

Final ADEPT Results 2008–09



South Carolina
Department of Education

Together, we can.

**Issued by the
Division of Educator Quality and Leadership
South Carolina Department of Education
Columbia, South Carolina**

**Jim Rex, PhD
State Superintendent of Education**

Introduction

Effective educators are competent, caring professionals who have a significant and lasting impact on student learning and achievement.

South Carolina's Assisting, Developing, and Evaluating Professional Teaching (ADEPT) system is designed to promote teacher effectiveness in two ways. First, through the assistance and professional development processes, emphasis is placed on continuous quality improvement. Secondly, during the formal evaluation process, the focus shifts to quality assurance. In combination, these two components help ensure that teachers in South Carolina are competent, caring, and effective.

ADEPT is a success-based system. It is expected that, given adequate and appropriate preparation and support during their teacher education and induction programs, most teachers will meet the formal evaluation criteria and will continue to increase their knowledge and expertise throughout the entirety of their teaching careers.

The following tables summarize the ADEPT evaluation results¹ for teachers² at each contract level. Explanations of the teacher contract levels and the ADEPT processes appear later in this report. Because teachers who are employed under a letter of agreement do not fall under the ADEPT system, they are not included in the overall totals. As information, 2,138 teachers were employed under a letter of agreement during the 2008–09 academic year.

Data for this report were submitted electronically by school districts via the ADEPT Data System (ADS) beginning with the 2002–03 academic year. The Professional Certified Staff (PCS) system was used to collect these data prior to 2002–03.

¹ Percentages for some academic years total slightly more or less than 100 percent due to the fact that all percentages are rounded to the nearest whole number.

² Throughout this report, the term *teachers* refers to classroom-based teachers, library media specialists, school guidance counselors, and speech-language therapists.

**TEACHERS EMPLOYED UNDER INDUCTION CONTRACTS
FORMATIVE ASSESSMENT**

Academic Year	Total Number of Teachers Reported	Number and Percentage of Teachers			
		Met ADEPT Standards	Did Not Meet ADEPT Standards	ADEPT Cycle Incomplete	ADEPT Results Not Reported
2008–09	3,258	2,981 (91%)	151 (5%)	105 (3%)	21 (1%)
2007–08	3,543	3,141 (89%)	154 (4%)	84 (2%)	164 (5%)
2006–07	3,515	3,107 (88%)	162 (5%)	95 (3%)	151 (4%)
2005–06	3,346	3,076 (92%)	145 (4%)	86 (3%)	39 (1%)
2004–05	3,017	2,699 (89%)	112 (4%)	72 (2%)	134 (5%)
2003–04	2,192	1,547 (70%)	124 (6%)	64 (3%)	457 (21%)
2002–03	2,651	2,154 (81%)	127 (5%)	74 (3%)	296 (11%)
2001–02	2,903	2,791 (96%)	112 (4%)	No data	No data
2000–01	3,017	2,957 (98%)	60 (2%)	No data	No data
1999–2000	3,228	3,115 (97%)	113 (3%)	No data	No data
1998–99	2,452	2,398 (98%)	54 (2%)	No data	No data

**TEACHERS EMPLOYED UNDER PROVISIONAL CONTRACTS
FORMAL EVALUATION**

Academic Year	Total Number of Teachers Reported	Number and Percentage of Teachers			
		Met ADEPT Standards	Did Not Meet ADEPT Standards	ADEPT Cycle Incomplete	ADEPT Results Not Reported
Provisional contracts were discontinued following the 2004–05 school year and are no longer issued.					
2004–05	105	85 (81%)	9 (9%)	3 (3%)	8 (7%)
2003–04	159	125 (79%)	5 (3%)	14 (9%)	15 (9%)
2002–03	275	216 (79%)	12 (4%)	20 (7%)	27 (10%)
2001–02	223	207 (93%)	16 (7%)	No data	No data
2000–01	130	120 (92%)	10 (8%)	No data	No data
1999–2000	190	169 (89%)	21 (11%)	No data	No data
1998–99	234	221 (95%)	13 (5%)	No data	No data

**TEACHERS EMPLOYED UNDER ANNUAL CONTRACTS
FORMAL EVALUATION 1**

Academic Year	Total Number of Teachers Reported	Number and Percentage of Teachers			
		Met ADEPT Standards	Did Not Meet ADEPT Standards	ADEPT Cycle Incomplete	ADEPT Results Not Reported
2008–09	4,377	3,926 (90%)	190 (4%)	151 (3%)	110 (3%)
2007–08	4,415	4,007 (91%)	209 (5%)	141 (3%)	58 (1%)
2006–07	4,096	3,573 (87%)	194 (5%)	164 (4%)	165 (4%)
2005–06	3,657	3,310 (91%)	164 (4%)	154 (4%)	29 (1%)
2004–05	2,766	2,412 (87%)	151 (5%)	104 (4%)	99 (4%)
2003–04	2,851	2,336 (82%)	143 (5%)	77 (3%)	295 (10%)
2002–03	3,166	2,711 (86%)	130 (4%)	57 (2%)	268 (8%)
2001–02	3,200	3,013 (94%)	187 (6%)	No data	No data
2000–01	3,268	3,212 (98%)	56 (2%)	No data	No data
1999–2000	3,186	3,115 (98%)	71 (2%)	No data	No data
1998–99	2,659	2,632 (99%)	27 (1%)	No data	No data

**TEACHERS EMPLOYED UNDER ANNUAL CONTRACTS
FORMAL EVALUATION 2**

Academic Year	Total Number of Teachers Reported	Number and Percentage of Teachers			
		Met ADEPT Standards	Did Not Meet ADEPT Standards	ADEPT Cycle Incomplete	ADEPT Results Not Reported
2008–09	194	162 (84%)	13 (7%)	12 (6%)	7 (3%)
2007–08	303	264 (87%)	19 (6%)	15 (5%)	5 (2%)
2006–07	236	181 (77%)	15 (6%)	17 (7%)	23 (10%)
2005–06	156	125 (80%)	2 (1%)	14 (9%)	15 (10%)
2004–05	303	255 (84%)	11 (4%)	20 (7%)	17 (5%)
2003–04	425	346 (81%)	18 (4%)	26 (6%)	35 (8%)
2002–03	370	310 (84%)	18 (5%)	15 (4%)	27 (7%)
2001–02	163	149 (91%)	14 (9%)	No data	No data
2000–01	144	133 (92%)	11 (8%)	No data	No data
1999–2000	122	111 (91%)	11 (9%)	No data	No data
1998–99	103	100 (97%)	3 (3%)	No data	No data

**TEACHERS EMPLOYED UNDER ANNUAL CONTRACTS
DIAGNOSTIC ASSISTANCE**

Academic Year	Total Number of Teachers Reported	Number and Percentage of Teachers			
		Met ADEPT Standards	Did Not Meet ADEPT Standards	ADEPT Cycle Incomplete	ADEPT Results Not Reported
2008-09	450	366 (81%)	44 (10%)	16 (4%)	24 (5%)
2007-08	443	380 (86%)	22 (5%)	21 (5%)	20 (5%)
2006-07	420	365 (87%)	17 (4%)	19 (5%)	19 (5%)
2005-06	362	303 (84%)	26 (7%)	26 (7%)	7 (2%)
2004-05	14	13 (93%)	1 (7%)	0 (0%)	0 (0%)
The General Assembly approved the diagnostic assistance process for annual-contract teachers in 2004.					

**TEACHERS EMPLOYED UNDER ANNUAL CONTRACTS
INFORMAL EVALUATION (GBE)**

Academic Year	Total Number of Teachers Reported	Number and Percentage of Teachers			
		Met ADEPT Standards	Did Not Meet ADEPT Standards	ADEPT Cycle Incomplete	ADEPT Results Not Reported
2008-09	2,227	2,135 (96%)	15 (1%)	30 (1%)	47 (2%)
2007-08	1,933	1,797 (93%)	9 (1%)	28 (1%)	99 (5%)
2006-07	1,510	1,308 (87%)	9 (1%)	59 (4%)	134 (9%)
2005-06	864	775 (90%)	6 (1%)	27 (3%)	56 (6%)
2004-05	220	206 (94%)	4 (2%)	5 (2%)	5 (2%)
The General Assembly approved the GBE process for annual-contract teachers in 2004.					

**TEACHERS EMPLOYED UNDER CONTINUING CONTRACTS
FORMAL EVALUATION**

Academic Year	Total Number of Teachers Reported	Number and Percentage of Teachers			
		Met ADEPT Standards	Did Not Meet ADEPT Standards	ADEPT Cycle Incomplete	ADEPT Results Not Reported
2008-09	443	310 (70%)	81 (18%)	36 (8%)	16 (4%)
2007-08	443	329 (74%)	74 (17%)	30 (7%)	10 (2%)
2006-07	672	471 (70%)	100 (15%)	32 (5%)	69 (10%)
2005-06	658	504 (77%)	94 (14%)	53 (8%)	7 (1%)
2004-05	720	382 (53%)	109 (15%)	35 (5%)	194 (27%)
2003-04	580	387 (67%)	92 (16%)	30 (5%)	71 (12%)
2002-03	637	491 (77%)	93 (15%)	9 (1%)	44 (7%)

The SC Department of Education began collecting data in this category in 2002-03.

**TEACHERS EMPLOYED UNDER CONTINUING CONTRACTS
INFORMAL EVALUATION (GBE)**

Academic Year	Total Number of Teachers Reported	Number and Percentage of Teachers			
		Met ADEPT Standards	Did Not Meet ADEPT Standards	ADEPT Cycle Incomplete	ADEPT Results Not Reported
2008-09	42,268	42,069 (99%)	86 (<1%)	81 (<1%)	32 (<1%)
2007-08	41,058	40,715 (99%)	56 (<1%)	110 (<1%)	177 (<1%)
2006-07	40,713	40,350 (99%)	68 (<1%)	192 (<1%)	103 (<1%)
2005-06	41,484	40,932 (99%)	131 (<1%)	360 (1%)	61 (<1%)
2004-05	41,722	41,533 (99%)	89 (<1%)	100 (<1%)	0 (0%)
2003-04	41,371	40,686 (98%)	69 (<1%)	73 (<1%)	543 (1%)
2002-03	44,509	43,915 (99%)	69 (<1%)	68 (<1%)	457 (1%)
2001-02	38,892	38,367 (99%)	525 (1%)	No data	No data
2000-01	36,424	36,386 (99%)	38 (1%)	No data	No data
1999-2000	39,376	39,320 (99%)	56 (1%)	No data	No data

The SC Department of Education began collecting data in this category in 1999-2000.

STATEWIDE TOTALS (ALL TEACHER CONTRACT LEVELS)

Academic Year	Total Number of Teachers Reported	Number and Percentage of Teachers			
		Met ADEPT Standards	Did Not Meet ADEPT Standards	ADEPT Cycle Incomplete	ADEPT Results Not Reported
2008-09	53,217	51,949 (97%)	580 (1%)	431 (1%)	257 (1%)
2007-08	52,227	50,719 (97%)	545 (1%)	430 (1%)	533 (1%)
2006-07	51,848	49,983 (96%)	579 (1%)	621 (1%)	665 (1%)
2005-06	50,601	49,093 (97%)	572 (1%)	722 (1%)	214 (1%)
2004-05	48,947	47,655 (97%)	490 (1%)	345 (1%)	457 (1%)
2003-04	47,578	45,427 (95%)	451 (1%)	284 (1%)	1416 (3%)
2002-03	51,608	49,797 (96%)	449 (1%)	243 (<1%)	1119 (2%)
2001-02	45,331	44,477 (98%)	854 (2%)	No data	No data
2000-01	42,983	42,808 (99%)	175 (1%)	No data	No data
1999-2000	46,102	45,830 (99%)	272 (1%)	No data	No data
1998-99	5,448	5,351 (98%)	97 (2%)	No data	No data

Explanation of Teacher Contract Levels and ADEPT Processes

Induction contracts are issued to teachers who hold valid South Carolina teaching certificates and have less than one year of teaching experience. During this induction year, beginning teachers participate in activities designed to facilitate their successful transition into professional practice. Novice teachers also receive support, assistance, and feedback from mentors, building administrators, and other experienced and novice teachers.

Provisional contracts were phased out during the 2004–05 school year and replaced with diagnostic assistance during an annual-contract year, per the amended ADEPT statute (S.C. Code Ann. § 59-26-40).

Annual contracts are issued to teachers who have completed an induction-contract year. Teachers may have up to four annual contracts. The following ADEPT processes apply to annual-contract teachers:

- ◆ *Formal evaluation.* During the formal (summative) evaluation process, districts must adhere to standardized procedures (e.g., multiple evaluators; multiple sources of data; collection of data over time; documentation of evidence; maximum validity, reliability, and freedom from bias) in order to make summative, consensus-based judgments about teachers' performance with regard to the state's professional teaching standards (i.e., ADEPT Performance Standards).

Teachers must successfully complete a formal evaluation at the annual-contract level in order to be eligible to advance to a professional teaching certificate.

Teachers who fail formal evaluation for the second time at the annual-contract level are automatically suspended from teaching in any public school in this state for a minimum of two years. Additionally, these teachers must complete a state-approved program of remediation in order to have their teaching certificates reinstated.

- ◆ *Diagnostic assistance.* Annual-contract teachers are eligible to receive one year of diagnostic assistance, if needed. The purpose of diagnostic assistance is to support promising teachers who require additional help either after their induction year or after their first unsuccessful formal evaluation. Additionally, teachers from out of state or from a nonpublic school setting who have more than one year of teaching experience are eligible to receive a year of diagnostic assistance, at the discretion of the school district, in order to become familiar with the district and/or the ADEPT system prior to their formal evaluation. During the diagnostic assistance year, mentors, administrators, and peers provide support, assistance, and/or feedback tailored to meet the specific needs of each teacher.

- ◆ *Informal evaluation—also known as goals-based evaluation, or GBE.* For experienced, effective educators, the focus of GBE is on professional collaboration and inquiry in order to increase teaching effectiveness. Educators for whom performance weaknesses have been documented over time collaborate with their respective administrators to develop and implement individualized performance goals and professional development plans. At the annual-contract level, GBE applies primarily to alternative certification (PACE) teachers, career and technology education (CATE) teachers, and international teachers who have successfully completed a formal evaluation during a previous annual-contract year but who have not yet completed all other requirements for a professional teaching certificate.

Continuing contracts are issued to teachers who have successfully completed all requirements for a professional teaching certificate. Teachers at the continuing-contract level have full procedural due process rights relating to employment and dismissal. All teachers employed under continuing contracts must be evaluated on a continuous basis; the evaluation may be formal or informal (refer to the explanations above), at the discretion of the district, based on each teacher's needs and previous performance.

Flow Chart: Contract Types, ADEPT Processes, and District Options

