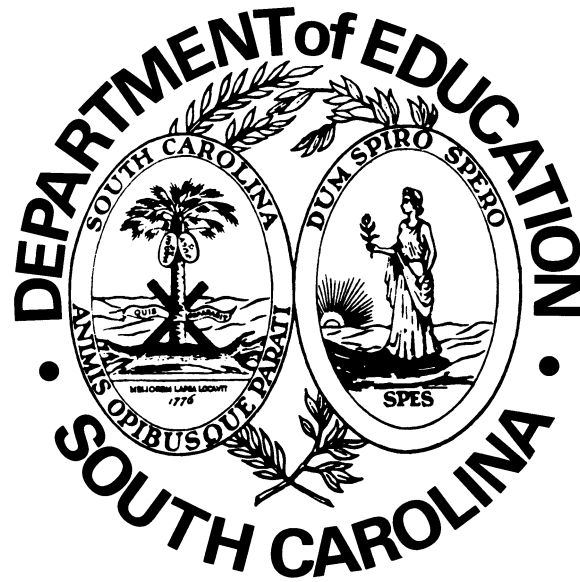


**FY 1999-2000
AGENCY ACCOUNTABILITY
REPORT**



**STATE DEPARTMENT
OF EDUCATION**

October 20, 2000

**SOUTH CAROLINA
STATE DEPARTMENT OF EDUCATION
FY 1999-2000 AGENCY ACCOUNTABILITY REPORT**

TRANSMITTAL MESSAGE

I am pleased to transmit the South Carolina State Department of Education FY 1999-2000 Agency Accountability Report as required by S. C. Code Ann. Sections 1-1-810 and 1-1-820, as well as Proviso 72.58 of the FY 2000-2001 Appropriations Act. It is my intent that this document be an executive and strategic level report. While it is shorter than past reports when measured by quantity of pages, it is focused on strategic programs and not operational—middle management and tactical work processes. It provides the strategic goals, strategic objectives, and strategic outcomes-key results for FY 2000. It serves as the base for measuring future progress toward our vision of a public education system in which all students become educated, responsible, and contributing citizens. Readers who desire more detail below the strategic and executive level, can contact the State Department of Education.

The strategic environment at the State Department of Education this past year has been one of uninterrupted planning and growth. We have been working endlessly since October 1999 on our Baldrige strategic plan to ensure student learning, student achievement, student development, and student knowledge. I have sought input throughout the Department at all levels and we are partners with seven South Carolina pilot districts to reach total alignment through the Baldrige model.

The strategic planning process has brought about revisions in our mission statement, goals, objectives, work process, and outcome measures. The mission statement, which reflects our belief that we are a leadership and service organization connected to our customers, is aligned with our goals and objectives and now reads: The South Carolina Department of Education provides leadership and services to ensure a system of public education in which all students become educated, responsible, and contributing citizens.

The process used to determine our performance measures involved the identification of desired results from pursuing the stated goals and objectives that support our agency mission and vision for education. Each objective was reviewed and quality and/or quantity performance measures for inputs, outputs, outcomes, and productivity were linked to the goal and objective.

The State Department of Education is pleased with this report. It reflects the strategic goals and objectives we have worked so hard to accomplish. The Department is focusing its attention to the strategic initiatives proposed, all of which are outlined in this report and all of which are directed to enhancing academic achievement for all students. These initiatives include

- Accountability: Standards for Teaching and Learning,
- Teacher Quality,
- Early Childhood Education,
- School Leadership,
- Safe and Healthy Schools, and
- Parental and Community Partnerships.

The agency contact persons for the report are Molly Spearman at (803) 734-6955 or John Cooley at (803) 734-8148.

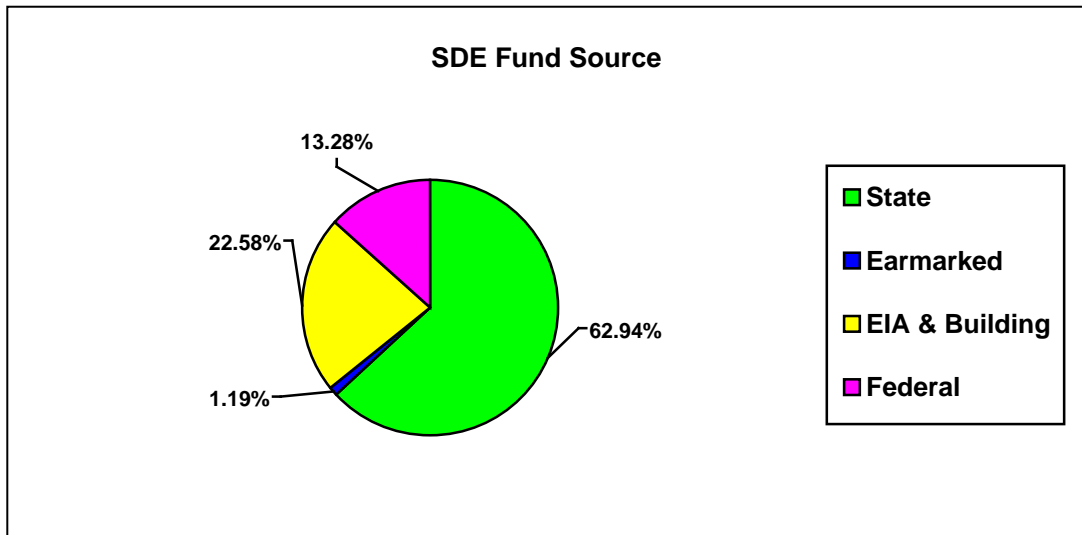
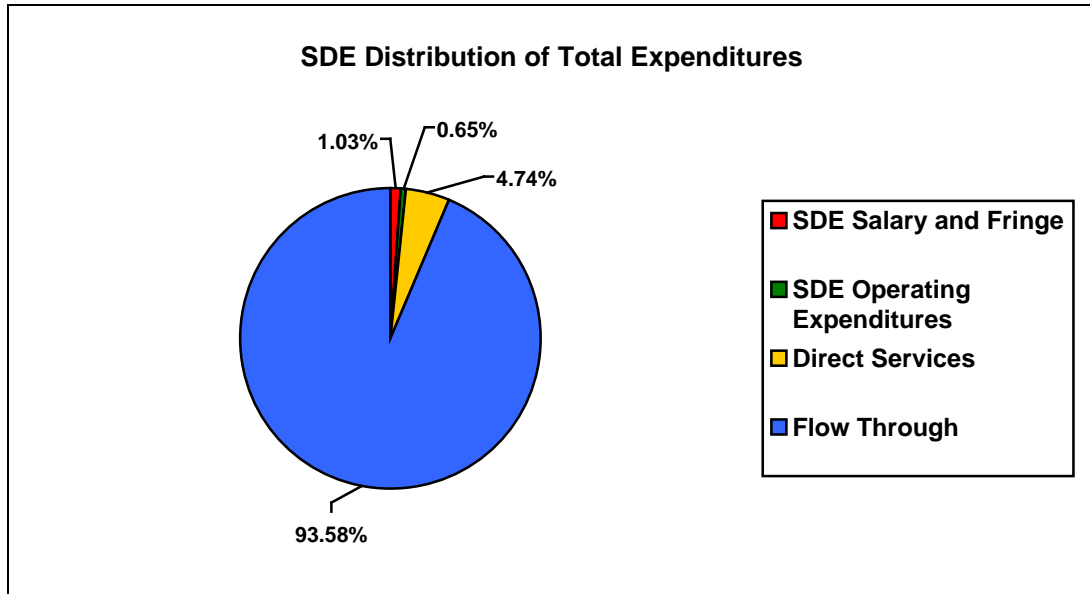
Inez M. Tenenbaum
State Superintendent of Education

**SOUTH CAROLINA
STATE DEPARTMENT OF EDUCATION
FY 1999-2000**

EXECUTIVE SUMMARY

The education system for South Carolina has experienced dramatic change in the new millennium. Under the leadership of Inez Tenenbaum, the State Department of Education continues to focus its efforts on improving education and services to school districts to make the State's students the best in the nation.

In FY 2000, the State Department of Education (SDE) provided educational leadership and assistance to the State's eighty-six school districts and other agencies/entities that serve the more than 650,000 students in South Carolina. In FY 2000, approximately \$2.8 billion in state and federal funds was invested in public education.



A new strategic plan was developed for the Department that focuses on the following mission:

The South Carolina State Department of Education will ensure a system of public education in which all students become educated, responsible, and contributing citizens.

In order to fulfill this mission the agency is using the Baldrige criteria to develop and implement its strategic plan. Six strategic aims have been developed:

- Accountability: Standards for Teaching and Learning,
- Teacher Quality,
- Early Childhood Education,
- School Leadership,
- Safe and Healthy Schools, and
- Parental and Community Partnerships.

The State Department of Education has made tremendous strides in the implementation of these strategic aims. Some of the significant outcomes include:

- South Carolina high school seniors raised their average SAT score by twelve points and for the third straight year increased scores on the ACT.
- First graders set a fourth consecutive record on school readiness tests and the biggest improvements were made by minority students and students from low-income families. Nearly 84 percent of first graders met the State's readiness standard, which is a twelve percentage-point improvement from 1995, the year before the State began a three-year phase-in of full-day kindergarten.
- South Carolina was praised for the academic standards for kindergarten and given good marks to classroom instruction in a comprehensive study of full-day kindergarten programs performed by an independent consultant.
- The National Education Goals Panel reported that South Carolina was among a small group of states that are leading the nation in making progress.
- South Carolina's efforts to raise teacher quality were ranked second best in the nation for the second year in a row by "Quality Counts," an annual national report card by Education Week.
- "Technology Counts" reported that South Carolina had far more schools with high-speed Internet access than other states and also ranked above the national average in the percentage of schools with computers in classrooms, even in high-poverty schools. "Technology Counts" also gave South Carolina good marks in improved computer training for teachers.
- RAND, a nonprofit research organization, ranked South Carolina 17th in the nation in achievement gains in reading and mathematics. The four features identified as keys to school improvement are lower pupil-teacher ratios, more students receiving early childhood services, lower teacher turnover, and more resources for classroom teachers.
- An independent study conducted by the University of South Carolina's Center for Child and Family Studies said nine out of ten South Carolina school administrators reported improvement in student attitudes and behavior, and 60 percent reported better academic

performance in schools with character education programs that reinforced positive character traits.

- The State Department of Education's web site, which features a wealth of information for educators, parents, students, and citizens, receives 17,000 visits per day, which is substantially over the 500 visits per day recorded three years ago.
- The Office of Early Childhood Education has been created and is responsible for working with preschool children to ensure they have developmentally appropriate educational opportunities which increase emphasis on preparation of children in the early years. This office works collaboratively with the Governor's First Steps Initiative.
- The Office of Safe Schools and Youth Services has been established to develop and promote programs and activities that support safe learning environments for students and also supports efforts that assist students and teachers in diverse educational settings.
- The CP&L School Leadership Executive Institute is a collaborative effort between the State Department of Education and the Center for Creative Leadership in North Carolina. Beginning in July, South Carolina school superintendents and principals participated in a major professional development program that provides them with the kind of intensive, specialized training made available to top business executives.
- A new division, Teacher Quality, promotes strategies for the recruitment, training, and retention of quality teachers. This division is responsible for the implementation and alignment of standards and policies through a statewide review of teacher education programs, as well as the development of a new certification system. The new system will have certificate advancement connected to performance and recertification regulations.
- The South Carolina High Performance Baldrige Consortium was created and consists of seven pilot school districts who work in partnership in developing strategic plans based on the Baldrige criteria. Strategic aims developed by these districts and the State Department of Education will be aligned for consistent measurement and monitor progress toward continuous improvement.
- The Division of Professional Development and School Quality sponsored the *No Excuses?* Conference in March to highlight nationally recognized and local schools that have gained success in raising achievement of economically disadvantaged students.
- Extensive training continues throughout the state on the South Carolina Standards for Professional Development, achievement standards, and instructional strategies and technology improvement.
- The Department published the first *In Our Schools* magazine dedicated to spreading the good news about education in South Carolina. This quarterly magazine is sent to district offices, administrators, teachers, educational related organizations, the South Carolina Chamber of Commerce, local Chambers, and other businesses and industry who are friends of education.

In 1999, the State Department of Education, empowered by the Education Accountability Act of 1998, declared a state of emergency and assumed management of a local school district. The district of Allendale failed to meet minimum student achievement and also failed to implement recommendations from the State Board of Education designed to correct the situation. The State Board of Education unanimously approved State Superintendent Inez Tenenbaum's recommendation to declare a state of emergency and assume management of Allendale County's schools. That action marked the first time in South Carolina's history that the state

intervened to manage a local school system. Since the takeover, the district and the State Department of Education have worked together to give the children of Allendale County all that is necessary to ensure that they receive the quality education they need and deserve. The Annual Status Report of Technical Assistance for Allendale is available for review from our Office of Public Administration. It highlights the assistance given to the district by the State Department of Education in all areas.

Additional information for each program listed in this report is available from the State Department of Education. In addition, reports from the Governor's School for Science and Mathematics and the Governor's School for the Arts and Humanities, as well as the First Steps program, will be described separately and not contained in this report.

The Department of Education is committed to improving its quality services to the school districts throughout South Carolina. As we continue to implement the strategic plan, we strive to meet our goals in the twenty-first century.

We have a long way to go, but our progress is evident and undeniable. Teachers, administrators, and school staff are working harder than ever; our Governor and legislators are providing leadership and more funding; businesses are increasingly supportive; parents are becoming involved in ever-greater numbers; and most important, students are improving their academic performance. South Carolina schools are on the move, and the State Department of Education will provide the leadership into the new millennium.

MISSION STATEMENT

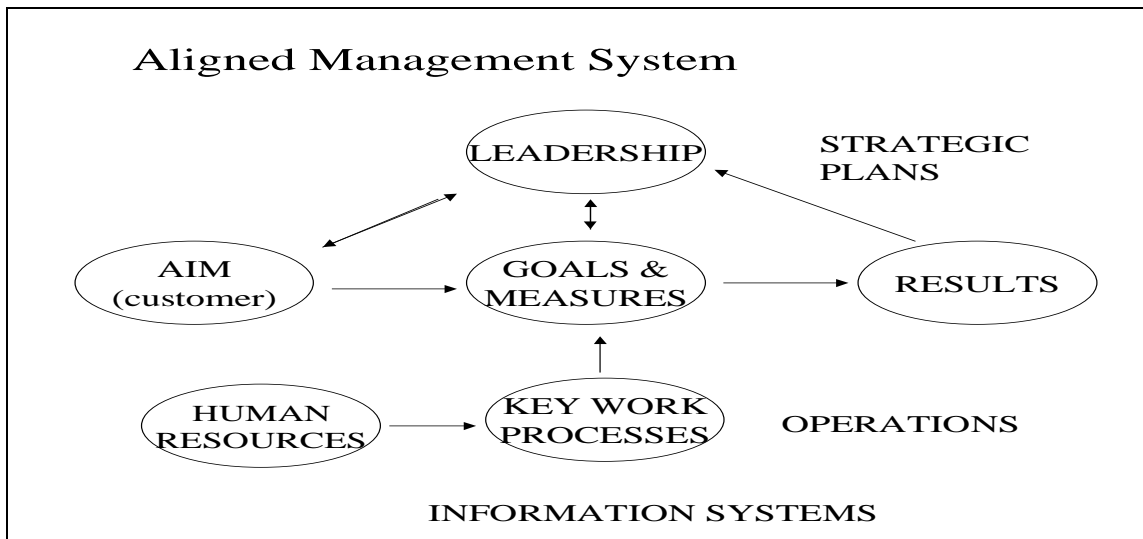
The South Carolina State Department of Education provides leadership and services to ensure a system of public education in which all students become educated, responsible, and contributing citizens.

**SOUTH CAROLINA
STATE DEPARTMENT OF EDUCATION
FY 1999-2000 AGENCY ACCOUNTABILITY REPORT**

LEADERSHIP SYSTEM

The State Superintendent and the senior staff are actively involved in guiding the organization by setting strategic aims, performance goals, implementing action plans, and monitoring performance excellence. The Superintendent and the Deputy Superintendents, who lead the divisions of Curriculum Services and Assessment, Professional Development and School Quality, District and Community Services, Finance and Operations, and Governmental Affairs, as well as the new Director who leads the Office of Teacher Quality, provide the leadership for the State Department of Education. Directors of each division work directly with deputy superintendents to effectively communicate, implement, and reinforce the policies and practices to ensure high expectations and clear direction.

The leadership system used at the State Department of Education is organized on an aligned management system that is based on the Baldrige criteria.



This structure provides a logical relationship for all elements of the State Department of Education and provides for alignment of the activities performed by the State Department of Education to produce a high performing system. The components of the system are:

1. **Leadership's** responsibility at all levels of the State Department of Education is to promote alignment and core values and to share with internal and external stakeholders the progress on aim/goal and measures/results.
2. **Aim** is the purpose as determined by the voice of the customers using filters.
3. Aim is then translated by educators into **goals and measures** to become the stated deliverables for which the State Department of Education will hold itself accountable.
4. **Results** are the degree to which the State Department of Education has been successful in accomplishing its goals and whether it has produced the stated deliverables.

The basis for developing an aligned system (**Strategic Plan**) is established when a clear linkage is found between the customer and the planning at all levels within the State Department of Education.

5. **Key work processes** are the methods/programs/services the State Department of Education uses to produce its stated goals (deliverables). Data is regularly collected on processes for guidance or improvement of the processes.
6. **Human resources** (staff development, recognition programs, and employee well being) and aligned to processes.
7. **Information systems** are the data collected throughout the system on benchmark, results, and all the other components of the system.

Our strategic plan is guided by input from a variety of sources that include the General Assembly, educators, students, professional organizations, the general public and other groups internal and external to the State Department of Education. These constituents, stakeholders, and customers serve as linkages for identifying, documenting, and articulating concerns regarding the implementation and operation of educational programs. The use of the Baldrige criteria allows the Department to develop budget objectives, performance measures and funding to support activities that will lead to the achievement of these objectives.

**SOUTH CAROLINA
STATE DEPARTMENT OF EDUCATION
FY 1999-2000 AGENCY ACCOUNTABILITY REPORT**

CUSTOMER FOCUS AND SATISFACTION

Customer focus and satisfaction is one of the core values of the aligned management system at the Department of Education. It serves as the foundation of our continuous improvement efforts and includes all attributes that contribute value to internal and external customer satisfaction. Customer relationships are developed based on trust, confidence, and loyalty, as well as sensitivity to emerging customer requirements and measurements of factors that drive customer satisfaction. Internal and external customers are identified to complete the strategic planning process. The internal customers include the State Superintendent of Education, the State Board of Education, and the agency's administrative, professional, clerical and trades staff. External customers include state government personnel, and the General Assembly; professional organizations, special interest groups, news media, teachers, administrators, school districts, other professional staff, and support staff in schools; state universities, public colleges, private colleges, and technical schools; and students, parents, and the general public.

Customer focus is driven in part by federal regulations, state statutes, legislative mandates, State Superintendent directives, and the State Board of Education regulations. These governing entities create customer needs for technical support both externally and internally. The State Department of Education determines near-term and long-term requirements and expectations of its customers both formally and informally. Both provide feedback that is used to update strategic plans and action plans, design appropriate training services, provide technical assistance, and develop new products and procedures directed to improve learning and educational opportunities.

Many of the processes used to determine customer needs and expectations rely on results of survey instruments. Therefore, the method for improving these processes is to continually evaluate and examine the accuracy and reliability of the survey results, and then improve the methods for analyzing the results. Personnel in each office who perform the analysis of their survey results take notes on how the survey could be changed to improve the reliability of feedback received. Key changes in survey results are indicators of changes in customer needs and expectations and help to assess how effective the State Department of Education is at anticipating particular issues or changes in educational trends. All of the State Department of Education's key stakeholders are given the opportunity to suggest improvements to services and procedures either through conversations or written feedback.

Customer satisfaction with State Department of Education services is determined by several measures. Since services span a range from on-site classroom instructional assistance to the purchasing and maintaining of buses, so must the measurements of customer satisfaction span a wide range. Likewise, the improvement and evaluation of the measures are relative to the services provided and the customers served.

The State Superintendent of Education now schedules bimonthly meetings throughout the year to receive input from local superintendents and district officials. The discussion-based agenda allows for clearer understanding of how policies are being implemented. Early reports are reviewed and considered.

Customer service determination falls into two main categories: (1) reports and reviews and (2) evaluations and feedback.

PROGRAM NAME: Student Learning

PROGRAM COST:

State:	\$1,522,741,541
EIA:	\$87,559,765
Federal:	\$186,870,917
Earmarked:	\$140,231
Total	\$1,797,312,454

PROGRAM GOAL:

To ensure an appropriate public education for all South Carolina public school students, to provide programs of the highest quality that meets individual student learning needs, and ensure that all students have learned the prerequisites to succeed at the next level.

PROGRAM OBJECTIVES:

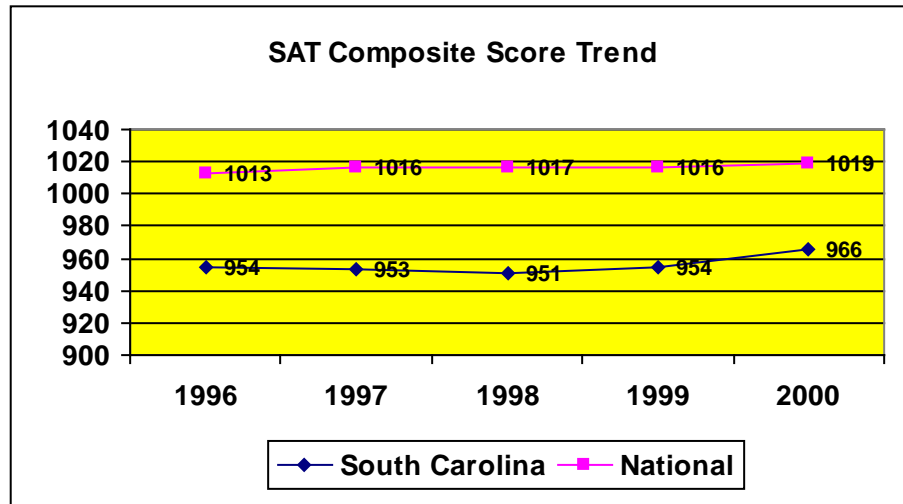
- Provide foundation services to all students.
- Provide increased learning experiences that meet individual student needs.
- Provide necessary resources to include technology and extra learning opportunities.
- Increase student academic achievement and performance.
- Provide leadership, services, and support for disabled and special needs student learning.
- Plan, develop, coordinate, and conduct efforts to improve SAT scores in South Carolina as well as develop materials and resources for school districts.
- Coordinate and refine Exemplary Writing Program.
- Assist the most academically able of South Carolina's students to achieve to their highest potential and to provide training in gifted curriculum.
- Coordinate, develop, and administer appropriate statewide activities that support secondary school services, including Advanced Placement Program administration.
- Assist schools and teachers with the implementation of the mathematics and science curriculum standards; to establish and maintain strong partnerships designed to support the implementation of the mathematics and science curriculum standards; to establish and maintain an evaluation system designed to assess the effectiveness of the Hubs' support to schools and teachers related to the implementation of the mathematics and science curriculum standards; to develop and implement strategies to enhance public awareness by communicating the initiative's progress and its support to schools and communities.

KEY RESULTS:

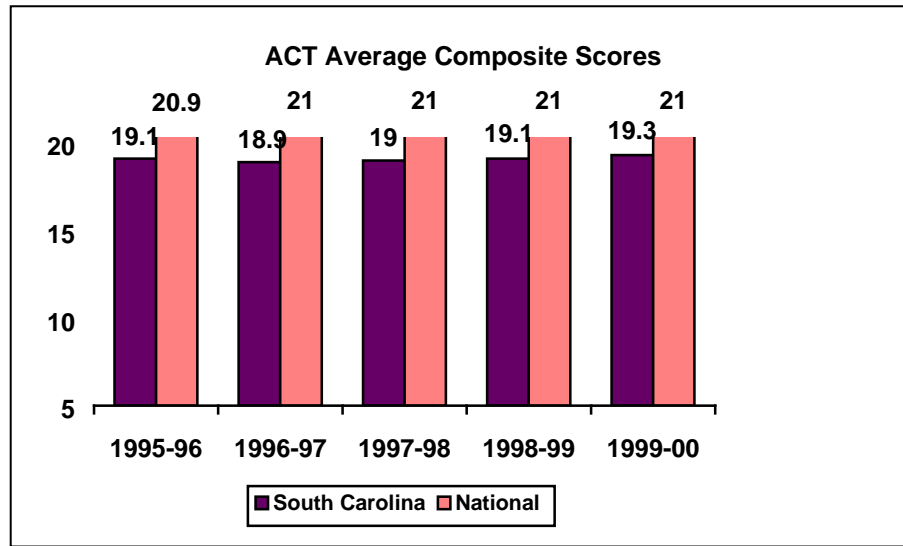
- Provided services to over 660,000 South Carolina public school students.
- Increased student learning as measured by the following:

A twelve-point increase in SAT scores, which was tied for the largest increase in the nation.

South Carolina and National Average SAT Scores 1996-2000						
Year	South Carolina			Nation		
	Verbal	Math	Composite Score	Verbal	Math	Composite Score
1996	480	474	954	505	508	1013
1997	479	474	953	505	511	1016
1998	478	473	951	505	512	1017
1999	479	475	954	505	511	1016
2000	484	482	966	505	514	1019
1996-2000	+4	+8	+12	0	+6	+6



Continuous improvement in ACT scores.



**ACT Average Scores for Subject Area and Composite
South Carolina and the Nation
1995-96 to 1999-00**

SOUTH CAROLINA:

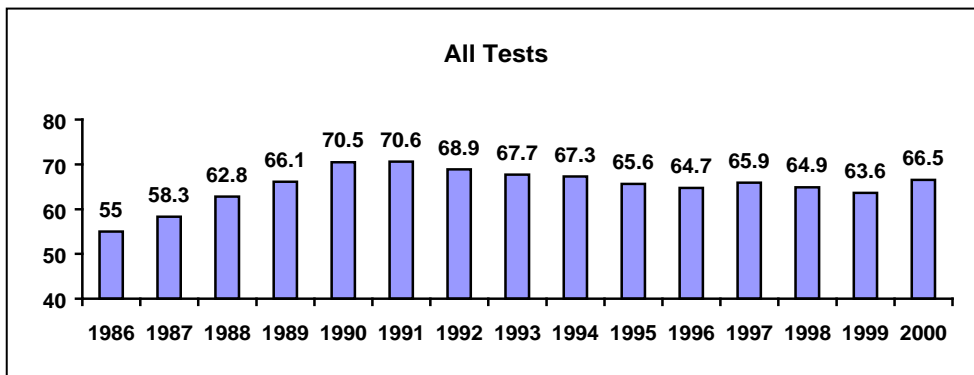
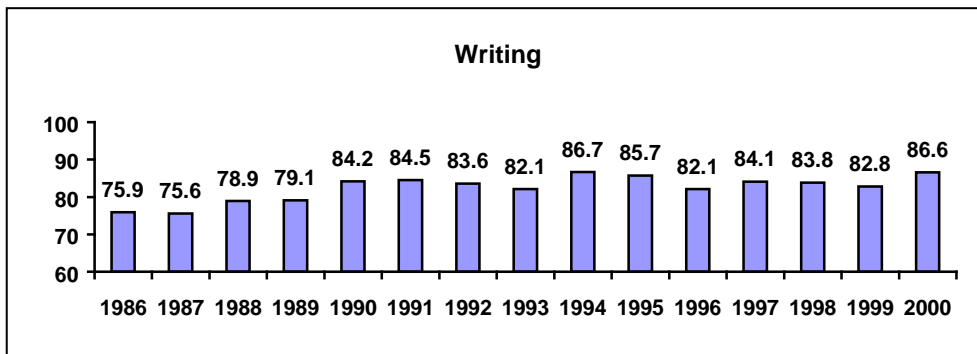
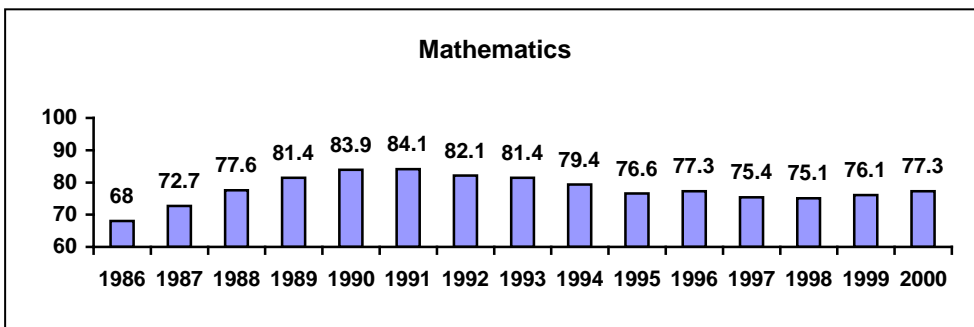
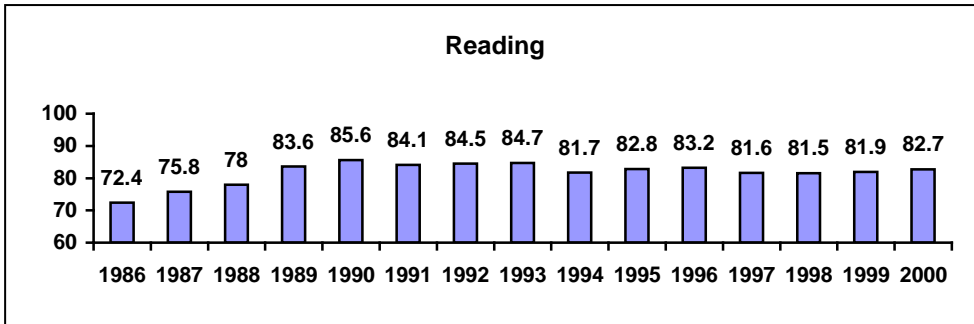
Year	Number	English	Math	Reading	Science	Composite
1995-96	4,648	18.5	18.8	19.4	19.2	19.1
1996-97	4,994	18.1	18.9	19.1	19.0	18.9
1997-98	5,385	18.4	18.8	19.4	19.0	19.0
1998-99	6,766	18.6	19.0	19.3	19.2	19.1
1999-00	9,051	18.7	19.2	19.5	19.2	19.3

NATION:

Year	Number	English	Math	Reading	Science	Composite
1995-96	924,663	20.3	20.2	21.3	21.1	20.9
1996-97	959,301	20.3	20.6	21.3	21.1	21.0
1997-98	995,039	20.4	20.8	21.4	21.1	21.0
1998-99	1,019,053	20.5	20.7	21.4	21.0	21.0
1999-00	1,065,138	20.5	20.7	21.4	21.0	21.0

Increase in the number of tenth grade students meeting standards on the Exit Exam.

EXIT EXAMINATION - Tenth Grade Students
Percentages of Students Meeting Standards by Subject Area



- Established base line performance for standardized national norm referenced tests with the following results:

**TerraNova
1999-00 Results of the CTBS Survey Testing Program**

Percentage of Students at Performance Levels

	National Reference	State Grade 3	State Grade 6	State Grade 9
Above Average	25	19.6	21.8	19.4
Average	50	58.8	54.4	54.3
Below Average	25	21.6	23.8	26.3

- Established base line PACT results and achieved the following results on first year PACT administration:

Spring 1999 PACT Results
(Spring 2000 results are not yet available)

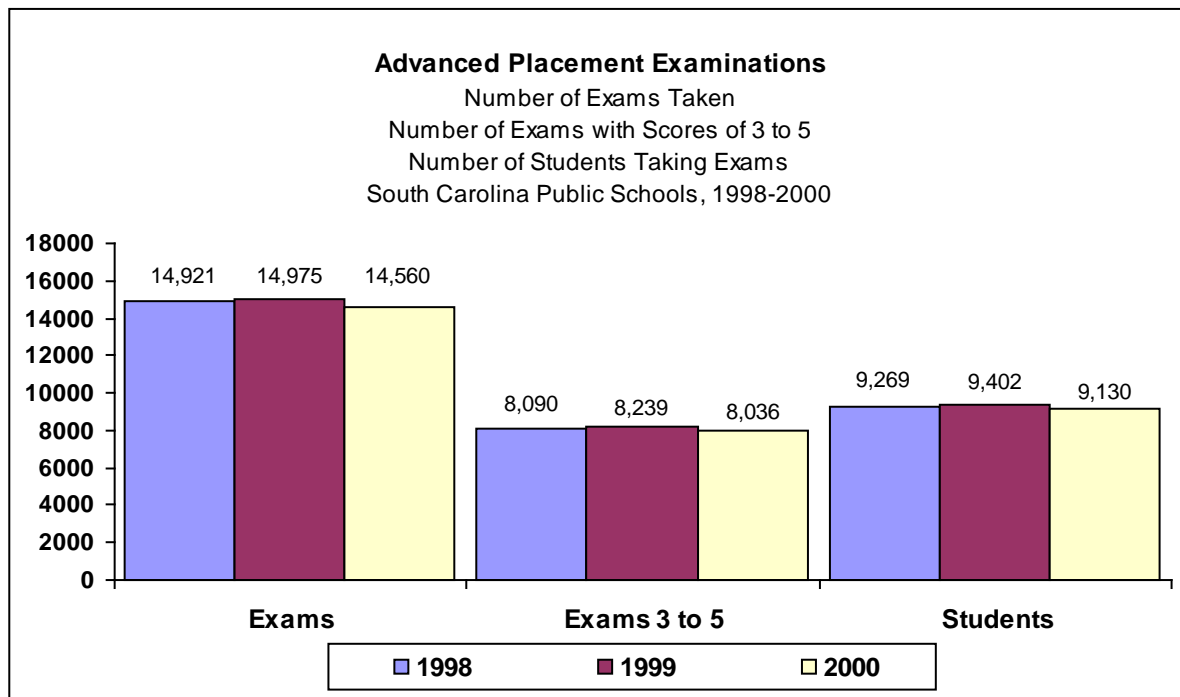
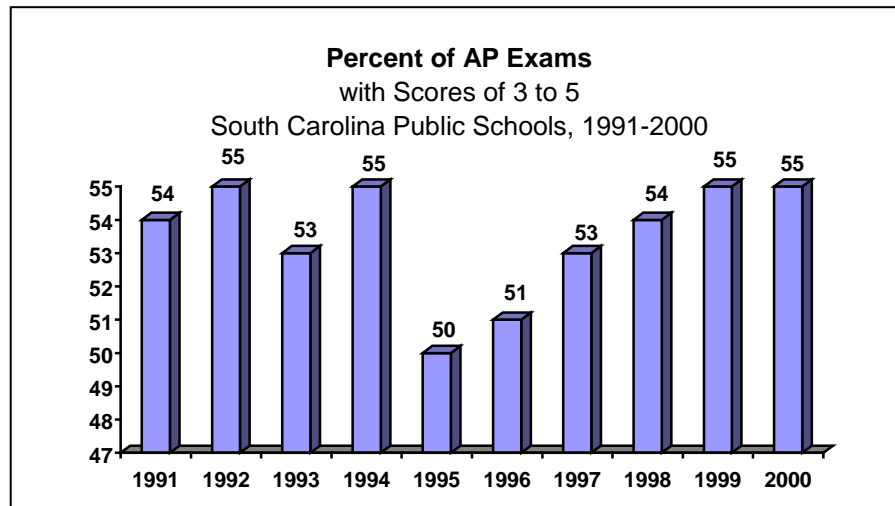
English Language Arts

Grade	Total Tested	Below Basic	%	Basic	%	Proficient	%	Advanced	%
3	47,142	16,499	35	17,443	37	12,257	26	943	2
4	51,621	18,067	35	19,101	37	13,421	26	1,032	2
5	49,864	17,452	35	19,447	39	11,967	24	998	2
6	49,577	18,343	37	19,335	39	10,411	21	1,488	3
7	50,373	18,638	37	19,646	39	10,578	21	1,511	3
8	49,448	18,604	38	20,073	41	9,302	19	1,469	3
Total	298,025	107,603	36	115,045	39	67,936	23	7,441	2

Mathematics

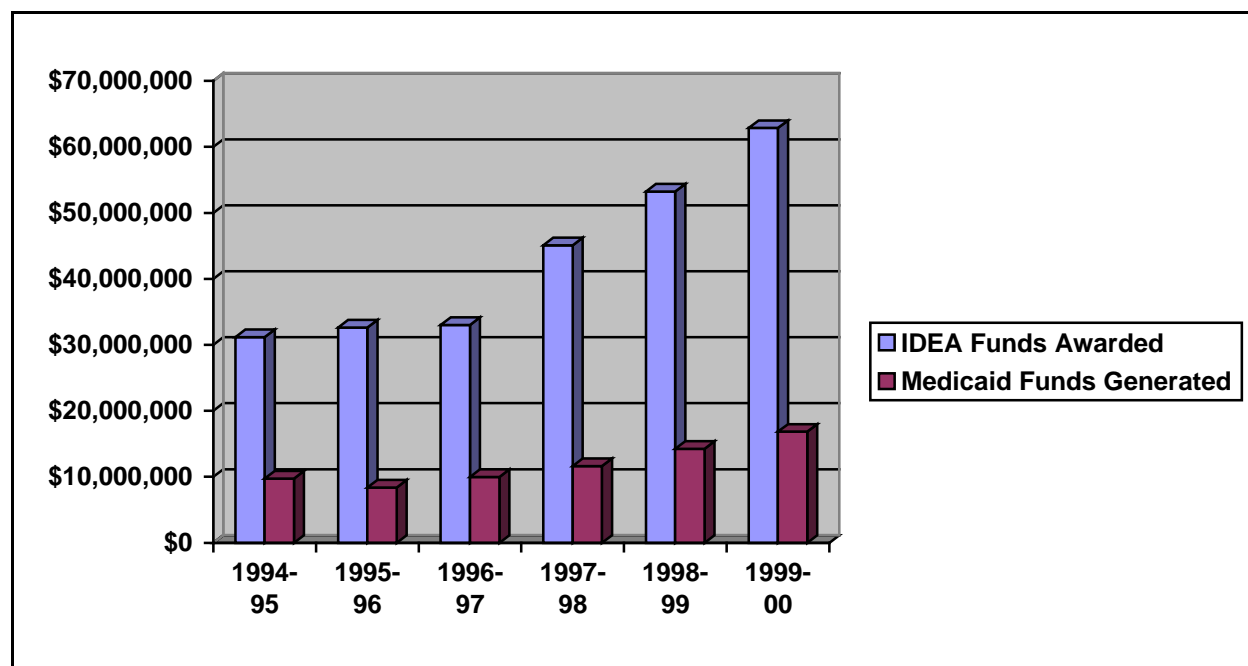
Grade	Total Tested	Below Basic	%	Basic	%	Proficient	%	Advanced	%
3	47,413	20,862	44	18,017	38	6,163	13	2,371	5
4	51,900	23,355	45	19,203	37	6,747	13	2,595	5
5	50,146	23,568	47	18,554	37	6,018	12	2,006	4
6	49,701	23,360	47	18,389	37	5,467	11	2,485	5
7	50,282	24,135	48	18,102	36	5,531	11	2,514	5
8	48,763	23,894	49	17,555	36	4,876	10	2,438	5
Total	298,205	139,174	46	109,820	37	34,802	12	14,409	5

- Achieved the following Advanced Placement results:



- Assisted in the provision of a free appropriate public education for 101,482 students with disabilities.
- All children with disabilities were educated and received related services in compliance with the Individuals with Disabilities Education Act.

Disability	Total Number of Children Served	Percent of the Total Number Served
Learning Disabled (LD)	40,804	40.21%
Speech Impaired (SI)	21,192	20.89%
Mentally Impaired (MI)	17,274	16.93%
Emotionally Disabled (ED)	5,893	5.81%
Hearing Impaired (HI)	926	0.92%
Orthopedically Disabled (OD)	761	0.75%
Other Health Impaired (OHI)	2,890	2.85%
Visually Impaired (VI)	298	0.30%
Multiple Disabilities (MD)	114	0.12%
Autism (AUT)	708	0.70%
Traumatic Brain Injury (TBI)	76	0.08%
Deaf-Blindness (D-B)	13	0.02%
Preschool (PreS)	10,533	10.38%



- All public agencies within the state are capable of implementing and maintaining services to children with disabilities in accordance with the Individuals with Disabilities Education Act.
- Provided advice and assistance to parents of children with disabilities on a daily basis and translated the Parents' Guide to Special Education Services in South Carolina into Spanish. Responded to letters of complaint in a timely manner and interceded with school districts on behalf of parents thereby alleviating the need for due process.
- Support services were provided to 339 professionals and parents of children with deaf-blindness and 608 textbooks were provided for 109 legally blind students. Students with deaf-blindness were able to communicate effectively in the least restrictive environment.

- Published four issues of a newsletter, OPEC Review. Shared exemplary programs, promising practices, national/state information, and provided an avenue for teachers to network among districts with 7,300 individuals per issue.
- Served 54,300 students in FY 00 in the gifted and talented academic program and served 9,181 students in the artistically gifted and talented program. Eight graduate institutes for teachers in gifted and talented programs were conducted at Coastal Carolina, College of Charleston, Converse College, South Carolina State University, and University of South Carolina at Spartanburg. 150 Teachers participated in these classes.
- Every eighth grade student attending public school in the state was advised about opportunities in higher education; schools were provided video tapes and printed materials.
- Through the thirteen regional Hubs, provided professional development on the state's curriculum standards to over 17,000 teachers (216,500 hours) during the period of September 1, 1999 and August 31, 2000. The Hubs offered 93 content courses involving over 1800 teachers; 48 STEM (Sharing Teaching Experiences in Mathematics and Science) representing 67 schools and 415 teachers; and over 400 educators, representing 69 schools were involved with the Cluster School Leadership Academies. To support communication efforts of the initiative, over 14,000 copies of Pivotal Pieces were distributed throughout the state. In addition, 507,848 parent brochures were distributed to help inform parents of the state's curriculum standards. Several of the Hubs supported the use of data to drive decision-making at the school level and over 600 participants in 286 schools were trained in the use of the Data Analysis Primer (Toolkit). The partnership support garnered \$1.5 million in in-kind contributions, including office space, materials, and equipment, from the Hubs' host sites. The External Evaluation Report (Thompson, August 2000) assessed the impact of the initiative on classroom practice. Findings included that "the professional development efforts of the SC SSI have resulted in changes in teaching behavior" and "that the teacher leader approach to educational reform has had substantial impact on teachers in the state." Each Hub submits an annual report of progress (Performance Effectiveness Review) to the SC SSI Office by September 22, 2000. The reports provide the basis of the annual report submitted to the National Science Foundation.

PROGRAM NAME: Student Learning—Adult and Community Service Education

PROGRAM COST:

State:	\$14,183,687
EIA:	\$1,000,000
Federal:	\$5,139,447
Earmarked:	
Total:	\$20,323,134

PROGRAM GOAL:

Provide leadership, staff development and training in adult education, GED testing, family literacy, service learning, volunteerism, health education, and intergenerational programs so as to implement an improvement in the quality of services at the local level. Provide leadership, technical assistance, professional development and instructional support services to educators, parents, community and civic groups in order to enhance academic achievement at all levels.

PROGRAM OBJECTIVES:

- To provide funding to adult education/literacy providers in every county in South Carolina for literacy, basic education, high school credential, self-improvement, workplace, parenting and family literacy programs.
- To develop special projects to improve the accountability and quality of literacy, basic education, high school credentials, self-improvement, and workplace and family literacy programs.
- To give technical assistance and consultative services to providers of adult education/literacy.
- To fund a Literacy Resource Center, Workplace Resource Center, and collaborative agreements with other service agencies to improve services to undereducated adults throughout the State.
- To administer a statewide GED testing program for adults without a high school credential.
- To build the capacity of local educational agencies and communities to develop and implement quality programs that substantively incorporate service learning, intergenerational efforts, volunteerism, and healthy schools concepts.

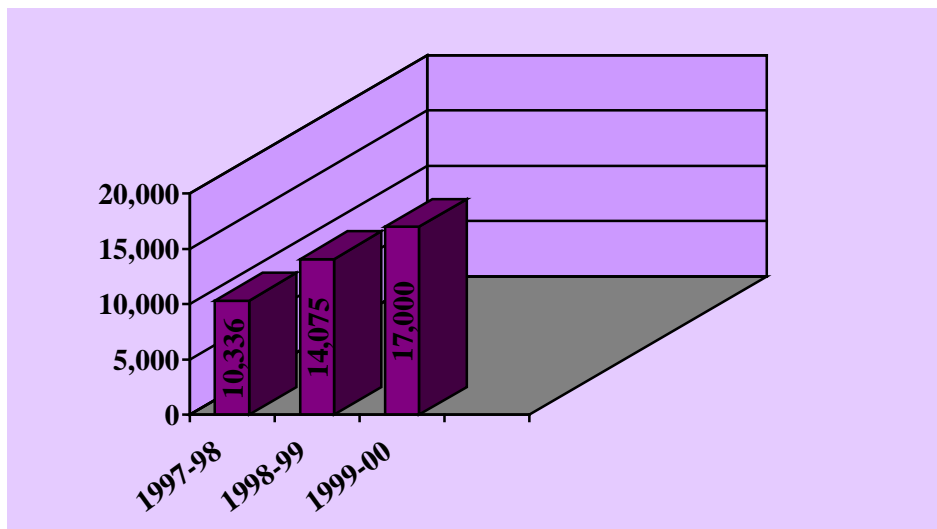
KEY RESULTS:

- Funded 82 local adult education/literacy service providers (54 school districts, 10 community-based organizations, 16 TEC's and 2 State agencies). The programs served a total of 133,311 adults, including 8,730 adults on public assistance, 2,471 disabled adults, 111 homeless adults, and 8,843 adults in correctional institutions. Results: 8,573 adults earned a high school diploma or GED, 8,722 adults entered other educational training programs, 2,226 adults were removed from public assistance, 127 adults received U.S. citizenship, and 1,863 adults registered to vote for the first time.
- Assessed 20 adult education/literacy programs via onsite visits and 62 programs through desk audits. All local programs were visited at least once by Office of Adult and Community Education staff members for technical assistance purposes. Results: Adult education/literacy providers successfully implemented federal and state regulations.

Criteria	Number of Programs that met Standard	Number of Programs that Did Not Meet Standard
Criteria I: The extent to which available programs and services are: (1) based on and satisfy community /school district needs and (2) coordinated among providers in an effective and efficient manner.	46	0
Criteria II: The extent to which identified academic, personal and social goals of individual adults are being met.	HS/GED 25	HS/GED 9
	Basic Skills 34	Basic Skills 6
Criteria III: The extent to which programs successfully (1) recruit students that specific programs and services are designed to serve, (2) assume responsibility for the success of their students, and (3) provide facilities and resources that enable students to accomplish their program goals.	Recruitment 33	Recruitment 8
	Retention 30	Retention 19
Criteria IV: The extent to which curriculum and instruction components of programs adhere to high quality standards.	43	2

- State Workplace Resource Center funded. Results: Workplace programs developed in 36 local adult education programs. One hundred and twenty-two units of contextual workplace curriculum were produced and implemented in over 60 companies. Produced 23 curriculum projects to be used statewide.
- Implemented statewide Workforce Initiative Programs that provided basic skills/employability classes to 29,400 adults in the workplace. Results: 17,000 adults gained and retained employment.

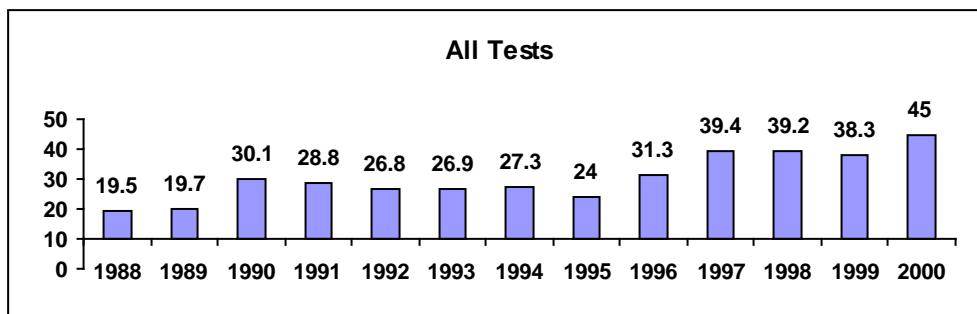
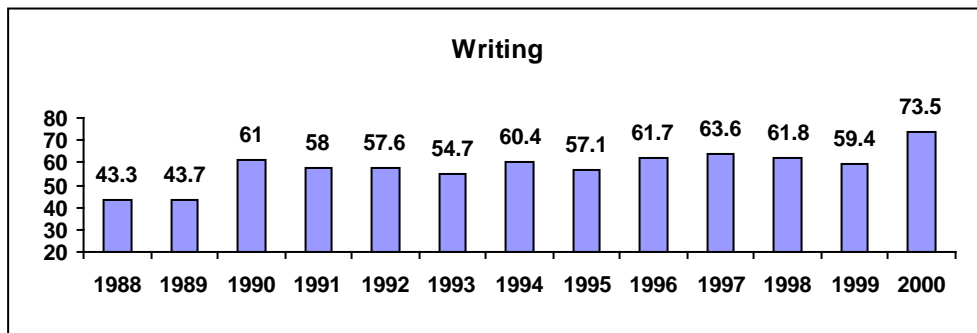
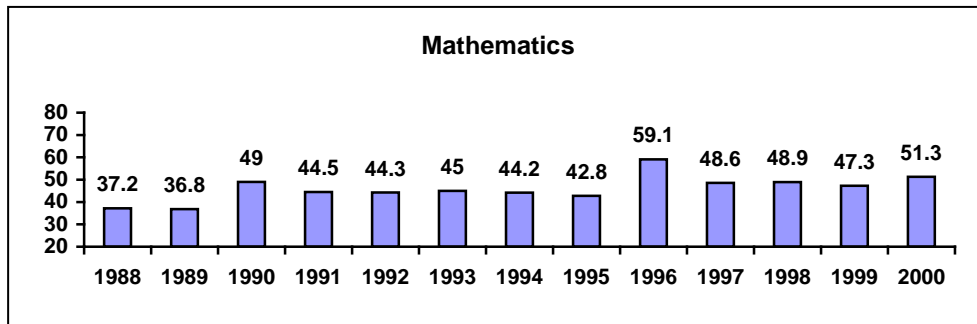
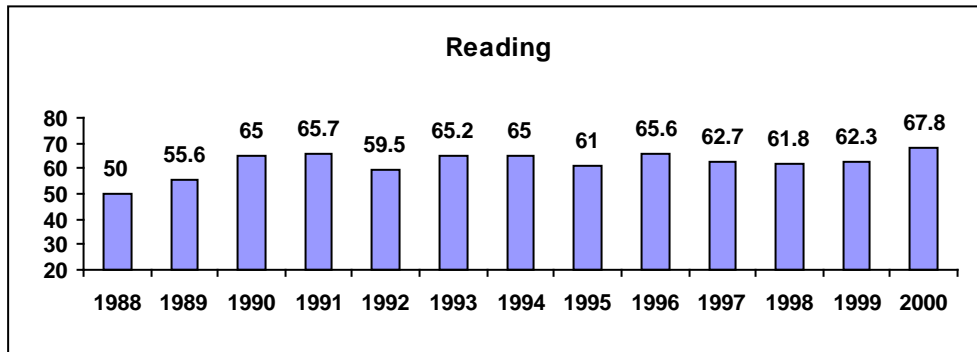
Adults Who Gained and Retained Employment Through Workforce Programs



- Provided Statewide GED Testing. Results: 8,688 GED examinations administered, 5,746 High School Equivalency Diplomas were issued.
- 16 Parent-Child-Home Programs were continued. Results: 334 Adults and 376 children were served in the Parent-Child Home Program.

- Funded seven model Intergenerational Programs. Results: Numbers of youth increased by 118.5% with 3,486 youths serving their communities. Numbers of senior adults increased by 239% to 1274 senior adults directly involved in service to their communities.
- Conducted and/or facilitated 45 regional and statewide Learn and Serve technical assistance or training opportunities. Results: The number of students participating in meaningful service-learning projects increased by over 60,000 to 171,959. An additional 9,691 adult volunteers participated. The number of voluntary service hours served increased to approximately one million three hundred fifty thousand (1,350,000) hours. Three middle schools and one high school were recognized as National Service-Learning Leader Schools: D.R. Hill Middle School of Spartanburg Five, Pickens Middle School and Wren Middle School of Anderson One, and Britton's Neck High School of Marion Four.

EXIT EXAMINATION - Adult Education Students
Percentages of Students Meeting Standards by Subject Area



PROGRAM NAME: Student Learning—Career and Technology Education

PROGRAM COST:

State:	\$873,184
EIA:	\$13,511,876
Federal:	\$16,317,661
Earmarked:	\$62,332
Total:	\$30,765,053

PROGRAM GOAL:

To develop an integrated learning system that enables students to be successful in a global economy.

PROGRAM OBJECTIVES:

- To provide leadership and direction for school districts, Tech Prep consortia, the business community and parents relative to Tech Prep and School-to-Work by June 30, 2000.
- To ensure the implementation of the S.C. School-to-Work Act of 1994 by June 30, 2000.
- To provide technical assistance to school districts, consortia, colleges, and community based organizations that receive federal and state grants (Perkins Act, EIA-Tech Prep, STW Implementation Grant, etc) by June 30, 2000.
- To increase the capacity of school districts to meet the needs of all students by June 30, 2000.
- To ensure the state's workforce is prepared for the demands of the next millennium by June 30, 2000.

KEY RESULTS:

- State Standards for Career and Technology Education for FY 2000 were exceeded (Table I).
- Work-based learning experiences have increased since FY 1994 (Table II).
- Enrollments in applied academic courses at the secondary level have increased since FY 1991 (Table III).

Table I

State Standards for Career and Technology Education FY 1999-2000	Actual Performance Level
Standard 1: Career and Technology Education Skill Attainment Fifty percent of career and technology education students [identified by CIP (Classification of Instructional Programs) code] will achieve an average of at least 2.0 on final grades for the year for all career and technology education courses taken.	72.5%
Standard 2: Academic Skill Attainment Fifty percent of career and technology education students (identified by CIP code) will achieve an average of at least 2.0 on final grades for the year in mathematics, science, and English/language arts courses.	59.5%
Standard 3: Graduation Seventy-five percent of twelfth grade career and technology education completers will receive a South Carolina high school diploma.	87.0%
Standard 4: Placement Fifty percent of career and technology education completers who are available for placement will be placed in postsecondary instruction, military service, or employment, utilizing the career and technology skills and competencies they have attained. This percentage will be calculated over a three-year period to allow for fluctuations in enrollment and the economy.	93.0%
Standard 5: Nontraditional Participation From the career and technology education programs identified as leading to nontraditional training and employment, at least five percent of the students enrolled will be from the underrepresented gender.	18.3%
Standard 6: Nontraditional Retention From the career and technology education programs identified as leading to nontraditional training and employment, at least five percent of the students completing the program will be from the underrepresented gender.	15.0%

Table II
Statewide Work-Based Learning Experiences

Work-Based Activity	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	TOTAL
Registered Apprenticeship		37	40	26	40	121	264
Youth Apprenticeship	70	139	334	314	261	263	1,381
Cooperative Education	2,071	2,421	2,306	2,235	2,566	3,164	14,763
Internship	434	904	1,806	2,973	4,152	4,643	14,912
Service Learning	1,243	11,121	32,525	39,623	48,862	75,784	209,158
Mentoring	1,580	3,084	5,762	13,074	11,727	16,904	52,131
Shadowing	3,441	8,864	23,148	32,347	28,963	32,873	129,636
Other	3,738	6,823	1,580	3,157	5,493	16,987	37,778
TOTALS	12,577	33,393	67,501	93,749	102,064	150,739	460,023

Table III
South Carolina Tech Prep
Duplicated Enrollment in Applied Academic Courses
For Years 1990-1999

Applied Academic Courses	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
Applied Biology	0	2,006	1,960	6,645	9,748	16,324	16,317	17,479	18,013
Communication for the Workplace	0	2,210	7,349	12,817	14,929	26,966	22,776	21,826	23,373
Mathematics for the Technologies	1,213	2,608	8,035	12,766	17,487	25,563	26,538	31,138	39,826
Physics for the Technologies	0	1,951	2,045	3,019	2,966	4,221	3,844	3,568	2,828
Applied Chemistry	0	0	0	0	0	0	83	551	1,114
TOTAL ENROLLMENT	1,213	8,775	19,389	35,247	45,130	73,074	69,558	74,562	85,154

PROGRAM NAME: Student Testing

PROGRAM COST:

State:	\$10,050,428
EIA:	\$11,550,061
Federal:	\$95,342
Earmarked:	\$194,720
Total:	\$11,890,551

PROGRAM GOAL:

To measure and enhance student learning by identifying, developing, and implementing assessments based on state policies, legislation, and the State Board of Education approved curriculum standards; and to enhance the ability of educators, other policy makers, and the general public to understand, evaluate, and make decisions concerning the State's educational system through the dissemination of accurate and timely data.

PROGRAM OBJECTIVES:

- Administer the Cognitive Skills Assessment Battery (CSAB) to approximately 51,000 first grade students by the end of September.
- Select and pilot, in the spring of 2000, the readiness assessment mandated by the Education Accountability Act (EAA) of 1998.
- By June 30, 2000, train approximately 2,400 teachers to administer the readiness assessment and to interpret the results.
- Administer the Palmetto Achievement Challenge Tests (PACT) in mathematics and reading/English language arts to approximately 335,000 students in grades three through eight in April 2000.
- Field test additional PACT items for mathematics and English language arts in spring 2000.
- Conduct three sessions in spring 2000 to train district test coordinators in the administration of the CSAB, Basic Skills Assessment Program (BSAP) Exit Examination, PACT, and the norm-referenced test (TerraNova).
- Administer the TerraNova to samples of approximately 6,000 in each of the grades five, eight, and eleven in April 2000.
- In spring 2000, conduct content validation studies for six (6) PRAXIS II examinations that are used in the teacher certification process.
- Provide three administrations of the BSAP Exit Examination: July, October, and April.
- Develop plans for the selection/development of end-of-course tests in benchmark/gateway courses as required by the EAA.
- To provide data to relate to the operation of the education system including information related to the performance of students, schools, school districts, and educational programs.
- To provide data to support district and school planning requirements of Act 135 of 1993.
- To meet federal data reporting requirements and contractual obligations under the National Cooperative Agreement.
- To assess programs funded under Act 512 of 1984, as amended.
- To analyze and report data, as required, for academic assistance as provided by Act 135 of 1993 and Act 512 of 1984.

KEY RESULTS:

- The CSAB was administered to 52,611 first grade students in fall 1999. Of the students assessed, 83.9% (44,124 students) met the readiness standard. In fall, 1998, 71.6% (43,568 of 53,640 students) met the readiness standard.
- The PACT English language arts and mathematics tests were administered to approximately 340,000 students in grades three through eight in April 2000 (test results are not available at this time). In April 1999 the tests were administered to 330,400 students in grades three through eight and approximately 64% scored basic or above in English language arts and 63% scored at that level in mathematics.

- During May and June two thousand four hundred fifty (2,450) teachers were trained to administer and interpret the new readiness assessment that will undergo a full-scale field test in 2000-01.
- During April, new PACT items were field tested in grades one through eight and ten.
- Five workshops were conducted to train district personnel in the administration of tests and the interpretation of test scores.
- Twenty-three (23) staff development sessions were conducted to familiarize teachers and administrators with the PACT program and the scoring of constructed response test items.
- In April, the TerraNova achievement test was administered to 7,136 students in grade 5; 7,340 students in grade 8, and 5,857 students in grade 11. Two subtests, mathematics and reading/language, were administered. A final report on student performance on the test is not available at this time.
- The BSAP Exit Examination was administered once in each of the grades ten and eleven and three times in grade twelve. Of the 39,860 tenth grade students tested, the percentages meeting the standards for reading, writing, and mathematics were 82.7, 86.6, and 77.3, respectively. Sixty-six and one-half percent met the standard on all three subtests.
- Content validation studies were conducted on six (6) PRAXIS II examinations and performance standards were determined for recommendation to the State Board of Education.
- Educators, other policy makers, and the general public were assisted in their efforts to understand the State's educational system through data contained in a variety of reports. Some reports addressed individual programs; others consolidated information from multiple sources. All reports were available in hard copy. To increase the accessibility of informatory principal documents, including those distributed only on request, reports are now posted on the Department's web page, and, increasingly, data on CD-ROM.
- During fiscal year 1999-2000, data were disseminated in reports produced for general use, (distributed on request and/or posted on web site), produced for the federal government/other agencies, and produced for school district assistance and requests for specific information. As educators and the general public become aware of the Department's web site and are able to utilize the Internet. It is anticipated that there will be reduced printing costs without sacrificing accessibility.

PROGRAM NAME: Curriculum and Standards

PROGRAM COST:

State:	\$38,054,118
EIA:	\$250,943
Federal:	\$5,789,283
Earmarked:	\$502,303
Total:	\$44,596,647

PROGRAM GOAL:

To develop and maintain rigorous academic standards for student learning and achievement and to support the standard with appropriate curriculum and resources.

PROGRAM OBJECTIVES:

- Arts Education—To facilitate implementation of the arts academic achievement standards and the Target 2000 Arts in Education Curriculum allocations.
- Black History—To sponsor two graduate courses for teachers on multicultural education and to sponsor an essay contest for students during African-American/Black History Month; to employ one education associate to provide leadership in the areas of African-American History and multicultural education.
- Comprehensive Health Education (CHE)—To increase the number of schools providing effective Comprehensive School Health Education and to provide health record forms; to develop curriculum standards in health and safety education.
- Curriculum Standards Professional Development—To facilitate the development and revision of curriculum standards, disseminate standards statewide, and provide teacher training on the implementation of standards.
- Curriculum Support—To provide support for state and federally funded programs; to provide workshops, courses, and instructional materials for principals, teachers, and administrators; to improve standards based instruction; and to notify and facilitate the selection process of the U. S. Senate Youth Program.
- Governor's Institute of Reading—To review the best practices in the teaching of reading; to provide teachers with professional development and support for implementing best practices in the teaching of reading; to hire staff to support initiative; to award competitive grants to school districts for designing and providing a comprehensive approach to reading instruction based on best practices.
- Instructional Materials—To provide quality instructional materials to the State's pupils based on "one textbook per child" in basal subject areas.

KEY RESULTS:

- Arts Education—Facilitated the South Carolina Leadership Institute for Arts Education initiative. This initiative provided two teacher-training institutes that focused on the implementation of the *Visual and Performing Arts Curriculum Standards* and assessment for 25 visual and performing arts teachers. Supported the efforts of the SouthEast Center for Dance Education which provided sustained technical assistance in dance education to schools and districts, a two-week dance education technology institute, and statewide professional development opportunities for dance educators. Awarded \$1699,589 in Target 2000 Arts in Education Curricular Grants in 1999.
- Black History—Sponsored two graduate training institutes through South Carolina State University for approximately 40 teachers on how to teach African-American History and how to incorporate multicultural education into the curriculum. Over 1,500 students entered the Black History Month Essay Contest. One education associate was hired to provide leadership statewide in African-American History and multicultural education.
- Comprehensive Health Education (CHE)—Conducted statewide CHE conference, awarded 20 HIV mini-grants, and printed and mailed 40,000 health records. Developed and received State Board of Education approval on the South Carolina Health and Safety Education Curriculum Standards.
- Curriculum Standards Professional Development—Facilitated the development and revision of curriculum standards in the areas of social studies, physical education, health/safety, and science;

disseminated State Board-approved curriculum standards for social studies, physical education, foreign languages and science to teachers and administrators statewide; provided: over 2000 teachers in grades K-8 English/language arts, science, and mathematics content workshops; provided 40 graduate level courses for teachers on English language arts, science, and mathematics standards; provided vertical team training to 139 teachers from 35 schools; developed a K-8 *Standards Implementation Guide* draft; and supported a standards network for district administrators.

- Curriculum Support—Provided support for state and federally funded programs; provided workshops, courses, and instructional materials to principals, teachers, and administrators; and facilitated the selection of student delegates to represent South Carolina in the Hearst Foundation's U. S. Senate Youth Program.
- Governor's Institute of Reading—Convened the first South Carolina Reading Summit in Columbia on December 1 and 2, 1999, with 675 educators, parents, and community leaders attending-of which 98% indicated the Summit was a success. The Governor's Institute of Reading Task Force was formed and began to meet to develop the plan for the South Carolina Reading Institute. The South Carolina Reading Initiative began with three weeks of professional development for 128 literacy coaches representing 56 school districts led by a seven-member team and seven State Department Reading/Language Arts consultants (two education associates and one secretary were hired under the Reading Initiative). Professional development continued each month as coaches met for a one-day regional session and a daylong statewide session. Coaches conducted bimonthly study groups in schools in their districts. This cycle will be repeated each year for the next three years. Awarded \$50,000 grants to 31 districts to support the implementation of the South Carolina Reading Initiative. The other 25 districts received training, materials, and on-site support.
- Instructional Materials—Provided each school district with an allocation for instructional materials; processed allocation adjustments within three working days of receipt.

PROGRAM NAME: Assistance, Intervention, and Reward

PROGRAM COST:

State:	\$12,475,134
EIA:	\$119,532,541
Federal:	\$437,505
Earmarked:	
Total:	\$132,445,180

PROGRAM GOAL:

To provide assistance and intervention programs for students, schools, and districts that do not meet state standards and a system of recognition and reward for students, schools, and districts that have notable achievement and significantly exceed state standards.

PROGRAM OBJECTIVES:

- English as a Second Language (ESL)—To provide supportive services to teachers and administrators to help transition students with limited English proficiency (LEP) into the mainstream classroom. To provide graduate courses for teaching English as a second language. To increase student proficiency in speaking English and in living in a new cultural setting.
- Reading Recovery—To monitor the implementation of Reading Recovery in South Carolina and to provide funding for training and on-going staff development for new Reading Recovery teachers and teacher leaders.
- Title I—To provide direct support through grants to select Title I schools in need of improvement. To demonstrate substantial progress of student achievement. To provide information to district representatives and Title I coordinators on the federal requirements to identify schools and on standards and technology.
- Title I Migrant—To provide high quality and comprehensive educational programs for migratory children in order to help them meet basic skills standards in math, reading, and language arts.
- Palmetto Gold and Silver Award Program—To recognize schools with high student academic performance or high gains in student academic performance. To aid as requested by the Accountability Division in establishing the criteria for selection of schools and districts for the awards. To establish procedures for the allocation and authorization of funds to recipient schools and school districts; to establish a monitoring system to verify the appropriate use of incentive funds by recipients. To respond within twenty-four hours to all requests for information to include the following customers: General Assembly, Governor's Office, school districts, parents, other state agencies, and the SC public. To provide technical assistance to the local school system concerning the data analysis, criteria, and appropriate expenditure of funds. To assist members of the management team in making policy decisions and recommendations.
- Homework Centers—To make homework centers accessible to students.

KEY RESULTS:

- English as a Second Language (ESL)—Provided technical assistance on-site to over 85 schools; collaborated with over 20 state agencies; and assisted more than 1,000 ESL and mainstream teachers and administrators with limited English proficient (LEP) students. Provided 35 training workshops and two regional graduate courses offering support to more than 50 school districts and more than 875 teachers and administrators to increase academic performance of LEP students. Funded State ESL Master Teachers to provide technical assistance to districts and to provide direct assistance to ESL and mainstream teachers during FY 00.
- Reading Recovery—The Regional Reading Recovery Training Site at Clemson University, staffed by a Trainer and Teacher Leader Specialist, provided on-site technical assistance and support to the State's Reading Recovery network of 52 school districts, 6 teacher leaders in training, 31 trained teacher leaders, 105 teachers in training; provided 18 semester hours of instruction to 6 teacher leaders in training at Clemson University. Served through Reading Recovery more than 4,900 first grade students in 52 school districts by 604 trained teachers with 3,183 students completing the program.

- Title I—Employed five master teachers to assist identified schools of need by providing on-site staff development to improve student achievement. Funded five grants for consultant services in five districts. Provided required federal information on school improvement to 204 district representatives and Title I coordinators at fall and spring conferences. Provided information on the frameworks, standards and technology to 565 participants representing the 86 districts at regional training sessions. In FY 00, 86 Title I local educational agency program applications were approved and instructional services were offered to children of poverty in approximately 428 elementary schools and 79 middle/high schools.
- Title I Migrant—Provided appropriate educational services to approximately 1,093 migratory students in FY 00; hired two recruiters to identify migrant children. Provided tutorial programs and direct assistance to students and families, and provided funds for summer school programs in seven districts and regular school-year programs to three districts.
- Palmetto Gold and Silver Award Program—Input has been provided to the Accountability Division on the formation of the criteria for selecting schools and districts for the awards. A monitoring system that includes the filing of expenditure reports is ready for use with schools and districts receiving an award. Technical assistance to local districts regarding the school report card ratings and the subsequent selection of incentive recipients has been provided.
- Homework Centers—Behavior problems decreased by 70% in classrooms as indicated by fewer discipline referrals, 85% attended homework centers in Clarendon County School District One. Data collected from Florence County School District Four showed that 490 students participated in homework centers during the 1999-00 school year. Improvement in students completing homework assignments increased by 75% and 80% of the students continued in the program until it ended. Information gathered from a pre and post test administered to students showed an increase in their performance in math, reading, and science by 85% in Allendale County School District.

PROGRAM NAME: Accreditation

PROGRAM COST:

State:	\$24,280
EIA:	\$18,333
Federal:	\$47,510
Earmarked:	\$85,669
Total:	\$175,792

PROGRAM GOAL:

To ensure that all schools and school districts maintain a positive learning environment for students by adhering to state policies and procedures.

PROGRAM OBJECTIVES:

- Through monitoring and corrective action, all applicable state statutes and State Board of Education regulations for accreditation are met.
- Ensuring that every child in the State receives an educational opportunity that meets state and federal standards.
- Coordinating the administrative functions of EIA programs and other initiatives within the Office of School Quality.
- Establishing and maintaining open lines of communication and serving as resource/liaison between the Department of Education and local educational agencies.
- Providing technical assistance and support to local educational agencies to ensure their compliance with prescribed state accreditation standards essential to the operation of quality educational programs.
- Annually identifying, notifying, and providing technical assistance and support to all schools that qualify for deregulated status.
- Issuing all high school completion documents and providing effective procedures for their acquisition.
- Issuing all replacement diplomas as requested.
- Reviewing and approving/disapproving innovative approach applications for all local education agencies (LEAs).
- Effectively and efficiently responding to all requests for information.

KEY RESULTS:

- One hundred percent of the schools will establish and maintain regulatory and statutory requirements for curriculum standards.
- Through monitoring and corrective actions, one hundred percent of the schools will meet health and safety standards.
- One hundred percent of the schools and districts will employ properly certified teachers and other instructional staff in accordance with applicable regulatory and statutory requirements

PROGRAM NAME: Accountability

PROGRAM COST:

State:	\$351,021
EIA:	\$13,453
Federal:	\$1,368
Earmarked:	\$4,280
Total:	\$370,122

PROGRAM GOAL:

To ensure that the components of the state educational system are aligned so that all students can reach a high level of academic achievement and report results.

PROGRAM OBJECTIVES:

- To achieve alignment among school, district, and state educational plans and report results.

KEY RESULTS:

- All districts have assigned at least one person to be responsible for district and school strategic planning.
- All strategic planning coordinators have received group training and/or individual consultation.
- All district strategic/accountability plans and school renewal plans have been submitted, processed, and peer reviewed according to established schedules. A total of two hundred fifty-seven new school renewal plans were peer reviewed, twenty-six new district strategic/accountability plans were peer reviewed, and the Department of Education reviewed sixty-four district plan annual updates.
- The schedules for school year 2000-2001 require processing of five hundred thirty new school renewal plans, two hundred ninety-seven Southern Association of Colleges and Schools (SACS) plans submitted in lieu of school renewal plans, sixty-four new district strategic accountability plans, and twenty-six district annual updates.
- Historically, approximately seventy-five percent of plans submitted to the peer review process are approved on the first submission. The remaining documents are approved after required changes are submitted.
- Report card will be issued in November 2001.

PROGRAM NAME: Early Childhood Education

PROGRAM COST:

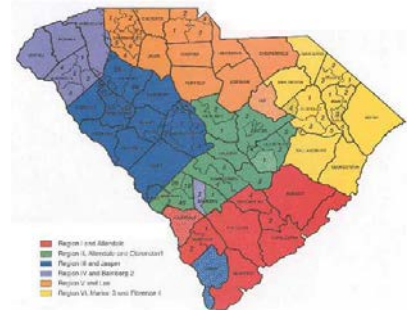
State:	\$20,286,177
EIA:	\$26,997,580
Federal:	\$2,538,859
Earmarked:	\$10,791
Total:	\$49,833,407

PROGRAM GOAL(S):

- To ensure every student enters school ready for success in first grade.
- To increase the number of quality early childhood, parenting, and family literacy programs.
- To develop standards for developmentally appropriate Early Childhood and Family Literacy curriculum.
- To develop the level of professional instruction and training available to every early childhood and parenting program practitioner in South Carolina.

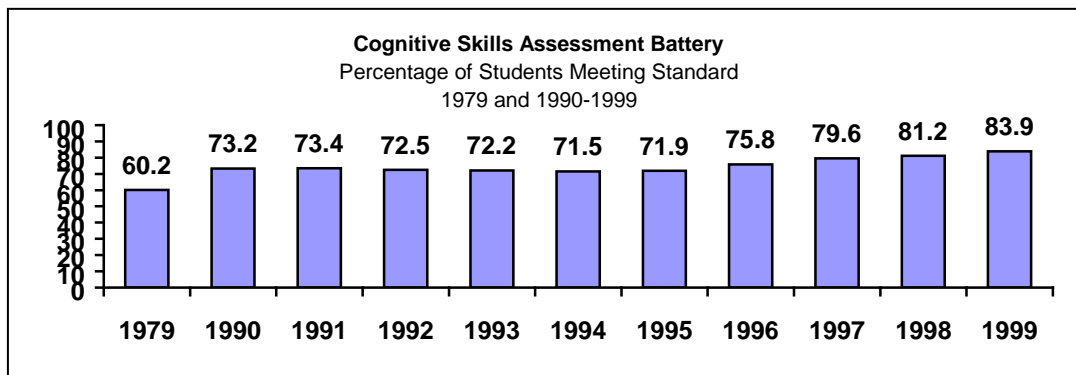
PROGRAM OBJECTIVES:

- To increase first-grade readiness.
- To assist local schools and early childhood programs in developing and monitoring appropriate early childhood education and family literacy programs.
- To focus resources on research-based practices that affect children, ages 0 – 6, and their families.
- To provide extra assistance to children, based on individual needs, and enhancement and enrichment, based on individual needs, so that all children may reach their academic potential.
- To provide, through the leadership and technical assistance of the Early Childhood Regional Coordinators, local, district level, regional and statewide training and support that will lead to levels of increased performance by staff and students.
- To collaborate with other agencies, the Office of First Steps to School Readiness, childcare providers, and Head Start programs.
- To increase the number of accredited early childhood programs in South Carolina.
- To increase the performance of children in early childhood programs as observed by South Carolina Readiness Assessment.
- To increase the number of graduates in Family Literacy programs.
- To increase the number of Even Start Family Literacy grant recipients in South Carolina.



KEY RESULTS:

- 16,000 students were served in the EIA Four Year Old Half-Day Program.
- 83.9% of the 1999-2000 first graders met the readiness standard on CSAB, which is in the fifth year of continuous improvement.



**INCREASES IN PERCENTAGES OF STUDENTS IN FULL-DAY KINDERGARTEN
AND AVERAGE CSAB SCORES STATEWIDE**

YEAR	PERCENT OF STUDENTS IN FULL-DAY KINDERGARTEN	AVERAGE CSAB SCORE
1996	44.5%	94.0
1997	64.7%	95.3
1998	79.1%	95.8
1999	96.1%	96.7

Source: MGT of America, Inc., 2000.

- 87.0% of children who received services through ACT 135 Parenting and Family Literacy Programs met the readiness standard on CSAB.
- 503 parents who received services through Family Literacy programs graduated from high school.
- On PACT scores for third graders in language arts, 37% scored BASIC, 26% scored PROFICIENT, and 2% scored ADVANCED. On PACT scores for third graders in math, 38% scored BASIC, 13% scored PROFICIENT, and 5% scored ADVANCED. On TERRA NOVA, 49.1% of third grade students scored in the upper half of students tested.
- One hundred and thirty nine staff development sessions, training sessions, conference sessions, and monitoring visits were made to early childhood programs by the staff of the Office of Early Childhood Education during 1999 – 2000.
- Through the leadership of the Office of Early Childhood Education, seventy two teachers are involved in long-term staff development in Creative Curriculum, High Scope, or Montessori.
- Through the leadership of the Office of Early Childhood Education, parenting program personnel are involved in training through Parents as Teachers, Equipped for the Future, and MotheRead.
- Through the assistance of the Early Childhood Regional Coordinators, there are sixteen Even Start programs in South Carolina; five of the recipients are from the Greatest Needs Districts.

PROGRAM NAME: Teacher Quality

PROGRAM COST:

State:	\$1,146,582
EIA:	\$188,846,879
Federal:	\$8,205,062
Earmarked:	\$358,781
Total:	\$198,557,304

PROGRAM GOAL:

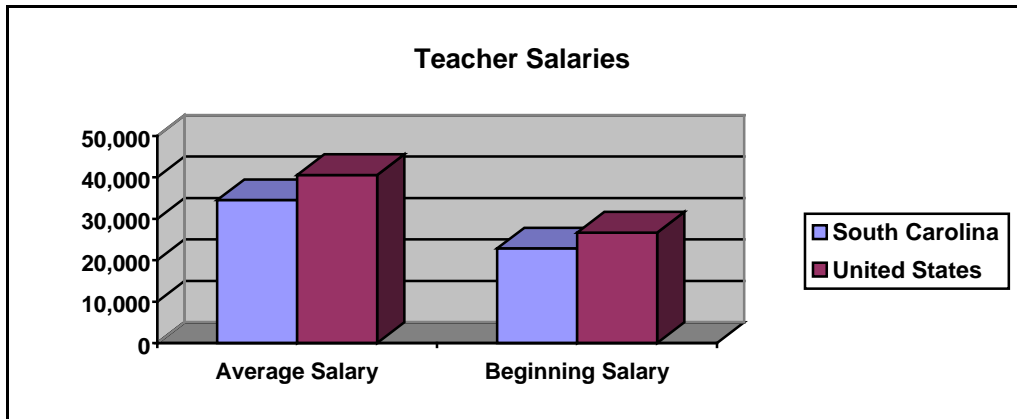
- To ensure that there is a competent and caring teacher in every classroom in South Carolina.

PROGRAM OBJECTIVES:

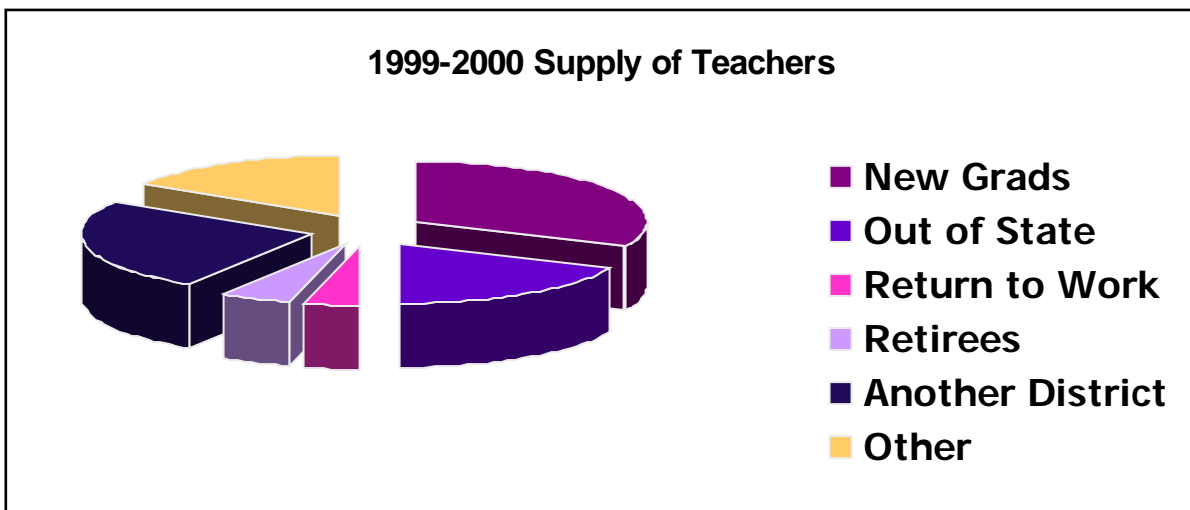
- Teacher Quality--To recruit academically strong prospective teachers into the teaching profession in South Carolina; to ensure all teacher candidates have strong content knowledge, can teach that content to all students and are able to measure and assess how well students learn; to streamline certification timeline and process; to retain teachers in the teaching profession in South Carolina; to enable continuous learning opportunities and professional development to support high performance for every teacher; to ensure high ethical and professional standards for all teachers; and to enhance internal and external communications.
- Teacher Certification--To issue new teaching certificates and to renew teaching certificates; to advance teachers to the next level of certification (master's, doctorate, etc.); to process out-of-field permit renewals; to scan documents into the computer each day; to process Trade and Industry certificate/licenses; to process FBI fingerprint reviews for the initial teacher certificates/licenses; to assist callers on the regular teacher certification telephone line and the toll free teacher certification line; and to process certificate renewals for critical certification needs for first year program completers and second year program completers.
- National Board Certification—To increase the number of National Board Certified teachers.
- ADEPT (Assisting, Developing, and Evaluating Professional Teaching)-to establish an integrated system of State standards, regulations, guidelines, and strategies to promote excellence in the teaching profession.
- Teacher Education--To review and approve teacher education programs; to participate in the Council of Chief State School Officers (CCSSO), Interstate New Teacher Assessment and Support Consortium (INTASC) project; to recommend to the State Board of Education amendments to regulations, guidelines, procedures, and statues related to teacher education; to review, approve, and provide support for teacher renewal courses submitted by school districts; to maintain and enhance our relationship with the National Council for Accreditation of Teacher Education (NCATE) and the Commission on Higher Education; to facilitate regular meetings with various stakeholders in teacher education; and to participate in professional (state and national) teacher education meetings.

KEY RESULTS:

- Teacher Quality--South Carolina's goal to ensure that every student in the public schools has a competent, caring teacher coincides with the biggest shortage of teachers in the history of our country. However, the shortage of teachers did not change the State's efforts to have a teacher workforce composed of teachers who are experts in their subject area, well-paid, supported with on-going high quality professional development, and held accountable for the results they produce. South Carolina put more emphasis on the importance of quality teaching during 1999-2000 through the following events and initiatives:
 - Governor's Summit on Teacher Quality,
 - the creation of the Commission on Teacher Quality,
 - the application for and receipt of the \$3.8 Title II Teacher Quality Enhancement Grant from the U.S. Department of Education,
 - the creation of the Division of Teacher Quality at the State Department of Education, and
 - the passage of Bill 1111.



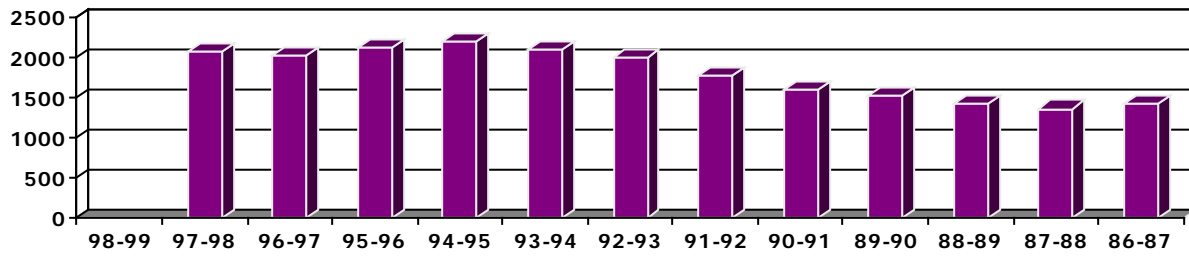
Like most states across the country, South Carolina is experiencing a teacher shortage due to student enrollment increases, retirements, reductions in class sizes at the primary grades, the implementation of full-day kindergarten programs, and the increase in requirements for high school graduation. The projected number of teachers needed nationally by the year 2008 is 3.45 million, a 14 percent increase and a hiring challenge equivalent to replacing every doctor in America more than two and a half times over (Recruiting New Teachers, 1998). In South Carolina, between 8,000 and 10,000 more teachers will be needed in the next five to seven years than we're currently producing or importing from other states. For the 2000-2001 school year, the State Board of Education has designated the following subject areas as having a critical shortage of teachers:



- Art
- Business Education
- Early Childhood Education
- Elementary Education
- English/Language Arts
- Family and Consumer Science
- Foreign Languages (Spanish, French, German, and Latin)
- Guidance Counselors
- Industrial Technology
- Mathematics
- Media Specialist
- Music
- Science
- Special education (all areas)
- Speech Clinicians

South Carolina has thirty institutions of higher education with teacher education programs. In 1998-1999, these teacher education programs graduated 1939 students who sought initial teacher certification. Currently, South Carolina is producing 40 percent more teachers than it was a decade ago (1,358 in 1988; 1,939 in 1999). At the current graduation rates, teacher education programs will produce about three-fourths of the teachers needed during the next decade.

Bachelor's Degrees in Education from S.C. Teacher Education Programs



Attrition rate for new hires with zero years experience			
Year hired	One-year rate	3-year rate	5-year rate
1989	11.8	22.1	30.6
1990	12.4	24.4	32.9
1991	13.2	26.8	33.9
1992	13.9	27.0	36.2
1993	12.5	26.5	35.1
1994	10.9	24.2	30.7
1995	13.4	25.1	
1996	11.2	24.6	
1997	11.3		
1998	11.2		
Average	12.2%	25.1%	33.2%

A great many prospective teachers do not enter the teaching profession after they complete their preparation. Nationally, of those who prepared to teach in 1990, only about three-fourths applied for teaching jobs and only 58 percent actually entered teaching the year after their graduation; the proportion is lower for minority teacher candidates. Last year, 78 percent of all South Carolina teacher education graduates became certified to teach in this State but only 60 percent of those certified entered teaching the year after graduation. Some teacher education graduates do enter teaching later after raising children, completing a graduate degree, pursuing another career, etc. Some education students prepare to teach as a form of insurance while pursuing other possible career opportunities.

In addition of the need to recruit more teachers, South Carolina's school districts must find ways to retain the teachers they have. On average, one-third of the teachers in the State leave teaching after just five years in the classroom. This amount is even higher in subject areas where there are already critical shortages (e.g., math, science, and special education). In fact, there are a few districts in the State that lose approximately one-third of their teachers annually. It is no surprise that these districts are usually the ones that are also challenged by low student achievement.

It is predicted that within the next decade, 20 to 25 percent of the teaching force will be at retirement age (Bureau of Labor Statistics, 1996). In 1998, the average South Carolina teacher had 13.3 years of experience. The median age of the State's teachers was 42. While some states have implemented early retirement incentives to encourage older, more highly paid teachers to leave the profession, the South Carolina General Assembly has implemented retirement options that allow teachers to return or remain in teaching without jeopardizing their retirement benefits.

South Carolina has a large reserve pool of teachers. Currently, there are almost 140,000 certified teachers in the State Department of Education's database. Approximately 48,000 of those teachers in the database are currently employed in the State's public schools. Others hold jobs in education that does not require a teaching certificate. Although there are potential teachers in the reserve pool, their willingness to enter or return to the profession is questionable. As long as the economy remains good, teachers have other opportunities for meaningful and profitable employment and are unlikely to enter or return to education.

The situation is already critical and only expected to get worse before it gets better. In a survey sent to all South Carolina school districts in fall 1999, personnel administrators indicated that 517 vacancies were not filled on November 15, 1999. Using an average class size of 20 students, those vacancies mean that over 10,000 students were not taught by certified teachers. Those figures do not include students being taught by teachers who are certified but teaching out of the field in which they were prepared.

Profile of *Initial* S.C. Teaching Certificates Issued in 1999-2000

Total Number of Teachers Initially Certified	4,394
Number of Teachers Who Graduated from Out of State Education Programs	1,215
Number of Teachers Certified through the Critical Needs Certification Program	297

In a national opinion poll conducted by Recruiting New Teachers, Inc. and public opinion analyst Lou Harris in 1998, the public indicated that quality teaching is the basic building block of better schools and that better teachers are the keys to the American dream. The quality and caliber of teachers was selected as having the "greatest influence on student learning" by more than half (55 percent) of the American people (RNT, 1998). According to U.S. Secretary of Education Richard W. Riley, "A growing number of school districts are throwing a warm body into the classroom, closing the door, and hoping for the best. This is not the way to reach high standards." If South Carolina is going to achieve the ambitious goals set forth in the Education Accountability Act of 1998, future teachers will need to be the best prepared and supported our state has ever known.

Governor's Commission on Teacher Quality

In June 1999, the State Department of Education and Governor Hodges sponsored a summit on teacher quality in Charleston for over 300 educators and policy makers. At the conclusion of the summit, Governor Hodges appointed an 18-member commission to study the quality of teachers in South Carolina and make recommendations on ways to improve the quality of teaching in the State. The Commission issued its first report in December 1999. The recommendations in the preliminary report were used to craft Bill 1111, an omnibus bill to strengthen the teaching profession.

Title II Teacher Quality Enhancement Grant

The South Carolina State Department of Education was awarded a 3.8 million-dollar Title II State Grant to work toward improving teacher quality in South Carolina. Although there was no team working on the issues and fully addressing and implementing the grant in 1999, Janice Poda dedicated time putting forth some of the initiatives of the grant. Thus, the Governor's School for Excellence in teaching became a reality in the summer of 2000.

The South Carolina Governor's School for Excellence in Teaching is dedicated to teachers, teachers-of-teachers, and to designing new and creative approaches to fostering excellence in teaching. In the summer of 2000, four summer institutes were held at the following locations and addressed the following standards:

Columbia College	1 week standards-based
Winthrop University	2 week standards-based (language arts)
SC Center for Teacher Recruitment (SCCTR)	2 two-day seminars for National Board for Professional Teaching Standards (NBPTS)

State Department personnel assigned to the State Grant developed an evaluation plan for use at each site. Qualitative and quantitative data were collected prior to, during, and at the end of the institutes, as well as after the follow up activities. Data is being analyzed and used to guide the expansion and development of future programming for the Governor's School for Excellence in Teaching.

The grant has five major parts, which will be addressed in the 2000 fiscal year. These parts are as follows:

1. SC Governor's School for Excellence in Teaching,
 2. Certification,
 3. Recertification,
 4. Standards and Assessment, and
 5. Professional Development Schools.
- Teacher Certification—Processed 136 Trade and Industry certificates/licenses; issued 4,418 new teaching certificates; advanced 1,476 teachers to the next level of certification (master's doctorate, etc.); renewed 12,521 teaching certificates, processed 945 out-of-field permits and 237 permit renewals; scanned an average of 986 documents each day (beginning March 2000), processed FBI Fingerprinting reviews for the 4,801 initial teacher certificates/licenses; assisted 38,444 callers on the certification telephone line; and processed 297 certificate renewals for Critical Need first year program completers and 220 Critical Need second year program.
 - National Board Certification— South Carolina currently has 34 teachers who are National Board Certified. Due to the increased State incentives and district and State support, approximately 790 teachers in South Carolina were candidates for National Board Certification in 1999-2000. That number represents a 1,000 percent increase in the number of candidates in South Carolina compared to the previous year and is the largest percentage increase of applicants in all 50 states. South Carolina had the third largest number of total applicants that completed the entire application process for certification only behind North Carolina, with twice as many teachers as South Carolina, and Florida, with four to five times more teachers than South Carolina.
 - ADEPT (Assisting, Developing, and Evaluating Professional Teaching)—The Department conducted numerous local, regional, and state workshops and training sessions in the implementation of the ADEPT System. These sessions were offered to teacher education programs and districts this year upon request. Since August 1999, ADEPT presentations were conducted for student teachers and faculty at six (6) colleges and universities. More than 20,000 documents pertaining to the ADEPT system were printed or submitted electronically to districts and colleges and universities. A *Frequently Asked Questions* booklet was developed and approved by the Office of General Counsel, two independent attorneys with expertise in school law, and the State Superintendent of Education. Copies were distributed to district superintendents, personnel directors, ADEPT coordinators, and school principals in March 2000. The booklet is also available online at www.scteachers.org.

**Final Report of the ADEPT Evaluation Results of Induction, Provisional, Annual, Second Annual,
and Continuing Contract Teachers
1999-2000**

Contract Type	Met Standard, Rehired		Did Not Meet Standard, Not Rehired		Total Reported
Induction	3115	(96.5%)	113	(3.5%)	3228
Provisional	169	(89.0%)	21	(11.1%)	190
Annual	3115	(97.8%)	71	(2.2%)	3186
Second Annual	111	(91.0%)	11	(9.0%)	122
Continuing	39320	(99.9%)	56	(0.14%)	39376
TOTAL	45830	(99.41%)	272	(0.59%)	46102

- Teacher Education --Conducted 5 college and university Teacher Education program approval visits (3 State Program Approval visits and 2 NCATE Accreditation visits); recommended and changed regulations, guidelines, and statutes for teacher education; provided materials and reimbursement to public and private colleges/universities; conducted quarterly meetings with deans, directors and division chairs of teacher education programs; conducted quarterly meetings with members of the Professional Review Committee for the purpose of evaluating teacher education programs and with the members of the Professional Review Committee (PRC) for the purpose of evaluating teacher education programs; PRC recommended Approval of Teacher Education Programs at Allen University and Claflin; met regularly with the Commission on Higher Education staff members to discuss, prioritize, and coordinate teacher education issues; and reviewed and approved approximately 500 certificate renewal courses for school districts.

PROGRAM NAME: Transportation

PROGRAM COST:

State:	\$75,131,856
EIA:	\$640,500
Federal:	
Earmarked:	\$6,813,346
Total:	\$82,585,702

PROGRAM GOAL:

To provide a safe, effective, and efficient school bus transportation system for public school students.

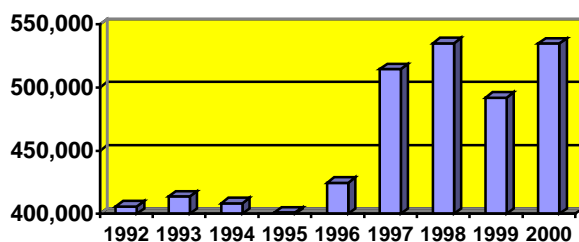
PROGRAM OBJECTIVE:

- To allocate State aid to school districts to support student transportation services.
- To allocate State school transportation resources to support student transportation services.
- To coordinate student transportation services activities of the Department and the 86 school districts.
- To manage the School Transportation Student Safety Program.
- To manage the School Bus Driver Training and Certification Program.
- To manage the School Bus Driver Recruitment and Retention Initiative.
- To provide School Bus Routing and Scheduling Assistance services for school districts.
- To provide students with a safe school bus fleet.
- To provide an effective and efficient School Bus Maintenance and Servicing Program.
- To monitor and manage the Environmental Compliance Program for school transportation vehicles and facilities.
- To administer the drug testing program for the Department's school transportation safety sensitive personnel.
- To conduct school transportation accident inspection and reporting as needed and to maintain records.

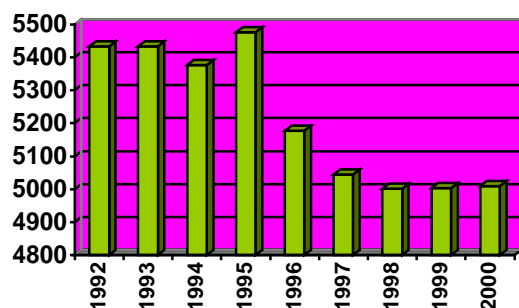
KEY RESULTS:

- Equitably allocated \$43,751,975 of State (64% of total of State) and \$497,343 of EIA (56% of total of EIA) funds to school districts to deliver safe student transportation services.
- Equitably allocated \$24,671,506 of State (35% of total of State), \$3,806,538 of Earmarked (95% of total of Earmarked) and \$640,500 of EIA (56% of total of EIA) funds to provide direct school transportation services to school districts.
- Expended \$765,069 of State (<1% of total of State) and \$205,277 of Earmarked (5% of total of Earmarked) funds to manage the internal operations of Office of Transportation toward the safe delivery of student transportation services.
- Ridership has increased by 128,693 students compared to FY 1992 ridership; the number of school buses operated in FY 2000 stayed essentially the same as in FY 1998, 5,010. The lack of a decrease in the fleet size marks a period of decline that has continued for the past twenty years, while students transported has increased. This change is impressive when compared to the increase in route miles.

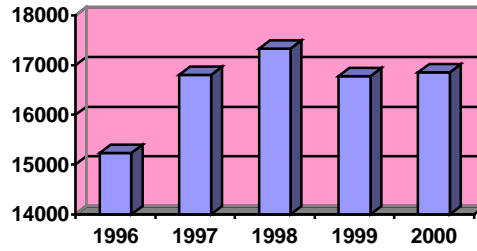
Students Transported Per Day



Operating Fleet Size Per Day

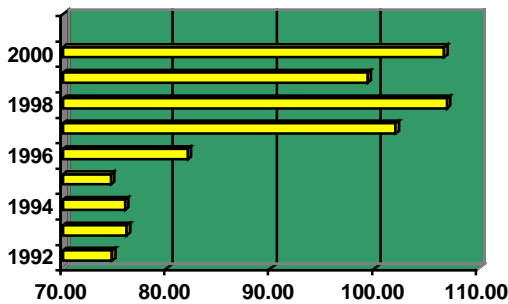


School Bus Routes Per Year



- In FY 2000 over 534,626 student riders were provided transportation each day by the operation of 16,855 school bus routes.

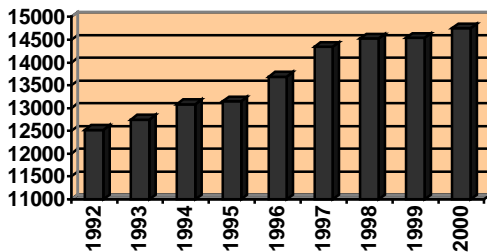
Number of Students Per Bus



- For the second time in 20 years, the number of route buses has shown a slight increase.
- The productivity expressed in students transported per bus has increased by 42.8% since FY1992.

- School buses traveled 73,885,023 miles in FY 2000, which is an increase of 1,134,000 miles over FY 1999 and a 5,878,637 mile increase since FY 1992.

Route Miles Per Bus

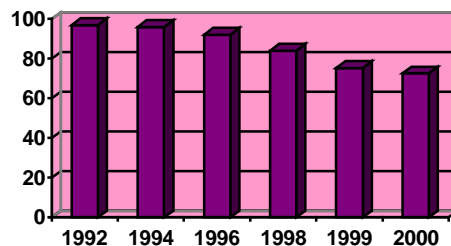


- The productivity expressed in route miles per bus has increased by 18% since FY1992.

- The Department's FY 2000 General Fund budget continues to be less than the General Fund budgeted amount in FY 1992.

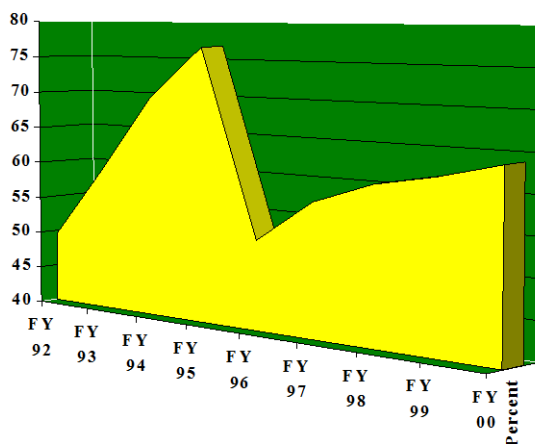
State General Fund Support of Operating Expense 1992 – 2000 (Excludes Bus Purchase and Personnel Costs)

Percent of Funding Support



- To promote safety and driver training, the Department published and distributed a monthly School Transportation Operations and Procedures (S.T.O.P.) newsletter to each school bus driver and school district transportation official.
- To promote school transportation safety issues, the Department provided an educational booth at the State Fair. This participation provided an opportunity to distribute over 30,000 leaflets on school bus safety and meet personally with thousands of parents, students, pre-school children, and others interested in school transportation safety.
- Over 10,000 elementary students across the State received pedestrian safety training from the State Troopers assigned to the Department. The Troopers also conducted driver safety training for 4,500 school bus drivers.
- The Department received and processed 138 complaints and/or problems pertaining to school bus transportation. These complaints were successfully tracked and resolved.
- To better improve service to students, the computerized route description database program and pupil information data system has been improved and continues to be implemented and supported by the Department. This system assists school district supervisors in evaluating and monitoring bus routes. The Department has provided software free of charge to all school districts and hands-on technical assistance and training to 45 school districts. All school districts requesting assistance were served.
- The Department trained and tested 6,166 school bus drivers during FY 2000. The Department provided classroom School Bus Driver Certification training and testing for 1,975 new school bus drivers, and provided Re-Certification classroom training and testing for an additional 1,066 existing school bus drivers. Department staff provided School Bus Driver Certification behind-the-wheel skills training and testing for 1,351 new school bus driver candidates, and provided Re-Certification behind-the-wheel skills training and testing for 1,774 existing school bus drivers.
- The Department's school bus maintenance cost continues to be the lowest in the Southeast. South Carolina's average cost of school bus maintenance was \$0.10156 per mile; this cost includes bus parts, tires, and batteries. The average cost of operating a school bus was \$0.12450 per mile; this cost includes fuel, oil, grease, and fluids.
- The dependability rating for school buses remained very high at 99.47%. This rating represents the percent of student trips that were completed without interruption due to a school bus maintenance failure. The school bus maintenance program has been very successful, recognizing continued aging of the fleet.

School Buses with More Than 10 Years or 100,000 Miles

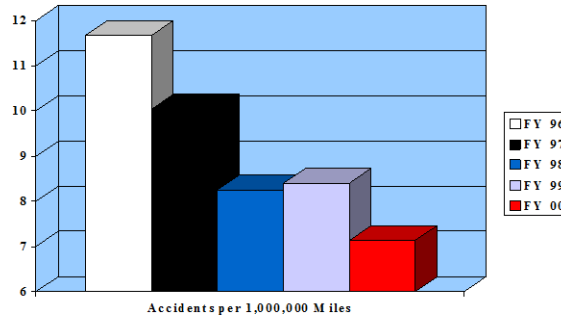


- 3,464 school buses have more than 100,000 miles or are more than 10 years old on June 30, 2000.
- The decline during 1994 – 1996 was due to the purchase of 2,111 replacement buses in 1994/1995.

- The Department successfully administered the USDOT drug- and alcohol-testing program for all Department school transportation maintenance personnel.

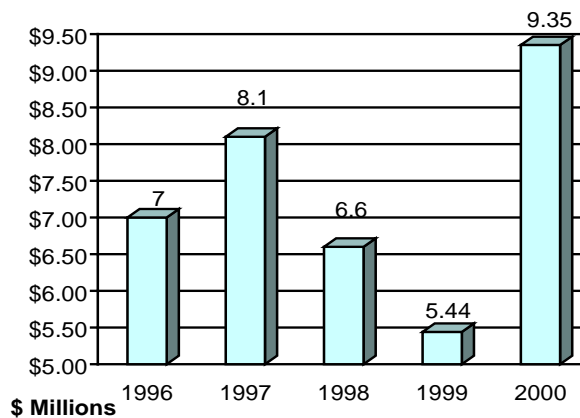
- Through the Department's aggressive safety program, the number of school bus accidents decreased from 726 in FY 1997 to 603 in FY 1998 and continued to decrease in 2000 to 527. This decline was statistically significant, especially noting the increase of 1,134,000 miles traveled.

Accident Statistics



- The Department achieved all the above activities with FY 2000 internal and direct district support expenditures, excluding bus purchase and classified positions, of \$10,037,442 in State General Fund monies, \$3,145,440 in Operating Revenue, and \$640,000 in EIA funds. Over the past eight years, this expenditure level has decreased dramatically while miles traveled by school buses have increased by 4,744,637 and students transported have increased by 128,693. Even more impressive is the fact that, during this eight-year period, the Office of Transportation managed to absorb the annual Workers' Compensation premium cost and the increase in the School Bus Insurance premium. Funding for classified positions over the past eight years has also created problems. The Department is experiencing an accelerated loss of qualified maintenance staff. Between January 1999 and August 2000 the Department lost 34% of its mechanics, mostly due to employees leaving for better paying jobs.
- Fuel costs associated with student transportation continue to be very volatile and beyond the control of the Department. A shift of 10 cents per gallon in the 11.98 million gallons of fuel used in FY 2000 would have a \$1,198,000 impact on the Budget.

Annual Variations In Fuel Expenditures



PROGRAM NAME: Facilities

PROGRAM COST:

State:	\$11,171,533
EIA:	\$173,963,297
Federal:	
Ear Marked:	\$12,664,218
Total:	\$197,799,038

PROGRAM GOAL:

To effectively and efficiently ensure safe and healthy school facilities that provide an appropriate school learning environment for each student.

PROGRAM OBJECTIVES:

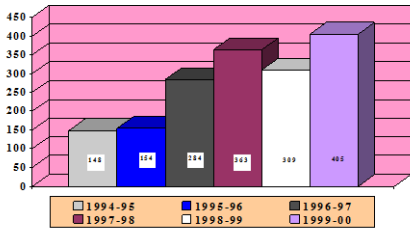
- Administer the allocation of the EIA Building Fund Program and the Children’s Education Endowment Fund for school district building projects.
- Review and approve plans/specifications for all public school construction.
- Inspect all school construction and improvements and, if acceptable, approve occupancy.
- Process school district facility and funding related waivers; report and recommend to the State Board of Education.
- Maintain interagency inspections and related collaboration activities with the State Fire Marshal, the Department of Health and Environmental Control and the Department of Transportation.
- Provide technical assistance to school districts, architects, and engineers involved in school design and construction.
- Inspect, review, and approve proposed school sites.
- Review proposed property and recommend approval to the State Board of Education for the disposal of school property.
- Develop a uniform statewide building condition assessment and interactive facilities management information system.
- Develop a capital improvement planning process for school districts, automated to the extent feasible.
- Publish and distribute periodic technical briefs addressing facility inspection problems, code issues and other relevant facility information to school districts, architects, engineers, and contractors.
- Develop and publish Guidelines for Energy Performance Contracts (in collaboration with the State Energy Office).
- Maintain the program to update the School Building Atlas through an electronic GIS program.
- Update the South Carolina School Facilities Planning and Construction Guide.

KEY RESULTS:

	<u>FY 1989/99</u>
• Allocated Bond Act Building Funds	\$0.00
• Allocated EIA Building Funds	\$0.00
• Allocated Children’s Education Endowment (building) Fund	\$32,431,466.00
• Internal operations of the Office of School Facilities	\$257,783.09

	<u>FY 1998/99</u>	<u>FY 1999/00</u>
• Office staffing	6	6.6
• Architectural plan reviews	394	486
• Construction Inspections	404	383
• Site inspections	26	77
• Funding applications processed	309	405
• Funding or facility standard waivers processed	17	39
• <u>Technical assistance actions recorded</u>	<u>1,821</u>	<u>1,918</u>
• Total Key Transactions	2,970	3,308

Funding Applications



- New guides researched, produced, and/or technical papers written
- Informational workshops sponsored or participated in

	<u>FY</u> 1998/99	<u>FY</u> 1999/00
	2	4
	3	4

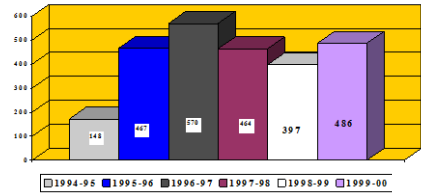
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Efficiency Measures

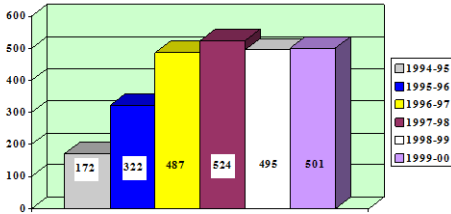
- Technical requests responded to in 24 hours
- Plan reviews completed within 30 working days

	<u>FY</u> 1998/99	<u>FY</u> 1999/00
	93.7%	94.0%
	97.0%	97.0%

Plan Reviews



Transactions for Employees



- Increase in employee productivity over 5 years
- Increase in employees over 5 years
- Increase in operating cost over 5 years

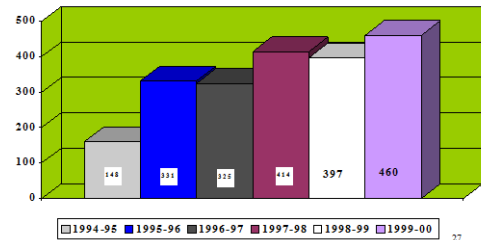
	<u>FY</u> 1998/99	<u>FY</u> 1999/00
	0%	172.0%
	0%	50.0%
	0%	8.5%

32

- Inspections that did not meet customer timeframe
- Funding application reviews exceeding 7 days
- Waiver submissions exceeding 45 days

	<u>FY</u> 1998/99	<u>FY</u> 1999/00
	0%	0%
	0%	0%
	0%	0%

Inspections



27

PROGRAM NAME: Safe School Environment

PROGRAM COST:

State:	\$7,417,041
EIA:	\$9,066
Federal:	\$5,571,780
Earmarked:	\$46,462
Total:	\$13,044,349

PROGRAM GOAL:

- To promote appropriate statewide activities that will produce safe schools with environments conducive to learning.

PROGRAM OBJECTIVES:

- To increase the number of School Resource Officers, Guidance Counselors, and/or School Nurses in middle/junior high schools in South Carolina in order to provide a safe and healthy learning environment.
- To increase the number of School Resource Officers and/or Guidance Counselors in high schools in South Carolina in order to provide a safe and healthy learning environment.
- Provide staff development and technical assistance to raise school, community and professional awareness of the need to integrate character education into the school culture and the academic curriculum in support of the principle that character development is an important component of the educational process.
- Involve the youth of South Carolina in the development and modeling of character.
- Provide opportunities for professional development through teacher training at statewide character education teachers' academies to model methodology, to encourage self-reflection and to address local needs of schools/districts and communities for the K-12 implementation of character education.
- To prevent juvenile delinquency through close contact with students and school personnel.
- To inform the students of their rights and responsibilities as lawful citizens.
- To provide liaison between students and social agencies which provide needed services.
- To formulate educational crime prevention programs to reduce the opportunity for crimes against persons and property in the schools.
- To develop plans and strategies to prevent and/or minimize dangerous situations on or near the campus or involving students at school-related activities.
- To teach students about prevention issues related to the law, such as alcohol and drug prevention and personal safety, in accordance with established curriculum.
- To establish and maintain a comprehensive School Health Services program.
- To assist students, families, and school personnel to achieve optimal levels of wellness through health education.
- To collaborate with others in planning for a safe school environment including identification and notification of safety hazards to appropriate school personnel.
- To intervene as guided by the nursing actions in order to revise the database, nursing diagnosis, and nursing care plan.
- To develop a nursing care plan with specific goals and interventions delineating school nursing actions unique to a student's needs.
- To provide leadership and support to develop the infrastructure necessary to implement character education statewide in schools, districts, towns and communities.
- To fully comply with the Family Respect Act by offering financial assistance with program planning and implementation, by offering staff development through teachers' academies and to offer staff development through the statewide character education conference.
- These objectives will be considered met if 98% of the required duties, including budget, finance, purchasing, training, and development have been completed.

KEY RESULTS:

- Of the four pilot districts implementing character education the first year, one district has two schools named by the Character Education Partnership as one of ten Schools of Character nationally.
- This summer three statewide character education teachers' academies were conducted at college/university sites across South Carolina and over 156 teachers, guidance counselors and administrators were trained.
- Data gathered from USC evaluators indicates a trend of decreased office referrals and improved attendance in two of the pilot districts implementing character education.
- Survey results from a September 1998 survey to school administrators in South Carolina reveals that character education has a positive effect on both student attitudes and behaviors.
- The fifth character education conference was held December 5-6, 1999 with over 485 registered participants.
- Grant applications have been mailed to each district for planning and implementation grants in character education to be awarded February 2001.
- Two all-day trainings of 85 participants each were held in February and June for new character education grant recipients of the final year of the federal grant award.
- Students' knowledge and perception of risk regarding the laws related to alcohol, tobacco, other drugs, and personal safety will increase among middle/junior high and high school students.
- The number of serious or violent offenses reported and action taken on school property will increase among middle/junior high and high school students resulting in a decrease of incidences.
- The opportunities for adults to develop a positive relationship with youth will increase among middle/junior high and high school students.
- The number of professionals available to assist in the prevention of youth violence will increase among middle/junior high and high school students.
- The number of interagency and collaborative efforts toward youth safety will increase among middle/junior high and high school students.
- Truancy and chronic absenteeism will decrease among middle/junior high and high school students.

PROGRAM NAME: School Food Services and Nutrition

PROGRAM COST:

State:	\$1,038,058
EIA:	
Federal:	\$120,282,593
Earmarked:	\$600
Total:	\$121,321,251

PROGRAM GOAL:

To work with the school districts to provide quality food and nutrition programs in every school through educational support, resources, and advocacy.

PROGRAM OBJECTIVES:

To administer the federally funded Child Nutrition Programs so that all students will receive quality nutritious meals daily and receive nutrition education that will teach them to make healthy choices for a lifetime.

KEY RESULTS:

OUTPUT

- Federal reimbursement in the amount of \$94,917,149 was provided for lunches, \$25,337,723 for breakfasts, and \$496,735 for snacks, in the 88 participating school food authorities. In addition, an entitlement value of \$.1475 in United States Department of Agriculture (USDA) purchased commodity foods was guaranteed for each reimbursable meal claimed. In 1999-2000, South Carolina received 74 different commodity food items valued at \$12,351,881 million; fifty-six end products were available from 13 state-contracted processors.
- Over 76.8 million lunches and 27 million breakfasts were served under the Federal Child Nutrition Programs.

OUTCOME

- Sixty-eight (68) percent of all students participated in the school lunch program and twenty-five (23) percent participated in the school breakfast program. South Carolina ranked in the top ten states in the nation in percentage of students reached by the lunch and breakfast programs.

OUTCOME

- Sixty (60) percent of lunches and eighty-six (85) percent of breakfasts were served to students that qualified for free and reduced price meals.

OUTPUT

- In 1999-2000, Office of School Food Services and Nutrition personnel provided training in these areas:
 - *New directors workshops
 - *Production Records
 - *The Healthy School Meals Initiative
 - *Program Operations and Procedures including two review processes and Nutrient Analysis Software Training
 - *Nutrition (including *Healthy Edge 2000* and *Calcium--Do You Get It?*)
 - *Food Safety
 - *Marketing
 - *Sixty hours of ETV closed circuit programming available throughout the State

*A two-day conference for all district directors/supervisors was held in May 2000. The focus on day one was school meals and policy; day two was on program issues and operations.

- A thorough job analysis of the four major school food services positions was conducted using Team Nutrition grant funds. Approximately 200 school food service personnel were involved in identifying major competencies needed by a school food services director, manager, food service assistant and cashier. A curriculum for food service assistants was developed based on the competencies. The curriculum will be field tested and distributed.
- Team nutrition grant funds also supported work to develop a twelve-hour nutrition course for food service assistants. The course emphasizes the Dietary Guidelines for Americans and the School Meal Initiative.
- The School Food Services lending Library list of approximately 400 items was updated.
- Marketing initiatives included continued distribution of *Eat Right Be Right* materials promoting school meals as the healthy choice for students in secondary and elementary schools. The Palmetto Apple, a training and marketing publication for local schools, was published quarterly and provided to all South Carolina schools.
- Office staff participated in exhibit opportunities and provided nutrition materials for six statewide conferences and for numerous local health fairs, classrooms, and similar activities.
- Nutrition and compliance with the Federal requirements for healthy school meals continued as a priority for all state office staff. Staff members were responsible for monitoring school districts both in program compliance and in meeting nutritional requirements. Twenty-one CREs (Coordinated Review Effort) were successfully completed during the 1999-2000 school year. A total of 18 SMI (School Meals Initiative) reviews were also completed. A SMI review includes a nutritional analysis of school meals. Both CRE and SMI reviews must be completed for every school district during a five-year cycle.
- Providing guidance and procurement expertise to school districts led to the creation of the South Carolina School Food Services Purchasing Alliance in 1995 with nineteen school districts by the Office of School Food Services and Nutrition. The Alliance is currently composed of 59 school districts approximately 69% of all school districts in the state. Buying power for the Alliance is approximately sixty million dollars representing over two million cases of products being purchased annually.

PROGRAM NAME: School and District Leadership and Professional Development

PROGRAM COST:

State:	\$1,701,300
EIA:	\$3,570,501
Federal:	\$861,171
Earmarked:	\$407,181
Total:	\$6,540,153

PROGRAM GOAL:

To ensure that every school and district has quality leadership and to develop and provide resources and services necessary to create a vision of what learning can be.

PROGRAM OBJECTIVES:

- To provide a comprehensive, year-long induction/training program for new principals. (59-24-80)
- To assist school districts through the Assessment Center project in improving the quality of school leaders and provide technical assistance and support to school districts in the area of professional development planning. (59-24-10)
- To improve the effectiveness of new and aspiring instructional leaders by participating in skill development training designed to facilitate the process through preparation, practice, and performance. (59-24-50)
- To meet the intent of the Education Accountability Act (59-18-1530) to improve school leadership, teaching, and learning, through the implementation of the Principal Specialist on-Site Program. (Identify, select, and provide training.)
- To meet the intent of the Education Accountability Act (59-18-1540) to improve school leadership, teaching, and learning, through the implementation of the Principal Mentor Program. (Identify, select, train, monitor, and evaluate.)
- To assist school districts in improving the quality of custodial/maintenance operations.
- To approve, monitor, and evaluate entitlement grants and statewide demonstration grants in compliance with federal regulations.
- To align state education agency (SEA) and local education agency (LEA) Eisenhower Performance Indicators with United States Department of Education (USDE) Performance Indicators.
- To administer all facets of Robert C. Byrd federally funded scholarship program according to federal regulations.
- To approve, monitor, and evaluate the Critical Teaching Needs Grants awarded to school districts totaling \$385,000 and Roper Mountain Science Center totaling \$250,000. (EIA 59-5-60)
- To facilitate the implementation of state mandates (59-24-40) dealing with the administration of the Principal Evaluation Program.
- To provide leadership and support to school districts in assisting, developing, and evaluating principal performance.
- To improve student achievement by providing principals with opportunities to build and refine skills in lesson design and curriculum alignment, address the multitude of challenges that arise in schools and districts, learn how to disaggregate and utilize multiple sources of data to improve teaching and learning, acquire and utilize multiple forms of information to approach problems creatively and solve them in a timely and accurate manner, learn ways to include others in their organization in leadership efforts, learn how to communicate successfully with each of their constituencies, align their educational programs with state standards, use multiple sources of evaluation to promote continuous school improvement, and manage a safe and healthy education facility that supports high student achievement.

KEY RESULTS:

- Provided, through the Principal Induction Program, training and mentors for one hundred eight new principals during the summer and fall institutes, spring and fall visits. One hundred eight experienced principals were identified to serve as mentors; one hundred percent of the evaluations made by participants on the overall program were good, very good, or excellent.

- Seventeen assessment centers were held: eleven traditional centers, three *Developmental Assessment Centers*, and three *Selecting and Developing the 21st Century Principal* centers. A total of one hundred eleven participants from sixty districts were assessed and received individual feedback and professional development planning assistance. One hundred percent of new principals were assessed as requested by the districts. Two double traditional centers were held, and a process for assessing twelve participants in a Developmental Assessment Center was piloted. Two assessor training sessions were conducted. Twenty-seven *Developmental Assessment Center* assessors were trained and twenty-nine *Selecting and Developing the 21st Century* assessors were trained.
- Provided two three-day sessions of the Springfield School Administrators Skill Development Program. Twenty participants and six mentors participated in the traditional model, while twenty-four participants and six mentors participated in the revised version, *21st Century School Administrator Skills program*. Both programs include a fifteen-week guided practice phase, and a one-day follow-up session.
Participant evaluations of the three-day training and subsequent follow-up session indicated that the program met or exceeded their expectations one hundred percent of the time. Participants indicated they had developed a greater understanding of the critical leadership skill dimensions, and the training provided them with a process for further development of those skills.
- A total of twelve administrators was recruited and selected for the pool of principal specialists. Three principals were placed to serve as principal specialists in poorly performing schools for the 2000-01 school year.
- Identified twelve administrators to serve as principal mentors. Provided NASSP *Mentoring and Coaching* training for all twelve. One hundred percent of the participants said the training helped to increase their skill level as a mentor.
Principals who worked with a mentor were surveyed in person at the end of the 1999-2000 school year. Results indicated a high level of satisfaction with the mentor relationship by ninety-four percent of the proteges. Ninety-five percent of the principals said the knowledge and skills of the mentor were helpful to them in meeting their own skill improvement needs.
- Conducted twenty educational events (in-service trainings, consultation visits, workshops, and seminars) for approximately nine hundred custodial/maintenance and administrative staff. One hundred percent of requests by new school principals to provide them with documentation and consultation reports, recommending equipment and housekeeping staff operational concepts were satisfied.
- The USDE Federal Integrated Review team visit in April 2000 showed 'noteworthy' areas and no findings of non-compliance. Eighty-eight LEA grants and fourteen statewide demonstration grants were evaluated based on the South Carolina Standards for Professional Development and other federal guidelines.
- The SEA aligned Eisenhower Performance Indicators with the USDE Eisenhower Performance Indicators and encouraged the same from LEAs. In 1998-99, seventy-five of the LEAs (sixty-four) aligned performance indicators to those of the SEA and USDE. By 1999-2000, ninety-two (seventy-nine) of the LEAs had aligned performance indicators.
- The Dwight Eisenhower Professional Development Program (DEPDP) survey was completed and used in 1999-2000 by fifty-one LEAs (forty-nine percent). The results showed seventy-two of teachers participating in professional development activities believed their classroom instructional skills had improved, seventy-eight percent of the professional development activities offered to teachers were aligned with state standards, and forty-eight percent of professional development activities were extended over the school year.
- Facilitated the process leading to the identification of performance standards and criteria for principal evaluation and recommended to the State Board of Education for adoption, Statewide Performance Standards and Criteria for Principal Performance and amended Regulations governing principal evaluation.
- Forty-six superintendents participated in the first year-long offering of the program; ninety-three principals participated in the first year-long offering of the program; forty-eight school districts were represented among principals. Offered three Greensboro sessions for all principals, offered two Columbia sessions for all principals, offered one Colorado session for Superintendents, and offered one Greensboro session for Superintendents. Six impaired districts were represented among

principals. One hundred percent of the participants in first the two sessions felt information, knowledge, and skills were relevant, needed, and well presented; one hundred percent of the participants felt the information would translate directly to the school level.

PROGRAM NAME: Parental, Business, and Community Partnerships

PROGRAM COST:

State:	\$82,340
EIA:	\$6,191,380
Federal:	\$2,544,614
Earmarked:	\$138,209
Total:	\$8,956,543

PROGRAM GOAL:

- Foster and promote strong and effective parental, business, and community involvement in the total learning and education process.

PROGRAM OBJECTIVES:

- To promote parents as full partners in decisions that effect their children.
- To research and distribute information on best practices for parental involvement.
- To heighten awareness of the importance of parents' involvement in the education of their children.
- To encourage increased parental involvement in early childhood education.
- To develop strategic alliances with local chambers-of-commerce, Tech-Prep/School-to-Work Consortia, community agencies, political leaders, the faith community, private and state agencies, and parents.
- To establish and recognize continuous and open communication among all stakeholders.

KEY RESULTS:

- Parent participation in early childhood education efforts resulted in:
4,391 received parenting instruction in their home,
13,314 received group instruction,
3,730 received comprehensive family literacy or adult education services, and
390 parents who enrolled in family literacy programs graduated with a GED or high school diploma.
- Based on recent survey results, 5,594 parents remain on service waiting lists.
- Expanded Even Start and Family Literacy activities.
- Facilitated numerous business and community partnerships.
- Increased Service Learning and Americorps partnerships.
- Began Palmetto Pride initiative.

PROGRAM NAME: Other Partnerships

PROGRAM COST:

State:	\$13,395,343
EIA:	\$403,950
Federal:	\$11,976,331
Earmarked:	\$11,409,217
Total:	\$37,204,841

Note: Funds are contained in State Department of Education budget; however, the State Department of Education has no authority over these funds which are transferred to the following programs: Life Skills Project, Governor's School for Science and Mathematics, Governor's School for the Arts and Humanities, At Risk Forum, Governor's Institute of Excellence, Historical Work, Roper Mountain Science Center, School Board Member Training, South Carolina Aquarium, South Carolina Council on Holocaust, South Carolina Council on Conflict Resolution, Direct Aid to Other Entities, and Direct Aid to Other State Agencies.

Funds are provided to other partnerships and information regarding these funds must be obtained from other entities.

PROGRAM NAME: Agency Leadership, Support, and Services

PROGRAM COST:

State:	\$11,945,866
EIA:	\$906,853
Federal:	\$956,459
Earmarked:	\$170,699
Total:	\$13,979,877

PROGRAM GOAL:

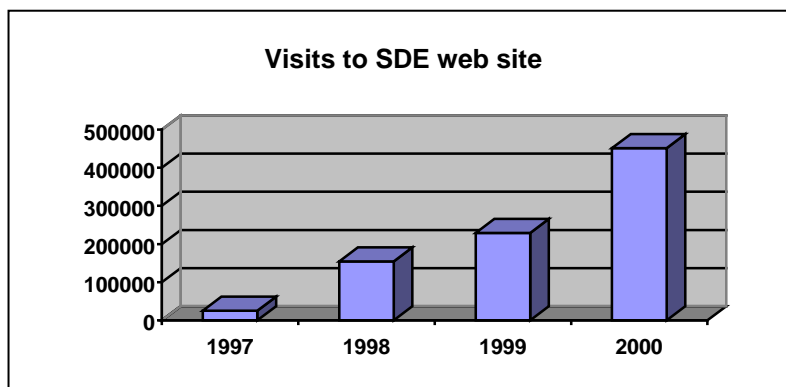
- To provide purpose, direction, motivation, and support services to ensure a system of public education in which all students become educated, responsible, and contributing citizens and to effectively and efficiently plan, execute, and assess agency operations.

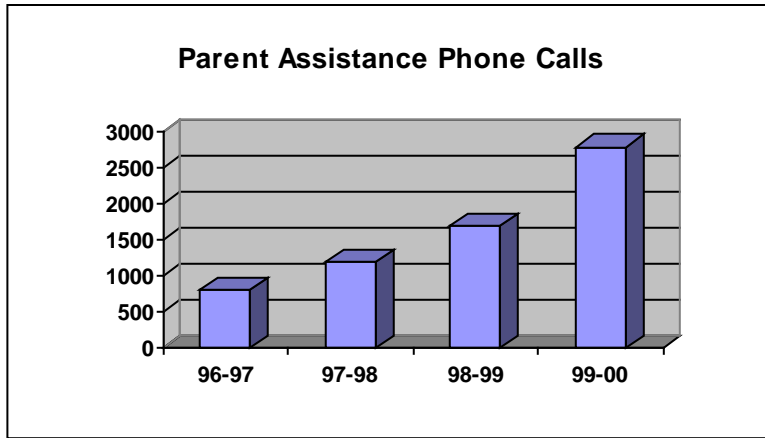
PROGRAM OBJECTIVES:

- To provide strategic leadership and planning.
- To support schools, school districts, state, and federal agencies by providing leadership, professional services, and accountability.
- To ensure the timely and free flow of information and ideas to include Internet web site.
- To provide professional development opportunities.
- To effectively and efficiently manage state resources.
- To communicate information on education to the public, parents, and communities. Work with the public and members of the General Assembly regarding state laws and regulations effecting the ongoing operations and future development of statewide education policy.
- To work with Congress and national organizations/Chief State School Officers (CCSSO)/ National Governor's Association (NGA) on proposed and current federal laws effecting education.
- To administer all policies and procedures prescribed by law and adopted by the State Board of Education.
- To challenge and support citizen understanding of the relationship between high academic standards and preparing for the economic future of communities.

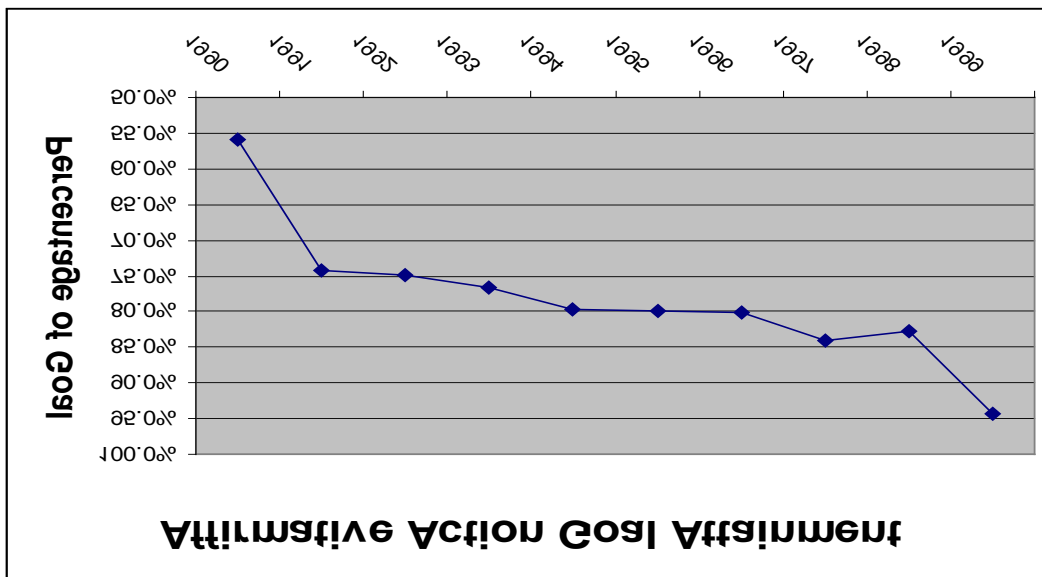
KEY RESULTS:

- Developed and deployed Baldrige based strategic plan.
- Provided strategic leadership to achieve results outlined on pages 4 and 5 of this report.
- Monitored communication with 86 districts and 1,100 schools.
- The use of the SDE web site by educators and the public continues to increase dramatically. Visits increased from 25,000 in August 1997, to 154,000 in August 1998, to 229,000 in August 1999, to 451,000 in 2000. Our current average is 17,000 web site visits per day. All major agency publications are now available on line, including district- and school-level test results.
- Logged in and documented more than 2,800 telephone calls during the year to the agency's toll-free parent assistance hotline, continuing a trend of significant increases.





- Evaluated and processed in accordance with the Budget and Control Board, Office of Human Resources rules and regulations, 249 new hires, 38 promotions, 27 reclassifications, 29 reassignments, and 139 separations.
- Processed 304 Worker's Compensation claims.
- The Budget and Control Board noted no audit exceptions in the Office of Human Resources.
- Drug testing for safety sensitive positions were conducted as follows: Post Accident (4), Random Alcohol Test (43), Random Urine Test (287), Pre-employment Screening (83).
- The chart below depicts the increase in our Affirmative Action Plan goal attainment.



- Approximately 34,000 purchase orders were processed in fiscal year 1999-2000. Purchasing achieved an average turn-around of 2.34 days. This equates to an average of 137 purchase orders processed per business day. Work was begun to implement a procurement credit card program. A pilot test is to be conducted in fiscal year 2000-2001.
- The mailroom processed approximately 470,000 pieces of mail in fiscal year 1999-2000, an average of over 1,887 per business day.
- The print shop printed approximately 9,204,000 pages in fiscal year 1999-2000, an average of nearly 37,000 pages per business day. There has been a decrease in printing services due to the increased usage of other forms of communication such as E-mail and the Internet.
- Approximately 435 telephone service requests were processed in fiscal year 1999-2000, an average of around 2 requests per day.