

AGENDA

Full Education Oversight Committee Meeting

Monday, February 14, 2022

Blatt Building, Room 433

1:00 P.M.

- I. WelcomeBarbara Hairfield
- II. Introduction of New MemberBarbara Hairfield
- III. Approval of Full Committee Minutes, December 13, 2021Barbara Hairfield
- IV. Subcommittee Reports:
Nomination Selection SubcommitteeBarbara Hairfield

Action Item:

Chair Nomination

Academic Standards & Assessments and Public Awareness

Joint Meeting Neil Robinson

Discussion Items:

State-Funded Full-Day 4K Annual Report

CERRA’s Annual Educator Supply & Demand 2021 Report

On-Track for Graduation Measure & 5th Year Graduation

JROTC / Military Ready Indicator

Student Growth: Are we measuring growth that adds value?

Barbara B. Hairfield
ACTING CHAIR

Terry Alexander

April Allen

Melanie Barton

Neal Collins

Bob Couch

Raye Felder

Greg Hembree

Kevin L. Johnson

Sidney Locke

Dwight Loftis

Brian Newsome

Neil C. Robinson, Jr.

Jamie Shuster

Molly Spearman

Patti J. Tate

Scott Turner

Ellen Weaver

V. Information Items

SC Landscape of Alternative Instruction Methods,

Part 1 Dr. Lee M. D’Andrea

SC Education Data Dashboard for 4K-5K StudentsMatthew Ferguson &
Sean Cherlinczuk-French, SAS

SC National Clearinghouse Data Report Matthew Ferguson

SC Department of Education Update Dr. David Mathis, SCDE

Executive Director Update Matthew Ferguson

VI. Adjournment

SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE

Full Committee Meeting

Minutes of the Meeting

December 13, 2021

Members Present (in-person or remote): Ellen Weaver; Dr. Bob Couch; Neil Robinson; Barbara Hairfield; Melanie Barton; Dr. Brian Newsome; Dr. Scott Turner; Rep. Neal Collins (remote); Sidney Locke; Rep. Terry Alexander; Jamie Shuster (remote); Rep. Raye Felder (remote), Dr. Patti Tate (remote); Sen. Greg Hembree; Sen. Kevin Johnson

EOC Staff Present: Matthew Ferguson; Gabrielle Fulton; Hope Johnson-Jones; Dr. Rainey Knight; Dr. Matthew Lavery; Dr. Jenny May; and Dana Yow

Chair Ellen Weaver called the meeting to order. As the first order of business, members voted on the approval of minutes from the last full committee meeting, held October 11, 2021. Members unanimously approved the minutes as written.

Next, Neil Robinson presented a report on the ASA subcommittee meeting held November 15, 2021. At this meeting, Dr. Lavery presented on a review of SCPASS Science, conducted by teachers. Dr. May presented a review of an accountability option of a non-diploma track for select Special Education students; the ASA subcommittee recommended to add this as an indicator for Career Readiness. Dr. Lavery presented on a factor analysis, with the subcommittee recommending the use of factors from the school climate surveys given to students and teachers, including the teacher voice in accountability for the first time. Mr. Ferguson presented the Prepared For Success Indicator at High School: US History EOCEP. Because field testing was affected by COVID, it was the subcommittee's recommendation to collect and record the results but waive inclusion in accountability for SY21-22.

After Mr. Robinson's report, Dr. Rainey Knight presented a review of SC Mathematics standards. Dr. Knight provided SC READY student performance data and highlighted that Hispanic and African American students were falling behind their peers. Next, Dr. Knight presented a review of commendations and recommendations to the mathematics standards.

Ms. Barton asked about a timeline for these new standards, to be released fall of 2023. Ms. Hairfield voiced her support for embedding standards and supporting documents.

Sen. Hembree inquired about how South Carolina compared with sister states in math. Dr. Knight stated that the research showed that some states were looking at core courses. Sen. Hembree asked a clarifying question about Bloom's taxonomy. Dr. Knight stated that this was a taxonomy of rigor, meant to show higher-level thinking. Next, Sen. Hembree inquired about the stark drop-off almost every year. Dr. Knight stated that a possible reason for this drop-off could be that the tests are not vertically aligned across grade levels.

Sen. Hembree stated that he noted up to 35 people involved in creating the standards, 22 of whom were teachers. Dr. Knight confirmed this number, adding that many of these were actual math teachers. One of the reasons for such high participation rates may be because they were conducted via Zoom.

Rep. Alexander asked a clarifying question about recommendation six, asking if it was the recommendation that all students explain their answer. Dr. Knight confirmed that yes, this was the recommendation. Rep. Alexander asked if this was doable for 1st and 2nd graders, which Dr. Knight affirmed. Rep. Alexander next asked about how this might be qualified based on different perspectives, inquiring if this was fair to all students. Dr. Knight stated that letting students verbalize their answers is important to their knowledge development. Rep. Alexander stated that it was his concern that we are not giving all students the same opportunity to explain their thinking.

Next, Dr. Turner inquired about why JROTC is not considered a Career Ready option within accountability. Mr. Ferguson stated that one of the topics discussed during cyclical review was whether ASVAB should be tied to JROTC, as some districts don't have JROTC. Dr. Turner stated that he would still like this to be considered and looked at. Mr. Ferguson stated that this would be added to the docket for the next ASA subcommittee meeting.

Ms. Barton asked about how teacher voice will be assessed in the school climate surveys. Mr. Ferguson stated that the State Department of Education has procured new software within PowerSchool allowing surveys to be conducted via the platform. According to PowerSchool, these surveys will be more secure and with the increased security, schools and districts will not be able to link surveys to individuals.

All voted in favor of the report; the report carries.

Next, Mr. Couch presented on the EIA subcommittee meeting, also held November 15, 2021. First, he discussed the EIA projections for 22-23; based on EIA estimation, there is a surplus. Mr. Couch presented a summary of recommendations, found in page 6 of the report, and a summary of nonrecurring use of surplus.

Because the EIA subcommittee did not have a quorum, it was the recommendation that these be approved by the full committee. This recommendation was seconded by Dr. Turner.

Rep. Felder asked about the working conditions survey. Mr. Ferguson stated that this would be handled via the working conditions survey. Perhaps SC Teacher or CERRA would handle this work, but regardless, the working conditions survey should live outside the school districts and Department of Education.

Sen. Hembree asked about the \$34M regarding literacy supplement focusing on Palmetto Literacy Schools, asking if training was connected to receipt of these funds. Mr. Ferguson stated that yes, training was connected and funding for the training would be provided with the amount. Sen. Hembree stated that with 5,500 teachers, not all of whom are struggling, this could be frustrating for teachers who don't need it. Mr. Ferguson stated that this provided an opportunity for retraining.

Ms. Hairfield next asked a clarifying question about high dose tutoring. Mr. Ferguson stated that the key is in making sure tutors are highly trained; research shows that when high dose tutoring is done with fidelity, it can be very beneficial. Sen. Hembree asked if there were any examples of districts doing this right. Mr. Ferguson stated that none come to mind, but he will inquire about this further.

Ms. Weaver suggested that perhaps this could be an opportunity for matching funds, which Sen. Hembree stated may be an appealing option.

All members approved the EIA recommendations unanimously.

Mr. Ferguson provided an update on the spring research docket. In ASA in spring, the subcommittee will address the growth to proficiency model, an on-track measurement in high school, seeking to look at what the end of 9th, 10th, and 11th grades look like. In addition, the ASA subcommittee will look into the question of JROTC as addressed by Dr. Turner during this meeting. Additionally, recurring interim assessment data should be provided in January.

Mr. Alexander asked about the status of a State broadband. Next, Mr. Alexander asked about looking at the overlap between early childhood programs who may be doing the same work, to ensure that we are not being redundant. Ms. Weaver made note of these on the research docket.

Next, Ms. Weaver thanked everyone and announced her plan to resign as Chair, effective end of year, because of her interest in running for superintendent. Ms. Weaver appointed Ms. Hairfield, Sen. Johnson, and Ms. Allen to the committee to recommend her successor. A transcript of Ms. Weaver's remarks is provided below:

As we come to the end of another challenging year, I have been reflecting on what an incredible honor it has been to serve as your Chair for the last 3 years.

It has been an eventful tenure, to put it mildly, starting almost immediately with key staff leadership transitions, followed quickly by COVID's unprecedented disruption.

Through all these challenges, I've been so proud of and grateful for the competence and professionalism of our Committee staff. They have risen to every occasion, fulfilling the EOC's critical mission to report facts, measure change, and promote progress.

In addition to its routine and ongoing work, over the last three years our Committee has:

- With the help of Dr. Knight's stabilizing transitional leadership, hired a new executive director. Matthew – it has been exciting to see you owning the work, bringing new ideas to the table, expanding communication initiatives, and building your team for future impact.*
- Provided essential early technical assistance under the leadership of Dr. Lee D'Andrea, applying lessons learned from the EOC's e-Learning Pilot Project, when school flipped to emergency online learning overnight in March of 2020.*
- Delivered analysis requested by the General Assembly—the only analysis of its kind—of projected and actual impact of pandemic-driven learning losses on students.*
- Brought new structure and focus to our EIA budget recommendation processes, this year focusing on essentials of teacher recruitment and retention and helping students recover basic literacy and math skills.*
- Completed a Board-level strategic planning process, laying out a robust vision for the EOC to find new ways to report data and convene and collaborate with key stakeholders to push for continual education improvement for students across our state.*

In short, I hope that together we have left the EOC's mission and vision as strong or stronger than when you entrusted me with the Chairmanship in 2019.

And as you just heard in Matthew's report, there so much more work to do.

So it is bittersweet to share with you today that I plan to resign my position as Chair effective at the end of this year. After much prayer and advice, I have decided to run to be South Carolina's next Superintendent of Education. I believe deeply that the EOC's mission of transparency through independent oversight is needed now more than ever, and I don't wish for the partisan nature of this election to become a distraction to this Committee's vital work.

So in my final act as Chairman, I have appointed our Vice Chair Barbara Hairfield, Senator Kevin Johnson, and April Allen to a special nominating committee. They will return a recommendation for your approval at our February meeting for a candidate to complete the remainder of my term, which runs through the end of 2022.

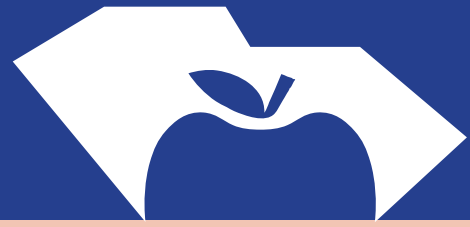
I am excited to continue to serve with you as a Member of the Committee and am once again grateful for the 3 years you entrusted me as Chair to help move our mission forward for kids across this state. I believe the constructive conversations and can-do attitude we have here at the EOC are a model of how we can move education forward in this state in the months and years ahead.

And speaking personally, I just want to say "thank you." The lessons I have learned here will serve me for the rest of my life. I am deeply indebted to each of you for your patience, good humor, insights, and kindness.

With no further business, the meeting adjourned at 2:10pm.

EOC Meeting **TO**pline

Joint ASA/Public Awareness Meeting
January 24, 2022



Provided by SC Education Oversight Committee staff as a summary of key staff reports presented at each meeting

State-Funded 4k (CERDEP)

- The State's investment in CERDEP is beneficial for student kindergarten readiness. Among kindergartners who participated in 4K CERDEP, 23% tested at the Demonstrating Readiness category on the Kindergarten Readiness Assessment (KRA), compared to 18% of Pupils in Poverty (PIP).
- Enrollment in CERDEP programs is up more than 50% from the 2020-21 school year; 14,663 students accessed 4K services in SC this year.
- There are still 52% of eligible four-year-olds not served by CERDEP or Head Start making the opportunity to increase district participation and scale up the number of licensed childcare providers who participate in First Steps 4K a critically important one.



CERDEP Recommendations

- Expand opportunities for access, increasing the student reimbursement rate to \$5,100
- Evaluate CERDEP quality as the program is expanded
- Evaluate the three assessments given in 4K programs to determine if they provide necessary information and impact student success
- Expand coordination and collaboration efforts on behalf of all eligible SC children

Discussion Items for Accountability

Student Growth



- Norm-referenced interpretations compare students to one another, & criterion-referenced compare to the standard
- Current growth model is norm-referenced and recognizes schools whose students show better than average gains
- Better than average gains are insufficient for the lowest-achieving students to ever meet expectations
- Exploring a criterion-referenced growth model that has specific individual growth targets that lead to proficiency

College/Career Ready



- Discussion of Junior Reserve Officer's Training Corp (JROTC) program participation becoming a Career-Ready option for students
- Topic was addressed during cyclical review, but no consensus reached
- Extended (5-year) graduation rate recommendation for inclusion in system
- Many states exercise an option to value an extended graduation rate

School Quality



- On-track measure provides a simple quantitative measure of whether 9th graders are making adequate progress to graduation based on credit completion and course failures
- Some states use on-track status as an accountability measure for middle and high schools
- An outcome measure that can be easily calculated, monitored and acted upon

EDUCATION OVERSIGHT COMMITTEE

Date: February 14, 2022

ACTION ITEM:

FY2020-21 and FY2021-22 State-Funded Full Day 4K Annual Report

PURPOSE/AUTHORITY

Provisos 1.56 and 1A.29 of the 2020-21 General Appropriation Act

Of the funds appropriated, \$300,000 shall be allocated to the Education Oversight Committee to conduct an annual evaluation of the South Carolina Child Early Reading Development and Education Program (CERDEP) and to issue findings in a report to the General Assembly by January fifteenth of each year. To aid in this evaluation, the Education Oversight Committee shall determine the data necessary and both public and private providers are required to submit the necessary data as a condition of continued participation in and fund of the program. This data shall include developmentally appropriate measures of student progress. Additionally, the Department of Education shall issue a unique student identifier for each child receiving services from a private provider. The Department of Education shall be responsible for the collection and maintenance of data on the public state funded full day and half day four-year-old kindergarten programs. The Office of First Steps to School Readiness shall be responsible for the collection and maintenance of data on the state funded programs provided through private providers. The Education Oversight Committee shall use this data and all other collected and maintained data necessary to conduct a research-based review of the program's implementation and assessment of student success in the early elementary grades.

CRITICAL FACTS

The report addresses the following:

- Documents CERDEP's implementation in FY 2020-21 by focusing on the number of students served and the program's financial data;
- Uses available information and provides estimates of the four-year-old population in 2020-21 and the number of four-year-olds in poverty served by a formal publicly funded 4K program in South Carolina.
- Illustrates 4K opportunities and funding streams in SC, including CERDEP.
- Describes changes in enrollment, and changes in policy that resulted in an increase statewide from 2019-20 through 2021-22 enrollment.

TIMELINE/REVIEW PROCESS

The FY2020-21 and FY2021-22 State-Funded Full Day 4K Annual Report was posted to the General Assembly website on January 14, 2022.

ECONOMIC IMPACT FOR EOC

The General Assembly allocated \$300,000 to the annual evaluation.

ACTION REQUEST

For approval

For information

ACTION TAKEN

Approved
 Not Approved

Amended
 Action deferred (explain)

2022

STATE-FUNDED FULL-DAY 4K ANNUAL REPORT: FY 20-21 & FY 21-22

PREPARED BY

DR. JENNY MAY &
MATTHEW FERGUSON

PURSUANT TO

PROVISOS 1.56 & 1A.29 OF THE 2020-21
GENERAL APPROPRIATION ACT

JANUARY 2022

RECOMMENDATIONS

RECOMMENDATION 1. EXPAND OPPORTUNITIES FOR CERDEP ACCESS

Increase the student reimbursement rate to \$5,100.

Despite great strides being made across South Carolina, an estimated 18,679 students who live in poverty remain unserved by CERDEP classrooms. Expansion efforts should focus on school districts that have a high percentage of eligible children but opt out of CERDEP 4K programs. A barrier to expansion mentioned is the reimbursement rate. Districts report that the current level of funding and the required teacher:student ratio do not fully cover the cost of a classroom, in some instances. If increased to \$5,100, it would ensure school districts are able to meet the teacher: student ratios and fully fund the salary and fringes of more experienced certified teachers.

Explore mixed-ability, heterogenous grouping in CERDEP classrooms, building towards universal 4K eligibility.

Research has shown that heterogenous grouping has a benefit on student achievement for students at all levels and when used appropriately on student satisfaction and attitudes about learning and school. The expansion of CERDEP to include students who do not meet a poverty threshold nor are at risk on a developmental screener should be the goal. Pilots should explore if a heterogeneous class composition and professional development to support teachers in appropriate group tasks and differentiating instruction would further quality in South Carolina's publicly funded 4K classrooms. First Steps 4K currently provides classrooms with some degree of heterogenous grouping, as not all students within the class are required to be CERDEP eligible. (i.e., some students might be private pay or receive vouchers).

Further piloting is needed to determine if this class composition contributes to better student outcomes in the expansion towards universal prekindergarten.

RECOMMENDATION 2. EVALUATION OF PROGRAM QUALITY

While expanding opportunities for students to access CERDEP programs is the first step to ensure all students enter Kindergarten ready to access the grade level standards, evaluation of the quality of the CERDEP experience should be central to the creation and scale of the program. Further research and evaluation should continue to consider improving and ensuring the quality, as well as quantity, of State-funded early childhood programming.

RECOMMENDATIONS

RECOMMENDATION 3. EVALUATION OF CERDEP 4K ASSESSMENTS

Research should be conducted to analyze and clearly define the constructs measured by the three CERDEP approved assessments (e.g., PALS, Gold, and MyIGDIs), the degree to which the assessment constructs align across assessments, how comparable results are to each other, and to what extent the assessment results are indicators of Kindergarten Readiness and to KRA results.

The current multitude of assessments used in Pre-K, kindergarten, first and second grade do not seem to provide an accurate student growth continuum for teachers to use in determining next steps in instruction. Neither does it provide parents with substantive information regarding their child's progress, including the growth needed to meet third grade targets. A single, statewide assessment would be ideal.

RECOMMENDATION 4. EXPANDED COORDINATION & COLLABORATION

CERDEP 4K and First Steps 4K should continue and expand coordination and collaboration efforts to serve as many eligible children as possible across South Carolina. This work should include data sharing as well as shared professional development efforts. The SCDE and OFS have made progress in this work to include sharing waiting lists, assigning First Steps 4K students SUNS identification numbers, and working to establish a longitudinal data system.

Momentum should continue across early childhood programs to provide parents information about the programs they may qualify for and a common place to apply for several programs simultaneously. The Early Childhood Advisory Council has launched two eligibility portals for parents: Palmetto Pre-K (<https://palmettoprek.org/>), which helps parents find free educational pre-k programs, and First Five SC (<https://first5sc.org/>), which helps parents assess their eligibility across early childhood services in five domains (child care and education; health and safety; special needs and early intervention; food and nutrition; parenting and family support). In early 2023, First5SC plans to launch a common application across programs in those five domains.

Though still in the early stages, the South Carolina Early Learning Extension has the potential to link data across several early childhood programs to K-12 educational outcomes. It is recommended that efforts be made to provide Head Start students a SUNS identification number and surface other early childhood 4K data administered locally by school districts.

CERDEP CHANGES IN 2021-22

In the 2021-22 several changes to CERDEP process and policy were implemented. These changes include:

Expansion of the Eligibility Criteria:

Proviso 1.56 begins, "Beginning with the current fiscal year, eligible students residing in any school district may participate in the South Carolina Early Reading Development and Education program (CERDEP) pending the availability of space and funding. Student eligibility as defined by Section 59-156-130 of the 1976 Code is an annual family income of one hundred eighty-five percent or less of the federal poverty guidelines as promulgated annually by the United States Department of Health and Human Services or a statement of Medicaid eligibility."

The SCDE has implemented this provision by designating schools with a 60 percent or greater poverty index as eligible to participate in CERDEP 4K. This interpretation by SCDE has identified schools for CERDEP eligibility in all school districts, except York 4. However, not all school districts have elected to participate in CERDEP. CERDEP 4K increased by 125 classrooms in 69 new schools. There were an additional 17 new classrooms in historically CERDEP eligible districts.

Beginning with the current fiscal year, eligible students residing in any school district may participate in the South Carolina Early Reading Development and Education Program, giving First Steps 4K the ability to serve eligible students in all 46 counties. This expansion added 55 new centers/schools with 66 new classrooms as private or non-profit independent school providers of CERDEP. Six (6) counties remain without First Steps 4K classrooms.

DSS licensure changes: Public schools and non-profit independent schools are no longer required to be approved, registered, or licensed by the Department of Social Services to participate in CERDEP. Leaders in early childhood have referred to this policy change as a great success in reducing inhibiting factors to both public district/school and non-profit independent school participation in the CERDEP program. SCDE and First Steps 4K are responsible for ensuring that providers deliver high-quality educational programs in a safe environment.

CERDEP CHANGES IN 2021-22

Increase in per pupil reimbursement for CERDEP: The reimbursement rate in CERDEP 4K was increased by \$200 per child to \$4,800. This increased reimbursement rate allows for classrooms to be more fully funded. In public school CERDEP 4K programs this frees more local funds previously used to offset costs of more experienced, certified teachers. For non-public First Steps 4K providers, this funding helps to move toward a more adequate reimbursement policy. This was previously explored in the EOC RAND Corporation's *Cost of CERDEP* report.

THE CERDEP 4K REPORT

The following is a report from the South Carolina Education Oversight Committee pursuant to Provisos 1.56 and 1A.29 of the 2020-21 General Appropriation Act.

Pursuant to Proviso 1.56

The Education Oversight Committee [shall] conduct an annual evaluation of the South Carolina Child Development Education Pilot Program and to issue findings in a report to the General Assembly by January fifteenth of each year. To aid in this evaluation, the Education Oversight Committee shall determine the data necessary and both public and private providers are required to submit the necessary data as a condition of continued participation in and funding of the program. This data shall include developmentally appropriate measures of student progress... The Education Oversight Committee shall use this data and all other collected and maintained data necessary to conduct a research based review of the program's implementation and assessment of student success in the early elementary grades along with information, recommendations, and a timeline for how the state can increase the number of students served in high-quality programs.

This report seeks to answer four questions:

1. How many 4K students are in SC, and of those how many are in poverty?
2. How many children are served by CERDEP programs?
3. What is the financial investment by SC in CERDEP?
4. What is the impact of this state funded CERDEP program on Kindergarten Readiness?

Public schools, non-profit independent schools and childcare centers licensed by the South Carolina Department of Social Services (DSS) may participate in the CERDEP program to serve eligible four-year-olds. The South Carolina Department of Education (SCDE) oversees CERDEP implementation in public schools, referred to in this report as CERDEP 4K. The South Carolina Office of First Steps to School Readiness (SCFS) oversees CERDEP implementation in non-public school or childcare settings, referred to in this report as First Steps 4K.

CERDEP provides full-day early childhood education for children in poverty, who are at risk of not being ready for Kindergarten and are four-years-old on or before September 1. Full-day 4K refers to a minimum of 6.5 hours per day, five days a week, for at least 180 days per year. CERDEP legislation allows for extended day or 8 hours per day and extended year of 220 days per year.

The General Assembly created and funded the Child Development Education Pilot Program by budget proviso in Fiscal Year 2006-07. In 2014 the General Assembly codified the program in Act 284 and renamed it the South Carolina Child Early Reading Development and Education Program (CERDEP).

Between school years 2006-07 and 2012-13, CERDEP services targeted eligible children residing in districts in the Abbeville equity lawsuit (Abbeville County School District et. al. vs. South Carolina).

In Fiscal Year 2013-14, the General Assembly expanded the 4K program to include children who met the same age and socioeconomic criteria and who resided in a district with a poverty index of 75 percent or more. This expansion included 17 additional school districts that were not original trial and plaintiff districts. The legislature appropriated additional State funds of \$26.1 million to provide the educational services to children residing in these districts.

In Fiscal Year 2014-15, the General Assembly expanded the program to include children who met the same age and socioeconomic criteria and who resided in a district with a poverty index of 70 percent or more.

Most recently, in Fiscal Year 2021-22, Proviso 1.56 further expanded CERDEP eligibility to include any eligible student in any school district. The SCDE implemented this expansion by including all schools with a poverty index of 60 percent or higher (e.g. high poverty schools in low poverty districts). (SCDE, 2021).

Landscape of 4K Opportunities in South Carolina

While the scope of this report is focused on CERDEP, not all children are eligible to attend CERDEP classes, either because the student is not eligible or the school district does not offer CERDEP 4K.

There are a variety of other 4K options in South Carolina available to families. These other 4K programs have a variety of funding sources (e.g. state, federal, and private), varying oversight and administrative bodies, different curricular structures and assessment requirements as well as distinct student eligibility characteristics and instructor certification requirements.

Below is an illustrative, but non-exhaustive, description of the 4K landscape in South Carolina.

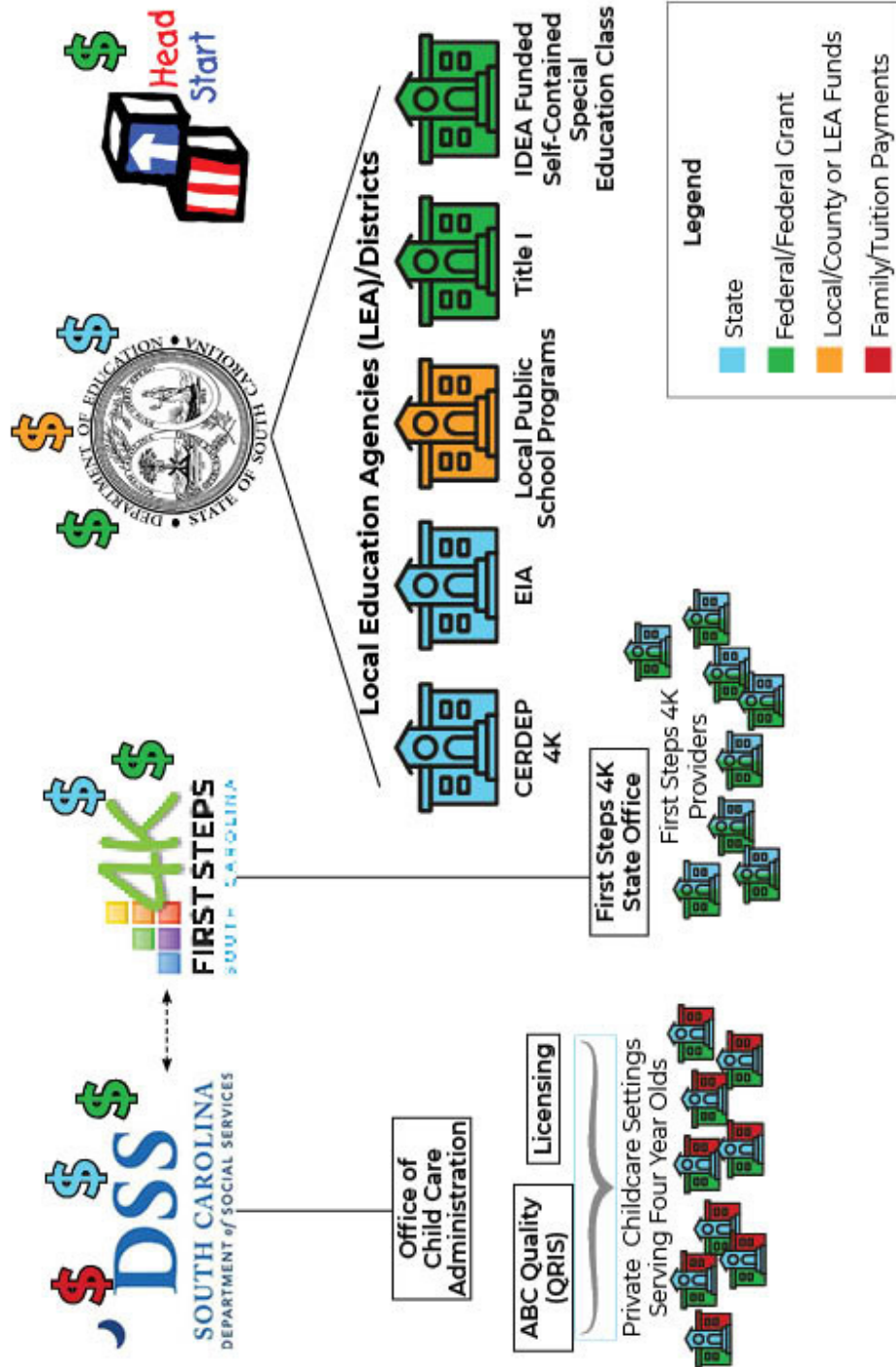
- **CERDEP 4K:** CERDEP 4K programs in public schools are State-funded and run by the local school district with the SCDE as the reporting agency. Students must be four years old on or before September 1 of that school year and families must meet a poverty threshold of less than 185 percent of the federal poverty rate, with preferential placement on the waitlist offered to income eligible students who are qualified as at-risk using a developmental screening tool. If there are open spots, students who are not financially eligible but are at risk of entering Kindergarten without needed skills as indicated by developmental screener or by accessing special education services through an Individualized Education Program (IEP) may enroll in a CERDEP 4K class after October 1. Students take a beginning of year and end of year 4K assessment (either GOLD, PALS, or MyIGDIS) and use curricula from a list of approved options. Instructors in these programs are certified teachers in early childhood education. The required instructor:student ratio is 1:10.
- **FIRST STEPS 4K:** First Steps 4K is State-funded CERDEP in non-public school settings with South Carolina First Steps (SCFS) as the oversight and reporting agency. Students are eligible for First Steps 4K if they are four years old on or before September 1 of the school year and if they have a household income of less than 185 percent of the federal poverty rate. SCFS works in collaboration with SCDE to collect 4K GOLD assessment data. The Creative Curriculum is also used by most instructors in these settings as is Conscious Discipline. First Steps 4K providers are a variety of non-public school settings, such as licensed childcare centers, faith based, military providers, and non-profit independent schools. First Steps 4K providers are given classroom set-up and materials grants and are supported by a 4K coach. Instructors in these First Steps 4K are not certified teachers. The required instructor:student ratio is 1:10.

- **HEAD START 4K:** Head Start programs are federally funded and monitored for compliance. These programs must meet the quality requirements outlined by the Head Start Performance Standards. In South Carolina, Head Start programs also participate in DSS licensure and quality rating improvement. Head Start funding flows from the federal government directly to the grantee and is connected to federal program requirements. Head Start is designed to offer a comprehensive suite of services designed to protect young children's health and safety in addition to moving families out of poverty using two generation strategies. Students qualify at 100 percent of the federal poverty rate. While there is not a federal requirement for Head Start teachers to be certified, Head Start instructors in South Carolina must have a baccalaureate, associates or advanced degree in early childhood or a related field, and teacher certification is preferred, though there is a waiver process if needed. (Memorandum, 2011) While a specific 4K assessment is not outlined in the federal performance standards for Head Start, the assessment must be valid, reliable, and aligned with the Head Start Early Learning Child Outcomes Framework: Ages Birth to Five. Assessments should be used for the purposes of individualized instruction and intervention. (Head Start Performance Standards)
- **HALF-DAY EIA 4K:** Districts who have traditionally been ineligible to receive funding for CERDEP 4K do have access to EIA 4K funding. Half-Day EIA funding allows districts to offer half-day 4K for students identified as having a developmental delay as determined by administration of a developmental screening tool (i.e., DIAL 4), or qualifying for free/ reduced lunch or Medicaid. There are no state-level curricular or assessment reporting requirements. Therefore, there is no assessment data included in this report for these programs. If eligible for CERDEP 4K funding, districts must elect to receive one or the other: districts cannot receive both forms of state funding (i.e., offer both CERDEP 4K and Half-Day EIA 4K). There is no required 1:10 instructor:student ratio.
- **DISTRICT-FUNDED 4K:** District-funded 4K programs may be established through school district funds, to include Title 1 funding. These programs are managed by the school district in compliance with federal, state, and local requirements. Student eligibility for participation is determined at the local level. These programs are not required to adhere to the same curricular or assessment procedures that CERDEP 4K and First Steps 4K programs do. Therefore, there is no assessment data included in this report for these programs. Requirements for teacher certification vary per district policy and procedure. There is also no required 1:10 instructor:student ratio.

- Licensed Child Care Centers:** Four-year-olds may access full day, preschool activities in a Department of Social Services (DSS) licensed early childhood education centers and funded through a variety of streams. Families may pay tuition, access a voucher through DSS, or utilize another scholarship or funding opportunity. Programs are licensed for health and safety and often volunteer to participate in the Quality Rating Improvement System (QRIS). These programs are administered independently; however, oversight is provided through the DSS Office of the Childcare Administrator through licensure and QRIS. These programs select curricula and learning activities that align with the Early Learning Standards, and instructors must be trained in the early learning standards using the online system; however, programs do not select from an approved list nor do programs need to participate in 4K assessments and State level assessment reporting. Many programs do developmental screenings although they are not required. Instructors are not required to be certified teachers.
- PRIVATE 4K:** Private 4K programs are often part of an affiliated private school program, sometimes religious in nature, that also serve elementary, middle and high school students. These programs are funded through tuition dollars or scholarships the school distributes, Student eligibility is determined independently by the schools. These programs are not required to participate in 4K assessments or state level reporting. They may be licensed through DSS and included in the QRIS system. Requirements for teacher certification are determined independently by the schools.

<u>TERMS AS USED IN THIS REPORT</u>	
TERM	DEFINITION
CERDEP	This is the inclusive term to include those programs administered by the SC Department of Education (SCDE) and the South Carolina Office of First Steps to School Readiness (SCFS). It includes public schools, non-profit independent schools and childcare centers licensed by the South Carolina Department of Social Services (DSS) in the CERDEP program that serve eligible four-year-olds.
CERDEP 4K	This is the term for CERDEP programs in public schools that are State-funded and run by the local school district with the SCDE as the reporting agency. In previous EOC reports, this was referred to as Public CERDEP.
FIRST STEPS 4K	This is term for state-funded CERDEP in non-public school settings with South Carolina First Steps (SCFS) as the oversight and reporting agency. In previous EOC reports, this was referred to as Non-Public CERDEP.

Funding Streams for 4K



* Students with disabilities receiving IEP services can be served in any of these 4K environments they are otherwise eligible for as determined by the IEP team, and IDEA federal funds pay the excess cost of special education services with the other funding source paying general cost of the program.

ESTIMATE OF FOUR-YEAR-OLDS AND THOSE IN POVERTY

This report estimates the number of four-year-olds projected to reside in each South Carolina school district and the number of those four-year-olds in poverty.

County birth rates reported by the SC Department of Health and Environmental Control (DHEC) provided the number of four-year-old children by county. For counties that had multiple school districts, the analysis allocates the number of four-year-old children in districts based on the student enrollment in school year 2020-21.

The 2020-21 poverty index is the poverty index created by SCDE in cooperation with the Office of Revenue and Fiscal Affairs. The poverty index was developed because of the implementation of the United States Department of Agriculture's Community Eligibility Program. The index uses student data from the federal Supplemental Nutrition and Assistance Program, Temporary Assistance for Needy Families, and Medicaid. It also includes foster, homeless, and migrant students. By multiplying the district poverty index by the number of projected four-year-old children, an approximate number of at-risk four-year-olds in poverty by district was estimated.

FINDING 1

The estimated number of four-year-olds in South Carolina has continued to decline slightly. In school year 2020-21, the estimate is 57,030 as compared to 57,337 in 2019-20 and 57,613 in 2018-19.

FINDING 2

In school year 2020-21, 35,951 of the state's 57,030 four-year-olds (63%) lived in poverty and were at risk of not being ready for kindergarten.

FINDING 3

The estimated number of South Carolina four-year-olds living in poverty has increased slightly to 63 percent from 62.5 percent in school year 2018-19 and 61 percent in school year 2019-20.

While a student must live in a district that is eligible to participate in CERDEP, or as Proviso 1.56 is implemented in a school zone for a non-CERDEP district school at greater than 60% poverty, a student may attend a First Steps 4K provider that is in any district. This may partially explain why some districts have more than 100 percent of estimated children in poverty being served. Moreover, there is a certain level of population movement that naturally occurs. Since these estimates are based on birth rates, families might have moved in or out of a community since birth and before the beginning of the child's educational matriculation.

CERDEP enrollment in the school district used the number of children funded in school year 2020-21. The CERDEP counts reflect 45-day student enrollment counts in public schools and First Steps centers.

The SC Head Start Collaboration Office provided student information based on May 2019 Head Start Census data. The data reflect the number of 4K students served in Head Start in each county.

Appendix A shows the estimates of four-year-olds in poverty by district and reports the percent change from 2019-20 to 2020-21. A negative percent change indicates that the estimated number of four-year-olds in poverty decreased. The school districts with the largest percent change in the estimated number of four-year-olds in poverty include McCormick (21%), Calhoun and Allendale (18%), Abbeville (16%) and Williamsburg (13%).

The estimated number of four-year-olds in South Carolina has continued a slight decline. In school year 2020-21, the estimate is 57,030 as compared to 57,337 in 2019-20 and 57,613 in 2018-19.

Additionally, the data demonstrates that in school year 2020-21, 35,951 of the state's 57,030 four-year-olds, or 63%, lived in poverty and were at risk of not being ready for kindergarten. The estimated number of South Carolina four-year-olds living in poverty has increased slightly from 62.5 percent in school year 2018-19 and 61 percent in school year 2019-20.

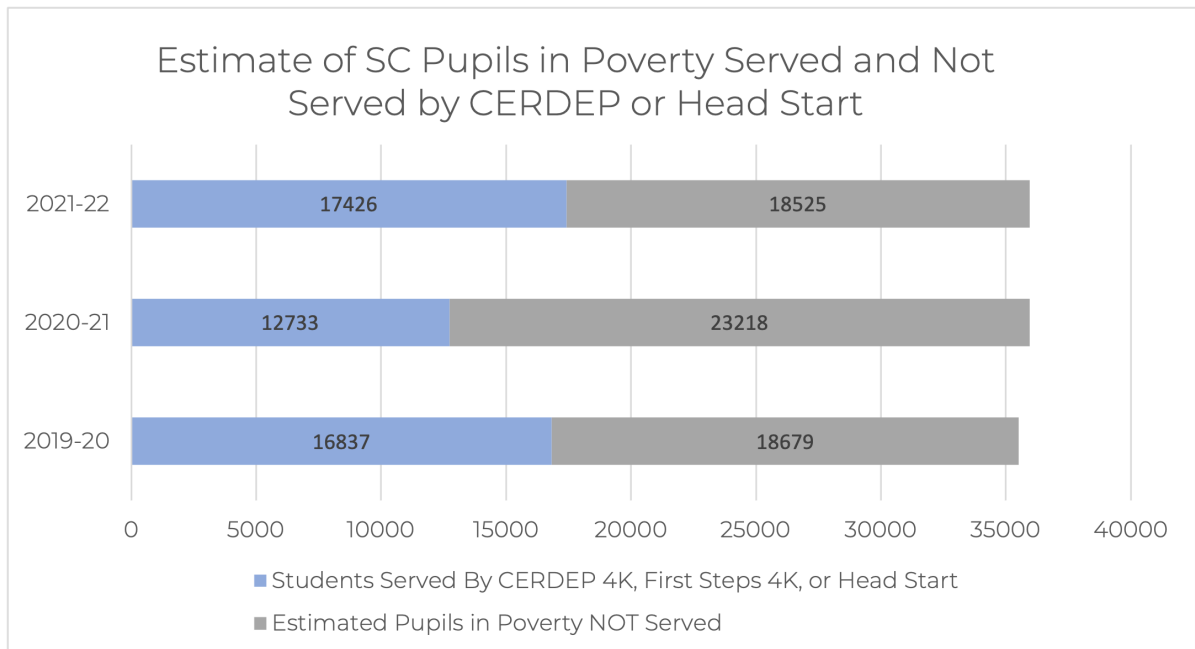
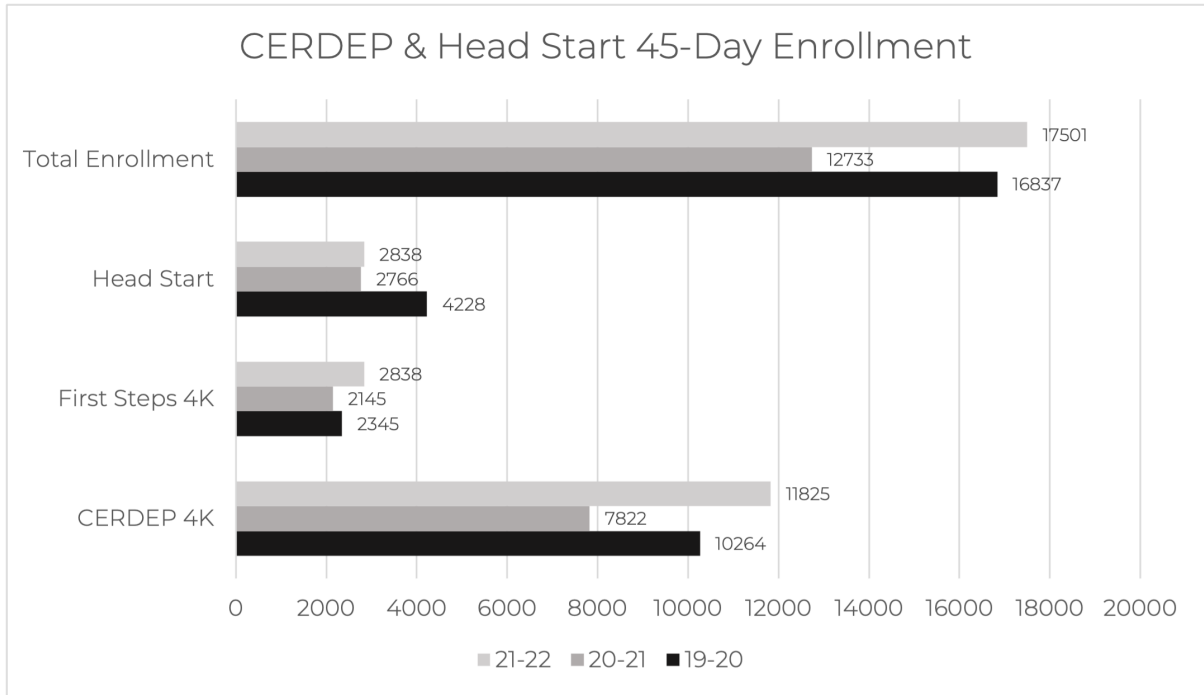
CHILDREN SERVED BY CERDEP

While gaps remain to meet the goal of serving all students eligible for state funded 4K, South Carolina is not following the troubling national trend of declining public 4K enrollment. While national researchers have found that early learners are among the most affected with a 13% decline in pre-K (Rosa, 2021), South Carolina's total CERDEP enrollment has increased by 37% from 2020-21 and has recovered and increased slightly (4%) from the pre-COVID enrollments of 2019-20.

However, 52% (18,679) of eligible South Carolina 4-year-olds remain unserved by CERDEP 4K, First Steps 4K, or Head Start programs, though they may be served by other 4K programs (e.g., Half-Day EIA 4k). There are seemingly significant gaps in 4K opportunities in school districts that have elected not to offer CERDEP 4K.

Head Start student counts are provided for context of services offered to students in poverty. It is important to include Head Start students in counts of children in poverty accessing full-day, 4K because Head Start serves children at 100 percent of the federal poverty rate rather than the CERDEP eligibility rate of 185 percent of the federal poverty rate (i.e., Head Start potentially serves more impoverished students than those served by CERDEP). See [Appendix B](#) for the most current Head Start enrollment data available.

CHILDREN SERVED BY CERDEP



CHILDREN SERVED BY CERDEP

CERDEP 4K

The South Carolina Department of Education (SCDE) oversees CERDEP implementation in public schools, referred to in this report as CERDEP 4K.

As a result of the pandemic and changes in policy to expand CERDEP opportunities to children and families in our state, tracking changes in CERDEP 4K enrollment is multifaceted.

It should be noted that CERDEP 4K student enrollment in public schools during the 2020-21 school year was significantly impacted by COVID-19 school closures and declined by nearly 24%.

Also, Proviso 1.56 expanded eligibility and was implemented by allowing non-CERDEP eligible districts to serve eligible 4K students using CERDEP funds at schools with greater than 60% poverty in 2021-22.

Appendix C provides CERDEP 4K student enrollment by district from the 2019-20 through 2021-22 first 45 day count. It also delineates the district's CERDEP eligibility status, and the district's decision to participate in CERDEP 4K for these years.

In 2021-22, CERDEP 4K increased by 125 classrooms in 69 new schools. There were an additional 17 new classrooms in historically CERDEP eligible districts.

FINDING 1

CERDEP 4K enrollment for 2021-22 in programs administered in public schools by SCDE increased by 51% (4,003 additional students) as compared to CERDEP 4K enrollment in 2020-21.

FINDING 2

Most of the additional student enrollment (2,488 students) are the result of expanding CERDEP 4K eligibility to include schools with greater than 60% poverty index.

FINDING 3

Student enrollment for 2021-22 in districts that have historically been CERDEP eligible increased from the drastic enrollment declines of 2020-21 but still lag behind the pre-COVID CERDEP 4K enrollment rates of 2019-20.

CHILDREN SERVED BY CERDEP

FIRST STEPS 4K

The South Carolina First Steps (SCFS) oversees CERDEP implementation in non-public school childcare settings. These programs are referred to in this report as First Steps 4K.

Student enrollment in non-public school childcare settings during the 2020-21 school year was negatively impacted by COVID-19 closures. While 33 programs closed for varying time frames, upon reopening, First Steps 4K services were delivered face-to-face. These declines were less significant as these programs reopened during the summer of 2020 and offered extended day and summer services to families.

[Appendix D](#) provides a list of First Steps 4K childcare centers by county for 2021-22. This resource also delineates the service options for each center and available within each school district.

During 2021-22, First Steps 4K added 55 new centers/schools with 66 new classrooms as private or non-profit independent school providers of CERDEP.

There are six counties that do not have a First Steps 4K provider including: Abbeville, Allendale, Calhoun, Clarendon, Edgefield, and McCormick. Reasons for this may include lack of licensed childcare providers, minimal number of students in need of First Steps 4K due to 4K options in public CERDEP 4K or Head Start, or other reasons.

FINDING 1

First Steps 4K enrollment for 2021-22 increased by 32% (693 additional students) as compared to 2020-21.

FINDING 2

Student enrollment for 2021-22 in First Steps 4K increased by 21% (493 additional students) from the pre-COVID enrollment rates of 2019-20 in First Steps 4K programs.

FINANCIAL INVESTMENT IN CERDEP

\$72,835,228 Total CERDEP Investment for FY 2020-21, including projected Carry Forward

\$4,800 Per Student CERDEP Reimbursement Rate

\$10,000 Startup Cost Per New CERDEP Classroom with minimum student count

CERDEP 4K:

SCDE administers CERDEP 4K in public schools. The following is a summary of the CERDEP program as administered by SCDE in public schools FY 18 to FY 21.

Table 1. Summary of CERDEP 4K programs in public schools

	2017-18	2018-19	2019-20	2020-21
Full-time Equivalent Children Funded	9,789	9,812	10,609	7,822
Number of New Classrooms Funded	22	12	47	1
Total Number CERDEP Classrooms	588	600	647	648
Total Expenditures	\$47,334,876	\$51,082,105	\$54,123,239	\$41,322,136
Funds Carried Forward	\$9,766,317	\$6,699,138	\$1,444,310	\$7,546,276
Expenditures for Expansion	--	\$537,277	--	\$1,663,437

Additionally, during 2021-22, SCDE was able to expand CERDEP 4K into 69 new schools and add 125 new classrooms as well as add an additional 17 classrooms in previous CERDEP eligible districts.

See Appendix E for additional SCDE CERDEP Financial Documentation.

FINANCIAL INVESTMENT IN CERDEP

In school year 2021-22, because of implementation of expanding eligibility requirements, schools that have a poverty index of at least 60% in all South Carolina public school districts are now eligible to participate in the CERDEP program. All districts, except York 4, have at least a school with a poverty index of 60%.

Nevertheless, the following districts are eligible for CERDEP funding but did not have students enrolled in a CERDEP 4K program in 2021-22:

- Anderson 4
- Beaufort
- Greenville
- Horry
- Spartanburg 1
- Union
- York 2

Additionally, over 75% of estimated students in poverty in the following school districts are not being served by CERDEP 4K, First Steps 4K, or Head Start programming:

Table 2. Districts with more than 75% of estimated 4-Year-Olds in poverty not served by CERDEP 4K, First Steps 4K, or Head Start

School District	Estimated Number of 4-Year-Olds in Poverty	4-Year-Olds in CERDEP (public or First Steps) and Head Start	Estimated Number of 4-Year-Olds in poverty not served by CERDEP or Head Start	Percentage of 4-Year-Olds in poverty accessing CERDEP or Head Start	Percentage of 4-Year-Olds in poverty not served by CERDEP or Head Start
Anderson 4	121	29	92	24%	76%
Horry	2029	452	1577	22%	78%
York 2	173	34	139	20%	80%
Lancaster	525	101	424	19%	81%
Union	240	46	194	19%	81%
Spartanburg 1	240	44	196	18%	82%
York 4	220	40	180	18%	82%
Charleston	2438	401	2037	16%	84%
Greenville	3858	476	3382	12%	88%
Beaufort	1161	110	1051	9%	91%

See [Appendix E](#) for list of districts with estimated number of 4-Year-Olds in poverty not served by CERDEP 4K, First Steps 4K, or Head Start.

FINANCIAL INVESTMENT IN CERDEP

First Steps 4K:

SCFS administers CERDEP in non-public (or private) childcare centers approved by OFS. The non-public childcare centers can operate in any county but must serve eligible children. The following table illustrates the growth of First Steps 4K.

Table 3. Summary of First Steps 4K programs

	2017-18 (FY18)	2018-19 (FY19)	2019-20 (FY20)	2020-21 (FY21)
Full-time equivalent children funded	1,945	2,458	2,455	2,131
Number of new classrooms funded	28	18	22	29
Total number CERDEP classrooms	208	219	241	233
Total expenditures	\$15,908,565	\$19,713,585	\$21,749,929	\$17,564,184
Funds carried forward	\$9,766,317	\$6,537,962	\$1,197,608	\$4,482,021
Expenditures for expansion	\$2,376,804	\$2,765,066	\$3,595,806	\$3,395,251

The following table provides the 2021-22 reimbursement rates for First Step 4K providers based on the service option provided. There is an additional 10% provided for Centers with an ABC Quality rating of B or Above.

FIRST STEPS: 2021 - 2022 Tuition

Option	Number of School Days	Number of School Hours	Daily Rate	Annual Total of Tuition	Transportation (3.26 Daily)	Maximum Funds per SCFS 4K Student
TR - Traditional	180	6.5	26.67	4,800	587	5,387
ED - Extended Day	180	8	32.82	5,908	587	6,495
TR & SS - Traditional for 220 days	220	6.5	26.67	5,867	717	6,584
ED & SS - Extended Day for 220 days	220	8	32.82	7,221	717	7,938

See Appendix G for additional First Steps 4K Financial Documentation.

CERDEP IMPACT ON KINDERGARTEN READINESS

In 2014, the Kindergarten Readiness Assessment (KRA) was selected as the readiness assessment for use by the state of South Carolina, and it has been used since. Proviso 1A.58 of the 2019-20 General Appropriation Act directs the South Carolina Department of Education to expend up to \$2.0 million in Education Improvement Act (EIA) funds to administer the Kindergarten Readiness Assessment (KRA) to “each child entering kindergarten in the public schools. The assessment of kindergarten students must be administered at a minimum of once during the first forty-five days of the school year with the results collected by the department.”

Due to conditions related to the COVID-19 pandemic, the full version of the KRA developed for South Carolina was not administered in 2020. Instead, a shortened KRA was used at the beginning of the 2020-21 school year, referred to in this report as the Modified KRA.

The KRA publisher, WestEd, recommends that only the KRA Overall score be reported for the 2020 administration of the modified form, due to the changes made to the domains. Additionally, they suggest caution in interpretation of the Modified KRA Overall score.

FINDING 1

Statewide, about 27% of the students tested at the Demonstrating Readiness level in the fall of 2020, meaning they entered kindergarten with sufficient skills, knowledge, and abilities to engage with kindergarten-level instruction.

FINDING 2

The State’s investment in CERDEP 4K is beneficial for student kindergarten readiness. Among kindergartners who participated in the 4K Child Early Reading Development and Education Program (CERDEP), 23% tested at the Demonstrating Readiness category. Of those who were not enrolled in CERDEP 4K and Pupils in Poverty (PIP), 18% tested at the Demonstrating Readiness level.

CERDEP IMPACT ON KINDERGARTEN READINESS

2020-21 Modified KRA Results in South Carolina

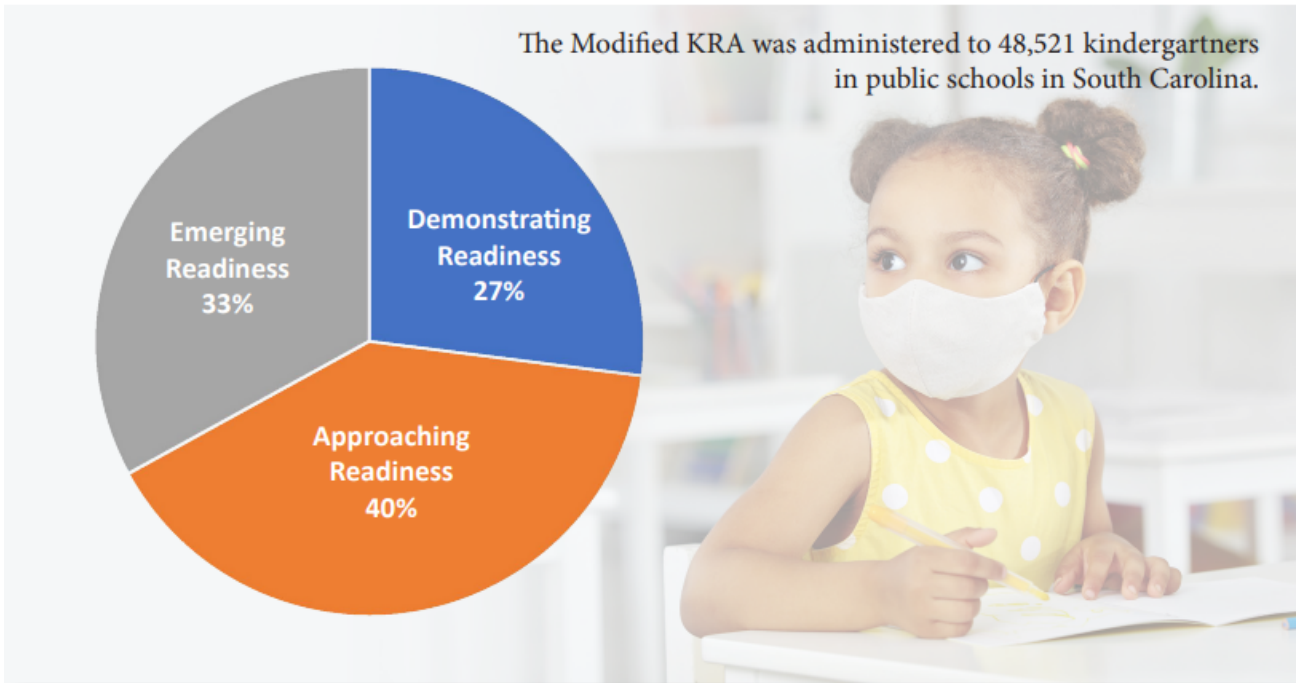
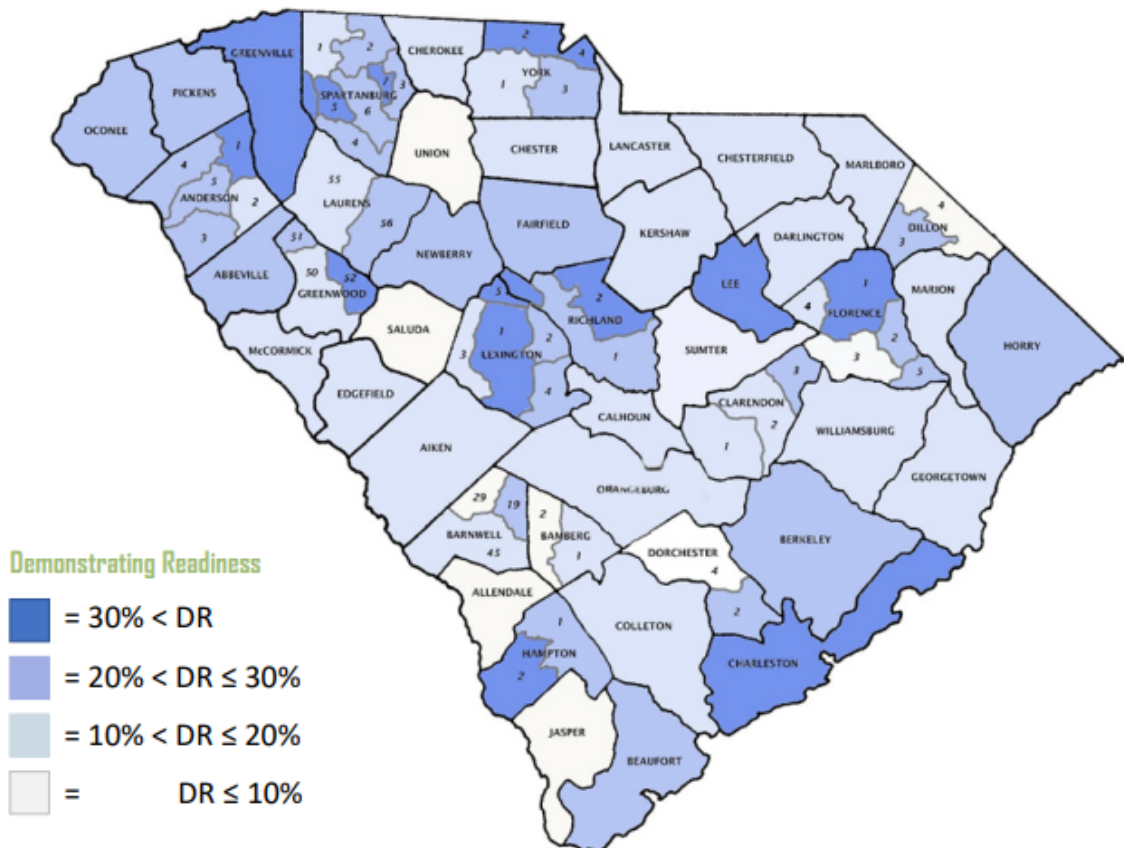


Figure 1. Readiness Level by SC School District in Fall of 2020



CERDEP IMPACT ON KINDERGARTEN READINESS

Modified KRA Overall categories were compared for the group of students with Pupils in Poverty (PIP) status. Pupils in poverty attending a CERDEP program tested at a higher level than pupils in poverty attending a private non-CERDEP program or receiving informal 4K care. Students receiving informal care presented the lowest percentage (11%) of students tested at the Demonstrating Readiness level. Among CERDEP programs, 27% of kindergartners who had attended First Steps 4K tested at the Demonstrating Readiness level compared to 20% of kindergartners who attended public school CERDEP 4K programs. An analysis of this student performance using data from Pupils in Poverty (PIP) served by State-funded 4K (CERDEP) and Pupils in Poverty (PIP) NOT served by State-funded 4K (CERDEP) shows that the State’s investment in CERDEP 4K is beneficial for student kindergarten readiness. Results are provided in the following table.

Table 4. KRA Results for Pupils in Poverty by 4K Experience

Modified KRA Results for Pupils in Poverty Served in CERDEP-Funded Programs Compared with Pupils in Poverty Served in Non-CERDEP-Funded Settings, Fall 2020

Students	Number	Emerging Readiness	Approaching Readiness	Demonstrating Readiness
CERDEP 4K	8,744	35%	45%	20%
First Steps 4K	2,345	30%	44%	27%
All CERDEP:	11,089	34%	45%	21%
Informal 4K	3,415	55%	34%	11%
Formal Private 4K	8,702	37%	42%	20%
All Non-CERDEP:	12,117	42%	40%	18%

Note: The Modified KRA was administered in Fall 2020; results are not comparable with other years' results. The current table includes only results from pupils in poverty (PIP).

For more information about the results of the 2020 Modified KRA, see the EOC's full report at this [link](#):

CERDEP IMPACT ON KINDERGARTEN READINESS

CERDEP Pre/Post Assessment Data, 2020-21

When students enter 4K classrooms funded by CERDEP dollars, teachers must assess the knowledge they have in accordance with the enabling legislation. Teachers can assess students using one of three different screeners at the beginning of the school year, and again at the end to ensure Kindergarten readiness or appropriate supports so the student can become ready for Kindergarten both in background knowledge and social emotional capacity to access the learning environment. The three approved 4K assessments include: PALS, GOLD, and MyIGDIS. All CERDEP students in CERDEP 4K and First Steps 4K classes are assessed.

PALS

The PALS prekindergarten assessment measures name writing (total possible 7 points); upper case alphabet recognition (total possible 26 points); lower case alphabet recognition (total possible 26 points); letter sounds (total 26 points); beginning sound awareness (total possible 10 points); print and word awareness (total possible 10 points); rhyme awareness (total possible 10 points); and nursery rhyme awareness (total possible 10 points).

Approximately 10,950 children in CERDEP 4K classes took the beginning-of-year and end-of-year PALS prek test in 2020-21. Of the 10,950 children who entered PreK, 2,646 or approximately 24% scored 0 at name writing. Kindergarten Readiness (SCDE) as defined by SCDE Office of Early Learning and Literacy and OFS in early writing determines a child ready for Kindergarten if the child can “write name independently or using an example”. A score of 0 on the PALS assessment indicates that a student is not able to approximate their name in writing using letters or scribbles that approximate letter shapes. An analysis of end-of-year PALS assessment results show only 290 or 2.6% scored 0 and 9,518 or approximately 87% scored 5 or better.

CERDEP IMPACT ON KINDERGARTEN READINESS

A ready Kindergarten student can “recognize some upper and lower case letters”. Of the 10,950 children who entered prek and took the PALS assessment, 3,198 or 30% scored a 0 on knowledge of upper case letters. On the PALS prek assessment if a student doesn’t know 16 or more upper case letters, the lowercase letters need not be assessed; therefore, several students did not have a lower case score on the beginning of year PALS prek assessment. Of those who were assessed on lower case letters, 4,575 scored a 0. At the end of the year there were 10,707 scores and of those only 260 children or roughly 2% scored a 0 on uppercase letters and 8,507 or 79% knew 13 uppercase letters or more. At the end of year assessment, only 438 or 4% of all children assessed at the end of the year scored a 0 on lowercase letters while 8,032 or 75% knew 13 or more lowercase letters.

The early reading skills of a ready Kindergarten student include knowledge of letter sounds such as: recognizing that letters represent spoken sounds and recognizing some upper and lower case letters and their sounds. At the beginning of the year assessment, 7,339 students or 67% of students didn’t know any letter sounds. At the end of the year, only 992 or 9% of students didn’t know any letter sounds, while 6,779 or 63% knew 13 or more letter sounds.

Ready Kindergarten students can “recognize and name rhyming words”. At the beginning of the year, 2,448 students or 22% scored 0 on rhyming words while at the end of year, only 363 or 3% scored 0 at the end of the school year and 8,047 or 75% scored 5 or more (out of 10 possible points) on rhyming.

The Districts that use PALS include: Abbeville; Allendale; Anderson 1; Anderson 2; Anderson 3; Anderson 4; Bamberg 1; Bamberg 2; Barnwell 19; Berkeley; Cherokee; Chester; Chesterfield; Clarendon 2; Colleton; Darlington; SC School for the Deaf and Blind; Dillon 3; Dillon 4; Dorchester 2; Edgefield; Florence 1; Florence 2; Florence 5; Georgetown; Greenville; Greenwood 51; Horry; Jasper; Kershaw; Laurens 55; Laurens 56; Lexington 3; Marion 10; Marlboro 1; McCormick; Newberry; Orangeburg Consolidated; Pickens; Richland 2; Saluda; Spartanburg 1; Spartanburg 2; Spartanburg 3; Spartanburg 4; Spartanburg 5; Spartanburg 6; Spartanburg 7; Union; Williamsburg; York 2; York 3; and York 4.

CERDEP IMPACT ON KINDERGARTEN READINESS

Teaching Strategies Gold

Teaching Strategies GOLD pre-K assessment covers Language, Literacy, Social-Emotional, Physical, Cognitive, Mathematics, Science and Technology, Social Studies, Arts, and English Language Acquisitions. Of these components the required pieces are Language and Literacy with all others being optional at this time. (SCDE) This report shares the standardized score for an area of development and learning from a nationally normed sample.

The Districts that use GOLD include: Aiken, Anderson 4, Anderson 5, Beaufort, Charleston, Cherokee, Fairfield, Greenville, Hampton, Lexington/Richland 5; Sumter, York 1, and all First Steps programs.

Of the students in CERDEP 4K classes in 2020-21, 2,878 were assessed in preschool using the GOLD. Of these students, 1,035 or 36% were below readiness in Language and 1,134 or 39% were below in Literacy at the beginning of the school year. Of the 2,197 students assessed in the First Steps 4K classes, 303 or 14% were below readiness in Language and 330 or 15% were below readiness in Literacy.

MyIGDIS

MyIGDIS is the third option that CERDEP programs may use to assess student knowledge. Individual Growth and Development Indicators (IGDIS) measure early literacy, early numeracy and social-emotional development. Administration of MyIGDIS takes approximately 10 minutes per topic and early reading measures include: picture naming, rhyming, alliteration, sound ID and “which one doesn’t belong”. Early numeracy assessment includes oral counting, number naming, quantity comparison, and 1:1 correspondence counting. Social Emotional skills are observed and recorded after observing the child. Approximately 4,000 students were assessed in 4K using MyIGDIS at the beginning and end of 2020-21 school year. Of these students, 1,169 scored in Tier II or III needing additional supports to meet benchmarks at the beginning of the school year. At the end of the school year, 1,100 needed additional supports to meet benchmarks.

The Districts that use MyIGDIS include: Barnwell 29, Barnwell 45, Calhoun, Charleston, Dorchester 4, Florence 3, Florence 4, Greenwood 50, Greenwood 52, Hampton 2, Lancaster, Lee, Lexington 1, Lexington 2, Lexington 4, Oconee, Richland 1, and the Public Charter District.

APPENDIX A:

Estimates of 4-Year-Olds in Poverty 2019-20 through 2020-21

School District	Estimated Number of 4-Year-Olds in Poverty 2019-20	Estimated Number of 4-Year-Olds in Poverty 2020-21	Percent change
Abbeville	144	167	16.0%
Aiken	1,247	1,192	-4.4%
Allendale	70	83	18.0%
Anderson 1	369	360	-2.5%
Anderson 2	168	169	0.5%
Anderson 3	134	131	-2.1%
Anderson 4	124	121	-2.6%
Anderson 5	620	616	-0.7%
Bamberg 1	65	65	-0.8%
Bamberg 2	40	41	2.6%
Barnwell 19	38	37	-2.4%
Barnwell 29	44	44	-0.1%
Barnwell 45	115	113	-1.5%
Beaufort	1,109	1,161	4.7%
Berkley	1,560	1,545	-1.0%
Calhoun	95	112	18.1%
Charleston	2,550	2,438	-4.4%
Cherokee	481	491	2.0%
Chester	278	287	3.2%
Chesterfield	359	382	6.3%
Clarendon 1	40	41	3.5%
Clarendon 2	159	166	4.6%
Clarendon 3	51	53	3.1%
Colleton	368	384	4.2%
Darlington	604	586	-2.9%
Dillon 3	79	86	9.3%
Dillon 4	256	282	10.2%
Dorchester 2	843	896	6.3%
Dorchester 4	105	114	8.6%
Edgefield	126	120	-5.2%

APPENDIX A:

Estimates of 4-Year-Olds in Poverty 2019-20 through 2020-21

School District	Estimated Number of 4-Year-Olds in Poverty 2019-20	Estimated Number of 4-Year-Olds in Poverty 2020-21	Percent change
Fairfield	180	193	6.9%
Florence 1	799	837	4.8%
Florence 2	57	58	2.1%
Florence 3	217	227	4.5%
Florence 4	47	48	2.2%
Florence 5	64	67	4.8%
Georgetown	394	366	-7.0%
Greenville	3,511	3,858	9.9%
Greenwood 50	456	494	8.3%
Greenwood 51	52	53	1.4%
Greenwood 52	69	76	9.9%
Hampton 1	146	124	-15.4%
Hampton 2	46	46	-0.1%
Horry	2,009	2,029	1.0%
Jasper	286	308	7.9%
Kershaw	487	451	-7.5%
Lancaster	565	525	-7.1%
Laurens 55	381	395	3.6%
Laurens 56	211	215	1.8%
Lee	171	173	1.0%
Lexington 1	672	667	-0.7%
Lexington 2	373	369	-0.9%
Lexington 3	82	82	0.2%
Lexington 4	151	149	-1.1%
Lexington 5	433	413	-4.5%
Marion 10	331	324	-2.2%
Marlboro	236	250	6.0%
McCormick	43	52	21.0%
Newberry	323	285	-11.8%
Oconee	492	475	-3.4%
Orangeburg	823	816	-0.9%

APPENDIX A:

Estimates of 4-Year-Olds in Poverty 2019-20 through 2020-21

School District	Estimated Number of 4-Year-Olds in Poverty 2019-20	Estimated Number of 4-Year-Olds in Poverty 2020-21	Percent change
Pickens	733	707	-3.5%
Richland 1	1,637	1,622	-0.9%
Richland 2	1,453	1,454	0.1%
Saluda	183	169	-7.4%
Spartanburg 1	232	240	3.3%
Spartanburg 2	447	474	5.9%
Spartanburg 3	147	153	4.2%
Spartanburg 4	141	151	7.1%
Spartanburg 5	365	382	4.7%
Spartanburg 6	573	600	4.6%
Spartanburg 7	401	414	3.2%
Sumter	1,023	1,046	2.3%
Union	255	240	-6.1%
Williamsburg	285	323	13.3%
York 1	218	215	-1.2%
York 2	181	173	-4.7%
York 3	678	663	-2.2%
York 4	215	220	2.5%
TOTAL	35,516	36,904	3.9%

Appendix B: Head Start Student Counts

Darlington County Head Start	Darlington	2	236	116	120	-	-	16	*	*
Head Start Cluster Area	County Service Area	# of Centers	# of Children Enrolled as of May 1, 2021	# of 3 Year Olds	# of 4 Year Olds	Pregnant Women	Home Based	# of Classrooms by County	# of Homeless Children	# of Foster Children by County
East Coast Migrant Head Start (June 2021 – November 2021)	Beaufort No Longer Serving									
(Only # of Centers, and # of Classrooms are included in DEC 1 totals)	Cherokee	1				-	-			-
	Clarendon	1				-	-			-
	Colleton	1				-	-			-
GLEAMNS Head Start	Abbeville	1	26	11	15	-	-	4	-	-
	Edgefield	1	20	11	*	-	-	4	-	-
	Greenwood	2	108	44	64	-	-	17	*	*
	Laurens	1	18	*	10	-	-	4	*	-
	Lexington	3	92	38	54	-	-	11	*	*
	McCormick	1	10	*	*	-	-	2	-	-

Appendix B: Head Start Student Counts

	Newberry	1	48	13	35	-	-	-	6	-	*
	Richland	2	159	78	81	-	-	-	16	*	-
	Saluda	1	25	10	15	-	-	-	5	-	-
GLEAMNS Early Head Start	Edgefield	1	13	*	-	-	-	-	4	-	-
	Greenwood	1	32	-	-	-	-	-	4	-	-
	Saluda	1	15	-	-	-	-	-	4	-	-
GLEAMNS Early Head Start Partnership	Abbeville	1	24	-	-	-	-	-	3	*	-
	Laurens	1	*	-	-	-	*	-	-	-	-
	Greenwood	1	13	-	-	-	-	13	-	-	-
ISWA Development Corp- Catawba Indian Nation	Catawba Indian Nation (York County)	1	77	14	47	-	-	-	1	*	*
ISWA Development Corp-Catawba Indian Nation Early Head Start	Catawba Indian Nation (York)	1	32	*	-	*	-	-	1	*	*
Lancaster Head Start	Lancaster	1	93	15	50	-	-	-	7	*	*
Lancaster Early Head Start	Lancaster	1	66	17	-	*	20	-	6	-	*

Appendix B: Head Start Student Counts

Head Start Cluster Area	County Service Area	# of Centers	# of Children Enrolled as of May 1, 2021	# of 3 Year Olds	# of 4 Year Olds	Pregnant Women	Home Based	# of Classrooms by County	# of Homeless Children	# of Foster Children by County
Lancaster County First Steps	Lancaster	1	31	*	-	-	-	6	-	-
Early Head Start Partnership										
Lowcountry CAA Head Start	Colleton	2	98	45	53	-	-	9	*	*
	Hampton	1	46	24	22	-	-	4	*	*
Lowcountry Early Head Start	Colleton	1	16	*	-	-	-	2	*	-
	Hampton	1	15	*	-	*	-	2	*	-
OCAB CAA Head Start	Allendale	1	21	11	10	-	-	3	-	-
	Bamberg	2	42	18	24	-	-	6	*	-
	Calhoun	1	17	10	*	-	-	2	-	*

Appendix B: Head Start Student Counts

	Orangeburg	7	207	132	75	-	-	-	26	-	-
OCAB Early Head Start	Bamberg	1	45	15	-	-	13	-	4	-	-
Pee Dee CAA Head Start	Dillon	2	85	44	36	-	-	-	10	-	-
	Florence	8	238	111	132	-	-	-	23	*	*
	Marion	3	89	43	46	-	-	-	9	-	-
Pee Dee CAA Early Head Start	Dillon	2	14	-	-	-	-	-	2	-	-
	Florence	4	48	-	-	*	12	-	6	-	-
	Marion	1	15	-	-	*	-	-	2	-	-
Piedmont CAA Head Start	Cherokee	1	43	*	36	-	-	-	7	*	*
	Spartanburg	6	211	26	185	-	-	-	26	*	*
Piedmont CAA Early Head Start	Cherokee	1	16	*	-	*	12	-	2	-	-
	Spartanburg	2	107	33	-	*	52	-	6	*	*
Richland County First Steps Early Head Start	Richland County	2	96	23	-	-	54	-	8	10	-

APPENDIX C:

Estimates of 4-Year-Olds in Poverty 2019-20 through 2021-22

School District	Enrollment in CERDEP in Public Schools 2019-20	Enrollment in CERDEP in Public Schools 2020-21	Enrollment in CERDEP in Public Schools 2021-22	Percent change 2019-20 to 2021-22	District Eligibility
Abbeville	98	19	74	-24.50%	19-20 & 20-21
Aiken	490	374	498	1.60%	19-20 & 20-21
Allendale	66	49	41	-37.90%	19-20 & 20-21
Anderson 1			117		Not eligible until 21-22 by school
Anderson 2	102	42	81	-20.60%	19-20 & 20-21
Anderson 3	117	95	101	-13.70%	19-20 & 20-21
Anderson 4					Not eligible until 21-22 by school
Anderson 5	423	294	369	-12.80%	19-20 & 20-21
Bamberg 1	25	20	20	-20.00%	19-20 & 20-21
Bamberg 2	36	21	19	-47.20%	19-20 & 20-21
Barnwell 19	21	19	17	-19.00%	19-20 & 20-21
Barnwell 29	20	18	20	0.00%	19-20 & 20-21
Barnwell 45	39	36	39	0.00%	19-20 & 20-21

APPENDIX C:

Estimates of 4-Year-Olds in Poverty 2019-20 through 2021-22

School District	Student Enrollment in CERDEP in Public Schools 2019-20	Student Enrollment in CERDEP in Public Schools 2020-21	Student Enrollment in CERDEP in Public Schools 2021-22	Percent change 2019-20 to 2021-22	District Eligibility
Beaufort					
Berkley	963	834	721	-25.10%	Not eligible until 21-22 by school
Calhoun	97	87	68	-29.90%	19-20 & 20-21
Charleston			299		Not eligible until 21-22 by school
Cherokee	261	220	271	3.80%	19-20 & 20-21
Chester	189	112	81	-57.10%	19-20 & 20-21
Chesterfield	147	166	261	77.60%	19-20 & 20-21
Clarendon	1	41	28		Consolidating
	3	39	15		
	4		43		
Clarendon 2	95	54	71	-25.30%	Consolidating

APPENDIX C:

Estimates of 4-Year-Olds in Poverty 2019-20 through 2021-22

School District	Student Enrollment in CERDEP in Public Schools 2019-20	Student Enrollment in CERDEP in Public Schools 2020-21	Student Enrollment in CERDEP in Public Schools 2021-22	Percent change 2019-20 to 2021-22	District Eligibility
Colleton	241	122	194	-19.50%	19-20 & 20-21
Darlington	318	157	242	-23.90%	19-20 & 20-21
Dillon 3	63	48	72	14.30%	19-20 & 20-21
Dillon 4	123	121	130	5.70%	19-20 & 20-21
Dorchester 2			339		Not eligible until 21-22 by school
Dorchester 4	100	45	64	-36.00%	19-20 & 20-21
Edgefield	125	98	120	-4.00%	19-20 & 20-21
Fairfield	150	124	113	-24.70%	19-20 & 20-21
Florence 1	393	142	178	-54.70%	19-20 & 20-21
Florence 2	38	35	43	13.20%	19-20 & 20-21
Florence 3	128	113	140	9.40%	19-20 & 20-21
Florence 4	22	34	28	27.30%	19-20 & 20-21

APPENDIX C:

Estimates of 4-Year-Olds in Poverty 2019-20 through 2021-22

School District	Student Enrollment in CERDEP in Public Schools 2019-20	Student Enrollment in CERDEP in Public Schools 2020-21	Student Enrollment in CERDEP in Public Schools 2021-22	Percent change 2019-20 to 2021-22	District Eligibility
Florence 5	29	21	40	37.90%	19-20 & 20-21
Georgetown	324	193	246	-24.10%	19-20 & 20-21
Greenville					Not eligible until 21-22 by school
Greenwood 50	230	151	214	-7.00%	19-20 & 20-21
Greenwood 51	32	27	40	25.00%	19-20 & 20-21
Greenwood 52	40	26	39	-2.50%	19-20 & 20-21
Hampton 1	104	86	107	2.90%	19-20 & 20-21
Hampton 2	29	28			Consolidating with Hampton 1
Horry	21	5	8	-61.90%	Charter school, not district elects to participate
Jasper	156	58	125	-19.90%	19-20 & 20-21
Kershaw	146	318	344	135.60%	19-20 & 20-21

APPENDIX C:

Estimates of 4-Year-Olds in Poverty 2019-20 through 2021-22

School District	Student Enrollment in CERDEP in Public Schools 2019-20	Student Enrollment in CERDEP in Public Schools 2020-21	Student Enrollment in CERDEP in Public Schools 2021-22	Percent change 2019-20 to 2021-22	District Eligibility
Lancaster			40		Not eligible until 21-22 by school
Laurens 55	203	151	189	-6.90%	19-20 & 20-21
Laurens 56	68	66	91	33.80%	19-20 & 20-21
Lee	77	15	60	-22.10%	19-20 & 20-21
Lexington 1			164		Not eligible until 21-22 by school
Lexington 2	274	252	265	-3.30%	19-20 & 20-21
Lexington 3	139	89	96	-30.90%	19-20 & 20-21
Lexington 4	226	166	171	-24.30%	19-20 & 20-21
Lexington 5			217		Not eligible until 21-22 by school
Marion 10	142	93	116	-18.30%	19-20 & 20-21
Marlboro	160	100	95	-40.60%	19-20 & 20-21
McCormick	19	20	21	10.50%	19-20 & 20-21
Newberry	162	132	136	-16.00%	19-20 & 20-21
Oconee	368	299	299	-18.80%	19-20 & 20-21

APPENDIX C:

Estimates of 4-Year-Olds in Poverty 2019-20 through 2021-22

School District	Student Enrollment in CERDEP in Public Schools 2019-20	Student Enrollment in CERDEP in Public Schools 2020-21	Student Enrollment in CERDEP in Public Schools 2021-22	Percent change 2019-20 to 2021-22	District Eligibility
Orangeburg	124	358	445	258.90%	19-20 & 20-21
Pickens			101		Not eligible until 21-22 by school
Richland 1	480	445	633	31.90%	19-20 & 20-21
Richland 2			378		Not eligible until 21-22 by school
SC Public Charter School			21		Not eligible until 21-22 by school
Saluda	81	75	77	-4.90%	19-20 & 20-21
Spartanburg 1					Not eligible until 21-22 by school
Spartanburg 2			111		Not eligible until 21-22 by school
Spartanburg 3	113	79	118	4.40%	19-20 & 20-21
Spartanburg 4	109	79	95	-12.80%	19-20 & 20-21
Spartanburg 5			41		Not eligible until 21-22 by school

APPENDIX C:

Estimates of 4-Year-Olds in Poverty 2019-20 through 2021-22

School District	Student Enrollment in CERDEP in Public Schools 2019-20	Student Enrollment in CERDEP in Public Schools 2020-21	Student Enrollment in CERDEP in Public Schools 2021-22	Percent change 2019-20 to 2021-22	District Eligibility
Spartanburg 6	339	274	284	-16.20%	19-20 & 20-21
Spartanburg 7	211	106	206	-2.40%	19-20 & 20-21
Sumter	574	385	437	-23.90%	19-20 & 20-21
Union					19-20 & 20-21
Williamsburg	131	79	106	-19.10%	19-20 & 20-21
York 1	183	104	158	-13.70%	19-20 & 20-21
York 2					Not eligible until 21-22 by school
York 3			339		20-21
York 4					Not eligible
TOTAL	10,264	7,822	11,825	15.3%	-----

APPENDIX D: First Steps 4K Enrollment Information

First Steps 4K Providers and Service Options

(*Extended Day (ED), Sumer School (SS), and Traditional (TR))

Provider Name (**)=New 2021-2022	<u>Service Option</u> for 21-22 by <u>contract</u>	<u>County</u>
Betty's Creative Corner 929	ED & SS	Aiken
Busy Bees Childcare and Preschool	ED & SS	Aiken
Family Affair Childcare, Aiken	TR & SS	Aiken
Family Affair Childcare, N. Augusta	TR & SS	Aiken
Learning on Main	ED & SS	Aiken
Megiddo Kid Station	ED & SS	Aiken
Our Lady of Peace Catholic School	TR	Aiken
Sunshine House 05	ED & SS	Aiken
Sunshine House 57	ED & SS	Aiken
Tiny Treasures Childcare	TR	Aiken
True Foundations	ED & SS	Aiken
Developmental Center for Exceptional Children	ED & SS	Anderson
Kiddie Land Child Care Center	TR & SS	Anderson
Kiddie University (*R)	ED & SS	Anderson
St. Joseph Catholic School	ED	Anderson
Welfare Baptist Church Day Care	ED & SS	Anderson
Progressive Family Life	ED & SS	Bamberg
New Jerusalem Missionary Baptist Church CDC	TR & SS	Barnwell
Child Enrichment Center @Baptist Church of Beaufort	ED	Beaufort
St. Peter's Catholic School	TR	Beaufort
The Children's Center (*R)	TR	Beaufort
Betty's Day Care & Preschool	ED & SS	Berkeley
Daniel Island Academy	ED & SS	Berkeley
Divine Redeemer Catholic School	TR	Berkeley
La Petite Academy 7514	ED & SS	Berkeley
Miracle Academy	ED & SS	Berkeley
The House of Smiles	TR & SS	Berkeley
Academy Kingdom CCC (**)	ED & SS	Charleston
CARE Academy (**)	ED & SS	Charleston
Foster's Child Care Center	TR & SS	Charleston

APPENDIX D: First Steps 4K Enrollment Information

Plymouth Childcare Development Center (**)	ED & SS	Charleston
Ruby's Academy (**)	TR & SS	Charleston
St. John Catholic School (**)	TR	Charleston
We Care for Children, CDC (**)	ED & SS	Charleston
Eagle Academy	TR & SS	Cherokee
KL Kids Learning Academy	ED & SS	Cherokee
Lisa's Little Wildcats	ED & SS	Cherokee
Horizons Christian Academy	TR	Chester
Ft. Lawn 4K (**)	ED	Chester
Compass Point 4K	TR & SS	Chesterfield
Academy Road Preschool & Child Care	TR & SS	Colleton
Montessori Day Academy	ED & SS	Darlington
Prosperity Childcare	TR & SS	Darlington
Thompson Children's Learning Center	ED & SS	Darlington
True Saints Christian Day Care	ED & SS	Darlington
J'Dae Early Learning Academy	ED & SS	Dillon
Kids Limited CDC	TR & SS	Dillon
Mothers Love Daycare	TR & SS	Dillon
Riverpointe Christian Academy- North	TR & SS	Dorchester
W.C. Christian Academy	TR & SS	Dorchester
La Petite 7515 (**)	TR & SS	Dorchester
Royalty Academy (**)	TR	Fairfield
Angel's Inn Child Care	TR & SS	Florence
Antioch 3 & 4K Development Center	ED & SS	Florence
Edu Scholars Learning Center	ED & SS	Florence
Excellent Learning Preschool	ED & SS	Florence
Kids' Corner Early Learning Academy	ED & SS	Florence
La Petite Academy 7504	ED & SS	Florence
Little Creations Learning Center	ED & SS	Florence
Live Love Grow Learning Center (*R)	ED & SS	Florence
Precious One Learning Center	ED & SS	Florence
St. Anthony Catholic School	TR	Florence
Stepping Stones CCC (*R)	ED	Florence
Sunshine House 30	ED & SS	Florence
Thelma Brown Head Start (*R)	TR & SS	Florence
Zion Canaan CDC	TR & SS	Florence
East Carolina Early Learning Academy	ED & SS*	Georgetown

APPENDIX D: First Steps 4K Enrollment Information

Little Smurf CDC	ED & SS	Georgetown
Mingo Creek Academy (**)	TR & SS	Georgetown
Sampit Community Center	ED & SS	Georgetown
Small Minds of Tomorrow II	ED & SS	Georgetown
A Child's Haven	TR*	Greenville
Cadence Academy, Greenville (**)	TR	Greenville
Circle of Friends, The Phoenix Center (**)	TR & SS	Greenville
Especially Children CDC (**)	ED & SS	Greenville
Footprints LC of Fountain Inn (**)	TR	Greenville
Fuller Normal School and Industrial Institute (**)	ED & SS	Greenville
HIS Day Care (**)	ED & SS	Greenville
Kidz Kare Child Enrichment Center (**)	ED & SS	Greenville
Legacy Early College	ED & SS	Greenville
Little Learners Academy (**)	ED & SS	Greenville
Little Wonders Learning Center (**)	ED & SS	Greenville
New Generation (**)	TR & SS	Greenville
Our Kid's CDC (**)	TR & SS	Greenville
Small Impressions CDC	TR & SS	Greenville
St. Anthony of Padua Catholic School	ED	Greenville
Sunshine House 02	ED & SS	Greenwood
Sunshine House 134	ED & SS	Greenwood
Sunshine House 135	ED & SS	Greenwood
Children's Keeper Learning Center	TR & SS	Hampton
Anchors Away CDC	ED & SS	Horry
ATM Daycare	TR & SS	Horry
Beginners Paradise	TR & SS	Horry
Cadence Academy, Myrtle Beach	TR & SS	Horry
Cadence Academy, Surfside	TR & SS	Horry
Capture Child Development Center	ED & SS	Horry
Carolina Forest CDC	ED & SS	Horry
Chabad Academy	ED & SS	Horry
Child Dev Ministry of First United Methodist Church	TR	Horry
Coastal Children's Academy, Inc.	ED & SS	Horry
Coastal Kids Academy of SC	ED & SS	Horry
Connect Kids	TR	Horry
Conway Daycare LLC	TR	Horry
Cutie Pies Inc. Surfside	TR	Horry

APPENDIX D: First Steps 4K Enrollment Information

Kids Paradise	ED	Horry
Little Blessings CDC	TR & SS	Horry
Lovell Weekday Ministry	ED	Horry
Mercy Baptist CDC	ED & SS	Horry
My Sunshine CDC	TR & SS	Horry
Oxford Children's Academy	TR & SS	Horry
Sea Mountain Academy (**)	ED & SS	Horry
Sherman's Child Development Center	ED & SS	Horry
Small Wonders Preschool & Learning Center	ED	Horry
Sunrise Children's Academy	TR	Horry
The Learning Station	ED & SS	Horry
The Learning Station-Forestbrook	ED & SS	Horry
The Learning Tree Day School	ED & SS	Horry
Your Neighborhood Childcare & Development Center	ED & SS	Horry
Beacon of Hope Learning Center	ED	Jasper
Ridgeland Baptist Church Child Care Ministry	ED	Jasper
Lil' Angels Child Development Center (*R)	ED & SS	Kershaw
Stephanie's Preschool Blessing & Afterschool	TR & SS	Kershaw
Blossom Academy (**)	ED & SS	Lancaster
Big Blue Marble Academy 4	TR	Laurens
Thornwell CDC	ED & SS	Laurens
Young World Day Care	TR	Laurens
Bishopville Lee Child Care	ED & SS	Lee
5 Star Academy	ED & SS	Lexington
A & A Learning Center	ED & SS	Lexington
Aspire Early Learning Academy #2 (**)	TR & SS	Lexington
Big Blue Marble Academy 3	TR & SS	Lexington
Brookland Academy CDC	TR	Lexington
Dolphin Prepratory Academy (**)	TR & SS	Lexington
La Petite Academy 7503	ED & SS	Lexington
Lexington CDC	ED & SS	Lexington
MEGA CDC	ED & SS	Lexington
Midlands Primary Learning Center	ED & SS	Lexington
Seven Oaks Kids Academy	ED & SS	Lexington
Turner CDC	ED & SS	Lexington
Irmo Academy (**)	ED & SS	Lexington

APPENDIX D: First Steps 4K Enrollment Information

Little Promises Learning Center	ED & SS	Marion
McGill's Bundles of Joy	ED & SS	Marion
Pleasant Grove Academy	TR & SS	Marion
Sugar Bears Daycare	ED & SS	Marion
Troy-Johnson Learning Korner	ED & SS	Marion
First United Methodist Children's Center	ED & SS	Marlboro
Kids Unlimited of Prosperity	TR	Newberry
Foothills Early Learning Center (**)	TR & SS	Oconee
Our Clubhouse	ED & SS	Oconee
Pennsylvania Children's Center	ED & SS	Oconee
Brighter Children Learning Center	TR & SS	Orangeburg
J & J Child Care	ED & SS	Orangeburg
Kidz Will Be Kidz	TR & SS	Orangeburg
South Carolina State University CDC	ED	Orangeburg
Wright Way CDC	ED & SS	Orangeburg
Wright's Daycare	ED & SS	Orangeburg
Clemson CDC	ED & SS	Pickens
Geer Memorial CDC	TR & SS	Pickens
Agape Learning Center	TR	Richland
Angels Club CDC	ED & SS	Richland
Aspire Early Learning	TR & SS	Richland
Aye's Kinderoo Care CDC	ED & SS	Richland
Belvedere Early Learning Center	ED & SS	Richland
Bethel Learning Centers	ED & SS	Richland
Center for Learning	ED	Richland
Children's Garden	TR & SS	Richland
Children's World 5	ED & SS	Richland
Dream Catcher Child Development Center	ED & SS	Richland
Fantasy Island (**)	TR & SS	Richland
First Nazareth Child Development Center	ED & SS	Richland
Footprints Day Care	ED & SS	Richland
Grace Academy	ED & SS	Richland
Kinder Academy	ED & SS	Richland
La Petite Academy 7501	TR & SS	Richland
Little Love Christian Academy	ED & SS	Richland
Nana's Little Elephants	ED & SS	Richland
New Hope ELA	ED & SS	Richland

APPENDIX D: First Steps 4K Enrollment Information

Spring Valley Early Learning Academy	ED & SS	Richland
St. Martin de Porres Catholic School	ED	Richland
Sunshine House 110	ED & SS	Richland
Sunshine House 21	ED & SS	Richland
Sunshine House 22	ED & SS	Richland
Sunshine House 23	ED & SS	Richland
Sunshine House 43	ED & SS	Richland
Sunshine House 86 (**)	ED & SS	Richland
Tiny Creators Learning Ctr	ED & SS	Richland
Trinity Learning Center	ED & SS	Richland
Footprints Academy	ED & SS	Richland
ABC Academy, LLC	TR	Saluda
Abundant Blessings CDC	TR & SS	Spartanburg
Cowpens Creative Kids	ED & SS	Spartanburg
Creative Learning Kids CDC	ED & SS	Spartanburg
Eddlemon CDC (**)	ED & SS	Spartanburg
Exceptional Child Academy	ED & SS	Spartanburg
Growing Minds Learning Center	ED & SS	Spartanburg
High Point Academy (**)	TR	Spartanburg
Highland Early Learning Center (**)	ED & SS	Spartanburg
Learning Years CDC	ED	Spartanburg
Legacy Christian School	TR & SS	Spartanburg
Little Me Childcare Center (**)	ED & SS	Spartanburg
Maximum Child Learning Center	TR	Spartanburg
Miss Tammy's Little Learning Center	ED	Spartanburg
Miss Tammy's Little Learning Center - Boiling Springs (**)	ED	Spartanburg
Miss Tammy's Little Learning Center-Redland	ED & SS	Spartanburg
Piedmont Community Actions ELC	TR & SS	Spartanburg
Precious Little Angels Day Care	ED & SS	Spartanburg
St. Paul the Apostle Catholic School	TR	Spartanburg
Sunshine House 10	ED & SS	Spartanburg
Sunshine House 17	ED & SS	Spartanburg
The Children's Academy	ED & SS	Spartanburg
The Franklin School	ED & SS	Spartanburg
This is My Child, Middle Tyger Community Center (**)	ED	Spartanburg

APPENDIX D: First Steps 4K Enrollment Information

Total Family Care Agency	TR	Spartanburg
Care-A-Lot Day Care Center	TR & SS	Sumter
Holy Angels Academy (**)	TR	Sumter
Itsy Bitsy Steps Learning Center	ED & SS	Sumter
Jehovah Missionary Baptist Church Academic School	ED & SS	Sumter
Kid's Academy	ED & SS	Sumter
Kid's First Academy	TR & SS	Sumter
Love Covenant CDC	TR & SS	Sumter
Luv-N-Care Child Care	TR & SS	Sumter
New Beginnings at Warth CCC	TR & SS	Sumter
Ragin Prep Christian Academy Little Lambs (**)	TR & SS	Sumter
Shaw AFB Child Development Center	TR & SS	Sumter
Simon Says Learning Center	ED & SS	Sumter
Swan Lake Academy LLC	TR & SS	Sumter
Vanessa Palace	ED & SS	Sumter
Vanessa's Playland	ED & SS	Sumter
Dalzell Prep (**)	TR & SS	Sumter
Palmetto Prep LLC	ED & SS	Sumter
Mon Aetna Baptist Church CEC	TR & SS	Union
Cool Kids Academy	ED & SS	Williamsburg
Little Wizards Learning Center	ED & SS	Williamsburg
Onus Early Learning Center (**)	TR	Williamsburg
Tender Bears DC and LC	ED & SS	Williamsburg
Wilson's Daycare	ED & SS	Williamsburg
Agape United Daycare	ED & SS	York
Fort Mill Preparatory Cooperative Preschool (**)	TR	York
House of Joy	TR & SS	York
Joyful Academy	TR & SS	York
Open Arms Child Support Center (**)	ED & SS	York
Right Choice Child Development Center	ED & SS	York
Sugar & Spice CDC (**)	ED & SS	York
Sunshine House 12	ED & SS	York

*Extended Day (ED), Sumer School (SS), and Traditional (TR)

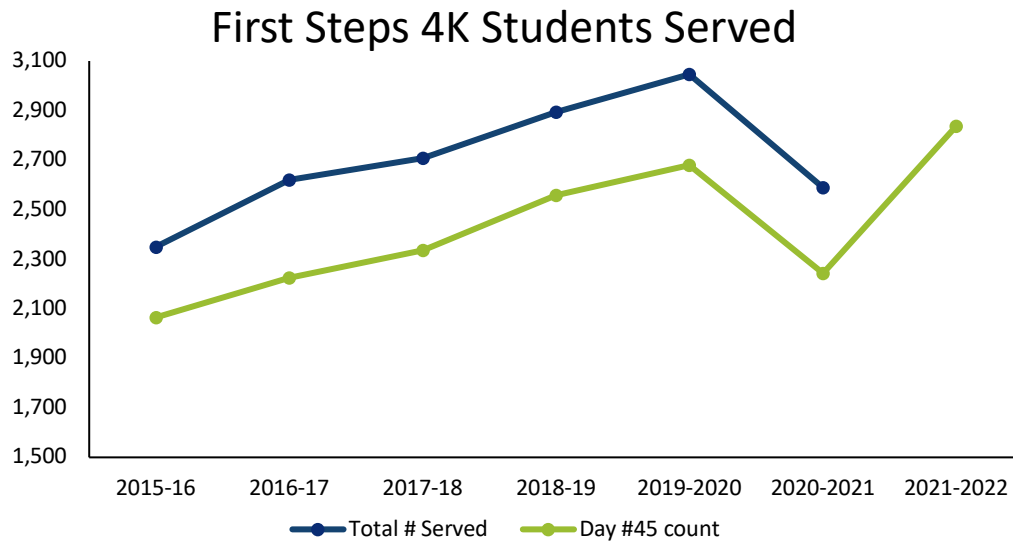
APPENDIX D: First Steps 4K Enrollment Information

First Steps 4K Enrollment by County

County	Enrollment 2019-20	Enrollment 2020-21	Enrollment 2021-22
Abbeville	0	0	0
Aiken	216	113	140
Allendale	19	4	0
Anderson	41	38	46
Bamberg	34	8	8
Barnwell	31	19	26
Beaufort	7	14	20
Berkeley	50	54	55
Calhoun	0	0	0
Charleston	11	6	59
Cherokee	25	22	25
Chester	10	6	11
Chesterfield	11	9	9
Clarendon	0	0	0
Colleton	8	8	12
Darlington	57	44	37
Dillon	52	40	26
Dorchester	34	20	36
Edgefield	11	5	0
Fairfield	0	0	1
Florence	294	155	208
Georgetown	52	38	40
Greenville	0	38	294
Greenwood	32	12	26
Hampton	13	13	6
Horry	447	354	358
Jasper	18	16	18
Kershaw	35	4	11
Lancaster	0	0	8
Laurens	77	58	63
Lee	21	15	19
Lexington	130	93	121
Marion	95	66	82
Marlboro	17	13	16
Newberry	29	25	12
Oconee	22	17	16
Orangeburg	108	27	45
Pickens	16	22	38
Richland	464	359	426
Saluda	12	4	8
Spartanburg	208	152	219
Sumter	212	162	153
Union	38	22	15
Williamsburg	46	22	30
York	45	48	95
Total	3048	2145	2838

APPENDIX D: First Steps 4K Enrollment Information

Chart of First Steps 4K Students Served



Appendix E: SCDE CERDEP FINANCIALS

SCDE CERDEP Revenues and Expenditures Year 2020-21

Revenues	
Carryforward from FY 20 to 21	\$1,444,310
FY21 General Fund Appropriation	\$5,983,049
FY21 EIA Appropriation	\$41,441,053
Total Revenues	\$48,868,412
Expenditures	
Portion of EOC Evaluation (EIA)	\$195,000
Cost of Instruction (\$4,600 per child pro-rata)	\$35,545,699
Supplies for New Classrooms (\$10,000 per classroom)	\$10,000
Transportation	
Assessment	
Professional Development and Curriculum	
Other: Expansion	
Extended Year	\$288,647
Summer Program	\$3,683
Extended Day	\$213,635
Extended Day awaiting GREER reimbursement	\$104,601
CERDEP Summer Program awaiting GREER reimbursement	\$1,052,871
Parental Engagement	\$3,908,000
Total Expenditures	\$41,322,136
Amount Remaining to Carryforward FY 22	\$7,546,276

Note: Expenditures have been rounded to the nearest whole dollar

**Appendix E:
SCDE CERDEP FINANCIALS**

SCDE CERDEP Budget for Fiscal Year 2022	
REVENUES	
Carryforward from FY 21 to FY 22	\$ 7,546,275.63
FY 22 General Fund Appropriation	\$5,983,049.00
FY 22 EIA Recurring Appropriation	\$53,225,118.00
FY 22 EIA Non-Recurring Appropriation	\$6,758,978.00
Total Revenues	\$73,513,420.63
EXPENDITURES	
Portion of EOC Evaluation (EIA)	\$195,000.00
Cost of Instruction (\$4,800 per child pro-rata)	\$55,080,800.00
Supplies for New Classrooms (\$10,000 per classroom)	\$1,420,000.00
Transportation	
Assessment	\$500,000.00
Professional Development and Curriculum	\$ -
Other: Expansion	
Extended Year	\$300,000.00
Summer Program	\$ 1,200,000.00
Extended Day	\$ 350,000.00
Updated CERDEP Curriculum for New Districts	\$ 600,000.00
Parental Engagement	\$5,300,000.00
Total Expenditures	\$ 64,945,800.00
Amount Remaining to Carryforward to FY 23	\$8,567,620.63

**APPENDIX F:
Estimates of 4-Year-Olds, those in poverty, and service enrollment in 2020-21**

School District	4-Year-Olds Served in Head Start	Student Enrollment in CERDEP in Public Schools	Student Enrollment in CERDEP in First Steps 4K	Total 4-Year-Olds in CERDEP (public or First Steps)	4-Year Olds in CERDEP (public or First Steps 4K) and Head Start	Estimated Number of 4-Year-Olds in Poverty	Percentage of 4-year-olds in poverty accessing CERDEP or Head Start	Percentage of 4-year-olds in poverty not served by CERDEP or Head Start
Abbeville	15	74	1	75	90	167	54%	46%
Aiken	72	498	136	634	706	1192	59%	41%
Allendale	10	41	2	43	53	83	64%	36%
Anderson 1	22	117	10	127	149	360	41%	59%
Anderson 2	23	81	5	86	109	169	65%	35%
Anderson 3	25	101	1	102	127	131	97%	3%
Anderson 4	24		5	5	29	121	24%	76%
Anderson 5	25	369	40	409	434	616	71%	29%
Bamberg 1	12	20	1	21	33	65	51%	49%
Bamberg 2	12	19	6	25	37	41	90%	10%
Barnwell 19	10	17	4	21	31	37	84%	16%
Barnwell 29	10	20	3	23	33	44	75%	25%
Barnwell 45	9	39	18	57	66	113	58%	42%
Beaufort	89		21	21	110	1161	9%	91%
Berkley	189	721	45	766	955	1545	62%	38%
Calhoun	7	68	1	69	76	112	68%	32%
Charleston	46	299	56	355	401	2438	16%	84%
Charter Institute at Erskine				0				

**APPENDIX F:
Estimates of 4-Year-Olds, those in poverty, and service enrollment in 2020-21**

Cherokee	36	271	26	297	333	491	68%	32%
Chester	32	81	15	96	128	287	45%	55%
Chesterfield	73	261	11	272	345	382	90%	10%
Clarendon 1	20		2	2	22	41	53%	47%
Clarendon 2	18	71	1	72	90	166	54%	46%
Clarendon 3	18		1	1	19	53	36%	64%
Clarendon 4		43		43	43			
Colleton	53	194	12	206	259	384	68%	32%
Darlington	120	242	45	287	407	586	69%	31%
SC School for the Deaf and Blind								
Dillon 3	3	72	4	76	79	86	92%	8%
Dillon 4	33	130	21	151	184	282	65%	35%
Dorchester 2	5	339	47	386	391	896	44%	56%
Dorchester 4	6	64		64	70	114	61%	39%
Edgefield	9	120	3	123	132	120	110%	-10%
Fairfield		113	3	116	116	193	60%	40%
Florence 1	25	178	178	356	381	837	45%	55%
Florence 2	25	43	2	45	70	58	120%	-20%
Florence 3	26	140	11	151	177	227	78%	22%
Florence 4	31	28	11	39	70	48	146%	-46%
Florence 5	25	40		40	65	67	97%	3%
Georgetown	68	246	41	287	355	366	97%	3%
Greenville	213		263	263	476	3858	12%	88%
Greenwood 50	22	214	21	235	257	494	52%	48%

APPENDIX F:
Estimates of 4-Year-Olds, those in poverty, and service enrollment in 2020-21

Greenwood 51	22	40	1	41	63	53	119%	-19%
Greenwood 52	20	39	4	43	63	76	83%	17%
Hampton 1	11	107	5	112	123	124	100%	0%
Hampton 2	11		1	1	12	46	26%	74%
Horry	91	8	353	361	452	2029	22%	78%
Jasper	15	125	16	141	156	308	51%	49%
Kershaw	21	344	13	357	378	451	84%	16%
Lancaster	50	40	11	51	101	525	19%	81%
Laurens 55	5	189	25	214	219	395	55%	45%
Laurens 56	5	91	42	133	138	215	64%	36%
Lee	19	60	27	87	106	173	61%	39%
Lexington 1	10	164	57	221	231	667	35%	65%
Lexington 2	12	265	28	293	305	369	83%	17%
Lexington 3	12	96	6	102	114	82	139%	-39%
Lexington 4	10	171	3	174	184	149	123%	-23%
Lexington 5	10	217	39	256	266	413	64%	36%
Marion 10	46	116	83	199	245	324	76%	24%
Marlboro	50	95	15	110	160	250	64%	36%
McCormick	4	21	1	22	26	52	50%	50%
Newberry	35	136	11	147	182	285	64%	36%
Oconee	25	299	17	316	341	475	72%	28%
Orangeburg	75	445	46	491	566	816	69%	31%
Pickens	79	101	37	138	217	707	31%	69%
Richland 1	63	633	234	867	930	1622	57%	43%
Richland 2	18	378	171	549	567	1454	39%	61%

APPENDIX F:
Estimates of 4-Year-Olds, those in poverty, and service enrollment in 2020-21

SC Public Charter School		21		21	21			
Saluda	15	77	10	87	102	169	60%	40%
Spartanburg 1	26		18	18	44	240	18%	82%
Spartanburg 2	26	111	32	143	169	474	36%	64%
Spartanburg 3	28	118	18	136	164	153	107%	-7%
Spartanburg 4	26	95	4	99	125	151	83%	17%
Spartanburg 5	24	41	37	78	102	382	27%	73%
Spartanburg 6	25	284	46	330	355	600	59%	41%
Spartanburg 7	30	206	66	272	302	414	73%	27%
Sumter	150	437	146	583	733	1046	70%	30%
Union	24		22	22	46	240	19%	81%
Williamsburg	59	106	30	136	195	323	60%	40%
York 1	75	158	27	185	260	215	121%	-21%
York 2	27		7	7	34	173	20%	80%
York 3	26	339	38	377	403	663	61%	39%
York 4	25		15	15	40	220	18%	82%
				0	0			100%
TOTAL	2766	11825	2835	14660	17426	35951	48%	52%

APPENDIX G: First Steps Financial Data

Fiscal Year 2021-22 Projected Revenues & Projected Expenditures	
TOTAL Available Funds	
Carry forward from FY20 to FY21	\$3,292,446
State Funds Expended and On-Hold Locally (At Manley Garvin, for center reimbursements)	\$1,189,575
Interest Earned on Cash	\$50,000
EIA Appropriated Funds 19,983,799 Recurring, 5,219,976 One time	\$25,203,775
Appropriated General Funds	\$6,522,877
Teacher Supply Funds	\$66,550
GEER Funds (Governors Emergency Education Relief, Projected for 2022)	\$3,252,479
CARES Act Funds (DSS Quality Rating Funds, Committed but not received 11-9-2020)	\$310,464
TOTAL Available Funds:	\$39,888,166
TOTAL Projected Transfers/Expenditures	
<i>Transfers:</i>	
Portion of EOC Evaluation \$105,000	\$105,000
<i>Subtotal:</i>	<i>\$105,000</i>
<i>OFS Administrative Expenditures:</i>	
Salaries*	\$1,626,013
Contractual Services	\$525,086
Supplies and Materials	\$475,287
Rental/Leased Space	\$197,331
Travel	\$96,044
Fringe Benefits	\$665,892
Technology (Proviso 1.56 & 1A.29.)	\$0
Parent Engagement (Proviso 1.56 & 1A.29.)	\$0
Other (Explain)	\$0
<i>Subtotal:</i>	<i>\$3,585,653</i>
<i>Payments to Providers:</i>	
Instruction (\$4,800 per child pro-rata)	\$12,571,126
Extended Program (Extended day, Extended Year & Summer Programs) Proviso 1.56 & 1A.29	\$4,409,071
Curriculum/Equipment and Materials for New Classrooms (\$1,000 to \$10,000 per provider)	\$386,786
Incentives and Miscellaneous	\$35
Stipends	\$620,003
Substitute Teacher Reimbursement	\$0
Teacher Supplies	\$66,550
Transportation (\$574 per child)	\$109,971
Higher Reimbursement Rates (Proviso 1.56 & 1A.29.)	\$1,027,059
Other: (Field Trips, office supplies, Center Grants)	\$479,090
<i>Subtotal:</i>	<i>\$19,669,691</i>
TOTAL Projected Transfers/Expenditures:	23,360,344
Funds Projected to Carry Forward	15,327,822
State Funds Projected to be Expended at hold at Manley Garvin for payments to providers	1,200,000
TOTAL Projected Carry Forward	16,527,822

APPENDIX G: First Steps Financial Data

Fiscal Year 2020-21 Actual Revenues & Actual Expenditures	
TOTAL Available Funds	
Carry forward from FY20 to FY21	\$280,466
State Funds Expended and on-hold locally	\$917,142
Interest Earned on Cash	\$0
EIA Appropriated Funds	\$9,767,864
Appropriated General Funds	\$6,522,877
Teacher Supply Funds	\$61,600
CARES Act Reimbursement (Actual Amount Reimbursed)	\$4,221,863
CARES Act Funds (DSS Quality Rating Funds, Received 2020-21)	\$447,483
GEER Funds (Governors Emergency Education Relief, Received 2020-21)	\$1,747,521
TOTAL Available Funds:	\$23,966,816
TOTAL Actual Transfers/Expenditures	
<i>Transfers:</i>	
Portion of EOC Evaluation \$105,000	\$105,000
Allocation to EOC per Provisos 1.57, 1.69. 1A.29, and 1A.59. for Community Block Grants for Education Pilot Program	\$0
<i>Subtotal:</i>	<i>\$105,000</i>
<i>OFS Administrative Expenditures:</i>	
Salaries*	\$1,248,574
Contractual Services	\$213,599
Supplies and Materials	\$500,673
Rental/Leased Space	\$98,586
Travel	\$75,961
Fringe Benefits	\$502,756
Technology (Proviso 1.66.)	\$0
Parent Engagement (Proviso 1.69.)	\$0
Other (Explain)	\$0
<i>Subtotal:</i>	<i>\$2,640,149</i>
<i>Payments to Providers:</i>	
Instruction (\$4,600 per child pro-rata)	\$9,802,085
Extended Program (Extended day, Extended Year & Summer Programs)	\$3,395,251
Curriculum/Equipment and Materials for New Classrooms (\$1,000 to \$10,000 per provider)	\$212,977
Incentives and Miscellaneous	\$0
Stipends	\$143,602
Substitute Teacher Reimbursement	\$0
Teacher Supplies	\$57,475
Transportation (\$574 per child)	\$39,856
Higher Reimbursement Rates (Proviso 1.69.)	\$746,748
Other: (Field Trips, office supplies, Center Grants)	\$421,041
<i>Subtotal:</i>	<i>\$14,819,035</i>
TOTAL Transfers/Expenditures:	17,564,184
Funds Carried Forward to FY21	3,292,446
Unobligated and unreimbursed Federal Funds	1,920,611
State Funds Expended and On-Hold Locally (At Manley Garvin, for center reimbursements)	<u>1,189,575</u>
TOTAL Carry Forward	6,402,632

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STATE-FUNDED FULL-DAY 4K ANNUAL REPORT: FY 20-21 & FY 21-22

SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE

The SC Education Oversight Committee is an independent, non-partisan group made up of 18 educators, business persons, and elected leaders. Created in 1998, the committee is dedicated to reporting facts, measuring change, and promoting progress within South Carolina's education system.

ADDITIONAL INFORMATION

If you have questions, please contact the Education Oversight Committee (EOC) staff for additional information. The phone number is 803.734.6148. Also, please visit the EOC website at www.eoc.sc.gov for additional resources.

JANUARY 2022

Key Data from CERRA's South Carolina Annual Educator Supply & Demand Reports

School year	Graduates of a SC Bachelor's or Master's level initial educator preparation program ¹	Teacher Departures	Early-career departures (≤5 years of experience)	Departures, transferred to another SC public school district	Departures, Retirements	Positions vacant after the start of each school year
2017-2018	2,171	6,705.0	2,564.3	1,791.0	1,339.4	549.5
2018-2019	2,170	7,339.3	2,596.1	1,998.0	1,937.3	621.3
2019-2020	2,067	6,649.8	2,367.4	1,670.2	1,190.0	555.5
2020-2021	2,226	5,995.7	2,551.0	1,345.6	1,104.7	698.9
2021-2022	Not yet available	6,927.1	2,389.6	1,568.6	1,278.4	1,062.8

Notes: Teacher departures refer to certified SC educators who left the position they held the previous school year. For example, data in the 2021-2022 row include educators from 2020-21 who did not return to a teaching/service position in the same district for the 2021-22 school year. Teaching positions are held by certified educators who provide instruction in a classroom setting, and service positions are held by certified educators who provide instruction and support in a school setting (school counselors, school librarians, school psychologists, speech language pathologists, etc.).

Departure and vacancy data are collected from SC school district representatives and presented in full-time equivalents (FTEs).

¹Data obtained from the SC Commission on Higher Education. Includes students who graduated from a SC public or private institution with a Bachelor's degree eligible for teacher certification and students who graduated from a SC public institution with a Master's degree eligible for teacher certification. Master's level data are not available for private institutions.

Full reports can be accessed at <https://www.cerra.org/supply-and-demand.html>.

SOUTH CAROLINA ANNUAL EDUCATOR SUPPLY & DEMAND REPORT

NOVEMBER 2021



**Center for Educator Recruitment,
Retention, & Advancement**

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Report Prepared By:

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Executive Summary

At the beginning of each school year, the Center for Educator Recruitment, Retention, and Advancement (CERRA) administers the South Carolina (SC) Annual Educator Supply and Demand Survey to collect information on teachers entering the profession, those leaving their classrooms or the profession altogether, and positions that remain vacant. A total of 83 SC public school districts, career and technology centers, and state agencies submitted a survey for the 2021-22 school year. Below are some key findings from the survey:

- Districts¹ reported more departures overall.
 - Approximately 6,900 teachers² from 2020-21 did not return to a teaching/service³ position in the same district in 2021-22. This is a 15.5% increase compared to the number of departures reported last year.
 - Departure reasons: 34% left for external reasons (personal/family); 18.5% retired; and 27% did not provide a reason or the district did not collect/report the information.
 - Regardless of departure reason, 23% are teaching in another SC public school district.
- Districts reported fewer early-career teacher departures.
 - 35% of all teachers who left had five or fewer years of classroom experience; 12% had only one year or less. These percentages are down from 42% and 16% last year.
 - 30% of first-year teachers hired for 2020-21 did not return to a teaching/service position in the same district in 2021-22. This percentage is down from 36% last year.
- Districts reported more vacant teaching/service positions.
 - Approximately 1,060 teaching/service positions were still vacant in September-October 2021. This is an increase of more than 50% compared to last year and the largest number of vacancies reported by districts since the Supply and Demand Survey was first administered in 2001.
- Districts reported more teachers hired to fill vacancies.
 - Just over 7,000 teachers were hired for the 2021-22 school year. This is an 11% increase compared to the number of hires reported last year.
 - 22% of new hires are recent graduates from a SC teacher education program. This percentage was 24% last year.
 - International visiting teachers accounted for about 4% of all new hires, compared to only 1% last year and 5% several years prior to that.

¹“Districts” include all SC public school districts, career and technology centers, and state agencies that submitted a 2021-22 survey.

²“Teachers” include certified classroom-based educators as well as other certified educators who provide instructional and support services directly to students (school counselors, school librarians, school psychologists, speech language pathologists, etc.).

³Teaching positions are held by certified educators who provide instruction in a classroom setting, and service positions are held by certified educators who provide instruction and support in a school setting (school counselors, school librarians, school psychologists, speech language pathologists, etc.).

I. Introduction

Since 2001, CERRA has administered the SC Annual Educator Supply and Demand Survey to all public school districts in the state. The number of districts has changed over the years with several consolidations and the addition of charter school districts. Currently, there are 77 traditional public school districts and two public charter school districts in South Carolina. Data from 75 traditional districts are included in this report, leaving only two small districts that did not submit a survey. Both charter school districts, the SC Public Charter School District and the Charter Institute at Erskine, also completed a survey. In addition, CERRA identified eight career and technology centers that serve multiple districts and/or function independently from the district in which the center resides. Most centers in the state operate within a school district and their information is already accounted for in district surveys. Four of the centers completed a separate survey. Finally, data also were collected from two state agencies that employ certified teachers, the SC Department of Juvenile Justice and the Palmetto Unified School District, bringing the total number of respondents to 83 for the 2021-22 school year.

Districts have about one month to complete the survey, as it is extremely comprehensive. Once responses are submitted, the data are analyzed and summarized in a statewide report. Data from the report are used to inform numerous legislative, regulatory, and policy decisions regarding teacher recruitment and retention in South Carolina. CERRA would like to thank district representatives who completed the survey each year. Without their full cooperation, this process would not be possible.

Note: When completing the survey, districts are asked to report positions in full-time equivalents (FTEs), based on 1.0 for full-time positions and 0.5, 0.75, etc. for part-time positions. For example, if one full-time and three half-time art teachers are hired, the district would report a total of 2.5 FTEs filled rather than four teachers hired.

II. Teaching/Service Positions

South Carolina school districts reported 56,166 full-time and part-time certified teaching/service positions for the 2021-22 school year. This number includes all authorized FTEs, but at CERRA's request, omits vacant positions as this information is collected in another survey question and reported in section V. of this report. Compared to 2020-21 data, this is a small increase of just over 2% or about 1,200 FTEs. For districts that reported more teachers this year, some indicated that positions were created using money from the Elementary and Secondary School Emergency Relief (ESSER) Fund. The ESSER Fund provides emergency relief to elementary and secondary schools across the nation to address the impact that COVID-19 has had and continues to have on students. According to SC districts, ESSER funds were used to create new positions that were necessary to meet student demand in schools.

Each year, about one-third of all teachers are those certified in elementary and/or early childhood. These are classroom-based educators who teach core subjects to students who range from pre-kindergarten (PK) through 5th grade. At the request of the SC Department of Education, CERRA asked districts to separate their early childhood/elementary teachers this year based on the grades of students served. The numbers were similar as 16.5% of all teachers were reported as serving PK through 2nd grade students and 14.5% are serving 3rd through 5th graders.

The "other" category in Table 1A consists mainly of multi-subject fields like STEM (science, technology, engineering, and mathematics) and STEAM (STEM plus arts), while this category in Table 1B includes certified educators who provide students with general academic assistance and support for social emotional learning. Overall, educators reported in Table 1B, which are those who provide students with instructional and/or behavioral support, make up 9% of all SC educators accounted for in this report.

III. Teacher Departures

CERRA collects departure data by asking districts to provide the number of teachers who leave their position, reasons why they left, and the years of public school teaching experience earned before the departure occurred. In prior years, districts were asked to provide information on years of experience only in SC classrooms, but this year, the survey question instructed respondents to report years of experience in any state. This small modification should better assess early-career departure data.

The number of SC teacher departures rose this year by nearly 16% (~930 teachers). Approximately 6,900 teachers from 2020-21 did not return to a teaching/service position in the same district in 2021-22. Similar to last year, retirements made up about 18% of all departures. This category includes first-time retirees, active retirees who did not return to the classroom for any reason, and those who previously retired from another state and have just “retired” in South Carolina. According to districts, many retirees with ten or fewer years of experience can be explained by circumstances such as teachers with other SC experience, but not in education and were eligible for retirement, career changers who retired as PACE (Program of Alternative Certification for Educators) teachers, and disability retirements.

In addition to retirements, 34% of departures reportedly left for external reasons such as personal health, family issues, spouse relocation, or to take a job closer to home. It is known, through CERRA’s data collection efforts and an abundance of anecdotal evidence, that teachers often select this category on their district’s exit survey as more of a default response rather than the actual reason for leaving to avoid any conflict or controversy. With so much negativity spreading throughout public education, especially during a pandemic, many would find it questionable that less than 3% of all teacher departures in SC is attributable to reasons such as school climate, workload, and salary.

For almost 1,900 teacher departures (27%), districts did not provide a reason for leaving, either because teachers did not give one or the district did not collect or report it. In addition, according to district respondents, approximately 200 teachers indicated on an exit survey that they were leaving to teach elsewhere – in another SC district, a private school, college/university, or another state/country. Although these responses are not considered distinct reasons for leaving a position, these teachers did select an option from their district’s exit survey as instructed and, therefore, were not categorized with teachers who did not provide a reason at all.

Last year, CERRA inquired about the employment status of teachers after leaving a position. It became obvious that, in many cases, this information is unknown. Therefore, this question was removed and districts were asked to indicate how many teachers, regardless of their reason for leaving, transferred to another school district in the state. Twenty-three percent of teachers from 2020-21 who left their position are currently teaching in another SC public school district, charter school, or special school.

Although the number of departures increased overall, resignations among early-career teachers were not as prevalent this year. Specifically, 35% of teachers from 2020-21 who left their position had five or fewer years of classroom experience compared to 42% from 2019-20. Twelve percent of teachers had experience of only one year or less; last year, 16% fell into this category. The same trend occurred among first-year teachers hired for 2020-21 with 30% not returning to a teaching/service position in the same district for 2021-22. This percentage is down from 36% last year.

As previously mentioned, the departure question in this year’s survey asked for years of teaching experience in any state rather than SC only. For teachers with out-of-state experience prior to their tenure in SC, this minor change in the survey question would have prompted districts to report these departures in categories that reflected more time spent in the classroom. This, in turn, would cause a slight reduction in the number of teachers leaving with no more than five years of classroom experience, potentially explaining a portion of the data presented above.

IV. Teachers Hired

Districts hired 7,014 teachers for the 2021-22 school year, an increase of 11% and approximately 700 teachers compared to data from last year. With more teacher departures reported this year, it was anticipated that additional hires would be necessary to fill those voids. The number of hires includes both new and experienced teachers, with 41% currently serving as first-year teachers. Most of the new hires are classroom teachers, while about 8% are educators filling service fields in school settings such as librarians, counselors, psychologists, and speech language pathologists.

For each new hire, districts are asked to identify the preparation program completed by the teacher if they are new to the profession or the source from which the teacher came if they are only new to the district but not the profession. Nearly 30% came directly from another SC public school district, charter school, or special school. Twenty-two percent of hires are recent graduates from a SC teacher education program. Out-of-state teachers, both veterans and new graduates from teacher preparation programs, contributed to 22% of all hires in the state. The number of international visiting teachers hired for 2021-22 made up about 4% of all hires compared to only 1% last year 5% several years prior to that.

Included in the hires who are new to the profession are first-year participants in an alternative certification program or those who recently completed a CTE work-based certification program in South Carolina. This group accounted for 10.5% of all new hires for the 2021-22 school year and 10% last year. Finally, 19% of all new hires in the state are males and 23% are non-white teachers. In 2020-21, these percentages were 19% and 21%, respectively.

V. Vacant Teaching/Service Positions

At the beginning of the 2021-22 school year, September-October specifically, districts indicated that 1,063 teaching/service positions were still vacant in SC public schools. This number signifies an increase of 52% compared to last year and the largest number of vacancies reported by districts since the Supply and Demand Survey was first administered in 2001.

Districts reported more vacancies in nearly all teaching/service fields, with the exception of small decreases in a few areas such as art and school librarians. Fields with the largest escalation in vacant positions included early childhood/elementary, special education, mathematics, science, English/language arts, social studies, and literacy/reading. Vacancies in early childhood/elementary and social studies more than doubled this year, with unfilled literacy/reading slots almost reaching that level. The increase in vacancies among school psychologists also is noteworthy as this number multiplied by three, rising from 13 last year to 39.5 this year.

Like in any profession, positions can become vacant for a number of reasons. In schools, vacancies arise primarily because of teachers leaving a position. The more departures that occur, the more positions that are left empty. Some positions are filled right away, while others remain vacant for an extended period. If districts cannot secure a hire immediately, long-term substitutes will often assume the role until a permanent hire is made. In situations like this, although a person is technically filling the position, districts are asked to record it as a vacancy if actively pursuing a certified teacher to permanently fill the role.

Many factors can explain such a drastic increase in the number of vacant positions in SC schools. The most likely source is the rise in teacher departures. While most of the vacancies created by these departures are filled with new hires prior to the beginning of each school year, some remain empty as described in this section. Another possible explanation for the growing number of vacancies may be linked to positions newly created by districts that have yet to be filled. Finally, districts continue to struggle with hiring and keeping teachers, partially due to COVID and its overwhelming impact.

VI. Conclusion

In South Carolina, it can be anticipated that roughly 6,000-7,000 teachers will leave their position each year. On average, about 25% of these teachers transfer from one SC district to another. Another 18-20% of departures each year are teachers retiring from the profession. Taking into account the average number of teachers leaving each year and the number of vacancies typically filled by veteran teachers, that leaves approximately 40% of positions that are filled annually by new teachers (new = brand new to the profession, not just new to a district). This is an average of about 2,800 brand new teachers hired each year and includes recent graduates of SC and out-of-state teacher preparation programs, teachers who are in their first year after completing an alternative certification program like PACE or Teachers of Tomorrow, and newly certified CTE teachers.

These statistics are based on Supply and Demand Survey data collected from school districts over the past five years. Some of the data used to calculate these rates are displayed in the table below. The table provides a general summary about the teacher workforce in SC, during the years leading up to the pandemic as well as the most recent years when districts are feeling the effects of COVID. Even before the pandemic hit, SC (like many other states) experienced significant challenges with teacher recruitment and retention. This trend is evident when considering the number of teacher departures, the number of new hires necessary to fill vacancies created by departures, and the number of positions that remain vacant one to two months into each school year. As shown below, data from all five school years substantiate the increasing difficulties shared by districts to adequately fill vacancies.

Supply & Demand Data (in FTEs)	2021-22	2020-21	2019-20	2018-19	2017-18
Positions (authorized FTEs, excluding vacancies)	56,166	54,961	52,525	51,995	52,596
Departures	6,927	5,996	6,650	7,339	6,705
Early-Career Departures (≤5 years teaching experience)	2,390	2,551	2,367	2,596	2,564
New Hires	7,014	6,308	6,709	7,600	7,311
Vacancies	1,063	699	556	621	550

CERRA will request mid-year data from districts again in February 2022 to assess any additional teacher departures and/or positions that may still be vacant at the time. This follow-up process was completed for the first time in February 2021, creating a comparison point moving forward. Ideally, there would be a minimal number of additional departures more than half way through the school year and significantly fewer vacancies. Once the February 2022 numbers are available, they will be compared to those obtained in February 2021 when districts reported almost 700 additional teacher departures and over 500 positions that were vacant six months after the start of the 2020-21 school year. A full account of this information is available on CERRA's website at <https://www.cerra.org/supply-and-demand.html> and will be updated as newer data become available.

Table 1A includes the number of certified teaching positions in SC public school districts for 2021-22.

Table 1A (excluding vacant positions)	Number of Teaching Positions, by Grades Served			
	PK – 5	6 – 8	9 – 12	Total
Agriculture		17.33	135.77	153.10
Art	653.67	288.34	388.86	1,330.87
Business & Marketing (includes Computer Technology/Science)	28.90	244.85	754.85	1,028.60
Career & Technical Education (CTE work-based fields)		101.50	1,078.56	1,180.06
Dance	35.63	49.66	57.84	143.13
Driver Training			58.20	58.20
Early Childhood/Elementary (grades PK-2)	9,254.60			9,254.60
Early Childhood/Elementary (grades 3-5)	8,118.30			8,118.30
English for Speakers of Other Languages (ESOL)	454.97	201.98	205.37	862.32
English/Language Arts		1,931.67	1,997.11	3,928.78
Family & Consumer Science		17.50	87.00	104.50
Gifted & Talented	356.79	83.28	32.43	472.50
Health	20.28	62.43	158.43	241.14
Industrial Technology		35.00	21.00	56.00
Literacy/Reading (includes interventionists)	1,442.24	211.38	54.65	1,708.27
Mathematics (includes interventionists)	402.57	1,977.86	1,920.84	4,301.27
Montessori	357.00	29.00	10.00	396.00
Music	690.65	507.26	469.70	1,667.61
Physical Education	827.51	509.91	692.18	2,029.60
Science (biology, chemistry, physics, etc.)		1,618.52	1,802.88	3,421.40
Social Studies (economics, history, psychology, etc.)		1,641.45	1,892.58	3,534.03
Special Education	2,720.40	1,408.41	1,627.84	5,756.65
Theater	19.50	61.50	86.75	167.75
World Language	146.90	243.80	763.14	1,153.84
Other	85.95	55.45	19.50	160.90
Total	25,615.86	11,298.08	14,315.48	51,229.42

Table 1B includes the number of certified service positions in SC public school districts for 2021-22.

Table 1B (excluding vacant positions)	Number of Service Positions
Service Fields	
School Librarian	1,087.75
School Counselor	2,256.20
School Psychologist	550.75
Speech Language Pathologist	939.21
Other	103.00
Total	4,936.91

TOTAL Positions Reported for 2021-22 (1A+1B)	56,166.33
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Table 2A includes the number of certified teachers from 2020-21 who did not return to a teaching/service position in the same district for the 2021-22 school year.

Table 2A Departure Reasons	Total years of teaching experience in a public school (in any state) at the time of departure				
	≤1	2 – 5	6 – 10	>10	Total
COVID-related	10.0	25.0	26.0	53.0	114.0
Retirement	5.0	16.0	28.0	1,229.4	1,278.4
Involuntary dismissal (termination, contract non-renewal, position elimination, etc.)	83.5	67.0	44.0	67.0	261.5
Internal (school climate, administration, additional non-instructional duties, salary, etc.)	23.0	45.0	42.0	67.0	177.0
External (personal health, family issues, spouse relocation, commute time, etc.)	283.0	716.4	638.0	720.5	2,357.9
Promotion/advancement within education	14.0	40.0	51.0	83.5	188.5
International visiting teacher work visa expired	2.0	30.0	24.0	32.0	88.0
Career change/other employment	63.5	91.0	91.3	127.8	373.6
Other	7.0	4.0	5.0	18.5	34.5
Teaching elsewhere but no actual departure reason given by teacher	30.0	61.0	35.0	68.0	194.0
Reason not given by teacher or district did not collect/report this information	299.0	474.2	372.9	578.6	1,859.7*
Total	820.0	1,569.6	1,357.2	3,045.3	6,927.1*

*One district reported 135 departures, but did not collect information on reasons for leaving or years of experience. Therefore, the numbers (with asterisks) in the total column do not equal the corresponding row totals.

Table 2B includes the number of departures from Table 2A who are currently teaching in another SC public school district, charter school, or special school.

Table 2B	Number of Departures
Still teaching in SC	1,568.60

Table 3A includes the number of newly hired certified teachers in SC public school districts for 2021-22.

Table 3A Teaching Fields	Number of Newly Hired Teachers, by Grades Served			
	PK – 5	6 – 8	9 – 12	Total
Agriculture		4.00	16.00	20.00
Art	57.30	31.80	45.50	134.60
Business & Marketing (includes Computer Technology/Science)	2.50	44.00	116.25	162.75
Career & Technical Education (CTE work-based fields)		13.00	141.50	154.50
Dance	6.70	8.80	8.50	24.00
Driver Training			3.00	3.00
Early Childhood/Elementary (grades PK-2)	1,093.50			1,093.50
Early Childhood/Elementary (grades 3-5)	1,185.00			1,185.00
English for Speakers of Other Languages (ESOL)	28.46	31.16	26.37	85.99
English/Language Arts		289.65	249.50	539.15
Family & Consumer Science		1.00	7.00	8.00
Gifted & Talented	11.50	2.00	1.20	14.70
Health	4.00	6.75	8.00	18.75
Industrial Technology		2.00	3.00	5.00
Literacy/Reading (includes interventionists)	94.50	31.50	14.50	140.50
Mathematics (includes interventionists)	66.55	266.25	254.50	587.30
Montessori	36.00	3.00	0.00	39.00
Music	89.58	85.43	54.50	229.51
Physical Education	63.40	68.75	82.00	214.15
Science (biology, chemistry, physics, etc.)		230.50	235.75	466.25
Social Studies (economics, history, psychology, etc.)		226.25	217.05	443.30
Special Education	313.30	201.48	198.45	713.23
Theater	2.00	8.00	11.50	21.50
World Language	20.70	44.30	96.00	161.00
Other	8.45	3.50	5.50	17.45
Total	3,083.44	1,603.12	1,795.57	6,482.13

Table 3B includes the number of new hires in each service field in SC public school districts for 2021-22.

Table 3B Service Fields	Number of New Hires
School Librarian	73.75
School Counselor	252.90
School Psychologist	72.50
Speech Language Pathologist	126.85
Other	6.00
Total	532.00

TOTAL New Hires Reported for 2021-22 (3A+3B)	7,014.13
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Table 3C includes the preparation program or source for each new hire reported in Tables 3A and 3B.

Table 3C	Number of New Hires
Preparation Program or Source	
<u>Preparation Program</u> (new to profession)	
Teacher education program graduate – In state	1,569.00
Internship Certificate (eligible teacher candidate hired as teacher of record)	45.00
Teacher education program graduate – Out of state	447.50
Teacher education program graduation – Online	69.00
Career & Technical Education (CTE) Work-Based Certification Program	95.50
Program of Alternative Certification for Educators (PACE)	325.10
American Board (ABCTE)	23.00
Teach For America	15.00
Teachers of Tomorrow	145.00
District- or college/university-based alternative certification program (APEC, CarolinaCAP, GATE, TeachCharleston, etc.)	133.00
Montessori Initial Certification Program	5.00
Adjunct Certification Program	4.00
Advanced Fine Arts Certification Program	1.00
<u>Source</u> (not new to profession)	
Teacher who returned to teaching after a gap in service in SC of one year or more	191.23
Teacher who was hired after serving in your district as a substitute or in a non-teaching position	303.20
Teacher coming directly from another SC public school district, charter school, or special school	2,032.00
Teacher previously employed in a SC college/university or SC private school	88.00
Teacher from another state	1,088.05
International visiting teacher	305.40
Contracted service provider (<u>excluding</u> international teacher placement service)	95.65
Other program or source	33.50
Total	7,014.13

Table 3D includes the number of newly hired male and non-white teachers for 2021-22.

Table 3D	Number of New Hires
Male teachers	1,330.50
Non-white teachers	1,601.78

Table 4A includes the number of vacant teaching positions in SC public school districts for 2021-22.

Table 4A Teaching Fields	Number of Vacant Teaching Positions, By Grades Served			
	PK – 5	6 – 8	9 – 12	Total
Agriculture		0.00	1.00	1.00
Art	15.38	9.13	8.00	32.51
Business & Marketing (includes Computer Technology/Science)	0.00	2.00	7.00	9.00
Career & Technical Education (CTE work-based fields)		5.00	24.00	29.00
Dance	2.00	1.00	1.00	4.00
Driver Training			1.00	1.00
Early Childhood/Elementary (grades PK-2)	77.00			77.00
Early Childhood/Elementary (grades 3-5)	115.00			115.00
English for Speakers of Other Languages (ESOL)	10.38	5.13	10.50	26.01
English/Language Arts		37.00	34.00	71.00
Family & Consumer Science		1.00	2.00	3.00
Gifted & Talented	7.50	1.25	1.25	10.00
Health	0.13	0.13	1.00	1.26
Industrial Technology		0.00	1.00	1.00
Literacy/Reading (includes interventionists)	30.00	7.50	6.00	43.50
Mathematics (includes interventionists)	5.50	44.50	67.00	117.00
Montessori	3.00	0.00	0.00	3.00
Music	11.00	7.00	6.50	24.50
Physical Education	9.71	10.71	9.34	29.76
Science (biology, chemistry, physics, etc.)		42.00	43.00	85.00
Social Studies (economics, history, psychology, etc.)		28.00	21.00	49.00
Special Education	41.00	55.00	66.50	162.50
Theater	2.00	1.25	5.00	8.25
World Language	4.50	6.00	20.00	30.50
Other	0.00	2.00	2.00	4.00
Total	334.10	265.60	338.09	937.79

Table 4B includes the number of vacant service positions in SC public school districts for 2021-22.

Table 4B Service Fields	Number of Vacant Service Positions
School Librarian	18.50
School Counselor	20.00
School Psychologist	39.50
Speech Language Pathologist	46.00
Other	1.00
Total	125.00

TOTAL Vacant Positions Reported for 2021-22 (4A+4B)	1,062.79
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Alternative Instruction Report
Report to the
Education Oversight Committee
Part 1 – The South Carolina Landscape of Alternative Instruction Methods
February 14, 2022

Prepared by Lee M. D'Andrea, Ph.D.

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Part 1 – The South Carolina Landscape of Alternative Instruction Methods

The following is Part 1 of a report from the South Carolina Education Oversight Committee pursuant to Proviso 1A. 69 of the General Appropriations Bill for Fiscal Year 2021-2022.

Proviso 1A. 69

... with funds appropriated, the Education Oversight Committee is responsible for evaluating the impact of alternative methods of instruction on student learning and working with other agencies to expand access to quality remote instruction which can be dispatched if necessary. Alternative methods of instruction may include, but are not limited to, online or virtual instruction, remote learning, and hybrid models. The Department of Education and school districts providing alternative methods of instruction must provide data as requested by the committee to evaluate the effectiveness of the instruction. The Education Oversight Committee shall report annually to the Governor, the General Assembly, the Department of Education, and the State Board of Education.

Part 1 of this report seeks to answer five questions:

1. How many districts have a State Board Approved Virtual Program?
2. How many students are participating in a State Board Approved Virtual Program?
3. How many students are participating in alternative instruction (e.g., SC Virtual School, Distance Learning, Online In-State, Online Out-of-State) that is not a State Board Approved Virtual Program?
4. How many students at the 45th Day have received temporary virtual delivery of instruction?
5. What is the experience of districts implementing State Board Approved Virtual Programs?

Implementation Plan

The eLearning Pilot Project administered by the Education Oversight Committee concluded with three years of data in 2020-2021. The [final eLearning report](#) delivered in April 2021 identified critical elements necessary in a district's digital learning environment for successful implementation. These findings became even more evident as all districts attempted to deliver instruction virtually during the COVID-19 school disruptions. Questions from parents, students, teachers, and legislators prompted the need for an evaluation of the impact these alternative methods have on student learning.

This report will be prepared and delivered in two parts. Part One contains the landscape of district enrollment presented in multiple tables showing the data aggregated in various ways. All the data is based on information recorded by districts and delivered from the South Carolina Department of Education (SCDE) to the EOC. Directions from SCDE to the districts regarding coding instruction types and course coding are found in memorandums dated August 17 and 19, 2021 (see Appendix B, C and D). This report intended to reveal the alternative instruction landscape, to include districts coding students in the district SBE approved virtual program **and** the section instructional delivery type data provided for grades 3-8 in ELA and math as well as by EOCEP course – English 2, Algebra 1, Biology and US History (includes grades 8-11).

Unfortunately, examination of the data showed inconsistencies, errors, and omissions in the coding of Instruction Type by districts. While the totals of all virtual types would not necessarily equal the SBAVRL total, as all grades were not examined, often no virtual Instruction Types were coded at grades 3-8 nor any of the end-of-course examination courses. The EOC staff and consultant worked with the SCDE team to verify/correct data inconsistencies. Additional memoranda were sent from the SCDE to the districts asking that directions for coding students and course type be checked and followed before the 135th day data is retrieved. In addition, other errors or inconsistencies appeared between the Instruction Type and SBAVRL data. For example, some districts not approved by the South Carolina State Board of Education to provide virtual program show students enrolled in a course marked as in-district virtual instruction types.

Also included in Part One are the results of on-site visits to a diverse sample of the districts approved by the State Board of Education to provide virtual programs. Each on-site visit included questions (see Appendix E), discussion and class reviews.

Part Two will include the enrollment data (as described above) on the 135th day as well and an analysis of the student achievement results on SC READY assessments in ELA and math for grades 3-8, and by EOCEP course – English 2, Algebra 1, Biology and US History (includes grades 8-11).

Districts Approved to Offer Virtual Programs

During the summer of 2021, the South Carolina Department of Education (SCDE), notified districts they could offer local virtual programs during SY 2021-22 through an application and approval by the South Carolina State Board of Education (SBE). According to a SCDE memorandum on August 17, 2021, Re: Virtual Program Approval and Coding (Appendix C), approvals were based on:

- At least 25 percent of the instruction must be through synchronous instructional opportunities;
- Each course must be taught by a teacher holding a valid SC teaching certificate for the course(s) being taught virtually;
- Provide for frequent, ongoing monitoring of an individual student's program to verify each student is participating in the program;
- Include proctored assessments for core subjects per semester that are graded or evaluated by the teacher;
- Conduct required state assessments for all students following testing requirements;
- Conduct at least bi-weekly parent-teacher contact in person, electronically, or by telephone;
- Provide for a method to define and verify student attendance;
- Provide for verification of ongoing student progress and performance in each course as documented by assessments and examples of coursework; and
- Participate annually in a program review conducted by the South Carolina Department of Education (SCDE).

In addition, enrollment limits for State Board Approved Virtual Programs (SBAVRL) were established through funding formulas and allocations.

Proviso 1.103

School districts offering a virtual program must report their ADM counts for students participating in their virtual program and the number of students participating face to face for the 5th, 45th, 90th, and 135th day to the Department of Education. For every student participating in the virtual program above the five percent threshold, the school district will not receive 47.22 percent of the State per pupil funding provided to that district as reported in the latest Revenue and Fiscal Affairs revenue per pupil report pursuant to Proviso 1.3. This amount shall be withheld from the EFA portion of the State Aid to Classroom's district allocation and, if necessary, the state minimum teacher salary schedule portion of State Aid to Classrooms.

According to records provided by the SCDE, the SBE approved applications for virtual programs at four meetings. The following districts were approved to offer a local virtual program.

District Name	Program Type	Grade Levels Served	Meets Established Criteria	State Board Approval
Aiken	Full Time	6-12	Yes	Yes - July 19, 2021
Anderson 1	Full Time	K-12	Yes	Yes - July 19, 2021
Barnwell 45	Full Time	K-12	Yes	Yes - July 19, 2021
Chesterfield	Supplemental	K-12	Yes	Yes - July 19, 2021
Darlington	Full Time	5K-12	Yes	Yes - July 19, 2021
Dorchester 2	Full Time	K-12	Yes	Yes - July 19, 2021
Fairfield	Full Time	K-12	Yes	Yes - July 19, 2021
Florence 3	Full Time	K-12	Yes	Yes - July 19, 2021
Greenwood 50	Full Time	K-12	Yes	Yes - July 19, 2021
Greenwood 52	Full Time	K-12	Yes	Yes - July 19, 2021
Horry	Supplemental & Full Time	K-12	Yes	Yes - July 19, 2021
Jasper	Full Time	3-12	Yes	Yes - July 19, 2021
Kershaw	Full Time	K-12	Yes	Yes - July 19, 2021
Lancaster	Full Time	PK-12	Yes	Yes - July 19, 2021
Lexington 1	Full Time	K-12	Yes	Yes - July 19, 2021
Lexington 5	Full Time	1-12	Yes	Yes - July 19, 2021
Low Country Education Consortium	Full Time	K-8	Yes	Yes - July 19, 2021

District Name	Program Type	Grade Levels Served	Meets Established Criteria	State Board Approval
Marion	Full Time	2-12	Yes	Yes - July 19, 2021
Oconee	Full Time (2-8), Supplemental (9-12)	2-12	Yes	Yes - July 19, 2021
Orangeburg	Full Time	PK-9	Yes	Yes - July 19, 2021
Pickens	Full Time	K-12	Yes	Yes - July 19, 2021
Richland 1	Full Time	K-12	Yes	Yes - July 19, 2021
Salkehatchie Consortium	Full Time	4-12	Yes	Yes - July 19, 2021
Saluda	Full Time	K-12	Yes	Yes - July 19, 2021
Spartanburg 4	Full Time	K-12	Yes	Yes - July 19, 2021
Spartanburg 6	Supplemental	K-12	Yes	Yes - July 19, 2021
Sumter	Full Time	6-12	Yes	Yes - July 19, 2021
Union	Full Time	K-12	Yes	Yes - July 19, 2021
Williamsburg	Full Time	6-12	Yes	Yes - July 19, 2021
York 1	Full Time	K-8	Yes	Yes - July 19, 2021
York 2	Full Time	2-12	Yes	Yes - July 19, 2021
York 3	Full Time	K-12	Yes	Yes - July 19, 2021
York 4	Full Time	K-12	Yes	Yes - July 19, 2021
Laurens 56	Full Time	5K-12	Yes	Yes - August 10, 2021
Marlboro	Full Time	4-12	Yes	Yes - August 10, 2021
Greenville	Full Time	5K-12	Yes	Yes - August 10, 2021
Laurens 55	Full Time	5K-12	Yes	Yes - August 10, 2021
Berkeley	Full Time & Supplemental	7-12	Yes	Yes - August 10, 2021
Richland 2	Full Time	K-12	Yes	Yes - August 10, 2021
Lexington 2	Supplemental	K-12	Yes	Yes - August 10, 2021
Chester	Full Time	3-12	Yes	Yes - August 10, 2021
Charleston	Full Time & Supplemental	K-12	Yes	Yes - August 10, 2021
Dorchester 4	Full Time & Supplemental	9-12	Yes	Yes - August 10, 2021
Lexington 3	Full Time	K-12	Yes	Yes - August 10, 2021
Dillon 3	Full Time	1-12	Yes	Yes - August 10, 2021
Florence 1	Full Time	K-12	Yes	Yes - September 14, 2021
Riverwalk Academy	Full Time	K-9	Yes	Yes - September 14, 2021
Spartanburg Preparatory School	Full Time	K-9	Yes	Yes - September 14, 2021
SC Green Charter Schools	Full Time	K4-12	Yes	Yes - September 14, 2021
Horse Creek Academy	Full Time	5K-10	Yes	Yes - September 14, 2021
Georgetown	Full Time	K-6	Yes	Yes - September 14, 2021
Oceanside Collegiate Academy	Full Time	9-12	Yes	Yes - September 14, 2021
Colleton	Full Time	K-8	Yes	Yes - November 16, 2021

In the memorandum cited above, Re: Virtual Program Approval and Coding, districts with approved virtual programs were instructed as follows:

Students enrolled in a full-time, SBE-approved virtual program that meets the defined program requirements for the student’s grade level as outlined in Defined Program, Grades K-5, Defined Program, Grades 6-8 or Defined Program, Grades 9-12 and Graduation Requirements must be coded with the special program code SBAVRL with appropriate dates of entry and exit.

Data in the following table reflects the landscape on the 45th day of enrollment in the school year 2021-2022.

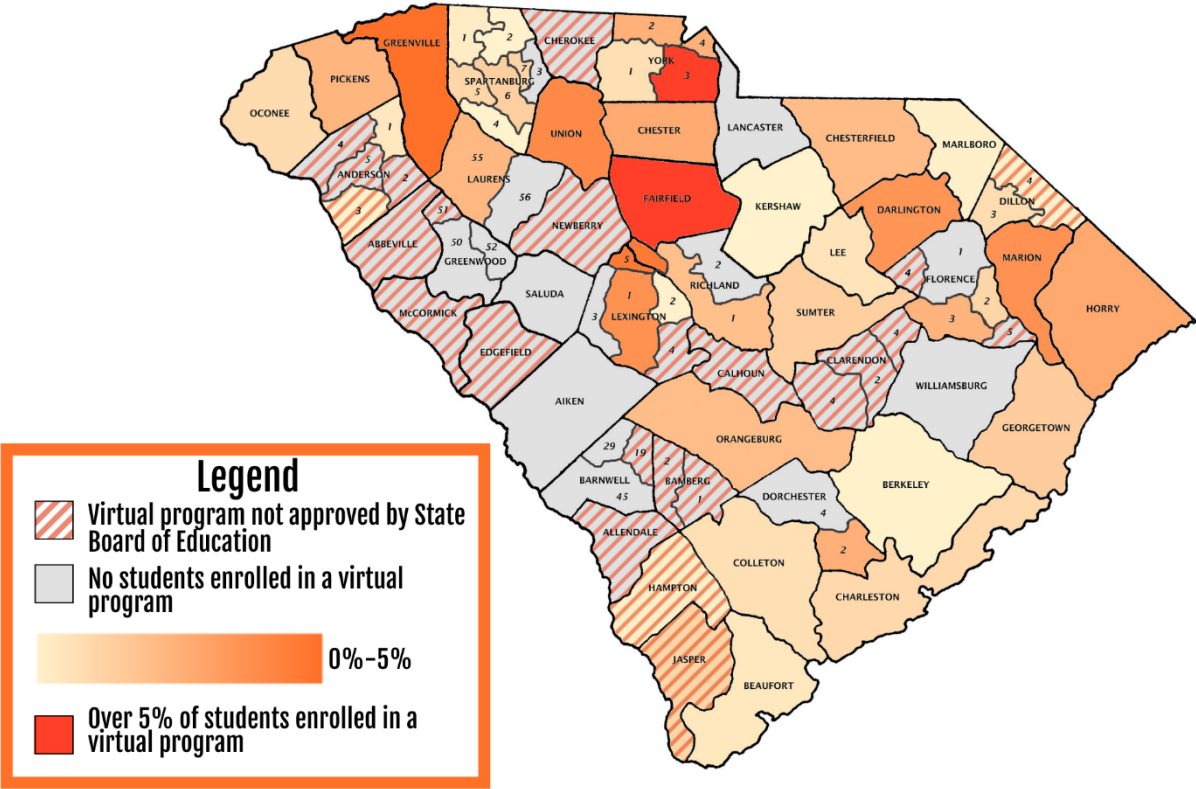
45 Day Data: SBAVRL Virtual and Instructor-Led Enrollments by District

<i>57 districts (including two Consortia) and five charter schools approved); 7 districts and one consortium decided not to offer a virtual program; visits to districts highlighted in yellow and blue (all in Low Country Consortium)</i>	Approved Virtual Program	District Enrolled Student Count	SBAVRL Student Count	% of Students Enrolled in District Virtual Program
District				
Abbeville County School District	No	2,949	-	0%
Aiken County Public School District	Yes	22,848	-	0%
Allendale County Schools	No	964	-	0%
Anderson School District 4	No	2,896	-	0%
Anderson School District Five	No	12,430	-	0%
Anderson School District Two	No	3,418	-	0%
Bamberg School District 2	No	656	-	0%
Bamberg School District One	No	1,173	-	0%
Barnwell School District 45	Yes	1,969	-	0%
Blackville-Hilda Public Schools (Barnwell 19)	No	540	-	0%
Calhoun County Public Schools	No	1,535	-	0%
Cherokee County School District	No	7,595	-	0%
Clarendon School District Four	No	1,850	-	0%
Clarendon School District Two	No	2,482	-	0%
Dorchester School District Four	Yes	2,029	-	0%
Edgefield County School District	No	3,135	-	0%
Florence County School District Four	No	605	-	0%
Florence County School District Five	No	1,213	-	0%
Florence Public School District One	Yes	15,297	-	0%
Greenwood County School District 52	Yes	1,482	-	0%
Greenwood School District 50	Yes	8,427	-	0%
Lancaster County School District	Yes	14,730	-	0%
Laurens County School District 56	Yes	2,745	-	0%

<i>57 districts (including two Consortia) and five charter schools approved); 7 districts and one consortium decided not to offer a virtual program; visits to districts highlighted in yellow and blue (all in Low Country Consortium)</i>	Approved Virtual Program	District Enrolled Student Count	SBAVRL Student Count	% of Students Enrolled in District Virtual Program
Lexington County School District Three	Yes	2,006	-	0%
Lexington School District Four	No	3,053	-	0%
McCormick County School District	No	627	-	0%
Palmetto Unified School District	No	204	-	0%
Richland School District Two	Yes	28,310	-	0%
Saluda County Schools	Yes	2,363	-	0%
SC Department of Juvenile Justice	No	732	-	0%
SC Governor's School for Agriculture at John de la Howe School	No	61	-	0%
SC Governor's School for Science and Mathematics	No	211	-	0%
SC Public Charter School District	Yes	17,662	-	0%
SC School for the Deaf and the Blind	No	176	-	0%
School District of Newberry County	No	5,668	-	0%
Spartanburg School District Three	Yes	2,633	-	0%
Ware Shoals School District 51 (Greenwood 51)	No	930	-	0%
Williamsburg County School District	Yes	3,105	-	0%
Williston School District 29 (Barnwell 29)	Yes	735	-	0%
Kershaw County School District	Yes	10,828	3	0%
Spartanburg School District Four	Yes	2,817	1	0%
Spartanburg School District 2	Yes	10,854	4	0%
Anderson School District Three	No	2,632	1	0%
Berkeley County School District	Yes	37,120	22	0%
Dillon School District Four	No	3,906	3	0%
Lexington County School District Two	Yes	8,706	7	0%
Marlboro County School District	Yes	3,754	4	0%
Charter Institute at Erskine	Yes	25,654	30	0%
Hampton County School District	No	2,434	4	0%
Spartanburg School District One	Yes	5,189	15	0%
Anderson School District One	Yes	10,442	45	0%
Beaufort County School District	Yes	20,421	93	0%
Lee County School District	Yes	1,405	8	1%
York School District 1	Yes	4,951	35	1%
Colleton County School District	Yes	5,035	38	1%
Dillon School District Three	Yes	1,440	12	1%
School District of Oconee County	Yes	10,276	89	1%
Charleston County School District	Yes	43,646	425	1%
Spartanburg School District 7	Yes	7,118	77	1%
Jasper County School District	No	2,676	29	1%
Florence County School District 2	Yes	1,092	12	1%
Spartanburg School District Five	Yes	9,771	129	1%
Sumter School District	Yes	15,191	201	1%
Spartanburg School District Six	Yes	11,307	151	1%

<i>57 districts (including two Consortia) and five charter schools approved); 7 districts and one consortium decided not to offer a virtual program; visits to districts highlighted in yellow and blue (all in Low Country Consortium)</i>	Approved Virtual Program	District Enrolled Student Count	SBAVRL Student Count	% of Students Enrolled in District Virtual Program
Georgetown County School District	Yes	8,146	114	1%
Richland County School District One	Yes	22,398	427	2%
Orangeburg County School District	Yes	10,905	216	2%
Chesterfield County School District	Yes	6,851	140	2%
Laurens County School District 55	Yes	5,352	118	2%
School District of Pickens County	Yes	16,508	381	2%
Florence County School District 3	Yes	3,126	73	2%
Fort Mill School District (York 4)	Yes	18,041	439	2%
Clover School District (York 2)	Yes	8,756	215	2%
Dorchester School District Two	Yes	25,356	638	3%
Chester County School District	Yes	4,488	121	3%
Horry County Schools	Yes	45,555	1,245	3%
Darlington County School District	Yes	9,131	316	3%
Marion County School District (Marion 10)	Yes	3,863	139	4%
Lexington County School District One	Yes	27,932	1,007	4%
Union County Schools	Yes	3,788	147	4%
School District Five of Lexington and Richland Counties (Lexington/Richland 5)	Yes	17,420	772	4%
The School District of Greenville County	Yes	77,710	3,723	5%
Rock Hill School District Three (York 3)	Yes	17,180	1,009	6%
Fairfield County School District	Yes	2,228	180	8%
SC Governor's School for Arts and Humanities	No			
Totals and Statewide Average		745,186.00	12,858	2%

Percent of Students Enrolled in District Virtual Program



45-day Data: All Virtual Types Enrollment by Grade or Course

This question cannot be answered based on currently available data. Examination of the data provided by districts to SCDE showed inconsistencies, errors, and omissions in the coding of Instruction Type by districts. The EOC staff and consultant worked with the SCDE to attempt to verify/correct data inconsistencies. Additional memoranda will be sent from the SCDE to the districts instructing that previously communicated directions for coding students and course type be checked and followed before the 135th day data is retrieved.

Approved Virtual Program vs. Temporary Virtual Delivery

Student enrollment in virtual education has been a concern expressed by multiple stakeholder groups. Given the relatively low percentage of students currently enrolled in a SABVRL, the issue may be more related to students experiencing temporary virtual days potentially due to COVID-19 disruptions.

Data exists to allow us to partially track this phenomenon. This Temporary Virtual designation exists in the student information system per the memorandum cited earlier. According to the August 17, 2021, communication Re: PowerSchool Coding,

Students participating in temporary and previously unplanned virtual learning for a designated period of time must be assigned the following Special Programs Code with appropriate start and stop dates: TMPVIR Temporary Virtual Instruction (Appendix B).

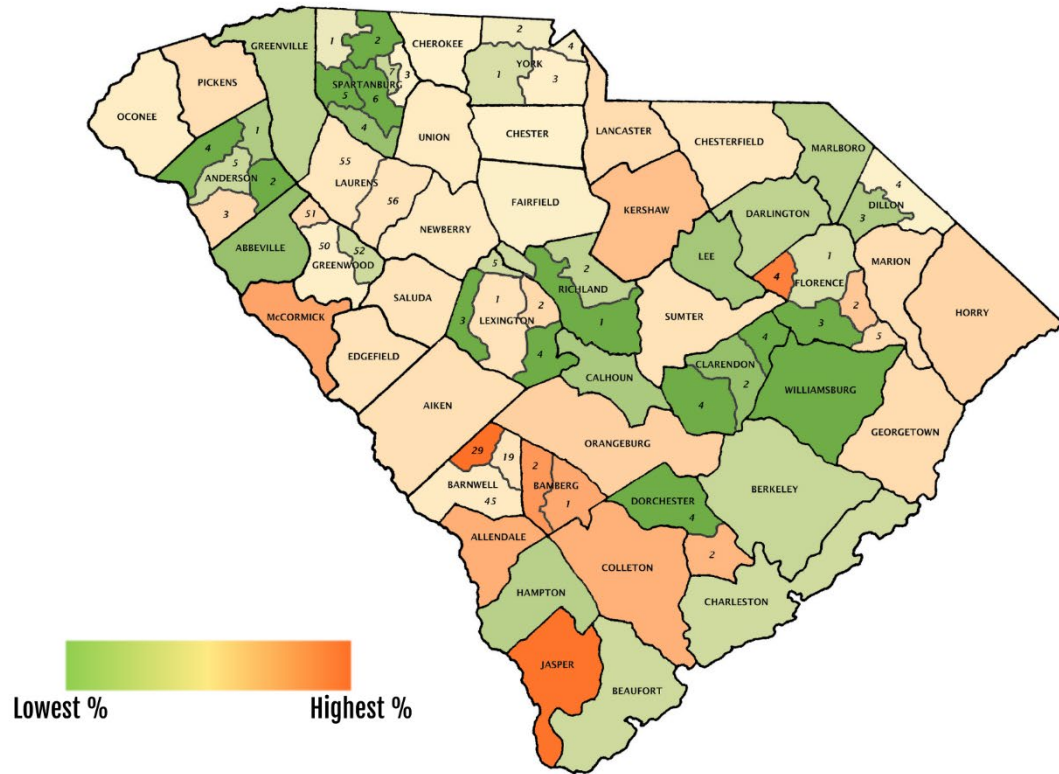
According to the 45-day data file, the percent of time that students enrolled in face-to-face instructor led classes (grades 3-8, Algebra 1, English 2, Biology and US History), but were forced into temporary virtual delivery varied greatly by district. Knowing that COVID illness and related quarantine situations varied by district and even school within a county, this variance is expected. The following table provides a glimpse of the landscape. It should be noted that some districts reported no students in a TMPVIR setting. It is unclear if this is an issue with coding or with the type of services students who are under quarantine are receiving.

45 Day Data: TMPVIR Virtual Enrollments by District

District	Approved Virtual Program	District Enrolled Student Count	Total District Membership Days	TMPVIR Membership Day Total	% Time Students in TMPVIR
Aiken County Public School District	Yes	22848	990299	98331	9.93
Allendale County Schools	Yes	964	41329	8189	19.81
Anderson School District One	Yes	10442	458797	13130	2.86
Barnwell School District 45	Yes	1969	85781	6809	7.94
Beaufort County School District	Yes	20421	888201	37054	4.17
Berkeley County School District	Yes	37120	1597915	62451	3.91
Blackville-Hilda Public Schools (Barnwell 19)	Yes	540	23231	2120	9.13
Charleston County School District	Yes	43646	1896542	80755	4.26
Charter Institute at Erskine	Yes	25654	1055167	58085	5.50
Chester County School District	Yes	4488	193923	12254	6.32
Chesterfield County School District	Yes	6851	299080	25599	8.56
Clover School District (York 2)	Yes	8756	382054	22158	5.80
Colleton County School District	Yes	5035	215455	41624	19.32
Darlington County School District	Yes	9131	401092	14283	3.56
Dillon School District Three	Yes	1440	63024	1873	2.97
Dorchester School District Four	Yes	2029	87523	0	0.00
Dorchester School District Two	Yes	25356	1106627	201828	18.24
Fairfield County School District	Yes	2228	96513	5995	6.21
Florence County School District 2	Yes	1092	47761	7005	14.67
Florence County School District 3	Yes	3126	134480	0	0.00
Florence Public School District One	Yes	15297	658378	30585	4.65
Fort Mill School District (York 4)	Yes	18041	759331	46212	6.09
Georgetown County School District	Yes	8146	354516	38223	10.78
Greenwood County School District 52	Yes	1482	64636	2725	4.22
Greenwood School District 50	Yes	8427	365979	25743	7.03
Hampton County School District	Yes	2434	105441	3432	3.25
Horry County Schools	Yes	45555	1977154	237744	12.02
Jasper County School District	Yes	2676	111837	35275	31.54
Kershaw County School District	Yes	10828	469841	77633	16.52
Lancaster County School District	Yes	14730	642102	69536	10.83
Laurens County School District 55	Yes	5352	230608	19626	8.51
Laurens County School District 56	Yes	2745	119190	10722	9.00
Lee County School District	Yes	1405	59963	1431	2.39
Lexington County School District One	Yes	27932	1218125	114287	9.38
Lexington County School District Three	Yes	2006	87931	0	0.00
Lexington County School District Two	Yes	8706	373531	42150	11.28
Marion County School District (Marion 10)	Yes	3863	164137	16924	10.31
Marlboro County School District	Yes	3754	160226	5361	3.35
Orangeburg County School District	Yes	10905	467950	60787	12.99
Richland County School District One	Yes	22398	928408	0	0.00
Richland School District Two	Yes	28310	1227160	43721	3.56
Rock Hill School District Three (York 3)	Yes	17180	735325	52233	7.10

District	Approved Virtual Program	District Enrolled Student Count	Total District Membership Days	TMPVIR Membership Day Total	% Time Students in TMPVIR
Saluda County Schools	Yes	2363	103500	9333	9.02
SC Public Charter School District	Yes	17662	755521	53530	7.09
School District Five of Lexington and Richland Counties (Lexington/Richland 5)	Yes	17420	751199	31770	4.23
School District of Oconee County	Yes	10276	440844	32880	7.46
School District of Pickens County	Yes	16508	697167	70600	10.13
Spartanburg School District 2	Yes	10854	472737	0	0.00
Spartanburg School District 7	Yes	7118	305164	12291	4.03
Spartanburg School District Five	Yes	9771	427031	0	0.00
Spartanburg School District Four	Yes	2817	121855	2268	1.86
Spartanburg School District One	Yes	5189	213222	11856	5.56
Spartanburg School District Six	Yes	11307	493861	0	0.00
Spartanburg School District Three	Yes	2633	112649	7322	6.50
Sumter School District	Yes	15191	653178	61872	9.47
The School District of Greenville County	Yes	77710	3331636	120172	3.61
Union County Schools	Yes	3788	165935	12960	7.81
Williamsburg County School District	Yes	3105	130951	0	0.00
Williston School District 29 (Barnwell 29)	Yes	735	31842	10178	31.96
York School District 1	Yes	4951	214741	9981	4.65
Abbeville County School District	No	2949	124184	2261	1.82
Anderson School District 4	No	2896	126466	0	0.00
Anderson School District Five	No	12430	544006	22067	4.06
Anderson School District Three	No	2632	114947	12826	11.16
Anderson School District Two	No	3418	148877	0	0.00
Bamberg School District 2	No	656	27165	6592	24.27
Bamberg School District One	No	1173	50840	10599	20.85
Calhoun County Public Schools	No	1535	66099	1771	2.68
Cherokee County School District	No	7595	330659	21207	6.41
Clarendon School District Four	No	1850	80631	0	0.00
Clarendon School District Two	No	2482	105730	1771	1.68
Dillon School District Four	No	3906	168481	10504	6.23
Edgefield County School District	No	3135	136302	12721	9.33
Florence County School District Four	No	605	25613	7371	28.78
Florence County School District Five	No	1213	52422	5759	10.99
Lexington School District Four	No	3053	130710	0	0.00
McCormick County School District	No	627	26999	5915	21.91
School District of Newberry County	No	5668	247193	19667	7.96
Ware Shoals School District 51 (Greenwood 51)	No	930	39705	4411	11.11
Totals		774843	33358672	2226348	6.67

Percentage of Time Students in TMPVIR



Observations from District Visits

On-site district visits were made in the fall of 2021 to a diverse sample of SBE approved virtual programs. Included in the visits were the following:

District Name	Visit Date for Alternative Instruction Report
Aiken	11/15
SC Public Charter - Spartanburg Preparatory Academy	11/29
Union	11/29
Greenville	12/6
Darlington	12/7
Georgetown	12/8
Lowcountry Ed Consortium	12/8
York 3	12/10

Lowcountry Education Consortium includes:
1) Beaufort
2) Berkeley
3) Charleston
4) Colleton
5) Dorchester District 2
6) Dorchester District 4
7) Florence 2
8) Greenwood 52

While each district was asked to respond to a structured set of questions (See Appendix E), conversations evolved organically, and follow-up questions occurred based on responses and site observations. The following observations are a result of the aggregated information gathered during the on-site visits.

- Virtual program structure – organizational structures of district virtual programs reflect the size of the district. Smaller districts have fewer dedicated staff in every area. All districts did have one person responsible for the overall virtual program. In at least two districts, this person also had other areas of responsibility. The

teaching staff ranged from 100% dedicated to virtual program grades and/or courses to a combination of virtual and face-to-face assignments. If dual modality, the district reported compensating the teachers. In addition to the overall structure, the selection process for staff varied. Some districts asked for volunteers to assume roles in the virtual program, others held interviews and teaching demonstrations, and others made assignment through attrition within the district.

- Grades and content offered – The overwhelming number of districts provide K-12 virtual programs. Two districts did not offer virtual programs to kindergarten. Many districts did not offer the full high school course catalog to virtual program students, to include IB or dual credit offerings. Staffing numbers and/or equipment restrictions limited the options. Most districts create the instructional content based on South Carolina Ready College and Career Standards, having teachers develop units and lessons. A few districts contracted with an outside vendor to purchase the content (e.g., Education Options). Some districts established a consortium to deliver the content with instruction leaders facilitating the content development process and ensuring rigor.
- Policies regarding attendance – Attendance is captured in districts based on several different criteria. About half of the districts visited, take attendance during the synchronous time of instruction. According to the SCDE application and approval process, *at least 25 percent of the instruction must be through synchronous instructional opportunities*. For these times, many districts require the camera to be turned on. Although, three districts reported some parents and older students shared this was a concern. The reasons provided included the student did not look good that day or the home was embarrassing. If the teacher sees the student during the class, the student is counted present. Three districts require the students to complete the assigned work during the class to be counted present. In each case, the district provided a handbook with policies on attendance as part of the orientation to the virtual program.

- Teacher preparation to work in an alternative instruction environment – Districts reported that in the initial year of the COVID pandemic, teachers had to teach in the virtual instruction environment. As schools returned to face-to-face, those teachers most at risk often remained in the virtual program. With the “reset” for 2021-2022 and the SCDE application process, some districts created updated criteria for staff selection in a virtual program, including demonstration of a virtual lesson, previous demonstrated success, additional training (modules from National Institute for Excellence in Teaching - NIET, or endorsements from higher education), and of course, a SC teaching certificate. One district reported that some of the teachers employed in the virtual program live in other states; some had lived and taught here but moved away, and others were trying to move into SC and had already earned the credential. While districts were addressing the preparation and the ongoing professional development necessary for teaching in a virtual classroom, a lack of standard state-level expectation and/or endorsement needed across the state was evident. This presented a challenge in at least one district when a teacher was not chosen to teach in the virtual program when the district used their own rubric.
- Observing and evaluating teachers – The person responsible for monitoring teacher performance and conducting evaluations varied and depended upon the structure of the virtual program. In the districts where the virtual program supervisor was a certified administrator (principal), this person did daily drop-ins to the virtual classes, observed teachers, and conducted formal evaluations of teachers. In districts where the virtual program supervisor was the programmatic leader and teachers remained assigned to brick-and-mortar schools, teachers were evaluated by the school principal. In these situations, the program leader might also conduct teacher observations, informal virtual monitoring and conduct instructional coaching with feedback session regarding the virtual instruction. On the two visits where this structure existed, both leaders reported good communication and trusted working relationships.

- Parent engagement and communication – All visited districts reported orientation sessions, phone calls to parents, handbooks, and some websites as sources of communication. A few districts offered face-to-face meetings to demonstrate how to use the Learning Management System (LMS), parent portal and other communications tools. Other districts reported parent meetings were, in fact, better attended in the virtual environment than in the brick-and mortar school. Convenience for scheduling and lack of travel demands seemed to be the primary reasons. Each of the visited districts reported that a parent, or a learning coach, is required for K-3students in a virtual environment. Teachers shared that having an adult near the student’s computer and work helped with parent communication, engagement, and student discipline.

Conclusion

The initial, or Part 1, observations in the preparation of the Alternative Instruction Report capture a landscape a bit different than anticipated. Overall, fewer districts are providing students a virtual program option than applied for State Board of Education approval. In some districts, the demand by parents was simply less than initially indicated. In other cases, the demand was low, and because of the provision of virtual programs provided through the SC Virtual School at the SCDE, economies of scale dictated not offering a standalone district program. In one other situation, multiple districts created a consortium thus providing a virtual program option to students in all eight (8) districts within the consortium.

In interviews, districts indicated they see virtual programs as a valid and valuable option for students for a multitude of reasons. One district shared that a family works and travels with the Carolina Panthers, and the ability for the children to enroll in the public-school virtual program was a perfect fit for them. Another district shared that a student competes in gymnastics at a national level, travels a lot and finds the district virtual program the best option for learning/school. Finding the most effective teaching strategies in the virtual environment while operating efficiently are the current demands and areas of concern at the district level.

Teacher preparation and professional development may be an area for the state to insert some level of common expectations and/or requirements. Perhaps Part 2 of the Alternative Instruction Report focusing on student achievement may shed more light on this conversation and need.

Overall, districts invested a lot of time and preparation to provide a virtual program in 2021-2022. The effectiveness and the efficiency of these virtual programs (with all the supports needed) operating in every school district side-by-side with brick-and-mortar schools may or may not yield a significant return on the investment (ROI). The examination and evaluation continue with student achievement data in summer 2022. This answer will help develop future frameworks and guidelines to better support all students.

Appendix A

General Appropriations Bill for Fiscal Year 2021-2022

1A.69. (SDE-EIA: Digital Learning Plan) The implementation of the pilot program shall become the responsibility of the Department of Education. Those e-Learning school districts who meet the criteria for an e-Learning district as determined by the Department of Education may use up to five e-Learning days to allow for the make-up of short-term disruptions to in-person teaching and learning.

With funds appropriated, the Education Oversight Committee is responsible for evaluating the impact of alternative methods of instruction on student learning and working with other agencies to expand access to quality remote instruction which can be dispatched if necessary. Alternative methods of instruction may include, but are not limited to, online or virtual instruction, remote learning, and hybrid models. The Department of Education and school districts providing alternative methods of instruction must provide data as requested by the committee to evaluate the effectiveness of the instruction. The Education Oversight Committee shall report annually to the Governor, the General Assembly, the Department of Education, and the State Board of Education.

Appendix B



STATE OF SOUTH CAROLINA

DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN

STATE SUPERINTENDENT OF EDUCATION

MEMORANDUM

TO: District Superintendents
District Instructional Leaders
District Instructional Technology
Coordinators Attendance Coordinators
PowerSchool Coordinators

FROM: Dan Ralyea
Director, Office of Data and Research Analysis

DATE: August 17, 2021

RE: PowerSchool Coding

The purpose of this memo is to provide information to districts on coding student virtual/remote learning participation and coding course section instructional modality in PowerSchool.

CODING STUDENT VIRTUAL/REMOTE LEARNING PARTICIPATION IN POWERSCHOOL

State Board Approved Virtual Programs

Students enrolled in a full-time, State Board of Education (SBE) approved virtual program that meets the defined program requirements for the student's grade level as outlined in [Defined Program, Grades K-5](#); [Defined Program, Grades 6-8](#); or [Defined Program, Grades 9-12 and Graduation Requirements](#) must be coded with the special program code SBAVRL with appropriate dates of entry and exit.

Students participating in any face-to-face activities or receiving instruction on school premises should not use this code.

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FAX: 803-734-3389 · ED.SC.GOV

The SBE approved virtual program represents a long-term instructional choice. It is not to be used for temporary changes in instructional mode due to illness or a community illness prevention technique.

Students for whom this code is used will count toward the five-percent threshold as outlined in Proviso 1.103 (SDE: Public School Virtual Program Funding).

Students who are enrolled full-time in a SBE-approved virtual program must be assigned the following Special Programs Code:

SBAVRL

Additional information on SBE-approved virtual programs may be found [here](#).

Please note: SBE-approved virtual programs are a separate program from the eLearning pilot project. Information on the eLearning pilot project may be found [here](#).

Temporary Virtual Instruction

Students participating in temporary and previously unplanned virtual learning for a designated period of time must be assigned the following Special Programs Code with appropriate start and stop dates:

TMPVIR

Important: In order to ensure that students receiving temporary virtual instruction are not counted towards the five-percent threshold as outlined in Proviso 1.103 (SDE: Public School Virtual Program Funding), they must be coded as TMPVIR.

Complete instructions on adding and entering the above information into PowerSchool may be found [here](#).

CODING COURSE SECTION INSTRUCTIONAL MODALITY IN POWERSCHOOL

This guidance is to assist districts with accurately reporting Instruction Type. All instructional course sections must have the “Instruction Type” field completed to identify On-Site/In-Person and Virtual instruction. When a section is created for a course, the school/district must select the appropriate type of instruction for each section. Non-instructional course sections (those that begin with a 0) are not subject to this requirement. Instruction Type data can be imported into PowerSchool. Contact powerschool@ed.sc.gov if assistance in that process is required.

Previously, the Office of Research and Data Analysis (ORDA) has not provided districts with guidance regarding the Instruction Type values. However, the Instruction Type field is now required for accurate data reporting. This data begins being reported on the 45th date of the

school year; however, such data must be accurately reflected in PowerSchool back to the firstday of school in the district.

The Instruction Type table below shows the currently available values for this field, theirdescription, and the modality categorization for each.

Value	Description	Instruction Delivery Modality
(blank) – Select One	Default value only allowed for non-instructional courses (those that begin with a 0).	-
A – Instructor Led	The teacher is physically present in the classroom providing in-person instruction to students.	On-Site/In-Person
B – SC Virtual School Program	The teacher provides instruction to students through VirtualSC. None of the other Instruction Types should be used for VirtualSC course sections.	Virtual
C – Online In-State	The teacher provides virtual instruction in some capacity as part of a school/district/state entity for the state of South Carolina	Virtual
D – Distance Learning	The teacher provides instruction for students physically located at another location. For example, the teacher may be located physically at a television studio, yet teaching several groups of students housed in different schools or districts.	Virtual
E – Online Out-of-State	The teacher provides virtual instruction to students is not part of a school/districts/state entity for the state of South Carolina.	Virtual

The above information related to instructional modality in PowerSchool may also be found [here](#).

Appendix C



STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN

STATE SUPERINTENDENT OF EDUCATION

MEMORANDUM

TO: District Superintendents
District Instructional Leaders
District Instructional Technology
Coordinators Attendance Coordinators
PowerSchool Coordinators

FROM: David M. Mathis, Ed.D.
Deputy Superintendent, Division of College and Career Readiness

DATE: August 17, 2021

RE: Virtual Program Approval and Coding

The South Carolina State Board of Education (SBE) has approved district plans to implement a virtual instructional delivery program for the 2021–22 school year. The approvals were based on a virtual program’s meeting of the following criteria:

- At least 25 percent of the instruction must be through synchronous instructional opportunities;
- Each course must be taught by a teacher holding a valid SC teaching certificate for the course(s) being taught virtually;
- Provide for frequent, ongoing monitoring of an individual student’s program to verify each student is participating in the program;
- Include proctored assessments for core subjects per semester that are graded or evaluated by the teacher;
- Conduct required state assessments for all students following testing requirements;
- Conduct at least bi-weekly parent-teacher contact in person, electronically, or by telephone;
- Provide for a method to define and verify student attendance;
- Provide for verification of ongoing student progress and performance in each course as documented by assessments and examples of coursework; and

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Appendix C

Virtual Program Approval and Coding

Page 2

August 17, 2021

- Participate annually in a program review conducted by the South Carolina Department of Education (SCDE).

Additionally, Proviso 1.103 states:

School districts offering a virtual program must report their ADM counts for students participating in their virtual program and the number of students participating face to face for the 5th, 45th, 90th, and 135th day to the Department of Education. For every student participating in the virtual program above the five percent threshold, the school district will not receive 47.22 percent of the State per pupil funding provided to that district as reported in the latest Revenue and Fiscal Affairs revenue per pupil report pursuant to Proviso 1.3. This amount shall be withheld from the EFA portion of the State Aid to Classroom's district allocation and, if necessary, the state minimum teacher salary schedule portion of State Aid to Classrooms.

To meet the reporting requirement of Proviso 1.103, the SCDE is defining a special program code and an expanded series of section coding requirements.

Students enrolled in a full-time, SBE-approved virtual program that meets the defined program requirements for the student's grade level as outlined in [Defined Program, Grades K–5](#), [Defined Program, Grades 6–8](#) or [Defined Program, Grades 9–12 and Graduation Requirements](#) **must be coded with the special program code SBAVRL** with appropriate dates of entry and exit.

Students participating in any face-to-face activities or receiving instruction on school premises should not use this code.

The SBE approved virtual program represents a long-term instructional choice. It is not to be used for temporary changes in instructional mode due to illness or a community illness prevention technique. Instead, the TMPVIR code will be used to monitor that process. The SCDE has released guidance documents on [Coding Course Section Instructional Modality in PowerSchool](#) and [Coding Student Virtual or Remote Learning Participation in PowerSchool](#).

For questions related to implementation of virtual programs contact Bradley Mitchell, bmitchell@ed.sc.gov and for questions related to coding of virtual students contact PowerSchool@ed.sc.gov.

Appendix D



STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN

STATE SUPERINTENDENT OF EDUCATION

MEMORANDUM

TO: District Superintendents
Principals
District Technology Coordinators

FROM: Sabrina Moore
Director, Office of Student Intervention Services

DATE: August 19, 2021

RE: 2021–22 Attendance Guidance

The purpose of this memo is to address onsite attendance and attendance in a virtual environment for students temporarily impacted by COVID-19.

The South Carolina Department of Education recommends that districts make appropriate accommodations for students who may be required to quarantine or self-isolate in accordance with the South Carolina Department of Health and Environmental Control's [K–12 Schools Interim Guidance for Management of COVID-19 Cases](#). Accommodations may include temporarily moving the student(s) to a distance learning environment, such as electronic platforms or offsite environments (including home) utilizing instructional packets.

On-site attendance is determined by whether or not a student is physically present in a classroom on school grounds or during an activity approved by the classroom teacher. If a student is not physically present, the decision as to whether the absence is “excused” or “unexcused” should be established by district procedures and policies and be consistent with state law, policy, and guidelines.

Virtual attendance refers to the temporary delivery of virtual instruction that does not occur onsite in a classroom on school grounds. This temporary delivery of virtual instruction should be in response to the impact of COVID-19 on students and/or staff. Temporary delivery of virtual instruction includes instruction provided via an online or electronic platform, as well as instruction provided in a physical offsite location via learning packets.

Virtual attendance shall be determined by whether or not a student submits assignments or

Appendix D

Confirming Student Attendance Guidance

Page 2

August 19, 2021

participates in assigned activities in accordance with the classroom teacher's written requirements.

Students in temporary virtual learning situations due to COVID-19 should be marked as **TMPVIR** in special programs for placement and **SC-VTP** in attendance only if the student submits assignments and/or participates in activities as required by the teacher.

The attendance codes (SC-VTP & SC-COVD) are used to mark attendance behavior in virtual learning environments. SC-VTP is a present code and is currently available. SC-COVD is an absent code and will be available soon. Until such time, districts should continue to use the SC-FLU code, marking COVID in the comment field.

For example:

- Students who submit assignments and/or participate in the assigned learning experience(s) by the deadline established in district policy should be considered present and coded as **SC-VTP** in PowerSchool for attendance purposes, with **TMPVIR** marked in the special programs for placement.
- Students who fail to submit assignments or participate in the assigned learning experience(s) by the deadline established in district policy should be considered absent and coded as such in PowerSchool.
- Students who are not physically present due to COVID-19 (isolation or quarantine) and are physically unable to complete assignments should be considered absent and be coded using **SC-FLU**, marking **"COVID" in the comment field**, until the newly established **SC-COVD** code is available in PowerSchool. Once SC-COVD is available, districts will be notified.

NOTE: Students enrolled in full-time [State Board of Education approved virtual learning program](#) should be marked as **SBAVRL** in special programs for placement and **SC-VTP** in attendance if the student submits assignments or participates in activities as required by the teacher.

Virtual enrollment guidance may be applied to individual students, an entire classroom(s) of students, or an entire school. Virtual attendance guidance should be applied to all students receiving instruction through a virtual program.

Nothing in this guidance is intended to modify current procedures related to the 10-day drop period or truancy reporting. Districts shall continue to adhere to state law requiring all public schools to track attendance beginning with the first day of school and to monitor truancy.

If you have any questions about the above guidance, please contact Aveene Coleman at acoleman@ed.sc.gov or me at smoore@ed.sc.gov. If you have any questions about PowerSchool coding, please contact Dan Ralyea at DRalyea@ed.sc.gov.

Appendix E

District and Charter School Visits Alternative (Approved Virtual) Programs Report Education Oversight Committee Fall 2021

- Tell us about your virtual program structure - include administration staff, teachers, and staff (IT).
- What grades and content are you providing? What are your enrollment numbers?
- What are your policies regarding attendance? Is this available in writing or on the website? How do you take attendance? Presence or work turned in?
- How are your teachers prepared/trained to work in an alternative instruction environment?
- Who is monitoring teacher online time? Quality of teaching, etc.?
- Please show us a sample lesson (either live or recorded).
- How are parents engaged and what communications do teachers and administrators have with parents?
- How is the administration ensuring high quality content and engaging lesson strategies are employed in the virtual classroom? Tell us about the teacher prepared content. What, if any purchased content are you using? SCDE units, etc.?
- What adjustments will you make pending the formative assessment results?

Education Data Dashboards

Protecting Privacy, Promoting Transparency, Providing for Informed Decision-making



Why Now?

Now, more than ever, South Carolina needs to prioritize systemic and transformational improvements in education, from kindergarten to college and career readiness. Prior to the pandemic, too few of SC students were performing at sufficient levels to be successful beyond their schooling — and South Carolina’s economic advantage remains in jeopardy. The pandemic has exacerbated the problem; in school year 2020-21, less than half of South Carolina elementary and middle school students were on grade level in math or reading.

Time can’t be wasted. Currently available data could help children, if it is made accessible in a secure, interactive, transparent portal. Once the information is made available in an understandable fashion, good, informed decisions can be made on behalf of children and the people who serve them each day.

What insights will we gain?

- Visually appealing information which can bring data to life, rather than static files which do not support multiple variables or allow for questions.

Are there pockets of South Carolina where students in poverty cannot gain access to high-quality, State-funded four-year-old programs?

- The ability to filter data by multiple variables, leading to greater engagement of all stakeholders.

Do certain risk factors compound to make some children more vulnerable to lower academic outcomes and if so, what interventions are changing the outcomes for children?

- Advanced analytics which can identify trends in data, providing a clearer picture of where we have been and how to best move forward.

What schools have high rates of principal and teacher retention, and do those factors impact student achievement?



If we can't measure it, we can't manage it.
If we can't see it, we won't even know.

Who will benefit from an Education Data Dashboard?



Parents and families will have the ability to access and understand information regarding the performance of their local school on a mobile, user-friendly platform.

Equipped with information, they can actively participate in their role as part of their child's educational support system and know how to better help schools and students as a whole.

District/school/classroom leaders will gain access to integrated information to help shape real-time instructional strategies and decisions for the continuous improvement of schools.

Creating this information equity is especially important in districts that do not have the capacity or expertise to independently develop this type of integrated data system.



Business/Community Leaders will have the ability to transparently compare academic performance and funding to drive educational advocacy conversations, and look for innovative ways to support their employees and schools in their home communities.

Policymakers will have the ability to determine if programmatic policy and fiscal decisions are improving outcomes for students and making life better overall for their constituents.

Proposed budget proviso language which would aid in the creation of an Education Data Dashboard:

The Education Oversight Committee is directed to pilot an Education Data Dashboard. The data dashboard must interface with existing systems to provide school districts, schools, policymakers, families, and the public with meaningful information on school district, school, and system progress. The Education Data Dashboard would use existing data to document educational attainment and growth as well as financial expenditures of state, local, and federal funds. The Department of Education and public school districts shall provide accountability data as requested by the Committee for the establishment of the dashboard.

NATIONAL STUDENT CLEARINGHOUSE[®]

StudentTracker[®] for High Schools
Aggregate Report

Prepared for
South Carolina Education Oversight Committee

South Carolina Education Oversight Committee

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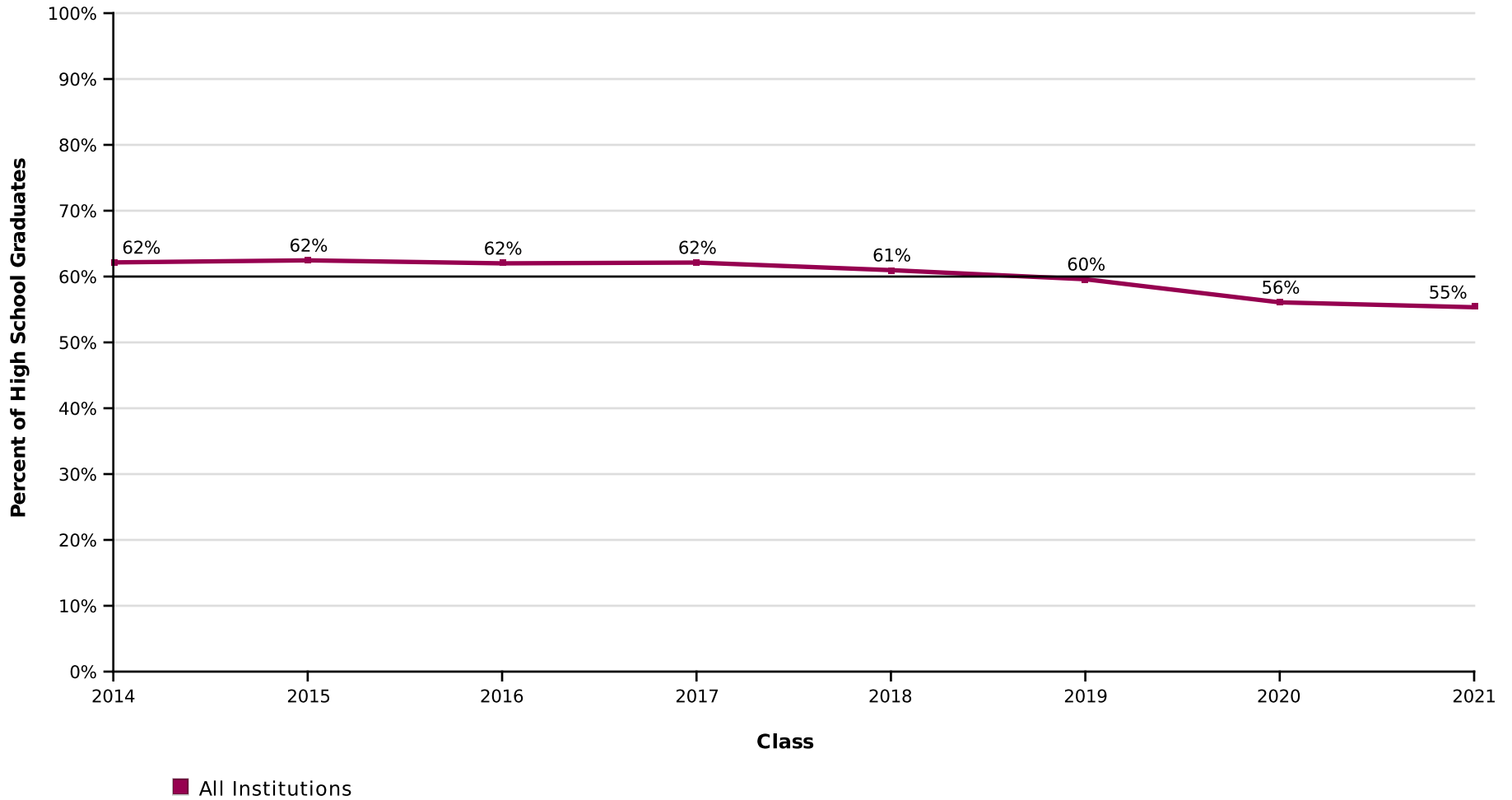
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Percent of Students Enrolled in College the Fall Immediately After High School

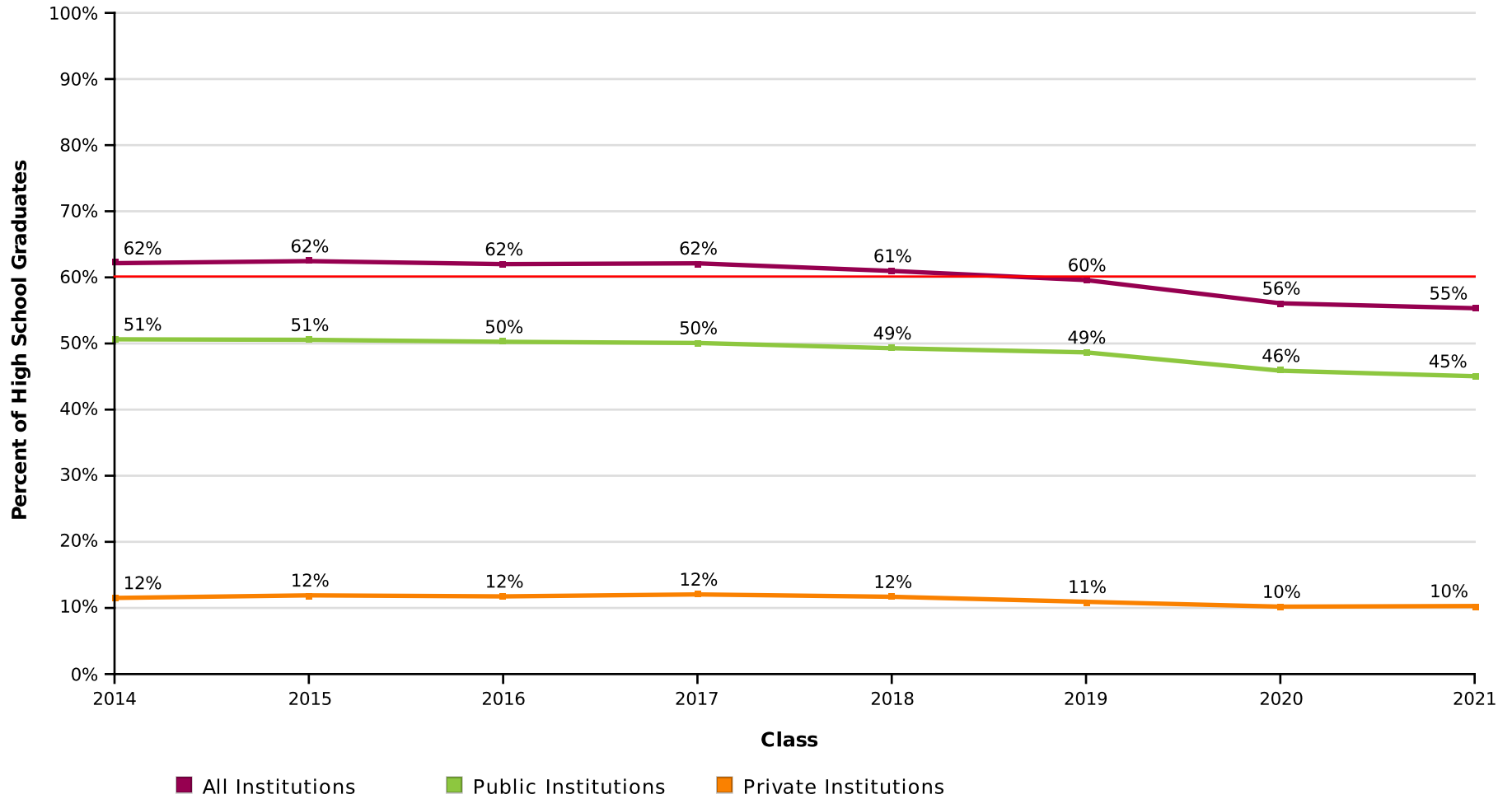
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AVG = 60%

Percent of Students Enrolled in College the Fall Immediately After High School by Institutional Type

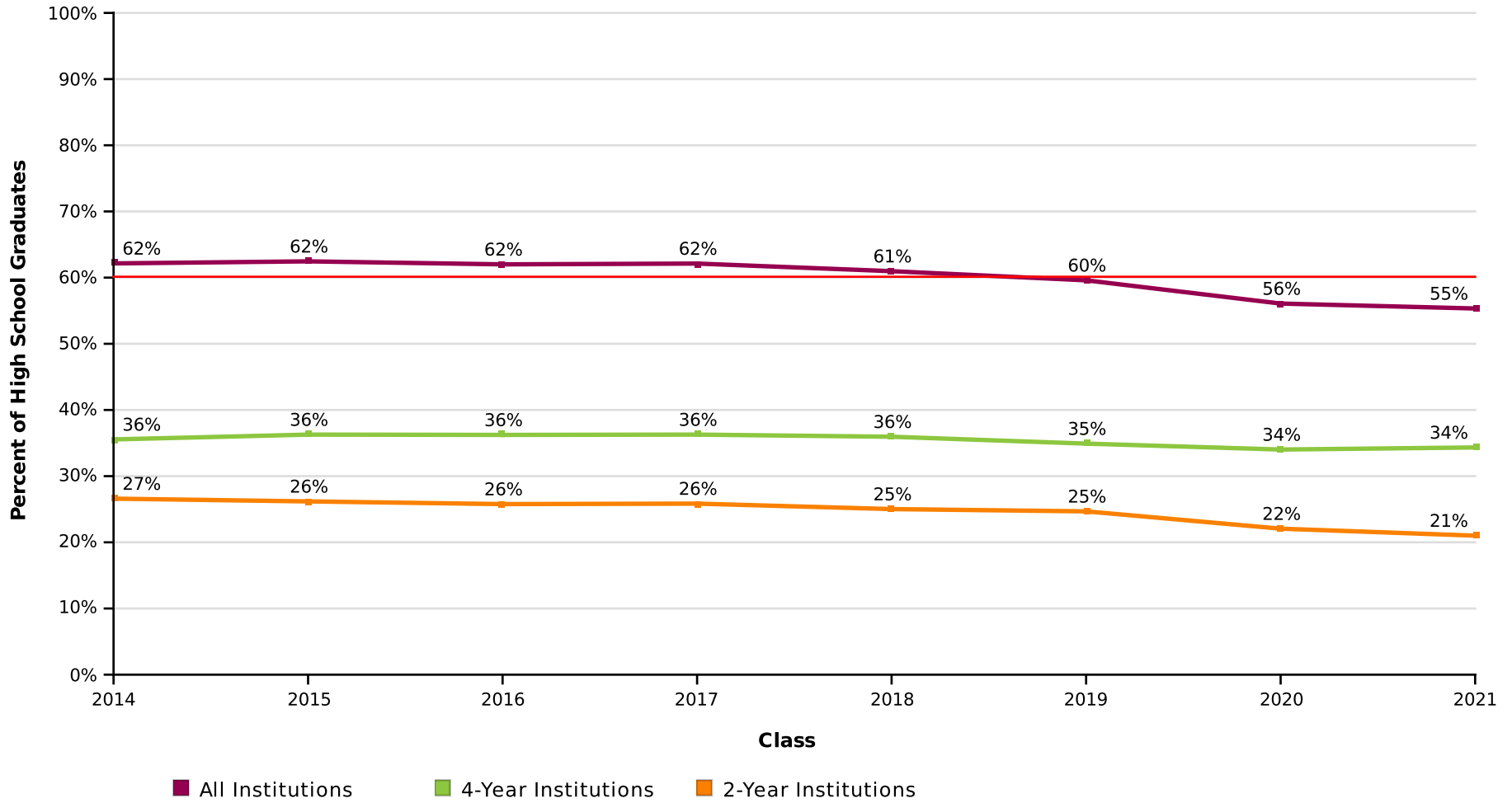
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AVG = 60%

Percent of Students Enrolled in College the Fall Immediately After High School by Institutional Level

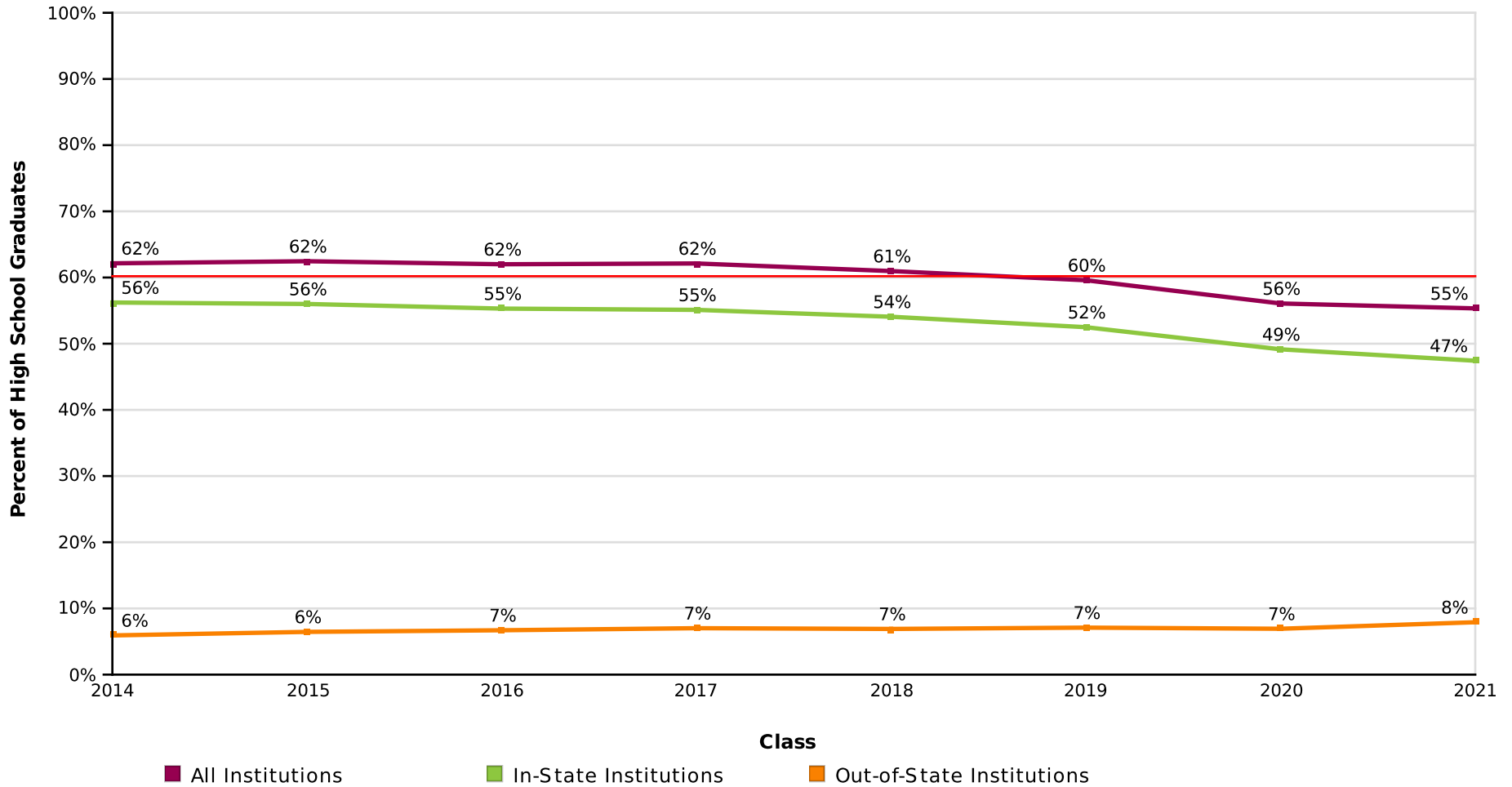
Effective Date = November 29, 2021



AVG = 60%

Percent of Students Enrolled in College the Fall Immediately After High School by Institutional Location

Effective Date = November 29, 2021



AVG = 60%

South Carolina Education Oversight Committee

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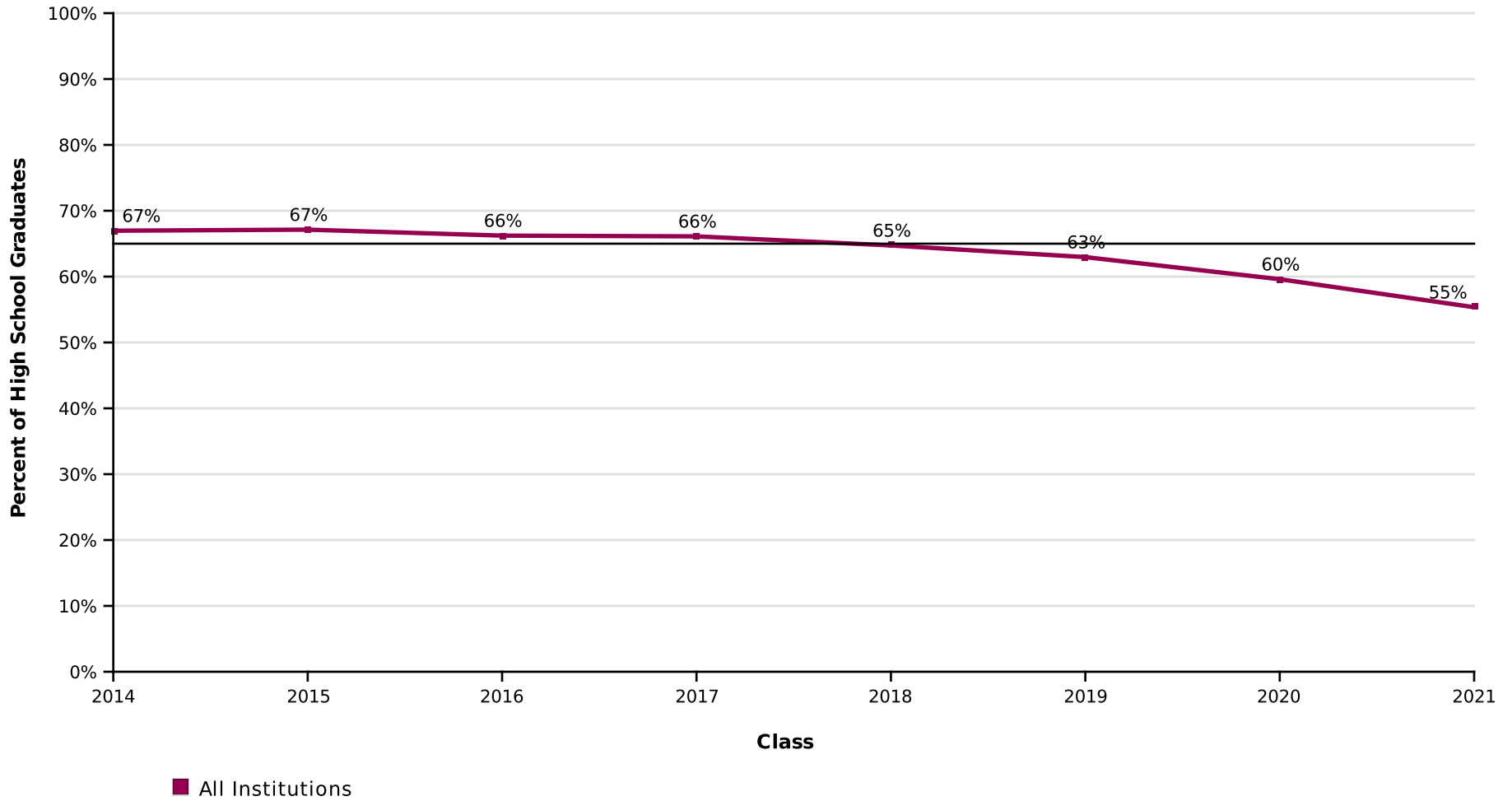
Count of Students Enrolled in College the Fall Immediately After High School

Effective Date = November 29, 2021

Class of	2014	2015	2016	2017	2018	2019	2020	2021
Total in the Class	38,234	41,529	43,156	44,738	46,233	47,394	47,985	47,386
Total Enrolled	23,761	25,939	26,758	27,793	28,190	28,242	26,910	26,222
Total in Public	19,358	20,995	21,688	22,403	22,785	23,061	22,017	21,346
Total in Private	4,403	4,944	5,070	5,390	5,405	5,181	4,893	4,876
Total in 4-Year	13,591	15,065	15,635	16,229	16,623	16,547	16,325	16,268
Total in 2-Year	10,170	10,874	11,123	11,564	11,567	11,695	10,585	9,954
Total In-State	21,497	23,257	23,866	24,656	24,999	24,878	23,586	22,472
Total Out-of-State	2,264	2,682	2,892	3,137	3,191	3,364	3,324	3,750

Percent of Students Enrolled in College at Any Time During the First Year After High School

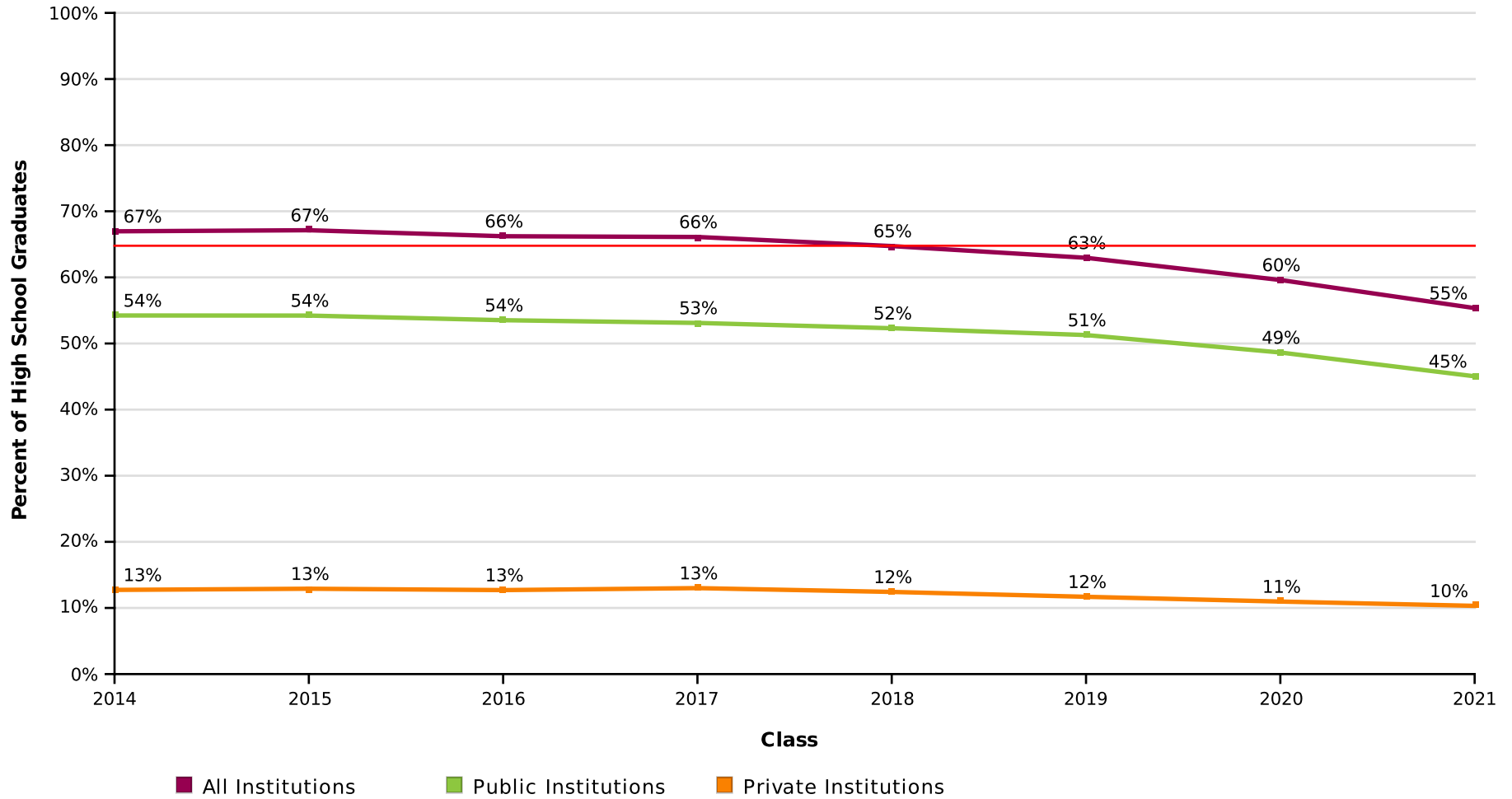
Effective Date = November 29, 2021



AVG = 65%

Percent of Students Enrolled in College at Any Time During the First Year After High School by Institutional Type

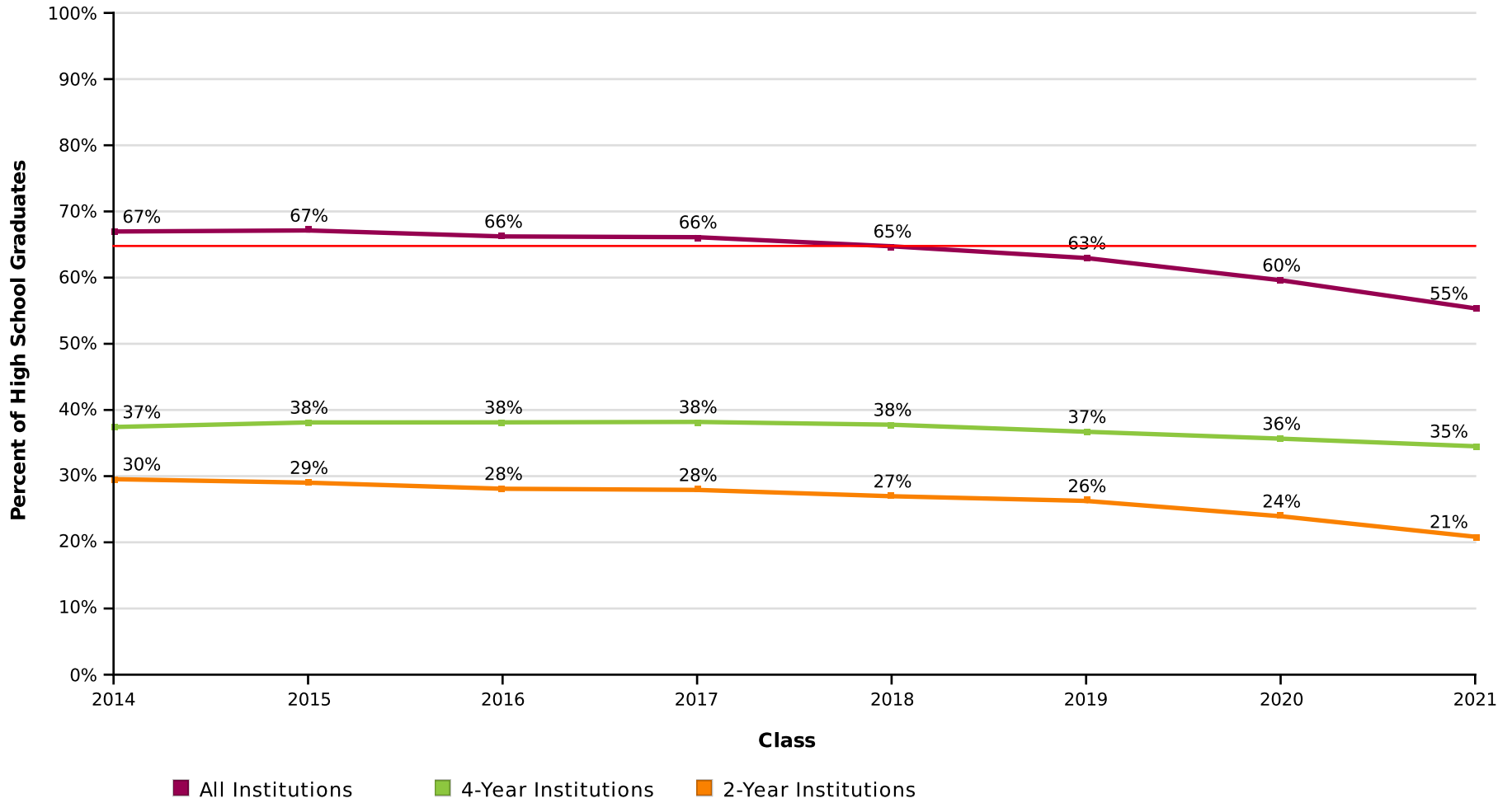
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AVG = 65%

Percent of Students Enrolled in College at Any Time During the First Year After High School by Institutional Level

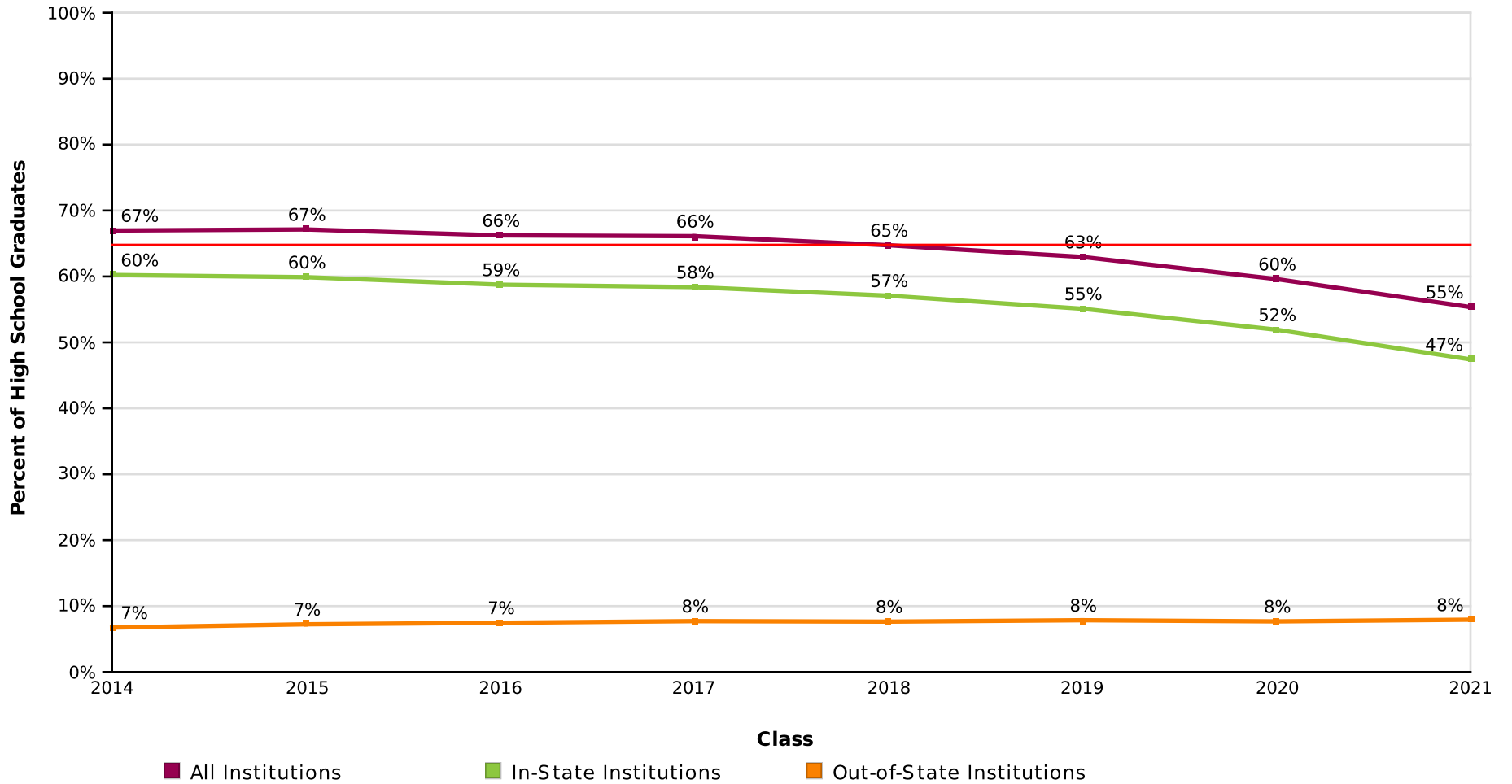
Effective Date = November 29, 2021



AVG = 65%

Percent of Students Enrolled in College at Any Time During the First Year After High School by Institutional Location

Effective Date = November 29, 2021



AVG = 65%

South Carolina Education Oversight Committee

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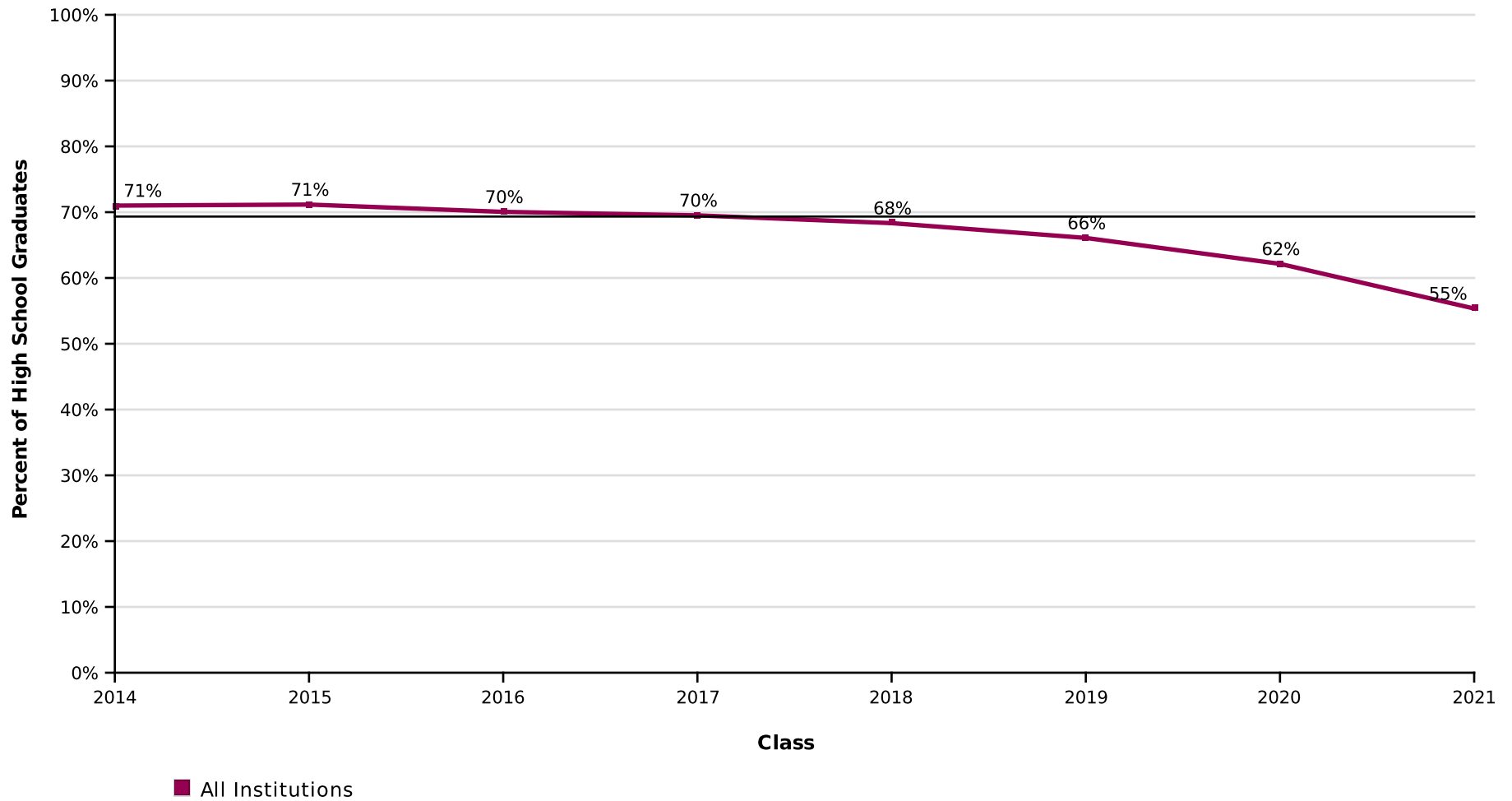
Count of Students Enrolled in College at Any Time During the First Year After High School

Effective Date = November 29, 2021

Class of	2014	2015	2016	2017	2018	2019	2020	2021
Total in the Class	38,234	41,529	43,156	44,738	46,233	47,394	47,985	47,386
Total Enrolled	25,604	27,878	28,579	29,576	29,928	29,840	28,601	26,230
Total in Public	20,736	22,518	23,098	23,760	24,183	24,301	23,339	21,341
Total in Private	4,868	5,360	5,481	5,816	5,745	5,539	5,262	4,889
Total in 4-Year	14,309	15,829	16,455	17,087	17,462	17,397	17,113	16,355
Total in 2-Year	11,295	12,049	12,124	12,489	12,466	12,443	11,488	9,875
Total In-State	23,027	24,872	25,355	26,122	26,394	26,115	24,916	22,469
Total Out-Of-State	2,577	3,006	3,224	3,454	3,534	3,725	3,685	3,761

Percent of Students Enrolled in College at Any Time During the First Two Years After High School

Effective Date = November 29, 2021



AVG = 69%

South Carolina Education Oversight Committee

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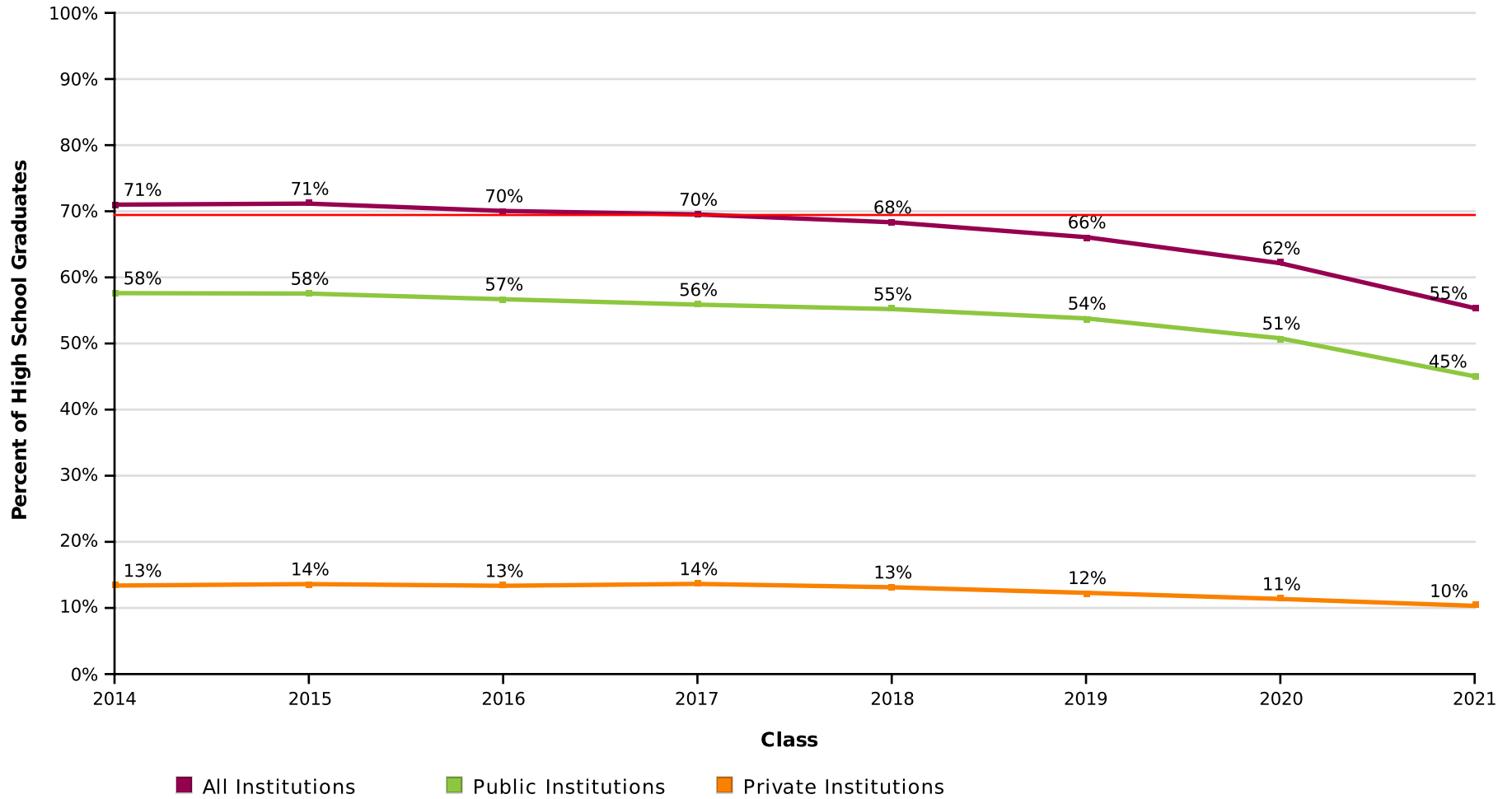
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Percent of Students Enrolled in College at Any Time During the First Two Years After High School by Institutional Type

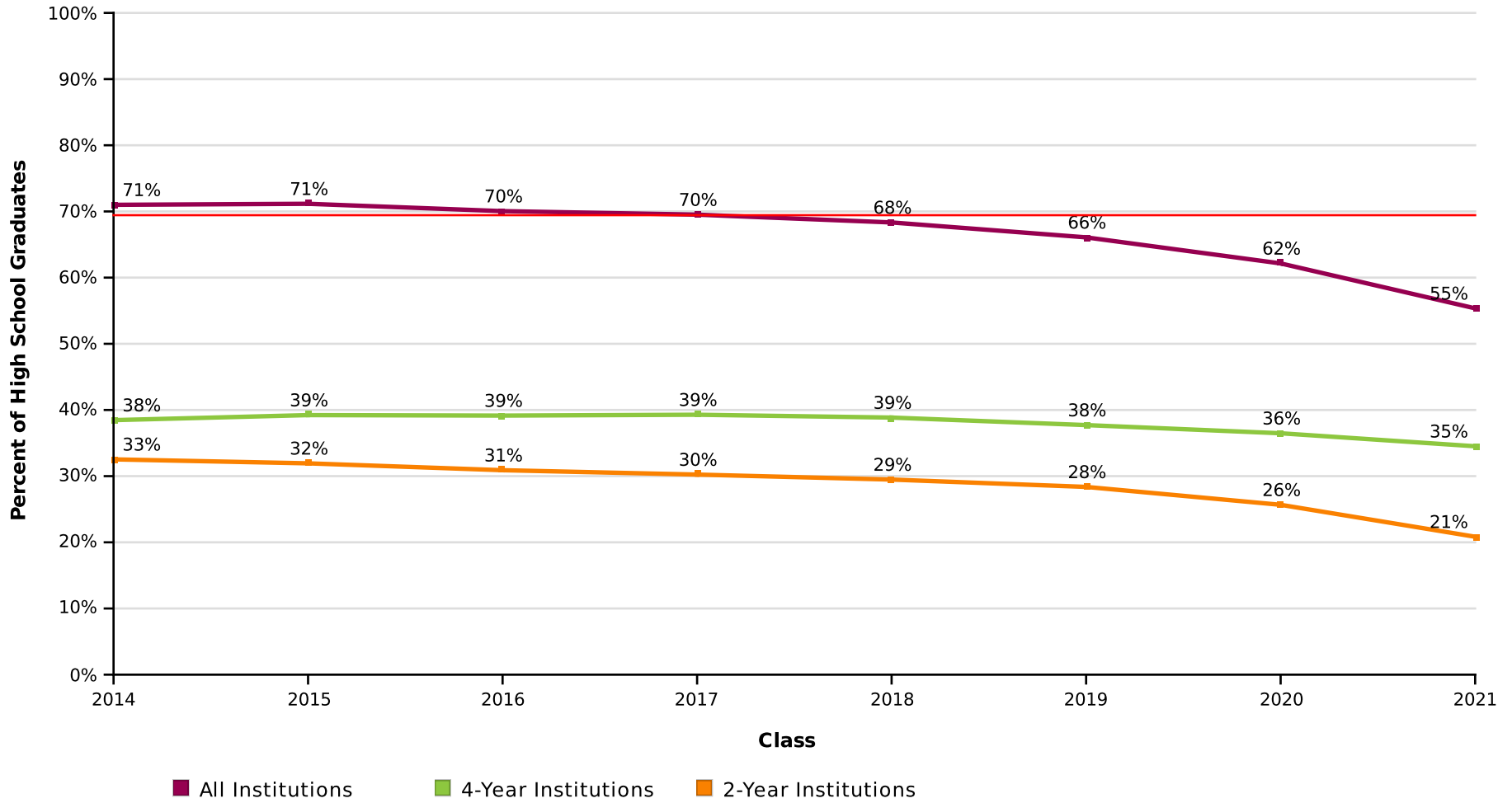
Effective Date = November 29, 2021



AVG = 69%

Percent of Students Enrolled in College at Any Time During the First Two Years After High School by Institutional Level

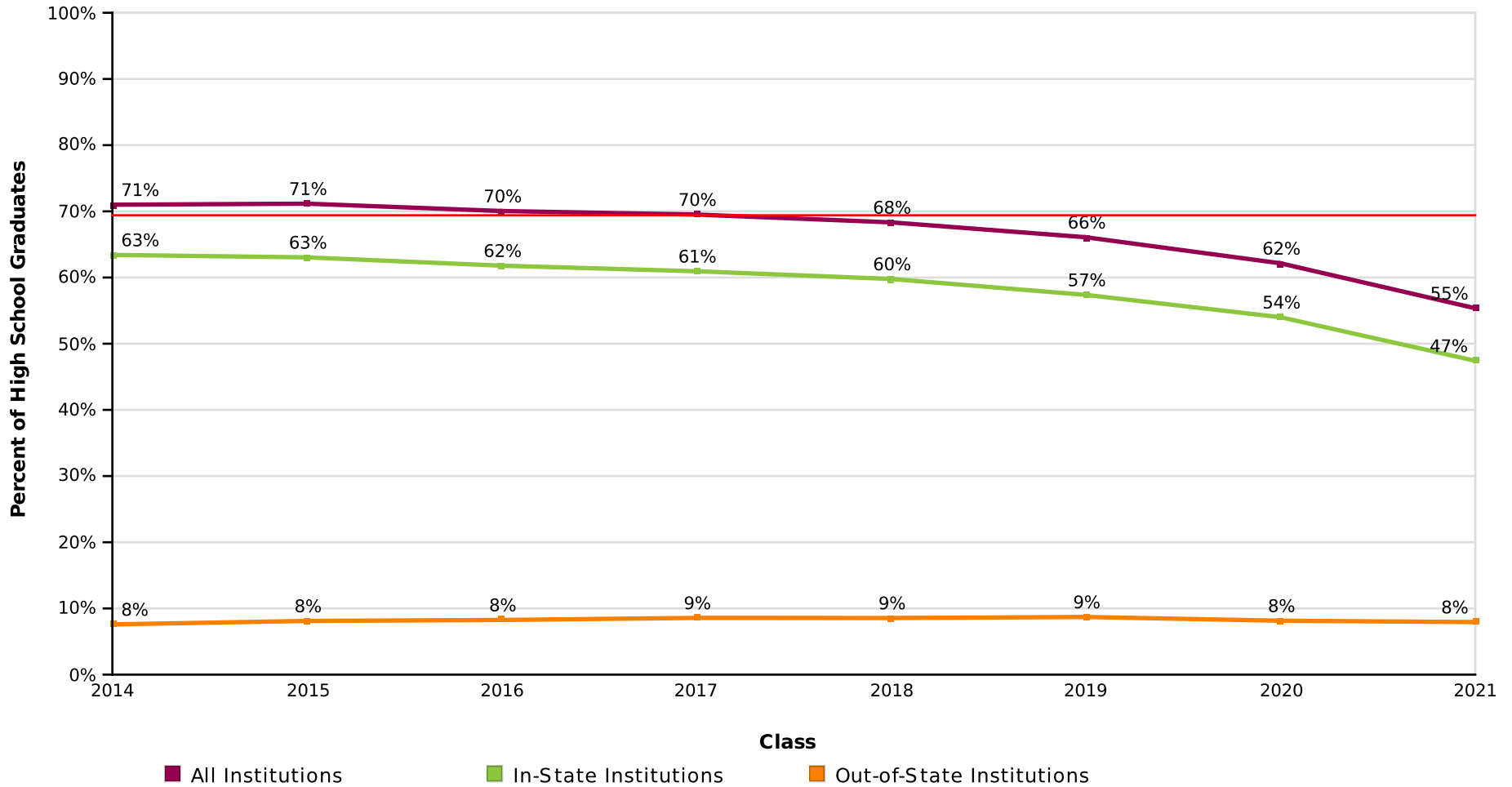
Effective Date = November 29, 2021



AVG = 69%

Percent of Students Enrolled in College at Any Time During the First Two Years After High School by Institutional Location

Effective Date = November 29, 2021



AVG = 69%

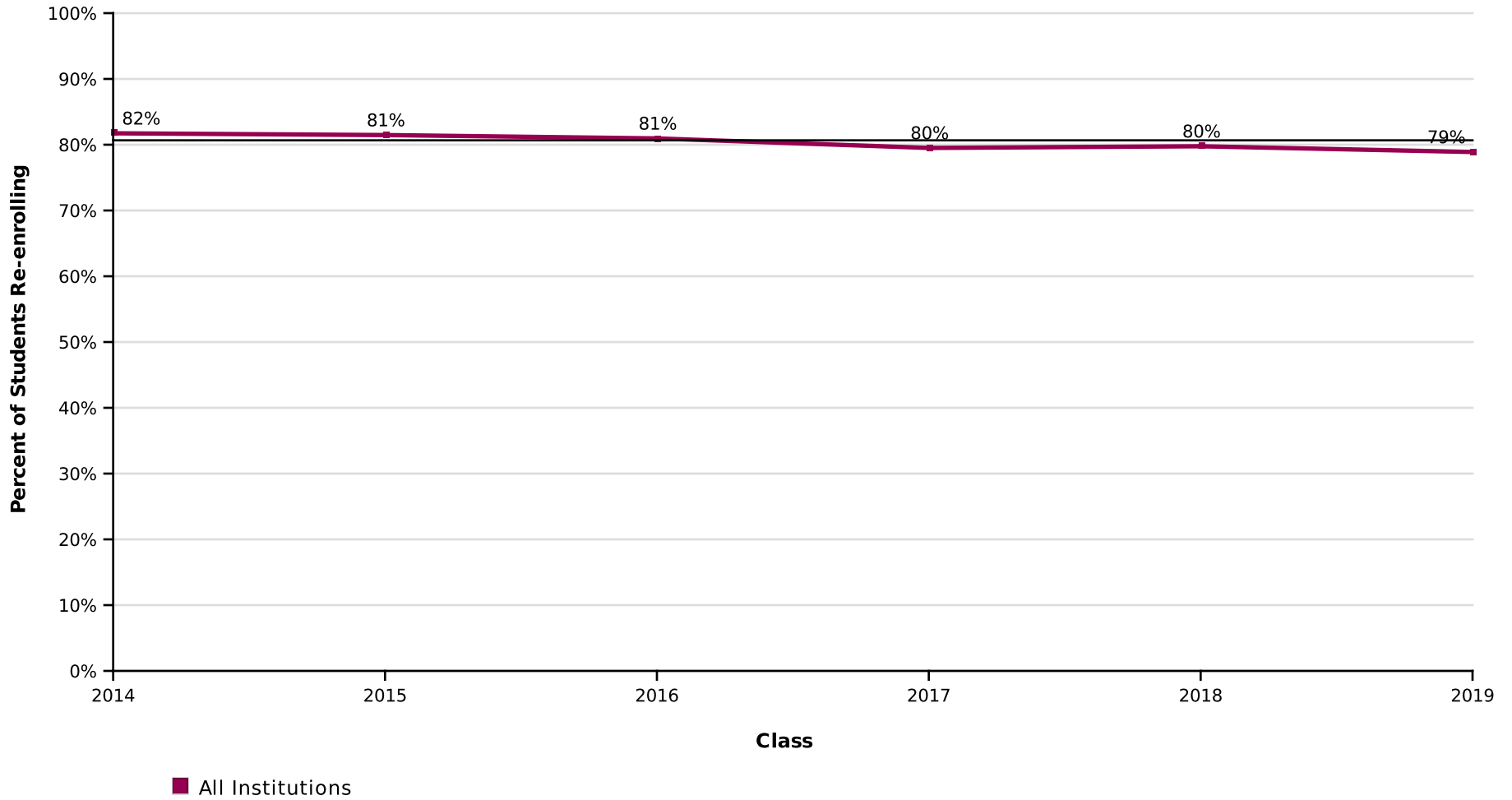
Count of Students Enrolled in College at Any Time During the First Two Years After High School

Effective Date = November 29, 2021

Class of	2014	2015	2016	2017	2018	2019	2020	2021
Total in the Class	38,234	41,529	43,156	44,738	46,233	47,394	47,985	47,386
Total Enrolled	27,146	29,551	30,229	31,099	31,593	31,320	29,821	26,230
Total in Public	22,028	23,900	24,467	24,998	25,522	25,497	24,369	21,341
Total in Private	5,118	5,651	5,762	6,101	6,071	5,823	5,452	4,889
Total in 4-Year	14,706	16,289	16,895	17,572	17,962	17,874	17,504	16,355
Total in 2-Year	12,440	13,262	13,334	13,527	13,631	13,446	12,317	9,875
Total In-State	24,246	26,182	26,666	27,266	27,639	27,193	25,913	22,469
Total Out-of-State	2,900	3,369	3,563	3,833	3,954	4,127	3,908	3,761

Percent of Students Enrolled in College the First Year After High School Who Returned for a Second Year (Freshman to Sophomore Persistence)

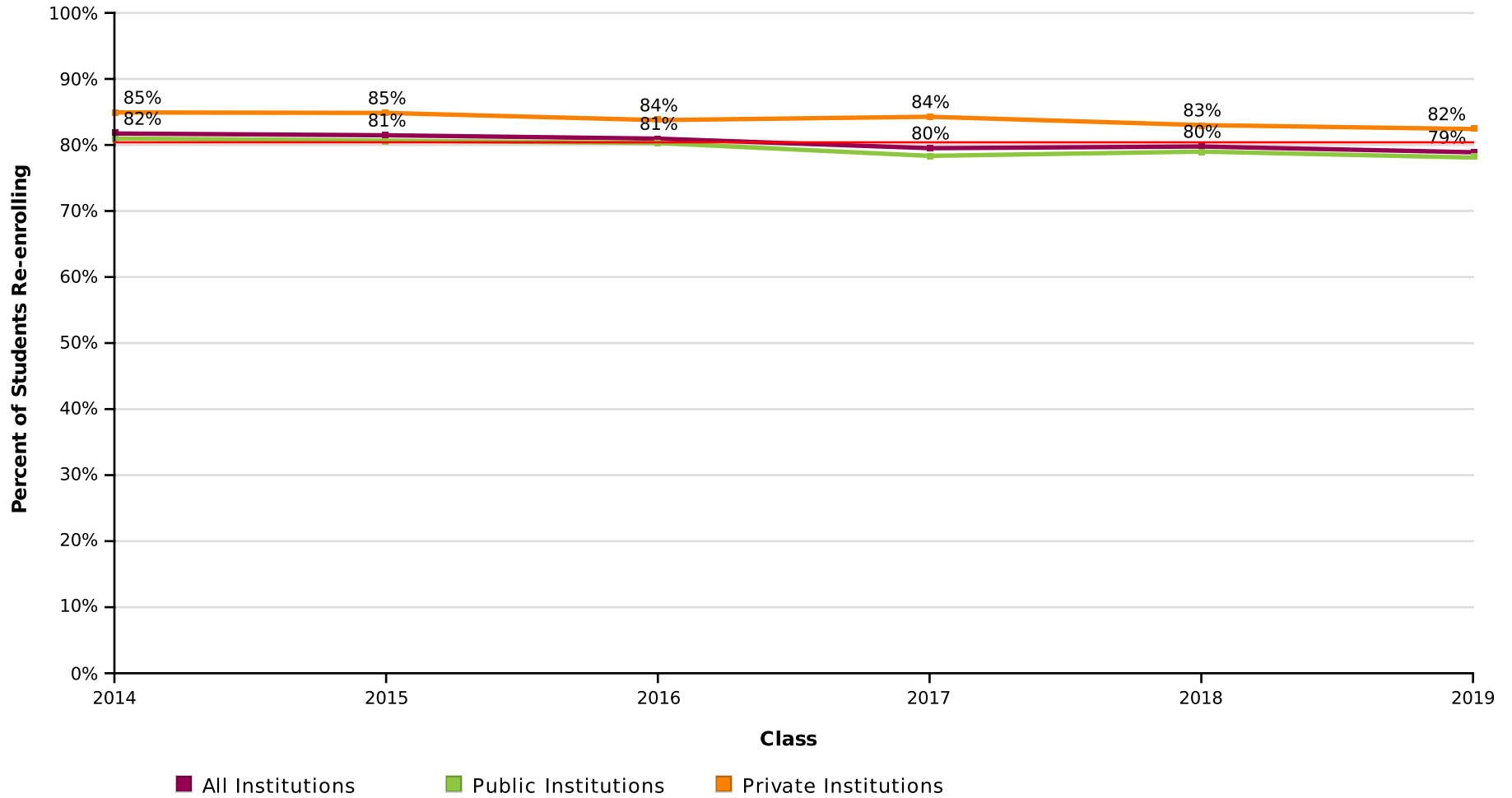
Effective Date = November 29, 2021



AVG = 80%

Percent of Students Enrolled in College the First Year After High School Who Returned for a Second Year (Freshman to Sophomore Persistence) by Institutional Type

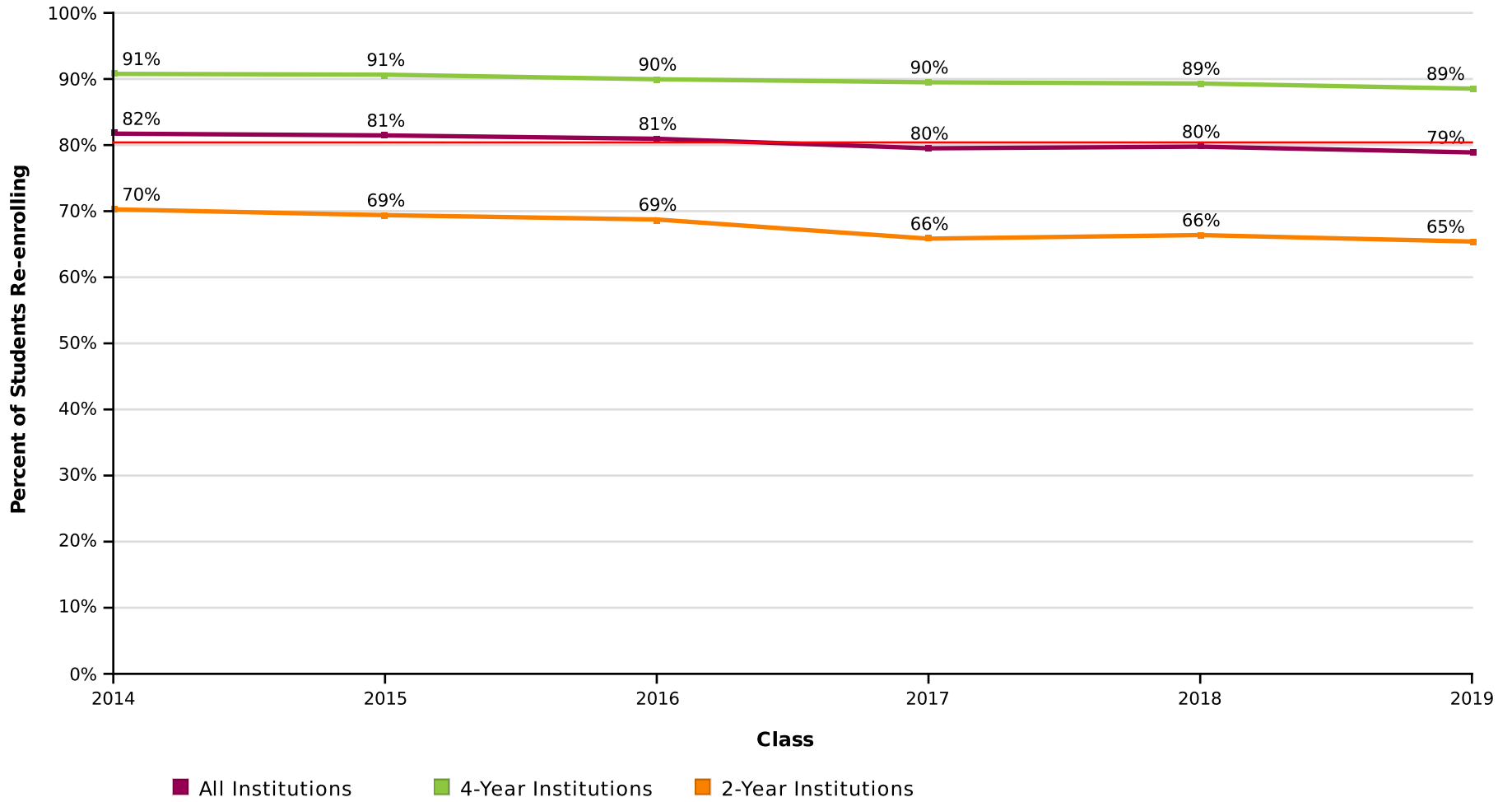
Effective Date = November 29, 2021



AVG = 80%

Percent of Students Enrolled in College the First Year After High School Who Returned for a Second Year (Freshman to Sophomore Persistence) by Institutional Level

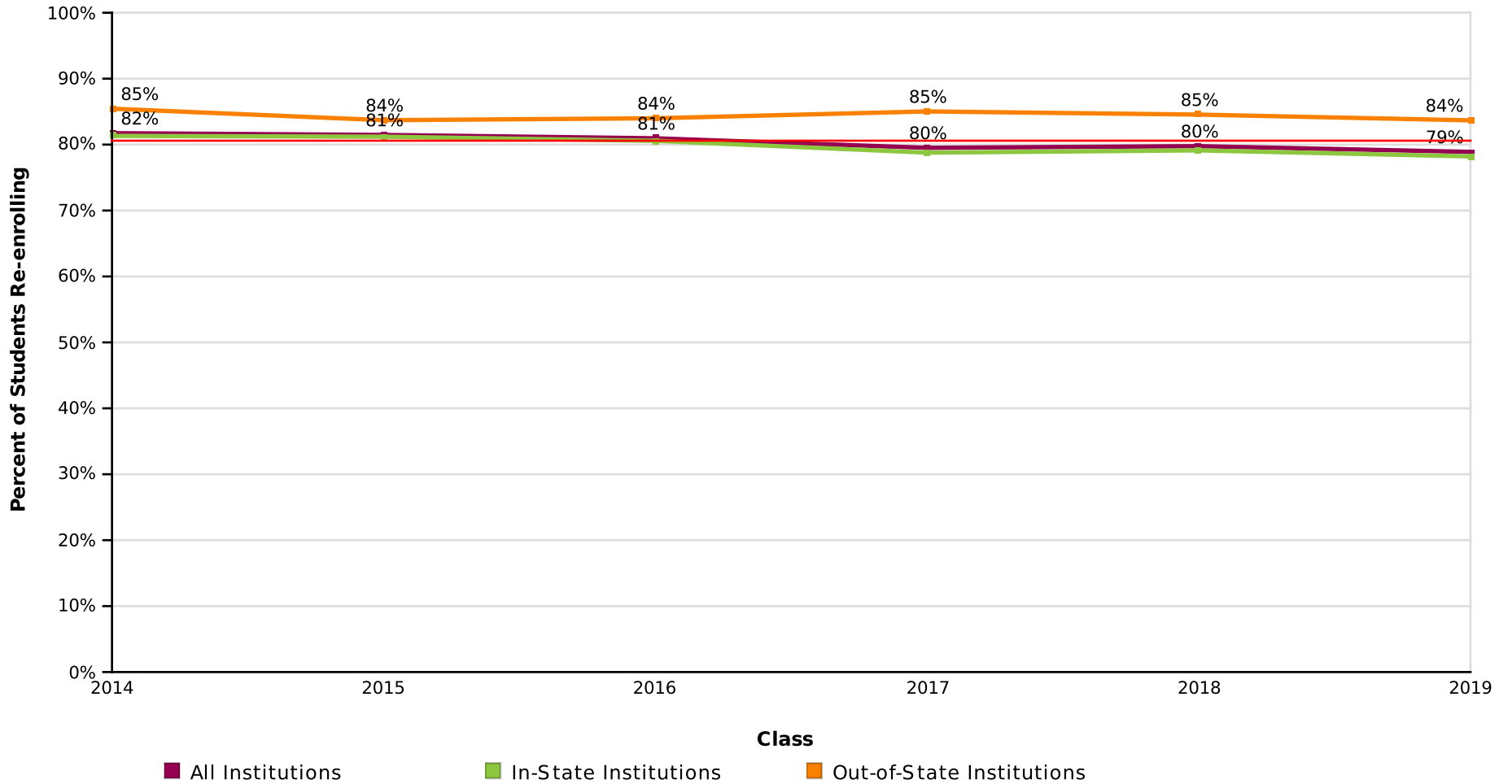
Effective Date = November 29, 2021



AVG = 80%

Percent of Students Enrolled in College the First Year After High School Who Returned for a Second Year (Freshman to Sophomore Persistence) by Institutional Location

Effective Date = November 29, 2021



AVG = 80%

**Count of Students Enrolled in College the First Year After High School Who Returned
for a Second Year (Freshman to Sophomore Persistence)**

Effective Date = November 29, 2021

Class of	2014	2015	2016	2017	2018	2019
Total in the Class	38,234	41,529	43,156	44,738	46,233	47,394
Enrolled Anywhere 1st Year	25,604	27,878	28,579	29,576	29,928	29,840
Enrolled Anywhere 2nd Year	20,927	22,711	23,137	23,516	23,872	23,542
In Public 1st Year	20,736	22,518	23,098	23,760	24,183	24,301
Enrolled Anywhere 2nd Year	16,793	18,163	18,546	18,615	19,103	18,977
In Private 1st Year	4,868	5,360	5,481	5,816	5,745	5,539
Enrolled Anywhere 2nd Year	4,134	4,548	4,591	4,901	4,769	4,565
In 4-Year 1st Year	14,309	15,829	16,455	17,087	17,462	17,397
Enrolled Anywhere 2nd Year	12,989	14,349	14,803	15,293	15,597	15,403
In 2-Year 1st Year	11,295	12,049	12,124	12,489	12,466	12,443
Enrolled Anywhere 2nd Year	7,938	8,362	8,334	8,223	8,275	8,139
In-State 1st Year	23,027	24,872	25,355	26,122	26,394	26,115
Enrolled Anywhere 2nd Year	18,725	20,195	20,429	20,579	20,884	20,425
Out-of-State 1st Year	2,577	3,006	3,224	3,454	3,534	3,725
Enrolled Anywhere 2nd Year	2,202	2,516	2,708	2,937	2,988	3,117

Percent of High School Class Who Completed a Degree Within Six Years

Effective Date = November 29, 2021



AVG = 37%

Percent of High School Class Who Completed a Degree Within Six Years by Institutional Type

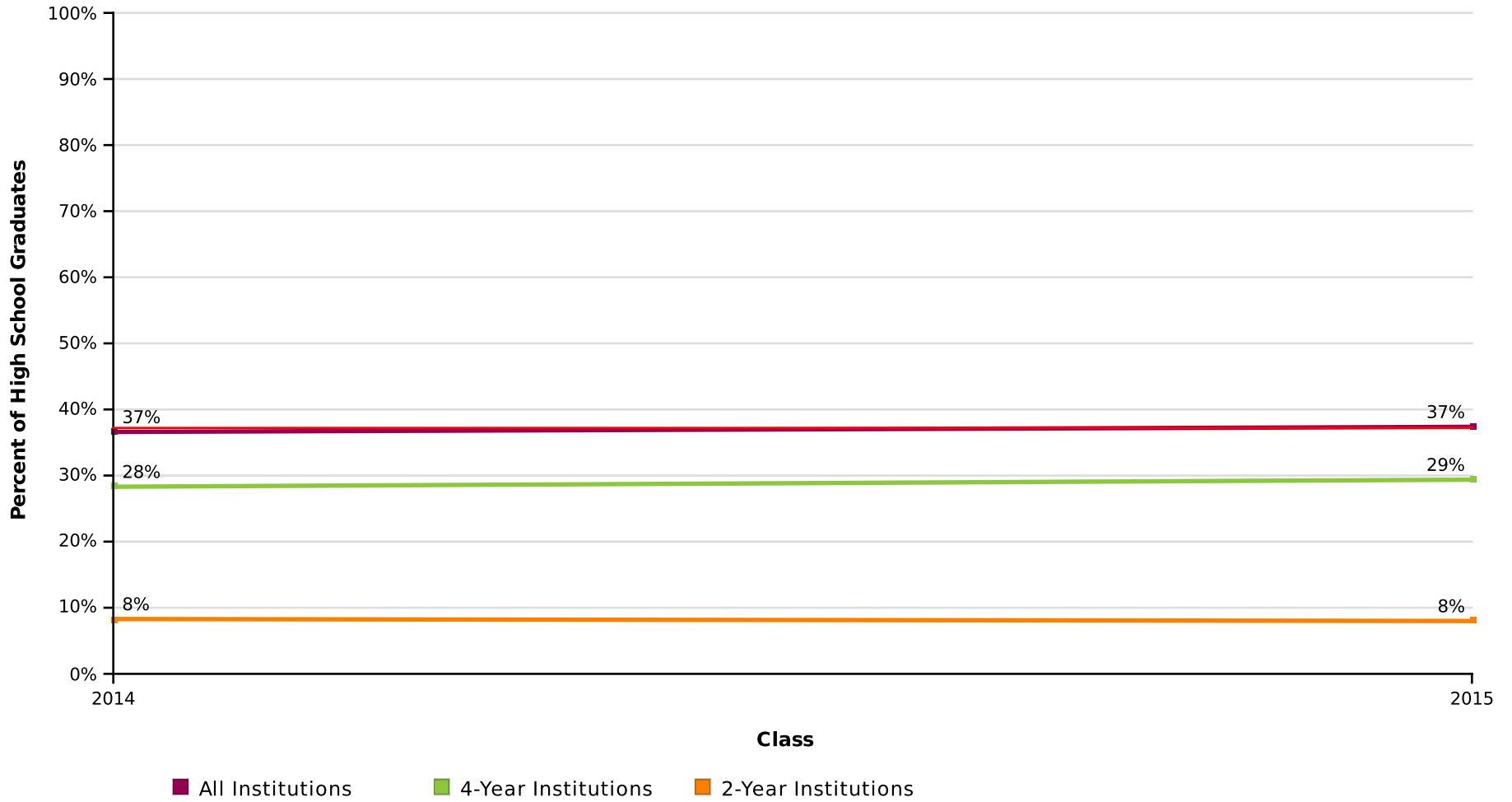
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AVG = 37%

Percent of High School Class Who Completed a Degree Within Six Years by Institutional Level

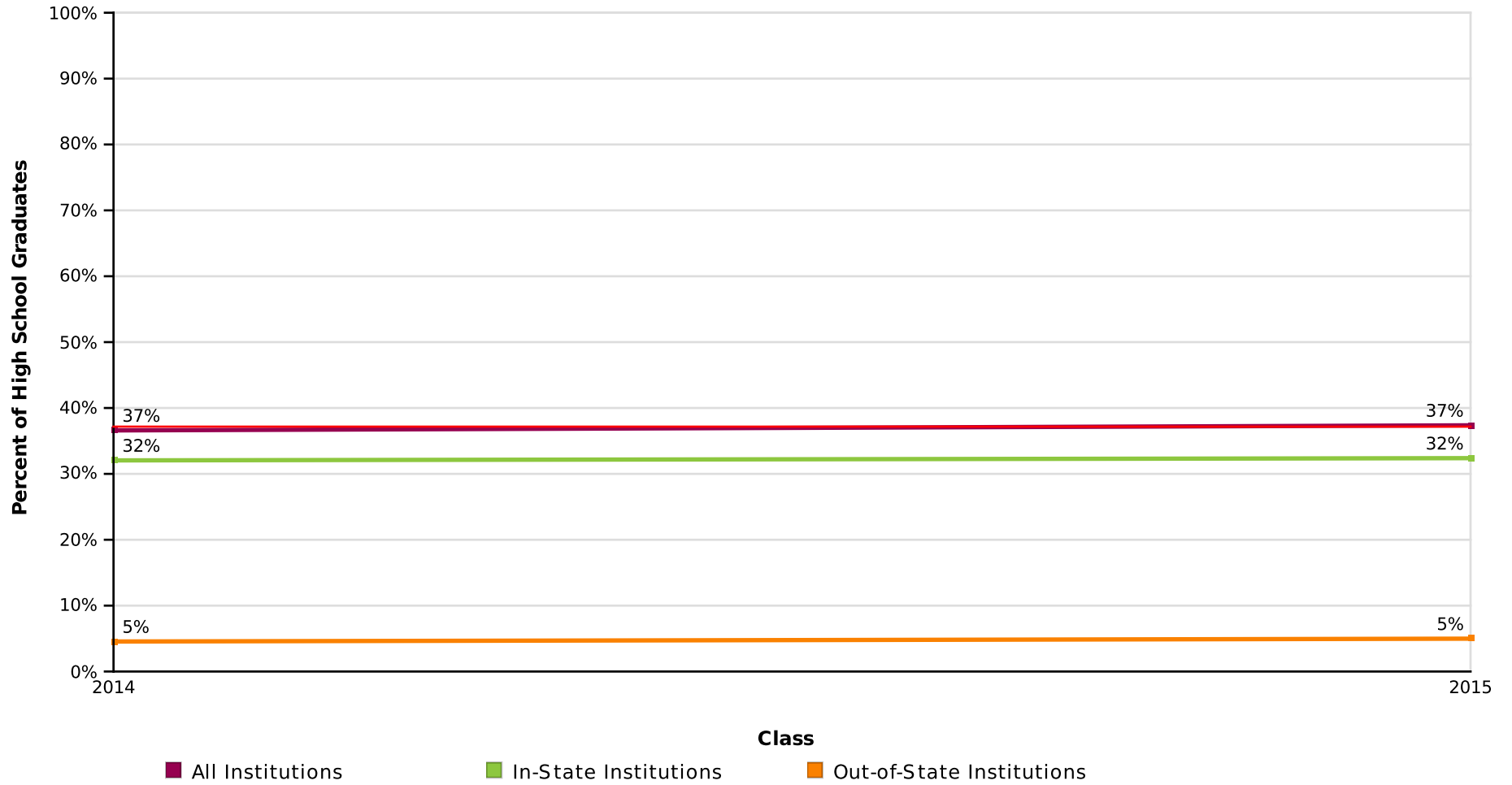
Effective Date = November 29, 2021



AVG = 37%

Percent of High School Class Who Completed a Degree Within Six Years by Institutional Location

Effective Date = November 29, 2021



AVG = 37%

South Carolina Education Oversight Committee

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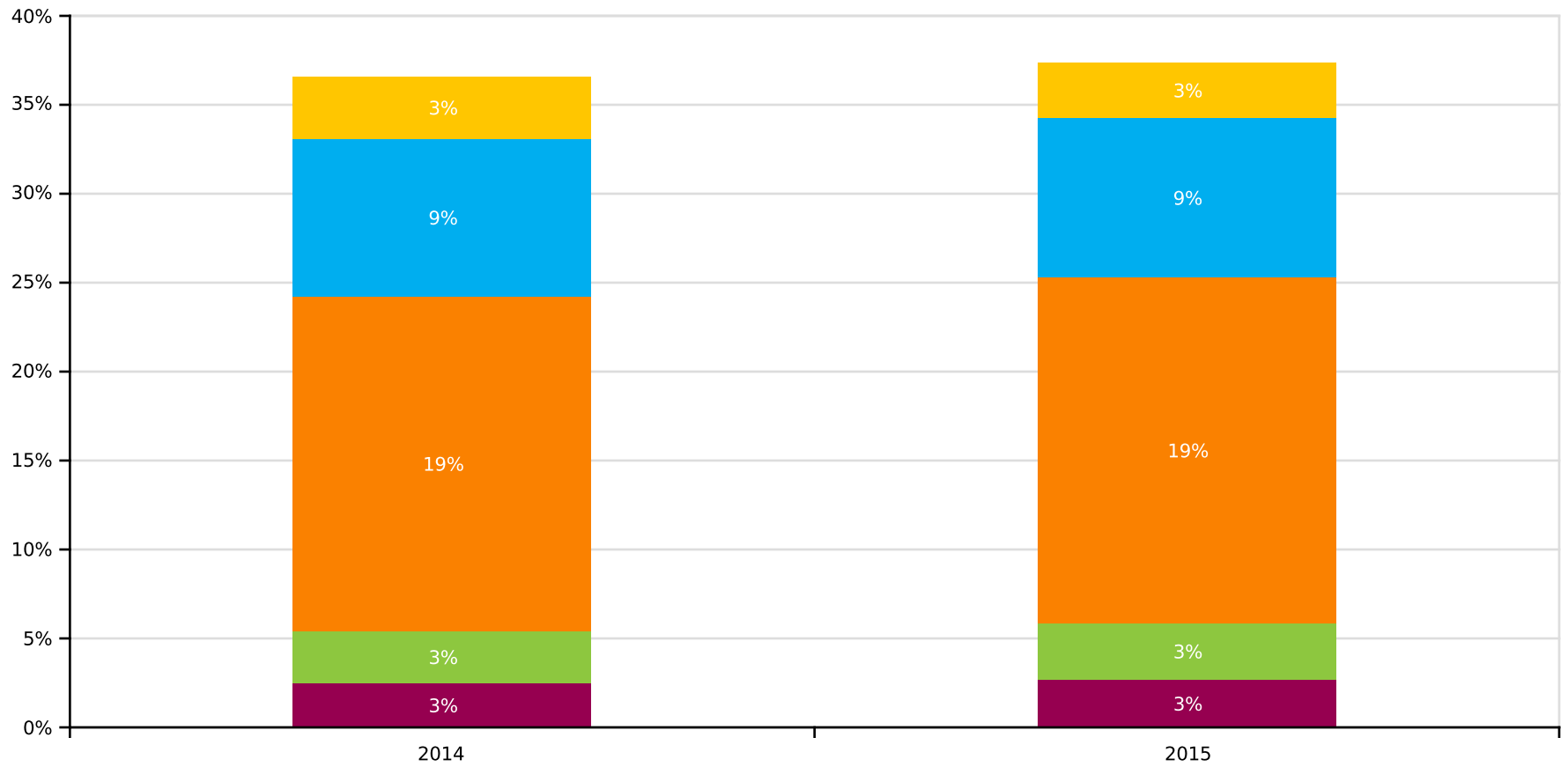
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Count of High School Graduates with a College Degree

Effective Date = November 29, 2021

Class of	2014	2015
Total in the Class	38,234	41,529
Total With a Degree	13,993	15,519
Total from Public	11,138	12,336
Total from Private	2,855	3,183
Total from 4-Year	10,823	12,200
Total from 2-Year	3,170	3,319
Total In-State	12,252	13,449
Total Out-Of-State	1,741	2,070

Time to College Graduation Within Six Years (Associate's, Bachelor's and Higher)



Graduated in 2 Years or Less
 Graduated in 3 Years
 Graduated in 4 Years
 Graduated in 5 Years
 Graduated in 6 Years

Count of Time to College Graduation within Six Years

Class of	2014	2015
Total In the Class	38,234	41,529
Graduated in 2 Years or Less	956	1,117
Graduated in 3 Years	1,117	1,322
Graduated in 4 Years	7,193	8,062
Graduated in 5 Years	3,390	3,732
Graduated in 6 Years	1,337	1,286

South Carolina Education Oversight Committee

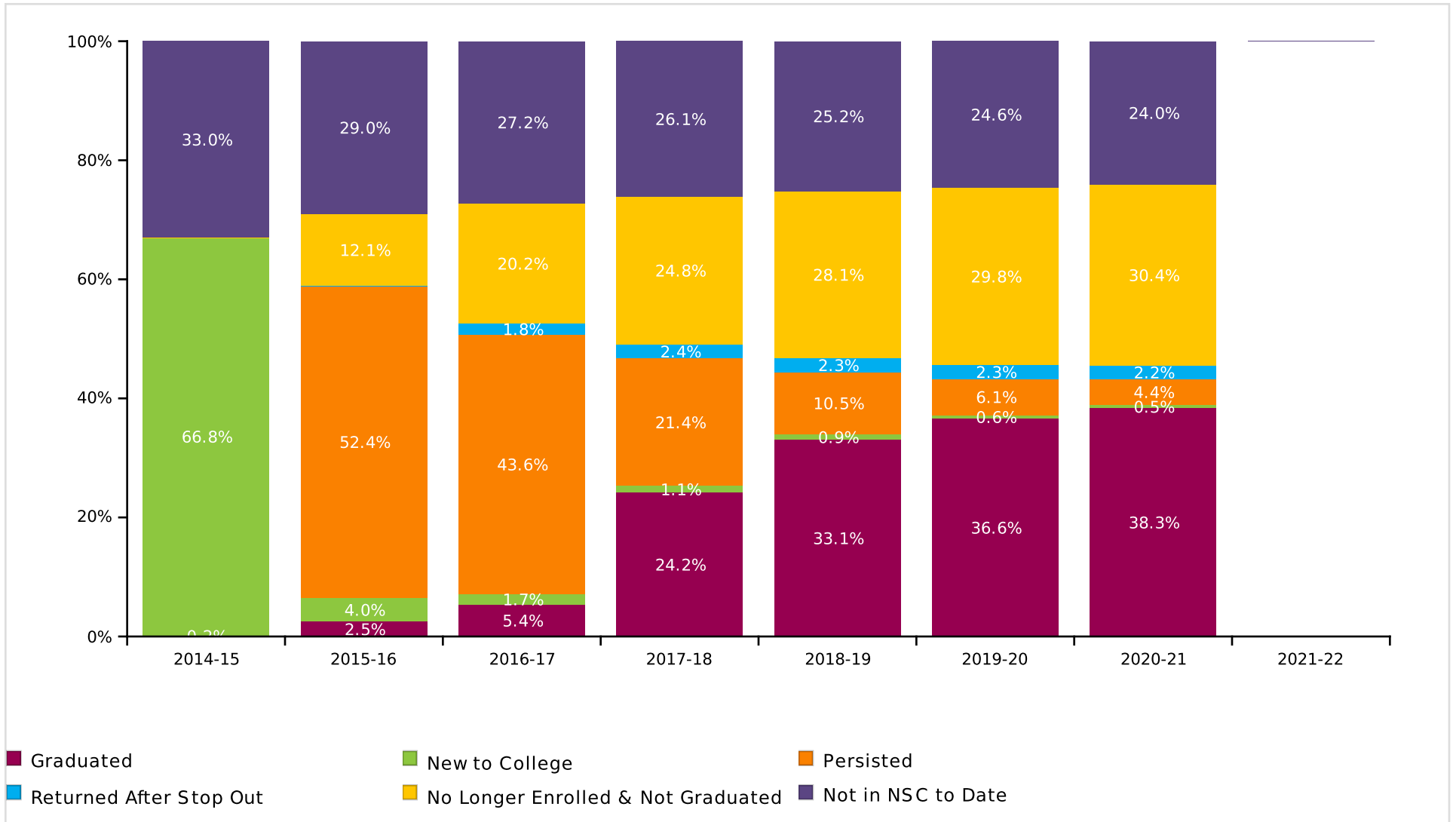
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Class of 2014 Postsecondary Enrollment and Progress



South Carolina Education Oversight Committee

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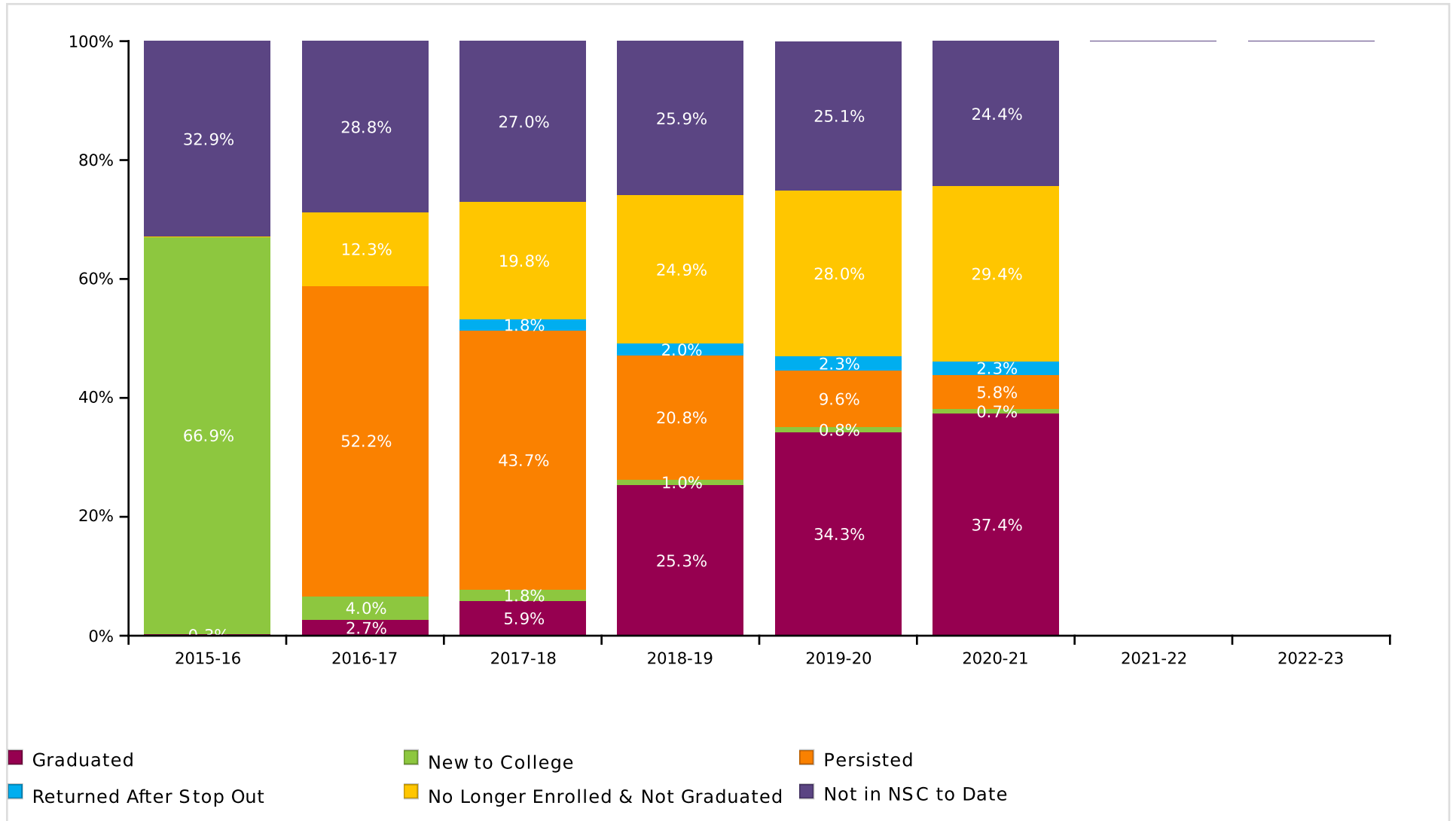
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Count of Class 2014 Postsecondary Enrollment and Progress

Total in the Class: 38,234

Academic Years	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
New to College	25523	1523	668	416	325	243	200	0
Persisted	0	20027	16677	8200	4011	2349	1697	0
Returned After Stop Out	0	0	692	907	874	879	858	0
No Longer Enrolled & Not Graduated	0	4640	7711	9472	10733	11381	11634	0
Not in NSC to Date	12630	11088	10413	9973	9635	9389	9186	0

Class of 2015 Postsecondary Enrollment and Progress



South Carolina Education Oversight Committee

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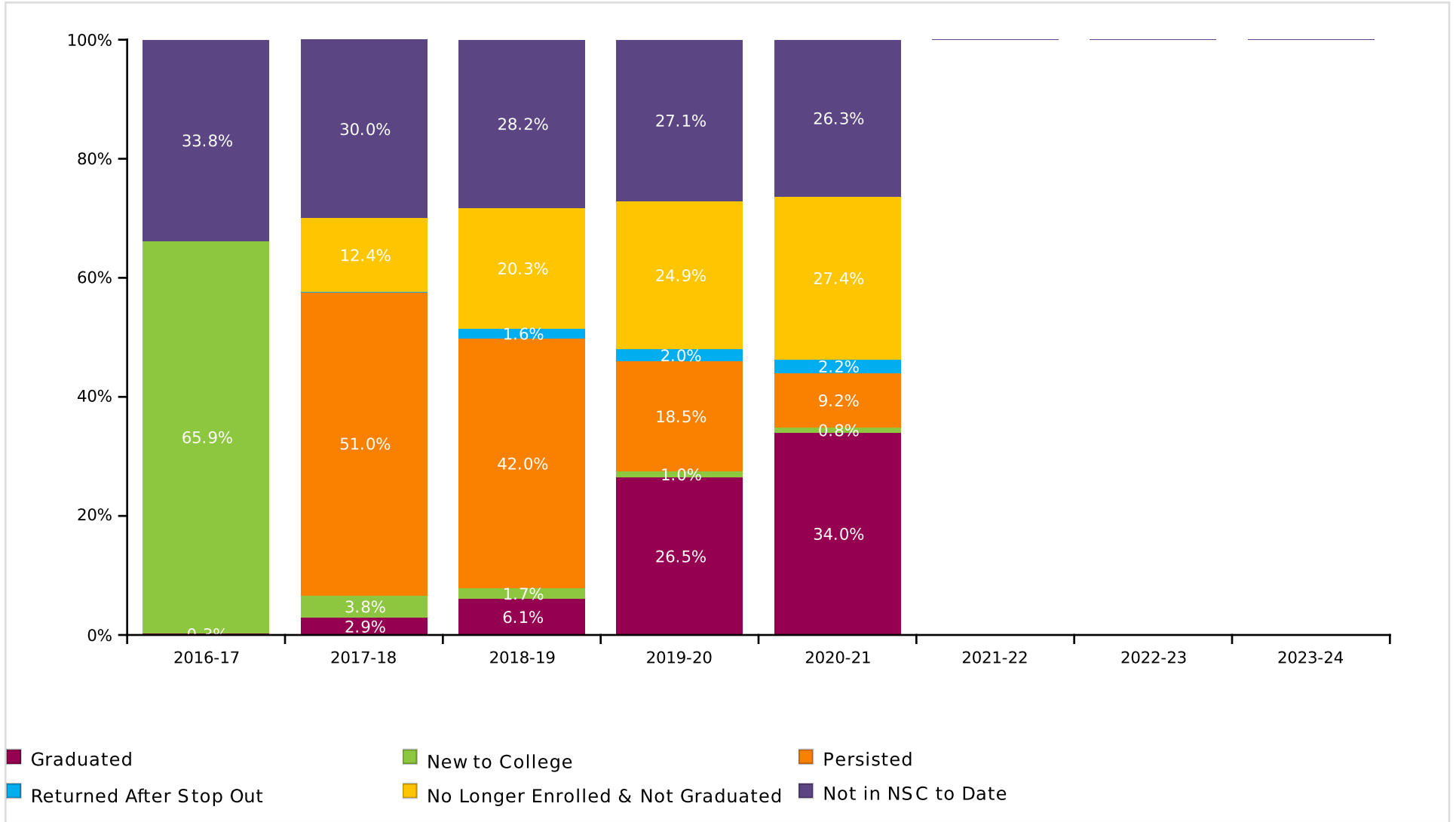
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Count of Class 2015 Postsecondary Enrollment and Progress

Total in the Class: 41,529

Academic Years	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
New to College	27766	1657	747	433	331	274	0	0
Persisted	0	21680	18157	8630	3980	2420	0	0
Returned After Stop Out	0	0	739	841	941	948	0	0
No Longer Enrolled & Not Graduated	0	5097	8226	10359	11620	12221	0	0
Not in NSC to Date	13651	11978	11221	10765	10424	10147	0	0

Class of 2016 Postsecondary Enrollment and Progress



South Carolina Education Oversight Committee

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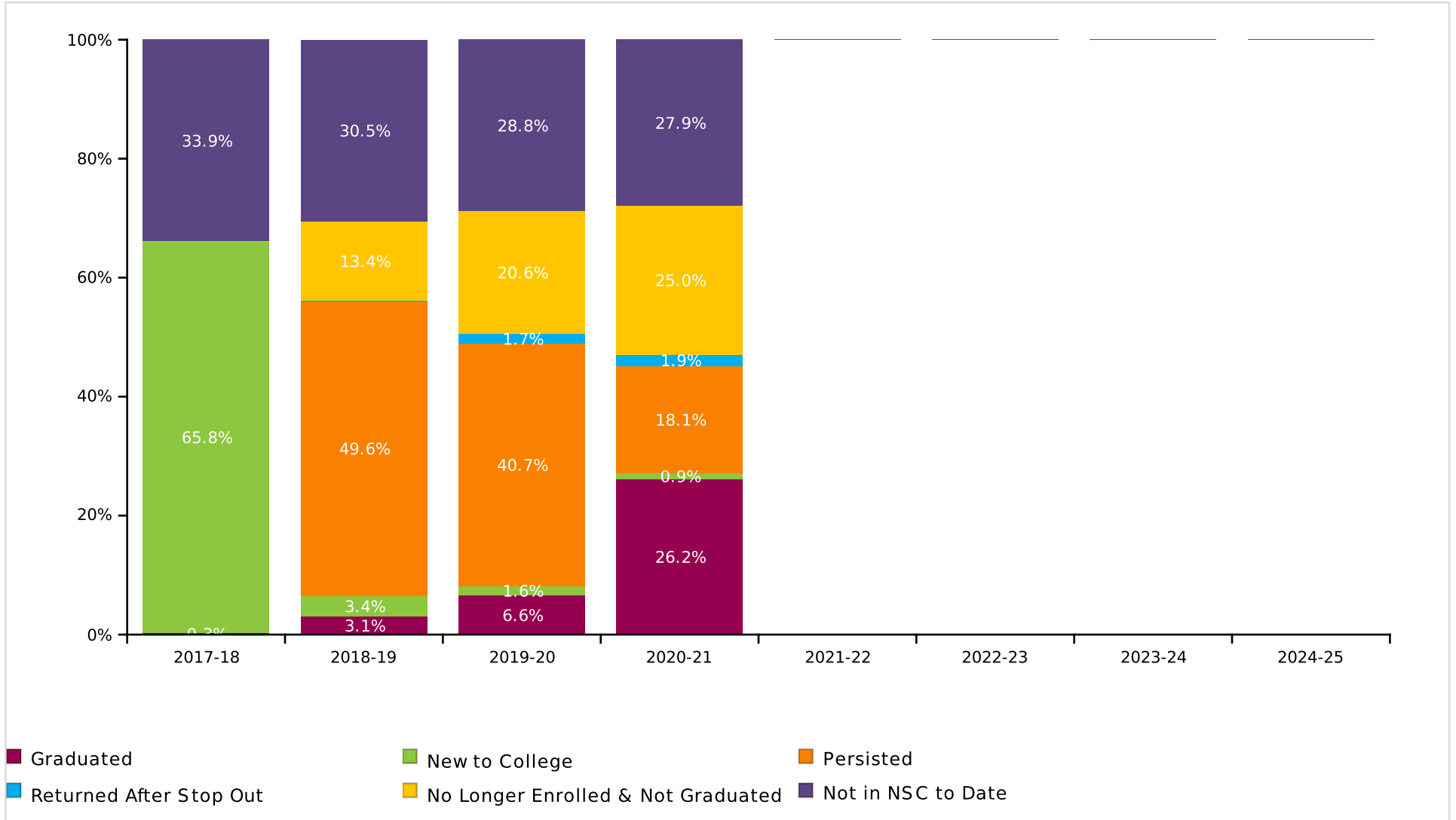
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Count of Class 2016 Postsecondary Enrollment and Progress

Total in the Class: 43,156

Academic Years	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
New to College	28432	1627	731	432	341	0	0	0
Persisted	0	21993	18116	7965	3967	0	0	0
Returned After Stop Out	0	0	706	848	962	0	0	0
No Longer Enrolled & Not Graduated	0	5372	8777	10740	11841	0	0	0
Not in NSC to Date	14577	12927	12185	11714	11366	0	0	0

Class of 2017 Postsecondary Enrollment and Progress



South Carolina Education Oversight Committee

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**NATIONAL STUDENT
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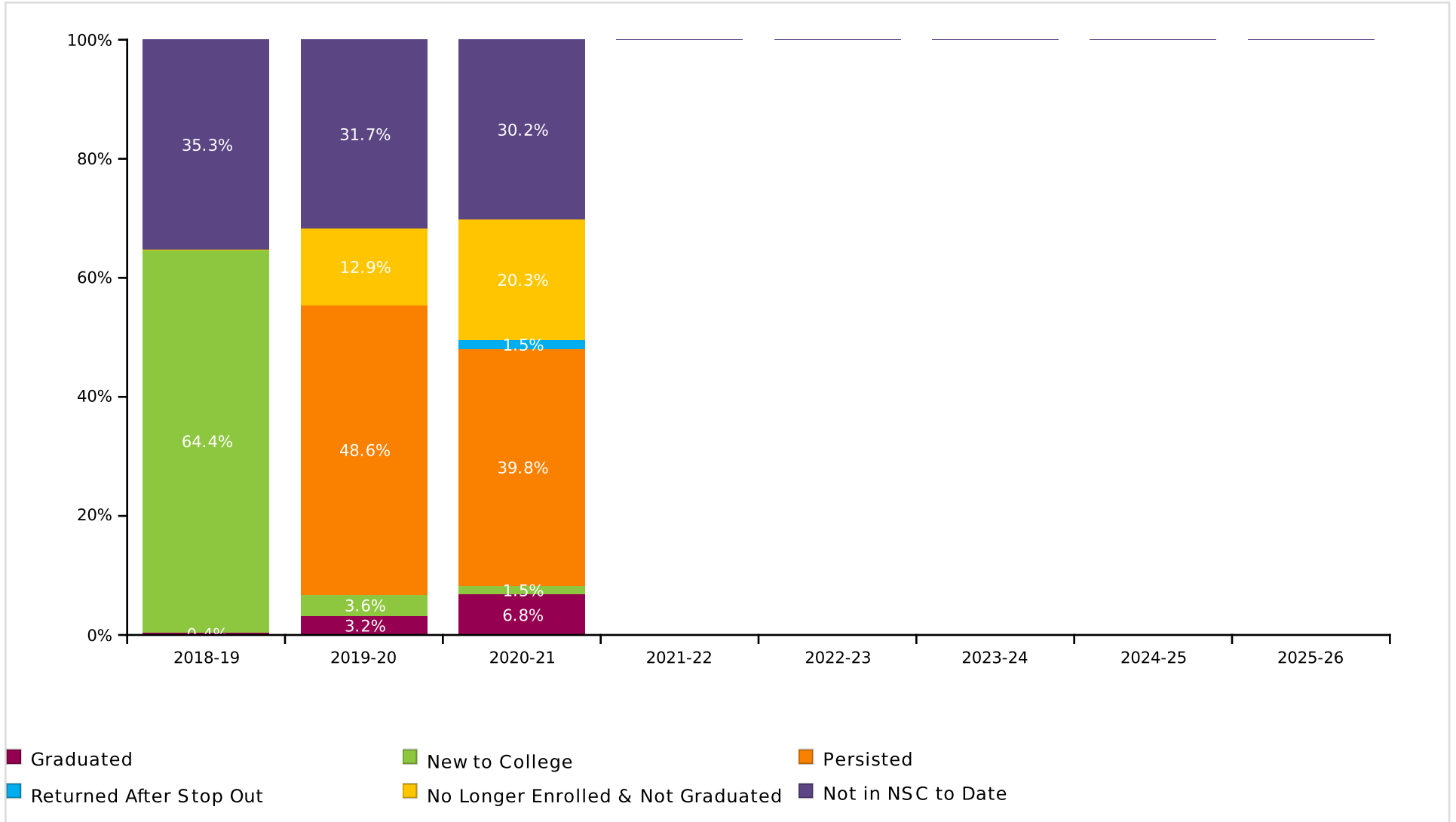
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Count of Class 2017 Postsecondary Enrollment and Progress

Total in the Class: 44,738

Academic Years	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
New to College	29437	1508	722	421	0	0	0	0
Persisted	0	22208	18205	8109	0	0	0	0
Returned After Stop Out	0	0	770	859	0	0	0	0
No Longer Enrolled & Not Graduated	0	5978	9195	11178	0	0	0	0
Not in NSC to Date	15162	13639	12902	12460	0	0	0	0

Class of 2018 Postsecondary Enrollment and Progress



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**NATIONAL STUDENT
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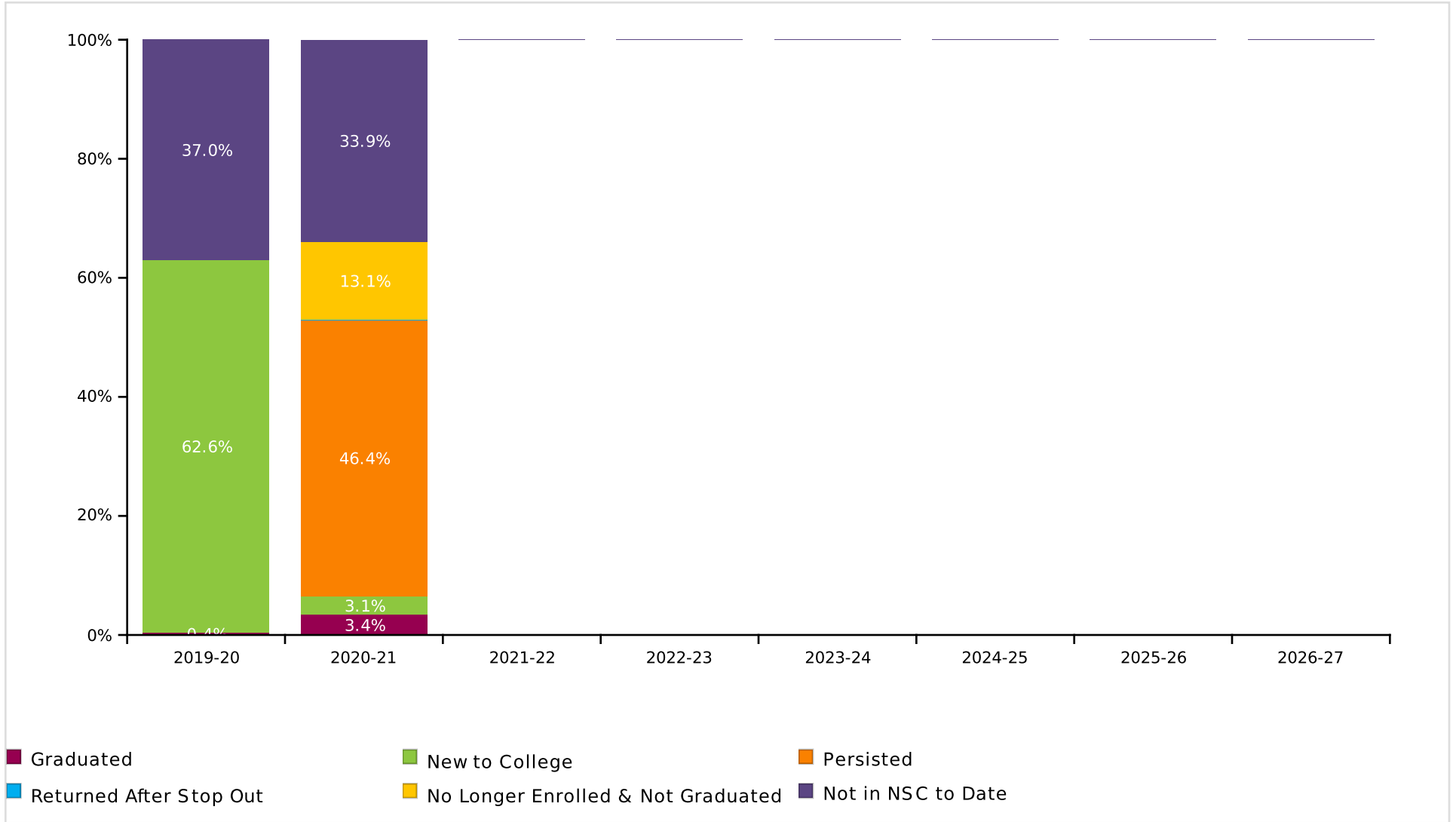
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Count of Class 2018 Postsecondary Enrollment and Progress

Total in the Class: 46,233

Academic Years	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
New to College	29765	1643	676	0	0	0	0	0
Persisted	0	22488	18406	0	0	0	0	0
Returned After Stop Out	0	0	689	0	0	0	0	0
No Longer Enrolled & Not Graduated	0	5973	9387	0	0	0	0	0
Not in NSC to Date	16305	14640	13951	0	0	0	0	0

Class of 2019 Postsecondary Enrollment and Progress

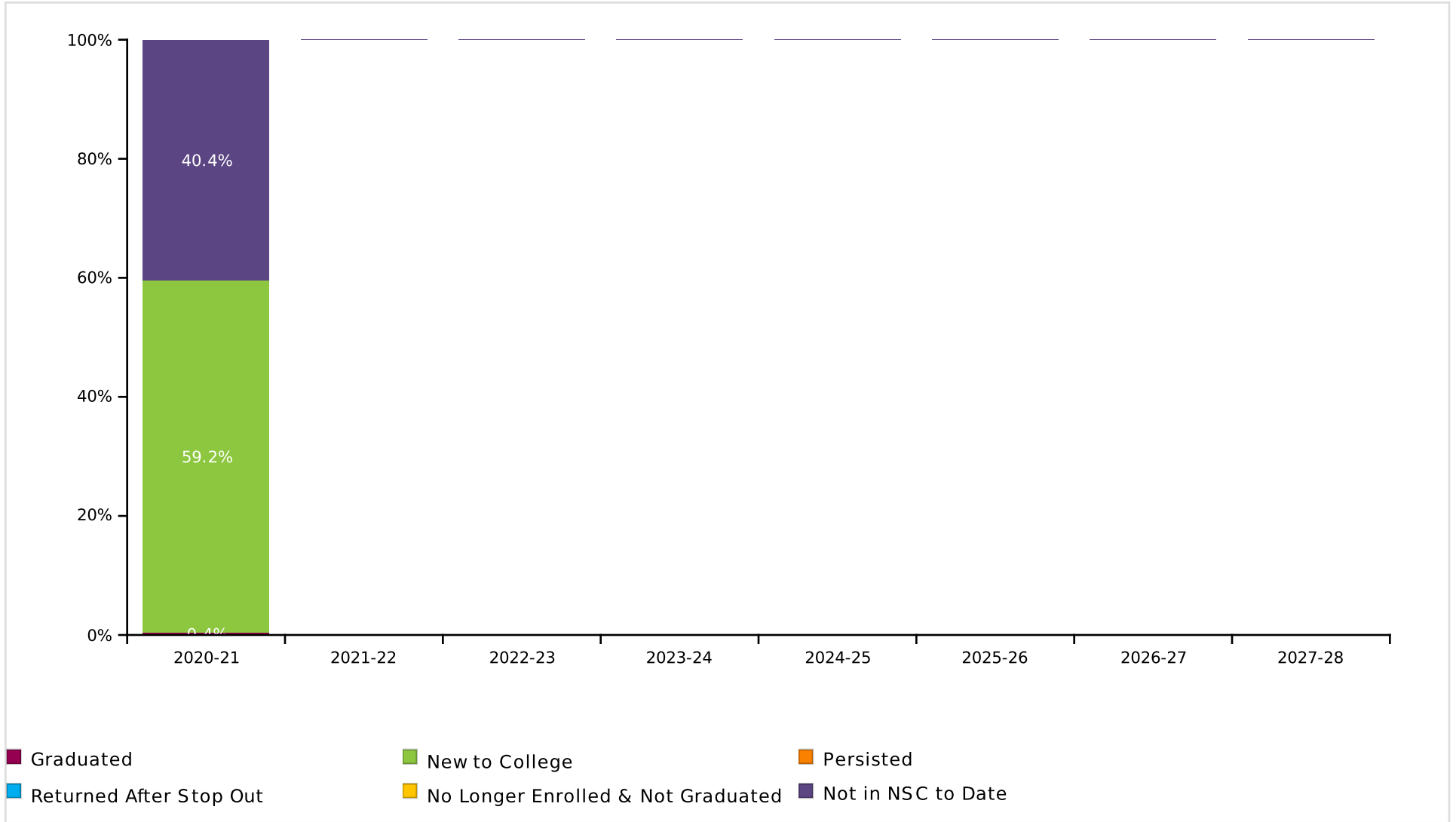


Count of Class 2019 Postsecondary Enrollment and Progress

Total in the Class: 47,394

Academic Years	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
New to College	29652	1464	0	0	0	0	0	0
Persisted	0	22009	0	0	0	0	0	0
Returned After Stop Out	0	0	0	0	0	0	0	0
No Longer Enrolled & Not Graduated	0	6213	0	0	0	0	0	0
Not in NSC to Date	17554	16074	0	0	0	0	0	0

Class of 2020 Postsecondary Enrollment and Progress



Count of Class 2020 Postsecondary Enrollment and Progress

Total in the Class: 47,985

Academic Years	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
New to College	28394	0	0	0	0	0	0	0
Persisted	0	0	0	0	0	0	0	0
Returned After Stop Out	0	0	0	0	0	0	0	0
No Longer Enrolled & Not Graduated	0	0	0	0	0	0	0	0
Not in NSC to Date	19384	0	0	0	0	0	0	0

**Most Common Institutions of Enrollment in the Fall Immediately following High School Graduation
for All Classes by Number of Students**

Name	Rank	State	Level	Type	Total
UNIVERSITY OF SOUTH CAROLINA	1	SC	4-year	Public	19,280
CLEMSON UNIVERSITY	2	SC	4-year	Public	14,338
TRI-COUNTY TECHNICAL COLLEGE	3	SC	2-year	Public	11,501
MIDLANDS TECHNICAL COLLEGE	4	SC	2-year	Public	11,311
GREENVILLE TECHNICAL COLLEGE	5	SC	2-year	Public	10,867
TRIDENT TECHNICAL COLLEGE	6	SC	2-year	Public	9,699
COLLEGE OF CHARLESTON	7	SC	4-year	Public	7,584
COASTAL CAROLINA UNIVERSITY	8	SC	4-year	Public	6,901
WINTHROP UNIVERSITY	9	SC	4-year	Public	6,289
HORRY-GEORGETOWN TECHNICAL COLLEGE	10	SC	2-year	Public	6,092
YORK TECHNICAL COLLEGE	11	SC	2-year	Public	5,275
UNIVERSITY OF SOUTH CAROLINA, UPSTATE	12	SC	4-year	Public	5,209
LANDER UNIVERSITY	13	SC	4-year	Public	5,068
SPARTANBURG COMMUNITY COLLEGE	14	SC	2-year	Public	4,663
FRANCIS MARION UNIVERSITY	15	SC	4-year	Public	4,490
PIEDMONT TECHNICAL COLLEGE	16	SC	2-year	Public	4,255
FLORENCE-DARLINGTON TECH COLLEGE	17	SC	2-year	Public	4,194
UNIVERSITY OF SOUTH CAROLINA - AIKEN	18	SC	4-year	Public	3,386
SPARTANBURG METHODIST COLLEGE	19	SC	2-year	Private	3,019
ANDERSON UNIVERSITY	20	SC	4-year	Private	3,009
CHARLESTON SOUTHERN UNIVERSITY	21	SC	4-year	Private	2,986
CENTRAL CAROLINA TECHNICAL COLLEGE	22	SC	2-year	Public	2,798
SOUTH CAROLINA STATE UNIVERSITY	23	SC	4-year	Public	2,747
CLAFLIN UNIVERSITY	24	SC	4-year	Private	2,289
UNIVERSITY OF SOUTH CAROLINA BEAUFORT	25	SC	4-year	Public	2,264

Appendix

Graphs (in order of appearance)	Description
Percent of Students Enrolled in College the Fall Immediately Following Graduation From High School (pp. 2-5)	Percentage of high school students who enrolled in a two- or four- year postsecondary institution in the fall semester immediately following graduation. The fall semester immediately following graduation is defined as any college enrollment between August 15 and October 31. The student must have an active enrollment between these dates. Shown only for classes which have completed a fall semester.
Percent of Students Enrolled in College at Any Time During the First Year After High School (pp. 7-10)	Percentage of high school students who enrolled in a two- or four-year postsecondary institution in the academic year immediately following graduation. The first year after high school includes any college enrollment where a student had active enrollment between August 15 of the graduation calendar year and August 14 of the following calendar year.*
Percent of Students Enrolled in College at Any Time During the First Two Years After High School (pp. 12-15)	Percentage of high school students who enrolled in a two- or four-year postsecondary institution in the academic year immediately following graduation. The two years after high school includes any college where the student had active enrollment between August 15 of the graduation calendar year and August 14 of the following two calendar years.*
Percent of Students Enrolled in College the First year After High School Who Returned for a Second Year (pp. 17-20)	Percentage of students who remained enrolled (persisted) in postsecondary education from the first year to the second year. Note: The graphs show the percentage of students who remained enrolled at any postsecondary institution, not retention at the same institution. Shown only for classes which have completed the first two years after high school.
Percent of High School Class with a College Degree Within Six Years (pp. 22-25)	The six-year degree completion rate at two- and four- year institutions. Shown only for classes where six academic years have passed since high school graduation. When a student has a degree with an award date that is more than 6 years after high school year, it will not be counted in this report; it will be reported in the student-level Detail Report. Only associate's, bachelor's, and advanced degrees are counted in these rates. Certificates are not included in these counts but will be included in the student-level Detail Report.
Time to College Graduation Within Six Years (p. 27)	This graph shows the time to first degree broken down by the number of academic years since the students graduated from high school.
Class of XXXX Postsecondary Enrollment and Progress (each class year is on its own page)	<p>Progress of a single class of students (cohort) through postsecondary education up to eight years after high school graduation. Each segment of the bar chart corresponds to one of the following definitions:</p> <p>GRADUATED: Student has completed an associate's, bachelor's or higher degree (certificates are not included). Once a student is counted as a graduate, s/he is not counted again elsewhere in the report. A Graduated Record is reported before all other possible categories (e.g. New to College, Persisted, etc.)</p> <p>NEW TO COLLEGE: First year that the student was found in the Clearinghouse database.</p> <p>PERSISTED: Student was enrolled during the previous year and continues to be enrolled in the current year. The graphs show the student's continued enrollment at any postsecondary institution, not retention at the same institution.</p> <p>RETURNED AFTER STOP OUT: Student was enrolled, did not appear in postsecondary education the following year, and reappeared in a year thereafter.</p> <p>NO LONGER ENROLLED & NOT GRADUATED: Student was enrolled in postsecondary education, is not currently enrolled and there is no record of completion.</p> <p>NOT IN NSC TO DATE: Student was not found in the Clearinghouse database.**</p>
Most Common Institutions of Enrollment in the Fall Immediately Following Graduation from High School for All Classes - by Number of Students	A comprehensive list of the top 25 most frequently attended postsecondary institutions your students attended in the first fall following high school graduation.

Term	Definition
Effective Date	Set by Clearinghouse's Research Center three times per year- Fall, Spring and Summer. The date will be noted in the Report File Name and within the StudentTracker application. The date is established to ensure that your StudentTracker reports provide the most comprehensive enrollment and degree data provided by the colleges and universities for a given period, and that all secondary education institutions are matched against the same set of post-secondary data. Reports generated in between effective dates will be processed against the most recent effective date; no new data will be reported.
High School Class (labeled by graduation year)	Includes all students who graduated high school between September 1 of the previous year and August 31 of the graduation year. Also referred to as a cohort.
Academic Year	Defined as any collegiate enrollment that occurs between August 15 of one year and August 14 of the following year.
Institutional Level	Indicates the level of degree predominantly offered by the institution (i.e. two-year or four-year).
Institutional Type	Indicates whether the institution is controlled publically or by a private entity.
Institutional Location	Indicates if an institution is in-state or out-of-state based on the comparison between the states where the institution and the high school are located.
Demographic Packet	A packet of reports for many of the same outcomes described above but stratified by the Demographic data elements you provided in your Diploma or Request file, if any. The Demographic data elements are: Gender, Ethnicity, Economic Disadvantage indicator, Disability indicator, English Language Learner.
Academic Packet	A packet of reports for many of the same outcomes described above but stratified by the Academic data elements you provided in your Diploma or Request file, if any. The Academic data elements are: Math Assessment 8th grade and high school, English Assessment 8th grade and high school, Dual Enrollment indicator and Number of Semesters of Math completed.

*Revised in Spring 2016 to display the recent high school class even though the full time period has not elapsed

**Institutions that participate in the Clearinghouse represent more than 98% of the nation's two- and four- year postsecondary enrollment. Students who are enrolled in postsecondary institutions that do not participate in the Clearinghouse are not in the Clearinghouse database.

FYI

Appendix C: Family Income Eligibility for CERDEP Table 2021-22

Family Income Eligibility Table 2021–22

Students eligible for CERDEP must provide evidence of either Medicaid eligibility or a documented family income at or below 185 percent of the Federal Poverty definition promulgated annually by the US Department of Health and Human Services.

Number of Persons in Family or Household	100% of Federal Poverty	185% of Federal Poverty
2	\$17,420	\$32,227
3	\$21,960	\$40,626
4	\$26,500	\$49,025
5	\$31,040	\$57,424
6	\$35,580	\$65,823
7	\$40,120	\$74,222
8	\$44,660	\$82,621

Adapted from the [2021 US Department of Health and Human Services Poverty Guidelines](#).

TEACHER TURNOVER IN SOUTH CAROLINA

SC District or Special School	Teacher Turnover Rates				
	2020-21	2019-20	2018-19	2017-18	2016-17
Abbeville	11.4	6.7	10.1	11.0	6.9
Aiken	12.1	9.0	15.0	12.0	12.3
Allendale	22.4	29.1	19.7	12.5	17.6
Anderson 1	8.5	7.5	10.0	10.1	6.8
Anderson 2	13.5	7.8	15.6	12.9	13.1
Anderson 3	15.7	10.8	15.2	11.1	12.7
Anderson 4	6.1	16.3	20.3	16.8	9.4
Anderson 5	16.2	11.9	16.8	15.9	13.4
Bamberg 1	10.0	5.7	9.0	6.7	10.3
Bamberg 2	10.0	22.4	20.4	10.4	14.9
Barnwell 19	11.8	13.3	34.9	14.0	19.1
Barnwell 29	23.6	32.0	N/A	19.3	21.9
Barnwell 45	12.5	9.9	18.0	16.6	14.9
Beaufort	10.7	12.1	13.6	14.3	12.9
Berkeley	9.8	11.4	14.1	11.7	10.8
Calhoun	7.8	10.8	9.7	12.3	3.6
Charleston	10.7	13.3	16.0	13.9	16.2
Charter Institute at Erskine	15.4	22.4	N/A	N/A	N/A
Cherokee	6.7	8.9	11.5	7.2	8.1
Chester	16.6	16.2	17.6	14.2	12.0
Chesterfield	10.4	9.1	11.6	9.5	10.5
Clarendon 1	15.9	22.0	47.4	31.7	20.9
Clarendon 2	20.1	13.4	14.7	11.0	19.3
Clarendon 3	8.6	9.1	17.3	11.0	4.2
Colleton	12.3	12.8	19.6	20.6	14.5
Darlington	12.5	11.2	13.1	16.4	13.5
Dillon 3	9.0	8.3	12.6	7.8	13.0
Dillon 4	8.4	8.6	12.6	11.6	14.8
Dorchester 2	10.6	12.8	15.6	11.6	11.7
Dorchester 4	9.1	13.8	18.7	15.6	17.8
Edgefield	8.9	9.5	10.8	12.0	14.5
Fairfield	6.6	11.0	16.8	17.4	19.3
Florence 1	11.3	15.0	13.8	11.5	10.4
Florence 2	5.3	8.0	10.8	9.0	16.0
Florence 3	17.1	21.9	20.9	23.7	17.6
Florence 4	17.8	27.5	39.2	34.0	29.8
Florence 5	3.7	3.8	9.9	11.4	14.0
Georgetown	10.0	11.0	15.4	10.7	9.7
Greenville	7.7	10.2	11.0	12.3	9.8
Greenwood 50	9.1	10.1	13.2	11.7	9.7
Greenwood 51	7.9	13.1	23.1	18.2	16.7
Greenwood 52	13.5	10.8	12.8	13.7	8.9
Hampton 1	13.7	13.4	16.5	13.4	18.4
Hampton 2	14.6	24.5	16.7	17.5	22.2
Horry	5.6	6.3	8.6	7.7	7.5
Jasper	32.7	24.6	17.8	16.9	24.1
Kershaw	8.5	8.7	12.3	11.3	8.9
Lancaster	9.0	11.8	11.9	12.0	8.9
Laurens 55	12.3	13.7	16.2	22.1	15.2
Laurens 56	7.9	15.6	10.3	9.4	12.5
Lee	15.1	20.5	30.4	19.4	28.2
Lexington 1	9.0	8.5	9.5	10.3	8.7
Lexington 2	12.6	13.1	15.5	14.3	13.9
Lexington 3	9.4	10.6	9.0	12.0	15.2

TEACHER TURNOVER IN SOUTH CAROLINA

SC District or Special School	Teacher Turnover Rates				
	2020-21	2019-20	2018-19	2017-18	2016-17
Lexington 4	10.7	16.7	19.5	17.3	16.2
Lexington-Richland 5	7.1	8.2	11.4	9.3	8.8
Marion	16.4	21.3	27.0	23.9	21.3
Marlboro	19.3	17.9	18.2	14.8	17.6
McCormick	14.3	23.1	22.2	32.2	27.0
Newberry	9.0	9.1	14.1	14.0	13.7
Oconee	6.9	8.3	9.8	6.1	8.7
Orangeburg*	13.8	13.9	16.5	16.9	14.6
Pickens	8.0	8.9	13.2	9.8	8.8
Richland 1	11.1	17.9	16.3	13.1	15.0
Richland 2	11.7	14.0	15.5	14.0	14.3
Saluda	12.4	13.6	18.7	14.6	16.5
SC Public Charter School District	32.8	16.9	39.1	21.1	19.8
Spartanburg 1	7.1	7.1	9.8	10.9	6.9
Spartanburg 2	9.5	9.5	9.0	11.1	13.8
Spartanburg 3	6.3	19.6	16.0	16.9	16.4
Spartanburg 4	11.0	6.9	14.9	6.5	11.3
Spartanburg 5	6.4	10.1	10.5	9.1	10.7
Spartanburg 6	6.1	11.3	10.7	9.7	9.5
Spartanburg 7	13.6	13.3	14.9	11.4	10.6
Sumter	9.1	12.2	12.6	14.3	14.2
Union	11.3	7.3	15.5	13.5	12.5
Williamsburg	16.1	18.7	27.0	25.1	33.5
York 1	9.0	7.2	15.1	9.7	12.0
York 2	6.3	8.8	9.9	9.0	8.5
York 3	10.7	12.3	14.3	11.6	10.6
York 4	9.0	9.5	11.6	10.6	9.7
Department of Juvenile Justice	9.7	9.7	15.2	3.4	10.4
Palmetto Unified	2.0	2.3	17.8	49.0	20.6
School for the Deaf & Blind	8.6	5.3	5.3	8.1	6.1
South Carolina	6.6	7.3	9.0	8.1	7.9

SOURCE: SC Department of Education, Professional Certified Staff (PCS) end-of-year files and 2017-2021 District Report Cards

NOTES: District turnover rates are based on numbers of teachers who did not return (for any reason) from the previous year to teach in the same district. Statewide turnover includes teachers who left the state and those who moved into a non-teaching position within the state; it does not include teachers who move from one SC district to another. Teacher is defined as: position codes 3-9, 17, or 46 in the PCS file. Teachers with full-time equivalency (FTE) of 1.0 or more and contract length of at least 185 days were included in the calculations.

*Orangeburg School Districts 3, 4, and 5 consolidated and began operating as one district (Orangeburg) in 2019-20. For prior years listed, an average turnover rate was calculated using data from each of the three districts.

PCS Position Codes:

- 3 = Special Education (Itinerant)
- 4 = Prekindergarten (Child Development)
- 5 = Kindergarten
- 6 = Special Education (Self-Contained)
- 7 = Special Education (Resource)
- 8 = Classroom Teacher
- 9 = Retired or Post-TERI Teacher
- 17 = Speech Therapist
- 46 = Purchased-Service Teacher (full-time only)