



2005 Legislative Investments in Education Accountability

Funding Actions

During the 2005 legislative session, the General Assembly continued funding for technical assistance, professional development and recognitions for schools achieving at high levels. The General Assembly also supported improvements in the teaching of reading and increased the base student cost funding. Some of the most notable actions include the following:

<u>EAA Program</u>	<u>Change*</u>	<u>Total State Funds</u>
Homework Centers	(143,864)	6,810,000
Retraining Grants	(1,895,500)	5,565,000
External Reviews	(880,872)	586,000
Teacher/Principal Specialists	(16,611,387)	17,366,575
Principal Mentor		33,135
Principal Leader	1,275,240	1,275,240
Assistance to Below Average	10,810,000	10,810,000
Alternative Tech. Assistance	4,000,000	4,000,000
Palmetto Gold/Silver Awards	1,000,000	3,000,000
Report Card		971,793
Student Identifier	403,370	891,370
Data Collection	(999,550)	1,049,375
Principals' Exec. Institute		906,370
Prof. Development on Standards	(1,790,575)	4,413,485
Alternative Schools		10,976,277
Summer School	10,000,000	31,000,000
Summer School Transportation		4,000,000
Assessments	(1,000,559)	15,939,612
Principal Mentor		33,135
K-5 Grants		46,500,000
6-8 Grants		2,000,000

*Compared to FY05 adjusted appropriations

Related Appropriations

- Increased the average teacher pay \$300 above the southeastern average of \$42,437
- Increased allocation for National Board certifications by \$2,653,126 to fund additional eligible applicants and certified teachers for a total appropriation of \$41,898,000
- Increased teacher supply funds to \$250 per teacher
- Funded the base student cost at \$2,290, an increase of nearly 24 percent
- Provided districts with flexibility across program lines for non-grant funds
- Increased funding for the CHE Centers of Excellence by \$58,148
- Designated \$6 million for the Education and Economic Development Act
- Increased funding for the Teacher Loan Program by \$2,157,774, and expanded the maximum loan amount to \$20,000
- Initiated a program for young adults to earn a diploma with funding of \$1,600,000

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EOC

Accountability Funding Across the Years

EAA ITEM	FY99	FY00	FY01	FY02	FY03	FY04	FY05	FY06
Teacher /Principal Specialist	1,455,239	5,206,698	10,469,189	19,602,447	33,862,589	32,365,839	33,977,962	17,366,575
Alternative Technical Assistance								4,000,000
Principal Leaders								1,275,240
Below Average Schools								10,810,000
Home Work Centers	500,000	500,000	500,000	2,178,000	3,616,376	3,616,376	6,953,864	6,810,000
External Review	0	0	0	4,000,000	5,466,872	5,466,872	1,466,872	586,800
Retraining Grants	750,000	750,000	750,000	4,875,000	9,265,645	9,265,645	7,460,500	5,565,000
Principal Mentors	100,000	100,000	100,000	100,000	81,000	58,722	33,135	33,135
Assessment	11,968,300	15,502,187	17,822,206	19,017,955	15,984,382	14,720,311	16,940,171	15,939,612
Summer School/Comp Remediation	0	10,000,000	18,000,000	21,000,000	21,000,000	21,000,000	21,000,000	31,000,000
Summer School Transportation			4,400,000	4,400,000	4,124,000	4,124,000	4,000,000	4,000,000
Modified School Year/Day	250,000	250,000	250,000	250,000	0	0	0	0
Alternative Schools				15,600,289	10,976,277	10,976,277	10,976,277	10,976,277
Principals Executive Institute		1,000,000	1,000,000	1,000,000	949,466	949,466	906,370	906,370
Prof Dev on Standards	0	1,000,000	7,000,000	7,000,000	6,646,260	6,646,260	6,204,060	4,413,485
Palmetto Gold and Silver Awards	0	0	0	2,000,000	1,000,000	2,000,000	2,000,000	3,000,000
Report Card/SASI	0	0	0	868,000	868,000	1,018,000	971,793	971,793
Data Collection							2,048,925	1,049,375
Student Identifier							488,000	891,370
EOC	596,000	1,119,339	1,119,339	1,119,339	1,062,774	1,062,774	1,214,538	1,214,538
EOC Public Relations				250,000	237,366	237,366	226,592	226,592
Personal Service		104,000	674,690	674,690	647,702	647,702	647,702	647,702
Other Operating Expense			1,125,000	1,125,000	678,535	565,174	565,174	565,174
TOTAL EAA:	\$15,619,539	\$35,532,224	\$63,210,424	\$105,060,720	\$116,467,244	\$114,720,784	\$118,081,935	\$123,249,597
OTHER SUPPORTING PROGRAMS								
Reduce Class Size	19,608,761	37,220,049	38,552,245	35,491,067	35,491,067	35,491,067	35,047,429	35,047,429
EOC Family Involvement				50,000	47,473	47,473	45,318	45,318
Lottery K-5 Grants					32,000,000	40,000,000	46,500,000	46,500,000
Lottery 6-8 Grants							2,000,000	2,000,000
High School Reading								500,000
TOTAL OTHER:	\$19,608,761	\$37,220,049	\$38,552,245	\$35,541,067	\$67,538,540	\$75,538,540	\$83,592,747	\$84,092,747
TOTAL:	\$35,228,300	\$72,752,273	\$101,762,669	\$140,601,787	\$184,005,784	\$190,259,324	\$201,674,682	\$207,342,344

Reading

Reading is essential to a student's success in school. In research conducted this year by Education Oversight Committee, we learned that a student's score on the eighth grade PACT-English language arts assessment has an almost one to one correlation with high school graduation. Students who do not score Proficient or above have a fifty-fifty chance of graduating from high school. Therefore, the General Assembly supported investments in all educators to increase their skills, understanding and abilities to diagnose and remediate student reading problems. These investments included:

1. providing that students entering grade 9 scoring below Proficient on the ELA test can participate in EAA summer school and/or comprehensive remediation strategies
2. providing a special \$500,000 appropriation for high school reading
3. directing 25 percent of funds for professional development on the standards toward the teaching of reading
4. including knowledge of the teaching of reading in the Principal Executive Leadership Institute
5. expanding the Governor's Institute on Reading to include high school grades

Technical Assistance

The Alternative Technical Assistance strategy is designed to build local capacity. Through provisos, the General Assembly established the level for alternative assistance grants for schools rated Below Average or Unsatisfactory. Awards range between \$100,000 and \$300,000 for schools meeting the criteria. The Education Oversight Committee, working with the State Department of Education, is to monitor the progress of these schools.

Annual School and District Report Ratings

Three changes are in the pilot and discussion stages for school ratings, with authority approved in proviso. The graduation rate of students is to be incorporated into the district ratings as the rate is the culmination of district wide policies spanning all school levels. The EOC is conducting pilot studies to determine ways to identify the levels of success among primary schools and among career and technology centers.

Testing Program

The General Assembly received the Report of the Task Force on Testing this spring. Thirty-six educators and parents recommended ways to strengthen the testing program including (but not limited to) the following:

1. Retain the PACT, but modify the assessments to be totally multiple choice
2. Administer the writing exam earlier in the year
3. Release more information from the assessments
4. Provide teacher professional development on classroom assessments
5. Provide funding for benchmark diagnostic tests to be administered during the school year
6. Identify and utilize a second grade literacy assessment
7. Use course completion for some high school assessment measures
8. Study the alternatives and plan for long-term implementation of computerized testing

Studies Underway

Identification of Schools Closing the Gap

June 2005

The study identifies 132 schools that are performing at high levels and closing the gap between the performance of pay and free/reduced price meal program participants and the gap between the performance of white and African-American students. 65 schools are recognized for closing the gap two years in a row; 38-schools are recognized for the third straight year. The schools offer examples of professional practice and community commitment to high levels of performance.

Student Performance over Time

August 2005

Changes in student performance are examined from two perspectives—students progressing from below basic to higher levels and students at the advanced and proficient level maintaining high performance. Student data are matched across five years. The study complements other studies of students' opportunity to learn.

Middle Grades Profile

August 2005

Drawing from a variety of sources, the EOC is publishing a profile of South Carolina students in the middle grades, their academic performance and the schools in which they learn.

Teacher Loan Program

October 2005

This annual review is required by the Teacher Quality Act. This year's review continues efforts to identify the impact of the program and incorporates an examination of policies that may increase the rate of forgiveness by teaching rather than direct repayments.

Science Content Standards: Cyclical Review

October 2005

The EAA provides for a cyclical review of the content standards and assessments every seven years to ensure currency, alignment and manageability.

Retraining Grants

December 2005

This annual review is required by the Education Accountability Act. The study examines how retraining grants are used in accordance with the SBE guidelines for professional development and their effect in improving schools. Schools rated below average or unsatisfactory receive the grants for a three-year period, with the potential of two one-year extensions. Approximately \$450 is allocated per certified personnel in these schools.

External Review Teams

December 2005

This study examines the focus and procedures of the external review team program and how the program facilitates interventions so that schools perform at higher levels.

Use of Flexibility

June 2006

This is required in the FY2005 General Appropriations Act. The purpose is to understand how districts are using flexibility to increase fiscal efficiency and support student achievement.

Gifted and Talented Programs

June 2005 and January 2006

This eighteen-month study is to determine the relationships among program criteria, curriculum and instructional approaches and student performance. The first stage of the study is descriptive of program models, teacher qualifications, coordination and student participation. The second stage includes analyses of student performance.

Extended Learning Time

To Be Determined

This study (the request for proposal is to be released in July) examines how schools are using learning time outside the school day to improve student achievement. Funding may come from a variety of sources: Act 135, EAA Summer School, Homework Centers, 21st Century Learning Communities---the EOC interest is in effective strategies and barriers to implementation that can be addressed to increase positive impact.

PACT Cyclical Review

To Be Determined

The State Department of Education and EOC are collaborating on a cyclical review of PACT English language arts and mathematics assessments to include issues identified by the Testing Task Force.