

2010

# PALMETTO PRIORITY SCHOOLS REPORT



**SC EDUCATION  
OVERSIGHT COMMITTEE**



PO Box 11867 | 227 Blatt Building | Columbia SC 29211 | [WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)

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## ACKNOWLEDGEMENTS

This report focuses on the efforts made to improve the academic outcomes for young people enrolled in sixteen (16) schools. Changing a historic pattern of underachievement in economically isolated communities is a daunting challenge, one before every state in the nation. South Carolina, not unlike her sister states, has aspirations for these young people, and the schools which serve them, well above the level dictated by their current performance.

This report would not have been possible without the contributions of David Rawlinson and Dr. Beth Howard from the Office of Special Projects, South Carolina Department of Education. We thank them for their openness, wisdom and diligence to provide us the information required.

We are appreciative of the superintendents and principals who lead the schools identified as Palmetto Priority Schools. They have undertaken to challenge the status quo at every point. While “turnaround” may be a convenient adjective, for these individuals turnaround is a commitment.

We also thank the survey coordinators, teachers, parents and students affiliated with these schools. Their responses and comments inform the work each of us undertakes.

And finally, we thank Dr. James Rex, State Superintendent of Education, for acting upon his belief that these schools can achieve at the level necessary for success in the twenty-first century.

## EXECUTIVE SUMMARY

The Education Accountability Act of 1998, as amended, provides for an integrated approach to improving the level of student achievement in South Carolina's public schools. The approach includes continuing attention to the contributions of five components—academic content standards, assessments, professional development and technical assistance, public reporting and rewards and interventions. The State Superintendent of Education has authority to determine the nature and extent of technical assistance and/or intervention in schools designated low-performing. In 2007 Dr. James Rex, State Superintendent, identified sixteen (16) schools as “not making expected progress” (as defined in State Board of Education regulation) and designated these schools as Palmetto Priority Schools.

The Palmetto Priority Schools are the focus of an intervention directed by the Office of Special Projects in the Office of the State Superintendent. The intervention incorporated four strategies: collaboration with other entities, leadership mentoring, drop-out prevention and teacher recruitment. Over time the intervention has evolved with greater emphasis on integration with district efforts and adoption of a national “turnaround” school strategy. In 2009 other schools were designed as Palmetto Priority Schools; however, the focus of this evaluation is on the original 16 schools.

The evaluation, intended to be formative in nature, focuses on the following questions:

- Was the intervention implemented, and if not, why?
- Did the intervention and/or other actions change the conditions under which teaching and learning occur? and
- To what extent is there a change in performance?

The overall expectation is that within five years the schools would achieve an absolute rating of Average; that is; achievement is at the level that state-defined assistance is no longer required. To monitor progress at a level of detail and inclusive of the indices used in the ratings, the following performance benchmarks are used:

- (1) At least 75 percent of students in each school will score Basic on state standards-based assessments\*;
- (2) At least 50 percent of eighth graders will score Proficient on state standards-based assessments\*;
- (3) At least 75 percent of each high school's 2008 entering ninth grade class will graduate on-time; and
- (4) Each school will achieve an absolute performance index of 3.3 or higher on a 5.0 scale.

At least 75 percent of students in each school will score Basic on state standards-based assessments:

No Palmetto Priority School has met the 75 percent level for middle grades students on PASS in any of the content areas. In fact, most PPS schools have slipped in performance relative to the target.

For most PPS high Schools, the 2009 performance dropped from 2008 and in some instances from 2007. None of the PPS high schools met the 75 percent level. While achievement of the target is not anticipated prior to the 2012, the pattern of declining performance is alarming.

End-of-course test results indicate improvements in both Algebra and English for Eau Claire High School and for RB Stall High School. CA Johnson Preparatory Academy made progress in Algebra 1. At the middle schools, five showed progress in Algebra I (Alcorn, Allendale-Fairfax, Burke, Lee Central and Whitlock). Allendale Fairfax and Lee Central showed progress in English 1. While the progress in these schools should be acknowledged the level of improvements in performance levels across all the PPS is less than needed to move schools out of the PPS status.

At least 50 percent of eighth graders will score Proficient on state standards-based assessments

None of the PPS middle schools achieved performance levels of 50 percent of students scoring Exemplary on any PASS test.

At least 75 percent of each high school's 2008 entering ninth grade class will graduate on-time.  
Data are not available to report on this measure.

Each school will achieve an absolute performance index of 3.3 or higher on a 5.0 scale.  
(Note, using the re-centered scale from 2009 forward, the target is 3.0 or higher)

As indicated earlier five middle schools showed improvement in absolute indices; three declined. Every high school achieved a lower index in 2009 than it did in 2008. Some varied as little as 0.1 while another lost 1.1 points, dropping from 2.7 to 1.6.

Coupling the performance challenges with the limited resources (time, teachers and revenues), the following recommendations are offered for consideration by the State Superintendent and the Office of Special Projects:

1. The SCDE should determine which of the school climate inventories is most useful to the schools and administer only one school climate inventory. The SCDE should develop and/or utilize workbooks or other strategies that enable school communities (administrators, teachers, parents and students) to use the data for school improvement (Note: An EOC-SCDE collaborative project to benefit all schools has been proposed to the State Superintendent);
2. The SCDE, districts and schools should explore the “working conditions” questions included in the statewide survey of teachers in order to leverage aspects of schooling which would increase teacher retention;
3. Middle and high schools should examine the curriculum delivered in classrooms for courses with end-of-course tests to ensure alignment with the content standards and with the standards as tested. Middle schools should determine the degree to which their students are prepared for the high school credit course before enrolling students in high school credit courses. High schools should examine student course-taking patterns to facilitate higher levels of success in those courses for which there is an end-of-course test. Strategies to address the gaps in prerequisite knowledge and skills should be developed and adopted;
4. The SCDE should provide understandings and support for partnerships between schools and entities other than postsecondary institutions;
5. The SCDE and schools should work with the Center for Teaching Students of Poverty or a similarly focused organization to develop a profile of teachers likely to be successful with high risk students and use that profile with district and school leaders to recruit and retain teachers to the PPS; and

6. The SCDE should confirm fidelity of implementation of the nationally-adopted strategies and compare results with other sites to ensure that SC schools are accomplishing the level of progress anticipated when the models were adopted.

## INTRODUCTION THE EDUCATION ACCOUNTABILITY ACT

South Carolina, like her sister states, recognized the link between the overall health and vitality of her citizenry and the capacity of individuals to live and work independently. Nearly twelve years ago a coalition of elected officials, business leaders and educators pushed passage of what would become the Education Accountability Act (EAA) of 1998. The EAA called for academic content standards, assessments, professional development, public reporting and interventions to give life to the commitment made in the preamble of the legislation (§59-18-100, SC Code of Laws as amended) shown below:

“the General Assembly f[ound] that South Carolinians have a commitment to public education and a conviction that high expectations for all students are vital components for improving academic achievement. It is the purpose of the General Assembly in this chapter to establish a performance based accountability system for public education which focuses on improving teaching and learning so that students are equipped with a strong academic foundation. Accountability, as defined by this chapter, means acceptance of the responsibility for improving student performance and taking actions to improve classroom practice and school performance by the Governor, the General Assembly, the State Department of Education, colleges and universities, local school boards, administrators, teachers, parents, students, and the community.”

Through the development and passage of the EAA, the core purposes were defined. Eleven years later, even after legislative review and amendments, those purposes have remained (§59-18-110, SC Code of Laws as amended):

- (1) use academic achievement standards to push schools and students toward higher performance by aligning the state assessment to those standards and linking policies and criteria for performance standards, accreditation, reporting, school rewards, and targeted assistance;
- (2) provide an annual report card with a performance indicator system that is logical, reasonable, fair, challenging, and technically defensible which furnishes clear and specific information about school and district academic performance and other performance to parents and the public;
- (3) require all districts to establish local accountability systems to stimulate quality teaching and learning practices and target assistance to low performing schools;
- (4) provide resources to strengthen the process of teaching and learning in the classroom to improve student performance and reduce gaps in performance;
- (5) support professional development as integral to improvement and to the actual work of teachers and school staff; and
- (6) expand the ability to evaluate the system and to conduct in-depth studies on implementation, efficiency, and the effectiveness of academic improvement efforts.

On two occasions over the last eleven years, the provisions of the EAA were modified, primarily to address testing issues. In 2005, the General Assembly adopted the recommendations of an Education Oversight Committee (EOC)-coordinated task force on testing. The task force called for expansion of assessment funds to support formative assessments, use of sampling in the testing of science and social studies for four of the six elementary and middle school grades, increase in the use of multiple-choice formats and other changes. In 2008 the General Assembly enacted recommendations calling for new state assessments for grades three

through eight, use of three rather than four student performance levels for reporting Adequate Year Progress under the provisions of the Elementary and Secondary Education Act (2001 No Child Left Behind amendments), print publication of executive summaries of the annual school and district report cards, web publication of the comprehensive school and district report cards and greater flexibility in responding to schools designated as underperforming.

Changes in the statutorily-defined technical assistance model provide the State Superintendent with authority to exercise discretion rather than adherence to pre-defined formulas in allocating resources to underperforming schools.

Notwithstanding any other provision of law, and in order to provide assistance at the beginning of the school year, schools may qualify for technical assistance based on the criteria established by the Education Oversight Committee for school ratings and on the most recently available end-of-year assessment scores. In order to best meet the needs of low-performing schools, the funding provided for technical assistance under the Education Accountability Act may be reallocated among the programs and purposes specified in this section. The State Department of Education shall establish criteria for reviewing and assisting schools rated school/district at-risk or below average. Funds must be expended on strategies and activities expressly outlined in the school plan. The activities may include, but are not limited to, teacher specialist, principal specialist, curriculum specialist, principal leader, principal mentor, professional development, compensation incentives, homework centers, formative assessments, or comprehensive school reform efforts (§59-18-1590, SC Code of Laws as amended).

PALMETTO PRIORITY SCHOOLS PROJECT

The purpose of this report is to provide information on the implementation of a strategy known as the Palmetto Priority Schools (PPS.) This is the second evaluation report and is broader in its scope by presenting performance data from the 2008-2009 school year and changes to the program model implemented in 2009-2010.

South Carolina continues to invest heavily in the EAA and related initiatives, particularly in assessments, data systems and technical assistance. Data presented in Table 1 detail the financial investments over the most recent four years. In Table 2 the projected use of those funds by expenditure category is detailed although the Palmetto Priority Schools funding is not represented in these tables. Funding histories by schools as shown in Table 3 reflect the general technical assistance funding, not additional Palmetto Priority Schools Funding. These data offer understanding of the prior investments in school improvement at the schools eventually identified as Palmetto Priority Schools.

Table 1  
Annual Technical Assistance Funding Allocations to the SCDE

Programs	2006-2007	2007-08	2008-09*	2009-10*
SCDE Total Allocation	\$56,691,828	\$81,102,688	\$76,380,078	\$60,430,445
Technical Assistance Flow Through	\$53,857,236	\$76,167,554	\$71,631,074	\$43,637,022
SCDE Program Support	\$2,224,592	\$4,005,134	\$3,819,004	\$3,021,523
Paxen's About Face!	\$610,000	\$930,000	\$930,000	\$771,900
Palmetto Priority Schools	Not applicable	Not applicable	Not applicable	\$13,000,000 (\$9,709,000 flows through to the schools)

These are original allocations and do not reflect budget reductions within the fiscal year.

Table 2  
Statewide Expenditure of Technical Assistance Funds by Funding Category  
2009-2010  
(Excludes \$13 million for Palmetto Priority Schools)

Category	Total Category Expenditure	Percentage of Total Allocation
Bonuses	\$337,206	0.79%
Classroom or Intervention Teachers	\$7,895,284	18.42%
Instructional Technology	\$5,026,098	11.73%
Instructional Supplies	\$3,909,838	9.12%
Homework Center/Tutoring	\$2,167,152	5.06%
Core Subject Instructional Assistants	\$2,543,808	5.93%
Instructional Coaches	\$6,021,473	14.05%
Intervention/Behavioral Personnel	\$2,969,959	6.93%
SCDE On-Site Personnel	\$287,263	0.67%
Parent Involvement Initiatives	\$578,656	1.35%
Professional Development Activities/Stipends	\$3,007,641	7.02%
Student Performance Incentives	\$806,521	1.88%
Staff Incentives for Student Performance	\$487,946	1.14%
Programs (new to the school)	\$212,580	0.50%
Other Activities (pre-approval required)	\$82,131	0.19%
Flex	\$6,529,943	15.23%
<b>TOTAL ALLOCATED</b>	<b>\$42,863,499</b>	<b>100.00%</b>

### Designation

Under the authority of the EAA and related State Board of Education (SBE) regulations schools identified as underperforming are required to improve at a level considered to be “expected progress.” The criteria outlined in SBE regulation provide that schools must (1) attain a minimum absolute index of 1.8 on a 5.0 system, and increase the school’s absolute index 0.3 over a three-year period or (2) improve the school’s absolute rating at least one level. The methodology for calculating the index is outlined in the Accountability Manual published annually by the Education Oversight Committee (EOC).

The absolute rating is a measure of status performance; that is, the performance level of students during any one year. As defined in statute, it is “the rating a school will receive based on the percentage of students meeting standard on the state’s standards based assessment” (§59-18-120 (7), SC Code of Laws, as amended). A second rating is developed for each school to measure improvement or growth over time, using longitudinally-matched student scores and defined as “the rating a school will receive based on longitudinally matched student data comparing current performance to the previous year’s for the purpose of determining student academic growth” (§59-18-120 (8), SC Code of Laws, as amended). Criteria for high school ratings also include the on-time graduation rate.

Underperforming schools are those rated Below Average or At Risk (prior to 2008 the term *Unsatisfactory* was used instead of the phrase *At Risk*). The overall level of performance in these schools is quite low. Three perspectives on the performance levels of students in schools generally and in schools rated Below Average or At-Risk are offered in Tables 3, 4 and 5.

Table 1 provides information both on the distribution of elementary and middle school *students* scoring Met on the PASS reading subtest in 2009. The distributions document the high number of students earning not achieving grade level standards, even in schools designated as successful.

Table 3  
Percentages of Students Scoring Met and Above on PASS Reading and Research Test in 2009  
*2009 Absolute Report Card Ratings*  
*Elementary and Middle School Students*

2009 Projected Absolute Rating	2009 Range of Indices	Mean Percentage of Students Scoring Met and Above	Median Percentage of Students Scoring Met and Above	Minimum Percentage of Students Scoring Met and Above	Maximum Percentage of Students Scoring Met and Above
Excellent	3.40 or above	89.26	89	73.2	98.9
Good	3.18 to 3.39	82.14	82.7	69.4	93
Average	2.65 to 3.17	73.06	73.3	56.8	91.1
Below Average	2.32 to 2.64	59.53	59.6	39.4	80.5
At Risk	2.31 or below	47.77	47.9	29.7	67.9

To address the most extreme circumstances of pervasive and persistent underperformance, State Superintendent of Education exercised his authority to increase the rigor of state intervention. That authority (§59-18-1520, SC Code of Laws as amended) provides the following:

If the recommendations approved by the state board, the district’s plan, or the school’s revised plan is not satisfactorily implemented by the school rated unsatisfactory and its school district according to the time line developed by the

State Board of Education or if student academic performance has not met expected progress, the principal, district superintendent, and members of the board of trustees must appear before the State Board of Education to outline the reasons why a state of emergency should not be declared in the school. The state superintendent, after consulting with the external review committee and with the approval of the State Board of Education, shall be granted the authority to take any of the following actions:

- (1) furnish continuing advice and technical assistance in implementing the recommendations of the State Board of Education;
- (2) declare a state of emergency in the school and replace the school's principal;  
or
- (3) declare a state of emergency in the school and assume management of the school.

In 2007 State Superintendent of Education Jim Rex identified sixteen (16) schools as Palmetto Priority Schools, based upon the 2006 report card indices. Based upon the 2008 report card indices an additional twenty-four schools were designated as Palmetto Priority Schools. The 2007 cadre of designated schools, which are the focus of this report, are the following:

#### 2007 Cadre of Palmetto Priority Schools

##### Allendale County

Allendale Middle School

##### Charleston County Schools

Brentwood Middle School

Burke High School

North Charleston High School

Stall High School

##### Florence County School District Four

Johnson Middle School

##### Hampton County School District Two

Estill Middle School

Estill High School

##### Jasper County Schools

Ridgeland Middle Schools

##### Lee County

Mt. Pleasant/Lee Central Middle School

##### Richland County School District One

Alcorn Middle School

Eau Claire High School

Gibbes Middle School

CA Johnson High School

WA Perry Middle School

##### Spartanburg County School District Seven

Whitlock Junior High

Using these performances and those of the high schools, the indices for the sixteen schools under study are presented below. Information showcasing the range of indices associated with each rating category is provided in Appendix A.

Table 4  
Comparison of Palmetto Priority Schools Absolute and Growth Indices

School	Absolute Indices Using a 5-point scale (NOTE: the points associated with each rating category for middle schools changed in 2009)			Improvement or Growth Indices for 2007 and 2008 Value Added Points for 2009		
	2007	2008	2009	2007	2008	2009 94=mean
Allendale-Fairfax Middle	2.1	2.1	2.0	-0.1	0	87.96
Brentwood Middle	1.9	2.0	1.91	-0.1	0.1	86.08
Johnson Middle	2.2	2.4	2.42	-0.1	0.2	91.09
Estill Middle	2.3	2.4	2.36	-0.1	-0.1	89.48
Ridgeland Middle	2.1	2.1	2.10	-0.1	0	89.43
Mt. Pleasant/Lee Central Middle	1.9	2.1	2.29	-0.2	0.2	94.09
Alcorn Middle	2.1	2.0	2.14	-0.3	-0.1	90.68
Gibbes Middle	2.3	2.3	2.14	0	0	87.47
WA Perry Middle	2.2	2.1	2.16	-0.2	-0.1	89.20
Whitlock Jr. High	2.2	2.0	2.10	-0.3	-0.2	90.96
Burke High	1.8	2.9	2.8	0.2	1.1	-0.4
N. Charleston High	1.8	1.6	1.4	0.2	-0.2	-0.2
RB Stall High	2.2	1.8	1.6	0.2	-0.4	-0.2
Estill High	2.3	2.4	1.5	0.3	0.1	-0.9
Eau Claire High	2.3	2.6	2.4	0.6	0.3	-0.2
CA Johnson High	2.5	2.7	1.6	0.4	0.2	-1.1

The focus of this report and the EOC-sponsored evaluation is on the 2007-designated schools. Profiles of the sixteen schools are found in Appendix B. Two organizational changes should be noted for the 2009-2010 school year. The Lee County School District opened a new middle school and absorbed the Mt. Pleasant Middle School students, henceforth named Lee Central Middle School. The Charleston County School District, using locally-developed and Board-adopted criteria for school consolidations, reorganizations and closings, closed Brentwood Middle School. For 2010-2011, the Board of Trustees for Spartanburg School District Seven is *considering* closing Whitlock Junior High.

#### Collaborative Model

The Palmetto Priority Schools (PPS) collaborative model, aligned with research-based practices, is coordinated by the Office of Special Projects (OSP) at the South Carolina

Department of Education (SCDE). The collaborative model combines four strategies administered by the OSP. The four strategies include the following:

(1) Collaboration: The collaboration efforts are premised on a value for synergy and the limitations of any one entity to meet the all the teaching and learning needs of students. Three types of collaboration are included in the PPS intervention design: (a) interactions among SCDE liaisons, vertical PPS district and school teams and representatives of other at-risk schools. The OSP conducts periodic meetings among PPS district and school representatives, calling upon the time and talents of colleagues within the SCDE and the broader education community. Agendas for these meetings are established through surveys of principals, examination of the Focused School Renewal Plans (FSRP) and meetings with school liaisons. Typically those meetings focus on instructional leadership, data analyses, and improvements in teacher quality.

Superintendent Rex and the OSP team did not adopt a specific instructional intervention to frame the PPS efforts prior to the 2009-2010 school year. The PPS model employs general improvement frameworks, applying them differentially to schools dependent upon the school's particular needs. PPS may be relieved of a number of SCDE-SBE requirements for district strategic and school renewal/improvement plans in order to implement a FSRP. (b) PPS also have partners drawn from among the postsecondary and informal education community. Those partners by school are shown in Table Five.

Table 5  
Palmetto Priority Schools and Partners  
2008-2009

PPS School	Partner	Partnership Focus
Allendale Fairfax Middle School	South Carolina State University	Educational talent search
Brentwood Middle School	South Carolina State University	Campus tours including class attendance and reception hosted by SCSU president
	College of Charleston	College tour
Burke Middle/High School	College of Charleston	Professional Development  Tutoring  Writing Project  Coordination
North Charleston High School	Charleston Southern University	Partnership with admissions office  Parental involvement
RB Stall High School	College of Charleston	Mentors for special needs students
Johnson Middle School	Francis Marion University  South Carolina State University	Smart board Course for Teachers Masters & Doctoral Cohorts Established
Estill Middle School	Clafin University	Professional Development
Estill High School	South Carolina State University	College Summit  GEAR-UP

<b>PPS School</b>	<b>Partner</b>	<b>Partnership Focus</b>
Ridgeland Middle School	South Carolina State University Clemson University University of South Carolina-Beaufort	Writing and technology 8 <sup>th</sup> grade science teachers (4-H) Professional development for induction teachers
Mt. Pleasant/Lee Central Middle School	Southern Wesleyan University	Professional development
Alcorn Middle School	EdVenture Children's Museum	Professional Development Tutoring
Eau Claire High School	Columbia College Benedict College	Grants to work with young women Service Learning Partnership
Gibbes Middle School	University of South Carolina	Project ACT (health and fitness)
CA Johnson High School	Voorhees College College of Charleston South Carolina State University University of South Carolina	Recruitment and college day Recruitment and college day Recruitment and college day Social Studies intern
WA Perry Middle School	Benedict College University of South Carolina	Aerospace demonstrations Science teacher works with classes
Whitlock Junior High School	University of South Carolina Governors' School for the Arts	Practica placements Student tutors Professional Development Student Summer Programs

(2) Leadership Mentoring: The second component of the PPS collaboration model is leadership mentoring. The mentors or liaisons have been chosen for past success in working with at-risk student populations. The PPS liaisons conduct as many as six on-site visits per month to each assigned school. They also participate in site visits to various PPS partners around the state.

A description of the responsibilities of PPS Liaisons is found in Appendix C. In addition to providing on-site support throughout the year, the PPS liaisons assist school staff in developing and verifying the implementation of FSRP goals. The liaisons also support the work of the district administrators, principals and the school leadership team to improve the effectiveness of teacher-led instruction and implementation of evidence-based strategies. Additional PPS liaison responsibilities include the following:

- Improving the quality of administrative and performance data and working with the principal to use those data in decision-making;
- Facilitating school access to additional SCDE support; and
- Identifying flexibility needed from regulations and facilitating that relief.

Liaisons are prepared through training on school turnaround initiatives offered through the auspices of SERVE (regional education laboratory) from the University of North Carolina at

Greensboro and the Southeast Education Development Laboratory (SEDL). Liaisons have received particular training on Cognitive Coaching<sup>SM</sup>.

Cognitive Coaching<sup>SM</sup> is a supervisory/peer coaching model that capitalizes upon and enhances cognitive processes. Art Costa and Bob Garmston, the founders of Cognitive Coaching<sup>SM</sup>, define it as a set of strategies, a way of thinking and a way of working that invites self and others to shape and reshape their thinking and problem solving capacities. In other words, Cognitive Coaching<sup>SM</sup> enables people to modify their capacity to modify themselves. The metaphor of a stagecoach is one used to understand what a coach does—convey a valued person from where s/he is to where s/he wants to be.

Cognitive Coaching<sup>SM</sup> is based on the following four major propositions:

1. Thought and perception produce all behavior.
2. Teaching is constant decision-making.
3. To learn something new requires engagement and alteration in thought.
4. Humans continue to grow cognitively.

(Material shown is taken from the Center for Cognitive Coaching website, [www.cognitivecoaching.com/overview.html](http://www.cognitivecoaching.com/overview.html))

(3) Drop-out Intervention-The Star Academy: The third PPS collaborative model component is the designation of school sites for the Star Academy Dropout Prevention Initiative. As described by Princeton Assessment & Testing Systems, “The Star Academy Program<sup>TM</sup> is a dropout prevention solution that employs multiple learning methodologies and assists failing, overage eighth-and ninth-grade students with no high school credits in earning enough credits in one school year to accelerate to the 10<sup>th</sup> grade.” The Academy employs a “school within a school” program designed to ensure a positive school climate and engages parents, educators and students to work together for the student’s success. The academic program in the Star Academy includes two math courses (algebra and pre-algebra), two science courses, two English language arts courses, one social studies course and one elective. The success of the program is gauged by reduction in the number of dropouts and acceleration of students from the eighth grade to the tenth grade in one school year.

(4) Teacher Recruitment: The fourth PPS component is teacher recruitment. As is often the case in low-performing schools the incidence of teacher turnover is excessive and bars long-term institutionalization of strong instructional practices. These schools typically employ teachers with fewer years of experience, often cited as a source of inequity for students of poverty. In the initial year of the PPS project, the Center for Educator Recruitment, Retention and Advancement incorporated searches for teachers in PPS schools into its efforts. During 2008-2009 the SCDE took over the recruitment efforts, staging two events to attract teachers. Over the three years of PPS work to assist schools and districts with teacher recruitment the approach has changed largely because of budget reductions. In the initial year out-of-state recruitment trips were taken, including those co-sponsored with CERRA; in 2008-2009 the SCDE assumed administrative costs for recruitment and in 2009-2010, there are no out-of-state trips scheduled. Downturns in state revenues in South Carolina and other states have reduced the need for new teachers and/or out-of-state recruiting. Energies now focus as much on teacher retention as they do on teacher recruitment.

#### 2009-2010 Model Changes

During the 2008-2009 school year, SCDE leaders drew upon the resources of SERVE, SEDL and Mass Insight (a private firm) to redesign technical assistance to the PPS and to other SC

underperforming schools. This redesign resulted in a tiered system of support to schools based upon the depth and intransigence of under-performance. Tier One schools are those to receive intensive turnaround support including four PPS specialists three days each week, Tier Two schools receive support and a liaison two days each week and finally, Tier Three schools receive support at the district level and six liaison days each month. Under performing schools are asked to integrate federal, state and district improvement efforts, each with strategies. These strategies may be redundant, complementary, or conflicting in focus and scope. For 2009-2010 the OSP has negotiated a Memorandum of Agreement (MOA) for each school outlining the programs and services consistent with the FSRP and the attendant responsibilities of each intervener. These agreements are likely to become more critical as some schools enter the later stages of intervention under the provisions of the Elementary and Secondary Education Act, No Child Left Behind amendments. PPS Specialists now are referred to as Turnaround Teams. The FSRP is referred to as the PPS Plan of Action.

In fall 2009 the PPS model was modified to incorporate “turnaround school” status for schools in which district leadership was willing to initiate a bolder approach to change. Whitlock Junior High School and Gibbes Middle School are designated as turnaround schools. North Charleston High School is to follow a similar approach under local leadership which includes performance pay for teachers, data-driven decisions on instruction and more robust community and business partnerships. Whitlock Junior High School and Gibbes Middle School educators are to work closely with teams from the South Carolina Department of Education. The 2008-2009 school year was a ‘redesign year’ at Whitlock Junior High School and Gibbes Middle School, with each school accessing the services of a four-person SCDE team that features a curriculum specialist, a data specialist, a math and science coach and an English Language Arts and social studies coach. Following the redesign year, teachers are evaluated to determine who will return the next year.

The Turnaround Schools Project is based upon the work of Mass Insight Education & Research Institute, an independent non-profit group devoted to student achievement and funded primarily by the Bill & Melinda Gates Foundation.

Funding for the PPS is provided through the technical assistance allocations and through additional funds from the PPS project. A recent history of state investments by school is shown below:

Table 6  
State Technical Assistance Funding for Palmetto Priority Schools  
Excluding SCDE-OSP PPS Investments

School	2006-2007 Year Prior to Designation	2007-2008 Year One of Intervention	2008-2009 Year Two of Intervention	2009-2010 Year Three of Intervention
Allendale-Fairfax Middle	\$475,000	\$475,000	\$265,000	\$240,000
Brentwood Middle	\$600,000	\$600,000	\$265,000	Closed
Johnson Middle	\$303,648	\$303,648	\$250,000	\$270,000
Estill Middle	\$417,096	\$417,096	\$250,000	\$250,000
Ridgeland Middle	\$600,000	\$600,000	\$265,000	\$272,500
Mt. Pleasant/Lee Central Middle	\$465,180	\$465,180	\$250,000	\$292,500
Alcorn Middle	\$591,708	\$591,708	\$265,000	\$258,000
Gibbes Middle	\$123,850	\$250,000	\$265,000	\$420,500
WA Perry Middle	\$396,480	\$396,480	\$265,000	\$258,000
Whitlock Jr. High	\$444,168	\$444,168	\$265,000	\$400,000
Burke High	\$600,000	\$600,000	\$530,000	\$240,000
N. Charleston High	\$136,621	\$250,000	\$265,000	\$400,000
RB Stall High	\$600,000	\$600,000	\$280,000	\$225,000
Estill High	\$484,008	\$484,008	\$265,000	\$270,000
Eau Claire High	\$600,000	\$600,000	\$280,000	\$218,000

School	2006-2007 Year Prior to Designation	2007-2008 Year One of Intervention	2008-2009 Year Two of Intervention	2009-2010 Year Three of Intervention
CA Johnson High	\$600,000	\$600,000	\$265,000	\$202,500

### Evaluation Design

In 2007 the Education Oversight Committee (EOC) agreed to conduct an on-going formative evaluation of the Palmetto Priority Schools Intervention. The evaluation plan consists of an analysis of student and school performance data, examination of school climate as reported by school personnel, students and families, and monitoring the degree to which the elements of the intervention have achieved success. The evaluation is intended both to inform decisions about the Palmetto Priority Schools and to inform state-level policy decisions regarding actions to increase student and school performance generally. The evaluation is *not* intended for use in personnel decisions nor is to limit the ability of the State Superintendent to address the challenges in the schools. The evaluation design was approved through meetings with SCDE leadership and by the EOC.

The evaluation focuses on the following questions:

- Was the intervention implemented, and if not, why?
- Did the intervention and/or other actions change the conditions under which teaching and learning occur? and
- To what extent is there a change in performance?

The expectation is that within five years the schools would achieve an absolute rating of Average; that is; achievement is at the level that state-defined assistance is no longer required. To monitor progress at a level of detail and inclusive of the indices used in the ratings, the following performance benchmarks are used:

- At least 75 percent of students in each school will score Basic on state standards-based assessments\*;
- At least 50 percent of eighth graders will score Proficient on state standards-based assessments\*;
- At least 75 percent of each high school's 2008 entering ninth grade class will graduate on-time; and
- Each school will achieve an absolute performance index of 3.3 or higher on a 5.0 scale.

\* Beginning with the 2009 assessment administrations, the Palmetto Assessment of State Standards (PASS) is used in lieu of the Palmetto Achievement Challenge Tests (PACT). Therefore, the research questions are modified to examine performance at the Basic level in 2007 and 2008 and performance at the Met level in 2009 and beyond as well as performance at the Proficient level in 2007 and 2008 and performance at the Exemplary level in 2009 and beyond. Technical reports on the linkage and equating of scores are available at <http://www.eoc.sc.gov/EAAof1998.htm>.

The index value associated with an average rating is defined as 3.0, rather than 3.3.

To address the questions noted above, a wide range of data is available through on-going SCDE data collections. These data collections include student academic performance data from state standardized tests; student enrollment information and progress toward on-time graduation; school profile data from the annual school and district report cards, including school expenditure data; and school climate surveys.

The EOC also administers school climate measures each spring. These data include school personnel, student and parent responses to school climate surveys. For purposes of the

evaluation, the EOC is using the Comprehensive School Climate Inventory (CSCI). This inventory is a scientifically developed survey based on research and theory, and it defines the factors that contribute to positive climates for student learning. The survey measures dimensions that reveal respondent perceptions of the school climate in terms of teacher-teacher, teacher-student, and student-student interactions.

## YEAR TWO FINDINGS

### Research Questions

#### A. Was the intervention implemented?

(1) Collaboration: To determine whether the intervention was implemented, we reviewed the components of the collaborative model. The first component is collaboration within the SCDE and between SCDE—OSP and PPS districts and their partners. Over two years that the SCDE—OSP has been working with the PPS project, the OSP has devoted a considerable amount of resources to collaboration. The OSP has developed partnerships with schools, districts, and/or representatives from higher education. The SCDE—OSP staff members have made numerous visits to the PPS schools and districts and afforded the PPS schools and districts the opportunity to participate in and learn from workshops facilitated by expert panelists. In addition, the SCDE—OSP has held meetings to give the PPS schools and districts and the PPS partners a forum to discuss a variety of professional development topics. The second component focuses on the partnerships. The SCDE—OSP staff provide opportunities to expand interactions between the PPS schools and their partners, as well as between the SCDE—OSP and the PPS schools and districts.

The partnerships offer great opportunity to the PPS; however, effective partnerships require the investment of considerable time in recruitment, preparation, role definition and organization of the partners into the work focusing on the FSRP. Some partnerships have built upon existing relationships between colleges and universities and local school districts (e.g., the partnership between Burke High School and the College of Charleston). The OSP-SCDE reports that most partnerships are the result of SCDE liaison contacts on behalf of the schools and generally link the schools to existing initiatives.

The third component of collaboration occurs among at-risk schools. The SCDE-OSP has held meetings to provide a forum for peers who share similar responsibilities to interact with and learn from each other. The SCDE-OSP also has provided the other at-risk schools the opportunity to participate in workshops.

(2) Leadership mentoring: The liaisons have provided on-site support to the schools and districts throughout the school year. They assisted school staff in implementing the Focused School Renewal Plan goals, and they supported the work of the district administrators, principals, and the School Leadership Team to enhance the effectiveness of teacher instruction for student learning and achievement. The SCDE-OSP maintains records of all contacts between mentors and school leaders.

(3) Star Academy Drop-out Prevention Initiative: The Star Academy program has been implemented across two academic years (2007-2008 and 2008-2009) in seven of the sixteen schools. Current enrollments by school as well as implementation status are shown below:

1. Eau Claire High School (Richland School District 1)
  - Model: 80 student v4.5
  - Enrollment as of March 2009: 58
  - Launch Status: Installed summer 2008 and launched on-time in August 2008
  - Promoted to 10th grade: 35

2. Ridgeland Middle School (Jasper County School District)
  - Model: 40 student v3.0
  - Enrollment as of March 2009: 23 students
  - Launch Status: Program installed in February 2008 and opened as a modified approach for struggling 8th and 9th grade students in March 2008. Regular program launched for identified Star Academy students in mid-September 2008.
  - Promoted to 10th grade: 20; Promoted to 9th grade: 3
  
3. Mt. Pleasant/Lee Central Middle School (Lee County School District)
  - Model: 40 student v4.5
  - Enrollment as of March 2009: 15
  - Launch Status: New program installed summer 2008.
  - Promoted to 10th grade: 9; Promoted to 9th grade: 6
  
4. Johnson Middle School (Florence School District 4)
  - Star Academy Location: Timmonsville Alternative Learning Center
  - Model: 40 student v4.5
  - Enrollment as of March 2009: 11
  - Launch Status: New program installed July 2008 and launched on-time in August 2008
  - Promoted to 10th grade: 8
  
5. Allendale-Fairfax High School (Allendale County Schools)
  - Model: 40 student v2.0
  - Enrollment as of March 2009: 31
  - Launch Status: Launched on-time in August 2008; did not serve students in its first year
  - Promoted to 10th grade: 13; Promoted to 9th grade: 11
  
6. Estill High School (Hampton School District 2)
  - Model: 40 student v2.0
  - Enrollment as of March 2009: 31
  - Launch Status: Launched on-time in August 2008
  - Promoted to 10th grade: 12
  
7. Stall High School (Charleston County Schools)
  - Model: 40 student v2.0
  - Enrollment as of March 2009: 25
  - Launch Status: Launched on-time in August 2008
  - Promoted to 10th grade: 19

(1) Teacher Recruitment: Like their counterparts throughout the country, administrators in high poverty, low performing schools have difficulty recruiting teachers to their schools and retaining them beyond initial employment years. Often isolated, either economically or geographically, the schools are less competitive with respect to resources and community amenities. Teachers in schools undergoing significant improvement efforts must bring a specialized set of knowledge and skills in order to be successful in these circumstances. The SCDE-OSP has worked with schools to facilitate larger applicant pools; however, the SCDE is not the contracting agent.

The challenges of staffing these schools persist. Retention may be as difficult as recruitment. The data in Table 7 showcase teacher turnover rates across three years. The statistic used is a three-year average of changes in the teacher cadre.

Table 7  
Palmetto Priority School  
Teachers Returning From Previous Year

School	2006-2007	2007-2008	2008-2009
Allendale-Fairfax Middle	64	76.3	76.0
Brentwood Middle	58	65.9	64.4
Johnson Middle	78.4	80.9	84.8
Estill Middle	86.2	77.5	72.9
Ridgeland Middle	68.4	67.4	60.7
Mt. Pleasant/Lee Central Middle	49.2	50.0	47.2
Alcorn Middle	79.9	71.8	77.3
Gibbes Middle	84.5	78.7	76.2
WA Perry Middle	71.9	73.2	78.2
Whitlock Jr. High	71.3	65.2	73.9
Median Middle School	83.3	83.4	82.9
Burke High	82.9	80.9	74
N. Charleston High	74	74.3	72.9
RB Stall High	76.4	75.7	69.5
Estill High	77	72.1	64.7
Eau Claire High	71.4	81.2	83.3
CA Johnson High	77.2	78.6	74
Median High School	84.5	85	85

B. Did the intervention and/or other actions change the conditions under which teaching and learning occur?

Each year the SCDE collects data related to the conditions in schools that are related to instructional performance. These data are reported on the school profile published on the annual school and district report cards. Over the years a group of elements have surfaced as the most salient. As we look across the schools, these trends emerge:

- With the exceptions of Eau Claire High, W. A. Perry Middle and Gibbes Middle Schools, the schools enroll fewer students than the statewide average per school by school level;
- Very few students in any of the schools are identified as gifted and talented which limits the opportunity for student role models and the offering of advanced courses to any students;
- The schools enroll a larger proportion of students with disabilities than other schools statewide and also have a higher level of students overage for grade;
- The small number of teachers in each school (a result of low enrollment) likely burden teachers in the school with more out-of-classroom responsibilities and limit their opportunity to learn from a diverse group of peers; and
- For most of the schools, the rate for prime instructional time is lower than the statewide means.

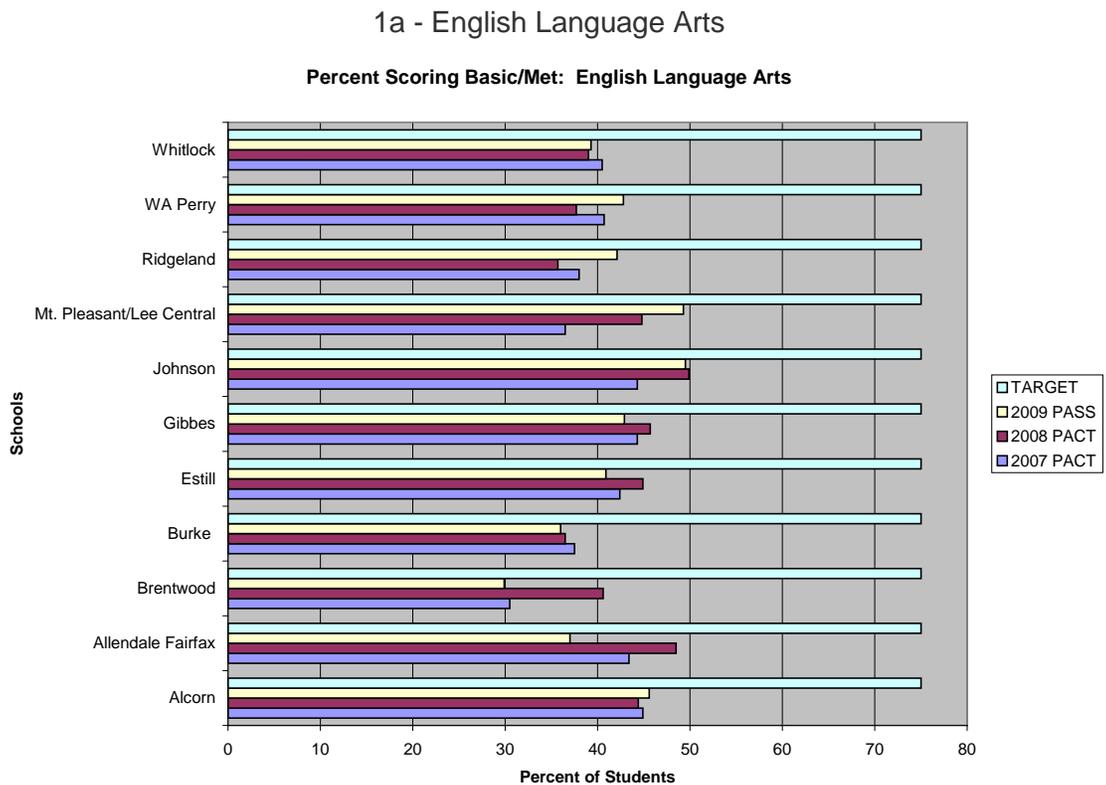
Because of the complex interrelationship among these factors, actions taken at or for the school including the PPS interventions, we cannot isolate relationships between a single intervention and a change in profile element value. We can state that these are useful in documenting change (or stability) in the circumstances under which teaching and learning are taking place.

C. To what extent is there a change in performance?

Examining the change in performance requires two views: through the five-year academic progress questions outlined earlier and through the ratings calculations.

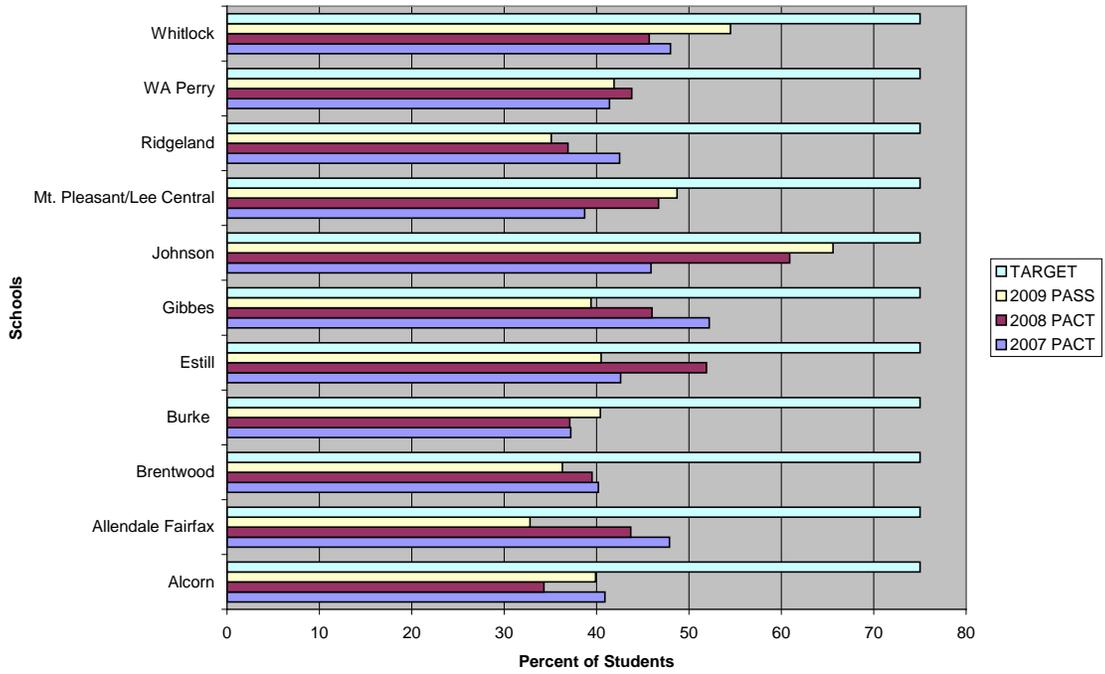
The first academic progress measure is “at least 75 percent of students in each school will score Basic on state standards-based assessments.” Figures 1a-1f present the progress of schools from the baseline in 2007 through 2009. For middle schools the comparison is made with PACT and PASS performance (NOTE: Readers should recall that the establishment of PASS student performance levels equated PACT Basic performance with PASS Met performance.)

Figure 1a-1d  
 Percentage of Students Scoring Basic/Met on State Standards-Based Assessments  
 Middle Schools



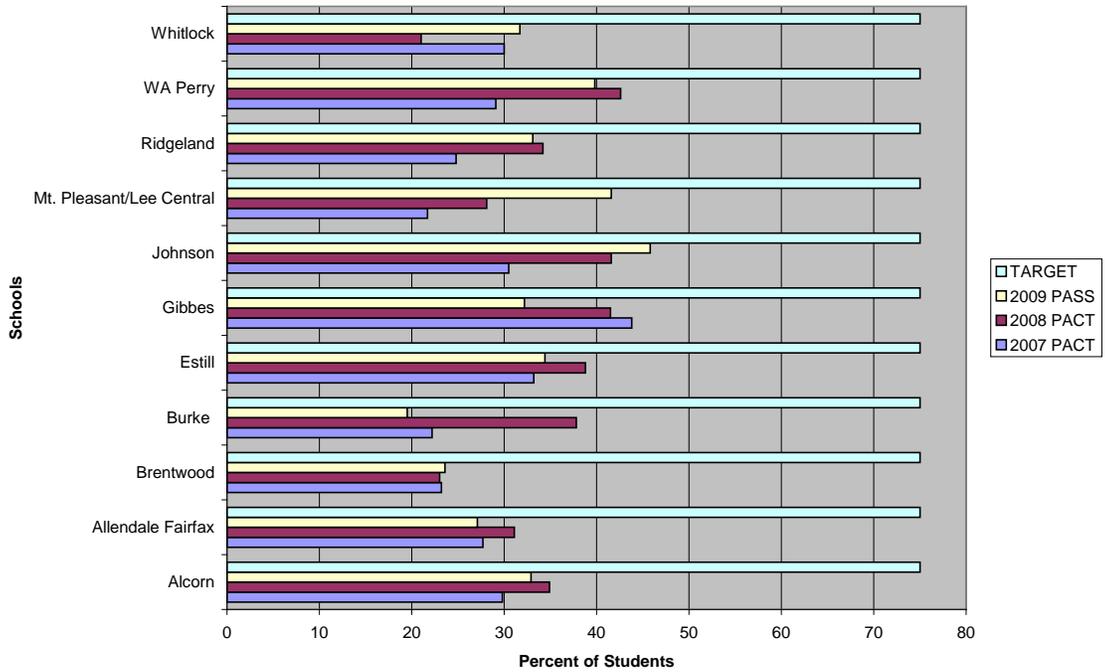
# 1b - Mathematics

Percent Scoring Basic/Met: Mathematics



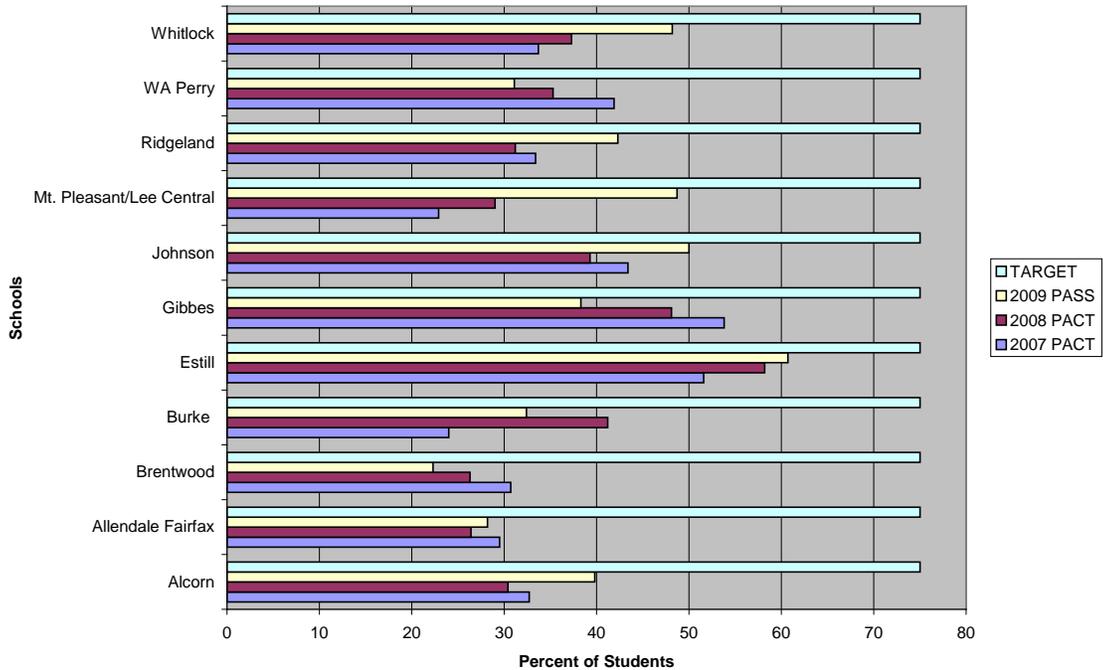
# 1c - Science

Percent of Students Scoring Basic/Met: Science



## 1d - Social Studies

Percent of Students Scoring Basic/Met: Social Studies



Although the percentage of students scoring at the Basic/Met level on state assessments is less than most schools there are signs of improvement that offer opportunities to learn. For example, on the English language arts portions of PASS, W. A. Perry, Ridgeland and Mt. Pleasant/Lee Central Middle schools made substantial gains. In mathematics, five middle schools stood out: Whitlock, Mt. Pleasant/Lee Central, Johnson, Burke and Alcorn. In science, Mt, Pleasant/Lee Central and Whitlock Middle Schools gained over the prior year's performance. Finally six middle schools made substantial gains in social studies. These schools are the following: Whitlock, Ridgeland, Mt. Pleasant/Lee Central, Johnson, Estill and Alcorn. Mt. Pleasant/Lee Central demonstrated gains in all four content areas; Whitlock Junior High showed gains in three of the four content areas. These two schools are worthy of further study to understand the mix of improvement strategies that is yielding the growth.

Figure 1e and 1f  
 Percentage of Students Scoring Basic/Met on State Standards-Based Assessments  
 High Schools

Figure 1e  
 HSAP Reading

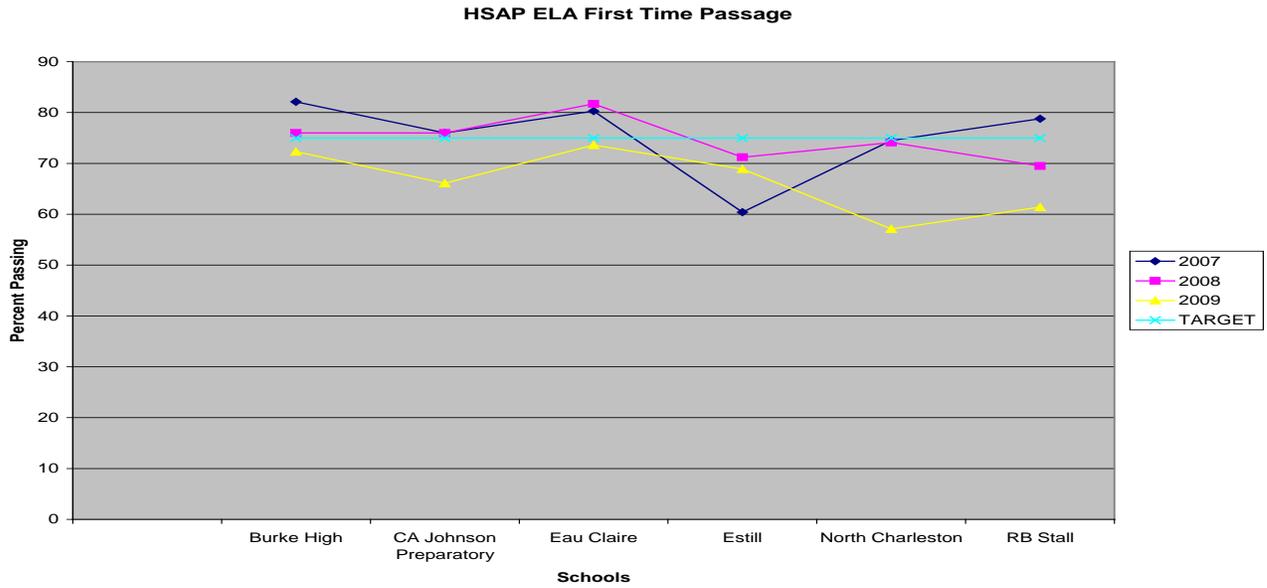
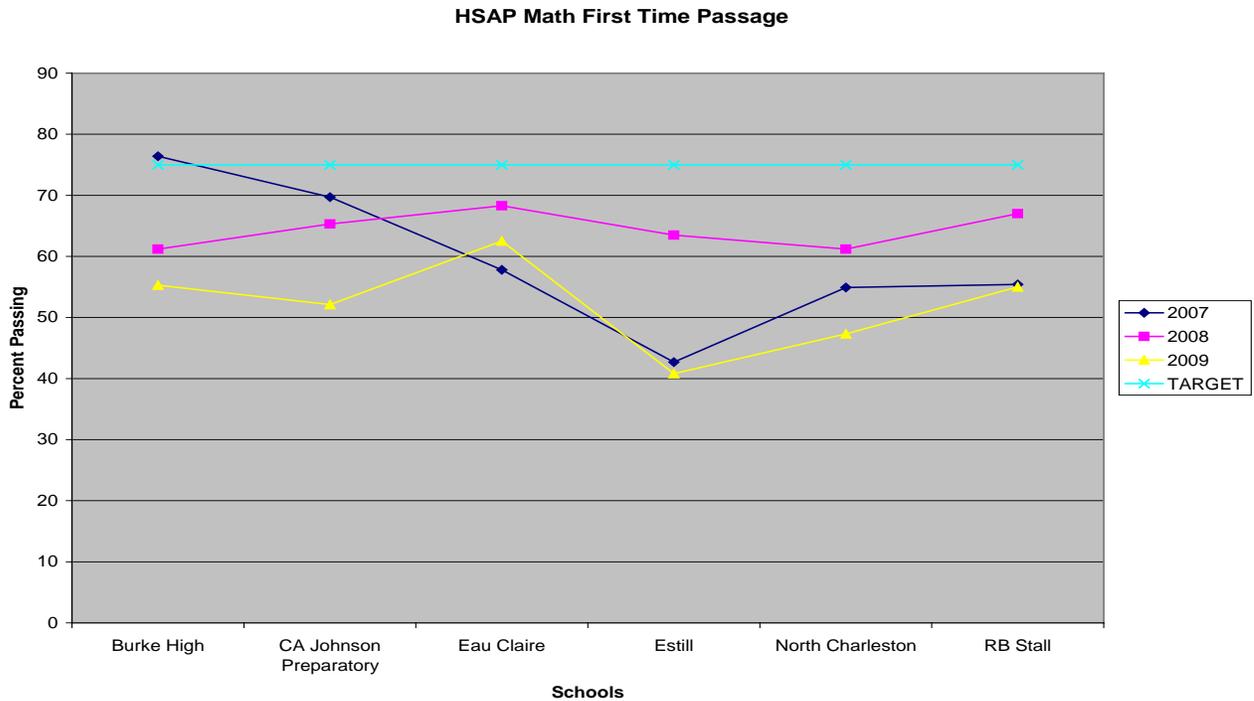


Figure 1f  
 HSAP Math



End-of-course assessments administered across high schools are dominated by lower percentages of students meeting the standard in 2009 than in 2008. Eau Claire High School realized gains in both Algebra I and English 1. CA Johnson High School achieved gains in

English 1. End-of-course scores on the physical science test indicated improvement in three schools and lower scores for one school.

Table 8a  
End-of-Course Test Scores: Algebra I and English 1

	Algebra I				English 1			
	2007	2008	2009	Target	2007	2008	2009	Target
Burke	39.1	43.7	35.4	75	35.3	40.1	32.2	75
CA Johnson	64.9	67.3	59.3	75		36.5	33.3	75
Eau Claire	50.4	38.9	52	75		41.7	39.4	75
Estill	50	27.3	14.8	75	29.9	44.3	28.7	75
North Charleston	63.1	39.9	35.5	75		43.7	34.5	75
RB Stall	75.7	50.9	63.3	75	32.6	34.5	39.6	75

Table 8b  
End-of-Course Test Scores: Physical Science

	Physical Science			Target
	2007	2008	2009	
Burke	11.1	45.8	29.2	75
CA Johnson	0	26.9	12.9	75
Eau Claire	12.4	9.2	33.7	75
Estill	na	20	19.3	75
North Charleston	0	37.3	22.6	75
RB Stall	10.8	Na	28.4	75

The second academic progress measure is “at least 50 percent of eighth graders will score Proficient on state standards-based assessments.” In this instance PACT Proficient and PASS Exemplary were not equated in the establishment of student performance levels; however, for the purposes of this evaluation PASS Exemplary shall serve as the data point for comparison. Figures 8a and 8b showcase the gains (or lack of gains) across the years.

Table 9  
Percentage of Students Scoring at the Exemplary Level on  
State Standards-Based Assessments  
Middle Schools

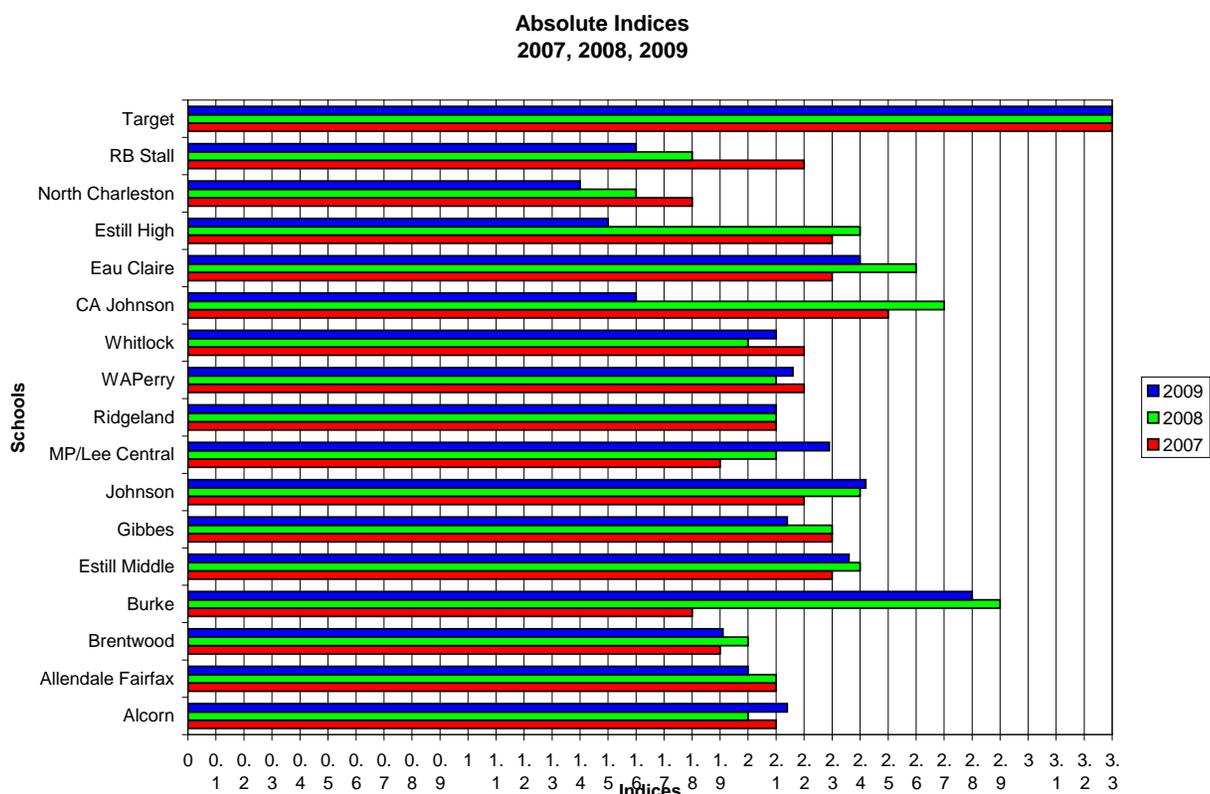
School	ELA	Math	Science	Social Studies
Allendale-Fairfax Middle	6.6	5.0	1.4	0.9
Brentwood Middle	3.0	2.2	0.8	2.4
Johnson Middle	12.8	13.1	3.4	6.3
Estill Middle	8.4	5.7	3.2	20.7
Ridgeland Middle	9.7	3.6	3.6	6.0
Mt. Pleasant/Lee Central Middle	10.8	3.4	2.6	9.0
Alcorn Middle	9.1	5.2	3.0	5.3
Gibbes Middle	6.8	4.3	3.3	10.0
WA Perry Middle	8.2	6.1	6.9	7.3
Whitlock Jr. High	8.5	6.4	1.4	14.9

In the shift from PACT to PASS student performance levels there was no attempt to equate PACT Proficient and Above with PASS Exemplary levels; therefore, a comparison is not made with the data shown in Table 9. The 2009 data are presented as a baseline.

The third academic progress measure, “At least 75 percent of each high school’s 2008 entering ninth grade class will graduate” cannot be reported at this time.

Finally, the fourth measure calls for “Each school will achieve an absolute performance index of 3.3 or higher on a 5.0 scale.” Figure 2 showcases the changes between 2007 and 2009. In keeping with the intent that the PPS be rated Average, beginning in 2009 the target should be amended to 3.0 instead of 3.3.

Figure 2



Between 2008 and 2009 five middle schools improved their absolute index. These schools are Whitlock Junior High, WA Perry Middle School, Alcorn Middle School, Johnson Middle School and Mt. Pleasant/Lee Central Middle School. No high school demonstrated gains; in fact, every high school lost ground in the index.

School Climate Studies

School climate is described as the sum of all perceptions and emotions attached to the school that are held by school personnel, students, parents and the community at large. Climate differs from culture. For example, two schools could have a culture of high expectations yet one operates in a climate that is paternalistic evident in highly structured relationships, discipline policies, etc. A second school also exhibits a culture of high expectations yet accomplishes those through a more nurturing climate. Climate essentially sets the tone for all learning and teaching and is predictive of students’ ability to learn and develop in healthy ways.

Establishing a school climate defined by high levels of achievement is a challenge to the Palmetto Priority Schools. Often located in geographically or economically isolated communities and with a history of underachievement, these schools must change both the culture and the climate of the school. South Carolina has used student, parent and teacher

surveys for nearly 30 years. As a part of the current annual school and district report card system, surveys are administered to all teachers and to students and parents at grades 5, 8 and 11 or, should the school not have one of those grades, the highest grade level in the school. The Comprehensive School Climate Inventory (CSCI) is administered in the PPS as a supplement to the annual surveys.

To explore school climate issues further, the EOC administers the CSCI developed by the Center for Social and Emotional Education (CSEE). The CSCI is a scientifically-developed survey based on research and theory. The CSCI has comparable versions for personnel, students, and parents, and as such, a community assessment of the school environment can be determined. The school personnel were assessed in the spring 2008. The investigation expanded to include parent and student school climate perceptions in the spring 2009.

The CSCI has timeline dimensions, displayed and defined in Figure 4.

Figure 3

<b>Table Two</b>	
<b>The 12 Dimensions of School Climate Measured</b>	
<b>Dimensions</b>	<b>Major Indicators</b>
<b>Safety</b>	
<b>1 Rules and Norms</b>	Clearly communicated rules about physical violence; clearly communicated rules about verbal abuse, harassment, and teasing; clear and consistent enforcement and norms for adult intervention.
<b>2 Sense of Physical Security</b>	Sense that students and adults feel safe from physical harm in the school.
<b>3 Sense of Social-Emotional Security</b>	Sense that students feel safe from verbal abuse, teasing, and exclusion.
<b>Teaching and Learning</b>	
<b>4 Support for Learning</b>	Use of supportive teaching practices, such as: encouragement and constructive feedback; varied opportunities to demonstrate knowledge and skills; support for risk-taking and independent thinking; atmosphere conducive to dialog and questioning; academic challenge; and individual attention.
<b>5 Social and Civic Learning</b>	Support for the development of social and civic knowledge, skills, and dispositions including: effective listening, conflict resolution, self-reflection and emotional regulation, empathy, personal responsibility, and ethical decision making.
<b>Interpersonal Relationships</b>	
<b>6 Respect for Diversity</b>	Mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
<b>7 Social Support—Adults</b>	Pattern of supportive and caring adult relationships for students, including high expectations for students' success, willingness to listen to students and to get to know them as individuals, and personal concern for students' problems.
<b>8 Social Support—Students</b>	Pattern of supportive peer relationships for students, including: friendships for socializing, for problems, for academic help, and for new students.
<b>Institutional Environment</b>	
<b>9 School Connectedness/Engagement</b>	Positive identification with the school and norms for broad participation in school life for students, staff, and families.
<b>10 Physical Surroundings</b>	Cleanliness, order, and appeal of facilities and adequate resources and materials.
<b>Staff Only</b>	
<b>11 Leadership</b>	Administration that creates and communicates a clear vision, and is accessible to and supportive of school staff and staff development.
<b>12 Professional Relationships</b>	Positive attitudes and relationships among school staff that support effectively working and learning together.

At least one PPS has used the survey information as the basis for focus group discussions. The focus groups explored the safety and security issues and revealed that students may not be insecure with activities within the school but fear the spillover of community violence (including gang activity) into the school.

Table 10  
2008 and 2009 Median Scores on CSCI Dimensions

School Group	Rules & Norms	Physical Security	Social-Emo Security	Support Learning	Social & Civic	Diversity	Social Support Adults	Social Support Students	Connect- edness	Physical Surround	Leader Ship	Prof. Relations
<b>Middle Schools</b>												
2008 School Personne	4.05	3.41	2.73	4.06	3.93	3.60	4.09	3.73	4.09	3.52	3.93	4.01
2009 School Personne	4.00	3.40	2.89	4.00	4.00	4.00	4.00	4.00	3.88	3.83	4.00	4.00
2009 Students	3.67	3.00	2.89	3.70	3.33	3.25	3.50	3.60	3.63	3.17	Not administered to these groups	
2009 Parents	4.00	3.80	3.28	3.90	3.89	4.00	4.00	4.00	4.0	3.83		
<b>High Schools</b>												
2008 School Personne	3.79	3.41	2.71	3.95	3.73	3.43	3.98	3.51	3.94	3.33	3.31	3.72
2009 School Personne	4.00	3.40	2.78	4.00	3.90	3.75	4.00	3.80	3.75	3.33	3.62	4.00
2009 Students	3.50	3.20	2.78	3.60	3.00	3.25	3.38	3.60	3.38	3.00	Not administered to these groups	
2009 Parents	4.00	3.80	3.33	3.85	3.78	3.50	3.69	3.80	4.00	3.67		

CSCI consultants indicate the following values associated with point ranges:

Positive >3.5

Neutral Between 2.5 and 3.5

Negative < 2.5

Throughout the analyses of individual schools, the schools generally and high schools in particular, the Sense of Social-Emotional Security stands out as a challenge for the schools. The questions associated with this dimension includes the following:

Dimension 3: Sense of Social-Emotional Security

Q8. There are groups of students in the school who exclude others and make them feel bad or not being a part of the group.

Q14. Most students in this school act in a way that is sensitive to the feelings of other students.

Q27. There are a lot of students in this school who seem to be constantly insulted or made fun of by other students.

Q28. It's commonplace for students to tease and insult one another

Q38. There are a lot of students in this school who verbally threaten other students.

Q57. I have seen students insult, tease, harass or otherwise verbally abuse other students more than once in this school.

Q77. Students at this school will try to stop students from insulting or making fun of other students.

Q87. Most students in this school try to treat other students the way they'd want to be treated.

Q91. Students at this school go out their way to treat other students badly.

Examinations of the school by school response patterns indicate that Leadership, Physical Surroundings and Physical Security are challenges in most of the Palmetto Priority Schools.

Items associated with each of those dimensions include the following:

Dimension 2: Sense of Physical Security

Q1. I have seen students being physically hurt at school more than once by other students (e.g. pushed, slapped, punched, or beaten up).

Q50. I have seen students physically threatened by staff at this school.

Q103. There are areas of this school where I do not feel physically safe.

Q113. I have been physically threatened at this school by students.

Q114. There are a lot of students in this school who physically threaten other students.

Dimension 10: Physical Surroundings

Q10. This school has up to date computers and other electronic equipment available to students.

Q20. This school building is kept clean.

Q25. This school building is kept in good condition.

Q79. We have space and facilities for extra-curricular activities at this school.

Q100. This school is physically attractive (pleasing architecture, nicely decorated, etc.).

Q117. We need more basic supplies in school (e.g. Books, paper, and chalk).

Dimension 11: Leadership

Q3. The administration at this school communicates openly with teachers and staff.

Q9. Most teachers at this school feel comfortable asking for help from Administration

Q21. The administration at this school provides teachers with opportunities to work together collaboratively.

Q59. The administration at this school is supportive of teachers and staff members.

Q61. The work I do at this school is appreciated by the administration.

Q70. The administration at this school is fair in the way they allocate resources.

Q71. The administration at this school involves staff in decisions about the school discipline policy.

Q73. The school involves teachers in planning professional development activities.

Q86. The administration at this school is accessible to teachers and staff.

Q92. The administration at this school effectively communicates a strong and compelling vision for what they want the school to be.

Q97. The administration at this school involves staff in decisions about instruction.

Q108. The administration at this school places a high priority on curriculum and instructional issues

The Palmetto Priority Schools also participated in the school climate surveys administered as part of the annual school and district report card system. Summary data for the 2009 administration indicates the level of satisfaction shown in Table 11 on the next page.

Table 11  
2009 SC School Climate Survey Results

School	Percent Satisfied with LEARNING ENVIRONMENT			Percent Satisfied with SOCIAL AND PHYSICAL ENVIRONMENT			Percent Satisfied with HOME-SCHOOL RELATIONS		
	Parents	Students	Teachers	Parents	Students	Teachers	Parents	Students	Teachers
Allendale-Fairfax Middle	57.1	54.7	39.1	50	66.2	56.5	63	79.7	34.8
Brentwood Middle	55.8	55.4	53.3	58.2	61.1	60	57.1	73.9	13.3
Johnson Middle	47.1	63.6	63.2	75	60	68.4	64.7	67.3	41.2
Estill Middle	I/S	44.2	95	I/S	58.1	95	66.7	66.7	65
Ridgeland Middle	I/S	58.8	76.7	I/S	48.9	74.4	65.4	65.4	67.4
Mt. Pleasant/Lee Central Middle	86.2	82.4	100	80	80.4	100	92.2	92.2	83.3
Alcorn Middle	73	72.2	66.7	60.9	75.2	74.3	81.1	81.1	25.7
Gibbes Middle	72.9	63.8	69	68.3	71.3	67.4	77.5	77.5	42.9
WA Perry Middle	66	56.3	60	63.6	65.6	65.7	81.5	81.5	31.4
Whitlock Jr. High	48.6	49.5	75	47.2	54.3	87.5	72.8	72.8	58.3
Burke High	I/S	64.8	60.7	I/S	75.9	75	72.2	72.2	21.4
N. Charleston High	64.9	54	39.3	58.2	50.5	37	71	71	25
RB Stall High	70	59.5	75.9	70	62.6	79.7	69	69	37.3
Estill High	62.1	51.6	58.6	55.2	45.9	72.4	55.7	55.7	55.2
Eau Claire High	91.1	92.8	53.2	85.1	95.2	80.4	96.8	96.8	42.6
CA Johnson High	86.5	50	48.6	77.8	58.5	61.5	79.2	79.2	37.8

Source: SC Annual School Report Cards, 2009

NOTES: I/S means insufficient responses to report; there is generally a low response rate from parents and the percentages stated above should be interpreted with caution.

Whitlock Junior High School is a Teacher Advancement Program (TAP) site. TAP, sponsored by the Milken Foundation, incorporates comprehensive professional development, differentiated staffing and performance pay. A school climate survey is administered as a part of the program implementation and evaluation requirement. Although those data are not available for this report, the administration of three school climate surveys in one school raises the issue of redundancy.

### Summary Comments

The evaluation continues to focus on the following questions:

- Was the intervention implemented, and if not, why?
- Did the intervention and/or other actions change the conditions under which teaching and learning occur? and
- To what extent is there a change in performance?

The SCDE-OSP is continuing to implement the collaboration model as outlined earlier in this report. The SCDE-OSP has implemented a series of meetings for teams working with individual schools to include state agency personnel, district and school leadership and other agency or institutional partners. The leadership mentoring function continues to serve each of the identified schools and the Star Academies project has been initiated in almost all of the PPS.

The SCDE implemented a number of changes to the model beginning in the 2009-2010 school year. These changes include the adoption of a national model for school improvement, retention activities with teachers and an emphasis on distribution among schools, the utilization of memoranda of agreement regarding complementary improvement initiatives and integration of professional development within the SCDE and in services provided by the SCDE to schools.

The expectation is that within five years the schools would achieve an absolute rating of Average; that is; achievement is at the level that state-defined assistance is no longer required. To monitor progress at a level of detail and inclusive of the indices used in the ratings, the following performance benchmarks are used:

- (1) At least 75 percent of students in each school will score Basic on state standards-based assessments\*;
- (2) At least 50 percent of eighth graders will score Proficient on state standards-based assessments\*;
- (3) At least 75 percent of each high school's 2008 entering ninth grade class will graduate on-time; and
- (4) Each school will achieve an absolute performance index of 3.3 or higher on a 5.0 scale. (Beginning with PASS implementation, the index target is 3.0.)

At least 75 percent of students in each school will score Basic on state standards-based assessments:

Comparisons between performance under the PACT and PASS systems should be made only with understanding of the efforts to equate the two testing programs. Although nearly 90 percent of test items under PASS were drawn from the PACT item pool, the test blueprints were restructured to provide separate reporting for writing and reading and research subtests in the English language arts assessments and item distribution on all tests enabling reporting individual student performance at the standard level. In setting the student performance levels the Education Oversight Committee set the performance associated with Met at the level of 2008 performance associated with Basic. Finally, Data Recognition Corporation conducted a linking study (previously mentioned) that establishes the validity of making comparisons between the two years of student performance on the two testing programs.

No Palmetto Priority School has met the 75 percent level for middle grades students on PASS in any of the content areas.

At the high school level 2009 performance dropped from 2008 and in some instances from 2007. None of the PPS high schools met the 75 percent level. While achievement of the target is not anticipated prior to the 2012, the pattern of declining performance is cause for reflection and action.

End-of-course test results indicate improvements in both Algebra and English for Eau Claire High School and for RB Stall High School. CA Johnson Preparatory Academy made progress in Algebra 1. At the middle schools, five showed progress in Algebra I (Alcorn, Allendale-Fairfax, Burke, Lee Central and Whitlock). Allendale Fairfax and Lee Central showed progress in English 1. While the progress in these schools should be acknowledged the level of improvements in performance levels across all the PPS is less than needed to move schools

out of the PPS status. Statewide end-of-course test results are not at desired levels; however, studies of statewide results do indicate a curricular linkage. For example, students enrolled in Algebra 1 were more likely to pass the end-of-course test than students enrolled in the two-course sequence Mathematics for the Technologies. Comparisons of performance on the Physical Science end-of-course test with current year PASS science performance for middle school students or two years prior PACT science performance for high school students indicate that too many students are not prepared for success in the physical science course ([www.ed.sc.gov/](http://www.ed.sc.gov/) test data link to be inserted.) The challenge of teaching new content to students without prerequisite skills and knowledge is before every teacher, regardless of school status; however, that challenge is aggravated in classroom settings with few students prepared for the course content.

This is the first year that the US History and Constitution end-of-course test has been part of the program; therefore, there are not patterns on which to comment. Statewide schools and districts have expressed concern over the general performance levels, citing concerns with the ambitious breadth and depth of the content standards, the sequence of high school courses and the difficulty in pacing the course.

At least 50 percent of eighth graders will score Proficient on state standards-based assessments

Again, the shift from PACT to PASS confounds understanding. While the Education Oversight Committee made a deliberate decision to equate PACT-Basic with PASS-Met, the alignment of the PACT categories Proficient and Advanced and the PASS categories Exemplary 4 and Exemplary 5 was not required. Statewide the numbers of students scoring Exemplary exceeds the numbers of students scoring Proficient and Advanced.

None of the PPS middle schools achieved performance levels of 50 percent of students scoring proficient or advanced on PACT through 2008 or Exemplary on any PASS test in 2009.

At least 75 percent of each high school's 2008 entering ninth grade class will graduate on-time.  
Data are not available to report on this measure.

Each school will achieve an absolute performance index of 3.3 or higher on a 5.0 scale.  
(Note, using the re-centered scale from 2009 forward, the target is 3.0 or higher)

As indicated earlier five middle schools showed improvement in absolute indices; three declined. Every high school achieved a lower index in 2009 than it did in 2008. Some varied as little as 0.1 while another lost 1.1 points, dropping from 2.7 to 1.6.

Recommendations

1. The SCDE should determine which of the school climate inventories is most useful to the schools and administer only one school climate inventory. The SCDE should develop and/or utilize workbooks or other strategies that enable school communities (administrators, teachers, parents and students) to use the data for school improvement. (Note: An EOC-SCDE collaborative project to benefit all schools has been proposed to the State Superintendent.)
2. The SCDE, districts and schools should explore the "working conditions" questions included in the statewide survey of teachers in order to leverage aspects of schooling which would increase teacher retention.
3. Middle and high schools should examine the curriculum delivered in classrooms for courses with end-of-course tests to ensure alignment with the content standards and with the standards as tested. Middle schools should determine the degree to which their students are prepared for the high school credit course before enrolling students in high school credit

courses. High schools should examine student course-taking patterns to facilitate higher levels of success in those courses for which there is an end-of-course test. Strategies to address the gaps in prerequisite knowledge and skills should be developed and adopted.

4. The SCDE should provide understandings and support for partnerships between schools and entities other than postsecondary institutions.

5. The SCDE and schools should work with the Center for Teaching Students of Poverty or a similarly focused organization to develop a profile of teachers likely to be successful with high risk students and use that profile with district and school leaders to recruit and retain teachers to the PPS.

6. The SCDE should confirm fidelity of implementation of the nationally-adopted strategies and compare results with other sites to ensure that SC schools are accomplishing the level of progress anticipated when the models were adopted.



Together, we can.

June 18, 2010

Dr. Jo Anne Anderson  
Executive Director  
Education Oversight Committee (EOC)  
PO Box 11867  
227 Blatt Building  
Columbia, SC 29211

Dear Jo Anne:

In response to your letter dated May 12, 2010, I appreciate the opportunity to comment on the data and recommendations you presented in your report on the Palmetto Priority Schools.

I concur with your assessment of David Rawlinson and his staff. The state is fortunate to have such a dedicated and talented staff to do the important task of working with our lowest performing schools. Although the report does not reflect many of their accomplishments, their efforts have been very productive.

The four benchmarks used as the cornerstone of your report are ambitious and somewhat unrealistic. I agree that we must make great strides if we are to become more competitive as a state. However, I am cognizant of the fact that unrealistic goals can serve to demoralize rather than encourage.

Your recommendations have been discussed, and these are my conclusions:

Recommendation 1

We continue to dialogue with a number of Department offices and outside partners to solidify a comprehensive school climate inventory. Your offer to form a collaboration between the EOC and the South Carolina Department of Education (SCDE) certainly has merit. That is the direction we have been headed in with our collaboration with the Policy Center at the University of South Carolina (USC).

Recommendation 2

David Rawlinson and his staff are working with Mark Bounds, Sally Barefoot, and Falicia Harvey of the SCDE and with Gail Sawyer of CERRA to address the issues surrounding teacher recruitment and retention, as well as school leader training, recruitment, and retention.

Dr. Jo Anne Anderson  
Page 2  
June 18, 2010

Recommendation 3

David Rawlinson and his staff are working with Valerie Harrison to complete work on a voluntary curriculum and the common core state standards.

Recommendation 4

Partnerships have been developed beyond post-secondary schools. There are partnerships with PITSCO Education, South Carolina Student Loan Corporation, Edison Learning, Star Academy, The Children's Museum, the State Museum, City Year, Save the Children, and Pearson Learning.

Recommendation 5

David Rawlinson and his staff are currently having conversations with representatives from the Center for Teaching Students of Poverty, Mass Insight, and other regional and national vendors.

Recommendation 6

The Office of Special Projects (OSP) has begun reviewing various research-proven transformation models in conjunction with the Office of Federal and State Accountability. Thirteen of the thirty-seven Palmetto Priority School sites have identified national reform models, which will be monitored for fidelity of implementation by the School Improvement Grant (SIG) Council.

Thank you again for the opportunity to comment. Please contact me if you have questions.

Sincerely,

A handwritten signature in blue ink that reads "Jim".

Jim Rex  
State Superintendent of Education

CC: David Rawlinson

## **APPENDICES**

- A. Range of Indices by Rating Category**
- B. School Profiles**
- C. Palmetto Priority School Liaisons Job Descriptions**



## **Appendix B – School Profiles**

## Alcorn Middle School Two-Year Profile

Address: 5125 Fairfield Road, Columbia, SC

District: Richland 1

School Level: Middle

Grades: 6-8

<b>School Profile</b>	<b>2008</b>	<b>2009</b>
Number of students	390	378
% students in gifted & talented	8.0%	6.8%
% student w/ non-speech disabilities	12.3%	14.1%
% students overage for grade	3.8%	7.9%
Number of teachers	38	36
% teachers w/ advanced degrees	63.2%	72.2%
% teachers returning	71.8%	77.3%
Teacher Student Ratio	1 to 17.2	1 to 14.4
Prime Instructional Time	85.0%	85.8%
Dollars spent per pupil	\$9,032	\$14,079
% Expenditures on instruction	66.0%	64.2%
Technical Assistance Funds	\$591,708	\$265,000

### Student Performance on State Assessments

#### Percentage of Students Scoring at Each Level

	Grade 6					2009 PASS	
	Below Basic	2008 PACT			Not Met	Met	Exemplary
		Basic	Proficient	Advanced			
ELA	50.6	42.7	6.7	0	NA	NA	NA
Reading	NA	NA	NA	NA	53.8	35.4	10.8
Writing	NA	NA	NA	NA	57	33.3	9.6
Math	69.4	24.5	4.1	2	58.5	33.1	8.5
Science	79.6	16.7	1.9	1.9	67.2	32.8	
Social Studies	51	28.6	14.3	6.1	40.6	53.1	6.3

	Grade 7					2009 PASS	
	Below Basic	2008 PACT			Not Met	Met	Exemplary
		Basic	Proficient	Advanced			
ELA	56.1	38.6	5.3	0.0	NA	NA	NA
Reading	NA	NA	NA	NA	60.2	32.7	7.1
Writing	NA	NA	NA	NA	56.9	34.3	8.8
Math	51.1	42.3	5.8	0.7	64.3	31.6	4.1
Science	56.2	38	3.6	2.2	67.3	27.6	5.1
Social Studies	77.9	19.1	1.5	1.5	75.5	19.4	5.1

**Alcorn Middle School**

	Grade 8					2009 PASS	
	Below Basic	Basic	2008 PACT Proficient	Advanced	Not Met	Met	Exemplary
ELA	52.8	37.6	8.8	0.8	NA	NA	NA
Reading	NA	NA	NA	NA	51.1	38.2	10.7
Writing	NA	NA	NA	NA	48.5	46.3	5.1
Math	64	32	4	0	72.6	24.4	3
Science	76.6	17.2	6.3	0	66.7	30.4	2.9
Social Studies	71.6	26.9	1.5	0	56.3	39.1	4.7

Course	End-of-Course Assessments									
	Percentage of Students Scoring at Each Level									
	2008					2009				
	A	B	C	D	F	A	B	C	D	F
Algebra 1		3.2	11.3	29	56.5	2.9	14.3	28.6	25.7	28.6
English 1										
Physical Science										
US History										

**School wide Performance**

	2004	2005	2006	2007	2008	2009
Absolute Rating	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	At-Risk	At-Risk
Improvement/ Growth Rating	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	At-Risk	Below Average

## Allendale-Fairfax Middle Two-Year Profile

Address: 3305 Allendale-Fairfax, Fairfax, SC 29827

District: Allendale County

School Level: Middle

Grades: 6-8

<b>School Profile</b>	<b>2008</b>	<b>2009</b>
Number of students	346	342
% students in gifted & talented	0.6%	0.0%
% student w/ non-speech disabilities	9.3%	8.2%
% students overage for grade	12.1%	11.4%
Number of teachers	25	20
% teachers w/ advanced degrees	52.0%	60%
% teachers returning	76.3%	76%
Teacher Student Ratio	1 to 17.8	1 to 23.2
Prime Instructional Time	86.3%	N/R
Dollars spent per pupil	\$7,957	\$8,463
% Expenditures on instruction	54.4%	54.4
Technical Assistance Funds	\$475,500	\$265,000

### Student Performance on State Assessments

	Grade 6					2009 PASS	
	2008 PACT					Met	Exemplary
	Below Basic	Basic	Proficient	Advanced	Not Met		
ELA	55.3	37.2	7.4	0	NA	NA	NA
Reading	NA	NA	NA	NA	63.9	29.4	6.7
Writing	NA	NA	NA	NA	69	25.9	5.2
Math	62.6	30.8	2.8	3.7	71.4	26.1	2.5
Science	75.9	13	5.6	5.6	85	15	
Social Studies	67.9	28.3	3.8	0	77.3	20.5	2.3

	Grade 7					2009 PASS	
	2008 PACT					Met	Exemplary
	Below Basic	Basic	Proficient	Advanced	Not Met		
ELA	53.8	34.9	10.4	0.9	NA	NA	NA
Reading	NA	NA	NA	NA	60.9	31.8	7.3
Writing	NA	NA	NA	NA	63.3	33	3.7
Math	46	48.7	3.5	1.8	65.5	30	4.5
Science	61.9	29.2	4.4	4.4	70	30	
Social Studies	80.5	14.2	2.7	2.7	77.3	20.5	2.3

**Allendale-Fairfax Middle**

	Grade 8					2009 PASS	
	Below Basic	Basic	2008 PACT Proficient	Advanced	Not Met	Met	Exemplary
ELA	43.3	51.9	2.9	1.9	NA	NA	NA
Reading	NA	NA	NA	NA	58	3.3	9.1
Writing	NA	NA	NA	NA	67	27.3	5.7
Math	60.2	35.4	2.7	1.8	63.6	27.3	9.1
Science	82.5	15.8	0	1.8	63.6	29.5	6.8
Social Studies	66.1	33.9	0	0	77.3	20.5	2.3

Course	End-of-Course Assessments									
	Percentage of Students Scoring at Each Level									
	2008					2009				
	A	B	C	D	F	A	B	C	D	F
Algebra 1	9.5		19	38.1	33.3	3.5	11.5	42.3	34.6	7.7
English 1	11.8	11.8	41.2	17.6	17.6		16.7	44.4	33.3	5.6
Physical Science										
US History										

**School wide Performance**

	2004	2005	2006	2007	2008	2009
Absolute Rating	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	At-Risk	At-Risk
Improvement/ Growth Rating	Good	Below Average	Below Average	Unsatisfactory	At-Risk	At-Risk

## Brentwood Middle School Two-Year Profile

Address: 2685 Leeds Avenue, North Charleston, SC 29405  
 District: Charleston County  
 School Level: Middle  
 Grades: 6-8

<b>School Profile</b>	<b>2008</b>	<b>2009</b>
Number of students	435	383
% students in gifted & talented	0.9%	0.0%
% student w/ non-speech disabilities	13.3%	12.9%
% students overage for grade	11.5%	8.6%
Number of teachers	39	32
% teachers w/ advanced degrees	64.1%	56.3%
% teachers returning	65.9%	64.4%
Teacher Student Ratio	1 to 13.9	1 to 19.1
Prime Instructional Time	82.6%	85.7%
Dollars spent per pupil	\$11,413	\$11,483
% Expenditures on instruction	66.8%	63.2%
Technical Assistance Funds	\$600,000	\$265,000

### Student Performance on State Assessments

#### Percentage of Students Scoring At Each Level

	Grade 6					2009 PASS	
	Below Basic	2008 PACT			Not Met	Met	Exemplary
		Basic	Proficient	Advanced			
ELA	61.5	35	3.5	0	NA	NA	NA
Reading	NA	NA	NA	NA	71.5	25.2	3.3
Writing	NA	NA	NA	NA	73.8	24.6	1.6
Math	60.4	35.4	3.5	0.7	72.4	26.8	0.8
Science	88.9	8.3	1.4	1.4	90.6	9.4	
Social Studies	45.1	33.8	18.3	2.8	55.7	42.6	1.6

	Grade 7					2009 PASS	
	Below Basic	2008 PACT			Not Met	Met	Exemplary
		Basic	Proficient	Advanced			
ELA	54.9	41.8	3.3	0	NA	NA	NA
Reading	NA	NA	NA	NA	66.4	30.5	3.1
Writing	NA	NA	NA	NA	57.4	39	3.7
Math	50.4	43.1	4.1	2.4	53.1	43.8	3.1
Science	67.5	21.1	5.7	5.7	61.7	36.7	1.6
Social Studies	85.2	9.8	3.3	1.6	89.1	10.2	0.8

**Brentwood Middle School**

	Grade 8					2009 PASS	
	Below Basic	Basic	2008 PACT Proficient	Advanced	Not Met	Met	Exemplary
ELA	64.2	32.4	3.4	0	NA	NA	NA
Reading	NA	NA	NA	NA	75.9	20.5	3.6
Writing	NA	NA	NA	NA	75.2	22.9	1.8
Math	67.6	31.8	0.7	0	73.5	23.9	2.7
Science	78.7	18.7	2.7	0	94.4	5.6	
Social Studies	76.4	20.8	2.8	0	75.9	17.2	6.9

Course	End-of-Course Assessments									
	Percentage of Students Scoring at Each Level									
	2008					2009				
	A	B	C	D	F	A	B	C	D	F
Algebra 1		16.7	16.7	33.3	33.3	7.1	7.1	28.6	21.4	35.7
English 1										
Physical Science										
US History										

**School wide Performance**

	2004	2005	2006	2007	2008	2009
Absolute Rating	At-Risk	At-Risk	At-Risk	At-Risk	At-Risk	At-Risk
Improvement/Growth Rating	At-Risk	At-Risk	At-Risk	At-Risk	At-Risk	At-Risk

## Burke Middle/High School Two-Year Profile

Address: 244 President Street, Charleston, SC 29403  
 District: Charleston  
 School Level: Middle/High  
 Grades: 7-12

<b>School Profile</b>	<b>2008</b>	<b>2009</b>
Number of students	823	714
% students in gifted & talented	3.3%	2.7%
% student w/ non-speech disabilities	13.4%	14.3%
% students overage for grade	22.5%	24.3%
Number of teachers	74	69
% teachers w/ advanced degrees	55.4%	55.1%
% teachers returning	80.9%	74%
Teacher Student Ratio	1 to 16.1	1 to 20.9
Prime Instructional Time	83.4%	84.5%
Dollars spent per pupil	\$12,123	\$12,922
% Expenditures on instruction	62.2%	57.6%
Technical Assistance Funds	\$600,000	\$530,000

### Student Performance on State Assessments

#### Percentage of Student Scoring as Each Level

	Grade 7					2009 PASS	
	Below Basic	2008 PACT			Not Met	Met	Exemplary
		Basic	Proficient	Advanced			
ELA	46.5	33.8	19.7	0	NA	NA	NA
Reading	NA	NA	NA	NA	70.5	24.4	5.1
Writing	NA	NA	NA	NA	60	35	5
Math	43.1	45.8	9.7	1.4	73.1	23.1	3.8
Science	52	38.7	4	5.3	76.9	20.5	2.6
Social Studies	52	30.7	6.7	10.7	30.3	54.5	15.2

	Grade 8					2009 PASS	
	Below Basic	2008 PACT			Not Met	Met	Exemplary
		Basic	Proficient	Advanced			
ELA	73.7	25.3	1	0	NA	NA	NA
Reading	NA	NA	NA	NA	63.2	27.9	8.8
Writing	NA	NA	NA	NA	55.1	33.3	11.6
Math	75.3	24.7	0	0	54.4	39.7	5.9
Science	81.3	18.8	0	0	88.6	11.4	
Social Studies	69.8	30.2	0	0	30.3	54.5	15.2

## Burke Middle/High School

	2008				
	First Attempt High School Assessment Program				
	Number Tested	Level 1	Level 2	Level 3	Level 4
English/Language Arts	129	24	51.9	21.7	2.3
Mathematics	129	38.8	47.3	13.2	0.8

Course	End-of-Course Assessments Percentage of Students Scoring at Each Level High School Students									
	2008					2009				
	A	B	C	D	F	A	B	C	D	F
Algebra 1	0	3.2	10.8	29.7	56.3		2.3	7.7	25.4	64.6
English 1	0.6	4.5	14	21	59.9		2.7	9.6	19.9	67.8
Physical Science	4.2	8.3	8.3	25	54.2		3.9	9.7	15.6	70.8
US History							2.5	8.3	14.2	75

Course	End-of-Course Assessments Percentage of Students Scoring at Each Level Middle School Students									
	2008					2009				
	A	B	C	D	F	A	B	C	D	F
Algebra 1	6.3	18.8	18.8	18.8	37.5	21.4	21.4	35.7	21.4	
English 1										
Physical Science										
US History										

### School wide Performance

	2004	2005	2006	2007	2008	2009
Absolute Rating	N/A	N/A	Unsatisfactory	Unsatisfactory	At-Risk	Below Average
Improvement/ Growth Rating	N/A	N/A	Unsatisfactory	Unsatisfactory	Below Average	At-Risk

## Eau Claire High School Two-Year Profile

Address: 4800 Monticello Road, Columbia, SC  
 District: Richland 1  
 School Level: High  
 Grades: 9-12

<b>School Profile</b>	<b>2008</b>	<b>2009</b>
Number of students	805	830
% students in gifted & talented	6.2%	5.7%
% student w/ non-speech disabilities	12.9%	9.8%
% students overage for grade	13.9%	15.5%
Number of teachers	64	63
% teachers w/ advanced degrees	70.3%	81%
% teachers returning	81.2%	83.3%
Teacher Student Ratio	1 to 21.8	1 to 22.5
Prime Instructional Time	85.9%	86.6%
Dollars spent per pupil	\$9,691	\$12,795
% Expenditures on instruction	54.3%	58.1%
Technical Assistance Funds	\$600,000	\$280,000

### Student Performance on State Assessments

	2008				
	Number Tested	Level 1	Level 2	Level 3	Level 4
English/Language Arts	208	18.3	40.9	31.7	9.1
Mathematics	208	31.7	35.6	24	8.7

Course	End-of-Course Assessments									
	2008					2009				
	A	B	C	D	F	A	B	C	D	F
Algebra 1	1.0	0.5	8.7	28.8	61.1	5.0	6.7	14	26.3	48.0
English 1	2.3	5.0	11.9	20.2	60.6	1.5	5.1	17.2	19.7	56.6
Physical Science	1.8	4.8	15.6	15.6	62.3	1.0	4.6	15.3	12.8	66.3
US History									12.2	87.8

### School wide Performance

	2004	2005	2006	2007	2008	2009
Absolute Rating	At-Risk	At-Risk	At-Risk	At-Risk	At-Risk	At-Risk
Improvement/Growth Rating	Excellent	At-Risk	Below Average	Excellent	Good	At-Risk

## Estill High School Two-Year Profile

Address: PO Box 757, Estill, SC  
 District: Hampton 2  
 School Level: High  
 Grades: 9-12

<b>School Profile</b>	<b>2008</b>	<b>2009</b>
Number of students	420	403
% students in gifted & talented	5.3%	18.5%
% student w/ non-speech disabilities	15.7%	14.7%
% students overage for grade	13.6%	11.7%
Number of teachers	30	35
% teachers w/ advanced degrees	56.7%	48.6%
% teachers returning	72.1%	64.7%
Teacher Student Ratio	1 to 24.9	1 to 20.2
Prime Instructional Time	91.8%	N/R
Dollars spent per pupil	\$9,706	\$9,980
% Expenditures on instruction	56.2%	50.1%
Technical Assistance Funds	\$484,008	\$265,000

### Student Performance on State Assessments

	2008				
	Number Tested	Level 1	Level 2	Level 3	Level 4
English/Language Arts	104	28.8	39.4	26	5.8
Mathematics	104	36.5	31.7	23.1	8.7

Course	End-of-Course Assessments Percentage of Students Scoring at Each Level									
	2008					2009				
	A	B	C	D	F	A	B	C	D	F
Algebra 1	0	0.7	3.5	23.1	72.7			2.3	12.5	85.2
English 1						5.9	3.0	8.9	10.9	71.3
Physical Science	1.0	10.3	13.4	19.6	55.7	0.7	2.2	6.7	9.6	80.7
US History								8.1	15.3	76.6

### School wide Performance

	2004	2005	2006	2007	2008	2009
Absolute Rating	Below Average	Unsatisfactory	Unsatisfactory	Unsatisfactory	At-Risk	At-Risk
Improvement/ Growth Rating	Excellent	Unsatisfactory	Excellent	Good	Good	At-Risk

## Estill Middle School Two-Year Profile

Address: 555 Third Street West, Estill, SC  
 District: Hampton 2  
 School Level: Middle  
 Grades: 6-8

<b>School Profile</b>	<b>2008</b>	<b>2009</b>
Number of students	261	223
% students in gifted & talented	6.4%	0.0%
% student w/ non-speech disabilities	19.2%	19.3%
% students overage for grade	7.3%	5.8%
Number of teachers	23	24
% teachers w/ advanced degrees	43.5%	45.8
% teachers returning	77.5%	72.9%
Teacher Student Ratio	1 to 10.8	1 to 20.2
Prime Instructional Time	90.7%	N/R
Dollars spent per pupil	\$10,050	\$12,055
% Expenditures on instruction	58.8%	58.7%
Technical Assistance Funds	\$417,096	\$250,000

### Student Performance on State Assessments

#### Percentage of Students Scoring at Each Level

	Grade 6					2009 PASS	
	Below Basic	Basic	2008 PACT			Met	Exemplary
			Proficient	Advanced	Not Met		
ELA	49.3	45.2	4.1	1.4	NA	NA	NA
Reading	NA	NA	NA	NA	65.3	26.4	8.3
Writing	NA	NA	NA	NA	52.1	32.9	15.1
Math	38.6	51.4	5.7	4.3	58.3	36.1	5.6
Science	83.3	11.9	4.8	0	78.4	21.6	
Social Studies	34.1	39	19.5	7.3	16.7	58.3	25

	Grade 7					2009 PASS	
	Below Basic	Basic	2008 PACT			Met	Exemplary
			Proficient	Advanced	Not Met		
ELA	54.5	35.2	8	2.3	NA	NA	NA
Reading	NA	NA	NA	NA	61.3	33.3	5.3
Writing	NA	NA	NA	NA	55.6	38.9	5.6
Math	40.4	48.3	7.9	3.4	70.7	25.3	4.0
Science	54.2	37.5	5.2	3.1	56	41.3	2.7
Social Studies	51	33.3	8.3	7.3	45.3	33.3	21.3

## Estill Middle School

	Grade 8					2009 PASS	
	Below Basic	Basic	Proficient	Advanced	Not Met	Met	Exemplary
ELA	41.9	43.5	11.3	3.2	NA	NA	NA
Reading	NA	NA	NA	NA	64.6	26.6	8.9
Writing	NA	NA	NA	NA	42.5	47.5	10
Math	49.2	41.5	7.7	1.5	66.3	26.3	7.5
Science	60.5	28.9	2.6	7.9	71.4	21.4	7.1
Social Studies	27.5	37.5	22.5	12.5	48.7	35.9	15.4

Course	End-of-Course Assessments									
	Percentage of Students Scoring at Each Level									
	2008					2009				
	A	B	C	D	F	A	B	C	D	F
Algebra 1	9.5	19	38.1	28.6	4.8	30.8	30.8	30.8	7.7	
English 1						5.6		5.0	27.8	16.7
Physical Science							5.9	17.6	17.6	58.8
US History										

### School wide Performance

	2004	2005	2006	2007	2008	2009
Absolute Rating	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	At-Risk	Below Average
Improvement/ Growth Rating	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Below Average	At-Risk

## Gibbes Middle School Two-Year Profile

Address: 500 Summerlea Drive, Columbia, SC  
 District: Richland 1  
 School Level: Middle  
 Grades: 6-8

<b>School Profile</b>	<b>2008</b>	<b>2009</b>
Number of students	380	395
% students in gifted & talented	6.8%	5.5%
% student w/ non-speech disabilities	15.0%	16.5%
% students overage for grade	3.7%	2.5%
Number of teachers	40	38
% teachers w/ advanced degrees	75.0%	71.1%
% teachers returning	78.7%	78.2%
Teacher Student Ratio	1 to 16.5	1 to 15.9
Prime Instructional Time	86.1%	83.2%
Dollars spent per pupil	\$9,662	\$13,147
% Expenditures on instruction	67.7%	66.6%
Technical Assistance Funds	\$250,000	\$265,000

### Student Performance on State Assessments

#### Percentage of Students Scoring at Each Level

	Grade 6					2009 PASS	
	Below Basic	2008 PACT			Not Met	Met	Exemplary
		Basic	Proficient	Advanced			
ELA	57.4	37.7	4.9	0	NA	NA	NA
Reading	NA	NA	NA	NA	56.3	36.8	6.9
Writing	NA	NA	NA	NA	64.6	30.6	4.9
Math	57.5	35.1	6.7	0.7	61.1	36.1	2.8
Science	78.6	17.1	2.9	1.4	69.4	27.8	2.8
Social Studies	40	46.2	7.7	6.2	45.9	37.8	16.2

	Grade 7					2009 PASS	
	Below Basic	2008 PACT			Not Met	Met	Exemplary
		Basic	Proficient	Advanced			
ELA	53.8	40.8	5.4	0	NA	NA	NA
Reading	NA	NA	NA	NA	61.8	29.2	9.0
Writing	NA	NA	NA	NA	51.8	39.7	8.5
Math	47.7	45.4	5.4	1.5	61.8	33.3	4.9
Science	50.4	38.8	8.5	2.3	62.5	33.3	4.2
Social Studies	61.2	22.5	7.8	8.5	66.7	23.6	9.7

## Gibbes Middle School

	Grade 8					2009 PASS	
	Below Basic	Basic	2008 PACT Proficient	Advanced	Not Met	Met	Exemplary
ELA	46.9	46.9	5.2	1	NA	NA	NA
Reading	NA	NA	NA	NA	54.1	41.3	4.6
Writing	NA	NA	NA	NA	50	44.5	5.5
Math	51	44.9	3.1	1	74.1	20.4	5.6
Science	62.5	33.9	3.6	0	78.9	19.3	1.8
Social Studies	50	50	0	0	70.6	27.5	2.0

Course	End-of-Course Assessments									
	Percentage of Students Scoring at Each Level									
	2008					2009				
	A	B	C	D	F	A	B	C	D	F
Algebra 1	3.2	9.7	22.6	48.4	16.1	5.3	5.3	13.2	42.1	34.2
English 1										
Physical Science										
US History										

### School wide Performance

	2004	2005	2006	2007	2008	2009
Absolute Rating	At-Risk	Below Average	At-Risk	At-Risk	At-Risk	At-Risk
Improvement/Growth Rating	Below Average	Good	Below Average	Below Average	At-Risk	At-Risk

## Johnson Middle School Two-Year Profile

Address: 304 Kemper Street, Timmonsville, SC 29161

District: Florence 4

School Level: Middle

Grades: 6-8

<b>School Profile</b>	<b>2008</b>	<b>2009</b>
Number of students	210	192
% students in gifted & talented	6.9%	7.3%
% student w/ non-speech disabilities	16.5%	17.8%
% students overage for grade	6.7%	3.1%
Number of teachers	18	23
% teachers w/ advanced degrees	44.4%	56.5%
% teachers returning	80.9%	84.8%
Teacher Student Ratio	1 to 15.9	1 to 14.2
Prime Instructional Time	89.5%	87.4%
Dollars spent per pupil	\$6,209	\$9,409
% Expenditures on instruction	70.4%	70.8%
Technical Assistance Funds	\$303,648	\$250,000

### Student Performance on State Assessments

#### Percentage of Students Scoring at Each Level

	Grade 6					2009 PASS	
	Below Basic	2008 PACT			Not Met	Met	Exemplary
		Basic	Proficient	Advanced			
ELA	36.8	56.1	7	0	NA	NA	NA
Reading	NA	NA	NA	NA	55.6	33.3	11.1
Writing	NA	NA	NA	NA	55.4	36.9	7.7
Math	36.2	39.7	15.5	8.6	54	33.3	12.7
Science	51.7	24.1	6.9	17.2	68.8	28.1	3.1
Social Studies	48.3	44.8	6.9	0	43.8	53.1	3.1

	Grade 7					2009 PASS	
	Below Basic	2008 PACT			Not Met	Met	Exemplary
		Basic	Proficient	Advanced			
ELA	54.3	35.7	10	0	NA	NA	NA
Reading	NA	NA	NA	NA	37.3	41.2	21.6
Writing	NA	NA	NA	NA	51	35.3	13.7
Math	27.1	58.6	10	4.3	25.5	58.8	15.7
Science	57.1	31.4	8.6	2.9	43.1	54.9	2.0
Social Studies	68.6	17.1	8.6	5.7	54.9	39.2	5.9

## Johnson Middle School

	Grade 8					2009 PASS	
	Below Basic	Basic	2008 PACT Proficient	Advanced	Not Met	Met	Exemplary
ELA	57.7	38.5	3.8	0	NA	NA	NA
Reading	NA	NA	NA	NA	58	30.4	11.6
Writing	NA	NA	NA	NA	40.3	50.7	9.0
Math	57.5	41.3	0	1.3	58	30.4	11.6
Science	61.5	28.2	5.1	5.1	57.1	37.1	5.7
Social Studies	58.5	36.6	4.9	0	48.6	40	11.4

Course	End-of-Course Assessments									
	Percentage of Students Scoring at Each Level									
	2008					2009				
	A	B	C	D	F	A	B	C	D	F
Algebra 1	12.5	37.5	50			33.3	25	33.3	8.3	
English 1							20	60	20	
Physical Science										
US History										

### School wide Performance

	2004	2005	2006	2007	2008	2009
Absolute Rating	Below Average	Unsatisfactory	Unsatisfactory	Unsatisfactory	At-Risk	Below Average
Improvement/ Growth Rating	Average	Below Average	Below Average	Unsatisfactory	Below Average	Below Average

## C. A. Johnson High School Two-Year Profile

Address: 2219 Barhamville Road, Columbia, SC  
 District: Richland 1  
 School Level: High  
 Grades: 9-12

<b>School Profile</b>	<b>2008</b>	<b>2009</b>
Number of students	512	479
% students in gifted & talented	3.0%	5.0%
% student w/ non-speech disabilities	17.5%	16.7%
% students overage for grade	16.8%	21.7%
Number of teachers	42	43
% teachers w/ advanced degrees	73.8%	74.4%
% teachers returning	78.6%	74
Teacher Student Ratio	1 to 20.4	1 to 19.2
Prime Instructional Time	83.4%	84.2%
Dollars spent per pupil	\$10,502	\$13,959
% Expenditures on instruction	63.3%	64.6%
Technical Assistance Funds	\$600,000	\$265,000

### Student Performance on State Assessments

	2008				
	First Attempt High School Assessment Program				
	Number Tested	Level 1	Level 2	Level 3	Level 4
English/Language Arts	121	24	49.6	23.1	3.3
Mathematics	121	34.7	38	23.1	4.1

Course	End-of-Course Assessments									
	Percentage of Students Scoring at Each Level									
	2008					2009				
	A	B	C	D	F	A	B	C	D	F
Algebra 1	3.1	2.0	22.4	39.8	32.7	1.2	4.9	23.5	29.6	40.7
English 1	0.8	2.4	11.9	18.3	66.7	1.7	4.2	16.9	18.6	58.5
Physical Science	0	1.1	5.3	13.7	80	1.2	3.5	8.2	87.1	
US History									3.0	97

### School wide Performance

	2004	2005	2006	2007	2008	2009
Absolute Rating	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Below Average	At-Risk
Improvement/Growth Rating	Unsatisfactory	Excellent	Unsatisfactory	Excellent	Good	At-Risk

## Mt. Pleasant Middle School Two-Year Profile

Address: PO Box 177/3075 Elliott Highway, Elliott, SC 29046  
 District: Lee County  
 School Level: Middle  
 Grades: 6-8

<b>School Profile</b>	<b>2008</b>	<b>2009</b>
Number of students	129	125
% students in gifted & talented	0.0%	0.0%
% student w/ non-speech disabilities	6.7%	11%
% students overage for grade	1.6%	1.6%
Number of teachers	11	12
% teachers w/ advanced degrees	72.7%	83.3%
% teachers returning	50.0%	47.2%
Teacher Student Ratio	1 to 16.1	1 to 15.4
Prime Instructional Time	91.4%	90.5%
Dollars spent per pupil	\$9,812	\$9,310
% Expenditures on instruction	59.7%	52.7%
Technical Assistance Funds	\$465,180	\$250,000

### Student Performance on State Assessments

#### Percentage of Students Scoring at Each Level

	Grade 6					2009 PASS	
	Below Basic	2008 PACT			Not Met	Met	Exemplary
		Basic	Proficient	Advanced			
ELA	61.5	25.6	12.8	0	NA	NA	NA
Reading	NA	NA	NA	NA	47.2	36.1	16.7
Writing	NA	NA	NA	NA	47.2	41.7	11.1
Math	58.3	33.3	5.6	2.8	50	41.7	8.3
Science	100	0	0	0	50	50	
Social Studies	76.2	19	4.8	0	31.8	59.1	9.1

	Grade 7					2009 PASS	
	Below Basic	2008 PACT			Not Met	Met	Exemplary
		Basic	Proficient	Advanced			
ELA	47.9	37.5	14.6	0	NA	NA	NA
Reading	NA	NA	NA	NA	55.3	36.8	7.9
Writing	NA	NA	NA	NA	60.5	31.6	7.9
Math	25	68.8	6.3	0	60.5	36.8	2.6
Science	56.9	35.3	5.9	2	60.5	34.2	5.3
Social Studies	70.6	29.4	0	0	68.4	21.1	10.5

**Mt. Pleasant Middle School**

	Grade 8					2009 PASS	
	Below Basic	2008 PACT Basic	2008 PACT Proficient	2008 PACT Advanced	2008 PACT Not Met	Met	Exemplary
ELA	43.2	54.1	2.7	0	NA	NA	NA
Reading	NA	NA	NA	NA	51.2	37.2	11.6
Writing	NA	NA	NA	NA	41.9	51.2	7.0
Math	65.8	31.6	2.6	0	53.5	46.5	
Science	90.9	9.1	0	0	61.9	38.1	
Social Studies	69.6	26.1	4.3	0	31.8	59.1	9.1

Course	End-of-Course Assessments Percentage of Students Scoring at Each Level									
	2008					2009				
	A	B	C	D	F	A	B	C	D	F
Algebra 1		7.1	28.6	21.4	42.9			42.9	57.1	
English 1		7.7	23.1	38.5	30.8		13	60	20	6.7
Physical Science										
US History										

**School wide Performance**

	2004	2005	2006	2007	2008	2009
Absolute Rating	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	At-Risk	At-Risk
Improvement/ Growth Rating	Unsatisfactory	Unsatisfactory	Average	Unsatisfactory	Below Average	Average

## North Charleston High School Two-Year Profile

Address: 1087 East Montague, North Charleston, SC  
 District: Charleston  
 School Level: High  
 Grades: 9-12

<b>School Profile</b>	<b>2008</b>	<b>2009</b>
Number of students	854	603
% students in gifted & talented	0.7%	0.6%
% student w/ non-speech disabilities	22.5%	5.1%
% students overage for grade	28.1%	30.1%
Number of teachers	80	76
% teachers w/ advanced degrees	42.5%	47.4%
% teachers returning	74.3%	72.9%
Teacher Student Ratio	1 to 23.7	1 to 23.6
Prime Instructional Time	81.8%	81.6%
Dollars spent per pupil	\$9,695	\$10,229
% Expenditures on instruction	63.7%	61.9%
Technical Assistance Funds	\$600,000	\$265,000

### Student Performance on State Assessments

	2008				
	First Attempt High School Assessment Program				
	Number Tested	Level 1	Level 2	Level 3	Level 4
English/Language Arts	166	25.9	39.2	27.7	7.2
Mathematics	165	38.8	35.2	20	6.1

Course	End-of-Course Assessments									
	2008					2009				
	A	B	C	D	F	A	B	C	D	F
Algebra 1	0	2.6	9.2	28.1	60.1		2.3	8.1	25	64.5
English 1	0.8	2.8	15.5	15.5	65.5		1.7	11.1	14.4	72.8
Physical Science	1.3	1.3	10.3	14.1	73.1	0.9	0.9	60	14.9	77.4
US History								5.5	9.3	85.2

### School wide Performance

	2004	2005	2006	2007	2008	2009
Absolute Rating	At-Risk	At-Risk	At-Risk	At-Risk	At-Risk	At-Risk
Improvement/Growth Rating	Excellent	At-Risk	At-Risk	Average	At-Risk	At-Risk

## WA Perry Middle School Two-Year Profile

Address: 2600 Barhamville Road, Columbia, SC  
 District: Richland 1  
 School Level: Middle  
 Grades: 6-8

<b>School Profile</b>	<b>2008</b>	<b>2009</b>
Number of students	308	319
% students in gifted & talented	5.9%	5.3%
% student w/ non-speech disabilities	17.9%	20.1%
% students overage for grade	8.1%	8.5%
Number of teachers	35	34
% teachers w/ advanced degrees	54.3%	73.5%
% teachers returning	73.2%	78.2%
Teacher Student Ratio	1 to 13.6	1 to 14.1
Prime Instructional Time	87.5%	84.8%
Dollars spent per pupil	\$11,653	\$17,788
% Expenditures on instruction	61.4%	67%
Technical Assistance Funds	\$396,480	\$265,000

### Student Performance on State Assessments

#### Percentage of Students Scoring at Each Level

	Grade 6					2009 PASS	
	2008 PACT					Met	Exemplary
	Below Basic	Basic	Proficient	Advanced	Not Met		
ELA	65.2	30.3	4.5	0	NA	NA	NA
Reading	NA	NA	NA	NA	44.4	41.9	13.7
Writing	NA	NA	NA	NA	53.3	35.8	10.8
Math	49	40.4	8.7	1.9	53.8	38.5	7.7
Science	66.1	23.2	5.4	5.4	55.7	39.3	4.9
Social Studies	50.9	36.8	8.8	3.5	53.6	35.7	10.7

	Grade 7					2009 PASS	
	2008 PACT					Met	Exemplary
	Below Basic	Basic	Proficient	Advanced	Not Met		
ELA	47.2	43.1	9.7	0	NA	NA	NA
Reading	NA	NA	NA	NA	69.6	25.9	4.5
Writing	NA	NA	NA	NA	68.2	30.9	0.9
Math	45.2	46.6	8.2	0	72.3	24.1	3.6
Science	52.9	34.1	7.1	5.9	58	33	8.9
Social Studies	81.2	15.3	0	3.5	82.1	14.3	3.6

## WA Perry Middle School

	Grade 8					2009 PASS	
	Below Basic	Basic	2008 PACT Proficient	Advanced	Not Met	Met	Exemplary
ELA	54.8	40.9	4.3	0	NA	NA	NA
Reading	NA	NA	NA	NA	55.6	35.8	8.6
Writing	NA	NA	NA	NA	54.2	38.6	7.2
Math	62.6	31.9	3.3	2.2	67.9	24.7	7.4
Science	58.5	34	3.8	3.8	72.1	23.3	4.7
Social Studies	45.8	54.2	0	0	52.6	34.2	13.2

Course	End-of-Course Assessments									
	Percentage of Students Scoring at Each Level									
	2008					2009				
	A	B	C	D	F	A	B	C	D	F
Algebra 1	10.5	5.3	31.6	31.6	21.1	10.5	5.3	26.3	31.6	26.3
English 1										
Physical Science										
US History										

### School wide Performance

	2004	2005	2006	2007	2008	2009
Absolute Rating	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	At-Risk	At-Risk
Improvement/ Growth Rating	Unsatisfactory	Unsatisfactory	Below Average	Unsatisfactory	At-Risk	At-Risk

## Ridgeland Middle School Two-Year Profile

Address: PO Box 250, Ridgeland, SC 29936  
 District: Jasper  
 School Level: Middle  
 Grades: 7-8

<b>School Profile</b>	<b>2008</b>	<b>2009</b>
Number of students	468	461
% students in gifted & talented	12.1%	7.9%
% student w/ non-speech disabilities	13.9%	13.1%
% students overage for grade	7.5%	5.0%
Number of teachers	37	38
% teachers w/ advanced degrees	62.2%	60.5%
% teachers returning	67.4%	60.7%
Teacher Student Ratio	1 to 19.6	1 to 17.1
Prime Instructional Time	91.1%	93.2%
Dollars spent per pupil	\$6,823	\$9,552
% Expenditures on instruction	72.9%	65.4%
Technical Assistance Funds	\$600,000	\$265,000

### Student Performance on State Assessments

#### Percentage of Students Scoring at Each Level

	Grade 6					2009 PASS	
	Below Basic	2008 PACT Basic	Proficient	Advanced	Not Met	Met	Exemplary
ELA					NA	NA	NA
Reading					58.9	32.3	8.9
Writing					65	31.8	3.2
Math					74.1	24.7	1.3
Science					79.5	19.2	1.3
Social Studies					37.5	55	7.5

	Grade 7					2009 PASS	
	Below Basic	2008 PACT Basic	Proficient	Advanced	Not Met	Met	Exemplary
ELA	56.1	37.4	6.5	0	NA	NA	NA
Reading	NA	NA	NA	NA	58.8	29.7	11.5
Writing	NA	NA	NA	NA	57.5	36.3	6.2
Math	52.9	41.3	5	0.8	60.5	34	5.4
Science	62.7	24.6	8.7	4	62.8	33.8	3.4
Social Studies	77.6	18.4	2.4	1.6	74.1	21.8	4.1

## Ridgeland Middle School

	Grade 8					2009 PASS	
	Below Basic	Basic	Proficient	Advanced	Not Met	Met	Exemplary
ELA	55.5	36	7.9	0.6	NA	NA	NA
Reading	NA	NA	NA	NA	50	34.5	15.5
Writing	NA	NA	NA	NA	59.3	31	9.7
Math	66.7	29.8	3.5	0	71.2	24.3	4.5
Science	66.3	23.6	7.9	2.2	60	32.7	7.3
Social Studies	56.7	43.3	0	0	43.9	47.4	8.8

Course	End-of-Course Assessments									
	Percentage of Students Scoring at Each Level									
	No students have taken end-of-course tests in 2009									
	2008					2009				
	A	B	C	D	F	A	B	C	D	F
Algebra 1	7.5	6.0	20.9	43.3	22.4					
English 1	3.2	6.4	16	17.6	56.8					
Physical Science		5.6	5.6	27.8	61.1					
US History										

### School wide Performance

	2004	2005	2006	2007	2008	2009
Absolute Rating	At-Risk	At-Risk	At-Risk	At-Risk	At-Risk	At-Risk
Improvement/Growth Rating	At-Risk	At-Risk	At-Risk	At-Risk	Below Average	At-Risk

## R. B. Stall High School Two-Year Profile

Address: 7749 Pinehurst Street, North Charleston, SC

District: Charleston

School Level: High

Grades: 9-12

<b>School Profile</b>	<b>2008</b>	<b>2009</b>
Number of students	901	873
% students in gifted & talented	3.7%	1.5%
% student w/ non-speech disabilities	13.9%	15.7%
% students overage for grade	25.6%	22.7%
Number of teachers	76	78
% teachers w/ advanced degrees	46.1%	55.1%
% teachers returning	75.7%	69.5%
Teacher Student Ratio	1 to 23.8	1 to 25.8
Prime Instructional Time	N/R	86.5%
Dollars spent per pupil	\$9,312	\$10,726
% Expenditures on instruction	60.1%	60.8%
Technical Assistance Funds	\$600,000	\$280,000

### **Student Performance on State Assessments**

	2008				
	First Attempt High School Assessment Program				
	Number Tested	Level 1	Level 2	Level 3	Level 4
English/Language Arts	203	30.5	43.8	19.2	6.4
Mathematics	203	33	41.4	20.7	4.9

Course	End-of-Course Assessments									
	Percentage of Students Scoring at Each Level									
	2008					2009				
	A	B	C	D	F	A	B	C	D	F
Algebra 1	3.6	4.8	12.7	29.7	49.1	3.1	7.3	22.4	30.5	36.7
English 1	2.0	4.7	13.7	15.2	64.5	0.8	5.3	9.8	23.7	60.4
Physical Science	0	0	2.3	6.9	90.8	0.5	1.0	11.1	15.9	71.6
US History								2.9	10.3	86.9

### **School wide Performance**

	2004	2005	2006	2007	2008	2009
Absolute Rating	Below Average	At-Risk	At-Risk	At-Risk	At-Risk	At-Risk
Improvement/Growth Rating	Excellent	At-Risk	Below Average	Average	Below Average	At-Risk

## Whitlock Junior High School Two-Year Profile

Address: 364 Successful Way, Spartanburg, SC  
 District: Spartanburg 7  
 School Level: Middle  
 Grades: 7-9

<b>School Profile</b>	<b>2008</b>	<b>2009</b>
Number of students	361	332
% students in gifted & talented	10.6%	6.6%
% student w/ non-speech disabilities	19.0%	16.8%
% students overage for grade	5.8%	7.8%
Number of teachers	32	31
% teachers w/ advanced degrees	56.3%	54.8%
% teachers returning	65.2%	73.9%
Teacher Student Ratio	1 to 17.6	1 to 16.2
Prime Instructional Time	80.8%	80%
Dollars spent per pupil	\$9,403	\$12,206
% Expenditures on instruction	65.8%	58.1%
Technical Assistance Funds	\$444,168	\$265,000

### Student Performance on State Assessments

#### Percentage of Students Scoring at Each Level

	Grade 7					2009 PASS	
	Below Basic	2008 PACT			Not Met	Met	Exemplary
		Basic	Proficient	Advanced			
ELA	58.8	32.9	8.2	0	NA	NA	NA
Reading	NA	NA	NA	NA	65.6	26	8.3
Writing	NA	NA	NA	NA	64.9	27.8	7.2
Math	35.9	47.4	15.4	1.3	52.6	42.3	5.2
Science	68.9	28.9	2.2	0	63.9	35.1	1.0
Social Studies	61.1	27.8	8.9	2.2	56.3	30.2	13.5

	Grade 8					2009 PASS	
	Below Basic	2008 PACT			Not Met	Met	Exemplary
		Basic	Proficient	Advanced			
ELA	54.5	39.1	6.4	0	NA	NA	NA
Reading	NA	NA	NA	NA	54.9	33	12.1
Writing	NA	NA	NA	NA	57.1	39.6	3.3
Math	41.8	55.1	2	1	51.1	41.1	7.8
Science	70.7	20.7	6.9	1.7	77.8	20	2.2
Social Studies	69.1	30.9	0	0	42.2	40	17.8

# Whitlock Junior High School

Course	End-of-Course Assessments									
	Percentage of Students Scoring at Each Level									
	2008					2009				
	A	B	C	D	F	A	B	C	D	F
Algebra 1	31	5.2	15.5	32	44.8		6.7	26.7	33.3	33.3
English 1	4.8	6.4	20.8	11.2	56.8	0.9	6.5	18.7	15.9	57.9
Physical Science		2.2	1.1	15.7	80.9			2.4	12.9	84.7
US History										

## School wide Performance

	2004	2005	2006	2007	2008	2009
Absolute Rating	At-Risk	At-Risk	At-Risk	At-Risk	At-Risk	At-Risk
Improvement/Growth Rating	Average	At-Risk	Below Average	At-Risk	Below Average	Below Average

## **Appendix C - Palmetto Priority School Liaison (PPSL) Job Descriptions**

The PPSL is a qualified educator who provides routine, on-site support throughout the school year to assigned schools for the purpose of serving as a resource in assisting the school staff in developing, and verifying faithful implementation, of the Focused School Renewal Plan (FSRP). The services of the PPSL are through a contractual service agreement. The PPSL will support the work of the district administrators, the principal, and the School Leadership Team (SLT) in implementing their focused goals to increase the instructional effectiveness of teachers and student learning, along with evidence-based strategies/practices to assist the school in increasing student achievement.

### **The PPSL**

- Serves the Palmetto Priority Schools (PPS) for a minimum of 6 days per month per school
- Must attend the Palmetto Priority Schools Summer conference and all other required PPS training throughout the year
- Must attend any External Review Team Liaison (ERTL) Training throughout the year
- Adheres to the daily schedule of a full-time teacher at the assigned school
- Must have access to the internet, an e-mail account, and a personal computer/laptop

### **Responsibilities**

- Confers with administration and leadership team
- Assists in the gathering, analyzing, and the utilization of data to direct decision making to increase student achievement
- Assists in the development and review of the School Renewal and Focused School Renewal Plan
- Assists in the monitoring of the School Renewal and Focused School Renewal Plan
- Assists, as needed, in the establishment of a master schedule
- Assists, as needed, in the establishment of a professional development plan
- Observes classes
- Provides feedback to administration on observations
- Provides feedback to teachers on observations
- Confers with on-site/technical assistance personnel
- Serves as a coach and mentor to the principal and leadership team as needed
- Provides monthly updates to schools concerning SDE initiatives and due dates
- Serves as a resource provider to schools
- Shares research, best practices or emerging trends with school staff
- Provides monthly updates to the PPS Director
- To include the responsibilities of the ERTL and all other duties as assigned