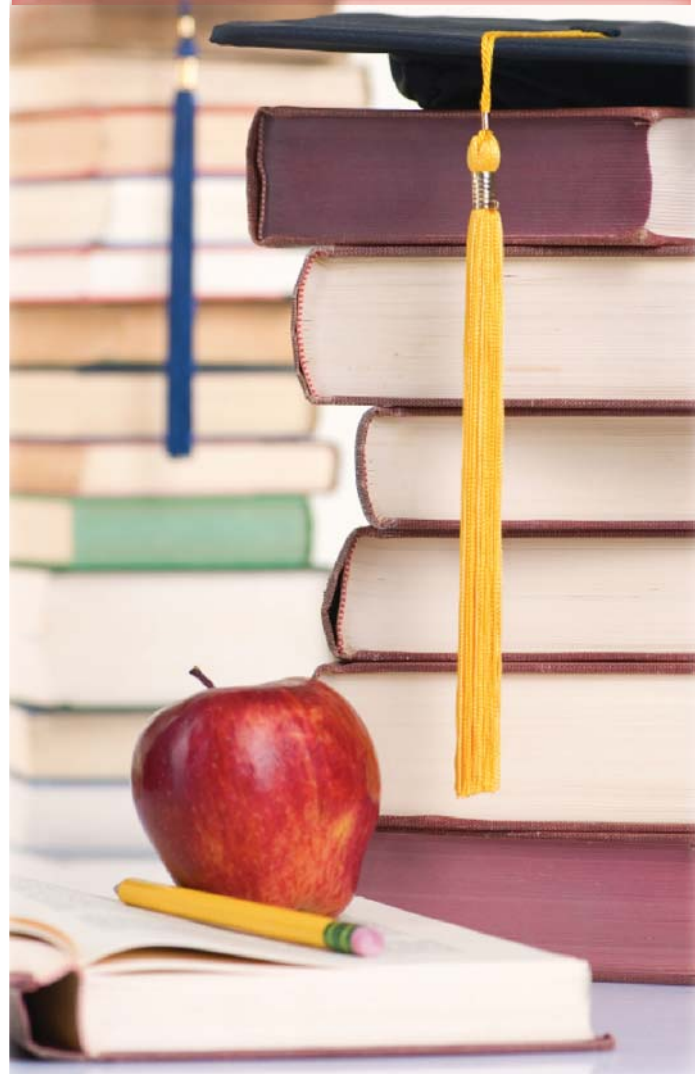




-2011- ANNUAL REPORT



Reporting Facts.
Measuring Change.
Promoting Progress.

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"None of us benefit from the wasted potential of young people we have not educated."

-- Neil Robinson, EOC Chairman

STUDENT/SCHOOL/DISTRICT PERFORMANCE

WHERE ARE WE NOW -- 2010 RELEASE

On December 13, 2010, the Education Oversight Committee released South Carolina's progress toward the 2010 Goal, which states that SC will be in the top half of states by the year 2010. The annual release provides evidence of the accomplishments of SC's students, schools, and the education accountability system.

This year's release also examined SC's progress toward reaching the 2020 Vision, which states that by 2020, all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

South Carolina has made significant progress in some areas, but challenges persist. In 2010, South Carolina's achievement attained the following ranks on the National Assessment of Education Progress (NAEP) tests used as the Nation's Report Card:

- + 4th Grade Reading (2009) -- **39th** *(among all 50 states and the District of Columbia)*
- + 8th Grade Reading (2009) -- **42nd** *(among all 50 states and the District of Columbia)*
- + 4th Grade Math (2009) -- **38th** *(among all 50 states and the District of Columbia)*
- + 8th Grade Math (2009) -- **33rd** *(among all 50 states and the District of Columbia)*
- + 4th Grade Science (2005) -- **32nd** *(among all 50 states and the District of Columbia)*
- + 8th Grade Science (2005) -- **29th** *(among all 50 states and the District of Columbia)*

The data show that SC students still struggle in reading. Within the 2020 Vision, the EOC established a measure of reading proficiency, targeting 95 percent of students scoring Basic and above on NAEP at grades 4 and 8. Data from the 2009 NAEP Reading assessment show that 62 percent of SC 4th graders scored Basic and above; 69 percent of 8th graders did so.

With respect to Advanced Placement tests, South Carolina is in the top half of states, ranking 20th in the nation for participation and 21st in the nation for the percentage of exams scored 3, 4 or 5.

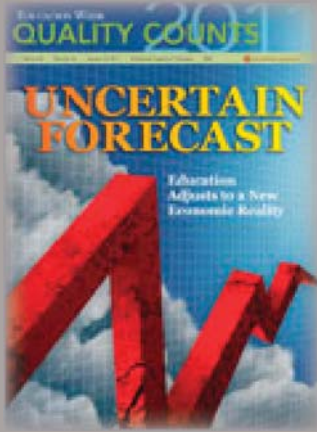
On college admissions tests, although South Carolina's SAT improvement is among the nation's best, scores on both the SAT and the ACT rank SC low among states. SC's ranking on SAT remained 48th in 2010. SC's ranking on the ACT moved from 46th in 2009 to 43rd in 2010.

South Carolina's standing among states on students graduating from high school on-time is highlighted in this year's release. Graduation rate is a measure that historically has been difficult to compare because states have various ways of calculating high school graduation rates. SC is one of 22 states that currently report data using the "compact cohort rate," methodology agreed upon by the nations' governors in 2005. Of the 22 states, SC ranks 14th, ahead of Mississippi, Washington, Rhode Island, North Carolina, Arkansas, Louisiana, Oregon, and New Mexico.

The release also looked at SC's progress in eliminating the achievement gap among groups of students of different racial/ethnic groups and of different economic or disability status. Results continue to show achievement disparities among groups. Large gaps persist between the performance of white students, compared to African American students, as well as between pay-lunch students and students who qualify for free- or reduced-price lunch. The gap between Hispanic students and white students has narrowed in some subject areas and grade levels.



On December 13, 2010, the Education Oversight Committee adopted benchmarks which will be used to gauge progress made toward the 2020 Vision. With the benchmarks, progress expectations are parsed across time.



In the 2011 *Quality Counts* report, South Carolina again earned a perfect score of 100 for standards and school accountability.

QUALITY COUNTS RELEASE

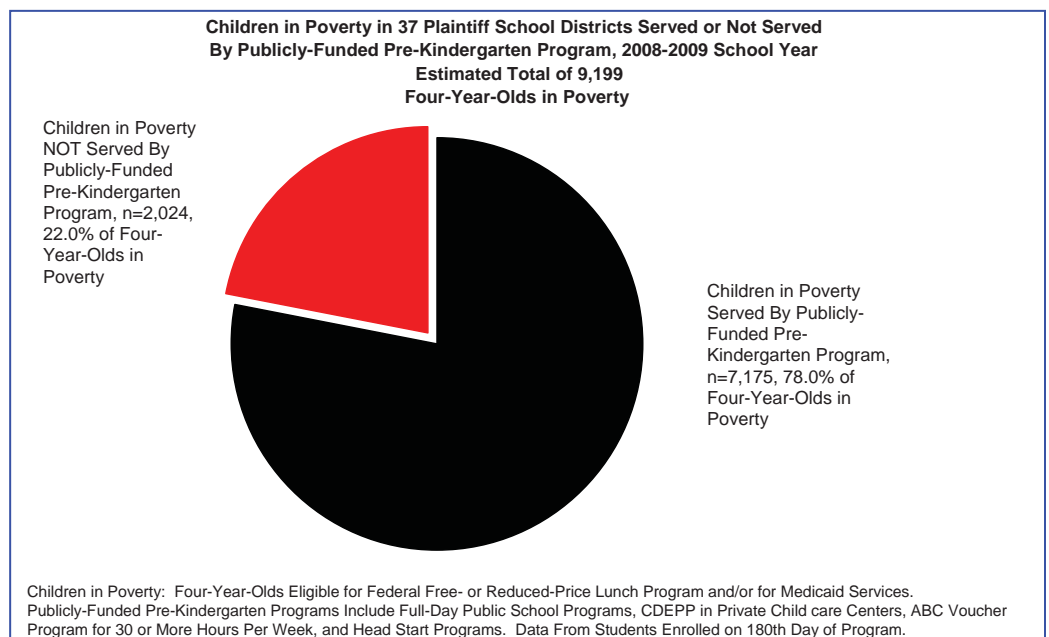
In January 2011, *Quality Counts 2011: Uncertain Forecast*, the 15th annual report card on the state of school reform nationwide, was released. The report, published by *Education Week*, uses a variety of sources for its annual evaluations, including data from the National Assessment of Education Progress (NAEP). This year, South Carolina again earned a perfect score of 100 for standards and school accountability and a score of 83.3 for assessments. In terms of rankings, South Carolina maintained its No. 1 ranking in state efforts to improve the teaching profession and ranked No. 8 nationally for academic standards, assessment, and school accountability. SC is ranked 45th in the report for K-12 Achievement.

CDEPP STUDENT PROGRESS

In 2010, the Child Development Education Pilot Program (CDEPP) report presented the results of students and classroom assessments conducted in school year 2009-2010. Additionally, an analysis of student assessments was conducted to determine change in language, achievement, and behavioral development between children's early pre-kindergarten and early kindergarten years. The goal of CDEPP is to address school readiness among students in poverty. A summary of the results presented to the EOC in October 2010 include:

- + Using a sample of 276 CDEPP students with both pre-kindergarten and kindergarten assessment findings, the results showed that children in CDEPP made modest and meaningful progress in language, achievement, and social and behavioral development.
- + These gains were maintained as children moved from pre-kindergarten to kindergarten.
- + The positive findings have been consistent across years giving us greater confidence in the positive impact of the CDEPP for preparing children for kindergarten.
- + On the other hand, evaluations of CDEPP classrooms showed evidence that instructional quality could be improved with targeted professional development. In essence, student achievement gains could be even greater.

In light of the gains observed, the authors of the report recommend that the SC General Assembly continue funding CDEPP and similar pre-kindergarten programs. When funds are available, it is recommended that the program be expanded in both public and private centers statewide.



STATE SUPPORT FOR STUDENT ACHIEVEMENT

Assessments/Ratings

2010 REPORT CARD RELEASE -- PRIMARY, ELEMENTARY, AND MIDDLE

In November 2010, primary, elementary, and middle school ratings were released by the SC Department of Education. Ratings for high schools and districts were delayed because of concerns about the calculations of the on-time graduation rate. The percentage of primary, elementary, and middle schools rated *Excellent* increased from 17% (163 schools) in 2009 to 21% (202 schools) in 2010. Eighteen percent (176 schools) of primary, elementary, and middle schools were rated either Below Average or At Risk in 2010, down from 21 percent (210 schools) in 2009. The pie chart below shows the percentage of students who are enrolled in primary, elementary, or middle schools ranked either Excellent, Good, Average, Below Average, or At Risk. Data observations from the release of the report cards include:

- + Significant gaps in achievement continue to exist between students of different demographic groups and socioeconomic status. A comparison of 2010 PASS performance in all tested subject areas among white students, African American students, Hispanic students, students who qualify for free- or reduced-price lunch, and pay-lunch students shows that the gaps remain consistent and require significant attention and educational investment.

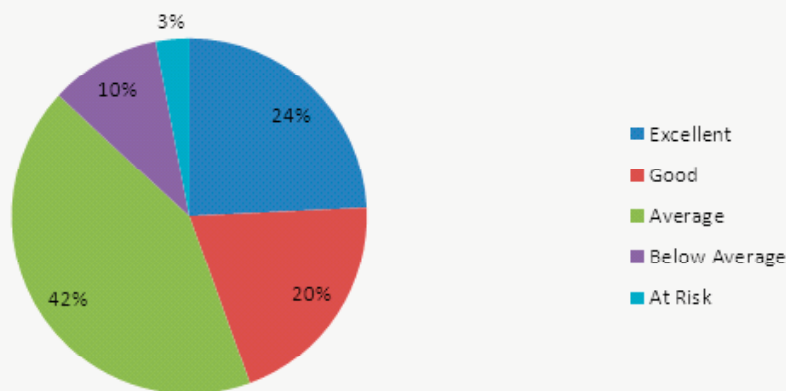
- + Increasing poverty continues to be a huge issue for families and schools. Over one-quarter (28 percent) of primary, elementary, and middle schools serve a population of students in very high poverty (905 or more.) Seventy-nine percent of primary, elementary, and middle schools showed an increase in their poverty index from 2009 to 2010.

2010 report cards for high schools and districts are scheduled to be released by the SCDE in mid-March 2011.



On the recommendation of the High School Working Group, the EOC adopted re-centered indices for high school and district ratings, which will be used for the calculation of the 2010 ratings and beyond.

% of students enrolled in primary, elementary, and middle schools with different Absolute Ratings





Public comment on a uniform, statewide, occupational diploma for students with disabilities was requested by the EOC.

On February 14, the EOC approved the development of a uniform state occupational diploma for students with disabilities.

HIGH SCHOOL WORKING GROUP RECOMMENDATIONS

Periodically, the EOC reviews the criteria upon which schools are rated. At the advice of a 2008 advisory group on the calculation of high school graduation rates, the EOC requested that colleagues at the SCDE collect and analyze fifth-year graduation rates in order that the professional community could ascertain the progress and consider the utility of including fifth-year-graduation rates in the calculation of school and district ratings.

The EOC appointed the 2010 High School Working Group requesting advice on the criteria used to evaluate high schools in promoting higher levels of student achievement and high school graduation rates; accountability for scores earned in virtual and dual credit settings; performance of students with disabilities; fifth-year-graduation success; utilization of HSAP generally and the longitudinal measure; and utilization of a workforce readiness measure.

Based on the advice of the High School working group, the following actions were taken by the EOC:

1. The EOC, State Board of Education, and SCDE are pursuing changes in federal policies and regulations recommending that only those students enrolled on the 45th day of their first enrollment as a ninth grader (applying the current rules for transfers) be included in the calculation of graduation rates. **In January 2011, the US Department of Education accepted this request.**
2. Districts will be held accountable for students who may have left the middle school, yet are not enrolled in the high school. The Working Group recommendations stated “that the new student information system (i.e., Power School) gives districts and the state the capacity to track students across schools and that the districts have resources to find the students not enrolled as ninth graders.” **Policy changed**
3. Additional information about the successes of adult education will be published within the profile data section of the annual school district report card. In addition to diplomas earned and GED information, data on workforce readiness and other credentials will be included. **Adopted**
4. A uniform state occupational diploma should be developed and implemented. Assessments which provide information about the progress of students with disabilities should be adopted and used; the current assessments do not reflect the progress made by these students. **ASA EOC adopts on February 14, 2011.**
5. End-of-Course test passage rates for students enrolled in virtual and dual credit courses should be collected and reported for each agency or institution offering the course. **Underway**
6. A study is to be conducted to include study of the use of a workforce readiness credential in lieu of the HSAP exit examination. **Task force report now available**
7. The fifth-year graduation rate is to be included as a criterion in the calculation of high school ratings, beginning with the release of the 2011 report cards. **Complete**
8. Work Keys is to be considered as an alternate method by which students can demonstrate competency to satisfy state-mandated testing requirements. **Task force report now available**
9. Beginning with the 2010 report cards, indices tied to Absolute ratings for high school and district ratings shall be revised based on 2009 re-centered performance. **Complete**

The fifth-year graduation rate is to be included as a criterion in the calculation of high school ratings, beginning with the release of the 2011 report cards.

Funding

2011-2012 BUDGET RECOMMENDATIONS

As required by law, the EOC provides recommendations to the SC General Assembly each year regarding program priorities. The overall recommendation from the EOC to the General Assembly is that education dollars be focused on strong, meaningful classroom instruction (both initial and as students move through the grades.) A majority of EOC members responded to a survey which asked them to indicate the priority that should be placed among Education Improvement Act (EIA) programs and offered the recommendations outlined in the table to the right. Programs in italics are generally allocated directly to school districts.

EIA -Funded Initiative	2010-11 Appropriation	Mean Ranking
<i>Teacher Salary Supplement</i>	\$77,061,350	4.8
<i>Teacher Salary Supplement-Fringe</i>	\$15,766,752	4.8
Other State Agencies/Programs Teacher Pay	\$11,069,037	4.8
<i>Reading</i>	\$6,542,052	4.6
<i>Handicapped Student Services</i>	\$3,045,778	4.4
<i>P.L. 99-457 Preschool Children w/Disabilities</i>	\$2,878,146	4.4
Technology	\$10,171,826	4.2
Instructional Materials	\$10,761,587	4.1
Education Oversight Committee (A85)	\$1,016,289	4.1
Data Collection	\$1,217,947	4.0
<i>Students at Risk of School Failure</i>	\$136,163,204	3.9
Assessment / Testing	\$17,652,624	3.8
Student Identifier	\$987,203	3.8
Teacher Supplies	\$12,999,520	3.8
<i>High Achieving Students</i>	\$26,628,246	3.8
<i>Adult Education</i>	\$13,573,736	3.7
Teacher Loan Program-State Treasurer (E16)	\$4,000,722	3.6
<i>Modernize Vocational Equipment</i>	\$2,946,296	3.6
South Carolina Autism Society (\$350,000 by Proviso)		3.6
<i>Tech Prep/Work-Based Learning</i>	\$3,021,348	3.6
<i>Half-Day Four-Year-Old Program</i>	\$15,813,846	3.6
Report Cards	\$722,385	3.6
OFS - CDEPP	\$2,187,950	3.4
SCDE - CDEPP	\$17,300,000	3.4
SCDE - Principal Leadership Training	\$930,887	3.4
EOC Public Relations	\$168,438	3.2
SC Public Charter School District (Administration)	\$372,712	3.2
EOC Family Involvement	\$33,781	3.0
<i>High Schools That Work</i>	\$743,354	2.8
<i>Professional Development</i>	\$6,515,911	2.8
Office of First Steps to School Readiness (OFS) -- General Operations	\$1,490,847	2.8
SC State Minority Teacher Recruitment	\$350,111	2.8
SC Middle Grades Initiative (\$75,008 by proviso)		2.8
CERRA Teaching Fellow Program	\$3,140,501	2.8
In FY11, \$5.0 million of any lapsed EIA funds authorized by PowerSchool and remainder for school bus transportation. In FY09 and prior, any lapsed EIA funds went to School Buildings		2.6
Center of Excellence to Prepare Teachers of Children of Poverty (\$350,000 by Proviso)		2.6
Science PLUS (\$175,000 by proviso)		2.4
School Improvement Council Project (H27)	\$149,768	2.4
EAA Technical Assistance	\$57,430,445	2.4
EOC 4 Year Old Evaluation	\$296,678	2.4
CERRA Administration	\$885,782	2.4
CERRA Administration	\$37,271	2.4
SCDE - Other Administration & Support	\$7,837,448	2.4
<i>Arts in Education Grants</i>	\$1,187,571	2.2
Centers of Excellence - CHE (H03)	\$537,526	2.2
Teacher of the Year Award	\$123,473	2.2
Palmetto Gold & Silver Awards	\$2,230,061	2.0
National Board Certification	\$43,212,993	1.8
SC Geographic Alliance-USC (H27)	\$183,375	1.8
Writing Improvement Network-USC (H27)	\$215,013	1.8
SC Educational Policy Center (\$75,008 by proviso)		1.8
Aid to other Agencies-Jr Scholars	\$106,790	1.8
Teacher Quality Commission (SCDE)	\$404,251	1.6
Aid to Other State Agencies	\$121,276	1.6
Total:	\$522,234,107	



In the Fall of 2010, the EOC worked with the Senate Select Committee on K-12 Funding, chaired by Senator Wes Hayes. The committee looked at various issues, including revisions to the Education Finance Act (EFA), district consolidation incentives, and expansion of early childhood education.

In January 2011, the committee proposed legislative, S433, which included statutory flexibility and statutory deregulation, an incentive compensation system for teachers, and inclusion of the EOC funding model weight in the EFA. These weights include add-on weightings for students in poverty and students with limited English proficiency. The EOC funding weights are also included in H3002, legislative before the House Ways and Means Committee.



Currently, 42 states have adopted the Common Core Academic Standards, national standards for English Language Arts and Mathematics.

Standards

COMMON CORE STANDARDS INITIATIVE

On June 14, 2010, the EOC led an extended and vigorous discussion of the Common Core Academic Standards. A number of questions were raised about the benefits of adoption to South Carolina and the potential for lowering the expectations held for our students. Ultimately, the standards were adopted by the EOC, as a minimum of 85 percent of the state's content standards. Currently, 42 states have adopted the national standards for English Language Arts and Mathematics.

Implementation of the standards is scheduled for 2013-2014.

Professional Development / Technical Assistance

TECHNICAL ASSISTANCE AND PROFESSIONAL DEVELOPMENT OVERVIEW

Technical assistance to underperforming schools and professional development for teachers and principals are critical components of South Carolina's education accountability system and essential tools in achieving the 2020 Vision. In August 2010, EOC staff presented a summary of the technical assistance and professional development initiatives undertaken by South Carolina since 1998 when the Education Accountability Act (EAA) was enacted. The report tracked the evolution of the services and strategies to improve underperforming schools and to provide high quality professional development.

From a historical perspective, several themes emerged regarding technical assistance and professional development programs implemented in South Carolina since 1998:

1. The capacity of schools to implement change successfully has been negatively affected by several factors:
 - Inability to hire an adequate number of exemplary teachers and principals to work in underperforming schools despite significant salary supplements;
 - High annual teacher and principal turnover rates in underperforming schools; and
 - Inability to expend professional development funds in a timely manner;
2. While schools have been given greater flexibility in selecting intervention strategies, underperforming schools still spend half (51%) of their technical assistance funds on initiatives consistent with the original EAA programs.
3. Underperforming schools are now categorized as at-risk, below average and Palmetto Priority Schools.
4. Evaluations of EAA technical assistance and professional development programs reveal that:
 - Due to the number of technical assistance initiatives and interactions among programs and other practices implemented in the schools, determining the unique contribution of each intervention program is unlikely; and
 - Policies and strategies need to balance the immediate needs of students in classrooms with the long-term professional development needs of teachers, especially given the high turnover rates in underperforming schools.

Schools receiving technical assistance in 2009-10 expended over half, 51 percent, of their technical assistance funds on intervention strategies that are consistent with the original EAA programs.

Public Reporting

FAMILY-FRIENDLY STANDARDS

The Education Oversight Committee, in cooperation with the SC Department of Education, published the annual “Guide for Parents and Families about what Your Child Should Be Learning in School this Year.” The publication, available in both English and Spanish versions, provides current information on the standards in the four core content areas in grades K-12. An interactive version of the family-friendly standards was developed and launched last year in conjunction with the SC State Library. The website, www.scffs.org, provides families with interactive activities that support the teaching and learning that occurs in the state’s public schools. The website currently provides content for English Language Arts, kindergarten through second grade.

PARENT SURVEY

Since 2002 the South Carolina Department of Education has administered the parent survey to a sample of parents whose children attended public schools in South Carolina. Annually, the EOC has analyzed the results of the parent survey and issued reports. In 2009, the number of parents surveys completed and returned totaled 67,014 or 2.5 percent fewer than the number who returned surveys in 2008. Based upon the total number of surveys distributed, approximately 34 percent of all surveys were returned.

Percentage of parents satisfied with:			
Characteristic	2009	2008	%Increase
Learning Environment	85.5	82.3	3.2
Home and School Relations	81.4	77.8	3.6
Social and Physical Environment	82.7	78.6	4.1

The results of the 2009 parent survey demonstrate a significant annual increase in parent satisfaction with the three characteristics measured – the learning environment, home and school relations, and social and physical environment of their child’s school.

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.

Based on the results of the 2009 parent survey, the following recommendations are made:

1. The South Carolina Department of Education is commended for posting online the statewide results of the 2009 parent, teacher, and student surveys. Public access to the data reiterates the importance of accountability and access. The information also can assist policymakers in evaluating, designing, and implementing parental involvement programs. Moreover, individual school officials can compare the results of the school’s parent, student, and teacher survey results to the statewide results.
2. South Carolina public schools would benefit from a tool like the California Workbook for Improving School Climate & Closing the Achievement Gap. Schools would be given assistance in how to use survey data, how to focus on key questions and issues contained in all three surveys, and how to focus, improve, maintain, and strengthen school reform efforts. The South Carolina Department of Education and the Education Oversight Committee should pursue private funds to supplement public resources and publish a similar tool for school use in the 2011-12 academic year.
3. During the 2011 administration of the parent survey, the South Carolina Department of Education conduct a pilot project to determine if emailing the parent survey would improve the response rate of all parents and reduce costs of distributing the surveys. The pilot project also should study procedures for allowing parents to complete the survey on a school computer.



The Education Oversight Committee staff annually produces the *Accountability Manual*, which provides detail on the ratings system for educators and interested individuals. Manuals are distributed to school and school district administrators each summer and contain the current information on formulas, expectations, procedures, etc. on the accountability system.

READING

EARLY READING PARTNERSHIP

The EOC is working in partnership with South Carolina Kids Count and the South Carolina Department of Education to explore and promote policies leading to early reading proficiency (among students in kindergarten through grade three.) With the support of a grant from the Annie E. Casey Foundation, the partnership released a report in May 2010 examining challenges and solutions for early reading proficiency. The report identified ten solutions that should receive policy and practice attention for increasing early reading proficiency:

1. Development of a state plan and an oversight process for assuring reading proficiency
2. Parenting education and family literacy services targeted to the lowest literacy families
3. Training for child care teachers in practical ways to promote literacy development
4. Substantially enhanced teacher training for effective reading instruction
5. Strengthened classroom reading instruction in 4K preschool through grade 3
6. Assessment of individual children's reading proficiency in 4K through grade 3
7. Individual reading proficiency plans for all struggling readers
8. Effective intervention provided to each seriously struggling reader
9. Improved reading instruction through Special Education, Title 1, and Students at Risk funding and programs
10. Funding sufficient to support a statewide system achieving universal reading proficiency.

2010 SC LITERACY CHAMPIONS AWARD

In February 2011, the EOC will award the 2010 SC Literacy Champion Award to a service learning program based at the University of South Carolina. The program, *Making Meaning through Literacy and Art Education: Community Partners in Learning Program*, is a community partnership between USC and A.C. Moore Elementary School in Richland One School District.

The EOC created the award in 2009 to recognize successful service-learning programs within post-secondary institutions focused on building reading skills among SC public school students in grades K-12. The award includes grant-funding support of \$10,000 from the Central Carolina Community Foundation. The SC Press Association is the statewide media partner for the project and donates in-kind promotion space.

The 2009 SC Literacy Champions Award was given to the Writing and Reading Achievement Program (WRAP), based at the University of South Carolina's Department of Psychology.



The EOC has indicated that the greatest opportunity for improvement in student achievement lies in the effective teaching of reading to the young people. The EOC has focused its attention on reading by emphasizing reading in the measurement of the 2020 Vision.

Measurements determining achievement of the 2020 Vision establish targets that 95 percent of students are to be scoring on grade level at grades 3 and 8 on the PASS Reading test and scoring Basic and above on NAEP Reading at grades 4 and 8.

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