

## **EIA Program Report for Fiscal Year 2011-12**

### **Coversheet**

**EIA-Funded Program Name:** Adult Education

**Current Fiscal Year:** 2011-12

**Current EIA Appropriation:** \$13,573,736

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

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**Question 1: History of the program: Please mark the appropriate response (choose one):**

**This program:**

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☒ Other

**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.**

**Code of Laws:**

S.C. Code Ann. § 59-20-50(b) (2004)  
General Appropriation Act, 2010-2011, S.C. Acts 291, Provisos 1A.42  
SECTION 59-43-10. Powers of district board of trustees. [SC ST SEC 59-43-10]

**Proviso(s):** (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)

**Regulation(s):**

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

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

- ☒ Yes
- ☐ No

**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)**

Long-Term Mission:

The mission of adult education is to provide academic programs to assist adults in increasing their literacy level, earn a high school credential, and acquire the skills for the workforce.

Plan, execute, and assess Adult Education. Provide coordination, support, monitoring, technical assistance and resources. Ensures service to students over age 17 in school districts, community-based organizations, correctional institutions, city and county jails, technical colleges and vocational rehabilitation centers.

Current Annual Goals:

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

**Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?**

**Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.**

**Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.**

**IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?**

Instructional services and staff development activities were provided to adult education programs in order to increase the number of adults enrolled in AE and GED preparation programs.

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



**Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?**

**Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.**

For FY2010-11, 50,096 citizens benefited from adult education programs: 4,141 students benefited from adult education literacy programs, 15,281 17-21-year-olds were served; 8,361 adults earned a high school credential. 10,458 Career Readiness certificates were earned.

Within the Department of Corrections 2,227 inmates were provided academic services.

**Question 6: What are the outcomes or results of this program?**

**Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:**

**Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.**

Goals: 1) To increase the number of adults who earn a high school credential; 1a) In 2010-11, 8,361 adults earned their high school credential; students ages 17-21 earned 4,723 high school credentials; 2) To increase the number of Career Readiness Certificates issued; 2a) In 2010-11, 10,458 Career Readiness Certificates were issued; students ages 17-21 earned 3,633 Career Readiness Certificates. Since adult education programs began offering preparation classes for the WorkKeys test in 2006-07, 42,592 Career Readiness Certificates have been awarded to adult education students.

### **Question 7: Program Evaluations**

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

Non-applicable

**Has an evaluation ever been conducted?**

☐ Yes

☒ No

**If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?**

none conducted

**Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?**

☐ Yes

☒ No

**If yes, please provide URL link here.**

**If no, why not?**

None available

**Question 8:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

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

**Question 9:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**

If no additional funds would be available during 2012-13, the number of adults completing a high school credential or a career readiness certificate will not continue to increase as in past years. The biggest impact on additional budget reductions is the state's lack of ability to meet mandated federal maintenance of effort or matching requirements. A dollar for dollar loss of federal funds is a strong possibility in the near future.

**If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to [mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov).**

## **EIA Program Report for Fiscal Year 2011-12**

### **Coversheet**

**EIA-Funded Program Name:** Arts Curricular Grants

**Current Fiscal Year:** 2011-12

**Current EIA Appropriation:** \$1,187,571

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

R. Scot Hockman

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803-734-0323

**E-mail:**

[shockman@ed.sc.gov](mailto:shockman@ed.sc.gov)

**Question 1: History of the program: Please mark the appropriate response (choose one):**

**This program:**

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☒ Other

**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.**

**Code of Laws:**

The grant was first offered in 1989, as Target 2000 Arts in Education.

The Arts Curricular Grants program is referenced in S.C. Code Ann. § 59-29-220 (2004). (SDE EIA: XI.A.1 Arts in Education

**Proviso(s):** (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)

Arts Curricula.

**1A.13.** (SDE-EIA: XI.A.1-Arts in Education) Funds appropriated in Part IA, Section 1, XI.A.1. Arts Curricula shall be used to support innovative practices in arts education curriculum, instruction, and assessment in the visual and performing arts including dance, music, theatre, and visual arts which incorporates strengths from the Arts in Education sites. They shall also be used to support the advancement of the implementation of the visual and performing arts academic standards. These funds shall be distributed to schools and school districts under a competitive grants program; however, up to 33% of the total amount of the grant fund shall be made available as "Aid to Other Agencies" to facilitate the funding of professional development arts institutes that have been approved by the State Department of Education for S.C. arts teachers, appropriate classroom teachers, and administrators. Arts Curricular Grants funds may be retained and

carried forward into the current fiscal year to be expended in accordance with the proposed award.

<b>Regulation(s):</b>
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**Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?**

☐ Yes

☒ No

**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)**

The purpose of the Arts Curricular Innovation Grant program is to provide funding to support quality educational programs in the arts based on Arts in Education Model Sites. The funding should promote the development and implementation of appropriate curricula, instruction, and assessment based on the 2010 South Carolina Academic Standards for the Visual and Performing Arts.

Proposals must address dance, music, theatre, and visual arts. In addition, the goal of the Arts Curricular Innovation Grants is to raise student achievement in the arts.

There are three types of Arts Curricular Innovation Grants: Strategic Planning Grants, Special Project Grants (SP/SP), and three-year Distinguished Arts Program (DAP) Grants. Grants are awarded on the basis of an annual competitive review of applications.

All public schools and school districts in South Carolina are eligible to apply for the Distinguished Arts Program Grant. However, if a district submits a Distinguished Arts Program Grant proposal, no school in that district may submit a proposal. Any number of schools in a district may apply for a DAP or SP/SP grant provided the district does not apply for a DAP grant. DAP applicants must submit a three-year strategic plan for arts education as part of their grant application. Funding is not automatic as applicants must submit an application each year with an implementation year narrative.

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

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

Innovative practices designated to enhance, accelerate, and assure the meeting of grant's goals of raising student achievement in the arts and implementing the 2010 South Carolina Academic Standards for the Visual and Performing Arts are embedded in the strategies and activities section of the grant.

Innovative practices might include strategies to engage students more effectively in the study of the arts, thus increasing participation.

These practices should be unique and not what one would do as a routine for the applicant. Strategies and activities may reflect proven practices and/or resources modeled elsewhere. However, they must not be copied verbatim and must result from the needs assessment using the Opportunities to Learn Standards.

It is expected that applicants plan for the institutionalization of the grant program after the funding period.



**Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?**

**Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.**

**Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.**

**IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?**

For the 2011-12 school year, 65 grants were awarded in the amount of \$1,187,571. This amount includes funds withheld for professional development arts institutes.

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

In 2010-11, All Distinguished Arts Program Grant recipients participate in the South Carolina Arts Assessment Program (SCAAP) for fourth grade students in the areas of music and the visual arts and attend professional development arts institutes. For 2011-12, SCAAP is an optional grant activity.

The South Carolina Arts Assessment Program (SCAAP) was established in 2000, as a collaborative effort among the South Carolina State Department of Education (SCDE), the University of South Carolina Office of Program Evaluation (USC), and South Carolina arts educators. The purpose of the SCAAP is to develop four separate arts assessments aligned to the 2010 South Carolina Academic Standards for the Visual and Performing Arts. With the SCAAP assessments, arts educators and school district personnel can authentically measure their students' arts achievement and, as a result, objectively evaluate instructional methods to improve their students' arts achievement. As a result teachers have adjusted their long-range plans to better address the implementation of the academic standards.

Moreover, because the SCAAP assessments are based on the state-wide arts academic standards, the assessment has the potential to unify instructional objectives incorporated in art and music classrooms throughout the state and serve as a model for other states interested in measuring student achievement in the arts.

#### **Current Development**

Currently, SCAAP has two fully implemented assessments in music and visual arts. All SCAAP assessments include a web-based multiple-choice section and two performance tasks. The fourth grade music and visual arts assessments, which have been fully implemented since 2004, are administered to schools that receive Distinguished Arts Program (DAP) grants. In 2010-11, 7,079 students from 43 schools participated in the fourth grade assessments.

#### **Research**

Because SCAAP is a web-based, South Carolina arts educators and researchers have the unique opportunity to use SCAAP data to better understand the relationship between students' arts and non-arts achievement. SCAAP researchers examined the relationship between students' PACT and SCAAP scores and found a high correlation between PACT scores and SCAAP multiple-choice

scores (.74 to .85) but a low correlation between PACT scores and SCAAP performance tasks scores (.17 to .45). The low correlation indicates that the SCAAP performance tasks provide student achievement information not revealed by compulsory statewide assessments. Further examination of SCAAP data has shown a moderately low correlation between SCAAP performance tasks and poverty index (.40), suggesting that students socio economic status is not a strong indicator of academic achievement in the arts.

The SCDE sponsored 14 professional development arts institutes in 2011, with approximately 331 teachers and administrators registering. The arts institutes are held at various locations across South Carolina and are offered for graduate credit. Arts institutes include topics such as curriculum development and leadership, classroom assessment, art and music technology, arts integration, media production in the arts, and institutes for new teacher training, principals peer to peer arts schools network, and district arts coordinators. The Arts Curricula proviso provides that 33% of the funds be used for professional development arts institutes. In addition to the SCDE sponsored institutes, individual schools and districts also use Arts Curricular Innovation funds for local professional development.

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

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

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

**Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?**

**Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.**

According to student numbers provided in the grant applications over 75,000 students were affected by the Arts Curricular Innovation Grants in 2010-11.

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

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

The South Carolina Arts Assessment Program (SCAAP) is one of the grant requirements for schools with fourth grades. The objective of the South Carolina Arts Assessment Program is to allow educators and school districts to assess students' arts achievement based on the 2010 South Carolina Academic Standards for the Visual and Performing Arts. Each test includes multiple-choice items and performance tasks. In 2011, 43 schools with 7,079 students participated in the fourth grade art and music test. The participating teacher and school principal receive data concerning the multiple choice results of SCAAP in May 2011. Performance task results will be disseminated this fall. Teachers report updating their long-range plans and adjusting their lesson plans in order to better address the implementation of visual and performing arts academic standards in which students' performance needs improving.

All professional development summer arts institutes are required to include an evaluation component. A synthesis of the participants' evaluations is shared with the program facilitator.

The continuation and addition of professional development opportunities are based on these evaluations hence teachers' needs which include a planned artistically gifted and talented institute.

Over 331 teachers and administrators attended 14 professional development arts institutes in 2011. The topics of the institutes included: curriculum development, leadership, arts assessment, art technology, music technology, arts integration, and institutes for new teacher training and district arts coordinators. All institutes are standards-based and are offered for graduate credit.

**Question 6: What are the outcomes or results of this program?**

**Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:**

**Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.**

The objectives of the program have been determined as indicators of an effective comprehensive and sequential arts program. All of these objectives are poised to grow standards-based arts programs. This includes the development and implementation of appropriate curricula, instruction, and assessment based on the 2010 South Carolina Academic Standards for the Visual and Performing Arts. The grantee clearly describes how the applicant will continue the grant initiatives and institutionalize the grant activities after the funding period.

As a result of this program, over 75,000 students participated in the arts through Arts Curricular Innovation Grant funding in 2010-11.

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

The Office of Program Evaluation at the University of South Carolina College of Education prepares a comprehensive analysis in a technical report of fourth grade music and visual arts South Carolina Arts Assessment Program (SCAAP) test results. 7,079 students participated in the SCAAP test last year.

Evaluations are given to the 331 teachers and administrators who participated in the professional development arts institutes. The evaluations are given during the post-institutes held during the fall.

## **Question 7: Program Evaluations**

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

June 30, 2011

**Has an evaluation ever been conducted?**

  X   Yes

       No

**If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?**

Each grant recipient is responsible for completing an evaluation of the program. The results are used to modify future requests for proposals. For example, in the past, the evaluations were very general. Now, however, the grantees are required to provide greater specificity in terms of results and outcomes - holding them more accountable. Final reports are required of each grantee and are due June 15, 2011.

Information required for each final report includes the following:

- a. a clear explanation of how the 2010 South Carolina Academic Standards for the Visual and Performing Arts were implemented,
- b. a clear explanation of how this grant affected student achievement,
- c. an explanation of how needs were identified, goals and objectives were achieved, and the activities were implemented,
- d. a description of how the program was evaluated,
- e. a list of accomplishments of arts program supported by grant funding,
- f. a summary of the results, findings, and evaluation of the current grant implementation,
- g. an explanation of and rationale for actual expenditures, including a budget break-down,
- h. an explanation of how the activities of this grant will be institutionalized after the grant cycle, and
- i. if applicable, a summary for continuation of the year-two or three-year strategic plan.

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

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

**Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?**

  X   Yes

       No

**If yes, please provide URL link here.**

**If no, why not?**

Grant evaluations are not posted online.

**Question 8:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

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

Ten percent from each grant is being sequestered.

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

The total Arts Curricula allocation of \$1,187,571 will be expended in grants for the 2011-12 grant period.

**Question 9:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**

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

Reduction in the total grant allocation would result in quality grant applications not being funded. Recipients who have historically received these grants as well as new potential grantees would not be funded. DAP applicants would not be able to realize the potential of their three-year strategic plans on which the grant activities are based, thus providing a quality, comprehensive, and sequential arts education for their students.

In 2007-08, the SCDE sponsored twenty week long professional development arts institutes for over 500 teachers. In 2010-11, we had to reduce the number of institutes we offered to 14 institutes for 331 teachers and administrators.

The number of schools being served through the SC Arts Assessment Program has been reduced which means that feedback concerning school arts program and standards implementation is not being sent to schools which otherwise would have received an Arts Curricular Innovation Grant. Teachers rely on these results to allow them to adjust their long-range plans.

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

**If you want to provide supporting documents or evaluation reports,  
either reference a website below or email the report directly to  
[mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov).**



## **EIA Program Report for Fiscal Year 2011-12**

### **Coversheet**

**EIA-Funded Program Name:**                      **Assessment/Testing**

**Current Fiscal Year:**                              **2011-12**

**Current EIA Appropriation:**                      **\$17,652,624**

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

Leslie Dawes

**Telephone Number:**

803-734-4944

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**Question 1: History of the program: Please mark the appropriate response (choose one):**

**This program:**

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☒ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.**

<b>Code of Laws:</b>
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- |   |
|---|
| <ul style="list-style-type: none"><li>- S. C. Code Ann § 59-18-120 (Supp. 2008)</li><li>- S. C. Code Ann § 59-18-310 (Supp. 2008)</li><li>- S. C. Code Ann § 59-18-320 (Supp. 2008)</li><li>- S. C. Code Ann § 59-18-330 (Supp. 2008)</li><li>- S. C. Code Ann § 59-18-340 (Supp. 2008)</li><li>- S. C. Code Ann § 59-18-350 (Supp. 2008)</li><li>- S. C. Code Ann § 59-18-360 (Supp. 2008)</li><li>- S. C. Code Ann § 59-18-900 (Supp. 2008)</li><li>- S. C. Code Ann § 59-18-910 (Supp. 2008)</li><li>- S. C. Code Ann § 59-18-920 (Supp. 2008)</li><li>- S. C. Code Ann § 59-18-930 (Supp. 2008)</li><li>- S. C. Code Ann § 59-18-950 (Supp. 2008)</li></ul> |
|---|

<p><b>Proviso(s):</b> (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. <a href="http://www.scstatehouse.gov/sess119_2011-2012/appropriations2011/tab11ndx.htm">http://www.scstatehouse.gov/sess119_2011-2012/appropriations2011/tab11ndx.htm</a>)</p>
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2011-12 General Appropriation Act as ratified. Proviso 1.25 (SDE: PSAT/PLAN Reimbursement)

2011-12 General Appropriation Act as ratified. Proviso 1A.37 (SDE-EIA: Assessments-Gifted & Talented, Advanced Placement, and International Baccalaureate Exams)

2011-12 General Appropriation Act as ratified. Proviso 1A.40 (SDE: School Districts and Special Schools Flexibility).

<b>Regulation(s):</b>
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- South Carolina Code of Regulations, Chapter 43, § 43-100. Test Security
- South Carolina Code of Regulations, Chapter 43, § 43-220. Gifted and Talented - South Carolina Code of Regulations, Chapter 43, § 43-234. Defined Program, Grades 9-12
- South Carolina Code of Regulations, Chapter 43, § 43-259. Graduation Requirement
- South Carolina Code of Regulations, Chapter 43, § 43-260. Use and Dissemination of Test Results
- South Carolina Code of Regulations, Chapter 43, § 43-262. Assessment Program

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

☒ Yes

☐ No

**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)**

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

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

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

D. Administer the examinations for the End-of-Course Examination Program (EOCEP) to students taking gateway or benchmark courses. Continue the administration of electronic versions of the examinations.

E. Administer state-developed performance assessments as a part of the process to assist in the identification of students for participation in programs for the gifted and talented.

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

G. Participate in the National Assessment of Educational Progress (NAEP).

H. Provide funding for the administration of the PSAT and PLAN to students in the tenth grade. Proviso 1.25 suspends the PSAT and PLAN funding for 2011-12 and instructs that the savings generated from suspension of PSAT/PLAN Reimbursement shall be allocated to the Education Finance Act.

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

J. Participate in the Assessing Special Education Students (ASES) SCASS project.

K. Conduct meetings of the Technical Advisory Committee.

L. Allocate funds to school districts for the purchase of approved formative assessments.

**Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?**

**Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.**

**Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.**

**IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?**

- A. Administered PASS writing in grades five and eight. Administered PASS science and social studies tests to all students in grades four and seven. Administer PASS science and social studies tests in grades three, five, six, and eight, so that either the science or social studies assessment is administered to each student.
- B. Administered the South Carolina Alternate Assessment (SC-Alt).
- C. Administered the High School Assessment Program (HSAP) in mathematics and English language arts to students beginning in their second year of high school.
- D. Administered the examinations for the End-of-Course Examination Program (EOCEP) to students taking gateway or benchmark courses. Continued administering the electronic versions of the examinations.
- E. Administered state-developed performance assessments as a part of the process to assist in the identification of students for participation in programs for the gifted and talented. Administered the Advanced Placement and International Baccalaureate Examinations.
- F. Administered the English Language Development Assessment (ELDA) to limited English proficient students in kindergarten through grade twelve.
- G. Participated in the National Assessment of Educational Progress (NAEP) in NAEP in grades 4 and 8, in reading, mathematics, and science.
- H. Provided for the administration of the PSAT or the PLAN to students in the tenth grade.
- I. Conducted sessions to train district test coordinators in the administration all state testing programs.
- J. Participated in the Assessing Special Education Students (ASES), the Technical Issues in Large-Scale Assessment (TILSA), and the Social Studies Assessment, Curriculum, and Instruction (SSACI) SCASS projects.
- K. Conducted two meetings with the Technical Advisory Committee.
- L. Funds for formative assessments were distributed to districts.

**Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?**

**Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.**

A. In spring 2011, PASS tests were administered to students in grades three through eight. The PASS English language arts tests were administered to 322,627 students. The PASS writing tests were administered to 106,892 students. The PASS mathematics tests were administered to 323,276 students. The PASS science tests were administered to 215,951 students. The PASS social studies tests were administered to 215,981 students.

B. In 2010-11, 1,492 elementary school students, 1,326 middle school students, and 355 high school students participated in the SC-Alt.

C. In the spring of 2011, the HSAP English language arts assessment was administered to 52,193 tenth-grade students. The HSAP Mathematics assessment was administered to 52,201 tenth-grade students.

D. In 2010-11, the EOCEP Algebra 1/Math for the Technologies 2 examination was administered to 56,493 students. The English 1 examination was administered to 54,830 students. The Physical Science examination was administered to 53,506 students. U.S. History and Constitution was administered to 47,724 students. The Biology 1/Applied Biology 2 examination was administered to 51,514 students.

E. In 2010-11, performance assessments were administered to 19,770 students as a part of the process to assist in the identification of students for participation in programs for the gifted and talented. In 2009-10, there were 30,845 administrations of Advanced Placement Examinations, and 3,222 administrations of International Baccalaureate Examinations.

F. In spring 2011, the English Language Development Assessment (ELDA) was administered to 34,150 limited English proficient students in kindergarten through grade twelve.

G. In 2011, NAEP assessments in reading and mathematics were administered to a sample of students in grades four and eight. A science assessment was administered to a sample of students in grade 8.

H. In 2010-11, the PSAT was administered to 18,964 students in the tenth grade and the PLAN was administered to 22,482 students in the tenth grade.

I. Workshops were conducted in 2010-11 to train district test coordinators from each school district in the administration of all state assessment programs.

J. In 2010-11, Office of Assessment staff participated in meetings of the Assessing Special Education Students (ASES), Technical Issues in Large-Scale Assessment (TILSA), and the Social Studies Assessment, Curriculum, and Instruction (SSACI) SCASS projects.

K. The Technical Advisory Committee met in 2010-11.

L. In 2010-11, allocations totaling \$3,062,516 were made to school districts for the purchase of approved formative assessments.

**Question 6: What are the outcomes or results of this program?**

**Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:**

**Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.**

These assessments are used for the State Report Cards and AYP. The assessment results are analyzed and used by multiple offices and divisions in the SCDE.

This activity relates to the administration of the statewide assessment program. Student performance measures are not applicable.

### **Question 7: Program Evaluations**

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

See below.

**Has an evaluation ever been conducted?**

☒ **Yes**

☐ **No**

**If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?**

Reviews by the Education Oversight Committee have been conducted following the statewide field-test administration. Peer reviews have been conducted on assessments required by NCLB.

**Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?**

☐ **Yes**

☒ **No**

**If yes, please provide URL link here.**

**If no, why not?**

All documentation is maintained by the Education Oversight Committee.



**Question 8:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

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

**Question 9:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**

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

**If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to [mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov).**

## **EIA Program Report for Fiscal Year 2011-12**

### **Coversheet**

**EIA-Funded Program Name:** CDEPP - OFS

**Current Fiscal Year:** 2011-12

**Current EIA Appropriation:** \$2,484,628

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

Dr. Dan Wuori

**Telephone Number:**

803-734- 0100

**E-mail:**

[dwuori@scfirststeps.org](mailto:dwuori@scfirststeps.org)

**Question 1: History of the program: Please mark the appropriate response (choose one):**

**This program:**

☐ was an original initiative of the Education Improvement Act of 1984

☐ was created or implemented as part of the Education Accountability Act of 1998

☐ has been operational for less than five years

☒ was funded last fiscal year by general or other funds

☐ is a new program implemented for the first time in the current fiscal year

☐ Other

**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.**

**Code of Laws:**

Provisos to H.3700 (See below)

**Proviso(s):** (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)

Proviso 1A.45 of H.3700 (General Appropriations Act)

**Regulation(s):**

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

  X   Yes

       No

**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)**

The SC Child Development Education Pilot Program provides four-year-old kindergarten programming to age- and income-eligible children residing in the litigant school districts in the state's long-standing school equity funding lawsuit, Abbeville County School District et. al. vs. South Carolina.

**Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?**

**Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.**

**Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.**

**IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?**

South Carolina First Steps oversaw the provision of CDEPP 4K to 549 children in 36 private/community settings (41 classrooms) during the 2010-2011 school year. Regional 4K coordinators provided on-site training, technical assistance and accountability monitoring to each site approximately twice monthly. No significant departures from the program's existing model of service provision are envisioned for the current year.

**Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?**

**Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.**

549 children enrolled during 2010-11.  
215 children provided with transportation services.  
Service provided in 41 classrooms (36 sites).

**Question 6: What are the outcomes or results of this program?**

**Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:**

**Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.**

The EOC issued annual reports on the CDEPP program between 2006-2010. The most recent release by the EOC (October 2010) notes that children in CDEPP "made modest and meaningful progress in language, achievement, and social and behavior development." The report notes that student gains were maintained as children moved from pre-kindergarten to kindergarten.

SC First Steps is required to conduct an external program evaluation every three years, the most recent of which was released in 2010 and included an analysis of the CDEPP program. The report, conducted by the High Scope Educational Research Foundation, analyzed CDEPP outcomes using data from the South Carolina Readiness Assessment (SCRA), student retention status by year, and special needs placements. The report found few differences between children participating in CDEPP in private settings (overseen by First Steps) and their peers in other full-day 4K settings, suggesting that "this may demonstrate the potential for implementing public programs in private settings in a less expensive manner with similar results."

## **Question 7: Program Evaluations**

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

October 2010 (SC EOC release)

November 2010 (High/Scope Evaluation)

**Has an evaluation ever been conducted?**

☒ **Yes**

☐ **No**

**If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?**

EOC (October 2010)

Three recommendations are included in the release:

1. "Despite negative economic conditions, the General Assembly should continue funding CDEPP and similar pre-kindergarten programs and when funds are available, expand the program in both public schools and private centers statewide. Across years and cohorts, modest yet meaningful child gains provide evidence of the success of CDEPP in preparing young children who are at-risk for school failure for kindergarten.
2. Given the existing multi-year sample of 276 children who were enrolled in CDEPP further longitudinal evaluation of those students, as compared to a matched sample of similar children who did not attend a full day program, would help to show if differences in children's language, achievement, and behavior may be related to CDEPP participation. Standardized test scores (e.g., PASS scores) and other information, such as grades, grade retentions, and special education placements, may be of assistance in understanding the relationship between pre kindergarten participation for at-risk students and their future academic and social success in South Carolina.
3. Our classroom observations with the *CLASS Pre-K* have indicated that on the domains of Emotional Support and Classroom Organization those CDEPP

classrooms were similar to other preschool classrooms in previous investigations. Nevertheless, for the domain of Instructional Support with accompanying dimensions of concept development, quality of feedback, and language modeling, the ratings were lower than previous investigators have reported. A continuous improvement approach to pre-kindergarten educational services indicates that targeted professional development and technical assistance might be helpful to local preschool personnel in the area of instructional support and high-quality teaching interactions. State level early childhood administrators should carefully consider how to enhance professional development activities and technical assistance to support the efforts of local pre-kindergarten personnel."

**Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?**

☒ **Yes**

☐ **No**

**If yes, please provide URL link here.**

EOC, October 2010

<http://eoc.sc.gov/NR/rdonlyres/D866D3D2-420C-4F48-9E8C-E6DFF956CF90/37464/CDEPP2010.pdf>

High/Scope Educational Research Foundation

<http://www.scfirststeps.org/docs/2009Eval.pdf>

**If no, why not?**

**Question 8:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

Should EIA cuts ensue, First Steps would seek to minimize non-classroom costs (professional development and monitoring) as feasible. That said, funding cuts would almost certainly result in service losses to eligible children.

**Question 9:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**

CDEPP objectives would remain unchanged, however a loss of funding would result in diminished quality monitoring activities, onsite technical assistance and mentoring of program staff, and losses in service to children.

**If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to [mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov).**



**Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.**

**Question 10: Fiscal Year 2012-13**

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

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

☐ **An increase over the current fiscal year's appropriation**

☐ **A decrease over the current fiscal year's appropriation**

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

**If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?**

**Question 11: Fiscal Years 2010-11 and 2011-12**

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2010-11) and the budget for this program in the current fiscal year (2011-12).

If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	2,484,628	2,484,628
General Fund		
F		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr	179,845	167,290
TOTAL	2,664,473	2,651,918

**Other:** N/A

Expenditures	Prior FY Actual	Current FY
Personal Service	186,418	208,270
Contractual Services	2,204	10,000
Supplies and Materials	20,920	2,000
Fixed Charges		
Travel	10,368	5,000
Equipment		
Employer Contributions	45,384	44,770
Allocations to Districts/Schools/Agencies/Entities	2,231,889	2,381,878
Other: Please explain		
Balance Remaining	167,290	
<b>TOTAL</b>	<b>2,664,473</b>	<b>2,651,918</b>
<b>#FTES</b>		

**Other:** N/A

## **EIA Program Report for Fiscal Year 2011-12**

### **Coversheet**

**EIA-Funded Program Name:** CDEPP- SCDE

**Current Fiscal Year:** 2011-12

**Current EIA Appropriation:** \$17,300,000

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

Pam Wills /Mellanie Jinnette

**Telephone Number:**

803-734-8391/803-734-3605

**E-mail:**

[pwills@ed.sc.gov](mailto:pwills@ed.sc.gov)

[mjinnett@ed.sc.gov](mailto:mjinnett@ed.sc.gov)

**Question 1: History of the program: Please mark the appropriate response (choose one):**

**This program:**

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☒ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.**

**Code of Laws:**

**Proviso(s):** (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)

1A.49

**Regulation(s):**

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

- ☒ Yes
- ☐ No

**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)**

The Child Development Education Pilot Program (CDEPP) is designed to serve 4 year old children eligible for free/reduced lunch and/or Medicaid, in a full day - 180-day instructional program to prepare them to enter Kindergarten ready to learn.

**Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?**

**Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.**

**Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.**

**IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?**

Due to staff limitations during the 2010-2011 school year, modifications were made to the on-site monitoring and technical assistance that had been provided in previous years.

Professional development sessions offered by the SCDE were provided regionally on topics including, curriculum, assessment, and best practices for emergent readers and writers.

The SCDE also provided funding to local school districts participating in the program for Professional Development. Two statewide Early Childhood conferences are conducted by professional organizations during the year for providers to obtain valuable professional development required by the program guidelines as it relates specifically to educating children in poverty.

Annual professional development plans and quarterly reports were collected and reviewed by the agency.

**Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?**

**Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.**

Approximately 300 CDEPP teachers and administrators participated in the required 15 hours of annual professional development required by the program.

Regional and statewide professional development sessions were conducted throughout the year. Participants in attendance at each session ranged from 20-45 with approximately 300 participants in attendance at the 2010 Summer Institute.



**Question 6: What are the outcomes or results of this program?**

**Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:**

**Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.**

The assessment evaluation was conducted in partnership with the University of South Carolina and was last reported on October 11, 2011.

Data indicate modest and meaningful progress in language, achievement and social and behavioral development. The data also support the competencies learned in pre-Kindergarten were maintained through their Kindergarten year.

Future evaluations are in jeopardy if funding is not reinstated.

### **Question 7: Program Evaluations**

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

October 11, 2011

**Has an evaluation ever been conducted?**

☒ **Yes**

☐ **No**

**If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?**

See Previous EOC evaluation information

**Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?**

☒ **Yes**

☐ **No**

**If yes, please provide URL link here.**

<http://eoc.sc.gov/NR/rdonlyres/005CF7BA-A43F-421B-AB04-72B8B8B6E4A3/37438/CDEPPResultsReport101110.pdf>

**If no, why not?**

**Question 8:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

Because of EIA limited appropriations to CDEPP, the full per pupil funding amount of \$4218 was reduced to \$3670 per pupil. No funding for professional development or supplies and materials was given. Any further per pupil reductions could result in districts discontinuing the program.

The SCDE has also not re-negotiated services with contracted personnel due to budgetary constraints, thus reducing the amount of technical assistance provided. During the past year, the SCDE used virtual means to provide information to schools and districts. These virtual practices will continue to be used in the current and upcoming fiscal years.

**Question 9:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**

If no additional funds are made available in the 2012-2013 school year, the full per pupil funding will again be reduced. No additional supplies/materials funding or professional development funding will be made available to districts to serve this 4 year old population.

Also, districts who currently serve this population of students will not be able to increase their numbers of service and will be in jeopardy of being forced to reduce programs offered.

**If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to**

**[mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov)**.

## **EIA Program Report for Fiscal Year 2011-12**

### **Coversheet**

**EIA-Funded Program Name:** EAA - Report Cards

**Current Fiscal Year:** 2011-12

**Current EIA Appropriation:** \$722,385

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

Cynthia Hearn

**Telephone Number:**

803-734-8269

**E-mail:**

[chearn@ed.sc.gov](mailto:chearn@ed.sc.gov)

**Question 1: History of the program: Please mark the appropriate response (choose one):**

**This program:**

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☒ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.**

**Code of Laws:**

Education Accountability Act of 1998 (as amended 2009)  
H.4823: Joint Resolution  
  
SC Code of Laws Section 59-18-900, 920, 930, 950

**Proviso(s):** (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)

N/A

**Regulation(s):**

N/A

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

- ☒ Yes
- ☐ No

**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)**

To publish school and district report cards.

**Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?**

**Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.**

**Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.**

**IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?**

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



**Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?**

**Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.**

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

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

**Question 6: What are the outcomes or results of this program?**

**Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:**

**Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.**

School and district report cards were issued for the 2009-10 school year. Historical and current report cards can be accessed through the following link:

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

## **Question 7: Program Evaluations**

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

**Has an evaluation ever been conducted?**

☐ **Yes**

☒ **No**

**If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?**

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

**Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?**

☐ **Yes**

☒ **No**

**If yes, please provide URL link here.**

**If no, why not?**

There has been no formal review.

**Question 8:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

For the production and publication of accountability report cards (for both federal and state purposes), there are fixed costs tied to personnel and material resources. After the cuts from the previous year, there is little left that would be significant for additional cuts and still meet the demands of the program. The only significant cut available would involve the elimination of printed report cards with all report cards being published only to the web. This cut was implemented when the legislature suspended the printing of the 2009-2010 report cards.

It is possible that schools and districts may have seen an increase in their costs if a large number of parents or community members asked for printed copies of the 2009-10 report cards (which would be provided from the school level). Our review and documentation process can be changed; instead of requiring submission of documentation, we can require districts and schools to maintain the documentation locally (rather than sending it to SCDE) and our staff focus would be a random auditing process rather than a full review process every year.

**Question 9:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**

Due to budget cuts, SCDE staffing for accountability purposes has been reduced more than 40%.

Some tasks have been delayed due to lack of personnel resources to complete those tasks by mandated deadlines.

The remaining budgetary resources (for personnel and resources) are required if we are to meet the current statutory requirements.

**If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to [mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov).**

## **EIA Program Report for Fiscal Year 2011-12**

### **Coversheet**

**EIA-Funded Program Name:** EIA - Four-Year-Old Child Development

**Current Fiscal Year:** 2011-12

**Current EIA Appropriation:** \$15,813,846

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

Mellanie Jinnette

**Telephone Number:**

803-734- 3605

**E-mail:**

[mjinnett@ed.sc.gov](mailto:mjinnett@ed.sc.gov)

**Question 1: History of the program: Please mark the appropriate response (choose one):**

**This program:**

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☒ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.**

**Code of Laws:**

59-5-65, 59-139-05 et seq.

**Proviso(s):** (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)

1A.3, 1A.26, 1A.32

**Regulation(s):**

43-264.1

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

- ☒ Yes
- ☐ No

**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)**

Long-term Mission:

The mission is to provide four-year-old kindergarten classes to serve children most likely to experience school failure.

Current Annual Goals:

The overall goal of the four-year-old early childhood program is to increase the quality of early childhood and family literacy programs so that children are better prepared for school, ensure that children will enter school ready to learn and succeed, ensure that children will have access to quality early childhood programs, provide more effective parenting for children and increase parental involvement in 4K-12 education.



**Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?**

**Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.**

**Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.**

**IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?**

Throughout the year several conferences are held for early childhood and parenting family literacy coordinators and early childhood teachers to ensure they have the proper professional development needed to educate children with readiness barriers and those in poverty.

**Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?**

**Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.**

In 2010-11, 25,969 4K children were served across all 4K programs. The number of children served has increased over the past several years. Students who participate in child development programs for four-year-olds scored higher on first grade readiness assessments, second-grade MAT7 tests and third-grade PASS tests. The percentage of program teachers who are certified in early childhood education has increased.

**Question 6: What are the outcomes or results of this program?**

**Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:**

**Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.**

South Carolina-based research studies underscore findings from similar studies in other states that young children at risk of academic failure can get an academic boost from participating in pre-kindergarten programs.

National Institute for Early Education Research (December 2005) NIEER researchers found that four-year-olds enrolled in South Carolina public pre-school programs showed dramatic gains in pre-reading skills before they began kindergarten at age five.

### **Question 7: Program Evaluations**

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

December 2009

**Has an evaluation ever been conducted?**

☒ **Yes**

☐ **No**

**If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?**

National Institute for Early Education Research (December 2009) NIEER researchers reviewed access to programs, quality standards and resources.

**Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?**

☒ **Yes**

☐ **No**

**If yes, please provide URL link here.**

<http://nieer.org/yearbook/contents/>

**If no, why not?**

**Question 8:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

Because the majority of funding in this appropriation is flow through to districts, districts will be tasked with finding additional revenue to support this program using local funding.

**Question 9:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**

Because proviso guidance was changed in the 2010-2011 school year, districts are now being asked to serve those students eligible for free/reduced lunch and/or Medicaid. This should ensure that the students most needy are being served.

**If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to [mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov).**

## **EIA Program Report for Fiscal Year 2011-12**

### **Coversheet**

**EIA-Funded Program Name:** High Schools that Work

**Current Fiscal Year:** 2011-12

**Current EIA Appropriation:** \$743,354

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

Wofford O'Sullivan

**Telephone Number:**

803-734-8564

**E-mail:**

[wosulliv@ed.sc.gov](mailto:wosulliv@ed.sc.gov)

**Question 1: History of the program: Please mark the appropriate response (choose one):**

**This program:**

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☒ Other

**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.**

**Code of Laws:**

2005 South Carolina Education and Economic Development Act (EEDA), Chapter 59, (Section 59-59-10) (Section 59-59-130)

**Proviso(s):** (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)

1A.25

**Regulation(s):**

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

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

- ☒ Yes
- ☐ No



**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)**

The long-term mission of this whole school reform initiative is to enhance learning experiences of students by providing them with opportunities to perform at high levels of academic and career and technical achievement. Reform sites must require 1.) all students to complete a rigorous academic core, 2.) teachers to teach in ways that engage students in learning challenging content, 3.) and a supportive and extra help-focused effort for students who have difficulty in mastering content. Based on their own data, sites develop an implementation plan supporting ten key practices to facilitate an increase in the percentages of students who complete a planned sequence of career/technical courses and a challenging academic core in English/language arts, mathematics, and science needed for postsecondary education and careers.

Sites must commit to implementation efforts to increase the percentages of students (those who will begin work immediately following secondary education and those who will seek industry certifications, additional postsecondary instruction, an associate of arts or sciences degree, or advanced postsecondary degree) who demonstrate performance in reading, mathematics, and science at proficiency levels necessary to pass employers' exams and to pursue postsecondary studies without having to take remedial courses.

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

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

**Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?**

**Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.**

**Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.**

**IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?**

During the 2010-11 school year, over 80 (80) HSTW/MMGW and sixteen (16) CTCTW site technical assistance and technical review visits were conducted. These visits were conducted by 10-12 member teams, and sites were provided with very lengthy, data-driven reports providing detailed commendations and challenges relative to the sites' whole school reform implementation efforts.

The SC Department of Education leadership sponsored new site development workshops for eleven (11) HSTW/MMGW sites joining the initiative. Programmatic strands of presentations were provided to all sites at the 2011 Education and Business Summit in June, 2011. All CTCTW sites were provided with SREB-led professional development supporting focus on school culture during the 2010-2011 school year. Data analysis and numeracy workshops were provided for many whole school reform participants; over 100 individuals participated in these workshops. Presentations were made to MMGW sites at the SC Middle School Association. Collecting data and accountability will be the focus of activities for the 2011-2012 school year. Reform initiative calendars were provided to all sites, including extensive, detailed professional development opportunities for whole school reform sites (197 HSTW, 126 MMGW and 17 CTCTW). Funding for reform implementation and professional development was provided to all sites. Over 70 technical assistance and technical review visits will be conducted during the 2011-2012 school year.

**Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?**

**Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.**

- Well over 1,000 educators participated on technical assistance and technical review visit teams.
- Eighty-two (82) detailed, data-driven technical assistance visit reports and twenty-two (22) technical review visit reports were written, reviewed, edited, and approved for delivery to reform sites by the SC Department of Education and/or the Southern Regional Education Board.
- Over 100 educators participated in numeracy and data analysis workshops.
- Approximately 120 educators participated in new site development workshops at the 2011 Education and Business Summit.
- Over 800 educators from all SC whole school reform sites attended sessions designated for whole school reform professional development at the 2011 Education and Business Summit.

**Question 6: What are the outcomes or results of this program?**

**Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:**

**Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.**

The results of this program include the following:

Outcomes and results are site-specific and detailed in a whole school reform assessment conducted every other year. Data analysis workshops were held in the fall of 2010 for all sites who took the assessment in the winter. Site specific results are available from the Office of Career and Technology Education's, Tina White (HSTW/MMGW)/Wofford O'Sullivan (CTCTW). As a follow up to the data analysis workshops, all sites are required to revise their focus team goals. Individual sites are provided with information that supports appropriate professional development, comparative data relative to performance in reading, math, and science, and teacher and parent assessment data.

## **Question 7: Program Evaluations**

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

February 2010

**Has an evaluation ever been conducted?**

☒ **Yes**

☐ **No**

**If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?**

January and February 2010 - HSTW/MMGW/CTCTW Program Assessments were given at targeted sites.

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

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

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

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

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

**Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?**

☒ **Yes**

☐ **No**

**If yes, please provide URL link here.**

No URL link.....

**If no, why not?**

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

**Question 8:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

Given the fact that the whole school reform effort includes 197 high schools, 126 middle schools, and 17 career and technology centers in SC, any cuts create significant reductions in services offered. All reform sites, should budget reductions become a reality, will continue to receive decreased funding support. Adding new sites each year and providing more support continues to reduce site-specific funding. Reductions in the number of sites assessed and further reductions in funding to reform sites will be the "order of the day" where the state's whole school reform initiative is concerned.

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

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

**Question 9:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**

Given the very nature of whole school reform and the key practices, principles, and key conditions, there would be no changes at all in the focus of the whole school reform model.

Significant cuts in support services, activities, materials purchased, and professional development opportunities would result as noted in the previous two responses.

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

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

**If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to**

**[mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov).**

## **EIA Program Report for Fiscal Year 2011-12**

### **Coversheet**

**EIA-Funded Program Name:** Instructional Materials

**Current Fiscal Year:** 2011-12

**Current EIA Appropriation:** \$13,761,587

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

Bruce Shealy or Kriss Stewart

**Telephone Number:**

803-823-3201 or 803-734-8393

**E-mail:**

[bshealy@ed.sc.gov](mailto:bshealy@ed.sc.gov) or [kstewart@ed.sc.gov](mailto:kstewart@ed.sc.gov)



**Question 1: History of the program: Please mark the appropriate response (choose one):**

**This program:**

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.**

**Code of Laws:**

Title 59, Chapter 5, Section 60 and Title 59, Chapter 31, Section 550,  
Accountability Act

**Proviso(s):** (If applicable. Please make references to the 2011-12 General  
Appropriation Act as ratified. www.XXXXX)

**Regulation(s):**

State Board of Education Regulations 43-71

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

☐ Yes

☒ No

**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)**

Issue the 2011 Call for Bids in subject areas approved by the State Board of Education.

Contract with publishers to provide quality, standards-based materials adopted by the State Board of Education.

Coordinate Instructional Materials Public Review of recommended instructional materials.

Maintain an online ordering system providing schools real-time access to 5,000 plus items.

Coordinate an annual physical inventory of all state owned materials used by schools and assess schools and districts for lost and damaged textbook fees.

Assess publishers and vendors liquidated damages for late shipments.

Assist district adoptions by providing adoption information and a venue (annual instructional materials caravan) for reviewing newly-adopted instructional materials.

Verify publisher compliance with Most Favored Purchaser provision in Title 59 Chapter 31.

Provide training and technical assistance to districts and schools.

Continue implementation of the Statewide Textbook Management System

Conduct textbook account audits at K-12 public schools annually. The objectives support the mission:

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

**Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?**

**Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.**

**Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.**

**If the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?**

Issue the 2010 Call for Bids in subject areas approved by the State Board of Education.

Contract with publishers to provide quality, standards-based materials adopted by the State Board of Education.

Coordinate Instructional Materials Public Review of recommended instructional materials.

Maintain an online ordering system providing schools real-time access to 5,000 plus items.

Coordinate an annual physical inventory of all state owned materials used by schools and assess schools and districts for lost and damaged textbook fees.

Assess publishers and vendors liquidated damages for late shipments.

Assist district adoptions by providing adoption information and a venue (annual instructional materials caravan) for reviewing newly-adopted instructional materials.

Verify publisher compliance with Most Favored Purchaser provision in Title 59 Chapter 31.

Provide training and technical assistance to districts and schools.

The goals and objectives are supported:

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

**Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?**

**Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.**

Instructional materials for the subject areas of Algebra 1 and 2, Geometry, and Mathematics for the Technologies 1, 2, and 3 were approved by the State Board of Education.

Approximately eight contracts were issued for new instructional materials aligned to state career/technology and academic standards.

Citizen comments received from twenty-three colleges and universities hosting Public Reviews of recommended instructional materials.

Over 1,600 of online orders processed in subject areas approved by the State Board of Education.

Approximately \$1.3 in fees collected from school districts for lost and damaged instructional materials.

Over 1,200 registrants for the Annual Instructional Materials Caravan.

Over 110 participants from eighty-five school districts in attendance at the Annual District Textbook Coordinators Meeting.

**Question 6: What are the outcomes or results of this program?**

**Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:**

**Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.**

Instructional materials programs for thirty-nine high courses including calculus, computer programming and environmental science were approved by the State Board of Education.

Contracts were issued for new instructional materials aligned to state standards.

Citizen comments received from twenty-one colleges and universities hosting Public Reviews of recommended instructional materials.

Over 1,000 of online orders processed for instructional materials approved by the State Board of Education.

Upon completion of inventories, fees will be collected from school districts for lost and damaged instructional materials.

Over 300 registrants for the Annual Instructional Materials Caravan.

Over 107 participants from eighty-one school districts in attendance at the Annual District Textbook Coordinators Meeting.

**Question 7: Program Evaluations**

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

See below.

**Has an evaluation ever been conducted?**

☐ Yes

☒ No

**If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?**

**Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?**

☐ Yes

☒ No

**If yes, please provide URL link here.**

**If no, why not?**

NA

**Question 8:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

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

**Question 9:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**

The number of subject areas for the upcoming adoption cycle would be limited to allow unfunded areas of adoption to be purchased. Continue to encourage publishers to provide digital materials for the classroom for possible reduction in cost of materials for the classroom.

**If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to [mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov).**



## **EIA Program Report for Fiscal Year 2011-12**

### **Coversheet**

**EIA-Funded Program Name:** K-12 Technology Initiative

**Current Fiscal Year:** 2011-12

**Current EIA Appropriation:** \$10,171,826

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

Charmeka Bosket

**Telephone Number:**

803-734- 8104

**E-mail:**

[cbosket@ed.sc.gov](mailto:cbosket@ed.sc.gov)

**Question 1: History of the program: Please mark the appropriate response (choose one):**

**This program:**

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☒ Other

**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.**

**Code of Laws:**

Proviso 89.33: School Technology Initiative (2010-2011)

**Proviso(s):** (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)

Proviso 89.33: School Technology Initiative (2010-2011)

**Regulation(s):**

N/A

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

- ☐ Yes
- ☒ No

**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)**

The primary long-term objective of this program is to facilitate the infusion of technology into South Carolina schools. Specific goals and objectives are to provide the following resources for the indicated agencies:

- \* SCB&CB Division of Information Technology: Network connectivity (E-Rate matching funds), ERate Field Training & Security Project for DIA.

- \* SC State Library: DISCUS.

- \* SC Department of Education: eLearning Professional Development; SC Virtual School, Electronic Portfolio.

- \* SC Educational TV: Digitization Project, ITS Network Services, ETV Video-On-Demand StreamlineSC, ETV Satellite, ETV/ITV Teacher Institutes, Streamline Extension.

- \* Local Districts and Schools: Distribution to Schools (when funding is available).

**Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?**

**Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.**

**Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.**

**IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?**

(See previous item.) During the prior fiscal year, the K12 Technology Initiative funded:

- parts of the state virtual school program for middle and high school students;
- licenses to the software for the statewide teacher e-portfolio system for teacher technology proficiency tracking;
- training and marketing teachers' classroom usage of the statewide video-on-demand system, StreamlineSC;
- technology integration and setting up the infrastructure for major changes pursuant to the federal longitudinal data system (LDS) grant.

For the coming year, limited funding will be directed toward

- state's required matching funds for e-Rate, which provides Internet access for all schools and districts
- maintenance of DISCUS as an educational and informational resource for students and all SC residents
- eLearning, SC Virtual School Program

There has been no flow-through funding to districts or schools for the 2008-2009, the 2009- 2010, or the 2010-2011 school years due to budget cuts.

**Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?**

**Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.**

Bandwidth demand has grown to 2,917 megabits.

The South Carolina Virtual School Program (SCVSP) for middle and high school students was successfully funded by legislation for the 2007-08 year. The SCVSP supports public, private, home schooled, and adult education students seeking supplemental courses to meet their high school graduation requirements. The SCVSP offers courses in seven subject areas including career and technology, fine arts, world languages, English, health/physical education, mathematics, science and social studies. Courses at the SCVSP are taught by state-certified teachers who have not only shown expertise in their fields, but who have also received state sponsored training for teaching online courses. In 2009-10 SCVSP served over 14,207 students.

South Carolina developed the developed the ePortfolio system in 2004 to provide easy to use tools for diagnosing technology abilities, prescribing resources and training to improve technology skills and enhancing learning via an electronic portfolio format for South Carolina's students, teachers and administrators. Among the more than 14,000 teacher who accessed the program in 2009-10, 79 percent demonstrate proficiency in the skills that were assessed. By the 2009-10 school year 25,000 teachers had reached a demonstrated level of proficiency through the ePortfolio system. The number of 8<sup>th</sup> grade students assessing the program increased by 69 percent. The number of 8<sup>th</sup> grades demonstrating mastery increased by 58 percent.

K12 DISCUS users statewide have 24/7 office/home access to DISCUS databases and e-books.

In 2009-10, residents obtained over 11.7 million items through DISCUS. This represents a 37% increase over the FY 2007-08 usage level. Historically nearly 70 percent of usage is from the K-12 community.

ETVs StreamlineSC is another immensely beneficial program for SC educators and students that directly enhances teaching and learning by using video-based content. ETV partners with the State Department of Education and districts throughout the state. Video-based standards aligned content is provided along with over 10 thousand clips and a tremendous database of illustration and pictures. All schools can access the service free through funding by the State distributed by the K-12 Technology Initiative. StreamlineSC, and its accompanying administrative interface, OnePlaceSC, contain various management services which allow teachers, school administrators and community leaders to track and evaluate utilization of Streamline resources in the classroom. During the 2009-10 academic year, StreamlineSC had 3.16 million views of video clips.

See also K12 2009 Progress Report at  
<https://sck12techinit.sc.gov/sites/default/files/2009ProgressReport020311WebQuality.pdf>

**Question 6: What are the outcomes or results of this program?**

**Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:**

**Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.**

Students are accessing research: over 11.7 million resource items were retrieved from DISCUS (online virtual library).

Students are accessing interactive educational websites: there were approximately 673,390 unique page views on Knowitall.org

Educators are using multimedia: over 6,530 educators trained on the integration/use of StreamlineSC during the year.

Educators are improving their technology proficiency using the ePortfolio system with 79 percent of participating teachers moving to the proficient level in the use of technology to enhance learning.

South Carolina became one of only 13 states nationwide to implement a student unique numbering system (SUNS), a factor in our high ranking nationwide. Internet access is available to all districts and schools.

## **Question 7: Program Evaluations**

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

March 2009

**Has an evaluation ever been conducted?**

☒ **Yes**

☐ **No**

**If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?**

The report stated that the General Assembly's continued support for the K12 Technology Initiative Partnership support and funding is needed now more than ever. The current trend of decreasing funds for technology access and implementation could hinder the state's impressive progress. It appears the federal government is considering the elimination or drastic reduction of all direct funding for technology in its budget. South Carolina's representatives must continue to take care of the State's citizens by providing funding to maintain the capacity to train teachers and students in technology which has now become a necessity for daily functionality, communication, and information access. South Carolina students must be technologically proficient in order to acquire 21st century jobs that will keep the state economically healthy. Unless there is a concerted effort to maintain technology funding, South Carolina's economy and communities will pay the price.

**Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?**

☒ **Yes**

☐ **No**

**If yes, please provide URL link here.**

<http://www.ed.sc.gov/agency/offices/tech>



**If no, why not?**

**Question 8:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

When allocating the K-12 Technology Initiative funds, the Committee will set aside 10% of those funds to hold for budget cuts; thus, programs would be funded at a level that the Committee believes it can manage. In general, each funded program would receive fewer dollars and some programs were cut completely.

**Question 9:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**

The K-12 Technology Initiative Committee has no alternative funding resources. If no additional funding above the prior year's level is available, all programs would be sustained at current levels. Reductions in funding translates to passing the costs of Internet connectivity for all districts and schools to the local level and forgoing a portion of the match South Carolina receives for the federal e-Rate funds. Sustained funding would lead to sustained levels of Internet connectivity in K-12 or for the public libraries. Reductions in funding translate to a reduction of library connectivity unless local communities offset state reductions.

The SC State Library would have to preserve DISCUS resources at the existing funding level.

The SC Department of Education would have to maintain the current level development of some resources associated with the statewide longitudinal data system, the ePortfolio, and the South Carolina Virtual School.

SCETV would have to find other resources for delivering video and web content to schools and libraries.

**If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to [mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov).**

## **EIA Program Report for Fiscal Year 2011-12**

### **Coversheet**

**EIA-Funded Program Name:** Modernize CTE Equipment

**Current Fiscal Year:** 2011-12

**Current EIA Appropriation:** \$2,946,296

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

Susan Flanagan

**Telephone Number:**

803-734-8456

**E-mail:**

[sflanagn@ed.sc.gov](mailto:sflanagn@ed.sc.gov)

**Question 1: History of the program: Please mark the appropriate response (choose one):**

**This program:**

- ☒ X was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.**

**Code of Laws:**

59-53-1950

**Proviso(s):** (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)

**Regulation(s):**

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

☐ Yes

☒ X No

**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)**

Long-term mission of the program:

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

Short-term objectives for 2011-12:

a. Percentage of career and technology education students, identified by CIP code, achieving an average of at least 2.0 on final grades for the year for all career and technology courses taken or who passed technical skill assessments that are aligned with industry-recognized standards if available and appropriate will remain constant at 87.5%. 2011-12 will be the first year that assessments will be included along with final grades to establish new baseline data. Percentage should increase in 2012-13. This is a direct measurement of the skills attained by students who have up to date equipment in CTE programs.

b. Percentage of CTE completers who are available for placement and placed in postsecondary education, military service, or employment utilizing the career and technology competencies attained will be at least 92.5%. This percentage is calculated over a 3-year period of time. This is a direct measure that students are being employed because they have been trained on the equipment used by employers.

**Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?**

**Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.**

**Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.**

**IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?**

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

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

**Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?**

**Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.**

Funds were used to update equipment used by over 188,000 students in CATE courses in 85 school districts and 11 multi-district career centers during 2009-10.

**Question 6: What are the outcomes or results of this program?**

**Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:**

**Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.**

Use of modern equipment prepared CTE students for placement into employment or to continue their education. The placement rate for CTE students was 97.07% for 2009-10 which exceeded the federal and state accountability goals.



### **Question 7: Program Evaluations**

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

February 22-26, 2010

**Has an evaluation ever been conducted?**

  X   Yes

       No

**If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?**

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

**Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?**

  X   Yes

       No

**If yes, please provide URL link here.**

**If no, why not?**

Hard copy available

**Question 8:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

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

**Question 9:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**

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

**If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to [mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov).**

## **EIA Program Report for Fiscal Year 2011-12**

### **Coversheet**

**EIA-Funded Program Name:** National Board Certification

**Current Fiscal Year:** 2011-12

**Current EIA Appropriation:** \$68,564,000

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

Allison Jacques

**Telephone Number:**

803-734- 5842

**E-mail:**

[ajacques@scteachers.org](mailto:ajacques@scteachers.org)

**Question 1: History of the program: Please mark the appropriate response (choose one):**

**This program:**

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☒ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.**

<b>Code of Laws:</b>
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**SECTION 59-26-85.** NBPTS recertification; development of application fee loan program. [SC ST SEC 59-26-85]

(A)(1) Teachers who are certified by the National Board for Professional Teaching Standards (NBPTS) before July 1, 2010, shall enter a recertification cycle for their South Carolina certificate consistent with the recertification cycle for National Board Certification and NBPTS certified teachers moving to this State are exempted from initial certification requirements and are eligible for continuing contract status and their recertification cycle will be consistent with National Board Certification. Teachers receiving national certification from the NBPTS before July 1, 2010, shall receive an increase in pay for the initial ten-year National Board Certification and no more than one ten-year renewal of National Board Certification. The pay increase shall be determined annually in the appropriations act. The established amount shall be added to the annual pay of the nationally certified teacher.

(2) Teachers who apply on or after July 1, 2010, for certification by the NBPTS shall enter a recertification cycle for their South Carolina certificate and consistent with the initial ten-year cycle for National Board Certification, and teachers moving to this State who apply for National Board Certification on or after July 1, 2010, and subsequently achieve National Board Certification are exempted from initial certification requirements and are eligible for continuing contract status and their recertification cycle will be consistent with the initial ten-year cycle. Teachers receiving national certification from the NBPTS on or after July 1, 2010, only shall receive an increase in pay for the initial ten years of the certification. The pay increase shall be determined annually in the appropriations act. The established amount shall be added to the annual pay of the nationally certified teacher.

(B) The Center for Teacher Recruitment shall develop guidelines and administer the programs whereby teachers applying to the National Board for Professional Teaching Standards for certification before July 1, 2010, may receive a loan equal to the amount of the application fee. One-half of the loan principal amount and interest shall be forgiven when the required portfolio is submitted to the National Board. Teachers attaining certification within three years of receiving the loan will have the full loan principal amount and interest forgiven. This subsection does not apply to any application submitted on or after July 1, 2010.

<b>Proviso(s):</b> (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)
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1A.1 and 1A.43

<b>Regulation(s):</b>
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**Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?**

\_\_\_\_ Yes

**X** No

**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)**

Long-Term Mission: To elevate the teaching profession by providing high quality professional development for teachers based on national standards.

Current Annual Objectives:

- To increase the number of National Board Certified Teachers.
- To have over 8,000 National Board Certified Teachers this year.
- To provide candidate support through professional development.
- To reward teachers who have completed the rigorous assessment that demonstrates that they are accomplished teachers.
- To help reduce teacher turn-over by providing incentives for teachers to remain in the classroom.
- 

**Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?**

**Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.**

**Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.**

**IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?**

Current Annual Objectives:

- Both the Center for Educator Recruitment, Retention, and Advancement (CERRA) and the Division of School Effectiveness (DSE) encouraged cohorts of teachers as well as individual teachers to participate in the NBCT program. School and district leaders were also encouraged to provide support and guidance.
- The CERRA web-site and CERRA's 2010-2011 EOC Annual Report provides detailed information on the NBCT program. CERRA and DSE staff are available to provide support and guidance to any teacher interested in participating in this important program.
- CERRA also provides support for a District Liaison for NBCTs for each local school district, candidate support workshops for teachers, and a Toolkit for new candidates and for NBCTs working toward certificate renewal.
- Additional information is available on the National Board website.
- The state provides a salary supplement of \$5,000 for NBCTs.
- Many school districts provide additional incentives for NBCTs.

**Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?**

**Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.**

Current Annual Objectives:

The following program outputs are excerpts from the CERRA Annual Report:

- This year, 1,400 NBC loans were administered. In fiscal year 2010, the General Assembly responded to the current budget situation and eliminated the loan program for fiscal year 2011. The loan program was not reinstated for fiscal year 2012. In the past year, CERRA continued to track 1,537 loans for candidates seeking to obtain National Board Certification.
- South Carolina teachers earned 758 new NBC certificates this year. 498 teachers achieved NB Certification in November 2010.
- CERRA tracked 7,989 teachers through the NBCT database.
- CERRA's online toolkit was continued in FY11 and is available to all candidate support providers to assist candidates with the process.
- District liaisons arrange awareness meetings for teachers to become familiar with National Board and the loan process. Local districts and the professional teachers' organizations provide workshops to support the work of National Board candidates.
- CERRA supported one Targeted High-Needs Initiative (THNI) Take One! Site to increase the number of NBC teachers in rural and challenged schools.

**Question 6: What are the outcomes or results of this program?**

**Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:**

**Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.**

- A total of 7,784 teachers in South Carolina are National Board certified.
- As of December 2010, 6,903 NBCTs were employed in a SC public school or district.
- During the 2010-2011 school year, all but one of South Carolina's 86 public school districts, as well as the Palmetto Unified School District, employed at least one NBCT. All of the special schools in the state, such as the School for the Deaf and Blind, the Department of Juvenile Justice, and the Governor's School for the Arts and Humanities, employed Board-certified teachers in 2010-2011.
- South Carolina continues to rank third in the nation in the number of National Board Certified teachers (NBCTs).



### **Question 7: Program Evaluations**

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

- NA

**Has an evaluation ever been conducted?**

\_\_\_\_ Yes

**X** No

**If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?**

- NA

**Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?**

\_\_\_\_ Yes

**X** No

**If yes, please provide URL link here.**

**If no, why not?**

**Question 8:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

- The National Board program is exempt from EIA reductions.

-

**Question 9:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**

Given the current statutes, the General Assembly would have to make a recommendation to reduce either the \$5000 supplement amount and/or put a cap on the number of candidates who qualify to receive the award. The number of candidates was reduced to 1100 for the 2009-2010 application year and 900 for the 2010-11 year.

**If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to**

**[mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov).**

## **EIA Program Report for Fiscal Year 2011-12**

### **Coversheet**

**EIA-Funded Program Name:**                      **Preschool Children with Disabilities**

**Current Fiscal Year:**                              **2011-12**

**Current EIA Appropriation:**                      **\$2,878,146**

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

Marlene Metts

**Telephone Number:**

803-734-8806

**E-mail:**

[mametts@ed.sc.gov](mailto:mametts@ed.sc.gov)

**Question 1: History of the program: Please mark the appropriate response (choose one):**

**This program:**

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☒ Other This has been the only state funding source for preschool children with disabilities since the State implemented required services in 1991.

**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.**

**Code of Laws:**

SC Code of Laws 59-36-80.  
SECTION 59-36-80. Study of costs; recommendation as to weighting in connection with funding; annual determination of funding level.  
The Committee to Study Formula Funding for Educational Programs shall conduct a study of the costs of the program for preschool children with disabilities and, if appropriate, recommend weights to be included in the Education Finance Act, Section 59-20-40 and report to the General Assembly no later than November 1, 1993.  
Until the weightings for preschool children with disabilities are developed and funded, four-year-old children with hearing or visual disabilities and all five-year-old children with disabilities will continue to be counted for funding purposes under the Education Finance Act. Funding for all other preschool students with disabilities will be provided for in the General Appropriations Act.

**Proviso(s):** (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)

General Appropriations Bill

**Regulation(s):**

SBE 43.243 and 43.243.1

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

☒ Yes

☐ No

**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)**

The goal and objective of this program is to provide a free and appropriate public education for preschool children with disabilities. The Office of Special Education Programs (OSEP) requires annual data on preschool outcomes and preschool services in the least restrictive environment (LRE). This data is reported in the Annual Performance Report, which can be locate on the Office of Exceptional Children's website.

**Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?**

**Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.**

**Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.**

**IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?**

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

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

**Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?**

**Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.**

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



**Question 6: What are the outcomes or results of this program?**

**Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:**

**Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.**

EIA funds assists districts in providing a free and appropriate education for preschool children with disabilities. This includes providing adequate resources, materials, assessments, supplies, etc. those are essential for instructional delivery and monitoring.

**Question 7: Program Evaluations**

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

Ongoing

**Has an evaluation ever been conducted?**

☒ **Yes**

☐ **No**

**If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?**

The Annual Performance Report (APR) is one method of ongoing evaluation. However, since the requirement of the IDEA is to provide free, appropriate, public education (FAPE) to each identified student, the SCDE must also investigate complaints and report due process hearings as necessary, to determine if a district violated the IEP or failed to provide FAPE.

**Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?**

☒ **Yes**

☐ **No**

**If yes, please provide URL link here.**

<http://www.ed.sc.gov/agency/ac/Exceptional-Children/old/ec/documents/SCFFY09APRrevision4-18-11forWeb.pdf>

If no, why not?

**Question 8:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

Local school districts will have to continue to provide FAPE through other sources. However, due to the maintenance of fiscal support requirements of IDEA, the State must be very cautious about reducing any funds without examining in the impact on total support.

**Question 9:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**

Local school districts will have to continue to provide FAPE through other sources. However, due to the maintenance of fiscal support requirements of IDEA, the State must be very cautious about reducing any funds without examining in the impact on total support. Please note that identification of students with disabilities in the preschool age group is increasing whereas our total number of students with disabilities is decreasing; yet funding for this group of students has not increased since this first year.

**If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to [mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov).**

## **EIA Program Report for Fiscal Year 2011-12**

### **Coversheet**

**EIA-Funded Program Name:** Professional Development for  
Standards Implementation

**Current Fiscal Year:** 2011-12

**Current EIA Appropriation:** \$6,515,911

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

Ruth Nodine

**Telephone Number:**

803-734- 3540

**E-mail:**

[rnodine@ed.sc.gov](mailto:rnodine@ed.sc.gov)

**Question 1: History of the program: Please mark the appropriate response (choose one):**

**This program:**

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☒ Other

**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.**

**Code of Laws:**

1A.36.SDE EIA: Professional Development

**Proviso(s):** (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)

General Appropriation Act, 2011, Proviso 1A.36. (SDE-EIA: Professional Development)

**Regulation(s):**

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

☐ Yes

☒ No

**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)**

EIA funds are appropriated for Professional Development and expended on professional development for certified instructional and instructional leadership personnel in grades kindergarten through twelve across all content areas, including teaching in and through the arts, to better link instruction and lesson plans to the standards, to develop classroom assessments consistent with the standards, and to analyze results for needed modifications in instructional strategies.

Funds were allocated directly to districts in support of this mission through the Professional Development Program. These funds also supported the goals of the Office of Standards and Support. The 2011-12 goals of the PD program, now under the newly formed Office of Teacher Effectiveness, are to enhance capacity of teachers to implement and support standards-based curriculum, instruction, and assessment practices, and to increase teacher knowledge of the subject matter content.

The Office of Teacher Effectiveness provides educators with an array of multifaceted professional learning opportunities that integrate theory and best practice , build capacity, and are data and results-driven. Through various technologies, job-embedded learning, and customized services, the Office of Teacher Effectiveness seeks to advance the current practice of professional development to bolster teacher quality and, by extension, student learning in South Carolina.

**Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?**

**Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.**

**Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.**

**IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?**

Each district is required to submit a Web-based report annually, which summarizes the progress made toward these goals. The Office of Standards and Support monitored the PD program, conducting desk audits of the summary reports. Based on the most recent data provide by the districts (FY10), these funds supported the professional development of teachers and a sundry of other activities because of Provisos 1.40, 1.47, and 1A.22 (SDE: School Districts and Special Schools Flexibility). These provisos allow for flexibility in the spending of the PD dollars.

Professional development was provided through Eluminate sessions, Webinars, regional meetings, Moodle, etc., in the areas of Modern and Classical Languages, Visual and Performing Arts, Gifted/Talented, Advanced Placement, Social Studies, African American Studies, and Comprehensive Health Education.

With flexibility, districts also used their funds to hire teacher coaches, replenish science kits, teacher stipends, software programs, curriculum alignment, graduate coursework, MAP licenses, MAP technical services, AP Course registration fees, tuition reimbursements, fringe benefits, printing for pacing guides, laptops, credit recovery software, graduate course software and texts, travel to professional development, maps and globes, professional development materials, reading kits, SRA kits, Read 180 materials, Reading Mastery materials, and Plugged into Reading Curriculum.

**Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?**

**Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.**

During the FY11, 35,547 teachers (duplicative count) experience professional development supported by the EIA funds. (According to the PD/Lottery Collection Database)

FY 11	FY 10	FY 09	FY08	[FY07]	(FY06)	Content area
27.7%	25.6%	20.2%	20.3%	[20.1%]	(22.1%)	English language arts
26.7%	22.5%	18.9%	18.9%	[18.7%]	(19.4%)	Mathematics
16.0%	19.5%	17.5%	17.5%	[17.4%]	(16.7%)	Science
15.1%	18.1%	16.5%	16.5%	[16.3%]	(17.3%)	Social Studies
2.1%	1.9%	.9%	0.8%	[1.4%]	(2.1%)	Health
0.3%	1.1%	1.4%	1.4%	[0.8%]	(0.7%)	World Languages
0.2%	1.5%	1.6%	1.6%	[2.5%]	(2.3%)	Physical Education
0.8%	2.1%	2.5%	2.5%	[2.5%]	(1.6%)	Visual and Performing Arts
5.5%	5.7%	20.55%	20.6%	[20.4%]	(17.7%)	Multi-curricular
5.7%	2.0%					Response to Intervention

The above categories continued to have teachers attend professional development through Webinars, Elluminate sessions, Moodle sessions, as well as regional workshops in the 2010-11 school year.

Source: PD Data Collection excel document

## **Question 6: What are the outcomes or results of this program?**

**Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:**

**Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.**

### PASS Scores

Larger percentages of public school students met state standards on the 2011 administration of South Carolina's Palmetto Assessment of State Standards (PASS). In addition, the percentages of students scoring at exemplary levels - the highest of three scoring levels under PASS - increased for every grade and subject, with only two exceptions - Grade 5 ELA and Grade 8 writing.

Comparing 2011 scores with 2010, the percentage of students with passing mathematics scores increased in all six grades tested. The passing rate increased in three of six grades in English language arts, in four of six grades in science and in five of six grades in social studies.

PASS scores in 2011 generally showed greater achievement gaps among white and African-American students even though those students improved their passing rates in five of six grades in math, four of six grades in science and social studies and three of six grades in English Language Arts. The reason is that while African-American students' scores improved, white students' scores improved at a greater rate. Of the 26 subject-grade combinations tested, achievement gaps shrank in only eight.

PASS scores for African-American students, for students with limited English proficiency and for those enrolled in free or reduced-price school food programs remain lower than overall student scoring percentages.

Students from low-income families improved their passing rates in math in every grade, in three of six grades in English language arts, in five of six grades in social studies, in four of six grades in science. Students with limited English proficiency (LEP) improved their passing rates in math in every grade, in three of six grades in English Language Arts, in five of six grades in science and in four of six grades in social studies.

### PASS results by subject

- Writing - The writing test included multiple-choice questions and one extended-response (essay) item. In 2011, only fifth- and eighth-grade students were assessed in writing. Fifth-graders had the higher "passing" percentage of students meeting the standard or showing exemplary performance - 77.7 percent. The eighth-grade passing rate was 67.8 percent. The passing rate increased in one of the two grades tested.
- English language arts (reading and research) - The ELA test contained multiple-choice questions based on reading passages. Third-graders had the highest passing percentage at 80.0 percent. Grade 8 was lowest at 67.8 percent. The passing rate increased in three of six grades.



- Mathematics - The mathematics test contained only multiple-choice items. Grade 4 had the best passing rate at 79.4 percent. Grade 8 was lowest at 69.5 percent. The passing rate increased in all six grades.
- Science - The seventh-grade passing rate of 71.7 percent was best on this multiple-choice test. Grade 3 was lowest at 60.8 percent. The passing rate increased in four of six grades.
- Social studies - This test also contained only multiple-choice questions. Grade 6 had the best passing rate at 77.6 percent, while Grade 7 was lowest at 63.4 percent. The passing rate increased in five of six grades.

#### Summary of statewide 2011 results for all students

##### Grade 3

- Writing - not tested at this grade.
- ELA (reading and research) - 80.0 percent Met or showed Exemplary performance in meeting the grade-level standard.
- Mathematics - 70.4 percent Met or showed Exemplary performance in meeting the grade-level standard.
- Science - 60.8 percent Met or showed Exemplary performance in meeting the grade-level standard.
- Social Studies - 76.6 percent Met or showed Exemplary performance in meeting the grade-level standard.
- The percentage of students scoring Met or above increased in three of four subjects.

##### Grade 4

- Writing - not tested at this grade.
- ELA (reading and research) - 78.0 percent Met or showed Exemplary performance in meeting the grade-level standard.
- Mathematics - 79.4 percent Met or showed Exemplary performance in meeting the grade-level standard.
- Science - 70.9 percent Met or showed Exemplary performance in meeting the grade-level standard.
- Social Studies - 77.1 percent Met or showed Exemplary performance in meeting the grade-level standard.
- The percentage of students scoring Met or above increased in all four subjects.

##### Grade 5

- Writing - 77.7 percent Met or showed Exemplary performance in meeting the grade-level standard.
- ELA (reading and research) - 78.3 percent Met or showed Exemplary performance in meeting the grade-level standard.
- Mathematics - 75.3 percent Met or showed Exemplary performance in meeting the grade-level standard.
- Science - 64.9 percent Met or showed Exemplary performance in meeting the grade-level standard.
- Social Studies - 70.4 percent Met or showed Exemplary performance in meeting the grade-level standard.
- The percentage of students scoring Met or above increased in four of five subjects.

#### Grade 6

- Writing - not tested at this grade.
- ELA (reading and research) - 70.2 percent Met or showed Exemplary performance in meeting the grade-level standard.
- Mathematics - 72.5 percent Met or showed Exemplary performance in meeting the grade-level standard.
- Science - 64.9 percent Met or showed Exemplary performance in meeting the grade-level standard.
- Social Studies - 77.6 percent Met or showed Exemplary performance in meeting the grade-level standard.
- The percentage of students scoring Met or above increased in two of four subjects.

#### Grade 7

- Writing - not tested at this grade.
- ELA (reading and research) - 68.4 percent Met or showed Exemplary performance in meeting the grade-level standard.
- Mathematics - 69.7 percent Met or showed Exemplary performance in meeting the grade-level standard.
- Science - 71.7 percent Met or showed Exemplary performance in meeting the grade-level standard.
- Social Studies - 63.4 percent Met or showed Exemplary performance in meeting the grade-level standard.
- The percentage of students scoring Met or above increased in two of four subjects.

#### Grade 8

- Writing - 67.8 percent Met or showed Exemplary performance in meeting the grade-level standard.
- ELA (reading and research) - 67.8 percent Met or showed Exemplary performance in meeting the grade-level standard.
- Mathematics - 69.5 percent Met or showed Exemplary performance in meeting the grade-level standard.
- Science - 70.1 percent Met or showed Exemplary performance in meeting the grade-level standard.
- Social Studies - 71.9 percent Met or showed Exemplary performance in meeting the grade-level standard.
- The percentage of students scoring Met or above increased in four of five subjects.

#### Advanced Placement Scores

South Carolina students improved their performance on college-level Advanced Placement course exams. The percentage of students receiving a 3, 4, or 5 on their AP exam increased by 10.3 percent this year and a total increase of 32.5 percent over the past five years.

The five most-taken AP exams in 2010-2011 were United States History, English Language and Composition, English Literature and Composition, Calculus AB and Government & Politics: United States

#### District Reported Outcomes on PD

- Elementary teachers and principals are able to review and analyze the assessment results for their students utilizing a data warehouse software thus enabling them to make informed instructional decisions.
- Assessment data that reflects improvements in ELA MAP scores, ELA PASS scores, and ELA HSAP scores.
- On the Social Studies PASS our percent of students meeting standard on Social Studies in 6th grade increased from 70.3% to 79.5%. In 7th grade it increased from 50.5% to 53.6%.
- On the English I EOCEP, there was a district improvement of 2.7%; On HSAP first attempt, the percent of students meeting graduation requirements for ELA increased by 2%. Over 50% of all students in grades 3-8 scores exemplary in ELA.
- PD Funding paid for teachers to attend the Summer Institute and received their AP certification
- New-to-district teachers were trained at the beginning of the school year in the Explicit Direct Instruction model. Each of these teachers received follow-up training during the school year and were observed by school and district office administrators and their teacher mentors. The observations documented that all of the teachers observed used this model effectively to deliver classroom instruction.
- PD money was used in Chester County to provide intensive training on the construction of better assessments from classroom assignments to major quizzes and tests. Our students are given district-made benchmark tests in all core subject areas in all grades. Our scores began to improve as teachers worked to make the test more in line with the standards and more on the level of the course being taught. Improvement was seen in all core areas of the benchmark test as well as EOC and HSAP scores for all 3 high schools. It is our belief that better testing and teaching helped these students perform better on standardized tests that were given to them.
- Student first time passage performance on HSAP Math improved by 17% over the 2009 test administration, with 89% of 10th graders passing the Math portion on the first attempt.
- District AYP results yielded that all subgroups met standard in ELA with the exception of the disabled subgroup. Eight schools improved their growth rating on the 2010 State

## Question 7: Program Evaluations

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

Spring 2003 \*An evaluation was conducted on the old PDSI funding which no longer exists. The current Professional Development budget line is a combination of funds that were consolidated in the 2009-10 school year. No evaluation has been completed on this new PD program.

### Has an evaluation ever been conducted?

  ?   Yes

      No

### If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

\*\*Following are recommendations from "the most recent evaluation", however, this was from the old PDSI funding before it was consolidated.

Recommendation 1: The Department should continue to allocate funds to districts in support of professional development in the area of standards implementation.

Recommendation 2: Districts should take aggressive steps to ensure that the funds used to support professional development adhere to the funding guidelines specified in the Funding Manual.

Recommendation 3: Districts should place greater attention on assessing the impact of the investment made by the state through the PD funds.

Recommendation 4: The Department should encourage and support a greater coordination of various funding sources.

Recommendation 5: The Department and Districts should place greater emphasis on strengthening teachers' knowledge of content (subject matter), modeling effective instructional methodology and assessment strategies.

Recommendation 6: The Department and Districts should place greater emphasis on incorporating technology as a tool to enhance instruction.

### Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

      Yes

  X   No

If yes, please provide URL link here.

If no, why not?

\*No evaluation has been completed on this new PD program.



**Question 8:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

Programs and districts cut professional development days from their calendars. The state has also enacted a proviso [1.40. (SDE-EIA: School Districts and Special Schools Flexibility)] in order to give districts flexibility in spending.

**Question 9:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**

EIA funds appropriated for professional development (PD) for certificated instructional and instructional leadership personnel in grades kindergarten through 12 across all content areas, including teaching in and through the arts have been proven to enhance classroom instruction, improve student learning, develop classroom assessments and align curriculum to assessments.

The funds provide fiscal assistance to the district and state to provide professional development in standards-based content and instructional practices that have shown state-wide increases in student achievement as reported in the PASS scores. Eliminating these funds would put a burden on the districts for funding the PD for their teachers.

The funds provide assistance to districts to purchase supplies for classroom material that the teachers and students would otherwise do without. With flexibility, districts also used their funds to hire teacher coaches, replenish science kits, teacher stipends, software programs, curriculum alignment, graduate coursework, MAP licenses, MAP technical services, AP Course registration fees, tuition reimbursements, fringe benefits, printing for pacing guides, laptops, credit recovery software, graduate course software and texts, travel to professional development, maps and globes, professional development materials, reading kits, SRA kits, Read 180 materials, Reading Mastery materials, and Plugged into Reading Curriculum. Without the funds none of this would be possible and the increased PASS and AP scores would not have been possible this past year.

**If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to [mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov).**





**EIA Program Report for Fiscal Year 2011-12  
Coversheet**

**EIA-Funded Program Name:** Reading  
**Current Fiscal Year:** 2011-12

**Current EIA Appropriation:** \$6,542,052

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

Pam Wills

**Telephone Number:**

803-734- 8391

**E-mail:**

[pwills@ed.sc.gov](mailto:pwills@ed.sc.gov)

**Question 1: History of the program: Please mark the appropriate response (choose one):**  
**This program:**

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☒ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.**

<b>Code of Laws:</b>
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None

<b>Proviso(s):</b> (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)
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1A.36 (SDE-EIA: Reading)

<b>Regulation(s):</b>
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None

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

☐ Yes

☒ No

**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)**

The single goal (long-term mission) is to raise achievement in reading and writing for all students in South Carolina. Actions, based on the following four state objectives, provide a unified vision to address our primary challenges (low student achievement in reading and writing, literacy achievement gaps among demographic groups, summer loss in literacy achievement, and lack of critical elements necessary for high-progress literacy classrooms) and guide our state's efforts to increase students' literacy achievement:

- ***Provide professional learning opportunities***—a consistent, statewide approach to deliver high quality, ongoing professional learning, based on state-wide data and current research to transform literacy instruction through the implementation of high-progress literacy classrooms.
- ***Develop a comprehensive assessment system***—a system of assessment that determines the diverse needs of all learners with the purpose of providing instruction that is intentional, strategic, and responsive.
- ***Implement effective instructional practices***—a plan for implementing instructional practices proven effective in raising literacy achievement, guided by standards and evidence-based research, delivered in a literacy-rich environment to authentically engage all readers and writers.
- ***Foster partnerships***—a plan for successful partnerships promoting literacy as a lifelong endeavor and communicating with all stakeholders to ensure success for all children

**Current annual objectives** include implementing the following actions to address the outlined challenges in 2011-12 school year.

- Provide professional development opportunities supporting K-12 educators to understand and implement critical elements of high-progress literacy classrooms by increasing the
  - time students engage in reading and writing in classrooms,
  - availability of texts in classrooms, and
  - prevalence of individualized and small group instruction based on student needs.
- Provide professional development opportunities focused on creating an assessment process for the effective use of a data analysis framework and strategies. This process provides educators the tools to plan, implement, monitor and sustain successful data teams.
- Conduct a research study to investigate the benefits of providing summer reading materials to students and suggested reading activities to parents at mitigating the summer loss effect in reading achievement for students using Measures of Academic Progress (MAP) data.
- Provide professional development in support of qualifications for current literacy endorsements to help districts and schools train, reward, and retain effective teachers.
- Collaborate with literacy associations, local early childhood agencies, state agencies, non-profit organizations and community organizations to communicate *Literacy Matters* and promote literacy achievement.

A yearly summary report of the progress will include information on the specific actions in progress or completed and present data on student achievement outcomes as available. Data will be disaggregated by grade level and demographic variables such as gender, socioeconomic status, ethnicity, English language learners, and disability status. Data will be examined yearly to assess which actions are needed to achieve continued increases in student performance measures in reading and writing. In addition, the Literacy and Early Learning Unit will research the effects of implementing specific research-based practices in South Carolina classrooms, focused on foundational elements described in the research on high-progress literacy classrooms.

**Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?**

**Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.**

**Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.**

**IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?**

During the prior fiscal year, a comprehensive professional development plan was implemented which included state and regional professional development opportunities.

State-Level Professional Development with Follow-Up was provided through the following:

- Best Practice Seminar Series
- (RTI) Response to Intervention Administrator and Teacher Series
- Using Observational Data and Researched-Based Early Literacy Strategies to Strengthen Quality in Early Childhood Programs

Regional Professional Development was provided through the following:

- Exemplary Writing Program
- Best Practice Seminar Series
- (RTI) Response to Intervention
- Developing Five Components of Literacy in Kindergarten: A Specialized Series for Kindergarten Teachers

The partnership with Clemson University and the Reading Recovery Center continued. A grant award in the amount of \$192,500 was provided to Clemson. This allows for training and support of Reading Recovery teachers and teacher leaders across the state.

**Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?**

**Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.**

*Best Practice Series:* In support of the South Carolina ELA Academic Standards, a series of seminars highlighting best practices in literacy was offered to literacy educators. The series featured Cris Tovani presenting three state-level seminars on working with struggling readers for grades 4-12 educators. Follow-up sessions were conducted by literacy specialists serving on the Best Practices team. Follow-up sessions were conducted regionally (Midlands, Upstate and Pee Dee) for participants after each state-level session. Schools and districts were encouraged to send a team to all sessions to promote continuity and follow-up. 189 participants attended the Best Practice Series.

*Exemplary Writing Program (EWP):* The SCDE offered a series of five regional orientation sessions for schools (Upstate, Midlands, Orangeburg, Pee Dee, Low Country). The series provided an overview of EWP and how to use the detailed criteria for self-assessment. Approximately 260 participants attended the orientation, representing 51 districts.

A series of six seminars highlighting best practices in writing were offered to K-12 literacy educators and administrator in four regional locations (Upstate, Midlands, Pee Dee, Low Country). Approximately 610 participants attended the series. Two additional state-level sessions were offered and attended by approximately 260 participants.

*Response to Intervention (RTI)*

The SCDE offered multiple cycles of three sessions each for elementary classroom teachers aimed at RTI in the area of reading within Tier One. About 530 participants across four sites attended these sessions. Additional sessions offered included one for administrators (109 attendees) and one for middle and high school teachers (181 attended).

Using Observational Data and Researched-Based Early Literacy Strategies to Strengthen Quality in Early Childhood Programs (data not available - staff with access to data in relation to these sessions are no longer with the agency)

Developing Five Components of Literacy in Kindergarten: A Specialized Series for Kindergarten Teachers (data not available - staff with access to data in relation to these sessions are no longer with the agency)

**Question 6: What are the outcomes or results of this program?**

**Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:**

**Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.**

Survey results from all professional development continue to be overwhelmingly positive. Surveys also indicate a desire for continued professional development offerings.

Student Achievement results demonstrate growth in both reading and writing.

- The numbers of students described as exemplary in writing has increased year to year (2009-2011) for both fifth and eighth grade; (Note: due to financial restraints, only students in these two grades took the writing segment of PASS in spring, 2011.)
- In addition fifth grade students' PASS rates increased 4.5% from 73.2% in 2009 to 77.9% in 2011.
- Between 2009 and 2011, the mean scale scores for ELA/research demonstrate improvement for every grade level.
- While the percentage of students passing the ELA/research segment of PASS has been relatively stable for the past 3 years, there was a substantial increase in the percent of 3<sup>rd</sup> grade readers ranked as exemplary from 2009-2011 (46.4% to 54.9%).

## Question 7: Program Evaluations

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

September, 2011

**Has an evaluation ever been conducted?**

☒ Yes  
☐ No

**If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?**

EVALUATION #1: Of the children served in Reading Recovery, 78% reached average reading levels relative to their peers after approximately 15 weeks of RR instruction. This continues the trend of increased, timely and successful intervention for our most struggling first grade students and the fourth year in a row, SC Reading Recovery results have exceeded the national results.

EVALUATION #2: Response to professional development offered by the SCDE through the Exemplary Writing Program (EWP) and the Best Practices Seminar Series continues to remain strong. Two hundred sixty-four educators in fifty-one districts (69.9% of SC districts) participated in the series of six regionally-offered sessions and two state-wide sessions.

EVALUATION #3: The Best Practice Seminar Series had approximately 190 participants committed to the statewide and follow-up sessions. Survey data demonstrate participants found the series supportive in developing instructional structures, strategies and assessments to promote student achievement.

**Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?**

☒ Yes  
☐ No

**If yes, please provide URL link here.** Hard copy reports sent to Melanie Barton. (RR, EWP and Best Practice)

**If no, why not?**



**Question 8:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

During Fiscal Year 2011-12, pilots and programs offered by the Literacy and Early Learning Unit of the Office of Teacher Effectiveness continue to absorb budget reductions through both programmatic and administrative measures.

Literacy specialists continue to provide virtual support through Elluminate, Moodle, and Skype to schools under the Literacy Matters umbrella. Tools such as Egnyte, Dropbox and Streamline are also being utilized to allow educators access to materials such as PowerPoint presentations prepared by literacy specialists and National speakers and video clips of SC classrooms that demonstrate literacy best practices.

Additionally, Camtasia software is being utilized to allow for virtual professional development sessions. These sessions incorporate literacy specialists and Education Associates leading PowerPoint presentations and video applications with state-wide availability. Sessions are being recorded for on-demand viewing through ETV StreamlineSC.

**Question 9:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**

If no new additional revenues are appropriated for FY 2012-13, the agency will continue to provide services and support to schools and districts at the current level, providing a tiered approach of professional development and support.

Current funding levels may continue to be problematic for 2012-13 in districts and schools as they work to maintain their current level of participation in SCDE professional development opportunities and in Reading Recovery. Their ability to reallocate in-house monies will be increasingly hampered with continued shortfalls.

The expansion of technology advancements like Elluminate, Skype, Camtasia, Streaming, Dropbox, Egnyte and virtual classrooms help offset funding issues. However, many districts and schools lag behind in technology as a result of too little funding. While the SCDE will offer virtual support, these districts and schools may continue to be unable to access them. Lack of access to virtual professional development opportunities impedes teachers' continuing education, which may mean less accelerated learning for students.

**If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to [mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov).**



## Best Practice Seminar Series Program Summary Report 2010-11

In support of the South Carolina ELA Academic Standards, a series of seminars highlighting best practices in literacy was offered to literacy educators. This year's seminar featured Cris Tovani, presenting three state-level seminars on working with struggling readers for grades 4–12 educators. Follow-up sessions were conducted by literacy specialists serving on the Best Practices team. Follow-up sessions were offered regionally (Midlands, Upstate and Pee Dee) for participants after each state-level session. Schools and districts were encouraged to send a team to all sessions to promote continuity and follow-up.

### State Level Sessions

A breakdown of participants is below.

Session	Number of Participants
Session 1	189
Session 2	175
Session 3	109
TOTAL PD HOURS	2,365

### Session Topics

- Improving Comprehension
- Energized Teaching: Matching Beliefs and Research to Practice
- Using Formative Assessment to Inform Instruction

### Survey Results

Best Practices Session 1						
	As a result of this session, I feel more confident in my understanding of this topic.	The information and materials were relevant, appropriate and useful.	The session provided information, strategies, etc. that I can take back to my school, district or program.	The presenter was well prepared and used engaging strategies, methods and activities for adult learners.	The presenter demonstrated a thorough knowledge of the topic.	I have a better idea of how to provide students with strategies for the genre of writing to a prompt, but in a way that accesses authentic strategies for writing anytime.
Strongly Agree/Agree	96%	96%	100%	94%	98%	98%
Strongly Disagree/Disagree	2%	2%	0%	4%	0%	2%
No Response/Don't Know	2%	2%	0%	2%	2%	0%

Best Practices Session 2						
	As a result of this session, I feel more confident in my understanding of this topic.	The information and materials were relevant, appropriate and useful.	The information and materials were relevant, appropriate and useful.	The presenter was well prepared and used engaging strategies, methods and activities for adult learners.	The presenter demonstrated a thorough knowledge of the topic.	I have a better understanding of how to use predictable structures and the workshop model can be used in my classroom instruction.
Strongly Agree/ Agree	95%	96%	94%	96%	99%	92%
Strongly Disagree/ Disagree	1%	1%	1%	2%	0%	3%
No Response/Don't Know	4%	3%	5%	2%	1%	4%

Best Practices Session 3							
	As a result of this session, I feel more confident in my understanding of assessment.	The information and materials were relevant, appropriate and useful.	The session provided information, strategies, etc. that I can take back to my school, district or program.	The presenter was well prepared and used engaging strategies, methods and activities for adult learners.	The presenter demonstrated a thorough knowledge of reading assessments.	I have a better understanding of formative and summative assessment.	I have a stronger understanding of tools and strategies to use formative assessment.
Strongly Agree/ Agree	92%	92%	95%	97%	97%	97%	95%
Strongly Disagree/ Disagree	3%	3%	3%	0%	0%	3%	3%
No Response/Don't Know	5%	5%	2%	3%	3%	0%	2%

### Sample Participants Feedback

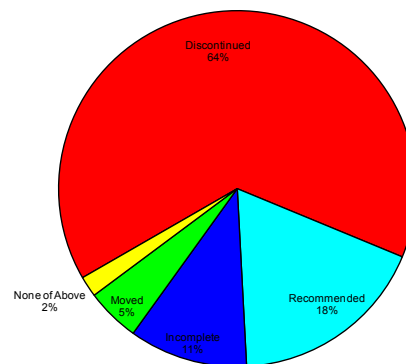
- I love Chris's energy and positive attitude that all children can learn. The seminars have challenged my thinking about why I do what I do and what needs to be changed.
- I really found this session particularly helpful and appreciated Chris' availability to discuss issues, ask questions, etc.
- Great workshop. I will share this information with the teachers at my school. I really enjoyed the day and was engaged at all times.
- Belief section of the presentation was powerful. Several of our district coaches applied that to their work with teachers immediately.
- Cris Tovani is a classroom teacher - that adds tremendous credibility to what she presents.
- Cris Tovani is a wonderful speaker and I feel very lucky to have been able to participate in her seminars.
- The three sessions were quite relevant and practical, targeting their specific topics and teachers' instructional needs.



## Clemson University Reading Recovery® Training Center for South Carolina 2010-2011

- For the 4<sup>th</sup> year in a row, the South Carolina Reading Recovery results exceeded the national results!
- 243 teachers in 24 school systems in South Carolina taught 2,434 students in Reading Recovery.
- 157 schools across the state participated in Reading Recovery and were supported by 16 teacher leaders.
- 64% of **all** children served successfully completed, or discontinued from Reading Recovery, on or above grade level needing no additional services. This percentage includes the children that moved during the year and did not receive a complete program and those whose programs were cut short by the end of the academic year.
- 78% of the children who received a **complete** intervention were successfully discontinued.

### Intervention Status of All Reading Recovery Students Served 2010-2011



- These results were accomplished in an average of 15.2 weeks with an average of 61 lessons.
- 77% of the children in Reading Recovery received free or reduced lunch.
- 45% of the children were African American.
- 10% of the children were learning English as a second language.
- Reading Recovery teachers serve students in Reading Recovery for 2.5 hours a day. During the larger part of the day, they serve their schools as Title One teachers, reading teachers, special education teachers, ESL teachers, and classroom teachers.
- In these other roles, Reading Recovery teachers taught approximately 8,000 students who directly benefited from their expertise and extensive literacy training. Compared to the traditional classroom teacher, the average Reading Recovery teacher teaches 45 students between Reading Recovery and his/her other role.



## Exemplary Writing Program Summary Report 2010-11

The Exemplary Writing Program (EWP) has received national attention as a staff development framework for developing an effective school-wide writing program. Schools can use the detailed criteria to self-assess their current writing program and determine professional development needs. After completing the self-assessment, schools may apply as an Exemplary Writing School or continue to further develop their writing program. Literacy specialists serving on the EWP team developed a professional development series designed around the criteria of an effective writing program.

### Focus I: Orientation Sessions

The South Carolina Department of Education offered a series of five regional orientation sessions for schools (Upstate, Midlands, Orangeburg, Pee Dee, Low Country). The series provided an overview of EWP and how to use the detailed criteria for self-assessment. Feedback was collected from participants regarding professional development needs related to the criteria.

Approximately 264 participants representing 51 districts attended the orientation.

### Focus II: Professional Development Series

A series of six seminars highlighting best practices were offered to K–12 educators. Sessions were conducted regionally in four locations (Upstate, Midlands, Pee Dee, Low Country). Schools were encouraged to send a team to all sessions to promote continuity and follow-up. Two additional state-level sessions were added related to “Making Prompt Writing More Authentic” and “Writing Test-Taking Strategies.” A professional book was provided at each session.

A breakdown of professional development participants is below.

SESSION	TITLE	NUMBER OF PARTICIPANTS
Session 1	Creating a Community of Readers and Writers	96
Session 2	Power of Theory, Research and Building Professional Learning	87
Session 3	Teaching Writing as an Authentic Process	100
Session 4	Conferring and Small Group Writing Instruction	118
Session 5	Assessment and Growth Over Time	114
Session 6	Writing and Reading to Learn Across All Content Areas	94
Session	Prompt Writing as a Genre	90
Session	Test Strategies	167
TOTAL		748
TOTAL HOURS		3,740

### Evaluations

A web-based survey was conducted after each orientation and professional learning session. Survey Tool was used to gather feedback after each session. Results are available for review. Below are some examples:

## Session 1-Creating a Community of Writers

	This session made me think about how trust is the single most important quality of any effective learning space- adults or students.	As a result of this session, I have a better understanding of how teachers need to be practicing writers to understand the writing process.	This session helped me to understand that writing for authentic purposes and audiences and sharing the process can help create a community of trust.	This session helped me to understand why teachers need to reflect on their own writing process to gain understandings they can teach out of.	I understand that teachers should use their own writing and understanding of their writing process in instruction including mini-lessons and conferring.
Strongly Agree/ Agree	100%	100%	97%	97%	100%
Strongly Disagree/ Disagree	0%	0%	0%	0%	0%
No Response/Don't Know	0%	0%	3%	0%	0%

## Session 2-Creating a Culture of Literacy

	This session made me think about current research and best practice for writing instruction.	I have a better understanding of how to develop a plan for implementing PLCs.	This session helped me to understand how the principal and other instructional leaders can support effective writing.	This session caused me to think about my own beliefs about the teaching and assessment of writing.	This session helped me to understand the NCTE Beliefs about the teaching of writing.
Strongly Agree/Agree	97%	91%	97%	100%	100%
Disagree/Strongly Disagree	0%	6%	0%	0%	0%
No Response/Don't Know	3%	3%	3%	0%	0%

## Session 3-Teaching Writing as an Authentic Process

	I feel more confident in my understanding of this topic.	The information and materials were relevant, appropriate and useful.	The session provided information, strategies, etc. that I can take back to my school, district or program.	The presenter was well prepared and used engaging strategies, methods and activities for adult learners.	The presenter demonstrated a thorough knowledge of the topic.	The session helped me to have a better understanding of the Writing Workshop as a framework for teaching writing as an authentic process.	The session helped me to understand how closely reading and writing are connected and how to link the two in practice.
Strongly Agree/ Agree	94%	100%	100%	97%	100%	100%	97%
Disagree/ Strongly Disagree	0%	0%	0%	0%	0%	0%	0%
No Response/ Don't Know	6%	0%	0%	3%	0%	0%	3%

## Session-Prompt Writing

	I have a stronger understanding of how to develop a unit of study around a genre.	I have a stronger understanding about to support students around writing to a prompt.	I have strategies that I can take back to my district, school, or classroom.	How would you rate the overall effectiveness of this session?
Strongly Agree/ Agree	83%	78%	92%	83%
Disagree/ Strongly Disagree	14%	14%	8%	9%
No Response/Don't know	3%	8%	0%	8%

## Session-Test Strategies

	As a result of this session, I feel more confident in my understanding of this topic.	The information and materials were relevant, appropriate and useful.	The session provided information, strategies, etc. that I can take back to my school, district or program.	The presenter was well prepared and used engaging strategies, methods and activities for adult learners.	The presenter demonstrated a thorough knowledge of the topic.	I have a better idea of how to provide strategies for the genre of writing to a prompt, but in a way that accesses authentic strategies.
Strongly Agree/ Agree	96%	96%	100%	94%	98%	98%
Strongly Disagree/ Disagree	2%	2%	0%	4%	0%	2%
No Response/Don't know	2%	2%	0%	2%	2%	0%

## Sample Feedback on Professional Development

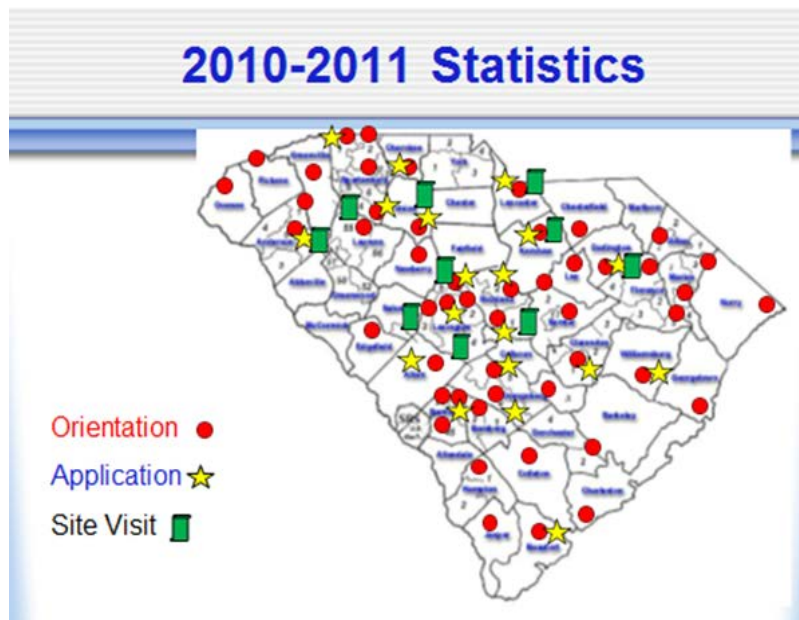
- This is one of the most powerful workshops I've attended. You have given me a lot of information to share with the faculty to help us as we continue our journey.
- These workshops are very powerful and informative. I wish all our faculty could attend to gain a better understanding. What is really great is that we realize we are nowhere near ready to go for the award, but we are more than ready to turn our school into a community of writers!
- I feel refreshed and ready to make serious positive changes in the way Middle School administrators view writing. The instructors were "Johnny on the spot" with ideas and suggestions.
- The opportunity to talk with others at different grade levels was invaluable. The resources you provided, websites, and handouts are wonderful! I have attended all the workshops and I always leave with take-aways that I can use when I get back to school. Thank you!



### Focus III: Exemplary Writing Award Participation

During the 2010-11 year, 25 schools from 20 districts submitted an application to apply for EWP status (Primary-1, Elementary-7, Middle-7, High School-0). These schools formally assessed their writing program and prepared a written application citing evidence of the criteria. Written feedback was provided to all schools submitting applications so that they can continually improve their program. Of these applications, 12 received site visits as part of the review process, receiving feedback based on the site visitors' responses. Schools receiving EWP status will receive their awards at the 2012 SCCTE Conference and serve as mentor sites for schools in the state.

Below is a map that shows the districts and schools that participated in EWP Application process in some capacity—attending the orientation on self-assessment and detailed criteria, submitted an application, and received a site visit.



Below is a chart that shows the breakdown of districts and schools who participated in the orientation and application process.

	Applications	Site Visits	EWP Schools
<b>District</b>	20	7	7
<b>Schools</b>	25	12	7
<b>Primary</b>	1	1	1
<b>Elementary</b>	17	8	6
<b>Middle</b>	7	3	0
<b>High</b>	0	0	0

## **Schools Receiving EWP Status 2011**

1. Doby's Mill Elementary—Kershaw County School District
2. Heath Springs Elementary—Lancaster County School District
3. Irmo Elementary—School District Five of Richland and Lexington Counties
4. Monarch Elementary—Union Country School District
5. Nevitt Forest Community School of Innovation—Anderson School District Five
6. Pate Elementary—Darlington County School District
7. Woodruff Primary—Spartanburg Country School District Four

## **Analysis of Data and Plans for 2010-11**

- Of the 264 participants from 51 districts attending the orientations, 25 schools from 20 districts applied. (This is an increase from 13 schools applying during the 2009-10 year.) It was apparent as they self-assessed, schools were in need of professional development to strengthen their writing program. Middle and high school participation is low and needs more focused professional development.
- After analysis of the school applications, patterns emerged on areas of need for future professional development. Criterion 3 (Teaching Writing as an Authentic Process), Criterion 4 (Instruction Shaped by Student Need), Criterion 5 (Growth Over Time) need to be a continued focus for professional development.
- After examining state PASS data, the EWP team plans to focus attention on gender issues and achievement gaps that exist with boy writers and embed strategies in the 2011-12 PD sessions.

## **EIA Program Report for Fiscal Year 2011-12**

### **Coversheet**

**EIA-Funded Program Name:** Students At Risk of School Failure

**Current Fiscal Year:** 2011-12

**Current EIA Appropriation:** \$136,163,204

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

Mellanie Jinnette

**Telephone Number:**

803-734- 3605

**E-mail:**

[mjinnett@ed.sc.gov](mailto:mjinnett@ed.sc.gov)

**Question 1: History of the program: Please mark the appropriate response (choose one):**

**This program:**

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☒ Other

**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.**

**Code of Laws:**

59-63-1300 (Alternative Schools)

**Proviso(s):** (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)

1A.35

**Regulation(s):**

None

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

- ☐ Yes
- ☒ No

**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)**

Long Term mission:

To serve students at academic risk of school failure through alternative programs, reduced class sizes, and parenting family literacy programs.

Current Annual Objectives:

To ensure funding is provided to districts so that they may continue to support programs already in place to assist teachers, students and their families

**Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?**

**Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.**

**Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.**

**IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?**

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

Annual audited financial data is received from SC school districts to ensure financial viability of the program. Reviewing estimated FY 2010-11 financial data indicate that districts use this funding predominantly for teacher salaries for those classrooms where student at risk are being taught through remedial settings, smaller class sizes, alternative settings and before and after school programs.

**Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?**

**Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.**

Roughly 525,000 students in South Carolina were funded based on the following criteria: (1) students in poverty (base on free/reduced lunch status and/or Medicaid) or (2) students not in poverty but who failed to meet state standards on required state level assessments.

**Question 6: What are the outcomes or results of this program?**

**Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:**

**Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.**

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



**Question 7: Program Evaluations**

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

n/a

**Has an evaluation ever been conducted?**

☐ Yes

☒ No

**If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?**

n/a

**Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?**

☐ Yes

☒ No

**If yes, please provide URL link here.**

**If no, why not?**

n/a

**Question 8:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

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

**Question 9:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**

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

**If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to [mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov).**

## **EIA Program Report for Fiscal Year 2011-12**

### **Coversheet**

**EIA-Funded Program Name:** Teacher of the Year

**Current Fiscal Year:** 2011-12

**Current EIA Appropriation:** \$155,000

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

Kathryn Gardner-Jones

**Telephone Number:**

803-734-3451

**E-mail:**

[kjones@scteachers.org](mailto:kjones@scteachers.org)

**Question 1: History of the program: Please mark the appropriate response (choose one):**

**This program:**

☐ was an original initiative of the Education Improvement Act of 1984

☐ was created or implemented as part of the Education Accountability Act of 1998

☐ has been operational for less than five years

☐ was funded last fiscal year by general or other funds

☐ is a new program implemented for the first time in the current fiscal year

☒ Other

**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.**

**Code of Laws:**

General Appropriation Act, 2007 S.C. Acts 117, Proviso 1A.18.

**Proviso(s):** (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)

Proviso 1A.18.

**Regulation(s):**

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

☒ Yes

☐ No

**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)**

The objective of the Teacher of the Year program is to celebrate excellence and strengthen the teaching force by honoring and recognizing exceptional teachers on a district, state, and national level. The long-term mission of the program is retention and recruitment. Each Teacher of the Year serves as an advocate for the profession by motivating high school students, college students, and career changers to enter the classroom. Since 1956, one teacher and four Honor Roll teachers are selected by two separate panels of educators, deans, and business representatives. He or she spends one school year of service as a roving ambassador providing mentoring, attending speaking engagements, participating in leadership programs, working with teacher cadets and teaching fellows, leading the state Teacher Forum and serving as a spokesperson for the state's public school educators.

This program not only honors the selected recipients, but all teachers in South Carolina. Extra incentive points are given to those teachers who have become National Board Certified. Honor Roll teachers are active in teacher-leadership forums as are most District Teachers of the Year. District Teachers of the Year are awarded \$1,000 each. Four Honor Roll Teachers receive \$10,000 each. The State Teacher of the Year receives \$25,000. All awards are subject to state taxes.

**Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?**

**Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.**

**Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.**

**IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?**

In 2010-11, 83 districts participated, including the newest addition-the South Carolina Public Charter School District. In addition, the Department of Juvenile Justice, Palmetto Unified, and the South Carolina School for the Deaf and the Blind also participated bringing the total to 86. The Office of Educator Recognition works with public information specialists and/or coordinators from each district in an advisory role as they select their District Teacher of the Year. All names are due to SCDE on the 15<sup>th</sup>

of September and all applications are due January 6, 2012. This office attends five regional forum meetings to provide information and tips about the application process, answers ongoing phone calls and emails, and selects and secures 28 exceptional judges from the education and business community to serve on the screening and selection committees. She is constantly in contact with District Teachers of the Year, coordinators, and judges. She works with CERRA to coordinate a day of judging at the Forest Drive Offices of the SCDE. She also provides information and writing support to the Palmetto Horizon Foundation.

The State Teacher of the Year, Kelly Nalley (Greenville), served as an exceptional role model and ambassador traveling throughout the state to speak and interact with teacher cadets, teaching fellows and educators. She served as the chair of the State Teacher Forum and participated in regional forum meetings. She participated in Leadership South Carolina which gave her an opportunity to share the teaching profession's point of view with statewide business leaders. Nalley provided mentoring to induction teachers and championed teaching as a profession to Rotary clubs and others. She had an opportunity to meet and share ideas with other State Teachers of the Year at an all-expenses paid conference in Dallas, Texas. Nalley also had the honor of meeting the President and Vice President in Washington, D.C.

In the spring, a special education celebration, sponsored by statewide businesses and legislative partners, was held in Columbia. State Superintendent of Education Mick Zais and Governor Nikki Haley announced Patti Tate, an English teacher from Northwestern High School in York Three, as the 2011-12 State Teacher of the Year. Participation in the 2011-12 program is now underway and participation is again high with 86 districts and agencies.

**Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?**

**Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.**

The Teacher of the Year program is designed as a retention, recruitment and motivational tool. Eighty-six districts and state agencies participated in 2010-12. The State Teacher of the Year continues to serve as a year-long ambassador for South Carolina's teachers working closely with district teacher cadet programs and CERRA's teaching fellow program. The State Teacher of the Year also works closely with the Center for Educator Recruitment, Retention, and Advancement (CERRA) as a statewide teacher leader/mentor who trains, encourages, mentors, and retains members of South Carolina's teaching workforce. In addition, the State Teacher of the Year serves as a liaison between the teaching profession and the business community throughout the state. Honor Roll teachers and District Teachers of the Year are actively involved in teacher-leadership forums, teacher cadet programs, and mentoring. The Teacher of the Year selection process at the local level generally includes selection of a Teacher of

the Year for each school. This process encourages excellent teaching and rewards hundreds of teachers across South Carolina. Eighteen of last year's applicants had participated in the teacher cadet programs in high school.



**Question 6: What are the outcomes or results of this program?**

**Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:**

**Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.**

Outcomes include high participation in the Teacher of the Year program with 83 districts and the Department of Juvenile Justice, Palmetto Unified, and the South Carolina School for the Deaf and Blind participating- 86 total. The judging process ensures competitiveness, fairness, and excellent finalists. Business sponsors endorse the importance of the teaching profession and remain actively engaged as judges as well as in both providing funding for and attending a special event held in Columbia in the spring. The Teacher of the Year continues to be an excellent ambassador for South Carolina and strong recruitment tool as she addresses teacher cadets, teaching fellows and induction teachers. He or she continues to travel the state visiting classrooms and participating in district teacher forums. Media interest remains high, coverage often appears on the front page with several follow-up stories. Eighteen of last year's applicants had participated in teacher cadet programs in high school.

**Question 7: Program Evaluations**

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

Spring 2005

**Has an evaluation ever been conducted?**

☒ **Yes**

☐ **No**

**If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?**

Members of the Division of Educator Quality & Leaders, CERRA, and former judges met at the DEQL to review the judging process. Several changes were made to the process. More judges were added to the Screening Process - it was felt that it was too time consuming for one set of judges to evaluate all district applications. Consequently, each set of judges (3 sets) read and score approximately one third of the applications. In addition, the

name of the applicant as well as the district and school of the applicant were removed from the judges' copies to ensure impartiality. Finally, since the outgoing Teacher of the Year often works with the current District Teachers of the Year, it was established that there would be a four year lapse before a veteran Teacher of the Year could be a judge. Although the program had not had problems, it was felt this would reinforce an impartial process. The judging seasons continue to run smoothly and all felt these safeguards were a positive adjustment.

**Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?**

  X   Yes

       No

**If yes, please provide URL link here.**

www.scteachers.org - Educator Recognition/Teacher of the Year/application process Guidelines.

**If no, why not?**

**Question 8:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

Again, this is a fixed amount based on district participation it includes all participating districts plus DJJ, Palmetto Unified and the SC School for the Deaf and the Blind. Eighty-six will participate in 2011-12.

**Question 9:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**

This is a fixed amount. We do not and have not requested additional funding above the level indicated. We were able to add the SC School for the Blind and the SC Public Charter School because two districts did not compete last year. This year they will be covered as Sumter combined two districts as did Dillon.

**If you want to provide supporting documents or evaluation reports,  
either reference a website below or email the report directly to  
[mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov).**

## **EIA Program Report for Fiscal Year 2011-12**

### **Coversheet**

**EIA-Funded Program Name:** Teacher Quality – Division of School Effectiveness

**Current Fiscal Year:** 2011-12

**Current EIA Appropriation:** \$372,724

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

Mark A. Bounds

**Telephone Number:**

803-734- 7896

**E-mail:**

[mbounds@leaders.ed.sc.gov](mailto:mbounds@leaders.ed.sc.gov)

**Question 1: History of the program: Please mark the appropriate response (choose one):**

**This program:**

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☒ Other

**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.**

**Code of Laws:**

The Division of School Effectiveness is guided by numerous laws, provisos, regulations and guidelines.

**Proviso(s):** (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)

1.14, 1.21, 1.36

**Regulation(s):**

R-43-50, R43-51, R43-52, R43-53, R43-55, R43-56, R43-57, R43-62, R43-63, R-43-90

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

☒ Yes

☐ No

**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)**

Long-Term Mission: To elevate and reinvigorate the teaching profession.

Current Annual Objectives:

1. Improve operations in the Office of Educator Certification so that all educators receive timely and professional customer service.
2. Ensure the Division of School Effectiveness (DSE) website meets the needs of all educators.
3. Improve the Program of Alternative Certification for Educators (PACE) so that more individuals can participate in PACE and those teachers are ready to be effective teachers.
4. Increase quality pathways into the classroom including providing support and assistance for American Board for Certification of Teacher Excellence (ABCTE) and Teach for America (TFA)
5. Ensure our Troops to Teachers Program is highly productive.
6. Increase the number of Highly Qualified teachers in South Carolina.
7. Oversee South Carolina Colleges of Education to ensure teacher education programs are effective.
8. Improve the Assisting, Developing, and Evaluating Professional Teaching (ADEPT) program so that it provides the very best support to teachers throughout their careers.
9. Establish partnerships with state and national organizations that can collaborate with us on improving teacher quality.
10. Ensure the International Visiting Teachers Program is effective.
11. Refine and improve the educator evaluation system by integrating multiple measures of educator effectiveness including value-added assessments when available.
11. Continue to refine the Office of Leader Effectiveness (OSL) continuum of programs and services so that all educational leaders have appropriate opportunities for professional growth.
12. Recognize and award outstanding teachers across South Carolina.
13. Expand the program and system for addressing adult sexual misconduct in schools to include other dangers to students.
14. Create innovative strategies to entice high quality individuals into the teaching profession.
15. Provide professional development services for schools and districts at their sites to reduce costs and to grow leaders and teams.

**Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?**

**Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.**

**Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.**

**IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?**

Current Annual Objectives:

1. To complete the transition to the newly created Division of School Effectiveness ensuring that services, assistance and support is provided to all customers on time and to a high standard.
2. The DSE portion of the SCDE website is under constant redesign and upgrade. It receives consistently positive feedback from constituents.
3. The PACE curriculum is under constant revision to ensure it is both rigorous and relevant. PACE shifted to partial "pay for services" funding due to significant budget cuts. Even with the reduction of teaching positions in SC this year, PACE teachers were in demand.
4. The first cohort of Teach for America teachers are in place and recruiting has already begun for next school year. ABCTE continues to be a viable pathway to the classroom for career-changers.
5. The Troops to Teachers program established strong relationships with military organizations across the state. The SC Troops to Teachers program is rated 10<sup>th</sup> best in the nation.
6. The DSE staff established and maintained a process to assist schools and school districts in reporting Highly Qualified teachers.
7. The DSE continues to refined and implemented a system to oversee South Carolina Colleges of Education to ensure teacher education programs are effective. DSE is a key participant in the SC Education Deans' Alliance.
8. The ADEPT is under constant review to make it more beneficial and user friendly. SAFE-T is now being implemented in all SC districts. A complete review of SAFE-T was conducted based on the newly released InTASC standards.
9. DSE created numerous state and national collaborations and partnerships all aimed at improving educator quality.
10. Current Memoranda of Understanding with Spain, India, France, and China were enforced. The International Teacher Advisory Board reviews and recommends International Teacher provider organizations.
11. SC Teacher Advancement Program continues to be refined and expanded across SC. SCDE is in the first year of implementation of a nearly \$50 million USDoE Teacher Incentive Fund grant that will continue to expand and enhance value-added programs in SC.
12. The newly redesigned Office of leader Effectiveness expanded the number of leadership programs and the availability of these programs all while refining and improving the leadership continuum curriculum. On-line

opportunities were increased including courses, webinars, blogs, and a twitter site.

13. Teacher recognition continued to be an important function in DSE. School districts were provided assistance in their Teacher of the Year programs, the Milken Educator awards program was implemented as was the South Carolina Teacher of the Year program.

14. DSE continues to spearhead a partnership with Darkness to Light to train adults in our schools in how to prevent adult sexual misconduct.



**Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?**

**Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.**

1. Over 75,000 phone calls; approximately 60,000 e-mails; nearly 1,000 walk-ins, and over 60,000 email requests. Additionally 103,641 documents were scanned into the certification system.

2. The division's Web site ([www.scteacher.org](http://www.scteacher.org)) is the primary source for obtaining personal certification information by the state's educators. The site provides over 185,000 educators, (with 90,647 actively certified of which 53,402 are employed administrators, district personnel and classroom teachers), access to certification records and other pertinent information. The site received 277,952 total hits over the past fiscal year, with an average of 790 pages viewed per day. The data base indicates that South Carolina ended the past fiscal year with a total of 46,897 educators in the classroom.

3. The Program of Alternative Certification for Educators (PACE) continued to train highly qualified career-changers to fill teaching positions in critical need geographic and critical need content areas. PACE participants continue to make up 10-12 percent of all new hires in PACE approved areas. Over 180 individuals attained employment and entered the training program provided by the State Department of Education. Currently, PACE has over 850 participants in years one, two, and three of the certification program.

4. The number of teachers participating in the ABCTE program continues to grow. Teach for America is being fully implemented in SC. Thirty-one TFA corps members are working in SC schools and expansion is planned for next year.

5. South Carolina Troops to Teachers (SC TTT) ranks tenth in the nation for teacher placements of veterans in the classroom. Since the program's inception, 423 teachers have been hired; 79 percent are males; 21 percent are females; and 52 percent are minorities. Sixty-four percent are teaching in critical subject areas and 28 percent are teaching in critical geographical areas. SC TTT made over 50 presentations to over 1500 veterans at military installations and job/education fairs. Though many may have not considered education as a second career, 365, or twenty-four percent of those getting the information, requested more information about becoming a teacher. Of those, 99 fully registered for the program, and 41 became eligible to teach through conventional and alternative certification programs.

6. South Carolina continues to make gains on the number of Highly Qualified (HQ) Teachers. Since the tracking of HQ teachers began in 2003 the number of HQ teachers in South Carolina has increased, surpassing 97.6% this year.

7. DSE participated in six NCATE/State accreditation reviews: a focused visit to Limestone College and continuing accreditation visits to USC-Columbia, Morris College, North Greenville University, USC-Upstate, and Erskine College. As a result of these visits, Limestone College is fully accredited by NCATE for the first time, and all other visits resulted in recommendations for continued unit accreditation. The office also

coordinated the review and approval of three new programs: a joint M.A.T in Middle Level Education at The Citadel and the College of Charleston, a B.A. in Early Childhood Education at Limestone College and a B.S. in Chemistry at Coker College. The office coordinated a state review of programs for Bob Jones University and Columbia International University in anticipation of their state reauthorization visits in the coming two years.

8. A total of 50,630 educators participated in ADEPT. 2,224 beginning educators participated in induction and mentoring programs, 2,023 (91%) met the requirements. Formal evaluations were conducted on 2,567 educators; 86 percent (2,218) of these educators met standards. 45,497 educators participated in Goals-Based Evaluations; 45,104 (99 percent) were successful.

9. Partnerships with national organizations include: the NCTAF, the Knowledge Works Foundation, SERVE, SREB, the Center for Creative Leadership, CCSSO, the National Staff Development Council, the International Society for Technology in Education and Mission: Readiness. Higher education partnerships include: Coastal Carolina University, Clemson University, Francis Marion University, Columbia College, the Citadel, the Darla Moore School of Business and the College of Education at the USC. State level partnerships include: the SC School Boards Association, the South Carolina Staff Development Council, the South Carolina Association for School Administrators, the South Carolina Alliance of Black School Educators, and the Association for Supervision and Curriculum Development.

10. The International Visiting Teachers Program began in 1999 with a Memorandum of Understanding (MOU) with Spain. The program currently has MOUs with China, France, Spain and India. In 2010-11, there were 90 teachers from India and two teachers from France. Twenty districts participated in the program by accepting teachers for math, science, special education, French, and Spanish. In support of International Education Week, the DSE hosted the first International Visiting Teachers Award Program and invited participants to submit applications and evidence of promoting culture within their classrooms.

11. The goal of SC TAP is to increase student achievement through instructionally focused accountability; on-going and applied professional growth; options for teacher career advancement; and performance awards. Schools within SCTAP show clear student achievement gains. During the 2006-07 school year, 90 percent of the SCTAP schools demonstrated one or more years of growth which was followed up in 2007-08 with 83 percent of SCTAP schools obtaining one or more years' growth. The positive trend continued as the data for the 2008-2009 school year indicated that 95 percent of all TAP schools achieved a year's growth or more. The 2009 - 2010 data continued with positive growth with 81 percent meeting or exceeding a years' growth. During the 2009 -2010 school year, SCTAP awarded teachers and principals over \$2,100,000 for increasing student achievement at the classroom and school levels. In the summers of 2008 through 2011, over 200 master teachers, mentor teachers, and administrators attended the TAP Summer Institute (TSI) which provides uniquely designed professional development to continue building on the success of this system.

12. The Office of School Leadership was restructured and transitioned to the Office of Leader Effectiveness. OSE delivered 14 different leadership development programs. Four Hundred and twenty-four educational leaders

participated in residential programs. An additional 707 participated in short-term professional development initiatives. OLE also provided direct support to numerous schools and districts.

13. The statewide teacher of the year program includes participation from 86 districts. SC also continues to work with the Milken Foundation to ensure great teachers in SC are recognized.

14. Over 29,000 adults that work in our schools have received the D2L training.

#### **Question 6: What are the outcomes or results of this program?**

**Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:**

**Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.**

1. The Office of Certification is responsive to educators across SC. Despite personnel reductions and restructuring the average turn-around on a certification case was less than two weeks.

2. The DEQL website provides over 185,000 educators with access to their certification records as well as other pertinent information. The website is meeting the needs of all customers.

3. Despite the reduction of over 4,000 teachers in SC. PACE has over 700 participants. PACE continues to produce teachers that succeed in the classroom at rates equal to those from traditional educator preparation program.

4. SC has more pathways to the classroom than ever before. More that 30 ABCTE teachers and more than 30 TFA teachers are leading classrooms this school-year.

5. The South Carolina Troops to Teachers program ranks tenth in the nation for teacher placements of veterans in the classroom,

6. This year 97.6% of teachers in South Carolina are highly qualified.

7. NCATE/State accreditation reviews, Higher Education Roundtable meetings, the work of the Professional Review Committee and DEQL technical assistance activities are having a positive impact on teacher.

8. The revised ADEPT system is being implemented statewide. ADEPT is a national model which provides the structure for teacher induction, professional growth and evaluation. ADEPT continues to be refined to include multiple measures of educator effectiveness.

9. DSE has established strong relationships with school districts, local and state educational organizations, higher education institutions and national educational organization. These collaborations and partnerships create synergy and have a positive impact on teacher quality.

10. The South Carolina has a strong and viable International Visiting Teachers Program.

11. The South Carolina Teacher Advancement Program (SCTAP) continues to be a national model and serves as an incubator for educator evaluations and pay for performance.

11. Nearly 500 educational leaders participated in Office of Leader Effectiveness (OLE) residential programs, over 700 participated in short-

team offerings. OLE continues to have a positive impact on school leaders, teachers and students.

12. The South Carolina Teacher of the Year program is a world-class program that recognizes outstanding teachers from across South Carolina.

13. Special efforts are being made to make our schools even safer. The D2L Stewards of Children was provided to more 29,000 education employees in SC. A recent initiative is targeting this training for school bus drivers.

### **Question 7: Program Evaluations**

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

Varies depending on program

**Has an evaluation ever been conducted?**

☒ **Yes**

☐ **No**

**If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?**

Evaluations are conducted by individual program.

**Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?**

☒ **Yes**

☐ **No**

**If yes, please provide URL link here.**

<http://ed.sc.gov/agency/se/>

**If no, why not?**

**Question 8:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

DSE will continue to maximize our impact with diminishing resources. We will continue to look at ways to reduce on-site training and replace it with virtual instruction. We will shift to user pay for service when that makes sense. Several programs and services will serve fewer educators based on the reductions.

**Question 9:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**

N/A

**If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to [mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov).**

## **EIA Program Report for Fiscal Year 2011-12**

### **Coversheet**

**EIA-Funded Program Name:** **Teacher Salary Supplement and Employer Contributions**

**Current Fiscal Year:** **2011-12**

**Current EIA Appropriation:** **\$92,828,102**

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

Mellanie Jinnette

**Telephone Number:**

803-734- 3605

**E-mail:**

[mjinnett@ed.sc.gov](mailto:mjinnett@ed.sc.gov)



**Question 1: History of the program: Please mark the appropriate response (choose one):**

**This program:**

- ☒ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.**

<b>Code of Laws:</b>
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59-20-50(b)

<b>Proviso(s):</b> (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)
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1A.6

<b>Regulation(s):</b>
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2011-12 Funding Manual

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

☐ Yes

☒ No

**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)**

Long-term Mission:

The objective for FY 2011-12 is to maintain the SC average teacher salary at a level of \$300 over the southeastern average.

The mission of the program is to ensure adequate supply of quality, caring and competent teachers for all South Carolina classrooms by promoting strategies for the recruitment, training and retention of teachers.

Current Annual Goals:

Program goal and objective is to achieve a SC average teacher salary as directed and funded by the General Assembly. In order to keep qualified and competent teachers in SC classrooms, the salaries must be maintained at a competitive level. The average teacher salary for FY 2011 was \$47,050.

**Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?**

**Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.**

**Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.**

**IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?**

The Professional Certified Staff (PCS) system is used to assess output results for average teacher salaries. Because districts have to report the actual salary paid to certified staff, PCS is an accurate tool for assessing the output. The base line is determined in the Minimum Salary Schedule as determined by funding and the stated goal provided by the General Assembly.

**Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?**

**Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.**

The Professional Certified Staff (PCS) system is used to report actual salaries paid to SC teachers. The General Assembly appropriates dollars to ensure that teachers in SC are paid at \$300 above the Southeastern average.

In FY 11, the projected Southeastern average was \$48,068. The actual FY 11 average teacher salary was \$47,050.

**Question 6: What are the outcomes or results of this program?**

**Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:**

**Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.**

Because of reductions in force and furloughs, thus reducing teacher salaries, SC did not meet the projected Southeastern average teacher salary in 2010-11.

**Question 7: Program Evaluations**

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

NA

**Has an evaluation ever been conducted?**

☐ Yes

☐ No

**If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?**

NA

**Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?**

☐ Yes

☐ No

**If yes, please provide URL link here.**

**If no, why not?**

NA

**Question 8:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

Districts will continue to be funded at the levels generated by their Professional Certified staff reporting. If state appropriations are reduced, at any level, districts would have to absorb any reductions in teacher salary. Because districts are required to maintain levels at or above the State Minimum Salary Schedule, districts would be required to maintain the salary funding should state funding not be available.

**Question 9:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**

If no additional EIA revenues are generated for this appropriation, the minimum salary schedule will more than likely be held constant for the fourth straight year and at the 2008-2009 levels resulting in no pay increases for teachers.

**If you want to provide supporting documents or evaluation reports,  
either reference a website below or email the report directly  
to [mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov).**



## **EIA Program Report for Fiscal Year 2011-12**

### **Coversheet**

**EIA-Funded Program Name:** **Teacher Supplies**

**Current Fiscal Year:** **2011-12**

**Current EIA Appropriation:** **\$12,999,520**

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

Mellanie Jinnette

**Telephone Number:**

803-734- 3605

**E-mail:**

[mjinnett@ed.sc.gov](mailto:mjinnett@ed.sc.gov)

**Question 1: History of the program: Please mark the appropriate response (choose one):**

**This program:**

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☒ Other

**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.**

**Code of Laws:**

NA

**Proviso(s):** (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)

Proviso 1A.16

**Regulation(s):**

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

- ☐ Yes
- ☒ No

**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)**

Long-term Mission:

The goal of the program is to ensure that the teacher supply reimbursement funds are paid in accordance with the proviso and to districts in adequate time so that teachers are able to purchase needed supplies and materials before students report on the first day of class.

However, during the 2010-11 school year, districts were given the option of keeping the teacher supply funding to avoid Reductions in Force or additional furloughs for teachers. For the 2010-11 school year, 30 districts did not provide the teacher supply funding to their teachers. For the current year (2011-12), 18 districts did not provide the teacher supply funding to their teachers.

Current Annual Goals:

The mission is to provide \$275 per qualifying teacher, reimbursement for out-of-pocket expenses related to purchases for the classroom, in a timely manner.

**Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?**

**Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.**

**Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.**

**IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?**

In compliance with proviso 1A.17, teacher supply funds were paid to qualifying teachers on or before July 15. Districts provided funding to teachers "on the first day, by contract, are required to be in attendance at school"

The Professional Certified Staff (PCS) system is used to verify and trace eligible staff as outlined in the proviso.

However, during the 2010-11 school year, districts were allowed to "keep" the teacher supply funding to help offset potential reductions in force or furloughs. Districts were required to advise teachers of this action, in writing, on the first day of the new school year. The SCDE also required an intent action of the districts on their use of these funds. Districts were also required to post, on their websites, the number of teacher jobs that were saved by using this flexibility.

**Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?**

**Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.**

A reconciliation of all teacher supply funding is completed after November 30 of the fiscal year. This method ensures that the correct number of eligible personnel are reimbursed according to the guidelines.

In FY 2010-11 approximately 52,000 teachers were funded for teacher supply reimbursement.

This included all school districts (to include the state charter district), vocational centers, special schools, and both governor schools.

**Question 6: What are the outcomes or results of this program?**

**Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:**

**Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.**

Teachers received funds to pay for classroom supplies and materials on the first day of reporting for work in the 2010-11 school year. Although during the 2010-11 school year, funds were inadequate to cover the reconciliation, the SCDE was able to use funds appropriated by Proviso 1A.34 - One Year Suspension of EIA Programs, to fully fund the teacher supply allocation .

### **Question 7: Program Evaluations**

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

NA

**Has an evaluation ever been conducted?**

☐ Yes

☒ No

**If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?**

NA

**Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?**

☐ Yes

☒ No

**If yes, please provide URL link here.**

**If no, why not?**

No evaluation is required. However, the SCDE does require districts to submit documentation on their intent to sue the supply allocation for its intended purpose or to maintain the funds in order to avoid teacher layoffs.

**Question 8:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

During the 2011-12 school year, the SCDE was not able to fully fund the allocation per teacher at the \$275 level. Even with the total appropriated amount and the \$200,000 provided by the EOC in proviso, 1A.41, the funding was not adequate to fully fund at the \$275 level but at the \$250 level. The ability to use the suspended EIA program monies was deleted, for this purpose, in the 2011-12 budget. Further reductions in this appropriation could decrease the amount of funding per teacher for classroom supplies.



**Question 9:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**

If no additional monies were appropriated for this program, the amount per teacher (currently \$275) may have to be reduced to a lesser amount. This would ensure that teachers would receive some funding, if not the full amount.

**If you want to provide supporting documents or evaluation reports,  
either reference a website below or email the report directly  
to [mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov).**

## **EIA Program Report for Fiscal Year 2011-12**

### **Coversheet**

**EIA-Funded Program Name:** Tech Prep

**Current Fiscal Year:** 2011-12

**Current EIA Appropriation:** \$3,021,348

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

Wofford O'Sullivan

**Telephone Number:**

803-734-8564

**E-mail:**

[wosulliv@ed.sc.gov](mailto:wosulliv@ed.sc.gov)

**Question 1: History of the program: Please mark the appropriate response (choose one):**

**This program:**

- ☒ X was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.**

**Code of Laws:**

Title 59 of the 1976 Code, Chapter 59 amended - SC EEDA, Sections 59-60 (1), 59-140, 59-200 and other sections

Title 59 of the 1976 Code as amended -SC EEDA, Specifically, Sections 59-60 (1), 59-140, 59-200

**Proviso(s):** (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)

Proviso Number: 1A.8 - Work-Based Learning

**Regulation(s):**

Chapter 43

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

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

- ☒ X Yes
- ☐ No

**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)**

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

The program's short-term objectives for 2011-2012 are as follows:

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

**Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?**

**Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.**

**Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.**

**IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?**

- The Education and Business Summit is the Office of Career and Technology Education's primary professional development conference, offering extensive professional development for educators, including career specialists and other support staff who deliver career information, organize ELO/WBL activities, and support school career guidance and counseling efforts. Over 2,100 educators participated in the 2011 Summit activities, including participation in one of five certificate renewal courses provided as part of Summit programming and a national certification training focusing on contextual methodology training. We do carefully track attendance as we provide certificate renewal via courses offered, and the Summit event itself is approved as a certificate renewal event as well.

- Career specialists who support school and ELO/WBL experiences, many of whom are Global Career Development Facilitator certified, participated in the 2011 Summit to renew their national GCDF certificates by attending specified Summit activities and sessions geared specifically to their areas of expertise and needs.

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

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

**Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?**

**Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.**

- Approximately 78,000 students participated in at least one work-based learning activity.\*
  - Seventeen courses were offered resulting in contextual methodology training for 1,231 instructors. \*\*
  - With almost 1,850 certified Global Career Development Facilitators (GCDFs), South Carolina outranks all other states in promoting quality career development services!
- (\*)(\*\*) Due to operational and organizational changes in Alliance partnerships and the activation of specific school- and ELO/WBL activity reporting atoms in SASI/PS, these data were collected differently, and professional development was managed differently during the 2008-09 school year. Note: Over 22,000 business partners participated in providing ELO/WBL activities during the 2010-11 school year.

**Question 6: What are the outcomes or results of this program?**

**Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:**

**Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.**

The results of this program include the following:

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

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

### **Question 7: Program Evaluations**

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

February 22-26, 2010

**Has an evaluation ever been conducted?**

☒ **Yes**

☐ **No**

**If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?**

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

**Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?**

☒ **Yes**

☐ **No**

**If yes, please provide URL link here.**

**If no, why not?**

Hard copy available



**Question 8:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

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

One other option that could work in some cases would be to shorten the work year for the RCS to compensate for more significant funding cuts, and, that too, would result in additional service delivery cuts.

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

**Question 9:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**

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

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

**If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to [mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov).**

## **EIA Program Report for Fiscal Year 2011-12**

### **Coversheet**

**EIA-Funded Program Name:** Writing Improvement Network

**Current Fiscal Year:** 2011-12

**Current EIA Appropriation:** \$182,761

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

Ellen W James

**Telephone Number:**

803- 777-0340

**E-mail:**

[ellenwjames@sc.edu](mailto:ellenwjames@sc.edu)

**Question 1: History of the program: Please mark the appropriate response (choose one):**

**This program:**

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☒ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.**

<b>Code of Laws:</b>
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Title 59-18-300

None exists. WIN has line item appropriation only

<b>Proviso(s):</b> (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)
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1A.39

<b>Regulation(s):</b>
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None exists. WIN has line item appropriation only.

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

☐ Yes

X   No

**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)**

The Writing Improvement Network (WIN) serves as a professional development resource for South Carolina (SC) K-12 teachers. WIN uses teacher experts to provide training in the implementation of research-based best practices in teaching students to become better readers and writers and provides guidance in choosing professional development and classroom resources.

WIN's objectives are to 1) inform SC's public schools of WIN's purposes and activities; 2) become involved with other education-related agencies and projects that affect English Language Arts (ELA) instruction; 3) develop a technical assistance plan that focuses on ELA academic standards of greatest need by analyzing available data; 4) collaborate with teachers to develop instructional strategies and materials to improve ELA instruction for all students with emphasis on underperforming schools (determined by SC's annual report card); and 5) provide professional development based on current research.

**Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were provided to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?**

**Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.**

**Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.**

**IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?**

**Primary activities, 2010-11:**

1. Reviewed and offered suggestions for revisions to Spartanburg 7's district writing plan as requested by district-level staff.
2. Provided a day-long session on learning how to use the 15-point writing rubric and associated instructional strategies for Spartanburg 7 grades 3-5 writing committee members.

3. Provided a day-long session on learning how to use the 15-point writing rubric and associated instructional strategies for Spartanburg 7 grades 6-8 writing committee members.
4. Provided a day-long session on learning how to use the 15-point writing rubric and associated instructional strategies for Spartanburg 7 grades 9-12 writing committee members.
5. Provided a half-day workshop on reading and writing instructional strategies for grades 6-8 ELA teachers in Anderson 5.
6. Provided a half-day workshop on reading and writing instructional strategies for grades 9-12 ELA teachers in Anderson 5.
7. Provided half-day ELA test data analysis workshop for grades 3-5 ELA teachers in Dillon 2.
8. Provided a half-day ELA test data analysis workshop for grades 6-8 ELA teachers in Dillon 2.
9. Provided a half-day ELA test data analysis workshop for Lexington 1 elementary, middle, and high school department chairpersons .
10. Provided a half-day ELA test data analysis workshop for statewide ELA coordinators.
11. Provided a half-day workshop on increasing the rigor of ELA classroom assessments for Darlington County district- and school-level administrators.
12. Provided a half-day workshop on increasing the rigor of ELA classroom assessments for Eau Claire High School teachers and administrators, as well as Richland 1 district-level administrators.
13. Provided a day-long session on using annotated anchor papers to score a schoolwide writing assessment for grades 6-8 ELA teachers at Gilbert Middle School.
14. Provided a day-long session on integrating reading, writing, and research instruction through a thematic unit for Berkeley County K-2 ELA teachers.
15. Provided a day-long session on integrating reading, writing, and research instruction through a thematic unit for Berkeley County 3-5 ELA teachers.
16. Provided a day-long session on integrating reading, writing, and research instruction through a thematic unit for Berkeley County 6-8 ELA teachers.
17. Provided a day-long session on integrating reading, writing, and research instruction through a thematic unit for Berkeley County 9-12 ELA teachers.
18. Provided year-long, onsite technical assistance to Scott's Branch Middle School in Clarendon District 1 in collaboration with the Palmetto Priority Schools Office at the SC Department of Education.
19. Provided year-long, onsite technical assistance to Eau Claire High School in Richland District 1 in collaboration with the Palmetto Priority Schools Office at the SC Department of Education.

**Primary Activities, 2011-12:**

1. Provided a half-day session on reading and writing strategies using informational texts at the summer conference for recipients of the School Improvement Grant (SIG) through the SC Department of Education. (July 2011)

2. Provided a 2-day summer institute for ELA teachers from Eau Claire, C. A. Johnson, and Lower Richland High Schools in Richland District 1. (July 2011)
3. Provided a day-long session on technical writing to non-ELA teachers and administrators at the Darlington County Technology Center. (August 2011)
4. Provided a day-long session on initiating and maintaining portfolio writing assessments for Berkeley County 6-8 and 9-12 ELA teachers. (August 2011)
5. Provided a half-day informational session on the ELA Common Core State Standards for grades 3-5, 6-8, and 9-12 ELA teachers in Anderson District 1. (September 2011)
6. Provide a half-day session on incorporating social studies in the ELA classroom for K-5 teachers in Berkeley County. (February 2012)
7. Provide onsite technical assistance to McBee Elementary K-6 teachers in Chesterfield County. (August 2011 – January 2012)
8. Provide year-long, onsite technical assistance to ELA teachers at Eau Claire, C. A. Johnson, and Lower Richland High Schools in Richland District 1. (September 2011-April 2012)
9. Provide monthly after-school extended-response scoring sessions for ELA teachers from Eau Claire High School, C. A. Johnson High School, and Lower Richland High School in Richland District 1. (October 2011-April 2012)
10. Revise existing (and develop new) ELA HSAP benchmark items for Richland District 1. (November 2011-March 2012)
11. Provide professional development services to additional schools and districts, as requested.
12. Provide professional development services to schools and districts for the SC Department of Education, as requested.
13. Provide PRAXIS 1 tutoring to individual University of South Carolina students, as requested.
14. Present a session entitled *The Role of Evaluation in Informing Program Functioning and Public Perception* at the American Evaluation Association conference in Anaheim, California, November 4, 2011.

**Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?**

**Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.**

WIN consultants conducted 18 workshops (including two 8-day intensive workshops) in 2010-2011 related to PASS Writing, scoring, student assessment, or targeted professional development based on school and student needs. Approximately 500 teachers and 50

administrators representing nine school districts were served through school-based and teacher-targeted initiatives.

Specifically, seven half-day workshops were offered to 260 teachers and related personnel in six schools/school districts. Nine full-day workshops were provided to 270 teachers and administrators across four counties, and 12 teachers in two schools participated in more intensive services that spanned eight days.

As a service to the University of South Carolina, WIN provided one-on-one tutoring to several College of Education students who had to re-take the PRAXIS 1 test to qualify for student-teaching.

### **Question 6: What are the outcomes or results of this program?**

**Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:**

**Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.**

WIN realized the following outcomes during 2010-11: 1) provided useful, relevant, and practical information to 550 teachers and related personnel in nine school districts regarding teaching ELA aligned with South Carolina standards, 2) collaborated with the South Carolina Department of Education and school districts to enhance ELA instruction and assessment, and 3) used participant feedback, participant observation, and information from stakeholders to reexamine and redefine technical assistance and consultation services. Outcomes such as impact on student achievement are difficult to ascertain based on intensity of WIN services resulting from strained professional development budgets of schools and the occurrence of multiple interventions in high-needs school districts. In 2010-2011, WIN sought to provide higher intensity technical assistance to schools. Technical assistance and consultation with one school district (Richland 1) resulted in a continuation of services to one high school and expansion of services to two additional high schools for 2011-12.

End-of-workshop evaluations were collected from participants in 15 WIN workshops that occurred in 2010-11. Seven evaluation surveys based on the goals and objectives of individual workshops were used to collect data.

*Two Teaching More, Using Less to Teach* workshops were conducted in Anderson 5. More than 95% of participants in both workshops indicated that the workshops were probably or definitely worth their time. Participants in these workshops were asked to provide a one-word description of the workshop. Respondents from one workshop used 100% positive words while approximately 65% of the words used to describe the other workshop were positive. Finally, participants responded to eight survey items about their overall impressions of the workshop. More than 90% of participants "Agreed" or "Strongly Agreed" with the statements. Figure 1 contains the survey items and Tables 1-6 provide detailed results from the closed-ended items on the evaluation surveys.

Four *Reading, Researching, and Thinking Like a Writer* workshops were provided in Berkeley County. These workshops used a 10-item Likert scale survey to gauge participants' learning of specific techniques such as using ELA indicators, informational texts, and thematic units that were taught in these sessions. Participants in two of the sessions "Agreed" or "Strongly Agreed" with the statements 97% and 93% of the time. More than half of the participants in the other two sessions indicated that they "Agreed" or "Strongly Agreed" as well. Tables 7-10 provide detailed results from the closed-ended items (available in Figure 2) from these two workshops.

An intensive, eight-day workshop, entitled *Success in Reading and Writing: Gaining Insights, Building Skills, and Making a Match*, was conducted in Richland 1 at Eau Claire High School. This workshop used a 15 item Likert-scale survey to evaluate participants' level of understanding of the topics taught, such as the use of literary texts and figurative language in writing instruction. Approximately 89% of the participants "Agreed" or "Strongly Agreed" with the statements on the survey, indicating a high level of understanding of the topics discussed. Figure 3 details the 15 survey items. Table 11 provides the detailed results for this eight-day workshop.

Together, Spartanburg and Darlington school districts offered five *Scoring Workshops* to teachers in all grade levels (one for grades 3-5, two for grades 6-8, and two for grades 9-12). A retrospective pre-post survey was used that asked teachers to rate their level of preparation both before and after the workshop. This was used to measure participants' average gain in learning from the workshop. The average gain in learning for the five workshops ranged from 0 to 0.3 points on a four-point Likert scale (4 indicates Strong Agreement and 1 is Strong Disagreement). Figure 4 shares the items for the pre-post survey and Tables 12-16 show the results from the five workshops.

A similar pre-post design was used for the *Strategies for Developing Higher Cognitive Level Multiple Choice Tests* with teachers at Eau Claire High School and with district- and school-level administrators in Darlington County. The average gain for the Eau Claire High School workshop was 0.2 points on the four point Likert scale. The average gain for the Darlington County workshop was 0.5. Figure 5, Table 17 and Figure 6, Table 18 share detailed information about these items and responses.

Two PASS Writing workshops were offered to grades 3-5 and 6-8 teachers in Dillon 2. A retrospective pre-post survey with four Likert scale items was given for teachers to rate their level of preparation. Grades 3-5 teachers reported an average gain of 0.6 points on the 4-point Likert scale, while grades 6-8 teachers had a 0.7 point change in knowledge. Teachers were also asked to report if they thought there was a change in the domain that students demonstrated their strongest and weakest performance, based on the new information they received about writing domains in the workshops. Approximately 71% of the grades 3-5 teachers changed their students' strongest domain and 43% changed their students' weakest domain. The grades 6-8 teachers were slightly less likely to change their students' strongest domain, but the same percentage as elementary teachers (43%) changed their students' weakest domain at the end of the training. Figure 7, Tables 19-24 share detailed information about these items and responses.



## **Question 7: Program Evaluations**

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

2009-10

**Has an evaluation ever been Provided?**

  X   Yes

       No

**If an evaluation was provided, what were the results and primary recommendations of the most recent evaluation?**

Due to reductions in funding, WIN was unable to pay for its Year 2 External Evaluation. Therefore, the information provided below is based on WIN's Year 1 External Evaluation (2009-10).

Professional development provided by WIN is content specific, focusing on improvement explicitly related to ELA standards with supplemental impacts on other content areas. WIN consultants work to assist teachers and administrators in effectively interpreting standards and provide examples of student mastery of ELA concepts. WIN consultants use active learning techniques in the professional development process that seek to engage and include teachers in the development of strategies and methods to understand and improve student learning. While these are strong aspects of WIN professional development and technical assistance, the current intensity and length of engagement of WIN professional development activities are often not enough to significantly impact teacher functioning and student achievement. At this point, impact on student outcomes is hard to discern based on the limited intensity of WIN services and the prevalence of other professional development and technical assistance at many of the high needs schools and districts served.

WIN consultants are interested in and have attempted to provide professional development with more intensity particularly to Below Average and At-Risk districts and schools; however, budget cuts and funding constraints have limited schools' ability to afford this type of professional development. In addition, WIN's budget does not allow it to provide intensive services at a significantly reduced rate to be affordable for these districts and schools. On average, schools/districts provided approximately \$2,000 for a customized series of WIN workshops during 2009-2010 that consisted of between one and three workshops. Costs per district ranged from \$550 to \$3,000 based on the intensity of services. The actual costs to WIN to plan and implement a high-quality, one-day customized professional development workshop are between \$1,500 and \$2,500. WIN often provides more services and technical assistance than it is compensated for based on the amount it charges schools and districts for professional development. For example, WIN received only 15% of the costs required to plan and implement the services for the Writers' Edge Project, a collaboration with Benedict College.

Evaluations from the more intensive professional development workshops such as Clarendon 1 (Scott's Branch) and Lexington School District 5 are more positive than those from shorter term

professional development and likely demonstrate the rapport developed with professional development facilitators and the commitment gained from more frequent interactions and integration of material over a period of time. In addition, evaluations from The Writers' Edge Summer Institute demonstrated that significant changes occurred in teachers' knowledge, beliefs, and attitudes during the insensitive professional development process. The design and intent of the Writers' Edge Project was aligned with high-quality professional development; however, lack of follow through by participating teachers during the academic year following the institute appears to have compromised classroom and student impact (Saunders, 2010).

Based on information gleaned from workshop evaluations as well as teacher dispositions during technical assistance, WIN consultants have redesigned some of their professional development strategies for 2010–2011. In professional development designed for teachers in Grades 3-8 for Dillon School District 2, which occurred in August 2010, WIN consultants analyzed district-level PASS Extended Response and Multiple Choice Writing Scores. The consultants developed a workshop to assist classroom teachers in understanding and using these data to inform their instruction. The evaluation form used to determine pre- and post-workshop perceptions allows WIN consultants and others to understand changes in beliefs, perceptions, and knowledge as a result of workshop participation. If WIN continues to use this type of data-driven approach in a more substantial and sustained professional development process, significant student achievement results may be realized.

**Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?**

☒ **Yes (hard copy)**

☐ **No**

**If yes, please provide URL link here.**

**If no, why not?**

Due to reductions in funding, WIN can no longer afford to pay the monthly Website hosting fee or to pay the Webmaster. Therefore, WIN has eliminated its Web site. A hard copy of the Year 1 External Evaluation (2009-10) was provided last year.

**Question 8:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

WIN's July 2011 appropriation was \$182,761. The following items were budgeted based on this original amount: 94.4% (salaries and fringe for the WIN director, administrative assistant, and WIN's early childhood/elementary specialist; \$1,500 (consultant fee for technical assistance with data calculations for this report); and the remaining, \$8,735 budgeted for general office operating expenditures.

With its appropriation reduction of 15%, WIN changed its hiring and payment policies for all part-time consultants. Effective July 1, 2011, staff formerly hired as part-time consultants (to assist with projects on an as-needed basis) are now hired as independent consultants, eliminating the need for WIN to pay a portion of their state and federal withholding taxes and state retirement contributions. WIN submits an invoice for services provided to schools/districts as a convenience to these consultants; however, the schools/districts pay the consultants directly. Schools/districts also provide each consultant with Form 1099 for income tax purposes. These independent consultants do not receive reimbursements for any travel expenses. Full-time staff members also do not receive travel reimbursements.

WIN has reduced general office operating expenses by 15% and ceased operation of its website, eliminating the need to pay for a web-hosting site (\$25 monthly) and a web master (\$100 monthly). WIN has postponed indefinitely upgrading any existing technology and has eliminated the purchase of any new technology. Additionally, WIN no longer purchases professional texts and materials for use with teachers and students in professional development projects.

In 2005, WIN's appropriation was \$288,444. Since 2006, WIN's appropriation has been reduced by 36.6%, \$105,683.

WIN increased its fees with each of the previous reductions. If additional reductions are imposed, WIN will again have to increase its fees. Monies collected from increased fees will be used to supplement any salary reductions taken by WIN's director, early childhood/elementary specialist, and administrative assistant.

**Question 9:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**

If WIN's funding for FY 2012-13 remains the same as its funding for FY 2011-12, WIN can function, minimally, as described in the previous two sections. During FY 2010-11, WIN explored possibilities for offering its services through video-streaming and Webinars, and through video recording workshops onto CDs/DVDs. As a result of this exploration, the director learned that many sites/services require a paid subscription, costs that are prohibitive given WIN's reduced funding. While there are some free video-streaming and webinar-hosting services, WIN often lacks the technological resources to take advantage of them. And in many cases, USC's IT Department restricts access to sites/services for which WIN has compatible technology. Even if these financial and/or technological obstacles can be resolved, WIN must determine if fees can be charged for video-streaming sessions and Webinars and if workshop CDs/DVDs can be sold to compensate for reduced appropriations. WIN's full-time staff and independent consultants have developed thematic instructional units that align both to the South Carolina ELA Standards and to the new Common Core State Standards. The director contacted the National Council of Teachers of English (NCTE) to determine if the organization would be interested in publishing these materials and offering them for sale to its members (with WIN receiving a percentage of the sales). While NCTE was interested in reviewing the materials, NCTE was not interested in forming a partnership. However, NCTE did encourage WIN to submit a proposal to present at its national conference, which would provide an opportunity for WIN consultants to present a workshop using the thematic units. Although WIN consultants regularly presented at NCTE in years past, consultants can no longer afford to attend any conferences due to decreased funding. Because WIN cannot afford to pay to have its instructional materials published, the director is trying to find a publisher who is willing to produce the materials at no charge to WIN. If WIN is successful in finding a "free" publisher and selling these materials, all proceeds will be used to compensate for reduced appropriations.

**If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to [mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov).**

**Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.**

**Question 10: Fiscal Year 2012-13**

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

- ☒ **The same as appropriated in the current fiscal year's appropriation**
- ☐ **An increase over the current fiscal year's appropriation**
- ☐ **A decrease over the current fiscal year's appropriation**

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

**NA**

**If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?**

**Question 11: Fiscal Years 2010-11 and 2011-12**

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2010-11) and the budget for this program in the current fiscal year (2011-12).

If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	215,013	182,761
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL	215,013	182,761

**Other: Please specify here.**

Expenditures	Prior FY Actual	Current FY
Personal Service	158,431	138,683
Contractual Services	7,106	6,446
Supplies and Materials	8,487	2,600
Fixed Charges	1,900	2,300
Travel	354	500
Equipment		
Employer Contributions	38,471	32,232
Allocations to		
Other: Please explain		
Balance Remaining	264	
<b>TOTAL</b>	<b>215,013</b>	<b>182,761</b>
<b>#FTES</b>	<b>3</b>	<b>3</b>

**Other: Please explain here.**

**Supporting Documents:**

**Figures 1-7  
Tables 1-24**



**South Carolina Writing Improvement Network  
Workshop Evaluation Results**

**Figure 1**  
**Items from the Teaching More, Using Less to Teach Workshops**

Items	Responses			
1. The workshop met its intended goals as outlined in the opening few minutes of the session(s).	Strongly Agree	Generally Agree	Generally Disagree	Strongly Disagree
2. The workshop was relevant to my needs.				
3. The workshop content was focused and effectively presented.				
4. The workshop materials were well organized.				
5. The workshop materials were professional looking and relevant.				
6. The presenter was well prepared.				
7. The presenter was knowledgeable.				
8. The presenter was engaging.				

**Table 1**  
**Anderson 5 Teaching More, Using Less to Teach Workshop (Grades 6-8)**

Item #	n	Mean	Strongly Disagree	Disagree	Agree	Strongly Agree
1	23	3.61	0	1	7	15
2	23	3.65	0	3	2	18
3	23	3.78	0	0	5	18
4	23	3.74	1	1	1	20
5	23	3.83	1	0	1	21
6	22	3.86	1	0	0	21
7	22	3.77	1	0	2	19
8	19	3.95	0	0	1	18
Percent		3.77	2.2%	2.8%	10.7%	84.3%

**Table 2**  
**One-Word Description of Anderson 5 Teaching More, Using Less to Teach Workshop (Grades 6-8)**

Type of Word	Number	Percent
Positive (e.g., informative, enriching)	19	100.0%
Negative	0	0.0%

n=19 (those who provided comment)

**Table 3**  
**Overall Rating of Anderson 5 Teaching More, Using Less to Teach Workshop (Grades 6-8)**

Overall Rating	Number	Percent
Not Worth My Time	1	4.3%
Probably Worth My Time	7	30.4%
Definitely Worth My Time	15	65.2%

**Table 4*****Anderson 5 Teaching More, Using Less to Teach Workshop (Grades 9-12)***

Item #	n	Mean	Strongly Disagree	Disagree	Agree	Strongly Agree
1	30	3.8	0	0	6	24
2	30	3.8	0	1	4	25
3	30	3.9	0	0	4	26
4	30	3.8	0	0	7	23
5	30	3.9	0	0	2	28
6	30	3.9	0	0	2	28
7	30	4.0	0	0	1	29
8	30	3.8	0	0	6	24
Percent		3.9	0.0%	0.4%	13.3%	86.3%

**Table 5*****One-Word Description of Anderson 5 Teaching More, Using Less to Teach Workshop (Grades 9-12)***

Type of Word	Number	Percent
Positive (e.g., helpful, interesting)	11	64.7%
Negative (e.g., long, too time consuming)	5	29.4%
Neutral (e.g., confused)	1	5.9%

N=17 (those who provided comment)

**Table 6*****Overall Rating of Anderson 5 Teaching More, Using Less to Teach (Grades 9-12)***

Overall Rating	Number	Percent
Not Worth My Time	0	0.0%
Probably Worth My Time	7	24.1%
Definitely Worth My Time	22	75.9%

**Figure 2****Items from the Reading, Researching, and Thinking Like a Writer Workshops**

Items		Responses			
		Strongly Agree	Generally Agree	Generally Disagree	Strongly Disagree
1.	As a result of the “hands on, interactive” presentation of this workshop, I am confident that I will be able to use this thematic instructional unit with my students.				
2.	I have a better understanding of how to incorporate multiple ELA indicators into my regular instruction.				
3.	I have a better understanding of how to incorporate informational texts into my regular instruction.				
4.	I have a better understanding of how to incorporate ELA research indicators into my regular instruction.				
5.	I have a better understanding of how to integrate ELA and social studies indicators into my regular instruction.				
6.	The presenter was able to offer additional suggestions and strategies to help me modify my instructional activities.				
7.	Participating in the activities as a “student” gave me a better understanding of how to use the thematic unit.				
8.	Discussing the activities and materials provided opportunities to ask questions and to clarify my thinking.				
9.	Having both a hard copy and an electronic version (i.e., flash drive) of the thematic unit will make it easier for me to use these materials.				
10.	Having one of the WIN consultants model instructional strategies with my students would be beneficial for me.				

**Table 7****Berkeley Reading, Researching, and Thinking Like a Writer Workshop (Grades K-2)**

Item #	n	Mean	Strongly Disagree	Disagree	Agree	Strongly Agree
1	63	2.7	5	20	25	13
2	63	2.4	15	19	19	10
3	63	2.5	10	20	22	11
4	63	2.4	11	21	23	8
5	63	2.4	10	25	21	7
6	63	2.4	16	16	22	9
7	63	2.4	14	18	20	11
8	62	2.5	12	18	21	11
9	63	2.9	4	14	28	17
10	63	2.4	12	21	20	10
Percent		2.5	17.3%	30.5%	35.1%	17.0%

**Table 8*****Berkeley Reading, Researching, and Thinking Like a Writer Workshop (Grades 3-5)***

Item #	n	Mean	Strongly Disagree	Disagree	Agree	Strongly Agree
1	62	3.1	2	10	27	23
2	63	2.9	3	18	23	19
3	63	2.9	3	18	27	15
4	64	2.9	3	17	27	17
5	63	3.0	2	11	34	16
6	63	2.8	6	14	28	15
7	64	2.7	10	18	16	20
8	63	2.9	3	18	26	16
9	64	3.6	1	4	15	44
10	64	2.5	11	26	15	12
Percent		2.9	7.0%	24.3%	37.6%	31.1%

**Table 9*****Berkeley Reading, Researching, and Thinking Like a Writer Workshop (Grades 6-8)***

Item #	n	Mean	Strongly Disagree	Disagree	Agree	Strongly Agree
1	14	3.9	0	0	1	13
2	14	3.9	0	0	2	12
3	14	3.9	0	0	1	13
4	14	3.6	0	0	6	8
5	14	3.4	0	2	5	7
6	14	3.8	0	1	1	12
7	14	3.9	0	1	0	13
8	14	4.0	0	0	0	14
9	14	4.0	0	0	0	14
10	14	4.0	0	0	0	14
Percent		3.84	0.0%	2.9%	11.4%	85.7%

**Table10*****Berkeley Reading, Researching, and Thinking Like a Writer Workshop (Grades 9-12)***

Item #	n	Mean	Strongly Disagree	Disagree	Agree	Strongly Agree
1	20	3.7	0	1	6	13
2	20	3.7	0	1	8	11
3	20	3.8	0	0	5	15
4	20	3.3	0	4	9	7
5	20	3.2	1	3	11	5
6	20	3.7	0	1	4	15
7	20	3.8	0	0	4	16
8	20	3.9	0	0	2	18
9	20	3.9	0	1	2	17
10	19	3.7	0	3	5	11
Percent		3.7	0.5%	7.0%	28.1%	64.3%

**Figure 3****Items from the Success in Reading and Writing Workshop**

Items	Responses			
As a result of this workshop, I have a better understand of how to demonstrate for students...				
1. comparing/contrasting ideas within and across literary texts to make inferences.	Strongly Agree	Generally Agree	Generally Disagree	Strongly Disagree
2. analyzing the impact of point of view on literary texts.				
3. interpreting devices of figurative language.				
4. analyzing the relationship among character, plot, conflict, and theme in a given literary text.				
5. analyzing the effect of author's craft on the meaning of literary texts.				
6. creating responses to literary texts through a variety of methods.				
7. using context clues to determine the meaning of technical terms and other unfamiliar words.				
8. analyzing the meaning of words using Greek and Latin roots and affixes.				
9. interpreting euphemisms and connotations of words to understand the meaning of a given text.				
10. organizing written works using prewriting techniques, discussions, graphic organizers, models, and outlines.				
11. using complete sentences in a variety of types.				
12. using grammatical conventions of written Standard American English.				
13. revising writing to improve clarity, tone, voice, content, and the development of ideas.				
14. editing written pieces for correct use of Standard American English.				
15. writing for a variety of purposes and audiences.				

**Table 11****Eau Claire High School Success in Reading and Writing Workshop (Grades 9-12)**

Item #	n	Mean	Strongly Disagree	Disagree	Agree	Strongly Agree
1	6	3.3	0	0	4	2
2	6	3.0	0	0	6	0
3	6	2.8	0	1	5	0
4	6	2.7	1	0	5	0
5	6	3.2	0	0	5	1
6	6	2.8	1	0	4	1
7	6	3.2	0	0	5	1
8	6	2.8	0	2	3	1
9	6	2.5	1	1	4	0
10	6	3.2	0	0	5	1
11	6	3.0	0	0	6	0
12	6	2.8	0	1	5	0
13	6	2.8	1	0	4	1
14	6	3.3	0	0	4	2
15	6	3.0	0	1	4	1
Percent		3.0	4.4%	6.7%	76.7%	12.2%

**Figure 4**  
**Items from the Scoring Workshops**

Items	Pre-Post Responses			
1. The 2008 writing standards and indicators are incorporated into the 15-point rubric.	Strongly Agree	Generally Agree	Generally Disagree	Strongly Disagree
2. I am confident in my understanding of the State's expectations for student performance on statewide assessment.				
3. I am confident in my understanding of how to use the Conventions Matrix.				
4. I am confident in my understanding of how to use the 15-point rubric score student writing.				
5. Student writing should always be graded or assessed.				
6. Student writing should always be graded or assessed using the 15-point rubric.				
7. Student writing should always be graded or assessed in all four domains.				
8. Student writing should always be graded or assessed for conventions.				
9. Scored student writing should always include feedback that uses the language of the rubric.				
10. Scored student writing should be used to inform instruction.				
11. Students should understand the language of the 15-point rubric.				
12. Computer-generated scoring of student writing provides accurate information that can be used to inform instruction.				

**Note:** Items 5, 7, 8, and 12 measure changes in teachers' understanding of "incorrect" instructional and assessment practices. For example, after the workshop, teachers should understand that student writing does not always have to be graded or assessed.

**Table 12**  
**Darlington Scoring Workshop (Grades 6-8)**

Item #	Average Pre Score	Average Post Score	Average Gain
1	3.3	3.7	0.4
2	3.1	3.7	0.6
3	2.9	3.6	0.7
4	3.3	3.7	0.4
5	1.8	1.6	-0.2
6	2.0	2.0	0.0
7	1.8	1.7	-0.1
8	2.0	1.8	-0.2
9	3.1	3.6	0.5
10	3.6	3.9	0.3
11	3.7	4.0	0.3
12	2.6	1.8	-0.8
Total	2.8	2.9	0.2

**Table 13**  
**Darlington Scoring Workshop (Grades 9-12)**

Item #	Average Pre Score	Average Post Score	Average Gain
1	3.1	3.6	0.5
2	3.4	3.7	0.3
3	3.1	3.5	0.4
4	3.3	3.8	0.5
5	2.3	2.7	0.4
6	2.0	2.5	0.5
7	2.2	2.5	0.3
8	2.4	2.6	0.2
9	3.2	3.6	0.4
10	3.6	3.9	0.3
11	3.6	3.9	0.3
12	2.4	2.3	-0.1
Total	2.9	3.2	0.3

**Table 14**  
**Spartanburg Scoring Workshop (Grades 3-5)**

Item #	Average Pre Score	Average Post Score	Average Gain
1	3.8	4.0	0.2
2	3.0	3.5	0.5
3	2.7	3.4	0.7
4	2.8	3.5	0.7
5	2.3	2.4	0.1
6	2.5	2.4	-0.1
7	2.2	2.3	0.1
8	2.2	2.2	0.0
9	3.7	3.8	0.1
10	4.0	4.0	0.0
11	3.9	3.9	0.0
12	2.3	1.0	-1.3
Total	2.9	3.0	0.1

**Table 15*****Spartanburg Scoring Workshop (Grades 6-8)***

Item #	Average Pre Score	Average Post Score	Average Gain
1	3.7	4.0	0.3
2	3.3	4.0	0.7
3	3.0	3.7	0.7
4	3.2	4.0	0.8
5	2.3	2.0	-0.3
6	2.7	2.6	-0.1
7	1.6	1.6	0.0
8	1.6	1.7	0.1
9	3.6	4.0	0.4
10	3.9	4.0	0.1
11	4.0	4.0	0.0
12	2.7	1.8	-0.9
Total	3.0	3.1	0.2

**Table 16*****Spartanburg Scoring Workshop (Grades 9-12)***

Item #	Average Pre Score	Average Post Score	Average Gain
1	3.4	4.0	0.6
2	3.1	3.9	0.8
3	2.5	3.0	0.5
4	3.1	3.9	0.8
5	1.9	2.3	0.4
6	2.4	3.0	0.6
7	1.8	1.6	-0.2
8	1.8	1.6	-0.2
9	3.5	4.0	0.5
10	3.9	4.0	0.1
11	4.0	4.0	0.0
12	2.2	1.8	-0.4
Total	2.8	3.1	0.3



**Figure 5****Items from the Strategies for Developing Higher Cognitive Level Multiple Choice Tests Workshop**

Items	Responses			
1. I am confident in my understanding of the 2008 ELA standards and indicators.	Strongly Agree	Generally Agree	Generally Disagree	Strongly Disagree
2. I am confident in my understanding of how to align my instructional plans to the rigor specified in the 2008 ELA standards and indicators.				
3. I am confident in my understanding of how to align my classroom assessments to the rigor specified in the 2008 ELA standards and indicators.				
4. I am confident in my understanding of how to revise my instructional plans and classroom assessments so that they align to the rigor specified in the 2008 ELA standards and indicators.				

**Table 17****Eau Claire High School Developing Higher Cognitive Level Multiple Choice Tests Workshop**

Item #	Average Pre Score	Average Post Score	Average Gain
1	3.5	3.7	0.2
2	3.0	3.3	0.3
3	2.8	2.8	0.0
4	3.0	3.2	0.2
Total	3.1	3.2	0.2

**Figure 6****Items from the Strategies for Developing Higher Cognitive Level Multiple Choice Tests Workshop**

Items	Responses			
1. I am confident that ELA teachers at my school understand the 2008 ELA standards and indicators.	Strongly Agree	Generally Agree	Generally Disagree	Strongly Disagree
2. I am confident that ELA teachers at my school understand how to align their instructional plans to the rigor specified in the 2008 ELA standards and indicators.				
3. I am confident that ELA teachers at my school understand how to align their classroom assessments to the rigor specified in the 2008 ELA standards and indicators.				
4. I am confident that ELA teachers at my school understand how to revise their instructional plans and classroom assessments so that they align to the rigor specified in the 2008 ELA standards and indicators.				

**Table 18****Darlington Developing Higher Cognitive Level Multiple Choice Tests Workshop**

Item #	Average Pre Score	Average Post Score	Average Gain
1	2.9	2.3	-0.6
2	2.4	1.9	-0.5
3	2.2	1.8	-0.4
4	2.2	1.8	-0.4
Total	2.4	2.0	-0.5

**Figure 7**  
**Items from the PASS Writing Workshops**

Items	Responses			
1. The multiple-choice writing questions are aligned to the 15-point rubric.	Strongly Agree	Generally Agree	Generally Disagree	Strongly Disagree
2. I am confident in my understanding of how the State determines a student's Writing Performance Level.				
3. I am confident in my understanding of how to interpret PASS Writing scores.				
4. I am confident in my understanding of how to use test data to inform my instruction.				
5. I am confident in my understanding of how to use the Conventions Matrix.				
6. I am confident in my understanding of the 15-point rubric.				
7. Students should understand the language of the 15-point rubric.				

**Table 19**  
**Dillon 2 PASS Writing Workshop (Grades 3-5)**

Item #	Average Pre Score	Average Post Score	Average Gain
1	3.6	3.8	0.2
2	3.0	3.7	0.7
3	3.2	3.8	0.6
4	3.0	3.8	0.8
5	3.1	3.8	0.7
6	3.2	3.8	0.6
7	3.6	3.9	0.3
Total	3.2	3.8	0.6

**Table 20**  
**Dillon 2 PASS Writing Workshop (Grades 3-5)**

	Number	Percent
Change	10	71.4%
No change	3	21.4%
No response	1	7.2%

**Table 21**  
**Dillon 2 PASS Writing Workshop (Grades 3-5)**

	Number	Percent
Change	6	42.9%
No change	7	50.0%
No response	1	7.1%

**Table 22**  
**Dillon 2 PASS Writing Workshop (Grades 6-8)**

Item #	Average Pre Score	Average Post Score	Average Gain
1	3.4	4.0	0.6
2	3.2	3.7	0.5
3	2.8	3.8	1.0
4	3.1	3.8	0.7
5	2.7	3.7	1.0
6	3.0	4.0	1.0
7	3.5	3.8	0.3
Total	3.1	3.8	0.7

**Table 23*****Dillon 2 PASS Writing Workshop (Grades 6-8)***

	Number	Percent
Change	3	21.4%
No change	8	57.1%
No response	3	21.4%

**Table 24*****Dillon 2 PASS Writing Workshop (Grades 6-8)***

	Number	Percent
Change	6	42.9%
No change	5	35.7%
No response	3	21.4%

## **EIA Program Report for Fiscal Year 2011-12**

### **Coversheet**

**EIA-Funded Program Name:** **ADEPT**

**Current Fiscal Year:** **2011-12**

**Current EIA Appropriation:** **\$873,909**

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

Kathy Meeks

**Telephone Number:**

803-734-4067

**E-mail:**

[kmeeks@scteachers.org](mailto:kmeeks@scteachers.org)

**Question 1: History of the program: Please mark the appropriate response (choose one):**

**This program:**

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☒ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.**

**Code of Laws:**

- S.C. Code Ann. § 59-26-30(B) (2004)
- S.C. Code Ann. § 59-26-40 (2004)

**Proviso(s):** (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)

- 1A.5. (SDE-EIA: XI.C.2-Teacher Evaluations, XI.F.2- Implementation/Education Oversight)
- 1A.47. (SDE-EIA: Assisting, Developing, and Evaluating Professional Teaching-- ADEPT)

**Regulation(s):**

- R 43-205.1. Assisting, Developing, and Evaluating Professional Teaching (ADEPT)

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

- ☒ Yes: South Carolina Department of Education ADEPT System Guidelines (2006)
- South Carolina Department of Education Induction and Mentoring Program Implementation Guidelines (2006)
- ☐ No

**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)**

The primary goal of ADEPT—South Carolina's statewide system for Assisting, Developing, and Evaluating Professional Teaching—is to examine the relationship between educator performance and student outcomes in order to ensure educator accountability and promote continuous improvement in educator effectiveness.

In addition to the objectives that relate to the ongoing oversight, evaluation, and continuous improvement of the statewide implementation of the ADEPT system, the following objectives have been included in the ADEPT strategic plan:

- To revalidate the ADEPT Performance Standards for classroom-based teachers.
- To create a multi-level rubric (as opposed to the current bimodal system) for rating educator performance relative to each of the performance standards.
- To enhance and expand upon current methods for determining student learning, and to use this information to assess and improve educator performance.
- To develop, validate, and implement performance standards and evaluation models for e-teachers, assistant principals, school psychologists, and teacher leaders.
- To develop and implement more robust models for the initial training and recalibration of evaluators.

**Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?**

**Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.**

**Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.**

**IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?**

- ***Evaluating Teacher Effectiveness: SAFE-T.*** The 2010–11 school year marked the accomplishment of the three-year phase-in of the state's new ADEPT formal evaluation model for classroom-based teachers, SAFE-T. This formal evaluation model is now being implemented statewide. Over the three-year implementation period, a total of 9,411 administrators and teacher leaders have successfully completed the SAFE-T training and the online examination in order to become certified as SAFE-T evaluators. The pass rate for the SAFE-T evaluator examination is 94 percent.

- **Evaluating Teacher Effectiveness: Training.** During the 2010-11 school year, the Office of Educator Evaluation that now houses ADEPT held three SAFE-T Evaluator Upgrade training sessions for educators from institutions of higher education and selected school districts. Thirty-seven educators successfully completed this training.
- **Evaluating Teacher Effectiveness: Trainer Training.** The Office of Educator Evaluation held four SAFE-T Trainer Training sessions throughout the year to prepare selected administrators to become trainers. Once certified, these educators become eligible to train SAFE-T evaluators in their respective school districts. A total of 56 administrators successfully completed this trainer training.
- On September 1, 2010, the Office of Educator Evaluation (ADEPT) offered its annual *Introduction to ADEPT and ADS* technical assistance workshop for new school district administrators. During the morning session, attendees received detailed information about the ADEPT system requirements. During the afternoon session, participants engaged in hands-on training using the web-based ADEPT Data System. Eighteen new school district administrators from across the state participated in this workshop.
- In September 2010, the Office of Educator Evaluation (ADEPT) hosted two sessions for representatives from school districts and institutions of higher education to provide feedback on the draft of the Interstate Teacher Assessment and Support Consortium's (InTASC) Model Core Teaching Standards. A total of 55 educators attended these meetings and provided feedback on the proposed standards. The Office of Educator Evaluation compiled this feedback and submitted the report to InTASC as part of the field review.
- The Office of Educator Evaluation (ADEPT), in collaboration with seven selected representatives from public school Montessori programs throughout the state, developed a SAFE-T Guidance Document for Montessori. The purpose of this document is to assist evaluators and teachers in applying SAFE-T to Montessori settings.
- The Office of Educator Evaluation (ADEPT), in collaboration with representatives from school districts and institutions of higher education, analyzed thirteen nationally recognized sets of teaching performance standards and developed crosswalks between each of these sets of standards and the ADEPT Performance Standards. The purpose of these crosswalks is to identify potential updates that are needed to the ADEPT Performance Standards.
- The Office of Educator Evaluation (ADEPT) has begun updating the ADEPT Performance Standards for classroom-based teachers and will be developing rubrics for rating teacher performance and effectiveness according to the updated standards.

**Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?**

**Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.**

- **ADEPT.** During the 2010–11 academic year, a total of 50,630 educators participated in South Carolina’s system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT). School districts employed an additional 1,860 educators under letters of agreement.
- **Assisting Teachers: Induction and Mentoring.** During the 2010–11 academic year, 2,224 beginning educators received assistance and support through induction and mentoring programs and diagnostic assistance. Of these educators, 2,023 (91 percent) met the requirements of their respective ADEPT programs.
- **Developing Teacher Effectiveness: Goals-Based Evaluation.** During the 2010–11 academic year, 45,497 teachers participated in goals-based evaluation designed to target specific areas for improvement and to engage teachers in inquiry, action research, and professional collaboration. Of these educators, districts reported that 45,104 (99 percent) achieved gains in their teaching performance and effectiveness.
- **Evaluating Teacher Effectiveness: Certificate Advancement.** During the 2010–11 school year, 2,567 teachers were employed at the annual-contract level and underwent the ADEPT formal (summative) evaluation process that is required to advance their teaching certificates from the initial to the professional level. Of these teachers, 2,218 (86 percent) met the ADEPT requirements for certificate advancement.
- **Evaluating Teacher Effectiveness: Certificate Suspensions.** The State Board of Education suspended the teaching certificates of twelve annual-contract teachers due to two years of unsuccessful performance on ADEPT formal (summative) evaluations.
- **Evaluating Teacher Effectiveness: Experienced Educators.** A total of 342 continuing-contract teachers underwent ADEPT formal evaluations at the recommendation of their employing school districts. Of these teachers, 173 (51 percent) were successful in meeting the ADEPT criteria for effective teaching performance.

**Question 6: What are the outcomes or results of this program?**

**Outcome can be both quantitative and qualitative and should address the program’s objectives. Please use the most recent data available:**

**Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.**



- **State Uses of ADEPT Results.** The state collected ADEPT results on every public school teacher in the state, as reported by their employing school districts via a web-based data system. This system enabled the state to use performance-based data to determine eligibility for certificate advancement (i.e., initial to professional) and to impose ADEPT-related certificate suspensions on teachers who received two failed evaluations at the annual-contract level.
- **Local School District Uses of ADEPT Results.** Teachers' ADEPT results helped inform local decisions about employment and contract levels. ADEPT results also helped inform decisions about teachers' professional development needs, on both individual and group bases.
- **Uses of ADEPT Results at Institutions of Higher Education.** The SCDE provided every teacher preparation program in the state with the ADEPT results for their respective graduates. Each institution then used these results to gauge their program's effectiveness and to inform and guide program changes.

#### Question 7: Program Evaluations

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

- **Internal Evaluations.** Internal evaluations are conducted annually. As part of their annual ADEPT plans, each school district and institution of higher education (IHE) must respond to a series of program evaluation questions.

*ADEPT Program Evaluation Guidance Document for School Districts:*

<http://www.scteachers.org/Adept/adeptcoordinators/ADEPTEvaluationDistrictChart.pdf>

*ADEPT Program Evaluation Guidance Document for IHEs:*

<http://www.scteachers.org/Adept/evalpdf/programmevaluationguidancedocument.pdf>

- **External Evaluation.** The most recent external evaluation of the ADEPT system was conducted in 2003.

**Has an evaluation ever been conducted?**

☒ Yes

☐ No

**If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation? See web link provided below.**

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

☒ Yes

☐ No

If yes, please provide URL link here.

<http://www.scteachers.org/Adept/overview.cfm>

The *External Review of South Carolina's Assisting, Developing, and Evaluating Professional Teaching (ADEPT) Program* (June 2003) includes an executive summary in addition to the full report.

If no, why not?

**Question 8:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

- The last decade has brought a 70% reduction in ADEPT flow-through funding to school districts. Districts must weigh the ever-increasing demands to implement effective, comprehensive, and robust professional support and evaluation systems with their diminished capacity to do so. Continued reductions in funding are likely to result in proportional decreases in the fidelity of implementation—and consequently the impact—of the ADEPT system.

**Question 9:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**

- ADEPT flow-funding to districts serves two purposes:
  1. To augment district resources to better support the fidelity of implementation—and the increasing requirements—of the ADEPT system for supporting and evaluating

teachers. The need for such a system is well-documented in research. Most recently, the National Center for Education Statistics (NCES) released [Beginning Teacher Attrition and Mobility](#), outlining the findings of a recent beginning teacher longitudinal study. The report finds that, of teachers who began teaching in 2007 or 2008, 12% were no longer teaching in 2009/2010. For those teachers who were not assigned a mentor, 23% were no longer in the teaching profession.

2. To provide a mechanism for enforcing the implementation of the ADEPT system. According to Regulation 43-205.1, the State Board of Education may withhold ADEPT funds from school districts and institutions of higher education that fail to implement and report on the ADEPT program. Unfortunately, the reductions in ADEPT flow-through funding have increasingly diminished the impact of this provision.

**If you want to provide supporting documents or evaluation reports,  
either reference a website below or email the report directly to  
[mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov).**



**SOUTH CAROLINA**  
**STATE DEPARTMENT**  
**OF EDUCATION**

# **Final ADEPT Results**

## **2010–11**

**Issued by the**  
**Division of School Effectiveness**

**South Carolina Department of Education**  
**Columbia, South Carolina**

**Mick Zais, Ph.D.**  
**State Superintendent of Education**

## Introduction

*Effective educators are competent, caring professionals who have a significant and lasting impact on student learning and achievement.*

South Carolina's Assisting, Developing, and Evaluating Professional Teaching (ADEPT) system is designed to promote teacher effectiveness in two ways. Through the assistance and professional development processes, emphasis is placed on continuously improving instructional practices. During the formal evaluation process, the focus shifts to quality assurance. In combination, these two components help ensure that teachers in South Carolina are competent, caring, and effective.

ADEPT is a success-based system. It is expected that, given adequate and appropriate preparation and support during their teacher preparation and induction programs, most teachers will meet the formal evaluation criteria and will continue to increase their knowledge and expertise throughout the entirety of their teaching careers.

The following tables summarize the ADEPT evaluation results<sup>1</sup> for teachers<sup>2</sup> at each contract level. Explanations of the teacher contract levels and the ADEPT processes accompany each of the tables. Because ADEPT evaluation requirements are not prescribed for teachers employed under a letter of agreement, their ADEPT results are not included in this report. As information, 1,860 teachers were employed under a letter of agreement, for **a total of 52,490 teachers employed during the 2010–11 academic year.**

Data for this report were submitted electronically by school districts via a web-based application, the ADEPT Data System (ADS). Prior to the 2002–03 academic year, districts reported teachers' ADEPT results via the Professional Certified Staff (PCS) system.

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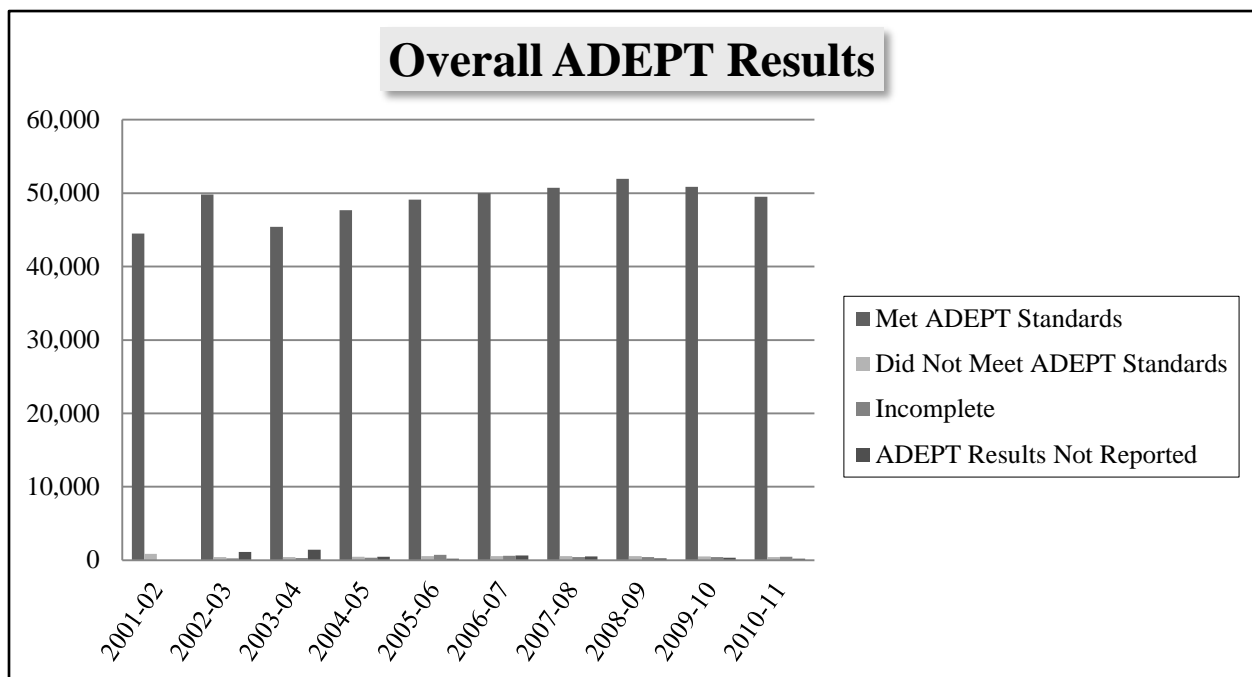
<sup>1</sup> Percentages for some academic years total slightly more or less than 100% due to the fact that all percentages are rounded to the nearest whole number.

<sup>2</sup> Under the current ADEPT system, the term *teachers* refers to classroom-based teachers, library media specialists, school guidance counselors, and speech-language therapists.

## STATEWIDE ADEPT RESULTS

(Teachers Employed Under Induction, Annual, and Continuing Contracts)

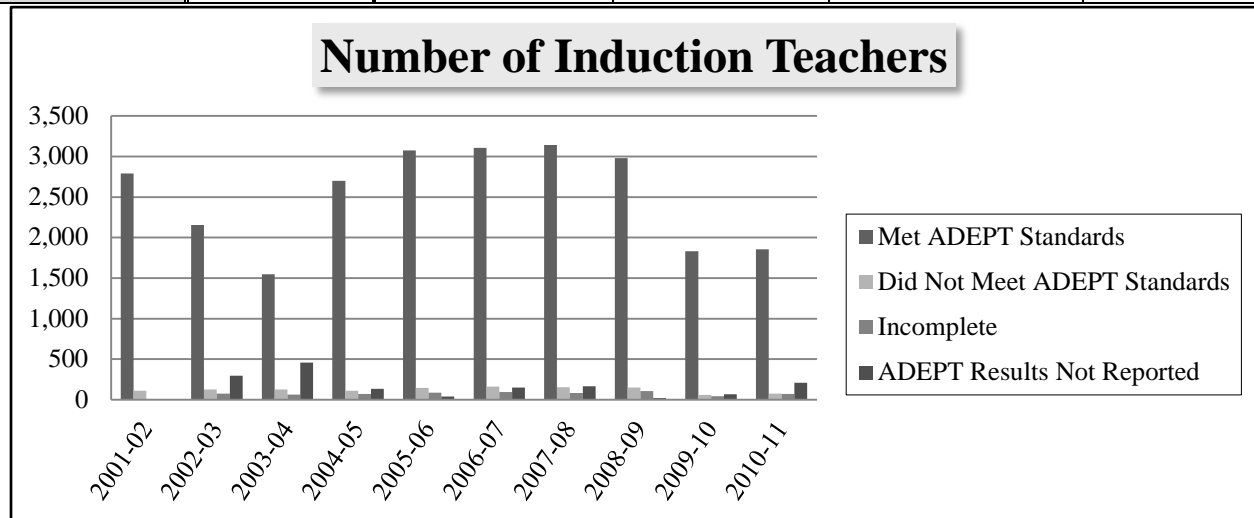
Academic Year	Total Number of Teachers Reported	Number and Percentage of Teachers			
		Met ADEPT Standards	Did Not Meet ADEPT Standards	ADEPT Cycle Incomplete	ADEPT Results Not Reported
2010–11	50,630	49,518 (98%)	439 (1%)	463 (1%)	210 (<1%)
2009–10	52,174	50,876 (97%)	507 (1%)	439 (1%)	352 (1%)
2008–09	53,217	51,949 (97%)	580 (1%)	431 (1%)	257 (1%)
2007–08	52,227	50,719 (97%)	545 (1%)	430 (1%)	533 (1%)
2006–07	51,848	49,983 (96%)	579 (1%)	621 (1%)	665 (1%)
2005–06	50,601	49,093 (97%)	572 (1%)	722 (1%)	214 (1%)
2004–05	48,947	47,655 (97%)	490 (1%)	345 (1%)	457 (1%)
2003–04	47,578	45,427 (95%)	451 (1%)	284 (1%)	1416 (3%)
2002–03	51,608	49,797 (96%)	449 (1%)	243 (<1%)	1119 (2%)
2001–02	45,331	44,477 (98%)	854 (2%)	No data	No data



## TEACHERS EMPLOYED UNDER INDUCTION CONTRACTS

**Induction contracts** are issued to teachers in their first year of teaching under a valid South Carolina pre-professional teaching certificate (e.g., initial, critical needs, international, and the like). During this induction year, teachers are evaluated formatively in order provide them with feedback and guidance to enhance their effectiveness. Districts provide beginning teachers with activities designed to facilitate their successful transition into professional practice. Novice teachers also receive support, assistance, and feedback from mentors, building administrators, and other experienced and novice teachers.

Academic Year	Total Number of Teachers Reported	Number and Percentage of Induction Teachers			
		Met ADEPT Standards	Did Not Meet ADEPT Standards	ADEPT Cycle Incomplete	ADEPT Results Not Reported
2010–11	2,027	1,856 (92%)	74 (4%)	71 (4%)	26 (1%)
2009–10	1,999	1,830 (92%)	58 (3%)	43 (2%)	68 (3%)
2008–09	3,258	2,981 (91%)	151 (5%)	105 (3%)	21 (1%)
2007–08	3,543	3,141 (89%)	154 (4%)	84 (2%)	164 (5%)
2006–07	3,515	3,107 (88%)	162 (5%)	95 (3%)	151 (4%)
2005–06	3,346	3,076 (92%)	145 (4%)	86 (3%)	39 (1%)
2004–05	3,017	2,699 (89%)	112 (4%)	72 (2%)	134 (5%)
2003–04	2,192	1,547 (70%)	124 (6%)	64 (3%)	457 (21%)
2002–03	2,651	2,154 (81%)	127 (5%)	74 (3%)	296 (11%)
2001–02	2,903	2,791 (96%)	112 (4%)	No data	No data

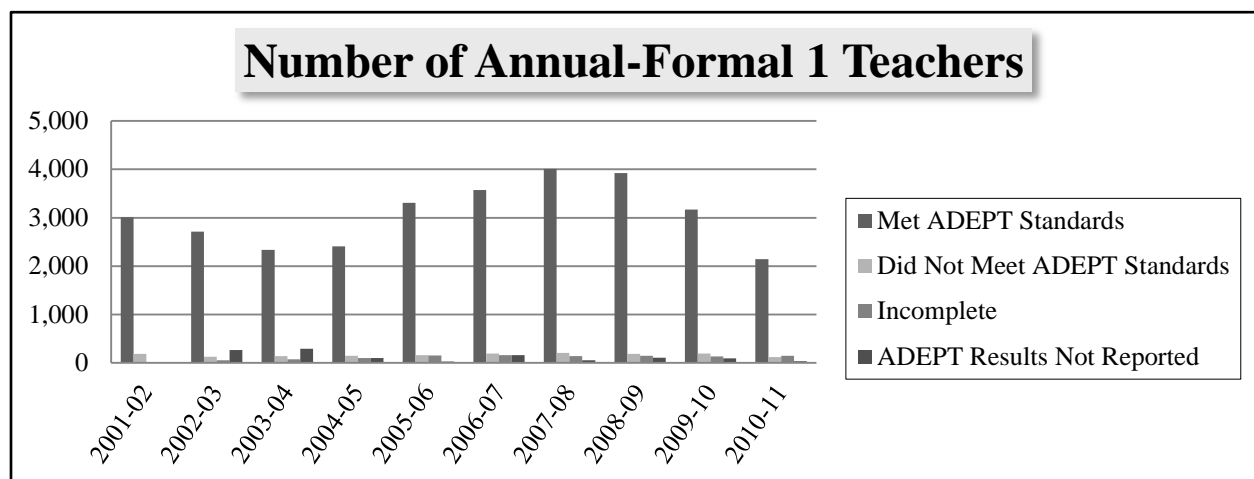


## TEACHERS EMPLOYED UNDER ANNUAL CONTRACTS

### FORMAL EVALUATION 1

Teachers who hold a valid South Carolina pre-professional teaching certificate and who have completed an induction year (or the equivalent) are eligible for employment at the annual-contract level. Annual-contract teachers must successfully complete an ADEPT formal (summative) evaluation in order to be eligible to advance to a professional teaching certificate and a continuing contract. Teachers in the **annual-formal 1** category are undergoing this formal evaluation process for the first time at this contract level.

Academic Year	Total Number of Teachers Reported	Number and Percentage of Annual-Formal 1 Teachers			
		Met ADEPT Standards	Did Not Meet ADEPT Standards	ADEPT Cycle Incomplete	ADEPT Results Not Reported
2010–11	2,450	2,143 (87%)	123 (5%)	146 (6%)	38 (2%)
2009–10	3,592	3,170 (88%)	193 (5%)	132 (4%)	97 (3%)
2008–09	4,377	3,926 (90%)	190 (4%)	151 (3%)	110 (3%)
2007–08	4,415	4,007 (91%)	209 (5%)	141 (3%)	58 (1%)
2006–07	4,096	3,573 (87%)	194 (5%)	164 (4%)	165 (4%)
2005–06	3,657	3,310 (91%)	164 (4%)	154 (4%)	29 (1%)
2004–05	2,766	2,412 (87%)	151 (5%)	104 (4%)	99 (4%)
2003–04	2,851	2,336 (82%)	143 (5%)	77 (3%)	295 (10%)
2002–03	3,166	2,711 (86%)	130 (4%)	57 (2%)	268 (8%)
2001–02	3,200	3,013 (94%)	187 (6%)	No data	No data

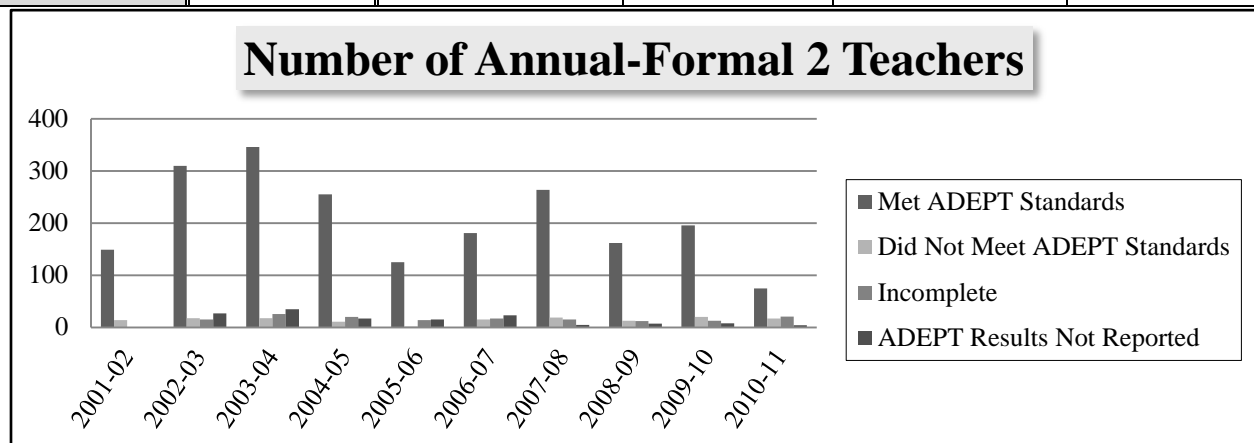




## TEACHERS EMPLOYED UNDER ANNUAL CONTRACTS FORMAL EVALUATION 2

Teachers in the **annual-formal 2** category are undergoing the ADEPT formal evaluation process for the second time at this contract level. Teachers who fail the formal evaluation process for the second time at the annual-contract level are automatically suspended from teaching in any public school in this state for a minimum of two years. Additionally, these teachers must complete a state-approved program of remediation in order to have their teaching certificates reinstated.

Academic Year	Total Number of Teachers Reported	Number and Percentage of Annual-Formal 2 Teachers			
		Met ADEPT Standards	Did Not Meet ADEPT Standards	ADEPT Cycle Incomplete	ADEPT Results Not Reported
2010–11	117	75 (64%)	17 (15%)	21 (18%)	4 (3%)
2009–10	237	196 (83%)	20 (8%)	13 (5%)	8 (3%)
2008–09	194	162 (84%)	13 (7%)	12 (6%)	7 (3%)
2007–08	303	264 (87%)	19 (6%)	15 (5%)	5 (2%)
2006–07	236	181 (77%)	15 (6%)	17 (7%)	23 (10%)
2005–06	156	125 (80%)	2 (1%)	14 (9%)	15 (10%)
2004–05	303	255 (84%)	11 (4%)	20 (7%)	17 (5%)
2003–04	425	346 (81%)	18 (4%)	26 (6%)	35 (8%)
2002–03	370	310 (84%)	18 (5%)	15 (4%)	27 (7%)
2001–02	163	149 (91%)	14 (9%)	No data	No data

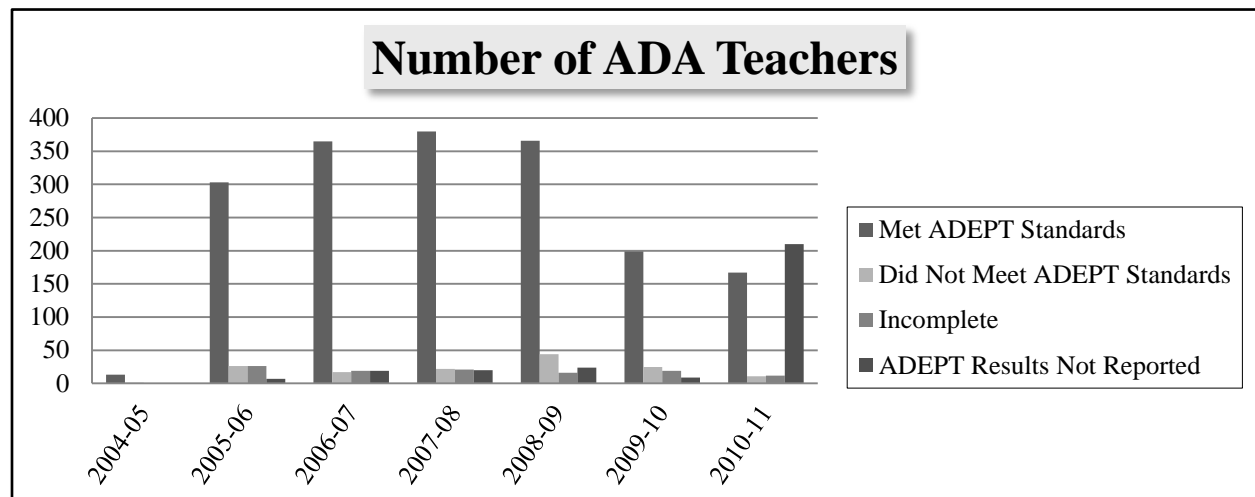


## TEACHERS EMPLOYED UNDER ANNUAL CONTRACTS

### DIAGNOSTIC ASSISTANCE (ADA)

Teachers employed at the annual-contract level are eligible to receive one year of **(annual) diagnostic assistance (ADA)**, if needed. The purpose of diagnostic assistance is to support promising teachers who require additional help either after their induction year or after their first unsuccessful formal evaluation. Additionally, teachers from out of state or from a nonpublic school setting who have more than one year of teaching experience are eligible to receive a year of diagnostic assistance, at the discretion of the employing school district, in order to become familiar with the district and/or the ADEPT system prior to their formal evaluation. During the diagnostic assistance year, mentors, administrators, and peers provide support, assistance, and/or feedback tailored to meet the specific needs of each teacher.

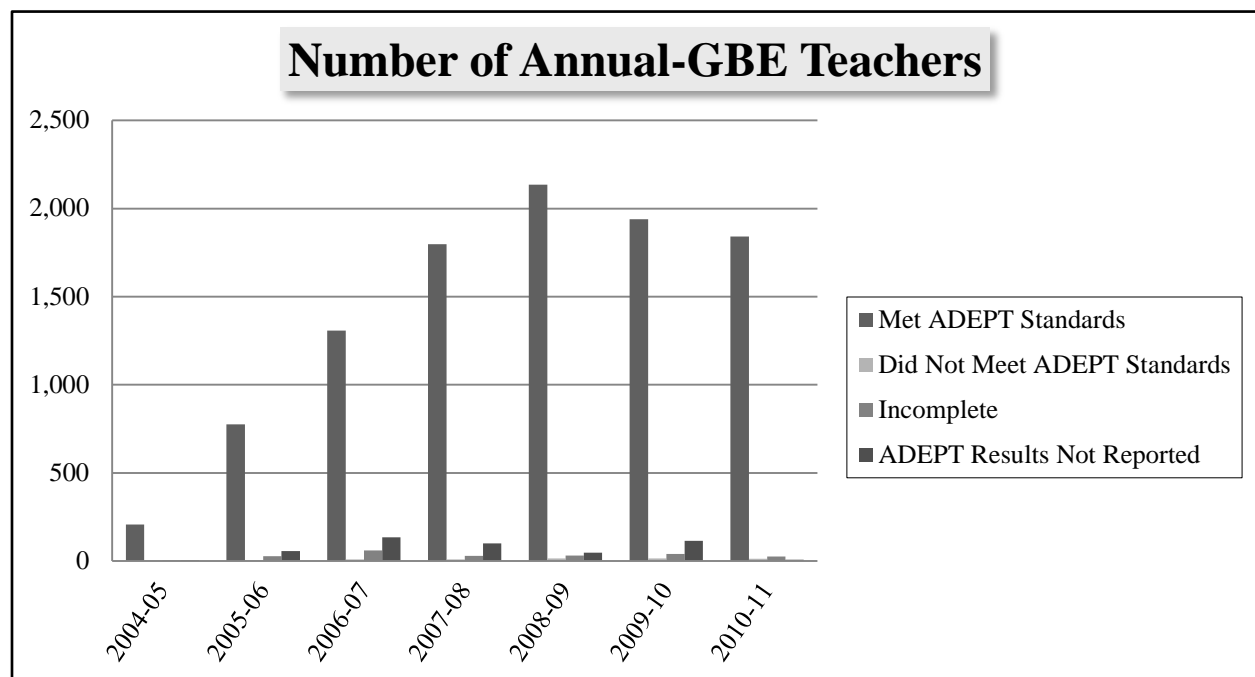
Academic Year	Total Number of Teachers Reported	Number and Percentage of ADA Teachers			
		Met ADEPT Standards	Did Not Meet ADEPT Standards	ADEPT Cycle Incomplete	ADEPT Results Not Reported
2010–11	197	167 (85%)	11 (6%)	12 (6%)	7 (4%)
2009–10	252	199 (79%)	25 (10%)	19 (8%)	9 (4%)
2008–09	450	366 (81%)	44 (10%)	16 (4%)	24 (5%)
2007–08	443	380 (86%)	22 (5%)	21 (5%)	20 (5%)
2006–07	420	365 (87%)	17 (4%)	19 (5%)	19 (5%)
2005–06	362	303 (84%)	26 (7%)	26 (7%)	7 (2%)
2004–05	14	13 (93%)	1 (7%)	0 (0%)	0 (0%)
The General Assembly approved the diagnostic assistance process for annual-contract teachers in 2004.					



## TEACHERS EMPLOYED UNDER ANNUAL CONTRACTS GOALS-BASED EVALUATION

At the annual-contract level, **goals-based evaluation (GBE)** applies primarily to alternative certification (PACE) teachers, career and technology education (CATE) teachers, and international teachers who have successfully completed a formal evaluation during a previous annual-contract year but who have not yet completed all other requirements for advancement to a professional teaching certificate.

Academic Year	Total Number of Teachers Reported	Number and Percentage of Annual-GBE Teachers			
		Met ADEPT Standards	Did Not Meet ADEPT Standards	ADEPT Cycle Incomplete	ADEPT Results Not Reported
2010–11	1,935	1,842 (95%)	13 (1%)	25 (1%)	55 (3%)
2009–10	2,108	1,940 (92%)	14 (1%)	40 (2%)	114 (5%)
2008–09	2,227	2,135 (96%)	15 (1%)	30 (1%)	47 (2%)
2007–08	1,933	1,797 (93%)	9 (1%)	28 (1%)	99 (5%)
2006–07	1,510	1,308 (87%)	9 (1%)	59 (4%)	134 (9%)
2005–06	864	775 (90%)	6 (1%)	27 (3%)	56 (6%)
2004–05	220	206 (94%)	4 (2%)	5 (2%)	5 (2%)
The General Assembly approved the goals-based evaluation (GBE) process for annual-contract teachers in 2004.					



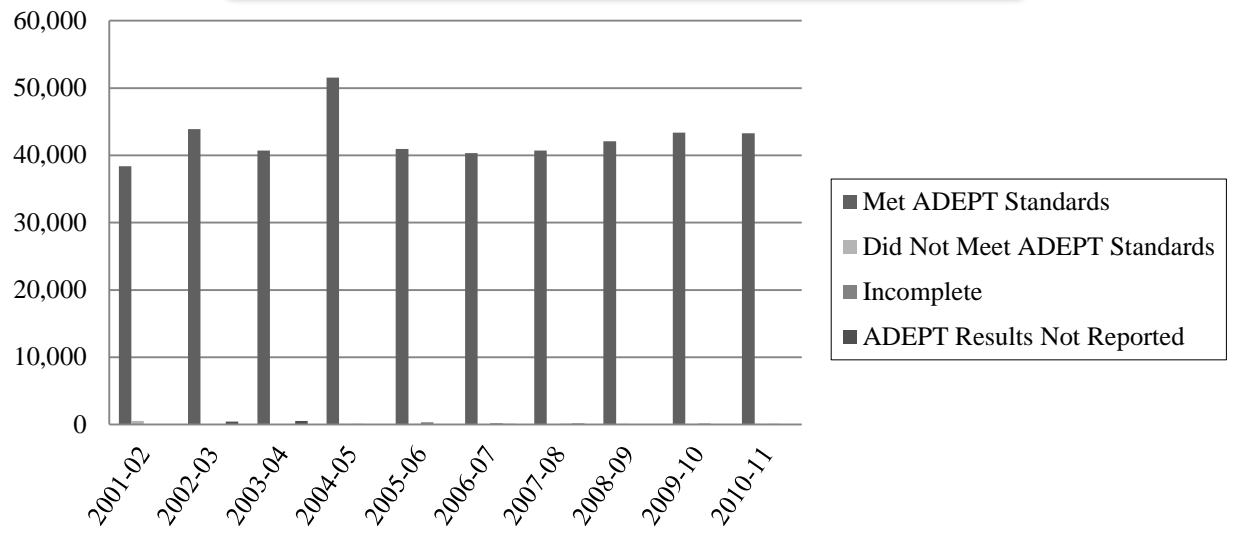
## TEACHERS EMPLOYED UNDER CONTINUING CONTRACTS GOALS-BASED EVALUATION (GBE)

**Continuing contracts** are issued to teachers who hold valid South Carolina professional teaching certificates. Teachers at the continuing-contract level have full procedural due process rights relating to employment and dismissal. All teachers employed under continuing contracts must be evaluated on a continuous basis; the evaluation may be formal or informal, at the discretion of the district, based on each teacher's needs and previous performance.

Informal evaluation is more commonly known as **goals-based evaluation (GBE)**. For experienced, effective educators, the focus of GBE is on professional collaboration and inquiry in order to increase teaching effectiveness. Educators for whom performance weaknesses have been documented over time collaborate with their respective administrators to develop and implement individualized performance goals and professional development plans.

Academic Year	Total Number of Teachers Reported	Number and Percentage of Continuing-GBE Teachers			
		Met ADEPT Standards	Did Not Meet ADEPT Standards	ADEPT Cycle Incomplete	ADEPT Results Not Reported
2010–11	43,548	43,251 (99%)	101 (<1%)	119 (<1%)	77 (<1%)
2009–10	43,665	43,354 (99%)	114 (<1%)	150 (<1%)	47 (<1%)
2008–09	42,268	42,069 (99%)	86 (<1%)	81 (<1%)	32 (<1%)
2007–08	41,058	40,715 (99%)	56 (<1%)	110 (<1%)	177 (<1%)
2006–07	40,713	40,350 (99%)	68 (<1%)	192 (<1%)	103 (<1%)
2005–06	41,484	40,932 (99%)	131 (<1%)	360 (1%)	61 (<1%)
2004–05	41,722	41,533 (99%)	89 (<1%)	100 (<1%)	0 (0%)
2003–04	41,371	40,686 (98%)	69 (<1%)	73 (<1%)	543 (1%)
2002–03	44,509	43,915 (99%)	69 (<1%)	68 (<1%)	457 (1%)
2001–02	38,892	38,367 (99%)	525 (1%)	No data	No data

## Number of Continuing-GBE Teachers

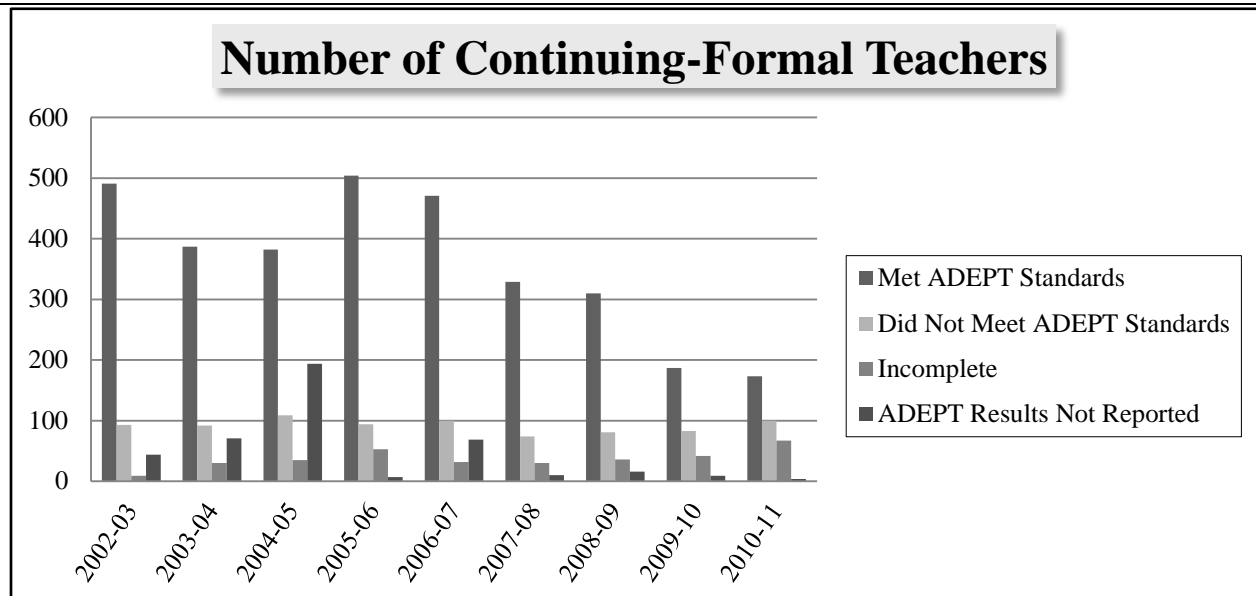


## TEACHERS EMPLOYED UNDER CONTINUING CONTRACTS

### FORMAL EVALUATION

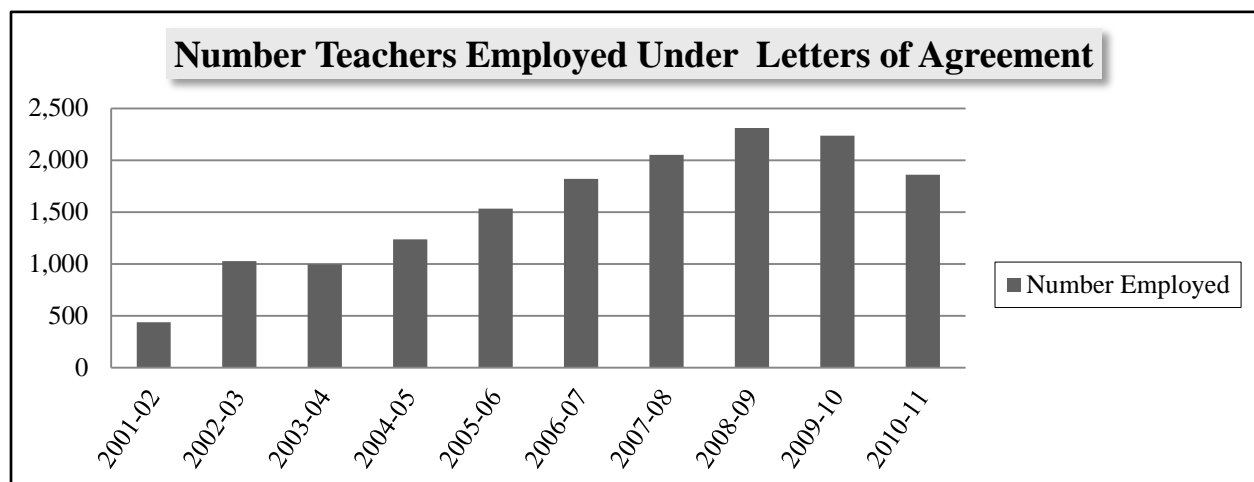
Continuing-contract teachers may be formally evaluated, at the discretion of the employing school district, provided that the teacher receives advance written notification, in accordance with state legal requirements.

Academic Year	Total Number of Teachers Reported	Number and Percentage of Continuing-Formal Teachers			
		Met ADEPT Standards	Did Not Meet ADEPT Standards	ADEPT Cycle Incomplete	ADEPT Results Not Reported
2010–11	342	173 (51%)	100 (29%)	67 (20%)	2 (1%)
2009–10	321	187 (58%)	83 (26%)	42 (13%)	9 (3%)
2008–09	443	310 (70%)	81 (18%)	36 (8%)	16 (4%)
2007–08	443	329 (74%)	74 (17%)	30 (7%)	10 (2%)
2006–07	672	471 (70%)	100 (15%)	32 (5%)	69 (10%)
2005–06	658	504 (77%)	94 (14%)	53 (8%)	7 (1%)
2004–05	720	382 (53%)	109 (15%)	35 (5%)	194 (27%)
2003–04	580	387 (67%)	92 (16%)	30 (5%)	71 (12%)
2002–03	637	491 (77%)	93 (15%)	9 (1%)	44 (7%)
The South Carolina Department of Education began collecting data in this category in 2002–03.					

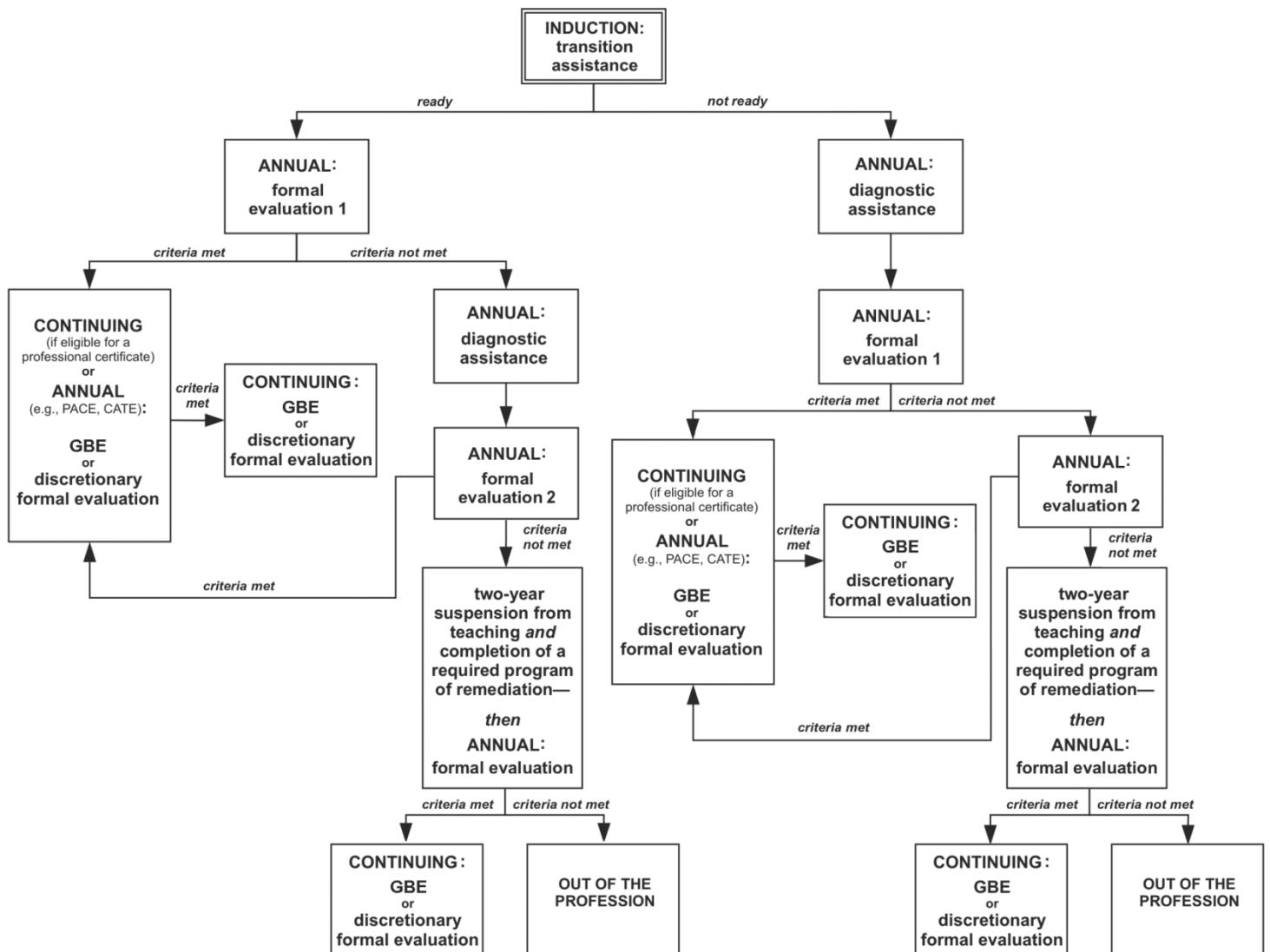


## TEACHERS EMPLOYED UNDER A LETTER OF AGREEMENT

Academic Year	Total Number of Teachers Reported	<p>Teachers who are eligible for employment under a letter of agreement include, but are not limited to,</p> <ul style="list-style-type: none"> <li>▪ late-hires,</li> <li>▪ retired teachers who return to teaching,</li> <li>▪ teachers who hold professional teaching certificates and who are employed in charter schools.</li> </ul> <p>The current ADEPT system does not prescribe evaluation requirements for teachers employed under a letter of agreement.</p>
2010–11	1,860	
2009–10	2,237	
2008–09	2,310	
2007–08	2,051	
2006–07	1,821	
2005–06	1,535	
2004–05	1,236	
2003–04	997	
2002–03	1,027	
2001–02	437	



# Flow Chart: Contract Types, ADEPT Processes, and District Options





## **EIA Program Report for Fiscal Year 2011-12**

### **Coversheet**

**EIA-Funded Program Name:**                      **Aid to Districts**

**Current Fiscal Year:**                              **2011-12**

**Current EIA Appropriation:**                      **\$68,250,835**

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

Mellanie Jinnette

**Telephone Number:**

803-734-3605

**E-mail:**

[mjinnett@ed.sc.gov](mailto:mjinnett@ed.sc.gov)

**Question 1: History of the program: Please mark the appropriate response (choose one):**

**This program:**

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☒ is a new program implemented for the first time in the current fiscal year
- ☐ Other

**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.**

**Code of Laws:**

N/A

**Proviso(s):** (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)

1A.48, 1A.54

**Regulation(s):**

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

☐ Yes

☒ No

**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)**

The primary objectives of this program are 2 fold: to ensure continued levels of funding for classrooms and to (2) to ensure special ed Maintenance of Effort is maintained at the local district level.

According to the provisos directing this funding, approximately 67% of this funding must be used for special education programs to support compliance with federal maintenance of effort.

**Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?**

**Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.**

**Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.**

**IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?**

N/A Program is in the first year of implementation.

Audited financial data is collected each year to ensure program financial viability.

**Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?**

**Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.**

N/A Program is in the first year of implementation.

**Question 6: What are the outcomes or results of this program?**

**Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:**

**Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.**

N/A Program is in the first year of implementation

**Question 7: Program Evaluations**

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

N/A Program is in the first year of implementation

**Has an evaluation ever been conducted?**

☐ Yes

☒ No

**If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?**

**Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?**

☐ Yes

☒ No

**If yes, please provide URL link here.**

**If no, why not?** Program is in the first year of implementation.

**Question 8:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

According to proviso 1A.54, the special education portion (67%) cannot be reduced due to budget reductions. If the remaining 33% of the funds are reduced districts may use other local funds to offset potential budget reductions.



**Question 9:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**

If this program is not funded in 2012-13 or reduced, districts/state could have a difficult meeting required federal maintenance of efforts requirements for IDEA/Special Education. The state could potentially lose federal IDEA funding if the MOE requirements are not met.

**If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to [mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov).**

# **EIA Program Report for Fiscal Year 2011-12**

## **Coversheet**

**EIA-Funded Program Name:** Centers of Excellence

**Current Fiscal Year:** 2011-12

**Current EIA Appropriation:** \$887,526

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

Paula A. Gregg

**Telephone Number:**

803- 737-2246

**E-mail:**

[pgregg@che.sc.gov](mailto:pgregg@che.sc.gov)

**Question 1: History of the program: Please mark the appropriate response (choose one):**

**This program:**

- ☒ **X** was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.**

**Code of Laws:**

SC Code of Laws (Sect.59-103-140) SECTION 59-103-140. Contracts w/colleges and universities for provision of teacher training programs

**Proviso(s):** (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)

FY 2011-12 Appropriations Act. SC CHE Part 1A Funding (Section II Service Programs, Centers of Excellence) NOTE: Total authorization for the line \$1,425,052. However, this was in error and per amount included in the Department of Education Appropriation (Part 1A, IX. Innovation and Support. F. Partnerships, Other Agencies and Entities, only \$887,526 was appropriated.

FY2011-12 Appropriations Act, Part 1B Proviso, 1A.53 (SDE-EIA: Centers of Excellence). Of the funds appropriated for Centers of Excellence, \$350,000 must be allocated to the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty to expand statewide training for individuals who teach children of poverty through weekend college, nontraditional or alternative learning opportunities. The center also is charged with developing a sequence of knowledge and skills and program of study for add-on certification for teachers specializing in teaching children of poverty.

Note = Funding for the proviso was transferred to CHE along with the proviso. Funding for CHE Centers of Excellence and the transferred funds for continuation of the FMU Center funding that had previously been provided in a separate line are level with FY2010-11 funding.

**Regulation(s):**

NA

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

  X   Yes

       No

**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)**

The purpose of the Centers of Excellence program is to enable eligible institutions or groupings of institutions to serve as "state of the art" resource centers for South Carolina in a specific area related to the improvement of teacher education. The Centers concentrate on assisting low-performing schools and districts by providing training and support to teachers in those schools and districts. A proposed Center must demonstrate a substantial likelihood of achieving success with its K-12 partners and developing a reputation for state excellence within the five-year funding period. Two of the currently funded Centers received their initial awards in FY 2008-09. No new Center was funded in FY 2009-10 due to budget cuts. One new Center was funded in FY 2010-11. A new Center is funded for FY 2011-12 at Claflin University to work with professional development in training teachers to work with English Language Learners (ELL).

Current annual objectives, data sources, and results for each Center are summarized on a chart ( Appendix A) for the four Centers operating in FY 2010-11. In its proposal, each center must also define its purpose, goals, and objectives. A plan for achieving the goals and objectives and an evaluation plan are required from each Center. Centers are required to submit interim and final reports each year to the Commission that demonstrate how the Center is meeting goals and objectives.

**Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?**

**Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.**

**Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.**

**IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?**

The attached charts (Appendices A and B) for FY 2010-11 indicates the objectives for the overall program, the source of the data for each objective and the summary result for the four Centers funded during the fiscal year. Results show that the Centers were active in training in-service and pre-service teachers, working with numerous schools and districts, and working with institutions of higher education.

Staff at the Commission has provided assistance to institutions with the submission of grant proposals through email, face-to-face meetings, and telephone. Technical assistance was provided in FY 2010-11 for institutions through a general meeting and individual face-to-face meetings for those interested in submitting a proposal for a Center of Excellence. Plans for FY 2011-12 include a required technical assistance training session for any institution interested in submitting a proposal for the FY 2012-13 project year..

CHE Staff continues meeting with Project Directors from the projects currently receiving funds as well as active Centers that are still functioning after state funding has ended. These meetings involve collaborative efforts between the Centers and provide a sharing of current activities. CHE staff conducts site visits to activities provided by Centers currently receiving funding and continues to attend activities at other Centers when they have been notified of the activities. Joint meetings with representatives from the South Carolina Department of Education and recipients of the Math/Science Partnership grants were held in FY 2010-11 to discuss ways the Centers can work together to help the SCDE meet K-12 initiatives and increase activities and professional development in the areas of mathematics and science.

As a result of these meetings, several Centers have begun collaboration on joint projects between institutions and Centers beginning in FY 2008-09. For example, staff members from the Center of Excellence for Adolescent Literacy and Learning at Clemson University have assisted with professional development workshops with the Center of Excellence in Middle-level Interdisciplinary Strategies for Teaching at USC-Aiken. In addition, the Center of Excellence for Working with Children of Poverty at Francis Marion University has conducted several workshops at the Center of Excellence to Retain and Empower Teachers through Action, Innovation, and Networking at Newberry College.

The Centers are monitored by CHE staff through the review of on-site visits and an Interim and a Final Report. CHE staff met individually with each project director on-site a minimum of two times during FY 2010-11.

**Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?**  
**Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.**

Please see Appendix C for direct products and services for each Center.

**Question 6: What are the outcomes or results of this program?**

**Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:**

**Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.**

Please see Appendix A, B, and C for outcomes and results. In addition, copies of the External Evaluator's reports for each of the Centers are included in Appendices D, E, F, and G.

## **Question 7: Program Evaluations**

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

1993-1994 was the last year for an external reviewer hired by CHE for an evaluation of the overall program. Each Center is now required to have an external evaluator who submits an annual evaluation report to CHE. CHE staff conducts ongoing internal evaluations through on-site visits, telephone calls, emails, Interim Reports, Continuation Reports and annual meetings of the project directors.

**Has an evaluation ever been conducted?**

☒ **Yes**

☐ **No**

**If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?**

A scanned copy of the conclusions and recommendations from the external evaluation of the Centers of Excellence program from the 1994-95 *EIA-Funded Program and Budget Form* is inserted below.

In March 1993 the Centers of Excellence Program was evaluated by an education consultant from Maryland, Dr. Robert Shoenberg. The program evaluation was to determine how well it has succeeded in achieving its intended purposes: to create a group of resource centers for the State, with respect to state-of-the-art teacher education programs, and to support them in efforts to establish reputations for that expertise in the Southeast and the nation.

The consultant's conclusion was:

The Centers of Excellence Program is an admirable strategy of the State of South Carolina, both as to intent and funding. It can probably be made to achieve its intended goals, but it will require some significant changes in the way the program is managed and coordinated with initiatives in public education.

Commission staff have taken steps to address the consultant's recommendations for improving the program. These recommendations were incorporated into the 1994-95 guidelines as well as the proposal review process. The steps taken below have greatly strengthened the program:

- \* The Commission supports only those centers whose goals are closely aligned with major State policy or program initiatives.
- \* A new four-year goal of achieving statewide, as opposed to regional and national, resource and leadership status has been established.
- \* Commission staff actively promotes the programs and leadership role of the centers, enlisting the support of the State Department of Education, the Legislature, and other appropriate State agencies to the degree possible.
- \* Commission staff meets at least quarterly with the center directors to share program successes and problems and to develop collaborative activities to promote the work of the centers throughout the State.
- \* Applications for funding of future centers and for continued funding for ongoing centers are required to include a systematic plan for developing an influential constituency for the center.

- \* Applications for original and continued funding are required to include a plan for achieving a position of leadership in the State within four years.
- \* Review panels for new centers are required to look for evidence that the proposed centers will have strong support within the unit in which they are housed.
- \* Review panels for new centers are required to look for evidence that the proposed center director has a good sense of the non-programmatic aspects of the director's role.
- \* Institutions sponsoring new centers are required to maintain support for proposed centers for at least six years, two years beyond the four-year State funding period. Should institutions not maintain the six-year commitment, they will not be eligible for a new center until the six-year period has expired.

In view of the steps taken during the past three years to strengthen the program, the compelling need to reform teacher education programs to correspond with K-12 education reforms, and the number of fundable proposals that have been received in the past two years, it is strongly recommended that in FY 1995-96, sufficient funds be approved for the Centers of Excellence program such that one Center can be awarded, if merited.

Since this external evaluation, Centers are now required to hire an external evaluator (external to the institution and any partners) to collect data on the successful completion of project goals and objectives and report to CHE at the end of each project year.

**Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?**

☐ Yes

☒ No

**If yes, please provide URL link here.**

**If no, why not?**

We have been unable to locate this document. There have been four (4) different program officers for the Centers of Excellence grant program at CHE since this evaluation was conducted. . Results from this evaluation were included in the EIA report, 1994-95 and the scanned portion of this report are included above.

**Question 8:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**



**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

Any reductions in funding for FY 2011-12 would be applied in the same manner as FY 2010-11.

Each Center receiving EIA funding for FY 2011-12 would be required to take an equal percentage in the reduction of the award and would be allowed to revise individual budgets to best meet the needs of the Center and the participating schools/districts. The program manager at CHE would be responsible for monitoring the budgets to ensure school districts and teachers would not receive the majority of the cuts in funding. The agency (CHE) would limit travel for the program manager to the institutions and school district sites and the annual meeting with project directors may be cancelled. Unfortunately, if CHE received 10% or more in funding reductions, the FY 2012-13 RFP may need to be pulled again and no new project would be funded for a Center that would focus on Teacher Effectiveness.

**Question 9:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**

No new Centers would be funded. There are four Centers that would continue to receive funds depending on the year of funding (100% in year 1, 90% in year 2, and 75% in years 3-5).

Monitoring of project activities through travel to schools/districts and the institutions would be limited and the annual project director conference may be terminated.

**If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to [mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov).**

**Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.**

**Question 10: Fiscal Year 2012-13**

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

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

☐ **An increase over the current fiscal year's appropriation**

☐ **A decrease over the current fiscal year's appropriation**

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

N/A. Level funding is requested.

**If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?**

Given the continued budget situation we are not requesting an increase.

**Question 11: Fiscal Years 2010-11 and 2011-12**

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2010-11) and the budget for this program in the current fiscal year (2011-12).

If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	533,449	886,853
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
<b>TOTAL</b>	<b>533,449</b>	<b>886,853</b>

**Other: Please specify here.**

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	28,502	28,502
Contractual Services	3,133	3,796
Supplies and Materials	499	1,000
Fixed Charges	2,697	2,700
Travel	3,395	3,400
Equipment	395	500
Employer Contributions	7,328	7,400
Allocations to Districts/Schools/Agencies/Entities	487,500	489,555
Other: Please explain: Amount directed to Francis Marion Center of Excellence to Prepare Teachers of Children of Poverty per FY 12 Proviso 1A.53		350,000
Balance Remaining		
<b>TOTAL</b>	<b>533,449</b>	<b>886,853</b>

#FTES	0	0
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**Other: Please explain here.**

## Appendix A

**Program:** Centers of Excellence

**FY 2010-11**

**Goals and Objectives of Project**

Program Objectives for 2010-11	Proposed Actions to Meet Objectives	Results: Data Reported to Show Whether Objective Met
Fund one new Center of Excellence for FY 2010-11 focused on low performing schools and districts to enhance teacher practice and student achievement.	Request for Proposals for FY 2010-11 and competitive selection of one Center focusing on low performing schools and districts.	<b>One</b> new centers funded FY 2010-11 focusing on Teacher Retention. One new center recommended for funding for FY 2011-12 with a focus on English Language Learners (ELL).
Centers develop and model a state-of-the-art pre-service program.	Center interim and annual reports to CHE.	<b>236</b> pre-service students participated in Centers' activities: courses, research, study groups.
Centers impact teacher education programs including pre-service students and higher education faculty.	Center interim and annual reports to CHE.	<b>No</b> higher education faculty participated in Centers' activities other than the <b>8</b> faculty from the participating <b>4</b> institutions: courses and/or instructional activities, workshops, seminars, conferences, etc. Teacher education programs were impacted through the re-design of programs and/or the addition of new courses for both pre-service and in-service teachers.
Centers provide high quality professional development to teachers and districts.	Center interim and annual reports to CHE.	<b>27</b> in-service activities occurred; <b>643</b> teachers were served at <b>40</b> schools in <b>11</b> districts. Courses/workshops offered to school personnel were standards-based.
Centers undertake research designed to determine effective practice/content.	Center interim and annual reports to CHE.	Centers presented findings at state and national meetings and in publications with <b>27</b> presentations.
Centers disseminate statewide to K-16 personnel information on model program and activities.	Center interim and annual reports to CHE.	All Centers maintain web sites. ( <a href="http://rpsec.usca.sc.edu/CentersOfExc/">http://rpsec.usca.sc.edu/CentersOfExc/</a> ) Many of the Centers have regular newsletters.

Program Objectives for 2010-11	Proposed Actions to Meet Objectives	Results: Data Reported to Show Whether Objective Met
Fund one new Center of Excellence for FY 2011-12 focused teacher effectiveness in low performing schools.	Request for Proposals for FY 2011-12 and competitive selection of one Center focusing on low performing schools and districts.	One center at Claflin University was recommended for funding for FY 2011-12 with a focus on professional development for teachers in working with English Language Learners (ELL). A second center was not funded for FY 2011-12 due to budget reductions.
Centers develop and model "state of the art" pre-service programs.	Center interim and annual reports to CHE.	Courses and/or instructional activities offered to pre-service students; higher education faculty support and training programmatic changes to pre-service programs; other university personnel involved in activities
Centers impact teacher education programs including pre-service students and higher education faculty.	Center interim and annual reports to CHE.	Courses/ workshops offered to school personnel (standards-based); evaluation of activities indicate school personnel satisfied with course content and have changed teaching methods; participants see impact on student learning and achievement.
Centers provide high quality professional development to teachers and districts and involve low performing schools in the development of a collaborative effort.	Center interim and annual reports to CHE. Site visits by CHE personnel.	Centers evaluate activities to determine if they are effective in enhancing teacher practice and have a positive impact on student learning and achievement. External evaluation reports are provided in appendices for each of the funded projects for FY 2010-11.
Centers undertake research designed to determine effective practice/content	Center interim and annual reports to CHE.	Centers present findings at state and national meetings; Centers maintain a web site and, if appropriate, publish results of research. See appendix of Products and Services for each Center for FY 2010-11.
Centers have a clear evaluation and assessment protocol which facilitates dissemination and replication	Center interim and annual reports to CHE.	Centers hire external evaluators who submit final reports to CHE on the success of the centers meeting their goals and objectives. External evaluation reports attached in appendices.

## Appendix B

### Goals/Objectives and Completed Activities for the Centers of Excellence FY 2010-11

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
<i>Clemson University</i>	Center of Excellence for Inquiry in Mathematics and Science (CEIMS)  YEAR 3 of 5	<a href="http://iim-web.clemson.edu/?page_id=182">http://iim-web.clemson.edu/?page_id=182</a>	<p>I. Increase the number of highly qualified middle school mathematics and science teachers.</p> <ul style="list-style-type: none"> <li>Objective A1 - Create, implement and disseminate a model undergraduate program for middle school mathematics and science teacher education.</li> <li>Objective A2 - Modify existing Clemson Pre-service programs by 1) adapting B.S. programs in secondary mathematics and science teaching to provide certification in both middle and secondary grades and 2) changing the elementary education program to allow students to become middle school certified in either mathematics or science.</li> <li>Objective A3 - Develop and provide an innovative, online and face-to-face program for in-service teachers to obtain add-on, middle school certification.</li> <li>Objective A4 - Increase the number of math and science graduates from the existing Clemson University middle school M.A. T. Program.</li> </ul> <p>II. Increase the quality, confidence, and competence of in-service middle school mathematics and science teachers through the use of content-embedded inquiry.</p> <ul style="list-style-type: none"> <li>Objective B1 - Implement substantive and sustained</li> </ul>	<ul style="list-style-type: none"> <li>Conducted PDI-1 with math and science teachers from Riverside and Walhalla Middle School in July 2010. Four follow-up sessions during the academic year were conducted.</li> <li>Approximately 100 observations were conducted by Center personnel in the FY 2010-11 academic year.</li> <li>A science educator faculty member, Dr. Cassie Quigley, was hired in 2009-10 to lead in middle grades science education.</li> <li>One new course was developed and offered online to assist secondary science teachers in becoming middle school certified.</li> <li>Updates were made to the Center website throughout the year.</li> <li>Secondary undergraduate programs have been modified so that students have a middle grades experience. Due to budget cuts, there are no resources available to develop a new undergraduate middle grades program.</li> <li>Three PDI-2 cohorts were implemented in 2009, 2010, and 2011. School-wide plans were developed to sustain changes in science instruction in their schools.</li> </ul>

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
			<p>professional development opportunities for middle school teachers in partner schools that 1) increase teachers' ability and motivation to use an inquiry-based and research-tested instructional model, 2) enrich teachers' content knowledge, 3) help teachers develop, refine and disseminate a set of inquiry-based units and lessons that serve as exemplars and address "big ideas" identified in the middle school mathematics and science standards, and 3) provide technology-based support that allows teachers to share, improve, and create exemplar, inquiry-based units and lessons.</p> <ul style="list-style-type: none"> <li>• Objective B2 - Conduct research to determine the role of the 4E x 2 Instructional Model in promoting content-embedded inquiry in middle school mathematics and science.</li> </ul>	
<p><i>College of Charleston</i></p>	<p>Center of Excellence for the Advancement of New Literacies in the Middle Grades</p> <p>YEAR 5 of 5</p>	<p><a href="http://www.cofc.edu/~newliteracies/">www.cofc.edu/~newliteracies/</a></p>	<p>I. Increase pre-service teachers and in-service teachers' depth of knowledge and effectiveness in teaching New Literacies in Middle Grades (professional development, coursework and collective study groups).</p> <ul style="list-style-type: none"> <li>• <u>Objective:</u> Advance understanding and teaching strategies of New Literacies in Middle Grades among pre-service teachers through coursework and in-service teachers through professional development or coursework.</li> </ul>	<ul style="list-style-type: none"> <li>• Clubs initiated with Year 2 participants and new teacher participants – provided continued support, professional development and observations of teachers implementation of new literacies through to June 2011</li> <li>• NCTE Webinar – <i>Copyright Clarity</i></li> <li>• By-monthly meetings and online discussions about the uses of new literacies and pop culture in classroom instruction.</li> <li>• Self-study and small group activities to facilitate understandings of digital/new literacies and pop culture in our own lives.</li> <li>• Writing of inquiry projects to explore the</li> </ul>



Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
				<p>uses of new literacies in classroom content instruction.</p> <ul style="list-style-type: none"> <li>• Creation of class wiki to explore Web 2.0 technologies and to discuss implementation ideas.</li> <li>• Areas explored: YouTube, teachertube, flip cameras, graphic novels, comics, wikis/ning (social networking), iPad applications.</li> <li>• Writing of conference proposals and creation of conference presentation materials.</li> <li>• Presentation of new literacies work at CCSD professional development conference.</li> <li>• Provide professional development, support, materials, and mentoring including presenting at local and national conferences to participating teachers at Northwoods Middle School</li> <li>• Present new literacies theory, research and projects to undergraduate pre-service special education students as part of two courses (EDFS 425 &amp; EDFS 426)</li> <li>• Present new literacies theory, research and projects to undergraduate pre-service students as part of Teacher Education courses (EDEE 325, 375, 617, 645)</li> <li>• Present new literacies theory, research, projects and content to graduate pre-service special education students as part of two courses (EDFS 724 &amp; EDFS 741) and then support implementation of procedures via public school-based classroom observations</li> <li>• Present new literacies theory, research, projects and content to undergraduate pre-service education students as part of EDEE</li> </ul>

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
				<p>375</p> <ul style="list-style-type: none"> <li>Supervise and support an undergraduate independent study research project specifically designed to target new literacies strategies and students with severe emotional and behavioral disorders at the middle/high school level.</li> </ul>
			<p>II. Improve school culture and engagement in learning through school-wide focus of the impact on literacy across all content areas that will result in a New Literacies in Middle Grades Model that can be disseminated across the state to school districts and colleges.</p> <ul style="list-style-type: none"> <li><u>Objective</u>: Provide professional development and College of Charleston faculty on-site support.</li> </ul>	<ul style="list-style-type: none"> <li>See Section 1 for list of completed activities (description not repeated here).</li> <li>Meetings to discuss the possibility of developing a Graduate Certificate in New Literacies were completed in the fall. Possible courses were discussed which would capture the content the Center would like to provide to graduate students.</li> </ul>
			<p>III. Improve reading student achievement scores in targeted low-achieving middle schools.</p> <ul style="list-style-type: none"> <li><u>Objective</u>: Acknowledge the vast literacy competencies in young adolescents' literacy repertoires through informal discussion, professional development coursework, and classroom observations</li> </ul>	<ul style="list-style-type: none"> <li>See Sections 1 and 2 for list of completed activities (description not repeated here)</li> <li>Solicited feedback/input from participants at February 2011 New Literacies conference concerning dates, time, location, and interest in attending/presenting at a spring conference.</li> <li>Conferences hosted at the Lowcountry Graduate Center in February and June 2011</li> <li>Skinner, E. &amp; Provost, M. C. (2011, June). <i>Introduction to new literacies</i>. Radically Regional Region 5 GT and New Literacies Professional Development Conference, North Charleston, South Carolina.</li> <li>Skinner, E. &amp; Provost, M. C. (2011, February). <i>Welcome and introduction to new literacies</i>. New Literacies in Middle Grades Professional Development Institute, North Charleston, SC.</li> </ul>

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
				<ul style="list-style-type: none"> <li>Hagood, M. C. (2011, February). <i>Bringing it all together: Moving forward with new literacies</i>. New Literacies in Middle Grades Professional Development Institute/Conference, North Charleston, SC.</li> <li>Skinner, E., Hagood, M. C., &amp; Provost, M. C. (2010, December). <i>Creating a new literacies coaching ethos</i>. National Reading Conference, Fort Worth, Texas</li> <li>Benning, K., Busse, S., Lichtenstein, M., Skinner, E., &amp; Provost, M. (2010, November). <i>Implementing new literacies in urban middle school classrooms</i>. National Council of Teachers of English, Orlando, Florida.</li> <li>Provost, M. C. &amp; Babkie, A. (2010, October). <i>Using digital literacy practices with students who are at-risk for or have identified disabilities</i>. 32<sup>nd</sup> International Conference on Learning Disabilities, Myrtle Beach, SC.</li> <li>Hodges, J., Gartland, D., Provost, M. C., &amp; Vaden, S. (2010, October). <i>Topics in Emotional and Behavior Disorders in 2010</i>. 32<sup>nd</sup> International Conference on Learning Disabilities, Myrtle Beach, SC.</li> </ul>
			<p>IV. Encourage sharing of relevant research and research-based instructional practices across SC for the improvement of middle school literacies.</p> <ul style="list-style-type: none"> <li><u>Objective</u>: Link out-of-school and in-school literacies to assist pre-service teachers, in-service teachers and middle school students in becoming better users of text in their 21<sup>st</sup> century world through</li> </ul>	<ul style="list-style-type: none"> <li>See Section 3 for list of completed activities (description not repeated here)</li> </ul>

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
			coursework and professional development	
<i>USC-Aiken</i>	Center of Excellence in Middle-level Interdisciplinary Strategies for Teaching  YEAR 3 of 5	<a href="http://rpsec.usca.edu/CE-MIST">http://rpsec.usca.edu/CE-MIST</a>	<p>I. Developing and modeling exemplary teacher training programs.</p> <ul style="list-style-type: none"> <li>Objective 1: Offer courses and workshops for in-service teachers.</li> <li>Objective 2: Develop pre-service, field-based experiences in teaching.</li> <li>Objective 3: Empower teachers to work with students scoring below basic.</li> </ul>	<ul style="list-style-type: none"> <li>CE-MIST teachers were able to enroll in a graduate course during summer 2010.</li> <li>CE-MIST teachers participated in a institute held at USCA in Summer 2010.</li> <li>A series of workshops were held at the local schools during the 2010-11 academic year.</li> <li>54 pre-service teachers participated in a pre-service mentoring program where the pre-service teachers adopted the role of teaching assistants.</li> <li>Aspects of the professional development activities included strategies designed to address specifically students scoring below basic.</li> </ul>
			<p>II. Providing hands-on, inquiry-based, research-supported programs.</p> <ul style="list-style-type: none"> <li>Objective 1: Engage middle-level students in enrichment programs.</li> <li>Objective 2: Develop Interdisciplinary Units and Traveling Trunks</li> </ul>	<ul style="list-style-type: none"> <li>Multiple visits for students were provided during year 2. Pre-service teachers participated in expanded programs with middle-level students.</li> <li>School-based enrichment activates began during year two. RPSEC staff and pre-service teachers went to the schools to deliver hands-on programs.</li> <li>Programs for students at the partnering schools were provided beginning in year 1. Programs were expanded (A2) beginning in year 2. School based programs (A3) were provided in year 3.</li> <li>CHE funding for the trunks was cut during year one. External funding was secured so that the trunks could be developed.</li> </ul>
			<p>III. Developing an influential constituency for the Center.</p> <ul style="list-style-type: none"> <li>Objective 1: Develop an influential constituency for the CE-MIST.</li> <li>Objective 2: Ensure that CE-MIST</li> </ul>	<ul style="list-style-type: none"> <li>The RPSEC Advisory Board is an established board that assumed oversight of CE-MIST activities.</li> <li>CE-MIST Advisory Council meets twice per year. The composition of council is a</li> </ul>

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
			continues after funding from the state ends.	<ul style="list-style-type: none"> <li>minimum of two teachers and 1 administrator from each school.</li> <li>Activities with local school districts were completed through the advisory council, workshops and enrichment activities with students.</li> </ul>
			IV. Achieving a position of leadership in the state. <ul style="list-style-type: none"> <li>Objective 1: Develop and model a strong program.</li> <li>Objective 2: Disseminate information about interdisciplinary teaching.</li> </ul>	<ul style="list-style-type: none"> <li>CE-MIST staff members attended the SCMSA and PoMLE conferences. Presentations were made at PoMLE Symposium, (SC)2 and the Carolina Association of Planetarium Educators.</li> <li>The website has been established. <a href="http://rpsec.usca.edu/CE-MIST/">http://rpsec.usca.edu/CE-MIST/</a></li> </ul>
			V. Developing a detailed research agenda. <ul style="list-style-type: none"> <li>Objective 1: Compile an understanding through a literature review.</li> <li>Objective 2: Develop a research agenda.</li> <li>Objective 3: Application of research findings.</li> </ul>	<ul style="list-style-type: none"> <li>Literature review on current issues and trends in Middle Level Education and Reading in the Content Areas was completed.</li> <li>Research activities are underway. A book chapter was submitted and accepted. An article was published.</li> </ul>
<b>Newberry College</b> <b>YEAR 1 of 5</b>	Center of Excellence to Retain and Empower Teachers through Action, Innovation, and Networking	<a href="http://www.retainscteachers.org/">http://www.retainscteachers.org/</a>	I. Increase teacher retention in high need school districts through an innovative retention programmatic model. <ul style="list-style-type: none"> <li>Establish and implement a Guaranteed New Teacher Program at Newberry College that is replicable to other institutions.</li> <li>Extend support of mentors to three years through an incentives-driven mentorship program.</li> </ul>	<ul style="list-style-type: none"> <li>Researched current programs.</li> <li>Developed background for program systems, protocols, and materials.</li> <li>Secured \$10K in outside funding.</li> <li>Conducted Pilot I with principal and two Newberry College graduates at Boundary Street Elementary.</li> <li>Certified 29 graduates at the end of the 2010-11 school year.</li> <li>Summarized background research and assessed program strengths and weaknesses in a GROW white paper.</li> <li>Met with principals to explain program and select appropriate mentors.</li> </ul>

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
				<ul style="list-style-type: none"> <li>• RETAIN introductory training developed and conducted with for 28 mentors selected for Cohort 1.</li> <li>• Foundations of Mentoring training given and completed by RETAIN mentors.</li> </ul>
			<p>II. Increase teacher retention in high need school districts through high-quality in-service professional development.</p> <ul style="list-style-type: none"> <li>• Develop and implement advanced mentor training for Program for Alternative Certification of Educators (PACE) mentors.</li> <li>• Develop and implement a professional development course related to advanced mentor skills which promote retention. This course will cover mentoring first year teachers in the use of assessment and use of action research to improve teaching and learning.</li> <li>• Develop and implement Poverty Workshops to assist in-service teachers in working with children of poverty (collaborate with Francis Marion University Center of Excellence).</li> </ul>	<ul style="list-style-type: none"> <li>• Developed advanced training for mentors of PACE teachers (Dr. Chris Burkett and Jason Fulmer).</li> <li>• Met with CERRA, PACE, and ADEPT for initial planning of pilot during Fall 2011.</li> <li>• Developed data and assessment literacy module.</li> <li>• Presented modules to administrators and teachers involved in NDPC Nine Schools Project at Annual At-Risk Youth National Forum (Myrtle Beach SC, February 20-21, 2011).</li> <li>• Used Nine Schools feedback to revise module in preparation for use with RETAIN mentors in Fall 2011.</li> <li>• Presented module information on national NDPC webcast on April 12, 2011.</li> <li>• Partnered with Tammy Pawloski to conduct two one-day Poverty Institutes. <ul style="list-style-type: none"> <li>○ 4/30/2011 at Firehouse Conference Center in Newberry SC</li> <li>○ 8/16/2011 at Pomaria Garmany Elementary in Pomaria SC</li> </ul> </li> <li>• Assessed Institute presentation and material for needs of RETAIN mentors and partner districts.</li> </ul>
			<p>III. RETAIN will conduct and disseminate research related to teacher retention.</p> <ul style="list-style-type: none"> <li>• Conduct current research and publish position papers specific to South Carolina on topics that relate</li> </ul>	<ul style="list-style-type: none"> <li>• Conducted research and produced position paper/overview of teacher retention in South Carolina.</li> <li>• Reviewed existing protocol developed by the Center of Excellence for Preparing Teachers of Children of Poverty at Francis</li> </ul>

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
			<p>to teacher retention including, but not limited to strategic management of human capital; needs of millennial teachers; working with students of poverty; teacher working conditions; and effective teacher and principal leadership.</p> <ul style="list-style-type: none"> <li>• Conduct action research with teacher participants on issues specific to local and statewide retention needs.</li> <li>• Plan and host an annual Teacher Retention Symposium.</li> <li>• Create a RETAIN website for publication and dissemination of position papers and data from action research in engaging formats such as videos and webinars as well as related tools and networking opportunities.</li> </ul>	<p>Marion.</p> <ul style="list-style-type: none"> <li>• RETAIN overview and some associated research presented at SCEDA event on 4/4/2011.</li> <li>• Bought appropriate domain name (retainscteachers.org).</li> <li>• Designed and uploaded base site to domain.</li> <li>• Enabled web stats for evaluation purposes (Google Analytics).</li> </ul>

## Centers of Excellence

FY 2010-11

## Products and Services

Institution	Center Name	Web Site	Products and Services
<b>College of Charleston</b>	Center of Excellence for the Advancement of New Literacies in the Middle Grades  YEAR 5 of 5	<a href="http://www.cofc.edu/~newliteracies/">www.cofc.edu/~newliteracies/</a>	<ul style="list-style-type: none"> <li>• During final funding year, a minimum of 250 teachers and/or pre-service educators were supported at schools and through undergraduate/graduate coursework at the College.</li> <li>• Nine CCSD teachers from Cario Middle School participated in NCTE webinar, Copyright Clarity, by-monthly meetings and online discussions about the uses of new literacies and pop culture in classroom instruction.</li> <li>• Presented new literacies theory, research and projects to undergraduate pre-service special education students</li> <li>• 29 undergraduate students registered in EDFs 425; 30 undergraduates registered in EDFs 426</li> <li>• 15 graduate students registered in EDFs 724; EDFs has eight graduate students registered</li> <li>• 30 graduate students completed EDEE 325; 20 graduate students completed EDEE 645</li> <li>• Graduate students interviewed students about new literacies at Jennie Moore Elementary and Laing Middle School</li> <li>• 60 participants, 3 Center faculty and one administrative assistant attended conference hosted at the Lowcountry Graduate Center in February and June 2011</li> </ul>
<b>USC-Aiken</b>	Center of Excellence in Middle-level Interdisciplinary Strategies for Teaching  YEAR 3 of 5	<a href="http://rpsec.usca.edu/CE-MIST">http://rpsec.usca.edu/CE-MIST</a>	<ul style="list-style-type: none"> <li>• 103 teachers from three middle schools participated in a series of three CE-MIST teacher workshops: Instructional Strategies, Differentiating Instruction, Essential Questions and Bloom's Taxonomy, and Edgewood: An Integrated Approach to Teaching Local History.</li> <li>• 374 8<sup>th</sup> grade students from three middle schools participated in CE-MIST Student programs School Based Visits</li> <li>• 1,086 middle level students participated in field trip</li> </ul>



Institution	Center Name	Web Site	Products and Services
			<p>experiences where they engaged in hands-on, standards-based activities.</p> <ul style="list-style-type: none"> <li>• 400 Grade 6 students participated in CE-MIST Programs at the RPSEC <i>Blown Away, Circuit city, Polygon Puzzle</i></li> <li>• 318 grade 7 students participated in <i>To the Moon and Beyond, Probing the Periodic Table, Ravenous Raptors</i></li> <li>• 325 grade 8 students participated in <i>More than Meets the Eye, Rockin' &amp; Rollin', Are You Dense</i></li> <li>• 366 grade 6 students participated in New program <i>Ancient Sky Lore, Hiker, May the Force be with You</i></li> <li>• 339 grade 7 students participated in CE-MIST STEP at Audubon <i>Investigating an Aquatic Ecosystem – Pond</i></li> </ul>
<b>Newberry College</b>		<a href="http://www.Retainscteachers.org">www.Retainscteachers.org</a>	<ul style="list-style-type: none"> <li>• Advanced Mentor Training for PACE teachers</li> <li>• Website</li> <li>• 106 teachers in attendance at two Poverty Institute sessions</li> <li>• Radio broadcast on Classroom Data and Assessment as it relates to preventing dropout through National Dropout Prevention Center at Clemson University</li> <li>• Issued guarantee certificates to 29 Newberry College graduates in May 2011</li> <li>• RETAIN Introductory training in Foundations of Mentoring</li> <li>• 4-lesson, 15 hour Data and Assessment Literacy module</li> <li>• Guaranteeing Success Through Resources, Outreach, and Wisdom (GROW) program material, white paper</li> <li>• Poverty Institute material</li> <li>• Position paper</li> </ul>
<b>Clemson University</b>	<p>Center of Excellence for Inquiry in Mathematics and Science</p> <p>YEAR 3 of 5</p>	<a href="http://iim-web.clemson.edu/?page_id=182">http://iim-web.clemson.edu/?page_id=182</a>	<ul style="list-style-type: none"> <li>• Beginning July 2011, worked with 14 new PDI-1 teachers, helping them increase and improve their use of inquiry-based instruction. Attended two weeks of intense training in which they experienced inquiry and began to develop exemplar lessons that target two of the “big ideas” that they will teach in the subsequent academic year.</li> <li>• Thirteen teachers returned who attended and participated in PDI-2, advanced leadership professional development training.</li> </ul>

Institution	Center Name	Web Site	Products and Services
			<p>Personal classroom support was provided for all of these teachers throughout academic year.</p> <ul style="list-style-type: none"> <li>• The website is fully operational and has approximately 70 exemplar lessons for teacher use. Videos and student work samples are included on the website and have been accessed by teachers in 49 states and multiple countries. The site provides an interactive tool for teachers to design inquiry-based lessons, implement existing lessons, and modify lessons so they can be used to differentiate instruction effectively and communicate with other teachers about the lessons.</li> <li>• The Electronic Quality of Inquiry Protocol (EQUIP) has been refined and fully implemented. EQUIP is used as a research tool and teachers are using it to assess the quality of inquiry they are implementing in the classroom. EQUIP has appeared in national, peer-reviewed journals.</li> <li>• The three main supports that were developed through the Center, the 4E x 2 Instructional Model for designing and implementing lessons, the web tool for viewing and creating lessons, and the EQUIP for evaluating and planning improvements for inquiry-based instruction, are fundamental to our new MAT program in secondary mathematics and science.</li> </ul>

## Appendix D

Clemson CEIMS Project  
2010-11 Survey Results and Annual Report  
Submitted by Dr. Mike Rischbieter

The purpose of the survey was to obtain views of the participants about the usefulness of the project. Teachers were not individually identified while taking the Survey in order to obtain the most candid responses possible. Fourteen participants responded to this survey; of that total, four were math teachers, nine were science teachers and one taught both math and science. Responses from math teachers and science teachers were analyzed both separately and together.

**Question 1** This survey is for the External Evaluator for this project. All responses will be analyzed and reports will be sent to the project staff, with NO identification except as to primary teaching subject.

**Primary subject area taught?**

Math	4
Science	9
Both	1

**Question 2** How often do you use inquiry in your teaching?

Math teacher responses:

Daily	0
At least once a week	5
At least once a month	0
At least once a semester	0
Never	

Science teachers

Daily	3
At least once a week	7
At least once a month	0
At least once a semester	0
Never	

All teachers

Daily	3
At least once a week	11
At least once a month	0
At least once a semester	0
Never	

All of the teachers use inquiry at least once a month. However, the science teachers use inquiry on a daily basis more than the math teachers.

**Question 3 To what extent has your participation in this project enriched your content knowledge?**

Math:	
Great extent	2
Some extent	2
Not at all	0
Science:	
Great extent	4
Some extent	6
Not at all	0
All:	
Great extent	6
Some extent	8
Not at all	0

**Question 4 To what extent has your participation in this project enhanced your ability to plan inquiry-based science or math lessons?**

Math:	
Great extent	4
Some extent	1
Not at all	0
Science:	
Great extent	8
Some extent	2
Not at all	0
All:	
Great extent	12
Some extent	2
Not at all	0

**Question 5 To what extent has your participation in this project enhance your ability to lead inquiry-based science or math lessons?**

Math:	
Great extent	3
Some extent	2
Not at all	0

Science:

Great extent	7
Some extent	3
Not at all	0

All:

Great extent	10
Some extent	4
Not at all	0

**Question 6 To what extent has your participation in this project improved student achievement?**

Math:

Great extent	2
Some extent	3
Not at all	0

Science:

Great extent	3
Some extent	7
Not at all	0

All:

Great extent	5
Some extent	9
Not at all	0

**Question 7 Please explain answers 3-6.**

Teacher responses are as follows:

- I think that I was more comfortable with my content knowledge to begin with. I have a good understanding of the concept of inquiry I would just like more guidance in the different ways I can incorporate it into my curriculum specifically. I feel comfortable leading inquiry-based lessons but I would like more experience with it. I am not sure about student achievement
- The course has helped me greatly in understanding how to implement and lead inquiry based lessons. My students have been motivated during the lessons, and seem excited to learn. I have also noticed a better understanding of material.
- Making connections to prior knowledge before introducing a new skill gives students the opportunity to build on their current knowledge. Teaching through inquiry probes students to think about skills so that they retain it more.

- Now when I plan a unit, I am automatically thinking how can I have the students explore a concept before I give them the information. The students are more engaged and remember the information because they have discovered the answers.
- Being a part of inquiry has provided an opportunity to plan and collaborate with other teachers. It has also allowed me to give students an opportunity to think about content before just giving notes and information. The students seem to benefit from this; however, they do not seem to process the information for long term.
- My students progressed somewhat but I am expecting a greater improvement next year after I have completed the second year of training.
- Participating in this project helped me understand what inquiry looks like specifically in the math class. It increased my awareness of the importance of inquiry and the successfulness of using inquiry on a regular basis in the classroom. The support from this project helped me overcome and work through the many challenges of implementing inquiry based instruction. Planning an inquiry lesson is such an important part of the process. The support from this project helped me understand how to plan a good inquiry lesson. As I slowly implemented the inquiry method into my lessons, I saw a connection between inquiry lessons and student achievement. Students got more out of inquiry lessons than lecture style lessons. The inquiry lessons make students think more and make more connections. As I get more comfortable with inquiry lessons, the students will become more comfortable. This project has supported me and helped me pull together the things that are necessary to change my teaching style and improve student achievement.
- I now use the 4E model for all units that I complete. It has helped my students do more than just memorize facts, they process the material.
- I have seen the benefits of this program this year with my students.
- Implementing inquiry has helped me and in turn helps my students. We all benefit from it.
- I have a better handle on how to set up my science class to make my students better thinkers through better questioning techniques. Also, I fully agree with the method of letting the students explore before you explain and have seen first hand an improvement in my students participation and understanding of the content.
- There were some opportunities to refresh my content knowledge, but the primary focus of the project improved my understanding of inquiry based instruction and my ability to implement said instruction.

- Involvement in this project has led me to develop more effective inquiry based lesson through more thoughtful planning and improved my skills at implementing the inquiry based lessons. My content knowledge was always pretty complete (although I am constantly learning more as I grow) but implementation was lacking. This project helped me address my weaknesses and improved my reflective thinking.

Most of the teachers reported that this program has helped them understand how the inquiry method works, how to implement this system into the classroom, and that students seem to be benefitting from this kind of instruction.

**Question 8 To what extent are you better able now to use inquiry-based instructional strategies, compared to before your participation in this project?**

Math:

Great deal better	3
Somewhat better	2
No better	0

Science:

Great deal better	6
Somewhat better	4
No better	0

All:

Great deal better	9
Somewhat better	5
No better	0

**Question 9 To what extent are you better motivated now to use inquiry-based instructional strategies, compared to before your participation in this project?**

Math:

Great deal better	5
Somewhat better	0
No better	0

Science:

Great deal better	9
Somewhat better	1
No better	0

All:

Great deal better	13
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Somewhat better	1
No better	0

Most teachers felt that they were now a great deal better motivated to use inquiry-based instructional strategies.

**Question 10 How many exemplar lessons from this project have you already implemented in your classroom?**

Math:

Range was from 2 to 5, with a mean of 3.3

Science:

Range was from 2 to 12, with a mean of 4.0

All:

Range was from 2 to 12, with a mean of 3.1

Science teachers implemented somewhat more exemplar lessons than did math teachers.

**Question 11 How successful were you at implementing exemplar lessons? Be specific.**

Teacher responses are as follows:

- I think that the lessons went well. I am sure that I would fine tune it more next time.
- The exemplars went well. The students were interested in the lessons, and they were encouraged to learn the material. I saw success through these lessons.
- 3 - I haven't completed ALL of the assessments each lesson requires because I felt like I was running out of time. I will definitely work in the assessments in the future. I know how important this piece of inquiry is.
- Pretty successful : 4 out of 5 were a success. Students who were present in class and participated exhibited good test and quiz scores. I learned to adjust certain aspects of the exemplars to accommodate for the needs of the classes. Some classes required more scaffolding than others.
- 75%. I was able to use most information from the exemplars with my students. However, if they seemed to be getting lost or not grasping the information, I may have needed to take another route (ex. adding a different worksheet or pulling back.)
- I think they were very successful. I still have difficulty allowing my students to work without direct instruction.
- The lessons were successful and students enjoyed them. The lessons took a little longer than I had planned. I think that was because of the fact that inquiry lessons are new to students. The lessons were challenging and interesting at the same time. Students seemed to understand the material better. They enjoy exploring and



explaining. It was interesting to see the different methods that students used to solve problems.

- Very successful with the chemistry lesson. The cell process lesson needs some changes before next year.
- I feel that I implemented them very well. I had to modify them to fit my style but I stayed true to the inquiry in motion model.
- I can honestly say that they all worked very well. Implementing questions was the hardest part, but it got better.
- I know that the atmosphere unit my group wrote was very successful in helping my students better understand the differences in the layers of the atmosphere and their characteristics. It was amazing to watch their growth and the pieces started to fit for them.
- They went well, however; the Law of Conservation of Mass was not actually shown at the end of our investigation. I was able to talk about human errors and product ineffectiveness, but it would have been nice if the investigation showed the law.
- Although I am still developing the skill to "adjust on the fly" most of my exemplars have had a good "feel and flow" and have gone as planned.
- Our lesson worked well but needed a few modifications.

The responses are very good with a range of qualifiers from pretty successful to very successful. The students seemed to benefit from this kind of instruction.

**Question 12 How well do the exemplar lessons address "big ideas" in middle school math or science?**

Math:

Very well	4
Pretty well	1
Not well at all	0

Science:

Very well	6
Pretty well	4
Not well at all	0

All:

Very well	10
Pretty well	4
Not well at all	0

Both math and science teacher-participants felt that the exemplar lessons at least addressed big ideas pretty well, with math teachers more positive than science teachers.

**Question 13 How useful is the lesson planning tool? Please explain.**

Math:

Very useful	1
Pretty useful	4
Not useful	0

Science:

Very useful	4
Pretty useful	6
Not useful	0

All:

Very useful	5
Pretty useful	9
Not useful	0

**Question14 Please explain your answer to #13, including how it might be improved.**

Teacher responses are as follows:

- It is very involved. It is frustrating at times to try to put the ideas in to very specific steps or terms.
- I found it very useful.
- The website was difficult for me to access on my school computer, but I used the same template for my lesson planning.
- I need more practice before I can suggest changes.
- It is very user friendly and easy to follow.
- There is nothing wrong with the tool, our district has approved activities that we are supposed to follow. I honestly have not had time this year to explore other lesson on the tool.
- It is very user friendly.
- I like the lesson plan web tool because it provides ideas for questions to ask and assessments to use. On the other hand, it's hard saving and editing the lessons.
- I have not planned an exemplar on my own yet but I hope to become better able to do so as I participate in PD2 this summer.
- Simplify. Too many words & categories can lead to confusion...confusion will lead to lack of use.
- I have developed an "addiction" to the planning tool, and I not only encourage my co-workers to use it regularly, but I also introduce my pre-service teacher candidates to the web tool and encourage them to use it. It is comprehensive, fairly easy to use, provokes through planning, and is easy to use as a teacher.
- We could plan our lesson on paper effectively...using the tool and working on the wording took a tremendous amount of time.

Almost half of the teachers found the tool to be useful, but a variety of problems were identified. It appears that some modifications to the tool need to be made so that all of the participants are able to reasonably take advantage of the positive attributes identified.

**Question 15 How often have you used the lesson planning tool?**

Math:

Daily	0
Once a week	0
Once a month	3
Once a semester	2
Never	0

Science:

Daily	0
Once a week	2
Once a month	3
Once a semester	5
Never	0

All:

Daily	0
Once a week	2
Once a month	6
Once a semester	6
Never	0

All but of the teachers have used the lesson planning tool, with science teachers using it somewhat more often than math teachers.

**Question 16 To what extent have other teachers in your school utilized exemplar lessons?**

Math:

Great deal  
Somewhat  
None  
I don't know

Science:

Great deal  
Somewhat  
None  
I don't know

All:

Great deal  
Somewhat  
None  
I don't know

**Question 17 What are some things that the project staff could do to improve this project? Be specific.**

Teacher responses are as follows:

Math Teachers

- I would like to see more feedback on the actual lessons taught. I would like to have more time to plan for the year different ways to incorporate inquiry into the units (even if they are not exemplar lessons).
- Walk through each component of a new lesson, explaining how to "think" through the process of creating one. I spent more time getting started on my first lesson than I did actually creating it.
- I found that the problems with the computer program in writing the exemplars was distracting. Writing exemplars are very time consuming but I don't think there is much that can be done to improve that situation.
- I feel it is a very good project. I am not sure how it could be improved.

Science Teachers

- I feel the staff did a wonderful job and I no major criticism.
- I only have been able to have brief conversations with others in our school in other grade levels but I know my partner teacher has used them. I do not have any suggestions at this time but as I said I look forward to this next session and what I can use from it in my classroom.
- More specific examples of middle school lessons that are inquiry-rich.
- The project staff needs to provide feedback to the participants in a timely manner. After observations the teachers have no ideas for making adjustments in their plans or presentations, and we often feel like we are "flying solo" after the initial course. Many of the participants could use the feedback to improve their prep and presentations. Others lack confidence in the lesson and planning, and these teachers could use immediate feedback to make adjustments and improvements.
- Maybe some individual planning activities to address areas of need for each teacher.
- Walk through each component of a new lesson, explaining how to "think" through the process of creating one. I spent more time getting started on my first lesson than I did actually creating it.
- There was so much support from this staff that it is hard to suggest additional things that they could do. There is one thing that they offered that I would take advantage of if given the opportunity to do it over. They offered to teach our class or team teach with us. I feel like I would be much more comfortable with that idea now. Seeing them directly interact with my own students would be very beneficial.
- I feel the staff did a wonderful job and I have no major criticism.

### Comments and Recommendations

1. Analysis of the data provided clearly points to the effectiveness of this program in providing teachers with the necessary tools to teach inquiry-based math and science curricula in their classrooms. Teachers reported that they felt presenting the material in an inquiry approach led to better student engagement and actual understanding of the material. Students appear to be the beneficiaries of the activities the teachers have been involved in with respect to this program.
2. Based on teachers' comments in this survey, there are some things that can still be improved:
  - More individual work with teachers might help the large range of familiarity with the inquiry approach. While many were quite satisfied with the degree to which the staff was involved in the learning sessions, some teachers reported they needed more one-on-one time with the staff during the planning sessions
  - Some teachers requested that feedback needs to be more timely, and more frequent. Again, the range of teacher participant knowledge of the inquiry method, and planning exemplars based on this method may require more time being spent with the teachers that are somewhat lacking in experience with the inquiry approach.
  - The web tool for writing exemplars may need some fine tuning, or more user-friendly instructions for those teachers that are less familiar with web-based development tools.
3. All of the data collected through the Survey, and an analysis of ethnographic data collected from a visit to one of the planning meetings indicates to me that this program has been very successful in meeting the pre-set objectives, and should continue to be funded.

**College of Charleston's  
Center for the Advancement of New Literacies in Middle School  
Year Five Final Report**

**September, 2011**

**Submitted by  
Susan S. Harman, PhD  
Patrick H. Harman, PhD**

## Introduction

This Year Five, Final Evaluation Report briefly describes the program's goals, evaluation questions, instrumentation, and provides detailed findings along with an overall summary. Ultimately, the purpose of this evaluation is to determine the effectiveness of the College of Charleston's **Center for the Advancement of New Literacies in Middle Grades** on increasing teachers' use of research-based instructional practices in the classroom and its potential impact on student learning. The program evaluation sought to expand the current applied research literature through examination of the impact of English/Language Arts, Social Studies, and Special Education teachers' participation in the **New Literacies in Middle Grades** on student reading scores in low performing middle schools.

Years Three and Four differed from Years One and Two. Years One and Two included and compared teachers from two middle schools, West Ashley Middle School and Morningside Middle School. Year Three reported on data collected from teachers from Alice Birney Middle School (ABMS), Burke Middle School (BMS), and two elementary teachers from Memminger Elementary School (MES). Year Four focused on 24 teachers from Haut Gap Middle School (HGMS).

The focus of Year Five has been to extend the work of the Center beyond Charleston County School District. In an effort to do this, College of Charleston faculty continued their work with the participating teachers from Alice Birney (now Northwoods Middle) and two of the teachers from Cario Middle (who began during the Professional Development course offered in the fall/spring 2009-10). Faculty worked with the teachers from Northwoods and ran a Professional Development course (year-long) for a total of 9 teachers at Cario Middle School. Although Cario has a very different demographic population, the participating teachers primarily worked with students performing in the lowest 25<sup>th</sup> percentile who also tend to be from low SES income families.

Additionally, faculty continued to present their work locally, regionally and nationally. They hosted one local conference in February and one regional conference in June that was free to interested teachers. There were approximately 200-225 teachers who attended. Finally, they continued to incorporate New Literacies research into their undergraduate and graduate courses, personally supervising and observing 25 graduate students and 2 undergraduate students working in the schools implementing lessons and providing feedback.

### Program Goals

The annual evaluations in Years One through Five were based on the **Center for the Advancement of New Literacies in Middle Grades'** goals. Goal One focused on *Increasing teachers' depth of knowledge and effectiveness in teaching **New Literacies in Middle Grades***. Goal Two focused on *Developing literacy-focused middle schools by creating a **New Literacies in Middle Grades** model that can be disseminated across the state to schools and colleges*. Goal Three centered around *Improving reading student achievement scores in targeted middle schools*. Finally, Goal Four involved *Encouraging the sharing of relevant research and research-based instructional practices across South Carolina for the improvement of middle school literacies*. This Year Five Final Evaluation Report provides a summary of Year Five data on Goals One and Three as well as a summary examination of evaluative across all five years.

## **Evaluation Questions**

To assess Goal One, the following evaluation questions were developed:

- *To what extent do middle school teachers participating in the **New Literacies in Middle Grades** process increase their use of research-based reading instructional strategies in their classrooms?*
- *To what extent do teachers perceive uses of New Literacies in their own lives?*
- *To what extent are teachers accepting various strategies introduced during **New Literacies in Middle Grades Institutes**?*

To assess Goal Three, the following evaluation question was developed:

- *To what extent do middle school students whose teachers participate in the collective study group process improve their reading comprehension and vocabulary outcomes when compared to students whose teachers do not participate in the collective study group process?*

Analyses were conducted on data collected from several types of stakeholders using a variety of instruments to address the goals and evaluation questions as outlined in the grant proposal. Stakeholder groups consisted of teachers from treatment groups and students from both treatment and control groups. The following is a description of the instrumentation.

## **Instrumentation**

**The Faculty Self-report Survey** (Appendix A) is an eleven-item survey designed to determine various demographic information about individual teachers. Questions included: grade(s) currently taught and the number of years teaching; individual licensure and certification; gender; ethnic identity; and highest level of educational attainment. In Year Five the survey was completed electronically.

**The Teacher New Literacies Confidence Scale** (Appendix B) was designed to assess the percentage of time teachers reported they spent teaching specific literacy skills and resources, their confidence in their ability to teach middle school students these specific literacy skills and resources, and whether or not the specific literacy skill and resources were taught in their classroom. This was distributed in paper version for Years One through Four. In Year Five the survey was completed electronically.

**The Teacher Survey** (Appendix C) was designed to determine participants' individual definitions for "reading," "writing," "text," and "literacy." In addition, participants were asked to list all the things they: read and write at school throughout the day; read and write outside of school; think their friends read and write; and the amount of time they spend reading and writing on a typical Friday. This was distributed in paper version for Years One through Four. In Year Five the survey was completed electronically.

**The Center of Excellence for the Advancement of New Literacies in Middle Grades Institute Evaluation** (Appendix D) was designed to determine participants' reaction to The New Literacies Institutes as far as their structure, the facilitators, and distributed materials. In addition, teachers were asked to describe the issues/topics they would like to learn more about in collective study group meetings, see included in the upcoming New Literacies Institutes and make recommendations for future New Literacies Institutes. This instrument was administered during the first three years of the initiative.



Two achievement tests were used to examine progress on the project's goal of impacting student reading and vocabulary outcomes. The first tests were the **Measures of Academic Progress (MAP)**. These benchmark assessments have been administered by the Charleston County School District since the 2004-05 school year to formatively evaluate the progress its students are making in reading, language usage, and mathematics. Test results provide the instructional level of students so that teachers can target instruction.

The second assessments (used in Years One and Two only) were the **Palmetto Achievement Challenge Tests (PACT)**. These tests are state-mandated and are administered each spring in English/Language Arts (ELA), mathematics, science, and social studies. These assessments are administered for all students in grades three through eight. The ELA tests include both multiple-choice and constructed-response items. There is also one extended writing item on each ELA test.

### **Year 5 Teacher Survey Findings**

#### **Faculty Self-Report Survey**

The **Faculty Self-Report Survey** was administered in July 2011 to 12 teachers from the two participating schools in July 2011. Respondents included three teachers from Northwoods Middle School (NMS) and six teachers from Cario Middle School (CMS). Respondents consisted of nine females (all Caucasians). Educational levels ranged from Bachelor of Arts degrees (4) to Master's Degree (2) to Master's degree plus additional course hours (3).

Participants responded to an email request to take an on-line survey consisting of questions worded identically to paper instruments administered in Years One through Four. Excluding demographic information, questions ranged from identifying an individual's subject area information to information about licensure and areas of certification. The responses are summarized below.

Participants acknowledged the grade level(s) they were currently teaching. One identified herself as a sixth grade teacher, one identified herself as a seventh grade teacher, three identified themselves as eighth grade teachers, and four identified themselves as sixth, seventh, and eighth grade teachers.

Participants were asked to report all subject area(s) they currently teach. Two participants each teach English/Language Arts. One each teaches: Math, Language Arts, and Entrepreneurship; Spanish and World Cultures; Math and Reading Intervention; English (Honors and Inclusion); Gifted/Talented and Creative Writing; History; and Careers and Related Arts.

Participants provided the number of years they had taught: in general; at this school; and at the grade level they were teaching during the 2010-2011 school year. The reported overall number of years teachers taught ranged from one year to 47 years, with a mean of 14.3 years. The reported number of years taught at their current school ranged from one year to 37 years, with a mean of 8.8 years. The reported number of years they taught the grade level they were teaching during the 2010-2011 school year ranged from one year to 11 years, with a mean of 6.6 years.

All teachers stated they held a state license in the grade level(s) in which they teach. Participants identified their area(s) of certification. One of the nine respondents is certified in three areas, four are certified in two areas, and three are certified in one area. Areas included: Middle School English/Language Arts (5); Elementary Education (2); Academically Gifted (1); Theatre (1); Middle

School History (1); Reading (1), Spanish (1), Supervision (1), and Administration (1). When participants were asked if they were nationally board certified (NBPTS), one individual said she was certified. No one is currently a candidate for NBPTS certification.

### Teacher New Literacies Confidence Scale

The **Teacher New Literacies Confidence Scale** was administered to teachers electronically in July 2011. The data are summarized in Tables One through Four. All participants answered all items. Percentages were rounded.

Table 1  
Teacher Practice and Confidence in Teaching “Code Breaker” Skills

Percentage of Time	I feel confident in my ability to teach middle school students to...	Ability			Actual Classroom Practice		
		Agree	Unsure	Disagree	Agree	Unsure	Disagree
Avg=23% (n=9)	recognize and know spelling patterns when reading and writing	8/9 89%	1/9 11%	0	8/9 89%	1/9 11%	0
	become familiar with conventional sentence structures in reading, writing and speaking	9/9 100%	0	0	9/9 100%	0	0
	be able to figure out the literal meaning of various symbols and gestures	9/9 100%	0	0	9/9 100%	0	0
	know the spelling of high frequency words for reading and writing	9/9 100%	0	0	9/9 100%	0	0

Table 1 illustrates that, on average, respondents estimated that 23% of their instructional time focused on teaching their students “Code Breaker” skills or how to: recognize and know spelling patterns when reading and writing; become familiar with conventional sentence structures in reading, writing and speaking; be able to figure out the literal meaning of various symbols and gestures; and know the spelling of high frequency words for reading and writing. Most respondents (97%, on average) stated that they possess the ability to teach these skills and that they teach all these skills in actual classroom practice.

Table 2  
Teacher Practice and Confidence in Teaching Students “Text Participant” Skills

Percentage of Time	I feel confident in my ability to teach middle school students to...	Ability			Actual Classroom Practice		
		Agree	Unsure	Disagree	Agree	Unsure	Disagree
Avg=28% (n=9)	retell a written, spoken or visual text considering plot, character, setting, movement through time and change	9/9 100%	0	0	9/9 100%	0	0
	compare the themes of different texts	9/9 100%	0	0	9/9 100%	0	0
	use comprehensive strategies such as questioning, making corrections, determining importance to construct meaning about text	9/9 100%	0	0	9/9 100%	0	0
	learn about different cultures through thinking about how they are presented in texts	9/9 100%	0	0	9/9 100%	0	0

Table 2 illustrates that, on average, respondents estimated that 28% of their instructional time focused on teaching their students “Text Participant” skills or how to: retell a written, spoken or visual text considering plot, character, setting, movement through time, and change; compare the themes of different texts; use comprehensive strategies such as questioning, making corrections, determining importance to construct meaning about text; and learn about different cultures through thinking about how they are presented in texts. All respondents (100%) stated that they possess the ability to teach these skills and that they taught these skills in actual classroom practice.

Table 3  
Teacher Practice and Confidence in Teaching Students “Text User” Skills

Percentage of Time	I feel confident in my ability to teach middle school students to...	Ability			Actual Classroom Practice		
		Agree	Unsure	Disagree	Agree	Unsure	Disagree
Avg=25% (n=9)	think about audience when reading, writing, speaking, viewing or listening to a text	9/9 100%	0	0	9/9 100%	0	0
	compose a text to fit a particular context	9/9 100%	0	0	9/9 100%	0	0
	plan and construct a project with a particular purpose in mind	9/9 100%	0	0	9/9 100%	0	0
	use different spoken language patterns depending on the situation and participants	8/9 89%	1/9 11%	0	8/9 89%	1/9 11%	0

Table 3 illustrates that respondents estimated that 25% of their instructional time focused on teaching their students “Text User” skills or how to: think about audience when reading, writing, speaking, viewing or listening to a text; compose a text to fit a particular context (e.g., email to a friend vs. a potential employer); plan and construct a project with a particular purpose in mind (e.g., convince people to recycle); and use different spoken language patterns depending on the situation and participants (e.g., talking with friends while playing sports vs. talking to media specialist about a research project). Most respondents (97%, on average) stated that they possess the ability to teach these skills and that they teach all these skills in actual classroom practice.

Table 4  
Teacher Practice and Confidence in Teaching Students “Text Analyst” Skills

Percentage of Time	I feel confident in my ability to teach middle school students to...	Ability			Actual Classroom Practice		
		Agree	Unsure	Disagree	Agree	Unsure	Disagree
Avg=24% (n=9)	figure out the beliefs and ideologies of the authors of a particular text through considering what and how ideas are presented in the text	9/9 100%	0	0	9/9 100%	0	0
	compare and contrast different perspectives across texts that address the same issue and think about how one’s beliefs intersect with or deviate from these perspectives	9/9 100%	0	0	9/9 100%	0	0

Table 4 (cont.)

## Teacher Practice and Confidence in Teaching Students “Text Analyst” Skills

Percentage of Time	I feel confident in my ability to teach middle school students to...	Ability			Actual Classroom Practice		
		Agree	Unsure	Disagree	Agree	Unsure	Disagree
	consider whose beliefs are represented and under-represented in a particular text	9/9 100%	0	0	8/9 89%	1/9 11%	0
	rewrite a text to present an alternative idea about government, race and/or class	9/9 100%	0	0	7/9 78%	2/9 22%	0

Table 4 illustrates that respondents estimated that 24% of their instructional time focused on teaching their students “Text Analyst” skills or how to: figure out the beliefs and ideologies of the authors of a particular text through considering what and how ideas are presented in the text; compare and contrast different perspectives across texts that address the same issue and think about how one’s beliefs intersect with or deviate from these perspectives; consider whose beliefs are represented and underrepresented in a particular text (e.g., newspaper photograph); and rewrite a text to present an alternative idea about government, race and/or class. All respondents (100%) stated that they possessed the ability to teach these skills but 93% reported that they taught all these skills in actual classroom practice.

**Five-year Summary of Confidence Scale Responses**

Table 5

Average Percentage of Teachers’ *Ability to Teach Versus Actual Classroom Practice* by Language Skills and Year

Year	I feel confident in my ability to teach middle school students...	Ability to Teach			Actual Classroom Practice		
		Fall	Spring	Diff	Fall	Spring	Diff
1	Codebreaker Skills	90.0%	87.1%	-2.9%	71.2%	64.2%	-7.0%
2		84.8%	91.7%	6.9%	65.0%	76.2%	11.2%
3		98.0%	94.4%	-3.6%	78.0%	87.0%	9.0%
4		87.0%	94.4%	7.5%	62.5%	87.5%	25.0%
5		NA	97.2%	NA	NA	97.2%	NA
1	Text Participant Skills	94.9%	96.0%	1.1%	83.8%	93.1%	9.3%
2		91.3%	92.9%	1.6%	90.0%	84.5%	-5.5%
3		93.0%	97.1%	4.1%	80.0%	84.3%	4.3%
4		88.6%	97.2%	8.6%	71.7%	84.4%	12.6%
5		NA	100%	NA	NA	100.0	NA
1	Text User Skills	97.1%	92.7%	-4.3%	85.3%	86.7%	1.4%
2		91.3%	92.9%	1.6%	85.0%	83.3%	-1.7%
3		98.0%	97.1%	-0.9%	74.0%	86.1%	12.1%
4		89.1%	100%	10.9%	69.6%	87.5%	17.9%
5		NA	97.2%	NA	NA	97.2%	NA
1	Text Analyst Skills	84.6%	89.2%	4.6%	62.5%	69.2%	6.7%
2		75.0%	86.9%	11.9%	62.5%	66.7%	4.2%
3		73.0%	85.6%	12.6%	60.0%	53.7%	-6.3%
4		79.3%	81.3%	1.9%	42.0%	61.7%	19.6%
5		NA	100%	NA	NA	91.6%	NA

Table 5 shows a five-year comparison between teachers' reported ability to teach specific language skills versus their teaching of the skills in actual classroom practice. Overall, there is a trend toward increases from fall to spring (in both areas). This trend was particularly true in the fourth year of the initiative. It is also evident that over time, teachers have confidence in their ability to teach more than their actual classroom practice. For example, in each Spring, over 80% of teachers were confident of their ability to teach text analyst skills while slightly over 60% taught these skills in their classrooms.

Table 6  
Average Percentage of Time Teaching Specific Skills by Year

Year	Language Skills	% Time Classroom Practice	
		Fall	Spring
1	Codebreaker Skills	18%	19%
2		20%	16%
3		23%	27%
4		24%	27%
5		NA	23%
1	Text Participant Skills	26%	34%
2		32%	30%
3		27%	31%
4		28%	21%
5		NA	28%
1	Text User Skills	26%	25%
2		21%	31%
3		27%	24%
4		31%	37%
5		NA	25%
1	Text Analyst Skills	19%	20%
2		21%	38%
3		21%	17%
4		16%	15%
5		NA	24%

Table 6 shows a five-year comparison between teachers' average percent of time teaching these specific language skills during fall and spring. Over time, there were no significant trends from fall to spring, although there were some slight increases spent on text user and text analyst skills. Overall, teachers seemed likely to spend more time teaching Text Participant and Text User Skills than Codebreaker and Text Analyst Skills.

### Teacher Survey

The **Teacher Survey** was administered electronically to teacher during July 2011. Summaries of teachers' comments are listed below by subject.

#### Reading

Participants' definitions for "reading" varied but the most common terms that were used were "text" and "processing." The simplest definition was *"Essential."* The most complex was *"The translating and interpreting of text, behaviors, and other communication skills."*

### **Writing**

Respondents' definitions for "writing" varied but the most common terms used were "text" and "communicating." The simplest definition was *"Creating text."* The most complex was, *"A way of using language (letter, numbers, pictures) [to] express ideas or inform or facilitate living."*

### **Text**

Respondents' definitions for "text" varied but the most common terms that were used involved "communication" and some form of "any" or "anything." The simplest definition for "text" was, *"Information."* The most complex definition was, *"Any written word or tool found to communicate a message. It can be transmitted via technology (cell phones, DVDs CDs, signs, books, newspapers)."*

### **Literacy**

Respondents' definitions for "literacy" were varied but the most common terms were some form of "able" or "ability" to "interpret" or "understand." The simplest definition was *"Reading and writing."* The most complex was *"Literacy is the way we receive ideas, information from a variety of sources. Literacy is as simple as reading a road sign and as complex as theory of black holes."*

### **Reading and Writing at School**

Participants were asked to list all the things they read and write at school throughout the day. The top item read at school, listed by all of the 9 respondents, was books (both fiction and non-fiction). The next most frequently mentioned item was email (7 of 9). Items that were mentioned by over half of the respondents were memos, newspapers/magazines, student work, and signs. Four respondents each mentioned text messages, computer screen, and websites. Other items were directions/instructions and SmartBoards.

The top two written items that were identified by all but one of the respondents were emails and notes. Five respondents mentioned lesson plans while three mentioned text messages, student feedback, passes, lesson plans, and instructions/assignments. Two respondents mentioned lists.

### **Reading and Writing Outside of School**

Participants listed all the things they read and write outside of school. The top reading item read outside of school, which was listed by seven respondents, was novels/books. Reading materials that were mentioned by six of the respondents were newspapers and emails. Five respondents mentioned magazines. Items mentioned by four respondents were text messages and computer-related sites, while three people mentioned recipes and letters/notes. Two respondents mentioned signs.

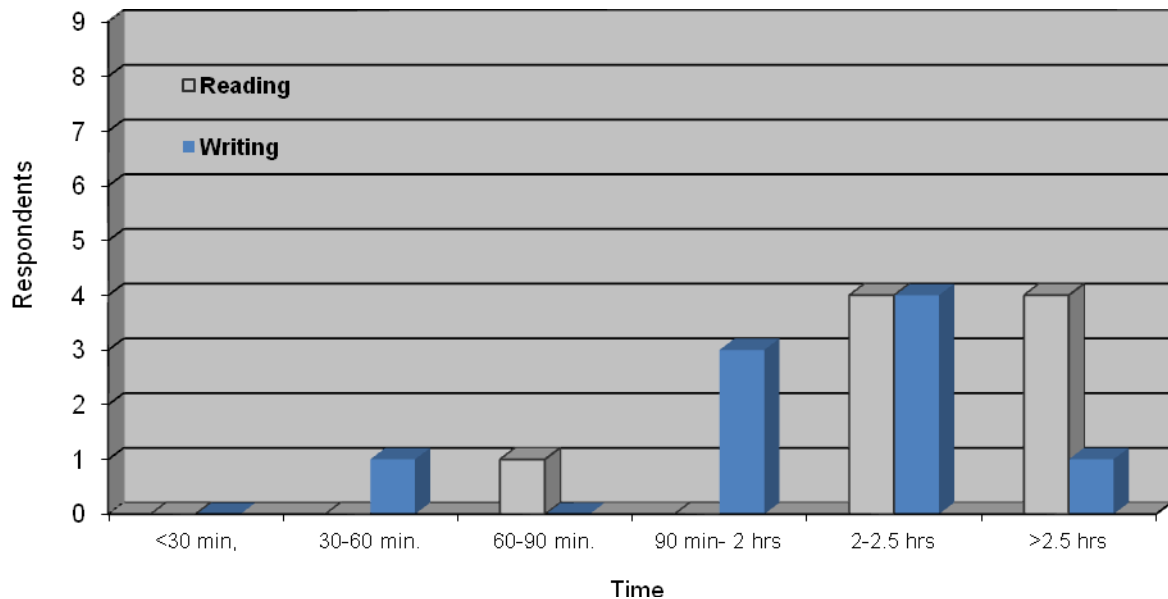
With regard to things written at home, email and lists were mentioned by seven people while six people listed notes/letters. Three respondents each mentioned computer-related writing, texts, and journaling. Two people mentioned checks.

### **What Friends Read and Write**

Participants listed all the things they think their friends read and write. The top reading material respondents think their friends read, which were listed by all of the respondents, were books. Reading material that was mentioned by five of the respondents were notes/letters. Three respondents mentioned computer-related writing, while two respondents each mentioned lists and text messaging.

### **Time Spent Reading and Writing**

Participants were asked, “On Fridays, when you’ve got to go to school, how much time do you spend reading and writing in a day, from the moment you wake up to the moment you fall asleep?” Figure 1 illustrates their responses.



**Figure 1: Teachers’ Time Spent Reading and Writing on a Typical Friday**

As illustrated in Figure 1, four of the teachers indicated that they read over 2½ hours on Fridays. In contrast, just one person indicated that they write over 2½ hours on a typical Friday. Nearly half of the respondents (4 out of 9) read and write between 2 and 2½ hours on a typical Friday.

### **Year Five Student Achievement Results**

This section provides fifth year results from the Reading and Mathematics Measures of Academic Progress (MAP) tests. While 12 teachers participated in Year 5, only five teachers taught in the English/Language Arts (ELA) area. Two of three Northwoods teachers taught in this area. One of these teachers taught creative writing and was not the main ELA teacher. Three of nine Cario teachers taught ELA. Only the students of these ELA teachers are included in these analyses.

#### **MAP Sample Description**

Tables 10 and 11 provide a demographic breakdown of the students taught by ELA teachers. At Cario, student diversity varied by grade. In 6<sup>th</sup> grade, the majority of students were Caucasian and a third were African-American. In 7<sup>th</sup> grade, a slight majority were African-American. In 8<sup>th</sup>, almost three-fourths were Caucasian. At Northwoods, African-American students were in the majority in all three grades. There were also a significant number of Hispanic students at each



grade level, particularly in 7<sup>th</sup> grade. At both schools, males outnumbered females in all 6<sup>th</sup> and 7<sup>th</sup> grades while the reverse was true for 8<sup>th</sup> grade.

Table 10  
Cario Middle School Demographics

Grade	African-American	Hispanic	Caucasian	Asian	Male	Female
6 <sup>th</sup> (n=22)	36%	5%	59%	--	64%	36%
7 <sup>th</sup> (n=19)	53%	--	47%	--	53%	47%
8 <sup>th</sup> (n=212)	19%	5%	74%	2%	49%	51%

Table 11  
Northwoods Middle School Demographics

Grade	African-American	Hispanic	Caucasian	Male	Female
6 <sup>th</sup> (n=28)	78%	11%	11%	54%	46%
7 <sup>th</sup> (n=76)	61%	28%	11%	53%	47%
8 <sup>th</sup> (n=15)	60%	13%	27%	40%	60%

### Assessment Description

MAP tests are computerized, adaptive assessments that are based on the state's curriculum. These assessments are formative in nature as teachers can use the results to target instructional strategies to match student needs. Classroom teachers in the Charleston school district administer these tests three times during the school year (fall, winter, and spring). The MAP tests provide a number of scores for each test, including percentiles, lexiles (for reading), and Rasch unit (RIT) scores. The RIT scores were used in these analyses because they are an equal-interval scale and can be used to assess a student's academic growth over time. These scores are also grade-independent.

These analyses used results from two different MAP tests. The Reading test measures word recognition and vocabulary, literal, inferential, interpretive, and evaluative reading comprehension as well as literary response and analysis. The Mathematics test measures number sense, estimation and computation, algebra, geometry, measurement, statistics and probability, and problem solving.

### Analytical Approaches

Achievement comparisons were made utilizing "virtual comparison groups" (VCGs). VCGs have been developed by Northwest Evaluation Association to compare a district's students to similar students across the nation. VCGs are created utilizing three filters.

The first filter includes only those students with valid scores from the Fall and Spring test administrations of the 2010-11 school year. The second filter is to include only schools that are within a range of 15% of a school's percent free and reduced-price lunches as well as having the same urban/rural classification from the National Center for Education Statistics. The final filter matches students from the same grade who are with 5 RITs on the Fall test, tested within a 12-day period as the matched student for both Fall and Spring test administrations, and are



from a different school district. If more than 51 matches are made, a random sample of 51 students is selected to form the VCG.

Two types of analytical approaches were used with MAP Reading and Mathematics scores. The first approach was descriptive. Mean RIT scores were calculated for project and VCG students for the Fall 2010 baseline test and Spring 2011 post-test. Gain score differences were also calculated for both groups of students. Finally, the percent of project students whose gain scores were greater than their matched VCGs was calculated.

The second approach was inferential with analyses of covariance (ANCOVAs) being conducted to determine if there were significant differences between project students and VCGs. ANCOVAs were conducted separately for each grade level and for each school. The covariate was the pre-test score.

## MAP Results

### *Cario Middle*

Table 12 shows post-test and gain score MAP means for both Reading and Mathematics. These results are broken down by grade and student type.<sup>1</sup> Table 13 shows gain score differences between project students at Cario and VCG students as well as the percent of project students' gain scores exceeding their VCG matches. Results show that, in Reading, project students made more growth in all three grade levels. In contrast, VCG growth was greater for Mathematics in 6<sup>th</sup> and 7<sup>th</sup> grade. In all three grades, the percent of project students' Reading gain scores exceeding VCG students' gain scores was greater than 50%. The highest was in 7<sup>th</sup> grade with 68% and lowest in 8<sup>th</sup> grade with 57%. For Mathematics, the trend was different with VCG student growth exceeding project students' growth in 6<sup>th</sup> and 7<sup>th</sup> grade.

Table 12  
Cario Middle MAP RIT Mean Scores by Student Type, Grade, & Subject Area

<b>Content Area</b>	<b>Project Students</b>		<b>VCG Students</b>	
<b>6<sup>th</sup> Grade</b>	<b>Spring 2011</b>	<b>Gain Score</b>	<b>Spring 2011</b>	<b>Gain Score</b>
<i>Reading (n=22)</i>	215.32	8.36	212.62	5.69
<i>Mathematics</i>	219.18	4.77	220.61	6.17
<b>7<sup>th</sup> Grade</b>	<b>Spring 2011</b>	<b>Gain Score</b>	<b>Spring 2011</b>	<b>Gain Score</b>
<i>Reading (n=19)</i>	215.00	7.89	213.23	6.02
<i>Mathematics</i>	220.95	3.74	223.70	6.43
<b>8<sup>th</sup> Grade</b>	<b>Spring 2011</b>	<b>Gain Score</b>	<b>Spring 2011</b>	<b>Gain Score</b>
<i>Reading (n=212)</i>	228.67	3.17	227.81	2.31
<i>Mathematics</i>	244.17	5.99	241.80	3.66

Table 13  
Cario Middle MAP RIT Gain Score Differences by Grade & Subject Area

<b>Content Area</b>	<b>Project Students</b>	
<b>6<sup>th</sup> Grade</b>	<b>Mean Gain Score Difference</b>	<b>Percent Exceeding VCG</b>

<sup>1</sup> Pretest scores are not provided as they were equal for project and VCG students.

Reading (n=22)	2.67	68%
Mathematics	-1.40	36%
<b>7<sup>th</sup> Grade</b>	<b>Mean Gain Score Difference</b>	<b>Percent Exceeding VCG</b>
Reading (n=19)	1.87	74%
Mathematics	-2.69	37%
<b>8<sup>th</sup> Grade</b>	<b>Mean Gain Score Difference</b>	<b>Percent Exceeding VCG</b>
Reading (n=212)	0.86	57%
Mathematics	2.33	64%

ANCOVAs were conducted to take into account pre-test MAP Reading achievement to examine possible impacts. These results are summarized in Table 14. In 6<sup>th</sup> and 8<sup>th</sup> grades, the results were marginally statistically significant suggesting that project students' growth exceeded VCG students' growth. In 7<sup>th</sup> grade, the results were not statistically significant.

Table 14  
ANCOVA Results for Cario Middle MAP RIT Reading Scores by Grade

<b>6<sup>th</sup> Grade</b>	<b>F-test (df = 1, 41)</b>	<b>p-value</b>
Reading	3.576	.066
<b>7<sup>th</sup> Grade</b>	<b>F-test (df = 1, 35)</b>	<b>p-value</b>
Reading	1.615	.212
<b>8<sup>th</sup> Grade</b>	<b>F-test (df = 1, 421)</b>	<b>p-value</b>
Reading	3.012	.083

#### *Northwoods Middle*

Table 15 shows post-test and gain score MAP means for Reading and Mathematics, by grade and student type. Table 16 shows gain score differences between Northwoods students and VCGs and the percent of project students' gain scores which exceeded their matched VCGs. Northwood students' gain scores in Reading were greater in 6<sup>th</sup> and 7<sup>th</sup> grade and smaller in 8<sup>th</sup> grade. A similar pattern was found in Mathematics. The percent of project students exceeding VCG gain scores were greater in 6<sup>th</sup> and 7<sup>th</sup> grade, with 57% and 66%, respectively, of project students having greater growth. For 8<sup>th</sup> grade, only 33% of project students had greater Reading gains than VCG students. Results for Mathematics were different with less than 50% of project students having exceeded VCG gains for 6<sup>th</sup> and 8<sup>th</sup> grade.

Table 15  
Northwoods Middle MAP RIT Mean Scores by Student Type, Grade, & Subject Area

<b>Content Area</b>	<b>Project Students</b>		<b>VCG Students</b>	
<b>6<sup>th</sup> Grade</b>	<b>Spring 2011</b>	<b>Gain Score</b>	<b>Spring 2011</b>	<b>Gain Score</b>
Reading (n=28)	212.00	5.39	210.13	3.49
Mathematics	219.14	6.46	218.55	5.91
<b>7<sup>th</sup> Grade</b>	<b>Spring 2011</b>	<b>Gain Score</b>	<b>Spring 2011</b>	<b>Gain Score</b>
Reading (n=76)	213.51	8.79	209.33	4.51
Mathematics	219.92	6.99	217.74	4.75
<b>8<sup>th</sup> Grade</b>	<b>Spring 2011</b>	<b>Gain Score</b>	<b>Spring 2011</b>	<b>Gain Score</b>
Reading (n=15)	212.47	-1.87	216.61	2.29

<i>Mathematics</i>	221.60	2.13	223.78	4.25
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Table 16

Northwoods Middle MAP RIT Gain Score Differences by Grade &amp; Subject Area

<b>Content Area</b>	<b>Project Students</b>	
<b>6<sup>th</sup> Grade</b>	<b>Mean Gain Score Difference</b>	<b>Percent Exceeding VCG</b>
<i>Reading (n=28)</i>	1.90	57%
<i>Mathematics</i>	0.55	46%
<b>7<sup>th</sup> Grade</b>	<b>Mean Gain Score Difference</b>	<b>Percent Exceeding VCG</b>
<i>Reading (n=76)</i>	4.28	66%
<i>Mathematics</i>	2.24	53%
<b>8<sup>th</sup> Grade</b>	<b>Mean Gain Score Difference</b>	<b>Percent Exceeding VCG</b>
<i>Reading (n=15)</i>	-4.16	33%
<i>Mathematics</i>	-2.12	47%

ANCOVAs were conducted to take into account pre-test MAP Reading achievement to examine possible impacts. These results are summarized in Table 17. In 7<sup>th</sup> grade, the results were statistically significant suggesting that project students' growth exceeded VCG students' growth. In 6<sup>th</sup> and 8<sup>th</sup> grades, the results were not statistically significant.

Table 17

ANCOVA Results for Northwoods Middle MAP RIT Reading Scores by Grade

<b>6<sup>th</sup> Grade</b>	<b>F-test (df = 1, 53)</b>	<b>p-value</b>
<i>Reading</i>	1.451	.234
<b>7<sup>th</sup> Grade</b>	<b>F-test (df = 1, 149)</b>	<b>p-value</b>
<i>Reading</i>	13.975	.000
<b>8<sup>th</sup> Grade</b>	<b>F-test (df = 1, 27)</b>	<b>p-value</b>
<i>Reading</i>	2.240	.146

### Analytical Approaches Employed across the Five Years

The primary achievement test that was used to examine progress on the project's goal of impacting student reading and vocabulary outcomes was the **Measures of Academic Progress (MAP)**. A variety of analytical approaches have been used to examine the initiative's impact on student MAP achievement. The common feature of these approaches has been the use of a comparison group of students whose teachers had not participated in the New Literacies project. The approaches are summarized in the paragraphs that follow.

#### Year 1

Year One analyses could be considered more indicative of baseline analyses than impact analyses as project teachers had limited opportunities to implement new teaching strategies as they began designing New Literacies teaching strategies during the second institute in January. For this reason, no inferential analyses were conducted.

Achievement for students from the 2006-07 school year was matched, if available, to their prior achievement scores from the 2005-06 school year. Thus, these analyses were based only on those students who had complete achievement scores from two school years. Sample means were calculated for each test administration of the MAP Reading, ELA, and Mathematics. The Spring 2007 was considered the post-test.

Differences in mean scores between project students and other students in the district were compared using effect sizes. Effect sizes are measured in standard deviation units. It is calculated by subtracting the project mean score from the comparison mean score and dividing this figure by the standard deviation of the comparison group. Effect sizes were simply used as a guide to interpreting results.

#### Year 2

Achievement for students from the 2007-08 school year was matched, if available, to their prior achievement scores from the 2006-07 school year. Thus, these analyses were based only on those students who had complete achievement scores from two school years.

Two types of analytical approaches were also used with MAP scores. The first approach was the calculation of mean RIT scores for project and non-project school students for the Spring 2007 baseline test and Spring 2008 post-test. These analyses were done for descriptive purposes to obtain a greater understanding of student achievement in project schools.

The second analytical approach was the development of an achievement prediction model to assess the extent to which project school students' achievement exceeded expectations. This regression model was based only on students from non-participating schools. For each grade level and subject, Spring 2008 MAP RIT scores were predicted from prior RIT Scores, Ethnicity, Gender, and Free Lunch Status. Resulting regression coefficients were then used to predict MAP RIT scores for each project school student. A binomial test was then used to determine if the percent of students exceeded predicted achievement was greater than 50%. Fifty percent is the expected value if there are no programmatic impacts.

#### Year 3

Year 3 MAP achievement comparisons were made utilizing "virtual comparison groups" (VCGs). The analytical approach was the same as Year 5. A description can be found in the Year 5 results section.

#### Year 4

MAP achievement comparisons were made utilizing a matched comparison group. These matches were created utilizing three filters. The first filter includes only those students with valid scores from the spring test administration of the 2008-09 school year and the fall and spring test administrations of the 2009-10. The second filter is to include only those students who remained at the same school for the 2009-10 school year. The final filter matches students attending other middle schools in the district from the same grade based on gender, ethnicity, and Spring 2009 Reading RIT score. As multiple matches were obtained for a number of participating students, matched students were weighted to reflect the demographic composition of these students. Two types of analytical approaches were used with MAP Reading and Mathematics scores. The first approach was descriptive. Mean RIT scores were calculated for project and matched comparison students for the spring 2010 post-test. Gain score differences were also calculated for both groups of students. Finally, the percent of project students whose gain scores were greater than their matched counterparts was calculated. Independent samples t-tests were conducted to determine if there were significant differences between project students and matched students on the Spring 2009 to Spring 2010 Reading RIT Gain Score. These tests were conducted separately for each grade level.

## Five-Year Summary of MAP Results

Figure 2 below depicts the average gain scores for the MAP Reading and Mathematics assessments by student type, grade, and project year. The following caveats need to be kept in mind while interpreting these results. There are five project years represented, however, it is important to remember that these data do not represent a four-year look at achievement as the same teachers did not participate in each year.

For Years 1 and 2, a school-wide approach was deployed at two middle schools. Of note for these two schools is that, even with the matching process discussed above, the pre-test means were lower than of those of their matched counterparts. For Years 3 through 5, an individual teacher approach was utilized. Additionally, for Years 3 and 4, the schools were different. In Year 5, two teachers had participated for three years, one teacher had participated for two year, and one teacher participated for one. Unlike Years 1 and 2, the matching process for schools participating in Years 3 through 5 resulted in equal pre-test means.

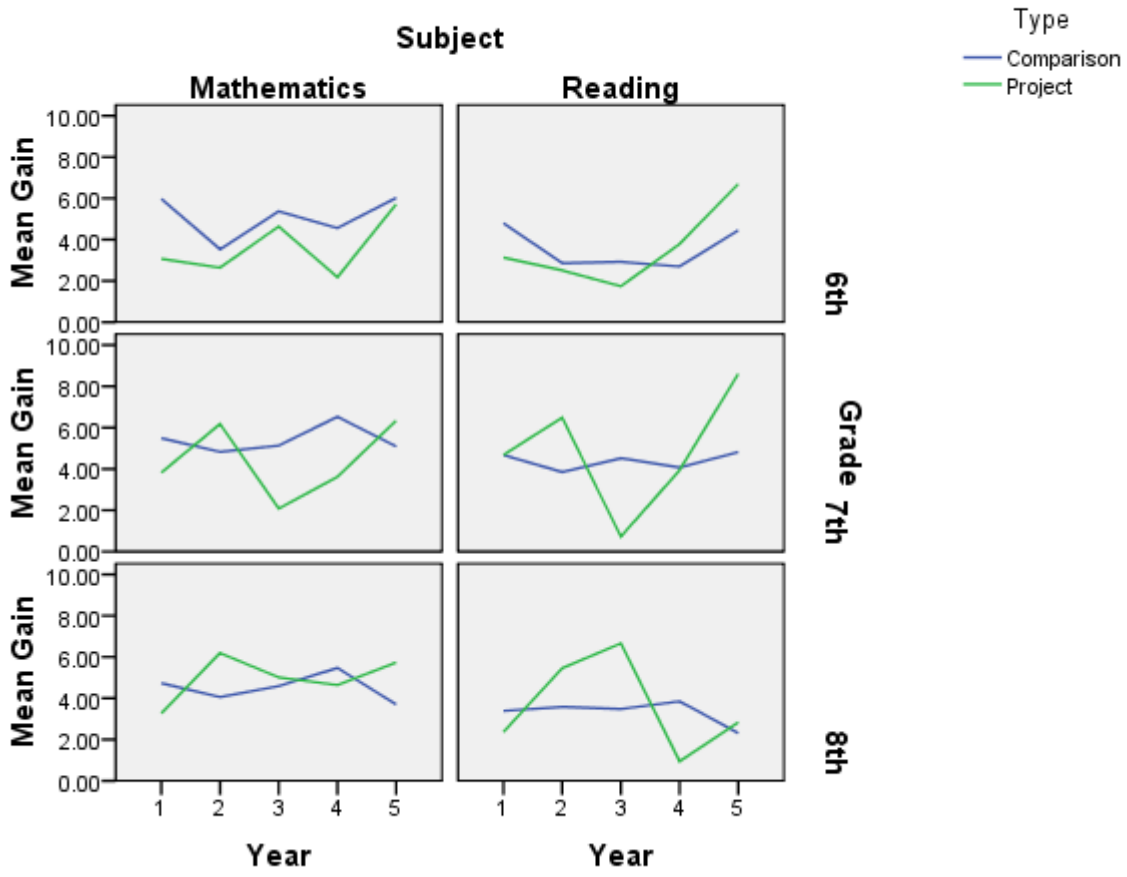
A visual analysis of the results finds slightly more instances of project students' gain scores exceeding the non-participating students. In 6th grade, project students' growth was greater in two of the four project years and similar in another. For 7th, project students' growth was greater in two years and the same in two other years. Eighth grade results show three years of greater growth for project students.

A visual examination of the first two project years, which reflect two years of the same teachers' participation, across the three grade levels reveals more positive results. In Year 2, project students' gain score growth was greater than non-participating students in both 7th and 8th grade. A majority of these students would have been exposed to two years of the New Literacies project. In 6th grade, for Year 2, project students' growth was less than their matched peers but this gap was much less than for Year 1.

An examination of trends in Mathematics gain scores provides additional context in interpreting Reading gain score results. As Math teachers did not participate in the project, their MAP results give an indication of how the students performed outside of their English teacher's participation. If the gain score trends are similar, then the variation seen in the Reading results is more likely to be due to school trends, rather than teacher's participation in the project.

Trend lines for the Mathematics gain scores are different than Reading gain scores for all three grade levels. For 6<sup>th</sup> grade, comparison students' Mathematics gain scores were greater across all five years compared to just two of the four years in Reading. Seventh grade performance in Mathematics for project students was less than their matched peers in three of the five years compared to only one in Reading. In 8<sup>th</sup> grade, the results in Reading and Mathematics were more similar in that project students had greater gain scores in three of the five years. However, the difference in gain score performance was greater in Reading for those years.

Figure 2: MAP Reading and Mathematics Gain Score by Student Type, Grade, and Year





## Five Year Overall Summary

The College of Charleston's **Center for the Advancement of New Literacies in Middle Grades** implemented the **New Literacies in Middle Grades** process into two middle schools in the Charleston, South Carolina School District during the 2006-2007 and the 2007-2008 school year (i.e., West Ashley Middle School, Morningside Middle School) and then, for the 2008-2009 school year, implemented the program in two new middle schools (i.e., Alice Birney Middle School, Burke Middle School) and, for the first time, with two fifth grade elementary teachers (Memminger Elementary School). During Year Four, one middle school (Haut Gap) participated in the program. During the first three years, most participating middle school teachers attended two Institutes per year and continued the process of incorporating the program components into their classrooms. The elementary teachers did not attend any institutes, nor did the teachers from HGMS.

In Year Five, College of Charleston faculty continued their work with the participating teachers from Alice Birney (now Northwoods Middle) and two of the teachers from Cario Middle (who began during the Professional Development course offered in the fall/spring 2009-10). Faculty worked with the teachers from Northwoods and ran a Professional Development course (year-long) for a total of 9 teachers at Cario Middle School.

Data collected from teachers has been self-reported and so must be viewed as such. Evaluation questions help to guide evaluation focus, so in order to evaluate Goal One the following three evaluation questions must be addressed.

*To what extent do middle school teachers participating in the **New Literacies in Middle Grades** process increase their use of research-based reading instructional strategies in their classrooms?*

This question can best be addressed by looking at the data collected from the **Teacher New Literacies Confidence Scale**. From August 2006 until May 2008, teachers from West Ashley and Morningside reported spending an average of between 15% and 21% of their instructional time teaching "Code Breaker" skills which remained fairly consistent over time. Percentages of West Ashley teachers who reported they taught these skills in actual classroom practice ranged from 75% in August 2006 and 56% in May 2007 to 64% in August 2007 and 75% in May 2008 showed no real trend, but were moderate. Similarly, percentages of Morningside teachers who reported they taught these skills in actual classroom practice ranged from 68% in August 2006 and 72% in May 2007 to 65% in August 2007 and 77% in May 2008 showed no trend, other than increasing from fall to spring each year.

From August 2008 until May 2009, teachers from ABMS and BMS reported spending an average of between 21% and 30% of their instructional time teaching "Code Breaker" skills, with BMS increasing about 5% from fall to spring. Percentages of ABMS teachers who reported they taught these skills in actual classroom practice dropped from 95% in August to 79% in May. BMS teachers who reported they taught these skills in actual classroom practice increased from 78% in August to 88% in May.

From August 2009 until May 2010, teachers from HGMS reported spending an average of between 24% and 27% of their instructional time teaching "Code Breaker" skills. Percentages of HGMS teachers who reported they taught these skills in actual classroom practice ranged from 63% in August to 88% in May 2010 indicating an increase from fall to spring.



In July 2011, teachers from Northwoods Middle and Cario Middle School reported spending 23% of their instructional time teaching “Code Breaker” skills. Most respondents (97%, on average) stated that they possess the ability to teach these skills and that they teach all these skills in actual classroom practice.

From August 2006 until May 2008, teachers from West Ashley and Morningside reported spending an average of between 25% and 35% of their instructional time teaching “Text Participant” skills which remained fairly consistent over time. Percentages of West Ashley teachers who reported they taught these skills in actual classroom practice ranged from 85% in August 2006 and 96% in May 2007 to 93% in August 2007 and 86% in May 2008 showed no real trend, but were high. Similarly, percentages of Morningside teachers who reported they taught these skills in actual classroom practice ranged from 83% in August 2006 and 87% in May 2007 to 88% in August 2007 and 84% in May 2008 showed no trend, but also were high.

From August 2008 until May 2009, teachers from ABMS and BMS reported spending an average of between 23% and 33% of their instructional time teaching “Text Participant” skills, with BMS increasing about 7% from fall to spring. Percentages of ABMS teachers who reported they taught these skills in actual classroom practice rose from 87% in August to 96% in May. BMS teachers who reported they taught these skills in actual classroom practice stayed about the same from 80% in August to 81% in May.

From August 2009 until May 2010, teachers reported spending an average of between 28% and 21% of their instructional time teaching “Text Participant” skills. Percentages of teachers who reported they taught these skills in actual classroom practice ranged from 73% in August to 84% in May indicating an increase from fall to spring.

In July 2011, teachers from Northwoods Middle and Cario Middle School reported spending 28% of their instructional time teaching “Code Breaker” skills. All respondents (100%) stated that they possess the ability to teach these skills and that they teach all these skills in actual classroom practice.

A summary examination of five years of the Confidence Scale results showed a trend of increased confidence from fall to spring in both ability to teach and actual classroom practice. This trend was particularly observed in the initiative’s fourth year. This analysis also demonstrated that, over time, teachers had more confidence in their ability to teach more than their actual classroom practice. This was especially true in teaching text analyst skills.

From August 2006 until May 2008, teachers from West Ashley and Morningside reported spending an average of between 19% and 35% of their instructional time teaching “Text User” skills which showed no trends over time. Percentages of West Ashley teachers who reported they taught these skills in actual classroom practice ranged from 85% in August 2006 and 81% in May 2007 to 89% in August 2007 and 86% in May 2008 showed no real trend, but were high. Similarly, percentages of Morningside teachers who reported they taught these skills in actual classroom practice ranged from 87% in August 2006 and 90% in May 2007 to 83% in August 2007 and 82% in May 2008 showed no trend, but also were high.

From August 2008 until May 2009, teachers from ABMS and BMS reported spending an average of between 25% and 31% of their instructional time teaching “Text User” skills, with both groups dropping to 23% from fall to spring. Percentages of ABMS teachers who reported they taught these skills in actual classroom practice rose from 75% in August to 96% in May.

BMS teachers who reported they taught these skills in actual classroom practice increased from 74% in August to 83% in May.

From August 2009 until May 2010, teachers reported spending an average of between 31% and 37% of their instructional time teaching “Text User” skills. Percentages of teachers who reported they taught these skills in actual classroom practice ranged from 70% in August to 89% in May, indicating, again, an increase from fall to spring.

In July 2011, teachers from Northwoods Middle and Cario Middle School reported spending 25% of their instructional time teaching “Text User” skills. Most respondents (97%, on average) stated that they possess the ability to teach these skills and that they teach all these skills in actual classroom practice.

From August 2006 until May 2008, teachers from West Ashley and Morningside reported spending an average of between 11% and 25% of their instructional time teaching “Text Analyst” skills which showed no trends over time. Percentages of West Ashley teachers who reported they taught these skills in actual classroom practice ranged from 67% in August 2006 and 60% in May 2007 to 61% in August 2007 and 71% in May 2008 showed no real trend, but were moderate. Similarly, percentages of Morningside teachers who reported they taught these skills in actual classroom practice ranged from 59% in August 2006 and 76% in May 2007 to 63% in August 2007 and 71% in May 2008 showed no trend, other than increasing from fall to spring each year.

From August 2008 until May 2009, teachers from ABMS and BMS reported spending an average of between 20% and 21% of their instructional time teaching “Text Analyst” skills, with ABMS staying constant at 21% and BMS dropping to 16% from fall to spring. Percentages of ABMS teachers who reported they taught these skills in actual classroom practice dropped from 63% in August to 58% in May. BMS teachers who reported they taught these skills in actual classroom practice decreased from 62% in August to 47% in May.

From August 2009 until May 2010, teachers reported spending an average of between 16% and 15% of their instructional time teaching “Text Analyst” skills which showed no trends over time. Percentages of teachers who reported they taught these skills in actual classroom practice ranged from 42% in August to 63% in May indicating an increase from fall to spring.

In July 2011, teachers from Northwoods Middle and Cario Middle School reported spending 24% of their instructional time teaching “Text Analyst” skills. All respondents (100%) stated that they possess the ability to teach these skills but 93% reported that they teach all these skills in actual classroom practice. In addition to estimating instructional time, these teachers reported that their confidence in their ability to teach students these skills was somewhat higher than actually teaching the students the skills in the classroom. These results must be viewed with caution because of the low numbers of teachers responding.

A five-year summary comparison was made between teachers’ average percent of time teaching these specific language skills during fall and spring. There were no significant trends from fall to spring. Teachers were likely to spend more time teaching Text Participant and Text User Skills than Codebreaker and Text Analyst Skills.

An indicator of self-reported increases was evident in the Institute evaluations which were distributed the first three years of the initiative. In August 2006, West Ashley and Morningside respondents had a high level of agreement with the statement, *“I am excited to integrate New*

*Literacies research and strategies into my teaching*" with a mean of 5.17 (on a 6-point scale). When asked about the same statement again in January 2007, respondents' mean response was 5.53, an increase of .70. On August 13<sup>th</sup>, 2007, respondents had a mean of 5.26, on August 14<sup>th</sup>, 5.37, and in January 2008, 5.38. Although there was a slight drop from January 2007, this indicates a high level of agreement with this statement and this agreement has remained consistent over time.

When ABMS respondents were asked their level of agreement with this statement in August 2008, their mean response was high at 5.87. When asked again in May 2009, the mean was 6.0, indicating a mean increase of .23. These results can only be attributed to ABMS respondents since BMS respondents did not complete evaluation forms.

A second evaluation question related to Goal One is:

*To what extent do teachers perceive uses of New Literacies in their own lives?*

This question can best be addressed by looking at the data collected from the Teacher Survey. The definitions created by teachers for "reading," "writing," "text," and "literacy" indicate varying degrees of sophistication and understanding. Participants listed "all" the things: they read and write at school throughout the day; they read and write outside of school; they think their friends read and write, and the amount of time they spend reading and writing on a typical Friday. The responses given would indicate a clear recognition of the variety of opportunities available for one to read and write at school or at home. A comparison over the last five years seems to indicate few changes in teachers' perceptions and understanding of these concepts. If consistency is a goal of the program, then there is an indication that exists.

The third evaluation question related to Goal One is:

*To what extent are teachers accepting various strategies introduced during **New Literacies in Middle Grades Institutes**?*

This question can best be addressed by looking at the data collected from the **Center of Excellence for the Advancement of New Literacies in Middle Grades Institute Evaluation** held in August 2006, January 2007, August 2007, January 2008, August 2008, and January 2009. All aspects of each Institute received high marks from participants. In August 2006 and January 2007, the highest level of agreement occurred with the facilitators' knowledge concerning New Literacies theory, research, and pedagogy. On August 13, 2007 and January 2008, the highest level of agreement occurred with "Materials, handouts, and readings aided my understanding of New Literacies theory and methods and will help me in implementing New Literacies pedagogy." On August 14<sup>th</sup>, 2007, the highest level of agreement occurred with "Facilitators were effective in presenting New Literacies material in relevant, meaningful, and understandable ways."

In August 2006, January 2007, and August 13<sup>th</sup> 2007, an area for attention was the pacing of presentations, activities, and discussions. On August 14<sup>th</sup>, the lowest level of agreement occurred with "Materials, handouts, and readings aided my understanding of New Literacies theory and methods and will help me in implementing New Literacies pedagogy." During the January 2008 Institute, the lowest level of agreement occurred with "There was a balance between New Literacies theoretical and practical material."

During the first two years of institutes, areas for attention were: the pacing of presentations, activities, and discussions; “Materials, handouts, and readings aided my understanding of New Literacies theory and methods and will help me in implementing New Literacies pedagogy”; and “There was a balance between New Literacies theoretical and practical material.” Similarly, in August of Year Three, “Pacing of presentations, activities, and discussions were engaging and effective” received the lowest rating, but was still very positive. In January 2009, all areas were given the highest rating possible.

The response to “I look forward to working with my colleagues in collective study groups to learn more about New Literacies pedagogy,” has risen steadily over time. August 2006 results yielded a mean of 4.75 compared to a mean of 5.60 in January 2007. August 13<sup>th</sup> and 14<sup>th</sup>, 2007 yielded means of 5.35 and 5.37, respectively, while January 2008 results yielded a mean of 5.25. In August 2008, the mean was 5.87 and in January 2009, 6.0—a steady increase over time.

This question cannot be addressed in Years Four or Five because there was no Institute data collected.

The following evaluation question must be answered to assess Goal Three:

*To what extent do middle school students whose teachers participate in the collective study group process improve their reading comprehension and vocabulary outcomes when compared to students whose teachers do not participate in the collective study group process?*

In Year One, baseline achievement results found that students at the project schools had lower achievement levels than students in the rest of the school district at all three grade levels. Interestingly, across all three grades, African American students in the project schools had similar achievement levels and PACT ELA gain scores to those African American students in other district schools. In contrast, there was a gap between the project schools’ Caucasian students and other Caucasian students in the district for all three grades. Overall, achievement patterns for MAP reading test results were similar to those from the PACT ELA tests.

First year achievement results should be considered with caution as project teachers had limited time to utilize new teaching strategies. Results show that, overall, project students exhibited slightly less achievement growth on the Reading and ELA MAP tests over the course of the 2006-07 school year. This result was similar to that observed for the Mathematics MAP test suggesting that growth discrepancies between project students and other students in the district could be expected in all subject areas and are not a reflection of the New Literacies project.

Second year achievement results were mixed. There were positive trends from the MAP results. Although lagging behind in initial achievement level, project students exceeded predictions in MAP Reading for the 7<sup>th</sup> and 8<sup>th</sup> grade. These results were different than those obtained with the MAP Mathematics tests suggesting a possible programmatic impact. Actual reading achievement levels were less than expected in 6<sup>th</sup> grade. However, these results were similar for the 6<sup>th</sup> grade MAP Mathematics test.

PACT results for Year Two were not as promising. Similar to the MAP results, initial achievement for project students was at a much lower level. In examining post-test results, project students made less improvement in achievement proficiency levels compared to students across the district. Additionally, actual project student achievement performance on

the ELA test was significantly lower than their actual performance. Similar results were found for the Mathematics test. However, these results were better when compared to the ELA test.

During the third year of the project, participating teachers were in their first year. Consequently, achievement results should be considered preliminary. Overall, achievement results were mixed. For BMS, eighth grade MAP Reading performance was greater for project students. This pattern was different than observed with their Mathematics performance suggesting there might have been some programmatic impact. Seventh grade project performance was less for project students. This same pattern was observed with 7<sup>th</sup> grade Mathematics suggesting that the Reading results were not a negative programmatic impact. For ABMS, growth in MAP Reading scores was similar for participating students compared to their matched counterparts. Eighth grade ABMS students had the same growth while 6<sup>th</sup> grade students had slightly less growth. These differences were not statistically significant.

During the fourth year of the project, participating teachers were in their first year. Consequently, achievement results should be considered preliminary. Overall, achievement results were mixed. Sixth grade MAP Reading performance was greater for project students. Seventh grade Reading performance was similar for project and matched students while, in 8<sup>th</sup> grade, matched students exhibited greater growth. Project students' gains in Reading were greater than in Mathematics for 6<sup>th</sup> and 7<sup>th</sup> grade suggesting there might have been some programmatic impact, although 8<sup>th</sup> grade project performance was less for project students. Results from independent samples t-tests at each grade level showed no statistically significant differences in Reading gain scores.

During the fifth year of the project, and the second or third year of participation for the teachers, overall achievement results were positive. For Cario Middle, MAP Reading performance was greater for project students in all three grades. This pattern was different than observed with their Mathematics performance suggesting there might have been some programmatic impact. In 6<sup>th</sup> and 8<sup>th</sup> grades, the results were marginally statistically significant which also suggests an impact.

At Northwoods, Reading results were positive for 6<sup>th</sup> and 7<sup>th</sup> grade with project student performance exceeding VCG performance. A similar pattern was found in Mathematics performance. In 7<sup>th</sup> grade, the results were statistically significant suggesting an impact. In 8<sup>th</sup> grade, project students actually experienced a decline in Reading performance from Fall to Spring. The growth in Mathematics gain scores was also smaller than the VCG performance.

A summary analysis of the five years of MAP scores found slightly more instances of project students having larger gain scores in Reading than comparison students. An examination of the first two project years, which reflect two years of the same teachers' participation, revealed more positive results across all three grade levels. This phenomenon was also observed in Year 5 results with teachers who had participated for more than one year. Trend lines for the Mathematics gain scores were different than Reading gain scores for all three grade levels and were less favorable for project students suggesting an impact on participating students' reading achievement.

**Appendix A**  
**FACULTY SELF-REPORT SURVEY**



## FACULTY SELF-REPORT SURVEY

School \_\_\_\_\_ Teacher Name: \_\_\_\_\_

**Directions:** Please respond to each of the questions below either by darkening the applicable response or writing in the requested information.

Check all that apply:

1. Grade(s) you teach (choose all): ☐ 6 ☐ 7 ☐ 8

**All subject area(s) you teach:** \_\_\_\_\_

2. What is the locale of your school? ☐ Rural ☐ Suburban ☐ Urban

3. What is your gender? ☐ Female ☐ Male

4. What is your racial identity?  
☐ African American ☐ Asian ☐ Native American  
☐ White, non-Hispanic ☐ Hispanic ☐ Other \_\_\_\_\_

5. What is your highest level of education?  
☐ Bachelor's degree (BA/BS) ☐ Education Specialist  
☐ Master's degree ☐ Doctoral degree (EdD/PhD)  
☐ Master's degree plus additional course hours ☐ Other \_\_\_\_\_

6. How many years have you taught?  
☐ <1 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13  
☐ 14 ☐ 15 ☐ 16 ☐ 17 ☐ 18 ☐ 19 ☐ 20 ☐ 21 ☐ 22 ☐ 23 ☐ 24 ☐ 25 ☐ 26 ☐ >26

7. How many years have you taught **at this school**?  
☐ <1 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13  
☐ 14 ☐ 15 ☐ 16 ☐ 17 ☐ 18 ☐ 19 ☐ 20 ☐ 21 ☐ 22 ☐ 23 ☐ 24 ☐ 25 ☐ 26 ☐ >26

8. How many years have you taught the grade level you are teaching during the 2005-2006 school year?  
☐ <1 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13  
☐ 14 ☐ 15 ☐ 16 ☐ 17 ☐ 18 ☐ 19 ☐ 20 ☐ 21 ☐ 22 ☐ 23 ☐ 24 ☐ 25 ☐ 26 ☐ >26

9. Do you hold state licensure in the grade level(s) in which you teach? ☐ Yes ☐ No

10. What is/are your area(s) of certification?  
☐ Academically gifted ☐ Mathematics ☐ Reading  
☐ Elementary Education ☐ Language Arts ☐ Second Language endorsement  
☐ Middle School ☐ Science ☐ Special Education  
☐ High School ☐ Social studies ☐ Other \_\_\_\_\_

11. Are you a nationally board certified (NBPTS) teacher? ☐ Yes ☐ No

Are you currently a candidate for NBPTS? ☐ Yes ☐ No

**Appendix B**  
**Teacher New Literacies Confidence Scale**



## Teacher New Literacies Confidence Scale

Teacher Name: \_\_\_\_\_ Subject : \_\_\_\_\_  
 School: \_\_\_\_\_ Grades: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions:** Please indicate your level of agreement with each statement on the left by shading in the bubble on the right. There are no right or wrong answers. We are simply interested in your opinion. Your answers will not be shared with others.

Percent of Time	I feel confident in my ability to teach middle school students to...	Ability			Actual Classroom Practice		
		Agree	Unsure	Disagree	Agree	Unsure	Disagree
	recognize and know spelling patterns when reading and writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	become familiar with conventional sentence structures in reading, writing and speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	be able to figure out the literal meaning of various symbols and gestures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	know the spelling of high frequency words for reading and writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	retell a written, spoken or visual text considering plot, character, setting, movement through time, and change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	compare the themes of different texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	use comprehensive strategies such as questioning, making corrections, determining importance to construct meaning about text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	learn about different cultures through thinking about how they are presented in texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	think about audience when reading, writing, speaking, viewing or listening to a text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	compose a text to fit a particular context (e.g., email to a friend vs. a potential employer)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	plan and construct a project with a particular purpose in mind (e.g., convince people to recycle)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	use different spoken language patterns depending on the situation and participants (e.g., talking with friends while playing sports vs. talking to media specialist about a research project)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	figure out the beliefs and ideologies of the authors of a particular text through considering what and how ideas are presented in the text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	compare and contrast different perspectives across texts that address the same issue and think about how one's beliefs intersect with or deviate from these perspectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	consider whose beliefs are represented and underrepresented in a particular text (e.g., newspaper photograph)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	re-write a text to present an alternative idea about government, race and/or class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Appendix C**  
**Teacher Survey**

## Teacher Survey

Name: \_\_\_\_\_ School: \_\_\_\_\_  
 Grade(s) taught: \_\_\_\_\_ Date: \_\_\_\_\_  
 Gender: M / F Your birth month and birth date: \_\_\_\_\_

### How would you answer the following questions? (There are NO wrong answers)

1. What is “reading?” \_\_\_\_\_  
 \_\_\_\_\_

2. What is “writing?” \_\_\_\_\_  
 \_\_\_\_\_

3. What is “text?” \_\_\_\_\_  
 \_\_\_\_\_

4. What is “literacy?” \_\_\_\_\_  
 \_\_\_\_\_

5. List all the things you read and write at school throughout the day:

READ	WRITE

6. List all the things you read and write outside of school:

READ	WRITE

7. On Fridays when you’ve got to go to school, how much time do you spend reading and writing in a day, from the moment you wake up to the moment you fall asleep? (Circle your answer)

READING	WRITING
Less than 30 minutes	Less than 30 minutes
30 minutes to 1 hour	30 minutes to 1 hour
1 hour to 1 ½ hours	1 hour to 1 ½ hours
1 ½ to 2 hours	1 ½ to 2 hours
2 to 2 ½ hours	2 to 2 ½ hours
More than 2 ½ hours	More than 2 ½ hours

8. What do your friends read and write?

READ	WRITE

## **Appendix D**

### **Center of Excellence for the Advancement of New Literacies in Middle Grades Institute Evaluation**

# Center of Excellence for the Advancement of New Literacies in Middle Grades Institute Evaluation

Location:        I

Dates:

## Evaluation

Please check which school you are from:

Check one:

Morningside Middle School        \_\_\_\_\_

West Ashley Middle School        \_\_\_\_\_

Language Arts Teacher        \_\_\_\_\_

Social Studies Teacher        \_\_\_\_\_

Literacy Coach        \_\_\_\_\_

Administrator        \_\_\_\_\_

Other        \_\_\_\_\_

**Directions: Evaluate each of the following criteria regarding the New Literacies August Institute on the following scale:**

6-Strongly Agree

5-Agree

4-Somewhat Agree

3-Somewhat disagree

2-Disagree

1-Strongly Disagree

Criteria	6	5	4	3	2	1
1. The New Literacies August Institute was well-organized and facilitators were prepared.						
2. Facilitators were knowledgeable about New Literacies theory, research, and pedagogy.						
3. Facilitators were effective in presenting New Literacies material in relevant, meaningful, and understandable ways.						
4. Facilitators were engaging and enthusiastic.						
5. Pacing of presentations, activities, and discussions were engaging and effective.						
6. Balance between large, medium, and small group structures was engaging and effective.						
7. Presentation of New Literacies material encouraged critical thinking about the teaching and learning of adolescent students.						
8. Materials, handouts, and readings aided my understanding of New Literacies theory and methods and will help me in implementing New Literacies pedagogy.						
9. I look forward to working with my colleagues in collective study groups to learn more about New Literacies pedagogy.						
10. I am excited to integrate New Literacies research and strategies into my teaching.						

What issues/topics presented at the New Literacies August Institute would you like to learn more about in collective study group meetings?

What additional issues/topics would you like to learn more about in collective study group meetings?

What issues/topics would you like to see included in the New Literacies January Institute?

What recommendations do you have for future New Literacies January Institutes?

Additional comments:

**Evaluation Report for Newberry College Center of Excellence  
FY 2010-11  
Submitted by Dr. John K. Luedeman**

**10/06/2010 Management Team Meeting 1:**

The management team consists of Cindy Johnson-Taylor PI, Jennifer Morrison who manages the Center, Angie Floyd who is the administrative assistant for the Center, Don Johnson-Taylor, Michelle Hardy and Wayne Kannaday. Paula Gregg from the SCCHE and the external evaluator observed this meeting.

This project is off to an excellent start. Office space has been secured and furnished. An administrative assistant has been hired. Funding has been obtained from a private donor to help fund the Newberry College guaranteed teacher program (GROW). Partnerships with CERRA and the South Carolina Department of Education have been developed for a mentoring program focused on the needs of PACE teachers. A partnership with the National Dropout Prevention Network at Clemson University has been developed to support work and dissemination of the Center's planned professional development modules on Data and Assessment Literacy. A logo for the Center has been developed.

The number of partnerships and the outside funding developed in such a short time bodes well for the institutionalization of the RETAIN Center of Excellence.

**10/25/2010 Meeting with Partner Principals:**

Ten of seventeen schools partnering with RETAIN sent representatives to this meeting for a total of thirteen attendees. Essentially an overview of the activities of the Center was given. Then Ms. Morrison led a very active discussion among the participants concerning induction and mentoring of new teachers and what needs the schools have. Concerns brought forward were

1. mentors need time to mentor
2. three years of mentoring might support the second year ADEPT evaluation, and
3. it is difficult for principals to balance the first year monitoring of a teacher with being that teacher's evaluator in year two.

The participants then completed an Induction/Mentoring Worksheet. After completion of the worksheet, two administrators who did not know each other met for two minutes to compare how mentoring works at their schools.

Ms. Morrison then distributed mentor teacher applications and requested that each school nominate three teachers to become RETAIN mentors at their school. Training will be provided by RETAIN.

Comments: Jen Morrison is very organized and has an uncanny ability to draw ideas from people and get a good discussion going. I believe that she will be a strong force for this Center.

### **03/18/2011 RETAIN Gala:**

The Gala was held at the McClurg Education Building on the Newberry College campus. The Newberry College Jazz Quintet played while the attendees talked. The program began with the introduction of the Newberry President who expressed great confidence in Cindy Johnson-Taylor and the RETAIN project. Financial support for the Gala was provided by Aramark and the company who furnished the RETAIN classrooms and offices. The keynote speech was given by Cindy Johnson-Taylor who highlighted Newberry's program by responding to Secretary of Education Arne Duncan's three criticisms of teacher education programs and how these criticisms do not apply to the program at Newberry College.

1. The first criticism is that most programs deal with the teaching of theory but not practice. The program at Newberry is built on practice and Dr. Johnson-Taylor gave many examples.
2. The second criticism is that most faculty in such programs do not have classroom experience. Dr. Johnson-Taylor delineated her faculty and the number of years of K-12 classroom experience each has.
3. The third criticism is that the teaching profession is a Bermuda Triangle in which teachers disappear. This criticism was negated by a discussion of the guaranteed teacher program developed by Newberry College.

At the conclusion of the keynote speech, the attendees migrated to the RETAIN classrooms and lounge for refreshments. The refreshment hall was the place for poster session presentations highlighting Newberry Colleges various education programs.

After the refreshments, attendees had a choice of several presentations: one was a demonstration of the state-of-the-art classroom facilities while the other was a presentation about the activities of RETAIN. I attended the latter session presented by Jen Morrison. She began with some data about teacher retention in South Carolina. The low country and Pee Dee region of South Carolina have the highest number of unfilled teaching positions. Yet, while teacher migration is a problems for school districts, many studies have shown that the best teachers are those who have the most varied experiences from moving positions. Yet the cost of teacher migration to states is high. In Texas, data showed that for each teacher who left Texas, it cost the state \$8000. In North Carolina, the cost ranged from \$8000 to \$11500 per teacher.

Much research has been done on what teachers say they want in a position in order to stay. These needs are:

1. A collegial atmosphere at their school,
2. Good principal and administrative support, and
3. Good facilities and resources.

Ms. Morrison then gave an overview of RETAIN's programs and how these programs are driven by the research and data given above.

Plans for the rest of the grant are underway which include a Gala on March 18, Foundations of Mentoring Training, development of the PACE mentor course and a Poverty Workshop on April 30 provided by the Francis Marion Center of Excellence. Jen Morrison has also developed the Data and Assessment Literacy



Module and piloted it with 30 teachers from the National Dropout Prevention Center through the Nine Schools project. Evaluation of the pilot will take place in March.

#### **4/12/2011 Dropout Prevention Webcast:**

Abstract: Data-driven decision making and data-driven instruction can be overwhelming for all educators, already stretched with the many challenges they face in their schools and classrooms each day. Yet knowledge and a real understanding of the different kinds of data - and it's not just standardized tests - can help educators become the creators of the significant, student-centered learning at-risk students need to be successful. This session can start you on the road to being "data literate"! Data literacy gives teachers a daily, classroom-based lens through which to view data, ask questions of it, and use it to inform and improve practice. Improving data literacy across a school can become the agent of deep, sustained change, increased student engagement in learning, and educational improvement.

I listened to the webcast. Data was presented about the retention of teachers and the cost to the school district for each teacher that leaves the district. The providers were very well rehearsed. They presented the information in a well- organized manner. They interacted with the hosts well and answered ad hoc questions in an accurate and timely manner. The webcast can be heard in its entirety at [www.dropoutprevention.org/webcast](http://www.dropoutprevention.org/webcast). The accompanying PowerPoint presentation can be viewed there.

#### **04/30/2011 Poverty Workshop:**

The presentation began with Jennifer Morrison giving a short introduction to RETAIN. She then introduced Tammy Pawloski from the Center of Excellence in Teaching Children of Poverty. The presentation was full of interesting data on brain science and how being a child of poverty affect the developing brain. Door prizes were distributed as well as favors (a RETAIN kazoo and a Center of Excellence in Teaching Children of Poverty pen). This was a test run for this presentation. The project director and assistant had checked on the quality of the presentation by contacting Winthrop University where it was given. The presentation was shortened to three hours for this workshop. In Year One of the project this workshop was to be developed but since Dr. Pawloski already had a workshop prepared, the administration of RETAIN decided to offer this workshop to the local schools.

Attendance was as follows:

<b>Students</b>	
Clemson University	1
Lander University	1
Newberry College	9
Newberry Library	1
Newberry Lit Cncl	1
<b>Total</b>	<b>13</b>

<b>District Personnel</b>	
Newberry School District	1

School	Attendees	Admin/Support	Teaching
ALA Newberry	2	1	1
Boundary Street Elem	4	1	3
Cherokee Trail Elem	1		1
Gallman Elem	3	1	2
Mid Carolina HS	7	0	7
Mid Carolina MS	1	0	1
Newberry Career Ctr	1	0	1
Newberry Elem	3	0	3
Newberry HS	3	0	3
Newberry Middle	1	0	1
Reuben Elem	1	0	1
Sandhills Middle	5	1	4
Swansea HS	1	0	1
Whitmire School	3	3	0
<b>Total</b>	<b>36</b>	<b>7</b>	<b>29</b>

The demographics of the attendees can be found in the table below:

7 African American	9 Male
43 Caucasian	41 Female

The ten question evaluation instrument was administered and 43 attendees completed it. All questions received a strongly agree response. The evaluation instrument will need to be revised since most of the attendees routinely marked strongly agree on each question. The evaluation form is attached.

### ***Recommendations:***

1. The first portion of this presentation should be a detailed explanation of RETAIN delineating its goals and activities.
2. Following this, there should be an explanation as to how this professional development relates to the goals of RETAIN.
3. The presentation was too long for three hours. This material should be covered in three three-hour sessions. In this way all the material can be thoroughly covered and the professional development will be continuous and on-going.
4. RETAIN mentors and administrators should be individually invited and told that they are expected to participate to be a RETAIN mentor. In this iteration, the RETAIN members were not told they were expected to attend nor contacted individually.

5. Project staff originally told the evaluator that an action plan would be developed by each attendee. Such was not done. An outline of the notes that would be given to the attendees was seen but was in no way an action plan.
6. In this presentation, the project staff did not know the content of the presentation beyond that it would cover strategies to teach children of poverty. Dr. Pawloski sent a copy of the handout and needs for the presentation. She had a power point presentation developed which would have helped the evaluator and staff know what the presentation would cover. In essence, they bought a “pig in a poke”. I suggest in the future that the director examine the materials for professional development to know what is to be covered.
7. The assistant director insisted that some of her questions be included on the evaluation instrument (questions 6 through 10). The evaluator thought that the workshop did not address these questions. After I copied the report to the director, by e-mail, she agreed that some of these questions were not supposed to be addressed by the workshop. The director and assistant director need to be on the same page.

***Note: The miscommunications seem to have disappeared. The presentations that have taken place since this one have been closely tied to RETAIN’s goals of improved retention of teachers. I have previewed one of Ms. Morrison’s PowerPoint presentations on Data and Assessment Literacy and made some minor suggestions. This presentation is tied closely to teacher retention and should be a good product for RETAIN.***

**Poverty Workshop 8/16/2011:** I did not attend this workshop but was told by the assistant director that again Dr. Pawloski used her usual canned workshop and flipped through the slides as before. This workshop needs to be tailored to fit the goals of RETAIN. If Dr. Pawloski is unwilling to do this, then the RETAIN staff should modify the workshop to fit their needs and present it themselves.

I examined the evaluations from this workshop and drew the following conclusions:

1. Several attendees (4 of 48) did not complete questions 8 to 10. I am guessing that many thought the presentation did not address these points. Several were incensed that the workshop was held the day before school started.
2. Several (13 of 48) did not want to provide anecdotal evidence to RETAIN about how they used this plan. However since the plan was again not developed in the presentation, this was expected.
3. Many participants (17 of 48) also did not plan to access more information from the website of RETAIN.
4. Many participants just filled in all 3's (agree) and went home. Two wrote out comments which should be examined by the project team.
5. This instrument should be rewritten so that some questions receive a negative response.

## Training Evaluation

**Activity:** Teaching Children of Poverty Workshop

**Presenter:** Dr. Tammy Pawloski

**Date:** April 30, 2011

Directions: Please check the appropriate response.

The workshop presentation and materials:	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Will help me to be a better teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Improved my confidence in teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Made me proud of my profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Invigorated my choice of teaching as a career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Can be applied to what teachers need to be successful as well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Helped me feel empowered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Helped me feel supported	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Helped me develop collegial relationships with educators in my school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Helped me develop collegial relationships with educators in my district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Helped me develop collegial relationships with educators outside my district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**7/25/2011 – 7/27/2011 Foundations of Mentoring Workshop:** I asked the assistant director of RETAIN to administer an open-ended questionnaire to the participants.

1. What three big ideas did you take away from this workshop?

Not all first year teachers come with the same background and needs.

A variety of strategies to use to mentor.

How to relate to Gen Y teachers.

The first 5 years matter most (turnover and retention data).

A mentor/mentee relationship is necessary to the success of new teachers.

I have learned how to interact better with fellow teachers.

I will be a better teacher by being aware of others in my school.

I have learned how many teachers actually leave within the first 5 years.

Coaching techniques.

Trust is key.

Mentors wear many hats and need to be conscious about when to wear each hat.

I learned what roles a mentor plays in a mentee's life.

I learned the many ways how language can be interpreted.

Support and assessment strategies.

Use of cognitive coaching.

Sources of information.

Interactive journaling.

***Clearly the participants took away techniques useful in mentoring as well as an appreciation of what role a mentor plays with the mentee.***

2. What might be accomplished by extending the mentoring relationship from one to three years?

Building expertise for the mentor.

Building relationships and support for both the mentor and mentee.

Increased teacher retention.

Mentee is provided with more support, encouragement and can develop more self-confidence.

Teachers are always growing. Becoming a good teacher does not happen overnight.

Increase in the professionalism of mentor teachers.

A new teacher and mentor will develop a continuing nurturing relationship.

***It is clear that the participants developed an appreciation of the value of increasing mentoring from one to three years and that this increase will go a long way towards attaining RETAIN's goal of increasing teacher retention.***

The assistant director of RETAIN also administered an evaluation instrument consisting of 21 questions on a Likert scale. All questions averaged 4.5 or better (2 = strongly disagree, 3 = disagree, 4 = agree, 5 = strongly agree). Only three participants averaged 4.05 or less over all questions. In other words, only three participants were critical in any way of the training. Also the questionnaire should be changed so that some of the questions are phrased negatively to stop participants from just checking all "strongly agree".

The questionnaire is listed on the next page.

## Training Evaluation

**Activity:** Foundations of Mentoring

**Presenter:** Sherri Kennedy with Carson Ware

**Date:** July 25-27, 2011

Directions: Please check the appropriate response.

The workshop presentation and materials:	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Will help me to be a better teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Improved my confidence in teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Made me proud of my profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Invigorated my choice of teaching as a career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Can be applied to what teachers need to be successful as well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Helped me feel empowered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Helped me feel supported	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Helped me develop collegial relationships with educators in my school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Helped me develop collegial relationships with educators in my district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Helped me develop collegial relationships with educators outside my district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The information I received:	Strongly Disagree	Disagree	Agree	Strongly Agree
11. Changed (or confirmed) my thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Was useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Was convincing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Was credible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Was practical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Was helpful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>The information or strategies presented:</b>	Strongly Disagree	Disagree	Agree	Strongly Agree
17. Will be useful as I make professional decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Will be useful in my daily professional activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Will be shared with my colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Outcomes:</b>	Strongly Disagree	Disagree	Agree	Strongly Agree
20. I will use the new strategies in my school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. I plan to access more information from RETAIN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**Overall Conclusions:** This project has begun well and is proceeding apace. The mentoring is going well and the school districts appear to be willing contributors to this project. A few snags appeared along the way but appear to have been ironed out. If this pace is followed in year two of the project, I predict great success for the project.

**Evaluation Report  
CE-MIST  
University of South Carolina at Aiken  
Submitted by John, K. Luedeman, Ph.D.**

This project is proceeding well and is on schedule. The revised project consists of the items below:

**Goal 1: Developing and modeling exemplary teacher training programs.**

Objective 1: Offer courses and workshops for in-service teachers.

Activity 1: Offer content and interdisciplinary courses at USCA.

Activity 2: Content and interdisciplinary professional development activities offered at USCA.

Activity 3: Content and interdisciplinary professional development offered at local schools.

Objective 2: Develop pre-service, field-based experiences in teaching.

Activity 1: Develop a pre-service teacher-mentoring program where pre-service teachers adopt the role of teaching assistants.

Activity 2: Expansion of the middle level student program activities.

Activity 3: Establishment of school-based enrichment activities that are related to activities at the RPSEC.

Objective 3: Empower teachers to work with students scoring below basic.

Activity 1: Identify below basic students and focus enrichment activities on them.

Activity 2: Provide professional development strategies for working with below basic students.

**Goal 2: Providing hands-on, inquiry-based, research-supported programs.**

Objective 1: Engage middle level students in enrichment programs.

Activity 1: Engage middle level students in hands-on, inquiry-based, research-supported programs offered at the RPSEC.

Activity 2: Expansion of the middle level student program activities.

Activity 3: Establishment of school-based enrichment activities that are related to activities at the RPSEC.

Objective 2: Develop Interdisciplinary Units and Traveling Trunks.

Activity 1: Develop Thematic Interdisciplinary Units of Instruction that will be used with students at the target schools.

Activity 2: Develop "Traveling Trunks" of materials to be used with the Themed Interdisciplinary Units.

**Goal 3: Developing an influential constituency for the Center.**

Objective 1: Develop an influential constituency for the CE-MIST.

Activity 1: Establishment of an advisory board.

Activity 2: Establishment of the CE-MIST Advisory Council.

Activity 3: Work with local school districts.

Objective 2: Ensure that CE-MIST continues after funding from the state ends.

Activity 1: Internal funding support for CE-MIST.

Activity 2: External funding support for CE-MIST

Activity 3: Continue strong relationship with the advisory board and the coordinating committee.

**Goal 4: Achieving a position of leadership in the state**

Objective 1: Develop and model a strong program.

Activity: Develop and model a strong program.

Objective 2: Disseminate information about interdisciplinary teaching.

Activity 1: Establish a presence at statewide conferences through conference presentations.  
Activity 2: Establish a website as a means of disseminating CE-MIST activities.

**Goal 5: Developing a detailed research agenda**

Objective 1: Compile an understanding through a literature review.

Activity: Review literature on current issues and trends in Middle Level Education and reading in the content areas.

Objective 2: Develop a research agenda.

Activity 1: Further develop a set of research questions to guide research activities.

Activity 2: Develop and implement a research and analysis plan.

Objective 3: Application of Research findings.

Activity 1: Incorporate findings into professional development.

In this evaluation, we will discuss each Objective and Activity separately with the numbering above.

**Goal 1, Objective 1, Activity 1: 6/27/2011 Bringing Nuclear to the Classroom:** This workshop was presented by Citizens for Nuclear Technology Awareness, a consortium of pro-nuclear groups. Many of the presenters were retired from the Savannah River Nuclear Plant. The presenters were knowledgeable and interesting. The 22 participants were raptly attentive, asked many questions, and participated in many hands-on activities. The hand outs were excellent and the participants were given many books and references.

The schedule for the day was as follows:

1. Atomic Fundamentals
2. Power Generation Fundamentals
3. Nuclear Fundamentals
4. Lunch
5. Nuclear Technology Application
6. Risk (Real versus Perceived)
7. Nuclear Industry Career Opportunities.

**Conclusions:** This workshop demonstrates how CE-MIST is successfully involving local industry in workshops and activities that support CE-MIST's goals.

**6/28/2011 Developing Interdisciplinary Instructional Units:** This workshop is part of a continuing series of workshops developed and presented by the University of Tennessee at Knoxville. Dr. Jennifer Richards has been the lead instructor for all of these summer workshops. Her former assistant instructor has completed all requirements for her doctorate and so has left the program. This year Dr. Amy Beavers from Lee University joined the staff. The instructors were well organized. The instruction was activity based. The participants were active and involved and asked good questions.

Seventeen participants joined the workshop this year.

The goal of this workshop is for the participants to create interdisciplinary instructional units, aligned with state content standards in two or more core content areas (mathematics, science, language arts, social studies), that is ready to use in the participant's classroom.

The workshop hit the ground running. After defining interdisciplinary instruction, the participants worked together on an existing microbiology interdisciplinary unit, deconstructing the unit to find

concepts and skills used in the unit in mathematics, science, language arts and social science. After lunch, they began developing their own unit by generating subject ideas for the unit. They completed the day developing purposes, skills and assessments for the unit. On day two they covered the following topics:

1. Organization, Resources and Methods
2. Getting Chunky With It!
3. Applying the Finishing Touches
4. What are the next steps?

Several of the teams from participating schools are using this workshop to get a start on developing their travelling trunk for next year.

**Conclusions:** The activities of CE-MIST all seem to fit well together and complement each other leading to top notch Travelling Trunks.

**Goal 1, Objective 1, Activity 2:** Last year teachers participated in an institute held at USC-Aiken entitled Food Safety. This year participants participated in a summer institute entitled Transportation: Learning on the Move. This institute was taught by staff from the University of Tennessee. This year the Tennessee group presented Developing Interdisciplinary Instructional Units. I observed several hours of this institute which was full of hands-on activities integrating mathematics, science, social studies and language arts. A more detailed report is listed in the previous section.

**Goal 1, Objective 1, Activity 3:** Content and interdisciplinary professional development activities were offered at three local schools – JET middle school, Leavelle McCampbell Middle School and Corbett middle school. I did observe Bridget Coleman on December 1, 2010. She gave a great presentation that was well received by the teachers.

Her presentation and the presentations observed in previous years show that this program is having an effect on teachers at the three schools. I look forward to observing the one presentation I have missed next year.

I did note that JET middle school is constantly changing the dates for these presentations. While CE-MIST is accommodating these changes, some presentations had to be cancelled because they ran out of time to give them.

In general, the evaluation of these presentations by teachers is high.

Three items in Dr. Coleman's session that teachers found interesting are:

1. \_\_\_\_\_ How to create essential questions-15
2. \_\_\_\_\_ Traveling Trunks-4
3. \_\_\_\_\_ New/Old Blooms Taxonomy-5
4. \_\_\_\_\_ Make questions relevant
5. \_\_\_\_\_ Creating a traveling trunk that integrates all subject areas under one theme.-2
6. \_\_\_\_\_ Fun and engaging activities for student engagement.
7. \_\_\_\_\_ Guide class discussion based on essential questions.
8. \_\_\_\_\_ Don't just expect students to use H.O.T.S, but require them to use it by using essential questions in class.-2
9. \_\_\_\_\_ Working w/teams
10. \_\_\_\_\_ What essential questions evoke i.e. Intellectual stimulation, debate, etc
11. \_\_\_\_\_ Unit planning w/E.Q. rubrics and cross curricular planning

12. \_\_\_\_\_ Is there a resource available with essential questions across the curriculum?
13. \_\_\_\_\_ What additional training is available?
14. \_\_\_\_\_ Will use questions – great for focus in lesson.
15. \_\_\_\_\_ Team work
16. \_\_\_\_\_ Sharing examples from other groups
17. \_\_\_\_\_ Developing criteria for essential questions

Three areas of concern that the information in this session created:

1. \_\_\_\_\_ Creating effective essential questions for better student participation actively engaged-2
2. \_\_\_\_\_ Are we doing enough to carry out the idea of using essential questions
3. \_\_\_\_\_ Find time to put together this new trunk
4. \_\_\_\_\_ I need to use more essential questions – I have made them too simple!
5. \_\_\_\_\_ Using essential questions
6. \_\_\_\_\_ I'm concerned about how I write my essential questions for my lesson plans
7. \_\_\_\_\_ Will I began to effectively utilize the traveling trunks at school
8. \_\_\_\_\_ Learning to write units for the traveling trunks as well as my other co-workers

Provide a possible solution to one area of concern.

1. \_\_\_\_\_ More professional development time to work on planning the trunk lessons
2. \_\_\_\_\_ Continue to work and learn from my team how this process is done

Attendance at these programs is shown in the following table:

<b>CE-MIST Teacher Workshops at A. L. Corbett</b>		
<b>Date</b>	<b>Topic</b>	<b>Participants</b>
10/6/10	Instructional Strategies	56
12/1/10	Differentiating Instruction	20
2/2/11	Edgewood: An Integrated Approach to Teaching Local History	19

<b>CE-MIST Teacher Workshops at Leavelle McCampbell Middle School</b>		
<b>Date</b>	<b>Topic</b>	<b>Participants</b>
10/6/10	Differentiating Instruction	27

CE-MIST Teacher Workshops at Leavelle McCampbell Middle School		
Date	Topic	Participants
12/1/10	Essential Questions and Bloom's Taxonomy	26
1/5/11	Edgewood: An Integrated Approach to Teaching Local History	24
2/2/11	Instructional Strategies	26

CE-MIST Teacher Workshops at JET Middle School		
Date	Topic	Participants
9/14/10	Essential Questions and Bloom's Taxonomy	20
1/19/11	Edgewood: An Integrated Approach to Teaching Local History	24
1/26/11	Differentiating Instruction	20

**Goal 1, Objective 2, Activity 1:** This process has begun at Leavelle but was not in full force until the Fall of 2009. In this activity pre-service teachers helped students in class and compiled an activity notebook. Four undergraduate students participated in this program observing instruction with students participating from partner schools. They were given the opportunity to assist in teaching some of the programs. This year the impact on pre-service teachers was expanded by providing opportunities for fifty-two (52) pre-service teachers to spend 10 – 20 hours in partnering schools. A list of the pre-service teachers is appended.

In year 3, two new students were added. One of these was assisting when students visited RPSC. I spoke with her. She enjoyed working with students and was very accomplished in working with the physical science activities.

**Goal 1, Objective 2, Activities 2:** Multiple visits for students were provided during year 2. The evaluator observed some of these activities in Year 3 of this project.

**Goal 1, Objective 2, Activity 3:** School-based enrichment activities began during year 2 with Ruth Patrick Science Education Center staff and pre-service teachers delivering hands-on programs at the schools to Grade 8 level students entitled Minerals, ores and fossil fuels. This year these activities were increased so that all students in the eighth grade at all schools have school-based enrichment activities.

**Goal 1, Objective 3:** Aspects of the professional development activities included strategies designed to address specifically students scoring below basic. These activities were observed by the evaluator.

**Goal 2, Objective 1, Activity 1:** All grades (5, 6, 7, and 8) at each partner school have participated in activities at the Ruth Patrick Science Center this past year. The activities conducted were:

**Programs for Grade 6:**

1. Blown Away: The Wild World of Weather (planetarium)
2. Circuit City
3. Polygon Puzzle

**Programs for Grade 7:**

1. Journey into the Living Cell (planetarium)
2. CSI Solutions
3. Ravenous Raptors

**Programs for Grade 8:**

1. Mission to Mars (planetarium)
2. Minerals, Ores, & Fossil Fuels
3. Solar System Rescue

Attendance at these programs this year is:

School Name	Student Visits	Chaperones	Teacher Visits
Leavelle-McCampbell	2211	240	30
A. L. Corbett	915	126	15
JET	2175	159	30
Total	5301	525	75

**Student Program at Audubon Center 11/16/2010 “Investigating an Aquatic Ecosystem – Pond”:** It was pouring cats and dogs outside when the students arrived at 9:15 am. The pond activity is usually held outside but today was moved inside the classroom since thunder storms were predicted. The activity was led by Tara Jenkins with assistance from Gary Senn. Students were organized into tables of five students.

Ms. Jenkins led the discussion with a series of questions. She did an excellent job of drawing the answers from the students. She asked them what can live in a pond and affect the viability of a pond. The students came up with abiotic (non-living) items such as rocks, soil, water, air, and the sun or temperature. They then discussed biotic (living items) such as animals, plants, fungi, bacteria, etc.

After this discussion, two students from each table left with Dr. Senn to visit the pond and dip out pond water along with soil and animals. One person from each table was designated the data recorder. The remaining students tested the prepared water samples on each table for dissolved oxygen content and ph. Other students observed the animals in their pond water sample and used a chart to determine if these animals indicated a healthy or unhealthy ecosystem. The class concluded with wrap-up of the entire class data.

Many of the parents accompanying the class had as much fun with this class as did the students.

Ms. Jenkins kept a safe classroom by picking up the used materials and disposing of them.

I noticed that safety glasses were not used by the students during this activity. I discussed this with Dr. Senn and he stated that this was an intentional omission since earlier pink eye was passed through the students by using such glasses. This seemed reasonable since the risk of danger was low.

I also noticed one student opening a bag in which a chemical reaction was taking place and smelling the substance inside. While no accident took place and while middle grades students are not always safety conscious, this behavior should be warned against and supervised.

Overall, this was an excellent activity and both students and parents learned much. Ms. Jenkins demonstrated excellent classroom management skills with the students.

**JET Middle School Grade 6 Activity Day at RPSC 04/14/2011:** Eighty to ninety sixth graders from JET Middle School attended as well as eight adults. The day consisted of three different activity sessions: Planetarium, Force and Hiker. I will discuss each activity separately.

***Planetarium:*** Excellent classroom management was evident as approximately thirty students and four supervising adults entered the auditorium. The auditorium is thirty feet across with the seats facing the southern part of the sky. After viewing a movie about motion, the students were led to find many major constellations visible in the 9:00 pm sky in Aiken. The students were active and picked up the names of the major stars quickly. The excitement and interest of the students was evident.

***Force:*** Twenty-one students participated with three supervising adults. Leading the activities were one RPSC staff member and one pre-service teacher. This session consisted of six activities: pulleys, the plane, machines and motion.

***Pulleys:*** A series of four different pulley systems were available for the students to use. To each system a brick was attached. Student teams used a spring scale to measure the force needed to lift the brick. The team then designed their own pulley system and measured the force needed to lift a brick.

***Plane:*** Four 2" x 6" boards were inclined against a table. A cord was attached to a brick and a spring scale was attached to the other end. First one student lifted the brick vertically while another student read the force used on the scale. In succession, the student slid the brick up each of the inclined boards while another student measured the force used. I interviewed several of the students performing this activity. Many were confused about the purpose of this experiment.

***Gear Up:*** Students used gears of different sizes and numbers of teeth and answered questions such as: In a gear train do all the gears move in the same direction? How does the gear size affect the speed of the gear in revolutions per minute?

***Rolling on a Racetrack:*** A Hot Wheels type race track was inclined with a loop in the middle. Six type of balls of different masses were rolled down the track and students noted which ball made it around the loop.

***Machine Shop:*** A large selection of common household machines were available for student use. The students classified the machines by sorting the machines by type into plastic tubs.

***Clever Lever:*** Students used a balance beam and found different combinations of washers on the beam to make it balance.

I interviewed several of the student teams. They unanimously enjoyed the activities. When I asked them what they learned, it was evident that they learned much.



I also interviewed the pre-service student assisting in the Force activity. She was enthusiastic about her activities at the RPSC. She said, "It's the best most interesting job that I have ever had!" Because of this job, she is more interested than ever in becoming a teacher. She is paid to do this job. It was interesting to note that the student newspaper at USC-Aiken contained an article criticizing the use of students in internships and how useless this was for the students. Such is clearly not the case in this project.

**Hiker:** Hiker is a mathematical graphing activity. Thirty students attended with three supervising adults.

The activity was introduced by the leader passing out two stories to the students. A graph with time on the x-axis and distance from home on the y-axis was projected on a screen. Student teams then discussed which story best described what was represented by the graph. There was good student participation in this activity but not all students understood which story best represented the graph. The instructor clearly explained and re-explained how the correct story explained the graph. The instructor then passed out Sonic Rangers to each team. A Sonic Ranger measures the student's distance from the ranger over time and graphs it. In this way students could visibly see how their distance from the sensor was graphed over time. Several graphs were projected on the screen and student teams were asked to replicate the graphs using their Sonic Ranger and moving about the sensor. By the end of the activity, all of the student teams could replicate the graphs. They were excited. A challenge discontinuous step graph was then shown on the board and the teams were asked to replicate this using the Sonic Ranger. This was difficult but many of the teams solved this problem.

**Conclusions:** This day was activity oriented and very much hands-on. The activities were well planned and students gleefully participated. Speaking with students I heard comments such as, "Really neat!", "I liked the planetarium best. I come here as much as I can.", etc.

I was very impressed with the pre-service student assistant. She clearly enjoys interacting with the students and this interaction is reinforcing her interest in teaching.

I was impressed with the close interaction between the students' teachers and the RPSC staff. There was mutual respect with very good classroom management shown. The students were always busy and involved in the activities. There was no down time as the students moved between activities. This Center of Excellence is clearly having a positive effect on this region and every dollar funded to this center is very well spent and giving good results.

**Goal 2, Objective 1, Activity 2:** The above programs were expanded in year 2. The expansion was maintained in year 3.

**Goal 2, Objective 1, Activity 3:** Programs were brought to the schools in year 2. In year 3 this was increased so that all students in eighth grade at all schools had school-based enrichment activities.

**Goal 2, Objective 2, Activity 1 & 2:** The teachers have completed the work on the first group of traveling trunks and the accompanying themed interdisciplinary units. They have received information about the process of developing the trunk units through a summer institute that was run through a partnership project, The Aiken Writing Project. The first phase of the trunks was completed in September. I observed presentations of these efforts at the CE-MIST Joint Advisory Council meeting on March 25, 2010 and at the Fall meeting in 2010. The teachers from Leavelle McCampbell Middle School did a trunk show and tell.

Grade 6: Medieval Times: The students took a field trip to the Myrtle Beach Medieval Time show. The activities in this trunk involve Art (make shields and swords), English Language Arts (reading stories about medieval times) and mathematics (the Sir Cumference series of books).

Grade 7: The Holocaust: In science they discussed diseases, genetics and gas composition. In mathematics they learned how to manage money. In art they made tissue boxes. In Literature they read books about the Holocaust. Several Holocaust survivors spoke to the students.

Grade 8: Charleston Earthquakes (Shake, Rattle and Roll): In literature they read books about the earthquakes and in science they learned how to measure earthquakes (the Richter Scale).

A list of all trunks developed is below:

Grade 6:

- A. Ancient Egypt
- B. Medieval Times
- C. The Middle Ages

Grade 7:

- A. Milkweed (The Holocaust)
- B. Remember! Never Forget the Holocaust!

Grade 8:

- A. Great Charleston Earthquake of 1886
- B. South Carolina's Culture and the Cold War of the 1950's;
- C. Shake, Rattle & Roll

A second round of trunks has begun. Teams have been assigned at each school and the grants for materials have been awarded. I expect to see these trunks at the Fall 2011 meeting of the Joint Advisory Council.

**Goal 3, Objective 1, Activity 1:** The evaluator has examined the minutes of the Advisory Board. This board appears to be the same as the Advisory Board of the Ruth Patrick Science Center. The board is being kept abreast of developments and concerns in the CE-MIST project.

**Goal 3, Objective 1, Activity 2: Advisory Council Meeting 11/11/2010:** The meeting began at 12:00 noon with lunch. Dr. Senn was unable to attend the meeting because a group of students was touring the Savannah River Plant and the authorities at SRP wanted an additional adult to assist in supervising the students. Deborah McMurtie ran the meeting.

She began by introducing the participants. Last year JET Middle School had a new principal. At first he was not on board with the project but this year seems to be a strong supporter of the project. This is mainly due to the flexibility shown by the CE-MIST staff in scheduling workshops and working with the school. This year Leavelle McCampbell Middle School has a new principal. Also, A. L. Corbett Middle School has combined with Busby Elementary School under one principal. This principal wants all students to attend the CE-MIST activities and all teachers to attend the workshops. This is raising some concerns since the early elementary teachers view the activities as not meshing with the early elementary grade level standards.

Next Dr. Lynne Rhodes of the Aiken Writing Project introduced the Summer Institute to be held July 5 - 29, 2011. As an alternative to the Summer Institute, teachers may participate in an Open Institute on

April 16 and May 14 from 9:30 am to 11:30 am. One person on each trunk development team must be trained in one of these Institutes.

The following Travelling Trunks are available for checkout: Grade 6: Medieval Times; Grade 7: The Holocaust; Grade 8: South Carolina Culture and the Cold War; and Grade 8: Shake, Rattle and Roll - The Great Charleston Earthquake of 1886. Soon to be completed and available is Grade 8: Edgewood - Stage of Southern History.

The next round of Travelling Trunks has been approved for funding. A. L. Corbett received funding for Grade 6: Ancient Greece; Grade 7: Adventures (A Gebra Named Al); and Grade 8: A Galactic Journey. JET received funding for Grade 6: China. Leavelle McCampbell received funding for Grade 6: The Renaissance; Grade 7: The Holocaust; and Grade 8: Space - To Infinity and Beyond! A new approval process has been developed for the next round of trunks and the scoring rubric and Plan Overview to be used to in the judging of the projects were distributed.

Probing the Periodic Table is a new student program developed at the request of the teachers and will be introduced this year.

School based lessons on minerals classes for Grade 8 will be debuted in December and January.

A new Ancient Cultures teacher workshop has been developed and will be debuted this year.

Mrs. McMurtie noted that the pre-service teachers participating in CE-MIST programs has had the effect of having many of them changing their study program to middle school.

The next item of business was to have each school share their successes and challenges. The comments are listed below by school.

A. L. Corbett: The successes are the Traveling Trunks and the manipulatives given the school. The biggest challenge is the reassigning of teachers to different subjects. Remember that this school was combined with Busby Elementary School and has a new principal.

JET: This school listed no challenges. They viewed their successes as working well together, the organization of the Travelling Trunks, the additional resources provided by CE-MIST, and the flexibility of CE-MIST to change their schedule to mesh with the ever changing school schedule.

Leavelle McCampbell: The school stated that the school has come far with the Travelling Trunks and credits the Travelling Trunk program with helping them meet AYP last year. They believe that the rubric distributed for the Travelling Trunks is very timely and useful. Their concerns are the ever changing staff and the reassigning of teachers to different grade levels. This school also has a new principal this year.

After the close of the meeting, Dr. Fred Splittgerber and I met with Gary Senn and Deborah McMurtie to offer suggestions to meet the challenges raised.

1. The Travelling Trunks should be presented at workshops at SCCTM, SCSC and SCMSA annual meetings. A list of supplies for each trunk should be listed on the CE-MIST website. If CE-MIST wishes to allow teachers outside the project to check out the Travelling Trunks, the materials in the trunks should be copyrighted.
2. When teachers in this project have been reassigned to other schools, they should still be allowed to check out the Travelling Trunks since they assisted in the development of the trunks and are trained in their use. However, before doing this, staff should check with Dr. Pruitt at SCCHE to determine if this is allowed under the funding rules.

3. In the matter of the principal at A. L. Corbett wanting all teachers to attend all of the CE-MIST programs, both Dr. Splittgerber and I suggested that special tender loving care be given to this principal and that she be brought into this program gently. It was also suggested that the evaluation forms used in the workshops at Corbett be coded so that the early elementary teachers evaluations can be separated from the middle school evaluations. After all, this project was designed for middle grades teachers and including the elementary observations may skew the evaluation results.
4. Dr. Splittgerber is an excellent resource to this project. His experience and manner are a great complement to this project.

**Goal 3, Objective 1, Activity 3:** Through the advisory council, this project is working well with the local school districts. In June, CE-MIST began work with Hampton School District One. The CE-MIST staff offered a graduate course for teachers in science and mathematics with an emphasis in reading and writing across those subject areas. CE-MIST is working on providing more PD for them. CE-MIST is communicating with Horry County to conduct some professional development related to the trunks. This summer, CE-MIST began work with some other schools through contacts with the Aiken Writing project and other networking opportunities. Teachers from other schools have begun to check out the traveling trunks. The impact of CE-MIST is expanding. It is reaching out to other school districts different from the initial districts and has a state wide presence through its presentations.

**Goal 3, Objective 2, Activity 1:** The Aiken Writing Project is providing support for CE-MIST teacher stipends and traveling trunks in the amount of \$15,000. The Aiken Writing Project is also allowing CE-MIST teachers to enroll in a 6-hour graduate class as part of its summer institute. USC-Aiken has agreed to fund Dr. Senn's salary as he continues to work with CE-MIST once SCCHE funding has ended.

**Goal 3, Objective 2, Activity 2:**

The Summer Institute on Food Safety In The Classroom was partially sponsored by the USDA National Integrated Food Safety Initiative. Dr. Senn has obtained one-time funding which he has saved in an account to use to support CE-MIST after SCCHE funding has ended.

**Goal 4, Objective 1, Activity 1:** Activities these past three years have been well received. The project is strong and is on its way to being well established.

**Goal 4, Objective 2, Activity 1:** Project staff members attended the South Carolina Middle School Association and the PoMLE conferences. Presentations were made at the South Carolina Science Council and the Carolina Association of Planetarium Educators. A list of the presentations shown below clearly demonstrates that this Center of Excellence is well on its way to establishing a presence at statewide conferences through conference presentations:

**Publications:**

Senn, G., Coleman, B. & McMurtie, D. (2010). Using an interdisciplinary "trunk" to facilitate interdisciplinary planning among teachers. *South Carolina Middle School Association Journal*, 2010-2011,71-80. Available: <http://www.scmsa.org>

**Presentations:**

Coleman, B. K., Senn, G. J., & McMurtie, D. H. (2011, May). Guiding middle level teachers in interdisciplinary planning. Symposium conducted at the meeting of Southeast Regional Professors of Middle Level Education, Milledgeville, GA.

Hutchens, J. M. (2010, November) National Engineers Week Future City Competition - SC Regionals. Presented at South Carolina Science Council (SC2) Conference, Myrtle Beach, SC.

Rhodes, L., McMurtie, D. & Coleman, B. (2011, January). Integrating writing across the curriculum. Paper presented at the annual meeting of South Carolina Council of Teachers of English (SCCTE), Kiawah Island, SC.

Senn, G. J. & Smalley, D. C. (2010, August). *The Sun is 'hot:' Hands-on Solar Education*. Presented at Carolina Planetarium Educators (CAPE) conference, Greensboro, NC.

Smalley, D. C. (2010, November). *Kinesthetic Activities to Teach Challenging Topics*. Presented at South Carolina Science Council (SC2) conference, Myrtle Beach, SC.

Smalley, D. C. (2011, March) *Constellations and Celestial Navigation*. Presented to Savannah River Sail & Power Squadron in the DuPont Planetarium, Aiken, SC.

Smalley, D. C. (2011, June). *Using Modified Scales to Explain Weight, Gravity and Mass*. Presented at South Eastern Planetarium Association (SEPA) conference, Young Harris, GA.

**Goal 4, Objective 2, Activity 2:** The website is established and can be seen at <http://rpsec.usca.edu/CE-MIST/>.

**Goal 5, Objective 1:** The literature review has been conducted in Spring 2009. Emphasis now is on presenting research developed at CE-MIST.

**Goal 5, Objective 2, Activity 1:** Research presentations were made at the South Eastern Planetarium Association meeting, the EdTech 2009 Conference and the Southeastern Symposium for Middle Level Teacher Education. A proposal for publication in the South Carolina Teacher Education Journal was submitted in June.

Several activities not suggested in the proposal have come about during this project.

1. At Corbett Middle School, several teachers shadowed teachers at a different school. They found this activity to be very valuable. The teachers suggested that this activity be spread to all participating schools and that the Middle Schools To Watch list might be consulted to find schools to visit.
2. Given the poor economic climate and school budget cuts, the participating teachers were very thankful for this project because the only way teachers could attend conferences this past school year was through CE-MIST.

## Appendix 1: Syllabus for Aiken Writing Project

<b>Instructor</b>	<b>: Lynne A. Rhodes, PhD</b>		
Office	: HSS A-11	Class Location	: HSS 205
Office hours	: By appointment	Class Meeting Times	: 6/8/10 – 7/2/10
Phone	: 641-3571 (office)		8:30-3:00 M-Th
Email	: <a href="mailto:lynner@usca.edu">lynner@usca.edu</a>		

### I. Descriptive Information

USCA Bulletin course description: (6) Issues in the teaching of writing, with emphasis on classroom applications K-12 and program development.

Intended audience: This course is intended for professional educators who teach writing or who use writing to teach content area subject matter, at all levels (K-12/college), particularly literacy coaches and other teachers who are pursuing re-certification credits. Students in the USCA Masters of Education programs (M.Ed. in Elementary Education) or the USCA / USC Columbia Master of Technology Degree in Educational Technology may also be interested in the course.

### II. Course Goals and Objectives

#### A. General Goals

To provide opportunities for professional educators to develop as leaders in language arts education by expanding their knowledge of language arts standards, concepts, and teaching strategies, particularly those standards regarding writing and research. The course is designed to reflect on and model good teaching practices and to develop knowledge of and the ability to implement teaching strategies as described in the South Carolina Language Arts Curriculum Standards.

In alignment with stated goals of the National Writing Project, the course is designed to identify and share the expertise of teachers who teach writing or who use writing strategies to teach content areas, and to prepare these teachers to share their expertise and strategies with other teachers. Working as partners, universities and schools can articulate and promote effective school reforms. Teachers are the best teachers of teachers; successful practicing teachers have greater credibility with their colleagues than outside experts. A long term goal for the course depends on the philosophy that real change in classrooms happens over time, and effective professional development programs are on-going, systematically bringing together teachers at various stages of their careers to examine successful practices and new developments.

Because writing needs constant attention from the early grades through the university, teachers who teach or use writing can best understand the process of writing by engaging in practice; teachers of writing should write. What is known about the teaching of writing comes not only from the research but also from the practices of those who teach writing.

The course will allow for critical examination of a variety of approaches from a variety of sources. In collaboration with other teachers who teach writing or use writing across the curriculum, the course joins

with the efforts of the SC Writing Project to effect long-term, system wide improvement of writing instruction.

## **B. Instructional Objectives**

Teachers in SC classrooms should plan to bring their awareness of the instructional needs of SC students in the area of writing to the discussions in class, and each teacher will be given opportunities to create demonstrations and lesson modules that promote pre-service and in-service support of writing as a tool for subject area learning. The activities of the course are designed to strengthen the integration of writing across all disciplines and grade levels. Because writing is as fundamental to learning in science, mathematics, and history as it is to learning in English and the language arts, participants in the course will:

1. Identify, discuss, and explain the state and national objectives relative to writing and research skills, primarily in the language arts curriculum, but also identifying how writing is relevant to the standards in all content areas;
2. Develop and review effective teaching strategies for effective teaching of writing, both in English and in math, science, and social science;
3. Develop instructional strategies and methods for the teaching of writing across the curriculum into lesson plans with appropriate activities, materials, and teaching techniques, covering elementary, middle, and secondary levels (K-12);
4. Engage in a variety of writing activities with ample opportunities for responding, revising, and reflecting;
5. Engage in on-going research into the teaching and learning of writing and of skills related to writing;
6. Identify, discuss, and develop ways of influencing policies related to the teaching and assessment of writing and the skills related to writing.

## **III. Course Readings and Texts**

Each teacher / participant will collect a binder of informational materials and resources throughout the semester. As we move through the demonstrations / lesson plans presented, participants will collect instructional plans and lessons in the binder. Additionally, The Nine Rights of Every Writer: A Guide For Teachers (Spandel 2005) will be used by reading and research groups as a springboard for discussion. Teachers who are already members of NCTE who subscribe to the NCTE professional journals (Language Arts, School Talk, Voices from the Middle, English Journal, English Education, English Leadership Quarterly, and Classroom Notes Plus), or who are members of SCCTE will be encouraged to share / read recent recently published professional literature. Teachers of content areas will be encouraged to find professional publications which invite submissions on writing in the subject areas. Additional books / recent publications can be accessed through <http://www.ncte.org/pubs>. Further course readings will be determined in elementary, middle, and secondary book discussions, and authored pieces will be shared with response groups.

## **IV. Instructional Procedures**

Two tenets of the class are that *student writing can be improved by improving the teaching of writing*, and *the best teacher of teachers is another teacher*. A key element of the session will be to prepare and give a 75 minute demonstration of a "best practice" that involves writing, and the delivery of writing instruction.

**Note: I will make adjustments as needed to the attached schedule depending on the number of class participants and therefore the number of demonstrations that must be scheduled.**

## V. Course requirements

### A. Administrative Requirements

- Attendance and late assignments may impact overall course grade.
- Students are expected to attend and be punctual to all regular class meetings.
- Participate in class and attend at least 85 percent of the sessions.
- Obtain any information presented in any missed classes.
- Complete all class assignments by due dates. Assignments submitted after given deadlines may be penalized one letter grade for each day late.
- The following statement should appear on all major examinations and assignments:

*On my honor as a University of South Carolina Aiken student, I have neither given nor received any unauthorized aid on this assignment. To the best of my knowledge, I am not in violation of academic dishonesty.*

---

*Signature*

- Disabled Student Statement: If you have a disability which may affect your performance in this class, please inform your instructor and contact the Office of Disability Services as soon as possible. Once an evaluation has been made, appropriate accommodations will be determined.

### B. Required Activities

Daily writing / Journal: Each day will begin promptly at (add time) with journal writing which will be voluntarily shared throughout the session with a "read aloud." Just as an athlete stretches before engaging in more strenuous activities, journal writing to begin each day will "stretch" writing muscles and "warm us up" for the group discussions. At the conclusion of the journal writing, the floor will be opened for volunteers to practice and improve skills in reading aloud, to allow for bonding as participants share of themselves with each other.

Scribe notes: Peer response groups will collaborate on weekly recordings of daily events in a daily log, called Scribe Notes. This log will be a permanent record of the course activities. This log will consist of a record of activities as well as personal reactions to and observations of those activities.

Big Book Entry: Once during the session, each person will share an entry for the Big Book (to be further elaborated in class). Each person will read (show and explain) his or her entry after journal time (TBA).

Response groups: One major strategy for helping teachers / practitioners to improve their own writing is to meet regularly with a response group to read aloud work in progress and get feedback on it. Each response group should devote at least 10 minutes to discussion of author's work; authors should bring enough material (a single long piece or several shorter ones) to sustain a 10-15 minute discussion.

Twice weekly, response groups will meet to share and response. While groups will naturally work out details for sharing, they should all follow a *praise, question, and polish* sequence for responding:

1. The author provides copies and a context for the piece to the group, then reads aloud, and asks for specific kinds of feedback.



2. Group members should first focus on the strengths of the piece (or the author); then,
3. Group members should ask questions which are supportive of the author's intentions;
4. Group members should offer suggestions for improving the piece.

Author's Chair: At the conclusion of each week, volunteers are given the opportunity to read a work in progress aloud to the entire group. Each member of the class will have a turn in the Author's chair during the session.

Anthology Piece: At the conclusion of the session, an anthology of writings will be published. Each response group will have up to eight pages available (including writings, photos, and drawings), and each person will contribute at least one complete page. The anthology will collect "best" pieces - fiction, poetry, non-fiction, other genres - as the first "major paper" of the session.

Two Non-published pieces: To help teachers stretch as writers, each person will create two additional pieces of writing that are shared and revised with help from Response Groups. This writing should give practice in a new or little used genre, and will be turned in at the conclusion of the session.

Demonstration / Lesson Plan: Each teacher will give a 75 minute, interactive demonstration of a "best practice" involving writing. Coaching groups will be available to brainstorm, preview handouts, and give formative feedback during writing time. Following the demo, participants will provide written feedback, and a reflective session will be held with the coaching group after demonstrations.

Inquiry Project / Literacy Truck. Each participant in the class will be given an opportunity to create either a "traveling literacy truck" or some other inquiry project to take back to his or her school by writing an Inquiry Proposal. Inquiry will be continued in the following academic year as continuity for Aiken Writing Project.

Participation / Attendance: Assignments and responsibilities are due on dates and times specified. The instructor should be notified at least 2 days in advance if a student cannot meet an obligation on time. The student must request to submit any make-up work. Excessive tardiness or leaving early can affect the final grade.

## **VI. Evaluation and Grading Scale**

Expected competencies: Your instructor expects and values active participation in classroom discussions. Presenting ideas and questions orally and reflecting in writing / journals are effective tools for personal and professional growth. You are expected to be punctual and professional in attendance and behavior.

20% - Daily journal writing and Big Book

20% - Anthology and Response Group writing

20% - Demonstration / Lesson Plan of Best Practice

20% - Position paper / Teaching story

10% - Book Discussion

10% - Inquiry Project

**"A" (95+) will be earned** when a student demonstrates an impressive ability to read, think, communicate (both orally and in writing), and collaborate in a mature, critical, and reflective fashion. An "A" student demonstrates a consistently clear sense of purpose, coherent and balanced organizations,

concise and well-chosen language, correctness, impressive appearances, and an obvious sense of caring about audience and topics.

**"B" (85-89; B+ 90-94) will be earned** when a student demonstrates an above average ability to read, think, communicate (both orally and in writing), and collaborate well. A "B" student consistently demonstrates a good sense of purpose, fairly coherent organizations, fairly good language choices, fairly correct appearance, and a sense of caring about audience and topics.

**"C" (75-79; C+ 80-84) will be earned** when a student demonstrates only an adequate ability to read and think, or makes only an average attempt to communicate and collaborate effectively. A "C" student conveys the impression that she or he is not fully concerned about the assignment/class, but manages to convey some sense of purpose, coherence, and correct appearance. **A grade of C or better must be earned to receive credit for this course.**

**"D" (65-69; D+ 70-74) or in the extreme an "F" (below 65)** will be given when a student's attendance, collaboration, and/or work is either incomplete, disorganized, plagiarized, or so sloppy and error-ridden that the instructor is distracted or cannot follow a train of developed thought.

## **VII. Additional information**

All major assignments should be typed, including anthology writing, demonstration handouts, etc. Computers on campus may be used daily.

## **VIII. Best Practice Demonstrations**

Two primary tenets of the class are that *student writing can be improved by improving the teaching of writing, and the best teacher of teachers is another teacher*. You might either present a "tried and true" practice with which you are comfortable or choose to try out a new idea - perhaps based on book discussions - that seems promising.

Strive for the following characteristics in your demo (and models in the first week will illustrate these characteristics and how to adjust various demos to this scheme):

- ❖ Ground your presentation in research (both published sources and your own observations based on classroom practice).
- ❖ Involve the class in hands-on, try-it-for-yourself activities. Let the demo be interactive so that you can avoid lecturing. It's a good idea to start the demo by having everyone write something. If practical, have the group talking in peer groups, moving around, creating, and engaging in active learning.
- ❖ Feel free to schedule time to meet with me and other AWP leaders so that we can give you some formative feedback on your demo (and those who go first will be applauded for their bravery!).
- ❖ Please provide handouts for everyone with a title page (including your name and your school), an overview (goals and steps), a brief narrative of your research and a bibliography, a list of the activities that you suggest, a list of materials used or needed, and copies of materials if appropriate. Suggest extensions: if you are a primary or secondary teacher, suggest applications for middle school students.

You can be as "low tech" or "high tech" as you wish. Plan to stretch and learn in a safe environment with knowledgeable, interested colleagues. Keep the following goal in mind: **What should teachers know (or be able to do) at the end of the demonstration that they didn't know (or know how to do) at the beginning?**

## **Appendix 2: List of Pre-service Teachers Visiting Partner Schools**

Alston, Taressa	Grose, Carl	Reynolds, Misty
Bailey, Richie	Hamilton, Angela	Richardson, Christie
Barboza, Tyler	Harley, Courtney	Rickabaugh, Lauren
Baskett, Brandon	Jones, Terry	Roever, Michael
Birchmore, Bradleigh	Kinsey, Kevin	Russell, Victoria
Boyette, Jessica	Lynn, Alecia	Samples, Kelsey
Byrd, Maggie	Mayson, Christy	Scott, Holly
Cohn, Isaiah	Meyer, Sarah	Shaw, Brittany
Davis, Teresa	Mitchell, Michael	Shults, Virginia
Dixon, LaQueshia	Nicodemus, Joey	Taylor, Kirstin
Dowdy, Chip	Obanion, LeAnne	Vanderford, Lindsey
Freeman, Kristen	Oldaker, Terry	Veres, Brandy
Frick, Jarrod	Padgett, Ashley	Walters, Candace
Gary, Jasmine	Pedano, Rob	Wheelon, Justin
Gary, Nadira	Porth, Brittany	White, Floyd
Garza, Rick	Powell, Jenny	Williams, Devan
Godwin, Brett	Reese, Candace	Williams, Whitney
Gregg, Jocelyn		

## **EIA Program Report for Fiscal Year 2011-12**

### **Coversheet**

**EIA-Funded Program Name:** Center of Excellence to Prepare Teachers of Children of Poverty

**Current Fiscal Year:** 2011-12

**Current EIA Appropriation:** \$350,000

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

Tammy Pawloski

**Telephone Number:**

843.661.1475

**E-mail:**

[tpawloski@fmarion.edu](mailto:tpawloski@fmarion.edu)

**Question 1: History of the program: Please mark the appropriate response (choose one):**

**This program:**

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☒ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.**

**Code of Laws:**

Proviso 1A.53. of the 2011-12 General Appropriations Act

**Proviso(s):** (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)

Proviso 1A.53. of the 2011-12 General Appropriations Act

**Regulation(s):**

None

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

- ☐ Yes
- ☒ No

**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)**

**Long-term Mission:**

The mission of the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty is to increase the achievement of children of poverty by improving the quality of undergraduate teacher preparation, graduate teacher preparation, and the professional development of in-service teachers.

**Goals:**

- 1: Design and implement pre-service teacher education programs that attract qualified applicants and enable graduates to effectively teach children of poverty.
- 2: Provide high quality professional development programs that include collaborative research activities and the use of existing research evidence to improve curriculum, instruction, and assessment in schools serving large numbers of children of poverty.
- 3: Equip teachers with the knowledge and skills needed to work effectively with parents, health and human service providers, and other community resources to meet the social, emotional, and physical needs of children of poverty and to serve as advocates for them in the school, community, and state.
- 4: Develop a program that recognizes extensive study by teacher candidates and in-service teachers, and that leads to their formal designation as a 'Teacher of Children of Poverty' by Francis Marion University School of Education and by the State Board of Education as "Add-On Certification."
- 5: Become the premier resource in South Carolina for helping teachers learn how to provide a high quality education to all children of poverty.

**Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?**

**Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.**

**Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.**

**IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?**

### **Prior fiscal year activities that support achievement of project objectives:**

Program Planning, Development, and Oversight Task Force and Advisory Committee: A Task Force, and specialized subsets of the group, plans and evaluates the on-going design and implementation of the project activities. An Advisory Committee is convened to ensure collaboration.

Teacher Education Program Standards for Teachers of Children of Poverty: FMU courses have been revised to reflect new understandings about the needs of children of poverty. A set of 'Standards for Teachers of Children of Poverty' are infused into all programs of study, and are a strong focus for NCATE accreditation review.

Mastery Test for Teachers of Children of Poverty: A mastery test has been developed and is administered each semester.

Center of Excellence Scholars: Plans are in development for an 'FMU Center of Excellence Scholars' designation that would be conferred at graduation to candidates who complete additional study as established by the program.

Recruitment: A recruitment plan has been developed to identify and attract qualified and interested teacher candidates. This includes special outreach to, and activities for, Teacher Cadets in Partner Districts.

Add On Certification Task Force: Convened beginning in October, 2010, this group of 25 stakeholders has worked to develop a proposal for Add On Certification as well as an Endorsement for Teachers of Children of poverty. The proposal is presently under review by the South Carolina State Department of Education.

### **Research Agenda**

Collaborative Research Studies: A research agenda, based on consensually-identified teaching and learning problems, connects teachers in the partner districts with one another and with the FMU faculty.

Research Consortium: The Center of Excellence Research Consortium (COERC) has been established and is convened to facilitate collaboration among research scholars interested in studying children of poverty.

### **Professional Development and Study**

Professional Development Activities and Materials: Professional development activities and materials designed to meet schools' needs for working with children of poverty are developed and disseminated.

Workshop/Institute Series: Workshops that focus on practical activities and include featured speakers and concurrent sessions are offered in the Fall, Spring and Summer for teachers, teacher candidates, and school leaders.

Parent Partnerships Training: The Center, in partnership with Johns Hopkins University, uses a research-based model to equip teachers with knowledge and skills needed to work effectively with families and community resources to meet the needs of children of poverty.

Teaching Children of Poverty Courses: Two elective courses that consider the impact of poverty on academic achievement have been piloted. They provide classroom teachers and school administrators with knowledge and skills to challenge the barriers of poverty.

Faculty Seminars: The Center hosts this venue for FMU faculty to showcase research, readings, and experiences as they relate to teaching children of poverty.

## **Publications**

Center Website: ([www.fmucenterofexcellence.org](http://www.fmucenterofexcellence.org)) Designed to recognize existing expertise and build local capacity, the site houses electronic resources appropriate for experienced and novice teachers of children of poverty.

Health Resources Manual: The Center publishes annually its ***Health Resources Manual*** that provides health information that teachers can access as needed.

Resource Library: The Center houses a lending library of resources relevant to the education of children of poverty.

Position and Policy Papers: The Center publishes white papers on critical issues pertaining to the education of children of poverty. Authors for these papers are solicited from university faculty, researchers, legislators, and policy analysts.

On-Line Journal: The Center publishes ***Teaching Children of Poverty (TCOP)***, an on-line journal for teachers of children of poverty.

Center Newsletter: The Center publishes a newsletter four times annually that features activities of the Center.

## **PLANNED CHANGES FOR CURRENT FISCAL YEAR:**

All activities will continue as described above.

## **NEW ACTIVITIES PLANNED FOR CURRENT FIS**

Distance delivery technology will be explored in 2011-2012, beginning with a webinar for faculty focused on research and practice as it relates to school climate. Upon successful completion, future coursework and other outreach activities are expected to be offered in a distance delivery format.

An Add-On Certification Task Force was convened in October, 2010. This group of 25 stakeholders has worked to develop a proposal for 'Add-On Certification' as well as a 'Certificate Endorsement' for Teachers of Children of Poverty. The proposal is presently under review by the South Carolina State Department of Education. Upon approval by the State Board, the Center will begin to develop final coursework and a plan for full delivery of the Add-On Certification at Francis Marion University. The Center will provide leadership in a statewide effort to make this coursework widely available for teachers across the state.



**Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?**

**Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.**

### **Direct products and services of the Center (outputs)**

Task Force and Advisory Committee	
number of meetings	3
number of participants	25
Standards for Teachers of Children of Poverty	
number of courses using standards	24
number of participating faculty	18
Mastery Test for Teachers of Children of Poverty	
number of times administered	2
number of candidates assessed	46
number of graduate students assessed	28
Recruitment	
number of teacher cadet presentations	2
number of teacher cadets in attendance	194
Workshop/Institute Series	
number of workshop days held	2
number of attendees	813
number of breakout sessions offered	69
number of student volunteers trained	
to work at conferences	76
Scholarly or Service Presentations Related to Center Agenda	
number of presentations	43
Student Professional Learning & Research Conference	
number of conferences held	1
number of students in attendance	166
number of student presenters	109
number of presentations	35
Student Informational Meetings	
number of events held	2
number of students in attendance	366
Parent Partnerships Training	
number of training sessions offered	7
number of new schools trained	3
Elective Course: Teaching Children of Poverty	
number of times offered	2
number of students enrolled	138
Faculty Seminars	
number of seminars held	2
number of faculty in attendance	27
Health Resources Manual	
local vetted resources	59
national organizations vetted	132
professional health organizations & related	
national organizations vetted	38
total resources	229
Resource Library	

number of resources housed	226
Position and Policy Papers	
number of published papers	3
On-Line Journal	
number of published articles	3
Center Newsletter	
number of published newsletters	4
distribution range-number of districts	82
Outreach Projects in collaboration with P-12 Teachers	
number of P-12 projects	9
total amount of P-12 projects	\$17,347.29
Service Projects	
number of projects sponsored	2
number of cans of food collected	1417
funds raised for TOM'S shoes project	\$100
Essay Contest	
number of essays submitted	69
number of essay readers trained	12

**Question 6: What are the outcomes or results of this program?**

**Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:**

**Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.**

The following goals were the focus of 2010-2011: 1) improve the pre-service teacher preparation at Francis Marion University to better prepare future teachers to educate children of poverty, 2) improve access to and quality of professional development primarily targeted at current teachers related to teaching children of poverty, and 3) enhance the education outcomes of children living in poverty by serving as a state and regional leader in teaching children of poverty.

To gauge progress toward Goal 1, four data collection tools were used: 1) Attitudes and Beliefs Survey, 2) Longitudinal Survey, 3) Mastery Assessment, and 4) Student Teacher Focus Group. The Teaching Children of Poverty (TCOP) Attitudes and Beliefs Survey captures information about student perceptions of specific courses. At the end of each semester, this 13-item survey is administered in all courses that include TCOP standards. During 2010-2011, approximately 859 surveys related to 50 courses were collected. Table 1 demonstrates the mean score, high score, and low score in three areas assessed (Course, Instructor, and Preparation) for each semester. The average number of courses completed with TCOP standards was 5.71 in Fall 2010 and 4.86 in Spring 2011.

***Table 1: Attitudes and Beliefs Survey Scores by Semester***

<b>Semester</b>	<b>n</b>	<b>Course Mean</b>	<b>Instructor Mean</b>	<b>Preparation Mean</b>	<b># TCOP Courses</b>
Fall 2009	407	3.35	3.4	3.33	4.69
Spring 2010	433	3.33	3.38	3.28	5.26
Fall 2010	440	3.33	3.37	3.28	5.71
Spring 2011	419	3.37	3.44	3.36	4.86

The TCOP Longitudinal Survey, a 14-item survey, is administered in core education courses each semester to understand student preparation over time. More than 1,800 surveys have been collected since 2006. On average, students who have not completed courses with TCOP standards rated their knowledge, preparation, and confidence in teaching children of poverty at a 2.5 out of 5; whereas, students who have completed 8 or more courses rated these areas much higher (4.3) on the same scale. Among 755 students who completed the survey two or more times, there are statistically significant increases in mean scores based on the number of times students complete the survey. On average, there is a mean score increase of 1.4 points related to perceptions of preparation to teach children of poverty among those who had taken the survey once and those who had completed the survey four times (Table 2-3).

**Table 2 Longitudinal Survey Data by Number of Times Completed Survey (1 to 5 Scale)**

# of Times Completed	n	Knowledge	Skills	Confidence	Preparedness	Diverse Instruction
1	1046	2.80	2.88	3.33	2.76	2.96
2	526	3.36	3.31	3.46	3.18	3.29
3	173	4.02	3.94	3.93	3.87	3.96
4	56	4.41	4.34	4.34	4.25	4.23
5	4	4.50	4.50	4.00	4.00	4.25

**Table 3 Longitudinal Survey Data Based on Number of Courses Completed (1 to 5 Scale)**

# of Courses Completed	n	Knowledge	Skills	Confidence	Preparedness	Diverse Instruction
0	369	2.31	2.43	3.08	2.27	2.48
1	190	2.68	2.70	3.11	2.61	2.89
2	390	2.98	3.05	3.34	2.87	2.97
3	265	3.18	3.14	3.51	3.06	3.22
4	310	3.79	3.74	3.76	3.68	3.73
5	27	3.93	3.93	3.89	3.67	4.0
6	14	4.21	4.14	4.21	4.14	4.29
7	17	4.06	3.94	3.71	3.88	3.94
8+	140	4.44	4.36	4.31	4.27	4.29

The TCOP Mastery Assessment is used to understand students' knowledge, understanding, and application of strategies and practices related to teaching children of poverty. This 48-item assessment was developed by outside assessment experts with input from content area specialists. There has been an approximate 1.8 point increase in mean score from Fall 2009 to the Spring 2011 (see Tables 4-5). Overall, students perform better on assessment items related to TCOP Standards 1, 3, 4, and 5. Proficiency levels range from 76.2% to 28.6%.

**Table 4: Mastery Assessment Raw Scores by Semester (48 item assessment)**

Semester	n	Mean Score	Median Score	Low Score	High Score
Fall 2009	21	28.95	29	21	35
Spring 2010	35	30.09	31	18	39
Fall 2010	25	30.64	31	25	38
Spring 2011	21	30.76	30	23	38

**Table 5: Percent of Students who Achieved Mastery by Standard**

Standard	# Correct for Proficiency	% Proficient			
		Fall 2009	Spring 2010	Fall 2010	Spring 2011
1	6	57.1	62.9	60.0	71.4
2	6	52.4	37.1	56.0	38.1
3	5	33.3	48.6	60.0	76.2
4	5	47.6	71.4	80.0	71.4
5	6	61.9	54.3	56.0	66.7
6	5	38.1	34.3	36.0	28.6

A TCOP Student Teacher Focus Group was conducted with Francis Marion University student teachers by an outside facilitator to understand the quality of teacher preparation. Approximately 66% of the student teacher population was selected, using a representative sampling process, to participate in the focus group. Of those selected, 44% participated in the focus group. The student teachers felt prepared to enter the teaching profession and perceived themselves to be well equipped to teach children from a variety of socioeconomic backgrounds. Student teachers perceived their ability to teach children of poverty to be greater than their counterparts attending other teacher education programs and emphasized the importance of this as they enter the profession.

Related to Goal 2, surveys and evaluations from professional development workshops, institutes, and other events that are geared toward current teachers, administrators, and faculty members demonstrate that these are strongly regarded by participants. Mean scores for all these initiatives are almost at or at the Strongly Agree point (Tables 6-11).

**Table 6: Faculty Seminar Evaluation Data**

Faculty Seminar	Facilitator	Information Received	Strategies Learned
	Mean	Mean	Mean
Fall 2010	3.92	3.81	3.62
Spring 2011	4.0	4.0	4.0

**Table 7: Evaluation Results from Fall Workshop**

n	Facilitator Mean	Information Received Mean	New Strategies Gained Mean
633	3.73	3.66	3.66

**Table 8: Evaluation Results from Summer Institute (Percent across Four Keynote Facilitators)**

n	Excellent	Very Good	Average	Below Average
82 to 107	70.1%	23.1%	6.3%	0.5%

**Table 9: Evaluation Results from Newberry Professional Development Seminar**

<b>n</b>	<b>Facilitator Mean</b>	<b>Information Received Mean</b>	<b>New Strategies Gained Mean</b>
44	3.97	3.88	3.88

**Table 10: Evaluation Results from NNPS One-Day Workshops, Richland School District 2**

<b>n</b>	<b>Facilitator Mean</b>	<b>Information Received Mean</b>	<b>New Strategies Gained Mean</b>
6	3.88	3.86	3.94
5	3.84	3.88	3.8

**Table 11: Evaluation Results from NNPS Workshop**

<b>n</b>	<b>Facilitator Mean</b>	<b>Information Received Mean</b>	<b>New Strategies Gained Mean</b>
43	3.76	3.64	3.66

Related to Goal 3, the COE hosted a COE research consortium featuring scholars from multiple disciplines to discuss teaching children of poverty (Table 12). In addition, the TCOP Add-on Certification committee was established and met numerous times to develop a proposal for add-on certification. This proposal was advanced to the South Carolina Department of Education and will be reviewed in Fall 2011.

**Table 12: Evaluation Results from Research Consortium**

	<b>Mean Score</b>
Informative	3.85
Worth My Time	3.85
Will Influence My Work	3.76
Will Attend Another COERC	3.85

***The Center of Excellence to Prepare Teachers of Children of Poverty generally uses a 4-point scale from Strongly Disagree (1) to Strongly Agree (4) on surveys and questionnaires. Unless otherwise noted, this is the scale that is used for all data tables.***

## **Question 7: Program Evaluations**

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

June 2011

**Has an evaluation ever been conducted?**

☒ **Yes**

☐ **No**

**If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?**

Pre-service teachers attending Francis Marion University increasingly reference their preparation in teaching children of poverty and indicate that they believe it is a valuable asset to them as they begin their teaching career. Students' perceptions of their preparation to work with children of poverty have steadily increased since Fall 2009 based on the infusion of Teaching Children of Poverty Standards throughout the curriculum. In addition, students' preparation significantly increases based on the number of courses that they complete with Teaching Children of Poverty Standards. An end-of-program, 48-item multiple-choice assessment completed by students also indicates that students are reaching mastery of material in the majority of the six standards. Scores on this assessment have been rising slightly over the past two years since its first administration. The assessment information also provides FMU faculty with an understanding of strengths and areas for improvement related to the Teaching Children of Poverty Standards. During 2010–2011, an instrument was developed to further understand the impact of this preparation on teacher retention and leadership. This survey will be piloted in 2011–2012 with graduates of Francis Marion University.

In addition to work with pre-service teachers, the COE provided professional development both on-site and off-site to more than 1,200 current teachers, school administrators, and other school leadership personnel in 2010–2011. Based on participant evaluations of workshops, technical assistance, and institutes targeted at current teachers, the professional development provided by the COE was beneficial and provided information and strategies that were relevant and useful to their work. A pilot project began in Summer 2011 with a Pee Dee elementary school to explore the impact of intensive professional development related to teaching children of poverty on classroom practices, organizational culture, and student achievement. This project will extend throughout the 2011–2012 academic year. This pilot will be extensively evaluated to understand aspects that promote school reform and student outcomes. Results will influence the current and future strategies of the COE and impact the provision of future professional development specifically to partner school districts.

Finally, a focus of 2010–2011 was outreach to state and regional leaders to inform practice and improve education for children in poverty. Two major activities resulted from this focus: 1) Teaching Children of Poverty (TCOP) Add-on Certification Task Force and 2) COE Research Consortium. Through the work of the TCOP Add-on Certification Task Force, a proposal for a TCOP endorsement and add-on certification was submitted to the South Carolina Department of Education in June 2011. If approved, pre-service and in-service teachers across the state could complete requirements to earn the endorsement or add-on certification at colleges and universities that have approved programs. The 2011 COE Research Consortium featured a nationally known economist at Northwestern University, Dr. Diane Schanzenbach, who specializes in education. She presented the results of a longitudinal study that examined the impact of the quality of early elementary classrooms on future outcomes (e.g., earnings). Additional scholars and experts presented during the event, which was attended by more than 40 researchers and practitioners from across the southeast region.

**Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?**

☒ **Yes**

☐ **No**

**If yes, please provide URL link here.**

**If no, why not?**

**Question 8:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

Currently, the Center's work meets the needs of a wide range of educators in both the P-12 sector, as well as in higher education. The Center's outreach now expands beyond the Pee Dee Region, as well. The Center offers a varied menu of services for all constituents.

Should EIA revenues be reduced this current fiscal year, the Center of Excellence to Prepare Teachers of Children of Poverty would be obligated to reduce the budget to absorb the reduced funding. In order to do so, the Center would first seek to proportionately decrease the budget of each planned activity. For example, should a reduction be required, fewer teacher cadet training sessions may be offered, rather than eliminating that activity completely.

Elimination of activities would occur only if it is determined that the integrity of an activity would be compromised by the planned proportionate reduction.

**Question 9:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**

Not applicable: The Center of Excellence to Prepare Teachers of Children of Poverty does not intend to request additional revenues for Fiscal Year 2012-13.

**If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to**

**[mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov).**



**Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.**

**Question 10: Fiscal Year 2012-13**

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

- ☒ **The same as appropriated in the current fiscal year's appropriation**
- ☐ **An increase over the current fiscal year's appropriation**
- ☐ **A decrease over the current fiscal year's appropriation**

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

Not applicable: No change in funding is requested. The Center hopes to continue at same funding level in Fiscal Year 2012-2013.

**If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?**

Not applicable

**Question 11: Fiscal Years 2010-11 and 2011-12**

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2010-11) and the budget for this program in the current fiscal year (2011-12).

If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	350,000	350,000
General Fund	0	0
Lottery	0	0
Fees	0	0
Other Sources (Partner Districts Fees)	32,500	22,500
Other Sources (FMU)	0	25,000
Grant	0	0
Contributions, Foundation	0	0
Carry Forward from Prior Yr	19,184	43,785
<b>TOTAL</b>	<b>401,684</b>	<b>441,285</b>

**Other: See notes above.**

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	160,639	161,015
Contractual Services	32,999	30,500
Supplies and Materials	15,262	17,500
Fixed Charges	0	0
Travel	6,467	10,000
Equipment	0	0
Employer Contributions	38,667	38,780
Allocations to Districts/Schools/Agencies/Entities	103,065	113,905
Other: Dues/Other Administrative Indirect Support	800	69,585
Balance Remaining	0	0
<b>TOTAL</b>	<b>357,899</b>	<b>441,285</b>
<b>#FTES</b>	<b>2.0</b>	<b>2.0</b>

**Other: See notes above**

**EIA Program Report for Fiscal Year 2011-12  
Coversheet**

**EIA-Funded Program Name:** Center for Educator Recruitment, Retention and Advancement

**Current Fiscal Year:** 2011-12

**Current EIA Appropriations:** \$3,935,724

**Name of Person Completing Survey and to whom EOC members may request additional information:** M. Jane Turner, Esq., Executive Director

**Telephone Number:** 803.323.4032

**E-mail:** [turnerj@winthrop.edu](mailto:turnerj@winthrop.edu)

**Question 1: History of the program: Please mark the appropriate response (choose one):**  
**This program:**

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☒ Other

**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.**

**Code of Laws:**

S.C. Code Ann. Section 59-25-55 Recruitment  
S.C. Code Ann. Section 59-26-85 NBPTS Loan

**Proviso(s):** (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)

1A.10 Recruitment  
1A.13, 1A.43 NBPTS

**Regulation(s):**

None

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

☒ **Yes** (Mentor Training is governed in part by State Board of Education: Induction and Mentoring Guidelines)

☐ No

**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)**

**CERRA's Mission Statement:**

The purpose of the Center for Educator Recruitment, Retention and Advancement (CERRA) is to provide leadership in identifying, attracting, placing and retaining well-qualified individuals for the teaching profession in our state. In doing so, CERRA will respond to changing needs for teachers from underrepresented populations, in critical subject fields and in under-served geographical areas in South Carolina. The Center will work cooperatively with other organizations to promote the education profession.

**CERRA's Strategic Goals, as adopted by the Board of Directors in 2008:**

1. Establish CERRA by 2013 as a leading repository and interpreter for data on teacher recruitment, retention, and advancement in South Carolina.
2. Ensure that CERRA's programs and services align with its mission and the State's current and future needs.
3. Promote the teaching profession as an attractive career choice and promote and clarify CERRA's role.
4. Be a visible, credible advocate for the education profession, and encourage educators to become advocates.

**CERRA's Programs and their Objectives:**

CERRA's programmatic efforts focus on the recruitment of students into the teaching profession through instructional programs in the State's middle and high schools and through scholarship and leadership opportunities at the college level; efforts also focus on the retention of teachers through mentor training and leadership development programs in the State's public schools. Programmatic objectives center around the need to increase the participation in, and the effectiveness of, CERRA's recruitment and retention programs, particularly for minorities and those in critical need content and geographic areas.

**Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?**

**Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.**

**Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.**

**IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?**

**ProTeam Program:** A middle school recruitment program that encourages exemplary students in seventh and eighth grades to attend college and consider education as a viable career option. Approximately 2.5% of CERRA's EIA funds are utilized for the ProTeam Program.

**Activities and Processes:**

- Increased the number of sites
- Began the curriculum revision process
- Established electronic data collection methods to gather useful information for program development and improvement
- Collaborated with the South Carolina Department of Education (SCDE) to enhance minority recruitment efforts in the state's Palmetto Priority Schools (PPS)
- Created and revised logos and other marketing media

**Teacher Cadet Program:** A high school recruitment program that encourages academically talented, high-achieving students with exemplary interpersonal and leadership skills to consider teaching as a career. An important secondary goal is to provide these future community leaders with insights about teaching and schools so that they will become civic advocates of education. Approximately 10% of CERRA's EIA funds are utilized for the Teacher Cadet Program.

**Activities and Processes:**

- Released the 10<sup>th</sup> edition of the Teacher Cadet curriculum
- Launched the Teacher Cadet Interactive Technology Hub, which connects Teacher Cadet programs across the United States
- Created and revised logos, brochures, and other marketing media
- Obtained a universal course code from the SCDE to standardize the credit among all Teacher Cadet sites in the state
- Distributed a Fall and Spring edition of the *College Financial Newsletter* to all state public high schools to assist juniors and seniors with planning and resources for college
- Hosted a Recruitment Workshop for ProTeam and Teacher Cadet instructors, College Partners (teacher preparation institutions), and partner professional organizations

- Piloted two new sections of Teacher Cadet: a single gender class for males and a Coaches in Training section for those students interested in coaching and teaching
- Phased Teacher Cadet II (a second year that extends the field experience to nine weeks) into additional pilot sites across the state
- Utilized Teacher Cadet Instructor Liaisons to provide services and support to ProTeam and Teacher Cadet instructors
- Provided update training to every S.C. Teacher Cadet instructor
- Had the Teacher Cadet curriculum translated into Braille
- Created a Virtual Job Shadow to use as a recruitment tool
- College Partners hosted Teacher Cadet "College Day(s)" on their campuses to acclimate Cadets to the college experience and recruit potential educators to their school
- Held annual College Partners meeting to streamline the support given to Teacher Cadet sites across the state

**Teaching Fellows Program:** Designed to recruit high-achieving high school students into the education profession by providing a significant amount of scholarship funding for their attendance at one of the 11 designated teacher preparation institutions. Teaching Fellows participate in a rigorous selection process consisting of an online application, an interview in front of a team of educators, a presentation, and an essay. Teaching Fellows work within a cohort model, partner with communities and businesses, receive advanced professional development, and participate in enrichment opportunities. Approximately 78% of CERRA's EIA funds are utilized for the Teaching Fellows Program.

**Activities and Processes:**

- Completed application and award process for the 2011 cohort
- Completed evaluation process for scheduled Teaching Fellows Institutions
- Assessed evaluation and audit process for Teaching Fellows Institutions
- Revised Teaching Fellows application and scoring process
- Collaborated with PPS network to share information with Fellows and institutions about working in PPS schools
- Shared information about the application process by attending Guidance Counselor Conferences, creating and distributing rack cards, and creating and distributing a Teaching Fellows "commercial" for play on school news programs
- Provided application information to various teachers and club sponsors, including band, foreign language, and science, technology, engineering, and math (STEM) groups, as well as The South Carolina Alliance of Black School Educators (SCABSE)

**Job Bank/Online Application/Teacher Expo/Supply and Demand Survey:** The Job Bank provides online access for qualified educators interested in employment opportunities to the vacancies that exist in S.C. school districts. The Online Employment and Certification Application System allows S.C. school districts to search for candidates to fill their vacancies and provides candidates with an efficient way to submit applications to multiple districts. The purpose of the South Carolina Expo



for Teacher Recruitment, commonly referred to as the Teacher Expo, is to match educators seeking positions with school and district personnel. The annual Teacher/Administrator Supply and Demand Survey collects data from S.C. public school districts on rates of teachers entering the profession, those leaving their classrooms, and the number of vacancies. Approximately 4.5% of CERRA's EIA funds are utilized for the Job Bank, Online Application, Teacher Expo, and Supply and Demand Survey.

**Activities and Processes:**

- Linked the Job Bank with the US Department of Education's (USDE) TEACH.gov system so that vacancies from South Carolina are automatically downloaded to the national system
- Collaborated with the SCDE and the South Carolina Association of School Administrators (SCASA) to encourage participation in the Teacher Expo and use of the Online Application System and Job Bank
- Hosted the 2011 South Carolina Teacher Expo for certified or certifiable teachers in critical need subject areas
- Administered the Supply and Demand Survey to all public school districts and several special schools

**Teacher Forum:** The purpose of the South Carolina Teacher Forum is to give recognition to the state and district teachers of the year, to develop leadership among this group, to provide teachers a voice in the education policy decision-making process, and to impact the professional development of all teachers. Approximately 2.5% of CERRA's EIA funds are utilized for Teacher Forums.

**Activities and Processes:**

- Increased professional development and leadership opportunities through state and local Teacher Forums and the CERRA Advisory Board
- Provided opportunities for teachers to participate in advocacy and recognition efforts in collaboration with South Carolina Future Minds, South Carolina Education Association (SCEA), Palmetto State Teachers Association (PSTA), and educational consortiums
- Participated in planning and facilitating the State Teacher of the Year event with South Carolina Future Minds Foundation

**Mentor Training:** CERRA provides training to experienced teachers and administrators to become effective mentors to beginning teachers, believing that effective mentoring and support contributes to their development as quality teachers and their retention in the profession. Approximately 2.5% of CERRA's EIA funds are utilized for Mentor Trainings.

**Activities and Processes:**

- Increased the number of South Carolina certified mentors and the cadre of certified mentor trainers
- Increased the number of South Carolina certified mentors completing the Special Education Advanced Mentor Training
- Concluded the three-year federal grant that funded the Special Education Advanced Mentor Training
- Partnered with Winthrop University through NetSCOPE, a federal grant to increase support for pre-service and induction teachers; provided Cognitive Coaching training for mentors in the grant's partner districts

- Participated in the development of Newberry College's Center of Excellence Grant to develop advanced mentor training for educators serving teachers certified through the Program of Alternative Certification for Educators (PACE)

**Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?**

**Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.**

**ProTeam Products and Services:**

- Provided professional development for 14 teachers
- Served 284 students at 11 sites (17 classes); 91 males and 139 minority students

**Teacher Cadet Products and Services:**

- Provided professional development for 160 instructors, 21 of whom were new
- Served 2,457 students at 157 sites (176 classes): 529 males and 799 minority students
- Hosted a Recruitment Workshop serving 155 ProTeam and Teacher Cadet instructors and College Partners
- Piloted a single gender Teacher Cadet class serving 17 males and a Coaches in Training section serving 20 students (17 males and 7 minorities) interested in coaching and teaching
- Phased Teacher Cadet II into four additional pilot sites across the state serving 89 students
- Utilized 19 Teacher Cadet Instructor Liaisons to provide services and support to 142 ProTeam and Teacher Cadet instructors
- Provided update training to 120 Teacher Cadet instructors
- Added Teacher Cadet sites in two PPS locations
- Increased the number of College Partners to 24
- Hosted an annual meeting attended by 19 College Partners

**Teaching Fellows Products and Services:**

- Received and scored 894 applications representing students from 186 public and private South Carolina high schools; 666 applicants identified themselves as a Teacher Cadet
- Held regional interviews for 317 students
- 122 Fellowships offered for the 2010-2011 school year (2010 Cohort)
- Completed evaluations at 2 Teaching Fellows Institutions: Lander University and the University of South Carolina (Columbia)
- Held four organizational meetings of the 11 Campus Directors
- Three Teaching Fellows Institutions collaborated on a sophomore experience and hosted an "Education Celebration" in an at-risk district; 82 Fellows participated
- Provided four opportunities for the PPS network to make presentations to Campus Directors and/or Teaching Fellows
- Mid-cycle program/financial audits completed on SC State, Newberry College, and Anderson University

**Job Bank/Online Application/Teacher Expo/Supply and Demand Survey Products and Services:**

- All 86 schools districts and two special schools posted vacancies on the Job Bank
- 86 districts accessed the Online Application System 40,255 times
- More than 29,400 applications were created or modified in FY11; since FY00, approximately 139,200 online applications have been initiated in the system
- More than 18,000 of the FY11 applications came from South Carolina residents; 8,018 were already employed in a South Carolina public school district
- Of the FY11 applications submitted, 1,932 initiated the teacher certification process
- 652 candidates registered for the 2011 Teacher Expo; 221 actually participated, representing 15 states
- 26 districts participated in the Expo
- Because the Expo was not held in 2010, no data are available for the number of teachers hired at or served by the 2010 Expo
- 84 of 86 districts, as well as the South Carolina School for the Deaf and Blind, Department of Juvenile Justice, and Palmetto Unified School District, completed a survey

**Teacher Forum Products and Services:**

- Provided professional development for approximately 100 teacher leaders through 5 regional conferences and one statewide workshop
- Supported 67 district-level Teacher Forums
- Provided three professional development opportunities for CERRA's 35-member Advisory Board members

**Mentor Training Products and Services:**

- Certified 1,219 mentors through 47 initial mentor trainings, bringing the total number of trained mentors to 7,680; newly-trained mentors represent 55 school districts plus the South Department of Juvenile Justice, Public Charter School District, USC Aiken, Francis Marion University, and Winthrop University were represented
- 31 educators became certified mentor trainers, bringing the total number of trainers to 220
- Trained nearly 300 educators in nine Special Education Advanced Mentor Trainings since February 2009

**Question 6: What are the outcomes or results of this program?**

**Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:**

**Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.**

**ProTeam Outcomes and Results:**

- Increase of 47% in student participation
- Number of sites increased to 11 from nine last year
- Percentage of male students is 32%
- Percentage of minority students increased to 49% from 34%.
- Four new ProTeam sites were established in PPS locations
- 71% of ProTeam students are considering participating in the Teacher Cadet Program in high school

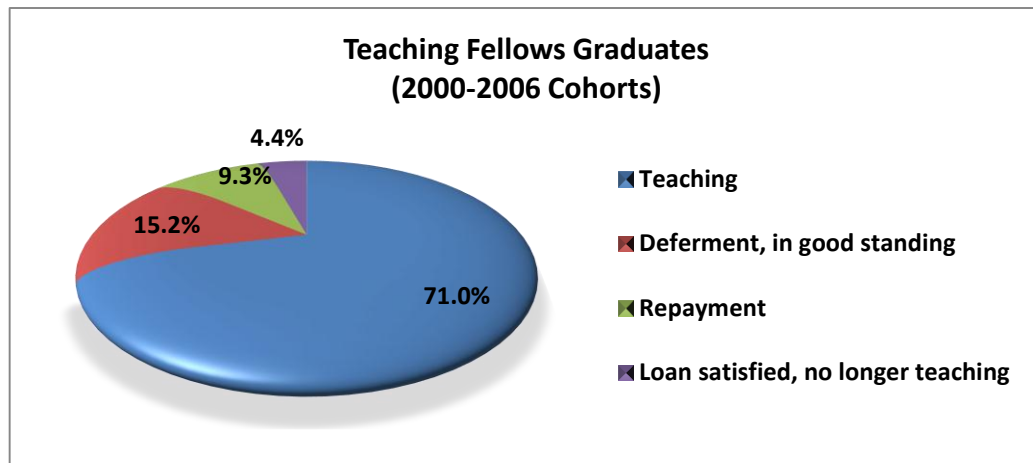
**Teacher Cadet Outcomes and Results:**

- Established six new sites
- Percentage of male students is 21.5%
- Percentage of minority students is 32.5%
- 71% of all South Carolina public high schools have Teacher Cadet Programs
- Reached a 100% response rate for beginning and end-of-course surveys
- After completing the course, 41% of the Teacher Cadets chose teaching as the career they plan to pursue after college
- After completing the course, nearly 1 out of every 5 (18%) Teacher Cadets who now plan to teach indicated prior to taking the course they were undecided or planned to pursue a different career
- 94% of Cadets said that the course was either very effective or somewhat effective in helping them formulate a positive perception of the teaching profession
- 39% of Teacher Cadet sites were located in schools identified as Geographic Critical Need Schools as these schools meet at least one of the three following criteria: 1) absolute rating of below average or at-risk (29 sites); 2) teacher turnover rate of 20% or more for the past 3 years (31 sites); and/or 3) poverty index of 70% or more (48 sites)
- Increased the percentage of male Cadets to 32.4% from 16.7% at the Coaches in Training site
- Increased the number of students served in Teacher Cadet II by 52 students
- Increased the number of College Partners by three (Voorhees, SC State, and Southern Wesleyan) to increase their recruitment opportunities

**Teaching Fellows Outcomes and Results:**

- Increase in the number of Teaching Fellows applications received
- 75.1% of Fellows from the 2000-2006 cohorts completed the Program
- 71.0% of Fellows graduates (651 Fellows) from these cohorts are employed in 75 South Carolina public school districts

- 53.5% of these Fellows (348 Fellows) teach in a Geographical Critical Need School: 1) absolute rating of below average or at-risk (107 Fellows); 2) teacher turnover rate of 20% or more for the past 3 years (154 Fellows); 3) and/or poverty index of 70% or more (298 Fellows)
- 12 Fellows graduates are now teaching in Palmetto Priority Schools
- 261 Teaching Fellows graduates have satisfied their loan through service; 85% of them are still in a classroom teaching
- 139 Fellows graduates were in deferment status, meaning they were in graduate school, had been granted a grace year, or had a special request approved and are still eligible to teach and receive forgiveness for this service
- A Teaching Fellows report containing a program description, data to prove its effectiveness, and case study evidence was released in April 2011 (see Attachment A)



#### Teaching Fellows Completion Rates by Cohort Year

<i>Cohort Year</i>	<i>Total Awards</i>	<i>Total Graduates</i>	<i>Completion Rate</i>
2000	156	109	69.9%
2001	148	118	79.7%
2002	200	176	88.0%
2003	203	148	72.9%
2004	156	108	69.2%
2005	177	128	72.3%
2006	181	130	71.8%
<b>Total</b>	<b>1,221</b>	<b>917</b>	<b>75.1%</b>

**Job Bank/Online Application/Teacher Expo/Supply and Demand Survey Outcomes and Results:**

- Increased demand for the Online Application System and Job Bank
- National recognition through the USDE for the Job Bank and Online Application System
- Special attention given to PPS locations by reserving tables for them at the Teacher Expo
- Produced and released a report that summarizes data from all districts and special schools that completed the survey (see Attachment B)

**Teacher Forum Outcomes:**

- Teacher leadership developed through regional and state workshops
- CERRA Advisory Board members increased their involvement in advocacy efforts
- Fall Regional and Winter Workshop evaluations indicated the professional development provided was highly effective

**Mentor Training Outcomes:**

- Mentor training evaluations indicate a high level of perceived effectiveness
- A full report of the Special Education Mentoring Grant was submitted to SCDE's Office of Exceptional Children with evaluation results and recommendations for continued trainings (see Attachment C)
- Of the 55 school districts served through mentor training in FY11, 15 districts have schools with a PPS designation
- Of the 86 districts that have been served overall, 19 districts have schools with a PPS designation
- Nearly two-thirds of districts served through mentor training in FY11 are identified as Critical Need Districts

**Question 7: Program Evaluations**

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

2009-2010

**Has an evaluation ever been conducted?**

☒ Yes

☐ No

**If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?**

CERRA's staff, Advisory Board, and Board of Directors annually review the Center's programs and all relevant data collected to determine the direction of programmatic changes for the next year. CERRA staff employ a variety of quantitative and qualitative methods to track success of its numerous programs and maintain the accuracy of that data. The information collected and analyzed includes demographic data, numbers of participants and completers by gender and race, financial reports, student and teacher achievement data, workshop evaluations, perceptual and factual surveys administered at the beginning and end of the school year, as well as interviews and site visit reports.

Program results and recommendations are published in the 2010-2011 CERRA Annual Report. Further information on program results can be found in CERRA's report to the Commission on Higher Education (see Attachment D).

**Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?**

☒ Yes

☐ No

**If yes, please provide URL link here.**

Annual Report at: <http://cerra.org/export/sites/default/newsAndMedia/ARarchive/1011.AR.pdf>

**If no, why not?**



**Question 8: While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

- Site grants for Teacher Cadet and College Partners put on hold or awarded at a further reduced amount
- Further reductions to the number and amount of Teaching Fellows awards
- Reductions to the length and/or number of various training and professional development activities conducted
- Meetings held only at no charge facilities; no meals and snacks provided; request travel expenses be waived where possible
- Request travel reimbursement from organizations that request the presence and services of CERRA staff
- Further use of electronic methods for meetings and communications; further reductions in printing, supplies and equipment
- Collaborate with other educational entities to seek grants from businesses, industry and other education partners
- Impose furlough days, in accordance with Winthrop University policy
- Delay external audit of marketing materials and recruitment tools
- Continued suspension of the five full-time regional Teacher in Residence positions
- Continued freeze of one vacant administrative assistant position

**Question 9: If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**

Program development would be impacted as staff would need to assume more duties related to the delivery of services to teachers, rather than program assessment and expansion. As the financial and human resource support for CERRA programs declined, the number of students entering the teaching profession would be diminished; the number of ProTeam and Teacher Cadet classes would decline, impacting the number of students recruited into teacher education programs. Additionally, the number of Teaching Fellows entering teacher education programs with a commitment to teach in South Carolina would decline.

Statutory Changes: Revise Proviso 1A.10 such that Teaching Fellows award amounts are not exempt from across the board funding cuts. Otherwise, CERRA programmatic areas and the SCSU minority recruitment program must absorb the entire line reduction, impacting the services which support Teaching Fellows.

**Question 10: Fiscal Year 2012-13**

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

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

☒ An increase over the current fiscal year's appropriation

☐ A decrease over the current fiscal year's appropriation

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

\$3,954,044

**If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?**

\$18,320 is requested to restore the Teacher of the Year (TOY) salary, fringe benefit and travel allotment to the FY09 level of \$50,000. The funds needed for the TOY vary from year to year depending upon the salary to which the TOY is entitled under the State salary schedule. Travel expenses also vary depending upon the location of the TOY in the state.

**Question 11: Fiscal Years 2010-11 and 2011-12**

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2010-11) and the budget for this program in the current fiscal year (2011-12).

If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

<b>Funding Sources</b>	<b>2010-11 Prior</b>	<b>2011-12 Estimated</b>
EIA	\$4,063,551	\$3,935,724
General Fund <sup>1</sup>	\$146,975	\$145,430
Lottery	\$0	\$0
Fees <sup>2</sup>	\$29,200	\$25,000
Other Sources	\$0	\$0
Grant <sup>3</sup>	\$188,294	\$0
Contributions, Foundation	\$0	\$0
Other (Specify) <sup>4</sup>	\$169,567	\$50,000
Carry Forward from Prior Year	\$0	\$0
<b>TOTAL:</b>	<b>\$4,597,587</b>	<b>\$4,156,154</b>

1 – National Board Support funds received from SCDE

2 – District Professional Development Materials/Expenses (i.e., Teacher Forum)

3 – USDE Special Education Mentoring Grant (\$113,294) and SDE Palmetto Priority Schools Grant (\$75,000)

4 - Revenues from sales of Teacher Cadet curriculum and other materials and proceeds from silent auctions; used for Teacher Cadet instructors' professional development, site grants, and scholarships.

<b>Expenditures - EIA</b>	<b>2010-11 Prior</b>	<b>2011-12 Estimated</b>
Personal Service	\$440,031	441,000
Contractual Services	\$297,927	188,744
Supplies & Materials	\$63,817	49,500
Fixed Charges	\$40,112	39,200
Travel	\$85,695	57,800
Equipment	\$8,686	5,500
Employer Contributions	\$126,602	149,610
Allocations to Districts/Schools	\$2,575,786	3,004,370
Balance Remaining	*\$424,895	\$0
<b>TOTAL:</b>	<b>4,063,551</b>	<b>3,935,724</b>
<b># FTES</b>	<b>11</b>	<b>11</b>

\* Unused Teaching Fellows awards

### **ADDITIONAL INFORMATION**

#### **Programmatic Use of EIA Funding:**

<b>Program</b>	<b>Approximate Percentage</b>
ProTeam	2.5%
Teacher Cadet	10 %
Teaching Fellows	78%
Online Job Bank/Online Application/Teacher Expo/Supply and Demand Survey	4.5%
Mentor Training	2.5%
Teacher Forum	2.5%

#### **Teaching Fellows Loan Collections:**

During FY09, CERRA began using the services of an accounts analyst at Winthrop University (CERRA's fiscal agent) to initiate a collections process for all past Teaching Fellows who did not have their Fellows loans forgiven through completion of four years of teaching in a State public school. The process began with a payment plan option, followed, when necessary, by referral to a collection agency and ultimately to a tax offset process. The monies collected in FY09, \$266,549, were used to defray the cuts sustained in the funding received for Fellows award amounts. During FY10 and FY11, collections increased to \$489,372.18 and \$741,034.63, respectively, for a total \$1,496,956.

Consistent with its authorization to retain funds collected for use with future Fellows awards, CERRA plans to use these funds to make award decisions and notifications in the spring of 2012, so as to avoid the difficulties for students and institutions resulting from awards not being made until after the legislature approves the budget in mid-summer. Budget allocations for Fellows awards finalized by the legislature during the summer of 2012 will be earmarked for the awards to be made during the spring of 2013. Thereafter, budget allocations approved each summer will be earmarked for the awards to be made the following spring.

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# The South Carolina Teaching Fellows Program: Successfully Recruiting and Retaining Teachers

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April 2011

Center for Educator Recruitment,  
Retention, & Advancement (CERRA)

## **Introduction**

The purpose of this report is to highlight one of South Carolina's most successful teacher recruitment and retention programs. The Teaching Fellows Program (sometimes referred to as "the Program"), managed by the Center for Educator Recruitment, Retention, and Advancement (CERRA), is a scholarship program available to students who wish to attend college to become a public school teacher in South Carolina. Included in this report are several components related to the Program. The first section contains a description of the Program, particularly focusing on the cohort model and the roles of Campus Directors. Discussed next is the Program's success related to program completion, service in the classroom, and teacher retention. The following section of the report describes three key elements of the Program – professional development, diversity awareness, and technology in the classroom. Although the Program is committed to addressing more than three elements, these were chosen because they are the most talked about among Fellows.

Embedded throughout the report is commentary derived from two interviews conducted to obtain more in-depth information about the Teaching Fellows Program. A current Fellow (John) and a Fellows graduate who is now teaching (Jane) both agreed to share some of their experiences and perceptions related to the Program. Just before the report's conclusion, a section about why they chose the Program as a route to college is presented. In addition, results from a survey administered to all seniors in the Program are included in the report. Overall, the report provides programmatic data, survey results, and anecdotal evidence that collectively confirm the success of the Teaching Fellows Program.

## **Program Description**

In 1999, the South Carolina General Assembly, recognizing the shortage of teachers in our state, funded the Teaching Fellows Program. The South Carolina Teaching Fellows Program is designed to recruit talented high school seniors into the teaching profession and equip them to become effective and successful educators. Each year, the Program provides fellowships for up to 175 high school seniors who have exhibited high academic achievement, a history of service to their schools and communities, and a desire to teach in South Carolina. (Note: The average SAT score for the 2010 Teaching Fellows Cohort was 1122, compared to a South Carolina average of 979 and a national average of 1017.) The number of awards granted is always contingent upon funding from the General Assembly. Students who receive a Teaching Fellows award go through a rigorous selection process, which includes an online application, an interview and presentation in front of a team of three educators, and a scored written response.

Following the rigorous selection process, applicants who are awarded a fellowship receive up to \$24,000 in scholarships (up to \$6,000 a year for four years) to attend a Teaching Fellows Institution in South Carolina. The scholarship, administered by CERRA, provides up to \$5,700 for tuition and board and \$300 for advanced enrichment programs. Additionally, Fellows are offered numerous professional development opportunities and are involved with communities and businesses through various service projects and partnerships with local schools. While completing a degree leading to teacher certification, Teaching Fellows must successfully complete 120 credit hours and maintain a minimum GPA of 2.75 during their undergraduate careers. A Fellow agrees to teach in South Carolina one year for every year he or she receives

the fellowship. Should a Fellow decide not to repay the fund through service in the classroom, he or she is obligated to repay the state through financial means.

Fellows attend college at one of 11 Teaching Fellows Institutions (TFI) in the state: Anderson University, Charleston Southern University, College of Charleston, Columbia College, Furman University, Lander University, Newberry College, South Carolina State University, the University of South Carolina - Columbia, the University of South Carolina - Upstate, and Winthrop University. These TFIs were selected based on submitted proposals which explained how their campus will support the program and described their plans to uphold the expectations set forth in the Teaching Fellows Policy Manual. A TFI must select a member of their faculty to serve as the Campus Director. This individual is responsible for planning all Teaching Fellows events, monitoring the GPA and credit hours of all Fellows, and serving as a mentor for the Fellows.

Each TFI is allowed to maintain its own unique program that meets the needs of the students on its campus. Within this program, institutions must provide: orientation sessions and activities specifically designed for Teaching Fellows before and during their freshman year; activities that will expose Fellows to the multicultural, political, social, and economic aspects of teaching; opportunities for Fellows to interact on a regular basis with leaders on the college/university campus and in the community; opportunities to work in PK-12 public schools including plans for involvement of Fellows in public school partnerships; technology education for the purpose of improving student achievement; and professional development to ensure that TFI faculty members have current information on educational trends, pedagogy, teaching standards, and student achievement standards.

In addition, the Teaching Fellows Program on any campus is tasked with enhancing the image and esteem of the teaching profession, promoting and developing innovation and reform in education, developing educational leadership, and promoting multicultural awareness and an appreciation of the state's diverse population including rural and urban populations. Each TFI is evaluated on a five-year cycle. The evaluation process includes a financial and scholastic audit; interviews with various groups on and off campus; an online survey for faculty, staff, and current and former Fellows; and a summary report submitted by the Campus Director.

### *Cohort Model*

Teaching Fellows are placed in cohorts based on the institution they choose and the year they begin their education program. Led by a Campus Director, new and veteran cohort members regularly come together to discuss educational issues, their current practice, and to engage in professional development. Cohorts often participate in events with practicing teachers and partners with local schools, including the required student teaching internship where the practicing teachers serve as the masters and the cohort members as the apprentices. (The internship is an extended field service placement where the student gradually takes full control of a classroom for at least one semester.)

The cohort model provides a unique kind of professional learning community (PLC) where like-minded college students have the opportunity to share, learn, and grow together. PLCs are becoming more common in schools and colleges as strategies used to address student learning and growth. A PLC refers to a collegial team of teachers and administrators united by their



commitment to a particular outcome. In most schools, this outcome is improving student achievement and teacher instruction. Just like the Fellows cohort, the team meets on a regular basis to share experiences, discuss teaching strategies, and solve problems. According to the Department of Public Instruction in North Carolina's website, the benefits of a PLC to educators and students include reduced isolation of teachers, better informed and committed teachers, and academic gains for students.

External research also supports the concept of a cohort of teachers working in a PLC. In 2009, researchers released two studies that examined 15 Title 1 schools to determine the impact of PLCs on student achievement and teacher instruction. They found significant gains in student achievement and improved teacher instruction in nine schools that had converted routine faculty meetings into professional learning teams that fostered a collaborative work environment (Gallimore et al., 2009; Saunders et al., 2009). Furthermore, the National Staff Development Council (2001) identified PLCs as the most powerful form of staff development.

The cohort model is the foundation of the Teaching Fellows Program; it is the basis of what makes the Program such a successful teacher recruitment and retention tool. In fact, this approach to learning aligns with Erik Erickson's (1982) sixth stage of psychosocial development involving young adults who have just finished their search for identity and are ready to join with others whom they view as having the same ideas, values, and interests. John, one of 490 current Teaching Fellows, shared his thoughts about the benefits of being part of a cohort. He identified his cohort membership as "a great opportunity to grow with the same group of students."

John further described his cohort of seven Fellows as "the strongest group of people I'm involved with on campus." He commented that they are involved in numerous activities on and off campus that bring them close together and help prepare them to enter the classroom. Additionally, he explained that his group not only shares the same classes, but they also share the same ideas, morals, passions, and goals. This type of connection, according to John, is extremely difficult to find on a college campus. Similar sentiments were expressed in a senior survey administered to each Teaching Fellow in his or her last year of the Program. With nearly a 100% survey response rate, approximately 90% of seniors reported that being part of a cohort was effective or very effective in preparing them for the classroom.

### *Campus Director*

The Campus Director at each Teaching Fellows Institution who is responsible for directing and advising the cohorts is as equally imperative to the Program as are the cohorts. This individual must be genuine, non-judgmental, and empathetic as the Fellows look to him or her for guidance concerning their academic and personal lives. When asked about their duties, Campus Directors are quick to respond with a list of roles they often fulfill: mentor, advisor, friend, parent, coach, counselor, and confidant. Although each Campus Director takes an individual approach to managing the Teaching Fellows Program on their campus, each leader must be prepared to meet the sometimes very different needs of their cohort members.

John portrayed his Campus Director as approachable and always willing to help. She has an open-door policy and facilitates the professional growth of each Fellow. Jane, a Fellows graduate who is now a practicing teacher, identified her Campus Director as a "mother away from home" who served as their leader but also knew them on a personal level. Jane also

described the Teaching Fellows Program as a “family-like organization that provides a support group not only academically, but emotionally as well.” The support received from the Campus Director and other cohort members helped calm Jane’s fears and concerns as she entered a new chapter in her life. Most seniors shared the same level of respect and appreciation for their Campus Directors as over 90% reported that their leader was a Teaching Fellows advocate on campus and in public schools, and 95% indicated that the availability and support of their Campus Director was good or excellent.

### **Program Success**

Success of the Teaching Fellows Program is based on several variables. Discussed below are the three most critical success criteria: program completion, service in the classroom, and teacher retention. When closely analyzed, data related to these variables inform CERRA and other stakeholders of the Program’s effectiveness.

#### **Program Completion**

The Teaching Fellows Program has graduated a total of 909 students from the 2000-2006 cohorts. This number results in a 74% program completion rate compared to a 55% graduation rate among all South Carolina institutions that offer teacher education programs. Jane teaches in a school with extremely high rates teacher turnover and poverty among the students. When asked to describe her first year of teaching, she humbly described it as “rough.” Although she felt prepared to work with diverse populations and new technologies, she had the urge to quit. But, with the support of her cohort members and her Campus Director, with whom she still maintains contact, and strong mentors in her school, Jane is in her fifth year of teaching and was just named District Teacher of the Year. While this award cannot be accredited to the Teaching Fellows Program alone, Jane does feel as though she is a better teacher because of the Program.

#### **Service in the Classroom**

Jane is one of 646 Teaching Fellows who completed the Program and are now working in a South Carolina public school district. Statistically, 71% of all graduated Fellows are employed in 75 school districts in the state. Another 14% are still in good standing and are temporarily deferring their teaching due to graduate school, military service, special requests, or use of their grace year. Over half of the Fellows who are currently teaching are doing so in critical need schools that meet one or more of the following criteria:

1. An absolute rating of Below Average or At Risk (unsatisfactory);
2. A teacher turnover rate for the past three years that is 20% or higher; or
3. A poverty index of 70% or higher (determined by students eligible for Medicaid or subsidized lunch).

Jane’s choice to teach in one of these schools stemmed from her practicum, a field service placement prior to the student teaching internship that exposes the student to public school classrooms where he or she serves as an observer/volunteer. She was placed in an affluent school, but did not feel needed by the students. As a result, she requested that her internship placement be in a school with high levels of poverty where students often lack the fundamental

tools necessary to become successful without the intervention of a passionate, competent, and committed teacher. Today, Jane teaches in a critical need school that has a teacher turnover rate of 29%, and nearly 90% of the students enrolled in this school are eligible for Medicaid or free/reduced lunch plans. John intends to move back to his hometown to teach in a rural area where he feels he would have more to offer to the students. He has more experience in this type of environment and feels as if he would be more effective working with at-risk, low income children, perhaps in a Title 1 school.

### *Teacher Retention*

After such a difficult first year of teaching, Jane intended to pay off the loan and move on to another career. She declared that the Teaching Fellows Program did a great job preparing her for the classroom. However, the school where she accepted a teaching position supports the System for Teacher and Student Advancement (SC TAP), and Jane had not been exposed to this type of school structure. Jane asserted that much more planning was required at a SC TAP school, and she was not accustomed to all of the extra work her first year. She did, however, say that she was prepared to do the work because, as a Fellow, you are taught to “go above and beyond.” When asked why she decided to stay after the first year, she simply stated, “Because I love it. It’s my passion.” Jane is one of 221 Fellows who have completely satisfied their loans through service and remain in the classroom.

In terms of retention, 85% of all loan-satisfied Fellows have chosen to stay in the classroom. This retention rate is extraordinary when compared to attrition among teachers in the first five years of their career. Several studies have found that as many as 50% of new teachers leave within the first five years of entry into the profession (Smith & Ingersoll, 2004). These staggering numbers – whether caused by unfavorable working conditions, change in occupation, or other personal reasons – have an academic and economic impact in our schools and districts. Students lose the value of being taught by an experienced teacher, and schools and districts face the challenges of recruiting and training new hires.

The high retention rate of South Carolina’s Teaching Fellows Program is fiscally advantageous to the state. In a 2007 study, the National Commission on Teaching and America’s Future (NCTAF) concluded that the national cost of teacher attrition is over \$7.3 billion. The Department of Labor estimates that attrition costs the employer 30% of the exiting employee’s salary. Therefore, if the average South Carolina teacher salary during the 2009 – 2010 school year was \$47,508 and 3,650 teachers (excluding retirees) left their classrooms at the end of the year, the state spent approximately \$52 million filling vacant positions. Although the estimated costs associated with teacher turnover may differ depending on the method of calculation used, the annual loss of our teachers substantially impacts our nation and state, and most importantly, our children.

### **Key Elements of the Teaching Fellows Program**

The Teaching Fellows Program is designed to provide students with an environment that promotes learning and growing with a group of individuals who intend to teach in South Carolina. The Teaching Fellows Policy Manual outlines a number of elements that must be included in each of the 11 programs across the state. In this report, three key elements are

identified and discussed: professional development, working with diverse populations, and using technology in the classroom.

### Professional Development

Teaching Fellows Institutions are obligated to maintain a cohort of Fellows who are provided diverse experiences and enrichment opportunities in their teacher education program. While each institution's approach to meeting this requirement is different, professional development is a staple among all Teaching Fellows programs in the state. During their individual interviews, both John and Jane constantly referred to the professional development opportunities they encountered as Fellows. John mentioned the many conferences he was able to attend, recounting one particular technology conference where he learned instructional strategies that he later shared with practicing teachers. He was asked to identify the most significant difference he saw between opportunities given to Fellows and other education majors; he emphatically stated, "Professional development."

Likewise, Jane referenced the continuous development of her leadership abilities. These opportunities have given her the confidence and preparation to become an effective leader in the classroom with her students and outside the classroom with her peers and other faculty. Jane said that because of these newfound leadership qualities, she has taken on more roles in the school and in the community. Similarly, senior survey results revealed comparable opinions; 92% of seniors reported that professional development opportunities were effective or very effective in preparing them for the classroom, and 93% said the Teaching Fellows experience has somewhat or to a great extent developed their leadership skills.

One particular form of professional development is time spent in the classroom. Both John and Jane maintained that one of the most helpful experiences they had as Fellows was the opportunity to be in a classroom the first semester of their freshman year. They felt that this experience gave them an advantage by exposing them to teaching even though their role was only observational at that point. John enjoyed it so much that he exceeded the required number of hours spent in the classroom during his first semester and Jane described this opportunity as the "best thing" about the Teaching Fellows Program. Both John and Jane explained how helpful it was to receive such an intense focus on the classroom from the very beginning of their training.

### Diversity Awareness

Another expectation of Teaching Fellows Institutions is to promote multicultural awareness and an appreciation of the state's diverse population. Results from the senior survey showed that 89% of seniors felt better prepared to work with diverse populations – including students with special needs, students in poverty, and students who speak English as a second language – because of their Teaching Fellows experience. When asked about this topic, both John and Jane discussed their service to the community as Fellows. John mentioned several field experiences in his county that had exposed him to diverse populations, specifically his work with a government housing project where he was responsible for providing activities to children and learning exhibits for adults. Jane provided an example of working with the Hispanic population during her sophomore year. This service project, as well as the trip with her cohort to the

Dominican Republic, helped prepare her to work with the three Hispanic children she now has in her classroom.

### *Technology in the Classroom*

Teaching Fellows Institutions also are committed to preparing students to use technology in the classroom. John recalled a number of presenters and conferences that focused on instructional strategies through the use of technology. Jane felt fully prepared in terms of technology use in the classroom. She and her cohort members would engage in interactive lessons with one another using Promethean boards. Therefore, when she was responsible for her own classroom, she was already familiar with the technology. Jane was able to lead other teachers in this arena due to the experience she received as a Fellow.

A majority (63%) of Teaching Fellows seniors reported that they were better prepared to use technology in the classroom. This percentage, however, is significantly lower than the ratings assigned to other previously discussed aspects of the Teaching Fellows Program such as classroom preparation, advocacy for the teaching profession, exposure to the needs of underperforming schools, development of leadership skills, interaction with education leaders on campus, preparation to work with diverse populations, and knowledge of education policy and legislation. A few seniors went on to say that their institution provided all education majors with training on using technology in the classroom, but their experience as a Fellow did not result in additional instruction. CERRA recognizes these concerns and is working with Campus Directors to address the issue.

### **Why Teaching Fellows?**

In the beginning of their interviews, John and Jane were asked why they chose to apply for the Teaching Fellows Program. John candidly responded, “Money.” He knew he wanted to be a teacher, but needed financial assistance to attend college. John did not know much about the Program, but made a quick decision to apply at the last minute. Jane decided to submit her application because her Teacher Cadet instructor in high school spoke highly of the Program, specifically about all of the professional development opportunities to which Fellows had access. The Teacher Cadet Program, also managed by CERRA, encourages academically talented young people who possess exemplary interpersonal and leadership skills to consider teaching as a career. While Teaching Fellows are not required to participate in the Teacher Cadet Program, between 65% and 75% of Fellows applicants each year are Cadets. Although different motivating factors led John and Jane to the Teaching Fellows Program, the end result is the same: two highly capable students who want to teach in a South Carolina public school are able to do so.

Teaching Fellows are treated as professionals; and in return, they are held accountable and must live up to high expectations set by their Campus Director and professors. John gave a specific example related to the responsible actions and behaviors expected of him as a Fellow. He once missed a class (surely, for a very good reason), and the next time he saw the professor of that class, John was asked, “Why did you miss this class? Teaching Fellows don’t do that.” Jane also described a situation where Fellows were offered a special opportunity to interact with faculty. The Fellows in her cohort were introduced to university faculty earlier than other students as part

of their orientation. This experience allowed her to connect with her professors on a personal level. Because Teaching Fellows are held to a higher set of expectations by faculty and staff, both John and Jane believe that being part of this Program distinguishes them from other education majors and practicing teachers.

As a current Teaching Fellow, John was asked what CERRA could do to improve the Program. He suggested providing more opportunities for Fellows throughout the state to come together and share experiences. CERRA recently encountered similar recommendations which resulted in the *Past, Present, and Future Conference* held in March 2010 where current Teaching Fellows and Fellows graduates spent a day collaboration. Current Fellows had the chance to attend presentations given by Fellows graduates who are practicing teachers. Keeping in mind the difficulty of scheduling activities convenient to 11 institutions across the state, CERRA will continue to work with Campus Directors to create meaningful projects for all South Carolina Teaching Fellows.

## **Conclusion**

Interviews were wrapped up by asking John and Jane if their Teaching Fellows experience met their expectations. Both insisted that their expectations were not only met, but exceeded. Jane affirmed that the Teaching Fellows Program prepared her to be a leader in the classroom. John feels completely prepared to be an effective teacher in his own classroom next year. Unlike some new teachers, he believes that his knowledge and training as a Fellow will allow him to not only survive his first year of teaching but also to excel in the classroom. Teaching Fellows seniors also feel well-equipped; 98% of them believe they are better prepared to be a classroom teacher because of their Fellows experience, and 95% rated their overall Fellows experience as good or excellent.

The Teaching Fellows Program is not intended to fill every classroom in the state. Its purpose is to produce a small cohort of well-qualified teachers who are trained to become leaders in their schools and communities. Fellows are exposed to a series of professional development opportunities that undeniably aid in preparing them to enter their own classrooms for the first time. As part of their service and training, Fellows also are involved in partnerships with local school districts as well as businesses that promote public education. These service projects often allow Fellows to interact with diverse populations in their area, better preparing them to teach children of different cultural backgrounds.

This Program not only recruits the best of the best, but it retains them as well. It has a proven rate of leadership, program completion, and retention. A program of this substance is essential to South Carolina due to the number of teachers who, regardless of the reasons, leave their classrooms each year and those who will be departing in the near future. Based on the ages and years of experience of the current teaching population in South Carolina, 25% of them will be eligible to retire in the next five years and 36% will be eligible to do so in ten years. These figures, coupled with an average of 5,400 teachers who do not return to their classrooms each year, suggest a continuous need for a successful recruitment and retention program. Even though the state's economic situation is uncertain and school districts' resources have been significantly reduced, South Carolina must continue to support a program that produces teachers of such high caliber.

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# Fall 2010 Teacher/Administrator Supply & Demand Survey

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Center for Educator Recruitment,  
Retention, & Advancement



## **Introduction**

Since 2001, the Center for Educator Recruitment, Retention, and Advancement (CERRA) has administered the annual Teacher/Administrator Supply and Demand Survey. Through collaboration with representatives in each of the state's school districts and special schools, CERRA compiles a statewide report detailing hiring and vacancy data for widespread use by education decision-makers in South Carolina.

## **Teacher Positions**

Districts were asked to report the number of allocated teacher positions for the 2010-2011 school year.<sup>1</sup> These numbers were compared to last year's data to determine the impact felt by districts due to shrinking budgets in South Carolina's public schools. For the 2010-2011 school year, districts reported 48,744.71 allocated teacher slots, a decrease of 2,145 positions from last school year and 3,676 from the 2008-2009 school year. Much like last year, districts continue to eliminate positions and programs to account for funding shortages.

More than three-quarters of districts experienced a loss in the number of allocated teacher positions. For example, two of the state's smallest districts reported the largest reduction in teacher allocations. These two rural, high poverty districts reported a 38% and 25% loss of positions. In both districts, elementary and early childhood positions made up the majority of the decrease in numbers. Two additional districts, both located in the Pee Dee region, suffered a 20% decline in the number of reported positions. The remaining districts in the state reported only a slight increase in funded positions or no change at all. One district, the South Carolina Public Charter School District, did stand out as it doubled in size with the addition of four new charter schools.

Most districts reported fewer funded teacher positions this year, regardless of subject area or school level. Significant statewide growth did, however, occur in two subject areas. Compared to last year, the number of career and technology positions increased by nearly 50% in the 2010-2011 school year. Furthermore, the number of literacy teacher allocations more than doubled at the middle and high school levels and grew by 46.5% across all school levels. A new literacy certification, including literacy teachers, coaches, and specialists, was added in June 2010 to replace the existing certification for reading. When completing the 2009-2010 Supply and Demand Survey, districts were inclined to place literacy coaches and specialists in the "other" category rather than group them with reading teachers. Because the certification is now identified as literacy, districts may have included coaches and specialists in the literacy category, thus explaining the substantial rise in the number of reported literacy teachers.

The largest proportion (45%) of all eliminated teacher slots was in the primary/elementary schools. Reductions at the high school level accounted for 38% of positions lost, and of those, over half were in English and mathematics combined. Finally, 21% of all unfunded positions

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<sup>1</sup> With the exception of Barnwell 29 and Spartanburg 6, all public school districts completed a Supply and Demand Survey. The SC School for the Deaf and the Blind, the Department of Juvenile Justice, and the Palmetto Unified School District also submitted surveys. Information from these 87 districts and specials schools is included in all data tables throughout the report.

reported for this school year were attributable to reductions in middle schools. Almost 65% of these reductions were in language arts and science combined.

### **Teachers Hired**

The total number of teachers hired in South Carolina's public school districts and special schools this year was 3,514.59, approximately 105 fewer hires compared to last school year and the lowest number of teachers hired since 2001 when CERRA began conducting the annual Supply and Demand Survey.

Although the statewide number of teachers hired did not change much since last year, several districts experienced significant variation. For example, the number of teachers hired more than doubled in 11 districts, most of which are located in the Savannah River or Pee Dee region. With the exception of one medium-sized district (~650 teachers), all of these districts employed fewer than 250 teachers. In contrast, several districts experienced a considerable decrease in the number of teachers hired this year. One large upstate district (~1,100 teachers) hired only 25 teachers this year, a 64% decrease from last year.

Teachers hired in primary/elementary schools made up the largest proportion (42.6%) of the total number of hires in the state. At the middle and high school levels, the majority of new hires were concentrated in just a few subject areas including English/language arts, mathematics, special education, social studies, and science. Across all school levels, teachers with an elementary, special education, or early childhood certification accounted for the largest group of hires.

One-third of all teachers hired this year (1,176.67) and last year (1,180) were new graduates from teacher education programs in the state. Just over 11% (341) of hires came from programs in another state. This number is moderately smaller than the 413.8 out-of-state graduates hired last year. Another 23% (798.25) of new hires transferred from one South Carolina district to another; this number increased by 11% since last year. Just like the 2009-2010 school year, teachers who transferred from another state made up 14% of all hires.

This year, the number of first-year teachers hired through the Program of Alternative Certification decreased by nearly 30%. The drop in numbers occurred mainly at the middle and high school levels as fewer PACE teachers were hired in science, mathematics, and biology. Several subject areas, however, saw an increase in PACE hires. These subjects included dance, special education (emotional disabilities), social studies, chemistry, and theater.

Approximately 21% of teachers hired for the current school year were reported as male and 20% as minority. These figures are slightly larger than the number of male and minority teachers as a percentage of the total teacher population in the state. According to the South Carolina Department of Education, about 18% of all 2009-2010 public school teachers in the state were reported as male and 17% as minority. This trend has remained relatively constant over the last decade.

## **Vacant Teacher Positions**

Districts reported 189.75 vacant teacher positions at the beginning of the 2010-2011 school year. This number is a reduction of just 14 vacancies compared to the number calculated last year. While high schools held the largest share (42.7%) of unfilled teacher positions this school year, the actual number of vacancies at the high school level dropped by 26%. Most of this decrease can be explained by vacant positions in mathematics and English. Conversely, the number of vacancies in primary/elementary schools grew by 20%. Most of this increase is attributable to vacant special education positions.

Thirty-five percent of this year's vacancies were in special education (including speech language therapy) across all school levels. Also, about 10% of the state's vacant positions were reported as "other." With the exception of JROTC instructors, most of these positions were either school- or district-wide positions that did not involve a classroom teacher. The fewest number of unfilled teaching slots remained at the middle level with 41.75 (22.5%), most of which were special education, language arts, and "other" positions. These particular subject areas, as well as science, mathematics, English, and Spanish, made up the majority of vacancies in South Carolina's high schools.

Nearly half of all districts and special schools that responded to the survey reported no vacant teacher positions at the beginning of the 2010-2011 school year, and about 80% of districts had no more than two vacancies at the beginning of the year. One large school district stands out as it represented 23.4% of all unfilled teacher positions in South Carolina, but accounted for only 6.4% of all vacancies last year. As of December 2010, however, this particular district reported only 15 vacant teacher positions. Another district should also be highlighted, but for a different reason. This small district located in the Pee Dee region reported the highest number of vacancies in the state last year (with the exception of one special school), but had none this year.

Regionally, the Lowcountry and the Pee Dee had the largest number of vacant teacher positions, representing nearly 60% of statewide vacancies. Districts in these two regions, however, accounted for only 36% of all teacher positions in South Carolina. This observation indicates a disproportionate number of unfilled positions in those particular regions when compared to their sizes. On the other hand, the two regions – Midland and Upstate – that employ more than half of all public school teachers in the state had less than one-quarter of all reported statewide vacancies. These trends suggest that location does play a significant role in the recruitment and retention of teachers. The hardest-to-staff schools are often located in the poorest, most rural areas of the state.

## **Teachers Leaving**

A total of 4,612.8 teachers did not return to their classrooms for the 2010-2011 school year. This total is a reduction of only 40 from last year's 4,652.5 teachers who decided to move on for a number of reasons. More than one out of every five (963.5) teachers who did not return to their classrooms this year retired from the profession. This number is a 23% drop compared to the 1,258 teachers who retired at the end of the 2009-2010 school year. Approximately 11% of teachers who left their classrooms are teaching in another South Carolina district. Including these teachers who transferred to another district, nearly 20% of teachers who left their classrooms last

year are still employed in the education profession in South Carolina or another state. Although these teachers may change positions or locations or even shift to other education roles, they remain advocates for public education and most importantly our students.

Last year, 20% of teachers who left their classrooms did so for reasons identified by districts as “other” or “unknown.” Three “other” reasons were most frequently noted: retirees on letters of agreement who were not rehired, moved out of the area or spouse relocation, and resignation. Therefore, these three categories were included as choices on this year’s survey. The following results were calculated this year: resignations accounted for 11% of teachers who left their classrooms; teachers who moved out of the area or relocated with their spouse represented 8.5% of departures; retirees working on letters of agreement who were not rehired this year made up 8% of leavers; and only 6% (compared to 20% last year) of teachers who did not return for the 2010-2011 school year did so for unknown or other reasons. Other reasons for leaving included going to teach in a private school or at the college level, completing the Teacher and Employee Retention Incentive (TERI) program, and being part of a program that was eliminated for unidentified reasons.

A majority (65%) of teachers who left their classrooms last year had more than five years of teaching experience, and one-third of these experienced teachers retired from the profession indicating that they taught for at least 28 years and/or were 55 years of age. While retirement data are included in attrition rates, they are much less meaningful than turnover associated with job dissatisfaction. Only 3.3% (154.1) of teachers who did not return this year left the profession altogether. In fact, this is the smallest number and proportion of teachers who departed in the middle of their careers since 2001 when CERRA first administered the Supply and Demand Survey.

Teacher supply and demand in South Carolina has been quite similar for the last two school years. The number of vacant positions and teachers hired has dropped significantly since the 2008-2009 school year during which the state’s economic situation worsened and districts’ resources were reduced. While districts are not hiring as many teachers and fewer positions are available, South Carolina must continue to recruit highly qualified, effective teachers. Recruitment efforts should focus particularly on middle and high school teachers certified in special education, mathematics, science, and English/language arts as these subject areas consistently represent the majority of unfilled teacher positions each year. With an average of 5,400 public school teachers leaving their classrooms each year since 2001, a continuous need for teachers will exist in our state.

## Data Tables

Table 1A includes the number of allocated teacher positions (by subject area and school level) in South Carolina for the 2010-2011 school year. Allocated teacher positions refer to all teacher slots funded in the districts' 2010-2011 budgets. These numbers include filled and unfilled positions.

Data from the 2009-2010 school year are included for comparison purposes.

<b>Table 1A</b>	<b>Number of Teacher Positions</b>							
<b>Subject Area</b>	<b>Primary/Elementary</b>		<b>Middle</b>		<b>High</b>		<b>Total</b>	
	<b>2009-2010</b>	<b>2010-2011</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2009-2010</b>	<b>2010-2011</b>
<b>Agriculture</b>			3	0.67	77.5	79.5	80.5	80.17
<b>Art</b>	537.17	564.2	248.9	208.81	301.33	257.5	1,087.4	1,030.51
<b>Business and Marketing Technology</b>			239.5	177.75	692.2	474.17	931.7	651.92
<b>Career and Technology</b>			61	90.4	638.6	938.74	699.6	1,029.14
<b>Computer Programming</b>			n/a	24.67	n/a	43.03	n/a	67.7
<b>Dance</b>	15	15.5	28.5	25	28	16.5	71.5	57
<b>Driver's Education</b>					137.33	98.22	137.33	98.22
<b>Early Childhood</b>	7,877.6	8,606.9					7,877.6	8,606.9
<b>Elementary</b>	8,238.5	8,489.55					8,238.5	8,489.55
<b>English for Speakers of Other Languages (ESOL)</b>	253.2	245.64	100.9	87.49	64.5	81.96	418.6	415.09
<b>English / Language Arts</b>			1,566.8	1,405.62	1,838.43	1,624.02	3,405.23	3,029.64
<b>Family and Consumer Sciences</b>			51.5	39	156	121.7	207.5	160.7
<b>Guidance</b>	660.1	618.23	414.9	433.75	634	632.03	1,709	1,684.01
<b>Health</b>	13.5	38.25	57.5	72.2	89.7	84.74	160.7	195.19
<b>Industrial Technology</b>			55	42.16	85.5	44.5	140.5	86.66
<b>Literacy / Reading</b>	340	403.15	71.5	173.1	36.5	80.2	448	656.45
<b>Mathematics</b>			1,539.3	1,441.5	1,758.84	1,525.32	3,298.14	2,966.82
<b>Media Specialist</b>	573.3	560.26	217.4	222.06	228	234.93	1,018.7	1,017.25
<b>Montessori</b>	n/a	192					n/a	192
<b>Music (includes Band and Chorus)</b>	564.82	537.82	410.35	396.94	327.48	329.22	1,302.65	1,263.98
<b>Physical Education</b>	714.77	641.3	407.37	388.85	578.76	518.41	1,700.9	1,548.56
<b>School Psychologist</b>	183.16	175.57	77.21	68.01	88.12	87.72	348.49	365.3
<b>Sciences</b>								
<b>Biology</b>					327	327.75	327	327.75
<b>Chemistry</b>					191.25	189.23	191.25	189.23
<b>Physics</b>					92	76.04	92	76.04
<b>Science</b>			1,280.5	1,149.34	946.55	803.55	2,227.05	1,952.89
<b>Social Studies</b>			1,243.05	1,140.95	1,505.27	1,369.02	2,748.32	2,509.97
<b>Special Education</b>								
<b>Deaf &amp; Hard of Hearing</b>	48.97	54.2	14.3	11.95	23.83	20.25	87.1	86.4
<b>Emotional Disabilities</b>	146	153.25	107.5	92.75	137	103	390.5	349
<b>Learning Disabilities</b>	885	943.55	575.25	632.45	692.5	745.15	2,152.75	2,321.15
<b>Mental Disabilities</b>	382.5	302.5	247.5	137.1	301	237.3	931	676.9
<b>Multicategorical</b>	262	295.55	131.75	188.15	174	189.9	567.75	673.6
<b>Severe Disabilities</b>	88	139.5	30.25	46.5	38.25	72.2	156.5	258.2

Table 1A continued	Number of Teacher Positions							
Subject Area	Primary/Elementary		Middle		High		Total	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
<b>Special Education (continued)</b>								
Speech Language Therapist	686.85	648.9	68.9	66.3	35.9	44.25	791.65	816.95
Visual Impairment	19.65	21.09	10	8.24	10.5	20.8	40.15	51.13
Other Special Education	126.5	249.8	36	45.83	57.5	135.78	220	432.41
Theater or Speech and Drama	20.5	19.5	43	36.9	67.37	63.72	130.87	120.12
<b>World Languages</b>								
American Sign Language (ASL)	1	0	0	0	2	1	3	1
Chinese	1	0.8	1	0.25	2.25	3.05	4.25	4.1
French	21	14.2	35.5	22.2	130	114.22	186.5	150.62
German	10.8	6.8	9	5.65	29.66	26.8	49.46	39.25
Japanese	0	0	0	2	1	0.25	1	2.25
Latin	0	0	5.5	6.5	21	15.6	26.5	22.1
Russian	0	0	0	0.5	2	0.5	2	1
Spanish	92.3	61.8	113.5	95.7	444	409.48	649.8	566.98
Other	778.83	381.09	357.33	642.85	348.43	861.78	1,484.59	1,885.72
<b>TOTAL</b>	<b>25,520.58</b>	<b>24,562.5</b>	<b>10,741.64</b>	<b>10,282.19</b>	<b>14,627.47</b>	<b>13,806.53</b>	<b>50,889.69</b>	<b>48,744.71</b>

Table 2A includes the number of teachers hired (by subject area and school level) – including PACE, ABCTE, and Adjunct teachers – in South Carolina for the 2010-2011 school year. Rehired retirees who were employed in the same district during the 2009-2010 school year are not included.

Table 2A	Number of Teachers Hired			
Subject Area	Primary/Elementary	Middle	High	Total
Agriculture		0	7.67	7.67
Art	31.8	18	21.6	71.4
Business and Marketing Technology		12.5	44.25	56.75
Career and Technology		3	52	55
Computer Programming		1	0	1
Dance	3	5	1	9
Driver's Education			4	4
Early Childhood	401			401
Elementary	574.7			574.7
English for Speakers of Other Languages (ESOL)	6.25	5.25	4.25	15.75
English / Language Arts		147.75	148.75	296.5
Family and Consumer Sciences		1.5	6	7.5
Guidance	34	31.5	43	108.5
Health	0	1.5	5	6.5
Industrial Technology		4	1	5
Literacy / Reading	11.5	6	1	18.5
Mathematics		130.25	192.5	322.75

<b>Table 2A continued</b>	<b>Number of Teachers Hired</b>			
<b>Subject Area</b>	<b>Primary/ Elementary</b>	<b>Middle</b>	<b>High</b>	<b>Total</b>
<b>Media Specialist</b>	40.75	16.75	10.5	68
<b>Montessori</b>	3			3
<b>Music (includes Band and Chorus)</b>	41.8	31.75	41	114.55
<b>Physical Education</b>	24.4	26.25	33	83.65
<b>School Psychologist</b>	18	5.5	9.25	34.75
<b>Sciences</b>				
<b>Biology</b>			31.17	31.17
<b>Chemistry</b>			15.5	15.5
<b>Physics</b>			9	9
<b>Science</b>		116.25	85.33	201.58
<b>Social Studies</b>		116.75	105.15	221.9
<b>Special Education</b>				
<b>Deaf &amp; Hard of Hearing</b>	6	0.6	0	6.6
<b>Emotional Disabilities</b>	13	7	18	38
<b>Learning Disabilities</b>	82.25	63.5	72.4	218.15
<b>Mental Disabilities</b>	36	13	28	77
<b>Multicategorical</b>	29	22.75	24.25	76
<b>Severe Disabilities</b>	14	5	10	29
<b>Speech Language Therapist</b>	77.75	4.85	4.65	89.25
<b>Visual Impairment</b>	1	0	0	2
<b>Other Special Education</b>	11	4.5	8.5	24
<b>Theater or Speech and Drama</b>	2.25	4.75	5.25	12.25
<b>World Languages</b>				
<b>American Sign Language (ASL)</b>	0	0	0	0
<b>Chinese</b>	0	0	1	1
<b>French</b>	1	1	9.42	11.42
<b>German</b>	0	1	2	3
<b>Japanese</b>	0	0	0	0
<b>Latin</b>	0	1	3	4
<b>Russian</b>	0	0	0	0
<b>Spanish</b>	14.3	13.25	70.25	97.8
<b>Other</b>	14	27.5	29	73.5
<b>TOTAL</b>	<b>1,491.75</b>	<b>850.2</b>	<b>1,157.64</b>	<b>3,514.59</b>

Table 2B includes the source of each new hire reported for the 2010-2011 school year.

Table 2B Source of Reported New Hires			
Source	#	Source	#
New Teacher Education Program – In State	1,176.67	Retired South Carolina Teacher, Returned to Teaching	91.92
New Teacher Education Program – Out of State	341	Inactive South Carolina Teacher, Returned to Teaching	196.5
PACE	159.75	Teacher from Another South Carolina District	798.25
ABCTE	25.25	Teacher from Another State	482.75
Adjunct Instructor	5	Teacher from Outside the United States	79
Other	114	List the states/countries from where new teachers were hired:  All states except: Alaska, Delaware, Maine, New Mexico, North Dakota, South Dakota, Vermont, and Wyoming  Other countries (10): Africa (country not specified), Australia, China, Colombia, England, India, Jamaica, Paraguay, Philippines, Romania	
TOTAL: 3,470.09 (difference of 44.5 new hires that were not identified by source)			

Table 2C includes the number of minority teachers and male teachers hired in South Carolina for the 2010-2011 school year.

<b>Table 2C</b>	<b>Number of Teachers Hired</b>
Minority Teachers	702
Male Teachers	725.75



Table 3A includes the number of first-year PACE teachers hired (by subject area and school level) in South Carolina for the 2010-2011 school year.

Table 3A	Number of First-Year PACE Teachers Hired			
Subject Area	Primary/ Elementary	Middle	High	Total
Agriculture		0	1	1
Art	1	1	2	4
Business Education		11	15.75	26.75
Dance	2.5	2	0	4.5
English / Language Arts		8	14	22
Family and Consumer Sciences		1	1	2
Health	0	0	0	0
History			1	1
Industrial Technology		0	0	0
Mathematics		3	9	12
Media Specialist	3	0	1	4
Music	2	0	0	2
Physical Education	2	2	1	5
Sciences				
Biology			5	5
Chemistry			3	3
Physics			1	1
Science		6	14	20
Social Studies		6	4	10
Special Education: Emotional Disabilities	2	6	4	12
Theater	0	1	2	3
World Languages				
French	0	0	0	0
German	0	0	1	1
Latin	0	1	0	1
Spanish	2.3	0.5	7	9.8
<b>TOTAL</b>	<b>14.8</b>	<b>48.5</b>	<b>86.75</b>	<b>150.05</b>

Table 4A includes the number of vacant teacher positions (by subject area and school level) in South Carolina at the beginning of the 2010-2011 school year.

Table 4A	Number of Vacant Teacher Positions			
Subject Area	Elementary/ Primary	Middle	High	Total
Agriculture		0	2.13	2.13
Art	1.8	0	0	1.8
Business and Marketing Technology		0	1	1
Career and Technology		0	6	6
Computer Programming		0	0	0
Dance	0	0	0	0
Driver's Education			2.5	2.5
Early Childhood	13.2			13.2
Elementary	4			4
English for Speakers of Other Languages (ESOL)	1	1	1	3

Table 4A continued	Number of Vacant Teacher Positions			
Subject Area	Elementary/ Primary	Middle	High	Total
English / Language Arts		6	4	10
Family and Consumer Sciences		1	0.09	1.09
Guidance	1.2	1.5	3	5.7
Health	0	0	3	3
Industrial Technology		0	1	1
Literacy / Reading	2	1	1	4
Mathematics		2	4	6
Media Specialist	3.5	1	0	4.5
Montessori	0			0
Music (includes Band and Chorus)	0	2	0	2
Physical Education	1.2	1	0.5	2.7
School Psychologist	1	0	0	1
Sciences				
Biology			0	0
Chemistry			0	0
Physics			1	1
Science		3	5	8
Social Studies		3	3.5	6.5
Special Education				
Deaf & Hard of Hearing	0	0	0	0
Emotional Disabilities	3	2	7.75	12.75
Learning Disabilities	5	5.5	14.5	25
Mental Disabilities	0	1	1	2
Multicategorical	3.5	1	3	7.5
Severe Disabilities	0	1	1	2
Speech Language Therapist	10.5	1	0	11.5
Visual Impairment	2	0	0	2
Other Special Education	3.5	0.25	0.25	4
Theater or Speech and Drama	1	0	0	1
World Languages				
American Sign Language (ASL)	0	0	0	0
Chinese	0	0	0	0
French	0	0	2	2
German	0	0	0	0
Japanese	0	0	0	0
Latin	0	0	0	0
Russian	0	0	0	0
Spanish	0	2.5	4	6.5
Other	7.38	5	7	19.38
<b>TOTAL</b>	<b>64.78</b>	<b>41.75</b>	<b>79.22</b>	<b>189.75</b>

Table 5A includes the number of teachers (by reason for leaving, school level, and years of teaching experience) who did not return to their classrooms for the 2010-2011 school year.

Table 5A	Number of Teachers who Left their Classrooms																		
Reason for Leaving the Classroom	Primary/Elementary						Middle						High						TOTAL
	Years of Teaching Experience						Years of Teaching Experience						Years of Teaching Experience						
	1	2	3	4	5	>5	1	2	3	4	5	>5	1	2	3	4	5	>5	
Retirement (first-time retirees only)	0	0	0	0	0	495.9	0	0	0	0	0	182.1	0	0	0	0	0	284.5	963.5
Leaving profession	5	7	6	6	8	27.5	5	5	9	4	5	15	6.6	6	8	2	1	28	154.1
Teaching position in another SC district	31	19	16.5	15	12	91	17	8	10.5	9	6	59	25	14	19	10	10	117	491
Teaching position in another state	12	12	12	4	7	43.4	4	5	6	8	0	16	4	5	13	10	6	40	207.4
Administration position in same or different SC district	0	0	0	0	1	21	1	0	1	1	1	17	1	0	0	1	0	18	63
Administration position in another state	0	0	0	1	0	4	0	0	0	0	0	0	0	0	0	0	0	0	5
Other education position in same or different SC district	0	0	0	0	0	9	2	1	0	0	0	12	1	0	1	0	1	4	31
Other education position in another state	0	0	0	0	1	2	0	0	0	1	0	5	0	0	0	0	0	8	17
Reduction in force (RIF)	17	7	3	3	1	10	13	5	0	0.5	0.5	16.75	11	5	0	1	1.5	31.75	127
Resignation	23	22	25	12	15	105.8	19	9	20	11	14	59	25	13	16	10	15	91	504.8
Retiree from previous year (on letter of agreement) not rehired	0	0	0	0	0	148.5	0	0	0	0	0	90	0	0	0	0	0	127.5	366
Did not qualify for SC certificate	4	0	0	2	0	5	1	3	1	3	1	4	11	4	3	2	3	3	50
Termination or non-renewed contract	24	16	6	3	2	81.5	25	9.5	11.2	7.5	6	43	17	14.5	8.8	6	3	39	323
International teacher returning to country of origin	0	0	14	2	1	8	0	2	15	0	0	13	3	2	33	10	4	39	146
Personal (maternity leave, illness, caring for sick or aging parent, etc.)	18	23	22	27	31	101	14	19	6	12	15	37	8	16	10	6	9	63	437
Returning to school to obtain an advanced degree	6	5	4	1	1	3	5	3	5	1	0	3	2	1	3	2	2	7	54
Moved out of area / Spouse relocation	31	31	22	12	6	85	19	18	21	7	10	40	17	14	6	9	7	36	391
Other	1	2	2	0	0	40	3	0	0	2	0	30	4	1	0	0	1	43	129
Unknown	13	4	9	6	3	21	7	6	4	1	0	21	7	3	3	4	2	39	153
Total	185	148	141.5	94	89	1,302.6	135	93.5	109.7	68	58.5	662.85	142.6	98.5	123.8	73	65.5	1,018.75	4,612.8
TOTAL	1,960.1						1,127.5						1,522.2						4,612.8

Table 5B includes the number of PACE teachers (by reason for leaving) who did not return to their classrooms for the 2010-2011 school year. PACE teachers are also included in question 5A.

<b>Table 5B</b>	<b>Number of PACE Teachers who Left their Classrooms</b>
<b>Reason for Leaving the Classroom</b>	
Retirement (first-time retirees only)	1
Leaving profession	10
Teaching position in another SC district	14
Teaching position in another state	2
Administration position in same or different SC district	0
Administration position in another state	0
Other education position in same or different SC district	2
Other education position in another state	0
Reduction in force (RIF)	14
Resignation	22
Retiree from previous year (on letter of agreement) not rehired	1
Did not qualify for SC certificate	30
Termination or non-renewed contract	19
International teacher returning to country of origin	0
Personal (maternity leave, illness, caring for sick or aging parent, etc.)	3
Returning to school to obtain an advanced degree	4
Moved out of area / Spouse relocation	3
Other	0
Unknown	2
<b>TOTAL</b>	<b>127</b>

Table 6A includes the number of administrators hired and vacant administrator positions for the 2010-2011 school year.

<b>Table 6A</b>	<b>Number of Administrators Hired</b>	<b>Number of Vacant Administrator Positions</b>
<b>Type of Administrator</b>		
District Superintendent	13	0
District Assistant Superintendent	12	1
Other District-Level Administrator	53.9	22
Primary/Elementary School Principal	46.5	2
Primary/Elementary School Assistant Principal	33	1
Middle School Principal	25.5	0
Middle School Assistant Principal	33	1
High School Principal	22	6
High School Assistant Principal	50	1
Other School-Level Administrator	15	3
Other	24	0
<b>TOTAL</b>	<b>327.9</b>	<b>37</b>

### Report Prepared By:

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# A Report on the Special Education Mentoring Grant in South Carolina

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June 2011

Center for Educator Recruitment,  
Retention, & Advancement (CERRA)

South Carolina Department of Education

## **Introduction**

The following report outlines the three-year Special Education Mentoring Grant awarded to the Center for Educator Recruitment, Retention, and Advancement (CERRA) from July 1, 2008 to June 30, 2011. The main purpose of this grant was to develop an advanced training for mentors who work with new special education teachers in South Carolina. The report provides a detailed overview of the grant including its five objectives, data connected to various grant-related activities, and results from the evaluation period which took place during the last year of the grant. The first section is a review of the literature that supports the need for a grant of this nature, as well as data linked to special education in South Carolina.

### **Review of the Literature – A National Perspective**

A major challenge in public education is retaining highly qualified and effective teachers in every classroom. Growing attrition rates, particularly among beginning teachers, is one of the main contributing factors to the national shortage of successful educators. Despite the reasons teachers leave the profession so early in their careers, their turnover has both economic and academic impact in our schools and districts. Students lose the value of being taught by an experienced teacher, and schools and districts face the challenges of recruiting and training new hires.

While the national teacher turnover rate is about 17%, a number of studies have found that as many as 50% of teachers leave within the first five years of entry into the profession (see Smith & Ingersoll, 2004). These staggering numbers, whether caused by unfavorable working conditions, change in occupation, or other personal reasons, suggest a potentially serious problem in the early years of a teacher's career.

Similarly, more than half of all special education teachers leave the profession or transfer into regular education classes every four years (McLeskey et al., 2004), making special education a field of interest regarding teacher attrition. Over the last decade, researchers have cited special education teacher attrition rates ranging from 10% to 20% each year (Boe & Cook, 2006; McLeskey & Billingsley, 2008; Whitaker, 2000). Although this range is consistent with the previously cited turnover rate of all teachers (17%), researchers concluded that special education teachers were about 2.5 times more likely than other teachers to move from their schools or leave the teaching profession altogether (Smith & Ingersoll, 2004).

One feature in schools that has proven to increase retention is mentoring and induction. Mentoring is one critical aspect of a comprehensive induction program that facilitates the pairing of a beginning teacher with a veteran educator to assist with the transition into the classroom. Research has proven that mentoring, in its various forms, can yield higher retention rates (Parker et al., 2009; Smith & Ingersoll, 2004; see Corbell et al., 2010), one of several goals that teacher induction programs are designed to meet. Without retention, however, other significant outcomes like increasing teacher effectiveness and improving student achievement could not occur.

Mentoring was also found to have a positive impact on new special education teachers' perceived effectiveness and intent to remain in the field (Billingsley et al., 2004; Boe et al., 2008; Whitaker, 2000). In one study, most of the early career special educators indicated that

“informal help from other colleagues” was helpful as it was specific to their needs. Some of the formal mentoring programs available to them, however, were not helpful (Billingsley et al., 2004). While these teachers were not specifically asked to further explain their responses, one can infer that the “formal” programs offered were not customized for a beginning special education teacher. Given the diverse needs of special education teachers and their students, carefully-designed and organized induction support is needed, including a trained mentor who fully understands the needs of a novice special educator.

### South Carolina Data

Since 2001, CERRA has administered its annual Teacher/Administrator Supply and Demand Survey. Through collaboration with representatives in each of the state’s school districts and special schools, CERRA compiles a statewide report detailing hiring, vacancy, and departure data for widespread use by education decision-makers in South Carolina. For the last ten years, as long as this information has been available, special education (excluding speech therapy) has accounted for the single largest share of vacant teacher positions in the state, ranging from about 14% to more than 30% of all vacancies. For four consecutive years in 2000 to 2004, special education explained approximately 30% of all statewide vacancies. This percentage dropped to a range of 22% to 24% from 2005 through 2008 and fell to just 14% in 2009. The most recent data from the 2010-2011 school year revealed that 29% of all vacant teacher positions in South Carolina were in special education. Although this percentage has fluctuated over time, vacancies in special education consistently outnumber the unfilled teacher positions in other content areas.

A similar trend has occurred in the number of special education teachers hired each year. With the exception of teachers who possess an elementary/early childhood certification, special educators have represented the largest portion of public school teachers hired in South Carolina since this information became available in 2001. Hiring and vacancy data like these signify a serious problem in the field of special education. Despite the reasons, districts continue to have trouble recruiting and retaining teachers in this specialized subject area.

Additional data were collected through another survey administered by CERRA in 2008 and 2009. All public school districts and special schools in the state were asked to submit information related to their special education teachers and students with disabilities. The objective of this data collection effort was to gain a better understanding of special education in South Carolina, particularly focusing on the retention of new special education teachers. Some results from the 2009 survey are highlighted below, and the remaining data are included in Attachment A.

- 62 districts and 3 special schools (South Carolina School for the Deaf and the Blind, South Carolina Department of Juvenile Justice, and Palmetto Unified) submitted a survey.
- The proportion of special education students enrolled in these districts ranged from 8.7% to 26.5%. In DJJ and SCSDB, these percentages were much higher at 32.6% and 100%, respectively.
- The percentage of special education teachers who did not return to their districts in 2009-10 ranged from 0% to 33.3%. Ten districts and special schools had special educator attrition rates of more than 20%.

- Of the special education teachers who left, 28% retired, 20% moved out of the area, and 13% left due to termination, reduction in force, or did not qualify for SC certificate.

As substantiated in the literature, a successful mentoring program can produce many positive results for students, teachers, and entire school communities. CERRA, in partnership with the South Carolina Department of Education (SCDE), provides a comprehensive, three-day initial training for educators who wish to become certified mentors. This training focuses on the needs of all beginning teachers, but does not address the diversity that exists in various certification areas including special education. Because such specialized mentor training did not exist in South Carolina, the Office of Exception Children at the SCDE created an opportunity for CERRA to develop an advanced training for mentors who work with new special education teachers.

Below is a brief description of the grant – its origin and objectives and data produced from numerous grant initiatives.

### **Grant Overview**

In the fall of 2007, a member of the South Carolina Advisory Council on the Education of Students with Disabilities asked CERRA representative, Ann Marie Taylor<sup>2</sup>, to attend one of the group's meetings. During sub-committee work time, Ms. Taylor chose to work with the recruitment and retention group and shared concerns about mentoring new special education teachers. The group discussed the idea that mentor teachers who are assigned to support special educators require additional training and support strategies and concluded that an advanced mentor training for experienced teachers who work with these novices should be developed at the state level.

To turn this idea into a reality, Ms. Taylor requested funds through the Office of Exceptional Children at the SCDE and identified some possible ways a partnership between CERRA and the SCDE could positively affect the special education recruitment and retention issue in South Carolina. Drs. Jim Rex and Gayle Sawyer, State Superintendent of Education and Executive Director of CERRA, respectively, approved a three-year fund allocation plan and created a grant agreement with five objectives:

1. Establish a position at CERRA to develop and establish recruitment and mentoring initiatives for special education teachers;
2. Develop a mentor training component specifically for special education teachers and administrators;
3. Target high need schools/school districts in regard to retention of special education teachers;

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<sup>2</sup> Ann Marie Taylor is the 2008 South Carolina Teacher of the Year and is Nationally Board Certified. She has been a special educator since 2000, teaching students with learning disabilities, moderate mental disabilities, and severe and profound disabilities.



4. Partner with teacher education institutions to provide specialized mentor training; and
5. Assist in the recruitment of special education teachers.

**Grant Objective #1:** *Establish a position at CERRA to develop and establish recruitment and mentoring initiatives for special education teachers*

In July 2008, CERRA named Ann Marie Taylor the Special Education Mentoring Coordinator (will be referred to as Grant Coordinator) to oversee all activities funded by the grant. The Grant Coordinator remained a member of CERRA's staff for the three years the grant was in progress.

**Grant Objective #2:** *Develop a mentor training component specifically for special education teachers and administrators*

To assist in the development of the training components, the Grant Coordinator convened a task force in October 2008 that consisted of special education teachers, regular education teachers, pre-service teachers, district mentor coordinators, certified mentors, and special education directors. The group discussed ideas, personal experiences, relevant research, and best practices related to mentoring new special education teachers. After several months of research and planning, the Special Education Advanced Mentor Training was created and piloted in February 2009.

Since its inception, 15 regional and statewide trainings have been held, and nearly 300 educators were in attendance. Representatives from more than 60 percent of all public school districts and special schools, including the South Carolina School for the Deaf and the Blind and the Department of Juvenile Justice, attended the trainings. The participants served in many roles including certified mentors, district mentor coordinators, special education directors, college faculty and staff, principals, assistant principals, special education teachers, regular education teachers, and speech and language pathologists.

This one-day advanced mentor training was designed to provide tools for teachers and administrators to use when working with new special education teachers. It offers a framework for mentors to tailor their support and ensure that it meets the diverse needs of special educators. The training addresses several aspects of mentoring that an educator must recognize in order to effectively support a beginning special education teacher. Training participants must: understand the purpose of mentoring and mentor roles, understand the data in regard to special educator attrition and the implications for South Carolina students with disabilities, gain skills and develop tools to mentor new special educators, and build relationships with other educators passionate about our children with special needs. The prerequisite for this training is the three-day South Carolina Initial Mentor Training, also provided by CERRA in partnership with the SCDE.

At the end of each training session, participants were asked to complete an evaluation and indicate the extent to which the training met four stated outcomes. After completing the Special Education Advanced Mentor Training, participants should be able to:

1. Create and maintain a professional growth environment for new special education teachers grounded in the norms of continuous inquiry, ongoing assessment, and problem-solving;

2. Recognize and practice the attitudes, behaviors, and skills of an effective mentor;
3. Identify the needs of the beginning special education teacher and modify support in response to those needs; and
4. Effectively use various tools that facilitate a comprehensive mentoring program.

Using a scale from 1 to 4, the following data are based on results from 152 completed evaluations:

- Outcome 1 – 96% selected a “4,” indicating that the training met this outcome to a great extent.
- Outcome 2 – 94% selected a “4,” indicating that the training met this outcome to a great extent.
- Outcome 3 – 95% selected a “4,” indicating that the training met this outcome to a great extent.
- Outcome 4 – 95% selected a “4,” indicating that the training met this outcome to a great extent.

Participants also provided open-ended comments about their training experience. They were instructed to describe the impact of the training, if the training met their expectations, and what, if any, information or assistance was missing from the training. While responses were varied, all educators who responded to the question about impact reported that the training was helpful and very much needed. Some participants described the training as one of the most valuable they had received because it was specific to their content area, and they now have the toolkit necessary to better support and meet the needs of their mentees. When asked if the training met their expectations, all participants responded “yes,” and many went on to say that the training exceeded their expectations. Finally, participants admitted that the only information or assistance they needed was additional trainings like this one which should include more tools and strategies to improve their work with beginning special education teachers, involvement in hands-on activities related to mentoring, and ongoing support via blogs, forums, and message boards.

**Grant Objective #3:** *Target high-need schools/school districts in regard to retention of special education teachers*

The first Special Education Advanced Mentor Training was held in February 2009 at Francis Marion University, located in the most rural area of the state known as the Pee Dee Region. This region was targeted because many of its schools and districts are known for having high levels of poverty and teacher turnover and minimal student performance. This approach was successful as a number of high-need school districts, including Dillon 1 and 2, Florence 1, Marion 2, Marlboro, Sumter 17, Williamsburg, and the South Carolina School for the Deaf and the Blind, attended the first training. Subsequent regional trainings were held in other areas of the state, where needs were identified and/or a school or district representative made a special request.

Based on previous trainings, the number of participants often depended on location. Because some of the trainings did not yield a large number of participants, the final trainings, starting in July 2010, were offered statewide in a more central and convenient location in hopes that more educators would be in attendance. A total of six statewide trainings were held between July

2010 and June 2011 in Rock Hill and Columbia, South Carolina. Nearly 150 educators participated in these statewide trainings.

In addition to hosting trainings, the Grant Coordinator began forming a partnership with Dillon 2 in the fall of 2008, serving as a mentor for four new special education teachers at East Elementary School, Gordon Elementary School, Stewart Heights Elementary School, and JV Martin Junior High School. Each school was labeled as a “geographic critical need school” by meeting one or more of the following criteria: a below average or at-risk absolute rating (based on student achievement), a teacher turnover rate of 20% or higher for the past three years, and a poverty index of 70% or higher (based on the number of students who qualify for Medicaid or subsidized lunch). Relationships with these particular schools were developed so the Grant Coordinator could experience the work of a mentor and more effectively train others in this role.

Grant Objective #4: *Partner with teacher education institutions to provide specialized mentor training*

Colleges and universities are vital players in teacher recruitment and retention. Their faculty and staff are responsible for preparing inexperienced educators to enter the classroom with the necessary knowledge and skills to become effective teachers and leaders. Accordingly, the Grant Coordinator invited faculty and staff from partnering teacher education institutions to attend the advanced mentor trainings. The intent of this collaborative effort was to provide our higher education partners with tools and strategies that enable them to provide support to the pre-service special education teachers they work with at the college level.

The Grant Coordinator also worked with teacher education institutions when she attended College Days on numerous campuses across the state and spoke to Teacher Cadets<sup>3</sup>, Teaching Fellows<sup>4</sup>, and pre-service teachers about the field of special education. The following South Carolina colleges and universities were represented: Anderson University, Coastal Carolina University, The Citadel, College of Charleston, Columbia College, Erskine College, Francis Marion University, Lander University, Newberry College, North Greenville University, USC-Columbia, USC-Salkehatchie, USC-Upstate, and Winthrop University.

Finally, the Grant Coordinator held a Special Education Teacher Cadet Recruitment Fair at Columbia College. All of CERRA’s College Partners were invited to participate and host a vendor table at the event. More information about the Recruitment Fair is provided below in Grant Objective #5.

Grant Objective #5: *Assist in the recruitment of special education teachers*

As the 2008 South Carolina Teacher of the Year, the Grant Coordinator was asked to speak to many different groups of educators and students across the state. Although the purpose of her travels was to speak about education in general, the focus often turned to special education.

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<sup>3</sup> CERRA’s Teacher Cadet Program, established in more than 170 South Carolina high schools, encourages academically-talented students with exemplary interpersonal and leadership skills to consider teaching as a career.

<sup>4</sup> CERRA’s Teaching Fellows Program is designed to recruit high-achieving seniors for the education profession by providing scholarship funding for their attendance at one of the 11 designated teacher preparation institutions in South Carolina. A Fellow agrees to teach in the state one year for every year he/she receives funding.

While visiting many of the Teacher Cadet sites in the state to discuss her experiences as a teacher, the Grant Coordinator found that her role often shifted from presenter to recruiter. Therefore, she continued to work with the Teacher Cadets and their instructors in an attempt to inform students about special education and ultimately generate an interest in the field.

Starting in the fall of 2009, the Grant Coordinator began to track whether or not her presentations were influencing Teacher Cadets' career choices. These students participated in a short, three-question pre- and post-survey to determine what effect, if any, the Grant Coordinator's presentation had on their intentions to pursue a teaching degree in special education. The following results are based on input from 95 Teacher Cadets:

- Because of the nature of the Teacher Cadet Program, a majority (79%) of the students were already considering the teaching profession. After hearing the Grant Coordinator's presentation, however, 87% were considering becoming a teacher.
- Before the presentation, only 32% (30) of the Teacher Cadets were considering becoming a special education teacher; after the presentation, 73% (69) felt this way.
- Of the 53 Teacher Cadets who indicated no desire to teach special education, 39 or 74% changed their minds implying that they were at least considering a career as a special education teacher.

Knowing that exposure to the field of special education made a difference for a significant number of high school students who were thinking about teaching as a career, CERRA held a recruitment fair for Teacher Cadets at Columbia College on March 6, 2010. The day included a motivational message from the Grant Coordinator, as well as several breakout sessions presented by experienced special education teachers and Teacher Cadet instructors. While the content of each session was different, all were aimed to inform the high school students about teaching students with disabilities and the field of special education in general. In attendance were approximately 70 Teacher Cadets, Teacher Cadet instructors, and special education teachers.

The final section of this report addresses the evaluation process of the grant. This process led to pertinent findings associated with the support, quality, and retention of special education teachers and mentors in South Carolina.

### **Grant Evaluation – Year Three**

The third and final year, starting July 1, 2010, served as an evaluation period for the Special Education Mentoring Grant. During this process, the Grant Coordinator and the Coordinator of Research and Program Development (will be referred to as Research Coordinator) at CERRA answered the following research questions:

- How has the Special Education Advanced Mentor Training affected the work of mentors who support special education teachers?
- To mentors who attended the training:
  - After attending the training, were you better equipped to mentor and support special education teachers?
  - Which aspects of the training were most/least helpful to you when working with special education teachers?

- What information, tools, and/or strategies were not covered in the training that would have been helpful when working with special education teachers?
- What are the barriers to keeping special education teachers in the classroom? What are solutions that could remedy these barriers?
- What could be done to enhance your abilities to mentor and support special education teachers?
- In terms of special education in South Carolina, what are recommendations for the future?

In order to answer these research questions, the Grant Coordinator and Research Coordinator implemented two strategic evaluation tools during the third and final year: a survey to all educators who completed the training in a one-year time frame and one-on-one interviews based on those survey results.

### Survey

The Grant Coordinator and Research Coordinator administered an online survey in September 2010 to all educators who completed the one-day Special Education Advanced Mentor Training between February 2009 and February 2010. Seventy-two of the 155 training participants submitted a completed survey, resulting in a 46.5% response rate. Questions were designed to generate results that assess the impact of the training, specifically regarding the perceptions, observations, and applied mentoring work of training participants. Participants were also asked to comment on the perceived weaknesses or gaps in the training based on their experiences in the field. This particular time frame was used to make certain the individuals trained had enough time and opportunity to implement in their schools and districts the mentor strategies learned in the training.

Survey respondents are employed in 36 public school districts and one special school; 55 of them are in schools and 17 work in district offices. Those who completed a survey serve in numerous and diverse roles in their respective schools and districts. Nearly half are special education teachers, followed by regular education teachers, district-level administrators, mentor coordinators, speech and language pathologists, and special education directors. Several respondents fill dual roles such as special education director and teacher, mentor coordinator and regular education teacher, and mentor coordinator and human resources director.

Educators who attended the training were asked if, after attending the training, they served as a mentor to a first- or second-year special education teacher. Twenty-seven or 37.5% of them reported that they were the assigned mentor to a new special education teacher. Those who were not officially assigned as mentors were presented with a follow-up question to further gauge their levels of support among colleagues. All but four of them stated that they had provided some type of support to a special education teacher after completing the training. In addition to the tools provided in the training, forms of support included active listening, collaborating, providing resources, and being an advocate.

Survey respondents were instructed to rate the helpfulness of 12 different tools presented to them during the training. If any of the tools had not been utilized since the training, respondents were supposed to select the “did not use tool” category. Tools used by the largest number of training

participants included: ABCs of SPED (acronyms used in special education), Mentor Roles, Mentee Needs Checklist (checklist outlining the mentee's strengths and areas for growth), Attitudinal Phase Chart (chart that depicts attitudes of first-year special education teachers at different times throughout the school year), Special Education Recruitment and Retention Data, and Individual Education Plan (IEP) Meeting Document. Of these frequently used tools, respondents rated the following as most helpful as they mentored and supported special education teachers: Mentor Roles, Mentee Needs Checklist, and Attitudinal Phase Chart.

The Interactive Journal was utilized by the fewest number of educators, and the Collaborative Assessment Logs were rated the lowest as less than 50% of survey respondents who used this tool reported it to be very helpful. Also included in the survey was a question prompting participants to identify any information and/or tools not covered in the training. While most educators declared that the training was beneficial and comprehensive, some felt a few aspects were missing: effective strategies to work with regular education teachers, guidelines for conducting IEP meetings, and implementation of behavior management plans. Although these areas were addressed in the training, participants felt they deserved more attention.

### Interviews

The Grant Coordinator and Research Coordinator conducted interviews with educators who submitted a survey and responded that they had mentored or supported a special education teacher after the training. The objective was to further measure the effects of the training related to the mentor's work with new special education teachers. A total of 17 educators were contacted for interviews, and ten agreed to participate in the process.

Included in the group of interviewees were three special education teachers, one speech and language pathologist, three regular education teachers, one special education director, one mentor coordinator, and one principal from public school districts across the state of South Carolina. Their years of experience in the education field ranged from 15 to 34 years; the average among interviewees was 25 years of service. The interviews were conducted to gather more in-depth information about meeting the needs of special educators in the state and to further investigate how mentors can help beginning teachers address any obstacles that may exist in their schools and districts.

Educators who were interviewed are employed in ten very diverse districts in terms of size, location, and student population. Additionally, interviewees represent each of the five regions in the state: Upstate, Savannah River, Midlands, Pee Dee, and Lowcountry. Five interviews were conducted in person, four were completed by telephone, and one participant answered the questions electronically and submitted his responses through email.

The ten educators who agreed to be interviewed were asked several questions regarding their training experience, their mentoring work in the field, and the pressing needs of special education teachers in their districts. All of the teachers and administrators who were interviewed replied that they had mentored, either formally or informally, special education teachers at some point after the training. Some of the mentoring techniques included assistance with writing IEPs, attending IEP meetings, classroom observations, listening and advising, providing moral support, training on policies and procedures, help with classroom setup, instructional strategies, and behavior management tips.

After attending the Special Education Advanced Mentor Training, all ten educators who were interviewed said that they were more equipped to mentor and support special education teachers. The most interesting observation stemmed from the responses of regular education teachers and administrators. Because these educators do not specialize in teaching students with disabilities, they stated that the training helped them better understand the different needs of special education teachers. In particular, they reported a greater appreciation for the numerous requirements of special educators including detailed paperwork, comprehension of policies and procedures, frequent contact with parents, adherence to many safety regulations, and knowledge of diverse learning strategies. A special education director went on to say that she felt more prepared to observe classrooms as the training taught her to recognize instruction not conducive to the students.

Interviewees were also encouraged to discuss any specific information or activities presented in the training that enhanced their abilities to serve as effective mentors. They emphasized several tools learned in the training including the mentee needs checklist, the resource contact list, and the use of journals. Educators also mentioned the attitudinal phase chart, stating that it enabled them to understand the fluctuating emotions felt by teachers during their first year in the classroom. One of these educators is employed as a speech and language pathologist in a district that had the largest number of new special education teachers in the 2010-2011 school year. She described a situation where a special education teacher in her first year appeared to be adjusting well, but because of the chart, she knew her mentee was most likely experiencing a sense of disillusionment that typically sets in right before the mid-year holiday break. Had she not been familiar with the chart, the mentor insisted she would have not recognized the needs of the teacher nor would she have known how to provide support during this stage. This particular attitudinal phase involves novice teachers who work hard but feel as though they are not making any progress. This feeling often leaves them wondering if teaching is the right profession for them.

Hopefully, with the guidance of a good mentor, beginning teachers can overcome these feelings and thrive in their new role as educators. Regardless of their success, teachers will always face barriers that test their desires to remain in the classroom. When asked to identify some of these barriers, interviewees overwhelmingly discussed two topics: lack of support and understanding and paperwork requirements. Special education teachers expressed their concerns that building- and district-level administrators do not recognize the challenges they face on a daily basis and the isolation they feel due to this insufficient level of understanding and support. They went on to say that regular education teachers do not fully understand the needs of diverse learners and are consequently forced to teach these students without the proper training and support. One administrator and one regular education teacher agreed, both commenting that regular education teachers need additional training to better prepare them to work with special education students and teachers.

Nearly all teachers who were interviewed, including those in regular education, asserted that paperwork is a significant concern in special education. Not only is the amount of paperwork unrealistic at times, but the guidelines are changed so often that it is nearly impossible to keep up with requirements and expectations. One of the administrators (a principal) who was interviewed labeled the amount of record keeping as the “greatest reluctance” among special

educators. The two other administrators declared that a lack of parental involvement is the toughest scenario faced by special education teachers.

Once the interviewees identified barriers to retain special education teachers, they were prompted to recommend solutions to remedy these issues. The predominant response was more training for administrators and regular education teachers that enhances their knowledge of special education and, therefore, enables them to provide adequate support to special educators in the field. One regular education teacher mentioned the need for all regular education teachers to take at least one course in special education. The idea would be to gain knowledge in the area of special education as many of the regular education classrooms now include students with special needs. She also suggested the development of short videos produced by special education teachers that focus on the needs of students with disabilities. For example, one video might focus on autism – its characteristics, associated behaviors, learning capabilities, and effective instructional strategies.

Finally, the interviewees were asked what could be done to enhance their abilities to mentor and support special education teachers. Specifically, what would make you a better mentor? Again, most of the educators suggested more training in special education at the school and district levels. Others recommended that CERRA continue to provide advanced mentor trainings that focus on special education teachers. One special education teacher wants her district to mandate CERRA's mentor trainings to any faculty or staff involved with induction teachers. One regular education teacher proposed the creation of a network or forum where mentors from districts around the state could share best practices with one another on how to provide valuable support to special education teachers.

Results generated from the interviews and survey responses indicate that the Special Education Advanced Mentor Training made a positive difference in the work of mentors who support and advise special education teachers in South Carolina. Participants did, however, acknowledge several areas for improvement that should be addressed in future trainings and professional development opportunities. Recommendations directed toward these improvements are described in the final section of this report.

## **Recommendations and Conclusions**

The Special Education Mentoring Grant has provided South Carolina certified mentors with additional tools and strategies to enhance the support they provide to special education teachers. Like with any training, though, there are always opportunities for further development. Listed below are areas for improvement to be considered in future discussions and planning sessions related to mentoring in special education.

1. Create a listserv for certified mentors in the state, offering them a way to keep connected and share ideas with one another, stay abreast of research and trends in mentoring and induction, and to inform them of professional development opportunities and advanced trainings in their areas.
2. Create and post videos or podcasts to address the needs in special education that were identified in the survey results and responses to interview questions. Professional



development topics should: focus on characteristics of the thirteen disability categories and effective instructional strategies associated with each category, showcase successful co-teaching models where special and regular education teachers work together in inclusive environments to meet the needs of students with disabilities, and demonstrate positive behavior interventions that maximize learning opportunities in the classroom.

3. Create a training session for South Carolina administrators that highlights the needs of special education teachers and ways to support and retain these educators. The objectives of this training should be to make administrators more aware of obstacles faced by special educators including extensive amounts of paperwork, feelings of isolation, and lack of administrative understanding and support.
4. Continue CERRA's Special Education Advanced Mentor Training by conducting at least two statewide trainings per year for the next three school years. Based on survey and interview results, trainings should include additional information on the following topics: hands-on instruction so participants better understand how to use the tools and strategies in the field and more emphasis on guidelines for conducting IEP meetings (possibly a simulated IEP meeting). A more concerted effort should be made to include special education directors, principals, and assistant principals in the trainings.
5. Conduct additional research to better understand the needs of special education teachers in South Carolina. Specifically, research should incorporate case studies that examine beginning and veteran special education teachers to gain an in-depth look into their professional lives. Case study research methods should include interviews, classroom observations, faculty/team meeting attendance, and observation of parent-teacher communications. Because the current body of literature associated with the field of special education is "limited and unfocused" and "scattered and thin" (Sindelar et al., 2010), more research in this area is both relevant and necessary.

This grant experience has allowed CERRA to investigate the needs of special education teachers and, more importantly, to create a professional development opportunity that provides mentors with the appropriate tools and information to address these needs. Also, CERRA was able to provide recommendations to be considered when training mentor teachers who work with special educators. The lack of scholarship linked to teacher preparation, mentoring and induction, and professional development in special education suggests that the Special Education Advanced Mentor Training in South Carolina is the first of its kind. This training was just one step in the right direction toward providing much-needed support to new special education teachers.

Professional development opportunities like CERRA's mentor trainings (initial and advanced) are designed to create environments where teachers can grow in their roles as educators and life-long learners. Both beginning and experienced teachers have room for professional growth and can benefit from new strategies that improve their instruction. The quality of their work should improve as they complete various courses and trainings related to their designated positions and areas of specialty. Continued efforts to enhance teacher quality and increase instructional effectiveness should be encouraged as these gains will ultimately improve student achievement. CERRA and other education organizations must lead the way in exploring innovative ways to provide tailored support that meets the individual needs of all teachers in our state.

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# 2010-2011

## Program Reports

**ProTeam**

**Teacher Cadet**

**Teacher Educators**

**Teaching Fellows**

**Teacher Leaders**

**Job Bank/Online Application/Expo/Supply and Demand**

## ProTeam

ProTeam	FY06	FY07	FY08	FY09	FY10	FY11
Students enrolled	431	261	137	192	193	284
Males	144	110	33	73	63	91
Non-white students	178	85	35	71	66	139
Students completing program	431	261	137	192	193	284
Students participating in Teacher Cadet <sup>1</sup>	42	90	77	102	68	49
Funds expended (program total)	\$105,574	\$129,914	\$130,819	\$119,158	\$74,540	\$84,742
Funds expended per student	\$245	\$497	\$955	\$620	\$386	\$298

- <sup>1</sup>Number is based on Teacher Cadets who returned end-of-course surveys.
- The increase in the number of ProTeam sites across the state indicated a renewed interest from SC middle schools in ProTeam since the 2009-2010 school year. An additional 7 sites have been added for FY12. Additionally, an alignment of the ProTeam curriculum standards with the key principles of SREB's initiative, Making Middle Grades Work, has focused CERRA's attention to the program's correlation to EEDA, attracting students to the education profession at a younger age, and building connections with other CERRA programs.
- 32% of ProTeam students were male and 49% were non-white students in FY11.

## Teacher Cadet

<b>Teacher Cadet</b>	<b>FY06</b>	<b>FY07</b>	<b>FY08</b>	<b>FY09</b>	<b>FY10</b>	<b>FY11</b>
Students enrolled	2,341	2,556	2,413	2,517	2,660	2,457
Males	421	496	432	521	577	529
Non-white students	679	786	677	862	915	799
Students completing program	2,341	2,556	2,413	2,517	2,660	2,457
Students who indicate they plan to teach <sup>1</sup>	39%	39%	42%	48%	43%	41%
Funds expended (program total)	\$322,146	\$305,620	\$323,399	\$283,403	\$251,710	\$298,122
Funds expended per student	\$144	\$119	\$134	\$113	\$95	\$121

- <sup>1</sup>Percentage is based on Teacher Cadets who returned end-of-course surveys.
- CERRA is working with our partners from Institutions of Higher Education to bridge the recruitment gap between the number of Teacher Cadets who leave the Program and the number who enter teacher education institutions. Cadet sites continue to grow. See CERRA's 2010-2011 Annual Report for further information, [www.cerra.org](http://www.cerra.org).
- 21.5% of Teacher Cadets were male and 32.5% were non-white students in FY11.

## Teacher Educators

<b>College Partnerships</b>	<b>FY06</b>	<b>FY07</b>	<b>FY08</b>	<b>FY09</b>	<b>FY10</b>	<b>FY11</b>
TC Sites served <sup>1</sup>	155	156	163	166	170	157
Students served	2,341	2,556	2,413	2,517	2,660	2,457
Funds expended (program total)	\$218,999	\$222,636	\$230,712	\$197,962	\$129,782	\$118,669
Funds expended per student	\$94	\$87	\$96	\$79	\$49	\$48

- <sup>1</sup>A total of 176 classes are served at 157 sites.
- Teacher Educators are the College Partners in teacher education institutions who collaborate with CERRA to offer enrichment experiences for Teacher Cadet students. Each of these 24 institutions has articulation agreements in place to offer the option of dual credit accrual for the successful completion of the Teacher Cadet course.
- As part of this ongoing collaboration, College Partners actively recruit students from the Teacher Cadet classes for their teacher education programs; colleges of education compete among themselves to attract Cadet classes to their partnerships.

## Teaching Fellows

Teaching Fellows	FY06	FY07	FY08	FY09	FY10	FY11
Students receiving funds <sup>1</sup>	657	614	590	598	480	499
Students graduating program	169	140	119	118	133	142
Students employed in SC districts <sup>2</sup>	205	315	480	540	591	651
Students in program <sup>3</sup>	1,042	1,217	1,387	1,555	1,498	1,520
Funds expended (program total)	\$4,216,997	\$3,993,838	\$3,835,280	\$3,823,424	\$3,169,868	\$2,824,211
Funds expended per student <sup>4</sup>	\$4,047	\$3,282	\$2,765	\$2,459	\$2,116	\$1,858

- <sup>1</sup>Students are allowed to receive Fellows funds for a period of up to four years. In FY10, the Teaching Fellows program was reduced by more than one million dollars, shrinking the 2009 cohort to 62 students. CERRA received 1,168 applications during the 2008-2009 school year and could have placed 175 students, if funds had been available.
- <sup>2</sup>Each cell represents the cumulative number of Fellows employed in a SC public school district during each school year.
- <sup>3</sup>This row includes all current Fellows, Fellows who graduated in good standing (students who are teaching or in deferment and students who are in repayment), and students who withdrew from the program before completing their degree. Withdrawn students are included because they received a portion of the scholarship funds and are required to pay back those funds. This row does not include Fellows who have satisfied their loan through teaching as they no longer have a financial obligation to the State.
- 75.1% of Teaching Fellows from the 2000-2006 cohorts graduated from the program, and 71.0% of graduating Fellows from these cohorts were employed in a SC public school district during the 2010-2011 school year. Another 139 graduating Fellows were in deferment status, meaning they were in graduate school, had been granted a grace year, or had a special request approved and are still eligible to teach and receive forgiveness for this service.
- <sup>4</sup>Students receiving fellowship funds each used an average of \$5,861 per year (based on 2010 data).

- The largest group of male Fellows was in the 2008 cohort (36 male students). Males account for 14.3% of the total Fellows (2000-2010 cohorts). The percentage of male students in the 2010 cohort of entering freshmen was 9.0%.
- The percentage of non-white students enrolled in the program since its inception is 10.8% (9.5% Black; 1.3% other minority). The percentage of non-white students in the 2010 cohort of entering freshmen was 4.1%.



## Teacher Leaders

<b>Teacher Leaders<sup>1</sup></b>	<b>FY06</b>	<b>FY07</b>	<b>FY08</b>	<b>FY09</b>	<b>FY10</b>	<b>FY11</b>
DTOYs	~85	~85	~85	~85	~85	~85
Pre-Collegiate instructors	174	211	209	181	180	174
College Partners	24	25	24	22	21	24
Certified Mentors <sup>2</sup>	1,882		1,764	1,736	1,079	1,219
Certified Mentor Trainers <sup>2</sup>	N/A	N/A	74	62	53	31
Trained Mentor Trainers <sup>2</sup>	N/A	N/A	186	62	30	24
Funds expended from CERRA budget	\$324,251	\$322,146	\$312,969	\$402,200	\$181,799	\$211,786
Funding from districts <sup>3</sup>	\$22,750	\$22,750	\$22,750	\$20,000	\$27,200	\$29,200

- <sup>1</sup>Accomplished educators participating in the Teacher Leaders Network include current and former District Teachers of the Year (DTOY), Pre-Collegiate Instructors, College Partners and Campus Directors, certified mentors, certified mentor trainers, and other district level liaisons involved in retention and advancement programs.
- <sup>2</sup>Since the inception of the mentoring initiative in SC in 2002, a total of 7,680 mentors were trained by the SCDE, CERRA and districts. In FY08, CERRA was given full responsibility for the Foundations in Mentor Training for the State and for training mentor trainers for districts.
- <sup>3</sup>School districts are invited to contribute funds (\$400) to support Teacher Leaders activities annually. On average, CERRA receives funds from ~65 districts each year.

## Job Bank/Online Application/Expo/Supply & Demand

<b>Job Bank<sup>1</sup> Online App Expo Supply &amp; Demand</b>	<b>FY06</b>	<b>FY07</b>	<b>FY08</b>	<b>FY09</b>	<b>FY10</b>	<b>FY11</b>
Online applications created or modified <sup>2</sup>	16,115	24,044	31,823	33,777	32,354	29,417
Certification apps submitted <sup>3</sup>	N/A	N/A	1,390	2,538	2,244	1,932
Expo applicants/attendees <sup>4</sup>	1,300	1,287	932	1,274	750/200	221
SC districts participating in Expo	59	69	67	35	4	26
Hires as a result of Expo	155	179	172	74	N/A	TBD
Districts/systems participating in Supply/Demand research <sup>5</sup>	85 (& 2 special schools)	85 (& 2 special schools)	85 (& 2 special schools)	85 (& 2 special schools)	85 (& 2 special schools)	84 (& 3 special schools)
Funds Expended	\$120,641	\$119,301	\$120,440	\$117,477	\$86,894	\$101,126
Teachers Hired	8,101	8,405	8,417	7,159	3,619	3,514.6

- <sup>1</sup>During the 2010-2011 school year, all 86 districts and two special schools posted vacancies on the Job Bank system.
- <sup>2</sup>A total of 139,189 applications have been processed in the Online Application system since its inception in October 1999.
- <sup>3</sup>On March 17, 2008, the certification function of the employment application system was launched. Between March 17, 2008 and June 30, 2011, 8,233 applications for certification were processed.
- <sup>4</sup>In June 2010, CERRA and SCASA hosted a virtual Teacher Expo. Although only four districts participated, there were 750 registrants and as many as 200 were online at one time. In June 2011, CERRA hosted an in-person Teacher Expo for certified or certifiable teachers in critical need subject areas. There were 652 registered candidates, and 221 actually participated representing 15 states.
- <sup>5</sup>Since 2001, CERRA has administered the annual Teacher/Administrator Supply and Demand Survey. Through collaboration with representatives in each of the state's school districts and special schools, CERRA compiles a statewide report detailing hiring and vacancy data for widespread use by education decision-makers in South Carolina.

## **EIA Program Report for Fiscal Year 2011-12**

### **Coversheet**

**EIA-Funded Program Name:** EAA - Palmetto Gold and Silver

**Current Fiscal Year:** 2011-12

**Current EIA Appropriation:** \$2,230,061

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

Ling Gao

**Telephone Number:**

803-734-4321

**E-mail:**

[lgao@ed.sc.gov](mailto:lgao@ed.sc.gov)

**Question 1: History of the program: Please mark the appropriate response (choose one):**

**This program:**

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☒ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.**

**Code of Laws:**

EDUCATION ACCOUNTABILITY ACT OF 1998  
CHAPTER 18  
ARTICLE 11 as amended in 2008  
(Act 282 of 2008)  
S.C. Code Ann. Section 59-18-1100

**Proviso(s):** (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)

**Regulation(s):**

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

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

- ☐ Yes
- ☒ No

**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual**

**objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)**

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

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

**Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?**

**Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.**

**Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.**

**IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?**

The mission and objective have not changed from prior years. The program provides recognition to schools for high level of student achievement, high rate of growth, and for making substantial progress in closing achievement gaps. Accurate identification of these schools based on the criteria established by EOC for public recognition remains the primary focus.

Schools were publicly recognized through a press release, the posting of their names and type of awards on the State Department of Education's Web site, and their receipt from the Department of an award flag, certificate printed with the school name and award received, and a congratulatory letter from the State Superintendent of Education. However, no award funds were distributed in 2010-11.

The program selected two high-scoring award recipient schools to be featured on the ETV's *In Our Schools* program.

**Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?**

**Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.**

Public announcement of recipient schools was made on January 15 (elementary and middle schools, state special schools) and March 10 respectively (high schools, career centers). A total of 551 schools received awards. Flags, certificates, and letters of commendation were forwarded to schools as soon as the announcement was made. The attached tables presents the number of schools receiving awards for high levels of achievement or/and high rates of improvement or/and showing substantial results in closing the achievement gaps.

### **Distribution of Award Levels for General Performance**

#### **and for Closing the Achievement Gap**

#### **2009-10 and 2010-11**

Award for		Number of Schools (%)	
General Performance	Closing the Achievement Gap	2009-10	2010-11
Gold	Gold	38 (9.4)	41 (7.9)
Gold	Silver	59 (14.6)	135 (26.1)
Silver	Gold	8 (2.0)	8 (1.6)
Silver	Silver	48 (11.9)	64 (12.4)
Gold	None	114 (28.3)	93 (18.1)
Silver	None	73 (18.1)	126 (24.4)
None	Gold	20 (5.0)	19 (3.7)
None	Silver	43 (10.7)	31 (6.0)
Total School Awards by the Program		<b>403</b>	<b>517</b>

Note: Award recipient state special schools (6) and career centers (28) are not included in the table.

**Awards Based on General Performance:** The criteria for awards for general performance are based on both the absolute and growth ratings and the growth index found on school report cards. Of the state's approximately 1,100 schools, 497 earned either a Palmetto Gold or Palmetto Silver award 297 Gold, 200 Silver.

**Awards for Closing the Achievement Gaps:** A total of 298 schools earned a Gold or Silver award for closing the achievement gap for at least one historically underachieving group 55 Gold, 243 Silver. This is the third year of implementation of the awards for closing the achievement gaps as part of the Palmetto Gold and Silver Awards program. A technical report was written and presented to describe the performance trends for PASS and on-time graduation rates and how the schools were selected for the awards based on the criteria established by EOC.

A total of 551 schools or career centers were recognized in the 2010-11 Palmetto Gold and Silver Awards Program. More than half of the schools being recognized have a poverty index of 60 percent or more.

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

#### **Question 6: What are the outcomes or results of this program?**

**Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:**

**Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.**

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

In 2010-11, 551 schools or career centers were recognized by the awards program. More than 65 percent of the award recipients were schools with poverty levels of at least 50%, and more than 40 % of the award recipients were schools with poverty levels of 70%.

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

Due to the short time line, the other part of the Showcase project, School Showcase Summary was not organized. In the year of 2011-12, it is planned that this part of the project will continue.) The Showcase project provides a medium for schools to network and learn about successful programs in their neighboring schools.

No financial awards were distributed to the award recipient schools in 2010-11.



**Question 7: Program Evaluations**

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

NA

**Has an evaluation ever been conducted?**

\_\_\_\_\_ Yes

  X   No

**If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?**

NA

**Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?**

\_\_\_\_\_ Yes

  X   No

**If yes, please provide URL link here.**

**If no, why not?**

NA

**Question 8:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

**Question 9:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**

**If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to [mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov).**

## **EIA Program Report for Fiscal Year 2011-12**

### **Coversheet**

**EIA-Funded Program Name:** EAA - Technical Assistance

**Current Fiscal Year:** 2011-12

**Current EIA Appropriation:** \$6,000,000

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

Dr. Montrio Belton

**Telephone Number:**

803-734-7213

**E-mail:**

[MMBelton@ed.sc.gov](mailto:MMBelton@ed.sc.gov)

**Question 1: History of the program: Please mark the appropriate response (choose one):**

**This program:**

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☒ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.**

**Code of Laws:**

EAA, SC Code of Laws Section 59-18-1500, 1510, 1520, 1530as amended 2008

**Proviso(s):** (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)

SECTION 1 - H63 Department of Education  
Proviso 1A.20.

**Regulation(s):**

None

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

- ☒ Yes
- ☐ No

**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)**

The primary objective of the Technical Assistance program is to improve school performance and student achievement by:

1. Allocating appropriate resources and support to schools identified as Palmetto Priority Schools (PPS).
2. Assisting schools in designing a revised school renewal plan to incorporate strategies and activities, supported by allocated Technical Assistance funds, which are designed to improve student performance as measured by the annual state assessment program.
3. Assisting schools in implementing the revised school renewal plan, as approved by the SC Department of Education, and assist schools in brokering for personnel as needed and as stipulated in the plan.
4. Monitoring student academic achievement and the expenditure of technical assistance funds in schools and report their findings to the General Assembly and the Education Oversight Committee.

The long term mission of the Technical Assistance program for these schools is to build the capacity and culture in these schools so that they are no longer rated as low-performing. And, to sustain an acceptable school rating as an enduring result of this initiative.

**Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?**

**Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.**

**Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.**

**IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?**

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

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

1. Training was provided to schools on how to conduct a thorough school level needs assessment and how to align activities supported by technical assistance funding to address the identified student performance needs.
2. Each district's Technical Assistance liaison was trained in how to develop and submit using an on-line application the revised school renewal plans that incorporate activities supported by Technical Assistance funding.

3. The Office of Federal and State Accountability Planning and Support Team and Accreditation Team reviewed, revised with the school staff as appropriate, and approved revised school renewal plans and the use of technical assistance funds.
4. Recruiting efforts were made to recruit exemplary educators to fill positions such as Teacher Specialist, Curriculum Specialist, Principal Leader, Principal Specialist, and Principal Mentor as defined in the revised school renewal plans.
5. As requested, the agency brokered the services of on-site personnel to schools with Unsatisfactory and Below Average report card absolute ratings.
6. The Office of Federal and State Accountability worked with district liaisons and schools to amend Technical Assistance budgets and school renewal plans, as appropriate during the school year, to address such problems as not being able to fill a Technical Assistance position described in the school plan.

The primary **Palmetto Priority Schools Initiative** activities or processes that were conducted in 2010-11:

1. Collaboration meetings provided professional development for principals, superintendents, board chairpersons, and on-site assistance, which focused on instructional leadership, curriculum, instruction, and assessment.
2. Recruitment opportunities were provided for all districts by forwarding information on regional recruitment fairs, by participating in college and university recruitment fairs, by working with the PACE program in the Office of Teacher Certification, and by advertising vacancies (state and national) through CERRA and Teachers-Teachers.com.
3. Training was provided to support the work of on-site liaisons, four PPS Turnaround School Teams, and Edison Learning Alliance Team Members (serving 5 additional turnaround schools), which focused on coaching and mentoring, along with the on-site observation of teachers and the instructional program.
4. Monthly visits were made to the schools by SCDE education associates to support the work of the on-site liaisons and to ensure each school's satisfactory implementation of the Plan of Action, as well as weekly visits being made to the Turnaround School Teams.
5. Monthly reports were submitted from each school's principal to document monthly "Next Steps" to ensure the ongoing implementation of the school's Plan of Action.
6. Monthly reports were submitted from each school's liaison or Turnaround School Team to evaluate the prior month's progress of implementation of the Plan of Action.
7. Public and private sector partnerships were established to assist schools with identified needs, to include college and university partnerships.
8. New State Board approved criteria for meeting Expected Progress was applied to all PPS schools and 21 schools exited the PPS Initiative at the end of the 2010-11 school year (Criterion One: Meet Adequate Yearly Progress AYP, Criterion Two: Increase the school's absolute value .1 point, and Criterion Three: Improve the absolute rating at least one level).

**The changes in processes or activities for the current fiscal year 2011-12:**

1. Strategic planning was conducted through SEDL and the Southeast Comprehensive Center, resulting in revisions to the PPS Logic Model and PPS Brochure.
2. Revisions were made in the PPS tiered system of support for identified schools to include naming dual SIG/PPS schools as PPS Tier I and using set criteria to select and fund PPS schools in Tiers II and III based on severity of not meeting school report card criteria (as outlined in Proviso 1A.20). In addition, the former PPS Turnaround Schools model (former PPS Tier I) was dissolved.
3. Revisions were made to the Plan of Action template to provide more examples of goals and strategies for PPS schools and districts.
4. Revisions were made to the PPS Memorandum of Agreement (MOA) document for clarity and to ensure that all stakeholders were engaged in the student achievement process.
5. The Office of Special Projects was dissolved. A new Office of School Transformation was formed to include many inter-related units: PPS, SIG, Charter and Special Schools, Single Gender, Montessori, SC TAP, and High Schools That Work/Making Middle Grades Work.
6. The Office of School Transformation and Office of Teacher Effectiveness will move to the same floor of the Rutledge Building to better facilitate both offices working together to provide more direct and sustained support to PPS schools.
7. The only Technical Assistance (TA) funds allocated this year (2011-2012) are for Palmetto Priority Schools (6 million dollars). Last year, the Palmetto Priority Schools Initiative was allocated 13 million dollars and had access to additional Technical Assistance funds to pilot programs in PPS schools such as Edison Learning Alliance, Save the Children, Children's Defense Funds, Pearson Professional Learning Communities, etc.



**Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?**

**Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.**

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

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

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

The direct products and services that were delivered by **Palmetto Priority Schools Initiative** for 2010-11:

1. Ongoing, year-long professional development opportunities were provided to 39 schools.
2. Teacher recruitment opportunities were provided through local, state, and national recruitment.
3. 27 liaisons and 12 members of four Turnaround School Teams provided on-site support to schools. In addition, 5 Edison Alliance Educational Specialists provided assistance to 5 of the 9 Turnaround Schools.
4. Various SCDE offices collaborated to provide support to schools and districts as needed (e.g., The Office of Literacy and Early Learning provided literacy training sessions to leadership teams from PPS schools).
5. Public and private colleges and universities formed partnerships with the schools to assist with specific needs.

**Question 6: What are the outcomes or results of this program?**

**Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:**

**Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.**

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

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

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

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

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

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

**Palmetto Priority Schools Initiative** outcomes based on 2010 report card data:

1. 21 schools met Expected Progress.

2. 3 schools made AYP.

3. 13 of the 39 schools improved their absolute rating from at-risk to below average on the annual school report cards.

4. 2 of the 39 schools improved their absolute rating from at-risk to average on the annual school report cards.

5. 4 schools exited the PPS Initiative by making at least .10 gain on the school's absolute rating.

6. 26 of the 39 schools showed growth on the annual report card absolute index.

7. All 39 schools met Satisfactory Implementation.

**Question 7: Program Evaluations**

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

**Has an evaluation ever been conducted?**

☐ Yes

☒ No

**If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?**

**Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?**

☐ Yes

☒ No

**If yes, please provide URL link here.**

**If no, why not?**

**Question 8:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

To absorb or offset potential EIA reductions totaling 5% for Fiscal Year 2011-12, \$300,000 of the \$6,000,000 PPS funds has been reserved for Emergencies/Budget Cuts in the PPS Budget. Due to the PPS budget being cut from 13 million last year to 6 million this year with further loss of additional Technical Assistance funds, it is extremely hard to plan for a potential 10% reduction in EIA funding. The Office of School Transformation has already budgeted/allocated \$5,441,480.00 directly to the schools to fund the strategies for school transformation outlined in the Plans of Action. The budget for PPS schools has been cut significantly (\$57M to \$6M) over the last few years. Additional cuts would diminish SCDEs ability to positively impact student achievement and improve PPS performance.

**Question 9:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**

The average allocation to schools designated as "Unsatisfactory" has declined from an average of \$496,348 in 2006-07 to \$223,108 for 2011-12, a reduction of 55%. The average allocation to schools designated as "Below Average" declined from an average of \$134,808 in 2006-07 to \$74,500 for 2010-11, a reduction of 45%. For the 2011-12 school-year, no Technical Assistance funds are allocated to schools designated as "Below Average".

Concerns related to the PPS budget and program include: 1) not assisting feeder schools of designated PPS schools, 2) not assisting "below-average" or "at-risk" schools, 3) the reduction the program has already made to the number of days liaisons are providing on-site technical assistance support to PPS schools (average of 40-55 days per semester last year and 19-25 days per semester this year).

Meeting the objective of the PPS Initiative is complicated by the language in Proviso 1A.22. It seems contradictory to the language of Proviso 1A.20. Language indicating that special flexing of funds does **not** apply to PPS Technical Assistance funds earmarked specifically for school transformation as directed by SC Code Ann. Section 59-18-1520 of the EAA

of 1998, the 2011-12 Proviso 1A.20, and the 2011-12 PPS Memorandum of Agreement would assist the Office of School Transformation in meeting its goals.

**If you want to provide supporting documents or evaluation reports,  
either reference a website below or email the report directly to  
[mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov).**

## **EIA Program Report for Fiscal Year 2011-12**

### **Coversheet**

**EIA-Funded Program Name:** Education Oversight Committee

**Current Fiscal Year:** 2011-12

**Current EIA Appropriation:** \$1,193,242

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

Melanie D. Barton

Interim Executive Director

**Telephone Number:**

803- 734-6148

**E-mail:**

[mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov)

**Question 1: History of the program: Please mark the appropriate response (choose one):**

**This program:**

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☒ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.**

**Code of Laws:**

SC Code of Laws:

Chapter 18 of Title 59 of the South Carolina Code of Laws (Education Accountability Act) – approval and cyclical review of state standards and assessments; establishment of annual report card format; criteria for establishing school and district performance ratings; etc.

- Section 59-6-10 (EOC General Objectives)
- Section 59-6-110 (Duties of Accountability Division)
- Section 59-18-1700 (Public Awareness Campaign)
- Sections 59-28-190, 59-18-200, 59-28-210 and 59-18-900 (Parental Involvement in Their Children's Education Act) – Parent survey and analysis of programs as well as development of parent friendly standards
- Section 59-26-29(j) – Evaluation of SC Teacher Loan Program

**Proviso(s):** (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified.)

Provisos in Fiscal Year 2011-12 General Appropriation Act as ratified:

1.97.  
1A.19.  
1A.30.  
1A.41.  
1A.46.

**Regulation(s):**

None

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

\_\_\_\_ Yes

  X   No

**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)**

The long-term objectives of the Education Oversight Committee (EOC) are defined in statute in the Education Accountability Act as amended. Among the specific objectives of the EOC are:

**SECTION 59-18-110. Objectives.**

The system is to:

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

**SECTION 59-6-10. Appointment of committee.**

(A) In order to assist in, recommend, and supervise implementation of programs and expenditure of funds for the Education Accountability Act and the Education Improvement Act of 1984, the Education Oversight Committee is to serve as the oversight committee for these acts. The Education Oversight Committee shall:

- (1) review and monitor the implementation and evaluation of the Education Accountability Act and Education Improvement Act programs and funding;
- (2) make programmatic and funding recommendations to the General Assembly;
- (3) report annually to the General Assembly, State Board of Education, and the public on the progress of the programs;
- (4) recommend Education Accountability Act and EIA program changes to state agencies and other entities as it considers necessary.

The EOC currently uses the following vision and measurements to determine progress toward the legislative intent:



2020 Vision:

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

The attainment of this goal is to be reported annually using progress toward three-year achievements (i.e., expectations specified for 2011, 2014, 2017 and 2020) including reading proficiency, high school graduation, preparedness for post-high school success and schools rated at-risk.

Measurements:

Reading Proficiency:

95% of students scoring on grade level at grades 3 and 8 and scoring Basic and above on NAEP at grades 4 and 8, eliminating the achievement gaps.

High School Graduation

88.3% of students will graduate on-time (NGA/USED) and 95% of young people 21 and over will earn a diploma, GED or SBE-approved occupational certificate for students with severe disabilities. Achievement gaps will be eliminated.

Preparedness for Post-High School Success

85% of graduates will perform at levels for admission to postsecondary education and/or be employed. A measure of workforce readiness will be developed. Achievement gaps will be eliminated.

Schools At Risk

There will be no school in this category.

**Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?**

**Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.**

**Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.**

**IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?**

During Fiscal Year 2010-11, the EOC contributed to the implementation of South Carolina's accountability system within each of the five components as reported below:

1. Standards:
  - Approved revised academic content standards in social studies
  - Published revised versions of the family friendly academic content standards in each of the four content areas to assist parents and families in working with young people
  - Continued partnership with S.C. State Library to develop interactive web presence to accompany the Family Friendly English language arts standards
  - Recognized winner of the S.C. Literacy Champions program
2. Assessments:
  - Approved new criteria to establish absolute and growth ratings for high schools
  - Approved new criteria to establish absolute and growth ratings for school districts
3. Professional Development and Technical Assistance:
  - Reported on technical assistance and professional development initiatives of the Education Accountability Act (EAA) as amended
  - In partnership with a research team from the University of South Carolina, reported on the results of student and classroom assessments conducted in school year 2009-10 on the Child Development Education Pilot Program (CDEPP), which included recommendations for professional development and technical assistance
  - Reported on reading and differences among student population and student needs.
  - Creation of South Carolina Reading Achievement Systemic Initiative at the recommendation of the EOC. This reading panel will make recommendations for comprehensive state reading policy by January 15, 2012
  - Assisted Senate Select Committee on K-12 Funding in considering changes to the state's school finance system to incorporate EOC Funding Model weights
  - Collaborated with S.C. Kids Count and South Carolina Department of Education (SCDE) on an early reading proficiency grant
  - Continued sponsorship of the South Carolina Education Policy Fellows Program, an affiliate of the Institute for Educational Leadership
4. Public Reporting:
  - Established benchmarks to gauge progress toward meeting the 2020 Vision for South Carolina's public schools and young people
  - Published the tenth annual school and district report cards
  - Published the annual *Accountability Manual*

- Published studies on the following:  
Ninth Annual Report on the Teacher Loan Program  
Annual Report on the Parent Survey
- Continued partnership with S.C. Interactive for expanded web-based interactive functionality with expanded online, interactive search of school and district report cards
- Recommended funding levels and provisos to the Governor and the General Assembly for the FY2011-12 state budget
- Published recommendations of the High School Working Group
- Published all current and archived EOC reports and materials online at [www.eoc.sc.gov](http://www.eoc.sc.gov)

5. Rewards and Interventions:

- Identified schools on target to meet 2014 Reading Proficiency benchmarks established to measure progress toward 2020 Vision

Other special requests were made by the General Assembly or others that resulted in the EOC:

- Investing in the teaching of economics;
- Continuing the Middle Grades project;
- Updating the EOC funding model for public education; and
- Promoting SC Minds at Work initiative

**Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?**

**Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.**

The direct products include, but are not limited to, the following:

- Published the tenth annual school and district report cards
- Published the annual *Accountability Manual*, Ninth Annual Report on the Teacher Loan Program, and results of the annual parent survey
- *At a Glance* - distributed electronically each month to a minimum of 3,000 serving in leadership positions. The December issue, reporting on progress toward the 2010 goal and the 2020 vision, was printed and distributed to 17,000 South Carolinians
- Annual recommendations, including budget and proviso recommendations for subsequent fiscal years, and topical reports are distributed to the elected officials
- Electronic versions of *Legislative Investments in Education Accountability* were distributed to 600 elected officials and educational leaders; electronic versions were distributed to 3,000 online subscribers
- Held 10 community meetings with legislators across the state to discuss reading performance in districts. Meetings were held in Charleston, Beaufort, Rock Hill, Spartanburg, Greenville, Anderson, Aiken, Myrtle Beach, Florence and Columbia in November and December 2010
- *Accountability Manual*-distributed 1,900 to educators
- *TIPS* booklets - updated content and format and provided for use with parents, businesses and community organizations; distributed over 100,000 parent TIPS through the schools and agencies and approximately 5,000 business and community TIPS
- *Family Friendly Learning Standards* - distributed via electronic media to schools and community groups

### Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

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). South Carolina ranked 15<sup>th</sup> in the nation with an overall score of C+ and score of 78.3. There were six criteria evaluated: Chance for Success; K-12 Achievement; School Finance: Standards, Assessments, & Accountability; Transitions & Alignment; and Teaching Profession.

Looking at the above criteria over which the EOC has responsibility, South Carolina ranked 7<sup>th</sup> nationally in Standards, Assessment & Accountability earning the following scores.

	South Carolina
Standards	A (100.0)
Assessments	B (83.3)
School Accountability	A (100.0)

In December of 2010 the EOC established benchmarks or targets to measure progress made to reach the vision. These benchmarks were established for years 2011, 2014, and 2017.

#### 2020 Vision Benchmark

Target	2009 Actual Performance	2010 Actual Performance	2011 Performance	2011	2014	2017	Vision 2020
<b>PASS, Reading, grade 3</b>	<b>78</b>	<b>80.7</b>	<b>80.0</b>	<b>81</b>	<b>85.5</b>	<b>90</b>	<b>95</b>
Target: African American	67.1	70.9	68.5	72.1	79.6	87.1	95
Hispanic	67.8	74.5	73.6	72.1	79.6	87.1	95
White	86.5	87.9	87.9	87.9	90.3	92.7	95
Non-Subsidized	89.8	91.1	91.0	90.8	92.3	93.8	95
Subsidized Meals	69	73.6	72.4	73.6	80.6	87.6	95
With disabilities	48.4	50.2	45.9	56.8	69.5	82.2	95
Without disabilities	81.8	85.4	85.1	84.2	87.8	91	95
<b>PASS, Reading, grade 8</b>	<b>67.5</b>	<b>63.7</b>	<b>67.8</b>	<b>73.5</b>	<b>80.7</b>	<b>87.9</b>	<b>95</b>
Target: African American	53.8	47.2	51.9	61.2	72.3	83.4	95
Hispanic	60.6	58.1	64.8	66.8	76.1	85.4	95
White	79	74.5	77.8	81.8	86.2	90.4	95
Non-Subsidized	81.9	78.6	81.8	84.3	87.9	91.5	95
Subsidized Meals	56.7	50.7	55.5	63.7	74.2	84.7	95
With disabilities	25.3	19.9	22.7	37.9	56.8	75.7	95

<b>Target</b>	<b>2009 Actual Performance</b>	<b>2010 Actual Performance</b>	<b>2011 Performance</b>	<b>2011</b>	<b>2014</b>	<b>2017</b>	<b>Vision 2020</b>
Without disabilities	74.8	69.7	73.7	78.4	83.8	89.2	95
<b>NAEP, Reading, grade 4</b>	<b>62</b>	<b>No new data</b>	<b>TBD</b>	<b>68</b>	<b>77</b>	<b>86</b>	<b>95</b>
Target: African American	53			60.4	71.8	83.2	95
Hispanic	49			57.4	70	82.6	95
White	74			78	84	90	95
Non-Subsidized	77			80.2	85	89.8	95
Subsidized Meals	49			57.4	70	82.6	95
With disabilities	34			45	60.5	75	95
Without disabilities	65			70.4	78.5	86.6	95
<b>NAEP, Reading, grade 8</b>	<b>69</b>			<b>73.8</b>	<b>81</b>	<b>88.2</b>	<b>95</b>
Target: African American	52			60	72	84	95
Hispanic	70			74.6	81.5	88.4	95
White	79			82	86.5	91	95
Non-Subsidized	81			83.6	87.5	91.4	95
Subsidized Meals	56			63	73.5	84	95
With disabilities	34			45	61.6	78.2	95
Without disabilities	71			75.4	82	88.6	
<b>On-time Graduation</b>	<b>73.7</b>	<b>72.1</b>		<b>76.1</b>	<b>80.3</b>	<b>84.5</b>	<b>88.3</b>
Target: African American	69.1	68.0		72.5	77.6	82.7	88.3
Hispanic	68.3	62.6		71.9	77.3	82.7	88.3
White	77.1	75.5		79.1	82.1	85.7	88.3
Non-Subsidized	80.2	78.1		81.6	83.7	85.8	88.3
Subsidized Meals	65.2	64.9		69.4	75.7	82	88.3
With disabilities	42.9	45.1		51.1	63.4	75.7	88.3
Without disabilities	77.3	74.7		79.3	82.3	85.3	88.3
<b>Preparedness for Postsecondary Success (High school completers enrolled in two or four-year colleges and technical schools)</b>	2008 data 67.1%	2009 data 65.8%	2010 data 65.9%				
<b>Schools Rated at Risk</b>	83	69	<b>TBD</b>				0

“TBD” – To be determined are: (1) the results of the 2011 administration of the National Assessment of Educational Progress (NAEP) in reading which will be available later the year; and (2) the number of schools rated At-Risk which will be available in November 2011 with release of the school and district report cards.

In addition, the data and reports are used to advise the members of the General Assembly, education policymakers at the state and local levels, and the general public on the status of public education and to recommend actions to further progress. For example, the General Assembly used the budget recommendations to create the South Carolina Reading Achievement Systemic Initiative.

### **Question 7: Program Evaluations**

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

Spring 2008

**Has an evaluation ever been conducted?**

☒ **Yes**

☐ **No**

**If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?**

The National Technical Advisory Committee met to review general functioning of the accountability system. The notes of that meeting may be obtained from the EOC office. The next scheduled comprehensive evaluation of the accountability system is in 2013 as defined in statute.

**Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?**

☐ **Yes**

☒ **No**

**If yes, please provide URL link here.**

**If no, why not?**

TAC notes can be provided in hard copy. The PACT reviews and Act 282 of 2008 are on the web.

### **Question 8:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

5% -- Reduce all accounts proportionately

10% -- Reduce all accounts proportionately

15% -- Reduced reductions proportionately and furlough employees if needed.

Currently the EOC is operating with 40% of its authorized FTEs unfilled.

**Question 9:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**

The agency would have resources to continue its operations and initiatives at the current funding level.

**If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to [mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov).**

**Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.**

**Question 10: Fiscal Year 2012-13**

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

- ☒ **The same as appropriated in the current fiscal year's appropriation**
- ☐ **An increase over the current fiscal year's appropriation**
- ☐ **A decrease over the current fiscal year's appropriation**

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

**If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?**

**Question 11: Fiscal Years 2010-11 and 2011-12**

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2010-11) and the budget for this program in the current fiscal year (2011-12).

If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	\$1,515,186.00	\$1,193,242.00
General Fund	0	0
Lottery	0	0
Fees	0	0
Other Sources	0	0
Grant: Annie E. Casey	\$40,000	0
Contributions, Foundation	0	0
Other: Private Fund (Specify)	\$18,000.00	
Carry Forward from Prior Year	\$85,795.94	\$205,685.25
<b>TOTAL</b>	<b>\$1,658,981.94</b>	<b>\$1,398,927.25</b>

**Other: Please specify here.**

The carry forward for the current year estimated includes the Middle Grades carry forward of \$3,677.81 which per proviso reverts to the EOC operating funds.



Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	\$556,483.72	\$530,498.00
Contractual Services	\$175,945.07	\$490,782.50
Supplies and Materials	\$22,166.14	\$22,831.12
Fixed Charges	\$4,270.85	\$4,398.98
Travel	\$20,817.28	\$21,773.65
Equipment	\$0.00	\$13,000.00
Employer Contributions	\$130,613.44	\$115,643.00
Allocations to Districts/Schools/Agencies/Entities State Department of Education: Teacher Supplies CDEPP (Office of First Steps)	\$546,678.00	\$200,000
Other: Please explain	0	0
Balance Remaining	\$202,007.44	0
<b>TOTAL</b>	<b>\$1,658,981.94</b>	<b>\$1,398,927.25</b>
<b>#FTES (Authorized)</b>	<b>10.00</b>	<b>10.00</b>

**Other: Please explain here.**

Note: In the prior fiscal year the allocation to the Office of First Steps for CDEPP was \$296,678 and the allocation to Teacher Supplies was \$250,000. In the current fiscal year, the line item appropriation to the Office of First Steps for CDEPP was increased by \$296,678 and the line item appropriation to the EOC for the program was reduced by \$296,678. Proviso 1A.41. in the current fiscal year reallocated \$200,000 from the EOC to Teacher Supplies.

## **EIA Program Report for Fiscal Year 2011-12**

### **Coversheet**

**EIA-Funded Program Name:** SC First Steps to School Readiness

**Current Fiscal Year:** 2011-12

**Current EIA Appropriation:** \$1,490,847

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

Dr. Dan Wuori

**Telephone Number:**

803-734-0100

**E-mail:**

[dwuori@scfirststeps.org](mailto:dwuori@scfirststeps.org)

**Question 1: History of the program: Please mark the appropriate response (choose one):**

**This program:**

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☒ Other (was funded in prior fiscal years by other state funds)

**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.**

**Code of Laws:**

Title 59, Chapter 152

South Carolina First Steps to School Readiness

**Proviso(s):** (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)

N/A

**Regulation(s):**

N/A

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

☒ Yes

☐ No

**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)**

"The goals for South Carolina First Steps to School Readiness are to:  
(1) provide parents with access to the support they might seek and want to strengthen their families and to promote the optimal development of their preschool children; (2) increase comprehensive services so children have reduced risk for major physical, developmental, and learning problems; (3) promote high quality preschool programs that provide a healthy environment that will promote normal growth and development;  
(4) provide services so all children receive the protection, nutrition, and health care needed to thrive in the early years of life so they arrive at school ready to learn; and (5) mobilize communities to focus efforts on providing enhanced services to support families and their young children so as to enable every child to reach school healthy and ready to learn."  
[SECTION 59-152-30]

First Steps Partnership Boards in each county are charged with developing and/or expanding school readiness strategies based upon locally identified service gaps. Funding is allocated at the discretion of - and within the accountability confines established by - the First Steps State Board of Trustees (as supported by the Office of South Carolina First Steps). First Steps funds multiple school readiness strategies across five broad lines of work: health, parenting and family support, child care, early education, and school transition. Objectives are strategy specific and support the legislative mission of the initiative.

By Executive Order 2009-12, SC First Steps became the state's lead agency for IDEA Part C (the BabyNet early intervention program) on January 1, 2010. The First Steps Board of Trustees also serves as the state's designated Early Childhood Advisory Council (ECAC) under the federal Head Start re-authorization of 2007.

**Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?**

**Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.**

**Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.**

**IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?**

During the prior fiscal year, South Carolina First Steps funded a wide variety of school readiness strategies (via 46 non-profit County Partnerships), including pre-kindergarten, training, technical assistance and quality enhancement for child care providers, the provision of early education scholarships, parenting and family literacy services, Countdown to Kindergarten, health and nutrition strategies and others. Service to high-risk clients (determined using SC readiness data) is a priority under the First Steps Program Standards.

**Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?**

**Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.**

With a wide range of services delivered via 46 First Steps partnerships, a comprehensive accounting of these outputs is prohibitive in this format.

Several key FY11 outputs include:

1,301 families served via the Parents as Teachers home visitation model received a total of 24,548 recorded home visits during FY10 (for a total of 27,687 hours of direct client service).

159 families served via the Parent-Child Home early literacy/home visitation model received a total of 6,295 recorded home visits during FY11 (for a total of 3,181 hours of direct client service).

114 SC childcare providers participating in First Steps intensive facility quality enhancement strategies (and enrolling at least 4,842 children aged 0-5) received a total of 2,329 recorded technical assistance visits from qualified personnel during FY11 (for a total of 5,015 hours of direct client service).

700 rising five-year-old kindergarten students participated in Countdown to Kindergarten - an eight week summer home visitation strategy linking high-risk students, their families and their future kindergarten teachers.

## **Question 6: What are the outcomes or results of this program?**

**Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:**

**Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.**

First Steps funding is outcomes-based, with each strategy requiring a Board-approved evaluation plan utilizing common statewide evaluation tools. The agency's most recent external evaluation - required by law on a triennial basis - was released in November 2010. The report's major findings were as follows:

1. "The impact of home visitation interventions to change parenting skills. Participants saw significant increases in their pre- and post-assessments. Overall, 54% of participants who scored low quality of parenting improved to a moderate quality of parenting. Forty four percent who scored moderate parenting skills moved to a high-quality of parenting, and 11.9% who had low quality parenting at pre-test increased their skills to high quality.

2. The impact of First Steps on child care quality through its child care quality enhancement strategy. Universally, child care centers and providers who participated showed significant increases in pre/post scores of assessed child care quality. Gains were seen for all scales on ECERS, ITES and FDCERS as a result of quality enhancement strategies.

3. The impact of Countdown to Kindergarten. Through self-report data, all participants whether home visitor or parents report the significant impact this strategy has on professional practice, parent-teacher relationships, and parent participation in and child attitudes toward kindergarten.

4. The potential demonstrated in combined strategies. Except for one scale, child outcomes in FY 2006-07 indicated increased odds of scoring on a higher level on every SCRA scale when PAT is combined with 4K compared to full-day 4K only.

5. The potential demonstrated in the CDEPP initiative. With only one year of data, CDEPP children were not significantly different in the odds of scoring on a higher level on every SCRA scale compared to full-day 4K and non-4K children. They also had significantly lower speech impairment and learning disability diagnoses. This may demonstrate the potential for implementing public programs in private settings in a less expensive manner with similar results." (High/Scope Educational Research Foundation, 2010, pp.148-149)

## **Question 7: Program Evaluations**

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

2009/2010

**Has an evaluation ever been conducted?**

☒ **Yes**

☐ **No**

**If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?**

By law, First Steps is evaluated by an external vendor every three years. The agency's most recent evaluation (2009/2010), conducted by the High/Scope Educational Research Foundation (under the supervision of a three-member evaluation panel appointed by the SC General Assembly and First Steps Board of Trustees), was released to the State Board in November 2010.

Major findings are quoted in the section above.

**Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?**

☒ **Yes**

☐ **No**

**If yes, please provide URL link here.**

<http://www.scfirststeps.org/docs/2009Eval.pdf>

**If no, why not?**



**Question 8:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

Like other agencies, First Steps' resources have decreased significantly over the past three years. We have attempted to mitigate these losses through the identification of administrative and staffing efficiencies as possible. While the agency would continue to seek methods through which to minimize losses in direct client service, additional cuts of this size would almost certainly result in service reductions (the exact nature of which would be determined at the local partnership level).

**Question 9:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**

Recognizing the challenges facing the state, First Steps is not requesting additional EIA funding at this time. While recent cuts have not fundamentally altered the agency's objectives and priorities, they have prevented First Steps from maintaining its previous levels of service to the state's children/families and intensified the agency's focus on high-risk clients.

**If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to [mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov).**

**Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.**

**Question 10: Fiscal Year 2012-13**

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

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

☐ **An increase over the current fiscal year's appropriation**

☐ **A decrease over the current fiscal year's appropriation**

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

\$1,490,847

**If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?**

**Question 11: Fiscal Years 2010-11 and 2011-12**

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2010-11) and the budget for this program in the current fiscal year (2011-12).

If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	1,490,847	1,490,847
General Fund	11,971,944	11,971,944
F		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)	202,810	202,810
Carry Forward from Prior Yr	681,412	* 1,489,793
<b>TOTAL</b>	<b>14,346,713</b>	<b>15,155,394</b>

**Other:**

- 1) *Fringe Benefits (employer contributions) = \$202,810*
- 2) *Current FY estimate does not include grants and other funds. Grants and other funds do not augment EIA funds.*
- 3) *Current FY carryforward of \$1,489,793 includes \*\$390,400 state dollars related to the I.D.E.A. Part C BabyNet program*

Expenditures	Prior FY Actual	Current FY
Personal Service	455,259	557,037
Contractual Services	833,839	892,970
Supplies and Materials	10,297	12,100
Fixed Charges	52,630	101,752
Travel	8,409	12,100
Equipment		
Employer Contributions	127,763	202,810
Allocations to Districts/Schools/Agencies/Entities	11,368,723	13,376,725
Other: Please explain		
Balance Remaining	1,489,793	
<b>TOTAL</b>	<b>14,346,713</b>	<b>15,155,394</b>
<b>#FTEs</b>	<b>16</b>	<b>16</b>

**Other:** N/A

## **EIA Program Report for Fiscal Year 2011-12**

### **Coversheet**

**EIA-Funded Program Name:** High Achieving Students

**Current Fiscal Year:** 2011-12

**Current EIA Appropriation:** \$26,628,246

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

Rick Blanchard

**Telephone Number:**

803-734- 8335

**E-mail:**

[rblancha@ed.sc.gov](mailto:rblancha@ed.sc.gov)

**Question 1: History of the program: Please mark the appropriate response (choose one):**

**This program:**

- ☒ X was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.**

<b>Code of Laws:</b>
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59-29-170; Part 1B section 1A H63-DEPARTMENT OF EDUCATION-EIA,  
Provisos 1A.34 and 1A.37

59-29-170

<b>Proviso(s):</b> (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)
--

1A.34 and 1A.37

<b>Regulation(s):</b>
-----------------------

43-220

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

- ☒ X Yes
- ☐ No

**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)**

The mission of the Gifted and Talented (GT) portion of the category is as follows:

- To identify gifted and talented students in the academic domain through Census testing in grade two and to provide access to the STAR Performance Task Assessment in dimension C for grades two through five;
- To provide state identified gifted and talented students with the programming through gifted and talented classes, taught by properly endorsed GT teachers (who provide differentiated instruction at the correct depth, complexity, pace, and accelerated level,); and
- To provide these students access to challenging curriculum to develop and nurture their potential.

Students may be identified in grades one through eleven. Students are also identified locally in the gifted and talented artistic domain, and services are provided to help these students reach their potential.

Furthermore, the South Carolina Department of Education (SCDE) shall regulate district programs through three year plans, annual reports, and other surveys. The SCDE shall also provide technical support for the program and provide leadership on both state and national levels for gifted and talented programs.

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

The primary goals of the GT program are as follows:

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

The primary goals of the AP program are as follows:

- to increase the number of students scoring a three or higher on the AP exams;
- to increase the number of minority students enrolled in AP courses; and
- to increase the number of AP examinations taken by students and graduate courses and other technical support for teachers as needed.

**Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?**

**Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.**

**Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.**

**IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?**

For Gifted and Talented, the SCDE partnered with ETV/ITV and The South Carolina Consortium for Gifted Education (SCCGE) to create over fifty videos to be used for professional development by the school districts around the state in 2010. In the most recent year, we have continued this project emphasizing "Gifted Classes in Action" and "Research Based Curriculum Training" offerings. The entire professional development library is now approaching eighty videos. The target audiences for these videos are administrators; and all teachers including artistic teachers, gifted coordinators, guidance counselors, and teachers of gifted students. These videos are available through DVDs (thanks to SCCGE), ITV broadcasts, and online at Streamline through ETV. In support of these videos, there is a companion Moodle Course Shell, which offers many resources, assessments, and discussion boards for each video. This series was created to ensure the availability of professional development amid educational funding cuts. Graduate level endorsement courses were offered to provide endorsement and certification opportunities for teachers across the state. Twenty-eight graduate level classes were offered for teachers of gifted and talented students around the state.

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



**Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?**

**Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.**

In gifted and talented, there were 78,406 academic students who were served and 17,050 artistic students who were served during the school year 2010-2011. The number of teachers who took GT endorsement courses or courses towards certification was approximately 560. There are a total of 8004 GT endorsed or GT certified teachers in the database, but there is still a need for approximately 600 more to become endorsed this year.

In Advanced Placement, there were 18,757 public school students who took 30,845 AP exams. These numbers increased more than 5.6% and 7.2% respectively from the prior year. Of those, 17,424 exams earned college credit for the examinee. The number of minority students who took AP courses was 5109 (increase of 28%) and they took 8194 AP exams (increase of 30%). Of those, 3712 earned a passing score of 3-5 on the AP exam, which is an increase of 39%. Overall, the number of students who passed AP exam this year increased 10% over last year. For all passed examinations, students receive college credit, as well as high school credit.

The number of International Baccalaureate Examinations this year was 3222. Of those, 69% percent received a passing score of 4 or higher. For all passed examinations, students receive college credit, as well as high school credit.

Data may be found at the following Web address:  
[http://ed.sc.gov/agency/cfo/finance/old/finance/student\\_data/DSA11135.txt](http://ed.sc.gov/agency/cfo/finance/old/finance/student_data/DSA11135.txt),  
<http://ed.sc.gov/agency/ac/Data-Management-and-Analysis/old/research/APIB.html>

**Question 6: What are the outcomes or results of this program?**

**Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:**

**Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.**

Based on the 135th day reports, the numbers of students participating in the GT areas were 78,406 in academic programs and 17,050 in the artistic programs, for a total of 95,456 students. In the AP area, the number of participants was 30,355. For GT identification screening, 98,496 students participated in CogAT testing (54,741) and ITBS testing (43,755) for screening of second graders. The number of participants in the STAR Performance Task Assessment for 2011 was 19,770. The 2011 Academic GT percentage of students meeting the standard on the spring 2011 PASS was as follows:

Grade	ELA	MATH	SCI	SS
3	99.3	98.8	97.1	98.4
4	98.3	98.6	97.6	97.7
5	97.7	97.7	95.3	96
6	96.9	97.7	95.2	97.2
7	96.8	97.1	97.5	94.4
8	95.9	96.5	97.2	96.1

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

Approximately 760 teachers took grant funded endorsement classes in GT and AP. These graduate courses offer the professional pedagogy and content knowledge for teaching GT and AP students. Over 85% of the districts utilized the Gifted and Talented Professional Development Outreach Series of videos for professional development in the first year of existence. The SCDE expect these numbers to grow as the series was released in the fall after school began.

For the AP areas, there were increases in participants (5.6%), exams taken (7.2%), and those scoring 3-5 (10.3%). The number of minority students increased 28% in South Carolina and of these, 39% more exams were passed by these students over the prior year. In other words, more students from all ethnicities are gaining access to these college level courses in South Carolina, and more are being successful at gaining college credit for the courses. Research has shown that even by taking the course (and not passing the national exam), the student is more likely to finish college in four years compared to those who do not take an AP class.

In South Carolina, 1,290 students took 3222 International Baccalaureate Exams in school year 2010. This is a decrease from 2009 where 3856 exams were taken. (At least three IB Diploma programs were eliminated in 2009 due to budget cuts in the districts.) These classes also earn college credit based on the passing the exam with a 4 or higher. In 2010, the passage rate for exams statewide was 69%.

## Question 7: Program Evaluations

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

2005-2006

**Has an evaluation ever been conducted?**

☒ Yes

☐ No

**If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?**

This information can be found on the EOC reports on GT programs at <http://eoc.sc.gov/reportsandpublications/publications.htm>. Significant achievement gaps exist for all target ethnic and poverty status groups. At a few under performing schools, the GT students are not being adequately served. Teacher turnover and administrator turnover at underperforming schools impact offerings and performance. The size of service disparities is impacted immensely by lack of funding to provide adequate training, resources, and services. High student performance in science needs to be addressed.

The College Board annually provides reports on AP participation and performance. These may be accessed at <http://professionals.collegeboard.com/data-reports-research/ap>.

**Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?**

☒ Yes

☐ No

**If yes, please provide URL link here.**

<http://eoc.sc.gov/reportsandpublications/2007andbelowarchivedreportsandpublications.htm>

**If no, why not?**

**Question 8:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

Most of the High Achieving Students funding is "flow through" to the districts. The limited funding retained by SCDE is dedicated to Gifted and Talented Identification Assessments, Advanced Placement Exams, International Baccalaureate Examinations, and professional development or initial teacher training through grant funded courses for both GT endorsement and AP endorsement. Over the past four years, the funds allocated for these students have not increased. The number of students has increased significantly due to flexibility of certain programmatic requirements which help insure gifted and talented students are properly challenged and properly instructed by endorsed teachers who understand the unique needs of gifted and talented students. The numbers have greatly increased in the upper middle grades and the high school grades due to the allowances of non-endorsed teachers in providing instruction and class size ratios being suspended. Over the past four years, the number of state identified gifted and talented students has increased about 15 % due to the flexibility measures. This increase along with the stagnated funding has forced some districts to cut back on serving these students to a minimal programmatic position. These cutbacks mean students may not have access to the proper academic and artistic programs in their areas of strength, which hampers them reaching their full potential.

If 5-10% of the funding were cut, the only areas for which the cuts could be made would be to eliminate some of the GT and AP teacher training. The elimination of this requirement would allow teachers who lack the proper training to teach these high ability students. Research has demonstrated that students are more likely to reach their full potential with teachers who are properly trained and who understand how to teach these students with special needs. Any additional cuts would have to be absorbed directly by the districts, which further hinder students from reaching their full potential. Some districts are currently only offering gifted and talented classes in one academic area (rather than a minimum of mathematics and English language arts) and they are using the funding cuts to justify this limited programming offering. Another district announced it was eliminating the Advanced Placement program due to budget cuts. The AP program is required by regulations and denying access to these high level programs for any district is not allowable.

### **Question 9:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**

The mandate for identifying and serving the state's gifted and talented students would remain. The mandate for providing Advanced Placement classes and examinations would remain in place. Since International Baccalaureate Programs are not mandated, and they only receive limited support from the state (through partial reimbursement of IB exams for the high school level programs), districts would continue to drop these programs, although research has clearly demonstrated how successful these programs are for students and how much parents love having this public school choice. The IB programs were beginning to start in some of the middle and elementary schools before the implementation of conservative budget practices.

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

In Gifted and Talented Programming, limited funding may lead to a reduction in GT artistic funding that flows through to the districts. Continued district cuts will further scale back the GT artistic programming options to a limited grade level and in only one core artistic area. Currently, there are districts that do not offer services in the GT artistic area although this area is mandated. The number of districts who do not offer services at all would likely increase. Districts have already cut services for these high achieving students, and they are using budget cuts as an excuse to not provide proper services these students need.

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

Regulatory changes suggested:

- Drop the GT and AP teacher endorsement suspensions in Proviso 1A.34 as they are greatly hindering the students from access to highly qualified teachers.
- Fund the program at the levels named in the SC Code of Laws 59-29-170 (1986).  
Presently GT funding and the whole High Achieving Student Category is being funded by less than half of what is required by the gifted and talented statute. The statute states the weighting for GT students should be Base Student Cost (BSC) plus an additional .30 of BSC per student.
- Raise the minimum funding a district receives (for 40 or less state identified students) to at least half of a teacher's salary.

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to [mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov).

## **EIA Program Report for Fiscal Year 2011-12**

### **Coversheet**

**EIA-Funded Program Name:** Power School/Data Collection

**Current Fiscal Year:** 2011-12

**Current EIA Appropriation:** \$5,000,000

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

Tom Olson

**Telephone Number:**

803-734-8174

**E-mail:**

[tolson@ed.sc.gov](mailto:tolson@ed.sc.gov)

**Question 1: History of the program: Please mark the appropriate response (choose one):**

**This program:**

- ☒ **X** was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.**

<b>Code of Laws: Title 59. Education. Chapter 20 Education Finance Act. Section 40.</b>
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<b>Proviso(s):</b> (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)
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<b>Regulation(s):</b>
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**Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?**

☐ Yes

☒ **X** No



**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)**

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

**Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?**

During school year 2010-11 the SCDE conducted 4 quarterly data collections and seven additional data collections to meet a variety of data needs. In each case data was extracted from the SIS databases installed in all SC school districts and State Operated Programs. These collections were performed with the assistance of district technology staffs. The data collected was used to precode test answer sheets, help to calculate dropout and graduation rates, and to meet data requirements for accountability. During the 2011-12 school year the SC Department of Education's technology staff will be introducing entry level data edits into PowerSchool. The goal of this project is detect invalid data values in key field before they can be save in PowerSchool. This will improve the quality of the data collected by the SCDE.

**Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.**

**Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.**

**IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?**

The SCDE staff of the Office of External Technology provides phone support to school districts to better enable districts to use PowerSchool properly. Funds from the PowerSchool/Data Collection program are also used to allow each school district to send to staff the PowerSchool University each year. PowerSchool University is a program offered annual by Pearson Data Solutions to provide extensive training on the features and use of PowerSchool. The

PowerSchool/Data Collection program also provides funding for district access to online training opportunities offered by Pearson Data Solutions.

**Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?**

The data collected was used to precode test answer sheets, help to calculate dropout and graduation rates, and to meet data requirements for accountability. The data collected was also used to fulfill adhoc requests for data. Data collected from PowerSchool was also used to complete many data collection requirements set by the US Department of Education.

In June of 2010 and again in June of 2011 208 district staff attended PowerSchool University in Charleston. Funding from this program paid the tuition fees for all these district staff.

**Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.**

**Question 6: What are the outcomes or results of this program?**

This program insures funding to continue to maintain both the district SIS and the Schools Interoperability Framework (SIF) infrastructure for all districts and the SCDE. SIF and eScholar's Uniq-ID are required to perform assignment of student identification numbers. This funding also helps to offset the cost of technical resources needed to carry out data collections at the state level. The PowerSchool/Data Collection program also provides the student and membership data used by the Office of Finance to calculate school and district funding.

**Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:**

**Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.**

**Question 7: Program Evaluations**

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

There has been no external evaluation of this program.

**Has an evaluation ever been conducted?**

☐ Yes

☒ No

**If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?**

**Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?**

☐ **Yes**

☐ **No**

**If yes, please provide URL link here.**

**If no, why not?**

We monitor data collections by tracking the increase or decrease in the number of errors detected in the data extracted from district PowerSchool database during the school year.

**Question 8:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

Funding for training opportunities for school and district staff would be reduced. Annual maintenance of PowerSchool would take a higher priority since PowerSchool is used in all districts. Funding of annual maintenance of the Student Unique Numbering System would also have to be continued. However the funding of the license fees paid by the state to provide school districts with local use of the Schools Interoperability Framework (SIF) may have to be reduced or ended. School Districts would have to pick up this cost to continue using SIF locally.

**Question 9:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**

Since annual maintenance costs for PowerSchool are based on the number of students enrolled, a reduction in the funding for this program may impact the vendor support available to keep PowerSchool up to date. A reduction may also impact funds available to provide district and school staff with training on the proper operation and use of PowerSchool.

**If you want to provide supporting documents or evaluation reports,  
either reference a website below or email the report directly  
to [mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov).**



## South Carolina Program for the Recruitment & Retention of Minority Teachers

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*Lift a Life...Teach*

September 30, 2011

Ms. Melanie Barton, Interim Executive Director  
SC Education Oversight Committee  
P.O. Box 11867  
227 Blatt Building  
Columbia, SC 29211

Dear Ms. Barton:

Please find attached South Carolina State University's EIA Program Report for Fiscal Year 2011-12 of the South Carolina Program for the Recruitment and Retention of Minority Teachers.

If there are questions, please let me know as soon as possible.

Sincerely,

*Reinell A. Thomas-Myers*

Reinell A. Thomas-Myers, Program Manager

## **EIA Program Report for Fiscal Year 2011-12**

### **Coversheet**

**EIA-Funded Program Name:** SC Program for the Recruitment and Retention  
of Minority Teachers,  
South Carolina State University

**Current Fiscal Year:** 2011-12

**Current EIA Appropriation:** \$339,482.00

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

Reinell Thomas-Myers

**Telephone Number:**

803-536-8818

**E-mail:**

[rathomas@scsu.edu](mailto:rathomas@scsu.edu)

**Question 1: History of the program: Please mark the appropriate response (choose one):****This program:**

- ☒ **X** was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.****Code of Laws:**

Part 1B Section 1A H63-Department of Education-EIA. Proviso 1A.10. (SDE-EIA: XI.F.2-CHE/Teacher Recruitment)

**Proviso(s):** (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)

1A.10. (SDE EIA: XI.F.2 CHE/Teacher Recruitment)

**Regulation(s):**

N/A

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

- ☒ **X** Yes
- ☐ No

**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)**

MISSION: The South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) is an Education Improvement Act - funded program. SC-PRRMT seeks to promote teaching as a career choice by publicizing the many career opportunities and benefits in the field of education in the State of South Carolina. The mission of the Program is to increase the pool of teachers in the State by making education accessible to non-traditional students (teacher assistants, career path changers, and technical college transfer students) and by providing an academic support system to help students meet entry, retention, and exit program requirements. In collaboration with South Carolina State University's Department of Teacher Education, the Program is authorized by the South Carolina General Assembly to establish and maintain Satellite Teacher Education Program (off-campus) sites in twenty-one geographic areas of the State. SC-PRRMT also administers an EIA Forgivable Loan Program and participates in state, regional, and national teacher recruitment initiatives.

**Current annual objectives are--**

**Objective #1**

To increase the pool of teachers in South Carolina by targeting non-traditional students for enrollment to teacher education programs at South Carolina State University (baseline mean enrollment figures for 2003/2004-2006/2007 compared to mean enrollment figures for 2007/2008-2010/2011) and by producing teachers/graduates for South Carolina's schools (baseline mean teacher production figures for 2003/2004-2006/2007 compared to mean teacher production figures for 2007/2008-2010/2011).

**Objective #2**

Target 50% of program participants for majors in a critical need subject area or placement in a critical geographic school, as demonstrated by either graduating in a state-declared critical need subject area or finding employment in a state-declared critical geographic school (baseline graduation figures in the critical need subject areas for 2009-2010 compared to graduation figures in the critical need subject areas for 2010-2011 and baseline graduation placement figures for critical geographic schools for 2009-2010 compared to 2010-2011).

**Objective #3**

To ensure the progress of EIA Forgivable Loan Program participants by monitoring their academic achievement (in the various teacher education majors), graduation rates, certification rates, and employment placement.

**Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?**

**Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.**



**Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.**

**IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?**

#### ACTIVITIES AND PROCESSES

- ❖ Program recruitment activities for AY 2010-2011 involved: recruitment exhibitions and participation in fall and Winter Open House at SC State University, mailings and responses to program inquiries, visits to two school districts, to nine technical colleges, and participation and recruitment exhibitions at college fairs and freshman orientation sessions.
- ❖ SC-PRRMT, in collaboration with CERRA and the Call Me Mister Program, developed a Statewide Partnership Plan for Teacher Recruitment, and presented it to the Access and Equity Committee of the South Carolina Commission on Higher Education. The Partnership remained ongoing for 2010-2011.
- ❖ Because of budget cuts, the Program will not air any televised teacher education recruitment ads for the current fiscal year 2010-11.
- ❖ The Partnership with CERRA and the Call Me MISTER program will continue for AY 2011-2012.

**Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?**

**Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.**

#### PRODUCTS AND SERVICES

- ❖ The Program continues to administer a Forgivable Loan Program. This past academic year 25 students received forgivable loans.
- ❖ All 17 (100%) of the Program's undergraduate forgivable loan recipients achieved Dean's List status, earning cumulative grade point averages of 3.00 or better during the 2010-2011 academic year. All eight of the Program's MAT participants maintained their eligibility.
- ❖ For the 2010-2011 Academic Year, 10 students graduated; all ten (100%) met certification requirements.
- ❖ The Program graduated ten students. To date, seven (70%) have gained employment in a South Carolina Public school. All seven (70%) are teaching in a critical geographic school or state-declared critical need subject area.

**Question 6: What are the outcomes or results of this program?**

**Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:**

**Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.**

### **PROGRAM OUTCOMES:**

#### **Objective #1**

To increase the pool of teachers in South Carolina by targeting non-traditional students for enrollment to teacher education programs at South Carolina State University (baseline mean enrollment figures for 2003/2004-2006/2007 compared to mean enrollment figures for 2007/2008-2010/2011) and by producing teachers/graduates for South Carolina's schools (baseline mean teacher production figures for 2003/2004-2006/2007 compared to mean teacher production figures for 2007/2008-2010/2011).

### **OUTCOME:**

#### ***ENROLLMENT FIGURES FALL 2003-SPRING 2011***

<b>Year</b>	<b>No.</b>	<b>Year</b>	<b>No.</b>
Enrollment 2003-2004	38	Enrollment 2007-2008	46
Enrollment 2004-2005	37	Enrollment 2008-2009	32
Enrollment 2005-2006	52	Enrollment 2009-2010	34
Enrollment 2006-2007	45	Enrollment 2010-2011	28
<b>Total</b>	<b>172</b>	<b>Total</b>	<b>140</b>
<b>Mean</b>	<b>43</b>	<b>Mean</b>	<b>35</b>
<b>Difference: 172-40= 32</b>		<b>The enrollment decreased by 18.6%</b>	

#### **GRADUATES DECEMBER 2003-MAY 2011**

<b>Year</b>	<b>No.</b>	<b>Year</b>	<b>No.</b>
Graduates 2003-2004	6	Graduates 2007-2008	14
Graduates 2004-2005	3	Graduates 2008-2009	9
Graduates 2005-2006	18	Graduates 2009-2010	9
Graduates 2006-2007	10	Graduates 2010-2011	10
<b>Total</b>	<b>37</b>	<b>Total</b>	<b>42</b>
<b>Mean</b>	<b>9.25</b>	<b>Mean</b>	<b>10.5</b>
<b>Difference: Increase 42-37= 5.</b>		<b>The graduation rate increased by 13.5%</b>	

#### **Objective #2**

Target 50% of program participants for majors in a critical need subject area or placement in a critical geographic school, as demonstrated by either graduating in a state-declared critical need subject area or finding employment in a state-declared critical geographic school (baseline graduation figures in the critical need subject areas for 2009-2010 compared to graduation figures in the critical need subject areas for 2010-2011 and baseline graduation placement figures for critical geographic schools for 2009-2010 compared to 2010-2011).

### **OUTCOME:**

#### **COMPARATIVE FIGURES 2009/2010 / 2010/2011**

GRADUATES 2009-2010 = 9  
 No. in State Declared Critical Need Subject Area = 1  
 Percent Critical Need = 11%

GRADUATES 2010-2011 = 10  
 No. in State Declared Critical Need Subject Area = 3  
 Percent Critical Need = 30%

**PROGRAM GRADUATES' PLACEMENT (CRITICAL NEED)**

162	-Total Number of Program Graduates As of May 2011
151 (93%)	-Number of Graduates Placed in South Carolina Schools
54 (36%)	-Number of Graduates in State-Declared Critical Need Subject Areas
127 (84%)	-Number of Graduates Placed in State-Declared Critical Geographic Schools

**Objective #3**

To ensure the progress of EIA Forgivable Loan Program participants by monitoring their academic achievement (in the various teacher education majors), graduation rates, certification rates, and employment placement.

- ❖ All 17 (100%) of the Program's undergraduate forgivable loan recipients achieved Dean's List status, earning cumulative grade point averages of 3.00 or better during the 2010-2011 academic year. All eight of the Program's M.A.T. participants maintained their eligibility.
- ❖ For the 2010-2011 Academic Year, 10 students graduated; all ten (100%) met certification requirements. To date, seven (70%) have gained employment in a South Carolina Public school. All seven (70%) are teaching in a critical geographic school or state-declared critical need subject area.
- ❖ Of the Program's 162 graduates, 151 (93%) gained employment in S.C.'s public school classrooms.
- ❖ The teaching experience of graduates range from 1 to 17 years.
- ❖ One hundred and five (70%) of the Program's placed graduates have gained 5 to 17 years teaching experience, and the mean years of teaching for all graduates is 13.5 years.
- ❖ One hundred and twenty-four (82%) of the placed graduates are currently teaching in South Carolina Schools.

**Question 7: Program Evaluations**

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

January 1997

**Has an evaluation ever been conducted?**

  X   Yes

       No

**If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?**

N/A

**Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?**

☒ **Yes**

☐ **No**

**If yes, please provide URL link here.**

**If no, why not?**

**Question 8:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

Due to the budget reductions the past three fiscal years, we reduced the following budget line items or eliminated the budget line items:

Personnel Services, Contractual Services, Equipment and Maintenance, Forgivable Loans, and Travel. If funds are available in the collections account, those funds will be used to assist with our forgivable loan awards.

**Question 9:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**

This would place an extreme hardship on program participants, as institutional costs continue to rise. The present program allocation limits the project's recruitment capacity and the program's ability to adequately fund students for their matriculation in teacher education programs. Moreover, projections of no additional EIA revenue will further jeopardize the Program.

**If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to**

**[mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov).**



**Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.**

**Question 10: Fiscal Year 2012-13**

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

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

☐ **An increase over the current fiscal year's appropriation**

☐ **A decrease over the current fiscal year's appropriation**

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

\$ 339,482.00

**If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?**

For a number of years, funding for the SC-PRRMT (EIA) was \$467,000.00 annually. In 2008-2009, the program received a 21.5% cut -\$366,583.31. In 2009-2010, the program received a 4.49% cut - \$350,111.52. In 2010-2011, the program received \$350,111.00. This low funding constitutes a 26% cut in the program's allocation. This dearth compromises the award as an incentive for students to enter the teaching profession, and it limits what the program can offer to students needing financial assistance.

**Question 11: Fiscal Years 2010-11 and 2011-12**

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2010-11) and the budget for this program in the current fiscal year (2011-12).

If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	350,111.00	339,482.00
General Fund	0	0
Lottery	0	0
Fees	0	0
Other Sources	0	0
Grant	0	0
Contributions, Foundation	0	0
Other (Specify)	0	0
Carry Forward from Prior Yr	0	0
<b>TOTAL</b>	<b>350,111.00</b>	<b>339,482.00</b>

**Other: Please specify here.**

Expenditures	Prior FY Actual	Current FY Estimated
	2010-2011	2011-2012
Personal Service	143,287.00	145,287.00
Contractual Services	1,377.00	800.00
Supplies and Materials	1,250.00	1,300.00
Fixed Charges	-0-	-0-
Travel	5,973.00	5,301.00
Equipment	-0-	500.00
Employer Contributions	34,481.00	32,551.00
Allocations to Districts/Schools/Agencies/Entities	-0-	-0-
Other: Please Explain = Forgivable Loans	163,743.00	153,743.00
Balance Remaining		
<b>TOTAL</b>	<b>-0-</b>	<b>-0-</b>
<b># FTES</b>	<b>350,111.00</b>	<b>339,482.00</b>

**Other: Please explain here.**

Forgivable Loans

## **EIA Program Report for Fiscal Year 2011-12**

### **Coversheet**

**EIA-Funded Program Name:** SC Educational Policy Center

**Current Fiscal Year:** 2011-12

**Current EIA Appropriation:** \$75,008

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

Dr. Diane M. Monrad

**Telephone Number:**

803-777-8244

**E-mail:**

[dmonrad@mailbox.sc.edu](mailto:dmonrad@mailbox.sc.edu)



**Question 1: History of the program: Please mark the appropriate response (choose one):**

**This program:**

\_\_\_ was an original initiative of the Education Improvement Act of 1984

\_\_\_ was created or implemented as part of the Education Accountability Act of 1998

\_\_\_ has been operational for less than five years

\_\_\_ was funded last fiscal year by general or other funds

\_\_\_ is a new program implemented for the first time in the current fiscal year

**X** other

**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.**

<b>Code of Laws:</b>
----------------------

<b>Proviso(s):</b> (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)
--

Proviso IA.9

<b>Regulation(s):</b>
-----------------------

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

\_\_\_ Yes

**X** No

**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)**

Not applicable. The research services provided by the South Carolina Educational Policy Center are determined each year in collaboration with staff from the EOC and the South Carolina Department of Education. The purpose of the current research was to analyze the 2010 teacher, parent, and student school climate surveys and develop four-year school climate profiles for the the Palmetto Priority schools to use in their school improvement initiatives.

**Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?**

**Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.**

**Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.**

**IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?**

The South Carolina Educational Policy (SCEPC) has collaborated with EOC and SCDE staff for several years on an analysis of the state's school climate surveys that are completed each year by teachers, parents, and students at every school. Data from selected items on these surveys are included on school report cards, but the majority of the existing survey data was not subjected to state-wide analysis until 2007. Initial work focused on school climate in elementary schools that were successful in closing the achievement gap, and then the work expanded to encompass all schools in the state. A variety of analytic procedures were used to identify important climate factors and to explore the relationships between school climate and student achievement.

The 2006-2010 school climate survey data for all schools in the state were analyzed to identify factors underlying the school climate surveys for teachers, students, and parents. The six climate factors for teachers included: *Working conditions/ Principal leadership, Home-school relationship, Instructional focus, Resources, Physical environment, and Safety*. Items in the student survey described four climate factors: *Learning environment, Social-physical environment, Home-school relationship, and Safety*. Similarly, parent survey items measured four climate dimensions: *Learning environment, Social-physical environment, Teacher care and support, and Home-school relationship*. School scores on these factors were used to create clusters of schools for all organizational levels (elementary, middle, and high) that reflected most positive to least positive school climate. Positive school climate was associated with a variety of student and school outcomes such as higher student achievement, lower dropout rates, higher teacher retention, and higher teacher and student attendance.

For 2010-2011, SCEPC staff analyzed 2010 school climate surveys so that four-year climate profiles could be developed for the state's Palmetto Priority schools. The purpose was to provide technical assistance personnel with school climate information for use in developing cost-effective, targeted school improvement strategies. Information on the school climate research was shared with staff from the Palmetto Priority schools and each school's Leadership Team at two regional collaborative meetings in February 2011. After the four-year profiles were developed for the Palmetto Priority schools, SCEPC staff met with the technical assistance staff from the SCDE to discuss the individual school profiles and school improvement needs.

For 2011-2012, SCEPC staff are analyzing the 2011 teacher, parent, and students survey data so that the four-year school climate profiles for the Palmetto Priority schools can be updated with the most recent data. Training will be provided to SCDE personnel assigned to the Priority schools on how to interpret and utilize the four-year school climate profiles in assessing school needs for improvement. In addition, focus groups will be held with a variety of district and school personnel to facilitate the development of user-friendly climate profiles that can be easily shared with school personnel and the community.

**Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?**

**Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.**

The most significant product developed from this research was four-year school climate profiles for the Palmetto Priority schools. The profiles contain the following four resources that can be used for determining school climate strengths and areas that may need improvement:

- Resource 1. A graphical representation of the school's 2007-2010 teacher, parent, and student factor scores shows the mean teacher, student, and parent factor scores for all climate factors in all four years included in the analyses. This resource provides information on climate changes across years and climate strengths and weaknesses for the school when compared with all other schools in the state at the same organizational level (elementary, middle, or high schools).
- Resource 2. Percentile rank tables were created to show how individual schools compare with other state schools at the same organization level for each of the fourteen climate dimensions. The percentile ranks are calculated for each year covered by the four-year climate profile.
- Resource 3. Item scale percentage tables show the percentage of responses for each response category by item. Common types of responses are *Disagree*, *Mostly disagree*, *Mostly agree*, *Agree*, and *Not applicable*. There are separate tables for each of the teacher, parent, and student climate dimensions with all of the items included in each dimension. The item percentage tables allow technical assistance or school personnel to examine the pattern of item responses within each factor and identify strengths as well as potential areas of needed improvement.

- Resource 4. Item percentage box plots show the distribution of school item agreement percentages for the school compared with all other schools in the state at the same organizational level (elementary, middle, or high school). The box plots assist technical assistance or school personnel to identify individual items that have responses differing significantly from the responses of teachers, parents, and students at other schools.

Examples of these four resources are shown in an attachment to this report titled "School Climate and the Palmetto Priority Schools."

Additional products of this school climate research were two presentations to national research conventions. Papers detailing the use of school climate data for school improvement were presented at the American Evaluation Association meeting in November 2010 and the American Educational Research Association (AERA) in April 2011. The AERA paper is attached to this report. Both of these conferences require that papers be reviewed for technical quality and significance before the papers are accepted for presentation.

#### **Question 6: What are the outcomes or results of this program?**

**Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:**

**Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.**

SCEPC has found numerous relationships between school climate indicators and student achievement and other school performance measures. Schools with positive school climate, as defined by positive, above average factor scores, did better on achievement outcomes; schools with a less positive climate did progressively worse on achievement outcomes. This pattern was observed for the mean percentage of AYP objectives met, the absolute report card ratings by school level, the mean percentage of students performing basic and above or proficient and advanced on state proficiency exams in ELA and Math, the High School Assessment Program, the high school end-of-course exams, the dropout rate, and the high school graduation rate. Statistical comparisons between groups of schools with the most positive climate and schools with poor climate revealed that these differences were significant ( $p < .0001$ ).

The observed relationship between school climate indicators and student performance measures led to an interest in developing climate profiles for low-performing schools so that improvement initiatives could target areas of need. Initial two-year school climate profiles of the Palmetto Priority Schools showed that there was variation across the schools in the quality of their school climate. Some of the priority schools tended to have positive climate, while others showed evidence of poor climate that might be amenable to technical assistance.

As described in the previous section, four-year school climate profiles for the Palmetto Priority Schools were developed for the period 2007-2010. Graphical illustration of elementary, middle, and high school climate factor score means revealed that climate profiles differed across organizational levels. Elementary schools had the highest factor scores, followed by middle

schools and high schools. While differences across organizational levels were evident, the climate profiles of each organizational level were quite consistent across years.

The school climate profiles for the Palmetto Priority schools provide state technical assistance personnel and school personnel with data to use for school improvement. For the first time, existing data from years of administration of the teacher, parent, and student school climate surveys are available in an organized format that can be clearly understood and utilized.

Compared with other barriers which are not within the control of schools, such as high child poverty, negative school climate factors can be improved. The current school climate research provides a starting point to begin narrowing the gap between research, policy, and practice involving school climate as an important facet of school improvement. In particular, the four-year school-climate profiles provide low-performing schools with a practical, low-cost tool to use in identifying critical areas for school improvement.

**Question 7: Program Evaluations**

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

Not applicable.

**Has an evaluation ever been conducted?**

☐ Yes

☒ No

**If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?**

Not applicable.

**Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?**

☐ Yes

☒ No

**If yes, please provide URL link here.**

**If no, why not?**

Not applicable.

**Question 8:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

Since the majority of project costs are personnel, we would have to reduce the level of effort for the individuals working on this research.

**Question 9:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**

We would not be able to continue the analysis of the state's school climate data and the yearly development of four-year school climate profiles without external funding. We are also pursuing external funding for this research because we believe that school climate plays an important role in student achievement and school performance.

**If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to [mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov).**

**Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.**

**Question 10: Fiscal Year 2012-13**

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

- ☒ **The same as appropriated in the current fiscal year's appropriation**
- ☐ **An increase over the current fiscal year's appropriation**
- ☐ **A decrease over the current fiscal year's appropriation**

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

Not applicable.

**If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?**

SCEPC provides research services in collaboration with the EOC and the South Carolina Department of Education. The SCEPC would welcome the opportunity to continue the collaborative work of this project and to share our work with the EIA Subcommittee or the entire EOC.



**Question 11: Fiscal Years 2010-11 and 2011-12**

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2010-11) and the budget for this program in the current fiscal year (2011-12).

If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	75,008	75,008
General Fund	0	0
Lottery	0	0
Fees	0	0
Other Sources	0	0
Grant	0	0
Contributions, Foundation	0	0
Other (Specify)	0	0
Carry Forward from Prior Yr	0	0
TOTAL	75,008	75,008

**Other: Please specify here.**

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	60,329	63,340
Contractual Services		
Supplies and Materials	0	245
Fixed Charges		
Travel	1,107	1,000
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies		
Other: Please explain	10,757	10,423
Balance Remaining	2,815*	0
<b>TOTAL</b>	<b>75,008</b>	<b>75,008</b>
<b>#FTES</b>	<b>NA</b>	<b>NA</b>

**Other: Please explain here.**

Fringe charged on salary.

\*Planned meetings with the Palmetto Priority School Liaisons were rescheduled to the current fiscal year, so funds budgeted for these activities last year were not spent.



## School Climate and the Palmetto Priority Schools

February 14, 2011

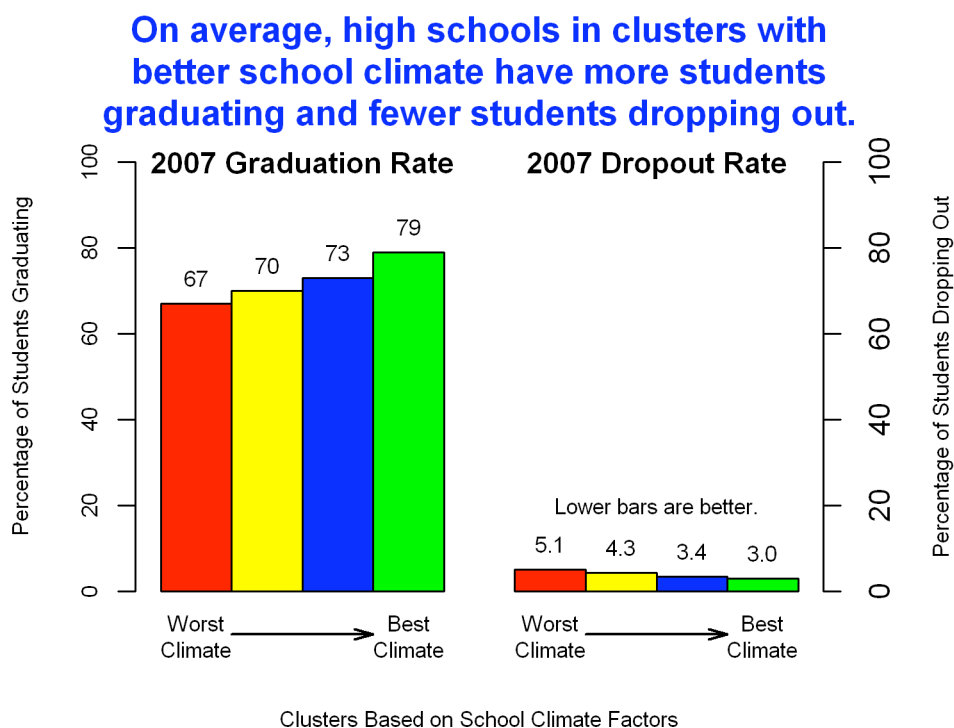
Diane M. Monrad, Tomonori Ishikawa, John May, Christine DiStefano  
Diana Mîndrîl, Heather Bennett, Mihaela Ene

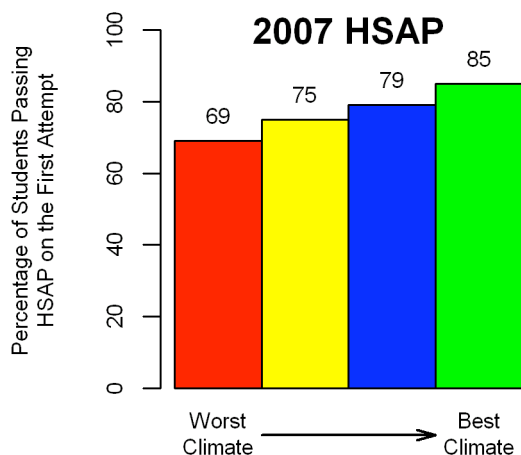
### Purpose

We are developing school climate profiles to aid in cost-effective reform and continuous improvement efforts.

### Findings

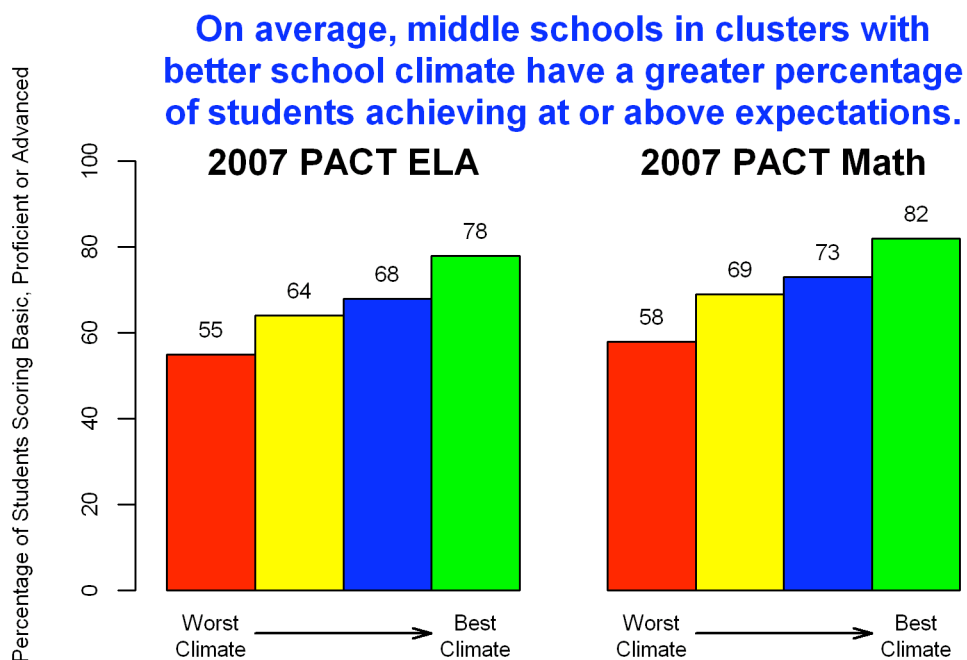
**Schools with better school climate are associated with better school report card measures.** Based on the report card surveys of student teachers and parents, we created mean latent factor scores for each school. Then, we grouped the schools into four school climate clusters from worst to best.



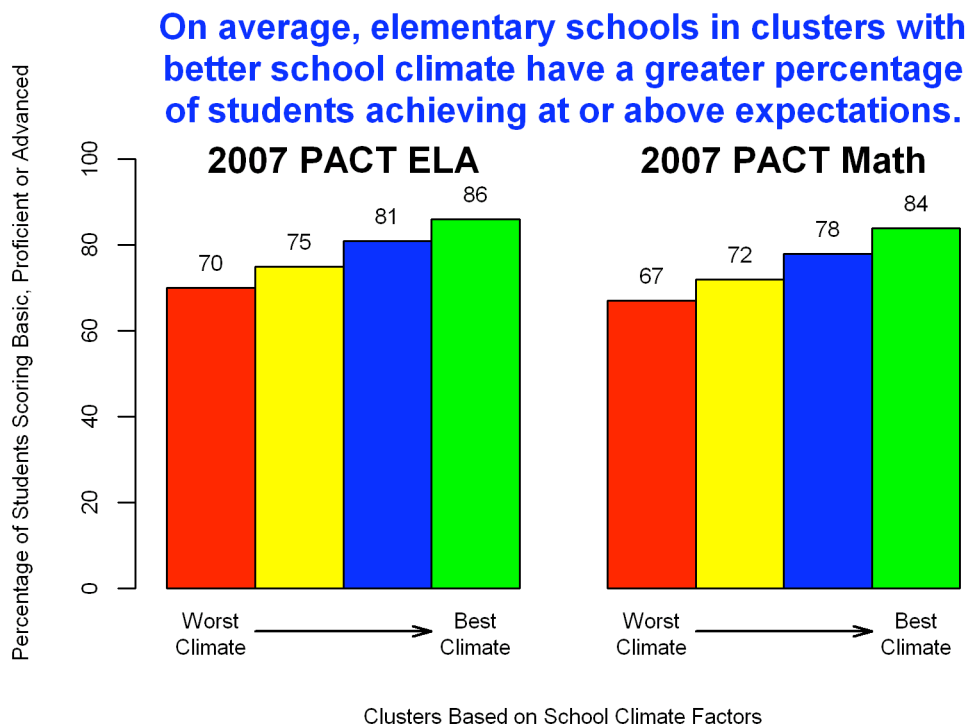


On average, high schools with better climate have more students who pass the HSAP on the first attempt.

Clusters Based on School Climate Factors



Clusters Based on School Climate Factors



## Background / Timeline of Research Program into School Climate

### 2006-2007

Studied 32 elementary schools designated by the EOC as gap-closing schools based upon a 4-year history of high performance by historically underachieving students at the identified schools. Identified school climate factors underlying the 2005 elementary school climate surveys for teachers, students, and parents using Exploratory Factor Analysis (EFA) and computed mean school climate factor scores for each school.

- Generally, gap-closing elementary schools displayed better key climate indicators than elementary schools on as measured by the state's school climate surveys in 2005, particularly in the area of home-school relationship for teachers.
- Students in gap-closing schools were more satisfied with the social-physical environment than students in the other schools.
- Parents in gap-closing schools tended to be more active in the schools as volunteers and rated the schools as higher for their efforts to engage parents.

Using factor scores, created groups of elementary schools within the state that varied by school climate; identified four clusters ranging from cluster 1 = most positive climate to cluster 4 = least positive school climate

### 2007-2008

Performed EFA on the 2006 surveys, computed mean factor scores for each school and clustered schools by organizational level (elementary, middle, high) based on those school climate factor scores.

- The 2006 EFA and clustering results showed similarities to the 2005 results in the school climate factors identified,
- EFA revealed six teacher climate factors, four student climate factors, and four parent climate factors.

Investigated the relationship between school cluster membership and outcomes such as student test scores, growth in achievement, and attainment of No Child Left Behind student progress goals through correlations and regression analyses

- Moderate relationships between the school climate factors and achievement outcomes existed, even after accounting for poverty. Schools with poorest climate (defined by negative, below average factor scores) did worst on achievement outcomes; schools with a more favorable climate performed progressively better on achievement outcomes.

### **2008-2009**

Analyzed 2007 state-wide school climate surveys to validate 2006 survey results; calculated the reliability of each of the teacher, student, and parent EFA factors

- 2007 EFA results replicated the 2006 survey findings, providing support to validate the existence of the underlying constructs. Standardized coefficient alphas ranged from 0.82 (2008 student home-school partnership) to 0.96 (2007 administrative support of teachers) illustrating high internal consistency.

Analyzed differences between groups of schools identified with most positive school climate and least positive school climate using t-tests

- Comparisons between cluster 1 and cluster 4 revealed that differences were significant ( $p < .0001$ ) with cluster 1 scores reporting higher levels for outcome variables.

Investigated the relationship between teacher retention and school climate factors

- A positive, moderate relationship existed between teacher retention and a number of school climate factors.

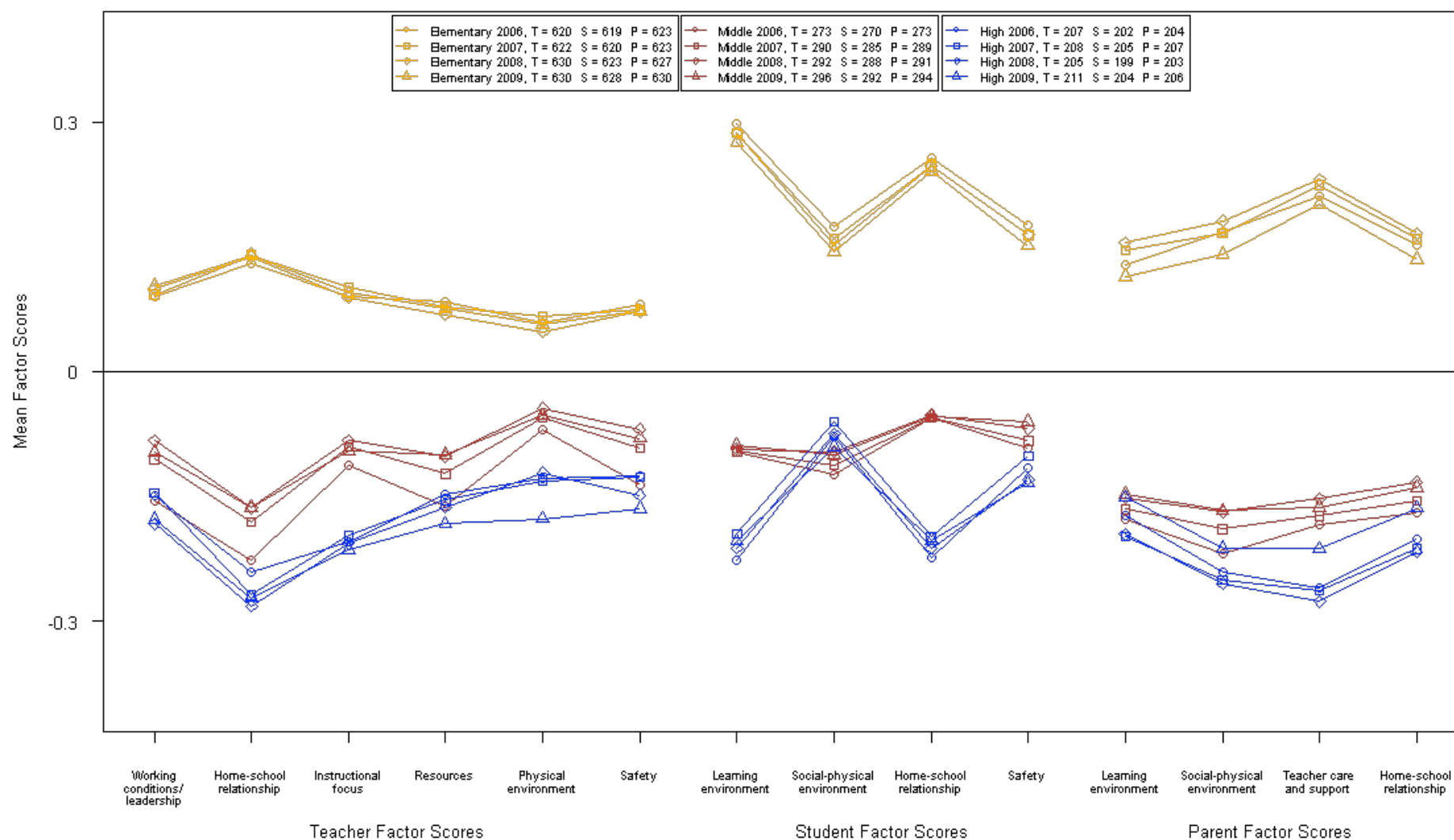
Created school climate profiles charting longitudinal mean factor scores for 2006 and 2007 for the Palmetto Priority Schools

- The school climate profiles provided an initial way to summarize school-level climate data for school improvement planning.

### **2009-2010**

Analyzed the 2008 and 2009 school climate surveys and developed 4-year school climate profiles (2006-2009) focused on low-performing schools.

## 2006–2009 Mean Factor Scores by Organizational Level



## Methodology

[Heavily edit, but re-use from spring 2010 (2010-03-24) client presentation to EOC and SCDE.]

### Data Preparation

- Examined data for duplicate cases and removed cases scanned twice
- Deleted cases if more than 25% of the responses were missing within each scale
- Imputed scores for cases with 25% or less missing data on each scale; replaced missing data with an average of the individual's responses for other items on the same scale
- Maximized sample size for analyses in order to retain more schools
- Developed school inclusion/exclusion rules; determined minimum number of surveys necessary: 10 teachers, 15 students, and 10 parents
- Created 2006-2009 gradespan files using the poverty file
- Explored assignment type by school
- Updated files to reflect grade organizational changes from year to year using the most recent SCDE finance dataset

### Data Analysis: Confirmatory Factor Analysis (CFA)

- Conducted separately for teachers, parents, and students
- Compared the equivalence of the EFA and CFA solutions using item analysis
- Independently verified solutions using 2006-2009 datasets
- Examined pre-imputation, post-imputation, and CFA score frequency counts for three schools for three years to verify n counts
- Aggregated standardized factor scores to school level for comparisons
- Standardized teacher, student, and parent 2006-2009 factor scores by organizational level
- Examined the distribution of standardized and unstandardized factors scores
- Graphed factor means by organizational level
- Created a template to graph standardized 2006-2009 factor scores for each of the Palmetto Priority Schools

### Data Analysis: Factor Percentile Ranks

- Calculated percentile ranks by organizational level
- Created 4-year percentile ranks for all of the Palmetto Priority schools within organizational level
- Verified results by comparing a sample of profile graphs to percentile ranks
- Created percentile rank tables for the Palmetto Priority Schools grouped by organizational level
- Created individual percentile rank tables for each Palmetto Priority School

### Data Analysis: Item Agreement Percentages

- Set guidelines for creating percentages (e.g., non-integers and rounding)
- Calculated 2006-2009 teacher, student, and parent item scale percentages for each Palmetto Priority School and for state
- Graphed each Palmetto Priority School's item scale percentages
- Created item scale percentage box plots to allow for comparison within organizational level and by referent group



## School Climate Factors with Sample Items

### Teacher Factors

#### Working Conditions/Leadership

- I feel supported by administrators at my school.
- The school administration provides effective instructional leadership.

#### Home-School Relationship

- Parents attend school meetings and other events.
- Parents at my school are interested in their children's schoolwork.

#### Instructional Focus

- Teachers at my school focus instruction on understanding, not just memorizing facts.
- Teachers at my school effectively implement the State Curriculum Standards.

#### Resources

- Our school has sufficient computers for instructional use.
- There is sufficient space for instructional programs at my school.

#### Physical Environment

- The hallways of my school are kept clean
- The grounds around my school are kept clean.

#### Safety

- I feel safe at my school during the school day.
- I feel safe at my school before and after school hours.

### Student Factors

#### Learning Environment

- My teachers help students when they do not understand something.
- My teachers spend enough time helping me learn.

#### Social-Physical Environment

- Students at my school behave well in the hallways, in the lunchroom, and on school grounds.
- The bathrooms at my school are kept clean.

#### Home-School Relationship

- My parents know what I am expected to learn in school.
- My parent knows how well I am doing in school.

#### Safety

- I feel safe at my school during the school day.
- I feel safe at my school before and after school hours.

### Parent Factors

#### Learning Environment

- My child's teachers encourage my child to learn.
- My child's school has high expectations for student learning.

#### Social-Physical Environment

- My child feels safe at school.
- My child's school is kept neat and clean.

#### Home-School Relationship

- My child's school considers changes based on what parents say.
- The principal at my school is available and welcoming.

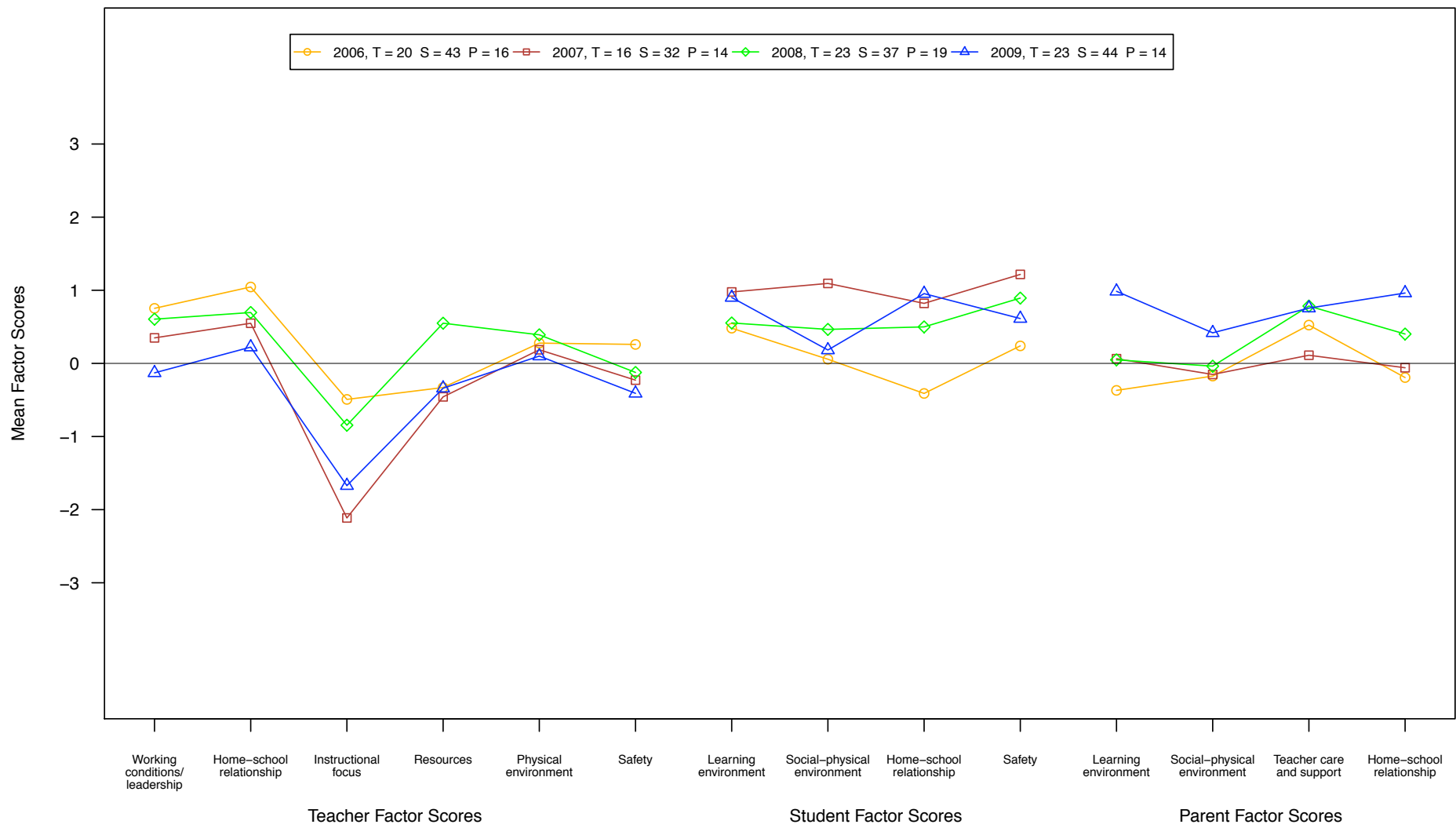
#### Teacher Care and Support

- My child's teachers tell me how I can help my child learn.
- My child's teachers contact me to say good things about my child.

### **School Climate Profile for a Sample Elementary School**

[Space saved for possible intro text on profiles. Maybe cobble together from SCEPUR 2010 Post-Hoc Notes.]

Sample School C—Standardized Mean Factor Scores



## Sample School C—Factor Percentile Ranks

### Sample School C Factor Percentile Ranks

Percentile Rank Among Elementary Schools				
	Percentile			
	2006	2007	2008	2009
<b>Teacher Factors</b>	<b>n = 20</b>	<b>n = 16</b>	<b>n = 23</b>	<b>n = 23</b>
Working Conditions/Leadership	74	58	66	38
Instructional Focus	25	4	17	7
Resources	30	28	67	30
Physical Environment	52	47	55	44
Safety	48	30	33	24
Home-School Relationship	85	64	71	55
<b>Student Factors</b>	<b>n = 43</b>	<b>n = 32</b>	<b>n = 37</b>	<b>n = 44</b>
Learning Environment	70	84	72	83
Social-Physical Environment	51	86	67	54
Safety	57	88	83	71
Home-School Relationship	30	80	69	83
<b>Parent Factors</b>	<b>n = 16</b>	<b>n = 14</b>	<b>n = 19</b>	<b>n = 14</b>
Learning Environment	32	51	50	84
Social-Physical Environment	39	40	45	65
Teacher Care and Support	69	53	78	78
Home-School Relationship	40	44	63	83

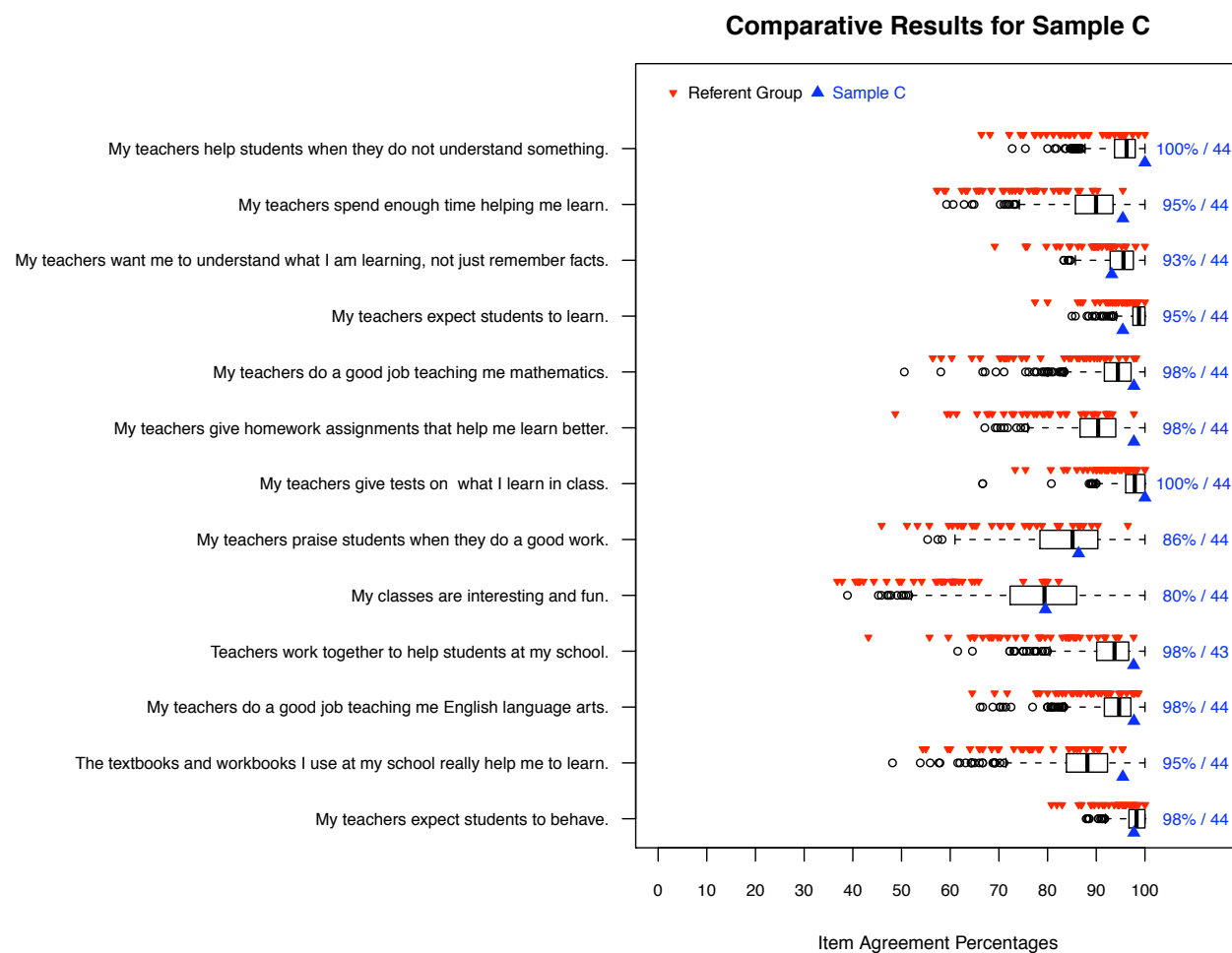
## 24 Lower Lee Elementary School (3101011)

### Student School Climate Dimensions for Lower Lee Elementary School

Item Text	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	No Response or Multiple Marks	N
<b>Student Learning Environment Items</b>							
My teachers help students when they do not understand something.	0.0	0.0	20.5	79.5	0.0	0.0	44
My teachers spend enough time helping me learn.	2.3	2.3	29.5	65.9	0.0	0.0	44
My teachers want me to understand what I am learning, not just remember facts.	4.5	2.3	20.5	72.7	0.0	0.0	44
My teachers expect students to learn.	2.3	2.3	18.2	77.3	0.0	0.0	44
My teachers do a good job teaching me mathematics.	0.0	2.3	27.3	70.5	0.0	0.0	44
My teachers give homework assignments that help me learn better.	0.0	2.3	22.7	75.0	0.0	0.0	44
My teachers give tests on what I learn in class.	0.0	0.0	27.3	72.7	0.0	0.0	44
My teachers praise students when they do a good work.	6.8	6.8	20.5	65.9	0.0	0.0	44
My classes are interesting and fun.	9.1	11.4	27.3	52.3	0.0	0.0	44
Teachers work together to help students at my school.	0.0	2.3	18.2	77.3	0.0	2.3	44
My teachers do a good job teaching me English language arts.	0.0	2.3	15.9	81.8	0.0	0.0	44
The textbooks and workbooks I use at my school really help me to learn.	4.5	0.0	22.7	72.7	0.0	0.0	44
My teachers expect students to behave.	0.0	2.3	18.2	79.5	0.0	0.0	44
<b>Student Social-Physical Environment Items</b>							
Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	43.2	20.5	29.5	4.5	0.0	2.3	44
Students at my school behave well in class.	36.4	27.3	31.8	4.5	0.0	0.0	44
The bathrooms at my school are kept clean.	20.5	15.9	38.6	22.7	0.0	2.3	44
The grounds around my school are kept clean.	13.6	13.6	29.5	43.2	0.0	0.0	44
The hallways at my school are kept clean.	9.1	9.1	20.5	59.1	0.0	2.3	44
Students from different backgrounds get along well at my school.	15.9	9.1	40.9	34.1	0.0	0.0	44
Teachers and students get along well with each other at my school.	4.5	11.4	25.0	56.8	0.0	2.3	44
Broken things at my school get fixed.	2.3	2.3	20.5	72.7	0.0	2.3	44
Students at my school believe they can do a good work.	2.3	2.3	31.8	63.6	0.0	0.0	44
<b>Student Home-School Relationship Items</b>							
My parent knows what I am expected to learn in school.	0.0	4.5	11.4	84.1	0.0	0.0	44
My parent helps me with my homework when I need it.	2.3	2.3	20.5	72.7	0.0	2.3	44
My parent knows how well I am doing in school.	6.8	0.0	13.6	79.5	0.0	0.0	44
Parents at my school know their children's homework assignments.	2.3	4.5	20.5	72.7	0.0	0.0	44
My school informs parents about school programs and activities.	2.3	0.0	15.9	81.8	0.0	0.0	44
Parents volunteer and participate in activities at my school.	6.8	0.0	27.3	65.9	0.0	0.0	44
I am satisfied with home-school relations.	0.0	2.3	22.7	75.0	0.0	0.0	44
Parents are welcomed at my school.	0.0	2.3	9.1	88.6	0.0	0.0	44

## Sample School C—Item Box Plots

### 2009 Student Survey, Learning Environment Factor Items Distribution of Item Agreement Percentages Among Elementary Schools



### **What's Next?**

- Draft school climate profiles based on the 2010 report card surveys (in progress)
- Share school climate profiles with staff from the Office of Special Programs and the Palmetto Priority Schools
- Work with state and local school reform stakeholders to develop a user-friendly format for sharing school climate profile information.

### **Contact**

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## **The Use of School Climate Data for School Improvement**

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## **The Use of School Climate Data for School Improvement**

In response to declining achievement test results during the 1970s and 1980s, United States legislators enacted far-reaching educational accountability measures. While the merits of high stakes accountability systems have been argued, there is no doubt that there has been an increased focus on academic improvement. However, the importance of school climate as a critical contextual factor in which teachers teach and students learn has received little attention. Yet, among the preconditions for school success, the motivation to teach and to learn often hinges on the levels of support, challenge, and collaboration provided to teachers and students by the school – its climate.

A favorable school climate provides the structure within which students, teachers, administrators, and parents function cooperatively and constructively. Compared with other barriers which cannot be controlled by schools, such as high child poverty, negative school climate factors can be improved. Although there is a growing literature dealing with the assessment of school climate and its relationship to key indicators of school success, efforts to systematically improve it have been limited. Changing school climate “requires explicit, targeted, and aligned change efforts at the leverage points” (McGuigan, 2008, p. 112). South Carolina is one of only a few states to include climate data from surveys of students, teachers, and/or parents on their school report cards. Since the Education Accountability Act of 1998, students and parents at selected grades along with teachers at every public school within the state have completed an annual survey to assess the school’s learning environment, home-school partnership, and social and physical factors.

The purpose of the current work is to both provide a framework for evaluating school climate data as well as provide direction for the potential application of individual school climate

profiles for use in school improvement. In a previous study, 4-year school climate profiles were created using the 2006-2009 teacher, student, and parent data (Mîndrilă, May, Ishikawa, Monrad, DiStefano, Gareau, Price, 2010). The current work includes the most recent survey data (2010), and provides up-to-date information on school climate for the schools of interest. Results will also inform on the consistency of our findings across years.

The process of developing 4-year school climate profiles (2007-2010) has included factor analyses of each of the surveys and calculation of norm-referenced school comparisons and measures of item agreement. The results of these analyses have been used to create a user-friendly graphical representation of 4-year comparisons of standardized mean factor scores and percentile ranks of survey factor scores by organizational level for each school. Additionally, item agreement percentage box-plots have been developed to allow for comparison within school grade configuration and by referent group.

Sections of a sample school profile are provided, along with interpretations and descriptions of its potential uses in school improvement. By providing a practical application of school climate data, we seek to create tools for stakeholders to use in the identification of areas for potential focus for school improvement. The quality of the evaluation process will be improved when schools are able to identify school climate needs and begin implementing targeted strategies designed to improve climate and achievement outcomes.

### **Theoretical Framework**

School climate is the learning environment created through the interaction of human relationships, physical setting, and psychological atmosphere (Perkins, 2006). Together, students, teachers, administration, parents, and the broader community all contribute to the school climate (National School Climate Center [NSCC], Center for Social and Emotional

Education [CSEE], & National Center for Learning and Citizenship at Education Commission of the States, 2008). The construct of school climate is generally characterized as multidimensional and representative of shared perceptions of behavior including customs, goals, values, relationships, teaching practices, and structures within the school (Ashforth, 1985; Cohen, 2009; CSEE, 2010; Hoy, 1990; Van Houtte, 2005). Most studies include four primary components when measuring school climate: (1) safety of students and staff, (2) school culture and relationships, (3) elements of teaching and learning, and (4) the institutional environment (Cohen, 2009; CSEE, 2010; Tagiuri, 1968). Demographic variables such as ethnicity and socioeconomic status of students are other components that influence school climate and achievement (Chen & Weikart, 2008).

A favorable school climate provides the structure within which students, teachers, administrators, and parents function cooperatively and constructively. Several researchers have linked school climate and effectiveness. Specifically, positive school climate has been found to correlate with higher rates of academic achievement including standardized test scores, as well as increased classroom engagement, student participation, and motivation to learn (CSEE, 2010; Chen & Weikart, 2008; DiStefano, et al., 2007; Edmunds; 1982; Greenberg, 2004; Lee & Burkham, 1996; Lezotte, 1990; NSCC et al., 2008; Roney, Coleman, & Schlichtin, 2007; Sebring, Allensworth, Bryk, Easton, Luppescu, 2006; Stewart, 2007). Positive school climate has also been linked to indicators of school success reported for accountability purposes including annual yearly progress (AYP) measures and school report card information (Greenberg, 2004; Macneil, Prater, & Busch, 2009; DiStefano, et al., 2007; Monrad et al., 2008; Tubbs & Garner, 2008).

In addition to impacting learning outcomes, a supportive school climate is also related to positive psychological and behavioral student outcomes. Supportive school climate has been

linked to reductions in behavioral conduct problems, instances of bullying, rates of depression and substance use, self-esteem, absenteeism, and dropout rates (Brand, Felner, Shim, Seitsinger, & Dumas, 2003; Bryk & Thum, 1989; Christle, Jolivette, & Nelson, 2007; CSEE, 2010; Gottfredson, Gottfredson, Payne, & Gottfredson, 2005; Loukas & Murphy, 2007; NCSS et al., 2008; Rumberger, 1995; Way, Reddy, and Rhodes, 2007). Fostering a positive school climate provides students a behavioral model for how society operates and provides examples of appropriate conduct outside of the school walls (NCSS et al., 2008).

Patterns of climate variables have also been related to trust (Hoy, Tarter, & Kottkamp, 1991). When trust is high, educators are more likely to experiment with new practices and work together with parents to advance improvements (Bryk & Schneider, 2002). Trust matters because effective school leadership depends upon the competence and cooperation of a school team; important school goals cannot be developed and accomplished by a single person (Tschannen-Moran, 2004). Trust levels between students and staff also influence student behavior and educational outcomes (Virtanen, Kivimaki, Luopa, Vahtera, Elovainio, Jokela, & Pietikainen, 2009).

Research indicates that, for teachers, some of the most important aspects of the school climate include the freedom to disclose stress to administrators, student behavior, and collaborative relationships with parents (Grayson & Alvarez, 2008). Teacher benefits of a positive working environment include increased job satisfaction (Grayson & Alvarez, 2008; Ma & MacMillan, 1999; Tubbs & Garner, 2008), increased retention and attendance, and better home-school relationships (Brown & Medway, 2007). Teacher and staff perceptions were pivotal in measuring school climate in early research, however, there has been an increasing

interest in examining students' perceptions of school climate (e.g., Koth, Bradshaw, & Leaf, 2008; Way, Reddy, & Rhodes, 2007).

### **Background**

A study of 32 elementary achievement gap-closing schools showed that these schools differed from other elementary schools on key climate indicators as measured by the state's school climate surveys in 2005 (DiStefano, Monrad, May, McGuiness, & Dickenson, 2007). Consequently, university faculty and staff in collaboration with the state's Department of Education and Education Oversight Committee, pursued a state-wide research focused on school climate's relationship with school performance and school improvement.

The 2006 and 2007 school climate survey data for all schools in the state were analyzed to identify factors underlying the school climate surveys for teachers, students, and parents (Monrad, May, DiStefano, Smith, Gay, Mîndrilă, Gareau, & Rawls, 2008). These factor structures were used to create clustered groups of schools for all organizational levels (elementary, middle, and high schools) using identified dimensions of school climate. The 2008-2009 study included an additional year of data (2008) with two broad goals in mind: to validate prior work and to investigate the relationship between school climate (climate factors and cluster membership) and other educational outcomes. An additional study, conducted over the course of years 2009 and 2010, analyzed the 2009 survey data and developed 4-year school climate profiles (2006-2009) focused on low-performing schools (Mîndrilă et al., 2010).

### **Data Sources**

Students and parents at selected grades (typically grades 5, 8, and 11) along with teachers at every public school within the state complete an annual survey to assess several dimensions of school climate. The teacher, student, and parent surveys include approximately 47 items, and

responses are measured on a Likert-scale indicating the degree of agreement with each item. The resulting data set provides a unique opportunity to examine the characteristics of school climate on a state-wide basis. Moreover, the data set includes four consecutive years (2007-2010) of teacher, student, and parent responses, thus allowing comparisons across time, as well as across the three samples. Table 1 provides number of elementary, middle, and high schools included in the study each year.

Table 1

*2007-2010 Number of Schools by Organizational Level*

Year	Number of schools		
	Elementary schools	Middle schools	High schools
2007	623	290	208
2008	630	292	205
2009	630	296	211
2010	629	288	209

Before analyses, each dataset was examined. Duplicate cases were removed from each dataset, as well as cases having more than 25% of the responses missing within each scale. For cases with 25% or less missing data on each section of the survey, missing item responses were imputed. Missing item data were replaced with the average of the individual's responses for other items on the same section, thereby maximizing sample sizes for analyses. Table 2 provides the number of observations in each data set at the end of the data cleaning process. These samples were further used for statistical analyses.

Table 2

*2007-2010 Sample Sizes of the Teacher, Student, and Parent Data Sets*

Year	Sample size		
	Teachers	Students	Parents
2007	36,537	132,476	34,260
2008	36,445	135,808	35,884
2009	35,963	137,520	35,856
2010	38,159	137,501	36,887

## Methods

### Confirmatory Factor Analysis (CFA)

Statistical analyses of the teacher, student, and parent data sets began with CFA. This procedure helps determine how well the survey items measure the climate constructs, and is appropriate to use when researchers have prior knowledge of the underlying latent structure of an instrument (Benson & Nasser, 1998; Byrne, 1998). The measurement models were derived from exploratory factor analysis (EFA), which yielded the same factor structures across two consecutive years (2006, 2007) (DiStefano et al. 2007, Monrad et al., 2008). Although CFA and EFA are similar techniques, there are some key differences between them. Results from exploratory procedures inform the researcher on the optimal number of factors required to represent the data, and all the observed variables are related to all the latent variables. In contrast, CFA requires the researcher to specify a priori the number of factors underlying the data, as well as the construct to which each observed variable is related. Therefore, the purpose of CFA is to confirm or reject a measurement theory, rather than discover underlying dimensions.

CFA of the teacher, student, and parent data sets were conducted separately, by form. CALIS via the SAS 9.2 statistical software package was used for all analyses. Model parameters were estimated using the Maximum Likelihood estimator. This method determines model parameters that maximize the likelihood of observing the available data if one were to collect data from the same population again, and is frequently used with categorical data that represents underlying continuous constructs (Finney & DiStefano, 2006).

To assess the goodness-of-fit of the teacher, student, and parent measurement models, the following indices were recorded for the 2007-2010 data sets: (1) Chi-square statistic divided by the degrees of freedom; (2) goodness-of-fit index (GFI); (3) non-normed fit index (NNFI); (4) root mean square error of approximation (RMSEA); and (5) the root mean residual (RMR).

Although the chi-square fit statistic is widely used as an index of how well the model fits a set of data (Jöreskog & Sörbom, 1993), it is sensitive to both sample and model size. Therefore, chi-square divided by the degrees of freedom was used as an index of fit. Generally, values lower than 3 indicate a good model fit.

The GFI (Tanaka & Huba, 1984 as cited in Bollen, 1989), which is commonly used in CFA studies, provides a measure of the amount of variance/covariance in the sample matrix that is predicted by the implied variance/covariance matrix. Values of GFI range from 0 to 1.00, and values exceeding 0.90 are considered to be indicative of appropriate fit (Jöreskog & Sörbom, 1993).

The NNFI developed by Tucker and Lewis (1973) compares the hypothesized (target) model to a null model, providing a comparison between the target model and the observed data in the absence of a model. Unlike the GFI, NNFI values can exceed 1.00. Values exceeding 0.90



are indicative of minimally acceptable fit (Bentler & Bonett, 1980); while values exceeding 0.95 provide evidence for good model-data fit (Hu & Bentler, 1999).

The root mean square error of approximation (RMSEA) does not require comparison to a baseline model. The RMSEA index is based on the premise that a model will never exactly fit a sample of data, and the best a researcher can hope for is a close approximation of the model to reality (Browne & Cudeck, 1993). RMSEA values of 0.05 or less indicate close fit between the model and the sample data; values of 0.08 or less indicate a reasonable error of approximation; while values greater than 0.10 indicate unacceptable fit.

The root mean square residual (RMR) is the average absolute value of the covariance residuals between the specified and obtained variance-covariance matrices. Its values start at 0 and have no upper bound. When the variance-covariance residuals are small, the RMR takes values that are closer to 0, which indicate good model fit. Because RMR has no upper limit, higher values do not necessarily imply poor fit. However, researchers typically use .08 as a threshold for good fit (Tanaka, 1993).

**CFA Factor Scores.** Each CFA run was followed by the computation of factor scores using a least squares regression approach (Thurstone, 1935). Regression factor scores predict the location of each survey participant on the distribution of each of the climate factors, and may be used for subsequent statistical analysis. They are standardized scale scores developed from the factor structure and based upon the weights assigned to individual items. Values generally range from a low of -3 to a high of 3, representing three standard deviations from the mean, where values near zero represent an average performance. With respect to climate, positive factor scores depict above average ratings whereas negative scores describe a climate rating that is below average.

This study sought to identify climate characteristics within each school, as well as to compare these characteristics across schools. Thus factor scores were aggregated at the school level. Resulting coefficients represented parents', students', and teachers' perceptions of their school's climate across multiple domains. This procedure provided a school average estimate for each climate dimension, and it allowed researchers to determine where each school is located on every teacher, student, and parent climate factor.

### **Comparison of Mean Factor Scores by Organizational Level**

Results from prior work (DiStefano et al. 2007; Monrad et al., 2008) showed that the teacher, student, and parent factor structures do not vary by school organizational level. Therefore, CFA included observations from all the participating schools. However, the extent to which these schools display the different dimensions of school climate varies considerably across organizational levels (Monrad et al., 2008). To further investigate these differences, mean factor scores were compared for elementary, middle, and high schools across the four years.

Subsequent statistical analyses using factor scores took into account the organizational level differences and were conducted separately for elementary schools, middle schools, and high schools. Furthermore, factor scores were standardized within each organizational level to have a mean of zero and a standard deviation of one. This procedure facilitates interpretation when factor scores are compared across samples or years.

### **School Profiles**

CFA factor scores and the distribution of item responses were used to create user-friendly graphical representations of four-year comparisons of standardized mean factor scores, percentile ranks of survey factor scores by organizational level, item response percentage tables, and item agreement box plots. While all schools were included in the factor analytic procedures, to avoid

biased interpretations, only schools with at least 10 teacher factor scores, 10 parent factor scores, or 15 student factor scores were selected for school profiles.

**School climate factor scores.** To identify the climate characteristics of each school, as well as to compare these characteristics to the organizational level mean and across schools, individual factor scores were aggregated at the school level. A graphical representation of these estimates displays the mean teacher, student, and parent factor scores for all climate factors in all four years included in the analyses. These scores are compared with the organizational level mean values, which were standardized to zero for all three samples. This procedure allows users to determine where each school is located on every teacher, student, and parent climate factor with respect to the schools sampled within the same organizational level, to analyze changes across years, and to examine differences across respondent groups.

**Percentile ranks.** To gain information on how individual schools compared with other schools in the state with regards to climate dimensions, school-level standardized mean factor scores were ranked within each organizational level. Percentile ranks were computed using the ranking procedure provided in the SAS 9.2 statistical software. The percentile rank is a value that ranges from 1 to 99 and represents the percentage of the scores in the distribution below or at the same level as the value in question. A score at the 50<sup>th</sup> percentile rank means that the value – in this case the mean factor score for the school – is the same as or higher than the scores of 50% of all other schools at the same organizational level (elementary, middle, or high). The 50<sup>th</sup> percentile is the median and represents the middle score of the distribution. A score at the 75<sup>th</sup> percentile rank means that 75% of the factor scores in the distribution are at the same level or lower than the observed score. Percentile ranks have the advantage of being easily understood and can be very useful when communicating data to a general audience. Ranks are determined

by the comparison of the performance of the school relative to all other schools in the organizational level rather than performance relative to an absolute standard. When conducting comparisons, there will always be (at least) one school which has a lower value than the others, even if that value is relatively high when evaluated individually against specific performance criteria or standards. Similarly, a high percentile rank may represent a value which is low when compared to some external performance standard.

**Distribution of item response percentages.** To provide schools with more specific information on their school climate and how it relates to a specific performance standard or objective, the school profile also includes tables summarizing the distribution of responses for every item in the teacher, student, and parent surveys (item response tables). Furthermore, the school climate profile provides a box-plot comparing the percentage of respondents at the school who voice any degree of agreement on a four-point Likert scale item with other schools' agreement percentage in the same grade organizational level (item agreement percentage box-plots). Percentages of agreement on particular items can be compared, for example, with a school objective measured by the item. In addition, through the use of a box-plot, the item agreement for the school can be compared with other schools in the same grade organization.

The box-plot (Tukey, 1977) graphically provides the 25<sup>th</sup> percentile, the 50<sup>th</sup> percentile, and the 75<sup>th</sup> percentile values as well as extreme values. Thus, with one figure, a school team can observe the school's percentage agreement for an item, as well as the distribution of values for that item for all schools in the state within the same organizational level. In the profiles, one figure contains multiple horizontally-oriented box-plots for individual survey items grouped by school climate factor. Additionally, special markers can indicate the location of other schools of interest on the distribution of item agreement percentages.

**Limitations.** In terms of the number of observations, the large statewide sample is a unique characteristic of this study since most investigations do not have access to such a large sample across organizational levels. However, the outcomes of the study are specific to South Carolina schools and may or may not generalize to educational systems in other locations.

Another caveat is related to the interpretation of results from different sections of a school profile. For practitioners, the ability to “drill down” by examining the individual items included in each factor is desirable, but it should be noted that this more detailed view comes at a cost in consistency with the other items included in the same factors. Each factor can be thought of as a broad theme that its items have in common, and they only reflect the communality (the proportion of variance in each item that is explained by the common factors) of their items. In contrast, individual items include both the variance shared with the factors, as well as unique variances that can be attributed to other sources.

## **Results**

### **Confirmatory Factor Analysis**

Investigation of CFA parameter estimates and fit indices indicated that the teacher, student, and parent factor structures derived from EFA were adequate representations of the data sets. Results were consistent across the four years of analysis, thus providing evidence of the relationship between the observed variables and their underlying latent climate dimensions. The teacher measurement model includes six climate factors: Working conditions/ leadership, Home-school relationship, Instructional focus, Resources, Physical environment, and Safety. Items for the student survey describe four climate constructs: Learning environment, Social-physical environment, Home-school relationship, and Safety. Similarly, parent survey items measure four climate dimensions: Learning environment, Social-physical environment, Teacher

care and support, and Home-school relationship. Although some of the climate dimensions that underlie the teacher, student, and parent data sets are very similar (e.g. Home-school relationship), these constructs are not equivalent, because they are based on responses from different raters and include non-parallel items.

### **Comparison of Mean Factor Scores by Organizational Level**

The computation of aggregated factor scores indicated the location of every school on all teacher, student, and parent climate factors. As illustrated in Figure 1, elementary, middle, and high school factor score means differ across organizational levels. Elementary schools had the highest factor scores, followed by middle schools and high schools. While differences in mean factor scores across organizational levels were evident, the climate profiles of each organizational level were very consistent across years.

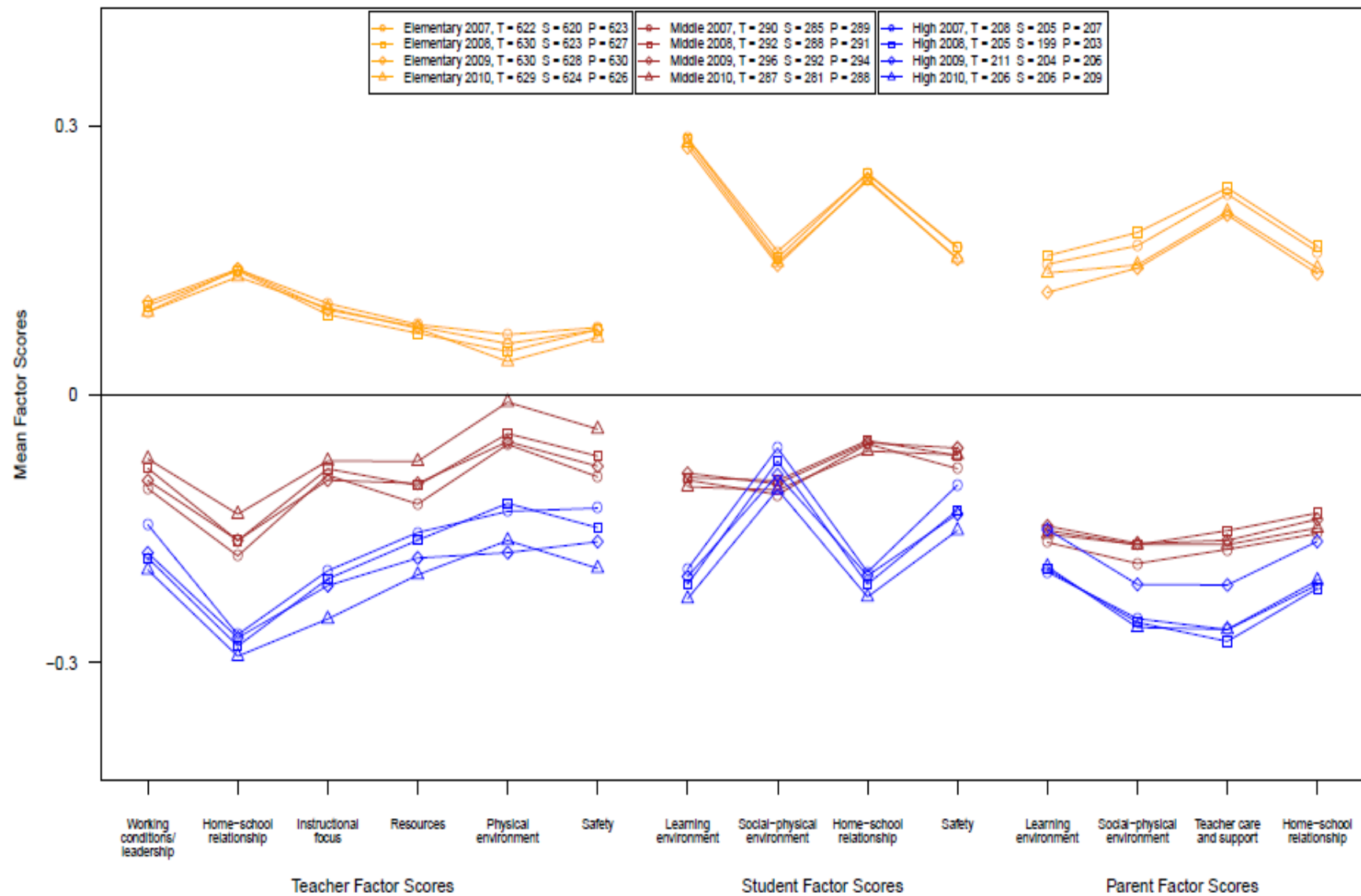


Figure 1. 2007-2010 Mean factor scores by organizational level

## School Profiles

School profiles provide potential users with school-level data that lends itself to practical applications for school improvement. While all schools were included in the statistical analyses, profiles were generated for designated low-performing schools in need of intervention. To illustrate our findings, sections of an actual elementary school profile are included in this section.

**Mean standardized school climate factor scores.** The graphical representation of the 2007-2010 standardized mean factor scores compares the school climate profile with the organizational level mean, which was standardized to zero for all samples. This component of the school climate profile has important applications at the school level. It provides information on (a) climate strengths and weaknesses for the school when compared to the organizational level means, and (b) climate changes across years.

An example of a graphical representation of standardized teacher, student, and parent climate factor scores is provided in Figure 2. This elementary school profile indicates, that teacher perceptions of Working conditions/ leadership and Safety improved over a 3-year period, from 2007 (in yellow) to 2009 (in green), but decreased rather dramatically in 2010 (in blue). Similarly, the teacher perceptions of Home-school relationship, Instructional focus, and Resources, tend to decline or level off across years.

The decrease observed for teacher perceptions of the Home-school relationship is particularly concerning, given the strong relationship between the teachers' perceptions of Home school relationships and overall school achievement level (DiStefano, et al., 2007). The school leadership team may wish to further examine item agreement percentages and the box-plots for items measuring Home-school relationship in order to set goals and examine possible strategies for improvement.



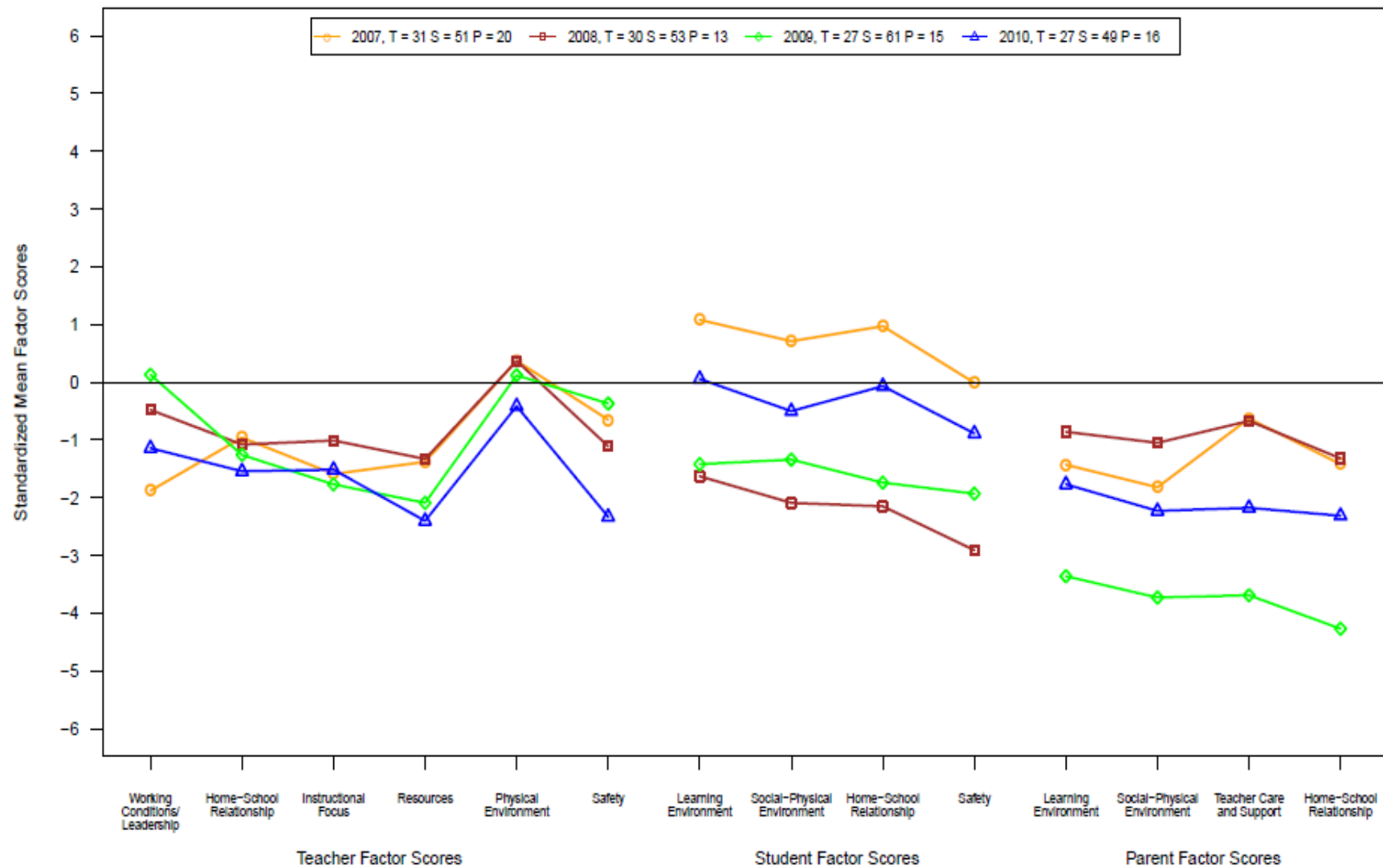


Figure 2. Mean factor scores standardized by organizational level for a sample elementary school.

**Percentile ranks.** Another application of CFA factor scores is the computation of school percentile ranks within organizational level. Results inform users of how their school compares with other schools in the state on each one of the climate dimensions, by indicating the percentage of schools below or at the same level. As indicated in Table 3, for the sample elementary school, the 2007 percentile ranks for the teacher factors ranged from 5 (for Working conditions/ leadership) to 54 (for Physical environment). For 2010, percentile ranks ranged from 3 (for both Resources and Safety) to 26 (for Physical environment). The percentile rank of the teacher Home-school relationship factor was 8 in 2010, and had consistently declined across the four years. In contrast, the student Home-school relationship percentile rank recorded a major decrease from 2007 to 2008, but improved significantly from 2008 to 2010. Although only one teacher factor (Instructional focus) had a higher percentile rank in 2010, all student and parent factor percentile ranks have increased from 2009 to 2010.

A limitation of the percentile rank unit is that it is not an equal interval measure. Glass and Hopkins (1984) point out that percentile ranks are ordinal measures in which the amount of the trait measured represented by each one point increase in rank varies at each point on the percentile scale. A difference of 5 percentile points between two values, for example, can have a different meaning depending on the positions of the values on the percentile scale. Because they are not equal interval measures, percentile ranks cannot be averaged nor treated in any other way mathematically.

Table 3.

*2007-2010 Factor Score Percentile Ranking among Elementary Schools for a Sample School.*

School Climate Factors	Percentile Rank			
	2007	2008	2009	2010
Teacher factors	N=31	N=30	N=27	N=27
Working conditions/ leadership	5	27	45	12
Instructional focus	7	14	6	9
Resources	9	9	3	3
Physical environment	54	54	45	26
Safety	19	10	26	3
Home-school relationship	19	13	11	8
Student factors	N=51	N=53	N=61	N=49
Learning environment	87	5	7	51
Social-physical environment	76	2	9	31
Safety	47	1	4	17
Home-school relationship	83	3	4	45
Parent factors	N=20	N=13	N=15	N=16
Learning environment	9	18	1	5
Social-physical environment	5	14	1	2
Teacher care and support	25	24	1	2
Home-school relationship	8	9	1	2

**Distribution of item response percentages.** As previously discussed, the item response percentage tables and item agreement percentage box-plots provide schools with more detailed information on their climate strengths and weaknesses. Table 4 summarizes the distribution of responses for Teacher home-school relationship items for the year 2010. Two items stand out as negatives from the teachers' point of view at this school:

1. "Parents participate as volunteer helpers in the school or classroom." received a response of either "disagree" or "mostly disagree" from 72.4% (N=21) of the 29 teachers.
2. "Parents attend school meetings and other school events." received a response of either "disagree" or "mostly disagree" from 51.7% (N=15) of the 29 teachers.

In contrast, the majority of the teachers agreed or mostly agreed that parents were aware of school policies (96.6%, N=29), knew about school activities (96.5%, N=29), and understood the school's instructional programs (89.7%, N=29). Therefore, most of the teachers in the sample school believed that although parents were well informed, their participation in school activities was insufficient.

Table 4

*2010 Teacher Home-school Relationship Item Response Percentages for a Sample Elementary School*

Item text for Home-school relationship items	Percentage						N
	Percentage “Disagree”	Percentage “Mostly Disagree”	Percentage “Mostly Agree”	Percentage “Agree”	Percentage “Don’t know”	Percentage no response/ multiple responses	
Parents attend school meetings and other school events.	20.7	31.0	31.0	17.2	0.0	0.0	29
Parents at my school are interested in their children's schoolwork.	13.8	17.2	44.8	24.1	0.0	0.0	29
Parents attend conferences requested by teachers at my school.	20.7	13.8	31.0	27.6	3.4	3.4	29
I am satisfied with the home and school relations.	20.7	17.2	41.4	20.7	0.0	0.0	29
Parents participate as volunteer helpers in the school or classroom.	31.0	41.4	13.8	13.8	0.0	0.0	29

Table 4

*(Continued)*

Item text for Home-school relationship items	Percentage						N
	Percentage “Disagree”	Percentage “Mostly Disagree”	Percentage “Mostly Agree”	Percentage “Agree”	Percentage “Don’t know”	Percentage no response/ multiple responses	
Parents at my schools support instructional decisions regarding their children.	10.3	13.8	44.8	31.0	0.0	0.0	29
Parents at my school cooperate regarding discipline problems.	20.7	10.3	44.8	24.1	0.0	0.0	29
Parents are involved in school decisions through advisory committees.	3.4	20.7	17.2	34.5	3.4	20.7	29
Parents at my school understand the school's instructional programs.	3.4	6.9	48.3	41.4	0.0	0.0	29
Students at my school behave well in class.	17.2	17.2	51.7	13.8	0.0	0.0	29

Table 4

*(Continued)*

Item text for Home-school relationship items	Percentage						N
	Percentage “Disagree”	Percentage “Mostly Disagree”	Percentage “Mostly Agree”	Percentage “Agree”	Percentage “Don’t know”	Percentage no response/ multiple responses	
Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	17.2	13.8	48.3	20.7	0.0	0.0	29
Students at my school are motivated and interested in learning.	10.3	20.7	34.5	34.5	0.0	0.0	29
Parents at my school are aware of school policies.	0.0	3.4	13.8	82.8	0.0	0.0	29
Parents at my school know about school activities.	0.0	3.4	17.2	79.3	0.0	0.0	29

**Box Plots.** Figure 3 shows a collection of box-plots for the Home-school relationship item agreement percentages (the percentage of respondents indicating that they agree or strongly agree with this item) recorded in 2010. Each item has its own horizontally-oriented box-plot which displays the distribution of item agreement percentages among all elementary schools. Below each item box-plot, the large blue upright triangle (▲) indicates the location of the sample school in the distributions of item-agreement percentages. Its numerical value is printed in blue in the right margin of the plot. The values for similar elementary schools (in terms of student achievement) are located above the box-plot as smaller inverted red triangles (▼).

Inspection of Figure 3 reveals that the item agreement percentages for the sample school range from 28% (“Parents participate as volunteer helpers in the school or classroom”) to 97% (“Parents at my school know about school activities” and “Parents at my school are aware of school policies”). Note that the 28% agreement value is well to the left of the box depicting the 25<sup>th</sup> to the 75<sup>th</sup> percentiles, and, therefore, is in the lowest quarter of item agreement values for elementary schools in the state. Further examination of Figure 3 indicates that the upright blue triangles for almost all Home-school relationship items for the sample school are to the left of the box depicting the 25<sup>th</sup> to the 75<sup>th</sup> percentiles, indicating agreement percentages in the bottom quarter of all elementary school values.

The school planning team may use item-level information to identify goals and methods for targeting increases in areas with low percentage agreement. The school may also wish to conduct focus groups with teachers to gain a better understanding of the issues reflected in the item-level data.



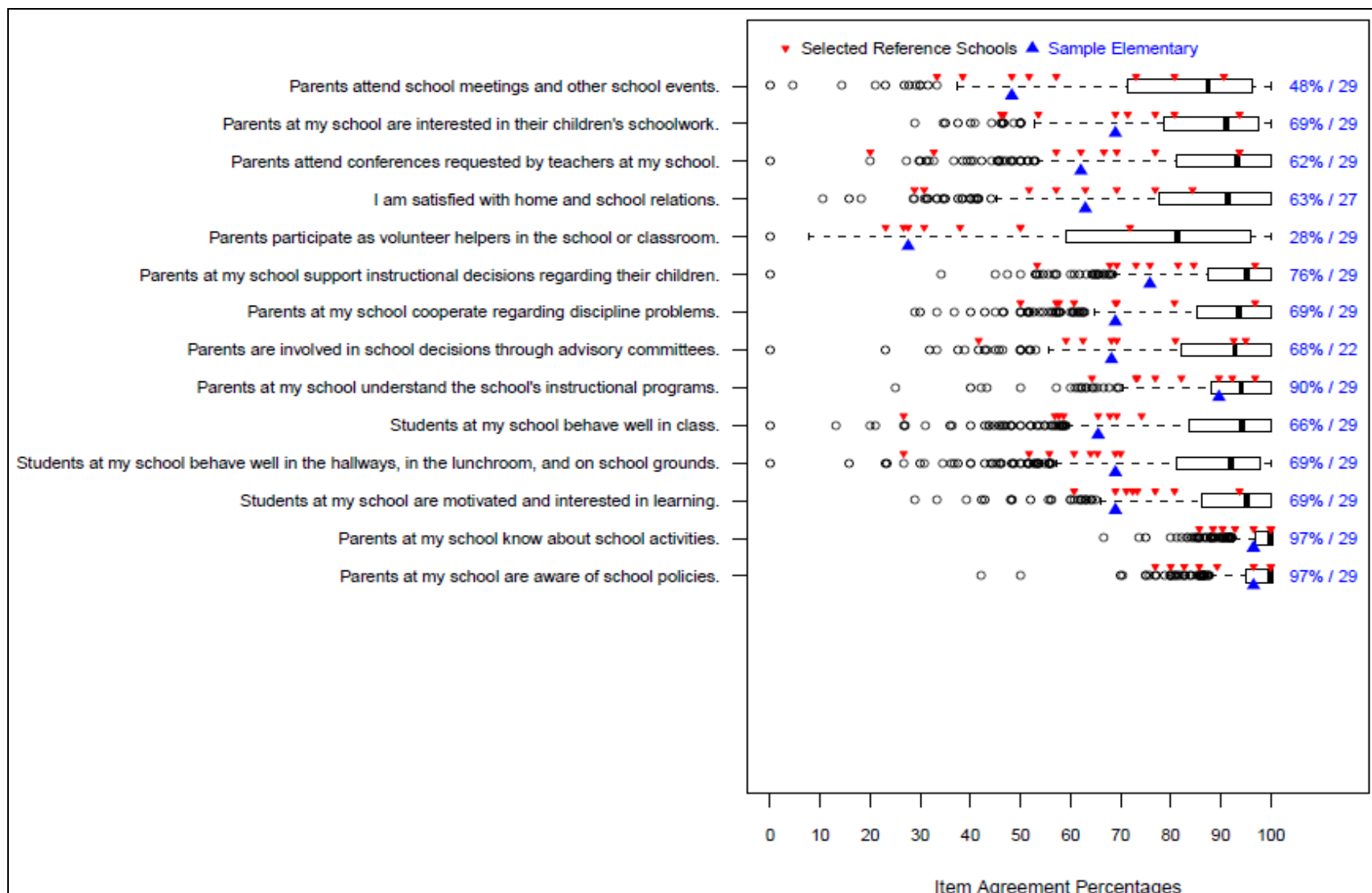


Figure 3. Distribution of item agreement percentages among elementary schools and comparative results for a sample school.

**Contributions/Practical Applications**

The current work provides a framework for evaluating school climate data as well as providing direction for the potential application of school climate data for use in school improvement. The multi-year school climate profiles provide low-performing schools with a practical tool to use in indentifying critical areas for school improvement. The current school climate research provides a starting point to begin narrowing the gap between research, policy, and the practice of implementing and evaluating approaches that includes school climate as one important facet of school improvement.

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## **EIA Program Report for Fiscal Year 2011-12**

### **Coversheet**

**EIA-Funded Program Name:** South Carolina Geographic Alliance

**Current Fiscal Year:** 2011-12

**Current EIA Appropriation:** \$155,869

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

Dr. Jerry T. Mitchell

**Telephone Number:**

803-777-2986

**E-mail:**

[mitchell@sc.edu](mailto:mitchell@sc.edu)

**Question 1: History of the program: Please mark the appropriate response (choose one):**

**This program:**

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☒ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.**

<b>Code of Laws:</b>
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n/a

<b>Proviso(s):</b> (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. <a href="http://www.sc.gov">www.sc.gov</a> )
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*1A.50. (SDE-EIA: XI.F.2-Disbursements/Writing Improvement Network) During Fiscal Year 2011-12, from the funds appropriated to the department and allocated to the Writing Improvement Network, the School Improvement Council and the **South Carolina Geographic Alliance**, the entities must supply a report to the department outlining the costs and benefits of their respective programs.*

<b>Regulation(s):</b>
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n/a

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

- ☐ Yes
- ☒ No

**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)**

**Mission:**

The mission of the South Carolina Geographic Alliance is to provide South Carolina students and educators with innovative and effective practices, materials, and research to improve geography education. The Alliance advocates for an informed, geographically-literate population able to participate and compete as responsible citizens within a global economy.

**Vision:**

The South Carolina Geographic Alliance is a nationally-recognized leader and provider of geography education instruction and materials. Our vision is simple: *place matters!* We will help to create and sustain a geographically-literate population in South Carolina. This vision is accomplished by working with local, state, and national partners to create environments where meaningful learning about geography content, methods, and technologies occur. Our work will extend beyond traditional disciplinary boundaries to address the diverse interests and needs of students, their families, educators, and businesses. Through our efforts, South Carolina's geographically-literate population will appreciate the inter-connected nature of physical and human systems – that place matters – for the expressed purpose of better problem-solving, improved citizenship, and economic competitiveness.

**Annual Goals/Objectives by Core Focus Areas:**

The South Carolina Geographic Alliance has Five Core Focus Areas, each with their own goals and objectives. These include: In-service Teacher Professional Development, Pre-service Teacher Candidate Professional Development, Curriculum and Materials Development, Student Engagement, and Business/Community Engagement. The activities, outputs, and outcomes for each in 2010-2011 are detailed in Questions 4, 5, and 6, respectively.

**1. In-service Teacher Professional Development**

Goal: to provide up-to-date content, best practice pedagogy, and innovative materials for geography education. Offerings will emphasize technology, cross-disciplinary activities, and grade-specific interventions. We work with all educators – public (both traditional and charter), private, and home-school.

Objective: conduct at least 15 professional development workshops in schools and districts across South Carolina with an attendance goal of 300 educators. Emphasis will be placed on teacher understanding of the new South Carolina Social Studies Academic Standards, geospatial technology, content-area reading, and science integration. Special attention will focus on the new high school World Geography standards.

Objective: support Department of Education outreach to charter schools by including professional development for the state charter school district and virtual charter school.

Objective: conduct Alliance Summer Geography Institute with an enrollment goal of 15 educators.

Objective: conduct AP Human Geography workshop with an attendance goal of 30 educators.

Objective: conduct Teaching American History workshop with an attendance goal of 40 Aiken/Edgefield/Saluda educators. Year Three of project funded by Teaching American History grant.

Objective: conduct 2 Geofest conferences with a total attendance goal of 300 educators.

Objective: conduct earthquake workshops for science educators. Funded by South Carolina Emergency Management Division.

Objective: present at least 10 workshops at national, regional, and state conferences, including South Carolina Council of the Social Studies, National Council for Geographic Education, and the South Carolina International Reading Association, among others.

## 2. Pre-service Teacher Candidate Professional Development

Goal: to provide future teachers with mentoring, content knowledge, and classroom materials as they begin their careers. Offerings will be conducted at teacher-training institutions throughout South Carolina.

Objective: conduct at least 10 professional development workshops at teacher-training institutions with an attendance goal of 200 educators. Emphasis will be placed on teacher understanding of the new South Carolina Social Studies Academic Standards, geospatial technology, content-area reading, and science integration.

Objective: offer GEOG 561 (Geographic Concepts for Teachers) with an enrollment goal of 30 students.

Objective: offer GEOG 710 (Seminar in Geography Education) with an enrollment goal of 10 students.

Objective: offer Study Abroad opportunity in Latin America (Peru, Chile, or Argentina) in May semester 2012. Focus on physical, culture, urban, and environmental systems.

Objective: provide professional development workshops for teacher-training candidates at Historically Black Colleges and Universities (HBCUs).

## 3. Curriculum and Materials Development

Goal: to provide teaching materials of the highest-quality, often South Carolina-specific, to meet the needs of South Carolina students. Materials are teacher-driven (requested) and evaluated, tailored to state and local curriculum, and produced at low-cost.

Objective: complete classroom poster, "Religions in South Carolina," funded by South Carolina Humanities Council. Distribute to educators throughout coming year and develop lessons around content.

Objective: complete classroom poster, "Economic Geographies of South Carolina," funded by Teaching American History Grant. Distribute to educators throughout coming year and develop lessons around content.

Objective: begin update of *South Carolina: An Atlas* to reflect demographic and historic changes since 2005. Funded by National Geographic Education Foundation.

Objective: complete inventory of teaching materials and partners related to climate science as part of CLIPSE project (Climate Literacy Partnership in the Southeast). Funded by National Science Foundation.

Objective: continue editing the *Journal of Geography*, an internationally-recognized, peer-reviewed journal focused on geography education. Funded by National Council for Geographic Education.

Objective: seek external private and public funding (grants) to support existing programs or develop new materials as needed.

#### 4. Student Engagement

Goal: to provide opportunities for direct student involvement in learning experiences that strengthen their knowledge of geographic content and their use of spatial thinking and geospatial technologies.

Objective: support EOC reading initiative by aligning GeoLiteracy program (as done in Arizona, Michigan) to South Carolina standards and pilot use with students and teachers.

Objective: provide geospatial technology instruction in 3 schools during GIS week in November 2011.

Objective: conduct student programs with National Geographic's Giant Traveling Map program at a minimum of 4 schools, exceeding last year's student involvement of 2,100 students.

Objective: Alliance members will serve as scorers, judges, and moderators for the state-level National Geographic Bee.

Objective: Alliance members will judge and make awards for student projects at the Central South Carolina Region II Science and Engineering Fair.

Objective: conduct student programs on geospatial technology with Boys and Girls Clubs, Girl Scouts, and/or other informal education youth organizations.

## 5. Business/Community Engagement

Goal: to produce economically competitive students ready to participate in a global economy. We work with the business community to identify key skills needed for workforce development and produce authentic learning environments where geography, especially geospatial technology, is utilized.

Objective: provide leadership and content direction for a virtual job shadow on geospatial technology for South Carolina high school students. This is a partnership with Microburst Learning and South Carolina Personal Pathways to Success (EEDA). Funded by Google.

Objective: conduct workshops for career counselors, administrators, and teachers to demonstrate the importance of geography across the 16 job clusters. Coordinated with the Midlands Education and Business Alliance (MEBA).

Objective: serve on the MEBA STEM (science, technology, engineering, and math) steering committee to support geospatial technology.

**Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3?**

**What, if any, change in processes or activities are planned for the current year? Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.**

**Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.**

**IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?**

**Activities** in 2010-2011 by Core Focus Area:

In-service Teacher Professional Development –

The Alliance provides up-to-date content, best practice pedagogy, and innovative materials for geography education via offerings that emphasize technology, cross-disciplinary activities, and grade-specific interventions. Activities included:

School and school district level workshops; Geofest Conferences; Alliance Summer Geography Institute; Teaching American History workshop; South Carolina Humanities workshop; AP Human Geography workshop; ON-TRACK (Teaching Reading and Content Knowledge) workshop; and professional conference presentations at state and national education conferences.

The **outputs** for these activities are described under Question 5.

Pre-service Teacher Candidate Professional Development –

The Alliance provides future teachers with mentoring, content knowledge, and classroom materials as they begin their careers via offerings at teacher-training institutions throughout South Carolina. Activities included:

Workshops at teacher training institutions; GEOG 710 (Seminar in Geography Education) at USC Columbia and Clemson University; and GEOG 561 (Geographic Concepts for Teachers) at USC Columbia.

The **outputs** for these activities are described under Question 5.

#### Curriculum and Materials Development –

The Alliance provides teaching materials of the highest-quality, often South Carolina-specific, to meet the needs of South Carolina students. These materials are teacher-driven and evaluated, tailored to state and local curriculum, and produced at low-cost. Activities include:

Designing and distributing classroom posters; distributing Geography Awareness Week materials; editing the Journal of Geography; and participating in the review and writing process for the South Carolina Social Studies Academic Standards.

The **outputs** for these activities are described under Question 5.

#### Student Engagement –

The Alliance provides opportunities for direct student involvement in learning experiences that strengthen their knowledge of geographic content and their use of spatial thinking and geospatial technologies. Activities included:

Conducting in-school programs with National Geographic's Giant Map Program; participating in the National Geographic Bee; conducting workshops and providing materials for the South Carolina Department of Archives and History and Children's Museum of the Upstate; participating the state Science Fair; conducting a program for the Boys and Girls Clubs; and administering a grant program for South Carolina teachers.

The **outputs** for these activities are described under Question 5.

#### Business/Community Engagement –

The Alliance works with the business community to identify key skills needed for workforce development and produce authentic learning environments where geography, especially geospatial technology, is utilized. Activities included:

Geospatial technology virtual job shadow partnership; workshops for career specialists, administrators, and teachers about geospatial technology; and service on MEBA's STEM steering committee.

The **outputs** for these activities are described under Question 5.

#### Planned Changes:

There are no major planned changes in processes, but our strategic planning process has helped us focus efforts on existing programs in professional development and materials development.

Major new efforts in this year will be work on the South Carolina atlas for K-12 classrooms, science education via the climate partnership and earthquake preparedness workshops, support for the EOC reading initiative using the GeoLiteracy program, and continued work with MEBA on the importance of geospatial technology and workforce development.



**Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?**

**Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.**

**Outputs** in 2010-2011 by Core Focus Area:

In-service Teacher Professional Development –

1. **32** workshops attended by **625** teachers. These included schools in Greenville, Lexington, Richland, Marlboro, York, Anderson, Greenwood, and Berkeley counties.
2. **2** Geofest Conferences attended by **307** teachers.
3. Alliance Summer Geography Institute (3 credit graduate course) attended by **16** teachers.
4. Teaching American History workshop attended by **40** teachers in Aiken, Edgefield, and Saluda counties.
5. South Carolina Humanities workshop attended by **43** teachers.
6. AP Human Geography workshop attended by **35** teachers.
7. ON-TRACK (Teaching Reading and Content Knowledge) workshop for **20** teachers.
8. **6** South Carolina educators provided funding support to present teaching strategies at National Conference on Geography Education in Savannah, Georgia.
9. **18** professional conference presentations attended by **413** teachers. These included the National Conference on Geography Education, South Carolina Science Council, South Carolina Council for the Social Studies, South Carolina Early Childhood Association, South Carolina Independent Schools Association, and the South Carolina Home Educators Association.

In total, the South Carolina Geographic Alliance worked with **1,499** teachers in this category in 2010-2011.

Pre-service Teacher Candidate Professional Development –

1. **22** workshops attended by **345** teacher candidates. Locations included Clemson University, College of Charleston, Columbia College, Furman University, Limestone College, North Greenville University, University of South Carolina – Aiken, and University of South Carolina – Columbia.
2. GEOG 710 (Seminar in Geography Education) was taught in summer 2010 for **16** students at USC Columbia. The Alliance also supported this course at Clemson University, taught for the first time in Summer 2011.
3. GEOG 561 (Geographic Concepts for Teachers) was taught in fall 2010 for **31** students at USC Columbia. **39** students are enrolled in Fall 2011.

In total, the South Carolina Geographic Alliance worked with **392** teacher candidates in this category in 2010-2011.

#### Curriculum and Materials Development –

1. **2,000** classroom posters – “South Carolina Population Density, 2010” – designed, printed, and distributed at no cost to teachers throughout South Carolina. Funded by Teaching American History grant.
2. **1,500** Geography Awareness Week packets – poster, lesson plans, DVD – distributed at no cost to teachers throughout South Carolina. Funded by National Geographic Society.
3. Journal of Geography – the Alliance Coordinator is the editor of this international journal dedicated to geography education. Six issues were published this year. Funded by National Council for Geographic Education.
4. South Carolina Social Studies Academic Standards – the Alliance Coordinator served as a national reviewer, authored the high school geography standards, and provided content oversight across the K-8 standards. Alliance staff members served as content reviewers.

#### Student Engagement –

1. National Geographic Giant Map Program  
National Geographic Giant Traveling Maps are educationally powerful tools for introducing geography and map reading skills to students. The Alliance conducted this program again in 2011 with funding from Central Piedmont Community College (North Carolina) via a grant from the National Science Foundation’s Advanced Technological Education Program. The Latin America map was used by **2,156** South Carolina students in 2011. The North American map was used by **539** students in 2009; the program returns in Spring 2012 with the Pacific Ocean map.
2. National Geographic Bee  
Alliance members served as volunteer judges, moderators, and scorers for the Bee. Over **100** South Carolina students participated in this year’s finals, with thousands more participating at 155 registered school events. Funded by National Geographic Society.
3. South Carolina Department of Archives and History  
The Alliance provided materials and instruction for **75** third grade students in conjunction with Archives programming.
4. Children’s Museum of the Upstate – Greenville  
The Alliance provided **50** student packets including maps of Europe, Asia, and Africa for the museum’s world awareness program. Funded by National Geographic Society.
5. Science Fair  
The Alliance reviewed **609** student projects presented at the Central South Carolina Region II Science and Engineering Fair and awarded small cash prizes to six students whose projects demonstrated significant geographic or spatial content. Funded by South Carolina Geographic Alliance product sales.
6. Boys and Girls Clubs of the Midlands  
Designed to bring geospatial technology to at-risk youth in informal education settings, this program provided instruction for students at the Boys and Girls Club (Ben Arnold unit) in Columbia. We hope to use this and similar venues to expose students to career opportunities that involve geographic and geospatial technology.
7. Geography Teacher Grants  
Grants (up to \$1,000 each) have been awarded to 12 schools since 2006 (in Georgetown, Greenwood, Clover, North Charleston, Prosperity, Aiken, Harleyville, Sumter, Irmo, West Columbia, Pickens). In this year, Dutch Fork High School (Irmo) purchased GPS receivers for geography and environmental science classrooms. Lemira Elementary School (Sumter) used their funds for large Africa maps and textbooks for their first grade classrooms. Funded by South Carolina Geographic Alliance product sales.

In total, the South Carolina Geographic Alliance worked directly with **2,239** students in this category in 2010-2011. Indirect student involvement (i.e.: Science Fair, Geographic Bee) exceeded **750** students.

Business/Community Engagement –

1. STEM cluster (Science, Technology, Engineering, and Math), Midlands Education and Business Alliance (MEBA): the Geographic Alliance coordinator has joined the STEM cluster, participating in education efforts and the production of the STEM Career Guide.
2. **2** workshops conducted for **24** MEBA-affiliated teachers and career counselors; geospatial technology highlighted.
3. Virtual Job Shadow: Geospatial Technology – the Alliance is working with MEBA and Microburst Learning to develop this module with funding from Google. The job shadow, when completed later this year, will be available to all South Carolina high school students.

**Grant Acquisition:**

The Alliance has a successful track record in using EIA funds to attract other monies to further our objectives. Additional monies were secured recently to support the following Core Areas:

In-service Teacher Professional Development –

1. ON-TRACK (Teaching Reading and Content Knowledge): \$1,720, Commission on Higher Education
2. Hearing Every Voice (Aiken/Edgefield/Saluda History Project): \$8,096, Teaching American History Grant
3. Immigrants and Communities of Faith: \$4,559, SC Humanities Council
4. Teacher Study Travel: \$3,600, PROMPeru, \$750, Association of American Geographers
5. Technology Institute: \$19,052, National Geographic Education Foundation
6. Strategic Planning: \$10,000, National Geographic Education Foundation
7. Earthquake Science: \$19,666, South Carolina Emergency Management Division

Curriculum and Materials Development –

1. CLiPSE (Climate Literacy Partnership in the Southeast): \$8,500, National Science Foundation
2. Environmental Literacy Project: \$1,450, Ecological Society of America
3. South Carolina Atlas Update: \$30,850, National Geographic Education Foundation

Student Engagement –

1. National Geographic Giant Traveling Map: \$1,000 (in-kind), Central Piedmont Community College (North Carolina)

In total, the South Carolina Geographic Alliance successfully garnered **\$108,243** in addition to EIA support in 2010-2011. (These dollar amounts will vary some from the chart in Question 11 due to different fiscal years between grants and EIA monies; additionally some grants are multi-year).

**Question 6: What are the outcomes or results of this program?**

**Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:**

**Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.**

**Outcomes in 2010-2011:**

One part of our mission states that the Alliance will “provide South Carolina students and educators with innovative and effective practices, materials, and research to improve geography education.” Our impact in this area is seen qualitatively and quantitatively. For example:

“The Alliance Summer Geography Institute is absolutely, positively the most meaningful educational experience I have ever had! I have learned more in the last two weeks than I thought I would. I have been challenged and stretched, and I am a better teacher because of this opportunity!”

We produce better teachers. The teachers engaged in our program, like the one above, repeatedly tell us so.

Those tasked with improving their teacher corps tell us that we produce better teachers for their schools. From a survey of the South Carolina Social Studies Supervisors Association, we learned that:

1. 79% of respondents believe that teachers who have attended SCGA workshops deliver a higher quality of instruction to their students
2. Satisfaction with SCGA workshops was rated 4.52/5.00
3. 75% of respondents believe that teachers who use SCGA materials deliver a higher quality of instruction to their students
4. Satisfaction with SCGA materials was rated 4.68/5.00

Other research (Tesenair, 1998) found that after Alliance training teachers were able to relate geography to other disciplines, move away from geography as just a 'subject', and were able to relate geography to real-life experiences. The vast majority of teachers believed that SCGA activities greatly benefited their professional development by motivating them to assess and improve their instruction, and serve as leaders and models for other educators.

The Alliance provides services directly for more than 2,000 teachers and 2,000 students annually; over 11,000 educators choose to be members of the Alliance. We would not be able to continue this progress if our primary product – specifically professional development and teaching materials – was not of high quality and relevant to the standards and the content taught in the classroom.

We've had success in South Carolina, but we cannot stop. The recent (2010) National Assessment of Educational Progress noted that student geography achievement was far below proficient. South Carolina is poised to continue its leadership in geography – an education success story for our state.

**Question 7: Program Evaluations****What was the date of the last external or internal evaluation of this program?**

Internal evaluations are continuous; for example, we provide workshop participants with evaluation forms and use these to enhance or update future work. No external evaluation of this program has been conducted.

**Has an evaluation ever been conducted?**

☒ Yes

☐ No

**If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?**

The South Carolina Geographic Alliance requests attendee feedback for each of our courses and conferences. We provide Likert-like scaled questions as well as open-ended free response opportunities. The Alliance uses this information to tailor future workshop topics and refine our presentations. The space provided here precludes a full listing of these evaluations, but we are able to provide complete evaluations to the EOC (digital or hard copy) upon request.

A survey of the South Carolina Social Studies Supervisors Association conducted recently concluded that teachers attending our workshops and using our curriculum materials provide higher quality instruction to their students.

The Alliance is undertaking a major strategic planning effort in 2011-2012 (externally funded); a discussion of evaluation mechanisms is a part of that process.

**Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?**

☒ Yes

☐ No

**If yes, please provide URL link here.**

Our evaluation materials are not online, but they can be made available electronically on request.

**If no, why not?**

**Question 8:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

The South Carolina Geographic Alliance has made up for past budget losses with external grant funds and innovative cost-cutting measures. If additional cuts are necessary we will still work to absorb further reductions without negatively impacting our mission, but an additional cut of 5% (\$7,800) may require the elimination of a signature program such as the Geospatial Technology Institute. A 10% reduction (\$15,600) will impact staffing, likely the reduction of a staff line.

We continue to look for additional cost-savings. Several examples are illustrative:

1. **Materials:** the Alliance produces classroom posters and distributes them to educators across the state. We are producing a new poster on South Carolina religious landscapes. Normally the SCGA would bear the total printing cost, but a grant from the South Carolina Humanities Council is covering this cost. These savings can be used for other Alliance activities or as a buffer for future cuts.
2. **Travel:** in our position as national leaders in geography education, Alliance staff attend the National Conference on Geography Education. We have received a grant from the National Geographic Education Foundation to covers these costs.
3. **Fees:** we have increased or added fees for some workshops. Clearly this is delicate since many schools/districts are equally hurting for funds.

The SCGA is working creatively in a number of areas to maintain its mission and still remain responsible stewards of the resources given to us by the state. The South Carolina Geographic Alliance remains the national model of success. The base funding provided by the state makes this happen and should be viewed as an important investment. The SCGA is grateful for this continued support.

**Question 9:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**

Our goals would not change, but the objectives and actions taken to reach them requires flexibility. The SCGA is continuously evaluating the best possible strategies for training teachers, reaching students, creating materials, and wisely using state monies to accomplish those objectives. The SCGA has not reduced any offerings to date despite now receiving 42% less state funding than our 2008 appropriation. To absorb less state funding we have:

1. Aggressively sought external funding.
2. Partnered with other groups that share our goals to pool resources.
3. Moved some offerings to events where participants come to us (saving travel monies).
4. Engaged in a strategic planning process to guide our efforts. This will target our efforts and streamline existing processes.

Far from shrinking back, we continue to expand and have taken on a number of new responsibilities. We see this time as an opportunity to be aggressive and poised for more responsibilities as the economic climate improves. With continued state support, the SCGA will maintain its national position as a provider of teacher professional development and we will emerge from this difficult economic period as a stronger entity.

**If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to**

**[mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov).**

**Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.**

**Question 10: Fiscal Year 2012-13**

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

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

☐ **An increase over the current fiscal year's appropriation**

☐ **A decrease over the current fiscal year's appropriation**

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

n/a

**If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?**

n/a



**Question 11: Fiscal Years 2010-11 and 2011-12**

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2010-11) and the budget for this program in the current fiscal year (2011-12).

If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	183,375	155,869
General Fund		
Lottery		
Fees	7,460	6,300
Other Sources	5,302	4,750
Grant	8,968	82,714
Contributions, Foundation	41,300	41,300
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL	246,405	290,933

**Other: Please specify here.**

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	125,904	108,469
Contractual Services	8,400	7,200
Supplies and Materials	14,671	8,500
Fixed Charges	31,000	28,300
Travel	3,400	3,400
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
<b>TOTAL</b>	<b>183,375</b>	<b>155,869</b>
<b>#FTES</b>		

**Other: Please explain here.**



## South Carolina Geographic Alliance

Center of Excellence for Geographic Education  
Department of Geography, University of South Carolina

### Alliance Highlights, 2010-2011

"The Alliance Summer Geography Institute is absolutely, positively the most meaningful educational experience I have ever had! I have learned more in the last two weeks than I thought I would. I have been challenged and stretched, and I am a better teacher because of this opportunity!"

#### In-service and Pre-service Teacher Engagement

- **35** workshops, **2** Geofest conferences, **1** course, and **18** conference presentations attended by **1,499** teachers: topics included AP Human Geography, Teaching American History, Teaching Reading and Content Knowledge, among others.
- **22** workshops and **2** courses attended by **392** teacher candidates: included Clemson University, College of Charleston, Columbia College, Furman University, Limestone College, North Greenville University, University of South Carolina – Aiken, and University of South Carolina – Columbia.

#### Student Engagement

- National Geographic Giant Map Program: over **2,100** students in 2011
- National Geographic Bee: judges, moderators, and scorers.
- South Carolina Department of Archives and History; Science Fair; Boys and Girls Clubs of the Midlands: provided materials and instruction in geospatial technology; sponsored awards.
- Geography Teacher Grants: Dutch Fork High (Irmo) purchased GPS receivers for geography and environmental science classrooms; Lemira Elementary (Sumter) purchased large Africa maps and textbooks for first grade.

#### Materials Completed

- *SC Atlas of Environmental Risks and Hazards*: [www.hazardsatlas.org](http://www.hazardsatlas.org)
- Three new posters in Classroom Poster Series: *Connecting with Rice: Carolina Lowcountry and Africa*; *Natural Hazards of South Carolina*; *Religious Diversity in South Carolina*

#### Grants

- **\$108,243** for specific projects (professional development or materials).
- Funding from the National Geographic Education Foundation, SC Humanities Council, Ecological Society of America, National Science Foundation, South Carolina Emergency Management Division, Association of American Geographers, and the SC Commission on Higher Education, among others.

#### Research

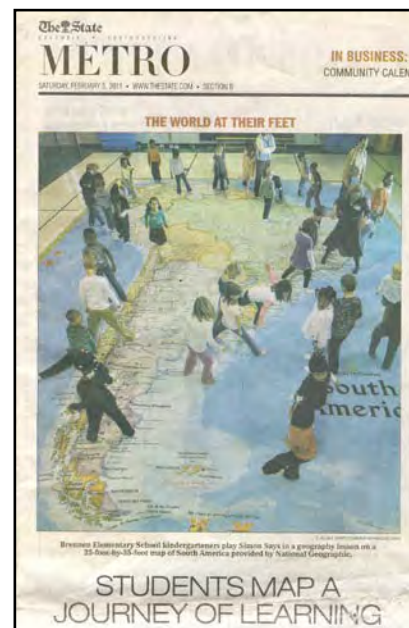
- Three publications in *International Research in Geographical and Environmental Education*, *The Geography Teacher*, and *South Carolina Middle School Association Journal* (published or in press).
- Edit the international, peer-reviewed *Journal of Geography*.

#### Business/Community

- Partnered with Midlands Education and Business Alliance (MEBA) to produce the STEM Career Guide; joined the STEM cluster steering group; conducted two workshops for MEBA-affiliated teachers and career counselors.
- Virtual Job Shadow on Geospatial Technology – partnership with the Alliance, Microburst Learning, and Google. Available to high school students within the next year.

#### Contact

Dr. Jerry Mitchell, [mitchell@sc.edu](mailto:mitchell@sc.edu), 803-777-2986



## 2011-2012 – Selected Upcoming Programs

### Core Focus Areas

The South Carolina Geographic Alliance has several Core Focus Areas, each with their own goals and objectives. These include: In-service Teacher Professional Development, Pre-service Teacher Candidate Professional Development, Curriculum and Materials Development, Student Engagement, and Business/Community Engagement. In addition to continuing the activities highlighted on the reverse page, other initiatives include:

#### In-service Teacher and Pre-service Teacher Candidate Professional Development

- Provide better outreach to the state charter school district and virtual charter schools
- Provide better outreach to HBCUs
- Conduct earthquake workshops for K-12 science educators
- Offer Study Abroad opportunity in Latin America in May 2012

#### Curriculum and Materials Development

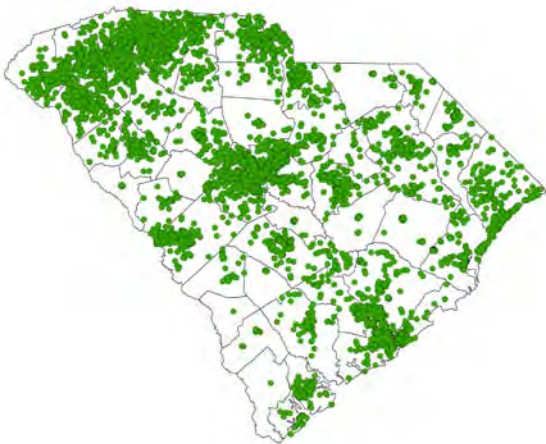
- Complete classroom poster, "Economic Geographies of South Carolina," funded by TAH Grant
- Begin update of *South Carolina: An Atlas*, funded by National Geographic Education Foundation
- Complete inventory of teaching materials and partners related to climate science as part of CLiPSE project (Climate Literacy Partnership in the Southeast), funded by National Science Foundation

#### Student Engagement

- Support EOC reading initiative by aligning GeoLiteracy program to South Carolina standards and pilot use with students and teachers
- National Geographic Giant Map Program – Pacific Map, Spring 2012
- Geotechnology applications with 3<sup>rd</sup> grade students – St. Peter's Catholic
- Geotechnology applications with Girl Scouts of South Carolina
- Midlands Education and Business Alliance Career Day – Outreach to 300 8<sup>th</sup> grade students
- Provide geospatial technology instruction in 3 schools during GIS week in November 2011

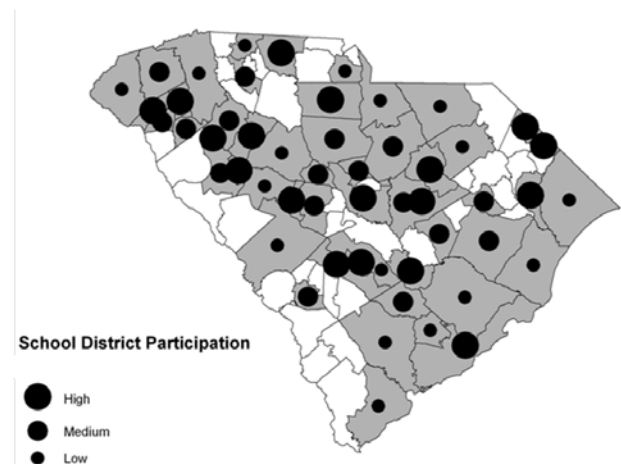
### Alliance Membership

Over 11,000 educators are members and use the materials and services of the South Carolina Geographic Alliance.



### Alliance Outreach

The South Carolina Geographic Alliance has provided professional development opportunities in 52 districts over the past five years.



## **EIA Program Report for Fiscal Year 2011-12**

### **Coversheet**

**EIA-Funded Program Name:** SC Middle Grades Initiative

**Current Fiscal Year:** 2011-12

**Current EIA Appropriation:** \$75,000

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

Baron Holmes

**Telephone Number:**

803-898-9928

**E-mail:**

[baron.holmes@ors.sc.gov](mailto:baron.holmes@ors.sc.gov)

**Question 1: History of the program: Please mark the appropriate response (choose one):**

**This program:**

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☒ Other

**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.**

**Code of Laws:**

**Proviso(s):** (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. [www.XXXXXX](http://www.XXXXXX))

**Regulation(s):**

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

- ☐ Yes
- ☒ No

**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)**

The goals of this program are to improve the academic achievement and personal development of early adolescents in the middle grades. Thus, achievement of both academic standards and positive youth development are central purposes.

In order to achieve the goals of the middle grades initiative, objectives have been developed. The current objectives are to support, develop, and strengthen middle grades students, teachers, and schools. Therefore the current objectives are to: 1) provide and analyze data enabling decision-makers and educators to address non-academic determinants of academic achievement and thereby strengthen the academic achievement and personal development of middle grades students; 2) support the training and professional development of highly qualified middle grades teachers; and 3) support and strengthen middle schools to improve their effectiveness in promoting high academic achievement and positive youth development. For each of these objectives, the Middle Grades Initiative sponsors a project:

1. For the student achievement and development objective we sponsor the **Middle Grades Data Project (MGDP)**. The data project compiles and disseminates information regarding the nonacademic determinants of academic achievement and self-destructive risk-behaviors. The purpose of this project is to clarify the non-academic influences that must be improved in order for middle grades students to reach state academic standards. The project also links early childhood risk factors and elementary school academic performance into the middle grades.

2. For the highly qualified teachers objective, the project sponsors **MLTEI** (the **Middle Level Teacher Education Initiative**). MLTEI promotes and supports the training of middle grades teachers who are highly qualified in academic content, pedagogy, adolescent development, and middle school organization and philosophy. The programs are assisted in meeting the requirements of the AMLE/NCATE Standards and in preparing the highly qualified educators needed to fill the middle grades positions in South Carolina. A growing concern involves the state of adolescent literacy as indicated by the data analysis of the Middle Grades Data Project. Efforts have been planned to incorporate a focus on literacy as a component of MLTEI's work.

3. For the effective middle schools objective, the project sponsors **Schools to Watch**. SC Schools to Watch is part of a national program which promotes recognition for middle schools meeting high standards of excellence based on criteria that reflect academic excellence, developmental responsiveness, social equity, and organizational supports and processes in exemplary middle level schools. These middle schools in turn act as models and leaders of best practice, opening their doors to other middle schools around the state who are working toward effective middle level practices.

**Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?**

**Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.**

**Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.**

**IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?**

**Middle Grades Data Project:** In past years, the primary work of the project has been the creation and linking of the data files and analysis of the "front end" early childhood data. Our assumption is that many of the academic, family, and chronic health or disability problems affecting adolescents have been present since the early years of their lives. Our hypothesis has been that cost-effective promotion of academic and personal development must be achieved in early and middle childhood as a foundation for subsequent success during adolescence. Both research and often-repeated commentary by educators in South Carolina emphasize how many students reach middle school achieving below state academic standards. To provide comprehensive data showing the early origins of academic achievement problems, the MGDG has linked academic and determinant data through several age cohorts. During FY08 and FY09 the Middle Grades Data Project gathered and analyzed data showing how many of which students failed to launch successful academic careers. Data demonstrating poor performance included the SC Readiness Assessment in kindergarten and first grade, retention and over-age in the early grades, and PACT scores in grades 3-5. Determinants of poor performance were explored: low birth weight, disabilities and chronic conditions, limited family literacy, child abuse and neglect, poverty, teen parent(s), and limited English proficiency. Also, the impact of the 4 year old preschool program and K-3 education was investigated. During FY10 and FY11 our statistician furthered the previous work investigating which students were unsuccessful in K-5. Doing additional analysis on the 1995-96 birth cohort, we were able to show that three main groups comprised 70% of students BB1 in grades 3-5. These three groups are children: 1) with disabilities, 2) from low literacy families, and 3) having emotional and behavioral problems. During FY10 we began to trace a cohort of SY03 8th graders back to their early childhood and forward to dropping out or graduation, post-secondary education, and young adult outcomes. Also during FY11 the outcomes of these high risk groups up through middle school were shown to be very poor with over half of the high risk students scoring Not Met on ELA, writing, and math. Furthermore, reading skills have been linked forward to 8th grade for low performers such as the lowest performers served in 1st grade by Reading Recovery. During FY11 we succeeded in linking the 8th grade



cohort forward to graduation, including analysis of the relationship of reading Lexile levels to graduation.

Close working relationships have been developed through New Carolina to investigate workforce preparation based on educational achievement and risk behaviors. This analysis will show which middle grades students succeed and which do not in educational advancement and adult independence.

The **Middle Level Teacher Education Initiative (MLTEI)** has been sponsored through the South Carolina Middle School Association (SCMSA). The Initiative's goals are to assist South Carolina's higher education institutions (IHEs) in planning and developing middle grades teacher preparation programs which effectively address middle level NCATE standards. NCATE standards define quality middle level teacher training programs. The MLTEI planning committee identified ten integrated components to implement during the five year contract to enhance the grant's efforts. The primary work of the grant has been bringing to the discussion table the needed voices to promote quality middle level teacher preparation programs, providing technical assistance and support to the IHEs to help them develop programs that meet NCATE standards and increasing numbers of middle level graduates. This has been done through: promoting sound practices that meet NCATE/AMLE standards, bringing the focus of adolescent literacy to the forefront through a planned emphasis during the 2011 SCPoMLE meeting, representing the concerns of middle level teacher education on the National Forum to accelerate Middle school Reform's Board of Directors, disseminating a CD with extensive resources for teaching Middle Level Philosophy and Organization effectively, changing the website service to provide more ease of use and relevance, encouraging middle level teachers to seek highly qualified status through coursework, Praxis exams, and related grants, taking an active role in planning and organizing the Southeast Professors of Middle Level Education Symposium held at Georgia College and state University in May, 2011, and educating middle level administrators about best practices and effective leadership in middle level schools through presentations at annual conferences. The grant team has used face-to face-meetings, phone conferences, correspondence, and annual conferences to accomplish our goals.

**Schools to Watch** is an initiative launched in 1999 by the National Forum to Accelerate Middle- Grades Reform, an alliance of more than 60 educators, researchers, and officers of national associations and foundations. Schools to Watch seeks to improve schools for young adolescents across the country by identifying exemplary middle grades schools to serve as models of best practices. To date 287 middle schools in 19 states have been identified as Schools to Watch. High-performing schools establish norms, structures, and organizational arrangements to support and sustain their trajectory toward excellence. South Carolina has reviewed 33 middle schools, visited 24 schools, and selected 11 schools as Schools to Watch since the state's program began. Of those 11 schools, three have been re-designated through the process of formal application and site review.

**Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?**

**Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.**

**Middle Grades Data Project:** Since the project does not provide services, there are no outputs or direct service products. As parts of the data analysis for the middle grades are completed, they will be disseminated widely. The Middle Grades Project disseminated our data findings on the three highest risk groups through a network of group email managers organized by SC Kids Count. This report is posted on our website at <http://www.sckidscount.org/risk09.php>. During the past two years, a variety of reports using the 1995/96 cohort's risk factors and academic achievement have been produced and employed to help key stakeholder groups to plan their services. Some notable examples have been: planning sessions with individual school districts or counties (Charleston, Greenville, Beaufort, Richland 1 & 2, York 3, Horry, etc; an analysis of reading outcomes for all students in the Reading First project, as shown on the special Stanford Reading First test used in the Reading First evaluation; an exhaustive analysis of the outcomes for Reading Recovery students up to grade 8; and the graduation outcomes of 8th graders based on their reading Lexile levels. The *outputs* of all these analyses are data tables and reports for which the outcomes lie in improved understanding, policy, and practice of state and local education and other stakeholders. Subsequent data reports linking 8th graders back to elementary school academic achievement and forward to graduation have been produced but not yet disseminated as products.

The **Middle Level Teacher Education Initiative (MLTEI)** sponsored grant team planning meetings, phone conferences, content quality network ELA meetings, a pre-conference session to promote networking and planning. There are now 16 middle level teacher education programs in South Carolina higher education institutions. The 2011 SCMSA Conference provided an opportunity for MLTEI to collaborate with SCPOMLE in presenting updates on the work of the grant and the professors group, a visit and report from the National Professors of Middle Level Education President Nancy Ruppert, and sessions on efforts to increase literacy levels among middle school students and roundtable discussions on content literacy strategies. A team of researchers was engaged to assist the SCDE with current data to promote adolescent literacy efforts in middle schools and teacher education programs through a cooperative arrangement with EOC and the Middle Grades Project. Finally, as a direct outgrowth of the grant's support for past Middle Level Teacher Education Symposia held in South Carolina, MLTEI helped implement a Southeast NAPOMLE Symposium at Georgia College and State University in May, 2011.

**Schools to Watch** - The SC STW Program has more than 150 team members who are trained as application readers and/or site visitors. The SC team includes teachers, administrators, professors, State Department of Education personnel, and retired educators. Since 2006, over 33 SC middle schools have applied to be recognized as Schools to Watch, 24 schools were selected for site visits, and 11 have been designated as Schools to Watch.

Lugoff-Elgin Middle School in Kershaw County was selected as SC's first School to Watch in January 2007. In January 2008, Blythewood Middle School in Richland School District 2 and Palmetto Middle School in Anderson School District 1 were named as SC Schools to Watch. In 2009, Belton Middle School in Anderson School District 1 joined the other SC middle schools. In 2010, Indian Land Middle School in Lancaster County and Southwood Middle School in Anderson One were named Schools to Watch, while Lugoff-Elgin was re-designated as a School to Watch. In 2011, five additional schools were added to the SC Schools to Watch list. They were Castle Heights Middle School in Rock Hill, College Park Middle School in Berkeley County, League Academy in Greenville, Mabry Middle School in Spartanburg One, and Pickens Middle School in Pickens County. During 2011, Blythewood Middle School and Palmetto Middle School were re-designated as Schools to Watch.

## **Question 6: What are the outcomes or results of this program?**

**Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:**

**Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.**

**Middle Grades Data Project:** As an analytical rather than service-providing project, the outcomes are difficult to quantify; however, our results are planned and monitored in an interpretive manner. The desired result is to influence the understanding and response of key stakeholders to the non-academic influences on academic achievement. Specifically, the Middle Grades Data Project seeks to sensitize policy-makers and practitioners to the importance of addressing the social, economic, and health determinants of academic achievement; and to motivate them to act to improve these important causes. This rationale was stated at the beginning of MGDGP as follows: "The purpose of the proposed analysis by the SC Budget and Control Board's Office of Research and Statistics (ORS) is to elaborate on and provide specificity for such concepts as: disadvantaged, poor, low SES, and at-risk as explanations for and predictors of failure to achieve state academic standards, especially as assessed by PACT [and PASS]. By looking at some of the concrete data indicators used to represent disadvantaged or at risk status, the analysis should help point decision-makers toward specific causes of poor academic performance. These specific causes, unlike vague labels like *at-risk*, point to and invite solutions rather than excuses. If children with poor PACT [or PASS] performance, for instance, are shown disproportionately to have disabilities and chronic health problems, to be in foster care, or to come from low literacy families, this encourages decision-makers to direct resources toward alleviating these problems. Enhanced services through Medicaid for asthma or depression or through better services for abused children put into foster care can take pressure off schools that typically rely on academic and instructional reforms as the sole remedy for low performance on PACT [or PASS]. Inevitably the solutions to poor school performance must be both academic assistance and non-academic services meeting family, health, and economic needs."

Initially our efforts concentrated on gathering and analyzing the data to achieve serious policy and programming attention for the early years up to the middle grades. Our current efforts are focused on the period from the middle grades onward to dropout, graduation, GED attainment, and post-secondary education participation. Most educators are focused on what they do directly with students enabling them to reach state academic standards. The Middle Grades Data Project has found that effective dissemination of the data warehouse information motivates more policy-makers and practitioners to respond assertively to produce the desired results. Experience over the past few years has shown that this data can be used to engage health, social services, family support, and youth development programs in supporting students with academic performance problems caused by social, health, economic, family, and other causes. Educators have responded by grasping the importance of early and

continuing attention to those students who have identifiable risk factors and problems predictive of poor academic outcomes. Our data is useful in showing: how early in life academic potential and achievement gaps appear; how predictable these risk factors are; what benefits early interventions appear to achieve; and that failure to train all educators thoroughly enough to provide effective instruction results in erosion of the benefits of early intervention. Most revealing have been our analyses of pre-school outcomes and of reading program outcomes.

**Middle Level Teacher Education Initiative:** Up through the present period of the MLTEI grant, the number of programs preparing Middle Grades teachers in South Carolina IHEs has grown from two to sixteen institutions (nine public and seven private institutions) serving a large geographic portion of the state. Two new programs have been approved during the current grant cycle, and several institutions have indicated their interest in beginning to plan proposals. MLTEI has been represented at SC House and Senate Education Committee hearings, meetings with the (formerly NMSA)/NCATE Middle Level Board of Examiners experts and SCDE staff to address common concerns regarding middle level preparation and certification. Using the "Top Ten" list to focus attention on the most critical aspects of the work ahead, the planning team meetings have expanded to include invited representatives of SCASA, the SCDE, CHE, and CERRA. The grant provides to IHEs an opportunity to become active participants in SCMSA and SCPOMLE, resulting in a stronger network of middle level advocates within each institution. The revision of the AMLE/NCATE Middle Level Teacher Preparation Standards has been a focus of review and comment during this past year. MLTEI is now represented on the National Forum Board of Directors to advance issues and solutions related to preparing middle level teachers as efforts continue to promote reform of middle level schools. The National Forum will hold a convening later this month in Washington, DC, to bring together members of Congress and their staff members with middle level educators and teacher educators to address common issues and concerns with achievement of middle grades students. SC MLTEI has been on the planning committee for this and will be an active participant at this meeting.

**Schools to Watch:** South Carolina's Schools to Watch schools are serving as model middle schools in the state. Many SC middle schools have requested information on the programs in place that resulted in their recognition as a School to Watch. SCMSA in conjunction with the SC Department of Education Making Middle Grades Work project hosted a very successful session during the SC Education Business Summit in Greenville in June of 2011. As a result, over 50 new state team members were trained as application readers and/or site visitors for future School to Watch applicants.

## Question 7: Program Evaluations

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

Has an evaluation ever been conducted?

☒ Yes

☐ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

Middle Level Teacher Education Initiative: Continued growth in the number of Institutions of Higher Education offering middle level teacher education programs provide our internal evaluators evidence of positive outcomes, especially in tight budget times.

Schools to Watch: An informal internal evaluation of the Schools to Watch project shows growth in the number of team members trained as application readers and/or site visitors. We have also had a very successful year in the growth in number of middle schools selected as Schools to watch. 100% of the Schools to Watch that applied for re-designation have been re-designated, indicating a continuing trajectory on the path toward excellence.

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

☐ Yes

☒ No

If yes, please provide URL link here.

If no, why not?

These are simple internal evaluations that are not published or disseminated.

**Question 8:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

We can utilize limited reserve funds to carry the MG Initiative through FY12 if the EIA funding were cut by 5% or 10%, but the new funding is not a recurrent income stream that can be relied upon into the future.

**Question 9:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**

The MG Initiative would pursue the same objectives. Any substantial reduction would require us to limit data analyses somewhat. Therefore, analysis of high risk students beyond high school into post-secondary education and young adult outcomes or back to precise details of their educational career might be reduced.

Similarly, MLTEI would restrict meetings requiring funding, utilize electronic communication, and reduce the contract hours of its part-time workers.

**If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to**

**[mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov).**



**Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.**

**Question 10: Fiscal Year 2012-13**

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

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

☐ **An increase over the current fiscal year's appropriation**

☐ **A decrease over the current fiscal year's appropriation**

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

**If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?**

**Question 11: Fiscal Years 2010-11 and 2011-12**

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2010-11) and the budget for this program in the current fiscal year (2011-12).

If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	75,000	75,000
General Fund	0	0
Lottery	0	0
Fees	0	0
Other Sources	0	0
Grant	0	0
Contributions, Foundation	0	0
Other (Specify)	0	0
Carry Forward from Prior Yr	0	0
TOTAL	75,000	75,000

**Other: Please specify here.**

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	0	0
Contractual Services	71,000	74,600
Supplies and Materials	0	0
Fixed Charges	0	0
Travel	322.19	400.00
Equipment	0	0
Employer Contributions	0	0
Allocations to Districts/Schools/Agencies/Entities	0	0
Other: Please explain	0	0
Balance Remaining	3,677.81	0
<b>TOTAL</b>	<b>75,000</b>	<b>75,000</b>
<b>#FTES</b>	<b>0</b>	<b>0</b>

**Other: Please explain here.**

**Question 8:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

We can utilize any additional funding obtained to carry the MG Initiative through FY11 and FY12 if the EIA funding were cut by 5% or 10%, but the new funding is not a recurrent income stream that can be relied upon into the more distant future.

**Question 9:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**

The MG Initiative would pursue the same objectives. Any substantial reduction would require us to limit data analyses somewhat. Therefore, analysis of high risk students into high school and post-secondary education or back to details of their educational career might be reduced. Similarly, MLTEI would restrict meetings requiring funding, utilize electronic communication, and reduce the contract hours of its three primary workers.

**If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to [mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov).**

**Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.**

**Question 10: Fiscal Year 2012-13**

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

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

☐ **An increase over the current fiscal year's appropriation**

☐ **A decrease over the current fiscal year's appropriation**

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

**If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?**

**Question 11: Fiscal Years 2010-11 and 2011-12**

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2010-11) and the budget for this program in the current fiscal year (2011-12).

If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	75,000	75,000
General Fund	0	0
Lottery	0	0
Fees	0	0
Other Sources	0	0
Grant	0	0
Contributions, Foundation	0	0
Other (Specify)	0	0
Carry Forward from Prior Yr	0	0
TOTAL	75,000	75,000

**Other: Please specify here.**

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services	72,928	74,800
Supplies and Materials		
Fixed Charges	1,910	
Travel	162	200
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL	75,000	75,000
#FTES		

**Other: Please explain here.**

## **EIA Program Report for Fiscal Year 2011-12**

### **Coversheet**

**EIA-Funded Program Name:** SC Teacher Loan Program

**Current Fiscal Year:** 2011-12

**Current EIA Appropriation:** \$4,000,722

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

Linda Wargel

**Telephone Number:**

803-612-5010

**E-mail:**

lwargel@scstudentloan.org



**Question 1: History of the program: Please mark the appropriate response (choose one):**

**This program:**

- ☒ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.**

**Code of Laws:**

Title 59, Section 26-20(j) establishes the SC Teacher Loan Program

**Proviso(s):** (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)

**Regulation(s):**

SC Code of Regulations: Chapter 62, Article II

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

☐ Yes

☒ No

**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)**

The primary objective of the SC Teachers Loan Program has always been to encourage prospective talented and qualified students from South Carolina to become teachers and to remain in the State teaching in areas of critical need. The general goal of the program is to assist as many eligible students as possible based on the amount of state funding each year for the program. These types of loans are attractive for prospective students because of cancellation (forgiveness) opportunities. These loans are forgiven at the rate of 20% or \$3,000, whichever is greater, for each year of full-time teaching in a critical subject or critical geographic area within South Carolina. Teaching in both a critical subject and geographic area simultaneously, increases the rate of forgiveness to 33 1/3% or \$5,000, whichever is greater, for each year of full-time teaching. Failure to teach in a critical area will require repayment of the full amount borrowed plus accrued interest. The interest rate shall be the maximum interest rate on the Federal Stafford Loan plus 2%. The loan amounts are as follows: (1) Freshmen and sophomores may borrow up to \$2,500 per year; and (2) all other students may borrow up to \$5,000 per year up to a cumulative maximum amount of \$20,000.

**Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?**

**Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.**

**Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.**

**IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?**

Although there is no "governance board" with the responsibility to market the program and to establish policy decisions, the SC Student Loan Corporation produces the Teacher Loan Application each year and ensures that applications are distributed statewide and made available on our Web site. These applications are mailed to both colleges in South Carolina as well as previous borrowers of the loan. SC Student Loan also discusses the program when presenting at high school financial aid nights and at college/university school visits. In addition, interested students can learn more about the program via our Web site, college financial aid offices, SC Department of Education, and the SC Commission on Higher Education.

Any noted changes or updates for the SC Teacher Loan program are communicated to South Carolina's higher education institutions by the SC Student Loan Corporation, SC Commission on Higher Education and the SC Department of Education.

For the 2010-11 academic year, we received 1,689 Teacher Loan applications. Of the 1,689 applications received, 1,113 were approved and funded. It should be noted that in many cases, students are applying for both SC Teacher Loan funds and the Career Changers Loan program.

**Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?**

**Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.**

For the 2010-11 academic year, we approved 1,113 Teacher Loans of the 1689 applications received.

The breakdown of 2010-11 Teachers Loans by grade level was as follows: 126 Freshmen; 116 Sophomores; 258 Juniors; 378 Seniors; 43 Fifth Year Undergraduates; 107 First Year Graduates; 62 Second Year Graduates; 15 Third Year Graduates; and 8 Fourth Year Graduates.

The breakdown of 2010-11 Teacher Loans by critical area was as follows: 2 Agriculture; 68 All Middle Levels; 27 Art; 6 Business Education; 1 Dance; 21 Early Childhood Education; 83 English; 7 French; 1 German; 1 Latin; 1 Industrial Technology; 121 Math; 24 Media Specialist; 51 Music; 30 Physical Education; 42 Science; 11 Spanish; 151 Special Education; 5 Speech/Drama; 460 Geographic Area Only

The breakdown of 2010-11 Teachers Loans by ethnicity was as follows: 91 African-Americans; 3 American Indians; 3 Asians; 14 Hispanics; 969 Caucasians; and 33 Not Answered.

The breakdown of 2010-11 Teacher Loans by gender was as follows: 192 Males; 888 Females; and 33 Not Answered.

The breakdown by colleges and universities is as follows: 68 Anderson University; 9 Charleston Southern University; 12 The Citadel; 119 Clemson University; 30 Coastal Carolina University; 22 Coker College; 31 Columbia College; 91 College of Charleston; 55 Converse College; 5 Erskine College; 46 Francis Marion University; 20 Furman University; 47 Lander University; 10 Limestone University; 12 N. Greenville College; 31 Newberry College; 12 Presbyterian College; 9 S.C. State University; 28 Southern Wesleyan University; 1 Spartanburg Community College; 30 USC-Aiken; 1 USC-Beaufort; 220 USC-Columbia; 62 USC-Upstate; 136 Winthrop University; 7 Out-Of-State

**Question 6: What are the outcomes or results of this program?**

**Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:**

**Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.**

As of June 30, 2011, 15,593 borrowers were in a repayment or cancellation status. Of these, 2,399 borrowers have never been eligible for cancellation and are repaying their loans. Three hundred ninety-two (392) previously taught but are not currently teaching and 1,407 are presently teaching and having their loans cancelled. Please see below for breakdown by critical area for these 1,407 borrowers.

There have been 11,395 borrowers to have their loans paid out. Of these, 6,131 paid through regular monthly payments, loan consolidation or partial cancellation (for example, teacher would have taught less than 5 years). In addition, the loans for 37 borrowers were discharged due to death, 5 through bankruptcy, 59 through disability, and 82 borrowers defaulted. The remaining 5,081 had their loans fully cancelled by fulfilling their teaching requirement.

The following is a breakdown by "Critical Area" of those who taught for the 2010-11 academic year and had a portion of their loans cancelled: 19 Art; 25 Art and Geographic Area; 7 Business Education; 4 Business Education and Geographic Area; 86 Early Childhood; 209 Early Childhood and Geographic Area; 6 Elementary Education; 6 Elementary Education and Geographic Area; 67 English; 73 English and Geographic Area; 3 French; 223 Geographic Area Only; 10 Guidance; 2 Guidance and Geographic Area; 2 Health; 1 Home Economics; 1 Home Economics and Geographic Area; 2 Industrial Technology; 1 Industrial Technology and Geographic Area; 24 Library Science; 34 Library Science and Geographic Area; 108 Math; 83 Math and Geographic Area; 11 Music; 17 Music and Geographic Area; 38 Science; 32 Science and Geographic Area; 15 Spanish; 6 Spanish and Geographic Area; 97 Special Education; 90 Special Education and Geographic Area; 2 Speech Language Therapist; 3 Speech Language Therapist and Geographic Area; 4 Speech/Drama; 2 Speech/Drama and Geographic Area; 1 Dance and Geographic Area; 32 Middle School; 37 Middle School and Geographic Area; 8 Physical Education; 15 Physical Education and Geographic Area; 1 Agriculture and Geographic Area; for a total of 1,407 borrowers.

### **Question 7: Program Evaluations**

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

February 17, 2010

See below.

**Has an evaluation ever been conducted?**

☒ **Yes**

☐ **No**

**If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?**

The EOC normally does an external evaluation each year. For results and primary recommendations of the evaluation, please see the EOC Report for details. Also, an internal review from a fiscal standpoint was completed February 17, 2010. This action was performed to review cancellation provisions of our previously approved loans and to clearly define procedures for cancellations due to teaching. A financial and compliance audit of South Carolina Student Loan, which includes the SC Teachers Loan Program, is conducted annually by an external audit firm.

**Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?**

☐ **Yes**

☒ **No**

**If yes, please provide URL link here.**

**If no, why not?**

N/A

**Question 8:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

Again, the nature of the TLP is such that roughly half of the total appropriations are disbursed to the borrowers' schools in the August-September time frame and again in the December-January time frame.

SCSL has approved \$4,640,518 fiscal year-to-date in order to provide loan funds for Fall and Spring semesters. SCSL has \$2,149,829.00 scheduled for disbursement throughout the remaining months of the fiscal year.

If notification regarding a 5% budget cut or a 10% budget cut were received before December 1, 2011, the second semester disbursements could be reduced pro-rata to all borrowers to accommodate the reduction in the appropriated amount, ensuring all borrowers would receive some funding rather than no additional funding for Spring semester. However, these students are relying upon these funds to pay for their second semester tuition and would be forced to find alternative sources which would place a hardship upon them.

If notification of a budget cut was received after December 1, 2011, then SCSL could not ensure a pro-rata reduction in loan funds. The Program would have no choice but to cut the funding of those borrowers whose disbursements were scheduled later in the academic year by a greater amount than those borrowers who had already received their second semester disbursement or to again request permission to access the EIA Revolving Fund to subsidize the appropriations cut.

**Question 9:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**

If appropriations remained level with the 2012-2013 fiscal year, SCSL would administer the TLP within the appropriated amount, with a first-come, first-approved basis for awarding the loan funds until the appropriated funds were exhausted.

Any changes in the objectives, activities, and priorities of the program would be at the direction of the Education Oversight Committee as governing body for the TLP.

**If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to**

**[mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov)**.



**Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.**

**Question 10: Fiscal Year 2012-13**

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

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

☒ **An increase over the current fiscal year's appropriation**

☐ **A decrease over the current fiscal year's appropriation**

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

\$6.5 million

**If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?**

The student demand for TLP loan funds historically has been in the \$6.5 million range, with this amount of funding always exhausted for that fiscal year. An increase over current year's appropriations would return the Program funds to previous years' level, hopefully ensuring that most of the demand would be met.

**Question 11: Fiscal Years 2010-11 and 2011-12**

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2010-11) and the budget for this program in the current fiscal year (2011-12).

If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	4,000,722	4,000,722
General Fund	0	0
Lottery	0	0
Fees	0	0
Other Sources	0	0
Grant	0	0
Contributions, Foundation	0	0
Other (Specify)	0	0
Carry Forward from Prior Yr	0	0
TOTAL	4,000,722	4,000,722

**Other: Please specify here.**

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services	26,479	27,000
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	3,640,103	3,638,722
Other: Please explain	334,140	335,000
Balance Remaining		
<b>TOTAL</b>	<b>4,000,722</b>	<b>4,000,722</b>
<b>#FTES</b>		

**Other: Please explain here.**

## **EIA Program Report for Fiscal Year 2011-12**

### **Coversheet**

**EIA-Funded Program Name:** SCAS Parent-School Partnership

**Current Fiscal Year:** 2011-12

**Current EIA Appropriation:** \$350,000

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

Craig C. Stoxen

**Telephone Number:**

803-750-6988

**E-mail:**

[craig@scautism.org](mailto:craig@scautism.org)

**Question 1: History of the program: Please mark the appropriate response (choose one):**

**This program:**

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☒ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.**

**Code of Laws:**

SDE-EIA:XI.A.1

**Proviso(s):** (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)

Proviso 1A.31

**Regulation(s):**

N/A

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

- ☐ Yes
- ☒ No

**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)**

Long Term Mission:

1. To facilitate partnerships between school personnel and the parents of students with autism spectrum disorders.
2. To strengthen mutual respect and understanding between parents and school personnel.
3. To join parents and schools in guiding each child toward knowledge and independence.

Annual program goals:

- GOAL 1: To provide a parent mentor to assist with building a working relationship between the school and the parents. At least 85% of those we work with will report the parent mentor assisted in building this partnership.
- GOAL 2: To assist parents in understanding their role as an advocate for their child. At least 85% of parents will report that they have a better understanding of their role as a result of the parent mentor.
- GOAL 3: Model behavior for parents to learn how to express their concerns and desires with the school. At least 85% of parents will report that they feel better able to express their concerns and desires as a result of working with a parent mentor.
- GOAL 4: To provide information about autism to both the parents and the school. Information will be provided to at least 2,500 people during the fiscal year.

**Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?**

**Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.**

**Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.**

**IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?**

The Parent School Partnership program is designed to assist children with autism spectrum disorders to reach their maximum potential in the educational system. Further it is designed to build collaborations between parents and schools, recognizing that each are essential partners in the child's education. SC Autism strives to achieve this by providing:

1. Information and training from a parent's perspective about autism spectrum disorders to families and schools;
2. Providing a parent mentor to assist the family in understanding their role in the Individual Education Team; and
3. Serves as a resource for schools and families.

SC Autism Society worked with 1,515 children with autism spectrum disorders and their families and 42 school districts during the 2010-11 fiscal year. Parent Mentors attended at least one IEP meeting for the majority of these families. At the IEP, our Mentors work with families to understand their role as a member of the team and to help them understand the process.

Additionally, we help families learn how to advocate for their child. Our ultimate goal is to have the schools and the families working collaboratively so that the child receives an appropriate education. SCAS provided staff training in the areas of: Developing Educationally Appropriate IEPs, Updates on Individuals with Disabilities and Education Act (IDEA), and Outreach strategies.

Throughout the year, parent mentors will receive resources and training in IEP development and collaboration. Training for professionals and parents on strategies for designing individualized learning programs that can be implemented both at school and home will be provided.

**Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?**

**Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.**

SC Autism Society Parent Mentors worked with 1,515 children with an autism spectrum disorder and their families. Mentors assisted the families in understanding the education process and in advocating for their child. The intake data revealed that 27% of our referrals came from schools, 41% from doctors, counselors, or other professionals, and 32% from other families.

SC Autism Society worked within 42 School Districts.

SC Autism Society interacted with more than 5,448 school personnel.

SC Autism Society provided information about the Parent School Partnership program to 10,486 unduplicated individuals.



**Question 6: What are the outcomes or results of this program?**

**Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:**

**Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.**

- GOAL 1: 97% of those surveyed reported that they believed the parent mentor helped to build a positive working relationship between the school and the parents.
- GOAL 2: Of those parents surveyed, 92% reported an increased knowledge as to their understanding of their role as an advocate for their child.
- GOAL 3: Of parents surveyed, 93% reported the parent mentor assisted them well in expressing their concerns.
- GOAL 4: Information was provided to 10,486 school personnel and 1,942 families during the fiscal year about information about autism.

### **Question 7: Program Evaluations**

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

Ongoing – we do a randomized phone survey every quarter

**Has an evaluation ever been conducted?**

☒ **Yes**

☐ **No**

**If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?**

We have an internal evaluation that is conducted ongoing. We select families to call based on a predetermined formula and ask a series of questions designed to evaluate our program.

Additionally, our program coordinator analyzes the data collected to look for trends and issues. Our ongoing analysis indicates that we have served more families in urban and suburban areas. We are looking for additional ways to reach out to the more rural areas of the state.

**Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?**

☒ **Yes**

☐ **No**

**If yes, please provide URL link here.**

**If no, why not?**

**Question 8:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

The South Carolina Autism Society would consider the following actions to deal with program reductions during fiscal year 2010-2011:

5 % Reduction Considerations

- \* Reducing mileage reimbursement
- \* Decreasing hours for on-site assistance at SCAS headquarters
- \* Reducing travel for professional development
- \* Reducing allowable phone reimbursement
- \* Reducing printing and supply costs (Program and Administrative)

10% Reduction Considerations

- \* Furloughing all PSP staff (days to be determined)
- \* Decreasing hours across staff (hours to be determined)
- \* Eliminating travel for professional development
- \* Reducing additional printing and supply costs (Program and Administrative)
- \* Closing offices during furlough periods

**Question 9:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**

The South Carolina Autism Society would maintain our current level of service if no additional funding is appropriated. We would continue to analyze the PSP program for ways to improve and refine our services to schools, families, and individuals affected by an autism spectrum disorder. We would continue our efforts to encourage district and family collaboration through the special education process. We would continue to our efforts to hold systems accountable for the delivery of a free appropriate public education for students with disabilities.

**If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to [mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov).**

**Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.**

**Question 10: Fiscal Year 2012-13**

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

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

☐ **An increase over the current fiscal year's appropriation**

☐ **A decrease over the current fiscal year's appropriation**

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

**If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?**

**Question 11: Fiscal Years 2010-11 and 2011-12**

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2010-11) and the budget for this program in the current fiscal year (2011-12).

If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	350,000	350,000
General Fund	0	0
Lottery	0	0
Fees	17,732	19,700
Other Sources	0	0
Grant	30,056	32,000
Contributions, Foundation	12,000	33,000
Other (Specify)	0	0
Carry Forward from Prior Yr	0	0
TOTAL	409,789	434,700

**Other: Please specify here.**

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	259,397	265,000
Contractual Services	0	0
Supplies and Materials	28,250	32,000
Fixed Charges	74,125	74,125
Travel & Mileage	20,520	25500
Equipment	0	0
Employer Contributions	0	0
Allocations to Districts/Schools/Agencies/Entities	0	0
Other: Please explain	38,367	38,075
Balance Remaining	0	0
<b>TOTAL</b>	<b>420,658</b>	<b>434,700</b>
<b>#FTES</b>	<b>7.75</b>	<b>7.75</b>

**Other: Please explain here.**

Training and workshops

## **Our History**

South Carolina's Coalition for Mathematics and Science (SCCMS) operates as a Center within the College of Engineering and Science at Clemson University. The Coalition's tax-exempt status comes from Clemson University and the Clemson University Foundation. In 2009, at the request of the SC Department of Education, SCCMS took on the role of managing the statewide STEM infrastructure formerly known as the South Carolina Statewide Systemic Initiative for Mathematics & Science and now called S<sup>2</sup>TEM Centers SC.

The South Carolina legislature has allocated funding for the math and science centers since 1993. Funding peaked at ~\$4 million annually in 2001 (as measured in 2011 dollars).

## **A 5 Region Model for a Functional STEM Infrastructure**

\$2.8 million annually would fully fund five regional S<sup>2</sup>TEM centers and SCCMS. This infrastructure would function best as a public/private/fee-for-service funded, not-for-profit entity. As such, we are seeking only a base of recurring funding of \$1.75 to \$2 million from the State and committing to generating additional funding through grants, contracts and service fees. Our 3-year commitment of \$250,000 annually from Boeing and ~\$400,000 in fee-for-service revenue indicate our capacity to engage partners.

## **Outputs**

**Advocacy** - Through events like our recent STEM Summit, SCCMS has proven that we can engage a diverse community seeking information about the economic development, national security and personal learning aspects of STEM education.

**Action** - Fully funded, each of the five S<sup>2</sup>TEM centers would have the capacity to annually deliver ~9,000 hours of support for innovation, research and implementation in STEM education. Historically, our specialty has been in assisting schools with implementing curriculum standards. Specific actions have been informed by the interests of our funding partners and enacted through the expertise of our centers' staff.

## **Outcomes**

Our analysis of PASS and End of Course data indicate that currently failure (as measured by identified need for further instruction) outpaces success by approximately a 2:1 ratio in math and a 3:2 ratio in science. However, changing the outcomes of instruction for 100,000 students can flip these ratios. It is important to note that 100,000 successes do not make failure in mathematics and science go away. They do move failure from the expected to the exception. That shift in perception is necessary to gain enough traction across the entire state to make the problem of poor performance in STEM content areas be seen as solvable. Thus, the outcomes we would want to be measured against are directly related to student learning in STEM content areas. We have enacted this intention in our Boeing funded research initiative: *Inquiring Minds: Reading to Learn and Innovate in Mathematics and Science* proposal.



## **EIA Program Report for Fiscal Year 2011-12**

### **Coversheet**

**EIA-Funded Program Name:** School Improvement Council

**Current Fiscal Year:** 2011-12

**Current EIA Appropriation:** \$127,303

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

Cassie Barber

**Telephone Number:**

803- 777-7658

**E-mail:**

[barber2@mailbox.sc.edu](mailto:barber2@mailbox.sc.edu)

**Question 1: History of the program: Please mark the appropriate response (choose one):**

**This program:**

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☒ Other – mandated by state law since 1977 Education Finance Act

**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.**

**Code of Laws:**

Education Finance Act; Education Improvement Act; Act 135; Education Accountability Act

59-20-10;59-24-50;59-5-150;59-26-20;59-141-10;59-18-1310;

59-18-900;59-18-1500

**Proviso(s):** (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)

Section 1A (H 63 - Department of Education; EIA); Section 15 (H 45 - University of South Carolina)

**Regulation(s):**

43-261 relates to shared decision making for SICs in district and school planning

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

☐ Yes

\_x\_\_No

**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)**

The S.C. General Assembly created School Improvement Councils (SICs) as part of the 1977 Education Finance Act. The original intent behind these Councils was to provide local accountability and involvement in the investment of tax dollars in public education. A variety of additions to state laws and regulations over the last 30 years have increased the status and responsibilities of Council members, which include parents, teachers and high school students (elected by their peers), administrators, and non-parent taxpayers from the local community in each of the state's 1,100-plus K-12 public schools. SICs provide an infrastructure to engage the general public in the governance and support of their local public schools with little or no cost to their home school.

The S.C. School Improvement Council (SC-SIC) provides the member training, technical assistance, statutory accountability, and operational resources vital to the continued success of these local SICs.

In early 2011 the SC School Improvement Council Board of Trustees met to review and revise the organization's strategic plan which was formulated in 2008. The Board and staff, in consultation the Department of Education Leadership and Policy in the College of Education at the University of South Carolina developed a vision to expand the office of SC School Improvement Council to reach beyond the facilitation of local School Improvement Councils to other programs and activities that promote and support overarching purpose of the councils and open the door to additional funding and partnerships.

SC School Improvement Council will function as an umbrella office for the administration of School Improvement Councils and other programs, currently including the SC Education Policy Fellowship Program.

The vision of SC-SIC is "to promote and support civic engagement for quality public education in South Carolina."

The mission of the SC School Improvement Council is to facilitate meaningful parent and community involvement in our state's public schools by providing resources, tools and strategies to local School Improvement Councils and other stakeholder groups.

The SC-SIC Board of Trustees voted to undertake three goals to advance the organization's vision and mission.

- 1) Advance recognition and support of SC-SIC and local SICs at all levels within the statewide education community.

- 2) Develop a more robust infrastructure at the state level supporting the Vision and Mission of SC-SIC and the efforts of local SICs across the state.
- 3) Diversify and grow the funding base for SC-SIC to increase available resources and stabilize support.

The SC-SIC staff and Board of Trustees are committed to the ambitious vision of making civic engagement in public education a reality statewide. However, due to budget reductions faced throughout state government in recent years, SC-SIC has had to focus on its primary responsibilities of availing services to all SICs, to include member training and resources, so that Councils have access to the tools to properly convene, work effectively, and meet their goals. SC-SIC has taken steps to provide accountability mechanisms to compel administrators and school board members to acknowledge their responsibility for complying with the laws requiring them to convene SICs, and with providing training opportunities on the local and district levels so that SIC members receive instruction and insight into their vital roles on their SICs. At the same time, and over the years to come, SC-SIC will raise awareness with all stakeholders that including the public in school governance in a meaningful manner is critical for the success of public education in South Carolina. The complete strategic plan update with current activities noted is attached.

**Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?**

**Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.**

**Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.**

**IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?**

Four goals provided the umbrella for SC-SIC activities last year:

1. Expand the public's awareness of the role of School Improvement Councils in the improvement and accountability process;
2. Increase access to information, training and assistance to all SIC members statewide;
3. Provide a variety of opportunities for assistance and training to all SICs and especially for the Palmetto Priority Schools;
4. Partner with groups and organizations to contribute to school improvement and accountability by leveraging civic engagement.

1) Efforts to raise the visibility and status of SICs and SC-SIC appear to be succeeding. Local SIC members report increased activity and improved relationships with administrators. On the state level, interest in serving on the SC-SIC Board of Trustees has increased significantly and the quality of those serving on the Board is impressive. Members include parents, civic and business leaders, educators and former educators, a local school board member, a former legislator, and a current and former state Department of Education deputy superintendent.

News media statewide have begun to understand the value of resources made available to local schools through SICs and have increased their coverage of SIC activities on both the state and local levels. The advent of social media has also provided new platforms for communication and public awareness of public education issues in general and SICs in particular. SC-SIC has a presence on Facebook and Twitter and also makes use of Pitch Engine for media releases. No release has received less than 100 "hits" since the program has begun to make use of this free Worldwide Web tool.

SC-SIC also began publicly collecting the "SIC Reports to the Parents" that local Councils are required by law to develop and disseminate each year by requesting each school to upload an electronic copy to the SC-SIC Member Network. Many SICs are electing to distribute their Reports only by electronic means, a practice which is discouraged by this office. We suggest that the "Report to Parents" be posted on the school website, the SIC website, and also that a minimum number of hard copies should be printed for use in promoting the school and to disseminate to those

parents who lack internet access. Compliance with posting the Reports to the SC-SIC Member Network was spotty this year and experience has taught us that it will take about three years before the majority of schools will comply with this request. These Reports are important because they capture the activities and accomplishments of local SICs on behalf of their schools. A major impediment to gathering the information and data contained in these reports is that some districts have instructed their schools not to create these Reports and have replaced them with district level reports. SC-SIC is actively working to educate district personnel that this practice does not meet the standard in the South Carolina Code of Laws and also diminishes the autonomy of individual SICs. This is the only formal measure of local SIC activity provided for by law and SC-SIC is working to ensure that this information is captured and utilized for continued school improvement. This activity has no additional cost for schools or districts other than making a minimum number of copies of the Report.

2) Working through the SC-SIC Member Network database, SC-SIC continued to uphold the expectation of membership accountability for SICs. For 30 years the state office did not have the capacity to monitor compliance with state mandates of the more than 1,100 local SICs. The advent of a new SC-SIC database system in September 2007 allowed the state office to monitor the membership composition of every SIC in the state for the first time in the organization's history. The SC-SIC Member Network not only collects membership records, it also provides reports for review by principals, superintendents, school board members, and the general public, informing them about SIC compliance with the state statute regarding membership composition. This new technology has greatly improved local accountability regarding membership and we anticipate the same accountability regarding the "Report to the Parents" in the near future.

SC-SIC continued development of an online clearinghouse of resources that can be accessed by SIC members statewide to assist them with goal attainment. (See number 3 below for additional information.) The state office also introduced new training opportunities to assist SICs to establish goals based on their school's strategic plan; another focused on leadership skills and a third designed to improve communications with the greater school community.

The SC-SIC website, <http://sic.sc.gov>, is a primary resource for SICs. The site is the home of the SC-SIC Member Network and is an easy, responsive method of keeping SIC members up-to-date on current issues and providing them with the latest resources and technical assistance. The website provides an additional opportunity for accountability; staff posts all training information, including the number of attendees, which is retained and can be reviewed by the public.

SC-SIC's current budget cannot support trainings conducted by its staff in all 83 school districts, yet internal and external evaluations of SC-SIC services reflect a strong need for face time with staff. While SC-SIC has been successful in using technology to share resources and assess accountability, there is no substitute for the positive return on personal relationship building and one-on-one time spent with constituents. In an effort to meet this need and provide SIC members with choices, ALL

trainings conducted by staff are open to any SIC member without regard to their district. Additionally, SIC District Contacts in each school district have the opportunity to be trained in "The Basics" and can be certified to offer this training locally through a train-the-trainer model. These strategies allowed for maximization of the number of SIC members trained statewide. The 2011 SC-SIC Annual Conference featured a speaker from the National Network of Partnership Schools who was very well received. SC-SIC produced and mailed the *Council News* newsletter twice a year, which was also posted online and was supplemented with a periodic emailed update called *SIC Clips & Quips* which was distributed seven times last year via an email listserv and also posted on the SC-SIC website.

3) A one time grant from the SC Department of Education allowed SC-SIC provided on-site training and technical assistance to each of the state's Palmetto Priority Schools (PPS). They received specific guidance on the achievement of benchmarks developed to ensure that each PPS understands the foundation needed to convene and facilitate a productive School Improvement Council. "Basics" SIC training was made available in each school district containing a PPS. Five schools were chosen to receive in-depth goals training assistance. Considerable staff time is devoted to this particular population of schools. A full report on the activities associated with this grant is attached.

4) SC-SIC has worked creatively and collaboratively to provide SIC members statewide with access to training and other resources beyond those offered by this office to assist local SICs in the achievement of their established goals through a new clearinghouse established two years ago via the website. Agencies and organizations are invited to post their available resources with approval of this office for a period of one year, at which time their posting is updated or removed. The clearinghouse is arranged by topic and includes detailed information including contact information, class size limits, fees and other information. At this time postings are limited to government and non-profit entities and most are free.

SC-SIC staff continues to work collaboratively with higher education and all the major state agencies, organizations, non-profits and associations that focus their efforts on public education or other activities providing social supports for children and families. Unfortunately many of the offices and programs at the SC Department of Education that partnered with this office to provide resources for SICs were eliminated in FY 2010-11.

All of the above will be continued in FY 2011-12 along with the addition of some complimentary activities. SC-SIC successfully coordinated the SC Education Policy Fellowship Program and was awarded a new contract for FY 2011-12. This nationally recognized 10-month professional development program initiated by the Institute for Educational Leadership in Washington, DC fosters emerging and established leaders from across the state with a focus on education policy, leadership, and networking. Seventeen Fellows were graduated in 2011 and 18 Fellows have been accepted into the Class of 2012. Two SC Fellows recruited by this office are now in the inaugural class of the Global Education Policy Fellowship Program.



**Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?**

**Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.**

The SC-SIC strategic plan goals call for myriad strategies and activities to achieve its mission and vision. It is a living, breathing, responsive document that is regularly reviewed and revised due to challenges arising from such outside influences as the economic recession and changes in leadership at the SC Department of Education and within the USC College of Education. SC-SIC also strives to be responsive to the changing needs of schools and districts. The state office continues to provide the primary services to local Councils set forth in statute as it looks for innovative and cost-effective ways to improve and expand service delivery.

Below are details regarding accomplished/ongoing strategies tied to each goal in the strategic plan:

Goal 1: Advance recognition and support of SC-SIC and local SICs at all levels within the statewide education community.

- A) Collaborate with SCDE's Office of School Effectiveness to engage principals and leverage SIC buy-in
  - Principal Induction
- B) Present workshops at state-level conferences
  - SCASA (SLI)
  - SCSBA
  - Parents Anonymous
- C) Coordinate SC Education Policy Fellowship Program (SC-EPFP)
- D) Actively monitor and engage General Assembly
  - Develop/leverage Board inventory
  - Testify before legislative committees as appropriate
  - Encourage development of local SIC advocacy committees
  - Train local SICs and other stakeholders on advocacy issues
- E) Establish web and social media presence to build SC-SIC brand and resources
  - Comprehensive and informative website
  - Use of Facebook and Twitter
  - Use of PitchEngine for media releases
- F) Use various communications to build SC-SIC brand
  - *Council News*
  - *SIC Clips & Quips*
  - "Power of Many"
- G) Continue Riley School Improvement Award process

Goal 2: Develop a more robust infrastructure at the state level supporting the Vision and Mission of SC-SIC and the efforts of local SICs across the state.

- A) Implement train-the-trainer model
  - SC-SIC District Contact Meeting
  - Training materials posted to web
- B) Develop additional training modules
  - SIC Leadership
  - Communicating With the Greater School Community
  - Find Your Parent Voice
  - SIC Goal Setting
- C) Staff and Board development
  - Web design training/certificate
  - Riley Institute DLI
  - New Board member recruitment
  - New Board member orientation
  - Director coordinates SC Education Policy Fellowship Program
- D) Use of various communication tools
  - *Council News*
  - *SIC Clips & Quips*
- E) Increase use of volunteers in office initiatives
  - Attend and report on various legislative meetings
    - Philanthropic community

Goal 3: Diversify and grow the funding base for SC-SIC to increase available resources and stabilize support.

- A) Establish and promote designated giving to SC-SIC
  - USC Foundation
  - Web presence
  - Communications tools
- B) Identify and pursue partnerships to increase funding base
  - SCDE
  - SC-EPFP
  - Riley Institute
  - Children's Trust
  - SC Education Policy Center
  - USC College of Education Grants Office

#### **Question 6: What are the outcomes or results of this program?**

**Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:**

**Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.**

Just as it can be challenging to quantify the direct effect of family and community engagement on student achievement – yet we clearly know it is critical – it can also be difficult to adequately express the value of the

state office in assuring that School Improvement Councils continue to exist and improve in their function and effectiveness each year. Without the consistent, high-quality training, information, resources, and advocacy provided by the state office, local Councils would soon cease to exist.

A review of the activities of SC-SIC in the Outputs section of this document reveals the level of engagement within the statewide education community in achievement of our vision, mission and goals.

In an effort to provide accountability regarding the activities of this office, all training information including dates, locations and attendance are captured and retained on our website and is always available for public review. Transparency was in effect at SC-SIC prior to the election of Governor Nikki Haley and it is easy for any citizen to view the activities and outcomes of this office with a quick visit to the organization's website. Below are a few statistics from the previous calendar year from the SC-SIC publication "The Power of Many" which is attached:

Total SIC Members Statewide - 14,479  
Total Local SICs Statewide - 1,117  
Total Individuals Trained in Person - 1,550  
Estimated Technical Assistance Contacts (email, on-site, phone) - 8,590  
Handbooks Disseminated - 13,000  
Newsletters Disseminated - 17,000  
Percentage of SICs in Compliance with Membership Statue - 90%  
Estimated Volunteer Hours for SIC Meetings - 231,648  
Estimated Value of Volunteer Hours (Meeting time only!) - \$3.77 million

In FY 2010-11 SC-SIC secured additional funding to offset budget reductions in the amount of \$35,000 from the SC Department of Education to provide training to the Palmetto Priority Schools and \$5,000 from the SC Education Policy Fellowship Program for facilitation of that program. A small sponsorship of \$2000 from The Children's Trust of South Carolina also allowed the inclusion of a national level speaker at the 2011 SC-SIC Annual Conference with nearly 200 in attendance.

More than 7,000 SIC members and other interested citizens are included on the SC-SIC listserv and they receive appropriate information throughout the year. Examples can viewed on the SC-SIC website on the "Publications and Downloads" page under *Clips & Quips*.

### **Question 7: Program Evaluations**

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

December 2006

**Has an evaluation ever been conducted?**

☒ **Yes**

☐ **No**

**If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?**

The 22nd annual reporting on the state's Education Improvement Act of 1984, "What is the Penny Buying for South Carolina?," prepared by the Evaluation Section of SCDE's Office of Research, gave solid marks to the SC-SIC for its value to the engagement of local constituencies in the life of their schools and demonstrated efficacy in the provision of services and training to SICs of the increasing number of schools rated as "unsatisfactory" on the S.C. School Reports Cards. The evaluation cited historical survey data from local SIC chairs and school principals on the significant level of usefulness of SC-SIC training, services and other resources to local SIC goals and missions related to continuous school improvement and civic engagement in public education.

The evaluation recommended increased funding for the SC School Improvement Council to expand services and access to resources for districts and local SICs. The report also supported the reopening of regional offices of SC-SIC which were closed due to funding reductions.

**Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?**

☒ **Yes**

☐ **No**

**If yes, please provide URL link here.**

The SC-SIC evaluation is contained in the SCDE report, "What is the Penny Buying in South Carolina?," and can be viewed on the SC-SIC website at <http://sic.sc.gov/publicationsanddownloads/Documents/PENNYBUY2006.pdf>

**If no, why not?**

**Question 8:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

SC-SIC is seeking external funding through grants, contracts and donations. If SC-SIC experiences even an additional 5% cut in funding during the current fiscal year and none of the efforts to obtain additional funds have succeeded, there will be no choice other than to furlough and/or reduce staff. All adjustments to budget allocations that could be trimmed, eliminated or innovated to accommodate budget reductions have already been exercised.

**Question 9:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**

If no additional EIA revenues are allocated to SC-SIC, staff will be cut and services will be reduced. In FY 2010-11 SC-SIC finally received some additional funding to help the office provide services to the Palmetto Priority Schools. SC-SIC was mandated by proviso for a number of years to provide targeted assistance to our most underperforming schools. No additional funding was ever allocated for this purpose until a special contract from the Office of Special Projects at SCDE was signed just last year. That contract allowed us to go beyond "basic" services to much needed in-depth goals training, attendance at local SIC meeting to provide leadership guidance and support and additional resources for principals and chairs. Funding for the Office of Special Projects was slashed for 2011-12 and this contract has not been renewed.

SC-SIC has been committed to providing extra services for our most at-risk schools for over a decade. Last year the proviso mandating these activities was removed. This office still recognizes the needs in these schools and has a strong desire to continue this service. Unfortunately we have ended those targeted services for the current school year and if additional funding is not secured mid-year, additional services will be cut. We have already reduced the size of the SIC handbook, "The Basics," to reduce costs and no newsletters will be printed and mailed this year. No annual conference is planned for this year. The next reduction will come in the number of on-site trainings SC-SIC can deliver. Feedback from schools, districts and individual Council members tells us that face-to-face contact is highly effective and valued. It is unclear how a reduction in on-site services will affect local SIC effectiveness and outcomes. This office is on the cutting edge of most technology and has made excellent use of all that is available. However, there is a limit to how much human contact and relationship building can be replaced by technology and still have the desired result.

**If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to [mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov).**

**Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.**

**Question 10: Fiscal Year 2012-13**

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

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

☒ **An increase over the current fiscal year's appropriation**

☐ **A decrease over the current fiscal year's appropriation**

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

149,768

**If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?**

SC-SIC respectfully and urgently requests a minimum increase in funding with the restoration of the 15% cut enacted for FY 2011-12. This reduction was due to SC-SIC EIA funds being routed through the SC Department of Education. This reduction subjected SC-SIC, which is located within the College of Education at the University of South Carolina, to the across the board cuts instituted at the SCDE, even though SC-SIC is independently administered. At this writing SC-SIC has made a request to the College of Education for assistance in offsetting this latest devastating reduction. If this request is not granted staff will be laid off and direct services to local School Improvement Councils will be reduced.

Decades of research clearly demonstrates that education reforms will come up short if families and communities are not engaged in those reforms and the daily fabric of the lives of our schools and our children. SC School Improvement Council is the ONLY statewide entity advocating and working for these key education stakeholders - alongside the professional education community and elected administrations.

Attention should be given to restoring baseline EIA appropriations of \$149,768 for SC-SIC. We are fortunate in South Carolina to have a legislatively mandated infrastructure for providing crucial parent and community involvement. Without the constant support of this office the more than 1,100 local School Improvement Councils would quickly disappear. New members are elected and appointed to local SICs every year. Building principals and district administrators change.

Legislation is amended and new legislative issues impacting public education arrive on the scene during each session. Given this constant



flux, local SICs require a central entity for ongoing training, resources, information, and accountability to state statute. Local Councils cannot fulfill their legal and moral obligations to their schools and communities without such technical assistance, guidance and oversight. They cannot effectively stand or operate on their own. Only SC-SIC is equipped to provide these services in South Carolina, and as such, it should be valued, funded, and supported to the greatest extent possible. The EOC, in its "Principles of School Funding Systems," voiced its support of such effective partnerships of families, community members and educators to address the pressing needs of our schools.

It is human nature to attend to those activities that are being tested or at least observed and supported. Without the state SC-SIC office to keep the focus on convening and actively using our Councils, many school administrators would simply let them wither on the vine. For a few, the loss of an SIC would be a relief because they prefer to maintain control and keep parent and community involvement at bay. For most, the loss of focus and support of SICs would stem from benign neglect as their attention is demanded elsewhere with no entity to provide support, guidance, advocacy and resources to assist them. As with any infrastructure, it must be adequately supported and maintained. Local SICs are a volunteer army and paid staff is required to nurture, educate, and inspire that army which is so desperately needed by our children and schools. SC-SIC plays a unique and vital role in educating our state's children through its work with local SICs and must be maintained.

While the requested FY 2012-13 appropriation of EIA funds of \$149,768 is not nearly at the level that in an ideal world would fully support the efforts of SC-SIC, we operate in the real world. Economic situations currently dictate funding at a less than ideal level. SC-SIC will continue to provide valuable and valued services to the state's K-12 public schools, and their communities, and to promote and support civic engagement for quality public education in South Carolina. However, with no increase in EIA funding over last year's appropriation, the state SC-SIC office will not be able to provide its vital services at a level which local Councils, schools, parents, students, and indeed South Carolina's taxpayers, expect and deserve.

**Question 11: Fiscal Years 2010-11 and 2011-12**

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2010-11) and the budget for this program in the current fiscal year (2011-12).

If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	149,768	127,303
General Fund		
Lottery		
Fees		
Other Sources	100,000	100,000
Grant	35,000	8,000
Contributions, Foundation	500	1,000
Other (Specify)	2,000	
Carry Forward from Prior Yr		
TOTAL	287,268	236,303

**Other: Please specify here.**

Sponsorship from Children's Trust for Conference Speaker.

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	182,805	182,805
Contractual Services	7927	13,149
Supplies and Materials	17,000	10,095
Fixed Charges	70,036	75,515
Travel	9500	8,100
Equipment	0	0
Employer Contributions	0	0
Allocations to Districts/Schools/Agencies/Entities	0	0
Other: Please explain	0	0
Balance Remaining	0	0
<b>TOTAL</b>	<b>287,268</b>	<b>289,664</b>
<b>#FTES</b>	<b>3</b>	<b>3</b>

**Other: Please explain here.**

# **SC-SIC END-OF-YEAR REPORT FOR PALMETTO PRIORITY SCHOOLS**

## **On-site Visits and SIC Basics Trainings June 30, 2011 (Revised July 19, 2011) Conducted by Diane Jumper**

Onsite visits began in August 2010, with 37 Palmetto Priority Schools assigned to me. Initial on-site visits occurred in 36 of the 37 Palmetto Priority Schools served during the early fall. (The 37<sup>th</sup> principal was unavailable for meeting with me despite numerous contacts.) Discussion with principals and/or their designees occurred about benchmarks achieved last year, anticipated benchmarks to be met during 2010-2011, membership requirements with tips shared for election/appointment of potential SIC members, balanced representation, ex-officio membership, numbers of meetings held per year, bylaws, functions of the council, and training needs. This discussion served as informal training for those principals who were not cognizant of various statute requirements/SIC responsibilities. (Benchmark achievement data for 2009-10 had been sent to principals and copied to district contacts and superintendents in early fall.)

Packets for the principal and for the SIC chair containing copies of the benchmarks, sample calendar with monthly tasks designated, sample agenda, tips for effective meetings, Riley Award Winner sheets detailing project ideas for councils, sample bylaws, tips on crafting the annual Report to the Parents, a family information survey, a coordination sheet indicating how Title I and SIC may be combined into one committee, and a grid for determining SIC membership were left with the principal. These packets, along with questions and concerns, were addressed and discussed with principals (several of whom had additional school personnel available for the meeting).

The Basics/Roles & Responsibilities training was presented at the District Contact meeting and in Allendale, Barnwell 19, Beaufort, Charleston, Clarendon 1, Colleton, Dillon 2, Fairfield, Florence 3, Florence 4, Greenville, Hampton 2, Jasper, Lee, Marion 7, Marlboro, Richland 1, Spartanburg 7, and Williamsburg districts. All Palmetto Priority Schools except Hardeeville Middle/High and Colleton Middle participated in training either within the district or at SC-SIC's Spring Conference.

Second visits were scheduled and held during January/February to determine progress to date in all 37 Palmetto Priority Schools. Several SICs were reactivating from "ground zero." I was particularly pleased to see Creek Bridge High's new principal invite the community to participate in School Improvement Council, with outstanding participation that led to a list of anticipated improvements for the school and community. (The previous principal maintained for years that he could not get his community and parents to participate, and the SIC was virtually non-existent. By simply allowing parental/community involvement, the new principal garnered valuable support for the school.) Most other councils continued to progress and appeared actively engaged, as per the visits with the principals/chairs. Technical assistance through emails, phone calls and letters continued, with 623 contacts documented. (This is lower than actual numbers; I know that I missed documenting some phone conversations and emails.)

Goal-setting training was scheduled for the five schools that volunteered to take their councils to the next level, and I visited actual SIC meetings to determine readiness for this training. Allendale-Fairfax High's meeting was a pleasant surprise as I watched a very active council participate in decision-making and share good suggestions with the principal there, particularly with respect to budget cuts and how they will affect the district. Whale Branch Elementary's meeting was not as organized as I

would have wished, but to have the SIC meeting regularly is a positive that we have encouraged for years. Until the current Whale Branch principal, previous administrators had not made parental/community engagement a priority. Eau Claire's meeting included a large group of engaged parents and community and was a celebration of accomplishments to date. Sanders Middle School has always been a pleasure to work with because of a dedicated and competent principal who has promoted SIC principles and efforts. Lee Central Middle was the big disappointment, with only 2 members originally showing up for the meeting until administrators went out to round up faculty and parent volunteers to sit in on the meeting. The principal there does not seem as supportive of efforts as do many other principals, with an assistant principal assigned the oversight of the SIC there.

Reminder letters concerning achievement of benchmarks were sent to all PPS principals in late January and again in May with one or more follow-up phone calls in June to all principals to remind them of the June 15 deadline for documentation. After June 15, benchmark achievement was reviewed, with results to be shared with principals, district contacts, and superintendents.

Submitted to date by the 37 schools/SICs is this documentation:

35 schools/SICs now have bylaws on file (6 need minor revision);

33 schools/SICs submitted both fall and spring samples of minutes, with an additional 2 submitting only fall minutes and 1 submitting only spring minutes, leaving 1 who submitted nothing;

35 schools/SICs updated their membership in our database, indicating statutory compliance regarding elected/appointed membership;

32 schools/SICs submitted their Report to the Parents and an additional school sent their report card with its cover letter;

32 schools/SICs submitted their Fall 2011 Report Card Narrative.

Principal leadership continues to be a vital factor for effective functioning of the council, and we were fortunate to see a number of the PPS principals committed to parental involvement and community engagement.

# Synopsis of Goals Training Sessions

**Lee Central Middle School – Lee County Schools**  
**Tuesday, March 1, 2011**

SIC Members Present:

Dietra Johnson, Principal  
Patricia Frierson, Teacher  
Cheryl Roycroft, Teacher  
Lawanna Wilson, Parent  
Deitra Johnson, Principal  
Mary Randall, Assistant Principal  
Geneva Pearson, Parent Guest  
Cheryl Simms, Guidance Counselor Guest

SC-SIC Staff Present:

Cassie Barber  
Tom Hudson  
Karen Utter

Training was scheduled for 3:00 PM until 5:00PM. Staff expressed concern to Principal Johnson regarding this time frame due to concerns that parents and community would be unable to attend, but we were assured this is the usual meeting time for the SIC.

When staff arrived the room for the meeting was not set up. By the time the equipment and supplies arrived and the SIC members were called in via the school intercom, the start time was delayed by half an hour. Staff attempted to move the training forward quickly and effectively to make up for the lost time but the principal was called out of the room repeatedly and vital information she was asked to provide prior to the training was missing. This necessitated an additional break while the assistant principal searched for the needed material.

The SIC identified three overarching goals for the next school year:

- Increase parent involvement (the only goal identified for the current year)
- Improve student engagement in learning
- Advocacy for public education in general and teachers in particular

Staff guided the SIC in applying the resources identified during the session to three goals and introduced them to additional resources available through the SC-SIC along with strategies for locating assistance locally. The SIC was directed to review and prioritize the specific items identified for improvement and group them under the three goals along with resources for education and action. Staff also offered to return for additional training with the SIC if desired.

SC-SIC staff are concerned that the principal did not appear to place much importance on the meeting as evidenced by her lack of preparation and participation in the meeting. The SIC did not seem cohesive and no community members were present. The members present who were identified as parents appeared to be staff members who also happen to be parents of students and two of them were neither elected nor appointed members of the SIC. This shows a lack of inclusion and parent and community input on this council. It is clear this SIC needs additional professional support and

guidance if it is going to make meaningful contributions to the school and additional support is needed from the principal.

**W.G. Sanders Middle School – Richland One School District**  
**Monday, March 7, 2011**

**SIC Members Present:**

Andrenna Smith, Principal  
Jacquelyn Stewart, Parent (Chair)  
Racquel Dobbs, Parent  
Herasheia Dozier, Teacher  
Margaret Harper, Community member  
Mary Brooks, Teacher (Guest)  
Sanders, Deborah, Community member (Guest)  
Ramona Mack, Teacher (Guest)  
Laquisha Pinkney (Guest)

**SC-SIC Staff Present:**

Cassie Barber  
Tom Hudson  
Karen Utter

Training was scheduled for 4:30 PM to 6:30 PM. The SIC provided the equipment and materials requested, and also set out a catered dinner for SIC and Staff. The start of the meeting time was delayed as the SIC preferred to sit and eat first rather than have a working dinner. Once the meeting was underway, however, SIC members were engaged in the work of the training and Staff were able to complete the training within the allotted timeframe.

Coming into this training, the SIC had identified a general goal of increasing parent and community involvement in the school with a specific focus on developing additional school/community partnerships. It demonstrated significant strides in this area, describing partnerships it had developed with non-profit community groups such as The 100 Black Men of Columbia as well as neighborhood businesses such as Food Lion.

Staff encouraged the SIC to build on its successes and guided the SIC in identifying additional specific goals under the general overarching goal of increased parent and community involvement, including (1) outreach to disengaged parents using improved and innovated techniques, and (2) improving “customer service” at the school’s main reception desk by having it serve as a clearinghouse for parent information.

In addition to assisting the SIC in forwarding its central goal for the current year, Staff guided the SIC in identifying several additional overarching goals under which the SIC may want to address one or more of the specific items of concern or opportunities for growth that they had identified earlier in the training. These broad goals included (1) advancing the use of technology at the school; (2) promoting more actively engaged learning techniques in the classroom; (3) improvements to the physical school facility/parking lot/grounds; and (4) advocacy for public education in general and school needs in particular.

SC-SIC staff directed the SIC to review and prioritize their specific concerns and opportunities and to group them under the broad goals identified along with resources for education and action. Staff introduced the SIC to additional resources available through the SC-SIC along with strategies for locating assistance locally. Staff also offered to return for additional training with the SIC if desired.

The SC-SIC staff found this SIC and school principal to be interested and engaged in the training process. The presence of the SC-SIC staff as a facilitator appeared to assist the members present in communicating concerns in a constructive manner. The principal had expressed some reservations prior to the training due to concerns about one of the SIC members who had been highly critical of the school. Following the training Principal Smith stated she believes that SIC member will now be a contributing member of the team because she felt heard and understood during the training and left with a specific job that she was excited about. The overall atmosphere of the meeting was positive throughout, and members expressed this to Staff after the conclusion of the meeting.

**Whale Branch Middle School – Beaufort County School District**  
**Tuesday, March 15, 2011**

**SIC Members Present:**

Don Doggett, Principal  
Shelita Evans, Parent (Co-Chair)  
Latoya Scott, Parent (Co-Chair)  
Mary Leigh Schimmell, Teacher  
Judge Kline, Community member  
Barbara Kulisek, Assistant Principal  
Stacy Driscoll, Teacher (Guest)

**SC-SIC Staff Present:**

Cassie Barber  
Tom Hudson

Training was scheduled for 5:00 PM to 7:00 PM and began on time. The SIC provided the equipment and materials requested in the school's media center.

Coming into this training, the SIC had identified several general goals: improve black male achievement; improve the school's front entrance; and strengthen student support systems (PBIS). The SIC also had at its disposal six school renewal plan update goals: (1) increase student achievement within five years to exceed state and national levels; (2) ensure best practices and resources in learning, teaching and leadership consistently and equitably across the school system; (3) actively engage community and stakeholders in school; (4) provide resources for appropriate learning environments; (5) ensure a safe and healthy learning environment; (6) develop practices, processes and technologies for open, frequent, transparent and effective communication, both internally and externally. Additionally, the school's principal provided a list of several turnaround plan goals focusing on student achievement in ELA and Math, principal instructional leadership and district instructional support.

The SIC was encouraged by staff to build upon its work in the current school year and guided the SIC in identifying additional specific goals under the general overarching goals above, including (1)



improved outreach and communication with parents and the greater school community, and (2) utilizing community resources to help improve the school's physical environment.

Additionally, staff assisted the SIC in identifying several additional goals under which the SIC may want to address one or more of the specific items of concern or opportunities for growth that they had identified earlier in the training. These broad goals included (1) working to achieve a greater level of parent comfort with technology, and identifying avenues to improve parent access to technology in the home; (2) utilizing various approaches with the media and the community to counteract the generally negative public perception of the school; (3) increasing the quality, frequency and timeliness of communication regarding school events; and (4) taking additional steps to acknowledge and highlight student and staff performance.

SC-SIC staff directed the SIC to review and prioritize their specific concerns and opportunities and to group them under the broad goals identified along with resources for education and action. Staff introduced the SIC to additional resources available through the SC-SIC along with strategies for locating assistance locally. Staff also offered to return for additional training with the SIC if desired.

Staff found this SIC and school's principal to be very interested and engaged in the training, with a high level of buy-in of both the process and the strategies identified. The presence of the SC-SIC staff as a facilitator appeared to assist the members present in communicating concerns in a very thoughtful and constructive manner. The overall atmosphere of the meeting was positive throughout, and members expressed this to staff after the conclusion of the meeting.

### **Eau Claire High School – Richland School District One Monday, May 23, 2011**

#### **SIC Members Present:**

Rodney Zimmerman, Principal  
Catherine Breland, Parent  
Valerie Jacobs, Parent  
Karen Samuel, Teacher/Parent Coordinator  
Arthur Sass, Teacher  
Mike Jacobs, Community Member  
Lee Carroll, Community Member (Guest)  
Carl George, Community Member (Guest)

#### **SC-SIC Staff Present:**

Cassie Barber  
Tom Hudson

Training was scheduled for 5:00 PM to 7:00 PM. The SIC had provided for the equipment and materials requested for the session.

Prior to the training, the SIC had identified several goals for the 2010-11 school year: (1) increase student academic performance (HSAP, End of Course, SAT, ACT, Graduation Rate, etc.); (2) maintain a safe and nurturing learning environment; (3) increase parental and community involvement; and (4) build stronger partnerships with outside agencies (colleges and universities, businesses, etc.).

Staff encouraged the SIC to build on its successes and guided the SIC in identifying additional specific goals under the general overarching goals of increased parent and community involvement and building partnerships, including (1) identifying a more comprehensive and targeted strategy of communication with parents and community members about the school; (2) clarifying the roles and purpose of the SIC itself, to include empowerment; and (3) thinking bigger as a school community.

Tying in with these goals, participants expressed concern that the school was, despite recent years of various academic successes and an overall improvement in the school's physical environment, having to "live down its past" in terms of public perception. There was also a deep level of concern about the amount of principal turnover in recent years. The current principal is well-liked and respected but is moving to another school following a brief tenure at Eau Claire. The SIC worried that hard fought gains could be lost under new leadership.

Staff guided the SIC in identifying several additional supporting goals under which the SIC may want to address one or more of the specific items of concern or opportunities for growth that they had identified earlier in the training. These goals included: (1) developing a comprehensive multi-media and PR plan to tell the school's true story and foster greater engagement from parents and the community; (2) working to sustain school leadership engendering stable and sustainable momentum; (3) establishing a better working relationship the school's Alumni Association.

SC-SIC staff directed the SIC to review and prioritize their specific concerns and opportunities and to group them under the broad goals identified along with resources for education and action. Staff introduced the SIC to additional resources available through the SC-SIC along with strategies for locating assistance locally. Staff also offered to return for additional training with the SIC if desired.

Staff found this SIC to be interested and engaged in the training process, and committed to undertaking the goals identified with the new principal (to be selected in the near future). The presence of the SC-SIC staff as a facilitator appeared to assist the members present in communicating concerns in a constructive manner. The overall atmosphere of the meeting was positive throughout, and members expressed this to staff after the conclusion of the meeting.

### **Allendale-Fairfax High School – Allendale**

This high school is struggling to deal with exceptionally high principal turnover. SC-SIC Staff found it difficult to schedule training at this school – even though they had requested it – due to the change in leadership and poor communications between the principal and the SIC chair. Goals training had to be rescheduled due to a misunderstanding at the school level. The training will now be held with the newly-elected SIC and a new principal on Tuesday, September 13 at the request of the current SIC chair, Althea Carter.

# **SC-SIC Strategic Plan, 2011-13**

## **VISION**

To promote and support civic engagement for quality public education in South Carolina.

## **MISSION**

The SC School Improvement Council facilitates meaningful parent and community involvement in our state's public schools by providing resources, tools and strategies to local School Improvement Councils and other stakeholder groups.

## **GOALS**

- 1) Advance recognition and support of SC-SIC and local SICs at all levels within the statewide education community.
- 2) Develop a more robust infrastructure at the state level supporting the Vision and Mission of SC-SIC and the efforts of local SICs across the state.
- 3) Diversify and grow the funding base for SC-SIC to increase available resources and stabilize support.

## **STRATEGIES**

**Goal 1: Advance recognition and support of SC-SIC and local SICs at all levels within the statewide education community.**

Goal 1 End Result: Additional outside support for SC-SIC and local SICs.

### **Goal 1 Accomplished Strategies:**

- A) Collaborate with SCDE's Office of School Effectiveness to engage principals and leverage SIC buy-in
  - Principal Induction
- B) Present workshops at state-level conferences
  - SCASA (SLI)
  - SCSBA
  - Parents Anonymous
- C) Coordinate SC Education Policy Fellowship Program (SC-EPFP)
- D) Actively monitor and engage General Assembly
  - Develop/leverage Board inventory
  - Testify before legislative committees as appropriate
  - Encourage development of local SIC advocacy committees
  - Train local SICs and other stakeholders on advocacy issues
- E) Establish web and social media presence to build SC-SIC brand and resources

- Comprehensive and informative website
- Use of Facebook and Twitter
- Use of PitchEngine for media releases
- F) Use various communications to build SC-SIC brand
  - *Council News*
  - *SIC Clips & Quips*
  - “Power of Many”
- G) Continue Riley School Improvement Award process

**Goal 1 Ongoing Strategies:**

- A) Continue and grow collaboration with SCDE in work with principals
  - Principal Induction
- B) Continue state-level workshop presentations
  - Foster existing partnerships for presentations
  - Examine new avenues for presentations
  - Communities in Schools
- C) Continue coordination of SC-EPFP
  - Build capacity to garner additional Fellows
- D) Continue monitoring/engagement of General Assembly
  - Board advocacy
  - Legislative testimony
  - Advocacy training offerings
- E) Web and social media presence
- F) Communications tools
- G) Riley Award process

**Goal 1 Envisioned Strategies:**

- A) Establish parent/community policy program (akin to SC-EPFP) to identify and equip emerging leaders for education advocacy
  - SC Initiative for Civic Engagement in Education (SC-ICEE)
- B) Establish a nationwide organization of school advisory councils to identify trends and share best practices
  - National Consortium of School Advisory Councils (NCSAC)
- C) Brand SC-SIC as “go-to” organization for issues regarding parent and community participation and advocacy in education
- D) Increase recognition of Riley Award
  - Name revamp
  - Financial sponsorship

**Goal 2: Develop a more robust infrastructure at the state level supporting the Vision and Mission of SC-SIC and the efforts of local SICs across the state.**

Goal 2 End Result: Additional means for SC-SIC to support itself and local SICs.

**Goal 2 Accomplished Strategies:**

- A) Implement train-the-trainer model
  - District Contact Meeting
  - Training materials posted to web
- B) Develop additional training modules
  - SIC Leadership
  - Communicating With the Greater School Community
  - Find Your Parent Voice
  - SIC Goal Setting
- C) Staff and Board development
  - Web design training
  - Riley Institute DLI
  - New Board member recruitment
  - New Board member orientation
- D) Use of various communication tools
  - *Council News*
  - *SIC Clips & Quips*
- E) Increase use of volunteers in office initiatives
  - Attend and report on various legislative meetings

**Goal 2 Ongoing Strategies:**

- A) Train-the-trainer model
  - DC Meeting
  - Materials posting to web
- B) Implement new training offerings
- C) Staff and Board development
  - SC-EPFP participation
  - Board member recruitment
  - New Board member orientation
- D) Communications tools
- E) Volunteer usage

**Goal 2 Envisioned Strategies:**

- A) Determine and allocate staffing needs to provide optimum services
  - Trainers
  - Legislative monitoring
  - Grants and research
- B) Provide additional parent/community focused training to fill gaps created through loss of services from other entities
  - Parent participation
  - Civic engagement
- C) Enhance programmatic offerings

- SC Initiative for Civic Engagement in Education (SC-ICEE)
- National Consortium of School Advisory Councils (NCSAC)
- D) Invigorate efforts of Board to tap prospective Board members
  - Business community
  - Philanthropic community

**Goal 3: Diversify and grow the funding base for SC-SIC to increase available resources and stabilize support.**

Goal 3 End Result: Sustain and grow SC-SIC operations.

**Goal 3 Accomplished Strategies:**

- A) Establish and promote designated giving to SC-SIC
  - USC Foundation
  - Web presence
  - Communications tools
- B) Identify and pursue partnerships to increase funding base
  - SCDE
  - SC-EPFP
  - Riley Institute
  - Children's Trust
  - SC Education Policy Center
  - USC College of Education Grants Office

**Goal 3 Ongoing Strategies:**

- A) Designated giving to SC-SIC
  - USC Foundation
  - Web presence
  - Communications tools
- B) Develop partnerships to increase funding base
  - SC-EPFP
  - Riley Institute
  - SC Education Policy Center
  - USC College of Education Grants Office
  - Clemson University
  - Research and pursue additional grant opportunities

**Goal 3 Envisioned Strategies:**

- A) Research and prepare targeted grant proposals
  - SC Initiative for Civic Engagement in Education (SC-ICEE)
  - National Consortium of School Advisory Councils (NCSAC)
  - Parent/Community participation activities

- Principal leadership
- B) Pursue additional support from USC College of Education
- C) More actively advocate for General Fund appropriations
  - EOC
  - SCDE
  - General Assembly
- D) Invigorate efforts of Board members and Board Membership/Development Committee in attaining additional funds
  - Donations
  - Award/event sponsorships
  - Programmatic underwriting

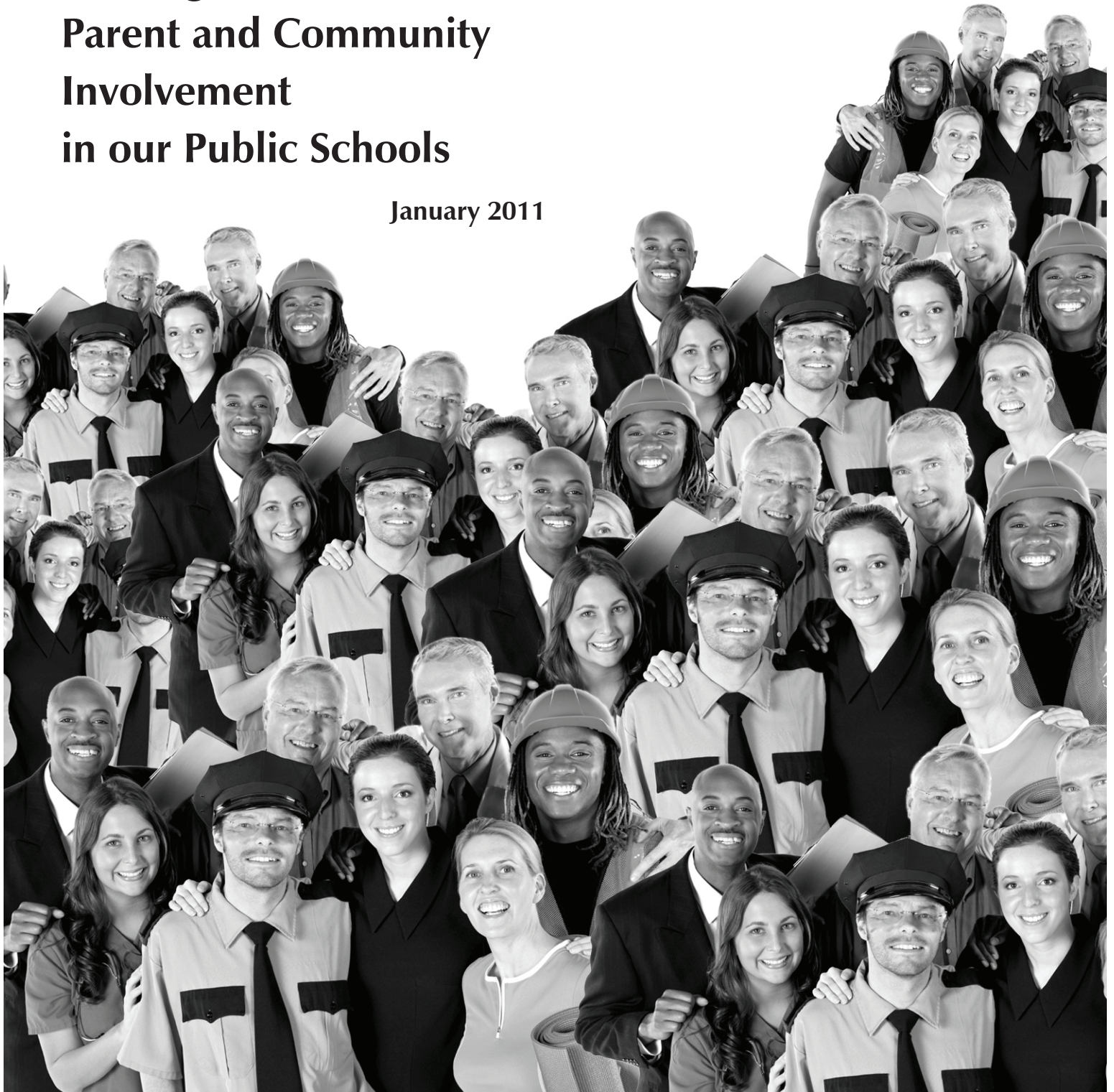


# "The Power of Many"



Leading SICs in  
Parent and Community  
Involvement  
in our Public Schools

January 2011







# “The Power of Many”

## Leading School Improvement Councils in Parent and Community Involvement in our Public Schools

**Total SIC Members Statewide \*** **14,479**

*Local SIC membership consists of elected parents, teachers and students, appointed community members, business partners and other volunteers, and school administrators as mandated by state law.*

**Total SICs Statewide** **1,117**

*Includes all K-12 public schools, as well as some technical centers, charter schools, early childhood centers, and other non-traditional facilities.*

**Total Individuals/SIC Members Trained, 2009-10** **1,550**

*Ongoing training required due to roll-off of half of each SIC's elected membership annually, as well as changes in district and building-level administration. Reflects **56** SC-SIC sponsored state, regional and district trainings, as well as locally-directed trainings through a “train the trainer” model.*

**SC-SIC Technical Assistance Contacts, 2009-10** **8,590**

*Represents estimated cumulative SC-SIC staff total of telephone and written contacts, on-site visits, and other direct communications pertaining to technical and policy issues of local SIC members, school and district personnel, and members of the general public.*

### **Additional SC-SIC Provided Resources**

**Publications:** In 2009-10, updated and distributed over **13,000** copies of SC-SIC Handbook, “The Basics,” and circulated nearly **17,000** copies of SC-SIC newsletter, “Council News,” to SIC members, local and state-level educators, and other individuals.

**Website:** User-friendly site ([sic.sc.gov](http://sic.sc.gov)) contains a host of information, links and other resources, as well as easy access to SIC training schedules and related materials, including a unique resources “clearing house” featuring links to trainings and materials offered by outside partnership agencies.

**SC-SIC Member Network:** Innovative online membership database to provide accountability and facilitate effective communication efforts on the state, district and local levels. Currently, **90%** of schools are in compliance with state mandates regarding the elected, appointed and ex-officio members of their SICs.\*

**Approximated Annual Local SIC Volunteer Hours** **231,648**

**Estimated Yearly Value of SIC Volunteer Hours** **\$3.77 million**

*Reflects two (2) hours per month, eight (8) months per year of **meeting and planning time only** for local SIC members. Estimate does not reflect additional volunteer time devoted to SIC programs, subcommittees and other initiatives. Approximated value calculated from hourly 2008 South Carolina volunteer rate of \$16.26 per hour ([www.independentsector.org/volunteer\\_time](http://www.independentsector.org/volunteer_time)).*

**SC-SIC 2010-11 Budget (State Allocated Funds)** **\$249,768**

*Base budget composed of EIA funding (60%) and USC proviso (40%). Includes salary and benefits for three full-time and one part-time position, operational expenses and materials. Cost of SC-SIC services provided annually currently amounts to **\$224** per school - a **15-fold return on investment**. For 2010-11, additional non-recurring funds totaling \$40,000 from several sources were received by SC-SIC for specialized contractual services.*

\* As of 01/31/2011. Data from SC-SIC Member Network, an online database designed for direct local school membership input and reporting. SIC membership data for all state K-12 public schools is due by November 15th annually in accordance with state law. This data may be updated throughout the school year and is fully accessible online to the general public at [sic.ed.sc.edu/network/](http://sic.ed.sc.edu/network/).



***“SC-SIC and the local SICs it serves provides the biggest bang for the education buck that I’ve seen in my experience in public life.”***

*—Ken Clark, former S.C. Legislator and School Board Member, Swansea*



***“I cannot imagine having to tackle some of the challenges we face without the insight and help of my School Improvement Council. Our SIC truly embodies a total team approach – much needed not just here at my school, but in all schools.”***

*—Gregory A. McCord, Principal, Orangeburg-Wilkinson High School*



***“The S.C. School Improvement Council serves our public schools well, developing and nurturing direct involvement of parents and communities in the life and success of their schools. That’s why we created SICs over 30 years ago, and it’s exactly why the work of SC-SIC is even more important today.”***

*—Dick Riley, Former S.C. Governor and U.S. Education Secretary, Greenville*

***“As a businessman and former SIC member, I can think of no better investment in the future of South Carolina’s schools than SC-SIC and our local SICs. Where else, for such a limited expenditure of state funds, can we leverage the active participation of so many eager to further the success of our students?”***

*—Bob Zuercher, General Manager, Blackmoor Golf Course, Murrells Inlet*



***“Our SIC takes its responsibilities seriously as it works to support our school and children. With the help of our school community and the vital services of the S.C. School Improvement Council, we can and do make a positive difference each and every day.”***

*—Katherine Smith, Parent & SIC Chair, North Augusta Elementary School*





# South Carolina's School Improvement Councils – Put yourself in the picture.



*“Schools would need to increase spending by more than \$1,000 per pupil to gain the same impact on student achievement as a well-designed family engagement program.”*

*- Houtenville, A.J. & Conway, K.S. (2008). The Journal of Human Resources, 43(2), 437-453.*

## School Improvement Councils

are composed of parents, teachers, students, and community members providing direct frontline input and guidance for their schools. Locally elected and appointed SIC members work alongside school administrators to serve their schools and communities to facilitate volunteer resources, parental and community involvement, and programmatic review essential to their schools' success. The S.C. School Improvement Council (SC-SIC) was established more than three decades ago to provide the member training, technical assistance, statutory accountability, and other operational resources vital to the continued success of the community-based School Improvement Councils in each of South Carolina's 1,100-plus K-12 public schools.



*“Civic Engagement in Public Education”*

sic.sc.gov  
800-868-2232

# **EIA Program Report for Fiscal Year 2011-12**

## **Coversheet**

**EIA-Funded Program Name:** Science P.L.U.S. Institute

**Current Fiscal Year:** 2011-12

**Current EIA Appropriation:** \$150,000

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

Mija Hood

**Telephone Number:**

864-355-8916

**E-mail:**

[mhood@greenville.k12.sc.us](mailto:mhood@greenville.k12.sc.us)

**Question 1: History of the program: Please mark the appropriate response (choose one):**

**This program:**

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☒ Other

**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.**

**Code of Laws:**

H.3700, GENERAL APPROPRIATIONS BILL, FISCAL YEAR 2011-2012; Part 1A Section 1- Department of Education, XI. EDUCATION IMPROVEMENT ACT, Section F. Partnerships; 2. Other Agencies and Entities,pg.8.

ARTICLE 3; SECTION 59-18-300. Adoption of educational standards in core academic areas.

**Proviso(s):** (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)

N/A

**Regulation(s):**

N/A

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

- ☒ Yes
- ☐ No

**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)**

The long-term goal of the Science P.L.U.S. Institute at Roper Mountain Science Center (RMSC) is to improve student academic achievement by providing professional development opportunities for SC public school educators teaching science in grades 3 through 8.

To achieve this long term mission, each year the Institute:

1. Helps the state close the achievement gap by a) placing 100% of applicants from Palmetto Priority Schools and b) selecting 45% or more of total participants from Title I schools.
2. Ensures this program serves the entire state with selection from all districts with applicants.
3. Supplies teachers with science equipment and classroom materials necessary to duplicate in their classrooms, lessons learned at the Institute.
4. Increases teachers' mastery of content and encourages their focus on instruction and subject understanding, versus just memorizing facts.
5. Offers grade-specific classes aligned with the SC Science Academic Standards and incorporate S.T.E.M. curriculum throughout courses.
6. Emphasize the use of technology in all classes by providing lessons, activities, and the equipment for teachers to take back to their schools and classrooms.

Annual objectives for the program include:

1. Manage EIA funds so that attending teachers and their students and schools receive the maximum benefit, with less than 49% being used for personnel costs.
2. Provide challenging inquiry based activities and practical ideas for teachers to use in their classrooms while incorporating cross curricula concepts.
3. Develop a network for teachers statewide while encouraging staff development opportunities within districts and schools.
4. Renew teachers' enthusiasm and builds confidence in teaching science while using technology.

**Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?**

**Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.**

**Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.**

**IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?**

The Science P.L.U.S. Institute achieved the goals through the following program activities in the prior fiscal year 2010-2011:

1. Conducted 6 grade-specific and SC science standard-based professional development courses for teachers in grades 3-8.  
  
Courses included: Physical Science for grades 3 and 5, Life Science for grades 4 and 6, Human Body/Health for grade 7, and Space Science for grade 8.  
  
*(Science is identified as one of the state's Critical Need Subject Areas)*
2. Selected 39 teachers from Title I schools.
3. Selected all applicants from Palmetto Priority Schools.
4. Selected teachers from schools considering the number of prior participants from that school and gave priority to schools that have never before been represented.
5. Gave priority placement to teachers who have previously applied, but not attended. If an opening occurred and there were no primary (first-time) applicants, secondary applicants were considered.
6. Placed teachers from the same school into different classes to maximize the benefit to the schools and districts.
7. Cut operating costs to provide science equipment and materials for the classrooms of 95 participating teachers. This was done by maximizing RMSC staff as instructors, decreasing assistant's hours, and seeking quantity discounts. (Summer 2011 distributed over \$88,000 worth of science materials to participating teachers.)
8. The grade-specific courses were activity-intensive to give teachers necessary content as well as practical lessons and ideas. Teachers received lesson plans for the activities they completed in class along with the equipment and materials necessary to duplicate those activities.
9. The inquiry-based courses with 15 or 16 teachers per class, gave teachers time to make the displays used in lessons, and incorporated enough course content to give participants a confident background in

the subject. These elements built confidence and enthusiasm for teaching a difficult subject.

10. Instructors developed SC Science Academic Standards based courses which additionally provide cross curricula options.
11. All classes offer a balance of lecture, technology, hands-on activities, and teacher-created displays.
12. Assigned as many RMSC staff instructors as possible to save on personnel costs. (Limited to 4 positions for summer 2011.) Their time is contributed by RMSC and Greenville County Schools.
13. Recruited teacher participants for the Science P.L.U.S. Institute by:
  - a) Mailed posters and brochures to all SC public elementary and middle schools
  - a) E-mailed all school districts to post information on their web sites, along with photo(s) if had teacher attend in year prior
  - b) Made the application, course outlines, and additional information available on-line through the Roper Mountain Science Center website
  - c) Recorded interviews on ETV radio's 'Speaking of Schools' with Doug Keel
  - d) Contacted Department of Education's Communication Department about posting Science P.L.U.S. Institute information on their web site
  - e) Mailed all prior year's participants and applicant's brochures and encouraged them to pass on the information to other teachers

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>>> Changes in processes or activities planned for 2011-12 are:

1. The Science P.L.U.S. Institute will begin focusing and incorporating the S.T.E.M. curriculum throughout the Institute for SC public school educators who teach science in grades 3 through 8.
2. PASS scores were reviewed and science standards with low student performance were identified and will be used in determining which Institute courses would be offered.
3. Offer 7 grade-specific and SC science standard-based professional development courses for teachers in grades 3-8. Courses included: Physical Science for grades 3 and 6, Earth Science for grade 5, Space Science for grades 4 and 8, and Human Body/Health for grade 7.
4. Teacher attendance will be increased to 111 teacher participants with the addition of the new course.
5. Supplies for participants will decrease from \$800 to \$500 per teacher to allow for the increase in courses offered, teachers selected, and PLUS instructors.



**Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?**

**Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.**

The direct products and outputs delivered by the 2011 Science P.L.U.S. Institute at Roper Mountain Science Center (RMSC) were:

- 95 Participants in 6 classes encompassing grades 3-8
- 6 different courses built around South Carolina Science Academic Standards
- 89 South Carolina Schools represented, 7 of them for the first time
- 895 South Carolina schools have participated at least once since 1993
- 39 Title I School teachers participated-41% of total participants
- 51 of 87 school districts represented (counting charter schools & special schools each as 1 district)
- 6 participants from Palmetto Priority Schools  
(Ridgeland Middle School, Blenheim Elementary/Middle, Dennis Intermediate, Johnson Middle, and 2 from Fairfield Elementary)
- 76 participants came in 2011 for the first time--80% of this year's participants
- 17 participants took the course for graduate credit through Furman University
- Alternates replaced 46 of the teachers selected (48% decline rate)
- Participants' teaching experience ranged from 1-36 years (12 years average)
- Lodging Provided for 48 Out-of-Town Teachers (51%)
- 12 instructional positions; 4 filled by Roper Mountain Science Center staff, 10 by Upstate educators
- 2,850(estimated) students impacted by THIS summer's Science P.L.U.S. Institute participants
- Since 1993, \$2,020,500 worth of science materials have been distributed to South Carolina public school teachers across the state.
- 1 Administrative year-round staff, logistics staff-2 (2.5 weeks in the summer only)
- Each Teacher Participant Received Items Valued at Over \$800

**Question 6: What are the outcomes or results of this program?**

**Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:**

**Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.**

The PASS Science test scores for 2010 and 2011 were collected and compared for schools with 2010 PLUS participants. The overall change was positive with 72 out of 105 scores increasing in total percentage passing (note: several schools had more than one grade level represented).

- 21 out of 105 showed an increase in PASS Scores of greater than 10%
- 51 out of 105 showed an increase in PASS scores between 0-10%
- 33 out of 105 showed a decrease in PASS scores.

(PASS Portal. (2011, September 10-19). Retrieved from <http://ed.sc.gov/agency/ac/Data-Management-and-Analysis/PASSPortal.html>)

In reviewing the PASS scores and science standards, the areas of low student performance were identified and will be incorporated in the Institute's curriculum. PASS scores will continue to be used as an indicator for the Institute to evaluate science classroom performance of those schools that have had teachers attend.

In addition to the PASS Science scores as an evaluative tool, the teachers were given a questionnaire at the end of the Institute which focused on several different aspects of the Institute. See attached graph for quantitative data.

**1. What difference will the materials make in your classroom?**

Stephanie Logan, Anderson 1 wrote: No doubt about it! Now that I know the possibilities I am more likely to come up with more, creative, hands-on experiments on my own now too.

Chasity Brazell, Fairfield, wrote: (The materials) will increase my ability to teach my students and allow them to make visual and real life connections.

A teacher who participated in Life Science 4 wrote: I have become a more inquiry based teacher with more hands-on approaches to help with student experiences.

Jennifer McGinnis, York 4, wrote: The materials are wonderful. I would not be able to afford many of these things on my own. Many of the materials I didn't even know about. I can't wait to be able to give my students these *hands-on authentic learning* opportunities.

Jessica Steele, Colleton shared: I will also be able to share my resources with other teachers and classes in the district.

Lisa Hoffman, Greenville wrote: Science PLUS has changed the way I teach science. The materials gained will greatly enhance my students' learning. Science is most effectively taught by doing NOT by reading about the

concepts. The supplies provided will enable me to provide a quality learning experience for my 3<sup>rd</sup> graders.

A teacher who attended the Life Science course stated: being able to use science equipment makes a tremendous difference to students. As a teacher, I feel more confident that I will be better able to instruct them with hands-on instruction.

Jenny Marchbanks, Pickens stated: Wonderful activities that I can't wait to do in my classroom. The materials will make an astronomical difference.

## **2. Relevance of activities and subject matter to the SC Science Academic Standards for their grade:**

Susan Conner, Anderson 1 stated: I can't wait to share (with other teachers). I've already been thinking of different things that will work with the other grade levels. The instructors really made science come alive for me. I no longer teach science-I am a real science teacher!

Amanda Poplin, Dorchester 2 wrote: I cannot wait to see my PASS scores after I use these concepts. I will develop strategies and not be as scared as I was before this Institute. This is a class that all teachers need to take!

A teacher who participated in Life Science 6 stated: Relevant to South Carolina Science Standards and given ideas to extend cross curriculum with ELA and Art.

Deloris Smoot, Darlington said: I feel more confident to not only teach science, but I feel like I have a format that I can establish in all areas. This will help me become a more effective teacher.

Mellie Spencer, Lee shared: Most effective class instruction I have ever had. Not only did we get explanations, but we also did everything our students would do so we were comfortable. I am much more comfortable not only in teaching science but also with taking a step further for the gifted students I teach.

A teacher who participated in the Human Body 7 course wrote: The experiences this week have made me anxious and excited about incorporating hands-on activities with each and every lesson I teach.

## **3. In response to instructor effectiveness:**

A teacher who participated in the Physical Science 3 course wrote: Wonderful! Instructors were engaging and extremely knowledgeable. They created lessons that we could take directly to the classroom.

Allison Jacobs, Lexington 2 wrote: All I can say is WOW! They were energetic, humorous, and full of knowledge to share with so many awesome activities.

Christopher Rodriquez, Pickens, wrote: I would like to express my most sincere appreciation for the professionalism and exemplary manner in which the instructors shared their knowledge and their implementation of classroom management and modeling of the elements of highly effective learning environment.

Meg McKnight, Greenville, wrote: This has been the best professional development that I have ever been to. We were given so much information and most importantly were given SO MANY tools to teach science the way it should be taught. Peter and Tim were FABOULOUS! They have such great ideas for bringing these tough concepts into our classrooms in a way the kids will LOVE to LEARN!

## **Question 7: Program Evaluations**

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

June 2011

**Has an evaluation ever been conducted?**

☒ **Yes**

☐ **No**

**If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?**

The evaluation used this year incorporated yes/no style questions in addition to free response type questions. The responses to the questions were overwhelmingly positive in regards to instructors, content and materials provided by the Institute.

### **1. DID THIS CLASS INCREASE YOUR CONTENT KNOWLEDGE IN THE AREA STUDIED?**

**Results 100% = Yes**

Sandy Ingebresten from Greenville said: Absolutely, as well as cleared up a few misconceptions.

Allison Jacobs from Lexington 2 said: Without a doubt? This was my biggest reason for coming so that I can be comfortable teaching concepts to students that I previously had little knowledge about. My students will now have a new found love of science.

### **2. AS A RESULT OF THIS WEEK'S STUDIES ARE YOU MORE CONFIDENT IN YOUR ABILITY TO TEACH SCIENCE?**

**Results 99% = YES**

Deloris Smoot from Darlington responded: Yes! I feel more confident to not only reach physical science, but I feel like I have a format that I can establish in all areas.

Christopher Rodriquez, Pickens, wrote: I am more informed and confident that I will be able to pass on to my students the knowledge that I learned here!

### **3. ARE YOU WILLING TO SHARE THE ACTIVITIES, LESSONS, AND MATERIALS YOU RECEIVED WITH OTHER TEACHERS IN YOUR SCHOOL OR DISTRICT?**

**Results 100% = YES**

Yvette Collins-Haili, Richland 1, wrote: I now have the confidence to stand before anyone and effectively demonstrate using engaging, effective strategies, lessons and activities.

An 8th grade science teacher responded: We work very closely with our departments and share materials as well as coordinate and plan all lessons, so all materials will be used by all teachers in the grade level.

**4. AS A RESULT OF YOUR EXPERIENCES THIS WEEK, WILL YOU DEVELOP STRATEGIES THAT HELP YOU BE A MORE EFFECTIVE TEACHER?**

**Results 98.7% = YES**

Tanya Craig, Union responded: In the past, I have been handed support documents and said go for it; however, I now have a broader spectrum of knowledge as well as AWESOME methods to teach the materials.

Idot-Enyin Louis, Richland 1 shared: I'm always thinking of better strategies and incorporating more ideas to better teach the curriculum.

**5. WOULD YOU RECOMMEND THIS PROGRAM TO YOUR PEERS?**

**Results 100% = YES**

Paige Whatley, Greenville wrote: I will recommend this to my peers at school. This was an amazing experience!

A teacher who participated in Space 8 wrote: I have been trying for 10 years to get back into another PLUS Institute-so YES!!!

**Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?**

☒ **Yes**

☐ **No**

**If yes, please provide URL link here.**

\*see email attachment

**If no, why not?**

**Question 8:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

The appropriations in 2009 were \$250,000 for the Science P.L.U.S. Institute with a steady decline of 40% to the current appropriations of \$150,000. The Institute has handled the reductions by decreasing the number of courses offered and limiting staff costs.

To ensure fiscal responsibility, the Institute's projected budget includes a 10% hold of funds to allow for possible EIA reductions. Should there be no mid-year cuts; funds will be applied towards purchasing science equipment and materials for participants' classrooms.

**Question 9:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**

The main objectives of this program would remain the same:  
The Science P.L.U.S. Institute at RMSC will improve student academic achievement by providing professional development opportunities for SC public school educators who teach science in grades 3 through 8.

The FY 2011-2012 P.L.U.S. budget included carryover funds from the prior year, which was applied to science equipment and classroom materials. Because of the carryover funds, the Institute was able to provide an additional course, resulting in an increase in teacher attendance.

If no additional EIA revenues are appropriated in FY 2012-2013, these measures will be taken to meet the projected budget:

1. Science P.L.U.S. would consider reducing the number of courses offered to teachers, limiting the impact on students, schools, and districts.
2. Teacher attendance could be lowered to 96-90, depending upon grant appropriation.
3. Housing for out of town teachers could be adjusted according to reduction amounts, which could affect the attendance of the teachers who drive over an hour from the Center. (Housing goal has been 50% of all participants in past years.)
4. Materials given to the teachers could be further limited. The materials by far are the most valuable resources for teachers, not only do the materials impact the participating teacher's classroom, but impact the school and district through staff development and collaborative planning.

**If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to [mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov).**



**Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.**

**Question 10: Fiscal Year 2012-13**

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

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

☐ **An increase over the current fiscal year's appropriation**

☐ **A decrease over the current fiscal year's appropriation**

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

NA

**If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?**

**Question 11: Fiscal Years 2010-11 and 2011-12**

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2010-11) and the budget for this program in the current fiscal year (2011-12).

If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	175,000	150,000
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation	1,000	1,000
Other (Specify)		-15,000
Carry Forward from Prior Yr	18,733	41,922.83
<b>TOTAL</b>	<b>194,733.37</b>	<b>177,922.83</b>

**Other:**

\*A projected amount of the funds which may be held by Greenville County Schools for possible mid-year EIA reductions. This amount will be uploaded to the supplies and materials expenditures when released.

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	56,448.91	85,662.72
Contractual Services	11,619.41	16,250.00
Supplies and Materials	83,741.68	67,916.64
Fixed Charges		
Travel		500.00
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		-15,000.00
Other: Please explain		6,593.47
Balance Remaining	41,922.83	0
<b>TOTAL</b>	<b>193,733.37</b>	<b>177,922.83</b>
<b>#FTES</b>	<b>1</b>	<b>1.5</b>

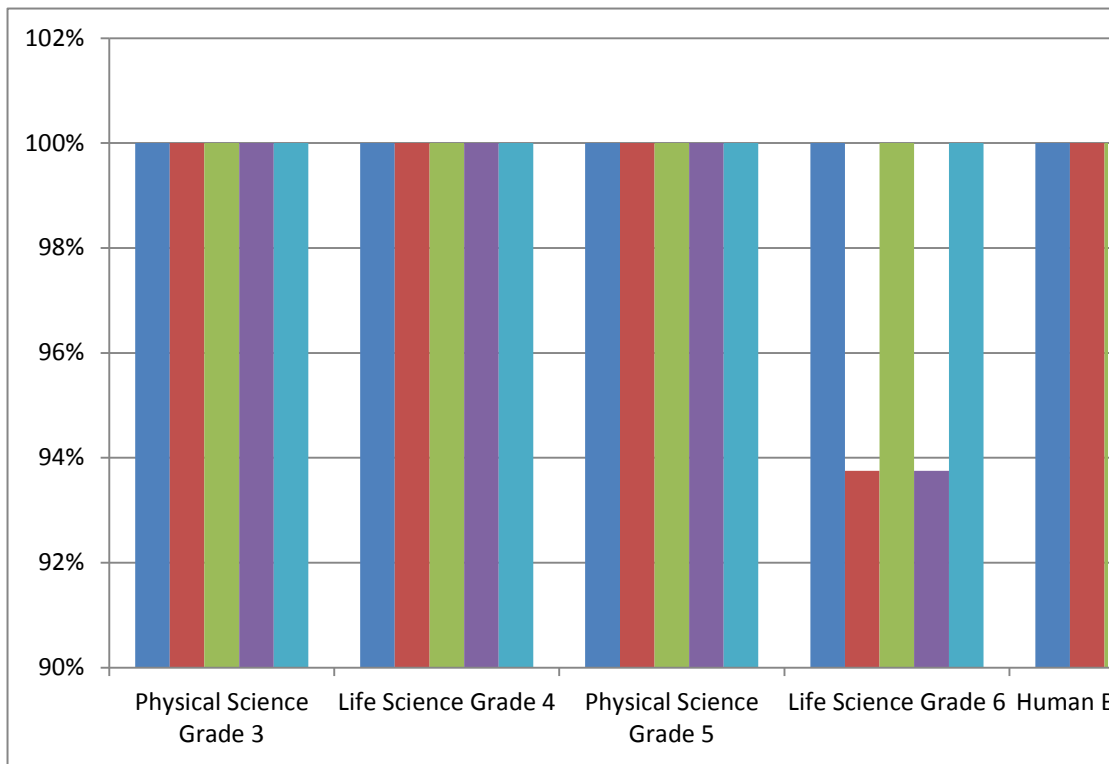
**Other:**

**Personal Service:** Payroll expense for FY 2010-2011 Institute instructors and staff was delayed and paid out in FY 2011-2012 out of carry-over amounts.

**Allocations to Districts:** A projected amount of the funds which may be held by Greenville County Schools for possible mid-year EIA reductions. This amount will be uploaded to the supplies and materials expenditures when released.

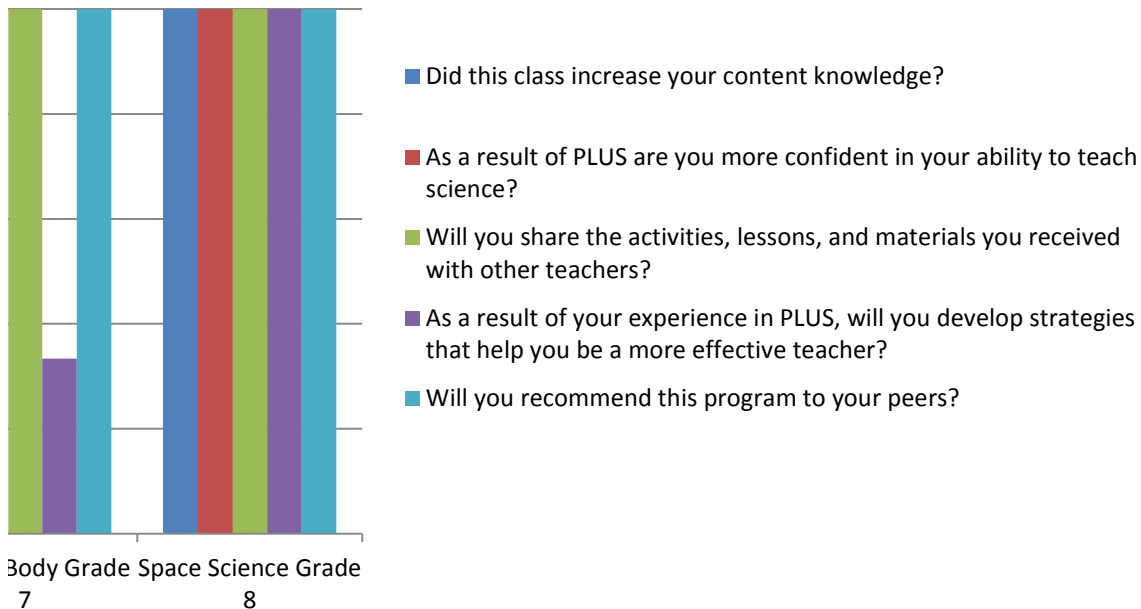
# 2011 End of Course I

Class	Did this class increase your content knowledge?		As a result of PLUS are you more confident in your ability to teach science?	
Physical Science Grade 3	100%	16 / 16	100%	16 / 16
Life Science Grade 4	100%	16 / 16	100%	16 / 16
Physical Science Grade 5	100%	16 / 16	100%	16 / 16
Life Science Grade 6	100%	16 / 16	94%	14 / 15
Human Body Grade 7	100%	15 / 15	100%	16 / 16
Space Science Grade 8	100%	16 / 16	100%	16 / 16



# Evaluation Results

Will you share the activities, lessons, and materials you received with other teachers?		As a result of your experience in PLUS, will you develop strategies that help you be a more effective teacher?		Will you recommend this program to your peers?	
100%	16 / 16	100%	16 / 16	100%	16 / 16
100%	16 / 16	100%	16 / 16	100%	16 / 16
100%	16 / 16	100%	16 / 16	100%	16 / 16
100%	16 / 16	94%	15 / 16	100%	16 / 16
100%	15 / 15	93%	14 / 15	100%	15 / 15
100%	16 / 16	100%	16 / 16	100%	16 / 16



# Science P.L.U.S. Institute Evaluation

Class Title \_\_\_\_\_ Name (optional): \_\_\_\_\_

PLEASE USE BLACK OR BLUE INK. Use the back of the sheet for additional remarks.

Item	Comments or Suggestions for Improvement
Instructor effectiveness	
Relevance of activities and subject matter to the SC Science Academic Standards for your grade	
What difference will the materials make in your classroom?	
How did you hear about Science P.L.U.S.?	

1. **Did this class increase your content knowledge** in the area studied?
2. As a result of this week's studies are **you more confident** in your ability to teach science?
3. **Will you share** the activities, lessons, and materials you received at Science P.L.U.S. with other teachers in your school or district?
4. As a result of your experiences this week, **will you develop strategies** that help you be a more effective teacher?
5. **Will you recommend** this program to your peers?

## **EIA Program Report for Fiscal Year 2011-12**

### **Coversheet**

**EIA-Funded Program Name:** ScienceSouth

**Current Fiscal Year:** 2011-12

**Current EIA Appropriation:** \$500,000

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

**Telephone Number:** (843)-679-5353 Ext. 307

**E-mail:** Stephen@sciencesouth.org

**Question 1: History of the program: Please mark the appropriate response (choose one):**

**This program:**

☐ was an original initiative of the Education Improvement Act of 1984

☐ was created or implemented as part of the Education Accountability Act of 1998

☐ has been operational for less than five years

☒ was funded last fiscal year by general or other funds

☐ is a new program implemented for the first time in the current fiscal year

☐ Other



**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.**

**Code of Laws:**

**H.3700**

**2011-12 General Appropriation Act**

**Section XI. Education Improvement Act, F. Partnerships.**

**Proviso(s):** (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified)

**Regulation(s): None**

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

☐ Yes

☒ No

**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)**

**ScienceSouth's mission statement is to advance scientific understanding and increase the competitiveness of future generations in all areas of science.**

**Annual objectives are:**

**To improve science knowledge for grades K-12 addressed in the South Carolina Department of Education Science Standards reflected by an improvement in the PASS and EOC test scores for students who have participated in ScienceSouth programs. This will be accomplished by offering programs to schools through ScienceSouth's "Science on Wheels" and on site programs such as field trips and homeschool program. Each school district will be provided with a disclosed amount of funding, they will then select the programming they wish to have implemented and the time with in the school year for their particular school district.**

**To improve teacher quality by offering summer camp programs to teachers (K-12) to present science content as well as teaching and demonstrating "hands-on" laboratory activities to enhance science content presented to students. This would be reflected in an improvement in PASS and EOC scores for students of teachers involved in programming.**

**Increase students' knowledge and use of technologies by purchasing and using state of the art science education equipment for programming offered by ScienceSouth. This would be accomplished by programs presented through "Science on Wheels" and on site at the ScienceSouth Pavilion.**

**Implement programming, which focus on STEM (Science, Technology, Engineering, and Mathematics) topics on site and in communities throughout the state. ScienceSouth would accomplish this through: programming in schools, weekend programs, adult programs, and festival appearances by ScienceSouth. These programs include: ScienceSaturdays, STEM Saturday (Program is paid for in part by a grant received from Time Warner Cable's Connect-A-Million Minds initiative), Science After Dark for adults and Mommy and Me (preschool) programs.**

#### **Question 4: What are the outcomes or results of this program?**

**Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:**

**Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.**

**Science PASS Scores Analysis:** From a grant received from the AT&T Foundation in 2010 in the amount of \$25,000.00 ScienceSouth was able to offer science programming to all Florence County, Williamsburg's and Dillon 1 (Lake View) school districts for the 2010-2011 school year. A total of 20 schools were visited and programs were presented which were selected by the school districts. When comparing PASS passing scores in science from 2010 to 2011, 60% of the schools where ScienceSouth's programming was presented showed an improvement in at least one grade level in the school that were directly involved with the program presented (Briggs Elementary, Greenwood Elementary, Moore Intermediate, Royall Elementary, Savannah Grove Elementary, Cades-Hebron Elementary, Kingstree Elementary, Hannah-Pamplico Elementary, Lake View Elementary, RE McNair Middle School, JP Truluck Elementary, and Johnsonville Middle School). In addition 20% of the schools visited showed an overall improvement in all grade levels where ScienceSouth's programming was presented (Kingstree Elementary, Cades-Hebron Elementary, JP Truluck Elementary, and Johnsonville Middle School). Factors, which may have influenced data: Not all 5<sup>th</sup> grade students involved in programming took the Science PASS tests. Higher scores could also be attributed to improvement in instruction by teachers.

#### **Teacher Surveys for Summer Camp:**

**ScienceSouth held two teachers camp this summer; a biology camp for middle school and high school teachers in conjunction with Francis Marion University funded in part by a grant from The SC Science and Mathematics Partnership and a Teacher's Space camp as part of a requirement from a NASA grant received for 2010-2011. Teachers were asked to rank the effects of the camp on their teaching as 0 not applicable, 1 as low, 2 moderate, and 3 high success. Teachers completed surveys at the end of the camp and results are as follows. Of teachers completing the survey:**

##### **1. Improved their knowledge and skills.**

**N/A = 0%, Low=0%, Moderate = 25%, High Success= 75%**

##### **2. Created a more positive attitude toward science and technology**

**N/A = 0%, Low=0%, Moderate = 8%, High Success= 92%**

##### **3. Improved their ability to deliver curriculum content**

**N/A = 0%, Low=0%, Moderate = 17%, High Success= 83%**

**4. Enabled them to develop new approaches for teaching inquiry learning**

**N/A = 0%, Low=0%, Moderate = 0%, High Success= 100%**

**5. Provided them with new skills to teach problem solving, self-directed learning, and building character skills**

**N/A = 0%, Low=0%, Moderate = 17%, High Success= 83%**

**6. Supported their professional development and built their confidence in teaching**

**N/A = 0%, Low=0%, Moderate = 17%, High Success= 83%**

**7. Helped developed a understanding or “real world” science**

**N/A = 0%, Low=0%, Moderate = 17%, High Success= 83%**

**8. Helped develop scientific or technological skills**

**N/A = 0%, Low=0%, Moderate = 25%, High Success= 75%**

**9. Improved their ability to promote careers in science and technology to young people**

**N/A = 0%, Low=0%, Moderate = 17%, High Success= 83%**

**100% of participants surveyed agreed they would participate in these programs again.**

**No PASS or EOC 2012 score data is available for these teachers at this point for analysis.**

**Equipment Purchased and programs implemented 2009-2011:**

**Gel Electrophoresis Equipment: DNA Technologies Program and Forensic Science Summer Camp to teach the concepts of DNA fingerprinting and molecular genetics.**

**Lego Mindstorm Robotics: Engineering Summer Camp and after school programs for school year to teach the mechanics of building a robots and the process of programming the robots to carry out specific tasks.**

**Analog and Digital Starlabs: A mobile planetarium (analog Starlab) for teacher training and rental to school districts for district teachers to present lessons relating to SC Science Standards about Earth science and space. ScienceSouth purchased a mobile planetarium (digital Starlab) to offer programs at schools, on site, and public events to teach topics covered by SC Science Standards, general astronomy, and Earth Science. The programs using the digital StarLab are presented exclusively by ScienceSouth staff.**

**PASCO Probeware:** PASCO equipment is used to record data from various types of probe attachments (temperature, motion detector, sound detector, etc.) then manipulate this data to present it in graphical form for mathematic analysis. Program implementing the use of this equipment include ScienceSouth Science Saturday Programs and current programs in development for physics and chemistry to be implemented in 2011-2012.

The number of participants involved in programming at ScienceSouth for the fiscal year 2010 -2011 are as follows:

**Festival Events/ Public Outreach: 1,332**

**Home School Program: 287**

**Girl Scouts Programs: 137**

**Boy Scouts Program: 12**

**ScienceSaturday Programs: 206**

**STEM Saturdays: 192**

**Student Summer Camps: 191**

**Teacher Summer Camps: 16**

**Science on Wheels School Programs: 4,862**

**School Field Trips to Pavilion 1,064**

**All participants attending were exposed to STEM content and conducted a “hands on” activities.**

**The adult Science After Dark and Mommy and Me for preschoolers are to officially begin October 2011.**

## **Question 5: Program Evaluations**

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

**Annual external financial audit – Burch, Oxner, Seale Co, CPA's, PA Florence, SC**

**Internal Analysis of Programming Effects on PASS Test Score Improvements**

**Has an evaluation ever been conducted?**

☒ **Yes**

☐ **No**

**If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?**

**Internal Analysis of Programming Effects on Science PASS Test Score Improvements**

**From a grant received from the AT&T Foundation in 2010 in the amount of \$25,000.00 ScienceSouth was able to offer science programming to all Florence County, Williamsburg's and Dillon 1 (Lake View) school districts for the 2010-2011 school year. A total of 20 schools were visited and programs were presented which were selected by the school districts. When comparing PASS passing scores in science from 2010 to 2011, 60% of the schools where ScienceSouth's programming was presented showed an improvement in at least one grade level in the school that were directly involved with the program presented (Briggs Elementary, Greenwood Elementary, Moore Intermediate, Royall Elementary, Savannah Grove Elementary, Cades-Hebron Elementary, Kingstree Elementary, Hannah-Pamplico Elementary, Lake View Elementary, RE McNair Middle School, JP Truluck Elementary, and Johnsonville Middle School). In addition 20% of the schools visited showed an overall improvement in all grade levels where ScienceSouth's programming was presented (Kingstree Elementary, Cades-Hebron Elementary, JP Truluck Elementary, and Johnsonville Middle School). Factors, which may have influenced data: Not all 5<sup>th</sup> grade students involved in programming took the Science PASS tests. Higher scores could also be attributed to improvement in instruction by teachers.**

**It is recommended that students who have been involved with ScienceSouth programming for consecutive years basis be tracked to evaluate the effectiveness of the program as it relates to the success rate of students in science courses in schools and their pursuit of college degrees and jobs in the scientific field. It is recommended that students who are tracked be identified as students at risk by the school districts.**

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC? A hard copy of 2009-2010 audit and PASS Test scores data is available upon request.

☒ Yes

☐ No

If yes, please provide URL link here.

If no, why not?

**Question 6:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

**No new equipment purchases.**

**A reduction in travel for programming and availability of programming to school districts.**



**Question 7:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**ScienceSouth's outreach to students in schools would be dramatically impacted by a reduction in financial support. ScienceSouth would be able to present programs to schools only which could afford to pay for contracted services. These services include Science on Wheels and teacher camps. In the 2010-2011 fiscal year there was only one school district in the state, which contracted for services in the amount of \$4,850.00. At this point in the 2011-2012 school year, there has been only one school district to contact ScienceSouth with an interest in contracting services for their school district this year; while in the school year 2008-2009 eight school districts contracted ScienceSouth for its services in the amount of \$209,115.00.**

**If ScienceSouth receives the same appropriation for the 2012-2013 fiscal year it would be limited to the amount of additional outreach services it could provide to students and teachers in the school districts of the state of South Carolina.**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**

**ScienceSouth exists as a non-profit organization and relies heavily upon grants and corporate sponsorship for operating costs and programming available to schools. In the current economic climate this type of funding has become more and more difficult to obtain due to increased competition for these funds, which at the same time are being reduced in the awarded amounts. ScienceSouth is the only science education and outreach center located in the Pee Dee Region of South Carolina. Many children in the Pee Dee Region are identified as at risk and live at or below the poverty level. The districts in this region have a high percentage of minority students as well.**

**Because of uncertainty in funding ScienceSouth cannot consistently guarantee programming services to school districts every year. If ScienceSouth had consistent funding as provided by a Proviso such as the Roper Mountain Facility in the upstate, it could provide consistent programming to school districts in the Pee Dee and surrounding areas as well as possibly expanding to include more areas for outreach programming. Thus with consistent funding it would allow ScienceSouth to establish a method to track identified at risk and minority students progress annually who have been directly involved in ScienceSouth programming from grades K-12.**

**If you want to provide supporting documents or evaluation reports,  
either reference a website below or email the report directly to  
[mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov).**

**Question 8: Fiscal Year 2012-13**

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

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

☐ **An increase over the current fiscal year's appropriation**

☐ **A decrease over the current fiscal year's appropriation**

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

**If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?**

**Question 9: Current Fiscal Year 2011-12**

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2010-11) and the budget for this program in the current fiscal year (2011-12).

If the program was not funded by the State of South Carolina in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	0	500,000.00
General Fund	0	0
Lottery	0	0
Fees	94,000.00	63,500.00
Other Sources	0	0
Grant	37,500.00	30,000.00
Contributions, Foundation	3,500.00	2,500.00
Other (Specify)	500,000.00	0
Carry Forward from Prior Yr	500,000.00	500,000.00
TOTAL	1,135,000.00	1,096,000.00

**Other: Please specify here.**

**NASA Earmark/ Education (\$500,000, October 1, 2010-September 30, 2011)**

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	341,418.00	321,226.00
Contractual Services	16,800.00	16,800.00
Supplies and Materials	15,098.00	30,000.00
Fixed Charges	0	0
Travel	4,718.00	8,500.00
Equipment	44,853.00	10,000.00
Employer Contributions	0	0
Allocations to Districts/Schools/Agencies/Entities	25,500.00	40,000.00
Other: Please explain	46,313.00	58,000.00
Balance Remaining	0	15,000.00
<b>TOTAL</b>	<b>494,700.00</b>	<b>499,526.00</b>
<b>#FTES</b>	<b>6</b>	<b>5</b>

**Other: Please explain here.**

**Repair and Maintenance of Vehicles (Vans and Mobile Science Labs)**

**Bank Charges**

**Interest Charges**

**Insurance**

**Internet and Phone**

**Taxes**

**Dues to Associations/ Professional Organizations (SCANPO, NSTA, ASTC)**

**Marketing and Public Relations**

**Security**

**Utilities**

**Building Maintenance**

**Miscellaneous**

## **EIA Program Report for Fiscal Year 2011-12**

### **Coversheet**

**EIA-Funded Program Name:** **Services for Students with Disabilities**

**Current Fiscal Year:** **2011-12**

**Current EIA Appropriation:** **\$3,045,778**

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

Marlene Metts

**Telephone Number:**

734-8806

**E-mail:**

[mametts@ed.sc.gov](mailto:mametts@ed.sc.gov)

**Question 1: History of the program: Please mark the appropriate response (choose one):**

**This program:**

- ☒ **X** was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☐ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.**

**Code of Laws:**

SC Code of Laws 59-33-70

**Proviso(s):** (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)

**Regulation(s):**

SBE 43-243 and 43-243.1

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

- ☒ **X** Yes
- ☐ No

**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)**

Services for Students with Disabilities: The goals and objectives of this program are to supplement funds used to provide a free appropriate public education(FAPE)for students with moderate to severe intellectual disabilities (formerly referred to as trainable and profoundly mentally disabled students).

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



**Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?**

**Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.**

**Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.**

**IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?**

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

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

**Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?**

**Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.**

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

**Question 6: What are the outcomes or results of this program?**

**Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:**

**Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.**

EIA funds assist districts in providing a free and appropriate education for students with moderate to severe intellectual disabilities (trainable and profoundly mentally disabled students). As of this report, there were no uncorrected incidences of noncompliance through non-delivery of free and appropriate public education (FAPE) for profoundly mentally disabled students.

## **Question 7: Program Evaluations**

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

**Ongoing**

**Has an evaluation ever been conducted?**

☒ **Yes**

☐ **No**

**If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?**

The evaluation component will be specific to the provision of FAPE for each individual student and to the State's progress on certain indicators established by the U.S. Department of Education, Office of Special Education Programs (OSEP). The State's Annual Performance Plan (APR) is used to report results.

**Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?**

☒ **Yes**

☐ **No**

We will provide a hard copy upon request.

**If yes, please provide URL link here.**

<http://www.ed.sc.gov/agency/ac/Exceptional-Children/old/ec/documents/SCFFY09APRrevision4-18-11forWeb.pdf>

**If no, why not?**

**Question 8:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

Local education agencies have had to address reduction in funding through use of additional local funds, use of cooperative agreements, or use of other mechanisms. However, due to the maintenance of fiscal support requirements of IDEA, the State must be very cautious about reducing any funds without examining in the impact on total support.

**Question 9:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**

Local education agencies have had to address reduction in funding through use of additional local funds, use of cooperative agreements, or use of other mechanisms. There would be no change in program objectives as LEAs will still have to ensure FAPE. However, due to the maintenance of fiscal support requirements of IDEA, the State must be very cautious about reducing any funds without examining in the impact on total support.

**If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to [mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov).**

## **EIA Program Report for Fiscal Year 2011-12**

### **Coversheet**

**EIA-Funded Program Name:** **Student Health and Fitness Act - Nurses**

**Current Fiscal Year:** **2011-12**

**Current EIA Appropriation:** **\$6,000,000**

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

Cathy Young-Jones

**Telephone Number:**

803-734-3194

**E-mail:**

[cyjones@ed.sc.gov](mailto:cyjones@ed.sc.gov)

**Question 1: History of the program: Please mark the appropriate response (choose one):**

**This program:**

☐ was an original initiative of the Education Improvement Act of 1984

☐ was created or implemented as part of the Education Accountability Act of 1998

☐ has been operational for less than five years

☒ was funded last fiscal year by general or other funds

☐ is a new program implemented for the first time in the current fiscal year

☐ Other

**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.**

**Code of Laws:**

**TITLE 59. EDUCATION \* CHAPTER 10. PHYSICAL EDUCATION, SCHOOL HEALTH SERVICES, AND NUTRITIONAL STANDARDS**

**SECTION 59-10-210.** Funding for licensed nurses for elementary schools. [SC ST SEC 59-10-210] Beginning with the 2007-08 school year, the General Assembly, annually in the General Appropriations Act, shall appropriate funds to the Department of Education to provide licensed nurses for elementary public schools. The State Department of Education shall make these funds available through a grant program and shall distribute the funds to the local school districts on a per school basis.

**SECTION 59-10-370.** Funding for implementation of chapter. [SC ST SEC 59-10-370] Each phase of implementation of this chapter is contingent upon the appropriation of adequate funding as documented by the fiscal impact statement provided by the Office of State Budget of the State Budget and Control Board. There is no mandatory financial obligation to school districts if state funding is not appropriated for each phase of implementation as provided for in the fiscal impact statement of the Office of the State Budget of the State Budget and Control Board.

**Proviso(s):** (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)

**[http://www.scstatehouse.gov/sess119\\_2011-2012/appropriations2011/ta11ndx.htm](http://www.scstatehouse.gov/sess119_2011-2012/appropriations2011/ta11ndx.htm)**

**1.91.** (SDE: Student Health and Fitness) Funds appropriated for Student Health and Fitness shall be allocated to school districts to increase the number of physical education teachers to the extent possible and to provide licensed nurses for elementary public schools. Twenty seven percent of the funds shall be allocated to the districts based on average daily membership of grades K-5 from the preceding year for physical education teachers. The remaining funds will be made available through a grant program for school nurses and shall be distributed to the school districts on a per school basis.

**Regulation(s):**

None applicable.

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

☐ Yes

☒ No



**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)**

Under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 students with disabilities may require nursing services in order to provide a free appropriate public education. SC passed the Students with Special Health Care Needs Act in 2005 which requires an individual healthcare plan (IHP) for students with special health care needs even if they do not qualify for a federal 504 plan (Section 59-63-80 of the SC Code of Laws). The Development of the individual healthcare plan is consistent with the scope of practice for registered nurses as described in the Nurse Practice Act (Section 40-33 of the SC Code of Laws). The services agreed upon by those required to sign off on the plan could require nurses to provide the services. Many students require medications to fully participate in their educational program and the administration of medications falls within the scope of nursing practice (Section 40-33 of the SC Code of Laws).

#### Purpose

To assure quality nursing services for students during school that help each student meet his/her educational goals and that keep students in class where they can learn.

#### Goal for SHFA Funding

To meet the national standards of having a full-time licensed nurse for each school with minimum ratios of RN school nurses-to-students as follows:

- 1:750 for students in the general population,
- 1:225 in the student populations requiring daily professional school nursing services or interventions,
- 1:125 in student populations with complex health care needs, and
- 1:1 as necessary for individual students who require daily and continuous professional nursing services.

#### Objectives for 2011-2012 School Year

1. To maintain or increase the number of licensed nurses (as measured in full-time equivalents) employed to provide direct nursing services for students in South Carolina's public schools.
2. To maintain or increase the percentage of schools with a full-time licensed nurse employed to provide direct nursing services for students.
3. To maintain or improve South Carolina's RN school nurse-to-student ratio for the general student population.

#### References

- Caseload Assignments:  
<http://www.nasn.org/PolicyAdvocacy/PositionPapersandReports/NASNPositionStatementsFullView/tabid/462/ArticleId/7/Caseload-Assignments-Revised-2010>
- Healthy People 2020 (Educational and Community-based Programs Objective 5):  
<http://www.healthypeople.gov/2020/topicsobjectives2020/objectiveslist.aspx?topicId=11>

**Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?**

**Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.**

**Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.**

**IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?**

Funds to assist with elementary school nurse salaries and benefits are distributed to local school districts via a non-competitive formula grant. At the end of the grant period each school district submits a Summary Report that includes the name of the elementary school, the name of the nurse providing services at the elementary school, and the actual amount of the salary and fringe benefits paid during the grant period for each nurse.

To assist school districts with facilitating integration of school nurse's into the schools' student support systems and retaining school nurses, the SC Department of Education in partnership with the SC Department of Health and Environmental Control, through the work of the State School Nurse Consultant, provides the following services:

1. Technical assistance via e-mail and phone.
2. Information sharing via listservs for school nurses and school health services contacts and web pages on the SC Department of Education's and SC Department of Health & Environmental Control's websites.
3. Orientation for Nurses Practicing in South Carolina's School Settings: The "Orientation for Nurses Practicing in South Carolina's School Settings" is a three-day course designed to complement a school district's orientation for recently hired nurses by providing an introduction to issues pertinent to successful nursing practice within a coordinated school health framework. There is no registration fee for this course; however participants are responsible for costs related to travel, lodging and meals. Forty-three (43) participants have registered to attend September 2011. Participants earn nursing continuing education contact hours.
4. Annual School Nurse Conference: The Annual School Nurse Conference is a major source of nursing continuing education contact hours for South Carolina's school nurses and traditionally attracts approximately 500 participants. The Conference is held on a Friday afternoon and Saturday in January.
5. School Nurse Program Advisory Committee (SNPAC): School districts are invited to assign a registered nurse to participate as a member of the SNPAC. The SNPAC meets three (3) times each school year to:
  - review current health status indicators of South Carolina's school-aged children,
  - develop or revise standards, procedures, and/or policies for statewide dissemination,

- offer input for the development of new school nursing initiatives and/or program changes,
- review materials for school health services programs,
- identify ways to maximize the available health care resources, and
- provide guidance regarding continuing education programming for school nurses.

**Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?**

**Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.**

School nurses submitted data for the two-week period, January 24, 2011 thru February 2, 2011 as a snapshot of the number of student and staff encounters for which they provided nursing services. An encounter represents each student or staff member for which nursing services were provided during the survey period. Multiple nursing services may have been offered during an encounter. See the tables below. The data suggest that during the 2011-12 school year 35,542 students were provided school health services by school nurses each school day (355,415 student encounters / 10 days) and that each nurse provided and managed nursing services for approximately 33 students each school day (35,542 students / 1073.32 nurse FTEs).

While the Students Health & Fitness Act funding focuses on providing elementary school nurses, its impact may extend beyond the elementary grades because school districts are encouraged in the grant application to use supplanted funds to improve their nursing infrastructure for other grades. Thus data for elementary, middle, and high schools are included below.

<b>SCHOOL NURSE ENCOUNTERS &amp; SERVICE DESCRIPTIONS</b> <b>TWO WEEKS: JANUARY 24, 2011 THROUGH FEBRUARY 2, 2011</b> <b>(PRELIMINARY DATA)</b>					
<b>Data Element</b>	<b>Elementary</b>	<b>Middle</b>	<b>High</b>	<b>Other*</b>	<b>TOTAL</b>
Student Encounters	207,127	78,670	56,261	13,357	355,415
Student Medications	69,801	29,815	19,988	5,875	125,479
Student Illness Treatments	99,787	38,200	29,749	4,943	172,679
Student Injury Treatments	24,983	9,357	5,866	1,206	41,412
Student Health Counseling	43,424	17,395	14,461	3,770	79,050
Parent/Teachers Communication	77,825	21,196	16,805	4,124	119,950
Students Returned to Class	180,637	69,516	48,674	12,066	310,893
Students Sent Home	25,565	8,437	6,522	1,210	41,734
Students Sent for Immediate Care	657	318	191	22	1,188
Staff Encounters	12,967	4,620	4,826	1,223	23,636

\*Other schools refer to schools that include a combination of grades that make it difficult to categorize it as an elementary, middle, or high school (e.g., schools that serve students in grades K – 12).

<b>SCHOOL NURSE ENCOUNTERS – SPECIAL PROCEDURES FOR STUDENTS*</b> <b>TWO WEEKS: JANUARY 24, 2011 THROUGH FEBRUARY 2, 2011</b> <b>(PRELIMINARY DATA)</b>					
<b>Special Procedures*</b>	<b>Elementary</b>	<b>Middle</b>	<b>High</b>	<b>Other**</b>	<b>TOTAL</b>
Catheterization	477	485	381	36	1,379
Tracheostomy Care	96	20	19	24	159
Suctioning	417	179	18	95	709
Diabetes Monitoring	9,759	6,244	3,358	618	19,979
Tube Feeding	1,379	377	344	886	2,986
Nebulizer Treatments	1,251	274	62	81	1,668
<b>TOTAL</b>	<b>13,379</b>	<b>7,579</b>	<b>4,182</b>	<b>1740</b>	<b>26,880</b>

\*This table does not reflect all of the special procedures provided; only those for which data were specifically requested.

\*\* Other schools refer to schools that include a combination of grades that make it difficult to categorize it as an elementary, middle, or high school (e.g., schools that serve students in grades K – 12).

In addition to the services represented by the Two-Week Encounters Survey, school nurses:

- provided health screening and referral services,
- developed individual healthcare plans (IHPs) for students with certain chronic health conditions as required under Section 59-63-80 of the SC Code of Laws and participated in the development of 504 Accommodation Plans (504 Plans),
- developed or participated in the development of 29, 328 school health promotion activities,
- reported 1,190 instances of suspected child abuse or neglect or sexual abuse to DSS and/or law enforcement, and
- made 1,059 home visits as appropriate.

The data in the following tables provide additional information regarding screening and referral services and IHPs and 504 Plans.

**Students with IHPs and 504 Plans**  
**(Preliminary data from the 2010-2011 School Nurse End of the Year Survey)**

**Chronic Health Conditions Table 1**

Health Conditions	# Students with Condition					# with IHP					# with 504 Plan				
	Elem	Mid	High	Other	Total	Elem	Mid	High	Other	Total	Elem	Mid	High	Other	Total
<b>ADD/ADHD</b>	18,693	8,776	7,571	752	35,792	2,788	962	792	253	4,795	801	729	722	41	2,293
<b>Allergies (Severe)</b>	6,273	2,066	2,249	222	10,810	3,663	1,033	836	129	5,661	118	33	39	8	198
<b>Asthma</b>	25,900	9,860	10,257	626	46,643	8,519	2,653	2,429	282	13,883	108	85	138	12	343
<b>Diabetes</b>	760	709	1,116	30	2,615	630	554	776	27	1,987	125	103	142	2	372
<b>Epilepsy</b>	1,832	712	957	191	3,692	1,089	402	535	182	2,208	88	57	70	0	215
<b>Psychiatric Disorders*</b>	2,386	1,274	1,990	252	5,902	290	139	238	106	773	217	133	146	2	498
<b>Sickle Cell Anemia</b>	434	170	281	14	899	185	79	98	5	367	31	15	31	4	81
<b>Total</b>	56,278	23,567	24,421	2,087	106,353	17,164	5,822	5,704	984	29,674	1,488	1,155	1,288	69	4,000

\*In the count for "Psychiatric Disorders" include depressive disorders, anxiety disorders, phobias, conduct disorders, and pervasive developmental disorders. Students with ADD/ADHD should be counted separately in the appropriate row noted above.

**Students with IHPs and 504 Plans (Continued)**  
**(Preliminary data from the 2010-2011 School Nurse End of the Year Survey)**

**Chronic Health Conditions Table 2: Other Health Conditions not included in Chronic Health Conditions Table 1**

Health Conditions	# Students with Condition					# with IHP					# with 504 Plan				
	Elem	Mid	High	Other	Total	Elem	Mid	High	Other	Total	Elem	Mid	High	Other	Total
<b>Cardiovascular Disorder</b>	435	247	553	14	1249	120	57	69	6	252	11	10	19	0	40
<b>Digestive System Disorder</b>	538	204	333	69	1144	141	58	51	56	306	18	6	19	0	43
<b>Nervous System Disorder</b>	391	164	361	13	929	156	49	73	13	291	23	15	30	0	68
<b>Ear/Hearing Disorder</b>	368	116	91	14	589	40	15	23	6	84	37	21	23	2	83
<b>Orthopedic Disorder</b>	229	102	134	63	528	75	29	38	60	202	11	12	34	0	57
<b>Skin Disorder</b>	353	81	37	8	479	40	5	3	0	48	2	2	0	0	4
<b>Muscular System Disorder</b>	215	104	114	13	446	57	35	43	10	145	21	22	24	0	67
<b>Eye/Visual Disorder</b>	278	50	107	9	444	34	6	13	4	57	18	6	18	1	43
<b>Blood Disorder</b>	116	46	57	1	220	47	24	18	1	90	9	5	1	1	16
<b>Excretory Disorder</b>	79	53	85	3	220	21	19	10	2	52	4	5	10	0	19
<b>Endocrine System Disorder</b>	90	49	72	1	212	42	16	19	1	78	5	4	5	0	14

Health Conditions	# Students with Condition					# with IHP					# with 504 Plan				
	Elem	Mid	High	Other	Total	Elem	Mid	High	Other	Total	Elem	Mid	High	Other	Total
<b>Immune System Disorder</b>	67	30	36	1	134	24	11	12	0	47	6	8	11	0	25
<b>Cancer/Tumor</b>	76	18	34	2	130	24	3	14	1	42	9	2	7	0	18
<b>Respiratory System Disorder</b>	74	12	34	8	128	50	10	27	8	95	9	3	3	0	15
<b>Reproductive System Disorder</b>	2	0	1	1	4	1	0	1	1	3	0	0	1	0	1
<b>Total</b>	3,311	1,276	2,049	220	6,856	872	337	414	169	1,792	183	121	205	4	513

### Screening and Referral Services

(Preliminary data from the 2010-2011 School Nurse End of the Year Survey)

Screening	# Students Screened	# Referred	# Referrals Completed	% of Referrals Completed
<b>Blood Pressure</b>	53,133	1,111	707	64%
<b>BMI</b>	73,640	2,820	334	12%
<b>Dental</b>	140,061	12,452	6,658	53%
<b>Hearing</b>	246,294	4,522	2,731	60%
<b>Postural</b>	15,450	527	141	27%
<b>Vision</b>	332,189	23,302	12,008	52%
<b>Total</b>	860,767	44,734	22,579	50%

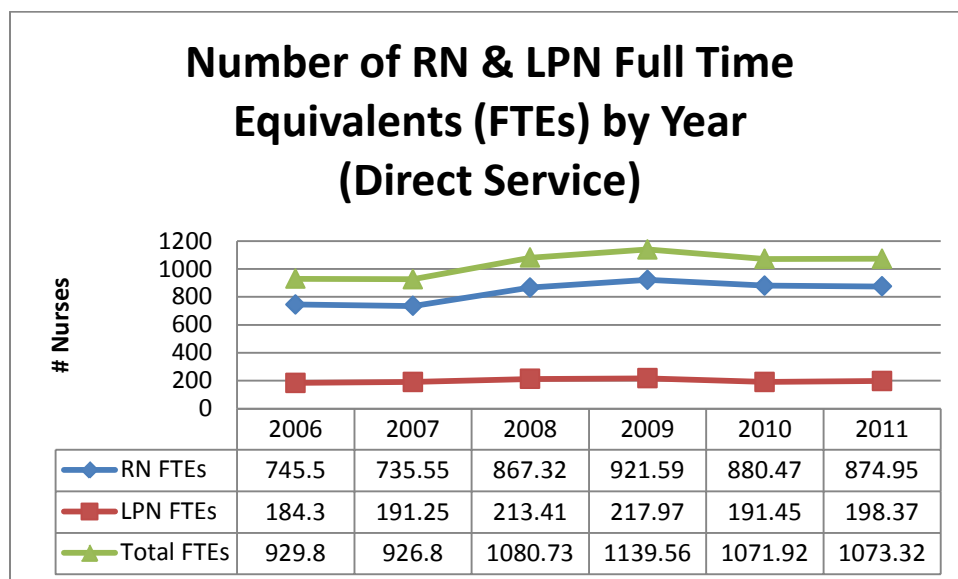


**Question 6: What are the outcomes or results of this program?**

**Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:**

**Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.**

Objective 1: To maintain or increase the number of licensed nurses (as measured in full-time equivalents) employed to provide direct nursing services for students in South Carolina's public schools.



Objective 2: To maintain or increase the percentage of schools with a full-time (FT) licensed nurse employed to provide direct nursing services for students.

Data Source: School Nurse End of the Year Surveys

**Elementary School Nurse Staffing**

School Year	# Elem Schools	# with FT RN	# with FT LPN	# (%) with FT RN or LPN
2008-09	645	495	117	612 (94.9%)
2009-10	664	500	118	618 (93.1%)
2010-11	664	491	109	600 (90.4%)

**Middle School Nurse Staffing**

School Year	# Middle Schools	# with FT RN	# with FT LPN	# (%) with FT RN or LPN
2008-09	234	158	38	196 (83.8%)
2009-10	231	160	29	189 (81.8%)
2010-11	236	162	32	194 (82.2%)

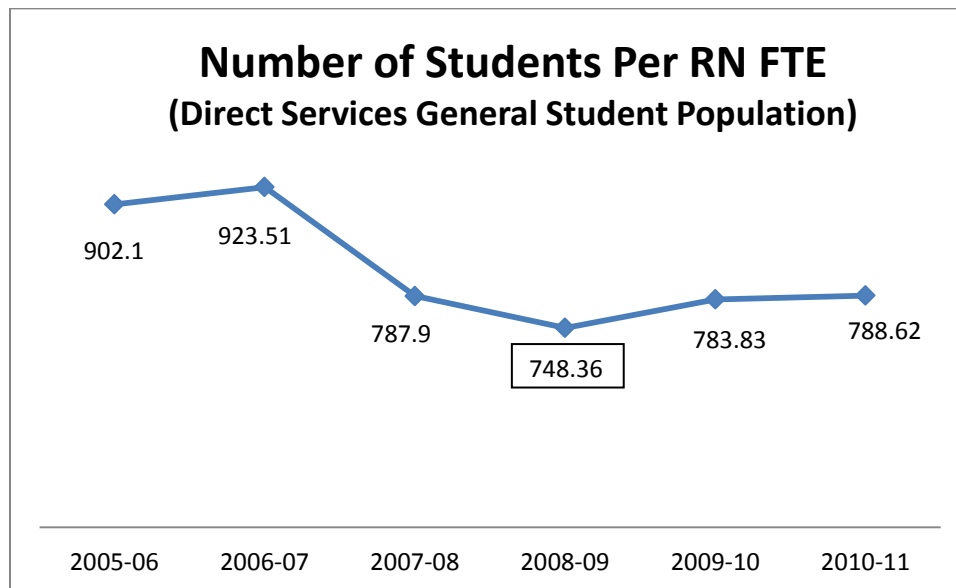
### High School Nurse Staffing

School Year	# High Schools	# with FT RN	# with FT LPN	# (%) with FT RN or LPN
2008-09	186	127	28	155 (83.3%)
2009-10	186	126	29	155 (83.3%)
2010-11	190	127	32	159 (83.7%)

### Other School Nurse Staffing (Schools that do not fit elementary, middle, or high category.)

Year	# Other Schools	# with FT RN	# with FT LPN	# (%) with FT RN or LPN
2008-09	54	44	8	52 (96.3%)
2009-10	40	27	6	33 (82.5%)
2010-11	37	23	7	30 (81.1%)

Objective 3: To maintain or improve South Carolina's RN school nurse-to-student ratio for the general student population. (Goal: 1:750)



### **Question 7: Program Evaluations**

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

See below.

**Has an evaluation ever been conducted?**

☐ **Yes**

☒ **No**

**If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?**

Not applicable, this program has not been evaluated.

**Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?**

Not applicable, this program has not been evaluated.

☐ **Yes**

☐ **No**

**If yes, please provide URL link here.**

**If no, why not?**

Not applicable, this program has not been evaluated.

**Question 8:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

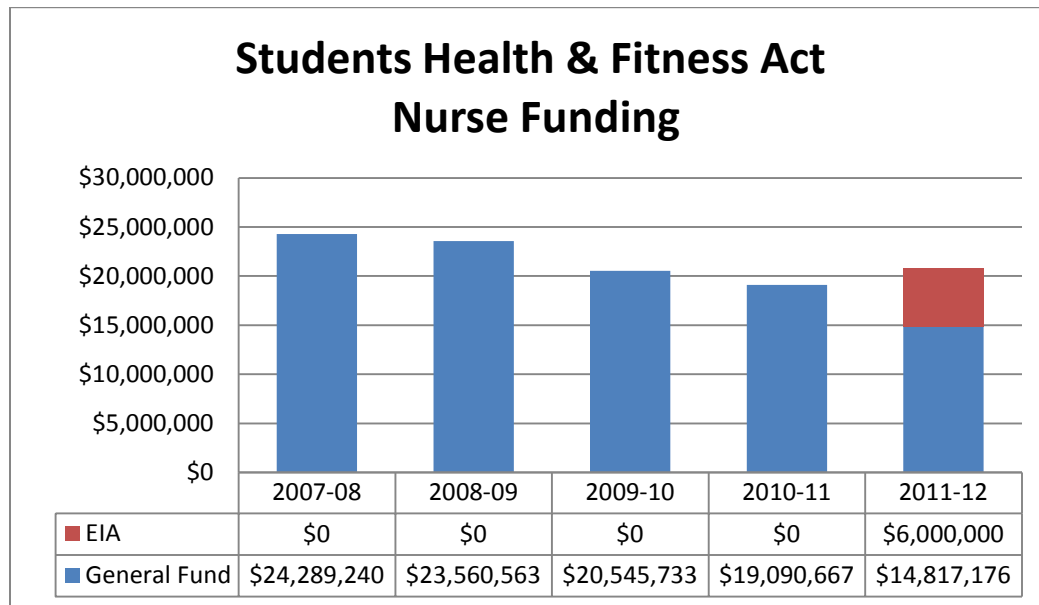
**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

Any reductions will be passed to the school districts that receive funding for elementary school nurses from EIA funds. Local school districts depend on funding made available pursuant to the Students Health and Fitness to provide the nursing services that allow students access to a free appropriate public education and that support a safe learning environment for each child. A reduction in EIA funding may force school districts to reduce even further the number of nurses that they employ.

**Question 9:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**



General funds available for elementary school nurses have decreased each year since its inception. Although appropriated funds do not fully cover all school districts' costs for school nurses' salary and fringe benefits, the funds have made it possible for schools to retain some of their nurses during these difficult fiscal times. EIA funds were appropriated during Fiscal Year 2011-12 to (a) prevent further school nurse reductions which would jeopardize student safety, (b) avoid a shift of some health services tasks to teachers and other school staff which would negatively impact teachers' ability to focus on educating children and other staff's ability to focus on the jobs for which they were hired, and (c) reduce the legal risks for school districts that may consider themselves forced to assign nursing services to individuals who are not licensed by the SC Board of Nursing to practice nursing.

If EIA funding is not made available during the Fiscal Year 2012-13 appropriations and General Funds are also not allocated for maintaining the current Students Health and Fitness Act total appropriations, school districts will likely reduce the number of school nurses. The end result will be that students may not receive the services that are designed to keep them healthy and in school where they can learn. School faculty and staff morale may suffer as health services tasks are shifted. Reductions in other areas of school budgets have already resulted in additional duties for faculty and staff (including school nurses). Many faculty and staff have stated that they are

reluctant to take responsibility for health services students. With the high acuity level of students being served in schools, this reluctance is understandable.

A funded mandate for school nurses is needed to assure a stable school nurse work force to meet the needs of students every school day. A funded mandate will allow for consistent nurse staffing among districts and program planning that can focus on increasing the number of students with individual healthcare plans in place, completed referrals, and other services that directly impact a student's ability to perform up to her/his potential.

**If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to [mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov).**

## Fiscal Year 2012-13

**Education Oversight Committee**  
**Post Office Box 11867**  
**Columbia, SC 29211**  
**[mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov)**

Date: October 13, 2011

## **Proposed EIA-Funded Program: \_Teach For America South Carolina**

**EIA Funds Requested for Fiscal Year 2012-13: \$\_2,000,000\_**

**1. What is the mission and the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.)**

Our mission is to build the movement to eliminate educational inequity by enlisting our nation's most promising future leaders in the effort. We recruit outstanding recent college graduates who commit two years to teach in urban and rural areas and become lifelong leaders in pursuing educational excellence and equity. With extensive training and support, these corps members work relentlessly to ensure that students growing up today in low-income communities are given the educational opportunities they deserve. As alumni, they are a powerful force of leaders who act on the conviction and insight they gain from their teaching experience, working in education and all other sectors to effect the fundamental changes needed to ensure that all children have an equal chance in life.

We set ambitious annual goals for the impact our teachers have in low-income communities, and actively share the results. Specifically, we expect that every one of our teachers makes at least 1.5 years of growth each year with their students.

In defining the effectiveness of our teachers, also called corps members, we focus on measurable academic achievement made by their students. We do so for two reasons. First, we believe that significant academic achievement is uniquely powerful in expanding life opportunities for and changing the life paths of our students. Second, we believe that when our corps members lead their students to significant academic achievement, they see firsthand that educational inequity is a problem that can be solved, and they develop both the understanding and commitment to solving it.

**2. To what extent, if any, was the program operational in the prior fiscal year, 2010-11? If so, how was the program funded?**

Teach For America – South Carolina was not operational in the 2010-2011 fiscal year.



**3. To what extent, if any, is the program operational in the current fiscal year, 2011-12? If so, how is the program being funded?**

Teach For America – South Carolina is fully operational in the current fiscal year, with 30 full-time teachers serving throughout the Pee Dee Region and Orangeburg, South Carolina. Teach For America secures local contributions from businesses, foundations, government organizations, and individuals in the regions where corps members teach. In addition, we receive national funding from corporations and foundations, individuals, and the federal government. More than 75 percent of our revenue stream is regional, and the remainder is national.

**4. To reach the mission and primary objective(s) of this program, what primary activities are planned for the current fiscal year and/or for the 2012-13 fiscal year for which funds are requested?**

Corps members will participate in induction to Teach For America - South Carolina in the early summer of 2012, then will attend training institute in June and July of 2012. After returning from 6 weeks of training, corps members will participate in orientation programming in August 2012. Corps members will receive ongoing support and professional development throughout the 2012-2013 school year, while serving as full-time teachers.

**5. What are the direct products and services (outputs) to be delivered by this program for the current fiscal year and/or for the 2012-13 fiscal year for which funds are requested?**

We recruit outstanding recent college graduates to commit two years to teach in urban and rural public schools, and provide them with the training and professional development to help ensure their success as teachers in low-income communities. Our teachers go beyond traditional expectations to lead their students to significant academic achievement, compensating for the added challenges their students face and the limited capacities of the school systems. Corps members' positive impact on student achievement provides critical additional evidence in communities across the country that it is possible for all low-income children and children of color to succeed academically.

**6. What are the intended outcomes or results of this program? Please provide any evidence that the outcomes are being achieved or describe the data that will be collected to document the achievement. (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Examples of outcomes**

**would be: measurable impact on student academic success, reduction in achievement gaps, improvement in high school graduation rate, etc.)**

Ensuring that our corps members lead their students to significant academic achievement is the linchpin of fulfilling our mission. In the short term, academic achievement is the surest path to expanded life opportunities for students growing up today in low-income communities. At the same time, the experience of leading students to make significant academic progress inspires our corps members to commit to eliminating educational inequity over the long term and gives them the insight and credibility to be effective.

Internally, we define the effectiveness of our corps members by the extent to which they have a measurable impact on their students' academic achievement. Based on the assessment results of their students, corps members fall into one of several performance categories: significant gains, solid gains, limited gains, or undetermined. To qualify for significant gains, corps members must demonstrate that their students have made 1.5 years or more of academic growth, that their students show 80 percent mastery of ambitious grade-level standards; and/or that they have reduced the gap in standardized test scores between their students and students in higher-income communities by 20 to 24 percent, depending on grade level. Given our mission, we charge corps members to lead their students to significant academic achievement, and we are deeply invested in measuring the extent to which that is happening in their classrooms.

**7. What amount, if any, of the funds requested will be expended on professional development? What type of professional services will be provided and to whom?**

Since all new teachers—especially those working in low-income communities like our corps members—face intense and numerous challenges in their schools and classrooms, we invest significant time and resources in providing ongoing support for corps members throughout their two-year commitment. There are four main components to our ongoing support and professional development model: observation and coaching; online resources and community; regional learning sessions; and graduate school coursework.

**8. Have there been any external or internal evaluations of this program? If so, please provide a summary of the report and its findings.**

A growing body of research shows that corps members have a positive impact on their students' achievement. The most rigorous research has found that corps members' impact

on student achievement exceeds that of experienced and certified teachers in the same schools. The studies below show that Teach For America corps members have a positive impact on student achievement, spanning subject areas and grade levels, from pre-Kindergarten to high school.

### **Impacts of Teacher Preparation on Student Test Scores in North Carolina: Teacher Portals (Gary Henry and Charles Thompson, 2010)**

A new study from the University of North Carolina compares the impact of teachers from the UNC teacher-preparation system—which is the leading provider of teacher in the state—with the impact of teachers from other pathways, including Teach For America. At every grade level and subject studied, Teach For America corps members did as well as or better than traditionally prepared UNC graduates.

### **Making a Difference? The Effects of Teach For America in High School (The Urban Institute/CALDER Research Center, 2009)**

In 2008, The Urban Institute, a highly regarded independent research organization, conducted a methodologically rigorous study of the impact of Teach For America corps members on high school students. This study analyzed end-of-course student exam data from 2000 through 2006 in North Carolina. The study found that Teach For America teachers were, on average, more effective than non-Teach For America teachers (meaning that students of Teach For America teachers scored higher on the exams than students of non-Teach For America teachers) in all subject areas, and especially in math and science.

### **Louisiana Value-Added Teacher Preparation Assessment Study (Louisiana Practitioner Teacher Project, 2009)**

For the last several years, the state of Louisiana has been conducting a value-added study of teacher-preparation programs. The study assesses the effectiveness of each preparation program based on the achievement of students taught by new teachers from that program. Teach For America approached lead researcher George Noell about conducting a Teach For America-only value-added analysis in order to better understand the impact of Louisiana corps members on student achievement. Results of the analysis indicate that the effectiveness of Teach For America teachers is far more like that of certified veteran teachers than it is like that of new teachers. In English language arts, reading, math, and science, these results were statistically significant.

These results support the findings of earlier studies by Mathematica and the Urban Institute that Teach For America teachers have a significant positive impact on student achievement.

### **The Effects of Teach For America on Students (Mathematica Policy Research, 2004)**

Using random assignment of students to teachers—research methodology widely regarded as the gold standard—this study found that students of Teach For America corps members made more progress in a year in both reading and math than would typically be expected, and attained significantly greater gains in math compared with students of other teachers, including veteran and certified teachers.

*School principals report high rates of satisfaction with Teach For America corps members.*

### **Teach For America National Principal Survey (Policy Studies Associates, 2009)**

Principals who manage Teach For America corps members expressed a high level of satisfaction in this independent study, reporting that corps members are well prepared and have a significant and positive impact on their schools and on student achievement:

» 95 percent rated Teach For America corps members as effective as, if not more effective than, other beginning teachers in terms of overall performance and impact on student achievement.

» 66 percent regarded Teach For America teachers as more effective compared with other beginning teachers in their schools with respect to their impact on student achievement.

» The vast majority of principals rated corps members as good or excellent on indicators of effective teaching and behaviors, including:

- Holding high expectations for students (91 percent)
- Setting ambitious goals for student achievement (90 percent)
- Knowledge of the subject matter (89 percent)
- Developing positive relationships with colleagues and administrators (89 percent)

Please complete the following charts which will provide detailed budget and expenditure history for this program. Please reference any one-time (non-recurring funds).

Please complete the following charts which will provide detailed budget and expenditure history for this program. Please reference any one-time (non-recurring funds).

<b>Funding Sources</b>	<b>2010-11 Actual</b>	<b>2011-12 Estimate</b>	<b>2012-13 Requested Amount</b>
EIA	\$	\$	
General Fund	\$	\$	
Lottery	\$	\$	
Fees	\$	\$	
Other Sources	\$	\$	
Grant	\$	\$	
Contributions, Foundation	\$	\$	
Other (Specify)	\$	\$	
Carry Forward from Prior Year	\$	\$	
<b>TOTAL:</b>	<b>\$</b>	<b>\$</b>	

<b>Expenditures</b>	<b>2010-11 Actual</b>	<b>2011-12 Estimate</b>	<b>2012-13 Requested Amount</b>
Personal Service	265,500	814,500	1,224,029
Contractual Services	13,500	34,500	45,358
Supplies & Materials	21,750	60,750	90,229
Fixed Charges	39,750	86,250	142,904
Travel	17,700	153,000	215,575
Equipment	-	-	-
Employer Contributions	-	-	-
Allocations to Districts/Schools/Agencies/Entities	-	-	-
Other: Please explain	32,250	86,250	117,542
Balance Remaining	27,000	118,500	164,364
<b>TOTAL:</b>	<b>417,450</b>	<b>1,353,750</b>	<b>2,000,000</b>
<b># FTES:</b>			

# TEACHFORAMERICA

## FY2013 Projected Budget

South Carolina

Expenses	Program Services					Supporting Services			GRAND TOTAL
	Corps Member Recruitment, Selection, & Placement	Corps Member Pre-Service Training & Preparation	Corps Member Development & Support	Alumni Support	Total Program Services	Management & General	Fundraising	Total Supporting Services	
Personnel Expenses	\$ 470,000	\$ 349,000	\$ 941,000	\$ 42,000	\$ 1,802,000	\$ 257,000	\$ 128,000	\$ 385,000	\$ 2,187,000
Professional Services	25,000	13,000	17,000	3,000	58,000	31,000	4,000	35,000	93,000
Travel, Meetings & Food	59,000	164,000	167,000	5,000	395,000	23,000	24,000	47,000	442,000
Institute Food & Lodging	-	229,000	-	-	229,000	-	-	-	229,000
Financial Aid & Awards	105,000	-	10,000	1,000	116,000	2,000	-	2,000	118,000
Postage & Delivery	1,000	1,000	10,000	-	12,000	1,000	-	1,000	13,000
Telecommunications	9,000	9,000	43,000	1,000	62,000	4,000	1,000	5,000	67,000
Equipment & Supplies	29,000	38,000	92,000	7,000	166,000	15,000	4,000	19,000	185,000
Special Events	-	-	-	-	-	-	-	-	-
Subscriptions & Dues	-	1,000	9,000	-	10,000	1,000	1,000	2,000	12,000
Contributions & Passthroughs	-	-	-	-	-	-	-	-	-
Printing, Advertising & Media	8,000	9,000	10,000	1,000	28,000	2,000	1,000	3,000	31,000
Rent, Utilities & Occupancy	30,000	51,000	192,000	2,000	275,000	15,000	3,000	18,000	293,000
Discretionary & Miscellaneous	3,000	5,000	8,000	3,000	19,000	2,000	1,000	3,000	22,000
Interest, Insurance & Other Business Expense	1,000	1,000	2,000	-	4,000	4,000	1,000	5,000	9,000
Depreciation & Amortization	94,000	40,000	100,000	5,000	239,000	32,000	35,000	67,000	306,000
<b>Total</b>	<b>\$ 834,000</b>	<b>\$ 910,000</b>	<b>\$ 1,601,000</b>	<b>\$ 70,000</b>	<b>\$ 3,415,000</b>	<b>\$ 389,000</b>	<b>\$ 203,000</b>	<b>\$ 592,000</b>	<b>\$ 4,007,000</b>
% of Total	21%	23%	40%	2%	85%	10%	5%	15%	

Based on the following assumptions:	
2013 Incoming Corps Members	125
2012 Corps Members Starting First Year of Teaching	75
2011 Corps Members Starting Second Year of Teaching	29
FY13 Regional Alumni	91

FY13 Reserve Contribution 546,500

Total Operating Requirement 4,553,500

## **EIA Program Report for Fiscal Year 2011-12**

### **Coversheet**

**EIA-Funded Program Name:**                      **Transportation**

**Current Fiscal Year:**                              **2011-12**

**Current EIA Appropriation:**                      **\$20,764,522**

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

Tracy Bedenbaugh

**Telephone Number:**

803-734-8252

**E-mail:**

[tbedenba@ed.sc.gov](mailto:tbedenba@ed.sc.gov)

**Question 1: History of the program: Please mark the appropriate response (choose one):**

**This program:**

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☒ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.**

**Code of Laws: SECTION 59-67-410, SECTION 59-67-420**

**Proviso(s):**

**Regulation(s):**

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

☒ Yes

☐ No



**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.) The goal of the Office of Transportation is to provide student transportation services in the safest and most cost effective manner possible.**

**Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year? Constant monitoring of safety record and costs associated with providing the service.**

**Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.**

**Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.**

**IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?**

**Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program? Transported 701,718 passenger trips each school day, maintained 5,672 school buses, 461 service vehicles and 1 boat.**

**Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.**

**Question 6: What are the outcomes or results of this program? Children were delivered safely to school and back home with minimal delay.**

**Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:**

**Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.**

**Question 7: Program Evaluations**

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

**July 2011**

**Has an evaluation ever been conducted?**

☒ **Yes**

☐ **No**

**If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation? It was an internal evaluation of pupil injuries and cost per mile.**

**Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?**

☐ **Yes**

☒ **No**

**If yes, please provide URL link here.**

**If no, why not? It was internal.**

**Question 8:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12? Since this money is allocated for school bus fuel, the cost would have to be absorbed in other areas of our budget.**

**Question 9:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change? They would not change. We are charged with providing student transportation, regardless of the challenges.**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives? We do not recommend any changes, these funds should be provided from the General Fund.**

**If you want to provide supporting documents or evaluation reports,  
either reference a website below or email the report directly  
to [mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov).**

## **EIA Program Report for Fiscal Year 2011-12**

### **Coversheet**

**EIA-Funded Program Name:** Writing Improvement Network

**Current Fiscal Year:** 2011-12

**Current EIA Appropriation:** \$182,761

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

Ellen W James

**Telephone Number:**

803- 777-0340

**E-mail:**

[ellenwjames@sc.edu](mailto:ellenwjames@sc.edu)

**Question 1: History of the program: Please mark the appropriate response (choose one):**

**This program:**

- ☐ was an original initiative of the Education Improvement Act of 1984
- ☐ was created or implemented as part of the Education Accountability Act of 1998
- ☐ has been operational for less than five years
- ☒ was funded last fiscal year by general or other funds
- ☐ is a new program implemented for the first time in the current fiscal year
- ☐ Other

**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.**

<b>Code of Laws:</b>
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Title 59-18-300

None exists. WIN has line item appropriation only

<b>Proviso(s):</b> (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)
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1A.39

<b>Regulation(s):</b>
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None exists. WIN has line item appropriation only.

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

☐ Yes

X   No

**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)**

The Writing Improvement Network (WIN) serves as a professional development resource for South Carolina (SC) K-12 teachers. WIN uses teacher experts to provide training in the implementation of research-based best practices in teaching students to become better readers and writers and provides guidance in choosing professional development and classroom resources.

WIN's objectives are to 1) inform SC's public schools of WIN's purposes and activities; 2) become involved with other education-related agencies and projects that affect English Language Arts (ELA) instruction; 3) develop a technical assistance plan that focuses on ELA academic standards of greatest need by analyzing available data; 4) collaborate with teachers to develop instructional strategies and materials to improve ELA instruction for all students with emphasis on underperforming schools (determined by SC's annual report card); and 5) provide professional development based on current research.

**Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were provided to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?**

**Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.**

**Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.**

**IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?**

**Primary activities, 2010-11:**

1. Reviewed and offered suggestions for revisions to Spartanburg 7's district writing plan as requested by district-level staff.
2. Provided a day-long session on learning how to use the 15-point writing rubric and associated instructional strategies for Spartanburg 7 grades 3-5 writing committee members.

3. Provided a day-long session on learning how to use the 15-point writing rubric and associated instructional strategies for Spartanburg 7 grades 6-8 writing committee members.
4. Provided a day-long session on learning how to use the 15-point writing rubric and associated instructional strategies for Spartanburg 7 grades 9-12 writing committee members.
5. Provided a half-day workshop on reading and writing instructional strategies for grades 6-8 ELA teachers in Anderson 5.
6. Provided a half-day workshop on reading and writing instructional strategies for grades 9-12 ELA teachers in Anderson 5.
7. Provided half-day ELA test data analysis workshop for grades 3-5 ELA teachers in Dillon 2.
8. Provided a half-day ELA test data analysis workshop for grades 6-8 ELA teachers in Dillon 2.
9. Provided a half-day ELA test data analysis workshop for Lexington 1 elementary, middle, and high school department chairpersons .
10. Provided a half-day ELA test data analysis workshop for statewide ELA coordinators.
11. Provided a half-day workshop on increasing the rigor of ELA classroom assessments for Darlington County district- and school-level administrators.
12. Provided a half-day workshop on increasing the rigor of ELA classroom assessments for Eau Claire High School teachers and administrators, as well as Richland 1 district-level administrators.
13. Provided a day-long session on using annotated anchor papers to score a schoolwide writing assessment for grades 6-8 ELA teachers at Gilbert Middle School.
14. Provided a day-long session on integrating reading, writing, and research instruction through a thematic unit for Berkeley County K-2 ELA teachers.
15. Provided a day-long session on integrating reading, writing, and research instruction through a thematic unit for Berkeley County 3-5 ELA teachers.
16. Provided a day-long session on integrating reading, writing, and research instruction through a thematic unit for Berkeley County 6-8 ELA teachers.
17. Provided a day-long session on integrating reading, writing, and research instruction through a thematic unit for Berkeley County 9-12 ELA teachers.
18. Provided year-long, onsite technical assistance to Scott's Branch Middle School in Clarendon District 1 in collaboration with the Palmetto Priority Schools Office at the SC Department of Education.
19. Provided year-long, onsite technical assistance to Eau Claire High School in Richland District 1 in collaboration with the Palmetto Priority Schools Office at the SC Department of Education.

**Primary Activities, 2011-12:**

1. Provided a half-day session on reading and writing strategies using informational texts at the summer conference for recipients of the School Improvement Grant (SIG) through the SC Department of Education. (July 2011)

2. Provided a 2-day summer institute for ELA teachers from Eau Claire, C. A. Johnson, and Lower Richland High Schools in Richland District 1. (July 2011)
3. Provided a day-long session on technical writing to non-ELA teachers and administrators at the Darlington County Technology Center. (August 2011)
4. Provided a day-long session on initiating and maintaining portfolio writing assessments for Berkeley County 6-8 and 9-12 ELA teachers. (August 2011)
5. Provided a half-day informational session on the ELA Common Core State Standards for grades 3-5, 6-8, and 9-12 ELA teachers in Anderson District 1. (September 2011)
6. Provide a half-day session on incorporating social studies in the ELA classroom for K-5 teachers in Berkeley County. (February 2012)
7. Provide onsite technical assistance to McBee Elementary K-6 teachers in Chesterfield County. (August 2011 – January 2012)
8. Provide year-long, onsite technical assistance to ELA teachers at Eau Claire, C. A. Johnson, and Lower Richland High Schools in Richland District 1. (September 2011-April 2012)
9. Provide monthly after-school extended-response scoring sessions for ELA teachers from Eau Claire High School, C. A. Johnson High School, and Lower Richland High School in Richland District 1. (October 2011-April 2012)
10. Revise existing (and develop new) ELA HSAP benchmark items for Richland District 1. (November 2011-March 2012)
11. Provide professional development services to additional schools and districts, as requested.
12. Provide professional development services to schools and districts for the SC Department of Education, as requested.
13. Provide PRAXIS 1 tutoring to individual University of South Carolina students, as requested.
14. Present a session entitled *The Role of Evaluation in Informing Program Functioning and Public Perception* at the American Evaluation Association conference in Anaheim, California, November 4, 2011.

**Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?**

**Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.**

WIN consultants conducted 18 workshops (including two 8-day intensive workshops) in 2010-2011 related to PASS Writing, scoring, student assessment, or targeted professional development based on school and student needs. Approximately 500 teachers and 50



administrators representing nine school districts were served through school-based and teacher-targeted initiatives.

Specifically, seven half-day workshops were offered to 260 teachers and related personnel in six schools/school districts. Nine full-day workshops were provided to 270 teachers and administrators across four counties, and 12 teachers in two schools participated in more intensive services that spanned eight days.

As a service to the University of South Carolina, WIN provided one-on-one tutoring to several College of Education students who had to re-take the PRAXIS 1 test to qualify for student-teaching.

### **Question 6: What are the outcomes or results of this program?**

**Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:**

**Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.**

WIN realized the following outcomes during 2010-11: 1) provided useful, relevant, and practical information to 550 teachers and related personnel in nine school districts regarding teaching ELA aligned with South Carolina standards, 2) collaborated with the South Carolina Department of Education and school districts to enhance ELA instruction and assessment, and 3) used participant feedback, participant observation, and information from stakeholders to reexamine and redefine technical assistance and consultation services. Outcomes such as impact on student achievement are difficult to ascertain based on intensity of WIN services resulting from strained professional development budgets of schools and the occurrence of multiple interventions in high-needs school districts. In 2010-2011, WIN sought to provide higher intensity technical assistance to schools. Technical assistance and consultation with one school district (Richland 1) resulted in a continuation of services to one high school and expansion of services to two additional high schools for 2011-12.

End-of-workshop evaluations were collected from participants in 15 WIN workshops that occurred in 2010-11. Seven evaluation surveys based on the goals and objectives of individual workshops were used to collect data.

Two *Teaching More, Using Less to Teach* workshops were conducted in Anderson 5. More than 95% of participants in both workshops indicated that the workshops were probably or definitely worth their time. Participants in these workshops were asked to provide a one-word description of the workshop. Respondents from one workshop used 100% positive words while approximately 65% of the words used to describe the other workshop were positive. Finally, participants responded to eight survey items about their overall impressions of the workshop. More than 90% of participants "Agreed" or "Strongly Agreed" with the statements. Figure 1 contains the survey items and Tables 1-6 provide detailed results from the closed-ended items on the evaluation surveys.

Four *Reading, Researching, and Thinking Like a Writer* workshops were provided in Berkeley County. These workshops used a 10-item Likert scale survey to gauge participants' learning of specific techniques such as using ELA indicators, informational texts, and thematic units that were taught in these sessions. Participants in two of the sessions "Agreed" or "Strongly Agreed" with the statements 97% and 93% of the time. More than half of the participants in the other two sessions indicated that they "Agreed" or "Strongly Agreed" as well. Tables 7-10 provide detailed results from the closed-ended items (available in Figure 2) from these two workshops.

An intensive, eight-day workshop, entitled *Success in Reading and Writing: Gaining Insights, Building Skills, and Making a Match*, was conducted in Richland 1 at Eau Claire High School. This workshop used a 15 item Likert-scale survey to evaluate participants' level of understanding of the topics taught, such as the use of literary texts and figurative language in writing instruction. Approximately 89% of the participants "Agreed" or "Strongly Agreed" with the statements on the survey, indicating a high level of understanding of the topics discussed. Figure 3 details the 15 survey items. Table 11 provides the detailed results for this eight-day workshop.

Together, Spartanburg and Darlington school districts offered five *Scoring Workshops* to teachers in all grade levels (one for grades 3-5, two for grades 6-8, and two for grades 9-12). A retrospective pre-post survey was used that asked teachers to rate their level of preparation both before and after the workshop. This was used to measure participants' average gain in learning from the workshop. The average gain in learning for the five workshops ranged from 0 to 0.3 points on a four-point Likert scale (4 indicates Strong Agreement and 1 is Strong Disagreement). Figure 4 shares the items for the pre-post survey and Tables 12-16 show the results from the five workshops.

A similar pre-post design was used for the *Strategies for Developing Higher Cognitive Level Multiple Choice Tests* with teachers at Eau Claire High School and with district- and school-level administrators in Darlington County. The average gain for the Eau Claire High School workshop was 0.2 points on the four point Likert scale. The average gain for the Darlington County workshop was 0.5. Figure 5, Table 17 and Figure 6, Table 18 share detailed information about these items and responses.

Two PASS Writing workshops were offered to grades 3-5 and 6-8 teachers in Dillon 2. A retrospective pre-post survey with four Likert scale items was given for teachers to rate their level of preparation. Grades 3-5 teachers reported an average gain of 0.6 points on the 4-point Likert scale, while grades 6-8 teachers had a 0.7 point change in knowledge. Teachers were also asked to report if they thought there was a change in the domain that students demonstrated their strongest and weakest performance, based on the new information they received about writing domains in the workshops. Approximately 71% of the grades 3-5 teachers changed their students' strongest domain and 43% changed their students' weakest domain. The grades 6-8 teachers were slightly less likely to change their students' strongest domain, but the same percentage as elementary teachers (43%) changed their students' weakest domain at the end of the training. Figure 7, Tables 19-24 share detailed information about these items and responses.

## **Question 7: Program Evaluations**

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

2009-10

**Has an evaluation ever been Provided?**

☒ **Yes**

☐ **No**

**If an evaluation was provided, what were the results and primary recommendations of the most recent evaluation?**

Due to reductions in funding, WIN was unable to pay for its Year 2 External Evaluation. Therefore, the information provided below is based on WIN's Year 1 External Evaluation (2009-10).

Professional development provided by WIN is content specific, focusing on improvement explicitly related to ELA standards with supplemental impacts on other content areas. WIN consultants work to assist teachers and administrators in effectively interpreting standards and provide examples of student mastery of ELA concepts. WIN consultants use active learning techniques in the professional development process that seek to engage and include teachers in the development of strategies and methods to understand and improve student learning. While these are strong aspects of WIN professional development and technical assistance, the current intensity and length of engagement of WIN professional development activities are often not enough to significantly impact teacher functioning and student achievement. At this point, impact on student outcomes is hard to discern based on the limited intensity of WIN services and the prevalence of other professional development and technical assistance at many of the high needs schools and districts served.

WIN consultants are interested in and have attempted to provide professional development with more intensity particularly to Below Average and At-Risk districts and schools; however, budget cuts and funding constraints have limited schools' ability to afford this type of professional development. In addition, WIN's budget does not allow it to provide intensive services at a significantly reduced rate to be affordable for these districts and schools. On average, schools/districts provided approximately \$2,000 for a customized series of WIN workshops during 2009-2010 that consisted of between one and three workshops. Costs per district ranged from \$550 to \$3,000 based on the intensity of services. The actual costs to WIN to plan and implement a high-quality, one-day customized professional development workshop are between \$1,500 and \$2,500. WIN often provides more services and technical assistance than it is compensated for based on the amount it charges schools and districts for professional development. For example, WIN received only 15% of the costs required to plan and implement the services for the Writers' Edge Project, a collaboration with Benedict College.

Evaluations from the more intensive professional development workshops such as Clarendon 1 (Scott's Branch) and Lexington School District 5 are more positive than those from shorter term

professional development and likely demonstrate the rapport developed with professional development facilitators and the commitment gained from more frequent interactions and integration of material over a period of time. In addition, evaluations from The Writers' Edge Summer Institute demonstrated that significant changes occurred in teachers' knowledge, beliefs, and attitudes during the insensitive professional development process. The design and intent of the Writers' Edge Project was aligned with high-quality professional development; however, lack of follow through by participating teachers during the academic year following the institute appears to have compromised classroom and student impact (Saunders, 2010).

Based on information gleaned from workshop evaluations as well as teacher dispositions during technical assistance, WIN consultants have redesigned some of their professional development strategies for 2010–2011. In professional development designed for teachers in Grades 3-8 for Dillon School District 2, which occurred in August 2010, WIN consultants analyzed district-level PASS Extended Response and Multiple Choice Writing Scores. The consultants developed a workshop to assist classroom teachers in understanding and using these data to inform their instruction. The evaluation form used to determine pre- and post-workshop perceptions allows WIN consultants and others to understand changes in beliefs, perceptions, and knowledge as a result of workshop participation. If WIN continues to use this type of data-driven approach in a more substantial and sustained professional development process, significant student achievement results may be realized.

**Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?**

☒ **Yes (hard copy)**

☐ **No**

**If yes, please provide URL link here.**

**If no, why not?**

Due to reductions in funding, WIN can no longer afford to pay the monthly Website hosting fee or to pay the Webmaster. Therefore, WIN has eliminated its Web site. A hard copy of the Year 1 External Evaluation (2009-10) was provided last year.

**Question 8:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

WIN's July 2011 appropriation was \$182,761. The following items were budgeted based on this original amount: 94.4% (salaries and fringe for the WIN director, administrative assistant, and WIN's early childhood/elementary specialist; \$1,500 (consultant fee for technical assistance with data calculations for this report); and the remaining, \$8,735 budgeted for general office operating expenditures.

With its appropriation reduction of 15%, WIN changed its hiring and payment policies for all part-time consultants. Effective July 1, 2011, staff formerly hired as part-time consultants (to assist with projects on an as-needed basis) are now hired as independent consultants, eliminating the need for WIN to pay a portion of their state and federal withholding taxes and state retirement contributions. WIN submits an invoice for services provided to schools/districts as a convenience to these consultants; however, the schools/districts pay the consultants directly. Schools/districts also provide each consultant with Form 1099 for income tax purposes. These independent consultants do not receive reimbursements for any travel expenses. Full-time staff members also do not receive travel reimbursements.

WIN has reduced general office operating expenses by 15% and ceased operation of its website, eliminating the need to pay for a web-hosting site (\$25 monthly) and a web master (\$100 monthly). WIN has postponed indefinitely upgrading any existing technology and has eliminated the purchase of any new technology. Additionally, WIN no longer purchases professional texts and materials for use with teachers and students in professional development projects.

In 2005, WIN's appropriation was \$288,444. Since 2006, WIN's appropriation has been reduced by 36.6%, \$105,683.

WIN increased its fees with each of the previous reductions. If additional reductions are imposed, WIN will again have to increase its fees. Monies collected from increased fees will be used to supplement any salary reductions taken by WIN's director, early childhood/elementary specialist, and administrative assistant.

**Question 9:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**

If WIN's funding for FY 2012-13 remains the same as its funding for FY 2011-12, WIN can function, minimally, as described in the previous two sections. During FY 2010-11, WIN explored possibilities for offering its services through video-streaming and Webinars, and through video recording workshops onto CDs/DVDs. As a result of this exploration, the director learned that many sites/services require a paid subscription, costs that are prohibitive given WIN's reduced funding. While there are some free video-streaming and webinar-hosting services, WIN often lacks the technological resources to take advantage of them. And in many cases, USC's IT Department restricts access to sites/services for which WIN has compatible technology. Even if these financial and/or technological obstacles can be resolved, WIN must determine if fees can be charged for video-streaming sessions and Webinars and if workshop CDs/DVDs can be sold to compensate for reduced appropriations. WIN's full-time staff and independent consultants have developed thematic instructional units that align both to the South Carolina ELA Standards and to the new Common Core State Standards. The director contacted the National Council of Teachers of English (NCTE) to determine if the organization would be interested in publishing these materials and offering them for sale to its members (with WIN receiving a percentage of the sales). While NCTE was interested in reviewing the materials, NCTE was not interested in forming a partnership. However, NCTE did encourage WIN to submit a proposal to present at its national conference, which would provide an opportunity for WIN consultants to present a workshop using the thematic units. Although WIN consultants regularly presented at NCTE in years past, consultants can no longer afford to attend any conferences due to decreased funding. Because WIN cannot afford to pay to have its instructional materials published, the director is trying to find a publisher who is willing to produce the materials at no charge to WIN. If WIN is successful in finding a "free" publisher and selling these materials, all proceeds will be used to compensate for reduced appropriations.

**If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to [mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov).**

**Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.**

**Question 10: Fiscal Year 2012-13**

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

- ☒ **The same as appropriated in the current fiscal year's appropriation**
- ☐ **An increase over the current fiscal year's appropriation**
- ☐ **A decrease over the current fiscal year's appropriation**

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

**NA**

**If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?**

**Question 11: Fiscal Years 2010-11 and 2011-12**

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2010-11) and the budget for this program in the current fiscal year (2011-12).

If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	215,013	182,761
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL	215,013	182,761

**Other: Please specify here.**



Expenditures	Prior FY Actual	Current FY
Personal Service	158,431	138,683
Contractual Services	7,106	6,446
Supplies and Materials	8,487	2,600
Fixed Charges	1,900	2,300
Travel	354	500
Equipment		
Employer Contributions	38,471	32,232
Allocations to		
Other: Please explain		
Balance Remaining	264	
<b>TOTAL</b>	<b>215,013</b>	<b>182,761</b>
<b>#FTES</b>	<b>3</b>	<b>3</b>

**Other: Please explain here.**

**Supporting Documents:**

**Figures 1-7  
Tables 1-24**

**South Carolina Writing Improvement Network  
Workshop Evaluation Results**

**Figure 1**  
**Items from the Teaching More, Using Less to Teach Workshops**

Items	Responses			
1. The workshop met its intended goals as outlined in the opening few minutes of the session(s).	Strongly Agree	Generally Agree	Generally Disagree	Strongly Disagree
2. The workshop was relevant to my needs.				
3. The workshop content was focused and effectively presented.				
4. The workshop materials were well organized.				
5. The workshop materials were professional looking and relevant.				
6. The presenter was well prepared.				
7. The presenter was knowledgeable.				
8. The presenter was engaging.				

**Table 1**  
**Anderson 5 Teaching More, Using Less to Teach Workshop (Grades 6-8)**

Item #	n	Mean	Strongly Disagree	Disagree	Agree	Strongly Agree
1	23	3.61	0	1	7	15
2	23	3.65	0	3	2	18
3	23	3.78	0	0	5	18
4	23	3.74	1	1	1	20
5	23	3.83	1	0	1	21
6	22	3.86	1	0	0	21
7	22	3.77	1	0	2	19
8	19	3.95	0	0	1	18
Percent		3.77	2.2%	2.8%	10.7%	84.3%

**Table 2**  
**One-Word Description of Anderson 5 Teaching More, Using Less to Teach Workshop (Grades 6-8)**

Type of Word	Number	Percent
Positive (e.g., informative, enriching)	19	100.0%
Negative	0	0.0%

n=19 (those who provided comment)

**Table 3**  
**Overall Rating of Anderson 5 Teaching More, Using Less to Teach Workshop (Grades 6-8)**

Overall Rating	Number	Percent
Not Worth My Time	1	4.3%
Probably Worth My Time	7	30.4%
Definitely Worth My Time	15	65.2%

**Table 4*****Anderson 5 Teaching More, Using Less to Teach Workshop (Grades 9-12)***

Item #	n	Mean	Strongly Disagree	Disagree	Agree	Strongly Agree
1	30	3.8	0	0	6	24
2	30	3.8	0	1	4	25
3	30	3.9	0	0	4	26
4	30	3.8	0	0	7	23
5	30	3.9	0	0	2	28
6	30	3.9	0	0	2	28
7	30	4.0	0	0	1	29
8	30	3.8	0	0	6	24
Percent		3.9	0.0%	0.4%	13.3%	86.3%

**Table 5*****One-Word Description of Anderson 5 Teaching More, Using Less to Teach Workshop (Grades 9-12)***

Type of Word	Number	Percent
Positive (e.g., helpful, interesting)	11	64.7%
Negative (e.g., long, too time consuming)	5	29.4%
Neutral (e.g., confused)	1	5.9%

N=17 (those who provided comment)

**Table 6*****Overall Rating of Anderson 5 Teaching More, Using Less to Teach (Grades 9-12)***

Overall Rating	Number	Percent
Not Worth My Time	0	0.0%
Probably Worth My Time	7	24.1%
Definitely Worth My Time	22	75.9%

**Figure 2****Items from the Reading, Researching, and Thinking Like a Writer Workshops**

Items		Responses			
		Strongly Agree	Generally Agree	Generally Disagree	Strongly Disagree
1.	As a result of the “hands on, interactive” presentation of this workshop, I am confident that I will be able to use this thematic instructional unit with my students.				
2.	I have a better understanding of how to incorporate multiple ELA indicators into my regular instruction.				
3.	I have a better understanding of how to incorporate informational texts into my regular instruction.				
4.	I have a better understanding of how to incorporate ELA research indicators into my regular instruction.				
5.	I have a better understanding of how to integrate ELA and social studies indicators into my regular instruction.				
6.	The presenter was able to offer additional suggestions and strategies to help me modify my instructional activities.				
7.	Participating in the activities as a “student” gave me a better understanding of how to use the thematic unit.				
8.	Discussing the activities and materials provided opportunities to ask questions and to clarify my thinking.				
9.	Having both a hard copy and an electronic version (i.e., flash drive) of the thematic unit will make it easier for me to use these materials.				
10.	Having one of the WIN consultants model instructional strategies with my students would be beneficial for me.				

**Table 7****Berkeley Reading, Researching, and Thinking Like a Writer Workshop (Grades K-2)**

Item #	n	Mean	Strongly Disagree	Disagree	Agree	Strongly Agree
1	63	2.7	5	20	25	13
2	63	2.4	15	19	19	10
3	63	2.5	10	20	22	11
4	63	2.4	11	21	23	8
5	63	2.4	10	25	21	7
6	63	2.4	16	16	22	9
7	63	2.4	14	18	20	11
8	62	2.5	12	18	21	11
9	63	2.9	4	14	28	17
10	63	2.4	12	21	20	10
Percent		2.5	17.3%	30.5%	35.1%	17.0%

**Table 8*****Berkeley Reading, Researching, and Thinking Like a Writer Workshop (Grades 3-5)***

Item #	n	Mean	Strongly Disagree	Disagree	Agree	Strongly Agree
1	62	3.1	2	10	27	23
2	63	2.9	3	18	23	19
3	63	2.9	3	18	27	15
4	64	2.9	3	17	27	17
5	63	3.0	2	11	34	16
6	63	2.8	6	14	28	15
7	64	2.7	10	18	16	20
8	63	2.9	3	18	26	16
9	64	3.6	1	4	15	44
10	64	2.5	11	26	15	12
Percent		2.9	7.0%	24.3%	37.6%	31.1%

**Table 9*****Berkeley Reading, Researching, and Thinking Like a Writer Workshop (Grades 6-8)***

Item #	n	Mean	Strongly Disagree	Disagree	Agree	Strongly Agree
1	14	3.9	0	0	1	13
2	14	3.9	0	0	2	12
3	14	3.9	0	0	1	13
4	14	3.6	0	0	6	8
5	14	3.4	0	2	5	7
6	14	3.8	0	1	1	12
7	14	3.9	0	1	0	13
8	14	4.0	0	0	0	14
9	14	4.0	0	0	0	14
10	14	4.0	0	0	0	14
Percent		3.84	0.0%	2.9%	11.4%	85.7%

**Table10*****Berkeley Reading, Researching, and Thinking Like a Writer Workshop (Grades 9-12)***

Item #	n	Mean	Strongly Disagree	Disagree	Agree	Strongly Agree
1	20	3.7	0	1	6	13
2	20	3.7	0	1	8	11
3	20	3.8	0	0	5	15
4	20	3.3	0	4	9	7
5	20	3.2	1	3	11	5
6	20	3.7	0	1	4	15
7	20	3.8	0	0	4	16
8	20	3.9	0	0	2	18
9	20	3.9	0	1	2	17
10	19	3.7	0	3	5	11
Percent		3.7	0.5%	7.0%	28.1%	64.3%

**Figure 3****Items from the Success in Reading and Writing Workshop**

Items	Responses			
As a result of this workshop, I have a better understand of how to demonstrate for students...				
1. comparing/contrasting ideas within and across literary texts to make inferences.	Strongly Agree	Generally Agree	Generally Disagree	Strongly Disagree
2. analyzing the impact of point of view on literary texts.				
3. interpreting devices of figurative language.				
4. analyzing the relationship among character, plot, conflict, and theme in a given literary text.				
5. analyzing the effect of author's craft on the meaning of literary texts.				
6. creating responses to literary texts through a variety of methods.				
7. using context clues to determine the meaning of technical terms and other unfamiliar words.				
8. analyzing the meaning of words using Greek and Latin roots and affixes.				
9. interpreting euphemisms and connotations of words to understand the meaning of a given text.				
10. organizing written works using prewriting techniques, discussions, graphic organizers, models, and outlines.				
11. using complete sentences in a variety of types.				
12. using grammatical conventions of written Standard American English.				
13. revising writing to improve clarity, tone, voice, content, and the development of ideas.				
14. editing written pieces for correct use of Standard American English.				
15. writing for a variety of purposes and audiences.				

**Table 11****Eau Claire High School Success in Reading and Writing Workshop (Grades 9-12)**

Item #	n	Mean	Strongly Disagree	Disagree	Agree	Strongly Agree
1	6	3.3	0	0	4	2
2	6	3.0	0	0	6	0
3	6	2.8	0	1	5	0
4	6	2.7	1	0	5	0
5	6	3.2	0	0	5	1
6	6	2.8	1	0	4	1
7	6	3.2	0	0	5	1
8	6	2.8	0	2	3	1
9	6	2.5	1	1	4	0
10	6	3.2	0	0	5	1
11	6	3.0	0	0	6	0
12	6	2.8	0	1	5	0
13	6	2.8	1	0	4	1
14	6	3.3	0	0	4	2
15	6	3.0	0	1	4	1
Percent		3.0	4.4%	6.7%	76.7%	12.2%

**Figure 4**  
**Items from the Scoring Workshops**

Items	Pre-Post Responses			
	Strongly Agree	Generally Agree	Generally Disagree	Strongly Disagree
1. The 2008 writing standards and indicators are incorporated into the 15-point rubric.				
2. I am confident in my understanding of the State's expectations for student performance on statewide assessment.				
3. I am confident in my understanding of how to use the Conventions Matrix.				
4. I am confident in my understanding of how to use the 15-point rubric score student writing.				
5. Student writing should always be graded or assessed.				
6. Student writing should always be graded or assessed using the 15-point rubric.				
7. Student writing should always be graded or assessed in all four domains.				
8. Student writing should always be graded or assessed for conventions.				
9. Scored student writing should always include feedback that uses the language of the rubric.				
10. Scored student writing should be used to inform instruction.				
11. Students should understand the language of the 15-point rubric.				
12. Computer-generated scoring of student writing provides accurate information that can be used to inform instruction.				

**Note:** Items 5, 7, 8, and 12 measure changes in teachers' understanding of "incorrect" instructional and assessment practices. For example, *after* the workshop, teachers should understand that student writing *does not* always have to be graded or assessed.

**Table 12**  
**Darlington Scoring Workshop (Grades 6-8)**

Item #	Average Pre Score	Average Post Score	Average Gain
1	3.3	3.7	0.4
2	3.1	3.7	0.6
3	2.9	3.6	0.7
4	3.3	3.7	0.4
5	1.8	1.6	-0.2
6	2.0	2.0	0.0
7	1.8	1.7	-0.1
8	2.0	1.8	-0.2
9	3.1	3.6	0.5
10	3.6	3.9	0.3
11	3.7	4.0	0.3
12	2.6	1.8	-0.8
Total	2.8	2.9	0.2



**Table 13**  
**Darlington Scoring Workshop (Grades 9-12)**

Item #	Average Pre Score	Average Post Score	Average Gain
1	3.1	3.6	0.5
2	3.4	3.7	0.3
3	3.1	3.5	0.4
4	3.3	3.8	0.5
5	2.3	2.7	0.4
6	2.0	2.5	0.5
7	2.2	2.5	0.3
8	2.4	2.6	0.2
9	3.2	3.6	0.4
10	3.6	3.9	0.3
11	3.6	3.9	0.3
12	2.4	2.3	-0.1
Total	2.9	3.2	0.3

**Table 14**  
**Spartanburg Scoring Workshop (Grades 3-5)**

Item #	Average Pre Score	Average Post Score	Average Gain
1	3.8	4.0	0.2
2	3.0	3.5	0.5
3	2.7	3.4	0.7
4	2.8	3.5	0.7
5	2.3	2.4	0.1
6	2.5	2.4	-0.1
7	2.2	2.3	0.1
8	2.2	2.2	0.0
9	3.7	3.8	0.1
10	4.0	4.0	0.0
11	3.9	3.9	0.0
12	2.3	1.0	-1.3
Total	2.9	3.0	0.1

**Table 15**  
**Spartanburg Scoring Workshop (Grades 6-8)**

Item #	Average Pre Score	Average Post Score	Average Gain
1	3.7	4.0	0.3
2	3.3	4.0	0.7
3	3.0	3.7	0.7
4	3.2	4.0	0.8
5	2.3	2.0	-0.3
6	2.7	2.6	-0.1
7	1.6	1.6	0.0
8	1.6	1.7	0.1
9	3.6	4.0	0.4
10	3.9	4.0	0.1
11	4.0	4.0	0.0
12	2.7	1.8	-0.9
Total	3.0	3.1	0.2

**Table 16**  
**Spartanburg Scoring Workshop (Grades 9-12)**

Item #	Average Pre Score	Average Post Score	Average Gain
1	3.4	4.0	0.6
2	3.1	3.9	0.8
3	2.5	3.0	0.5
4	3.1	3.9	0.8
5	1.9	2.3	0.4
6	2.4	3.0	0.6
7	1.8	1.6	-0.2
8	1.8	1.6	-0.2
9	3.5	4.0	0.5
10	3.9	4.0	0.1
11	4.0	4.0	0.0
12	2.2	1.8	-0.4
Total	2.8	3.1	0.3

**Figure 5****Items from the Strategies for Developing Higher Cognitive Level Multiple Choice Tests Workshop**

Items		Responses			
1.	I am confident in my understanding of the 2008 ELA standards and indicators.	Strongly Agree	Generally Agree	Generally Disagree	Strongly Disagree
2.	I am confident in my understanding of how to align my instructional plans to the rigor specified in the 2008 ELA standards and indicators.				
3.	I am confident in my understanding of how to align my classroom assessments to the rigor specified in the 2008 ELA standards and indicators.				
4.	I am confident in my understanding of how to revise my instructional plans and classroom assessments so that they align to the rigor specified in the 2008 ELA standards and indicators.				

**Table 17****Eau Claire High School Developing Higher Cognitive Level Multiple Choice Tests Workshop**

Item #	Average Pre Score	Average Post Score	Average Gain
1	3.5	3.7	0.2
2	3.0	3.3	0.3
3	2.8	2.8	0.0
4	3.0	3.2	0.2
Total	3.1	3.2	0.2

**Figure 6****Items from the Strategies for Developing Higher Cognitive Level Multiple Choice Tests Workshop**

Items		Responses			
1.	I am confident that ELA teachers at my school understand the 2008 ELA standards and indicators.	Strongly Agree	Generally Agree	Generally Disagree	Strongly Disagree
2.	I am confident that ELA teachers at my school understand how to align their instructional plans to the rigor specified in the 2008 ELA standards and indicators.				
3.	I am confident that ELA teachers at my school understand how to align their classroom assessments to the rigor specified in the 2008 ELA standards and indicators.				
4.	I am confident that ELA teachers at my school understand how to revise their instructional plans and classroom assessments so that they align to the rigor specified in the 2008 ELA standards and indicators.				

**Table 18****Darlington Developing Higher Cognitive Level Multiple Choice Tests Workshop**

Item #	Average Pre Score	Average Post Score	Average Gain
1	2.9	2.3	-0.6
2	2.4	1.9	-0.5
3	2.2	1.8	-0.4
4	2.2	1.8	-0.4
Total	2.4	2.0	-0.5

**Figure 7**  
**Items from the PASS Writing Workshops**

Items	Responses			
1. The multiple-choice writing questions are aligned to the 15-point rubric.	Strongly Agree	Generally Agree	Generally Disagree	Strongly Disagree
2. I am confident in my understanding of how the State determines a student's Writing Performance Level.				
3. I am confident in my understanding of how to interpret PASS Writing scores.				
4. I am confident in my understanding of how to use test data to inform my instruction.				
5. I am confident in my understanding of how to use the Conventions Matrix.				
6. I am confident in my understanding of the 15-point rubric.				
7. Students should understand the language of the 15-point rubric.				

**Table 19**  
**Dillon 2 PASS Writing Workshop (Grades 3-5)**

Item #	Average Pre Score	Average Post Score	Average Gain
1	3.6	3.8	0.2
2	3.0	3.7	0.7
3	3.2	3.8	0.6
4	3.0	3.8	0.8
5	3.1	3.8	0.7
6	3.2	3.8	0.6
7	3.6	3.9	0.3
Total	3.2	3.8	0.6

**Table 20**  
**Dillon 2 PASS Writing Workshop (Grades 3-5)**

	Number	Percent
Change	10	71.4%
No change	3	21.4%
No response	1	7.2%

**Table 21**  
**Dillon 2 PASS Writing Workshop (Grades 3-5)**

	Number	Percent
Change	6	42.9%
No change	7	50.0%
No response	1	7.1%

**Table 22**  
**Dillon 2 PASS Writing Workshop (Grades 6-8)**

Item #	Average Pre Score	Average Post Score	Average Gain
1	3.4	4.0	0.6
2	3.2	3.7	0.5
3	2.8	3.8	1.0
4	3.1	3.8	0.7
5	2.7	3.7	1.0
6	3.0	4.0	1.0
7	3.5	3.8	0.3
Total	3.1	3.8	0.7

**Table 23*****Dillon 2 PASS Writing Workshop (Grades 6-8)***

	Number	Percent
Change	3	21.4%
No change	8	57.1%
No response	3	21.4%

**Table 24*****Dillon 2 PASS Writing Workshop (Grades 6-8)***

	Number	Percent
Change	6	42.9%
No change	5	35.7%
No response	3	21.4%

## **EIA Program Report for Fiscal Year 2011-12**

### **Coversheet**

**EIA-Funded Program Name:** South Carolina Youth Challenge

**Current Fiscal Year:** 2011-12

**Current EIA Appropriation:** \$1,000,000

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

**Telephone Number:** 803-331-6675

**E-mail:** foglej@tag.scmd.state.sc.us

**Question 1: History of the program: Please mark the appropriate response (choose one):**

**This program:**

☐ was an original initiative of the Education Improvement Act of 1984

☐ was created or implemented as part of the Education Accountability Act of 1998

☐ has been operational for less than five years

☐ was funded last fiscal year by general or other funds

☐ is a new program implemented for the first time in the current fiscal year

☒ Other this is a program for High School Dropouts administered by National Guard Bureau.

**Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.**

**Code of Laws:**

**Proviso(s):** (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified)

**Regulation(s):**

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

☐ Yes

☒ No



**Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)**

**The mission of the South Carolina Youth Challenge Academy is to intervene in the life of at-risk youth between 16 and 18 years of age and to produce a program graduate with the values, skills education and self discipline to succeed as an adult.**

**Question 4: What are the outcomes or results of this program?**

**We have graduated over 3000 at-risk youth from the State of SC that are now productive citizens. More than half obtained their GED while in the program with many of them received their GED or High School diploma after graduation through adult education with the help of their mentor assigned by the challenge Academy. This is significant because 100% of these students were High School graduates.**

**During the residential phase of the program the average Cadet will achieve a 2 grade increase in reading ability and a slightly higher increase in math. Each Cadet is required to perform at least 40 hours of community service. But the change in their will not end after graduation we continue to work with them through a mentor.**

**Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:**

**Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.**

### **Question 5: Program Evaluations**

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

**External conducted by AOC an independent audit team: resource management conducted Jan 11 thru 13 2011. Operational procedures conducted April 2011**

**Has an evaluation ever been conducted?**

☒ **Yes**

☐ **No**

**If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation? There were no significant finding with either audit we met or exceeded all standards**

**Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?**

☒ **Yes we will have the evaluations attached. We receive an annual evaluation on resource management and operational procedures. Conducted by an outside independent audit team. We have extensive internal controls.**

☐ **No**

**If yes, please provide URL link here.**

**If no, why not?**

**Question 6:**

**While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.**

**Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?**

**We would have no choice but to reduce the number of at-risk youth that we can help.**

**Question 7:**

**If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?**

**Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?**

**If we are funded at the current level we would have the capabilities to graduate approximately 200 Cadets per year.**

**If you want to provide supporting documents or evaluation reports,  
either reference a website below or email the report directly to  
[mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov).**

**Question 8: Fiscal Year 2012-13**

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

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

☐ **An increase over the current fiscal year's appropriation**

☐ **A decrease over the current fiscal year's appropriation**

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

**If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?**

**Question 9: Current Fiscal Year 2011-12**

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2010-11) and the budget for this program in the current fiscal year (2011-12).

If the program was not funded by the State of South Carolina in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	0	100,000,000
General Fund	0	0
Lottery	0	0
Fees	0	0
Other Sources	DJJ 100,000	0
Grant	21 <sup>ST</sup> CENT 207,652.16	87,625.00
Contributions, Foundation	NG 77,152.40	
Other (Specify)	USDA 122,188.27 Fed 1,260,000	USDA 125,000.00 Fed 2,930,000.80
Carry Forward from Prior Yr		
<b>TOTAL</b>	1,766,993.0	3,213,555.80

**Other: Please specify here. Federal matching funds 1,260,000**

**USDA food money 122,188.27**

**Federal matching funds 2,930,000.80**

**USDA food money 125, 000**

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	1,064,245.06	1,477,526.20
Contractual Services	341,845.23	431,500.00
Supplies and Materials	94,775.96	133,550.00
Fixed Charges	16,139.26	24,700.00
Travel	4,950.84	17,500.00
Equipment	25,354.03	35,000.00
Employer Contributions	283,854.64	436,595.76
Allocations to Districts/Schools/Agencies/Entities	0	0
Other: Please explain	0	300,000.00
Balance Remaining		
<b>TOTAL</b>	<b>1,831,165.02</b>	<b>2,856,371.96</b>
#FTES		

**Other: Please explain here. Renovations and vehicles**





# National Guard Youth Challenge Program FY2011 Resource Management Review South Carolina Youth Challenge Academy

**State:** South Carolina  
**Dates:** January 11-13, 2011  
**Evaluator:** Nicki Thiot

	TARGET	GRADUATES	COST PER GRADUATE
2008	65	47	\$22,368
2009	192	93	\$29,686
2010	150	158	\$15,949

	Program Year	Target Graduates	Current Enrollment	Graduates
Current Program Year:	2011	100	73 (2011-1)	0
Current Budget Execution Dates:	From: 10/1/2010		To: 9/30/2011	
	Cash		Non-Cash	
Federal Funds (75%):	\$1,260,000.00			
Required State Match (25%):	\$420,000.00			
Total Base Budget:	\$1,680,000.00			
Additional State Contribution:	\$0			
Total Budget:	\$1,680,000.00			

Quarterly Reports Submitted To NGB				
Budget Year	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
PY Budget: FY2009	YES	NO	YES	YES (UNSIGNED)
PY Budget FY2010	YES (UNSIGNED)	YES	YES	NO
CY Budget FY2011	NO	NA	NA	NA

## **RESOURCE MANAGEMENT OVERVIEW**

### **BACKGROUND**

This Resource Management Review provides the National Guard Bureau (NGB) with an evaluation of the financial accountability of South Carolina's Youth Challenge Academy within the context of State-managed resources. NGB's objectives of this review are to improve the overall resource management of the Youth Challenge Program, to promote sound business practices, and to develop recommendations that lead to new and innovative approaches to conducting Challenge business-related functions.



# **National Guard Youth ChalleNGe Program FY2011 Resource Management Review South Carolina Youth ChalleNGe Academy**

## **METHODOLOGY**

This assessment is based upon the review of financial records and face-to-face interviews conducted by an AOC Solutions, Inc. evaluator with key financial officials involved with the ChalleNGe program at the USPFO, State, and program levels. The primary documents for review are the ChalleNGe program's Master Youth Programs Cooperative Agreement (MYPCA), the State Plan and Annual Performance Goals, and all applicable Federal and State regulations that relate to ChalleNGe program activities within the State.

## **LIMITATIONS**

This review does not constitute a financial audit and the report should not be used for that purpose. While the Evaluator verified data presented, the Resource Management Review is not conducted according to generally accepted auditing standards issued by the American Institute of Certified Public Accountants or Government Auditing Standards issued by the Comptroller General of the United States.

## **AREAS REVIEWED**

This review is structured around two of the ChalleNGe program's functional areas and is primarily concerned with Competitive Sourcing and Improved Financial Performance. Program management and execution of Federal match funds and the 100% Federal funds were assessed.

## **FOCUS AREAS**

The major areas of focus for this review are:

1. Funding Sources: State matching funds; in-kind funding; grants; alternate income sources; and 501(c) (3) contributions.
2. Program Staffing: salaries; benefits; overtime; hiring policies and procedures; unions
3. Shared Resources: CPP
4. Inter-Governmental Coordination
5. MOAs: facilities; school districts; universities; dining facilities; etc.
6. Use of Contractors: dining facilities; staffing etc
7. Resources required to support Annual Performance Goals
8. Program Fiscal Oversight
9. ChalleNGe Program Management Control Evaluation Checklist

## **INTERVIEWS OF RESPONSIBLE OFFICIALS**

1. Youth ChalleNGe Program Personnel
  - a. Director
  - b. Deputy Director
  - c. Cadre Staff Supervisor
  - d. Logistics Specialist
2. State Military Department Fiscal Office
  - a. State's Agreements Coordinator
  - b. Budget Officer



## **National Guard Youth Challenge Program FY2011 Resource Management Review South Carolina Youth Challenge Academy**

3. USPFO
  - a. USFPO for South Carolina
  - b. GOR
  - c. FPM
  - d. Supervisory Auditor
  - e. Auditor

### **DOCUMENTS REVIEWED**

1. Previous Year Program Annual Performance Goals - Self Assessment
2. Annual YCP Financial Plan (budget) with all modifications (In BMARS)
3. Actual Salaries of all individuals on staff during the previous fiscal year
4. SCYCA Organizational Chart
5. Centralized Personnel Plan for FY2009, FY2010 and FY2011
6. Facilities Memoranda of Agreement, dated 21 December 2009
7. JAG Review of the Facilities Memoranda of Agreement, e-mail dated 6 January 2011
8. Dining Support Memorandum for Record, dated 5 January 2011
9. FY2010 Invoice for Meals
10. FY2011 Year-to-Date Invoice for Meals
11. Inventory Report dated 6 April 2010, Director signed on 7 April 2010
12. Internal Review Report IR 2008-15, dated 13 January 2009
13. Internal Review Follow-up Report IR 2009-016, dated 16 December 2009
14. Internal Review Report IR 2010-008, dated 31 March 2010
15. Quarterly Reports for the last six quarters
16. FY2010 Closeout Extension Request, dated 28 December 2010
17. FY2009 Closeout Extension Request, dated 23 March 2010, and USPFO approved through 30 April 2010
18. FY2009 Closeout Extension Request, dated 8 December 2009, and USPFO approved through 31 March 2010
19. Appointment of Federal Program Manager
20. Staff Termination Report, dated 12 January 2011
21. Staff New Hire Report, dated 12 January 2011
22. Staff Year-to-Date Overtime Report, dated 12 January 2011
23. SCYCA Program Operating Parameters to include Staff, Federal Workman's Compensation Procedures for Cadets, Logistics and Services
24. SOP for Clothing and Equipment for SC Youth Challenge Candidates/Cadets, dated 15 November 2009
25. Purchase Requisition Form
26. SCYCA Supply Request Form
27. Cadet Charge Sheet Form
28. Class 26 Cadet Accounting Records
29. FY2010 NGB Funding Letter, dated 5 March 2010
30. FY2011 TAG Certification of Funds, dated 7 September 2010
31. FY2010 TAG Certification of Funds, dated 15 December 2009



# **National Guard Youth Challenge Program FY2011 Resource Management Review South Carolina Youth Challenge Academy**

## **ACRONYMS USED IN THE REPORT**

BMARS – Budget Management and Reporting System  
DMARS - Data Management and Reporting System  
FPM – Federal Program Manager  
IR – Internal Review  
JAG – Judge Advocate General  
MOA – Memorandum of Agreement  
MOU – Memorandum of Understanding  
MYPCA – Master Youth Programs Cooperative Agreement  
OCC - Object Class Code  
SCARNG – South Carolina Army National Guard  
SCEIS - South Carolina Enterprise Information System  
SCYCA – South Carolina Youth Challenge Academy  
SOP – Standard Operating Procedure  
TAG – The Adjutant General  
USPFO – United States Property and Fiscal Officer

## **PROGRAM EVALUATION SUMMARY**

### **OBSERVATIONS WITH RECOMMENDATION FOR CONTINUANCE**

**OBSERVATION A** - The cooperation and collaboration shared and exchanged between the Program, USPFO, and State is key to the success of the Program and is commendable.

**OBSERVATION B** - The Logistics Specialist has relocated Program property several times as a result of the consolidation of the two South Carolina Programs into the one site at McCrady Training Center; yet the warehouse was organized, safe-guarded and property accountability controls were in-place.

**OBSERVATION C** - The Cadre Staff Supervisor's management of the Cadet's accounts is exemplary; and is maintained with a visible separation of duties.

**OBSERVATION D** - Despite difficulties encountered with the State's new accounting system, and being fairly new herself, the Budget Officer has established effective tools to reconcile all transactions to ensure recorded expenditures are 100% accurate.

**OBSERVATION E** - Under the leadership, direction and vision of the Director this Program continues to be viable and invigorated as he is charting the course to revitalize the Program at this new site; and he monitors Program activities to ensure success.



# **National Guard Youth ChalleNGe Program FY2011 Resource Management Review South Carolina Youth ChalleNGe Academy**

## **STATUS OF PREVIOUS RESOURCE MANAGEMENT REVIEW FINDINGS (FY2010)**

**FINDING A** – There is on file, a Memorandum for Record (MFR), dated August 2009. This document has not been revised and updated to reflect current changes that have taken place with the consolidation of two Youth ChalleNGe sites into one location and one program.

**RECOMMENDATION A** – This MFR should be updated and reflect specifically the current obligations, within the parameters of the Cooperative Agreement, between South Carolina National Guard Youth ChalleNGe Program and the South Carolina McCrady Training Center. **CLOSED.** A revised MOA for the new site was executed on 21 December 2010.

## **FINDINGS WITH RECOMMENDATIONS FOR CHANGE**

**FINDING A** - FY2009 had not been closed-out and the last USPFO approved extension was only through 30 April 2010.

**RECOMMENDATION A** - We recommend that FY2009 be closed-out if all obligations are liquidated; or an extension for the State to submit their final FY2009 accounting be approved.

**FINDING B** - The BMARS quarterly reports for FY2009-Q4 and FY2010-Q1 had not been reviewed/signed for contract performance and financial compliance by the USPFO and/or appointed FPM, although unsigned copies were posted to BMARS; and the FY2009-Q2, FY2010-Q4 and FY2011-Q1 reports had not been reviewed, signed or submitted for BMARS posting.

**RECOMMENDATION B** - We recommend that these quarterly reports be reviewed, signed and submitted for posting to BMARS.

## **SIGNIFICANT FINDINGS, MYPCA REFERENCES AND RECOMMENDATIONS**

There are no Significant Findings.

## **RESOURCE MANAGEMENT REVIEW CONCLUSIONS**

2011 South Carolina (SC) Resource Management Review



## National Guard Youth ChalleNGe Program FY2011 Resource Management Review South Carolina Youth ChalleNGe Academy

The South Carolina Youth ChalleNGe Academy (SCYCA) has an MOA that authorizes training to be conducted primarily within the Federally licensed areas of the SCARNG Garrison Command properties located at McCrady Training Center (MTC) and Clarks Hill Training site (CHTS). This site is adequate for the Program and offers many advantages over their prior locations. It's an isolated site that readily contains activities of the Cadets, yet affords excellent training opportunities and a confidence course. Additionally, it is a military site and the Cadets are surrounded by appropriate role models.

The State's accounting system, South Carolina Enterprise Information System (SCEIS), creates significant difficulties in accounting for all Cooperative Agreements, not just the one for the ChalleNGe program. Due to these accounting irregularities, all Cooperative Agreements required extensions to their close-outs so evidenced by the TAG's Chief Financial Officer's FY2009 and FY2010 extension request letters. These accounting irregularities resulted in incomplete posting of expenses to BMARS, i.e. CPP and Staff Benefits, as reconciliations couldn't be completed due to the always changing numbers from the System. The Budget Officer is effectively maintaining separate and redundant accounting records to ensure the SCYCA budget is not over-obligated. However, timely posting to BMARS is extremely important for budget execution and oversight and planning by the program director and NGB.

Although many of the program buildings are undergoing extensive remodeling, and classes and administrative offices are in temporary locations throughout the site, the program staff members are maintaining a smooth running operation.

### OBSERVATIONS: Program Management

Fiscal Waivers	
<i>Comments:</i> There are no fiscal waivers currently in effect.	

Program Staff Categories:			
State Employees	State Contract Employees	Program Contract Employees	Other
✓			
<i>Comments:</i> Employees are not unionized. The State Employees are categorized as "Federal Grant Employees". They have the option to take benefits or not (with a salary adjustment). The term of their employment is based on receipt of federal funds for the Program.			

Program Resources
<i>Comments:</i> Currently the Supply Building is used only by the Program. However, they have been told they will have to share the facility; although to date this has not occurred.
Program Facilities
<i>Comments:</i> At the time of this Visit, the Administrative Offices and Classrooms were





## National Guard Youth Challenge Program FY2011 Resource Management Review South Carolina Youth Challenge Academy

undergoing a complete remodel. The Program Director has found this site to be very satisfactory for their needs. It's an improvement over the college atmosphere as when they were located on the Clemson University campus. Given this is a military site they are surrounded by appropriate role models. Also, the training site location has confidence type courses and exercise areas. The Program Director has future plans to further improve their location.

### Program Agreements

*Comments:* The MOA between South Carolina Army National Guard Garrison Command and South Carolina Youth Challenge Academy was executed on 21 December 2010. The JAG reviewed the MOA, so evidenced by his e-mail dated 6 January 2011.

### Program Procurements

*Comments:* The program has published policies and procedures for program procurements.

### Program Property Accountability

*Comments:*

- The Logistics Specialist has been with the Program since inception. She began as Cadre and when the Logistics Specialist position became vacant she applied for it as this is her passion. She retired from the military as a Logistician and it was evident by the excellent property storage and accountability she has in-place.
- The last inventory was conducted 6 April 2010 and signed by the Program Director on 7 April 2010.
- The State's threshold for accountable property is \$1,000. However, the Logistics Specialist maintains a spreadsheet separate from the State's property book for property they have identified as accountable if less than \$1,000.
- The Program Director performs unannounced random inventory validations of property either on the State's property book or their separate property spreadsheet.

### Cadet Accountability of Program Property

*Comments:* Funds to cover the loss or damage are deducted from the Cadet's \$100 account that is established with their own funds at the start of the class. The Cadre Staff Supervisor manages the Cadet's account with excellent internal controls and a visible separation of duties. We did see one weak internal control and that occurred when the funds for loss or damage are provided to the Logistics Specialist who in turn gives those funds to the State. An acknowledgement of funds received is provided by the State, although it wasn't readily available for review. We recommend that the receipt the Logistics Specialist receives from the State be given to the Cadre Staff Supervisor as acknowledgement the funds were delivered to the State. That will close this one weakness we found in an otherwise well-managed program.

### Appendix 3 Funds



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*Comments:* The program executed the Appendix 3 Funds in accordance with MYPGA guidance. Appendix 3 Funds are reimbursed based on the State's travel rates.

## 2. Budget Management

Budget Year	Approved Federal Contribution	Approved State Match		Additional State Contribution	Title7 School Lunch Funds	ADA Funds	Total Closeout Amount
		State Cash	State In-Kind				
PY1 Budget: FY10	\$1,890,000.00	\$630,000.00	\$0	\$0	\$123,176.48		

## Funding Sources

Program Funds
<i>Comments:</i> The FY2010 NGB Funding document was not on file in BMARS. During this Visit, the Budget Officer forwarded their copy dated 15 December 2009 to AOC Solutions, Inc. for posting to BMARS.

In-Kind Contributions
<i>Comments:</i> The Program received no in-kind contributions during the current program year.

Title 7 USDA Funds	
Prior Program Year	Amount Received
FY2010	\$123,176.48

*Comments:*

- The amount applied in FY2010 was \$105,000 per the TAG Certification of Funds dated 15 December 2009; and in FY2011 the amount applied was \$120,000 per the TAG Certification of Funds dated 7 September 2010. The amount of Title 7 USDA Funds received in FY2010 was \$123,176.48.
- When the Program moved to the new site they met with USDA and submitted the meals for approval. USDA toured the dining facility and certified the diet as meeting the standards. Currently, one of the Program's Counselors and the Deputy Director submit the Cadet meal count to USDA for reimbursement.
- The Title 7 USDA Funds have not been reported in BMARS. We ensured the Program Director was made aware of this; and he will ensure they are posted. However, the Budget Officer also assured us these funds will be posted right away. Timely posting to BMARS is very important for budget execution; and is absolutely necessary information for a Program Director.
- This Program Director is very involved with the Budget and is knowledgeable on the appropriate use of USDA funds in that they can only be used to offset food expenses. He's also aware that IAW BMARS, Chapter 5 – Reimbursable Income, once expenditures are entered against the USDA reimbursement, the original funds programmed in OCC 'F'





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are available for use elsewhere.

“BMARS, Chapter 5 – Reimbursable Income USDA-Title 7 Funds

If a Program receives USDA Title 7 funds during the execution of a budget, the funds must be entered as a Reimbursable in BMARS and expenses entered against the reimbursed amount. These Title 7 funds can only be used to offset food expenses and BMARS will only allow these funds, once entered as a Reimbursable, to be expended in the Dining Operations Object Class Code (OCC). Once expenditures are entered against these reimbursements, the original funds programmed in the Dining Operations Object Class Code (F) for these expenses then become available for reprogramming elsewhere in the budget.”

### Non-Profit Foundation 501(c)(3) Funds

*Comments:* The South Carolina Youth ChalleNGe Foundation receives funds for scholarships from the private sector at large and \$500 each year from the Dr. Groom Scholarship Fund. These funds are specifically used for scholarships to include for GED testing if a deserving Cadet didn't accomplish it while in-residence. They must be in the post-residential phase and the funds are paid directly to the GED testing site. They also receive funds for operational requirements such as GED and educational books.

### Fundraising Activities

*Comments:* Funds collected are given directly to the South Carolina Youth ChalleNGe Foundation.

### Budget Formulation

*Comments* Annual Performance Goals are considered in the budget formulation process.

### Annual Performance Goals

*Comments:* The self-assessment was completed in DMARS during this Visit. In the Program Unique Category, their Program Unique Strategic Goal; “Accept 300 applicants, which is the approximate number needed to meet graduation target of 150/year”, cannot be assessed. Their Program Unique Annual Goal; “Increase the visibility of the SC Youth ChalleNGe Program”, was achieved.

### Budget Modifications

*Comments:* The MYPCA and BMARS reflect all budget modifications.

### Budget Execution

*Comments:* Neither FY2009 or FY2010 had been closed-out due to the problems encountered with the State's new accounting system, South Carolina Enterprise Information System. They were still finding irregularities in the expenses and as such did



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not yet have confidence in the final numbers to close-out the MYPCA. FY2009 BMARS expenditures roll-up reflected a zero balance; however, FY2010 did not.

## Staffing

*Comments:* Currently there are two vacant Cadre positions that will be filled. If staff deploys, they are backfilled with Part-Time Temporary State employees.

## STAFF TURNOVER SUMMARY

	Support Staff			Operations Staff			Total Funded Positions	Total Positions Vacated	Total Positions Filled	Percent Turnover
	Funded	Vacated	Filled	Funded	Vacated	Filled				
Current Budget Year 2011	16	7	0	16	7	1	32	14	1	43%
Prior Budget Year 2010	22	21	8	28	11	5	50	32	13	64%

## Centralized Personnel Plan (CPP)

*Comments:*

- On 31 March 2010 Internal Review (IR 2010-008) conducted a consulting engagement requested by the USPFO regarding the FY2011 CPP. "The purpose of this engagement was to determine that the CPP allocated valid costs and was prepared in accordance with appropriate laws and regulations..."
- The State's Agreements Coordinator stated that the CPP costs increased from the prior year due to the consolidation of the two Programs.

## Staff Procedures

15f. Amount Overtime Paid Year-to-Date	\$4,554.67
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*Comments:* The Program has procedures to manage and monitor overtime. Per the Program Director, the State does not require performance appraisals on "Federal Grant Employees".

## Living Allowance

*Comments:* The Program does not pay a living allowance.

## Graduation Allowance

*Comments:* The Program does not pay a graduation allowance.

## PROGRAM COSTS

	FY-09 (P)	FY-10 (P)
Cost Per Graduate	\$29,686.47	\$15,949
Staff % of Actual Budget (Max 80%)	48%	73%
State Benefits Rate (% of Salaries)	16%	0%
Facility Expenses	\$1,296,882.48	\$2,576.13
Dining Cost Per Cadet	\$17.71	\$19.37
Miscellaneous Expenses	\$432,163.82	\$120,735.26
CPP Amount	\$51,433.16	\$94,743.00



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P= Projected

<b>Facility/Maintenance/Utilities</b>
<i>Comments:</i> We found that Paragraph 3.k. of the MOA where facility costs are addressed was not specific regarding utility costs. Per Paragraph 3.k.; “Facilities costs, the SCYCA will pay invoices provided by the Garrison Command for Overhead and Identifiable Incremental Costs (IIC), and for individual work orders requested. Routine maintenance costs are the responsibility of the Garrison, only work orders requested for the SCYCA for changes, damages or improvements shall be charged to the SCYCA.”

<b>Dining Facility</b>
<i>Comments:</i> The dining facility (Crescent Moon Café) is a part of the State Enterprise Operations of the National Guard, and the employees are State Employees. Currently the Crescent Moon Café provides the meals to a separate Cadet dining facility. Only Cadets and authorized Cadre are allowed to eat in this dining facility and the Program is billed for just these meals. Paying customers can eat at the main dining facility only.

<b>Medical Services</b>
<i>Comments:</i> Cadets must pay for medical expenses out of their \$100 initial deposit.

### 3. Fiscal Oversight

<b>Federal Program Manager</b>
<i>Comments:</i> Both the Program Director and USPFO spoke very highly of the new FPM’s fiscal oversight of, and involvement in, the Program. They had much confidence in his expertise and desire to be a fully functional and effective FPM.



# **National Guard Youth Challenge Program FY2011 Resource Management Review South Carolina Youth Challenge Academy**

<b>Receipt of Federal Funds</b>
<i>Comments:</i> The State receives the Federal via reimburseent

<b>Program Year</b>	<b>Closeout Date (required)</b>	<b>Extension Requested Date</b>	<b>Closeout Date (executed)</b>	<b>Federal Funds Returned</b>
<b>2009</b>	31 Dec 2009	30 Mar 2010	Not Closed	
<b>2010</b>	31 Dec 2010	28 Dec 2010	Not Closed	
<i>Comments:</i> FY2009 had not been closed-out and the last USPFO approved extension was only through 30 April 2010.				

<b>USPFO Audits</b>
<i>Comments:</i> IR 2008-15 was completed on 13 January 2009; and the follow-up, IR 2009-016, was completed 16 December 2009. Per the IR 2009-016 Memorandum; "The follow-up engagement determined that adequate corrective actions have been taken on each of the findings noted." And, USPFO-IR confirmed they were confident these Findings had been closed.



## 2011 Director's Program Assessment

Program: **South Carolina Youth ChalleNGe Academy**

Director: **Mr. Jackie Fogle**

Date: **April 27, 2011**

The following data variables represent ChalleNGe Program Key Performance Indicators (KPIs) and will provide NGB with a quantitative assessment of your program. Please explain all 'No' answers in the 'Comments' box at the end of this document.

Date of DMARS Data Pull	
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1. PROGRAM POLICY	(Insert Residential Week)	NGB 35 SC-2011-1	NGB 34 SC-2010-2
	NGB's Hands-Off Policy was briefed to the staff:		
	NGB's Hands-Off Policy was briefed to the cadets during week:		
	NGB's Hands-Off Policy was briefed to the parents:		
	The following staff members are certified to conduct CPI training:		
	CPI training for program staff was conducted on:		
<b>Director's Assessment:</b> The program is compliant with NGB guidance for the Hand's-Off Policy.			

2. STAFF TRAINING	Operations/ Cadre	Support
	Number of current active staff	
	Number of current active staff who attended NCI Training in last 12 months	
	Number of current active staff requiring Basic Course	
	Number of current active staff requiring functional area course	
<b>Director's Assessment:</b> The staff training level is T-2 or higher.		

3. CADET RECRUITING AND APPLICATION	NGB 36 SC-2011-2	NGB 35 SC-2011-1	NGB 34 SC-2010-2
	Graduation Target		
	Accepted		
	Registered		
	Enrolled Day 1, Week 3		
	Graduated	N/A	
Number of Accepted Applications Required to meet the Graduation Target for Class 36			
<b>Director's Assessment:</b> Cadet recruiting, screening, application and retention procedures are effective.			



## 2011 Director's Program Assessment

<b>4. CORE COMPONENT PERFORMANCE</b>			
<b>PERCENTAGE of cadets in 'Trained' status at graduation</b>	<b><u>NGB 35</u> <u>SC-2011-1</u></b>	<b><u>NGB 34</u> <u>SC-2010-2</u></b>	<b><u>NGB 33</u> <u>SC-2010-1</u></b>
<b>ACADEMIC EXCELLENCE</b>			
Task 1. Improve academic achievement.			
<b>Number of ACADEMIC EXCELLENCE waivers:</b>			
<b>PHYSICAL FITNESS</b>			
Task 2. Participate in physical fitness training and testing.			
<b>Number of PHYSICAL FITNESS waivers:</b>			
<b>JOB SKILLS</b>			
Task 1. Complete ASVAB; participate in a vocational interpretation.			
Task 2. Demonstrate knowledge and skills required to seek and obtain employment:			
a. Acquire Job Search skills.			
b. Complete a Job Application.			
c. Complete a Resume.			
d. Demonstrate an understanding of the importance of work ethics.			
e. Complete a mock job interview.			
Task 3. Explore knowledge and skills required to pursue future educational opportunities, to include educational alternatives, institutions and financial aid.			
<b>Number of JOB SKILLS waivers:</b>			
<b>SERVICE TO THE COMMUNITY</b>			
Task 1. Describe the importance and value of a service to the community and/or conservation project.			
Task 2. Complete a minimum of 40 hours of service to the community/conservation projects.			
<b>Number of SERVICE TO THE COMMUNITY waivers:</b>			
<b>HEALTH AND HYGIENE</b>			
Task 2. Recall the adverse effects of the abuse and available treatment resources for ATOD (alcohol, tobacco and other drugs).			
Task 3. Recall healthy sexual practices, human sexuality, family planning and related responsibilities.			
Task 4. Recall the methods and practices used by individuals to prevent the spread of communicable diseases including STDs, HIV/ AIDS and other blood borne pathogens.			
Task 5. Recall the importance of nutrition in the daily diet for personal well-being.			
<b>Number of HEALTH AND HYGIENE waivers:</b>			



## 2011 Director's Program Assessment

4. Core Component Performance (con't)	<u><b>NGB 35</b></u> <u><b>SC-2011-1</b></u>	<u><b>NGB 34</b></u> <u><b>SC-2010-2</b></u>	<u><b>NGB 33</b></u> <u><b>SC-2010-1</b></u>
<b>RESPONSIBLE CITIZENSHIP</b>			
Task 2. Register for Selective Service, if eligible.			
Task 3. Register to vote, if eligible.			
Task 4. Communicate a basic understanding of the U.S. Constitution, government and citizenship.			
Task 5. Participate in the democratic process.			
<b>Number of RESPONSIBLE CITIZENSHIP waivers:</b>			
<b>LEADERSHIP/FOLLOWERSHIP</b>			
Task 2. Perform basic military customs and courtesies.			
Task 4. Define and recognize leadership skills, traits, dimensions and components.			
Task 5. Employ leadership skills in accordance with FM 22-100 while performing in a leadership position.			
Task 7. Employ followership skills.			
<b>Number of LEADERSHIP/FOLLOWERSHIP waivers:</b>			
<b>LIFE COPING SKILLS</b>			
Task 1. Understand personal finance			
a. Demonstrate basic banking (savings and checking management) skills.			
b. Demonstrate the importance of maintaining a good credit record.			
c. Demonstrate how to prepare and manage a personal budget.			
Task 2. Recognize various emotions and stressors and identify coping strategies.			
Task 3. Recognize conflict-resolution strategies.			
<b>Number of LIFE COPING SKILLS waivers:</b>			
<b>Director's Assessment:</b>			
Curricula are being used for all required tasks within the eight core components.			
All curricula are approved following changes and/or updates.			
Graduates achieved Trained status or received waivers in all core components.			



## 2011 Director's Program Assessment

5. TABE (Please place a checkmark in each box for an affirmative answer)	
Pre-Test	Post-Test
TABE Version 9 <input type="checkbox"/>	TABE Version 9 <input type="checkbox"/>
TABE Version 10 <input type="checkbox"/>	TABE Version 10 <input type="checkbox"/>
Other <input type="checkbox"/>	Other <input type="checkbox"/>
TABE Survey Administered <input type="checkbox"/>	TABE Survey Administered <input type="checkbox"/>
Complete Battery Administered <input type="checkbox"/>	Complete Battery Administered <input type="checkbox"/>
TABE Locator Administered <input type="checkbox"/>	TABE Locator Administered <input type="checkbox"/>
Required Scale Scores and Grade Equivalent Scores are entered into DMARS <input type="checkbox"/>	Required Scale Scores and Grade Equivalent Scores are entered into DMARS <input type="checkbox"/>

<b>Director's Assessment:</b> The program is in compliance with MYPCA TABE guidance.	
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6. TABE GROWTH (Grade Equivalency)	<u>NGB 35</u> <u>SC-2011-1</u>	<u>NGB 34</u> <u>SC-2010-2</u>	<u>NGB 33</u> <u>SC-2010-1</u>
Average TABE growth			
<b>Director's Assessment:</b> All Graduates have either demonstrated TABE growth or been given a waiver.			

7. RESIDENTIAL ACADEMIC CREDENTIALS (Number of Graduates)	<u>NGB 35</u> <u>SC-2011-1</u>	<u>NGB 34</u> <u>SC-2010-2</u>	<u>NGB 33</u> <u>SC-2010-1</u>
Total GEDs Awarded			
Total High School Diplomas (HSD)			
Total GEDs and Equivalent High School Diploma (EHSD)			
Total GEDs and HSDs			
Total GEDs and Adult High School Diploma (AHSD)			
Cadets who earned Credit Recovery			
Total Academic Credentials			
<b>Director's Assessment:</b> The program is effectively addressing the academic needs of cadets.			





## 2011 Director's Program Assessment

<b>8. MENTOR MATCH (Percentage of Graduates)</b>	<b><u>NGB 35</u> <u>SC-2011-1</u></b>	<b><u>NGB 34</u> <u>SC-2010-2</u></b>	<b><u>NGB 33</u> <u>SC-2010-1</u></b>	<b><u>NGB 32</u> <u>SC-2009-2</u></b>
Week 13				
Graduation				
Post-Residential Phase Month 6	N/A			
Percent of Enrolled Cadets with Mentor Contact during Week 16				
Percent of Enrolled Cadets with Mentor Contact during Week 20				
<b>Director's Assessment:</b> The program is in compliance with mentoring standards.				

<b>9. PLACEMENT RATES (Percentage of Graduates)</b>	<b><u>NGB 34</u> <u>SC-2010-2</u></b>			<b><u>NGB 33</u> <u>SC-2010-1</u></b>			<b><u>NGB 32</u> <u>SC-2009-2</u></b>		
	Placed	Not Placed	Unknown	Placed	Not Placed	Unknown	Placed	Not Placed	Unknown
Post-Residential Month 1									
Post-Residential Month 6									
Post-Residential Month 12									
<b>Director's Assessment:</b> The program is effectively monitoring graduates.									

<b>10. PLACEMENT CATEGORIES* (Number of Graduates)</b>	<b><u>NGB 34</u> <u>SC-2010-2</u></b>		<b><u>NGB 33</u> <u>SC-2010-1</u></b>		<b><u>NGB 32</u> <u>SC-2009-2</u></b>	
	Month 1	Month 12	Month 1	Month 12	Month 1	Month 12
Employment						
Education						
Miscellaneous						
Military (Total)						
Military - Active Duty						
Military - Reserves						
Military - National Guard						
*Due to multiple placement activities by graduates, placement numbers may exceed total graduate numbers.						
<b>Director's Assessment:</b> The program is effectively placing graduates.						

## 2011 Director's Program Assessment

**SERVICES STUDENTS DISABILITIES**

<b>Funding Sources</b>	<b>Prior Fiscal Year Actual</b>	<b>Current Fiscal Year Estimated</b>
EIA	\$3,045,778	\$3,045,778
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year	\$0	\$0
<b>TOTAL:</b>	<b>\$3,045,778</b>	<b>\$3,045,778</b>

<b>Expenditures</b>	<b>Prior Fiscal Year Actual</b>	<b>Current Fiscal Year Estimated</b>
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$3,045,778	\$3,045,778
Other:		
Balance Remaining	\$0	\$0
<b>TOTAL:</b>	<b>\$3,045,778</b>	<b>\$3,045,778</b>
<b># FTES:</b>		

# HIGH ACHEIVING STUDENTS

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	\$26,628,246	\$26,628,246
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year	\$0	\$0
<b>TOTAL:</b>	<b>\$26,628,246</b>	<b>\$26,628,246</b>

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$24,128,246	\$24,128,246
Other: Transfers	\$2,500,000	\$2,500,000
Balance Remaining	\$0	\$0
<b>TOTAL:</b>	<b>\$26,628,246</b>	<b>\$26,628,246</b>
<b># FTES:</b>		

**EFFECTIVENESS STRATEGIES FOR TEACHING READING**

<b>Funding Sources</b>	<b>Prior Fiscal Year Actual</b>	<b>Current Fiscal Year Estimated</b>
EIA	\$106,790	\$106,790
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year	\$0	\$0
<b>TOTAL:</b>	<b>\$106,790</b>	<b>\$106,790</b>

<b>Expenditures</b>	<b>Prior Fiscal Year Actual</b>	<b>Current Fiscal Year Estimated</b>
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities - Clemson	\$106,790	\$106,790
Other: Transfers		
Balance Remaining	\$0	\$0
<b>TOTAL:</b>	<b>\$106,790</b>	<b>\$106,790</b>
<b># FTES:</b>		

# AID TO DISTRICTS

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA - Recurring	\$0	\$37,736,600
EIA - Non-recurring	\$0	\$30,514,235
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year		
<b>TOTAL:</b>	<b>\$0</b>	<b>\$68,250,835</b>

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		\$68,250,835
Other: Transfers		
Balance Remaining		\$0
<b>TOTAL:</b>	<b>\$0</b>	<b>\$68,250,835</b>
<b># FTES:</b>		

# STUDENT HEALTH & FITNESS ACT

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	\$0	\$6,000,000
General Fund	\$19,090,667	\$20,297,502
General Fund	\$7,141,688	
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year	\$0	\$0
<b>TOTAL:</b>	<b>\$26,232,355</b>	<b>\$26,297,502</b>

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$26,232,355	\$26,297,502
Other: Transfers		
Balance Remaining	\$0	\$0
<b>TOTAL:</b>	<b>\$26,232,355</b>	<b>\$26,297,502</b>
<b># FTES:</b>		

**TECH PREP- WORK BASED LEARNING**

<b>Funding Sources</b>	<b>Prior Fiscal Year Actual</b>	<b>Current Fiscal Year Estimated</b>
EIA	\$3,021,348	\$3,021,348
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year	\$0	\$0
<b>TOTAL:</b>	<b>\$3,021,348</b>	<b>\$3,021,348</b>

<b>Expenditures</b>	<b>Prior Fiscal Year Actual</b>	<b>Current Fiscal Year Estimated</b>
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$3,021,430	\$3,021,430
Other:		
Balance Remaining	\$0	\$0
<b>TOTAL:</b>	<b>\$3,021,430</b>	<b>\$3,021,430</b>
<b># FTES:</b>		



**MODERNIZE CTE EQUIPMENT**

<b>Funding Sources</b>	<b>Prior Fiscal Year Actual</b>	<b>Current Fiscal Year Estimated</b>
EIA	\$2,946,296	\$2,946,296
General Fund	\$3,736,110	\$3,736,110
Lottery		
Fees		
Other Sources		
EIA Reduction		
GF Reduction		
Carry Forward from Prior Year	\$0	\$0
<b>TOTAL:</b>	<b>\$6,682,406</b>	<b>\$6,682,406</b>

<b>Expenditures</b>	<b>Prior Fiscal Year Actual</b>	<b>Current Fiscal Year Estimated</b>
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$6,682,406	\$6,682,406
Other:		
Balance Remaining	\$0	\$0
<b>TOTAL:</b>	<b>\$6,682,406</b>	<b>\$6,682,406</b>
<b># FTES:</b>		

# ARTS CURRICULA

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	\$1,187,571	\$1,187,571
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Transfer Out:		
Carry Forward from Prior Year	\$72,432	\$47,523
<b>TOTAL:</b>	<b>\$1,260,003</b>	<b>\$1,235,094</b>

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$1,212,480	\$1,335,094
Other:		
Balance Remaining	\$47,523	\$0
<b>TOTAL:</b>	<b>\$1,260,003</b>	<b>\$1,335,094</b>
<b># FTES:</b>		

**PRESCHOOL CHILDREN DISABILITIES**

<b>Funding Sources</b>	<b>Prior Fiscal Year Actual</b>	<b>Current Fiscal Year Estimated</b>
EIA	\$2,878,146	\$2,878,146
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year	\$0	\$0
<b>TOTAL:</b>	<b>\$2,878,146</b>	<b>\$2,878,146</b>

<b>Expenditures</b>	<b>Prior Fiscal Year Actual</b>	<b>Current Fiscal Year Estimated</b>
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$2,878,146	\$2,878,146
Other:		
Balance Remaining	\$0	\$0
<b>TOTAL:</b>	<b>\$2,878,146</b>	<b>\$2,878,146</b>
<b># FTES:</b>		

# ADULT EDUCATION

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	\$13,573,736	\$13,573,736
General Fund	\$0	\$0
Lottery		
Fees		
Other Sources		
EIA Reduction		
GF Reduction		
Carry Forward from Prior Year	\$0	\$0
<b>TOTAL:</b>	<b>\$13,573,736</b>	<b>\$13,573,736</b>

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$13,573,736	\$13,573,736
Other:		
Balance Remaining	\$0	\$0
<b>TOTAL:</b>	<b>\$13,573,736</b>	<b>\$13,573,736</b>
<b># FTES:</b>		

**STUDENTS AT RISK SCHOOL FAILURESCHOOLS**

<b>Funding Sources</b>	<b>Prior Fiscal Year Actual</b>	<b>Current Fiscal Year Estimated</b>
EIA	\$136,163,204	\$136,163,204
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year	\$0	\$0
<b>TOTAL:</b>	<b>\$136,163,204</b>	<b>\$136,163,204</b>

<b>Expenditures</b>	<b>Prior Fiscal Year Actual</b>	<b>Current Fiscal Year Estimated</b>
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$135,813,204	\$136,163,204
Other:		
Transfer To: Francis Marion University - Proviso 1A.38	\$350,000	\$0
Balance Remaining	\$0	\$0
<b>TOTAL:</b>	<b>\$136,163,204</b>	<b>\$136,163,204</b>
<b># FTES:</b>		

# HIGH SCHOOLS THAT WORK

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	\$743,354	\$743,354
General Fund	\$1,403,145	\$1,403,145
Lottery		
Fees		
Other Sources		
EIA Reduction		
GF Reduction		
Carry Forward from Prior Year	\$30,956	\$135,394
<b>TOTAL:</b>	<b>\$2,177,455</b>	<b>\$2,281,893</b>

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service	\$7,606	\$1,499
Contractual Services	\$389,434	\$510,394
Supplies & Materials	\$42,705	\$45,000
Fixed Charges	\$105,245	\$105,000
Travel	\$16,538	\$20,000
Equipment		
Employer Contributions	\$1,593	
Allocations to Districts/Schools/Agencies/Entities	\$1,478,940	\$1,600,000
Other: Sales Tax		
Balance Remaining	\$135,394	\$0
<b>TOTAL:</b>	<b>\$2,177,455</b>	<b>\$2,281,893</b>
<b># FTES:</b>		

# ASSESSMENT-TESTING

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	\$17,652,624	\$17,652,624
General Fund	\$4,012,495	\$4,012,495
Lottery		
Fees		
Other Sources		
EIA Reduction		
GF Reduction		
Carry Forward from Prior Year	\$1,520,537	\$2,857,983
<b>TOTAL:</b>	<b>\$23,185,656</b>	<b>\$24,523,102</b>

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service	\$0	\$0
Contractual Services	\$16,315,419	\$22,472,102
Supplies & Materials	\$2,324,407	\$2,000,000
Fixed Charges	\$42,417	\$45,000
Travel	\$5,869	\$6,000
Equipment		
Employer Contributions	\$67	
Allocations to Districts/Schools/Agencies/Entities	\$1,604,494	
Other: Sales Tax	\$35,000	
Balance Remaining	\$2,857,983	\$0
<b>TOTAL:</b>	<b>\$23,185,656</b>	<b>\$24,523,102</b>
<b># FTES:</b>		

**READING**

<b>Funding Sources</b>	<b>Prior Fiscal Year Actual</b>	<b>Current Fiscal Year Estimated</b>
EIA	\$6,542,052	\$6,542,052
General Fund	\$729,340	\$729,340
Lottery		
Fees		
Other Sources		
EIA Reduction		
GF Reduction		
Transfer		
Carry Forward from Prior Year	\$0	\$0
<b>TOTAL:</b>	<b>\$7,271,392</b>	<b>\$7,271,392</b>

<b>Expenditures</b>	<b>Prior Fiscal Year Actual</b>	<b>Current Fiscal Year Estimated</b>
Personal Service		
Contractual Services	\$83,727	\$125,000
Supplies & Materials	\$44,796	\$34,000
Fixed Charges	\$19,964	\$19,500
Travel	\$2,109	\$5,422
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$7,007,115	\$7,087,470
Other: Sales Tax	\$1,201	
Balance Remaining	\$112,480	\$0
<b>TOTAL:</b>	<b>\$7,271,392</b>	<b>\$7,271,392</b>
<b># FTES:</b>		



# INSTRUCTIONAL MATERIALS

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	\$10,761,587	\$13,761,587
General Fund	\$20,888,583	\$20,888,583
Lottery		
Fees		
Other Sources		
Supplemental		
EIA Reduction		
GF Reduction		
Transfer		
Carry Forward from Prior Year	\$0	\$0
<b>TOTAL:</b>	<b>\$31,650,170</b>	<b>\$34,650,170</b>

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services	\$160,723	\$130,000
Supplies & Materials	\$11,389,447	\$8,020,535
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$20,100,000	\$26,499,635
Other:		
Balance Remaining	\$0	\$0
<b>TOTAL:</b>	<b>\$31,650,170</b>	<b>\$34,650,170</b>
<b># FTES:</b>		

**EAA-TECHNICAL ASSISTANCE**

<b>Funding Sources</b>	<b>Prior Fiscal Year Actual</b>	<b>Current Fiscal Year Estimated</b>
EIA	\$57,430,445	\$6,000,000
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year	\$0	\$0
<b>TOTAL:</b>	<b>\$57,430,445</b>	<b>\$6,000,000</b>

<b>Expenditures</b>	<b>Prior Fiscal Year Actual</b>	<b>Current Fiscal Year Estimated</b>
Personal Service	\$70,375	\$0
Contractual Services	\$4,258,712	\$1,064,720
Supplies & Materials	\$27,876	\$0
Fixed Charges	\$2,648	\$0
Travel	\$30,073	\$0
Equipment	\$0	\$0
Employer Contributions	\$19,658	\$0
Allocations to Districts/Schools/Agencies/Entities	\$49,148,828	\$4,935,280
Other: Sales Tax	\$583	\$0
Equipment	\$1,356	
Transfer Balance for MOE	\$3,870,336	
Balance Remaining		\$0
<b>TOTAL:</b>	<b>\$57,430,445</b>	<b>\$6,000,000</b>
<b># FTES:</b>		

# EAA-REPORT CARDS

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	\$722,385	\$722,385
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year	\$0	\$0
<b>TOTAL:</b>	<b>\$722,385</b>	<b>\$722,385</b>

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services	\$343,223	\$722,385
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other:		
Balance Remaining	\$379,162	\$0
<b>TOTAL:</b>	<b>\$722,385</b>	<b>\$722,385</b>
<b># FTES:</b>		

**EAA-PALMETTO GOLD AND SILVER**

<b>Funding Sources</b>	<b>Prior Fiscal Year Actual</b>	<b>Current Fiscal Year Estimated</b>
EIA	\$2,230,061	\$2,230,061
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Transfer Out IAW Proviso 1A.34 Suspension	(\$1,349,148)	(\$2,230,061)
Carry Forward from Prior Year	\$0	\$0
<b>TOTAL:</b>	<b>\$880,913</b>	<b>\$0</b>

<b>Expenditures</b>	<b>Prior Fiscal Year Actual</b>	<b>Current Fiscal Year Estimated</b>
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$880,903	\$2,230,061
Other:		
Balance Remaining		\$0
<b>TOTAL:</b>	<b>\$880,903</b>	<b>\$2,230,061</b>
<b># FTES:</b>		

**POWER SCHOOL & DATA COLLECTION**

<b>Funding Sources</b>	<b>Prior Fiscal Year Actual</b>	<b>Current Fiscal Year Estimated</b>
EIA	\$2,205,150	\$5,000,000
General Fund		
Lottery		
Fees		
Other Sources		
Various Sources		
EIA Cash Balance (Proviso 1A.41)	\$5,000,000	
EIA Reduction		
Carry Forward from Prior Year		\$0
<b>TOTAL:</b>	<b>\$7,205,150</b>	<b>\$5,000,000</b>

<b>Expenditures</b>	<b>Prior Fiscal Year Actual</b>	<b>Current Fiscal Year Estimated</b>
Personal Service		
Contractual Services	\$3,341,812	\$5,000,000
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Permanent Improvements		
Balance Remaining	\$3,863,338	\$0
<b>TOTAL:</b>	<b>\$7,205,150</b>	<b>\$5,000,000</b>
<b># FTES:</b>		

**EIA-FOUR-YR-OLD PROGRAM**

<b>Funding Sources</b>	<b>Prior Fiscal Year Actual</b>	<b>Current Fiscal Year Estimated</b>
EIA	\$15,813,846	\$15,813,846
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Transfer		
Carry Forward from Prior Year	\$0	\$0
<b>TOTAL:</b>	<b>\$15,813,846</b>	<b>\$15,813,846</b>

<b>Expenditures</b>	<b>Prior Fiscal Year Actual</b>	<b>Current Fiscal Year Estimated</b>
Personal Service		
Contractual Services		\$300,000
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$15,613,846	\$15,513,846
Other:		
Transfer Out	\$200,000	
Balance Remaining	\$0	\$0
<b>TOTAL:</b>	<b>\$15,813,846</b>	<b>\$15,813,846</b>
<b># FTES:</b>		

**EIA-CDEPP-SCDE**

<b>Funding Sources</b>	<b>Prior Fiscal Year Actual</b>	<b>Current Fiscal Year Estimated</b>
EIA	\$17,300,000	\$17,300,000
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year	\$1,877,612	\$0
<b>TOTAL:</b>	<b>\$19,177,612</b>	<b>\$17,300,000</b>

<b>Expenditures</b>	<b>Prior Fiscal Year Actual</b>	<b>Current Fiscal Year Estimated</b>
Personal Service		
Contractual Services	\$111,000	
Supplies & Materials	\$8,000	
Fixed Charges		
Travel	\$7,000	
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$19,051,612	\$17,300,000
Other:		
Balance Remaining	\$0	\$0
<b>TOTAL:</b>	<b>\$19,177,612</b>	<b>\$17,300,000</b>
<b># FTES:</b>		

**TEACHER OF THE YEAR**

<b>Funding Sources</b>	<b>Prior Fiscal Year Actual</b>	<b>Current Fiscal Year Estimated</b>
EIA	\$123,473	\$155,000
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Transfer In		
Carry Forward from Prior Year	\$0	\$0
<b>TOTAL:</b>	<b>\$123,473</b>	<b>\$155,000</b>

<b>Expenditures</b>	<b>Prior Fiscal Year Actual</b>	<b>Current Fiscal Year Estimated</b>
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$123,473	\$155,000
Other:		
Balance Remaining	\$0	\$0
<b>TOTAL:</b>	<b>\$123,473</b>	<b>\$155,000</b>
<b># FTES:</b>		



TEACHER QUALITY

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	\$404,251	\$372,724
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year	\$0	\$0
<b>TOTAL:</b>	<b>\$404,251</b>	<b>\$372,724</b>

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		\$25,738
Contractual Services	\$4,484	\$98,127
Supplies & Materials	\$20,092	\$27,347
Fixed Charges	\$305,262	\$211,860
Travel	\$721	\$9,652
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$25,000	
Other: Sales Tax	\$90	
Balance Remaining	\$48,602	\$0
<b>TOTAL:</b>	<b>\$404,251</b>	<b>\$372,724</b>
<b># FTES:</b>		

**TEACHER SALARY SUPPLEMENT AND EMPLOYER CONTRIBUTIONS**

<b>Funding Sources</b>	<b>Prior Fiscal Year Actual</b>	<b>Current Fiscal Year Estimated</b>
EIA	\$92,828,102	\$92,828,102
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Transfer To: National Board		
Carry Forward from Prior Year	\$1,119,194	\$402,367
<b>TOTAL:</b>	<b>\$93,947,296</b>	<b>\$93,230,469</b>

<b>Expenditures</b>	<b>Prior Fiscal Year Actual</b>	<b>Current Fiscal Year Estimated</b>
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$85,746,222	\$93,230,469
Other:		
Transfer Balance for MOE	\$7,798,707	
Balance Remaining	\$402,367	\$0
<b>TOTAL:</b>	<b>\$93,947,296</b>	<b>\$93,230,469</b>
<b># FTES:</b>		

# NATIONAL BOARD CERTIFICATION

<b>Funding Sources</b>	<b>Prior Fiscal Year Actual</b>	<b>Current Fiscal Year Estimated</b>
EIA	\$43,212,993	\$68,564,000
General Fund	\$19,231,405	\$0
Lottery		
Fees		
Other Sources		
EIA Reduction		
GF Reduction		
Transfer In		
Transfer Out		
Carry Forward from Prior Year	\$0	\$1,311
<b>TOTAL:</b>	<b>\$62,444,398</b>	<b>\$68,565,311</b>

<b>Expenditures</b>	<b>Prior Fiscal Year Actual</b>	<b>Current Fiscal Year Estimated</b>
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$56,888,072	\$68,565,311
Other:		
Transfer Balance for MOE	\$2,213,173	
Proviso 1.49	\$3,341,842	
Balance Remaining	\$1,311	\$0
<b>TOTAL:</b>	<b>\$62,444,398</b>	<b>\$68,565,311</b>
<b># FTES:</b>		

# TEACHER SUPPLIES

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	\$12,999,520	\$12,999,520
General Fund		
Lottery		
Fees		
Other Sources		
Supplemental		
Transfer IAW Proviso 1A.34 Suspension	\$1,345,858	
EIA Reduction		
Transfer from EOC Proviso 1A.41		\$200,000
Carry Forward from Prior Year	\$0	\$0
<b>TOTAL:</b>	<b>\$14,345,378</b>	<b>\$13,199,520</b>

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$14,084,185	\$13,199,520
Other:		
Balance Remaining	\$261,193	\$0
<b>TOTAL:</b>	<b>\$14,345,378</b>	<b>\$13,199,520</b>
<b># FTES:</b>		

**PROFESSIONAL DEVELOPMENT FOR STANDARDS IMPLEMENTAION**

<b>Funding Sources</b>	<b>Prior Fiscal Year Actual</b>	<b>Current Fiscal Year Estimated</b>
EIA	\$6,515,911	\$6,515,911
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Transfer In		
Carry Forward from Prior Year	\$66,205	\$0
<b>TOTAL:</b>	<b>\$6,582,116</b>	<b>\$6,515,911</b>

<b>Expenditures</b>	<b>Prior Fiscal Year Actual</b>	<b>Current Fiscal Year Estimated</b>
Personal Service	\$31,754	\$32,000
Contractual Services	\$615,785	\$615,750
Supplies & Materials	\$117,243	\$117,250
Fixed Charges	\$66,756	\$66,750
Travel	\$15,498	\$16,500
Equipment		
Employer Contributions	\$6,649	\$6,700
Allocations to Districts/Schools/Agencies/Entities	\$4,902,113	\$5,660,961
Other: Sales Tax		
Balance Remaining	\$826,318	\$0
<b>TOTAL:</b>	<b>\$6,582,116</b>	<b>\$6,515,911</b>
<b># FTES:</b>		

**ADEPT FOR STANDARDS IMPLEMENTAION**

<b>Funding Sources</b>	<b>Prior Fiscal Year Actual</b>	<b>Current Fiscal Year Estimated</b>
EIA	\$0	\$873,909
General Fund	\$1,747,818	
Lottery		
Fees		
Other Sources		
EIA Reduction		
Transfer In		
Carry Forward from Prior Year	\$0	\$0
<b>TOTAL:</b>	<b>\$1,747,818</b>	<b>\$873,909</b>

<b>Expenditures</b>	<b>Prior Fiscal Year Actual</b>	<b>Current Fiscal Year Estimated</b>
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	\$1,747,818	\$873,909
Other: Sales Tax		
Balance Remaining	\$0	\$0
<b>TOTAL:</b>	<b>\$1,747,818</b>	<b>\$873,909</b>
<b># FTES:</b>		

# K-12 TECHNOLOGY INITIATIVE

Funding Sources	Prior Fiscal Year Actual	Current Fiscal Year Estimated
EIA	\$10,171,826	\$10,171,826
General Fund		
Lottery		
Fees		
Other Sources		
Transfer To: B&CB CIO; ETV	(\$9,205,344)	(\$8,336,514)
EIA Reduction		
Carry Forward from Prior Year	\$2,148,132	\$1,255,576
<b>TOTAL:</b>	<b>\$3,114,614</b>	<b>\$3,090,888</b>

Expenditures	Prior Fiscal Year Actual	Current Fiscal Year Estimated
Personal Service	\$446,140	\$400,000
Contractual Services	\$1,337,053	\$2,295,888
Supplies & Materials	\$38,835	\$30,000
Fixed Charges	\$13,355	\$14,000
Travel	\$23,655	\$24,000
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		\$327,000
Other:		
Balance Remaining	\$1,255,576	\$0
<b>TOTAL:</b>	<b>\$3,114,614</b>	<b>\$3,090,888</b>
<b># FTES:</b>		

**TRANSP-OTHER OPER EXPENSE**

<b>Funding Sources</b>	<b>Prior Fiscal Year Actual</b>	<b>Current Fiscal Year Estimated</b>
EIA - Recurring	\$0	\$17,462,672
EIA - Non-recurring	\$0	\$3,301,850
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year	\$0	\$0
<b>TOTAL:</b>	<b>\$0</b>	<b>\$20,764,522</b>

<b>Expenditures</b>	<b>Prior Fiscal Year Actual</b>	<b>Current Fiscal Year Estimated</b>
Personal Service		
Contractual Services		
Supplies & Materials/Fuel		\$17,462,672
Fixed Charges		
Travel		
Equipment		\$3,301,850
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other:		
Balance Remaining	\$0	\$0
<b>TOTAL:</b>	<b>\$0</b>	<b>\$20,764,522</b>
<b># FTES:</b>		