



**SOUTH CAROLINA**  
**STATE DEPARTMENT**  
**OF EDUCATION**

**Report to the**  
**South Carolina General Assembly**  
**And the**  
**South Carolina Education Oversight Committee**  
**On**

**Proviso 1A.19**  
**SDE-EIA: Technical Assistance**

**March 2013**

**South Carolina Department of Education**

**Mick Zais, PhD**  
**State Superintendent of Education**

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## **TABLE OF CONTENTS**

<b>I. INTRODUCTION</b>	<b>4</b>
<b>II. SY2011-12 PALMETTO PRIORITY SCHOOLS</b>	<b>5</b>
<b>III. SY2011-12 TECHNICAL ASSISTANCE FUNDING ALLOCATIONS</b>	<b>6</b>
<b>IV. SY2011-12 PPS ABSOLUTE RATINGS</b>	<b>8</b>
<b>V. SY2011-12 PPS STUDENT ACHIEVEMENT TEST RESULTS FOR PASS</b>	<b>10</b>
<b>VI. SY2011-12 PPS STUDENT ACHIEVEMENT TEST RESULTS FOR HSAP</b>	<b>12</b>
<b>APPENDIX A: SY2011-12 MEMORANDUM OF AGREEMENT FOR PPS</b>	<b>13</b>
<b>APPENDIX B: PROVISIO 1A.20, SCDE-EIA: TECHNICAL ASSISTANCE</b>	<b>20</b>
<b>APPENDIX C: PROVISIO 1A.44, SCDE-EIA: CARRY FORWARD</b>	<b>21</b>

## **I. INTRODUCTION**

Since the School Year (SY)2007-08, technical assistance funding has been provided to low-performing schools designated as Palmetto Priority Schools (PPS). The schools with the PPS designation have earned an absolute rating of “At-Risk” for three consecutive years in the state report card ratings. Per Proviso 1A.19, the General Assembly has allocated Technical Assistance (TA) funding to support the school-wide transformational efforts for PPS (see Appendix B). In accordance with Proviso 1A.19, the SCDE is to submit an annual report documenting its findings from the monitoring of student achievement and technical assistance expenditures for PPS (see Appendix B). This report provides descriptive statistics for SY2011-12 on student achievement and technical assistance expenditures for the PPS. Given that the absolute rating index that is used to identify PPS is announced November of the following school year, this report reflects upon the previous academic year (SY2011-12) using the most recently available student achievement data (available November 2012).

## II. SY2011-12 PALMETTO PRIORITY SCHOOLS

Using the “At-Risk” or below Absolute Rating as the determining factor, thirty-one (31) at-risk schools were identified as PPS for SY2011-12. There were ten (10) Tier One Schools, twelve (12) Tier Two Schools, and nine (9) Tier Three Schools. Below is the complete list of PPS identified for the SY2011-12.

### 2011–12 Palmetto Priority Schools

Indicates new Palmetto Priority School

\*Indicates 2010–11 SIG Cohort Tier I School    \*\*Indicates 2011–12 SIG Cohort Tier II School

<u>Tier One</u>	
<u>District</u>	<u>School</u>
Allendale	Allendale-Fairfax Middle School (SIG)* Fairfax Elementary School (SIG)*
Bamberg 2	Denmark-Olar Middle School (SIG)*
Charleston	Burke High School (Middle) (SIG)** Morningside Middle School (SIG)* North Charleston High School (SIG)* St. John’s High School (SIG)**
Greenville	Carolina Academy (High) (SIG)*
Jasper	Ridgeland Middle School (SIG)*
Lee	West Lee Elementary School(SIG)*
<u>Tier Two</u>	
Allendale	Allendale-Fairfax High School
Charleston	Sanders-Clyde Elementary School
Fairfield	Fairfield Elementary School
Florence Three	Main Street Elementary School
Florence Four	Brockington Elementary School
Lee	Lee Central Middle School
Marion Seven	Creek Bridge High School (Middle)
Marlboro	Bennettsville Middle School Clio Middle School
Richland One	Alcorn Middle School Heyward Gibbes Middle School W.A. Perry Middle School
<u>Tier Three</u>	
Allendale	Allendale Elementary School
Charleston	Malcolm C. Hursey Elementary School Edmund A. Burns Elementary School
Hampton 2	Estill Elementary School
Jasper	Ridgeland Elementary School
Marlboro	Bennettsville Elementary School
Orangeburg Three	Elloree Elementary School (Middle)
Orangeburg Four	Hunter-Kinard-Tyler (Elementary) Hunter-Kinard-Tyler (Middle)

### III. SY2011-12 TECHNICAL ASSISTANCE FUNDING ALLOCATIONS

For the SY2011-12, \$6,000,000 was allocated for state TA to be provided for PPS. Of the thirty-one (31) identified PPS for SY2011-12, twenty-one schools (21) received state TA funding. The other ten (10) PPS are recipients of the federal School Improvement Grant (SIG); therefore, they received a federal award for TA. However, per Proviso 1A.44, the ten (10) remaining PPS/SIG Schools are receiving \$200,000 state TA funding during SY2012-13 as part of the agency's carry forward amount (see Appendix C). The SY2011-12 allocations per school are reported below and on the next page.

**Table 1. SY2011-12 TA Funding Allocations**

<u>District</u>	<u>School</u>					
<u>Tier One</u>		<u>Tier 1 Allowance</u>	<u>Per Pupil</u>	<u>Enrollment</u>	<u>Total Per Pupil</u>	<u>Total for School:</u>
Allendale	Allendale-Fairfax Middle (SIG)*	\$0	\$0	310	\$0	\$0
	Fairfax Elementary (SIG)*	\$0	\$0	288	\$0	\$0
Bamberg 2	Denmark-Olar Middle (SIG)*	\$0	\$0	198	\$0	\$0
Charleston	Burke High (Middle) (SIG)**	\$0	\$0	660	\$0	\$0
	Morningside Middle (SIG)*	\$0	\$0	497	\$0	\$0
	North Charleston High (SIG)*	\$0	\$0	709	\$0	\$0
	St. John's High (SIG)**	\$0	\$0	322	\$0	\$0
Greenville	Carolina Academy (High) (SIG)*	\$0	\$0	723	\$0	\$0
Jasper	Ridgeland Middle (SIG)*	\$0	\$0	404	\$0	\$0
Lee	Dennis Intermediate (closure) (SIG)**	\$0	\$0	219	\$0	\$0
	West Lee Elementary School (SIG)*	\$0	\$0	193	\$0	\$0
						<b>Total: \$0</b>

**Table 1. SY2011-12 TA Funding Allocations *continued***

<b><u>Tier Two</u></b>		<b><u>Tier 2 Allowance</u></b>	<b><u>Per Pupil</u></b>	<b><u>Enrollment</u></b>	<b><u>Total Per Pupil</u></b>	<b><u>Total for School:</u></b>
Allendale	Allendale-Fairfax High School	\$225,000	\$20	448	\$8,960	\$233,960
Charleston	Sanders-Clyde Elementary School	\$225,000	\$20	393	\$7,860	\$232,860
Fairfield	Fairfield Elementary School	\$225,000	\$20	727	\$14,540	\$239,540
Florence Four	Brockington Elementary School	\$225,000	\$20	443	\$8,860	\$233,860
Florence Three	Main Street Elementary School	\$225,000	\$20	464	\$9,280	\$234,280
Lee	Lee Central Middle School	\$225,000	\$20	463	\$9,260	\$234,260
Marion Seven	Creek Bridge High School (Middle)	\$225,000	\$20	373	\$7,460	\$232,460
Marlboro	Bennettsville Middle School	\$225,000	\$20	400	\$8,000	\$233,000
	Clio Middle School	\$225,000	\$20	206	\$4,120	\$229,120
Richland One	Alcorn Middle School	\$225,000	\$20	383	\$7,660	\$232,660
	Heyward Gibbes Middle School	\$225,000	\$20	351	\$7,020	\$232,020
	W. A. Perry Middle School	\$225,000	\$20	344	\$6,880	\$231,880
		Total: \$2,700,000			Total: \$99,900	<b>Total: \$2,799,900</b>
<b><u>Tier Three</u></b>		<b><u>Tier 3 Allowance</u></b>	<b><u>Per Pupil</u></b>	<b><u>Enrollment</u></b>	<b><u>Total Per Pupil</u></b>	<b><u>Total for School:</u></b>
Allendale	Allendale Elementary School	\$200,000	\$20	537	\$10,740	\$210,740
Charleston	Malcolm C. Hursey Elementary School	\$200,000	\$20	359	\$7,180	\$207,180
	Edmund A. Burns Elementary School	\$200,000	\$20	431	\$8,620	\$208,620
Hampton 2	Estill Elementary School	\$200,000	\$20	484	\$9,680	\$209,680
Jasper	Ridgeland Elementary School	\$200,000	\$20	1055	\$21,100	\$221,100
Marlboro	Bennettsville Elementary School	\$200,000	\$20	493	\$9,860	\$209,860
Orangeburg Three	Elloree Elementary School (Middle)	\$200,000	\$20	439	\$8,780	\$208,780
Orangeburg Four	Hunter-Kinard-Tyler School (Elementary)	\$200,000	\$20	364	\$7,280	\$207,280
	Hunter-Kinard-Tyler School (Middle)	\$200,000	\$20	107	\$2,140	\$202,140
		Total: \$1,800,000			<b>Total: \$85,380</b>	<b>Total: \$1,885,380</b>

#### **IV. SY2011-12 ABSOLUTE RATINGS AND ABSOLUTE INDEX SCORES**

Given that the Absolute Index Score used to identify PPS is available in November following each school year, the most recent Absolute Rating and Absolute Index Score available November 2012 pertains to SY2011-12. The most recent Absolute Rating and Absolute Index Score for the thirty-one (31) identified PPS that received TA Funding during SY2011-12 is on the next page. These SY2011-12 Absolute Rating and Absolute Index Scores will be used to determine which, if any, of the PPS will exit PPS status for SY2013-14.



**Table 2. SY2011-12 PPS Absolute Ratings and Absolute Index Scores**

<b>Priority School</b>	<b>District</b>	<b>2012 Absolute Rating</b>	<b>2012 Absolute Index Score</b>
1. Allendale-Fairfax High	Allendale	At Risk	2.20
2. Allendale Elem.	Allendale	Below Average	2.39
3. Fairfax Elem.	Allendale	At Risk	2.11
4. Allendale-Fairfax Middle	Allendale	At Risk	1.98
5. Denmark-Olar Middle	Bamberg 2	At Risk	2.31
6. North Charleston High	Charleston	At Risk	1.70
7. Burke High (middle grades)	Charleston	At Risk	2.19
8. St. Johns High	Charleston	Average	2.80
9. Edmund A. Burns Elem.	Charleston	At Risk	1.84
10. Morningside Middle	Charleston	Below Average	2.38
11. Malcolm C. Hursey Elem.	Charleston	Below Average	2.62
12. Sanders-Clyde Elem. (elementary grades)	Charleston	At Risk	2.16
13. Fairfield Elem.	Fairfield	Below Average	2.39
14. Main Street Elem.	Florence 3	Below Average	2.45
15. Brockington Elem.	Florence 4	At Risk	2.10
16. Carolina Academy High	Greenville	Below Average	2.6
17. Estill Elem.	Hampton 2	At Risk	2.10
18. Ridgeland Elem.	Jasper	At Risk	2.17
19. Hardeeville-Ridgeland Middle	Jasper	At Risk	2.27
20. Lee Central Middle	Lee	At Risk	2.04
21. West Lee Elem.	Lee	Below Average	2.40
22. Creek Bridge High	Marion 7	Average	2.66
23. Bennettsville Elem.	Marlboro	Below Average	2.55
24. Bennettsville Middle	Marlboro	Unsatisfactory	2.27
25. Clio Elementary/Middle (middle grades)	Marlboro	Below Average	2.46
26. Elloree Elem. (middle grades)	Orangeburg 3	At Risk	2.13
27. Hunter-Kinard-Tyler High (middle grades)	Orangeburg 4	At Risk	2.29
28. Hunter-Kinard-Tyler Elem.	Orangeburg 4	At Risk	2.06
29. Alcorn Middle	Richland 1	Below Average	2.46
30. Heyward Gibbes Middle	Richland 1	At Risk	2.24
31. W. A. Perry Middle	Richland 1	Average	2.86

## V. SY2011-12 PPS STUDENT ACHIEVEMENT RESULTS ON PASS

Below is the most recent PASS data for the PPS served during SY2011-12.

**Table 3. SY2011-12 PPS Student Achievement Results on PASS**

Priority School	District	PASS MATH			PASS ELA		
		Percent of Students Scoring NOT MET	Percent of Students Scoring MET	Percent of Students Scoring EXEMPLARY	Percent of Students Scoring NOT MET	Percent of Students Scoring MET	Percent of Students Scoring EXEMPLARY
1. Allendale Elem.	Allendale	54.0	29.9	16.1	49.6	29.0	21.4
2. Fairfax Elem.	Allendale	61.8	32.6	5.6	58.4	30.3	11.2
3. Allendale-Fairfax Middle	Allendale	69.9	21.7	8.5	69.5	21.3	9.2
4. Denmark-Olar Middle	Bamberg 2	51.8	34.9	13.3	50.0	33.7	16.3
5. Burke High (middle grades)	Charleston	56.5	36.1	7.5	60.5	23.1	16.3
6. Edmund A. Burns Elem.	Charleston	76.0	22.6	1.4	69.2	27.4	3.4
7. Morningside Middle	Charleston	53.8	37.2	9.0	59.1	27.9	12.9
8. Malcolm C. Hursey Elem.	Charleston	44.6	33.9	21.4	41.1	30.4	28.6
9. Sanders-Clyde Elem. (elementary grades)	Charleston	52.8	39.1	8.1	54.7	38.5	6.8
10. Fairfield Elem.	Fairfield	52.2	30.7	17.0	55.6	30.0	14.4
11. Main Street Elem.	Florence 3	43.1	39.4	17.5	46.0	38.0	16.1
12. Brockington Elem.	Florence 4	62.6	29.7	7.7	62.6	27.7	9.7
13. Estill Elem.	Hampton 2	60.6	34.0	5.4	50.2	29.6	20.2
14. Ridgeland Elem.	Jasper	65.3	27.9	6.8	53.5	32.2	14.3
15. Hardeeville-Ridgeland Middle	Jasper	57.8	37.4	4.8	50.4	34.3	15.2
16. Lee Central Middle	Lee	65.1	29.3	5.6	63.8	28.0	8.1
17. West Lee Elementary	Lee	52.2	34.3	13.4	40.3	44.8	14.9

**Table 4. SY2011-12 PPS Student Achievement Results on PASS *continued***

18. Creek Bridge High School (Middle)	Marion 7	45.8	40.5	13.7	42	32.1	26
19. Bennettsville Middle School	Marlboro	49.7	41	9.3	59.3	33	7.7
20. Bennettsville Elementary School	Marlboro	38.3	43.1	18.6	40.3	40.3	19.4
21. Clio Elementary (Middle)	Marlboro	59.1	34.1	6.8	50	27.3	22.7
22. Ellorete Elem. (middle grades)	Orangeburg 3	56.6	37.2	6.2	61.2	23.3	15.5
23. Hunter-Kinard-Tyler High (middle grades)	Orangeburg 4	54.8	32.1	13.1	46.4	38.1	15.5
24. Hunter-Kinard-Tyler Elem.	Orangeburg 4	66.1	30.0	3.9	62.2	27.8	10.0
25. Alcorn Middle School	Richland 1	42.5	41.6	15.9	47	39	14
26. Heyward Gibbes Middle	Richland 1	63.9	28.2	7.8	60.2	27.9	11.9
27. W. A. Perry Middle	Richland 1	38.3	44.4	17.3	30.5	42.5	27.1

## VI. SY2011-12 PPS STUDENT ACHIEVEMENT RESULTS ON HSAP

Below is the most recent HSAP data for the PPS served during SY2011-12.

				Percent of Students Scoring 70 or Above on End-of-Course Tests by Subject			
Priority School	District	Percent of Students Passing HSAP on First Attempt	Percent of Students Passing HSAP by End of High School	English 1	Algebra 1	Biology	US History and the Constituti on
Allendale Fairfax High	Allendale	52.7	87.50	24.6	23.4	38.2	20.0
North Charleston High	Charleston	57.3	73.47	35.7	54.5	32.4	40.3
St. Johns High	Charleston	64.6	82.81	62.9	72.1	65.4	32.8
Carolina Academy (High)	Greenville	71.5	84.94	35.1	55.2	58.9	43.8

## APPENDIX A: SY2011-12 MEMORANDUM OF AGREEMENT FOR PPS

### MEMORANDUM OF AGREEMENT 2011–12 School Year of Implementation

This agreement is between the South Carolina Department of Education, \_\_\_\_\_, and the Local School Board of \_\_\_\_\_ for the purpose of supporting \_\_\_\_\_ in the implementation of the terms outlined in this Memorandum of Agreement (MOA), along with the individualized Palmetto Priority School Plan of Action MOA Addendum for the 2011–12 school year.

Whereas, the parties agree that the identified school will become part of the Palmetto Priority School program;

Whereas, the parties agree that with this designation, there are certain responsibilities and actions that must be taken for the success of the Palmetto Priority School;

Whereas, the school district and school understand that by becoming a Palmetto Priority School, the school receives the benefit of increased funding and support; but to maintain this support, the school district and school must comply with the terms of this MOA.

Whereas, the school district understands that improving school performance and student achievement is the responsibility of the school district and that the South Carolina Department of Education is dedicated to providing support to achieve that aim.

NOW THEREFORE, the parties agree to the following:

#### South Carolina Department of Education (SCDE) Responsibilities

##### The SCDE shall:

- Meet the terms of this MOA.
- Provide **assistance**, as requested, to the Palmetto Priority School (PPS) in the areas of school-based finance, budgeting, and staffing.
- Provide educator **recruitment and retention** assistance, as requested, to the PPS and district.
- Assist the PPS and district in establishing **partnerships** with colleges/universities and the public/private sector, as well as community-based partners, for each of the identified schools.
- Assist the PPS and district in **connecting with other schools** across the state that have similar demographics and challenges, yet are achieving better student achievement results.

- Assign a **representative** to participate on the PPS **leadership team**.
- Provide advice and **assistance** through the PPS leadership team state representative to the PPS and district **on proven strategies** for improving school performance and student achievement.
- Develop and disseminate a **PPS Principal Job Description** and participate in the recruitment and **hiring process** of all newly hired principals of PPS.
- Provide support through the PPS leadership team state representative including:
  - assisting the district/school leadership in the **Needs Assessment Process**;
  - assisting in the development, implementation, and monitoring of the **PPS Plan of Action, MOA Addendum**;
  - helping to ensure **PPS funds and activities are dedicated** to improving school performance and student achievement; and
  - providing **assistance to the district/school leaders** as they continually make and monitor ongoing site adjustments, based on the specific needs and progress of the students in the PPS.
- **Provide available funds** to implement the transformation effort in selected PPS and districts.
- Assist the district and PPS in implementing a **value-added assessment** model (Teacher Advancement Program [TAP] model or another research-proven model similar to TAP), to include student, teacher, and principal performance data.

### **School District Responsibilities**

#### ***The School District shall:***

- Meet the terms of this MOA.
- Develop and implement a **recruitment and retention** plan as part of the PPS action plan that includes incentives for effective certified teachers, teacher leaders, and school administrators, ensuring that priority is given to the PPS in filling all vacancies, while working to ensure that the PPS is fully staffed with an effective and highly qualified instructional staff.
- Implement a **value-added assessment** program for certified teachers, teacher leaders, and school administrators that may be based in part on a model that is similar to the TAP model, to include student, teacher, and principal performance data.
- Provide **priority governance and leadership** to the PPS to promote student performance and school effectiveness.

- Ensure that all **PPS principals** have the appropriate school-level certification and have a minimum of three years of progressive leadership experience as a building principal, having demonstrated effectiveness as indicated by student achievement results. These principals must meet the criteria specified in the PPS Principal Job Description, developed by the SCDE.
- Ensure that all candidates who are being considered for the position of the PPS principal are submitted to the SCDE for review before being presented to the local school board for review or approval.
- Ensure that **eligible principals** complete the course work and attendance requirements for the SCDE School Leadership Executive Institute (SLEI) or Transformational Leaders Academy.
- Develop a **PPS leadership team**, including an SCDE representative.
- Identify and assign a **district contact person** as the district superintendent's representative for the PPS. That person shall:
  - Serve as an advocate for the PPS;
  - Review the allocation of resources;
  - Encourage collaboration;
  - Ensure equity of learning opportunities for all students at the PPS both school-wide and district-wide;
  - Monitor the implementation of the MOA;
  - Assist in the development, implementation, and monitoring of the SCDE approved PPS Plan of Action MOA Addendum; and
  - Submit required updates on a monthly basis to the SCDE.
- Ensure that funds provided by the SCDE for the PPS are NOT FLEXED, but are expended appropriately by the district in strict accordance to the implementation of the PPS Plan of Action MOA Addendum.
- Ensure the participation of the following individuals in all PPS/SCDE identified meetings:
  - District superintendent or superintendent's designee;
  - Local school board chairperson or chairperson's designee; and
  - PPS principal.
- Work with the principal to evaluate all programs and initiatives to determine the effectiveness of each one; and work with district and school leadership to **eliminate all ineffective programs and initiatives**, adhering only to those few that are essential to improving student achievement.
- **Reach out to community organizations** and businesses to garner their support for improving schools by establishing ongoing relationships with community and business entities in support of improving student achievement.

## **Palmetto Priority School Responsibilities**

**The PPS, through the leadership of the principal, shall:**

- Meet the terms of this MOA.
- Develop a School Leadership Team.
- Develop and promote a school climate and culture that is student-centered.
- Collaborate with all stakeholders.
- Develop, implement, and monitor the SCDE approved PPS Plan of Action MOA Addendum.
  - Implement an approved curriculum that is aligned with the South Carolina state standards.
  - Develop a focus on curriculum and instruction, identifying specific ELA and math initiatives.
    - Monitor teachers' instructional practices through weekly observations, ensuring alignment with the curriculum; provide written feedback; conference with teachers regarding feedback; and make follow-up observations to ensure that effective adjustments have been made in the delivery of instruction.
    - Ensure that every teacher is assigned to an instructionally focused Communities Advancing Professional Practice (CAPP) and provide ongoing professional development support for staff.
    - Develop and implement effective strategies at specific grade levels/content areas to address weaknesses, using district-wide assessment tools to analyze results.
  - Rely on a clearly defined benchmark and assessment system to measure academic improvement throughout the school year.
  - Provide appropriate, comprehensive needs assessment, as prescribed by the Office of School Transformation, and adhere to specific school-level monitoring activities.
    - Elementary School
      - ✓ Analyze subgroup results of Palmetto Assessment of State Standards (PASS).
      - ✓ Develop and implement an approved SCDE literacy initiative.
    - Middle School
      - ✓ Analyze subgroup results of PASS.
      - ✓ Analyze subgroup results of End-of-Course Examination Program (EOCEP).



- High School
  - ✓ Analyze subgroup results of High School Assessment Program (HSAP).
  - ✓ Analyze subgroup results of EOCEP.
  - ✓ Monitor the ninth grade field for Graduation Rate on a monthly basis.
- Evaluate all programs and initiatives, as directed by the local school district, to determine the effectiveness of each one; and work with district leadership to eliminate all ineffective programs and initiatives, adhering only to those few that are essential to improving student achievement.
- Complete the Quarterly Budget Report as it pertains to meeting the goals and implementing the strategies in the PPS Plan of Action MOA Addendum.
- Clearly delineate in the PPS Plan of Action MOA Addendum evidence of a decreasing dependence on state funds, being specific in how ongoing expenses will be assimilated in the budget as the PPS moves forward.
- Collaborate with the assigned PPSL on a weekly basis and follow the guidance of the PPSL, as directed by the Office of School Transformation.

#### **Local School Board Responsibilities**

- Meet the terms of this MOA as a way to transform and improve school performance and student achievement.
- Gain an understanding of the Local School Board's responsibility and accountability in monitoring the academic progress for the PPS, in accordance with S.C. Code Ann. § 59-18-1520 of the Education Accountability Act of 1998.
- Monitor the implementation of the SCDE **support system and MOA**, as well as the SCDE approved **PPS Plan of Action MOA Addendum**, in accordance with the local school board policies and in conjunction with the South Carolina School Board Association policies and procedures for school boards.
- **Reach out to community organizations** and businesses to garner their support for improving schools. Create momentum and energy in the community for improving school performance and student achievement by establishing ongoing relationships with community and business entities in support of improving student achievement.
- **Monitor all PPS expenditures** to ensure that they are focused on improving school performance and student achievement.
- Allocate time on a quarterly basis, documenting meeting agendas, to **receive updates from the PPS principal** and/or the district superintendent.
- Send representation to all PPS Collaboration Meetings.

### **Funding**

All SCDE travel and assigned school activities are contingent upon funding.

### **Enforcement of the Terms of this MOA**

The **Office of School Transformation in the SCDE** will monitor the implementation of the MOA and the PPS Plan of Action MOA Addendum. In the event that the MOA and the PPS Plan of Action are not being fully implemented as determined by the Office of School Transformation, appropriate actions will be taken to ensure compliance. These actions may include:

- **A called meeting by the Director of the Office of School Transformation** to include the local school board chairperson, the district superintendent, and the principal. All parties shall attend this scheduled meeting in Columbia, South Carolina to discuss the lack of implementation.
- **Written notification from the State Superintendent of Education** to the local school board chairperson, with copies forwarded to the district superintendent and the principal, warning of an appearance before the State Board of Education if corrective action is not taken within thirty days.
- **Appearance of the local school board members, the district superintendent, and the principal before the State Board of Education.**
- **Termination of technical assistance and loss of funding**, in addition to any other remedy available to the State Superintendent of Education, as established by law.

**The signatures below confirm that all parties understand and agree to support the terms as outlined in this MOA, to include the individualized PPS Plan of Action MOA Addendum to be finalized by the district/school leadership and to be reviewed for approval by the SCDE at the beginning of the 2011–12 school year.**

Signed by: \_\_\_\_\_  
Mick Zais, State Superintendent  
South Carolina Department of Education  
Date \_\_\_\_\_

Signed by: \_\_\_\_\_  
Montrio Belton, Director  
Office of School Transformation  
Date \_\_\_\_\_

Signed by: \_\_\_\_\_  
Local School Board Chairperson  
Date \_\_\_\_\_

Signed by: \_\_\_\_\_  
School District Superintendent  
Date \_\_\_\_\_

Signed by: \_\_\_\_\_  
Palmetto Priority School Principal  
Date \_\_\_\_\_

## **APPENDIX B: PROVISIO 1A.20, SCDE-EIA: TECHNICAL ASSISTANCE**

**1A.19.** (SDE-EIA: Technical Assistance) In order to best meet the needs of underperforming schools, funds appropriated for technical assistance to schools with an absolute rating of below average or at-risk on the most recent annual school report card must be allocated according to the severity of not meeting report card criteria.

Schools receiving an absolute rating of below average or at-risk must develop and submit to the Department of Education a school renewal plan outlining goals for improvements. Of the technical assistance funds allocated to below average or at-risk schools each allocation must address specific strategies designed to increase student achievement and must include measures to evaluate success. The school renewal plan may include expenditures for recruitment incentives for faculty and staff, performance incentives for faculty and staff, assistance with curriculum and test score analysis, professional development activities based on curriculum and test score analysis that may include daily stipends if delivered on days outside of required contract days. School expenditures of technical assistance shall be monitored by the Department of Education.

With the funds appropriated to the Department of Education for technical assistance services, the department will assist schools with an absolute rating of below average or at-risk in designing and implementing technical assistance school renewal plans and in brokering for technical assistance personnel as needed and as stipulated in the plan. In addition, the department must monitor student academic achievement and the expenditure of technical assistance funds in schools receiving these funds and report their findings to the General Assembly and the Education Oversight Committee by January first of each fiscal year as the General Assembly may direct. If the Education Oversight Committee or the department requests information from schools or school districts regarding the expenditure of technical assistance funds pursuant to evaluations, the school or school district must provide the evaluation information necessary to determine effective use. If the school or school district does not provide the evaluation information necessary to determine effective use, the principal of the school or the district superintendent may be subject to receiving a public reprimand by the State Board of Education if it is determined that those individuals are responsible for the failure to provide the required information.

No more than five percent of the total amount appropriated for technical assistance services to schools with an absolute rating of below average or at-risk may be retained and expended by the department for implementation and delivery of technical assistance services. Using previous report card data, the department shall identify priority schools. Up to \$6,000,000 of the total funds appropriated for technical assistance shall be used by the department to work with those schools identified as priority schools. These funds shall not be transferred to any other funding category by the school district without prior approval of the State Superintendent of Education.

The department will create a system of levels of technical assistance for schools that will receive technical assistance funds. The levels will be determined by the severity of not meeting report card criteria. The levels of technical assistance may include a per student allocation, placement of a principal mentor, replacement of the principal, and/or reconstitution of a school.

Reconstitution means the redesign or reorganization of the school, which includes the declaration that all positions in the school are considered vacant. Certified staff currently employed in priority schools must undergo a formal evaluation in the spring following the school's identification as a priority school and must meet determined goals to be rehired and continue their employment at that school. Student achievement will be considered as a

significant factor when determining whether to rehire existing staff. Educators who were employed at a school that is being reconstituted prior to the effective date of this proviso and to whom the employment and dismissal laws apply will not lose their rights in the reconstitution. If they are not rehired or are not assigned to another school in the school district they have the opportunity for a hearing. However, employment and dismissal laws shall not apply to educators who are employed in the district and assigned to the priority schools after the effective date of this proviso, in the event of a reconstitution of the school in which the educator is employed. Those rights are only suspended in the event of a reconstitution of the entire school staff. Additionally, the rights and requirements of the employment and dismissal laws do not apply to educators who are currently on an induction or annual contract, that subsequently are offered continuing contract status after the effective date of this proviso, and are employed at a school that is subject to reconstitution under this proviso.

The reconstitution of a school could take place if the school has been identified as a priority school that has failed to improve satisfactorily. The decision to reconstitute a school shall be made by the State Superintendent of Education in consultation with the principal and/or principal mentor, the school board of trustees, and the district superintendent. The decision to reconstitute a school shall be made by April first, at which time notice shall be given to all employees of the school. The department, in consultation with the principal and district superintendent, shall develop a staffing plan, recruitment and performance bonuses, and a budget for each reconstituted school.

Upon approval of the school renewal plans by the department and the State Board of Education, a newly identified school or a currently identified school with an absolute rating of below average or at-risk on the report card will receive a base amount and a per pupil allocation based on the previous year's average daily membership as determined by the annual budget appropriation. No more than fifteen percent of funds not expended in the prior fiscal year may be carried forward and expended in the current fiscal year for strategies outlined in the school's renewal plan. Schools must use technical assistance funds to augment or increase, not to replace or supplant local or state revenues that would have been used if the technical assistance funds had not been available. Schools must use technical assistance funds only to supplement, and to the extent practical, increase the level of funds available from other revenue sources.

#### **APPENDIX C: PROVISOR 1A.44, SCDE-EIA: CARRY FORWARD**

**1A.44.** (SDE-EIA: Carry Forward) EIA carry forward from the prior fiscal year and Fiscal Year 2012-13 and not otherwise appropriated or authorized must be carried forward and expended to provide \$200,000 to each school that was designated by the department as a Palmetto Priority School in the prior year but did not receive an allocation of EIA technical assistance funds in the prior fiscal year to improve teacher recruitment and retention, to reduce the district's dropout rate, to improve student achievement in reading/literacy, or to train teachers in how to teach children of poverty as stipulated in the school's renewal plan. If funds are not sufficient to provide \$200,000 to each qualifying district, the \$200,000 shall be reduced on a pro-rata basis. Any balance remaining must be expended for school bus fuel costs. Any unexpended funds must be carried forward and expended for the same purpose.