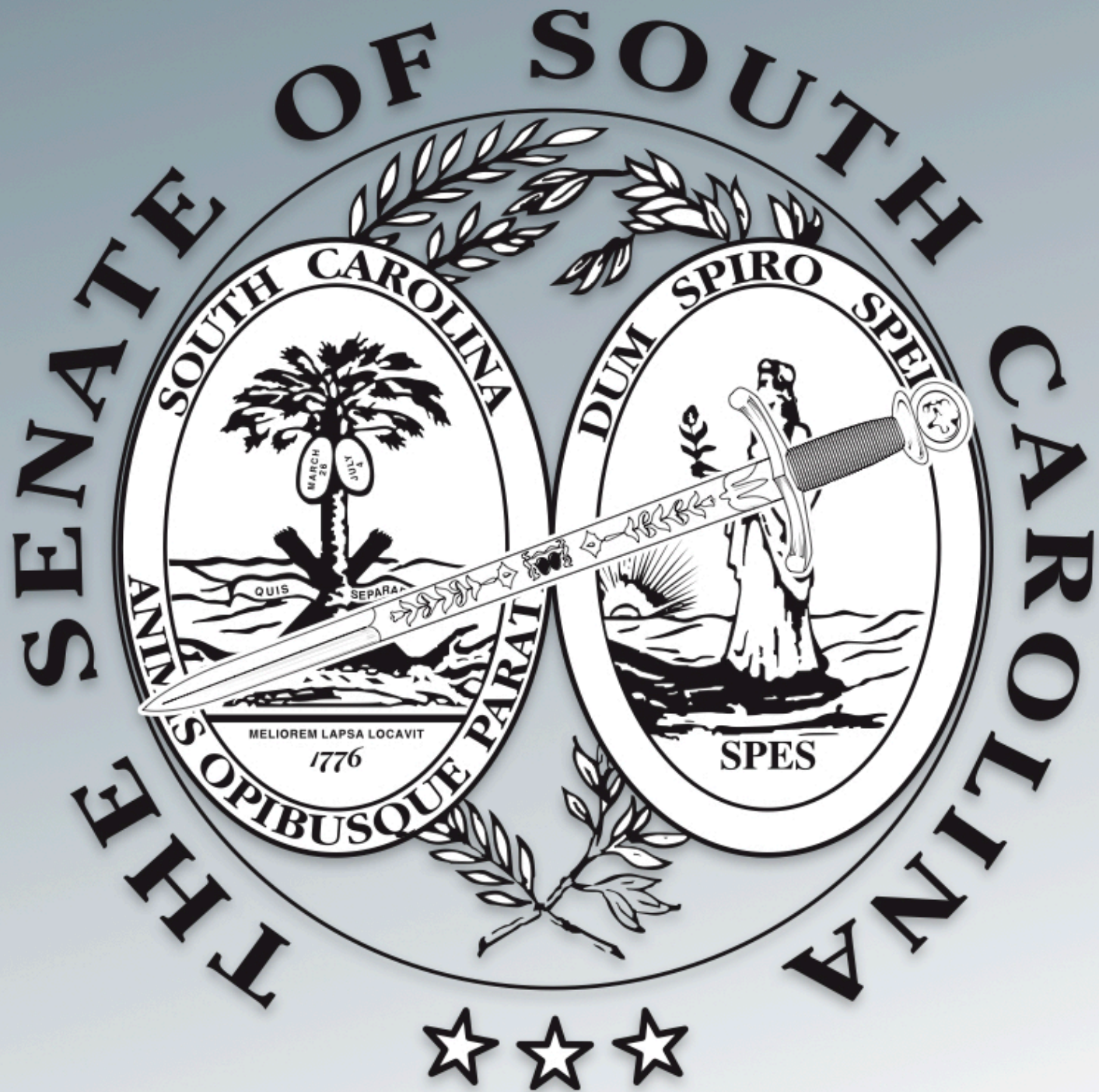


LEGISLATIVE BRIEFING | S.419

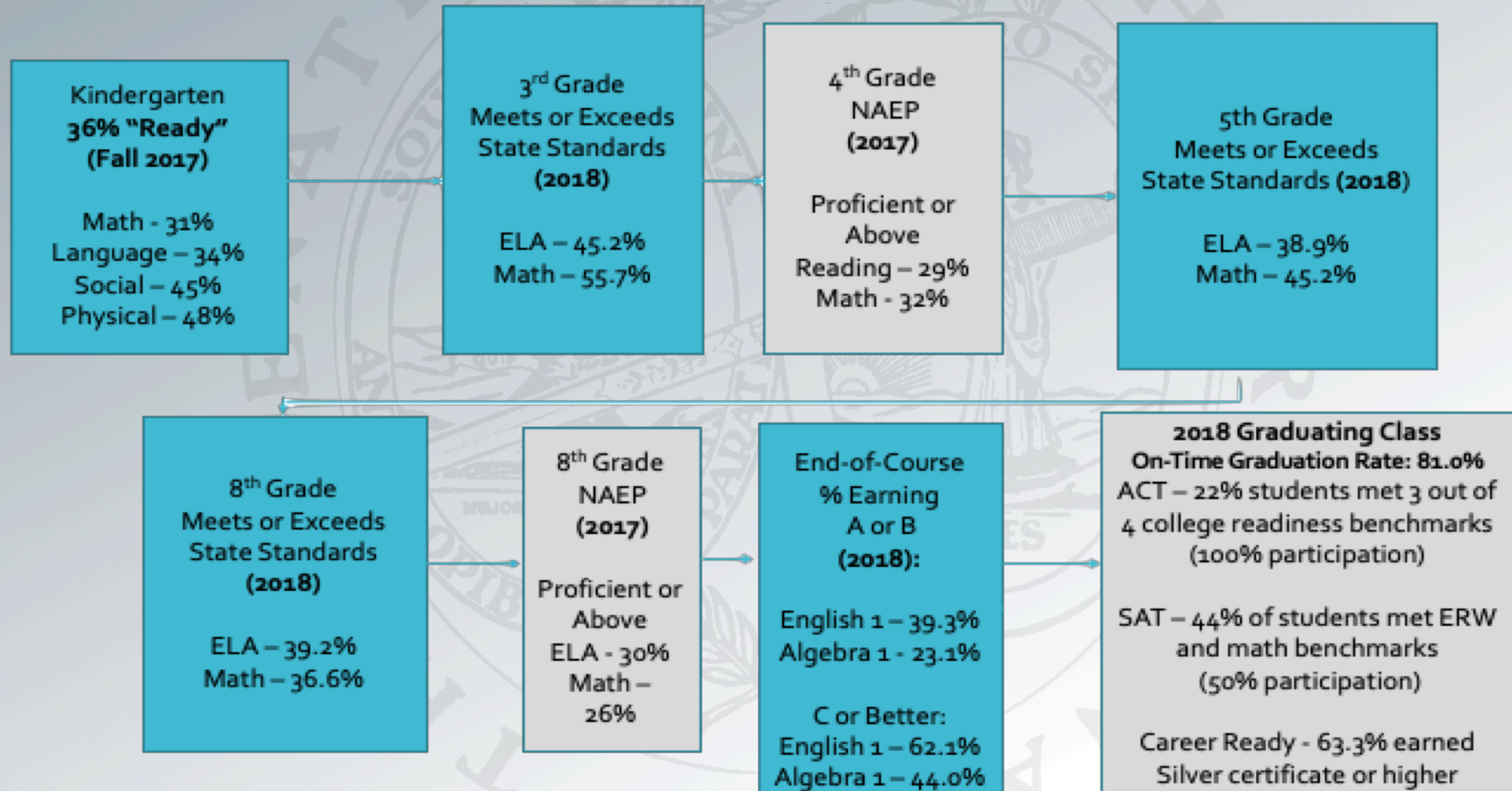


SENATE EDUCATION COMMITTEE

Greg Hembree, Chairman

STUDENT PERFORMANCE

Data reflects public school students and documents college/career readiness for grades 3 through 12.



2017-2018 Percentage of Students in Grades 3-8 Scoring Meets or Exceeds Expectations in Math or ELA

District	Percent
Abbeville	55.23%
Aiken	36.87%
Allendale	16.64%
Anderson 1	57.45%
Anderson 2	39.60%
Anderson 3	45.15%
Anderson 4	54.51%
Anderson 5	44.85%
Bamberg 1	33.27%
Bamberg 2	28.45%
Barnwell 19	29.60%
Barnwell 29	24.91%
Barnwell 45	31.18%
Beaufort	38.30%
Berkeley	43.81%
Calhoun	32.68%
Charleston	46.87%
Cherokee	35.03%
Chester	25.52%
Chesterfield	31.30%
Clarendon 1	21.15%
Clarendon 2	27.07%
Clarendon 3	41.84%
Colleton	22.56%
Darlington	32.19%
Dillon 3	44.63%
Dillon 4	28.64%
Dorchester 2	52.17%
Dorchester 4	33.97%

District	Percent
Edgefield	38.88%
Fairfield	28.49%
Florence 1	35.04%
Florence 2	29.28%
Florence 3	22.56%
Florence 4	12.05%
Florence 5	33.14%
Georgetown	37.13%
Greenville	50.05%
Greenwood 50	35.54%
Greenwood 51	34.20%
Greenwood 52	46.90%
Hampton 1	32.26%
Hampton 2	25.98%
Horry	52.12%
Jasper	16.81%
Kershaw	39.63%
Lancaster	43.47%
Laurens 55	30.31%
Laurens 56	32.45%
Lee	15.76%
Lexington 1	50.38%
Lexington 2	32.82%
Lexington 3	36.97%
Lexington 4	14.16%
Lexington 5	54.34%
McCormick	18.25%
Marion	19.54%
Marlboro	22.19%
Newberry	38.78%

District	Percent
Oconee	43.17%
Orangeburg 3	17.23%
Orangeburg 4	30.34%
Orangeburg 5	22.89%
Pickens	48.05%
Richland 1	32.56%
Richland 2	43.79%
Saluda	34.79%
Spartanburg 1	46.70%
Spartanburg 2	50.99%
Spartanburg 3	41.55%
Spartanburg 4	54.90%
Spartanburg 5	49.51%
Spartanburg 6	35.69%
Spartanburg 7	34.68%
Sumter	29.14%
Union	31.03%
Williamsburg	20.51%
York 1	39.34%
York 2	62.52%
York 3	40.09%
York 4	68.87%
State Total	42.63%
SC Public Charter School Total	41.24%

EDUCATION TRENDS

Kindergarten Readiness Assessment

- For the first time in over a decade, kindergarten students in South Carolina were assessed in the fall of 2017 to determine if they were “ready” for kindergarten. Across four areas (early literacy, mathematical thinking, physical development and social development), the statewide results show that a readiness gap exists when students enter kindergarten.
- Statewide, 36% of kindergarten students were “ready to learn.”
- About 44% percent of White children were ready compared to 27% of African American children and 22% of Hispanic children.

2018 Graduating Class in South Carolina

- All seniors who graduated from public high schools in South Carolina in 2018 had taken the ACT as juniors. The results showed:
- Five (5%) percent of African American students met three or more college readiness benchmarks in English, reading, math and science as compared to 33% of White students and 16% of Hispanic students in South Carolina.

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

- NAEP is administered in every state in grades 4 and 8 in reading and mathematics every other year to a representative sample of students. The results allow the nation to measure educational achievement across states. It is a federal requirement that states participate in NAEP. The long-term trends show the following for South Carolina:
- The 2017 NAEP results for African American students show that in every tested subject and at every grade, African American students scored lower in 2017 than they did in 2009.
- In grade 4, the gaps between students qualifying for subsidized meals and those not qualifying increased from 28% to 31% between 2009 and 2017. The largest achievement gap, the gap between African American students and white students, increased from 21% in 2009 to 32% in 2017. The gap between Hispanic students and white students decreased from 25% in 2009 to 21% percent in 2017.
- In grade 8, the gaps between students qualifying for subsidized meals and those not qualifying declined from 25% in 2009 to 23% in 2017. However, the gap between African American students and white students increased from 27% 2009 to 30% in 2017. The gap between Hispanic students and white students increased from 9% in 2009 to 16% in 2017.

South Carolina scores on national report card show largest declines for fourth graders since 2003

Mississippi moves ahead of South Carolina in fourth grade results

- Results for South Carolina students show a significant decrease in performance for fourth graders in both reading and math. South Carolina's 4th grade reading performance, as measured from 2015 to 2017, was the second largest decline in the nation. Performance was flat from 2015 to 2017 for South Carolina 8th grade students.
- In 2005, results on NAEP showed significant improvements made by South Carolina students. South Carolina made the largest gains nationally in 8th grade math, 4th grade science, and 8th grade science. Fourth grade math showed the second largest jump nationally, and SC ranked 28th nationally.

Assessment	2015 SC National Ranking	SC Outperformed these states in 2015:	2017 SC National Ranking	SC Outperformed these states in 2017:
4 th Grade Reading	39 th	Alabama, Louisiana, Michigan, West Virginia, Arizona, Hawaii, Mississippi, Alaska, California, and New Mexico	47 th	Louisiana, New Mexico, and Alaska
4 th Grade Mathematics	39 th	Alaska, Georgia, Michigan, Arkansas, West Virginia, Louisiana, Mississippi, Nevada, California, Alabama, and New Mexico	43 rd	Oregon, Alabama, California, Nevada, Alaska, New Mexico, and Louisiana
8 th Grade Reading	42 nd	West Virginia, Alabama, Arkansas, California, Nevada, Hawaii, Louisiana, New Mexico, and Mississippi	44 th	West Virginia, Alabama, Alaska, Louisiana, Mississippi, and New Mexico
8 th Grade Mathematics	40 th	Arkansas, California, Florida, Nevada, Oklahoma, Mississippi, New Mexico, West Virginia, Louisiana, and Alabama	44 th	Arkansas, West Virginia, Mississippi, New Mexico, Alabama, and Louisiana

South Carolina's National Ranking on "Nation's Report Card" NAEP (Rankings based on Average Scale Scores*)

*Ranks define the number of states whose performance is better or the same as SC.

Math

Average Scale Scores			Average Scale Scores		
4th grade Math (Public Schools)			8th grade Math (Public Schools)		
	SC	US		SC	US
2007	237	239	2007	282	280
2009	236	239	2009	280	282
2011	237	240	2011	281	283
2013	237	241	2013	280	284
2015	237	240	2015	276	281
2017	234	239	2017	275	282

Reading

Average Scale Scores			Average Scale Scores		
4th grade Reading (Public Schools)			8th grade Reading (Public Schools)		
	SC	US		SC	US
2007	214	220	2007	257	261
2009	216	220	2009	257	262
2011	215	220	2011	260	264
2013	214	221	2013	261	266
2015	218	221	2015	260	264
2017	213	221	2017	260	265

**South Carolina's
National Ranking on
"Nation's Report Card"
NAEP**
*(Rankings based on Average
Scale Scores*)*

Inputs: South Carolina K-12 School System

Per pupil revenue

2018 Average per pupil revenue.....\$13,656.00

Average per pupil debt service.....\$1,443.00

TOTAL.....\$15,099.00

Highest = McCormick.....\$21,779.00

Lowest = Dillon 3.....\$ 9,338.00

(Source: SC RFA 2018)

Revenue and Expenditures Compared to Personal Income

- Total revenue: \$48.20 per \$1000.00 in personal income.
Ranked 9th highest in the United States.
- School administration costs: \$2.51 per \$ 1000.00 in personal income
Ranked 8th highest in the United States.

(Source: 2016 Annual Survey of School System Finances)

Percent of Revenue from State Government

- **47.7% of school revenue comes from State sources.
Ranked 25th in the United States.
Above the national average of 45.6%.**

(Source: NEA Annual Report 2017)

Student Enrollment Per Teacher

- **14.72 students per teacher.**
21st best student/teacher ratio in the United States.
United States average is 15.96.
4th best student/teacher ratio in the Southeast
behind Va., W. Va., Tenn.

(Source: NEA Annual Report 2017)

Average Teacher Salary

2018 Actual Southeastern average.....	\$50,756.00
South Carolina.....	\$50,182.00
2019 Projected Southeastern average.....	\$51,794.00
South Carolina.....	\$52,152.00

(Source: SC RFA 2018)

Teacher Turnover in the Southeast

- South Carolina is 7.4% and is the lowest of all reporting Southeastern states.
- Oklahoma is the highest at 21.8%.

(Source: SLC 2016 Southeastern report)

South Carolina's Fiscal Practices General Fund Unrestricted Fund Balance

*(Source: ELA Audit
Reports)*

	FY 2017-18 Unrestricted Fund Balance	FY 2017-18 Fund Bal %
District		
Abbeville	8,292,356.00	34.16%
Aiken	49,217,116.00	27.24%
Allendale	4,793,338.00	37.03%
Anderson 1	17,193,135.00	25.57%
Anderson 2	6,965,487.00	24.78%
Anderson 3	4,727,419.00	23.60%
Anderson 4	7,334,939.00	26.36%
Anderson 5	28,143,567.00	27.68%
Bamberg 1	1,186,856.00	9.87%
Bamberg 2	3,777,314.00	58.58%
Barnwell 19	(133,488.00)	-2.21%
Barnwell 29	1,528,077.00	19.20%
Barnwell 45	4,049,324.00	23.15%
Beaufort	39,606,899.00	18.15%
Berkeley	56,250,920.00	20.92%
Calhoun	5,074,993.00	32.68%
Charleston	70,150,794.00	17.14%
Cherokee	16,455,325.00	23.35%
Chester	12,088,000.00	29.05%
Chesterfield	7,534,642.00	13.46%
Clarendon 1	1,307,823.00	15.87%
Clarendon 2	8,476,800.00	39.63%
Clarendon 3	1,379,708.00	15.64%
Colleton	4,247,574.00	9.87%
Darlington	44,837,028.00	53.98%
Dillon 3	1,521,767.00	14.73%
Dillon 4	6,235,903.00	22.92%
Dorchester 2	27,962,842.00	14.46%
Dorchester 4	5,488,495.00	22.45%
Edgefield	4,945,178.00	16.72%
Fairfield	10,494,277.00	28.33%
Florence 1	40,385,567.00	29.51%
Florence 2	2,371,792.00	26.80%
Florence 3	2,405,615.00	9.18%
Florence 4	(32,113.00)	-0.51%
Florence 5	1,622,550.00	16.76%
Georgetown	10,648,976.00	12.82%
Greenville	128,792,376.00	22.17%
Greenwood 50	20,714,556.00	30.41%
Greenwood 51	3,895,106.00	53.33%
Greenwood 52	5,897,532.00	48.38%

	FY 2017-18 Unrestricted Fund Balance	FY 2017-18 Fund Bal %
District		
Hampton 1	2,721,488.00	14.81%
Hampton 2	5,014,879.00	65.26%
Horry	110,488,517.00	28.88%
Jasper	6,889,890.00	27.14%
Kershaw	12,370,598.00	14.99%
Lancaster	27,625,945.00	27.93%
Laurens 55	7,628,504.00	16.54%
Laurens 56	6,341,542.00	27.44%
Lee	169,859.00	1.08%
Lexington 1	51,930,488.00	20.90%
Lexington 2	10,539,551.00	13.79%
Lexington 3	11,103,277.00	54.50%
Lexington 4	6,012,103.00	21.51%
Lexington 5	36,655,331.00	20.38%
Marion	5,173,905.00	14.61%
Marlboro	3,400,086.00	10.46%
McCormick	1,275,776.00	12.90%
Newberry	17,372,449.00	33.12%
Oconee	23,259,289.00	24.10%
Orangeburg 3	5,122,370.00	19.29%
Orangeburg 4	2,497,303.00	7.79%
Orangeburg 5	15,519,228.00	25.07%
Pickens	29,262,260.00	25.39%
Richland 1	26,786,586.00	8.85%
Richland 2	52,973,547.00	20.16%
Saluda	2,387,947.00	14.12%
SC Public Charter School	6,053,604.00	176.24%
Spartanburg 1	111,283.00	0.26%
Spartanburg 2	14,180,891.00	19.35%
Spartanburg 3	4,476,419.00	16.10%
Spartanburg 4	9,359,792.00	47.36%
Spartanburg 5	16,626,074.00	23.08%
Spartanburg 6	11,473,126.00	12.14%
Spartanburg 7	12,225,759.00	18.33%
Sumter	8,649,044.00	7.23%
Union	3,544,331.00	11.87%
Williamsburg	3,020,375.00	10.43%
York 1	10,504,515.00	23.43%
York 2	21,972,924.00	28.78%
York 3	38,215,514.00	25.39%
York 4	24,596,554.00	21.16%

SECTION 1 | SUMMARY

- South Carolina Career Opportunity and Access for All Act



SECTION 2 | WORKFORCE READINESS

- Establishes statewide workforce readiness goal: at least 60% of all working-age South Carolinians having a post-secondary degree or recognized industry credentials by 2030.

SECTION 3 | BOARD OF EDUCATION

- Adds 2 public school students as non-voting members on State Board of Education.

SECTION 4 | COMPUTER SCIENCE

- Establishes framework for computer science related fields as a career pathway; requires all high schools to offer at least one computer science course, made available in multiple formats.

SECTION 5-7 | TESTING

- Eliminates three state-required summative tests (social studies in grades 5 & 7; science in grade 8).

SECTION 8 | READINESS PROGRAM

- Expands, codifies Kindergarten Readiness Program reporting requirements - targeted at increasing access and effectiveness of state-funded 4K programs (in public and private settings). EOC is to submit the report annually, which must include year-over-year trends; a comprehensive report must be submitted tri-annually (subject to funding).

SECTION 9 - 10 | SCHOLARSHIP

- Realigns the GPA requirements for the Palmetto/Life and Hope as a result of the conversion from a 7-point grading system to a 10-point grading system.
- Extends the availability of the Palmetto Fellows Scholarship to students attending a two-year or technical college.
- Limits the Palmetto and Life Scholarship enhancements to the Junior and Senior Years.
- Adds a requirement to initial eligibility for Life Scholarships that a student must have completed at least one unit of credit in mathematics or computer science and one unit of credit in English/Language arts during their senior year.
- Encourages scholarship retention for Life recipients by reducing the continued eligibility GPA after the freshman year, eligibility requirements would return to existing levels for all subsequent years.

SECTION 9 - 10 | SCHOLARSHIP

	Freshman	Sophomore	Junior	Overall Fall 2016 to Fall 2017
LIFE Scholarship	50.6%	80.1 %	84.7%	80.8%
Palmetto Fellows	90.4%	93.1 %	91.2%	91.6%
SC HOPE Scholarship	27.0%			27%

SECTION 11 - 18 | READ TO SUCCEED (I)

- Interventions to help struggling readers must be evidence-based, follow multi-tiered system of supports, and be targeted at the student's individual needs.
- Strengthens coursework/professional development requirements for literacy teacher add-on endorsement (must be scientifically and evidence-based).
- Intensifies strategies, tools, and interventions for identifying and assisting early learners substantially behind in reading as soon as indicated: Links existing universal screening process (Act 213 of 2018) as a means of identifying early learners (4K - grade 3) in need of immediate and targeted interventions, and adds requiring summer school as an intervention offered for 1st and 2nd graders substantially behind in reading skills based on the universal screening; adds parameters and standards for districts to select, use, and administer early screening instruments to identify struggling readers; requires monitoring and reporting. (SBE selects up to 5 that districts must use, but district may request waiver to use a different screening instrument; instrument must be administered in first 30 days of school and repeated as needed pursuant to universal screening protocol).

SECTION 11 - 18 | READ TO SUCCEED (II)

- Strengthens provisions for a student to exempt from 3rd grade retention: Conforms summative assessment results for initiating retention provisions with current performance level (*by scoring at the lowest achievement level on ELA*). Retains retention exemption for good cause, but requires a clearer and more specific reading portfolio as an exemption tool (to ensure 4th grade success). Retains parental appeal (of retention) option, but (1) adds district reporting requirements for exemptions and appeals intended to preserve integrity of the process, and (2) specifies that interventions must be targeted to meet the individual (retained) student's needs for achieving next-level reading skills.
- Replaces current requirement for a reading coach in each elementary school with more relevant and effective requirements and conditions for coaches funded all/in part with state funds (use of, minimum qualifications - education and experience - attributes, duties, etc.).
- SDE must screen and approve the hiring of reading coach for any school with $> 1/3$ of its 3rd graders scoring at lowest level on ELA assessment; school's reading coach and principal must attend SDE professional development. A school with at least 60% of students scoring at meet/exceed on ELA may request flexibility on their allocation to provide literacy support to students.

SECTION 11 - 18 | READ TO SUCCEED (III)

- Eliminates prescriptive reading/literacy-related requirements for all in-service teachers (coursework, professional development, etc., across-the-board); instead, gives SBE authority to approve related guidelines and requirements for educators; directs SBE to approve guidelines/procedures for in-service educators to use new teacher candidate test to meet the requirements.
- Adds a test that teacher candidates must pass for initial certification in SC (to ensure their preparedness for teaching reading).
- Directs CHE to work with SDE to conduct an annual analysis evaluating each teacher education program effectiveness in preparing teachers to teach reading, and report its findings and recommendations (beginning 7/1/2020 and annually thereafter).

SECTION 19-20 | STUDENT TRACKING

- Tools to track students' progress and continues improvement of our education system:
- Directs SDE to implement a process for parents and teachers to track their students' individual performance K-12 in reading and math, along a consistent and common scale which is nationally recognized and approved by the EOC.
- Directs the local district to provide information on Lexile and Quantile measures on interim/benchmark assessments.
- Directs SBTCE to establish common minimum admission standards that do not require a student to attend or enroll in reading or mathematics remediation at the postsecondary level.
- Amends RFA system information requirements to include students graduating from public high schools entering higher education needing remediation.

SECTION 21-23 | CAREER CLUSTER

- Updates career cluster system to more comprehensive and flexible career pathways system, and directs key stakeholders to develop a more relevant system leading to career planning, such as updating career awareness activities at all levels.
- Deletes list of specific career clusters, directing SDE to develop pathways for career clusters which may be based upon national standards, and programs of study under each pathway - and update every 5 years - with a focus on high-skill and high-demand pathways identified.
- Districts must (1) organize their high school curricula around at least 3 career pathways targeted to the regional and workforce needs; (2) offer at least 1 pathway in each career center or high school, and at least 1 high-skill and in-demand pathway identified by our WIOA plan; and (3) coordinate with other districts to ensure students have increased access to multiple pathways.
- Allows students who are approved to take coursework outside of their attendance zone, to include across district lines, to be transported by school bus at no cost to the student or school district.

SECTION 24 | TECH SYSTEM

- Technical College system is to establish common admission standards, which may be differentiated by programs of study leading to a degree, diploma, or certificate.

SECTION 25 | IN-STATE TUITION

- Clarifications to in-state tuition assistance requirements for technical colleges and two-year institutions



SECTION 26 | ADULT EDUCATION

- Encourages SBTCE and SBE to look at ways of providing adult education that are better and more efficient and cost effective.

SECTION 27 | PILOT PROGRAMS

- Directs SDE to establish a pilot program allowing high-performing schools to hire up to 10% of their teaching staff as non-certified teachers, and set up separate code in its system for this new category.
- Directs SBE to approve pilot guidelines, which must include education and experience (baccalaureate/ graduate degree in subject hired to teach; at least 5 years of relevant experience); participation in existing evaluation process; training required to ensure preparedness. Pilot participation is optional.
- Beginning 11/1/2021, SDE must submit an annual report of the pilot, to include recommendations to improve/continue/expand; at the end of years, annual status report must include a recommendation regarding continuance of the program.

SECTION 28 | EDUCATORS

- Directs SDE to establish procedures for registration of all non-certified teachers working in a public school, including charters (i.e., a process comparable to certified teachers, so they will be in the database).
- Prohibits an educator whose certificate has been suspended or revoked from being employed as a non-certified teacher; allows SBE to revoke the registration of a non-certified teacher who commits an offense covered by the Code of Conduct promulgated by SBE.

SECTION 29 | EDUCATORS

- Authorizes SBE to approve alternative route providers and programs for educator preparation and certification. Educator preparation programs housed within institutions of higher education (IHE) may be approved by SBE, but separately as an alternative route provider, and must provide all requisite documentation for its program (organizational information, candidate requirements, performance, etc.)

SECTION 30 | EDUCATORS

- SBE (through SDE and CHE) to develop and implement a plan for conducting a cyclical review of educator preparation providers and programs every 7 years, to include requirements for initial and continuing approval.

SECTION 31 | TEACHER PREPARATION

- Directs SBE (with assistance from SDE, CHE, RFA) to develop and annually produce a teacher preparation dashboard for completions, placement and retention, recruitment, quality of clinical experiences, and effectiveness of completers.

SECTION 32 | DATA SYSTEM

- Directs SDE to use existing Longitudinal Data System to provide information on educator preparation program graduates back to their respective programs; programs must establish a means of uniquely identifying its graduates in their respective systems, maintaining confidentiality.

SECTION 33 | CERRA

- Directs CERRA to use, update, and annually administer the teacher survey currently administered by SDE, specifies teacher perceptions the survey should assess and CERRA's responsibilities (compile, analyze, report results). Results must be broadly shared and published.

SECTION 34 | SALARY SCHEDULE

- Updates the state minimum teacher salary schedule language, by providing that (1) it should be at least \$35,000 beginning FY 2019-20, and (2) the General Assembly will establish the starting salary and schedule and EFA inflation factor each year in the budget; deletes non-conforming associated language.

SECTION 35 | DISTRICT BOARDS

- Allows local district boards to authorize daily mileage reimbursement for teachers traveling more than 25 miles each way between home and school.

SECTION 36 | DUTY-FREE TIME

- New provision requiring each district board to establish a policy for duty-free time for teachers (30 minutes daily, or the equivalent); policy may vary by school, and by grade.

SECTION 37-39 | LOCAL GOVERNANCE (I)

- Strengthens ethics and training provisions for school board members (new and revised provisions):
- By 7/1/2020 SBE must develop a model code of ethics for local school board members to use in subsequently adopting their respective local codes of ethics, which must be adopted in a regularly scheduled meeting then submitted to SDE within 30 days.
- Synchs up a definition in state Ethics statute with provisions modifying scope of the Governor's authority to remove someone from office who is guilty of malfeasance, misconduct, incapacity, etc., such that school board members are not held to a different standard.

SECTION 37-39 | LOCAL GOVERNANCE (II)

- Updates school board training and topics that must be covered, providing the framework for more standardized, effective board training (which is still locally determined): By 12/31/19 SBE must adopt a model training program for training local school board members (then review tri-annually and revise as needed). Within three months of SBE adopting the model training, local school boards must include the model training (vs. orientation) program in its training program it must adopt, and in a regularly scheduled meeting. All board members elected/re-elected/appointed/reappointed must complete the training within a year - and each board member must complete it within one year after effective date of this legislation. Local boards must annually certify compliance with requirement that its board members have signed a statement that they are in compliance with the SC Ethics law and applicable local code of ethics and required board training.

SECTION 40 | STUDENT EARLY DISMISSAL POLICY

- New provision allowing district boards to establish a policy on conditions for early dismissal of a student (participate in work-based learning, apprenticeship, etc.)

SECTION 41 | STANDARD CONCLUDING

- Standard concluding language.

SECTION 42 | EFFECTIVE DATE

- Unless otherwise provided, takes effect upon approval by the Governor.





HOUSE SECTIONS DELETED

SECTION 3 | STUDENT EMPOWERMENT (DELETED)

- Would have established the Student Bill of Rights
- *Concern with provisions being actionable, and setting precedent for other groups to (understandably) expect a comparable Bill of Rights (teachers, bus drivers, cafeteria workers, etc.); the House amended H. 3759 by adding a Teacher Bill of Rights.*
- *Subcommittee amendment retains Section 4 adding 2 students as non-voting members of the State Board of Education.*

SECTION 5 | ZERO TO TWENTY COMMITTEE (DELETED)

- Would have established a new 10-member committee within the Governor's Office to monitor SC's education and workforce pipeline.
- *General consensus within the committee and the public was that another committee was not necessary.*

SECTION 21 | DUAL ENROLLMENT (DELETED)

- Expanded Dual Enrollment Opportunities
- Would have deleted existing statute that allows universities and colleges to enter into individual articulation agreements.
- *Technical colleges have indicated they currently have a uniform dual enrollment system with 13,000 students being served in a uniform manner.*
- *Creates possible issues with SACCS accreditation not allowing individual agreements in certain areas.*

SECTION 23 & 25 | COLLEGE READINESS (DELETED)

- Would have prohibited higher education from offering remedial coursework in Math and English.
- *Input from various institutions expressed concern that this may be impractical or a barrier for some adult learners or S.C. residents temporarily living outside of the state.*
- Would have deleted certain information being reported to CHE by institutions regarding enrollment statistics of remedial course students.

SECTION 31 | TECHNICAL COLLEGE ACCESS (DELETED)

- Would have added a tax credit for certain taxpayers that offered specific internships to teachers designed to help them understand the skills and abilities needed for twenty first century jobs.

SECTION 32 | ADULT AND SECONDARY ED. (DELETED)

- Would have required a “pre-transfer” report detailing how to transfer adult basic education and adult secondary education from the State Board of Education to the State Board of Technical and Comprehensive Education.
- Numerous individuals, groups and associations have indicated the current system is effectively working to address the needs of our students and this transfer is not needed.
- In place of this “pre-transfer” report, the new section encourages the continued partnerships currently in place and to look for additional pathways of cooperation to better facilitate adult education in an efficient and cost effective manner. And to report these measures to the General Assembly.

SECTION 41 & 42 | INCENTIVES (DELETED)

- Would have created an unfunded mandate to offer free college tuition to the children of certified classroom teachers.
- Would have created a definition necessary for the implementation of Section 41 above. Now not needed.

ACCOUNTABILITY & MISCELLANEOUS (I) (DELETED)

- *Sections 33 & 44-46 on helping underperforming schools were carried over for further review in determining clear, reasonable, and effective measures for establishing an effective system of supports and actions to address school and district performance deficiencies. Due to where located in the bill, “Miscellaneous” sections were included with Accountability, the last topic addressed and not included in the bill as stated:*
- SEC 33: Would have allowed districts to create more than 1 school exempt from statutes governing its other schools, and changed the nomenclature to schools of “innovation” vs. choice.
- SEC 44: Would have changed entire approach for identifying, assisting, and actions required for underperforming schools (SDE assistance; takeover/closure, etc.; Transformation School District; district and board actions and duties, etc.).
- SEC 45: Required consolidation within a county must occur for any district with K-12 population < 1,000 students.
 - *Senate passed consolidation bill S. 203.*
- SEC 46: Allowed a local board to require additional units for a high school diploma.

ACCOUNTABILITY & MISCELLANEOUS (II) (DELETED)

- SEC 48: Clarified report card requirement for charter schools sponsored by institution of higher education.
- SEC 54: Would have imposed a fine of \$10,000/day each time SDE failed to post certain requested reports online.
- *Concerns with holding SDE to different standard from other agencies, and seemed excessive.*
- SEC 55: Technical correction regarding boards of trustees' duty to promulgate rules and regulations.
- SEC 56: Repealed Article 15 in the EAA that was to be replaced with Section 44, also deleted.
- *Not needed - deletion conforms to related EAA Section also deleted.*
- SEC 57: Would have repealed language for old EEDA "sunset" dates.
- *Cleanup from previous legislation.*

LOCAL SCHOOL GOVERNANCE (I)

(DELETED)

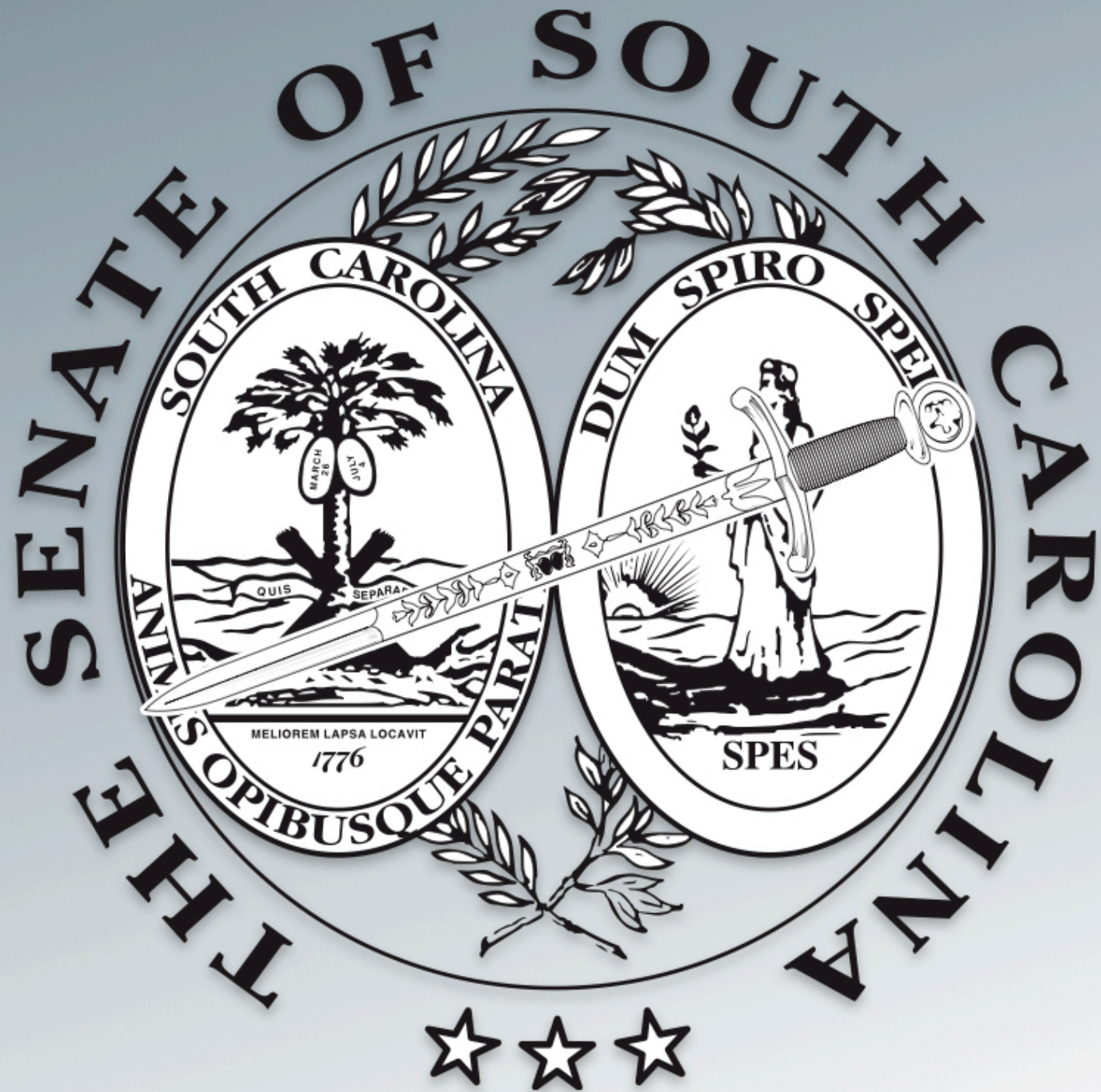
- *SEC 47: General concerns with clarity and consistency (with other state statute) and holding school board members to different standards from other elected officials in several sections.*
- Deleted 59-19-740 through 59-19-760 (new language) which would have codified specific expectations for school board members regarding nepotism and conflicts of interest, and added provisions for the Governor to suspend board members if a school or district accreditation is in jeopardy.
- *Retained 59-19-710 through 59-19-730 (purpose, definition, model code of ethics) in Sec. 36.*

LOCAL SCHOOL GOVERNANCE (II)

(DELETED)

- SEC 49: Required trustees and school officials to comply with State Ethics laws for public officers and employees.
- *Section included incorrect/confusing statutory references; incorporated conceptual needs in related Sections 36-38.*
- SEC 50: Added progressive civil penalties for school board members who fail to comply with new board training provisions.
- *Concerns with (selectively) imposing such penalties on school board members.*
- SEC 53: Would have changed existing provisions for how/why school district trustees can be removed from office, and resulting vacancies are filled.
- *Address in conjunction with Accountability revisions.*

LEGISLATIVE BRIEFING | S.419



SENATE EDUCATION COMMITTEE

Greg Hembree, Chairman