

2007-08

Report on the
South Carolina
Retraining Grant
Program

**REPORT
2006-2007 RETRAINING GRANT PROGRAM**

STATUTORY PROVISIONS

The Education Accountability Act of 1998 (§59-18-1560) establishes grant programs for schools designated as Below Average or Unsatisfactory:

The State Board of Education, working with the Accountability Division and the Department of Education, must establish grant programs for schools designated as below average and for schools designated as unsatisfactory. A school designated as below average will qualify for a grant to undertake any needed retraining of school faculty and administration once the revised plan is determined by the State Department of Education to meet the criteria on high standards and effective activities. A school designated as unsatisfactory will qualify for the grant program after the State Board of Education approves its revised plan. A grant or a portion of a grant may be renewed annually over the next three years, if school and district actions to implement the revised plan continue. Should student performance not improve, any revisions to the plan must meet high standards prior to renewal of the grant. The revised plan must be reviewed by the district and board of trustees and the State Department of Education to determine what other actions, if any, need to be taken. A grant may be extended for up to two additional years, if the State Board of Education determines it is needed to sustain academic improvement. The funds must be expended based on the revised plan and according to criteria established by the State Board of Education. Prior to extending any grant, the Accountability Division shall review school expenditures to make a determination of the effective use of previously awarded grant funds. If deficient use is determined, those deficiencies must be identified, noted, and corrective action taken before a grant extension will be given.

Provisos regarding the Retraining Grant Program have been in the appropriations acts beginning with Fiscal Year 2001-02. Pertinent provisos included in the Appropriations Act for FY2007 were:

1A.44. (SDE-EIA: Technical Assistance) Notwithstanding any other provision of law, and in order to best meet the needs of low-performing schools, funds appropriated for homework centers, teacher specialists, principal specialists, retraining grants, technical assistance to below average schools, and principal leaders must be allocated accordingly. Schools receiving an absolute rating of below average must submit to the Department of Education a school renewal plan that includes actions consistent with each of the alternative researched-based technical assistance criteria as approved by the Education Oversight Committee and the Department of Education. Upon approval of the plans by the Department of Education and the State Board of Education, the school will receive an allocation of not less than \$75,000, taking into consideration the enrollment of the schools. The funds must be expended on strategies and activities as expressly outlined in the school renewal plan which may include, but are not limited to, professional development, the Teacher Advancement Program (TAP), homework centers, diagnostic testing, supplement health and social services, or comprehensive school reform efforts. The schools will work with the Department of Education to broker the services of technical assistance personnel

as needed and as stipulated in the school renewal plan. Funds not expended in the current fiscal year may be carried forward and expended for the same purpose in the next fiscal year.

Schools receiving an absolute rating of unsatisfactory will be provided an external review team evaluation. Based upon the external review team evaluation, the schools must submit to the Department of Education a school renewal plan that includes actions consistent with the alternative research-based technical assistance criteria as approved by the Education Oversight Committee and the Department of Education. Upon approval of the plan by the Department of Education and the State Board of Education, the schools will receive an allocation of not less than \$250,000, taking into consideration the enrollment of the schools and the recommendations of the external review team. The funds must be expended on strategies and activities as expressly outlined in the school renewal plan which may include, but are not limited to, professional development, the Teacher Advancement Program (TAP), homework centers, diagnostic testing, supplement health and social services, or comprehensive school reform efforts. The schools will work with the Department of Education to broker the services of technical assistance personnel as needed and as stipulated in the school renewal plan. Funds not expended in the current fiscal year may be carried forward and expended for the same purpose in the next fiscal year.

With the funds appropriated to the Department of Education for technical assistance services, the department will assist schools with an absolute rating of unsatisfactory or below average in designing and implementing school renewal plans and in brokering for technical assistance personnel as needed and as stipulated in the school renewal plan. In addition, the department must monitor the expenditure of funds and the academic achievement in schools receiving these funds and report to the General Assembly and the Education Oversight Committee by January 1 of 2007 and then by January 1 of each fiscal year following as the General Assembly may direct.

and

1A.47. (SDE-EIA: XI.A.4-Retraining Grants) Funds appropriated for retraining grants in the prior fiscal year may be retained and expended during the current fiscal year by the schools that were awarded the grants during the prior fiscal year for the same purpose. Funds appropriated for Retraining Grants may be used for training for superintendents and school board members. Beginning with the 2004 annual school report card, a school initially designated as unsatisfactory or below average on the current year's report card must receive by January 1, \$10,000 from the funds appropriated for Retraining Grants and must expend the funds for planning purposes in accordance with Section 59-18-1560. The school is then eligible to receive additional retraining grant allocations in the following three school years in accordance with Section 59-18-1560 provided that the school meets the guidelines developed by the Department. A school designated as unsatisfactory or below average for consecutive years may combine the additional retraining grants allocations and homework center allocations for professional development or for extended school day in accordance with the school's improvement plan. Furthermore, any school that does not provide the evaluation information necessary to determine effective use as required by Section 59-18-1560 is not eligible to receive additional funding until the requested data is provided as outlined in the program guidelines.

Proviso 1A.47 was removed in the 2008 Fiscal Year appropriations bill and replaced by portions of proviso 1A.42. The pertinent portion of the proviso states:

1A.42. (SDE-EIA: Technical Assistance) Notwithstanding any other provision of law, and in order to best meet the needs of low-performing schools, funds appropriated for technical assistance to schools with an absolute rating of below average or unsatisfactory on the most recent annual school report card must be allocated accordingly. First, a school initially designated as unsatisfactory or below average on the current year's report card must receive by January 1, up to \$10,000 from the funds appropriated for technical assistance and must expend the funds for planning purposes in accordance with Section 59-18-1560 of the 1976 Code. Furthermore, any school that does not provide the evaluation information necessary to determine effective use as required by Section 59-18-1560 of the 1976 Code, is not eligible to receive additional funding until the requested data is provided. . . .

OVERVIEW OF THE PROGRAM

The history of the Retraining Grant program has been chronicled in previous reports that can be viewed at http://www.sceoc.com/PDF/Retraining_Grant_Program_2003_04_Final_Report.pdf and <http://www.sceoc.com/PDF/reports/Retrainingstudy2005.pdf>. The academic year 2006-07 was the eighth year of the program and the sixth year that awarding of a Retraining Grant was based on the Absolute report card rating. Awarding of the money changed, however, and instead of receiving a monetary appropriation based on the number of certificated personnel in the school, the Retraining Grant funds were combined with other technical assistance funds and appropriated to schools as a lump sum appropriation. Administration of the program, in its altered form, remained the responsibility of the Office of School Quality in the South Carolina Department of Education (SCDE).

**Table 1
Statistical History of the Program**

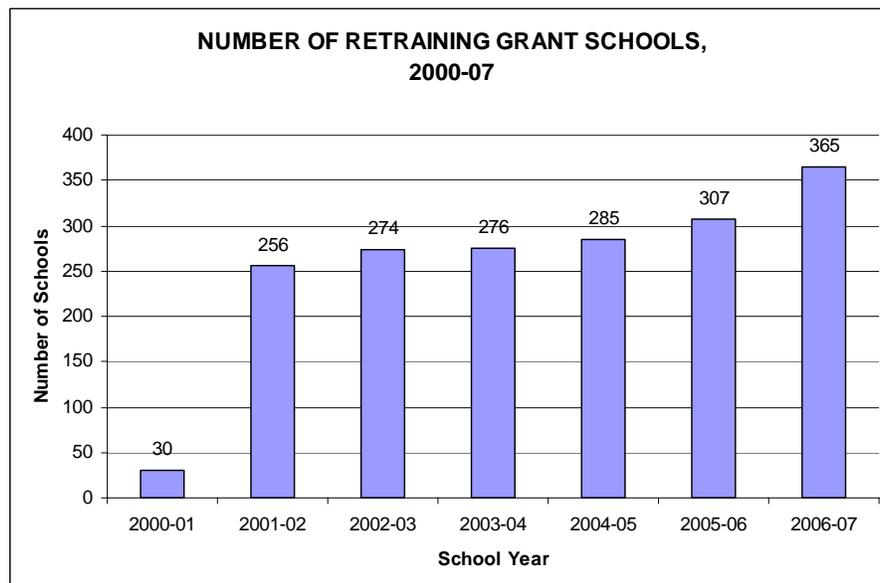
Fiscal Year	Appropriation	# of schools	Amount per certificated staff
1998-1999	\$750,000	30	\$838.04
1999-2000	\$750,000	30	\$838.04
2000-2001	\$750,000	30	\$838.04
2001-2002	\$4,875,000	256	\$500 Unsatisfactory Schools \$330 Below Average Schools
2002-2003	\$9,265,645	271	\$550
2003-2004	\$9,265,645	276	\$550
2004-2005	\$7,460,500	285	\$450 / \$10,000 planning grant for new schools
2005-2006	\$5,565,000	307	\$450 / \$10,000 planning grant for new schools
2006-2007	\$6,144,000	365	Money for schools from 2005-06 included in Appropriation for Below Average and Unsatisfactory schools re Proviso 1A.44, (now proviso 1A.42). \$10,000 planning grant for new schools identified by 2006 report card

* Number of schools receiving planning grant TBD after appeals from schools and districts are completed.

Prior to 2001-02, schools that received Retraining Grants were located in the seven school districts that were listed as “impaired.” Since 2001, schools that receive an Absolute rating of Unsatisfactory or Below Average on the annual school report card automatically qualify for the program. The statistical evolution of the program is outlined in Table 1 above.

Consolidation and/or closing of schools have led to fluctuations in the number of schools continuing from year to year. Until the 2005-06 school year, however, no school had been removed from the list due to improvement. As part of the report on the program for the 2003-04 academic year, the recommendation was made that 39 schools identified as Unsatisfactory or Below Average on the 2001 report card no longer receive Retraining Grant funds after the 2004-05 academic year because they had received Absolute ratings of Average or above on three consecutive report cards from 2002-2004. The recommendation was adopted by the SCDE and 39 schools exited the program at the beginning of the 2005-06 academic year.

In the report on the Retraining Grant Program for 2002-03, the recommendation was made that the “Criteria to determine the eligibility of schools that receive an absolute rating of average or above after the third year in the program should be determined prior to the end of the 2003-04 school year by the Accountability Division in consultation with the State Department of Education (SDE).” After meeting with the representatives of the Office of School Quality at the SCDE, staff from the EOC and the SCDE agreed that all schools in the third year of the program, regardless of their absolute report card rating in 2004, would need to apply for the possible two year extension. The Office of School Quality designed an extension process and notified all schools of the necessary procedures to obtain an extension. Essentially, the criteria for an extension included a formal request for an extension and a pledge of assurance that deficiencies identified in the use of the retraining funds in previous reports would be corrected. A school was required to file an updated School Renewal Plan as part of the annual extension process. An issue that had to be addressed by the end of the 2005-06 academic year was the status of all schools that entered the program as a result of the 2001 report card; the three year initial grant period and the two year maximum extension period ended with the end of the academic year. At the end of the 2005-06 school year, and partly as a response to Proviso 1A.44, 53 schools whose Absolute rating in 2005 was Average or above were dropped from the technical assistance program for 2006-07. Thus, of the 307 schools that received retraining grant funds in 2005-06, 254 received technical assistance funds, of which retraining grant funds are a part, for the 2006-07 school year.



Since 2001-02, the SCDE Office of School Quality has distributed \$29,980,509 to the eligible schools; \$4,268,039 in 2001-02, \$6,621,670 in 2002-03, \$6,826,655 in 2003-04, \$5,616,150 in 2004-05, \$5,537,995 in 2005-06, and \$1,110,000 in 2006-07. Appendix A contains information on the schools receiving funds since 2001-02. According to the responses from the schools to the survey conducted by the Accountability Division over the past five years, and from data obtained from SCDE fiscal audits through the 2005-06 fiscal year, the schools have spent at least \$ \$28,776,968 on retraining grant activities, or 95.9 percent of the distributed funds. This figure is incomplete because fifteen schools did not report how they spent the money during the 2002-03 school year, and the vast majority of the funds distributed in 2006-07 through planning grants was unspent because the money was not sent to the schools until April 15, 2007. It also does not necessarily include the money transferred by school districts from the program to other activities through the flexibility provision, and at least \$93,540.45 has been returned to the SCDE from districts unable to spend the money within two years. See Table 2 for further detail.

Table 2
Retraining Grant funds returned to the SCDE from 2003-04 and 2004-05

District	\$ Amount Returned	\$ Total Appropriated	% Returned
Aiken	\$3,297.72	\$163,160	2.02
Anderson 5	\$14,137.00	\$52,550	26.9
Barnwell 19	\$26,259.39	\$60,550	43.37
Chester	\$22,646.91	\$213,430	10.61
Chesterfield	\$292.12	\$69,725	.42
Jasper	\$16,499.00	\$230,000	7.17
Kershaw	\$7,550.00	\$80,900	9.33
Marion 1	\$9.31	\$113,775	.01
Richland 1	\$2,849.00	\$942,970	.30

The percent spent is up from 88% spent through the 2005-06 school year, primarily because only \$1,110,000 in new money was distributed through the program in 2006-07. Monies carried forward by schools from 2005-06 were expended during 2006-07 school year, but the amount that must be returned to the state because it was not spent has yet to be determined through the annual audit process. The 2006-07 distribution did not occur until April because SCDE had set aside funding for only 27 schools, and funding for 111 schools was needed. Rather than distribute \$270,000 among the 111 schools (\$2,432.43 per school) while additional funds were located, SCDE decided to not disseminate any funding until the full \$10,000 could be provided to each school. Once the funding was located, the distribution occurred, but school were unable to expend the funds for their purpose – helping determine the School Renewal Plan – as the plans were due to SCDE on or before April 30, 2007. The delayed distribution follows the 2005-06 glitch where SCDE transferred the money to the school districts in January 2006, but the schools did not receive notification that the money was available from the Office of School Quality; most schools did not realize they received the money until they were contacted by the Accountability Division for an explanation of how the money was spent. The vast majority of the funding from 2005-06 planning grants was carried forward to 2006-07.

Additionally, the fact that schools have professional development money from other sources complicates the ability to spend all of the retraining grant funds. The retraining grant funds are to supplement, not supplant existing district funds, thus the district funds are to be expended as well. Some schools receive Title I funds. Of the 365 schools that received retraining grants in 2006-07, 231 received Title I professional development funds. Professional development enhancement monies from the lottery and funds from reading initiatives have further complicated the ability of schools to expend the retraining grant funds. Additionally, the record keeping for the different revenue sources may not be the responsibility nor available at the

school level. In fact, SCDE does not have information on which schools carry forward retraining grant funds – the money is carried forward under the district name only. Finally, it is probable that some of the retraining grant schools simply have resources or access to services beyond what they can reasonably utilize during a given year.

PROCEDURES FOR THE REVIEW

The Accountability Division has relied on information from several sources to complete this and previous retraining grant studies. From the South Carolina Department of Education (SCDE) the “Guidelines for the Retraining Assistance Grants for School Faculty and Administration” (see Appendix B) and copies of the School Renewal Plans approved by SDE for each qualifying school have been consulted. Previous reports prepared by the Accountability Division on the Retraining Grant Program for school years 1998-99 through 2005-06 also were reviewed. In addition, academic achievement data as reported on the annual school report cards for the 2006-07 school year will be reviewed after the release of the annual school report cards. In previous years responses to an on-line questionnaire co-authored by the Education Oversight Committee (EOC) and SDE staffs and administered by the EOC staff comprised the bulk of the remaining information studied over the years (see Appendix C for a copy of the last survey conducted). The on-line survey included information regarding amount of funds spent, the number of teachers and administrators served and explanations of the use of funds. The survey also gathered important demographic information on the school, including the length of service at the school by the principal and the teachers, the education level of both groups, and the years of experience of both groups. Finally, the survey gathered information from the principal on the benefits of the Retraining Grant Program, support for the program from the superintendent and school board, and the availability of funding and consultant services. The survey was not conducted in the spring of 2007 as in previous years for several reasons: schools continuing to receive technical assistance did not receive specific allocations of retraining grant funds since those funds were part of the lump sum technical assistance grant; SCDE could not provide information on which schools carried forward retraining grants funds; and the schools receiving the planning grants did not receive the appropriation until it was too late to use the funds for their intended purpose. And, in the future, the expenditure of Retraining Grant planning grants will become part of the overall review of technical assistance programs.

Schools and district offices were asked to review the information in a preliminary report and provide feedback and supporting information for data considered incorrect or incomplete. School and district officials had until December 19, 2006 to submit pertinent additional information on the 2005-06 report. This is the final report for 2007.

The survey mentioned above was sent to each school receiving Retraining Grant funds. Principals and superintendents received notification of the need to complete the survey during May of each year. Available on-line, principals initially had six weeks to complete the survey. By the end of the allotted time, just over ninety percent of the principals had completed the survey. The deadline was extended for two additional weeks. During the last two years of the program, information from all schools had been received on all parts of the survey. The 100 percent response rate probably was influenced by an amendment to proviso 1A.47 of the Appropriations Act of 2004 and continued in the Appropriations Acts of 2005 and 2006. The amendment read: “. . . Furthermore, any school that does not provide the evaluation information necessary to determine effective use as required by Section 59-18-1560 is not eligible to receive additional funding until the requested data is provided as outlined in the program guidelines.” During the life of the program only one school lost funding for failure to respond to the survey in its entirety.

The survey consisted of five parts. The first part was essentially a registration area where the school name, principal's name, amount of grant awarded, amount of grant spent, and similar

questions were asked. Portions of part one, including the school's BEDS code and the amount of the grant from the state for the previous two years, were preloaded to assist the principal in completing the survey. Principals logged on to the survey using their BEDS code in order to match the respondent to the school. A respondent was required to complete part one of the survey in order to proceed with the remainder of the survey. One question in part one of the survey asked principals if any of the funds were used flexibly, and if so, how much. Eight percent of schools reported spending some of the available funds flexibly, while ninety-two percent stated no funds were spent flexibly. All total, for the two years that flexibility was allowed, \$237,140 of the \$11,174,145 (2.1 percent) was spent flexibly, according to self reported data. The funds diverted were diverted to the operation of homework centers under the provisions in Proviso 1A.47 that allowed schools to combine retraining grant funds and homework center funds as needed.

Part two of the survey requested information on the principal. The questions included information on the educational level of the principal, years of experience as a principal and in education as a whole, and information on how long the principal had been at the school. Information on the principal was requested in order to track the stability and experience of the leadership at the school. It should be noted that since inception of the program based on the Absolute rating, 79 percent of the principals at schools receiving retraining grants had been at the school five years or less; 14 percent of the principals had been at the school 6-10 years, and only seven percent had been at the school over ten years. While the vast majority of the principals had been at the school five years or less, half of the principals had been a principal somewhere for six or more years, and more than 95 percent of the principals had been educators for over ten years. On average, 10 percent of the principals changed each year.

Part three of the survey requested information on the certificated staff. Questions included information on the number of certificated staff positions at the school, number of non-certificated teachers at the school, number of teachers participating in the Teacher Loan Program, and educational level of the certificated staff. Information on teacher turnover, educational experience of the staff and longevity of the staff at the school also was collected in order to track teacher turnover at the school over the life of the grant. Teacher stability and educational level of the teaching staff was important to the potential success of the Retraining Grant Program, for if the staff of a school was constantly changing year after year, the long-term impact of the Retraining Grant Program at the school would be significantly reduced. Table 3 provides information on certification statistics at the schools receiving Retraining Grants between 2002-03 and 2005-06.

**Table 3
Teacher Certification**

Teaching Positions	Certified Teachers	Critical Needs	Out-of-field	% Certified
43,890	42,008	1,176	706	95.7

* Duplicated count.

Information from part three of the survey revealed important data. Of the teachers in the retraining grants schools, eight percent were in their first year of teaching and a total of 30% had five or fewer years teaching experience. Overall, half of the faculty of Retraining Grant schools had 10 or fewer years in education as a whole. Even more interesting is the fact that, of the teachers served by the program during the four year span for which complete data are available, an average of 50 percent had been at their present school five or fewer years. It is difficult to maintain school improvement when teacher turnover prevents sustained concentration on identified professional development activities. Continuity in the teaching staff is essential to the success of any professional development activity.

Tables 4 and 5
Retraining Grant Schools' Teacher Data
2002-03 through 2005-06

Years Teaching	Number 02-03 (%)	Number 03-04 (%)	Number 04-05 (%)	Number 05-06 (%)
First Year	881 (9)	720 (7)	875 (8)	1,038 (9)
1-5 Years	2,336 (23)	2,347 (23)	2,312 (21)	2,564 (21)
6-10 Years	1,955 (19)	1,865 (18)	2,132 (19)	2,367 (19)
11-15 Years	1,441 (14)	1,435 (14)	1,660 (15)	1,848 (15)
16+ Years	3,677 (36)	3,877 (38)	4,222 (38)	4,338 (36)

Years Teaching at that School	Number 02-03 (%)	Number 03-04 (%)	Number 04-05 (%)	Number 05-06 (%)
First Year	1,441 (14)	1,374 (13)	1,860 (17)	1,658 (14)
1-5 Years	3,923 (38)	3,827 (37)	3,768 (34)	3,999 (33)
6-10 Years	1,955 (19)	1,944 (19)	2,227 (20)	2,439 (20)
11-15 Years	1,132 (11)	1,152 (11)	1,368 (12)	1,417 (12)
16+ Years	2,139 (21)	1,947 (19)	1,978 (18)	2,642 (22)

One other fact from the teacher portion of the survey is interesting. Of the teachers served by the program over the four year span for which complete data are available, an average of 51.15 percent had a bachelors or a bachelors +18 certificate. Less than one percent of the staff possessed a doctorate. According to the 2006 report card, the median district in South Carolina has 50% of their teachers with advanced degrees, so the average percentage of faculty with advanced degrees at retraining grant schools was just below the average for the state.

Faculty turnover was an important issue. A section on teachers returning to their school was included in the survey beginning in 2004-05. Table 6 shows the teacher turnover rate for schools by Absolute rating over the two year period 2004-2006. Overall, the principals reported that they expected, at a minimum, 18 percent of the teachers to not return to their school.

Table 6
Teacher Turnover by School Rating

School Rating	Teaching positions	Teachers not Returning	Percentage not returning
Excellent	621	85	13.7
Good	2,306	280	12.1
Average	6,933	913	13.2
Below Average	10,930	2,172	19.9
Unsatisfactory	2,205	531	24.1
No rating	361	38	10.1
Total	23,356	4,019	17.2

* Schools with no rating are schools that received funds due to consolidation with schools receiving funds in the past, reconfiguration, or other documented change, but have not received a report card of its own.

Part four of the survey contained Likert scale questions focusing on five areas: the Retraining Grant Program, Funding, the Planning Process, Support for the Program, and General Information on the activities conducted. Respondents were asked to respond to 33 statements by choosing Strongly Agree, Agree, Undecided, Disagree, or Strongly Disagree from a pull down menu. Responses to the statements are contained in the table on the next page. The numbers presented are averages over the four years complete data is available.

**Table 7
Likert Scale Responses**

STATEMENTS	RESPONSES					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Undecided	Did Not Respond
Section I. The Program						
Teachers benefited from the program	78%	19%	<1%	<1%	2%	<1%
Teachers used in class what they learned	53%	42%	0%	1%	3%	1%
Teachers felt pressured by the program	5%	9%	55%	23%	7%	1%
Student achievement was affected positively	45%	44%	0%	<1%	10%	<1%
Staff responsibilities for activities were identified	49%	46%	<1%	<1%	3%	1%
The program fostered improved instruction	58%	37%	0%	<1%	4%	<1%
Procedures exist to evaluate effectiveness of the program based on student needs and state assessment scores	41%	51%	2%	<1%	5%	<1%
Procedures exist to evaluate effectiveness of the program based on the school's Parental Involvement Goal(s)	26%	52%	6%	1%	14%	1%
Section II. Funding						
Funding was available in a timely manner	58%	33%	4%	<2%	4%	<1%
Funding was available for innovative professional development	64%	32%	<1%	<1%	<2%	<1%
The program adequately supported the implementation of the SRP	65%	31%	<1%	<1%	1%	<1%
District procurement procedures did not hinder the process	45%	43%	6%	<2%	4%	<1%
SCDE procurement procedures did not hinder the process	52%	40%	<2%	<1%	5%	<1%
Consultant resources were available	48%	44%	1%	<1%	5%	1%
Section III. The Planning Process						
Guidelines for the Retraining Grant Program were clear	46%	47%	4%	<1%	3%	<1%
The SCDE Model Revision Process for the program is practical	38%	51%	2%	<1%	8%	<1%
SCDE assistance was available	47%	48%	<1%	<1%	4%	<1%
SCDE assistance was utilized	32%	53%	8%	<1%	6%	<1%
Timeline for the Retraining Grant did not hinder implementation	39%	49%	4%	1%	5%	<1%
Faculty were involved in the planning process	50%	46%	<2%	<1%	<2%	<1%
Section IV. Support						
The school board was supportive of the Retraining Grant activities	56%	38%	<1%	<1%	5%	<1%
The superintendent was supportive of the Retraining Grant activities	66%	30%	<1%	<1%	3%	<1%
GENERAL INFORMATION						
Professional development was scheduled to minimize teacher absences during class time	57%	37%	2%	<1%	2%	1%
Professional development was scheduled at times teachers could attend	60%	36%	<1%	<1%	2%	<2%
Each activity was evaluated for effectiveness throughout the year	37%	53%	3%	<1%	5%	1%
Teachers had adequate time to practice skills learned	42%	49%	2%	<1%	4%	1%
Professional development emphasized active participant involvement	59%	38%	<1%	<1%	2%	1%
Professional development activities were based on research	62%	35%	0%	<1%	2%	1%
Professional development activities were aligned with previous activities	54%	41%	<1%	<1%	3%	1%
Administrators participated in the professional develop. activities with teachers	63%	33%	<1%	<1%	2%	1%

The responses to the Likert scale questions bear some reflection. The results indicate that the principals believed the program did have a positive overall effect on their schools. Ninety-seven percent of respondents over the four years indicated that teachers benefited from the Retraining Grant Program and 95 percent responded that the teachers used what they learn through the program in class. Eighty-nine percent of respondents in believed that student achievement was positively affected by the program; and 95 percent believed that instruction was improved by what teachers learned through the program. The vast majority of respondents believed that local school boards and superintendents supported the activities held at the school through the program. Ninety-six percent of the principals agreed that professional development activities were scheduled so that teachers could participate and 94 percent stated that the activities were scheduled at times to minimize teacher absences from classes.

Two areas had less favorable results, according to the principals – the procurement processes of the school districts and SCDE and the evaluations process for each activity. Overall, almost 13 percent of the principals stated that district procurement practices hindered their expenditure of the money, and eight percent felt state procurement practices hindered their use of the money. In regards to evaluation of the activities planned and implemented, the principals believed that less than 78 percent of the activities helped them reach their school's parental involvement goals, and barely 90 percent felt that their activities were evaluated for effectiveness during the school year.

The overall positive responses of the principals raises an important question: If teachers were benefiting from the program and student achievement was being affected positively, why have the ratings data not shown improvement? Perhaps one answer is that the schools did not planning sufficient activities in all of the core disciplines, or in areas that affect the school ratings, like student retention (graduation rate). Or, perhaps the professional development activities conducted remained more traditional in nature and more innovative instructional measures were not introduced. Regardless of the answer, the principals viewed the program positively.

In the first years of the program the schools entering the program for the first time complained that the year was essentially over by the time they received their money after submitting and obtaining approval of their School Renewal Plan by SCDE by the end of April. With only two months left in the fiscal year, schools new to the program were unable to benefit from their allotment. Previous reports on the Retraining Grant Program highlighted this issue and in the 2002-03 report the recommendation was made that a "planning grant" be developed for schools new to the program during a given academic year. In the FY2005 budget, a proviso established a planning grant for schools new to the program and also preserved the full three year Retraining Grant Program for those same schools. Beginning with the 2004 annual school report card, a school initially designated as unsatisfactory or below average on the current year's report card was to receive by January 1, \$10,000 from the funds appropriated for Retraining Grants and was to expend the funds for planning purposes in accordance with Section 59-18-1560. The school was then eligible to receive additional retraining grant allocations in the following three school years in accordance with Section 59-18-1560 provided that the school meets the guidelines developed by the Department. Forty-eight schools received planning grants during the 2005-06 academic year but few made use of the money because most the principals did not know the money had been transferred from SCDE to the school district. Schools could not make efficient use of the money as they were unaware the money was available and the opportunity to use the money to develop a vibrant School Renewal Plan that would impact student achievement was lost. In 2006-07, 111 schools qualified for a planning grant, but the money was not transferred to the schools until mid April 2007. Once again the money was not used by the schools for its intended purpose, to assist the schools in developing their School Renewal Plans due at the end of April. Proviso 1A.42 retains the planning grant in the technical assistance program, but for the money to be of service to the schools, the money must be transferred to the schools by January 1, and the school must be notified that money has been distributed. Without the timely transfer and the appropriate communication of the transfer to the school, the usefulness of the planning grant is lost. The availability of funds must be rectified in the future so that schools new to the technical assistance program have an opportunity to sufficiently utilize the planning grant.

Part five of the survey requested information on the specific activities funded through the Retraining Grant Program. Respondents could provide up to seven different activities each year. Information requested on each activity included whether the activity was a continuation of an earlier activity. Respondents also provided information on the content area the activity addressed, the format of the activity, the objective or strategy the activity addressed from the

School Renewal Plan of the school, how many teachers and administrators participated in the activity, and what kind of follow-up was provided for the activity.

The number of activities reported by the schools in 2005-06 was 946, down from 976 in 2004-05, and down from 1,092 in 2003-04. In 2003-04, the average number of activities per school was just under four per school, in 2004-05 the average was just under three and a half, but in 2005-06, the average was just over three per school. Additional activities could have been initiated since the schools were limited to only seven activities, but only 129 schools reported initiating seven activities. Of the 3,014 activities, over 66.7 percent were continuations of the previous year's professional development activities. The attempt by many schools to continue implementation of previous activities is important because it takes three to five years to institutionalize procedures learned through professional development activities in the school. Changing activities too frequently has been a major criticism by educators of professional development initiatives in the past; they barely have a chance to learn about the activity before they are being asked to learn another, sometimes contradictory, teaching method. Care was given by the schools to make sure that professional development initiatives funded by the retraining grant program were fully implemented and institutionalized before new initiatives were started. Schools were also given the opportunity to report activities on which they continued implementation but on which the expenditure of money was not needed and many schools responded to the inquiry positively.

As part of the review of the Retraining Grant program, the activities submitted by the schools were analyzed for common topics or professional development activities beginning with the 2003-04 survey. Nine key areas for professional development were identified for analysis. The key areas were: reading, writing, mathematics, science, social studies, classroom management or discipline, best practices, curriculum alignment or development, and assessment and testing. The key areas are listed on the left hand side of the following table and the frequency by school level (elementary, middle, and high) follow. Schools that cover more than one level, such as a K-8 school or a 7-12 school were not separated but are part of the total column. Some activities reported by the schools count in more than one key area, such as when a school reports mathematics curriculum development or reading and writing across the disciplines. Though the analysis is not scientific, it provides a glimpse of the primary activities conducted under the Retraining Grant Program.

Table 8
Professional Development Topics

Key Area	Total 03- 04	Total 04- 05	Total 05- 06	Elem 03- 04	Elem 04- 05	Elem 05- 06	Mid 03- 04	Mid 04- 05	Mid 05- 06	High 03- 04	High 04- 05	High 05- 06
Reading	166	152	109	75	79	51	54	39	27	30	29	24
Writing	120	83	62	44	39	30	37	19	19	30	23	7
Mathematics	186	146	115	82	78	48	55	39	29	38	23	21
Science	58	49	73	21	24	36	22	13	17	12	11	8
Social Studies	27	23	27	9	14	15	11	3	10	5	5	2
Classroom Management	42	45	34	13	19	12	12	12	8	13	13	8
Best Practices	92	80	75	35	37	34	29	21	18	20	21	15
Curriculum Alignment	158	141	111	56	52	42	42	36	33	45	52	30
Assessment	101	76	66	27	31	29	42	20	21	27	25	12

For elementary and middle schools, the number of professional development activities reported for science and social studies is disproportionately less than activities for mathematics and language arts for all three years of the analysis. Perhaps in view of the impact of those disciplines on the Absolute ratings of the 2005, 2006 and 2007 report cards, schools should have provided additional activities that improve curriculum, instruction, and assessment in science and social studies.

Of the 307 schools receiving retraining grant funds in 2005-06, 200 schools remained from the first year of 2001-02. The number is smaller than the initial year because several schools have been consolidated or closed and 23 schools no longer received funds as a result of improved performance. Of the 200 schools:

- 82 were elementary schools, 78 were middle schools and 40 were high schools.
- 0 (16.8%) received an absolute rating of Below Average or Unsatisfactory in 2001, but on the five subsequent report cards issued in 2002, 2003, 2004, 2005 and 2006, they received a rating of Average or above.
- 12 (6%) were Unsatisfactory on all six report cards.
- 48 (24%) were Below Average on all six report cards.
- 48 (24%) fluctuated between Unsatisfactory and Below Average on the six report cards.
- 92 (46%) were rated Average or above at least once on the 2002, 2003, 2004, 2005 or 2006 report cards.

Table 9
Report Card Analysis of Schools Receiving Retraining Grants
2001-02 through 2005-06

Absolute rating	Total	Elementary Schools	Middle Schools	High Schools
Unsatisfactory all five report cards	12	0	8	4
Below Average all five report cards	48	17	27	4
Unsatisfactory or Below Average all five report cards	48	13	25	10
Average and above after 2001 report card	0	0	0	0
Fluctuating between Average and above and Unsatisfactory and Below Average	92	52	18	22
Total	200	82	78	40

The middle schools remain an area of concern; 60 of the 78 (76.9%) schools identified in 2001 as Below Average or Unsatisfactory have remained so, compared to 30 of 82 elementary schools (36.6%) and 18 of 40 high schools (45%).

On the 2005 report card 39 schools that scored Below Average or Unsatisfactory on the 2001 report card scored Average or above on each report card between 2003 and 2005. However, of the 39 schools that had received Absolute ratings of Average or above on each of the report cards between 2003 through 2005, fifteen dropped to Below Average or Unsatisfactory on the 2006 report card (eight elementary schools, six middle schools and one high school). The challenge to get out of the Retraining Grant Program and stay out remains high. Results for the 2007 report card are not available at this time.

The statute uses the phrase “effective use” to describe the use of the funds by the receiving schools. For purposes of the evaluation, “effective use” was defined as having used the grant to implement the School Renewal Plan with the intended or expected effect of improving professional practices, thereby resulting in higher levels of student achievement. A panel of three educators reviewed the activities reported by the school and compared the activities

reported to the school's School Renewal Plan to determine "effective use." The panel also reviewed other data reported by the school, including the number of follow-up sessions to each activity, the participation of the school's administration in the activities, and the number of activities open to all faculty at the school.

The criteria for effective use were drawn from the 2003-04 South Carolina Department of Education Standards of Professional Development and published in the guidelines for the retraining grants. The Standards of Professional Development were revised in late spring 2004 and new standards were in place for 2004-05. The most important component of the criteria for the "effective use" review was that all activities undertaken through the Retraining Grant Program were designed to improve student learning. Effective use included, but was not restricted to:

- Funds were expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers;
- Funds were expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization;
- Funds were expended on activities chosen through data-driven decision making, that were research-based and provided theory, demonstration, practice with feedback, and follow-up for all participants; and
- Funds were expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Deficiencies were detailed for each school that had received a retraining grant for more than one year based on the application of these criteria and after comparing the self-reported data on the survey with the School Renewal Plan submitted to SCDE. Student performance data for each school as reported on the four school report cards issued between 2001 and 2006 also were part of the review for deficiencies.

The possible deficiencies were:

- Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.
- Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.
- Funds were not expended on activities chosen through data-driven decision making, that were research-based and provided theory, demonstration, practice with feedback, and follow-up for all participants.
- Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.

Data reviewed for the first deficiency listed above included the number of teachers at the school, the number of teachers participating in the activities reported in the survey, the number of follow-up sessions to each activity and the date during the school year the activities were to be conducted according to the School Renewal Plan. *A school was reported deficient if fewer than ninety percent of its faculty participated in the activities or there were no follow-up sessions for the activities reported.*

Data reviewed for the second deficiency listed above included the number of activities reported by the schools, whether the administration participated with the faculty in the activity, whether there were follow-up sessions scheduled for the activities reported and how they were conducted and whether the activity or activities reported were new to the school for the

academic year. *A school was reported deficient if more than fifty percent of the activities reported were new to the school that year and supporting information indicated activities begun in previous years were not continued.*

Data reviewed for the third deficiency listed above included whether the activities reported were aligned with the School Renewal Plan, whether the activities were research-based, and how the activities were presented to the faculty and staff. *A school was reported as deficient if more than one-third of the activities reported were not contained in the School Renewal Plan, the activities reported were not research based, or if the method of presentation of the activities was inappropriate.*

Data reviewed for the fourth deficiency listed above included whether the activities reported were designed to include all certificated staff at the school, whether multiple formats for professional development were utilized to present the activities, and whether the activities were presented by credible providers. *A school was reported as deficient if the activities were not led by credible providers (as identified by SCDE approved lists), activities were not designed to include all certificated staff at the school, or all activities were presented in the same format (format was not an issue if only one activity was reported).*

Finally, two additional items were scrutinized from the information reported by the schools for the reports in 2004-05 and 2005-06. According to the program guidelines (see Appendix B) developed by the SCDE, funds provided through the Retraining Grant Program were to be used for professional development only; funding of activities other than professional development activities was an inappropriate use of the funds according to the guidelines; 10 schools were cited over the years for spending funds on items outside the program guidelines. Too, principals were asked to report the total amount of funds spent from the Retraining Grant Program during the year and how those funds were divided among the various reported activities. Of the 270 schools continuing in the program from 2003-04, 75 schools (27.8%) provided insufficient detail on how the total funds were spent. Of the 259 schools continuing in the program from 2004-05, 76 schools (29.3%) provided insufficient detail on how the total funds were spent. Insufficient detail was noted when a school provided explanation for less than 80% of the total amount reported spent (e.g., a principal reported spending \$25,100 in Retraining Grant funds but provided detail on only \$11,000).

Deficiencies were not reported for any school the first year they received the money due to the resulting fact that those schools did not officially enter the program until half of the academic year had passed. Too, the funds provided those schools was for planning the development of a new School Renewal Plan. And, many of those schools did not received notification that the planning grant funds were available for their use and, therefore, they did not expend the money.

In reviewing the data on the schools, the number schools receiving deficiencies in any of the four areas fell from 2002-03 to 2005-06. Table 10 provides a look at the number of schools receiving deficiencies in each of the four areas. The percentage of schools is based on the number of schools continuing in the program from the previous year.

**Table 10
Schools Receiving Deficiencies**

Deficiency	# schools 02-03 (%)	# schools 03-04 (%)	# schools 04-05 (%)	# schools 05-06 (%)
Funds were not expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers.	202 (91.4)	3 (1.1)	1 (.4)	9 (3.5)
Funds were not expended in a manner that addressed the three phases of the change process: initiation, implementation, and institutionalization.	220 (99.6)	76 (28.6)	26 (11.9)	46 (17.4)
Funds were not expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants.	197 (89.1)	88 (33.1)	21 (7.8)	11 (4.2)
Funds were not expended in a manner that recognized differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices.	220 (99.6)	6 (2.3)	1 (.4)	0 (0)

OBSERVATIONS AND RECOMMENDATIONS

The Retraining Grant program was at an important crossroads as part of the technical assistance provided to schools rated Unsatisfactory or Below Average on the Absolute rating of the annual school report card. Because the funds for the program are included in the technical assistance money allocated to the schools rated Unsatisfactory or Below Average on the Absolute rating as stipulated in Proviso 1A.42, the funds may be spent on technical assistance measures other than professional development. The Retraining Grant Program experienced a definitive shift from providing funds for professional development to a focus on providing schools funding to develop a strong effective School Renewal Plan that improves student achievement. Therefore, the report on the program will become part of the overall review of the technical assistance program.

Implementation of the Retraining Grant Program in a large number of schools that were at different stages of the program presented several challenges. In response to these challenges the Office of School Quality at the South Carolina Department of Education worked diligently to resolve the various concerns documented in earlier Retraining Grant Program Reports. And, in spite of the best efforts of SCDE, challenges remain. Though 96% of the funds appropriated to schools have been spent over the last six years, concern remains that some schools may have more professional development resources or services than they can reasonably access during a single school year. Thus, the need to provide funding and the training necessary to develop and follow a sound School Renewal Plan should become a primary focus of the technical assistance program at SCDE so that the planning grants are utilized to develop sound School Renewal Plans and, therefore, changes are made in instruction at schools where student achievement and instructional practices have fallen short of desired goals in the past.

As in the past, it remains impossible to determine the overall effectiveness of the activities conducted by the schools that received retraining grants because the program did not operate in a vacuum from other technical assistance efforts or programs in progress at the schools. Evaluation of the effectiveness of the Retraining Grant Program was hampered by the turnover in the administration at those schools. In addition, the annual large turnover in the teaching staff further hampered the effectiveness of the program as institutionalization of better instructional practices was limited by having to constantly train new teachers in the activities. Both the administration and teaching staff must become more stable at these schools for institutionalization, and therefore, long lasting change to occur.

The positive aspects of the Retraining Grant Program were:

- Principals stated that teachers benefit from the program and used what they learned through the program in the classroom.
- Principals stated that school board members and superintendents were supportive of the Retraining Grant activities conducted at the schools.
- Principals reported procedures existed for evaluation of the effectiveness of the program activities, both for student achievement and parental involvement.
- School faculty were involved in the planning process.
- Professional development was scheduled to minimize teacher absences from the classroom.
- Professional development activities chosen by the schools were based on research.
- A specific planning program for implementation of the Retraining Grant Program was available from the Office of School Quality at SCDE.
- Over time, fewer initial deficiencies were cited for the schools and fewer schools received deficiencies in the report.
- Schools new to the program after 2003-04 were issued a planning grant instead of receiving a larger amount of money that they would have been unable to use.

Areas of concern with the Retraining Grant Program that remain are:

- Schools were unable to spend the allotted funds in a single year, primarily because the schools were unable to spend the first year's appropriation in the first year, leading to carry forward monies and the need to spend the carry forward money before the current school year appropriation.
- About three-tenths of the schools (29.7%) provided insufficient detail on how the total amount reported spent was actually spent.
- Teacher and administrative turnover impeded institutionalization of professional development activities.
- Many of the activities funded with Retraining Grant Program funds were not in the schools' School Renewal Plans. Two of the professional development activities that often were not in the School Renewal Plans but appeared in the explanations of expenditures were the

school staff retreat and attendance by the administration at the Summer Leadership Conference. Professional development activities that were not in the School Renewal Plan should not have been funded with Retraining Grant funds.

- Schools new to the program were not sufficiently notified by the Office of School Quality that the planning grant funds had been transferred to the district for their use, or the funds were not transferred in an appropriate time frame; therefore, most of the funding was not utilized as it was intended – to help develop the School Renewal Plan.

RECOMMENDATIONS

1. The Office of School Quality should make sure that the funds for the planning grants are transferred in accordance with Proviso 1A.42 and that they notify the schools new to the program that the planning grant funds are available for use in developing the School Renewal Plan.
2. If schools receive the funds in accordance with Proviso 1A.42, they should not be permitted to carry forward funds from the planning grant; all funds should be spent during the appropriation year.
3. School Renewal Plans developed by schools participating in the technical assistance program in the future should include specific activities for professional development to be conducted with technical assistance funds in order to improve student achievement.

Appendix A

DISTRICT	BEDS CODE	SCHOOL	GRANT DISTRIBUTION YEAR						Totals	RATINGS BASED YEAR					
			2001-02	2002-03	2003-04	2004-05	2005-06	2006-07		2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
ABBEVILLE	0160001	ABBEVILLE H			26,840	21,510	20,700		69,050			BA	G	E	
ABBEVILLE	0160002	CALHOUN FALLS H	9,570	14,850	17,600	14,850	14,400		71,270	BA	U	BA	G	BA	
ABBEVILLE	0160019	DIAMOND HILL E						10,000	10,000						BA
ABBEVILLE	0160007	JOHN C CALHOUN E						10,000	10,000						BA
AIKEN	0201025	AL CORBETT M	10,065	15,400	15,400	10,800	11,745		63,410	BA	BA	A	BA	BA	
AIKEN	0201009	LEAVELLE-MCCAMPBELL M					10,000							BA	
AIKEN	0201038	NORTH AIKEN E		26,950	27,500	24,210	23,805		102,465	A	BA	A	A	A	
AIKEN	0201042	RIDGE SPRING-MONETTA E	17,820	31,130	31,790	25,110	26,010		131,860	BA*	A	BA	BA	BA	
AIKEN	0201013	RIDGE SPRING-MONETTA H	13,500	14,850	15,840	12,510	13,050		69,750	U	BA	G	E	A	
AIKEN	201057	AIKEN M						10,000	10,000						BA
AIKEN	201033	JACKSON M						10,000	10,000						BA
AIKEN	201038	NORTH AIKEN E						10,000	10,000						BA
ALLENDALE	0301004	ALLENDALE E	28,000	29,920	29,700	25,200	24,165		136,985	BA*	U	U	BA	BA	
ALLENDALE	0301001	ALLENDALE-FAIRFAX H	31,500	33,000	31,350	21,600	20,970		138,420	U	U	U	BA	U	
ALLENDALE	0301008	ALLENDALE-FAIRFAX M	17,000	17,050	18,150	13,950	16,200		82,350	U	U	U	U	U	
ALLENDALE	0301006	FAIRFAX E	20,000	19,250	18,700	16,650	13,500		88,100	BA*	A	A	BA	BA	
ANDERSON 3	0403025	STARR-IVA M					10,000							BA	
ANDERSON 5	0405042	SOUTHWOOD M	15,840	27,775	29,150	23,400			96,165	BA	A	A	A	A	
ANDERSON 5	405050	NEVITT FOREST E						10,000	10,000						BA
BAMBERG 1	0501002	BAMBERG-EHRHARDT M				10,000	12,600		22,600				BA	BA	
BAMBERG 1	0501007	EHRHARDT E				10,000	4,050		14,050				BA	BA	
BAMBERG 2	0502010	DEMARK-OLAR E	24,000	29,700	26,950	19,350	18,900		118,900	BA*	BA	BA	BA	BA	
BAMBERG 2	0502007	DENMARK-OLAR H	13,500	17,875	19,250	14,850	13,500		78,975	U	U	U	U	A	
BAMBERG 2	0502008	DENMARK-OLAR M	9,500	14,300	14,300	10,350	10,350		58,800	U	BA	BA	BA	BA	
BARNWELL 19	0619004	BLACKVILLE HILDA JR H	6,666	8,800	8,250	6,750	6,300		36,766	BA	BA	BA	BA	BA	
BARNWELL 19	0619001	BLACKVILLE-HILDA H	15,000	14,685	13,200	10,350	11,250	10,000	74,485	U	BA	G	E	E	U
BARNWELL 19	0619003	MACEDONIA E	17,500	23,100	22,000		10,000		72,600	BA	BA	BA	U	BA	
BARNWELL 29	0629007	KELLY EDWARDS E					10,000							BA	
BARNWELL 29	0629008	WILLISTON-ELKO M						10,000							BA
BARNWELL 45	0645010	GUINYARD-BUTLER M	16,335	27,775	27,225	21,150	15,300		107,785	BA	BA	BA	BA	BA	
BARNWELL 45	0645012	BARNWELL E					10,000							BA	
BEAUFORT	0701004	BATTERY CREEK H		57,750	59,950	51,750	49,500	10,000	228,950	A	BA	A	G	G	U

DISTRICT	BEDS CODE	SCHOOL	GRANT DISTRIBUTION YEAR							Totals	RATINGS BASED YEAR					
			2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2000-01		2001-02	2002-03	2003-04	2004-05	2005-06	
BEAUFORT	0701008	BEAUFORT E	17,160	28,600	26,675	20,025	19,575		112,035	BA	A	BA	A	BA		
BEAUFORT	0701012	DAUFUSKIE ISLAND E					10,000							BA		
BEAUFORT	0701026	HE MCCRAKEN M	13,860	29,150	26,950	26,010		10,000	105,970	BA	A	A	A	A	BA	
BEAUFORT	0701011	JAMES J DAVIS E	16,750	19,250	16,500	15,750	16,605	10,000	94,855	BA*	A	BA	BA	A	BA	
BEAUFORT	0701001	LADY'S ISLAND M		51,700	34,925	27,765	29,925		144,315	A	BA	G	BA	BA		
BEAUFORT	0701020	ST HELENA E					10,000							BA		
BEAUFORT	0701023	WHALE BRANCH E	23,000	24,200	23,100	17,100	17,550		104,950	U	BA	U	BA	U		
BEAUFORT	0701027	WHALE BRANCH M	19,000	24,750	24,200	22,905	22,770		113,625	U	U	U	BA	BA		
BEAUFORT	0701032	HILTON HEAD SCHOOL FOR THE CREATIVE ARTS						10,000	10,000						BA	
BEAUFORT	0701016	PORT ROYAL E						10,000	10,000						BA	
BEAUFORT	0701055	ROBERT SMALLS M						10,000	10,000						BA	
BERKELEY	0801012	BERKELEY M	29,898	50,380	49,500	38,700	10,000		178,478	BA	A	A	A	BA		
BERKELEY	0801015	CAINHOY E	12,250	29,150	27,500	16,650	18,000		103,550	BA*	BA	BA	BA	BA		
BERKELEY	0801016	CROSS E	15,510	25,575	25,025	18,495			84,605	BA	A	A	A	A		
BERKELEY	0801006	CROSS H	22,550	25,025	24,200	17,820	20,340		109,935	U	BA	BA/U	A	BA		
BERKELEY	0801020	JK GOURDIN E	7,920	11,825	12,100	8,550	9,000	10,000	59,395	BA	BA	A	A	A	BA	
BERKELEY	0801027	SEDFIELD M	20,790	36,850	34,650	29,250	27,450		148,990	BA	BA	A	A	BA		
BERKELEY	0801028	ST STEPHEN E	9,900	19,800	17,050	13,500	13,050		73,300	BA	A	BA	BA	A		
BERKELEY	0801029	ST STEPHEN M	8,712	14,300	14,025	9,900	10,800		57,737	BA	BA	BA	BA	BA		
BERKELEY	0801043	TIMBERLAND H	26,730	44,550	45,375	32,490		10,000	159,145	BA	A	A	G	G	BA	
BERKELEY	0801032	COLLEGE PARK M						10,000	10,000						BA	
BERKELEY	0801030	WHITESVILLE E						10,000	10,000						BA	
CALHOUN	0901005	GUINYARD E	10,434	16,500	29,150	20,250	24,300		100,634	A	A	BA	A	A		
CALHOUN	0901001	CALHOUN COUNTY H	23,500	24,970	24,530	21,060	19,440		113,500	U	G	BA	G	U		
CALHOUN	0901006	JOHN FORD M	11,550	17,050	21,450	16,200	15,300		81,550	BA	BA	BA	BA	BA		
CHARLESTON	1001030	ALICE BIRNEY M	38,200	42,185	42,845	28,980	33,120		185,330	U	BA	BA	BA	BA		
CHARLESTON	1001001	BAPTIST HILL H	20,400	22,770	24,200	19,260	20,835		107,465	U	U	U	U	U		
CHARLESTON	1001031	BRENTWOOD M	29,650	30,415	33,000	18,360	20,475		131,900	U	U	U	U	U		
CHARLESTON	1001010	BURKE H	31,200	36,630	37,180	26,595	46,080		177,685	U	U	U	U	U		
CHARLESTON	1001033	CHICORA E	11,220	20,900	19,195	18,000	15,795	10,000	95,110	BA	BA	A	A	A	BA	
CHARLESTON	1001059	EB ELLINGTON E		16,390	15,840	11,610	10,350		54,190	A	BA	A	A	G		
CHARLESTON	1001075	EDITH L FRIERSON E		8,635	8,360	6,840	6,660		30,495	A	BA	BA	A	BA		

DISTRICT	BEDS CODE	SCHOOL	GRANT DISTRIBUTION YEAR							Totals	RATINGS BASED YEAR					
			2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2000-01		2001-02	2002-03	2003-04	2004-05	2005-06	
CHARLESTON	1001038	EDMUND A BURNS E	26,500	28,930	29,040	21,600	19,935		126,005	BA*	BA	BA	BA	BA		
CHARLESTON	1001008	GARRETT ACADEMY OF TECHNOLOGY		41,250	43,780	33,930	32,670		151,630	A	BA	A	E	E		
CHARLESTON	1001044	HAUT GAP M	8,844	13,860	14,960	12,420	12,150		62,234	BA	A	BA	BA	BA		
CHARLESTON	1001046	HUNLEY PARK E	11,550	17,050	17,270	17,280			63,150	BA	A	G	A	A		
CHARLESTON	1001079	JAMES SIMONS E					10,000							BA		
CHARLESTON	1001039	JANE EDWARDS E	3,960	8,580	9,680	8,820	7,830	10,000	48,870	BA	A	A	A	A	BA	
CHARLESTON	1001050	LADSON E					10,000							BA		
CHARLESTON	1001011	LINCOLN H	11,350	13,200	14,850	13,320	13,050		65,770	U	U	U	BA	G		
CHARLESTON	1001070	MALCOLM C HURSEY E	10,230	15,400	16,500	14,400	14,850		71,380	BA	BA	BA	BA	U		
CHARLESTON	1001040	MARY FORD E	21,150	23,540	23,540	23,580	18,720		110,530	U	BA	BA	BA	BA		
CHARLESTON	1001072	MATILDA F DUNSTON E	11,781	21,285	18,260	16,875	10,800		79,001	BA	BA	A	BA	A		
CHARLESTON	1001097	MCCLELLANVILLE M					10,000							BA		
CHARLESTON	1001057	MEMMINGER E				10,000	15,300	10,000	25,300				BA	A	BA	
CHARLESTON	1001058	MIDLAND PARK E	13,827	24,145	24,145	21,915	20,835		104,867	BA	BA	A	BA	BA		
CHARLESTON	1001060	JULIAN MITCHELL E		22,275	18,755	15,030	12,600		68,660	A	BA	BA	BA	BA		
CHARLESTON	1001062	MORNINGSIDE M	26,000	28,545	30,250	19,800	27,900		132,495	U	BA	BA	BA	U		
CHARLESTON	1001017	MR RIVERS MBURKE LOWER SCHOOL	30,500	24,750	19,250	13,275			87,775					U		
CHARLESTON	1001095	MT ZION E	7,326	13,640	13,750	11,700	10,080		56,496	BA	BA	A	A	BA		
CHARLESTON	1001066	MURRAY-LASAIN E				10,000	10,170		20,170				BA	BA		
CHARLESTON	1001018	NORMAN C TOOLE MILITARY M	13,100	17,325	17,600	17,100	17,775		82,900	U	BA	BA	BA	BA		
CHARLESTON	1001067	NORTH CHARLESTON E	15,180	23,650	39,600	24,660	19,710		122,800	BA	BA	BA	BA	BA		
CHARLESTON	1001002	NORTH CHARLESTON H	33,825	56,100	58,080	52,470	51,840		252,315	BA	BA	U	U	U		
CHARLESTON	1001077	PEPPERHILL E	12,659	22,770	20,460	17,280	18,045		91,214	BA	BA	BA	BA	BA		
CHARLESTON	1001022	RB STALL H	36,000	43,285	40,700	37,890	41,310		199,185	U	BA	U	BA	U		
CHARLESTON	1001078	RD SCHRODER M	16,500	12,100	13,750	13,500	14,400		70,250	BA*	BA	BA	BA	U		
CHARLESTON	1001076	SANDERS-CLYDE E	12,800	17,050	14,850	11,610	12,150		68,460	U	BA	U	BA	A		
CHARLESTON	1001056	ST JAMES-SANTEE E					10,000							BA		
CHARLESTON	1001020	ST JOHN'S H	17,500	22,825	24,090	20,610	22,860		107,885	U	U	U	BA	BA		
CHARLESTON	1001042	WB GOODWIN E	17,259	29,040	32,670	29,520	25,065		133,554	BA	A	BA	BA	BA		
CHARLESTON	1001105	WEST ASHLEY I				10,000	21,780		31,780				BA	BA		
CHARLESTON	1001106	WEST ASHLEY M				10,000	27,000		37,000				BA	BA		

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			2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	Totals	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
CHARLESTON	1001104	WEST ASHLEY H							10,000	10,000					BA
CHARLESTON	1001034	WILMONT FRASER E	12,500	14,575	14,575	11,745	13,635			67,030	U	BA	BA	BA	U
CHARLESTON	1001036	AC CORCORAN E							10,000	10,000					BA
CHARLESTON	1001083	ANGLE OAK E							10,000	10,000					BA
CHARLESTON	1001101	CHARLESTON PROGRESSIVE							10,000	10,000					U
CHARLESTON	1001100	CHARLESTOWNE ACADEMY							10,000	10,000					BA
CHEROKEE	1101005	ALMA E					10,000								BA
CHEROKEE	1101020	BLACKSBURG E					10,000								BA
CHEROKEE	1101007	BLACKSBURG M					10,000								BA
CHEROKEE	1101001	BLACKSBURG H							10,000	10,000					BA
CHEROKEE	1101024	GAFFNEY M	16,830	28,600	29,700	25,650	10,000			110,780	BA	A	A	A	BA
CHEROKEE	1101003	GAFFNEY SR H	37,884	66,000	75,075	67,725			10,000	256,684	BA	A	G	A	G
CHEROKEE	1101004	GRANARD M					10,000								BA
CHEROKEE	1101002	JOHN E EWING M	14,190	23,100	23,100	19,350	20,250			99,990	BA	BA	A	A	BA
CHEROKEE	1101019	LUTHER VAUGHN E	17,500	18,700	20,350	15,750	15,075			87,375	U	BA	BA	A	BA
CHEROKEE	1101011	MARY BRAMLETT E	20,000	19,800	20,350	14,850	15,525			90,525	BA*	BA	BA	BA	U
CHESTER	1201004	CHESTER M	23,100	40,700	39,050	30,060	31,410			164,320	BA	BA	BA	BA	BA
CHESTER	1201018	CHESTER PARK COMPLEX					10,000								BA
CHESTER	1201021	CHESTER PARK E SCHOOL OF LIT					10,000								BA
CHESTER	1201020	CHESTER PARK E SCHOOL OF ARTS							10,000	10,000					BA
CHESTER	1201002	CHESTER SR H	22,440	38,500	36,300	28,350	28,350			153,940	BA	U	U	A	G
CHESTER	1201011	GREAT FALLS E					10,000								BA
CHESTER	1201005	GREAT FALLS H			14,300	12,600	13,050	10,000		49,950			BA	G	A
CHESTER	1201019	GREAT FALLS M	9,570	15,400	14,850	10,845	11,700			62,365	BA	BA	BA	BA	BA
CHESTER	1201008	LEWISVILLE M	7,755	12,925	14,025	13,050	11,925	10,000		69,680	BA	BA	BA	BA	A
CHESTERFIELD	1301007	CENTRAL H	24,750	30,525	32,725	27,000	25,200			140,200	U	G	U	BA	A
CHESTERFIELD	1301005	LONG M					10,000								BA
CHESTERFIELD	1301008	NEW HEIGHTS M					10,000								BA
CHESTERFIELD	1301027	PAGELAND E				10,000	13,500			23,500				BA	BA
CHESTERFIELD	1301006	MCBEE H						10,000		10,000					BA
CLARENDON 1	1401001	SCOTT'S BRANCH H	19,250	22,275	18,425	15,525	14,175			89,650	U	U	A	A	U

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			2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2000-01		2001-02	2002-03	2003-04	2004-05	2005-06	
CLARENDON 1	1401020	SCOTT'S BRANCH I	16,500	18,700	17,050	12,150	11,700		76,100		BA	BA	BA	U		
CLARENDON 2	1402013	MANNING E				10,000	22,050		32,050				BA	BA		
CLARENDON 2	1402011	MANNING JR H	13,695	20,900	21,450	16,650	18,000		90,695	BA	BA	BA	BA	BA		
CLARENDON 3	1403016	EAST CLARENDON M			11,000	18,900	20,250		50,150			BA		BA		
COLLETON	1501006	BELLS E	10,230	14,850	14,850	12,150		10,000	62,080	BA	A	A	A	A	BA	
COLLETON	1501008	BLACK STREET E	14,850	22,550	22,550	19,350	18,450		97,750	BA	BA	A	A	BA		
COLLETON	1501005	COLLENTON COUNTY H	45,873	66,000	63,800	50,940	53,820		280,433					A		
COLLETON	1501002	COLLENTON M	30,690	47,850	46,750	29,700	25,650		180,640	BA	BA	BA	BA	U		
COLLETON	1501011	COTTEGEVILLE E					10,000							BA		
COLLETON	1501010	FOREST CIRCLE M	10,230	16,500	16,500	13,050	19,350		75,630	BA	BA	A	BA	BA		
COLLETON	1501012	FOREST HILLS E	15,840	26,950	25,850	20,700	22,050		111,390	BA	BA	A	A	A		
COLLETON	1501021	HENDERSONVILLE E	12,783	21,230	18,700	16,650	16,200		85,563			BA	A	BA		
COLLETON	1501020	NORTHSIDE E	14,190	22,550	25,025	20,475	10,000		92,240	BA	A	A	A	BA		
COLLETON	1501018	RUFFIN M	7,260	12,100	18,150	13,500	14,400		65,410	BA	BA	BA	BA	BA		
DARLINGTON	1601024	BRUNSON-DARGAN E	8,910	16,500	15,400	12,150	11,700		64,660	BA	BA	BA	A	BA		
DARLINGTON	1601030	DARLINGTON H	58,900	62,040	61,490	51,120	55,710		289,260	U	BA	BA	BA	BA		
DARLINGTON	1601031	DARLINTON JR H	19,800	31,350	33,550	26,550	26,550		137,800	BA	BA	BA	BA	BA		
DARLINGTON	1601004	HARTSVILLE JR H	19,140	27,500	31,350	26,550	27,900		132,440	BA	BA	BA	BA	BA		
DARLINGTON	1601014	JL CAIN E	11,550	20,900	19,800	15,300			67,550	BA	A	G	A	A		
DARLINGTON	1601016	LAMAR E	11,550	18,150	17,050	13,950	13,500		74,200	BA	BA	A	A	BA		
DARLINGTON	1601006	LAMAR H	12,474	20,240	20,790	16,470			69,974	BA	A	A	E	A		
DARLINGTON	1601020	ROSENWALD/ST DAVIDS E	7,590	12,650	11,550	9,900	9,450		51,140	BA	BA	BA	BA	BA		
DARLINGTON	1601023	SPAULDING E	13,000	12,100	12,650	9,900	11,250		58,900	U	BA	BA	BA	U		
DARLINGTON	1601010	SPAULDING JR H	11,000	12,650	11,550	9,000	10,350		54,550	U	U	BA	BA	BA		
DARLINGTON	1601027	THORNWELL SCHOOL FOR ARTS	10,560	20,350	18,150	13,500	10,000		72,560	BA	A	A	A	BA		
DARLINGTON	1601028	W HARTSVILLE E		15,950	18,150	15,300	12,150		61,550	A	BA	BA	BA	BA		
DARLINGTON	1601029	WASHINGTON STREET E	15,180	24,750	22,000	16,650		10,000	88,580	BA	A	A	G	A	BA	
DARLINGTON	1601026	ST JOHN'S E						10,000	10,000						BA	
DILLON 1	1701003	LAKE VIEW E					10,000							BA		
DILLON 1	1701002	LAKE VIEW H	9,240	14,685	13,915	11,385	11,385		60,610	A/BA	U/BA	A	G	BA		
DILLON 1	1701004	LAKE VIEW M	4,620	8,250	7,700	6,750	7,650		34,970	BA	BA	BA	BA	BA		
DILLON 2	1702005	DILLION H	36,500	39,600	39,050	30,600	30,015		175,765	U	U	BA	G	G		

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			2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2000-01		2001-02	2002-03	2003-04	2004-05	2005-06	
DILLON 2	1702009	GORDON E	18,315	31,075	31,900	22,950	10,000		114,240	BA	A	A	A	BA		
DILLON 2	1702006	JV MARTIN JR H	22,500	24,200	25,025	16,875	18,675		107,275	U	BA	BA	BA	U		
DILLON 3	1703021	LATTA M					10,000							BA		
DORCHESTER 4	1804016	HARLEVILLE-RIDGEVILLE E	15,180	26,400	26,950	19,800	19,800		108,130	BA	BA	A	A	BA		
DORCHESTER 4	1804017	ST GEORGE M	14,850	25,300	26,950	19,350	19,350		105,800	BA	BA	BA	BA	U		
DORCHESTER 4	1804019	WOODLAND H		26,840	25,740	22,410	23,400	10,000	108,390		U	U	G	A	BA	
DORCHESTER 4	1804020	CLAY HILL M						10,000	10,000						BA	
EDGEFIELD	1901003	DOUGLAS E	10,395	15,950	17,050	12,375	11,925	10,000	77,695	BA	BA	A	A	A	BA	
EDGEFIELD	1901009	JOHNSON-EDGEFIELD-TRENTON M	17,160	28,600	28,050	22,050	22,500		118,360	BA	BA	A	A	BA		
FAIRFIELD	2001013	FAIRFIELD CENTRAL H	40,900	41,855	40,700	33,300	39,375		196,130	U	BA	BA	A	BA		
FAIRFIELD	2001015	FAIRFIELD I	25,000	25,850	25,850	20,700	25,200		122,600	BA*	BA	BA	BA	BA		
FAIRFIELD	2001001	FAIRFIELD M	23,000	27,500	29,700	24,750	24,750		129,700	U	U	U	U	U		
FAIRFIELD	2001014	FAIRFIELD P	18,480	30,800	30,250	22,950	23,400		125,880	BA	U	A	G	BA		
FAIRFIELD	2001012	GEIGER E	15,000	18,700	15,950	13,050	14,400		77,100	BA*	BA	BA	A	BA		
FAIRFIELD	2001008	KELLY MILLER E	7,920	12,650	13,200	10,800	11,700		56,270	BA	BA	A	A	BA		
FAIRFIELD	2001009	MCCROREY-LISTON E					10,000							BA		
FLORENCE 1	2101019	DEWEY CARTER E	17,160	26,950	25,850	21,600	10,000		101,560	BA	A	A	A	BA		
FLORENCE 1	2101016	NORTH VISTA E	18,810	30,250	28,600	22,500	25,020		125,180	BA	A	BA	A	BA		
FLORENCE 1	2101018	SAVANNAH GROVE E					10,000							BA		
FLORENCE 1	2101022	SOUTHSIDE M	24,750	39,875	39,050	32,400	32,400		168,475	BA	BA	BA	BA	BA		
FLORENCE 1	2101005	WILLIAMS M	19,140	33,000	30,250	24,750	24,750		131,890	BA	BA	BA	BA	BA		
FLORENCE 1	2101006	WILSON SR H				10,000	39,375		49,375				BA	BA		
FLORENCE 1	2101050	HENRY L SNEED M						10,000	10,000						BA	
FLORENCE 1	2101004	SOUTH FLORENCE H						10,000	10,000						BA	
FLORENCE 1	2101021	WALLACE GREGG E						10,000	10,000						BA	
FLORENCE 2	2102028	HANNAH-PAMPLICO E/M						10,000	10,000						BA	
FLORENCE 3	2103034	J PAUL TRULUCK E	11,220	17,600	18,700	14,850	13,500		75,870	BA	BA	A	BA	BA		
FLORENCE 3	2103029	LAKE CITY H	43,500	48,950	48,950	40,500	39,240	10,000	231,140	U	U	BA	A	A	U	
FLORENCE 3	2103032	LAKE CITY E			26,950	21,600	18,450		67,000			BA	BA	U		
FLORENCE 3	2103037	OLANTA E	8,250	13,750	12,100	8,775	9,450		52,325	BA	BA	G	A	A		
FLORENCE 3	2103033	MAIN STREET E				10,000	14,400		24,400	A	BA	BA	BA	BA		
FLORENCE 3	2103028	RONALD E MCNAIR JR H	14,850	26,950	24,200	18,000	16,200		100,200	BA	BA	BA	BA	U		

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			2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2000-01		2001-02	2002-03	2003-04	2004-05	2005-06	
FLORENCE 4	2104043	BROCKINGTON E	1,900	24,970	26,620	18,900	18,450		90,840	BA*	A	BA	BA	U		
FLORENCE 4	2104042	JOHNSON M	10,750	13,200	12,650	10,575	10,800		57,975	U	U	U	BA	U		
FLORENCE 4	2104041	TIMMONSVILLE COMPREHENSIVE H	12,804	18,150	18,700	15,570	16,920		82,144	BA	U	BA	BA	U		
GEORGETOWN	2201009	BROWNS FERRY E		18,150	16,500	12,150	12,150		58,950	A	BA	E	E	E		
GEORGETOWN	2201027	CARVER'S BAY M	23,000	23,650	23,100	16,200	15,300		101,250	BA*	BA	BA	BA	BA		
GEORGETOWN	2201013	GEORGETOWN M	22,770	39,050	38,500	30,600	10,000		140,920	BA	A	A	A	BA		
GEORGETOWN	2201020	PLANTERSVILLE E		8,855	9,350	7,650	6,750		32,605	A	BA	G	G	A		
GEORGETOWN	2201022	ROSEMARY M	15,840	29,150	29,425	20,250	20,250		114,915	BA	A	BA	BA	BA		
GEORGETOWN	2201023	SAMPIT E	14,190	23,650	23,100	17,100			78,040	BA	A	A	G	A		
GEORGETOWN	2201001	ANDREWS H						10,000	10,000						BA	
GREENVILLE	2301028	ALEXANDER E	10,230	20,350	19,800	14,400	13,950		78,730	BA	BA	A	A	BA		
GREENVILLE	2301029	BECK A				10,000	23,175		33,175				BA	BA		
GREENVILLE	2301042	BEREA M	15,015	25,850	30,800	21,600	27,000		120,265	BA	BA	BA	BA	U		
GREENVILLE	2301036	BEREA E						10,000	10,000						BA	
GREENVILLE	2301002	BEREA H						10,000	10,000						BA	
GREENVILLE	2301005	CAROLINA A	18,513	29,975	33,275	25,110	25,785		132,658	BA	U	A	A	U		
GREENVILLE	2301114	CHERRYDALE E				16,560	16,785		33,345					BA		
GREENVILLE	2301104	GROVE E	15,510	24,750	25,300	19,125	20,745		105,430	BA	BA	BA	A	BA		
GREENVILLE	2301061	HOLLIS A	28,650	36,850	35,750	27,675	23,850		152,775	U	BA	U	U	BA		
GREENVILLE	2301066	LAKEVIEW M	25,500	25,575	25,575	18,000	22,950		117,600	BA*	BA	BA	BA	U		
GREENVILLE	2301069	MONAVIEW E	20,400	22,550	23,320	16,200	15,750		98,220	BA*	BA	BA	BA	U		
GREENVILLE	2301077	NORTHWEST M					10,000							BA		
GREENVILLE	2301018	SOUTHSIDE H	22,671	37,290	38,280	27,810	26,460	10,000	162,511	BA	BA	BA	A	A	U	
GREENVILLE	2301043	SUE CLEVELAND E					10,000							BA		
GREENVILLE	2301088	TANGLEWOOD M	25,900	27,775	27,775	21,600	24,210		127,260	U	U	U	BA	BA		
GREENVILLE	2301023	WOODMONT H	19,536	33,385	34,100	25,875	28,350		141,246	BA	A	A	BA	A		
GREENVILLE	2301052	WOODMONT M	18,480	30,250	31,900	24,300	26,550		131,480	BA	BA	BA	BA	BA		
GREENVILLE	2301024	BRYSON M						10,000	10,000						BA	
GREENVILLE	2301054	EAST NORTH STREET ACADEMY						10,000	10,000						BA	
GREENVILLE	2301060	GREER M						10,000	10,000						BA	
GREENVILLE	2301062	HUGHES M						10,000	10,000						BA	
GREENVILLE	2301086	SEVIER M						10,000	10,000						BA	

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			2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2000-01		2001-02	2002-03	2003-04	2004-05	2005-06	
GREENVILLE	2301095	WELCOME E							10,000	10,000						BA
GREENWOOD 50	2450017	BREWER M						10,000							BA	
GREENWOOD 50	2450007	EAST END E						10,000							BA	
GREENWOOD 50	2450011	MATHEWS E							10,000	10,000						BA
GREENWOOD 50	2450029	WESTVIEW M							10,000	10,000						BA
GREENWOOD 50	2450018	WOODFIELDS E							10,000	10,000						BA
GREENWOOD 51	2451020	WARE SHOALS H	15,015	25,025	25,575	20,700	20,250	10,000	116,565	116,565	BA	A	BA	A	G/A	BA
HAMPTON 1	2501008	NORTH DISTRICT M				10,000	15,750		25,750	25,750				BA	BA	
HAMPTON 1	2501010	FANNELL E				10,000	12,150		22,150	22,150				BA	BA	
HAMPTON 2	2502017	ESTILL E	22,000	26,400	25,850	20,250	21,600		116,100	116,100	BA*	U	BA	A	BA	
HAMPTON 2	2502011	ESTILL H	20,500	24,200	24,750	19,800	17,010		106,260	106,260	U	U	U	BA	U	
HAMPTON 2	2502014	ESTILL M	14,000	20,075	17,270	13,500	13,590		78,435	78,435	U	U	U	U	U	
HORRY	2601004	CONWAY H		70,400	70,950	55,575	58,275		255,200	255,200	G	BA	G	G	E	
HORRY	2601008	LORIS H		36,850	33,220	27,000	32,625	10,000	139,695	139,695	G	BA	A	G	A	BA
HORRY	2601027	LORIS M	18,480	31,350	30,250	25,650	10,000		115,730	115,730	BA	A	A	A	BA	
HORRY	2601013	WHITTEMORE PARK M						10,000								BA
JASPER	2701009	JASPER COUNTY H	28,000	29,150	25,850	22,050	25,200		130,250	130,250	U	U	U	A	BA	
JASPER	2701011	RIDGELAND E	23,760	39,600	39,600	32,400	29,700	10,000	175,060	175,060	BA	BA	A	A	A	BA
JASPER	2701012	RIDGELAND M	20,500	22,000	23,100	19,350	18,900		103,850	103,850	U	U	U	U	U	
JASPER	2701010	WEST HARDEEVILLE E	28,500	29,700	36,300	28,350	29,250		152,100	152,100	U	BA	BA	BA	BA/U	
KERSHAW	2801019	MIDWAY E					10,000								BA	
KERSHAW	2801003	NORTH CENTRAL H					10,000								BA	
KERSHAW	2801025	NORTH CENTRAL M	16,170	10,890	17,600	14,850	14,850		74,360	74,360	BA	BA	BA	BA	BA	
KERSHAW	2801013	JACKSON SCHOOL						10,000	10,000	10,000						BA
KERSHAW	2801021	PINE TREE HILL E	13,695	20,900	26,400	22,050			83,045	83,045	BA	A	G	A	A	
LANCASTER	2901027	ANDREW JACKSON M					10,000								BA	
LANCASTER	2901003	AR RUCKER M	18,150	30,800	30,250	23,400	25,425		128,025	128,025					BA	
LANCASTER	2901011	BROOKLYN SPRINGS E					10,000								BA	
LANCASTER	2901028	BUFORD M	12,870	20,900	17,050	13,860		10,000	74,680	74,680	BA	A	A	A	A	BA
LANCASTER	2901002	BUFORD H						10,000	10,000	10,000						BA
LANCASTER	2901015	CLINTON E	13,530	21,450	22,000	18,900		10,000	85,880	85,880	BA	A	A	A	A	BA
LANCASTER	2901023	KERSHAW E	11,550	19,800	19,800	16,650			67,800	67,800	BA	A	A	A	A	

DISTRICT	BEDS CODE	SCHOOL	GRANT DISTRIBUTION YEAR							Totals	RATINGS BASED YEAR					
			2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2000-01		2001-02	2002-03	2003-04	2004-05	2005-06	
LANCASTER	2901008	LANCASTER H	33,000	57,805	58,025	48,600		10,000	207,430	BA	A	A	G	A	BA	
LANCASTER	2901010	SOUTH M	18,150	33,825	34,100	28,350	27,000		141,425	BA	BA	BA	BA	BA		
LAURENS 55	3055013	SANDERS M					10,000							BA		
LAURENS 56	3056017	BELL STREET M	14,190	23,650	25,850	20,700	19,800	10,000	114,190	BA	BA	A	BA	A	BA	
LAURENS 56	3056019	CLINTON E					10,000							BA		
LAURENS 56	3056022	JOANNA-WOODSON E	9,240	14,300	14,575	10,800			48,915	BA	A	A	G	A		
LAURENS 56	3056018	M S BAILEY E			13,750	10,350	9,900		34,000			BA	BA	BA		
LAURENS 56	3056020	MARTHA DENDY M	7,260	12,045	12,540	10,350		10,000	52,195	BA	A	A	A	A	BA	
LEE	3101008	BISHOPVILLE /DENNIS I	18,000	18,700	26,400	16,200	14,850		94,150	U		BA	BA	U		
LEE	3101007	BISHOPVILLE P		26,950	26,950	19,350	22,275		95,525	A	BA	A	A	BA		
LEE	3101011	LOWER LEE E	10,000	10,450	13,475	13,500	14,850		62,275	BA*	U	U	BA	U		
LEE	3101004	MT PLEASANT M	19,000	22,000	21,450	12,600	14,850		89,900	U	U	U	U	U		
LEE	3101012	WEST LEE E	8,778	15,950	14,850	9,900	10,800		60,278	BA	A	A	BA	BA		
LEE	3101013	LEE CENTRAL H			35,475	26,100	25,200		86,775			U	U	U		
LEXINGTON 1	3201058	PELION M						10,000	10,000						BA	
LEXINGTON 2	3202017	CYRIL B BUSBEE M					10,000							BA		
LEXINGTON 2	3202021	GEORGE I PAIR E					10,000							BA		
LEXINGTON 3	3203029	BATESBURG-LEESVILLE M					10,000							BA		
LEXINGTON 4	3204040	SANDHILLS I					10,000							BA		
LEXINGTON 4	3204036	SANDHILLS M	25,740	22,000	21,450	18,900	18,000		106,090	BA	BA	BA	BA	BA		
LEXINGTON 4	3204034	SWANSEA H				10,000	27,900	10,000	37,900				BA	A	U	
MCCORMICK	3301001	MCCORMICK H	15,500	17,600	14,850	13,950	14,400		76,300	U	BA	A	U	BA		
MCCORMICK	3301002	MCCORMICK M	17,000	17,050	17,050	13,050	13,950		78,100	U	BA	BA	BA	BA		
MARION 1	3401007	JOHNAKIN M	18,810	30,250	28,600	24,300	25,875		127,835	BA	BA	BA	BA	BA		
MARION 1	3401024	MARION I	20,460	34,650	34,100	26,775	24,300		140,285	BA	A	BA	A	BA		
MARION 2	3402010	MCCORMICK E				10,000	9,900		19,900				BA	BA		
MARION 2	3402009	PALMETTO E/M	9,900	15,400	14,850	20,520	20,250		80,920	BA	BA	BA	BA	BA		
MARION 7	3407023	BRITTONS NECK E	7,260	9,350	11,000	8,550	10,350		46,510	BA	BA	BA	BA	BA		
MARION 7	3407024	CREEK BRIDGE H	10,000	10,560	20,900	18,000	17,100		76,560	BA*	BA		U	U/BA		
MARION 7	3407018	RAINS-CENTENARY/PLEASANT GROVE	10,230	14,850	14,520	11,880	11,250		62,730	BA	BA	BA	BA	U		
MARLBORO	3501010	BENNETTSTVILLE E	14,520	22,825	23,650	18,450	17,550		96,995	BA	BA	BA	BA	BA		
MARLBORO	3501018	BENNETTSTVILLE M	23,000	24,750	21,450	18,900	20,250		108,350	U	U	U	U	U		

DISTRICT	BEDS CODE	SCHOOL	GRANT DISTRIBUTION YEAR							Totals	RATINGS BASED YEAR					
			2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2000-01		2001-02	2002-03	2003-04	2004-05	2005-06	
MARLBORO	3501027	BLENHEIM E/M	9,570	15,400	14,850	13,950	14,850		68,620	BA	U	BA	BA	U		
MARLBORO	3501023	CLIO E/M	12,500	12,100	14,850	11,700	11,250		62,400	U	BA	BA	A	BA		
MARLBORO	3501026	MARLBORO COUNTY H	51,500	53,900	53,350	42,750	45,000		246,500	U	U	BA	BA	U		
MARLBORO	3501020	MCCOLL E/M	27,000	29,150	27,500	23,400	24,750		131,800	BA*	BA	BA/A	BA	BA		
MARLBORO	3501025	WALLACE E/M	10,230	18,150	17,600	14,400	16,200		76,580	BA	BA	BA	BA	BA		
NEWBERRY	3601005	BOUNDARY STREET E	13,200	23,100	23,100	18,900	18,450		96,750	BA	BA	A	A	BA		
NEWBERRY	3601008	GALLMAN E			18,150	14,850	17,550		50,550			BA	A	BA		
NEWBERRY	3601001	NEWBERRY H	25,608	43,395	45,650	30,285	27,585		172,523	BA*	A	G	BA	BA		
NEWBERRY	3601020	NEWBERRY M	29,250	32,725	33,550	26,100	27,450		149,075	U	BA	BA	BA	BA		
NEWBERRY	3601004	WHITMIRE COMMUNITY H	8,250	14,025	13,200	9,450	9,450		54,375	BA	A	A	A	BA/E		
NEWBERRY	3601021	WHITMIRE E						10,000	10,000					BA	BA	
OCONEE	3701003	TAMASSEE-SALEM H	10,395	15,400	18,150	14,715		10,000	68,660	BA	A	A	E	A	U	
ORANGEBURG 3	3803047	ELLOREE E	20,000	21,450	21,450	15,300	20,700		98,900	BA*	BA	BA	A	BA		
ORANGEBURG 3	3803019	HOLLY HILL E	15,840	25,300	25,300	18,000	19,350		103,790	BA	BA	BA	A	BA		
ORANGEBURG 3	3803018	HOLLY HILL M	23,000	28,050	27,500	22,185	21,285		122,020	BA*	BA	BA	BA	BA		
ORANGEBURG 3	3803048	LAKE MARION H				56,520	48,150		104,670							
ORANGEBURG 3	3803022	VANCE-PROVIDENCE E		12,650	13,640	11,700	11,700		49,690	A	BA	BA	A	BA		
ORANGEBURG 4	3804025	CARVER-EDISTO M	15,180	23,650	25,850	20,475	20,205		105,360	BA	BA	BA	BA	U		
ORANGEBURG 4	3804049	BRANCHVILLE H			13,200	10,350	9,900	10,000	43,450			BA	A	A/E	BA	
ORANGEBURG 4	3804053	EDISTO E					10,000							BA		
ORANGEBURG 4	3804024	EDISTO H						10,000	10,000						BA	
ORANGEBURG 4	3804055	HUNTER-KINARD-TYLER E	13,200	22,000	22,550	14,850	14,850		87,450	BA	BA	BA	BA	BA		
ORANGEBURG 4	3804054	HUNTER-KINARD-TYLER H	12,309	20,515	19,965	14,220	16,965		83,974	BA	BA	BA	G	BA		
ORANGEBURG 5	3805012	BETHUNE-BOWNAM E	10,395	17,325	16,775	13,275	10,000		67,770	BA	A	A	A	BA		
ORANGEBURG 5	3805010	BETHUNE-BOWMAN M/H	17,500	20,900	23,375	20,250	20,610		102,635	U	U	BA/U	G/BA	G/BA		
ORANGEBURG 5	3805036	BROOKDALE E	13,500	15,400	18,150	14,850	13,050		74,950	BA*	BA	BA	BA	BA		
ORANGEBURG 5	3805044	DOVER E	10,890	18,700	17,050	13,500	12,600		72,740	BA	A	BA	BA	BA		
ORANGEBURG 5	3805035	MELlichamp E	9,570	17,050	20,350	13,950		10,000	70,920	BA	A	A	G	A	BA	
ORANGEBURG 5	3805042	NORTH H	16,500	18,150	19,525	14,850	17,010		86,035	U/BA	A/U	BA/G	E	BA/E		
ORANGEBURG 5	3805028	ORANGEBURG-WILKINSON SR H	34,881	64,900	65,450	56,700	55,350		277,281	BA	BA	G	G	BA		
ORANGEBURG 5	3805038	RIVELON E	7,590	13,200	15,400	10,800	11,205		58,195	BA	A	BA	A	BA		
ORANGEBURG 5	3805026	ROBERT E HOWARD M	27,000	29,150	26,950	23,400	22,050		128,550	U	BA	BA	BA	BA		

DISTRICT	BEDS CODE	SCHOOL	GRANT DISTRIBUTION YEAR							Totals	RATINGS BASED YEAR					
			2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2000-01		2001-02	2002-03	2003-04	2004-05	2005-06	
ORANGEBURG 5	3805039	SHERIDAN E	12,210	19,800	24,200	20,700		10,000	86,910	BA	A	A	A	A	BA	
ORANGEBURG 5	3805037	WILLIAM J CLARK M	24,090	39,050	38,500	29,700	29,250		160,590	BA	BA	BA	BA	BA		
ORANGEBURG 5	3805034	MARSHALLE						10,000	10,000						BA	
ORANGEBURG 5	3805040	WHITTAKER E						10,000	10,000						BA	
PICKENS	3901004	RICHARD H GETTYS M						10,000	10,000						BA	
RICHLAND 1	4001019	ALCORN M	28,000	32,725	33,825	23,895	22,725		141,170	BA*	U	U	U	U		
RICHLAND 1	4001027	ANNIE BURNSIDE E	9,240	16,500	14,850	12,150	12,600		65,340	BA	BA	BA	A	BA		
RICHLAND 1	4001020	ARDEN E					10,000							BA		
RICHLAND 1	4001089	BURTON/PACK E	17,490	29,700	25,575	19,800	21,150		113,715	BA	BA	BA	A	BA		
RICHLAND 1	4001011	CA JOHNSON A	27,550	30,965	31,350	23,850	25,875		139,590	U	U	U	U	U		
RICHLAND 1	4001088	CARVER/LYON E		19,250	18,425	15,435	15,300		68,410	A	BA	BA	BA	BA		
RICHLAND 1	4001005	EAU CLAIRE H	34,500	41,800	42,075	34,875	34,650		187,900	U	U	U	U	U		
RICHLAND 1	4001053	EDWARD E TAYLOR E		15,400	14,300	12,150	11,700		53,550	A	BA	BA	BA	BA		
RICHLAND 1	4001037	HEYWARD GIBBS M	26,250	30,800	29,425	22,950	22,725		132,150	U	U	U	U	BA		
RICHLAND 1	4001040	HOPKINS E	12,540	18,975	18,700	15,300			65,515	BA	A	A	A	A		
RICHLAND 1	4001010	HOPKINS M	17,490	30,800	31,900	24,300	23,850		128,340	BA	BA	BA	BA	BA		
RICHLAND 1	4001042	HYATT PARK E	17,820	29,700	26,950	21,150	22,950		118,570	BA	BA	BA	BA	U		
RICHLAND 1	4001062	JOHN P THOMAS		27,500	26,950	19,215	18,900		92,565	A	BA	BA	A	BA		
RICHLAND 1	4001045	LOGAN E		13,750	14,850	13,050	13,050		54,700	A	BA	A	BA	BA		
RICHLAND 1	4001013	LOWER RICHLAND H	45,936	79,695	70,895	55,800	10,000		262,326	BA	A	A	A	BA		
RICHLAND 1	4001047	MILL CREEK E					10,000	10,000	20,000					BA	BA	
RICHLAND 1	4001092	WATKINS-NANCE E	13,500	24,750	22,550	18,225	17,775		96,800	U	BA	BA	BA	BA		
RICHLAND 1	4001091	SOUTHEAST M	20,295	36,850	37,400	31,050	30,150		155,745	BA	BA	BA	BA	BA		
RICHLAND 1	4001016	ST ANDREWS M	20,295	36,575	34,100	28,125	29,520		148,615	BA	BA	BA	BA	BA		
RICHLAND 1	4001067	WA PERRY M	25,800	26,950	26,565	21,150	23,850		124,315	U	U	U	U	U		
RICHLAND 1	4001064	WEBBER E	13,200	25,300	21,450	15,750	14,625		90,325	BA	BA	A	A	BA		
RICHLAND 1	4001034	WG SANDERS M	14,850	26,400	26,950	24,075	24,885		117,160	BA	BA	BA	BA	U		
RICHLAND 1	4001012	WJ KEENAN H	24,585	41,525	40,865	31,995	32,400	10,000	181,370	BA	BA	A	G	A	U	
RICHLAND 1	4001059	WS SANDEL E					10,000							BA		
RICHLAND 1	4001038	AJ LEWIS GREENVIEW E						10,000	10,000						BA	
RICHLAND 1	4001024	BRADLEY E						10,000	10,000						BA	
RICHLAND 1	4001032	CAUGHMAN ROAD E						10,000	10,000						BA	

DISTRICT	BEDS CODE	SCHOOL	GRANT DISTRIBUTION YEAR							Totals	RATINGS BASED YEAR					
			2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2000-01		2001-02	2002-03	2003-04	2004-05	2005-06	
RICHLAND 1	4001002	COLUMBIA H							10,000	10,000						U
RICHLAND 1	4001093	FOREST HEIGHTS E							10,000	10,000						BA
RICHLAND 1	4001036	GADSDEN E							10,000	10,000						BA
RICHLAND 1	4001060	HB RHAME E							10,000	10,000						BA
RICHLAND 1	4001090	PINE GROVE E							10,000	10,000						BA
RICHLAND 1	4001055	SOUTH KILBOURNE E							10,000	10,000						BA
RICHLAND 2	4002075	JOSEPH KEELS E							10,000	10,000						BA
SALUDA	4101006	SALUDA E	19,470	37,950	36,300	13,500	13,500		120,720	120,720	BA	BA	BA	BA	A	
SALUDA	4101005	SALUDA M	13,860	22,550	22,550	16,650	14,850		90,460	90,460	BA	A	A	BA	BA	
SPARTANBURG 6	4206054	FAIRFOREST M	17,160	29,150	31,350	27,900	10,000		115,560	115,560	BA	A	A	A	BA	
SPARTANBURG 6	4206057	ARCADIA E							10,000	10,000						BA
SPARTANBURG 6	4206065	JESSE S BOBO E							10,000	10,000						BA
SPARTANBURG 7	4207068	CARVER JR H	17,490	28,600	27,500	24,750	26,550		124,890	124,890	BA	BA	BA	BA	BA	
SPARTANBURG 7	4207077	CLEVELAND E	26,000	26,675	25,630	21,150	19,350		118,805	118,805	BA*	BA	BA	BA	U	
SPARTANBURG 7	4207079	HOUSTON E					10,000								BA	
SPARTANBURG 7	4207085	MARY H WRIGHT E	11,550	19,690	19,195	15,705	14,850	10,000	90,990	90,990	BA	BA	A	A	A	BA
SPARTANBURG 7	4207069	MYLES W WHITLOCK JR H	28,500	31,900	34,100	27,450	30,150		152,100	152,100	U	BA	U	U	U	
SPARTANBURG 7	4207081	PARK HILLS E	13,200	19,800	20,020	16,650	16,650	10,000	96,320	96,320	BA	BA	BA	BA	BA	BA
SPARTANBURG 7	4207084	W HERBERT CHAPMAN E	13,860	21,945	21,890	17,055	10,000		84,750	84,750	BA	A	A	A	BA	
SPARTANBURG 7	4207080	ZL MADDEN E	19,140	26,895	26,345	21,510	22,410		116,300	116,300	BA	A	BA	BA	BA	
SUMTER 17	4317044	CHESTNUT OAKS M	23,250	27,500	25,300	20,025	21,375		117,450	117,450	BA*	BA	BA	BA	U	
SUMTER 17	4317031	LEMIRA E					10,000								BA	
SUMTER 17	4317021	ALICE DRIVE M							10,000	10,000						BA
SUMTER 17	4317022	BATES M							10,000	10,000						BA
SUMTER 17	4317029	CROSSWELL DRIVE E							10,000	10,000						BA
SUMTER 2	4302010	R E DAVIS E			22,000	18,450	16,650	10,000	67,100	67,100			BA	A	A	BA

DISTRICT	BEDS CODE	SCHOOL	GRANT DISTRIBUTION YEAR						Totals	RATINGS BASED YEAR					
			2001-02	2002-03	2003-04	2004-05	2005-06	2006-07		2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
SUMTER 2	4302003	FURMAN M	24,420	39,600	43,450	29,250	10,000		146,720	BA	A	A	A	BA	
SUMTER 2	4302043	LAKEWOOD H		42,350	38,170	28,620	34,380	10,000	153,520	G	BA	G	E	A	BA
SUMTER 2	4302006	MAYEWOOD M	10,000	14,300	13,200	9,900	9,900		57,300	BA*	BA	BA	BA	U	
SUMTER 2	4302008	CHERRYVALE E						10,000	10,000						BA
SUMTER 2	4302002	EBENEZER M						10,000	10,000						BA
SUMTER 2	4302017	RAFTING CREEK E						10,000	10,000						BA
UNION	4401011	EXCELSIOR M	5,214	26,400	26,400	18,000			76,014	BA	A	A	A	A	
UNION	4401014	JONESVILLE E	13,860	21,450	20,900	16,650	10,000		82,860	BA	A	A	A	BA	
UNION	4401002	JONESVILLE H	15,500	17,600	18,150	14,310	14,760		80,320	BA	U/BA	BA	BA	BA/G	
UNION	4401004	SIMS JR H	15,840	25,850	24,750	20,700	20,250		107,390	BA	BA	BA	BA	BA	
UNION	4401003	LOCKHART M						10,000	10,000						BA
UNION	4401017	MONARCH E						10,000	10,000						BA
WILLIAMSBURG	4501014	BATTERY PARK E	9,000	12,100	9,405	7,200	6,885	10,000	54,590	BA*	BA	A	G	G	BA
WILLIAMSBURG	4501012	CE MURRAY H	20,500	23,650	27,500	20,700	20,700		113,050	BA*	BA	BA/E	A/BA	BA	
WILLIAMSBURG	4501011	DP COOPER E	14,000	16,500	13,200	9,450	9,000	10,000	72,150	BA*	BA	BA	BA	A	BA
WILLIAMSBURG	4501017	GREELEYVILLE E					10,000								BA
WILLIAMSBURG	4501006	HEMINGWAY H		20,350	28,050	22,050	20,475		90,925	A	U	A/BA	G/BA	BA/A	
WILLIAMSBURG	4501021	KINGSTREE E	12,540	20,900	20,570	15,300		10,000	79,310	BA	A	A	A	A	BA
WILLIAMSBURG	4501007	KINGSTREE JR H	12,144	20,350	21,450	16,200	14,085		84,229	BA	BA	A	A	BA	
WILLIAMSBURG	4501008	KINGSTREE SR H	33,000	34,375	35,145	24,435	25,200	10,000	162,155	U	BA	BA	A	A	U
WILLIAMSBURG	4501018	CADES HEBRON E						10,000	10,000						BA
WILLIAMSBURG	4501020	CHAVIS E						10,000	10,000						BA
YORK 3	4603015	CASTLE HEIGHTS M					10,000								BA
YORK 3	4603033	SUNSET PARK E	21,500	23,375	19,250	16,650	15,300		96,075	BA*	BA	A	A	BA	
STATE SPECIAL	5204003	FELTON LAB SCHOOL		13,200	13,200	10,800	10,800	10,000	58,000	A	U	A	G	A	BA
									0						
TOTAL GRANT			4,268,039	6,621,670	6,826,655	5,616,150	5,537,995	1,110,000	29,980,509						
									0						
									0						

Appendix B

SOUTH CAROLINA EDUCATION ACCOUNTABILITY

ACT OF 1998

Guidelines for Retraining Assistance Program for School Faculty and Administration

Issued by the South Carolina Department of Education

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State Superintendent of Education

Revised and Approved by
The State Board of Education
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South Carolina Education Accountability Act of 1998

Guidelines for Retraining Assistance Program for School Faculty and Administration

I. Purpose of Funds

The purpose of these funds is to add one component to the many strategies that are to be combined by the districts to meet the intent of the Education Accountability Act to improve teaching and learning so that students are equipped with a strong academic foundation. These specific funds will support needed retraining of school faculty and administration in individual schools. Funds made available through this program are limited solely for professional development (retraining) activities identified as part of the revised school renewal plan. These funds must be used to enhance or provide additional opportunities and not replace any existing funds available for professional development initiatives already underway within the school/district.

These guidelines, established by the State Board of Education through the provisions of the Education Accountability Act of 1998, delineate (1) who is eligible to receive funds, (2) how funds will be distributed, (3) what activities must be completed to direct the expenditure of available funds, and (4) what procedures govern the expenditure of the funds.

II. Eligibility Criteria

- A. Schools rated unsatisfactory or below average on the school report cards are eligible to receive retraining funds for three years, provided that the planning requirements described in these guidelines are fulfilled. Funding will be allocated to the school districts on behalf of the eligible schools on a per teacher basis for use only as outlined in the revised school renewal plan or for "preapproved" activities identified by the State Department of Education (SCDE).
- B. Until revised plans are received and approved by the SCDE, acting for the State Board of Education, schools may apply to access the retraining funds by submitting a superintendent-approved draft of the applicable portions of the revised plan or, for newly identified schools, by satisfactorily completing the Office of School Quality application form for "preapproved" activities.
- C. The faculty of the school, with leadership of the principal, must review the school renewal plan and revise it with the assistance of the school improvement council. A model process developed by the SCDE will direct the school's effort during the revision procedures. The model process will ensure the plan contains sufficiently high standards and expectations for improvement. The SCDE will provide training in the model revision process to school renewal planning teams. The principal, as a member of the school planning team, must attend the training. The Office of School Quality may grant exceptions upon request and upon receipt of sufficient documentation justifying the exception from the district superintendent.

III. Implementation Procedures

The funds made available in this program are only for professional development (retraining) activities and must support the implementation of an approved revised school renewal plan and the improvement of student academic performance. Retraining activities must comply with the revised National Staff Development Council's *Standards for Staff Development*. **However, these funds must be used to enhance other professional development funds and may not be used to supplant any existing funds already available for professional development activities.**

IV. Fiscal and Technical Requirements

A. Submission Procedures:

1. Schools that are newly identified for technical assistance during the current fiscal year must submit their revised school renewal plans to the SCDE's Office of School Quality by April 30 of each fiscal year. The plans must incorporate "preapproved" activities as well as other activities for which retraining funds are requested.
2. All plans must be sent or delivered to the Office of School Quality, State Department of Education, 701 Rutledge Building, Columbia, South Carolina 29201.

B. Funding Period:

1. The funding period will be from July 1 through June 30 of each fiscal year. All funding and continuances will be contingent upon appropriations from the South Carolina General Assembly.
2. The annual budget year will end June 30 of each fiscal year. If a continuance is granted, there may be provision for a school to "carry over" funds from one fiscal year to the next.
3. Funding may be renewed annually over three years, if school and district actions to implement the revised plan continue. Schools that fail to respond to the survey conducted by the Accountability Division of the Education Oversight Committee (see section V) risk the loss of retraining funds.
4. A school that has received retraining funds for three years may request an extension of funding for up to two additional years. Schools requesting an extension will be directed by a process developed by the SCDE. The SCDE will make a recommendation to the State Board of Education as to whether an extension is needed to sustain academic improvement. Based upon the recommendations of the SCDE, the State Board of Education may grant extensions to schools successfully completing the process.

C. Fiscal Guidelines and Policies:

1. Funding for the Retraining Assistance Program for School Faculty and Administration will be allocated to school districts on behalf of the eligible schools applying for the funds on a per teacher basis. These funds are to be expended exclusively for the professional development activities in the eligible schools as specified in their revised school renewal plans and/or as authorized in their "preapproved" activities application. The funds will be allocated directly to the districts for eligible schools in accordance with the SCDE finance procedures.
2. Expenditures for retraining activities must be consistent with allowed expenditures as specified in the SCDE's *Funding Manual*.
3. All expenditures of funds are under the authority and jurisdiction of the district superintendent.
4. All expenditures under this program must be audited by a certified public accountant as a part of the district's annual financial audit and must be able to be reviewed using IN\$ITE.

V. Reporting Requirements

The principal of the school, with the assistance of the district office, is to provide annually to the Accountability Division of the Education Oversight Committee such information on retraining funds as requested by the Accountability Division (see appendix). The

information will be provided no later than the end of June unless the deadline is extended by the Accountability Division.

APPENDIX

Accountability Division of the Education Oversight Committee

Process for Review of Retraining Assistance Program 2005–06

The following process is used by the Accountability Division of the Education Oversight Committee for the review of the Retraining Assistance Program for 2005–06.

(1) Overall Process

The Accountability Division of the Education Oversight Committee examines data from three sources to complete the review of expenditures of the Retraining Assistance Program: the School Renewal Plan submitted to the State Department of Education; the information provided by the school on the internet survey sent by the Accountability Division to each participating school; and, the student achievement data from each school. As part of the review, the specific professional development activities listed in the School Renewal Plan are compared to the specific activities the school reports on the internet survey sent by the Accountability Division. Discrepancies between the two lists of activities are noted. Information provided through the internet survey is also analyzed through the criteria for evaluation listed below. Student achievement data are then analyzed for improvement consistent with the goals of the School Renewal Plan.

(2) Statutory Authority

The Education Accountability Act of 1998 (§59-18-1560) establishes grant programs for schools designated as below average or unsatisfactory: “The State Board of Education, working with the Accountability Division and the Department of Education, must establish grant programs for schools designated as below average and for schools designated as unsatisfactory. A school designated as below average will qualify for a grant to undertake any needed retraining of school faculty and administration once the revised plan is determined by the State Department of Education to meet the criteria on high standards and effective activities. A school designated as unsatisfactory will qualify for the grant program after the State Board of Education approves its revised plan. A grant or a portion of a grant may be renewed annually over the next three years, if school and district actions to implement the revised plan continue. Should student performance not improve, any revisions to the plan must meet high standards prior to renewal of the grant. The revised plan must be reviewed by the district and board of trustees and the State Department of Education to determine what other actions, if any, need to be taken. A grant may be extended for up to two additional years, if the State Board of Education determines it is needed to sustain academic improvement. The funds must be expended based on the revised plan and according to criteria established by the State Board of Education. Prior to extending any grant, the Accountability Division shall review school expenditures to make a determination of the effective use of previously awarded grant funds. If deficient use is determined, those deficiencies must be identified, noted, and corrective action taken before a grant extension will be given.”

(3) Criteria for Evaluation

The criteria used for the review of the Retraining Assistance Program include the following, drawn from the State Board of Education-approved Professional Development Standards for South Carolina: The most important element of the retraining assistance program is the improvement of student learning. During the initial two award years, the use of retraining assistance funds is reviewed and presented as advisory only; the third year review is provided to the State Board of Education for its consideration during deliberations to determine if the grant is to be extended. Student achievement data are considered in the third year review. The reviews in each of the three years consider effective use against the professional development standards shown below. Sample indicator questions, drawn from the sample indicators for each listed standard, are also included.

- **Standards 4 and 5:** Funds are expended in a manner to accomplish the acquisition of new behavior and long-term skill improvement by all teachers. Sample indicator questions include:
 - ✓ Are professional development activities scheduled to ensure time for recipients to learn together and improve practice?
 - ✓ Is time for professional development activities provided during the work day (e.g., common planning time, peer observation, etc.)?

- ✓ Are all stakeholders in the school involved in the determination of the professional development activities to be conducted?
- ✓ Are professional development activities held at a time when all stakeholders can attend?
- **Standards 2, 5, 7, 9 and 12:** Funds are expended in a manner that addresses the three phases of the change process: initiation, implementation, and institutionalization. Sample indicator questions include:
 - ✓ Do school leaders participate with staff in professional development activities?
 - ✓ Are all stakeholders in the school involved in the evaluation of the effectiveness of the professional development activities conducted?
 - ✓ Is collaboration occurring among the teachers at the school to support change and innovation?
 - ✓ Are the professional development activities designed to relate to ongoing programs at the school?
 - ✓ Are follow-up opportunities provided for all professional development activities, and are the follow-up opportunities monitored and supported with human and financial resources?
- **Standards 3 and 8:** Funds are expended on activities chosen through data-driven decision making, that are research-based and provide theory, demonstration, practice with feedback, and follow-up for all participants. Sample indicator questions include:
 - ✓ Are professional development activities aligned with the school improvement plans?
 - ✓ Are the professional development activities chosen after careful analysis of disaggregated data?
 - ✓ Are professional development activities designed to address gaps in achievement among all student groups?
- **Standards 6 and 11:** Funds are expended in a manner that recognizes differing levels of educator expertise (i. e., diverse participant needs) in regards to content knowledge and pedagogical practices. Sample indicator questions include:
 - ✓ Are the professional development activities presented by credible providers?
 - ✓ Are the professional development activities presented in multiple formats (e.g, action research, self-study, training, etc.)?
 - ✓ Do all training activities provide theory, demonstration, practice, feedback, and coaching opportunities?

(4) Data Sources

- Guidelines for Retraining Assistance Program
- NSDC Standards for Staff Development
- Professional Development Standards for South Carolina
- School Renewal Plans
- School Survey Responses
- Student achievement data (PACT, HSAP, EOCEP, AP, etc.)

(5) Time Line

	Time frame	Involved Parties
Superintendents notified survey to be sent to principals	early May	EOC, LEAs
Survey sent to principals, with instructions on how to complete the survey and reply deadline	early May	EOC, LEAs
Superintendents notified of response status of schools in district regarding the survey	mid-June	EOC, LEAs
*Superintendents notified of schools not replying to survey	mid-July	EOC, LEAs
*State Board of Education notified of schools not replying to survey	mid-July	EOC, SBE
Analyze non-achievement components of the data, including survey on demographics and attitudes, activities reported by the schools and the School Renewal Plan	July-August	EOC, SCDE

Superintendents and principals notified of non-achievement data analysis, request documentation of inaccurate data deadline three weeks after sent	October	EOC, LEAs
Add school achievement data to other data	As available	EOC
Draft with detail on deficiencies provided to superintendents and principals of schools, request documentation of inaccurate data	mid-Nov	EOC, LEAs
Present final report to EIA Subcommittee and full EOC	mid-Dec	EOC
Forward recommendations to SBE, following EOC action	mid-Dec	EOC

*These steps provided pending adoption in the FY05 budget of the revision to Proviso 1A.48: "Furthermore, any school that does not provide the evaluation information necessary to determine effective use as required by Section 59-18-1560 is not eligible to receive additional funding until the requested data is provided as outlined in the program guidelines."

Appendix C

**General Information on the Retraining Assistance Program
Survey Year
2005-2006**

SCHOOL INFORMATION

Beds Code	School	District						
Principal	Email Address	Telephone						
Amount Awarded 04-05*	Amount Awarded 05-06*							
Amount Expended by school in 2005-2006	Fiscal Years in Retraining Assistance Program		1	2	3	4	5	5+
Were you aware that Proviso 1A.48 of the 2005-06 General Appropriations Act allows a combination of RAP funds with Homework Center funds to provide Professional Development or Extended School Day?	Yes No		If yes, how much? Please explain.					
Did the School Renewal Plan change significantly from 2004-05 to 2005-06?	Yes No							
If yes, please email a copy of the updated plan to Paul Horne at phorne@eoc.state.sc.us .								
Instructional liaison who significantly contributed to the revision of the School Renewal Plan.								
Teacher Specialist	SCDE Curriculum Specialist	Principal Leader	CIF	Office of School Quality				

PRINCIPAL INFORMATION

Number of years the principal has been at the school.	Number of years the principal has been a principal at any school.
Number of years the principal has worked in the field of education.	Certificated Level BA BA+18 M.Ed M+30 Ph. D

TEACHER INFORMATION

(Note: Answers to Items 2,3, and 4 must equal Item 1.)

1. Number of teaching positions at the school	Total number of certificated staff positions including administrators, media, guidance, etc.
2. Number of positions out of or without certification	2 Number of positions with certified teachers
3. Number of teachers in each range according to years of total experience. (Total must equal Item #1)	4. Number of positions with critical needs permits.
First Year [] 1 - 5 [] 6 - 10 [] 11 - 15 [] 16 + []	
6. Number of teachers in each range according to how long at this school. (Total must equal Item #1)	
First Year [] 1 - 5 [] 6 - 10 [] 11 - 15 [] 16 + []	
7. Number of unduplicated teachers in each category. (One teacher is one Certificated Level - Total must equal Item #1)	
Bachelors [] Bachelors +18 [] Masters [] Masters +30 [] Doctorate [] Not Certificated []	
8. Number of teachers in each range according to how far they travel to the school.	1 - 10 miles [] 11 - 25 miles [] Over 25 miles []
9. Number of teachers not returning for any reason next year.	[]

LIKERT SCALE INFORMATION

Answer the questions about the Retraining Grant Program using the pull-down menu, which includes a Likert scale of: *Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree.*

Section I. The Program

- a. Teachers benefited from the program. *Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree*
- b. Teachers used in class what they learned. *Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree*
- c. Teachers felt pressured by the program. *Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree*
- d. Student achievement was affected positively. *Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree*
- e. Staff responsibilities for activities were identified. *Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree*
- f. The program fostered improved instruction. *Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree*
- g. Procedures existed to evaluate effectiveness of the program based on student needs and state assessment scores. *Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree*
- h. Procedures existed to evaluate effectiveness of the program based on the school's Parental Involvement Goal(s). *Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree*

Section II. Funding

- a. Funding was available in a timely manner. *Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree*
- b. Funding was available for innovative professional development. *Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree*
- c. The program adequately supported the implementation of the School Renewal Plan. *Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree*
- d. District procurement procedures did not hinder the process. *Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree*
- e. SDE procurement procedures did not hinder the process. *Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree*
- f. Consultant resources were available. *Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree*

Section III. The Planning Process

- a. Guidelines for the Retraining Assistance Program were clear. *Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree*
- b. The SDE Model Revision Process for the program were practical. *Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree*
- c. SDE assistance was available. *Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree*
- d. SDE assistance was utilized. *Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree*
- e. Timeline for the Retraining Grant did not hinder. Implementation. *Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree*
- f. Faculty was involved in the planning process. *Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree*

Section IV. Support

- a. The school board was supportive of the Retraining Assistance Program activities. *Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree*
- b. The superintendent was supportive of the Retraining Assistance Program activities. *Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree*

Section V. Professional Development

- a. Professional development was scheduled to minimize teacher absences during class time. *Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree*
- b. Professional development was scheduled at times teachers could attend. *Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree*
- c. Each activity was evaluated for effectiveness throughout the year. *Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree*
- d. Teachers had adequate time to practice skills learned. *Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree*
- e. Professional development emphasized active participant involvement. *Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree*
- f. Professional development activities were based on research. *Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree*
- g. Professional development activities were aligned with previous activities. *Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree*
- h. Administrators participated in the professional development activities with teachers. *Strongly_Agree, Agree, Undecided, Disagree, Strongly_Disagree*
- i. List evidence, other than test scores, of the effectiveness of your Retraining Assistance Program (i.e., **improved discipline, increased instructional time, increased student attendance.**).
- j. Using the program descriptor or terminology from your School Renewal Plan, please list the title(s) of all activities that were funded with Retraining Assistance funds in previous years that are continuing at the school but for which no additional Retraining Assistance funds are needed. No explanation needed.

Retraining Assistance Program
Survey Year
2005-2006

Sample Activity Form						
Activity Number		School				
1. Activity Name						
2. This activity was a continuation of a previous activity.					Yes	No
a.) If yes, how many years has this activity been ongoing?						
3. Primary person who presented this activity						
Administrator	Teacher Specialist/Teacher	District Staff/Consultant	SDE Personnel	Other		
4. Primary person responsible for implementation of this activity at this site						
Principal	Assistant Principal	Lead Teacher	District Staff	Other		
5. Primary format of professional development offered <i>(See Descriptions listed Below)</i>						
<i>Individually-guided</i> - Learning designed by the teacher that relates to the school renewal plan <i>Inquiry</i> - Action research/Collegial study groups <i>Participation in a process</i> - Curriculum development/School improvement <i>Teacher Observation</i> - Peer coaching/Clinical supervision/Teacher evaluation <i>Training</i> - Participation in a course, workshop, or seminar, or conference on site <i>Workshop Off Site</i> - Workshop or conference off site						
6. Describe the professional development activity and how it relates to the School Renewal Plan.						
7. Primary Content Area <i>(See Descriptions listed Below)</i>						
<i>Content and Standards</i> <i>Pedagogy</i> <i>Professional Growth</i> (Stress Management/Cultural Diversity) <i>School Climate</i> (Faculty & Staff Morale/Classroom management/Discipline/Safety) <i>Strategic Planning</i> (Analyzing Test Data/School and Community Relations/Planning Retreats) <i>Technology</i> <i>Increased Parental Involvement</i>						
8. Number of teachers who participated.						
9. Number of administrators who participated.						
10. Number of teacher specialists who participated, if applicable.						
11. Amount of funds encumbered or expended for this activity.						
12. Primary method used to determine if participant knowledge or skill increased during school year.						
Demonstration Lesson	Learning Assessment	Lesson Plan	Personal Learning Log	Observation	Teacher Interview	

13. Type of follow-up provided directly related to this activity.					
Classroom visitation by principal	Classroom visitation by asst. principal	Classroom visitation by another teacher	Classroom visitation by consultant	Personal Learning Log	Teacher portfolios
14. How many follow-up activities occurred for this activity?					
None	1	2	3 or More		
15. Primary manner in which this activity is supported by the administration.					
Administrators participate with teachers	Teachers encouraged to collaborate with other teachers	Administrators provide time for teacher collaboration			

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