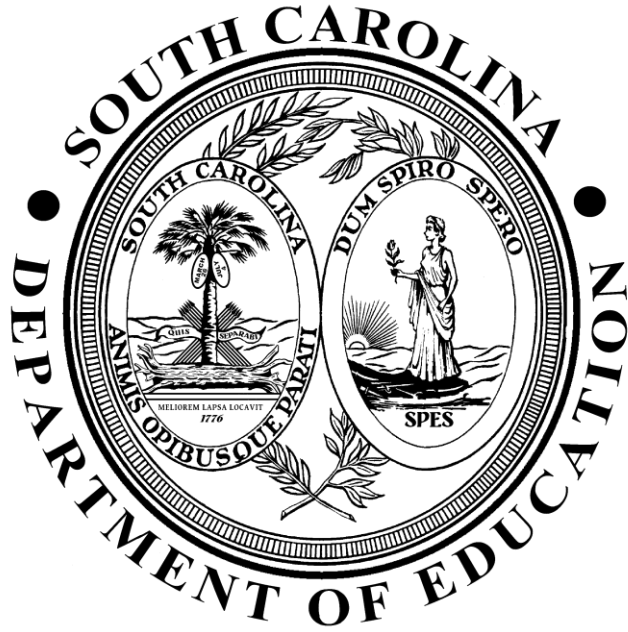# STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

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STATE SUPERINTENDENT OF EDUCATION

SCDE Technical Assistance Report

Provided to the General Assembly

Pursuant to S.C. Code §59-18-160 and Proviso 1A.12

December 31, 2017

Contents

Reporting Requirements

The South Carolina Department of Education (SCDE) provides the following report in compliance with S.C. Code § 59-18-1610, which reads in part as follows:

> SECTION 2. (A) The State Department of Education shall develop a system for providing services and technical assistance to districts that shall include academic assistance and assistance with finances. The State Superintendent of Education shall report the design of the system to the General Assembly no later than December 31, 2016. Every year thereafter, the Superintendent shall report on the progress of the system in regard to assistance provided to the local school districts and data documenting the impact of the assistance on student academic achievement and on high school graduation rates.
>
> (B) In addition to the provisions of subsection (A), the State Department of Education shall monitor the professional development of teachers, staff, and administrators in districts it determines are underperforming to ascertain what improvements and changes are necessary in accordance with the provisions of the Education Accountability Act. The department also shall monitor the operations of school boards in underperforming districts in order to determine if they are operating efficiently and effectively. These improvements and changes must be communicated to the school districts and other parties or entities involved.

In addition, this report fulfills requirements of Proviso 1A.12 (SDE-EIA: Technical Assistance) of the 2017–18 Appropriations Act as follows:

> With the funds appropriated to the Department of Education, and any experts placed in the school or district for technical assistance services, the department will assist low-performing schools and districts in designing and implementing the strategies and measurement identified in the amended plans and in brokering for technical assistance personnel as stipulated in the plan. In addition, the department must monitor student academic achievement and progress on implementation and report their findings to the Chairman of the Senate Finance Committee, the Chairman of the House Ways and Means Committee, the Chairman of the Senate Education Committee, the Chairman of the House Education and Public Works Committee, the local legislative delegation, and the Governor in the fall following the school or district designation as low-performing.

This report contains a summary of the system for providing services and technical assistance to districts that shall include academic assistance and assistance with finances in compliance with the provisions of the Education Accountability Act (EAA) and a summary of the plan and baseline data to monitor the professional development of school staff.

Progress of System for Providing Technical Assistance

The EAA requires that the SCDE develop a system, and that the State Superintendent "report the design of the system to the General Assembly no later than December 31, 2016." S.C. Code Ann. § 59-18-1610. The statute requires that the system include:
- provision of services,
- provision of technical assistance to districts,
- provision of academic assistance,
- provision of assistance with finances,
- monitoring of professional development,
- monitoring of efficiency and effectiveness of local school board operations, and
- communication of improvements and changes.

Currently, any school that received an absolute rating of "At Risk" on the 2014 state accountability report cards has been designated a "Priority School." H.5140 of 2016 amended the Education Accountability Act, S.C. Code Ann. § 59-18-325(C), concerning transitional report cards, potentially underperforming schools and districts, and targeted technical assistance. The SCDE has therefore identified "potentially underperforming" schools and districts. The following summarizes the system.

Potentially Underperforming Schools

The following criteria are used to identify "potentially underperforming" schools and districts:
- A district is identified as underperforming if it meets two or more of the following criteria:
  - A district 4-year graduation rate of less than seventy percent;
  - A district where the mean percentage of students in Grades 3–8 scoring "Does Not Meet Expectations" on SC Ready ELA or Mathematics is greater than fifty percent;
  - A district with less than twenty percent of eligible students scoring a Silver or better on WorkKeys;
  - A district with less than five percent of students scoring twenty-two or higher on the ACT in Reading or Mathematics;
- A high school is identified as underperforming if the composite average in the following four criteria together ranks in the bottom five percent:
  - graduation rate;
  - percentage of juniors earning Silver or higher on WorkKeys;
  - percentage of 11GR (cohort designation of students in their third year of high school regardless of their grade level) identified students achieving twenty-two on the ACT in Reading or Mathematics; and
  - percentage of students scoring C or higher on English 1 or Algebra 1.
- Middle and elementary schools are clustered as one category and are identified as underperforming if the composite average of students scoring "Does Not Meet" on SC Ready ELA and Mathematics ranks in the bottom five percent.
- If a school's grade levels span two school categories (Elementary and Middle or High) the school will be ranked in each of the categories and will be identified by its

performance in the category in which the school achieved the lowest ranking. Stand-alone ninth grade academies will be combined with their corresponding high schools.

The SCDE will target additional technical assistance to schools and districts newly identified as "potentially underperforming." The SCDE has applied the criteria above to identify these schools and districts. Schools and districts newly identified as "potentially underperforming" have been provided with the opportunity to apply for technical assistance funding to support their improvement efforts.

"Potentially underperforming" schools and districts must complete a special project application, which includes an improvement plan, budget requests, timeline for implementation, and a project evaluation component. The application must demonstrate a clear connection between project goals and student outcomes.

Priority Schools

A system of tiers has been developed for Priority Schools, based on a variety of indicators shown in Table 1, which include achievement (accountability index), length of time the school has had an absolute rating of "At Risk," financial risk status, and accreditation status.

Table 1._*Criteria Used to Determine Each School's Tier Ranking*

Criteria	Defined
Achievement	Student test score performance on annual summative assessments
Accreditation	Annual assessment of certification, curriculum, and service compliance performance
Financial Risk	Assessment of internal controls, compliance with uniform grant guidelines, and annual audit results
School Improvement Status	The length of time the school has been rated as At Risk on the annual school report card

Priority Schools are assigned points related to the status of each indicator. The sum of the total number of points places a Priority School into a designated tier. Schools in a declared state of emergency are automatically placed in Tier 4 status. See Tables 2 and 3.

Table 2. *Priority School Points by Assigned Tier Indicator*

Accountability Index Ranking of the Schools in the Bottom 5% on the Weighted Point Index	Accreditation Status *Charters are excluded*	Financial Risk	School Improvement Status
1 pt – top third	1 pt – Advised	1 pt – Low Risk	1 pt – 1 to 3 years
2 pts – middle third	2 pts – Warned	2 pts – Medium Risk	2 pts – 4 to 6 years
3 pts – bottom third	3 pts – Probation	3 pts – High Risk	3 pts – 7 or more years
	4 pts – Denied		

Table 3. *Priority School Tier Assigning Formula Based on Total Sum of Points*

Tier Level	Charter Schools	Non Charter Schools
Tier 1	1-3 points	1-3 points
Tier 2	4-6 points	4-6 points
Tier 3	7-9 points	7-11 points
Tier 4	State of Emergency	State of Emergency

In 2017–18, as shown in Table 4, Priority Schools were assigned tiers based on their indicators according to that system.

Table 4. *Priority School Tier Rankings, 2017-18*

District	School	Tier
Barnwell 19	Macedonia Elementary	1
Charleston	North Charleston Elem	2
Cherokee	Luther Vaughan Elem	2
Darlington	Washington Street Elem	1
Marlboro	Bennettsville Inter	1
Orangeburg 5	Rivelon Elementary	2
Richland 1	Carver Lyon Elementary	1
Richland 1	Watkins Nance	1
Spartanburg 7	Cleveland Academy	1
Spartanburg 7	Mary H. Wright Elem	2

District	School	Tier
Sumter	Chestnut Oaks MS	2
Aiken	Lloyd Kennedy Charter	2
Cherokee	Mary Bramlett Elem	2
Clarendon 2	Phoenix	2
Hampton 2	Estill HS	2
Jasper	Hardeeville Elem	2
Lancaster	Clinton Elem	2
Lee	Bishopville Primary	2
Lee	Lower Lee Elem	2
Marlboro	Blenheim Elem/MS	2
Marlboro	Clio MS	2
Orangeburg 4	HKT Elem	2
Orangeburg 5	Robert E. Howard MS	2
Richland 1	C.A. Johnson HS	2
Williamsburg	Hemingway M.B. Lee MS	2
York 3	The Palmetto School	2
Allendale	Allendale Elem	4
Allendale	Allendale Fairfax HS	4
Allendale	Allendale Fairfax MS	4
Charleston	Burns Elem	3
Charleston	Greg Mathis Charter	3
Charleston	N. Charleston HS	3
Hampton 2	Estill MS	2
Jasper	Hardeeville Ridgeland MS	3
Jasper	Ridgeland Elem	3
Lee	Lee Central MS	2
Florence 4	Brockington Elem	4
Florence 4	Johnson MS	4

Tiers of support and intervention are provided to schools and vary in intensity based on tier level and an analysis of the reasons for the school's "At Risk" rating. Schools in higher tiers are provided with a higher degree of technical assistance than schools in lower tiers as is shown in Table 5.

Table 5. *System for Providing Priority School Intervention, Support, and Technical Assistance*

Category	Tier One	Tier Two	Tier Three	Tier Four
Assessment of Leadership and Instruction	Needs assessment completed to identify improvement priorities	Needs assessment completed to identify improvement priorities	Needs assessment completed to identify improvement priorities	Needs assessment completed to identify improvement priorities; SCDE may/will replace building leaders.
On Site Support	Part-time Transformation Coach	Part-Time Transformation Coach	Full-Time School Transformation Coach	State of Emergency and SCDE assumes management of school; Full-time School Transformation Coach
School Improvement Planning	School Renewal Planning strategies closely aligned with improvement priorities; Monitored by Transformation Coach	School Renewal Planning strategies closely aligned with improvement priorities; Monitored by Transformation Coach	School Renewal Planning strategies aligned with improvement priorities; Monitored more closely by Transformation Coach	School Renewal Planning improvement strategies mutually agreed upon by SCDE and school/district and aligned with improvement priorities; Monitored at least weekly by Transformation Coach
School Improvement Intervention and Implementation	Leadership capacity review	Leadership capacity review	Leadership capacity review	Leadership capacity review
	Autonomy to select strategies for improvement	Limited autonomy to select strategies for improvement	Limited autonomy to select strategies for improvement	Limited autonomy to select strategies for improvement
	*Evidence based strategies must be at the "rationale level" (positive evaluation that strategy is likely to improve student outcomes) at a minimum	* Evidence-based interventions selected must meet the "promising level" with a correlational or quasi-experimental study to demonstrate statistically significant effect on student outcomes at a minimum	* Evidence-based interventions must be at "moderate or strong level" and demonstrate statistically significant effect on student outcomes at a minimum	*Evidenced-based interventions must be at "moderate" or "strong level" with a randomized control group and demonstrate statically significant effect on student outcomes at a minimum

Category	Tier One	Tier Two	Tier Three	Tier Four
Monitoring of Professional Development and Technical Assistance for Financial Services	Professional Development-Transformation Coach and/or various SCDE offices; Expert services provided on contractual basis as deemed necessary	Professional Development-Transformation Coach and/or various SCDE offices; Expert services provided on contractual basis as deemed necessary	Professional Development-Transformation Coach and/or various SCDE offices; Expert services provided on contractual basis as deemed necessary; Triage Team System Level Intervention	Professional Development, on-site support of Trans. Coach & various SCDE offices; Expert services provided on as needed basis; Triage Team System Level Intervention
Technical Assistance Funding	Autonomy on use of technical assistance funds	Mild SCDE guidance on use of technical assistance funds	Strong SCDE guidance and direction on use of technical assistance funds in consultation with school and district	SCDE control and direction on use of technical assistance funds in consultation with school and district SCDE personnel in-kind expenses
Finance Operations	Review of annual "December 1" audit, corrective action plans, and financial risk assessment	Review of annual "December 1" audit, corrective action plans, and financial risk assessment	Review of annual "December 1" audit, corrective action plans, and financial risk assessment	Review annual "December 1" audit, corrective action plans, and financial risk assessment; Support development of internal controls; SCDE personnel in-kind expenses
Monitoring of the operations of school boards	Monitor training of local board members and attend meetings as needed; Needs assessment of Board operations with improvement priorities as needed	Monitor training of local board members and attend meetings as needed; Needs assessment of Board operations with improvement priorities as needed	Require training of local board members and attend meetings as needed; Needs assessment of Board operations with improvement priorities as needed	Require training of local board members and attend meetings frequently; Needs assessment and directive MOA on Board training and operations

Category	Tier One	Tier Two	Tier Three	Tier Four
Evaluation	Evaluation of impact of interventions and professional development on student achievement annually	Evaluation of impact of interventions and professional development on student achievement annually	Evaluation of impact of interventions and professional development on student achievement annually	Evaluation of impact of interventions and professional development on student achievement annually; Improvement targets mutually agreed upon by SCDE and district must be met before SCDE returns management back to school or district

Supports, interventions, and technical assistance vary and may include:
- professional development;
- specialized support at the school and district level on collecting data;
- assistance with accurate documentation;
- support for the development of strong, viable school and district systems as they relate to financial record keeping, management, or inputting accurate information into state-level databases; and
- assistance with other needs to enhance the functionality of district or school systems.

The SCDE may contract with individuals with specific expertise to provide these supports to districts and schools that require specialized finance, academic, or instructional assistance.

The SCDE's Office of Audit Services monitors the annual financial audits of school districts, reviews findings by the auditors, compares findings across years, works with the SCDE program areas to collect corrective action plans, and monitors implementation and compliance. In some instances, the SCDE contracts for expert technical assistance to correct serious financial systems defects. In other instances the SCDE provides direct support for districts regarding financial operations. For example, a business official "bootcamp" will be conducted January 30 and February 1, 2018, for business officials with less than 2 years of experience.

In addition, the agency is also working with stakeholders in developing guidelines as required by the Fiscal Practices Act of 2017.

Student Achievement

The SCDE's Office of School Transformation monitors student achievement and documents the impact of assistance on student academic achievement and on high school graduation rates. Summative assessment information from spring 2017, are provided in Tables 6 and 7.

Table 6 provides an overview of the percentage of students scoring Does Not Meet on the 2017 SC READY Mathematics and SC READY ELA assessment. To summarize differences between the percentage of students meeting or exceeding state standard on spring 2016 SC READY assessments (ELA and Mathematics) and 2017 SC READY assessments, please note the following key items:
- 51.4 percent of the Priority Schools increased the percentage of students scoring Meets or Exceeds on the SC READY ELA.
- 60 percent of the Priority Schools increased the percentage of students scoring Meets or Exceeds on SC READY Mathematics.

Table 6. *2017 Data on Academic Achievement in Priority Elementary and Middle Schools*

District	School	Percentage Scoring "Does Not Meet" in Mathematics on SC READY	Percentage Scoring "Does Not Meet" in ELA on SC READY
Aiken	Lloyd/Kennedy Charter	76	72
Allendale	Allendale-Fairfax Middle	54.9	53.8
Allendale	Allendale Elem	60.9	66
Barnwell19	Macedonia Elem	34	44
Charleston	Edmund A Burns Elem	69.9	70.8
Charleston	North Charleston Elem	43.0	50.8
Cherokee	Mary Bramlett Elem	61.2	63.8
Cherokee	Luther L. Vaughan Elem	55.9	61.0
Darlington	Washington St. Elem	33.7	32.6
Florence 4	Brockington Elem	68.3	75.4
Florence 4	Johnson Middle	59.6	67.3
Hampton 2	Estill Middle	42.7	39.2
Jasper	Hardeeville-Ridgeland Middle	70.4	52.2
Jasper	Ridgeland Elem	57.8	50.1
Jasper	Hardeeville Elem	55.6	48.5
Lancaster	Clinton Elem	47.3	59.4
Lee	Lower Lee Elem	50.5	53.5
Lee	Lee Central Middle	56.7	49.3
Lee	Bishopville Primary	59.9	51.1
Marlboro	Blenheim Elem/Middle	65.3	54.2
Marlboro	Bennettsville Intermediate	47.0	50.7
Marlboro	Clio Elem/Middle	56.3	48.4

District	School	Percentage Scoring "Does Not Meet" in Mathematics on SC READY	Percentage Scoring "Does Not Meet" in ELA on SC READY
Orangeburg 4	Hunter-Kinard Tyler Elem	48.3	57.5
Orangeburg 5	Robert E. Howard Middle	67.8	48.9
Orangeburg 5	Rivelon Elem	21.6	44.3
Richland 1	Watkins-Nance Elem	43.2	48.9
Richland 1	Carver-Lyon Elem	57.5	52.8
Spartanburg 7	Mary H. Wright Elem	48.9	52.5
Spartanburg 7	Cleveland Academy of Leadership	43.3	53.1
Sumter	Chestnut Oaks Middle	54.5	50.8
Williamsburg	Hemingway M.B. Lee Middle	41.8	36.1
York 3	Palmetto School-Children's Attention Home	50.0	50.0

Table 7 provides an overview of academic achievement data for high schools on the current Priority Schools List. The following items are important to note:

- Allendale Fairfax High School and Estill High School improved their four year cohort graduation rates.
- Estill High School and C.A. Johnson High School improved the percentage of students scoring D or higher on all EOCEP Assessments (Algebra I, English I, Biology I, US History and The Constitution).
- C.A. Johnson High School improved the percentage of students scoring a composite of 22 or higher on the ACT.
- Over half of our Priority High Schools improved the percentage of students scoring Silver or higher on Work Keys (Allendale Fairfax High, CA Johnson High, North Charleston High, Greg Mathis Charter High).

Table 7. *Graduation and Achievement Data in Priority High Schools for 2015–16 & 2016–17*

District	School	Four Year Cohort Graduate Percentage		Composite Average of the percentage of students scoring D or higher on all EOCEP Assessments		Percentage of 11GR identified students achieving composite of 22 or higher on ACT		Percentage of juniors earning Silver or higher on WorkKeys	
		2016	**2017**	**2016**	**2017**	**2016**	**2017**	**2016**	**2017**
Allendale	Allendale Fairfax High	80.4	83.5	39	30.7	4.1	7.6	29	32.5
Hampton 2	Estill High	77.2	84.4	29.3	40.9	5.9	4.0	25	25
Richland 1	CA Johnson High	72.7	72	40.2	57.1	1.4	6.8	29	34.5
Charleston	N Charleston High	68.8	59.6	61.5	44.3	7.9	5.7	25	30.2
Charleston	Greg Mathis Charter High	19.1	17	33.9	22.6	0	14.2	21	30
Clarendon 2	Phoenix Charter High	50	27.3	28.1	38.9	0	0	14	11.1

Professional Development

The SCDE also monitors the professional development of teachers, staff, and administrators in districts identified as underperforming to determine the improvements and changes needed. See Tables 8, 9, and 10. A needs assessment has been completed for each priority school. One part of the needs assessment determines whether all staff members participate in a continuous program of professional learning. Additional baseline data on professional development has been collected from the annual school climate survey and school report card.

Table 8. *Professional Development Days as Reported on 2017 School Report Card*

District	School	Professional Development Days Per Teacher 2017[a]
Aiken	Lloyd Kennedy Charter	7.4
Allendale	Allendale Elem	4.8
Allendale	Allendale Fairfax HS	4.8

District	School	Professional Development Days Per Teacher 2017[a]
Allendale	Allendale Fairfax MS	4.8
Barnwell 19	Macedonia Elementary	5.2
Charleston	Burns Elem	8.6
Charleston	Greg Mathis Charter	8.6
Charleston	N. Charleston HS	8.6
Charleston	North Charleston Elem	8.6
Cherokee	Luther Vaughan Elem	8.9
Cherokee	Mary Bramlett Elem	8.9
Clarendon 2	Phoenix Charter	4.8
Darlington	Washington Street Elem	9.5
Florence 4	Brockington Elem	4.4
Florence 4	Johnson MS	4.4
Hampton 2	Estill HS	3.8
Hampton 2	Estill MS	3.8
Jasper	Hardeeville Elem	4.3
Jasper	Hardeeville Ridgeland MS	4.3
Jasper	Ridgeland Elem	4.3
Lancaster	Clinton Elem	15.3
Lee	Bishopville Primary	24.0
Lee	Lee Central MS	24.0
Lee	Lower Lee Elem	24.0
Marlboro	Bennettsville Inter	5.8
Marlboro	Blenheim Elem/MS	5.8
Marlboro	Clio MS	5.8
Orangeburg 4	HKT Elem	9.5
Orangeburg 5	Rivelon Elementary	8.1
Orangeburg 5	Robert E. Howard MS	8.1
Richland 1	C.A. Johnson HS	7.4
Richland 1	Carver Lyon Elementary	7.4
Richland 1	Watkins Nance	7.4
Spartanburg 7	Cleveland Academy	11.3
Spartanburg 7	Mary H. Wright Elem	11.3

District	School	Professional Development Days Per Teacher 2017[a]
Sumter	Chestnut Oaks MS	6.9
Williamsburg	Hemingway M.B. Lee MS	9.6
York 3	The Palmetto School	N/A

Note. [a]Represents the average number of professional development days per teacher as reported by the district.

Table 9 provides an overview of teacher perception data regarding the relevance of their professional development experiences. Specifically, it provides the percentage of teachers that agree with the climate survey item: "There are relevant professional development opportunities offered to teachers at my school." A summary of the differences between years is as follows:

- A significant increase in the percentage of agreement among teachers regarding the relevance of professional development opportunities offered in their schools was demonstrated in nine schools.
- Of those nine schools, four schools demonstrated over a twenty percentage point increase in the percentage of agreement among teachers regarding relevant professional development experiences from 2016 to 2017.

Table 9. *Teacher Perception Regarding Professional Development*

District	School	2016 Percentage of agreement among teachers on the annual climate survey item: "There are relevant professional development opportunities offered to teachers at my school."	2017 Percentage of agreement among teachers on the annual climate survey item: "There are relevant professional development opportunities offered to teachers at my school."
Aiken	Lloyd Kennedy Charter	40	26.7
Allendale	Allendale Elem	66.7	52.6
Allendale	Allendale Fairfax HS	37.0	33.3
Allendale	Allendale Fairfax MS	46.7	71.4
Barnwell 19	Macedonia Elementary	52.6	52.9
Charleston	Burns Elem	77.4	18.2
Charleston	Greg Mathis Charter	Insufficient sample	Insufficient sample
Charleston	N. Charleston HS	62.2	50.0

District	School	2016 Percentage of agreement among teachers on the annual climate survey item: "There are relevant professional development opportunities offered to teachers at my school."	2017 Percentage of agreement among teachers on the annual climate survey item: "There are relevant professional development opportunities offered to teachers at my school."
Charleston	North Charleston Elem	26.3	19.0
Cherokee	Luther Vaughan Elem	64.3	56.5
Cherokee	Mary Bramlett Elem	72.2	58.8
Clarendon 2	Phoenix Charter	Insufficient sample	Insufficient sample
Darlington	Washington Street Elem	80	36.8
Florence 4	Brockington Elem	8.7	28.6
Florence 4	Johnson MS	Insufficient sample	Insufficient sample
Hampton 2	Estill HS	43.5	57.1
Hampton 2	Estill MS	Insufficient sample	36.4
Jasper	Hardeeville Elem	51.0	42.6
Jasper	Hardeeville Ridgeland MS	57.1	45.7
Jasper	Ridgeland Elem	21.7	73.1
Lancaster	Clinton Elem	50	64.5
Lee	Bishopville Primary	29.6	46.7
Lee	Lee Central MS	42.5	26.3
Lee	Lower Lee Elem	26.7	66.7
Marlboro	Bennettsville Inter	Insufficient sample	44.4
Marlboro	Blenheim Elem/MS	Insufficient sample	65.4
Marlboro	Clio MS	Insufficient sample	Insufficient sample
Orangeburg 4	HKT Elem	45.8	27.8
Orangeburg 5	Rivelon Elementary	61.1	25.0
Orangeburg 5	Robert E. Howard MS	57.9	47.8
Richland 1	C.A. Johnson HS	54.2	72.2
Richland 1	Carver Lyon Elementary	48.6	66.7
Richland 1	Watkins Nance	41.9	92.0
Spartanburg 7	Cleveland Academy	62.5	46.3

District	School	2016 Percentage of agreement among teachers on the annual climate survey item: "There are relevant professional development opportunities offered to teachers at my school."	2017 Percentage of agreement among teachers on the annual climate survey item: "There are relevant professional development opportunities offered to teachers at my school."
Spartanburg 7	Mary H. Wright Elem	59.0	54.8
Sumter	Chestnut Oaks MS	47.4	37.5
Williamsburg	Hemingway M.B. Lee MS	69.2	53.3
York 3	The Palmetto School	No responses recorded	

Table 10 provides an overview of the number of days designated as professional development days for districts identified as potentially underperforming districts. It is important to note that the following districts that appeared on the 2016 Potentially Underperforming District were not identified as Potentially Underperforming Districts for 2017. This identification is based on their 2017 four year graduation rate, percentage of students scoring a composite of 22 or higher on ACT, percentage of juniors earning silver or higher on the Work Keys Assessment, and percentage of students earning a "60" or higher on EOCEP assessments. These districts demonstrated improvements in one or more of the academic criteria mentioned above and therefore are no longer identified as underperforming:

- Allendale Fairfax School District
- Florence Four School District
- Jasper County School District

For 2017, the following districts have been identified as potentially underperforming based on meeting two of the four aforementioned criteria are as follows:
- Bamberg 2 School District
- Lee County School District

Table 10. *2017 Professional Development Days for Potentially Underperforming Districts*

District	Professional Development Days
Bamberg 2	3.2
Lee	24.0

Operation of School Boards

The SCDE also monitors the operation of school boards in underperforming districts. Training is provided through the South Carolina School Boards Association. Staff and contractors routinely attend the meetings of local boards with Priority Schools.

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