

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

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STATE SUPERINTENDENT OF EDUCATION



Paperwork Reduction and Streamlining Report

Submitted to the Chairman of the Senate Education Committee and the Chairman
of House Education and Public Works Committee

Pursuant to Act 99 as ratified by the 2019–20 General Assembly

July 31, 2019

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Background

In February 2019, the South Carolina General Assembly passed and the Governor signed into law a joint resolution that tasked the South Carolina Department of Education (SCDE) with making recommendations for reducing and streamlining the amount of paperwork and reporting requirements placed on teachers, schools, and school districts. The joint resolution specifically instructed the SCDE to include information on reporting and paperwork at the school, school district, and state levels and to include the entity requiring the report, the method of reporting, and the frequency of the report. Furthermore, the SCDE was to include federal reporting requirements and the potential loss of federal funds at the state and district levels if the federal reporting requirement was not met. The joint resolution required that the SCDE submit its report to the Chairman of the Senate Education Committee and the Chairman of the House Education and Public Works Committee before August 1, 2019.

The SCDE, State Superintendent of Education, General Assembly, and Governor share a desire to reform South Carolina's public education system to meet the demands of the state and nation's workforce, provide students and educators with the tools and resources needed to be successful, and implement a funding and accountability structure that delivers results to South Carolina's taxpayers. Throughout the reform process, members of the General Assembly as well as the State Superintendent heard from educators that they are overburdened with paperwork and additional non-instructional duties that prevent them from focusing on individualized classroom instruction for every child.

This report reflects the gathering of paperwork and reporting requirements directly from teachers, school administrators, and district office staff. By analyzing their feedback, this report provides a series of recommendations that if implemented with fidelity are believed to better allow educators to focus their time on student outcomes rather than burdensome administrative procedures.

Method

To better understand the paperwork burdens that teachers, school level administrators (SLAs), and district level administrators (DLAs) face, the SCDE created three separate surveys (one for teachers, one for SLAs, and one for DLAs) through SurveyTool to receive their feedback. The surveys were produced in an effort to help better determine the amount of time being spent completing paperwork, whether individuals feel the paperwork they complete fulfills a purpose, which forms require the most time, and which administrative body individuals feel is most responsible for that paperwork. The SCDE then reviewed and analyzed the responses and produced the following report, which outlines the data collected, conclusions drawn, and recommendations moving forward.

Results and Conclusions

Between June 19 and July 12, 2019, a total of 5,935 respondents, representing all but three of 89 local educational agencies (LEAs) (Dillon School District Three, Palmetto Unified School District, and the SC Governor's School for Science and Mathematics) took the survey.

Respondents included 5,672 teachers, 220 SLAs, and 43 DLAs. Each teacher respondent had the opportunity to identify their role within a school: 83.01% identified as classroom teachers, 9.92% were special education teachers, and less than 1% in each category identified as a school counselor, school psychologist, school nurse, or a coach. Table 1 breaks down the percentage of respondents from each district.

*Disclaimer: This survey was administered in a no secure format. The results are an impression of the respondents and does not represent the opinions of all teachers in South Carolina.

Table 1
Percentage of respondents by school district

School District	Count	Percentage
Abbeville County School District	64	1.13%
Aiken County Public School District	151	2.66%
Allendale County Schools	4	0.07%
Anderson School District One	87	1.53%
Anderson School District Two	36	0.63%
Anderson School District Three	71	1.25%
Anderson School District Four	54	0.95%
Anderson School District Five	32	0.56%
Bamberg School District One	4	0.07%
Bamberg School District Two	1	0.02%
Blackville-Hilda Public Schools (Barnwell 19)	1	0.02%
Williston School District 29 (Barnwell 29)	18	0.32%

Barnwell School District 45	9	0.16%
Beaufort County School District	146	2.57%
Berkeley County School District	189	3.33%
Calhoun County Public Schools	7	0.12%
Charleston County School District	306	5.39%
Cherokee County School District	43	0.76%
Chester County School District	29	0.51%
Chesterfield County School District	130	2.29%
Clarendon School District One	2	0.04%
Clarendon School District Two	44	0.78%
Clarendon County School District Three	5	0.09%
Colleton County School District	27	0.48%
Darlington County School District	36	0.63%
Dillon School District Four	17	0.30%
Dillon School District Three	0	0.00%
Dorchester School District Two	91	1.60%
Dorchester School District Four	6	0.11%
Edgefield County School District	22	0.39%

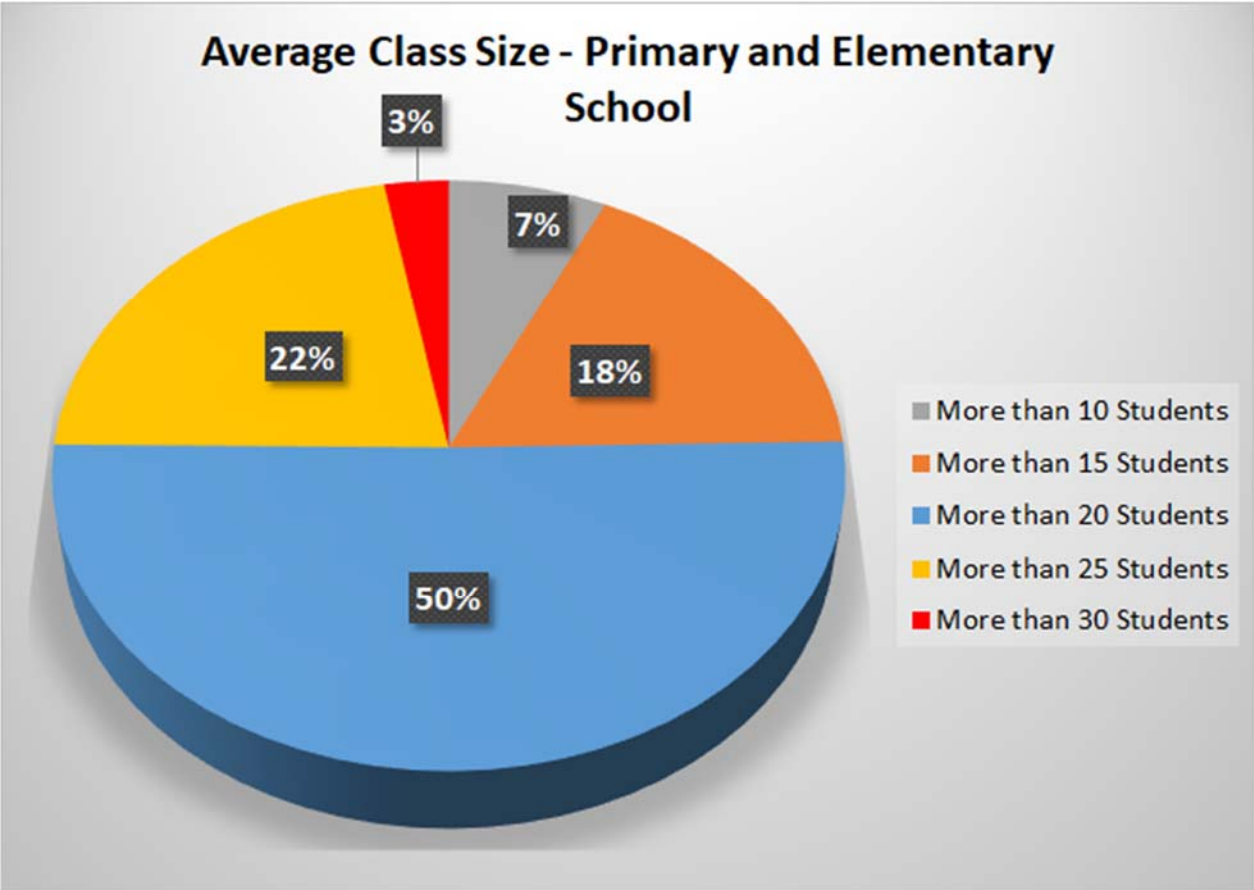
Fairfield County School District	8	0.14%
Florence Public School District One	65	1.15%
Florence County School District Two	30	0.53%
Florence County School District Three	21	0.37%
Florence County School District Four	6	0.11%
Florence County School District Five	4	0.07%
Georgetown County School District	58	1.02%
The School District of Greenville County	913	16.09%
Greenwood School District 50	61	1.08%
Ware Shoals School District 51 (Greenwood 51)	7	0.12%
Greenwood County School District 52	14	0.25%
Hampton School District One	8	0.14%
Hampton County School District Two	1	0.02%
Horry County Schools	814	14.35%
Jasper County School District	11	0.19%
Kershaw County School District	140	2.47%
Lancaster County School District	63	1.11%
Laurens County School District 55	23	0.41%

Laurens County School District 56	20	0.35%
Lee County School District	4	0.07%
Lexington County School District One	215	3.79%
Lexington School District Two	51	0.90%
Lexington County School District Three	5	0.09%
Lexington School District Four	32	0.56%
School District Five of Lexington and Richland Counties (Lexington/Richland 5)	127	2.24%
McCormick County School District	1	0.02%
Marion County School District	21	0.37%
Marlboro County School District	16	0.28%
School District of Newberry County	74	1.30%
School District of Oconee County	57	1.00%
Orangeburg County Consolidated School District Three	3	0.05%
Orangeburg Consolidated School District Four	16	0.28%
Orangeburg Consolidated School District Five	25	0.44%
School District of Pickens County	54	0.95%
Richland County School District One	105	1.85%

Richland School District Two	153	2.70%
Saluda County Schools	56	0.99%
Spartanburg School District One	27	0.48%
Spartanburg School District Two	26	0.46%
Spartanburg School District Three	17	0.30%
Spartanburg School District Four	12	0.21%
Spartanburg School District Five	36	0.63%
Spartanburg School District Six	30	0.53%
Spartanburg School District Seven	39	0.69%
Sumter School District	81	1.43%
Union County Schools	12	0.21%
Williamsburg County School District	9	0.16%
York School District One	78	1.37%
Clover School District (York Two)	27	0.48%
Rock Hill School District Three (York Three)	196	3.45%
Fort Mill School District (York Four)	50	0.88%
SC Public Charter School District	85	1.50%
Charter Institute at Erskine	7	0.12%

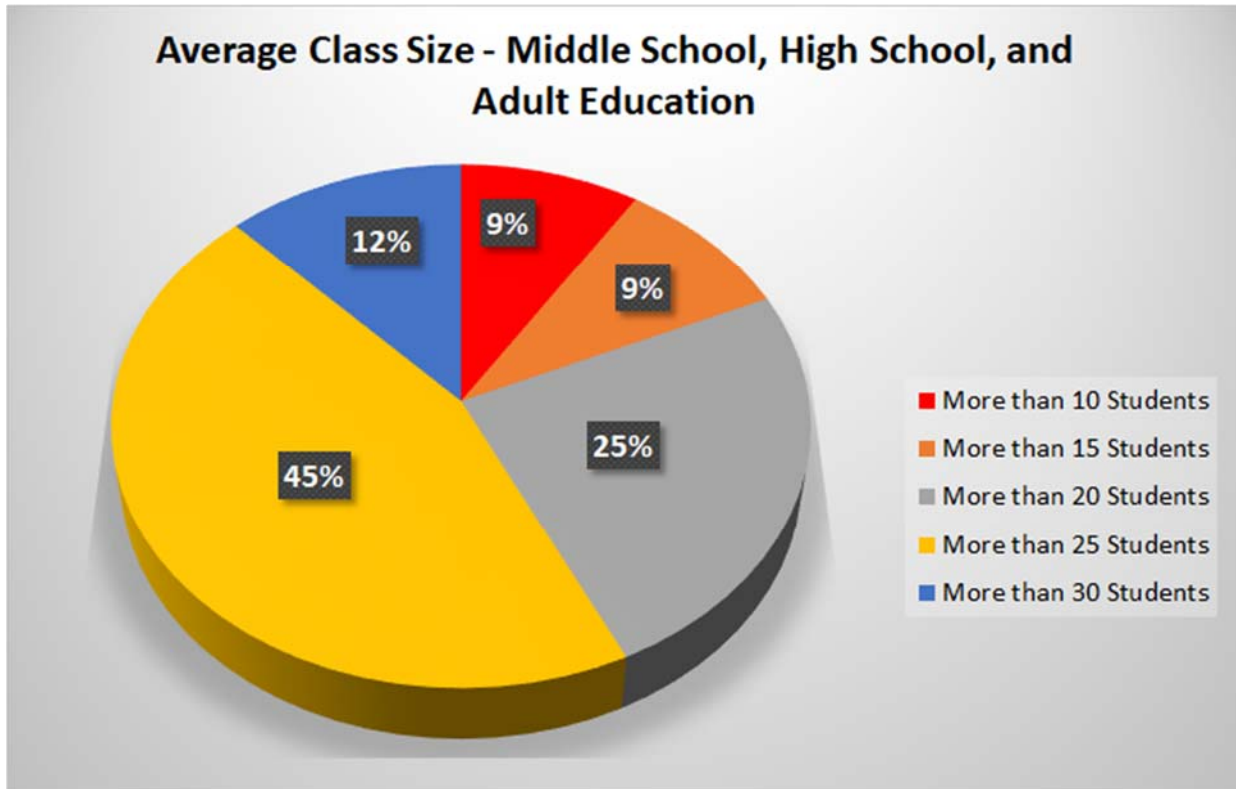
John de la Howe School	1	0.02%
SC School for the Deaf and the Blind	3	0.05%
SC Department of Juvenile Justice	2	0.04%
Palmetto Unified School District	0	0.00%
SC Governor's School for Science and Mathematics	0	0.00%
SC Governor's School for Arts and Humanities	1	0.02%
No answer	20	0.35%

Figure 1. Average Class Size-Primary and Elementary School



Nearly 3,000 (n=2,926) primary and elementary school teachers responded to a survey question regarding their average class size. Twenty-five percent of respondents reported having class sizes of 20 students or less. Seventy-two percent of respondents reported having class sizes of 21 to 30 students while 3% percent responded that they had class sizes above 30 students.

Figure 2. Average Class Size-Middle, High, and Adult Education



Middle school, high school, and adult education teachers (n=2,501) responded to a survey question regarding their average class size. Almost one-fifth (18%) of respondents reported having class sizes of 20 students or less. Over two-thirds (70%) of respondents reported having class sizes of 21 to 30 students while 12% percent responded that they had class sizes above 30 students.

Larger class sizes can correlate with a greater burden on individual teachers to complete paperwork and administrative activities as they relate to individual students. Parents and teachers in South Carolina, and across the nation, have long voiced support for smaller, more manageable class sizes where teachers can focus on individualized instruction.

Reductions in class size must take into account the state's shortage of teachers and therefore should be implemented along with educator recruitment and retention advances.

In Table 2, the results show which administrative body, according to teachers, requires the most paperwork. Only 5.3% viewed the U.S. Department of Education as requiring the largest amount, while 24.6% viewed the SCDE as requiring the most paperwork. Most importantly, a combined

total of 61.5% of respondents listed their district, school, or department chair as requiring the most paperwork for teachers.

SLAs had similar responses in that only 5.9% viewed the U.S. Department of Education as requiring the most paperwork. The percentages doubled to half of the SLA respondents believing that the SCDE is the administrative body that requires the most paperwork. The percentage decreased to 43.7% of school or district level administration requiring the most amount of paperwork.

Lastly, DLA respondents rose to 12.5% who believed the U.S. Department of Education required the most paperwork in addition to 65% who believed the SCDE was the administrative body who required the most paperwork. Only 22.5% believed their district required the most paperwork.

Table 2
Percentage of required paperwork by administrative body

Which administrative body requires the most paperwork:			
Administrative Body	Percentage of teachers who Believe it Requires the most paperwork (n. = 5,672)	Percentage of SLAs who believe it requires the most paperwork (n=188)	Percentage of DLAs who believe it requires the most paperwork (n=40)
The U.S. Department of Education	5.3%	5.9%	12.5%
The State Department of Education	24.6%	50.0%	65.0%
Your School District	36.3%	35.6%	12.5%
Your School	24.3%	8.0%	10.0%
Your Department Chair	0.9%	0.1%	0.0%
No Response	8.5%	0	0

The SCDE keeps a list of all reports that must be submitted to various entities. These include the SC General Assembly, the U.S. Department of Education, State Agencies, the Education Oversight Committee, the State Board of Education, and other outside groups to include national Paperwork Reduction and Streamlining Report

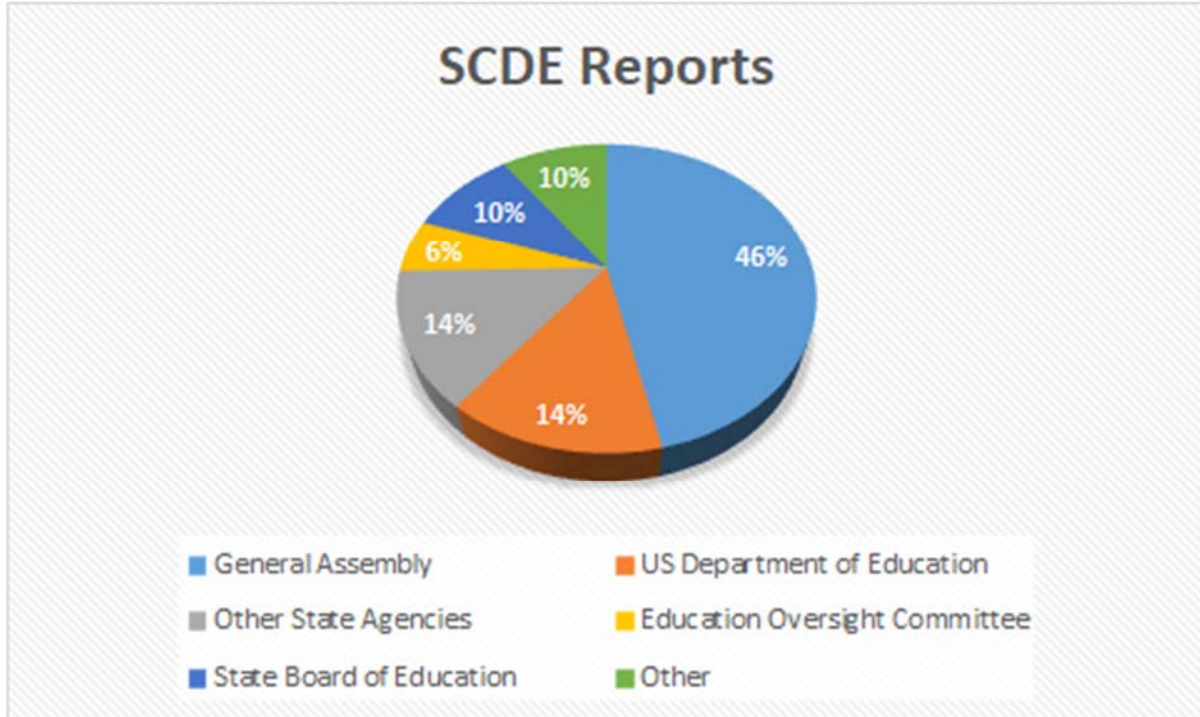
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organizations, the general public, and school districts. An abundance of information collected by the SCDE is used in all of the reports it must submit to these entities (See Appendix F).

South Carolina receives roughly one billion dollars in federal funds, largely from the U.S. Department of Education and the U.S. Department of Agriculture. Of those funds, the vast majority flow through to school districts in the form of grants. Both the state, as well as each school district, must sign a series of federal terms, conditions and assurances to ensure compliance to applicable federal statutes, regulations, policies, and procedures. This ensures that the federal government maintains accountability for the taxpayer funds allocated to the state. Included in the terms, conditions and assurances for both the state and each school district is the requirement to submit to the federal government (or the state in the case of school districts) required reports. Typically, school districts submit required information to the state; the state combines the information and submits reports to the federal government. If a school district fails to submit the necessary information (as required by the terms, conditions and assurances), the state is required to take such action as necessary to ensure that the subrecipient district complies. This includes, but is not limited to, imposing corrective actions, sanctions, withholding federal funds, recouping federal funds, and/or terminating the eligibility of the subrecipient for receiving federal funds. With recent federal regulatory changes, should the state fail to take such necessary action, all federal funds for the state become at risk. In other words, the state must maintain oversight and monitoring, submit required federal reports, applications, and other required plans to maintain its eligibility for federal funding (i.e., adhering to the terms, conditions and assurances for the federal award).

Figure 3 displays the percentage of these reports required by the SCDE to report to various entities.

Figure 3. SCDE Required Reports



In Table 3, a majority of teachers (70.2%) shared that the amount of paperwork they are required to complete prevents them from effectively facilitating student learning, while 81.4% believe that the multiple forms they complete are duplicative and ask for similar or identical information. Only half of the respondents (50.9%) understood the purpose of their paperwork and over one third of teachers (39.9%) feel that their supervisors do not use their paperwork to inform decisions regarding instruction.

The SLA and DLA respondents had almost identical beliefs to teacher respondents. Almost three-fourths (73.5%) of SLAs believed the amount of paperwork required prevented them from effectively facilitating student learning as well as 78.3% felt that the multiple forms they were required to complete were repetitive. There was a slight increase with 65% of district administrators who believed the amount of paperwork they were required to complete prevented them from facilitating student learning, but similar to SLAs, 77.5% of them felt as though their paperwork was duplicative. There was a significant increase to 71.4% of SLAs who reported they understood the purpose of the paperwork they were completing with 65% of DLAs in agreement as well. Less than half (48.1%) of SLAs felt their supervisors used their paperwork to inform decisions on instruction, while over half (55%) of DLAs believe more so than teachers that their supervisors and peers used their paperwork to inform decisions. (See Appendix A & B)

Table 3*Teacher Survey percentage results regarding paperwork*

Paperwork Utility				
Beliefs About Paperwork (n. = 5,672)	Agree/Strongly Agree	Neutral	Disagree/Strongly Disagree	No Response
The amount of paperwork I am required to complete prevents me from effectively facilitating student learning.	70.2%	17.3%	11.1%	7.3%
Multiple forms that I am required to complete cover similar or identical information.	81.4%	11.7%	5.9%	7.3%
I understand the purpose of paperwork I am required to complete.	50.9%	20.7%	22.4%	7.3%
Supervisors or peers use the paperwork I complete to help inform decisions regarding instruction.	29.1%	36.9%	39.9%	7.4%

Teachers were also asked about how much time they spent on paperwork. As reported in Table 4, a majority of respondents reported only spending 1–2 hours on paperwork for various meetings that include: student based meetings (57.8%), grade level meetings (60.4%), school required meetings (72.2%), student behavioral/disciplinary meetings (57.1%), and student performance meetings (55.2%). However, a larger number of teachers (32.6%) reported that they spent more time (3–4 hours) on lesson planning.

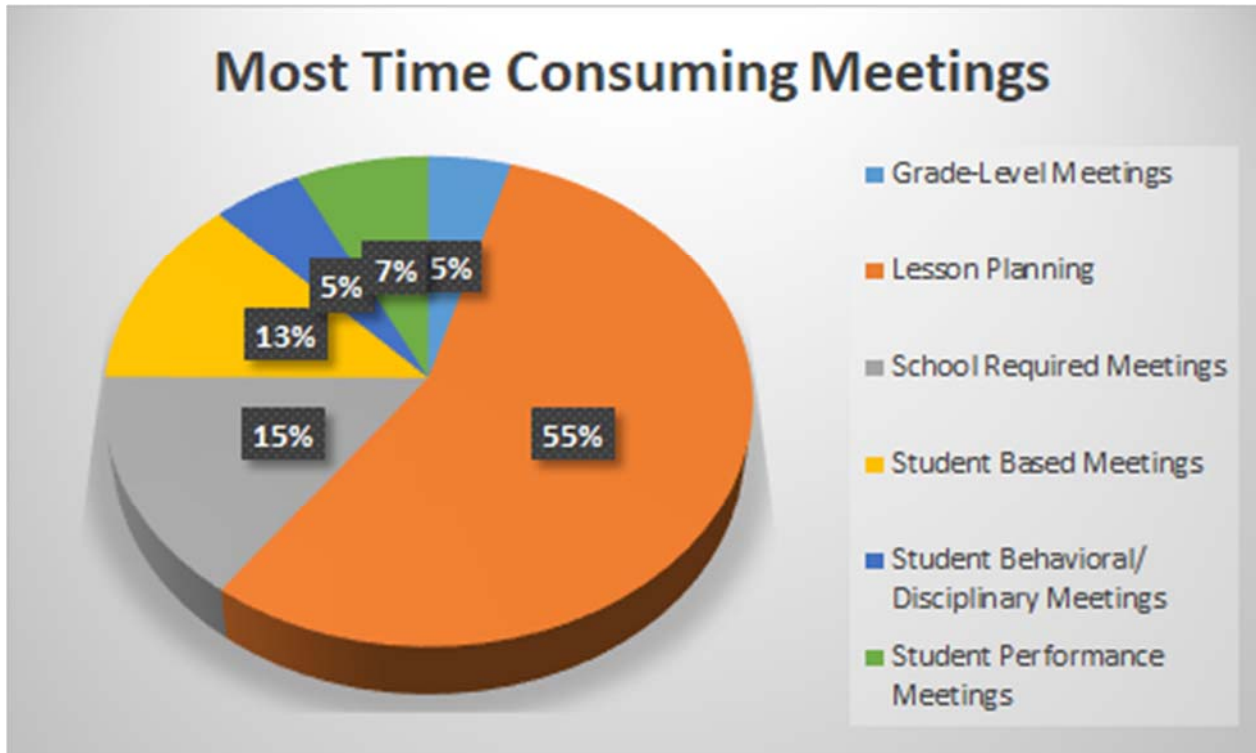
The data reported from SLAs and DLAs specific to planning time seemed to conflict with what was reported by teachers. Only 19.2% of teachers reported they spent 5–6 hours on lesson planning. However, the majority of SLAs (58.5%) and DLAs (62.8%) reported that they believed 5–6 hours was the adequate amount of time for planning for teachers. Over two-thirds (67.3%) of SLAs agreed that teachers were provided with an adequate amount of planning time, while just over half (55.8%) of DLAs felt teachers had adequate time. (See Appendix C & D)

Table 4*Teacher Survey results regarding the average hours per week doing paperwork*

On average, how many hours per week do you spend doing paperwork for the following:						
Activity	0	1-2 Hours	3-4 Hours	5-6 Hours	7+ Hours	No Response
Student-Based Meetings	7.3%	57.8%	17.1%	6.1%	5.0%	6.5%
Grade-Level Meetings	15.1%	60.4%	14.1%	2.7%	0.9%	7.1%
School Required Meetings	7.5%	72.2%	11.8%	1.5%	0.5%	6.6%
Student Behavioral/Disciplinary Meetings	23.6%	57.1%	8.6%	2.1%	0.8%	7.9%
Student Performance Meetings	12.1%	55.2%	17.9%	5.2%	2.5%	7.1%
Lesson Planning	2.6%	24.2%	32.6%	19.2%	15.0%	6.3%

Of the meetings listed in Table 4 above, teachers reported the following to be the most time consuming of these meetings:

Figure 4. Time Consuming Meetings



Methodology

For the Paperwork Reduction Survey, respondents were asked to rank order the top three most time-consuming administrative paperwork tasks. Respondents were given three open-field text boxes to respond.

After the end of the survey administration, staff from the SCDE completed a thematic analysis of the responses. Thematic analyses involve reviewing qualitative responses and organizing them by themes. Each theme is assigned an ordinal number, then frequency tables with percentages, are completed. This approach allows qualitative data to transform into quantitative measures, which may be rank ordered and understood as to respondents' impressions of their most time consuming administrative tasks.

In this analyses, a core set of common themes emerged that transcended all three surveys. For SLAs and DLAs, additional themes emerged, indicative of their unique responsibilities in administering educational programs.

Results

Table 5

Ranking of Most Time Consuming Administrative Paperwork Tasks, by Teachers

Tasks	Count	Percentage
Lesson Planning	1,346	32.19%
Special Education/504	457	10.93%
SLOs/ADEPT/Teacher Evaluations	434	10.38%
Data Analysis, Reports and Reviews	231	5.52%
Assessment/Testing	211	5.05%
Read to Succeed	197	4.71%
Instructional Tasks*	196	4.69%
Behavior/Discipline/Safety	177	4.23%
Benchmarking/Progress Monitoring	170	4.07%
RTI/MTSS/Intervention	122	2.92%
Grading/Report Cards	117	2.80%
No Response	113	2.70%
Reports/Surveys/Questionnaires	103	2.46%
Other**	308	7.36%
Total	4,182	100.00%

Instructional Tasks* included paperwork associated with instruction, such as keeping running records, completing school- or district-specific programs, responses related to paperwork in routine instruction.

Other tasks includes topics such as “Communication with Parents” (n=34, 0.84%), paperwork for English language learners (n=56, 1.34%), and keeping attendance records (n=14, .033%).

Other** also includes a variety of other responses such as field trip or financial forms, paperwork to complete professional development, unspecified paperwork (such as “district forms”), general paperwork (such as “everything,” “website”), unclear paperwork that could be captured in multiple categories (such as “referrals,” or “paperwork”), as well as unclear paperwork (such as “this survey”).

Table 6
Ranking of Most Time Consuming School Administrative Paperwork Tasks, by SLAs

Tasks	Count	Percentage
SLOs/ADEPT/Teacher Evaluations	43	24.86%
Accreditation, School Renewal Plans, Title I Plans, Strategic Plans)^	35	20.23%
Behavior/Discipline/Safety	21	12.14%
Other**	12	6.93%
Reports//Surveys/Questionnaires	9	5.20%
Data Analysis, Reports and Reviews	8	4.62%
Instructional Tasks*	8	4.62%
Special Education/504	7	4.05%
Assessment/Testing	7	4.05%
Human Resources and Finance^	6	3.47%

Attendance/Scheduling^	4	2.31%
Grading/Report Cards	4	2.31%
Lesson Planning	3	1.73%
Read to Succeed	3	1.73%
No response	2	1.16%
RTI/MTSS/Intervention	1	0.58%
Benchmarking/Progress Monitoring	0	0.00%
Total	173	100.00%

Instructional Tasks* includes paperwork associated with classroom observations, classroom walkthroughs, and providing teachers feedback.

Other** tasks include generic terms such as “responding to e-mails,” or “paperwork,” as well as individual responses for which there were no other comparable responses.

Accreditation^, Attendance^, and Human Resources and Finance^ were additional themes that emerged from SLA respondents with sufficient frequency to serve as its own theme.

Table 7
Ranking of Most Time Consuming District Administrative Paperwork Tasks, by DLAs

Tasks	Count	Percentage
Accreditation, School Renewal Plans, Title I Plans, Strategic Plans)^	17	25.37%
Special Education/504	11	16.42%
Other**	11	16.41%
Data Analysis, Reports and Reviews	8	11.94%

SLOs/ADEPT/Teacher Evaluations	6	8.96%
Reports//Surveys/Questionnaires	4	5.97%
Assessment/Testing	3	4.48%
Lesson Planning	2	2.99%
Human Resources and Finance^	2	2.99%
Read to Succeed	1	1.49%
Instructional Tasks*	1	1.49%
No response	1	1.49%
Attendance/Scheduling^	0	0.00%
Behavior/Discipline/Safety	0	0.00%
Grading/Report Cards	0	0.00%
RTI/MTSS/Intervention	0	0.00%
Benchmarking/Progress Monitoring	0	0.00%
Total	67	100%

Instructional Tasks* includes paperwork associated with classroom observations, classroom walkthroughs, and providing teachers feedback.

Other** tasks include generic terms such as “responding to e-mails,” or “paperwork,” as well as individual responses for which there were no other comparable responses.

As with the SLA results, Accreditation^, Attendance^, and Human Resources and Finance^ were additional themes that emerged from DLA respondents with sufficient frequency to serve as its own theme.

Discussion

Through the analyses, there were apparent themes that emerged among all three surveys. The most burdensome administrative task from teachers were related to lesson plans, controlled at the district or school level. Themes related to paperwork for students with special educational needs (as covered by either the Individuals with Disabilities Education Act (IDEA), or Section 504 of Paperwork Reduction and Streamlining Report

the Rehabilitation Act of 1973), were higher in ranking for teachers and DLAs, but lower for SLAs. Given how litigious and procedural these laws are, it is understandable that all respondents identified this area. In addition, themes related to teacher evaluations (Student Learning Objectives, teacher evaluations, or ADEPT), ranked high across the three types of respondents. It ranked third (teachers), first (SLAs), and fifth (DLAs). Paperwork associated with testing or assessment ranked lower on each of the three groups, at fifth (teachers), ninth (SLAs), and seventh (DLAs). Finally, paperwork associated with behavioral, discipline, and safety issues ranked fifth (teachers), ninth (SLAs), and not ranked (DLAs).

Through these analyses, it is important to underscore that this survey item related to the *administrative paperwork* associated with these tasks. It would not be appropriate to make a correlation of the paperwork respondents were asked about to the importance of the issue for South Carolina educators. For example, behavior, discipline, and safety ranked lower on this list for *paperwork* burden, although it likely ranks much higher in terms of the importance of the issue.

Because of these qualitative data, the SCDE may explore additional steps to better understand specifically what could be streamlined to enable teachers, SLAs, and DLAs to more efficiently and meaningfully complete their work. Such next steps may include:

- Working with district superintendents to more fully understand why lesson planning ranked as high on the teacher survey; and how the paperwork burden of this important work could be improved. Part of this could include administering a more targeted survey to learn more specifics about teachers' concerns;
- Conducting regional focus groups related to special education and teacher evaluation data. Five years ago, the SCDE procured an online special education platform that significantly reduced the amount of paperwork required. The SCDE is now beginning work to plan for a future online platform, so regional focus groups would aid in enabling the SCDE to more clearly articulate specifications in its Request for Proposals to streamline the documentation required by federal law; and
- Continuing its work to consolidate various plans that reduce the reporting requirements from a host of plans (e.g., school renewal plans, Title I plans, IDEA plans, etc.).

Additional duties has been another concern expressed by teachers. The majority of respondents, as indicated in Table 8, reported they spent between 1–4 hours per week supervising students before school (63.7%), supervising students during recess or transitions (67.3%), supervising students after school (61.5%), and lunch duty (62.6%).

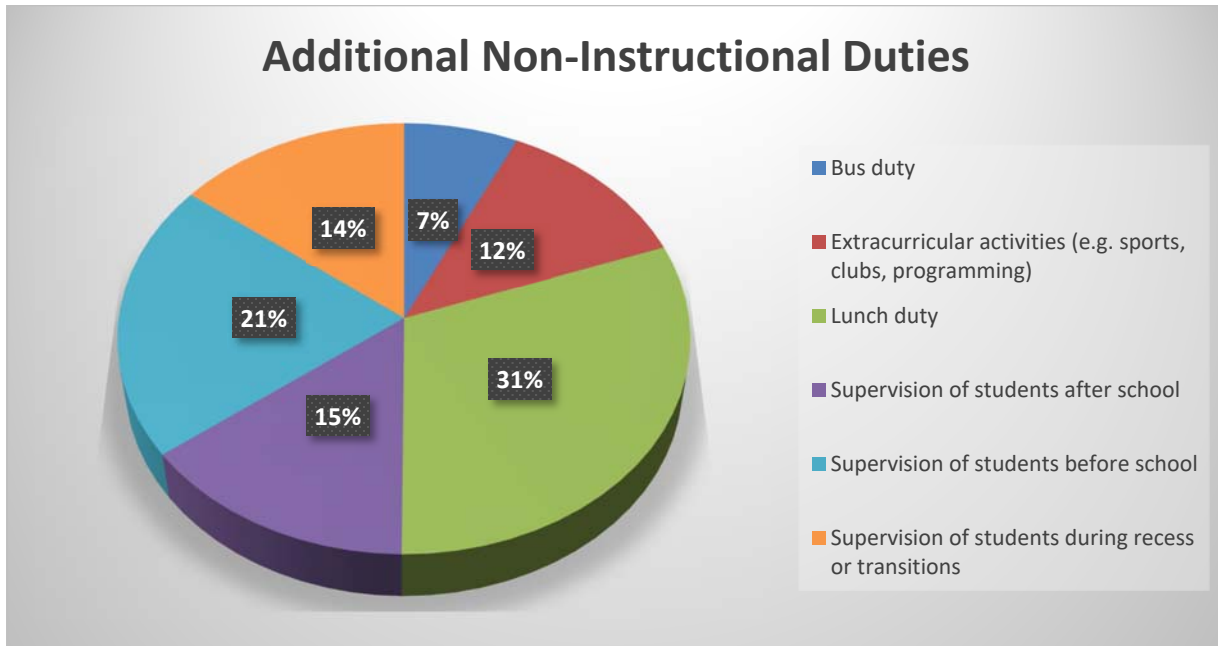
Table 8

Teacher Survey results depicting the average hours per week spent on additional duties

On average, how many hours per week do you spend on the following additional duties:						
Activity	0	1-2 Hours	3-4 Hours	5-6 Hours	7+ Hours	No Response
Supervision of students before school	21.2%	51.6%	12.1%	5.6%	0.9%	8.5%
Supervision of students during recess or transitions	11.4%	46.5%	20.8%	8.4%	3.5%	9.4%
Supervision of students after school	21.8%	46.8%	14.7%	5.2%	1.8%	9.6%
Lunch Duty	17.3%	36.3%	26.3%	9.2%	1.7%	9.3%

Figure 5 breaks down the specifics of these non-instructional duties.

Figure 5. Non-Instructional Duties



Overall, less than half (48.1%) of the SLA respondents felt as though teachers had adequate instructional time in the classroom with their students that was uninterrupted by other duties and events. Furthermore, only 28.6% of DLAs felt adequate time was provided without interruptions or additional duties (See Appendix E).

It is important to note, 46.47% of teachers feel that their administration is working to reduce the amount of routing paperwork (special education documentation, or disciplinary referrals) they have to complete compared to just 27.65% who argue they are not working to reduce paperwork. With regard to routine paperwork (attendance records), a similar percentage (44.07%) felt that their administration was working to reduce routine paperwork while 33.11% felt as though their district was not making an effort to reduce paperwork. (See Tables 9 & 10)

Table 9*Teacher Survey results regarding routine paperwork reduction*

The administration at your school make an effort to reduce the amount of routine paperwork you have to complete:	
Level of Agreement	Percentage of Responses
Agree/Strongly Agree	44.07%
Neutral	22.82%
Disagree/Strongly Disagree	33.11%

Table 10*Teacher Survey results regarding routing paperwork reduction*

The administration at your school make an effort to reduce the amount of routing paperwork you have to complete:	
Level of Agreement	Percentage of Responses
Agree/Strongly Agree	46.47%
Neutral	21.87%
Disagree/Strongly Disagree	27.65%

Recommendations

1. South Carolina's Center for Educator Recruitment, Retention and Advancement (CERRA) should continue to address the state's growing teacher recruitment and retention issues, which exacerbate class sizes, teacher workloads, and subsequently the amount of paperwork.
2. Limit the number of school, district, and state initiatives introduced to avoid overwhelming teachers with new paperwork. Educators may benefit from a moratorium on new programs and requirements for at least three years. Schools and school districts are still working through implementation of new statewide programs such as Read to Succeed, to more recently Diploma Pathways and the Multi-Tiered System of Support (MTSS) Framework, among other district and school based programs.
3. Consider extending contract days and compensation to account for current paperwork and other administrative requirements. For example, instead of a 190-day contract, consider a 195-day contract. These extra days would give teachers the time they need to deal with much of the paperwork and professional learning requirements, while still being compensated for their work.
4. Add a provision that would require one teacher work day be scheduled each nine weeks for teachers to have unencumbered planning time in their classrooms to tackle paperwork.
5. Work with district superintendents to more fully understand why lesson planning ranked as high on the teacher survey; and how the paperwork burden of this important work could be improved. Part of this could include administering a more targeted survey to learn more specifics about teachers' concerns.
6. Conduct regional focus groups related to special education and teacher evaluation data. Five years ago, the SCDE procured an online special education platform that significantly reduced the amount of paperwork required. The SCDE is now beginning work to plan for a future online platform, so regional focus groups would aid in enabling the SCDE to more clearly articulate specifications in its Request for Proposals to streamline the documentation required by federal law.
7. Continuing its work to consolidate various plans that reduce the reporting requirements from a host of plans (e.g., school renewal plans, Title I plans, IDEA plans, etc.).
8. The SCDE should continue to streamline processes and integrate or consolidate reporting systems at the state level to reduce redundancy. The SCDE should consider elimination of reporting requirements not mandated by state or federal law.
9. The State Superintendent of Education in coordination with the State Board of Education should encourage school and district leadership to examine school and district reporting requirements and take necessary steps to streamline paperwork and reporting at the school and district level.
10. The SCDE, working in conjunction with school districts, should develop templates that utilize best practices and make the templates available for all educators to use.

Appendix A
SLA Paperwork Utility Survey

Paperwork Utility			
Beliefs About Paperwork (n. = 189)	Agree/Strongly Agree	Neutral	Disagree/Strongly Disagree
The amount of paperwork I am required to complete prevents me from effectively facilitating student learning.	73.5%	12.7%	13.8%
Multiple forms that I am required to complete cover similar or identical information.	78.3%	13.2%	8.5%
I understand the purpose of paperwork I am required to complete.	71.4%	14.3%	13.8%
Supervisors or peers use the paperwork I complete to help inform decisions regarding instruction.	48.1%	29.1%	22.8%

Appendix B*District Level Administrator Paperwork Utility Survey*

Paperwork Utility			
Beliefs About Paperwork (n. = 40)	Agree/Strongly Agree	Neutral	Disagree/Strongly Disagree
The amount of paperwork I am required to complete prevents me from effectively facilitating student learning.	65.0%	25.0%	10.0%
Multiple forms that I am required to complete cover similar or identical information.	77.5%	15.0%	7.5%
I understand the purpose of paperwork I am required to complete.	65.0%	20.0%	15.0%
Supervisors or peers use the paperwork I complete to help inform decisions regarding instruction.	55.0%	15.0%	30.0%

Appendix C

SLA and District Level Administrator Survey – Planning Hours

How many hours of planning time during the week do you believe is adequate?		
Hours	Percentage of Responses for SLAs (n=217)	Percentage of District Level Administrators (n=43)
1-2 Hours	4.1%	0.0%
3-4 Hours	10.6%	20.9%
5-6 Hours	58.5%	62.8%
7+ Hours	26.7%	16.3%

Appendix D*SLA and District Level Administrator Survey – Planning Time*

Teachers are provided with adequate planning time		
Level of Agreement	Percentage of Responses from SLAs (n=217)	Percentage of Responses from District Level Administrators (n=43)
Agree/Strongly Agree	67.3%	55.8%
Neutral	5.5%	14.0%
Disagree/Strongly Disagree	27.2%	30.2%

Appendix E

SLA and District Level Administrator Survey – Uninterrupted Instructional Time

Teachers have adequate instructional time in the classroom with their students that is uninterrupted by other duties or events:		
Level of Agreement	Percentage of Responses from SLAs (n=216)	Percentage of Responses from District Level Administrators (n=42)
Strongly Agree/Agree	48.1%	28.6%
Neutral	14.4%	26.2%
Disagree/Strongly Disagree	37.5%	45.2%

Appendix F
SCDE Reports Chart

Report or Review Name	Name of Entity Requesting the Report or Conducting Review	Type of Entity	Reporting Frequency	<u>Current Fiscal Year:</u> Submission Date or Review Timeline (MM/DD/YYYY)	Summary of Information Requested in the Report or Reviewed
Proviso "School Districts and Special Schools Flexibility" (2018-19 1.26, 1A.14)	General Assembly	State	Annually	June 30th	<p><i>All school districts must report the student teacher ratio for every classroom to the Department of Education at the ninety and one hundred and eighty day mark. The department shall report this information to the General Assembly.</i></p> <p>The school district shall report to the Department of Education the actual percentage of its per pupil expenditures used for classroom instruction, instructional support, and transportation, food service, and safety within non-instruction pupil services for the current school year ending June thirtieth. Quarterly throughout the current fiscal year, the chairman of each school district's board and the superintendent of each school district must certify where non-instructional or nonessential programs have been suspended and the specific flexibility actions taken. The certification must be in writing, signed by the chairman and the superintendent, delivered electronically to the State Superintendent of Education, and an electronic copy forwarded to the Chairman of the Senate Finance Committee, the Chairman of the Senate Education Committee, the Chairman of the House Ways and Means</p>

Report or Review Name	Name of Entity Requesting the Report or Conducting Review	Type of Entity	Reporting Frequency	Current Fiscal Year: Submission Date or Review Timeline (MM/DD/YYYY)	Summary of Information Requested in the Report or Reviewed
					Committee, and the Chairman of the House Education and Public Works Committee. Additionally, the certification must be presented publicly at a regularly called school board meeting, and the certification must be conspicuously posted on the internet website maintained by the school district.
59-39-130: Tabulation of college freshman results	General Assembly	State	Annually	July 31st	After district reports have been received (by May 1), the SCDE will tabulate them so as to show the academic performance of graduates from the respective high schools who entered institutions of higher learning. No due date in statute.
59-18-360: Dissemination of assessment results	Public	State	Annually	August 1st	Beginning with the 2010 assessment administration, the Department of Education is directed to provide assessment results annually on individual students and schools by August first, in a manner and format that is easily understood by parents and the public. In addition, the school assessment results must be presented in a format easily understood by the faculty and in a manner that is useful for curriculum review and instructional improvement. The department is to provide longitudinally matched student data from the standards based assessments and include information on the performance of subgroups of students within the school. The department

Report or Review Name	Name of Entity Requesting the Report or Conducting Review	Type of Entity	Reporting Frequency	Current Fiscal Year: Submission Date or Review Timeline (MM/DD/YYYY)	Summary of Information Requested in the Report or Reviewed
					must work with the Division of Accountability [EOC] in developing the formats of the assessment results. Schools and districts are responsible for disseminating this information to parents.
Proviso "Information Technology and Information Security Plans" (2017-18 = 117.112)	Department of Administration	State	Annually	August 1st	By August 1 of the current fiscal year, all state agencies must submit an information technology plan and an information security plan.
National Public Education Finance Survey	US Department of Education	Federal	Annually	August 15th	Calculate state per pupil expenditure used to determine the amount of allocation for Title I and other federal programs each year; SCDE submits expenditure and revenue data and average daily attendance statistics; Federal Register, Vol. 80 No. 246 Notice
J-1 Exchange Visitor Program Report	US Department of Education	Federal	Annually	August	Provide information regarding cultural exchange teachers in South Carolina; Access via USED Title II website.
Proviso "Fines and Fees" Report (Proviso 117.74 - FY 2019-2020)	Chairman of the Senate Finance Committee; Chairman of the House Ways and Means Committee	State	Annually	September 1st	Post report online and submit
1-1-810: Agency Accountability Report (Proviso 117.29 - FY 2019-2020)	Executive Budget Office; Legislative Oversight Committee; Governor; General Assembly	State	Annually	September 15th	Promote strategic planning and thoughtful review of agency goals; 1-1-810; Provide information for the purpose of a zero-base budget analysis

Report or Review Name	Name of Entity Requesting the Report or Conducting Review	Type of Entity	Reporting Frequency	Current Fiscal Year: Submission Date or Review Timeline (MM/DD/YYYY)	Summary of Information Requested in the Report or Reviewed
59-6-10: EIA Program Reports	Education Oversight Committee	State	Annually	September 30th	Provide programmatic and expenditure information to EOC for EIA-funded programs; Approximately 30 reports submitted with budget actuals
Proviso "Adult Education" (Previous FY) (Proviso 1A.27 - FY 2019-2020)	Senate Finance; House Ways and Means; Senate Education; House Education and Public Works Committee	State	Annually	September 30th	Provide summary information on school district quarterly reports to the SCD; District reports should include unique student identifiers; Report why students have enrolled in adult education and whether or not they are pursuing a GED or a diploma; In this data report, the SCDE typically provides a summary of data for the first quarter of the current fiscal year.
Proviso "Aid to District Draw Down" (Proviso 1A.42 - FY 2019-2020)	Chairman of the Senate Finance Committee; Chairman of the House Ways and Means Committee; Chairman of the Senate Education Committee; Chairman of the House Education and Public Works Committee; Governor; local legislative delegation	State	Annually	September 30th	Report on districts that failed to submit an updated plan in the current fiscal year; Plans ensure districts are meeting the safety needs of their students; Plans ensure districts, Palmetto Unified, and DJJ have updated safety plans in place

Report or Review Name	Name of Entity Requesting the Report or Conducting Review	Type of Entity	Reporting Frequency	Current Fiscal Year: Submission Date or Review Timeline (MM/DD/YYYY)	Summary of Information Requested in the Report or Reviewed
59-18-1560: External Review Committees	State Board of Education	State	Annually	September	Superseded by proviso 1A.12 External review committee report on district's progress in implementing recommendations and improving performance (annually for four years or as deemed necessary by SBE); Fulfilled by posting diagnostic reviews on SCDE website
Proviso "Bank Account and Transparency and Accountability" (Proviso 117.83 - FY 2019-2020)	State Fiscal Accountability Authority	State	Annually	October 1st	Report use composite reservoir bank accounts
Proviso "LEA: Audit" regarding lottery expenditures (Proviso 3.1 - FY 2019-2020)	Executive Budget Office; Chairman of Senate Finance Committee; Chairman of the House Ways and Means Committee	State	Annually	October 1st	Provide guidelines/procedures and expenditures of lottery funds allocated to school districts and other recipient institutions according to law; In addition, provide report on the amount of lottery funds distributed to each entity in the prior fiscal year
NIERR Yearbook Data	NIERR	Outside Organization	Annually	October 1st	Provide requested SC data for national NIERR State of Preschool Yearbook; See http://nieer.org/state-preschool-yearbooks
Title II EPP Completer Data	US Department of Education	Federal	Annually	October 31st	Update USDE on completers of SC EPPs. Data uploaded via required template to Title II. Access via USED Title II website.
Proviso "GP: Discrimination Policy" (Proviso 117.13 - FY 2019-2020)	State Human Affairs Commission	State	Annually	October 31st	Each state agency shall submit to the State Human Affairs Commission employment and filled vacancy data by race and sex by October thirty-first, of each year.

Report or Review Name	Name of Entity Requesting the Report or Conducting Review	Type of Entity	Reporting Frequency	Current Fiscal Year: Submission Date or Review Timeline (MM/DD/YYYY)	Summary of Information Requested in the Report or Reviewed
Proviso "IMD Operations" (Proviso 117.73 - FY 2019-2020)	Chairman of Senate Finance Committee; Chairman of House Ways and Means Committee; Governor	State	Annually	November 1st	Report expenditures of all IMD transition funds
Other Funds Survey	Department of Administration	State	Annually	November 1st	Provide to the Department of Administration per H630
59-19-900 (E): School and District Report Cards (Proviso 1A.39 "Dropout Recovery Data," 59-10-50 Physical Education Assessments, and 59-18-920 report card for charter, alternative, and career and technology schools included)	Public	State	Annually	November 15th	The school's report card must be furnished to parents and the public no later than November fifteenth; Report cards must provide calculated physical education program effectiveness score per 59-10-50; also 59-18-930
Regulation 43-80: Bus Route Approval	LEAs	State	Annually	November 15th	Written approval or disapproval of all routes will be provided by the SCDE no later than 11/15. Two weeks are given for the LEA to correct. If operating routes after 11.15 that have not been approved, this will be considered unauthorized and at the LEA's expense.
Proviso "CDEPP Student Information and Reporting" (Proviso 1A.55 - FY 2017-2018)	Education Oversight Committee	State	Annually	November 30th	SCDE and First Steps provide any information required by the EOC for the annual CDEPP report; List of requested data is provided by EOC

Report or Review Name	Name of Entity Requesting the Report or Conducting Review	Type of Entity	Reporting Frequency	Current Fiscal Year: Submission Date or Review Timeline (MM/DD/YYYY)	Summary of Information Requested in the Report or Reviewed
Hidden Earmarks Survey	Department of Administration	State	Annually	December 1st	The Executive Budget Office compiles a report of hidden earmarks included in the previous year's appropriations act. The DoA provides a survey on which the SCDE must indicate any unrequested funds appropriated to the agency that were earmarked to be awarded to any entity as a grant or contract.
59-10-10: Students Health and Fitness Act	General Assembly	State	Annually	December 1st	Provide summary of district- and school-level compliance with all elements of the 2005 Student Health and Fitness Act
Proviso "IDEA Maintenance of Effort" (Proviso 1A.32 - FY 2018-2019)	General Assembly; Governor	State	Annually	December 1st	Submit estimate of the IDEA MOE requirement; This item deals with the Proviso informing the General Assembly of the estimate MFS needed for the current year.
Proviso "Dropout Prevention and High Schools that Work Program" (Proviso 1A.16 - FY 2017-2018)	Chairman of Senate Finance Committee; Chairman of House Ways and Means Committee; Senate Education Committee; Chairman of the House Education and Public Works Committee; Governor	State	Annually	December 1st	Report on the effectiveness of dropout prevention programs; Assess program progress and effectiveness in providing a better prepared workforce and student success in post-secondary education; EEDA program monitoring and effectiveness
State Teacher Shortage Areas	US Department of Education	Federal	Annually	December 1st	Provide information for federal student loan forgiveness; Federal critical needs areas defined. Access via USED website.

Report or Review Name	Name of Entity Requesting the Report or Conducting Review	Type of Entity	Reporting Frequency	Current Fiscal Year: Submission Date or Review Timeline (MM/DD/YYYY)	Summary of Information Requested in the Report or Reviewed
Proviso "Full Day 4K" (Proviso 1.58 - FY 2018-2019)	General Assembly	State	Annually	December 1st	Annually, the Department of Education is directed to audit the annual allocations to public providers to ensure that allocations are accurate and aligned to the appropriate pro rata per student allocation, materials, and equipment funding. The department must provide the results of the annual audit findings to the General Assembly no later than December first.
59-59-175: Coordinating Council Report	Governor; General Assembly; Department of Commerce; State Board of Education	State	Annually	December 1st	Report annually by December first to the Governor, the General Assembly, the Department of Commerce, the State Board of Education, and other appropriate governing boards on the progress, results, and compliance with the provisions of this chapter to specifically include progress toward career pathways and its ability to provide a better prepared workforce and student success in postsecondary education
59=16-60: SC Virtual School Program and Virtual School Offerings	State Board of Education; General Assembly; Education Oversight Committee	State	Annually	December 15th	Report on the overall effectiveness of the virtual school program including completion rates, course enrollments, etc. Provide SBE with report on virtual school offerings and data.

Report or Review Name	Name of Entity Requesting the Report or Conducting Review	Type of Entity	Reporting Frequency	Current Fiscal Year: Submission Date or Review Timeline (MM/DD/YYYY)	Summary of Information Requested in the Report or Reviewed
21st Century CCLC Annual Data Submittal	US Department of Education	Federal	Annually	December 15th	Submit 21st CCLC annual data directly to the USED via the USED's reporting portal. States are required to use the USED's portal. The information in the report is a combination of data pulled from PowerSchool and data reported by subrecipients. Our statewide evaluator is responsible for uploading the data from each subrecipient into the federal portal, and our office staff is responsible for certifying the data and submitting the final information to the USED in December of each year.
Proviso "Technical Assistance" (1A.12) and 59-18-1610	Chairman of Senate Finance Committee; Chairman of House Ways and Means Committee; Chairman of Senate Education Committee; Chairman of House Education and Public Works Committee; Governor; Local Legislative Delegation	State	Annually	December 15th	Low-performing schools and districts shall be placed within the tiered technical assistance framework not later than December fifteenth. Report findings on monitoring of student academic achievement and progress on implementation in the fall following the school or district designation as low-performing; State Superintendent report on the progress of the system in regard to assistance provided to the local school districts and data documenting the impact of the assistance on student academic achievement and on high school graduation rates; Make due date the earliest data is available
Report/Update on South Carolina School Bus Fleet	General Assembly	State	Annually	December 30th	No set due date; provide prior to legislative session
Consolidated Annual Report (CAR)	US Department of Education	Federal	Annually	December 30th	Provide required annual data to federal portal; includes Perkins analysis

Report or Review Name	Name of Entity Requesting the Report or Conducting Review	Type of Entity	Reporting Frequency	Current Fiscal Year: Submission Date or Review Timeline (MM/DD/YYYY)	Summary of Information Requested in the Report or Reviewed
59-155-130: Summer Reading Camp Report	State Board of Education	State	Annually	December 31st	Report yearly success rate of summer reading camps; No date in law
Proviso "Safety Report" (Proviso 1.98)	Senate Finance Committee; House Ways and Means Committee	State	Annually	December 31st	
Proviso "Grants Committee Process" (Proviso 1A.92)	Governor; Senate Finance Committee; House Ways and Means Committee	State	Annually	December 31st	
"Section 59-59-175. "EEDA Coordinating Council	Governor, General Assembly, SBE, Dept of Commerce	State	Annually	December 1st	Report Yearly on progress towards career pathways and ability to provide a better prepared workforce and student success in post secondary
Proviso "Reading/Literacy Coaches" (Proviso 1.62 and 1A.61 - FY 2018-2019)	General Assembly	State	Annually	January 15th	Report on hiring/assignment of reading/literacy coaches by school in current fiscal year; Also report amount of funds to be used for Summer Reading Camps
59-18-350: Analysis of Assessments	School Districts	State	Annually	January 15th	The State Department of Education annually shall convene a team of curriculum experts to analyze the results of the assessments, including performance item by item. This analysis must yield a plan for disseminating additional information about the assessment results and instruction and the information must be disseminated to districts not later than January fifteenth of the subsequent year.

Report or Review Name	Name of Entity Requesting the Report or Conducting Review	Type of Entity	Reporting Frequency	Current Fiscal Year: Submission Date or Review Timeline (MM/DD/YYYY)	Summary of Information Requested in the Report or Reviewed
59-63-330: School-Related Crime	General Assembly; Office of Attorney General	State	Annually	January 31st	Report compiled school-related crime information; Identify persistently dangerous schools; Provide January 31 following districts' final quarterly reports of the school year
59-18-310: Retroactive Diplomas	General Assembly and State Board of Education	State	Other	January 31st	A person who is no longer enrolled in a public school and who previously failed to receive a high school diploma or was denied graduation solely for failing to meet the exit exam requirements pursuant to this section and State Regulation may petition the local school board to determine the student's eligibility to receive a high school diploma pursuant to this chapter. The local school board will transmit diploma requests to the South Carolina Department of Education in accordance with department procedures. Petitions under this section must be submitted to the local school district. Students receiving diplomas in accordance with this section shall not be counted as graduates in the graduation rate calculations for affected schools and districts, either retroactively or in current or future calculations. On or before January 31, 2019, the South Carolina Department of Education shall report to the State Board of Education and the General Assembly the number of diplomas granted, by school district, under the provision.

Report or Review Name	Name of Entity Requesting the Report or Conducting Review	Type of Entity	Reporting Frequency	Current Fiscal Year: Submission Date or Review Timeline (MM/DD/YYYY)	Summary of Information Requested in the Report or Reviewed
59-26-20: Critical Needs, Schools, Geographic Areas, and Subject Areas for SC Teacher Loan Forgiveness	State Board of Education; SCSLC	State	Annually	January	Areas of critical need shall include both geographic areas and areas of teacher certification and must be defined annually for that purpose by the State Board of Education. SBE approved definitions should be posted and sent to the SCSLC.
Regulation 43-300: Preliminary Reports on Accreditation		State	Annually	February 1st	Provided to support district compliance with state and federal requirements.
Proviso "Debt Collection Reports" (Proviso 117.34 - FY 2018-2019)	Chairman of Senate Finance Committee; Chairman of Ways and Means Committee; Inspector General	State	Annually	February 28th	Report outstanding debt owed to the SCDE by outside entities in previous fiscal year; See definitions in proviso
Proviso "Work Based Learning" (Proviso 1A.5 - FY 2018-2019)	Senate Finance Committee; House Ways and Means Committee	State	Annually	February	OCTE report on accomplishments of the Career Counseling Specialists
59-25-350: American Board	State Board of Education; General Assembly	State	Annually	March 31st	Submit total number of individual employed in SC with a passport certificate issued by ABCTE (now American Board) by district and nonprivileged information collected on these individuals through the ADEPT system
Gun Free Schools Act	US Department of Education	Federal	Annually	March	Provide information about weapons in SC schools; GFSA Authorizing Legislation (Title IV, Part A, Subpart 3, Section 4141)
South Carolina Federal Plan	US Department of Education	Federal	Annually	April	

Report or Review Name	Name of Entity Requesting the Report or Conducting Review	Type of Entity	Reporting Frequency	Current Fiscal Year: Submission Date or Review Timeline (MM/DD/YYYY)	Summary of Information Requested in the Report or Reviewed
59-1-449: State and Local Funding Requirements	Local Government Entities with Authorities to Levy School Taxes	Local Govt.	Annually	May 1st	Report state and local funding requirements; Post EFA and local required support on SCDE website.
59-155-140: State Reading Plan and 59-155-130: Progress towards 95% Reading on Grade Level	US Department of Education	Federal	Annually	May	No due date; Provide updated plan and state reading proficiency progress report; Include proficiency update regarding 59-155-130
Charter School Grant Annual Report	US Department of Education	Federal	Annually	May	Evaluate annual performance related to grant goals, metrics, funding requirements, and grant guidance
59-40-170: Vacant School Building Report	Applicants for Charter Schools	State	Annually	May	No due date; The Department of Education shall make available, upon request, a list of vacant and unused buildings and vacant and unused portions of buildings that are owned by school districts in this State and that may be suitable for the operation of a charter school. The department shall make the list available to applicants for charter schools and to existing charter schools. The list must include the address of each building, a short description of the building, and the name of the owner of the building.
Proviso "LEA: FY 2017-2018 Funding" (Reading Partners Impact - Proviso 3.4 - FY 2018-2019)	Chairman of Senate Finance Committee; Chairman of House Ways and Means Committee; Chairman of Senate Education	State	Annually	June 15th	The Office of Early Learning and Literacy shall specify planning criteria to be submitted by Reading Partners no later than July fifteenth of the current fiscal year. Planning criteria shall include, but is not limited to, pre and post assessment data, parental and family literacy

Report or Review Name	Name of Entity Requesting the Report or Conducting Review	Type of Entity	Reporting Frequency	Current Fiscal Year: Submission Date or Review Timeline (MM/DD/YYYY)	Summary of Information Requested in the Report or Reviewed
	Committee; Chairman of House Education and Public Works Committee				engagement, summer learning support and building school level capacity for intervention.
59-1-425: Missed School Days (Weather Report)	General Assembly	State	Annually	June 30th	School term information; Provide detailed report of information from each district listing beginning and length of school term as well as the number of: (1) days missed and the reason, (2) days made up, and (3) days waived; Must be provided prior to July 1
Southern Legislative Public Education Surbey	Council of State Governments; Southern Legislative Conference; Fiscal Affairs; and Government Operations Committee	State	Other	June	Provide comparative data report which is submitted and presented to the Fiscal Affairs and Government Operations Committee of the Southern Legislative Conference during its Annual Meeting; Comparison is made between the 15 states in the Southern Legislative Conference states; Submit via the Southern Legislative conference website
Proviso "School Bus Purchase" (Proviso 1.19 - FY 2018-2019)	Chairman of Senate Finance; Chairman of House Ways and Means	State	Other	June	If the department uses the specifications of another state, the department must submit a report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee detailing the methodology by which the alternative specifications were determined to be safe, more economical, and in the public interest, when compared to the specifications set forth by

Report or Review Name	Name of Entity Requesting the Report or Conducting Review	Type of Entity	Reporting Frequency	<u>Current Fiscal Year:</u> Submission Date or Review Timeline (MM/DD/YYYY)	Summary of Information Requested in the Report or Reviewed
					the School Bus Specifications Committee.
2-47-55: Comprehensive Permanent Improvement Plan	Capital Budget Office; Department of Administration	State	Other	June 30th	
Proviso 1.98	Senate Finance Committee; House Ways and Means Committee	State	Annually	Close of Fiscal Year	
Report or Review Name	Name of Entity Requesting the Report or Conducting Review	Type of Entity	Reporting Frequency	<u>Current Fiscal Year:</u> Submission Date or Review Timeline (MM/DD/YYYY)	Summary of Information Requested in the Report or Reviewed
59-29-155: Founding principles	Senate Education; House Education and Public Works	State	Bi Annual	October 15th, 2019	Due next cycle - 10/15/2017; Submit documentation of implementation of this section (founding principles instruction required, reporting requirements, professional development); See statute for specific requirements. Requires SCDE professional development (and reporting of it). References EOC and SBE. Provide report on October 15 of each odd-numbered year, commencing in 2017.

Report or Review Name	Name of Entity Requesting the Report or Conducting Review	Type of Entity	Reporting Frequency	Current Fiscal Year: Submission Date or Review Timeline (MM/DD/YYYY)	Summary of Information Requested in the Report or Reviewed
59-36-70: Report by Advisory Council on services for preschoolers	Interagency Coordinating Council; Joint Legislative Committee on Children; Senate Finance; House Ways and Means; Senate Education; House Education and Public Works	State	Bi Annual (2020 is next report publication)	February 1st	State Advisory Council, with assistance from SCDE staff, submit summary of services provided for preschool children with disabilities and their families; See statute for requirements; Related to Act 86, which requires LEAs to serve children with disabilities ages 3 through 5
Diploma Pathways	General Assembly	State	Bi Annual	February 15th	The department shall monitor the number of diplomas and employability credentials earned by students and shall report to the State Board of Education and the General Assembly biannually by February 15, beginning in 2020.
Report or Review Name	Name of Entity Requesting the Report or Conducting Review	Type of Entity	Reporting Frequency	Current Fiscal Year: Submission Date or Review Timeline (MM/DD/YYYY)	Summary of Information Requested in the Report or Reviewed
59-144-130: SBE facilities information (capital needs reports)	General Assembly	State	Tri Annual	December 1st	SBE report projected five-year school facilities improvement requirements reported by school districts, needs since last report, and previously identified needs; Report every three years beginning in 1998
59-01-495: Title 59 review	General Assembly	State	Tri Annual	December 31st	Assemble committee; Committee report all statutes that are obsolete and no longer applicable; Identify federal education statutes and regulations applicable to SC

Appendix G
Teacher Survey, SLA Survey, and District Survey