AGENDA

Full Education Oversight Committee Meeting
Monday, June 15, 2020
SC ETV, Bank of America Theater
1041 George Rogers Blvd.
Columbia, SC 29201-4761
1:00 P.M.

Meeting broadcast to public on https://www.scstatehouse.gov/

I. Welcome ....Ms. Ellen Weaver

II. Approval of Minutes for April 20, 2020 ....Ms. Ellen Weaver

III. Special Reports
    Results of the 2019 Administration of .... Dr. Christine DiStefano,
    Kindergarten Readiness Assessment   University of SC

    The Past and Future Funding of .... Dr. Lawrence J. Miller
    Charter Schools in South Carolina

IV. Subcommittee Reports
    Academic Standards and Assessments......................... Mr. Neil Robinson
    Action Item: English 2 End-of-Course Assessment
    Action Item: Educational Performance of Military-Connected Students
    Action Item: Parent Survey Report

V. EIA & Improvement Mechanism .... Dr. Bob Couch
    Action Item: Teacher Loan Program, 2018-19

VI. Information Items:
    Accountability Cyclical Review Update ....Ms. Dana Yow
    eLearning, Year 3 Update... Dr. Lee D'Andrea
    English Language Arts Standard Review…………………Dr. Rainey Knight
    COVID-19 Impact on Students Review Update ...... Mr. Matthew Ferguson
    EOC Retreat Update ....Ellen Weaver

VII. Adjournment

        .

SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE
Minutes of the Meeting (held via web call due to COVID-19 closures)
April 20, 2020

Members Present: Ellen Weaver, Chair; Neil Robinson; Superintendent Molly Spearman; Sen. Kevin Johnson; Rep. Neal Collins; Sen. Greg Hembree; Rep. Raye Felder; Barbara Hairfield; Patti Tate; Dr. Bob Couch; Dr. John Stockwell; Dr. Scott Turner; April Allen; and Rep. Terry Alexander

EOC Staff Present: Matthew Ferguson, Dr. Kevin Andrews, Dr. Valerie Harrison, Dr. Rainey Knight, and Dana Yow

Others Present: Dr. Lee D'Andrea and Dr. David Mathis

Ellen Weaver opened the meeting by thanking Superintendent Spearman, the South Carolina Department of Education (SDE), teachers, principals and superintendents for their efforts in implementing remote learning during the pandemic period. Matthew Ferguson made remarks as the newly appointed executive director of the EOC.

The minutes from the February meeting were approved and seconded as submitted.

Educational Credit for Exceptional Needs (ECENC) Report
Dr. Kevin Andrews presented the ECENC report for the 2018-19 school year. The summary of student progress shows in reading students showed a score of 1.4 NCE in reading and -0.1 NCE in mathematics. The corresponding median percentile rank showed a three-point gain in reading and a one-point gain in mathematics.

The recommendations from the report included:
- Collect students' birthdate, gender and race for next year to ensure better matched student data;
- Provide previous year's data in order to assess student improvement;
- Highlight student assessment reporting requirements published in the application process for school eligibility in order to increase participation rate; and
- Monitor schools failing to report assessments

Suspension of Ratings
Ellen Weaver presented recommended suspending overall and indicator ratings on the state report card for 2020. Sen. Hembree made a motion to accept. Barbara Hairfield seconded the motion. The motion passed unanimously.

eLearning Report
Dr. Lee D'Andrea presented the eLearning report as per 1A.83 proviso for the 2019-20 school year. The report summarized the implementation of year 2 of eLearning, which involved 15 school districts. Year one involved 5 school districts.

She emphasized three components of teaching and learning.
1. Digital Learning: students and teaching using technology
2. eLearning: as per the proviso
3. Online learning: using technology for long periods of time as for an entire course

A video produced by ETV was shared that showed teachers and students using eLearning for year 2.

Dr. D'Andrea discussed the implementation process describing the critical components as being districts having 1:1 devices, a learning management system, instructional technology support for teachers and a strong infrastructure to deliver the instruction. Districts participated in mock eLearning days in preparation for inclement weather days to utilize eLearning.

Questions from districts emerged as a result of the implementation and included:
- How many days can this be used effectively?
- How to increase connectivity options?
- How to address students with IEPs?

Findings in the report included:
- District leadership and organization structure is important to the overall success
- Well established digital learning environment within physical classroom is important to be established prior to using technology for eLearning
- Preparation and planning make a difference in the quality of the migration from digital learning environment

Recommendations in the report included:
1. Continue another year with a cohort 3
2. Establish a readiness cohort to assist districts not yet ready for eLearning
3. Use year 3 as transition year from the EOC to South Carolina Department of Education (SDE)

The report stated the following conclusions:
1. eLearning is a successful resource for short term utilization
2. Strong foundation at the district level is important for successful implementation
3. Online learning is moving forward

Discussion followed the presentation. Questions included:
- How to close the equity gap with devices and connectivity?
- Superintendent Spearman shared information from the Department regarding their work with remote learning. The Department has surveyed over 4,000 teachers regard remote learning. Results showed 80% of teachers indicate things are going well and 20% shared they have concerns. Ms. Spearman shared the Department will receive $216 million in federal relief dollars with $195 million going to school districts. Finally, Ms. Spearman expressed concerns with broadband access in rural areas. Representative Felder agreed with this concern.
- Who will be involved in year 3 cohort? Suggestions included reviewing the districts' plans that submitted technology-related emergency plans to the SDE. All districts will be invited to participate as either cohort 3 of eLearning or as a readiness district.
- Learning management systems were discussed as a component for delivering eLearning. A state contract was discussed.
- Rural areas were again discussed with the different approaches used in remote learning.

- Regarding the CARES funds, Superintendent Spearman suggested using the funds for extra instructional days.
- Representative Alexander stated he did not want to punish kids for not having access to Internet.
- Senator Hembree suggested districts use the CARES funds for technology for remote learning. He also wanted to know the price tag for distance learning statewide. Superintendent Spearman indicates she would get the numbers.

Cyclical Review Update
Ms. Dana Yow presented update on the EOC's cyclical review process. The report will be presented to the EOC in December 2020. Members of the cyclical review were shared. A summary of the February meeting was shared as well as the plans for the webinar May meeting.

Mr. Robinson made a motion to adjourn and Representative Alexander seconded the motion. The committee voted unanimously to adjourn.

2020

Analysis of Kindergarten Readiness Assessment (KRA) Results

School Year 2019-2020

SC EDUCATION
OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.

Kindergarten Readiness Assessment (KRA) Introduction

Section 59-152-33 of the South Carolina Code of Laws requires the adoption and administration of a school readiness assessment by the State Board of Education. The results may not be used to deny a student admission or progress to kindergarten or first grade but instead should demonstrate progress toward improving school readiness. As stated in the Code of Laws:

(A) Before July 1, 2015, the South Carolina Education Oversight Committee shall recommend an assessment to evaluate and measure the school readiness of students prior to their entrance into a prekindergarten or kindergarten program per the goals pursuant to Section 59-152-30 to the State Board of Education. Prior to submitting the recommendation to the State Board, the Education Oversight Committee shall seek input from the South Carolina First Steps to School Readiness Board of Trustees and other early childhood advocates. In making the recommendation, the South Carolina Education Oversight Committee shall consider assessments that are research-based, reliable, and appropriate for measuring readiness. The assessment chosen must evaluate each child's early language and literacy development, numeracy skills, physical well-being, social and emotional development, and approaches to learning. The assessment of academic readiness must be aligned with first and second grade standards for English language arts and mathematics. The purpose of the assessment is to provide teachers, administrators, and parents or guardians with information to address the readiness needs of each student, especially by identifying language, cognitive, social, emotional, and health needs, and providing appropriate instruction and support for each child. The results of the screenings and the developmental intervention strategies recommended to address the child's identified needs must be provided, in writing, to the parent or guardian. Reading instructional strategies and developmental activities for children whose oral language and emergent literacy skills are assessed to be below the national standards must be aligned with the district's reading proficiency plan for addressing the readiness needs of each student. The school readiness assessment adopted by the State Board of Education may not be used to deny a student admission or progress to kindergarten or first grade. Every student entering the public schools for the first time in prekindergarten and kindergarten must be administered a readiness screening by the forty-fifth day of the school year.

(B) The results of individual students in a school readiness assessment may not be publicly reported.

(C) Following adoption of a school readiness assessment, the State Board of Education shall adopt a system for reporting population-level results that provides baseline data for measuring overall change and improvement in the skills and knowledge of students over time. The Department of Education shall house and monitor the system.

(D) The South Carolina First Steps to School Readiness Board of Trustees shall support the implementation of the school readiness assessment and must provide professional development to support the readiness assessment for teachers and parents of programs supported with First Steps funds. The board shall utilize the annual aggregate literacy and other readiness assessment information in establishing standards and practices to support all early childhood providers served by First Steps. (*Section 59-152-33)*

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."

About the KRA

The KRA was created by a partnership of the nonprofit education agency WestEd, Johns Hopkins University, the Ohio Department of Education, and the Maryland State Department of Education. At present, the test contractor does not recommend reporting the KRA domain scores, only the overall score. Though the domain scores have been examined in previous years, this report adheres to the developer's guidance and only provides the KRA overall score. Domain scores are presented by district in the Appendix; however, these are provided for greater understanding of trends over time.

The KRA provides information on children's preparedness for kindergarten. It is administered by a teacher; the teacher interacts directly with the child for the selected-response and the performance task items. It is designed to give reports for an individual child, as well as cohorts of children, such that achievement may be examined at the classroom, school, and district levels, as well as according to child demographics.

The KRA measures four domains:

- Language and Literacy: skills such as reading, writing, speaking, and listening.

- Mathematics: skills such as counting, comparison, and sorting.

- Physical Well-Being & Motor Development: abilities such as dexterity, muscular coordination, and balance.

- Social Foundations: demonstration of following rules, asking for help, task persistence, and other skills necessary to the functioning within the kindergarten classroom.

KRA items for both the Language and Literacy and Mathematics domains include selected response and performance task types, wherein the child responds to assessment stimuli (e.g., pointing to a picture or naming letters). A third item type, observational rubric, is based upon teacher ratings of the child. Both the Physical Well-Being & Motor Development, and the Social Foundations domains are rated solely with the observational rubric.
Information from the four KRA domains contributes to a total score designating the overall performance level.
KRA scores fall in ranges that define three categories:

- Demonstrating Readiness: Student ***demonstrates*** foundational skills and behaviors that prepare him or her for instruction based on kindergarten standards.

- Approaching Readiness: Student ***demonstrates some*** foundational skills and behaviors that prepare him or her for instruction based on kindergarten standards.

- Emerging Readiness: Student ***demonstrates limited*** foundational skills and behaviors that prepare him or her for instruction based on kindergarten standards.[1]

---

[1] KRA Technical Report Addendum,2015

A summary of findings from the most recent (2019) administration of the KRA are as follows:

- At the beginning of the 2019-2020 school year, the KRA was administered to 55,694 kindergartners across South Carolina.

- Statewide, about 39% of the children were at the KRA Demonstrating Readiness level in the Fall of 2019, an increase over the 37% of children at the KRA Demonstrating Readiness level in the Fall of 2018.

  - Based on the Fall 2019 assessment results, 39 percent of South Carolina's kindergarten students were at the Demonstrating Readiness level, meaning they entered kindergarten with sufficient skills, knowledge and abilities to engage with kindergarten-level instruction.

  - An additional 37 percent of these children were Approaching Readiness and needed supports to be able to engage with kindergarten-level instruction.

  - As many as 24 percent of children were at the Emerging Readiness level, meaning they needed significant support to engage in kindergarten-level instruction.

- Scores from the 2019 KRA administration showed that 31 districts met or surpassed the overall state average for Demonstrating Readiness; results for these districts (and all districts) are detailed in Appendices A and B.

- Among White children, about 48 percent performed at the Demonstrating Readiness level on the Overall scale, while 29 percent of African American children and 24 percent of Hispanic children were at that level (See Table 3).

- KRA test results for students who attended a 4K program, either full or half-day, in a non-CERDEP eligible district were compared with results for students who attended a 4K program in a CERDEP-eligible district. Both groups showed slight increases in the percentage of kindergartners performing in the Demonstrating Readiness category in 2019 as compared to 2018. In CERDEP districts, 39 percent of kindergartners scored Demonstrating Readiness. In non-CERDEP districts, 42 percent of kindergartners who participated in 4K programs performed in the Demonstrating Readiness category.

Recommendation 1: The South Carolina Department of Education (SCDE) will need to improve data collection to ensure that the unique student identifiers assigned to children participating in First Steps 4K under CERDEP follow children upon entering public schools. Also, there should be efforts to improve data quality regarding a child's prior experience in other education programs such as Head Start. The absence of much ethnicity information from the dataset for this report requires attention as it jeopardizes the ability to accurately describe the school readiness of children at-risk for educational disparities.

Office of First Steps to School Readiness (First Steps) provided excellent quality data for this report. The Office of Revenue and Finance was helpful in matching First Steps records to children in the KRA dataset. It is suggested that both agencies discuss with SCDE potential solutions that would prevent the need to call upon RFA in preparing datasets for future reports.

Recommendation 2: The SCDE should update www.scprofile.com, a website designed to provide county-by-county profiles with data relevant to the well-being of young children, including kindergarten readiness information. The data should be updated annually and labeled with the year it has been provided and the data source. Each county profile should include longitudinal data on KRA so performance may be examined over time.

Recommendation 3: The test publishers note that the KRA assessment may be given within the first 45-days of a school year. However, it is recognized that scores for children may differ substantially if the test is given at the 1st day of school as compared to the 40th day of school. Recording the date when the KRA test is administered would allow for comparison of scores for children taking the assessment in similar timeframes.

Recommendation 4: It may be easier to identify needs of children and educators in future evaluations by including examination of KRA results in relation to children's household income level, English learner status, and special needs status. The potential for examining these variables will depend upon enhancing the quality of data collection and management.

Recommendation 5: The SCDE should provide parents with a student's KRA domain level scores. Further, with Ohio as an example, SCDE should work with the test vendor and others to develop family-friendly materials about how to understand the results of the KRA and how to make them actionable for individual students, including providing family-friendly resources by domain level.

Recommendation 6: Administering KRA requires time and obtaining scores quickly is preferred. Ohio will begin using a shortened version of the measure (Kindergarten Readiness Assessment-Revise) in the fall of 2020. Investigating the benefits and qualities of the briefer version may be considered.

Recommendation 7: Becoming familiar with the domains of school readiness measured by the KRA may help prekindergarten teachers prepare children for the expectations of kindergarten. Common professional development between First Steps and public school teachers to gain familiarity with the concepts of the KRA may increase their ability to develop children's ability to demonstrate readiness at the beginning of kindergarten.

KRA Results From Fall 2019

The KRA was administered to South Carolina kindergartners at the beginning of the 2019-2020 school year, the third year of statewide administration of KRA. As noted by the test developers, the KRA is to be administered no later than the 45th day of the school year. School districts were asked to administer the KRA within this timeframe; however, the exact date of when the test was given was not reported.

Table 1 shows the number and proportions of 5K children to whom the KRA was administered by ethnicity during the 2017, 2018 and 2019 school years. In the first two years, nearly half of the children were White, about a third African American, and ten percent Hispanic. The excessive amount of missing demographic information from the SCDE dataset did not allow for an accurate report of kindergartner ethnicities at the 2019 KRA administration. As can be seen in the 2019 percent column, every ethnicity declined in proportion due to nearly 25% having unreported data.

Table 1
2017, 2018 and 2019 School Year Ethnicities of 5K Children Assessed with KRA

	2017		2018		2019**	
	Number	Percent	Number	Percent	Number	Percent
Asian	863	1.6%	925	1.7%	628	1.1%
African American	18,142	33.1%	17,565	32.0%	13,863	24.9%
Hispanic	5,466	10.0%	5,507	10.0%	4,100	7.4%
American Indian	161	0.3%	190	0.3%	113	0.2%
Multiracial	2,903	5.3%	3,043	5.5%	2,509	4.5%
Pacific Islander	75	0.1%	71	0.1%	59	0.1%
White	27,253	49.7%	27,582	50.3%	20,855	37.4%
Unreported			21	<0.1%	13,567	24.4%
Total	**54,863**	**100.0%**	54,904	100.0%	55,694	100.0%

Please note that percentages may vary because of rounding up or down one percentage point in tables.
**Note: If the unreported students are removed, percentages by racial categories are similar to values observed in 2017 and 2018. Unreported students appear to be randomly distributed across the distribution of 5K students.*

Table 2 reports the performance of the South Carolina kindergarten children for whom scores were reported in fall of 2017, 2018, and 2019. On the most recent administration most children (39 percent) were in the Demonstrating Readiness category. Nearly as many (37 percent) were in the next highest category of performance, Approaching Readiness. About one fourth of kindergartners were in the Emerging Readiness category.
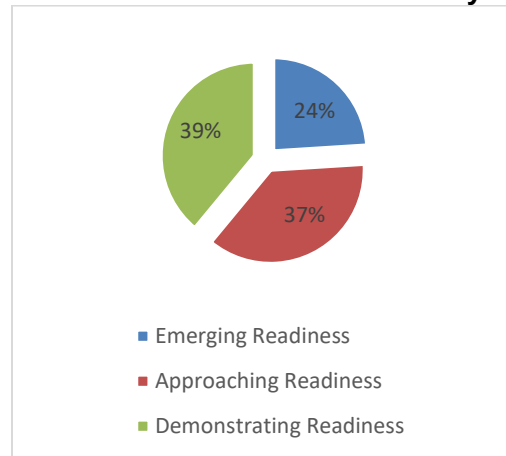
Table 2
2017, 2018 and 2019 School Year Statewide KRA Results

School Year	Number	Emerging Readiness	Approaching Readiness	Demonstrating Readiness
Overall				
Fall 2017	54,927	26%	38%	36%
Fall 2018	54,904	25%	38%	37%
Fall 2019	55,694	24%	37%	39%

Note: For the KRA, Emerging Readiness is the lowest category and Demonstrating Readiness is the highest ability category.

As shown in Figure 1, in fall 2019, 39 percent of South Carolina's kindergarten students were Demonstrating Readiness, meaning they entered kindergarten with sufficient skills, knowledge and abilities to engage with kindergarten-level instruction. An additional 37 percent of the state's 5K children were Approaching Readiness, needing supports to be able to engage with kindergarten-level instruction. As many as 24 percent of children were at Emerging Readiness, meaning they needed significant support to engage in kindergarten-level instruction.

Figure 1: Statewide 2019 KRA Results by Category

■ Emerging Readiness

■ Approaching Readiness

■ Demonstrating Readiness

Though information on ethnicities was incomplete, Table 3 examines the data that were available for the children who were administered the KRA in 2019. The majority of test takers in the sample were White, with the next highest proportion comprised of African American children, followed by Hispanic children. Other ethnicities are not reported due to their relatively small proportions among the overall kindergarten population.

Among White children, 48 percent were found at the Demonstrating Readiness level. KRA results found African American and Hispanic children in proportions of 29 percent and 24 percent, respectively, in the Demonstrating Readiness category for overall readiness.

Table 3
2019 Fall KRA Results by Ethnicity

Ethnicity	Number	Emerging Readiness	Approaching Readiness	Demonstrating Readiness
Overall				
African American	13,863	30%	41%	29%
Hispanic	4,100	35%	40%	24%
White	20,855	17%	35%	48%

Table 4 shows the setting in which kindergartners were served during the previous school year (whether attending preschool, at-home, or other child-care in 2018-2019), prior to attending 5K. Children who were served in First Steps' 4K program were matched to their KRA scores in datasets provided by the South Carolina Office of Revenue and Financial Administration (RFA). These data were compiled from child records gathered by First Steps and the RFA's own records. All other data regarding the prior year's setting of child service were provided by SCDE, such information having been reported to schools by parents at the time of kindergarten enrollment. For 8,885 (29%) of the children in the SCDE dataset, no information was reported on where they were served during the 2018-2019 school year.

The categories of prekindergarten settings in Table 4 are the descriptions found in the SCDE database. According to the data available for Table 4, the majority of children (55%) from the Other/Private type settings were found to be in the Demonstrating Readiness category. Public 4K (Non-CERDEP) children and Public CERDEP children yielded rates of 41% and 38% respectively. Among children served in Informal settings, 32% were in the KRA Demonstrating Readiness category. Children who had been served in First Steps and Head Start appeared similarly kindergarten ready, in proportions of 27% and 26% respectively. The comparable readiness of children served by First Steps and Head Start may relate to their serving economically disadvantaged students.

Table 4
2019 Fall KRA Results by Type

Students	Number	Emerging Readiness	Approaching Readiness	Demonstrating Readiness
Overall				
First Steps	2,402	30%	44%	27%
Head Start	2,684	33%	41%	26%
Informal (Relative or Non-Relative)	6,463	32%	36%	32%
Other (Private)	11,911	12%	33%	55%
Public CERDEP	9,633	21%	41%	38%
Public 4K (Non-CERDEP)	13,716	22%	37%	41%
Unknown	8,885	35%	36%	29%

Table 5 reports KRA results for two groups of kindergartners: (1) children formerly enrolled in the full-day, state-funded 4K program, the Child Early Reading Development and Education Program (CERDEP); and (2) all other kindergartners. Of these former CERDEP students, 36 percent reached an overall score of Demonstrating Readiness as compared to 41 percent for all other students in the state who were not enrolled in CERDEP.

We note that the information regarding CERDEP status (12,035) students is higher than the number of students reported to be in CERDEP from the January 2020 report of 4K students (roughly 11,100 students). The results here suggest that there may be inaccuracies with the dataset used for analyses (e.g., inaccuracies in reporting, the unique identifiers are not transferred to the start of kindergarten.)

Table 5
2019 Fall KRA Results by Students 2018 Enrollment Status in CERDEP

Students	Number	Emerging Readiness	Approaching Readiness	Demonstrating Readiness
Overall				
Non CERDEP	13,716	22%	37%	41%
CERDEP	12,035	22%	42%	36%

Table 6 reports KRA performance by students' poverty status. Those in poverty were identified using the Pupil in Poverty (PIP) indicator in the SCDE dataset. The majority of non-poverty children (55%) were found in the Demonstrating Readiness range of performance. Far fewer children in poverty (31%) showed kindergarten readiness, with most in the Approaching Readiness category.

Table 6
2019 Fall KRA Results by Students' Poverty Status

Students	Number	Emerging Readiness	Approaching Readiness	Demonstrating Readiness
Non-poverty	19,908	14%	31%	55%
Poverty	33,749	29%	41%	31%

Table 7 reports KRA performance for children in poverty (PIP) who were enrolled in CERDEP and those who were not. These two groups of students were found in equal percentages in the Demonstrating Readiness category. The largest percentage of both groups was in the Approaching Readiness category, with a higher percentage of students in the CERDEP category.

Table 7
2019 Fall KRA Results by Students' 2018 Enrollment Status in CERDEP
(Children in Poverty Only)

Students	Number	Emerging Readiness	Approaching Readiness	Demonstrating Readiness
Non CERDEP PIP	9,627	27%	39%	34%
CERDEP	10,635	23%	43%	34%

Table 8 compares the KRA performance of public school non-CERDEP 4K students to children who had participated in First Steps 4K CERDEP or public school CERDEP. A slightly higher percentage of public school CERDEP children (36%) were found to be kindergarten ready than non-CERDEP public school 4K children (34%). Twenty-six percent of students who had been served in First Steps 4K performed at the Demonstrating Readiness level.

Table 8
2019 Fall KRA Results by First Steps, Public CERDEP and Non-CERDEP

Students	Number	Emerging Readiness	Approaching Readiness	Demonstrating Readiness
First Steps	2,012	30%	44%	26%
Public CERDEP	8,623	22%	42%	36%
Public 4K PIP (Non-CERDEP)	9,627	27%	39%	34%

Table 9 documents the KRA results for 2017, 2018, and 2019 for two groups of children: (a) those verified as having been enrolled in 4K programs in districts or private child care centers that participated in CERDEP; and (b) those verified as being enrolled in 4K programs administered by a public school district that did not participate in CERDEP. Information for the 2018 dataset was collected at Kindergarten entry from parents. This reporting of prior CERDEP identification was not available with the 2017 and 2019 KRA administration. For both of these years, the CERDEP district was used as a proxy to denote status in the program. Table 9 classifies CERDEP for children based on district participation in the program (i.e., district proxy) in order to make comparisons across years. This comparison group is imperfect as it may still contain children who attended preschool in CERDEP districts or private sites. Irregularities in records (e.g., incorrect birthdates reported across files) prevented matching each child's 4K (2017-18) data with their 5K (2018-19) data.

As shown in Table 6, both the CERDEP and Non-CERDEP groups showed slight increases in the percentage of kindergartners performing in the Demonstrating Readiness category across the three years of KRA administration.

Table 9
KRA Results in 2017, 2018 and 2019 School Years:
By Proxy CERDEP Status and 4K Participation in Non-CERDEP Districts

CERDEP District Status	Assessment Year	Number	Emerging Readiness	Approaching Readiness	Demonstrating Readiness
Overall					
Non-CERDEP	2017 Fall	10,162	22%	39%	39%
	2018 Fall	10,648	20%	39%	41%
	2019 Fall	11,040	20%	38%	42%
CERDEP	2017 Fall	11,528	23%	41%	36%
	2018 Fall	11,004	21%	41%	38%
	2019 Fall	12,219	21%	40%	39%

Comparison of SC KRA Results to Other States Using the KRA

Maryland and Ohio have administered the KRA yearly, beginning with the academic school year 2014-15. Ohio has always assessed all kindergartners each year, following a census approach (as done in South Carolina). Maryland took a different approach. In school years 2014-15 and 2015-16, Maryland assessed all kindergartners. Beginning in school year 2016-17, Maryland offered districts the option of doing sampling or universal assessment of kindergartners.

In 2016, the Maryland General Assembly passed legislation that required the Maryland State Department of Education (MSDE) to administer the KRA as a "representative sample," rather than to all kindergartners. The statute also allowed for local boards of education and individual schools to administer the KRA to all incoming students. To align with the new regulations, MSDE advised jurisdictions (i.e., districts) to select one of the following administration methods for school year 2016-2017:

- Census Administration. Administering the KRA to all incoming kindergartners, assessing each student's knowledge, skills, and abilities.
- Randomized Sample Administration. Administering the KRA to a random sample of students in each classroom.[2]

Maryland has 24 school district jurisdictions. In school year 2016-17, eight jurisdictions conducted a census administration of the KRA, and the remaining 16 selected sample administrations. By school year 2019-20, 18 jurisdictions conducted census administration, four more than the previous year.

Maryland also documents KRA readiness results by jurisdiction. In Maryland the analysis by jurisdiction includes readiness by academic risk factor (children from low-income households, those learning the English language, or those with a disability). Maryland also documents readiness by prior care. Prior care identifies children who were in a child-care center, in family child care, in a Head Start program, in home or informal care, in a non-public nursery, or had formal preschool experience prior to entering kindergarten.

The following tables provide information to consider the overall results of the KRA in South Carolina, Maryland and Ohio. The data suggest:

- Ohio experienced the greatest improvement in KRA results between the first and second administration of the KRA. The percentage of kindergartners performing at Demonstrating Readiness on KRA has remained fairly stable since.

- In Maryland the percentage of kindergartners performing at Demonstrating Readiness on KRA has moved between 43 and 47 percent.

---

[2] Readiness Matters. The 2016-17 Kindergarten Readiness Assessment Report. Maryland Department of Education. January 2017.
https://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/rm_book_16-17.pdf

Table 10
Percentage of kindergartners Demonstrating Readiness Overall on KRA
by Academic Years

	2014	2015	2016	2017	2018	2019
Ohio	37.3%	40.1%	40.6%	41.5%	40.9%	N/R
Maryland	47.0%	45.0%	43.0%	45.0%	47.0%	47.0%
South Carolina	---	---	---	36.0%	37.0%	39.0%

N/R – Not released.

Appendix A
Comparison of District and Statewide Percentages for
KRA Demonstrating Readiness
(CERDEP eligible districts are in ***bold italics***.)

District	Year	Emerging Readiness	Approaching Readiness	Demonstrating Readiness (DM)	Percentage above/below Statewide DM
State Averages	**2017 Fall**	**26%**	**38%**	**36%**	
	2018 Fall	**25%**	**38%**	**37%**	
	2019 Fall	**24%**	**37%**	**39%**	
Abbeville	2017 Fall	21%	49%	30%	
	2018 Fall	27%	38%	35%	
	2019 Fall	24%	44%	32%	-7%
Aiken	2017 Fall	27%	40%	33%	
	2018 Fall	26%	39%	35%	
	2019 Fall	27%	38%	35%	-4%
Allendale	2017 Fall	37%	42%	21%	
	2018 Fall	36%	36%	27%	
	2019 Fall	28%	43%	28%	-11%
Anderson 1	2017 Fall	25%	42%	33%	
	2018 Fall	27%	37%	36%	
	2019 Fall	25%	34%	41%	2%
Anderson 2	2017 Fall	21%	42%	36%	
	2018 Fall	20%	43%	37%	
	2019 Fall	23%	35%	43%	4%
Anderson 3	2017 Fall	20%	43%	37%	
	2018 Fall	20%	43%	38%	
	2019 Fall	17%	41%	42%	3%
Anderson 4	2017 Fall	17%	41%	42%	
	2018 Fall	18%	36%	46%	
	2019 Fall	21%	38%	41%	2%
Anderson 5	2017 Fall	24%	38%	38%	
	2018 Fall	21%	40%	39%	
	2019 Fall	18%	35%	46%	7%
Bamberg 1	2017 Fall	27%	33%	40%	
	2018 Fall	30%	42%	29%	
	2019 Fall	23%	44%	33%	4%
Bamberg 2	2017 Fall	20%	57%	23%	
	2018 Fall	41%	39%	20%	
	2019 Fall	19%	40%	42%	3%

District	Year	Emerging Readiness	Approaching Readiness	Demonstrating Readiness (DM)	Percentage above/below Statewide DM
State Averages	**2017 Fall**	**26%**	**38%**	**36%**	
	2018 Fall	**25%**	**38%**	**37%**	
	2019 Fall	**24%**	**37%**	**39%**	
Barnwell 19	2017 Fall	17%	37%	46%	
	2018 Fall	31%	31%	38%	
	2019 Fall	13%	53%	35%	-4%
Barnwell 29	2017 Fall	23%	48%	29%	
	2018 Fall	26%	35%	39%	
	2019 Fall	35%	42%	23%	-16%
Barnwell 45	2017 Fall	30%	45%	25%	
	2018 Fall	31%	39%	30%	
	2019 Fall	36%	36%	29%	-10%
Beaufort	2017 Fall	28%	39%	33%	
	2018 Fall	25%	41%	34%	
	2019 Fall	28%	40%	32%	-7%
Berkeley	2017 Fall	26%	40%	34%	
	2018 Fall	26%	40%	34%	
	2019 Fall	24%	39%	37%	-2%
Calhoun	2017 Fall	27%	49%	24%	
	2018 Fall	23%	33%	43%	
	2019 Fall	34%	39%	28%	-11%
Charleston	2017 Fall	17%	31%	51%	
	2018 Fall	17%	33%	49%	
	2019 Fall	16%	29%	55%	16%
Charter Institute at Erskine	2017 Fall	N/A	N/A	N/A	
	2018 Fall	25%	38%	37%	
	2019 Fall	21%	41%	38%	-1%
Cherokee	2017 Fall	30%	41%	29%	
	2018 Fall	28%	41%	30%	
	2019 Fall	30%	40%	30%	-9%
Chester	2017 Fall	29%	34%	37%	
	2018 Fall	24%	40%	36%	
	2019 Fall	32%	37%	31%	-8%
Chesterfield	2017 Fall	33%	47%	20%	
	2018 Fall	32%	41%	27%	
	2019 Fall	33%	42%	25%	-14%
Clarendon 1	2017 Fall	18%	36%	46%	
	2018 Fall	16%	47%	36%	
	2019 Fall	21%	50%	29%	-10%

District	Year	Emerging Readiness	Approaching Readiness	Demonstrating Readiness (DM)	Percentage above/below Statewide DM
State Averages	**2017 Fall**	**26%**	**38%**	**36%**	
	2018 Fall	**25%**	**38%**	**37%**	
	2019 Fall	**24%**	**37%**	**39%**	
Clarendon 2	2017 Fall	31%	37%	33%	
	2018 Fall	27%	45%	28%	
	2019 Fall	26%	39%	35%	-4%
Clarendon 3	2017 Fall	18%	35%	47%	
	2018 Fall	27%	33%	41%	
	2019 Fall	28%	36%	37%	-2%
Colleton	2017 Fall	28%	42%	31%	
	2018 Fall	35%	37%	28%	
	2019 Fall	22%	40%	38%	-1%
Darlington	2017 Fall	31%	40%	29%	
	2018 Fall	33%	39%	29%	
	2019 Fall	34%	42%	24%	-15%
Dillon 3	2017 Fall	13%	34%	53%	
	2018 Fall	21%	34%	45%	
	2019 Fall	13%	31%	56%	17%
Dillon 4	2017 Fall	42%	40%	18%	
	2018 Fall	42%	39%	19%	
	2019 Fall	47%	35%	19%	-20%
Dorchester 2	2017 Fall	23%	35%	42%	
	2018 Fall	19%	37%	43%	
	2019 Fall	18%	36%	46%	7%
Dorchester 4	2017 Fall	26%	39%	35%	
	2018 Fall	29%	34%	32%	
	2019 Fall	20%	50%	30%	-9%
Edgefield	2017 Fall	25%	33%	42%	
	2018 Fall	26%	42%	32%	
	2019 Fall	26%	43%	31%	-8%
Fairfield	2017 Fall	10%	40%	49%	
	2018 Fall	18%	33%	49%	
	2019 Fall	13%	32%	55%	16%
Florence 1	2017 Fall	42%	38%	20%	
	2018 Fall	36%	41%	23%	
	2019 Fall	29%	39%	32%	-7%
Florence 2	2017 Fall	35%	41%	24%	
	2018 Fall	37%	43%	20%	
	2019 Fall	28%	32%	40%	1%

15

District	Year	Emerging Readiness	Approaching Readiness	Demonstrating Readiness (DM)	Percentage above/below Statewide DM
State Averages	**2017 Fall**	**26%**	**38%**	**36%**	
	2018 Fall	**25%**	**38%**	**37%**	
	2019 Fall	**24%**	**37%**	**39%**	
Florence 3	2017 Fall	31%	36%	34%	
	2018 Fall	24%	46%	30%	
	2019 Fall	40%	40%	20%	-19%
Florence 4	2017 Fall	19%	44%	38%	
	2018 Fall	31%	24%	45%	
	2019 Fall	38%	48%	14%	-25%
Florence 5	2017 Fall	43%	36%	21%	
	2018 Fall	32%	46%	23%	
	2019 Fall	26%	35%	40%	1%
Georgetown	2017 Fall	26%	37%	37%	
	2018 Fall	15%	36%	50%	
	2019 Fall	15%	32%	53%	14%
Greenville	2017 Fall	26%	37%	37%	
	2018 Fall	23%	35%	41%	
	2019 Fall	24%	32%	44%	5%
Greenwood 50	2017 Fall	33%	41%	26%	
	2018 Fall	30%	42%	28%	
	2019 Fall	27%	44%	29%	-10%
Greenwood 51	2017 Fall	29%	45%	26%	
	2018 Fall	16%	50%	34%	
	2019 Fall	31%	37%	33%	-6%
Greenwood 52	2017 Fall	10%	30%	60%	
	2018 Fall	24%	41%	35%	
	2019 Fall	25%	39%	36%	-3%
Hampton 1	2017 Fall	26%	41%	33%	
	2018 Fall	28%	39%	34%	
	2019 Fall	16%	39%	45%	6%
Hampton 2	2017 Fall	32%	43%	25%	
	2018 Fall	29%	35%	36%	
	2019 Fall	29%	29%	42%	3%
Horry	2017 Fall	18%	39%	43%	
	2018 Fall	20%	38%	42%	
	2019 Fall	20%	38%	42%	3%
Jasper	2017 Fall	46%	44%	10%	
	2018 Fall	47%	39%	14%	
	2019 Fall	32%	40%	28%	-11%

District	Year	Emerging Readiness	Approaching Readiness	Demonstrating Readiness (DM)	Percentage above/below Statewide DM
State Averages	**2017 Fall**	**26%**	**38%**	**36%**	
	2018 Fall	**25%**	**38%**	**37%**	
	2019 Fall	**24%**	**37%**	**39%**	
Kershaw	2017 Fall	34%	39%	27%	
	2018 Fall	31%	42%	28%	
	2019 Fall	29%	39%	32%	-7%
Lancaster	2017 Fall	21%	45%	34%	
	2018 Fall	24%	39%	37%	
	2019 Fall	21%	42%	37%	-2%
Laurens 55	2017 Fall	27%	43%	30%	
	2018 Fall	27%	45%	29%	
	2019 Fall	28%	38%	33%	-6%
Laurens 56	2017 Fall	30%	46%	23%	
	2018 Fall	14%	39%	46%	
	2019 Fall	16%	39%	46%	7%
Lee	2017 Fall	31%	43%	27%	
	2018 Fall	30%	45%	25%	
	2019 Fall	24%	36%	40%	1%
Lexington 1	2017 Fall	26%	44%	30%	
	2018 Fall	25%	40%	35%	
	2019 Fall	24%	39%	36%	-3%
Lexington 2	2017 Fall	32%	41%	27%	
	2018 Fall	32%	40%	27%	
	2019 Fall	24%	42%	34%	-5%
Lexington 3	2017 Fall	37%	35%	38%	
	2018 Fall	16%	35%	49%	
	2019 Fall	19%	37%	44%	5%
Lexington 4	2017 Fall	27%	37%	36%	
	2018 Fall	25%	32%	43%	
	2019 Fall	22%	39%	38%	-1%
Lexington/ Richland 5	2017 Fall	24%	38%	38%	
	2018 Fall	22%	39%	40%	
	2019 Fall	18%	41%	41%	2%
Marion	2017 Fall	40%	41%	20%	
	2018 Fall	31%	46%	23%	
	2019 Fall	33%	42%	25%	-14%
Marlboro	2017 Fall	30%	41%	29%	
	2018 Fall	32%	41%	27%	
	2019 Fall	46%	38%	16%	-23%

District	Year	Emerging Readiness	Approaching Readiness	Demonstrating Readiness (DM)	Percentage above/below Statewide DM
State Averages	**2017 Fall**	**26%**	**38%**	**36%**	
	2018 Fall	**25%**	**38%**	**37%**	
	2019 Fall	**24%**	**37%**	**39%**	
McCormick	2017 Fall	17%	29%	55%	
	2018 Fall	19%	35%	47%	
	2019 Fall	16%	29%	56%	17
Newberry	2017 Fall	24%	46%	30%	
	2018 Fall	25%	42%	33%	
	2019 Fall	26%	42%	33%	-6%
Oconee	2017 Fall	35%	38%	27%	
	2018 Fall	29%	41%	30%	
	2019 Fall	29%	36%	35%	-4%
Orangeburg 3	2017 Fall	25%	51%	24%	
	2018 Fall	35%	42%	24%	
	2019 Fall	30%	38%	33%	-6%
Orangeburg 4	2017 Fall	23%	43%	34%	
	2018 Fall	21%	41%	38%	
	2019 Fall	30%	38%	33%	-6%
Orangeburg 5	2017 Fall	34%	40%	26%	
	2018 Fall	30%	40%	29%	
	2019 Fall	30%	38%	33%	-6%
Pickens	2017 Fall	33%	40%	27%	
	2018 Fall	27%	39%	34%	
	2019 Fall	27%	38%	35%	-4%
Richland 1	2017 Fall	29%	37%	33%	
	2018 Fall	29%	36%	35%	
	2019 Fall	28%	37%	35%	-4%
Richland 2	2017 Fall	18%	35%	47%	
	2018 Fall	24%	37%	39%	
	2019 Fall	21%	37%	42%	3%
Saluda	2017 Fall	55%	34%	11%	
	2018 Fall	52%	35%	12%	
	2019 Fall	50%	37%	14%	-25%
SC Public Charter District	2017 Fall	25%	35%	40%	
	2018 Fall	22%	42%	36%	
	2019 Fall	21%	39%	40%	1%
Spartanburg 1	2017 Fall	29%	37%	34%	
	2018 Fall	22%	41%	37%	
	2019 Fall	21%	43%	35%	-4%

District	Year	Emerging Readiness	Approaching Readiness	Demonstrating Readiness (DM)	Percentage above/below Statewide DM
State Averages	**2017 Fall**	**26%**	**38%**	**36%**	
	2018 Fall	**25%**	**38%**	**37%**	
	2019 Fall	**24%**	**37%**	**39%**	
Spartanburg 2	2017 Fall	23%	41%	36%	
	2018 Fall	24%	35%	41%	
	2019 Fall	19%	34%	47%	8%
Spartanburg 3	2017 Fall	34%	46%	20%	
	2018 Fall	32%	38%	29%	
	2019 Fall	19%	35%	46%	7%
Spartanburg 4	2017 Fall	22%	40%	39%	
	2018 Fall	18%	40%	43%	
	2019 Fall	16%	32%	52%	13%
Spartanburg 5	2017 Fall	28%	36%	36%	
	2018 Fall	19%	36%	45%	
	2019 Fall	21%	38%	40%	1%
Spartanburg 6	2017 Fall	28%	36%	36%	
	2018 Fall	28%	36%	36%	
	2019 Fall	27%	37%	36%	-3%
Spartanburg 7	2017 Fall	34%	33%	33%	
	2018 Fall	30%	30%	41%	
	2019 Fall	32%	31%	36%	-3%
Sumter	2017 Fall	35%	46%	20%	
	2018 Fall	30%	44%	26%	
	2019 Fall	36%	43%	21%	-18%
Union	2017 Fall	31%	44%	25%	
	2018 Fall	27%	42%	31%	
	2019 Fall	30%	31%	39%	***
Williamsburg	2017 Fall	19%	33%	48%	
	2018 Fall	27%	33%	40%	
	2019 Fall	29%	36%	35%	-4%
York 1	2017 Fall	26%	41%	34%	
	2018 Fall	25%	44%	32%	
	2019 Fall	22%	46%	32%	-7%
York 2	2017 Fall	19%	36%	45%	
	2018 Fall	15%	34%	51%	
	2019 Fall	12%	31%	57%	18%
York 3	2017 Fall	26%	37%	38%	
	2018 Fall	24%	38%	39%	
	2019 Fall	22%	41%	37%	-2%

District	Year	Emerging Readiness	Approaching Readiness	Demonstrating Readiness (DM)	Percentage above/below Statewide DM
State Averages	2017 Fall	26%	38%	36%	
	2018 Fall	25%	38%	37%	
	2019 Fall	24%	37%	39%	
York 4	2017 Fall	15%	38%	47%	
	2018 Fall	13%	32%	55%	
	2019 Fall	12%	34%	54%	15%
*** Indicates a Demonstrating Readiness percentage equal to the state average.					

Appendix B
2019 KRA Results by District

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Abbeville	#	%	#	%	#	%
Overall	54	24%	97	44%	72	32%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Aiken	#	%	#	%	#	%
Overall	480	27%	681	38%	627	35%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Allendale	#	%	#	%	#	%
Overall	28	28%	43	43%	28	28%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Anderson 1	#	%	#	%	#	%
Overall	183	25%	254	34%	303	41%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Anderson 2	#	%	#	%	#	%
Overall	51	23%	78	35%	97	43%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Anderson 3	#	%	#	%	#	%
Overall	30	17%	73	41%	76	42%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Anderson 4	#	%	#	%	#	%
Overall	48	21%	87	38%	95	41%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Anderson 5	#	%	#	%	#	%
Overall	168	18%	323	35%	421	46%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Bamberg 1	#	%	#	%	#	%
Overall	18	23%	34	44%	26	33%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Bamberg 2	#	%	#	%	#	%
Overall	10	19%	21	40%	22	42%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Barnwell 19	#	%	#	%	#	%
Overall	5	13%	21	53%	14	35%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Barnwell 29	#	%	#	%	#	%
Overall	25	35%	30	42%	16	23%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Barnwell 45	#	%	#	%	#	%
Overall	61	36%	61	36%	49	29%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Beaufort	#	%	#	%	#	%
Overall	442	28%	636	40%	497	32%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Berkeley	#	%	#	%	#	%
Overall	646	24%	1031	39%	984	37%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Calhoun	#	%	#	%	#	%
Overall	40	34%	46	39%	33	28%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Charleston	#	%	#	%	#	%
Overall	595	16%	1116	29%	2121	55%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Charter Institute at Erskine	#	%	#	%	#	%
Overall	106	21%	203	41%	187	38%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Cherokee	#	%	#	%	#	%
Overall	181	30%	246	40%	186	30%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Chester	#	%	#	%	#	%
Overall	106	32%	125	37%	103	31%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Chesterfield	#	%	#	%	#	%
Overall	167	33%	216	42%	128	25%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Clarendon 1	#	%	#	%	#	%
Overall	8	21%	19	50%	11	29%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Clarendon 2	#	%	#	%	#	%
Overall	50	26%	75	39%	66	35%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Clarendon 3	#	%	#	%	#	%
Overall	21	28%	27	36%	28	37%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Colleton	#	%	#	%	#	%
Overall	84	22%	151	40%	141	38%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Darlington	#	%	#	%	#	%
Overall	214	34%	268	42%	154	24%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Dillon 3	#	%	#	%	#	%
Overall	15	13%	36	31%	65	56%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Dillon 4	#	%	#	%	#	%
Overall	127	47%	94	35%	51	19%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Dorchester 2	#	%	#	%	#	%
Overall	347	18%	679	36%	874	46%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Dorchester 4	#	%	#	%	#	%
Overall	32	20%	80	50%	49	30%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Edgefield	#	%	#	%	#	%
Overall	66	26%	109	43%	80	31%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Fairfield	#	%	#	%	#	%
Overall	22	13%	52	32%	90	55%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Florence 1	#	%	#	%	#	%
Overall	324	29%	442	39%	361	32%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Florence 2	#	%	#	%	#	%
Overall	23	28%	26	32%	33	40%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Florence 3	#	%	#	%	#	%
Overall	101	40%	101	40%	52	20%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Florence 4	#	%	#	%	#	%
Overall	19	38%	24	48%	7	14%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Florence 5	#	%	#	%	#	%
Overall	20	26%	27	35%	31	40%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Georgetown	#	%	#	%	#	%
Overall	96	15%	205	32%	335	53%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Greenville	#	%	#	%	#	%
Overall	1346	24%	1808	32%	2501	44%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Greenwood 50	#	%	#	%	#	%
Overall	189	27%	302	44%	203	29%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Greenwood 51	#	%	#	%	#	%
Overall	16	31%	19	37%	17	33%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Greenwood 52	#	%	#	%	#	%
Overall	27	25%	43	39%	39	36%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Hampton 1	#	%	#	%	#	%
Overall	23	16%	57	39%	65	45%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Hampton 2	#	%	#	%	#	%
Overall	14	29%	14	29%	20	42%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Horry	#	%	#	%	#	%
Overall	647	20%	1199	38%	1341	42%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Jasper	#	%	#	%	#	%
Overall	69	32%	85	40%	59	28%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Kershaw	#	%	#	%	#	%
Overall	222	29%	293	39%	240	32%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Lancaster	#	%	#	%	#	%
Overall	241	21%	481	42%	428	37%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Laurens 55	#	%	#	%	#	%
Overall	108	28%	147	38%	127	33%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Laurens 56	#	%	#	%	#	%
Overall	29	16%	72	39%	85	46%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Lee	#	%	#	%	#	%
Overall	28	24%	42	36%	46	40%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Lexington 1	#	%	#	%	#	%
Overall	448	24%	716	39%	665	36%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Lexington 2	#	%	#	%	#	%
Overall	155	24%	276	42%	223	34%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Lexington 3	#	%	#	%	#	%
Overall	31	19%	62	37%	73	44%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Lexington 4	#	%	#	%	#	%
Overall	56	22%	99	39%	96	38%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Lexington/Richland 5	#	%	#	%	#	%
Overall	194	18%	432	41%	439	41%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Marion	#	%	#	%	#	%
Overall	104	33%	130	42%	77	25%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Marlboro	#	%	#	%	#	%
Overall	120	46%	98	38%	43	16%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
McCormick	#	%	#	%	#	%
Overall	7	16%	13	29%	25	56%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Newberry	#	%	#	%	#	%
Overall	114	26%	183	42%	144	33%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Oconee	#	%	#	%	#	%
Overall	223	29%	279	36%	275	35%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Orangeburg	#	%	#	%	#	%
Overall	241	30%	309	38%	267	33%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Pickens	#	%	#	%	#	%
Overall	320	27%	450	38%	415	35%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Richland 1	#	%	#	%	#	%
Overall	509	28%	669	37%	638	35%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Richland 2	#	%	#	%	#	%
Overall	400	21%	691	37%	778	42%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
SC Public Charter District	#	%	#	%	#	%
Overall	257	21%	475	39%	495	40%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Saluda	#	%	#	%	#	%
Overall	102	50%	76	37%	28	14%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Spartanburg 1	#	%	#	%	#	%
Overall	83	21%	168	43%	137	35%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Spartanburg 2	#	%	#	%	#	%
Overall	133	19%	238	34%	324	47%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Spartanburg 3	#	%	#	%	#	%
Overall	31	19%	57	35%	75	46%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Spartanburg 4	#	%	#	%	#	%
Overall	35	16%	70	32%	112	52%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Spartanburg 5	#	%	#	%	#	%
Overall	141	21%	253	38%	264	40%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Spartanburg 6	#	%	#	%	#	%
Overall	194	27%	264	37%	261	36%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Spartanburg 7	#	%	#	%	#	%
Overall	181	32%	177	31%	204	36%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Sumter	#	%	#	%	#	%
Overall	439	36%	534	43%	258	21%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Union	#	%	#	%	#	%
Overall	92	30%	97	31%	119	39%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
Williamsburg	#	%	#	%	#	%
Overall	61	29%	75	36%	72	35%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
York 1	#	%	#	%	#	%
Overall	83	22%	172	46%	120	32%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
York 2	#	%	#	%	#	%
Overall	71	12%	186	31%	339	57%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
York 3	#	%	#	%	#	%
Overall	289	22%	534	41%	471	36%

District	Emerging Readiness		Approaching Readiness		Demonstrating Readiness	
York 4	#	%	#	%	#	%
Overall	157	12%	445	34%	696	54%

Comparison of 2017, 2018, and 2019 Mean Scores

The dataset for the 2019 KRA did not contain the domain scores for individual students. Mean state and district-level overall and domain scores were provided by SCDE, however, in a separate dataset. Domain scores may offer insight into domain trends within districts across the 2017 to 2019 period. Because overall scores are a composite of the domain scores, trends are more difficult to observe. They are nonetheless included here for comparison.

Students' performance levels within the domains are measured across a range of scale scores.

KRA Scale	Scale Score Range
Overall	202-298
Domain	**Scale Score Range**
Language and Literacy	202-298
Mathematics	202-298
Social Foundations	202-298
Physical Well-Being & Motor Development	202-289*

*The KRA technical manual notes that the Physical Well-Being & Motor Development has a shorter range of scores due to its having fewer items than the other scales.

Cut-points within each domains' range of scores define performance levels within that domain.

- **Demonstrating Readiness**: Student demonstrates foundational skills and behaviors that prepare him or her for instruction based on kindergarten standards.

- **Approaching Readiness**: Student demonstrates some foundational skills and behaviors that prepare him or her for instruction based on kindergarten standards.
- **Emerging Readiness**: Student demonstrates limited foundational skills and behaviors that prepare him or her for instruction based on kindergarten standards.

Performance Level	Scale Score Range
Demonstrating Readiness	270-298
Approaching Readiness	258-269
Emerging Readiness	202-257

Source: Kindergarten Readiness Assessment – South Carolina: Technical Report (2018-2019)

Table C-1 shows the state-level mean overall and domain scores across the 2017, 2018, and 2019 years. For the Overall KRA, and the Language and Literacy and Mathematics domains, the mean scores remained stable, in the Approaching Readiness range, over the three years. The mean scores for the Physical Development & Well-Being and the Social Foundations domains both increase slightly, moving from the upper limit of the Approaching Readiness category in 2017 into Demonstrating Readiness.

Table C-1
State Mean Domain Scores in 2017 Fall, 2018 Fall and 2019 Fall

	State Average Scores		
	2017 Fall (N=54,936)	**2018 Fall (N=54,857)**	**2019 Fall (N=55,694)**
Overall	265.1	265.5	266.0
Language and Literacy	265.3	265.0	265.1
Mathematics	264.4	263.9	263.8
Physical Development & Well-Being	268.1	269.8	271.0
Social Foundations	268.9	270.9	272.6

Tables C-2, C-3, C-4, C-5, and C-6 report the district-level means for the overall and domain scores. The mean score at the state-level is provided at the top of each table for comparison with district mean scores.

Table C-2
Overall Mean Scores by District

	Overall Scale Score		
	2017 Fall	**2018 Fall**	**2019 Fall**
State	265.1	265.5	266.0
Abbeville	265.2	265.2	264.7
Aiken	264.3	264.5	264.6
Allendale	261.1	262.4	262.6
Anderson 1	264.6	265.1	264.7
Anderson 2	265.7	266.5	266.8
Anderson 3	266.0	266.0	268.0
Anderson 4	268.4	269.2	266.1
Anderson 5	265.7	266.8	268.1
Bamberg 1	265.9	263.1	265.0
Bamberg 2	262.5	259.6	268.2
Barnwell 19	268.2	267.3	265.7
Barnwell 29	263.1	265.6	262.5
Barnwell 45	262.7	261.5	261.8
Beaufort	264.5	264.9	264.0
Berkeley	264.5	264.4	265.3
Calhoun	263.3	266.4	262.6
Charleston	269.7	269.2	270.7
Charter Institute at Erskine	N/A	265.6	266.9
Cherokee	263.5	263.7	263.8
Chester	265.8	264.9	262.9
Chesterfield	261.1	262.5	262.0
Clarendon 1	268.3	265.7	264.1
Clarendon 2	263.5	265.1	265.3
Clarendon 3	268.3	265.5	264.5
Colleton	263.7	263.2	266.2
Darlington	262.7	262.5	261.9
Dillon 3	272.2	269.0	272.2
Dillon 4	259.2	260.2	259.3
Dorchester 2	267.0	267.6	268.2
Dorchester 4	265.3	262.9	264.8
Edgefield	265.8	264.7	264.2
Fairfield	270.6	268.1	271.6
Florence 1	259.0	261.0	263.9
Florence 2	261.9	261.2	265.3
Florence 3	264.4	263.7	260.0
Florence 4	265.2	264.4	261.5

	Overall Scale Score		
	2017 Fall	**2018 Fall**	**2019 Fall**
State	265.1	265.5	266.0
Florence 5	261.0	261.6	264.6
Georgetown	270.5	269.4	270.5
Greenville	265.6	266.7	267.1
Greenwood 50	262.3	262.4	263.5
Greenwood 51	261.9	264.6	262.8
Greenwood 52	271.8	264.9	264.4
Hampton 1	264.7	264.4	268.0
Hampton 2	261.5	265.6	263.0
Horry	267.6	267.2	267.0
Jasper	257.5	256.9	261.9
Kershaw	262.2	262.6	263.7
Lancaster	265.3	264.7	266.2
Laurens 55	263.5	263.7	264.5
Laurens 56	262.3	268.4	268.8
Lee	263.6	262.6	264.2
Lexington 1	264.0	264.8	265.2
Lexington 2	262.9	262.6	265.1
Lexington 3	265.7	270.6	268.5
Lexington 4	264.8	266.2	265.9
Lexington 5	265.1	266.1	267.4
Marion 10	260.7	262.2	261.6
Marlboro	262.7	262.6	258.3
McCormick	269.9	269.4	269.1
Newberry	263.8	264.1	264.0
Oconee	261.4	263.9	264.8
Orangeburg 3	263.4	260.9	264.0
Orangeburg 4	264.6	266.3	264.0
Orangeburg 5	262.0	263.4	264.0
Pickens	262.4	264.6	265.0
Richland 1	263.8	265.1	264.9
Richland 2	268.5	264.1	266.7
SC Public Charter District	265.9	265.2	266.4
SC School for the Deaf and the Blind	237.2	224.3	226.7
Saluda	255.5	256.8	257.2
Spartanburg 1	264.7	266.3	265.5
Spartanburg 2	266.0	266.1	267.9
Spartanburg 3	261.5	263.0	268.0
Spartanburg 4	266.0	267.8	269.5

	Overall Scale Score		
	2017 Fall	**2018 Fall**	**2019 Fall**
State	265.1	265.5	266.0
Spartanburg 5	265.6	267.7	266.6
Spartanburg 6	265.2	265.6	264.9
Spartanburg 7	263.7	265.8	264.3
Sumter	260.9	262.5	261.3
Union	262.3	263.7	264.5
Williamsburg	268.5	265.5	263.8
York 1 (York)	264.3	264.4	264.9
York 2 (Clover)	268.7	269.7	271.0
York 3 (Rock Hill)	265.5	266.1	265.7
York 4 (Fort Mill)	268.7	271.1	270.6

Table C-3 Language and Literacy Domain Mean Scores by District

	Language and Literacy Domain Score		
	2017 Fall	2018 Fall	2019 Fall
State	265.3	265.0	265.1
Abbeville	264.8	264.7	265.7
Aiken	264.0	263.4	263.2
Allendale	264.7	264.4	263.1
Anderson 1	263.8	264.8	265.6
Anderson 2	265.2	266.7	266.1
Anderson 3	267.9	266.8	267.2
Anderson 4	267.3	268.4	266.1
Anderson 5	266.8	267.2	267.6
Bamberg 1	265.8	262.2	262.3
Bamberg 2	263.4	263.7	267.5
Barnwell 19	269.0	269.0	266.7
Barnwell 29	263.2	265.1	261.0
Barnwell 45	263.9	261.6	261.7
Beaufort	265.2	264.6	263.2
Berkeley	264.9	264.3	264.4
Calhoun	263.0	265.7	263.1
Charleston	269.4	268.5	269.8
Charter Institute at Erskine	NA	265.1	265.9
Cherokee	263.2	263.3	263.2
Chester	265.3	264.7	262.4
Chesterfield	262.4	262.7	261.9
Clarendon 1	269.6	265.8	267.6
Clarendon 2	265.4	266.2	265.0
Clarendon 3	266.4	266.2	263.4
Colleton	265.6	264.2	265.3
Darlington	263.8	262.4	261.7
Dillon 3	272.4	269.5	271.1
Dillon 4	260.1	260.3	260.8
Dorchester 2	267.2	266.8	267.2
Dorchester 4	267.3	261.9	264.5
Edgefield	265.1	263.1	262.4
Fairfield	271.6	267.9	270.3
Florence 1	258.8	260.6	262.8
Florence 2	265.5	261.6	267.7
Florence 3	263.9	261.8	258.9
Florence 4	268.7	265.8	261.7
Florence 5	263.4	260.2	264.4

	Language and Literacy Domain Score		
	2017 Fall	**2018 Fall**	**2019 Fall**
State	265.3	265.0	265.1
Georgetown	269.8	268.5	269.7
Greenville	264.9	265.6	265.3
Greenwood 50	262.8	261.7	261.5
Greenwood 51	265.2	266.9	263.4
Greenwood 52	270.7	266.5	264.8
Hampton 1	266.1	264.6	267.8
Hampton 2	266.0	268.1	258.3
Horry	269.1	267.0	266.3
Jasper	259.0	256.8	261.4
Kershaw	262.9	262.2	263.2
Lancaster	263.2	262.4	263.6
Laurens 55	263.9	263.8	262.4
Laurens 56	262.8	269.1	268.7
Lee	265.0	264.1	266.7
Lexington 1	263.8	264.5	264.2
Lexington 2	264.3	263.0	264.8
Lexington 3	267.3	272.2	268.3
Lexington 4	263.8	264.8	263.4
Lexington 5	265.7	266.1	266.9
Marion 10	261.0	263.6	262.4
Marlboro	264.1	263.0	259.8
McCormick	273.8	271.6	269.1
Newberry	263.3	262.7	262.9
Oconee	261.5	264.3	264.6
Orangeburg 3	264.7	261.9	263.8
Orangeburg 4	264.9	265.9	263.8
Orangeburg 5	263.5	264.8	263.8
Pickens	263.2	264.6	263.8
Richland 1	264.2	263.9	264.5
Richland 2	268.1	263.2	265.1
SC Public Charter District	267.0	265.4	266.4
SC School for the Deaf and the Blind	238.6	223.6	222.0
Saluda	253.2	255.4	255.7
Spartanburg 1	265.3	266.7	266.3
Spartanburg 2	264.9	264.0	265.0
Spartanburg 3	263.4	263.0	266.7
Spartanburg 4	267.4	270.6	269.1
Spartanburg 5	265.1	265.4	264.6

	Language and Literacy Domain Score		
	2017 Fall	**2018 Fall**	**2019 Fall**
State	265.3	265.0	265.1
Spartanburg 6	264.3	264.7	262.7
Spartanburg 7	265.0	265.3	263.5
Sumter	261.9	262.0	260.8
Union	262.6	263.1	264.5
Williamsburg	270.2	265.7	264.5
York 1 (York)	264.5	264.3	264.8
York 2 (Clover)	267.7	269.1	269.9
York 3 (Rock Hill)	264.9	265.0	264.5
York 4 (Fort Mill)	267.3	269.0	269.2

Table C-4
Mathematics Domain Mean Scores by District

	Mathematics Domain Score		
	2017 Fall	**2018 Fall**	**2019 Fall**
State	264.4	263.9	263.8
Abbeville	262.2	263.1	262.8
Aiken	261.1	262.1	262.1
Allendale	263.2	262.2	260.2
Anderson 1	262.0	263.2	262.7
Anderson 2	262.8	262.6	261.4
Anderson 3	266.6	266.1	265.9
Anderson 4	267.0	268.8	264.9
Anderson 5	265.8	265.4	266.7
Bamberg 1	265.8	258.7	261.9
Bamberg 2	256.8	258.4	266.5
Barnwell 19	272.3	265.4	258.6
Barnwell 29	261.8	265.3	262.0
Barnwell 45	263.4	259.4	260.0
Beaufort	265.4	264.3	263.3
Berkeley	263.1	261.6	261.9
Calhoun	262.3	267.4	261.9
Charleston	268.0	266.2	267.6
Charter Institute at Erskine	NA	265.4	266.6
Cherokee	261.7	260.8	260.9
Chester	264.3	263.4	261.5
Chesterfield	258.1	259.4	259.6
Clarendon 1	266.3	261.7	266.1
Clarendon 2	261.5	263.4	262.6
Clarendon 3	266.0	263.4	265.3
Colleton	262.7	262.7	263.4
Darlington	261.8	260.8	259.8
Dillon 3	274.3	269.7	271.8
Dillon 4	259.1	259.0	259.8
Dorchester 2	267.0	266.2	266.2
Dorchester 4	263.0	261.9	261.9
Edgefield	263.1	261.6	260.5
Fairfield	267.9	263.8	268.6
Florence 1	260.2	261.6	263.1
Florence 2	263.8	263.2	265.8
Florence 3	263.6	260.4	258.1
Florence 4	265.9	265.2	262.1

	Mathematics Domain Score		
	2017 Fall	**2018 Fall**	**2019 Fall**
State	264.4	263.9	263.8
Florence 5	261.8	261.1	261.7
Georgetown	268.2	266.0	266.5
Greenville	265.8	266.1	265.6
Greenwood 50	261.8	260.7	259.9
Greenwood 51	265.5	260.1	258.9
Greenwood 52	270.1	261.0	265.2
Hampton 1	265.0	263.3	263.7
Hampton 2	259.5	263.0	260.5
Horry	268.3	266.4	265.1
Jasper	256.8	255.8	259.8
Kershaw	261.5	260.9	261.9
Lancaster	262.2	261.6	262.8
Laurens 55	262.5	261.9	260.7
Laurens 56	260.0	263.9	265.7
Lee	262.3	259.5	264.2
Lexington 1	263.7	262.5	262.8
Lexington 2	262.8	261.6	261.3
Lexington 3	267.2	268.6	264.5
Lexington 4	263.5	263.7	261.5
Lexington 5	265.0	265.3	265.6
Marion 10	259.9	263.2	261.1
Marlboro	262.1	262.9	259.0
McCormick	265.7	263.2	261.2
Newberry	260.8	260.4	259.3
Oconee	261.3	263.7	263.9
Orangeburg 3	263.2	261.8	262.1
Orangeburg 4	261.9	263.0	262.1
Orangeburg 5	259.5	261.2	262.1
Pickens	262.4	264.3	263.3
Richland 1	262.7	262.0	262.6
Richland 2	266.4	263.3	263.8
SC Public Charter District	267.3	264.8	265.0
SC School for the Deaf and the Blind	238.8	232.8	228.3
Saluda	255.9	257.4	256.8
Spartanburg 1	263.1	264.9	263.7
Spartanburg 2	264.1	263.5	264.3
Spartanburg 3	259.6	261.6	264.1

	Mathematics Domain Score		
	2017 Fall	**2018 Fall**	**2019 Fall**
State	264.4	263.9	263.8
Spartanburg 4	263.2	264.6	261.5
Spartanburg 5	265.3	265.4	264.0
Spartanburg 6	264.1	263.9	263.4
Spartanburg 7	263.6	264.6	262.5
Sumter	261.4	260.9	260.4
Union	259.2	260.6	262.3
Williamsburg	270.1	263.6	260.8
York 1 (York)	262.6	261.5	262.6
York 2 (Clover)	266.9	267.6	267.7
York 3 (Rock Hill)	263.8	263.6	262.8
York 4 (Fort Mill)	269.6	270.9	269.0

Table C-5
Physical Development & Well-Being Domain Mean Scores by District

	Physical Development & Well-Being Domain Score		
	2017 Fall	**2018 Fall**	**2019 Fall**
State	268.1	269.8	271.0
Abbeville	271.1	269.6	268.1
Aiken	270.9	271.0	271.2
Allendale	260.1	265.8	267.9
Anderson 1	270.5	268.0	267.6
Anderson 2	270.6	271.1	274.1
Anderson 3	266.8	272.8	275.1
Anderson 4	271.3	272.4	268.6
Anderson 5	267.0	269.8	272.7
Bamberg 1	268.4	268.2	271.1
Bamberg 2	275.9	257.5	272.5
Barnwell 19	266.3	271.9	272.5
Barnwell 29	269.7	272.0	265.0
Barnwell 45	261.3	266.2	264.6
Beaufort	266.6	268.5	268.6
Berkeley	267.7	269.2	270.9
Calhoun	266.5	264.6	264.9
Charleston	273.6	274.5	275.9
Charter Institute at Erskine	NA	267.4	270.0
Cherokee	266.9	267.7	268.5
Chester	267.5	269.1	264.4
Chesterfield	263.3	266.9	267.5
Clarendon 1	275.4	271.2	266.2
Clarendon 2	266.1	265.3	271.8
Clarendon 3	275.2	270.8	270.3
Colleton	265.0	264.7	272.4
Darlington	263.4	265.6	267.3
Dillon 3	273.8	272.1	275.9
Dillon 4	260.9	262.4	259.3
Dorchester 2	268.6	271.8	273.1
Dorchester 4	267.8	266.8	271.5
Edgefield	272.7	274.9	273.3
Fairfield	276.3	275.6	278.1
Florence 1	259.4	263.3	267.9
Florence 2	263.8	263.2	267.0
Florence 3	267.2	271.0	264.0
Florence 4	264.4	261.3	265.9

	Physical Development & Well-Being Domain Score		
	2017 Fall	**2018 Fall**	**2019 Fall**
State	268.1	269.8	271.0
Florence 5	263.8	267.8	271.0
Georgetown	274.5	274.7	276.3
Greenville	269.0	271.0	272.0
Greenwood 50	263.4	266.1	269.3
Greenwood 51	268.6	273.0	267.5
Greenwood 52	281.0	269.8	265.1
Hampton 1	265.5	267.7	276.4
Hampton 2	264.6	269.7	269.3
Horry	268.2	270.3	271.5
Jasper	259.3	259.8	268.7
Kershaw	263.7	267.0	267.8
Lancaster	271.9	271.4	273.4
Laurens 55	267.9	267.7	272.3
Laurens 56	264.3	273.8	275.5
Lee	266.7	269.0	269.6
Lexington 1	266.8	268.9	269.8
Lexington 2	262.3	262.6	269.8
Lexington 3	267.6	273.1	275.1
Lexington 4	269.8	272.3	273.6
Lexington 5	267.1	268.3	270.8
Marion 10	264.6	264.9	264.9
Marlboro	267.4	267.4	262.4
McCormick	276.5	273.6	276.6
Newberry	271.2	271.2	271.0
Oconee	264.6	265.3	268.0
Orangeburg 3	263.3	260.7	268.5
Orangeburg 4	270.2	273.1	268.5
Orangeburg 5	268.1	268.6	268.5
Pickens	263.6	267.7	268.8
Richland 1	267.2	268.1	269.7
Richland 2	272.2	271.0	272.7
SC Public Charter District	265.5	267.4	269.4
SC School for the Deaf and the Blind	226.2	204.4	217.6
Saluda	261.1	263.0	261.1
Spartanburg 1	268.2	271.2	270.9
Spartanburg 2	271.5	272.8	273.9
Spartanburg 3	264.1	267.2	273.7

	Physical Development & Well-Being Domain Score		
	2017 Fall	**2018 Fall**	**2019 Fall**
State	268.1	269.8	271.0
Spartanburg 4	270.7	271.0	279.6
Spartanburg 5	266.8	274.1	273.1
Spartanburg 6	271.2	270.2	271.3
Spartanburg 7	266.0	267.7	268.4
Sumter	262.7	266.7	265.6
Union	268.1	271.5	270.2
Williamsburg	268.5	272.3	267.6
York 1 (York)	269.2	268.1	270.2
York 2 (Clover)	272.4	273.4	277.5
York 3 (Rock Hill)	268.2	271.7	271.0
York 4 (Fort Mill)	273.1	275.9	276.0

Table C-6
Social Foundations Domain Mean Scores by District

	Social Foundations Domain Score		
	2017 Fall	**2018 Fall**	**2019 Fall**
State	268.9	270.9	272.6
Abbeville	272.2	271.8	268.1
Aiken	270.4	271.1	271.9
Allendale	257.5	261.3	266.4
Anderson 1	271.7	271.3	267.5
Anderson 2	273.7	275.2	277.1
Anderson 3	265.7	267.0	274.4
Anderson 4	274.2	274.5	270.3
Anderson 5	268.4	271.3	273.6
Bamberg 1	269.7	272.7	276.3
Bamberg 2	264.8	260.6	273.0
Barnwell 19	268.2	267.5	279.0
Barnwell 29	265.8	266.6	268.4
Barnwell 45	265.0	265.5	265.6
Beaufort	265.7	268.9	268.9
Berkeley	269.4	271.2	273.6
Calhoun	268.3	272.2	266.5
Charleston	274.8	275.9	278.3
Charter Institute at Erskine	NA	270.4	271.8
Cherokee	269.2	270.7	271.3
Chester	270.7	270.2	268.5
Chesterfield	266.3	268.3	267.3
Clarendon 1	268.9	273.2	260.0
Clarendon 2	265.7	271.0	269.1
Clarendon 3	276.1	269.3	266.1
Colleton	265.8	266.5	275.0
Darlington	266.7	267.5	267.4
Dillon 3	272.6	268.5	276.1
Dillon 4	260.2	263.5	259.9
Dorchester 2	269.3	273.4	274.5
Dorchester 4	267.5	266.7	270.6
Edgefield	271.5	271.9	272.7
Fairfield	275.6	275.5	277.6
Florence 1	261.1	264.1	269.0
Florence 2	257.2	261.7	264.1
Florence 3	268.4	272.7	266.4
Florence 4	265.1	267.1	262.1

	Social Foundations Domain Score		
	2017 Fall	**2018 Fall**	**2019 Fall**
State	268.9	270.9	272.6
Florence 5	258.3	264.9	269.6
Georgetown	276.8	277.4	278.7
Greenville	269.0	271.5	273.5
Greenwood 50	266.6	267.9	274.1
Greenwood 51	254.7	267.9	269.6
Greenwood 52	276.3	270.4	266.5
Hampton 1	265.7	267.4	275.1
Hampton 2	260.8	265.5	276.3
Horry	269.5	272.0	273.1
Jasper	257.8	259.3	265.8
Kershaw	265.2	267.1	269.9
Lancaster	275.6	275.0	277.1
Laurens 55	266.3	269.3	274.0
Laurens 56	267.6	275.8	274.2
Lee	264.9	265.6	262.7
Lexington 1	268.0	271.4	272.7
Lexington 2	265.2	266.5	273.0
Lexington 3	264.4	273.4	274.7
Lexington 4	270.0	272.5	275.5
Lexington 5	267.5	270.3	273.2
Marion 10	262.6	261.0	263.6
Marlboro	263.5	264.1	255.2
McCormick	270.9	274.4	284.0
Newberry	269.9	272.6	273.9
Oconee	263.8	267.0	269.1
Orangeburg 3	265.0	261.6	269.3
Orangeburg 4	270.6	272.7	269.3
Orangeburg 5	263.9	266.5	269.3
Pickens	265.1	268.2	271.2
Richland 1	267.5	269.4	270.1
Richland 2	274.3	271.4	274.9
SC Public Charter District	266.9	268.9	271.4
SC School for the Deaf and the Blind	235.0	213.0	232.6
Saluda	257.6	257.2	260.9
Spartanburg 1	268.6	269.5	268.9
Spartanburg 2	273.0	275.2	281.0
Spartanburg 3	262.4	266.1	277.7

	Social Foundations Domain Score		
	2017 Fall	**2018 Fall**	**2019 Fall**
State	268.9	270.9	272.6
Spartanburg 4	270.0	271.0	282.7
Spartanburg 5	270.8	275.7	275.9
Spartanburg 6	269.8	271.1	271.8
Spartanburg 7	264.2	271.3	269.2
Sumter	261.9	267.4	265.3
Union	268.4	269.6	268.6
Williamsburg	268.9	270.0	269.3
York 1 (York)	267.8	271.1	270.5
York 2 (Clover)	274.5	276.7	278.5
York 3 (Rock Hill)	271.7	272.8	273.4
York 4 (Fort Mill)	273.3	276.8	277.9

South Carolina Early Childhood Registration Form
2020–21 School Year

School and District Information	
School:	School District:
Child Information	
Last Name: First Name: Middle Name:	
Check if Applicable Generation: ☐ II ☐ III ☐ IV ☐ V ☐ Jr. ☐ Sr. Nickname:	
Date of Birth *(mm/dd/yy)*: __/_ _/__ Social Security number *(Preferred but optional)*: _____-___-_____ Sex: ☐ M ☐ F Federal Race/Ethnicity: Is the student Hispanic or Latino? ☐ Yes ☐ No What is the student's race? Check all appropriate. ☐ Asian ☐ Black or African American ☐ American Indian or Alaska Native ☐ Native Hawaiian or Other Pacific Islander ☐ White ☐ No response	
Child lives with: ☐ both parents ☐ mother ☐ father ☐ grandparent ☐ other (specify):	
Home Address:	
City:	
County: South Carolina Zip Code: Home Phone:	
Mailing Address (if different from Home Address):	
City: County: South Carolina Zip Code:	
Parents/Guardians ☐ both parents ☐ mother ☐ father ☐ other (specify):	
Mother's/Guardian's Last name: First Name: Middle Initial:	
If different from child's information:	
Street Address:	
City: County: South Carolina Zip Code:	
Home Phone: Cell Phone:	
Place of Employment: Daytime Phone:	
Mother's Education (*highest level*)☐ Less than high school diploma ☐ GED ☐ H.S. Diploma ☐ Associate Degree ☐ Bachelor's Degree ☐ Master's Degree ☐ Doctorate	
Mother's/Guardian's email:	
Father's/Guardian's Last Name: First Name: Middle Initial:	
If different from child's information:	
Street Address:	

City:	County:	South Carolina	Zip Code:
Home Phone:		Cell Phone:	
Place of Employment:		Daytime Phone:	
Father's/Guardian's email:			

Emergency Contact Information (other than parent/guardian information already provided)

Primary Contact Name:	Cell Phone:	
Relationship to Child:		
Daytime Street Address:	Daytime Phone:	
City:	South Carolina	Zip Code:
Second Contact Name:	Cell Phone:	
Relationship to Child:		
Daytime Street Address:	Daytime Phone:	
City:	South Carolina	Zip Code:

Child's Prior Care/Education Provider *Definitions of providers and full day/partial day are attached

Last year my child's care was provided by the following *public provider* (**Check one**):
☐ Head Start
☐ Prekindergarten at a public school
☐ Unknown
My child attended the program **(check one)** ☐ full day ☐ partial day
Name of provider:

☐ Last year my child's care was provided by a *private provider* **(see attached examples of private providers)**
My child attended the program **(check one)** ☐ full day ☐ partial day
Name of provider:

Last year my child's care was provided in a home by an informal child care provider (Check one):
☐ Parent or relative
☐ Non-relative

Child's healthcare information

Did your child weigh less than 5.5 pounds at birth? ☐ Yes   ☐ No
My child receives regular medical care from: ☐ Health Clinic (Health Department)
☐ Emergency Room   ☐ Family Doctor   ☐ Other
Name: Phone:

List any long-term health concerns, illnesses, and/or allergies:

List any medication(s) prescribed for continuous long-term use:

50

List any special accommodation(s) that may be required to meet my child's needs most effectively while he or she is at the school:	

Family Income Range

Number of persons on family or household:

Income Range of Family: ☐ $0-$10,000 ☐ $10,001-$20,000 ☐ $20,001-$30,000 ☐ $30,001-$40,000
☐ $40,001-$50,000 ☐ $50,001-$60,000 ☐ $60,000 and above

Language Background

What is the child's primary language?

What language is primarily spoken in the home?

Family Literacy Services

Who in your family has participated in a school district Family Literacy Program, such as adult literacy, adult education (GED, High School Diploma, ESL), parent education, child development, or parent and adult/child interactive literacy?
☐ Both Parents ☐ Mother ☐ Father ☐ Guardian/Grandparent ☐ No One

Did your child ever participate in school district Family Literacy Services? ☐ Yes ☐ No
If, "yes," please check how long: ☐ 1 Year ☐ 2 Years ☐ 3 Years ☐ 4 or more years

Child's Special Needs

Does your child have a current Individual Education Program (IEP) or Section 504 plan? ☐ Yes ☐ No

Student's Disability Status: ☐ None ☐ Emotional ☐ Learning ☐ Speech ☐ Physical ☐ Other

Child's Transportation

How do you anticipate your child will get to school? ☐ School Bus ☐ Car
☐ Child Care or Day Care Transportation ☐ Walk ☐ Bicycle ☐ Not applicable

How do you anticipate your child will travel from school? ☐ School Bus to home address
☐ School Bus to different location ☐ Car ☐ Child Care or Day Care ☐ Walk ☐ Bicycle
☐ Not applicable ☐ After School Program at School

Below is for District Use Only
ALL CHILDREN PARTICIPATING IN A CERDEP CLASSROOM MUST BE CODED WITH A <u>CERDEP</u> PROGRAM SERVICE CODE.
Early Childhood Placement: ☐ 3 year Class ☐ 4 year Class ☐ 5 year Class ☐ Multi-Age Classroom ☐ Parent Pay   ☐ District funded 4K   ☐ State funded EIA 4K   ☐ State funded CERDEP/CDEP
Student Identification Number:
Program Entry Date: Program Exit Date: Reason for exit:
Income Verification Method (☐ Medicaid, ☐ Free or Reduced Lunch, ☐ W2 forms, ☐ Pay Stubs, Other Income Verification Documented):_____
Meals: Free or Reduced Lunch ☐ Yes ☐ No ☐ N/A if District enrolled in Community Lunch Program
Classroom Type: ☐   FDS District / School Based Full-Day ☐   PDS District / School Based Partial-Day
Was child served by Head Start any time from birth to age 4? ☐ Yes   ☐ No
DIAL 3 or 4: (Indicate which) ___   Screening Date:_____ Scores: Motor:_____ Concepts: _____ Language: ____ Self-Help:____ Social: _____
Classroom Curriculum: ☐ Big Day in PreK ☐ Creative Curriculum ☐ High Scope ☐ InvestiGator ☐ Montessori ☐ World of Wonders
Readiness Assessment: ☐ myIGDIs   ☐ PALS- Pre-K ☐ Teaching Strategies GOLD   ☐ Other
Medicaid: ☐ Yes ☐ No Medicaid Number_____ Medicaid Active ☐ Yes ☐ No * Copy of Medicaid Card attached ☐
Migrant/Immigrant: ☐ Yes   ☐ No Birth Country:_____ State Id #: _____
Did the child participate in Countdown to Kindergarten? ☐ yes   ☐ no

Definitions of Full Day and Partial Day Care

Full Day – A full day program is one in which students attend for 6.5 hours or more a day.

Partial Day – A partial day program is one in which students attend for less than 6.5 hours a day.

Definitions of Public Child Care Providers

Head Start – A program of the US Department of Health and Human Services that provides comprehensive early childhood education, health, nutrition, and parent involvement services to low income children and their families. Locate your local Head Start: https://www.benefits.gov/benefits/benefit-details/1938

Prekindergarten program in a public school – A state, district, or federally-funded, developmentally-appropriate program for 4-year-olds in a public school adhering to best practice, using research-based curriculum and assessment that must adhere to district and/or federal guidelines.

Unknown – Self-explanatory

Examples of Private Child Care Providers[3]

Military Child Care Centers – On-post child care centers that offer full-day, partial day, or hourly child care services to military families that must be registered with DSS. Locate your local military child care centers: http://www.militaryonesource.mil/-/military-child-care-programs

Registered Faith Based – Faith based care for 13 or more children that are sponsored by a religious organization that must be registered with DSS. Locate your local registered faith based providers: http://www.scchildcare.org/

Registered Family Home – A family home that provides care for up to 6 children at any given time within the home of the child care provider that maintains a registration or license if a person provides care to more than one unrelated family of children on a regular basis (more than four hours day or more than two days a week). Locate your local registered family home providers: http://www.scchildcare.org/

Registered Group Home Provider – Group Homes provide care for 7 to 12 children in the home of the child care provider. They may care for up to 8 children without an additional caregiver. For details on registered group homes: http://www.scchildcare.org/providers/become-licensed/licensing-requirements/licensed-group-child-care-home.aspx

Exempt Provider – A child care provider that operate less than 4 hours a day or less than 2 days a week or care for children from only 1 unrelated family. It is not inspected by DSS Child Care Licensing and monitored only because they volunteer for ABC Quality. For details on exempt providers: http://scchildcare.org/providers/become-licensed/licensing-exemptions.aspx

---

[3] On the registration form, you do not have to provide the specific type of private childcare; these examples are listed as reference.

First Steps (CERDEP/CDEP) – A private state-funded, income based, developmentally appropriate education program adhering to best practice, using research-based curriculum and assessment that must adhere to DSS regulations and SCDE Guidelines. It is housed in a private, registered child care facility. Contact your local First Steps: https://scfirststeps.org/who-we-are/local-partnerships/

Definitions of Informal Child Care

Relative: Informal Child Care – Unregulated or licensed care provided by family that is not subject to regulations or formal guidelines.

Non-Relative: Informal Child Care – Unregulated or licensed care provided by another caregiver (non-relative) that is not subject to regulations or formal guidelines.

SC Child Development Education Project
Parent/Guardian Consent Form (CERDEP Only)

I verify that the information I have provided on this registration form is true and accurate. I hereby grant permission for this information to be distributed to the Child Early Reading and Development Education Program (CERDEP) and other state agencies, which include, but are not limited to, the South Carolina Education Oversight Committee (EOC).

I understand that my completion of this form does not guarantee the placement of my child in a South Carolina CERDEP. If my child is placed in CERDEP, I agree that he or she will attend the class for 6.5 hours each day, five days a week, for the 180-day school year. I understand that my child's failure to meet this attendance requirement could result in his or her being dropped from the program. I further understand that I cannot register my child in the program without the appropriate documentation of his or her age and eligibility, and I have, therefore, attached to this registration form a copy of the necessary documentation.

I understand that information about my child, _____, and about the school will be used in a comprehensive, multiyear longitudinal research and evaluation project to determine the relationship between the student and school data and student success in school. The evaluation may include individual child assessment during a child's 4-year-old pre-kindergarten and 5-year-old kindergarten and other basic non-identifying educational information. All data collected are subject to the provisions of the Family Educational Rights and Privacy Act (FERPA) as well as South Carolina statutes and regulations protecting individual privacy and confidentially. Analyses of the data collected will be conducted only by individuals approved by the EOC. Individual student names will not be used.

Signature of parent/guardian: _____

Date: _____

South Carolina Child Early Reading and Development Education Program
Additional 4K Options

South Carolina has a statewide partnership between public and private 4K providers. The private domain of this partnership is the Office of First Steps to School Readiness. First Steps serves four-year-old children in 46 counties in South Carolina.

The South Carolina Department of Education's Office of Early Learning and Literacy believes that children deserve an opportunity to participate in four-year-old kindergarten. In an effort to ensure that as many students are served in 4K as possible in South Carolina, please be advised that your contact information may be shared with other local 4K providers in a non-public setting. If your child is not placed in the Child Early Reading and Development Education Program (CERDEP) 4K in your local public school district, please understand that your contact information will be shared with the Office of First Steps to School Readiness and you may be contacted for opportunities for your child to attend the 4K program in a non-public school setting.

However, if you do not want your contact shared information with the Office of First Steps, check the box below.
☐   I do not want my contact information shared with the Office of First Steps.

Family Income Eligibility Table
2020–21

Students eligible for the South Carolina Child Early Reading and Development Education Program (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	$17,240	$31,894
3	$21,720	$40,182
4	$26,200	$48,470
5	$30,680	$56,758
6	$35,160	$65,046
7	$39,640	$73,334
8	$44,120	$81,622

Check list of 2020–21 Required CERDEP Documentation

Check box if yes	Required student documentation includes:
☐	Proof of eligibility for residency
☐	Proof of eligibility for age
☐	Proof of income for family or Medicaid
☐	CERDEP registration form
☐	DHEC Immunization form
☐	DSS Form #2900 General Record and Statement of Child's Health for Admission
☐	DSS Form # 2930 Authorization for Intervention, Intervention, and Extracurricular Activities
☐	DIAL3 or DIAL-4 Parent Questionnaire
☐	DIAL3 or DIAL-4 scores
☐	CDEP Parent/Family Orientation Checklist, with signatures
☐	Quarterly Parent Reporting Documentation Form
☐	Assessment information from district selected assessment and date completed
☐	Discipline Policy, signed/dated
☐	Parent/teacher Agreement (last page of CERDEP Parent/Guardian Handbook)

DSS forms available here.
Click here for additional information about licensing.

Check box if yes	Required teacher and staff DSS documentation includes:
☐	Background check: DSS form #2924 – Central Registry Check, returned "clear"
☐	Background check: SLED and FBI "clear" review (after submitting fingerprint card, and DSS form #2647)
☐	Background check: Statement of Compliance, DSS form #2925, notarized.
☐	Basic information: Name, position, date of birth, hours/days employed
☐	Basic information: Signed discipline policy
☐	Experience and training information: Education and experience documentation- refer to DSS regulations for information
☐	Experience and training information: Required annual training documentation – print out www.sc-ccccd.net transcript
☐	Experience and training information: Current CPR/First Aid certification, as necessary.
☐	Medical information: Medical statement DSS form #2901, expires every 4 years.
☐	Medical information: TB test results, stating free of TB
☐	Medical information: Health assessment DSS form #2926, expires every 4 years

**CERDEP Quarterly Parent/Family
Documentation Form**

Schools are to report <u>at least quarterly</u> to the parent(s)/guardian(s) on his/her child's progress.

It is highly recommended that an orientation to CERDEP (ex: Back to School Night, home visits, etc.) be conducted as the first of these quarterly contacts to complete the Parent Orientation Checklist.

1.   Parent Signature: _____

        Teacher Signature: _____

        Date of Conference: _____

        Comments/Notes: _____

Two of the quarterly contacts must include **documented parent-teacher conferences** during the school year that provide information including student progress as recorded on the assessment instrument. Conferences may occur in school or as a home visit. Please sign below to document that each Parent-Teacher Conference was held.

2.   Parent Signature: _____

        Teacher Signature: _____

        Date of Conference: _____

        Comments: _____

3.   Parent Signature: _____

        Teacher Signature: _____

        Date of Conference: _____

        Comments: _____

4.   The final child assessment report must be provided at the end of the school year. This report may be sent home, reviewed at a conference or home visit.

        Date of Final Assessment or Summary Report: _____

2020–21 CERDEP
Parent/Family Orientation Checklist

Check box if yes	Presentation Item from the Parent/Guardian Handbook
☐	CERDEP eligibility and enrollment requirements
☐	Attendance policy
☐	Classroom hours of operation and schedule
☐	Extended care or wrap around care options
☐	Transportation
☐	Behavior Management System
☐	Curriculum and assessment
☐	Health policies and records
☐	Family engagement and workshops, teacher conferences, communication, Parent/Guardian-Teacher Agreement
☐	Tour of school/classroom

Parent/Guardian Signature: _____

Date: _____

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.

THE PAST AND FUTURE FUNDING OF CHARTER SCHOOLS IN SOUTH CAROLINA

PREPARED FOR THE EDUCATION
OVERSIGHT COMMITTEE

LAWRENCE J. MILLER, PHD

JUNE 2020

EXECUTIVE SUMMARY

Amidst a time of rapidly changing technology, a pandemic, and an ever-increasing need for academics and learning to continue, South Carolina must emerge as a national leader in K12 education, particularly in funding models and learning outcomes. This report provides a comprehensive analysis of performance funding models in various states across the United States and subsequent learning outcomes. The author analyzed comprehensive data and patterns to help South Carolina policymakers discern if charter schools are accomplishing their goals and to create a more equitable funding system for South Carolina schools. A more equitable funding model, based on a performance funding principle, will allow South Carolina's charter schools to thrive financially and for students to thrive academically.

In this report, the author focused on funding model based upon the principle of performance funding. Essentially, performance funding is a budgeting system that allocates funding based on student outcomes, which reflect the goals of its respective state. The author points to six states which use performance funding in charter schools to various degrees and distinguishes the different models of performance funding into 4 types. This state-by-state review provides insight and suggestions for developing a performance funding policy in South Carolina.

When looking at charter school enrollment, particularly in South Carolina, the data shows that virtual charter schools have a much higher enrollment than brick and mortar schools. Despite this, there is a considerable variation in funding and revenue among schools. The data also shows that charter school performance that improves with level of education, but that varies significantly with poverty level. The report then turns to future of South Carolina charter schools. State-by-state comparisons provide a framework for policies that South Carolina can implement. This report concludes with nine considerations for policymakers that encourage accountability, transparency, equity, leadership, and flexibility for the future of South Carolina's charter schools.

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

TABLE OF FIGURES

INTRODUCTION

Pursuant to Proviso 1A.59 of the 2019-20 General Appropriation Act, the Education Oversight Committee (EOC) must issue a report to the General Assembly by June 2, 2020 regarding the funding of charter schools. This report was prepared with the support of the EOC and both the Charter Institute at Erskine and the South Carolina Public Charter School District. Additional data and support were provided by the South Carolina Department of Education.

In preparing this report, the authors sought to provide the EOC with a thorough review of enrollment, funding, spending, and achievement patterns across charter schools within South Carolina. Best practices identified during this analysis are highlighted throughout the report along with improvement opportunities.   These sections allow policymakers to discern if charter schools are meeting their commitment to improve student learning in South Carolina.

Performance funding for charter schools puts funding where it matters. Texas and Arizona have recently adopted performance funding for brick and mortar public schools. New Hampshire's statewide online charter school is 100 percent performance funded. Each of these pioneering state's performance funding policies make different choices about key policies parameters like the percentage of funding based on performance and whether to allocate bigger amounts to at-risk students who meet state performance standards.   South Carolina's charter school legislation also sought to "establish new forms of accountability for schools." A systematic state-by-state review provides a template for developing a performance funding policy in South Carolina. A performance funding state policy repository with copies of each state's legislation is included as an appendix to this report for easy reference.

In addition to this report, the research team prepared three databases including five years of data on enrollment, funding, and student achievement to be provided to the report's sponsors that have been submitted separately from this report. The 232 annual financial reports collected from charter schools for this study were submitted to the EOC, with the intention of hosting them on a SCDE website for improved access and visibility.

This report is organized as follows. The first three sections are retrospective in nature looking at the results of existing policies and procedures. Section one reports on charter school enrollment by grade configuration and authorizer type. Section two presents financial data and analysis results. Section three provides information about charter school student achievement and graduation rates relative to statewide performance and school spending levels. The second half of the report looks to the future of funding charter schools in South Carolina. Section four presents a policy analysis of state performance funding policies and a literature review of research on performance funding in K12 schools in the United States. Section five concludes the paper with considerations for policy makers.

SECTION I

CHARTER SCHOOL ENROLLMENT PATTERNS

This report includes data from a sample of South Carolina's Charter Schools over a five-year period (see Table 1).[1] In 2015, 56 charter schools are included. That figure rose by 27 percent to 71 schools by 2019. Elementary schools represent nearly 40 percent of our sample. Configured primarily in a K-8 grade arrangement, elementary schools are the most common charter school in South Carolina. Middle-High school configured schools (grades 6-12) and traditional middle schools (grades 5-8) had the fastest growth rate in the sample, both types of schools doubled in number during the five-year period observed in this study. Virtual charter school and K-12 charter school numbers remained constant over this time frame. Figure 1 presents the current distribution of charter schools by grade configuration.

TABLE 1: CHARTER SCHOOL SAMPLE BY SCHOOL YEAR

Number of Charter Schools by School Year					
Grade Category	2015	2016	2017	2018	2019
Elementary	19	19	20	22	27
High School (9-12)	15	15	16	16	17
K-12	12	12	12	12	12
Middle & High (6-12)	3	5	5	5	6
Middle School (5-8)	2	2	3	3	4
Virtual	5	5	5	5	5
Total	56	58	61	63	71

FIGURE 1: SOUTH CAROLINA CHARTER SCHOOLS IN 2018-19, BY GRADE CONFIGURATION

---
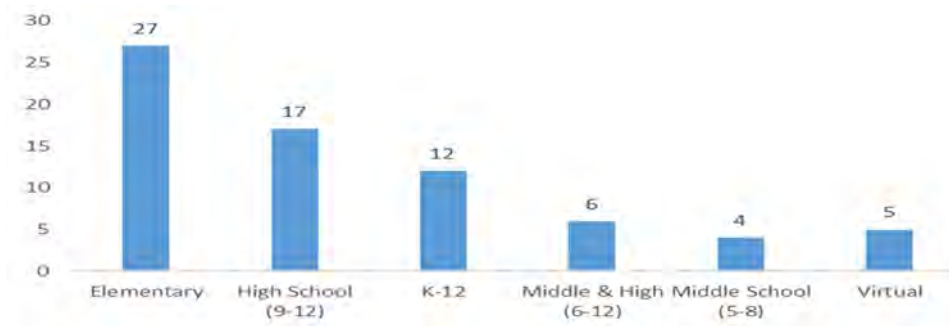
[1]Not every charter school in South Carolina is included in this study. Some were dropped from the study all together because they have a special mission to only serve children with special needs, while others only serve pre-K children. In other cases, schools are missing because of missing data on a specific variable in a given year.

Table 2 presents the number of charter schools by school year and authorizer type. It is organized into three authorizer types: (1) Local authorized brick and mortar charter schools; (2) State authorized brick-and-mortar charter schools; and (3) State authorized virtual charter schools. The purpose of this chart is to distinguish charter schools from one another based on differences in the way they are funded. Those funding differences are discussed in detail in section two of this report. More than half of the sample (55%) are state authorized brick-and-mortar schools, followed by locally authorized brick-and-mortar charter schools (38%) and state authorized virtual schools (7%). Note that percentages here are based on school counts, not enrollment. Virtual charters either serve grades K12 or 9-12, whereas brick-and-mortars have a variety of grade configurations regardless of the geographical boundaries of their authorizer.

TABLE 2: CHARTER SCHOOL COUNT BY AUTHORIZER TYPE, GRADE CONFIGURATION, AND FISCAL YEAR

Number of Charter Schools by School Year					
Authorizer & Grade Categories	2015	2016	2017	2018	2019
Local authorized brick and mortar charter	**26**	**27**	**27**	**27**	**27**
Elementary	15	15	15	15	15
High School (9-12)	8	8	8	8	8
K-12	1	1	1	1	1
Middle & High (6-12)	1	2	2	2	2
Middle School (5-8)	1	1	1	1	1
State authorized brick and mortar charter	**25**	**26**	**29**	**31**	**39**
Elementary	4	4	5	7	12
High School (9-12)	7	7	8	8	9
K-12	11	11	11	11	11
Middle & High (6-12)	2	3	3	3	4
Middle School (5-8)	1	1	2	2	3
State authorized virtual	**5**	**5**	**5**	**5**	**5**
High School (9-12)	2	2	2	2	2
K-12	3	3	3	3	3
Total	**56**	**58**	**61**	**63**	**71**

South Carolina counts students for funding purposes on the 45th and 135th day of the school year for all schools, whether they are charter- or district-operated, virtual, or brick-and mortar. South Carolina Schools, including Charter Schools, report enrollment by average daily membership (ADM) to the state. This measure counts each student who was enrolled in school on the count days. Charter schools also report membership by the number of students who meet one of 17 weighted and add on categories on count days. Students who meet one or more of these special need requirements are allocated additional funding by the state to offset the higher cost of their education.[2]

---

[2] School districts in South Carolina report their enrollment in the same way that charter schools do.

Virtual charter schools only represent 7 percent of our sample of schools, but they serve nearly 1 in 3 charter school students in South Carolina according to enrollment data presented in figure 2. Half of all charter school students in South Carolina attend an Elementary or K-12 configured school. The remainder of charter school students attend either a high school (16%), a combined middle-high school (6%), or a middle school (2%).

FIGURE 2: CHARTER SCHOOL ADM FOR 2018-19, BY GRADE CONFIGURATION
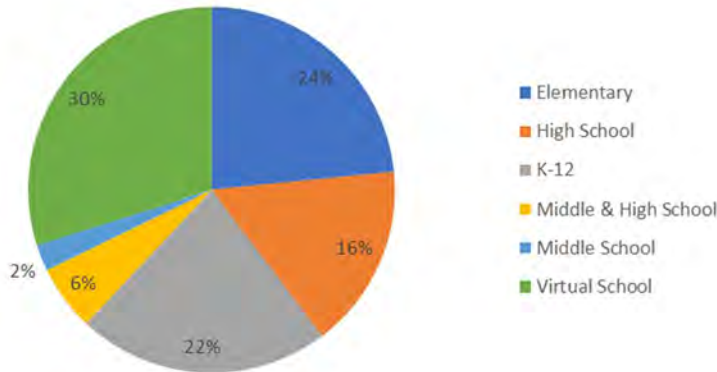
The figure above presents raw enrollment data that was not weighted by student need. Figure 3 presents the distribution of weighted ADM by grade configuration. The inclusion of weights makes for only minor changes in the proportion of students served. For instance, virtual charter schools increased the proportion of students served by one percent (from 30% to 31%). Elementary Charter Schools, on the other hand, saw a decrease the proportion of students they served by two percent (24% to 22%). These small increases in the proportion of weighted students served by virtual schools show that virtual charter schools serve more students with weighted and add on services than Elementary Schools.

FIGURE 3: CHARTER SCHOOL WEIGHTED ADM FOR 2018-19, BY GRADE CONFIGURATION
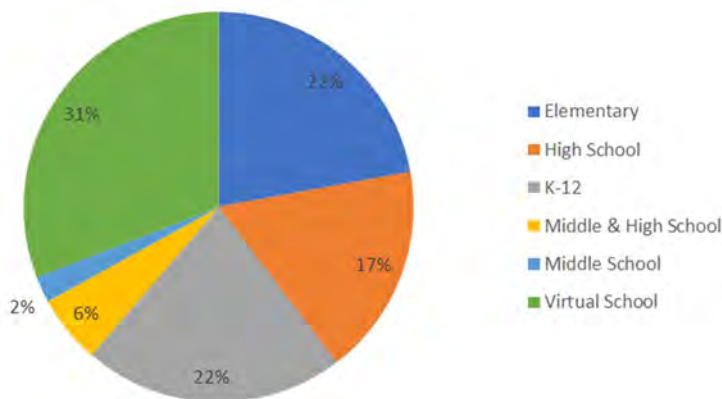
Figure 4 presents 45 day and 135-day ADM by school for 2018-19. Except for a few schools, the student counts are quite similar on both count days. The 45-day count to 135-day ADM correlation for FY2019 is

99.95 percent. Both SC Connections Academy and SC Virtual Charter School, for instance, experienced enrollment declines in the reported year between counts. Cyber Academy, on the other hand, reported more students in their 135-day count than their 45-day count. Figure 5 presents weighted ADM for 2018-19, by school. The 45-day count to 135-day weighted ADM correlation for FY2019 is 99.92 percent.

FIGURE 4: 45-DAY AND 135-DAY ADM FOR 2018-19, BY SCHOOL
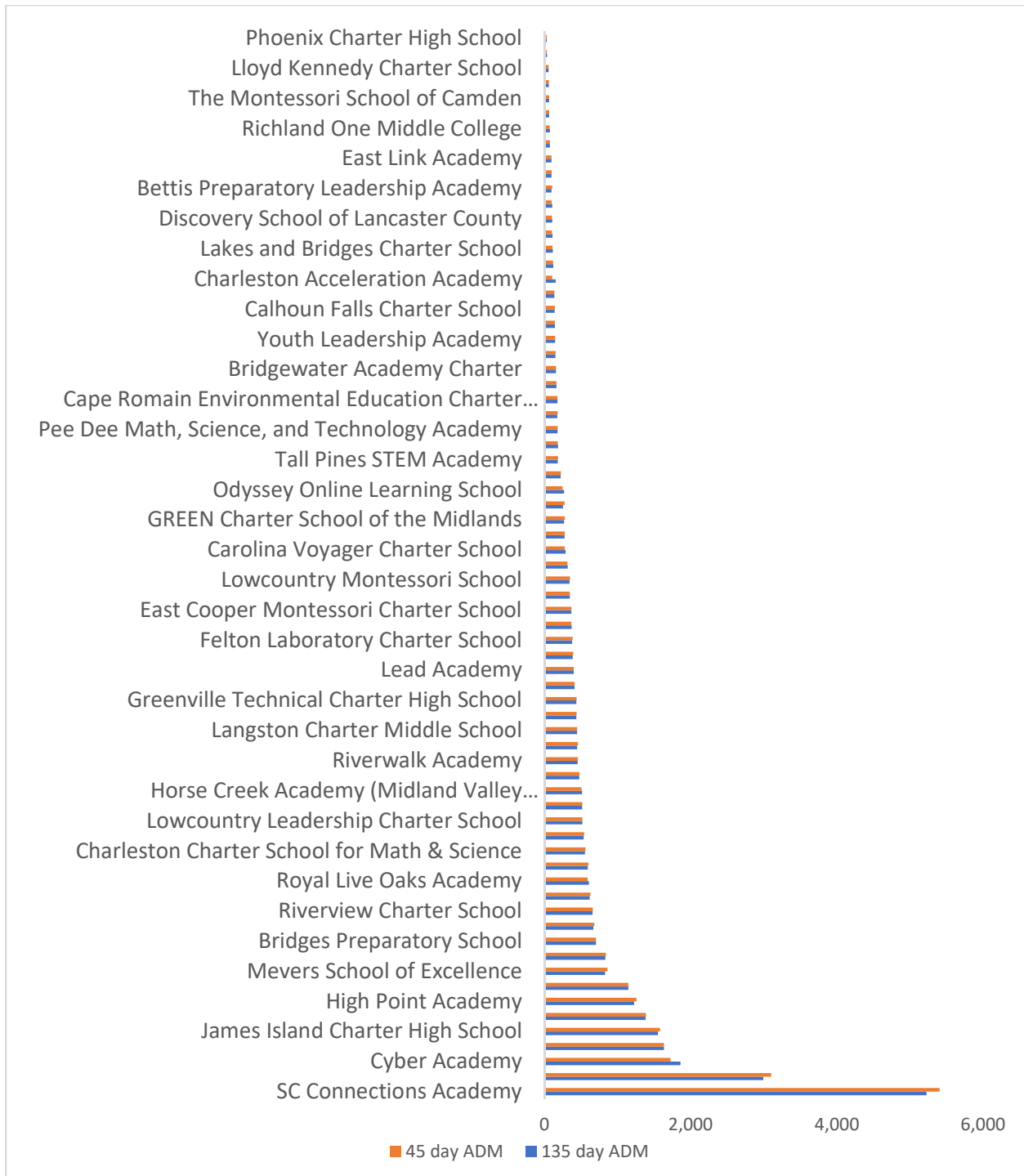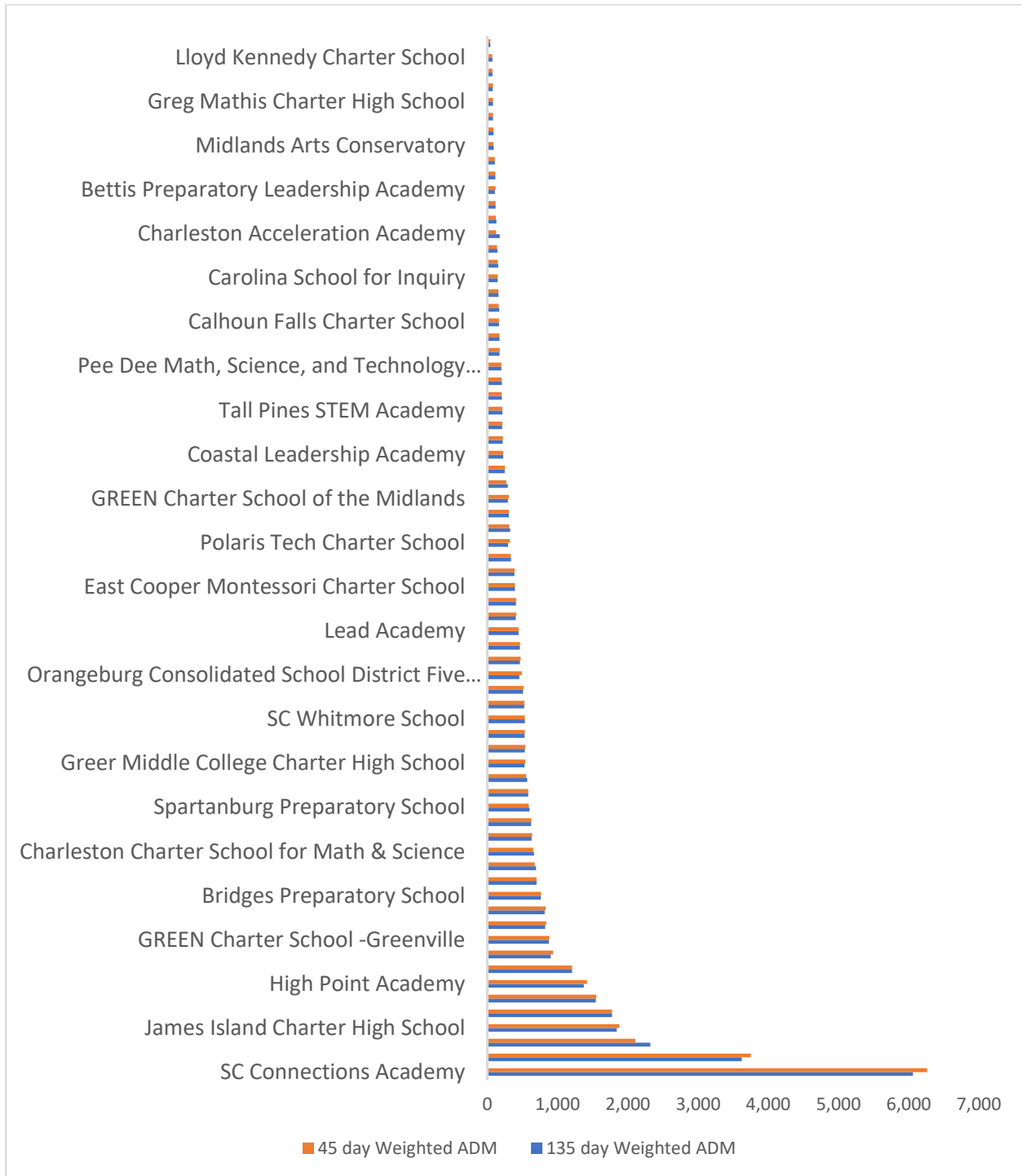
Charter schools were asked to submit their attendance taking policy for review and analysis. Some charter schools had basic policies that reiterated components of state rules, like the number of days a student must be present each academic year. One finding from this analysis was that 7 out of 35 schools reported that they do not have an attendance policy at the school, and instead follow state guidelines. In contrast

to the schools that lacked an attendance policy, a handful of schools gave serious consideration to developing early intervention strategies for absent and tardy students. These schools developed clearly articulated escalation protocols that are likely to improve student attendance and learning outcomes. They could serve as exemplars for district and charter schools alike.

Two online charter schools shared their attendance policy with us. The first school's attendance policy makes no mention of the state mandated number of instructional days. Instead, requirements focus on 100% of minimum work assignments completed each month or 75% attendance verification. There is an attendance sheet maintained by the Content Coach that students must sign into or they will be counted as absent. Escalation procedure in place for truancy results in student expulsion if 10 appointments/classes/assessments are missed. The second virtual school's attendance policy relies on learning coaches to enter the number of hours students spent learning each day.

In South Carolina, online students are required to participate in "real time" instruction, including webinars, phone calls, face-to-face meetings, and special activities. But the attendance taking policies collected for this study do not indicate how attendance data in "real time" instructional activities is collected by school staff to demonstrate that this requirement has been met. This school-level and potentially state level gap in collection and reporting protocol represents a risk that could negatively impact student learning.

Figure 6 presents the median ADM for the 45-day count. The blue columns represent unweighted ADM and the orange columns report weighted ADM. The figure shows that when weighted student counts are used, charter schools have larger enrollments compared with unweighted student counts. The figure also makes clear that virtual charter schools are much larger than brick and mortar charter schools. For instance, the median virtual charter school is more than three times larger than the median K-12 configured Charter School and more than 11 times larger than the median charter high school. Charter High School median weighted ADM is 46 percent larger than median unweighted ADM, the largest increase among the six grade configuration groups reported in Figure 6. Virtual charter school median weighted ADM is 22 percent larger than median unweighted ADM making it the second largest increase in weighted enrollment. With a 10 percent increase in enrollment when measured by weighted ADM, Elementary Charter Schools appear to serve the fewest number of students with weighted and add on services.[3]

---

[3] A 135-day count of this same figure was prepared but not presented here, as there was little change in the median values across grade configuration.

	Elementary	High School (9-12)	K-12	Middle & High (6-12)	Middle School (5-8)	Virtual
ADM	277.60	153.04	555.58	334.88	165.15	1,726.46
Weighted ADM	304.14	223.96	625.96	396.34	182.31	2,104.82
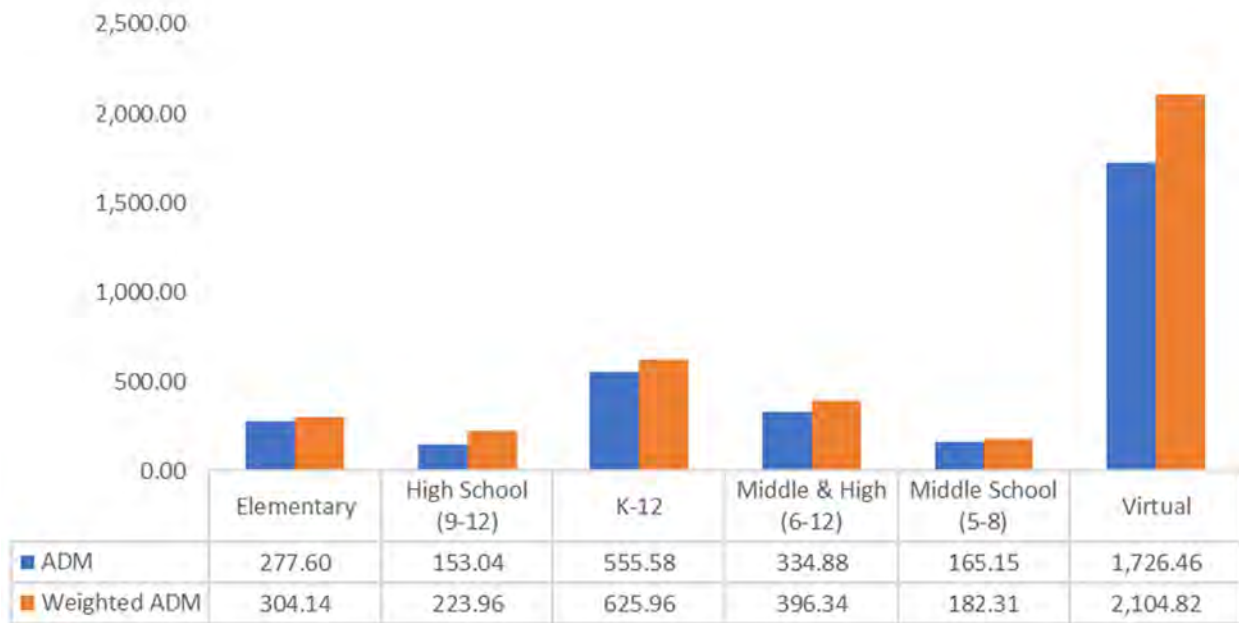
Figure 7 presents the Charter School with the fewest students for each grade configuration. Consistent with the median values presented above, the smallest virtual charter school is much larger than the smallest brick and mortar school.

FIGURE 7: SMALLEST OBSERVED ADM IN 2018-19, BY GRADE CONFIGURATION

	Elementary	High School (9-12)	K-12	Middle & High (6-12)	Middle School (5-8)	Virtual
ADM	55.47	33.29	33.93	141.52	76.17	246.21
Weighted ADM	65.51	42.23	78.85	164.97	87.07	266.67
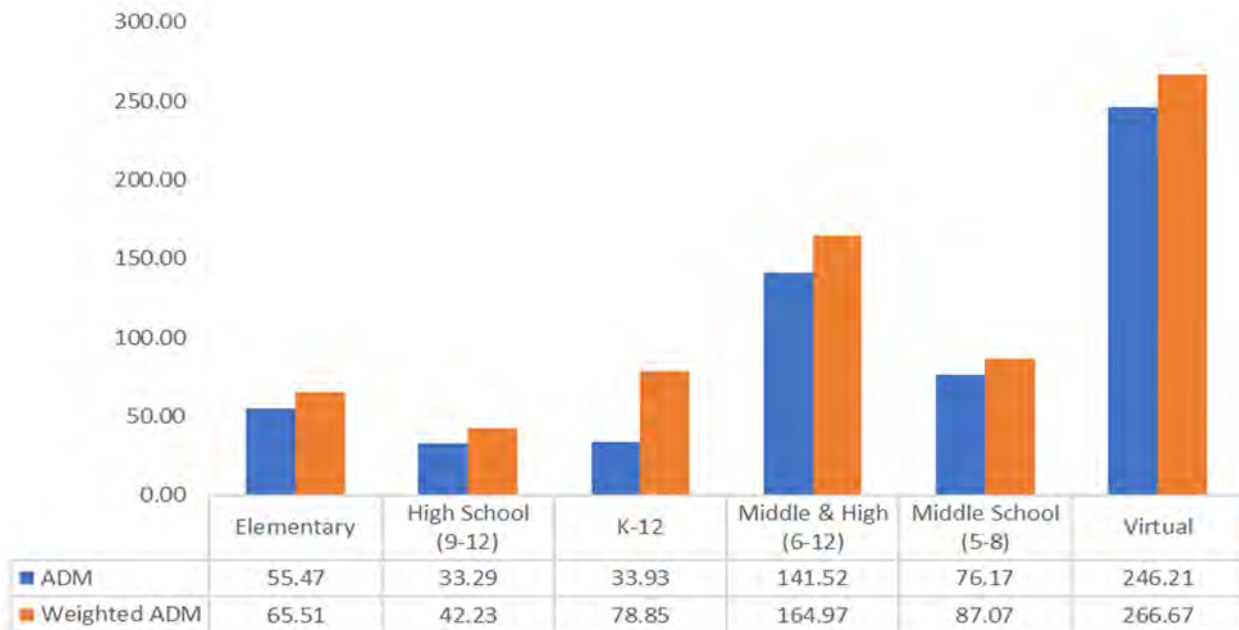
Figure 8 presents the charter school with the most students for each grade configuration. If the unweighted ADM at each of the five largest brick and mortar charter schools is added up, the sum would be the same number of students served by the largest virtual charter school. This data shows substantial variation within the brick and mortar charter schools. The smallest brick-and-mortar school serving students in grades K-12 serves just 34 unweighted students per day, whereas the largest charter school serving students in grades K-12 served 16 times more students - 556 students in total.

FIGURE 8: LARGEST OBSERVED ADM IN 2018-19, BY GRADE CONFIGURATION

	Elementary	High School (9-12)	K-12	Middle & High (6-12)	Middle School (5-8)	Virtual
ADM	1,148.88	1,580.99	1,635.12	562.49	448.25	5,412.24
Weighted ADM	1,205.76	1,878.50	1,776.33	652.37	463.06	6,268.35
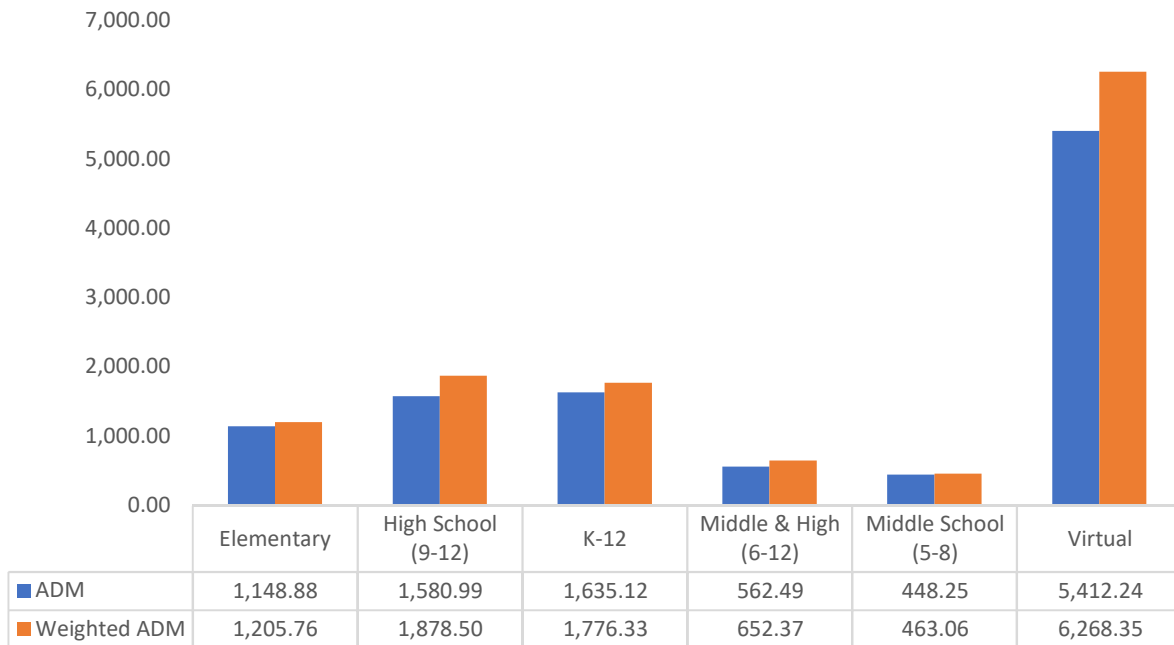
SECTION II

FINANCE DATA & ANALYSIS

The Education Finance Act of 1977 (EFA) is the single largest source of K12 funding in South Carolina. The EFA appropriation for FY2019 was $1.822 billion. The state funding formula for the EFA works as follows for school districts.

Weighted Pupil Units (WPU) are calculated by taking the Average Daily Membership (ADM) for each student classification multiplied by the classification weight. Revenue codes 3311 for Kindergarten through 3331 for Autism are part of the EFA and are referred to as weights. Revenue codes 3332 for High Achieving through 3353 for Dual Enrollment are not part of the EFA and are referred to as add on. Table 3 presents the most recently published student classifications and associated weights. The state sets a Base Student Cost (BSC) each year (BSC in FY2019 was $2,485). The BSC is then multiplied by the WPU.

TABLE 3: STUDENT CLASSIFICATION CATEGORIES AND WEIGHTS, FY2019

Revenue Codes	Program Code	Classification	Weighting
3311	K	Kindergarten	1.00
3312	P	Primary	1.00
3313	EL	Elementary	1.00
3314	HS	High School	1.00
3315	TM	Trainable Mentally Handicapped	2.04
3316	SP	Speech Handicapped	1.90
3317	HO	Homebound	1.00
3321	EH	Emotionally Handicapped	2.04
3322	EM	Educable Mentally Handicapped	1.74
3323	LD	Learning Disabilities	1.74
3324	HH	Hearing Handicapped	2.57
3325	VH	Visually Handicapped	2.57
3326	OH	Orthopedically Handicapped	2.04
3327	V	Vocational (Grades 9-12)	1.29
3331	AU	Autism	2.57
3332	HIAC	High Achieving	0.15
3334	LEP	Limited Egnlish Proficiency	0.20
3351	ACAS	Academic Assistance	0.15
3352	PIP	Pupils in Poverty	0.20
3353	DUAL	Dual Credit Enrollment	0.15

The state funding formula for State authorized charter schools is slightly different from the formula for locally authorized charter schools. Proviso 1A.50 (SDE-EIA: South Carolina Public Charter School Funding) states that funds from revenue code 3583 are to be allocated as follows:

"Pupils enrolled in virtual charter schools sponsored by the South Carolina Public Charter School District or a registered Institution of Higher Education shall receive $1,900 per weighted pupil and pupils enrolled in brick and mortar charter schools sponsored by the South Carolina Public Charter School District or a registered Institution of Higher Education shall receive $3,600 per weighted pupil." The intention of this policy is to use state funds to supplement state authorized charter schools for the loss of access to local revenue.

For locally authorized charter schools, the host district's BSC is calculated by taking audited General Fund revenues from the prior year and dividing them by the host district's WPU. The lagged enrollment and revenue data are adjusted for inflation, if allowed, each year. The result is then increased, or held at zero percent, according to an inflation factor. Locally authorized charter school funding is determined by multiplying the host district's BSC multiplied by the charter schools WPU.

To determine how equitably Charter School funding is distributed across Charter Schools, it is necessary to know how much revenue each school received and how much revenue each school would have received if all students were funded at the same rate, controlling for differences in the number of students with weighted and add on services. Actual revenue was drawn from audited Annual Financial Statements obtained from each Charter School. Average weighted funding was calculated by taking the sum of all charter school revenue by authorizer type for the year divided by the sum of WPU for all charter schools in our sample.[4] The result is three different average per student funding amounts: one for locally authorized charter school students who attend a brick-and-mortar school, the second for state authorized charter school students who attend a brick-and-mortar school, and the third for students who attend a state authorized virtual school. Three different average funding amounts are necessary because the state funds charter school students attending one of these three categories of schools differently by design.

With this data in place, a weighted funding index is calculated for each school by dividing actual revenue received by average funding, and later the same procedure is used for expenses. When the weighted funding index equals one, then the school is funded equitably.[5] When the weighted funding index is greater than (less than) one, then the school is receiving more (less) revenue than expected based on the cost of educating the students they serve.[6]

The authors submitted data requests for audited financial statements to the charter schools for the period FY2015 – FY2019. Table 4 summarizes the results of these efforts. For FY2015, 61 percent of the

---

[4] According to South Carolina's School Funding Manual, final funding amounts are determined using 135th day count.

[5] Technically this meets the vertical equity standard because it is based on weighted enrollment. Categorical aid was not broken out in the audited financial data and therefore a separate horizontal equity analysis was not feasible.

[6] This report uses the cost of educating students by classification to state standard reported in the Education Funding Manual. The author recognizes that these cost estimates were developed several years ago and that there is much debate in the academic literature about the best method of deriving cost estimates. If new classification categories and weights are used to revise the funding formula in the future, the equity measures used in this report will still be a valid way of assessing funding equity across charter schools.

requested reports were received.[7] For the most recent year, 100 percent of charter schools submitted annual financial reports.

TABLE 4: COLLECTION STATISTICS FOR CHARTER SCHOOL ANNUAL FINANCIAL REPORTS

Annual Financial Reports	FY2015	FY2016	FY2017	FY2018	FY2019	Total
Schools in Sample Year	56	58	61	63	71	309
Annual Financial Reports Received in Sample Year	34	39	38	55	71	237
Missing Annual Financial Reports in Sample Year	22	19	23	8	0	72
Percent Collected in Sample Year	61%	67%	62%	87%	100%	77%

Selecting a commonly reported set of revenues and expenses from the annual financial report (AFR) proved difficult. An experimental database was constructed for FY2019 with much more detail, including revenue by source, use (restricted or unrestricted), and expense by function. But that experimental database had too many missing observations to use.   There were many reasons for missing data. First, the reports are prepared by independent local accountants across the state to the same standards, but each school and accountancy makes choices about how much detail to present or not present around categorical aid programs, revenue sources, and expense types.[8] For instance, some AFR's provide function level detail for general revenue and special revenue expenses while others combine these two funds into a single statement.[9] Second, some districts treat charter schools as fiscally dependent entities and include their finances with the district's AFR. Other districts treat charter schools as fiscally independent entities and direct AFR data requests to the charter schools. These differences are exacerbated by charter school AFRs prepared by schools that operate in multiple states because they appear to follow different reporting conventions.

The Government-Wide Financial Statements were found to be the most consistent across schools and overtime. Program revenue and expense information was drawn from the Statement of Activities, which provides a breakdown of revenue and expense by two primary functions, instruction and support services. The advantages of this accrual-based data source are the inclusion of all current and deferred assets and liabilities, and all revenues and expenses for the year, unlike modified accrual-based statements that only count revenue when funds are received. This approach ensures fiscal comparability across schools in the

---

[7] Some districts with multiple charter schools submitted district level annual financial reports in response to our requests. Those reports treat charters as component units and lack the financial detail required.

[8] The Statement of Functional Expenses was not found in CAFR's reviewed for this project. Sample audits stated compliance with Government Auditing Standards. The Statement of Functional Expenses provides detailed information by functional class in a matrix format. It is required by the Financial Accounting Standards Board for all voluntary health and welfare organizations. This statement breaks out the information also found in the Statement of Activities in greater detail. See Steven A Finkler. Financial Management for Public, Health and Not-for-Profit Organizations (Prentice-Hall, Inc., Upper Saddle River, NJ, 2001), p. 563.

[9] A few schools choose to record their state aid under General Revenues / Intergovernmental Revenue instead of program revenues. In those situations, this report combines Intergovernmental Revenue with Operating Grants and Contributions to remain consistent with the approach used by a majority of the charter school in our sample.

sample as each charter school's revenue and expenses were drawn from the same audited financial statement.

Figures 9 and 10 present total school revenue and expenses by grade configuration. The column chart presents the data by ADM and weighted ADM. Revenue and spending levels per student naturally decline when student weights are factored in. Middle and virtual schools are consistently receiving less revenue and spending less per student than brick and mortar schools with other grade configurations. The virtual school revenue deficit makes sense in light of the funding formula that allocates $1,700 less to students who attend virtual charter schools. The middle school deficit is more difficult to explain because the four middle schools in the sample are all brick-and-mortar (3 are state authorized, 1 is locally authorized).

FIGURE 9: TOTAL SCHOOL REVENUE PER STUDENT (UNWEIGHTED AND WEIGHTED)

	Elementary	High School (9-12)	K-12	Middle & High (6-12)	Middle School (5-8)	Virtual
Cost per student 45 day ADM	$10,597.22	$10,888.76	$10,620.92	$10,853.68	$9,126.40	$7,673.67
Cost per student 45 day Weighted ADM	$9,779.33	$8,788.86	$9,543.74	$9,631.71	$5,665.13	$6,472.12

FIGURE 10: TOTAL SCHOOL EXPENSES PER STUDENT (UNWEIGHTED AND WEIGHTED)

	Elementary	High School (9-12)	K-12	Middle & High (6-12)	Middle School (5-8)	Virtual
Expenses per student 45 day ADM	$10,840.63	$10,846.27	$11,202.56	$10,351.64	$9,387.02	$7,607.54
Expenses per student 45 day Weighted ADM	$10,003.94	$8,754.54	$10,066.40	$9,186.18	$8,770.89	$6,416.33

In the following two figures 11 and 12, revenues and expenses are reported by authorizer type. The first two columns include brick-and-mortar charters that are locally authorized with unweighted revenue per student in orange and weighted revenue per student in blue. Brick-and-mortar revenue and expenses per student are very similar to one another, while virtual charter school revenue and expenses are about 30 percent lower than these other two groups.

FIGURE 11: REVENUE PER STUDENT BY AUTHORIZER TYPE

	Local authorized brick and mortar charter	State authorized brick and mortar charter	State authorized virtual
Revenue per student 45 day ADM	$10,592.51	$10,669.88	$7,673.67
Revenue per student 45 day Weighted ADM	$9,390.66	$9,408.99	$6,472.11

	Local authorized brick and mortar charter	State authorized brick and mortar charter	State authorized virtual
■ Expenses per student 45 day ADM	$11,052.02	$10,777.73	$7,607.54
■ Expenses per student 45 day Weighted ADM	$9,798.04	$9,504.08	$6,416.33

Tables 7 and 8 present equity measures for charter schools in South Carolina. The results are reported for revenue and expenses. Following the pattern established above, results are presented by grade configuration and then for the entire charter school sample. The coefficient of variation is calculated by dividing the standard deviation of each charter school's revenue per weighted student by the statewide average spending per weighted charter school student. [10] For example, the standard deviation of weighted per student revenue for all charter schools is $1,746 and the average spending per charter school student is $8,553. For FY2019, the Coefficient of Variation (CV) for all charter schools in the sample is 20.4%.

The results indicate a considerable amount of variation in the amount of revenue and spending per student in brick-and-mortar charters schools, regardless of authorizer. Less than half of brick-and-mortar charter schools weighted revenue index falls within 10 percent of the state weighted average. The results are worse for spending, where about one-third of weighted revenue index values fall within this range. While revenues and spending levels have been shown to be about 30 percent less than brick-and-mortar charters, there is much more equity in how revenues are distributed across virtual charter schools with 100 percent of the five schools falling within 10 percent of the state weighted average. Tables 5 and 6 include an equity analysis of the entire sample. This data requires careful interpretation because it relies on the average revenue per student for all charter schools combined and it has been established that charter schools are funded differently by authorizer type.

---

[10] The CV is calculated independently for each grade-based group of schools with their own standard deviation and mean.

TABLE 5:   REVENUE-BASED EQUITY MEASURES FOR FY2019 BY AUTHORIZER TYPE

Charter School Revenue	N	Coefficient of Variation	Maximum Weighted Index	Minimum Weighted Index	% of Schools within +/- 10% of State-Weighted Average	% of Schools within +/- 20% of State-Weighted Average
Local authorized brick and mortar charter	27	17.1%	1.26	0.73	41%	81%
State authorized brick and mortar charter	39	16.6%	1.58	0.69	44%	77%
State authorized virtual	5	3.2%	1.05	0.96	100%	100%
All Charters in Sample	71	20.4%	1.58	0.69	46%	80%

TABLE 6: EXPENSE-BASED EQUITY MEASURES FOR FY2019 BY AUTHORIZER TYPE

Charter School Expenses	N	Coefficient of Variation	Maximum Weighted Index	Minimum Weighted Index	% of Schools within +/- 10% of State-Weighted Average	% of Schools within +/- 20% of State-Weighted Average
Local authorized brick and mortar charter	27	23.7%	1.71	0.69	33%	63%
State authorized brick and mortar charter	39	23.6%	1.68	0.65	36%	67%
State authorized virtual	5	11.6%	1.13	0.77	60%	80%
All Charters in Sample	71	28.1%	1.71	0.65	37%	66%

Figures 13 and 14 present the data from this table in a box and whisker plot and categorizes results by grade configuration and authorizer type. The box includes schools from the 25th through the 75th percentile of the distribution and the line through the middle represents the median value of the distribution. The whiskers report schools below the 25th percentile and above the 75th percentile that are within one and a half times the size of the box (inner quartile range). Points beyond the end of the whiskers are consider outlier points. The plots show how much dispersion there is in the distribution of the weighted revenue index across brick-and-mortar charter schools serving the same grades and authorized in the same way. There is much less dispersion in the distribution of the weighted revenue and expense index for virtual charter schools, and many fewer schools to examine.

FIGURE 13: DISPERSION OF WEIGHTED REVENUE INDEX BY AUTHORIZER TYPE AND GRADE CATEGORY
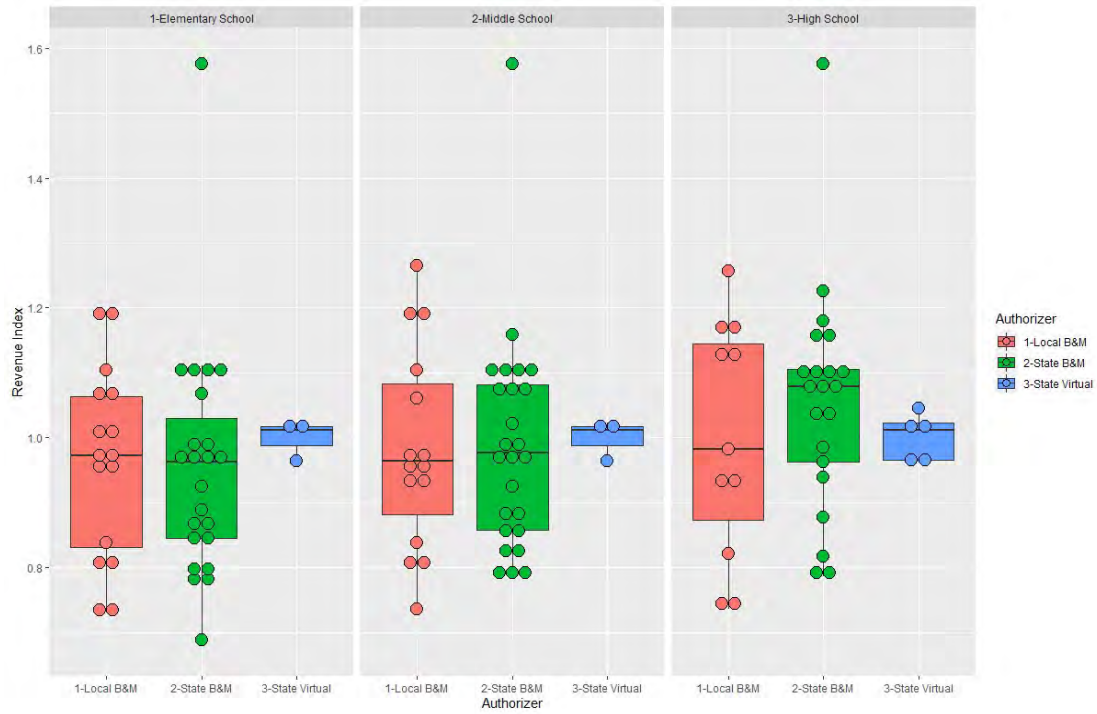
FIGURE 14: DISPERSION OF WEIGHTED REVENUE INDEX BY AUTHORIZER TYPE AND GRADE CATEGORY
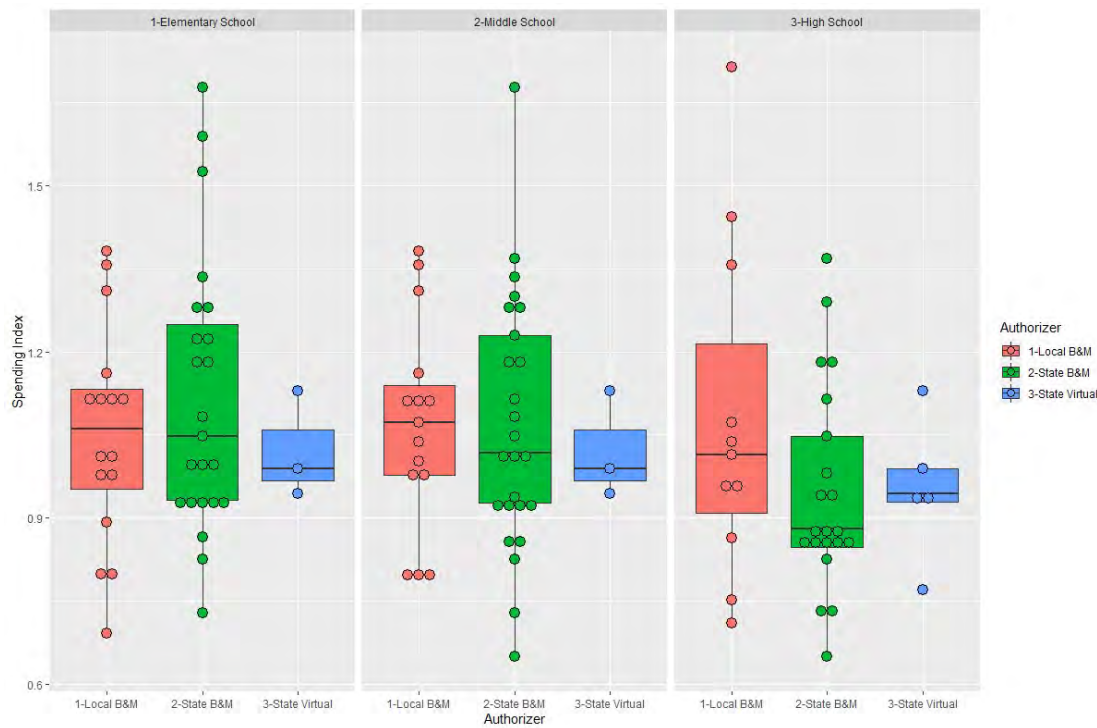
SECTION III

ACHIEVEMENT DATA AND ANALYSIS

South Carolina managed or funded 11 statewide assessments in FY2019, according to the data presented in table 9 and provided to the author by SCDE. Some of these assessments are focused on early learners, such as Teaching Strategy GOLD, and are not appropriate to use for a K12 analysis. While other assessments, like the National Assessment of Education Progress (NAEP), use a student sampling strategy that make interpretation of results valid for the state but not for individual schools.

This analysis focuses on English and mathematics performance. The SC READY assessment and the EOCEP were selected because they are designed to test nearly all students in a grade across district and charter operated schools. Both assessments were administered in all five years of the study period, from FY2015 through FY2019. The SCDE's State Assessment website offers downloadable databases of EOCEP results and SC READY results for four consecutive years (FY2016-FY2019). Our charter school achievement database has, as a result, four years of both sets of student achievement.

TABLE 7: SCDE ASSESSMENTS MANAGED BY OR FUNDED BY THE OFFICE OF ASSESSMENT 2018-19

Program	Subject	Grades	Mandate
Pre-kindergarten: PALS, myIGDIs, or GOLD	Literacy Skills	4K	Read to Succeed Act Proviso 1A.59.
Kindergarten: Kindergarten Readiness Assessment (KRA)	Social Foundations, Language/Literacy, Mathematics, and Physical Well-Being	5K	Read to Succeed Act Proviso 1A.59
English Proficiency: ACCESS for ELLs and Alternate ACCESS for ELLs	Listening, Speaking, Reading, and Writing	K-12	ESSA
Gifted and talented identification: Cognitive Abilities Test (CogAT)	Verbal, Nonverbal, and Quantitative,	2	Regulation 43-220 Funding: Proviso 1A.26
Gifted and talented identification: Iowa Assessments	Reading and Mathematics	2	Regulation 43-220 Funding: Proviso 1A.26
Gifted and talented identification: Performance Tasks Assessments (PTA)	Verbal and Nonverbal	2-5	OCR Ruling Funding: Proviso 1A.26
SC READY	ELA and mathematics	3-8	EAA and ESSA
SCPASS	Science	4, 6, and 8	EAA and ESSA
	Social Studies	5 and 7	EAA

EOCEP	English, Algebra, and Biology	Completion of a course in which the assessed standards are taught	EAA and ESSA
	US History and the Constitution	Completion of a course in which the assessed standards are taught	EAA
SC-NCSC	ELA and mathematics	3-8	EAA and ESSA
SC Alternate Assessments	Science	4, 6, and 8	EAA and ESSA
	Social Studies	5 and 7	EAA
	English, Algebra, and Biology	HS	EAA and ESSA
	US History and the Constitution	HS	EAA
NAEP	Subjects administered each year vary	4, 8, and 12; sampled schools and students	EAA and ESSA

The Statewide End of Course Examination Program (EOCEP) assesses South Carolina students in four subjects: Algebra, Biology, English, and U.S. History and the Constitution. The mean score is reported for each subject, as well as the number of students tested, and the percentage of students' scores in five categories (grades A-F). Results are disaggregated by demographic categories, including gender, race, ethnicity, disability, limited English proficiency, and poverty. This report focuses on Algebra and English results for all students and pupils in poverty.

Figure 15 is a box and whisker plot of charter school elementary and middle charter school performance on English and mathematics exams, organized by authorizer type. The data is drawn from the 2019 SC READY exam and each data point represents the percentage of test scores that meet or exceed state standards. Moving from left to right on the chart, the first two plots (in red) represent elementary and middle school performance on the English exam in locally authorized charter schools. The second set of two plots (in green) represent elementary and middle school performance on the English exam in state authorized brick-and-mortar schools. The third set of two plots (in blue) represent elementary and middle school performance on the English exam in state authorized virtual charter schools. The state average results for each grade level are represented by a dashed horizontal line and label.

The figure can be interpreted as follows. The box captures schools between the 25th and 75th percentile in the distribution of test scores. The lines represent whiskers extending out to the ends of the observed

distribution of test scores. A short box or whisker indicates less variation in test performance across schools. Conversely, tall boxes and long whiskers indicate substantial variation in test performance across schools. The charter school median score typically falls at or below the state average. The figure makes evident substantial variation in student performance across brick and mortar schools, with more dispersion of performance in locally brick-and-mortar charter schools. In contrast, student performance in English has a narrower distribution band across virtual charter schools.

FIGURE 15: CHARTER ELEMENTARY AND MIDDLE ENGLISH (% MEET OR EXCEED ON SC READY)
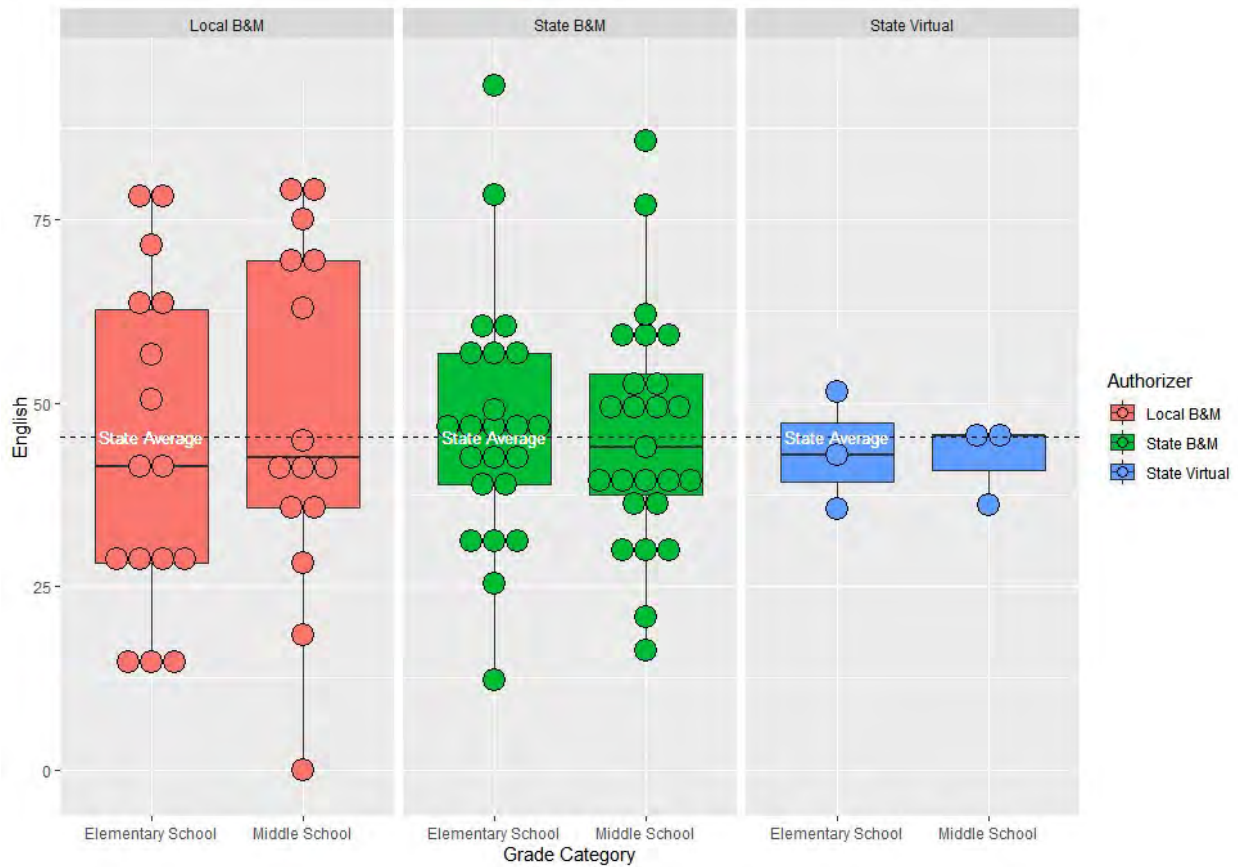
Figure 16 repeats this analysis with the mathematics SC Ready exam. In this case, the median performance of each group of charter schools falls well below state average in all six plots. The dispersion is largest in the brick-and-mortar charter schools, though in this case the locally authorized charter schools have less variation than state authorized charter schools.

Figure 17 presents charter high school performance in English and mathematics using the same box and whisker plot approach from above. Charter high school results are presented separately because their students take a different exam, the End of Course Exam, and because the measure is slightly different. This table presents the percent of students earning an A, B, or C as its success measure. The figure indicates substantial variation in achievement on both exams across brick-and-mortar charter schools, and less variation across virtual charter schools on both exams. The median English success rate at charter high schools is higher than median mathematics across all three authorizer types.

FIGURE 17: CHARTER HIGH SCHOOL ENGLISH AND MATH (% ABC ON EOC)
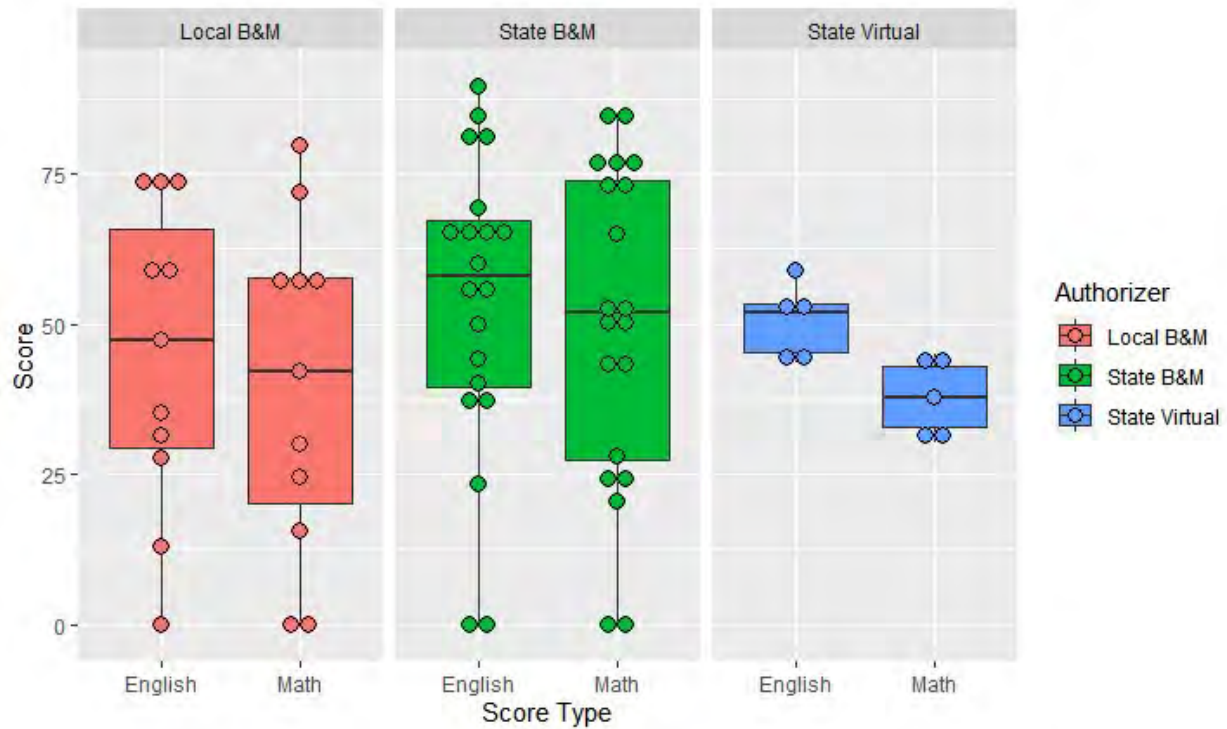
SUCCESS-SPENDING QUADRANTS

In this section of the report, academic success data and weighted student expenses are brought together in a single graph. The vertical axis of each of the four figures below represent English or mathematics scores or graduation rates. Schools with more than 70 percent of students succeeding are labeled high performing and schools with less than 70 percent succeeding are categorized as low performing. The success rate cut score is set at the same level set by the state in its Every Student Succeeds Act plan. The horizontal axis represents the weighted student expense index.[11] Schools closer to the origin are categorized as low spending. Scores with an index value above 1.0 (state average) are categorized as high spending. The shape of the data point indicates authorizer type and the color is the school's poverty quartile.[12]

---

[11] The weighted expense index is calculated for this plot relative to schools within one of the three authorizer types. An index value of one for a virtual charter school reflects less actual spending than an index value of one for a brick-and-mortar charter school.
[12] Charter school counts are duplicated in the success-spending quadrant charts. For instance, a K12 charter school will appear in all seven charts.

FIGURE 18: ELEMENTARY SCHOOL ENGLISH SUCCESS VS. EXPENSE INDEX (N=42)
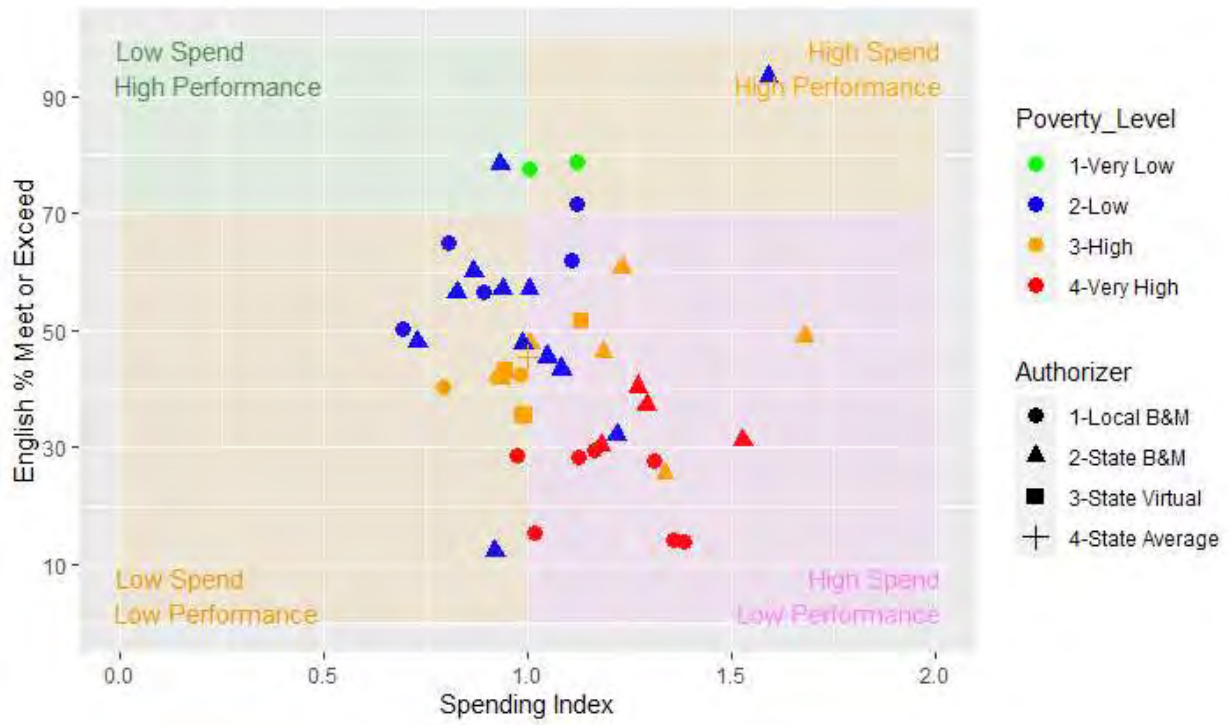
FIGURE 19: ELEMENTARY SCHOOL MATH SUCCESS VS. EXPENSE INDEX (N=41)
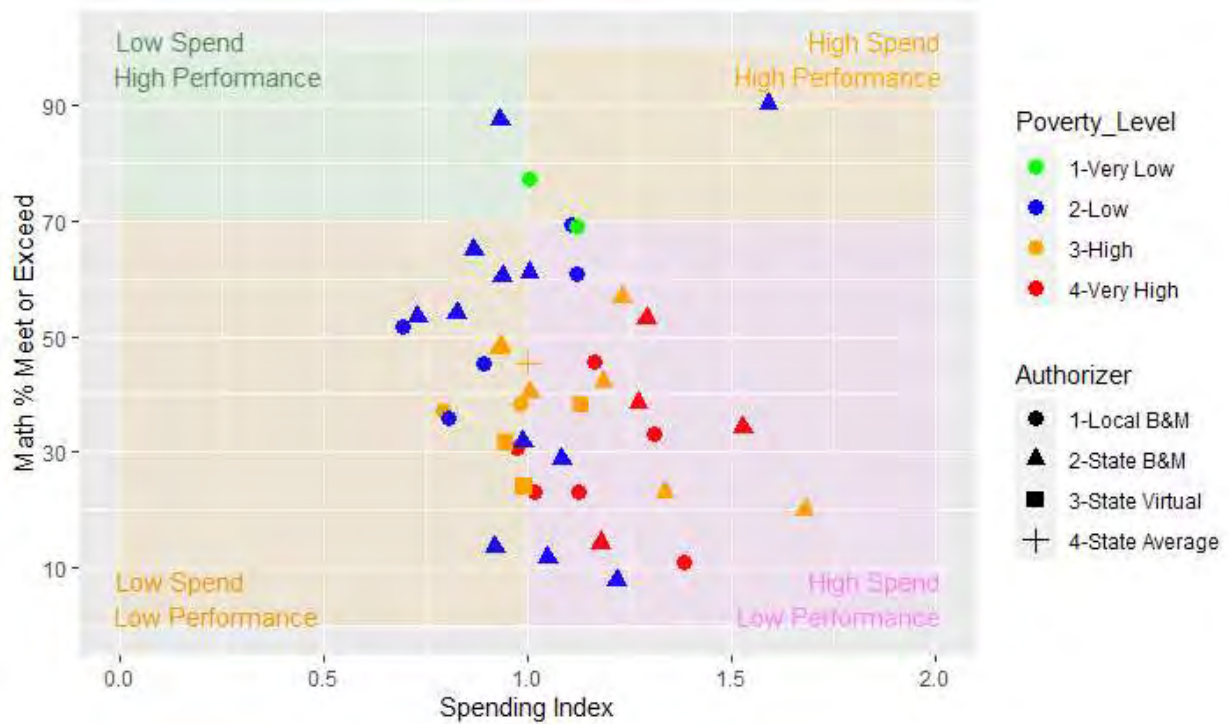
FIGURE 20: MIDDLE SCHOOL ENGLISH SUCCESS VS. EXPENSE INDEX (N=42)
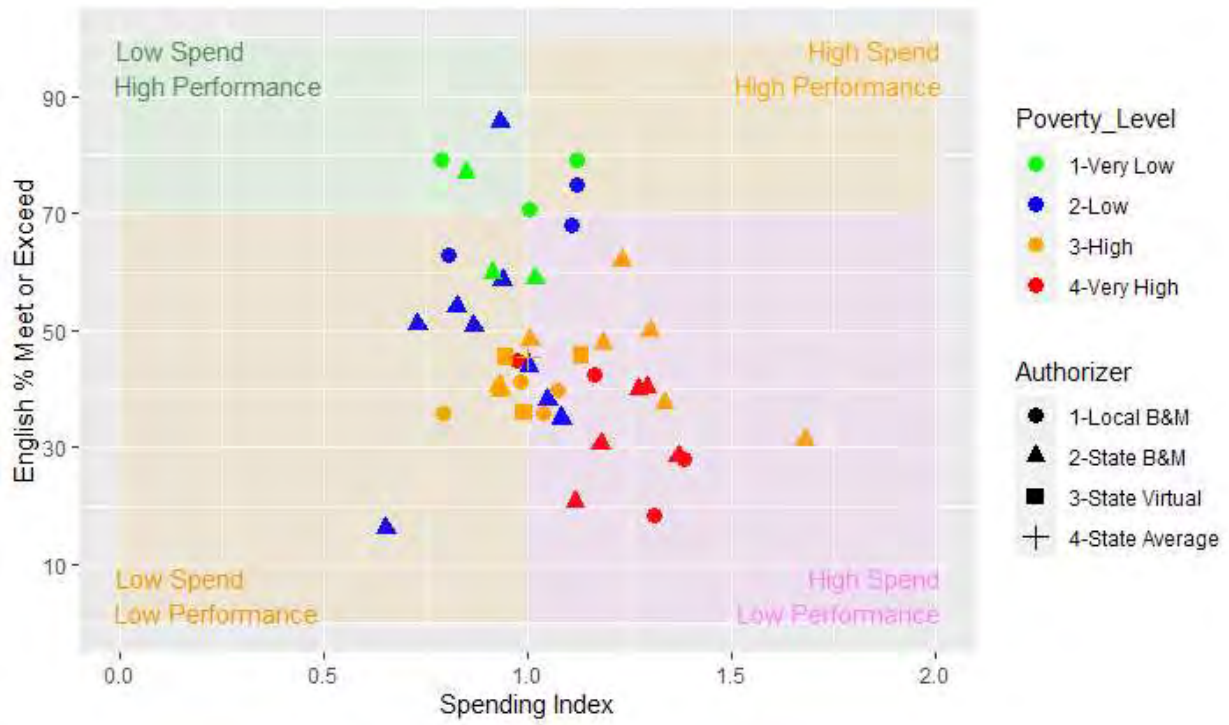
FIGURE 21: MIDDLE SCHOOL MATH SUCCESS VS. EXPENSE INDEX (N=42)
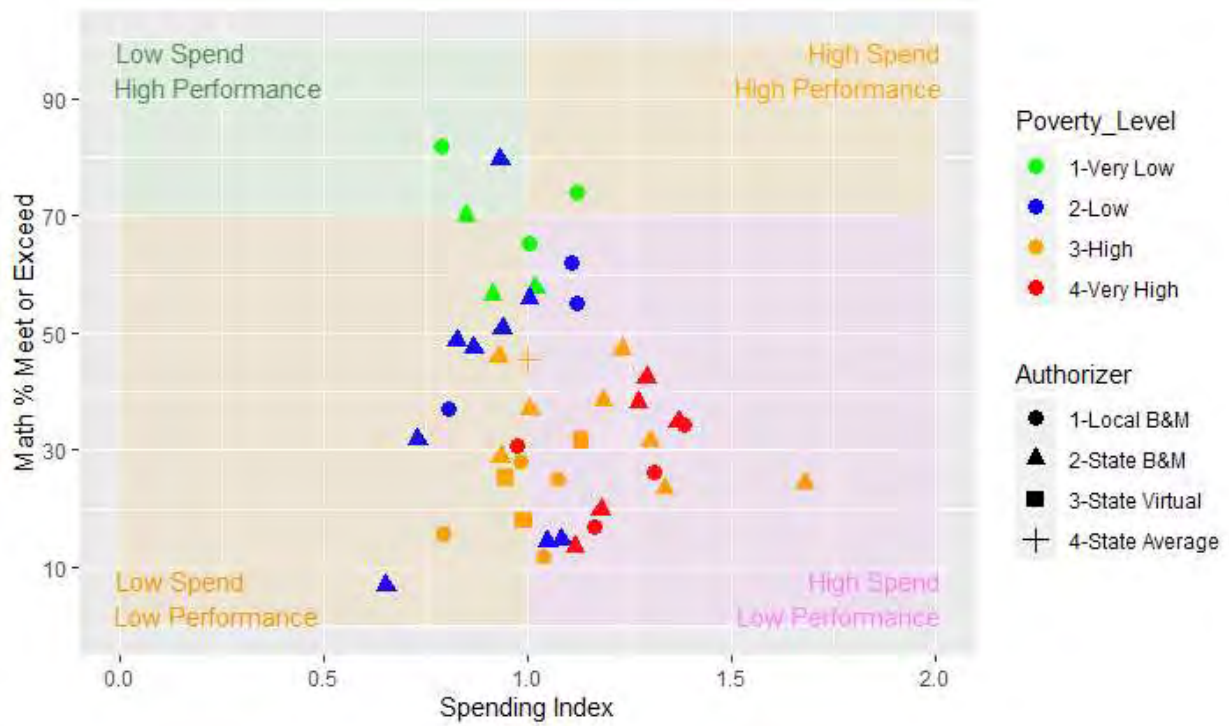
FIGURE 22: HIGH SCHOOL ENGLISH SUCCESS RATE (N=33)
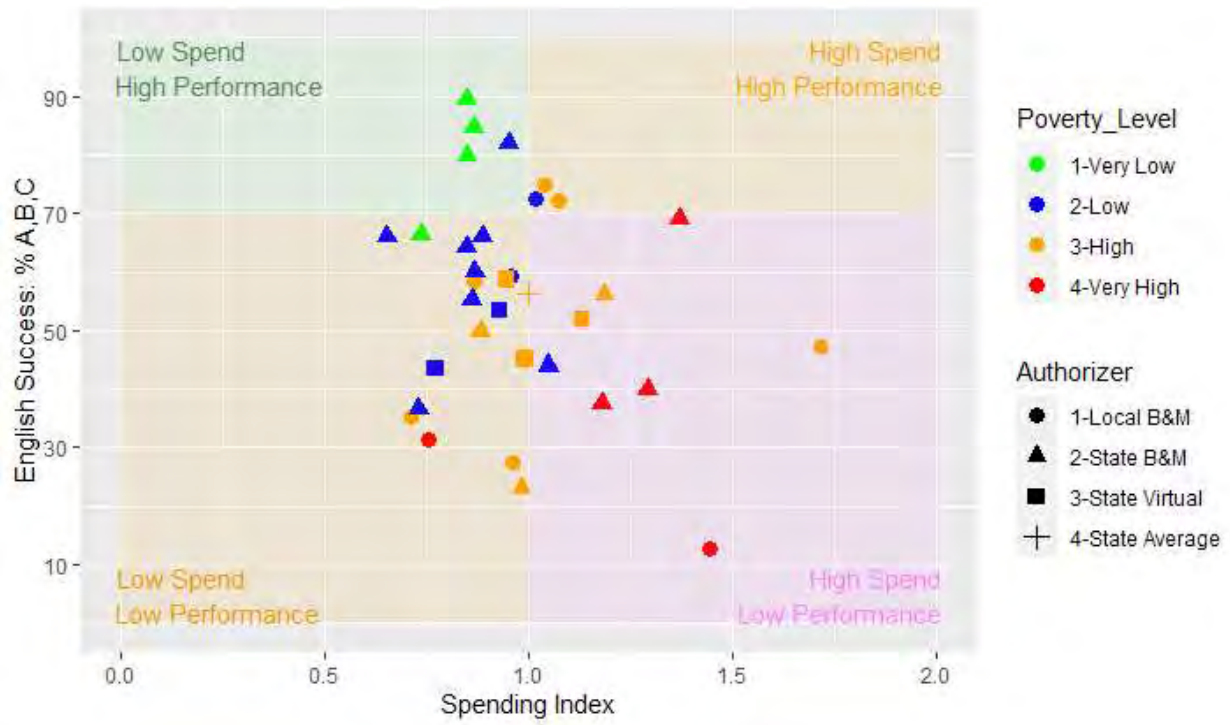
FIGURE 23: HIGH SCHOOL MATH SUCCESS RATE (N=32)
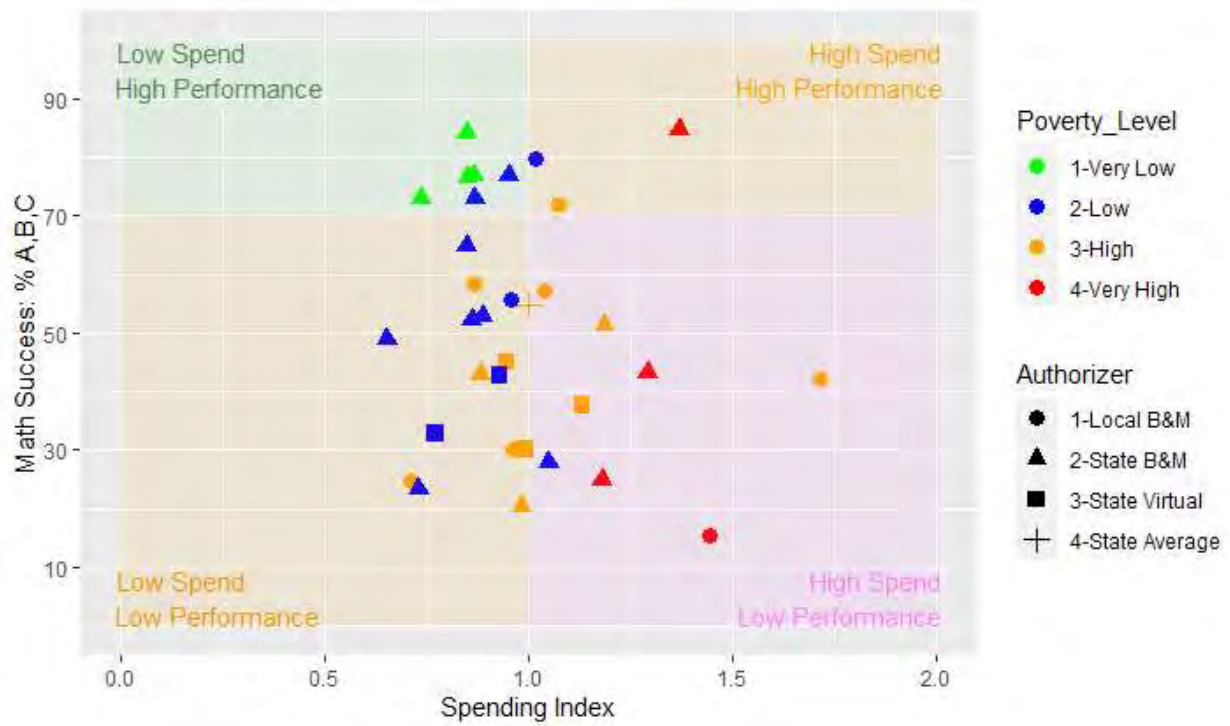
Schools that appear in the high spend, low performance quadrant are at risk of losing funding if the state adopts a more equitable charter funding formula while trying to improve student outcomes.

The final success-spending quadrant presents charter high school graduation rates by expense index. Notably, a relationship between spending and success emerges from the data. In stark contrast to the findings from the first four success quadrants, four of the five highest poverty charter high schools fall in the high-performance quadrants. Consistent with earlier findings, very low poverty schools are clustered at the top of the graduation rate scale. Four out of five high poverty schools outspend the state average. All very low poverty schools spend less than the state average.

FIGURE 24: HIGH SCHOOL GRADUATION RATE VS EXPENSE INDEX (N=32)
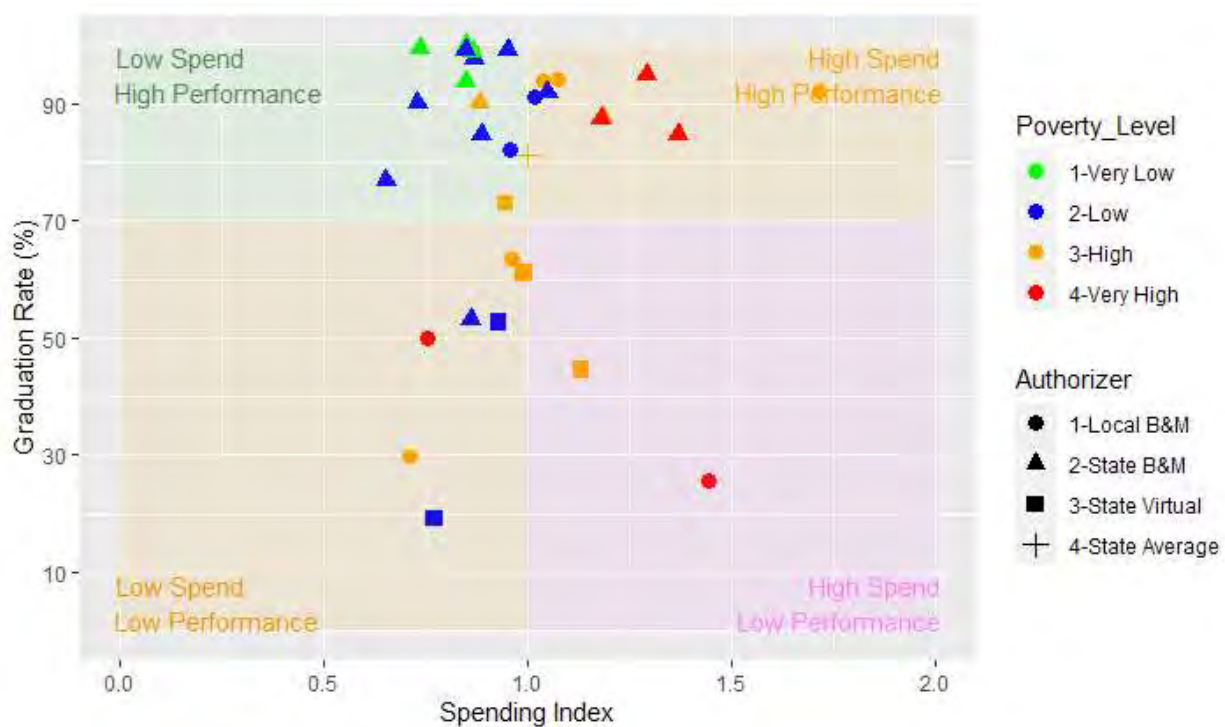
Findings from Success Spending Quadrants:

- Every time a high or very high poverty school made it into the high performing zone, they had a spending index greater than one.
- There is not one single charter elementary or middle school in South Carolina with a high or very high poverty rate whose success rate placed them in the high performing zone in math or English.
- In six of the seven outcome measures presented above, 100 percent of the high performing charter schools were brick-and-mortar schools.
- Only one virtual charter school made it into the high performing category, and that was for their graduation rate.

- More charter high schools achieve high performance in high school graduation rates than they do in math and English success rates.
- Charter school performance improves from elementary to middle to high school, as measured by the percent of schools achieving high performing status.

TABLE 8: SUCCESS-SPENDING QUADRANT SUMMARY STATISTICS

Grade Levels and Subject Tested	Elementary English	Elementary Math	Middle English	Middle Math	High English	High Math	Graduation Rate
N	42	41	42	42	33	32	32
Where does the state average performance fall?	< 50%	< 50%	< 50%	< 50%	<60%	<60%	>80%
What % of charters are high performing > =70%?	12%	7%	14%	10%	24%	25%	66%
What percent of high performers are brick-and-mortar charters?	100%	100%	100%	100%	100%	100%	97%
What % in the low spend, high performance quadrant?	2%	2%	7%	7%	12%	16%	38%
What % of high performing charters are high and very high poverty?	0%	0%	0%	0%	38%	25%	38%
What % of low performing charters have a spending index > 125%?	22%	18%	22%	21%	12%	13%	4%
What % of low performing charters have a spending index < 75%?	5%	5%	6%	5%	15%	13%	4%

SECTION IV

K12 PERFORMANCE FUNDING LITERATURE REVIEW

Performance funding means that some portion of funding is allocated to schools based on how well students perform academically. Performance funding is a generic term used in this report to describe a budgeting system that links funding with student outcomes. States typically modify the term to support their strategic priorities and goals. Within the state specific sections of this report, the state's name is used for its performance funding system because it conveys the goals the state is trying to achieve. For instance, Arizona's performance funding is referred to as results-based budgeting.

Performance funding is practiced from cradle to college by early learning systems, primary and secondary schools, and state colleges and universities. It is different from traditional funding which, regardless of how well students do academically, sets funding levels based on the number of students enrolled and how frequently they attend school. Performance funding is most commonly adopted to fund higher education systems; its use in K12 settings is less widespread.

In the past decade, policy analysts have identified six states as having some form of performance funding for K12 schools: Utah, Florida, Texas (twice), Arizona, New Hampshire, and Minnesota (see table 9 below). Three state policies (Florida, New Hampshire, & Texas) restrict performance funding to charter schools only, while the remaining four state policies apply to both charter and district operated schools. Texas appears twice because it has a performance funding rule for its online charter schools and newly passed legislation for brick-and-mortar schools. Arizona also has performance funding legislation that applies to brick-and-mortar schools. For the remaining states – Utah, Florida, New Hampshire, and Minnesota – performance funding policies or rules apply only to online charter schools or online courses. Five states, Florida, Arizona, Texas (twice), and Minnesota have passed performance funding legislation. Texas and Arizona are unique in that their performance funding policy applies to brick-and-mortar schools and is supported by state law. Texas' formula applies only to secondary schools. Arizona's formula applies to both primary and secondary schools. The most significant K12 performance funding policies are very new. Texas just passed its legislation this year. Arizona passed its legislation three years ago.

TABLE 9: 6 STATES WITH K12 PERFORMANCE FUNDING POLICIES

STATE	CHARTER SCHOOLS ONLY	APPLIES TO ONLINE SCHOOL ONLY	APPLIES TO ONLINE AND BRICK-AND-MORTAR SCHOOLS	PERFORMANCE FUNDING LEGISLATION	PERFORMANCE FUNDING OUTCOMES EVALUATED
Utah		❍			
Florida	❍	❍		❍	
Texas (HB 3)			❍	❍	

Arizona			○	○	○
New Hampshire	○	○			○
Minnesota		○		○	
Texas Virtual Schools Network	○	○		○	

Three frameworks were developed or adapted from other sources for the purposes of this review. The performance funding policy analysis framework describes (1) the funding formula and the relative and absolute amount of the budget allocated based on performance; (2) the performance metrics used; (3) administrative procedures that convert performance into funding; (4) funding weights that reflect the state's interest in adjusting for cost differences or improving outcomes for specific student subgroups.

PERFORMANCE FUNDING POLICY FRAMEWORK

POLICY DIMENSION	DEFINITION
Funding allocated by formula	Description of the formula used, and the total amount of funding allocated based on student performance. The performance funding formula is also described in per student terms and relative to total state aid.
Performance metrics	Description of the purpose or objective of the performance funding system and the outcome measures funded by it.
Administrative procedures	Description of the funding source, timing of payments, whether the funds used are new dollars or if they come from an existing funding source, along with any new investments in administrative capacity and data integrity. Any restrictions on spending are also discussed.
Funding weights	Description of attributes weighted by the performance funding system, such as student characteristics (e.g., poverty, English learners), types of schools (e.g., grade levels served, charter status), and modes of instruction (brick-and-mortar, virtual, hybrid).

The second framework used in this literature review is a typology adopted from a report by HCM Strategists (Snyder & Boelscher, 2018). HCM's performance funding typology, now in its second edition, employs 8 criteria to classify state performance funding systems as type I, II, III, or IV systems. The higher the type, the more robust the performance funding system. For instance, a type I system allocates less

that 5 percent of total funding based on performance. The typology is used to here to first classify and then compare K12 state performance funding systems. [13]

PERFORMANCE FUNDING TYPOLOGY[14]

CATEGORY	POLICY CHARACTERISTICS
Type I	• State may have completion/attainment goals and related priorities • Model reliant on new funding only • Low level of state funding (under 5%) • Institutional mission not reflected through varied weights, scaling, or metrics • Total, volume-based, degree/credential completion metric not included • Outcomes for underrepresented students not prioritized • Target/recapture approach likely • May not yet have been sustained for two or more consecutive fiscal year
Type II	• Recurring dollars/base funding at least a portion of funding source • Total, volume-based, degree/credential completion metric included
Type III	• Moderate level of state funding (5-24.9%), based on sector analysis • Institutional mission reflected through varied weights, scaling or metrics • Outcomes for underrepresented students prioritized
Type IV	• High level of state funding (above 25%), based on sector analysis • Formula-driven/provides incentives for continuous improvement • Sustained for two or more fiscal years

The Performance Funding Outcomes Framework is the third and final framework in this literature review. It summarizes the evidence on the impact that performance funding has had on the distribution of funding across schools, and the relationship between performance funding and student achievement. It then looks to the future by examining pending modifications and revisions to the current performance funding system.

---

[13] While this typology was developed for assessing performance funding systems in the higher education sector, it is worth noting that according to the report South Carolina is one of only 15 states that are not either developing or implementing a performance funding system in FY2018 (Snyder & Boelscher, 2018). The report also describes the pathway to developing and implementing a performance funding system, with task forces, advisory councils, and leadership from a board of regents as the most common routes taken.

[14] This typology is reproduced and adapted from HCM Strategists report (Snyder & Boelscher, 2018). The typology's application is also discussed in a legislator's toolkit report by the National Conference of State Legislatures (Boggs, 2018). Note that in Tier's II through IV only changes from the prior tier's characteristics are listed.

PERFORMANCE FUNDING OUTCOMES FRAMEWORK

OUTCOME	RESULTS
Impact on distribution of funding	Summary of current secondary evidence on the relationship between performance funding and resource allocation patterns, where available.
Impact on student outcomes	Summary of current secondary evidence on the relationship between performance funding and student outcomes, where available.
Potential policy modifications and revisions	Stakeholder policy recommendations to make improve the current system.

The remainder of the literature is organized as follows. Performance funding systems in Texas and Arizona are evaluated using the policy, typology, and outcome frameworks. New Hampshire, Minnesota, Texas (separate policy), Florida, and Utah fund online charter schools based on performance. What is known about these performance funding systems is summarized in a series of thumbnail case studies. The literature review concludes with a policy discussion of the findings presented in this report.

PERFORMANCE FUNDING IN TEXAS

The 85th Texas Legislature, in House Bill (HB) 21, established the Texas Commission on Public School Finance (Texas Commission on Public School Finance, 2018). The Commission's 2018 report recommended sweeping changes to the way Texas funds schools with the goal of improving the economic well-being of all its residents. The Commission reported 13 major findings. Four of the Commission's major findings are relevant to performance funding. The four recommendations that relate to performance funding in Texas are reviewed below. South Carolina's performance on each finding is also presented.

SCHOOL FINANCE COMMISSION: FOUR MAJOR FINDINGS IN TEXAS AND SOUTH CAROLINA

TEXAS COMMISSION FINDING	SOUTH CAROLINA FINDING
The school finance system needs a clear "True North" goal to target and measure progress against.	A review of South Carolina's School Funding Manual for 2018-19 emphasizes input equity; lacks a *True North* for student performance.
Current student outcomes shortfalls are evidenced very early within our preK-12 system.	South Carolina's score on 2019 National Assessment of Educational Progress (NAEP) for 4th grade literacy was statistically equivalent to Texas's score (National Center for Educational Statistics, 2019).
Texas post-secondary completion rates fall far short in ensuring students are being prepared to contribute to our state's economy and participate in its prosperity. Texas has a post-	With a post-secondary credential attainment rate of 43.7 percent, South Carolina falls 3.9 percentage points below the nation and just 0.7 percentage points higher than Texas. Notably, attainment rates in both Texas and

| secondary credential attainment rate of 43 percent.[15] | South Carolina have increase by about 10 percentage points over the past decade (Lumina Foundation, 2019). |
| Too few Texas students are prepared for military service. Texas's ineligibility rate was 22.4 percent.[16] | In South Carolina, 29.5 percent of applicants were ineligible for military service (Theokas, 2010).[17] |

The School Finance Commission table shows that Texas' school finance systems lacks a "True North" goal to target and measure progress against. The Commission's first recommendation was to establish a statewide goal that 60 percent or higher proficiency for critical preK-12 outcomes in alignment with Texas' higher education goal of 60 percent of adults with a post-secondary credential by 2030 (60x30TX). The Texas Education Coordinating Board adopted the 60x30TX goal in 2015, following a similar law adopted in 2013. Texas is at 38 percent and has a 22-percentage point gap to close over the next decade (Smith, 2015).   To accomplish this ambitious goal, the state plans to increase the number of degree and credentials awarded from 300,000 to 550,000 annually. The Lumina Foundation, a leader in encouraging states to set degree and credential targets appropriate for their context, set a national goal of 60 percent, the same rate that Texas selected.

The Commission's second major finding was the inadequate academic progress of primary school students. According to the most recent National Assessment of Educational Progress 4th grade literacy assessment, fewer than half of 4th graders in Texas met literacy proficiency standards. The Commission's third major finding was that post-secondary completion rates, while on the rise, but still fall below the national average and jeopardize long-term economic growth. The commission examined the relationship between student outcomes and military readiness. Its fourth major finding was that more than one in five students in Texas were deemed ineligible for military service, as measured by the armed forces qualification test.

Texas' 86th legislature passed House Bill 3 in the 2019-20 session. The performance funding policy is covered in four pages of the 308-page bill (pp. 65-68). The stated purpose of the performance funding legislation is " … to further the goal set under the state's master plan for higher education developed under Section 61.051 for at least 60 percent of all adults aged 25 to 34 in this state to achieve a postsecondary degree or workforce credential by 2030 (p. 65)." The performance funding section of HB3 mentions student outcomes eight times and the word bonus four times. In other sections of HB3, regular

---

[15] Lumina defines quality credentials as degrees, certificates, industry certifications, or other credentials that—at a minimum—have clear and transparent learning outcomes and that lead to meaningful employment and to further learning. In their report "Unlocking the Nation's Potential: A Model to advance Quality and Equity in Education Beyond High School," the Lumina Foundation presents a framework for state to use to guard against credentials of 'dubious' quality by collaborating with employers and the education system to ensure students are earning credit while earning their credential.

[16] The AFQT cut-off score for enlistment in the army is 31 points or higher.

[17] There are similarities between South Carolina and Texas on many of the eleven remaining findings from the Commission's report. The report is both broad in the topics and age range it addresses and bold in its recommendations making it worthy of closer examination by anyone interested in education policy reform.

reporting on the efficacy and learning gains is required. House Bill 3 does not mandate the same reporting requirements for its performance funding policy. Nor does the legislation request a return on investment analysis of the relationship between performance funding and student learning gains.

The Texas House Bill 3 Policy Analysis results are presented in the table below. The legislation does not set an aggregate budget in support of the policy. The fiscal note about the bill merely acknowledges the presence of a potential College, Career or Military Readiness Bonus for districts meeting certain criteria.[18] The Texas Public School Finance Commission called for an $800 million-dollar investment in performance funding for two priorities: reading by grade three and high school graduates that do not require remediation. Since House Bill 3 only included the latter of these priorities without a specific budget figure, an assumption was made that the original cost estimate of the policy was correct and that the cost was split evenly across the two goals.

TEXAS HOUSE BILL 3 POLICY ANALYSIS

DIMENSION	ANALYSIS
Funding allocated by formula	The $400 million performance bonus represents about 1.9% of state K12 spending. Performance bonus awards range from $3,000 to as high as $7,000 per weighted student.
Performance metrics[19]	The Commission's first recommendation was to establish a statewide goal that 60 percent or higher proficiency for critical preK-12 outcomes in alignment with Texas's higher education goal of 60% of adults with a post-secondary credential by 2030 (60x30TX). Texas's Education Commissioner sets performance baselines for each school. Schools will be awarded performance bonuses for each student above the baseline threshold that meets one of three criteria. Commissioner is to set the threshold percentage using the 25th percentile of statewide readiness from the 2016-17 cohort. 1. Achieves Texas' college readiness standards for accountability purposes (e.g. passing scores on state tests or equivalent ACT/SAT scores); 2. Earns an industry-accepted credential within a time period set by the commissioner;

---

[18] For a bill with a net fiscal impact estimate of $11.6 billion dollars that makes significant changes affecting the balance of state and local funding of public education, it is no surprise that the performance funding component receives short shrift by the fiscal note's authors.

[19] The Texas Education Agency provided a lengthy FAQ on how the College Career Military Readiness bonus will be calculated here: https://tea.texas.gov/about-tea/government-relations-and-legal/government-relations/hb-3-faq-focuses-learning-and-student-outcomes.
Currently, Military Enlistment and ASVAB scores are listed as data sources for the CCMR Outcomes Bonus, however TEA is still working with the Department of Defense to validate enlistment and test score data. Texas set the passing score based on enlistment data.

	3. Enlists in the armed forces or achieves a passing score on the Armed Services Vocational Aptitude Battery.
Administrative procedures	At least 55 percent of the bonus funds earned by districts must be re-invested in college, career and military Readiness in grades 8-12.
Funding weights	1. Graduates who are economically disadvantaged, $5,000; 2. Graduates who are not economically disadvantages, $3,000; 3. Graduates enrolled in special education, $2,000 regardless of disadvantaged status.

This is the first and only performance funding policy reviewed in this report to be connected directly with a statewide goal. In this case, Texas followed the lead of the Lumina Foundation and set a goal of ensuring 60 percent of adults held a post-secondary degree or credential by 2030. Exhibit E from the Texas Commission on Public School Finance's final report presents a statewide cradle to career pipeline with current performance levels and trends on 10 key indicators. 9yy
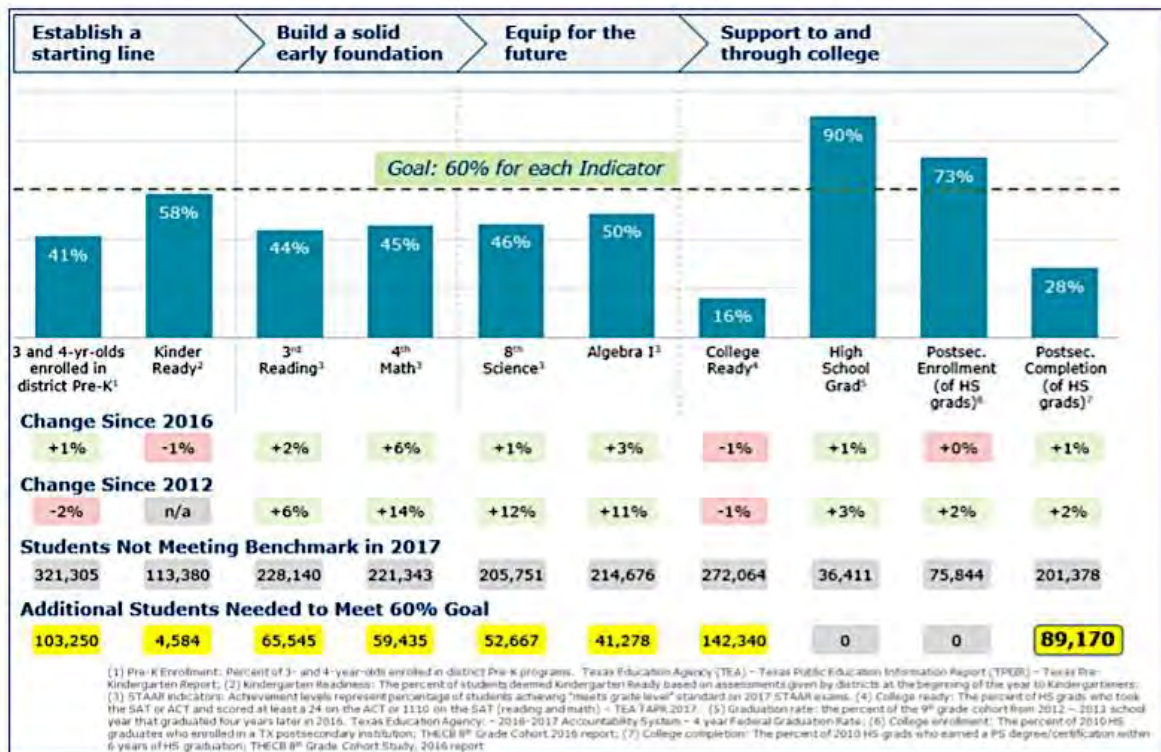
Texas' goal setting and communication efforts were clear and easy to interpret. The legislation provides the Commissioner of Education with the authority to set the performance threshold each year for each district. The expectation is that performance levels will be set at the 25th percentile based on data that is two years old. A FAQ document provided by the Texas Education Agency clarifies gaps in the legislation about how the 25th percentile will be defined. The 25th percentile threshold will be set statewide by economic disadvantage status (yes/no), and special education status.   It is also unclear why the performance threshold will be based on 2016-17 – a lag of three years by the time schools are set to receive funding in April of 2020. One concern with this gap between performance and reward is that the faculty and staff members change overtime. New faculty and staff members may be rewarded with larger school budgets for student outcomes they did not assist in achieving. This long lapse in time between result and reward lessens the incentive's effect on faculty and staff behavior.

Texas defines graduate readiness as meeting the states college readiness standards for accountability purposes, an earned industry-accepted credential, or a passing score on the Armed Services Vocational Aptitude test. There are several ways a student in Texas can mix and match their performance to meet the college readiness standard (the first standard), including standardized test results and performance on end of course exams. Standards two and three are more directly stated and easy to interpret. By providing substantial bonuses to increase the number of students who meet one of these standards, Texas should be lauded for paying for higher performance now rather than remediation later. However, interpretation of the results will require significant investment in data collection and analysis. Fortunately, Texas has one of the most robust data collection and reporting systems in the country.

Texas has some unique characteristics to the way it administers performance funding. As mentioned above, the state rewards schools that meet performance requirements several years after the fact. Schools that receive performance funding bonuses must use at least 55 percent of the bonus funds on College, Career, or Military Readiness initiatives in grades 8-12. It is hard to imagine an investment a high school could make that did not, at least in the most oblique way, help students achieve this goal. The fiscal note cited above states that districts will receive a bonus. For small districts with a single high school this may be less of a concern, but for larger districts, those funds may be used to support district initiatives unrelated to the schools whose performance earned the funds. More clarity is needed about whether the state restricts use of performance bonuses to the schools that earned them and to what extent (e.g., all funds, 80 percent).

Performance funding in Texas prioritizes additional investment in two at-risk student subgroups: students whose families are economically disadvantaged and students who are enrolled in special education. The additional at-risk bonus of $2,000 is a 67 percent increase over the performance bonus awarded for graduates who are not economically disadvantaged. The additional bonus of $2,000 for a graduate with special needs who is not economically disadvantaged is also a 67 percent increase over the performance bonus awarded for graduates who are not economically disadvantaged.   For an economically disadvantaged graduate with special needs, the performance bonus rises to $7,000, representing a weighted funding level that is 233 percent higher than the base-level bonus of $3,000 for a graduate who is not at-risk.

Texas' Performance Funding Typology

Texas' Performance Funding Typology table shows a policy with an equal number of Type I and Type II traits. Texas's policy is new, it represents a small percentage of total state funding, and it may require new funding to expand to include goals for primary school students. But performance bonuses do not appear to be capped. Most importantly and promisingly, Texas has connected performance funding with broader state-wide goals for its workforce via its 60x30 initiative. Texas Education Agency mission is to provide leadership, guidance, and resources to help schools meet the educational needs of all students and prepare them for success in the global economy. With weights of 67 percent to 133 percent for economically disadvantaged students and students with special needs, Texas's performance funding policy is designed to support all students in keeping with TEA's mission.

Category	Policy Characteristics[20]
Type I	- Expansion of the Texas model may be reliant on new funding - Texas model offers a low level of state funding (under 5%) - Texas has not sustained performance funding for two or more consecutive fiscal year
Type II	- Bill passed with benefit of new funding, but performance funding is not reliant on new funding only. - State has completion/attainment goals and related priorities - By aligning to the state's 60X30 initiative, Texas is setting volume-based, degree/credential completion metrics and goals.
Type III	By weighting students from economically disadvantaged backgrounds and students with special needs, the policy ensures additional support for students who need it.
Type IV	None

The performance funding outcomes framework is omitted for Texas because the legislation passed this year and performance funding has yet to be implemented. The legislation has not had time to impact either the distribution of funding or student achievement. All that can be said about the performance funding policy that was adopted is that it falls short by half what the School Finance Commission's

---

[20] This typology is reproduced and adapted from HCM Strategists report (Snyder & Boelscher, 2018). The typology's application is also discussed in a legislator's toolkit report by the National Conference of State Legislatures (Boggs, 2018). Note that in Tier's II through IV only changes from the prior tier's characteristics are listed.

recommendation in terms of funding and number of students effected. Early positive secondary achievement gains could bolster advocates attempts to implement a $400 million third grade initiative, as recommended by the school finance commission (Texas Commission on Public School Finance, 2018). Broader consensus and support for third grade reading standards and assessments are also needed for performance funding to expand to primary schools in Texas.

PERFORMANCE FUNDING IN ARIZONA

Arizona's performance funding system is designed to reward high performing schools with additional funding so that they can serve more students. The policy is in its third year of implementation. Funding was flat at $38 million for the first two years and then nearly tripled to $98.3 million in FY2020. The unweighted performance funding award per student of $250 represents a 6.3% increase over the foundation formula of $3,960 per student in FY2019. The weighted performance funding award per student of $400 represents a 10.1% increase. The funding source for performance funding must be renewed annually (Irish, 2019).

ARIZONA'S SB 1530 POLICY ANALYSIS

DIMENSION	ANALYSIS
Funding allocated by formula	• Arizona allocated $38 million to performance funding in the first year of the program FY2018. • Funding was flat in FY2019. • Funding nearly tripled to $98.3 million in FY2020. • The unweighted performance funding award per student of $250 represents a 6.3% increase over the foundation formula of $3,960 per student in FY2019. The weighted performance funding award per student of $400 represents a 10.1% increase.
Performance metrics	• The purpose of performance funding is to "recognize, reward, and replicate excelling schools with most of the money going to teachers and the rest toward expanding successful schools or programs (Ducey, State of Arizona Executive Budget Summary Fiscal Year 2018, 2017)." • Schools that achieve AzMerit test scores in the top 10% of all schools FY2018. • Schools that receive a letter grade of A FY2019. • By FY 2020 the threshold had widened to the top 13% of all schools and a new category was created for high poverty schools that score in the top 27% on Math and English Language arts receive the unweighted bonus of $225. Alternative high schools that score in the top 27% are awarded a $400 per student bonus.
Administrative procedures	• The Arizona performance funding system relies on a new source of funding initially allocated by the Governor's executive budget. Legislation first appeared in SB 1530, and then HB 2749 starting in FY2020. The use of performance funds is restricted to

	increasing teacher salaries, providing professional development opportunities for teachers, and expanding enrollment capacity.
Funding weights	• Extra 60% weight ($150) for successful students who attend low income area schools serve a student body where 60 percent or more of students qualify for free or reduced-price lunch (for a family of four with an income of $44,955 or less). Weight expanded to include alternative high schools in FY2020.

The state initially awarded schools that scored in the top ten percent on the AzMerit tests in Math and English Language Arts. In the second year of the program, the state awarded performance funding to schools that earned a letter grade of A. In year three the state switched back to awarding top AzMerit scoring schools but increased the percentage band by three percentage points to include schools that scored in the top 13 percent in the state. Arizona added two new categories in year three: high poverty schools in that scored in the top 27 percent now earn the unweighted bonus of $225 per student and alternative high schools that scored in the top 27 percent are awarded the weighted bonus of $400 per student.

The use of performance funds is restricted to increasing teacher salaries, providing professional development opportunities for teachers, and expanding enrollment capacity. Arizona provides an extra weight of $150 (60%) for low income area schools that serve a student body where 60 percent or more of students qualify for free or reduced-price lunch. The same weighted allocation of $400 was added to the performance funding legislation in FY2020 for alternative high schools.

ARIZONA'S PERFORMANCE FUNDING TYPOLOGY

CATEGORY	POLICY CHARACTERISTICS
Type I	• Performance funding linked to the AzMerit test score system, which is also used to assign schools letter grades., but total degrees and credentials are not referenced. • Model is reliant on new funding only. • The mission of the Arizona Department of Education is to serve Arizona's education community, ensuring every child has access to an excellent education. Institutional mission not reflected through varied weights, scaling, or metrics. • Total, volume-based, degree/credential completion metric not included • Funding level is determined by a categorical fund, not by formula.
Type II	• The performance funding level is equal to between 6% and 10% of state aid.
Type III	• With 60% weights for students in high poverty schools, outcomes for one large underrepresented group of students prioritized.

Type IV	• Sustained for three fiscal years

Arizona's performance funding system meets the criteria for a Type I system on four different policy characteristics, according to the framework presented above. The policy relies on new money and does not affect base funding. It loses marks for lacking degree/credential-based metrics. Arizona's performance funding policy directs relatively small bonus amounts, but compared with current per student state aid levels, the bonuses represent between 6% and 10% of state aid. By increasing funding for the policy in its third consecutive year of operation, Arizona has achieved Type II status on this criterion of the performance funding typology. By assigning a weight of 60% on allocations aimed at high poverty schools, Arizona earns positive marks for aligning its weights with the equity-enhancing mission of public education (type III). For achieving three years of implementation, Arizona's policy is classified as type IV on this characteristic.

Arizona's policy has been revised three times in three years. There is evidence about how the funds were distributed during the first year, but resource allocation patterns under the new version of the policy have yet to be studied. A majority (70%) of the initial distribution of performance funding went to low poverty schools. This result was not sustainable politically and the policy was changed so that twice as many high poverty schools will be awarded funds in FY2020, though the newly added group of high poverty schools that rank between the top 13 and 27 percent of schools on the AzMerit tests will be awarded the unweighted amount of $225 per student. The theory of action to system improvement in Arizona relies on increasing the number of seats in high performing schools. Arizona's performance funding system is designed to reward already high performing schools with additional funding so that they can serve more students. A study has yet to be performed that examines enrollment level changes in schools that received performance bonuses.

OUTCOMES IN ARIZONA

OUTCOME	RESULTS
Impact on distribution of funding	• 288 Schools earned $38 million in performance funding in FY2018. • About two-thirds of the performance funding went to middle- and higher-income schools (Rau, 2017). • 16 percent of Arizona's public-school students attend a charter school. 30 Percent of the Results-Based Funding went to charter schools (13 percent to two charter operators) (Rau, 2017). • Notably only one study has been done to date on the distribution of performance funds.
Impact on student outcomes	No studies of the relationship between Results-Based Funding in Arizona and student outcomes have been published to date.

Pending modifications and revisions	"The FY 2020 Executive Budget distributes RESULTS-BASED FUNDING using the AF letter grade designation where "A" schools with a 60% or higher Free or Reduced Lunch rate will receive $400 per pupil and schools with Free or Reduced Lunch rates below that threshold will receive $225 per pupil. This conversion and other important policy changes have increased the cost of RESULTS-BASED FUNDING in FY 2020 by $59.7 million, for a total of $98.3 million. In addition to funding both high- and low-income "A" schools, the Executive Budget expands RESULTS-BASED FUNDING's scope to recognize growth toward achievement at schools with higher needs by including "B" schools with a 60% or higher Free or Reduced Lunch rate. As part of this policy change, "B" schools will receive $225 per pupil. The Executive estimates that, as shown in Figure 6, current data indicates 675 schools will qualify for RESULTS-BASED FUNDING in FY 2020. To ensure that the RESULTS-BASED FUNDING is rewarding high outcomes and incentivizing expansion, the Executive proposes more detailed and centralized reporting of the uses of the RESULTS-BASED FUNDING at the school site level. In addition, the Executive believes that this data will provide insight into the best practices that Arizona's highest performing schools are utilizing to produce their outstanding academic outcomes. These success strategies can then be shared publicly to assist struggling schools to improve student achievement" (Ducey, 2019).

PERFORMANCE FUNDING OF ONLINE CHARTER SCHOOLS

In 2015, three states were identified as having performance funding for online charter schools or online courses: Florida, Minnesota, and New Hampshire (Patrick, 2015). A report published by the Center on Reinventing Public Education that same year added Utah to the list of states using performance funding for online charter schools (Rosa Pazhouh, 2015). These reports captured the universe of a very new and compelling funding formula.

Performance funding systems for online charter schools are discussed in less detail than the Arizona and Texas policies, described above, for a variety of reasons. Performance funding policies for online charter schools are less likely to be required by state law. For instance, New Hampshire's policy is contained in a Memorandum of Understanding between the online charter school and the Department of Education. Even when they are required in state law, as is the case in Florida, there is evidence that the state has yet to use results to modify funding amounts distributed to Florida Virtual School and the state revoked performance funding legislation in 2017.

Only New Hampshire's system has been studied in significant detail. Nevertheless, what is known about performance funding for online charter schools is important for readers of this report. In a series of thumbnail case studies, the limited information available about each state's performance funding approach for online charter schools is presented below.

New Hampshire[21]

New Hampshire has just one state-wide online school: The Virtual Learning Charter School (VLACS). At VLACS, time spent learning and completing assignments is variable, meaning students are allowed as much or as little time needed to exhibit mastery over competencies in order to earn credit. By eliminating seat time requirements, VLACS needed a new funding mechanism to support its focus on student outcomes. Instead of assuming the state required all schools to be funded by average daily membership (ADM), VLACS founder and current CEO Steve Kossakoski sought an alternative approach by assuming areas unaddressed by current statute were available. With this perspective, he created a funding system that met VLACS' needs without violating existing state statute. VLACS negotiated a memo of understanding (MOU) with the state that converts completions into membership, thus meeting the needs of both institutions.

Performance funding at VLACS is based on the percentage of assignments a student completes, regardless of the amount of time a student spends enrolled in a course. VLACS calculates 'credits earned' per student based on that percentage and then aggregate credits earned across their entire student body. The total number of credits earned by all students is divided by 6 to equal one full-time equivalent student. The resulting quotient is the VLACS' ADM equivalent enrollment that is then multiplied by NH's charter school student funding rate ($5,498 in 2015). Because VLACS is funded for the percentage of assignments completed, the system is considered low stakes in contrast to Florida's high stakes all or nothing approach. The low-stakes approach reduces the risk of VLACS losing full funding for students to whom VLACS has provided instruction, but who may be unsuccessful at completing the entire course.

The MOU between New Hampshire and VLACS established that from 2009-2013, the online charter school would be funded at a non-negotiable rate of $5450 per student, and a second MOU increased the student funding rate to $5498.30 for 2013-2015. According to Kossakoski, "Each biennium, all charter schools submit projected enrollment numbers to the Department of Education. If the state budget is approved and enrollment numbers are accepted, then the MOU is created based on the approved budget." Also written into the enrollment agreement is a funding cap on the total amount VLACS can receive from the state. New Hampshire's biennial budget funds VLACS via a line item allocation for two-year increments.

A potential cash flow problem for states and schools considering adopting a performance funding system concerns reconciling the timing of incurred expenses to revenues earned. The timing becomes problematic when a state compensates schools after students complete a predefined milestone because it delays setting the budget until after the school year starts. And by then, schools have incurred or encumbered most of their instructional expenses for the academic year. New Hampshire solves this dilemma by forward funding VLACS based on average completions each year and then reconciles averaged with actual completion rates at the end of the academic year. Any surplus or deficit carries over to the

---

[21] Parts of the New Hampshire case study are copied directly from a report written by the author of this report (Miller, 2016).

following year's funding. This approach allows VLACS to operate without a line of credit, reducing operating costs and financial risk for the school.

States must decide from where to draw resources for online schools, especially for students taking only a few classes. They could require funding to follow students, in which case funds would be transferred from the sending school districts to online charter schools. The alternative approach introduces new funding into the system, allowing the sending school district to retain the full student allocation while also compensating the receiving school upon successful student completion of the course. New Hampshire decided to increase funding and not require districts to pay VLACS tuition for part-time students. However, under this model, funding follows full-time students.

VLACS funding levels are not influenced by student demographics. A completion is funded at the same rate regardless of who earned it. A weighted completion would provide schools with additional resources for completions from students who qualify for supplemental services, including students with special needs, students from economically disadvantaged backgrounds, and English learners. New Hampshire's performance funding is a low-stakes approach because it funds based on assignment completion rather than summative assessments. New Hampshire spends about 50 percent less on VLACS under its performance funding arrangement than it would under enrollment-based funding.

TEXAS VIRTUAL SCHOOL NETWORK[22]

Texas Virtual School Network (TXVSN) is operated by the Texas Education Agency. According to the network's website, 15,954 students enrolled in the eight online schools that operate under its authority last year. Texas Virtual School Network is performance funded because Texas Education Code requires its schools to invoice school districts or charter schools at 100 percent when a student successfully complete a course, but no more than 70 percent prior to successfully completing the course (Keeping Pace with K-12 Online Learning, 2016). Texas applies the same 70 percent threshold standard to earning credit for the course, as well. This performance funding policy puts the school in a conflict of interest with respect to grading student work and ensuring the schools fiscal health. The maximum number of courses funded is capped at three annually for part-time TXVSN students. Full-time students that earn passing marks in five or more courses are funded as full-time equivalent students. Full-time students who earn passing marks in three or four courses are partially funded. Full-time students who earn three credits or less are not funded. For grades 3-8, if a full-time TXVSN online student successfully completes the grade-level and is promoted to the next grade, the school receives full funding; if the student does not meet the requirements to be promoted, the school receives no funding (Keeping Pace with K-12 Online Learning,

---

[22] A course provider in the TxVSN statewide course catalog shall receive: Statutory Authority: The provisions of this §70.1025 issued under the Texas Education Code, §30A.051(b). Source: The provisions of this §70.1025 adopted to be effective February 27, 2013, 38 TexReg 1163; amended to be effective April 7, 2015, 40 TexReg 1967.

2016). Notably, there are no weights for at-risk students in the TXVSN performance funding policy. Except for the Keeping Pace report cited in this section, the TXVSN performance funding policy has not been analyzed in terms of its impact on the distribution of resources. While the performance funding policy has not been explicitly studied to determine what impact if any it is having on online student learning outcomes, CREDO analyzed online student performance in Texas and found students attending online charter schools experience 46 fewer days of learning in reading and 165 fewer days of learning in math than their peers attending brick-and-mortar district-operated schools (Center for Research on Education Outcomes, 2017).

FLORIDA

Florida Virtual School (FLVS) was funded based on Florida's traditional enrollment-based funding system for its first five years of operation. In 2003, the Florida legislature changed the way it funded FLVS to performance funding legislation (Tucker, 2007). Florida's performance funding policy allocated revenue to FLVS when a student passed an end-of-course exam. In theory, the policy was high stakes in that FLVS either earned 100 percent of expected revenue for teaching a student or no revenue at all. Over the past decade, policy analysts wrote fondly about Florida's performance funding policy pointing to a new future in which schools were rewarded financially for demonstrated gains in student learning (Rosa Pazhouh, 2015). In practice, however, many of the courses in FLVS's catalog did not have an end-of-course exam and so the state relied on the FLVS to report whether a student passed the exam or not, creating a potential conflict of interest between state accountability and school funding levels. Moreover, it remains unclear whether the state had the reporting requirements in place to reliably fund FLVS on a performance basis. The final chapter on performance funding in Florida was unceremoniously written in 2017, when Florida Statute 1002.37 stripped FLVS's performance funding policy and reverted to funding the school based on enrollment.

MINNESOTA

Minnesota Statutes 2010, section 124D.095, subdivision 10 established an Online Learning Advisory Council charged with making recommendations to the Commissioner of Education on a variety of topics, including funding. The Online Learning Advisory Council's report recommended expanding the current performance funding policy that only impacts supplemental coursework to all online courses. They cited Florida as a model for performance funding legislation. The report states that online course vendors are only paid if the student completes the course. The report goes on to state that "This pay for performance or course completion is intended to assure quality but in effect has had a chilling effect on programs willing to offer online instruction because the risk of not getting compensated increases when students enroll but are not prepared for the self-directedness it requires. High-risk students often gravitate toward online learning believing it will be easier when in fact it requires more active learning and participation by an individual student (Minnesota K12 Online Learning Advisory Council, 2013, p. 46)."

A review of Minnesota Statute 124D.095 provides additional details about performance funding for online courses. "The initial online learning average daily membership equals 1/12 for each semester course or a

proportionate amount for courses of different lengths. The adjusted online learning average daily membership equals the initial online learning average daily membership times .88." This is the first performance funding policy reviewed to adjust online funding for attendance. The statute continues "No online learning average daily membership shall be generated if: (1) the student does not complete the online learning course, or (2) the student is enrolled in online learning provided by the enrolling district." Performance requirements are only applied to online coursework taken outside the student's home district. It is unclear what interest the state is advancing when the fully fund online student performance when taken locally but fund it 100 percent on successful completion with no partial payments if the online course is provided by anyone other than the students home district.

Course completion is defined in another section of the Minnesota statute. A student completed the course if they earned credit for it. This standard clearly defers to local control in setting completion standards. It also opens the state up to criticism that it is setting off a race to the bottom. A district or provider with very low completion standards could generate lots of student completions, lots of public revenue, and very little learning. Like TVSN, Florida and New Hampshire, Minnesota's performance funding policy does not weight funding levels for at-risk students.

UTAH

According to a report by the Hunt Institute, Utah funds online courses based on completion. The school receives 50 percent after a student enrolls in the course and the remaining 50 percent once the student earns course credit (Hunt / Kean Leadership Fellows, 2015). A similar description of Utah's performance funding policy can be found in Minnesota's K12 Online Learning Advisory Council Report. Sources found in these reports link to old blog posts or policy reports that are no longer available online. A search of state statutes and education code was performed. It revealed a 2013 House Bill 0393 recommend a study of competency-based funding. But no mention of the statute or administrative rule cited by several studies could be found.

SECTION V

CONSIDERATIONS FOR POLICYMAKERS

Attendance Policies: *Establish an in-person attendance policy and reporting requirements for virtual schools and school-specific attendance policy requirements for all charter schools.*

A small addition at this study's outset, the collection of attendance policies, revealed surprising findings about best practices in some schools and no school-based practices in others. It also highlights an opportunity for the state to provide virtual charter schools with additional guidance on how they should count students when they are online and when they are participating in synchronous, possibly in person educational activities. [23] Making schools more accountable for inputs, like attendance taking and reporting, is the traditional path taken by most K12 systems. Oklahoma recently passed legislation for its virtual schools that follows this approach. The question is, will that legislation result in improved student outcomes? If policymakers take this path, they also must establish a process by which the data is analyzed and acted upon, with high stakes consequences for schools failing to meet the required in-person instructional standards. The alternative pathway for policymakers is to stop measuring inputs and fund schools on student performance. More information on that approach is presented below.

Financial Transparency: *Collect annual financial reports (AFR's) from all charter schools each year and making them available for download.*

It was our experience that submission rates increased considerably for AFR's that were produced recently. While 43-172 indicates an annual audit must be submitted to SC Department of Education, posting the audit online is not a statutory requirement. Few charter schools post these reports for easy access and download by stakeholders. It is hard to imagine many charter school stakeholders going to the lengths our research team did in order to obtain these reports. Establishing an annual submission process is not a big request. Charter schools are required to prepare an AFR already, so the state would simply be requiring charter schools to share a copy of it. Posting them allows easy access to each charter schools financial information and that can aid parents in the school choice process as well as authorizers reviewing charter renewal applications.

Financial Transparency (part II): *Convene charter schools to recognize and promote financial reporting best practices.*

---

[23] Online schools do offer in-person learning opportunities. Some are organized and led by faculty and staff at the online school the student attends. Other face-to-face learning opportunities are run by outside organizations and may take the form of field trips, volunteering at a local nonprofit, or participating in an internship.

The state can leverage its convening power to address the lack of consistency in the way charter schools report their financial information in their AFRs. More detailed reporting would be helpful to stakeholders trying to understand the sources and uses of public revenue. Publicly recognizing charter schools that are leaders in this area may help to encourage others to take note of and adopt similar best practices. Statewide convenings of both school finance professionals and public accountants to share best practices would also encourage additional transparency and consistency. Establishing an annual award for best financial reporting would encourage charter schools to improve their practices.

Financial Transparency (part III): *District-level spending is insufficient - make school level spending transparent.*

The excel data files for researchers created and hosted by the Department of Education since 2018 are comprehensive, well organized, and lower the cost of conducting research studies like this one. The finance data included in these reports would be more valuable if every school participated. This financial data source was not used in our study because the data only covered two of the five years examined and because considerable reporting gaps exist across charter schools. As the state moves into compliance with new ESSA reporting provisions requiring school level spending for all district and charter schools, this data set is expected to be fully completed. This data will be valuable for assessing the impact funding policy changes have on equity within the charter sector specifically, and between all public schools more generally. Notably, the Office of Finance's 135 Day reports could serve as the basis for charter school revenue reports.

Fund Charter School Students Equitably: *Allocate all charter school funding through the existing weighted student formula.*

The CV measures funding inequality across charters schools. South Carolina's CV for school districts is 14.7 percent for school districts, according to the 2019 edition of Quality Counts School Finance published by Education Week. The same report assigned the South Carolina school finance system a C minus. The CV for state authorized brick and mortar charter schools is 16.6 percent. This level of inequality is unacceptable because the state is responsible for funding the local and state share for this group of schools. The existing funding formula can be used to allocate all state and local operating dollars for charter schools and will effectively bring the CV down to close to zero and fund all charter students fairly.

One place to start expanding the use of the existing weighted student funding formula is to add a weighted category for students educated in a brick-and-mortar school. Virtual school students would not receive the extra weight. Currently, the funding differential is communicated in a proviso and then presented as a lump sum dollar amount in Appendix A-4 of the revenue per pupil report for FY2019-20. The weighted student approach would then treat all students in district and charter schools the same. It would also make transparent South Carolina's intention to fund students taught virtually at lower amounts than students taught in classrooms, which may be a valuable distinction to draw as the state continues to develop plans to educate students while keeping them safe from COVID-19.

Fund Charter School Students Equitably (part II): *Allocate all funding through the weighted student formula and use the success-spending quadrants to inform schools of where they stand and pair those needing improvement with high performers.*

Based on where each school falls on the success-spending quadrants, some are high performing others are low performing, some are high spend, others are low spend. Provide schools with information about where they are on the grid and partner them with schools that they learn how to effectively invest new funds or implement budget cuts without hurting student performance.

Charter schools in the low performing zone with a spending index below 0.75 should expect to receive additional funding if some of the policy recommendations presented in this next section are adopted. They should be paired with schools high performing schools with spending indexes near 1.0 to develop resource allocation strategies that result in more than 70 percent of students meeting the state standards.

Charter schools in the low performing zone with a spending index above 1.25 should expect to lose funding. They should be paired with low spend, high performing schools to develop new resource allocation plans designed to result in more than 70 percent of students meeting the state standards, while they also implement strategic budget cuts to bring their spending in line with the state average.

Strive to Make South Carolina a National Leader in Addressing Poor Student Outcomes: *Poor Student outcomes in virtual schools is a national problem and South Carolina can strengthen both funding formulas and accountability standards for virtual charter schools, and thus become a leader in the country*

In a recent study of charter school students in South Carolina, CREDO found similar learning gains in reading and weaker gains in math compared with students attending a district operated school (Center for Research on Education Outcomes, 2019). Student learning gains in online charter schools are much weaker in both reading and math compared with both students attending district operated schools and brick-and-mortar charter schools. The online gap learning is equivalent to 35 lost days of reading instruction and 118 lost days of mathematics instruction, according to calculations by the authors. The CREDO study authors suggested that schools posting weaker academic gains represent an opportunity to strengthen authorizer practice and this study adds addition support for that recommendation

In 2017, Matt Barnum wrote an article summarizing what is known about online charter schools, access and student outcomes. Barnum's nuanced coverage finds that it is hard to estimate online schools' impact on student learning, that a definitive methodology or study has yet to be designed or conducted, there are too few studies to learn from, online charters may expand access, the profit incentives create risks, and no study to date has found positive or even neutral online attendance effects. The few that have studied and written the most about online charter schools appear to agree that states need re-think the way online charter schools are authorized and governed in order to improve on these dismal results and help the public better understand the unique needs of students educated online.

Implement Performance Funding to Support Personalized Learning: *Follow New Hampshire's approach and fund virtual charter schools on completion of student assignments.*

"The traditional, seat-time based school schedule is reinforced by current student funding models. The dominant model, which is based on average daily attendance, is not flexible enough to enable the exponential number of variations—including accelerated or expanded time for learning activities—required to implement true personalized learning. As students mix both online and offline learning, they might take courses or components of courses from a variety of providers. New student funding models, no longer based on rigid attendance counts, must evolve to support this integrated set of blended and fully online course and school providers. Otherwise, virtual schools will struggle, as individual schools' ability to personalize is constrained by a funding stream that cannot support an array of multiple providers. Without mechanisms that enable funds to easily flow across district, state, and national lines at more discrete levels, the field as a whole will be stunted by a lack of scale and market-based incentives (Tucker, 2007)."

It makes sense to start down the performance funding pathway with virtual charter schools because students in those schools have the most room for improvement. New Hampshire is the north star for performance funding of virtual education. Only New Hampshire's statewide online charter school links performance funding directly to its base funding formula. Student performance at New Hampshire's virtual charter school generates revenue equivalent to about 55 percent of what it would receive under an enrollment-based funding formula. Yet the school is fiscally healthy, and its revenues will rise as student performance improves. The school can offer students personalized learning opportunities through courses, projects, internships, and travel. The state will need to provide resources to collect and validate performance data and convert that information into funding amounts to allocate to virtual charter schools. This was a hurdle Florida's system was unable to overcome and a primary reason why the state abandoned its performance funding effort.

Fund Charter School Students Equitably (part III): After all funds are going through the funding formula (weighted or performance), re-evaluate weighted and add on services.

Virtual charter schools receive $1,700 less per student than their brick-and-mortar charter school counterparts. At the school level, this decision makes sense considering the savings virtual schools generate with respect to building operations and maintenance. At the student level, it makes much less sense. And considering performance gaps across virtual and brick-and-mortar charter school students, the policy needs reconsidering. Similarly, the relative performance level of high poverty schools suggests that additional funding – equitably allocated and well spent – should increase the number of high poverty schools exceeding the state's 70 percent success standard.

STATE POLICY APPENDIX

TEXAS HOUSE BILL 3

SEC. 48. 110. COLLEGE, CAREER, OR MILITARY READINESS OUTCOMES BONUS.

(a) The purpose of this section is to further the goal set under the state's master plan for higher education developed under Section 61.051 for at least 60 percent of all adults aged 25 to 34 in this state to achieve a postsecondary degree or workforce credential by 2030.

(b) For purposes of the outcomes bonus under this section, the commissioner shall determine the threshold percentage as provided by Subsection (g) for college, career, or military readiness as described by Subsection (f) for each of the following cohorts:

(1) annual graduates who are educationally disadvantaged;

2) annual graduates who are not educationally disadvantaged; and

(3) annual graduates who are enrolled in a special education program under Subchapter A, Chapter 29, regardless of whether the annual graduates are educationally disadvantaged.

(c) Each year, the commissioner shall determine for each school district the minimum number of annual graduates in each cohort described by Subsection (b) who would have to demonstrate college, career, or military readiness as described by Subsection (f) in order for the district to achieve a percentage of college, career, or military readiness for that cohort equal to the threshold percentage established for that cohort under Subsection (b).

(d) For each annual graduate in a cohort described by Subsection (b) who demonstrates college, career, or military readiness as described by Subsection (f) in excess of the minimum number of students determined for the applicable district cohort under Subsection (c), a school district is entitled to an annual outcomes bonus of:

(1) if the annual graduate is educationally disadvantaged, $5,000;

(2) if the annual graduate is not educationally disadvantaged, $3,000; and

(3) if the annual graduate is enrolled in a special education program under Subchapter A, Chapter 29, $2,000, regardless of whether the annual graduate is educationally disadvantaged.

(e) A school district is entitled to an outcomes bonus under each subdivision of Subsection (d) for which an annual graduate qualifies.

(f) For purposes of this section, an annual graduate demonstrates:

    (1) college readiness if the annual graduate:

        (A) achieves college readiness standards used for accountability purposes under Chapter 39 on the ACT, the SAT, or an assessment instrument designated by the Texas Higher Education Coordinating Board under Section 51.334; and

        (B) during a time period established by commissioner rule, enrolls at a postsecondary educational institution;

    (2) career readiness if the annual graduate:

        (A) achieves college readiness standards used for accountability purposes under Chapter 39 on the ACT, the SAT, or an assessment instrument designated by the Texas Higher Education Coordinating Board under Section 51.334; and

        (B) during a time period established by commissioner rule, earns an industry-accepted certificate; and

    (3) military readiness if the annual graduate:

        (A) achieves a passing score set by the applicable military branch on the Armed Services Vocational Aptitude Battery; and

        (B) during a time period established by commissioner rule, enlists in the armed forces of the United States.

(g) The commissioner shall establish the threshold percentages under Subsection (b) using the 25th percentile of statewide college, career, or military readiness as described by Subsection (f) for the applicable cohort of annual graduates during the 2016-2017 school year.

(h) On application by a school district, the commissioner may allow annual graduates from the district to satisfy the requirement for demonstrating career readiness under Subsection (f)(2)(B) by successfully completing a coherent sequence of courses required to obtain an industry-accepted certificate. The district must demonstrate in the application that the district is unable to provide sufficient courses or programs to enable students enrolled at the district to earn an industry-accepted certificate within the time period established by the commissioner under Subsection (f)(2)(B). The commissioner by rule shall provide the criteria required for an application under this subsection.

(i) At least 55 percent of the funds allocated under this section must be used in grades 8 through 12 to improve college, career, and military readiness outcomes as described by Subsection (f).

ARIZONA HOUSE BILL 2749

SEC. 25. RESULTS-BASED FUNDING; ALLOCATION FORMULA; FISCAL YEAR 2019-2020

Notwithstanding section 15-249.08, subsection B, paragraph 2, Arizona Revised Statutes, for fiscal year 2019-2020, the department of education shall distribute monies from the Results-Based Funding fund established by section 15-249.08, Arizona Revised Statutes, as follows:

1. Each school operated by a school district or charter holder shall receive $225 per student count from the fund if both of the following apply:

(a) At the time the test prescribed in subdivision (b) of this paragraph was administered, fewer than sixty percent of the pupils who were enrolled in the school met the eligibility requirements established under the national school lunch and child nutrition acts (42 United States Code sections 1751 through 1785) for free or reduced-price lunches, or an equivalent measure recognized for participating in the federal free and reduced-price lunch program and other school programs dependent on a poverty measure, including the community eligibility provision for which free and reduced-price lunch data is not available.

(b) In results achieved during the spring of 2018, the school performed in the top thirteen percent of all schools statewide as demonstrated by the average percentage of pupils who obtained a passing score on the mathematics portions of the statewide assessment and the average percentage of pupils who obtained a passing score on the language arts portions of the statewide assessment.

2. Each school operated by a school district or charter holder shall receive $400 per student count from the fund if both of the following apply:

(a) At the time the test prescribed in subdivision (b) of this paragraph was administered, sixty percent or more of the pupils who were enrolled in the school met the eligibility requirements established under the national school lunch and child nutrition acts (42 United States Code sections 1751 through 1785) for free or reduced-price lunches, or an equivalent measure recognized for participating in the federal free and reduced-price lunch program and other school programs dependent on a poverty measure, including the community eligibility provision for which free and reduced-price lunch data is not available.

(b) In results achieved during the spring of 2018, the school performed in the top thirteen percent of schools pursuant to subdivision (a) of this paragraph, as demonstrated by the average percentage of those pupils who obtained a passing score on the mathematics portions of the

statewide assessment and the average percentage of pupils who obtained a passing score on the language arts portions of the statewide assessment.

3. Each school operated by a school district or charter holder shall receive $225 per student count from the fund if both of the following apply:

(a) At the time the test prescribed in subdivision (b) of this paragraph was administered, sixty percent or more of the pupils who were enrolled in the school met the eligibility requirements established under the national school lunch and child nutrition acts (42 United States Code sections 1751 through 1785) for free or reduced-price lunches, or an equivalent measure recognized for participating in the federal free and reduced-price lunch program and other school programs dependent on a poverty measure, including the community eligibility provision for which free and reduced-price lunch data is not available.

(b) In results achieved during the spring of 2018, the school performed in the top twenty-seven percent but not in the top thirteen percent of schools pursuant to subdivision (a) of this paragraph, as demonstrated by the average percentage of those pupils who obtained a passing score on the mathematics portions of the statewide assessment and the average percentage of pupils who obtained a passing score on the language arts portions of the statewide assessment.

4. Each alternative high school shall receive $400 per student count from the fund if in the results achieved during testing conducted in the spring of 2018 the school performed in the top twenty-seven percent of schools identified pursuant to paragraph 3, subdivision (a) of this section, as demonstrated by the average percentage of those pupils who obtained a passing score on the mathematics portions of the statewide assessment and the average percentage of pupils who obtained a passing score on the language arts portions of the statewide assessment. An alternative high school is eligible for funding under this paragraph only if it reports the average percentage of pupils who obtained a passing score on both the mathematics portions of the statewide assessment and the language arts portions of the statewide assessment during testing conducted in the spring of 2018.

ARIZONA SENATE BILL 1530

15-249.08. RESULTS-BASED FUNDING FUND; DISTRIBUTIONS; REQUIREMENTS

A. The results-based funding fund is established consisting of legislative appropriations. The department of education shall administer the fund. Monies in the fund are continuously appropriated.

B. The department of education shall distribute monies from the results-based funding fund to school districts and charter schools as follows:

1. Beginning in Fiscal Year 2017-2018:

   (a) each school operated by a school district or charter holder shall receive two hundred twenty-five dollars from the fund per student count if the school meets both of the following criteria:

       (i) at the time the test prescribed in item (ii) of this subdivision is administered, fewer than sixty percent of the pupils who are enrolled in the school meet the eligibility requirements established under the national school lunch and child nutrition acts (42 united states code sections 1751 through 1785) for free or reduced-price lunches, or an equivalent measure recognized for participating in the federal free and reduced-price lunch program and other school programs dependent on a poverty measure, including the community eligibility provision for which free and reduced-price lunch data is not available.

       (ii) in results achieved during the spring of 2016, the school performed in the top ten percent of all schools statewide as demonstrated by the average percentage of pupils statewide who obtained a passing score on the mathematics and language arts portions of the statewide assessment.

   (b) Each school operated by a school district or charter holder shall receive four hundred dollars from the fund per student count if the school meets both of the following criteria:

       (i)   at the time that the test prescribed in item (ii) of this subdivision is administered, sixty percent or more of the pupils who are enrolled in the school meet the eligibility requirements established under the national school lunch and child nutrition acts (42 united states code sections 1751 through 1785) for free or reduced-price lunches, or an equivalent measure recognized for participating in the federal free and reduced-price lunch program and other school programs dependent on a poverty measure, including the community eligibility provision for which free and reduced-price lunch data is not available.

       (ii) in results achieved during the spring of 2016, the school performed in the top ten percent of schools pursuant to item (i) of this subdivision, as demonstrated by the average percentage of those pupils statewide who obtained a passing score on the mathematics and language arts portions of the statewide assessment.

   (c) each alternative high school that is subject to a specialized rating system and that in 2014 was assigned the equivalent of a letter grade designation pursuant to section 15-241 shall receive four hundred dollars from the fund per student count.

2. Beginning in fiscal year 2018-2019:

(a) each school operated by a school district or charter holder shall receive two hundred twenty-five dollars from the fund per student count if the school has a letter grade designation of a pursuant to section 15-241 from the prior fiscal year and fewer than sixty percent of the pupils who are enrolled in the school meet the eligibility requirements established under the national school lunch and child nutrition acts (42 united states code sections 1751 through 1785) for free or reduced-price lunches, or an equivalent measure recognized for participating in the federal free and reduced-price lunch program and other school programs dependent on a poverty measure, including the community eligibility provision in which free and reduced-price lunch data is not available.

(b) each school operated by a school district or charter holder shall receive four hundred dollars from the fund per student count if the school has a letter grade designation of a pursuant to section 15-241 from the prior fiscal year and sixty percent or more of the pupils who are enrolled in the school meet the eligibility requirements established under the national school lunch and child nutrition acts (42 united states code sections 1751 through 1785) for free or reduced-price lunches, or an equivalent measure recognized for participating in the federal free and reduced-price lunch program and other school programs dependent on a poverty measure, including the community eligibility provision in which free and reduced-price lunch data is not available.

C. Any monies received from the results-based funding fund by a school district or charter holder shall be separately accounted for in the school district's or charter holder's annual financial report. Except as provided in this subsection, the monies shall be allocated directly to enhance, expand or replicate the school site that generated the results-based funding and shall not supplant monies budgeted or received from any other source that are generally provided to that school. The majority of the monies received from the fund by a school district or charter holder shall be used for teacher salaries, to hire teachers and to provide for teacher professional development. A portion of the monies received from the fund by a school district or charter holder may be used for the expansion and replication of that school site as a quality school model. The monies shall be used to sustain and replicate results, to serve more students on a waiting list at a school with a letter grade designation of a or b and to increase salaries for teachers, other classroom staff and school leaders by closing the achievement gap in high-poverty schools. For the purposes of this subsection, "replication" means:

1. Adding seats and serving more students at the awarded school site.

2. Using resources at a different location to improve that school or to sustain or accelerate academic growth.

3. Mentoring other schools and school leaders to replicate the model or to provide other types of school improvement supports.

4. Physically expanding at another location.

D. Schools receiving funding pursuant to subsection c, paragraph 2, 3 or 4 of this section must show steady improvement after three years to remain eligible for funding.

FLORIDA STATUE 1002.37

2013

(3). Funding for the Florida Virtual School shall be provided as follows:

(a)1. For a student in grades 9 through 12, a "full-time equivalent student" is one student who has successfully completed six full-credit courses that count toward the minimum number of credits required for high school graduation. A student who completes fewer than six full-credit courses is a fraction of a full-time equivalent student. Half-credit course completions shall be included in determining a full-time equivalent student.

2. For a student in kindergarten through grade 8, a "full-time equivalent student" is one student who has successfully completed six courses or the prescribed level of content that counts toward promotion to the next grade. A student who completes fewer than six courses or the prescribed level of content shall be a fraction of a full-time equivalent student.

2019

(3). Funding for the Florida Virtual School shall be provided as follows:

(a)1. The calculation of "full-time equivalent student" shall be as prescribed in s. 1011.61(1)(c)1.b.(V) and is subject to s. 1011.61(4).

2. For a student in a home education program, funding shall be provided in accordance with this subsection upon course completion if the parent verifies, upon enrollment for each course, that the student is registered with the school district as a home education student pursuant to s. 1002.41(1)(a).

(b) Full-time equivalent student credit completed through the Florida Virtual School, including credits completed during the summer, shall be reported to the Department of Education in the manner prescribed by the department and shall be funded through the Florida Education Finance Program.

2019 Florida Statute 1011.61

Definitions.—Notwithstanding the provisions of s. 1000.21, the following terms are defined as follows for the purposes of the Florida Education Finance Program:

(1)   A "full-time equivalent student" in each program of the district is defined in terms of full-time students and part-time students as follows:

(a)   A "full-time student" is one student on the membership roll of one school program or a combination of school programs listed in s. 1011.62(1)(c) for the school year or the equivalent for:

1.   Instruction in a standard school, comprising not less than 900 net hours for a student in or at the grade level of 4 through 12, or not less than 720 net hours for a student in or at the grade level of kindergarten through grade 3 or in an authorized prekindergarten exceptional program; or

2.   Instruction comprising the appropriate number of net hours set forth in subparagraph 1. for students who, within the past year, have moved with their parents for the purpose of engaging in the farm labor or fish industries, if a plan furnishing such an extended school day or week, or a combination thereof, has been approved by the commissioner. Such plan may be approved to accommodate the needs of migrant students only or may serve all students in schools having a high percentage of migrant students. The plan described in this subparagraph is optional for any school district and is not mandated by the state.

2019 Minnesota Statutes

124D.095 ONLINE LEARNING OPTION
Subd. 4.Online learning parameters.

(a) An online learning student must receive academic credit for completing the requirements of an online learning course or program. Secondary credits granted to an online learning student count toward the graduation and credit requirements of the enrolling district. The enrolling district must apply the same graduation requirements to all students, including online learning students, and must continue to provide nonacademic services to online learning students. If a student completes an online learning course or program that meets or exceeds a graduation standard or the grade progression requirement at the enrolling district, that standard or requirement is met.

Subd. 8.Financial arrangements.

(a) For a student enrolled in an online learning course, the department must calculate average daily membership and make payments according to this subdivision.

(b) The initial online learning average daily membership equals 1/12 for each semester course or a proportionate amount for courses of different lengths. The adjusted online learning average daily membership equals the initial online learning average daily membership times .88.

(c) No online learning average daily membership shall be generated if: (1) the student does not complete the online learning course, or (2) the student is enrolled in online learning provided by the enrolling district.

TEXAS EDUCATION CODE

CHAPTER 70. TECHNOLOGY-BASED INSTRUCTION

SUBCHAPTER AA. COMMISSIONER'S RULES CONCERNING THE TEXAS VIRTUAL SCHOOL NETWORK (TxVSN)

§70.1001. DEFINITIONS.

The following terms, when used in this subchapter, shall have the following meanings, unless the context clearly indicates otherwise.

> (1) Electronic course--An educational course in which instruction and content are delivered primarily over the Internet, a student and teacher are in different locations for a majority of the student's instructional period, most instructional activities take place in an online environment, the online instructional activities are integral to the academic program, extensive communication between a student and a teacher and among students is emphasized, and a student is not required to be located on the physical premises of a school district or charter school. An electronic course is the equivalent of what would typically be taught in one semester. For example: English IA is treated as a single electronic course and English IB is treated as a single electronic course.

> (2) Successful course completion--The term that applies when a student taking a high school course has demonstrated academic proficiency of the content for a high school course and has earned a minimum passing grade of 70% or above on a 100-point scale, as assigned by the properly credentialed online teacher(s), sufficient to earn credit for the course.

> (3) Successful program completion--The term that applies when a student in Grades 3-8 has demonstrated academic proficiency and has earned a minimum passing grade of 70% or above on a 100-point scale, as assigned by the properly credentialed online teacher(s) for the educational program, sufficient for promotion to the next grade level.

(4) Texas Virtual School Network (TxVSN)--A state-led initiative for online learning rather than a telecommunications or information services network. The TxVSN is comprised of two components, the statewide course catalog and the online school program. Authorized by the Texas Education Code, Chapter 30A, the TxVSN is a partnership network administered by the Texas Education Agency (TEA) in coordination with regional education service centers (ESCs), Texas public school districts and charter schools, institutions of higher education, and other eligible entities.

(5) TxVSN central operations--The regional education service center that carries out the day-to-day operations of the TxVSN, including the centralized student registration system, statewide course catalog listings, and other administrative and reporting functions.

(6) TxVSN online school--A Texas public school district or charter school that meets eligibility requirements and serves students who are enrolled full time in an approved TxVSN Online School program.

(7) TxVSN Online School (OLS) program--A full-time, virtual instructional program that is made available through an approved course provider and is designed to serve students in Grades 3-12 who are not physically present at school.

(8) TxVSN course provider--An entity that meets eligibility requirements and provides an electronic course through the TxVSN. Course providers include providers in the statewide course catalog and TxVSN online schools.

(9) TxVSN receiver district--A Texas public school district or charter school that has students enrolled in the school district or charter school who take one or more online courses through the TxVSN statewide course catalog.

(10) TxVSN statewide course catalog--A supplemental online high school instructional program available through approved course providers.

Statutory Authority: The provisions of this §70.1001 issued under the Texas Education Code, §30A.051(b).

REFERENCES

Barnum, M. (2017, February 27). *Online Charter Schools Have Poor Track Record, but They can Reach Places Other Schools Can't.* The 74 Million. https://www.the74million.org/article/online-charter-schools-have-poor-track-record-but-they-can-reach-places-other-schools-cant/.

Boggs, B. G. (2018, August 6). *Outcomes-Based Funding as an Evolving State Appropriations Model .* National Conference of State Legislatures. https://www.ncsl.org/Portals/1/Documents/educ/Outcome-basedFunding_v02.pdf

Center for Research on Education Outcomes. (2017, August 2). *Charter School Performance in Texas.* Stanford University. https://credo.stanford.edu/sites/g/files/sbiybj6481/f/texas_2017.pdf

Center for Research on Education Outcomes. (2019). *Charter School Performance in South Carolina.* Stanford University. https://credo.stanford.edu/sites/g/files/sbiybj6481/f/sc_report_final_08292019.pdf

Department of Education: State of South Carolina (2019). *2018-2019 Funding Manual.* https://ed.sc.gov/finance/financial-services/manual-handbooks-and-guidelines/funding-manuals/fiscal-year-2018-2019-funding-manual/.

Digital Learning Collaborative. (2019). *Snapshot 2019: A review of K-12 online, blended, and digital learning.* https://static1.squarespace.com/static/59381b9a17bffc68bf625df4/t/5ce7e6a0eb393130e706bcdc/1558701730458/DLC-KP-Snapshot2019_052319-a.pdf

Ducey, G. D. (2017, January). *State of Arizona Executive Budget Summary Fiscal Year 2018.* http://www.azospb.gov/Documents/2017/FY%202018%20Summary%20Book.pdf

Ducey, G. D. (2018, January). *State of Arizona Executive Budget Summary: Fiscal Year 2019.* http://www.azospb.gov/Documents/2018/FY%202019%20Summary%20Book.pdf

Ducey, G. D. (2019, January). *State of Arizona Executive Budget Summary: Fiscal Year 2020.*http://www.azospb.gov/Documents/2019/FY%202020%20Summary%20Book.pdf

Education and Public Works Committee. (2019). *Ad Hoc Committee on Charter Schools.* South Carolina House of Representatives.

Texas Commission on Public School Finance. (2018, December 31). *Funding for Impact: Equitable Funding for Students Who Need it the Most.* http://bettertexasblog.org/wp-content/uploads/2019/01/Texas-Commission-on-Public-School-Finance-Final-Report-1.pdf

Finkler, S. A. (2001). *Financial Management for Public, Health, and Not-for-Profit Organizations.* Prentice-Hall, Inc.

Hunt / Kean Leadership Fellows. (2015). *School Choice State Summary: Utah..* Hunt Institute.

Irish, L. (2019). *Results-Based Funding: Governor's Budget Proposal and Fiscal Year 2019 Analysis .* AZEDNEWS.

Keeping Pace with K-12 Online Learning. (2016). Durango, CO: Evergreen Education Group. https://static1.squarespace.com/static/59381b9a17bffc68bf625df4/t/593efc779f745684e6ccf4d8/1497300100709/EEG_KP2016-web.pdf.

Lumina Foundation. (2019, November 2). *A Stronger Nation*. http://strongernation.luminafoundation.org/report/2019/#state/TX

Lumina Foundation. (2019, September). *Unlocking the Nation's Potential: A Model to Advance Quality and Equity in Education Beyond High School.* https://www.luminafoundation.org/wp-content/uploads/2019/08/unlocking-the-nations-potential.pdf

Martinez-Keel, N. (2020, May 13). *Virtual charter school bill passes Senate, nears the finish line.* The Oklahoman. https://oklahoman.com/article/5662200/virtual-charter-school-bill-passes-senate-nears-the-finish-line

Miles, K. H., & Roza, M. (2006). *Understanding Student-Weighted Allocation as a Means to Greater School Resource Equity*. https://edunomicslab.org/wp-content/uploads/2013/12/117-1.pdf

Miller, L. J., Just, M., & Cho, J. (2016). *Low-stakes completion-based funding: A New Approach to Financing Competency-Based Education.* University of Kentucky: National Center on Innovation in Education

Minnesota K12 Online Learning Advisory Council. (2013). *Removing the Barriers to Digital Learning in Minnesota.*

Mullen, J. (2018). *Response to Information Request: States that have adopted performance-based funidng model for online schools.* Education Commission of the States.

National Center for Educational Statistics. (2019). *National Assessment of Educational Progress*. https://nces.ed.gov/nationsreportcard/

Office of Finance. (n.d.) *Education Finance Act Fiscal Year: 2018-2019 Prior 135 Day Report Cycle*. South Carolina Department of Education. https://ed.sc.gov/finance/financial-services/budget-planning-for-upcoming-fiscal-year/fy-18-19/fiscal-year-2018-2019-other-entities-135-day-financial-requirements-final/.

Pape, J. W. (2015). *School Accountability in the Digital Age: A Closer Look at State Accountability Systems and Online Schools, with a Focus on Student Mobility and Graduation Rates.* Keeping Pace with K-12 Digital Learning. https://static1.squarespace.com/static/59381b9a17bffc68bf625df4/t/593eff1e414fb5ccb8740729/1497300768219/KP-AccountabilityInTheDigitalAge.pdf

Patrick, S. M. (2015). *Performance-Based Funding and Online Learning: Maximizing Resources for Student Success.* International Association for K–12 Online Learning. https://files.eric.ed.gov/fulltext/ED557775.pdf

Rau, A. B. (2017, November 5). *Richest Schools Get Richer in Arizona's Results-Based Funding Program*. https://www.azcentral.com/story/news/politics/arizona-education/2017/11/05/arizona-doug-ducey-performance-based-funding-boosts-higher-income-schools/782439001/

Rosa Pazhouh, R. L. (2015). *The Policy Framework for Online Charter Schools.* Center on Reinventing Public Education.

Snyder, M., & Boelscher, S. (2018). *Driving Better Outcomes: Fiscal Year 2018 State Status and Typology Update.* Washington, DC: HCM Strategists. http://hcmstrategists.com/wp-content/uploads/2018/03/HCM_DBO_Document_v3.pdf

Smith, A. A. (2015, August 6th). *Big Completion Goals in Texas.* Inside Higher Ed. https://www.insidehighered.com/news/2015/08/06/texas-wants-60-percent-young-adults-hold-college-degrees-2030

South Carolina Department of Education. (2019-2020). *2019-2020 Appropriation Act Section 1.A.50.* South Carolina Legislature. https://www.scstatehouse.gov/query.php?search=DOC&searchtext=1A.50&category=BUDGET&year=2019&version_id=7&return_page=&version_title=Appropriation%20Act&conid=33383986&result_pos=0&keyval=42273&numrows=10

South Carolina Department of Education. (2019). *2019 EOCEP Scores- Statewide (9999).* EOCEP Demographic Scores. https://ed.sc.gov/data/test-scores/state-assessments/end-of-course-examination-program-eocep/2019/eocep-demographic-scores/?districtCode=9999&districtName=Statewide&schoolCode=999.

South Carolina Department of Education. (1997). *Regulation 43-172.* https://ed.sc.gov/scdoe/assets/File/stateboard/documents/172.pdf

South Carolina Department of Education. (n.d.) *End-of-Course Examination Program (EOCEP): Data Files.* https://ed.sc.gov/data/test-scores/state-assessments/end-of-course-examination-program-eocep/

South Carolina Department of Education. (n.d) *SC Ready* (results). https://ed.sc.gov/data/test-scores/state-assessments/sc-ready/.

South Carolina Revenue and Fiscal Affairs Office (n.d) *Revenue per Pupil Reported by School District-Fiscal Year 2019-2020.* South Carolina Department of Education.*https://ed.sc.gov/finance/financial-services/student-data/revenue-per-pupil-reported-by-school-district-fiscal-year-2019-2020/*

Texas Commission on Public School Finance. (2018). *Funding for Impact: Equitable Funding for Students Who Need it the Most.* http://bettertexasblog.org/wp-content/uploads/2019/01/Texas-Commission-on-Public-School-Finance-Final-Report-1.pdf

Texas Education Agency. (2019). *HB 3 FAQ: Focuses on Learning and Student Outcomes.* https://tea.texas.gov/about-tea/government-relations-and-legal/government-relations/hb-3-faq-focuses-on-learning-and-student-outcomes.

Theokas, C. (2010). *Shut Out of the Military: Today's High School Education Doesn't Mean You're Ready for Today's Army.* The Education Trust. https://files.eric.ed.gov/fulltext/ED514183.pdf

Tucker, B. (2007). *Laboratories of Reform: VIrtual High Schools and Innovation in Public Education .* Education Sector Reports.

U.S. Department of Education. (n.d). *What Works Clearing House: Standards Handbook Version 4.0.* https://ies.ed.gov/ncee/wwc/Docs/referenceresources/wwc_standards_handbook_v4.pdf.

Werf, J. J. (2016). *Linking Appropriations for the Texas State Technical College System to Student Employment Outcomes.* Lumina Foundation. https://www.luminafoundation.org/files/resources/linking-appropriations-to-outcomes-tx-1.pdf

End of Course Examination Program

Technical Evaluation of Fall 2019 Field Test Data: English 2

Report provided to the Education Oversight Committee

Christine DiStefano

June 2020

End of Course Examination Program
Technical Evaluation of Fall 2019
English 2 Field Test Data

Table of Contents

Description of the South Carolina EOCEP and English 2 Assessment

Introduction

As part of South Carolina's Accountability Program, students attending public schools take standardized assessments to gauge student progress and school performance. The End-of-Course Examination Program (EOCEP) is a statewide assessment program for high school students after completion of "gateway" courses in essential subject areas. The gateway courses were determined by the State Board of Education in South Carolina and currently include seven named high school courses: Algebra 1, Intermediate Algebra, Biology 1, English 1, English 2, and United States History and the Constitution. Scores from the EOCEP are used in a variety of ways, such as: contributing to students' overall course grade, playing a role on school report cards, and providing accountability evidence to the United States Department of Education.

The English 1 end-of-course test scores have been used to provide accountability evidence; however, the English 1 tests are being phased out of this role and the English 2 end-of-course (EOCEP English 2) assessment will take its place. The EOCEP English 2 test is scheduled to be in operation at the start of the 2020-21 academic year. Per the South Carolina Code of Laws (https://www.scstatehouse.gov/code/title59.php), a technical evaluation of the EOCEP English 2 is required prior to its statewide adoption and administration:

> **SECTION 59-18-320.** Review of field test; general administration of test; accommodations for students with disabilities; adoption of new standards.
> (A) After the first statewide field test of the assessment program in each of the four academic areas, and after the field tests of the end of course assessments of high school credit courses, the Education Oversight Committee, established in Section 59-6-10, will review the state assessment program and the course assessments for alignment with the state standards, level of difficulty and validity, and for the ability to differentiate levels of achievement, and will make recommendations for needed changes, if any. The review will be provided to the State Board of Education, the State Department of Education, the Governor, the Senate Education Committee, and the House Education and Public Works Committee as soon as feasible after the field tests. The Department of Education will then report to the Education Oversight Committee no later than one month after receiving the reports on the changes made to the assessments to comply with the recommendations.

The Education Oversight Committee supported the current study as part of responsibilities as listed in the Education Accountability Act. This report evaluates psychometric information necessary to ensure that the EOCEP English 2 produces reliable and valid scores for use regarding student progress, school performance, and federal accountability. Information detailed in this reports on necessary factors such as alignment of the test content to English 2 standards, blueprint review, documenting test/item construction principles, and review of psychometric indices associated with items. Review of EOCEP English 2 materials was conducted according to best practices educational measurement, as detailed by the *Standards for Educational and Psychological Testing* (AERA, APA, NCME, 2014).

Data for the evaluation were provided by the South Carolina Department of Education (SCDE), the test contractor (Data Recognition Corporation, DRC), archival documents from the SCDE website (e.g., test blueprints, testing schedules, English 2 Standards, etc.), and meetings/discussions with Education Oversight Committee and SCDE associates. This report

used spring 2019 EOCEP English 2 field test administration data. Values in the dataset provided by DRC includes psychometric indices (e.g., difficulty values) and item information (e.g., information about item distractors) for the pool of items used on all Spring 2019 EOCEP English 2 field tests. Item parameter information was calculated by the test contractor, DRC, and relayed to the Education Oversight Committee through the SCDE.

This report is structured to provide information across multiple areas important for gaining trustworthy scores from the EOCEP English 2 examination. For each area, the report discusses (with a nontechnical focus) what is being measured, what criteria and/or guidelines were used to evaluate the information, and results and any recommendations for change.

EOCEP English 2 Test Population

The EOCEP English 2 assessment is a required element by all public school students who are taking English 2 as part of a credit bearing requirement for high school graduation. This group includes most of the high school students in South Carolina and contains students with an Individual Education Plans (IEP) or 504 plans who are able to take the test with appropriate accommodations and supports. This includes students as required by the federal Individuals with Disabilities Education Improvement Act (IDEA) and by Title 1 as noted by the Elementary and Secondary Education Act (ESSA). As noted by the SCDE memorandum (Jones, 2018):

With the exception of students who take alternate assessments, the English 2 field tests must be administered to:
- *Students who are enrolled in a credit bearing English 2 course (year-round or spring semester).*
- *Students who are in their second year or above of high school, whose projected high school outcomes are non-diploma, and who are enrolled in an English 2 aligned course.*

The population of EOCEP English 2 test takers does not include students who meet eligibility criteria for alternate assessments as determined by their IEP team. In addition, the course does not apply for students who are enrolled in a non-diploma course.

As the EOCEP does include students who can take the test with approved accommodations that are part of a student's IEP or 504 plan, the SCDE website details the definition of an accommodations and the purpose of such measures relative to test taking practices. Accommodation details are easily found under the Tests section of the SCDE website, within the EOCEP block of information (https://ed.sc.gov/tests/assessment-information/testing-swd/accommodations-and-customized-forms/).

Field Test Sample: EOCEP English 2 Test Takers, Spring 2019

English 2, and other gateway courses, are typically taken by students in high school; however, the year that the course is taken may vary according to an individual's high school selection of courses. For students following a traditional progression, the majority of students taking the EOCEP English 2 will be in grade 10.

Table 1 provides information for the population of spring 2019 EOCEP English 2 test takers, by grade level. Over 37,000 students participated in the assessment. As expected, the majority of test-takers were 10th grade students; very few 11th or 12th grade students took the EOCEP English 2. The number of students involved with the spring 2019 EOCEP English 2 field

test administration is acceptable to produce stable estimates of psychometric indices for evaluation.

Table 1. Grade Level Distribution of EOCEP English 2 Examinees, Spring 2019 Field Test

Grade Level	Number of Examinees	Percentage of Examinees
9th	11,387	30.6%
10th	25,475	68.4%
11th	326	1.0%
12th	59	<.01
Total	37,247	100.0

Section A

EOCEP English 2: Test Regulations, Construction, and Performance

This section provides a review of the English 2 End of Course (EOCEP English 2) examination to align with current recommendations for best practices of test development and test construction (e.g., Bandalos, 2018; Green, 2009; Mertler, 2016). The test specifications, blueprint, test administration, and scoring procedures are examined. Proper test development procedures support use of the EOCEP English 2 results to assess student knowledge and provide accountability evidence.

Test specifications typically contain two components: a test description and a test blueprint. The test description specifies aspects of the test such as the test purpose, the target examinee population, the overall test length. The test blueprint provides a listing of the major content areas and cognitive levels intended to be included on each test form. The evaluation of test blueprint and construction materials largely used archival data from the SCDE website and information from conversations with SCDE personnel.

A.1 Regulations for Testing

The test description is a written document that provides background information about the examination. Elements such as the overall test length, the purpose of the testing, and the item types examinees may expect (e.g., multiple choice, open response) are typically stated. Test administration procedures, test-taking mode (e.g., paper-and-pencil or computer-based) and scoring procedures and scoring rubrics are also presented.

Evaluation: Test Description. On the SCDE website - Tests section, (https://ed.sc.gov/tests/high/eocep/), the Overview link provides additional information about all EOCEP tests, a description of the purpose of the testing program, how scores are used in calculation of student grades, and how EOCEP scores are used as part of federal accountability requirements. Additional important information such as: dates for fall/spring testing windows, webinars for assistance, scheduling for delivery of materials to schools, and report delivery schedules are noted for all gateway course testing.

Stakeholders can easily access EOCEP English 2 test description information on the SCDE website as part of the test blueprint (https://ed.sc.gov/tests/tests-files/eocep-files/2019-20-english-2-test-blueprint/). The test description is included as a bulleted list and includes pertinent information of test length, test administration, and scoring information. The bulleted list is simple, easy to read, and focuses the reader's attention on the most important aspects of the English 2 test (e.g., number of items, delivery over two Sessions, inclusion of an essay question, etc.).

A.2 Test Construction: Blueprint, Standards and DOK Levels

The content areas listed in the test blueprint provide information about the knowledge, skills, and abilities on an assessment. In addition to listing content areas, the test blueprint specifies the number (or proportion) of items to be included on each test form, by content area. These numbers/proportions reflect the relative importance of each content area (i.e., more items denote greater importance).

Standards. The EOCEP English 2 assesses four main content areas noted in the English 2 content standards; these areas are tested across two testing sessions: (1) Reading (including the areas of Reading Literary Text and Reading Informational Text) and (2) Writing (including the areas of Writing, Communication, Inquiry and the Text Dependent Analysis (TDA) component). The blueprint notes that Inquiry items from the English 2 standards contribute to the total EOCEP English 2 score, but not to the Reading or the Writing subscale scores.

The blueprint names the broader reporting area and individual indicators (i.e., smaller pieces which operationalize the standard in concrete learning objectives) included on the test. The document includes the larger domain and indicator/specific skills which may be included on the EOCEP English 2 (e.g., Reading Literacy Text, 5.1), along with a possible number of items.

DOK. The EOCEP English 2 uses the Depth of Knowledge (DOK) classification system to categorize items. The DOK categorizes the cognitive complexity of items into one of four categories, where higher numbers indicate higher levels of complexity. The DOK levels are defined as:

Level 1. Recall and Reproduction: Tasks at this level require recall of facts or rote application of simple procedures. The task does not require any cognitive effort beyond remembering.

Level 2. Skills and Concepts: This level requires some decision making. Tasks which include more than one mental step (e.g., comparing, predicting, organizing) are included.

Level 3. Strategic Thinking: Tasks at this level use planning skills and higher order thinking skills are to solve more abstract tasks. Tasks with more than one correct answer or justifying a position are examples.

Level 4. Extended Thinking: At the most complex cognitive level, these tasks require synthesis of information from multiple sources or transfer of knowledge from one domain to another.

It is not typical for standardized tests to include items at DOK Level 4; however, the EOCEP English 2 exam should have a mix of items across Levels 1 through 3. The EOCEP English 2 test may be considered a "potentially high stakes" test as a sizable part of a student's grade (20%) is linked to the EOCEP test score. For some students, passing English 2 may be dependent upon the end-of-course exam score.

Test construction recommendations suggest that the test includes varied skills, including a mix of easier DOK (Level 1) and more complex DOK (Level 3) levels. The test blueprint should describe total number of items to be included in each content area as well as the total number of items at each DOK level. This information assists teachers and students target time and content allocations for test preparation activities.

Evaluation of Test Blueprint – Standards Covered and DOK Levels Included. The EOCEP English 2 test blueprint is easy for stakeholders to find on the SCDE website

(https://ed.sc.gov/tests/tests-files/eocep-files/2019-20-english-2-test-blueprint/). This one document includes the test description as well as the standards covered and DOK levels to be expected.

Evaluation: Standards. Table 2 provides a summary of the test blueprint information by test reporting/content area as compared to the English 2 standards. The percent of the domain covered (as stated on the Test Blueprint) was computed by dividing the Number of standards on the test blueprint by the total number of English 2 standards in a given domain. The Text Dependent Analysis (TDA) is noted separately on the Test Blueprint; however, these skills are included as part of the Writing domain and were included in the computation of the domain coverage.

As noted, there are more English standards to be covered during the academic year than are included on the end-of-course assessment. This is understandable as the test provides a snapshot of learning at one time point and the English 2 standards provide the framework of skills to be practiced over the academic year.

The three content areas that comprise most of the test: Reading Literary Text, Reading Informational Text, and Writing include roughly 57% - 67% of the Standards within a given domain, providing acceptable coverage of the intended skills. The two areas that assess a lower percentage of their respective domains, Communication and Inquiry, include indicators that are not easily applicable to a standardized testing situation (e.g., English 2 Communication Standard 3.2- *Create visual and/or multimedia presentations, using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences*). To assist teachers and students, the Assessment Boundaries document (https://ed.sc.gov/tests/tests-files/eocep-files/english-2-assessment-boundaries/) provides a focused list of standards and indicators which are included on the EOCEP English 2 assessment.

Table 2. EOCEP English 2 Domains Coverage Noted by Test Blueprint

Domain	Number of English 2 Indicators	Number of Indicators on Blueprint	Percent of Domain Coverage
Reading Literary Text	13	8	61.5%
Reading Informational Text	12	8	66.7%
Writing	7	4	57.1%
Communication	15	2	13.3%
Text Dependent Analysis	*	1	
Inquiry	12	3	25.0%

Note: * = TDA item is reported as a separate area category in the EOCEP English 2 blueprint, but the stated item indicator falls under the Writing domain.

The Test Blueprint provides guidance of the number of possible items included on the assessment and how these relate to the English 2 Standards. Table 3 evaluates the percentage of the test allotted to each English 2 domain and the two testing sessions. The Reading session involves the most standards (16 total) and includes the most items to cover these standards. The Writing session tests four areas (Writing, Communication, Inquiry, and

TDA). It covers fewer standards and a smaller range of items. However, these items are more involved (e.g., essay) and at a higher cognitive level, requiring fewer items.

In summary, the test appears to balance the number of items that are devoted to Reading and Writing, with more of the test content and percentage devoted to reading content. This is partly due to the complexity of tasks required to assess writing as compared to assessment of reading and processing information. The blueprint information is acceptable to inform stakeholders of what is expected on the EOCEP English 2, in terms of domain coverage and possible range of items.

Table 3. Review of Test Blueprint Information, EOCEP English 2 Examination

Area	Number of Standards/Indicators on Test Blueprint	Range of Items to be Included	Percentage of Test
Reading Literary Text	8	16 – 26	29 - 47%
Reading Informational Text	8	18 – 25	33 – 45%
Writing	4	6 – 12	11 – 22%
Communication	2	2 – 6	4 – 11%
Text Dependent Analysis	1	1	2%
Inquiry	3	4 – 8	7 – 15%
EOCEP English 2 Total		**55 items**	

Evaluation: DOK. The test blueprint also includes a breakdown of the DOK levels included on the EOCEP English 2 test. Three of the four DOK levels (Levels 1-3) are included. As stated on the test blueprint, at DOK Level 1 it is estimated that the percentage of items is between a minimum of 0% of the test to a maximum of 15%, Level 2 between 55% and 75% of the assessment, and between 25% and 45% at Level 3.

From the blueprint review of DOK levels, the test will be more heavily weighted at DOK Level 2 (Skills and Concepts), with between 55% and 75% of the items at this complexity level. Including most of the EOCEP English 2 items at DOK Level 2 is appropriate, given the purpose of the end of course examination. In addition, having the fewest percentage of items at DOK Level 1 is acceptable, as this positions the EOCEP English 2 assessment between (roughly) a medium to medium-hard level of complexity, with most items beyond basic recall of information. This "hardness" level is appropriate to assess a student's comprehension of material presented after an academic year of participation with English 2 content.

A.3. Test Scoring and Test Performance

Scoring. The EOCEP English 2 score contributes 20 percent in calculation of a students' final course grade. Information from the EOCEP is used statewide as part of federal accountability requirements. At the school and district levels, EOCEP scores from Algebra 1 and English 1 (note: to be replaced by English 2 starting with the academic year 2021-22) are currently used in calculation of school accountability ratings which are reported to the state and

the federal government; grades of C or better on the gateway courses included in EOCEP are reported to stakeholders on school/district report cards.

Evaluation: Scoring. The EOCEP English 2 test score is provided by the responses to close-ended items and the essay (TDA) item. The EOCEP English 2 items are largely closed-response, objective items which can be machine scored. These items are generally worth 1 point for a correct answer.

The open-ended essay question is hand-scored scored by trained raters using a pre-established rubric. A copy of the rubric and definitions at each scoring level is provided on the SCDE website: https://ed.sc.gov/tests/tests-files/eocep-files/eocep-tda-scoring-rubric/. The TDA rubric is a 4-point holistic rubric. The rubric is detailed, providing raters and test stakeholders a description of the skills that should be demonstrated by examinees at a particular level and context of how examinees at one level differ in ability from those at other levels. A strength of using a holistic rubric is that persons reviewing rubric scores can clearly see strengths of students rated at a given level and what skills may be reinforced to advance to the next level (Mertler, 2016). As there is one TDA question, this item is weighted by a factor of 4 to contribute to the overall score.

For this report, the SCDE provided a Standard Setting report written by DRC staff (DRC, 2019) detailing the development of cut scores into four achievement categories. These categories describe the Performance Level Descriptors (PLDs) across the continuum of scores, using categories of: Does not meet, Marginally Meets, Meets, Exceeds. The percentage of Meets and Exceeds is also reported, this aligns with the reporting of EOCEP scores of C or better for Federal Accountability and School Report Card purposes.

Table 4. Percentage of EOCEP English 2 Students Scoring in Each Performance Level Descriptor

	Percent of Students by PLD				
	Does not Meet	Minimally Meets	Meets	Exceeds	Meets + Exceeds
Expected Percent	38.2%	12.5%	26.9%	25.4%	52.3%

There is limited information on the SCDE website to show stakeholders how scores are reported. The Testing Administration Manual does note that scores will be posted for Reading and Writing domains (along with a Total Score); however, this source may not be the first to come to minds of some groups of stakeholders (e.g., parents, students) when looking for scoring information. Relatedly, there is not yet documentation (e.g., technical manual) to report how scores are transformed to a total score. There are technical manuals for SCDE tests; however, the latest technical manual for the EOCEP English 2 is for the 2014-15 English 1 EOC. Once operational, updated technical information for the EOCEP English 2 assessment would be a useful addition to the test documentation on the SCDE website.

Test Performance. All students enrolled in credit-bearing courses are expected to participate in the EOCEP English 2 assessment. The test performance resources are defined as specific test materials (other than the Blueprint and English 2 Standards) which are provided to

teachers and the population of English 2 test takers to prepare for the test. These include information such as the Teacher's Guide (which includes practice objective response format items), sample TDA items, sample responses with scoring protocols, the TDA rubric and Test Review reports. As the EOCEP English 2 test is delivered online, the Online Tools Training site simulates the online testing situation and allow students to practice using the testing interface's online tools.

The SCDE's Office of Assessment conducts annual committee meetings, where district-level curriculum experts review the item results data for state testing programs, including the EOCEP tests; findings from these meetings are detailed on the SCDE website (https://ed.sc.gov/tests/tests-files/eocep-files/english1-test-results-data-review-2019/). The reviews provide teachers guidance regarding specific standards/indicators exhibiting performance deficiencies and suggestions for how these areas may be developed for subsequent test administrations.

Evaluation: Test Performance. To assist teachers and students with test performance, practice information is easily accessible on the EOC website. Twenty sample objective items are provided for practice (https://ed.sc.gov/tests/tests-files/eocep-files/2019-eocep-sample-release-items-for-english-2/). These items include information about the alignment of items to standards, DOK level, and estimated item difficulty. There are also two sample essay questions for response practice to the TDA along with the link to the rubric used to score the responses. South Carolina student responses to the Writing-TDA questions are provided along with annotations, which describe the reasoning behind the rubric scores given to the responses. A TDA Checklist (English 1) is provided to help craft responses to the essay (https://ed.sc.gov/tests/tests-files/eocep-files/eocep-english-1-writer-s-checklist/).

While the information reviewed was for the (currently) operational English 1 end-of-course test, it is assumed that the information is similar for responding to the TDA on the EOCEP English 2. The Online Tools Training gives students an opportunity to become familiar with use of online tools (e.g., drag and drop) which may be required during testing. In summary, there are many materials available for examinees to become more familiar with the test questions and testing format to help test takers understand the types of questions and responses expected.

The SCDE website states that the EOCEP English 2 test is similar in structure and content to the EOCEP English 1 test. Therefore, the data review information may be useful to school personnel until the data are updated to include reviews focused on the English 2 test. The information provides a mechanism for learning from previous results and enhancing test performance.   These materials help provide transparency for teachers and students regarding EOCEP English 2 test content and procedures. Detailed information about what information is included on the test, access to practice questions, and use of previous test result data can enhance training and ultimately, student performance.

A.4. Summary: Test Regulations, Construction, and Performance

In summary, materials detailing construction of the EOCEP English 2 are available and easy to access from the SCDE website. The test appears to balance the number of items that are devoted to Reading and Writing, considering complexity of tasks. The blueprint information is acceptable to inform stakeholders of what is expected on the EOCEP English 2, in terms of domain coverage and possible range of items. Information from the DOK levels reported on the blueprint help stakeholders understand the complexity of the test. There are many materials available for examinees to become more familiar with the test questions and testing format to help test takers understand the types of questions and responses expected.

Updated technical information regarding score calculations (session scores and total score) and a test review may be helpful to include on the SCDE website once the EOCEP English 2 becomes operational.

Section B

Evaluation of EOCEP English 2 Test Items

The EOCEP English 2 assessment was structured similarly to the English 1 end of course examination, consisting of 55 total items across the Reading and Writing sections. Items on the EOCEP English 2 include a variety of formats. The Reading section includes items which are largely objective response (i.e., closed response) test questions which require selection of the answer(s) to achieve full credit. This item format largely consists of an item stem and options for the respondent to select the correct response(s) from a set of alternatives, or distractor choices. According to best practices for test construction (Green, 2009), the distractor options should be plausible responses and help to distinguish among examinees with varying levels of knowledge. Closed response questions can be machine scored, allowing many examinees to be tested in an efficient manner (Green, 2009). The majority of the EOCEP English 2 assessment items are Multiple Choice (or selected response) format, where respondents select the correct response from four possible alternatives.

There are a few objective response items per session that are of a different format than multiple choice. These formats include Multiple Selection items, where students are prompted to select a number of correct answers (e.g., "*Choose two answers*…"). The multi-select items may have 5 or 6 options to select from. In order to receive credit for a correct response, students must select all of the correct answer choices. Evidence Based items are two-part items. Students read a piece of text or passage and choose the best answer from the answer choices. Students will then be asked to support their response with evidence from the text—for example, to select multiple evidence statements, place multiple steps in correct sequence, place multiple punctuation marks correctly, etc. In order to receive a correct response, students must answer both parts of the item correctly. Technology Enhanced items (for online test takers) ask students to interact with an item by using technology to provide their response, such as "drag and drop" where elements are moved into different positions, highlighting text, or clicking on images. (If needed, comparable selected response items are used as a replacement for the technology enhanced items paper/pencil tests).

The Writing section includes a Text Dependent Analysis (TDA). This is a constructed response item, where examinees are provided a prompt and then construct their answer. For the EOCEP English 2, students read a piece of text and draw upon the passage to provide an extended written response, supporting the essay with evidence from the text. The response is scored by raters using the TDA rubric.

This section provides a review of test items to ensure that the items are constructed following best practices in the psychometric field. Specifically, this includes reviewing items to ensure match to content standards/indicators, are unbiased, and are error free in terms of grammar, etc. This is a preliminary review of EOCEP English 2 test content. A more intensive item review is planned for fall of 2020 utilizing school personnel familiar with the targeted student population and the English 2 standards.

As there are 16 EOCEP English 2 field test forms available, one test form was created and reviewed; however, it is assumed that the items included on this form are representative of

the content included on other test forms. The test reviewed for this analysis was provided by the SCDE and is hard copy of Form 110, field tested in the Winter of 2019. To adhere to regulations of test security and confidentiality, only item identification number information was reported in the evaluation; if particular item characteristics were discussed (e.g., percentage of 'A' responses), all information was reported in the aggregate. While it is recognized that the suggestions here are relevant to the form reviewed, these may be transferred to other forms as items typically appear on more than one of the 16 forms used in practice

B.1. Content Review: Item Alignment to English 2 Standards

In accordance with test construction principles, the EOCEP English 2 test should be aligned to the applicable content standards for English 2. These content standards are what teachers use to plan instruction and guide student learning in the course. As an initial content review, alignment of the end of course test content was compared with the English 2 Standards to review the accuracy of the test content to the test blueprint materials.

Item alignment to English 2 Standards was conducted for all items by Session administration and across the total assessment. Item alignment was conducted using the Standard and Indicator numbers. However, to adhere to test security and confidentiality practices, responses were aggregated across entire test and only the broader Standards category is reported and compared to the test blueprint information.

Evaluation: Item Alignment to English 2 Standards. English 2 Standards detailing assessment content are easy for stakeholders to find on the SCDE website under the Tests tab of the website, under the High School section of the website (https://ed.sc.gov/tests/tests-files/eocep-files/english-2-assessment-boundaries/). All test items were evaluated and compared to their stated Standard and indicator. On face value, the items appear to be aligned with the respective content. No mis-match between indicators and test content were apparent with the review materials. Items were reviewed to determine that the number of items, percentage of items, and standards tested were in line with the information reported by the test blueprint. Review information is presented in Table 5.

All test content areas were in line with information reported in the blueprint. As expected, the Writing subtest includes the items measuring Writing Standards, Communication, and the TDA. The Reading subtest includes items aligned with the two reading areas, Reading Literary Text and Reading Informational Text. Inquiry items (which are included in the total EOCEP English 2 test score) are split evenly across both tests.

Table 5. Item Alignment to Standards, EOCEP English 2 Items

English 2 Content Domain	Number of Indicators on Test Blueprint	Alignment of Items to Percentage Range	Alignment of items to Stated Indicators
Reading Literary Text	8	Yes	Yes
Reading Informational Text	8	Yes	Yes

Writing
   Communication
   Text Dependent Analysis
	4
	2
	*
		Yes
		Yes
		Yes
			No
			Yes

Inquiry	3	Yes	Yes

Note: * = Test Blueprint includes the TDA item as a separate category; in the item alignment review, this was included with the Writing Domain.

The information on the test was examined to determine if items within a domain were matched to the indicators listed on the Test Blueprint. The majority of domains did test all of the stated indicators; however, one area did not. Writing listed four indicators on the Test Blueprint (1.1., 2.1, 4.1, 5.2). From review of the item characteristics, indicator 1.1, may be also included in the TDA, but only one indicator is associated with the item description. The last Writing indicator, 5.2, did not appear to be included on the version of the field test reviewed; however, this indicator may be included on a different field test version. In sum, the EOCEP English 2 items align with the standards and what is reported in the Test Blueprint (posted on the SCDE website). Percentages of the actual items on the field test was in concordance with the percentage of items to expect by content domain, as stated in the Test Blueprint.

B.2. Complexity Review: Item DOK Levels

Depth of Knowledge (DOK) alignment was reviewed to ensure that the EOCEP English 2 possesses the targeted complexity levels as noted by the purpose of the test. Items were examined and matched to the stated DOK levels reported by the test contractor, DRC. Item DOK evaluation was conducted across items, Session administration, and for the Total assessment. Again, to adhere to test security and confidentiality practices, responses were aggregated across the entire test. It is noted that this evaluation provides an initial review of the DOK level information; a more extensive evaluation of item DOK levels is planned for fall 2020.

Evaluation: Item DOK Levels. Individual items appeared aligned with their stated complexity levels. Of the 54 selected response items, there were no items that seemed to mis-state the complexity level of the item. The test blueprint reports that the examination includes few items at the lowest DOK level (Level 1). As expected, the test was largely comprised of items at DOK Levels 2 and 3. Considering the test overall, the DOK levels reported in the test blueprint were in line with the percentages reported on the test. Table 4 reports the test blueprint information alongside the percentages by complexity level. In sum, the EOCEP English 2 item DOK levels align with the standards and what is reported in the Test Blueprint on the SCDE website.

Table 6. Item Alignment to DOK, EOCEP English 2

DOK	Min/Max	EOCEP English 2 Percent
Level 1	0 - 15%	2%
Level 2	55 - 75%	65%
Level 3	25 - 45%	33%

B.3. Adherence to Item Writing Guidelines

All EOCEP English 2 reading passages and items were reviewed to determine if test content aligned with best practices for test construction (e.g., Greene, 2009; Mertler, 2016). This included review of item stems for clarity, grammatical and spelling errors, providing clues to the correct answer. Item options were reviewed to ensure that the options made sense to examinees with partial knowledge of the content area and were plausible. Correct answers to items were reviewed to ensure that the answer key did not form a pattern or have the correct option (e.g., "D") repeated excessively. In addition, items were examined to ensure that the language was appropriate for student test takers, used standards-based vocabulary, and were written to support research-based instructional.

Evaluation: Adherence to Item Writing Guidelines. Of the total 55 items, the Session 1 assessment included fewer multiple-choice questions and TDA constructed response item. Session 2 included more items, but all were selected response. Test items were primarily multiple choice; however, other item formats included (roughly 7%) evidence based selected response, multiple answer, and technology enhanced. Both sessions include reading passages, where items relate to passage content (i.e., testlet). The number of items per testlet vary between four and nine items. Reading passages were clear and interesting, varying content from fiction and non-fiction. Items were clear and easy to understand. In terms of content, items did not exhibit any problems related to fairness in terms of content presented for examinees, items (e.g., "trick" questions) or response options (e.g., deliberately non-plausible or humorous response alternatives).

All Item stimuli and options were reviewed to determine adherence to item writing guidelines. The EOCEP English 2 test displays best practices of item writing principles including:
- use of spacing, where item stimuli is separated from the item alternatives,
- formatting to focus reader's attention (e.g., bold, underlying),
- complete thoughts or sentences for the item alternatives,
- plausible options for multiple choice item alternatives,
- correct response is not always the longest option.

With selected response items, letters associated with a correct answer should not form a pattern or include one option an excessive number of times over the course of a test (or testlet). The EOCEP English 2 selected response answer key was examined by testlet, test session, and across the entire test for alignment with item writing guidelines (note: to ensure test security item responses are aggregated across the test and only for the four main options, A-D).

No patterns or continued correct option letters were observed. Table 3 provides the distribution of correct responses across the 54 selected response questions included on the EOCEP English 2. As shown in Figure 1, the percentages are roughly balanced by across the four options.
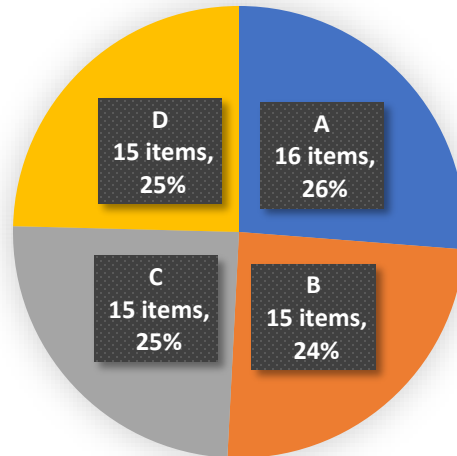
Figure 1. Distribution of Correct Response Options, EOCEP English 2 Field Test

Finally, all reading passage items were reviewed to ensure student-appropriate language. The information was acceptable, with appropriate language and readability level which was acceptable given the purpose of the examination and the target population. Use of standards-based vocabulary was apparent in the items. The content standard vocabulary was largely included in the item stems (e.g., evaluating points of view, use of context clues to decipher meaning, cite textual evidence). The items were written to support research-based instructional technology, as teaching the content skills could be approached from a wide variety of methods based in empirical support.

B.4. Summary of EOCEP English 2 Test Items

The EOCEP English 2 items aligned with the English 2 content standards. Also, the Test Blueprint accurately represented the percentage of items to be expected by content domain and DOK level. Items illustrated best practices of industry standards, were error free and appeared unbiased. Items used appropriate content-based language and written to the target population. No recommendations are needed; the EOCEP English 2 test items, blueprint alignment, and adherence to best practices of item construction appear sound.

Section C

EOCEP English 2 Test Administration Procedures

As a state-wide standardized test, the EOCEP English 2 follows state and district regulations related to test procedures including test security, distribution of materials, confidentiality mandates, and reporting of test violations. As with other standardized tests administered in South Carolina, District Test Coordinators and School Test Coordinators oversee test security and appropriate testing practices for the EOCEP English 2 examination.

This analysis includes a review of test administration procedures, instructions provided for those administering the assessment, instructions provided for students, accommodations, and test security procedures. Information for the analysis was obtained from archival documents on the SCDE website and discussions with SCDE personnel. The test engine delivery was not able to be evaluated due to Spring 2020 postponement of testing from COVID-19. However, the documents provided on the website provide sufficient evidence for review of the test administration protocol.

C.1. EOCEP English 2 Test Administration Procedures

The EOCEP English 2 test is largely delivered online through the test contractor's online platform, DRC INSIGHT. This platform is responsible for delivering the assessment, storing responses, scoring the test, and providing test reports. Paper-and-pencil test administrations are available if required as part of a student's educational plan due to disability. Tests may be administered to examinees during the academic year's testing windows.

Detailed instructions for test administration are stated for district test coordinators and school test coordinators in a detailed Test Administration Manual (TAM). The TAM is easy to find on the SCDE website (e.g., https://ed.sc.gov/tests/tests-files/eocep-files/eocep-online-test-administration-manual-for-spring-2020/) and all testing personnel at a school also receive a paper copy of the manual. The TAM clearly describes testing instructions, including a listing of steps to be taken before testing, during testing, and after testing.

Evaluation: EOCEP English 2 Test Administration Procedures. Test security procedures are clearly detailed in the TAM and the TAM Appendix includes the confidentiality forms to be completed by school/district testing personnel. Links to report test violations are included in the TAM and on the SCDE website. The SCDE website provides easy to find information about test security regulations that must be followed during testing (https://ed.sc.gov/tests/assessment-information/test-security) .

Instructions for students are read aloud by the Test Administrator. The instructions follow a script, helping to ensure fidelity of test administration as all students in the state will receive the same instruction. Instructions are short, direct sentences with clear, easy to understand language. The TAM includes a section on appropriate accommodations for students and documentation regarding how approval for use of accommodations is determined.

The test administration procedures are clear and complete. The document provides clear instructions for district/school testing personnel to follow. In addition, the TAM provides

advice on scenarios which may arise (e.g., student getting sick during testing, disruptive students, suspected cheating) and recommendations for handling the situation.

C.2. Summary of Test Administration Procedures

The test administration procedures provide clear directives to deliver the EOCEP English 2 properly and with fidelity. Clear, objective information that is followed by all district/school testing personnel helps to ensure uniform testing procedures delivered to all English 2 examinees across the state. Easily accessible information helps ensure that all testing coordinators are well-informed, have appropriate training, and follow relevant security procedures. Access to uniform testing procedures can help ensure validity associated with EOCEP English 2 scores for use with accountability and decision making.

Section D

Test Calibration, Equating, and CTT Item Analysis

The EOCEP English 2 field test includes 16 forms, each of which is scored to produce item- and person-statistics (i.e., calibrated parameters). The calibration process is performed by DRC using the Rasch measurement model and the item- and person-statistics can be evaluated and compared within and across forms. Scores across the forms are equated by using common items, a small subset of items included on different forms. Common items provide a mechanism to allow scores across tests to be put on a common metric.

This section provides a review of the procedures used to link and equate the EOCEP English 2 examination. The data for the review came from were largely archival documents which were obtained from the SCDE website and DRC. The evaluation provides information about the timeliness of the scoring process for providing test assessment results to teachers and students.

For the item analysis, item statistics were calculated using Classical Test Theory (CTT) techniques and modern test theory techniques. All statistics were calculated by DRC and contained statistical information for the EOCEP English 2 Spring 2019 Field Test Data across the 16 forms. Summaries of item statistics (e.g., item difficulty, average point biserial correlation) were summarized for the set of items across all forms (i.e., all items in the field test pool) and by form. Each test will have 55-items; however, when analyzing item statistics there were fewer than 55-items per form as the information here (in general) represents a pool of available field test items. In the evaluation, these are still referred to as "Forms" with the understanding that they are not an active EOCEP English 2 test. Ten non-performing items were removed by DRC for operational form consideration; these items were also removed from review analyses. Besides calculation of summary statistics (e.g., mean values, standard deviations), no additional estimation procedures were performed. Item analysis information is presented for review of classical test theory (CTT) indices.

D.1. Test Calibration, Equating, and Scoring

DRC uses the Rasch measurement model to provide EOCEP English 2 parameter estimates. The Rasch model is a general name for a family of measurement models which compute the probability that an examinee will respond favorably to an item, given characteristics of the item. Characteristics are defined as the amount of the latent construct an individual possesses (i.e., ability in Rasch terminology) and the hardness of the item (i.e., item difficulty). The Rasch model produces scores for each person and each item on a common, interval-level scale (i.e., logit) scale. These common scores are called measures, and the process of putting both ability and item difficulty parameters on the same scale is termed calibration.

The EOCEP English 2 test is computer scored for all dichotomous items using the Rasch model. The TDA item is on a four-point scale and is scored using Master's Partial Credit model. The Rasch model estimates the probability of a correct response given the examinee's ability level and the difficulty of the item. The partial credit model is similar but estimates the probability that a person will be observed in a specific category of the rubric (1 to 4), given the person and item characteristics.

After Rasch calibration, scores on the different EOCEP English 2 forms can be linked and equated. Linking and equating are related, but different, processes. Equating is the process of adjusting scores on forms so forms can be used interchangeably (Kolen & Brennan, 2004). Linking is the mechanism that establishes the comparability between tests. All equated scores can be placed on one scale.

For reporting of scores, the EOCEP English 2 TAM provides a timeline for receipt of Reading or Writing (Preliminary) Score Reports and the Assessment Schedule provides the date of delivery of data and paper reports to schools. Both documents are available on the SCDE website.

Evaluation: Test Calibration, Equating, and Scoring. The Rasch model is a popular measurement model for use with statewide testing programs. Use of the Rasch model for calibration has many advantages, when assumptions behind the method are met. These include aspects such as: mapping persons and items onto the same scale, one-to-one mapping of raw number correct scores to Rasch estimates of ability, the ability to handle missing items, and the availability of diagnostic statistics to evaluate the model and data fit (Bond & Fox, 2007; Wright & Stone, 1979). The Rasch model is often used for large scale standardized test programs, such as the EOCEP English 2 assessment.

The EOCEP English 2 equating design used a network of loops (Wright & Stone, 1979) to connect multiple forms through sets of common items. This design allows for verification of link coherence, meaning that the linking parameter used provides stable estimates. As a check of the stability of the process, the sum of the link constants should be zero. The implementation of test networks leads to banks of commonly calibrated items far larger in number and far more dispersed in difficulty than appropriate for any one test. Sums across link constants were provided by DRC and the SCDE in a summary email. The information reported stability of link constants, with all five link constants approximating 0.0 (within ±2 standard error of estimate).

The EOCEP 2020 TAM details when preliminary scores can be expected. Objective test questions for the EOCEP English 2 are quickly scored by the DRC INSIGHT online system; the TDA is scored by trained raters and 10-days are allocated for scoring the essay. With the English 1 test, preliminary score reports were available for review on the online system within 36 hours after the Reading domain assessment, 10 days after the Writing domain assessment, and the total score can be quickly computed after both components are provided. This information provides timely feedback for teachers and schools to guide instruction.

D.2. CTT Based Item Analysis

Two Classical Test Theory (CTT) indices were included in the dataset: item difficulty and adjusted point-biserial. CTT-based item difficulty (p) is defined as the proportion of students out of the total number of examinees answering an item correctly. Higher p values indicate easier items (i.e., a greater number of students selected the correct answer) and low p-values indicate more difficult items. Items that are too difficult or, conversely, too easy, do not differentiate between low performing and high performing students. A difficulty value of $p = .5$ provides the highest level of differentiation between students (Bandalos, 2018).

The adjusted point biserial correlation (r_{pb}) is a measure of association, illustrating how well an item discriminates between high performing and low performing examinees. The value is calculated as the correlation between item scores (correct/incorrect) and the total score, with the

item in question removed from the total score. The normal range of point biserial scores for items is –1 to +1, with higher values indicating that the item discriminates well between high and low performing students (Bandalos, 2018). Values of the point biserial may be positive, meaning that the item is discriminating appropriately, or negative, indicating that the item is not discriminating as intended. Values that are close to zero or negative may indicate a flawed item. A value of zero means that there is no discrimination between high and low ability test takers; negative values indicate the tendency for high ability students to answer incorrectly and low ability students to answer correctly. A high point-biserial coefficient means that students selecting the correct response are students with higher total scores; students selecting incorrect responses to an item have lower total scores, meaning the item can discriminate between low-performing examinees and high-performing examinees. In general, values should be at a moderate to higher correlation value (e.g., roughly .3 to .5) (Bandalos, 2018). In general, items should not have a low discrimination value (e.g., < .20), as this indicates that the item cannot differentiate between examinees with high and low ability.

Removed Items and Items to be Re-fielded. The data file included information on 415 items which are used across the 16 EOCEP English 2 test forms. However, not all items from the field-test pool were considered items to advance to the operational forms. Ten items were removed from the item pool due to poor performance, and these 10 were not included in the descriptive summaries. In addition, SCDE documentation stated that items with marginal performance have been designated to be re-fielded. The items to be re-fielded were included in the analysis.

Evaluation: CTT Difficulty. The average CTT-difficulty value across the 405-item pool was p= .55, meaning, on average, students answered 55% of the EOCEP English 2 items correctly. This is a moderately difficult level, and also the value approximates the value to maximize differentiation among individuals. Figure 2 provides a histogram of difficulty values. Across the forms, the set of values had a minimum difficulty of p= .14 (14% of examinees answering the item correctly) to a maximum of p = .89 (89% of examinees answering the item correctly). As shown in Figure 2, the EOCEP English 2 tests include a mixture of items noted as "harder" and "easier", in terms of CTT-difficulty values.

Item difficulty values were reviewed to determine the number of items per form that were challenging for students, where p < .50. Tests are at a slightly easier level of difficulty, with roughly 61% of the items (246 of 405 items) at or above a difficulty level of p ≥.50 and 39% (159 of 405) seen as more difficult (p-values < .50). The majority of the EOCEP English 2 items were less difficult for the population of test-takers.
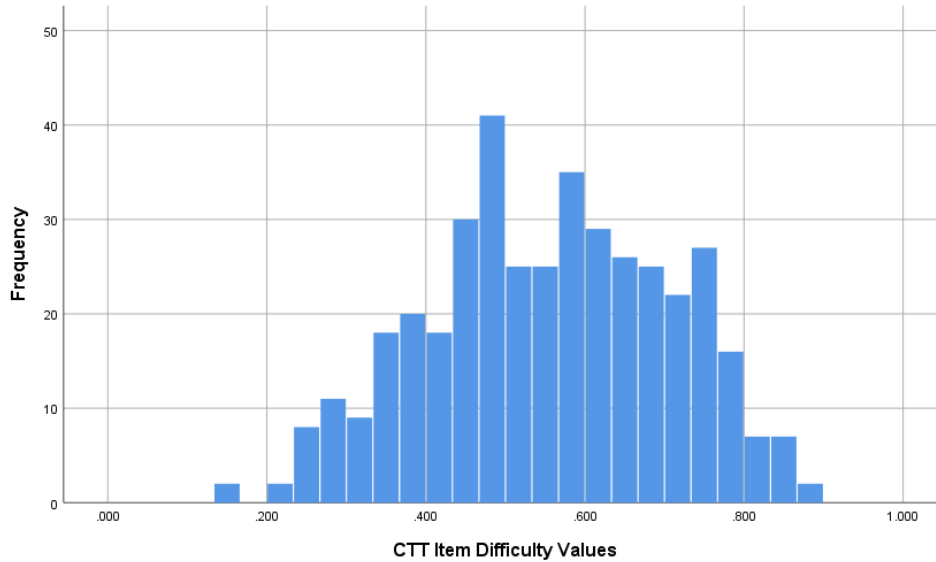
Figure 2. Distribution of EOCEP English 2 CTT-Based Difficulty Values

Table 8 provides summary statistics for the difficulty values by EOCEP English 2 Test forms. Average difficulty values ranged from p= .46 to p = .63. Standard deviation values showed variability in the values. CTT-based difficulty values are generally within a similar range, with the exception of one form, which displayed a greater range of values (SD = .21). Average values for individual forms are close to the overall average CTT difficulty value of .55, (roughly within ± .10); however, there are individual forms with greater difference in average difficulty (e.g., greater than ± .15, the standard deviation for the entire set of items). Inclusion of other items from the pool (i.e., anchor items) may help alleviate average differences among forms.

Table 8. Descriptive Statistics for CTT Difficulty Values, EOCEP English 2 Forms

English 2 Form	Number of Unique Items	Mean	Std. Deviation	Minimum	Maximum
1	47	.60	.10	.44	.83
2	25	.62	.16	.34	.90
3	26	.58	.16	.21	.84
4	24	.54	.14	.31	.79
5	25	.59	.14	.29	.85
6	22	.53	.21	.16	.83
7	27	.63	.12	.33	.80
8	21	.55	.15	.24	.76
9	25	.46	.15	.24	.78
10	24	.48	.14	.14	.77
11	26	.53	.14	.26	.81
12	22	.46	.12	.26	.69
13	28	.56	.16	.24	.86
14	21	.52	.18	.21	.85
15	21	.60	.13	.33	.77
16	21	.55	.17	.25	.88
All items	**405**	**.55**	**.15**	**.14**	**.89**

CTT difficulty values were examined by item types; descriptive statistics are provided in Table 9. As expected, the TDA was the most difficult item type on average for EOCEP English 2 test-takers, with the lowest average difficulty (p = .36); multiple choice questions were the "easiest" item type, with the highest p-value reported among item formats (p = .57). Evidence-based and Technology-enhanced items reported some very difficult items, with low CTT-based difficulty values.

Table 9. Descriptive Statistics for CTT Difficulty Values, EOCEP English Item Types

Item Type	N	Mean	Std. Deviation	Minimum	Maximum
Evidence Based	24	.40	.20	.14	.59
Multiple Choice	367	.57	.15	.21	.89
Multiple Selection	3	.52	.08	.45	.60
TDA	6	.36	.02	.34	.39
Technology Enhanced	5	.44	.25	.16	.74

Over the 405 EOCEP English 2 field-test items, the item difficulty values appear to be acceptable given the purpose of the test. Average values generally report a test of moderate difficulty. Unique items on each form show that the item difficulty values are reasonable; with differences among forms warranting a closer review. Difficulty values by item types performed largely as expected.

Evaluation: CTT Discrimination. Across all items, the average discrimination value (r_{pb} = 0.39), illustrates that the set of test items are discriminating acceptably between examinees of different English 2 ability levels. Generally, EOCEP English 2 examinees with lower total test scores chose incorrect responses and higher ability students chose correct responses; however, as the r_{pb} is at a moderate correlation value, there are some inconsistencies. The range of r_{pb} values, from .001 to .66 shows a spread of values; however, the majority of item discrimination values are between .30 and .50.

Of the set of 405 field test items, 34 (8%) were at or below a point biserial correlation value of .20. These items may be candidates for examination, revision, and field re-testing with future EOCEP English 2 administrations.
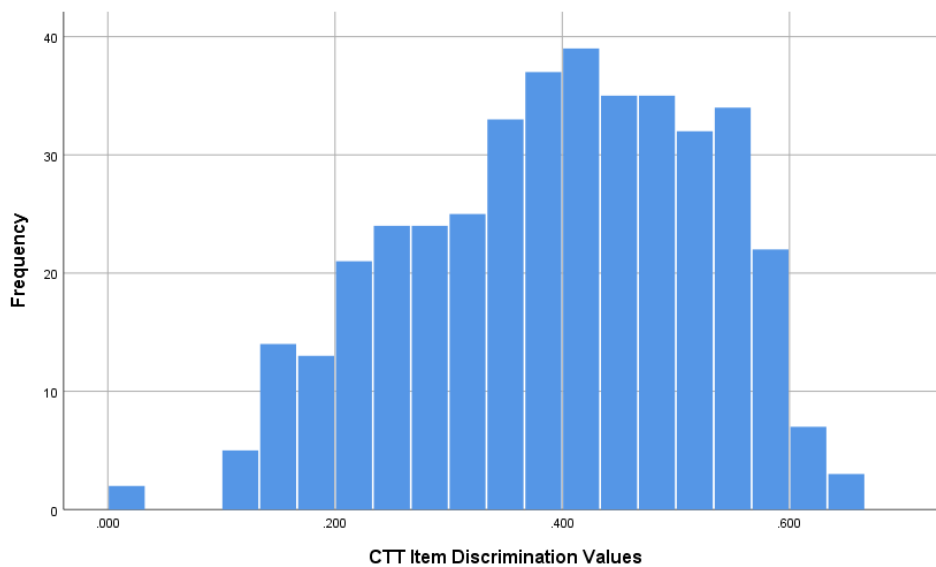
Figure 3. Distribution of EOCEP English 2 CTT-Based Discrimination Values

Table 10 provides summary statistics for the discrimination index across EOCEP English 2 forms; mean values by form were close to the overall average. Across the set, the highest form discrimination value was r_{pb} = 0.46 and the lowest form r_{pb} = discrimination value was .31. While there may not be differences in discrimination between forms and the pool average, there were a few forms with a difference in point biserial values greater or equal to r_{pb} of .10 between forms. These larger differences are noted for forms with at least one non-discriminating item, with a r_{pb} value less that .15 (as shown by the minimum r_{pb} value column). These differences between forms are very likely to become smaller as the items scheduled for field re-testing are retested.

Table 10. Descriptive Statistics for CTT Discrimination Values, EOCEP English 2 Forms

Form	N	Mean	Std. Deviation	Minimum	Maximum
1	47	.46	.11	.19	.63
2	25	.44	.11	.28	.63
3	26	.40	.12	.20	.66
4	24	.39	.12	.21	.60
5	25	.39	.13	.18	.62
6	22	.36	.14	.11	.60
7	27	.44	.09	.23	.60
8	21	.43	.12	.20	.60
9	25	.31	.12	.10	.52
10	24	.36	.13	.15	.66
11	26	.32	.14	.001	.57
12	22	.33	.15	.03	.62
13	28	.40	.11	.12	.59
14	21	.35	.13	.14	.60
15	21	.44	.11	.21	.64
16	21	.39	.12	.16	.58
All items	**405**	**.39**	**.13**	**.001**	**.66**

Considering EOCEP English 2 item formats, mean values for the TDA items and the Multiple Selection items suggested that these formats were the most difficult for examinees. As these two item formats require students to conduct more analysis and/or creating skills, the higher discrimination values are appropriate. The multiple-choice item format contains the items with lower discriminations (i.e., under the typically used guideline of ≤ .2). Review of item content, item stems and response options may help these items prior to field re-testing.

In summary, the EOCEP English 2 items are, on average, moderately discriminating between students with higher and lower skill levels. This level is appropriate for the purpose of the assessment and values are in line with other state-wide examinations. As plans for revising future field-test versions progresses, the 34 items with lower point biserial values ($r_{pb} \leq .20$) can be reviewed and revised as needed to produce items which accurately distinguish between students.

Table 11. Descriptive Statistics for CTT-Based Discrimination Values, EOCEP English Item Types

Item Type	N	Mean	Std. Deviation	Minimum	Maximum
Evidence Based	24	.48	.11	.23	.66
Multiple Choice	367	.38	.13	.001	.62
Multiple Selection	3	.61	.04	.59	.66
TDA	6	.60	.03	.58	.64
Technology Enhanced	5	.41	.15	.21	.62

Distractor Analysis. A distractor analysis for selected response questions is an extension of item analysis. Here, we are no longer interested in how test takers select the correct answer, but how the distractors function by drawing the test takers away from the correct answer. This is an important component, as distractors that are not effective are virtually useless. As a result, there is a greater possibility that students will be able to select the correct answer by guessing, as the plausible options have been reduced. Our intention in distractor analysis is to identify distractors that would seem to be the correct answer to weaker students. In addition, item omissions were examined to see if there were items which were "skipped" by many examinees. The number of omissions per item and the r_{pb} per distractor were examined relative to the correct answer to assess if the distractors were functioning appropriately.

Discrimination indices are calculated to determine if the distractor is selected by enough candidates for it to be an attractive alternative. Each distractor has a unique item discrimination r to analyze its functioning and, as needed, to alert users that an option may need refined to increase effectiveness. However, instead of expecting a positive, high r_{pb} value, a negative correlation is of interest, illustrating students with lower ability select the option instead of the correct answer. Distractors which may be partially correct or appealing to higher ability students can be identified.

Evaluation: Distractor Analysis. The number of omissions for selected response items was not a concern as omitted counts were low across all 405 items in the EOCEP English 2 field-test pool. The highest number of omissions was 170 (roughly .005% of field test examinees). The difficulty values for the items with over 100 omissions reported values of p = .43 or greater, showing that characteristics of the item (e.g., excessive hardness) was not an issue for omission.

The distractor analysis reviewed distractor information for the 367 multiple choice items. For each correct answer, the remaining three options were examined to determine if incorrect options yielded negative discrimination values with a positive discrimination for the correct value. Figure 4 presents results for the 367 multiple choice items and distractors. For the set of items in the field test pool, 39 (roughly 11%) yielded at least one option with an r_{pb} value greater than the point biserial value for the correct option (illustrating that more of the higher ability students were selecting a distractor than the correct option). The majority of these items (36 of 39) reported a point-biserial value less than .20; only three of the items reported a r_{pb} value greater than .20. All of these items may be candidates for re-examination of options and field re-testing in future administrations of the EOCEP English 2 examination.
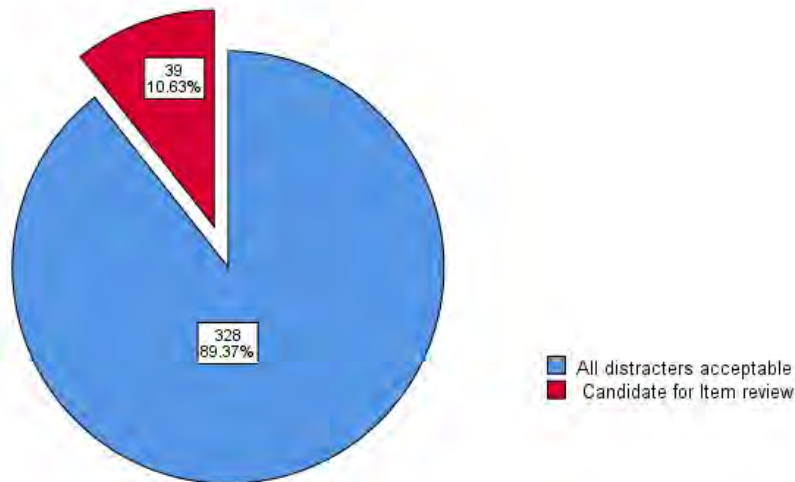
Figure 4. Distractor Analysis EOCEP English 2 Multiple Choice Items

D.3. Summary: Test Calibration, Equating, and CTT Based Item Analysis

Test calibration using the Rasch measurement model is an appropriate paradigm to use to analyze and score the EOCEP English 2 test. In addition, the linking and equating procedures appear appropriate. Additional information about the procedures may be helpful for stakeholders and can be provided in a future technical manual.

As the test is delivered online, selected response items are quickly scored and preliminary results returned within 36 hours. The TDA does take longer for return of scores (10-days); however, this is reasonable given the intensity needed with scoring an open-ended response. The information via preliminary reports provides timely feedback for teachers and schools to guide instruction.

CTT-based difficulty and discrimination values were examined for the 405 items in the EOCEP English 2 field-test pool, item difficulty values showed an average level of difficulty at the moderate level with the range of item difficulty values acceptable given the purpose of the test. Difficulty values by item types performed largely as expected. Concerning discrimination, 34 items (8% of the field-test pool) were at or below a point biserial correlation value of .20. Finally, the distractor analysis illustrated that multiple choice options were largely functioning as intended. Roughly 11% of items yielded one distractor with an r_{pb} value greater than the point biserial value for the correct option (illustrating that more of the higher ability students were selecting a distractor than the correct option). Most of these items were noted as problematic by CTT-based discrimination. These items may be candidates for further examination, revision, and re-field testing with future EOCEP English 2 administrations.

<center>**Section E**</center>

<center>**Rasch-Based Indices and Assessment of Impact**</center>

The Rasch measurement model relates person and item characteristics to the probability of choosing a correct response (or placement in a given category). This model-based approach is popular in the psychometrics field when dealing with standardized tests and is used to estimate item parameters, provide an estimate of the examinee's ability (which is then transformed from the raw scale to a scaled test score) and to investigate the psychometric properties of items and the test (Baker, 2001). The evaluation purposefully focuses on application and is a non-technical presentation. Formulas for the Rasch model, computation of difficulty value estimates, and and calculation of fit indices may be found in many excellent texts on measurement and/or Rasch modeling (e.g., Bandalos, 2018; Bond & Fox, 2007; Smith & Smith; 2004).

For scoring, DRC uses the Rasch model with dichotomous items (i.e., selected response) and the Rasch Partial Credit Model with the TDA (4-category) item. EOCEP English 2 field test data were calibrated to obtain item parameters, item fit information, and estimation of score impact. This section examines Rasch-based psychometric indices to evaluate characteristic of item difficulty (i.e., location), item fit to the Rasch model, differential item functioning, and estimation of impact. Data for analyses was provided by the SCDE and all estimates and fit indices were computed by DRC. No individual item statistics were computed, only summary information, such as means and standard deviations of indices, were computed. Impact data and cut scores reviewed were acquired from the Standard Setting draft (DRC, 2019).

E.1. Rasch-based Item Difficulty and Item Fit

A characteristic of the Rasch model is that all items are thought to have the same item discrimination, but varying levels of item difficulty. The difficulty parameter is defined as the point on the ability scale (i.e., location on the latent scale, Theta) at which the probability of providing a correct response an item is .5 (or 50%). Difficulty values are typically within the range $-3 <= difficulty <= +3$. (Baker, 2001). Item difficulty parameters can be interpreted relative to ability level. As stated in Baker (2001, p. 34-35) "an item whose difficulty is –1 functions better among lower ability examinees while an item with a difficulty value of +1 does best to distinguish between examinees functioning at higher ability levels."

Both Infit and Outfit are Rasch-based fit statistics, indicate how accurately the data fit to the Rasch model. As stated in the Winsteps user's manual (Linacre, 2006, http://www.winsteps.com/winman/diagnosingmisfit.htm):

> Outfit measures are more sensitive to unexpected observations by persons on items that are relatively very easy or very hard for them (and vice-versa). Infit measures are more sensitive to unexpected patterns of observations by persons on items that are roughly targeted on them (and vice-versa).

Infit and outfit values can be reported as unstandardized values, standardized values, or mean square values. Expected values for the mean squares should approximate 1.0. Values greater than 1.0 (underfit) indicate unmodeled noise or other sources of variance in the data and may degrade measurement. Mean square values less than 1.0 (overfit) indicate that the model predicts the data too well and may cause summary statistics to report inflated values.

Evaluation: Rasch Based Difficulty Indices. Rasch item parameters provide a model-based item difficulty. For dichotomously scored (e.g., objective response) items, difficulty is the location on the latent ability (termed Theta) variable where an examinee has a 50% chance of answering the item correctly. Difficulty values for all 399 objective response items (multiple choice, evidence based, technology enhanced, and multiple selection) are discussed first.

For the set of objective response items, the mean Rasch difficulty value was .55, meaning the set of items was targeted just above the average position on the latent variable of ability. As shown in Figure 5, the difficulty values cover a wide range of ability levels, ranging from a minimum value of -1.73 to a maximum value of 3.01. The distribution of values shows more values under a latent ability value of 1.0, meaning (for a 50% chance of getting the item correct) the items in the EOCEP English 2 field test pool are generally targeted toward lower than average to slightly higher than average ability examinees.
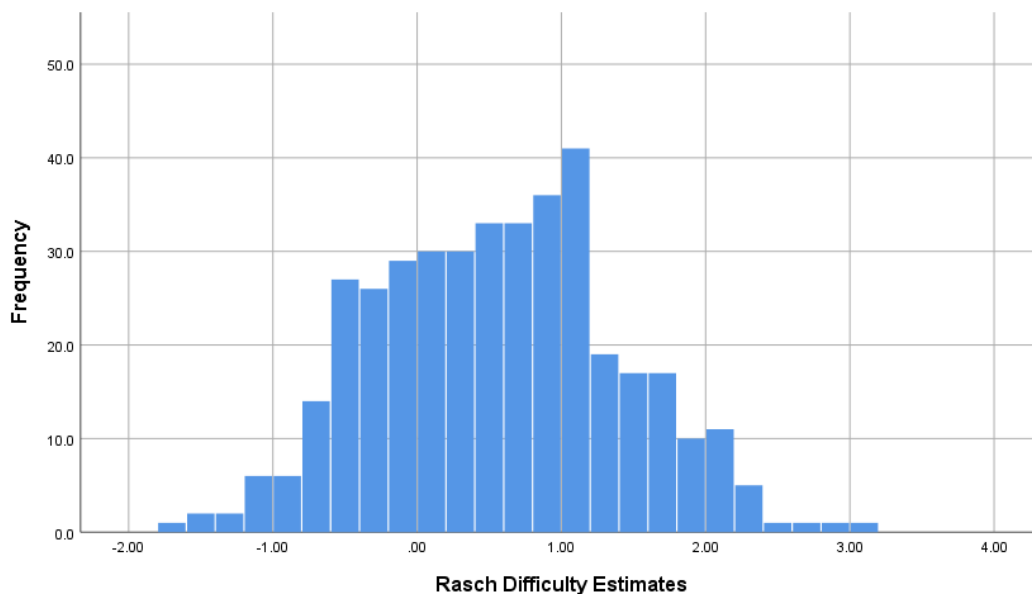
Figure 5. Rasch Difficulty Estimates, EOCEP English 2 Objective Response Items

Examining the distribution of Rasch-based difficulty values in Figure 5, the majority of items are located at an ability level of 0.0 up to a value of 1.0. These items are (generally) targeted to examinees with average to slightly above average knowledge of English 2. Approximately 69% of the test items are targeted under a Rasch ability estimate of 1.0. There are roughly 31% of the items in the EOCEP English 2 field test pool targeted to examinees above an ability estimate of 1.0. This means that the majority of test items are appropriate for students with lower to slightly above average ability in English 2. Table 12 provides a frequency chart, by category, of item location (difficulty) values for the set of 399 objective response items.

Table 12. Frequency Table of Rasch-Based Difficulty Estimates, EOCEP English 2 Field Test Items

Item Location	Frequency	Percent	Cumulative Percent
-2.00 up to -1.00	11	2.8	2.8
-1.00 up to 0.0	102	25.6	28.3
0.0 up to 1.0	162	40.6	68.9
1.0 up to 2.0	104	26.1	95.0
2.0 up to 3.0	19	4.8	99.7
3.0 and Higher	1	.3	100.0
Total	399	100.0	

   Rasch-based item difficulty values were examined across forms. As before, it is noted that these are not complete EOCEP English 2 test forms with 55-items but are a selection of unique items that appear on a form. Form 1 has the most items and yielded an average difficulty value (location parameter) close to an ability level of 0.0, or targeted toward 0 (average) assuming a normal distribution of examinee knowledge. Instead, Forms 2 through 16 are compared as they have similar numbers of items. Form 2 reports the lowest average difficulty value of .20 and Form 12 reports the highest average difficulty, 1.03. This is a wide discrepancy between forms, with Form 2 targeted at (approximately) the average ability (Form 2) and the others at higher ability levels, leading up to 1 standard deviation above average (Form 12). It is reiterated that the forms below are not the final test forms, as additional items will be added to any one form to create the 55-item test while also including common items across test forms. However, it is noted that care should be taken to create EOCEP English 2 operational test forms that are balanced in terms of form difficulty.

Table 13. Descriptive Statistics for Rasch-Based Difficulty Estimates, by Form

Form	N	Mean	Std. Deviation	Minimum	Maximum
1	47	.05	.52	-1.06	.96
2	24	.20	.93	-1.73	1.75
3	25	.43	.90	-1.12	2.60
4	23	.67	.75	-.67	2.02
5	25	.44	.79	-1.27	2.04
6	22	.72	1.15	-1.07	2.89
7	27	.27	.70	-.76	1.91
8	21	.64	.81	-.51	2.38
9	25	1.02	.80	-.68	2.21
10	24	.99	.74	-.54	3.01
11	26	.69	.70	-.81	2.06
12	22	1.03	.59	-.09	2.10
13	28	.57	.90	-1.36	2.34
14	20	.77	1.03	-1.13	2.51
15	20	.35	.73	-.62	1.93
16	20	.58	.96	-1.45	2.32
All items	**399**	**.55**	**.85**	**-1.73**	**3.01**

Rasch-based item difficulty values were investigated across item formats. As expected, the TDA items are targeted to the highest ability level, with an average item difficulty value located at 1.89. Multiple-choice items yielded the lowest average difficulty, with a mean value slightly above the average difficulty level of 0. Evidence-based and Technology Enhanced items also appeared difficult for examinees, with these item formats reporting average difficulty levels above 1.0. However, there are fewer of the alternate item types and more multiple-choice items on a given EOCEP English 2 test form. This will help to ensure that there is a mixture of "less" difficult items along with item formats noted as "harder" for examinees. In general, the Rasch-based item difficulty values were as expected across the different item types included on the EOCEP English 2 examination.

Table 14. Descriptive Statistics for Rasch-Based Difficulty Estimates, by Item Format

Item Format	N	Mean	Std. Deviation	Minimum	Maximum
Evidence Based	24	1.44	.69	.43	3.01
Multiple Choice	367	.48	.82	-1.73	2.51
Multiple Selection	3	.84	.36	.44	1.13
TDA	6	1.89	.19	1.62	2.19
Technology Enhanced	5	1.26	1.44	-.43	2.89

Evaluation: Rasch Based Fit Indices. Tables 15 and 16 provides the mean square values for Rasch Infit and Outfit measures by form and for the entire field test item pool. For both infit and outfit mean square values, mean values suggest adequate fit. All items used on the field tests yielded average Infit and Outfit vaues close to the expected value of 1. No values were outside of the recommended bounds. The information indicates that the Rasch model provides an acceptable fit to the field test items used to create the EOCEP English 2 forms.

Table 15. Average Standardized Infit Values, by EOCEP English 2 Form

Form	N	Mean	Std. Deviation	Minimum	Maximum
1	47	1.00	.17	.75	1.43
2	25	1.02	.14	.79	1.28
3	26	1.03	.15	.73	1.29
4	24	1.03	.14	.79	1.23
5	25	1.02	.16	.77	1.32
6	22	1.01	.15	.79	1.36
7	27	1.00	.13	.81	1.29
8	21	1.00	.15	.77	1.32
9	25	1.06	.12	.86	1.26
10	24	1.03	.14	.72	1.25
11	26	1.05	.14	.79	1.28
12	22	1.05	.15	.77	1.35
13	28	1.02	.13	.81	1.30
14	21	1.05	.12	.85	1.23
15	21	1.03	.13	.81	1.30
16	21	1.05	.13	.88	1.30
Total	405	1.03	.14	.72	1.43

Table 16. Average Standardized Outfit values, by EOCEP English 2 Form

Form	N	Mean	Std. Deviation	Minimum	Maximum
1	47	1.00	.25	.60	1.72
2	25	1.07	.24	.72	1.47
3	26	1.04	.24	.66	1.48
4	24	1.06	.23	.67	1.38
5	25	1.02	.25	.63	1.44
6	22	1.04	.30	.66	1.58
7	27	.98	.21	.69	1.46
8	21	1.00	.23	.65	1.46
9	25	1.11	.20	.82	1.44
10	24	1.05	.21	.65	1.51
11	26	1.08	.22	.71	1.70
12	22	1.09	.22	.70	1.55
13	28	1.03	.25	.68	1.66
14	21	1.13	.23	.72	1.62
15	21	1.07	.25	.60	1.75
16	21	1.12	.26	.79	1.74
Total	405	1.05	.24	.60	1.75

E.2. Differential Item Functioning

Test items are typically reviewed for differential item functioning (DIF). Examinations of DIF examine the actual test performance of examinees in different demographic groups, where examinees are matched in terms of their ability level (i.e., Theta level). If examinees different groups perform differently as related to an item, a characteristic about the question could be unfairly causing a difference to appear. Here, DIF is discussed in general terms; interested readers can refer to item response theory textbooks for more technical information about calculating DIF indices (e.g., Baker, 2001).

For the EOCEP English 2 field test results, DRC performed a DIF analysis based on demographic groups of gender (male vs. female participants) and race/ethnicity (Caucasian vs. African American participants). The groups are termed focal and reference groups, where disadvantaged individuals are categorized as the focal group (e.g., female, African Americans), and the advantaged ones are categorized as the reference group (males, Caucasian students).

The standard in the psychometric industry (i.e., Mantel-Hanzel test statistic) was used to examine DIF (see https://www.winsteps.com/winman/mantel_and_mantel-haenszel_dif.htm for more information about how the statistic is calculated in WINSTEPS). As is typical in test construction, questions are classified into three categories: A, B, or C, which are termed the Educational Testing Service standards. These are defined as:

- Category A contains the questions with little or no difference between the two matched groups. DIF is negligible.
- Category B contains questions with small to moderate differences, and

- Category C contains the questions with the greatest differences (i.e., moderate to large DIF).

DIF analyses typically include a + or – sign to denote how DIF is exhibited, where a negative sign (e.g., C-, B-) shows the presence of DIF against the focal group; a positive sign (e.g., C+, B+) illustrates the presence of DIF against reference group. In other words, positive DIF values mean that the question is more difficult for members of the reference group (along the ability continuum) than for matched members of the focal group and vice versa for negative DIF items.

Any assessment will ideally be comprised of category A questions if the test pool is sufficient. Category B questions may be used, with preference for questions with smaller DIF values (all other aspects, including content coverage, etc. equal). Questions exhibiting category C level DIF should not be used, if possible.

Evaluation: Differential Item Functioning. For the EOCEP English 2 ELA tests, DIF measures were investigated for the 405 items available in the item pool by running frequency tables of DIF classification indices computed by DRC.

Considering DIF across gender groups, the majority of EOCEP English 2 items (roughly 98%) exhibited negligible DIF. Only 10 items demonstrated slight to moderate DIF. In general, it can be assumed that the tests are free of gender DIF.

Table 17. DIF Investigation by Gender, EOCEP English 2 Field Test Items

DIF Classification	Frequency	Percent	Cumulative Percent
A-	174	43.0	44.4
A+	215	53.1	97.5
B-	6	1.5	99.0
B+	4	1.0	100.0
Total	**405**	**100.0**	

Note: Male = focal group; Female = reference group

Race/ethnicity comparisons showed slightly more items exhibiting DIF. The majority of the items, roughly 95%, yielded negligible DIF (i.e., A level). However, there were more items with DIF at the B level (slight to moderate DIF), with roughly 4.5% of the items in the field test pool showing a low level of DIF by race/ethnic groups. In addition, one C- level DIF item was observed, where this item was more difficult for the focal group (African American) than reference group (Caucasian) examinees. This item needs reviewed, and possibly re-fielded due to the presence of DIF as well as other reason psychometric indices showing substandard values (e.g., low CTT-based difficulty, higher r_{pb} value for distractor than correct option).

Table 18. DIF Investigation by Race/Ethnicity, EOCEP English 2 Field Test Items

DIF Classification	Frequency	Percent	Cumulative Percent
A-	220	54.3	55.8
A+	160	39.5	95.3
B-	16	4.0	99.3
B+	2	.5	99.8
C-	1	.2	100.0
Total	405	100.0	

Note: Caucasian = focal group; African American = reference group

DIF was examined for gender and race/ethnicity by item type. There was little DIF observed by gender over all field test items. Across genders, all items with Category B classification (i.e., slight to moderate DIF) were constrained to questions of multiple choice format. Considering race/ethnicity, items with Category B classification were of multiple choice and evidence-based formats. The one item with Category C DIF was a multiple choice question.

E.3. Estimates of Impact

EOCEP information is used for accountability evidence at the federal and local levels. Scores from the English 2 examination are categorized into performance levels for accountability purposes. The Standard Setting Draft Technical Report (DRC, 2019) reports the four achievement levels (Does Not Meet Expectations, Minimally Meets Expectations, Meets Expectations, and Exceeds Expectations) used to categorize students' test performance. The performance level is related to a student's ability, as provided by the Rasch person measure. Considering a normal distribution of ability (i.e., Theta), the distribution is centered at 0, with lower (negative numbers) representing lower than average ability, positive numbers representing higher ability. The larger the number, the higher (or lower) the ability estimate. As the ability score (Theta) is used to create a student's EOCEP English 2 score, different cut scores produce different letter grades.

To judge impact of the EOCEP English 2 cut scores, the assessments should be able to categorize students into different ability levels, according to the amount of knowledge students possess. Using the Rasch-calibrated estimates, these raw scores (on the Theta metric) may be transformed and categorized for accountability reporting. Data evaluated in this section was taken directly from DRC Standard Setting documentation for the final cut-scores. Detailed information about the cut-score process used (i.e., Bookmark Procedure), materials evaluated (e.g., Ordered Item booklets), and other information (e.g., discussion rounds, workshop evaluations, etc.) are provided in the Standard Setting report (DRC, 2019).

DRC and SCDE personnel held a workshop in the summer 2019 to recommend performance standards for the EOCEP English 2 assessments (DRC, 2019). The July workshop involved 21 educators and stakeholders from across the state. The purpose of the meeting was to develop cut scores for the EOCEP English 2 assessment to divide students into four achievement levels: Does Not Meet Expectations, Minimally Meets Expectations, Meets

Expectations, and Exceeds Expectations. The performance level descriptors and grade associated grade level(s) are reported in Table 19.

Table 19. Generic Description of EOCEP English 2 Performance Level Descriptors

PLD	Description of EOCEP English 2 PLD	Grade Level(s)
Does Not Meet Expectations	The student Does Not Meet Expectations as defined by the course content standards. The student needs substantial academic support to be prepared for and to be on track for college and career readiness.	F
Minimally Meets Expectations	The student Minimally Meets Expectations as defined by the course content standards. The student needs additional academic support to be on track for college and career readiness	D
Meets Expectations	The student Meets Expectations as defined by the course content standards. The student is on track for college and career readiness.	C & B
Exceeds Expectations	The student Exceeds Expectations as defined by the course content standards. The student is well prepared for college and career readiness.	A

Evaluation: Estimates of Impact. EOCEP English 2 scores are provided in line with the state's uniform grading policy, including numerical scores relating to letter grades bounded by A, B, C, D, F.   Using information from discussions over three rounds of the Bookmarking procedure, educators constructed cut-scores for the ability (i.e., Theta) distribution of EOCEP English 2 examinees. As five "grades" are needed, four cut-points (i.e., cut-scores) in the ability distribution were required. The SCDE website allows examination of the percentage of students scoring letter grades A through F by district and high school (https://ed.sc.gov/data/test-scores/state-assessments/end-of-course-examination-program-eocep/).

For accountability purposes, the distribution of Rasch ability scores (i.e., the Theta distribution), cut scores were identified which would break the Theta distribution into ordered performance levels. The Standard Setting Draft Technical Report (DRC, 2019) reports the four cut scores which divide the latent domain of English 2 ability into letter grades. Table 20 provides the cut-score estimates. Ability estimates range from negative infinity to positive infinity, thus no minimum for a grade of "F" is needed. As expected, the higher the performance level, the higher the students' estimated ability. Ability estimates were lower than average (i.e., ability $= 0$) only for the lowest performance levels (F and D). Ability estimates higher than average are needed for B and A "grades", with a grade of C close to the average level Overall, the EOCEP English 2 ability estimates appears to be within adequate ranges; the categorization of students into different performance levels allows for differentiation of students at different ability levels.

Table 20. Cut Scores on the Theta Metric and Associated Grade, EOCEP English 2

English 2 Ability Distribution Cut-Scores			
D	C	B	A
-0.1173	0.6975	1.4614	2.2507

Note: cut-scores based on the unstandardized Theta metric

Impact data illustrates the effect of using the "cuts" on the percentage of EOCEP English 2 students that would receive a given letter grade. The discussions outlined in the Standard Setting draft report detail the procedures used to arrive at the final cut scores, including review of other percentages per category for other tests (e.g., EOCEP English 1, SC READY) and review of standard errors surrounding scores. The final cut scores providing the percentage of students per category is in line with previous test data and are acceptable and appropriate for use.

Table 21. Impact Data for South Carolina EOCEP English 2, Percent of Examinees by Letter Grade

Letter Grade					
F	**D**	**C**	**B**	**A**	**Percentage C or Higher**
28.3%	19.4%	18.4%	19.0%	15.0%	52.4%

E.4. Summary: Rasch-based Item Difficulty and Item Fit

The distribution of Rasch-based difficulty estimates for the EOCEP English 2 field test pool are generally targeted toward lower than average to slightly higher than average ability examinees. In general, the Rasch-based item difficulty values were as expected across the different item types included on the EOCEP English 2 examination. Forms may be reviewed prior to distribution to show that difficulty values are comparable across forms.

Items statistics showed that items had acceptable fit to the Rasch model. No alterations are needed. Also, EOCEP English 2 tests appear free of gender DIF. One item exhibiting racial/ethnicity DIF item was observed, where this item was more difficult for the focal group (African American) than reference group (Caucasian) examinees. Finally, impact data showed the EOCEP English 2 ability estimates were within acceptable limits; the categorization of students into different performance levels allows for differentiation of students at different ability levels.

Section F

Summary and Recommendations

This report summarized the results from the spring 2019 field test of the South Carolina End of Course Educational Program, English 2 examination (EOCEP English 2). The EOCEP English 2 is a requirement for all students enrolled in public school programs (unless noted by IEPO and counts as 20% of a student's course grade as well as for local and federal accountability purposes. This study reviewed item and form data from the spring 2019 field test, which were computed by the test contractor, Data Recognition Corporation. Based on the results, the following summary information and recommendations are provided.

1. Test Regulations, Construction, and Performance

In summary, materials detailing construction of the EOCEP English 2 are detailed and easy to access from the SCDE website. The test appears to balance the number of items that are devoted to Reading and Writing, considering complexity of tasks. The blueprint information is acceptable to inform stakeholders of what is expected on the EOCEP English 2, in terms of domain coverage and possible range of items. Information from the DOK levels reported on the blueprint help stakeholders understand the complexity of the test. There are many materials available for examinees to become more familiar with the test questions and testing format to help test takers understand the types of questions and responses expected.

Recommendation: Updated technical information regarding scoring and a test review will be helpful to include on the SCDE website once the EOCEP English 2 becomes operational.

2. Alignment to Content and Standards

The EOCEP English 2 items aligned with the English 2 content standards. Also, the Test Blueprint accurately represented the percentage of items to be expected by content domain and DOK level. Items illustrated best practices of industry standards, were error free and appeared unbiased. Items used appropriate content-based language and written to the target population.

3. Test Administration

The test administration procedures provide clear directives to deliver the EOCEP English 2 properly and with fidelity. Information provided for district/school personnel are clear and detailed. Objective information that is followed by all district/school testing personnel helps to ensure uniform testing procedures delivered to all English 2 examinees across the state. Information is easy to find on the SCDE website, helping to ensure that all testing coordinators are well-informed, and have appropriate training, and follow relevant security procedures. Access to uniform testing procedures can help ensure validity associated with EOCEP English 2 scores for use with accountability and decision making.

4. Test Calibration, Equating, and CTT Item Analysis

Test calibration using the Rasch measurement model is an appropriate paradigm to use to analyze and score the EOCEP English 2 test. In addition, the linking and equating procedures

appear appropriate. As the test is delivered online, selected response items are quickly scored and preliminary results returned within 36 hours. The TDA does take longer for return of scores (10-days); however, this is reasonable given the intensity needed with scoring an open-ended response. The information via preliminary reports provides timely feedback for teachers and schools to guide instruction.

CTT-based difficulty and discrimination values were examined for the 405 items in the EOCEP English 2 field-test pool, Item difficulty values showed an average level of difficulty at the moderate level with the range of item difficulty values acceptable given the purpose of the test. Difficulty values by item types performed largely as expected. Concerning discrimination, 34 items (8% of the field-test pool) were at or below a point biserial correlation value of .20. Finally, the distractor analysis illustrated that multiple choice options were largely functioning as intended. Roughly 11% of items yielded one distractor with an r_{pb} value greater than the point biserial value for the correct option (illustrating that more of the higher ability students were selecting a distractor than the correct option).

Recommendations: Additional information about test calibration technical procedures may be helpful for stakeholders. This information may be provided in a future technical manual.

Items noted as problematic by CTT-based indices can be reviewed, revised, and re-field testing with future EOCEP English 2 administrations.

E. Rasch-Based Indices and Assessment of Impact
In general, the Rasch-based item difficulty values were as expected across the different item types included on the EOCEP English 2 examination. Forms may be reviewed prior to distribution to show that difficulty values are comparable across forms. Items statistics showed acceptable fit to the Rasch model. No alterations are needed. Also, EOCEP English 2 tests appear free of gender DIF. Finally, impact data showed the EOCEP English 2 ability estimates were within acceptable limits; the categorization of students into different performance levels allows for differentiation of students at different ability levels.

Recommendation: Review the one item with C level racial/ethnicity DIF to see if revisions and/or re-testing can help alleviate problems with differential functioning across groups.

Overall, the EOCEP English 2 field test data is appropriate and provides a test with good psychometric support for use of scores for decision-making and accountability purposes. Minor recommendations are provided to enhance the performance of the test for use with the South Carolina end of course examination program.

Reference List

Baker, F. (2001). *The Basics of Item Response Theory.* ERIC Clearinghouse on Assessment and Evaluation, University of Maryland, College Park, MD.

Bandalos, D. L. (2018). *Measurement theory and applications for the social sciences*. Guilford Publications.

Bond, T. G., and Fox, C. M. (2001). *Applying the Rasch Model: Fundamental Measurement in the Human Sciences*. Lawrence Erlbaum Associates: Mahwah, NJ.

Data Recognition Corporation (2019). *South Carolina End-of-Course Examination Program (EOCEP) English 2, Standard Setting Draft Technical Report.* Information retrieved from the South Carolina State Department of Education.

Green, S. K. (2009). *Assessment is essential*. McGraw-Hill Higher Education.

Jones, E. (2018). Memorandum retrieved from the South Carolina State Department of Education.

Kolen, M. J., & Brennan, R. L. (2004). Test Equating, Scaling, and Linking: Methods and Practices. Springer: New York.

Linacre, J. M. (2006) Winsteps Rasch measurement computer program. Chicago: Winsteps.com. Information retrieved from: http://www.winsteps.com, August 28, 2007.

Mertler, C. A. (2016). *Classroom assessment: A practical guide for educators*. Routledge.

Smith, E. V., & Smith, R. M. (2004). *Introduction to Rasch measurement: Theory, models and applications*. JAM press.

South Carolina Department of Education (2007). Information retrieved from http://www.ed.sc.gov, August 28, 2007.

Wright, B. D., & Stone, M. H. (1979). Best test design. University of Chicago Press.

EDUCATION OVERSIGHT COMMITTEE

SUBCOMMITTEE: Academic Standards and Assessments

DATE: June 15, 2020

ACTION ITEM: Annual Report on Academic Performance of Military-Connected Students
                           for 2018-19

PURPOSE/AUTHORITY

Act 289, the Military Family Quality of Life Enhancement Act, was enacted in 2014. The law requires the Education Oversight Committee (EOC) to develop an annual report on the educational performance of military connected children:

> The Education Oversight Committee, working with the State Board of Education, is directed to establish a comprehensive annual report concerning the performance of military connected children who attend primary, elementary, middle, and high schools in this State. The comprehensive annual report must be in a reader-friendly format, using graphics wherever possible, published on the state, district, and school websites, and, upon request, printed by the school districts. The annual comprehensive report must address at least attendance, academic performance in reading, math, and science, and graduation rates of military connected children.

CRITICAL FACTS

EOC staff worked with staff and information from the SC Department of Education, Department of Defense State Liaison Office, and the Military Child Education Coalition.

TIMELINE/REVIEW PROCESS

Report issued annually. The study began in March of 2020 with the collection and analysis of data provided by South Carolina Department of Education and the Department of Defense State Liaison Office.

ECONOMIC IMPACT FOR EOC

       Cost: No fiscal impact beyond current appropriations.

       Fund/Source: EIA funds appropriated for operation of the agency.

ACTION REQUEST

☒ **For approval**   ☐ **For information**

ACTION TAKEN

☐ **Approved**   ☐ **Amended**
☐ **Not Approved**   ☐ **Action deferred (explain)**

2020

EDUCATIONAL PERFORMANCE OF MILITARY– CONNECTED STUDENTS

Annual Report

SC EDUCATION OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.

Educational Performance of Military-Connected Students, 2020

TABLE OF CONTENTS

i

Introduction

June 13, 2020

In 2014, the General Assembly passed Act 289, the Military Family Quality of Life Enhancement Act. The Act's purpose is to "enhance quality of life issues for members of the armed forces" (Act 289 Preamble). Part V requests the SC Education Oversight Committee (EOC) to develop an annual report on the educational performance of military-connected children:

> The Education Oversight Committee, working with the State Board of Education, is directed to establish a comprehensive annual report concerning the performance of military connected children who attend primary, elementary, middle, and high schools in this State. The comprehensive annual report must be in a reader-friendly format, using graphics wherever possible, published on the state, district, and school websites, and, upon request, printed by the school districts. The annual comprehensive report must address at least attendance, academic performance in reading, math, and science, and graduation rates of military connected children.[1]

The EOC evaluation team worked closely with the military and education community as it developed this report. Professionals, who directly support military families, provided input. Both the South Carolina Department of Education (SCDE) and Defense Manpower Data Center provided data. The 2020 report provides:

- An overview of the federal Impact Aid program.
- Details regarding the demographics of military-connected students.
- An update on the academic performance and school attendance of military-connected students as reported for school year 2018-19; and
- A summary of the trainings for educators and families to enhance support of military-connected students at home and in school.

---

[1] Section 59-18-900(H) of the South Carolina Code of Laws.

Acknowledgements

The EOC is grateful for the assistance of local, state, and national organizations and staff in the development of this report. Report contributors include:

Kevin Bruch, Department of Defense State Liaison Office

Judy Glennon, Military Child Education Coalition

Cynthia Hearn, SC Department of Education

South Carolina School Liaison Officers

Summary of Findings

1. Data reported by the South Carolina Department of Education (SCDE) regarding military-connected students are based on district entry of student information into PowerSchool. As a state, South Carolina's reporting of the number of military-connected students has improved over time. Data provided by the SCDE to the Education Oversight Committee (EOC) indicate there were 16,515 military-connected students in South Carolina's public schools in school year 2018-19. Almost 74 percent of military-connected students have at least one parent who is active duty, a slight increase from the prior school year.

2. Every Student Succeeds Act (ESSA) requires the identification and collection of military-connected student data, and South Carolina has an established mechanism for collecting this information. SCDE manages PowerSchool, the student data information system that is provided to school districts. It is the primary source for student data and is often used for state and federal reporting requirements. In PowerSchool, a "Parent Military Status" field includes a list with seven possible student status options, as shown in below.

Military-Connected Student Data Collected in PowerSchool, as of May 13, 2020[2]

Values
(blank) – Neither Parent nor Guardian is serving in any military service.
01 - A Parent or Guardian is serving Full-time in the National Guard and is not currently deployed.
02 - A Parent or Guardian is serving Full-time in the Reserves and is not currently deployed.
03 - A Parent or Guardian is serving Full-time in the National Guard and is currently deployed.
04 - A Parent or Guardian is serving Full-time in the Reserves and is currently deployed.
05 - A Parent or Guardian is serving in the military on active duty and is not deployed.
06 - A Parent or Guardian is serving in the military on active duty and is currently deployed.

In response to ESSA, the SCDE provides more detailed academic performance data on military-connected students that can be disaggregated by gender, economic status, English learner status, disability status, gender, homeless status, gifted and talented status, and foster care status.

3. Of the 16,515, military-connected students reported by school districts to SCDE in school year 2018-19 approximately 83 percent of the students attended one of the eleven school districts listed in the table below. Appendix B provides additional detail for all school districts.

---

[2] SC State Reporting Updates, Update dated May 13, 2020. Accessed at
https://ed.sc.gov/data/information-systems/power-school/sc-state-reporting-updates/.

Districts with Highest Military-Connected Student Populations, School Year 2018-19

District	Students	Percent
Richland 2	4,101	24.83
Horry	1,793	10.86
Dorchester 2	1,521	9.21
Beaufort	1,360	8.23
Berkley	1,075	6.51
Lexington 1	1,041	6.30
Sumter	846	5.12
Kershaw	693	4.20
Lexington 5	570	3.45
Aiken	409	2.48
SC Public Charter School District	371	1.61
Total	**13,780**	**82.80**

Source: SC Department of Education, February 2020 data provided to EOC.

4. Approximately 1,632 military-connected students had at least one parent who was deployed in school year 2019, representing an increase from 2018. In addition, 82 military-connected students were reported to have a parent who was on active duty but died within the last year. Another 591 military-connected students have a parent who was on active duty and wounded in 2019. While this category is a small percentage of the total number of military-connected students, the number of military-connected students with a parent who was wounded in 2019, is 46 percent greater than in 2017. About 74 percent of military-connected students have at least one guardian or parent who is on active duty or deployed.

5. Military-connected students continue to perform better than their peers (tested students of their same age and grade level) on state-administered standardized tests. The performance of military-connected students, as compared to their peers, is most significant in third through fifth grades. For example, during the 2018-19 school year in English language arts, 63.9 percent of third grade military-connected students scored Meets or Exceeds Expectations on SC READY as compared to 49.1 percent of their peers who scored Meets or Exceeds Expectations. In mathematics, 71.9 percent of military-connected third graders scored Meets or Exceeds Expectations, and 57.1 percent of their peers scored Meets or Exceeds Expectations, representing a 14.8 percent difference.

6. During the 2018-19 school year, military-connected students outperformed all students statewide on the End-of-Course Examination Program exams (Algebra 1, English 1), but the gap between military-connected students and all students is closing. On average, military-connected students' mean scores were 3.2 points higher; in the prior year, the military-connected students' mean scores were higher by 3.8 points. Biology End-of-Course Examination Program scores were not reported for 2018-19.

7. During the 2018-19 school year, the high school graduation rate for military-connected students was 83.6 percent, down from 94.1 percent in 2017-18. The state on-time graduation rate was 87.6 percent, up from 81 percent in 2017-18.

8. During the 2019-20 school year, the South Carolina Military Child Education Coalition (MCEC) was relocated to the Division of Veterans Affairs and Department of Commerce(budget). School liaison officers continue to provide support and guidance about workshop content and family enrichment offerings to military-connected families.

I.   Recent Developments

Identification and Collection of Military-Connected Student Data

In December 2015, changes to Impact Aid and the identification of military-connected students were enacted due to the congressional passage of Every Student Succeeds Act (ESSA). Under ESSA, the disaggregation of student-level data is required, including the identification, collection and reporting of military-connected students. ESSA also addresses Impact Aid.   Funding authorization for Impact Aid remains stagnant. However, some changes to Impact Aid were made:

- technical and formula changes to federal properties that have already reduced program subjectivity and increased timeliness of payments were made permanent.

- the federal properties "lockout" provision that prevented eligible federally impacted school districts from accessing Impact Aid funding was eliminated.

- the basic support formula was adjusted to ensure equal proration when appropriations are sufficient to fund the Learning Opportunity Threshold; and

- a "hold harmless" provision was included to provide budget certainty to school districts facing a funding cliff or significant changes to their federally connected student enrollment.[3]

ESSA requires the state identification, collection and reporting of military-connected students in Title I, Part A, Section 1011:

"(ii) For all students and disaggregated by each subgroup of students described in subsection (b)(2)(B)(xi), homeless status, status as a child in foster care, and status as a student with a parent who is a member of the Armed Forces (as defined in section 101(a)(4) of title 10, United States Code) on active duty (as defined in section 101(d)(5) of such title), information on student achievement on the academic assessments described in subsection (b)(2) at each level of achievement, as determined by the State under subsection (b)(1).[4]

This federal requirement will provide more consistent, easily identifiable data regarding military-connected students with a parent on active duty. As student identification improves, additional supports may be put into place to assist students who live with perpetual challenges presented by frequent moves, parental and sibling deployments, and transitions that include reintegration and dealing with profoundly changed parents. The well-being of these children depends heavily

---

[3] National Conference of State Legislatures, "Summary of Every Student Succeeds Act, Legislation Reauthorizing the Elementary and Secondary Education Act." May be accessed at: http://www.ncsl.org/documents/capitolforum/2015/onlineresources/summary_12_10.pdf.
[4] Every Student Succeeds Act. More information may be accessed at: https://www2.ed.gov/policy/elsec/leg/essa/index.html.

on a network of supportive adults who are trained to identify early signs of emotional or physical challenge.

SC Collection of Military-Connected Student Data

ESSA requires the identification and collection of military-connected student data. South Carolina has an established mechanism for collecting this information. The SC Department of Education (SCDE) manages PowerSchool, the student data information system that is provided to school districts. It is the primary source for student data and is often used for state and federal reporting requirements. Student level data are input, validated and maintained by local school districts. The data are then transferred (pushed from districts) electronically to the SCDE through the Enrich Data Collection Tool. In PowerSchool, a "Parent Military Status" field includes a list with seven possible student status options, as shown in Table 1 below.[5] This field remains unchanged since the 2015 EOC report on military-connected students. In the PowerSchool Data Collection Manual for January-February 2018 SCDE emphasizes "verifying all foster, homeless, migrant or military-connected students are data accurately indicate their status. If any student meets the definition at any point during the school year, that student should be counted for the entire year."[6]

In response to ESSA, the SCDE provides more detailed academic performance data on military-connected students that can be disaggregated by gender, economic status, English learner status, disability status, gender, homeless status, gifted and talented status, and foster care status.

Data reported by SCDE regarding military-connected students are based on district entry of student information into this field. As noted earlier in this report, districts may also receive federal Impact Aid funding for students who have at least one parent who is federally connected.

The October 25, 2018 update to PowerSchool modified Parent Military Status. Now only students of active or full-time military parents should be coded. The choice set reflects this change. This field determines student's status for the "Military Connected" accountability subgroup in Table 1 below.[7]

---

[5] SC Department of Education, "PowerSchool Data Collection Manual, Fall 2016-17," p. 127. May be accessed at: http://www.ed.sc.gov/data/information-systems/power-school-administration/powerschool-manuals-for-s-c-pages/powerschool-data-collection-manual-2016-2017/.
[6] SC Department of Education, "PowerSchool Data Collection Manual, January-February 2018," p. 7. May be accessed at:
https://ed.sc.gov/scdoe/assets/File/DataCollectionSched/SC_PS_Data%20Collection-Specific_Fields_Combo%202017-18%20Winter%20Final.pdf, p. 145.
[7] SC State Reporting Updates, Update dated October 25, 2018. Accessed at
https://ed.sc.gov/data/information-systems/power-school/sc-state-reporting-updates/.

Table 1
Military-Connected Student Data Collected in PowerSchool

Values
(blank) – Neither Parent nor Guardian is serving in any military service.
01 - A Parent or Guardian is serving Full-time in the National Guard and is not currently deployed.
02 - A Parent or Guardian is serving Full-time in the Reserves and is not currently deployed.
03 - A Parent or Guardian is serving Full-time in the National Guard and is currently deployed.
04 - A Parent or Guardian is serving Full-time in the Reserves and is currently deployed.
05 - A Parent or Guardian is serving in the military on active duty and is not deployed.
06 - A Parent or Guardian is serving in the military on active duty and is currently deployed.

II.   Demographics of Military-Connected Students

National, state, and local district collection of military-connected student data continues to be inconsistent. ESSA requires the disaggregation of student-level data, including military-connected students. When this requirement is fully implemented, data collection should become more consistent and accurate.

Number of Military-Connected Students

Data related to military-connected students are collected and reported by districts in PowerSchool. Table 2 below shows 2019 data provided by SC Department of Education in February 2020 (for 2017 through 2019 school years) and includes National Guard, Reserves, and active duty military personnel. Approximately 1,632 military-connected students had at least one parent who was deployed in school year 2019, representing an increase of 84-students from 2018. In addition, 82 military-connected students were reported to have a parent who was on active duty but died within the last year. Another 591 military-connected students have a parent who was on active duty and wounded in 2019. While this category is a small percentage of the total number of military-connected students, the number of military-connected students with a parent who was wounded in 2019, is 46 percent greater than in 2017. About 74 percent of military-connected students have at least one guardian or parent who is on active duty or deployed.

There was significant improvement in district reporting of military-connected students from 2016-17 to 2018-19 school years. Families and educators need to continue assisting with the reporting of this data, so district and school staff can identify students who may need additional support services. Military-connected students live with perpetual challenges presented by frequent moves, parental and sibling deployments, and additional transitions that include reintegration and dealing with profoundly changed parents. The well-being of these children depends heavily on a network of supportive adults who are trained to identify early signs of emotional, physical, and academic challenges.

Table 2
Military-Connected Students,
by Parental Military Branch and Deployment Status, 2017-19 School Years

Military Connection	School Year 2017		School Year 2018		School Year 2019	
	Number	Percent	Number	Percent	Number	Percent
National Guard - Not Deployed	1,839	13.08%	2,116	14.64%	2631	15.93%
Reserves - Not Deployed	1,628	11.57%	1,784	12.34%	2075	12.56%
National Guard – Deployed	315	2.24%	326	2.26%	506	3.06%
Reserves – Deployed	168	1.19%	227	1.57%	295	1.79%

Military Connection	School Year 2017		School Year 2018		School Year 2019	
	Number	Percent	Number	Percent	Number	Percent
Active Duty Military - Not Deployed	8,837	62.83%	8,530	59.01%	9,314	56.40%
Active Duty Military – Deployed	954	6.78%	997	6.90%	1021	6.18
Active Duty Military - Deceased in last year	49	0.35%	62	0.43%	82	.50
Active Duty Military - Wounded in last year	275	1.96%	414	2.86%	591	3.58
Subtotal Active Duty		10,115	10,003		11,008	
Total	14,070		14,456		16,515	

Source: SC Department of Education, data reported to EOC.

Of the 16,515 military-connected students reported by school districts to SCDE, approximately 83 percent of the students attend one of the eleven school districts listed in Table 3. Appendix B provides additional detail for all school districts. South Carolina's largest military installations are in Charleston, Beaufort, Richland, and Sumter counties.

The Charleston Air Force Base and the Naval Weapons Station in Goose Creek comprise Joint Base Charleston (JB CHS). The installation covers almost 24,000 acres, and includes: three seaports, two civilian-military airfields, 39 miles of rail, and 22 miles of coastline. The Charleston Air Force Base Houses C-17 aircraft, and is home to the 437th Air Base Wing, the 628th Air Base Wing, and the 315th Air Wing. The Naval Weapons Station houses several programs, including the Navy's Nuclear Power Training Program, the Naval Information Warfare Center (NIWC) Atlantic, and several other tenant commands. The Naval Health Clinic, and the Air Force Military Treatment Facility, provide many medical services for military members and their families. The base is host to more than 60 Department of Defense and Federal agencies and is associated with approximately 50,000 jobs. The installation provides $3.6 billion in labor income, and an economic impact of $8.7 billion per year.

Both the Marine Corps Air Station Beaufort and Marine Corps Recruit Depot Parris Island/Eastern Recruiting Region are in Beaufort County. Marine Corps Air Station Beaufort, home of the Marine Corps' Atlantic Coast fixed-wing, fighter-attack aircraft assets, is in the heart of the South Carolina Lowcountry and is among the United States military's most important and most historically colorful installations. Consisting of some 7,000 acres 70 miles southwest of Charleston, South Carolina on Highway 21, the installation is home to five Marine Corps F/A- 18 squadrons and one F-35B

Fleet Replacement Squadron. Two versions of the F/A-18 Hornet are found aboard MCAS Beaufort, the F/A-18C Hornet and the F/A-18D Hornet. The F-35B squadron is also the only location in the world where pilots train to fly the F-35B. The squadron also trains the United Kingdom's future F-35B pilots and maintainers. The Marine Corps Recruit Depot is located on Parris Island and is one of the most visited military facilities in the world, hosting more than 120,000 guests each year. It is the headquarters of the Eastern Recruiting Region and for recruit training for all females and males east of the Mississippi River.

Fort Jackson and Shaw Air Force Base are in the Midlands. Located in Richland County, Fort Jackson is the Army's main production center for Basic Combat Training. Approximately 50 percent of the Army's Basic Combat Training is completed at Fort Jackson, with more than 48,000 basic training and 12,000 additional advanced training Soldiers every year. Fort Jackson is home to the U.S. Army Soldier Support Institute, the Armed Forces Army Chaplaincy Center and School, the National Center for Credibility Assessment (formerly the Department of Defense Polygraph Institute, and the Drill Sergeant School, which trains all Active Duty and Reserve instructors.

Shaw Air Force Base in Sumter County is home to Air Force's largest combat F-16 wing, the 20th Fighter Wing. Shaw also serves as home to Headquarters Ninth Air Force, U.S. Air Forces Central, Third Army, U.S. Army Central and many other tenant units.[8]

---

[8] Information regarding South Carolina's military installations gathered from military installation websites and school liaison officers.

Table 3
Districts with Highest Military-Connected Student Populations,
School Years 2017-18 and 2018-2019

School Year 2017-18			School Year 2018-19		
District	**Students**	**Percent**	**District**	**Students**	**Percent**
Richland 2	4,011	27.75	Richland 2	4101	24.83
Dorchester 2	1,593	11.25	Dorchester 2	1521	9.21
Horry	1,575	11.22	Horry	1793	10.86
Beaufort	1,176	8.14	Beaufort	1,360	8.23
Berkeley	1,062	7.35	Berkeley	1,075	6.51
Lexington 1	981	6.79	Lexington 1	1,041	6.30
Sumter	702	4.86	Sumter	846	5.12
Kershaw	599	4.14	Kershaw	693	4.20
Lexington 5	551	3.81	Lexington/Richland 5	570	3.45
SC Public Charter School District	335	2.32	SC Public Charter School District	371	2.25
Anderson 1	213	1.47	Aiken	409	1.47
Total	**12,698**	**87.85**	**Total**	**12,705**	**82.65**

Source: SC Department of Education, data reported to EOC.

III. Student Performance

This section provides academic and attendance data for military-connected students for school year 2018-19 including:

- student achievement as measured by SC READY for third through eighth grades in English language arts and mathematics.

- student achievement as measured by SC PASS on science for students in grades 4, 6 and 8.

- student achievement as measured by the End-Of-Course Examination Program (EOCEP).

- high school graduation rates; and

- student attendance.

Academic Data

The academic achievement of military-connected students was compared to the academic achievement of all students in South Carolina, including students in third through eighth grades on SC READY for English language arts (ELA) and mathematics and SC PASS for science for students in grades 4, 6 and 8 For high school students, student performance on the South Carolina End-of-Course Evaluation Program (EOCEP) was considered.

Student Achievement in Grades Three through Eight

The EOC analyzed student achievement in school year 2018-19 in grades 3 through 8 in English language arts, mathematics, and science. According to the South Carolina Department of Education's website,

> The South Carolina College-and-Career-Ready Assessments (SC READY) are statewide assessments in English language arts (ELA) and mathematics that measure the academic progress of students against the measure whether students that will meet all of the requirements of Acts 155 and 200, the Elementary and Secondary Education Act (ESEA), the Individuals with Disabilities Education Improvement Act (IDEA), and the Assessments Peer Review guidance.[9]

> The South Carolina Palmetto Assessment of State Standards (SCPASS) is a statewide assessment administered to students in grades four, six, and eight for science and grades five and seven for social studies. All students in these grade levels are required to take the SCPASS except those who qualify for the South Carolina Alternate Assessment (SC-Alt). [10]

---

[9] Information accessed on SCDE website at https://ed.sc.gov/tests/middle/sc-ready/ on May 6, 2019.
[10] Information accessed on SCDE website at https://ed.sc.gov/tests/middle/scpass/ on May 6, 2019.

Tables 4a, 4b and 4c below show military-connected students typically outperform their peers in all subjects and grades. In the tables "State" represents all South Carolina students, including military-connected students. For 18-19 data, the percentage of students scoring Meets or Exceeds Expectations is defined accordingly:

- Exceeds Expectations – The student exceeds expectations as defined by the grade-level content standards. The student is considered to be *well prepared* for the next grade level.

- Meets Expectations – The student meets expectations as defined by the grade-level content standards. The student is considered to be *prepared* for the next grade level.

The performance of military-connected students is most significant in third through fifth grades. For example, during the 2018-19 school year detailed in Table 4c, in English language arts, 62.2 percent of third grade military-connected students scored Meets or Exceeds Expectations compared to 45.2 percent of their peers who scored Meets or Exceeds Expectations. In mathematics, 72.1 percent of military-connected third graders scored Meets or Exceeds Expectations, and 55.7 percent of their peers scored Meets or Exceeds Expectations, representing a 16.4 percent difference.

Across grades 3 through 8 in ELA, the percentage of military-connected student scoring Meets or Exceeds Expectations surpassed the state average by between 9.9 and 14.8 percent. In mathematics in grades 3 through 8, the percentage of military-connected students scoring Meets or Exceeds Expectations surpassed the state average by between 3.6 and 14.8 percent. In science, the percentage of military-connected students scoring Meets or Exceeds Expectations surpassed the state average by between 10.6 and 16.5 percent.

Table 4a
**2016-17 SC READY and SCPASS Performance of Military-Connected Students (MCS) and
All Students in South Carolina**

Grade Level	SC READY English Language Arts			SC READY Mathematics			SCPASS Science		
	Number MCS Tested	Percent MCS Meets or Exceeds	State Percent Meets or Exceeds	Number MCS Math	Percent Meets or Exceeds	State Percent Meets or Exceeds	Number MCS Science	Percent Met or Exemplary	State Percent Meets or Exceeds
3	1,160	57.7	42.1	1,159	70.8	52.5	0	N/A	
4	1,166	55.1	40.9	1,166	61.8	46.4	1,168	63.4	48.4
5	1,068	50.9	38.3	1,070	44.2	40.0	1,070	61.6	46.1
6	991	53.1	39.7	991	52.1	41.5	993	61.8	48.0
7	1,006	46.6	36.4	1,006	41.7	33.3	1,004	58.8	46.5
8	1,009	47.8	40.1	1,009	42.5	34.5	1,008	61.9	49.0

Table 4b[11]
**2017-18 SC READY and SCPASS Performance of Military-Connected Students (MCS) with
Active Duty Parents and All Students in South Carolina**

Grade Level	SC READY English Language Arts			SC READY Mathematics			SCPASS Science		
	Number MCS Tested	Percent MCS Meets or Exceeds	State Percent Meets or Exceeds	Number MCS Math	Percent Meets or Exceeds	State Percent Meets or Exceeds	Number MCS Science	Percent Meets or Exceeds	State Percent Meets or Exceeds
3	1,032	62.2	45.2	1,035	72.1	55.7			
4	1,085	58.8	43.9	1,088	63.9	48.1	1,088	65.6	49.8
5	1,090	53.8	38.9	1,092	59.1	45.2			
6	1,080	48.8	39.9	1,080	49.9	42.6	1,080	58.0	47.7
7	982	53.5	40.1	982	45.3	34.9			
8	931	48.4	39.2	932	49.0	36.6	930	60.1	48.7

---

[11] 2018-19 SC READY and SC PASS results for all students accessed at SCDE website at:
https://ed.sc.gov/data/test-scores/state-assessments/sc-ready/2018/State-Scores-By-Grade-Level/?ID=9999999 and https://ed.sc.gov/data/test-scores/state-assessments/scpalmetto-assessment-of-state-standards-pass/2018/state-scores-by-grade-level/?ID=9999999.

2018-19 SC READY and SCPASS Performance of Military-Connected Students (MCS) with Active Duty Parents and All Students in South Carolina

Grade Level	SC READY English Language Arts			SC READY Mathematics			SCPASS Science		
	Number MCS Tested	Percent MCS Meets or Exceeds	State Percent Meets or Exceeds	Number MCS Math	Percent Meets or Exceeds	State Percent Meets or Exceeds	Number MCS Science	Percent Meets or Exceeds	State Percent Meets or Exceeds
3	1,216	63.9	49.1	1,216	71.9	57.1			18.8
4	1,337	64.0	50.3	1,337	63.9	49.7	1,267	65.0	51.3
5	1,343	53.8	40.3	1,343	58.3	44.6	58		43.8
6	1,404	53.8	40.2	1,404	55.9	42.9	1,345	58.0	47.7
7	1,345	52.9	43.0	1,345	42.0	34.4	42		
8	,169	54.8	43.3	1,169	47.5	35.3	1,120	60.1	48.7

Student Performance in End-of-Course Exams

Table 5 below compares performance on end-of-course exams. During the 2017-18 school year, military-connected students continued to outperform all students statewide on the End-of-Course Examination Program (EOCEP) exams in Algebra 1, English 1 and Biology. On average, military-connected students' mean scores were 3.8 points higher.

---

[12] 2018-19 SC READY and SC PASS results for all students accessed at SCDE website at: https://ed.sc.gov/data/test-scores/state-assessments/sc-ready/2019/State-Scores-By-Grade-Level/?ID=9999999 and https://ed.sc.gov/data/test-scores/state-assessments/scpalmetto-assessment-of-state-standards-pass/2018/state-scores-by-grade-level/?ID=9999999.

Table 5
End-of-Course Assessment Performance of
Military-Connected Students and All Students Statewide in 2018-19 School Year

Academic Year	Military Connected Students			All South Carolina Students	
	Number of Students	Mean	Letter Grade	Mean	Letter Grade
Algebra 1					
2014	535	85.7	B	79.8	C
2015	668	85.7	B	82.6	C
2016	857	85.2	B	81.9	C
2017	1,000	72.2	C	69.4	D
2018	1,043	71.9	C	68.2	D
2019	**841**	**72.4**	**C**	**69.8**	**D**
English 1					
2014	537	82.2	C	76.0	D
2015	636	83.6	C	79.4	C
2016	827	83.7	C	79.8	C
2017	1,024	75.9	C	71.4	C
2018	994	78.1	C	74.1	C
2019	**724**	**77.5**	**C**	**74.6**	**C**
Biology					
2013	310	84.2	C	78.1	C
2014	451	85.4	B	79.2	C
2015	580	86.5	B	82.3	B
2016	795	86.9	C	81.6	C
2017	943	81.5	C	75.3	C
2018	921	72.8	C	69.2	D
2019	NA	NA	NA	NA	NA

Source: SC Department of Education, March 2020 data reported to EOC.

High School Graduation Rate

The federally approved on-time graduation rate identifies a cohort of students who were ninth grade students in a specific year and calculates the percentage of that cohort that graduates four years later. Students are removed from the cohort when they transfer to other degree-granting institutions or programs. Students who transfer into a district are added to the cohort.

For military-connected students this process was not possible because enrollment history of these students was not available. The EOC evaluation team could not determine when students were initially in the ninth grade and could not document transfers into or out of a cohort of students who were initially enrolled in the ninth grade four years prior. Available data identifies students by grade level and graduation status. For students who were identified as being in twelfth grade during the 2018-19 timeframe, the EOC evaluation team could identify: (1) those students who graduated, (2) those who received a certificate or did not graduate, and (3) those students who transferred to other degree-granting institutions and were removed from the graduation cohort. Based on this information, the graduation rates for military-connected students are included below. Table 6 shows during the 2018-19 school year, the high school graduation rate for all military-connected students was 83.6 percent. The state on-time graduation rate was 87.6 percent, representing a four-year adjusted cohort graduation rate:

Table 6
2014 – 2019 High School Graduation Rates for
Military-Connected Students (MCS) and State Avg.

Year	Total Number of MCS	MCS Graduate Avg.	State Avg.
2014	309	97.4	80.1
2015	407	95.3	80.3
2016	536	96.6	82.6
2017	657	94.1	84.6[13]
2018	694	94.1	81.0
2019	868	83.6	87.6

Source: SC Department of Education, March 2020 data reported to EOC.

Attendance Data

School districts want to maximize student instructional time. However, due to deployments and subsequent returns from deployments, there are instances when a military-connected student may need to be excused for absences. Some states, such as Kentucky, Tennessee, North Carolina, Michigan, and Georgia, have detailed guidance for excusing absences for military-connected students.

---

[13] Ibid.

[14] Student attendance rate is defined as the number of students present (as opposed to enrolled in) a school during the time it is in session, were computed using information provided by the South Carolina Department of Education. During the 2018-19 school year, the average number of days absent for military connected students was 4.7 days. Table 7 shows the average number of days absent in South Carolina school districts with at least 30 military connected students. 17 of these districts reported that military-connected students were absent for more than 4.7 school days. In 2018-19, Colleton had the highest average absence rate (8.3 days), and Lexington 2 had the lowest absence rate of 3 days. During the 2017-18 school year, the South Carolina Public School District had the lowest absence rate of 2.4 days. Districts in **bold** exceeded the average of 4.7 days absent in this grouping.

Table 7
Average Number of Days Absent in School Districts with
at least 30 Military-Connected Students (MCS), 2018-19 School Year

District	Number of MCS	Average Number of Days Absent
Colleton	**61**	**8.3**
Chesterfield	**286**	**6.4**
Dillon 4	**37**	**5.8**
Aiken	**409**	**5.6**
Horry	**1793**	**5.5**
Spartanburg 7	**118**	**5.4**
Darlington	**252**	**5.3**
Edgefield	**86**	**5.3**
York 1	**48**	**5.3**
Greenville	**126**	**5.1**
Kershaw	**693**	**5.1**
Oconee	**161**	**5.1**
Anderson 1	**276**	**4.9**
Charleston	**246**	**4.9**
Lexington 1	**1041**	**4.8**
Sumter	**846**	**4.8**
York 3	**57**	**4.8**
Lexington 5	570	4.6
Richland 2	4101	4.6
Spartanburg 2	69	4.6
Berkeley	1075	4.5
Dorchester 2	1521	4.5
Lancaster	70	4.3
Georgetown	46	4.2
Beaufort	1360	3.8
Florence 1	98	3.6
Hampton	53	3.6
Richland 1	97	3.5

---

[14] For more information, refer to Military Child Education Coalition's "Military-Connected Students and Public-School Attendance Policies." May be accessed at http://www.militarychild.org/public/upload/files/SchoolAttendancePoliciesFINAL.pdf.

District	Number of MCS	Average Number of Days Absent
Orangeburg	33	2.5
SC Public Charter School District	371	2.1
Pickens	157	1.9
Charter Institute at Erskine	73	0.2
Lexington 2	72	0

During the 2018-19 school year, the average number of days absent among all schools was 5.2 days, representing a .4 percent decrease from the 2017-18 school year average of 5.6 days.

Table 8 lists nine school districts with military-connected students exceeding the average number of days absent among all schools Districts listed reported more days absent than the state 5.2 days absent average. The average number of days absent among military students remained constant at 4.7 days in 2018-19. Colleton had the highest number of average days absent for military connected students (8.3 days).

Table 8
School Districts with at least 30 Military-Connected Students (MCS),
Exceeding Average Number of Days Absent(All SC Districts)

District	Number of MCS	Average Number of Days Absent
Colleton	61	8.3
Chesterfield	286	6.4
Dillon 4	37	5.8
Aiken	409	5.6
Horry	1793	5.5
Spartanburg 7	118	5.4
Darlington	252	5.3
Edgefield	86	5.3
York 1	48	5.3

Appendix A
Resources for Military-Connected Students and Families

Military Child Education Coalition (MCEC)

During the 2019-20 school year, the South Carolina Military Child Education Coalition (MCEC) was relocated to the Division of Veterans Affairs and Department of Commerce(budget).

In 2019, the Military Child Education Coalition (MCEC) updated and revised its portfolio to include additional course offerings, professional offerings, and support to military-connected families. This past year, MCEC trainers presented 80 courses to over 1500 professionals with an extended reach impact on nearly 21,000 adults. Support was continued to over 25,000 military-connected students, their parents, and education professionals across 20 school districts nationwide. Affiliates saw encouraging expansion in 2019, extending across Alabama, Texas, Virginia, Florida, and South Carolina.

South Carolina School Support Resources
School liaison officers continue to provide support and guidance about workshop content and family enrichment offerings to Military-connected families.

School Liaison Officers serve as a primary point of contact for students and their families transitioning to new communities and schools. They are also a resource for schools and school districts. To view a list of school liaison officers by branch, go to: https://www.dodea.edu/Partnership/schoolLiaisonOfficers.cfm.

Fort Jackson School Liaisons provide ongoing educational support for military connected schools. This comprehensive website provides information about public and private schools, homeschooling, and local school districts.

https://jackson.armymwr.com/programs/school-liaison-officer

https://www.facebook.com/Jackson-CYS-School-Liaison-Officer-152018352105106/

Shaw Air Force Base is home to the 20th Fighter Wing, Headquarters Nine Air Force/United States Central Command of Air Forces, and several associate units. Shaw's units are assigned to Air Combat Command, Langley Air Force Base, Virginia. School Liaison information may be found at the website below.

https://www.shaw.af.mil/About-Us/Newcomer-Information/

Marine Corps Air Station and the Marine Corps Recruit Depot are in Beaufort. School support information may be accessed at the website below.

http://www.mccs-sc.com/mil-fam/slp.shtml

Joint Base Charleston School information may be accessed under the "Charleston Area Schools" link at:

https://www.jbcharleston.jb.mil/About-Us/Library/Newcomers

South Carolina Program Resources

The **International Baccalaureate** Program helps students develop skills to create a better and peaceful world through intercultural understanding and respect. For more information, including a list of South Carolina schools participating in the IB Program, go to https://www.ed.sc.gov/instruction/standards-learning/advanced-academic-programs/international-baccalaureate-programs-ib/.

Four-year-old kindergarten is available in the state and is offered in public schools and private childcare centers. State-funded prekindergarten for four-year-olds serves children in the "most at-risk" category, where family income falls 185% below poverty level or the family is Medicaid eligible. Families may also be eligible for other services such as Even Start, Head Start, state-funded family literacy programs, Social Security, food stamps, Medicaid, or temporary assistance to needy families (TANF).

Children also qualify in case of a documented developmental delay, an Individual Education Plan (IEP) requiring pre-kindergarten, incarceration of a parent, placement in a foster home, or a child who is homeless. Documentation of family or child "most at-risk" conditions must be kept on file for review. Children who participate in free and reduced meal programs at the center/school they attend may also qualify if income eligibility is verified on each child and records are kept on file for review.

Some districts use local funds to serve children who are not in the "at risk" category. Several districts serve all children who request services. A few districts charge a fee for non-qualifying children, but state regulations prohibit any fees for "at risk" children.

State law says that "students may enter kindergarten in the public schools of this State if they will attain the age of four on or before September first of the applicable school year."

https://www.ed.sc.gov/instruction/early-learning-and-literacy/cerdep/

National Resources

Department of Defense Education Activity provides professional development training in a webinar format for school liaison officers. This information is also helpful for local school districts to understand the needs of students and how to support them in a comprehensive manner.

https://www.dodea.edu/

Military Impacted School Association is a national organization of school superintendents. MISA supports school districts with a high concentration of military children by providing detailed, comprehensive information regarding impact aid and resources for families and schools.

http://militaryimpactedschoolsassociation.org/

The **Military Interstate Children's Compact Commission (MIC3)** provides consistent policy in every school district and in every state that voluntarily joins MIC3. MIC3 addresses key educational transition issues such as enrollment, placement, attendance, eligibility, and graduation.

http://www.mic3.net

The **Military Child Education Coalition (MCEC)** focuses on ensuring quality educational opportunities for all military children affected by mobility, family separation, and transition. A 501(c)(3) non-profit, world-wide organization, the MCEC performs research, develops resources, conducts professional institutes, and conferences, and develops and publishes resources for all constituencies.

http://www.militarychild.org/

Military OneSource is a confidential Department of Defense-funded program providing comprehensive information on every aspect of military life at no cost to active duty, National Guard, and reserve members, and their families.

Information includes, but is not limited to, deployment, reunion, relationships, grief, spouse employment and education, parenting, and childhood services. It is a virtual extension to installation services.

The program also provides free resources to schools, including books and videos with relevant topics that help students cope with divorce and deployment.

www.militaryonesource.mil

National Military Family Association (NMFA) a voice for military families advocating on behalf of service members, their spouses, and their children. According to NMFA's website, NMFA is the "go to" source for Administration Officials, Members of Congress, and key decision makers when they want to understand the issues facing military families.

https://www.militaryfamily.org/

Appendix B: Military-Connected Students by District, February 2020

DISTRICT	Number of Military Connected Students(MCS)
Richland 02	4101
Horry 01	1793
Dorchester 02	1521
Beaufort 01	1360
Berkeley 01	1075
Lexington 01	1041
Sumter 01	846
Kershaw 01	693
Lexington 05	570
Aiken 01	409
SC Public Charter School District	371
Chesterfield 01	286
Anderson 01	276
Darlington 01	252
Charleston 01	246
Oconee 01	161
Pickens 01	157
Greenville 01	126
Spartanburg 07	118
Florence 01	98
Richland 01	97
Edgefield 01	86
Charter Institute at Erskine	73
Lexington 02	72
Lancaster 01	70
Spartanburg 02	69
Colleton 01	61

DISTRICT	Number of Military Connected Students(MCS)
York 03	57
Hampton 01	53
York 01	48
Georgetown 01	46
Dillon 04	37
Orangeburg 05	33
Florence 02	23
Lexington 04	18
Newberry 01	17
Cherokee 01	15
Clarendon 02	15
York 02	12
Fairfield 01	10
Greenwood 50	10
Laurens 56	10
Anderson 04	9
Spartanburg 03	9
Union 01	8
Saluda 01	7
York 04	7
Allendale 01	6
Williamsburg 01	6
Abbeville 60	4
Barnwell 29	3
Florence 03	3
Anderson 02	2
Laurens 55	2
Marion 10	2
Orangeburg 04	2

DISTRICT	Number of Military Connected Students(MCS)
Spartanburg 05	2
Anderson 03	1
Bamberg 01	1
Barnwell 45	1
Clarendon 03	1
Deaf & Blind School	1
Jasper 01	1
Lexington 03	1
Marlboro 01	1
Orangeburg 03	1
Spartanburg 01	1
Spartanburg 06	1

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.

EDUCATION OVERSIGHT COMMITTEE

SUBCOMMITTEE: Academic Standards and Assessments

DATE: June 15, 2020

ACTION ITEM: Results of the 2019 Parent Survey

PURPOSE/AUTHORITY
Section 59-28-190 of the Parental Involvement in Their Children's Education Act requires the Education Oversight Committee (EOC) to "survey parents to determine if state and local efforts are effective in increasing parental involvement." In addition, Section 59-18-900 of the Education Accountability Act (EAA) requires that the annual school report cards include "evaluations of the school by parents, teachers, and students" as performance indicators to evaluate schools. The tool that has been adopted by the EOC and administered by the South Carolina Department of Education (SCDE) to meet these statutory requirements is the annual parent survey.

CRITICAL FACTS
The parent survey was commissioned by the EOC and designed by the Institute for Families in Society at the University of South Carolina in 2001. The survey is designed to determine parent perceptions of their child's school and to evaluate the effectiveness of state and local parental involvement programs. Since 2002 the South Carolina Department of Education has annually administered the survey, and the EOC has provided an annual review of the survey results. The attached report reflects the results of the 2019 administration of the parent survey.

TIMELINE/REVIEW PROCESS
The analysis was conducted in April and May of 2020.

ECONOMIC IMPACT FOR EOC
    Cost: No fiscal impact beyond current appropriations

    Fund/Source:

ACTION REQUEST

☒ **For approval**   ☐ **For information**

ACTION TAKEN

☐ Approved   ☐ **Amended**
☐ **Not Approved**   ☐ **Action deferred (explain)**

2020

PARENT SURVEY

Annual Report for 2019

SC EDUCATION
OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.

CONTENTS

Page

Acknowledgements

Executive Summary

Background: The parent survey was designed in 2001 to meet the requirements of the Education Accountability Act (EAA) and the Parental Involvement in Their Children's Education Act. Section 59-18-900 of the EAA requires that the annual school report card include "evaluations of the school by parents, teachers, and students" as performance indicators to evaluate schools. In addition, Section 59-28-190 of the Parental Involvement in Their Children's Education Act requires the Education Oversight Committee (EOC) to "survey parents to determine if state and local efforts are effective in increasing parental involvement." The tool that has been adopted by the EOC and administered by the South Carolina Department of Education (SCDE) to meet these statutory requirements is the annual parent survey.

Since 2002 the SCDE has administered the parent survey to a sample of parents whose children attended public schools in South Carolina. From its inception, the parent survey contains items regarding parent perceptions of the learning environment in the school, home and school relations, and the social and physical environment of the school. Additional questions document characteristics of the parents and the children of the parents responding to the survey. The 2018 parent survey included three new items that focused on parent perceptions of their child's Individual Graduation Plan (IGP). Also, a change was made to the definition of bullying provided to parents in the 2018 survey. These changes have been retained for the 2019 survey. The following definition of bullying was provided on the 2019 survey:

> *Bullying means a gesture, electronic communication, or written, verbal, physical, or sexual act that is reasonably perceived to have the effect of harming a student physically or emotionally or damaging a student's property or placing a student in reasonable fear of personal harm or property damage or insulting or demeaning a student.*

The parents of students in the highest grade at all elementary, middle and high schools are surveyed. In high schools and career centers, parents of all 11th graders are surveyed. In schools with a grade configuration that spans multiple levels, parents of children in multiple grades are surveyed. For example, in a school with a grade span of grades 6 through 10, parents of children in grades 8 and 10 are surveyed. For parents in schools with a grade span of K-12, parents of children in grades 5, 8 and 11 are surveyed. Parents in schools containing grades 2 or lower (K-1, K-2, and 1-2 configurations) are not surveyed. Annually, the EOC has analyzed the results of the parent survey and issued reports. The reports are online at www.eoc.sc.gov.

Survey Responses: A total of 61,309 parent surveys were returned in 2019, with only 64 surveys (0.1 percent) missing responses to the following five survey items: 1) the overall satisfaction of the school's learning environment; 2) the overall satisfaction of the school's social and physical environment; 3) the overall satisfaction of the school's home and school relations; 4) the grade level of the student; and 5) the gender of the responding parent. If all five of these questions were missing responses, the record was considered to be in complete. For the 2018 parent survey a total of 63,913 surveys were returned, with 5,679 (8.9 percent) of the surveys missing responses to these same five survey items. The EOC staff will communicate with SCDE staff to understand whether these different missing response rates result from changes in data processing procedures. Estimates are that between 31 and 39 percent of all eligible parents surveyed responded to the 2019 parent survey.

An analysis of the respondents to the 2019 parent survey concluded that the survey responses typically overrepresented the perceptions of parents who had children in elementary schools and underrepresented the perceptions of parents who had children in high school. Respondents typically obtained higher educational achievements and had greater median household incomes than the general population of South Carolina. From 2018 to 2019 the percentages of parents reporting each level of education differed by less than half of 1 percent (0.5). There also did not appear to be any difference in the income levels of respondents from 2018 to 2019. As in prior years, the "typical" parent responding to the survey was a white female having attended or graduated from college and having a household income of greater than $35,000. With respect to the ethnicity of children in the public schools of South Carolina in 2018-18, parents whose children were African American were underrepresented by 5.1 percent, and parents whose children were Hispanic were underrepresented by 1.5 percent in the respondents, while parents whose children were white were overrepresented by 8.1 percent.

Parent Survey Results: The results of the 2019 parent survey demonstrated that parent satisfaction levels with the three characteristics measured - the learning environment, home and school relations, and social and physical environment of their child's school - were consistent with the prior year's results. Changes are judged to be substantial when an increase or decrease of three or more percent occurs. Satisfaction is defined as the percentage of parents who agreed or strongly agreed that they were satisfied with the learning environment, home and school relations, and social and physical environment of their child's school.

Percentage of Parents Satisfied with Each Characteristic: 2015-2019

Characteristic	2019	2018	2017	2016	Difference between 2019 and 2018
Learning Environment	**86.0**	87.0	87.1	87.5	**(1.0)**
Home and School Relations	**73.7**	73.7	73.8	74.0	**0.0**
Social and Physical Environment	**83.8**	83.9	85.1	85.2	**(0.1)**

Parents of students in elementary schools consistently had higher satisfaction levels with their child's school than did parents of students in middle school or high school. For all three characteristics, the percentages of parents satisfied differed by 2 percent of less between parents of middle and high school students; these differences are too small to claim that parents of middle and high school students differ in their perceptions of these characteristics. Regardless of the school type (elementary, middle, or high), parents were most satisfied with the learning environment of the school, and least satisfied with the home and school relations.

Percentage of Parents Satisfied with Each Characteristic by School Setting, 2019

School Type	Learning Environment	Home and School Relations	Social and Physical Environment
Elementary	89.1	78.2	88.1
Middle	82.9	69.6	79.3
High	83.4	70.7	79.2

Parents indicated they are involved with their child's learning at home by making their child do homework (94.3 percent), helping their child with homework (93.2 percent), and limiting their child's time on television and other electronic devices (83.2 percent). Parents reported that their work schedule continued to be the greatest obstacle to their involvement with their child's learning in the school setting.

Parent Reported Obstacles to Parental Involvement in 2019

Work Schedule	57.6%
Lack of timely notification of volunteer opportunities	24.3%
School does not encourage involvement	15.8%
Lack of child or adult care services	14.8%
Family and health problems	14.6%
Involvement not appreciated	10.5%
Transportation	10.4%

Approximately two-thirds of parents believed that the teachers and staff in their child's school intervened to prevent bullying or that the school had an anti-bullying plan. Approximately 20 percent of parents reported that their child had been bullied. Between 2016 and 2019 the results

from the annual parent surveys show a 1.9 percent increase in the percentage of parents who reported their child had been bullied. When bullying occurred, parents most frequently reported that it occurred in the classroom (14.2 percent). The second most frequent location for bullying was at some other location in the school (10.3 percent). The locations parents reported the least amount of bullying was at sporting events (1.0 percent).

Three questions asked about the individualized graduation plan (IGP) process. The first asked the parent if they thought the IGP process was beneficial to their child. The second asked if during the IGP conference, the counselor discussed their child's academic progress and career goals. The third asked if parents recommended other parents/guardians participate in the IGP conference with their children. Overall, 84.5 percent of parents indicated they were satisfied with the IGP process, 83.9 percent of the parents of middle school students and 85.0 percent of the parents of high school students, all of which indicate greater satisfaction than in 2018.

Parents' Overall Satisfaction with the IGP Process by School Type

School Type	Number of Parents	Agree/ Strongly Agree	Disagree/ Strongly Disagree
Middle (Grade 8)	19,431	83.9	7.9
High	10,526	85.0	8.1
All	29,957	84.5	8.0

Finally, the report provides information on the relationship between parent satisfaction with the learning environment, home and school relations, and physical environment of their child's school and the school's overall report card rating. Generally, as the overall report card rating of their child's school increased, so did parental satisfaction with the school's learning environment, home and school relations, and physical environment of their child's school. The only exception was parent satisfaction in high schools with a rating of Unsatisfactory, where the percentage of parents satisfied with the learning environment, home and school relations, and physical environment of their child's school were higher than the percentages for parents of students in schools with higher report card ratings. However, the number of survey responses at high schools with an overall rating of Unsatisfactory was considerably fewer than for any other report card rating.

Administration of the 2019 Parent Survey

The design and sampling methodology for the parent survey were established in 2001. The EOC contracted with the Institute of Families in Society at the University of South Carolina to design the survey and to recommend a medium for distributing the survey. To maintain complete anonymity and to maximize the return rate, the Institute recommended that the survey be mailed to a sample of parents along with a postage paid, return envelope. While the sampling methodology proposed by the Institute was implemented, the parent survey has never been mailed to parents due to budgetary restrictions. Instead, schools have been given the responsibility for distributing and collecting the forms. Generally, schools send the surveys home with students. Some schools have held parent meetings or special meetings at school during which the surveys were distributed.

Rather than surveying all parents of public school students, the parents of students in the highest grade at all elementary, middle and high schools are surveyed. In high schools and career centers, parents of all 11th graders are surveyed. In schools with a grade configuration that spans multiple levels, parents of children in multiple grades are surveyed. For example, in a school with a grade span of grades 6 through 10, parents of children in grades 8 and 10 are surveyed. For parents in schools with a grade span of K-12, parents of children in grades 5, 8 and 11 are surveyed. Parents in schools containing grades 2 or lower, which include primary schools, child development schools and schools with configurations like K, K-1, and K-2 are not surveyed. The parent survey is typically administered during the second semester of each school year.

A copy of the 2019 survey is in Appendix A. The 2019 administration of the parent survey occurred over the following time period and involved the following actions.

February 16, 2019	All schools received survey forms.
March 22, 2019	Date for parent survey forms returned to school.
March 29, 2019	Last day for schools to mail completed forms to contractor.

Source: SC Department of Education

A school survey coordinator, a staff person designated by the school principal, distributed and collected the parent surveys at each school according to instructions provided by the South Carolina Department of Education (SCDE). According to SCDE, an independent contractor hired by the agency to mail to each school the following:

- ✓ An administrative envelope containing;
    1. A letter to the principal from the Education Oversight Committee (EOC),
    2. Two sets of instructions for administering the surveys,
    3. A page of shipping instructions, and
    4. One pre-addressed, bar-coded UPS shipping label (used to return completed surveys to contractor, freight prepaid).

- ✓ Parent survey envelopes. Each envelope contains a letter from the State Superintendent of Education and a parent survey form.

- ✓ Student survey forms.[1]

The name of each school was printed on the survey forms to assist parents who were completing surveys for multiple schools. Schools were also advised to "distribute the parent surveys as soon

---

[1] "Administration of the 2019 Report Card Surveys," South Carolina Department of Education.

as possible" after delivery. The cost of printing, shipping, processing and scanning the parent surveys was $70,346.[2]

Each school's designated survey coordinator then distributed envelopes containing the parent survey and letter from the state Superintendent of Education to each classroom teacher within the designated grade being surveyed. Teachers gave each student an envelope and instructions to take the envelope home for their parents to complete and then return the completed survey to school in the sealed envelope. The envelopes were designed to maintain the confidentiality and anonymity of all parents. Parents were given the option of mailing the completed survey directly to SCDE with parents incurring the cost of the mailing or of returning the survey to the school. The school survey coordinator was expressly advised that mailing of the envelopes directly to the parents was allowed with all costs to be borne by the school. Information did not exist to document if any schools mailed the parent surveys to parents.

Upon receiving the completed parent surveys, the school survey coordinator then mailed the forms to the independent contractor for scanning and preparation of the data files. Individual school results were tabulated by SCDE. For each school, SCDE aggregated the responses to all survey questions and provided the data files to the district office.

The 2019 parent survey was unchanged from the 2018 survey; it contained a total of 61 questions. Forty-seven questions were designed to elicit information on parental perceptions and parental involvement patterns. For the first twenty-three questions, parents were asked to respond to individual statements using one of the following responses: Strongly Disagree, Disagree, Agree, Strongly Agree or Don't Know. These twenty-one questions focused on three key components: learning environment, home and school relations, and the physical and social environment of their child's school. These components and individual activities reflect the framework devised by Dr. Joyce Epstein of the National Network of Partnership Schools.

Parents were asked five questions about their participation in various parental involvement activities both in and outside of the school. Parents were also asked whether each of a list of seven items were potential barriers to their involvement in their child's education. Three items focused on parent perceptions of their child's Individual Graduation Plan (IGP); these items asked whether they thought the IGP conference was beneficial, whether the school counselor discussed their child's academic progress and career goals, and whether parents would recommend participation in the process to other parents/guardians. Parents were also asked whether they believed their child was bullied at school in the previous year, where the bullying occurred, and whether the bullying was verbal or physical. Finally, parents were asked to provide specific information about themselves, their child, and their household. Parents were asked four questions about their child: their child's grade in school, gender, race/ethnicity, and grades on his or her last report card. Four questions sought information about the parent: his or her gender, race/ethnicity, highest level of education and total yearly household income.

---

[2] Communication from South Carolina Department of Education to EOC staff.

Respondents of the 2019 Parent Survey

As reflected in Table 1, the total number of parent surveys returned in 2019 was 61,309, which was 2,604 (4.1 percent) fewer than the number returned in the prior year. However, the number of complete surveys increased from 58,234 to 61,245, an increase of 5.2 percent. For this report a response was judged to be incomplete if it was missing information for five specific questions: 1) the overall satisfaction of the school's learning environment; 2) the overall satisfaction of the school's social and physical environment; 3) the overall rating of the school's home and school relations; 4) the grade level of the student; and 5) the gender of the responding parent. The number of complete surveys increased each year from 2017, even though the number of returned surveys decreased in 2019.

Table 1
Total Number of Parent Surveys Returned

Year	Surveys Returned	Surveys with Missing Information	Surveys with Complete Information
2019	61,309	64 (0.1 percent)	61,245
2018	63,913	5,679 (8.9 percent)	58,234
2017	55,844	1,350 (2.4 percent)	54,494
2016	55,221		
2015	62,192		
2014	59,293		
2013	66,787		
2012	69,581		
2011	73,755		

Using two methods of determining response rates and the total number of parent surveys returned, two response rates were calculated in Table 2. The first method compares the number of responses to the number of surveys distributed, and the second method compares the number of responses to the number of students in grades 5, 8, and 11 (grades 5 and 8 are typically the highest grades in elementary and middle school, and grade 11 is the high school grade targeted for administration of the parent survey).   From these separate calculations, it appears that between 31.0 and 38.3 percent of all eligible parents surveyed both responded to the 2019 parent survey and completed the survey.

Table 2
Determining the Response Rate

	Sample Size	Surveys Returned		Surveys Completed	
		Number	Percent	Number	Percent
Method 1: Surveys Distributed	197,622	61,309	31.0%	61,245	31.0%
Method 2: ADM[3] of grades 5, 8 and 11	159,929		38.3%		38.3%

---

[3] https://ed.sc.gov/finance/financial-services/student-data/membership-counts/

Parents completing the survey were asked seven questions about their child:

1. What grade is your child in? (3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th or 11th)
2. What is your child's gender?
3. What is your child's race/ethnicity?
4. What grades did your child receive on his/her last report card?
5. Has your child been bullied at school this year?
6. If yes, was your child bullied:
   In Classroom
   Other location at school
   At sporting events
   On-line/texting during school
   On the bus
   After school
7. If yes, was you child bullied
   Physically
   Verbally
   Both

The following definition of bullying was provided on the 2018 and 2019 surveys:
Bullying means a gesture, electronic communication, or written, verbal, physical, or sexual act that is reasonably perceived to have the effect of harming a student physically or emotionally or damaging a student's property or placing a student in reasonable fear of personal harm or property damage or insulting or demeaning a student.

Parents were also asked four questions about themselves and their family:
1. What is your gender?
2. What is your race/ethnic group?
3. What is the highest level of education you have completed?
   Attended elementary/high school
   Completed high school/GED
   Earned associate degree
   Attended college/training program
   Earned college degree
   Postgraduate study and/or degree
4. What is your family's total yearly household income?
   Less than $15,000
   $15,000 - $24,999
   $25,000 - $34,999
   $35,000 - $54,000
   $55,000 - $75,000
   More than $75,000

Responses to these questions revealed the following about the parents who completed the 2019 parent survey (Table 3).

Table 3
Respondents to the 2019 Parent Survey
(n=61,245)

Parent Gender
     Male   **14.7%**
     Female   **85.3%**

Parent Race
     African-American   **28.0%**
     Caucasian/white   **58.2%**
     Hispanic   **8.8%**
     All Other   **5.0%**

Parent Education
     Attended elementary/high school   **9.8%**
     Completed high school/GED   **20.6%**
     Earned Associate Degree   **11.2%**
     Attended college/training program **18.4%**
     Earned college degree   **23.9%**
     Postgraduate study/and/or degree **16.1%**

Household Income
     Less than $15,000   **10.3%**
     $15,000 - $24,999   **11.5%**
     $25,000 - $34,999   **12.6%**
     $35,000 - $54,999   **15.6%**
     $55,000 - $75,000   **14.1%**
     More than $75,000   **35.9%**

Their Child Enrolled in:		Their Child's Gender:	
Grades 3-5	**46.6%**	Male	**44.9%**
Grades 6-8	**37.0%**	Female	**55.1%**
Grades 9-11	**16.4%**		

Their Child's Ethnicity:
     African-American   **28.9%**
     Caucasian/White   **55.8%**
     Hispanic   **8.9%**
     All Other   **6.4%**

Their Child's Grades:
     All or mostly A's and B's   **69.7%**
     All or mostly B's and C's   **21.0%**
     All or mostly C's and D's   **7.8%**
     All or mostly D's and F's   **1.6%**

Note: Percentages may not add up to 100% due to rounding.

As in prior years, the "typical" parent responding to the survey was a white female having attended or graduated from college. Over 65 percent of the respondents who answered the question about income reported earning over $35,000. There were no noticeable differences between two categories of respondents' education from 2018 to 2019 with less than 1 percent differences in each category from 2018 to 2019; similarly, there were small difference (less than 1.5 percent) in the percentages of parents reporting each income level from 2018 to 2019.

To determine if the survey responses were representative of elementary, middle and high school parents, the following analysis was done. First, 53,947 parents who returned the 2019 survey indicated that their child was in 5th, 8th, or 11th grade. Defining grade 5 as elementary schools, grade 8 as middle school and grade 11, high school, approximately 47 percent of parents who completed the survey were elementary school parents, 36 percent middle school, and 17 percent high school (Table 4). Compared to the prior year, the percentage of surveys reflecting the perceptions of elementary school parents was unchanged, middle school parents increased by 1 percent, and the percentage of parents of high school students decreased by 1 percent.

The representativeness of the 2019 parent surveys returned of the population of students was investigated by comparing the grade level and ethnicity of students enrolled in the 2018-19 academic year to the grade level and ethnicity of students as reported by parents in the 2019 parent survey. Considering only students in grades 5, 8, and 11, 47 percent of the parent surveys indicated their child was enrolled in grade 5, yet according to the 135-day Average Daily Membership (ADM) enrollment, only 36 percent of students are in grade 5. The percentage of parents who reported their child was enrolled in grade 8 is 2 percent higher than the percentage of student enrolled in grade 8 according to the ADM. The percentage of parents who reported their child was enrolled in grade 11 (17 percent) is 13 percent less than the percentage of students enrolled in grade 11 from the ADM (30 percent). As in previous years, elementary school students are over-represented in the parent surveys returned and high school students are under-represented in these data.

Table 4
Parental Respondents by Child's Grade

Grade of Child	Surveys Returned	% of Surveys from Grades 5, 8, & 11		2018-19 135-day ADM	% of ADMs for Grades 5, 8 & 11
Grade 5	25,150	47%		58,218	36%
Grade 8	19,378	36%		54,445	34%
Grade 11	9,419	17%		47,266	30%
TOTAL	53,947			159,929	

When asked about their child's race or ethnicity, 58.2 percent of the parents responded that their child's ethnicity was white, 28.0 percent African American and 8.8 percent Hispanic. With respect to the ethnicity of children in the public schools of South Carolina in 2018-19, parents whose children are African American were underrepresented by 5.1 percent, and parents whose children are Hispanic were underrepresented by 1.5 percent in the respondents, while parents whose children are white were overrepresented by 8.1 percent (Table 5).

Table 5
Ethnicity of Children

	2019 Parent Survey	Student Enrollment[4] All Public Schools 2018-19	Difference
White	58.2%	50.1%	8.1%
African American	28.0%	33.1%	(5.1%)
Hispanic	8.8%	10.3%	(1.5%)
Other	5.0%	6.5%	(1.5%)

Note: "Other" includes American Indian/Alaskan, Asian, Hawaiian Native/Pacific Islander and Two or more races.

With respect to educational attainment, 40.1 percent of parents who responded to the survey in 2019 had earned a bachelor or postgraduate degree. For comparison purposes, the United States Census Bureau reported that from 2013-2018, 27.0 percent of persons 25 years old and over in South Carolina had earned a bachelor's degree or higher[5].

Regarding the annual household income of the respondents, 65 percent of the parents who completed the survey in 2019 reported having an annual household income of $35,000 or more. For comparison purposes, according to the U.S. Census Bureau, the median household income in South Carolina from 2013-2018 was $48,781[6].

Conclusions

- A total of 61,309 parent surveys were returned in 2019, which was 2,604 (4.1 percent) fewer than the number returned in the prior year.
- The percentage of incomplete surveys increased from 2.4 percent in 2018 to 8.9 percent in 2019.
- A total of 61,245 parent surveys were completed and returned in 2019, which was 3,011 (5.2 percent) more than the number of completed surveys in 2018 (58,234).
- Using two methods of calculating a response rate, one method that underestimated and one that overestimated the total number of parents eligible to take the survey, the response rate to the 2019 parent survey was between 31 and 38 percent, a slight decline from 2018.
- The response rate for completed surveys was also between 31 to 38 percent.
- An analysis of the respondents to the 2019 parent survey found that the survey responses typically overrepresented the perceptions of parents in elementary schools and underrepresented the perceptions of parents who have children in high school.
- Respondents typically obtained higher educational achievements and had greater median household incomes than the general population of South Carolina.
- White respondents were over-represented by 8.1%, while African-American respondents were under-represented by 5.1%, and Hispanic respondents were under-represented by 1.5%.

---

[4] South Carolina Department of Education, "Active Student Headcounts" <http://ed.sc.gov/data/other/student-counts/active-student-headcounts/>, accessed May 6, 2020.

[5] U.S. Census Bureau, "State and County Quick Facts" <https://www.census.gov/quickfacts/fact/table/US/RHI125216#viewtop>, accessed April 27, 2019.

[6] Ibid.

Results of the 2019 Parent Survey

The parent survey was designed to determine: (1) parent perceptions or satisfaction with their child's public school and (2) parental involvement efforts in public schools. The following is an analysis that documents the actual parent responses to questions focusing on parental satisfaction and parental involvement.

Parent Perceptions of Their Child's School

The information below summarizes the results of the 2019 parent survey. At the school level, responses to these questions can reveal the strengths and weaknesses of parental involvement initiatives at the individual school site. Statewide, the data provide policymakers information on the overall effectiveness of policies and programs in promoting parental involvement. The following analysis focuses on parent perceptions or satisfaction with the learning environment, home and school relations, and the social and physical environment of their children's schools. In analyzing responses, "significant change" is defined as a change of three percent or more in satisfaction.

A. Learning Environment

Five questions in the parent survey ask parents to reflect upon the learning environment of their child's school. Questions 1 through 4 are designed to elicit parental agreement with specific aspects of the learning environment at their child's school, focusing on homework, expectations, and academic assistance. Question 5 offers parents the opportunity to report on their overall satisfaction with the learning environment at their child's school. For each school with a sufficient number or parent survey responses, the aggregate parental responses to question 5 are included on the annual school report card.

Table 6 summarizes the total responses to these five questions for all parents who completed the 2019 parent survey. Overall, 86.6 percent of parents responded that they were satisfied with the learning environment of their child's school, and slightly more than 10 percent of parents expressed dissatisfaction with the school learning environment. Parents view school expectations (91.5 percent) and teacher encouragement (91.8 percent) most favorably.

Table 6
Parent Responses to the 2019 Learning Environment Questions
(Percentage of Parents with each Response)

Question	Agree or Strongly Agree	Disagree or Strongly Disagree	Don't Know
1. My child's teachers give homework that helps my child learn.	86.6	10.7	2.7
2. My child's school has high expectations for student learning.	91.5	6.6	1.9
3. My child's teachers encourage my child to learn.	91.8	5.4	2.8
4. My child's teachers provide extra help when my child needs it.	83.0	11.1	5.9
5. I am satisfied with the learning environment at my child's school.	**86.0**	**12.4**	**1.6**

Table 7 compares the percentage of parents who responded that they agreed or strongly agreed to questions about the school learning environment each year from 2015 through 2019. The pattern over time is high parental satisfaction with the learning environment, with the highest levels of parental satisfaction for the in 2015 and 2016, and a small decline in overall satisfaction each year; the total decline of 1.6 percent from 2016 to 2019 should not be over-interpreted.

Table 7
Percentage of Parents Who Agree or Strongly Agree they are
Satisfied with each Learning Environment Question: 2015 through 2019

Learning Environment Questions	2019	2018	2017	2016	2015
1. My child's teachers give homework that helps my child learn.	**86.6**	88.1	88.3	89.2	89.2
2. My child's school has high expectations for student learning.	**91.5**	92.1	92.0	92.3	92.2
3. My child's teachers encourage my child to learn.	**91.8**	92.0	91.9	92.0	91.8
4. My child's teachers provide extra help when my child needs it.	**83.0**	82.9	83.1	83.4	82.8
5. I am satisfied with the learning environment at my child's school.	**86.0**	87.0	87.1	87.5	87.6

Parents of elementary school students view the learning environment of the school more favorably (89.1 percent) than do parents of either middle (82.9 percent) or high school (83.4 percent) students (Table 8). The difference between the parent responses for parents of middle and high school students are not large enough to suggest these groups differ in their perceptions of their child's school. Parents of elementary school students do appear to view the learning environment of their child's school most favorably.

Table 8
I am Satisfied With the Learning Environment at My Child's School.
(Percentage of Parents by School Type: Elementary, Middle or High School)

School Type	Number of Responses	Agree or Strongly Agree	Disagree or Strongly Disagree
Elementary	32,170	89.1	9.7
Middle	22,199	82.9	15.3
High	11,145	83.4	14.2
All Parents	60,118	86.0	12.4

B. Home and School Relations

The next eleven questions on the parent survey reflect parent perceptions of home and school relations by focusing on the relationship between the parent and their child's teacher and between the parent and the school. Question 11 offers parents the opportunity to report on their overall satisfaction with home and school relations at their child's school. For each school with a sufficient number of parent responses, the aggregate parental responses to question 11 are included on the annual school report card. Table 9 summarizes the total responses to these eleven questions for all parents who completed the 2019 parent survey.

Table 9
Parent Responses to the 2019 Home and School Relations Questions
(Percentage of Parents with each Response)

Home and School Relations Questions	Agree or Strongly Agree	Disagree or Strongly Disagree	Don't Know
1. My child's teachers contact me to say good things about my child	60.6	37.1	2.3
2. My child's teachers tell me how I can help my child learn.	64.2	33.1	2.7
3. My child's teachers invite me to visit my child's classrooms during the school day.	49.6	44.8	5.6
4. My child's school returns my phone calls or e-mails promptly.	82.1	13.3	4.6
5. My child's school includes me in decision-making.	72.0	22.7	5.3
6. My child's school gives me information about what my child should be learning in school.	72.0	22.2	5.8
7. My child's school considers changes based on what parents say.	57.2	22.1	20.7
8. My child's school schedules activities at times that I can attend.	80.3	15.6	4.1
9. My child's school treats all students fairly.	71.7	16.5	11.8
10. My principal at my child's school is available and welcoming.	83.2	9.0	7.8
11. I am satisfied with home and school relations at my child's school.	**73.7**	**13.9**	**12.4**

Overall, 73.7 percent of parents were satisfied with home and school relations at their child's school, which is identical to 2018. An examination of questions 1 through 10, which ask parents more specific questions about their personal experiences at their child's school, reveals the following, which is consistent with results of the 2018 survey:

- Approximately three-fourths of parents indicated that they were satisfied with the home and school relations at their child's school.

- More than 80 percent of parents agreed that the principal at their child's school was available and welcoming.

- Slightly more than 80 percent of the parents agreed that their child's school returned phone calls or e-mails promptly and scheduled activities at times that parents could attend.

- Approximately four out of ten parents disagreed or strongly disagreed that their child's teachers contacted them to say good things about their child or invited the parents to visit the classroom during the school day.

- Approximately one-third of the parents disagreed that their child's teachers told them how to help their child learn.

- Slightly less than one-fourth of parents disagreed or strongly disagreed that their child's school included parents in decision-making or considered changes based on parental input.

- Approximately one in four parents did not believe or did not know if students were treated fairly at their child's school.

As documented in Table 10, the percentage of parents who indicated they were satisfied with home and school relations in 2019 was the same as in 2018. The percentage of parents who indicated dissatisfaction with home and school relations increased from 2018 through 2019 but is 0.5 lower than the highest value in the past 5 years (14.4 in 2015).

Table 10
Percentage of Parents Who Agree or Strongly Agree they are
Satisfied with Home and School Relations: 2015 through 2019

	2019	2018	2017	2016	2015
Agree or Strongly Agree	**73.7**	73.7	73.8	74.0	73.1
Disagree or Strongly Disagree	**13.9**	13.4	13.7	13.9	14.4
Don't Know	**12.4**	12.9	12.5	12.1	12.5

The pattern of parental satisfaction with home and school relations by school type is similar to the pattern of parental satisfaction with the learning environment (Table 11). The percentages of parents of students in middle school and high school who view the home and school relations favorably (69.6 and 70.7 percent, respectively), are nearly the same. Both, however, are lower than the percentage of parents of students in elementary school who view home and school relations favorably (78.2 percent).

Table 11
I am Satisfied with Home and School Relations at My Child's School.
(Percentage of Parents by School Type: Elementary, Middle or High School)

School Type	Number of Responses	Agree or Strongly Agree	Disagree or Strongly Disagree
Elementary	31,957	78.2	10.7
Middle	21,984	69.6	17.2
High	11,078	70.7	16.4
All Students	59,661	73.7	13.9

C. Social and Physical Environment

Seven questions on the parent survey focus on the social and physical environment of schools. These questions are designed to elicit parent perceptions of the cleanliness, safety, and student behavior at their child's school. Questions 5 and 6 specifically address teacher and school response to bullying. Question 7 asks parents to report on their overall satisfaction with the social and physical environment of their child's schools. For each school with a sufficient number of parent responses, the aggregate parental responses to question 7 are included on the annual school report card.

Table 12 summarizes the total responses to these seven questions for all parents who completed the 2019 parent survey. Overall, 83.8 percent of parents view the social and physical environment of their child's school favorably. Approximately nine in ten parents agreed or strongly agreed that their child's school was kept neat and clean and that their child felt safe at school. Approximately 85 percent of parents indicated that their child's teachers care about their child as an individual. Parents most strongly disagree that students at their child's school are well-behaved (24.3 percent). Less than seven of ten parents thought that teachers and school staff prevent or stop bullying, and that the school has an anti-bullying program.

Table 12
Parent Responses to the 2019 Social and Physical Environment Questions
(Percentage of Parents with each Response)

Social and Physical Environment Questions	Agree or Strongly Agree	Disagree or Strongly Disagree	Don't Know
1. My child's school is kept neat and clean.	88.9	7.7	3.4
2. My child's teachers care about my child as an individual.	84.8	8.6	6.6
3. Students at my child's school are well behaved.	62.7	24.3	13.0
4. My child feels safe at school.	87.0	10.6	2.4
5. My child's teachers and school staff prevent or stop bullying at school.	68.5	16.5	15.0
6. My child's school has an anti-bullying program to prevent or deal with bullying.	61.5	12.9	25.6
7. I am satisfied with the social and physical environment at my child's school.	**83.8**	**12.7**	**3.5**

Table 13 presents the 2019 results of the South Carolina parent survey with the results of parent surveys administered since 2015. In 2016 there was a substantial decline (12.7 percent) in the parents' perceptions of whether their child's teachers care about their child as an individual. This appears to have been a one-year anomaly as the percentage has rebounded for all years since. Parents' overall satisfaction with the social and physical environment of their child's school declined to the lowest level in five years; however, the 2019 satisfaction level is only 1.5 percent below the highest value in this time period. Consequently, these differences are not large enough to call for concern.

Sixty-eight (68.5) percent of parents believe that teachers and school staff prevent or stop bullying at school, however, only 61.5 percent of parents believe that their child's school has an anti-bullying program. Parents consistently are least satisfied with the behavior of the students at their child's school, with between 62 and 65 percent satisfied over the past 5 years.

Table 13
Percentage of Parents Who Agree or Strongly Agree they are
Satisfied with each Social and Physical Environment Question: 2015 through 2019

Social and Physical Environment Questions	2019	2018	2017	2016	2015
1. My child's school is kept neat and clean.	**88.9**	89.9	89.9	90.3	90.5
2. My child's teachers care about my child as an individual.	**84.8**	85.0	84.9	71.9	84.6
3. Students at my child's school are well behaved.	**62.7**	62.9	64.6	63.7	64.9
4. My child feels safe at school.	**87.0**	85.1	89.0	89.4	89.1
5. My child's teachers and school staff prevent or stop bullying at school.	**68.5**	68.0	71.3		
6. My child's school has an anti-bullying program to prevent or deal with bullying.	**61.5**	61.1	63.1		
7. I am satisfied with the social and physical environment at my child's school.	**83.8**	83.9	85.1	85.2	85.3

Data presented in Table 14 demonstrate that the differences in parental satisfaction in the social and physical environment of their child's school by school type are consistent with results for both the learning environment and home and school relations. The percentage of parents of elementary school students express more satisfaction (88.1 percent) than either the parents of middle school students (79.3 percent) or high school students (79.2 percent). Parents of elementary school students appear to be more satisfied with the social and physical environment of their child's school then parents in either middle or high school; parents in middle and high school do not appear to differ substantially in their perceptions of the social and physical environment of their child's school.

Table 14
I am Satisfied with the Social and Physical Environment at My Child's School.
(Percentage of Parents by School Type: Elementary, Middle or High School)

Type	Number of Responses	Agree or Strongly Agree	Disagree or Strongly Disagree
Elementary	32,131	88.1	9.2
Middle	22,131	79.3	16.3
High	11,144	79.2	15.6
All Students	60,040	83.8	12.7

Parental Involvement

According to the National Network of Partnership Schools, founded and directed by Dr. Joyce Epstein at Johns Hopkins University, there are six types of successful partnerships between the school, family and community:[7]

- Type 1. Parenting – Assist families with parenting skills and setting home conditions to support children as students. Also, assist schools to better understand families.

- Type 2. Communicating – Conduct effective communications from school-to-home and home-to-school about school programs and student progress.

- Type 3. Volunteering – Organize volunteers and audiences to support the school and students. Provide volunteer opportunities in various locations and at various times.

- Type 4. Learning at Home – Involve families with their children on homework and other curriculum-related activities and decisions.

- Type 5. Decision Making – Include families as participants in school decisions, and develop parent leaders and representatives.

- Type 6. Collaborating with the family – Coordinate resources and services from the community for families, students, and the school, and provide services to the community.

In addition to determining parent satisfaction with their child's school, the annual survey of parents in South Carolina includes questions designed to elicit information on the level of parental involvement in schools. The questions focus on the first five types of parental involvement. It should be reiterated that parents self-report their involvement.

First, parents were asked to specifically respond to eight questions relating to their involvement in their child's school. These questions focus on the following types of parental involvement: parenting, volunteering and decision making. Parents were asked specifically to respond to these eight questions in one of four ways:

- I do this.
- I don't do this but would like to.
- I don't do this and I don't care to.
- The school does not offer this activity/event.

The responses are reflected in Table 15 with the middle column highlighting the percentage of parents who expressed an interest in becoming involved in these school activities. These parents want to be involved but either have personal barriers preventing their involvement or face obstacles at the school level. At the school level, parents responding "I don't do this but would like to" are the parents for whom school initiatives to improve parental involvement should be focused.

---

[7] Epstein, et. al. 2002. *School, Family, and Community Partnerships: Your Handbook for Action, Second Education*. Thousand Oaks, CA: Corwin Press, Inc.
<http://www.csos.jhu.edu/P2000/nnps_model/school/sixtypes.htm>.

Table 15
Percent of Parents Providing Each Response to
Parental Involvement Questions Regarding Activities at the School

Parental Involvement Questions	I do this	I don't but would like to	I don't and don't care to	Activity/event not offered
Attend Open Houses or parent-teacher conferences	80.2	**14.3**	4.3	1.2
Attend student programs or performances	81.7	**13.8**	3.4	1.1
Volunteer for the school	34.5	**36.0**	25.8	3.7
Go on trip with my child's school	36.3	**41.2**	17.8	4.7
Participate in School Improvement Council Meetings	13.9	**42.6**	38.2	5.2
Participate in Parent-teacher Student Organizations	26.0	**35.0**	35.7	3.3
Participate in school committees	16.3	**36.7**	39.6	7.4
Attend parent workshops	26.6	**38.8**	21.0	13.6

Based on the responses in Table 15 and the six types of involvement, there are significant opportunities for improving parental involvement in South Carolina's public schools.

- Decision-Making – Substantially fewer parents report being involved in the School Improvement Council and school committees than in any other activity. Slightly more than one-fourth of parents reported participating in Parent-Teacher-Student Organizations.

- Decision making, including parents and families in school decisions, and developing parent leaders and representatives are areas for growth where parents want to be involved in these decision-making organizations.

- Volunteering – Approximately 35 percent of the parents responded that they volunteered while 35 percent wanted to volunteer. Similarly, 37 percent of parents indicated they go on trips with their child's school, and an additional 41 percent would like to be able to go on trips.

- Parenting – More than four in five parents attended open houses, parent-teacher conferences or student programs, all activities that support their children. Approximately one-fourth reported attending parent workshops while 14 percent contend that such workshops were not provided at their child's school.

Parents were asked five questions about their involvement with their child's learning, both at the school site and at home. Parents could respond in one of three ways:
- I do this
- I don't do this but would like to
- I don't do this and I don't care to

Table 16 summarizes parental responses to these five questions.

Table 16
Percent of Parents Providing Each Response to
Parental Involvement Questions Regarding Their Child's Learning

	I do this	I don't but would like to	I don't and don't care to
Visit my child's classroom during the school day	27.1	50.8	22.1
Contact my child's teachers about my child's school work.	76.4	17.0	6.6
Limit the amount of time my child watches TV, plays video games, surfs the Internet	83.2	9.8	7.0
Make sure my child does his/her homework	94.3	3.9	1.8
Help my child with homework when he/she needs it	93.2	5.2	1.6

Parents overwhelmingly report being involved in activities and decisions to support their child's learning. Over 94 percent of parents reported helping their child with his or her homework while 83 percent report limiting television and other distractions at home. Over one-fourth of parents responded that they visited their child's classroom during the day while many more parents (51 percent) would like to become involved in this way. These responses are similar to parent responses in prior years.

There are obstacles that impede parental involvement in schools. The annual parent survey asks parents to respond "true" or "false" to seven questions on factors that impact their involvement. The results from 2015 through 2019 are included in Table 17. Parental responses to these questions have been remarkably consistent over time, the difference between the highest and lowest percentages from 2015 to 2019 for any specific indicator are less than 2 percent. Work schedule (57.6 percent) is the greatest impediment, followed by lack of information from the school (24.3 percent); all other impediments are reported by less than 17 percent of parents.

Table 17
Percentage of Parents Experiencing Each Impediment to Involvement in Schools

	2019	2018	2017	2016	2015
Lack of transportation reduces my involvement	**10.4**	10.1	10.3	10.2	10.8
Family health problems reduce my involvement.	**14.6**	14.0	14.7	14.7	14.9
Lack of available care for my children or other family members reduces my involvement.	**14.8**	14.6	14.6	14.1	14.5
My work schedule makes it hard for me to be involved.	**57.6**	57.0	57.4	57.2	56.2
The school does not encourage my involvement.	**15.8**	15.5	15.8	15.8	16.2
Information about how to be involved either comes too late or not at all.	**24.3**	24.3	23.8	23.9	24.3
I don't feel like it is appreciated when I try to be involved.	**10.5**	10.0	10.6	10.7	10.8

Parents were also asked several questions about their child's school and its efforts at increasing parental involvement. Across these questions and across time, 64 percent or more of parents consistently rated the efforts of their child's school at parental involvement efforts as good or very good (Table 18). Parents view the overall friendliness of the school most favorably. Parents view their child's school's efforts at providing information to them more favorably than they view the school's efforts at getting information from parents. This is demonstrated most clearly as only 64 percent of parents view their child's school's interest in parents' ideas and opinions favorably, while 76 percent of parents view the school's efforts at giving important information to parents favorably. Again, these results are consistent over time.

Table 18
Percent of Parents Providing Each Response to
Parental Involvement Questions Regarding School Effort: 2017-2019

Question:	Very Good or Good			Bad or Very Bad			Okay		
	2019	2018	2017	2019	2018	2017	2019	2018	2017
School's overall friendliness.	81.3	82.0	81.7	2.3	2.2	2.2	16.4	15.8	16.1
School's interest in parents' ideas and opinions.	63.7	64.1	64.5	7.4	7.2	7.1	28.9	28.7	28.4
School's effort to get important information from parents.	71.5	71.6	72.0	6.2	6.2	6.2	22.2	22.2	21.8
The school's efforts to give important information to parents.	75.8	76.4	76.3	5.7	5.5	5.5	18.4	18.1	18.3

Bullying

Three questions on bullying were added to the parent survey in 2015 and continue to be included in the annual survey. The first asked question the parent if their child had been bullied at school. If a parent responded yes to the first question, then they were asked to respond to two additional questions. The second question asked parents where their child was bullied, with the following options provided:

In classroom
Other location at school
At sporting events
On-line/texting during school
On the bus
After school

The final question asked whether their child was bullied physically, verbally, or both. As documented in Table 19, 21.3 percent of parents indicated that their child was bullied at school. Not presented in any tables is that 71.6 percent of parents indicated that their child was not bullied at school, and 7.2 percent or parents were not sure whether their child was bullied at school.

The following results from the 2019 survey are identical to the 2018 survey: approximately 13 percent of parents indicated their child was bullied verbally, and 1 percent of parents indicated

that their child was bullied physically. Seven percent of parents indicated their child was bullied both physically and verbally.

The percentage of parents who indicated their child was bullied has increased slightly over the five years this data has been collected, with increases each year from 2016 (19.4 percent) to 2019 (21.3 percent). Although the magnitude of these increases is not dramatic, the consistency in this pattern indicates this issue deserves attention.

Table 19
Percentage of Parents Reporting Their Child was Bullied Since 2015

2019	2018	2017	2016	2015
21.3	20.7	19.9	19.4	19.8

Table 20 presents a summary of the locations in which parents believe that their children were bullied, ordered by frequency of occurrence. Classrooms were the location parents reported their child was bullied in most frequently (14.2 percent), followed by some other location at school (10.3 percent). Although only 5.3 percent of parents indicated that their child was bullied on the bus, this should not be interpreted as the percentage of bus riding children who were bullied, because we do not know whether all children of responding parents rode the bus. The percentage of parents who reported their child was bullied at a sporting event was the smallest (1.0 percent). Only 2.6 percent of parents reported their child was bullied online.

Table 20
Percent of Parents Indicating Their Child was Bullied by Location

Location of Bullying	Number	Percent
In classroom	8,686	14.2
Other location at school	6,298	10.3
On the bus	3,233	5.3
After school	1,780	2.9
On-line/texting during school	1,615	2.6
At a sporting event	591	1.0

Individual students may have been bullied in more than one of these locations. Table 21 presents a summary of the number of different locations where parents reported that their child had been bullied. Most parents who indicated their child was bullied also indicated that bullying occurred in only one location.

Table 21
Number of Locations in Which Parents Reported Their Child Being Bullied

Number of Locations	Number of Parents	Percentage of Percent
0	48,021	78.4
1	7,177	11.7
2	3,963	6.5
3	1,483	2.4
4	414	0.7
5	127	0.2
6	60	0.1

Referring back to parental responses in Table 13 regarding bullying:

- 68.5% of parents believe that their child's teachers and schools staff prevent or stop bullying at school; and
- 61.5% of parents believe that their child's school has an anti-bullying program to prevent or deal with bullying.

Individualized Graduation Plans (IGPs)

Three questions in the parent survey ask about the individualized graduation plan (IGP) process. The first asked the parent if they thought the IGP process was beneficial to their child. The second asked if during the IGP conference, the counselor discussed their child's academic progress and career goals. The third asked if parents recommended other parents/guardians participate in the IGP conference with their children.

The survey described the IGP process as a component of the Education and Economic Development Act of 2005 (EEDA), and specifically asked parents of children in grades 8 and higher to respond the questions. However, 24,903 parents of students in grades 3 through 7 responded to these questions. Recall that parents received surveys based on the grade level of their child. Responses of parents with children in grades 3 through 7 were not summarized because their child was not old enough to have participated in the IGP process, though it is possible that many of these parents have experienced the IGP process with older siblings.

Table 22 presents the results of the IGP questions. Results are fairly consistent across all three questions, with 85 to 88 percent of parents responding favorably to the IGP process. Prior to the 2019 survey, more than 10 percent of parents provided a "do not know" response to all of the IGP questions. For the first time, in the 2019 survey fewer than 10 percent of parents provided a "do not know" response, suggesting parents are becoming more familiar with the IGP process.

Table 22
Parent Responses to the 2019 IGP Conference Questions
(Percentage of Parents with each Response)

Individualized Graduation Plan Question	Agree or Strongly Agree	Disagree or Strongly Disagree	Don't Know
1. The IGP conference was beneficial to my child as he/she prepares to be promoted to the next grade level.	84.5	8.0	7.5
2. During the IGP conference, the counselors discussed my child's academic progress and his/her career goals.	86.1	6.0	7.9
3. I recommend that all parents/guardians attend IGP conferences with their children.	88.4	4.7	6.9

The first IGP question was analyzed by school type, as it seems to best address parents' overall satisfaction with the IGP process. A slightly higher percentage of parents of students in high school report that the IGP process was beneficial to their child, though the difference does not seem large enough to suggest any change in the IGP process by school level. (Table 23)

Table 23
Parents' Overall Satisfaction with the IGP Process by School Type

School Type	Number of Parents	Agree/ Strongly Agree	Disagree/ Strongly Disagree
Middle (Grade 8)	19,431	83.9	7.9
High	10,526	85.0	8.1
All	289490	84.5	8.0

Parental Satisfaction and Overall School Ratings

While parental satisfaction is not calculated in the overall school rating, the results of the teacher, student and parent surveys regarding the overall satisfaction of each stakeholder with the learning environment, social and physical environment, and home and school relations of the school are reported on each school's report card under the Student Engagement Indicator. The data include the number of surveys returned and percentage of teachers, students and parents who were satisfied or extremely satisfied.

The following is an analysis of the overall satisfaction level of parents with the learning environment, social and physical environment, and home and school relations of their child's school and the 2019 overall school rating of their child's school. Parents were asked to respond to the following three summary questions with Agree, Strongly Agree, Disagree or Strongly Disagree:

- **I am satisfied with the learning environment at my child's school.**
- **I am satisfied with the social and physical environment at my child's school.**
- **I am satisfied with home and school relations at my child's school**.

Table 24 presents the minimum number of parents who responded to one of the three summary questions. From the 2018 data, the greatest number of parent responses were associated with schools with an overall rating of Average, which occurred because 2018 was the first year of report cards and the largest percentage of schools received a rating of Average, regardless of school type. For 2019, larger percentages of schools received higher report card ratings, though not consistently by school type (Table 25). As a result, the largest number of parent responses for high schools are for parents with a child in a school with a rating of Excellent (3,750 responses), and the largest number of parent responses for middle schools are for parents with a child in a school with a rating of Good (7,435 response). For elementary schools, the largest number of parent responses continue to be from parents with a child in a school with a rating of Average (10,113). Another consequence of the increases in school ratings are that many fewer parent responses are associated with schools with a rating of Unsatisfactory; only 130 middle school parents and 243 high school parent responses come from parents with students in a school with a rating of Unsatisfactory. As a result, parent results by school rating may differ from 2018 to 2019; for example, parents from a school that received a rating of Good in 2018 and Excellent in 2019 would be associated with different report card ratings, though the school environment may not have changed between those two years.

Table 24
Number of Parent Responses to Three Summary Questions by Overall 2019 Report Card Rating of Their Child's School

Report Card Rating	Elementary	Middle	High
Excellent	7,167	5,302	3,750
Good	8,343	7,435	2,698
Average	10,113	7,388	2,419
Below Average	4,292	1,720	1,595
Unsatisfactory	1,425	130	243

Table 25
Number and percentage of schools receiving overall Ratings for school year 2018-19

Report Card Rating	Elementary	Middle	High	TOTAL (2019)	TOTAL (2018)
Excellent	124 (18.7%)	67 (20.7%)	59 (26.0%)	250 (20.6%)	187 (15.5%)
Good	164 (24.7%)	99 (30.7%)	56 (24.7%)	319 (26.3%)	251 (20.8%)
Average	241 (34.0%)	121 (37.5%)	63 (27.8%)	425 (35.0%)	433 (35.8%)
Below Average	111 (16.7%)	29 (9.0%)	39 (17.2%)	227 (18.7%)	227 (18.8%)
Unsatisfactory	39 (5.9%)	7 (2.2%)	10 (4.4%)	56 (4.6%)	110 (9.1%)
TOTAL	664	323	227	1,214	1,208

Not included are Primary Schools, Career Centers, and schools with fewer than 20 students.

Table 26 presents the results for parent satisfaction with the learning environment of their child's school. For parents of students in an elementary or a middle school, the pattern is that as the report card rating improves, the percentage of parents who were satisfied with the learning environment of their school also increased. For elementary schools, 12 percent more parents in schools with an Excellent overall rating reported being satisfied with the learning environment in their child's school than parents in schools with a rating of Unsatisfactory. For middle schools, 17 percent more parents in schools with an Excellent overall rating reported being satisfied with the learning environment of their child's school than are satisfied in a school with a rating of Unsatisfactory. Twenty percent more parents of students in a high school with an Excellent overall

rating reported being satisfied with the learning environment of their child's school than were parents in a school with a Below Average rating. That the percentage of parents of students in a high school with an Unsatisfactory overall rating is the highest may be explained by the small number of responses from parents whose child attended an Unsatisfactory high school.

Table 26
Parents' Satisfaction with the Learning Environment by Report Card Rating
Percentage of Parents who Agreed or Strong Agreed

Report Card Rating	Elementary	Middle	High
Excellent	92.4	89.0	87.2
Good	91.2	83.8	82.9
Average	88.8	78.9	81.6
Below Average	84.2	78.3	77.6
Unsatisfactory	79.8	72.1	88.8

Table 27 presents results for parent satisfaction with the home and school relations of their child's school. For parents of students in an elementary or a middle school, the pattern continues; as overall report card ratings improve, the percentage of parents who were satisfied increased. For elementary schools, 11 percent more parents of students in schools with an Excellent overall rating were satisfied with home and school relations than were parents in schools with an Unsatisfactory overall rating. For middle schools, 10 percent more parents of students in schools with an Excellent overall rating are satisfied than are satisfied in a school with an Unsatisfactory rating. Among high schools, parents of students with an Unsatisfactory overall rating appear to be most satisfied with the home and school relations; this result has occurred for both 2018 and 2019; a simple explanation is not evident. Additionally, for high schools, there is not much difference in parental satisfaction by report card ratings above Unsatisfactory, with satisfaction ranging from 67.8 to 72.3 percent, a range of 4.5 percent.

Table 27
Parents' Satisfaction with Home and School Relations by Report Card Rating
Percentage of Parents who Agreed or Strong Agreed

Report Card Rating	Elementary	Middle	High
Excellent	81.3	74.6	72.3
Good	80.0	69.0	67.8
Average	77.7	67.2	69.4
Below Average	74.1	67.5	70.5
Unsatisfactory	70.5	64.9	88.5

Table 28 presents results for parent satisfaction with the social and physical environment of their child's school. For parents of students in an elementary or a middle school, the familiar pattern of the percentage of parents who were satisfied increasing with overall report card rating was present again. For elementary schools, 14 percent more parents of students in schools with an Excellent overall rating reported being satisfied with the social and physical environment of their child's school than parents of students in a school with an Unsatisfactory overall rating. For middle schools, 11 percent more parents of students in schools with an Excellent overall rating report being satisfied than are satisfied in a school with an Unsatisfactory rating. For parents of students

in high school, almost 11 percent more parents of students in a school with an Excellent rating are satisfied with the social and physical environment of their child's school than are satisfied in a school with an overall rating of Below Average. For both 2018 and 2019, the percentage of parents of a high school student in a school with an overall rating of Unsatisfactory does not follow the trend present for elementary and middle schools.

Table 28
Parents' Satisfaction with Social and Physical Environment by Report Card Rating
Percentage of Parents who Agreed or Strong Agreed

Report Card Rating	Elementary	Middle	High
Excellent	92.5	85.1	83.5
Good	90.2	79.9	77.6
Average	87.7	76.4	77.5
Below Average	82.5	71.7	72.7
Unsatisfactory	78.1	73.8	82.8

Conclusions

- In 2019 parental satisfaction in all areas assessed by the survey - Learning Environment (86.0 percent), Home and School Relations (73.7 percent), and the Social and Physical Environment (83.8 percent) - is similar to the levels reported in 2018.
- Parents of elementary school students are more satisfied than parents of either middle or high school students, which do not differ from one another in their levels of satisfaction.
- Parental work schedule continues to be the largest impediment to parental involvement in school activities, followed by lack of information from the school.
- The percentage of parents who reported that their child was bullied at school has increased from 19.4 to 21.3 over the past four years.
- Approximately two-thirds of parents believed that the teachers and staff in their child's school intervened to prevent bullying or that the school had an anti-bullying plan.
- An overall trend appears to be present between parental satisfaction with the school characteristics of learning environment, home and school relations, and social and physical environment – as the overall report card rating of their child's school increases, so does parental satisfaction. With a caveat of small sample size, two exceptions to this trend occur for parents of high school students in schools with a rating of Unsatisfactory, these parents:
  - o have higher levels of satisfaction than most other parents by school rating, and
  - o have little variability in their levels of satisfaction by school report card rating for home/school relations.

South Carolina Parent Survey

School ID

School Name: [SCHOOL NAME]

Parents in South Carolina who have children in selected grades are being asked to complete this survey. This survey asks you how you feel about your child's school. Since this survey will be used to help make your child's school a better place, it is very important to tell us exactly what you think. Your answers will be kept private. The school will get a summary of the survey results.

Directions: Read each statement. Decide if you agree, mostly agree, mostly disagree or disagree with the statement. Then darken the bubble beside each statement. Do not write your name or address on this survey.

MARKING INSTRUCTIONS

- Use a No. 2 pencil only.
- Do not use ink, ball point, or felt tip pens.
- Make solid marks that fill the circle completely.

CORRECT ● INCORRECT ⊘⊗⊖◌

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
Learning Environment					
1. My child's teachers give homework that helps my child learn.	○	○	○	○	○
2. My child's school has high expectations for student learning.	○	○	○	○	○
3. My child's teachers encourage my child to learn.	○	○	○	○	○
4. My child's teachers provide extra help when my child needs it.	○	○	○	○	○
5. I am satisfied with the learning environment at my child's school.	○	○	○	○	○
Home-School Relations					
1. My child's teachers contact me to say good things about my child.	○	○	○	○	○
2. My child's teachers tell me how I can help my child learn.	○	○	○	○	○
3. My child's teachers invite me to visit my child's classrooms during the school day.	○	○	○	○	○
4. My child's school returns my phone calls or e-mails promptly.	○	○	○	○	○
5. My child's school includes me in decision-making.	○	○	○	○	○
6. My child's school gives me information about what my child should be learning in school.	○	○	○	○	○
7. My child's school considers changes based on what parents say.	○	○	○	○	○
8. My child's school schedules activities at times that I can attend.	○	○	○	○	○
9. My child's school treats all students fairly.	○	○	○	○	○
10. The principal at my child's school is available and welcoming	○	○	○	○	○
11. I am satisfied with home-school relations at my child's school.	○	○	○	○	○
Social and Physical Environment					
1. My child's school is kept neat and clean.	○	○	○	○	○
2. My child's teachers care about my child as an individual.	○	○	○	○	○
3. Students at my child's school are well-behaved.	○	○	○	○	○
4. My child feels safe at school.	○	○	○	○	○
5. My child's teachers and school staff prevent or stop bullying at school.	○	○	○	○	○
6. My child's school has an anti-bullying program to prevent or deal with bullying.	○	○	○	○	○
7. I am satisfied with the social and physical environment at my child's school.	○	○	○	○	○

In accordance with the Education and Economic Development Act of 2005, school counseling personnel are required to invite parents/guardians of students in grades eight through twelve to participate in an annual conference with their sons or daughters to develop and/or review their individual graduation plans (IGP). During the IGP conferences, counselors should discuss a series of topics, including students' grades and academic progress, career assessments and goals, and upcoming courses. If your child is in eighth grade or high school, please respond to the following questions:

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
1. The IGP conference was beneficial to my child as he/she prepares to be promoted to the next grade level.	○	○	○	○	○
2. During the IGP conference, the counselors discussed my child's academic progress and his/her career goals.	○	○	○	○	○
3. I recommend that all parents/guardians attend IGP conferences with their children.	○	○	○	○	○

SCANTRON. GforWeb™ EN-834625-834391   CO1

Go on to next page. ➔

Please tell us if you do the following:

	I do this	I don't do this, but I would like to	I don't do this, and I don't care to	The school does not offer this activity/event
1. Attend Open Houses or parent-teacher conferences	○	○	○	○
2. Attend student programs or performances.	○	○	○	○
3. Volunteer (bake cookies, help in office, help with school fundraising, etc.).	○	○	○	○
4. Go on trips with my child's school (out-of-town band contest, field trips, etc.).	○	○	○	○
5. Participate in School Improvement Council meetings.	○	○	○	○
6. Participate in Parent-Teacher-Student Organizations (PTA, PTO, etc.).	○	○	○	○
7. Participate in school committees (textbook committee, spring carnival committee, etc.).	○	○	○	○
8. Attend parent workshops (how to help my child with school work, how to talk to my child about drugs, effective discipline, etc.).	○	○	○	○

Please tell us if you do the following:

	I do this	I don't do this, but I would like to	I don't do this, and I don't care to
1. Visit my child's classrooms during the school day.	○	○	○
2. Contact my child's teachers about my child's school work.	○	○	○
3. Limit the amount of time my child watches TV, plays video games, surfs the Internet, etc.	○	○	○
4. Make sure my child does his/her homework.	○	○	○
5. Help my child with homework when he/she needs it.	○	○	○

Please mark if each of the following is TRUE or FALSE.

	True	False
1. Lack of transportation reduces my involvement.	○	○
2. Family health problems reduce my involvement.	○	○
3. Lack of available care for my children or other family members reduces my involvement.	○	○
4. My work schedule makes it hard for me to be involved.	○	○
5. The school does not encourage my involvement.	○	○
6. Information about how to be involved either comes too late or not at all.	○	○
7. I don't feel like it is appreciated when I try to be involved.	○	○

Please rate your school on:

	Very Good	Good	Okay	Bad	Very Bad
1. The school's overall friendliness.	○	○	○	○	○
2. The school's interest in parents' ideas and opinions.	○	○	○	○	○
3. The school's efforts to get important information from parents.	○	○	○	○	○
4. The school's efforts to give important information to parents.	○	○	○	○	○

Please answer the following questions about your child:

1. What grade is your child in? ○ 3rd ○ 4th ○ 5th ○ 6th ○ 7th ○ 8th ○ 9th ○ 10th ○ 11th
2. What is your child's gender? ○ Male ○ Female
3. What is your child's race/ethnicity? ○ African-American/Black ○ Hispanic ○ Asian American/Pacific Islander ○ Caucasian/White ○ Native American ○ Other
4. What grades did your child receive on his/her last report card? ○ All or mostly A's and B's ○ All or mostly C's and D's ○ All or mostly B's and C's ○ All or mostly D's and F's

Bullying means a gesture, electronic communication, or written, verbal, physical, or sexual act that is reasonably perceived to have the effect of harming a student physically or emotionally or damaging a student's property or placing a student in reasonable fear of personal harm or property damage or causing or threatening a student.

5. Has your child been bullied at school this year? ○ Yes ○ No ○ Don't know
6. If yes, was your child bullied: (Mark all that apply) ○ In classroom ○ Other location at school ○ At sporting events ○ On-line/texting during school ○ On the bus ○ After school
7. If yes, was your child bullied: (Mark all that apply) ○ Physically ○ Verbally ○ Both

Please answer the following questions about yourself. We are asking these questions because we want to be sure that schools are including all parents. For each question, please mark only one answer. Your answers will be kept private.

1. What is your gender? ○ Male ○ Female
2. What is your race/ethnic group? ○ African-American/Black ○ Hispanic ○ Asian American/Pacific Islander ○ Caucasian/White ○ Native American ○ Other
3. What is the highest level of education you have completed?
   ○ Attended elementary/high school ○ Earned Associate Degree ○ Earned college degree
   ○ Completed high school/GED ○ Attended college/training program ○ Postgraduate study and/or degree
4. What is your family's total yearly household income? ○ Less than $15,000 ○ $25,000–$34,999 ○ $55,000–$75,000 ○ $15,000–$24,999 ○ $35,000–$54,999 ○ More than $75,000

Thank you very much for completing this survey!

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.

EDUCATION OVERSIGHT COMMITTEE

SUBCOMMITTEES: EIA and Improvement Mechanisms

DATE: June 15, 2020

ACTION ITEM: Annual Report of the South Carolina Teacher Loan Program, 2018-19

PURPOSE/AUTHORITY

The Teacher Quality Act of 2000 provides that the South Carolina Education Oversight Committee (EOC) "shall review the (SC Teacher) loan program annually and report to the South Carolina General Assembly. Pursuant to Section 59-26-20(j) of the South Carolina Code of Laws of 1976, as amended.

CRITICAL FACTS

This report provides information for the Fiscal year 2018-19 implementation of the South Carolina Teacher Loan Program.

TIMELINE/REVIEW PROCESS

The study began in March of 2020 with the collection and analysis of data conducted by the South Carolina Commission on Higher Education in collaboration with the South Carolina Student Loan Corporation and the South Carolina Department of Education.

ECONOMIC IMPACT FOR EOC

Cost: No fiscal impact beyond current appropriations.

Fund/Source: EIA funds appropriated for operation of the agency.

ACTION REQUEST

☒ **For approval**   ☐ **For information**

ACTION TAKEN

☐ **Approved**   ☐ **Amended**
☐ **Not Approved**   ☐ **Action deferred (explain)**

2019–20

SOUTH CAROLINA TEACHER LOAN PROGRAM

Annual Report for FY2018–19

SC EDUCATION
OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.

Annual Report on the South Carolina Teacher Loan Program for Fiscal Year 2018-19

June 15, 2020

The Teacher Quality Act of 2000 directed the Education Oversight Committee (EOC) to conduct an annual review of the South Carolina Teacher Loan Program and to report its findings and recommendations to South Carolina General Assembly. Pursuant to Section 59-26-20(j) of the South Carolina Code of Laws, the annual report documenting the program in Fiscal Year 2018-19 follows. Reports from prior years can be found on the EOC website at www.eoc.sc.gov.

Contents

Acknowledgements

I.   Summary of Findings

Historical data on the Teacher Loan Program can be found on the EOC website at www.eoc.sc.gov.
New Findings

Finding 1:
The Center for Educator Recruitment, Retention, and Advancement (CERRA) has released its 2019-20 South Carolina (SC) Annual Educator Supply and Demand Report. The main purpose of this survey is to collect data on SC public school teachers entering the profession, those leaving their classrooms, and the number of vacant positions at the beginning of each school year. Approximately 6,650 teachers (in FTEs) left their position during or at the end of the 2018-19 school year. This is a nine percent decrease compared to the number of teachers who left during or at the end of the 2017-18 school year. A significant decline in the number of retirements explains the majority of this reduction.

Finding 2: The proportion of newly hired teachers who were recent graduates of an in-state teacher preparation program remained steady, accounting for 23% of all new hires in 2019-20. The number of SC students who graduated with a bachelor's degree and teacher certification eligibility during 2018-19 was up by 79 graduates from the previous academic year. This is the first annual increase since 2013-14.

Finding 3: Districts reported 555.5 teaching positions in SC public school classrooms that were still vacant at the beginning of the 2019-20 school year. This number represents an eleven percent decrease compared to vacancies reported at the beginning of the 2018-19 school year. Although the number is smaller, these vacancies are in addition to the 6,709 vacancies already filled by newly hired teachers prior to the beginning of the current school year.

Finding 4:
Subject areas with the most vacancies remained consistent from the 2017-18 school year to the 2018-19 school year. Both early childhood/elementary and special education remained the top two content areas with most vacancies. However, as a percentage of total vacancies, the early childhood/elementary vacancies decreased by seven percent to 17 percent in the 2018-19 school year. Mathematics continues to be the area with the third highest number of vacancies, especially in middle and high school levels. Overall, the number of vacancies decreased by 71.75 positions from the 2018-19 school year to the 2019-20 school year, representing a 13 percent decrease. Secondary subjects were identified as the highest critical need subject areas in 2018-19, and vacancies in the 2018-19 school year were in the five highest areas of vacancies.

Finding 5
In 2018-19 there were 823 schools that were classified as critical geographic need schools. A critical geographic need school is defined by the school's overall rating, the school's average teacher turnover, and the school's poverty index.

Finding 6:
Thirty-six SC districts were eligible to participate in the state's FY19 Rural Recruitment Initiative; 28 of these districts reported staffing improvements, with fewer teachers leaving and/or fewer vacant teaching positions compared to the previous year. All 36 eligible districts requested funds for teacher recruitment and/or retention incentives during FY19. A total of $8,559,254 was disbursed to districts between July 1, 2018 and June 30, 2019. $44,649 in undergraduate loan forgiveness funds were disbursed directly to teacher applicants between July 15, 2018 and August 30, 2018. The total amount of loan forgiveness funds disbursed directly to teachers was $367,462.

Finding 7
Applications to the Teacher Loan Program increased in 2018-19. The total number of applications approved increased from 1,132 in 2017-18 to 1,453 in 2018-19 for continuing undergraduate and graduate applicants. A significant majority of the 1,057 loan recipients (87.4 percent) were undergraduate students with graduate students representing 12.6 percent.

Finding 8:
Of the 206 applications that were denied, the overriding reason for denial (43.2 percent) was due to the failure of the applicant to meet the academic grade point criteria. South Carolina Student Loan Corporation reports that as of June 30, 2019, 19,537 loans were in a repayment or cancellation status.

Finding 9
Historically, applicants for the program have been overwhelmingly white and/or female. This trend continued in 2018-19 with 81.7 percent of all applicants being female and 81.2 percent white. The percentage of male applicants increased to 17.2 percent from 16.7 percent in 2017-18. The number of African American applicants increased from the prior year to 35 applicants. The number of loan recipients at historically African American institutions increased from 1 in 2017-18 to 5 in 2018-19.

Finding 10
There were 8,548 former Teacher Loan recipients employed in public schools in 2018-19, an increase from 8,383 recipients in 2017-18.
- The Revolving Loan Fund includes monies collected by the South Carolina Student Loan Corporation from individuals who do not qualify for cancellation. However, for the past four fiscal years, funds in the Revolving Loan Fund have not been expended to provide loans.
- No funds were used from the Revolving Loan Fund to supplement the EIA appropriation. In Fiscal Year 2018-19, the total expenditures and administrative costs to the Teacher Loan Program equaled EIA appropriation, loans and administrative costs. The total amount of monies loaned in 2018-19 was $4,764,461, representing a nine percent increase from the prior year.
- Not all eligible loans were funded was due to the failure of the applicant to meet the academic grade point criteria..
- In 2018-19, 6.4 percent of all funds expended for the program were spent on administration. The ending balance in the revolving fund account as of June 30, 2018 was $8,642,917.60. The South Carolina Student Loan Corporation does not interpret its current role to have the

authority to utilize revolving funds from previous loan repayments to fund the current year loans.

- Due to the timing of the loan approval process, the Student Loan Corporation funds half of the loans it approves the financial aid packages for students may be completed in a timely manner before the beginning of the academic year.

Finding 11:

The South Carolina Teacher Loan Advisory Committee normally meets three times a year. Proviso 1A.82 of the 2019-20 Appropriations Act (SDE EIA) Teacher Loan Program stipulates the following with the funds appropriated for the Teacher Loan Program and with the revolving fund in the current year:

- the maximum award for eligible juniors, seniors and graduate students is $7,500 dollars per year and the maximum aggregate loan amount is $27,500.

II. Status of Educator Pipeline

Nationally, approximately 40 percent of all new teachers leave the classroom within the first five years of employment as compared to all other professions that have a cumulative turnover rate of approximately 17.9 percent.[1] Compounding the national issue of teacher turnover is the reduction in the number of individuals pursuing a postsecondary degree in education. Between 2009 and 2014, there has been a 35 percent decline in enrollment in educator preparation programs in the country. Low unemployment rates in the nation make recruitment of individuals into teaching even more challenging as do the following realities:

- Teachers in the United States are in a crisis. They are fighting battles both inside the classroom and at the national level, and many are leaving the profession altogether. Research shows close to ten percent of teachers pack up their desks for good every year, and two-thirds of those teachers leave for reasons other than retirement. On top of that, fewer college students are choosing to take the path to education. According to a report by the Economic Policy Institute, the United States is short about 110,000 teachers, and that number is expected to double by 2025.

- Thousands of teachers were laid off during the Great Recession. Since then, schools have bounced back, but teachers haven't. There are more students in school than ever before, and districts are bringing back classes and programs that were cut during the recession. However, there just aren't enough qualified teachers to supply the demand and a decline in college enrollments in this field isn't helping.

- According to the Economic Policy Institute, 37% fewer students enrolled in teacher education programs from 2009 to 2015. That is a decrease of almost 240,000 professionals on their way to the classroom.

- The teacher shortage is real, large and growing, and worse than we thought. When indicators of teacher quality (certification, relevant training, experience, etc.) are considered, the shortage is even more acute than currently estimated, with high-poverty schools suffering the most from the shortage of credentialed teachers.

- A shortage of teachers harms students, teachers, and the public education system as a whole. Lack of enough, qualified teachers and staff instability threaten students' ability to learn and reduce teachers' effectiveness, and high teacher turnover consumes economic resources that could be better deployed elsewhere. The teacher shortage makes more difficult to build a solid reputation for teaching and to professionalize it, which further contributes to perpetuating the shortage.

What we can do about this shortage?

Tackle the working conditions and other factors that are prompting teachers to quit and dissuading people from entering the profession, thus making it harder for school districts to retain and attract highly qualified teachers: low pay, a challenging school environment, and weak professional development support and recognition.

---

[1]Darling-Hammond, L. (2001) The challenge of staffing our schools, *Educational Leadership*, 58(8), 1217.

Teacher shortage as estimated by Sutcher, Darling-Hammond, and Carver-Thomas

Projected teacher supply and demand for new teachers, 2003–2004 through 2024–2025 school years
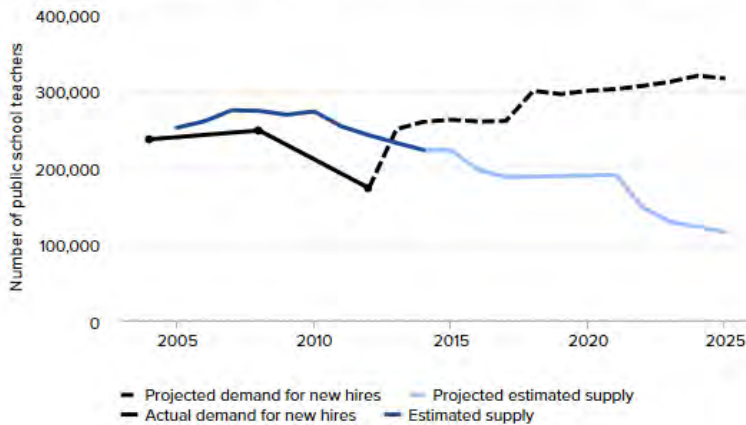
Note: The supply line represents the midpoints of upper- and lower-bound teacher supply estimates. Years on the horizontal axis represent the latter annual year in the school year.

Source: Recreated with permission from Figure 1 in Leib Sutcher, Linda Darling-Hammond, and Desiree Carver-Thomas, *A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S.*, Learning Policy Institute, September 2016. See the report for full analysis of the shortage and for the methodology.

Economic Policy Institute

South Carolina mirrors the national statistics. Much of the following data come from the annual teacher supply and demand reports published annually in January by the Center for Educator Recruitment, Retention, and Advancement (CERRA). The following statistics are focused on recruitment and retention:

Southern Regional Education Board Report (January 2019)

In January of 2019 the Southern Regional Education Board (SREB) released the findings and recommendations of a Teacher Preparation Commission.[2] The Teacher Preparation Commission met between 2016 and 2018 to design strategies that would increase the number of highly effective teachers in our schools. The Commission recognized the growing teacher shortage issue in many SREB states. Following are the four strategies and recommendations for improving teacher preparation programs that the Commission adopted:

Clinical Experiences: Place all teacher candidates in high-quality clinical experiences:
- Require programs to place candidates in high-quality clinical experiences
- Develop and offer support for training mentor teachers

---

[2] State Policies to Improve Teacher Preparation. Southern Regional Education Board. January 2019. https://www.sreb.org/sites/main/files/file-attachments/state_policies_to_improve_tp_report_web.pdf.

- If states fund stipends for full-year residencies, prioritize any available funding for candidates who intend to teach in hard-to-staff schools, and
- Require educator preparation programs to report on quality of clinical experiences.

Data Systems: Bring together data from across state and local agencies to inform improvement:
- Implement a statewide data system to link across state and local agencies,
- Disseminate data widely, tailored to needs of audiences, and
- Empower change and expect improvement.

Partnerships: Encourage strong partnerships between teacher preparation programs and local school districts:
- States should provide incentives and support for strong partnerships between teacher preparation programs and local school districts.

Licensure: Hold all new teachers to the same standard, no matter their route into the profession:
- Require all teacher candidates to meet the same standard for initial licensure,
- Adopt practice-based assessments of teacher readiness, and
- Identify a continuum of teacher development and link it to the licensure system.

Center for Educator Recruitment, Retention, and Advancement (CERRA)

Rural Teacher Recruiting Initiative

Under Proviso 1A.55 of the 2018-19 Appropriations Act, Rural Teacher Recruiting Incentive (Rural Recruitment Initiative), CERRA was charged with the responsibility to continue the efforts begun under the initial FY16 Proviso. These efforts consisted of developing incentives to recruit and retain classroom teachers in rural and underserved districts that have experienced excessive teacher turnover. Through the Rural Recruitment Initiative, eligible districts in the state can request funds to implement teacher recruitment and retention incentives in their schools. Incentive funds were first dispersed in spring 2016, and the proviso has been renewed each year through the present with some substantive amendments.

All of the 36 eligible districts requested funds for teacher recruitment and/or retention incentives during FY19. Districts submitted fund disbursement requests which specified the incentive for which the funds were to be utilized, the amount requested, and the way the amount was calculated or is to be expended. A total of $8,559,254 was disbursed to districts between July 1, 2018 and June 30, 2019. Expenditures per the districts included fees for Teacher Recruitment Fair attendance and direct grants to Teacher Cadet sites and Teacher Cadet College Partners to be used for materials and opportunities for Cadets.

Total expenditures for FY18 were $44,649. Undergraduate loan forgiveness funds were disbursed directly to teacher applicants between July15, 2018 and August 30, 2018, upon receipt

of an application, loan balance documentation, and District verification that the teacher completed a full year of employment during the 2017-18 school year. The total amount of loan forgiveness funds disbursed directly to teachers was $367,462.

Based on the 2019-20 Supply and Demand Survey data, 28 of these districts reported fewer teachers leaving their position and/or fewer vacant teaching positions compared to the previous year. Three of the 36 rural districts consolidated into one for FY20, and one district did not submit a survey for the 2018-19 or 2019-20 school years. A further breakdown of data showed that 23 rural districts experienced fewer teacher departures overall, and 17 districts had fewer first-year teachers leaving their position. In addition, 20 districts reported a smaller number of departures among early-career teachers with two to five years of experience. Seventeen districts indicated fewer teaching positions still vacant at the beginning of the 2019-20 school year, and ten districts reported no vacancies during this time. Finally, twelve rural districts had fewer teacher departures and vacancies this year, whereas only five districts were identified as such last year.

Table 1
Rural Teacher Recruiting Initiative Funding During FY 2015-19

Fiscal Year	Proviso	Amount Allocated
2015-16	1A.73	$1,500,000
2016-17	1A.64	$9,748,392
2017-18	1A.59	$12.974,900
2018-19	**1A.55**	**$8,559,392**

To be eligible for funds in FY20, districts must have a five-year average teacher turnover rate of more than eleven percent, as reported in the district's five most recent District Report Cards. In addition to turnover rates, eligible districts also may not be one of the fifteen wealthiest districts, based on their index of tax-paying ability. For the 2019-20 school year (FY20), 35 public school districts in the state are eligible to apply for funds through the Rural Recruitment Initiative. However, effectiveness data for these districts will not be available until next year, so this section of the report will focus on the 36 districts (Table 2) that were eligible for funds during the 2018-19 school year (FY19).

Table 2
Districts Eligible for Rural Teacher Recruiting Initiative FY 2018-19

Allendale	Dillon 4	Marion
Anderson 4	Dorchester 4	Marlboro
Bamberg 2	Edgefield	McCormick
Barnwell 19	Fairfield	Newberry
Barnwell 29	Florence 2	Orangeburg 3
Barnwell 45	Florence 3	Orangeburg 4
Beaufort	Florence 4	Orangeburg 5
Charleston	Hampton 1	Richland 1
Clarendon 1	Hampton 2	Richland 2
Clarendon 2	Jasper	Saluda
Darlington	Lee	Sumter
Dillon 3	Lexington 4	Williamsburg

Source: CERRA, 2019

Beginning with year three implementation in FY 2017-18, new incentives were added, and, in some cases, the original incentives were expanded, based on input from the various stakeholders. The incentives included:

- recruitment expenses and materials
- website upgrades;
- certification exam fees and certification exam workshop costs;
- alternative certification fees and costs;
- critical subject salary supplements;
- first-year teacher salary supplements;
- mentor supplements and professional development for mentors and induction teachers;
- professional development and graduate course fees and costs for experienced teachers; and,
- undergraduate loan forgiveness.

2019-20 Annual Teacher Supply and Demand Survey

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 rates of public school teachers entering the profession, those leaving their classrooms or the profession altogether, and the number of teaching positions still vacant after the school year begins. A total of 82 SC public school districts and centers submitted a survey for the 2019-20 school year: 77 traditional school districts, one charter school district, and four independent career and technology education (CATE) centers. A thorough analysis of all survey data was conducted to generate the results found in this report. Below are key findings for the 2019-20 school year:

• Districts reported fewer teacher departures, new hires, and vacant teaching positions.

• 6,650 teachers (in FTEs) left their position during or at the end of the 2018-19 school year; this is a nine percent decrease compared to the number of teachers who left during or at the end of the 2017-18 school year. Significantly fewer retirements help explain this reduction.

• Why teachers leave: 40% of teachers who left did so for "personal/family" reasons as reported by districts; 28% of departures were recorded as "reason not given by teacher" or "district does not collect this information."

• Where teachers go: 25% of teachers who left reportedly went to teach in another SC public school district; 6.5% left to teach in another state or country; and five percent left to work in or pursue another career field.

• 36% of all teachers who left had five or fewer years of experience in a SC public school classroom, and 13% had only one year (or less) of SC teaching experience. The percentages reported last year were 35% and 13%, respectively.

• 28% of first-year teachers hired for 2018-19 did not return to the same position in 2019-20. Most of them left for "personal/family" reasons as reported by districts. This percentage is down from 34% last year.

• The number of SC students who graduated with a bachelor's degree and teacher certification eligibility during 2018-19 (1,752) is up by 79 graduates from the previous academic year (1,673). This is the first annual increase since 2013-14.

• The proportion of newly hired teachers who are recent graduates of an in-state teacher education program has been steady at 23-24% the past two years, increasing from 21% in 2017-18.

• International visiting teachers accounted for 5% of all new hires. In 2015-16, a total of 430 international teachers worked in SC public schools; this number rose to 1,018 in 2018-19.

• Districts reported 555.5 vacant teaching positions, an 11% decrease compared to vacancies reported last year. These vacancies are in addition to the 6,709 vacancies already filled by newly hired teachers prior to the beginning of the current school year.

• 36 SC districts were eligible to participate in the state's FY19 Rural Recruitment Initiative; 28 of these districts reported staffing improvements, with fewer teachers leaving and/or fewer vacant teaching positions.

South Carolina school districts reported just over 53,000 full-time and part-time certified teaching positions (in FTEs) allocated for the 2019-20 school year. Compared to 2018-19 data, this is a small increase of less than one percent. Minimal increases occurred among most subjects and certification areas, while only a few areas, such as CATE, gifted and talented, and speech language pathology, had a slight decrease in the number of teaching positions. (Table 3)

Table 3
Number of FTEs Allocated in District Budgets for SY2019-20

Subject Area Taught	Number of Certified Vacant Teaching Positions, By School Level			
	Primary/ Elementary	Middle	High	Total
Agriculture		1.00	2.00	**3.00**
Art	11.50	7.00	5.00	**23.50**
Business/Marketing/Computer Technology	1.00	0.00	2.00	**3.00**
Career & Technology Education (CATE work-based certification)		4.00	15.00	**19.00**
Dance	1.00	1.00	2.00	**4.00**
Driver's Education			0.00	**0.00**
Early Childhood/Elementary (any or all core subjects)	76.50			**76.50**
English for Speakers of Other Languages (ESOL)	4.00	2.00	4.50	**10.50**
English/Language Arts		20.00	24.00	**44.00**
Family & Consumer Sciences		0.00	0.00	**0.00**
Gifted & Talented	1.00	0.00	0.00	**1.00**
Guidance	1.50	0.50	4.00	**6.00**
Health	0.00	0.00	0.00	**0.00**
Industrial Technology		0.00	0.00	**0.00**
Literacy	3.50	1.50	0.00	**5.00**
Mathematics		22.00	38.50	**60.50**
Media Specialist	15.00	1.50	4.50	**21.00**
Montessori	1.00	1.00		**2.00**
Music	10.00	8.00	7.00	**25.00**
Physical Education	3.00	5.00	8.00	**16.00**
Sciences		16.00	27.00	**43.00**
Social Studies		12.00	16.00	**28.00**
Special Education	52.50	19.00	35.50	**107.00**
Speech Language Therapist (includes contracted FTEs)	29.50	4.50	2.00	**36.00**
Theater	0.00	1.00	0.50	**1.50**
World Languages				
American Sign Language (ASL)	0.00	0.00	0.00	**0.00**
Chinese	2.00	0.00	0.00	**2.00**
French	0.00	0.00	2.00	**2.00**
German	0.00	0.00	1.00	**1.00**
Japanese	0.00	0.00	0.00	**0.00**
Latin	0.00	0.00	0.00	**0.00**
Russian	0.00	0.00	0.00	**0.00**
Spanish	2.00	3.00	10.00	**15.00**
Other	0.00	0.00	0.00	**0.00**
TOTAL	**215.00**	**130.00**	**210.50**	**555.50**

Source: CERRA, 2019

Percentages of teachers for all sources for 2013-14 to present are provided in Table 4. Thirty-one percent of all new hires for 2019-20 came from another SC public school district, charter school, or special school. The same percentage also was reported for the two previous school years. Twenty percent of new hires for the current school year are teachers from another state, including those who are recent graduates from an out-of-state teacher education program. This group made up 23% of hires during 2018-19. The number of international visiting teachers hired for 2019-20 dropped by nearly 50 teachers compared to last year but accounted for five percent of all hires in both school years. According to the SC Department of Education (SCDE), this number grew to over 1,000 teachers in 2018-19. Additionally, nine percent (622) of all new hires for the 2019-20 school year are first-year participants in an alternative certification program or they recently completed a CATE work-based certification program in South Carolina. Compared to last year, fewer teachers were hired from these pathways overall.

Table 4
Sources of New Teacher Hires

	Percent in 2019-20	Percent in 2018-19	Percent in 2017-18	Percent in 2016-17	Percent in 2015-16	Percent in 2014-15	Percent in 2013-14
New Graduates from Teacher Education Programs in SC	22.8	21.6	21.0	24.7	29	32	36
Transferred from one district, charter school or special school in SC to another district	30.7	31	30.9	33.5	31	27	28
Hired from another state[3]	13.0	16	16.9	15.3	15	15	14
New Graduates from Teacher Education Programs in Other States	6.9	7.5	7.2	6.4	7	8	9
Alternative Certification Programs[4]	5.6	8.5	7.4	6.2	5	6	5
Inactive Teachers Who Returned to Teaching[5]	4.3	4.7	4.0	5.2	3	4	4
From Outside US	0.8	5	4.8	3.7	3	2	2
Other Teachers[6]	4.3		7.1	4.9	2	6	2

Source: CERRA, 2014-2019 Supply and Demand Survey Reports.

The number of SC teacher departures declined this year by more than nine percent or 689.5 FTEs A total of 6,650 teachers (in FTEs) left their position during or at the end of the 2018-19 school year. Thirty-six percent of all teachers who left in 2018-19 had five or fewer years of experience in a SC public school classroom, and 13% had only one year (or less) SC teaching

---

[3] Includes current teachers from other states.
[4] Includes teachers from PACE, ABCTE, Adjunct Teaching Certificate, Teach for America, American Board, Teachers for Tomorrow and district-based alternative certification programs.
[5] South Carolina Annual Educator Supply and Demand Report, January 2019. Survey defines as "South Carolina teacher who returned to teaching after a gap in service of more than a year," p. 10.
[6] Includes teachers from a college/university or private school in South Carolina, newly certified teachers in career and technology and "other" teachers as indicated by CERRA.

experience. The percentages reported last year were 35% and 13%, respectively. A closer look at first-year teachers revealed some improvement in classroom retention. Of the first-year teachers hired for the 2018-19 school year, 28% did not return to the same position in 2019-20. This percentage is down from 34% last year. (Table 5)

Table 5
Key Data from CERRA's Supply and Demand Reports
School Years 2014 through 2019

School year	Number of certified teachers who did not return to any teaching position[7]	Number of graduates who completed a SC teacher education program	Number of certified teachers who did not return after five or fewer years of teaching	Number of certified teachers who did not return after one year or less of teaching
2014-2015	4,108.1	2,060 (2013-14)	1,796.5	529.7
2015-2016	4,074.3	1,793 (2014-15)	2,807.4	579.6
2016-2017	4,842.1	1,720 (2015-16)	2,465.4	616.2
2017-2018	7,340	1,684 (2016-17)	2,564.25	585.0
2018-2019	**6,650**	**1,752 (2017-18)**	**2,394.0**	**864.5**

Source: CERRA, 2014-2019 Supply and Demand Survey Reports.

---

[7] These data exclude teachers who left to teach in another South Carolina public school district or special school.

III.   Overview of the South Carolina Teacher Loan Program

This section provides an overview of program funding and details the identification of educators in critical geographic areas and critical subject areas throughout the state who are eligible for the South Carolina Teacher Loan Program.

Funding of the SC Teacher Loan Program

With revenues from the Education Improvement Act (EIA) Trust Fund, the General Assembly appropriated monies to support the Teacher Loan Program. Section 59-26-20 codified the Teacher Loan Program; see Appendix A for further detail. Table 6 documents the amounts appropriated and expended over the past nine fiscal years. In 2018-19, 6.4 percent of all funds expended for the program were spent on administration. About $4.76 million was loaned, representing a nine percent increase from the prior year. Of note in the FY 2017-18 appropriation budget is the allowance for increased administrative costs due to a one-time conversion of servicing, but the conversion did not happen until FY 2018-19. The increased cost is a one-time conversion fee to Firstmark, the new loan servicer. After the one-time fee is paid, Firstmark will charge monthly fees for servicing the loans.

The Revolving Loan Fund includes monies collected by the South Carolina Student Loan Corporation from individuals who do not qualify for cancellation. Historically, monies in the Revolving Loan Fund have been utilized to augment funding for the Teacher Loan Program to fund Teacher Loan Program loan applications. However, for the past four fiscal years, funds in the Revolving Loan Fund have not been expended to provide loans. At the end of Fiscal Year 2015-16, the balance in the Revolving Loan Fund was $22,070,408. At the end of Fiscal Year 2016-17 the balance decreased to $8,240,638, representing a 63 percent decrease from the prior year. The decrease resulted from the state reallocating $16,000,000 from the revolving account for the Abbeville Equity School Districts Capital Improvement Plan.[8] As the date of reporting, February 2020, there is approximately $13,500,000 in the revolving fund. This fund grows from borrower repayment on loans not eligible for forgiveness.

No funds were used from the Revolving Loan Fund to supplement the EIA appropriation. In Fiscal Year 2018-19, the total expenditures and administrative costs to the Teacher Loan Program equaled EIA appropriation, loans and administrative costs. The total amount of monies loaned in 2018-19 was $4,764,461. Not all eligible loans were funded.

---

[8] Proviso 1A.82 of the 2018-19 General Appropriation Act.

Table 6
SC Teacher Loan Program: Revenues and Loans from 2010-2019

Year	EIA Appropriation	Legislatively Mandated Transfers or Reductions	Revolving Funds from Repayments	Total Dollars Available	Administrative Costs	Percent of Total Dollars Spent on Admin-istration	Amount Loaned
2010-11	$4,000,722	0	$1,000,000	$5,000,722	$345,757	6.9	$4,654,965
2011-12	$4,000,722	0	$1,000,000	$5,000,722	$359,201	7.2	$4,641,521
2012-13	$4,000,722	0	$1,000,000	$5,000,722	$351,958	7.0	$5,648,764
2013-14	$5,089,881	0	$0	$5,089,881	$329,971	6.2	$4,517,984
2014-15	$5,089,881	0	$0	$5,089,881	$317,145	6.2	$4,594,799
2015-16	$5,089,881	0	$0	$5,089,881	$319,450	6.2	$4,460,184
2016-17	$5,089,881	0	$0	$5,089,881	$326,460	6.4	$4,540,310
2017-18	$5,089,881	0	$0	$5,089,881	$720,420	14.2	$4,369,461
2018-19	**$5,089,881**	**0**	**$0**	**$5,089,881**	**$325,000**	**6.4**	**$4,764,461**

Source: South Carolina Student Loan Corporation

Critical Need Identification

The South Carolina Teacher Loan Program allows borrowers to have portions of their loan indebtedness forgiven by teaching in certain critical geographic and subject areas. The State Board of Education (SBE) is responsible for determining areas of critical need: "Areas of critical need shall include both rural areas and areas of teacher certification and shall be defined annually for that purpose by the State Board of Education." [9] Beginning in the fall of 1984, the SBE defined the certification and geographic areas considered critical and subsequently those teaching assignments eligible for cancellation. Only two subject areas, mathematics and science, were designated critical during the early years of the programs, but teacher shortages in subsequent years expanded the number of certification areas.

To determine the subject areas, the South Carolina Center for Educator Recruitment, Retention and Advancement (CERRA) conducts a Supply and Demand Survey of all regular school districts, the South Carolina Public Charter School District, Palmetto Unified, the Department of Juvenile Justice, and the South Carolina School for the Deaf and the Blind. CERRA publishes an annual report documenting the number of teacher positions; teachers hired; teachers leaving; and vacant teacher positions. The survey results are provided to the South Carolina Department of Education (SCDE).

Table 7 shows the number of certified, vacant teaching positions during the 2018-19 school year. SCDE then determines the number of teaching positions available in the school year that were

---

[9] Section 59-26-20(j) accessed at: http://www.scstatehouse.gov

vacant or filled with candidates not fully certified in the particular subject area. Subject areas with the most vacancies remained consistent from the 2017-18 school year to the 2018-19 school year. Both early childhood/elementary and special education remained the top two content areas with most vacancies. However, as a percentage of total vacancies, the early childhood/elementary vacancies decreased by seven percent to 17 percent in the 2018-19 school year. Mathematics continues to be the area with the third highest number of vacancies, especially in middle and high school levels. Additional subject areas with relatively high levels of vacancies are English language arts, music and speech language therapy. Overall, the number of vacancies decreased by 71.75 positions from the 2017-18 school year to the 2018-19 school year, which is a 13 percent decrease.

Table 7

Subject Area Taught	Number of Certified Vacant Teaching Positions, By School Level			
	Primary/ Elementary	Middle	High	Total
Agriculture		1.00	2.00	**3.00**
Art	11.50	7.00	5.00	**23.50**
Business/Marketing/Computer Technology	1.00	0.00	2.00	**3.00**
Career & Technology Education (CATE work-based certification)		4.00	15.00	**19.00**
Dance	1.00	1.00	2.00	**4.00**
Driver's Education			0.00	**0.00**
Early Childhood/Elementary (any or all core subjects)	76.50			**76.50**
English for Speakers of Other Languages (ESOL)	4.00	2.00	4.50	**10.50**
English/Language Arts		20.00	24.00	**44.00**
Family & Consumer Sciences		0.00	0.00	**0.00**
Gifted & Talented	1.00	0.00	0.00	**1.00**
Guidance	1.50	0.50	4.00	**6.00**
Health	0.00	0.00	0.00	**0.00**
Industrial Technology		0.00	0.00	**0.00**
Literacy	3.50	1.50	0.00	**5.00**
Mathematics		22.00	38.50	**60.50**
Media Specialist	15.00	1.50	4.50	**21.00**
Montessori	1.00	1.00		**2.00**
Music	10.00	8.00	7.00	**25.00**
Physical Education	3.00	5.00	8.00	**16.00**
Sciences		16.00	27.00	**43.00**
Social Studies		12.00	16.00	**28.00**
Special Education	52.50	19.00	35.50	**107.00**
Speech Language Therapist (includes contracted FTEs)	29.50	4.50	2.00	**36.00**
Theater	0.00	1.00	0.50	**1.50**
World Languages				
American Sign Language (ASL)	0.00	0.00	0.00	**0.00**

Subject Area Taught	Number of Certified Vacant Teaching Positions, By School Level			
	Primary/ Elementary	Middle	High	Total
Chinese	2.00	0.00	0.00	**2.00**
French	0.00	0.00	2.00	**2.00**
German	0.00	0.00	1.00	**1.00**
Japanese	0.00	0.00	0.00	**0.00**
Latin	0.00	0.00	0.00	**0.00**
Russian	0.00	0.00	0.00	**0.00**
Spanish	2.00	3.00	10.00	**15.00**
Other	0.00	0.00	0.00	**0.00**
TOTAL	**215.00**	**130.00**	**210.50**	**555.50**

Source: CERRA, December 2019

Table 8 shows the critical need subject areas since 2014-15 for primary/elementary, middle and high schools as also reported by CERRA. The certification areas with the highest vacancies and the content areas identified as critical needs are aligned. Table 8 also shows Special Education vacancies were the highest; this certification area was identified as the third most needed critical need area in 2018-19, shown in Table 9. Secondary subjects were identified as the highest critical need subject areas in 2018-19, and vacancies in the 2018-19 school year were in the five highest areas of vacancies.

Table 8
Critical Need Subject Areas by School Year[10]

	2015-16	2016-17	2017-18	2018-19	2019-20[11]
1	Early Childhood/ Elementary	Special Education	Special Education – All Areas	Secondary Mathematics, Secondary Sciences (Biology, Chemistry, Physics, and Science), Secondary English	Secondary Mathematics, Secondary Sciences, Secondary English
2	Special Education	Early Childhood/ Elementary	Secondary Areas (Mathematics, Sciences, English) Media Specialist	Media Specialist	Media Specialist
3	Mathematics (middle and high)	Mathematics (middle and high)	Speech Language	Special Education (all areas)	Special Education
4	Sciences	Sciences	All Middle Level Areas (Language Arts, Mathematics, Science, Social Studies)	Spanish, French, Latin, German, English as a second language, Chinese	Spanish, French, Latin, German
5	Social Studies; Speech Language Therapist	English/ Language Arts	Arts	Family & Consumer Science (Home Economics)	Family & Consumer Science (Home Economics)
6	English/ Language Arts	Speech Language Therapist	Career and Technology	Business/Marketing/ Computer Technology	Business/Marketing/ Computer Technology
7	Music	Media Specialist	Business/Marketing/ Computer Technology	Theatre	Theatre
8	Media Specialist	Art	Family/Consumer Science	Middle Level Social Studies, Math, Language Arts, Science	Middle Level Social Studies, Math, Language Arts, Science
9	Literacy	Music	Literacy	Art, Dance, Music	Art, Dance, Music
10	Art	Foreign Languages (Russian (15.5) & Spanish (2.0))	Health	Health	Health

---

[10] Ranked in order of greatest number of certified teaching positions reported as vacant at the beginning of the 2018-19 school year. CERRA, Annual Educator Supply and Demand Report, December 2019, p. 12.

[11] Accessed at https://www.scstudentloan.org/currentborrowers/teacherforgiveness/criticalsubjectareas.aspx.

	2015-16	2016-17	2017-18	2018-19	2019-20
11	Foreign Languages (French (2.0) & Spanish (11.0))	Career and Technology Services (CATE)	Gifted and Talented	Social Studies	Social Studies
12	English as a Second Language	Gifted and Talented	Foreign Languages (Spanish, French, Latin, German, Russian, Chinese, Japanese)	Literacy	Literacy
13	Guidance	Social Studies		Speech Language Therapists	Speech Language Therapists
14	Physical Education; School Psychologist	School Psychologist		Industrial Technology Education	Industrial Technology Education, Agriculture
15	Business/ Marketing/ Computer Technology	English as a Second Language		Physical Education	Physical Education, Gifted and Talented, Driver Education

Source: SC Student Loan Corporation, April 2019.

The criteria used in designating critical geographic schools have evolved over time. The SC State Board of Education (SBE) has considered multiple factors, including degree of wealth, distance from shopping and entertainment centers, and faculty turnover. For the 2000-01 school year, the SBE adopted the criteria established for the federally-funded Perkins Loan Program as the criteria for determining critical need schools. The Perkins Loan Program used student participation rates in the federal free and reduced-price lunch program to determine schools eligible for loan forgiveness and included special schools, alternative schools, and correctional centers. Section 59-26-20(j) was amended in 2006 to redefine geographic critical need schools to be: (1) schools with an absolute rating of Below Average or At-Risk/Unsatisfactory; (2) schools with an average teacher turnover rate for the past three years of 20 percent or higher; and (3) schools with a poverty index of 70 percent or higher.

Table 9 documents the number of geographic critical need schools in South Carolina for 2018-19. In 2018-19 there were 823 schools that were classified as critical geographic need schools. Prior years are not reported because the calculation of critical geographic need schools changed, and schools received ratings in 2018 for the first time in three years.

Table 9
Critical Geographic Need Schools

Year	Cancellation Year	Number of Qualifying Schools by Type						Number of Qualifying Schools by Criterion		
		Total Number of Schools	Career Centers	Primary	Elementary	Middle	High	Absolute Rating	Teacher Turnover	Poverty Index
2018-19	2019-20	823	5	43	424	235	174	NA	32	791

Source: SC Department of Education, April 2019.
Note: Under "Type of School," Spec in more than one category.

IV.   Applications to the Teacher Loan Program

Applications to the Teacher Loan Program increased in 2018-19. The number of applications approved increased from 1,132 in 2017-18 to 1,453 in 2018-19 (Table 10). Of the 206 applications that were denied, the overriding reason for denial (43.2 percent) was due to the failure of the applicant to meet the academic grade point criteria.

Table 10
Status of Applicants

Year	Total Applied*	Approved	Cancelled	Denied	Reason for Denial				
					Academic Reason	Credit Problem	Inadequate Funds	No EEE Praxis	Other**
2009-10	2,228	1,555	92	581	147	13	300	75	46
2010-11	1,717	1,114	97	506	89	4	308	72	33
2011-12	1,471	1,086	81	304	116	1	80	62	45
2012-13	1,472	1,112	85	275	134	1	37	64	39
2013-14	1,462	1,109	73	280	143	0	0	74	54
2014-15	1,448	1,130	66	252	144	1	3	67	37
2015-16	1,396	1,128	44	224	117	4	4	50	49
2016-17	1,401	1,166	31	204	101	0	0	62	41
2017-18	1,399	1,132	38	229	83	0	68	52	26
2018-19	**1,453**	**1,207**	**40**	**206**	**89**	**0**	**14**	**59**	**44**

Source: South Carolina Commission on Higher Education

*This is a duplicated count of individuals because the same individuals may apply for loans in multiple years.
**"Other" reasons include (1) not a SC resident, (2) enrollment less than half time, (3) ineligible critical area, (4) not seeking initial certification, (5) received the maximum annual and/or cumulative loan and (6) application in process.

Description of Applicants

In the 1990s, several states, including members of the Southern Regional Education Board (SREB), implemented policies to attract and retain minorities into the teaching force. South Carolina specifically implemented minority teacher recruitment programs at Benedict College and South Carolina State University. Currently, only the South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) at South Carolina State University remains in operation. The General Assembly in 2018-19 appropriated by proviso $339,482 in EIA revenues to the program. SC-PRRMT promotes "teaching as a career choice by publicizing the many career opportunities and benefits in the field of education in the State of South Carolina. The mission of the Program is to increase the pool of teachers in the State by making education accessible to non-traditional students (teacher assistants, career path changers, and technical college transfer students) and by providing an academic support system to help students meet

entry, retention, and exit program requirements."[12] The program "also administers an EIA Forgivable Loan Program and participates in state, regional, and national teacher recruitment initiatives." During FY 2018-19 the Call Me Mister Program is funded with $500,000 in EIA funds and is administered by Clemson University.

In 2003, the EIA and Improvement Mechanisms Subcommittee of the Education Oversight Committee requested that staff develop goals and objectives for the Teacher Loan Program. An advisory committee was formed with representatives from CERRA, SC Student Loan Corporation, the Division of Educator Quality and Leadership at the State Department of Education, and the Commission on Higher Education. After review of the data, the advisory committee recommended the following three goals and objectives for the Teacher Loan Program (TLP) in 2004.

- The percentage of African American applicants and recipients of the TLP should mirror the percentage of African Americans in the South Carolina teaching force.
- The percentage of male applicants and recipients of the TLP should mirror the percentage of males in the South Carolina teaching force.
- Eighty percent of the individuals receiving loans each year under the TLP should enter the South Carolina teaching force.

CERRA's January 2018 and 2019 Supply and Demand Surveys were used to compare the demographic information of applicants to the Teacher Loan Program with new teacher hires in the state. Tables 11 and 12 show trends in the distribution of applicants by gender and race/ethnicity. Historically, applicants for the program have been overwhelmingly white and/or female. This trend continued in 2018-19 with 81.7 percent of all applicants being female and 81.2 percent white. Table 11 shows, the percentage of male applicants increased to 17.2 percent from 16.7 percent in 2017-18. The number of African American applicants increased from the prior year to 35 applicants. Table 12 details a 0.6 percent increase in African American applicants in 2018-19.

---

[12] 2018-19 EIA Program Report as provided to the EOC by the South Carolina Program for the Recruitment and Retention of Minority Teachers, September 28, 2018. Accessed at: http://www.eoc.sc.gov/reportsandpublications/Pages/2012-13EIAProgramReport.aspx

Table 11
Distribution of Applicants to the Teacher Loan Program by Gender

Year	# Applications	Male	%	Female	%	Unknown	%
2009-10	2,228	418	18.8	1,763	79.1	47	2.1
2010-11	1,717	316	18.4	1,324	77.1	77	4.5
2011-12	1,471	281	19.1	1,122	76.3	68	4.6
2012-13	1,472	244	16.6	1,168	79.3	60	4.1
2013-14	1,462	248	17.0	1,179	80.6	35	2.4
2014-15	1,448	262	18.0	1,155	79.8	31	2.1
2015-16	1,396	265	19.0	1,102	78.9	29	2.1
2016-17	1,401	254	18.1	1,114	79.5	33	2.4
2017-18	1,399	233	16.7	1,125	80.4	41	2.9
2018-19	**1,453**	**250**	**17.2**	**1,187**	**81.7**	**16**	**1.1**

Source: SC Commission on Higher Education

Table 12
Distribution of Applicants to the Teacher Loan Program by Race/Ethnicity

Year	# Applications	Ethnicity							
		African American		Other		White		Unknown	
		#	%	#	%	#	%	#	%
2009-10	2,228	317	14.0	38	2.0	1,802	81.0	71	3.0
2010-11	1,717	228	13.0	35	2.0	1,373	80.0	81	5.0
2011-12	1,471	215	15.0	20	1.0	1,171	80.0	65	4.0
2012-13	1,472	242	16.0	23	2.0	1,149	78.0	58	4.0
2013-14	1,462	248	17.0	20	1.0	1,147	79.0	47	3.0
2014-15	1,448	234	16.0	24	2.0	1,149	79.0	41	3.0
2015-16	1,396	230	16.5	35	2.5	1,086	77.8	45	3.2
2016-17	1,401	141	11.8	30	2.5	996	83.5	26	2.2
2017-18	1,399	183	13.1	35	2.5	1,136	81.2	45	3.2
2018-19	**1,453**	**199**	**13.7**	**38**	**2.6**	**1,184**	**81.5**	**32**	**2.2**

Source: South Carolina Commission on Higher Education

One approach to increase the supply of highly qualified teachers is school-to-college partnerships that introduce students early on to teaching as a career. In South Carolina the Teacher Cadet Program, which is coordinated by the Center for Educator Recruitment, Retention, and Advancement (CERRA) at Winthrop University, has impacted the applicant pool. As reported by CERRA, the mission of the Teacher Cadet Program "is to encourage academically talented or capable students who possess exemplary interpersonal and leadership skills to consider teaching as a career. An important secondary goal of the program is to develop future community leaders who will become civic advocates of public education."[13]   Teacher

---

[13] CERRA Website, April 2019. Accessed at: https://www.teachercadets.com/.

Cadets must have at least a 3.0 average in a college preparatory curriculum, be recommended in writing by five teachers, and submit an essay on why they want to participate in the class. Table 13 (below) provides detailed information about the distribution of applicants to the Teacher Loan Program by the Teacher Cadet Program. In 2018-19, the number of applications increased to 1,453 for this funding source. The number of Teacher Cadet applications increased from 666 to 715 (49.2 percent).

Table 13
Distribution of Applicants to the Teacher Loan Program by Teacher Cadet Program

Year	Number Applications	Teacher Cadets	Percent	Not Teacher Cadets	Percent	Unknown	Percent
2009-10	2,228	811	36.0	1,352	61.0	65	3.0
2010-11	1,717	662	39.0	1,024	60.0	31	2.0
2011-12	1,471	601	41.0	830	56.0	40	3.0
2012-13	1,472	556	38.0	871	59.0	45	3.0
2013-14	1,462	597	41.0	843	58.0	22	2.0
2014-15	1,448	615	43.0	808	56.0	25	2.0
2015-16	1,396	600	43.0	769	55.1	27	1.9
2016-17	1,401	621	44.3	775	55.3	5	0.4
2017-18	1,399	666	47.6	723	51.7	10	0.7
2018-19	**1,453**	**715**	**49.2**	**726**	**50.0**	**12**	**0.8**

Source: South Carolina Commission on Higher Education

Table 14 shows the number of applicants by academic level. In 2018-19, the number of freshman applicants decreased by 3.3 percent. The number of continuing undergraduate applicants increased by three percent. Since 2009-10, the percent of continuing undergraduates has increased steadily. In 2018-19, the overall percent of continuing undergraduates increased by 3.3 percent. The percent of first semester graduates decreased by 3.8 percent in 2018-19, while the percent of continuing graduates increased to 7.4 percent. The total number of applications increased to 1,453 for continuing undergraduate and graduate applicants.

Table 14
Distribution of Applicants to the Teacher Loan Program by Academic Level

Year	Number Applied	Academic Level Status									
		Freshman		Continuing Undergrad		1st Semester Graduate		Continuing Graduate		Unknown	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2009-10	2,228	404	18.0	1,370	61.0	204	9.0	207	9.0	43	2.0
2010-11	1,717	230	13.0	1,136	66.0	140	8.0	195	11.0	16	1.0
2011-12	1,471	246	17.0	961	65.0	112	8.0	140	10.0	12	1.0
2012-13	1,472	230	16.0	992	67.0	98	7.0	131	9.0	21	1.0
2013-14	1,462	263	18.0	974	67.0	96	7.0	113	8.0	16	1.0
2014-15	1,448	271	19.0	949	66.0	101	7.0	108	8.0	19	1.0
2015-16	1,396	245	17.6	919	65.8	103	7.4	107	7.7	22	1.6
2016-17	1,401	243	17.3	942	67.2	98	7.0	117	8.4	1	0.1
2017-18	1,399	327	23.4	894	63.9	130	9.3	48	3.4	0	0
2018-19	**1,453**	**292**	**20.1**	**972**	**66.9**	**80**	**5.5**	**108**	**7.4**	**1**	**0.1**

Source: South Carolina Commission on Higher Education

V.   Recipients of a South Carolina Teacher Loan

Table 10 indicated that of the 1,453 applications received in 2018-19, 1,057 or 83 percent, received a Teacher Loan. Table 15 details the distribution of loan recipients over time by academic level. A significant majority of the 1,057 recipients, about 88 percent, of the loan recipients were undergraduate students. Of the undergraduate recipients, about 62 percent were juniors or seniors in 2018-19. In the past nine years, the data show there is an annual decline in loan recipients between freshman and sophomore years. The decline decreased from 82 students in 2016-17 to 60 students in 2018-19. There are two primary reasons sophomores may no longer qualify for the loan: their GPA is below a 2.5 and/or they have not passed the Praxis I test required for entrance into an education program. No data exist on how many of the applicants were rejected for not having passed or how many had simply not taken the exam. Either way, the applicant would not qualify for additional Teacher Loan Program loans until the Praxis I was passed.

Table 15
Distribution of Recipients of the Teacher Loan Program by Academic Level Status

	Freshmen	Sophomores	Juniors	Seniors	5th Year Undergrads	1st year Graduates	2nd Year Graduates	3+ Year Graduates
2009-10	286	165	362	452	48	157	76	9
2010-11	126	120	254	379	43	107	62	23
2011-12	191	109	292	312	22	122	37	1
2012-13	173	138	270	345	22	118	43	3
2013-14	191	138	279	341	17	111	30	2
2014-15	199	134	256	373	17	117	31	3
2015-16	177	165	248	369	10	122	33	4
2016-17	189	148	280	360	11	135	40	3
2017-18	236	154	255	338	21	94	32	2
2018-19	**230**	**170**	**299**	**344**	**14**	**101**	**47**	**2**

Source: South Carolina Commission on Higher Education

Table 16 compares the academic status of applicants to actual recipients in 2018-19. In general, the academic level of applicants reflects the academic level of recipients, with undergraduates representing about 87.4 percent of both applicants and recipients, and graduate students representing 12.6 percent.

Table 16
Comparisons by Academic Level of Applicants and Recipients, 2018-19

	Undergraduate		Graduate		Unknown		Total
	#	%	#	%	#	%	#
Applicants	1,264	87.0%	188	12.9%	1	0.1%	1,453
Recipients	1,060	87.8%	147	12.2%	0	0.0%	1,207

Source: SC Commission on Higher Education

Teacher Loan recipients attended 44 universities and colleges in 2018-19 of which 27 (about 61 percent) were South Carolina institutions with a physical campus in the state. For comparison purposes, the Commission on Higher Education reports there are 57 campuses of higher learning in South Carolina: 13 public senior institutions; five public two-year regional campuses in the USC system; 16 public technical colleges; 21 independent or private senior institutions; and 2 independent two-year- colleges.[14] Table 17 documents the number of Teacher Loan recipients attending South Carolina public and private institutions.

Of these 1,207 Teacher Loan recipients in 2018-19, approximately 59 percent (711) attended five South Carolina institutions: USC-Columbia, Winthrop University, Anderson University, and Clemson University and Lander University. In the prior year, 2017-18, 595 Teacher Loan recipients, of 1,132 attended the following four institutions: USC-Columbia, Winthrop University, Anderson University and Clemson University. [15]

---

[14] Commission on Higher Education, 2019. Accessed at:
http://www.che.sc.gov/Students,FamiliesMilitary/LearningAboutCollege/SCCollegesUniversities.aspx.
[15] Annual Report on the South Carolina Teacher Loan Program for Fiscal Year 2016-17. Published by EOC on June 11, 2018.

Table 17
Teacher Loan Recipients by Institution of Higher Education, 2018-19

Institution	Number of Recipients	Institution	Number of Recipients
AMERICAN PUBLIC UNIVERSITY SYS	1	MARS HILL UNIVERSITY	1
ANDERSON UNIVERSITY	132	NEWBERRY COLLEGE	11
BALL STATE UNIVERSITY	1	NORTH GREENVILLE UNIVERSITY	40
BOB JONES UNIVERSITY	1	PIEDMONT COLLEGE	1
CHARLESTON SOUTHERN UNIVERSITY	24	PRESBYTERIAN COLLEGE	6
CITADEL, THE MILITARY COLLEGE	16	SOUTH CAROLINA STATE UNIVERSIT	3
CLAFLIN UNIVERSITY	2	SOUTHERN WESLEYAN UNIVERSITY	23
CLEMSON UNIVERSITY	98	UNIVERSITY OF ALABAMA	1
COASTAL CAROLINA UNIVERSITY	42	UNIVERSITY OF ARKANSAS	1
COKER COLLEGE	14	UNIVERSITY OF NORTH CAROLINA -	1
COLLEGE OF CHARLESTON	77	UNIVERSITY OF PHOENIX	1
COLUMBIA COLLEGE	15	UNIVERSITY OF SOUTH CAROLINA -	233
COLUMBIA INTERNATIONAL UNIVERS	1	UNIVERSITY OF SOUTH CAROLINA U	71
CONVERSE COLLEGE	27	UNIVERSITY OF TENNESSEE	1
ERSKINE COLLEGE	11	UNIVERSITY OF THE CUMBERLANDS	1
FRANCIS MARION UNIVERSITY	66	UNIVERSITY OF WEST ALABAMA	3
FURMAN UNIVERSITY	10	UNIVERSITY OF WEST GEORGIA	3
GARDNER - WEBB UNIVERSITY	3	WEBBER INTERNATIONAL UNIVERSIT	1
GRAND CANYON UNIVERSITY	1	WESTERN CAROLINA UNIVERSITY	1
LANDER UNIVERSITY	99	WINGATE UNIVERSITY	1
LIBERTY UNIVERSITY	2	WINTHROP UNIVERSITY	149
LIMESTONE COLLEGE	10	WOFFORD COLLEGE	1
TOTAL			**1,207**

Source: South Carolina Commission on Higher Education

Table 18 (below) shows that the number of loan recipients at historically African American institutions increased from 1 in 2017-18 to 5 in 2018-19.

Table 18
Teacher Loans to Students Attending Historically African American Institutions

Institution	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11
Benedict College	0	0	1	0	0	0	0	0	0
Claflin University	2	0	2	0	0	0	0	1	0
Morris College	0	0	0[16]	0	0	0	0	0	0
S.C. State University	3	1	10	7	7	14	11	11	9
TOTAL:	5	1	13	7	7	14	11	12	9

Source: South Carolina Commission on Higher Education

Recipients of the Teacher Loan Program also receive other state scholarships provided by the General Assembly to assist students in attending institutions of higher learning in South Carolina. The other scholarship programs include the Palmetto Fellows Program, the Legislative Incentive for Future Excellence (LIFE) Scholarships, and the HOPE Scholarships. The Palmetto Fellows Program, LIFE, and HOPE award scholarships to students based on academic achievement but are not directed to teacher recruitment.

Teaching Fellows

In 1999, the SC General Assembly funded the Teaching Fellows Program for South Carolina due to the shortage of teachers in the state. The mission of the South Carolina Teaching Fellows Program is to recruit talented high school seniors into the teaching profession and help them develop leadership qualities. Each year, the program provides Fellowships for up to 200 high school seniors who have exhibited high academic achievement, a history of service to their school and community, and a desire to teach in South Carolina.

Teaching Fellows participate in advanced enrichment programs at Teaching Fellows Institutions, have additional professional development opportunities, and are involved with communities and businesses throughout the state. They receive up to $24,000 in fellowship funds (up to $6,000 a year for four years) while they complete a degree leading to teacher licensure. The fellowship provides up to $5,700 for tuition and board and $300 for specific enrichment programs administered by CERRA. All Teaching Fellows awards are contingent upon funding from the S.C. General Assembly. A Fellow agrees to teach in a South Carolina public school one year for every year he or she receives the Fellowship. Each Fellow signs a promissory note that requires

---

[16] Morris College data were not provided.

payment of the scholarship should they decide not to teach. In addition to being an award instead of a loan, the Teaching Fellows Program differs from the Teacher Loan Program in that recipients are not required to commit to teaching in a critical need subject or geographic area to receive the award.[17]

Working with the Commission on Higher Education, the South Carolina Student Loan Corporation, and the South Carolina Department of Education, specific data files from the three organizations were merged and cross-referenced to determine how the scholarship programs interact with the Teacher Loan Program. Table 19 shows for over the past ten years the number of Teacher Loan recipients who also participated in the HOPE, LIFE, or Palmetto Fellows programs and who were later employed by public schools. There were 4,401 2018-19 loan recipients who were also LIFE, Palmetto Fellows or HOPE Scholarships recipients and employed in public schools in South Carolina, representing a 9.3 percent increase from 2017-18. Over the past ten years, the number has increased by about 93 percent.

Table 19
Loan Recipients serving in South Carolina schools
who received LIFE, Palmetto, Fellows and HOPE Scholarships

Fiscal Year	LIFE	Palmetto Fellows	HOPE	Total
2009-10	1,932	116	67	2,115
2010-11	2,097	145	93	2,335
2011-12	2,331	171	110	2,612
2012-13	2,582	188	125	2,895
2013-14	2,796	211	147	3,154
2014-15	2,980	232	165	3,377
2015-16	3,208	265	194	3,667
2016-17	3,285	262	202	3,749
2017-18	3,583	292	230	4,105
2018-19	**3,835**	**302**	**264**	**4,401**

Source: SC Commission on Higher Education

Policymakers also questioned how the state's scholarship programs generally impact the number of students pursuing a teaching career in the state. Table 20 shows the total number of scholarship recipients each year. It is a duplicated count across years.

---

[17] For more information, go to http://cerra.org/teachingfellows/programoverview.aspx.

Table 20
Total Number of Scholarship Recipients for the Fall Terms

Year	LIFE	Palmetto Fellows	HOPE
2009	31,607	5,894	2,716
2010	32,125	6,122	2,844
2011	32,600	6,410	2,853
2012	33,580	6,666	2,925
2013	34,378	6,818	3,185
2014	35,349	6,974	3,302
2015	36,532	7,171	3,505
2016	38,238	7,491	3,787
2017	40,117	8,107	3,444
2018	**41,570**	**8,709**	**3,787**

Source: SC Commission on Higher Education

Of these individuals receiving scholarships in the fall of 2018, about 8.1 percent of scholarship recipients had declared education as their intended major (Tables 21 and 22). There is a downward trend in the percentage of these talented students initially declaring education as a major. With the policy goal on improving the quality of teachers in classrooms, this data should be continuously monitored.

Table 21
Comparison of Scholarship Recipients and Education Majors, Fall 2018

Scholarship	# of Education Majors	# of Scholarships	Percent
HOPE	393	3,787	10.4%
LIFE	3,450	41,570	8.3%
Palmetto Fellows	536	8,709	6.2%
Total	**4,379**	**54,066**	**8.1%**

Source: SC Commission on Higher Education

Table 22
Student Percentage Receiving Scholarships for each Fall Term and Declaring Education Major

Fall	LIFE	Palmetto Fellows	HOPE	Total
2009	11.1	6.5	14.4	10.6
2010	11.0	6.7	12.7	10.5
2011	10.2	6.3	9.9	9.6
2012	9.6	6.0	13.2	9.3
2013	9.3	5.9	12.5	9.0
2014	9.3	5.7	11.1	8.9
2015	9.2	5.6	11.2	8.8
2016	9.1	6.0	11.5	8.8
2017	8.6	5.9	11.1	8.4
2018	**8.3**	**6.2**	**10.4**	**8.1**

Source: SC Commission on Higher Education

Average SAT scores of loan recipients and South Carolina students increased from 2009 through 2015. These scores reflect the mean for the critical reading and mathematics portions of the SAT (Table 23). If a student took the test more than once, the most recent score is used. Beginning with the 2016 administration of the SAT, significant changes were made to the test, including:

- No penalty for wrong answers
- Revamped essay
- Evidence-focused reading
- Elimination of obscure vocabulary
- More graphs and charts and
- More great texts.[18]

Due to these changes, SAT scores in 2016 and in subsequent years should not be compared to prior years' SAT scores. From 2016 to 2018 a pattern of increasing scores has appeared, though the increase in mean score from 2017 to 2018 is only six points.

---

[18] College Board Website, 2019. Accessed at https://collegereadiness.collegeboard.org/sat/inside-the-test/compare-old-new-specifications.

Table 23
Mean SAT Scores[19]

Year	Teacher Loan Program Recipients	South Carolina
2009	1,091.4	982
2010	1,107.0	979
2011	1,153.8	972
2012	1,181.4	969
2013	1,220.4	971
2014	1,245.5	978
2015	1,268.4	975
2016	1,285.8	987
2017	1,244.4	1,064
2018	**1,237.4**	**1,070**

Source: South Carolina Commission on Higher Education

Repayment or Cancellation Status

South Carolina Student Loan Corporation reports that as of June 30, 2019, 19,537 loans were in a repayment or cancellation status. The following table is a comprehensive list of the status of all borrowers:

Table 24
Borrowers as of June 30, 2019

Status	Number of Borrowers	Percent of Borrowers
Never eligible for cancellation and are repaying loan	2,440	12.5%
Previously taught but not currently teaching	281	1.4%
Teaching and having loans cancelled	995	5%
Have loans paid out through monthly payments, loan consolidation or partial cancellation	8,958	46%
Loan discharged due to death, disability or bankruptcy	139	0.7%
In Default	91	0.4%
Loans cancelled 100% by fulfilling teaching requirement	6,633	34%
TOTAL	**19,537**	**100%**

Source: South Carolina Student Loan Corporation

---

[19] The composite score is the sum of the Critical Reading score average and the Mathematics score average (2009-2015).

Teacher Loan Program Recipients Employed in Public Schools of South Carolina

Data files from South Carolina Student Loan Corporation and South Carolina Department of Education were merged and analyzed to provide more information about current South Carolina public school employees who received teacher loans. There were 8,548 Teacher Loan recipients employed by public schools in 2018-19, representing an increase of 165 employed recipients from 2017-18 (Table 25). Like the applicants, the Teacher Loan recipients who were employed in South Carolina's public schools were overwhelmingly White and female (Tables 11 and 12). These 7,358 individuals served in a variety of positions in 2018-19, detailed in Table 26.

Table 25
Loan Recipients in South Carolina Schools by Gender and Ethnicity, 2018-19

Gender	Number	Percent
Male	1,134	13.3
Female	7,358	86.1
Unknown	56	0.7
Total	**8,548**	

Ethnicity	Number	Percent
African American	1,132	13.2
White	7,198	84.2
Asian	26	0.3
Hispanic	58	0.7
American Indian	5	0.1
Unknown	129	1.5
Total	**8,548**	

Source: SC Commission on Higher Education

Table 26
Loan Recipients Employed in SC Public Schools as of 2018-19 by Position

Position Code	Description	Number	Position Code	Description	Number
1	Principal	193	28	Director, Personnel	9
2	Assistant Principal, Co-principal	303	29	Other Personnel Positions	1
3	Special Education (Itinerant)	20	31	Director, Alternative Program/School	1
4	Prekindergarten (Child Development)	195	33	Director, Technology	5
5	Kindergarten	367	34	Director, Transportation	2
6	Special Education (Self-Contained)	417	35	Coordinator, Federal Projects	10
7	Special Education (Resource)	504	36	School Nurse	1
8	Classroom Teacher	5,140	37	Occupational/Physical Therapist	2
9	Retired Teachers	15	38	Orientation/Mobility Instructor	1
10	Library Media Specialist	347	40	Social Worker	1
11	Guidance Counselor	171	41	Director, Student Services	4
12	Other Professional Instruction-Oriented	168	43	Other Professional Noninstructional Staff	30
13	Director, Career & Technology Education Ctr.	6	44	Teacher Specialist	3
14	Assistant Director, Career & Technology Education	4	45	Principal Specialist	1
15	Coordinator, Job Placement	2	46	Purchased-Service Teacher	1
16	Director, Adult Education	5	47	Director, Athletics	7
17	Speech Therapist	173	48	Assistant Superintendent, Noninstructional	5
19	Temporary Instruction-Oriented Personnel	1	49	Assistant Superintendent, Instruction	6
20	Director, Finance/Business	1	50	District Superintendent	6
22	Bookkeeper	1	52	Area Superintendent	1
23	Career Specialist	12	53	Director, Instruction	8
27	Technology/IT Personnel	8			

Position Code	Description	Number	Position Code	Description	Number
54	Supervisor, Elementary Education	4	83	Coordinator, Parenting/Family Literacy	1
55	Supervisor, Secondary Education	1	84	Coordinator, Elementary Education	3
58	Director, Special Services	10	85	Psychologist	14
60	Coordinator, AP/G&T	3	86	Support Personnel	9
62	Coordinator, Fine Arts	3	87	Reading Coach	120
65	Coordinator, English	3	88	Vacant	17
66	Coordinator, Reading	3	89	Title I Instructional Paraprofessional	9
68	Coordinator, Health/Science Technology	1	90	Library Aide	3
72	Coordinator, Mathematics	3	91	Child Development Aide	2
74	Coordinator, Science	1	92	Kindergarten Aide	5
75	Educational Evaluator	2	93	Special Education Aide	14
76	Coordinator, Social Studies	1	94	Instructional Aide	12
78	Coordinator, Special Education	17	97	Instructional Coach	69
81	Coordinator, Guidance	3	98	Adult Education Teacher	8
82	Coordinator, Early Childhood Education	2	99	Other District Office Staff	47
Grand Total					**8,548**

Source: SC Commission on Higher Education

In summary, about 60 percent of the recipient graduates were employed in public schools as regular classroom teachers; eleven percent worked in special education capacities (in either itinerant, self-contained or resource environments), and approximately six percent in four-year-old child development and kindergarten classes (Table 27).

Table 27
Loan Recipients Employed in Public Schools by Positions, 2018-19

Position Code	Description	# Positions	Percent
04	Prekindergarten	195	1.6%
05	Kindergarten	367	4.2%
03, 06, 07	Special Education	921	10.1%
08	Classroom Teachers	5,140	60.1%
10	Library Media Specialist	347	4.1%
11	Guidance Counselor	171	2.0%
17	Speech Therapist	171	2.0%
All Others	Principals, Assistant Principals, Directors, Coordinators, etc.	1,234	14.4%
Total		**8,548**	

Table compiled from information provided by CHE (Table 28) Note: Due to rounding the total percent amount may not equal 100.0.

Table 28 documents the primary area of certification of all Teacher Loan recipients who were employed in public schools in 2018-19. The primary certification area was elementary education, accounting for about 41 percent of loan recipients. Early childhood education accounted for almost an additional twelve percent of loan recipients.

Table 28
Loan Recipients Employed in SC Public Schools in 2018-19 by Primary Certification Area

Code	Certification Subject	Number Certified Teachers	Code	Certification Subject	Number Certified Teachers
1	Elementary	3,545	16	Physics	3
2	Special Education-Generic Special Education*	123	20	Social Studies	203
3	Speech-Language Therapist	164	21	History	7
4	English	429	29	Industrial Technology Education	7
5	French	36	30	Agriculture	10
6	Latin	2	35	Family and Consumer Science	12
7	Spanish	78	47	Business Education*	37
8	German	5	49	Advanced Fine Arts	1
10	Mathematics	518	50	Art	147
11	General Mathematics*	2	51	Music Education--Choral	64
12	Science	174	53	Music Education--Voice	3
13	General Science*	11	54	Music Education--Instrumental	100
14	Biology	53	57	Speech and Drama	1
15	Chemistry	13	58	Dance	11

Code	Certification Subject	Number Certified Teachers	Code	Certification Subject	Number Certified Teachers
60	Media Specialist	110	2B	Special Education-Education of the Blind and Visually Impaired	7
63	Driver Training	8	2C	Special Education-Trainable Mentally Disabled*	4
64	Health	2	2D	Special Education-Education of Deaf and Hard of Hearing	4
67	Physical Education	131	2E	Special Education-Emotional Disabilities	124
70	Superintendent	2	2G	Special Education-Learning Disabilities	227
71	Elementary Principal*	19	2H	Special Education-Intellectual Disabilities	40
72	Secondary Principal*	4	2I	Special Education-Multi-categorical	146
78	School Psychologist III	1	2J	Special Education-Severe Disabilities	2
80	Reading Teacher*	2	2K	Special Education-Early Childhood Ed.	27
84	School Psychologist II	5	4B	Business and Marketing Technology	22
85	Early Childhood	1,040	4C	Online Teaching	4
86	Guidance Elementary	50	5A	English as a Second Language	11
89	Guidance Secondary	14	5C	Theater	8
1A	Middle School Language Arts*	2	5E	Literacy Coach	4
1B	Middle School Mathematics*	3	5G	Literacy Teacher	22
1C	Middle School Science*	2	7B	Elementary Principal Tier I	70
1D	Middle School Social Studies*	4	7C	Secondary Principal Tier I	2
1E	Middle-Level Language Arts	173	8B	Montessori-Early Childhood Education	1
1F	Middle-Level Mathematics	164	AC	Health Science Technology, previously Health Occupations	2
1G	Middle-Level Science	70	AV	Electricity	1
1H	Middle-Level Social Studies	148	BF	Small Engine Repair	1
2A	Special Education-Educable Mentally Disabled*	81		Unknown/Not Reported	25
Grand Total					**2,789**

Source: SC Commission on Higher Education

VI. SC Teacher Loan Advisory Committee

Proviso 1A.9 of the 2013-14 General Appropriations Act created the South Carolina Teacher Loan Advisory Committee (Committee). Provisos in the annual general appropriation act have maintained the existence of the Committee. The Committee is charged with: (1) establishing goals for the Teacher Loan Program; (2) facilitating communication among the cooperating agencies; (3) advocating for program participants; and (4) recommending policies and procedures necessary to promote and maintain the program.[20]

Working with the Committee are Marcella Wine-Snyder, CERRA Pre-Collegiate Program Director, and Dr. Jennifer Garrett, CERRA Coordinator of Research and Program Development, and Ray Jones, Vice President for Loan Programs at SC Student Loan Corporation. Serving on the Committee between Fall 2017 and Spring 2018, Fiscal Year 2018-19, were the following individuals and the institutions they represent:

- Dr. Lee Vartanian, Chair, Department of Teacher Education, Lander University
- Dr. Carol Maurice McClain, Chair, Division of Education. Morris College
- Dr. Zona Jefferson, SC Alliance of Black School Educators
- Doug Jenkins, Georgetown County School District, representing the Personnel Division of the SC Association of School Administrators (SCASA)
- Dr. Roy Jones, Clemson University, representing the Call Me Mister Program
- Dr. Tim Newman, Orangeburg County School District Four, representing the Superintendent Division of SCASA
- Trey Simon, SC Student Loan Corporation
- Patti Tate, York County School District Three, representing the Education Oversight Committee
- Jane Turner, Center for Educator Recruitment, Retention and Advancement (CERRA)
- Dr. Sharon Wall, SC State Board of Education
- Dr. Alicia Williams, McCormick County School District, representing SC School Guidance Counselors
- Dr. Karen Woodfaulk, SC Commission on Higher Education.
- Trey Simon, President and CEO, SC Student Loan Corporation

The position representing the SC Association of Student Financial Aid Administrators remains vacant.

The Committee normally meets three times a year. During 2018-19, the Committee continued to pursue legislative action on the Committee's recommended changes to the Teacher Loan

---

[20] Proviso 1A.9. of the 2013-14 General Appropriation Act.

Program, following adoption of the recommendations by the SC Commission on Higher Education (CHE) in December 2017. Those recommendations were as follows:

- increase the loan amount to $7,500 for the junior and senior years while enrolled in a teacher education program, as well as when enrolled in a Master of Arts in Teaching program;
- base loan eligibility for the freshman and sophomore years solely on a declared intent to seek a teacher education degree;
- for future loan program participants, provide loan forgiveness to all who go on to teach in a SC public school, regardless of what school they teach in and what subject they teach, and set the loan forgiveness rate at 33.3% for each completed year of teaching;
- provide loan forgiveness at the 33.3% rate for all loan recipients who are currently teaching in a SC public school, regardless of the teacher's subject or school; and
- replace all references to the SC Student Loan Corporation to language referencing an approved vendor.

Based on advice from House and Senate Education Committee staff, the Committee drafted and submitted a legislative proviso to CHE. To date, no action has been taken.

Proviso 1A.82 of the 2019-20 Appropriations Act (SDE EIA) Teacher Loan Program stipulates the following with the funds appropriated for the Teacher Loan Program and with the Revolving Fund in the current year:

- the maximum award for eligible juniors, seniors and graduate students is $7,500 dollars per year and the maximum aggregate loan amount is $27,500.

Appendix A:
Teacher Loan Fund Program

SECTION 59-26-20. Duties of State Board of Education and Commission on Higher Education.

The State Board of Education, through the State Department of Education, and the Commission on Higher Education shall:

(a) develop and implement a plan for the continuous evaluation and upgrading of standards for program approval of undergraduate and graduate education training programs of colleges and universities in this State;

(b) adopt policies and procedures which result in visiting teams with a balanced composition of teachers, administrators, and higher education faculties;

(c) establish program approval procedures which shall assure that all members of visiting teams which review and approve undergraduate and graduate education programs have attended training programs in program approval procedures within two years prior to service on such teams;

(d) render advice and aid to departments and colleges of education concerning their curricula, program approval standards, and results on the examinations provided for in this chapter;

(e) adopt program approval standards so that all colleges and universities in this State that offer undergraduate degrees in education shall require that students successfully complete the basic skills examination that is developed in compliance with this chapter before final admittance into the undergraduate teacher education program. These program approval standards shall include, but not be limited to, the following:

(1) A student initially may take the basic skills examination during his first or second year in college.

(2) Students may be allowed to take the examination no more than four times.

(3) If a student has not passed the examination, he may not be conditionally admitted to a teacher education program after December 1, 1996. After December 1, 1996, any person who has failed to achieve a passing score on all sections of the examination after two attempts may retake for a third time any test section not passed in the manner allowed by this section. The person shall first complete a remedial or developmental course from a post-secondary institution in the subject area of any test section not passed and provide satisfactory evidence of completion of this required remedial or developmental course to the State Superintendent of Education. A third administration of the examination then may be given to this person. If the person fails to pass the examination after the third attempt, after a period of three years, he may take the examination or any sections not passed for a fourth time under the same terms and conditions provided by this section of persons desiring to take the examination for a third time.

Provided, that in addition to the above approval standards, beginning in 1984-85, additional and upgraded approval standards must be developed, in consultation with the Commission on Higher Education, and promulgated by the State Board of Education for these teacher education programs.

(f) administer the basic skills examination provided for in this section three times a year;

(g) report the results of the examination to the colleges, universities, and student in such form that he will be provided specific information about his strengths and weaknesses and given consultation to assist in improving his performance;

(h) adopt program approval standards so that all colleges and universities in this State that offer undergraduate degrees in education shall require that students pursuing courses leading to teacher certification successfully complete one semester of student teaching and other field experiences and teacher development techniques directly related to practical classroom situations;

(i) adopt program approval standards whereby each student teacher must be evaluated and assisted by a representative or representatives of the college or university in which the student teacher is enrolled. Evaluation and assistance processes shall be locally developed or selected by colleges or universities in accordance with State Board of Education regulations. Processes shall evaluate and assist student teachers based on the criteria for teaching effectiveness developed in accordance with this chapter. All college and university representatives who are involved in the evaluation and assistance process shall receive appropriate training as defined by State Board of Education regulations. The college or university in which the student teacher is enrolled shall make available assistance, training, and counseling to the student teacher to overcome any identified deficiencies;

(j) the Commission on Higher Education, in consultation with the State Department of Education and the staff of the South Carolina Student Loan Corporation, shall develop a loan program in which talented and qualified state residents may be provided loans to attend public or private colleges and universities for the sole purpose and intent of becoming certified teachers employed in the State in areas of critical need. Areas of critical need shall include both geographic areas and areas of teacher certification and must be defined annually for that purpose by the State Board of Education. The definitions used in the federal Perkins Loan Program shall serve as the basis for defining "critical geographical areas", which shall include special schools, alternative schools, and correctional centers as identified by the State Board of Education. The recipient of a loan is entitled to have up to one hundred percent of the amount of the loan plus the interest canceled if he becomes certified and teaches in an area of critical need. Should the area of critical need in which the loan recipient is teaching be reclassified during the time of cancellation, the cancellation shall continue as though the critical need area had not changed. Additionally, beginning with the 2000-2001 school year, a teacher with a teacher loan through the South Carolina Student Loan Corporation shall qualify, if the teacher is teaching in an area newly designated as a critical needs area (geographic or subject, or both). Previous loan payments will not be reimbursed. The Department of Education and the local school district are responsible for annual distribution of the critical needs list. It is the responsibility of the teacher to request loan cancellation through service in a critical needs area to the Student Loan Corporation by November first.

Beginning July 1, 2000, the loan must be canceled at the rate of twenty percent or three thousand dollars, whichever is greater, of the total principal amount of the loan plus interest on the unpaid balance for each complete year of teaching service in either an academic critical need area or in a geographic need area. The loan must be canceled at the rate of thirty-three and one-third percent, or five thousand dollars, whichever is greater, of the total principal amount of the loan plus interest on the unpaid balance for each complete year of teaching service in both an

academic critical need area and a geographic need area. Beginning July 1, 2000, all loan recipients teaching in the public schools of South Carolina but not in an academic or geographic critical need area are to be charged an interest rate below that charged to loan recipients who do not teach in South Carolina.

Additional loans to assist with college and living expenses must be made available for talented and qualified state residents attending public or private colleges and universities in this State for the sole purpose and intent of changing careers in order to become certified teachers employed in the State in areas of critical need. These loan funds also may be used for the cost of participation in the critical needs certification program pursuant to Section 59-26-30(A)(8). Such loans must be cancelled under the same conditions and at the same rates as other critical need loans.

In case of failure to make a scheduled repayment of an installment, failure to apply for cancellation of deferment of the loan on time, or noncompliance by a borrower with the intent of the loan, the entire unpaid indebtedness including accrued interest, at the option of the commission, shall become immediately due and payable. The recipient shall execute the necessary legal documents to reflect his obligation and the terms and conditions of the loan. The loan program, if implemented, pursuant to the South Carolina Education Improvement Act, is to be administered by the South Carolina Student Loan Corporation. Funds generated from repayments to the loan program must be retained in a separate account and utilized as a revolving account for the purpose that the funds were originally appropriated. Appropriations for loans and administrative costs incurred by the corporation are to be provided in annual amounts, recommended by the Commission on Higher Education, to the State Treasurer for use by the corporation. The Education Oversight Committee shall review the loan program annually and report to the General Assembly.

Notwithstanding another provision of this item:

(1) For a student seeking loan forgiveness pursuant to the Teacher Loan Program after July 1, 2004, "critical geographic area" is defined as a school that:

(a) has an absolute rating of below average or unsatisfactory;

(b) has an average teacher turnover rate for the past three years that is twenty percent or higher; or

(c) meets the poverty index criteria at the seventy percent level or higher.

(2) After July 1, 2004, a student shall have his loan forgiven based on those schools or districts designated as critical geographic areas at the time of employment.

(3) The definition of critical geographic area must not change for a student who has a loan, or who is in the process of having a loan forgiven before July 1, 2004.

(k) for special education in the area of vision, adopt program approval standards for initial certification and amend the approved program of specific course requirements for adding certification so that students receive appropriate training and can demonstrate competence in reading and writing braille;

(l) adopt program approval standards so that students who are pursuing a program in a college or university in this State which leads to certification as instructional or administrative personnel shall complete successfully training and teacher development experiences in teaching higher order thinking skills;

(m) adopt program approval standards so that programs in a college or university in this State which lead to certification as administrative personnel must include training in methods of making school improvement councils an active and effective force in improving schools;

(n) the Commission on Higher Education in consultation with the State Department of Education and the staff of the South Carolina Student Loan Corporation, shall develop a Governor's Teaching Scholarship Loan Program to provide talented and qualified state residents loans not to exceed five thousand dollars a year to attend public or private colleges and universities for the purpose of becoming certified teachers employed in the public schools of this State. The recipient of a loan is entitled to have up to one hundred percent of the amount of the loan plus the interest on the loan canceled if he becomes certified and teaches in the public schools of this State for at least five years. The loan is canceled at the rate of twenty percent of the total principal amount of the loan plus interest on the unpaid balance for each complete year of teaching service in a public school. However, beginning July 1, 1990, the loan is canceled at the rate of thirty-three and one-third percent of the total principal amount of the loan plus interest on the unpaid balance for each complete year of teaching service in both an academic critical need area and a geographic need area as defined annually by the State Board of Education. In case of failure to make a scheduled repayment of any installment, failure to apply for cancellation or deferment of the loan on time, or noncompliance by a borrower with the purpose of the loan, the entire unpaid indebtedness plus interest is, at the option of the commission, immediately due and payable. The recipient shall execute the necessary legal documents to reflect his obligation and the terms and conditions of the loan. The loan program must be administered by the South Carolina Student Loan Corporation. Funds generated from repayments to the loan program must be retained in a separate account and utilized as a revolving account for the purpose of making additional loans. Appropriations for loans and administrative costs must come from the Education Improvement Act of 1984 Fund, on the recommendation of the Commission on Higher Education to the State Treasurer, for use by the corporation. The Education Oversight Committee shall review this scholarship loan program annually and report its findings and recommendations to the General Assembly. For purposes of this item, a 'talented and qualified state resident' includes freshmen students who graduate in the top ten percentile of their high school class, or who receive a combined verbal plus mathematics Scholastic Aptitude Test score of at least eleven hundred and enrolled students who have completed one year (two semesters or the equivalent) of collegiate work and who have earned a cumulative grade point average of at least 3.5 on a 4.0 scale. To remain eligible for the loan while in college, the student must maintain at least a 3.0 grade point average on a 4.0 scale.

1A.6.   (SDE-EIA: CHE/Teacher Recruitment) Of the funds appropriated in Part IA, Section 1, VIII.E. for the Teacher Recruitment Program, the South Carolina Commission on Higher Education shall distribute a total of ninety-two percent to the Center for Educator Recruitment, Retention, and Advancement (CERRA-South Carolina) for a state teacher recruitment program, of which at least seventy-eight percent must be used for the Teaching Fellows Program specifically to provide scholarships for future teachers, and of which twenty-two percent must be used for other aspects of the state teacher recruitment program, including the Teacher Cadet Program and $166,302 which must be used for specific programs to recruit minority teachers: and shall distribute eight percent to South Carolina State University to be used only for the operation of a minority teacher recruitment program and therefore shall not be used for the operation of their established general education programs. Working with districts with an absolute rating of At-Risk or Below Average, CERRA will provide shared initiatives to recruit and retain teachers to schools in these districts. CERRA will report annually by October first to the Education Oversight Committee and the Department of Education on the success of the recruitment and retention efforts in these schools. The South Carolina Commission on Higher Education shall ensure that all funds are used to promote teacher recruitment on a statewide basis, shall ensure the continued coordination of efforts among the three teacher recruitment projects, shall review the use of funds and shall have prior program and budget approval. The South Carolina State University program, in consultation with the Commission on Higher Education, shall extend beyond the geographic area it currently serves. Annually, the Commission on Higher Education shall evaluate the effectiveness of each of the teacher recruitment projects and shall report its findings and its program and budget recommendations to the House and Senate Education Committees, the State Board of Education and the Education Oversight Committee by October first annually, in a format agreed upon by the Education Oversight Committee and the Department of Education.

With the funds appropriated CERRA shall also appoint and maintain the South Carolina Teacher Loan Advisory Committee. The Committee shall be composed of one member representing each of the following: (1) Commission on Higher Education; (2) State Board of Education; (3) Education Oversight Committee; (4) Center for Educator Recruitment, Retention, and Advancement; (5) South Carolina Student Loan Corporation; (6) South Carolina Association of Student Financial Aid Administrators; (7) a local school district human resources officer; (8) a public higher education institution with an approved teacher education program; and (9) a private higher education institution with an approved teacher education program. The members of the committee representing the public and private higher education institutions shall rotate among those intuitions and shall serve a two-year term on the committee. The committee must be staffed by CERRA, and shall meet at least twice annually. The committee's responsibilities are limited to: (1) establishing goals for the Teacher Loan Program; (2) facilitating communication among the cooperating agencies; (3) advocating for program participants; and (4) recommending policies and procedures necessary to promote and maintain the program.

Appendix C: Teacher Loan Program Proviso

2019-20 Appropriation Act

SC Teachers Loan Program

lA.82. (SDE-EIA: Teacher Loan Program) With the funds appropriated for the Teacher Loan Program and with funds in the revolving fund, in the current fiscal year the annual maximum award for eligible juniors, seniors and graduate students Is $7,500 per year and the aggregate maximum loan amount is $27,500.

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.

South Carolina Accountability Advisory Committee (AAC)

Meeting #1 Notes – February 24, 2020, 10am to 4pm

Welcome and Kick-Off

John Payne from the South Carolina Department of Education (SCDE) and Rainey Knight from the Education Oversite Committee (EOC) opened the meeting by welcoming the attendees. All meeting attendees, including the 13 members of the Accountability Advisory Committee (AAC)[1], introduced themselves. [Appendix A](#) shows the AAC members and their attendance at this meeting.

Purpose and Process

Leslie Keng from the Center for Assessment (the Center) shared about the legislative mandate (in section 59-180-910 of the South Carolina Code of Law) to conduct a cyclical review of South Carolina's accountability system, which led to the convening of this committee by the SCDE and the EOC. This process will culminate in an accountability framework report by the end of the year that outlines the findings and recommended actions by the AAC to improve South Carolina's accountability system and to accelerate improvements in student and school performance. The committee will meet five times (3 in-person, 2 via webinar) during 2020. The report will be developed iteratively over the course of the committee meetings. Leslie also outlined suggested group norms for the committee discussions and interactions.

Review of Current System

Dana Yow from the EOC and John Payne from the SCDE gave a high-level overview of the current South Carolina accountability system. The state's vision for its education system is encapsulated in the *Profile of the South Carolina Graduate*. The Profile outlines the world-class knowledge, world-class skills, and life and career characteristics necessary for children and the state to be successful in the global marketplace. The current accountability system focuses on meeting the world-class knowledge component of the Profile but does not address the world-class skills and life and career characteristics. A distinction was made between the federal (ESSA) and state accountability requirements for the accountability system. Descriptions of the accountability indicators and measures were also provided, followed by a review of recent performance data, specifically on the National Assessment of Educational Progress (NAEP).

Accountability Foundations

Chris Domaleski from the Center provided an overview of the fundamental elements and characteristics of comprehensive accountability systems of accountability systems. His

---

[1] A 14th committee members joined the meeting after lunch for the committee discussions.

presentation also emphasized the central role of a theory of action, designing from policy priorities, and acknowledging constraints (e.g. ESEA requirements, resources etc.) that states face when designing and implementing their accountability systems.

Identify Goals and Priorities

Committee members were divided into four groups of 3-4 members to discuss the following questions:
- What are the most important purposes of a state accountability system?
- How should results of the state system be used to improve performance?
- What elements or characteristics of the current system do not work well? Why?
- What, if anything, should be added, removed, or changed with respect to the current accountability system? Why?

Each group then reported out on their responses to the discussion questions.

Group 1
- The purpose of a state accountability system is to help students become productive and contributing members of society that is captured in the *Profile of the South Carolina Graduate*.
- A holistic approach is needed to ensure that students are ready for postsecondary (college and career) opportunities. Equity is important.
- The group acknowledged that measuring trans-academic skills, such as the world-class skills and life and career characteristics in the Profile, may be difficult but not impossible.
  - The focus on social emotional learning skills at early childhood, for example, has shown to be effective in preparing young students for reading and ultimately earning potential.
- The group feels strongly about the results from the accountability system should drill down by demographics to signal areas of improvement for college readiness, particularly for traditionally underserved student groups.
- The current system lacks actionable information and there is the ability to bury important outcomes.

Group 2
- The purpose of a state accountability system should be to
  - fulfill legislative requirements,
  - report actionable outcomes to stakeholders,
  - motivate and communicate about progress,
  - identify high performing citizens
  - promote equity,

- o spotlight areas of improvement,
  - o be a catalyst for consistency to/for continuous improvement,
  - o determine how to improve schools and signal what they are doing well,
  - o compare the state's performance with the nation, and
  - o measure readiness for college/careers/citizenship.
- Results of the state system should be used to improve performance by
  - o identifying success and sharing with others,
  - o informing equitable funding,
  - o sharing metrics with teachers, administrators, etc.,
  - o supporting curriculum design,
  - o knowing where individual students are,
  - o helping develop strategies ("wraparound service")
- Elements of the current system that are not working include
  - o the student engagement survey,
  - o elementary and middle school rankings are based 90% on test scores (SC Ready)
  - o scale (is 100% possible?), and
  - o high performing schools tend to be "lottery" schools
- Elements of the system that are working but needs improvement include
  - o the growth model (improvements/adjustments needed),
  - o engagement indicator and/or metric,
  - o elementary and middle report ("citizenship reporting"),
  - o measure characteristics of leadership,
  - o instruction on personal finance, project management skills at the elementary and middle school level, and
  - o creativity and innovation discouraged by test scores/metrics.

Group 3

- The purpose of a state accountability system should be to measure where we are and where we are going.
- Results of the state system should be used to identify areas that are thriving and use those areas to create action plans for growth.
- Elements of the current system that are not working include the student climate/environment surveys as they do not authentically represent the student's perspective.
- There were concerns about the unintended and potentially inequitable consequences of overall school ratings. Assigning a "failing" school rating can be demotivating for teachers who are putting in extraordinary efforts to help students. Yet their efforts are not being acknowledged. This is in contrast to teachers in higher performing schools who may not need to expend as much effort but appear to be yielding better outcomes.

Group 4

- The purpose of a state accountability system should be to push students to the highest levels and inform the directing of resources.
- Results of the state system should be used to determine whether schools are meeting the goals articulated in the *Profile of the South Carolina Graduate*, and to measure the growth of students.
- Area of improvement in the current state system include bridging the gap between graduation rates and knowledge/skills attainment and examining the measures of college and career readiness.
- The group would like the state system to report wrap around supports, examine longitudinal impact, establish research system, include measures for world-class skills and life and career characteristics, track post-graduation metrics.

Common themes observed across the groups' discussions include:
- All groups emphasized the importance of ensuring the state accountability system is tied to college and career readiness as expressed in the *Profile of the South Carolina Graduate*. The current model may not be sufficiently broad to capture all components, especially measures of world-class skills and life and career characteristics and the various pathways to success.
- Another fundamental design priority for the accountability system is to promote equity by considering factors such as:
  - signaling of gaps in access and equity across the state with respect to both academic performance and the broader set of skills needed for success in the 21st century economy
  - providing more supports to schools to improve the conditions for success
- Accountability reporting and supports can be improved by strategies such as:
  - enhancing the scope, clarity, and utility of information provided to stakeholders
  - explore reports for indicators that provide more 'along-the-way' information about risk factors earlier
  - consider how the state can facilitate the sharing of promising practices for school improvement
- Higher priority elements of the current system that should be reviewed and potentially changed include:
  - the design and/or administration of the student engagement survey.
  - the current methodology for calculating and reporting academic growth.

School Profile Exercise

Committee members were asked to evaluate hypothetical school profiles and individually rate them. The school profiles are shown in Appendix B. A summary of the ratings given by the 14 committee members is shown in the graph below.

Which schools should be evaluated most favorably?
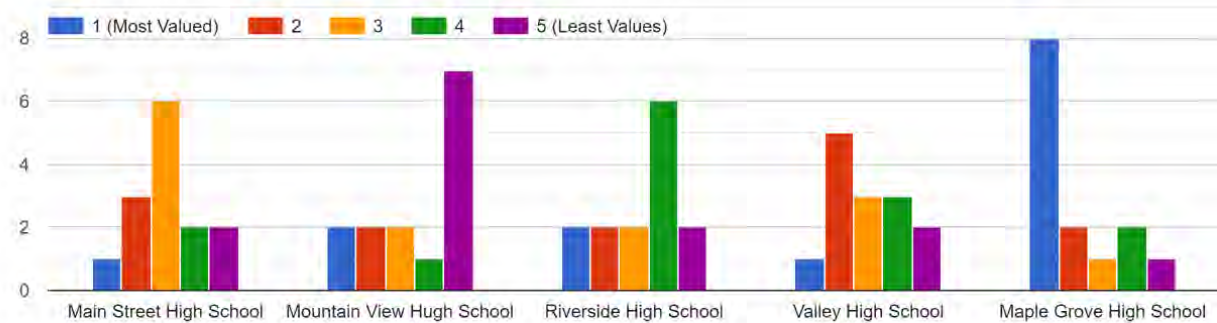
In sharing the rationale for their ratings, committee members who prioritized Maple Grove High School indicated that it was because of how they prepared students for careers and instructed on important life skills. Members that preferred Riverside High School cited how they valued engagement over academics, and placed emphasis on producing well-rounded students. Proponents of Mountain View High School wondered why the committee did not value engagements in the arts. Several committee members acknowledged that it can be difficult to distinguish what features and characteristics of schools should be values as a parent vs. as a professional. The committee agreed that one of the challenges of this process will be to clearly prioritize what is important – what to celebrate at each school and what to value in each individual student.

Planning and Review

The meeting concluded with a round robin sharing during which committee members were invited to share priorities for research and discussion items at future meetings. The list of priorities shared included:
- Meaningful continuous improvement,
- Inclusion of cultural competency in the accountability system,
- Prioritize college and career readiness ("list of nine"),
- Emphasis on growth (mentioned by several committee members),
- Improvement at the early childhood/elementary education level,
- Better focus on world-class skills and life and career characteristics in the Profile,
- Clearer signal and better communication about accountability outcomes,

- Involvement of others in the field as part of the cyclical review process,
- Improvement of student engagement survey (mentioned by several committee members),
- Integration of the Profile with the state system,
- Emphasis on citizenship skills,
- Better alignment across K-12,
- Improved balance between achievement and growth,
- Consistency/coherence of elements in the state system,
- Tie in of accountability measures to national data,
- Engagement of the community and improved communication, and
- Validity of accountability measures.

For the next AAC meeting, the committee tentatively agreed to Tuesday. May 5th in Columbia, South Carolina. The SCDE and EOC will notify the committee members once the date is confirmed.

Appendix A: South Carolina 2020 AAC Membership

Committee Member	Group Representation	Present on 2/24
Molly Spearman	State Superintendent	Yes
Melanie Barton	Governor or designee	
Cynthia Downs	State Board of Education	Yes
Brian Newsome	EOC, principal, parent	Yes
Jessica Jackson	Business representative (Boeing)	Yes
Michele Pridgen	Business representative (Honda)	
Jo Anne Anderson	Community member	Yes
J.T. McLawhorn	Community member	Yes
Chandra Jefferson	Educator: classroom teacher	Yes
Neil Vincent	Educator: district superintendent	Yes
Sandy Brossard	Educator: district instructional leader	Yes
Takesha Pollock	Parent	Yes
Ian Feigel	Parent	Yes
Wanda Hassler	Local school board member (Darlington County)	Yes
Hope Rivers	Higher Education representative	Yes
Georgia Mjarten	Early Childhood education representative	Yes

Appendix B: Schools in the School Profile Exercise

<u>Main Street High School</u>
Main Street High School serves a diverse population of students, many of whom are economically disadvantaged.   Scores on state tests and graduation rates have traditionally been among the lowest in the state. In recent years, however, academic performance has risen substantially for all student groups, but especially for students in traditionally lower performing groups, such as students in poverty and students with disabilities.   While overall proficiency rates, graduation rates, and college-going rates remain relatively low for Main Street High School compared to other schools in the state, growth and improvement on each of these measures are among the highest and achievement gaps are closing rapidly and substantially.

<u>Mountain View High School</u>
Mountain View High School is traditionally one of the highest performing schools with respect to state tests. Nearly 100% of the students score proficient or advanced on state tests and the students are among the highest performers on tests used for college admissions (e.g. SAT and ACT). Graduation rates are high and most students enroll in four year colleges after graduation. The school serves a stable population of students and few are economically disadvantaged. Academic performance has been relatively stable over the years with little improvement or growth.

<u>Riverside High School</u>
Leaders at Riverside High School work hard to establish a strong relationship with parents and the community and they have been very successful. The school has cultivated thriving partnerships with local businesses and civic organizations, many of whom contribute to learning experiences for the students. Parents are very active with school programs and have established a model partnership with school leaders.   School climate surveys consistently show very high satisfaction from students, educators, and parents.   Attendance rates are very high. Drop-out rates are very low. Also, disruptive incidents and/or discipline issues are very rare. Most all educators and students have a positive attitude and parents report particularly high satisfaction with the civility, caring, and 'student centered' focus at the school.

<u>Valley High School</u>
Valley High School is known for creating broad and enriching opportunities for academic growth and whole student development in multiple areas. For example, the school has a top-tier creative and performing arts programs offering students wide-ranging opportunities in art, music, and drama.   Additionally, the school values service and civic engagement and most all students volunteer in the community and are active in service organizations. In fact, the school is well-known for having a high-participation in a program that requires a 'capstone project' of every student before graduation. The project gives students an opportunity to develop and demonstrate

skills such as leadership, service, and creativity such as by completing a research study or designing and implementing a project to address a real world issue.

<u>Maple Grove High School</u>
Maple Grove High School has a strong focus on preparing students for college and careers. They have established strong partnerships with post-secondary institutions and the business community. As a result, many students participate in AP, IB, or dual enrollment courses and earn college credit prior to graduation. Also, Maple Grove has created great opportunities for students to complete an internship in an area of interest such as journalism, technology, healthcare, or finance. In fact, most students complete a career pathway at Maple Grove and earn an industry certification prior to graduation.   The school reports above average graduation rates and college-going rates.

South Carolina Accountability Advisory Committee (AAC)

Meeting #2 Notes – May 5, 2020, 1pm to 4pm ET

Webinar Recording

A recording of the webinar is available at: https://us02web.zoom.us/rec/share/-cMtP63p_FtLGIXSwh_dWoUzEMPPT6a81iIe__dfxB0mcMzduIsonoe47bpSh-Hx (Password: 6A$9d3h=)
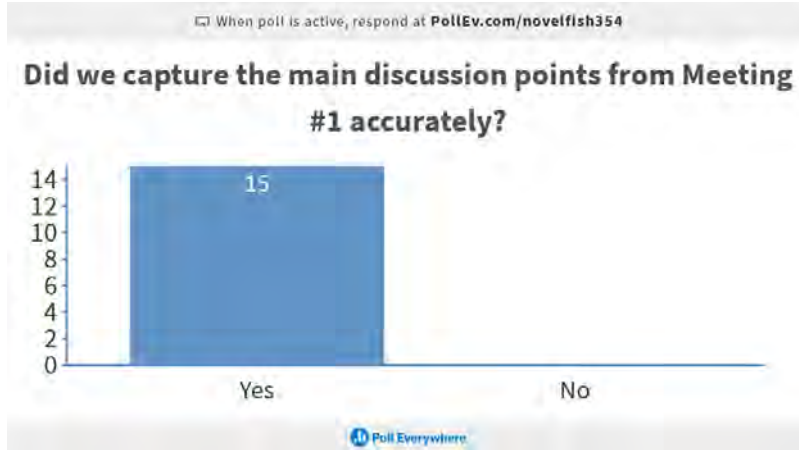
Welcome and Overview

Chris Domaleski from the Center for Assessment (the Center) started the webinar by confirming the attendees, giving an overview of the meeting agenda, and reminding everyone about the charge and focus of the committee. A total of 12 members of the Accountability Advisory Committee (AAC) were in attendance for all or part of webinar. [Appendix A](#) shows the AAC members in attendance.
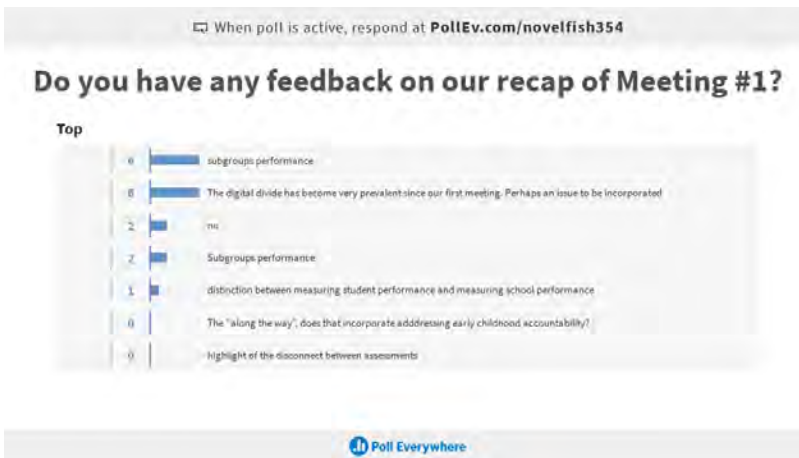
Matthew Ferguson from the Education Oversight Committee (EOC) and John Payne from the South Carolina Department of Education (SCDE) welcomed the committee members and expressed gratitude for their participation. They provided a "state of the state" update in light the disruptions due to COVID-19. There has been a tremendous response by the field at both the state and local levels to support students and their families during this crisis. The United States Department of Education gave South Carolina approval to suspend testing and waive accountability requirements for 2020. The EOC also approved the suspension of report card ratings for 2020. They acknowledged that there are still many unknowns about what 2020-2021 will look like for learning, assessment, and accountability. They emphasized why this committee's work is so timely and important – it has an opportunity to reimagine what is possible for students in South Carolina.

Goals and Design Priorities

Leslie Keng from the Center for Assessment introduced the online polling tool, Poll Everywhere, that would be used to collect input and feedback from committee members during the webinar. He then provided a recap of the key discussion questions and common themes observed across the committee's discussions from the first meeting in February. A draft of the minutes from the February meeting was included as part of the committee's pre-meeting reading materials. The committee was asked to review and provide feedback on the minutes. Through the online poll, the committee unanimously approved the minutes.

When poll is active, respond at PollEv.com/novelfish354

Did we capture the main discussion points from Meeting #1 accurately?

There was consensus that the committee's input on how the accountability system's role of helping to identify gaps in equity and access should be highlighted. This included differences in subgroup performance and the digital divide, which has become more prevalent because during the COVID-19 disruptions.

When poll is active, respond at PollEv.com/novelfish354

Do you have any feedback on our recap of Meeting #1?

Mr. Keng then shared a proposed outline of South Carolina's Accountability Framework Report, which will be the final work product of the committee's cyclical review (per section 59-18-910 of the South Carolina Code of Law.) An annotated version of the outline was provided to the committee members as part of the pre-meeting reading materials. In general, the committee felt that the report outline was workable and comprehensive.
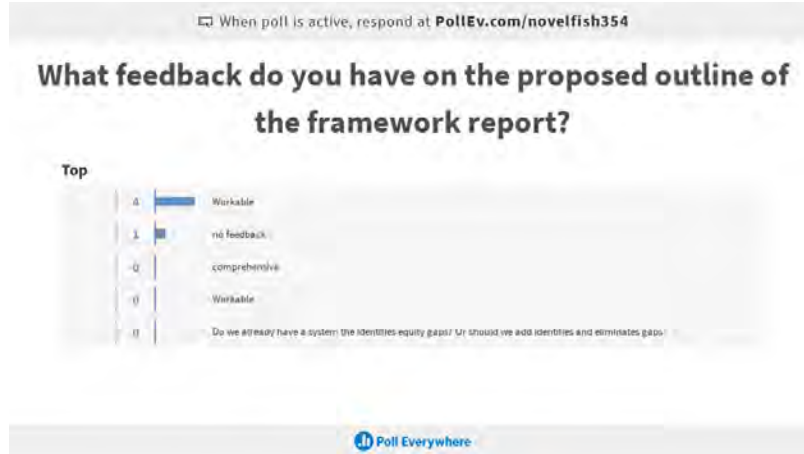
Based on the common themes from the discussion at the first meeting, the committee was presented with the following preliminary goal statement for the state's accountability system:

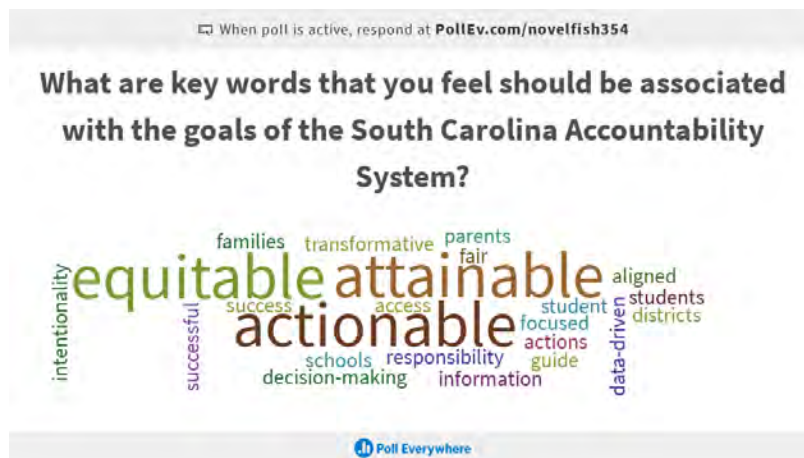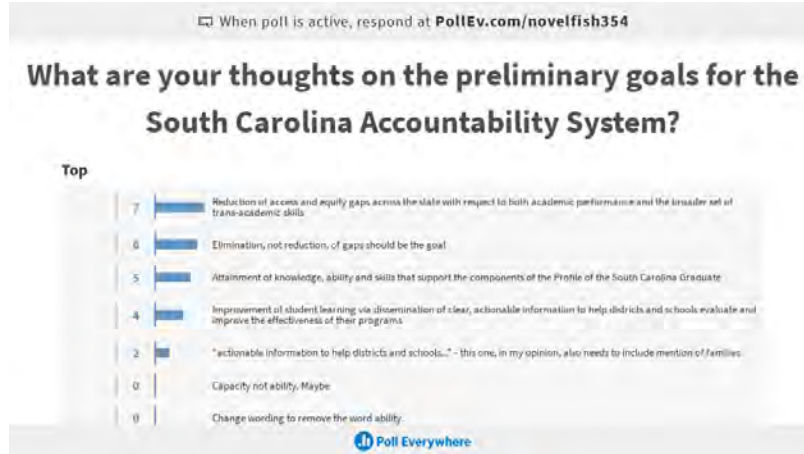*The South Carolina Accountability System should both reflect and incent:*

- *attainment of knowledge, ability and skills that support the components of the Profile of the South Carolina Graduate,*
- *reduction of access and equity gaps across the state with respect to both academic performance and the broader set of trans-academic skills, and*
- *improvement of student learning via dissemination of clear, actionable information to help districts and schools evaluate and improve the effectiveness of their programs.*

The committee was asked about their thoughts on this goal statement and for key words that they feel should be associated with the goals of the South Carolina Accountability System. Most committee members agree that the goal statement was appropriate. A couple of suggestions that resonated with several committee members included:

- The second bullet in the goal statement should say "elimination" and not "reduction" of access and equity gaps.
- The third bullet in the goal statement should include "families" in addition to districts and schools to whom actionable information is disseminated.

Some of the prominent key words that the committee members associated with the South Carolina accountability system included: equitable, attainable, and actionable.

Mr. Keng reminded the committee about the importance of articulating design principles and considering design priorities for the accountability system. A virtual webinar setting, however, is not conducive to the highly interactive and deep discussions that these topics entail. The plan is to expand on these topics more fully at a future in-person meeting.

When poll is active, respond at **PollEv.com/novelfish354**

What are your thoughts on the preliminary goals for the South Carolina Accountability System?

Top

7	Reduction of access and equity gaps across the state with respect to both academic performance and the broader set of trans-academic skills
6	Elimination, not reduction, of gaps should be the goal
5	Attainment of knowledge, ability and skills that support the components of the Profile of the South Carolina Graduate
4	Improvement of student learning via dissemination of clear, actionable information to help districts and schools evaluate and improve the effectiveness of their programs
2	"actionable information to help districts and schools..." - this one, in my opinion, also needs to include mention of families
0	Capacity not ability. Maybe
0	Change wording to remove the word ability.

Poll Everywhere

When poll is active, respond at **PollEv.com/novelfish354**

What are key words that you feel should be associated with the goals of the South Carolina Accountability System?

families transformative parents fair
equitable attainable aligned students districts
intentionality success access student focused
actionable actions
successful schools responsibility guide data-driven
decision-making information

Poll Everywhere

Promoting Post-Secondary Readiness and Student Success

After a short break, Chris Domaleski from the Center reviewed the indicators and reports in the current accountability system by mapping them to the three main elements in the Profile of the South Carolina Graduate. He also noted additional components in the current system that are not part of a school's accountability rating and highlighted potential measure or inputs that could help fill the gaps in the current system. The committee members were asked whether they felt the proposed mapping of Profile elements to the current system was reasonable and to suggest other gaps or issues that warrant consideration for the accountability system. The committee unanimously agreed that the mapping was reasonable and provided several suggestions for further consideration. The most prominent one was on apprenticeships, which one member distinguished from the work-based learning program component in the current system.

Do you think the 'mapping' of the Profile elements and the current system is reasonable?

What other gaps/issues should we mark for further consideration?
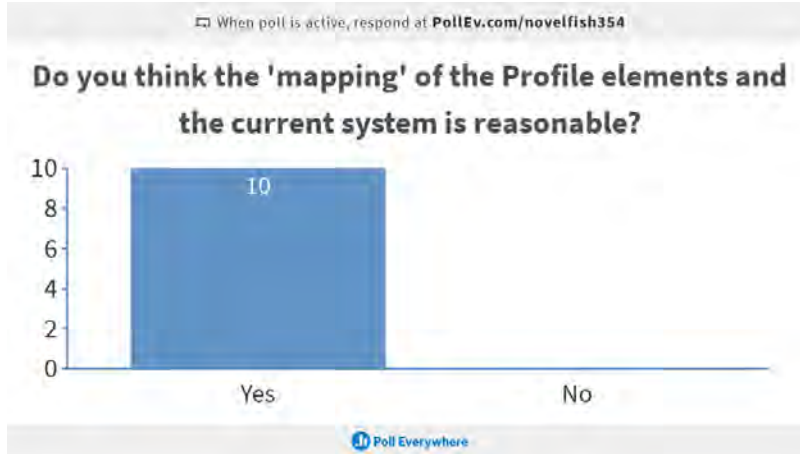
Next, Mr. Domaleski gave a summary of selected research on postsecondary readiness and student success in the context of accountability systems. He also provided a scan of how states have incorporated college and career readiness measures and school quality student success (SQSS) indicators into their accountability systems and shared specific examples from several states, including New Hampshire, Wyoming, Connecticut, Georgia, and Illinois. He concluded that while there is still room for improvement, compared to other states, South Carolina's system stands among the more broad and innovative state accountability models. The committee members were asked if they had any questions or feedback on the research and state examples. They were also asked to suggest improvement or changes to the current model that should be explored to better reflect the profile. The committee's suggestions included:

- Piloting changes and setting a way to measure the effect.
- Appropriately measuring student engagement.
    - One committee member shared his reflection on how the existing student engagement survey seemed to be more a measure of school compliance (in taking the online survey) than a true measure of student engagement.
    - One committee member questioned whether most in the field understood what "student engagement" meant.

5

- o Another committee member noted that gaps in equity and access could be a problem or barrier to engagement.
  - o The Center agreed to bring example of how other states measure student engagement.
- Use of formative assessments.
- More options (menu approach), including multiple options for measuring student engagement.
- Trans-academic skills.
  - o One committee expressed concerns that the system still does not appropriately capture the world class skills and life and career characteristics in the Profile.
  - o A couple of committee members pointed that some districts are using capstone activities, such as a showcase or demonstration, that may be worth considering.
  - o One committee member, however, questioned whether the accountability system cab hold schools accountable for something that is not required of by a student, such as a capstone demonstration, for graduation.
  - o The Center agreed to bring examples of capstone measures to a future meeting

Next Steps

The webinar concluded with a summary of the follow-up action items after the meeting. The committee members will be asked to provide feedback on the meeting minutes (i.e., this document) and draft Accountability Framework Report that the Center will send out. The EOC plans to send out a survey to the field to collect input on the current accountability system. The survey results will be shared with the committee at a future meeting. Finally, the committee was asked to stay tuned for more information about the next meeting, which is planned for the summer. Mr. Ferguson from the EOC and Mr. Payne from the SCDE thanked the committee for their participation and the webinar was adjourned.

Appendix A: South Carolina 2020 AAC Membership

Committee Member	Group Representation	Present on 5/5
Molly Spearman	State Superintendent	
Melanie Barton	Governor or designee	
Cynthia Downs	State Board of Education	Yes
Brian Newsome	EOC, principal, parent	Yes
Jessica Jackson	Business representative (Boeing)	
Michele Pridgen	Business representative (Honda)	
Jo Anne Anderson	Community member	Yes
J.T. McLawhorn	Community member	Yes
Chandra Jefferson	Educator: classroom teacher	Yes
Neil Vincent	Educator: district superintendent	Yes
Sandy Brossard	Educator: district instructional leader	Yes
Takesha Pollock	Parent	Yes
Ian Feigel	Parent	Yes
Wanda Hassler	Local school board member (Darlington County)	Yes
Hope Rivers	Higher Education representative	Yes
Georgia Mjarten	Early Childhood education representative	Yes

<u>**News – For Immediate Release – June 1, 2020**</u>

Year 3 of eLearning pilot program includes 27 new school districts and 16 readiness districts

Columbia, SC – Today, the Education Oversight Committee (EOC) announced that 27 additional school districts have been approved to use eLearning days for school make-up days during the next school year, bringing the total of districts to 42. Additionally, 16 school districts are entering the program as Readiness Districts, interested school districts who are still building the capacity necessary for full implementation of eLearning.

The pilot project, which is entering into Year 3, examines the use of eLearning when schools are forced to close (or separate students from the physical space) for short periods of time, in cases of inclement weather, utility emergencies, out of school suspension or student illness. This year, the EOC is collaborating with the SC Department of Education given the work that the SCDE has done with districts and schools due to the closure of schools in March. SCDE staff has assisted the EOC in choosing the eLearning districts. Both agencies will be providing support and coordinating technical assistance to Year 3 and Readiness Districts.

"The work that has been done over the last two years in the eLearning districts provided a critical foundation for policymakers as all educators and students have adjusted to teaching and learning outside of schools," stated Matthew Ferguson, EOC Executive Director. "We look forward to working with other practitioners to make certain that technology, infrastructure and personnel exist in every district so that all SC students can have access to quality online learning whenever necessary."

The list of eLearning districts is listed below by year of approval. Note that schools within the SC Public Charter School District and the Charter Institute of Erskine are pending approval for Year 3.

Year 1 Districts	Year 2 Districts	Year 3 Districts	Readiness Districts
Anderson 5	Anderson 1	Anderson 4	Allendale
Kershaw	Anderson 2	Barnwell 45	Barnwell 19
Pickens	Anderson 3	Beaufort	Barnwell 29
Spartanburg 1	Berkeley	Calhoun	Clarendon 1
Spartanburg 7	Florence 1	Charleston	Clarendon 2
	Georgetown	Cherokee	Dillon 4

Year 1 Districts	Year 2 Districts	Year 3 Districts	Readiness Districts
	Lexington 2	Chester	Dorchester 4
	Lexington 3	Darlington	Jasper
	York 2	Dorchester 2	Marion
	York 3	Fairfield	Marlboro
		Florence 2	Newberry
		Florence 3	Spartanburg 2
		Greenville	Spartanburg 4
		Greenwood 50	Sumter
		Greenwood 51	Union
		Horry	York 4
		Lancaster	
		Laurens 56	
		Lexington 1	
		Lexington 4	
		Lexington/Rich. 5	
		Oconee	
		Richland 1	
		Richland 2	
		Spartanburg 3	
		Spartanburg 5	
		Spartanburg 6	

For the 2020-21 school year, Year 1 and Year 2 Districts will provide direct support and assistance to the Year 3 and Readiness Districts. Additional partners in this work are SC ETV and the State Library.
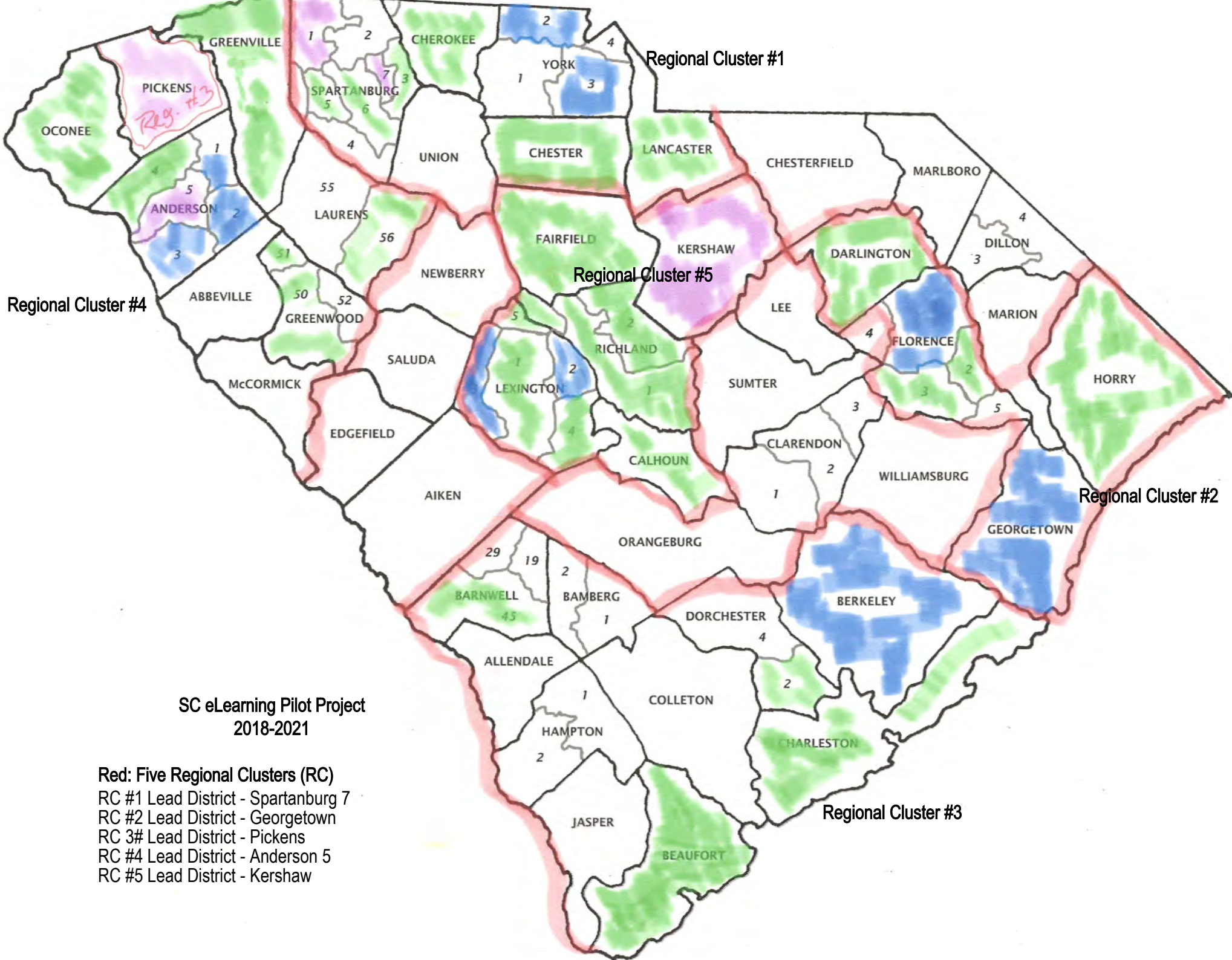
The SC Education Oversight Committee is an independent, non-partisan group made up of 18 educators, business persons, and elected leaders. Created in 1998, the committee is dedicated to reporting facts, measuring change, and promoting progress within South Carolina's education system.

##
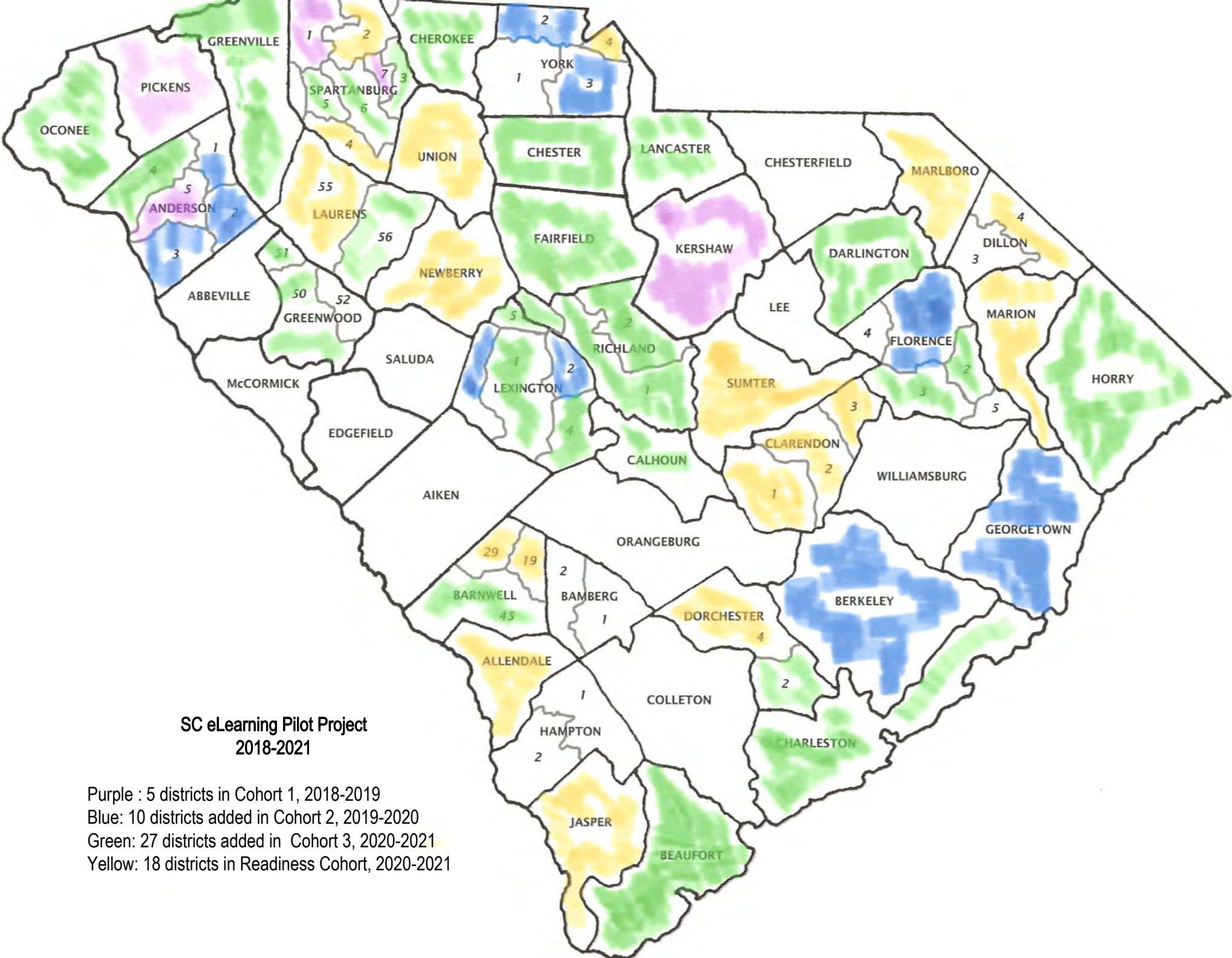
SC eLearning Pilot Project
2018-2021

Purple : 5 districts in Cohort 1, 2018-2019
Blue: 10 districts added in Cohort 2, 2019-2020
Green: 27 districts added in Cohort 3, 2020-2021
Yellow: 18 districts in Readiness Cohort, 2020-2021

Regional Cluster #1

Regional Cluster #5

Regional Cluster #4

Regional Cluster #2

Regional Cluster #3

GREENVILLE
PICKENS
Reg. #3
OCONEE
CHEROKEE
YORK
2
4
1
3
1
2
SPARTANBURG
7
3
5
6
UNION
4
CHESTER
LANCASTER
CHESTERFIELD
MARLBORO
DILLON
4
3
LAURENS
55
1
4
5
ANDERSON
2
3
56
FAIRFIELD
KERSHAW
DARLINGTON
MARION
ABBEVILLE
51
NEWBERRY
LEE
FLORENCE
2
4
50
52
5
3
GREENWOOD
5
1
RICHLAND
2
HORRY
MCCORMICK
SALUDA
2
LEXINGTON
SUMTER
4
3
3
5
1
4
CLARENDON
EDGEFIELD
CALHOUN
2
AIKEN
1
WILLIAMSBURG
GEORGETOWN
ORANGEBURG
29
19
2
BARNWELL
BAMBERG
45
1
DORCHESTER
BERKELEY
4
ALLENDALE
COLLETON
2
1
HAMPTON
CHARLESTON
2
JASPER
BEAUFORT

SC eLearning Pilot Project
2018-2021

Red: Five Regional Clusters (RC)
RC #1 Lead District - Spartanburg 7
RC #2 Lead District - Georgetown
RC 3# Lead District - Pickens
RC #4 Lead District - Anderson 5
RC #5 Lead District - Kershaw

The Cyclical Review of the English Language Arts Academic Standards

As per Section 59-18-350 of the SC Code of Laws, the Education Oversight Committee (EOC) is responsible for reviewing the academic standards for content areas that are assessed by the South Carolina Department of Education (SDE) at least every seven years.

> Section 59-18-350. (A) The State Board of Education, in consultation with the Education Oversight Committee, shall provide for a cyclical review by academic area of the state standards and assessments to ensure that the standards and assessments are maintaining high expectations for learning and teaching. At a minimum, each academic area should be reviewed and updated every seven years. After each academic area is reviewed, report in the recommended revisions much be presented to the Education Oversight Committee and the State Board of Education for consideration. The previous content standards shall remain in effects until the recommended revisions are adopted pursuant to Section 59-18-355. As part of the review, a task force of parent business and industry persons, community leaders, and educators, to include special education teachers, shall examine the standards and assessments system to determine the rigor and relevancy.

In addition, according to Section 59-18-355 of the SC Code of Laws, the EOC staff submitted a letter to the Governor, General Assembly and Superintendent of Education to inform them of this process.

> Upon initiating a change to an existing standard, including the cyclical review, the Education Oversight Committee and the Department of Education shall provide notice of they plans and intent to the General Assembly and o the Governor.

The current English language arts (ELA) academic standards were reviewed by the EOC and approved in 2014. The South Carolina State Board of Education (SBE) approved these academic standards in 2015.

The EOC staff will complete the review of the 2015 ELA academic standards in two parts. A panel of national reviewers will assess the 2015 ELA standards. This panel will provide the EOC staff with the strengths and weaknesses of the standards as well as recommendations for improvements to these standards.

The national and state level reviews will be conducted during the spring, summer and fall of 2020.

In addition to the national reviewers, the EOC will create a panel of state reviewers who will conduct a similar review of the 2015 English language arts standards. This panel will draw from nominations the EOC staff received from district superintendents, instructional leaders, classroom teachers, the EOC members, the SBE, the House of Representatives Education and Public Works Committee and the Senate Education Committee. The state panel will represent English language arts teachers, teachers of English Learners, exceptional education teachers, and parents, members of the business community.

The EOC staff will submit a compiled review of the English language arts academic standards to the EOC in December 2020 for approval. The document will also be shared with the South Carolina Department of Education (SCDE) as a resource in their review and revision of the ELA standards. Upon completion of the revision of the ELA standards, the revised ELA standards will be submitted to the EOC for approval. The SBE also must approve the revised ELA academic standards.

The Impact of Remote Learning on SC due to COVID-19

a study requested by Sen. Greg Hembree of the SC Education Oversight Committee (EOC)

When the COVID-19 pandemic caused the closure of all SC public schools on March 15, 2020, educators in the state put quick, necessary plans into action to see that children would be taught without the benefit of face-to-face instruction and brick and mortar classrooms. Students began learning through prepared packets of work, online lessons, and some received a blended dose of both.

Anecdotally, parents, students, and educators have expressed concern about learning loss and where students will be academically when they return to school. Preliminary COVID-19 slide estimates suggest dramatic academic losses for some students, particularly those whose families were directly impacted by COVID-19 and those without access to the proper tools to remotely learn. What is the real impact of remote learning on students, families, and educators? What can policymakers learn from this experience to better prepare citizens in the future?

Study Design

- The EOC will conduct a survey of personnel in all SC public schools and independent schools to determine the impact of remote learning. The EOC has worked with 15 school districts on the eLearning Pilot Project over the last two years, building a cadre of "experts" from these districts.
- A public opinion research firm will be consulted to conduct a statewide survey (web and phone) of families and teachers to collect perception data.
- School districts who volunteer to share data with the EOC will allow for collection of Learning Management System (LMS) usage (teachers and students) and student completion data; completion data for student work packets; student assessment data administered by the district (pre-COVID and upon return to school); and allow the EOC to interview administrators and teachers within the district. No districts will be identified in the final report.
- A comprehensive review of national and SC school district policies and strategies to mitigate instructional loss will be conducted.
- A readiness rubric for districts as it relates to remote learning readiness will be proposed.
- The EOC will highlight promising practices among SC teachers, within SC school districts, and in other states.

Study Questions

- What were obstacles and innovations that impacted student learning?
- What was the impact on school finances, to include expenses related to the pandemic as well as potential costs to prepare for future disruptions?
- What are anticipated plans to mitigate lost instructional time?
- What best practices can be gleaned from our state and other states?

SC EDUCATION OVERSIGHT COMMITTEE
Reporting facts. Measuring change. Promoting progress.

Questions about this study should be directed to Matthew Ferguson, EOC Executive Director 803-734-6148; mferguson@eoc.sc.gov

Review of Remote Learning's Impact on Students in South Carolina due to COVID-19 School Closures

Researcher:
Education Oversight Committee (EOC)

Research Resource Partners
South Carolina Department of Education (SCDE)
South Carolina State Board of Education (SCSBE)
South Carolina School Districts (Districts)
South Carolina K-12 School Technology Initiative
(OTHERS…)

Purpose
To provide a review of remote learning's impact on student learning in South Carolina due to the COVID-19 school closures. The review should include the perspective of a variety of stakeholders regarding the opportunities for innovation, lessons learned for future planning, and barriers remaining to the success of this necessary endeavor.

The legislative request specifically directs the following questions be considered:

1. **What were obstacles and innovations that impacted student learning?**
2. **What was the impact on school finances, to include expenses related to the pandemic as well as potential costs to prepare for future disruptions?**
3. **What are anticipated plans to mitigate lost instructional time?**
4. **What best practices can be gleaned from our state and other states?**

Procedures
District applications for SCDE remote learning and EOC eLearning will be reviewed. All South Carolina school districts will be asked to complete a survey related to opportunities and challenges presented by COVID-19. A survey of South Carolina independent schools will be referenced for the impact of COVID-19 on these institutions across South Carolina.[1] A sample of South Carolina districts will be selected to gather additional data such as administration and teacher perspectives on the implementation of remote learning, student formative test data, district financial data, and stories of unsung heroes during the period of COVID 19 school closure. For districts in the sample that utilized a learning management system student and teacher data will be collected regarding usage. A survey of parents and teachers will be commissioned to ascertain perception data across South Carolina.

---

[1] https://palmettopromise.org/wp-content/uploads/2020/05/4-2020-Covid-19-SC-Independent-Schools-Survey-5-6-20-update.pdf

A. DISTRICTS TO BE INTERVIEWED REGARDING REMOTE LEARNING

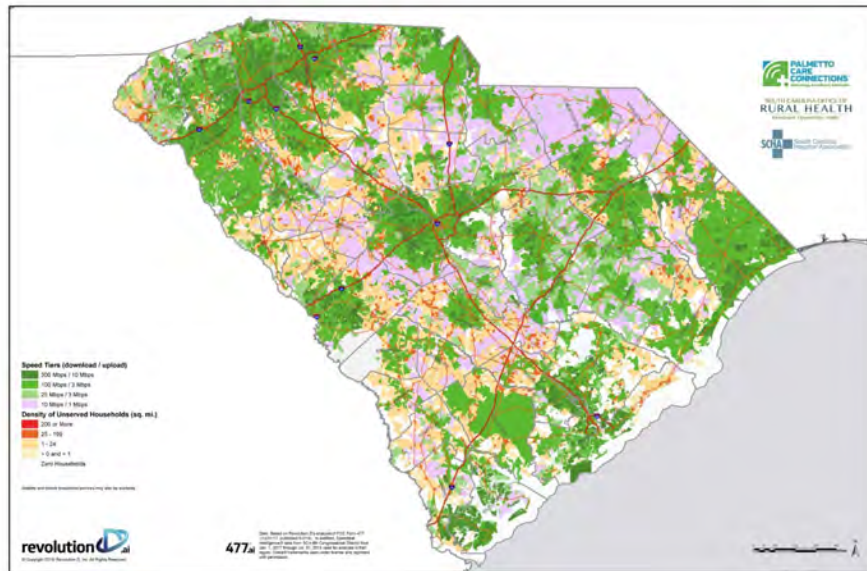| eLearning (19)*	Blended (43)*	Packets (17)*

*Category numbers and district classification based on SCDE classification of remote learning district applications.

B. FACTORS FOR INVESTIGATION
    1. Obstacles and innovations that impacted student learning
        a. Broadband Internet Availability/Access Data
            i. State Level Maps[2]

            ii. District Reported % of students with internet access
           iii. District Reported % of students with broadband access
           iv. District Reported % of students with WIFI access
            v. How does internet availability compare to student access?
           vi. Promising Practice / Recommendation
                1. Highlight/Recommendation: Because of eLearning application, districts include internet access questions to student registration information in PowerSchool. This

---

[2] https://www.palmettocareconnections.org/broadband/maps/

information provided a self-reported baseline for support during period of remote learning.

      vii. HIGHLIGHT State/District best practices to provide internet access to students

1. WIFI enabled school buses
2. Providing mobile hotspots for checkout
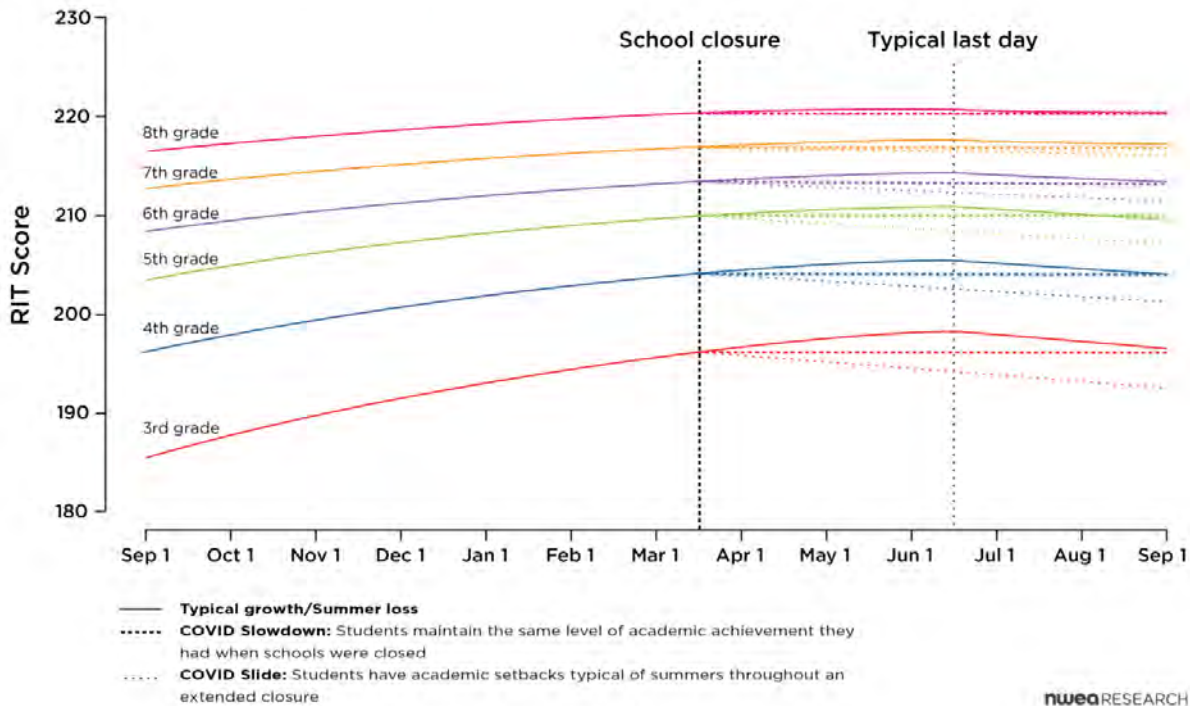3. Highlight private/public partnerships for internet access

b. Student Data

      i. Projected COVID-19 SLIDE[3]

1. Projections anticipate up to a half year loss in ELA and full year loss in Math.
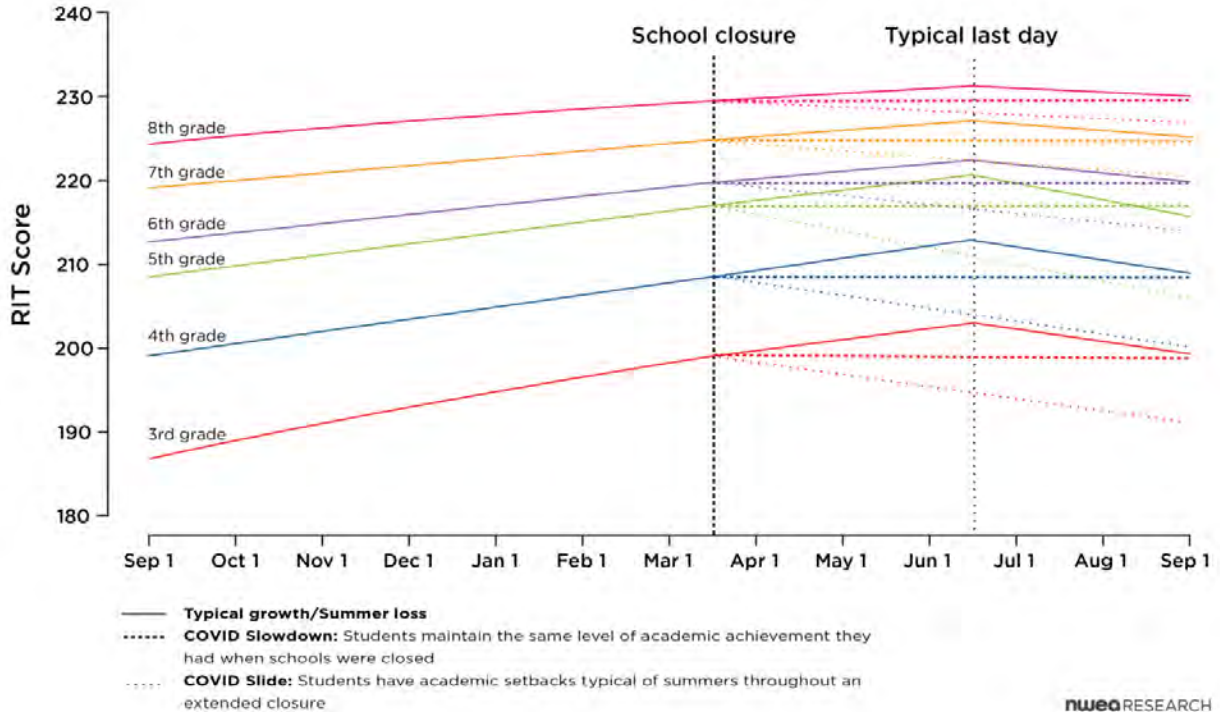
COVID-19 Learning Loss: Reading forecast

Forecasted trajectories for grades 3-8, reading RIT scores based on COVID-19 induced school closures.

Legend:
- Typical growth/Summer loss
- COVID Slowdown: Students maintain the same level of academic achievement they had when schools were closed
- COVID Slide: Students have academic setbacks typical of summers throughout an extended closure

nwea RESEARCH

---

[3] https://ednote.ecs.org/the-covid-19-slide-and-what-it-could-mean-for-student-achievement/?utm_source=ECS+Subscribers&utm_campaign=7d5b2a2b89-Ed_Note_Daily&utm_medium=email&utm_term=0_1a2b00b930-7d5b2a2b89-53602095

COVID-19 Learning Loss: Mathematics forecast

Forecasted trajectories for grades 3-8, math RIT scores based on COVID-19 induced school closures.

Legend:
- **Typical growth/Summer loss**
- **COVID Slowdown:** Students maintain the same level of academic achievement they had when schools were closed
- **COVID Slide:** Students have academic setbacks typical of summers throughout an extended closure

nwea RESEARCH

    ii.   Student Achievement Data
1. *Could you compare Fall formative assessments to prior year in an effort to capture COVID-19 slide?*
2. *What does anticipated growth look like that is both meaningful and relevant?*
3. *How can this data inform instructional decisions?*

    iii.   Student LMS Login Rates during Remote Learning
1. By Grade Level
2. By LMS

    iv.   Student Rate of Assignment Completion during Remote Learning
1. By Grade Level
2. By Delivery Method (eLearning vs Packets)

    v.   Student SURVEY
1. *Is it an option to survey / benchmark students? Focus group?*

    vi.   HIGHLIGHTS
1. District promising practices to connect with students/families not making adequate progress

2. NATIONAL (KENTUCKY) tracking student "participation" through a central data management system so that schools could connect with parents of students who were not interacting with assignments.
c. Teacher Data
    i. Review of State/District expectations for teachers
        1. Availability / Office hours
        2. Minimums for Content by Grade Level
        3. Related Arts / Elective Requirements (Minimums)
        4. Special Area Student Expectations
            a. Special Education
            b. English Language Learners
        5. Grading Expectations
            a. Did they change? If so, how?
    ii. Teacher survey data (SURVEY)
        1. Access to the internet / broadband
        2. Overall Perception of Remote Learning
            a. By Grade Level
            b. By Content Area
        3. Length of time spent daily on remote learning
            a. Preparing assignments
            b. Providing instruction
            c. Providing technology support to students/families
            d. Compare results to usage time as reported by districts per LMS usage data.
        4. Perception of Student Outcomes
            a. Quality of student work during remote learning
            b. Level of student engagement during remote learning
                i. According to an unofficial SCDE survey of teachers, nearly 5% of students have failed to check-in during remote learning. Applied across the state, that would equate to roughly 40,000 students who have failed to hand in a single assignment.[4]
            c. Level of student motivation during remote learning
        5. "Unsung Heroes of Remote Learning" Spotlights
            a. Teachers
            b. Support Staff
            c. Administrators

---

[4] https://www.wbtw.com/news/state-regional-news/falling-behind-nearly-40000-students-failing-to-hand-in-work-in-sc/?fbclid=IwAR3CFtgheUD-vYgC6v9fPQVTWwGKU3pdEkZcQKCn3WYy_KmNvraQ1G-fW1k

       iii.   Highlight Promising Practices for preparing/supporting teachers for remote learning
- 1. Professional Development
  - a. SC DISTRICT HIGHLIGHT: In a South Carolina District, since the move to remote learning, the instructional technology coordinators offered a "lunch and learn" session Monday-Thursday for teachers to support their use of technology during remote learning. This is in addition to robust instructional technology professional development prior to the COVID-19 school closures.
  - b. Weekly Teacher Meetings - to provide real time data on issues / student supports. District able to monitor and adjust based on feedback.
- 2. Technology Resources / Promising Tools
  - a. CHALLENGE: There is a noticeable gap in resources for remote, eLearning in grades K-3. Even of the districts who had one-to-one environments, many did not have as many options at K-3. SCDE and EOC staff have collaborated on a grant application that would provide funding to support the development of robust digital content that could be used K-3 in a remote environment.
  - b. HIGHLIGHTS
    - i. Seesaw for K-2?

d. Parent Perception Data (SURVEY)
- i. Overall Perception of Remote Learning Effectiveness
  - 1. By Grade Level of Student
  - 2. Special Student Populations
- ii. Length of Time to Complete Student Assignments
- iii. Quality of Student Assignments
- iv. Perceptions of Knowing Children as Learners as a result of Remote Learning
- v. Perception of Educators/Education Generally as a result of Remote Learning

e. State / District Practices for Accommodation Special Student Populations
- i. Exceptional Education
  - 1. Speech therapy
  - 2. Occupational Therapy
  - 3. Physical therapy
- ii. Homeless
- iii. English Language Learners
- iv. Highlight Innovative / Promising Practices

2. **Impact on School Finances**
   a. Costs associated with COVID-19[5]: Current / Anticipated Costs
      i. Payroll
      ii. Remote Learning
      iii. Technology
          1. Hardware
          2. Software
      iv. Janitorial Services
      v. Refund of Fees
      vi. Food Services
      vii. Personal Protective Equipment
      viii. Response Efforts
      ix. Preparation Efforts for Fall 2020
3. **Review of Plans to Mitigate Instructional Loss and Anticipated Impact on Fall 2020**
   a. Summer Learning Opportunities
      i. Review of Offerings
      ii. Student Assessment Data
          1. *Can you capture COVID slide in the pretest?*
          2. *How much ground was made up in Summer Camps?*
      iii. Lessons Learned
   b. Anticipated Impact on Schedules
      i. Additional Days
      ii. Extended Days / Weeks
      iii. Year Long Schedule
      iv. Looping
      v. Staggered Start
      vi. Modified Schedules (A/B)
   c. Instructional Implications
      i. Learning Progressions
      ii. MISS plan to focus on ELA/MATH in first 9wks
   d. Assessment Plans
      i. Use of Formative Assessments
      ii. Use of Screeners
   e. State Level Accountability
      i. EOC recommendations about what interim state-level student "readiness" measures could look like, as well as a long term articulation of what "readiness" SHOULD and COULD be in the future and why it matters for student success.

---

[5] Categories based on EBO's Covid-19 Expenditure Estimate Survey

4. PART 2: Review of Promising / Innovative Practices for Remote Learning
    a. eLearning Cohort Lessons
        i. Preparation and planning make a difference in the quality of the migration from digital learning in school to eLearning away from school.
        ii. Successfully separating from the physical school space is based on the foundation of a well-established digital learning environment within the physical classroom. Establishing a Learning Management System (LMS) is a necessity.
    b. Review of South Carolina Promising Practices for Remote Learning
        i.
    c. Review of National Promising Practices for Remote Learning
        i.
    d. Review of Policy Recommendations related to impact of COVID-19
        i. AEI Report[6]
            1. Competency Based Models, rather than seat time
            2. Commit now to 2021 spring assessments
            3. Repurpose spring 2020 assessments into diagnostics assessments for Fall 2020
            4. Explore new methodologies for measuring student growth

---

[6] https://www.aei.org/research-products/report/a-blueprint-for-back-to-school/