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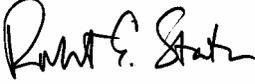
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March 1, 2005

TO: Members, General Assembly of South Carolina
Members, State Board of Education

FROM: Robert Staton 

RE: Report from the Education Oversight Committee

In 1998, the South Carolina General Assembly created the Education Accountability Act (EAA). The Act sets South Carolina on a bold path leading toward high levels of achievement for all of South Carolina's children. The members of the Education Oversight Committee (EOC) are proud to be on this journey with you. The schools we provide our students today are building the future for each of us tomorrow.

In the attached report, the EOC members and staff seek to inform you and your constituencies of the Committee's annual activities as well as South Carolina's progress toward this vision. Should you have questions or wish additional information, please call the members or staff of the EOC at (803) 734-6148.

We appreciate your support and the commitment you have made to a strong, public education system in South Carolina.



EOC Annual Report

March 2005

Accelerating Growth Through Building Capacity

Report to the South Carolina General Assembly and the State Board of Education from the South Carolina Education Oversight Committee (EOC)

Introduction

In 1998, the South Carolina General Assembly created the Education Accountability Act (EAA). The creation of the EAA set South Carolina on a bold path leading toward high levels of achievement for all of our students. The EAA also established the South Carolina Education Oversight Committee (EOC).

As outlined in 59-6-10, the statutory responsibilities of the EOC include:

1. Review and monitor the implementation and evaluation of the EAA and Education Improvement Act (EIA) 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; and

4. recommend EAA and EIA program changes to state agencies and other entities, as it considers necessary.

This annual report outlines the recommendations that have emerged from the EOC's activities between March 2004-March 2005.

Readers' Note: Summary recommendations are located in **bold, italics lettering**. In certain areas, a historical overview of a subject matter is provided when necessary for clarification. Web links are provided in red to full reports online within each category.

At the end of the report, the names of individuals who composed advisory groups are listed. These individuals, along with the EOC, make recommendations on policies and practices. The contributions of these people are integral to the EOC's work.

Academic Standards

As stated in Section 59-18-360 of the Education Accountability Act:

"The State Board of Education, in consultation with the Education Oversight Committee, shall provide for a cyclical review by academic area of the state standards and assessments to ensure that the standards and assessments are maintaining high expectations for learning and teaching. All academic areas must be initially reviewed by the year 2005. At a minimum, each academic area should be reviewed and updated every seven years. After each academic area is reviewed, a report on the recommended revisions must be presented to the Education Oversight Committee for its consideration. After approval by the Education Oversight Committee, the recommendations may be implemented. As a part of the review, a task force of parents, business and industry persons, community leaders, and educators, to include special education teachers, must examine the standards and assessment system to determine rigor and relevancy."

Beginning with the 2004 report card, the rigor of the absolute performance ratings increases by one-tenth of a point on a five-point scale each year, a system designed to encourage and reward continuous improvement in South Carolina's public

schools. It is very encouraging that students are not only keeping pace with the rigor, they are improving. Table 1 shows the history of the Absolute Performance Ratings from 2001 to 2004.

Academic Standards *(continued)*

Table 1. Absolute Performance Ratings 2001-2004

Rating	2004 Absolute Performance Rating Number (%) [*]	2003 Absolute Performance Rating Number (%) ^{**}	2002 Absolute Performance Rating Number (%) ^{**}	2001 Absolute Performance Rating Number (%) ^{***}
Excellent	224 (20.4%)	217 (19.9%)	191 (18.1%)	168 (15.2%)
Good	372 (33.9%)	352 (32.3%)	354 (33.5%)	326 (29.4%)
Average	312 (28.5%)	324 (29.8%)	304 (28.7%)	321 (29.0%)
Below Average	160 (14.6%)	150 (13.8%)	159 (15.0%)	200 (18.1%)
Unsatisfactory	28 (2.6%)	46 (4.2%)	50 (4.7%)	71 (6.4%)
Total	1096 (100%)	1089 (100%)	1058 (100%)	1086 (100%)

* Based on SDE data, October 2004

** Based on SDE data, October 2003

*** Based on SDE data, November 2001

Note: Totals may not add to 100% due to rounding. Some schools may have received more than one report card if the school contained more than one organizational grade level (Primary, Elementary, Middle, High). Career and Technology Centers ratings are not factored into tables.

The number of schools not receiving an absolute rating are as follows: 15 in 2004; 15 in 2003; 22 in 2002; and 22 in 2001. New schools and schools with special status are examples of schools not receiving ratings.

● Review of the Science Standards

Overall, the science standards are rigorous and comprehensive; however, to improve the manageability of the content and to lead to greater learning, the number of standards for each grade should be reduced. A thorough development of several specific concepts and skills in each grade should occur, rather than a broad treatment of concepts and skills across the grades.

In the fall of 2004, a detailed review of the South Carolina Science Curriculum Standards was completed and recommendations were adopted by the EOC in December 2004. These recommendations were compiled under the advisement of three review teams: a national review team of science educators who work with national or other state organizations; a parent, business, and community leaders team drawn from various geographical areas in South Carolina; and, a special educator team drawn from the various school districts in South Carolina. At the same time that these three committees were meeting, the State Department of Education (SDE) assembled a team of science educators from around the state to also review the standards.

The South Carolina Science Curriculum Standards Review Process followed by all four review teams emphasized the application of the criteria addressing comprehensiveness/balance, rigor, measurability, manageability, and organization/communication.

The review team recommended that the new science standards document limit the number of standards to be covered in each grade level, especially in grades K-5. The number of units of study should be limited to four in grades K-5.

The new standards in grades 9-12 should be organized by course or course area (Biology, Chemistry, Physical Science, Physics, etc.) rather than across the grade levels. Furthermore, unifying concepts of the standards should be identified across the grade levels to identify the “big picture” for teachers and parents.

The ongoing implementation of these revised standards must be accompanied by:

- Changes in state assessments so that what is assessed is aligned and “unpacked” with what is to be taught;
- An intensive set of professional development activities for both teachers and administrators that broaden both awareness of and capacity to implement these standards;
- Widespread encouragement and support to adopt and purchase newer curriculum materials that are better aligned with the standards by the state, districts and the schools .
- An intensive effort to instruct pre-service teachers on the content of the standards.
- Development of supplemental/support documents and materials for use in the classroom to assist teachers in instructing students towards learning the standards; this

Academic Standards *(continued)*

would include a curriculum guide and an adaptability document for special education teachers.

http://www.state.sc.us/eoc/PDF/SC_Science_Curriculum_Standards121304.pdf.

The full "Report on the Review of the South Carolina Science Curriculum Standards" can be found online at

New science standards are expected for approval by the EOC in December 2005.

● Approval of Revised Social Studies Standards

In accordance with approval by the EOC in December 2004, the new Social Studies Curriculum Standards were organized around a theme or lead discipline in order to reduce the number of standards and provide an overall focus for the social studies program.

The complete "Social Studies Curriculum Standards" can be found on the SDE website, at http://www.myschools.com/offices/cso/social_studies/documents/SocialStudiesStandards2004_11-04.pdf. In addition, the full "Report on the Review of the South

Carolina Social Studies Curriculum Standards" includes the names of individuals who contributed to the review of the standards. It is available online at <http://www.sceoc.org/PDF/SCSSCurriculumStandards.pdf>.

● Parent and Family Understanding of the Standards

Through passage of the Parental Involvement in Their Children's Education Act in 2000, the General Assembly established a framework for actions to increase and sustain parental involvement. The Act calls upon state, district and school leaders to heighten awareness of the importance of parental involvement in the education of their children throughout their schooling; encourage the establishment and maintenance of parent-friendly school settings; and emphasize that when parents and schools work as partners, a child's academic success can best be assured.

To this end, the EOC, in conjunction with the SDE, annually produces a comprehensive guide for parents and families to the South Carolina Curriculum Standards. The document and CD, which summarize standards for mathematics, English language arts, science, and social studies, are sent to all schools and school districts. The standards are available in Spanish as well as English.

Copies of "A Guide for Parents and Families About What Your Child Should be Learning in School This Year" can be found online at <http://www.state.sc.us/eoc/guides-to-scc-standards.htm>.

Assessment

As stated in Section 59-18-360 of the Education Accountability Act,

"The State Board of Education, in consultation with the Education Oversight Committee, shall provide a cyclical review by academic area of the state standards and assessments to ensure that the standards and assessments are maintaining high expectations for learning and teaching."

● Testing Task Force

Since the alignment of standards, instruction and assessment is critical to improving achievement, the Testing Task Force endorses the continued use of state-developed or state-adapted standards-based tests. The state should provide a formative assessment system that allows educators to monitor student progress during the school year. Furthermore, since the future of assessment is computerized, South Carolina should position itself to administer and score all assessments electronically, as well as adopt a data warehouse that will make retrieval and analysis of student data easy for teachers and administrators. In addition, more information about the state standards and assessments must be developed and released.

As established by proviso in the Appropriations Act of Fiscal Year 2005, a task force was convened in the fall of 2004 by the EOC and the SDE to make recommendations to the General Assembly regarding

changes in the statewide testing system in order to provide information and reports for improving academic performance. The Task Force consisted of 35 members from across the state and represented more than 25

Assessment (continued)

school districts and thousands of educators, children, and citizens.

The Task Force proposed a systematic set of recommendations that defined an overall goal of improved teaching and learning. The group concluded that State policy-makers, state and district education agencies, and school and classroom educators share responsibility for student assessments. Assessment for learning must include quality classroom assessments for diagnostic and student accountability, on-going formative assessments to monitor student progress and guide instruction, and measures of achievement growth, as well as summative assessments for student and system accountability. Students, educators, and the public should have access to released forms of complete tests.

The State can, and should, contribute to and support quality assessment in each of these areas through professional development that allows a classroom teacher to improve daily assessments, to develop

practice tests and practice items to guide instruction, and to make use of end-of-year tests that provide useful reports to all stakeholders in the education process. Local schools and districts, too, must increase efforts to improve assessment practices.

The Task Force's deliberations and recommendations take into account short-term and long-term changes in state assessments in general and for particular testing programs. Specific recommendations are made regarding:

- PACT
- High School Testing
- STAR
- South Carolina Readiness Assessment
- The Cost of the Testing Programs

The "Final Report of the South Carolina Task Force on Testing" is available at <http://www.sceoc.org/PDF/TestingTaskForceFinal%20Report.doc>.

Professional Development and Technical Assistance

As stated in Section 59-8-595 of Title 59:

"Notwithstanding any other provision of law, and in order to provide assistance at the beginning of the school year, schools may qualify for technical assistance based on the criteria established by the Education Oversight Committee for school ratings and on the most recently available PACT scores."

Table 2 shows a breakdown of technical assistance personnel, from school year 2002-03 to 2004-05.

Titles	2002-2003 # Employed	2003-2004 # Employed	2004-2005 # Employed
Principal Leaders	9	9	14
Principal Specialists	8	16	14
Principal Mentors	13	7	0
Curriculum and Instructional Facilitators	73	155	0
District Instructional Facilitators	0	0	32
Curriculum Specialists	41	40	51
Teacher Specialists	203	213	205
Total Schools Served	174	157	85

● **Teacher Specialist on Site (TSOS) Program**

The Teacher Specialist on Site (TSOS) program should be defined clearly so that the particular strategies and practices are understood and there is evidence of faithful and reliable implementation by all program participants across all sites. While the need for customization is understood, the program is vulnerable to personal interpretations and misalignment. The program should be examined to determine if there are ways in which the program can contribute to the development of local capacity that sustains higher achievement beyond the years of state support. A single line of authority and responsibility should be defined so that the program supports development of local capacity and ownership and there is no confusion between technical assistance and state management. The TSOS should employ the use of

Professional Development and Technical Assistance (continued)

the improvement ratings in addition to expected progress measures to ensure that individual students are benefiting as they move through school. Those responsible for the TSOS should explore the criteria for the alternative technical assistance program and use them as guidelines for future program development. Furthermore, the TSOS should be coordinated with other program improvement efforts provided through federal, state or local authority. Inconsistencies should be addressed at the policy and administrative levels, rather than left to the teacher specialist or teacher to resolve. Easily understood materials should be developed to encourage understanding of the teacher specialist program and those situations in which it is effective by broader constituencies so that the program attracts supporters. Finally, adequate staff and resources should be provided to the SDE in order to provide support to teacher specialists in the field.

During Fall 2001, the EOC requested an evaluation of the TSOS program and approved a three-year evaluation model, with annual formative reports. For purposes of this evaluation, the focus was limited to 2001-2002, 2002-2003, and 2003-2004 school years.

The TSOS Program is one of five technical assistance strategies mandated in the Education Accountability Act of 1998. The TSOS program provides exemplary teachers to work in demonstration and coaching with teachers in schools rated Unsatisfactory or Below Average. The study follows 61 schools over a three year period to explore the implementation and impact of the program.

The EOC staff worked with representatives of the SDE to establish the following principal research question:

Does student achievement improve in schools assigned teacher specialists?

Five related questions also were identified:

- How has student achievement improved over time in schools assigned teacher specialists?
- Are there changes in the school community and/or culture during the years with teacher specialists?
- How has the teacher specialist program impacted upon the instructional skills and professional growth of the teachers involved?
- How has the program functioned over time?
- What are the unintended consequences of the teacher specialist program?

Over the three years of program implementation, the SDE recruited, prepared and supervised as many as 220 teacher specialists in schools across the state. Because the availability of teacher specialists was less than the projected need, the SDE implemented a tiered approach to services based upon the intensity of the academic needs at a particular school. The tiered approach ultimately resulted in the placement of technical assistance personnel other than teacher specialists at many schools.

The teacher specialist program is grounded in the coaching model and struggles to implement the program in South Carolina mirror struggles nationally with the coaching model. Over the program years, the SDE has received substantial funding and legislative latitude to implement the program in schools demonstrating the most significant needs. In circumstances such as those present in Tier Two schools (i.e., those in need of assistance but not at the lowest performance level) the impact of the teacher specialists program in combination with other resources has been positive. The program has contributed to gains in schools in which teacher specialists have been assigned; in those schools designated to receive teacher specialists but not assigned teacher specialists the gains have not been realized. The SDE has chosen to customize the program to school settings in order to gain the greatest benefit from the assistance personnel available. This customization runs somewhat counter to advice from national resources on program fidelity and confounds the ability of any evaluation study to define program elements that contribute most to success and should be replicated in other settings.

The teacher specialist model is a viable option to improve instruction in a school; data presented in this report offer documentation of circumstances in which the model is successful as evidenced in improvements in student achievement and/or school ratings. The model; however, has not gained the widespread confidence of practitioners or policymakers. Some argue that the model drains local school districts of their best teachers, despite data to the contrary. Others suggest that the work of teacher specialists is not prescribed sufficiently so that they are vulnerable to become quasi-administrators; others claim that the teacher's specialist's time is overly controlled by the SDE. The SDE and the EOC support alternative models to build capacity at the local level so that technical assistance is not needed again.

The full "Final Report on the Teacher Specialists Program" is available at http://www.sceoc.org/PDF/Teacher_Specialist_On_Site_Program_3rd_Year_Review.pdf.

● Alternative Technical Assistance

During 2003, members of the staff of the SDE and the EOC met several times to discuss the technical assistance program provided by the state to schools rated Below Average and Unsatisfactory. In December 2003, the EOC adopted eight recommendations to improve the Technical Assistance Program as an outcome of the meetings. One of the recommendations stated the following:

Of the funds appropriated for teacher and principal specialists, the Department of Education shall determine the total number of teacher and principal specialists hired and placed in schools as of August 15 of the fiscal year and the total annual cost of salaries and fringe benefits required to compensate these specialists. Any funds in excess of salary and fringe benefits compensations may be used to implement alternative research-based technical assistance models, including the tiered system, as jointly approved by the Education Oversight Committee and the Department of Education.

The recommendation was subsequently revised and presented in provisos 1.79 and 1A.52 (SDE-EIA: Teacher/Principal Specialists) in the Fiscal Year 2005 Appropriations Bill.

(SDE: Unallocated Funds for Teacher Specialists) The Department of Education shall develop procedures and establish a timeline so schools that receive an unsatisfactory rating or a below average rating on the November 2004 report card are given an option to choose technical assistance offered by the department that includes teacher specialists, principal specialists and other personnel assigned under the tiered system or alternative research-based technical assistance. Criteria for selecting alternative research-based technical assistance are to be approved by the Education Oversight Committee and the Department of Education. For the 2004-05 school year, the department may utilize a supplemental alternative technical assistance program in a state of emergency school district.

An Alternative Technical Assistance Strategy Work Team was appointed to prepare a comprehensive review of the research literature to determine strategies that are effective in addressing the needs of under performing schools and to define and document the criteria for selection of an effective model for schools.

The Alternative Technical Assistance Strategy Work Team reported its findings and suggested a rubric for selection of an Alternative Technical Assistance program based on the following criteria:

1. Collaborative Learning Communities

The program organizes adults into learning communities that foster collegiality and collaboration whose goals are aligned with those of the school and district and whose purpose is to improve student achievement.

2. Leadership

The program improves the learning of all students by developing a skillful school leader who models and guides community and staff in continuous school improvement.

3. Data-Driven

The program design requires the school leadership to use a variety of data, including the school report card, to inform decision-making and monitor program performance.

4. Comprehensive Planning

The program design employs a comprehensive system appropriate for addressing the needs of the school and the goal to improve student achievement.

5. Instructional Focus

The program creates an atmosphere of high expectations for all staff and students to improve the academic achievement of all students.

6. Student Performance

The program has current statistical data that demonstrates program success.

Effectiveness of Alternative Technical Assistance programs will be evaluated after two years in accordance with Regulation 1520.

The criteria were approved by the EOC in October 2004 and transmitted to the SDE for implementation. The application procedures to participate in Alternative Technical Assistance were developed by the SDE. Initial participation in the program is scheduled for the 2005-06 academic year.

The full "Criteria for Alternative Technical Assistance" can be found online at <http://www.sceoc.org/PDF/CriteriaforAlternativeTechAssist.pdf>.

Professional Development and Technical Assistance (continued)

● Retraining Grants

The amount of funding allotted to eligible schools per certificated staff member should be reviewed. The 40 schools that have received money since 2001-02 and have received absolute ratings of Average and above on the 2002, 2003 and 2004 report cards should, unless extraordinary circumstances can be documented and justified, exit the program. Use of retraining funds during the third year should be made available for the purchase of instructional materials in order for the professional development activities to have the maximum effect on classroom instruction.

In accordance with Section 59-18-1560, each year the EOC evaluates the retraining grants given to schools identified as Below Average or Unsatisfactory. Data from a number of different sources are consulted to conduct the review. Responses by schools to an on-line questionnaire co-authored by the EOC and SDE staffs and administered by the EOC staff were critical to the completion of the study. An interim report was issued in October 2004. Schools and district offices were asked to review the information in the interim report and provide feedback and supporting information for data considered incorrect or incomplete. School and district officials had until December 17, 2004, to submit pertinent additional information.

The academic year 2003-04 was the third year that awarding of a Retraining Grant was based on the report card rating. The number of schools receiving funds in 2003-04 was 276. Of the 276, 238 were completing their third year in the program and would be eligible, under the law, for an extension of funding up to two years.

Over the last three years, the SDE Office of School Quality has allocated \$18,258,945 to the eligible schools, \$4,426,449 in 2001-02, \$6,888,985 in 2002-03, and \$6,943,511 in 2003-04. According to the responses from the schools to the survey conducted by the Accountability Division over the past three years,

the schools reported spending a total of \$16,333,991.68 on retraining grant activities, or 89.5% of the allocated funds.

Of the 276 schools receiving retraining grant funds in 2003-04, 238 schools remained from the first year of 2001-02. The number is smaller than the initial year because several schools have been consolidated or closed. Analysis of the rating history of schools receiving retraining grants from 2001-02, 2002-03 and 2003-04 is in Table 3.

The middle schools are an area of concern; 70 of the 99 (70.7%) schools identified in 2001 as Below Average or Unsatisfactory have remained so, compared to 29 of 95 elementary schools (30.5%) and 15 of 44 high schools (34.1%). Only 11 middle schools (11.1%) moved from Below Average and Unsatisfactory to Average or above in 2002 and stayed there.

Overall, the review of the 2003-2004 Retraining Grant Program found that the implementation of the Retraining Grant Program with a large number of schools that are at different stages of the program has presented several challenges. In response to these challenges the Office of School Quality at the SDE has worked diligently to resolve the various concerns expressed in earlier Retraining Grant Program Reports. And, in spite of the best efforts of SDE, challenges remain. Providing

**Table 3. Report Card Analysis of Schools Receiving Retraining Grants
2001-02 through 2003-04**

Absolute rating	Total, (%)	Elementary Schools, (%)	Middle Schools, (%)	High Schools, (%)
Unsatisfactory all four report cards	16 (6.7)	0 (0)	11 (68.8)	5 (31.2)
Below Average all four report cards	60 (25.2)	19 (31.7)	41 (68.3)	0 (0)
Unsatisfactory or Below Average all four report cards	38 (16)	10 (26.3)	18 (47.4)	10 (26.3)
Average and above after 2001 report card	40 (16.8)	23 (57.5)	10 (25)	7 (17.5)
Fluctuating between Average and above and Unsatisfactory and Below Average	84 (35.3)	43 (51.2)	19 (22.6)	22 (26.2)
Total	238 (100)	95 (39.9)	99 (41.6)	44 (18.5)

Professional Development and Technical Assistance (continued)

the training necessary to develop and follow a sound School Renewal Plan remains imperative if changes are to be made in instruction at schools where student achievement and instructional practices have fallen short of desired goals in the past. Expending the money in a timely manner remains a concern, and there is the concern that some schools may have more professional development resources or services than they can reasonably access during a single school year.

Determining the effectiveness of the activities conducted by the schools receiving retraining grants is confounded because the program does not operate in a vacuum from other technical assistance efforts or programs in progress at the schools. The effectiveness of the activities in schools may become more evident

over time. Evaluation of the effectiveness of the Retraining Grant Program is hampered by the turnover in the administration at those schools. In addition, the large turnover in the teaching staff further hampers the effectiveness of the program as institutionalization of better instructional practices is limited by having to constantly train new teachers in the activities. Both the administration and teaching staff must become more stable at these schools for institutionalization, and therefore, long lasting change to occur.

Specific positive aspects and areas of concern regarding the Retraining Grant can be found in the full report, which is available at http://www.sceoc.org/PDF/Retraining_Grant_Program_2003_04_Final_Report.pdf.

● External Review Team Program

At the request of the EIA Subcommittee, EOC staff was directed to complete a review of the External Review Team Program. A preliminary report is expected in June 2005 and a final report in December 2005.

Public Reporting

As stated in Article 9 of the Education Accountability Act, the EOC has a number of directives related to reporting student and school performance.

● Inclusion of PACT Science and Social Studies in Grades 3-8 Ratings

The EOC decided to phase the inclusion of PACT Science and Social Studies into the school absolute and improvement ratings over a three year period, beginning in 2004-2005 and starting at 10% for elementary and at 15% for middle schools. The weighting for Science and Social Studies will increase each year (5 percentage points per year) until the target weightings are achieved in 2007. The phase-in of weightings will follow the schedule in Table 4.

Table 4
Phase-In of PACT Science and Social Studies
Grades 3-8 Absolute Ratings

Year	Elementary Schools				Middle Schools			
	ELA	Math	Science	Social Studies	ELA	Math	Science	Social Studies
2004-2005	40%	40%	10%	10%	35%	35%	15%	15%
2005-2006	35%	35%	15%	15%	30%	30%	20%	20%
2006-2007 & beyond	30%	30%	20%	20%	25%	25%	25%	25%

When fully phased in, the target absolute rating weights for PACT Science and Social Studies in elementary schools should be set at 20% each, with 30% each for ELA and Math. The target absolute rating weights for PACT Science and Social Studies in middle schools

should be set at 25% each, with 25% each for ELA and Math.

The weights for the improvement rating should not be phased in over time like those for the absolute ratings,

Public Reporting (continued)

but should be initially set at the target weights for each school level (e. g., 25% each Science and Social Studies, 25% each for ELA and Math for middle schools; 20% each Science and Social Studies, 30% each for ELA and Math in elementary schools).

“Recommendations on Inclusion of PACT Science and Social Studies Results in School Ratings for Schools Enrolling Students in Grades 3-8” can be found online at <http://www.sceoc.org/PDF/RecommendationInclusionofPACTScienceandSocialStudies.doc>.

● Primary School Ratings

The addition of the classroom environmental quality criterion represented by Early Childhood Environment Rating Scale Revised (ECERS-R) to the calculation of primary school ratings provides a powerful means to improve the educational experiences of young children. The ECERS-R provides specific goals toward which schools can strive. The goals are based on research on child development and on effective educational practices for young children. Schools can work toward attaining the goals with the understanding that implementing the practices outlined in ECERS-R will improve educational outcomes for children.

For the 2004-2005 school year, recommendations were made to assign the points for school ECERS-R performance and weight ECERS-R 30% in the calculation of the school absolute rating and 14% each for the other five rating criteria as listed in Table 5.

Table 5. Absolute Ratings Criteria for Schools with Only Grade Two or Below, 2004-2005 School Year					
Criterion (Weight*)	Points Assigned				
	5	4	3	2	1
Student Attendance (14%)	98% or greater	96–97.99%	94–95.99%	92–93.99%	Less than 92%
Pupil-Teacher Ratio (14%)	21 or less	22–25	26–30	31-32	Greater than 32
Parent Involvement (14%)	90% or more	75–89 %	60–74%	30–59%	29% or less
External Accreditation (14%)	NAEYC or Montessori	SDE and SACS-early childhood	SDE	Conducting self-study	Not pursuing accreditation
Professional Development (14%)	More than 1.5 days	1 to 1.5 days	1 day	.5 to .9 day	Less than .5 day
ECERS-R Environmental Scale Ratings (30%)	5.41 or higher	4.87-5.40	3.78-4.86	3.25-3.77	3.24 or lower

In March 2004 the EOC adopted the addition of the ECERS-R as one of the criteria for the school ratings in primary schools for 2004-2005 only.

The ECERS-R is a nationally validated observational instrument used for assessing the quality of a four year old kindergarten (4K) or five year old kindergarten (5K) classroom. It was not designed for use in first or second grade classrooms. Staff in the Office of Early Childhood Education of the SDE received training from its authors on the administration and interpretation of the ECERS-

R and collected pilot data from primary schools during the 2003-2004 school year. These data were used to simulate the criteria to be used in calculating the Absolute Ratings for primary schools (e. g., schools only enrolling students in grade two or below).

Studies of the impact of ECERS-R are in process.

The recommendation on Ratings Criteria for Primary Schools can be found online at <http://www.sceoc.org/PDF/PrimarySchRating04.doc>.

Public Reporting (continued)

Table 6
Criteria for High School Ratings, 2004-2005

Criterion	Points Assigned				
	5	4	3	2	1
Longitudinal Exit Exam Passage Rate (30%)	100%	97.5-99.9%	90.7-97.4%	87.3-90.6%	Below 87.3%
First Attempt HSAP Passage Rate (20%)	62.9% or more	53.7-62.8%	37.4-53.6%	26.7-37.3%	Below 26.7%
Eligibility for LIFE Scholaships (20%)	38.6% or more	28.7-38.5%	8.9-28.6%	4.0-8.8%	Below 4.0%
Graduation Rate (30%)	88.3% or more	79.6-88.2%	62.2-79.5%	53.5-62.1%	Below 53.5%

● High School Ratings

Between March 2004 and March 2005, the EOC addressed the high school ratings criteria to include the High School Assessment Program (HSAP) first-time attempt, the impact of AYP on high school absolute ratings, and the inclusion of end-of-course assessments in place of the Legislative Incentive for Future Excellence (LIFE) Scholarship criteria.

The HSAP tests in English Language Arts (ELA) and Mathematics replaced the BSAP Exit Examination tests in Reading, Writing, and Mathematics beginning with the 2003-2004 school year. Beginning with the class of 2006, in addition to attaining the 24 Carnegie units of course credit, students must pass both the HSAP ELA and Math tests by achieving a performance level of "2" or higher to receive a State high school diploma. Recognizing that the BSAP Exit Examination will not be administered to students in their second year of high school in Spring 2004 and that the HSAP tests in ELA and Math will be administered to these students, the high school ratings criterion related to first attempt exit examination performance was revised at the March 2004 meeting of the EOC to state:

"First attempt HSAP Exit Examination Performance: The percentage of students taking the High School Assessment Program (HSAP) for the first time who passed both the English Language Arts and Mathematics subtests by scoring at the performance level of "2" or higher." Based on a simulation of the high school ratings based on HSAP field test data, the point weights assigned to the HSAP first attempt criterion were revised as indicated in Table 6."

In order to correctly calculate the Improvement rating for high schools on the 2003-2004 report card, the EOC

recommended the recalculation of the 2002-2003 Absolute Index based on HSAP Field Test data. The EOC also adopted the point weights for the high school ratings criteria, outlined in Table 6.

In March 2003, the EOC adopted, for implementation in the 2003-2004 school year, a provision for high schools awarded Excellent or Good Absolute Ratings. On the basis of their absolute achievement indices, high schools rated Good or Excellent will also have to meet Adequate Yearly Progress (AYP) for percent tested and percent proficient for the category, "All Students".

Data on high school AYP were not available when the above Absolute Rating criteria were adopted by the EOC. Since sufficient information from the field test administration was not available for high school educators to effectively identify ways to improve the percent of students tested with HSAP or to identify the instructional needs of students who do not achieve the passing score of "2," the EOC decided to:

"Delay for one year the implementation of the requirement that high school Excellent or Good Absolute Ratings be lowered by one rating level if the school fails to make Adequate Yearly Progress for all students for the 95% tested requirement and for the percentage of students meeting the proficiency requirement. This change is only for the report card ratings for

Public Reporting (continued)

the 2003-2004 school year; the AYP adjustment will be applied in 2004-2005 and thereafter.”

At the February 2005 meeting, the EOC adopted a recommendation to retain the current high school rating criteria in 2005-2006. The LIFE scholarship criterion will remain at 20% and the End of Course test results will not be used as one of the criteria for rating high schools in 2005-2006. However, the End of Course test results will be used for *district* ratings beginning in 2005-2006.

Beginning in 2006-2007, the End of Course test will be used for high school ratings, in lieu of LIFE scholarship eligibility. The End of Course results will include the results from all students enrolled in high school who take an End of Course test during the school year in which the rating is based. In addition, the End of Course test results for students attending grade 9 for the first time (or grade 10 in a high school having a grades 10-12 organization) who took the End of Course test(s) in

middle school (grades 7-8) or junior high school (grade 9) will be included in the calculation of the high school and district ratings.

The End of Course test results will be reported on the high school and district report cards beginning in 2005-2006. At the recommendation of the EOC, End of Course test results should be reported as the percentage of students scoring 70 or above by subject or by across subjects and reported on the report cards, to be determined in consultation with the SDE.

Details regarding the inclusion of graduation rate as one of the criteria for high school and district report card ratings are forthcoming in the 2005-2006 *Accountability Manual*.

Data from students who meet the state diploma requirements as a result of attending summer school following their senior year will be included in the calculation of the graduation rate.

● Career and Technology Centers

The EOC is examining the career/technology center ratings structure and if the ratings discriminate sufficiently among center quality and are current with workforce needs.

● 2003 Parent Survey

The EAA and the Parental Involvement in Their Children’s Education Act requires that the annual report card include “evaluations of the school by parents, teachers, and students” as performance indicators to evaluate public schools. The survey has been adopted by the EOC and administered by the SDE to survey parents to determine their perception of their child’s school and the effectiveness of parental involvement programs is the annual parent survey. The survey is given each spring to the parents or guardians of children in grades five, eight, and eleven.

This is the second year that the EOC has issued a report that analyzes the findings of the parent survey. Comparing the results from the 2002 survey with the 2003 survey, the EOC determined the following:

The number of parent surveys returned in 2003 increased by 15.9%. An additional one of out every six parents completed and returned the survey in 2003. This significant increase in the response rate should provide more overall information to schools so that interested parties can identify areas of strengths and weaknesses and define opportunities to improve parental involvement in schools.

Parents continue to have an overwhelmingly positive perception of the learning environment and social and physical environment of their child’s school. Unfortunately, for the second consecutive year, one out of five parents had an unfavorable perception of home-school relations at his or her child’s school.

In 2003 parents reported their involvement in school activities and functions at the same level as documented in 2002. For the second year, parents noted that their work schedule was the greatest obstacle to their involvement.

Parents whose child attended an unsatisfactory school were less satisfied with the learning environment, home-school relations and the social and physical environment of their child’s school in 2003 than in 2002. Approximately one-fourth of all parents in the survey whose child attended either below average or unsatisfactory schools were not satisfied with home-school relations or with the learning environment at their children’s school.

The full report can be viewed at <http://www.state.sc.us/eoc/PDF/ResultsofParentSurvey2003.doc>.

Public Reporting (continued)

● Data Quality

A pilot study of student progress toward graduation in a sample of six high schools demonstrated that the electronic school data software in current use is adequate to collect and monitor data on the progress of students toward graduation if the quality of the data stored in the system can be improved. In its ongoing work, the Data Quality Advisory Committee has identified a critical need for better training and support for the school staff employed to enter data and maintain the data system; support for school data staff includes clear and more detailed information on which data elements are required or essential, acceptable ranges of values for those data elements, and how the data elements in the school databases are used for accountability purposes; and there is a need to evaluate the working conditions and compensation for school data specialists.

In 2003, the EOC formed a Data Quality Advisory Committee to begin to understand local and state data collections, sources, and reporting practices; design an audit of data procedures and practices; conduct an audit of two or three data elements in a sample of districts; review schedules for data collection, review, and reporting to determine practices, including barriers to accuracy; and develop recommendations for data collection, analysis, and review to improve the general quality of the data.

In December 2004, the EOC released initial findings related to a pilot study of student progress toward graduation in a sample of six high schools. Within the study, the issues related to data quality are:

- Do we have data available in the system on students who fail to complete high school which can be used to better understand how to help these students?
- How accessible are the data and do they have sufficient quality for use in improvement?

While information was available for most students, information on the reasons a large proportion of students left school during the 5 year period studied (27.2% of Group 1 and 26.7% of Group 2) was not available (Table 7). District and school staff, as well as EOC staff, have spent a great deal of time “cleaning up” data, reconciling discrepancies and inconsistencies among the data collected. While schools obtaining the data from paper archival records were generally successful in identifying the reasons most students left school, they may not have been successful in providing data for all students. Many of the problems with the data from electronic databases were related to data entry errors (not using appropriate coding) and to incomplete or outdated data (not updating data elements when changes to a student’s status occur).

Related to the issue of data quality, a permanent, unique statewide identifier is being developed currently and the establishment of a state data warehouse is under discussion.

**Table 7. High School Study of Cohorts of 9th Grade Students from Sample High Schools
Students Leaving School with Unknown Status**

Variable	Group 1 1999-2000 9th Grade Cohort		Group 2 2000-2001 9th Grade Cohort	
	Total	Percent	Total	Percent
Dropout	39	1.8%	62	2.6%
Withdraw	113	5.2%	154	6.4%
Unknown				
Other Unknown	444	20.3%	426	17.7%
Total Unknown	596	27.2%	642	26.7%
Total Students Studied	1192	100%	1284	100%

Student Performance

As stated in 59-18-900 of the Education Accountability Act, the EOC “shall determine the criteria for and establish five academic performance ratings of excellent, good, average, below average, and unsatisfactory. Schools and districts shall receive a rating for absolute and improvement performance. Only the scores of students enrolled in the school at the time of the forty-five day enrollment count shall be used to determine the absolute and improvement ratings. The Oversight Committee shall establish student performance indicators which will be those considered to be useful for assessing a school’s overall performance and appropriate for the grade levels within the school.”

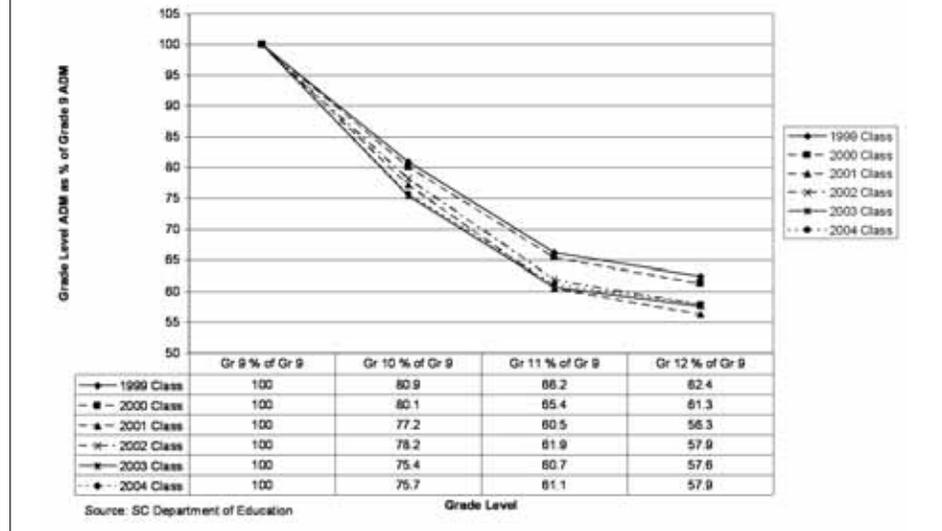
Student Performance (continued)

● Graduation Rate

In an ongoing look at the graduation rate in SC, data examined by the EOC indicate that statewide enrollments in South Carolina public high schools are highest in grade 9, but decline systematically with each succeeding grade level such that, for example, the grade 12 enrollment in the 2003-2004 school year represents only 57.9% of the grade 9 enrollment four years earlier. (Figure 1). Statewide data on students completing high school (receiving a State diploma or a State certificate of attendance) reflect this trend: high school

completers in the Class of 2003 (the most recent year for which Statewide data are available) represent 53.4% of the 9th grade enrollment four years earlier. The low levels of completion among high school students revealed by these data cause the EOC to question if these data are accurate. Are students really leaving school at these rates? The pilot study currently being conducted on a sample of high schools is designed to address this, and other data quality questions. The study is addressed on page 12 of this report. The working paper addressing the pilot study is available at http://www.state.sc.us/eoc/PDF/High_School_Graduation_Rate.pdf.

Figure 1. Grade Level Enrollments as % of Grade 9 Enrollment, Classes 1999-2004



● Reading

In a study commissioned by the EOC, Miley and Associates revealed an almost one-to-one correlation between eighth grade reading proficiency and graduation rates. To meet the national graduation rate average of 67 percent, SC (currently at 48%) must increase the percentage of 8th graders scoring proficient.

As part of the EOC's objective to strengthen the teaching of reading, the EOC is launching an initiative to provide the catalyst to encourage and support the achievement of grade level reading literacy for every child in South Carolina. Aimed at energizing broad collaboration and involvement in local communities (i.e., afterschool programs, mentoring programs, literacy initiatives, etc.), Parents and Adults Inspiring Reading Success (PAIRS), is a cooperative, public/private association between the EOC and the 16 daily

newspapers in South Carolina. PAIRS is designed to increase reading proficiency in South Carolina's students by reinforcement of the belief that reading is essential for success in school and that young people learn best when nurturing, caring adults provide motivation and support. The PAIRS initiative was announced on February 15, 2005. Further information can be obtained from the PAIRS website at www.SCPAIRS.org.

● Achievement Gap

Continuing its concerns with the large achievement gap existing among students of different racial and ethnic groups, the EOC recommends the following steps to close the achievement gap:

- ***Implement the African-American Student Achievement Committee recommendations, presented in May 2001 (http://www.myschools.com/offices/ssys/youth_services/aasap/AASACrpt.pdf)***
- ***Focus attention on students falling behind by increasing instruction time, establishing clear, effective academic assistance plans; developing literacy among young children; and establishing preschool intervention programs***
- ***Provide special attention to students who lack access to quality health care***
- ***Provide strong interventions to reduce the academic weakness of students entering high school***

Student Performance (continued)

Table 8. PACT Performance (Mathematics and English Language Arts) by Ethnic Group, 2002-2004

	PACT Mathematics % Proficient and Above			PACT English Language Arts % Proficient and Above		
	2002	2003	2004	2002	2003	2004
White	40.2	41.7	43.9	42.9	37.8	44.4
African American	12.7	13.4	15.5	15.3	13.6	18.7
Asian/Pacific Islander	56.7	56.6	56.4	52.2	45.5	50.7
Hispanic	23.7	22.2	21.6	24.5	17.9	22.5
American Indian / Alaskan	26.9	28.2	30.1	28.4	24.2	30.7
Free / Reduced Price Meal	15.2	16.1	18.5	16.7	14.6	20.3
Full Pay	42.8	44.5	46.1	46.4	41.4	47.3

Source: SC Dept. of Education, 2004

South Carolina's economic well-being depends on students performing at high levels across grade levels. Two groups of students, African-American students and students from economically disadvantaged homes, do not score as well as their peers on tests measuring academic performance.

A comparison of 2003 and 2004 English Language Arts and Math performance on the Palmetto Achievement Challenge Test (PACT) for different demographic groups is shown in Table 8. Students in the pay lunch category are scoring at grade level (proficient or advanced) more often than their peers who qualify for free or reduced lunch. The table also shows that there is a significant

gap that exists between the performance of white and African-American students.

In the Summer of 2004, the EOC released "The Performance of Historically Underachieving Groups of Students in South Carolina Elementary and Middle Schools: A Call to Action" The report also found that among the state's 807 elementary and middle schools in the study, 107 schools are closing the gap in at least one content area for at least one group of students.

The full report on the performance of historically underachieving groups is available at http://www.sceoc.org/PDF/achievement_Sun.pdf.

● Middle Schools Profile

At the request of the EOC, a profile of the middle grades is under development. The study, slated for completion in August 2005, will organize what is known about students in the middle grades.

● Gifted and Talented Program

At the request of the EIA Subcommittee, a review of the Gifted and Talented Program is underway. A report is expected in June 2005.

School Finance

As stated in Section 59-6-10 of the Education Accountability Act:

"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 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."

● Study of Sufficient Funding

Between December 2003 and 2005, the EOC met with educators, legislators and community groups to explain and discuss the EOC's model for funding schools. During the 2004 legislative session, legislation H. 4991 was introduced though not enacted to implement much of the EOC funding model. The model has been reintroduced as a part of a revenue bill and components are used in SDE and EOC budget requests.

School Finance (continued)

In December 2004, the EOC received an update from the EOC staff on the proposed funding model. Based on the proposal presented in December 2003, the base student cost had increased to \$5,347 from \$5,239 in December 2003. The increased cost was attributed to updated salary and wage data for school personnel. As adjusted, the total cost of the model is estimated at

\$4,488,771,681 as compared to the current EIA, general fund, lottery and other revenues to school districts which are \$2,604,779,032. Assuming that the state share would remain 70%, the EOC determined that an additional amount of \$537,361,145 would be required to fund fully the base student cost. The model can be found at http://www.sceoc.org/PDF/Funding_Model121304.pdf.

● Review of Transfers Pursuant to the Flexibility Proviso for Fiscal Year 2003-04

In Fiscal Years 2003 and 2004 the General Assembly, through provisos in the General Appropriations Act, allowed school districts to transfer up to one hundred percent of funds to any instructional program provided the funds were utilized for direct classroom instruction. Beginning in Fiscal Year 2004-05 the General Assembly, again through proviso, requested that the EOC review the utilization of the flexibility provision to determine "how it enhances or detracts from the achievement of the goals of the educational accountability system, including the ways in which school districts and the state organize for maximum benefit to classroom instruction, priorities among existing programs and services, and the impact on short, as well as, long-term objectives."

The EOC reviewed the transfers made by school districts in Fiscal Year 2003-04 between programs and determined that:

- *A total of 55 school districts and one special school district utilized the proviso to transfer funds from one program to another. Thirty school districts, including many of the large urban school districts, did not submit any transfer requests.*
- *Approximately \$8.4 million from the Children's Endowment Fund or 17% of the funds in this account that were eligible to be transferred actually were transferred to other programs. 98.5% of these transferred funds were reallocated to the Education Finance Act. The remaining 1.5 % was reallocated to academic assistance programs for students.*
- *Approximately \$20.9 million from state and EIA revenue funded programs was transferred. Of the total amount of state and EIA revenues which were eligible to be transferred, only 5.6% of these funds actually were transferred. Over half of the funds were transferred to Academic Assistance.*

It was premature to determine the impact of the flexibility provisos on the academic achievement of students or on the short and long-term education objectives of the state. Because the flexibility provision is included in the current year's appropriation act, the EOC in June will analyze changes in the following indicators over the past two school years: (1) PACT scores in grade

3, especially in districts that transferred their entire state allocation for reduced class size to other programs; (2) student teacher ratios for the core subjects; and (3) dollars spent per pupil.

The entire report can be viewed at <http://www.sceoc.org/PDF/FlexSpendingCover.pdf>.

● Fiscal Year 2005-2006 Budget Recommendations

The EOC budget and proviso recommendations for Fiscal Year 2005-06 focus on ensuring each student is able to earn a state high school diploma, on strengthening the teaching of reading, and on implementing the responsibilities of the EAA. To this end, the EOC recommended a total increase in state funds of \$172.9 million accordingly:

Education Finance Act

Recommended Increase: \$128,185,329

Explanation: An increase in the base student cost from \$1,852 to \$2,002 and funding of 847,426 weighted pupil units. The EOC recommends a three-year phase-in to increase the base student cost from the current level to full funding.

School Finance (continued)

Education Improvement Act

Recommended Increase: \$37,744,947

Explanation: Increase in funding for teacher salaries to fund average teacher salary at \$300 above the Southeastern average of \$42,437. Increase in funding for cost of providing Advanced Placement courses. Recommendation to fund fully the Gifted and Talented Education Program over a three-year phase-in period. Recommendation to fund all eligible applicants for the Teacher Loan Program and to increase maximum loan amount. Recommend funding Young Adult Education for services for persons aged 17 to 21 who are no longer attending public schools but have not received a state diploma. Increase in funding for High Schools that Work. Several provisos and existing funds are amended to refocus resources on improving the teaching and learning of reading in all grades.

Education Accountability Act

Recommended Increase: \$7,010,602

Explanation: Recommends reallocation of existing resources for technical assistance to underperforming schools to fund alternative approaches to technical assistance and to reflect improvements in absolute performance ratings of schools. Recommend increase in funding of summer schools by \$7.0 million and of Palmetto Gold and Silver by \$1.0 million.

Total Recommended Increase in State Funds: \$172,940,878

Other - Teacher Loan Program

● Teacher Loan Program

To enhance the effectiveness of the Teacher Loan Program, recruitment of African American and male applicants must increase to at least the present teacher employment levels of both groups. College freshman should no longer be allowed to participate in the program unless they have participated in the Teacher Cadet Program in high school. In addition, the program should expand to assist teachers in getting masters degrees in their field of expertise, and the amount of money a person can borrow over the life of their educational experience should be raised from the present maximum of \$15,000 to a minimum of \$20,000 to attract additional applicants to the program.

In accordance with The Teacher Quality Act of 2000, a review of the Teacher Loan Program was conducted for the fiscal year 2003-04. To complete the review of the program for 2003-04, the following questions were addressed:

1. How did the statistics of the fiscal year compare to previous years?
2. What was the movement pattern of teachers that received loans during the period of cancellation and after the loan was cancelled?
3. What are the appropriate goals and objectives for the program based on data on teacher preparation, retention and recruitment, and on data about the TLP?

Table 9. Comparison of Public College Tuition, 1984-85 to 2003-04

Institution	Tuition, 84-85	Tuition, 03-04	\$ Increase	% Increase
USC, Columbia	\$1,440	\$5,778	\$4,338	301.25
Clemson	\$1,652	\$6,934	\$5,282	319.73
The Citadel	\$1,640	\$4,999	\$3,359	204.81
College of Charleston	\$1,470	\$5,770	\$4,300	292.51
Francis Marion	\$1,020	\$5,082	\$4,062	398.23
South Carolina State	\$1,050	\$5,570	\$4,520	430.47
Winthrop	\$1,272	\$6,652	\$5,380	422.95

Teacher Loan Program - continued

Table 10. Comparison of Private College Tuition, 2001-02 to 2003-04

Institution	Tuition, 01-02	Tuition, 03-04	\$ Increase	% Increase
Benedict College	\$9,764	\$10,498	\$734	7.51
Columbia College	\$15,870	\$17,280	\$1,410	8.88
Converse College	\$16,850	\$18,915	\$2,065	12.25
Furman University	\$20,076	\$22,712	\$2,636	13.13
Morris College	\$6,685	\$7,410	\$725	10.84
Presbyterian College	\$16,656	\$18,360	\$1,704	10.23
Wofford College	\$18,665	\$20,610	\$1,945	10.42

4. What issues and challenges for the TLP are revealed after careful consideration of the pertinent data about the program?
5. What impact is the Career Changers program having on the recruitment of teachers?

The amount a TLP applicant is eligible to receive has not changed since the beginning of the program in 1984-1985, yet tuition and fees have increased each year since inception. In 1984-85, tuition for the University of South Carolina in Columbia was \$1,440; in 2003-04, tuition was \$5,778, an increase of 301.25%. Similar increases can be documented at Clemson, The Citadel, Winthrop, College of Charleston, South Carolina State and Francis Marion. (See Table 9.) Tuition at private colleges has increased as well, though statistics as far back as 1984-85 were not available. Table 10 shows the increase in tuition at selected private South Carolina institutions between 2001-02 and 2003-04.

The tuition figures do not include the cost of room and board, books or transportation for students. Room and board at private institutions ranged in 2003-04 from a low of \$3,564 at Morris College to a high of \$6,326 at Presbyterian College; at public institutions the range was \$3,840 at South Carolina State to \$6,117 at the College of Charleston. Clearly the total loan amount available through the TLP (\$15,000) no longer meets the financial needs of the prospective education major.

Of utmost interest is whether the TLP is providing long term solutions to staffing in critical geographic need schools or whether teachers are staying in the schools just long enough to completely cancel their loan. If the teachers are moving at the end of the cancellation period or migrating from school to school on a frequent basis, then the TLP is not meeting one of the goals of the program: to help solve the staffing needs of critical geographic need schools on a stable basis. An analysis of the data from loan cancellation files found that 2,054 individuals have completed cancellation of their loans during and after the 1994-95 academic year. Of those individuals, 77.5 percent (1,592 of 2,054) have taught in only one or two schools during their career. Only twenty-nine individuals have taught in five or more schools. Furthermore, for individuals teaching and still in the process of canceling their loans, 93 percent (1,888 of 2,030) have taught at only one or two schools; only five have taught in five or more schools. Overall, recipients of loans do not appear to change schools frequently or leave the qualifying school immediately after completing cancellation; thus, the program is helping provide some stability in school staffing. The pattern may change in the future, however, as a result of the reduction in the number of schools qualifying for critical geographic need. Changes in the pattern may not appear until the next two to three classes of graduates enter the work force.

A full copy of "The SC Teacher Loan Program Annual Review" can be found at <http://www.sceoc.org/PDF/SCTLP2003-04.pdf>.

Advisory Groups

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Anne Courtney Miller, *educational consultant*
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EOC Meeting Schedule

Effective September 1, 2004, the EOC shall meet on the second Monday of even-numbered months. Subcommittee meetings are scheduled at 9:30 and 10:45 on those days. The full committee meets at 1:00 p.m.

Meeting Date	Location
February 14	433 Blatt Building
April 11	433 Blatt Building
June 13	433 Blatt Building
August 8-9	EOC Retreat - Location TBA
October 10	433 Blatt Building
December 12	433 Blatt Building

Subcommittees shall meet in accordance with the following schedule:

9:30-10:30 am	Academic Standards and Assessments EIA and Improvement Mechanisms	215 Blatt Building 201 Blatt Building
10:45-11:45 am	Parental and Community Involvement Public Awareness	215 Blatt Building 201 Blatt Building

