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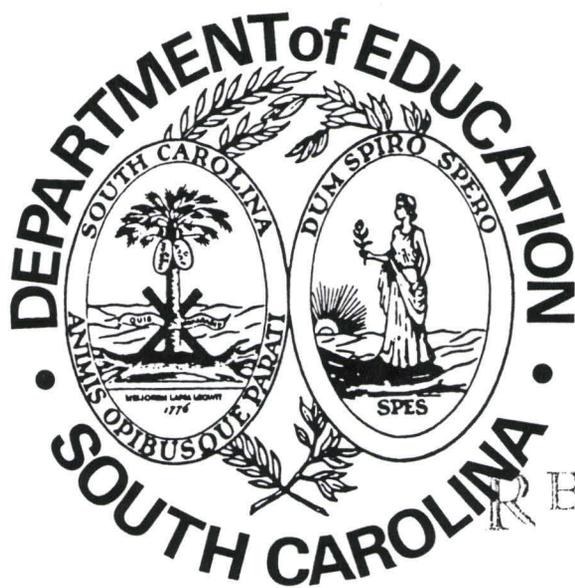
Annual Accountability Report

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FY 1998-99 AGENCY ACCOUNTABILITY REPORT

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October 15, 1999

**SOUTH CAROLINA
STATE DEPARTMENT OF EDUCATION
FY 1998-99 AGENCY ACCOUNTABILITY REPORT
TRANSMITTAL MESSAGE**

I am pleased to transmit the South Carolina State Department of Education, FY 1998-99 Agency Accountability Report as required by Sections 1-1-810 and 1-1-820 of the South Carolina Code of Laws, as amended, as well as Proviso 72.63 of the FY 1999-2000 Appropriation Act.

On January 15, 1999, I accepted the responsibility of State Superintendent of Education. Since then, the environment has been one of continuous strategic planning and transition, and the transition has been an enthusiastic and positive one. The Department of Education is looking forward to the twenty-first century. We have gained and sustained a momentum in South Carolina for educational progress and improvement, and I do not believe that momentum will falter.

Early in my administration, I reviewed the mission statement and made initial revisions. Yet, the Department has embarked on a strategic planning process that may provide subsequent revisions. It now reads: **The South Carolina Department of Education provides leadership and services to students, schools, and communities to enable all students, regardless of circumstances, to achieve academic success.** The mission reflects the belief that the Department of Education should be and is a service organization – one that provides quality services to the students and school districts of South Carolina.

The process used by the previous administration to determine objectives reflects a detailed analysis and distilling of our goals--increased student learning, increased student achievement, increased student development, and increased student knowledge. From these broad policy goals of education--the ends, concepts--ways to achieve these ends were developed along with clear targets for action and desired outcomes. These ends and ways were then coupled with the resources--means to formulate the various program objectives.

The process used by the previous administration to determine performance measures involved the identification of desired results from pursuing the stated goals and objectives. Each objective was reviewed and quality and/or quantity performance measures such as inputs, outputs, outcomes, productivity were linked to the objective.

The following report is one in which the Department of Education can be proud. It reflects the goals and objectives of the previous administration since I assumed the responsibility of Superintendent midway through the period for which this report covers. The Department of Education is focusing its attention to the initiatives I have proposed, all of which are directed to enhancing academic achievement for all students. These initiatives include:

- School leadership
- Teacher quality
- Early childhood education
- Safe and healthy schools
- Parental and community leadership
- Standards for teaching and learning

The agency contact persons for the report are Molly Spearman at (803) 734-6955 or John Cooley at (803) 734-8148.



Inez M. Tenenbaum
State Superintendent of Education

**SOUTH CAROLINA
STATE DEPARTMENT OF EDUCATION
FY 1998-99**

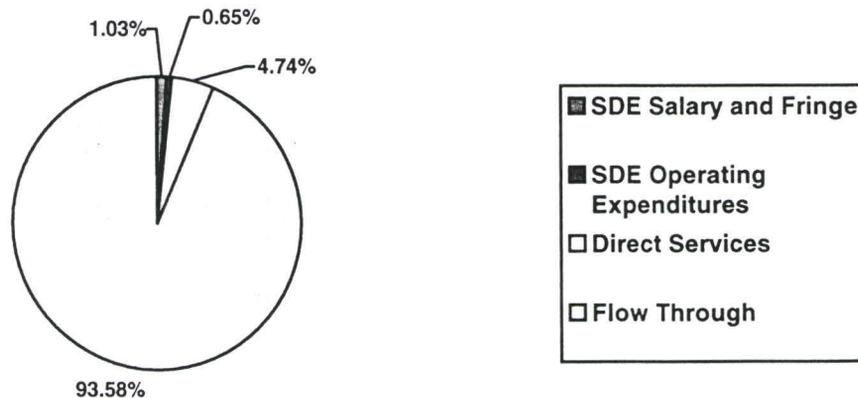
EXECUTIVE SUMMARY

South Carolina's education system must be ready to face the challenges of the twenty-first century. Not until another hundred years pass, will another set of students have begun a school year in one century and end it in a next. We must make this generation of students the best South Carolina has ever seen. It can be done. It will be done.

During the transition from the last administration to this one, new priorities were established and new goals were set. They include raising academic standards through accountability, making sure every child starts school ready to learn, improving the quality of the State's principals and teachers, guaranteeing that schools are healthy and safe, providing the resources to build a school infrastructure system for the next century, and ensuring parental and community leadership for all schools.

In FY 1999, the State Department of Education provided educational leadership and assistance to the State's eighty-six school districts and other agencies/entities that serve the more than 650,000 students in South Carolina. In FY 1999, South Carolina invested approximately \$2.4 billion in state and federal funds to public education.

SDE Distribution of Total Expenditures



South Carolina's educational system is growing tremendously. Advanced technology, new schools, and higher standards are all subjects that districts as well as the Department must deal with in the twenty-first century. Local communities and schools must be given authority over how their children obtain a better education. The State Department of Education must play a supportive role in these decisions – not a prescriptive role.

Therefore, the Department chose not to rank order programs or budget proposals. We need to address the education system as a whole, not program versus program or project versus project. Education, historically, has tried to improve one program at a time without the desired results. For real improvement in student learning to take place, all components of the education system must be addressed in a systemic manner.

Our current student achievement is not where we want it to be. To compete in a more demanding century, our students will have to accelerate their learning so that they can achieve at the levels outlined in new academic standards in mathematics, English language arts, social studies, and science. The Palmetto Achievement Challenge Tests (PACT) results were released in October with extra attention needed in preparing teachers and students for these standardized tests.

Yet, standards alone will not help all students learn at high levels. Initiatives to provide instructional materials, state of the art technology and instructional strategies, teacher and administrator professional development, and assessments aligned to the achievement standards have been underway at the state and local levels.

The State Department of Education considers collaborative efforts within the agency and with other agencies, very important in its efforts to provide quality educational services. Assessing statewide areas of common need and developing collaborative action plans with other agencies to address those needs has been a primary focus throughout the agency. Examples of this collaborative effort include the following:

- The State Department of Education is working with the Budget and Control Board, South Carolina Educational Television, and private sector telecommunications providers to coordinate the implementation of the K-12 technology initiative.
- The State Department of Education also leads the Healthy Schools, Healthy Communities Initiative, in collaboration with the Department of Health and Environmental Control (DHEC) and focuses specifically on building infrastructure among and across many state agencies and private, nonprofit entities to provide healthier communities across South Carolina.
- The State Department of Education, the Department of Social Services (DSS), Department of Health and Human Services (DHHS), and the South Carolina Headstart Association, jointly manage and fund seven statewide projects assisting TANF families to gain independence.
- The LINC (Linking Intergenerational Networks in Communities) project focuses on intergenerational mentoring to help young people at risk of not succeeding and represents a collaborative effort of four state and nonprofit agencies, including the State Department of Education, Clemson University, the South Carolina United Way and the DHHS Office on Aging.
- The State Department of Education developed a Memorandum of Agreement with DSS to address the State's family independence efforts under the Family Independence Act. A similar memorandum exists between the State Department Education and DHEC to provide health care and health education through schools and other community organizations.
- Governor Jim Hodges, Attorney General Charlie Condon, and State Superintendent of Education Inez Tenenbaum cochaired a Safe Schools Task Force that assembled state agencies, law enforcement, nonprofit organizations, and educational groups to develop a strategic safe schools plan.

Additional information for each program listed in this report is available from the SDE. In addition, reports from the Governor's School for Science and Math and the Governor's School for Arts and Humanities will be reported separately and not contained in this report.

The Department of Education is committed to improving its quality services to the school districts throughout South Carolina. We have new goals, yet we must continue to strive to meet the goals set in the past if South Carolina educational system intends to grow and thrive. Our goals will be met as we move into the twenty-first century.

MISSION STATEMENT

The South Carolina State Department of Education provides leadership and services to students, schools, and communities to enable all students, regardless of circumstance, to achieve academic success.

**SOUTH CAROLINA
STATE DEPARTMENT OF EDUCATION
FY 1998-99 AGENCY ACCOUNTABILITY REPORT**

LEADERSHIP SYSTEM

The agency leadership system begins with the Superintendent of Education who receives input from a variety of sources. These sources include the General Assembly, educators, students, professional organizations, the general public, and other groups internal and external to the State Department of Education. These constituents serve as linkages for identifying, documenting, and articulating concerns regarding the implementation and operation of educational programs. Extensive effort is made to obtain and coordinate input and communicate progress and expectations to customers, formally and informally through the use of committees, task forces, conferences, meetings, newsletters, faxes, e-mail, the SDE website, and the media.

The Superintendent and the Deputy Superintendents, who lead the divisions of Curriculum Services and Assessment, Professional Development and School Quality, District and Community Services, Finance and Operations, and Governmental Affairs, provide the leadership for the SDE. Strides have been made to make sure the department provides quality services and strong leadership.

The organizational structure of each division and office is designed to effectively communicate, implement, and reinforce the policies and practices that ensure high expectations and clear direction. Therefore, the nature of the business conducted by each office requires consideration of SDE policies and procedures. Each Deputy Superintendent retains responsibility for division operations including creating and reinforcing high expectations.

In summary, each office and division in the agency develops a detailed budget proposal to support the mission, objectives, and performance measures. The internal process includes discussion at the office, division, and senior management team levels to negotiate budget objectives, performance measures, and finally, funding to support activities that will lead to the achievement of those objectives. Final approval of budget objectives, performance measures, and budgets are made by the State Superintendent of Education.

**SOUTH CAROLINA
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CUSTOMER FOCUS AND SATISFACTION

Customer focus is driven in part by federal regulations, state statutes, legislative mandates, State Superintendent directives, and State Board of Education regulations. These governing entities create customer needs for technical support both externally and internally. A list of SDE internal customers includes the agency's administrative, professional, clerical and trades staff, State Superintendent of Education, and the State Board of Education. External customers include state government personnel, and the General Assembly; professional organizations, special interest groups, news media, teachers, administrators, school districts, other professional staff, and support staff in schools; state universities, public colleges, private colleges, and technical schools; and students, parents, and the general public. The SDE determines near-term and long-term requirements and expectations of its customers both formally and informally. Both provide feedback that is used to update strategic plans and action plans, design appropriate training services, provide technical assistance, and develop new products and procedures directed at improving learning and educational opportunities.

Many of the processes used to determine customer needs and expectations rely on results of survey instruments; therefore, the method for improving these processes is to continually evaluate and examine the accuracy and reliability of the survey results, and then improve the methods for analyzing the results. Personnel in each office who perform the analysis of their survey results take notes on how the survey could be changed to improve the reliability of feedback received. Key changes in survey results are indicators of changes in customer needs and expectations and help to assess how effective the SDE is at anticipating particular issues or changes in educational trends. All of the SDE's key stakeholders are given the opportunity to suggest improvements to services and procedures either through conversations or written feedback.

Strategic planning through the Comprehensive Management Plan was the major means by which the SDE planned for the future. There are numerous data sources and information of customer needs and expectations, which were included in the planning process. Overall, the SDE fosters the belief that service is the key to customer relationships.

Customer satisfaction with SDE services is determined by several measures. Since services span a range from on-site classroom instructional assistance to the purchasing and maintaining of buses, so must the measurements of customer satisfaction span a wide range. Likewise, the improvement and evaluation of the measures are relative to the services provided and the customers served.

The State Superintendent of Education now schedules bimonthly meetings throughout the year to receive input from local superintendents and district officials. The discussion-based agenda allows for clearer understanding of how policies are being implemented. Early reports are reviewed and considered.

Customer service determination falls into two main categories: (1) reports and reviews and (2) evaluations and feedback.

PROGRAM NAME: Agency Leadership

PROGRAM COST:

State:	\$2,293,560
EIA:	
Federal:	
Earmarked:	
Total:	\$2,293,560

PROGRAM GOAL:

Provide leadership to develop, establish, and communicate a clear vision of education in South Carolina. To fulfill the mission of the South Carolina Department of Education which provides leadership and services to students, schools, and communities to enable all students, regardless to circumstance, to achieve academic success; to provide purpose, direction and motivation to carry out the mission of the SC Department of Education; to provide efficient and effective educational leadership through adoption of policies, rules, regulations, instructional materials and minimum standards for any phase of education.

PROGRAM OBJECTIVES:

- To communicate information on education to the public, parents and communities. Work with the public and members of the General Assembly regarding state laws and regulations effecting the ongoing operations and future development of statewide education policy.
- To administer an effective organizational structure to promote a more collaborative organization.
- To work with Congress and national organizations/Chief State School Officers (CCSSO)/National Governor's Association (NGA) on proposed and current federal laws effecting education.
- To provide timely and accurate legal advice support to SDE and SBE.
- To administer all policies and procedures prescribed by law and adopted by the State Board of Education.
- To develop curriculum content standards and statewide assessment instruments.
- To administer \$2.3 billion in school funding.
- To monitor district compliance with federal and state laws (e.g., Act 135m strategic planning, special education, administration of Title I funds)
- To provide direct services to districts and schools including staff development, technical assistance, and textbook provision.
- To coordinate the efforts of public education in meeting the needs, problems and concerns of business in South Carolina by maintaining a positive relationship with business executive leadership.
- To coordinate public education efforts to support business opportunities and economic development activities with Governor's Office, SC Department of Commerce, business executives and business groups, chambers of commerce, leaders in secondary and post secondary education.
- To support and serve as liaison for development of business opportunities to enhance economic growth and development in SC.
- To challenge and support citizen understanding of the relationship between high academic standards and preparing for the economic future of communities.
- To manage a statewide school transportation system.
- To adopt required policies, rules, and regulations to support SC educational efforts.
- To enforce established policies, rules, and regulations in a fair, equitable, efficient, and effective manner.
- To conduct Charter School hearings as appropriate.
- To manage a statewide instructional materials system in a timely manner.
- To effectively and efficiently prescribe and enforce teacher certification rules and regulations by conducting licensure hearings.
- To efficiently and effectively assume other responsibilities, exercise other powers, and perform other duties as may be assigned by law or which is necessary in carrying out the purpose and objectives of the State Constitution.

PERFORMANCE MEASURES:

- Instrumental in the following legislative action: Full Day Kindergarten, Increase High School Diploma Credits, Reduce Class Size in Grades 1-3, Education Accountability, and Increased Technology
- Approved guidelines for Assisting, Developing, Evaluating Professional Teachers (ADEPT).
- Reviewed 5 requests for waivers of non-conforming education buildings.
- Reviewed 5 requests for waivers to reduce millage.
- Approved the Bus Drivers Salary Pay Scale Guidelines.
- Developed, amended and/or repealed 12 regulations.
- Approved 6 requests for property disposals.
- Approved the Instructional Materials Report for 1998.
- Designated the critical subject areas and geographical areas for teacher loan cancellation purposes.
- Conducted hearings for teacher licensure and suspended 21 licenses; revoked 14 licenses; and denied 2 requests for licenses.
- Approved the Instructional Television Resources.
- Conducted 5 appeals for Charter Schools.
- Approved 6 Teacher Education Programs at Colleges and Universities.
- Approved Social Studies and Foreign Languages Frameworks and Standards and the Visual and Performing Arts Academic Achievement Standards.
- Interpreted state and federal law and provided legal advice to the State Superintendent of Education, Staff of the SC Department of Education and the State Board of Education.
- Served as legal advisors to the State Board of Education on five (5) appellate proceedings.
- Represented the State Department of Education, the State Superintendent of Education and the State Board of Education in eleven (11) state or federal court cases.
- Represented the State Department of Education in 83 teacher certification cases, 50 of which final orders were issued, 12 employee grievance cases, and four (4) EEOC/SHAC cases.
- Reviewed and assisted in processing and appearing before the Education Oversight Committee and legislative committees in regards to 40 regulations and guidelines.
- Reviewed approximately 8 RFP's; 178 contracts; sole sources and emergency procurements; 87 grant applications, solicitations and awards.
- Represented the State Department of Education before the State Procurement Review Officer and Procurement Review Panel.
- Investigated and maintained documentation on 32 complaints relative to violations of IDEA; administered a system of conducting administrative reviews of six (6) local due process hearings as required by IDEA.
- Revised, updated and disseminated 4 Procedures/Policy Handbooks.
- Reviewed 64 Office for Civil Rights (OCR) complaints, investigations and resolutions and investigated and responded to OCR complaints on special education filed against the State Department of Education.
- Called on business industry leadership each week statewide to develop and maintain positive relations.
- Developed liaison activities with business/industry and agencies.
- Maintained network of business partners.
- Developed solutions for solving education/workforce problems.
- Represented State Department of Education at all meetings of economic leadership concerning quality job creations; represented the department in meetings at local community level to support/solve problems in terms of K-12 workforce readiness.
- Represented the department in focusing on rural development in SC.
- Developed educational relationships with the state's international business partners.
- Served as policy advisor with Technical College System.
- Worked cooperatively with Department of Commerce on Business recruitment to SC.

PROGRAM NAME: Agency Communications

PROGRAM COST:

State:	\$482,712
EIA:	
Federal:	
Earmarked:	\$ 6,602
Total	\$489,314

PROGRAM GOAL:

To coordinate a system that guarantees the free flow of information and ideas, both into and out of the State Department of Education; to organize this information so that it is easily accessible and useful; to have this information be accurate and timely; to encourage and use feedback from as many sources as possible; to support the communication and media needs of all State Department of Education offices.

To serve as a liaison between the Department of Education, parents, citizens, and the schools and districts in South Carolina; facilitate communication and coordinate special projects and programs.

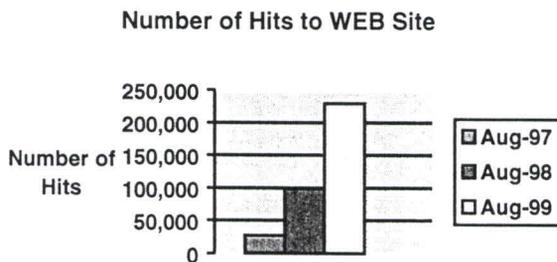
PROGRAM OBJECTIVES:

- External Communications (Education): Coordinate and supervise overall quality control for SDE communications with 86 school districts and 1,100 schools. Serve as liaison office for district public information officers. Write, edit and distribute CONNECT newsletters to district offices and schools around the state.
- External Communications (Public): First point of contact for education-related requests (including Freedom of Information Act requests) from the general public.
- External Communications (News media): Handle requests for information from newspaper, television and radio reporters. Coordinate news events and news conferences to disseminate school-related news. Produce and distribute news releases on statewide education events and initiatives.
- Internal Communications: Make certain that agency employees are kept aware of agency activities and priorities. Activities include publishing the agency's daily in-house EdMail electronic newsletter, distributing education-related news articles to all divisions, etc.
- Technical Assistance (Internal): Assist other agency offices with their communications needs, including promotional work for education conferences and teacher workshops; review of agency publications; editing and design of newsletters and other communications; editing, design and production of brochures, etc.
- Technical Assistance (External - Education): Provide communications and marketing assistance upon request to any school or district. Specially targeted programs of communications assistance for districts "in greatest need."
- Graphics: Provide graphics services and art consulting work for all SDE offices, including designing and production of publications, newsletters, brochures, etc.
- Photography: Provide film and digital photo services to all SDE offices and the State Board of Education.
- Internet: Coordinate the agency's Internet web site, which provides on-line information services for educators and the general public. Expand the site's offerings and make it more useful for educators.
- State Board of Education: Provide communication-related support services for the State Board, including logistics for all board meetings.
- Directory of South Carolina Schools: Produce and distribute the comprehensive annual directory (both paper and online versions) of K-12 education that includes updated names, addresses and telephone numbers for state, district and school staff throughout South Carolina. Also includes a variety of additional reference material, including private schools and education-related organizations.
- Recognition programs: Coordinate programs that recognize and honor outstanding educators from around the state. Recognition programs coordinated by the Public Information Office include the State Teacher of the Year Program, the Milken Family Foundation National Educator Awards, and special recognitions before the State Board of Education.
- To provide assistance and information to parents and community members through the use of a toll-free telephone line and through written correspondence.
- To facilitate contact between parents, schools, and districts.

- To maintain a log of telephone calls according to the nature of the concern, the location of the caller, and the resolution.
- To coordinate and administer special projects and programs sponsored by the Department.

PERFORMANCE MEASURES:

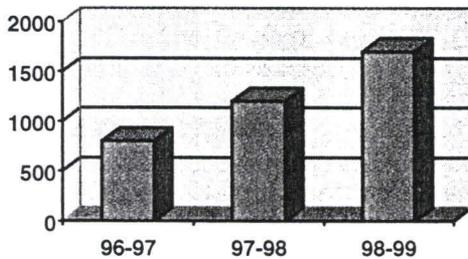
- Quadrupled the quantity of information available via the agency's Internet web site. All major agency publications are now available online, including district- and school-level statistics on finance and student achievement. The number of times the web site was accessed by the public has exploded, increasing from 25,000 in August 1997 to 154,000 in August 1998 to 229,000 in August 1999.



- Enhanced the web site's value as an educational tool for teachers and administrators by adding packages on testing, regulation changes and other topics. Made presentations on the web site at conferences of media specialists, school principals, school superintendents, district public information officers, teachers, news reporters, and State Department of Education employees.
- Made the annual hard-copy version of the South Carolina Directory of Schools available online, allowing us to reduce the total number of paper copies printed by 1,500.
- Coordinated the agency's first-ever "virtual conference," which made presentations and information from the South Carolina Teacher Quality Conference available to any interested teacher or citizen via the web site. This invitation-only event at the College of Charleston was attended in person by more than 200 people, but thousands of people could listen to presentations on line, including a keynote speech by U.S. Secretary of Education Dick Riley and several workshop discussions.
- Produced and distributed more than 350,000 copies of the CONNECT state education newsletter to every school and district office in South Carolina.
- Designated a PIO staff member to provide customized communications services to schools and districts upon request, with a special emphasis on districts identified as being "in greatest need."
- Coordinated awareness and networking workshops twice during the year for district public information officers.
- Coordinated awareness workshops twice during the year for news reporters.
- Coordinated more than 25 news conferences with media representatives and produced more than 170 news releases.
- Handled dozens of telephone calls each workday from news reporters, educators, and members of the public who were seeking various kinds of information about South Carolina's public school system.
- Reviewed agency publications and completed graphic art assignments
- Built support for the new "Education License Plate" with marketing efforts – brochures, newsletter articles, and news events – targeted at educators, businesses, and the general public.
- Helped coordinate a monthly television show – "Speaking of Schools" on South Carolina Education Television – that features school-related issues. Also assisted with production of a weekly radio program on South Carolina Educational Radio.

- Addressed the needs of key PIO customers: administrators and teachers, parents, students, taxpayers, students, businesses, State Board of Education members and members of local school boards, state and local lawmakers, legislators, other state agencies, and the news media. Organizations that are key customers include the South Carolina School Boards Association, the South Carolina Association of School Administrators, the South Carolina Congress of Parents and Teachers (PTA), the South Carolina Education Association, the Palmetto State Teachers Association, and the South Carolina Chamber of Commerce.
- Logged in and documented more than 1,700 telephone calls during the year to the agency's toll-free parent assistance hotline, a significant increase over the previous year.

Parent Assistance Phone Calls



- As part of our parent and citizen assistance program, responded in writing to more than 200 correspondences and requests for information.
- Administered the Junior Scholars program, which recognized nearly 3,000 students; the Archibald Rutledge Scholarship Program, which awarded four college scholarships; and the Gift of Life Trust Fund Poster Contest.

PROGRAM NAME: Internal Administration

PROGRAM COST:

State:	\$575,883
EIA:	\$129,208
Federal:	
Earmarked:	\$93,345
Total:	\$798,436

PROGRAM GOAL:

To effectively and efficiently coordinate and manage day-to-day operations; recommend policies and procedures to increase efficiency and effectiveness; ensure compliance with all state and federal financial requirements; perform effective and efficient audits; increase public confidence in the SC education system through better financial accountability; provide efficient and effective service to the following customers: SC public, General Assembly, Governor's Office, school districts, CPAs, other agencies and entities, and other organizations.

PROGRAM OBJECTIVES:

- To facilitate effective and efficient, internal and external information flow.
- To produce and facilitate SDE FY 2000 Budget input to the Governor's Executive Budget on the date requested and to specified quality standards; facilitate budget process by responding to all requests within 48 hours and meeting mutually agreed product delivery dates.
- To produce and facilitate SDE FY 1998 Agency Accountability Report and meet established submission quality and time standards.
- To respond within 48 hours to all requests for information to include the following customers: General Assembly, Legislative Staff, Governor's Office, State Budget Division, school districts, other state agencies, other state entities, SC public, other organizations.
- To initiate improved accountability and public awareness of the use of public education funds by implementing In\$ite reporting down to school level.
- To serve as External Audit liaison.
- To conduct audits and other analyses of all financial and programmatic activity of the Department and focus on the efficient and effective use of resources as well as compliance with all applicable state and federal laws and agency polices and procedures.
- To assist members of management in the effective discharge of their responsibilities by providing information, analysis, and recommendations concerning activities reviewed.
- To provide technical assistance to school districts in the areas of school financial accounting, pupil accounting and student accountability systems, the district budgetary process, and local taxation requirements.
- To develop and maintain the statewide accounting system for school districts; to update the chart of accounts and account definitions in conformance with state and federal reporting and accounting requirements and prepare updates and improvements to the Funding Manual and The *Statewide Financial Accounting Handbook* in support of state and federal data collection.
- To collect district data for teacher salary schedule and supportive information.
- To implement the federal Single Audit Act reporting requirements for the annual certified financial audits of school districts, area vocational centers and county boards; to update, edit and publish Single Audit Guide for distribution to school districts and their independent external auditors and provide technical assistance through workshops; to conduct desk reviews on annual certified financial audits for school districts, as well as to perform quality control reviews of independent auditors' working papers.
- To conduct audits of State agencies, nonprofit organizations for compliance with OMB 133 grant agreement.
- To fulfill requirements of financial reporting mandated by state and federal laws to ensure that districts provide adequate financial data in a format consistent with requirements of all data users.
- To update the LEA indirect cost plan and compute the restricted, non-restricted and special (Food Service) rates on each individual LEA.

- To prepare and analyze school district summaries of EIA maintenance of local financial effort requirements, provide supportive information for local school districts, and submit waiver requests to the State Board for approval.

PERFORMANCE MEASURES:

- Reported district expenditure data down to school level for FY 1999 In\$ite and published "Presentation of State, District, and Education Spending for Public Education.
- Answered 40 requests for district financial data.
- Trained SC school district board members on uses of In\$ite.
- Published and submitted 14 reports required by proviso on or before the designated date and to required quality standards; completed 26 fiscal impact statements on or before the required date to established quality standards.
- Submitted FY 2000 SDE input to Governor's Executive Budget by established date and to the specified quality standards.
- Facilitated the Agreed Upon Procedures Audit, the Single Audit and The GAAP Audit with no material findings noted in any of these reports.
- Conducted 15 on-site audits of bus shops verifying fixed and current asset values and compliance with operating procedures.
- Provided technical assistance to bus shops through monthly monitoring of inventory/job ticket accountability system
- Performed internal audits to ensure efficient use of resources, effective performance of responsibilities and compliance with state and federal laws, rules, and regulations.
- Facilitated external audits.
- Provided technical assistance to school districts in the areas of school financial accounting, pupil accounting, the district budgetary process, calculation of indirect cost rates, and local taxation requirements through financial management reviews, workshops, presentations, and on-site visits.
- Published the Funding Manual, the *Statewide Financial Accounting Handbook*, and the Single Audit Guide.
- Coordinated efforts of the Department's school district auditors and school district CPAs to ensure consistency, conformity, and non-duplication of audit efforts.
- Conducted twenty-three state compliance audits of EFA, EIA and Act 135 programs.
- Input Professional Certified Staff (PCS) salary schedules for all districts to determine compliance with state minimum salary schedules.
- Monitored school district compliance with EIA Per Pupil Maintenance of Effort Requirements and processed twenty-six EIA waiver applications.
- Provided Indirect Cost Rates for eighty-six school districts, one county board, and four area vocational centers.
- Provided Funding Requirements to all school districts and local entities with authority for school taxes as mandated by State law.
- Performed 108 desk reviews for school districts, vocational centers, and county boards. Performed four quality control reviews.
- Performed thirteen compliance audits of State Agencies and/or nonprofit organizations; performed 109 desk reviews for nonprofit organizations and other state agencies in accordance with OMB Circular A-133 and the Single Audit Act.
- Submitted the annual National Public Education Fiscal Survey Report for the USDE Common Core of Data Project, the National Education Association fiscal data for estimates and ranking of the states.

PROGRAM NAME: Business

PROGRAM COST:

State:	\$2,667,544
EIA:	\$ 220,194
Federal:	\$ 477,842
Earmarked:	\$ 63,252
Total:	\$3,428,832

PROGRAM GOAL:

To support the Department of Education, school districts, state and federal agencies by providing leadership, professional services and financial accountability. The scope of our mission encompasses the areas of Finance, Administrative Services to include procurement, printing, and mail services, and the Office of Human Resources.

PROGRAM OBJECTIVES:

Finance Office Objectives:

- To provide sound financial management and maintain the official financial records for the State Department of Education in accordance with state and federal laws, regulations, and guidelines.
- To process disbursements within established schedules and/or deadlines. This includes coordination with the Department of Health and Human Services of the school district Medicaid expenditure reimbursements.
- To maintain the Department's payroll system in accordance with state and federal laws, regulations, and guidelines.
- To allocate funds to school districts and other entities, keeping the Local Educational Agency (LEA) business managers informed of changes in state and federal education programs and related funding issues and requirements.
- To maintain accurate financial information relative to the Pupil Accounting System, the Certified Staff Listing, and the Education Finance Act (EFA) and Education Improvement Act (EIA) allocations.
- To maintain accurate and timely grants management services for federal and other funds.
- To comply with the Cash Management Improvement Act of 1990.

Administrative Services Office Objectives:

- To purchase all goods and services for the Department of Education in compliance with the South Carolina Procurement Code.
- To process all Purchase Requests within two business days of receipt.
- To offer exceptional printing, photocopying, mail, delivery, and telephone services to all offices within the Department of Education at the lowest possible cost.
- To enhance the knowledge and proficiency of the office staff by pursuing training, experience and certification on a continuing basis.

Office of Human Resources Objectives:

- To provide guidance and assistance relative to the State Department's organizational configurations, classification of positions, development of position descriptions, assignment of salaries, and employee performance appraisals in accordance with state and federal laws, regulations, and guidelines.
- To implement the annual legislative state employee pay plan in accordance with Budget and Control Board directives.
- To process employee and position information through the automated human resource information system.
- To manage the delegated classification and hire-above-the-minimum program with the Budget and Control Board.
- To provide leadership and guidance relative to employee relations.
- To provide support and technical assistant for the recruitment and selection process.
- To provide coordination and processing of human resource actions for the Governor's Schools in Hartsville and Greenville and the Governor's First Steps Program.

- To process and monitor Worker's Compensation claims for the Department and all school bus drivers in South Carolina, as well as for both of the Governor's Schools.
- To process and manage the State Dental and Health Programs, Optional and Dependent Life programs, and all voluntary benefit programs for permanent employees.
- To coordinate drug testing for agency safety sensitive positions in the Office of Transportation.
- To provide the security services for the State Department of Education.

PERFORMANCE MEASURES:

Finance Office Performance Measures:

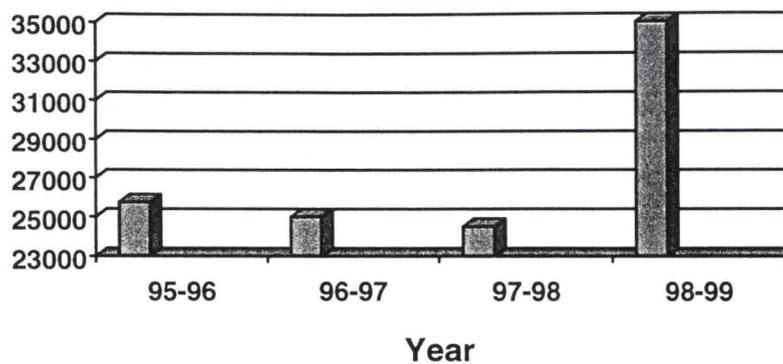
- Payments for the State Department's obligations were processed within five days after receiving all pertinent information and required documentation. Finance staff processed a total of 47,966 vouchers. Of these, approximately 3,600 were travel reimbursements, which were processed within one business day from the noon cut-off, and 9,481 were Aid to District payments. Another 846 interagency payments were processed.
- Indirect cost vouchers, sales tax reports, and internal charges were processed on a monthly basis within required deadlines. Staff responded to inquiries within one business day.
- The Schedule of Federal Financial Assistance was completed in compliance with the State Auditor's Office. Federal funds for FY 1998-99 were maintained at minimum daily cash balance to meet a three day needs requirement established by federal regulation.
- All payrolls for the State Department of Education were accurately processed and submitted to the State Comptroller General within established deadlines. Staff responded to payroll inquiries within one business day.
- EFA and EIA payments to school districts were completed by the required 22nd of each month.
- The District Newsletter was published and distributed by the 22nd of each month.
- 14 Generally Accepted Accounting Principles (GAAP) closing packages were completed.
- No significant audit findings were included in the following audits: (a) Statewide Single Audit; (b) Agreed Upon Procedures Audit; (c) GAAP Audit; and (d) LAC (Legislative Audit Council) audit.
- All grants were processed within 3 to 5 working days to include the drawdown of the cash and the initiation of the payment.
- The Pupil Accounting System was maintained on a timely basis. All data was collected and updated as scheduled. Attendance sheets for districts were distributed prior to school startup dates.
- The annual schedule of events and/or due dates was distributed to all school districts.

Administrative Services Office Performance Measures:

- Approximately 35,000 purchase orders were processed in fiscal year 1998-99. Purchasing achieved an average turn-around of 2.46 days. This equates to an average of 145 purchase orders processed per business day. Chart #1 depicts the increase for FY 98-99 in purchase orders processed due to the use of over the counters by the school bus maintenance shops.

Purchasing Orders

Chart #1



- The Purchasing buyers are pursuing National Institute of Government Purchasing certification. This is a rigorous program that will ensure buyers for the Department remain on the cutting edge of advances in the public purchasing field.
- The Director of Administrative Services implemented a monthly meeting schedule with support staff to answer questions, address concerns, and coordinate efforts to reduce administrative costs.
- The mailroom processed approximately 450,000 pieces of mail in fiscal year 1998-99, an average of over 1,875 per business day.
- The print shop printed approximately 13,200,000 pages in fiscal year 1998-99, an average of over 55,000 pages per business day.

Office of Human Resources Performance Measures:

- The Office of Human Resources reviewed, evaluated, and processed in accordance with the Budget and Control Board, Office of Human Resource Management rules and regulations, 137 new hires, 18 promotions, 120 separations, 39 reclassifications, 7 lateral transfers, and 14 reassignments.
- Maintain and reconcile full time equivalents (FTE) for the Department.
- The Office of Human Resources processed 355 Worker's Compensation claims.
- For fiscal year 1998-99, no audit exceptions were noted by the Budget and Control Board.
- Drug testing for safety sensitive positions were conducted as follows; Post Accident (1); Random Alcohol Test (31); Random Urine Test (179); Pre-employment (60).
- Security services were operational for all business hours.
- The Office of Human Resources assisted the new State Superintendent of Education in restructuring the Department of Education for the new administration.
- The Office of Human Resources continued to support the Governor's Schools for Arts and Humanities in Greenville and Science and Mathematics in Hartsville.

PROGRAM NAME: Direct Aid

PROGRAM COST:

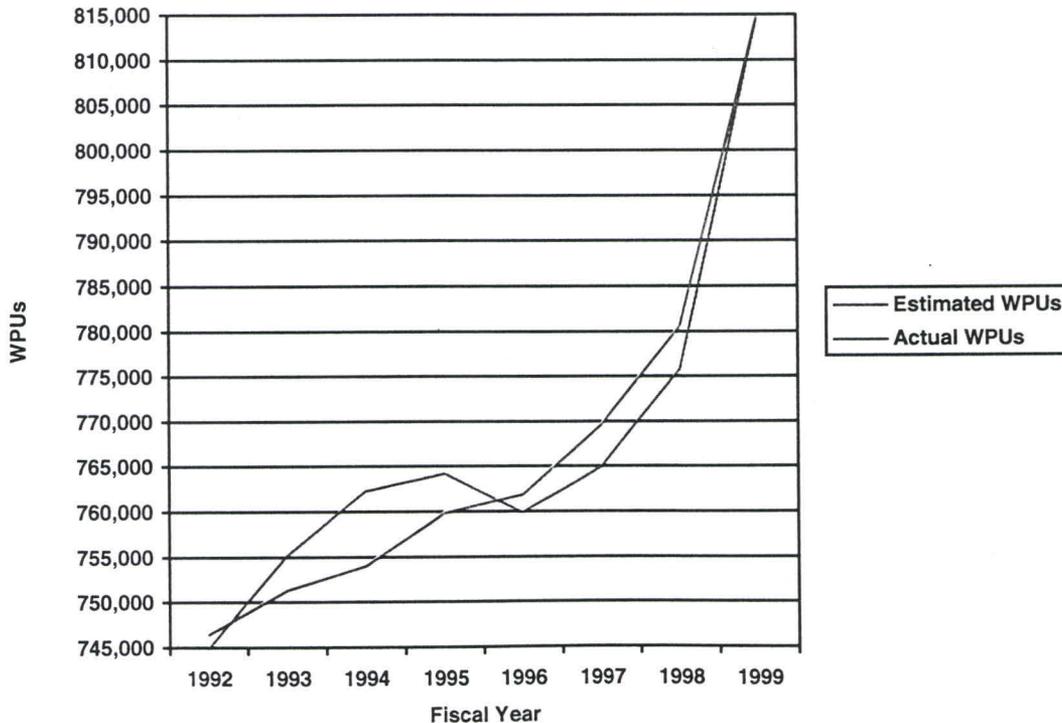
State:	\$1,422,713,077
EIA:	\$ 147,901,774
Federal:	\$ 184,834,246
Earmarked:	\$ 12,424,966
Total	\$1,767,874,063

PROGRAM GOAL:
To support education efforts through direct aid of state and federal dollars.

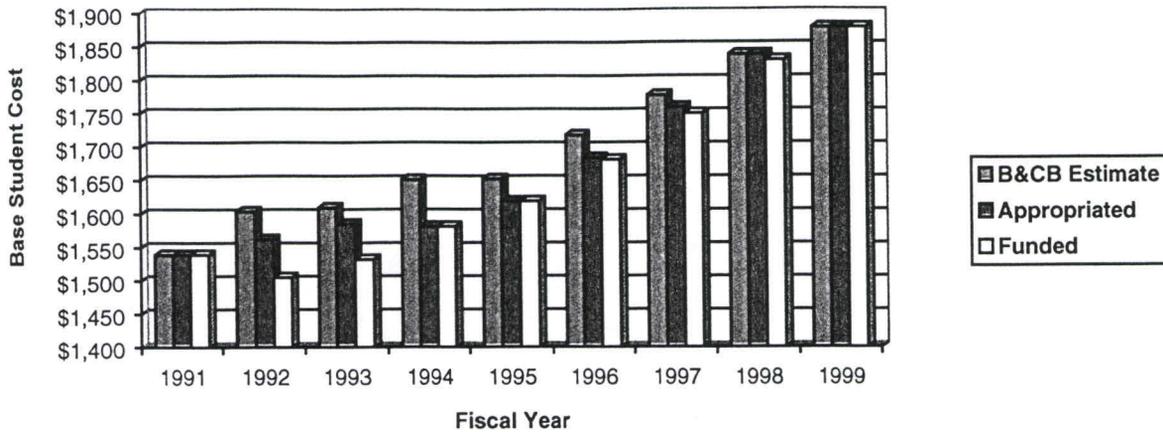
- PROGRAM OBJECTIVES:**
- To ensure that every child in the state receives an educational opportunity that meets state standards.
 - To provide reimbursements to school districts for special programs.
 - To provide for an annual teacher salary increase to maintain SC teacher salaries at the Southeastern average.
 - To provide an extended-day kindergarten program that will prepare children for the first grade
 - To defray costs of fringe benefits to help support defined programs.
 - To support entities and programs around the state to include Winthrop University, College of Charleston, The Felton Lab at South Carolina State University, and others

- PERFORMANCE MEASURES:**
- Funds were adequately and timely distributed.
 - \$1 billion of EFA funds were distributed to the 86 school districts, Department of Juvenile Justice, Palmetto Unified, and School for the Deaf and Blind; 814,739 weighted pupil units were funded.

Weighted Pupil Units

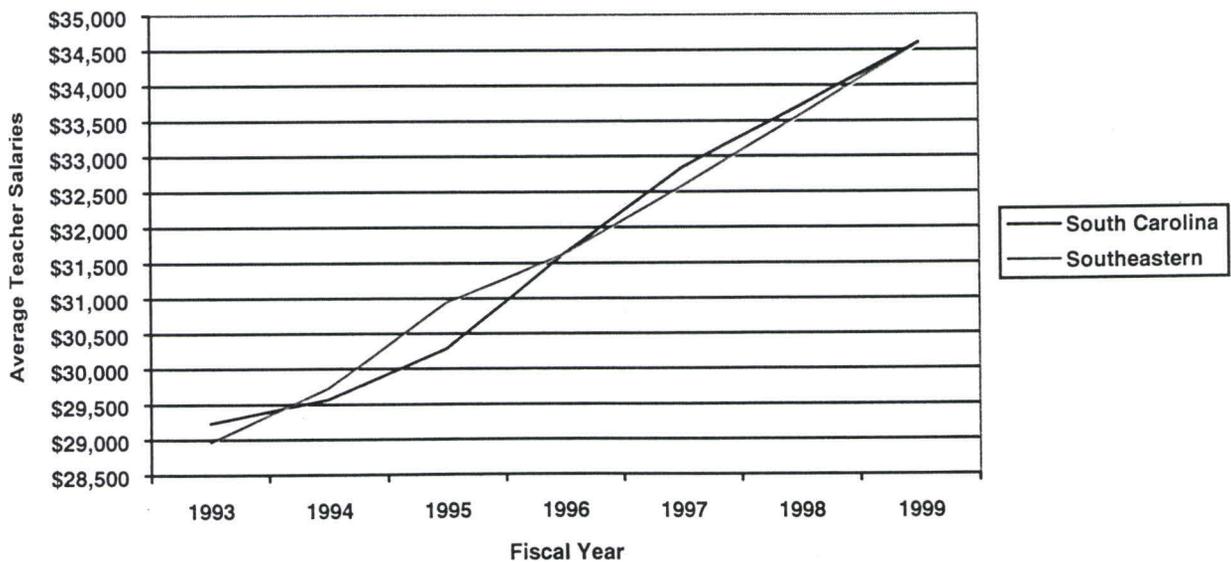


**Base Student Cost
Estimated vs. Appropriated vs. Funded**



- \$316 million of fringe benefits were provided.
- \$36 million of Extended Day Kindergarten programs were provided for preparing children for the first grade. CSAB test scores increased 1.6% from the previous year. 81.2% of students tested met the readiness standard; 37,406 Students were funded in FY 1999 in 85 school districts.
- Achieved FY 1998-99 South Carolina average teacher salary of \$34,587.

SC Teacher Average vs. Southeastern Average



PROGRAM NAME: Technical Assistance - Monitoring

PROGRAM COST:

State:	\$ 8,625
EIA:	\$ 616,711
Federal:	\$ 76,905
Total:	\$ 702,241

PROGRAM GOAL:

To ensure that all Local Education Agencies are in compliance with applicable state and federal laws and regulations by providing technical assistance and uniform monitoring procedures for data collection, analysis, assessment and reporting; to increase public confidence in the S.C. education system by providing sound program accountability; and to effectively and efficiently coordinate and manage all program quality reviews.

PROGRAM OBJECTIVES:

- To ensure that every child in the state receives an educational opportunity that meets state and federal standards.
- To fulfill requirements of state and federal monitoring mandates.
- To respond to requests for information and facilitate the effective and efficient flow of external and internal information.
- To be a source of expert information for LEAs by providing monitoring, technical assistance and support in meeting compliance standards.
- To assist members of management in the effective discharge of their responsibilities by providing information, analyses, and recommendations concerning activities reviewed.

PROGRAM MEASURES:

- Monitored ESEA TITLE VI in 46 school districts, 100 public schools, and 50 private schools as required and described in federal laws and regulation.
- Monitored the INDIVIDUALS WITH DISABILITIES EDUCATION ACT in 30 school districts as required and described in federal laws and regulations.
- Monitored STATE ACCREDITATION REGULATIONS in 86 school districts; special state supported institutions and 1,090 schools as required and described in state laws and regulations.
- Monitored ACT 135 in 86 school districts and 1,090 schools as required and described in state laws and regulations.
- Monitored CIVIL RIGHTS COMPLIANCE in 3 vocational centers as required and described in federal law and regulations.
- Monitored for QUALITY ASSESSMENT in all 86 school districts as required and described in state laws and regulations.
- Fulfilled 100% of legal requests for information, analyses and recommendations in a timely, efficient and effective manner.
- Trained 100% of appropriate state department personnel in specific program laws, regulations, and best practices.
- Provided Technical Assistance in ESEA TITLE VI to all 86 school districts.
- Provided Technical Assistance in the INDIVIDUALS WITH DISABILITIES EDUCATION ACT to all 86 school districts on a case by case basis as needed and/or as requested.
- Provided Technical Assistance in STATE ACCREDITATION REGULATIONS to all 86 school districts, special state supported institutions and 1,090 schools.
- Provided Technical Assistance in ACT 135 to all 86 school districts and 1,090 schools on a case by case basis as needed and/or as requested.
- Provided Technical Assistance in CIVIL RIGHTS COMPLIANCE to 5 school districts.

EFFICIENCY MEASURES:

PERCENT IN FULL COMPLIANCE

• Individuals with Disabilities Education Act	100%
• State Accreditation of Schools	88%
• S.C. Act 135	100%
• Civil Rights Compliance	100%
• Title VI of the Elementary and Secondary Education Act of 1965	100%

PROGRAM NAME: Technical Assistance – Accreditation and School Support

PROGRAM COST:

State:	\$ 562,291
EIA:	\$ 244,685
Federal:	\$ 126,027
Earmarked:	\$ 51,637
Total:	\$ 984,640

PROGRAM GOAL:

To effectively and efficiently provide the services and resources necessary to foster the continued improvement in the delivery of quality educational programs to the children of this State; to ensure that local educational agencies comply with applicable federal and South Carolina statutes and regulations governing school operations and programs; to reward and encourage high performing schools to stimulate innovation and creativity; and to stimulate quality teaching and learning practices in low-performing schools through accountability systems and targeted technical assistance.

PROGRAM OBJECTIVES:

- To ensure that every child in the State receives an educational opportunity that meets State and federal standards.
- To coordinate the administrative functions of EIA programs and other initiatives within the Office of School Quality.
- To establish and maintain open lines of communication and serve as resource/liason between the Department of Education and local educational agencies.
- To provide technical assistance and support to local educational agencies to ensure their compliance with prescribed State accreditation standards essential to the operation of quality educational programs.
- To annually identify, notify, and provide technical assistance, and support to all schools that qualify for deregulated status.
- To issue all high school completion documents and provide effective procedures for their acquisition.
- To issue all duplicate diplomas as requested.
- To review, approve/disapprove innovative approach applications for all LEA's.
- To effectively and efficiently respond to all requests for information.

PERFORMANCE MEASURES:

- Compiled, published, and distributed seventeen hundred (1700) copies of the School Administrators Guide updates, regulations and statutes to local educational and State agencies and organizations.
- Identified exceptions to accreditation standards and provided preliminary analyses to one thousand two hundred fifty-eight (1258) schools and district offices.
- Conducted accreditation desk audits and distributed results to one thousand two hundred fifty-eight (1258) schools, district offices, and local board of trustees.
- Compiled and published seventy-five (75) copies of the Accreditation of School Districts in South Carolina Annual Report for the State Board of Education as required by law.
- Provided on-site accreditation visits to local educational agencies as requested.
- Provided on-going technical assistance/information to parents, teachers, and officials of local educational agencies regarding State standards and regulations impacting student learning.
- Reviewed, approved/disapproved two hundred ten (210) innovative approach applications for alternative core credit courses and non-standard special education classes to support changing curriculum needs of students.
- Identified, notified, and provided technical assistance and support to one hundred thirty-five (135) deregulated schools designed to respond to student learning.
- Received, verified, and issued sixty four thousand five hundred thirty-one (64,531) high school completion documents - standard diplomas, STAR diplomas, State certificates, academic honor awards, Life Scholarship certificates, and Palmetto Fellows Scholarship certificates for public high schools and adult education programs.
- Maintained a log of all high school diploma recipients and maintained uniform diplomas since 1918 for the purpose of verifying and issuing duplicate diplomas to individuals, armed services personnel,

proprietary schools, colleges and universities, courts, and businesses to assist individuals seeking employment.

PROGRAM NAME: Technical Assistance - Curriculum

PROGRAM COST:

State:	\$ 979,560
EIA:	\$ 624,881
Federal:	\$ 47,989
Earmarked:	\$ 5,130
Total:	\$ 2,624,740

PROGRAM GOAL:

To provide leadership and services to school district administrators needed to achieve educational equity and excellence in South Carolina schools; to increase student achievement in identified schools through targeted technical assistance to teachers; to provide materials to principals, teachers, and students that enhance teaching and learning; and to provide high quality educational programs for all children.

PROGRAM OBJECTIVES:

- Black History — To sponsor two graduate courses for teachers for multicultural education.
- Comprehensive Health Education (CHE)/Centers for Disease Control (CDC) — To increase the number of schools providing and students receiving effective AIDS education and effective Comprehensive School Health Education (CSHE) and to provide health record forms.
- English as a Second Language (ESL)/Bilingual Education — To provide supportive services to teachers and administrators to help transition students with limited English proficiency (LEP) into the mainstream classroom and to provide graduate courses for teaching English as a second language.
- Instructional Improvement Initiative (III) — To improve the academic achievement of students in 160 identified low-performing schools and to assist in brokering effective instructional support services recommended by external review teams reports to the State Board of Education.
- Technical Assistance — To provide support for state and federally funded programs; to provide workshops, courses, and instructional materials for principals, teachers, and administrators; to provide direct support with \$979,560 in funds to schools and districts to enhance teaching and learning of students; and to notify and facilitate the selection process of the U. S. Senate Youth Program.
- Title I State Program Improvement — To provide direct support through grants to select Title I schools in need of improvement to demonstrate substantial progress of student achievement and to provide information to district representatives and Title I coordinators on the federal requirements to identify schools and on frameworks, standards, and technology.

PERFORMANCE MEASURES:

- Black History — Sponsored two graduate institutes through South Carolina State University for approximately 50 teachers on multicultural education.
- Comprehensive Health Education (CHE)/Centers for Disease Control (CDC) — Conducted statewide CHE conference, nine statewide training workshops, and trained 600 teachers with tobacco prevention curricula. Awarded 20 HIV mini-grants and printed and mailed 40,000 health records. 88% of secondary principals reported AIDS instruction being included in required health courses.
- English as a Second Language (ESL)/Bilingual Education — Provided technical assistance on-site to over 85 schools; collaborated with over 20 state agencies; and assisted more than 1,000 ESL and mainstream teachers and administrators with limited English proficient (LEP) students. Provided 35 workshops and two regional graduate courses offering support to more than 50 school districts and 875 teachers and administrators to increase academic performance of LEP students.
- Instructional Improvement Initiative (III)/Priority and Greatest Needs (PGN) Districts — Provided sustained on-site instructional assistance through the master teacher program to 80 elementary schools and 15 middle and high schools to increase student achievement by improving instruction. Established partnership agreements with participating schools and SDE staff who facilitated external and internal services to impaired districts. Results of data collected in 41 schools from 781 teachers show that sustained and frequent professional development in language arts curriculum and instruction significantly and positively changed teachers' classroom instructional practices.

- Technical Assistance – Administration — Provided support for state and federally funded programs; provided workshops, courses, and instructional materials to principals, teachers, and administrators; provided direct support and grants to schools and districts to enhance teaching and learning of students; and facilitated the selection of student delegates to represent South Carolina in the Hearst Foundation's U. S. Senate Youth Program.
- Title I State Program Improvement — Employed 19 master teachers to assist identified schools of need by providing on-site staff development to improve student achievement. Funded four grants for consultant services in four districts. Provided required federal information on school improvement to 236 district representatives and Title I coordinators at fall and spring conferences and information on the frameworks, standards and technology to 300 participants representing the 86 districts at regional training sessions.

PROGRAM NAME: Transportation

PROGRAM COST:

State:	\$63,230,119
EIA:	\$ 1,140,388
Federal:	\$ 80,405
Earmarked:	\$ 6,374,720
Total	\$70,825,632

PROGRAM GOAL:

To provide a safe, effective, and efficient school bus transportation system for public school students.

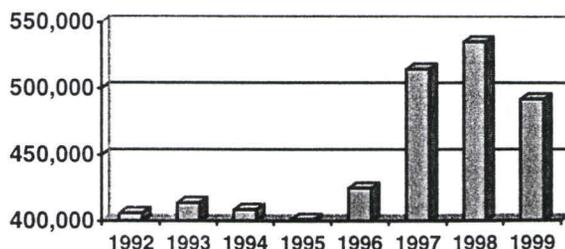
PROGRAM OBJECTIVE:

- To allocate State aid to school districts to support student transportation services.
- To allocate State school transportation resources to support student transportation services.
- To coordinate student transportation services and activities of the Department and the 86 school districts.
- To manage the School Transportation Student Safety Program.
- To manage the School Bus Driver Training and Certification Program.
- To manage the School Bus Driver Recruitment and Retention Initiative.
- To provide School Bus Routing and Scheduling Assistance services for school districts.
- To provide students with a safe school bus fleet.
- To provide an effective and efficient School Bus Maintenance and Servicing Program.
- To monitor and manage the Environmental Compliance Program for school transportation vehicles and facilities.
- To administer the drug testing program for the Department's school transportation safety sensitive personnel.
- To conduct school transportation accident inspection and reporting as needed and maintain records.

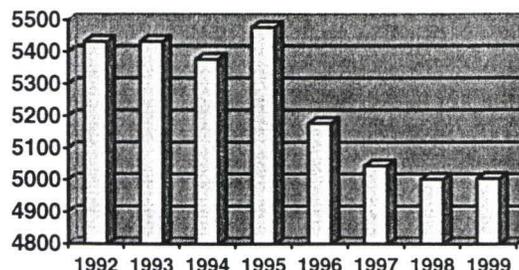
PERFORMANCE MEASURES:

- Equitably allocated \$41,425,142 of State (65% of total of State) and \$497,343 of EIA (56% of total of EIA) funds to school districts to deliver safe student transportation services.
- Equitably allocated \$21,804,977 of State (34% of total of State), \$3,718,228 of Earmarked (95% of total of Earmarked) and \$643,793 of EIA (56% of total of EIA) funds to provide direct school transportation services to school districts.
- Expended \$563,262 of State (<1% of total of State) and \$210,492 of Earmarked (5% of total of Earmarked) funds to manage the internal operations of Office of Transportation toward the safe delivery of student transportation services.
- 67,300 more students were transported each day than in FY 1996; the number of school buses operated in FY 1999 stayed the same as in FY 1998, 5,002. The lack of a decrease in the fleet size marks a period of decline that has continued for the past twenty years, while students transported has increased. This change is impressive when compared to the increase in route miles.

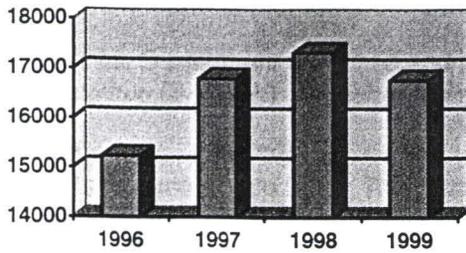
Students Transported Per Day
(unduplicated)



Operating Fleet Size Per Day

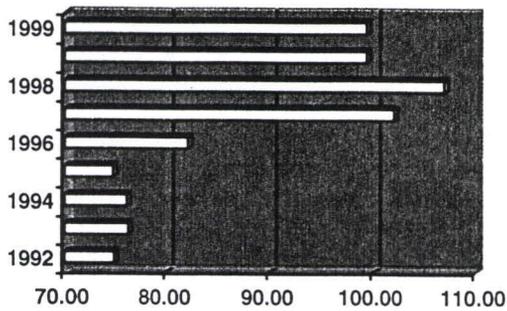


School Bus Routes Per Year



- In FY 1999 over 492,000 students were provided transportation each day to and from school by the operation of 16,776 school bus routes.

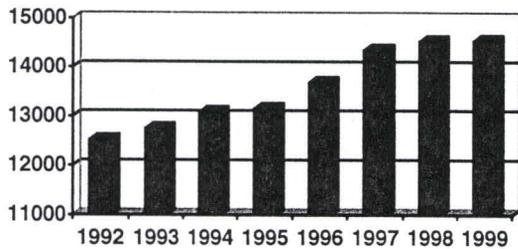
Number of Students Per Bus



- For the first time in 20 years, the number of route buses has shown a slight increase.
- The productivity expressed in students transported per bus has increased by 31% since FY1992.

- School buses traveled 72,751,023 miles in FY 1999, which is an increase of 94,013 miles over FY 1998 and a 4,744,637 mile increase since FY 1992.

Route Miles Per Bus

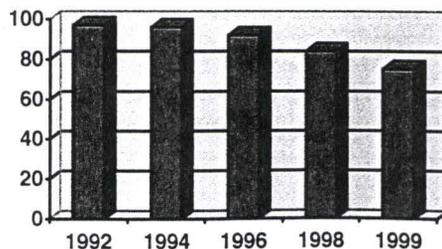


- The productivity expressed in route miles per bus has increased by 16% since FY1992.

- The Department's FY 1999 General Fund budget continues to be less than the General Fund budgeted amount in FY 1992.

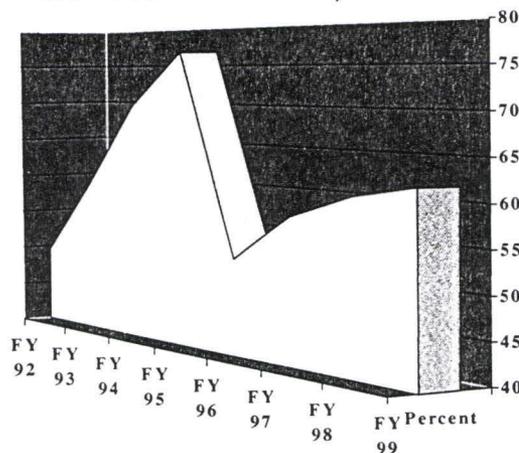
State General Fund Support of Operating Expense 1992 – 1999 (Excludes Personnel Costs)

Percent of Funding Support



- To promote safety and driver training, the Department published and distributed a monthly School Transportation Operations and Procedures (S.T.O.P.) newsletter to each school bus driver and school district transportation official.
- To promote school transportation safety issues, the Department provided an educational booth at the State Fair and one regional fair (the Lowcountry State Fair). This participation provided an opportunity to distribute over 30,000 leaflets on school bus safety and meet personally with thousands of parents, students, pre-school children, and others interested in school transportation safety.
- Over 10,000 elementary students across the State received pedestrian safety training from the State Troopers assigned to the Department. The Troopers also conducted driver safety training for 4,500 school bus drivers.
- The Department received and processed 166 complaints and/or problems pertaining to school bus transportation. These complaints were successfully tracked and resolved.
- To better improve service to students, the computerized route description data-base program and pupil information data system has been improved and continues to be implemented and supported by the Department. This system assists school district supervisors in evaluating and monitoring bus routes. The Department has provided software free of charge to all school districts and hands-on technical assistance and training to 37 school districts. All school districts requesting assistance were served.
- The Department trained and tested 7,154 school bus drivers during FY 1999. The Department provided classroom School Bus Driver Certification training and testing for 2,022 new school bus drivers, and provided Re-Certification classroom training and testing for an additional 1,048 existing school bus drivers. Department staff provided School Bus Driver Certification behind-the-wheel skills training and testing for 1,511 new school bus driver candidates, and provided Re-Certification behind-the-wheel skills training and testing for 1,673 existing school bus drivers.
- The Department's school bus maintenance cost continues to be the lowest in the Southeast. South Carolina's average cost of school bus maintenance was \$0.09356 per mile; this cost includes bus parts, tires, and batteries. The average cost of operating a school bus was \$0.07484 per mile; this cost includes fuel, oil, grease, and fluids.
- The dependability rating for school buses remained very high at 99.56%, an increase of .04% over last year. This rating represents the percent of student trips that were completed without interruption due to a school bus maintenance failure. The school bus maintenance program has been very successful, recognizing continued aging of the fleet.

School Buses with More Than 10 Years or 100,000 Miles

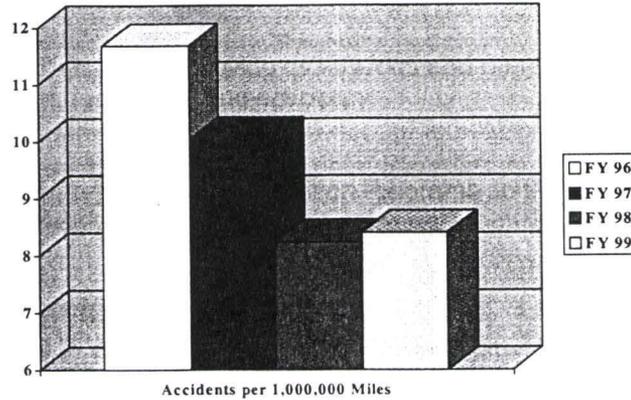


- 3,464 school buses have more than 100,000 miles or are more than 10 years old on June 30, 1999.
- The decline during 1994 – 1996 was due to the purchase of 2,111 replacement buses in 1994/1995.

- The Department successfully administered the USDOT drug testing program for all Department school transportation maintenance personnel.

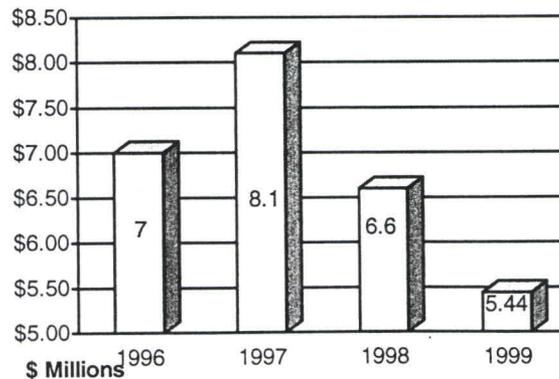
- Through the Department's aggressive safety program, the number of school bus accidents decreased from 726 in FY 1997 to 603 in FY 1998 and increased slightly in 1999 to 610. This increase was statistically insignificant, especially noting the increase of 94,013 miles traveled.

Accident Statistics



- The Department achieved all the above activities with FY 1999 internal and direct district support expenditures, excluding classified positions, of \$11,359,939 in State General Fund monies, \$3,095,007 in Operating Revenue and \$643,793 in EIA funds. Over the past seven years, this expenditure level has decreased dramatically while miles traveled by school buses have increased by 4,744,637 and students transported have increased by 86,067. Even more impressive is the fact that, during this seven-year period, the Office of Transportation managed to absorb the annual Workers' Compensation premium cost and the increase in the School Bus Insurance premium. Funding for classified positions over the past seven years has also created problems. The Department is experiencing an accelerated loss of qualified maintenance staff. During FY 1999 the Department lost 33% of its mechanics, mostly due to employees leaving for better paying jobs.
- Fuel costs associated with student transportation continue to be very volatile and beyond the control of the Department. A shift of 10 cents per gallon in the 11.6 million gallons of fuel used in FY 1999 would have a \$1,160,000 impact on the Budget.

Annual Variations In Fuel Expenditures



PROGRAM NAME: School Food Services and Nutrition

PROGRAM COST:

State:	\$	1,054,788	
EIA:	\$		
Federal:	\$	133,203,212	
Earmarked:	\$	20,076	(Salvage Fund)
Total:	\$	134,278,076	

PROGRAM GOAL:

To work with the school districts to provide quality food and nutrition programs in every school through educational support, resources, and advocacy.

PROGRAM OBJECTIVES:

To administer the federally funded Child Nutrition Programs so that all students will receive quality nutritious meals daily and receive nutrition education that will teach them to make healthy choices for a lifetime.

PERFORMANCE MEASURES:

- Federal reimbursement in the amount of \$94,089,069 was provided for lunches and \$25,614,143 for breakfasts in the 88 participating school food authorities. In addition, an entitlement value of \$.1475 in United States Department of Agriculture (USDA) purchased commodity foods was guaranteed for each reimbursable meal claimed. In 1998-99, South Carolina received 115 different commodity food items valued at \$13.5 million.
- Of the \$44,678 in Nutrition Education and Training Program funds allocated to South Carolina by USDA, 90 percent (\$39,982) was redistributed in the form of mini-grants to school districts. Eight mini-grants were awarded and successfully completed. Audiences reached with the grants included 422 teachers, 2,064 parents/guardians, 7,007 students, and 83 food service employees in a total of 53 schools. Remaining grant funds were invested in nutrition resources for support of district activities and initiatives.
- Over 77.7 million lunches and 27.7 million breakfasts were served under the Federal Child Nutrition Programs.
- Sixty-eight (68) percent of all students participated in the school lunch program and twenty-five (25) percent participated in the school breakfast program. South Carolina ranked in the top ten states in the nation in percentage of students reached by the lunch and breakfast programs.
- Sixty (60) percent of lunches and eighty-six (86) percent of breakfasts were served to students that qualified for free and reduced price meals.
- Teams were organized in the Office of School Food Services and Nutrition to carry out the strategic action plans and strategies identified to support the two objectives: (1) to serve all South Carolina students nutritious meals and (2) to provide nutrition education to all students teaching them to make healthy food choices for a lifetime.
- In 1998-99, Office of School Food Services and Nutrition personnel provided 1,000 hours of training to 3,967 individuals. The majority of those trained were local school food service directors, managers, and technicians. Others audiences were teachers, students, administrators, and community agency representatives. The major areas of training included:
 - Training Skills for Managers
 - Production Records
 - The Healthy School Meals Initiative
 - Program Operations and Procedures
 - Nutrition (including Healthy Edge 2000 and Calcium--Do You Get It?)
 - Food Safety
 - Marketing

Five schools were involved in a Model Middle School Nutrition Project funded by the United States Department of Agriculture. In this project, school teams developed a plan for a model school nutrition program. Concurrently, a seven-component Blueprint for a Model School Nutrition Program was developed in the respective schools. A statewide workshop was held in June 1999 to train others on developing model nutrition programs.

- Ten thousand parents and children were reached through successful participation in the WIS-TV Back to School Bash and the dissemination of nutrition and School Breakfast Program materials in August 1998. Marketing initiatives also included continued distribution of **Eat Right Be Right** materials promoting school meals as the healthy choice for students in secondary and elementary schools. The Palmetto Apple, a training and marketing publication for local schools, was published quarterly and provided to all South Carolina schools.
- Office staff participated in exhibit opportunities and provided nutrition materials for six statewide conferences and for numerous local health fairs, classrooms, and similar activities.
- Nutrition and compliance with the Federal requirements for healthy school meals continued as a priority for all state office staff. Staff members were responsible for monitoring school districts both in program compliance and in meeting nutritional requirements. Twenty CREs (Coordinated Review Effort) were successfully completed during the 1998-99 school year. A total of 17 SMI (School Meals Initiative) reviews were also completed. A SMI review includes a nutritional analysis of school meals. Both CRE and SMI reviews must be completed for every school district during a five-year cycle.

PROGRAM NAME: Facilities

PROGRAM COST:

State:	\$ 279,531
EIA:	\$ 17,792,466
Federal:	\$
Ear Marked:	\$ 53,346,378
Total:	\$ 71,418,375

PROGRAM GOAL:

To effectively and efficiently ensure safe and healthy school facilities that provide an appropriate school learning environment for each student.

PROGRAM OBJECTIVES:

- Administer the allocation of EIA Building Fund Program and the Children's Education Endowment Fund for school district building projects.
- Review and approve plans/specifications for all public school construction.
- Inspect all school construction and improvements and, if acceptable, approve occupancy.
- Process school district facility and funding related waivers; report and recommend to the State Board of Education.
- Maintain interagency inspections and related collaboration activities with State Fire Marshal and Department of Health and Environmental Control.
- Provide technical assistance to school districts, architects and engineers involved in school design and construction.
- Inspect, review and approve proposed school sites.
- Review proposed property and recommend approval to the State Board of Education for the disposal of school property.
- Develop a uniform statewide building condition assessment and interactive facilities management information system.
- Develop a capital improvement planning process for school districts, automated to the extent feasible.
- Publish and distribute periodic technical briefs addressing facility inspection problems, code issues and other relevant facility information to school districts, and architects, engineers and contractors.
- Develop and publish Guidelines for Energy Performance Contracts (in collaboration with State Energy Office).
- Initiate a program to update the School Building Atlas through an electronic GIS program.
- Update South Carolina School Facilities Planning and Construction Guide.

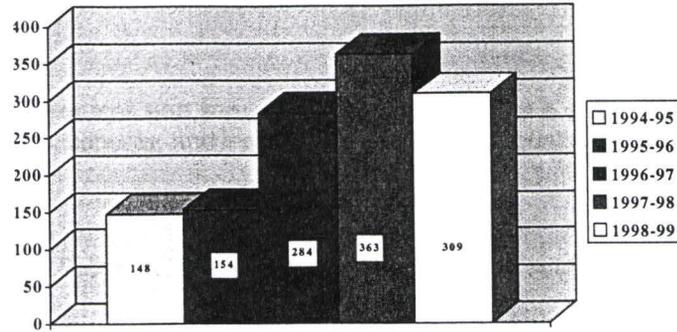
PERFORMANCE MEASURES:

	<u>FY 1997/98</u>	
• Allocated EIA Building Funds	\$38,057,584.10	
• Allocated Children's Education Endowment (building) Fund	\$33,081,186.01	
• Internal operations of the Office of District Facilities Management	\$279,604.61	
	<u>FY 1997/98</u>	<u>FY 1998/99</u>
• Office staffing	6	6
• Architectural plan reviews	464	394
• Construction Inspections	377	404
• Site inspections	49	26
• Funding applications processed	363	309
• Funding or facility standard waivers processed	23	17
• <u>Technical assistance actions recorded</u>	<u>1,870</u>	<u>1,821</u>
• Total Key Transactions	3,146	2,970

- New guides researched, and produced
- Informational workshops sponsored or participated in.

	<u>FY 1997/98</u>	<u>FY 1998/99</u>
	1	2
	4	3

Funding Applications

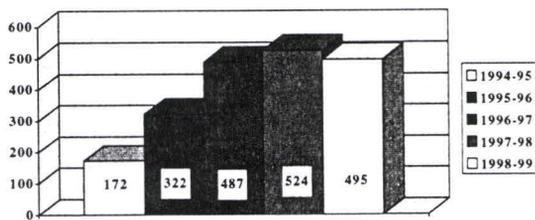


Efficiency Measures

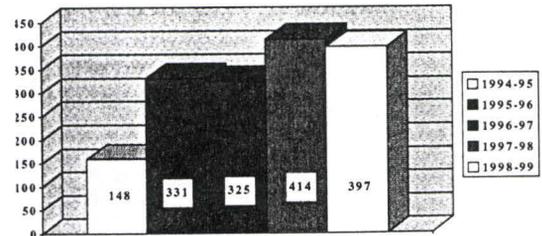
- Technical requests responded to in 24 hours
- Plan reviews completed within 30 working days

	<u>FY 1997/98</u>	<u>FY 1998/99</u>
	98.5%	93.7%
	100%	97.0%

Transactions per Employees



Inspections



- Inspections that did not meet customer timeframe
- Funding application reviews exceeding 7 days

	<u>FY 1997/98</u>	<u>FY 1998/99</u>
	0%	0%
	0%	0%

- Increase in employees over 5 years
- Increase in operating cost over 5 years
- Increase in employee productivity over 5 years

	0%
	9.80%
	160%

PROGRAM NAME: Professional Development

PROGRAM COST:

State:	401,545
EIA:	1,871,518
Federal:	379,417
Ear Marked:	10,920
Total:	2,663,400

PROGRAM GOAL:

To develop and provide resources and services necessary to create a vision of what learning can be and provide support to districts, schools, and individuals to implement quality teaching and enhance learning for all students.

PROGRAM OBJECTIVES:

- To administer the Office of Professional Development according to established procedures and SDE policies.
- To respond to district requests for training in the 4 Block Language Arts Model. (59-3-90)
- To provide a comprehensive, year-long induction/training program for new principals. (59-24-80)
- To provide skill development training for new and aspiring school administrators. (59-24-80)
- To facilitate the implementation of state policies (Section 59-24-40) dealing with the administration of the Principal Evaluation Program.
- To improve the effectiveness of instructional leaders by participating in a three-day seminar designed to facilitate the process through preparation, practice and performance. (59-24-50)
- To assist school districts through the Assessment Center project in improving the quality of school leaders and provide technical assistance and support to school districts in the area of administrator evaluation. (59-24-10)
- To assist school districts in improving the quality of custodial/maintenance operations.
- To provide leadership and support in identifying, establishing and executing activities for internal training and development for employees.
- To meet the intent of the Education Accountability Act (59-18-1540) to improve school leadership, teaching, and learning, through the implementation of the Principal Mentor Program. (Identify, select, train, monitor and evaluate)
- To administer the EIA teacher grants program. (59-5-67)
- To administer all facets of a federally funded scholarship program (R.C. Byrd) according to federal regulations.
- To coordinate State Blue Ribbon Recognition Program.
- To coordinate, develop and administer appropriate statewide activities that support middle level programs (i.e. middle school coordinator training, Carnegie School Retreats, Regional Networks, ETV Programming Institutes, State Conferences).
- To provide leadership and support in identifying, establishing and executing activities for internal training and development for employees.
- To meet the intent of the Education Accountability Act (59-18-1530) to improve school leadership, teaching, and learning, through the implementation of the Principal Specialist on Site Program. (Identify, select, and provide training.)

PERFORMANCE MEASURES:

- Administered approximately 75 programs involving all 86 school districts. Twenty EPMS and planning stages were submitted by due date. Approximately 550 purchase orders were processed. No unauthorized purchases were made. Budget reports/requests were submitted in a timely manner and budget analysts were consulted when appropriate. Approximately 950 state/non-state employee travel forms were processed in a timely manner.
- Conducted year-long (eight days) 4-Block Training for 93 district teams representing 94 elementary schools (total of 565 people). A follow-up survey indicated that 95% of the teachers implemented the model in their classroom and 86% said they felt prepared to assist other teachers in implementing the model. Ninety percent of the self-reports from teacher's observations indicated that student learning

had improved. Research data from two districts using the model indicate significant improvement on MAT7 reading scores.

- Provided, through the New Principals' Academy, training and mentors for 72 new principals during the Summer Institute, spring and fall visits, and identified and involved approximately 85 new principals in the program. 90 experienced principals were identified to serve as mentors; 100% of the evaluations made by participants on the overall program were very good.
- Provided two three-day/one-day follow-up sessions of the Springfield program for 19 participants and 6 mentors. 100% of the participants indicated that the program met or exceeded their expectations. Piloted the new NASSP Program "21st Century School Administrator Skills Program" for 19 participants and 6 mentors. The new program is also a three-day seminar with a one-day follow-up meeting.
- Responded to approximately 30 telephone calls from administrative staff in 13 districts, facilitated a committee to review the present PEP and documents from 35 other states, assembled and facilitated a writing team to refine work developed by the full committee, coordinated and facilitated the process leading to the identification of criteria and standards.
- Assisted with two Leader 1-2-3 seminars for 54 participants and 18 new and experienced coaches. Spent approximately 3 hours of telephone time assisting Leader 1-2-3 coordinators with logistics.
- Assessed 47 prospective and new principals using the traditional process; piloted the revised Leadership Early Assessment Program (non Development Assessment Center) by cross training 15 assessors and assessing 14 new/prospective principals; conducted one assessor training session for 29 participants.
- Conducted 20 educational events (inservice trainings, consultation visits, workshops and seminars) for approximately 900 custodial/maintenance and administrative staff. 100% of requests by new school principals to provide them with documentation and consultation reports, recommending equipment and housekeeping staff operational concepts, were satisfied.
- Established an identification process to solicit experienced administrators to serve as mentors. Brought together a team of professionals from the impaired school districts and the Department of Education to select and assign mentors for 29 protégé principals. Provided NASSP *Mentoring and Coaching* training for all mentors. All of the mentors agreed that the training was well organized, presented effectively, and was excellent preparation for their role as mentor. 100% of the participants said the training helped to increase their skill level as a mentor. Proteges were surveyed in person by an external consultant. Results indicated a high level of satisfaction with the mentor relationship by 93% of the proteges. 95% of the proteges said the knowledge and skills of the mentor were helpful to them in meeting their own skill improvement needs.
- Four hundred thirty-three EIA teacher grants were awarded and implemented; convened Team of Readers; 272 individual grants and 161 unit grants were awarded for a total of \$1,419,925.
- Processed scholarship checks for 1995 through 1999 Robert C. Byrd Scholarship recipients; awarded 90 new scholarships; All-State Academic Team luncheon held for approximately 350 people.
- Submitted nine State Blue Ribbon applications to the US Department of Education in Washington, DC. The National Review Panel approved eight Blue Ribbon Applications for site visits. SC schools are being used as National Models for Exemplary Programs.
- Provided five strands of SC Middle Level Summer Institute for recertification/graduate credit, 96% of evaluations were highly favorable; provided two five-day sessions of Four Block Language Arts training to approximately 140 middle school teachers; 98% of evaluations were highly favorable; provided middle school professional development through direct training in schools, district offices, retreats and state conferences; produced eight ETV programs and accompanying facilitator guides relating to middle level initiatives; conducted three Middle School Coordinator meetings/training statewide for approximately 50 participants; coordinated state Regional Network Strategic Planning and follow-up regional meetings for approximately 40 participants from higher education, SSI Hubs, Writing Improvement Network, administrators, and teachers; coordinated 17 school grants through the Carnegie Corporation; conducted three Carnegie School retreats to provide technical assistance in data-driven decision making and school improvement planning for approximately 50 participants.
- Over 800 employees benefited from internal staff development programs. This training increased service to our customers and work efficiency of employees through the use of skills, tools, techniques, and information received.

- Develop guidelines and procedures for the Principal on Site Specialist Program. Received Education Oversight Committee approval for guidelines. Places one principal specialist in an impaired school district.

PROGRAM NAME: Technology

PROGRAM COST:

State:	\$ 2,453,329
Dual:	\$ 1,300
Op Revenue:	\$ 362,890
Cap Revenue:	\$ 186,021
EIA:	\$21,305,356
Federal:	\$ 79,827
Total:	\$24,388,723

PROGRAM GOAL:

To provide leadership, service, and support to the development of high academic standards for South Carolina students through the application of technology for instruction and administration.

PROGRAM OBJECTIVES:

- Administer flow through funds for technology professional development, hardware, and software for school districts in partnership with the K-12 Technology Initiative.
- Coordinate, develop, and administer appropriate statewide activities that support school library media programs.
- Provide curriculum integrated technology professional development and support to educators in support of academic standards.
- Facilitate and provide technical assistance for the writing, coordination, and implementation of technology related grants to benefit schools, districts, and the Department of Education.
- Provide a comprehensive program of instructional television resources, distance learning, and professional development opportunities to schools via the South Carolina Educational Television Network.
- Provide technical support, training, and specifications needed for securing administrative data from schools for state reporting and updating hardware and software to ensure Year 2000 compliance.

PERFORMANCE MEASURES:

- To provide technology resources for students and teachers, \$17,350,000 in flow-through funds for hardware, software, connectivity, and professional development was provided to school districts with guidelines to insure appropriate use of the money according to the intent of program initiatives.
- Through a partnership with Lander University, the Department of Education's regional technology centers provided a graduate level standards-based technology course for 570 South Carolina educators. Computer building workshops for teachers in greatest needs schools provided 739 new state-of-the-art computers along with professional development on integrating technology resources into curriculum.
- The Department of Education's thirteen regional technology specialists provided technology courses and workshops to over 9,800 educators.
- Over 750 library media specialists received an intensive update on library media programs, activities, and resources of interest to them through six regional meetings.
- Forty school districts received Technology Literacy Challenge Grants from federal flow through funds of up to \$125,000 to assist and support local school districts in the implementation of their technology plans and alignment with *Connecting Learners: The South Carolina Educational Technology Plan*.
- A comprehensive program of over 400 instructional television resources, distance learning, recertification courses, teleconferences, and staff development offerings were broadcast via the SC ETV digital satellite network to all schools.
- A help desk, technical assistance, and training were provided to school districts from NCS and the Department of Education for the Osiris administrative software and for the Y2K conversion plan.
- A new contract with NCS has been signed to provide South Carolina schools and districts with four Windows-based software packages for student records, curriculum management, special education, and facilities.
- In the first round of reimbursement funding for the national E-rate program for telecommunications charges and internal wiring connections, South Carolina received \$25,069,181.

- A statewide contract for technical courses was negotiated for district technicians to assist in the ongoing maintenance of district networks. Over 176 district technical personnel from 39 school districts participated.
- Eighty-five percent of mission critical agency systems were modified and fifty-nine percent were tested to prepare for Y2K usage. The agency network hardware and software continued to be upgraded. The Department of Education offered seven regional Y2K awareness workshops with a district participation rate of eighty-seven percent.

PROGRAM NAME: Assessment

PROGRAM COST:

State:	\$5,806,842
EIA:	\$2,269,957
Federal:	\$ 13,878
Earmarked:	\$ 12,648
Total:	\$8,103,325

PROGRAM GOAL:

To enhance student learning by identifying, developing, and implementing assessments based on state policies, legislation, and the State Board of Education approved standards.

PROGRAM OBJECTIVES:

- Administer CSAB to first grade students.
- Train master teachers to provide support to teachers in Instructional Improvement schools for implementing an ongoing assessment system in grades K-3.
- Support schools implementing the Work Sampling System, an ongoing assessment system for grades K-3.
- Administer the PACT (Palmetto Achievement Challenge Tests) in mathematics and reading/English language arts, and field test the PACT in science.
- Conduct training sessions for district test coordinators for administering CSAB, BSAP, TerraNova, and PACT.
- Conduct workshops to train district personnel to review, analyze, and interpret test data.
- Conduct workshops for district personnel to provide information on the new assessment system (PACT) and train teachers and other educators to write test questions.
- Facilitate the administration of the National Assessment of Education Progress (NAEP) and the Third International Mathematics and Science Study (TIMSS).
- Provide PACT and classroom assessment materials to the field.
- Administer the TerraNova to a sample of students in grades 3, 6, and 9.
- Administer BSAP (Basic Skills Assessment Program) Exit Examination.

PERFORMANCE MEASURES:

- The CSAB was administered in Fall 1998. Of the 53,640 first grade students, 71.6% (43,568 students) met the readiness standard. In Fall 1997, 79.6% (43,550 of the 54,716 students) met the readiness standard.
- The PACT was administered in April 1999 to 330,000 students in grades 3 through 8 in mathematics and English/language arts.

Total PACT Field Tests Forms Administered

- Five training sessions were conducted involving more than 500 people. As a result they were able to teach other district and school staff to administer the testing programs.
- For grades 1 and 2, the PACT in mathematics and reading/English language arts were provided. A state sample of 2,500 students for each test was selected so that performance levels could be established.
- Six workshops were conducted for district and school personnel focusing on the review, analysis, and interpretation of test data. These people are now able to analyze their own data and use the results of the tests to improve student performance.
- Sixty-three workshops were conducted for district and school personnel and citizens of South Carolina focusing on PACT. We estimate that more than 4,000 people have attended these workshops. In addition, two ETV presentations were done. Materials disseminated at these workshops enabled participants to provide information to other school personnel. Sixty-two workshops were conducted to train teachers and other educators to write test questions.
- TIMSS was administered to a statewide sample of students in grade 8 in February. Grade 8 students participated in the mathematics and science assessments. In addition, seventeen High Schools That Work sites take the high school NAEP each year to gauge their progress. NAEP provides us with

information on our performance compared to the performance of students in other states. This information helps us to revise our programs and instruction to improve student performance on statewide, national, and international assessments.

- Materials have been disseminated to schools and individuals as requested. Blueprints for Success for the PACT in mathematics and English/Language Arts were produced and disseminated to all teachers in the state. Practice tests were developed to assist students in preparing for the PACT. Sample PACT questions have been posted on the state's web site and thousands of teachers, parents, and students have reviewed these questions.
- The TerraNova was administered in grade 3 (7,378 students), grade 6 (7,378 students), and grade 9 (7,051 students). Two subtests, mathematics and reading/language, were administered.
- BSAP was administered in grade 10 (42,391 students). Tenth-grade students took mathematics, reading, and writing.

Percentages of Students Meeting BSAP Standards and Numbers of Students Tested - 1999			
Grade	Reading	Mathematics	Writing
10 (Exit Exam First Attempt)	81.9	76.1	82.8

- PACT was administered in grades 3 through 8 in mathematics and English/language arts.

PROGRAM NAME: Research and Data Reporting

PROGRAM COST:

State:	\$ 615,751
EIA:	\$ 280,608
Federal:	\$ 38,761
Earmarked:	\$ 13,765
Total:	\$ 948,886

PROGRAM GOAL:

To enhance the ability of educators, other policy makers, and the general public to understand, evaluate, and make decisions concerning the State's educational system through the dissemination of accurate and timely data.

PROGRAM OBJECTIVES:

- To provide data related to the operation of the education system including information related to the performance of students, schools, school districts, and educational programs.
- To provide data to support district and school planning requirements of Act 135 of 1993.
- To meet federal data reporting requirements and contractual obligations under the National Cooperative Agreement.
- To assess programs funded under Act 512 of 1984, as amended.
- To analyze district and school data to support the School Incentive Reward Program, Flexibility through Deregulation Programs, and Quality Assessment Program.
- To analyze and report data, as required, for academic assistance as provided by Act 135 of 1993 and Act 512 of 1984.
- To assist Department staff to meet the legal requirements for retaining records.

PERFORMANCE MEASURES:

- Educators, other policy makers, and the general public were assisted in their efforts to understand the State's educational system through data contained in a variety of reports. Some reports addressed individual programs; others consolidated information from multiple sources. All reports were available in hard copy. In order to increase the accessibility of information, principal reports, including those distributed only on request, are now posted on the Department's web page, and, increasingly, data are available on CD-ROM.
- During fiscal year 1998-1999, data were disseminated in the following reports. As educators and the general public become aware of the Department's web site and are able to utilize the Internet, we anticipate being able to reduce printing costs without sacrificing accessibility.

Produced for General Use

- *What is the penny buying for South Carolina?* 1997 edition (1,419 copies)
- 1997 MAT7 Data Update, District and State Results, School Results (1,548 copies of Data Update; 334 copies of District and State & School Results)
- 1997 MAT7 Percentages Tested: District and State Data, School Data (103 copies)
- 1997 BSAP Data Update, District and State Results, School Results (1,515 copies of Data Update; 334 copies of District and State & School Results)
- 1997 BSAP Percentages Tested: District and State Data, School Data (103 copies)
- 1997 SAT Report (874 copies)
- 1997 ACT Data Update (564 copies)
- Composite of School Calendars (145 copies)
- South Carolina Education Profiles (1,568 copies)
- School Crime Incident Report (375 copies)
- Pupils in South Carolina Schools, 1996-97 (255 copies)
- Rankings of the Counties and School Districts of South Carolina (940 copies)
- Membership Projections for South Carolina Schools (375 copies)
- Annual Salary Study, 1997-98 (301 copies)
- 1997 State Performance Profiles (copies distributed to each school district)
- 1997 District Performance Profiles (copies distributed to each school district)

- 1997 School Performance Profiles (copies distributed to each school and school district)

Produced for General Use: Distributed on Request and/or Posted on Web Site

- 1997 Student Overage for Grade Data Update
- 1996-97 Student Promotion/Retention I South Carolina Data Update
- Number of Public Schools by Type and District
- CSAB Data Update, 1997
- 1997 AP Data Update
- District and School Average Daily Membership Ranked in Order of Magnitude, Fall 1997
- 45-Day Average Daily Membership, 1997-98
- 35-Day Enrollment for 180-Day Period, 1996-97
- 135-Day Average Membership, 1997-98
- Enrollment in Private and Parochial Schools, 1996-97
- Spring 1997 Exit Exam Data Update
- Summer 1997 Exit Exam Data Update
- Fall 1997 Exit Exam Data Update
- Graduation Rates, 1997
- Report of College Freshmen Accomplishments, 1996-97

Produced for the Federal Government/Other Agencies

- Chapter 1 Performance Data
- Chapter 1 Migrant Education Performance
- Chapter 2 Performance Report
- Common Core of Data and Federal Task Orders
- Gun Free Schools Report
- Kids Count
- Carnegie Middle School Initiative (Turning Points)

School District Assistance

- Needs Assessment Reports (distributed surveys, tabulated results, printed reports) for 500 schools
- Training in research methodology for 20 district personnel

Requests for Specific Information

- Information was provided in response to specific requests from the public, educators, and other policy markers (1,149 requests).
- Assisted department staff with record retention procedures.

PROGRAM NAME: Standards

PROGRAM COST:

State:	\$ 424,336
EIA:	\$ 1,319,126
Federal:	\$ 574,966
Earmarked:	
Total:	\$ 2,318,428

PROGRAM GOAL:

To assist in developing high academic standards for South Carolina students and assist schools and districts in enabling students to meet these standards.

PROGRAM OBJECTIVES:

- To plan, develop, coordinate and conduct professional development opportunities and technical assistance for school counselors.
- To plan coordinate and conduct professional development opportunities for early childhood education. (59-3-90)
- To plan, develop, coordinate and conduct meetings for improving SAT scores in SC as well as develop materials & resources for school districts.
- To facilitate implementation of the arts academic achievement standards and the Target 2000 Arts in Education Curriculum allocations.
- To facilitate the development and revision of curriculum standards, disseminate standards statewide, and provide teacher training on the implementation of standards.
- To coordinate/develop and administer appropriate statewide activities that support secondary school services including AP Program administration.
- To coordinate state Exemplary Writing Program.
- To coordinate, develop and administer appropriate statewide activities that support the Drug Free Program. (Title IV Safe and Drug Free Communities)
- To review, distribute, monitor and approve 86 Safe and Drug Free Grant applications.

PERFORMANCE MEASURES:

- Coordinated and conducted 5 week-long trainings for school counselors for 192 counselors of 46 districts; provided technical assistance to counselors in 19 districts; coordinated & conducted 6 regional meetings for approximately 996 counselors in 86 districts; planned and participated in 5 ETV programs for counselors; participated in 2 ETV-Radio programs for counselors.
- Facilitated/coordinated the Early Childhood Institute (week-long training) with USC for over 100 early childhood educators; planned/participated in 2 ETV and six ETV-Radio programs for kindergarten teachers; planned/coordinated seven regional training meetings for approximately 230 kindergarten teachers with 177 submitting a plan for recertification credit; provided technical assistance to approximately 86 school districts; coordinated visits to identified demonstration sites for kindergarten teachers (approximately 91 participated); wrote/developed a RFP for conducting a comprehensive evaluation of full-day kindergarten in SC; met monthly with Early Childhood Program Review Committee to develop and revise standards for kindergarten; planned/conducted two meetings for early childhood district coordinators. Developed a guide to implement the kindergarten standards. Provided summer training grants to 47 school districts to conduct training on implementing the kindergarten standards.
- Identified/developed curricula alignment teams and a self-study checklist for schools regarding improvement of SAT scores; provided technical assistance to 86 school districts in developing SAT/PSAT improvement plans as part of strategic plans; planned/conducted five training sessions for school administrators, counselors, and faculty members on how to improve SAT scores for approximately 601 participants; developed/facilitated the SAT Calendar and Teacher Handbooks materials for all middle and high schools (approximately 500 schools & \$40,000 distributed); developed a bookmark indicating 10 Keys to success on the SAT and the recommended courses students need to take (40,000 printed for all middle and high schools); developed a SAT Statewide Competition based on the High School League guidelines.

- Facilitated the South Carolina Leadership Institute for Arts Education initiative. This initiative provided two teacher-training institutes that focused on the implementation of the *Visual and Performing Arts Curriculum Standards* and assessment for 25 visual and performing arts teachers.
- Provided a higher education forum at Francis Marion University for 80 participants on the role and development of strategies for inclusion of the Arts Standards in arts education teacher preparation programs in South Carolina.
- Supported the efforts of the SouthEast Center for Dance Education which provided sustained technical assistance in dance education to three school districts, a two-week dance education technology institute, and statewide professional development opportunities for dance educators.
- Awarded \$1,271,426 in Target 2000 Arts in Education Curricular Grants to 97 sites in 1999.
- Facilitated the development and revision of curriculum standards in the areas of foreign language, science, visual and performing arts; disseminated State Board-approved curriculum standards for mathematics, science, and English/language arts to teachers and administrators in statewide; and conducted regional teacher/administrator training on the implementation of curriculum standards.
- Facilitated and coordinated the Writing Teams/Curriculum Review Panel meetings for social studies and physical education. Conducted a public hearing for social studies as well as a series of meetings with professional organizations. Funds were used for two writer/editors.
- Funded 9,402 AP students at \$100 per student under the Advanced Placement program; provided an International Baccalaureate Program for 631 students; provided funding for 325 singleton classes; provided 15 AP Graduate Teacher Training Institutes around the state.
- Awarded 200 Exemplary Writing awards for 1998-99 and conducted 228 site visits for 1998-99.
- Provided violence prevention curricula training for districts statewide; provided school violence prevention workshops with national experts; provided DARE training for police officers; and provided a Safe and Drug Free Schools and Communities conference for district personnel.
- Distributed \$5,270,814 in Safe and Drug Free Schools flow-through grants to 86 school districts. Reviewed and approved each district's grant. Reviewed, approved and awarded "set-aside" grants to greatest need districts.
- Provided training and technical assistance to local school districts in implementing the federally mandated "Principles of Effectiveness."
- Provided grants or mini-grants to the following programs: South Carolina Teen Institute, Family Learning Center pilot project in North Charleston Elementary, 42nd Annual National Student Safety Program Conference, Character Education Grant Program.

PROGRAM NAME: South Carolina Statewide Systemic Initiative

PROGRAM COST:

State:	\$ 175,929
EIA:	\$ 2,973,600
Federal:	\$ 431,048
Earmarked:	\$ 90
Total:	\$ 3,580,667

PROGRAM GOALS:

The purpose of the South Carolina Statewide Systemic Initiative (SC SSI) grant is to establish an infrastructure for providing leadership and support to improve the quality of mathematics and science education throughout the state. With the infrastructure now firmly in place, efforts are being shifted from building networks of support and establishing trust among the customers to focusing on direct classroom and school level impacts. South Carolina is monitoring the quality of SSI programs, documenting results and scaling up implementation of high quality, standards-based instruction for every child.

PROGRAM OBJECTIVES:

- To support the thirteen (13) Mathematics and Science Hubs to translate the curriculum frameworks into real classroom practices through professional development, sharing of resources and assistance to schools.
- To promote public awareness for the need in increased mathematics and science literacy skills of all students.
- To increase diversity of science and mathematics state leadership.
- To connect thirteen (13) Hub communities to share ideas, support commitment to quality and advance state science and mathematics agenda.
- To support oversight and coordinate responsibilities of the Governor's Mathematics and Science Advisory Board.
- To improve and evaluate the operation and outcomes of the SC SSI.

PROGRAM MEASURES:

Infrastructure:

- Thirteen regional Hubs for mathematics and science are in operation around the state.
- Each SC SSI Hub employs a professional staff including mathematics and science specialists to provide direct services to schools and districts.
- A statewide network of Teacher Leaders are trained to provide curriculum and assessment workshops in mathematics and science in their schools and communities.
- Hub staff designed, piloted and put into place an on-going Peer Review Process to ensure consistent, quality service provision.
- In 1998, the SC SSI was one of two states to earn a second Phase II NSF grant (\$5.85 million over five years) to scale-up efforts in low performing schools. In 1999, the SC SSI was awarded funding to support the work of the Hubs for the period September 1, 1999 – March 31, 2001. Funding was based on the initiative's ability to demonstrate an impact on student achievement.

Professional Development:

- As of June 1999, 775 teachers are CLI I trained. Of these teachers, 552 are Teacher Leaders through their participation in the Curriculum Leadership Institute for a second year (CLI II).
- At the end of the sixth year of the Initiative, over half of South Carolina schools (626) are involved in Hub-based events designed to increase the involvement of administrators in efforts to enhance the quality of science and mathematics education through the Administrative Leadership Institutes.
- In the past year, 12,525 teachers and administrators were involved in more than 199,567 hours of professional development workshops offered by the thirteen Hubs. In 1997-98, 5,821 teachers and administrators were involved in more than 113,000 hours of professional development workshops involving the thirteen Hubs.
- The SC SSI used its CLI graduates to provide a professional development opportunity involving 302 teachers from 46 schools through its Sharing Teaching Experiences in Mathematics and Science (STEMS) program. Participants in STEMS examined the standards, shared and reflected on best teaching practices in science and mathematics during this 45-hour activity.

- Approximately fifty schools, involving 348 educators, participated in the thirteen Cluster School Leadership Academies held throughout the state. The training helped schools develop action plans to address instructional needs identified through data analysis.
- The SC SSI revived its partnerships with higher education by offering 34 content courses in mathematics and science involving 543 teachers.
- During the 1998-99 school year, the SC SSI (through the work of the Hubs) accelerated its efforts to assist schools in curriculum standards implementation. Workshop sessions were provided in 342 schools reaching over 4,500 teachers.

Connection with Technology:

- A Hub Web page (<http://scssi.sctev.org/state/>) gives teachers access to resources, other teachers, and ideas, as well as scheduled science and mathematics events.
- Technology training components are included in Hub sponsored meetings and workshops including how to access resources through the Web page.

Connection with Assessment:

- The SC SSI used lead teachers from throughout the state to develop a web-based Content Standards Item Bank (CSIB) correlated to the State's mathematics curriculum standards. In March 1999, the item bank went on-line and in the first month of its operation the CSIB had over 45,000 items downloaded from the site (<http://scssi.sctev.org/pact>).
- South Carolina is a partner with the National Assessment of Educational Progress (NAEP), the Third International Mathematics and Science Study (TIMSS), and TIMSS-R. Three regional TIMSS conferences were held in 1997-98 involving over 500 participants. The SC SSI and the SCCTM (state NCTM affiliate) co-hosted a statewide TIMSS retreat in December 1998 involving sixty educators serving on teams from each regional Hub.
- "Implementing Standards in the Classroom" workshops were conducted to assist schools strengthen the connection between the standards and classroom curriculum, instruction and assessment. Each Hub provides professional development designed to assist teachers and schools preparing for the new assessment system. Strategies have included workshops utilizing the Assessment Tool Kit produced by the regional educational laboratories, including SERVE (SouthEast Regional Vision for Education).

Connection with Business and Industry:

- In 1998-99, over \$1.3 million have been awarded to the Hubs on top of the financial support from State and NSF and the in-kind contributions have exceeded \$540,000.
- Hubs have built partnerships with other local resources, such as parks, museums, businesses, libraries, science centers. In 1995 there were 2,040 teachers reporting resource use at 27 sites; in 1998 there were 5,425 teachers using resources at 62 sites.

Student Achievement:

- Between 1994 and 1998, the percentage of students meeting the state standard on BSAP science increased in all grades tested: grades 3, 6, and 8. The chart reflects the change in student performance relative to the baseline at the start of the initiative.

MAT7 MATHEMATICS

Grade	1995	1996	1997	1998	Δ
4	48	52	56	56	+8
5	51	56	57	59	+8
7	41	45	47	48	+7

- Between 1995 and 1998, the percentage of students above the 50th national percentile on MAT7 mathematics increased in grades four, five and seven.
- Between 1995 and 1998, the percent of students in grades four, five, and seven scoring in the top quarter in mathematics increased, while the percent of students scoring in the bottom quarter has decreased.

- A study of the 1998 MAT7 mathematics results indicates that high poverty schools that have received more than 500 hours of professional development from the Hubs out-performed those high poverty schools that received less than 500 hours of

MAT7 Mathematics 1995-1998	Change in Percent of Students Scoring in Upper Quarter	Change in Percent of Students Scoring in Lower Quarter
Grade 4	+ 9	- 6
Grade 5	+ 8	- 5
Grade 7	+ 6	- 5

professional development from the Hubs (n=32 schools). The chart below demonstrates a correlation between the number of contact hours and the level of improvement. Additionally, the high poverty schools with more than 500 hours of professional development from the Hubs had greater gains than the state average gain for high poverty schools.

Hub Impact	Hub-supported > 500 hours	Schools < 500 hours	State Average
Average F/R Lunch Percentage	67.46	67.55	41.8
Average Contact Hours With Hubs	949 hours	52 hours	
Average Gain Above 50 th NP	+ 11.25	+7.59	-4.9
Average Decline from Lowest Quarter	- 8.7	-4.9	-6.0

PROGRAM NAME: Charter Schools

PROGRAM COST:

State:	\$ 12,042
EIA:	
Federal:	\$ 86,225
Ear Marked:	\$ 3,520
Total:	\$101,787

PROGRAM GOAL:

To effectively and efficiently coordinate the charter schools initiative in South Carolina; ensure compliance with all state and federal financial and legislative requirements; increase public awareness of charter schools; provide technical assistance to charter schools and charter school applicants.

PROGRAM OBJECTIVES:

- Administer the planning and implementation subgrant program.
- Conduct a statewide conference to provide technical assistance to charter school planning and implementation grant recipients
- Participate in technical assistance meetings to disseminate information to the public on how to form and operate a charter school and how to utilize the offerings of a charter school.
- Conduct technical assistance activities on how to form and operate a charter school and how to utilize the offerings of a charter school.
- Serve as Department resource for the South Carolina Chamber of Commerce in Project Connect.
- Publish a directory of all subgrant recipients, including educational goals and project contact information.
- Attend the national conferences on charter schools. Disseminate information to charter schools.

PERFORMANCE MEASURES:

- Reviewed final project reports for year-one grant recipients and recommended any necessary follow-up action. Disseminated a subgrant application package, received and processed proposals, provided terms and conditions to 15 grant recipients, considered all requests for project amendments.
- Conducted statewide conference in October 1998, with workshop topics and professional staff from the Department assisting the participants in technical assistance activities. National charter school leaders served as keynote speakers and conducted sessions.
- Provided awareness and technical assistance opportunities to statewide groups at the following forums: South Carolina Annual School Boards Association Conference, South Carolina Association of School Administrators Summer Leadership Institute, Exceptional Children Conference, South Carolina Association of School Business Officials Conference, School Certified Public Accountants Conference, Orangeburg County Board of Education, multiple local school district planning groups, University of South Carolina education students, Benedict College education students, and other interested groups. Participated in an ETV panel discussion.
- Conducted two statewide meetings for charter schools and charter school planning groups. Involved Department staff, South Carolina School Boards Association, Project Connect, and State Surplus Warehouse. Provided technical assistance through meetings and frequent telephone conversations with individual planning groups in at least twenty different school districts.
- Consulted with the South Carolina Chamber of Commerce concerning Project Connect and co-sponsored planning and technical assistance activities. Attended Project Connect regional meetings.
- Published and disseminated a list of grant recipients.
- Attended Boundary-Breaking Public Schools Conference and National Charter Schools Conference. Disseminated information at statewide meetings and through written communication.

PROGRAM NAME: School Incentive, School Innovation/Continuous Improvement

PROGRAM COST:

State:	
EIA:	\$30,819,351
Federal:	
Ear Marked:	
Total:	\$30,819,351

PROGRAM GOAL:

To effectively and efficiently recognize schools and school districts that demonstrate exceptional academic performance; recommend changes in policies and procedures to increase efficiency and effectiveness; ensure compliance with expenditure of funds; provide monetary and tangible rewards to deserving schools and school districts; provide efficient and effective service to the following customers: SC public, General Assembly, Governor's Office, school districts, schools (including principals and faculties), private industry, and other organizations.

PROGRAM OBJECTIVES:

- To define the objective procedures to be used in identifying recipient schools and school districts.
- To monitor customer satisfaction of program guidelines and implementation through suggested modifications from customers.
- To consider changes in the guidelines for the administration of the program submitted by customers.
- To conduct data analysis according to adopted guidelines for each school.
- To identify schools and school districts that meet established standards for designation as an incentive recipient.
- To allocate and authorize the distribution of dollars to recipient schools and school districts.
- To distribute in a timely fashion the non-monetary rewards (flags) to each recipient school.
- To initiate, monitor, and verify appropriate use of incentive monies through the distribution, collection, and review of expenditure reports.
- To respond within 24 hours to all requests for information to include the following customers: General Assembly, Governor's Office, school districts, schools, parents, other state agencies, and SC public.
- To provide technical assistance to the local school system concerning the data analysis, criteria, and expenditure of funds.
- To assist members of the management team in making policy decisions and recommendations.

PERFORMANCE MEASURES:

- Acknowledged receipt and considered implementation of customer input concerning procedures for identifying recipient schools.
- Recommended revised guidelines for the identification of recipient schools and school districts.
- Conducted analysis of data with verification of accuracy of data elements and calculations.
- Produced a list of recipient schools and their dollar reward amounts for public release.
- Authorized and verified the release and receipt of incentive funds to recipient schools and school districts:
 - 8 school districts
 - 18 vocational centers
 - 47 secondary schools
 - 52 middle schools
 - 218 elementary schools
- Distributed letters of congratulations from the State Superintendent of Education and flags to recipient schools.
- Responded to over 280 requests for information from General Assembly, Governor's Office, school districts, schools, parents, school organizations, and SC public.
- Provided on-site technical assistance to school districts and schools.

PROGRAM NAME: Early Childhood Development and Academic Assistance

PROGRAM COST:

State:	
EIA:	\$131,910,288
Federal:	
Earmarked:	
Total:	\$131,910,288

PROGRAM GOAL:

To provide additional academic instruction beyond the basic program to students experiencing academic difficulties to assure greater potential for school success.

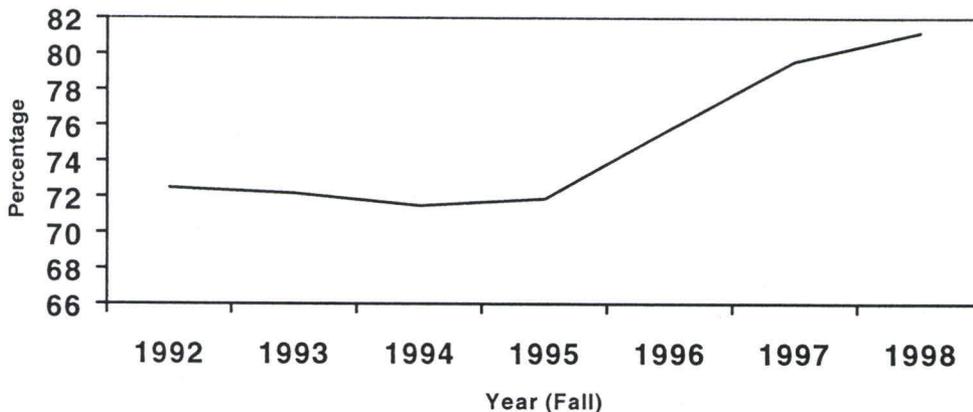
PROGRAM OBJECTIVES:

- To improve first grade readiness.
- To emphasize early childhood education.
- To focus resources on prevention.
- To provide extra assistance and learning time, creating the expectation that all students will be prepared for the fourth grade and will graduate from high school with their peers.
- To promote developmentally appropriate curriculum and coordinated programs.
- To allow greater flexibility in providing targeted coordinated programs.

PERFORMANCE MEASURES:

- 15,041 students were served in the EIA Four Year Old Half-Day Program.
- 81.2% of the first-graders met the readiness standard on the CSAB
- CSAB test results improved 1.6% from the previous year
- TerraNova replaced MAT7 in FY 1998-99; 49.1% of third grade students scored in the upper half of students tested; 41.6% of sixth grade students scored in the upper half of students tested; and 42.2% of ninth grade students scored in the upper half of students tested.

CSAB - Percentage of Students Meeting Standard



PROGRAM NAME: Instructional Materials

PROGRAM COST:

State:	\$31,440,722
EIA:	
Federal:	
Earmarked:	\$ 6,322,226
Total:	\$37,762,948

PROGRAM GOAL:

To provide quality instructional materials to the State's pupils based on "one textbook per child" in a subject area.

PROGRAM OBJECTIVES:

- To distribute instructional materials to approximately 1,100 schools in time for school opening.
- To keep school and district instructional materials staff informed concerning changes in regulations and procedures relating to the Instructional Materials Program to facilitate the timely ordering of materials.
- To process contracts and bids for instructional materials.
- To maintain the state used book inventory for 1,100 schools and collect fees for damaged and lost textbooks.

PERFORMANCE MEASURES:

- Processed orders and returns for Instructional Materials within 3 working days of receipt.
- Provided each school district with an allocation for instructional materials; processed allocation adjustments within 3 working days of receipt.
- Held regional meetings for school and district instructional materials staff in the Fall and Spring.
- 496 out of 515 school textbook coordinators attending the Spring 1999 regional textbook meetings rated the service provided by the Instructional Materials office of the Department of Education as earning a grade of "B" or better. 300 textbook coordinators rated the office as earning a grade of "A".

PROGRAM NAME: Community Education

PROGRAM COST:

State:	\$ 749,089
EIA:	\$15,500,969
Federal:	\$ 1,621,674
Earmarked:	\$ 490,896
Total:	\$18,362,628

PROGRAM GOAL:

Provide leadership, staff development and training in adult education, family literacy, Act 135 parenting and GED testing so as to implement an improvement in the quality of services at the local level. Provide leadership, technical assistance, professional development and instructional support services to educators, parents, community and civic groups in order to enhance academic achievement at all levels.

PROGRAM OBJECTIVES:

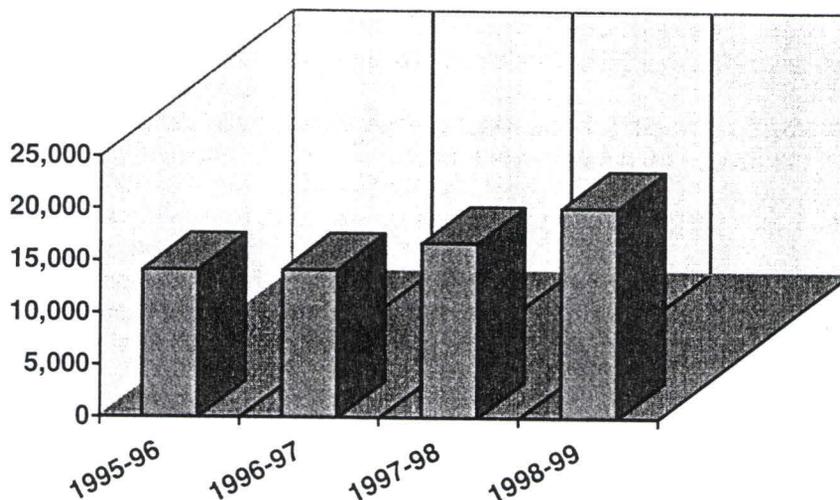
- To provide funding to adult education/literacy providers in every county in South Carolina for literacy, basic education, high school credential, self-improvement, workplace, parenting and family literacy programs.
- To develop special projects to improve the accountability and quality of literacy, basic education, high school credential, self-improvement, and workplace and family literacy programs.
- To provide technical assistance and consultative services to providers of adult education/literacy.
- To fund adult education/literacy demonstration and training projects, a Literacy Resource Center, Workplace Resource Center and collaborative agreements with other service agencies to improve services to undereducated adults throughout the state.
- To administer a statewide GED testing program for adults without a high school credential.
- To build the capacity of local educational agencies and communities to develop and implement quality programs that substantively incorporate service learning, intergenerational efforts, character education, young African-American males Action Teams, unity councils, volunteerism, after school activities, healthy schools concepts, and academic services for homeless children.

PERFORMANCE MEASURES:

- Funded 82 local adult education/literacy service providers (54 school districts, 10 community-based organizations, 16 TEC's and 2 State agencies). The programs served 115,254 adults, 9,228 adults on public assistance, 12,434 disabled adults, 906 homeless adults, and 10,770 adults in correctional institutions. Results: 11,090 adults earned a high school diploma or GED, 9,044 adults entered other educational training programs, 951 adults were removed from public assistance, 242 adults received U.S. citizenship, and 1,589 adults registered to vote for the first time.
- Assessed 12 adult education/literacy programs via onsite visits and 70 programs through desk audits. All local programs were visited at least once by Office of Community Education staff members for technical assistance purposes. Results: Adult education/literacy providers receive technical assistance to ensure federal and state regulations are implemented.

Criteria	Number of Programs that met Standard	Number of Programs that Did Not Meet Standard
Criteria I: The extent to which available programs and services are: (1) based on and satisfy community/school district needs and coordinated among providers in an effective and efficient manner	79	3
Criteria II: The extent to which identified academic, personal and social and/or goals of individual adults are being met.	HS/GED 39	HS/GED 25
	Basic Skills 68	Basic Skills 14
Criteria III: The extent to which staff successfully (1) recruits students that specific programs and services are designed to serve, (2) assumes responsibility for the success of their students, and (3) provides facilities and resources that enable students to accomplish their program goals.	Recruitment 66	Recruitment 16
	Retention 51	Retention 31
Criteria IV: The extent to which curriculum and instruction components of program adhere to high quality standards.	78	4

- Funded 13 training projects, 4 demonstration projects and 4 teacher mini-grants. Results: State Workplace Resource Center funded in Greenville, SC. Produced 23 curriculum products to be used statewide.
- Provided 13 Gateway Grants to public housing authorities to administer basic skills to adults. Results: 228 adults and 133 children participated in basic skills training.
- Implemented 277 New Workforce Initiative Programs. Results: 340 industry/business sites established. Provided basic skills/employability classes to 20,143 adults, 21,524 adults served in workplace programs, 4,647 adults gained employment, and 9,428 adults secured employment or obtained job security.



Adults Entering Basic Skills/Employability Instruction

- Provided Statewide GED Testing. Results: 8,083 GED examinations administered, 5,285 High School Equivalency Diplomas were issued.
- Funded 86 Act 135 Parenting and Family Literacy Programs. Eighty districts reported. Results: 4,391 parents received parenting instruction in their home, 5,915 preschool children impacted as result of parenting instruction in their home, 19,314 parents received group parenting instruction, 23,487 preschool children impacted as a result of group parenting instruction, 3,730 parents received

- literacy/adult education instruction, 390 parents graduated with a GED or high school diploma, 6,855 preschool children received developmental screenings, 5,144 families received childcare services, 1,346 received transportation services to parenting and family literacy classes, 100 percent of the parents enrolled in district parenting and family literacy initiatives received library cards, parents reported greater involvement in their children's schooling, districts improved parenting skills and increased parent participation in children's education as per district surveys. 84.5 percent of program participants scored increased levels of school readiness as per CSAB compared to 81.3 percent in the general population. There were 82,852 instructional packets distributed to parents.
- 527 participants attended the 2-day statewide conference on Parent Education and Family Literacy. Results: 99 percent of participants submitted positive evaluations indicating workshops and state conference were well organized; provided them with information they needed; and provided activities/information they would use in their district's initiative.
 - 15 Even Start Family Literacy Programs were funded. Results: 633 families received comprehensive family literacy services, 633 parents received parenting education, 692 children received early childhood instruction, 45 families received childcare services, 67 parents graduated with a GED or high school diploma, 457 parents received adult education or literacy instruction, 692 children received early childhood instruction.
 - Allocated funds for 7 Intergenerational programs. Results: Number of senior volunteers in LINC program increased by 367 or 221 percent over the previous year. These seniors logged 38,376 hours of volunteer service. An estimate of the contributions to school districts from volunteer assistance is 12,695,364 hours x \$13.73, totaling \$17,430,734. The LINC program contributed \$343,500. to South Carolina schools. An estimate of the savings from volunteer assistance for the 86 school districts is 26,880 hours x \$13.73, totaling \$369,062.40.
 - Funded 28 Character Education programs. Results: Data indicates a trend of decreased office referrals, suspensions and improved attendance in two of the pilot districts. The number of students served by the character education program increased by 12,000 over 1996. The current number of students being served is 38,000 students.
 - Provided 8 *Downtown as a Classroom* programs. Results: 91 percent of students said that business contacts were supportive, thus bridging a gap between business owners and students. Nearly half of the respondents said they used their marketing knowledge with over 50 percent using skills in math and entrepreneurship.
 - Administered 92 After School Programs. Results: Provided after school programs for at-risk children in areas throughout the state where limited after school programs exist.
 - Provided assistance to 12 McKinney Homeless Assistance programs. Results: More than 4,000 homeless students were served.
 - 79 school districts reported having implemented quality service learning programs. Results: 111,128 students participated in meaningful service projects volunteering one (1) million hours of service. An additional 6,087 community members participated.
 - 3 high schools were recognized nationally as service learning leader schools: Pickens High, Spring Valley High, and Wren High.
 - Conducted and facilitated 26 regional and statewide Learn and Serve technical assistance and training opportunities. Results: Information and materials disseminated to students, educators and community leaders to enhance service learning programs at the local level and increase service to students.

PROGRAM NAME: Occupational Education

PROGRAM COST:

State:	\$ 256,274
EIA:	\$12,181,502
Federal:	\$ 1,767,241
Earmarked:	
Total:	\$14,205,017

PROGRAM GOAL:

To provide leadership, service, and support to administrators, teachers, counselors, parents, students and businesspeople so that teachers will be prepared to instruct rigorous coursework in applied academic and occupational education, students will be prepared for post-secondary education or productive employment upon exiting our schools, and the needs of our state's economy will be reflected in the curriculum of our schools.

PROGRAM OBJECTIVES:

- To provide leadership and direction for school districts, Tech Prep consortia, the business community and parents relative to Tech Prep and School-to-Work.
- To ensure the implementation of the S.C. School-to-Work Act of 1994.
- To provide technical assistance to school districts, consortia, colleges and community based organizations that receive federal and state grants (Perkins Act, EIA-Tech Prep, STW Implementation Grant, etc).
- To increase the capacity of school districts to meet the needs of all students.
- To ensure the state's workforce is prepared for the demands of the next millennium.

PERFORMANCE MEASURES:

- Conducted five statewide meetings for administrators.
Result: Administrators were prepared to carry out duties relative to state and federal legislation so that proper expenditure of funds occurred and students had access to a better curriculum.
- Participated in state, national and regional meetings to obtain vital information.
Result: Information disseminated to district and consortia personnel that assisted teachers, counselors and administrators to improve curricula to improve student learning.
- Conducted 64 staff development sessions for instructors and administrators in four career clusters.
Result: Information on technology usage, curriculum planning and program improvements assisted in developing an enhanced delivery system thereby improving the skills of students for the workplace. Additionally, strides were made toward aligning programs for national skills certification.
- Approved and monitored 16 tech prep grant funding awards.
Result: Systemic changes in the provision of curriculum and support for all students. (See Chart 1 for growth in student enrollment in applied academic courses.)
- Conducted the statewide Education-Business Summit for over 900 teachers, administrators, counselors and businesspeople.
Result: An enhanced ability to implement the STW Act of 1994 and an increase in successful Tech Prep initiatives which enhanced the post graduation options for all students.
- Implemented the Schools of Excellence initiative with 14 career centers.
Result: Career centers are moving towards implementing national and international standards for teachers and students.
- Collected performance data in regards to the system of standards and measures for occupational education (See Chart 2 for results of data.).
- Reviewed and approved Local Plan by LEAs for 86 school districts and 11 multi-district career centers.
Result: Federal Perkins funds are properly spent to improve occupational education which provides state of the art programs for students.

- Allocated \$8,500,000 of equipment funds through EIA.
Result: The technological capabilities of school districts have been updated that results in improved learning environments for students.
- Provided funding and direction to train over 1,200 teachers in Tech Prep institutes.
Result: Teachers are prepared to use applied methods in the classroom that benefit students with all learning preferences. (See Chart 3.)
- Streamlined the grant application process for the disbursement of federal funds.
Result: Districts spend less time on paperwork.
- Provided parents, students, businesses and schools with marketing tools related to school-to-work and tech prep.
Result: The public is better informed of the advantages of these initiatives.
- Provided funding to 16 School-To-Work Regional Partnerships to assist with School-To-Work activities for all students.
Result: The expansion of work-based and school-based learning and connecting activities for all students.
- Provided curriculum information to schools using computer technology such as V-TECS Direct.
Result: Immediate access for schools to curriculum materials, so teachers can effectively develop student centered learning plans.
- Facilitated the Business Awards ceremony that recognized business involvement in our public schools.
Result: Positive press for the twenty-three businesses that were recognized.
- Provided assistance to entities within the Department to ensure workplace skills were included in all required statewide assessments.
Result: Statewide tests include performance-based questions and address SCANS skills that are reflected in coursework of students involved in Tech Prep.
- Developed and piloted year-end student assessment testing for eleven occupational specialty areas.
Result: Used feedback to improve test questions and administration procedures so that test results accurately reflect student learning.
- Provided technical assistance to 17 SREB High Schools That Work sites.
Result: Consistency and excellence in implementing the 10 key practices that strive to provide a quality educational program for all students.
- Conducted observations of classrooms and provided technical assistance to four Districts of Greatest Needs as outlined in Action Plans.
Result: Improved the skills of teachers responsible to the applied academics and occupational education instruction in the identified districts.
- Prepared and disseminated three Tech Prep newsletters to teachers, administrators, businesspeople and counselors.
Result: Increased awareness of successful Tech Prep initiatives in the state.
- Conducted five workshops with Tech Prep consortia and district staff.
Result: Consortia members are forming more effective partnerships with business and industry.
- Provided middle school and high school guidance counselors and students with American Careers magazine.
Result: Students are provided with relevant information that facilitates the making of career choices.
- Provided funding to sixty-nine grantees to develop and implement equity programs with focus on nontraditional training and employment, and programs designed to eliminate gender bias and sex role stereotyping.
Result: Over 4,000 individuals were served. The Single Parent Programs resulted in 80% placement. Fifteen percent were placed in nontraditional jobs.
- Conducted five statewide meetings and two conferences for Program Directors/Coordinators of Equity Programs and other individuals and agencies interested in equity issues.
Result: Training provided enabled participants to prepare their clients for economic self-sufficiency by obtaining marketable skills.
- Participated in Methods of Evaluation (MOA) Civil Rights Compliance Team on-site review.
Result: School districts were informed of non-compliance items and recommendations for preventive measures.
- Conducted 12 technical assistance visits to funded programs and school districts for career education, special populations and gender equity.

Results: Program improvement has been evidenced.

Chart 1

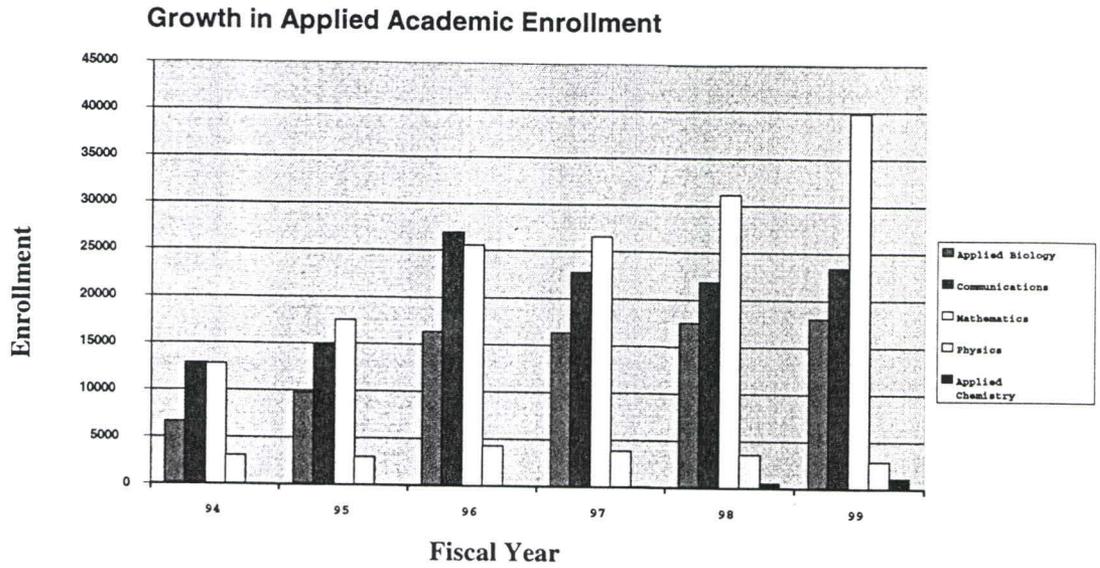


Chart 2

Preliminary Occupational Education Standards*	Number of Districts/Multi-District Centers Not Meeting Standard
Standard 1: Occupational Competency Gains Eighty percent of the students enrolled in occupational programs will demonstrate mastery of at least 85% of the competencies identified on the State's competency profiles for each occupational course in which they are enrolled.	7
Standard 2: Academic Gains* Suspended for 1998-99 due to elimination of statewide norm reference testing.	*
Standard 3: High School Graduation The percent of twelfth grade students completing an occupational program who receive a high school diploma will be equal or exceed 90 percent.	18
Standard 4: Placement Placements include employment, military service and post-secondary education. The percent of occupational completers who are placed in areas related to their specific occupational program areas or clusters will equal or exceed 50 percent.	6
*Final results will be reported by October 15, 1999.	

Applied Academic Teachers Trained

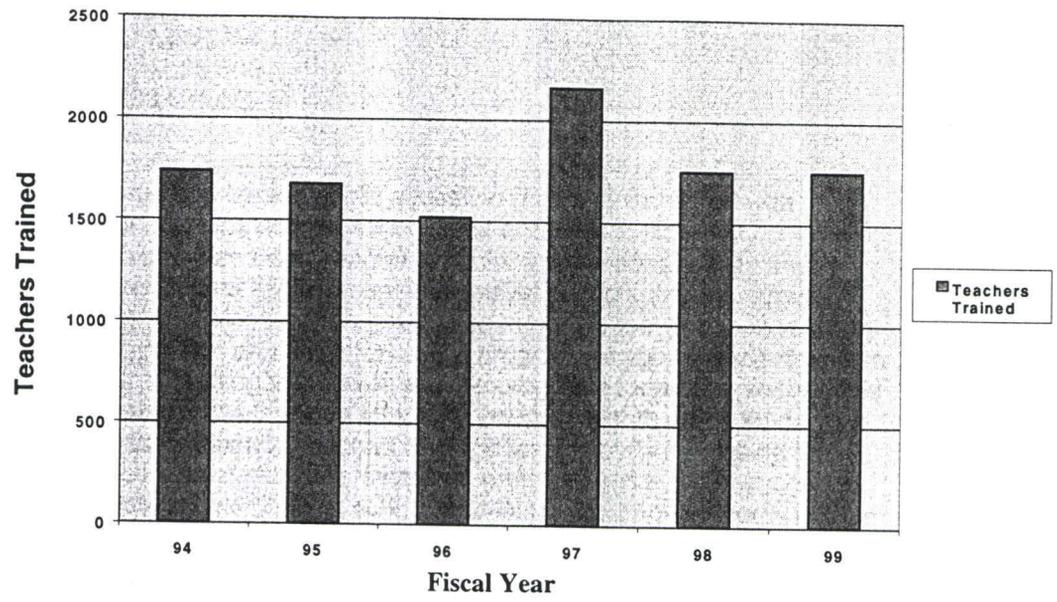


Chart 3

PROGRAM NAME: Exceptional Children

PROGRAM COST:

State:	\$ 103,244
EIA:	\$31,952,145
Federal:	\$ 1,052,754
Earmarked:	\$ 23,509
Total	\$33,131,652

PROGRAM GOAL:

To ensure the provision of a free appropriate public education (FAPE) for children with Disabilities; support efforts in the state agencies and the schools that enable all children to achieve high academic standards; provide leadership and services needed to achieve educational equity and excellence in S. C. schools; to increase student achievement in identified districts through targeted assistance; to provide high quality migrant educational programs and materials that enhance teaching and learning and reduce disruption; to provide an early intervention program for young readers who are experiencing difficulty in their first year of reading instruction; provide programs for academically gifted and talented students to assist in developing their unique talents; encourage eighth grade students to begin thinking about and planning for their education beyond high school ultimately increasing the number of students attending post secondary institutions; stimulate, promote, and support interest in science and mathematics among middle and senior high school students; encourage students to take classes in high school that will give them college credit; award college scholarships to students in creative writing, drama, music and visual arts; identify eighth grade students who have exceptionally high scholastic achievement and intellectual ability and provide them opportunities to broaden their interests and facilitate their academic growth.

PROGRAM OBJECTIVES:

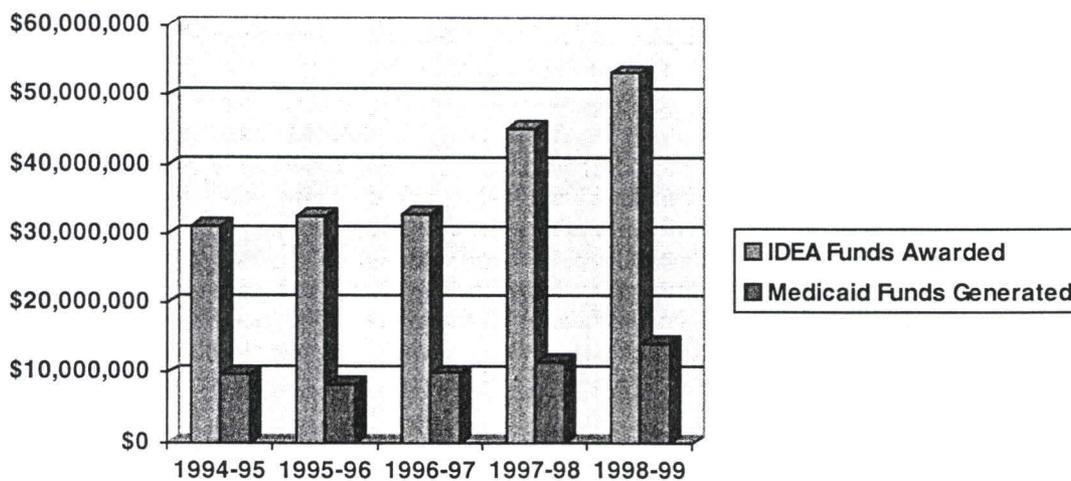
- To provide funding to public agencies for the provision of FAPE during FY 99.
- To ensure compliance with all federal and state statutes and regulations during FY 99.
- To provide staff development and course offerings during FY 99 for teachers of children with disabilities.
- To ensure that appropriate support services are provided to teachers and parents of children with deaf blindness during FY 99.
- To procure large print and Braille textbooks for the 1998-99 school year for all legally blind students in local school districts.
- To support efforts in the state agencies to enable all children to achieve high academic standards.
- To provide support to the school districts through the Title I federal program.
- To provide high quality and comprehensive educational programs for migratory children in order to help them meet basic skills standards in math, reading, and language arts.
- To increase student proficiency in speaking English and in living in a new cultural setting.
- To provide Reading Recovery as an intervention for first grade students most at risk of not learning to read and write by conventional methods.
- To provide support for trained Reading Recovery teachers and teacher leaders.
- To monitor the implementation of Reading Recovery in SC.
- To provide funding for training and on-going staff development for new Reading Recovery teachers and teacher leaders.
- To collect data on Reading Recovery program effectiveness.
- To assist the most academically able of South Carolina's students to achieve to their highest potential.
- To develop and strengthen the unique talents of students who have demonstrated or have potential abilities for high performance in artistic areas.
- To facilitate the awards at the annual meeting of the SC Junior Academy of Science at which award presentations are made to students in grades 4-12 for excellence in science research.
- To implement recommendations of the State Department of Education/Office for Civil Rights task force to expand gifted and talented opportunities to underrepresented populations.
- To inform eighth grade students and parents about higher education opportunities including cost information, prerequisites, and financial aid availability.

- To coordinate, develop, and administer appropriate statewide activities that support secondary school services, including AP Program administration.
- To promote academic and artistic achievement and to encourage attendance at in-state colleges/universities.
- To provide eligible eighth grade students the opportunity to take the PSAT.
- To provide scholarships to identified Junior Scholars to attend state and private colleges/universities sponsoring summer enrichment programs.

PERFORMANCE MEASURES:

- During FY 99 grant awards were issued in the amount of \$53,241,193 to 92 agencies under the Individuals with Disabilities Education Act, \$2,659,812 to 92 agencies under the Capacity Building Program, and \$7,019,940 to 100 agencies under the Preschool Grant Program. Additionally, \$14,247,138.25 was generated through the Medicaid Program for reimbursement to 86 LEAs for approved services. Funds in the amount of \$51,125 were distributed to 64 districts to assist in the provision of extended school year services for 2,329 students.
Result: Assisted in the provision of a free appropriate public education for 97,422 students with disabilities.

Disability	Total Number of Children Served	Percent of the Total Number Served
Learning Disabled (LD)	38,722	39.75%
Speech Impaired (SI)	19,984	20.52%
Mentally Impaired (MI)	17,430	17.90%
Emotionally Disabled (ED)	5,833	5.99%
Hearing Impaired (HI)	907	0.94%
Orthopedically Disabled (OD)	746	0.77%
Other Health Impaired (OHI)	2,449	2.52%
Visually Impaired (VI)	317	0.33%
Multiple Disabilities (MD)	152	0.16%
Autism (AUT)	571	0.59%
Traumatic Brain Injury (TBI)	75	0.08%
Deaf-Blindness (D-B)	48	0.05%
Preschool (PreS)	10,188	10.46%



- The policies and procedures required under IDEA were reviewed and approved for 102 agencies for FY 99.

Result: All children with disabilities were educated and received related services in compliance with the Individuals with Disabilities Education Act. The State Board of Education promulgated regulations relative to the eligibility criteria for placement of the children into special education.

- Professional development was provided to 3,365 administrators, teachers, paraprofessionals, psychologists and parents who provide services to children with disabilities through teleconferences, workshops, institutes and courses during FY 99. Interagency collaborative training was provided to 1,100 individuals who provide services to individuals with disabilities.

Result: Increased the knowledge level and skills of teachers working in the areas of preschool, transition, autism, assistive technology, mental impairment and emotional disabilities relative to content areas, IDEA regulations, general curriculum, legal issues, development of standards and discipline.

- Four special education master teachers were funded.

Result: Technical assistance was provided to nine school districts. The master teachers provided individualized classroom assistance to teachers and improved the teaching/learning process.

- Provided ongoing consultation to eighty six (86) school districts, 12 head starts and 6 state operated programs relative to the implementation of the new requirements under the reauthorization of the Individuals with Disabilities Education Act of 1997.

Result: All public agencies within the state are capable of implementing and providing services to children with disabilities in accordance with the Individuals with Disabilities Education Act.

- Provided advice and assistance to parents of children with disabilities on a daily basis and revised a Parents' Guide to Special Education Services in South Carolina.

Result: Responded to letters of complaint in a timely manner and interceded with school districts on behalf of parents thereby alleviating the need for due process.

- During FY 99 support services were provided to 120 teachers and parents of children with deaf-blindness and 665 textbooks were provided for 120 legally blind students.

Result: Students with deaf-blindness were able to communicate effectively in the least restrictive environment.

- Published four issues of a newsletter, OPEC Review.

Result: Shared exemplary programs, promising practices, national/state information, and provided an avenue for teachers to network among districts with 7,200 individuals per issue.

- In FY 99 eighty-six (86) Title I local educational agency program applications were approved and instructional services were offered to children of poverty in approximately 362 elementary schools and 82 middle/high schools.

- Provided appropriate educational services to approximately 1,350 migratory students in FY 99.

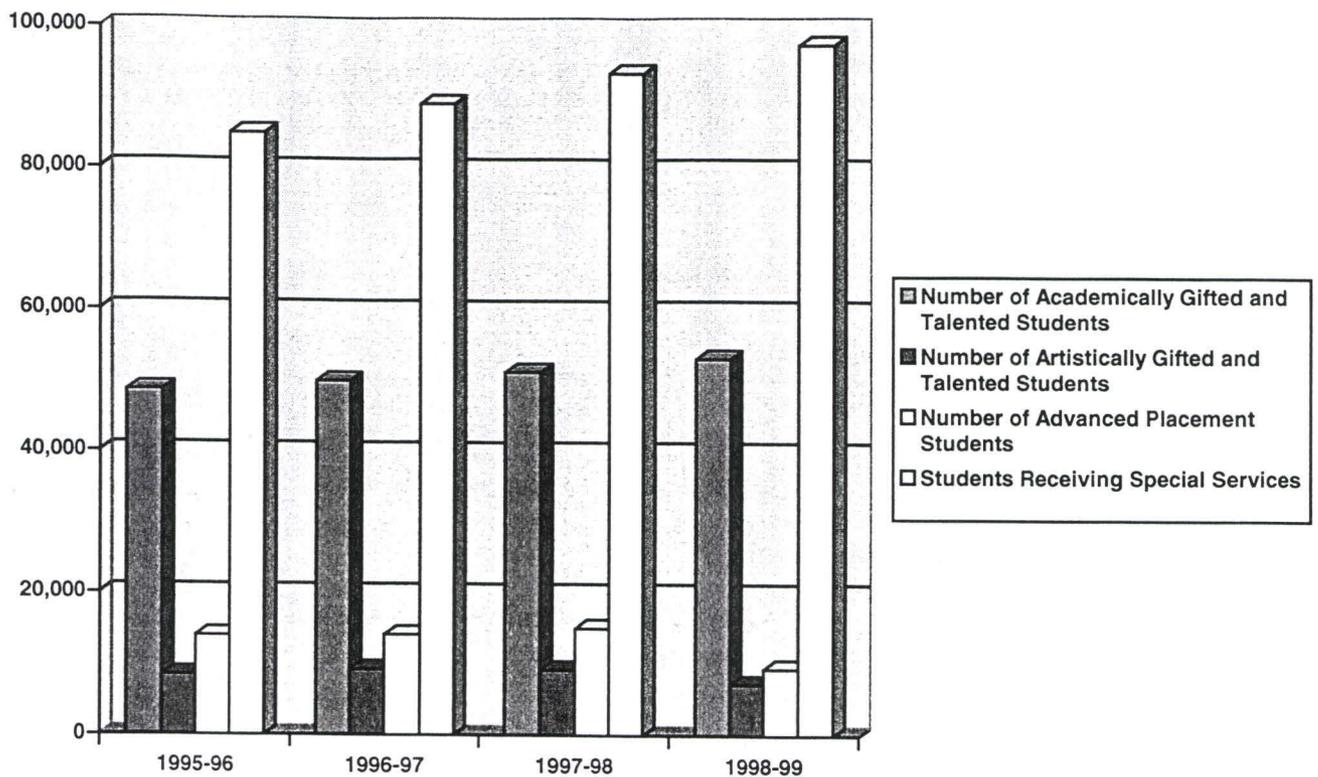
- Provided funds to 7 school districts for summer school programs, to 4 school districts for programs during the regular school year.

- State ESL Master Teachers were funded to provide technical assistance to districts and to provide direct assistance to ESL and mainstream teachers during FY 99.

- Two recruiters were hired to identify migrant children, provide tutorial programs, and to provide direct assistance to students and families.

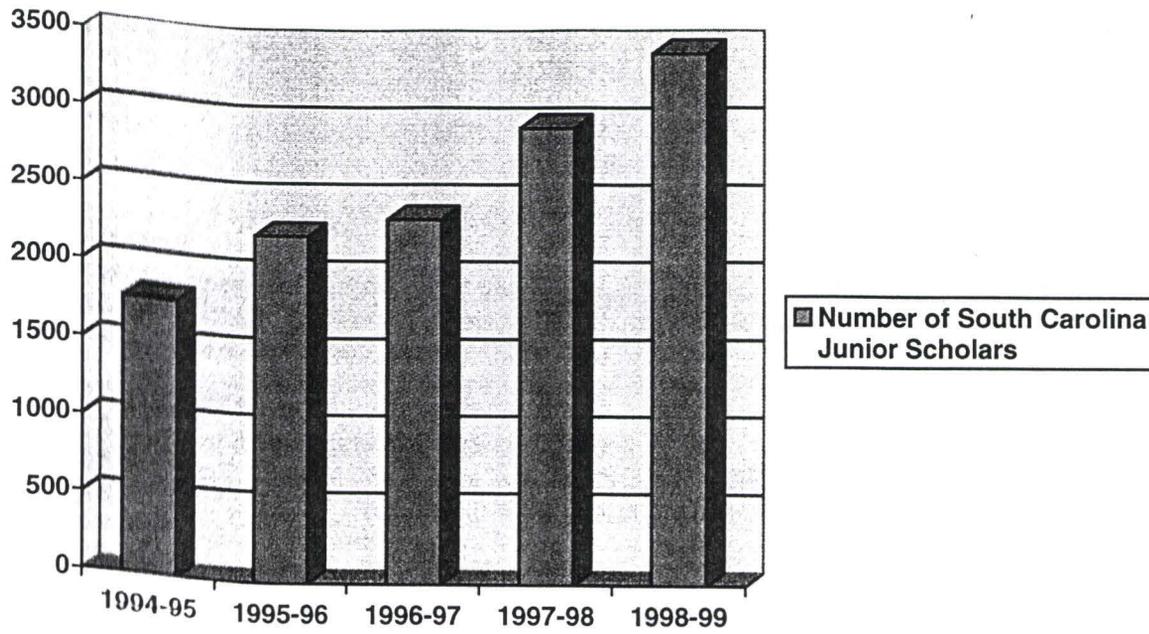
- The Regional Reading Recovery Training Site at Clemson University, staffed by a Trainer and Teacher Leader Specialist, provided on-site technical assistance and support to the state's Reading Recovery network of 51 school districts, 56 teacher leaders in training, 25 trained teacher leaders, 87 teachers in training; provided 18 semester hours of instruction to 4 teacher leaders in training at Clemson University; supported 9 teacher leaders, serving as Clemson University adjunct staff, in providing 6 semester hours of instruction for 87 teachers in training at various sites across the state; conducted 4 statewide professional development sessions for 23 trained teacher leaders; conducted continuing contact sessions for teachers in rural Reading Recovery sites not served by a teacher leader.

- More than 4,500 first grade students in 61 school districts were served through Reading Recovery by 508 trained teachers, with approximately 3,500 students receiving the entire program and 3,200 determined to be "recovered."



- Four program support sessions for district gifted and talented coordinators and classroom teachers were provided in FY 99.
- Six graduate institutes in the nature and Needs of Gifted and Talented Students were offered (two at the College of Charleston, two at Converse College, and two at the University of South Carolina) to 150 teachers of gifted and talented students.
- A teacher training video package was developed and disseminated to each school district to assist general classroom teachers, administrators and parents in identifying gifted and talented students for the purpose of recommending the students for screening.
- The *South Carolina Gifted and Talented Best Practices* manual was developed.
- The South Carolina General Assembly approved amended regulations for gifted and talented programs.
- 53,098 students were served in FY 99 in the gifted and talented academic program and 7,173 students were served in the artistically gifted and talented program.
- 232 students presented research papers at the SC Junior Academy of Science Annual Meeting attended by more than 700 of the organizations 1,548 members representing 83 schools. Winners received certificates, cash awards, special recognition from sponsoring groups, and trips to the national labs and the AAAS meeting. Five events were sponsored: 3 workshops, an annual meeting, and an exhibit at Discovery Fair.
- Every eighth grade student attending public school in the state was advised about opportunities in higher education; schools were provided video tapes and printed materials.
- During FY 99, 9,402 AP students were funded at \$100.00 per student under the AP program, 631 students participated in the International Baccalaureate Program, 325 singleton classes received funding, 15 AP graduate teacher training institutes were held around the state.
- During FY 99, four college scholarships for \$4,786 under the Rutledge Scholarship Program were awarded to high school seniors following a statewide fine arts competition.
- For FY 99, 7,602 eligible students participated in PSAT testing and 86 districts were reimbursed for testing costs. Out of this group, 3,439 students were identified as Junior Scholars. The number of

students identified as Junior Scholars has increased over the past several years. See trend analysis chart for additional information.



- During FY 00, scholarships for approximately \$500 were provided to assist students identified as Junior Scholars in attending summer enrichment programs sponsored by ten colleges and universities. In direct correlation with the increased number of Junior Scholars, the scholarship requests have also increased.

PROGRAM NAME: Teacher Education and Certification

PROGRAM COST:

State:	\$ 927,021
EIA:	\$ 2,008,369
Federal:	
Ear Marked:	\$ 196,445
Total:	\$ 3,131,835

PROGRAM GOAL:

To provide support and assistance for teacher education, certification, induction and evaluation to school districts, teachers, administrators, and other educational entities for the promotion of effective and quality teaching in the classroom.

PROGRAM OBJECTIVES:

- To review and approve teacher education programs.
- To participate in Council of Chief State School Officers (CCSSO) Interstate New Teacher Assessment and Support Consortium (INTASC) and the Interstate School Leaders Licensure Consortium (ISLLC) initiatives.
- To administer the Education Entrance Examination (EEE).
- To adopt a replacement for the EEE/Basic Skills test and develop transition procedures.
- To recommend amendments to regulations, guidelines, procedures and statute related to teacher certification.
- To administer the Trade and Industry examinations.
- To provide easy access to and customer friendly procedures in certification.
- To develop procedures that track accountability for customer satisfaction and program needs.
- To improve the technology and identify the recommended timeline for continuous improvement.
- To provide support for teacher renewal credit in mathematics, science, reading and computer science.
- To administer examinations in areas that do not have a state adopted exam.
- To encourage and promote National Board Certification.
- To coordinate activities related to the Critical Needs Program.
- To identify areas of certification needs and develop proposals that encourage certification.
- To transition from NTE to Praxis II examinations.
- To assist in the development of regulations that supports the new teacher evaluation model.
- To support school districts implementing the ADEPT evaluation system.
- To provide technical assistance for the state model, Assisting, Developing, and Evaluating Professional Teaching (ADEPT), to colleges and universities and school districts.

PERFORMANCE MEASURES:

- Conducted 9 college and university Teacher Education Program visits, 2 State Program Approval and 7 NCATE Accreditation.
- Administered 4,000 Education Entrance Examinations.
- Adopted the Praxis I to replace the EEE (Basic Skills Exam) for entry into Teacher Education Programs.
- Developed procedures for the transition from the EEE to the Praxis I.
- Conducted the Validation and Standard-Setting Study for the Praxis I and adopted passing scores.
- Recommended and changed regulations, guidelines and statute for teacher education and certification.
- Administered 98 Trade and Industry examinations.
- Assisted with the development of proposed changes in Trade and Industry regulations.
- Conducted workshops for colleges, personnel administrators, superintendents, and principals to review certification regulations and procedures.
- Implemented an Interactive Voice System to accommodate our customers.
- Implemented a new telephone system.

- Analyzed technology and recommended a system supporting scanning and electronic transfer of information.
- Analyzed and identified methods necessary to provide documentation and trends for the activities conducted by the office in order to improve customer service.
- Renewed 6,850 teaching certificates.
- Issued 4,057 new teaching certificates.
- Responded to 3,275 teacher inquiries via phone, fax and e-mail each week.
- Administered 2 examinations in Latin and German.
- Provided funding assistance to six National Board Certified teachers.
- Worked with the South Carolina Center for Teacher Recruitment (SCCTR) to recruit 75 teachers to apply for National Board Certification program.
- Provided support for the Converse College, Coastal Carolina Universities and the teachers in the Critical Needs Program.
- Processed FBI Fingerprint reviews for the 3,800 initial teacher certificates/licenses.
- Processed 150 Trade and Industry certificates/licenses.
- Provided grants to Southern Wesleyan University and South Carolina State University for the special education add-on certification.
- Conducted Validation and Standard-Setting studies for the Praxis II in Principles of Learning and Teaching, Elementary Education, English, Social Studies and Deaf and Hard of Hearing.
- ADEPT regulations were adopted and effective July 1, 1998.
- Conducted three reviews for revised ADEPT Plans from 5 school districts and 2 colleges.
- Provided technical assistance to 42 school districts and 10 colleges and universities.
- Provided materials and reimbursement to school districts and private colleges/universities.

