



SOUTH CAROLINA REVENUE AND FISCAL AFFAIRS OFFICE
STATEMENT OF ESTIMATED FISCAL IMPACT
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This fiscal impact statement is produced in compliance with the South Carolina Code of Laws and House and Senate rules. The focus of the analysis is on governmental expenditure and revenue impacts and may not provide a comprehensive summary of the legislation.

Bill Number:	H. 3610	Introduced on January 12, 2021
Author:	Lucas	
Subject:	Public Schools	
Requestor:	House Education and Public Works	
RFA Analyst(s):	Wren	
Impact Date:	February 5, 2021	

Fiscal Impact Summary

This bill adds language related to the intervention and assistance of schools and districts by the State Board of Education.

The overall expenditure impact on the State Department of Education (SDE) in FY 2021-22 is undetermined since expenses associated with takeovers will vary and depend upon the number of schools and districts that may go through the takeover process. Depending upon the number of takeovers, SDE may need to hire additional staff or may choose to hire consultants.

The bill will have no expenditure impact on state agency schools in FY 2021-22 since it is expected that any potential expenses could be managed within the agencies' budgets.

The overall expenditure impact on local school districts in FY 2021-22 is undetermined since any legal expenses associated with appealing the State Board of Education's declaration will depend upon the number of appeals, attorney costs, and length of time of the appeal process.

Explanation of Fiscal Impact

Introduced on January 12, 2021

State Expenditure

The impact on state expenditures is listed by code section below:

Code Section 59-18-1620

This section requires SDE to implement a tiered system to provide technical and other assistance, professional development, and monitor schools and districts. By December 31st annually, the State Superintendent of Education (State Superintendent) must provide a report on the tiered system's progress to the General Assembly. The report must document the impact of assistance on student academic achievement, college and career readiness, and high school graduation rates.

State Department of Education. SDE indicates that a tiered system currently exists to provide assistance to schools and districts. Also, any expenses associated with monitoring professional development, monitoring local school board operations, and providing a summary of

improvements can be managed within current appropriations for EAA Technical Assistance. Therefore, this section will have no expenditure impact on SDE in FY 2021-22.

Code Section 59-18-1625

This section requires SDE to place a school or district that has been designated as underperforming into a tiered status to provide technical assistance. Upon receiving notification from SDE that a school or district has been placed in a tiered status, the district superintendent, along with school and community stakeholders, must review and revise the school or district's strategic plan with the assistance of the School Improvement Council. The strategic plan must include a turnaround plan. The turnaround plan must be based on data or needs assessments to identify improvement strategies, must include certain specific, measurable items necessary to improve student progress, must include broad-based community input, and must be submitted by the district superintendent to the local board of trustees for approval. Upon approval by the local board of trustees, the turnaround plan must be submitted to SDE for review and approval. After initial approval by SDE, the district superintendent and the local board of trustees must annually submit updates to SDE regarding the implementation of the turnaround or revised strategic plan. The revised strategic plan must then be posted on the websites of SDE, the district, and the school. SDE must monitor the district's implementation of the revised strategic plan and must relay the district's progress to the State Board of Education once a quarter.

State Department of Education. SDE indicates that a tiered system currently exists to provide assistance to schools and districts. Also, any expenses associated with the review and approval of turnaround plans can be managed within current appropriations. Therefore, this section will have no expenditure impact on the agency in FY 2021-22.

State Agency Schools. The Governor's School for Science and Mathematics, the Governor's School for the Arts and Humanities, the School for the Deaf and Blind, and the Wil Lou Gray Opportunity School indicate that any expenses associated with this section can be managed within the agencies' existing budgets. Based upon these responses, we anticipate that any expenditure impact on the Governor's School for Agriculture at John de la Howe could be managed within the agency's budget as well. Therefore, this section is not expected to have an expenditure impact on the state agency schools in FY 2021-22. If these agencies required a turnaround plan, potential expenses would be for the development and solicitation of community input on a turnaround plan and for notification to parents of children enrolled in a school that receives an underperforming rating.

Code Section 59-18-1630

This section requires SDE to notify the appropriate legislative delegation of any school receiving an overall unsatisfactory rating on the annual report card. This section further provides for the steps to be taken by the local school board and district superintendent with jurisdiction over a school that has received an unsatisfactory rating on the annual report card.

State Department of Education. SDE indicates that the requirements of this section can be managed within current appropriations and will have no expenditure impact on the agency in FY 2021-22.

State Agency Schools. The Governor’s School for Science and Mathematics, the Governor’s School for the Arts and Humanities, the School for the Deaf and Blind, and the Wil Lou Gray Opportunity School indicate that any expenses associated with this section can be managed within the agencies’ existing budgets. Based upon these responses, we anticipate that any expenditure impact on the Governor’s School for Agriculture at John de la Howe could be managed within the agency’s budget as well. Therefore, this section is not expected to have an expenditure impact on the state agency schools in FY 2021-22. If these agencies receive an unsatisfactory rating, potential expenses would include notifying parents of children enrolled in a school that receives an unsatisfactory rating and expenses related to organize and hold a public meeting to explain an unsatisfactory rating.

Code Section 59-18-1635

This section allows the State Superintendent to seek a state-of-education emergency declaration in a school that is chronically underperforming, has been denied accreditation, or has insufficient turnaround plan results. Once the State Superintendent determines that a state-of-education emergency declaration is justified, the State Board of Education must meet to approve or disapprove of the declaration. Upon approval of a state-of-education emergency declaration, the State Superintendent must notify the district superintendent, local school board, local legislative delegation, and Governor and must also assume management of the school. The district superintendent and members of the local district board may appeal the State Board of Education’s approval of the declaration to the Administrative Law Court within ten business days of receipt of the notice of the declaration. Once a school that is subject to a state-of-education emergency declaration has met targets identified in the revised strategic plan for sustained improvement for a minimum of three consecutive years, the State Superintendent must submit such documentation to the State Board of Education. SDE, in consultation with the district and local board of trustees, must develop a transition plan and timeline for returning management of the school to the district upon an affirmative vote by the State Board of Education to end the state-of-education emergency declaration.

State Department of Education. SDE indicates that expenses associated with takeovers will vary and depend upon the number of schools that may go through the takeover process. Depending upon the number of districts affected, SDE may need to hire additional staff or may choose to hire consultants. Therefore, the expenditure impact of this section is undetermined for FY 2021-22.

State Agency Schools. The Governor’s School for Science and Mathematics, the Governor’s School for the Arts and Humanities, the School for the Deaf and Blind, and the Wil Lou Gray Opportunity School indicate that any expenses associated with this section can be managed within the agencies’ existing budgets. Based upon these responses, we anticipate that any expenditure impact on the Governor’s School for Agriculture at John de la Howe could be managed within the agency’s budget as well. Therefore, this section is not expected to have an

expenditure impact on the state agency schools in FY 2021-22. If these agencies receive a state of emergency declaration, potential expenses would include legal expenses for the appeal. This would vary and would depend upon attorney costs and the length of time of the appeal process.

Code Section 59-18-1640

This section allows the State Superintendent to seek a state-of-education emergency declaration in a district that is identified as underperforming for three consecutive years, has been denied accreditation, has insufficient turnaround plan results, or is classified as being in a fiscal emergency status. Once the State Superintendent determines that a state-of-education declaration is justified, the State Board of Education must meet to approve or disapprove of the declaration. Upon approval of a state-of-education emergency declaration, the State Superintendent must notify the State Board of Education, the district superintendent, local school board, local legislative delegation, and Governor and must also assume management of the district. The district superintendent and members of the local district board may appeal the State Board of Education's approval of the declaration to the Administrative Law Court within ten business days of receipt of the notice of the declaration. Upon approval by the State Board of Education of a state-of-education emergency declaration, the local district board of trustees is dissolved. The State Superintendent must assume the authority and responsibilities of the district superintendent and the local board of trustees until district management is transitioned to an appointed interim local district board of trustees.

Once a district that is subject to a state-of-education emergency declaration has met targets identified in the revised strategic plan for sustained improvement for a minimum of three consecutive years, the State Superintendent must submit such documentation to the State Board of Education. The State Board of Education must approve that an interim local district board of trustees be appointed. The interim local district board of trustees must consist of five members, with one member appointed by the Governor, one member appointed by the local legislative delegation, and three members appointed by the State Superintendent in consultation with the local legislative delegation. All appointees must be residents of the school district for which the interim appointments are being made. The appointing authority must take certain factors into account so as to represent all segments of the population of the affected district. The interim local school board must serve for a minimum of three years.

SDE, in consultation with the district and interim board, must develop a transition plan and timeline for returning management of the district to a local board of trustees upon an affirmative vote by the State Board of Education to end the state-of-education emergency declaration. Local district board of trustees members will be elected or appointed pursuant to statutory requirements, beginning with the next regularly scheduled election. The state-of-education emergency declaration must expire, and the powers and duties of the district superintendent and local district school board of trustees are restored upon the swearing-in of a new local district board of trustees. A district in a state-of-education emergency declaration must have its fiscal authority relating to taxing authority and levying millage transferred to its county council until the declaration is lifted, notwithstanding any other provision of law. County council may not exceed millage limitations established pursuant to Section 6-1-30 or otherwise established prior to the state-of-education emergency declaration.

State Department of Education. SDE indicates that expenses associated with takeovers will vary and depend upon the number of districts that may go through the takeover process. Depending upon the number of districts, SDE may need to hire additional staff or may choose to hire consultants. Therefore, the expenditure impact of this section is undetermined for FY 2021-22.

State Agency Schools. The Governor’s School for Science and Mathematics, the Governor’s School for the Arts and Humanities, the School for the Deaf and Blind, and the Wil Lou Gray Opportunity School indicate that any expenses associated with this section can be managed within the agencies’ existing budgets. Based upon these responses, we anticipate that any expenditure impact on the Governor’s School for Agriculture at John de la Howe could be managed within the agency’s budget as well. If these agencies receive a state of emergency declaration, potential expenses would include legal expenses for the appeal. This would vary and would depend upon attorney costs and the length of time of the appeal process. Therefore, this section is not expected to have an expenditure impact on the state agency schools in FY 2021-22.

State Revenue

N/A

Local Expenditure

The impact on local expenditures is listed by code section below:

Code Section 59-18-1625

This section requires SDE to place a school or district that has been designated as underperforming into a tiered status to provide technical assistance. Upon receiving notification from SDE that a school or district has been placed in a tiered status, the district superintendent, along with school and community stakeholders, must review and revise the school or district’s strategic plan with the assistance of the School Improvement Council. The strategic plan must include a turnaround plan. The turnaround plan must be based on data or needs assessments to identify improvement strategies, must include certain specific, measurable items necessary to improve student progress, must include broad-based community input, and must be submitted by the district superintendent to the local board of trustees for approval. Upon approval by the local board of trustees, the turnaround plan must be submitted to SDE for review and approval. After initial approval by SDE, the district superintendent and the local board of trustees must annually submit updates to SDE regarding the implementation of the turnaround or revised strategic plan. The revised strategic plan must then be posted on the websites of SDE, the district, and the school. SDE must monitor the district’s implementation of the revised strategic plan and must relay the district’s progress to the State Board of Education once a quarter.

Local School Districts. SDE indicates that this section will have an undetermined expenditure impact on local school districts since expenses to develop and solicit community input on a turnaround plan will vary by district. Also, expenses to notify parents of children enrolled in a school that receives an underperforming rating will vary by district depending upon the chosen

communication method. Although expenses are unknown, SDE anticipates that any expenses incurred can be managed within the districts' current budgets.

Code Section 59-18-1630

This section requires SDE to notify the appropriate legislative delegation of any school receiving an overall unsatisfactory rating on the annual report card. This section further provides for the steps to be taken by the local school board and district superintendent with jurisdiction over a school that has received an unsatisfactory rating on the annual report card.

Local School Districts. SDE indicates that this section will have an undetermined expenditure impact on local school districts. Expenses to notify parents of children enrolled in schools receiving an unsatisfactory rating on the annual report card will vary by district and will depend upon the number of schools receiving an unsatisfactory rating. Also, expenses to organize and hold a public meeting to explain an unsatisfactory rating are undetermined and will vary by district. Although expenses are unknown for this section, SDE anticipates that any expenses incurred can be managed within the districts' current budgets.

Code Section 59-18-1635

This section allows the State Superintendent to seek a state-of-education emergency declaration for a school that is chronically underperforming, has been denied accreditation, or has insufficient turnaround plan results. Once the State Superintendent determines that a state-of-education declaration is justified, the State Board of Education must meet to approve or disapprove of the declaration. Upon approval of a state-of-education emergency declaration, the State Superintendent must notify the district superintendent, local school board, local legislative delegation, and Governor and must also assume management of the school. The district superintendent and members of the local district board may appeal the State Board of Education's approval of the declaration to the Administrative Law Court within ten business days of receipt of the notice of the declaration. Once a school that is subject to a state-of-education emergency declaration has met targets identified in the revised strategic plan for sustained improvement for a minimum of three consecutive years, the State Superintendent must submit such documentation to the State Board of Education. SDE, in consultation with the district and local board of trustees, must develop a transition plan and timeline for returning management of the school to the district upon an affirmative vote by the State Board of Education to end the state-of-education emergency declaration.

Local School Districts. SDE indicates that this section could have an undetermined expenditure impact on local school districts if districts appeal the State Board of Education's declaration decision. Legal expenses would vary and will depend upon the number of appeals, attorney costs, and the length of time of the appeal process.

Code Section 59-18-1640

This section allows the State Superintendent to seek a state-of-education emergency declaration in a district that is identified as underperforming for three consecutive years, has been denied accreditation, has insufficient turnaround plan results, or is classified as being in a fiscal

emergency status. Once the State Superintendent determines that a state-of-education declaration is justified, the State Board of Education must meet to approve or disapprove of the declaration. Upon approval of a state-of-education emergency declaration, the State Superintendent must notify the State Board of Education, the district superintendent, local school board, local legislative delegation, and Governor and must also assume management of the district. The district superintendent and members of the local district board may appeal the State Board of Education's approval of the declaration to the Administrative Law Court within ten business days of receipt of the notice of the declaration. Upon approval by the State Board of Education of a state-of-education emergency declaration, the local district board of trustees is dissolved. The State Superintendent must assume authority and responsibilities of the district superintendent and the local board of trustees until district management is transitioned to an appointed interim local district board of trustees.

Once a district that is subject to a state-of-education emergency declaration has met targets identified in the revised strategic plan for sustained improvement for a minimum of three consecutive years, the State Superintendent must submit such documentation to the State Board of Education. The State Board of Education must approve that an interim local district board of trustees be appointed. The interim local district board of trustees must consist of five members with one member appointed by the Governor, one member appointed by the local legislative delegation, and three members appointed by the State Superintendent in consultation with the local legislative delegation. All appointees must be residents of the school district for which the interim appointments are being made. The appointing authority must take certain factors into account, so as to represent all segments of the population of the affected district. The interim local school board must serve for a minimum of three years.

SDE, in consultation with the district and interim board, must develop a transition plan and timeline for returning management of the district to a local board of trustees upon an affirmative vote by the State Board of Education to end the state-of-education emergency declaration. Local district board of trustees members will be elected or appointed pursuant to statutory requirements, beginning with the next regularly scheduled election. The state-of-education emergency declaration must expire, and the powers and duties of the district superintendent and local district school board of trustees are restored upon the swearing in of a new local district board of trustees. A district in a state-of-education emergency declaration must have its fiscal authority relating to taxing authority and levying millage transferred to its county council until the declaration is lifted, notwithstanding any other provision of law. County council may not exceed millage limitations established pursuant to Section 6-1-30 or otherwise established prior to the state-of-education emergency declaration.

Local School Districts. SDE indicates that this section could have an undetermined expenditure impact on local school districts if districts appeal the State Board of Education's declaration decision. Legal expenses would vary and will depend upon the number of appeals, attorney costs, and the length of time of the appeal process.

Local Revenue

N/A



Frank A. Rainwater, Executive Director