typically grades 5, 8 and 11) along with teachers at every public school within the state complete an annual survey to assess the school's learning environment, home-school relationship, and social and physical environment related to the school using a series of Likert-scale items. The resulting data set provides a unique opportunity to examine the dimensions of school climate on a state-wide basis and the relationship of these dimensions to a variety of student and school outcome measures.

In previous work, the 2006 and 2007 school climate survey data for all schools in the state were analyzed to identify factors underlying the school climate surveys for teachers, students, and parents (Monrad, May, DiStefano, Smith, Gay, Mindrila, Gareau, & Rawls, 2008). Additionally, these factor structures were used to create clustered groups of schools for all organizational levels (elementary, middle, and high schools) using identified dimensions of

school climate. Cluster membership differentiates schools with the most positive school climate from those with the least positive school climate. Unlike many other socioeconomic factors affecting school and student performance, school climate issues can be addressed at the school, district, and state levels as a component of a school's overall improvement efforts. Identifying clusters of schools based on school climate factors in the current research allows the opportunity to relate school climate factors and educational outcome variables.

Objectives

This study included an additional year of data (2008) with two broad goals in mind: to validate prior work and to investigate the relationship between school climate and other educational outcomes. Explicitly, the objectives of this study were to:

- 1) Confirm the factor structure of student, teacher, and parent responses to the school climate survey.
- 2) Identify clusters of elementary, middle, and high schools using the identified dimensions of school climate.
- 3) Investigate the relationship between school cluster membership and outcomes such as student test scores, growth in achievement, and attainment of the No Child Left Behind (NCLB) student progress goals.
- 4) Investigate the relationships between identified factors, report card variables, and indicators of school performance (e.g., Adequate Yearly Progress (AYP) and standardized test scores) for elementary, middle, and high school levels.

Theoretical Framework

Declining aptitude test results during the 1970s and 1980s, combined with unflattering international comparisons more recently, led legislators across the United States to enact far reaching educational accountability measures. Perhaps the most controversial, No Child Left Behind (NCLB) enacted by Congress, set a goal for all children to demonstrate achievement at least equal to their grade level by the year 2014. While the merits of NCLB and other high stakes accountability systems have been heatedly argued, there is no doubt that in every state

there has been an intense focus on academic performance. Too often, the importance of school climate as a critically important contextual factor in which teachers teach and students learn has tended to fade into the background, a casualty of other "priorities." And yet, among the preconditions for school success, few rival the motivation to teach and the motivation to learn: Do students wish to attend school and engage in learning activities? Do teachers want to return to the same school next year? Do parents desire to become involved with their child's school programs? The answers to these questions very often hinge on the levels of support, challenge, collaboration, and partnership provided to them by the school: in short, its climate.

According to Perkins (2006), school climate is the learning environment created through the interaction of human relationships, physical setting, and psychological atmosphere. The construct of school climate is generally characterized as multidimensional and representative of shared perceptions of behavior (Ashforth, 1985; Hoy, 1990; Van Houtte, 2005). Tagiuri (1968) distinguished four dimensions of school climate: (1) the ecology of the physical surroundings, (2) the milieu or characteristics of individuals and groups participating in the organization, 3) the social system or the relations between individuals and groups in the organization, and (4) the culture, or the whole of beliefs, values, meanings, and cognitive structures (as cited in Van Houtte, 2005). Patterns of climate variables are found to be related to trust (Hoy, Tarter, & Kottkamp, 1991). When trust is high, educators are more likely to experiment with new practices and work together with parents to advance improvements (Bryk & Schneider, 2002).

A favorable school climate provides the structure within which students, teachers, administrators, and parents function cooperatively and constructively. Edmunds (1982) and Lezotte (1990) were prominent in linking climate directly to school effectiveness. School climate has been found to positively affect academic achievement (Greenberg, 2004; Lee & Burkham, 1996; Roney, Coleman, & Schlichtin, 2007; Stewart, 2007), to positively influence a student's behavior (e.g., reduce conduct problems and mitigate depression), and to impact the decision to remain in school (Brand, Felner, Shim, Seitsinger, & Dumas, 2003; Bryk & Thum, 1989; Gottfredson, Gottfredson, Payne, & Gottfredson, 2005; Loukas & Murphy, 2007; Rumberger, 1995).

For teachers, the benefits of a positive school climate include increased job satisfaction (Ma & MacMillan, 1999), increased retention and attendance, and better home-school relationships (Brown & Medway, 2007; DiStefano, et al., 2007). Additionally, a positive school

climate has been found to be positively related to indicators of school success, such as standardized test scores, annual yearly progress (AYP) measures, and school report card information (DiStefano, et al., 2007; Greenberg, 2004; Sebring, Allensworth, Bryk, Easton, Luppescu, 2006; Monrad, May, DiStefano, Smith, Gay, Mindrila, Gareau, & Rawls, 2008). While measures of school success are essential for schools to show progress under the guidelines of the NCLB legislation, assessing school climate has received only passing interest from policy makers as a critical element of accountability.

Assessment of School Climate

Historically, school climate has been assessed through surveys. Assessment of school climate began with the work of Halpin and Croft (1963) who identified eight climate factors through the Organizational Climate Descriptive Questionnaire (OCDQ). These factors represented characteristics of the faculty group and the principal-teacher interactions which were used to develop six basic elementary school climate archetypes. Miles (1965) examined the properties of school through the development of 10 dimensions of organizational health reflecting that a healthy organization not only survives, but develops long-term. Hoy and his colleagues revised the OCDQ and have also tested and piloted three other school climate instruments. The inventories have aided in defining the technical, managerial, and institutional needs of schools (Hoy, Tarter, Kottkamp, 1991). The Charles F. Kettering Ltd. School Climate Profile (1974), which includes eight subscales encompassing general climate factors, has also been widely used (Marshall, 2004). Other scales assessing aspects of school climate have been developed by The Center for School Safety, School Climate and Classroom Management, The National Study of School Evaluation, the National Association of Secondary School Principals, The Consortium on Chicago School Research, The Center for Social and Emotional Education, Council of Urban Boards of Education, and The Center for the Study of School Climate.

South Carolina

Criticisms from *A Nation at Risk*, published in 1983, prompted many states, including SC, to enact educational reform legislation (Education Improvement Act of 1984). A cornerstone in the reform legislation of 1984 and 1989 ("Target 2000 – School Reform for the Next Decade" Act) was that change efforts would target the school as an organizational unit.

These reforms mandated a focus upon the development of school and district plans for improvement. School Improvement Councils (SICs) were assigned a prominent leadership role in the development of three-year improvement plans. Six indicators of school effectiveness adopted by the South Carolina State Board of Education in 1985 for South Carolina's School Improvement Planning process were consistent with the research on effective schools and represented a summary of the indicators by the major researchers in the field. The Board mandated that each school undertake a comprehensive needs assessment, to include surveys of parents, students, and teachers, designed to determine whether the following six indicators of effectiveness were evident at the local school site: positive school climate, instructional leadership of the principal, emphasis on academics, high expectations related to student achievement, frequent monitoring of student progress and its utilization in curriculum planning, and positive home-school relationship.

The SCDE subsequently developed instrumentation and protocols to gather data about the attitudes of professional staff, parents, and students and to assist schools in gathering and reporting the information. In 1992, a statewide committee, led by staff members of the SCDE and the SIC Assistance Project at USC, was selected to review the surveys and to recommend needed changes in the instrumentation. Among the modifications recommended were that the wording of the survey items be parallel across all three respondent groups, that the items be updated and expanded to include additional items related to perceived school and faculty performance, and that an area of the surveys be reserved for local items generated by the school.

Data Sources

South Carolina is one of only a few states to include climate data from surveys of students, teachers, and/or parents on their school report cards. The current SC school climate survey instrumentation was developed in response to the requirement of the Education Accountability Act (EAA) of 1998. The act required, among other things, a school report card. The specific variables and data elements to be included were selected by the General Assembly's Education Oversight Committee (EOC), working in collaboration with SCDE and the State Board of Education. The inclusion of school climate data from "evaluations of the school by parents, teachers, and students" on the report cards was a requirement of the state's

accountability legislation. Separate surveys were constructed for parents, teachers, and students, and each survey has over 40 items.

Students and parents at selected grades (typically grades 5, 8 and 11) along with teachers at every public school within the state complete an annual survey to assess the school's learning environment, home-school relationship, and social and physical environment. Three summative items from each survey are included on school report cards. However, the surveys consist of many items, and relationships among these items may provide information about the multidimensional nature of climate, according to student, parent, and teacher perspectives. Each survey is briefly described below.

Student Survey

The 43-item 2008 student survey includes questions organized into three areas: *Learning Environment*, measuring students' perceptions about the learning context (18 items); *Social and Physical Environment* measuring students' thoughts about building cleanliness, appearance of the grounds, classroom management/ behavior, school safety, and relationships with other teachers/students (17 items); and *Home and School Relations* measuring the relationship between schools and parents (8 items). Students respond to each item using a 4-point Likert scale: 1=Disagree, 2=Mostly Disagree, 3=Mostly Agree and 4=Agree.

Teacher Survey

There are 69 items on the 2008 teacher survey. While the items differ somewhat from the student survey, the three scales hypothesized for the students are also hypothesized for teachers. There are 26 items included on the *Learning Environment* scale, 16 items on the *Social and Physical Environment* scale; and 11 items on the *Home and School Relations* scale. In addition, teachers were administered a *Working Conditions* scale, consisting of 13 items. Teachers responded to each item using a 4-point Likert scale: 1=Disagree, 2=Mostly Disagree, 3=Mostly Agree, 4=Agree. A fifth option, 5 =Don't Know, was recoded as missing in the analyses.

Parent Survey

The 2008 Parent Survey consists of 54 items arranged into different sections with varying formats. The survey includes 21 Likert scale questions on three scales (*Learning Environment*, *Home-School Relations*, and *Social and Physical Environment*). Parents responded to each item

using a 4-point Likert scale: 1=Strongly Disagree, 2= Disagree, 3= Agree, 4=Strongly Agree. A fifth option, 5=Don't Know, was recoded as missing in the analyses.

The remaining 33 items on the parent survey are organized into four sections of varying length and format. These sections are labeled “*Parent Participation*,” “*Parent Responsibilities*,” “*Parent Obstacles to Involvement*” and overall “*School Ratings*.” This study utilizes only the section with 21 Likert scale items similar to items from the teacher and student surveys.

Before analyses, each dataset was examined. Duplicate cases were removed from each dataset, as well as cases having more than 25% of the responses missing within each scale. For cases with 25% or less missing data on each section of the survey, missing item responses were imputed. Missing item data were replaced with the average of the individual’s responses for other items on the same scale, thereby maximizing sample sizes for analyses.

To gauge school climate, most statistical analyses in the current study were conducted at the school level and considered organizational level differences. Table 1 indicates the number of elementary, middle, and high schools included in the 2006, 2007, and 2008 teacher, student, and parent data sets.

Table 1

Number of Elementary, Middle and High Schools in the 2006-2008 Teacher, Student, and Parent Data Sets

	Elementary Schools			Middle Schools			High Schools		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
Teacher data	620	622	630	273	290	292	207	208	205
Student data	619	620	623	270	285	288	202	205	199
Parent data	623	623	627	273	289	291	204	207	203

State Report Card Variables

Each year South Carolina’s public schools are evaluated using the state report card to provide information about how the state’s public schools are performing. The report card provides school level information for a variety of variables, including characteristics about the school and its programs, faculty, and student achievement.

The following report card variables were extracted from SCDE's 2008 state report card file and used in subsequent analyses. These indicators were chosen since they were considered to be those most strongly influenced by programs, approaches, and leadership at the school level, and thus, a school would have some ability to impact scores on these indicators:

- student attendance rate
- percentage of students required to repeat grade levels
- percentage of students out-of-school because of suspensions or expulsions for violent and/or criminal offenses
- teacher attendance rate
- percentage of teachers not having full teacher certification
- percentage of teachers returning from the previous school year

Schools and Participants

A unique feature of the current study was the availability of a large statewide data set. The numbers of surveys completed by each participant group from 2006 to 2008 reflect high participation (see Appendix A). Survey responses from students, parents, and teachers were arranged into elementary, middle, and high school databases using school organizational level definitions from the EOC's Accountability Manual and implemented by SCDE through its school report cards.

Methodology

This study utilized four distinct statistical tools to validate previous results and extend the analyses to student performance measures and other report card variables: confirmatory factor analysis, cluster analysis, correlation analysis, and block regression analysis.

Confirmatory Factor Analysis

Statistical analyses of the imputed teacher, student, and parent data sets began with confirmatory factor analysis (CFA). This multivariate statistical procedure aims to determine how well the survey items measure the climate constructs. This procedure is appropriate to use when researchers hold prior knowledge of the underlying latent structure of an instrument (Benson, 1998; Byrne, 1998; Hoyle & Panter, 1993). The present study was preceded by

exploratory factor analysis (EFA), which yielded the same factor structures across two consecutive years (2006 and 2007) for teachers, students, and parents (Monrad, May, DiStefano, Smith, Gay, Mindrila, Gareau, & Rawls, 2008). Although CFA and EFA are similar techniques, there are some key differences between them. Results from exploratory procedures inform the researcher on the optimal number of factors required to represent the data, and all the observed variables are related to all the latent variables. In contrast, CFA requires the researcher to specify a priori the number of factors underlying the data, as well as the construct to which each observed variable is related. Therefore, the purpose of CFA is to confirm or reject a theoretical framework, rather than discover underlying dimensions.

For each data set, the factor structure derived from exploratory procedures was used to specify the measurement model in CFA. Because the results of precedent exploratory factor analytic analyses did not include all the survey items, the confirmatory factor analyses conducted in this study included only the teacher items present in the optimal exploratory factor solutions (57 teacher items, 34 student items, and 21 parent items).

Subsequent item analysis showed that CFA results of the current study replicated closely the prior EFA solutions. CFAs of the teacher, student, and parent data sets were conducted using the CALIS procedure provided in the SAS 9.1 statistical software package. Parameters and model fit indices were estimated using the Maximum Likelihood procedure. This estimator is frequently used in CFA studies with categorical data that represents underlying continuous constructs and with at least 4 ordered categories (Finney & DiStefano, 2006).

To assess the goodness-of-fit of the teacher, student, and parent measurement models, the following fit indices were recorded for the 2006, 2007, and 2008 data sets: (1) Chi-square statistic/ degrees of freedom; (2) goodness-of-fit index (GFI); (3) non-normed fit index (NNFI); (4) root mean square error of approximation (RMSEA); and (5) the root mean residual (RMR). All five fit indices are included as part of the SAS output.

Although the chi-square fit statistic is widely used as an index of how well the model fits a set of data (Jöreskog & Sörbom, 1993), it is sensitive to both sample and model size. Therefore chi-square divided by the degrees of freedom was used as an index of overall model fit. Generally, values lower than 3 indicate a good model fit.

The GFI (Tanaka & Huba, 1984 described in Bollen, 1989), which is commonly used in CFA studies, provides a measure of the amount of variance/covariance in the sample matrix that

is predicted by the implied variance/covariance matrix. Values of GFI range from 0.00 to 1.00, and values exceeding 0.90 are considered to be acceptable for indicating appropriate fit (Jöreskog & Sörbom, 1993).

The NNFI developed by Tucker and Lewis (1973) compares the hypothesized (target) model to a null model, providing a comparison between the target model and the observed data in the absence of a model. Unlike the GFI, NNFI values can exceed 1.00, but values exceeding 0.90 are indicative of minimally acceptable fit (Bentler & Bonett, 1980); while values exceeding 0.95 provide evidence for good model-data fit (Hu & Bentler, 1999).

The root mean square error of approximation (RMSEA) does not require comparison to a baseline model. The RMSEA index is based on the premise that a model will never exactly fit a sample of data, and the best a researcher can hope for is a close approximation of the model to reality (Brown & Cudeck, 1993). RMSEA values of 0.05 or less indicate close fit between the model and the sample data; values of 0.08 or less indicate a reasonable error of approximation; while values greater than 0.10 indicate unacceptable fit.

The root mean square residual (RMR) is the average absolute value of the covariance residuals between the specified and obtained variance-covariance matrices. Its values start at 0.00 and have no upper bound. When the variance-covariance residuals are small, the RMR takes values that are closer to zero, which indicate good model fit. Because RMR has no upper limit, higher values do not necessarily imply poor fit. However, researchers typically use 0.08 as a threshold for good fit.

Cluster Analysis

Second, cluster analyses were conducted to group schools into smaller subsets of similar climate. The cluster analysis used student and teacher factor scores aggregated to the school level to group schools based on climate. Clustering was conducted within organizational level using SAS (version 9.1) for schools that had at least 15 student and/or 10 teacher factor scores.

In general, cluster analysis refers to a set of classification procedures used to uncover homogeneous groups underlying a data set (Aldenderfer & Blashfield, 1984; Blashfield & Aldenderfer, 1988; Hartigan, 1975; Milligan & Cooper, 1987). The goal of cluster analysis in this study's context is to create smaller subgroups of schools that are similar to schools in the same cluster while distinct from schools in other clusters. The most popular algorithm in the social sciences, Ward's hierarchical analysis, creates groups which have minimum variance

within a cluster (Ward, 1963). However, a drawback to the Ward method is that once a case is assigned as a member of a particular cluster, it cannot be reassigned as the clustering procedure continues. To overcome this drawback, one option is to allow the final solution from the Ward algorithm become the starting point for a K-means iterative clustering procedure, which allows for cases to switch from their initial cluster assignment to a different cluster when it becomes more closely represented as a typical member of a new cluster (MacQueen, 1967). The process continues making “passes” through the data set until cases do not change clusters. By using the final Ward’s solution as the initial starting point for the K-means procedure, the researcher gains the benefits of both clustering algorithms. To group cases, the squared Euclidean distance measure was used as the similarity index. Individual cases joined the cluster in which the squared Euclidean distance between the case and the cluster centroid was minimized.

To determine an optimal solution, two through six clusters were run and interpreted by evaluating factors such as the interpretability of the cluster centroid, match of the solution to previous research, and characteristics such as cluster size. After the cluster groups were finalized, the factor descriptives and cluster assignment for each school were used to examine the difference between clusters on schools’ climate factor scores and report card variables. Examination of group differences using additional information that was not used in forming the clusters provides support for external validation of the cluster solution (Aldenderfer & Blashfield, 1984). These relationships were then tested using t-tests between most positive and least positive climate groups to examine differences in performance and report card measures.

Correlations Among Variables

School-level data were used to examine relationships between the survey factors, non-survey report card variables, and school achievement using the Spearman rank-order correlation. Correlation coefficients can range from -1 to $+1$; the larger the absolute magnitude of the correlation (regardless of sign), the stronger the relationship between variables. Absolute values of 0.90 or greater indicate a strong linear relationship between variables while absolute values near zero suggest no linear relationship.

Block Regression Analysis

To determine the degree to which the survey data and non-survey report card variables could explain the relationships with school-level achievement, block regression was used. Here,

variables are entered in sets (i.e., blocks) to determine how much variability a block of variables explains in the outcome measure. As is indicated in Figure 1, in the regression analyses, the 14 survey factor scores (block one) were entered in the regression equations first and the non-survey report card measures next (block two). The adjusted R-square value was used to indicate the percentage of the variability of the outcome measure accounted for by the set of explanatory variables.

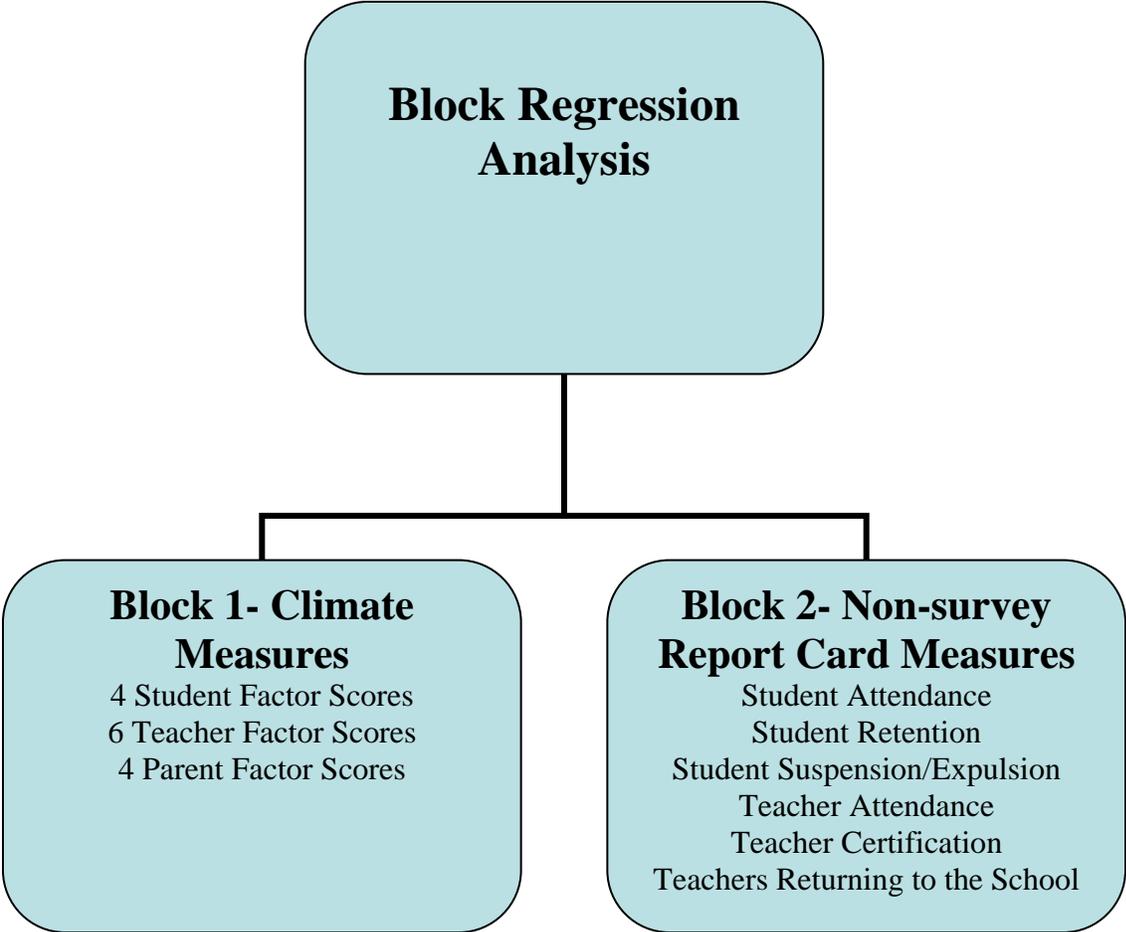


Figure 1. Block regression analysis.

Results

Confirmatory Factor Analysis

Confirmatory analytic procedures were employed to validate the teacher, student and parent factor structures yielded by EFA. The three CFA models were analyzed in terms of model fit, parameter estimates and factor correlations for all three years of data.

Model Fit. Goodness-of-fit indices for each solution were examined across years to determine how well the three climate models fit the data. Table 2 summarizes the teacher, student and parent model fit information for all three years. Chi-square values associated with each solution were significant, and the chi-square coefficient divided by the degrees of freedom yielded values larger than 3. However, the chi-square test is sensitive to both sample and model size, and can lead to the inappropriate rejection of plausible models. Additional fit information provided by GFI yielded acceptable fit of the student and parent models and a poor fit of the teacher model over the three-year period. RMSEA values indicated close fit between the student model and the sample data, and acceptable fit of the teacher and parent models. NNFI values showed a satisfactory fit of the teacher and student models, and a good fit of the parent model. RMR were low, indicating acceptable fit. In summary, the fit indices generally showed a consistent pattern and fair to acceptable fit for the three datasets across the three-year period. The results suggested that the identified CFA structures were not a sampling artifact due to one particular dataset.

Parameter Estimates. In addition to goodness-of-fit indices, factor loadings were also examined to determine the extent to which the selected survey items are correlated to the corresponding climate factors. A CFA rule of thumb is that loadings should be at least 0.7 to verify that the items identified a priori represent a particular factor. The rationale is that when loadings are 0.7 or higher, at least half of the variance (i.e., 0.7^2) in the observed variable is shared with the latent factor. However, this standard is very high when working with real data, therefore researchers often consider loadings above 0.6 to be high, while loadings below 0.4 are considered low (Hair, Anderson, Tatham, & Black, 1998). Nevertheless, these cut-offs are arbitrary, and the magnitude of factor loadings must be interpreted in the light of theory.

Table 2

2006-2008 Fit Indices for the Teacher, Student, and Parent Measurement Models

	Teacher			Student			Parent		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
Chi-Square/df	136.49	146.13	146.32	366.45	371.05	387.54	169.22	156.84	172.29
Goodness of Fit Index (GFI)	0.79	0.78	0.78	0.91	0.91	0.91	0.91	0.91	0.91
Root Mean Square Error Approximation (RMSEA)	0.06	0.06	0.06	0.05	0.05	0.05	0.07	0.07	0.07
Non-Normed Fit Index (NNFI)	0.84	0.84	0.84	0.86	0.86	0.86	0.93	0.93	0.94
Root Mean Square Residual (RMR)	0.06	0.06	0.06	0.05	0.05	0.05	0.04	0.04	0.04

Appendix B includes the teacher, student, and parent factor solutions and provides the 2008 factor loadings for all items. These parameter estimates were all statistically significant and of moderate to strong magnitude. They are also very consistent across years; their values varied only within the 0.01 to 0.03 range.

The teacher solution has six climate factors: working conditions/leadership, home-school relationship, learning environment, resources, physical environment, and safety. Standardized factor loadings ranged between 0.84 and 0.50, sharing between 0.78 and 0.39 of the variance in the observed variables.

The student solution has four climate factors: learning environment, social-physical environment, home-school relationship, and safety. In 2008 the highest factor loading was 0.84 and the lowest loading was 0.45. The student climate factors explained between 0.61 and 0.32 of the variance in all the subordinated observed variables.

The parent model also consists of four climate factors: learning environment, social and physical environment, teacher care and support, and home-school relationship. Loading values ranged between 0.89 and 0.68, and the overall variance explained by each climate factor ranged between 0.70 and 0.59.

In summary, examination of factor loadings shows that the selected teacher, student, and parent items are strong indicators of the corresponding climate factors. These estimates show very little or no variation across years, illustrating that the relationships observed between factors and items are not sample dependent.

Both the analysis of model fit and the examination of factor loadings confirm the results of precedent EFA. Results were remarkably consistent across years, thus providing proof of reliability for the teacher, student, and parent measurement models, and increasing the generalizability of the findings.

As shown in the correlation matrices in Appendix C, the climate factors in each solution are strongly or moderately correlated to each other. The strongest factor correlations are among the parent factors, and ranged between 0.71 and 0.86. The student climate factors are moderately correlated, with Pearson coefficients ranging from 0.50 to 0.68. Similarly, the teacher factors show moderate correlations that vary within the 0.69 to 0.45 range.

Cluster Analysis

Due to differences based on developmental age, cluster analysis was run separately, within organizational level and results. The optimal cluster solution identified four distinct climate groups at all three levels. However, examination of cluster centroids (see Appendix D for the 2007 solution) showed that cluster definitions are somewhat different across organizational levels. At the elementary school level, Cluster 1 includes teacher and student cluster means that are well-above average. The mean factor scores are above average in Cluster 2, average in Cluster 3, and below average in Cluster 4. At the middle and high school level, the teacher and student cluster means are above average in Cluster 1, average in Cluster 2, below average in Cluster 3, and well below average in Cluster 4.

The above average, average and below average clusters emerge at all organizational levels. However, at the elementary school level there is a well above average cluster (Cluster 1), which is also the most numerous one. In contrast, at the middle and high school level the optimal solution yields a cluster that is well below average (Cluster 4).

Nevertheless, within each organizational level the cluster labels (Cluster 1 to 4) indicate the degree to which participants perceive the school climate as positive. Thus, Cluster 1 includes the schools with the highest student and teacher cluster means, whereas Cluster 4 comprises the schools with the lowest means on all the climate factors.

Some clusters include schools in which students and teachers have similar perceptions of school climate, whereas others indicate some discrepancies between the two groups. For instance, elementary school students in Cluster 2 and Cluster 4 have more positive perceptions of school climate than their teachers. Similarly, middle and high school students in Cluster 4 have lower climate factor scores than the teachers in the same schools. In contrast, middle and high school students in Cluster 1 have less positive perceptions of school climate than their teachers.

Subsequent analyses showed that at all organizational levels, schools in Cluster 4 also have the lowest achievement outcomes. Schools in successively better school climate clusters showed evidence of accordingly better achievement outcomes. This relationship is evidenced for the 2007 mean percentage of AYP objectives met as well as the absolute report card numeric ratings by school level and cluster type in Figures 2 and 3.

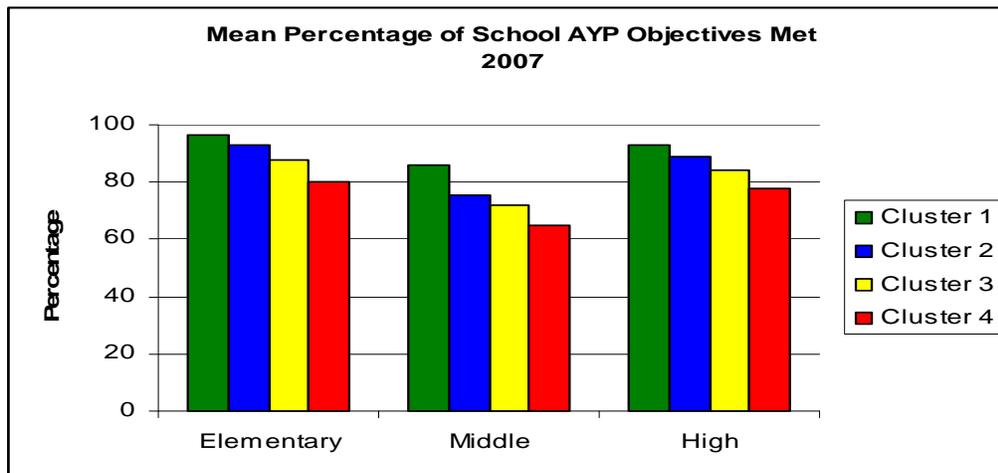


Figure 2. Mean percentage of AYP objectives met by school level and cluster type.

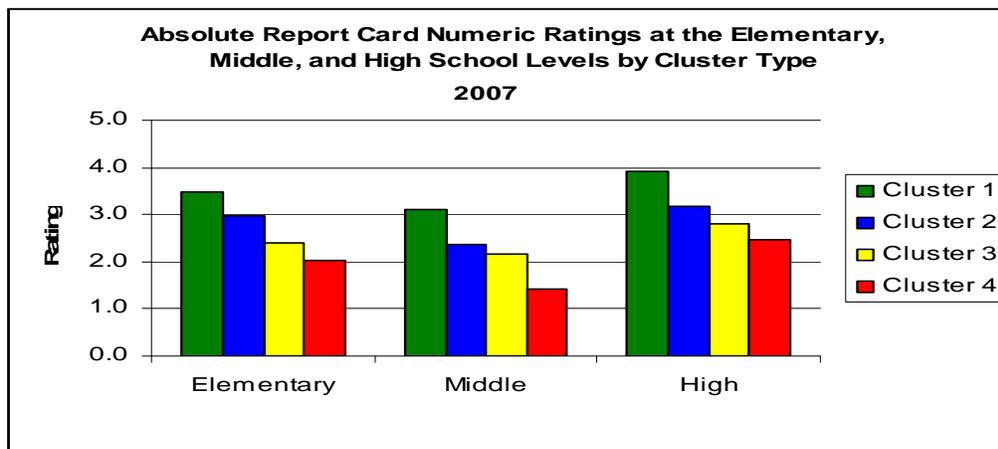


Figure 3. Absolute report card ratings by school level and cluster type.

Other achievement outcomes examined included the mean percentage of students performing basic and above or proficient and advanced on state proficiency exams in English language arts and math, the High School Assessment Program, the high school end-of-course exams, and the high school graduation rate (see Appendix E). The results were also similar for the average length of tenure for principals in 2007 (Figure 4). In general, schools below average climate reported fewer years of principal leadership, lower test scores, and lower graduation rates. Other student and teacher related report card variables, such as teacher and student retention, revealed a similar trend (see Appendix E).

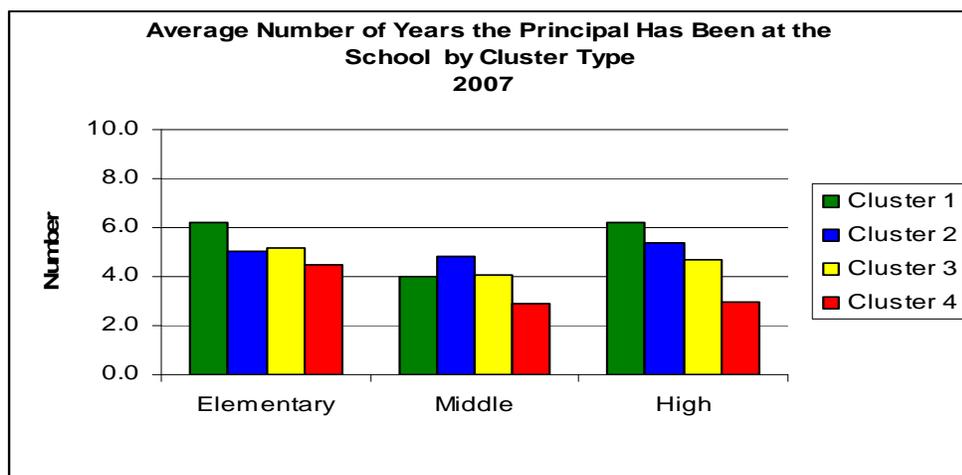


Figure 4. Average length of tenure for principals for elementary, middle, and high school levels by cluster type.

Because Cluster 1 and Cluster 4 have the most distinct climate characteristics (the cluster centroids are furthest apart) these two groups were selected to determine whether outcome variables vary with school climate. T-test comparisons revealed that these differences were significant ($p < 0.0001$) with Cluster 1 scores reporting higher levels for these outcome variables.

The relationship between the malleable climate factors and positive achievement outcomes was further demonstrated by examining the cluster assignment of schools classified by outcome measures such as designation as a Palmetto Priority school or as an achievement gap-closing school. The majority of the Palmetto Priority schools (78%), a group designated as “not having met” student learning goals mandated by the South Carolina Education Accountability Act, were largely assigned to the two clusters with the least positive climate. In contrast, schools designated as having closed the achievement gap for the past six years were all assigned to the two clusters with the most positive climate. Even after controlling for poverty, schools with the

most positive climate met greater proportions of AYP objectives, had higher student achievement, had higher graduation rates, higher report card ratings, and had more positive values on other outcomes of interest to school reformers. These findings along with the research of Greenberg (2004), Sebring et al. (2006), and Tschannen-Moran, Parrish, & DiPaola (2006) suggest that assessing school climate can be very helpful in understanding the complex dynamics of the relationships between school-level variables and school performance.

Correlation Analysis Among Achievement, Survey, and Non-Survey Report Card Variables

Spearman correlations between the survey factor scores, the six non-survey contextual measures, and each of the five outcome indicators are presented in Tables 3 to 5. Inspection of these tables reveals that the survey predictor variable most consistently associated with achievement outcomes was the teacher factor score for home-school relationships. Teacher home-school relationships correlated with school-level ELA achievement 0.69 at the elementary level and 0.65 at the middle school level. Comparable values for math were 0.70 and 0.66. For the high schools, the association between the high school HSAP, an exit examination, and the teacher factor score for home-school relationships was 0.64.

A striking finding in this study was the number of survey factors with moderate to strong correlations with the outcome measures. For the elementary schools (Table 5), all 14 factor scores correlated significantly ($p < 0.05$) for both ELA and math. For middle schools, 13 of 14 factors correlated significantly ($p < 0.05$) for both ELA and math. At the high school level, 11 of 14 factors correlated significantly ($p < 0.05$) with the high school exit examination. Across the three organizational levels in Tables 3 to 5, two of the survey factors consistently had correlations near 0.50 or higher with student achievement: Teacher Home-School Relationships and Teacher Instructional Focus. In addition, Teacher Safety, Student Safety, and Parent Social-Physical Environment were correlated with achievement 0.40 or higher in the elementary and middle schools, and only slightly lower for high schools: 0.41, 0.38, and 0.35, respectively.

In general, the non-survey report card variables had somewhat lower correlations with student achievement than did the survey variables. Student attendance rate, student retention rate, the percentage of teachers returning from the prior year, and percentage of teachers teaching without “full certification” were the non-survey variables most consistently related to achievement across the organizational levels. The correlations for these four variables were generally stronger for middle and high schools than for elementary schools.

Table 3

Spearman Correlations of Factor Scores and Report Card Variables with School Achievement for Elementary Schools

Predictor	Elementary ELA/N			Elementary Math/N		
Factor Score for Teacher Working Conditions	0.37	**	603	0.38	**	603
Factor Score for Teacher Home-School	0.69	**	603	0.70	**	603
Factor Score for Teacher Instructional Focus	0.48	**	603	0.50	**	603
Factor Score for Teacher Resources	0.33	**	603	0.34	**	603
Factor Score for Teacher Physical Environment	0.22	**	603	0.27	**	603
Factor Score for Teacher Safety	0.50	**	603	0.53	**	603
Factor Score for Student Learning Environment	0.24	**	614	0.27	**	614
Factor Score for Student Social-Physical	0.43	**	614	0.47	**	614
Factor Score for Student Home-School	0.38	**	614	0.40	**	614
Factor Score for Student Safety	0.45	**	614	0.48	**	614
Factor Score for Parent Learning Environment	0.42	**	585	0.44	**	585
Factor Score for Parent Social-Physical	0.52	**	585	0.53	**	585
Factor Score for Parent Teacher Care and Support	0.23	**	585	0.24	**	585
Factor Score for Parent Home-School Relationships	0.39	**	585	0.40	**	585
Student Attendance Rate	0.36	**	629	0.36	**	629
Student Retention Rate	-0.23	**	629	-0.30	**	629
% of Out-of School Student	-0.11	**	629	-0.14	**	629
Teacher Attendance Rate	0.03		627	0.05		627
% of Teachers Without Full Teacher Certification	-0.20	**	627	-0.23	**	627
% of Teachers Returning From the Previous Year	0.34	**	596	0.35	**	596

Legend: * $p < 0.05$ ** $p < 0.01$

Table 4

Spearman Correlations of Factor Scores and Report Card Variables with School Achievement for Middle Schools

Predictor	Middle School ELA/N			Middle School Math/N		
Factor Score for Teacher Working Conditions	0.30	**	277	0.35	**	277
Factor Score for Teacher Home-School	0.65	**	277	0.66	**	277
Factor Score for Teacher Instructional Focus	0.50	**	277	0.54	**	277
Factor Score for Teacher Resources	0.29	**	277	0.32	**	277
Factor Score for Teacher Physical Environment	0.27	**	277	0.31	**	277
Factor Score for Teacher Safety	0.46	**	277	0.49	**	277
Factor Score for Student Learning Environment	0.15	*	284	0.21	**	284
Factor Score for Student Social-Physical	0.34	**	284	0.40	**	284
Factor Score for Student Home-School	0.21	**	284	0.28	**	284
Factor Score for Student Safety	0.47	**	284	0.50	**	284
Factor Score for Parent Learning Environment	0.35	**	272	0.36	**	272
Factor Score for Parent Social-Physical	0.42	**	272	0.42	**	272
Factor Score for Parent Teacher Care and Support	-0.03		272	-0.02		272
Factor Score for Parent Home-School Relationships	0.24	**	272	0.24	**	272
Student Attendance Rate	0.48	**	292	0.42	**	292
Student Retention Rate	-0.48	**	293	-0.51	**	293
% of Out-of School Student	-0.08		293	-0.10		293
Teacher Attendance Rate	0.06		292	0.06		292
% of Teachers Without Full Teacher Certification	-0.50	**	291	-0.51	**	291
% of Teachers Returning From the Previous Year	0.44	**	267	0.49	**	267

Legend: * $p < 0.05$ ** $p < 0.01$

Table 5

Spearman Correlations of Factor Scores and Report Card Variables with School Achievement for High Schools

Predictor	High School ELA/N		
Factor Score for Teacher Working Conditions	0.34	**	196
Factor Score for Teacher Home-School Relationships	0.64	**	196
Factor Score for Teacher Instructional Focus	0.51	**	196
Factor Score for Teacher Resources	0.29	**	196
Factor Score for Teacher Physical Environment	0.16	*	196
Factor Score for Teacher Safety	0.41	**	196
Factor Score for Student Learning Environment	0.12		196
Factor Score for Student Social-Physical Environment	0.35	**	196
Factor Score for Student Home-School Relationships	0.09		196
Factor Score for Student Safety	0.38	**	196
Factor Score for Parent Learning Environment	0.29	**	168
Factor Score for Parent Social-Physical Environment	0.35	**	168
Factor Score for Parent Teacher Care and Support	0.05		168
Factor Score for Parent Home-School Relationships	0.25	**	168
Student Attendance Rate	0.33	**	207
Student Retention Rate	-0.49	**	207
% of Out-of School Student Suspensions/Expulsions	-0.06		207
Teacher Attendance Rate	0.07		207
% of Teachers Without Full Teacher Certification	-0.47	**	205
% of Teachers Returning From the Previous Year	0.44	**	193

Legend: * $p < 0.05$ ** $p < 0.01$

Block Regression Analysis

Based upon prior research with the 20 variables (14 survey and 6 non-survey) included in this study, it was anticipated that shared variance would exist within and between the survey variables and the non-survey report card variables. Data analyses of 2006 and 2007 data sets had demonstrated correlations among the survey factor scores ranging from 0.2 to 0.6. These analyses had further shown that the survey data could account for sizable proportions of variance in student achievement data. In order to assess the potency of the survey and non-survey report card variables in predicting 2008 school-level achievement, linear regression (SAS PROC REG) using a blocking methodology was conducted with the data. The first block included the 14 survey factors (6 teacher factors, 4 student factors, and 4 parent factors). As indicated in Table 6, the 14 survey factor scores accounted for between 55% (HSAP) and 66% (Middle School ELA) of the variation in school outcomes, adjusted for the number of predictors in the model. The full model, including both the survey and the non-survey variables increased the adjusted R-squares between 2 percentage points for the elementary outcomes and 10 percentage points for the high school achievement measure.

Table 6

Block Regression Summary (with Adjusted R-squares) for Key Outcome Variables

Outcome variable description	Survey only	Survey + report card
Basic, Proficient, and Advanced % ELA (Elementary) Number of Schools	0.5745 567	0.5971 546
Basic, Proficient, and Advanced % ELA (Middle School) Number of Schools	0.6601 262	0.7478 248
Basic, Proficient, and Advanced % Math (Elementary) Number of Schools	0.6194 567	0.6371 546
Basic, Proficient, and Advanced % Math (Middle School) Number of Schools	0.6359 262	0.7172 248
Percent Passed Both Subtests of HSAP (High School) Number of Schools	0.5481 163	0.6416 159

Legend: * $p < 0.05$ ** $p < 0.01$

Inspection of Table 6 reveals that prediction was best for the middle school outcomes, with the full model accounting for about 75% of variation in ELA and 72% in math.

Comparable figures for the elementary schools were lower by about 15 points for ELA and 8 points for math. At the high school level, the full-model adjusted R-square was about 0.64. At

all levels, both blocks had significant F-values. The significance levels of the F-values for the Type II sums of squares are presented in Table 7.

Table 7

Significance Levels of the Survey Factors and Non-survey Report Card Variables

Predictor	Elementary		Middle		High Exit Exam
	ELA	Math	ELA	Math	
Factor Score for Teacher Working Conditions	**	**	*		
Factor Score for Teacher Home-School Relationships	**	**	**	**	*
Factor Score for Teacher Instructional Focus	*	**		**	
Factor Score for Teacher Resources	*	*	**	**	
Factor Score for Teacher Physical Environment	*	**			*
Factor Score for Teacher Safety					
Factor Score for Student Learning Environment	*	**	**	*	
Factor Score for Student Social-Physical Environment				*	*
Factor Score for Student Home-School Relationships					
Factor Score for Student Safety					
Factor Score for Parent Learning Environment				*	
Factor Score for Parent Social-Physical Environment	**	**			
Factor Score for Parent Teacher Care and Support	**	**	**	**	*
Factor Score for Parent Home-School Relationships					*
Student Attendance Rate	**	**	**	**	*
Student Retention Rate			**	**	**
% of Out-of School Student Suspensions/Expulsions					
Teacher Attendance Rate					
% of Teachers Without Full Teacher Certification	**	*	**	**	**
% of Teachers Returning From the Previous Year	**	**		*	

Legend: * $p < 0.05$ ** $p < 0.01$

The following variables were significant for all five outcomes: a) Teacher Factor Score for Home-School Relationships, b) Parent Factor Score for Teacher Care and Support, c) Student Attendance Rate, and d) Percent of Teachers Without Full Teacher Certification. Student

Retention Rate was not significant at the elementary level, but was significant at 0.01 levels for middle and high schools, a finding consistent with the well-documented cumulative effects of retention and increasing numbers and percentages of students in the upper grade levels.

The factor named Teacher Home-School Relationships includes not only items measuring parent participation and support, but also items dealing with student behavior in class and students' interest in and motivation to learn. Thus, teachers tended to view student behavior and motivation as closely associated with parent support—perhaps even as a parent responsibility. This factor is, therefore a “double-barreled” predictor, and its consistency across organizational levels and student outcomes seems completely logical. The consistency of prediction of the Parent Factor Score for Teacher Care and Support across levels was, on the other hand, unanticipated, not because of its logical importance—parents tend to know when teachers are supportive of their children's learning—but rather because of the lower return rate of the parent surveys. For most schools, parent return rates were substantially lower than student and teacher return rates. In addition, the first-order correlation with the Parent Factor Score for Teacher Care and Support was often quite low.

Student attendance rate was a third significant predictor for all organizational levels and outcomes. Because attendance rates for most South Carolina schools are in the mid 90s, many practitioners assume that small deviations from average (e.g., 93% versus 95%) are inconsequential. However, since a half percentage point in attendance rate represents a full day of instruction lost (or gained) on average for every student in the school, these apparently small differences in student attendance are anything but inconsequential in terms of instructional time. In this example, a student attendance rate of 93% versus 95% is equivalent to a difference of 3.6 days of instruction.

The fourth report card variable consistently related to student achievement was the Percent of Teachers Without Full Teacher Certification. This indicator represents the percentage of teachers at the school with something other than professional certification. Beyond an initial three-year validity period in South Carolina, teachers who do not yet meet the requirements for professional certification, but who are employed by a public school district at the provisional or annual contract level, as defined in South Carolina regulation, may have their certificates renewed annually at the request of the employing school district. This indicator is included on

the South Carolina school report card and was consistently negatively related to the student achievement outcomes included in the current analyses.

While the four variables described above were significant predictors of achievement across all three organizational levels, it would be a mistake to conclude that they were the “most important” four predictors. When only these four variables were entered into the prediction model, they accounted for less variance than the survey block alone. Thus, while the R-squares for the survey blocks, as reported in Table 7, ranged from 0.5481 (high school HSAP) to 0.6601 (middle school ELA), the four-variable model ranged from 0.4403 (high school HSAP) to 0.6473 (middle school ELA). Further analyses should be conducted to address the relative importance of various prediction models.

Discussion

This study identified dimensions of school climate and compared the solutions across organizational levels for students, parents, and teachers to determine if school dimensions of climate were similar from elementary to high school. While many characteristics of school are thought to change as students progress, it was interesting to note that the factor structures for school climate were essentially stable for all survey groups regardless of organizational level.

Further, this study used school-level indicators of climate to determine how much variance the climate factors and selected report card variables could explain in the key achievement outcome variables. Teacher Home-School Relationships was easily the most potent climate predictor of achievement outcomes at all three organizational levels. Student attendance rate and the percentage of teachers with full certification were important non-survey report card indicators across all three organizational levels.

It should be emphasized that while the constructs were similar across organizational levels, the levels of school climate favorability were not. Elementary school factor score means were generally higher than middle or high school means. But, the stability of the factor solutions across organizational levels allowed for a common factor analytic model to represent students, parents, and teacher datasets.

The finding that factors were similar in definition across the three types of surveys (parent, teacher, and student) is consistent with dimensions identified with prior research on school climate from the Consortium on Chicago School Research (CCSR). The CCSR used

information from principals, teachers, and students across over 200 schools to identify “five essential supports for school improvement” (Sebring et al., 2006). The CCSR found the important supports to be: leadership, professional capacity (e.g., knowledge, skills, and disposition of faculty), parent-community ties, climate, and instruction. Similar dimensions were identified with the SC analyses. The leadership and instructional focus factors were found in both the SC teacher dataset and the CCSR analyses. The professional capacity factor identified by CCSR was similar to the social-physical factor in the SC dataset. Also, both the parent and teacher datasets identified factors of climate and relationship between home and school (professional-community ties). The consistency between the two studies lends support to the existence of these latent dimensions of climate.

In the South Carolina analyses, perceived safety was an important construct for all three response groups. It is noteworthy that the safety items loaded on a separate factor apart from other social and physical climate items. Teachers and students viewed safety as distinct from social relationships at the school (e.g., students getting along well together) or from the physical climate (e.g., clean hallways and restrooms). The South Carolina instrument does not currently include items that directly measure social safety, such as the absence of bullying. This is an important area for future research and potential modification of the instrument.

Our work with the school climate surveys and other non-survey report card indicators over the past several years has led to a better understanding of their relationship to both school achievement and to poverty. We have begun to think of poverty, not only as an indicator of parental income, but also as: a) the attitudes of parents, students, and teachers about schooling, b) the perceived and real levels of support for and focus on the learning environment, and c) the attendance rates and other indicators of time-on-task afforded to students. Schools with large concentrations of poor students often have fewer highly qualified teachers and administrators, higher teacher turnover, lower student attendance, higher student suspensions, and parents less likely to be actively participating in and supportive of the school and its learners. The clarification of this constellation of relationships is an essential step in developing the goals, strategies, and programs necessary to effectively address educational improvement. It is for these reasons that we have focused upon variables that could be addressed by school communities.

Scholarly Significance

Wang, Haertel, and Walberg (1997) conducted a meta-analysis using a database consisting of 11,000 statistical findings and determined that instruction and climate affect learning as much as student characteristics. Their work supports “the idea that climate is a real factor in the lives of learners and that it is measurable, malleable and material to those that work and learn in schools” (Freiberg, 1999, p. 17). There is a compelling body of literature providing support for the importance of school climate. Compared to other barriers which are not within the locus of control of schools, such as high child poverty and low state funding, negative school climate factors can be improved. Although there is a growing literature dealing with the assessment of school climate, efforts to systematically improve it have been limited. Changing school climate “requires explicit, targeted, and aligned change efforts at the leverage points” (McGuigan, 2008, p. 112). Results from this study may be used to foster such efforts by providing greater insight about how climate and report card variables impact the prediction of selected accountability outcomes. The processes of teaching and learning are fundamentally related and the identification of specific school climate factors that are most related to learning outcomes provides stakeholders with valuable information in designing interventions for overall school improvement.

The results of this study may be used to identify factors of climate and school report cards that are alterable as well as highly related to accountability outcomes. Results indicated that schools with the poorest climate, as defined by negative, below average factor scores, did worst on achievement outcomes; schools in successively more favorable climate groups showed progressively higher achievement outcomes. Therefore, with an increased focus on accountability and academic improvement nationwide, the current research provides support for an increased attention to school climate as a critical dimension for school leaders to focus school improvement efforts. By evaluating the practices at the school-level to determine which are promoting positive school climate, schools may also see improvement in achievement outcomes.

The current work provides a framework for evaluating school climate data as well as providing direction for the potential application of school climate data for use in school improvement. For example, an extension of the current work includes utilizing the climate data to develop multi-year school climate profiles that could provide low-performing schools with a practical tool to use in indentifying critical areas for school improvement. Assessment and

evaluation efforts could be tailored to identify school climate needs and measure implementation of targeted strategies to improve climate and achievement outcomes. The current school climate research provides a starting point to begin narrowing the gap between research, policy, and the practice of implementing and evaluating approaches that includes school climate as one important facet of school improvement.

Limitations of the Study and Conclusions

This study represents an analysis of relationships among climate factors, non-survey report card variables, and measures of achievement in South Carolina. While utilizing large data samples, the outcome measures are specific to South Carolina's curriculum and accountability standards. Thus, the findings may or may not generalize to educational systems in other locations.

Furthermore, this was an associative study of archival cross-section data, not an experimental study designed to measure the impact of an intervention. Correlation is not necessarily causation. While the relationships reported here can be a starting point for examining potential cause and effect, more sophisticated studies of program effectiveness are necessary to establish such an etiology. However, this study provided information about school climate factors and the consistency of these factors across organizational levels. The large statewide sample is a unique characteristic of this study: most investigations do not have access to such a large sample across organizational levels.

Understanding school climate and the non-survey performance and report card variables examined in this study can benefit school-community leaders and policy makers as they seek to improve student learning. For teachers, a better school climate can help foster a positive working environment by reducing absenteeism and stress, lowering teacher turnover rates, and increasing job satisfaction. For students and parents, the crucial importance of attendance and engagement in a supportive learning environment is validated. For researchers, the analyses can point the way toward structuring future studies into the relationship among student learning and the concerns of teachers, parents, administrators and other stakeholders in the community.

School climate provides a critical backdrop for efforts to improve schools. Within the context of a poor school environment, even the most well-documented reform strategy is unlikely to succeed.

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Appendix A

2006 - 2008 Teacher, Student, and Parent Survey Counts by Stage in the Analysis

Stage of analysis	Teacher			Student			Parent		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
Original file from South Carolina Department of Education	44,592 ¹	44,980	45,493	136,419	135,008	137,918	69,495	64,896	68,764
After listwise deletion of <i>don't know or not applicable</i>	39,261	39,463	39,879	136,419 ²	135,008 ²	137,918 ²	37,084	34,764	37,648
After removing duplicates	39,173	39,463	39,879	136,280	135,008	137,814	36,781	34,764	37,560
After imputation ³	35,599	36,537	36,445	132,440	132,476	135,808	35,067	34,260	35,884

¹ Two records with extraneous characters were deleted.

² Student surveys did not have a *don't know* option; so, this stage is not applicable.

³ Respondents missing more than 25% of any subscale were deleted. Missing values for the remaining surveys were imputed by individual subscale mean.

Appendix B

Teacher, Student, and Parent 2008 School Climate Factor CFA Loadings

Teacher Climate Factors	2008 Loading
Working Conditions/Leadership	
The school leadership makes a sustained effort to address teacher concerns.	0.86
I feel supported by administrators at my school.	0.85
The school administration provides effective instructional leadership.	0.85
I am satisfied with the learning environment in my school.	0.82
My decisions in areas such as instruction and student progress are supported.	0.81
The faculty and staff at my school have a shared vision.	0.81
The school administration communicates clear instructional goals for the school.	0.80
I feel comfortable raising issues and concerns that are important to me.	0.79
I am satisfied with my current working conditions.	0.79
Teachers at my school are recognized and appreciated for good work.	0.78
Teachers at my school are encouraged to develop innovative solutions to problems.	0.77
The school administration sets high standards for students.	0.76
The level of teacher and staff morale is high at my school.	0.75
Teacher evaluation at my school focuses on instructional improvement.	0.74
The school administration arranges for collaborative planning and decision making.	0.71
The rules for behavior are enforced at my school.	0.69
Rules and consequences for behavior are clear to students.	0.65
School administrators visit classrooms to observe instruction.	0.59
Teachers respect each other at my school.	0.56
Home-School Relationship	
I am satisfied with home-school relations.	0.84
Parents at my school are interested in their children's schoolwork.	0.81
Parents at my school support instructional decisions regarding their children.	0.80
Parents attend school meetings and other school events.	0.79

Teacher Climate Factors (continued from previous page)	2008 Loading
Home-School Relationship (continued)	
Parents attend conferences requested by teachers at my school.	0.77
Parents participate as volunteer helpers in the school or classroom.	0.76
Parents are involved in school decisions through advisory committees.	0.73
Parents at my school understand the school's instructional programs.	0.72
Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	0.67
Students at my school behave well in class.	0.66
Students at my school are motivated and interested in learning.	0.66
Parents at my school know about school activities.	0.63
Parents at my school are aware of school policies.	0.63
Learning Environment	
Teachers at my school focus instruction on understanding, not just memorizing facts.	0.78
Teachers at my school have high expectations for students' learning.	0.78
Teachers at my school effectively implement the State Curriculum Standards.	0.74
Effective instructional strategies are used to meet the needs of low achieving students.	0.74
Student assessment information is effectively used by teachers to plan instruction.	0.73
My school provides challenging instructional programs for students.	0.73
Instructional strategies are used to meet the needs of academically gifted students.	0.63
My school offers effective programs for students with disabilities.	0.56
There is a sufficient amount of classroom time allocated to instruction in essential skills.	0.53

Teacher Climate Factors (continued from previous page)	2008 Loading
Resources	
Our school has sufficient computers for instructional use.	0.71
Computers are used effectively for instruction at my school.	0.71
There are sufficient materials and supplies available for classroom and instructional use.	0.71
Our school has a good selection of library and media material.	0.63
There is sufficient space for instructional programs at my school.	0.57
I have sufficient space in my classroom to meet the educational needs of my students.	0.55
I have access to reliable communication technology, including phone, fax, and e-mail.	0.55
My class sizes allow me to meet the educational needs of my students.	0.50
Physical Environment	
The hallways at my school are kept clean.	0.87
The grounds around my school are kept clean.	0.83
The bathrooms at my school are kept clean.	0.80
The school building is maintained well and repaired when needed.	0.79
Safety	
I feel safe at my school during the school day.	0.92
I feel safe at my school before and after school hours.	0.89
I feel safe going to or coming from my school.	0.85

Student Climate Factors	2008 Loading
Learning environment	
Teachers work together to help students at my school.	0.68
My teachers help students when they do not understand something.	0.68
My teachers spend enough time helping me learn.	0.66
My teachers want me to understand what I am learning, not just remember facts.	0.59
My teachers give homework assignments that help me learn better.	0.57
The textbooks and workbooks I use at my school really help me to learn.	0.56
My teachers praise students when they do a good work.	0.56
My classes are interesting and fun.	0.56
My teachers expect students to learn.	0.54
My teachers do a good job teaching me mathematics.	0.53
My teachers give tests on what I learn in class.	0.49
My teachers do a good job teaching me English language arts.	0.47
My teachers expect students to behave.	0.45
Social-Physical Environment	
Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	0.65
Students at my school behave well in class.	0.63
Broken things at my school get fixed.	0.58
The bathrooms at my school are kept clean.	0.59
The hallways at my school are kept clean.	0.63
I am satisfied with the social and physical environment at my school.	0.56
Teachers and students get along well with each other at my school.	0.63
Students from different backgrounds get along well at my school.	0.57
The grounds around my school are kept clean.	0.61
Students at my school believe they can do a good work.	0.49

Student Climate Factors (continued from previous page)	2008 Loading
Home-School Relationship	
I am satisfied with home-school relations.	0.59
Parents volunteer and participate in activities at my school.	0.57
Parents are welcomed at my school.	0.62
My parent helps me with my homework when I need it.	0.56
Parents at my school know their children's homework assignments.	0.59
My school informs parents about school programs and activities.	0.65
My parent knows how well I am doing in school.	0.60
My parent knows what I am expected to learn in school.	0.64
Safety	
I feel safe going to or coming from my school.	0.68
I feel safe at my school during the school day.	0.84
I feel safe at my school before and after school hours.	0.82

Parent Climate Factors	2008 Loading
Learning Environment	
I am satisfied with the learning environment at my child's school.	0.85
My child's teachers encourage my child to learn.	0.84
My child's school has high expectation for student learning.	0.79
My child's teachers provide extra help when my child needs it.	0.78
My child's teachers give homework that helps my child learn.	0.74
Social-Physical Environment	
I am satisfied with the social and physical environment at my child's school.	0.86
My child feels safe at school.	0.81
My child's teachers care about my child as an individual.	0.79
Students at my child's school are well behaved.	0.75
My child's school is kept neat and clean.	0.68
Teacher Care and Support	
My child's teachers tell me how I can help my child learn.	0.89
My child's teachers contact me to say good things about my child.	0.83
My child's teachers invite me to visit my child's classroom during the school day.	0.79
Home-School Relationship	
I am satisfied with the home-school relations at my child's school.	0.85
My child's school includes me in decision-making.	0.79
My child's school gives me information about what my child should be learning in school.	0.79
My child's school treats all students fairly.	0.79
My child's school considers changes based on what parents say.	0.78
My child's school returns my phone calls or e-mails promptly.	0.75
The principal at my school is available and welcoming.	0.69
My child's school schedules activities at times that I can attend.	0.68

Appendix C

2008 Teacher, Student, and Parent Factor Correlations

Teacher Factor Correlations					
	Working Conditions/ Leadership	Home- School Relationship	Learning Environment	Resources	Physical Environment
Working conditions/ leadership	*	*	*	*	*
Home-school relationship	0.64	*	*	*	*
Learning environment	0.63	0.55	*	*	*
Resources	0.69	0.60	0.57	*	*
Physical environment	0.55	0.48	0.46	0.53	*
Safety	0.54	0.47	0.45	0.52	0.48

Student Factor Correlations			
	Learning Environment	Social-Physical Environment	Home-School Relationship
Learning Environment	*	*	*
Social-Physical Environment	0.68	*	*
Home-School Relationship	0.68	0.66	*
Safety	0.56	0.53	0.50

Parent Factor Correlations

	Learning Environment	Social-Physical Environment	Teacher Care and Support
Learning Environment	*	*	*
Social-Physical Environment	0.78	*	*
Teacher Care and Support	0.71	0.71	*
Home-School Relationship	0.82	0.83	0.86

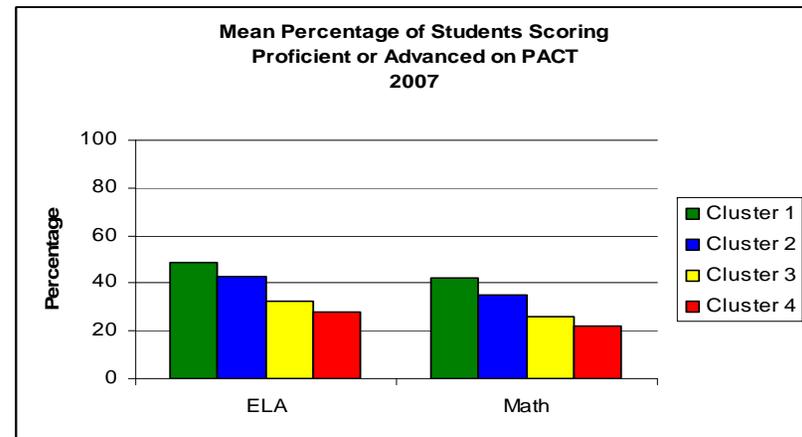
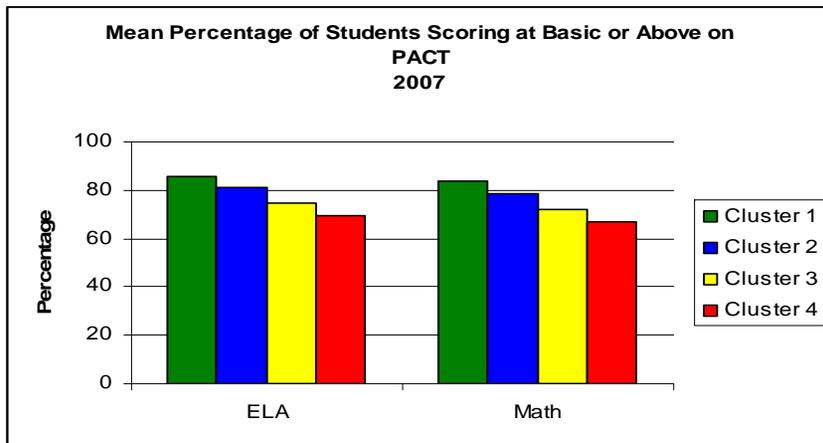
Appendix D

2007 Teacher, Student, and Parent Factor Scores Means by Cluster and Organizational Level

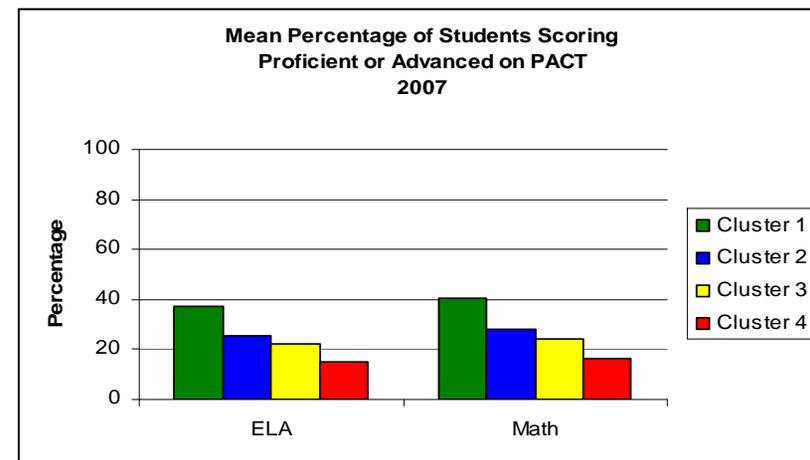
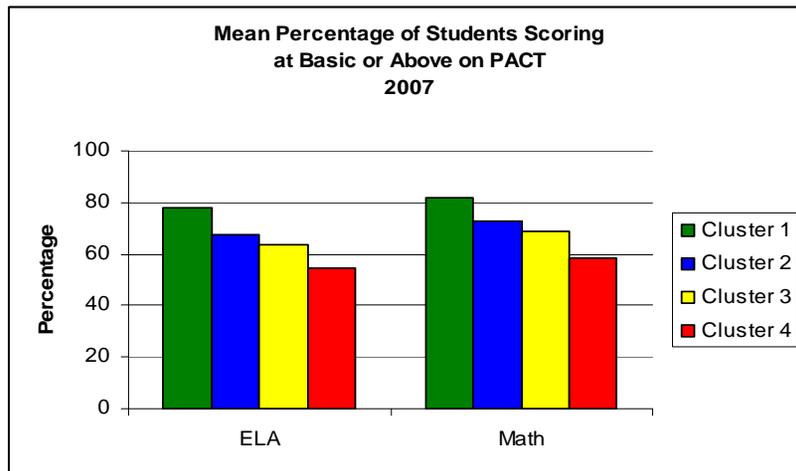
	Elementary Schools				Middle Schools				High Schools			
	Cluster 1	Cluster 2	Cluster 3	Cluster 4	Cluster 1	Cluster 2	Cluster 3	Cluster 4	Cluster 1	Cluster 2	Cluster 3	Cluster 4
<i>N</i>	223	126	157	90	44	101	97	29	27	59	73	37
Teacher Factors												
Working Conditions Leadership	0.42	0.02	0.06	-0.56	0.39	0.15	-0.38	-0.80	0.32	0.08	-0.27	-0.72
Home-School Relationship	0.60	0.21	-0.03	-0.60	0.49	-0.05	-0.51	-1.13	0.37	-0.20	-0.50	-0.92
Instructional Focus	0.35	0.12	0.10	-0.26	0.27	0.06	-0.28	-0.72	0.13	-0.16	-0.41	-0.67
Resources	0.37	-0.15	0.16	-0.49	0.35	0.08	-0.36	-0.88	0.31	0.10	-0.33	-0.63
Physical Environment	0.40	-0.29	0.25	-0.53	0.45	0.19	-0.27	-0.99	0.35	0.16	-0.25	-0.92
Safety	0.33	0.07	0.07	-0.49	0.32	0.11	-0.29	-0.87	0.27	0.07	-0.22	-0.68
Student Factors												
Learning Environment	0.54	0.49	0.30	0.30	0.12	-0.14	-0.23	-0.29	-0.05	-0.28	-0.39	-0.40
Social-Physical Environment	0.51	0.22	0.00	-0.17	0.30	-0.18	-0.34	-0.58	0.49	0.02	-0.18	-0.38
Home-School Relationship	0.51	0.43	0.27	0.23	0.17	-0.09	-0.15	-0.23	-0.11	-0.30	-0.39	-0.45
Safety	0.29	0.15	-0.01	-0.11	0.30	-0.02	-0.15	-0.39	0.27	-0.01	-0.18	-0.34
Parent Factors												
Learning Environment	0.29	0.18	0.06	-0.01	0.10	-0.16	-0.26	-0.52	0.06	-0.18	-0.26	-0.51
Social-Physical Environment	0.40	0.20	0.06	-0.15	0.20	-0.18	-0.38	-0.76	0.21	-0.23	-0.44	-0.73
Teacher Care and Support	0.31	0.25	0.15	0.16	-0.04	-0.20	-0.27	-0.41	-0.13	-0.30	-0.31	-0.45
Home-School Relationship	0.31	0.19	0.04	-0.08	0.08	-0.16	-0.28	-0.55	0.07	-0.21	-0.30	-0.55

Appendix E

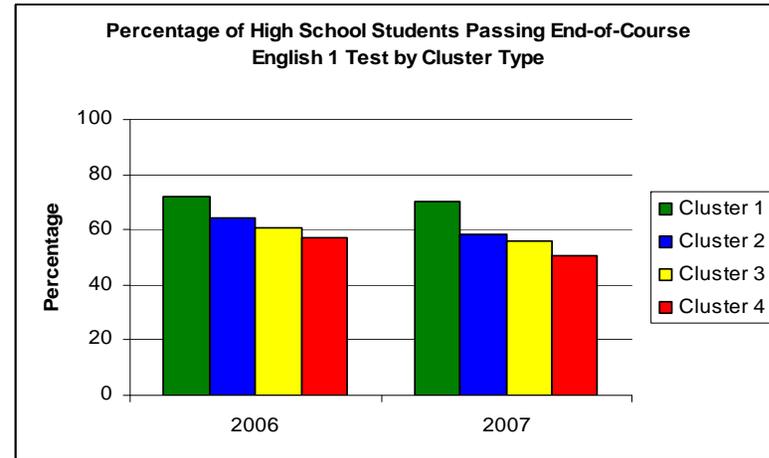
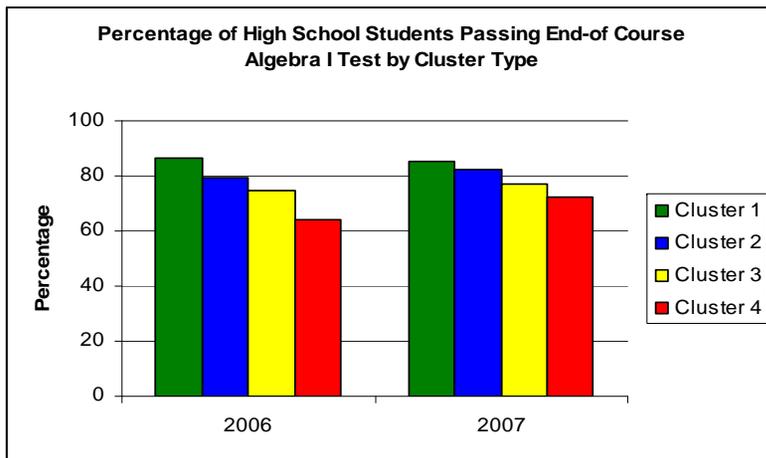
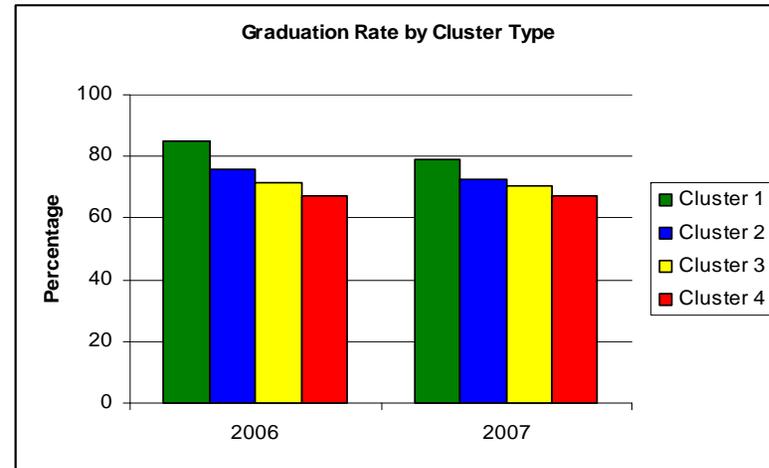
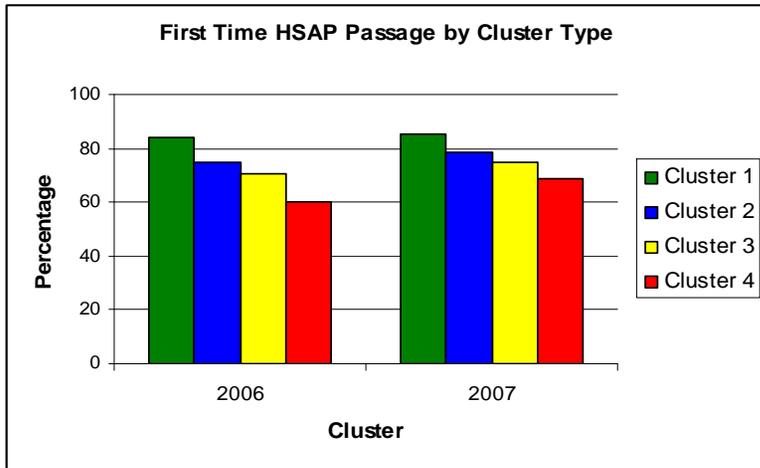
Selected 2006 and 2007 Report Card Variables at the Elementary, Middle, and High School Levels by Cluster Type



Percentage of achievement outcomes met at the elementary school level by cluster type.



Percentage of achievement outcomes met at the middle school level by cluster type.



Percentage of achievement outcomes met at the high school level by cluster type.

Student Related School Report Card Variables at the Elementary, Middle, and High School Levels by Cluster Type

		Elementary school				Middle school				High school			
		Cluster				Cluster				Cluster			
		1	2	3	4	1	2	3	4	1	2	3	4
Student attendance	2006	96.7	96.3	96.2	95.7	96.2	96.1	95.3	94.8	96.1	95.5	95.4	94.9
	2007	96.3	96.2	96.1	95.8	96.3	95.8	95.3	94.9	95.8	95.6	95.8	94.8
% students over age	2006	0.8	1.3	1.4	3.4	4.5	4.0	7.4	7.0	6.6	9.3	10.8	13.3
	2007	0.9	1.2	1.4	1.8	1.5	2.4	3.0	3.6	2.9	4.3	4.7	5.2
% students retained	2006	2.6	3.2	3.3	4.3	2.4	2.4	3.4	4.5	5.0	7.0	7.7	9.7
	2007	2.7	2.7	3.3	3.5	1.9	2.6	3.4	3.8	4.6	7.2	7.2	7.9
% students identified as special needs	2006	7.9	8.0	8.3	8.0	12.0	10.7	14.0	12.9	10.8	12.7	13.3	14.7
	2007	7.1	7.4	8.2	7.5	9.7	12.2	12.0	13.3	10.8	12.0	12.8	13.2
Dropout rate	2006									1.8	3.2	3.6	4.3
	2007									3.0	3.4	4.3	5.1
% out of school suspensions/expulsions for violent/criminal offenses	2006					1.5	1.9	2.7	3.2	1.8	2.3	3.0	2.5
	2007					0.9	2.0	2.7	3.9	1.3	2.8	3.3	4.0
% of 7 th & 8 th graders enrolled in HS credit courses	2006					23.3	25.5	21.9	14.3				
	2007					25.1	27.4	27.4	18.3				
% students participating in AP/IB courses	2006									15.7	13.6	13.9	16.2
	2007									19.2	14.2	14.5	13.3
% of students eligible for Life Scholarships	2006									*	*	*	*
	2007									39.3	30.9	28.9	28.1

Teacher Related School Report Card Variables at the Elementary, Middle, and High School Levels by Cluster Type

		Elementary school				Middle school				High school			
		Cluster				Cluster				Cluster			
		1	2	3	4	1	2	3	4	1	2	3	4
Teacher attendance	2006	95.0	94.8	94.4	93.7	94.9	94.5	94.7	94.4	95.3	95.3	95.1	95.4
	2007	95.1	94.8	94.8	94.7	95.3	95.1	94.9	94.1	95.8	95.6	95.4	94.9
Teacher retention rate	2006	88.3	86.5	84.5	83.7	85.9	86.3	79.4	79.9	87.8	86.1	84.0	80.3
	2007	87.5	86.9	83.6	82.1	85.9	82.5	81.2	79.5	87.6	84.3	83.6	80.5
% teachers on emergency or provisional contracts	2006	1.1	2.1	2.4	5.2	5.5	6.1	12.1	11.5	6.2	9.8	12.4	20.4
	2007	0.8	1.2	1.7	2.9	2.3	7.1	9.6	11.4	5.2	8.8	12.6	13.2
% teachers on continuing contracts	2006	*	*	*	*	*	*	*	*	*	*	*	*
	2007	81.1	79.8	75.8	73.2	80.2	72.2	70.4	66.6	76.9	74.7	69.4	67.0
% classes not taught by highly qualified teachers	2006	3.3	4.3	4.7	11.3	8.3	9.3	13.3	17.9	7.5	10.0	14.2	16.8
	2007	2.0	2.4	2.9	4.6	3.5	5.6	6.9	11.9	2.9	4.8	8.0	9.5
Number of professional days per teacher	2006	14.3	13.7	13.9	14.5	12.0	11.3	12.9	13.2	12.3	11.5	12.2	11.9
	2007	14.1	13.7	14.1	14.3	13.1	13.0	12.5	13.8	13.4	11.7	13.2	13.2

* indicates missing data

Percentage of Schools with Each Report Card Rating by School Level and Cluster Type

Elementary School						
		Unsatisfactory 1	Below Average 2	Average 3	Good 4	Excellent 5
2006	Cluster 1	0.56	6.78	32.77	42.37	17.51
	Cluster 2	3.73	20.33	43.57	26.56	5.81
	Cluster 3	11.43	36.43	38.57	12.14	1.43
	Cluster 4	34.29	54.29	11.43	0.00	0.00
2007	Cluster 1	1.79	8.52	40.81	37.67	11.21
	Cluster 2	6.35	19.84	46.83	24.60	2.38
	Cluster 3	11.54	42.95	40.38	3.85	1.28
	Cluster 4	30.00	42.22	23.33	4.44	0.00
Middle School						
		Unsatisfactory 1	Below Average 2	Average 3	Good 4	Excellent 5
2006	Cluster 1	4.17	33.33	44.79	16.67	1.04
	Cluster 2	9.84	21.31	49.18	16.39	3.28
	Cluster 3	41.27	47.62	11.11	0.00	0.00
	Cluster 4	54.29	37.14	8.57	0.00	0.00
2007	Cluster 1	4.65	18.60	44.19	25.58	6.98
	Cluster 2	14.14	38.38	43.43	4.04	0.00
	Cluster 3	29.17	34.38	29.17	6.25	1.04
	Cluster 4	65.52	27.59	6.90	0.00	0.00
High School						
		Unsatisfactory 1	Below Average 2	Average 3	Good 4	Excellent 5
2006	Cluster 1	0.00	0.00	14.29	17.86	67.86
	Cluster 2	7.59	6.33	22.78	39.24	24.05
	Cluster 3	16.95	13.56	35.59	27.12	6.78
	Cluster 4	44.44	27.78	5.56	11.11	11.11
2007	Cluster 1	0.00	7.41	22.22	40.74	29.63
	Cluster 2	8.77	26.32	14.04	38.60	12.28
	Cluster 3	15.28	25.00	25.00	31.94	2.78
	Cluster 4	27.78	30.56	16.67	16.67	8.33

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

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

*** Telephone number:**

*** E-mail:**

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

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

Code of Laws: (MAX. 100 characters)

Proviso Number: (MAX: 100 characters)

IA. 21

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

Not applicable.

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

- Yes
- No

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.) (MAX 3500 characters)

Not applicable. The research services provided by the South Carolina Educational Policy Center are determined each year in collaboration with staff from the EOC and the Department of Education.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal 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.)(MAX: 5000 characters)

The South Carolina Educational Policy (SCEPC) has collaborated with the EOC and SCDE staff for the past four years on an analysis of the state's school climate surveys that are completed each year by teachers, parents, and students at every school. Data from selected items on these surveys are included on school report cards, but the majority of the survey data had not been subjected to state-wide analysis until 2007. Initial work focused on school climate in elementary schools that were successful in closing the achievement gap, and then the work expanded to encompass all schools in the state. A variety of analytic procedures were used to identify important climate factors and to explore the relationships between school climate and student achievement.

The 2006 and 2007 school climate survey data for all schools in the state were analyzed to identify factors underlying the school climate surveys for teachers, students, and parents. The six climate factors for teachers included: Working conditions/ leadership, Home-school relationship, Instructional focus, Resources, Physical environment, and Safety. Items in the student survey described four climate factors: Learning environment, Social-physical environment, Home-school relationship, and Safety. Similarly, parent survey items measured four climate dimensions: Learning Environment, Social-physical environment, Teacher care and support, and Home-school relationship. These factors were used to create clusters of schools for all organizational levels (elementary, middle, and high) that reflected most positive to least positive school climate. The 2008-2009 study validated these findings and investigated the relationship between school climate and educational outcomes.

For 2009 - 2010, SCEPC staff analyzed 2008 and 2009 school climate surveys so that four-year climate profiles could be developed for the state's Palmetto Priority schools. The goal was to provide technical assistance personnel with school climate information for use in developing targeted school improvement strategies.

Factor scores for teachers, parents, and students from 2006 - 2009 and specific item responses were used to create user-friendly graphical representations of four-year comparisons of standardized mean factor scores, percentile ranks of survey factor scores by organizational level, and item scale agreement box plots. While all schools were included in the factor analytic procedures, only schools with at least 10 teacher factor scores, 10 parent factor scores, or 15 student factor scores were selected for school profiles.

To identify the climate characteristics of each school, as well as to compare these characteristics to the organizational level mean and across schools, individual factor scores were aggregated at the school level. The graphical representation of these estimates illustrated the mean teacher, student, and parent factor scores for all climate factors in all four years included in the analyses. These scores were compared against the organizational level mean, which was standardized to zero for each organizational level. Standardization allowed for easier interpretation of teacher, student, and parent climate factor scores and to analyze changes across years and participant groups.

Additional analyses were performed to provide more details of on the school profiles related to the responses of teachers, parents, and students on climate factors and individual survey items. Percentile ranks were calculated to gain information on how individual schools compared with other schools in the state at their same organizational level with regards to climate dimensions. The profiles also included item agreement percentages to provide schools with more specific information on their school climate and how they compared to other schools in the state, school profiles also included the percentage agreement for each survey item in the

teacher, student, and parent climate factors, along with box-plots of the item response distributions.

For 2010 - 2011, SCEPC staff have been completing the four-year school climate profiles and analyzing 2010 survey data so that the profiles can be expanded to five years. SCEPC has also pursued supplemental funded as directed by Proviso 1A.10 that funds this collaborative work. SCEPC was awarded a contract on September 14, 2010 by the Office of Special Projects in the SCDE to provide school climate profiles to the Priority Schools and develop user-friendly profiles that can be shared with school personnel and the community. SCEPC staff are currently discussing other potential collaborative projects with EOC and SCDE staff that can be conducted during the remainder of the fiscal year. SCEPC has suggested using a six-year data base of fall and spring reading scores for students in grades 1-3 to study the development of the achievement gap in the early years.

In the prior fiscal year 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 AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

SCEPC staff met with EOC and SCDE personnel during the year to share the results of specific school climate analyses. On March 23, 2010 a document titled the "Collaborative Project Progress Report: Analysis of 2008 -2009 School Climate Surveys and Development of Four-Year School Climate Profiles for the Palmetto Priority Schools" was presented to EOC and SCDE staff. This report provided background of the current study, information about the methodology and data sources, and detailed four-year school climate profiles for the Palmetto Priority Schools that included teacher and student climate data.

As a result of discussion at the March meeting, SCEPC staff expanded the four-year profiles to include percentile scores and detailed item analysis for the four years of parent surveys. In addition, detailed item analysis was performed for the teacher and student climate data so that item-level data (box plots) could be included in the profiles. Attachment A presents an example of the four-year school climate profile for Brockington Elementary school.

A paper titled "The Relationship between School Climate and School Performance" was presented at the spring 2010 meeting of the American Educational Research Association meeting in Denver, Colorado (See Appendix B). Another paper describing the 2009 -2010 climate results and the development of the school profiles will be presented at the American Evaluation Association meeting this fall in San Antonio.

Please use this box below to upload any supporting documents related to deliverables and outputs (.xls and .doc only please)

What are the outcomes or results of this program? (Program outcomes 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, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

SCEPC has found numerous relationships between school climate indicators and student achievement and other school performance measures. Schools with poor climate, as defined by negative, below average factor scores, did worst on achievement outcomes; schools with a more favorable climate did progressively better on achievement outcomes. This pattern was seen for the mean percentage of AYP objectives met, the absolute report card ratings by school level, the mean percentage of students performing basic and above or proficient and advanced on state proficiency exams in ELA and Math, the High School Assessment Program, the high school end-of-course exams, the dropout rate, and the high school graduation rate. Statistical comparisons between groups of schools with the most positive climate and schools with poor climate revealed that these differences were significant ($p < .0001$).

The observed relationship between school climate indicators and student-school performance measures led to an interest in developing climate profiles for low-performing schools so that improvement initiatives could target areas of need. Initial two-year school climate profiles of the Palmetto Priority Schools showed that there was variation across the schools in the quality of their school climate. Some of the priority schools tended to have positive climate, while others showed evidence of poor climate that might be amenable to technical assistance.

Four-year school climate profiles for the Palmetto Priority Schools were developed following the 2009-2010 analysis of the 2008 and 2009 school climate surveys. Graphical illustration of elementary, middle, and high school climate factor score means revealed that climate profiles differed across organizational levels. Elementary schools had the highest factor scores, followed by middle schools and high schools. While differences across organizational levels were evident, the climate profiles of each organizational level were quite consistent across years.

School climate profiles provided state technical assistance personnel with data to use for school improvement. The graphical representation of the 2006-2009 standardized mean factor scores compared the individual school's climate profile with the state organizational (elementary, middle, or high school) level mean, which was standardized to zero for all samples. This component of the school climate profile provided valuable information regarding school climate strengths and weaknesses and school climate changes across years (See Appendix A for a sample school profile).

The school profiles also included school percentile ranks within organizational level for each of the school climate factors for teachers, students, and parents. Results informed users on how their school compared with other schools in the state on each of the school climate dimensions by indicating the percentage of schools below or at the same level.

Item agreement percentages were also included as part of the school climate profile. By indicating the percentage of respondents agreeing with each item, this component provided schools with more detailed information on their climate strengths and weaknesses. Additionally, item agreement percentages box-plots were provided to a convenient and easily interpretable way to depict the spread of the item responses within the same organizational level. Special marks on the box-plot indicated the location of the school of interest and of other low-performing schools on the item response distribution (See Appendix A).

Compared with other barriers which are not within the control of schools, such as high child poverty, negative school climate factors can be improved. The current school climate research provides a starting point to begin narrowing the gap between research, policy, and practice involving school climate as an important facet of school improvement. In particular, the four-year school-climate profiles provide low-performing schools with a practical low-cost tool to use in indentifying critical areas for school improvement. .

Please use this box below to upload any supporting documents related to outcomes (.xls and .doc only please)

Program Evaluations

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

Has an evaluation been conducted?

Yes No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

Not applicable.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)

Not applicable.

Over the past three fiscal years, all programs, agencies and organizations funded with EIA revenues experienced significant reductions in funding.

How have the administration and service delivery of your organization or program been impacted by these reductions. Please describe the impact to students, teachers or schools by addressing the following: (MAX: 7500 characters)

- a. Have fewer students/teachers/schools been served?
- b. Has quality of services provided been impacted?
- c. Has the cost per student/teacher/school increased or decreased?
- d. Has student academic performance been impacted?

We reduced our level of effort for the three faculty members, research associate, and three graduate assistants associated with this work.

Given the ongoing national recession and its impact on state revenue collections, 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 2010-11? (MAX: 5000 characters)

Since the majority of project costs are personnel, we would have to reduce the level of effort for the individuals working on this research.

If no additional EIA revenues were appropriated to this program in Fiscal Year 2011-12 above the current year's appropriation level, how would the objectives, activities and priorities of this program be changed? 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 organization or program in meeting its objectives? (MAX: 5000 characters)

We will collaborate with EOC and SCDE staff to identify research that can be conducted within the available funds. We are also pursuing external funding for this research.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

SCEPC provides research services in collaboration with the EOC and the Department of Education. The SCEPC would welcome the opportunity to continue the collaborative work of this project and to share our work with the EIA Subcommittee or the entire EOC.

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Please use the box below to upload any additional supporting documents. (.xls and .doc only please).
This is the last page of the survey. Once you click "Submit", you are done. You will have the opportunity to print the completed survey on the following page.



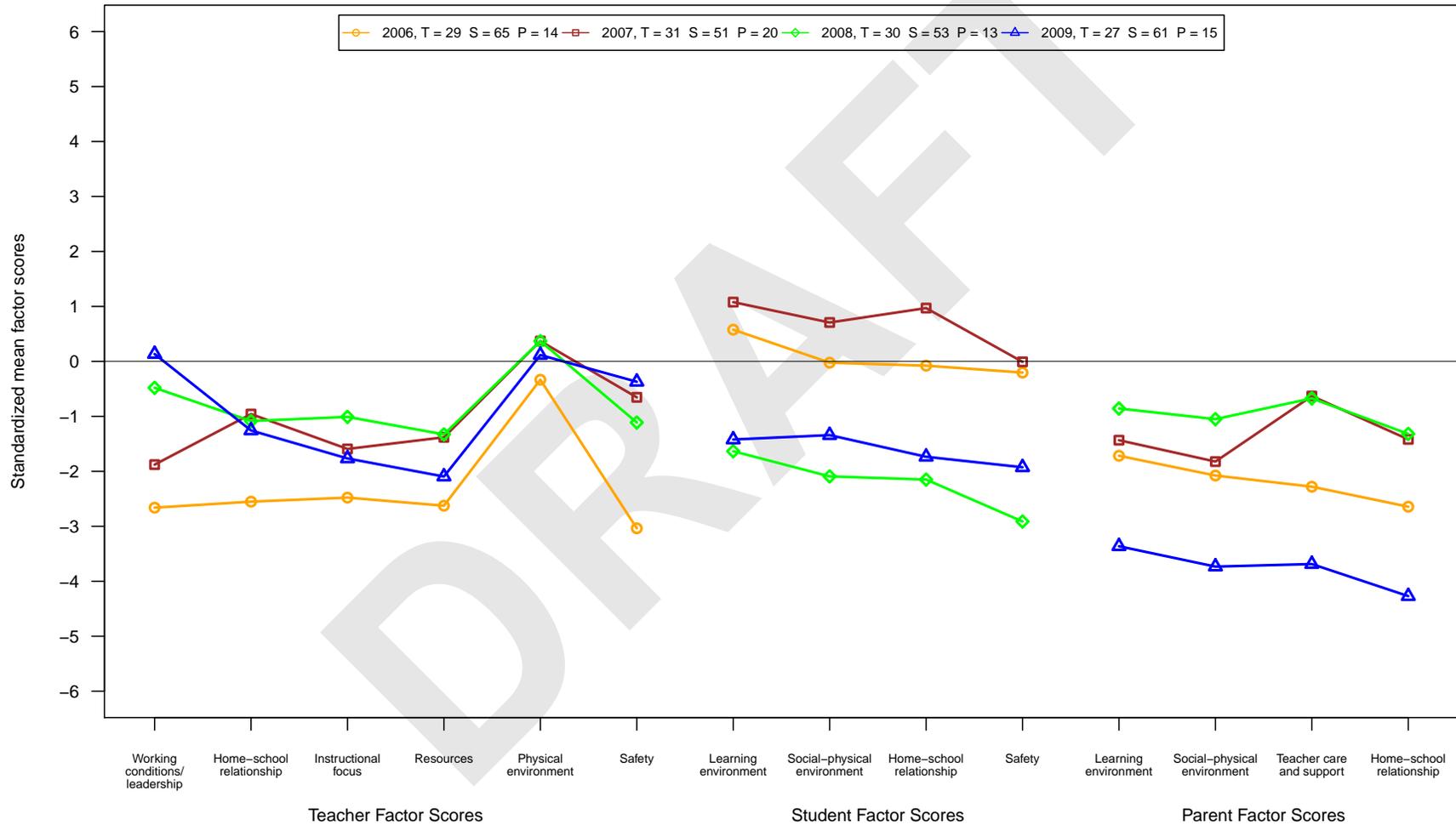
Draft School Climate Profile for Brockington Elementary School Florence County School District Four

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Standardized Mean Factor Scores

2006–2009 Mean Factor Scores Standardized by Organizational Level
 Brockington Elementary School
 Florence County School District Four



Factor Percentile Ranks, 2006–2009

Percentile Ranking Among Elementary Schools				
	Percentile			
	2006	2007	2008	2009
Teacher Factors	<i>n</i> = 29	<i>n</i> = 31	<i>n</i> = 30	<i>n</i> = 27
Working Conditions/Leadership	2	5	27	45
Instructional Focus	2	7	14	6
Resources	1	9	9	3
Physical Environment	30	54	54	45
Safety	1	19	10	26
Home-School Relationship	1	19	13	11
Student Factors	<i>n</i> = 65	<i>n</i> = 51	<i>n</i> = 53	<i>n</i> = 61
Learning Environment	74	87	5	7
Social-Physical Environment	48	76	2	9
Safety	39	47	1	4
Home-School Relationship	47	83	3	4
Parent Factors	<i>n</i> = 14	<i>n</i> = 20	<i>n</i> = 13	<i>n</i> = 15
Learning Environment	5	9	18	1
Social-Physical Environment	2	5	14	1
Teacher Care and Support	1	25	24	1
Home-School Relationship	1	8	9	1

2009 Teacher School Climate Dimension Items

Item Text	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	No Response or Multiple Marks	N
Teacher Working Conditions/Leadership Items							
I feel supported by administrators at my school.	3.1	0.0	21.9	68.8	0.0	6.3	32
The school leadership makes a sustained effort to address teacher concerns.	0.0	3.1	21.9	68.8	0.0	6.3	32
The school administration provides effective instructional leadership.	0.0	3.1	21.9	75.0	0.0	0.0	32
I feel comfortable raising issues and concerns that are important to me.	0.0	6.3	25.0	62.5	0.0	6.3	32
Teachers at my school are recognized and appreciated for good work.	0.0	12.5	28.1	59.4	0.0	0.0	32
My decisions in areas such as instruction and student progress are supported.	0.0	3.1	12.5	78.1	0.0	6.3	32
The school administration communicates clear instructional goals for the school.	0.0	0.0	25.0	75.0	0.0	0.0	32
Teachers at my school are encouraged to develop innovative solutions to problems.	0.0	3.1	18.8	71.9	0.0	6.3	32
The level of teacher and staff morale is high at my school.	0.0	9.4	50.0	37.5	0.0	3.1	32
The faculty and staff at my school have a shared vision.	0.0	3.1	34.4	56.3	0.0	6.3	32
I am satisfied with my current working conditions.	0.0	6.3	34.4	53.1	0.0	6.3	32
Teacher evaluation at my school focuses on instructional improvement.	0.0	0.0	21.9	78.1	0.0	0.0	32
The school administration sets high standards for students.	0.0	0.0	9.4	90.6	0.0	0.0	32
The school administration arranges for collaborative planning and decision making.	0.0	0.0	12.5	84.4	0.0	3.1	32
I am satisfied with the learning environment in my school.	6.3	0.0	31.3	62.5	0.0	0.0	32
School administrators visit classrooms to observe instruction.	0.0	0.0	9.4	90.6	0.0	0.0	32
The rules for behavior are enforced at my school.	0.0	0.0	34.4	62.5	0.0	3.1	32
Rules and consequences for behavior are clear to students.	3.1	0.0	25.0	71.9	0.0	0.0	32
Teachers respect each other at my school.	0.0	3.1	28.1	68.8	0.0	0.0	32

2009 Teacher School Climate Dimension Items (Cont'd)

Item Text	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	No Response or Multiple Marks	N
Teacher Home-School Relationship Items							
Parents attend school meetings and other school events.	21.9	31.3	31.3	15.6	0.0	0.0	32
Parents at my school are interested in their children's schoolwork.	9.4	18.8	50.0	21.9	0.0	0.0	32
Parents attend conferences requested by teachers at my school.	3.1	25.0	50.0	18.8	0.0	3.1	32
I am satisfied with home and school relations.	9.4	28.1	34.4	25.0	0.0	3.1	32
Parents participate as volunteer helpers in the school or classroom.	28.1	31.3	28.1	12.5	0.0	0.0	32
Parents at my school support instructional decisions regarding their children.	3.1	15.6	37.5	43.8	0.0	0.0	32
Parents at my school cooperate regarding discipline problems.	6.3	15.6	46.9	31.3	0.0	0.0	32
Parents are involved in school decisions through advisory committees.	0.0	15.6	21.9	40.6	3.1	18.8	32
Parents at my school understand the school's instructional programs.	0.0	9.4	46.9	43.8	0.0	0.0	32
Students at my school behave well in class.	6.3	18.8	53.1	21.9	0.0	0.0	32
Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	6.3	21.9	46.9	25.0	0.0	0.0	32
Students at my school are motivated and interested in learning.	3.1	12.5	43.8	40.6	0.0	0.0	32
Parents at my school are aware of school policies.	0.0	3.1	28.1	68.8	0.0	0.0	32
Parents at my school know about school activities.	0.0	12.5	18.8	68.8	0.0	0.0	32

2009 Teacher School Climate Dimension Items (Cont'd)

Item Text	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	No Response or Multiple Marks	N
Teacher Instructional Focus Items							
Teachers at my school focus instruction on understanding, not just memorizing facts.	3.1	0.0	31.3	65.6	0.0	0.0	32
Teachers at my school have high expectations for students' learning.	6.3	6.3	18.8	68.8	0.0	0.0	32
Teachers at my school effectively implement the State Curriculum Standards.	0.0	0.0	18.8	81.3	0.0	0.0	32
Student assessment information is effectively used by teachers to plan instruction.	3.1	6.3	31.3	56.3	0.0	3.1	32
Effective instructional strategies are used to meet the needs of low achieving students.	0.0	6.3	31.3	62.5	0.0	0.0	32
My school provides challenging instructional programs for students.	6.3	3.1	21.9	68.8	0.0	0.0	32
Instructional strategies are used to meet the needs of academically gifted students.	3.1	6.3	53.1	37.5	0.0	0.0	32
My school offers effective programs for students with disabilities.	0.0	12.5	28.1	56.3	3.1	0.0	32
There is a sufficient amount of classroom time allocated to instruction in essential skills.	0.0	6.3	31.3	59.4	0.0	3.1	32
Teacher Resources Items							
Our school has sufficient computers for instructional use.	12.5	28.1	37.5	21.9	0.0	0.0	32
I have sufficient space in my classroom to meet the educational needs of my students.	0.0	9.4	18.8	62.5	3.1	6.3	32
There are sufficient materials and supplies available for classroom and instructional use.	15.6	28.1	34.4	21.9	0.0	0.0	32
Computers are used effectively for instruction at my school.	0.0	25.0	37.5	37.5	0.0	0.0	32
There is sufficient space for instructional programs at my school.	0.0	6.3	25.0	68.8	0.0	0.0	32
Our school has a good selection of library and media material.	21.9	34.4	34.4	9.4	0.0	0.0	32
My class sizes allow me to meet the educational needs of my students.	3.1	15.6	21.9	53.1	0.0	6.3	32
I have access to reliable communication technology, including phone, fax, and e-mail.	9.4	28.1	18.8	37.5	0.0	6.3	32

2009 Teacher School Climate Dimension Items (Cont'd)

Item Text	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	No Response or Multiple Marks	N
Teacher Physical Environment Items							
The hallways at my school are kept clean.	0.0	0.0	12.5	87.5	0.0	0.0	32
The grounds around my school are kept clean.	0.0	0.0	15.6	84.4	0.0	0.0	32
The bathrooms at my school are kept clean.	3.1	9.4	25.0	62.5	0.0	0.0	32
The school building is maintained well and repaired when needed.	3.1	0.0	21.9	75.0	0.0	0.0	32
Teacher Safety Items							
I feel safe at my school during the school day.	0.0	0.0	12.5	87.5	0.0	0.0	32
I feel safe going to or coming from my school.	0.0	0.0	15.6	84.4	0.0	0.0	32
I feel safe at my school before and after school hours.	0.0	3.1	18.8	75.0	0.0	3.1	32
Other Teacher Items							
I am familiar with local, state, and national policies and how they affect teaching and learning.	0.0	0.0	18.8	75.0	0.0	6.3	32
Local, state, or national policies assist me in meeting the educational needs of my students.	3.1	0.0	21.9	68.8	0.0	6.3	32
Teachers at my school collaborate for instructional planning.	0.0	0.0	15.6	84.4	0.0	0.0	32
I am satisfied with the social and physical environment at my school.	0.0	0.0	28.1	71.9	0.0	0.0	32
There are relevant professional development opportunities offered to teachers at my school.	0.0	9.4	21.9	68.8	0.0	0.0	32
The rules about how students should behave in my school are fair.	0.0	0.0	12.5	87.5	0.0	0.0	32
Teachers and students get along well with each other at my school.	0.0	0.0	34.4	65.6	0.0	0.0	32
Students from different backgrounds get along well at my school.	0.0	6.3	28.1	65.6	0.0	0.0	32
My non-instructional duties do not interfere with my essential role of educating students.	6.3	15.6	25.0	43.8	3.1	6.3	32
Sufficient resources are available to allow teachers to take advantage of professional development activities.	3.1	12.5	28.1	50.0	0.0	6.3	32
Student assessment information is used to set goals and plan programs for my school.	0.0	0.0	18.8	81.3	0.0	0.0	32
The school administration has high expectations for teacher performance.	0.0	0.0	12.5	84.4	0.0	3.1	32

2009 Student School Climate Dimensions

Item Text	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	No Response or Multiple Marks	N
Student Learning Environment Items							
My teachers help students when they do not understand something.	3.1	1.6	37.5	54.7	0.0	3.1	64
My teachers spend enough time helping me learn.	9.4	9.4	35.9	45.3	0.0	0.0	64
My teachers want me to understand what I am learning, not just remember facts.	4.7	3.1	29.7	62.5	0.0	0.0	64
My teachers expect students to learn.	0.0	0.0	31.3	68.8	0.0	0.0	64
My teachers do a good job teaching me mathematics.	4.7	10.9	31.3	53.1	0.0	0.0	64
My teachers give homework assignments that help me learn better.	6.3	1.6	37.5	53.1	0.0	1.6	64
My teachers give tests on what I learn in class.	0.0	1.6	37.5	60.9	0.0	0.0	64
My teachers praise students when they do a good work.	4.7	6.3	39.1	50.0	0.0	0.0	64
My classes are interesting and fun.	15.6	23.4	35.9	23.4	0.0	1.6	64
Teachers work together to help students at my school.	6.3	3.1	40.6	46.9	0.0	3.1	64
My teachers do a good job teaching me English language arts.	0.0	1.6	34.4	64.1	0.0	0.0	64
The textbooks and workbooks I use at my school really help me to learn.	3.1	1.6	37.5	57.8	0.0	0.0	64
My teachers expect students to behave.	0.0	0.0	39.1	59.4	0.0	1.6	64
Student Social-Physical Environment Items							
Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	29.7	32.8	18.8	17.2	0.0	1.6	64
Students at my school behave well in class.	37.5	32.8	18.8	9.4	0.0	1.6	64
The bathrooms at my school are kept clean.	46.9	34.4	9.4	6.3	0.0	3.1	64
The grounds around my school are kept clean.	12.5	20.3	37.5	29.7	0.0	0.0	64
The hallways at my school are kept clean.	7.8	9.4	40.6	42.2	0.0	0.0	64
Students from different backgrounds get along well at my school.	31.3	15.6	26.6	21.9	0.0	4.7	64
Teachers and students get along well with each other at my school.	15.6	15.6	37.5	29.7	0.0	1.6	64
Broken things at my school get fixed.	14.1	7.8	23.4	51.6	0.0	3.1	64
Students at my school believe they can do a good work.	12.5	17.2	29.7	39.1	0.0	1.6	64

2009 Student School Climate Dimensions (Cont'd)

Item Text	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	No Response or Multiple Marks	N
Student Home-School Relationship Items							
My parent knows what I am expected to learn in school.	1.6	3.1	29.7	62.5	0.0	3.1	64
My parent helps me with my homework when I need it.	1.6	4.7	31.3	59.4	0.0	3.1	64
My parent knows how well I am doing in school.	3.1	7.8	31.3	56.3	0.0	1.6	64
Parents at my school know their children's homework assignments.	7.8	4.7	32.8	51.6	0.0	3.1	64
My school informs parents about school programs and activities.	6.3	3.1	32.8	54.7	0.0	3.1	64
Parents volunteer and participate in activities at my school.	15.6	4.7	35.9	42.2	0.0	1.6	64
I am satisfied with home-school relations.	14.1	4.7	28.1	50.0	0.0	3.1	64
Parents are welcomed at my school.	4.7	1.6	32.8	57.8	0.0	3.1	64
Student Safety Items							
I feel safe at my school during the school day.	12.5	14.1	29.7	42.2	0.0	1.6	64
I feel safe going to or coming from my school.	9.4	12.5	25.0	48.4	0.0	4.7	64
I feel safe at my school before and after school hours.	7.8	15.6	26.6	50.0	0.0	0.0	64

2009 Student School Climate Dimensions (Cont'd)

Item Text	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	No Response or Multiple Marks	N
Other Student Items							
My classes are challenging (not too easy; they make me think).	20.3	4.7	45.3	29.7	0.0	0.0	64
Work done by students can be seen on the walls of my school.	3.1	7.8	37.5	50.0	0.0	1.6	64
The media center at my school has a good selection of books.	3.1	12.5	40.6	43.8	0.0	0.0	64
I use computers and other technology at my school to help me learn.	9.4	6.3	31.3	53.1	0.0	0.0	64
I am satisfied with the learning environment in my school.	9.4	6.3	46.9	37.5	0.0	0.0	64
There is enough room for students to learn at my school.	0.0	10.9	42.2	46.9	0.0	0.0	64
Students at my school know the rules and what happens when students break the rules.	6.3	7.8	34.4	50.0	0.0	1.6	64
The rules about how students should behave in my school are fair.	6.3	6.3	39.1	46.9	0.0	1.6	64
The rules for behavior are enforced at my school.	7.8	7.8	39.1	45.3	0.0	0.0	64
I am satisfied with the social and physical environment at my school.	14.1	14.1	32.8	37.5	0.0	1.6	64

2009 Parent School Climate Dimensions Items

Item Text	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	No Response or Multiple Marks	N
Parent Learning Environment Items							
My child's teachers encourage my child to learn.	5.0	15.0	35.0	35.0	0.0	10.0	20
My child's school has high expectations for student learning.	10.0	10.0	45.0	30.0	0.0	5.0	20
My child's teachers give homework that helps my child learn.	10.0	0.0	60.0	25.0	0.0	5.0	20
My child's teachers provide extra help when my child needs it.	10.0	20.0	40.0	20.0	5.0	5.0	20
I am satisfied with the learning environment at my child's school.	20.0	15.0	40.0	20.0	0.0	5.0	20
Parent Social-Physical Environment Items							
My child feels safe at school.	5.0	20.0	60.0	10.0	0.0	5.0	20
I am satisfied with the social and physical environment at my child's school.	10.0	20.0	60.0	5.0	0.0	5.0	20
Students at my child's school are well-behaved.	20.0	45.0	25.0	0.0	5.0	5.0	20
My child's school is kept neat and clean.	5.0	5.0	65.0	15.0	5.0	5.0	20
My child's teachers care about my child as an individual.	10.0	15.0	50.0	15.0	5.0	5.0	20
Parent Teacher Care and Support Items							
My child's teachers tell me how I can help my child learn.	20.0	25.0	40.0	10.0	0.0	5.0	20
My child's teachers contact me to say good things about my child.	15.0	25.0	45.0	10.0	0.0	5.0	20
My child's teachers invite me to visit my child's classrooms during the school day.	25.0	20.0	35.0	15.0	0.0	5.0	20
Parent Home-School Relationship Items							
The principal at my child's school is available and welcoming.	0.0	10.0	55.0	20.0	5.0	10.0	20
I am satisfied with home and school relations at my child's school.	20.0	30.0	20.0	20.0	0.0	10.0	20
My child's school treats all students fairly.	25.0	15.0	40.0	15.0	0.0	5.0	20
My child's school schedules activities at times that I can attend.	10.0	25.0	40.0	20.0	0.0	5.0	20

2009 Parent School Climate Dimensions Items (Cont'd)

Item Text	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	No Response or Multiple Marks	N
Other Parent Items							
My child's school returns my phone calls or e-mails promptly.	30.0	30.0	25.0	5.0	5.0	5.0	20
My child's school includes me in decision-making.	25.0	30.0	25.0	10.0	5.0	5.0	20
My child's school gives me information about what my child should be learning in school.	15.0	10.0	45.0	20.0	5.0	5.0	20
My child's school considers changes based on what parents say.	20.0	45.0	15.0	5.0	10.0	5.0	20

2009 Parental Participation Items

Item Text	I do this	I don't do this, but I would like to	I don't do this, and I don't care to	The school does not offer this activity/event	Missing	N
Parental Participation Items						
Attend Open Houses or parent-teacher conferences.	85.0	5.0	5.0	0.0	5.0	20
Attend student programs or performances.	80.0	10.0	5.0	0.0	5.0	20
Volunteer for school.	25.0	45.0	15.0	5.0	10.0	20
Go on trips with my child's school.	30.0	25.0	15.0	15.0	15.0	20
Participate in School Improvement Council Meetings.	30.0	35.0	20.0	5.0	10.0	20
Participate in Parent-teacher-Student Organizations (PTA, PTO, etc.).	45.0	25.0	20.0	5.0	5.0	20
Participate in school committees (textbook committee, spring carnival committee, etc.)	25.0	40.0	10.0	20.0	5.0	20
Attend parent workshops (how to help my child with school work, how to talk to my child about drugs, effective discipline, etc.).	25.0	40.0	5.0	25.0	5.0	20

2009 Parental Responsibility Items

Item Text	I do this	I don't do this, but I would like to	I don't do this, and I don't care to	Missing	N
Parental Responsibility Items					
Visit my child's classroom during the day.	40.0	50.0	5.0	5.0	20
Contact my child's teachers about my child's school work.	80.0	15.0	0.0	5.0	20
Limit the amount of time my child watches TV, plays video games, surfs the Internet, etc.	90.0	0.0	5.0	5.0	20
Make sure my child does his/her homework.	95.0	0.0	0.0	5.0	20
Help my child with homework when he/she needs it.	95.0	0.0	0.0	5.0	20

2009 Parental Involvement Obstacle Items

Item Text	True	False	Missing	N
Parental Involvement Obstacle Items				
Lack of transportation reduces my involvement.	5.0	90.0	5.0	20
Family health problems reduce my involvement.	15.0	75.0	10.0	20
Lack of available care for my children or other family members reduces my involvement.	15.0	80.0	5.0	20
My work schedule makes it hard to be involved.	40.0	55.0	5.0	20
The school does not encourage my involvement.	15.0	70.0	15.0	20
Information about how to be involved either comes too late or not at all.	50.0	45.0	5.0	20
I don't feel like it is appreciated when I try to be involved.	25.0	70.0	5.0	20

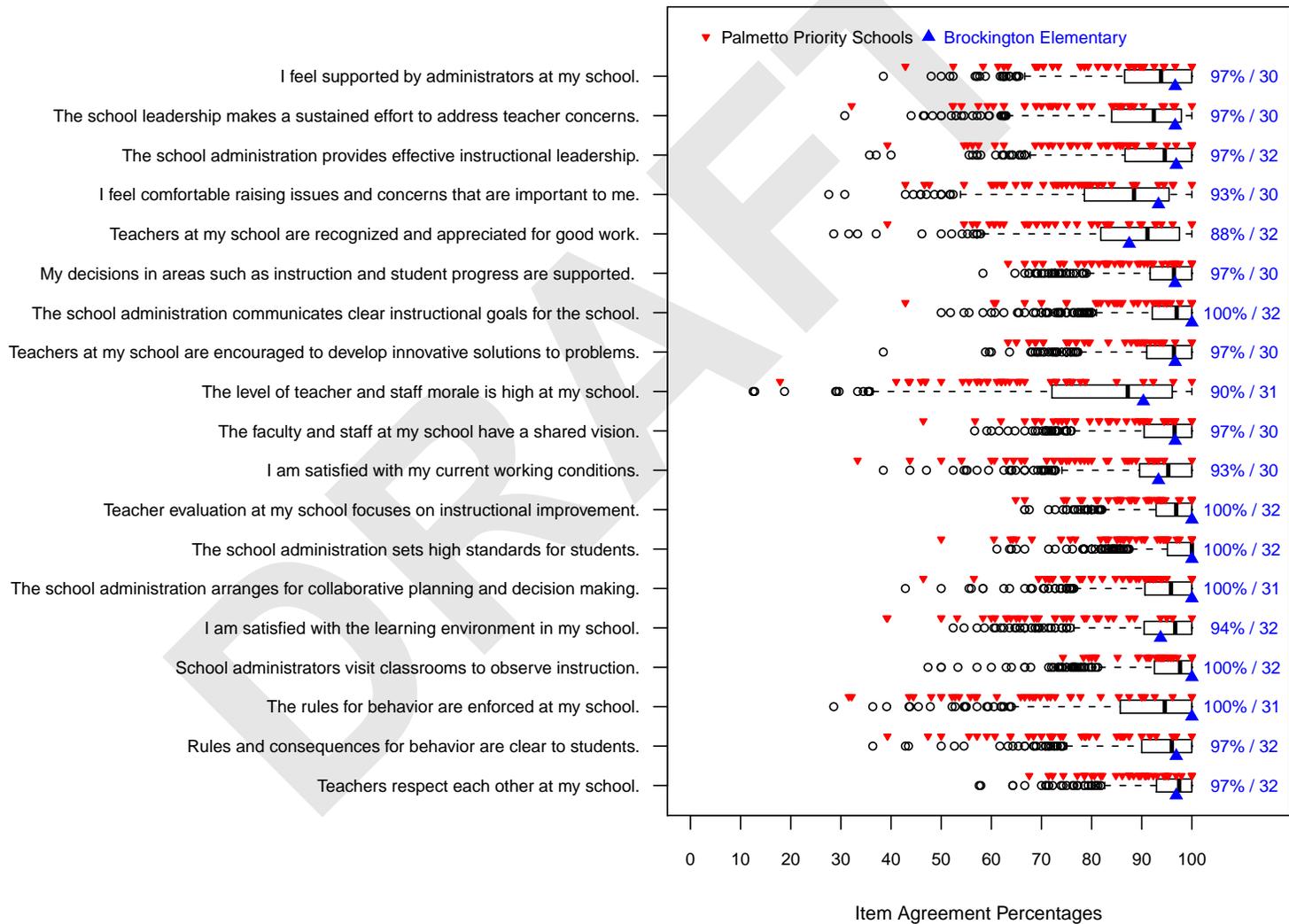
2009 Parent School Overall Effectiveness Items

Item Text	Very Good	Good	Okay	Bad	Very Bad	Missing	N
Parent School Overall Effectiveness Items							
The school's overall friendliness.	5.0	5.0	35.0	30.0	20.0	5.0	20
The school's interest in parent's ideas and opinions.	15.0	20.0	15.0	25.0	20.0	5.0	20
The school's efforts to get important information from parents.	5.0	25.0	20.0	25.0	20.0	5.0	20
The school's efforts to give important information to parents.	20.0	15.0	15.0	25.0	20.0	5.0	20
How the school is doing overall.	15.0	15.0	35.0	10.0	20.0	5.0	20

DRAFT

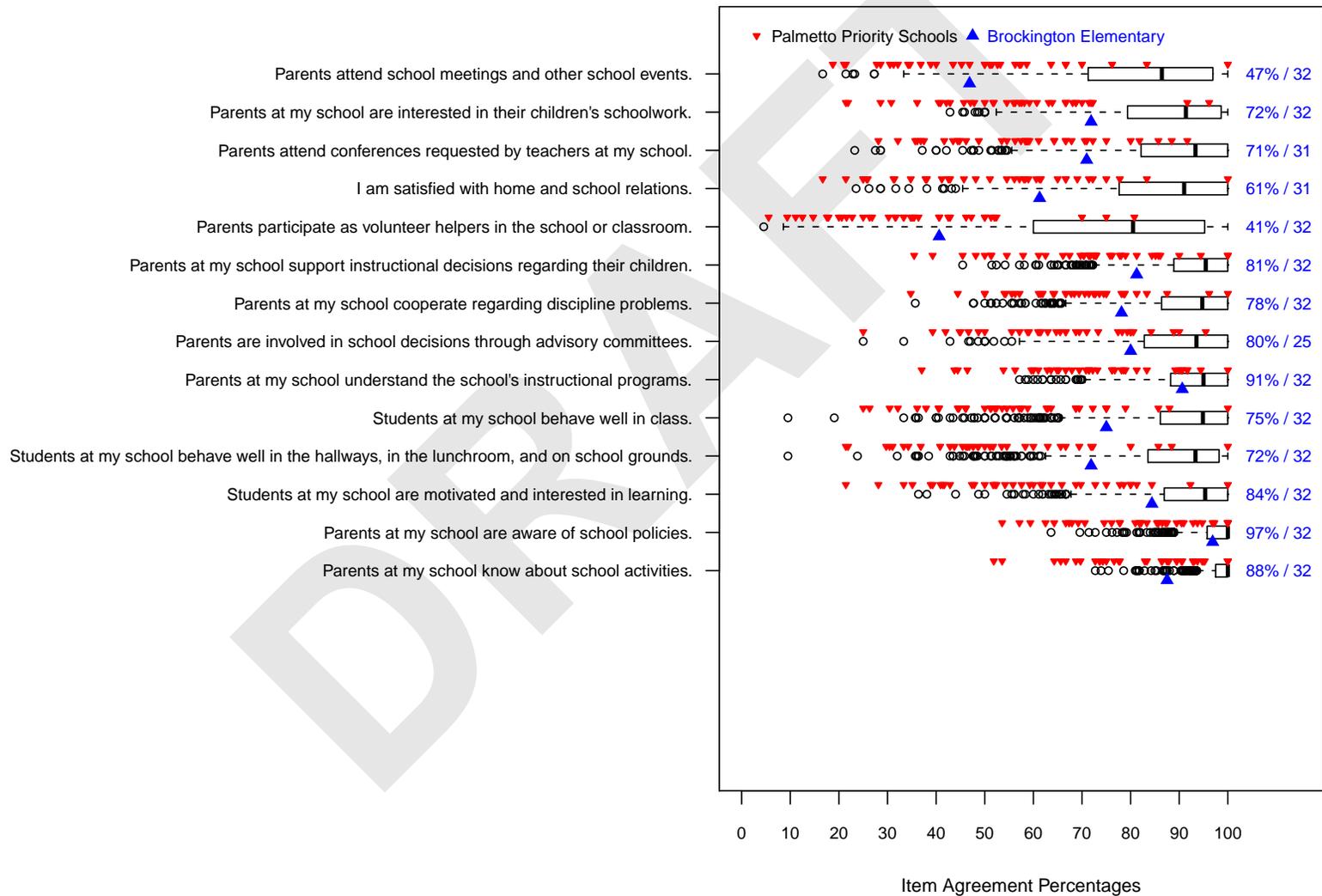
2009 Teacher Survey, Working Conditions/Leadership Factor Items
 Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Brockington Elementary



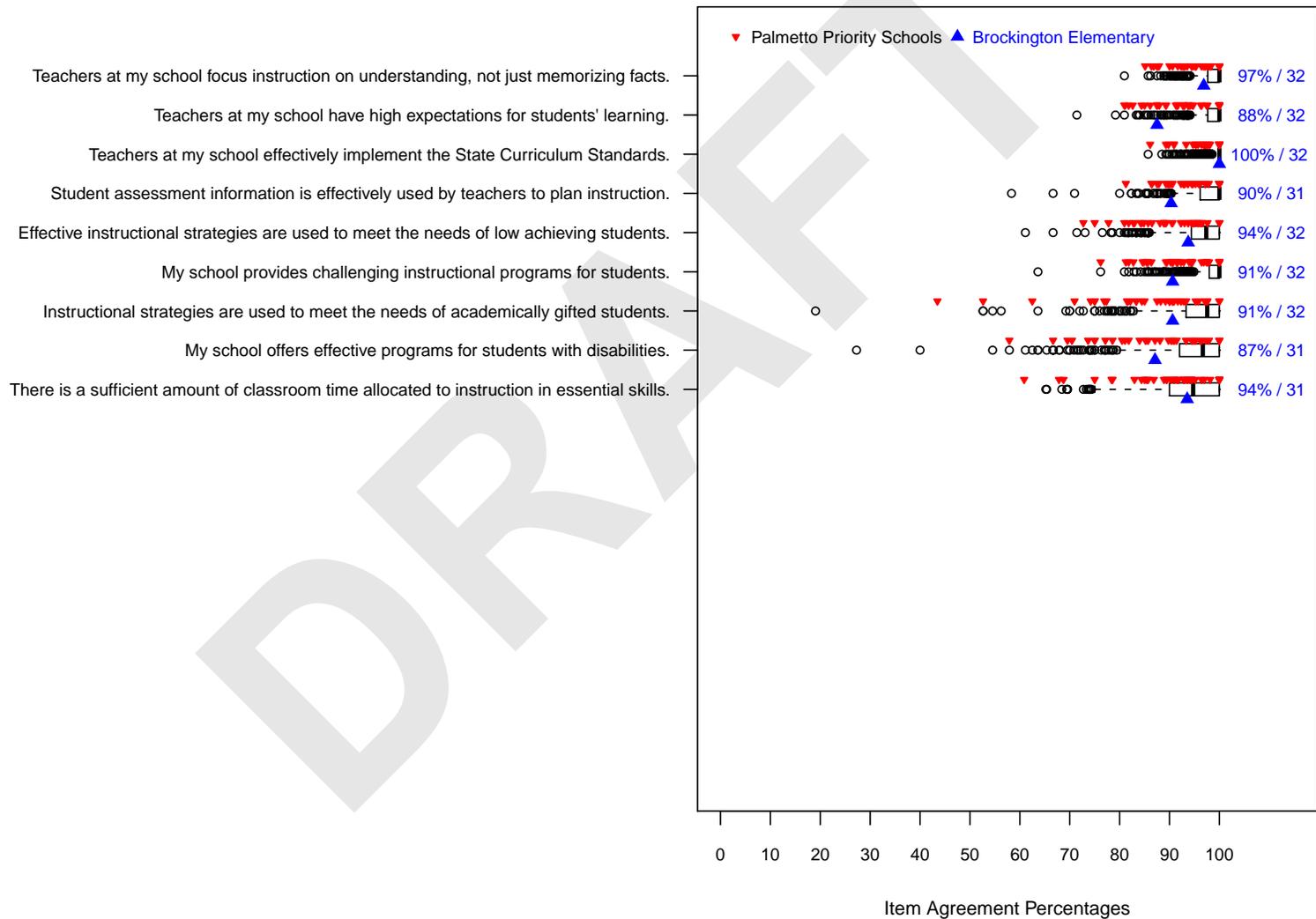
**2009 Teacher Survey, Home–School Relationship Factor Items
Distribution of Item Agreement Percentages Among Elementary Schools**

Comparative Results for Brockington Elementary



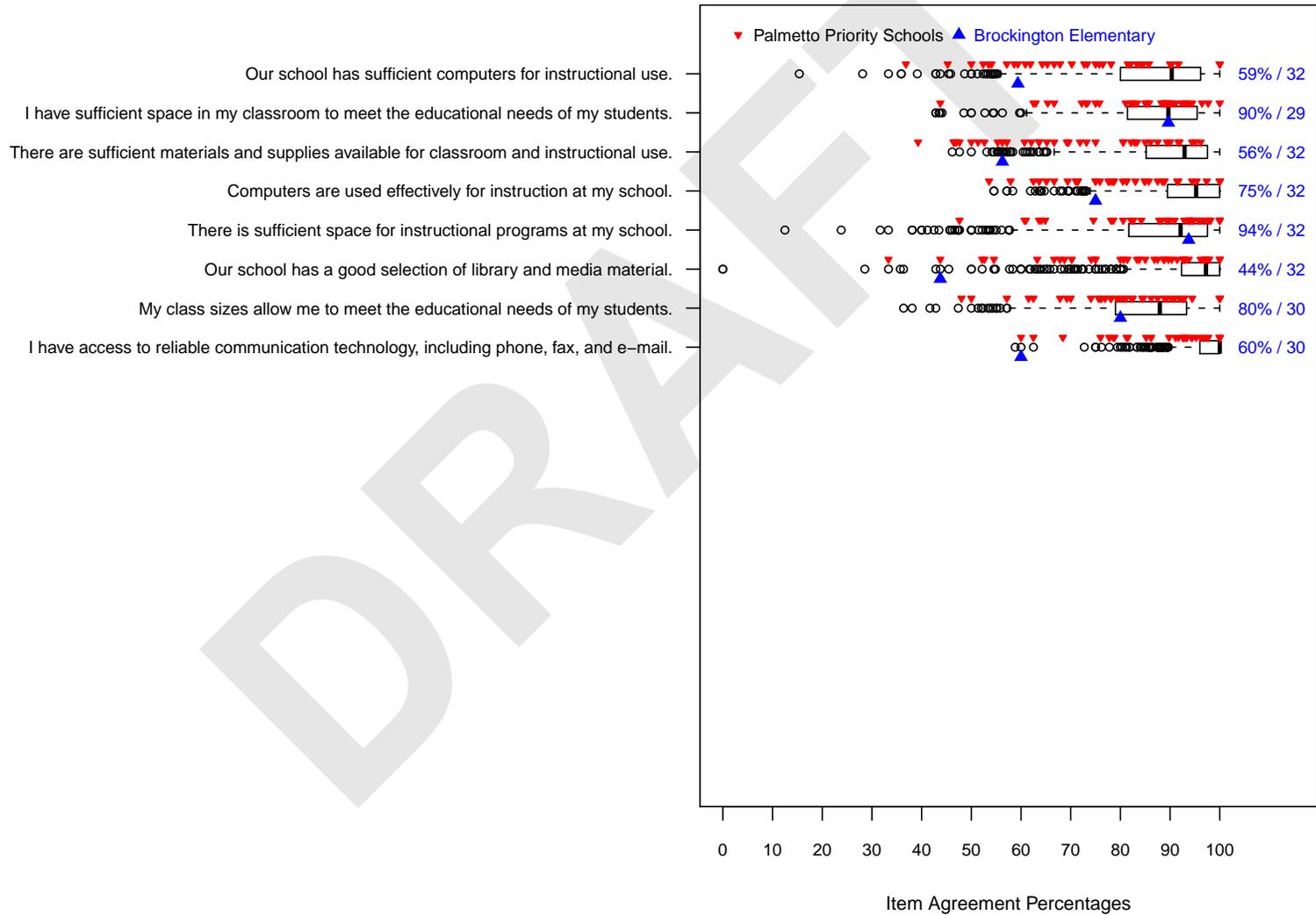
**2009 Teacher Survey, Instructional Focus Factor Items
Distribution of Item Agreement Percentages Among Elementary Schools**

Comparative Results for Brockington Elementary



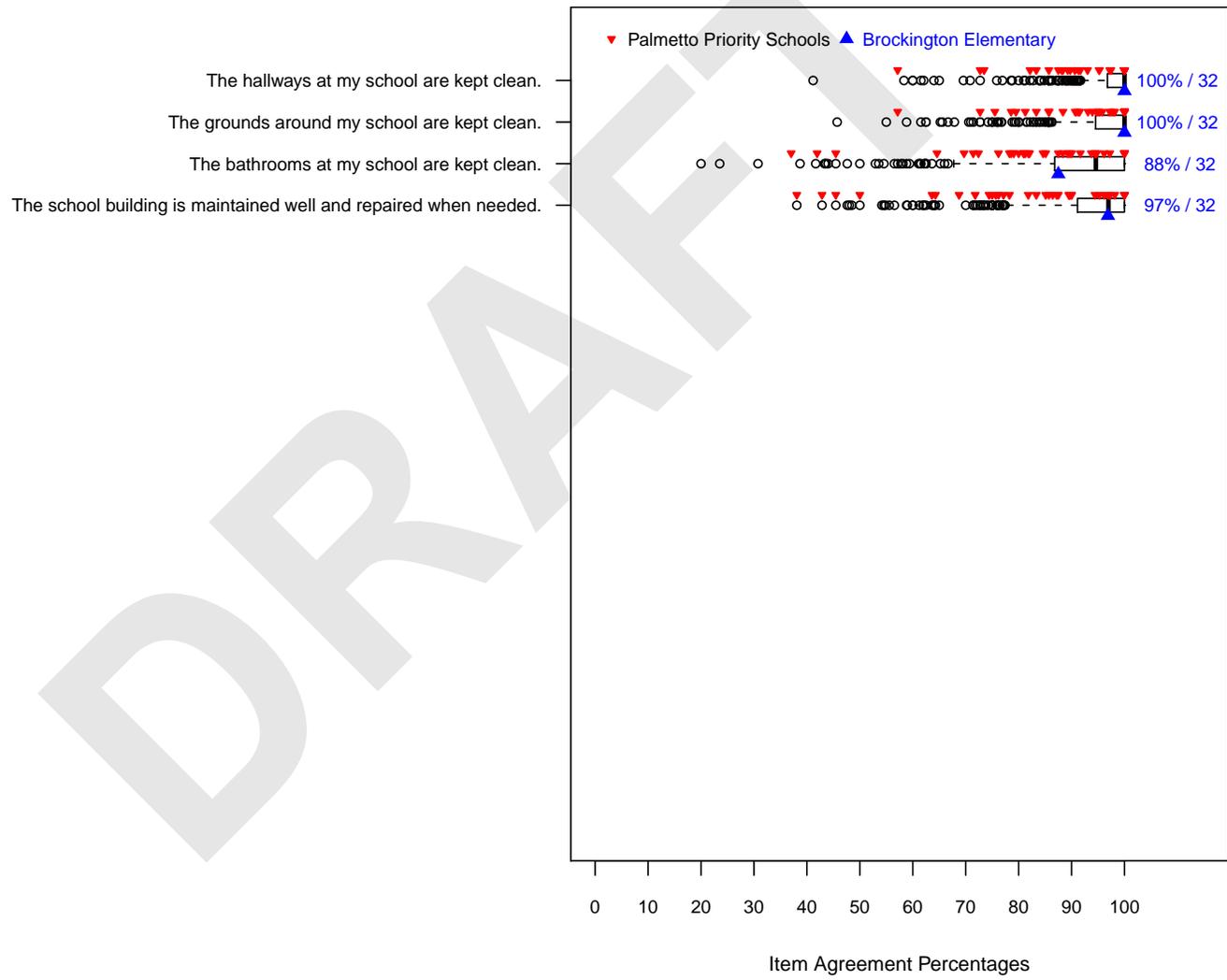
2009 Teacher Survey, Resources Factor Items
 Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Brockington Elementary



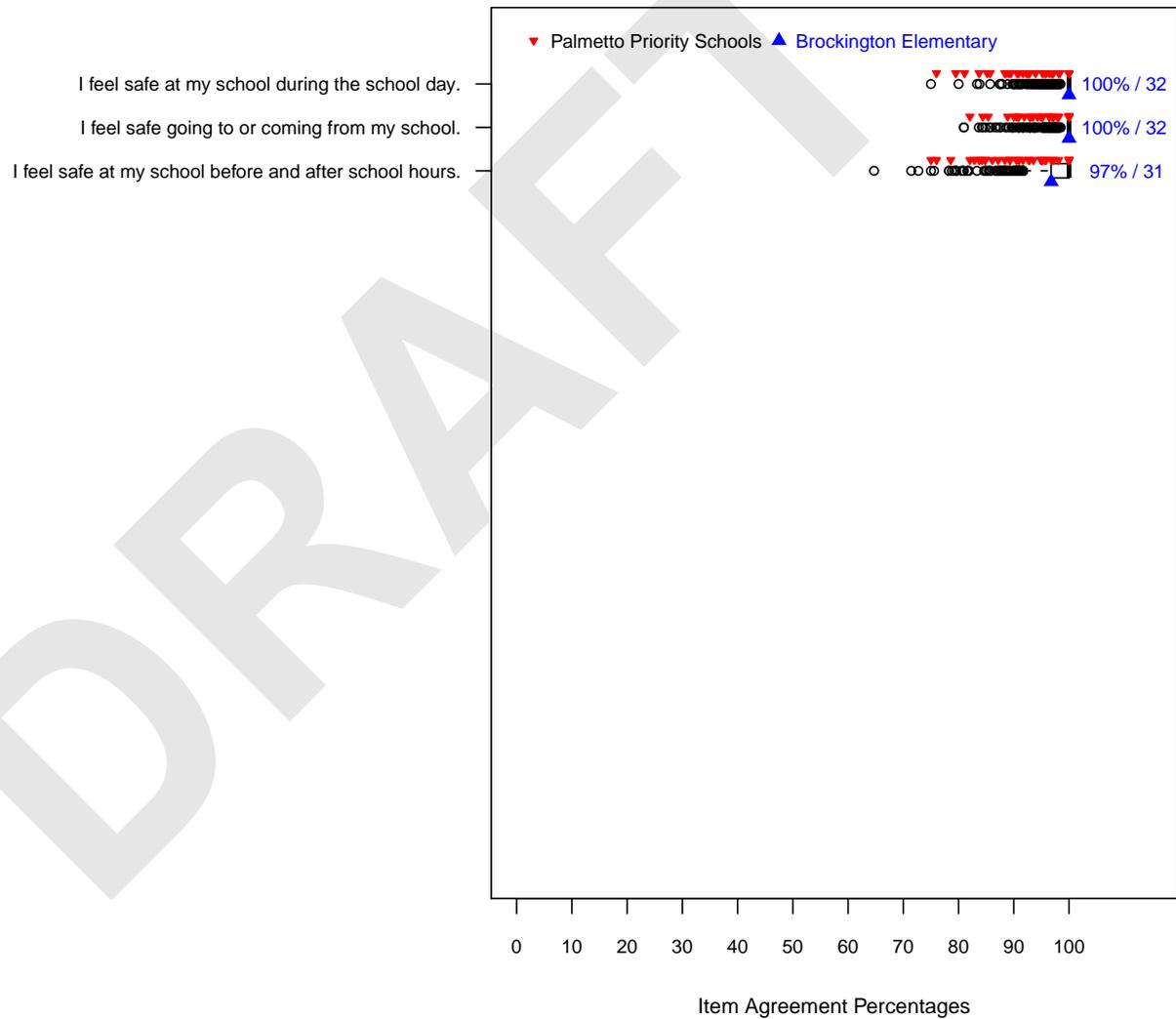
2009 Teacher Survey, Physical Environment Factor Items
 Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Brockington Elementary



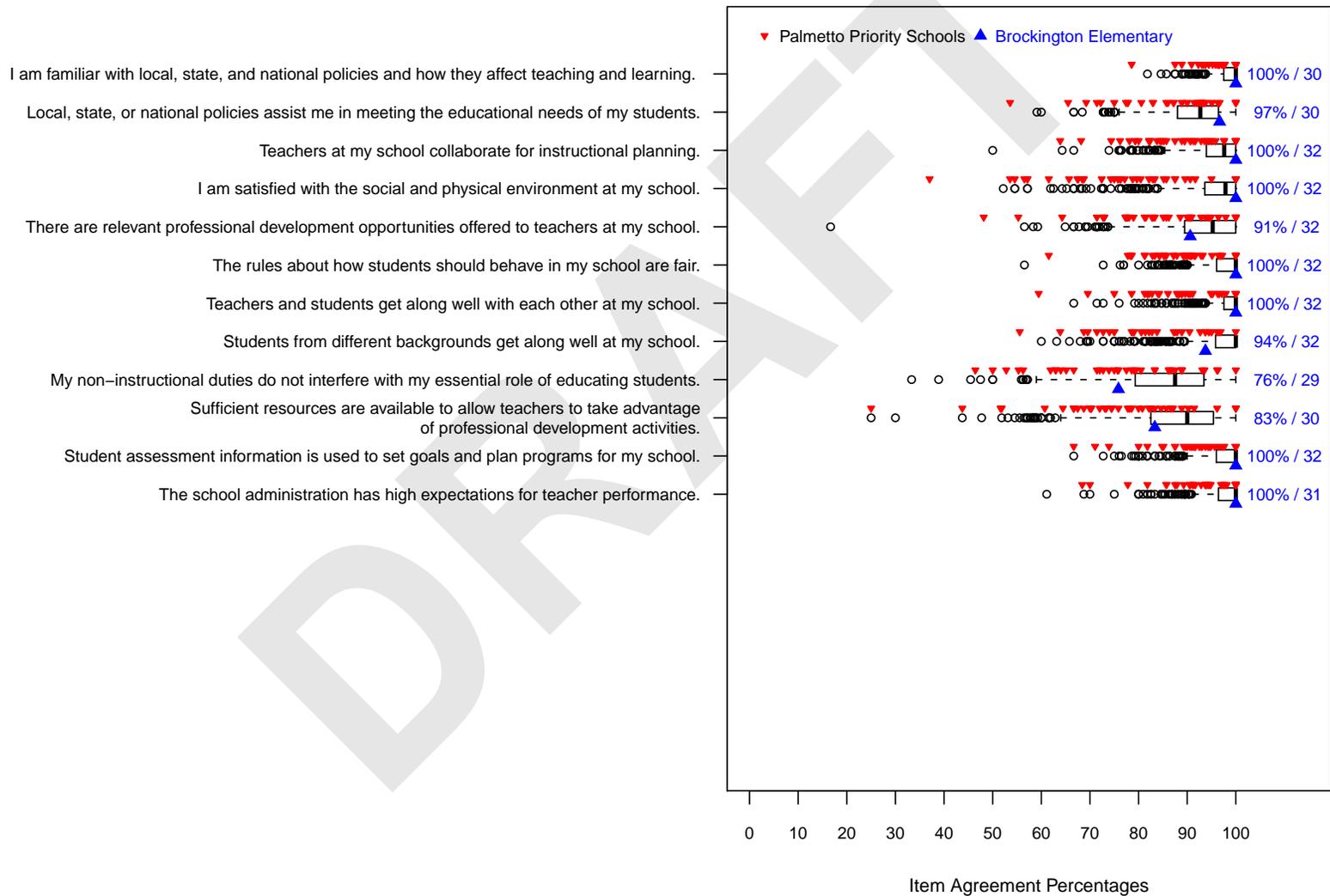
**2009 Teacher Survey, Safety Factor Items
Distribution of Item Agreement Percentages Among Elementary Schools**

Comparative Results for Brockington Elementary



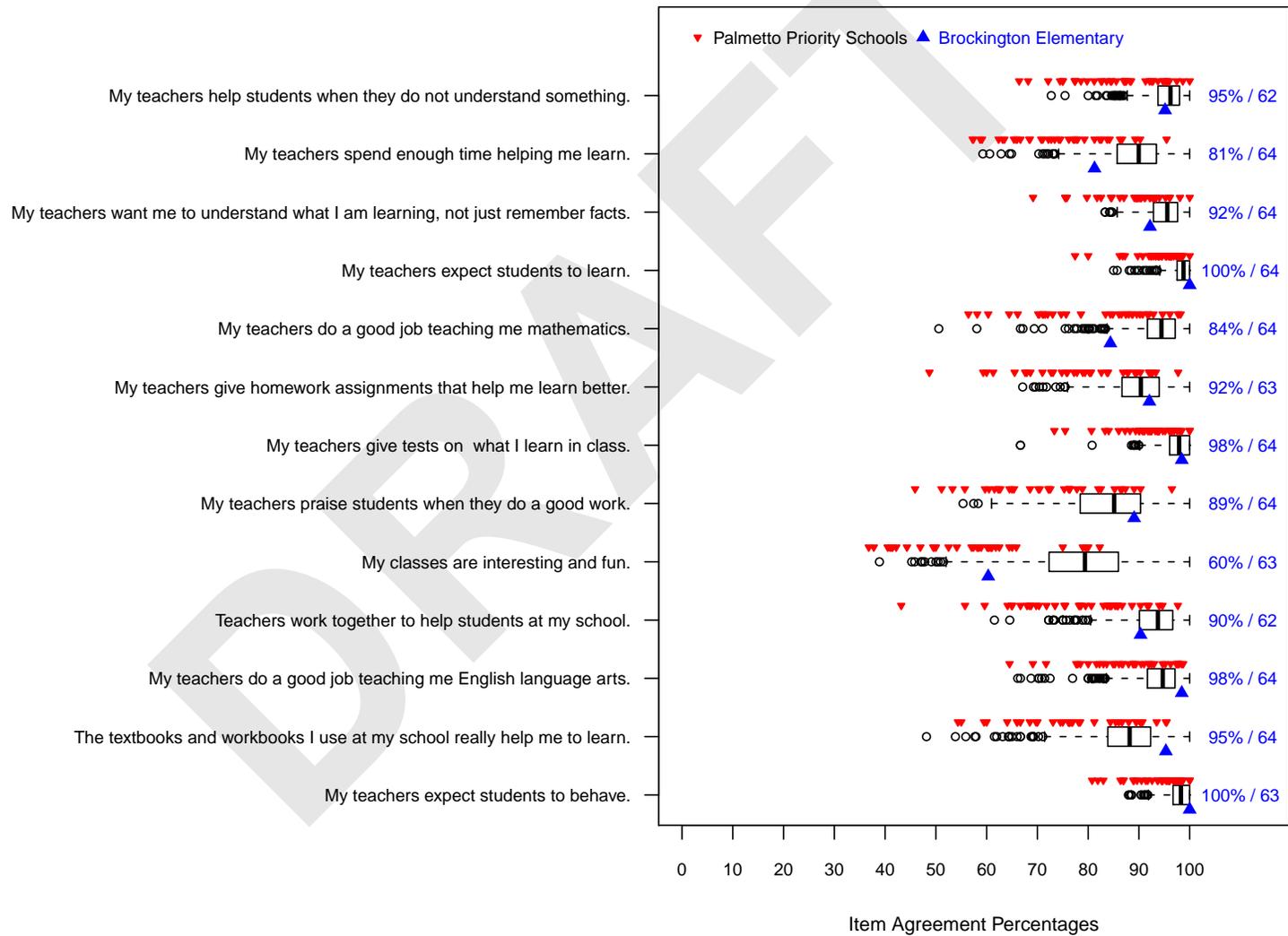
**2009 Teacher Survey, Items Dropped from Factor Analysis
Distribution of Item Agreement Percentages Among Elementary Schools**

Comparative Results for Brockington Elementary



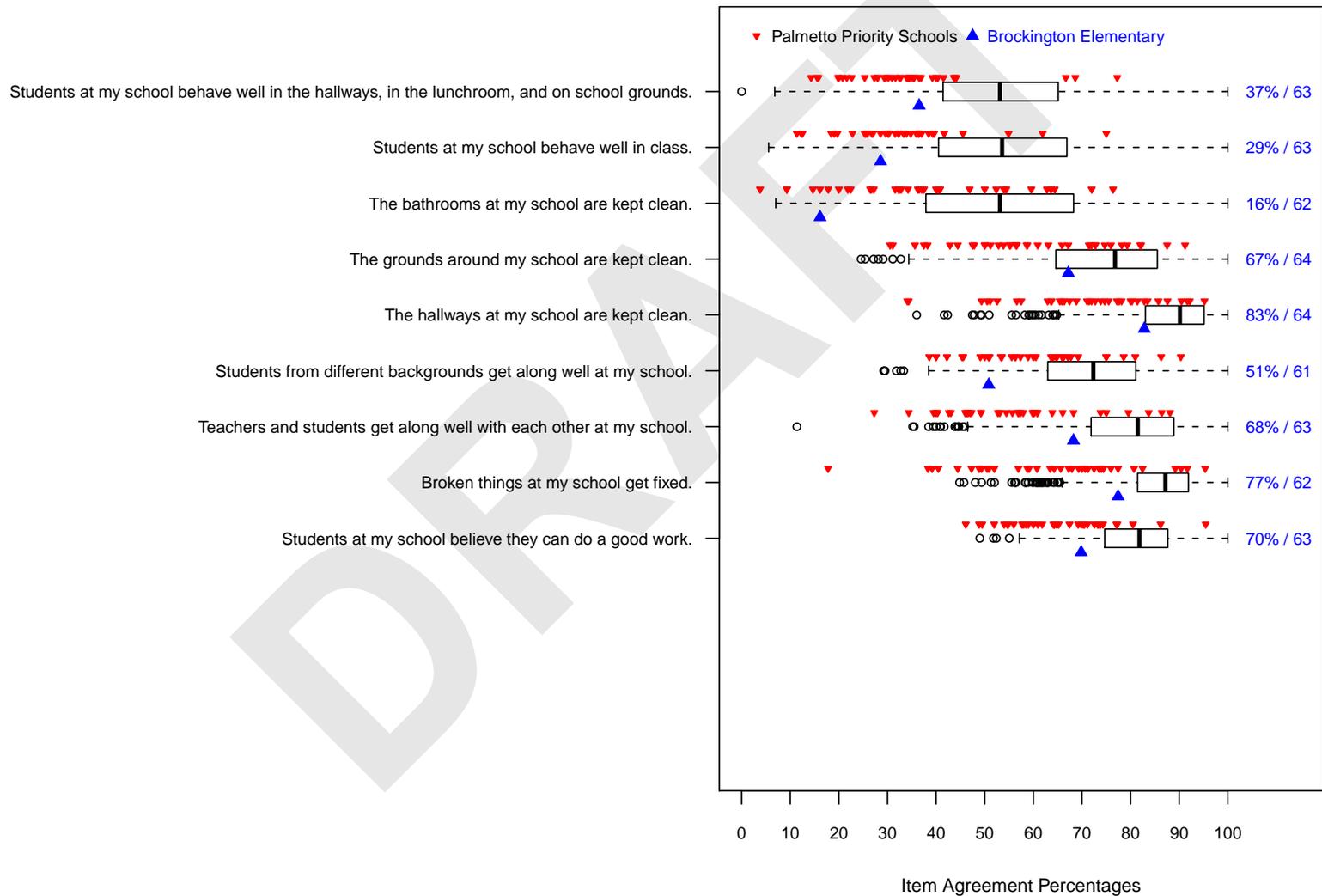
2009 Student Survey, Learning Environment Factor Items
 Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Brockington Elementary



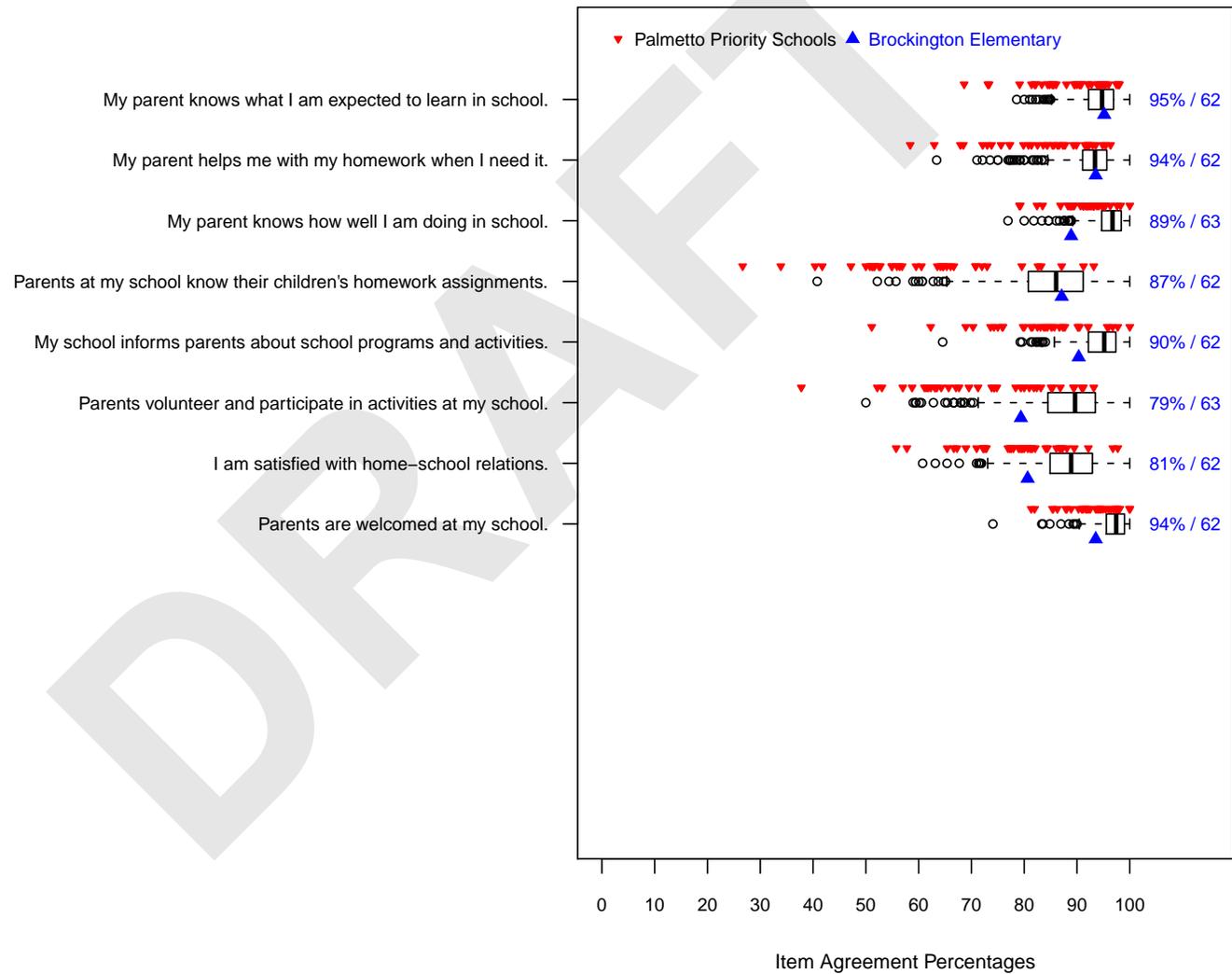
2009 Student Survey, Social-Physical Environment Factor Items
 Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Brockington Elementary



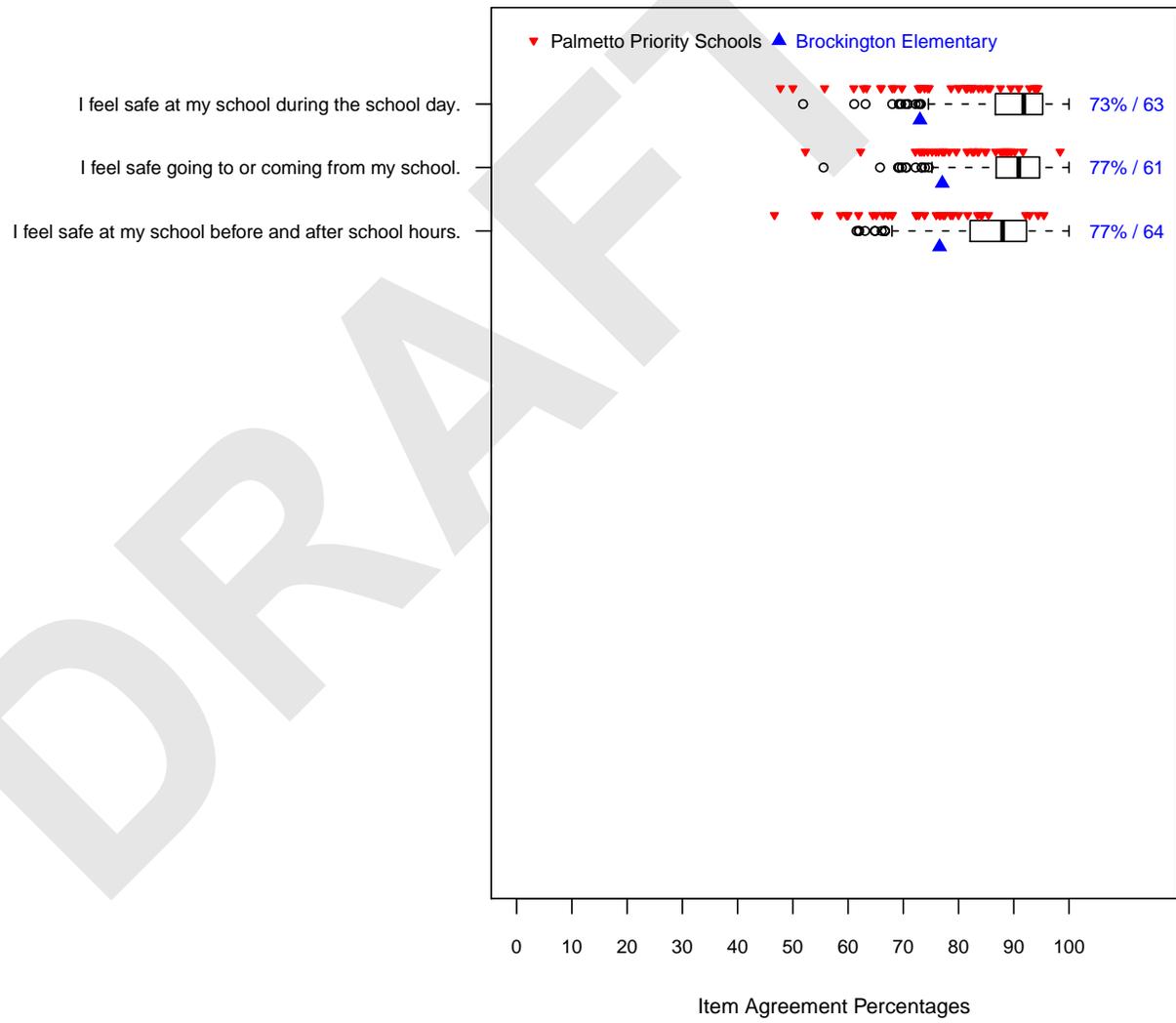
2009 Student Survey, Home–School Relationship Factor Items
 Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Brockington Elementary



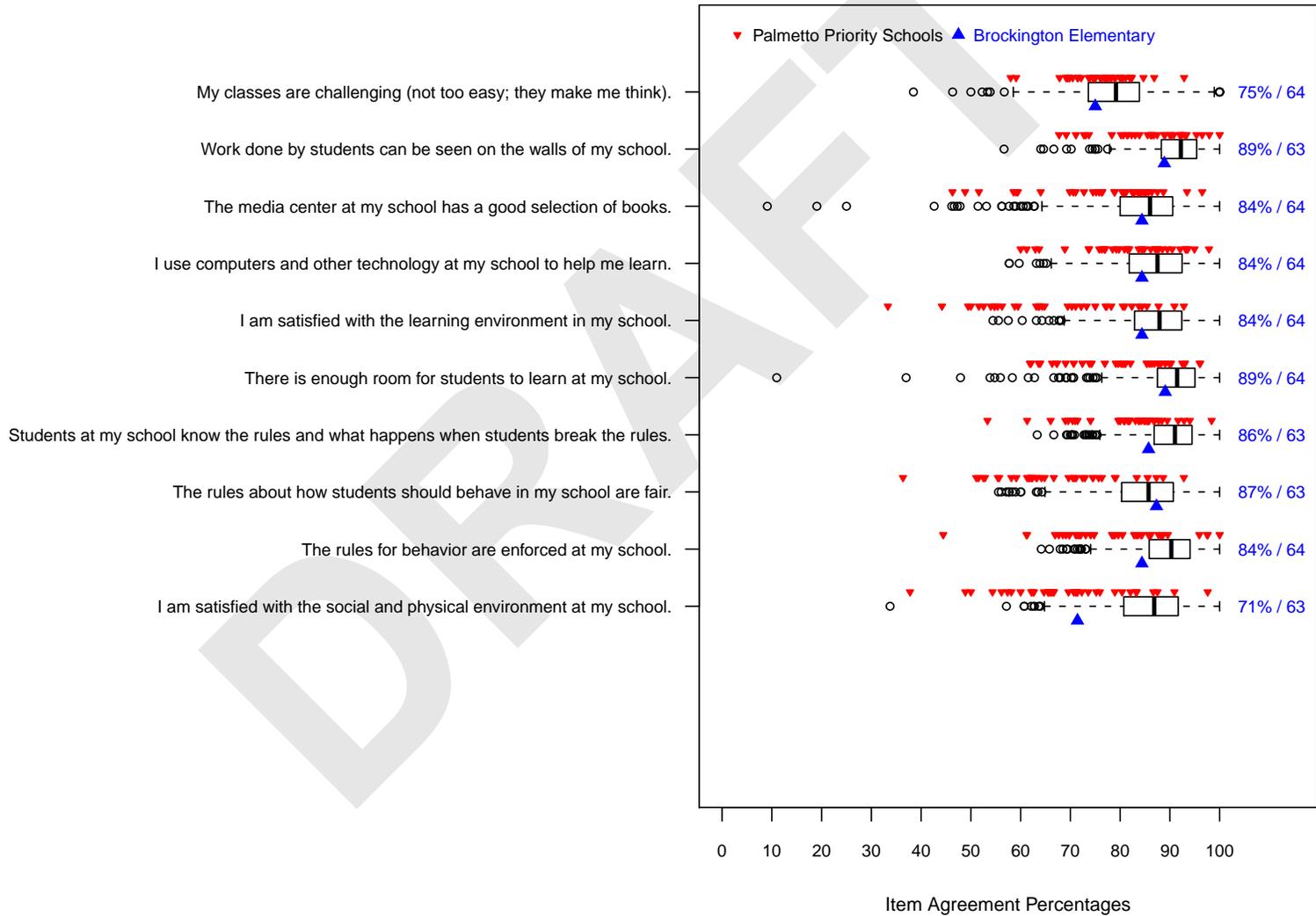
2009 Student Survey, Safety Factor Items
 Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Brockington Elementary



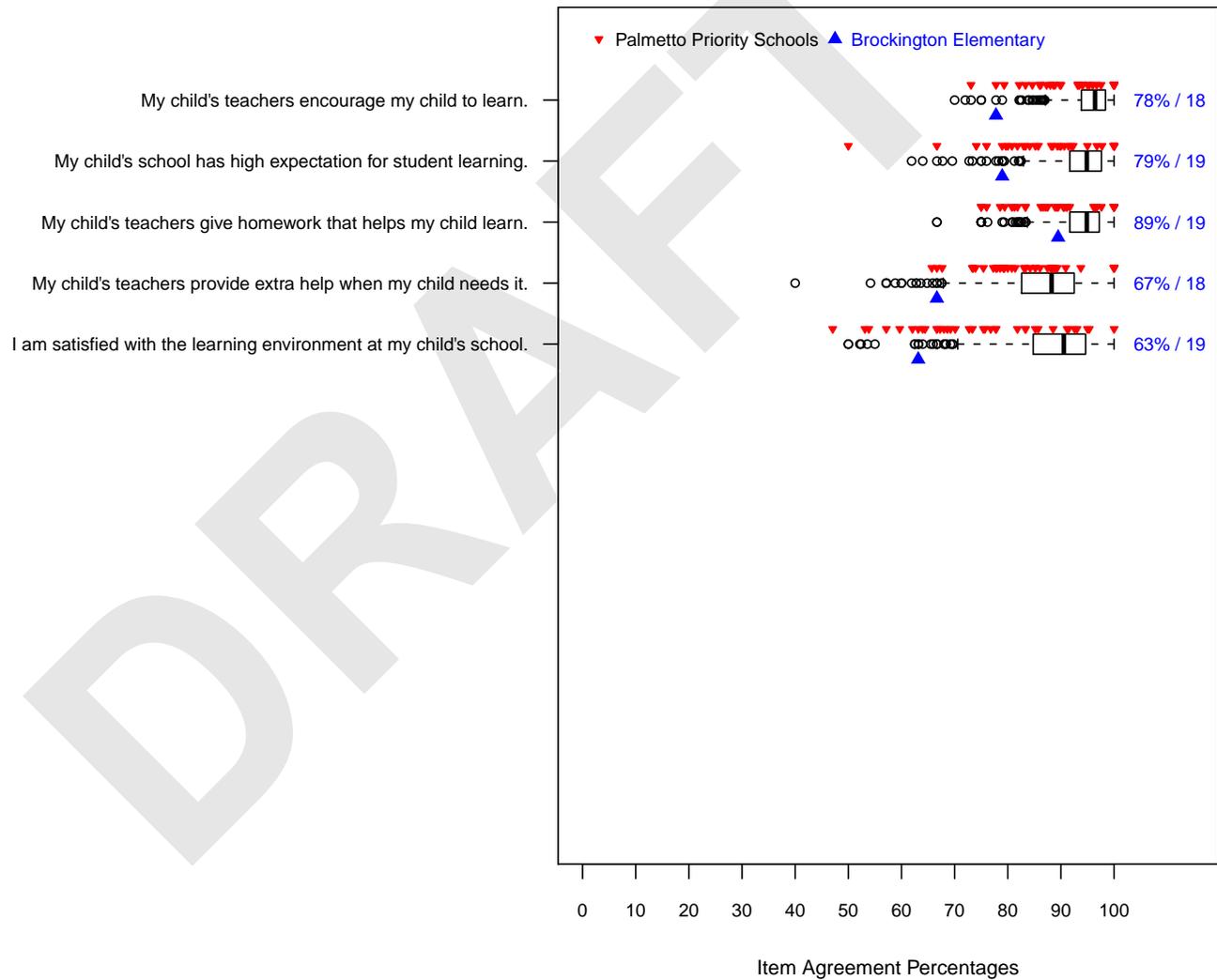
2009 Student Survey, Items Dropped from Factor Analysis
 Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Brockington Elementary



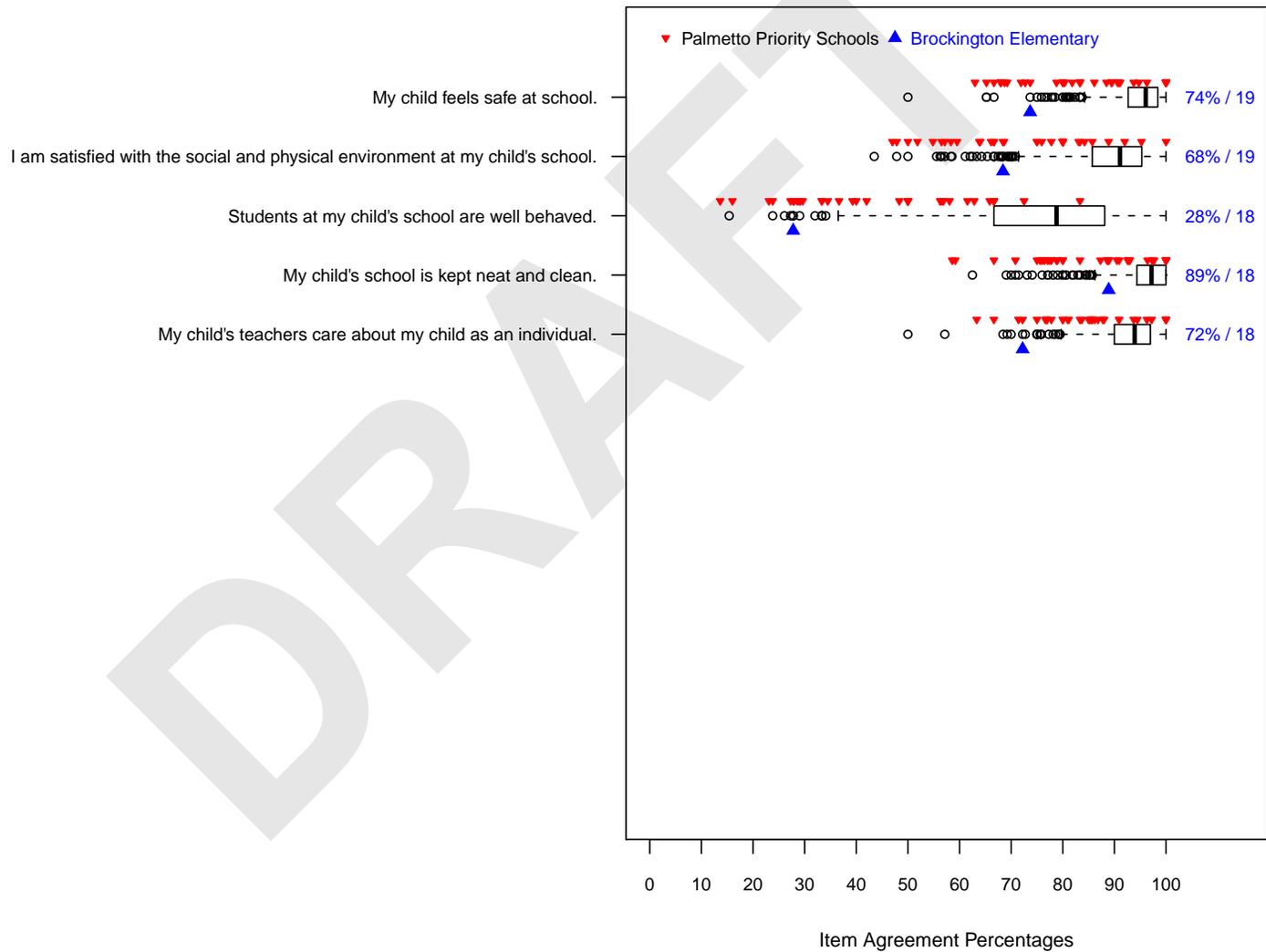
**2009 Parent Survey, Learning Environment Factor Items
Distribution of Item Agreement Percentages Among Elementary Schools**

Comparative Results for Brockington Elementary



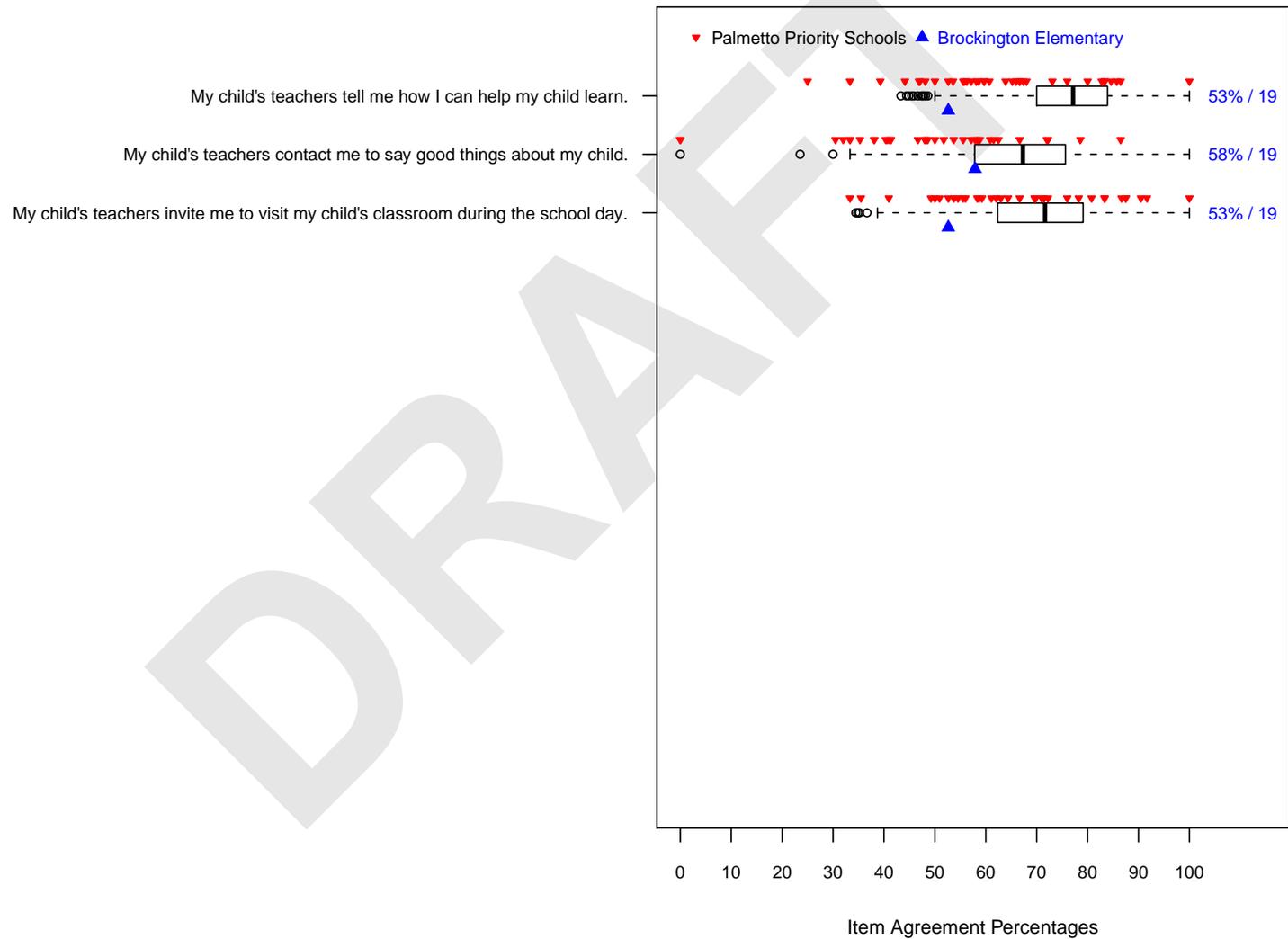
2009 Parent Survey, Social-Physical Environment Factor Items
 Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Brockington Elementary



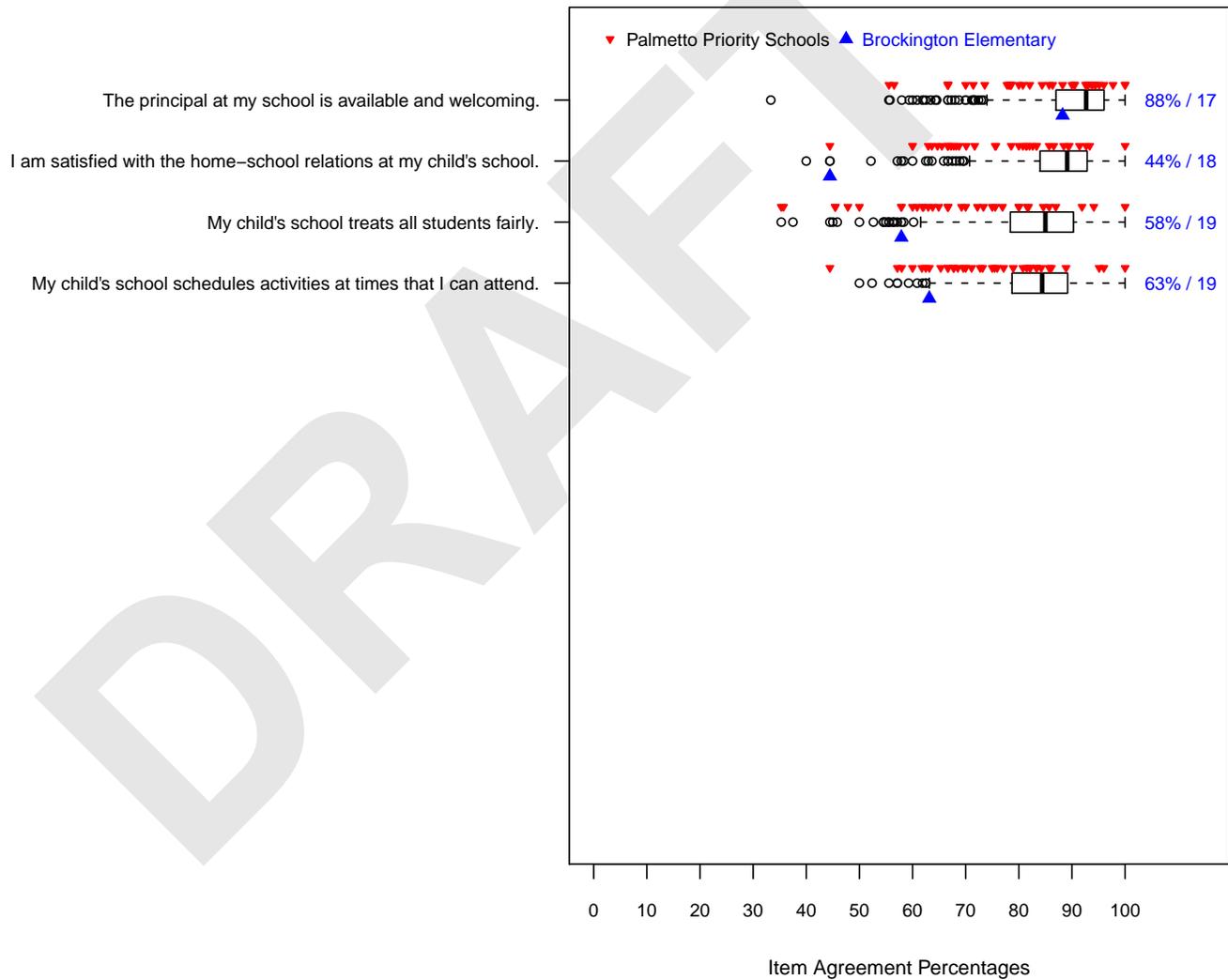
**2009 Parent Survey, Teacher Care and Support Factor Items
Distribution of Item Agreement Percentages Among Elementary Schools**

Comparative Results for Brockington Elementary



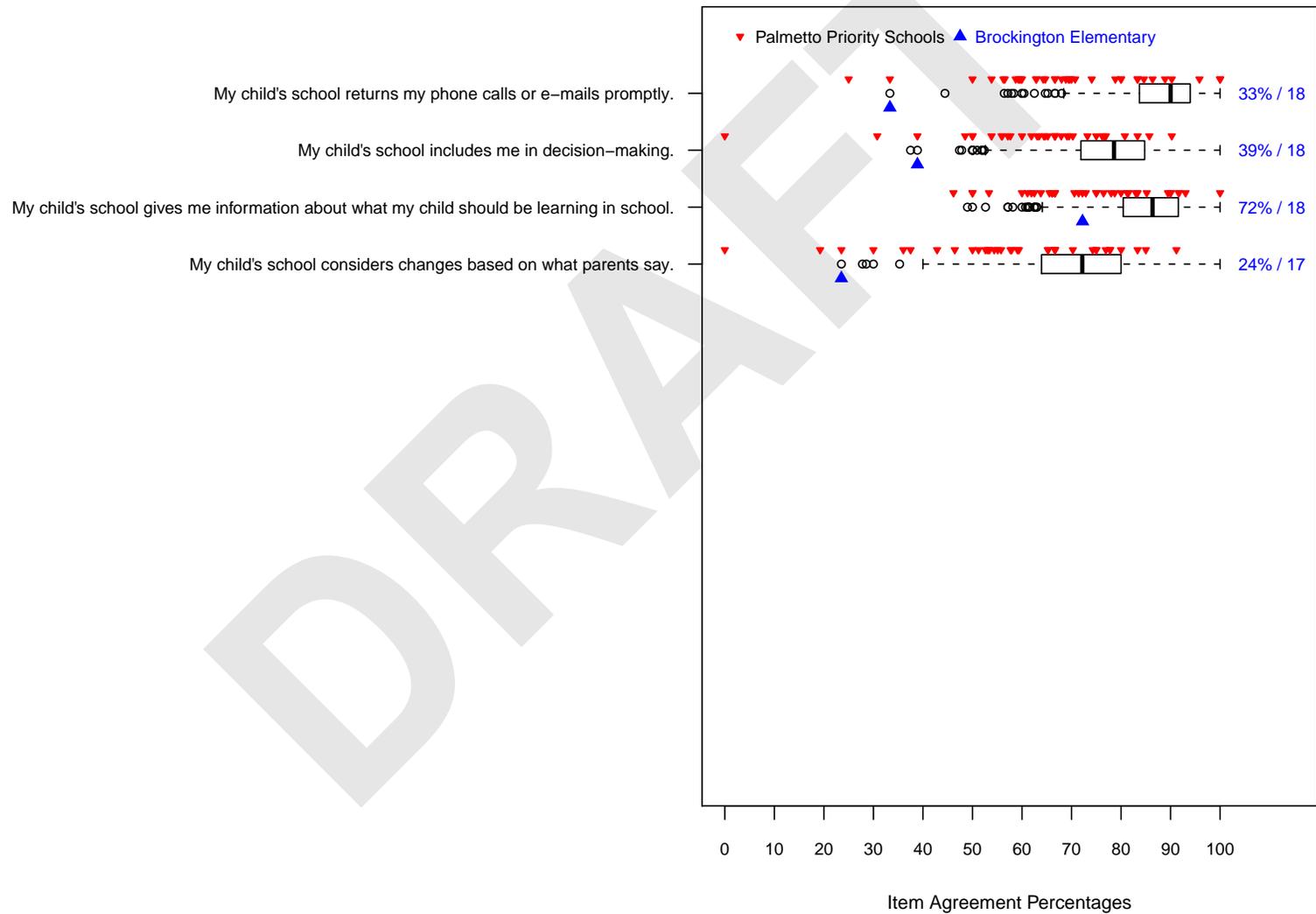
2009 Parent Survey, Home–School Relationship Factor Items
 Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Brockington Elementary



2009 Parent Survey, Items Dropped from Factor Analysis
 Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Brockington Elementary



Data Notes

Notes

1. If the number of teacher respondents was fewer than 10, percentile ranks were not calculated for teacher factors. If the number of student respondents was fewer than 15, percentile ranks were not calculated for student factors. If the number of parent respondents was fewer than 10, percentile ranks were not calculated for parent factors.
2. The percentile rank was calculated for the school within the school's organizational level (Elementary, Middle, or High). For schools with multiple report cards, a separate percentile rank was calculated for each school organizational level.

The Relationship between School Climate and School Performance

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The Relationship between School Climate and School Performance

Background

In 2007, a study was conducted of 32 elementary schools in South Carolina designated as achievement gap-closing schools based upon a 4-year history of high performance on report card indices by historically underachieving students at the identified schools (DiStefano, Monrad, May, McGuinness, & Dickenson, 2007). An important finding of this research was that gap-closing schools differed from other elementary schools on key climate indicators as measured by the state's school climate surveys in 2005. For example, teachers in gap-closing schools expressed more favorable opinions of the schools, particularly in the area of home-school relationships. Students in gap-closing schools were more satisfied with the social-physical environment than students in the other schools. Similarly, parent survey differences indicated that parents in gap-closing schools tended to be more active in the schools as volunteers and rated the schools higher in their efforts to engage parents.

Given the intriguing findings of this study, University of South Carolina (USC) faculty and staff employed at the South Carolina Educational Policy Center in collaboration with the South Carolina Department of Education (SCDE) and South Carolina Education Oversight Committee (SC EOC), decided to pursue state-wide research focused on school climate's relationship with school performance and school improvement. Students and parents at selected grades (typically grades 5, 8 and 11) along with teachers at every public school within the state complete an annual survey to assess the school's learning environment, home-school relationship, and social and physical environment related to the school using a series of Likert-scale items. The resulting data set provides a unique opportunity to examine the dimensions of school climate on a state-wide basis and the relationship of these dimensions to a variety of student and school outcome measures.

In previous work, the 2006 and 2007 school climate survey data for all schools in the state were analyzed to identify factors underlying the school climate surveys for teachers, students, and parents (Monrad, May, DiStefano, Smith, Gay, Mindrila, Gareau, & Rawls, 2008). Additionally, these factor structures were used to create clustered groups of schools for all organizational levels (elementary, middle, and high schools) using identified dimensions of

school climate. Cluster membership differentiates schools with the most positive school climate from those with the least positive school climate. Unlike many other socioeconomic factors affecting school and student performance, school climate issues can be addressed at the school, district, and state levels as a component of a school's overall improvement efforts. Identifying clusters of schools based on school climate factors in the current research allows the opportunity to relate school climate factors and educational outcome variables.

Objectives

This study included an additional year of data (2008) with two broad goals in mind: to validate prior work and to investigate the relationship between school climate and other educational outcomes. Explicitly, the objectives of this study were to:

- 1) Confirm the factor structure of student, teacher, and parent responses to the school climate survey.
- 2) Identify clusters of elementary, middle, and high schools using the identified dimensions of school climate.
- 3) Investigate the relationship between school cluster membership and outcomes such as student test scores, growth in achievement, and attainment of the No Child Left Behind (NCLB) student progress goals.
- 4) Investigate the relationships between identified factors, report card variables, and indicators of school performance (e.g., Adequate Yearly Progress (AYP) and standardized test scores) for elementary, middle, and high school levels.

Theoretical Framework

Declining aptitude test results during the 1970s and 1980s, combined with unflattering international comparisons more recently, led legislators across the United States to enact far reaching educational accountability measures. Perhaps the most controversial, No Child Left Behind (NCLB) enacted by Congress, set a goal for all children to demonstrate achievement at least equal to their grade level by the year 2014. While the merits of NCLB and other high stakes accountability systems have been heatedly argued, there is no doubt that in every state

there has been an intense focus on academic performance. Too often, the importance of school climate as a critically important contextual factor in which teachers teach and students learn has tended to fade into the background, a casualty of other "priorities." And yet, among the preconditions for school success, few rival the motivation to teach and the motivation to learn: Do students wish to attend school and engage in learning activities? Do teachers want to return to the same school next year? Do parents desire to become involved with their child's school programs? The answers to these questions very often hinge on the levels of support, challenge, collaboration, and partnership provided to them by the school: in short, its climate.

According to Perkins (2006), school climate is the learning environment created through the interaction of human relationships, physical setting, and psychological atmosphere. The construct of school climate is generally characterized as multidimensional and representative of shared perceptions of behavior (Ashforth, 1985; Hoy, 1990; Van Houtte, 2005). Tagiuri (1968) distinguished four dimensions of school climate: (1) the ecology of the physical surroundings, (2) the milieu or characteristics of individuals and groups participating in the organization, 3) the social system or the relations between individuals and groups in the organization, and (4) the culture, or the whole of beliefs, values, meanings, and cognitive structures (as cited in Van Houtte, 2005). Patterns of climate variables are found to be related to trust (Hoy, Tarter, & Kottkamp, 1991). When trust is high, educators are more likely to experiment with new practices and work together with parents to advance improvements (Bryk & Schneider, 2002).

A favorable school climate provides the structure within which students, teachers, administrators, and parents function cooperatively and constructively. Edmunds (1982) and Lezotte (1990) were prominent in linking climate directly to school effectiveness. School climate has been found to positively affect academic achievement (Greenberg, 2004; Lee & Burkham, 1996; Roney, Coleman, & Schlichtin, 2007; Stewart, 2007), to positively influence a student's behavior (e.g., reduce conduct problems and mitigate depression), and to impact the decision to remain in school (Brand, Felner, Shim, Seitsinger, & Dumas, 2003; Bryk & Thum, 1989; Gottfredson, Gottfredson, Payne, & Gottfredson, 2005; Loukas & Murphy, 2007; Rumberger, 1995).

For teachers, the benefits of a positive school climate include increased job satisfaction (Ma & MacMillan, 1999), increased retention and attendance, and better home-school relationships (Brown & Medway, 2007; DiStefano, et al., 2007). Additionally, a positive school

climate has been found to be positively related to indicators of school success, such as standardized test scores, annual yearly progress (AYP) measures, and school report card information (DiStefano, et al., 2007; Greenberg, 2004; Sebring, Allensworth, Bryk, Easton, Luppescu, 2006; Monrad, May, DiStefano, Smith, Gay, Mindrila, Gareau, & Rawls, 2008). While measures of school success are essential for schools to show progress under the guidelines of the NCLB legislation, assessing school climate has received only passing interest from policy makers as a critical element of accountability.

Assessment of School Climate

Historically, school climate has been assessed through surveys. Assessment of school climate began with the work of Halpin and Croft (1963) who identified eight climate factors through the Organizational Climate Descriptive Questionnaire (OCDQ). These factors represented characteristics of the faculty group and the principal-teacher interactions which were used to develop six basic elementary school climate archetypes. Miles (1965) examined the properties of school through the development of 10 dimensions of organizational health reflecting that a healthy organization not only survives, but develops long-term. Hoy and his colleagues revised the OCDQ and have also tested and piloted three other school climate instruments. The inventories have aided in defining the technical, managerial, and institutional needs of schools (Hoy, Tarter, Kottkamp, 1991). The Charles F. Kettering Ltd. School Climate Profile (1974), which includes eight subscales encompassing general climate factors, has also been widely used (Marshall, 2004). Other scales assessing aspects of school climate have been developed by The Center for School Safety, School Climate and Classroom Management, The National Study of School Evaluation, the National Association of Secondary School Principals, The Consortium on Chicago School Research, The Center for Social and Emotional Education, Council of Urban Boards of Education, and The Center for the Study of School Climate.

South Carolina

Criticisms from *A Nation at Risk*, published in 1983, prompted many states, including SC, to enact educational reform legislation (Education Improvement Act of 1984). A cornerstone in the reform legislation of 1984 and 1989 ("Target 2000 – School Reform for the Next Decade" Act) was that change efforts would target the school as an organizational unit.

These reforms mandated a focus upon the development of school and district plans for improvement. School Improvement Councils (SICs) were assigned a prominent leadership role in the development of three-year improvement plans. Six indicators of school effectiveness adopted by the South Carolina State Board of Education in 1985 for South Carolina's School Improvement Planning process were consistent with the research on effective schools and represented a summary of the indicators by the major researchers in the field. The Board mandated that each school undertake a comprehensive needs assessment, to include surveys of parents, students, and teachers, designed to determine whether the following six indicators of effectiveness were evident at the local school site: positive school climate, instructional leadership of the principal, emphasis on academics, high expectations related to student achievement, frequent monitoring of student progress and its utilization in curriculum planning, and positive home-school relationship.

The SCDE subsequently developed instrumentation and protocols to gather data about the attitudes of professional staff, parents, and students and to assist schools in gathering and reporting the information. In 1992, a statewide committee, led by staff members of the SCDE and the SIC Assistance Project at USC, was selected to review the surveys and to recommend needed changes in the instrumentation. Among the modifications recommended were that the wording of the survey items be parallel across all three respondent groups, that the items be updated and expanded to include additional items related to perceived school and faculty performance, and that an area of the surveys be reserved for local items generated by the school.

Data Sources

South Carolina is one of only a few states to include climate data from surveys of students, teachers, and/or parents on their school report cards. The current SC school climate survey instrumentation was developed in response to the requirement of the Education Accountability Act (EAA) of 1998. The act required, among other things, a school report card. The specific variables and data elements to be included were selected by the General Assembly's Education Oversight Committee (EOC), working in collaboration with SCDE and the State Board of Education. The inclusion of school climate data from "evaluations of the school by parents, teachers, and students" on the report cards was a requirement of the state's

accountability legislation. Separate surveys were constructed for parents, teachers, and students, and each survey has over 40 items.

Students and parents at selected grades (typically grades 5, 8 and 11) along with teachers at every public school within the state complete an annual survey to assess the school's learning environment, home-school relationship, and social and physical environment. Three summative items from each survey are included on school report cards. However, the surveys consist of many items, and relationships among these items may provide information about the multidimensional nature of climate, according to student, parent, and teacher perspectives. Each survey is briefly described below.

Student Survey

The 43-item 2008 student survey includes questions organized into three areas: *Learning Environment*, measuring students' perceptions about the learning context (18 items); *Social and Physical Environment* measuring students' thoughts about building cleanliness, appearance of the grounds, classroom management/ behavior, school safety, and relationships with other teachers/students (17 items); and *Home and School Relations* measuring the relationship between schools and parents (8 items). Students respond to each item using a 4-point Likert scale: 1=Disagree, 2=Mostly Disagree, 3=Mostly Agree and 4=Agree.

Teacher Survey

There are 69 items on the 2008 teacher survey. While the items differ somewhat from the student survey, the three scales hypothesized for the students are also hypothesized for teachers. There are 26 items included on the *Learning Environment* scale, 16 items on the *Social and Physical Environment* scale; and 11 items on the *Home and School Relations* scale. In addition, teachers were administered a *Working Conditions* scale, consisting of 13 items. Teachers responded to each item using a 4-point Likert scale: 1=Disagree, 2=Mostly Disagree, 3=Mostly Agree, 4=Agree. A fifth option, 5 =Don't Know, was recoded as missing in the analyses.

Parent Survey

The 2008 Parent Survey consists of 54 items arranged into different sections with varying formats. The survey includes 21 Likert scale questions on three scales (*Learning Environment*, *Home-School Relations*, and *Social and Physical Environment*). Parents responded to each item

using a 4-point Likert scale: 1=Strongly Disagree, 2= Disagree, 3= Agree, 4=Strongly Agree. A fifth option, 5=Don't Know, was recoded as missing in the analyses.

The remaining 33 items on the parent survey are organized into four sections of varying length and format. These sections are labeled “*Parent Participation*,” “*Parent Responsibilities*,” “*Parent Obstacles to Involvement*” and overall “*School Ratings*.” This study utilizes only the section with 21 Likert scale items similar to items from the teacher and student surveys.

Before analyses, each dataset was examined. Duplicate cases were removed from each dataset, as well as cases having more than 25% of the responses missing within each scale. For cases with 25% or less missing data on each section of the survey, missing item responses were imputed. Missing item data were replaced with the average of the individual’s responses for other items on the same scale, thereby maximizing sample sizes for analyses.

To gauge school climate, most statistical analyses in the current study were conducted at the school level and considered organizational level differences. Table 1 indicates the number of elementary, middle, and high schools included in the 2006, 2007, and 2008 teacher, student, and parent data sets.

Table 1

Number of Elementary, Middle and High Schools in the 2006-2008 Teacher, Student, and Parent Data Sets

	Elementary Schools			Middle Schools			High Schools		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
Teacher data	620	622	630	273	290	292	207	208	205
Student data	619	620	623	270	285	288	202	205	199
Parent data	623	623	627	273	289	291	204	207	203

State Report Card Variables

Each year South Carolina’s public schools are evaluated using the state report card to provide information about how the state’s public schools are performing. The report card provides school level information for a variety of variables, including characteristics about the school and its programs, faculty, and student achievement.

The following report card variables were extracted from SCDE's 2008 state report card file and used in subsequent analyses. These indicators were chosen since they were considered to be those most strongly influenced by programs, approaches, and leadership at the school level, and thus, a school would have some ability to impact scores on these indicators:

- student attendance rate
- percentage of students required to repeat grade levels
- percentage of students out-of-school because of suspensions or expulsions for violent and/or criminal offenses
- teacher attendance rate
- percentage of teachers not having full teacher certification
- percentage of teachers returning from the previous school year

Schools and Participants

A unique feature of the current study was the availability of a large statewide data set. The numbers of surveys completed by each participant group from 2006 to 2008 reflect high participation (see Appendix A). Survey responses from students, parents, and teachers were arranged into elementary, middle, and high school databases using school organizational level definitions from the EOC's Accountability Manual and implemented by SCDE through its school report cards.

Methodology

This study utilized four distinct statistical tools to validate previous results and extend the analyses to student performance measures and other report card variables: confirmatory factor analysis, cluster analysis, correlation analysis, and block regression analysis.

Confirmatory Factor Analysis

Statistical analyses of the imputed teacher, student, and parent data sets began with confirmatory factor analysis (CFA). This multivariate statistical procedure aims to determine how well the survey items measure the climate constructs. This procedure is appropriate to use when researchers hold prior knowledge of the underlying latent structure of an instrument (Benson, 1998; Byrne, 1998; Hoyle & Panter, 1993). The present study was preceded by

exploratory factor analysis (EFA), which yielded the same factor structures across two consecutive years (2006 and 2007) for teachers, students, and parents (Monrad, May, DiStefano, Smith, Gay, Mindrila, Gareau, & Rawls, 2008). Although CFA and EFA are similar techniques, there are some key differences between them. Results from exploratory procedures inform the researcher on the optimal number of factors required to represent the data, and all the observed variables are related to all the latent variables. In contrast, CFA requires the researcher to specify a priori the number of factors underlying the data, as well as the construct to which each observed variable is related. Therefore, the purpose of CFA is to confirm or reject a theoretical framework, rather than discover underlying dimensions.

For each data set, the factor structure derived from exploratory procedures was used to specify the measurement model in CFA. Because the results of precedent exploratory factor analytic analyses did not include all the survey items, the confirmatory factor analyses conducted in this study included only the teacher items present in the optimal exploratory factor solutions (57 teacher items, 34 student items, and 21 parent items).

Subsequent item analysis showed that CFA results of the current study replicated closely the prior EFA solutions. CFAs of the teacher, student, and parent data sets were conducted using the CALIS procedure provided in the SAS 9.1 statistical software package. Parameters and model fit indices were estimated using the Maximum Likelihood procedure. This estimator is frequently used in CFA studies with categorical data that represents underlying continuous constructs and with at least 4 ordered categories (Finney & DiStefano, 2006).

To assess the goodness-of-fit of the teacher, student, and parent measurement models, the following fit indices were recorded for the 2006, 2007, and 2008 data sets: (1) Chi-square statistic/ degrees of freedom; (2) goodness-of-fit index (GFI); (3) non-normed fit index (NNFI); (4) root mean square error of approximation (RMSEA); and (5) the root mean residual (RMR). All five fit indices are included as part of the SAS output.

Although the chi-square fit statistic is widely used as an index of how well the model fits a set of data (Jöreskog & Sörbom, 1993), it is sensitive to both sample and model size. Therefore chi-square divided by the degrees of freedom was used as an index of overall model fit. Generally, values lower than 3 indicate a good model fit.

The GFI (Tanaka & Huba, 1984 described in Bollen, 1989), which is commonly used in CFA studies, provides a measure of the amount of variance/covariance in the sample matrix that

is predicted by the implied variance/covariance matrix. Values of GFI range from 0.00 to 1.00, and values exceeding 0.90 are considered to be acceptable for indicating appropriate fit (Jöreskog & Sörbom, 1993).

The NNFI developed by Tucker and Lewis (1973) compares the hypothesized (target) model to a null model, providing a comparison between the target model and the observed data in the absence of a model. Unlike the GFI, NNFI values can exceed 1.00, but values exceeding 0.90 are indicative of minimally acceptable fit (Bentler & Bonett, 1980); while values exceeding 0.95 provide evidence for good model-data fit (Hu & Bentler, 1999).

The root mean square error of approximation (RMSEA) does not require comparison to a baseline model. The RMSEA index is based on the premise that a model will never exactly fit a sample of data, and the best a researcher can hope for is a close approximation of the model to reality (Brown & Cudeck, 1993). RMSEA values of 0.05 or less indicate close fit between the model and the sample data; values of 0.08 or less indicate a reasonable error of approximation; while values greater than 0.10 indicate unacceptable fit.

The root mean square residual (RMR) is the average absolute value of the covariance residuals between the specified and obtained variance-covariance matrices. Its values start at 0.00 and have no upper bound. When the variance-covariance residuals are small, the RMR takes values that are closer to zero, which indicate good model fit. Because RMR has no upper limit, higher values do not necessarily imply poor fit. However, researchers typically use 0.08 as a threshold for good fit.

Cluster Analysis

Second, cluster analyses were conducted to group schools into smaller subsets of similar climate. The cluster analysis used student and teacher factor scores aggregated to the school level to group schools based on climate. Clustering was conducted within organizational level using SAS (version 9.1) for schools that had at least 15 student and/or 10 teacher factor scores.

In general, cluster analysis refers to a set of classification procedures used to uncover homogeneous groups underlying a data set (Aldenderfer & Blashfield, 1984; Blashfield & Aldenderfer, 1988; Hartigan, 1975; Milligan & Cooper, 1987). The goal of cluster analysis in this study's context is to create smaller subgroups of schools that are similar to schools in the same cluster while distinct from schools in other clusters. The most popular algorithm in the social sciences, Ward's hierarchical analysis, creates groups which have minimum variance

within a cluster (Ward, 1963). However, a drawback to the Ward method is that once a case is assigned as a member of a particular cluster, it cannot be reassigned as the clustering procedure continues. To overcome this drawback, one option is to allow the final solution from the Ward algorithm become the starting point for a K-means iterative clustering procedure, which allows for cases to switch from their initial cluster assignment to a different cluster when it becomes more closely represented as a typical member of a new cluster (MacQueen, 1967). The process continues making “passes” through the data set until cases do not change clusters. By using the final Ward’s solution as the initial starting point for the K-means procedure, the researcher gains the benefits of both clustering algorithms. To group cases, the squared Euclidean distance measure was used as the similarity index. Individual cases joined the cluster in which the squared Euclidean distance between the case and the cluster centroid was minimized.

To determine an optimal solution, two through six clusters were run and interpreted by evaluating factors such as the interpretability of the cluster centroid, match of the solution to previous research, and characteristics such as cluster size. After the cluster groups were finalized, the factor descriptives and cluster assignment for each school were used to examine the difference between clusters on schools’ climate factor scores and report card variables. Examination of group differences using additional information that was not used in forming the clusters provides support for external validation of the cluster solution (Aldenderfer & Blashfield, 1984). These relationships were then tested using t-tests between most positive and least positive climate groups to examine differences in performance and report card measures.

Correlations Among Variables

School-level data were used to examine relationships between the survey factors, non-survey report card variables, and school achievement using the Spearman rank-order correlation. Correlation coefficients can range from -1 to $+1$; the larger the absolute magnitude of the correlation (regardless of sign), the stronger the relationship between variables. Absolute values of 0.90 or greater indicate a strong linear relationship between variables while absolute values near zero suggest no linear relationship.

Block Regression Analysis

To determine the degree to which the survey data and non-survey report card variables could explain the relationships with school-level achievement, block regression was used. Here,

variables are entered in sets (i.e., blocks) to determine how much variability a block of variables explains in the outcome measure. As is indicated in Figure 1, in the regression analyses, the 14 survey factor scores (block one) were entered in the regression equations first and the non-survey report card measures next (block two). The adjusted R-square value was used to indicate the percentage of the variability of the outcome measure accounted for by the set of explanatory variables.

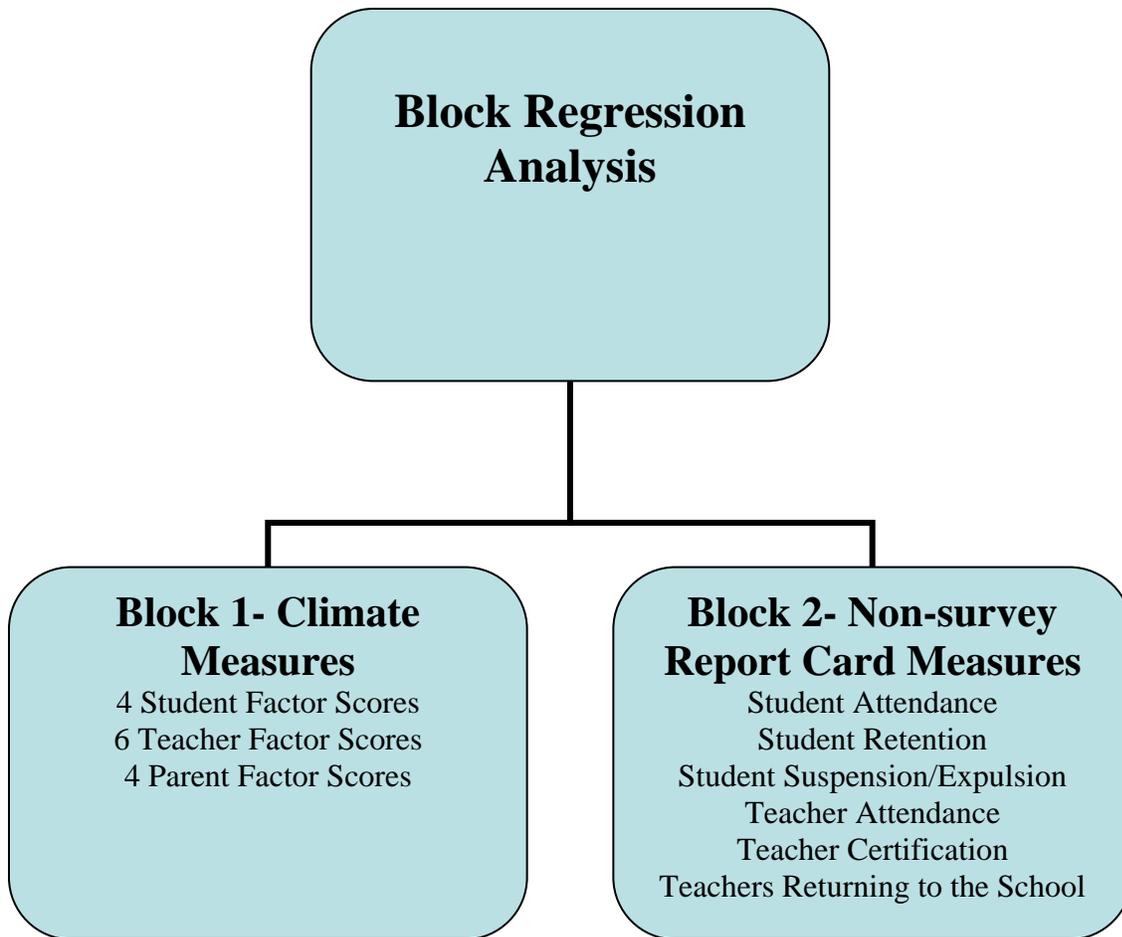


Figure 1. Block regression analysis.

Results

Confirmatory Factor Analysis

Confirmatory analytic procedures were employed to validate the teacher, student and parent factor structures yielded by EFA. The three CFA models were analyzed in terms of model fit, parameter estimates and factor correlations for all three years of data.

Model Fit. Goodness-of-fit indices for each solution were examined across years to determine how well the three climate models fit the data. Table 2 summarizes the teacher, student and parent model fit information for all three years. Chi-square values associated with each solution were significant, and the chi-square coefficient divided by the degrees of freedom yielded values larger than 3. However, the chi-square test is sensitive to both sample and model size, and can lead to the inappropriate rejection of plausible models. Additional fit information provided by GFI yielded acceptable fit of the student and parent models and a poor fit of the teacher model over the three-year period. RMSEA values indicated close fit between the student model and the sample data, and acceptable fit of the teacher and parent models. NNFI values showed a satisfactory fit of the teacher and student models, and a good fit of the parent model. RMR were low, indicating acceptable fit. In summary, the fit indices generally showed a consistent pattern and fair to acceptable fit for the three datasets across the three-year period. The results suggested that the identified CFA structures were not a sampling artifact due to one particular dataset.

Parameter Estimates. In addition to goodness-of-fit indices, factor loadings were also examined to determine the extent to which the selected survey items are correlated to the corresponding climate factors. A CFA rule of thumb is that loadings should be at least 0.7 to verify that the items identified a priori represent a particular factor. The rationale is that when loadings are 0.7 or higher, at least half of the variance (i.e., 0.7^2) in the observed variable is shared with the latent factor. However, this standard is very high when working with real data, therefore researchers often consider loadings above 0.6 to be high, while loadings below 0.4 are considered low (Hair, Anderson, Tatham, & Black, 1998). Nevertheless, these cut-offs are arbitrary, and the magnitude of factor loadings must be interpreted in the light of theory.

Table 2

2006-2008 Fit Indices for the Teacher, Student, and Parent Measurement Models

	Teacher			Student			Parent		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
Chi-Square/df	136.49	146.13	146.32	366.45	371.05	387.54	169.22	156.84	172.29
Goodness of Fit Index (GFI)	0.79	0.78	0.78	0.91	0.91	0.91	0.91	0.91	0.91
Root Mean Square Error Approximation (RMSEA)	0.06	0.06	0.06	0.05	0.05	0.05	0.07	0.07	0.07
Non-Normed Fit Index (NNFI)	0.84	0.84	0.84	0.86	0.86	0.86	0.93	0.93	0.94
Root Mean Square Residual (RMR)	0.06	0.06	0.06	0.05	0.05	0.05	0.04	0.04	0.04

Appendix B includes the teacher, student, and parent factor solutions and provides the 2008 factor loadings for all items. These parameter estimates were all statistically significant and of moderate to strong magnitude. They are also very consistent across years; their values varied only within the 0.01 to 0.03 range.

The teacher solution has six climate factors: working conditions/leadership, home-school relationship, learning environment, resources, physical environment, and safety. Standardized factor loadings ranged between 0.84 and 0.50, sharing between 0.78 and 0.39 of the variance in the observed variables.

The student solution has four climate factors: learning environment, social-physical environment, home-school relationship, and safety. In 2008 the highest factor loading was 0.84 and the lowest loading was 0.45. The student climate factors explained between 0.61 and 0.32 of the variance in all the subordinated observed variables.

The parent model also consists of four climate factors: learning environment, social and physical environment, teacher care and support, and home-school relationship. Loading values ranged between 0.89 and 0.68, and the overall variance explained by each climate factor ranged between 0.70 and 0.59.

In summary, examination of factor loadings shows that the selected teacher, student, and parent items are strong indicators of the corresponding climate factors. These estimates show very little or no variation across years, illustrating that the relationships observed between factors and items are not sample dependent.

Both the analysis of model fit and the examination of factor loadings confirm the results of precedent EFA. Results were remarkably consistent across years, thus providing proof of reliability for the teacher, student, and parent measurement models, and increasing the generalizability of the findings.

As shown in the correlation matrices in Appendix C, the climate factors in each solution are strongly or moderately correlated to each other. The strongest factor correlations are among the parent factors, and ranged between 0.71 and 0.86. The student climate factors are moderately correlated, with Pearson coefficients ranging from 0.50 to 0.68. Similarly, the teacher factors show moderate correlations that vary within the 0.69 to 0.45 range.

Cluster Analysis

Due to differences based on developmental age, cluster analysis was run separately, within organizational level and results. The optimal cluster solution identified four distinct climate groups at all three levels. However, examination of cluster centroids (see Appendix D for the 2007 solution) showed that cluster definitions are somewhat different across organizational levels. At the elementary school level, Cluster 1 includes teacher and student cluster means that are well-above average. The mean factor scores are above average in Cluster 2, average in Cluster 3, and below average in Cluster 4. At the middle and high school level, the teacher and student cluster means are above average in Cluster 1, average in Cluster 2, below average in Cluster 3, and well below average in Cluster 4.

The above average, average and below average clusters emerge at all organizational levels. However, at the elementary school level there is a well above average cluster (Cluster 1), which is also the most numerous one. In contrast, at the middle and high school level the optimal solution yields a cluster that is well below average (Cluster 4).

Nevertheless, within each organizational level the cluster labels (Cluster 1 to 4) indicate the degree to which participants perceive the school climate as positive. Thus, Cluster 1 includes the schools with the highest student and teacher cluster means, whereas Cluster 4 comprises the schools with the lowest means on all the climate factors.

Some clusters include schools in which students and teachers have similar perceptions of school climate, whereas others indicate some discrepancies between the two groups. For instance, elementary school students in Cluster 2 and Cluster 4 have more positive perceptions of school climate than their teachers. Similarly, middle and high school students in Cluster 4 have lower climate factor scores than the teachers in the same schools. In contrast, middle and high school students in Cluster 1 have less positive perceptions of school climate than their teachers.

Subsequent analyses showed that at all organizational levels, schools in Cluster 4 also have the lowest achievement outcomes. Schools in successively better school climate clusters showed evidence of accordingly better achievement outcomes. This relationship is evidenced for the 2007 mean percentage of AYP objectives met as well as the absolute report card numeric ratings by school level and cluster type in Figures 2 and 3.

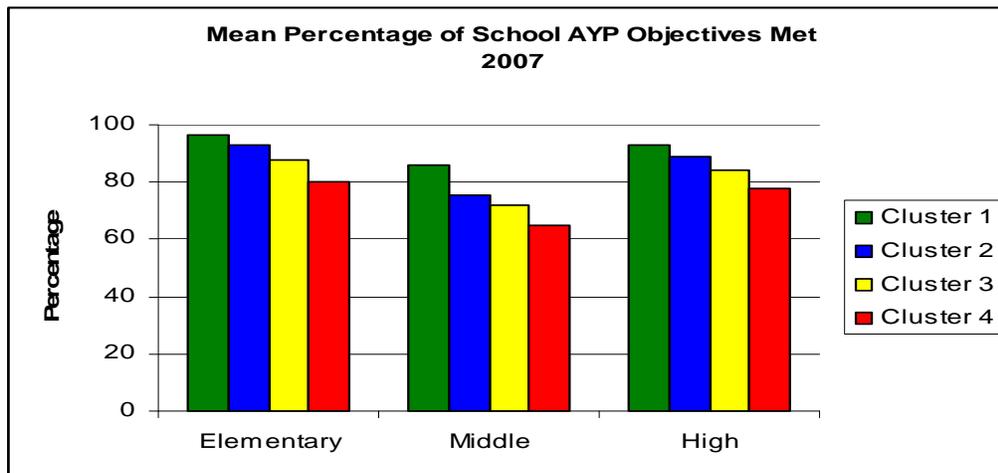


Figure 2. Mean percentage of AYP objectives met by school level and cluster type.

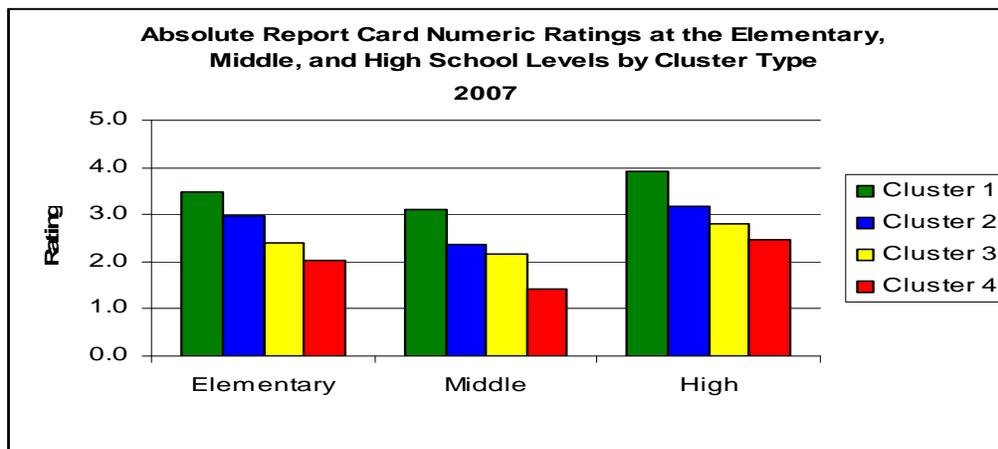


Figure 3. Absolute report card ratings by school level and cluster type.

Other achievement outcomes examined included the mean percentage of students performing basic and above or proficient and advanced on state proficiency exams in English language arts and math, the High School Assessment Program, the high school end-of-course exams, and the high school graduation rate (see Appendix E). The results were also similar for the average length of tenure for principals in 2007 (Figure 4). In general, schools below average climate reported fewer years of principal leadership, lower test scores, and lower graduation rates. Other student and teacher related report card variables, such as teacher and student retention, revealed a similar trend (see Appendix E).

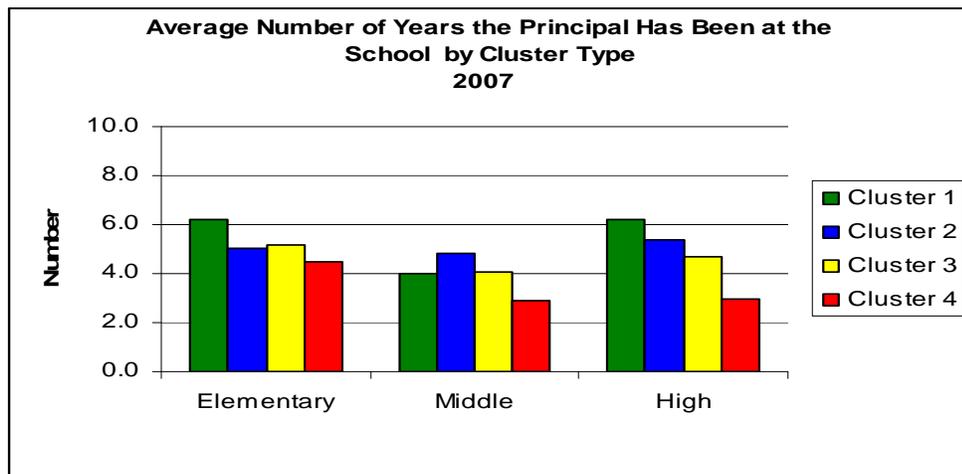


Figure 4. Average length of tenure for principals for elementary, middle, and high school levels by cluster type.

Because Cluster 1 and Cluster 4 have the most distinct climate characteristics (the cluster centroids are furthest apart) these two groups were selected to determine whether outcome variables vary with school climate. T-test comparisons revealed that these differences were significant ($p < 0.0001$) with Cluster 1 scores reporting higher levels for these outcome variables.

The relationship between the malleable climate factors and positive achievement outcomes was further demonstrated by examining the cluster assignment of schools classified by outcome measures such as designation as a Palmetto Priority school or as an achievement gap-closing school. The majority of the Palmetto Priority schools (78%), a group designated as “not having met” student learning goals mandated by the South Carolina Education Accountability Act, were largely assigned to the two clusters with the least positive climate. In contrast, schools designated as having closed the achievement gap for the past six years were all assigned to the two clusters with the most positive climate. Even after controlling for poverty, schools with the

most positive climate met greater proportions of AYP objectives, had higher student achievement, had higher graduation rates, higher report card ratings, and had more positive values on other outcomes of interest to school reformers. These findings along with the research of Greenberg (2004), Sebring et al. (2006), and Tschannen-Moran, Parrish, & DiPaola (2006) suggest that assessing school climate can be very helpful in understanding the complex dynamics of the relationships between school-level variables and school performance.

Correlation Analysis Among Achievement, Survey, and Non-Survey Report Card Variables

Spearman correlations between the survey factor scores, the six non-survey contextual measures, and each of the five outcome indicators are presented in Tables 3 to 5. Inspection of these tables reveals that the survey predictor variable most consistently associated with achievement outcomes was the teacher factor score for home-school relationships. Teacher home-school relationships correlated with school-level ELA achievement 0.69 at the elementary level and 0.65 at the middle school level. Comparable values for math were 0.70 and 0.66. For the high schools, the association between the high school HSAP, an exit examination, and the teacher factor score for home-school relationships was 0.64.

A striking finding in this study was the number of survey factors with moderate to strong correlations with the outcome measures. For the elementary schools (Table 5), all 14 factor scores correlated significantly ($p < 0.05$) for both ELA and math. For middle schools, 13 of 14 factors correlated significantly ($p < 0.05$) for both ELA and math. At the high school level, 11 of 14 factors correlated significantly ($p < 0.05$) with the high school exit examination. Across the three organizational levels in Tables 3 to 5, two of the survey factors consistently had correlations near 0.50 or higher with student achievement: Teacher Home-School Relationships and Teacher Instructional Focus. In addition, Teacher Safety, Student Safety, and Parent Social-Physical Environment were correlated with achievement 0.40 or higher in the elementary and middle schools, and only slightly lower for high schools: 0.41, 0.38, and 0.35, respectively.

In general, the non-survey report card variables had somewhat lower correlations with student achievement than did the survey variables. Student attendance rate, student retention rate, the percentage of teachers returning from the prior year, and percentage of teachers teaching without “full certification” were the non-survey variables most consistently related to achievement across the organizational levels. The correlations for these four variables were generally stronger for middle and high schools than for elementary schools.

Table 3

Spearman Correlations of Factor Scores and Report Card Variables with School Achievement for Elementary Schools

Predictor	Elementary ELA/N			Elementary Math/N		
Factor Score for Teacher Working Conditions	0.37	**	603	0.38	**	603
Factor Score for Teacher Home-School	0.69	**	603	0.70	**	603
Factor Score for Teacher Instructional Focus	0.48	**	603	0.50	**	603
Factor Score for Teacher Resources	0.33	**	603	0.34	**	603
Factor Score for Teacher Physical Environment	0.22	**	603	0.27	**	603
Factor Score for Teacher Safety	0.50	**	603	0.53	**	603
Factor Score for Student Learning Environment	0.24	**	614	0.27	**	614
Factor Score for Student Social-Physical	0.43	**	614	0.47	**	614
Factor Score for Student Home-School	0.38	**	614	0.40	**	614
Factor Score for Student Safety	0.45	**	614	0.48	**	614
Factor Score for Parent Learning Environment	0.42	**	585	0.44	**	585
Factor Score for Parent Social-Physical	0.52	**	585	0.53	**	585
Factor Score for Parent Teacher Care and Support	0.23	**	585	0.24	**	585
Factor Score for Parent Home-School Relationships	0.39	**	585	0.40	**	585
Student Attendance Rate	0.36	**	629	0.36	**	629
Student Retention Rate	-0.23	**	629	-0.30	**	629
% of Out-of School Student	-0.11	**	629	-0.14	**	629
Teacher Attendance Rate	0.03		627	0.05		627
% of Teachers Without Full Teacher Certification	-0.20	**	627	-0.23	**	627
% of Teachers Returning From the Previous Year	0.34	**	596	0.35	**	596

Legend: * $p < 0.05$ ** $p < 0.01$

Table 4

Spearman Correlations of Factor Scores and Report Card Variables with School Achievement for Middle Schools

Predictor	Middle School ELA/N			Middle School Math/N		
Factor Score for Teacher Working Conditions	0.30	**	277	0.35	**	277
Factor Score for Teacher Home-School	0.65	**	277	0.66	**	277
Factor Score for Teacher Instructional Focus	0.50	**	277	0.54	**	277
Factor Score for Teacher Resources	0.29	**	277	0.32	**	277
Factor Score for Teacher Physical Environment	0.27	**	277	0.31	**	277
Factor Score for Teacher Safety	0.46	**	277	0.49	**	277
Factor Score for Student Learning Environment	0.15	*	284	0.21	**	284
Factor Score for Student Social-Physical	0.34	**	284	0.40	**	284
Factor Score for Student Home-School	0.21	**	284	0.28	**	284
Factor Score for Student Safety	0.47	**	284	0.50	**	284
Factor Score for Parent Learning Environment	0.35	**	272	0.36	**	272
Factor Score for Parent Social-Physical	0.42	**	272	0.42	**	272
Factor Score for Parent Teacher Care and Support	-0.03		272	-0.02		272
Factor Score for Parent Home-School Relationships	0.24	**	272	0.24	**	272
Student Attendance Rate	0.48	**	292	0.42	**	292
Student Retention Rate	-0.48	**	293	-0.51	**	293
% of Out-of School Student	-0.08		293	-0.10		293
Teacher Attendance Rate	0.06		292	0.06		292
% of Teachers Without Full Teacher Certification	-0.50	**	291	-0.51	**	291
% of Teachers Returning From the Previous Year	0.44	**	267	0.49	**	267

Legend: * $p < 0.05$ ** $p < 0.01$

Table 5

Spearman Correlations of Factor Scores and Report Card Variables with School Achievement for High Schools

Predictor	High School ELA/N		
Factor Score for Teacher Working Conditions	0.34	**	196
Factor Score for Teacher Home-School Relationships	0.64	**	196
Factor Score for Teacher Instructional Focus	0.51	**	196
Factor Score for Teacher Resources	0.29	**	196
Factor Score for Teacher Physical Environment	0.16	*	196
Factor Score for Teacher Safety	0.41	**	196
Factor Score for Student Learning Environment	0.12		196
Factor Score for Student Social-Physical Environment	0.35	**	196
Factor Score for Student Home-School Relationships	0.09		196
Factor Score for Student Safety	0.38	**	196
Factor Score for Parent Learning Environment	0.29	**	168
Factor Score for Parent Social-Physical Environment	0.35	**	168
Factor Score for Parent Teacher Care and Support	0.05		168
Factor Score for Parent Home-School Relationships	0.25	**	168
Student Attendance Rate	0.33	**	207
Student Retention Rate	-0.49	**	207
% of Out-of School Student Suspensions/Expulsions	-0.06		207
Teacher Attendance Rate	0.07		207
% of Teachers Without Full Teacher Certification	-0.47	**	205
% of Teachers Returning From the Previous Year	0.44	**	193

Legend: * $p < 0.05$ ** $p < 0.01$

Block Regression Analysis

Based upon prior research with the 20 variables (14 survey and 6 non-survey) included in this study, it was anticipated that shared variance would exist within and between the survey variables and the non-survey report card variables. Data analyses of 2006 and 2007 data sets had demonstrated correlations among the survey factor scores ranging from 0.2 to 0.6. These analyses had further shown that the survey data could account for sizable proportions of variance in student achievement data. In order to assess the potency of the survey and non-survey report card variables in predicting 2008 school-level achievement, linear regression (SAS PROC REG) using a blocking methodology was conducted with the data. The first block included the 14 survey factors (6 teacher factors, 4 student factors, and 4 parent factors). As indicated in Table 6, the 14 survey factor scores accounted for between 55% (HSAP) and 66% (Middle School ELA) of the variation in school outcomes, adjusted for the number of predictors in the model. The full model, including both the survey and the non-survey variables increased the adjusted R-squares between 2 percentage points for the elementary outcomes and 10 percentage points for the high school achievement measure.

Table 6

Block Regression Summary (with Adjusted R-squares) for Key Outcome Variables

Outcome variable description	Survey only	Survey + report card
Basic, Proficient, and Advanced % ELA (Elementary) Number of Schools	0.5745 567	0.5971 546
Basic, Proficient, and Advanced % ELA (Middle School) Number of Schools	0.6601 262	0.7478 248
Basic, Proficient, and Advanced % Math (Elementary) Number of Schools	0.6194 567	0.6371 546
Basic, Proficient, and Advanced % Math (Middle School) Number of Schools	0.6359 262	0.7172 248
Percent Passed Both Subtests of HSAP (High School) Number of Schools	0.5481 163	0.6416 159

Legend: * $p < 0.05$ ** $p < 0.01$

Inspection of Table 6 reveals that prediction was best for the middle school outcomes, with the full model accounting for about 75% of variation in ELA and 72% in math. Comparable figures for the elementary schools were lower by about 15 points for ELA and 8 points for math. At the high school level, the full-model adjusted R-square was about 0.64. At

all levels, both blocks had significant F-values. The significance levels of the F-values for the Type II sums of squares are presented in Table 7.

Table 7

Significance Levels of the Survey Factors and Non-survey Report Card Variables

Predictor	Elementary		Middle		High Exit Exam
	ELA	Math	ELA	Math	
Factor Score for Teacher Working Conditions	**	**	*		
Factor Score for Teacher Home-School Relationships	**	**	**	**	*
Factor Score for Teacher Instructional Focus	*	**		**	
Factor Score for Teacher Resources	*	*	**	**	
Factor Score for Teacher Physical Environment	*	**			*
Factor Score for Teacher Safety					
Factor Score for Student Learning Environment	*	**	**	*	
Factor Score for Student Social-Physical Environment				*	*
Factor Score for Student Home-School Relationships					
Factor Score for Student Safety					
Factor Score for Parent Learning Environment				*	
Factor Score for Parent Social-Physical Environment	**	**			
Factor Score for Parent Teacher Care and Support	**	**	**	**	*
Factor Score for Parent Home-School Relationships					*
Student Attendance Rate	**	**	**	**	*
Student Retention Rate			**	**	**
% of Out-of School Student Suspensions/Expulsions					
Teacher Attendance Rate					
% of Teachers Without Full Teacher Certification	**	*	**	**	**
% of Teachers Returning From the Previous Year	**	**		*	

Legend: * $p < 0.05$ ** $p < 0.01$

The following variables were significant for all five outcomes: a) Teacher Factor Score for Home-School Relationships, b) Parent Factor Score for Teacher Care and Support, c) Student Attendance Rate, and d) Percent of Teachers Without Full Teacher Certification. Student

Retention Rate was not significant at the elementary level, but was significant at 0.01 levels for middle and high schools, a finding consistent with the well-documented cumulative effects of retention and increasing numbers and percentages of students in the upper grade levels.

The factor named Teacher Home-School Relationships includes not only items measuring parent participation and support, but also items dealing with student behavior in class and students' interest in and motivation to learn. Thus, teachers tended to view student behavior and motivation as closely associated with parent support—perhaps even as a parent responsibility. This factor is, therefore a “double-barreled” predictor, and its consistency across organizational levels and student outcomes seems completely logical. The consistency of prediction of the Parent Factor Score for Teacher Care and Support across levels was, on the other hand, unanticipated, not because of its logical importance—parents tend to know when teachers are supportive of their children's learning—but rather because of the lower return rate of the parent surveys. For most schools, parent return rates were substantially lower than student and teacher return rates. In addition, the first-order correlation with the Parent Factor Score for Teacher Care and Support was often quite low.

Student attendance rate was a third significant predictor for all organizational levels and outcomes. Because attendance rates for most South Carolina schools are in the mid 90s, many practitioners assume that small deviations from average (e.g., 93% versus 95%) are inconsequential. However, since a half percentage point in attendance rate represents a full day of instruction lost (or gained) on average for every student in the school, these apparently small differences in student attendance are anything but inconsequential in terms of instructional time. In this example, a student attendance rate of 93% versus 95% is equivalent to a difference of 3.6 days of instruction.

The fourth report card variable consistently related to student achievement was the Percent of Teachers Without Full Teacher Certification. This indicator represents the percentage of teachers at the school with something other than professional certification. Beyond an initial three-year validity period in South Carolina, teachers who do not yet meet the requirements for professional certification, but who are employed by a public school district at the provisional or annual contract level, as defined in South Carolina regulation, may have their certificates renewed annually at the request of the employing school district. This indicator is included on

the South Carolina school report card and was consistently negatively related to the student achievement outcomes included in the current analyses.

While the four variables described above were significant predictors of achievement across all three organizational levels, it would be a mistake to conclude that they were the “most important” four predictors. When only these four variables were entered into the prediction model, they accounted for less variance than the survey block alone. Thus, while the R-squares for the survey blocks, as reported in Table 7, ranged from 0.5481 (high school HSAP) to 0.6601 (middle school ELA), the four-variable model ranged from 0.4403 (high school HSAP) to 0.6473 (middle school ELA). Further analyses should be conducted to address the relative importance of various prediction models.

Discussion

This study identified dimensions of school climate and compared the solutions across organizational levels for students, parents, and teachers to determine if school dimensions of climate were similar from elementary to high school. While many characteristics of school are thought to change as students progress, it was interesting to note that the factor structures for school climate were essentially stable for all survey groups regardless of organizational level.

Further, this study used school-level indicators of climate to determine how much variance the climate factors and selected report card variables could explain in the key achievement outcome variables. Teacher Home-School Relationships was easily the most potent climate predictor of achievement outcomes at all three organizational levels. Student attendance rate and the percentage of teachers with full certification were important non-survey report card indicators across all three organizational levels.

It should be emphasized that while the constructs were similar across organizational levels, the levels of school climate favorability were not. Elementary school factor score means were generally higher than middle or high school means. But, the stability of the factor solutions across organizational levels allowed for a common factor analytic model to represent students, parents, and teacher datasets.

The finding that factors were similar in definition across the three types of surveys (parent, teacher, and student) is consistent with dimensions identified with prior research on school climate from the Consortium on Chicago School Research (CCSR). The CCSR used

information from principals, teachers, and students across over 200 schools to identify “five essential supports for school improvement” (Sebring et al., 2006). The CCSR found the important supports to be: leadership, professional capacity (e.g., knowledge, skills, and disposition of faculty), parent-community ties, climate, and instruction. Similar dimensions were identified with the SC analyses. The leadership and instructional focus factors were found in both the SC teacher dataset and the CCSR analyses. The professional capacity factor identified by CCSR was similar to the social-physical factor in the SC dataset. Also, both the parent and teacher datasets identified factors of climate and relationship between home and school (professional-community ties). The consistency between the two studies lends support to the existence of these latent dimensions of climate.

In the South Carolina analyses, perceived safety was an important construct for all three response groups. It is noteworthy that the safety items loaded on a separate factor apart from other social and physical climate items. Teachers and students viewed safety as distinct from social relationships at the school (e.g., students getting along well together) or from the physical climate (e.g., clean hallways and restrooms). The South Carolina instrument does not currently include items that directly measure social safety, such as the absence of bullying. This is an important area for future research and potential modification of the instrument.

Our work with the school climate surveys and other non-survey report card indicators over the past several years has led to a better understanding of their relationship to both school achievement and to poverty. We have begun to think of poverty, not only as an indicator of parental income, but also as: a) the attitudes of parents, students, and teachers about schooling, b) the perceived and real levels of support for and focus on the learning environment, and c) the attendance rates and other indicators of time-on-task afforded to students. Schools with large concentrations of poor students often have fewer highly qualified teachers and administrators, higher teacher turnover, lower student attendance, higher student suspensions, and parents less likely to be actively participating in and supportive of the school and its learners. The clarification of this constellation of relationships is an essential step in developing the goals, strategies, and programs necessary to effectively address educational improvement. It is for these reasons that we have focused upon variables that could be addressed by school communities.

Scholarly Significance

Wang, Haertel, and Walberg (1997) conducted a meta-analysis using a database consisting of 11,000 statistical findings and determined that instruction and climate affect learning as much as student characteristics. Their work supports “the idea that climate is a real factor in the lives of learners and that it is measurable, malleable and material to those that work and learn in schools” (Freiberg, 1999, p. 17). There is a compelling body of literature providing support for the importance of school climate. Compared to other barriers which are not within the locus of control of schools, such as high child poverty and low state funding, negative school climate factors can be improved. Although there is a growing literature dealing with the assessment of school climate, efforts to systematically improve it have been limited. Changing school climate “requires explicit, targeted, and aligned change efforts at the leverage points” (McGuigan, 2008, p. 112). Results from this study may be used to foster such efforts by providing greater insight about how climate and report card variables impact the prediction of selected accountability outcomes. The processes of teaching and learning are fundamentally related and the identification of specific school climate factors that are most related to learning outcomes provides stakeholders with valuable information in designing interventions for overall school improvement.

The results of this study may be used to identify factors of climate and school report cards that are alterable as well as highly related to accountability outcomes. Results indicated that schools with the poorest climate, as defined by negative, below average factor scores, did worst on achievement outcomes; schools in successively more favorable climate groups showed progressively higher achievement outcomes. Therefore, with an increased focus on accountability and academic improvement nationwide, the current research provides support for an increased attention to school climate as a critical dimension for school leaders to focus school improvement efforts. By evaluating the practices at the school-level to determine which are promoting positive school climate, schools may also see improvement in achievement outcomes.

The current work provides a framework for evaluating school climate data as well as providing direction for the potential application of school climate data for use in school improvement. For example, an extension of the current work includes utilizing the climate data to develop multi-year school climate profiles that could provide low-performing schools with a practical tool to use in indentifying critical areas for school improvement. Assessment and

evaluation efforts could be tailored to identify school climate needs and measure implementation of targeted strategies to improve climate and achievement outcomes. The current school climate research provides a starting point to begin narrowing the gap between research, policy, and the practice of implementing and evaluating approaches that includes school climate as one important facet of school improvement.

Limitations of the Study and Conclusions

This study represents an analysis of relationships among climate factors, non-survey report card variables, and measures of achievement in South Carolina. While utilizing large data samples, the outcome measures are specific to South Carolina's curriculum and accountability standards. Thus, the findings may or may not generalize to educational systems in other locations.

Furthermore, this was an associative study of archival cross-section data, not an experimental study designed to measure the impact of an intervention. Correlation is not necessarily causation. While the relationships reported here can be a starting point for examining potential cause and effect, more sophisticated studies of program effectiveness are necessary to establish such an etiology. However, this study provided information about school climate factors and the consistency of these factors across organizational levels. The large statewide sample is a unique characteristic of this study: most investigations do not have access to such a large sample across organizational levels.

Understanding school climate and the non-survey performance and report card variables examined in this study can benefit school-community leaders and policy makers as they seek to improve student learning. For teachers, a better school climate can help foster a positive working environment by reducing absenteeism and stress, lowering teacher turnover rates, and increasing job satisfaction. For students and parents, the crucial importance of attendance and engagement in a supportive learning environment is validated. For researchers, the analyses can point the way toward structuring future studies into the relationship among student learning and the concerns of teachers, parents, administrators and other stakeholders in the community.

School climate provides a critical backdrop for efforts to improve schools. Within the context of a poor school environment, even the most well-documented reform strategy is unlikely to succeed.

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Appendix A

2006 - 2008 Teacher, Student, and Parent Survey Counts by Stage in the Analysis

Stage of analysis	Teacher			Student			Parent		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
Original file from South Carolina Department of Education	44,592 ¹	44,980	45,493	136,419	135,008	137,918	69,495	64,896	68,764
After listwise deletion of <i>don't know or not applicable</i>	39,261	39,463	39,879	136,419 ²	135,008 ²	137,918 ²	37,084	34,764	37,648
After removing duplicates	39,173	39,463	39,879	136,280	135,008	137,814	36,781	34,764	37,560
After imputation ³	35,599	36,537	36,445	132,440	132,476	135,808	35,067	34,260	35,884

¹ Two records with extraneous characters were deleted.

² Student surveys did not have a *don't know* option; so, this stage is not applicable.

³ Respondents missing more than 25% of any subscale were deleted. Missing values for the remaining surveys were imputed by individual subscale mean.

Appendix B

Teacher, Student, and Parent 2008 School Climate Factor CFA Loadings

Teacher Climate Factors	2008 Loading
Working Conditions/Leadership	
The school leadership makes a sustained effort to address teacher concerns.	0.86
I feel supported by administrators at my school.	0.85
The school administration provides effective instructional leadership.	0.85
I am satisfied with the learning environment in my school.	0.82
My decisions in areas such as instruction and student progress are supported.	0.81
The faculty and staff at my school have a shared vision.	0.81
The school administration communicates clear instructional goals for the school.	0.80
I feel comfortable raising issues and concerns that are important to me.	0.79
I am satisfied with my current working conditions.	0.79
Teachers at my school are recognized and appreciated for good work.	0.78
Teachers at my school are encouraged to develop innovative solutions to problems.	0.77
The school administration sets high standards for students.	0.76
The level of teacher and staff morale is high at my school.	0.75
Teacher evaluation at my school focuses on instructional improvement.	0.74
The school administration arranges for collaborative planning and decision making.	0.71
The rules for behavior are enforced at my school.	0.69
Rules and consequences for behavior are clear to students.	0.65
School administrators visit classrooms to observe instruction.	0.59
Teachers respect each other at my school.	0.56
Home-School Relationship	
I am satisfied with home-school relations.	0.84
Parents at my school are interested in their children's schoolwork.	0.81
Parents at my school support instructional decisions regarding their children.	0.80
Parents attend school meetings and other school events.	0.79

Teacher Climate Factors (continued from previous page)	2008 Loading
Home-School Relationship (continued)	
Parents attend conferences requested by teachers at my school.	0.77
Parents participate as volunteer helpers in the school or classroom.	0.76
Parents are involved in school decisions through advisory committees.	0.73
Parents at my school understand the school's instructional programs.	0.72
Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	0.67
Students at my school behave well in class.	0.66
Students at my school are motivated and interested in learning.	0.66
Parents at my school know about school activities.	0.63
Parents at my school are aware of school policies.	0.63
Learning Environment	
Teachers at my school focus instruction on understanding, not just memorizing facts.	0.78
Teachers at my school have high expectations for students' learning.	0.78
Teachers at my school effectively implement the State Curriculum Standards.	0.74
Effective instructional strategies are used to meet the needs of low achieving students.	0.74
Student assessment information is effectively used by teachers to plan instruction.	0.73
My school provides challenging instructional programs for students.	0.73
Instructional strategies are used to meet the needs of academically gifted students.	0.63
My school offers effective programs for students with disabilities.	0.56
There is a sufficient amount of classroom time allocated to instruction in essential skills.	0.53

Teacher Climate Factors (continued from previous page)	2008 Loading
Resources	
Our school has sufficient computers for instructional use.	0.71
Computers are used effectively for instruction at my school.	0.71
There are sufficient materials and supplies available for classroom and instructional use.	0.71
Our school has a good selection of library and media material.	0.63
There is sufficient space for instructional programs at my school.	0.57
I have sufficient space in my classroom to meet the educational needs of my students.	0.55
I have access to reliable communication technology, including phone, fax, and e-mail.	0.55
My class sizes allow me to meet the educational needs of my students.	0.50
Physical Environment	
The hallways at my school are kept clean.	0.87
The grounds around my school are kept clean.	0.83
The bathrooms at my school are kept clean.	0.80
The school building is maintained well and repaired when needed.	0.79
Safety	
I feel safe at my school during the school day.	0.92
I feel safe at my school before and after school hours.	0.89
I feel safe going to or coming from my school.	0.85

Student Climate Factors	2008 Loading
Learning environment	
Teachers work together to help students at my school.	0.68
My teachers help students when they do not understand something.	0.68
My teachers spend enough time helping me learn.	0.66
My teachers want me to understand what I am learning, not just remember facts.	0.59
My teachers give homework assignments that help me learn better.	0.57
The textbooks and workbooks I use at my school really help me to learn.	0.56
My teachers praise students when they do a good work.	0.56
My classes are interesting and fun.	0.56
My teachers expect students to learn.	0.54
My teachers do a good job teaching me mathematics.	0.53
My teachers give tests on what I learn in class.	0.49
My teachers do a good job teaching me English language arts.	0.47
My teachers expect students to behave.	0.45
Social-Physical Environment	
Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	0.65
Students at my school behave well in class.	0.63
Broken things at my school get fixed.	0.58
The bathrooms at my school are kept clean.	0.59
The hallways at my school are kept clean.	0.63
I am satisfied with the social and physical environment at my school.	0.56
Teachers and students get along well with each other at my school.	0.63
Students from different backgrounds get along well at my school.	0.57
The grounds around my school are kept clean.	0.61
Students at my school believe they can do a good work.	0.49

Student Climate Factors (continued from previous page)	2008 Loading
Home-School Relationship	
I am satisfied with home-school relations.	0.59
Parents volunteer and participate in activities at my school.	0.57
Parents are welcomed at my school.	0.62
My parent helps me with my homework when I need it.	0.56
Parents at my school know their children's homework assignments.	0.59
My school informs parents about school programs and activities.	0.65
My parent knows how well I am doing in school.	0.60
My parent knows what I am expected to learn in school.	0.64
Safety	
I feel safe going to or coming from my school.	0.68
I feel safe at my school during the school day.	0.84
I feel safe at my school before and after school hours.	0.82

Parent Climate Factors	2008 Loading
Learning Environment	
I am satisfied with the learning environment at my child's school.	0.85
My child's teachers encourage my child to learn.	0.84
My child's school has high expectation for student learning.	0.79
My child's teachers provide extra help when my child needs it.	0.78
My child's teachers give homework that helps my child learn.	0.74
Social-Physical Environment	
I am satisfied with the social and physical environment at my child's school.	0.86
My child feels safe at school.	0.81
My child's teachers care about my child as an individual.	0.79
Students at my child's school are well behaved.	0.75
My child's school is kept neat and clean.	0.68
Teacher Care and Support	
My child's teachers tell me how I can help my child learn.	0.89
My child's teachers contact me to say good things about my child.	0.83
My child's teachers invite me to visit my child's classroom during the school day.	0.79
Home-School Relationship	
I am satisfied with the home-school relations at my child's school.	0.85
My child's school includes me in decision-making.	0.79
My child's school gives me information about what my child should be learning in school.	0.79
My child's school treats all students fairly.	0.79
My child's school considers changes based on what parents say.	0.78
My child's school returns my phone calls or e-mails promptly.	0.75
The principal at my school is available and welcoming.	0.69
My child's school schedules activities at times that I can attend.	0.68

Appendix C

2008 Teacher, Student, and Parent Factor Correlations

Teacher Factor Correlations					
	Working Conditions/ Leadership	Home- School Relationship	Learning Environment	Resources	Physical Environment
Working conditions/ leadership	*	*	*	*	*
Home-school relationship	0.64	*	*	*	*
Learning environment	0.63	0.55	*	*	*
Resources	0.69	0.60	0.57	*	*
Physical environment	0.55	0.48	0.46	0.53	*
Safety	0.54	0.47	0.45	0.52	0.48

Student Factor Correlations			
	Learning Environment	Social-Physical Environment	Home-School Relationship
Learning Environment	*	*	*
Social-Physical Environment	0.68	*	*
Home-School Relationship	0.68	0.66	*
Safety	0.56	0.53	0.50

Parent Factor Correlations

	Learning Environment	Social-Physical Environment	Teacher Care and Support
Learning Environment	*	*	*
Social-Physical Environment	0.78	*	*
Teacher Care and Support	0.71	0.71	*
Home-School Relationship	0.82	0.83	0.86

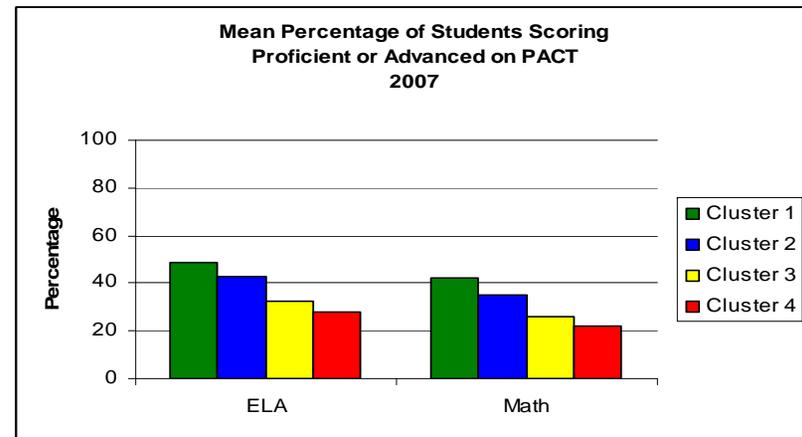
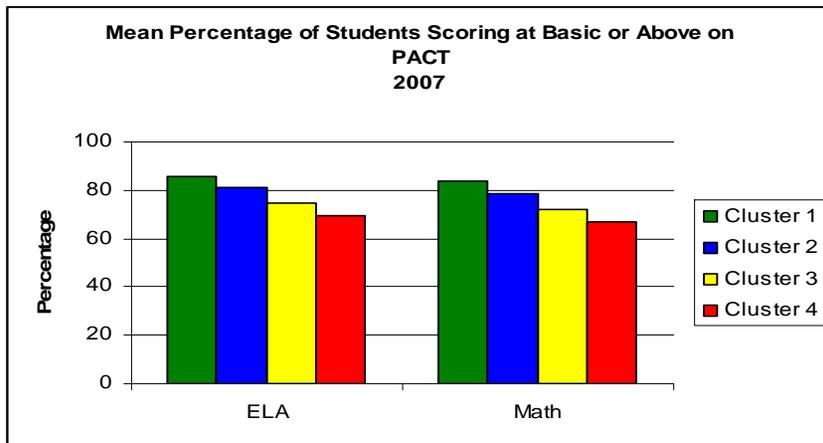
Appendix D

2007 Teacher, Student, and Parent Factor Scores Means by Cluster and Organizational Level

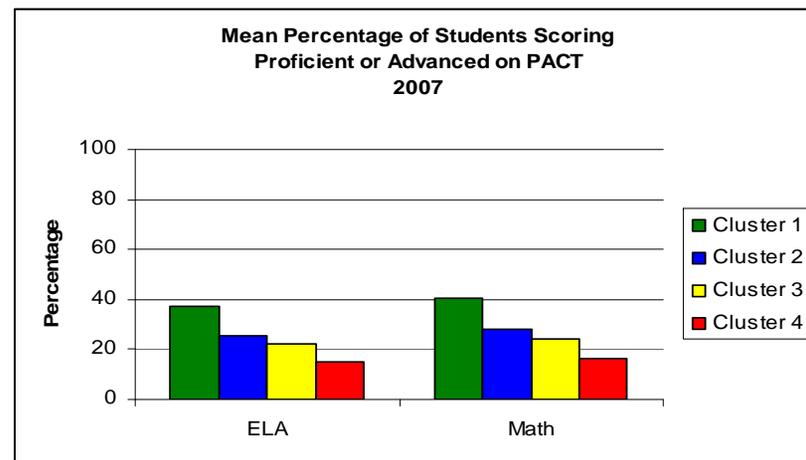
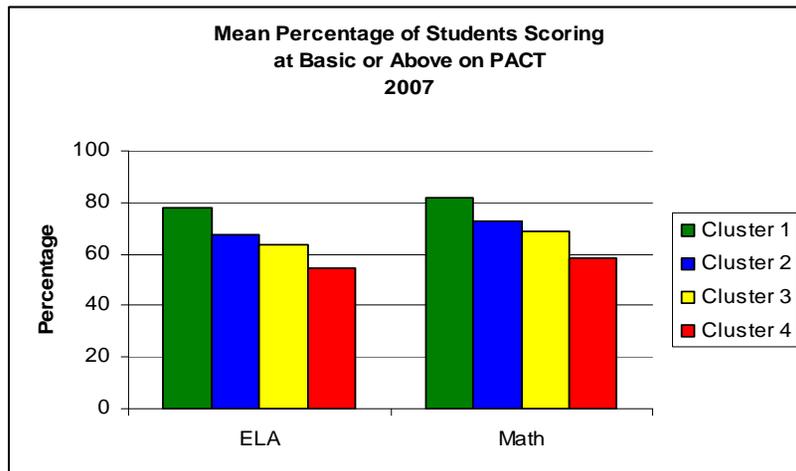
	Elementary Schools				Middle Schools				High Schools			
	Cluster 1	Cluster 2	Cluster 3	Cluster 4	Cluster 1	Cluster 2	Cluster 3	Cluster 4	Cluster 1	Cluster 2	Cluster 3	Cluster 4
<i>N</i>	223	126	157	90	44	101	97	29	27	59	73	37
Teacher Factors												
Working Conditions Leadership	0.42	0.02	0.06	-0.56	0.39	0.15	-0.38	-0.80	0.32	0.08	-0.27	-0.72
Home-School Relationship	0.60	0.21	-0.03	-0.60	0.49	-0.05	-0.51	-1.13	0.37	-0.20	-0.50	-0.92
Instructional Focus	0.35	0.12	0.10	-0.26	0.27	0.06	-0.28	-0.72	0.13	-0.16	-0.41	-0.67
Resources	0.37	-0.15	0.16	-0.49	0.35	0.08	-0.36	-0.88	0.31	0.10	-0.33	-0.63
Physical Environment	0.40	-0.29	0.25	-0.53	0.45	0.19	-0.27	-0.99	0.35	0.16	-0.25	-0.92
Safety	0.33	0.07	0.07	-0.49	0.32	0.11	-0.29	-0.87	0.27	0.07	-0.22	-0.68
Student Factors												
Learning Environment	0.54	0.49	0.30	0.30	0.12	-0.14	-0.23	-0.29	-0.05	-0.28	-0.39	-0.40
Social-Physical Environment	0.51	0.22	0.00	-0.17	0.30	-0.18	-0.34	-0.58	0.49	0.02	-0.18	-0.38
Home-School Relationship	0.51	0.43	0.27	0.23	0.17	-0.09	-0.15	-0.23	-0.11	-0.30	-0.39	-0.45
Safety	0.29	0.15	-0.01	-0.11	0.30	-0.02	-0.15	-0.39	0.27	-0.01	-0.18	-0.34
Parent Factors												
Learning Environment	0.29	0.18	0.06	-0.01	0.10	-0.16	-0.26	-0.52	0.06	-0.18	-0.26	-0.51
Social-Physical Environment	0.40	0.20	0.06	-0.15	0.20	-0.18	-0.38	-0.76	0.21	-0.23	-0.44	-0.73
Teacher Care and Support	0.31	0.25	0.15	0.16	-0.04	-0.20	-0.27	-0.41	-0.13	-0.30	-0.31	-0.45
Home-School Relationship	0.31	0.19	0.04	-0.08	0.08	-0.16	-0.28	-0.55	0.07	-0.21	-0.30	-0.55

Appendix E

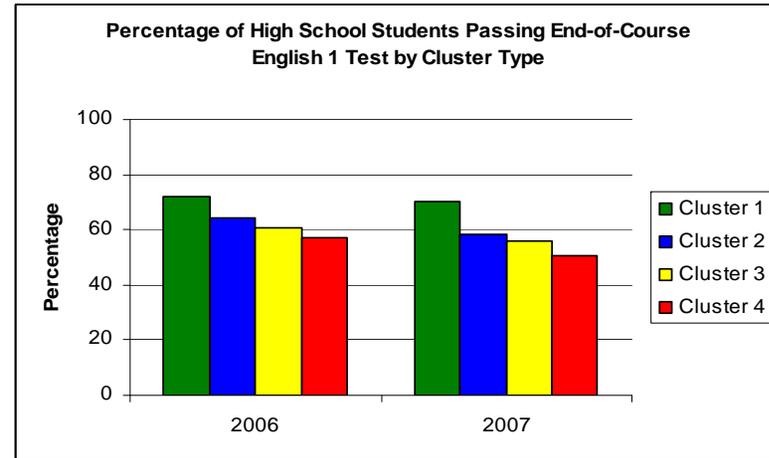
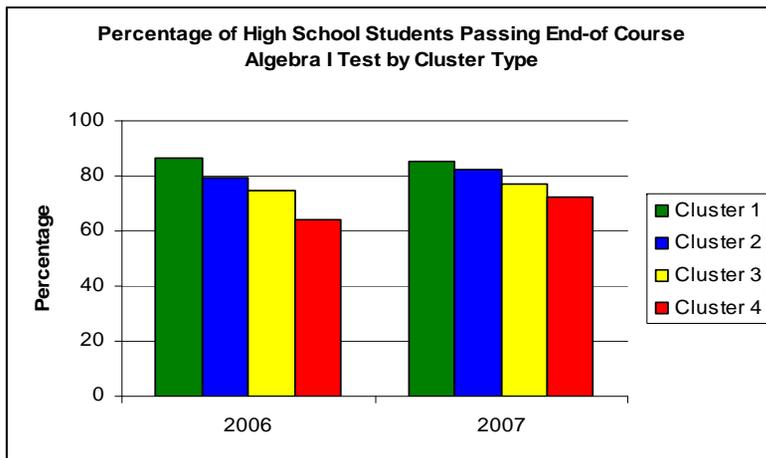
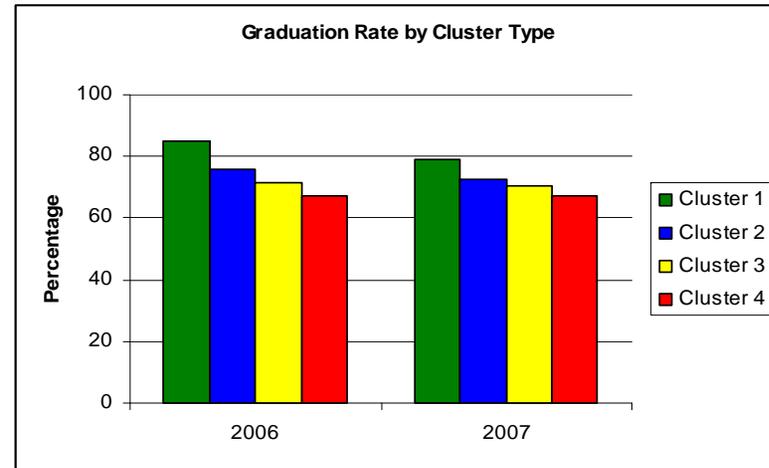
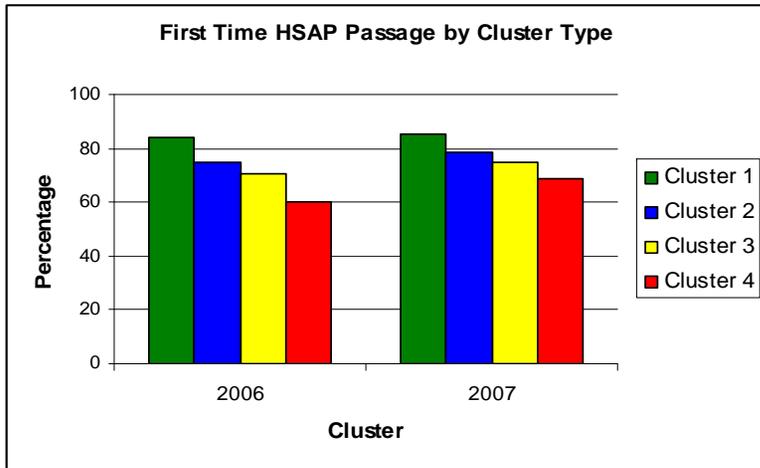
Selected 2006 and 2007 Report Card Variables at the Elementary, Middle, and High School Levels by Cluster Type



Percentage of achievement outcomes met at the elementary school level by cluster type.



Percentage of achievement outcomes met at the middle school level by cluster type.



Percentage of achievement outcomes met at the high school level by cluster type.

Student Related School Report Card Variables at the Elementary, Middle, and High School Levels by Cluster Type

		Elementary school				Middle school				High school			
		Cluster				Cluster				Cluster			
		1	2	3	4	1	2	3	4	1	2	3	4
Student attendance	2006	96.7	96.3	96.2	95.7	96.2	96.1	95.3	94.8	96.1	95.5	95.4	94.9
	2007	96.3	96.2	96.1	95.8	96.3	95.8	95.3	94.9	95.8	95.6	95.8	94.8
% students over age	2006	0.8	1.3	1.4	3.4	4.5	4.0	7.4	7.0	6.6	9.3	10.8	13.3
	2007	0.9	1.2	1.4	1.8	1.5	2.4	3.0	3.6	2.9	4.3	4.7	5.2
% students retained	2006	2.6	3.2	3.3	4.3	2.4	2.4	3.4	4.5	5.0	7.0	7.7	9.7
	2007	2.7	2.7	3.3	3.5	1.9	2.6	3.4	3.8	4.6	7.2	7.2	7.9
% students identified as special needs	2006	7.9	8.0	8.3	8.0	12.0	10.7	14.0	12.9	10.8	12.7	13.3	14.7
	2007	7.1	7.4	8.2	7.5	9.7	12.2	12.0	13.3	10.8	12.0	12.8	13.2
Dropout rate	2006									1.8	3.2	3.6	4.3
	2007									3.0	3.4	4.3	5.1
% out of school suspensions/expulsions for violent/criminal offenses	2006					1.5	1.9	2.7	3.2	1.8	2.3	3.0	2.5
	2007					0.9	2.0	2.7	3.9	1.3	2.8	3.3	4.0
% of 7 th & 8 th graders enrolled in HS credit courses	2006					23.3	25.5	21.9	14.3				
	2007					25.1	27.4	27.4	18.3				
% students participating in AP/IB courses	2006									15.7	13.6	13.9	16.2
	2007									19.2	14.2	14.5	13.3
% of students eligible for Life Scholarships	2006									*	*	*	*
	2007									39.3	30.9	28.9	28.1

Teacher Related School Report Card Variables at the Elementary, Middle, and High School Levels by Cluster Type

		Elementary school				Middle school				High school			
		Cluster				Cluster				Cluster			
		1	2	3	4	1	2	3	4	1	2	3	4
Teacher attendance	2006	95.0	94.8	94.4	93.7	94.9	94.5	94.7	94.4	95.3	95.3	95.1	95.4
	2007	95.1	94.8	94.8	94.7	95.3	95.1	94.9	94.1	95.8	95.6	95.4	94.9
Teacher retention rate	2006	88.3	86.5	84.5	83.7	85.9	86.3	79.4	79.9	87.8	86.1	84.0	80.3
	2007	87.5	86.9	83.6	82.1	85.9	82.5	81.2	79.5	87.6	84.3	83.6	80.5
% teachers on emergency or provisional contracts	2006	1.1	2.1	2.4	5.2	5.5	6.1	12.1	11.5	6.2	9.8	12.4	20.4
	2007	0.8	1.2	1.7	2.9	2.3	7.1	9.6	11.4	5.2	8.8	12.6	13.2
% teachers on continuing contracts	2006	*	*	*	*	*	*	*	*	*	*	*	*
	2007	81.1	79.8	75.8	73.2	80.2	72.2	70.4	66.6	76.9	74.7	69.4	67.0
% classes not taught by highly qualified teachers	2006	3.3	4.3	4.7	11.3	8.3	9.3	13.3	17.9	7.5	10.0	14.2	16.8
	2007	2.0	2.4	2.9	4.6	3.5	5.6	6.9	11.9	2.9	4.8	8.0	9.5
Number of professional days per teacher	2006	14.3	13.7	13.9	14.5	12.0	11.3	12.9	13.2	12.3	11.5	12.2	11.9
	2007	14.1	13.7	14.1	14.3	13.1	13.0	12.5	13.8	13.4	11.7	13.2	13.2

* indicates missing data

Percentage of Schools with Each Report Card Rating by School Level and Cluster Type

Elementary School						
		Unsatisfactory 1	Below Average 2	Average 3	Good 4	Excellent 5
2006	Cluster 1	0.56	6.78	32.77	42.37	17.51
	Cluster 2	3.73	20.33	43.57	26.56	5.81
	Cluster 3	11.43	36.43	38.57	12.14	1.43
	Cluster 4	34.29	54.29	11.43	0.00	0.00
2007	Cluster 1	1.79	8.52	40.81	37.67	11.21
	Cluster 2	6.35	19.84	46.83	24.60	2.38
	Cluster 3	11.54	42.95	40.38	3.85	1.28
	Cluster 4	30.00	42.22	23.33	4.44	0.00
Middle School						
		Unsatisfactory 1	Below Average 2	Average 3	Good 4	Excellent 5
2006	Cluster 1	4.17	33.33	44.79	16.67	1.04
	Cluster 2	9.84	21.31	49.18	16.39	3.28
	Cluster 3	41.27	47.62	11.11	0.00	0.00
	Cluster 4	54.29	37.14	8.57	0.00	0.00
2007	Cluster 1	4.65	18.60	44.19	25.58	6.98
	Cluster 2	14.14	38.38	43.43	4.04	0.00
	Cluster 3	29.17	34.38	29.17	6.25	1.04
	Cluster 4	65.52	27.59	6.90	0.00	0.00
High School						
		Unsatisfactory 1	Below Average 2	Average 3	Good 4	Excellent 5
2006	Cluster 1	0.00	0.00	14.29	17.86	67.86
	Cluster 2	7.59	6.33	22.78	39.24	24.05
	Cluster 3	16.95	13.56	35.59	27.12	6.78
	Cluster 4	44.44	27.78	5.56	11.11	11.11
2007	Cluster 1	0.00	7.41	22.22	40.74	29.63
	Cluster 2	8.77	26.32	14.04	38.60	12.28
	Cluster 3	15.28	25.00	25.00	31.94	2.78
	Cluster 4	27.78	30.56	16.67	16.67	8.33



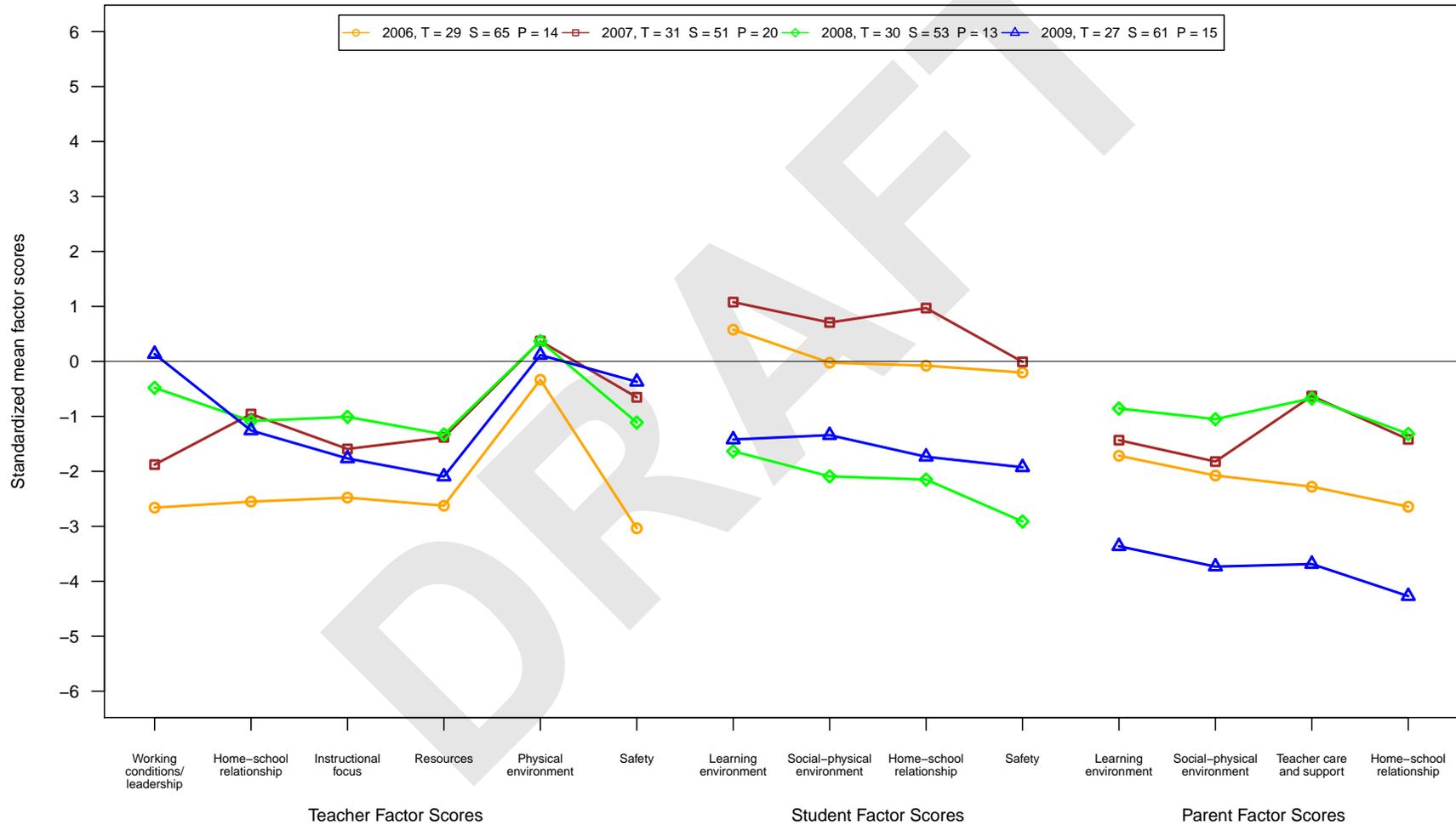
Draft School Climate Profile for Brockington Elementary School Florence County School District Four

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Standardized Mean Factor Scores

2006–2009 Mean Factor Scores Standardized by Organizational Level
 Brockington Elementary School
 Florence County School District Four



Factor Percentile Ranks, 2006–2009

Percentile Ranking Among Elementary Schools				
	Percentile			
	2006	2007	2008	2009
Teacher Factors	<i>n</i> = 29	<i>n</i> = 31	<i>n</i> = 30	<i>n</i> = 27
Working Conditions/Leadership	2	5	27	45
Instructional Focus	2	7	14	6
Resources	1	9	9	3
Physical Environment	30	54	54	45
Safety	1	19	10	26
Home-School Relationship	1	19	13	11
Student Factors	<i>n</i> = 65	<i>n</i> = 51	<i>n</i> = 53	<i>n</i> = 61
Learning Environment	74	87	5	7
Social-Physical Environment	48	76	2	9
Safety	39	47	1	4
Home-School Relationship	47	83	3	4
Parent Factors	<i>n</i> = 14	<i>n</i> = 20	<i>n</i> = 13	<i>n</i> = 15
Learning Environment	5	9	18	1
Social-Physical Environment	2	5	14	1
Teacher Care and Support	1	25	24	1
Home-School Relationship	1	8	9	1

2009 Teacher School Climate Dimension Items

Item Text	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	No Response or Multiple Marks	N
Teacher Working Conditions/Leadership Items							
I feel supported by administrators at my school.	3.1	0.0	21.9	68.8	0.0	6.3	32
The school leadership makes a sustained effort to address teacher concerns.	0.0	3.1	21.9	68.8	0.0	6.3	32
The school administration provides effective instructional leadership.	0.0	3.1	21.9	75.0	0.0	0.0	32
I feel comfortable raising issues and concerns that are important to me.	0.0	6.3	25.0	62.5	0.0	6.3	32
Teachers at my school are recognized and appreciated for good work.	0.0	12.5	28.1	59.4	0.0	0.0	32
My decisions in areas such as instruction and student progress are supported.	0.0	3.1	12.5	78.1	0.0	6.3	32
The school administration communicates clear instructional goals for the school.	0.0	0.0	25.0	75.0	0.0	0.0	32
Teachers at my school are encouraged to develop innovative solutions to problems.	0.0	3.1	18.8	71.9	0.0	6.3	32
The level of teacher and staff morale is high at my school.	0.0	9.4	50.0	37.5	0.0	3.1	32
The faculty and staff at my school have a shared vision.	0.0	3.1	34.4	56.3	0.0	6.3	32
I am satisfied with my current working conditions.	0.0	6.3	34.4	53.1	0.0	6.3	32
Teacher evaluation at my school focuses on instructional improvement.	0.0	0.0	21.9	78.1	0.0	0.0	32
The school administration sets high standards for students.	0.0	0.0	9.4	90.6	0.0	0.0	32
The school administration arranges for collaborative planning and decision making.	0.0	0.0	12.5	84.4	0.0	3.1	32
I am satisfied with the learning environment in my school.	6.3	0.0	31.3	62.5	0.0	0.0	32
School administrators visit classrooms to observe instruction.	0.0	0.0	9.4	90.6	0.0	0.0	32
The rules for behavior are enforced at my school.	0.0	0.0	34.4	62.5	0.0	3.1	32
Rules and consequences for behavior are clear to students.	3.1	0.0	25.0	71.9	0.0	0.0	32
Teachers respect each other at my school.	0.0	3.1	28.1	68.8	0.0	0.0	32

2009 Teacher School Climate Dimension Items (Cont'd)

Item Text	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	No Response or Multiple Marks	N
Teacher Home-School Relationship Items							
Parents attend school meetings and other school events.	21.9	31.3	31.3	15.6	0.0	0.0	32
Parents at my school are interested in their children's schoolwork.	9.4	18.8	50.0	21.9	0.0	0.0	32
Parents attend conferences requested by teachers at my school.	3.1	25.0	50.0	18.8	0.0	3.1	32
I am satisfied with home and school relations.	9.4	28.1	34.4	25.0	0.0	3.1	32
Parents participate as volunteer helpers in the school or classroom.	28.1	31.3	28.1	12.5	0.0	0.0	32
Parents at my school support instructional decisions regarding their children.	3.1	15.6	37.5	43.8	0.0	0.0	32
Parents at my school cooperate regarding discipline problems.	6.3	15.6	46.9	31.3	0.0	0.0	32
Parents are involved in school decisions through advisory committees.	0.0	15.6	21.9	40.6	3.1	18.8	32
Parents at my school understand the school's instructional programs.	0.0	9.4	46.9	43.8	0.0	0.0	32
Students at my school behave well in class.	6.3	18.8	53.1	21.9	0.0	0.0	32
Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	6.3	21.9	46.9	25.0	0.0	0.0	32
Students at my school are motivated and interested in learning.	3.1	12.5	43.8	40.6	0.0	0.0	32
Parents at my school are aware of school policies.	0.0	3.1	28.1	68.8	0.0	0.0	32
Parents at my school know about school activities.	0.0	12.5	18.8	68.8	0.0	0.0	32

2009 Teacher School Climate Dimension Items (Cont'd)

Item Text	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	No Response or Multiple Marks	N
Teacher Instructional Focus Items							
Teachers at my school focus instruction on understanding, not just memorizing facts.	3.1	0.0	31.3	65.6	0.0	0.0	32
Teachers at my school have high expectations for students' learning.	6.3	6.3	18.8	68.8	0.0	0.0	32
Teachers at my school effectively implement the State Curriculum Standards.	0.0	0.0	18.8	81.3	0.0	0.0	32
Student assessment information is effectively used by teachers to plan instruction.	3.1	6.3	31.3	56.3	0.0	3.1	32
Effective instructional strategies are used to meet the needs of low achieving students.	0.0	6.3	31.3	62.5	0.0	0.0	32
My school provides challenging instructional programs for students.	6.3	3.1	21.9	68.8	0.0	0.0	32
Instructional strategies are used to meet the needs of academically gifted students.	3.1	6.3	53.1	37.5	0.0	0.0	32
My school offers effective programs for students with disabilities.	0.0	12.5	28.1	56.3	3.1	0.0	32
There is a sufficient amount of classroom time allocated to instruction in essential skills.	0.0	6.3	31.3	59.4	0.0	3.1	32
Teacher Resources Items							
Our school has sufficient computers for instructional use.	12.5	28.1	37.5	21.9	0.0	0.0	32
I have sufficient space in my classroom to meet the educational needs of my students.	0.0	9.4	18.8	62.5	3.1	6.3	32
There are sufficient materials and supplies available for classroom and instructional use.	15.6	28.1	34.4	21.9	0.0	0.0	32
Computers are used effectively for instruction at my school.	0.0	25.0	37.5	37.5	0.0	0.0	32
There is sufficient space for instructional programs at my school.	0.0	6.3	25.0	68.8	0.0	0.0	32
Our school has a good selection of library and media material.	21.9	34.4	34.4	9.4	0.0	0.0	32
My class sizes allow me to meet the educational needs of my students.	3.1	15.6	21.9	53.1	0.0	6.3	32
I have access to reliable communication technology, including phone, fax, and e-mail.	9.4	28.1	18.8	37.5	0.0	6.3	32

2009 Teacher School Climate Dimension Items (Cont'd)

Item Text	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	No Response or Multiple Marks	N
Teacher Physical Environment Items							
The hallways at my school are kept clean.	0.0	0.0	12.5	87.5	0.0	0.0	32
The grounds around my school are kept clean.	0.0	0.0	15.6	84.4	0.0	0.0	32
The bathrooms at my school are kept clean.	3.1	9.4	25.0	62.5	0.0	0.0	32
The school building is maintained well and repaired when needed.	3.1	0.0	21.9	75.0	0.0	0.0	32
Teacher Safety Items							
I feel safe at my school during the school day.	0.0	0.0	12.5	87.5	0.0	0.0	32
I feel safe going to or coming from my school.	0.0	0.0	15.6	84.4	0.0	0.0	32
I feel safe at my school before and after school hours.	0.0	3.1	18.8	75.0	0.0	3.1	32
Other Teacher Items							
I am familiar with local, state, and national policies and how they affect teaching and learning.	0.0	0.0	18.8	75.0	0.0	6.3	32
Local, state, or national policies assist me in meeting the educational needs of my students.	3.1	0.0	21.9	68.8	0.0	6.3	32
Teachers at my school collaborate for instructional planning.	0.0	0.0	15.6	84.4	0.0	0.0	32
I am satisfied with the social and physical environment at my school.	0.0	0.0	28.1	71.9	0.0	0.0	32
There are relevant professional development opportunities offered to teachers at my school.	0.0	9.4	21.9	68.8	0.0	0.0	32
The rules about how students should behave in my school are fair.	0.0	0.0	12.5	87.5	0.0	0.0	32
Teachers and students get along well with each other at my school.	0.0	0.0	34.4	65.6	0.0	0.0	32
Students from different backgrounds get along well at my school.	0.0	6.3	28.1	65.6	0.0	0.0	32
My non-instructional duties do not interfere with my essential role of educating students.	6.3	15.6	25.0	43.8	3.1	6.3	32
Sufficient resources are available to allow teachers to take advantage of professional development activities.	3.1	12.5	28.1	50.0	0.0	6.3	32
Student assessment information is used to set goals and plan programs for my school.	0.0	0.0	18.8	81.3	0.0	0.0	32
The school administration has high expectations for teacher performance.	0.0	0.0	12.5	84.4	0.0	3.1	32

2009 Student School Climate Dimensions

Item Text	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	No Response or Multiple Marks	N
Student Learning Environment Items							
My teachers help students when they do not understand something.	3.1	1.6	37.5	54.7	0.0	3.1	64
My teachers spend enough time helping me learn.	9.4	9.4	35.9	45.3	0.0	0.0	64
My teachers want me to understand what I am learning, not just remember facts.	4.7	3.1	29.7	62.5	0.0	0.0	64
My teachers expect students to learn.	0.0	0.0	31.3	68.8	0.0	0.0	64
My teachers do a good job teaching me mathematics.	4.7	10.9	31.3	53.1	0.0	0.0	64
My teachers give homework assignments that help me learn better.	6.3	1.6	37.5	53.1	0.0	1.6	64
My teachers give tests on what I learn in class.	0.0	1.6	37.5	60.9	0.0	0.0	64
My teachers praise students when they do a good work.	4.7	6.3	39.1	50.0	0.0	0.0	64
My classes are interesting and fun.	15.6	23.4	35.9	23.4	0.0	1.6	64
Teachers work together to help students at my school.	6.3	3.1	40.6	46.9	0.0	3.1	64
My teachers do a good job teaching me English language arts.	0.0	1.6	34.4	64.1	0.0	0.0	64
The textbooks and workbooks I use at my school really help me to learn.	3.1	1.6	37.5	57.8	0.0	0.0	64
My teachers expect students to behave.	0.0	0.0	39.1	59.4	0.0	1.6	64
Student Social-Physical Environment Items							
Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	29.7	32.8	18.8	17.2	0.0	1.6	64
Students at my school behave well in class.	37.5	32.8	18.8	9.4	0.0	1.6	64
The bathrooms at my school are kept clean.	46.9	34.4	9.4	6.3	0.0	3.1	64
The grounds around my school are kept clean.	12.5	20.3	37.5	29.7	0.0	0.0	64
The hallways at my school are kept clean.	7.8	9.4	40.6	42.2	0.0	0.0	64
Students from different backgrounds get along well at my school.	31.3	15.6	26.6	21.9	0.0	4.7	64
Teachers and students get along well with each other at my school.	15.6	15.6	37.5	29.7	0.0	1.6	64
Broken things at my school get fixed.	14.1	7.8	23.4	51.6	0.0	3.1	64
Students at my school believe they can do a good work.	12.5	17.2	29.7	39.1	0.0	1.6	64

2009 Student School Climate Dimensions (Cont'd)

Item Text	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	No Response or Multiple Marks	N
Student Home-School Relationship Items							
My parent knows what I am expected to learn in school.	1.6	3.1	29.7	62.5	0.0	3.1	64
My parent helps me with my homework when I need it.	1.6	4.7	31.3	59.4	0.0	3.1	64
My parent knows how well I am doing in school.	3.1	7.8	31.3	56.3	0.0	1.6	64
Parents at my school know their children's homework assignments.	7.8	4.7	32.8	51.6	0.0	3.1	64
My school informs parents about school programs and activities.	6.3	3.1	32.8	54.7	0.0	3.1	64
Parents volunteer and participate in activities at my school.	15.6	4.7	35.9	42.2	0.0	1.6	64
I am satisfied with home-school relations.	14.1	4.7	28.1	50.0	0.0	3.1	64
Parents are welcomed at my school.	4.7	1.6	32.8	57.8	0.0	3.1	64
Student Safety Items							
I feel safe at my school during the school day.	12.5	14.1	29.7	42.2	0.0	1.6	64
I feel safe going to or coming from my school.	9.4	12.5	25.0	48.4	0.0	4.7	64
I feel safe at my school before and after school hours.	7.8	15.6	26.6	50.0	0.0	0.0	64

2009 Student School Climate Dimensions (Cont'd)

Item Text	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	No Response or Multiple Marks	N
Other Student Items							
My classes are challenging (not too easy; they make me think).	20.3	4.7	45.3	29.7	0.0	0.0	64
Work done by students can be seen on the walls of my school.	3.1	7.8	37.5	50.0	0.0	1.6	64
The media center at my school has a good selection of books.	3.1	12.5	40.6	43.8	0.0	0.0	64
I use computers and other technology at my school to help me learn.	9.4	6.3	31.3	53.1	0.0	0.0	64
I am satisfied with the learning environment in my school.	9.4	6.3	46.9	37.5	0.0	0.0	64
There is enough room for students to learn at my school.	0.0	10.9	42.2	46.9	0.0	0.0	64
Students at my school know the rules and what happens when students break the rules.	6.3	7.8	34.4	50.0	0.0	1.6	64
The rules about how students should behave in my school are fair.	6.3	6.3	39.1	46.9	0.0	1.6	64
The rules for behavior are enforced at my school.	7.8	7.8	39.1	45.3	0.0	0.0	64
I am satisfied with the social and physical environment at my school.	14.1	14.1	32.8	37.5	0.0	1.6	64

2009 Parent School Climate Dimensions Items

Item Text	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	No Response or Multiple Marks	N
Parent Learning Environment Items							
My child's teachers encourage my child to learn.	5.0	15.0	35.0	35.0	0.0	10.0	20
My child's school has high expectations for student learning.	10.0	10.0	45.0	30.0	0.0	5.0	20
My child's teachers give homework that helps my child learn.	10.0	0.0	60.0	25.0	0.0	5.0	20
My child's teachers provide extra help when my child needs it.	10.0	20.0	40.0	20.0	5.0	5.0	20
I am satisfied with the learning environment at my child's school.	20.0	15.0	40.0	20.0	0.0	5.0	20
Parent Social-Physical Environment Items							
My child feels safe at school.	5.0	20.0	60.0	10.0	0.0	5.0	20
I am satisfied with the social and physical environment at my child's school.	10.0	20.0	60.0	5.0	0.0	5.0	20
Students at my child's school are well-behaved.	20.0	45.0	25.0	0.0	5.0	5.0	20
My child's school is kept neat and clean.	5.0	5.0	65.0	15.0	5.0	5.0	20
My child's teachers care about my child as an individual.	10.0	15.0	50.0	15.0	5.0	5.0	20
Parent Teacher Care and Support Items							
My child's teachers tell me how I can help my child learn.	20.0	25.0	40.0	10.0	0.0	5.0	20
My child's teachers contact me to say good things about my child.	15.0	25.0	45.0	10.0	0.0	5.0	20
My child's teachers invite me to visit my child's classrooms during the school day.	25.0	20.0	35.0	15.0	0.0	5.0	20
Parent Home-School Relationship Items							
The principal at my child's school is available and welcoming.	0.0	10.0	55.0	20.0	5.0	10.0	20
I am satisfied with home and school relations at my child's school.	20.0	30.0	20.0	20.0	0.0	10.0	20
My child's school treats all students fairly.	25.0	15.0	40.0	15.0	0.0	5.0	20
My child's school schedules activities at times that I can attend.	10.0	25.0	40.0	20.0	0.0	5.0	20

2009 Parent School Climate Dimensions Items (Cont'd)

Item Text	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	No Response or Multiple Marks	N
Other Parent Items							
My child's school returns my phone calls or e-mails promptly.	30.0	30.0	25.0	5.0	5.0	5.0	20
My child's school includes me in decision-making.	25.0	30.0	25.0	10.0	5.0	5.0	20
My child's school gives me information about what my child should be learning in school.	15.0	10.0	45.0	20.0	5.0	5.0	20
My child's school considers changes based on what parents say.	20.0	45.0	15.0	5.0	10.0	5.0	20

2009 Parental Participation Items

Item Text	I do this	I don't do this, but I would like to	I don't do this, and I don't care to	The school does not offer this activity/event	Missing	N
Parental Participation Items						
Attend Open Houses or parent-teacher conferences.	85.0	5.0	5.0	0.0	5.0	20
Attend student programs or performances.	80.0	10.0	5.0	0.0	5.0	20
Volunteer for school.	25.0	45.0	15.0	5.0	10.0	20
Go on trips with my child's school.	30.0	25.0	15.0	15.0	15.0	20
Participate in School Improvement Council Meetings.	30.0	35.0	20.0	5.0	10.0	20
Participate in Parent-teacher-Student Organizations (PTA, PTO, etc.).	45.0	25.0	20.0	5.0	5.0	20
Participate in school committees (textbook committee, spring carnival committee, etc.)	25.0	40.0	10.0	20.0	5.0	20
Attend parent workshops (how to help my child with school work, how to talk to my child about drugs, effective discipline, etc.).	25.0	40.0	5.0	25.0	5.0	20

2009 Parental Responsibility Items

Item Text	I do this	I don't do this, but I would like to	I don't do this, and I don't care to	Missing	N
Parental Responsibility Items					
Visit my child's classroom during the day.	40.0	50.0	5.0	5.0	20
Contact my child's teachers about my child's school work.	80.0	15.0	0.0	5.0	20
Limit the amount of time my child watches TV, plays video games, surfs the Internet, etc.	90.0	0.0	5.0	5.0	20
Make sure my child does his/her homework.	95.0	0.0	0.0	5.0	20
Help my child with homework when he/she needs it.	95.0	0.0	0.0	5.0	20

2009 Parental Involvement Obstacle Items

Item Text	True	False	Missing	N
Parental Involvement Obstacle Items				
Lack of transportation reduces my involvement.	5.0	90.0	5.0	20
Family health problems reduce my involvement.	15.0	75.0	10.0	20
Lack of available care for my children or other family members reduces my involvement.	15.0	80.0	5.0	20
My work schedule makes it hard to be involved.	40.0	55.0	5.0	20
The school does not encourage my involvement.	15.0	70.0	15.0	20
Information about how to be involved either comes too late or not at all.	50.0	45.0	5.0	20
I don't feel like it is appreciated when I try to be involved.	25.0	70.0	5.0	20

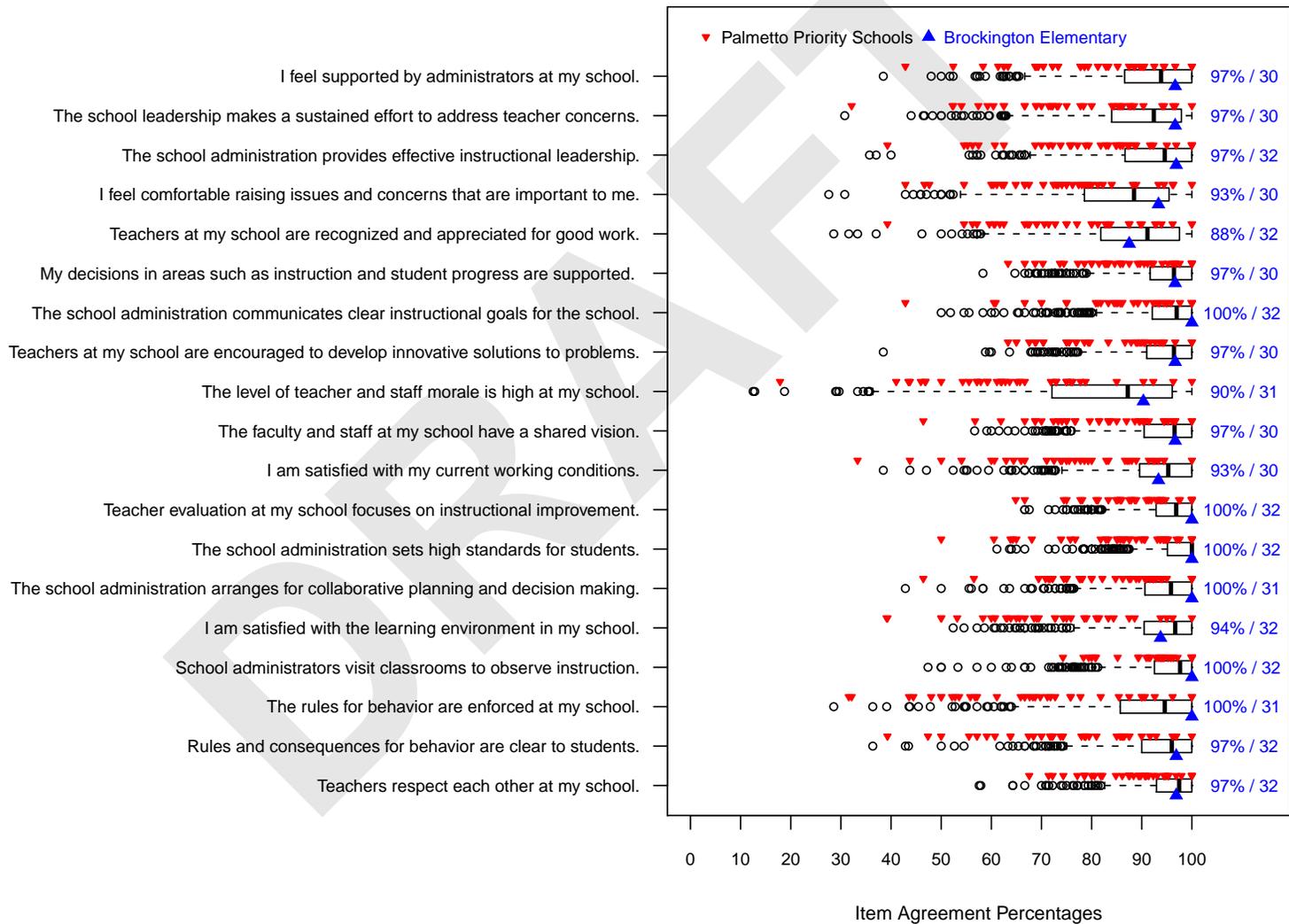
2009 Parent School Overall Effectiveness Items

Item Text	Very Good	Good	Okay	Bad	Very Bad	Missing	N
Parent School Overall Effectiveness Items							
The school's overall friendliness.	5.0	5.0	35.0	30.0	20.0	5.0	20
The school's interest in parent's ideas and opinions.	15.0	20.0	15.0	25.0	20.0	5.0	20
The school's efforts to get important information from parents.	5.0	25.0	20.0	25.0	20.0	5.0	20
The school's efforts to give important information to parents.	20.0	15.0	15.0	25.0	20.0	5.0	20
How the school is doing overall.	15.0	15.0	35.0	10.0	20.0	5.0	20

DRAFT

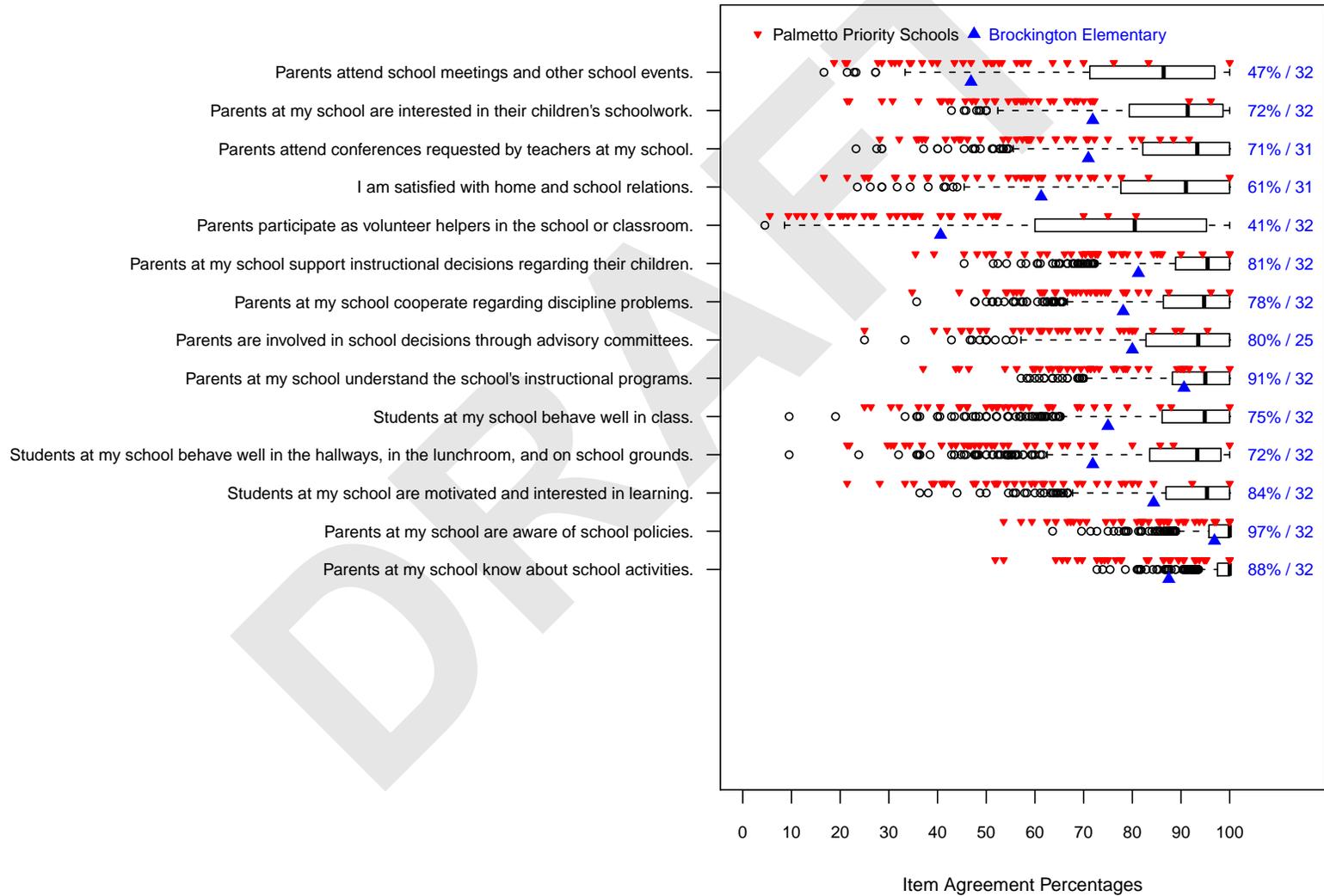
**2009 Teacher Survey, Working Conditions/Leadership Factor Items
Distribution of Item Agreement Percentages Among Elementary Schools**

Comparative Results for Brockington Elementary



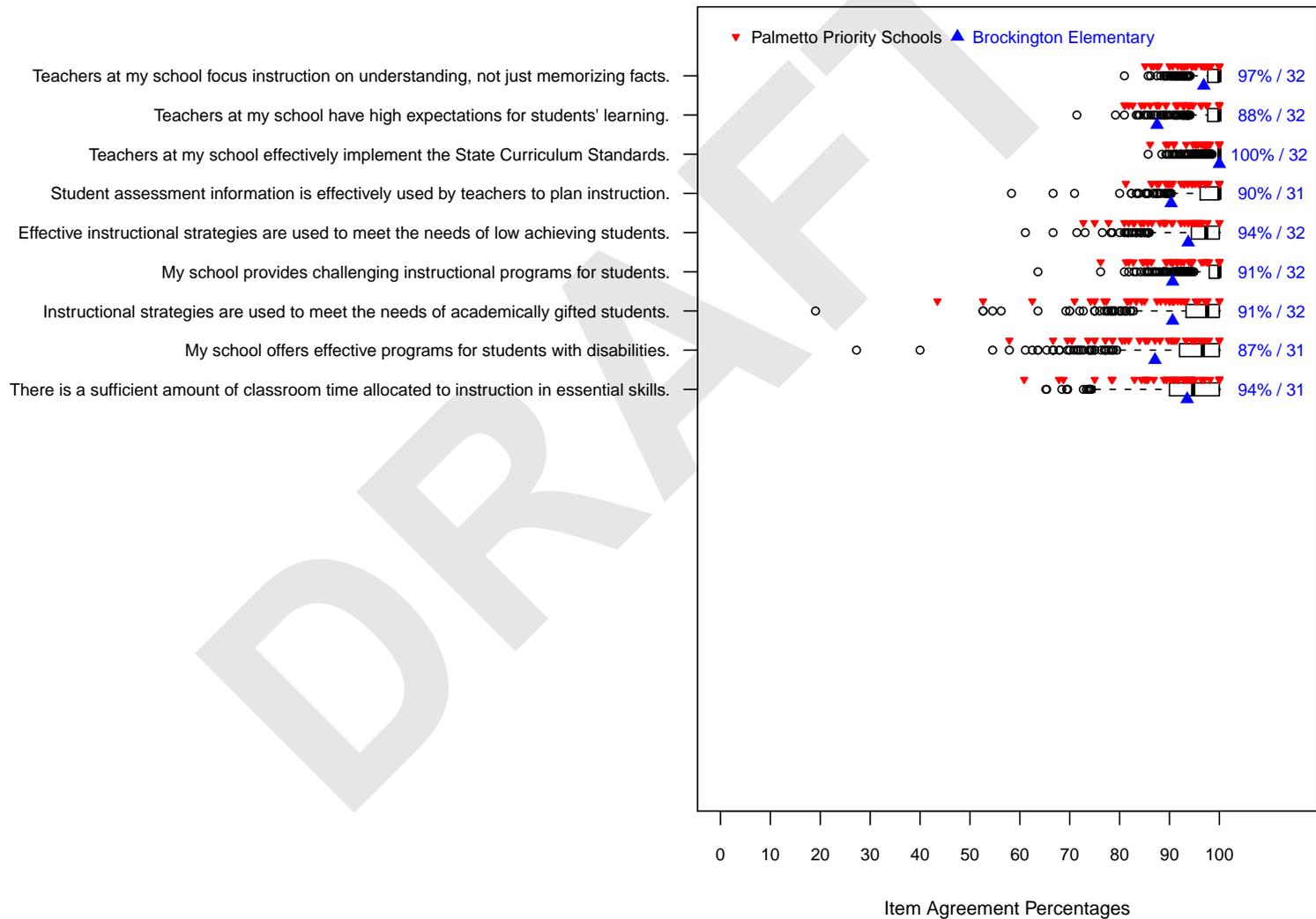
**2009 Teacher Survey, Home–School Relationship Factor Items
Distribution of Item Agreement Percentages Among Elementary Schools**

Comparative Results for Brockington Elementary



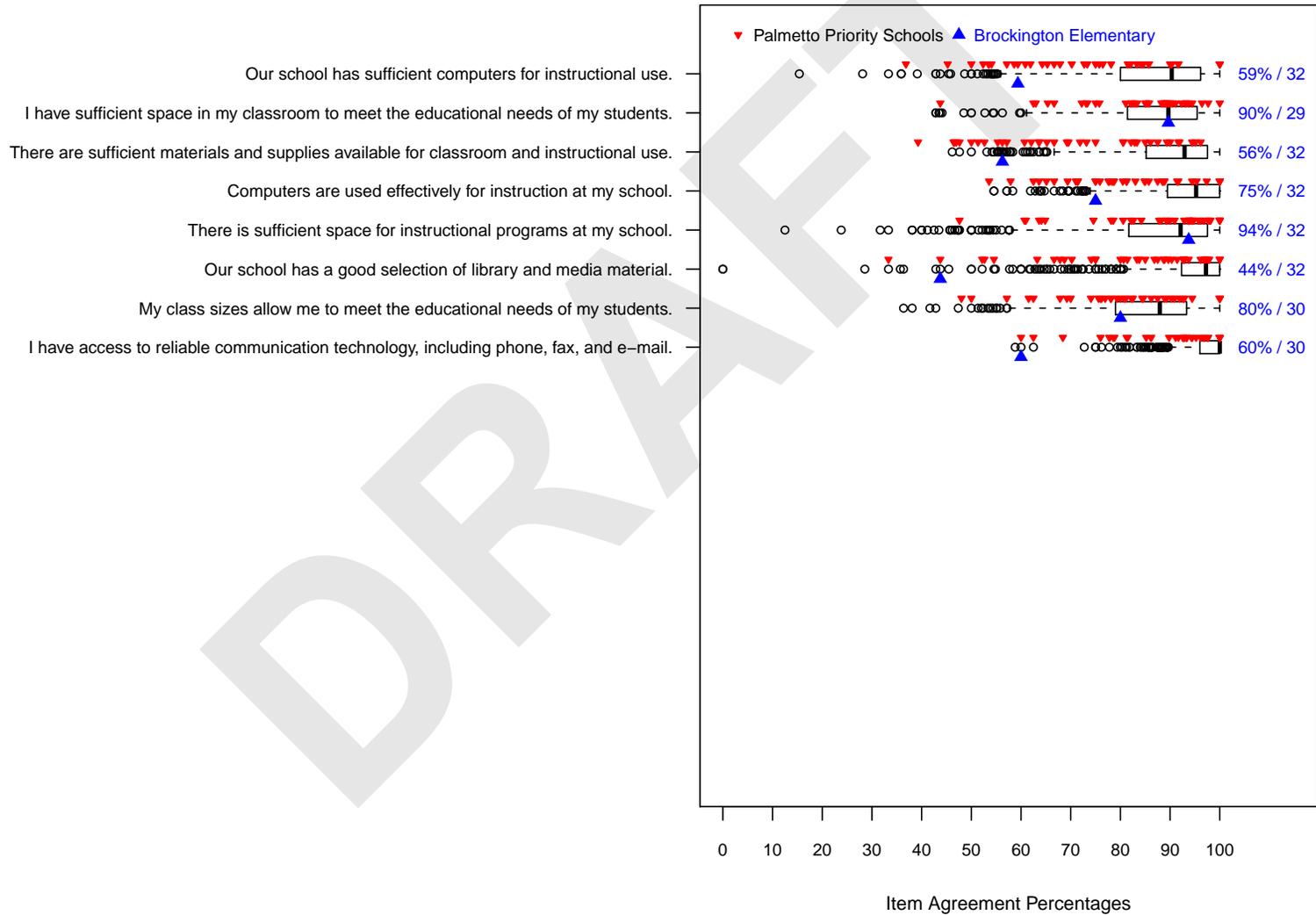
**2009 Teacher Survey, Instructional Focus Factor Items
Distribution of Item Agreement Percentages Among Elementary Schools**

Comparative Results for Brockington Elementary



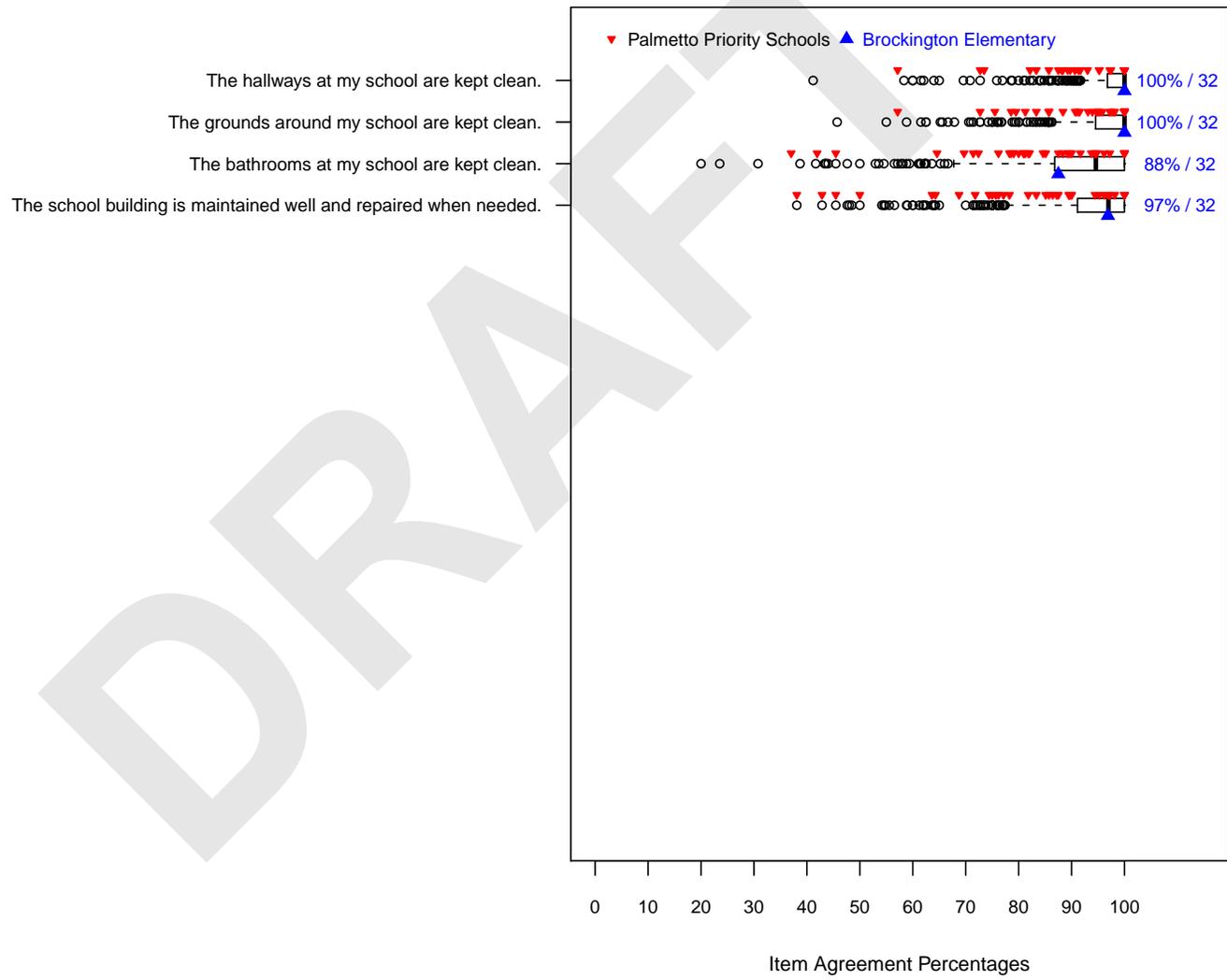
2009 Teacher Survey, Resources Factor Items
 Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Brockington Elementary



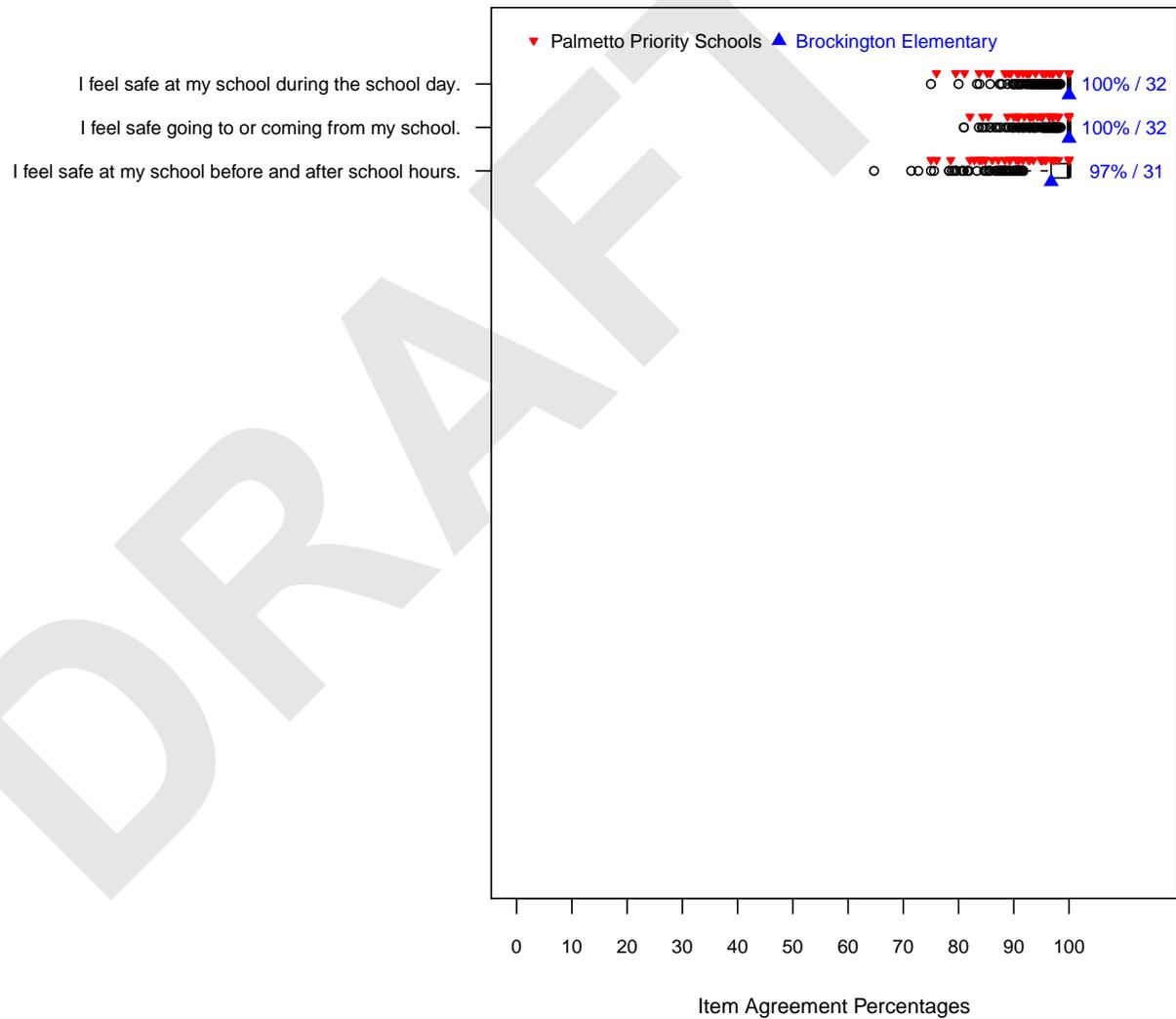
2009 Teacher Survey, Physical Environment Factor Items
 Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Brockington Elementary



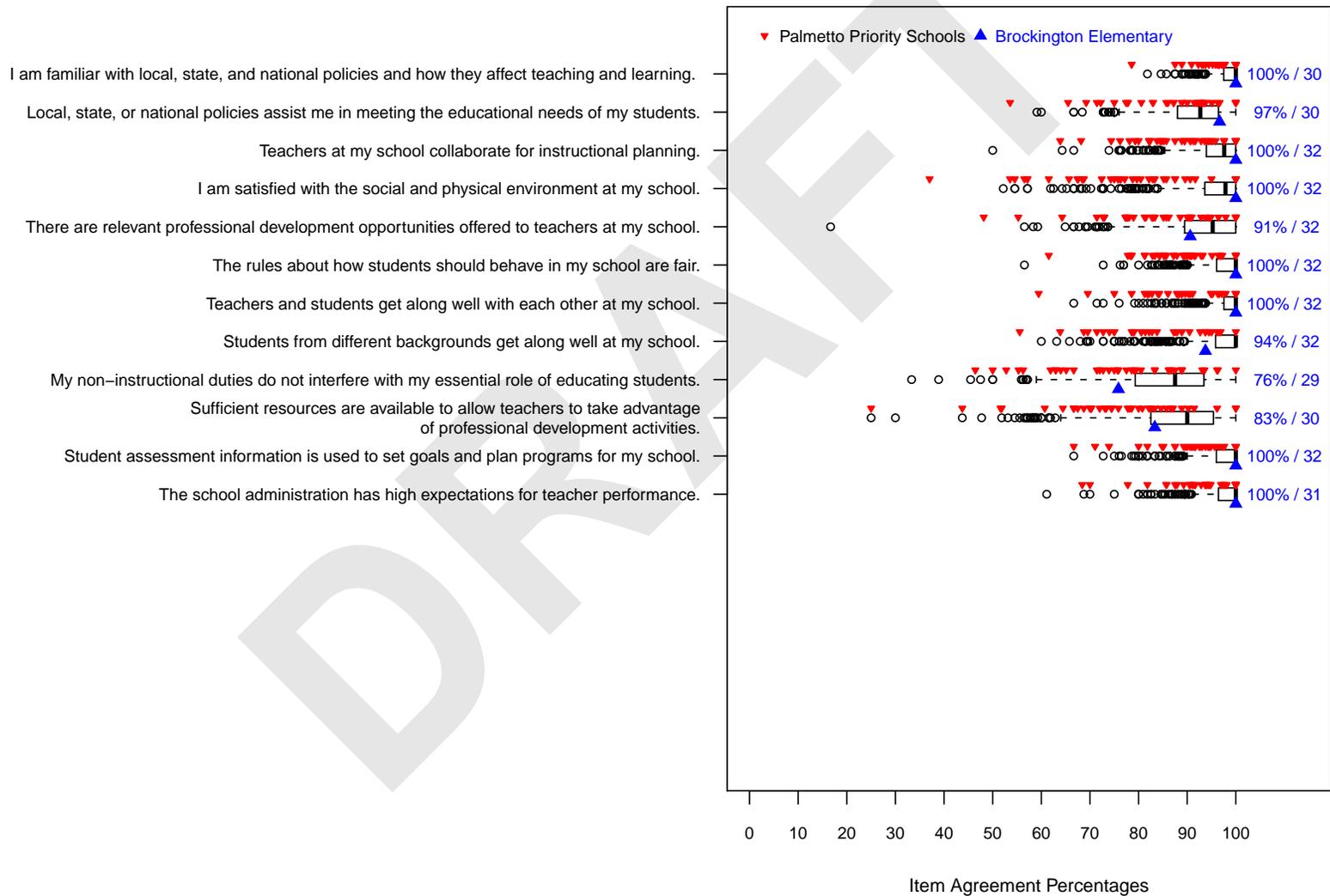
**2009 Teacher Survey, Safety Factor Items
Distribution of Item Agreement Percentages Among Elementary Schools**

Comparative Results for Brockington Elementary



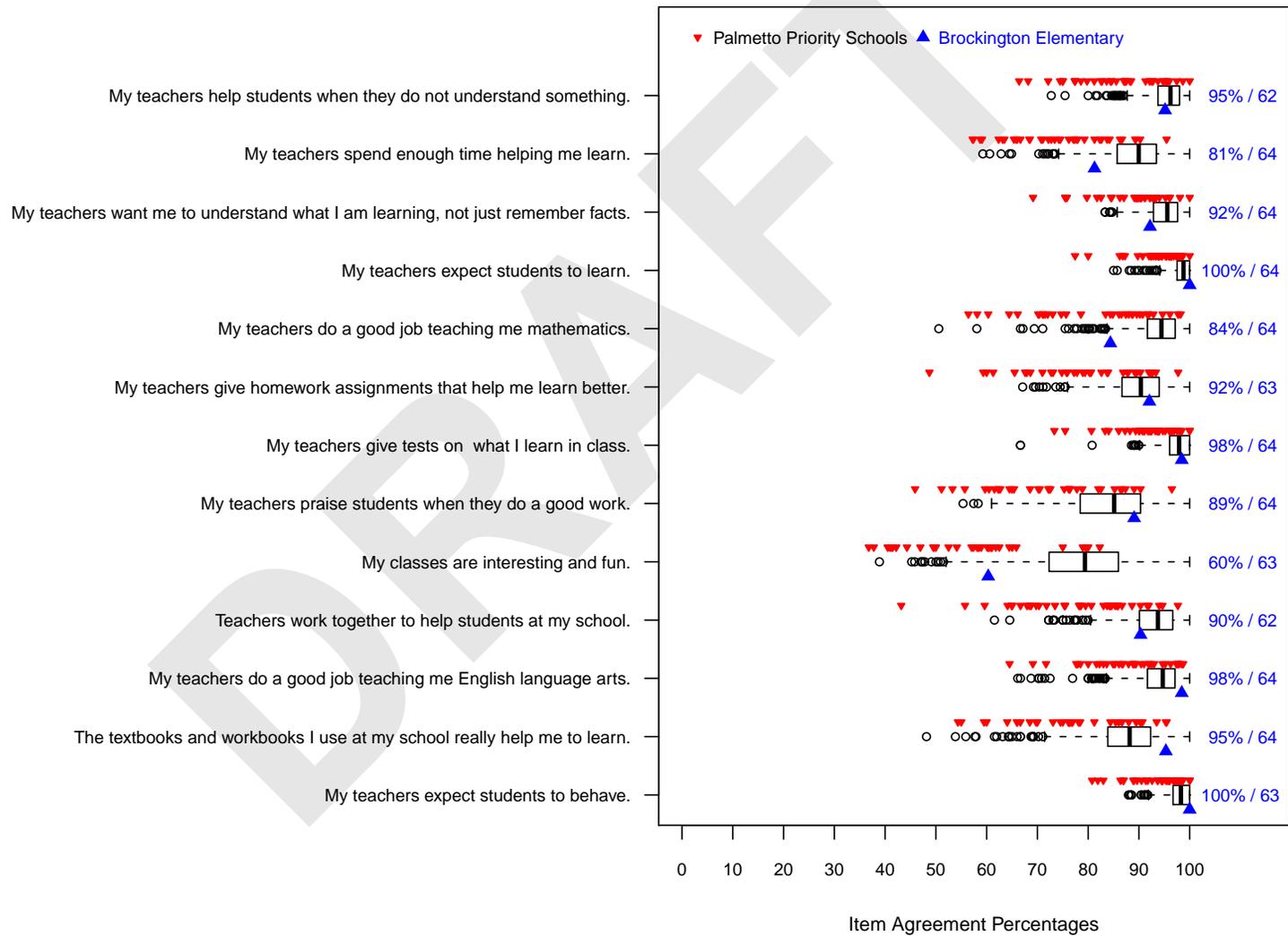
2009 Teacher Survey, Items Dropped from Factor Analysis
 Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Brockington Elementary



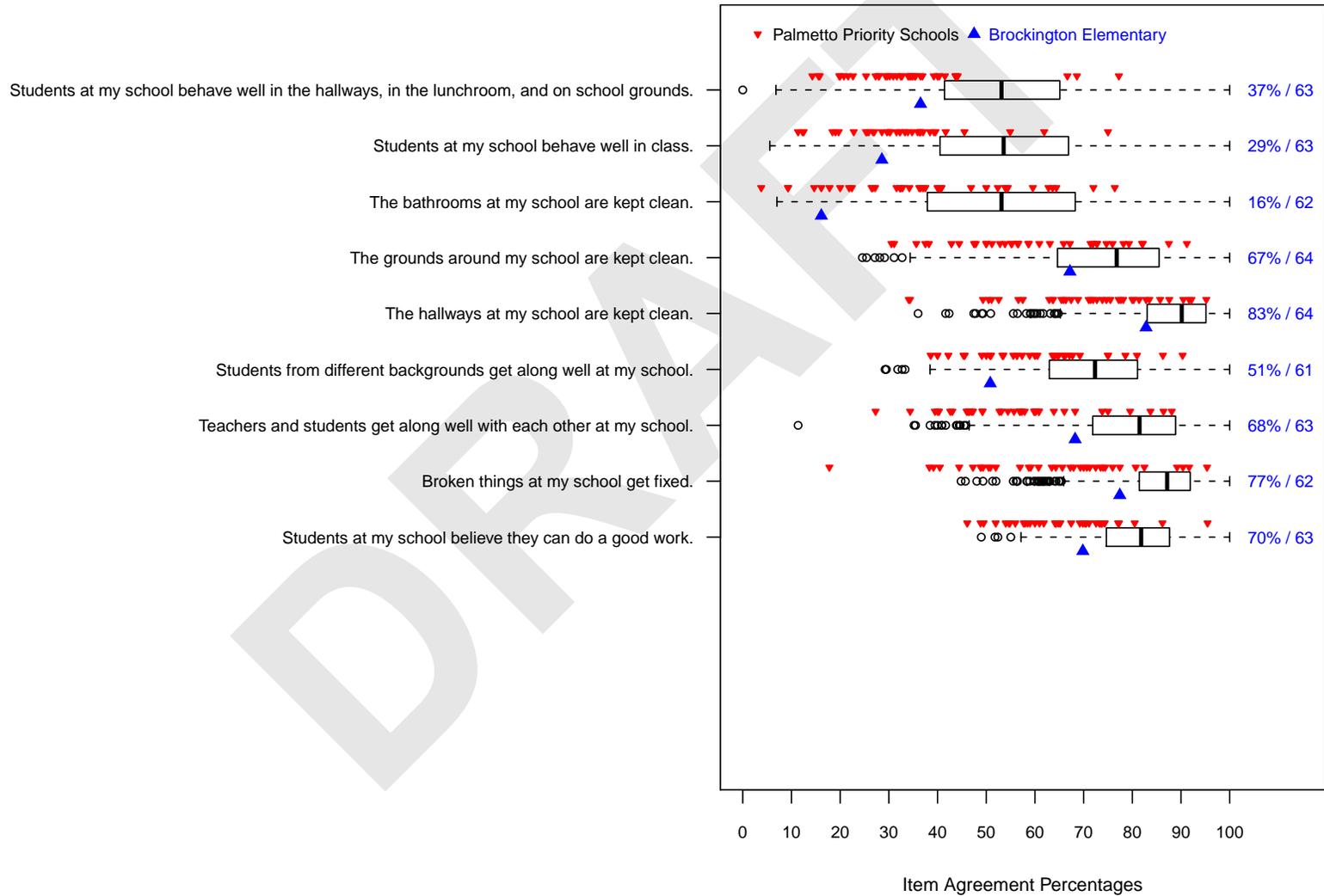
2009 Student Survey, Learning Environment Factor Items
 Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Brockington Elementary



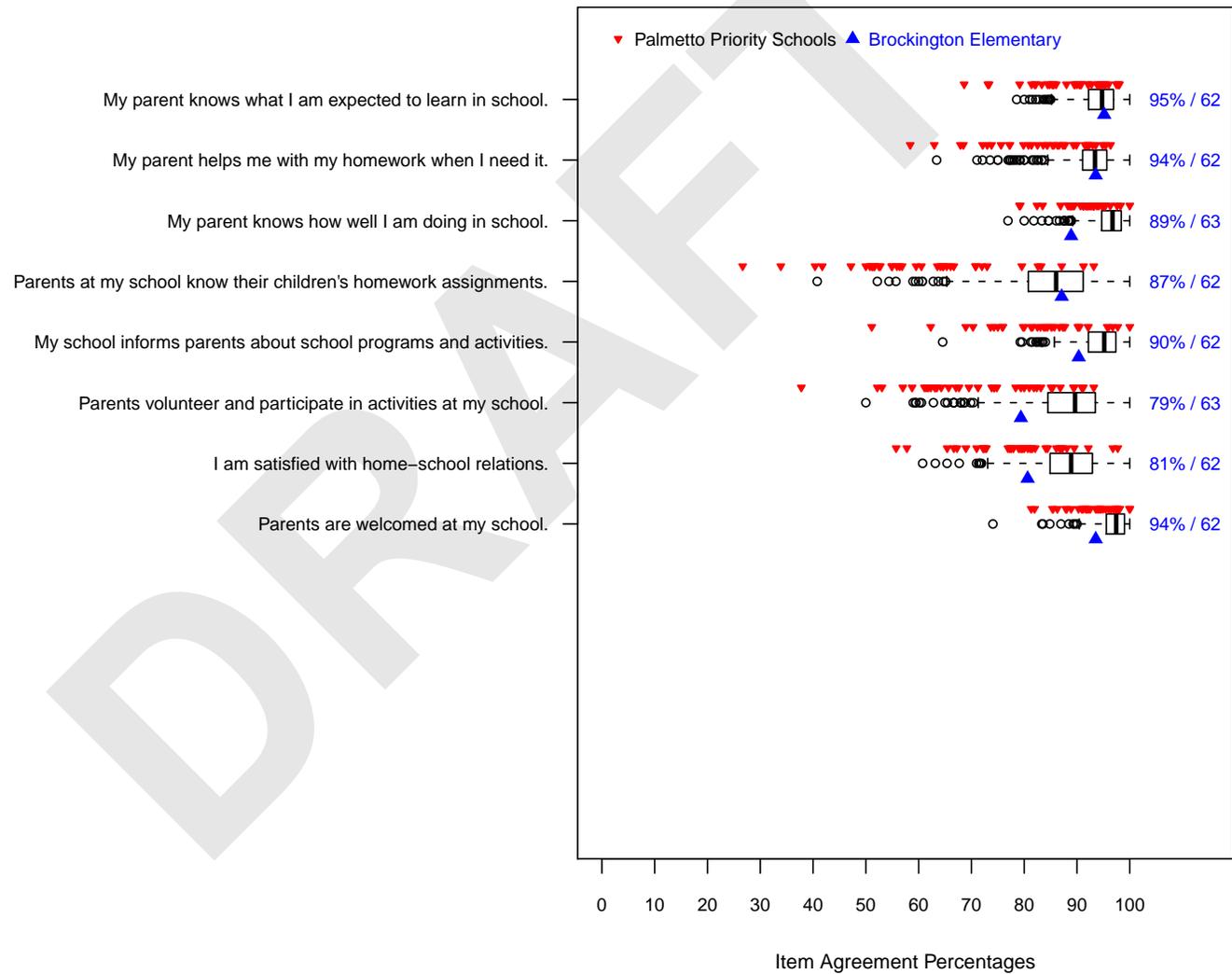
2009 Student Survey, Social-Physical Environment Factor Items
 Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Brockington Elementary



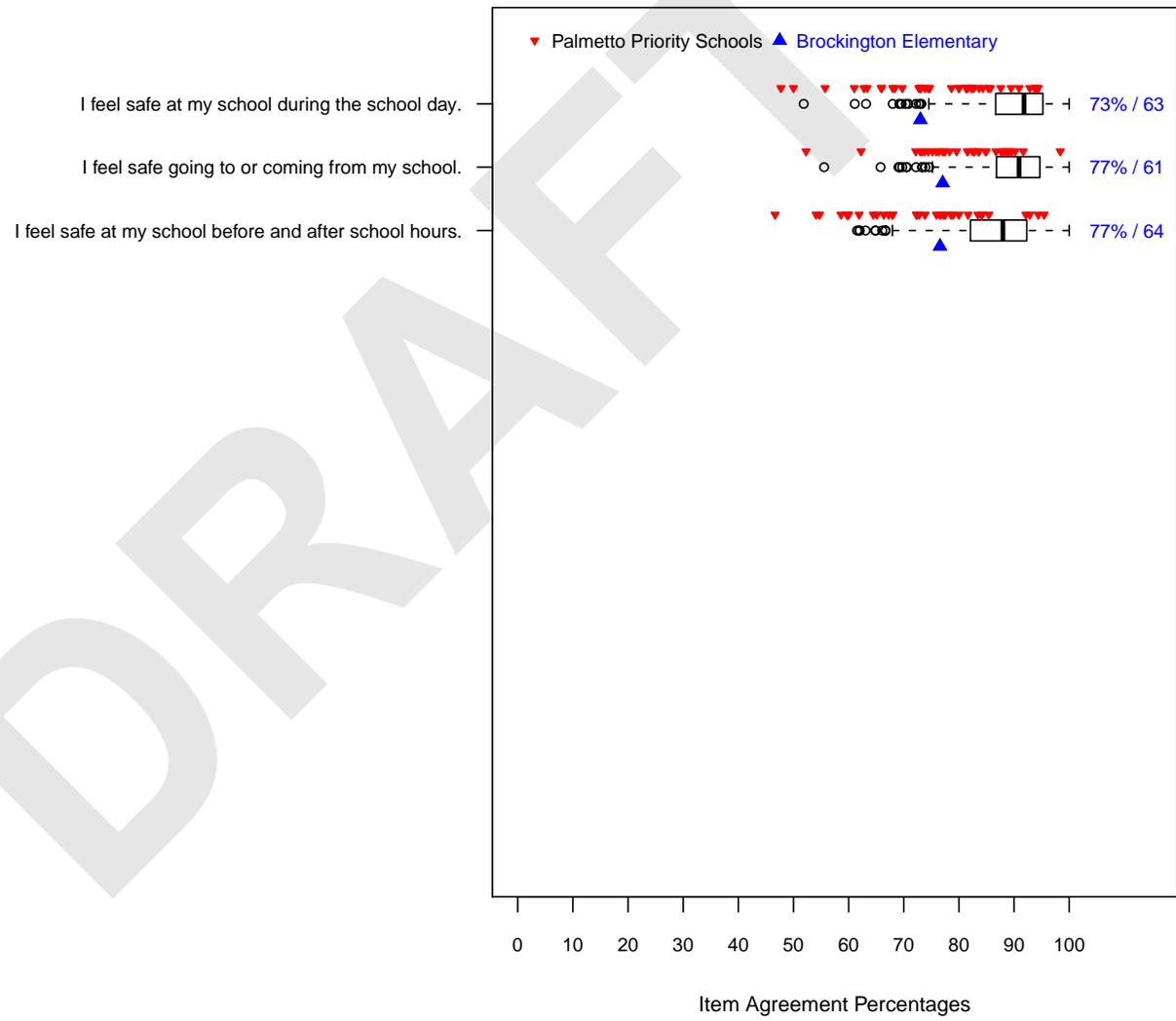
2009 Student Survey, Home–School Relationship Factor Items
 Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Brockington Elementary



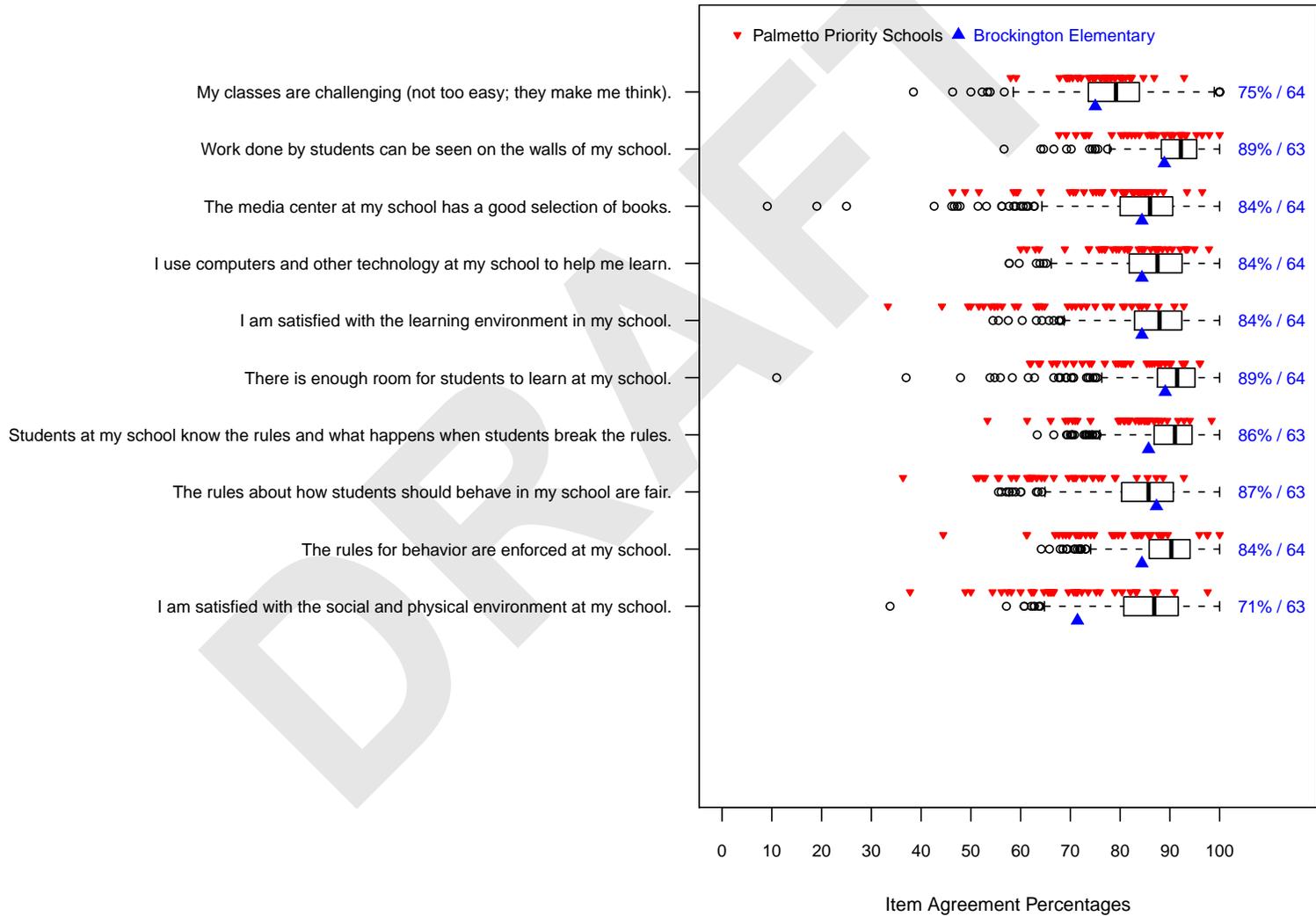
2009 Student Survey, Safety Factor Items
 Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Brockington Elementary



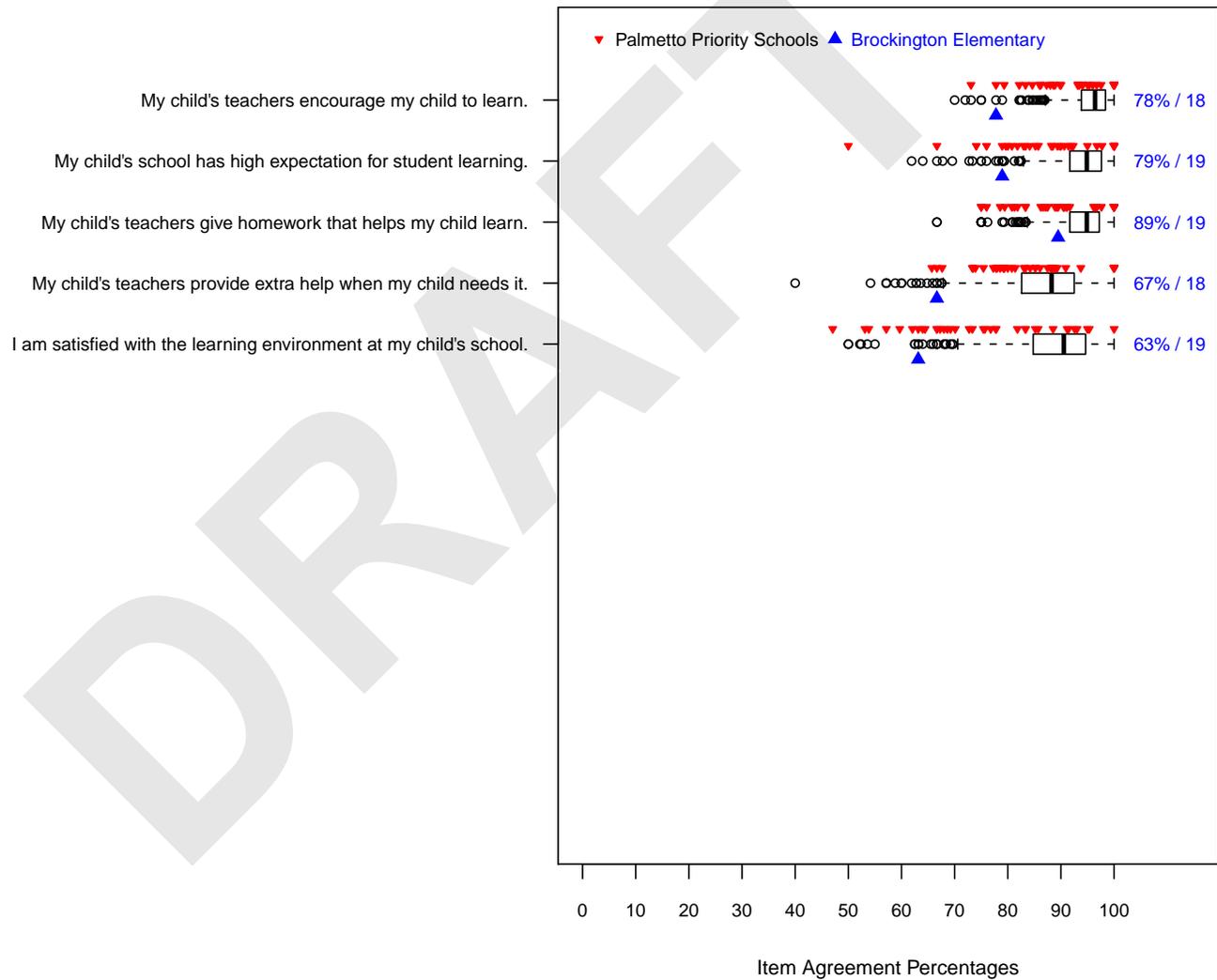
2009 Student Survey, Items Dropped from Factor Analysis
 Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Brockington Elementary



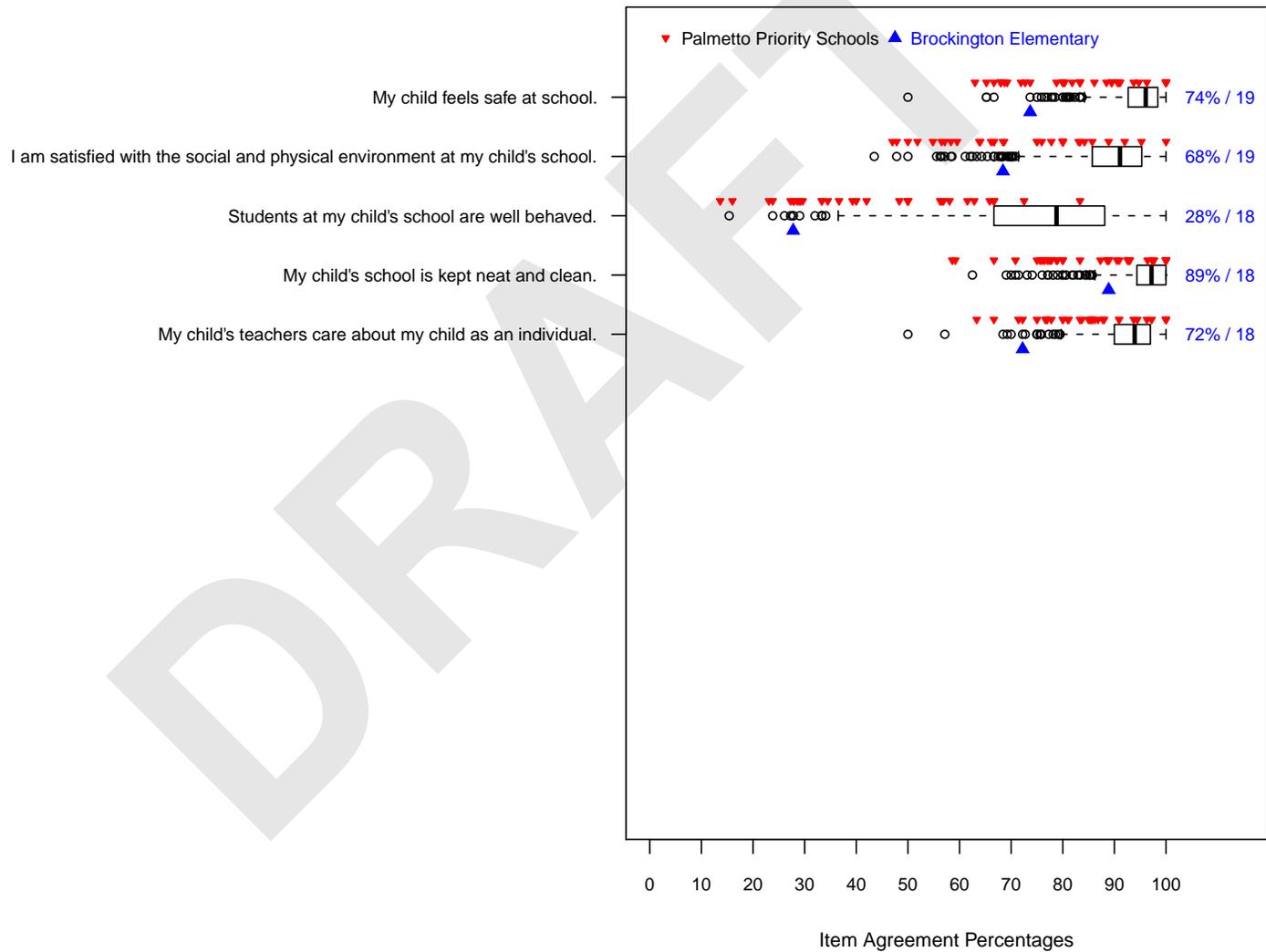
**2009 Parent Survey, Learning Environment Factor Items
Distribution of Item Agreement Percentages Among Elementary Schools**

Comparative Results for Brockington Elementary



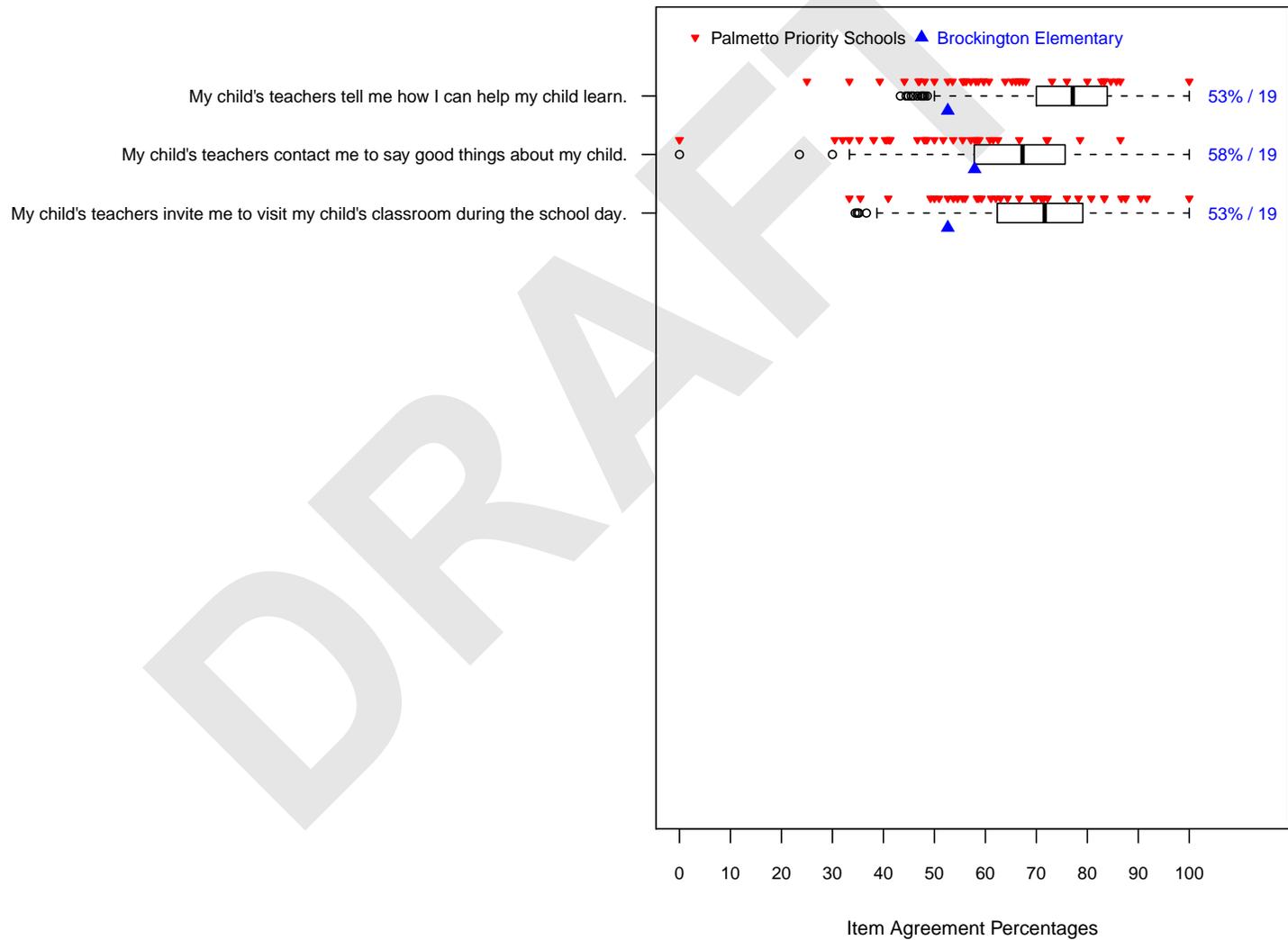
2009 Parent Survey, Social-Physical Environment Factor Items
 Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Brockington Elementary



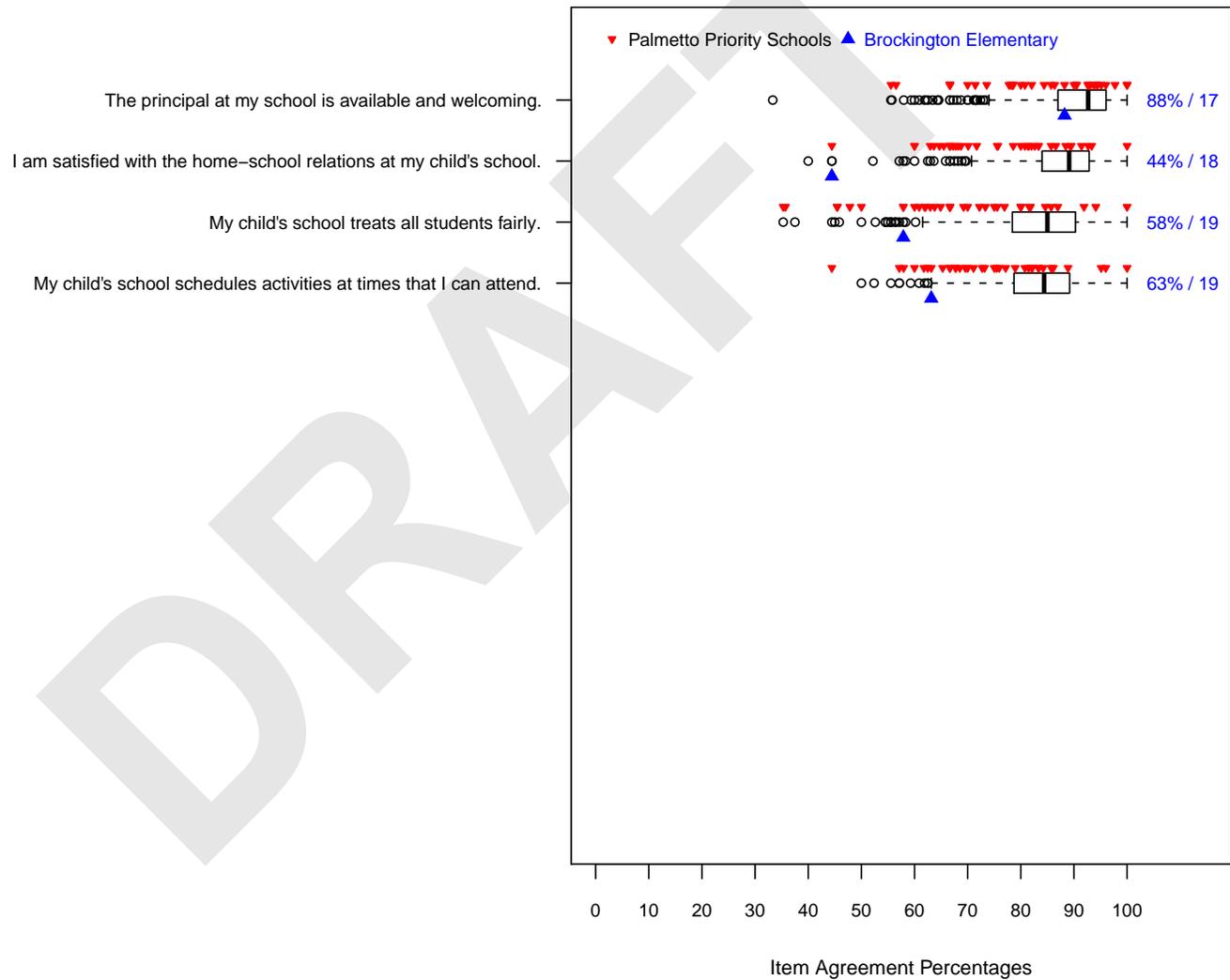
2009 Parent Survey, Teacher Care and Support Factor Items
 Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Brockington Elementary



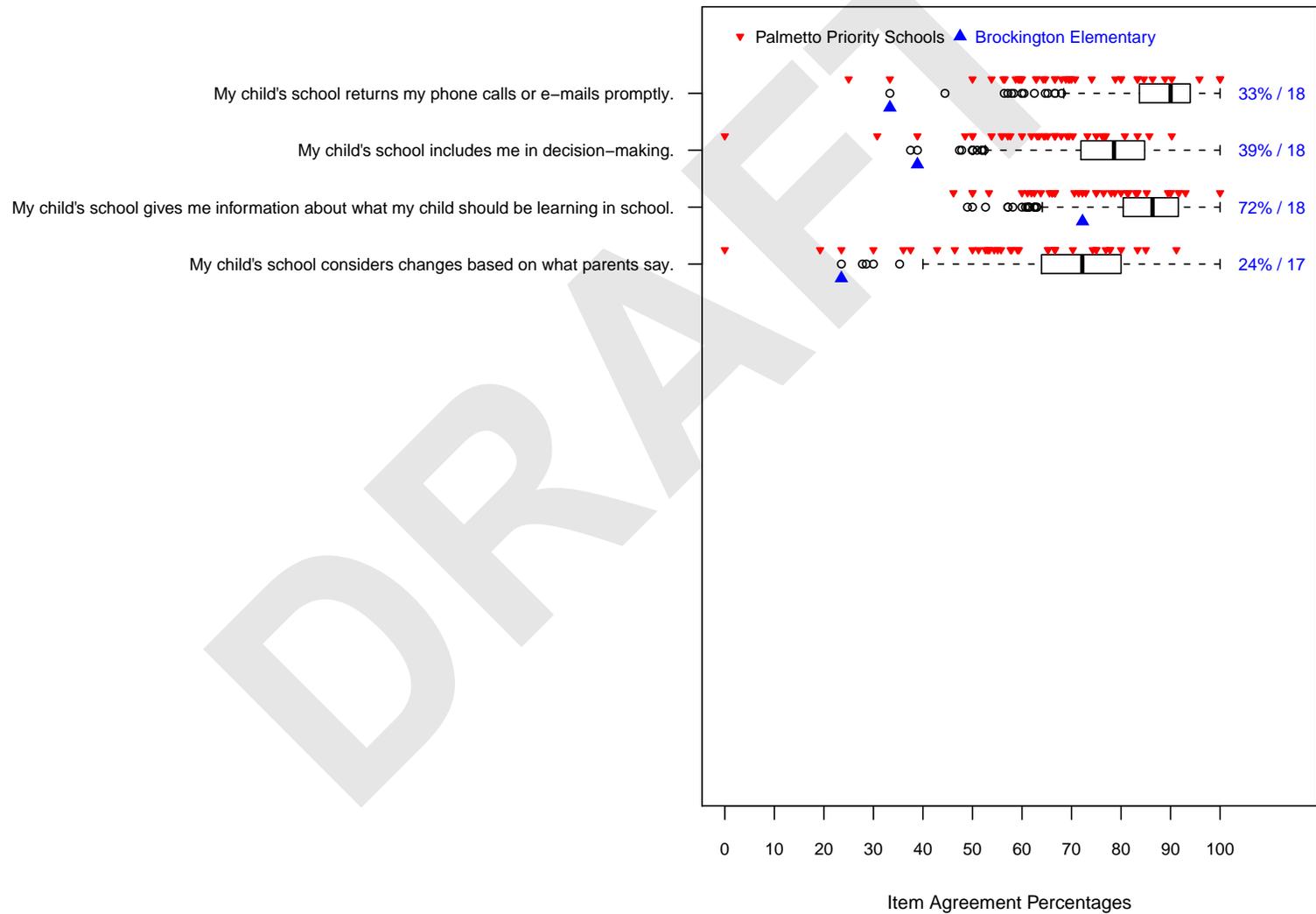
2009 Parent Survey, Home–School Relationship Factor Items
 Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Brockington Elementary



2009 Parent Survey, Items Dropped from Factor Analysis
 Distribution of Item Agreement Percentages Among Elementary Schools

Comparative Results for Brockington Elementary



Data Notes

Notes

1. If the number of teacher respondents was fewer than 10, percentile ranks were not calculated for teacher factors. If the number of student respondents was fewer than 15, percentile ranks were not calculated for student factors. If the number of parent respondents was fewer than 10, percentile ranks were not calculated for parent factors.
2. The percentile rank was calculated for the school within the school's organizational level (Elementary, Middle, or High). For schools with multiple report cards, a separate percentile rank was calculated for each school organizational level.