

2011 Legislative Investments in Education Accountability

With improved revenue collections in the current fiscal year and increased revenue projections for FY2011-12, the General Assembly appropriated additional revenues to accomplish the following:

- **Education Finance Act (EFA)** –The EFA is funded with a base student cost of \$1,880, a \$265 increase above the current year's final base student cost of \$1,615. In the distribution of EFA funds, the Index of Taxpaying Ability is amended to impute the value for owner-occupied residential property qualifying for the special four percent assessment ratios for Tier 1, 2 and Tier 3(A) as recommended by the Index of Taxpaying Ability Study Committee. For any district that would have a lower State financial requirement by utilizing the new index, the legislature appropriated \$20.0 million in non-recurring funds to supplement EFA funding for these districts.
- **South Carolina Public Charter School District (SCPCSD)** – The General Assembly appropriated an additional \$25.0 million in general fund revenues to the SCPCSD. In addition to existing state funds, pupils enrolled in virtual charter schools sponsored by the SCPCSD will receive \$1,700 per weighted pupil and pupils enrolled in brick and mortar charter schools, \$3,250 per weighted pupil.
- **Technical Assistance and Aid to Districts** –The General Assembly appropriated \$6.0 million for technical assistance, down from \$57.4 million in the current fiscal year. Funds were reallocated to a new line item, Aid to Districts, of \$68.3 million. These funds are allocated to all school districts based on the number of weighted pupil units, and \$45.5 million must be used to meet the maintenance of effort requirements under the federal law, Individuals with Disabilities Education Act (IDEA). Districts may not transfer these funds to other purposes.
- **Child Development Education Pilot Program (CDEPP)** – Recurring EIA monies continue to fund CDEPP at the prior year's level. The South Carolina State Department of Education (SCSDE) is appropriated \$17,300,000 and the Office of First Steps to School Readiness, \$2,484,628, in EIA funds for the program. CDEPP provides full-day education services in public schools or private centers for four-year-olds who are eligible for the free or reduced price federal lunch program and/or Medicaid and who reside in the plaintiff districts of the Abbeville equity lawsuit.
- **Teacher Salaries** – The statewide minimum teacher salary schedule used in 2008-09, 2009-10, and 2010-11 will again be used in 2011-12. The projected Southeastern average teacher salary for FY2011-12 is projected to be \$49,007. The actual SC average teacher salary in 2009-10 was \$47,421. Furthermore, H3642 (R55) signed into law by the Governor continues to allow local school district boards of trustees not to give step increases for additional years of service.
- **Lottery and unclaimed prize revenues** – Funding for Reading, Math, Science and Social Studies Program is \$29,491,798 for grades K-5, down \$18.1 million from the current fiscal year. For grades 6-8, the level of funding remains at \$2.0 million. However, unclaimed prize monies of \$12,350,000 are allocated for school bus purchases.

Other Legislation Impacting School Finance and Accountability

S686 (R36) – The joint resolution clarified that high school students graduating in 2011 and 2010 and earning a unit of credit in either biology or physical schools will meet state requirements for graduation.

H3663 (R76) – In addition to budget provisos that continue to give school districts total flexibility in the expenditure of state funds, the legislature reauthorized by joint resolution: (1) the suspension of the printing and advertising of the of the 2011 district and school report cards; (2) the suspension of the writing assessment in grades three, four, six, and seven; and (3) (deferment of loan repayments for one-year for individuals with a SC Teacher Loan. Savings generated from these actions are to be reallocated to school districts based on weighted pupil units in each district.

Act 58 (H3748, R92) – The law extends operation of the Education and Economic Development Coordinating Council until July 1, 2012.

School Funding (S433, H3013, and H3716) - Bills to amend the EFA were debated and are pending in the Senate Education and Senate Finance Committees. These bills also address teacher pay for performance as well as flexibility for districts from state laws and regulations.

Modified Diploma (S459) – Pending before the Senate Education Committee, the bill would permit a modified high school diploma for students who have an Individualized Education Program and whose performance is substantially below grade level, even with the use of accommodations. Eligibility for students would be limited to those students able to access the standard standards only at less complex levels and with extensively modified instruction.

Common Core (S604) - Pending before the Senate Education Committee, the bill would restrict the State Board from adopting and the Department of Education from implementing the Common Core State Standards developed by the Common Core State Standards Initiative.

EDUCATION ACCOUNTABILITY ACT APPROPRIATIONS SINCE FY09*

EAA ITEM	FY09	FY10	FY11	FY12
Technical Assistance	76,380,078	60,430,445	57,430,445	6,000,000
External Review Teams	1,292,108	1,019,880		
Assessment	22,290,943	22,152,624	21,665,119	21,665,119
Formative Assessment	4,950,000	3,472,470	3,096,281	3,096,281
Summer School/Comp Remediation	29,514,247			
Summer School Transportation	4,000,000			
Alternative Schools	11,008,140			
Principals Executive Institute	853,592			
Professional Development on Standards	6,592,390	6,515,911	6,515,911	6,515,911
Palmetto Gold and Silver Awards **	2,825,310	2,230,061	2,230,061	2,230,061
Report Card Printing & Development	915,205	722,385	722,385	722,385
Data Collection	1,543,043	1,217,947	1,217,947	
Unique Student Identifier	1,250,708	987,203	987,203	
Power Schools/Data Collection				5,000,000
Education Oversight Committee (EOC)	1,658,805	1,016,289	1,016,289	1,193,242
EOC Public Relations	213,398	168,438	168,438	
SCDE Personal Service	1,821,889	1,236,436	1,236,436	1,236,436
SCDE Other Operating	1,638,815	1,174,752	1,174,752	1,174,752
Students at Risk of School Failure		136,163,204	136,163,204	136,163,204
TOTAL EAA:	\$168,748,671	\$238,508,045	\$233,624,471	\$184,997,391
OTHER SUPPORTING PROGRAMS:				
Reduce Class Size	33,006,617			
EOC Family involvement	42,679	33,781	33,781	
K-5 Reading, Math, Science & Social Studies	47,614,527	47,614,527	47,614,527	29,491,798
6-8 Reading, Math, Science and Social Studies	2,000,000	2,000,000	2,000,000	2,000,000
High School Reading	1,000,000	911,400	729,340	729,340
Young Adult Education (30% of Adult Education)	4,706,832	4,018,351	4,072,121	4,072,121
Act 135 Academic Assistance	113,423,554			
Reading		6,542,052	6,542,052	6,542,052
Aid to Districts				68,250,835
TOTAL OTHER:	\$201,794,209	\$61,120,111	\$60,991,821	\$111,086,146
GRAND TOTAL:	\$370,542,880	\$299,628,156	\$294,616,292	\$296,083,537

* Includes all recurring and nonrecurring General Fund, EIA, and lottery revenues but excludes federal funds for testing. Line items in italics denote the suspension of the entire program or a portion of the program for other purposes (writing assessment suspended in grades 3, 4, 6 and 7; suspension of report card printing; etc.). Over time, several line items have been consolidated. Appropriations for Act 135, Summer School, Reduce Class Size, Alternative Schools, and Parenting/Family Literacy were consolidated and reallocated to Students at Risk of School Failure. Appropriations for Young Adult and Adult Education were consolidated. All line item appropriations for the EOC were consolidated, and appropriations for data collection and unique student identifier were consolidated into PowerSchool.

** For FY10, FY11 and FY12, the funds appropriated for the program were either suspended or reallocated.

EOC STUDIES IN PROGRESS

Copies of previous work can be obtained from www.eoc.sc.gov

Standards:

Cyclical Review of the Social Studies Content Standards June 2011
Recommendations for modifying the 2005 South Carolina Social Studies Academic Standards will be considered. These recommendations were compiled under the advisement of three review teams: a national review team of social studies educators who have worked with national or other state organizations; a parent, business, and community leaders' team drawn from various geographical areas in South Carolina, and a team of educators and parents of students with disabilities. Further revisions were made upon a public review of the standards.

Assessments:

Virtual Schools September 2011
Working with the Department of Education, the EOC will assist in the design of parent, student and teacher surveys for use in evaluating virtual schools.

Exit Exam and WorkKeys November 2011
The EOC will determine the utility of the Exit Exam and examine alternate paths to include WorkKeys.

Child Development Education Pilot Program (CDEPP) December 2011
The University of South Carolina research team that conducted the original child assessments for CDEPP beginning in 2006-07 will coordinate with the EOC and the Department of Education in analyzing the performance of students who participated in CDEPP and who are now in grades 3 and above. The purpose of the study is to monitor the long-term progress of these students on several measures including retention, achievement and graduation.

Public Reporting:

Longitudinal Performance October 2011
To ensure that the system is effective for the young people currently enrolled and those will be enrolled, the EOC will analyze the individual performance of students over time on the Palmetto Assessment of State Standards (PASS).

Annual Evaluation of SC Teacher Loan Program February 2012
The EOC will report on the progress, challenges, and impact of the SC Teacher Loan Program on recruiting teachers into the teaching profession.

Public Engagement:

Where Are We Now Report December 2011
In September of 2009 the EOC adopted a 2020 Vision Statement for South Carolina. Annually, the EOC documents progress of the state toward obtaining the Vision.

South Carolina Reading Achievement Systemic Initiative January 2012
In cooperation with the Department of Education, the EOC will assist in defining the focus and priorities for state actions to improve reading achievement for young people. The panel will address factors contributing to or impede reading achievement including the physical health, language development and quality of instruction in schools.

2010 Annual School and District Ratings

Districts: All districts either improved or maintained their Absolute Rating from 2009 to 2010; 65 school districts improved their Absolute rating.

Absolute Rating	2009 District Rating Number (%)	2010 District Rating Number (%)
<i>Excellent</i>	1 (1.2%)	6 (7.0%)
<i>Good</i>	0	12 (14.0)
<i>Average</i>	24 (28.2%)	48 (55.9%)
<i>Below Average</i>	39 (45.9%)	14 (16.3%)
<i>At-Risk</i>	21 (24.7%)	6 (7.0%)

Schools:

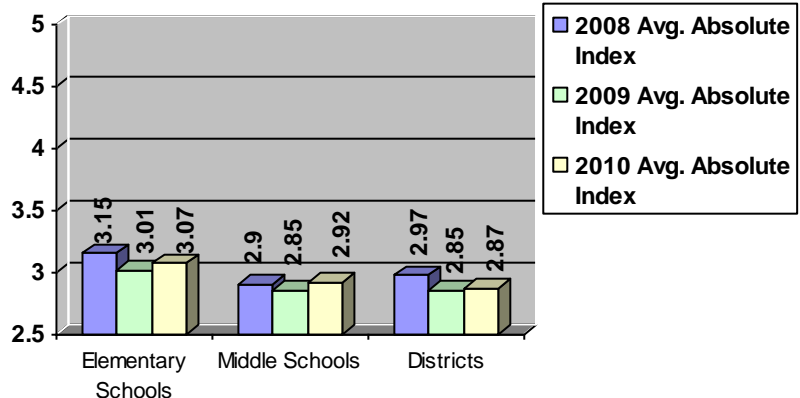
2010 Absolute Rating	Schools (% of Schools)	Students (% Enrolled by Schools by Rating)	Average Poverty Index
<i>Excellent</i>	242 (21%)	25.2%	50.6%
<i>Good</i>	209 (18%)	21.1%	64.7%
<i>Average</i>	509 (44%)	41.4%	79.4%
<i>Below Average</i>	137 (12%)	8.6%	91.9%
<i>At-Risk</i>	69 (6%)	3.8%	94.8%

Table does not include ratings for career and technology centers.

STUDENT PERFORMANCE

Student performance drives the calculation of a school's index. The index determines a school's Absolute rating based upon a 5-point scale. Average student performance as measured by indexes, went up from 2009 to 2010 among elementary, middle, and school districts. The Absolute index for high schools cannot be compared to previous years as the cut-off scores for the high school components were revised, beginning with the 2010 release.

Comparisons of 2008, 2009, and 2010 indices for elementary schools, middle schools, and districts receiving ratings both years.



Comparison of Student Performance In 2001 and 2010

Improvements in student performance (English Language Arts and Math) were determined by comparing the percentage of students scoring *Below Basic* on the Spring 2001 administration of the Palmetto Achievement Challenge Test (PACT) and the percentage of students scoring *Not Met* on the 2010 Palmetto Assessment of State Standards (PASS). When student performance measures on PASS were established in 2009, PACT expectations for *Basic* (grade-level performance) were aligned with the PASS expectations for *Met* (grade-level performance); therefore, performance on *Below Basic* (PACT) and *Not Met* (PASS) can be accurately compared. The analysis focuses on 3rd and 8th grades.

Five school districts hold the unique distinction of improving in English Language Arts *and* Math in both 3rd and 8th grades from 2001 to 2010. Those districts include:

Abbeville, Calhoun, Dorchester 4, Lancaster, and Saluda

Third grade

In an analysis of grade 3 scores, **32** school districts improved in *both* English Language Arts and Math from 2001 to 2010. Those districts include:

Abbeville	Berkeley	Dorchester 2	Greenwood 52	Pickens
Anderson 4	Calhoun	Dorchester 4	Hampton 1	Saluda
Bamberg 1	Clarendon 1	Florence 1	Lancaster	Spartanburg 7
Barnwell 19	Clarendon 2	Florence 2	Laurens 56	Union
Barnwell 29	Colleton	Florence 5	McCormick	
Barnwell 45	Darlington	Georgetown	Marion 1	
Beaufort	Dillon 1	Greenville	Marion 7	

- Fifteen school districts improved English Language Arts performance for 3rd graders, but not Math performance.
- Four districts improved 3rd grade performance in Math, but not English Language Arts.

Eighth grade

In an analysis of grade 8 scores, **7** school districts improved in both English Language Arts and Math from 2001 to 2010. Those districts include:

Abbeville Calhoun Dorchester 4 Jasper Lancaster Saluda York 3

- Two school districts improved English Language Arts performance for 8th graders, but not Math performance.
- Thirty-four districts improved 8th grade performance in Math, but not English Language Arts.

Preparing for the Future Today

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.

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.

The EOC has set benchmarks to gauge how well the South Carolina is moving towards the 2020 Vision.

Targets that have been met or exceeded are noted in red.

Target	2009 Actual Performance	2010 Actual Performance	2011	2014	2017	2020
PASS, g3	78	80.7	81	85.5	90	95
Target: African American	67.1	70.9	72.1	79.6	87.1	95
Hispanic	67.8	74.5	72.1	79.6	87.1	95
White	86.5	87.9	87.9	90.3	92.7	95
Non-Subsidized	89.8	91.1	90.8	92.3	93.8	95
Subsidized Meals	69	73.6	73.6	80.6	87.6	95
With disabilities	48.4	50.2	56.8	69.5	82.2	95
Without disabilities	81.8	85.4	84.2	87.8	91	95
PASS, g8	67.5	63.7	73.5	80.7	87.9	95
Target: African American	53.8	47.2	61.2	72.3	83.4	95
Hispanic	60.6	58.1	66.8	76.1	85.4	95
White	79	74.5	81.8	86.2	90.4	95
Non-Subsidized	81.9	78.6	84.3	87.9	91.5	95
Subsidized Meals	56.7	50.7	63.7	74.2	84.7	95
With disabilities	25.3	19.9	37.9	56.8	75.7	95
Without disabilities	74.8	69.7	78.4	83.8	89.2	95
NAEP, g4	62	No new data	68	77	86	95
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

Target	2009 Actual Performance	2010 Actual Performance	2011	2014	2017	2020
NAEP, g8	69		73.8	81	88.2	95
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	
On-time Graduation	73.7	72.06	76.1	80.3	84.5	88.3
Target: African American	69.1		72.5	77.6	82.7	88.3
Hispanic	68.3		71.9	77.3	82.7	88.3
White	77.1		79.1	82.1	85.7	88.3
Non-Subsidized	80.2		81.6	83.7	85.8	88.3
Subsidized Meals	65.2		69.4	75.7	82	88.3
With disabilities	42.9		51.1	63.4	75.7	88.3
Without disabilities	77.3		79.3	82.3	85.3	88.3
Preparedness for Postsecondary Success (High school completers enrolled in two or four-year colleges and technical schools)	2008 data 67.1					
Schools Rated At Risk	83	69				

*These data reflect the process of appeals throughout the year.