

# Updates from The South Carolina Department of Education

Office of Federal and State  
Accountability



South Carolina  
Department of Education

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# Welcome

Steve Abbott

Director of Federal and State Accountability



# The History of Technology



# Agenda

- District Set Asides
- Allocations Update
- School District Auditing
- Statewide Systems of Support
- Consolidating Funds
- Graduation Rate Monitoring
- Website Update
- Technical Assistance
- ESEA Flexibility Waiver



# District Set-Asides

Bobby Rykard  
Team Leader



# Allowable Title I Non-Required District Set-Asides

Robert Rykard

Team Leader

Title I Administration



# District Set-Asides

- District level reservations from the current year total allocation prior to distributing funds to schools via per-pupil amounts following poverty ranking rules.
  - Required
  - Non-Required



# Required Title I Set-Asides

- Parent Involvement
- Homeless
- Additional Neglected or Delinquent
- Choice/SES
- District Improvement Professional Development
- HQ Professional Development (as needed)



# Non-Required District-Wide Activities

- Although some flexibility exists, generally, Title I, Part A funds may not be used to implement district-wide activities (Title I and Non-Title I schools). (B-7)
- The use of Title I, Part A funds to support district-wide activities will usually constitute an unallowable use of Title I, Part A funds or a violation of the supplement not supplant requirement. (B-7)



# Non-Required Set-Aside Basis

- Title I legislation specifies that the only method to distribute funds to schools is based on per-pupil amounts (PPA) following the poverty ranking rules (ESEA Section 1113).
- However, guidance allows a few exceptions...



# Allowable Non-Required District Set-Asides (PPA Consideration Not Required)

- Administration
  - Allowable - District level staff, district level supplies, district level equipment, travel, etc.
  - Non-Allowable – Staff assigned to an individual school, instructional supplies/materials, school level software/technology (these should be included in school-wide plans or complete PPA analysis demonstrating compliance with poverty ranking/PPA rules)
- Indirect Cost
- Parent involvement above 1% requirement
- Support Services
  - Supplemental health/nursing, guidance, or social services
  - Must complete the “Support Services Activity Application”



# Allowable Non-Required District Set-Asides (PPA Consideration Not Required)

- Supplemental Pre-School
    - Example – Expanding half-day to full-day
  - Summer School for Title I Schools
    - Housed at shared locations is allowable as district set-aside. Otherwise, should be included in the school-wide plans.
  - Extended Learning Time
    - Before/After School housed at shared locations is allowable as district set-aside. Otherwise, should be included in the school-wide plan
- \* Must complete “District Set-Aside Instructional Program Application” for all of the above

# Allowable Non-Required District Set-Asides

- Hire District Level Staff (B-8)
  - Example contract with school reform staff/external management organization for subset of Schools in Improvement
  - Use of Funds Guidance example focuses on “Corrective Action” & “Restructuring”
  - Rationale must be fair and objective
    - Such as ensuring stakeholders are part of planning and decision-making process
  - Must complete “District Set-Aside Instructional Program Application”

# Allowable Non-Required District Set-Asides

- Reform or Turn Around Models (B-9)
  - Use of Funds Guidance example focuses on schools in “Restructuring”
  - Rationale must be fair and objective
  - Must complete “District Set-Aside Instructional Program Application”



# When Must PPA be Considered?

- The following items would need to be included in school-wide plans or consider PPA to schools if established as district level set-aside:
  - Supplemental instructional supplies to Title I schools
  - Technology or software unassociated with a specific allowable set-aside to Title I schools (Pre-K, Summer school, intercession, etc.)
  - Supplies/materials for media centers
  - Other district level activities without apparent connection to previously mentioned reform efforts



# Remember!!!

- If PPA analysis is completed & PPA rules are met, it is allowable (easily defensible to auditors).
- Set-asides must still supplement and not supplant state/local funds
  - Providing the same activity in non-Title schools with general funds (unless deemed “other supplemental funds”) would constitute a presumption of supplanting
- Equitable distribution of set-asides to private schools
- When in doubt, call your project manager before establishing a program as a district set-aside

# Questions?

## Contact Information

Bobby Rykard

Team Leader

803-734-8110

[brykard@ed.sc.gov](mailto:brykard@ed.sc.gov)



# Allocations Update

Bobby Rykard  
Team Leader

# Questions?

## Contact Information

Bobby Rykard

Team Leader

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# **School District Auditing**

## **Guidelines For Monitoring Selected Claims**

Roy Stehle  
Team Leader



## District Auditing and Field Services SCDE Finance Office

- District Auditing reviews district annual audit reports including the single audits report and monitors compliance with OMB rules and regulations.
- For federal programs, the SEA is generally the prime recipient and LEA's are considered the sub-recipients.
- As part of its monitoring responsibilities, District Auditing reviews a sample of expenditure reports with the associated backup documentation.



## District Auditing and Field Services SCDE Finance Office

- All submitted expenditure reports should reflect a “period begins” and “period ends” date that falls within the project dates of the grant award.
- Reimbursement claims reflect expenditures that have been incurred and paid and that claims are not duplicated or reimbursed from another source.
- District Audit recommends that districts payments not be cash payments
- Expenditure claims by function/object codes should match the budget report function/object codes. Amend as necessary. All expenditure claims must reflect “allowable” expenditures.

## District Auditing and Field Services SCDE Finance Office

- Requested documentation for an expenditure claim review.
- If the documentation provided exceeds the actual amount of the claim – an explanation should be provided.

### Salaries

- Terms of Employment
- Time and Effort – include as appropriate timesheets, PARS, semi-annual certifications, record of paid wages
- Benefits – use record of paid wages if appropriate.

## District Auditing and Field Services SCDE Finance Office

### Contracted or Purchased Services

- Salaries for Contracted Services – Contractual agreement.
- Contracted Services/Purchased Services – Contractual agreement – For example - PD consultant contracts.
- Purchased Services for travel – source documentation for travel.



## District Auditing and Field Services SCDE Finance Office

### Supplies and Materials, Capital Outlay, Other

- Purchase orders and invoices and copy of record of payment.
- Credit Card or P-Card purchases – p-card receipts and record of payment.
- Assurances and Terms and Conditions – review all grant assurances and terms.
- All documentation is standard for oversight of internal controls.

# Questions?

## Contact Information

Roy Stehle

Team Leader

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# Statewide System of Support

Roy Stehle  
Team Leader

## LEA and School Improvement

D-9 What must the State do to assist schools identified in need of improvement?

- Use portion of its reserved Title I, Part A funds to create a statewide system of support
  - Priority LEAs with schools in corrective action
  - Second priority LEAs with schools identified as in need of improvement
  - Third priority Title I LEAs and schools that need additional support and assistance

## LEA and School Improvement

### D-15

The LEA has primary responsibility for assisting its schools that do not make adequate progress toward meeting established student academic targets.

## LEA and School Improvement

### F-5

The LEA must continue to provide technical assistance to a school in corrective action, either directly, through the statewide system of support, or through the use of other entities.

# LEA and School Improvement

- The SEA will work with districts (as requested) to establish School Support Teams to help schools in Corrective Action or other stages of improvement.
- The School Support Team would review and analyze the needs of the school, work with staff to plan and monitor a realistic improvement plan, and provide feedback to the school, LEA, and SEA as to staff and plan effectiveness.
- A limited amount of funding is available from the SEA to help districts implement School Support Teams.

# Present

## Statewide System of Support

- School Improvement Funds (SIF) (1003a)
- School Improvement Grant (SIG)(1003g)
- Title I Team Support

## Other Support

- South Carolina Department of Education initiatives
  - Division of School Effectiveness
  - Palmetto Priority Schools
  - Technical Assistance Funds (Carryover)
  - Other SCDE Office Support – IDEA, Title II, Title III, Title VI

## Current Reality

- The Office of Federal and State Accountability realizes that there are many efforts currently underway in districts and schools aimed at accelerating the achievement of students in ELA and mathematics.
- Our Statewide System of Support is not meant to replace those efforts, nor is it intended to add additional burdens to schools.

# Questions?

## Contact Information

Roy Stehle

Team Leader

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# Consolidating Funds

Roy Stehle  
Team Leader



# Flexibility In Using Federal Funds

- Transferability
- REAP - Flex
- Consolidating Funds in Schoolwide Projects
- Consolidating District-Level Administrative Funds

# Flexibility In Using Federal Funds

- LEA Transferability
  - Transfer Authority for LEAs is limited by district improvement status and programs.
  - Although you are able to transfer funds into Title I it does affect allocations and carryover.
  - For most districts Transferability is not a viable option
- REAP-Flex is not available in S.C.



## Consolidating Federal, State and Local Funds in Schoolwides

By consolidating funds schoolwide program schools gains greater flexibility to address and meet the needs of all children and their families (intended beneficiaries) through a well thought out, comprehensive, and research based educational program.

# Consolidating Federal, State and Local Funds in Schoolwides

- The authority to consolidate funds is found in Section 1114 of Title I of the ESEA and in regulations and non-regulatory guidance (Title I Fiscal Issues-February 2008).
- Districts and schools are held to the major requirements of MOE, Comparability and Supplement, not Supplant.

# Consolidating Federal, State and Local Funds in Schoolwides

- Funds may only be consolidated in schools eligible to operate a Title I schoolwide program (40% poverty) and served with Title I, Part A funding.
- Title I allowable activities would be the guide for the allowability of consolidated funds activities.

# Consolidating Federal, State and Local Funds in Schoolwides

- For federal funds that may be consolidated and basic program and compliance requirements, district and schools must review the non-regulatory guidance – Title I Fiscal Issues-February 2008, section E.
- While freed from most of the regulatory requirements of the programs, districts and schools must still meet the “intent and purpose” of the programs from which the funds are consolidated.

## Consolidating Federal, State and Local Funds in Schoolwides – The Process

- Districts must inform the Title I Office of the S.C. Department of Education of its intent to consolidate funds and work with the Title I Office to ensure program, fiscal, and compliance requirements are met.
- Districts would still need to complete the application for the other federal programs and indicate funds being consolidated.

## Consolidating Federal, State and Local Funds in Schoolwides – The Process

- For the online Title I application - schoolwide project applications, districts would indicate on the page for Strategy 1 which funds were being consolidated.
- For the online schoolwide project application activities funded from Title I, Part A funds would be entered as usual with the funding source identified as Title I.
- For activities funded with “consolidated” funds, district would use the consolidated activity tab to enter activities for each strategy that would be funded with “consolidated” funds. On the schoolwide application there would be a budget for Title I and a budget for consolidated funds.

## Consolidating Federal, State and Local Funds in Schoolwides – The Process

The school does not have to account separately for tracking expenditures but the district does. If the school is only consolidating funding from one other federal program then the expenditures for Title I would be charged to Title I and the expenditures for the consolidated funds activities would be charged to that funding source.

# Consolidating Federal, State and Local Funds in Schoolwides – The Process

- Funds may be consolidated from local, state, and federal sources but different conditions apply for several of the funds being consolidated.
- If funding from several programs is being consolidated then the district would work with the Title I Office to ensure proper accounting and reporting requirements were being met.
- As with Title I, appropriate records and documentation must be maintained and the Title I Office has the requirement of monitoring the consolidating funds process.
- In general, the consolidated funds are to be used for educational and instructional purposes, not maintenance or renovation or construction.
- Personnel working in a schoolwide that is consolidating only federal funds would need to complete a semi-annual certification.

## Consolidation of LEA Administrative Funds for ESEA

The ESEA allows a Local Education Agency (LEA) to consolidate funds for administration of one or more ESEA programs, upon approval of the State Educational Agency (SEA). The authority for the consolidation of funds for state and local administration is found in Title IX, Part B, - Section 9203 and with reference to Section 9201 of NCLB.

## Consolidation of LEA Administrative Funds for ESEA

There is currently no clear definition of administrative costs in NCLB or guidance. EDGAR defines administrative requirements to mean “those matters common to grants in general, such as financial management, kinds and frequency of reports and retention of records”.

## Consolidation of LEA Administrative Funds for ESEA

District-wide management, program and plan development and coordination, budget planning and development, internal control management and office management along with indirect costs would be considered *administrative* activities. The SEA and the LEA would work together to devise a reasonable definition to meet this purpose.

# Consolidation of LEA Administrative Funds for ESEA

Consolidating administrative funds may provide LEA's with greater flexibility in administration of federal ESEA programs. A LEA would not have to keep separate records, by individual program, to account for costs relating to the administering the programs included in the consolidation. Costs for allowable administrative activities may be paid for with any of the administrative funds consolidated. The consolidated funds would be treated as a single cost objective and the LEA would not have to maintain personnel activity reports but rather do semi-annual certifications.

# Consolidation of LEA Administrative Funds for ESEA

Consolidated administrative funds may be used for the administration of any program included in the consolidation and may be used at the LEA level for activities to enhance coordination of those programs such as (1) coordination of NCLB programs with other federal and non-federal programs (2) the establishment and operation of peer-review mechanisms under NCLB; (3) the administration of Title IX of NCLB (General Provisions); (4) the dissemination of information regarding model programs and practices; (5) providing technical assistance under any NCLB program; and (6) providing training for personnel engaged in monitoring and other audit activities.

# Consolidation of LEA Administrative Funds for ESEA

- There are conditions which must be met to be able to consolidate administrative funds. For example, some programs have a limitation on the % of administrative funds.
- The S.C. Department of Education (Office of Federal and State Accountability) has developed a draft procedure and application for LEA's that may be interested in this flexibility.

# Questions?

## Contact Information

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South Carolina  
Department of Education

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# Graduation Rate Monitoring

Garry Baxley

Education Associate

# Graduation Rate Monitoring

New form to be used for 2011-12 school year

## Changes-Documentation process-2010-11 Graduating class

- Documentation will no longer be submitted to the S.C. Department of Education for review and approval prior to removing or adding students to the BASE file.
- District or school staff will review student level documentation to determine which students should be excluded or included in the BASE file.
- Documentation will be reviewed by the Office of Federal and State Accountability when conducting scheduled Title I Monitoring visits once every three years.
- If discrepancies are found that impact the graduation for a given year, the graduation rate will be recalculated and changes made to report cards and other data as required by state and federal regulations.

# Graduation Rate Monitoring

## **Review-Samples**

- Thirty eight districts with at least five percent (5%) variation from last year to this year in percentage of students graduating.
- Seventy six cases of samples with improper documentation found.



# Graduation Rate Monitoring

- **Graduation rate Monitoring Form**

## **Codes to review:**

### **DC-Student Death**

#### **Evidence of Compliance ( Proper Documentation)**

- Signed letter from the principal stating that the student has died; include the date of death, ***OR***
- Death Certificate, ***OR***
- Obituary notice in the paper



[REDACTED]

August 1, 2011

To Whom It Concerns:

[REDACTED], a former student at [REDACTED] School, died as a result of a car accident on [REDACTED] ✓✓  
[REDACTED]. Attached to this letter is a copy of his withdrawal date from Powerschool and the online  
obituary from [REDACTED].

Please contact [REDACTED] School if you have any additional questions.

Respectfully,

[REDACTED]  
Principal

DC  
✓✓

**Correct Documentation**



# Graduation Rate Monitoring

## **EO- Student Emigré**

### **Evidence of Compliance: (Proper Documentation)**

- For students transferring out of the United States, a letter from a school administrator, guidance counselor, ELL staff person social worker, etc. with knowledge of the family situation can be used to confirm the transfer; this can be documentation of a conversation.

**The letter must be signed and dated.**

# Graduation Rate Monitoring

- **AI**-Transferred to Adult Education (AE) high school diploma program before graduation date
- **Evidence of Compliance: (Proper Documentation)**
- Official transcript/records request before graduation date from receiving diploma-granting AE program, with **date of enrollment**. (Fax date **may** be used as enrollment date.)
- **Transcript request must indicate enrollment in a diploma granting program, *OR***
- A letter from the Adult Education Director confirming that student enrolled in a diploma granting program.
- **An e-mail is not sufficient documentation.**



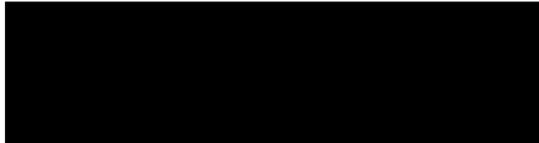
To Whom It May Concern:

This letter is to confirm [redacted] DOB [redacted]  
enrolled in [redacted] Adult Education Program [redacted]

  *X*   Currently enrolled  
       No longer enrolled

Sincerely,

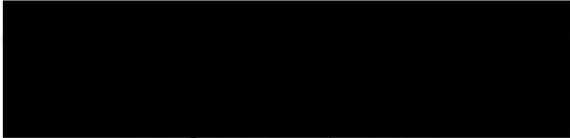
[redacted]  
Adult Education, Director  
[redacted]



*A 1*  
*✓✓*

*Diploma  
Granting?*

**Improper Documentation**



AI ✓✓

WITHDRAWAL FORM

Student Name \_\_\_\_\_  
Date of Enrollment 8/20/ \_\_\_\_\_

Grade 9th  
Date of Withdrawal 11/29/ \_\_\_\_\_

Fees: \_\_\_\_\_

Special Programs or Services? Yes \_\_\_\_\_ No \_\_\_\_\_

Reasons for transferring or withdrawing: homeschool

Parent's Signature \_\_\_\_\_

Student transferring to: homeschool

Address: \_\_\_\_\_

Record/Transcript will be requested by school: Yes \_\_\_\_\_ No \_\_\_\_\_

*later transferred to Adult Ed  
Diploma*

**Correct Documentation**



July 19, 2011

AI //



The purpose of this letter is to verify that [REDACTED], SSN [REDACTED], DOB [REDACTED], enrolled in [REDACTED] Adult Education High School Diploma program on 1/26/2009.

If you should have any questions concerning this student or the [REDACTED] Adult Education program, feel free to contact me at [REDACTED].

Sincerely,



Director



Correct Documentation

# Graduation Rate Monitoring

- **DJ**- Student transferred to diploma program at a correctional institution-Department of Juvenile Justice (DJJ) or Department of Corrections (DOC)
- **Evidence of Compliance: (Proper Documentation)**
- Official Transcripts/records request from DJJ or DOC which includes verification of enrollment in **diploma granting program** and **date of enrollment**. Fax date on records request **may** be used as enrollment date.

[REDACTED]

[REDACTED]

To: [REDACTED] School District

From: [REDACTED]

Date: 08-29-11

Re: [REDACTED]

---

[REDACTED] was confined at [REDACTED] CDC on [REDACTED] on multiple charges. He has a [REDACTED] surety bond and *no scheduled release date*. You may contact [REDACTED] with any questions or concerns.

05  
✓

[REDACTED]

No evidence of diploma  
granting program.

**Improper Documentation**

[REDACTED]

August 11, 2009

To: [REDACTED]

Fax: [REDACTED]

## Improper Documentation

The following records are requested for:

Student Name: [REDACTED]

DOB: [REDACTED]

He has applied for admission to our next class and has scheduled an interview for August [REDACTED]. The following documents are needed so that we may make a decision about his acceptance.

- Special Education Records (IEP, Psycho-Ed Report, BIP, 504, etc...)
- Immunization Records
- Standard Test
- Transcripts
- Disciplinary Report
- Birth Certificate

You may mail or fax this to the attention of the Admissions Department.

Thank you for your time and help with this information.

Sincerely,

[REDACTED]

*Diploma  
Granting?*

Enclosure:  
Release of Confidential Information

*mailed 8/12/09*

# Graduation Rate Monitoring

**HS**- Student left to be home-schooled

## **Evidence of Compliance: (Proper Documentation)**

- Note written by parent(s) indicating intent to home-school the student with the date of withdrawal, **OR**
- Records request from home school association confirming enrollment with beginning date of home-schooling, **OR**
- Withdrawal form, **with parent's signature and date of withdrawal**, indicating the purpose of withdrawal is to home school, **OR**
- Form letter, **dated and signed by parent**, indicating intent to home school.

[REDACTED] HIGH SCHOOL

HS ✓

WITHDRAWAL FORM

Student Name [REDACTED]  
Date of Enrollment \_\_\_\_\_

Grade 10th  
Date of Withdrawal [REDACTED]

Fees: \_\_\_\_\_

Special Programs or Services? Yes  No \_\_\_\_\_

Reasons for transferring or withdrawing: Going for Homeschool

Parent's Signature [REDACTED]

Student transferring to [REDACTED] wants to homeschool

Address: [REDACTED] SC

Record/Transcript will be requested by school: Yes \_\_\_\_\_ No

**Correct Documentation**



# Graduation Rate Monitoring

- **FE**- Foreign Exchange Student
- **Evidence of Compliance: (Proper Documentation)**
- J1 visa copy or copy of foreign exchange program forms showing year of participation, ***OR***
- Letter from host family stating they hosted the exchange student and dates of participation, ***OR***
- A copy of the exchange program paperwork showing the year the student was enrolled in the host school, ***OR***
- A letter on the school's letterhead and signed by the principal certifying that the student was a foreign exchange student and dates of participation.



*FE*  
*✓*  
*ok*

August 25, 2011

SC Department of Education  
Columbia, South Carolina  
Re: Graduation Rate

To Whom It May Concern:

 was a foreign exchange student enrolled at  School for the 2009-2010 school year only. She left in the summer of 2010 to return to her home country. Her permanent and state identification numbers are listed below.

Permanent Student ID:   
State ID: 

Cordially,





*Not principal  
is that ok?*      *but was school counselor*

**Correct Documentation**

# Graduation Rate Monitoring

- **TI**- Student transferred to a public school within South Carolina
- **Evidence of Compliance: (Proper Documentation)**
- Official transcripts/records request from receiving institution with the **date of enrollment, OR**
- Request for records on school letterhead with the **date of enrollment, OR**
- **SUNS** history screen showing the student was enrolled in another school **after** the exit date from your school.

Search Individual Student

Current Login: [Redacted]

Student Information: [State ID: [Redacted]]

Created: [Redacted]

State ID Home

General Information

First Name: [Redacted]  
 Middle Name: [Redacted]  
 Last Name: [Redacted]  
 Alt Last Name: [Redacted]  
 Suffix: [Redacted]  
 Gender: [Redacted]  
 Date Of Birth: [Redacted]  
 Ethnicity Indicator: [Redacted]  
 Ethnicity/Race: [Redacted]  
 Race 2 Code: [Redacted]  
 Race 3 Code: [Redacted]  
 Race 4 Code: [Redacted]  
 Race 5 Code: [Redacted]  
 SSN: [Redacted]

Enrollment Information

Grade: [Redacted]  
 School: [Redacted]  
 District: [Redacted]  
 Res District: [Redacted]  
 Sch Yr: [Redacted]  
 Local ID: [Redacted]  
 Source System: [Redacted]  
 Alternate ID: [Redacted]  
 Alternate Source: [Redacted]

Batch Information

Last Batch #: [Redacted]  
 Last Updated: [Redacted]  
 Update Ref #: [Redacted]

*Added  
07-08*

**Improper Documentation**

*T1  
✓*

Back To Search Results

History Date	Last Name	First Name	Middle Name	Suffix	Gender	Date Of Birth	Ethnicity Indicator	Race(s)	SSN	District	School
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]

[Redacted]

School

Guidance Center

[Redacted]

[Redacted]

Request for Official Student Records

Please release student's academic, test & MEAP scores, Special Ed records and health records  
to:

Records - Counseling Office  
School

[Redacted]

T  
✓

Date:

[Redacted]

Student

[Redacted]

Birthdate:

[Redacted]

Grade:

9

Counselor:

[Redacted]

Student Number:

[Redacted]

School last attended:

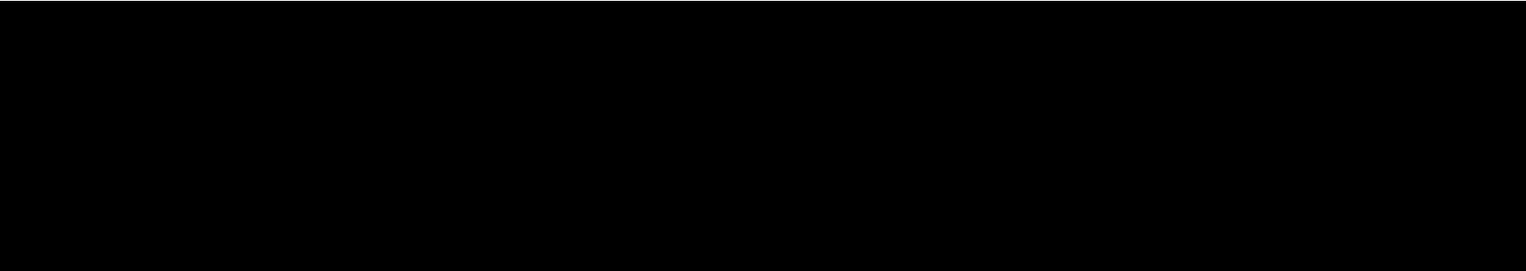
[Redacted]

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Correct Documentation**

Thank you,

[Redacted]



To: Guidance / Records /  
 School: [Redacted]  
 FAX #: 803. 364. 4395  
 Phone #: 803. 364. 2134



From: ✓ [Redacted]

Date: 03- [Redacted]

Re: Records Request

Student: [Redacted]  
 Birthdate: [Redacted]

The date of admission for the above named student was 03- [Redacted]

Please notify your attendance office to withdraw this student on 03- [Redacted]

We are a [Redacted] school operating on the grounds of the [Redacted]

**\*\* (Please complete the following information) \*\***

Students's Grade Level: [Redacted] X X X

This student is: Regular Ed. Classification :  
Special Ed. Self-contained: \_\_\_\_\_  
 Resource: \_\_\_\_\_  
 Speech: \_\_\_\_\_

Does this child take standardized tests? \_\_\_\_\_  
 Please list any accommodations / modifications needed. \_\_\_\_\_

Please **FAX** or mail copies of all applicable items.

- 1. Immunization ~~XX~~
- 2. Social Security ~~XX~~
- 3. Birth Certificate ~~XX~~
- 4. Withdrawal form ~~XX~~
- 5. Complete transcript (Including credits & failures)
- 6. Standardized test scores
- 7. IEP & Psycho-Educational Report

**Don't Forget** →

*(Please forward our request for IEP & Psycho-Educational report to the proper department)*  
 If the student withdrew before the end of a grading period, please list the courses, grades and absences to date of withdrawal.

← If Applicable

**Correct Documentation**



## Graduation Rate Monitoring

- **TO**- Student transferred to a public high school diploma granting institution outside the SC public school system, ***OR***
- Student enrolled in the high school diploma program of a non-public (private) institution.
- **Evidence of Compliance: (Proper Documentation)**
- Official transcript/records request from receiving institution with the **date of enrollment** and confirming student is enrolled in a **diploma granting program**. Fax date **may** be used as the date of enrollment if not on request for records. ***OR***
- Letter from an official at the receiving school on school letterhead verifying/ acknowledging students' enrollment in the high school diploma program at the school and entrance date.



**SECTION ONE ( )**

DOB: \_\_\_\_\_

Social Security Number \_\_\_\_\_

**SECTION TWO ( )**

A school official must certify the following for "all high schools" attended.

If the student did not attend high school, middle school records must be used.

*TO*

This student has not committed any of the following offenses:

- a. Alcohol (3.00)
- b. Drugs (3.01)
- c. Threat to Kill/Intimidate (3.02)
- d. Simple battery upon School Employee or Agent (3.03)
- e. Burglary of School Property (3.06)
- f. Weapons (3.08)
- h. Possession of Prohibited Substance or Objects (3.10)
- i. Battery upon another student resulting in bodily harm (3.14)
- j. Fighting or Battery on a School Bus (3.21)
- k. Unauthorized Use of Instructional Technology (3.24)
- l. Major Dispute or Altercation (3.26)
- m. Simple Assault upon School Employee or Agent (3.27)

*Diploma Program?*

Name and Title of School Official (please print)

Signature

Date

School District

School Strip

**Improper Documentation**



**FAX**

TO

[Redacted]

[Redacted]

[Redacted]

DATE: AUG 0 2009

TO: [Redacted]

ATTENTION: Registrar / Guidance

NUMBER OF PAGES INCLUDING COVER LETTER: 3

FROM: [Redacted], Registrar

PHONE: [Redacted]

REMARKS: [Redacted]

**Confidential Fax Transmission**  
Important: This facsimile transmission is intended only for the use of the individual or entity to which it is addressed and may contain information that is privileged, confidential, or exempt from disclosure under applicable law. If you have received this communication in error, please notify us immediately by telephone [Redacted], and return the original message to us at the above address via United States Postal Service. Thank you.

Operator initials \_\_\_\_\_

**Improper Documentation**

RELEASE OF RECORDS

Official Release of Records Request

TO ✓

I hereby authorize my child's former school:

\_\_\_\_\_  
*(Name of Former School)*

\_\_\_\_\_  
*(Address of Former School)*

\_\_\_\_\_  
*(City, State, Zip)*

\_\_\_\_\_  
*(Phone Number of Former School)*

\_\_\_\_\_  
*(Fax Number of Former School)*

To release the following information on my child/children:



- Academic / Scholastic Records (cumulative record folder)
- Medical Records
- Confidential Records
- Special Education Information, Psychoeducational and/or language evaluation, IEP minutes, and any other specialized information

Last Name	First Name	Middle Name	Birth Date (mm/dd/yyyy)	Grade
_____	_____	_____	____/____/____	_____
_____	_____	_____	____/____/____	_____
_____	_____	_____	____/____/____	_____

\*If the child was previously attending another \_\_\_\_\_ Public School, please attach the \_\_\_\_\_ State ID to this request.

\_\_\_\_\_  
 Parent/ Guardian Name (last, First, Middle)

\_\_\_\_\_  
 Address (Street, City, State, Zip)

\_\_\_\_\_  
 Parent/Guardian's Signature

\_\_\_\_\_  
 Date (mm/dd/yyyy)

Please forward academic records to:





## Graduation Rate Monitoring

- NN- 09GR is not 08
- **Evidence of Compliance: (Proper Documentation)**
- Official transcript or **SUNS** history showing first year of high school was **not** the 2007-08 school year, ***OR***
- Report card indicating the student was in middle school during the 2007-08 school year, **OR**
- A letter from the middle school principal stating the student was **enrolled** in that school for the 2007-08 school year.

[Redacted]

[Redacted]

Superintendent

[Redacted]

not  
OK

October 5, 2011

TO: [Redacted]  
FROM: [Redacted]

RE: Grade Rate Audit Files

Documentation for the following students is attached to this letter:

[Redacted] (update)  
[Redacted]

I'm sending both)

There is no acceptable documentation to provide on the following students:

[Redacted]

**Improper Documentation**

Should you have further questions or concerns please do not hesitate to contact me at [Redacted].

Thank you very much.

Student Name		
Student ID	Grade	Gender
Birth Place	Date Of Birth	Ethnic Code
Parent Guardian		

Enter Date:   
 Leave Date:   
 Class Of: 2011   
 Diploma Type:   
 State ID:

School Name/Address

Crs ID	Course Title	Mark	Credit
	C ENG 1	60	0.000
	C Math Methods	60	0.000
	C PSYCHOLOGY	60	0.000
	C PERSONAL HEA WELL	65	0.000
	C T-SPT SP	65	0.000
Crd Att: 3.500		Cmp: 0.000	TOTAL GPA: 0.143
GPA Summary			
Total GPA:		0.143	Class rank is 192 of 197
Total Credits Attempted:		3.500	
Total Credits Earned:		0.000	

**Improper Documentation**

Graduation Date: June 4, 2009

Mark: Mark Ranges A: 93-100 B: 85-92 C: 77-84 D: 70-76 F: 0-69
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\_\_\_\_\_ School Transcript is unofficial unless signed by a school official \_\_\_\_\_ Date: \_\_\_\_\_

**State of South Carolina  
Standard Transcript of Student Progress**

Enter Date: [Redacted]  
Graduation Date:  
Class Of: 2012  
Diploma Type:

*NW*

<b>Student Name</b>		
<b>Student ID</b>	<b>Grade</b>	<b>Gender</b>
[Redacted]	11	[Redacted]
<b>State ID</b>	<b>Date of Birth</b>	<b>Ethnic Code</b>
[Redacted]	[Redacted]	[Redacted]
<b>Parent Guardian</b>		
[Redacted]		

<b>School Name/Address</b>	
[Redacted]	
<b>District Name/Address</b>	
[Redacted]	

Crs ID	Course Title	Term	Grd	Mark	Credit	Crs ID	Course Title	Term	Grd	Mark	Credit	
05-06	LA 6	YR	6	82	0.00							
	MATH 6	YR	6	87	0.00							
	SCI 6	YR	6	84	0.00							
	SS 6	YR	6	81	0.00							
	HEALTH 6	YR	6	94	0.00							
	PE 6	YR	6	100	0.00							
	ART 6	YR	6	83	0.00							
	ACAD 6	YR	6	100	0.00							
	KEYB 6	YR	6	73	0.25							
06-07	WGEO 7	YR	7	81	0.00							
	LA 7	YR	7	83	0.00							
	MATH 7	YR	7	78	0.00							
	SCI 7	YR	7	91	0.00							
	HEALTH 7	YR	7	94	0.00							
	PE 7	YR	7	89	0.00							
	CHORUS 7	YR	7	90	0.00							
	CC 7	YR	7	86	0.00							
	KYBD-7	YR	7	87	0.00							
07-08	LA 8	YR	8	86	0.00							
	MATH 8	YR	8	80	0.00							
	SCIENCE8	YR	8	86	0.00							
	SCHIST 8	YR	8	82	0.00							
	Phy Ed/Health	YR	8	93	0.00							
	Academic Lab	YR	8	83	0.00							
	Tech Explore 8	YR	8	93	0.00							
	Intro to Computers	YR	8	88	0.50							
08-09	ENG 1 CP	YR	9	73	1.00							
	BIO 1 CP	YR	9	80	1.00							
	GLB STUD 1 CP	YR	9	72	1.00							
	Per Health	YR	9	96	0.50							
	PHYS ED 1	YR	9	97	1.00							
	Chorus 1 Spr	YR	9	97	1.00							
	ALG 1 CP	YR	9	84	1.00							
	IBA 1	YR	9	76	1.00							
	LDSHIP 0	YR	9	84	0.50							
09-10	ENGII CP	YR	10	75	1.00							
	PHY SCCP	YR	10	70	1.00							
	World History CP	YR	10	54	0.00							
	SP I	YR	10	58	0.00							
	GEOM	YR	10	72	1.00							
	Adv Con Choir 2	YR	10	96	2.00							
	Food/Nutrition 1	YR	10	81	1.00							
							<b>Work In Progress</b>					
							<i>entered gpa in 08-09</i>					
							<b>GPA Summary</b>		<b>SC UGP GPA</b>		<b>4.0 GPA</b>	
							<b>Class Rank</b>		2.399		1.955	
									Not Ranked			
							<b>Credit Summary</b>					
							Total Credit Attempted: 16.75					
							Total Credits Earned: 14.75					

determine the course academic level if to the seventh character in each crs ID.

Graduation date is a future date, and year reflects Work in Progress.

Official Signature: [Redacted]

Date: 10/27/10

An official signature and/or seal is required for manually created transcripts.

Information about the South Carolina Uniform Grading Policy can be found at:

[http://ed.sc.gov/topics/curriculumstds/sc\\_ugp.html](http://ed.sc.gov/topics/curriculumstds/sc_ugp.html)

**Correct Documentation**

# Graduation Rate Monitoring

- **PY-** The student's 09GR is 08 but was included in our school's 2010 cohort file and should be deleted from this cohort file.
- **Evidence of Compliance: (Proper Documentation)**
- BASE01 reason (Column T)= last year's gradfile, 2010 non-0graduate, same school.
- Note: Need information to show that student was included in 2010 cohort file by mistake.
- If student was included in the 2010 cohort file by mistake and that student graduated in 2011, you may want to keep that student in this year's file to count for your school. To do that, you would code that student with a **GY**.

# Graduation Rate Monitoring

- **GH** or **RTF**- Student received their education full time at a Group Home (GH) or Residential Treatment Facility (RTF) for all or part of a school year prior to 2010-11.
- **Evidence of Compliance: (Proper Documentation)**
- A letter from the RTF or GH administrator stating that the student was **enrolled** in their facility and the **dates of enrollment**.

# Questions?

## Contact Information

Garry Baxley

Education Associate

803-734-8111

[gbaxley@ed.sc.gov](mailto:gbaxley@ed.sc.gov)



South Carolina  
Department of Education

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# Website Update

Evelyn Towns  
Education Associate



## South Carolina GED testing program bests national passing rate for the first time

Thursday, August 11, 2011

South Carolina's GED test-takers improved their passing rates on the high school equivalency exams in 2010 and also bested the national passing rate for the first time, the State Department of Education reported today.



**SUPERINTENDENT OF EDUCATION**



**SCHOOL DIRECTORY**

### Agency Staff Directory

Contact information for agency employees.

### News Archive

Archived news releases from 2001 - 2011.

### State Board of Education

View current and past agendas, minutes, and video broadcasts.

### Podcasts

Download South Carolina Department of Education podcasts for use on either your portable media player or on your computer.

### Students



### Parents



### Teachers



# Questions?

## Contact Information

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# Technical Assistance

Jewell Stanley

Education Associate

# Upcoming Illuminate® Sessions

Topic	Date	Time
<b>School Improvement Part I-</b> Newly Identified/ Continuing School Improvement	November 9 <sup>th</sup>	10:00 a.m.
<b>School Improvement Part II-</b> Corrective Action/Plan to Restructure/Restructuring	November 16 <sup>th</sup>	10:00 a.m.
<b>District Improvement</b>	November 30 <sup>th</sup>	10:00 a.m.
<b>School Improvement Fund Plans and Budgets-</b> 1003A Funds	December 7 <sup>th</sup>	10:00 a.m.
<b>Eligible Schools</b>	TBA	
<b>School Allocations</b>	TBA	
<b>District Set-Asides</b>	TBA	
<b>Maintenance of Effort</b>	TBA	
<b>Graduation Rate Monitoring</b>	TBA	
<b>Comparability</b>	TBA	

A stylized graphic of a lightbulb with a blue filament and a black base, surrounded by concentric yellow and white circles representing light or an idea.

# lluminate<sup>®</sup> Ideas?

## Contact Information

Jewell Stanley

Education Associate

803-734-8131

[jstanley@ed.sc.gov](mailto:jstanley@ed.sc.gov)



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# **ESEA Flexibility Waiver**

Steve Abbott

Director of Federal and State Accountability



# Core Policies

- Set a high bar for students and schools
- Protect all students
- Provide flexibility to move forward with reform



# President Obama

“We’re going to let states, schools, and teachers come up with innovative ways to give our children the skills they need to compete for the jobs of the future.”



# Flexibility to Improve Achievement and Instruction

- Flexibility regarding the 2013-2014 timeline for 100% proficiency
- Flexibility regarding district and school improvement
- Flexibility related to the use of federal education funds

# Secretary Duncan

“This voluntary opportunity will provide educators and State and local leaders with flexibility...to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction.”

# Principles for Improving Achievement and Instruction

- College-and career-ready expectations for all students
- State-developed differentiated recognition, accountability, and support
- Reducing duplication and unnecessary burden

# College- and Career-Ready Expectations

- Adopt standards in reading and mathematics
- Transition to and implement standards
- Develop and administer high quality assessments that measure student growth
- Adopt English language proficiency standards and aligned assessments



# Differentiated Recognition, Accountability, and Support

- Continuous improvement in all Title I schools
- Ambitious but achievable goals
- Dramatic change in lowest-performing schools
- Intervention in schools with the greatest achievement gaps



# Supporting Effective Instruction and Leadership

- Develop a teacher and principal evaluation and support system that:
  - Will be used for continuous improvement of instruction
  - Use multiple measures including student growth
  - Provide clear, timely and useful feedback



# Reducing Duplication and Unnecessary Burden

- A state must assure that it will evaluate and revise its administrative requirements to reduce duplication and burden on districts and schools.



# Timeline

- November 17, 2011
- Mid February 2012



# South Carolina

- We will submit a waiver in the mid-February window
- Our waiver will include a differentiated system whereby it is no longer all or nothing in regard to AYP

# Identification of Schools

- Schools would no longer be identified for improvement
- The State would need to identify 3 classifications of schools
  - Reward (Distinguished Schools)
  - Priority (SIG Schools)
  - Focus (Lowest 10% based on gaps)

# Support

- The State would develop a plan to provide support to the priority and focus schools.
- This might include:
  - SIG funds
  - 1003(a) funds
  - SES and Choice
  - Statewide system of support

# Plan

- By early November a general outline of what our waiver proposal will look like will be drafted
- Various constituent groups will be convened to provide feedback and input.

# Points to Ponder

- What was the best thing before sliced bread?
- If pro is the opposite of con, is progress the opposite of congress?
- If all the world's a stage, where is the audience sitting?
- Why is the man who invests your money called a broker?
- If the #2 pencil is so popular, why is it still #2?
- Is Santa so jolly because he knows where all of the bad girls live?



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