Education

"Education means my dreams and it shows the world is at my fingertips. Education will determine the course my life takes."

-- Mattie Jo Thomas, Beaufort, Student Winner of the 2011 EOC Photography Contest

SC EDUCATION
OVERSIGHT COMMITTEE

2013 ANNUAL REPORT
Reporting Facts. Measuring Change. Promoting Progress.

"None of us benefit from the wasted potential of young people we have not educated."

-- Neil Robinson, EOC Chairman

STUDENT/SCHOOL/DISTRICT PERFORMANCE

PROGRESS TOWARD THE 2020 VISION

On February 11, 2013, the Education Oversight Committee (EOC) released a report, *The World is Within Our Reach: 2013 Report on Education in SC*, documenting South Carolina's progress toward the 2020 Vision.

On November 14, 2012, the South Carolina Department of Education released the 2012 South Carolina school and district report cards. The EOC provided the analyses of the results. Results included:

READING PROFICIENCY

Goal: By 2020, 95% of all students in grades 3 and 8 will be reading on grade level.

Status: Reading achievement in the state is relatively flat with no significant or sustained improvement.

- One in five children is not reading on grade level in grade 3
- One in three children is not reading on grade level in grade 8.
- Statewide and among most subgroups of students, South Carolina is not on track to meet the 2020 Vision.

ON-TIME GRADUATION

Goal: By 2020, 88.3 percent of our students will graduate on time.

Status: While the graduation rate inched upward to 73.6 percent in 2011 and to 74.9 percent in 2012, the state is not on target for meeting the goal, and no subgroup of students is on track to meet the target.

COLLEGE PREPAREDNESS AND WORFORCE READINESS

Goal: By 2020, 85 percent of high school graduates will qualify for postsecondary education or employment.

Status: There is little improvement in the percentage of high school graduates who enrolled in two-year colleges, in four-year colleges, or in technical schools in the fall after their graduation in the prior spring. In the fall of 2011, 66.0 percent of high school graduates were enrolled in two-year, four-year colleges or technical colleges as compared to 65.9 percent in the fall of 2010 and 65.8 percent in the fall of 2009.

> Based on the current trends, South Carolina will not reach the 2020 Vision without dramatic improvements.
>
> In fact, the EOC found that only one-third of our schools will meet these goals at the current level of achievement and improvement.
>
> Transformative changes must be made in the teaching and learning of reading and more emphasis needs to be put on preparing students for success in college and careers.

SCHOOLS RATED *AT RISK*

Goal: By 2020, there will be no schools rated *At Risk*.

Status: In 2012, there were 61 schools with an Absolute Rating of *At Risk*, compared to 69 schools with an Absolute Rating of *At Risk* in 2010 and 2011.

NATIONAL TRENDS

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

Goal: By 2020, 95% of students will score Basic and above on the National Assessment of Educational Progress (NAEP) assessment in reading at grades 4 and 8.

Status: Based on national assessments, similar trends exist. With the 2011 release of the National Assessment of Educational Progress (NAEP) scores in reading and mathematics, South Carolina's achievement overall is static.

- 4th Grade Reading -- 2011 National Rank: 39th / 2009 National Rank: 39th

  61% students scoring *Basic and Above* in 2011

- 8th Grade Reading -- 2011 National Rank: 38th / 2009 National Rank: 42nd

  72% students scoring *Basic and Above* in 2011

- 4th Grade Math -- 2010 National Rank: 37th / 2009 National Rank: 38th

  79% students scoring *Basic and Above* in 2010

- 8th Grade Math -- 2011 National Rank: 34th / 2009 National Rank: 33rd

  70% students scoring *Basic and Above* in 2010

ADVANCED PLACEMENT (AP)

Status: South Carolina is in the top half of states, ranking 20th in the nation for participation and 21st in the nation for the percentage of students passing an AP exam.

- Twenty-nine percent of high school students took an AP course in 2011, ranking SC 20th.
- Seventeen percent of students in the 2011 graduating class scored a 3 or higher on an AP exam, ranking SC 21st among states.

COLLEGE ADMISSIONS TESTS -- SAT AND ACT

Status: On college admissions tests, South Carolina's achievement declined. On the ACT, SC declined from 42nd in the nation in 2011 to 43rd in the nation in 2012.

On the SAT, South Carolina remained at 48th with the average composite score for critical reading and mathematics down from 972 in 2011 to 969 in 2012.

ACT	2012 National Rank: 43rd	SC State Mean Score of 20.2
SAT	2012 National Rank: 48th	State Mean Score of 969 in Critical Reading and Mathematics

ANNUAL SNAPSHOT OF STUDENT ACHIEVEMENT (2011-12)

Assessments/Ratings

2012 REPORT CARD RELEASE -- PRIMARY, ELEMENTARY, AND MIDDLE

On November 14, 2012 the twelfth annual school and district report cards were released. Results improved because student performance on a variety of measures and assessments improved. The results can be summarized with four key points:

1: There was a significant increase in number of school districts and schools rated *Excellent* or *Good*

- South Carolina has 42 school districts with an Absolute Rating of *Excellent* or *Good* in 2012, up from 33 in 2011, for a 27 percent increase.
- South Carolina has 629 schools with an absolute rating of *Excellent* or *Good* in 2012, up from 529 in 2011, for a 19 percent increase.
- Sixty-one percent of students attended schools with an absolute rating of *Excellent* or *Good* in the 2011-12 school year.
- 2012 PASS Scores in 17 of 26 content areas increased across grades 3 through 8, especially in science and social studies.
- The number of students passing End-of-Course assessments in English I, US History/Constitution and Biology increased.
- Increase in number of students passing High School Assessment Program (HSAP)
- Increase in high school graduation rate from 73.6% to 74.9% in 2012

2: The public schools continue to see an increase in the number of students in poverty.

- Seven in ten children attending public schools in SC are eligible for the free/reduced price lunch and/or Medicaid.
- Seven in ten districts in our state have a poverty index that exceeds 70 percent for its students.

However, there are schools and school districts meeting and overcoming the challenges of poverty as they relate to student achievement. In the 61 school districts with a poverty index above 70 percent, one in three had an Absolute Rating of *Excellent* or *Good*. This is evidence that high academic standards, quality teaching, parental involvement, and community support can mitigate the negative academic impact of poverty on students and their successes.

Based on the results of the 2012 report card release, the third highest performing school district in South Carolina is Darlington County with a poverty index of 82.41. Calhoun County, Barnwell 29, Marion 7 and Saluda are also school districts rated *Excellent* with poverty indices above 80 percent.

3: South Carolina still has too many underperforming school districts and schools.

Goal: By 2020, there will be no school districts in SC rated *At Risk*.

- In 2011, there were nine school districts rated *At Risk*.
- In 2012, there are still eight school districts rated *At Risk*.
- Thirty schools with an Absolute Rating of *At Risk* in 2009 are still rated *At Risk* in 2012.
- In 2012, nine percent of children still attended a public school with an Absolute Rating of *At Risk* or *Below Average*. In 2011, ten percent attended a school rated *At Risk* or *Below Average*.
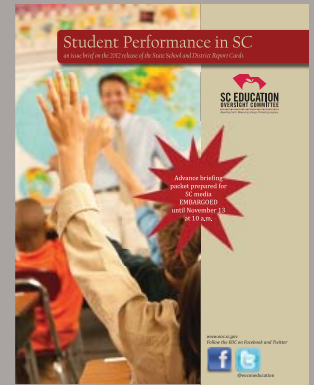
A briefing document analyzing the results of the report cards was created and distributed to the press and stakeholders in South Carolina. View a complete copy online at www.eoc.sc.gov.

"Despite the sobering statistics and the stacks of research that show poverty's negative impact on student achievement, many districts in South Carolina are proving that success is possible amid challenging circumstances."

-- Neil Robinson, 12/28/2012 published op-ed in *The State*.

#4: South Carolina: There is still significant need for improvement and innovation.

Currently, in South Carolina:

- One in four children still do not graduate from high school.
- One in five children is not reading on grade level in 3rd grade.

We also know that South Carolina businesses need:

- More technically-skilled individuals;
- more employees, who can solve problems creatively and work collaboratively in teams; and
- more individuals with a four-year college degree, especially in science, technology, engineering and mathematics (STEM) areas.

2012 ABSOLUTE RATINGS FOR SCHOOLS

Absolute Rating	2012	2011	2010	2009
Excellent	395 (33%) Primary: 31 Elementary: 205 Middle: 72 High: 87	318 (27%) Primary: 27 Elementary: 166 Middle: 53 High: 72	242 (21%) Primary: 32 Elementary: 134 Middle: 36 High: 40	188 (16%) Primary: 26 Elementary: 111 Middle: 26 High: 25
Good	234 (20%) Primary: 1 Elementary: 133 Middle: 55 High: 44	211 (18%) Primary: 3 Elementary: 129 Middle: 51 High: 28	209 (18%) Primary: 0 Elementary: 119 Middle: 46 High: 44	185 (16%) Primary: 3 Elementary: 105 Middle: 41 High: 36
Average	404 (34%) Primary: 0 Elementary: 225 Middle: 125 High: 54	462 (39%) Primary: 1 Elementary: 259 Middle: 125 High: 77	510 (44%) Primary: 0 Elementary: 289 Middle: 136 High: 85	537 (46%) Primary: 0 Elementary: 301 Middle: 143 High: 93
Below Average	97 (8%) Primary: 0 Elementary: 61 Middle: 31 High: 5	120 (10%) Primary: 0 Elementary: 66 Middle: 42 High: 12	136 (12%) Primary: 0 Elementary: 72 Middle: 52 High: 12	170 (15%) Primary: 0 Elementary: 86 Middle: 62 High: 22
At Risk	61 (5%) Primary: 0 Elementary: 20 Middle: 24 High: 17	69 (6%) Primary: 0 Elementary: 23 Middle: 29 High: 17	69 (6%) Primary: 0 Elementary: 24 Middle: 27 High: 18	83 (7%) Primary: 0 Elementary: 33 Middle: 29 High: 21
# of report cards	1,191	1,180	1,166	1,163

Note: The above table includes all charter schools but does not include ratings for career and technology centers.

2012 ABSOLUTE RATINGS FOR SC SCHOOL DISTRICTS

Absolute Rating	2012	2011	2010	2009
Excellent	27 (32.1%)	11 (12.8%)	6 (7.0%)	1 (1.2%)
Good	15 (17.9%)	22 (25.6%)	12 (14.0%)	0
Average	30 (35.7%)	35 (40.7%)	48 (55.8%)	24 (28.2%)
Below Average	4 (4.8%)	9 (10.5%)	14 (16.3%)	39 (45.9%)
At-Risk	8 (9.5%)	9 (10.5%)	6 (7.0%)	21 (24.7%)

Note: The SC Public Charter School District started receiving ratings in 2010.

CHANGES TO THE PALMETTO GOLD AND SILVER AWARDS PROGRAM

Beginning in March 2012, the Education Oversight Committee (EOC), in collaboration with the South Carolina Department of Education, began reviewing the criteria for the Palmetto Gold and Silver Awards program. In September the EOC adopted the following changes:

Recommendation 1: The criteria used to evaluate Palmetto Gold and Silver Award winners based on the release of the 2012 state report cards should be amended accordingly. Regarding schools with steady growth, only schools that have a Growth Rating of *Good* or better for two consecutive years would receive a Palmetto Silver award. Schools that have a growth index of *Average* or better for three years would not be eligible for a Palmetto Silver Award.

The number of schools qualifying for the program has increased substantially. In 2011-12, there were 852 schools or 72 percent of all schools that received a Palmetto Gold or Silver award as compared to 551 in 2010-11 and 403 in 2009-10. Upon analyzing the program's criteria and the eligibility of schools, it was determined that the reason for the dramatic increase was due to one predominant factor: schools qualifying due to steady growth, having obtained an *Average* or better growth rating for three consecutive years. There were 312 schools who received a Palmetto Silver Award in 2011-12 for the sole reason that they had "steady" growth of Average or better for three years along with an Absolute Rating of *Below Average* or better. Only one school earned a Palmetto Silver for having "steady" growth of *Good* or better for two years without having significant academic performance or for closing the achievement gap.

Recommendation 2: The Accountability Division of the EOC will analyze the results of the 2012 state report cards and propose alternative criteria for the Palmetto Gold and Silver Award Program to the Academic Standards and Assessment Subcommittee for the 2013 state report card release. Significant changes to the Palmetto Gold and Silver criteria should be consistent with the implementation of the new value table and indices for determining Growth Ratings for the 2013 state report card ratings.

The EOC received a report in February 2012 that analyzed the growth indices used to assign growth ratings under the state accountability system. The analysis concluded that an unintended consequence of the current value table was to increase the correlation or dependency of the absolute and growth indices. Both absolute and growth indices were also related to socio-economic status as measured by the poverty index. When both measures are related to the poverty status of the school or district, they are no longer providing separate information regarding the educational status and progress of schools or districts. Based on its consideration of the alternative models and the simulations of their outcomes along with public input, the EOC adopted an alternative value table and indices for determining growth ratings for state report card ratings in 2013.

SCHOOLS THAT RECEIVED PALMETTO SILVER AWARD IN 2011-12 **ONLY** FOR "STEADY" GROWTH

School Type	3 yrs. of Average Growth or better
Elementary	223
Middle	89
High	0
TOTAL	312

PURSUING INNOVATION AND TRANSFORMATION

INNOVATION INITIATIVE

Beginning in 2012 and continuing until October 10, 2012, the EOC participated in and supported the work of the Innovation Steering Team. The Steering Team held a symposium, "The Innovation Lab Network: What Other States are Doing to Transform their K-12 Public Education Systems" at the South Carolina Chamber of Commerce. The purpose of the symposium was to learn more about steps other states are taking to develop and test more effective approaches to learning. Participating in the symposium were educators and business leaders from throughout the state as well as presenters from Kentucky, Maine, New Hampshire and Wisconsin. Then on June 11, 2012 the Committee held a second symposium, "Non-traditional Approaches that Result in High Graduation Rates" hosted by the College of Education at the University of South Carolina, Columbia to learn about approaches including New Tech High Schools and Early College High schools.

The Innovation Steering Team concluded its work with a report and four recommendations:

1. Identify essential knowledge, skills and dispositions that contribute to career-college-citizenship readiness.
2. Establish a Grassroots Innovation Network of pioneering superintendents, school boards and practitioners committed to bring effective learning approaches and systems to scale.
3. Provide a pipeline of proven innovations to inform the Grassroots Network, a research and development test bed.
4. Create a public-private partnership to support public school innovation.

2013-2014 BUDGET RECOMMENDATIONS

Guided by a student-centered, performance-based funding model, the EOC made budget and policy recommendations based on the needs of students and preparing them for success in a career or in postsecondary education. During deliberations and public hearings, EOC members focused on the needs of students and equipping leaders in the classroom who can prepare students for success in careers and college.

Committee members annually make recommendations for the spending of Education Improvement Act (EIA) funds, which are generated by the penny sales tax. In November, the Board of Economic Advisors projected that the EIA will generate $606 million in total revenues in fiscal year 2013-14, an increase of over $15 million from the current base funding.

> "These funds should be targeted to students and appropriated with their overall success in mind."
> -- Dennis Drew, Chairman of the EOC's EIA Subcommitttee

In addition to parent engagement and quality teaching, the committee noted leadership as a key factor in a child's success. The recommendations, which were sent to the General Assembly and the Governor for consideration, include:

- **Students: Increase funding for Child Development Education Pilot Program (CDEPP)**

  The committee recommended an increase in funding for the Child Development Education Pilot Program (CDEPP) since more at-risk students are participating in the program. In addition the EOC recommended additional funds for instructional materials to guarantee that students and teachers have the textbooks that are aligned with our state standards.

- **Leaders: Increase funds for Teach for America and the Teaching Fellows Scholarship Program**

  EOC members recommended a $1 million increase in EIA funds for Teach for America South Carolina, a selective program that places high-achieving individuals in high-poverty schools for at least a two-year

appointment. The increase would allow the number of corps members in South Carolina to increase from 111 to 265 by the year 2014. A recommended increase of $500,000 was made for the Teaching Fellows Program, which would enable 175 scholarships to be awarded to talented SC high school seniors as well as $2 million for teacher loans.

- Technology: Convene a panel to determine SC's current and future technology needs

Members recognized that as opportunities to use technology in schools and classrooms increase, the need for software, hardware, and connectivity goes up as well. However, the lack of connectivity in rural areas of the state must be addressed. The EOC recommended the Governor and General Assembly convene a panel to address the issue of SC's current and future technology needs which will directly impact the ability of South Carolina to have a skilled workforce in the future.

Additionally, the EOC was also able to document $18 million in savings from the National Board Program for the Professional Teaching Standards Certification program. Fewer teachers are applying for and receiving the supplement for having earned the certification.

PUBLIC REPORTING

LONGITUDINAL ANALYSIS OF THREE YEARS OF PASS ACHIEVEMENT DATA

In June of 2012 the EOC reported on the first longitudinal study of Palmetto Assessment of State Standards (PASS) achievement data from 2009 through 2011. The analysis documented the following:

- Approximately one percent of students were retained in grades 3, 4, 5 and 6.
- Compared to promoted students, larger percentages of retained students are male, African-American, have a disability, and participate in the federal school lunch program.
- Based on the PASS data, analyzed academic benefits of retention for success at the next grade level were present from grade 3 to grade 4, but were minimal for all other grade transitions.

FAMILY-FRIENDLY GUIDES TO THE STANDARDS

The Education Oversight Committee, in cooperation with the SC Department of Education, published the annual *Guides for Parents and Families About What Your Child Should Be Learning in School This Year*. These publications, available in both English and Spanish versions, provide current information on the standards in the four core content areas in grades K-12.

ACCOUNTABILITY MANUAL

The Education Oversight Committee staff annually produces the *Accountability Manual,* which provides detail on the ratings system for educators and interested individuals. Manuals are distributed to school and school district administrators each summer and contain the current information on formulas, expectations, procedures, etc. of the accountability system.

PARENT SURVEY

Since 2002 the South Carolina Department of Education has administered the parent survey to a sample of parents whose children attended public schools in South Carolina. Annually, the EOC has analyzed the results of the parent survey.

In 2011, a total of 73,755 parent surveys were returned; more parent surveys were returned in 2011 than in any other year since the survey was first administered. The response rate to the 2011 parent survey was between 40 and 47 percent.

The results of the 2011 parent survey demonstrate that, despite a significant increase in the number of parents responding, parent satisfaction levels with the three characteristics measured - the learning environment, home and school relations and social and physical environment of their child's school—were consistent with the prior year's results. Significant changes are estimated as an annual increase or decrease of three or more percent.

Percentage of Parents Satisfied with:

Characteristic	2011	2010	% increase / decrease
Learning environment	84.3	85.9	-1.6
Home and school relations	80.2	81.9	-1.7
Social and physical environment	82.4	83.2	-0.8

Comparing the 2011 parent survey results with the mean satisfaction levels of the three prior year survey results, across all three characteristics, parent satisfaction in 2011 was also consistent with the mean or average of the parent survey results from 2009 through 2010. Regarding parental involvement, parents who responded to the 2011 annual survey reported comparable levels of parental involvement to other years and identified work schedules as their greatest obstacle to involvement.

Percentage of Parents Satisfied with:

Characteristic	2011	Mean 2008-2010	% difference
Learning environment	84.3	84.6	-0.3
Home and school relations	80.2	80.4	0.2
Social and physical environment	82.4	81.5	0.9

Parental satisfaction, the percentage of parents agreeing or strongly agreeing, declined as the Absolute Rating of the school declined. The largest difference in parental satisfaction between the highest and lowest performing schools was in parent perception of the social and physical environment of their child's school, followed closely by the learning environment.

Percentage of Parents whose child attends a school rated *Excellent* or *At Risk* satisfited with: :

Characteristic	Excellent	At-Risk	Difference
Learning environment	89.9	74.9	14.9
Home and school relations	85.1	76.9	8.2
Social and physical environment	88.4	71.1	17.3

Regarding parental involvement, parents who responded to the 2011 annual survey reported comparable levels of parental involvement to other years and identified work schedules as their greatest obstacle to involvement.

Parent Report Obstacles to Parental Involvement in 2011 :

Reported Obstacle	% reporting
Work Schedule	54.4%
Lack of timely notification of volunteer opportunities	24.6%
School does not encourage involvement	16.2%
Lack of child or adult care services	14.5%
Family and health problems	14.3%
Transportation	11.5%
Involvement not appreciated	11.4%

In the Parent Survey, over 50 percent of parents report work schedules as the greatest obstacle to parent involvement.

STANDARDS

SCIENCE STANDARDS REVIEW

In March of 2012, the EOC completed the first stage of the cyclical review of the science standards which involved recommendations compiled under the advisement of three review teams: a national review team of science educators who have worked with national or other state organizations; a parent, business, and community leaders' team drawn from various geographical areas in South Carolina; and a team of educators and parents of students with disabilities and students with limited English proficiency.

The EOC stands firmly behind the premise that students must learn science at the highest level in order to be prepared for college and successfully compete in careers today and those to be created in the future. The recommendations are based on the detailed review of the South Carolina Science Academic Standards and are supported by the evidence and detailed comments that appear in the criteria-based and individual task force findings.

In summary, the review recommended the science standards be written at a higher level with alignment with other content areas like mathematics while limiting the breadth of "good to know" content and focusing on the depth of learning and making "real world" connections through hands-on opportunities to become engaged and motivated.

The new science standards, known as the SC Academic Standards for the Natural Sciences and Engineering, are scheduled to be available online for public review and comment by the end of January 2013. The State Board of Education and the EOC will review the standards Fall 2013 following field review. Teachers will use the new standards in the 2014-15 school year, pending State Board of Education and EOC approval.

PROFESSIONAL DEVELOPMENT AND ENGAGEMENT

READING

The EOC has undertaken several initiatives to promote dramatic improvement in reading proficiency:

- Tips for Educators – *Getting Students to Read; Seven Rules of Engagement*
  In collaboration with Clemson University, the online document uses research-based suggestions to assist classroom teachers in promoting reading.

- Reconceptualizing Teacher Certification and Recertification
  The EOC contracted with reading specialists from Clemson University and the University of South Carolina to propose changes to pre- and in-service professional development of teachers that focuses on improving reading proficiency and comprehension of all students. In January 2013, the EOC hosted a meeting of the Deans of the Schools of Education in SC colleges and universities. The group discussed the concept paper written by Dr. Kathy Headley and Dr. Diane Stephens and reading achievement in SC.

- Tips for Education Engagement
  A new series of practical, hands-on suggestions from the field on ways to engage students as well as expand public education partnerships is provided electronically to stakeholders throughout the state.

STUDENTS

The EOC implemented a contest in May of 2012 that highlighted the EOC's 2020 Vision. Students in kindergarten through grade 8 were eligible to participate. Students were asked to write an essay, create a poster, or take a photograph in response to the following question: *What does education mean to me and my future?*

There were 1,076 entries from students attending public, private and home schools. Individuals from the Writing Improvement Network, the South Carolina Arts Commission and the South Carolina State Library assisted in judging the entries. The overall winner at the elementary level was Sydney Echols, a fifth-grader at Hammond Hill Elementary in North Augusta. Mattie Jo Thomas, an eight-grader at Lady's Island Middle in Beaufort, was the middle school winner. Both were awarded an iPad, and runner-up winners a $50 gift card to Books-a-Million.

TEACHERS

During the week of May 7, 55,550 certified staff at all public schools (including charter schools and special schools) were mailed thank you letters from the EOC. The letters reiterated the urgency to dramatically improve student achievement and to engage all stakeholders, parents, business and community supporters, in educational transformation.

The EOC has received excellent response to an electronic series, "Tips for Education Engagement" that showcases teaching strategies that have been successful.

ADVISORY GROUPS

JUDGES OF 2011 STUDENT CONTEST
Hannah Baker, Columbia, Writing Improvement Network
Jessica Daley, Columbia
Susan DuPlessis, Columbia, SC Arts Commission
Beverly Jackson, Columbia, Writing Improvement
    Network
Clare Morris, Columbia
Curtis Rogers, Columbia, SC State Library
Angela Whetstone, Columbia, Writing Improvement
    Network

PARENT SURVEY ANALYSIS
Cynthia Hearn, Columbia

TEACHER LOAN REPORT
Camille Brown, Columbia
Mim Armour, Columbia

SC FAMILY-FRIENDLY STANDARDS
Cathy Jones, Columbia
Lewis Huffman, Columbia
Regina King, Columbia
Dana Yow, Columbia

INNOVATION INITIATIVE
David Blackmon, Hartsville
Mike Brenan, Columbia
Trip Dubard, Florence
Penny Fisher, Greenville
Don Gordon, Greenville
Don Herriott, Columbia
Jacki Martin, Greenville
Gerrita Postlewait, Horry
Jim Reynolds, Columbia
Chad Walldorf, Charleston
Karen Woodward, Lexington

PALMETTO GOLD AND SILVER AWARD ANALYSIS
Ling Gao, Columbia

READING HIGHER EDUCATION PANEL
Gail China, Morris College
Linda Gambrell, Clemson University
Valerie Harrison, Claflin University
Kelly Harrison-Maguire, Converse College
Kathy Headley, Clemson University
Tony Johnson, The Citadel
Zach Kelehear, University of SC
Jennifer Morrison, Newberry College
Melanie Murphy, Charleston Southern Univ.
Lynne Noble, Columbia College
Dava O'Connor, Lander University
Jenny Rakestraw, Winthrop University
Windy Schweder, USC Aiken
Diane Stephens, Columbia

Renarta Tompkins, USC Beaufort
Lemuel Watson, University of SC
Kim Welborn, Southern Wesleyan University
Ed Welchel, Wofford College
Francis Welch, College of Charleston

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    St. Louis, MO
Dr. Bert Ely, University of South Carolina
Dr. Christine Lotter, University of South Carolina
Dr. Robert T. Dillon, Jr., College of Charleston, SC
Dr. James Wanliss, Presbyterian College, SC
Dr. Melanie Cooper, Clemson University, SC

TEACHERS OF ELL/ESOL & SPECIAL EDUCATION
Mr. Kyle Blankenship, Aiken
Ms. Sharon Jackson, Anderson 4
Ms. Lauren McClellan, Anderson 5
Ms. Wanda Coleman, Barnwell 29
Ms. Robin Boyleston, Barnwell 45
Ms. Rachel Amey, Charleston
Ms. Nicole Adams, Charter Schools
Ms. Melisssa Cruse, Dorchester 2
Ms. Mary Atkins, Hampton 2
Ms. Marie Fernandez, Jasper
Ms. Casey Spain, Laurens 56
Ms. Carla Stegall, Lexington 1
Ms. Emmylou Todd, Lexington 2
Ms. Debra Hall, Lexington 3
Mrs. Pauline Morris, Marlboro
Ms. Cheryl Parr, Newberry
Ms. Liana Calloway, Orangeburg 3
Ms. Juliett Stoute-White, Orangeburg 5
Ms. Sandy Frazier, Richland 1
Ms. Teisha Hair, Spartanburg 2
Ms. Teresa Brown, Spartanburg 3
Ms. Sharon Glenn, Spartanburg 6
Mrs. Vaughn Vick, Spartanburg 7
Ms. Albertha Bannister, Sumter
Ms. Barbara Greene, Williamsburg
Mrs. Susan Conrad, York 3
Ms. Carmen Belei, York 3

BUSINESS/COMMUNITY LEADERS & PARENTS
Ms. Libby Baker, Pageland
Mr. George Brown, Hemingway
Ms. Patricia Caldwell, Newberry
Ms. Rose Choice, Estill
Mr. Dave Coggins, Spartanburg
Sen. Mike Fair, Greenville
Ms. Adrian Grimes, Summerville
Ms. Jennifer Hawthorne, Moncks Corner
Mr. Hugo Linares, Greer
Mr. Edward Lott, Florence