



House of Representatives
State of South Carolina

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Committee:

Chair:
House Education and Public Works Committee

December 16, 2015

The Honorable James H. Lucas
Speaker of the South Carolina House of Representatives
1105 Pendleton Street
Blatt Building, Suite 506
Columbia, SC 29201

Dear Speaker Lucas:

As Chair of the Education Policy Review and Reform Task Force, I am honored to submit the Task Force's final report. The attached report provides a comprehensive list of findings and suggestions focused on improving the educational opportunities in the Plaintiff districts that initiated the *Allendale* lawsuit.

Since its inception in February, the seventeen members you appointed have heard hours of testimony, and deliberated in both Task Force and subcommittee meetings. Everyone with an idea or opinion was heard, and the suggestions we received were instrumental in compiling the report.

In addition to celebrating the dedication of the Task Force members, congratulations are due to you as well for initiating this process. Although the Supreme Court requested that the General Assembly work with the Plaintiffs, you took the extra step of assembling a panel comprised of legislators, education and business leaders, and representatives of the Plaintiff districts themselves.

I sincerely hope that this report meets the charge that you provided to us. Our desire is that this document can guide the House and the General Assembly as we continue our ongoing efforts to improve education for the children of South Carolina.

Because I care,

A handwritten signature in cursive script that reads "Rita".

Rita Allison

Report of the Education Policy Review and Reform Task Force

Submitted to the Honorable Jay Lucas
Speaker of the House



Submitted by the Honorable Rita Allison, Chair

December 17, 2015

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OVERVIEW

The Defendants and the Plaintiff Districts must identify the problems facing students in the Plaintiff Districts, and can solve those problems through corporately designing a strategy to address critical concerns and cure the constitutional deficiency evident in this case. Abbeville County School District v. State, 767 S.E. 2d 157, 180 (2014).

After the South Carolina Supreme Court issued its long-awaited decision in the case of *Abbeville v. South Carolina*, Speaker of the House of Representatives Jay Lucas commissioned the Education Policy Review and Reform Task Force. According to Speaker Lucas, “[e]ffective education reform requires more than just suggestions from administrators; it demands valuable input from our job creators who seek to hire trained and proficient employees. All available avenues should be explored to guarantee our students receive a workforce-ready education that prepares each child for the 21st century.”

In order to gain a broad perspective from multiple vantage points, the following individuals were appointed to the Task Force:

- The Honorable Merita A. “Rita” Allison (District 36-Spartanburg), Chairwoman of the House Education and Public Works Committee. (Chair of the Task Force)
- April Allen, Director of State Government Relations, Continental Tire Corporation
- Wanda L. Andrews, Ed. D., Superintendent, Lee County School District
- The Honorable Kenneth A. “Kenny” Bingham (District 89-Lexington), Chairman of the Public Education and Special Schools Subcommittee, House Ways and Means Committee
- The Honorable Joseph S. Daning (District 92-Berkeley), Chairman of the Transportation Subcommittee, House Education and Public Works Committee
- Lewis Gossett, President and CEO, South Carolina Manufacturing Alliance
- The Honorable Jerry N. Govan (District 95-Orangeburg), House Education and Public Works Committee
- The Honorable Jackie E. “Coach” Hayes (District 55-Dillon), House Ways and Means Committee
- Rainey Knight, Ph.D., Former Superintendent of Darlington County Public Schools
- The Honorable Dwight A. Loftis, (District 19-Greenville), House Ways and Means Committee

- David Longshore, Jr., Ph.D., Former Superintendent, Orangeburg School District 3
- The Honorable Joseph H. “Joe” Neal (District 70--Richland and Sumter), House Ways and Means Committee ¹
- Terry K. Peterson, Ph.D., Director of the Afterschool and Community Learning Network
- Superintendent Molly Spearman, State Superintendent of Education
- Rick Reames, Executive Director, Pee Dee Education Center
- John Tindal, Superintendent, Clarendon School District 2
- James C. “Jimmie” Williamson, Ph.D., President and Executive Director, South Carolina Technical College System

TASK FORCE MEETINGS

From the outset, the Task Force determined that it was important to hear from invited speakers and concerned citizens. To accomplish this, four hearings were held. Two hearings were conducted in Columbia, one in Dillon, and one in Due West (Abbeville County).

I. Columbia--February 23, Blatt Building

The initial Task Force meeting was opened by Speaker Lucas who provided a charge to the members. Following his remarks, the Task Force heard presentations from the following individuals:

- The Honorable Richard W. Riley, Former Governor and United States Secretary of Education
- Michael A. Rebell, LL.B, Professor of Law and Educational Practice, Columbia University
- Professor Derek Black, USC School of Law
- Former State Superintendent of Education Barbara Nielsen
- Former State Superintendent of Education Inez Tenenbaum

Following the conclusion of the remarks, the Task Force adopted a framework for speakers at upcoming forums.

¹ Representative Neal replaced Representative William Clyburn on the Task Force.

II. Dillon--March 23, Dillon Middle School

Dillon Middle School hosted the second Task Force meeting. The meeting was the first of three that allowed for participation from the general public. Mr. D. Ray Rogers, Superintendent of Dillon School District 4, welcomed the committee and provided opening comments. Invited speakers included the following:

- Dr. Tammy Pawloski--Director, Francis Marion University Center of Excellence
- The Honorable Terry Alexander--House District 59, Darlington and Florence Counties
- Dr. Helena Tillar, Superintendent, Marlboro County School District and Chair of the Pee Dee Education Center
- Debbie Hyler, The School Foundation (Florence School District 1)
- Dr. Rette Dean, Retired Superintendent, Marion School District 7

In addition to the invited speakers, the Task Force heard from 23 other individuals. Among those participants were educators, students, parents, school board members, and clergy. During her testimony, Dr. Tillar provided framework and summary of the Plaintiffs' recommendations (Appendix I).

III. Due West (Abbeville County)--April 27, Erskine College

Abbeville school district is not only the first district listed in the lawsuit, it is geographically located on the other end of the state from Dillon. Dr. Ashely Woodiwiss, the Grady Patterson Professor of Politics at Erskine College welcomed the Task Force. The invited speakers for this hearing were as follows:

- Mr. Jonathan Phipps--Superintendent of Abbeville County School District
- Dr. David O'Shields--Superintendent of Laurens County School District 56
- Kay Cleveland--Special Programs Director for Laurens County School District 56
- Mr. Greg Tolbert--Boys and Girls Clubs of the Upstate
- Dr. David Mathis--Superintendent of Saluda County School District
- Dr. Ray Wilson--Executive Director of the Western Piedmont Education Consortium
- Dr. Fay Sprouse--Superintendent of Greenwood School District 51

As with Dillon, there was enthusiastic participation during the public comment portion of the hearing. Eight individuals, in addition to the invited speakers, shared their thoughts with the Task Force.

IV. Columbia--June 1, Blatt Building

The final public comment hearing concluded the receipt of general testimony. (Subsequent testimony and material was still accepted by the five subcommittees.) Prior to the presentation of testimony, Dr. JoAnne Anderson presented a set of 90 recommendations on behalf of the plaintiff districts (Appendix II).²

The invited speakers were as follows:

- The Honorable Leola Robinson-Simpson--House District 25, Greenville County
- The Reverend Dr. Herman R. Yoos, III--Bishop of the South Carolina Synod of the Evangelical Lutheran Church in American on behalf of LARCUM (LARCUM is an acronym for Lutheran, Anglican, Roman Catholic, United Methodist)
- Mr. Mike Burgess--Educator, River Bluff High School
- Bradford Swann--Students First State Director
Dana Laurens--Students First Outreach Director
- Robert Gantt-- President of the South Carolina School Boards Association and Lexington-Richland Five school board member
- Kathy Maness--Executive Director, Palmetto State Teachers Association
- Dr. Scott Turner--Incoming President, South Carolina Association of School Administrators (Dr. Turner spoke in place of Dr. Christina Melton, current SCASA President)
- Bernadette Hampton--President, South Carolina Education Association
- Ryan Mahoney--Foundation for Excellence in Education and Palmetto Promise
- Zelda Waymer--Executive Director, South Carolina Afterschool Alliance
Nikki Williams--Executive Vice President, EdVenture Children's Museum
- Dr. James Harvey--South Carolina Association of School Psychologists

² At the conclusion of the public forums, staff provided the Task Force with another set of recommendations. These recommendations are in Appendix III.

In addition to the invited speakers, four other individuals provided remarks to the Task Force.

At the conclusion of the testimony, the Task Force agreed to the creation of five subcommittees. The subcommittees were as follows:

- Transportation and Facilities Infrastructure
- Accountability (Academic and Financial), Continuous Improvement, and Leadership (District, School, and Community)
- Educator Recruitment, Retention, Effectiveness, and Professional Development
- College and Career Pathways of High Quality Learning Opportunities in Elementary, Middle, and High Schools
- High Quality Early Childhood Education and Family Engagement

The South Carolina Education Oversight Committee provided the Task Force with data regarding the Plaintiff districts (Appendix IV). EOC information included the following:

- report card ratings for each district,
- districts' poverty indices,
- student enrollment and performance,
- early childhood participation,
- information on teachers and administrators.

Prior to adjourning the meeting, Chairwoman Allison announced that subcommittees would be meeting in late July/early August. In the meantime, she requested that Task Force members notify staff regarding data requests.

V. Columbia--November 19, Blatt Building

One week prior to the November 19 meeting, the Task Force received a draft copy of the final report. At the beginning of the November 19 meeting, Chairwoman Allison reviewed the process employed by the Task Force, and repeated the charge Speaker Lucas originally delivered February 13.

The Task Force reviewed twelve findings and 120 recommendations put forth by the subcommittees. Amendments to many of the findings and recommendations were proposed and discussed prior to votes being taken. The Task Force gave preliminary approval to the report, but subcommittee chairs were directed to work with staff on the report's timeline. Additionally, one recommendation dealing with employment contracts in districts with high superintendent turnover was revised for the Task Force's approval.

VI. Columbia--December 16, Blatt Building

At the final meeting of the Task Force, additional amendments to the report were discussed and the report was adopted unanimously. The report will be submitted to Speaker Lucas ahead of the deadline.

Subcommittee Meetings

Chairwoman Allison, with input from the Plaintiff representatives, created five subcommittees. The subcommittees, their membership, and the days on which they met are as follows:

- **Transportation and Facilities Infrastructure**

John Tindal--Chair
Joe Daning
Rita Allison

Met August 31, September 8, and October 27.

- **Accountability (Academic and Financial), Continuous Improvement, and Leadership (District, School, and Community)**

Kenny Bingham--Co-Chair
Rainey Knight--Co-Chair
Lewis Gossett

Met August 12 and September 28.

- **Educator Recruitment, Retention, Effectiveness, and Professional Development**

Jackie Hayes--Co-Chair
David Longshore--Co-Chair
Rick Reames
Dwight Loftis

Met July 29, September 2, and October 27.

- **College and Career Pathways of High Quality Learning Opportunities in Elementary, Middle, and High Schools**

Jerry Govan--Co-Chair
Molly Spearman--Co-Chair
Terry Peterson
Jimmy Williamson

Met September 15 and October 28.

- **High Quality Early Childhood Education and Family Engagement**

Wanda Andrews--Co-Chair

Joe Neal--Co-Chair

April Allen

Met August 13 and September 30.

Background

Thomas Edison is widely credited as creating the first commercially viable light bulb. The key to his success was finding an inexpensive, but durable, filament--one made out of carbonized bamboo. Not surprisingly, it took a considerable amount of trial and error to identify carbonized bamboo as the solution to the problem of producing long-lasting light bulbs. It is reported that his team tested over 6,000 different materials before finally getting it right and claiming victory.

It is enticing to believe that there is a definitive solution to a complex and ongoing problem. If the right combination (or filament) can be found, we can declare success and move to the next challenge. Unfortunately, this approach does not work for every kind of problem, but it can be argued that it has been applied to education, both in South Carolina and the nation. The thinking seems to be that if the right programs are initiated, and enough dollars are spent, eventually something has to work.

This is not to say that all of the programs put into place have been inappropriate, or even entirely unsuccessful. The Education and Economic Development Act was created to better coordinate the employment opportunities of the business community with local schools. Students can choose career pathways, and career counselors help guide them in their post high school explorations. The Education Accountability Act, in part, called for additional pay to teacher and principal specialists who agreed to travel to under-performing schools and assist in improvement efforts. The Read to Succeed Act, which is still in the beginning stages, is designed to ensure that all students are reading on grade level at the end of third grade. CDEPP was created to allow access to prekindergarten programs in economically struggling areas.

And yet, despite these and other well-designed and well-meaning pieces of legislation, there remain schools and entire school districts that cannot provide the education their students deserve and need to be successful in the 21st century. Thus, while an Edisonian solution could be feasible if the problem was limited to inserting a particular program into a district, the facts do not support such an approach.

For example, there are five school districts with poverty indices above 96 percent (three of them over 97 percent) that routinely receive report card grades of either "below average" or "at risk." Initially, it could be assumed that poverty is keeping these districts from succeeding. But that assumption collapses when other districts with equally high poverty rates score at the "average" or even "good" levels. Moreover, a few districts with poverty indices in the 80-90 percent range have ratings of "excellent."

The question then becomes, if the problem is not limited to poverty, what else keeps districts from excelling? Perhaps the answer is in the form of leadership and capacity--not exactly as tidy as carbonized bamboo, but something that can be addressed.

Instead of developing and implementing new programs for schools, a better path is to identify underdeveloped district leadership and shortfalls in facility and personnel infrastructure. Numerous studies point to teachers being the key *in-school* influence on students. In order to have outstanding teachers, and, therefore, promote positive influences on students, strong principals must be in place. For there to be strong principals, it is incumbent to have an effective and capable superintendent. To help ensure that the right superintendents are hired and given the tools they need, a well-functioning and competent school board is critically important. The research is clear. To have a successful school, there must be effective principals and teachers in the school building.

FINDINGS

Finding 1

To further the goal of effective leadership, the General Assembly should enact legislation that leads to collaboration with the State Department of Education (SDE), institutions of higher education, and other appropriate entities. The General Assembly should work to create the teacher/principal/superintendent pipeline before the shortage becomes critical.

There is an insufficient number of teachers and leaders--in regard to both quality and quantity--in many of the Plaintiff districts (as well as in other rural or high poverty districts) who have the knowledge and expertise to promote successful learning for children of poverty living in rural communities. Some of the Plaintiff districts are unable to attract, develop, and/or retain strong leaders and excellent teachers because of location, salary differential, and a myriad of other factors.

If the role of leadership is fully embraced, it will take a coordinated effort to identify, grow, and nurture leaders from the school board level to the classroom. Greater difficulties in attracting educators are appearing, and districts that already struggle in this area will likely face growing challenges. Because the promotion and utilization of strong leadership is essential, assistance to school boards in regard to their practices and operations should also be provided.

Finding 2

Although better leadership is, in itself, a noble endeavor, it is necessary for the state to create a vision for its leaders. This vision must include measurable objectives for the Plaintiff districts, complete with action plans developed collaboratively with SDE, that will enable the districts to achieve the ultimate expectations outlined in the Profile of the South Carolina Graduate. With the Profile of the South Carolina Graduate as the ultimate goal, the General Assembly should specify metrics that indicate progress. For instance:

- all students should be reading on grade level by the end of third grade;
- all students should have an individualized graduation plan by the ninth grade that focuses on a career cluster;
- all students should be college and career ready by the end of the twelfth grade.

Finding 3

Many indicators are already in state law. The General Assembly should review existing legislation and update, modify, expand, or consolidate goals for student achievement in order to better focus and guide districts. Once goals are in place, there must be a rigorous and transparent accountability system.

The General Assembly should establish the educational goals for South Carolina students. The Education Oversight Committee should assess and report on whether the goals are being achieved. SDE should assist districts that struggle to be successful and provide access to best practices from across the state in the form of professional development and technical assistance.

Finding 4

When local districts are unable to attract or develop leadership as evidenced by the accountability system, it is imperative that the state insert itself more directly into local issues than it otherwise would. Should a district continually find itself “at risk” or “below average,” the state, through SDE, should be available to provide intensive and immediate assistance. The type of assistance is dependent on the unique local situation.

For example, assume several districts or schools in an identifiable geographic area are not able to hire enough district personnel. The General Assembly (or SDE through clear parameters established by the legislature) could establish benchmarks and develop recommendations to encourage greater efficiencies. For example, districts could be persuaded to merge so called back-office functions (accounting, human resources, facilities maintenance, safety, IT, etc.). In some instances, districts could be encouraged or required to consolidate. SDE should be provided the resources and authority to assess districts' needs.

The examination of back office functions necessarily raises the issue of funding--is more needed or can obstacles be overcome with existing resources. Simply providing more money without the wherewithal to effectively and efficiently allocate it will not lead to transformative change. Of course, when examining both school and district functions, the constant focus must remain on how to best meet the needs of the students.

According to reports from the South Carolina Revenue and Fiscal Affairs Office, the thirteen school districts with the lowest local per pupil revenue from local sources are rural school districts (a majority of these are plaintiff districts).

When examining per pupil spending, the five most underperforming districts (which are Plaintiff districts) all spend more than the state average, with two districts spending over \$15,000 per student. By contrast, Aiken spends approximately \$9,100 per student and Dorchester 2 spends approximately \$8,500 per student. Of course, districts with smaller student populations have fewer overall dollars to spend.

There is a paradox in regard to school funding: how much additional funding is necessary to provide an adequate education to all students versus how well the district utilizes existing resources. To help solve the paradox, outside assistance can prove exceedingly useful.

Under the auspices of a state appropriations act proviso, four school districts agreed to undergo an efficiency study during the 2014-15 school year. This study examined areas such as facilities, transportation, and finance. Each district that was reviewed was presented with a comprehensive report outlining numerous suggestions for improvement.

Finding 5

All plaintiff districts, particularly those scoring “below average” or “at risk,” should be required to have an efficiency and effectiveness study conducted. The results of these independent studies can be used to request additional resources from the General Assembly or, alternatively, direct the district toward greater efficiencies. To assist in the delivery of assistance, SDE should establish regional centers with a primary focus in the plaintiff districts.

Unfortunately, for some small and underfunded districts, just because a problem is identified does not necessarily mean that the problem can be corrected. Districts may not have the expertise to implement recommendations. In order to assist districts in building capacity, the State Department of Education should become a key provider of technical assistance.

Finding 6

The State Department of Education should establish a stronger emphasis on providing expertise and assistance to districts, with the Office of First Steps adopting the same role in regard to early childhood providers. This could manifest itself in the form of targeted and intensive professional development at the district, school, and day care levels, assistance with back-office functions, and information technology consultation.

This focus may require restructuring within SDE; however, the department should provide technical support to districts while also making the case to the General Assembly for resources or legislation that meet the needs of the districts.

Finding 7

To ensure the state remains focused on improving educational opportunities for children, the General Assembly should direct the enhancement of the Office of Transformation to include identifying low-performing schools in the Plaintiff districts and providing intensive and innovative interventions that produce immediate improvements in the academic growth and achievement of students. Additionally, the Office should evaluate the impact of the interventions.

Finding 8

The General Assembly should consider increasing the poverty rating for school districts with extreme poverty from a source to be determined. The increase in funding should be equivalent to a .30 growth in the current poverty weighting. Districts should be held accountable for how the funds are expended and the impact on student academic growth and achievement.

In Fiscal Year 2014-15 the General Assembly included a special weight in the Education Finance Act (EFA) for students in poverty. While funding is not the solution to many of the problems

facing education, the General Assembly should recognize that school districts with high concentrations of students who live in poverty face daunting challenges. For example, poverty negatively affects school readiness in kindergarten. Students in poverty incur summer loss in reading and mathematics because they do not have ongoing opportunities to learn and practice essential skills. Students in poverty also experience medical and physical needs that often detract from learning.

Research shows that approximately \$1,200 in additional per pupil expenditures is needed to provide the support that children who live in poverty require to help them achieve. These additional expenditures are for quality after-school programs, summer programs, extended school years, and overall increases in the amount of time spent learning.

Finding 9

Create a School Infrastructure Bank that has the authority to provide funding to districts that comply with the Bank's directives. Even before the filing of the *Abbeville* lawsuit, a recurring and constant concern revolved around the issue of facilities. The bond bill adopted by the General Assembly during the 1999-2000 session alleviated many facilities problems, but the problem of inadequate school buildings remains. Unfortunately, SDE does not have a comprehensive listing of district needs in regard to either deferred maintenance or capacity. Even if SDE did have such information, questions remain regarding the capacity of many districts to keep buildings in good working order.

Because building needs are constant, a School Infrastructure Bank should be established to provide ongoing assistance to the plaintiff districts. Before and during the lifetime of a loan, the bank must issue, and the district must comply with, directives necessary for the efficient operations of school facilities.

For example, the Bank should require districts to undergo a thorough efficiency and effectiveness audit that highlights the operation of school buildings. The Bank should stipulate that districts undertake a study of future enrollment trends so that both the construction and closing of buildings is considered. Additionally, it should ensure that districts have a building maintenance plan, and the wherewithal to implement it.

Not only do many of the Plaintiff districts suffer in comparison to other districts statewide, but their limited local property assessment values and lack of local resources perpetuate longstanding and formidable barriers to their students succeeding.

Finding 10

The General Assembly recognizes that as long as the state is responsible for the transportation of students to and from school, the General Assembly should monitor the amount of time that students spend on buses and use that time to promote student learning. Particularly in rural areas, students spend a great deal of time being transported from home to school and back again. With breakfast programs and afterschool programs, some elementary schools students are away from their homes for ten to twelve hours per day; therefore, the mantra "any-time learning" has to be instilled in all policy decisions. Consequently, looking to other states that have instituted computerized bus transportation

systems that maximize efficiencies, and, again, thinking innovatively for the 21st century, the state must consider other remedies to large buses in rural South Carolina. Could the State entertain the idea of leasing buses, especially smaller buses, equipped with Wi-Fi access in rural South Carolina to limit the morning ride time for students to one hour?

The sharing of resources--particularly buses--must be explored. The use of state and district owned buses for transportation to early childhood centers, dual enrollment classrooms, and Career and Technical Education centers demands strong consideration.

Even with improved leadership and targeted resources, the goal of improving educational opportunities for all South Carolina children would be enhanced if students began their academic careers ready to learn. The General Assembly has already taken an important first step by providing full-day four-year-old kindergarten programs to at-risk four-year-olds residing in over 60 school districts. As with other programs enacted by the Legislature, the question now becomes how effective is the program. What is the quality of the interaction between the child and teacher in four-year-old kindergarten?

The General Assembly has also mandated that children entering public five-year-old kindergarten in school year 2016-17 will be measured for readiness along several domains – early literacy and language development; mathematical thinking; physical well-being; and social and emotional development. These readiness results will be able to answer the question of effectiveness regarding the programs and initiatives that support children and their families from birth to age five.

The State Department of Education (SDE) recently selected three four-year-old kindergarten assessments. Individual districts may choose the one they wish to administer. Early childhood development (birth through age eight) has been found to have a significant impact on children's school success over their entire school career.

Finding 11

The General Assembly should use the results of the assessments to determine whether individual programs are providing high quality learning to their students. If high quality learning is not present, assistance in the form of professional development should be provided from SDE and the Office of First Steps. Professional Development should be available on both the instructor and administrator levels. Additionally, a technical assistance network should be established between First Steps and SDE. Because both entities work with four-year-old kindergarten programs, it would be useful if the schools and centers were provided with similar information and guidance.

Finding 12

The General Assembly should also examine whether all early childhood programs should be combined into one agency. Programs are currently provided through several state agencies (DSS, DDSN, DHEC, etc.). By involving so many different entities, knowing where to turn for assistance can be daunting. Moreover, the current system increases duplication and while decreasing efficiency. In order to centralize services, one agency should have control over state efforts that involve children four-years-old and younger.

OTHER BUDGET ISSUES

Funding of Teacher Cadet Programs in high schools in Plaintiff Districts.

Increased funding of Rural Teacher Incentive Program.

Phase-in of funding for districts with extreme poverty.

TIMELINE:

The following timeline is designed to provide a framework to the General Assembly. The Task Force is cognizant of the fact that the enactment of legislation is not guaranteed, and the timing proposed is subject to change.

- | | |
|-----------------------|--|
| June 2016 | Enactment of legislation creating the Office of Transformation.

SDE begins implementation of Regional Service Centers to increase capacity of plaintiff districts.

Local districts begin implementation of recommendations that do not require approval of the General Assembly. |
| July 2016 | Increased funding for school bus purchases or leases, and for school bus drivers' salaries.

Evaluation of school infrastructure needs, including technology, begins. |
| September 2016 | The Office of Transformation is open and functioning. |
| March 2017 | School Infrastructure Report submitted to General Assembly and Governor. |
| June 2017 | Enactment of legislation creating School Infrastructure Bank. |

Subcommittee Recommendations

Provided below are the recommendations of the five Task Force subcommittees:

Transportation and Facilities Infrastructure Subcommittee³

Recommendation 1

The State should fund studies by SDE (or allow SDE to contract with a private vendor) of school facilities in each of the Plaintiff Districts to analyze the needs, costs, and funding options to construct, renovate, and maintain schools in the Plaintiff Districts in order to provide adequate and safe space and modern equipment providing students with excellent academic and vocational learning opportunities.

These facilities should provide the space, technology, and equipment sufficient to enable the instructional staff and school leadership to expand student experiences in a manner that decreases student dropout rates and prepares them for technical training, post-secondary education, or the military. The facilities must increase student access and choices from a broader array of EEDA clusters, the arts, technology, technical education, and community learning.

These studies should also consider the use of school facilities as community learning centers, including access to technology, and as sites for the provision of multi-agency services. Demographic trends, including future district population trends, should also be incorporated in the study.

Finally, the studies should include the following items and be overseen by SDE:

- Determine which districts have a five-year master plan;
- Determine current and projected enrollment capacity and utilization rates by school and grade-levels;
- Analyze the needs, costs, and funding options to construct, renovate, or upgrade schools with special attention given to health, safety, energy management, technology, and instructional-needs of students;
- Determine if facilities can be shared or consolidated, especially for districts having fewer than 1,000 students; and
- Determine each district's ability to fund needed renovations or constructions.

³ SDE has begun work on several of the recommendations, including 6, 11, and 12.

Recommendation 2

Once the study of school facilities referenced in Recommendation 1 is complete, SDE should create priorities for facility funding. The foremost category for immediate funding should be health and safety. Once the health and safety deficiencies are met, other categories should be funded.

Recommendation 3

The State should provide a more robust school transportation system, including stable and adequate funding, for reductions in student travel time so that student learning is not impeded and students have increased access to courses, extra-curricular activities, and afterschool and summer learning opportunities. The feasibility and effectiveness of providing digital access for students on buses should be determined and provided, if proven both feasible and practical in order to increase learning time.

Recommendation 4

Plaintiff districts, with the assistance of SDE, must be required to evaluate whether intra-district consolidation of facilities is possible, and, if so, what transportation resources are needed. Plaintiff districts should report their findings to the Governor, Speaker of the House and President Pro Tempore of the Senate.

Recommendation 5

Districts should investigate whether facilities can be shared with other districts or entities such as Technical Colleges. Plaintiff districts should report their findings to the Governor, Speaker of the House and President Pro Tempore of the Senate.

Recommendation 6

SDE should study the feasibility of using more, but smaller, buses in rural areas where there is lower population density. Additionally, SDE should survey plaintiff districts to determine if smaller buses are desirable.

Recommendation 7

SDE should evaluate the possibility of developing or purchasing software that could improve the state's bus routing system for the purpose of reducing student ride time and increasing the overall efficiency of the program.

Recommendation 8

The General Assembly should consider proposing a change to the state constitution whereby a district's debt limit can increase from eight percent to ten percent.

Recommendation 9

A capital bond fund, or School Infrastructure Bank, for facilities and other infrastructure needs should be established pursuant to the study referenced in **Recommendation 1**. Districts should be able to borrow funds from the state at a low, or no, interest rate.

Recommendation 10

SDE should analyze whether plaintiff districts can, or should, cooperate and coordinate bus routes (i.e. could districts agree to transport across district lines in order to improve efficiency, and could routes be consolidated). SDE should further examine if statutory changes would be necessary to allow inter-district cooperation.

Recommendation 11

The General Assembly should establish a special line item appropriation for plaintiff districts that will increase the average hourly rate paid to school bus drivers and fund additional school bus drivers. The fund should initially focus on the plaintiff districts, but then expand to all other districts.

Recommendation 12

SDE should work with school districts to develop best practices in regard to cross-training employees to also drive school buses.

Accountability (Academic and Financial), Continuous Improvement, and Leadership (District, School and Community) Subcommittee**Recommendation 1**

Assessment cut scores need to be raised and aligned to NAEP College and Career Standards.

Recommendation 2

The accountability system should reflect college and career readiness. Schools should be graded on students being ready for jobs or college.

Recommendation 3

The accountability system should measure how well schools communicate career options to students.

Recommendation 4

Districts should identify regulatory barriers that prevent them from operating efficiently.

Recommendation 5

Efficiency studies of district operations would be very beneficial. A district should be required either to implement the study's findings or explain why they cannot be implemented. Incentives encouraging districts to undertake such studies and implement the recommendations should be examined.

Recommendation 6

It is essential that the state have a longitudinal data system in order to gauge student success from pre-K to college and/or careers.

Recommendation 7

SDE and the Education Oversight Committee (EOC) should develop criteria for measuring school success in regard to students' workforce readiness. Data governance policies should be developed in order to require agencies to share relevant information.

Recommendation 8

SDE should ensure that schools provide linkages for students with both potential employers and institutions of higher education.

Recommendation 9

SDE and EOC should examine diplomas for special needs students. There should be an examination of how special needs students impact the graduation rate.

Recommendation 10

SDE should encourage schools to provide more effective follow through with parents and students in regard to the Education and Economic Development Act. This includes the use of high school assessments to help guide students' college and career decisions.

Recommendation 11

Leadership from the School Board to the classroom must be improved.

Recommendation 12

There should be mandatory training for Board members. Barriers to effective board leadership need to be explored and corrected.

Recommendation 13

The General Assembly should support leadership training programs for Superintendents and Principals.

Recommendation 14

Barriers for individuals wishing to be school leaders need to be examined (i.e. certification). Additionally, alternate pathways for school leaders should be considered.

Recommendation 15

Principal mentors should be used for new school leaders (see, e.g. CEEL, Northeast Leadership Academy, etc.).

Recommendation 16

Collaboration among districts and the sharing of best practices must be enhanced and made a priority between districts. SDE should assist in this effort.

Recommendation 17

All school districts should be accredited through AdvanceEd.

Recommendation 18

The General Assembly should identify incentives for districts considering consolidation. Consolidation should be strongly explored by persistently underperforming districts, districts with low student populations, and districts in danger of financial insolvency. Funding inequities that exist between districts must be addressed.

To foster improved district efficiency and sustainability, and great opportunities for students, the State should establish a School District Consolidation Incentive Program. The incentives may include, but not be limited to, the following:

1. Waivers approved by the State Board of Education on accountability reporting requirements.
2. Available funding assistance on district debt retirement, cross-district teacher and employee salary uniformity, and other consolidation implementation costs.
3. Enhanced funding for regional career centers serving consolidated districts and regional partnerships.

Recommendation 19

Districts and private childcare providers should be encouraged to consolidate business functions (i.e. human resources, transportation, facilities management, information technology, etc.) where appropriate.

Recommendation 20

If an Achievement School District (ASD) is considered to be the best option for assisting persistently struggling schools and districts, the model must be modified so that it addresses the needs of South Carolina. For example, instead of initially focusing on the poorest performing schools across the state, entire school districts that consistently earn low report card scores could potentially be put under the jurisdiction of an ASD.

Recommendation 21

The South Carolina Virtual School program needs expansion in order to build capacity in the rural districts. Schools should examine flexibility in scheduling.

Recommendation 22

Collaboration and the sharing of best practices must be enhanced. This includes private childcare providers, K-12, and higher education.

Recommendation 23

Perhaps the biggest change to the teaching profession is the proliferation of technology. More should be done to assist teachers in learning how to utilize and implement technology.

Recommendation 24

Teacher salaries, both for beginning and veteran teachers, should be reexamined and probably increased.

Recommendation 25

SDE should explore the expansion of the adjunct teacher program, especially for Career and Technology and STEM positions.

Recommendation 25

The State Superintendent of Education, should work with the local legislative delegations, local school boards, and education communities to explore all possible shared resources, services, and programs to enhance the opportunities for students across district and county lines.

Educator Recruitment, Retention, Effectiveness, and Professional Development Subcommittee**Recommendation 1**

SDE should identify teachers who are successful in teaching children of poverty, recruit them to be classroom teachers, and implement professional learning for children of poverty. The State should further provide the technology and other state of the art instruments of remote learning proven to be effective, when remote instruction is required in the classroom.

Recommendation 2

To improve the quality of teachers who are recruited and retained in the Plaintiff districts, the General Assembly should expand the Rural Teacher Initiative to include an allocation for Plaintiff districts. The allocation could be expended on a variety of best-practice strategies that address the specific hiring needs of each district. The effectiveness of the strategies employed should be evaluated and results provided to districts throughout the state as model initiatives. In addition, the General Assembly should review existing laws on the dismissal of ineffective teachers to guarantee that districts can expedite the dismissal process while guaranteeing due process of teachers.

An independent entity should set the desired salary levels and let the General Assembly fund them. This should be above the state funding given to other school districts for teacher salaries because other districts that are wealthier will increase salaries to keep/attract teachers. Consideration should be given to allowing the districts flexibility in determining that only staff with demonstrated proficiency in Teaching Children of Poverty would receive this supplement. This should increase over the years as funding improves.

The State should pay the entire cost of the required Praxis examinations, background checks, tuberculosis tests for prospective teachers, and for individuals in the Plaintiff districts who are returning to school to become teachers. The costs for these are expensive and prohibitive for some students. Again, a contract to protect both the employee and district should be required.

Recommendation 3

Leadership in the classroom must be addressed. Research documents that, for school-related factors, the quality of the classroom teacher has the single greatest impact on student achievement. It is estimated that a teacher has two to three times more impact on a student's success in reading and mathematics than any other school factor, including services, facilities, and even leadership.

For Plaintiff districts, the General Assembly should increase teacher (and principal if appropriate) contract days by ten and fund accordingly. The purpose would be to provide staff development days where local experts in teaching children of poverty would assist other teachers, but not be removed from the classroom.

The General Assembly should determine what incentives are necessary (and then fund them) to attract and retain top quality teachers into the Plaintiff Districts e.g. total loan forgiveness if the teacher works in such a district for five years, housing allowance, free tuition for graduate courses, additional supplements for teachers in areas where supply is very low (math, science, special education etc.). Funds for the Teacher Loan Program are not fully utilized; therefore, this program should be marketed more extensively to encourage greater participation. The candidates should receive larger loans, or have more rapid payoff of the loans, for those in the Plaintiff districts.

Recommendation 4

The State, working through SDE and CERRA, and by offering enhanced compensation or other benefits, should establish a pool of well-qualified teachers to be employed in the Plaintiff districts sufficient to meet the districts' needs. Special consideration should be given to teachers specially trained or proven to be effective in teaching students of poverty. The compensation and other benefits should be sufficient to enable the Plaintiff districts to attract and retain teachers who are highly skilled and effective in teaching children of poverty.

For teachers who have certification endorsements in teaching children of poverty or who are working towards such a certificate, an additional financial supplement should be provided. This should apply statewide because all districts have students in poverty. Also, the coursework for Teaching Children of Poverty should be provided by the colleges at no cost. The state should provide the funding to the colleges.

For districts that choose to employ retired teachers who are effective with children of poverty, the state should fund those teachers on the teacher salary schedule rather than at a reduced salary. Also, the district could consider using the teacher on a part-time basis if appropriate. The State should provide funds for an expanded Teacher Cadet program to recruit students into teaching. CERRA should provide information as to the necessary costs.

Recommendation 5

The State should provide incentives and other resources for teachers in the Plaintiff districts to enable them to have access, time, and incentive to enroll in higher education courses whose emphasis is teaching children of poverty, as well as earn graduate credit that will lead to an add-on certification for teachers trained to teach children of poverty.

The state should conduct a facility needs assessment in the plaintiff districts, and fund those facility needs over a period of years. While facilities in themselves do not instruct, new, remodeled, non-leaking roofs, and technology-ready buildings are essential to teacher and staff happiness and effectiveness.

Recent research on teacher retention suggests that having teachers feel ownership of their schools and programs is essential to having the teachers remain in the classroom. The state should provide sufficient funds to Plaintiff districts to provide better mentoring and support for beginning teachers. However, the “good” teachers who are the experts should not be removed from the classroom for mentoring.

Recommendation 6

The State should provide financial incentives, such as the Homegrown Teacher Initiative, Rural Education Salary Supplements, and longevity bonuses sufficient to attract and retain top-notch superintendents and principals who, in turn, should be evaluated in part for their ability to attract and retain teachers or other leaders who are effective in teaching children of poverty.

Funds should be provided for release time so these staff can leave work and attend college (possibly with some on line instruction as well as face to face). The semester required for student teaching should be funded at their present salary level with additional funds provided for the substitute teachers. To protect both the district and employee, suitable contracts should be developed to insure that the employee returns to the home district once the training is complete.

Recommendation 7

Upon finding instability of leadership in regard to the district superintendent, SDE should be given the authority to require an assessment by the district’s accrediting entity. The school board shall adhere to the recommendations provided by the accrediting entity or be subject to intervention by the State Superintendent.

Recommendation 8

The State should implement high-quality and embedded professional learning experiences that have been demonstrated to be effective, and to increase student learning as well as preparing students to meet state academic and career standards. SDE should establish criteria for demonstrated effectiveness based on state of the art knowledge and professional learning successes in similar settings. Educators should be given the time, incentive, salary supplements, and support to undertake these professional learning experiences. Year-long contracts should be provided to teachers when needed to fully implement professional development.

Recommendation 9

The State should fund regional lead institutions of higher education (for example, Francis Marion University’s Center of Excellence for Teachers of Children of Poverty) to develop and implement ongoing training for school district board members, superintendents, principals, and teachers on the issues of poverty and learning, develop and support community outreach and collaboration, improve leadership in turnaround schools to support teachers and principals to improve continuously, and work as a team with parents and the community.

Recommendation 10

The State should employ Francis Marion University's Center of Excellence for Teachers of Children of Poverty to convene meetings of community leaders, district board members, superintendents, principals and teachers, and experienced faculty from other colleges to deepen their understanding of the impact of poverty on achievement and methods of working collaboratively to institute educational achievement and learning based upon that knowledge.

Recommendation 11

SDE should encourage all teachers in their Goal Based Evaluations to include not less than one goal related to improving the achievement of children of poverty, and use action-based research to document the achievement of that goal.

Recommendation 12

SDE and the Commission on Higher Education (CHE) should modify policies and practices based on research studies using systemic tools such as "Great Teachers and Leaders" and utilized by SDE to assess root causes related to teacher quality and turnover and effectiveness, and require state action to address root causes.

Recommendation 13

SDE and CERRA should conduct an initial interview-based study of a sample of teachers in the Plaintiff districts. The purpose of the study is to identify school, district, and personal factors related to attracting and retaining teachers in the Plaintiff districts. The sample should include four subsamples: those new to teaching (Subsample 1), those new to a Plaintiff District (Subsample 2), those who have taught in the same district for a minimum of eight years (Subsample 3), and those who are no longer teaching or no longer teaching in the Plaintiff districts (Subsample 4). Interview questions should focus on why a teacher chose to teach in his or her respective school, why a teacher chose to transfer to that school as well as reasons for leaving his or her previous school, why an experienced teacher chose to remain in that school and/or district for an extended period of time, and why a teacher left a school in one of the Plaintiff districts.

Recommendation 14

SDE should identify, and the State should fund, a cadre of higher educational faculty across the state to work together and in collaboration with school district personnel and faculty at other institutions of postsecondary education, including Historically Black Colleges and Universities, to enhance the understanding and ability to work with children of poverty and ensure their success. The cadre is further responsible for working with South Carolina professional associations to form a separate professional association focused on children of poverty.

Recommendation 15

SDE and CERRA should require school districts to utilize annual surveys of teachers, including queries on working conditions, to direct the work of school and district leaders in building a culture in which teachers want to work and feel supported in their efforts.

Recommendation 16

The State should establish regional early childhood development training centers in two or more of the Plaintiff Districts staffed by professors of early childhood education and their students. The practicum students should be provided full scholarships, to include tuition and travel allowances, for their training during that semester.

Recommendation 17

SDE, CHE, the State Board of Education, and teacher preparation institutions should modify regulations, policies, and practices to ensure more rigorous admission and exit requirements for teacher preparation programs, ensure that programs are consistent with state learning standards, and incorporate the principles of teaching children of poverty as well as practica with children of poverty in all programs.

Recommendation 18

Free the districts and schools of paperwork requirements, excessive testing, and give teachers time to prepare their lessons and collaborate with peers. The State should determine the proper balance between high stakes testing and accountability and the loss of local control of the educational process, and work toward improving this balance. Technology could possibly be of benefit.

Recommendation 19

SDE should specify the criteria for effective professional training programs implemented in the districts. Criteria should include, but not be limited to, alignment with performance expectations, demonstrated achievement, and effectiveness in similar districts. SDE should identify all state funds available for professional learning, evaluate the process, content, and results of all professional learning experiences and programs to determine how successful they are in accomplishing their goals, and recommend improvements or elimination if the goals are not achieved.

Recommendation 20

CERRA should conduct a survey of educators and students majoring in education to determine which incentives could attract educators to rural and underperforming districts.

Recommendation 21

Revise the Teacher Fair Employment and Dismissal Act (S.C. Code of Laws Ann. §59-25-450, et.al) to remove the termination appeal process from the local school boards for teachers and principals who are dismissed. If the teacher or principal wishes to appeal, the proper venue should be the courts. Another option would be to have an independent arbitrator hear the dismissal case rather than the school board, with the educator having the option of appealing to the courts if decided against the teacher or principal.

Recommendation 22

Support should be provided to plaintiff school district human resource managers. Best practices regarding the recruiting and hiring of educators and other personnel should be shared with the managers.

Recommendation 23

School districts must find ways for teachers to experience professional growth without leaving the classroom full-time. Such opportunities can include hybrid roles, virtual courses, and team teaching. North Carolina is examining legislation to provide funding to districts that establish new professional growth models.

Recommendation 24

Educators must become more engaged in teaching. Schools need to seek out and allow greater teacher engagement and input on decisions. Schools with the reputation of engaging teachers should have a better chance of recruiting excellent teachers.

Recommendation 25

Distance/virtual learning should be more fully utilized to bring excellent teaching into rural classrooms. Facilitators should be in the onsite classroom to assist with student collaboration and learning.

Recommendation 26

Professional development must be improved. A twelve-month or extended teacher contract, especially for the Plaintiff districts, could be implemented to help close the content knowledge gap. This extended contract would allow for summer professional development designed around the adoption of textbooks, standards, or curriculum. Also, micro-credentialing could be implemented to recognize educators who obtain new skills. Professional development opportunities need to be audited in order to ensure effectiveness.

Recommendation 27

Educator preparation must be transformed. Technology can be a tremendous tool in training future educators by allowing them to observe diverse classrooms (e.g., rural, special education, high minority, and high poverty). The state must examine the exit requirements of graduates, i.e. what does the state want teacher preparation graduates to know in order to be effective on their first day in the classroom (classroom-ready teachers).

Recommendation 28

Transforming education is not just a school issue, it is the responsibility of the entire community. South Carolina should consider efforts like those in Washington State to turn schools into community hubs. Non-educators such as pastors and farmers can be recruited to serve as substitutes, bus drivers, etc.

College and Career Pathways of High Quality Learning Opportunities in Elementary, Middle, and High Schools**Recommendation 1**

In order to provide greater access to college-level courses, SDE, CHE, and the State Board for Technical and Comprehensive Education (SBTCE) should be required to establish cut scores on admission tests that would allow students to avoid having to take remedial classes upon entering higher education.

Recommendation 2

The Central Carolina Technical College scholarship model should be examined and expanded across the state in a more uniform service model starting in the Plaintiff districts. [Students who graduate high school with at least a C+ average, and who meet the necessary scores on a college assessment, can attend a technical college for two years without expense to the students.]

Recommendation 3

SBE and SBTCE should be appropriated funding and required to increase the availability of dual enrollment courses throughout the state. This includes making dual enrollment more available and affordable for students and their families, starting in the Plaintiff districts, without expense to the students.

Recommendation 4

In addition to offering many more dual enrollment courses, the State should enable each high school in a Plaintiff district to offer a full array of courses leading to workforce, career, and college access, as well as youth apprenticeships, to prepare more students to meet the goals of the Profile of the South Carolina Graduate. This should include dual enrollment courses, career and technical preparation, full access to technical college programs, course recovery mechanisms leading to high school graduation, access to all EEDA career clusters and Advanced Placement, International Baccalaureate and/or similar advanced course offerings during the school day, afterschool, and summer. SBTCE and SDE, working with local technical colleges and school districts should do the following:

- A. Conduct a curriculum review in the Plaintiff middle and high schools to determine availability and success in courses preparatory for high school and beyond;
- B. Audit the implementation of the provisions of the EEDA with an emphasis on improving guidance and counseling and providing assistance for full and effective implementation;
- C. Develop engaging, rigorous, state-approved models of teaching and learning;
- D. Recommend changes in state law, regulation, funding, and transportation systems so that high school students successfully achieve the level of the Profile of the South Carolina Graduate. All changes and programs should be developed with representatives of local workforce development boards and district coordinators of advanced learning; and,
- E. Incorporate strategies to equip and support teachers of advanced courses to engage students.

Recommendation 5

The General Assembly should fully fund the EEDA in the Plaintiff districts.

Recommendation 6

In areas where there is a shortage of highly-qualified educators, SDE, through its virtual education program, should initiate an online series of courses that are taught remotely by expert teachers. In-class assistance should be provided by existing classroom teachers until those teachers also become highly-qualified. Course offerings should be enhanced, and seventh and eighth grade exploratory courses should be expanded.

Recommendation 7

Because the Plaintiff districts have high concentrations of students living in poverty, the General Assembly should fund, or phase-in funding over three years, an additional allocation to districts of \$1,500 per student (which equates to 0.5 of the base student cost) for students in kindergarten through grade five who are enrolled in public schools in the Plaintiff districts. The additional funds would be used to provide after-school programs, arts enrichment, extended day or extended-year learning opportunities, or other initiatives aligned to the Profile of the South Carolina Graduate. Accountability for the expenditure and effectiveness of the programs would be required.

Recommendation 8

SDE, working with a District Coordinator for Family Involvement, Afterschool and/or Summer Learning Programs, should design and implement extended time learning programs. The State should seek other funds in addition to State funds to support programs in all elementary and middle schools in the Plaintiff Districts. The coordinators should build partnerships to design and provide quality afterschool and/or summer learning opportunities in or near their schools. Coordinators should work with the principal and superintendent as well as the Federal Funds Coordinator to allocate Title I and other funds to develop comprehensive afterschool and/or summer learning programs, but, to provide for certainty and insure a long term solution, the State should ensure that these programs are fully funded irrespective of the success in obtaining outside resources. Partnerships with entities focused on afterschool programs, youth activities, literacy, STEM, arts and cultural and community organizations, employers, and faith-based, youth-serving and workforce groups, and technical colleges and other higher education institutions should be leveraged to expand and improve the afterschool and/or summer learning opportunities and to engage more families in the education of their students and improve the parents' own education levels. To maximize the impact and minimize costs, the afterschool and summer learning opportunities should employ master teachers from the region and local schools and use community teachers—tutors, mentors, artists, retirees and college students—to inspire the students and involve families in the planning and delivery of the programs.

Recommendation 8

Districts should investigate whether facilities can be shared with other districts or entities such as Technical Colleges.

Recommendation 9

SDE should continue its work with institutions of higher education in order to ensure that new educators receive the proper pre-service coursework.

Recommendation 10

The South Carolina Arts Commission and SDE should provide leadership and support to school districts to implement engaging comprehensive and integrated arts education programs within the school day and through opportunities after school and during summer. Districts and schools should be eligible to receive grants for curriculum development, coordination with other community and education providers, and professional development for providers. Instructional implementation may include acquisition of materials and access to arts learning experiences in the school day, afterschool, and summers. Priority should be given to starting STEAM summer learning camps (integrating science, technology, engineering, arts, and math) and developing and expanding Arts in Basic Curriculum in the Plaintiff schools and districts. A STEAM grant fund should be established to support the development and on-going implementation of one hundred STEAM summer learning sites, twenty Arts in Basic Curriculum sites, and teaching artists residencies to be phased-in over five years in interested Plaintiff districts.

Recommendation 11

SDE in partnership with interested Plaintiff schools and teacher preparation programs should help recruit and prepare teacher education students and teacher education graduates to give personalized attention to struggling students in summer programs, and give prospective teachers opportunities to work in engaging learning settings in high poverty or rural communities.

Recommendation 12

Each Plaintiff district, with leadership from SDE and state funding, should provide systemic student and family outreach to enable planning for future successful workforce, career, and postsecondary education experiences. This system should include, but not be limited to, the following: space, staffing, and resources sufficient for regular parent and student workshops; a minimum of two meetings annually among students, families, and counselors; organized visits for families and students to institutions of higher education and/or workspaces; and involvement of businesses and employers in design and implementation of visits to workplaces.

Recommendation 13

SDE should convene a task force to review school and district disciplinary policies to determine the policies' effectiveness in reducing problem behavior, their fairness to all students, their impact on instructional time, and should report and recommend policies and practices that are successful.

Recommendation 14

SDE should support, with funding from the General Assembly, districts through regional education centers or consortia. Existing consortia may be utilized to provide assistance, and consortia should be coordinated to serve districts that are not currently working with other districts through this regional approach.

Recommendation 15

Additional professional development staffing, coordination, and assistance may be provided through these centers referenced in **Recommendation 14**. District should be able to better coordinate services.

High Quality Early Childhood Education and Family Engagement Subcommittee

Recommendation 1

Children from birth through age five, and their families who live in poverty in the plaintiff districts and throughout the state, should receive high-quality, effective interventions. Recent research in brain development has documented that quality early childhood programs, those with close interactions between teachers and children and those that engage families and communities, are the key to long-term cognitive development, especially for children living in poverty. While South Carolina has many state agencies and programs serving these children, coordination of efforts is limited, accountability is lacking, and quality suffers. The goal must be to mitigate the potential damages of poverty as soon as possible with coordinated efforts beginning with prenatal services and continuing throughout the child's early development.

The example of Florence School District One's Start SMART initiative must be replicated at the state and local levels of government. Schools, private child care centers, families, communities, pediatricians, employers, and state agencies must work together to ensure all children are ready for success in public education.

At the state level, to improve the effectiveness of all state-funded early childhood programs that serve children and families in poverty, the state should consider the recommendations of the Southern Regional Education Board's Commission on Early Childhood. The Commission's report highlights best practices from other SREB states and makes specific state policy recommendations that focus on: Program Quality, Teacher Quality, Accountability, Access, and Governance. While South Carolina has greatly expanded access to full-day 4K for children in poverty, the state has to improve the quality, accountability, and governance surrounding all early childhood programs that serve children in poverty. To help improve quality, ratings such as Quality Counts should be implemented so that there is continuous review and involvement.

Recommendation 2

Develop and regularly update the following: standards for programs for children from birth to third grade, learning guidelines for children, and practice standards for teachers and classrooms.

Recommendation 3

Align quality standards for early childhood programs to each other and to K-12 programs, with special attention to aligning standards from pre-K to third grade.

Recommendation 4

Coordinate funding streams across public and private settings to achieve efficient use of resources and promote high-quality programs for children and families.

Recommendation 5

Promote effective, evidence-based, and developmentally appropriate curricula in early childhood programs.

Recommendation 6

Establish systematic quality improvement initiatives, such as quality rating systems for child development programs, as well as incentives that reward and improve performance.

Recommendation 7

Develop and sustain a high-quality early childhood program workforce with the competencies to foster the social, emotional, and cognitive development of young children.

Recommendation 8

Ensure that pre-service early childhood practitioner-training programs at postsecondary institutions provide opportunities for future teachers to develop the specialized competencies they will need to work effectively with young children.

Recommendation 9

Regularly review, and improve as needed, licensing and professional development requirements for practitioners in order to ensure that workforce standards are continuously realigned with program standards.

Recommendation 10

Ensure that practitioners in early childhood programs have access to high-quality and affordable professional development, and that high-impact strategies such as coaching are available for those who need skills to meet program standards or licensing requirements.

Recommendation 11

Enact a state accountability system that assesses program performance and rewards quality.

Recommendation 12

Establish an assessment system and strategies that support teachers' and caregivers' instruction, measures children's progress in essential domains of growth and development, and are developmentally appropriate for young children.

Recommendation 13

Set expectations and performance targets for publicly funded programs, and report outcomes to policymakers and education leaders regularly.

Recommendation 14

Enact performance-based financing policies that promote continuous improvement and reward quality in early childhood development programs and services.

Recommendation 15

Align standards, curricula, and assessment both vertically (within a grade level) and horizontally (from prekindergarten to the third grade) to maximize gains for young learners.

Recommendation 16

Ensure that financing policies call for a full analysis of the various sources of available funding— which can inform policy and future investment.

Recommendation 17

Incorporate early childhood program data — taking appropriate steps to ensure full security of information about individual students — into states' longitudinal data systems to enhance capacity to track results.

Recommendation 18

Establish cross-agency data analytics systems and processes that inform long-term policy and financing solutions.

Recommendation 19

Conduct cost-benefit analyses of programs and services to determine effectiveness of interventions.

Recommendation 20

Provide high-quality early learning services to the groups of young children most likely to benefit from interventions.

Recommendation 21

Identify general demographic and economic factors that most interfere with school readiness in the state, and ensure services are available to address the needs of children at risk and their families.

Recommendation 22

Devise early-warning systems to identify specific groups of children who may benefit from early and sustained interventions — those born at low birth weight, for example, and those living with single parents in disadvantaged homes — and coordinate networks of support services for them and their families.

Recommendation 23

Set a goal to serve a high proportion of at-risk children in the state and establish a plan and timetable for reaching the goal.

Recommendation 24

Establish eligibility priorities for participation in early childhood programs to target services to the most at-risk students so the available resources meet the greatest need.

Recommendation 25

Assess statewide needs and survey programs periodically to determine if the state's early childhood programs are geographically and socioeconomically distributed to meet the state's highest needs.

Recommendation 26

Establish a comprehensive and integrated framework of policies and programs that support early childhood development in the state.

Recommendation 27

Establish a policy and fiscal framework for early childhood development, from birth through eight years old, as a strategic priority.

Recommendation 28

Create a statewide cabinet or coordinating council responsible to the governor, legislature, or key education or human services leader to provide policy direction and coordinate overall planning for early childhood education in the state. This entity should focus on assisting children and families living in poverty.

Recommendation 29

Conduct a comprehensive budget analysis of all funding streams related to early childhood development, and use the results to coordinate among multiple agencies and maximize the federal, state, local, and private resources available for young children and their families.

Recommendation 30

Recognize early childhood programs as strategic elements of the state's overall economic and cultural development efforts, and include improvement and targeted expansion of these programs as part of any strategic state effort.

Recommendation 31

An inventory of early childhood education resources that are offered in other states, but not South Carolina, should be compiled.

Recommendation 32

SDE, Office of First Steps, Children's Trust of South Carolina, and other applicable agencies and entities should conduct a study of early childhood funding streams in order to identify the sources of revenue.

Recommendation 33

According to a June, 2015 SREB report entitled *Confronting the Fade-Out Debate: Children Flourish and Gains Do Last in High-Quality Pre-K Programs*, children who are provided with high-quality pre-K programs are more likely to avoid remediation and special education than their peers who did not have access to such programs. In order to ensure that programs are high-quality, South Carolina needs to adopt a statewide quality rating and improvement system (QRIS) that is continuous and ongoing and applies to both state programs and private programs funded by the state.

Recommendation 34

SDE and the Office of First Steps to School Readiness should adopt the ten national standards of program quality issued by NIEER and apply them to all programs receiving state funding.

Recommendation 35

Working with the colleges of education, SDE should ensure that teacher credentialing programs are offered that are tailored to early childhood education teachers (see, e.g. University of South Carolina Upstate). The State should establish regional early childhood development training centers in two or more of the Plaintiff Districts staffed by professors of early childhood education and their students. The practicum students should be provided full scholarships, to include tuition and travel allowances, for their training during that semester. The training centers should train childcare providers and early childhood teachers with specific focus on high-quality teacher-child interactions.

Recommendation 36

SDE and the Office of First Steps should ensure that pre-K curricula is appropriate and aligned to early learning standards.

Recommendation 37

South Carolina's early childhood services and programs are scattered throughout numerous agencies, e.g. First Steps, SDE, DSS, DDSN, etc. The General Assembly should ensure that there is better coordination among the agencies to prevent overlapping and promote greater efficiency.

Recommendation 38

In order to serve more at-risk children, SDE, First Steps, and Head Start should be required to collaborate in order to avoid overlap and create greater access to high-quality child care and parenting programs.

Recommendation 39

In school year 2015-16, the state is administering an early literacy assessment to all students entering public schools in kindergarten. Pursuant to Act 287 of 2014, the General Assembly has already charged the State Board of Education with implementing a comprehensive readiness assessment in school year 2016-17. The General Assembly should fund the cost of the assessment(s) and the professional training for kindergarten teachers who will administer the readiness assessment(s) and complete the observation checklists. Using this information, the General Assembly should then require that EOC (or whomever is designated) annually report on the early readiness indicators by state and county. The report should require that a statewide longitudinal data system be implemented, and all responsible agencies and programs should be required to contribute data. The states of Maryland and Kentucky produce such reports that guide policy decisions and resources.

Recommendation 40

This past session the General Assembly funded additional FTEs for the Office of Early Literacy and Learning. This office should be charged with the following: SDE, in collaboration with DSS, DHEC, EOC, and First Steps, shall provide guidance and support for district and/or regional meetings of early childhood collaborative work groups, including educators, parent liaisons, health care providers, and family services providers, to promote communication, continuous learning, and the evaluation of children's progress and development.

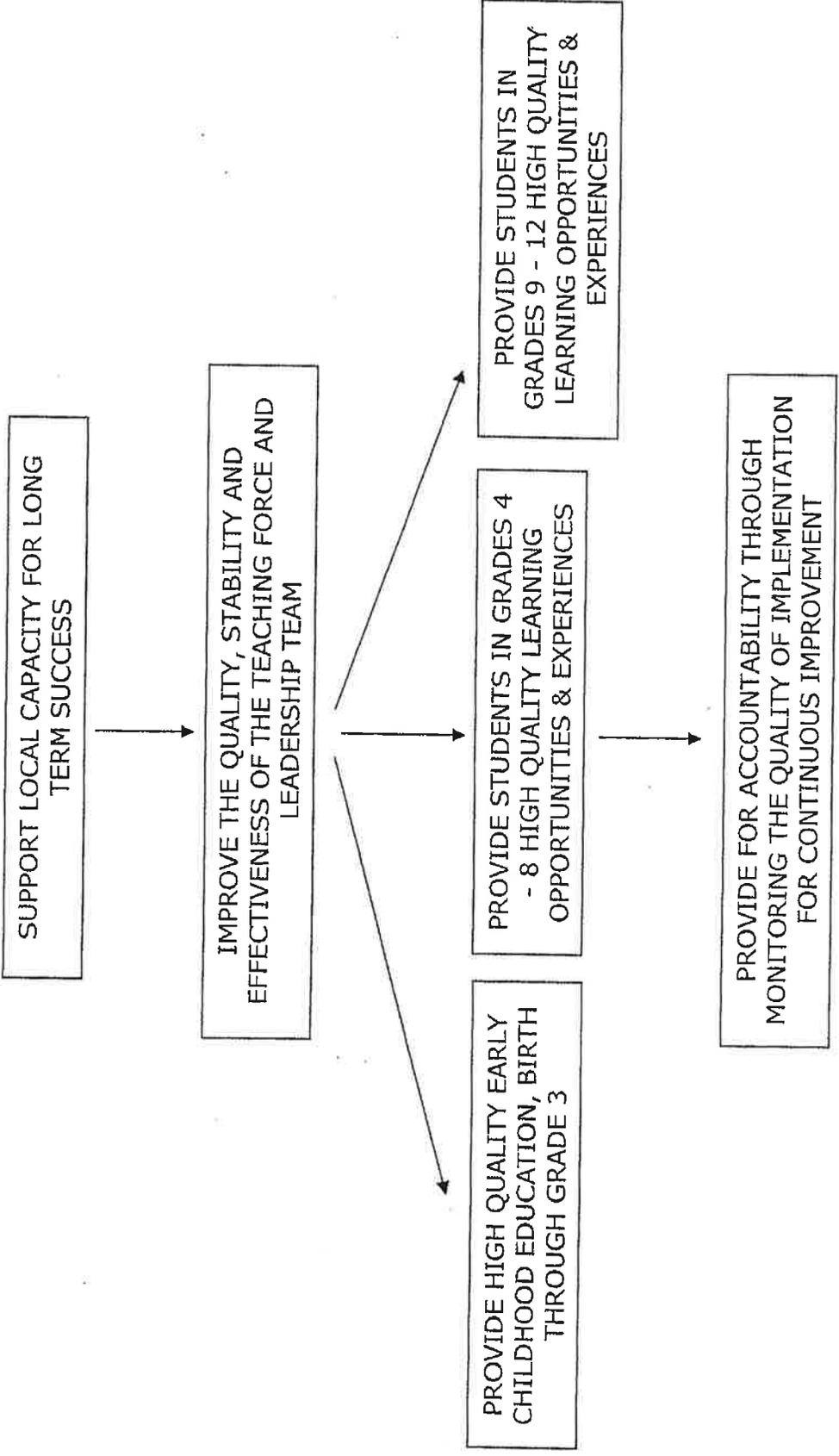
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APPENDICES

Appendix I	Framework and Summary Submitted by the Plaintiff Districts
Appendix II	Plaintiff Districts' Recommendations
Appendix III	Staff Recommendations
Appendix IV	District Data Provided by the Education Oversight Committee

Appendix I

FRAMEWORK FOR ABBEVILLE REMEDY



This comprehensive list of educational initiatives and needed changes, if fully implemented and funded, is designed to meet the charge given to the House Education Policy Review and Reform Task Force. These initiatives, opportunities, and strategies are designed to provide each child in South Carolina, including those in the Plaintiff Districts, an education that enables them to become productive citizens equipped with the world class knowledge, skills, and life and career characteristics described in the Profile of the South Carolina Graduate developed by Transform SC. To succeed, a special focus on our low-wealth, rural schools across our state is essential. Many of our recommendations provide answers to questions posed to the Task Force, and it is our sincere hope that you will rely on this document to guide further discussions and frame solutions.

To implement these initiatives, the State must first determine the cost of each initiative's cost and needed support so that it can match resources to those costs and needs. To ensure consistent and reliable funding over time, it is hoped that funding will be placed in an escrow account for ongoing needs and future success. In no event will these initiatives be successful and offer adequate educational opportunities without sufficient and consistent funding over time.

Support Local Capacity for Long Term Success

- Provide a structure for sustained collaboration among community and district leaders
- Promote the value of education through engagement and collaboration
- Provide a robust transportation system for schools
- Provide safe and optimal facilities for learning

Improve the Quality, Stability and Effectiveness of the Teaching Force and Leadership Team

- Raise standards for preparation and entry into the profession
- Recruit and train teachers and leaders specifically to work in the Plaintiff Districts and work with children of poverty
- Allow for fair but quick and humane ways to disengage teachers who are not or cannot be effective in teaching children of poverty to high standards
- Sustain district superintendent leadership over time for continuity
- Provide effective professional learning supported by proven strategies and objective measurements of effectiveness
- Develop working conditions and compensation packages that attract and retain effective teachers and leaders in the Plaintiff Districts

Provide High Quality Early Childhood Education, Birth through Grade Three

- Improve the quality of child care and early learning programs for young people in the Plaintiff Districts
- Provide for optimum child health and development
- Partner with families through proven family outreach and inclusion programs
- Expand learning time through after-school and summer experiences
- Support improved teaching and learning of reading and math, including reading and math coaches and tailored professional development at the school site

Provide Students in Grades 4 Through 8 High Quality Learning Opportunities and Experiences

- Provide high quality learning experiences both in the classroom and externally
- Increase opportunities for career exploration to better understand their interests, talents and potential goals, and expose them to career and educational opportunities to realize their goals, and assist students and their parents in developing individual study plans for middle, high school, and beyond
- Support interdisciplinary teams of teachers to provide students access to a set of challenging real-world project assignments that require them to use literacy, math, science, and the arts, and engineering ways of thinking and technology
- Implement consistent student discipline practices that do not detract from learning time
- Expand learning time through after-school and summer experiences
- Partner with families through effective family outreach and inclusion programs

Provide Students in Grades 9 Through 12 High Quality Learning Opportunities and Experiences

- Increase local capacity to improve high school curriculum and instruction
- Support opportunities for teachers to collaborate to design classroom assignments and assessments that are aligned to college and career readiness standards, and actively engage students in learning
- Expand opportunities for students to choose accelerated programming, dual enrollment, Early College programming, advanced industry credentials, or substantial credit toward an associate's degree or post-secondary certificate while earning a high school diploma
- Partner with families through proven family outreach and inclusion programs
- Expand learning time through after-school and summer experiences

Provide for Accountability Through Monitoring the Quality of Implementation for Continuous Improvement

- Monitor and measure educational outputs at each grade level to ensure continuous improvement
- Improve the quality of data and access to meaningful understanding and use of data
- Measure the effectiveness of each initiative over multi-year evaluations
- Evaluate professional learning both objectively by student outputs and through teacher and leadership observations
- Evaluate the effectiveness of State agencies' implementation by annual performance reviews

Appendix II

ORGANIZATION OF PLAINTIFFS' PROPOSAL INTO 5 SUBCOMMITTEES

OF THE

HOUSE EDUCATION POLICY REVIEW AND REFORM TASK FORCE

June 12, 2015

Transportation and Facilities Infrastructure

1. B By 6/30/16

The State will fund a study by the SCDE of school facilities in each of the Plaintiff Districts to analyze the needs, costs, and funding options to construct or renovate schools in the Plaintiff Districts to provide adequate and safe space and modern equipment providing students with excellent academic and vocational learning opportunities. These facilities must provide the space, technology, and equipment sufficient to enable the instructional staff and school leadership to expand student experiences in a manner that decreases student dropout rates and prepares them for technical training, post-secondary education, or the military. The facilities must increase student access and choices from a broader array of EEDA clusters, the arts, technology, technical education, and community learning. These studies should also consider the use of school facilities as community learning centers, including access to technology, and as sites for the provision of multi-agency services.

1. D By 6/30/17

The State will provide a more robust school transportation system, including stable and adequate funding, for reductions in student travel time so that student learning is not impeded and students have increased access to courses, extra-curricular activities, and afterschool and summer learning opportunities. The feasibility and effectiveness of providing digital access for students on busses should be determined and provided if proven both feasible and practical in order to increase learning time.

1. I By 1/31/17

The State will provide funding for the new or renovated school facilities identified in 1.B above for the first 20% of schools deemed most deficient in the study. The State will fund, sequentially, the ensuing 20% of the most deficient schools annually until all schools identified in 1.B above are able to deliver a 21st century education.

Accountability (Academic and Financial), Continuous Improvement, and Leadership (District, School and Community)

1. A By 6/30/16

Each of the Plaintiff Districts, working independently or in collaboration with other Districts, shall be provided grant writers who are responsible both for writing grants and for teaching grant writing to local officials. These professionals shall be supervised by the Plaintiff District or a reasonable combination of Plaintiff Districts, but shall be jointly responsible to the Transformation Authority Board as it is more fully explained in Section 6. A below.

1. C By 8/15/15

The SCDE will design and create family-school-community partnership networks and fund membership in the National Network of Partnership Schools. These actions are to promote the value of education, working with county libraries, community organizations, local arts organizations, faith-based institutions, pediatric and family practice medical professionals, businesses and other interested entities in engaging families, with the goal of encouraging and enabling students to receive a high quality of education and to become lifelong learners.

1. E By 6/30/16

Each Plaintiff District, working with community childcare, healthcare, faith-based institutions, business leaders, and a technical college or university, will develop a five year plan, including projected costs, to serve the long term educational needs of its students. The plan should integrate all existing federal and state planning requirements and address the following issues: organizational capacity, quality, stability and effectiveness of the teaching force and leadership team, high quality early childhood education and care through grade three, high quality learning opportunities and experiences for students in grades 4 through 8, high quality learning opportunities and experiences for students in grades 9-12, and accountability for the quality of implementation and results over time. The plan should be developed in conjunction with health, social and human service agencies, technical colleges and universities, faith-based institutions, and community leaders. The State shall provide the necessary support to enable the Districts to implement this initiative, including organizing and participation by non-district entities, and, if needed, shall offer external facilitators or moderators to ensure that the Districts and their communities fulfill this initiative.

1. F By 6/15/16

The SCDE will develop and the State will provide incentives for the removal of regulatory barriers for two or more school districts to improve the quality of implementation of the district plans and ensure the most efficient use of resources through collaboration and/or contracts with other entities such as educational consortia, institutions of technical and higher education, or multi-district service organizations.

1. G By 6/15/16

The State will provide state level coordination of policies and funding related to providing comprehensive, geographically-convenient, and wraparound services based on multi-agency collaboration to meet students' and children's current and future social, emotional, developmental, and health needs.

1. H By 12/31/15

The SCDE shall convene a working group representing education, social services, health and family support to establish costs and methods to enable services to be integrated at or near the school a child attends.

6. A By 6/30/16

The State will establish within the SCDE a Transformation Authority Board supported by a Transformation Office within the SCDE to serve Plaintiff Districts. The staff shall be selected through joint approval of the State Superintendent of Education and the Transformation Authority Board.

The Transformation Authority Board shall be composed of ten members to include three educational experts, one of whom shall be appointed by the Plaintiff Districts, one by the Chair of the Senate Finance Committee, one by the Speaker

of the House of Representatives, two school district superintendents appointed by the Plaintiff Districts, the State Superintendent of Education, the Executive Director of the Education Oversight Commission, the Executive Director of the South Carolina Technical College System, the Executive Director of the State Board of Education, and the Executive Director of the Commission on Higher Education. Members shall serve five-year terms with the exceptions that elected or appointed officials, chairs, or executive directors, shall not serve beyond his/her term of office, and district superintendents shall serve only so long as they are district superintendents in the Plaintiff Districts. Members are eligible for reappointment. The Board shall elect a chairperson to serve a term of two years. No chairperson may serve more than two consecutive two-year terms as chairperson.

The Board shall report annually to the Supreme Court of South Carolina or its designee, the Governor, the General Assembly, the Plaintiff Districts, and the public (a) on the status of the implementation of the remedy, the need for changes in the remedy and/or changes in the time period over which the remedy is to be implemented; and (b) beginning in 2017 the Board also shall report on the impact of implemented parts of the remedy and the need for adjustments in the overall remedy or a component of the remedy and/or funding. The Board shall meet twice annually, once in July and once in December of each year.

Each public entity with responsibilities outlined in the remedy shall provide the Board the information, data and advice requested by the Board and consistent with the entity's responsibilities. The SCDE Transformation Office shall serve as staff to the Board and funding shall be appropriated to the SCDE to meet the obligations assigned to it.

6. B By 6/30/16

The State will establish an ongoing fund to implement and sustain the remedy, approved with annual appropriations in the Office of the State Treasurer. This fund should be separate from other state funds and permit expenditures to be carried over from year to year if unspent.

6. C By 12/31/15

Working with districts, the SCDE shall tailor reports using PowerSchool and other state data sets to provide information to monitor and modify the district plan and any school level plans, including the programs in which each student participates, when the student enters and leaves each program, and student outcomes. The SCDE shall provide workshops that enable teachers and counselors to access, interpret and use electronic data sets to understand and assist struggling students.

6. D By 6/30/16

The SCDE and CHE will develop common student identifiers across early childhood, elementary-secondary and postsecondary education to provide understanding and guidance of student performance and outcomes across all educational levels.

6. E By 6/30/16

In order to establish the level of learning required by these initiatives, the State, through the EOC and working with the Transformation Authority Board, SCDE, representatives of higher education, technical colleges, and the business community, will identify and use appropriate measures of growth in all aspects of an education needed to meet today's societal, marketplace, cultural, global, and civic demands as represented in the Profile of the South Carolina Graduate. These agencies and Boards are directed to adopt grade specific performance-oriented educational standards in the core academic areas of mathematics, English/language arts, social studies (history, governmental, economics, and geography,)

science, and the arts for early childhood through the twelfth grade, and for grades nine through twelve adopt specific academic standards for benchmark courses in mathematics, English/language arts, social studies, and science. The standards are to promote the goals of providing every student with the competencies to:

- (1) read, view, and listen to complex information in the English language;
- (2) write and speak effectively in the English language;
- (3) solve problems by applying mathematics;
- (4) conduct research and communicate findings;
- (5) understand and apply scientific concepts;
- (6) obtain a working knowledge of world, the United States, and South Carolina history, government, economics, and geography, and;
- (7) use information to make decisions.

The standards must be reflective of the highest level of academic skills with the rigor necessary to improve the curriculum and instruction in South Carolina's schools so that students are encouraged to learn at unprecedented levels and must be reflective of the highest level of academic skills at each grade level.

6. F By 6/30/16

The EOC, working with SCDE and representatives of higher education and the business community, will establish consistent performance expectations across assessments for both students and schools.

6. G By 6/30/16

The EOC, working with the SCDE, DSS and First Steps, will evaluate early childhood programs, including services provided to students with disabilities, LEP students and gifted and talented students, and make changes to ensure that programs are serving students' best interests and that the students are making successful transitions to kindergarten. The State will provide information to teachers and provide leadership teams with assistance in interpreting and using the findings.

6. H By 6/30/16

The EOC will evaluate CATE schools, in part, based upon the number of CATE students to obtain career field certificates and use the data for improvement of CATE schools.

6. I By 6/30/16

The SBE, SCDE and EOC will gather consistent high-quality data and recognize schools for gains in achievement as well as improvements in family engagement, teacher and student attendance, reducing disciplinary actions, improvement in student grades, on-time graduation rates and percentages of middle and high school students taking more rigorous courses. These data shall include longer-term gains in high school such as on-time graduation rates, the percentages of students enrolling in postsecondary education or training, or joining the military in multi-year factors.

6. J By 12/31/15

The SCDE shall convene a working group to include representatives of the EOC, SC Division of Research and Statistics, CHE and school districts to determine how existing data sets can be linked and made available for state, district and school planning.

The EOC shall review all accountability data collections as well as those listed above to determine their accuracy, validity and potential for use in improvement of student outcomes. Results of the studies shall be presented to the General Assembly not later than 3.1.16;

The SCDE shall tailor reports and provide ongoing training related to PowerSchool to a variety of school and district audiences.

6. K By 6/30/18

The EOC, working with SCDE, will evaluate remedial elementary programs, including services provided to students with disabilities, LEP students and gifted and talented students and make changes to ensure that programs are serving students' best interests and that the students are making successful transitions to middle school. The State will provide information to teachers and provide leadership teams with assistance in interpreting and using the findings.

6. L By 6/30/19

The EOC, working with the SCDE, will evaluate remedial middle school programs, including services provided to students with disabilities, LEP students and gifted and talented students and recommend changes to ensure that programs are serving students' best interests and that the students are making successful transitions to high school. The State will provide information to teachers and provide leadership teams with assistance in interpreting and using the findings.

6. M By 6/30/20

The EOC, working with the SCDE, CHE, AND SCTEC, will evaluate remedial high school programs, including services provided to students with disabilities, LEP students and gifted and talented students and make changes to ensure that programs are serving students' best interests and that the students are making successful transitions to postsecondary education, the military or the workforce. The State will provide information to teachers and provide leadership teams with assistance in interpreting and using the findings.

6. N By 6/30/16

An alternate form for School Improvement Councils shall be initiated to achieve the purposes of effective engagement and input of family, faculty, and community in reviewing and making recommendations for policy, programming, and effective practices in each individual school by the school district. The alternate form would create separate stakeholder councils or committees for 1) family representatives, 2) school faculty, and 3) school-community representatives of both appropriate school and staff (sports, media centers, guidance, after- school programs, health, career services, etc.) and of community organizations able to provide learning and development services to students during the regular school day, afterschool, weekends, and summers. The Chair and Vice-Chair of each of the three committees would serve with the school principal as the School Improvement Council to review and approve the School Improvement Plan and to monitor and consider opportunities to implementation across the school year. In addition, the school community committees of each school would have representatives on a district or countywide School Community Council which would review and

recommend effective community programs and services for students. The community organizations would include business, library, recreation, health, religious, public safety, arts, and culture. The district or county school community council would be responsible for planning services and supports for students which each school community committee could access and organize based on the specific best match of priorities to student needs.

Educator Recruitment, Retention, Effectiveness and Professional Development

2. A By 12/31/15

The SCDE will identify teachers who are successful in teaching children of poverty and recruit them as teaching mentors to design and implement professional learning for children of poverty. The State will further provide the technology and other state of the art instruments of remote learning proven to be effective when remote instruction is required in the classroom.

2. B By 6/30/16

The State, working through the SCDE and CERRA and by offering enhanced compensation or other benefits, will establish a pool of well-qualified teachers to be employed in the Plaintiff Districts sufficient to meet the Districts' needs. Special consideration shall be given to teachers specially trained or proven to be effective in teaching students of poverty. The compensation and other benefits shall be sufficient to enable the Plaintiff Districts to attract and retain teachers who are highly skilled and effective in teaching children of poverty.

2. C By 6/30/16

The State will provide incentives and other resources for teachers in the Plaintiff Districts to enable them to have access, time, and the incentive to enroll in courses in higher education whose emphasis is teaching children of poverty, as well as earn graduate credit that will lead to an add-on certification for teachers trained to teach children of poverty.

2. D By 6/30/16

The State will provide financial incentives, such as the Homegrown Teacher Initiative, Rural Education Salary Supplement, and longevity bonuses sufficient to attract and retain top-notch superintendents and principals who, in turn, will be evaluated in part for their ability to attract and retain teachers or other leaders who are effective in teaching children of poverty.

2. E By 6/30/16

The State will establish employment standards for hiring and retaining qualified superintendents with sufficient incentives to attract them to the Plaintiff Districts. These superintendents will be eligible for multi-year contracts of not less than five years to ensure stability and quality leadership. These superintendents shall receive annual evaluations based on objective criteria that includes, but it not limited to, increases in student outputs over time and their ability to recruit and retain effective principals and teachers. Their contracts shall provide that they may be discharged only for just cause, and any district whose superintendent turnover rate is such that it creates instability within the district shall, at the sole discretion of the SCDE, have its superintendent appointed by the SCDE for not less than a five year period and have its annual evaluation performed by the SCDE. However, the SCDE will have the authority to terminate the employment contract at

will based solely on its discretion, reserving the right to appoint another superintendent to fill the remaining years of the five year term and under the same conditions.

2. F By 6/30/16

The State will implement high quality and embedded professional learning experiences that have been demonstrated to be effective and to increase student learning as well as preparing students to meet state academic and career standards. The SCDE shall establish criteria for “demonstrated effectiveness” based on state of the art knowledge and professional learning successes in similar settings. Educators shall be given the time, incentive, salary supplements, and support to undertake these professional learning experiences. Year-long contracts will be provided to teachers when needed to fully implement professional development.

2. G By 6/30/16

The State will fund regional lead institutions of higher education (for example, FMU’s Center of Excellence for Teachers of Children of Poverty) to develop and implement ongoing training for school district board members, superintendents, principals and teachers on the issues of poverty and learning; to develop and support community outreach and collaboration; to improve leadership in turnaround schools’ to support teachers and principals to improve continuously; and to work as a team with parents and the community.

2. H By 6/30/16

The State will employ the FMU Center of Excellence for Teachers of Children of Poverty to convene meetings of community leaders, district board members, superintendents, principals and teachers, and experienced faculty from other colleges, to deepen their understanding of the impact of poverty on achievement and methods of working collaboratively to institute educational achievement and learning based upon that knowledge.

2. I By 8/31/15

The SCDE will require all teachers in their Goal Based Evaluations to include no less than one goal related to improving the achievement of children of poverty and use action based research to document the achievement of that goal.

2. J By 6/30/16

The SCDE and Commission on Higher Education (“CHE”) will modify policies and practices based on research studies using systemic tools such as “Great Teachers and Leaders” and utilized by the SCDE to assess root causes related to teacher quality and turnover and effectiveness, and require state action to address root causes.

2. K By 7/31/15

The SCDE shall conduct an initial interview-based study of a sample of teachers in the Plaintiff Districts. The purpose of the study is to identify school, district, and personal factors related to attracting and retaining teachers in the Plaintiff Districts. The sample should include four subsamples: a subsample of those new to teaching (Subsample 1), a subsample of those new to a Plaintiff District (Subsample 2), a subsample of those who have taught in the same district for a minimum of 8 years (Subsample 3), and a subsample of those who are no longer teaching or no longer teaching in the Plaintiff Districts (Subsample 4). Interview questions should focus on why a teacher chose to teach in the school at which they teach, why a teacher chose to transfer to that school as well as reasons for leaving his or her previous school, why an

experienced teacher chose to remain in that school and/or district for an extended period of time, and why a teacher left a school in the Plaintiff Districts.

2. L By 6/30/16

The CHE will identify and the State will fund a cadre of higher educational faculty across the state to work together and in collaboration with school district personnel and faculty at other institutions of postsecondary education to enhance the understanding and ability to work with children of poverty and to ensure their success. The cadre is further responsible for working with South Carolina professional associations to form a professional association focused on children of poverty.

2. M By 7/31/16

The SCDE will require school districts to utilize annual surveys of teachers, including queries on working conditions, to direct the work of school and district leaders in building a culture in which teachers want to work and feel supported in their efforts.

2. N By 6/30/16

The State will establish regional early childhood development training centers in two or more of the Plaintiff Districts staffed by professors of early childhood education and their students. The practicum students will be provided full scholarships, to include tuition and travel allowances, for their training during that semester.

2. O By 6/30/16

The SCDE, CHE, SBE, and teacher preparation institutions will modify regulations, policies, and practices to ensure more rigorous admission and exit requirements for teacher preparation programs, to ensure that programs are consistent with state learning standards, and to incorporate the principles of teaching children of poverty as well as practica with children of poverty in all programs.

2. P By 6/30/16

The SCDE shall specify the criteria for effective professional training programs implemented in the districts. Those criteria shall include, but not be limited to, alignment with performance expectations, demonstrated achievement, and effectiveness in similar districts. The SCDE will identify all state funds available for professional learning, will evaluate the process, content and results of all professional learning experiences/programs to determine how successful they are in accomplishing their goals, and will recommend improvements or elimination if the goals are not achieved.

High Quality Early Childhood Education and Family Engagement

3. A By 6/30/16

Each district will participate actively in the National Network of Partnership Schools and appoint a dedicated and qualified volunteer parent/family liaison to coordinate communication and activities in the Network, including coordination of individual school memberships and actions.

3. B By 12/31/15

The SCDE, in collaboration with the EOC and First Steps, will establish criteria for the design and implementation of high quality early learning experiences that emphasize language development, arithmetic concepts and skills, and artistic expression, and will monitor their use and impact on student learning and development.

3. C By 6/30/16

The SCDE, in partnership with DSS and First Steps, will provide training to parent and family educators that emphasize the cultural knowledge, language skills, arithmetic, artistic, and human relation skills needed to make productive home visits.

3. D By 6/30/16

Using the Florence One "Read2Me" program as a model, the SCDE will provide guidance and support so that the Plaintiff Districts will have a "Read2Me" or like program in which employee work breaks are used to introduce parents to strategies for increasing language through oral storytelling and age-appropriate books.

3. E By 6/30/16

The SCDE, in collaboration with DSS and First Steps, will require that all kith and kin caregivers and child care providers, either by demonstrating their knowledge and skills or participating in research based and state-approved training sessions, have the knowledge and skills that are needed to care for infants and toddlers and enable the child to develop successfully and show readiness on state readiness assessments in pre-K and kindergarten.

3. F By 6/30/16

The SCDE will ensure that every public school early childhood program (and private providers who choose to participate) receives the guidance and support necessary to achieve national accreditation (for example, NAEYC, Montessori). Programs shall be evaluated relative to the accreditation standards and provided with guidance regarding the actions and costs to reach the accreditation. When appropriate, cross-district work groups shall be formed to facilitate progress.

3.G By 6/30/16

The SCDE will employ and assign early childhood consultants/facilitators to work with at least two schools in each of the Plaintiff Districts to conduct the self-study required by the accrediting agency and to outline the needs, priority actions and costs to achieve accreditation.

3. H By 6/30/16

As more fully described in Section 1.C, the State will provide staff at each school to develop and implement family outreach strategies that build positive relationships with parents and families with an emphasis on improving family literacy and enhancing children's health and safety.

3. I By 6/30/16

The SCDE, in collaboration with DSS, DHEC, EOC and First Steps, will provide guidance and support for district and/or regional meetings of early childhood collaborative work groups, including educators, parent liaisons, health care providers, and family services providers, to promote communication, continuous learning and the evaluation of children's progress and development.

3. J By 6/30/16

The SCDE will offer training for all early childhood teachers in the principles and practices of action research and the use of the results to guide, monitor and modify the ways in which they teach and relate to young children.

3. K By 6/30/16

Each Plaintiff District, with guidance from the SCDE, will explore ways to expand learning time to meet the needs of each student, including the use of afterschool and/or summer learning experiences and/or moving to year-round schools, and provide detail on feasibility, costs and effectiveness. The State will provide resources, including financing, for expanding learning time through afterschool and summer opportunities in accordance with the needs of each district and in consultation with the S.C. Afterschool Alliance and other organizations such as Boys and Girls Clubs and 4-H.

3. L By 6/30/16

The State will enable each Plaintiff District to offer "booster camps" in the academic subjects (including the arts) designed primarily for gifted and talented students but open to all interested students.

3. M By 6/30/16

The State will require that all programs that prepare professionals to work with young children (e.g., teaching, nursing, child care, etc.) include training in state of the art knowledge of the social, emotional, health and academic needs of young children and how to meet those needs.

3. N By 6/30/16

In recognition that the very early years are critical to subsequent learning, the State will increase parenting programs for parents of children in poverty for child development, training, and self-sufficiency skills such as family planning, avoidance of substance abuse, and employability habits, to raise healthy school-ready children through age 4.

3. O By 6/30/16

The State will ensure the delivery of professional development targeted to successfully implementing the Read To Succeed Act within the Plaintiff Districts, and will develop and field test a pilot STEM initiative providing professional development and coaches in the Plaintiff Districts.

3. P By 6/30/16

In addition to the summer reading camps required by the Read To Succeed Act for 3rd graders scoring Not Met 1 (who will be retained if they do not improve dramatically by the end of the summer on an approved test), students in the Plaintiff Districts in grades 1 and 2 who are predicted to be "Not Met 1" in grade 3 should be offered summer reading camp to improve their skills. The summer camp should be staffed with highly qualified teachers and coaches, and will also be used as teacher professional development.

Career and College Pathways of High Quality Learning Opportunities in Elementary , Middle, and High Schools

4. A By 6/30/16

The State will provide funding for family and student outreach and engagement for each Plaintiff District to assist in planning for future workforce, career, and postsecondary opportunities.

4. B By 6/30/16

Each district will employ a full-time coordinator of expanded learning opportunities and school-community partnerships in each middle school, with the coordinator also having responsibilities for students in grades 4 and 5 attending feeder schools. The SCDE, working with a District Coordinator for Family Involvement, Afterschool and/or Summer Learning Programs, will design and implement extended time learning programs. The State will seek other funds in addition to State funds to support programs in all the elementary and middle schools in the Plaintiff Districts. The coordinators will also build partnerships to design and provide quality afterschool and/or summer learning opportunities in or near their school. Coordinators will work with the principal and superintendent to allocate Title One and other funds to develop comprehensive afterschool and/or summer learning programs, but to provide for certainty and insure a long term solution, the State will ensure that these programs are fully funded irrespective of the success in obtaining outside resources. Partnerships with the SC Afterschool Alliance as well as with Boys and Girls Clubs, literacy, STEM, arts and cultural and community organizations, employers, and faith-based, youth-serving and workforce groups, and technical colleges and other higher education institutions should be leveraged to expand and improve the afterschool and/or summer learning opportunities and to engage more families in the education of their students and improve the parents' own education levels. To maximize the impact and minimize costs, the afterschool and summer learning opportunities should employ master teachers from the region and local schools and use community teachers—tutors, mentors, artists, retirees and college students—to inspire the students and involve families in the planning and delivery of the programs.

4. C By 6/30/16

Each school district will provide space and funding for schools and districts sufficient to conduct regular parent/student workshops.

4. D By 12/31/16

Each school district will organize events for students and their parents to visit higher education institutions and employers.

4. E By 12/31/15

The SCDE will conduct an audit in each district of the implementation of the provisions of the EEDA applying to the middle grades, with an emphasis on improving the quality and intensity of guidance and career counseling.

4. F By 6/30/16

Based upon the results of the audit in 4.E, the SCDE will provide assistance to those districts shown to have inadequate implementation of the EEDA provisions and assist them to secure the resources needed to improve implementation.

4. G by 6/30/16

The SCDE will conduct a review of the courses in all the Plaintiff District middle schools to identify shortcomings in course offerings and equipment that make it difficult for their middle school students to be ready to benefit from an up-to-date high school curriculum and be ready to get on a path to high school graduation and at least one year of a Technical College degree program.

This review and analyses should be done by the SCDE in partnership with South Carolina Technical College System ("SCTEC") and CHE. The review will recommend remedies to identified shortcomings including needed curriculum changes, funding adjustments, improving the quality of teaching of these middle school courses, and access to modern equipment and technology.

4. H By 7/31/15

The SCDE will require and support a team of teachers and administrators at each school to review disciplinary policies, both as written and enforced, to determine the policies' effectiveness in reducing problem behavior, their fairness to all students, and their impact on instructional time.

4. I By 6/30/16

The SC Arts Commission and the SCDE will work together to create a "Corridor of the Arts" to include the design and implementation of an arts-integrated curriculum, experiences in the arts and summer or after school opportunities for students to work in and learn about the arts.

4. J By 6/30/16

The SCDE will support work groups that include school district, school, and higher education representatives to design state-approved models of teaching and learning for high poverty middle grade students that are (1) engaging, (2) intensive, (3) rigorous, and (4) meet the needs of students based on their learning and development rather than their chronological age. The work product also shall include the resources (including facilities) and training necessary to implement the state-approved models.

4. K By 6/30/16

The SCDE will develop standard weekly assignments for use across the state to enhance learning and enable students to successfully meet grade level state standards. The SCDE shall convene a cadre of experienced and successful ELA and math teachers (other disciplines to be included in subsequent years.) The cadre should include six teachers by discipline for each grade. The members of each cadre will receive training in the design and/or selection of 36 weekly assignments that meet the following five criteria: meaningfulness, relevance, authenticity, alignment with state and national standards and vertical articulation. Following an initial three-day training, cadre members may contract to develop a specified number of weekly assignments. Once completed, the assignments are to be reviewed and their acceptance for distribution determined by an external review team designed by the SCDE. Payment for the weekly assignments is contingent upon acceptance/approval by the review team.

4. L By 6/30/16

Each middle school shall implement an extended learning/summer program, including year-around schools when needed, to provide opportunities for students in need of accelerated or supplementary learning experiences to boost their achievement. These programs also may be used for professional learning of teachers.

4. M By 6/30/16

The SCDE shall design and implement four PILOT expanded learning and teacher development programs serving grades 4-8 students in the Plaintiff Districts. Because only four pilots are funded in FY2017, students should be able to attend regardless of district of residence. The experiences are to serve three purposes: improve student performance by providing targeted instruction; provide Plaintiff District teachers opportunities to learn and grow professionally through a collaborative supportive relationship; and improve instructional leadership and human relation skills of principals.

4. N By 12/31/15

The SCDE will prepare and distribute materials for the proper use of field trips, real or virtual, to introduce students to the world outside their communities thereby enhancing their aspirations and expanding their horizons.

4. O By 7/31/15

The SCDE will require that each student in grade 5 is given the responsibility along with his/her parents, for collecting and organizing information on course enrollment patterns, career options and interests and self-evaluations to be conducted on an annual basis.

4. P By 7/31/15

The SCDE, working with business and community leaders, will identify businesses and industries willing to work with schools in the Plaintiff Districts to provide career and job information and experiences and facilitate school-business partnerships that ensure that this information and these experiences reach the students.

4. Q By 12/31/15

The SCDE will conduct studies of instructional quality in grades 4-8 with an emphasis on content, rigor, vertical alignment and school-to-school transitions and provide professional learning experiences and guidance to implement instructional improvements based on the results.

4. R By 6/30/16

School counselors shall meet twice annually with each student and his/her parents to review and develop in conjunction with the student and his/her parent a career exploration plan for the coming school year.

4. S By 6/30/16

The SCDE will develop and provide a standardized set of engaging daily and weekly assignments and projects in all subject areas that are aligned with state standards (e.g., rigor, vertical alignment, engagement) to ensure that student work will result in improved learning and achievement.

5. A By 6/30/16

The State will provide funding for families and students to engage in planning for future workforce, career, and postsecondary opportunities, including virtual and on-site visits.

5. B By 12/31/15

The SCDE will conduct an audit in each district of the implementation of the provisions of the EEDA applying to the high school grades, with an emphasis on improving the quality and intensity of guidance and career counseling.

5. C By 6/30/16

Based upon the results of the audit in 4.E, the SCDE will provide assistance to those districts shown to have inadequate implementation of the EEDA provisions and assist them to secure the resources needed to improve implementation.

5. D By 6/30/16

The State will provide funding to enable each district to employ a coordinator at each school district for accessing an array of regional and state resources to broaden course offerings.

5. E By 6/30/16

Each Plaintiff District will employ a full-time director of expanded learning and school-community partnerships and develop opportunities based on the best practices and research in that field (for example, *Expanding Minds and Opportunities: The Power of Afterschool and Summer Learning for Student Success* and *Beyond the Bell: A Toolkit for Creating Effective After School and Extended Learning Programs*).

5. F By 6/30/16

The State will enable each Plaintiff District to employ a special Coordinator of Access to Advanced Learning. The coordinator shall be responsible, along with the high school principal and superintendent, to identify strategies and develop partnerships to greatly expand the availability of advanced career, technical and academic courses during the school day, after school and summers near or in high schools. They shall collaborate with SCTEC, other 2- and 4- year colleges, employers, online or blended learning opportunities as well as with successful high school reform groups working in South Carolina, such as New Tech High Schools and the Middle College initiative. To assist with the expansion of advanced learning courses in rural and low-income schools and communities, the State shall also provide funding to the SCDE to employ a senior expert for expanding access for high school students to advanced career, technical and academic courses.

5. G By 6/30/16

Each school will provide space and funding for schools and districts to communicate opportunities through regular parent/student workshops.

5. H By 12/31/15

The State will enable each Plaintiff District to organize visits for students and their parents to higher education institutions and employers.

5. I By 6/30/1

The SCDE will employ a statewide high school improvement coordinator and a statewide coordinator of quality. The duties and responsibilities of the high school improvement coordinator include the following: (a) expanding and deepening the curriculum to include the full array of EEDA clusters, opportunities for arts experiences and arts education, a comprehensive Graduation Career and College Preparation Action Plan for each high school and other such programmatic improvements leading to successful graduates. The SCDE shall also employ a coordinator of quality afterschool and summer learning whose duties shall include the following: providing guidance for programs at school and community sites to offer extended learning that complements the school day and helps struggling students to succeed and to accelerate learning to meet the standards; facilitating partnerships with community organizations and business and industry; integrating program content and activities with the state learning standards.

5. J By 6/30/16

The SCDE will develop recommendations to change state laws, regulations, funding and transportation to make it much more likely for high school students in the Plaintiff Districts to earn dual high school and TEC credit, to take and succeed in advanced technical or occupational courses, participate in New TECH, AP and IB courses, enroll in introductory TEC or 2- and 4- year college courses on their campuses for full or partial credit during the school day, after school and in summers. These recommended changes should be developed by the SCDE working with the SCTEC, CHE and including representatives from local workforce development boards and representatives of the local Coordinators of Advanced Learning. The recommendations should also include strategies to better equip and support the teachers of these advanced courses to engage students in these courses and deliver the content in inspiring ways. The recommendations should include approaches to involve students and families in real and online visits to postsecondary institutions, learn about how to pay for college and how to apply for need-based scholarships, and learn about good current and emerging jobs that require high school diplomas and training.

5. K By 12/31/15

Each high school in the Plaintiff Districts will activate a local broad-based Graduation, Career and College Preparation Action Committee.

5. L By 12/31/15

The SCDE will require and support a team of teachers and administrators at each school to review disciplinary policies, both as written and enforced, in terms of the policies' effectiveness in reducing problem behavior, fairness to all students and impact on instructional time.

5. M By 12/31/15

The SCDE will expand high school learning opportunities and the choice of courses by updating state policies so that in the Plaintiff Districts students have increased access to dual credit opportunities online, and/or alternative learning formats, Advanced Placement (AP), international baccalaureate (IB) or other accelerated learning opportunities, to science, technology, engineering and mathematics and arts/music program opportunities and to quality college and career readiness advising (designed jointly with secondary and postsecondary institutions).

5. N By 6/30/16

The SCDE and SCTEC will identify qualifications and provide a training program leading to certificates for employees in afterschool and summer learning program coordination who do not have teaching certificates or four year degrees in their specialty.

5. O By 6/30/16

SCDE and SCTEC will coordinate partnerships between high schools and local technical college and provide guidance for successful implementation and expansion.

5. P By 6/30/16

Each high school in the Plaintiff Districts shall implement an expanded learning/summer program, including year-around schools when needed, to provide opportunities for students in need of accelerated or supplementary learning experiences to boost their achievement. These programs also may be used for professional learning of teachers.

Appendix III

Recommendations for the Education Policy Review and Reform Task Force

Transportation and Facilities Infrastructure

- Districts, with the assistance of SDE, must be required to evaluate whether intra-district consolidation of facilities is possible, and, if so, what transportation resources are needed.
- General Assembly should fund an independent evaluation of school facilities in each of the Plaintiff Districts to:
 - Determine which districts have a five-year master plan;
 - Determine current and projected enrolment capacity and utilization rates by school and gravel-levels;
 - Analyze the needs, costs, and funding options to construct, renovate, or upgrade schools with special attention given to health, safety, energy management, technology, and instructional-needs of students;
 - Determine if facilities can be shared or consolidated, especially for districts having fewer than 1,000 students; and
 - Determine each district's ability to fund needed renovations or constructions;

The Department of Administration should oversee the study since a similar study was done this past year of state agencies.

- Districts should investigate whether facilities could be shared with other districts or entities such as Technical Colleges.
- In the event the state provided new facilities to districts, the ability of the districts to adequately maintain the facilities must be examined.
- SDE should study the feasibility of using more, but smaller, buses in rural areas where there is lower population density.
- General Assembly will fund additional buses of varying sizes depending upon the needs in each plaintiff district to ensure that the average student ride time in each district is 45 minutes or less. The buses will also be equipped with Wi-Fi access to increase learning time.
- General Assembly will also establish a special line item appropriation for plaintiff districts that will increase the average hourly rate paid to school bus drivers and to fund additional school bus drivers. The fund will initially focus on the plaintiff districts but then expand to all other districts.

- The State Department of Education should conduct a feasibility study to determine if Teaching Assistants could be crossed-trained to drive buses in order to increase their salaries.
- The State Department of Education should explore a computerized bus transportation system similar to the one employed in North Carolina.

Accountability, Continuous Improvement, and Leadership

- Five of the plaintiff districts have been rated either "Below Average" or "At Risk" for at least four of the past five years. Are the local school boards capable of governing the schools in their charge? If not, state assistance of some type should be provided. This assistance could include intensive leadership and management training or, if necessary, require a temporary shift of governance to a different board.
- In addition to poor academic performance, many districts may have an unacceptable financial standing. In order to prevent a district from becoming bankrupt, a fiscal review is necessary and, if there is a danger of insolvency, measures for state intervention must be enacted. House bill 5074, filed April 9, 2014 (White, Owens, and Bingham), tasked the State Department of Education with developing and adopting a statewide program for identifying inappropriate financial practices and budgetary conditions. The program was required to assist districts in correcting their fiscal deficiencies. The bill proscribed three levels of fiscal concern, and provided for certain remedial measures. This bill may provide a starting place for addressing districts that are, or may soon be, in financial distress.
- The Transformation Authority Board suggested by the Plaintiff districts could be the entity that recommends district consolidation, the use of a transformational (or achievement) district, or other measures designed to assist students in districts that consistently underperform.
- The plaintiff districts point out the need for a longitudinal database. Early childhood, SDE, and the Commission on Higher Education will develop common student identifiers across early childhood, elementary-secondary, and postsecondary education to provide understanding and guidance of student performance and outcomes across all educational levels.
- The 2014-15 Appropriations Act appropriated \$300,000 in one-time funds to the EOC to conduct a pilot program that reviewed the central operations of at least three school districts. The goal of the review was to identify opportunities to improve operational efficiencies and reduce non-instructional costs for districts. Four districts were chosen, and the reports seem to be very well received. The pilot project should be expanded so that every Plaintiff district has a better understanding of ways to improve services to students and operate more efficiently.

Educator Recruitment, Retention, Effectiveness, and Professional Development

- The 2015-16 Appropriations act appropriated \$1.5 million to the Center for Educator Recruitment, Retention and Advancement (CERRA) for a Rural Teacher Recruiting Incentive Program. The focus of the program is to recruit and retain classroom teachers in rural and underserved districts with high teacher turnover. The General Assembly also required CERRA, in concert with CHE, SCDE and EOC, to initiate and conduct a study to identify the teacher supply needs of the state between 2017 and 2027.
- The Education Accountability Act provided significant stipends for educators who agreed to work as specialists in underperforming districts. Unfortunately, the stipends did not prove to be a sufficient incentive. Other than salary increases, CERRA should conduct a survey of both educators and students majoring in education to determine what incentives could draw educators to rural and underperforming districts.
- CERRA or the State Department of Education should study efforts in districts such as Saluda to determine strategies communities can employ to retract and retain educators.
- Three regional consortia are working with multiple school districts to provide efficient and effective support: the Olde English Consortium; the Pee Dee Consortium, and the Western Piedmont Consortium. A fourth consortium should be considered. Anticipated cost, based on Western Piedmont Consortium's budget, is \$5 per student (\$4 for operating budget and \$1 for professional development).
- The professional development activities of Francis Marion's Center of Excellence to Prepare Teachers of Children of Poverty should be expanded.

College and Career Pathways of High Quality Learning Opportunities

- In order to provide greater access to college-level courses, SDE, CHE, and the State Board for Technical and Comprehensive Education (SBTCE) should be required to establish cut scores on admission tests that would allow students to avoid having to take remedial classes.
- SBE and SBTCE should be required to increase the availability of dual enrollment courses throughout the state.
- In areas where there is a shortage of highly-qualified educators, SDE, through its virtual education program, should initiate an online series of courses that are taught remotely by expert teachers. In-class assistance should be provided by existing classroom teachers until those teachers also become highly-qualified.

- Education Finance Act weight of 0.2 for students in poverty could be increased from 0.2 to 0.5 for districts in which eighty percent or more of the children attending are in poverty as defined by the Department of Education. The additional funds would be used to provide after-school, arts, extended day or extended year learning opportunities, etc., which are mentioned by the plaintiff districts. Rather than the General Assembly prescribing interventions, districts must take ownership and be held accountable for the results.

High Quality Early Childhood Education and Family Engagement

Facts: Full-day 4K programs have been funded in the plaintiff districts since 2006-07. Only one Plaintiff District, Barnwell 45, has elected not to participate in the program. Based on the initial 2014-15 enrollment numbers, in the thirty-four Plaintiff Districts, approximately 76% of all at-risk children are being served in either Head Start or a full-day 4K program in the public schools. For the 2015-16 school year, at-risk four-year-olds residing in 64 school districts in SC are eligible to participate in the program.

- According to a June, 2015 SREB report entitled *Confronting the Fade-Out Debate: Children Flourish and Gains Do Last in High-Quality Pre-K Programs*, children who are provided with high-quality pre-K programs are more likely to avoid remediation and special education than their peers who did not have access to such programs. In order to ensure that programs are high-quality, South Carolina needs to adopt a statewide quality rating and improvement system (QRIS).
- SDE and the Office of First Steps should adopt the ten national standards of program quality issued by NIEER and apply them to all programs receiving state funding.
- Working with the colleges of education, SDE should ensure that teacher credentialing programs are offered that are tailored to early childhood education teachers. The State will establish regional early childhood development training centers in two or more of the Plaintiff Districts staffed by professors of early childhood education and their students. The practicum students will be provided full scholarships, to include tuition and travel allowances, for their training during that semester. The training centers will train childcare providers and early childhood teachers, with specific focus on high-quality teacher-child interactions.
- SDE and the Office of First Steps should ensure that pre-K curricula is appropriate and aligned to early learning standards.
- South Carolina's early childhood services and programs are scattered throughout numerous agencies, e.g. First Steps, SDE, DSS, DDSN, etc. The General Assembly should ensure that there is better coordination among the agencies to prevent overlapping and to promote greater efficiency.
- In order to serve more at-risk children, SDE, First Steps, and Head Start should be required to collaborate in order to avoid overlap and create greater access to high-quality child care.

- In school year 2015-16, the state is administering an early literacy assessment to all students entering public schools in kindergarten. Pursuant to Act 287 of 2014, the General Assembly has already charged the State Board of Education with implementing a comprehensive readiness assessment in school year 2016-17. The General Assembly will fund the cost of the assessment(s) and the professional training for kindergarten teachers who will administer the readiness assessment(s) and complete the observation checklists. Using this information, the General Assembly will then require that EOC (or whomever is designated) annually report on the early readiness indicators by state and county. The report will require that a statewide longitudinal data system be implemented and all responsible agencies and programs will be required to contribute data. The states of Maryland and Kentucky produce such reports that guide policy decisions and resources.
- This past session the General Assembly funded additional FTEs for a community engagement and outreach office at the Department of Education. This office should be charged with the following: SDE, in collaboration with DSS, DHEC, EOC, and First Steps, will provide guidance and support for district and/or regional meetings of early childhood collaborative work groups, including educators, parent liaisons, health care providers, and family services providers, to promote communication, continuous learning and the evaluation of children's progress and development.

Appendix IV

Abbeville v. SC Plaintiff District Information

**Data Requested by House Education Policy Review
and Reform Task Force**

June 1, 2015



**SC EDUCATION
OVERSIGHT COMMITTEE**

Reporting facts. Measuring change. Promoting progress.



ANALYSIS

District Size

Square Miles	# Plaintiff Districts	% of Plaintiff Districts
Less than 100	4	12%
101 to 200	7	21%
201 to 300	7	21%
301 to 400	4	12%
401 to 500	6	18%
501 to 600	1	3%
601 to 700	2	6%
701 to 800	0	0%
801 to 900	1	3%
More than 900	2	6%
TOTAL	34	

15% of all children in SC who qualified for free/reduced price lunch and/or Medicaid live in Abbeville plaintiff districts

Concentration of Poverty in Plaintiff Districts

Level	Number Plaintiff Districts (% of Plaintiff Districts)	Plaintiff Districts
95.0% and up	11 (32%)	Allendale, Bamberg 2, Barnwell 19, Clarendon 1, Florence 4, Hampton 2, Jasper, Lee, Marion, Orangeburg 3, Williamsburg
90.0 to 94.99%	6 (18%)	Clarendon 2, Dillon 4, Florence 3, McCormick, Marlboro, Orangeburg 5
85.0 to 89.99%	5 (15%)	Barnwell 29, Hampton 1, Laurens 56, Lexington 4, Orangeburg 4
80 to 84.99%	4 (12%)	Barnwell 45, Chesterfield, Laurens 55, Saluda
75 to 79.99%	5 (15%)	Abbeville, Bamberg 1, Dillon 3, Florence 2, Florence 5,
70.0% to 74.99%	2 (6%)	Berkeley, Florence 1
Below 70%	1 (3%)	Clarendon 3
TOTAL:	34	

Comparison of Plaintiff Districts with all Other Districts

2014 State Absolute Rankings

Ranking	# Plaintiff Districts	% of ALL SC Districts
Excellent	10	24%
Good	2	25%
Average	16	64%
Below Average	4	100.0%
At Risk	2	67%
TOTAL:	34	

	# Plaintiff Districts Above State Average (%)
Per Pupil Revenues for Operation	13 (38%)
Average Teacher Salary	3 (9%)

Students in Plaintiff Districts

Berkeley	30,755
Florence 1	15,546
All other:	<u>83,441</u>
TOTAL:	129,742 (17% of State)

Teachers in Plaintiff Districts

Berkeley	1,965
Florence 1	1,110
All other:	<u>5,125</u>
TOTAL:	8,200 (17% of State)

STATE

Square Miles: 31,928.77

Student Enrollment: 743,995

State Poverty Index: 70.70

2014 Ratings:

ESEA Federal Rating: B (85.4)

State Rating	Districts	Schools
Excellent	42 (51.2%)	454 (34%)
Good	8 (9.8%)	229 (18%)
Average	25 (30.5%)	411 (33%)
Below Average	4 (4.9%)	113 (9%)
At Risk	3 (3.7%)	46 (4%)
TOTAL	82	1,253

Student Performance

Graduation Rate: 80.1%

Grades 3-8 Students:

Reading: 31.8% Met 41.5% Exemplary 26.7% Not Met

Math: 35.9% Met 35.6% Exemplary 28.5% Not Met

3rd Grade Students: Reading – 78.9% Met or Above

Finances

Total per Pupil Revenues for Operations \$11,537

46% State 44% Local 10% Federal

Unobligated Fund Balance: \$825,588,334 or 10.2% of est. Revenues

Early Childhood

45.9% At-Risk Four-Year-Olds Served in Full-Day, Publicly Funded Program

Teachers – 49,170

Average Teacher Salary: \$48,430

ABBEVILLE

Square Miles: **502.89**

Student Enrollment: **3,016**

District Poverty Index: **79.65** (70.70)

Student Performance

Graduation Rate: **82.8%** (80.1)

2014 Ratings: State - **Excellent** Federal - **A (92.9)**

3rd Graders - **87.4%** Met or Above on Reading (**78.9%**)

Grades 3-8 Students

	Met		Exemplary		Not Met	
Reading	29.2%	31.8%	51.7%	41.5%	19.1%	26.7%
Mathematics	36.6%	35.9%	46.3%	35.6%	17.1%	28.5%

AP/IB - 2.2% Students Participated with **87.5%** Success Rate

LIFE Scholarship Eligibility – **30.8%** Students

Finances – FY2013-14

Estimated Per Pupil Revenues for Operations: **\$10,338** (\$11,537)

59% State **30%** Local **11%** Federal

46% State **44%** Local **10%** Federal

56.8% Spent on Instruction (**56.6%**) **55.0%** Spent on Teacher Salaries (**53.3%**)

June 30, 2014 Unobligated Fund Balance: **\$5,395,685** or **17.3%** est. revenues

Millage Rate for Operations: **.19340** County Value of One Mill: **\$57,500**

Early Childhood

49.5% At-Risk Four-Year-Olds Served in Full-Day Program (**49.5%**)

Teachers - 218

66.1% with Advanced Degrees

89.4% Continuing Contract

91.8% Returning from Prior Year

Average Teacher Salary: **\$48,096**

Administration

19.4% Spent on Operations

9.2% Spent on Leadership

Average Administrative Salary: **\$72,582**

ALLENDALE

Square Miles: **412.42**

Student Enrollment: **1,231**

District Poverty Index: **98.49** (70.70)

Student Performance

Graduation Rate: **76.0%** (80.1)

2014 Ratings: State – **Below Average** Federal – **F (48.3)**

3rd Graders - **41.1%** Met or Above on Reading (**78.9%**)

Grades 3-8 Students

	Met		Exemplary		Not Met	
Reading	24.9%	31.8%	17.8%	41.5%	57.3%	26.7%
Mathematics	25.2%	35.9%	15.0%	35.6%	59.8%	28.5%

AP/IB - 10% Students Participated with **N/R** Success Rate

LIFE Scholarship Eligibility – **27.8%** Students

Finances – FY2013-14

Estimated per Pupil Revenues for Operations: **\$16,455** (\$11,537)

49% State **34%** Local **17%** Federal

46% State **44%** Local **10%** Federal

45.0% Spent on Instruction **42.4%** Spent on Teacher Salaries

June 30, 2014 Unobligated Fund Balance: **\$4,596,797** or **22.7%** est. revenues

Millage Rate for Operations: **.25600** County Value of One Mill: **\$20,193**

Early Childhood

84.9% At-Risk Four-Year-Olds Served in Full-Day Program (**49.5%**)

Teachers - 99

48.5% with Advanced Degrees

66.7% Continuing Contract

75.6% Returning from Prior Year

Average Teacher Salary: **\$43,968**

Administration

24.6% Spent on Operations

12.0 Spent on Leadership

Average Administrative Salary: **\$69,807**

BAMBERG 1

Square Miles: 244.03

Student Enrollment: 1,368

District Poverty Index: 78.98 (70.70)

Student Performance

Graduation Rate: **80.4%** (80.1)

2014 Ratings: State – **Excellent** Federal – **B (80.3)**

3rd Graders - **69.2%** Met or Above on Reading (78.9%)

Grades 3-8 Students

	Met		Exemplary		Not Met	
Reading	37.5%	31.8%	34.3%	41.5%	28.2%	26.7%
Mathematics	38.2%	35.9%	30.2%	35.6%	31.6%	28.5%

AP/IB - 9.9% Students Participated with 79% Success Rate

LIFE Scholarship Eligibility – **30.1%** Students

Finances – FY2013-14

Estimated per Pupil Revenues for Operations: \$12,371 (\$11,537)

54% State **34%** Local **12%** Federal

46% State **44%** Local **10%** Federal

53.6% Spent on Instruction 50.5% Spent on Teacher Salaries

June 30, 2014 Unobligated Fund Balance: \$ **1,548,183** or **9.2%** est. revenues

Millage Rate for Operations: .26480 County Value of One Mill: \$28,896

Early Childhood

77.8% At-Risk Four-Year-Olds Served in Full-Day Program (**49.5%**)

Teachers - 87

66.7% with Advanced Degrees

87.4% Continuing Contract

93.9% Returning from Prior Year

Average Teacher Salary: **\$44,919**

Administration

23.6% Spent on Operations

9.9% Spent on Leadership

Average Administrative Salary: **\$79,610**

BAMBERG 2

Square Miles: 151.53

Student Enrollment: 699

District Poverty Index: 97.66 (70.70)

Student Performance

Graduation Rate: **80.3%** (80.1)

2014 Ratings: State – **Average** Federal – **F (56.0)**

3rd Graders – **61.1%** Met or Above on Reading (78.9%)

Grades 3-8 Students

	Met		Exemplary		Not Met	
Reading	35.9%	31.8%	23.3%	41.5%	40.8%	26.7%
Mathematics	35.2%	35.9%	10.5%	35.6%	54.4%	28.5%

AP/IB - 21.1% Students Participated with --% Success Rate

LIFE Scholarship Eligibility – **30.4%** Students

Finances – FY2013-14

Estimated per Pupil Revenues for Operations: \$15,163 (\$11,537)

48% State **26%** Local **26%** Federal

46% State **44%** Local **10%** Federal

49.4% Spent on Instruction 42.5% Spent on Teacher Salaries

June 30, 2014 Unobligated Fund Balance: **(\$370,122)** or **(3.5%) est. revenues**

Millage Rate for Operations: 25890 County Value of One Mill: \$28,896

Early Childhood

56.1% At-Risk Four-Year-Olds Served in Full-Day Program (49.5%)

Teachers - 59

61.0% with Advanced Degrees

57.6% Continuing Contract

78.2% Returning from Prior Year

Average Teacher Salary: **\$44,301**

Administration

21.0% Spent on Operations

12.5% Spent on Leadership

Average Administrative Salary: **\$75,908**

BARNWELL 19

Square Miles: 91.48

Student Enrollment: 727

District Poverty Index: 95.31 (70.70)

Student Performance

Graduation Rate: **82.8%** (80.1)

2014 Ratings: State – **Average** Federal – **F (45.0)**

3rd Graders - **65.5%** Met or Above on Reading (78.9%)

Grades 3-8 Students

	Met		Exemplary		Not Met	
Reading	33.3%	31.8%	17.5%	41.5%	49.2%	26.7%
Mathematics	37.2%	35.9%	8.1%	35.6%	54.7%	28.5%

AP/IB - **7.0%** Students Participated with --% Success Rate

LIFE Scholarship Eligibility – **28.0%** Students

Finances – FY2013-14

Estimated per Pupil Revenues for Operations: **\$12,065** (\$11,537)

49% State **30%** Local **21%** Federal

46% State **44%** Local **10%** Federal

51.5% Spent on Instruction **48.9%** Spent on Teacher Salaries

June 30, 2014 Unobligated Fund Balance: **\$64,623** or **0.7% est. revenues**

Millage Rate for Operations: **.16720** County Value of One Mill: **\$52,427**

Early Childhood

100% At-Risk Four-Year-Olds Served in Full-Day Program (**49.5%**)

Teachers - 55

56.4% with Advanced Degrees

80.0% Continuing Contract

85.4% Returning from Prior Year

Average Teacher Salary: **\$43,860**

Administration

21.8% Spent on Operations

12.2% Spent on Leadership

Average Administrative Salary: **\$68,775**

BARNWELL 29

Square Miles: 90.76

Student Enrollment: 926

District Poverty Index: 86.15 (70.70)

Student Performance

Graduation Rate: **91.9%** (80.1)

2014 Ratings: State – **Excellent** Federal – **B (83.4)**

3rd Graders – **74.2%** Met or Above on Reading (78.9%)

Grades 3-8 Students

	Met		Exemplary		Not Met	
Reading	32.5%	31.8%	35.8%	41.5%	31.7%	26.7%
Mathematics	42.1%	35.9%	26.5%	35.6%	31.4%	28.5%

AP/IB - 13.2% Students Participated with **33.3%** Success Rate

LIFE Scholarship Eligibility – **37.1%** Students

Finances – FY2013-14

Estimated per Pupil Revenues for Operations: \$10,040 (\$11,537)

51% State **28%** Local **21%** Federal

46% State **44%** Local **10%** Federal

53.1% Spent on Instruction **49.9%** Spent on Teacher Salaries

June 30, 2014 Unobligated Fund Balance: **\$2,198,352** or **23.6%** est. revenues

Millage Rate for Operations: **.18066** County Value of One Mill: **\$52,427**

Early Childhood

72.5% At-Risk Four-Year-Olds Served in Full-Day Program (**49.5%**)

Teachers - 65

56.9% with Advanced Degrees

75.4% Continuing Contract

85.8% Returning from Prior Year

Average Teacher Salary: **\$45,154**

Administration

21.5% Spent on Operations

13.5% Spent on Leadership

Average Administrative Salary: **\$83,321**

BARNWELL 45

Square Miles: 185.26

Student Enrollment: 2,353

District Poverty Index: 83.74 (70.70)

Student Performance

Graduation Rate: **83.1%** (80.1)

2014 Ratings: State – **Average** Federal – **D (68.2)**

3rd Graders – **78.1%** Met or Above on Reading (78.9%)

Grades 3-8 Students

	Met		Exemplary		Not Met	
Reading	30.5%	31.8%	30.4%	41.5%	39.1%	26.7%
Mathematics	30.8%	35.9%	28.0%	35.6%	41.2%	28.5%

AP/IB - 3.7% Students Participated with **80.0%** Success Rate

LIFE Scholarship Eligibility – **64.7%** Students

Finances – FY2013-14

Estimated per Pupil Revenues for Operations: **\$9,498** (\$11,537)

57% State **24%** Local **19%** Federal

46% State **44%** Local **10%** Federal

57.8% Spent on Instruction **55.5%** Spent on Teacher Salaries

June 30, 2014 Unobligated Fund Balance: **\$2,472,341** or **11.1%** est. revenues

Millage Rate for Operations: **.17850** County Value of One Mill: **\$52,427**

Early Childhood

33.4% At-Risk Four-Year-Olds Served in Full-Day Program (49.5%)

Teachers - 150

53.3% with Advanced Degrees

88.7% Continuing Contract

90.0% Returning from Prior Year

Average Teacher Salary: **\$49,106**

Administration

22.5% Spent on Operations

9.5% Spent on Leadership

Average Administrative Salary: **\$79,797**

BERKELEY

Square Miles: 1,229.24

Student Enrollment: 30,755

District Poverty Index: 73.01 (70.70)

Student Performance

Graduation Rate: **80.3%** (80.1)

2014 Ratings: State – **Excellent** Federal – **B (85.6)**

3rd Graders – **80.7%** Met or Above on Reading (78.9%)

Grades 3-8 Students

	Met		Exemplary		Not Met	
Reading	34.2%	31.8%	42.3%	41.5%	23.6%	26.7%
Mathematics	39.0%	35.9%	34.6%	35.6%	26.4%	28.5%

AP/IB – 28.7% Students Participated with **52.4%** Success Rate

LIFE Scholarship Eligibility – 34.4% Students

Finances – FY2013-14

Estimated per Pupil Revenues for Operations: **\$10,390** (\$11,537)

49% State **40%** Local **10%** Federal

46% State **44%** Local **10%** Federal

55.1% Spent on Instruction **52.4%** Spent on Teacher Salaries

June 30, 2014 Unobligated Fund Balance: **\$42,387,315** or **13.3%** est. revenues

Millage Rate for Operations: **.14290** County Value of One Mill: **\$755,000**

Early Childhood

65.5% At-Risk Four-Year-Olds Served in Full-Day Program (**49.5%**)

Teachers – 1,965

59.0% with Advanced Degrees

67.5% Continuing Contract

89.1% Returning from Prior Year

Average Teacher Salary: **\$47,079**

Administration

21.7% Spent on Operations

8.6% Spent on Leadership

Average Administrative Salary: **\$83,160**

CHESTERFIELD

Square Miles: 805.75

Student Enrollment: 7,187

District Poverty Index: 82.78 (70.70)

Student Performance

Graduation Rate: **88.3%** (80.1)

2014 Ratings: State – **Excellent** Federal – **C (78.9)**

3rd Graders – **78.1%** Met or Above on Reading (78.9%)

Grades 3-8 Students

	Met		Exemplary		Not Met	
Reading	31.5%	31.8%	36.6%	41.5%	31.9%	26.7%
Mathematics	36.1%	35.9%	34.1%	35.6%	29.8%	28.5%

AP/IB – 11.2% Students Participated with **43.4%** Success Rate

LIFE Scholarship Eligibility – 34.3% Students

Finances – FY2013-14

Estimated per Pupil Revenues for Operations: \$9,844 (\$11,537)

54% State **32%** Local **14%** Federal

46% State **44%** Local **10%** Federal

55.5% Spent on Instruction **53.4%** Spent on Teacher Salaries

June 30, 2014 Unobligated Fund Balance: **\$3,426,691** or **4.8%** est. revenues

Millage Rate for Operations: **.17266** County Value of One Mill: **\$109,000**

Early Childhood

50.6% At-Risk Four-Year-Olds Served in Full-Day Program (**49.5%**)

Teachers - 472

63.1% with Advanced Degrees

80.5% Continuing Contract

91.8% Returning from Prior Year

Average Teacher Salary: **\$47,161**

Administration

21.5% Spent on Operations

7.7% Spent on Leadership

Average Administrative Salary: **\$78,342**

CLARENDON 1

Square Miles: 258.03

Student Enrollment: 758 District Poverty Index: 98.28 (70.70)

Student Performance

Graduation Rate: **78.7%** (80.1)

2014 Ratings: State – **Average** Federal – **B (80.5)**

3rd Graders – **89.5%** Met or Above on Reading (78.9%)

Grades 3-8 Students

	Met		Exemplary		Not Met	
Reading	37.4%	31.8%	33.6%	41.5%	29.0%	26.7%
Mathematics	38.5%	35.9%	22.4%	35.6%	39.1%	28.5%

AP/IB – 0% Students Participated with --% Success Rate

LIFE Scholarship Eligibility – 40.5% Students

Finances – FY2013-14

Estimated per Pupil Revenues for Operations: \$17,341 (\$11,537)

30% State **38%** Local **32%** Federal

46% State **44%** Local **10%** Federal

52.7% Spent on Instruction **50.1%** Spent on Teacher Salaries

June 30, 2014 Unobligated Fund Balance: **\$ 2,280,388** or **17.3% est. revenues**

Millage Rate for Operations: **.12400** County Value of One Mill: **\$97,240**

Early Childhood

97.7% At-Risk Four-Year-Olds Served in Full-Day Program (**49.5%**)

Teachers - 41

82.9% with Advanced Degrees

75.6% Continuing Contract

78.2% Returning from Prior Year

Average Teacher Salary: **\$46,296**

Administration

21.0% Spent on Operations

11.8% Spent on Leadership

Average Administrative Salary: **\$88,119**

CLARENDON 2

Square Miles: 314.84

Student Enrollment: 2,891 District Poverty Index: 92.23 (70.70)

Student Performance

Graduation Rate: **76.1%** (80.1)

2014 Ratings: State – **Average** Federal – **C (73.6)**

3rd Graders – **69.8%** Met or Above on Reading (78.9%)

Grades 3-8 Students

	Met		Exemplary		Not Met	
Reading	35.3%	31.8%	29.9%	41.5%	34.7%	26.7%
Mathematics	38.5%	35.9%	33.4%	35.6%	28.2%	28.5%

AP/IB – 2.9% Students Participated with **8.9%** Success Rate

LIFE Scholarship Eligibility – **28.1%** Students

Finances – FY2013-14

Estimated per Pupil Revenues for Operations: **\$9,304** (**\$11,537**)

55% State **28%** Local **17%** Federal

46% State **44%** Local **10%** Federal

59.8% Spent on Instruction **55.0%** Spent on Teacher Salaries

June 30, 2014 Unobligated Fund Balance: **\$8,968,807** or **33.3%** est. revenues

Millage Rate for Operations: **.12740** County Value of One Mill: **\$97,240**

Early Childhood

80.9% At-Risk Four-Year-Olds Served in Full-Day Program (**49.5%**)

Teachers - 162

62.3% with Advanced Degrees

75.9% Continuing Contract

87.8% Returning from Prior Year

Average Teacher Salary: **\$46,582**

Administration

20.7% Spent on Operations

9.5% Spent on Leadership

Average Administrative Salary: **\$76,924**

CLARENDON 3

Square Miles: 122.79

Student Enrollment: 1,177 District Poverty Index: 69.61 (70.70)

Student Performance

Graduation Rate: **87.7%** (80.1)

2014 Ratings: State – **Excellent** Federal – **B (80.9)**

3rd Graders – **86.7%** Met or Above on Reading (78.9%)

Grades 3-8 Students

	Met		Exemplary		Not Met	
Reading	33.4%	31.8%	41.8%	41.5%	24.8%	26.7%
Mathematics	45.8%	35.9%	31.9%	35.6%	22.4%	28.5%

AP/IB – 0% Students Participated with -- Success Rate

LIFE Scholarship Eligibility – 30.0% Students

Finances – FY2013-14

Estimated per Pupil Revenues for Operations: **\$8,321** (\$11,537)

62% State **28%** Local **10%** Federal

46% State **44%** Local **10%** Federal

58.2% Spent on Instruction **56.2%** Spent on Teacher Salaries

June 30, 2014 Unobligated Fund Balance: **\$391,658** or **3.8% est. revenues**

Millage Rate for Operations: **.27750** County Value of One Mill: **\$97,240**

Early Childhood

77.4% At-Risk Four-Year-Olds Served in Full-Day Program (49.5%)

Teachers - 70

60.0% with Advanced Degrees

87.1% Continuing Contract

90.8% Returning from Prior Year

Average Teacher Salary: **\$47,069**

Administration

20.4% Spent on Operations

9.0% Spent on Leadership

Average Administrative Salary: **\$70,123**

DILLON 3

Square Miles: 255.87

Student Enrollment: 1,550

District Poverty Index: 79.83 (70.70)

Student Performance

Graduation Rate: **79.2%** (80.1)

2014 Ratings: State – **Good** Federal – **C** (77.6)

3rd Graders – **74.6%** Met or Above on Reading (78.9%)

Grades 3-8 Students

	Met		Exemplary		Not Met	
Reading	33.8%	31.8%	37.0%	41.5%	29.1%	26.7%
Mathematics	38.2%	35.9%	33.4%	35.6%	28.4%	28.5%

AP/IB – **18.9%** Students Participated with **46.5%** Success Rate

LIFE Scholarship Eligibility – **31.0%** Students

Finances – FY2013-14

Estimated per Pupil Revenues for Operations: \$7,655 (\$11,537)

62% State **23%** Local **15%** Federal

46% State **44%** Local **10%** Federal

51.0% Spent on Instruction

48.4% Spent on Teacher Salaries

June 30, 2014 Unobligated Fund Balance: \$2,642,686 or **22.3%** est. revenues

Millage Rate for Operations: .14775 County Value of One Mill: \$63,582

Early Childhood

100% At-Risk Four-Year-Olds Served in Full-Day Program (**49.5%**)

Teachers - 83

60.2% with Advanced Degrees

74.7% Continuing Contract

88.7% Returning from Prior Year

Average Teacher Salary: **\$42,735**

Administration

19.5% Spent on Operations

11.5% Spent on Leadership

Average Administrative Salary: **\$70, 936**

DILLON 4

Square Miles: 150.71

Student Enrollment: 4,143

District Poverty Index: 94.44 (70.70)

Student Performance

Graduation Rate: **78.5%** (80.1)

2014 Ratings: State – **Average** Federal – **C (70.9)**

3rd Graders – **68.9%** Met or Above on Reading (78.9%)

Grades 3-8 Students

	Met		Exemplary		Not Met	
Reading	34.5%	31.8%	26.9%	41.5%	38.6%	26.7%
Mathematics	38.2%	35.9%	23.1%	35.6%	38.7%	28.5%

AP/IB – -% Students Participated with --%Success Rate

LIFE Scholarship Eligibility – **30.6%** Students

Finances – FY2013-14

Estimated per Pupil Revenues for Operations: \$15,163 (\$11,537)

48% State **26%** Local **26%** Federal

46% State **44%** Local **10%** Federal

48.9% Spent on Instruction **44.5%** Spent on Teacher Salaries

June 30, 2014 Unobligated Fund Balance: **\$5,158,185** or **15.0%** est. revenues

Millage Rate for Operations: **.14775** County Value of One Mill: **\$63,582**

Early Childhood

93.6% At-Risk Four-Year-Olds Served in Full-Day Program (**49.5%**)

Teachers - 229

57.6% with Advanced Degrees
82.5% Continuing Contract

88.2% Returning from Prior Year
Average Teacher Salary: **\$43,349**

Administration

26.1% Spent on Operations
9.9% Spent on Leadership

Average Administrative Salary: **\$80,926**

FLORENCE 1

Square Miles: **295.31**

Student Enrollment: **15,546**

District Poverty Index: **74.19** **(70.70)**

Student Performance

Graduation Rate: **80.1%** **(80.1)**

2014 Ratings: State – **Excellent** Federal – **B (86.0)**

3rd Graders – **86.7%** Met or Above on Reading **(78.9%)**

Grades 3-8 Students

	Met		Exemplary		Not Met	
Reading	34.6%	31.8%	39.8%	41.5%	25.6%	26.7%
Mathematics	41.2%	35.9%	30.2%	35.6%	28.7%	28.5%

AP/IB – 15.8% Students Participated with **59.3%** Success Rate

LIFE Scholarship Eligibility – **27.2%** Students

Finances – FY2013-14

Estimated per Pupil Revenues for Operations: **\$10,647** **(\$11,537)**

53% State **38%** Local **9%** Federal

46% State **44%** Local **10%** Federal

57.5% Spent on Instruction **54.8%** Spent on Teacher Salaries

June 30, 2014 Unobligated Fund Balance: **\$32,099,363** or **19.4% est. revenues**

Millage Rate for Operations: **.03170** County Value of One Mill: **\$439,828**

Early Childhood

71.3% At-Risk Four-Year-Olds Served in Full-Day Program **(49.5%)**

Teachers – 1,110

61.9% with Advanced Degrees

84.7% Continuing Contract

93.3% Returning from Prior Year

Average Teacher Salary: **\$48,444**

Administration

18.5% Spent on Operations

8.6% Spent on Leadership

Average Administrative Salary: **\$80,490**

FLORENCE 2

Square Miles: 151.80

Student Enrollment: 1,221 District Poverty Index: 79.10 (70.70)

Student Performance

Graduation Rate: 71.6% (80.1)

2014 Ratings: State – **Average** Federal – **C (73.6)**

3rd Graders – **82.2%** Met or Above on Reading (78.9%)

Grades 3-8 Students

	Met		Exemplary		Not Met	
Reading	36.3%	31.8%	33.8%	41.5%	29.9%	26.7%
Mathematics	44.0%	35.9%	25.2%	35.6%	30.8%	28.5%

AP/IB – 6.1% Students Participated with **84.6%** Success Rate

LIFE Scholarship Eligibility – **25.7%** Students

Finances – FY2013-14

Estimated per Pupil Revenues for Operations: \$8,703 (\$11,537)

63% State 23% Local 14% Federal

46% State 44% Local 10% Federal

59.8% Spent on Instruction 58.0% Spent on Teacher Salaries

June 30, 2014 Unobligated Fund Balance: \$2,986,266 or **28.1%** est. revenues

Millage Rate for Operations: .04360 County Value of One Mill: \$439,828

Early Childhood

80.3% At-Risk Four-Year-Olds Served in Full-Day Program (**49.5%**)

Teachers – 78

67.9% with Advanced Degrees

73.1% Continuing Contract

89.8% Returning from Prior Year

Average Teacher Salary: **\$44,227**

Administration

17.6% Spent on Operations

12.2% Spent on Leadership

Average Administrative Salary: **\$78,959**

FLORENCE 3

Square Miles: 191.65

Student Enrollment: 3,559 District Poverty Index: 93.95 (70.70)

Student Performance

Graduation Rate: **76.6%** (80.1)

2014 Ratings: State – **Average** Federal – **D (67.1)**

3rd Graders – **63.6%** Met or Above on Reading (78.9%)

Grades 3-8 Students

	Met		Exemplary		Not Met	
Reading	32.6%	31.8%	27.9%	41.5%	39.5%	26.7%
Mathematics	36.1%	35.9%	21.4%	35.6%	42.5%	28.5%

AP/IB – 8.1% Students Participated with **15.6%** Success Rate

LIFE Scholarship Eligibility – 28.6% Students

Finances – FY2013-14

Estimated per Pupil Revenues for Operations: \$10,154 (\$11,537)

56% State **24%** Local **20%** Federal

46% State **44%** Local **10%** Federal

52.2% Spent on Instruction 47.5% Spent on Teacher Salaries

June 30, 2014 Unobligated Fund Balance: **\$536,649** or **1.5% est. revenues**

Millage Rate for Operations: .19210 County Value of One Mill: \$439,828

Early Childhood

74.9% At-Risk Four-Year-Olds Served in Full-Day Program (49.5%)

Teachers – 244

48.4% with Advanced Degrees

63.9% Continuing Contract

86.8% Returning from Prior Year

Average Teacher Salary: **\$43,716**

Administration

21.3% Spent on Operations

11.0% Spent on Leadership

Average Administrative Salary: **\$70,743**

FLORENCE 4

Square Miles: 81.65

Student Enrollment: 693 District Poverty Index: 97.27 (70.70)

Student Performance

Graduation Rate: **71.4%** (80.1)

2014 Ratings: State – **Below Average** Federal – **F (17.6)**

3rd Graders – **36.1%** Met or Above on Reading (78.9%)

Grades 3-8 Students

	Met		Exemplary		Not Met	
Reading	25.5%	31.8%	13.1%	41.5%	61.3%	26.7%
Mathematics	21.5%	35.9%	2.9%	35.6%	75.5%	28.5%

AP/IB – 6.2% Students Participated with --%Success Rate

LIFE Scholarship Eligibility – 53.2% Students

Finances – FY2013-14

Estimated per Pupil Revenues for Operations: \$12,181 (\$11,537)

44% State **38%** Local **18%** Federal

46% State **44%** Local **10%** Federal

57.1% Spent on Instruction 53.7% Spent on Teacher Salaries

June 30, 2014 Unobligated Fund Balance: Not Reported or -- % est. revenues

Millage Rate for Operations: .13510 County Value of One Mill: \$439,828

Early Childhood

65.1% At-Risk Four-Year-Olds Served in Full-Day Program (**49.5%**)

Teachers – 50

62.0% with Advanced Degrees

68.0% Continuing Contract

76.0% Returning from Prior Year

Average Teacher Salary: **\$42,553**

Administration

26.7% Spent on Operations

9.1% Spent on Leadership

Average Administrative Salary: **\$70,913**

FLORENCE 5

Square Miles: **83.31**

Student Enrollment: **1,379** District Poverty Index: **75.95** (70.70)

Student Performance

Graduation Rate: **83.3%** (80.1)

2014 Ratings: State – **Excellent** Federal – **C (78.7)**

3rd Graders –**81.0%** Met or Above on Reading (78.9%)

Grades 3-8 Students

	Met		Exemplary		Not Met	
Reading	34.7%	31.8%	37.5%	41.5%	27.7%	26.7%
Mathematics	39.9%	35.9%	28.6%	35.6%	31.6%	28.5%

AP/IB – 11.3% Students Participated with **68.4%** Success Rate

LIFE Scholarship Eligibility – 64.0% Students

Finances – FY2013-14

Estimated per Pupil Revenues for Operations: **\$9,757** (\$11,537)

59% State **30%** Local **11%** Federal

46% State **44%** Local **10%** Federal

55.1% Spent on Instruction **53.7%** Spent on Teacher Salaries

June 30, 2014 Unobligated Fund Balance: **\$1,615,962** or **12.0% est. revenues**

Millage Rate for Operations: **.24270** County Value of One Mill: **\$439,828**

Early Childhood

76.5% At-Risk Four-Year-Olds Served in Full-Day Program (**49.5%**)

Teachers – 85

58.8% with Advanced Degrees

92.9% Continuing Contract

91.3% Returning from Prior Year

Average Teacher Salary: **\$48,281**

Administration

20.8% Spent on Operations

8.7% Spent on Leadership

Average Administrative Salary: **\$77,618**

HAMPTON 1

Square Miles: **306.99**

Student Enrollment: **2,352** District Poverty Index: **85.91** (70.70)

Student Performance

Graduation Rate: **80.2%** (80.1)

2014 Ratings: State – **Average** Federal – **C (78.5)**

3rd Graders – **77.9%** Met or Above on Reading (78.9%)

Grades 3-8 Students

	Met		Exemplary		Not Met	
Reading	33.6%	31.8%	35.6%	41.5%	30.7%	26.7%
Mathematics	40.0%	35.9%	26.7%	35.6%	33.3%	28.5%

AP/IB – --% Students Participated with -- Success Rate

LIFE Scholarship Eligibility – **11.0%** Students

Finances – FY2013-14

Estimated per Pupil Revenues for Operations: **\$11,082** (11,537)

54% State **27%** Local **19%** Federal

46% State **44%** Local **10%** Federal

53.1% Spent on Instruction **49.3%** Spent on Teacher Salaries

June 30, 2014 Unobligated Fund Balance: **\$810,601** or **3.1% est. revenues**

Millage Rate for Operations: **.19800** County Value of One Mill: **\$**

Early Childhood

100% At-Risk Four-Year-Olds Served in Full-Day Program (**49.5%**)

Teachers –163

61.3% with Advanced Degrees

77.9% Continuing Contract

85.8% Returning from Prior Year

Average Teacher Salary: **\$45,527**

Administration

18.1% Spent on Operations

9.4% Spent on Leadership

Average Administrative Salary: **\$75,491**

HAMPTON 2

Square Miles: 255.72

Student Enrollment: 864 District Poverty Index: 97.82 (70.70)

Student Performance

Graduation Rate: **70.6%** (80.1)

2014 Ratings: State – **Below Average** Federal – **F (41.3)**

3rd Graders – **66.1%** Met or Above on Reading (78.9%)

Grades 3-8 Students

	Met		Exemplary		Not Met	
Reading	28.8%	31.8%	13.4%	41.5%	57.8%	26.7%
Mathematics	29.9%	35.9%	10.5%	35.6%	59.5%	28.5%

AP/IB – --% Students Participated with -- Success Rate

LIFE Scholarship Eligibility – **N/R** Students

Finances – FY2013-14

Estimated per Pupil Revenues for Operations: \$14,430 (\$11,537)

45% State **29%** Local **26%** Federal

46% State **44%** Local **10%** Federal

41.3% Spent on Instruction 38.4% Spent on Teacher Salaries

June 30, 2014 Unobligated Fund Balance: **\$1,580,492** or **12.7%** est. revenues

Millage Rate for Operations: .29900 County Value of One Mill: \$

Early Childhood

82.5% At-Risk Four-Year-Olds Served in Full-Day Program (**49.5%**)

Teachers –60

61.7% with Advanced Degrees

55.0% Continuing Contract

69.7% Returning from Prior Year

Average Teacher Salary: **\$43,268**

Administration

25.9% Spent on Operations

15.3% Spent on Leadership

Average Administrative Salary: **\$69,625**

JASPER

Square Miles: 699.36

Student Enrollment: 2,645 District Poverty Index: 96.16 (70.70)

Student Performance

Graduation Rate: **68.5%** (80.1)

2014 Ratings: State – **At Risk** Federal – **F (35.5)**

3rd Graders –**51.0%** Met or Above on Reading (**78.9%**)

Grades 3-8 Students

	Met		Exemplary		Not Met	
Reading	30.4%	31.8%	14.0%	41.5%	55.6%	26.7%
Mathematics	26.7%	35.9%	8.8%	35.6%	64.5%	28.5%

AP/IB – 3.4% Students Participated with **54.6%** Success Rate

LIFE Scholarship Eligibility – **27.2%** Students

Finances – FY2013-14

Estimated per Pupil Revenues for Operations: **\$14,089** (\$11,537)

36% State **47%** Local **17%** Federal

46% State **44%** Local **10%** Federal

51.8% Spent on Instruction **48.2%** Spent on Teacher Salaries

June 30, 2014 Unobligated Fund Balance: **\$2,418,960** or **6.5%** est. revenues

Millage Rate for Operations: **.16600** County Value of One Mill: **\$101,000**

Early Childhood

73.6% At-Risk Four-Year-Olds Served in Full-Day Program (**49.5%**)

Teachers –189

67.7% with Advanced Degrees

59.3% Continuing Contract

76.1% Returning from Prior Year

Average Teacher Salary: **\$48,331**

Administration

26.4% Spent on Operations

10.5% Spent on Leadership

Average Administrative Salary: **\$78,646**

LAURENS 55

Square Miles: 353.30

Student Enrollment: 5,624 District Poverty Index: 82.83 (70.70)

Student Performance

Graduation Rate: **79.7%** (80.1)

2014 Ratings: State – **Excellent** Federal – **C (75.4)**

3rd Graders –**71.5%** Met or Above on Reading (78.9%)

Grades 3-8 Students

	Met		Exemplary		Not Met	
Reading	37.1%	31.8%	33.9%	41.5%	28.9%	26.7%
Mathematics	40.5%	35.9%	28.4%	35.6%	31.1%	28.5%

AP/IB – 24.2% Students Participated with **29.3%** Success Rate

LIFE Scholarship Eligibility – **29.8%** Students

Finances – FY2013-14

Estimated per Pupil Revenues for Operations: **\$9,939** (\$11,537)

54% State **33%** Local **13%** Federal

46% State **44%** Local **10%** Federal

55.4% Spent on Instruction **53.8%** Spent on Teacher Salaries

June 30, 2014 Unobligated Fund Balance: **\$5,377,625** or **9.6% est. revenues**

Millage Rate for Operations: **.16750** County Value of One Mill: **\$167,750**

Early Childhood

78.2% At-Risk Four-Year-Olds Served in Full-Day Program (**49.5%**)

Teachers –356

56.7% with Advanced Degrees

78.9% Continuing Contract

91.5% Returning from Prior Year

Average Teacher Salary: **\$45,701**

Administration

21.4% Spent on Operations

8.7 Spent on Leadership

Average Administrative Salary: **\$84,871**

LAURENS 56

Square Miles: 292.84

Student Enrollment: 2,933 District Poverty Index: 85.29 (70.70)

Student Performance

Graduation Rate: 77.8% (80.1)

2014 Ratings: State – Average Federal – C (79.6)

3rd Graders –70.9% Met or Above on Reading (78.9%)

Grades 3-8 Students

	Met		Exemplary		Not Met	
Reading	35.3%	31.8%	36.1%	41.5%	28.6%	26.7%
Mathematics	39.9%	35.9%	31.9%	35.6%	28.1%	28.5%

AP/IB – 17.2% Students Participated with 32.1% Success Rate

LIFE Scholarship Eligibility – 61.8% Students

Finances – FY2013-14

Estimated per Pupil Revenues for Operations: \$11,397 (\$11,537)

49% State 31% Local 20% Federal

46% State 44% Local 10% Federal

50.5% Spent on Instruction

48.5% Spent on Teacher Salaries

June 30, 2014 Unobligated Fund Balance: \$3,546,721 or 10.6% est. revenues

Millage Rate for Operations: .16750 County Value of One Mill: \$167,750

Early Childhood

73.4% At-Risk Four-Year-Olds Served in Full-Day Program (49.5%)

Teachers –178

54.5% with Advanced Degrees

85.4% Continuing Contract

90.1% Returning from Prior Year

Average Teacher Salary: \$46,460

Administration

22.8% Spent on Operations

7.7% Spent on Leadership

Average Administrative Salary: \$78,580

LEE

Square Miles: **411.23**

Student Enrollment: **2,116** District Poverty Index: **97.76** (70.70)

Student Performance

Graduation Rate: **71.6%** (80.1)

2014 Ratings: State – **Below Average** Federal – **F (32.7)**

3rd Graders –**51.7%** Met or Above on Reading (78.9%)

Grades 3-8 Students

	Met		Exemplary		Not Met	
Reading	27.3%	31.8%	12.4%	41.5%	60.3%	26.7%
Mathematics	26.6%	35.9%	7.8%	35.6%	65.6%	28.5%

AP/IB – 46.4% Students Participated with --% Success Rate

LIFE Scholarship Eligibility – 29.9%Students

Finances – FY2013-14

Estimated per Pupil Revenues for Operations: **\$11,312** (\$11,537)

55% State **26%** Local **19%** Federal

46% State **44%** Local **10%** Federal

47.2% Spent on Instruction **42.9%** Spent on Teacher Salaries

June 30, 2014 Unobligated Fund Balance: **\$1,376,948** or **5.8% est. revenues**

Millage Rate for Operations: **.13400** County Value of One Mill: **\$34,778**

Early Childhood

53.3% At-Risk Four-Year-Olds Served in Full-Day Program (49.5%)

Teachers –153

57.5% with Advanced Degrees

60.1% Continuing Contract

77.7% Returning from Prior Year

Average Teacher Salary: **\$42,556**

Administration

26.4% Spent on Operations

12.3% Spent on Leadership

Average Administrative Salary: **\$70,295**

LEXINGTON 4

Square Miles: 118.63

Student Enrollment: 3,102 District Poverty Index: 87.69 (70.70)

Student Performance

Graduation Rate: **77.9%** (80.1)

2014 Ratings: State – **Average** Federal – **D (67.0)**

3rd Graders –**70.9%** Met or Above on Reading (78.9%)

Grades 3-8 Students

	Met		Exemplary		Not Met	
Reading	33.3%	31.8%	26.9%	41.5%	39.9%	26.7%
Mathematics	35.5%	35.9%	19.8%	35.6%	44.7%	28.5%

AP/IB – 40.7% Students Participated with **12.8%** Success Rate

LIFE Scholarship Eligibility – 30.6% Students

Finances – FY2013-14

Estimated per Pupil Revenues for Operations: **\$11,502** (\$11,537)

59% State **31%** Local **10%** Federal

46% State **44%** Local **10%** Federal

48.2% Spent on Instruction **44.3%** Spent on Teacher Salaries

June 30, 2014 Unobligated Fund Balance: **\$6,406,529** or **18.0% est. revenues**

Millage Rate for Operations: **.30620** County Value of One Mill: **\$1,046,743**

Early Childhood

80.1% At-Risk Four-Year-Olds Served in Full-Day Program (**49.5%**)

Teachers –196

59.7% with Advanced Degrees

81.1% Continuing Contract

87.7% Returning from Prior Year

Average Teacher Salary: **\$44,738**

Administration

24.4% Spent on Operations

8.9% Spent on Leadership

Average Administrative Salary: **\$86,859**

McCORMICK

Square Miles: 393.87

Student Enrollment: 765 District Poverty Index: 91.97 (70.70)

Student Performance

Graduation Rate: **62.1%** (80.1)

2014 Ratings: State – **At Risk** Federal – **D (68.8)**

3rd Graders – **83.3%** Met or Above on Reading (78.9%)

Grades 3-8 Students

	Met		Exemplary		Not Met	
Reading	33.1%	31.8%	32.2%	41.5%	34.7%	26.7%
Mathematics	38.4%	35.9%	16.7%	35.6%	44.9%	28.5%

AP/IB – 0% Students Participated with --% Success Rate

LIFE Scholarship Eligibility – 28.6% Students

Finances – FY2013-14

Estimated per Pupil Revenues for Operations: **\$16,924** (\$11,537)

46% State **42%** Local 11% Federal

46% State **44%** Local 10% Federal

45.2% Spent on Instruction **43.8%** Spent on Teacher Salaries

June 30, 2014 Unobligated Fund Balance: **\$2,693,891** or **20.8% est. revenues**

Millage Rate for Operations: **.30620** County Value of One Mill: **\$1,046,743**

Early Childhood

83.9% At-Risk Four-Year-Olds Served in Full-Day Program (**49.5%**)

Teachers –55

70.9% with Advanced Degrees

70.9% Continuing Contract

71.6% Returning from Prior Year

Average Teacher Salary: **\$45,937**

Administration

23.6% Spent on Operations

9.4% Spent on Leadership

Average Administrative Salary: **\$73,007**

MARION

Square Miles: 494.14

Student Enrollment: 4,883 District Poverty Index: 95.46 (70.70)

Student Performance

Graduation Rate: **86.0%** (80.1)

2014 Ratings: State – **Average** Federal – **D (61.1)**

3rd Graders –**62.9%** Met or Above on Reading (78.9%)

Grades 3-8 Students

	Met		Exemplary		Not Met	
Reading	32.8%	31.8%	22.0%	41.5%	45.3%	26.7%
Mathematics	37.2%	35.9%	15.5%	35.6%	47.2%	28.5%

AP/IB – 12.7% Students Participated with **29.2%** Success Rate

LIFE Scholarship Eligibility – 44.4% Students

Finances – FY2013-14

Estimated per Pupil Revenues for Operations: \$10,046 (\$11,537)

57% State **23%** Local **20%** Federal

46% State **44%** Local **10%** Federal

56.9% Spent on Instruction 54.0% Spent on Teacher Salaries

June 30, 2014 Unobligated Fund Balance: **\$3,385,511** or **6.9%** est. revenues

Millage Rate for Operations: .16800 County Value of One Mill: \$65,647

Early Childhood

89.9% At-Risk Four-Year-Olds Served in Full-Day Program (49.5%)

Teachers –335

58.5% with Advanced Degrees

62.1% Continuing Contract

87.2% Returning from Prior Year

Average Teacher Salary: **\$44,222**

Administration

____% Spent on Operations

____% Spent on Leadership

Average Administrative Salary: **\$73,790**

MARLBORO

Square Miles: 485.27

Student Enrollment: 4,063 District Poverty Index: 93.82 (70.70)

Student Performance

Graduation Rate: **77.2%** (80.1)

2014 Ratings: State – **Average** Federal – **F (50.3)**

3rd Graders –**63.9%** Met or Above on Reading (78.9%)

Grades 3-8 Students

	Met		Exemplary		Not Met	
Reading	32.5%	31.8%	19.6%	41.5%	47.9%	26.7%
Mathematics	36.6%	35.9%	13.7%	35.6%	49.7%	28.5%

AP/IB – 0.4% Students Participated with --% Success Rate

LIFE Scholarship Eligibility – 26.5% Students

Finances – FY2013-14

Estimated per Pupil Revenues for Operations: \$10,558 (\$11,537)

53% State **27%** Local **20%** Federal

46% State **44%** Local **10%** Federal

55.6% Spent on Instruction 51.7% Spent on Teacher Salaries

June 30, 2014 Unobligated Fund Balance: **\$2,827,254** or **6.6% est. revenues**

Millage Rate for Operations: .18528 County Value of One Mill: \$60,000

Early Childhood

89.7% At-Risk Four-Year-Olds Served in Full-Day Program (49.5%)

Teachers –277

58.8% with Advanced Degrees

80.5% Continuing Contract

88.1% Returning from Prior Year

Average Teacher Salary: **\$43,946**

Administration

20.7% Spent on Operations

10.8% Spent on Leadership

Average Administrative Salary: **\$68,175**

ORANGEBURG 3

Square Miles: **291.69**

Student Enrollment: **2,784** District Poverty Index: **96.74** (70.70)

Student Performance

Graduation Rate: **75.3%** (80.1)

2014 Ratings: State – **Average** Federal – **F (57.8)**

3rd Graders – **62.7%** Met or Above on Reading (78.9%)

Grades 3-8 Students

	Met		Exemplary		Not Met	
Reading	31.0%	31.8%	21.4%	41.5%	47.6%	26.7%
Mathematics	31.7%	35.9%	14.9%	35.6%	53.5%	28.5%

AP/IB – 1.3% Students Participated with --% Success Rate

LIFE Scholarship Eligibility – 31.1% Students

Finances – FY2013-14

Estimated per Pupil Revenues for Operations: **\$14,049** (\$11,537)

40% State **38%** Local **22%** Federal

46% State **44%** Local **10%** Federal

50.5% Spent on Instruction **46.4%** Spent on Teacher Salaries

June 30, 2014 Unobligated Fund Balance: **\$3,000,503** or **7.7% est. revenues**

Millage Rate for Operations: **.17650** County Value of One Mill: **\$250,946**

Early Childhood

78.9% At-Risk Four-Year-Olds Served in Full-Day Program (**49.5%**)

Teachers –213

57.3% with Advanced Degrees

69.0% Continuing Contract

86.6% Returning from Prior Year

Average Teacher Salary: **\$47,240**

Administration

19.3% Spent on Operations

7.9% Spent on Leadership

Average Administrative Salary: **\$81,425**

ORANGEBURG 4

Square Miles: **419.00**

Student Enrollment: **3,669** District Poverty Index: **85.76** (70.70)

Student Performance

Graduation Rate: **77.2%** (80.1)

2014 Ratings: State – **Average** Federal – **D (60.9)**

3rd Graders –**57.5%** Met or Above on Reading (78.9%)

Grades 3-8 Students

	Met		Exemplary		Not Met	
Reading	33.4%	31.8%	25.5%	41.5%	41.1%	26.7%
Mathematics	35.6%	35.9%	16.2%	35.6%	48.1%	28.5%

AP/IB – 4.2% Students Participated with **25.0%** Success Rate

LIFE Scholarship Eligibility – 45.0% Students

Finances – FY2013-14

Estimated per Pupil Revenues for Operations: **\$10,565** (\$11,537)

48% State **38%** Local **14%** Federal

46% State **44%** Local **10%** Federal

53.2% Spent on Instruction **50.0%** Spent on Teacher Salaries

June 30, 2014 Unobligated Fund Balance: **\$2,129,737** or **5.5% est. revenues**

Millage Rate for Operations: **.15000** County Value of One Mill: **\$250,946**

Early Childhood

72.9% At-Risk Four-Year-Olds Served in Full-Day Program (**49.5%**)

Teachers –250

61.2% with Advanced Degrees

73.6% Continuing Contract

87.5% Returning from Prior Year

Average Teacher Salary: **\$46,459**

Administration

23.7% Spent on Operations

8.9% Spent on Leadership

Average Administrative Salary: **\$86,876**

ORANGEBURG 5

Square Miles: 417.20

Student Enrollment: 6,395

District Poverty Index: 93.20 (70.70)

Student Performance

Graduation Rate: **72.0%** (80.1)

2014 Ratings: State – **Average** Federal – **D (69.4)**

3rd Graders – **62.5%** Met or Above on Reading (78.9%)

Grades 3-8 Students

	Met		Exemplary		Not Met	
Reading	35.2%	31.8%	25.8%	41.5%	39.0%	26.7%
Mathematics	38.4%	35.9%	17.6%	35.6%	43.9%	28.5%

AP/IB – 21.5% Students Participated with **18.1%** Success Rate

LIFE Scholarship Eligibility – **26.9%** Students

Finances – FY2013-14

Estimated per Pupil Revenues for Operations: \$12,717 (\$11,537)

45% State **38%** Local **17%** Federal

46% State **44%** Local **10%** Federal

49.8% Spent on Instruction 46.3% Spent on Teacher Salaries

June 30, 2014 Unobligated Fund Balance: **\$2,793,886** or **3.4%** est. revenues

Millage Rate for Operations: .19430 County Value of One Mill: \$250,946

Early Childhood

84.0% At-Risk Four-Year-Olds Served in Full-Day Program (**49.5%**)

Teachers –468

69.2% with Advanced Degrees

71.8% Continuing Contract

84.8% Returning from Prior Year

Average Teacher Salary: **\$48,095**

Administration

23.0% Spent on Operations

9.8% Spent on Leadership

Average Administrative Salary: **\$81,091**

SALUDA

Square Miles: 341.49

Student Enrollment: 2,092

District Poverty Index: 83.04 (70.70)

Student Performance

Graduation Rate: **85.0%** (80.1)

2014 Ratings: State – **Excellent** Federal – **B (80.8)**

3rd Graders – **73.9%** Met or Above on Reading (78.9%)

Grades 3-8 Students

	Met		Exemplary		Not Met	
Reading	36.4%	31.8%	34.8%	41.5%	28.8%	26.7%
Mathematics	38.5%	35.9%	35.0%	35.6%	26.5%	28.5%

AP/IB –8.0% Students Participated with **52.2%** Success Rate

LIFE Scholarship Eligibility – 51.7% Students

Finances – FY2013-14

Estimated per Pupil Revenues for Operations: \$10,239 (\$11,537)

57% State **28%** Local **15%** Federal

46% State **44%** Local **10%** Federal

52.1% Spent on Instruction 50.0% Spent on Teacher Salaries

June 30, 2014 Unobligated Fund Balance: **\$281,291** or **1.3% est. revenues**

Millage Rate for Operations: .13480 County Value of One Mill: \$53,651

Early Childhood

67.2% At-Risk Four-Year-Olds Served in Full-Day Program (**49.5%**)

Teachers –142

56.3% with Advanced Degrees

71.8% Continuing Contract

85.8% Returning from Prior Year

Average Teacher Salary: **\$44,759**

Administration

23.3% Spent on Operations

11.9% Spent on Leadership

Average Administrative Salary: **\$77,382**

WILLIAMSBURG

Square Miles: 937.04

Student Enrollment: 4,276

District Poverty Index: 97.62 (70.70)

Student Performance

Graduation Rate: **80.9%** (80.1)

2014 Ratings: State – **Good** Federal – **F (53.9)**

3rd Graders –**60.9%** Met or Above on Reading (78.9%)

Grades 3-8 Students

	Met		Exemplary		Not Met	
Reading	35.6%	31.8%	20.0%	41.5%	44.4%	26.7%
Mathematics	38.7%	35.9%	14.3%	35.6%	47.0%	28.5%

AP/IB –2.2% Students Participated with --% Success Rate

LIFE Scholarship Eligibility – **29.2%**Students

Finances – FY2013-14

Estimated per Pupil Revenues for Operations: **\$12,010** (\$11,537)

49% State **30%** Local **21%** Federal

46% State **44%** Local **10%** Federal

50.4% Spent on Instruction **45.8%** Spent on Teacher Salaries

June 30, 2014 Unobligated Fund Balance: **Not Reported** or --% est. revenues

Millage Rate for Operations: **.13200** County Value of One Mill: **\$87,785**

Early Childhood

100% At-Risk Four-Year-Olds Served in Full-Day Program (**49.5%**)

Teachers –255

54.5% with Advanced Degrees **86.6%** Returning from Prior Year

70.2% Continuing Contract Average Teacher Salary: **\$43,013**

Administration

22.6% Spent on Operations

Average Administrative Salary: **\$75,059**

10.9% Spent on Leadership

Sources

Square Miles

Includes land and water. South Carolina Revenue and Fiscal Affairs Office. Director of Mapping and Census, Bobby Bowers.

Student Enrollment

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2014 Underperforming School Districts

