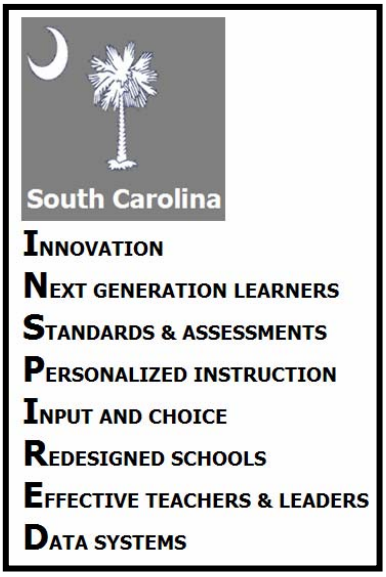
# SC INSPIRED
# The State of South Carolina's Race to the Top Application

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## III. RACE TO THE TOP APPLICATION ASSURANCES
## (CFDA No. 84.395A)

| | |
|---|---|
| Legal Name of Applicant (Office of the Governor):<br>Mark Sanford<br>Governor<br>State of South Carolina | Applicant's Mailing Address:<br><br>Post Office Box 12267<br>Columbia, SC 29211 |
| Employer Identification Number:<br>57-6000286 | Organizational DUNS:<br>786543020 |
| State Race to the Top Contact Name:<br>(Single point of contact for communication)<br>Elizabeth Carpentier | Contact Position and Office:<br>Deputy Superintendent<br>South Carolina Department of Education |
| Contact Telephone:<br>803-734-8169 | Contact E-mail Address:<br>BCarpent@ed.sc.gov |

Required Applicant Signatures:

To the best of my knowledge and belief, all of the information and data in this application are true and correct.

I further certify that I have read the application, am fully committed to it, and will support its implementation:

| | |
|---|---|
| Governor or Authorized Representative of the Governor (Printed Name):<br>Mark Sanford ~~or Jeffrey M. Schilz~~ | Telephone:<br>803-734-2100 |
| Signature of Governor or Authorized Representative of the Governor: | Date:<br>5/28/10 |
| Chief State School Officer (Printed Name):<br>Jim Rex | Telephone:<br>803-734-8500 |
| Signature of the Chief State School Officer: | Date:<br>5/28/10 |
| President of the State Board of Education (Printed Name):<br>Tim Moore | Telephone:<br>803-259-2021 |
| Signature of the President of the State Board of Education: | Date:<br>5-12-10 |

**State Attorney General Certification**

I certify that the State's description of, and statements and conclusions concerning, State law, statute, and regulation in its application are complete, accurate, and constitute a reasonable interpretation of State law, statute, and regulation.
*(See especially Eligibility Requirement (b), Selection Criteria (B)(1), (D)(1), (E)(1), (F)(2), (F)(3).)*

I certify that the State does not have any legal, statutory, or regulatory barriers at the State level to linking data on student achievement (as defined in this notice) or student growth (as defined in this notice) to teachers and principals for the purpose of teacher and principal evaluation.

| | |
|---|---|
| State Attorney General or Authorized Representative (Printed Name): Shelly Bezanson Kelly, General Counsel, South Carolina Department of Education, Authorized Representative for the State Attorney General | Telephone: 803-734-8783 |
| Signature of the State Attorney General or Authorized Representative: | Date: 5/24/10 |

## IV. ACCOUNTABILITY, TRANSPARENCY, REPORTING AND OTHER ASSURANCES AND CERTIFICATIONS

**Accountability, Transparency and Reporting Assurances**

The Governor or his/her authorized representative assures that the State will comply with all of the accountability, transparency, and reporting requirements that apply to the Race to the Top program, including the following:

- For each year of the program, the State will submit a report to the Secretary, at such time and in such manner as the Secretary may require, that describes:
    - the uses of funds within the State;
    - how the State distributed the funds it received;
    - the number of jobs that the Governor estimates were saved or created with the funds;
    - the State's progress in reducing inequities in the distribution of highly qualified teachers, implementing a State longitudinal data system, and developing and implementing valid and reliable assessments for limited English proficient students and students with disabilities; and
    - if applicable, a description of each modernization, renovation, or repair project approved in the State application and funded, including the amounts awarded and project costs (ARRA Division A, Section 14008)

- The State will cooperate with any U.S. Comptroller General evaluation of the uses of funds and the impact of funding on the progress made toward closing achievement gaps (ARRA Division A, Section 14009)

- If the State uses funds for any infrastructure investment, the State will certify that the investment received the full review and vetting required by law and that the chief executive accepts responsibility that the investment is an appropriate use of taxpayer funds. This certification will include a description of the investment, the estimated total cost, and the amount of covered funds to be used. The certification will be posted on the State's website and linked to www.Recovery.gov. A State or local agency may not use funds under the ARRA for infrastructure investment funding unless this certification is made and posted. (ARRA Division A, Section 1511)

- The State will submit reports, within 10 days after the end of each calendar quarter, that contain the information required under section 1512(c) of the ARRA in accordance with any guidance issued by the Office of Management and Budget or the Department. (ARRA Division A, Section 1512(c))

- The State will cooperate with any appropriate Federal Inspector General's examination of records under the program. (ARRA Division A, Section 1515)

**Other Assurances and Certifications**

The Governor or his/her authorized representative assures or certifies the following:

- The State will comply with all applicable assurances in OMB Standard Forms 424B (Assurances for Non-Construction Programs) and to the extent consistent with the State's application, OMB Standard Form 424D (Assurances for Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.

- The State will comply with all of the operational and administrative provisions in Title XV and XIV of the ARRA, including Buy American Requirements (ARRA Division A, Section 1605), Wage Rate Requirements (section 1606), and any applicable environmental impact requirements of the National Environmental Policy Act of 1970 (NEPA), as amended, (42 U.S.C. 4371 et seq.) (ARRA Division A, Section 1609). In using ARRA funds for infrastructure investment, recipients will comply with the requirement regarding Preferences for Quick Start Activities (ARRA Division A, Section 1602).

- Any local educational agency (LEA) receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).

- Any LEA receiving funding under this program will have on file with the State (through either its Stabilization Fiscal Stabilization Fund application or another U.S. Department of Education Federal grant) a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.

- The State and other entities will comply with the Education Department General Administrative Regulations (EDGAR), including the following provisions as applicable: 34 CFR Part 74–Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 75–Direct Grant Programs; 34 CFR Part 77– Definitions that Apply to Department Regulations; 34 CFR Part

80– Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81– General Education Provisions Act–Enforcement; 34 CFR Part 82– New Restrictions on Lobbying; 34 CFR Part 84–Governmentwide Requirements for Drug-Free Workplace (Financial Assistance); 34 CFR Part 85–Governmentwide Debarment and Suspension (Nonprocurement).

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL

| Governor or Authorized Representative of the Governor (Printed Name): | |
|---|---|
| Jeffrey M. Schilz, Authorized Representative, Policy Director | |
| Signature of Governor or Authorized Representative of the Governor: | Date: |
| Jeffrey M. Schilz | 5/28/10 |

## V. ELIGIBILITY REQUIREMENTS

A State must meet the following requirements in order to be eligible to receive funds under this program.

**Eligibility Requirement (a)**

The State's applications for funding under Phase 1 and Phase 2 of the State Fiscal Stabilization Fund program must be approved by the Department prior to the State being awarded a Race to the Top grant.

*The Department will determine eligibility under this requirement before making a grant award.*

**South Carolina submitted its Phase 1 application on June 8, 2009, and amendments were submitted on June 11, 2009 and May 21, 2010. By letter dated July 2, 2009, South Carolina received a grant award notification for Phase 1. South Carolina was the first state to submit its application for Phase 2 on December 10, 2009. Amendments to the Phase 2 application were submitted on January 11, 2010, and March 26, 2010. On May 17, 2010, South Carolina received a grant award notification for the remainder of its Education Stabilization funds under Phase 2 the State Fiscal Stabilization Fund program.**

**Eligibility Requirement (b)**

At the time the State submits its application, there are no legal, statutory, or regulatory barriers at the State level to linking data on student achievement (as defined in this notice) or student growth (as defined in this notice) to teachers and principals for the purpose of teacher and principal evaluation.

*The certification of the Attorney General addresses this requirement. The applicant may provide explanatory information, if necessary. The Department will determine eligibility under this requirement.*

(Enter text here.)

**South Carolina has no barriers at the State level to linking data on student achievement or growth to teachers and principals for purposes of their evaluation.**

Response to Selection Criteria and Absolute Priority

South Carolina INSPIRED

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South Carolina INSPIRED
Executive Summary

South Carolina INSPIRED: By 2020, all of South Carolina's students will graduate from high school ready for college and careers leading to meaningful and purposeful citizenship.

This vision is ambitious. Only 22.8% of the adult population in South Carolina holds a bachelor's degree or more, and only another 12.6% have a two-year degree. Such low educational attainment accompanies extremely high poverty. The state's three year (2006–08) average median family income ranks as the eighth lowest in the nation, and the poverty index for children living in our state is 67.8%. Such low educational attainment and high poverty explain to some degree a graduation rate of 74.9%.

However, South Carolina had the **highest percentage increase in graduation rates of any state** between 1996 and 2006, as recognized by *Education Week*'s *Diplomas Count 2009*. In January 2010, the national report card "Quality Counts 2010," published by *Education Week*, ranked South Carolina 11th in the nation for overall quality of public education, and first, with the only "A" rating, in educator quality. South Carolina was one of the first states to require all public schools and LEAs to implement a statewide system for supporting and evaluating teachers and principals. Our experience with high academic standards, regarded nationally as among the toughest in the country, positions South Carolina better than many states to transition to internationally benchmarked standards. Supporting all this progress is a longitudinal data system that serves the interests of P-20 public education, from the student to the State level. South Carolina will build on this dramatic success through SC INSPIRED.

To enable every student to graduate from high school ready for college and careers, South Carolina must provide relevant, rigorous, personalized, effective instruction; consistent exposure to meaningful college and career exploration and planning; access to highly effective, caring teachers, leaders, and mentors; and the expectation, environment, and supports to engage and succeed. South Carolina will fulfill these assurances by:

1. Transitioning successfully to internationally benchmarked Common Core State Standards and assessments and implementing targeted programs and strategies to increase student growth and college and career readiness. The State's successful Standards Support System ($S^3$), iCoach initiatives, and voluntary curriculum are ready to be aligned to the Common Core State Standards, and these existing structures will ease the statewide transition.

2. Ensuring that data can be acquired, understood, and used to shape and personalize instruction and decision-making for all students. Our plan includes an intensive focus on using data not only to inform instruction but also to shape statewide programming and initiatives. SC INSPIRED will develop and expand an at-risk school indicator system that can be used by schools, LEAs, and the State to identify and serve struggling schools before they slip into improvement status, and educators will have access to desktop information about students, programs, and successful strategies to personalize instruction.

3. Preparing, developing, supporting effective teachers and principals and ensuring that all schools have access to highly effective educators. SC INSPIRED increases the alternate paths to certification for teachers and principals, ensures that student growth will be addressed in annually evaluating teacher and principal performance, takes innovative steps to ensure that students in high-need schools are taught by highly effective educators, expands its pilot to ensure that educators are prepared effectively for the demands of the profession, and establishes support structures that are designed to build capacity in the classroom, school, district, and State.

4. Transforming struggling schools into successful schools. South Carolina has demonstrated success with initiatives, such as our Palmetto Priority Schools, to turnaround the lowest performing schools. We will use this experience, and our School Improvement Grants, to ensure each school has the means and assistance to turnaround. SC INSPIRED addresses systemic transformation to enable schools and LEAs to overcome obstacles and become high-performing learning centers.

South Carolina is committed to statewide, comprehensive progress in all four areas to serve **100% of our LEAs and students** at a rate of **$237 per student**. By building upon and leveraging existing capacity among state agencies and stakeholders through a Regional Support System, the State will provide immediate, needs-based assistance to schools and LEAs that address root causes, implement interventions, build site capacity, and establish ongoing professional teams for sustainable change.

Teachers, principals, parents, community leaders, business leaders, State leaders, and the public are committed to participating in SC INSPIRED. South Carolina has the commitment, experience, and expertise to carry out its comprehensive plans for education transformation. SC INSPIRED will create a public education system that leads each student to graduate from high school prepared and ready for success in college, career, and life.

## Glossary of Acronyms for SC INSPIRED

| Acronym | Definition |
|---|---|
| 7As | Training and technical assistance enabling stakeholders to access, analyze, and apply data - Acquisition, Awareness, Access, Analysis, Application, Assessment, Advancement |
| AA-MAS | Alternate Assessment based on Modified Achievement Standards |
| ABCTE | American Board for the Certification of Teaching Excellence |
| AccSelPRo | Accommodation Selection Process: a research-based Web application designed to guide the process of selecting accommodations for the assessment of students with disabilities. |
| ADEPT | Assisting, Developing, and Evaluating Professional Teaching: South Carolina's evaluation process for teachers. |
| AMAO | Annual measurable achievement objective |
| ADS | ADEPT Data Systems, which contain the ADEPT status for every teacher in the state |
| AP Advanced | Placement |
| APPLE | Assistant Principal's Program for Leadership Excellence: the purpose of the program is to support first-year principals to develop and sustain leadership, management, and instructional leadership skills and to establish a pool of competent and confident school leaders for the future. |
| ARRA | American Recovery and Reinvestment Act |
| ARSC | At-Risk Student Committee |
| ASA | Academic Standards and Assessments subcommittee of Education Oversight Committee |
| ASES | Assessing Special Education Students |
| ATE | Association of Teacher Educators |
| AVAD | Adding Value to Accommodations Decision-Making |
| AYP | Adequate Yearly Progress |
| CAPPs | Communities Advancing Professional Practices, organized groups of practitioners dedicated to learning with and from one another in pursuit of promising instructional, organizational, and/or leadership practices that support student learning. Can be at the building level, within an LEA or across the state. |
| CATE | Office of Career and Technology Education within the SCDE |
| CCL | Center for Creative Leadership - partner for SLEI |
| CCSS | Common Core State Standards |
| CCSSI | Common Core State Standards Initiative |
| CCSSO | Council of Chief State School Officers |
| CDEPP | Child Development Education Pilot Program |
| CERRA | South Carolina's Center for Educator Recruitment, Retention, and Advancement |
| CFL | Department of Children, Families, and Learning |
| CFR | Code of Federal Regulations |
| CIO | Chief Information Officer |
| CMO | Charter Management Organization |
| CMS | Curriculum Management System integrated into all schools and districts in South Carolina, which will help manage South Carolina's new common curriculum |

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| COPP | Communities of Professional Practice |
| CREATE | Centers for the Re-Education and Advancement of Teachers in Special Education |
| CSAC | Charter School Advisory Committee, conducts a peer review once a new charter school application is submitted |
| DAPP | Developing Aspiring Principals Programs, to prepare experienced assistant principals to assume a principalship |
| DATTA | Data Analysis Training and Technical Assistance |
| DE-ID De-Identified | |
| DEQL | SCDE's Division of Educator Quality and Leadership |
| DGC | Data Governance Committee, to create and implement policies, regulations, and data-sharing agreements regarding the acquisition, storage, security, and access of data related to P–12, higher education, workforce, corrections, health and human services, social services, and child care The DGC will include one member from each of the following organizations to be appointed by its executive: the SCDE; the SC Commission on Higher Education; the State Technical College System; the SC Employment Security Commission; the SC Department of Commerce; the Department of Social Services; the SC Office of Research and Statistics; the State School Boards Association; one member to represent the state's school districts; and one member to represent the state's IHEs |
| DQV | Data Quality and Validity controls |
| EAA | Education Accountability Act |
| EAG | Enhanced Assessment Instrument Grant |
| ED | United States Department of Education |
| ED ID | Educator Identification numbering system to identify teachers, administrators, counselors, media specialists, and other educators who work directly with students, which will enable the linking of student data with teacher data, and also connect each educator with information about their certification and preparation programs |
| EEDA | Education and Economic Development Act of 2005, developed by a statewide education/business task force, linked students' high school coursework with their individual talents and interests; increased the numbers of guidance counselors and career development specialists and encouraged whole-school reform models in high schools. Under EEDA, each student and their parent/guardian works with a school counselor to create an Individual Graduation Plan to focus everyone's efforts on the student's earning a diploma and being ready for college and careers. Students also select a "major" from among 16 career clusters. |
| EFA | Education Finance Act |
| EIA | Education Improvement Act |
| eIGP | electronic Individual Graduation Plan |
| ELA | English Language Arts |
| ELDA English | Language Development Assessment |
| EMO | Education Management Organization |
| EOC | South Carolina Education Oversight Committee |
| EPIC | Educational Policy Improvement Center |
| ERO | Electronic Registrar Online, tracks online professional development opportunities |
| ESEA | Elementary and Secondary Education Act |

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|---|---|
| FERPA | Family Education Rights and Privacy Act |
| F/RPL | Free/Reduced Price Lunch |
| FSL | Foundations in School Leadership, designed to build leadership skills and competencies in teachers serving in or seeking leadership positions |
| GBE | Goals-based Evaluation, teacher/principal collaboration annual to develop the teacher's individualized professional growth and development plan |
| HBCU | Historically Black College or University |
| HEAT | Higher Education Assessment of Teaching |
| HPHP Readiness Model | High Performing High Poverty Readiness Model |
| HQ Highly | Qualified |
| HSAP | High School Assessment Program |
| IB International | Baccalaureate |
| iCoach SC | Instructional Coach - model for improving teacher effectiveness |
| ICT Literacy | Information and Communication Technologies |
| IDA | Institute for District Administrators, to enhance the leadership skills of assistant and associate superintendents and program directors |
| IEP Individ | ualized Education Program |
| IGP | Individual Graduation Plan |
| IHEs | Institutions of Higher Education |
| ILR | Instructional Leaders Roundtable under the South Carolina Association of School Administrators, which consists of assistant superintendents for curriculum and instruction from all South Carolina districts, to ensure that all districts and schools are aware of and can access support |
| INTASC | Interstate New Teachers Assistance and Induction Consortium |
| ISLLC | Interstate School Leaders Licensure Consortium |
| JAG | Jobs for America's Graduates |
| LEARN | Learning Exchange and Resource Network, a national collaboration of CCSSO and others to create and implement a comprehensive data structure to link curriculum, standards, and assessments |
| LEP | Limited English Proficiency |
| MAP | Measure of Academic Progress test |
| MMGW | Making Middle Grades Work |
| MOA | Memorandum of Agreement |
| MOSAIC | Multiple Options (for) Student Assessment (and) Instruction Consortium common assessment initiative |
| MOU | Memorandum of Understanding |
| MSCI | Mathematics and science coaching initiative |
| NAEP | National Assessment of Educational Progress |
| NBPTS | National Board for Professional Teaching Standards |
| NCATE | National Council for Accreditation of Teacher Education |
| NCES | National Center for Education Statistics |
| NDPC | National Dropout Prevention Center |
| NGA | National Governors Association |
| OAASIS | Operationalizing Alternate Assessment for Science Inquiry Skills |
| OSF | Office of School Facilities |
| P21 | Partnership for 21st Century Skills |
| PACE | Program of Alternative Certification for Educators |
| PACT | Palmetto Achievement Challenge Tests |
| PADEPP | Program for Assisting, Developing, and Evaluating Principal Performance |

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|---|---|
| PASS | Palmetto Assessment of State Standards, South Carolina's primary assessment tool |
| PBLAs | Project-Based Learning and Assessments - rigorous cross-discipline authentic assessments and scoring rubrics that will include all grade levels and subject areas |
| PESC | Postsecondary Electronic Standards Council |
| P-ID | Program Identification numbering system so that educational programs can be evaluated for effectiveness in meeting student needs. It will allow the ability to identify student participation in specific programs |
| PIP | Principal Induction Program, required for all first-year principals in the state to provide additional supports to facilitate the successful transition into the principalship |
| PIRLS | Progress in International Reading Literacy Study, international assessment program |
| PLAS | Persistently Low-Achieving Schools |
| PPS | Palmetto Priority Schools, schools identified as lowest-achieving and in need of turnaround based on federal definitions; an office with in the State Department of Education focused on turning around the state's lowest-achieving schools |
| PRC | Professional Review Committee gives institutions special permission to transform their programs, while suspending identified regulations. It is designed to help promote innovative programs in the state. |
| Project CREATE | Centers for the Re-Education and Advancement of Teachers in Special Education |
| Project HEAT | Project Higher Education Assessment of Teachers |
| PTCP | Palmetto Teacher Certification Project, a low-cost program designed to recruit, train, support, and retain mid-career changers to serve in South Carolina's Palmetto Priority Schools. PTCP assists in improving PPS accountability ratings. |
| RECs | Regional Education Centers |
| RTTT | Race to the Top |
| $S^2$MART | Support Services for Making a Real Transformation |
| $S^2$MART Initiative | Systemic Support for Making a Real Transformation: eight regional centers that will be used for the delivery of technical assistance and support for transition to common standards, as well as cross-training of all the technical assistance providers housed at each center. The S2MART initiative will also work closely with the turnaround schools in each region and their lead turnaround partners. The $S^2$Mart initiative will take a leadership role in expanding and developing IHE relationships, and those with local business and industry. |
| $S^3$ | Standards Support System - implemented in 2008 to provide support to districts, administrators and teachers so they understand what students should know and be able to do, how to provide standards-based instruction, and how to identify what to accept as evidence that students have achieved the standards. $S^3$ focuses on three areas to support instruction: South Carolina academic standards and support documents; model lessons and curriculum resources; and extensive, high quality professional learning opportunities. |
| SAFE-T | Summative ADEPT Formal Evaluation of Classroom-Based Teachers |
| SAM | School Administrative Manager |
| SASI | School Administrative Student Information |

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| SBE | South Carolina State Board of Education |
| SC CAP | South Carolina Course Alignment Project |
| SC9+ | South Carolina 9+ Project, a value-added teacher evaluation system developed with the NDPC that takes into account various student risk factors in determining teacher effectiveness |
| SCASA | South Carolina Association of School Administrators |
| SCDE | South Carolina Department of Education |
| SCEA | South Carolina Education Association |
| SCOPD | South Carolina Online Professional Development, provides professional development opportunities online |
| SCPCSD | South Carolina Public Charter School District that began operation in 2007 |
| SCTV | South Carolina Teacher Village provides social and professional support to teachers to reduce feelings of isolation. SCTV is similar to Facebook but provides a more secure environment for teachers to participate in neighborhoods of interest and explore links to professional websites. |
| SCVSP | South Carolina Virtual School Program, which offers online courses taught by highly-qualified, trained teachers who use online media, telephone, email, SKYPE, and real-time web conferencing |
| SIC | School Improvement Council |
| SIFA School | Interoperability Framework Association |
| SIG | School Improvement Grant |
| SIS | Student Information System |
| SITE | Salary Incentives for Teacher Effectiveness, part of SC's comprehensive plan for teacher and principal compensation and advancement, which also involves the expansion of TAP |
| SLA | Standards, Learning, and Assessment Committee of the State Board of Education |
| SLDS | State Longitudinal Data System |
| SLEI | School Leadership Executive Institute, for principals to gather support and leadership training |
| SLEI-P | School Leadership Executive Institute, to provide principals with the insights, knowledge, and competencies needed to lead their schools to success |
| SLEI-S | School Leadership Executive Institute for Superintendents, professional development and support for superintendents and senior staff |
| SLICE | State Longitudinal Information Center for Education, South Carolina's current SLDS |
| SMARTER | Summative Multi-State Assessment Resources for Teachers and Educational Researchers |
| SC INSPIRED | Innovation, Next Generation Learners, Standards and Assessment, Personalized Instruction, Input and Choice, Redesigned Schools, Effective Teachers and Leaders, Data Systems |
| SPP | Student Protection Project, training and support for educators on how to help keep students safe |
| SREB | Southern Regional Education Board |
| STELLA | Selection Taxonomy for English Language Learner Accommodations |
| STEM | Science, Technology, Engineering, and Mathematics |
| SUNS | Student Unique Numbering System |
| TA Technical | Assistance |
| TAP | Teacher Advancement Program, value-added teacher evaluation |

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|---|---|
| TBD | To Be Determined |
| TEAELS | Test of Emerging Academic English: Listening and Speaking |
| TEE | Tapping Executive Educators, to help qualifying participants develop the knowledge and skills necessary to become successful school superintendents |
| TIF | Teacher Incentive Fund |
| TIMSS | Trends in International Mathematics and Science Study, international assessment program |
| TM Turnaroun | d Manager |
| TRAC | Tax Realignment Advisory Commission, assessing state's current tax-revenue structure to make recommendations in 2010 |
| TTA | Training and Technical Assistance |
| U-TEACH | Mathematics, science, and computer science teacher preparation program |
| VAA Value-added | assessment |

## (A) STATE SUCCESS FACTORS

### (A)(1) Articulating the state's education reform agenda and LEAs' participation in it

Vision: By 2020, all of South Carolina's students will graduate from high school ready for college and careers leading to meaningful and purposeful citizenship.

Realizing this vision is essential to South Carolina's future, and stakeholders across the state have urged action to improve the quality of public education and the importance of a high school diploma and higher learning to economic and cultural viability. The South Carolina Chamber of Commerce, one of our many partners, clearly expresses this commitment to education: *"There is no greater investment that the business community can make in its future than investing in the education of today's children and tomorrow's workforce. It is a responsibility that all citizens share*" (Investing in our Future Workforce).

For more than a decade, estimates have been that by 2020, at least 20% of jobs will require a four-year degree, and 65% will require an associate's degree or advanced training (Judy, D'Amico & Geipel, 1997). In South Carolina, educational attainment is low. Many SC students live in households in which no one has attended college. Only 22.8% of the adult population in the state holds a bachelor's degree or more, and only another 12.6% has a two-year degree (U.S. Census Bureau 2007). The state's unemployment rate for high school dropouts is four times that of college graduates (American Community Survey, 2008). The recent economic recession has dramatically impacted the state, which has the sixth highest unemployment rate in the nation (US Department of Labor, Unemployment Rates for States, April 2010).

Such low educational attainment accompanies an extremely high (and growing) poverty rate. South Carolina's population continues to increase at a rate faster than the national average (Census 2000; 2008), but so does the number of citizens living in poverty. The state's three year (2006–08) average median family income of $43,458 ranks as the eighth lowest in the nation, $24,050 below the leader, New Hampshire (U.S. Census Bureau, Current Population Survey). The poverty index (combination of those eligible for Medicaid services and those eligible for free or reduced-price lunch) for children living in our state is 67.8%. Poverty and low educational attainment create a self-perpetuating cycle, a cycle that South Carolina is determined to break.

To change our future, South Carolinians across the state know that we must increase the pace, breadth, depth, sustainability, and scalability of our educational progress. We know that

our individual futures—and our State's future—depends on the vitality and effectiveness of a public education system that creates and cultivates innovative, productive, and active citizens who will transform the State's resources into a dynamic economy that adapts quickly and wisely to changing global markets. We also know that education and economic development are mutually dependant and vital to our State's and our nation's ability to compete and thrive in a global economy and to provide its citizens with a high quality of life, opportunities for personal achievement, and assurance of a civil society.

South Carolinians understand that we must focus collective resources and energy on a single unifying goal for P-20 education: ensure dramatic growth in student achievement, graduation, and postsecondary enrollment rates through innovative education practices, followed by student success in higher education, careers, and as global citizens.

(i) The state has set forth a comprehensive and coherent reform agenda that clearly articulates its goals for implementing reforms in the four education areas described in the ARRA and improving student outcomes statewide, establishes a clear and credible path to achieving these goals, and is consistent with the specific reform plans that the state has proposed throughout its application

The Commitment to Education Reform in South Carolina

Our challenges have made us more determined. South Carolina has already begun its purposeful journey toward educational and economic excellence—with great successes in recent years (outlined in (A)(3) below) and specific goals to be achieved at a faster pace. Successful completion of our journey requires wise investment not only from the policymakers and the business community but from everyone in the State, regardless of their social, economic, political, or educational backgrounds. Critical actions taken by policymakers reflect the deep commitment and focus of our State to reform and change, and serve as the foundation for South Carolina's plan (and proposal).

The South Carolina General Assembly passed the **Education Accountability Act** (EAA) in 1998, launching a decade of intense school reform activity in South Carolina (see the Act in Appendix A1A). The EAA established the infrastructure for reform: the creation of an accountability system that includes rigorous academic standards and public accountability measures as well as funding (until the current fiscal crisis) targeting professional development for teachers.

According to the statute, the standards must "push schools and students to higher performance by aligning State assessments to those standards and linking policy and criteria for

performance standards, accreditation, reporting, school rewards, and targeted assistance" (§58-18-110). Furthermore, the EAA requires that the standards must reflect "the highest level of academic skills with the rigor necessary to improve the curriculum and instruction in South Carolina schools so that students are encouraged to learn at unprecedented levels and must be reflective of the highest level of academic skills at each grade level" (§58-18-300).

The EAA established the Education Oversight Committee (EOC), an independent, nonpartisan group made up of educators, business people, and elected officials who are appointed by the Legislature and the Governor. The EOC continuously reviews the State's education improvement process, reports on school performance, and evaluates the standards schools must meet to build the education system needed to compete in the 21st century.

In 2008, the South Carolina General Assembly amended the EAA to ensure that "students are equipped with a strong academic foundation." The amendment also attributes responsibility for education to the Governor, the General Assembly, the State Department of Education, colleges and universities, local school boards, administrators, teachers, parents, students, and the community—emphasizing what the State Chamber of Commerce stated (above) —that education of our children is everyone's responsibility.

In 2005, the South Carolina General Assembly passed the stakeholder-driven, landmark **Education and Economic Development Act (EEDA)** (Appendix A1B), making South Carolina one of the first states to mandate P–12 career exploration and preparation. The EEDA represents an unprecedented collaboration among businesses, P-12 educators, higher education, and community organizations. It creates opportunities for all students to graduate from a meaningful state high school diploma program that successfully prepares them to enter the job market and postsecondary education. The work stimulated by the EEDA, within the South Carolina Department of Education (the Department), sets the foundation for the direction, strategies, and activities included in this comprehensive proposal:

1. Articulation, Dual Enrollment, High School Graduation, and Postsecondary Education Alignment;
2. Services and research-driven programs targeting students at-risk for academic failure, dropping out of school, and not graduating;
3. The development of an Individual Graduation Plan (IGP) for every student beginning in Grade 8. The graduation plan is developed by students and their parents in conjunction

with school personnel and is intended to help focus students, families, and school personnel on requirements for successful completion of school. A conference must be held annually until the student graduates from high school;

4. Improved alignment among Comprehensive Guidance and Counseling, Career Clusters, and Individual Graduation Plans. The EEDA sets a student-to-guidance-personnel ratio of 300:1;
5. Data that enables students, educators, and families to track interests and achievement, as well as at-risk indicators to intervene and get a student back on track;
6. Regional Education Centers that cultivate local stakeholder investment and involvement in helping schools provide career-based educations and in ensuring students graduate from high school ready to pursue careers and college.

In 2006, the South Carolina High School Redesign Commission issued its recommendations for expanding opportunities for students to graduate:

- full implementation and funding of the EEDA;
- alternative pathways to graduation, such as virtual coursework and credit-recovery;
- a system of data integration from prekindergarten through postsecondary education;
- dual credit and early college programs;
- articulation between high school and higher education;
- reduction of risky behaviors;
- expansion of dropout prevention initiatives and truancy prevention; and
- capacity-building for educating all students.

The commission, which was convened by the State Superintendent of Education and the Chairman and CEO of the Carolina First Bank, included 42 members: business and community leaders, parents, P-12 educators, representatives from higher education, members of the General Assembly, and the Governor's office.

Also in 2006, the South Carolina General Assembly enacted the South Carolina Charter Schools Act, which expanded the existing charter schools legislation from 1996. (See Section F for a discussion of South Carolina's support of charter schools). This law created the South Carolina Public Charter School District as "a legitimate avenue for parents, teachers, and community members to take responsible risks and create new, innovative, and more flexible

ways of educating all children within the public school system." More than half of the Public Charter School District's schools are virtual, with students completing coursework online.

The Focus of Education Reform in South Carolina

The policies, practices, and pathways described in South Carolina's guiding laws and regulations are integrated and focused on (1) graduating all students, (2) preparing all students to be college- and career-ready, and (3) providing educational opportunities that lead to meaningful, productive citizenship that will re-shape the State's economic and social landscape so that all citizens benefit. This focus and the strategies outlined in this proposal poise South Carolina for sustainable education reform, at a quickened pace.

To enable every student to graduate from high school ready for college and careers, South Carolina, chiefly through the Department, must assure that each student has access to relevant, rigorous, personalized, flexible, effective instruction; consistent exposure to meaningful college and career exploration and planning; access to highly effective, caring teachers, leaders, and mentors; and the expectation, environment, and supports to engage and succeed.

In weaving the fabric of educational transformation for our state, these assurances are the weft, with the four reform areas forming the warp. All activities and strategies in our plan, South Carolina INSPIRED (SC INSPIRED), connect to one or more of these assurances, and each assurance addresses multiple elements from the four reform areas. To meet each assurance for every student, South Carolina has developed the following core features for public education:

Input from—and choice for—all learners and stakeholders;
Next generation learners who become next generation leaders;
Standards and assessments which are rigorous and meaningful for all learners;
Personalized instruction for all learners;
Innovation that creates lasting learning;
Redesigned schools that center on learning for all;
Effective educators and leaders; and
Data systems that make a difference for all learners.

As detailed in the Logic Model (Appendix A1C) and summarized below, SC INSPIRED uses the following methods to transform our vision into reality.

Transitioning to internationally benchmarked Common Core State Standards and assessments. The components of implementing a system of rigorous standards and assessment

tools, described in Section B, will address the high quality curriculum and content needed to prepare students for success in the global market place as well as the rigorous assessment of student performance on the State's academic standards. Our goals for standards and assessment address (A) an integrated system of standards and curriculum and (B) a system of formative and summative assessment, both of which can guide instruction and, in doing so, improve student performance. These standards and assessments, when aligned with instruction and curriculum, will prepare next-generation learners for success in college and careers.

Implementing targeted programs and strategies will increase student growth and engagement, ultimately leading to successful graduation, enrollment in higher education, and productive citizenship. These programs are designed to ensure achievement and reduce risk factors for failure: early learning for school readiness; P-20 literacy; science, technology, engineering, and mathematics (STEM), credit recovery/alternative diplomas, and dropout prevention. Within these programs and through additional strategies that build on the State's existing career and workforce readiness framework, SC INSPIRED will provide college and career exploration and planning programs such as transition/bridge initiatives, P-20 alignment, and STEM career development. Our STEM initiatives are presented throughout the narrative and summarized in Priority 2, and our early learning initiative, which focuses on expanding use of the Montessori Method and is built on current statewide early learning initiatives, is described in Priority 3. Section F presents South Carolina's efforts to provide public school choice, including several mechanisms to foster high quality public charter schools.

Ensuring that data can be acquired, understood, and used to shape and personalize instruction and decision-making. As described in Section C and Priorities 4 and 5, the implementation of a comprehensive data system that integrates preschool, P-12, postsecondary, and workforce data will provide information that not only shows what has been done but will provide real guidance for what must be done next to prepare students for success. Special emphasis is placed on turning data into information that can be used by teachers and principals to focus on the needs of individual students in real-time. The goals in Section C include (1) collaboration of stakeholders to create an integrated data system, (2) use of common data structures so data can be analyzed, shared, and used on a broad scale, (3) creation of intuitive interfaces and portals to support the use of data for decision-making, (4) support of continuous improvement in all areas of operation, instruction, and learning, (5) coordination of professional

development for all stakeholders to improve the use of data within educational settings, and (6) use of data for research that will guide education reform, all of which guide instruction to improve student performance.

Developing and distributing effective teachers and principals. As detailed in Section D, SC INSPIRED will bring quality and depth to the educational opportunities for every student in all areas of South Carolina. The goals described in Section D include strategies to (1) enhance teacher and principal effectiveness by using performance indicators that include measures of student growth, (2) ensure that all students are served by highly effective teachers and principals, (3) evaluate and improve educator preparation programs as a function of graduates' impact on student performance, and (4) create a dynamic collaborative system of support for all educators that will encourage the sharing and use of effective practices. All strategies are designed to guide action from the classroom to the state levels to improve student performance.

Transforming struggling schools into successful schools by turning around our lowest-achieving schools and their feeder schools and reducing the number of schools in ESEA improvement status. The goals described in Section E include strategies to (1) turn around South Carolina's persistently lowest achieving schools through the appropriate reform model, with essential support, training, and technical assistance, and (2) build capacity to sustain reforms put into place as part of a successful turnaround. Both strategies, to be deemed successful, must result in improved student performance. The commitment of every community leader, every parent, and every student, when combined with the efforts described above, will lead to turning around all persistently low-achieving schools so that every student has access to a high quality education in which he or she can develop every potential.

Every reform effort focuses on the success of each student. Every effort and every success are measured by improved student performance. The education reforms that are described in this application are focused on graduating all students with knowledge, skills, abilities, and dispositions to succeed in college and in careers. With that focus clearly identified, South Carolina can and will provide educational opportunities for all students to lead to meaningful citizenship and productive lives.

The State, LEAs, and other partners have collaborated and will continue to collaborate in the development of strategies that will have broad impact on education reform and student performance. Those strategies emphasize the role of collaboration, as described in each section

and in subsection (A)(2)(ii) below, in establishing goals and the means of attaining those goals. At the same time, those strategies emphasize the "reciprocal accountability" that each partner has. That is, each partner can and will hold the other partners accountable for successful completion of defined tasks and responsibilities with regard to common goals.

SC INSPIRED is an integration of current vision and successes and continuing needs for ongoing continuous improvement. Our goals and objectives focus on improving student performance and closing the gaps between the performance measures of student subgroups so that all students graduate from high school and, upon graduation, are prepared for college and careers, and are ready to become citizens who contribute in meaningful ways to our society.

(ii) The participating LEAs (as defined in this notice) are strongly committed to the state's plans and to effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOUs) (as set forth in Appendix D) or other binding agreements between the state and its participating LEAs (as defined in this notice) that include

*(a) Terms and conditions that reflect strong commitment by the participating LEAs (as defined in this notice) to the State's plans;*

South Carolina has 88 local education agencies (LEAs): 85 geographic public school districts, one statewide charter school district (the South Carolina Public Charter School District), and two specialized school districts serving students who are incarcerated (the South Carolina Department of Juvenile Justice and the South Carolina Department of Corrections Palmetto Unified School District). See the Map of South Carolina's geographic school districts in Appendix A1D.

One hundred percent of South Carolina's LEAs are committed to the plans articulated in SC INSPIRED, as evidenced through their signing of the Memorandum of Understanding (MOU) (see our MOU with Exhibits in Appendix A1E). These LEAs serve 737,747 students, 67.8% of whom live in poverty, and 56% of whom are eligible for free or reduced-price lunch. The participating LEAs have accepted the terms and conditions of South Carolina's MOU, which includes a strong commitment to implement collaboratively the comprehensive plans that address the four education reform areas. The unanimous participation of South Carolina's LEAs indicates a strong statewide commitment to education reform at the LEA level.

South Carolina's MOU is based on the United States Department of Education (ED) model but includes additional components and revised wording to meet specific needs identified by LEAs and other stakeholders. South Carolina's MOU is described below:

- Section I of the MOUS includes South Carolina's vision for reform.
- Section II, the statement regarding Scope of Work (Section I of the model), varies from the model MOU in that it adds a statement about consideration for the contract, an explanation of Exhibit II, and a reference to Exhibit III, another new section which lists key roles of participating LEAs.
- Section III, which describes project administration and the partnership between the State and LEAs (Section II of the model), strengthens and clarifies paragraph III(2) by defining active participation at the LEA level.
- Sections IV (Assurances) and V (Modifications) conform to the ED model.
- Section VI indicates the level of commitment by participating LEAs by defining the duration of participation and the conditions for termination of participation. There is no opt-out wording after May 21, 2010.
- Section VII identifies the participating LEA submitting the MOU and Section VIII contains blocks for the required signatures (Superintendent and School Board Chair).

*(b) Scope-of-work descriptions that require participating LEAs (as defined in this notice) to implement all or significant portions of the State's Race to the Top plans; and*

The three exhibits include a preliminary Scope of Work (Exhibit I), a final scope of work to be completed within 90 days of funding (Exhibit II), and a list of the key roles of participating LEAs (Exhibit III). Exhibit I is identical to the ED model, except that South Carolina has added commitments from LEAs to participate in the reform plans in SC INSPIRED.

In Exhibit III, LEAs and the State agree to complete, collaboratively, 13 tasks with a total of 60 subparts, including the following:

- draft, with input from appropriate stakeholders, a written, intra-district public school choice plan (1.1),
- volunteer to participate in at least one innovation pilot (1.2),
- participate in the design, study, and evaluation of pilot programs to identify programs that should be taken to scale (1.3),
- implement with fidelity those models that the pilots have demonstrated are most effective and promising for rapid academic growth (2.1),
- share best practices (2.2),
- use data to identify subjects and subgroups most in need of improvement and develop

plans for dramatic improvement (3.1),

- identify subgroups most in need of reading remediation, and continue or implement programs that improve reading with an ultimate goal of having at least 90% of all students reading on grade level (3.2), and
- adopt an at-risk student identification data system; provide professional development on using data to intervene with at-risk students, and to implement appropriate interventions for those at-risk students (3.3).

The State did not accept MOUs for which an "N" appeared in Exhibit I from the LEA.

Please see the Summary Table for (A)(1)(ii)(b) and Detail Table (A)(1) below.

| **Summary Table for (A)(1)(ii)(b)**<br><br>**Elements of State Reform Plans** | **# of LEAs Participating** | **% of Total Participating LEAs** |
|---|---|---|
| **A. State Success Factors** | | |
| (A)(1)(i) Supporting the State's comprehensive reform agenda | 88 | 100% |
| (A)(2)(i) Supporting implementation, scale up, and sustaining the plans and reform agenda | 88 100% | |
| **B. Standards and Assessments** | | |
| (B)(3) Supporting the transition to enhanced standards and high-quality assessments | 88 100% | |
| **C. Data Systems to Support Instruction** | | |
| (C)(3) Using data to improve instruction: | | |
| (i) Use of local instructional improvement systems | 88 | 100% |
| (ii) Professional development on use of data | 88 | 100% |
| (iii) Availability and accessibility of data to researchers | 88 | 100% |
| **D. Great Teachers and Leaders** | | |
| (D)(2) Improving teacher and principal effectiveness based on performance: | | |
| (i) Measure student growth | 88 | 100% |
| (ii) Design and implement evaluation systems | 88 | 100% |
| (iii) Conduct annual evaluations | 88 | 100% |
| (iv)(a) Use evaluations to inform professional development | 88 | 100% |
| (iv)(b) Use evaluations to inform compensation, promotion and retention | 88 100% | |
| (iv)(c) Use evaluations to inform tenure and/or full certification | 88 | 100% |
| (iv)(d) Use evaluations to inform removal | 88 | 100% |
| (D)(3) Ensuring equitable distribution of effective teachers and principals: | | |
| (i) High-poverty and/or high-minority schools | 88 | 100% |
| (ii) Hard-to-staff subjects and specialty areas | 88 | 100% |
| (D)(5) Providing effective support to teachers and principals: | 88 | 100% |
| (i) Quality professional development | 88 | 100% |
| (ii) Measure effectiveness of professional development | 88 | 100% |
| **E. Turning Around the Lowest-Achieving Schools** | | |

| | | |
|---|---|---|
| (E)(2) Turning around the lowest-achieving schools | 88 | 100% |

*(c) Signatures from as many as possible of the LEA superintendent, the president of the local school board, and the local teachers' union leader (if applicable) (one signature of which must be from an authorized LEA representative) demonstrating the extent of leadership support within participating LEAs (as defined in this notice); and*

To demonstrate awareness and commitment from leadership, South Carolina's LEAs submitted MOUs with signatures from each of its authorized officials: (1) the Superintendent and (2) the Chair of the local School Board, when applicable (see Section 8 of the MOU in Appendix A1E). See the Summary Table for (A)(1)(ii)(c) below; 100% of participating LEAs submitted the MOUs with the required signatures. Because the state does not have teachers' unions, the South Carolina MOU does not have a signature block for local union leaders. Several LEAs—including Abbeville, Charleston, Clarendon 3, Orangeburg 4, Pickens, and York 3—obtained signatures on the MOU from their local School Improvement Councils and parent organizations. Teachers strongly support SC INSPIRED, as is discussed in Section (A)(2)(ii) below and seen in Appendix A2E, Evidence of Support. The Detailed Table for (A)(1), indicating each LEA's commitment to SC INSPIRED's reform efforts, immediately follows the summary table below.

**Summary Table for (A)(1)(ii)(c)**

| **Signatures acquired from participating LEAs:** | | | |
|---|---|---|---|
| Number of Participating LEAs with all applicable signatures | | | |
| | **Number of Signatures Obtained (#)** | **Number of Signatures Applicable (#)** | **Percentage (%)** (Obtained / Applicable) |
| LEA Superintendent (or equivalent) | 88 | 88 | 100% |
| President of Local School Board (or equivalent, if applicable) | 88 88 | | 100% |
| Local Teachers' Union Leader (if applicable) | NA | NA | NA |

## Detailed Table for (A)(1)

| | LEA Demographics | | | Signatures on MOUs | | | MOU Terms | Preliminary Scope of Work – Participation in each applicable Plan Criterion | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Participating LEAs** | # of Schools | # of P-12 Students | # of P-12 Students in Poverty | LEA Supt. (or equivalent) | local school board (if | Local Teachers Union (if | Uses Standard Terms & Conditions? | (A)(1)(i) | (A)(2)(i) | (B)(3) | (C)(3)(i) | (C)(3)(ii) | (C)(3) (iii) | (D)(2) (i) | (D)(2) (ii) | (D)(2) (iii) | (D)(2)(iv)(a) | (D)(2)(iv)(b) | (D)(2)(iv)(c) | (D)(2) (iv)(d) | (D)(3)(i) | (D)(3)(ii) | (D)(5)(i) | (D)(5)(ii) | (E)(2) |
| Name of LEA here | | | | Y/ | Y/ | Y/ | Yes/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ |
| | | | | N/ | N/ | N/ | No | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ |
| | | | | NA | NA | NA | | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| Abbeville | 9 | 3,254 | 2,508 | Y | Y | NA | Y | Y | Y | Y | | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Aiken | 41 | 25,212 | 17,218 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Allendale | 4 | 1,615 | 1,562 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Anderson 1 | 14 | 9,447 | 5,147 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Anderson 2 | 7 | 3,808 | 2,482 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Anderson 3 | 5 | 2,703 | 2,084 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Anderson 4 | 6 | 2,903 | 1,909 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Anderson 5 | 17 | 12,679 | 8,504 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Bamberg 1 | 4 | 1,521 | 1,120 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Bamberg 2 | 3 | 910 | 889 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Barnwell 19 | 3 | 880 | 836 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Barnwell 29 | 3 | 1,010 | 836 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Barnwell 45 | 4 | 2,535 | 1,944 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Beaufort | 29 | 20,020 | 12,650 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Berkeley | 36 | 29,839 | 20,847 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Calhoun | 4 | 1,761 | 1,589 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Charleston | 81 | 43,953 | 27,900 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Cherokee | 19 | 9,286 | 7,227 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |

| | LEA Demographics | | | Signatures on MOUs | | | MOU Terms | Preliminary Scope of Work – Participation in each applicable Plan Criterion | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Participating LEAs** | # of Schools | # of P-12 Students | # of P-12 Students in Poverty | LEA Supt. (or equivalent) | local school board (if | Local Teachers Union (if | Uses Standard Terms & Conditions? | (A)(1)(i) | (A)(2)(i) | (B)(3) | (C)(3)(i) | (C)(3)(ii) | (C)(3) (iii) | (D)(2) (i) | (D)(2) (ii) | (D)(2) (iii) | (D)(2)(iv)(a) | (D)(2)(iv)(b) | (D)(2)(iv)(c) | (D)(2) (iv)(d) | (D)(3)(i) | (D)(3)(ii) | (D)(5)(i) | (D)(5)(ii) | (E)(2) |
| Name of LEA here | | | | Y/ | Y/ | Y/ | Yes/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ |
| | | | | N/ | N/ | N/ | No | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ |
| | | | | NA | NA | NA | | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| Chester | 13 | 5,696 | 4,477 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Chesterfield | 16 | 7,911 | 6,216 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Clarendon 1 | 4 | 959 | 925 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Clarendon 2 | 6 | 3,155 | 2,823 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Clarendon 3 | 3 | 1,258 | 847 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Colleton | 12 | 6,417 | 5,729 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Darlington | 23 | 11,168 | 9,089 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Dillon 1 | 3 | 898 | 771 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Dillon 2 | 6 | 3,603 | 3,393 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Dillon 3 | 4 | 1,718 | 1,373 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Dorchester 2 | 20 | 22,836 | 12,811 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Dorchester 4 | 5 | 2,313 | 2,033 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Edgefield | 9 | 4,100 | 2,867 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Fairfield | 9 | 3,333 | 3,104 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Florence 1 | 23 | 16,169 | 11,468 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Florence 2 | 2 | 1,286 | 1,014 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Florence 3 | 8 | 3,688 | 3,412 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Florence 4 | 3 | 938 | 895 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Florence 5 | 3 | 1,568 | 1,167 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |

| | LEA Demographics | | | Signatures on MOUs | | | MOU Terms | Preliminary Scope of Work – Participation in each applicable Plan Criterion | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Participating LEAs** | # of Schools | # of P-12 Students | # of P-12 Students in Poverty | LEA Supt. (or equivalent) | local school board (if | Local Teachers Union (if | Uses Standard Terms & Conditions? | (A)(1)(i) | (A)(2)(i) | (B)(3) | (C)(3)(i) | (C)(3)(ii) | (C)(3) (iii) | (D)(2) (i) | (D)(2) (ii) | (D)(2) (iii) | (D)(2)(iv)(a) | (D)(2)(iv)(b) | (D)(2)(iv)(c) | (D)(2) (iv)(d) | (D)(3)(i) | (D)(3)(ii) | (D)(5)(i) | (D)(5)(ii) | (E)(2) |
| Name of LEA here | | | | Y/ | Y/ | Y/ | Yes/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ |
| | | | | N/ | N/ | N/ | No | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ |
| | | | | NA | NA | NA | | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| Georgetown | 18 | 10,038 | 7,411 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Greenville | 93 | 72,309 | 42,174 | Y | Y | NA | Y | Y | Y | Y | | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Greenwood 50 | 14 | 9,318 | 6,653 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Greenwood 51 | 3 | 1,123 | 882 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Greenwood 52 | 4 | 1,674 | 1,074 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Hampton 1 | 7 | 2,713 | 2,181 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Hampton 2 | 4 | 1,094 | 1,050 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Horry | 48 | 38,692 | 27,989 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Jasper | 5 | 3,444 | 3,156 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Kershaw | 19 | 10,558 | 6,957 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Lancaster | 20 | 11,977 | 7,866 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Laurens 55 | 11 | 6,102 | 4,752 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Laurens 56 | 6 | 3,200 | 2,615 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Lee | 9 | 2,493 | 2,420 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Lexington 1 | 26 | 22,648 | 10,930 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Lexington 2 | 16 | 9,256 | 6,660 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Lexington 3 | 4 | 2,089 | 1,579 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Lexington 4 | 6 | 3,575 | 3,038 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Lexington 5 | 19 | 16,898 | 6,834 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |

| | LEA Demographics | | | Signatures on MOUs | | | MOU Terms | Preliminary Scope of Work – Participation in each applicable Plan Criterion | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Participating LEAs** | # of Schools | # of P-12 Students | # of P-12 Students in Poverty | LEA Supt. (or equivalent) | local school board (if | Local Teachers Union (if | Uses Standard Terms & Conditions? | (A)(1)(i) | (A)(2)(i) | (B)(3) | (C)(3)(i) | (C)(3)(ii) | (C)(3) (iii) | (D)(2) (i) | (D)(2) (ii) | (D)(2) (iii) | (D)(2)(iv)(a) | (D)(2)(iv)(b) | (D)(2)(iv)(c) | (D)(2) (iv)(d) | (D)(3)(i) | (D)(3)(ii) | (D)(5)(i) | (D)(5)(ii) | (E)(2) |
| Name of LEA here | | | | Y/ | Y/ | Y/ | Yes/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ |
| | | | | N/ | N/ | N/ | No | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ |
| | | | | NA | NA | NA | | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| McCormick | 3 | 879 | 795 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Marion 1 | 4 | 2,912 | 2,617 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Marion 2 | 4 | 1,903 | 1,800 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Marion 7 | 3 | 714 | 702 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Marlboro | 9 | 4,666 | 4,340 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Newberry | 14 | 5,959 | 4,457 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Oconee | 20 | 10,881 | 7,551 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Orangeburg 3 | 6 | 3,184 | 3,043 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Orangeburg 4 | 8 | 4,131 | 3,463 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Orangeburg 5 | 14 | 7,230 | 6,565 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Pickens | 25 | 16,797 | 10,213 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Richland 1 | 49 | 25,010 | 20,054 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Richland 2 | 27 | 25,586 | 13,749 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Saluda | 5 | 2,167 | 1,688 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Spartanburg 1 | 10 | 5,190 | 3,339 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Spartanburg 2 | 13 | 10,024 | 6,121 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Spartanburg 3 | 7 | 3,086 | 2,202 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Spartanburg 4 | 4 | 3,148 | 2,160 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Spartanburg 5 | 11 | 7,756 | 4,833 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Spartanburg 6 | 14 | 10,657 | 7,177 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |

| | LEA Demographics | | | Signatures on MOUs | | | MOU Terms | Preliminary Scope of Work – Participation in each applicable Plan Criterion | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Participating LEAs** | # of Schools | # of P-12 Students | # of P-12 Students in Poverty | LEA Supt. (or equivalent) | local school board (if | Local Teachers Union (if | Uses Standard Terms & Conditions? | (A)(1)(i) | (A)(2)(i) | (B)(3) | (C)(3)(i) | (C)(3)(ii) | (C)(3) (iii) | (D)(2) (i) | (D)(2) (ii) | (D)(2) (iii) | (D)(2)(iv)(a) | (D)(2)(iv)(b) | (D)(2)(iv)(c) | (D)(2) (iv)(d) | (D)(3)(i) | (D)(3)(ii) | (D)(5)(i) | (D)(5)(ii) | (E)(2) |
| Name of LEA here | | | | Y/ | Y/ | Y/ | Yes/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ | Y/ |
| | | | | N/ | N/ | N/ | No | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ | N/ |
| | | | | NA | NA | NA | | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| Spartanburg 7 | 14 | 7,626 | 5,852 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Sumter 2 | 15 | 8,975 | 7,498 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Sumter 17 | 12 | 8,698 | 6,687 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Union | 9 | 4,610 | 3,657 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Williamsburg | 12 | 5,329 | 5,152 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| York 1 | 8 | 5,361 | 3,711 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| York 2 | 8 | 6,647 | 2,766 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| York 3 | 28 | 18,064 | 11,075 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| York 4 | 12 | 10,088 | 2,583 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| SCPCSD | 5 | 7,492 | 5,020 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Juvenile Justice | 3 | 1,426 | 1,425 | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Palmetto Unified (Corrections) 20 | | | | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| | **1,189** | **737,747** | **500,182** | | | | | | | | | | | | | | | | | | | | | | |

(iii) The LEAs that are participating in the State's Race to the Top plans (including considerations of the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty) will translate into broad statewide impact, allowing the State to reach its ambitious yet achievable goals, overall and by student subgroup, for

The 100% participation of LEAs will ensure that the reforms in SC INSPIRED have a broad statewide impact. The Summary Table for (A)(1)(iii) confirms that these reforms will reach all students, teachers, and leaders in South Carolina.

**Summary Table for (A)(1)(iii)**

| | **Participating LEA #** | **Statewide #** | **% of Total Statewide** |
|---|---|---|---|
| **LEAs** | **88** | **88** | 100% |
| **Schools** | **1,189** | **1,189** | 100% |
| **P-12 Students** | **737,747** | **737,747** | 100% |
| **Students in poverty (**Medicaid or F/RPL) | **500,182** | **500,182** | 100% |

South Carolina also has a number of uniform, state-level systems that make broad impact possible. Changes to the State's academic standards and assessments, the statewide support and record keeping systems for professional development, the statewide data systems to inform and support instruction and learning, the uniform statewide teacher and principal evaluation systems, the uniform statewide educator salary scale, and the State's alternative certification systems will have an impact on 100% of LEAs in South Carolina.

In addition, 100% of South Carolina's LEAs created plans for implementing the four key education reforms in their applications for State Fiscal Stabilization Funds (SFSF), committing themselves to implement substantial and specific reforms in adopting enhanced standards and assessments, equitably distributing effective educators, turning around struggling schools, and using data systems to support learning and decisions. See Appendix A1F for a sample SFSF narrative from a South Carolina LEA.

In close collaboration with LEAs and schools, the Department will coordinate the research, demonstration, and evaluation of various support systems, instructional and learning models, and pilot programs so LEAs and schools will have options based on data and impact on student performance. Other stakeholders, including the business community, institutions of higher education, education stakeholder associations, and workforce agencies also will be involved actively in evaluation of program models, including models that address instruction,

professional development, community involvement, extended learning, and dropout prevention, among others.

Comprehensive impact on teacher effectiveness is ensured not only by state-level systems and total LEA participation, but also by the use of a Regional Support System to provide needs-based high quality, site-based assistance. As part of the Regional Support System, Department personnel, partners (including nonprofits organizations, other state agencies, and institutions of higher education), and other stakeholders will be actively involved in the planning and, if appropriate, delivery of technical assistance and training to foster reform at the classroom level.

*(a) Increasing student achievement in (at a minimum) reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;*

Our vision is that all South Carolina students will graduate from high school ready for college and careers leading to meaningful and purposeful citizenship. Learning that leads to graduation, college and career readiness, and productivity as citizens of South Carolina must begin from the moment students enter the learning process. As benchmarks of student progress, we look to NAEP and our state assessment results in elementary, middle, and high school. Because NAEP is administered in Grades 4 and 8, our benchmarks or goals are pegged to those grade levels and to high school in the following discussion. (Appendix A1G includes all information pertaining to NAEP Results, Goals, and Inclusion Policy).

NAEP Assessments - Because the grant period ends with the 2013-14 school year, and state-NAEP is administered every two years, targets are only provided for 2011 and 2013. However, our goals for NAEP include years through 2019 (Appendix A1G includes all information pertaining to NAEP Results, Goals, and Inclusion Policy). With SC INSPIRED, we will make the kind of transformation that puts us on par with the states having the top improvement on NAEP. South Carolina will improve overall student performance at a rate that matches that of the five states with the highest gains in each grade and subject.

ESEA Assessments - South Carolina administered the Palmetto Assessment of State Standards (PASS), the statewide assessment for Grades 3–8, for the first time in spring 2009. PASS replaces the Palmetto Achievement Challenge Test (PACT) administered from 1999 to 2008. Academic achievement standards for PASS were established in fall 2009, and the State is currently establishing targets for its accountability system under the State's Education

Accountability Act and our targets for Adequate Yearly Progress (AYP) have been approved by ED.

A reasonable, ambitious expectation for improvement across four years is 10 percentage points for Grade 4, staggered over time to reflect typical patterns of change (see trend data in Appendix A1H). While the change in Grade 8 PACT performance has been less dramatic than that in Grade 4, the same progression of change, 10 percentage points, is reasonable and ambitious (see Appendix A1H for PACT performance charts and trend data**). The targets are five percentage points in the first year, then three, one, and one for a total of 10 over four years.**

We have identified goals for the period from this year's baseline to the school year 2013-14. While we could extend our goals to 2020—by extension resulting in goals of almost 100% scoring "Met" or "Above," South Carolina anticipates administering common core assessments in the years beyond this grant period.

The High School Assessment Program (HSAP), a comprehensive examination begun in 2004, replaced an exit examination dating from the 1980s that certified minimum competency. To receive a state diploma, students must pass both sections (English language arts and mathematics), in addition to meeting other requirements. Clearly, we would like to see improvements in first time performance, but **our goal is that all students pass HSAP by the end of twelfth grade.**

Path through SC INSPIRED

To increase achievement, South Carolina must have strong standards, reliable measures of student achievement, effective educators, and data systems that make information available to appropriate stakeholders. SC INSPIRED will enhance our assessments as described in Section B, the effectiveness of our teachers and leaders as described in Section D, and our data systems as described in Section C so that we can accelerate the pace of our innovative solutions. To build capacity, we will implement a Regional Support System described later in this section and, for persistently low performing schools, we will provide intense assistance as described in Section E.

- Curriculum and Assessments
    - Standards and Assessment. South Carolina will adopt the Common Core State Standards by August 2010, and we will enhance our development of **support**

**materials and professional developmen**t for the transition to Common Core State Standards. We will also participate in the development of assessments to measure these standards through the Race to the Top Assessment competition.

  - Project-based learning and assessments. South Carolina proposes an ambitious, multi-year plan to work with educators to develop **project-based learning and assessments**: rigorous, cross-discipline authentic assessments and accompanying scoring rubrics that will include all grade levels and subject areas.
  - **Early learning initiatives** to improve readiness for first grade. SC INSPIRED will issue competitive subgrants to participating LEAs to provide partial funding to establish Montessori classrooms. Participating LEAs will be expected to provide the match. Teachers in schools receiving competitive grants (above) or in PLAS/feeder schools (See Section E), or schools/LEAs applying on behalf of their teachers will be eligible to apply for tuition assistance to obtain Montessori credentials. Forty eight teachers will receive a loan of up to $7,000 or the actual cost, whichever is less. Upon successful completion of the program, loans will be forgiven at a rate of 1/3 of the loan per year in which the teacher is employed at the targeted school.

- Effective Teachers and Leaders
  - South Carolina will develop a **teacher effectiveness definition and rating**. To be found "effective" teachers will be evaluated in significant part on whether their students achieve acceptable rates of student academic growth.
  - South Carolina will develop a **principal effectiveness definition and rating**. Principals will be evaluated in significant part on whether students, overall and for each subgroup, achieve acceptable rates of student academic achievement growth.
  - We will expand initiatives to recruit more teachers in special areas and hard to staff subjects and locations. We will expand the efforts of the **Committee to Increase the Math and Science Teaching Force,** established in 2009 to focus on recruiting, retaining, and distributing math and science teachers; the research-based **Project CREATE**, which has already significantly increased the number of special education teachers in our state; and
  - We will enhance the continuous improvement of educator preparation programs through an expansion of **Project HEAT** (Higher Education Assessment of Teaching),

currently being piloted at Clemson University, yielding information about the performance (that includes value-added student achievement data) of Clemson's Eugene T. Moore School of Education teacher graduates.

- **Include student growth factors in evaluating teachers and principals**. South Carolina will expand mandatory statewide systems to evaluate the performance of all teachers and principals: ADEPT (Assisting, Developing, and Evaluating Professional Teaching) and PADEPP (Program for Assisting, Developing, and Evaluating Principal Performance). South Carolina, one of the first states to require all public schools and LEAs to implement a statewide system for supporting and evaluating teachers and principals, implemented a requirement that teachers and principals analyze student performance data and use this information to guide planning. South Carolina is piloting value-added teacher evaluation systems as part of the Teacher Advancement Program (TAP) and the South Carolina 9+ Schools Project (SC9+). Developed in collaboration with the National Dropout Prevention Center (NDPC), the SC9+ considers various student risk factors in determining teacher effectiveness.

*(b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;*

South Carolina strives for a high quality education for all children. We want all children to have the skills and knowledge that lead to graduation, college- and career-readiness, and a productive, meaningful life. It is not enough for us to raise achievement; we must also eliminate the insidious gaps in performance that have been perpetuated in our State. Our State cannot advance unless all of our citizens advance. Through SC INSPIRED, we will work to eliminate performance gaps in achievement on our State tests and NAEP.

Closing NAEP Gaps - State-NAEP is administered every two years, so targets are only provided for 2011 and 2013; however, **South Carolina will cut our achievement gaps in half** by 2019. We also aim to increase our inclusion rate for students with disabilities. Although our exclusion rates for children with disabilities on NAEP are modest, some students are not tested because NAEP does not offer the same test accommodations that South Carolina offers on its ESEA assessments. We believe that it is important to include as many students as possible in NAEP. See Appendix A1G for NAEP Results, Goals, and Inclusion Policy—same as above).

Gaps in ESEA Performance (PASS). South Carolina's goal is to reduce the gap by two percentage points per year, **achieving no gap in Grade 4 by 2014**. The gaps in gender performance, white-black performance, subsidized/non-subsidized lunch performance, and disabled/non-disabled status have stabilized over time. These gaps are unacceptably high, yet seemingly entrenched. While a decrease in the gap by two percentage points per year may seem small, given the long-standing gap, the **reduction of eight points over a four-year period is ambitious**. By extension to 2020, these gaps would be nearly eliminated for all subgroups except students with disabilities, where the gaps would be reduced by 40-55%.

Our migrant population is few at each grade (26 students at 4th grade and 18 at 8th grade), so fluctuations in performance are too erratic to address as targets. South Carolina has seen the most dramatic gap reductions in Limited English Proficiency (LEP) performance while the population has risen exponentially. For example, LEP performance increased over six points from 2006 to 2008 in Grade 4, while non-LEP performance decreased 1.9 points. We believe that continued attention to our Title III annual measurable achievement objectives (AMAOs) will promote ever-increasing performance.

Our goals for **mathematics include no gaps by gender and LEP status**. For gaps in performance by black and white students, lunch status, and disability status, we propose the same approach to goal setting as for ELA.

Gaps in ESEA Performance (HSAP). First-time female test takers out-perform males, especially in English language arts, where we have proposed goals to **eliminate the gap in three years**. In mathematics, there should be no gap, and that is our goal. Long-standing disparities between black and white students, disabled and non-disabled, and those receiving subsidized meals and those who do not, are unacceptable. Given that passing scores on the high school exist exam are higher than those on PASS, we have proposed a more modest improvement in the gap, believing it to be more reasonable.

Path through SC INSPIRED

As described in Section B, South Carolina will implement two **Accelerating School Achievement pilots** to focus on closing the achievement gap, especially in low-performing or high poverty schools. As confirmed recently in *The Condition of Education 2010*, "students who attend high-poverty schools perform persistently lower in math and reading achievement and are less likely to attend four-year colleges when compared to their peers in low-poverty schools"

(NCES, 2010). One pilot will focus on targeted instruction for English language arts/literacy and one will focus on the improvement of STEM achievement and the content knowledge of teachers in the selected schools.

One of the key components of SC INSPIRED is the Netflix® enhanced **curriculum management system (CMS)** model detailed in Section C. Designed to meet the needs of teachers and students, this CMS uses multiple sources of data to determine each student's academic and at-risk status, compares those to students who were "like this student but who made substantial academic gains," identifies the instructional programs and interventions in which the now high-achieving students participated, and provides recommendations to the teacher about resources that could be used with the current student. CMS has the potential to change the way all teachers work—because it analyzes the achievement data for the teacher (while existing curriculum management systems simply provide data to teachers for analysis). Teachers will be able to target individual student needs so that the student can perform better within subgroup(s), thus helping to eliminate any achievement gaps.

Many of our persistently lowest-achieving schools have populations that are disproportionate in the number of students from underperforming subgroups. As described in Section E, South Carolina's efforts to **turnaround South Carolina's lowest-achieving schools** focus building site, local, region, and state capacity to enable LEAs and their schools to change conditions and initiate transformation. Our plans for persistently low-achieving schools rest on initiatives described in sections of our proposal to ensure a comprehensive system to advance student achievement and meet the student needs in these schools. All of these efforts are designed to close the achievement gaps between and among subgroups.

The State's Governor's School for Science and Math has launched a six-year initiative, *From Middle School to College*, to ensure that children who attend high poverty and low-performing schools have the opportunity to excel in science, technology, engineering, and mathematics (STEM) subjects. This program identifies students in the seventh grade and provides intensive yearlong and summer intervention throughout their middle and high school years.

*(c) Increasing high school graduation rates (as defined in this notice);*

A research study conducted in 2005 by The Monitor Group (a consulting firm based in Cambridge, Massachusetts) may have best summarized South Carolina's dilemma: "C*ontrary to*

*widespread perception in South Carolina, the quality of student performance is typically on par with the U.S. average and rapidly improving. The principle issue is the quantity of students successfully passing through the system"* (Monitor, 2006).

South Carolina is one of only six states that require students to complete 24 credits and pass an exit exam to earn a high school diploma. To improve our graduation rate, we must ensure that an ever-increasing number of students is tracked and graduates within four years of entering ninth grade. Using the 2009–10 school year as a baseline, South Carolina will raise its graduation rate from **74.9% to 88.3% at the end of the 2013-2014 school year** (based on the calculation method defined in ED's non-regulatory guidance published December 22, 2008). All activities in SC INSPIRE that target the four reform areas—transitioning to Common Core State Standards and assessments (with the professional development to make such a transition successful); enhancing the capacity and usefulness of our longitudinal data system so that we can meet each child's instructional needs, strategies to improve the effectiveness of teachers and leaders, and commitment to turning around the lowest performing schools—will ultimately lead to higher graduations rates.

To accomplish this goal, South Carolina's graduation rate will improve by an ambitious, achievable 3.4 percentage for each of the school years 2010-11, 2011-12, 2012-13, and 2013-14. Our ED-approved graduation rate is defined as follows:

> Using the current graduation rate as the baseline, each high school will meet AYP annually by satisfying the requirements of one of these four methods: (1) if it exceeds the previous year's graduation rate by at least two percentage points; (2) if the current year's graduation rate is at least 78.0%; (3) if the graduation rate averaged over three years (this year's rate and the two previous academic years) exceeds the previous year's graduation rate by at least two percentage points or is at least 78.0%; or, (4) if a school meets the graduation rate goal of 88.3%. Beginning with the 2009–10 test data and each year thereafter, lagged graduation rates will be used so that AYP results can be published by August 1 of each year.

Statewide, South Carolina needs to increase the number of graduates by just over 1,600 students per year for each of four years to meet the goal of an 88.5% graduation rate, with a 3.4 percentage point gain for each of those years. This goal is achievable, and it is ambitious, in that it will enable the State to reach its AYP objective of an 88.3% graduation rate by 2014.

Similar to achievement, South Carolina exhibits significant gaps in graduation rate among subgroups. As part of our transition to disaggregated reporting of graduation rate, we

will establish targets that will be applied to subgroups. In the interim, our target will be narrowing these gaps by one percentage point or more per year.

Path through SC INSPIRED

SC INSPIRED includes competitive subgrants to schools with below 60% graduation rates for participation in the **Jobs for America's Graduates (JAG) program**, a drop-out prevention and workplace preparation program fostering school and business partnerships. See more about JAG in Section B.

As part of our plan to turnaround the lowest achieving schools, as detailed in Section E, **high schools that do not have a graduation rate of at least 60% for a three-year period were identified for the state's persistently lowest-achieving schools** (See List of Persistently Lowest-Achieving Schools in Appendix E2B). South Carolina's School Improvement Grant under § 1003(g) (SIG), referred to as Project 180, will be used to support the turnaround, restart, closure or transformation of the persistently lowest-achieving schools. In SC INSPIRED, South Carolina will expand Project 180 to the SIG feeder schools to establish a strong state system of support and accountability designed to build LEA systemic and school capacity. The Department is taking deliberate steps in SIG to assess, assist, and develop the capacity of the schools and LEAs to conduct a thorough needs assessment, select the most appropriate intervention model, develop deliberate plans, and to implement the model with integrity and fidelity in each participating school. Through SC INSPIRED, we will provide the same assistance and oversight to the feeder schools to SIG schools.

*(d) Increasing college enrollment (as defined in this notice) and increasing the number of students who complete at least a year's worth of college credit that is applicable to a degree within two years of enrollment in an institution of higher education.*

After steady increases, South Carolina's college enrollment rates within two years of earning a high school diploma have remained relatively flat for the last few years, despite tuition assistance from the S.C. Education Lottery, created in 2002 (see Appendix A1I for High School Completers and Paths for information about college enrollment and first semester success since 1984 and a 10-year college enrollment chart with statistical control limits that demonstrate only slight improvement above the averages). From 1997 to 2007, college enrollment increased for women (28%), men (18%), blacks (40%) and Hispanics (115%) in our State. In 2005, South Carolina had a higher college graduation rate (60%) than the nation, with the largest percentages

of the increases attributable to women, blacks and Hispanics (NCES).

South Carolina will increase successful enrollment in higher education. Specific goals for the increases will be set once data systems are in place that can track relevant indicators.

College Ready

The most commonly accepted definition of "college ready" is that students demonstrate that they can apply the knowledge they have learned in their academic courses through performances that exhibit the foundational skills of the academic discipline, for example, expository writing, literary, historical and scientific analysis, and research projects. It also requires students to master 21st Century leadership skills such as collaboration, critical thinking, problem solving, creative expression, effective written and oral communication, and project management to be well prepared for their first year of college and for their careers.

To this end, South Carolina embraces the sentiments in the Race to the Top Assessment Notice Inviting Applications (April 2010) which define a "common set of college- and career-ready standards" as "a set of academic content standards for Grades P-12 that (a) define what a student must know and be able to do at each grade level; (b) if mastered, would ensure that the student is college and career-ready (as defined in the Notice Inviting Applications) by the time of high school graduation; and (c) are substantially identical across all states in a consortium."

To ensure our students are college- and career-ready, we have set the following goals:

- 100% of students will complete a career assessment during middle or high school;
- 100% of students will participate in career awareness programs;
- Every high school will offer at least three of the 16 national career clusters;
- Middle and high schools will have a student-to-guidance personnel ratio of 300:1 or less.

Path through SC INSPIRED

The State-mandated *College Freshman Report* links information from institutions of higher education back to high schools, but the report covers only the first semester following a student's high school graduation. No mechanism currently exists to track students through the end of their first year in college or through completion of a program of study, or to link results to a P-12 school. By integrating P-12 and postsecondary data into a P-20 system, South Carolina will examine data related to transition to college, enrollment in remedial coursework, and postsecondary progress and success. SC INSPIRED will provide the resources needed to enhance this capacity and to integrate data into the South Carolina data warehouse as planned by

P-12 agencies (including LEAs) and postsecondary agencies (including two- and four-year institutions of higher education). (See Appendix C1A for information about efforts under the America COMPETES Act essential elements of an educational data system.).

SC INSPIRED also includes support for higher education (through the South Carolina Commission on Higher Education, in its role as a subgrantee) to enhance communication among and between P-12 and higher education data systems. The expanded integration of those systems will lay the foundation for standardizing the data collection and reporting of student success rates in the State's colleges and universities. Additional information about the data-related efforts of higher education can be found in Section C.

South Carolina will adopt the Common Core State Standards, which include college readiness standards. SC INSPIRED will enhance our development of support materials and professional development for the Common Core State Standards. South Carolina will also participate in the development of assessments to measure these standards through the Race to the Top Assessment competition. Our public institutions of higher education have indicated their intention to partner with us in this competition and participate in test design and development, validity studies and comparisons with current placement instruments, advice on the utilization of the assessments to signal students' preparation for entry level, credit-bearing coursework, and standard setting.

The SC Course Alignment Project (SC CAP) is the nation's first statewide collaborative effort to bring together high school and college faculty to examine the scope and sequence of high school and college courses in the same disciplines. It aligns exit-level high school courses with entry-level college course in English/language arts, mathematics, and science. With nationally respected Dr. David Conley and the Educational Policy Improvement Center (EPIC), South Carolina is improving this alignment so students have a seamless, successful transition from secondary to postsecondary education, reducing the risk that students will need remedial coursework. SC INSPIRED will realign the college readiness standards to the enhanced Common Core State Standards, amend the paired course curricula to those standards, and create rubrics to scale-up best practices.

At the recommendation of the Education and Economic Development Act Coordinating Council, the Department is currently working with various businesses, organizations, and vendors to develop a variety of web-based interactive Virtual Job Shadowing (VJS) modules to

be used by students through their Personal Pathways to Success™ portal, an innovative tool that uses technology to combine high academic standards with career exploration. The interactive VJS modules will provide students, teachers and counselors with 24/7 online access to a "day in the life of" view of the many career occupations available in South Carolina, across the nation, and around the globe. These modules will benefit all students, especially those in remote areas of the State.

Through its governance structure, inclusion of P-20 data elements, and data use portals, South Carolina's longitudinal data system will enhance our ability to determine how effectively our system prepares students for college. Higher education and P-12 education are preparing to link and integrate their respective data sets to enable research and reporting regarding student success in college and college success in preparing teachers for the profession.

As detailed in the following sections of this application and listed in Appendix A1J), South Carolina's goals and objectives focus on four main areas:

- Adopting high quality, national standards and assessments;
- Continuing to implement and augment our statewide longitudinal data system;
- Improving teacher and leader effectiveness, recruitment, and retention; and
- Transforming struggling schools into successful schools.

Success in implementing these focus areas will result in South Carolina's achieving its vision of (1) graduating all students, (2) ready for college and career, (3) leading to meaningful and productive citizenship.

**Evidence Table for (A)(1)(iii): South Carolina's Ambitious Yet Achievable Goals**

| Ambitious yet achievable goals, overall and by student subgroup | Status as of 12/31/09 | Numerator | Denominator | Goals without this grant | Goal for SY 10-11 | Goal for SY 11-12 | Goal for SY 12-13 | Goal for SY 13-14 |
|---|---|---|---|---|---|---|---|---|
| **ALL STUDENTS-ENGLISH LANGUAGE ARTS** | | | | | | | | |
| Increasing student achievement in **reading/language arts** as reported by the **NAEP-4th grade** (average scale score-2009) | 216 N/A | | N/A | Increase | 220 | N/A | 224 | N/A |
| Increasing student achievement in **reading/language arts** as reported by the **NAEP-8th grade** (average scale score-2009) | 257 N/A | | N/A | Increase | 260 | N/A | 263 | N/A |
| Increasing student achievement in **reading/language arts** as reported by **ESEA assessment PASS-4th grade** (% scoring Met or Above 2009) | 75.4 | 38,892 | 51,377 | Increase | 79.4 | 82.4 | 84.4 | 85.4 |
| Increasing student achievement in **reading/language arts** as reported by **ESEA assessment PASS-8th grade** (% scoring Met or Above 2009) | 67.5 | 35,100 | 52,000 | Increase | 71.5 | 74.5 | 76.5 | 77.5 |
| Increasing student achievement in **reading/language arts** as reported by the assessments required under the **ESEA-HSAP** (% scoring Level 2 or Above 2009) | 84.9 | 43,670 | 51,437 | Increase | 85.9 | 86.9 | 87.9 | 88.9 |
| **ALL STUDENTS-MATHEMATICS** | | | | | | | | |
| Increasing student achievement in **mathematics**, as reported by the **NAEP-4th grade** (average scale score-2009) | 236 N/A | | N/A | Increase | 239 | N/A | 242 | N/A |
| Increasing student achievement in **mathematics**, as reported by the **NAEP-8th grade** (average scale score-2009) | 280 N/A | | N/A | Increase | 285 | N/A | 290 | N/A |
| Increasing student achievement in **mathematics**, as reported as reported by ESEA assessment **PASS-4th grade** (% scoring Met or Above 2009) | 76.8 | 40,669 | 52,954 | Increase | 81.8 | 84.8 | 85.8 | 86.8 |

| **Ambitious yet achievable goals, overall and by student subgroup** | **Status as of 12/31/09** | **Numerator** | **Denominator** | **Goals without this grant** | **Goal for SY 10-11** | **Goal for SY 11-12** | **Goal for SY 12-13** | **Goal for SY 13-14** |
|---|---|---|---|---|---|---|---|---|
| Increasing student achievement in **mathematics**, as reported by ESEA assessment **PASS-8th grade** (% scoring Met or Above 2009) | 62.6 | 32,595 | 52,069 | Increase | 67.6 | 70.6 | 71.6 | 72.6 |
| Increasing student achievement in **mathematics**, as reported by the assessments required under the **ESEA-HSAP 2009** (% scoring Level 2 or Above) | 80.2 | 41,197 | 51,368 | Increase | 82.2 | 83.2 | 84.2 | 85.2 |
| **SUBGROUPS-ENGLISH LANGUAGE ARTS** | | | | | | | | |
| Decreasing achievement gaps between **subgroups in reading/language arts** as reported by the **NAEP-4th grade [Black-White]** (gap-2009) | 26 | N/A | | N/A | Decrease | 22 | N/A | 21 | N/A |
| Decreasing achievement gaps between **subgroups in reading/language arts** as reported by the **NAEP-4th grade [SD-Non SD]** (gap-2009) | 32 | N/A | | N/A | Decrease | 28 | N/A | 25 | N/A |
| Decreasing achievement gaps between **subgroups in reading/language arts** as reported by the **NAEP-4th grade [F/R-non F/R]** (gap-2009) | 25 | N/A | | N/A | Decrease | 23 | N/A | 20 | N/A |
| Decreasing achievement gaps between **subgroups in reading/language arts** as reported by the **NAEP-8th grade [Black-White]** (gap-2009) | 24 | N/A | | N/A | Decrease | 21 | N/A | 19 | N/A |
| Decreasing achievement gaps between **subgroups in reading/language arts** as reported by the **NAEP-8th grade [SD-Non SD]** (gap-2009) | 33 | N/A | | N/A | Decrease | 30 | N/A | 27 | N/A |
| Decreasing achievement gaps between **subgroups in reading/language arts** as reported by the **NAEP-8th grade [F/R-non F/R]** (gap-2009) | 22 | N/A | | N/A | Decrease | 20 | N/A | 18 | N/A |

| Ambitious yet achievable goals, overall and by student subgroup | Status as of 12/31/09 | Numerator | Denominator | Goals without this grant | Goal for SY 10-11 | Goal for SY 11-12 | Goal for SY 12-13 | Goal for SY 13-14 |
|---|---|---|---|---|---|---|---|---|
| Decreasing achievement gaps between **subgroups in reading/language arts** as reported by the assessments required under the **ESEA assessment PASS-4th grade [Male-Female]** 2009 | 6.1 | | | Decrease | 4.1 2.1 | | 0.0 | 0 |
| Decreasing achievement gaps between **subgroups in reading/language arts** as reported by the assessments required under the **ESEA assessment PASS-4th grade [Black-White]** 2009 | 22.9 | | | Decrease | 20.9 | 18.9 16.9 14.9 | | |
| Decreasing achievement gaps between **subgroups in reading/language arts** as reported by the assessments required under the **ESEA assessment PASS-4th grade [SD-Non SD]** 2009 | 36.5 | | | Decrease | 34.5 | 32.5 30.5 28.5 | | |
| Decreasing achievement gaps between **subgroups in reading/language arts** as reported by the assessments required under the **ESEA assessment PASS-4th grade [F/R-non F/R]** 2009 | 22.8 | | | Decrease | 20.8 | 18.8 16.8 14.8 | | |
| Decreasing achievement gaps between **subgroups in reading/language arts** as reported by the assessments required under the **ESEA assessment PASS-8th grade [Male-Female]** 2009 | 9.7 | | | Decrease | 7.7 | 5.7 3.7 1.7 | | |
| Decreasing achievement gaps between **subgroups in reading/language arts** as reported by the **ESEA assessment PASS-8th grade [Black-White]** 2009 | 25.2 | | | Decrease | 23.2 | 21.2 19.2 17.2 | | |
| Decreasing achievement gaps between **subgroups in reading/language arts** as reported by the **ESEA assessment PASS-8th grade, [SD-Non SD]** 2009 | 48.7 | | | Decrease | 46.7 | 44.7 42.7 40.7 | | |

| **Ambitious yet achievable goals, overall and by student subgroup** | **Status as of 12/31/09** | **Numerator** | **Denominator** | **Goals without this grant** | **Goal for SY 10-11** | **Goal for SY 11-12** | **Goal for SY 12-13** | **Goal for SY 13-14** |
|---|---|---|---|---|---|---|---|---|
| Decreasing achievement gaps between **subgroups in reading/language arts** as reported by the **ESEA assessment PASS-8th grade, [F/R-non F/R]** 2009 | 25.6 | | | Decrease | 23.6 | 21.6 | 19.6 | 17.6 |
| Decreasing achievement gaps between **subgroups in reading/language arts** as reported by the assessments required under the **ESEA-HSAP [Male-Female]** 2009 | 7.4 | | | Decrease | 6.4 | 5.4 | 4.4 | 3.4 |
| Decreasing achievement gaps between **subgroups in reading/language arts** as reported by the assessments required under the **ESEA-HSAP [Black-White]** 2009 | 14.4 | | | Decrease | 13.4 | 12.4 | 11.4 | 10.4 |
| Decreasing achievement gaps between **subgroups in reading/language arts** as reported by the assessments required under the **ESEA-HSAP [SD-Non SD]** 2009 | 48.1 | | | Decrease | 47.1 | 46.1 | 45.1 | 44.1 |
| Decreasing achievement gaps between **subgroups in reading/language arts** as reported by the assessments required under the **ESEA-HSAP [F/R-non F/R]** 2009 | 15.9 | | | Decrease | 14.9 | 13.9 | 12.9 | 11.9 |
| **SUBGROUPS-MATHEMATICS** | | | | | | | | |
| Decreasing achievement gaps between **subgroups in mathematics**, as reported by the **NAEP-4th grade [Black-White]** (gap-2009) | 25 | | | Decrease | 22 | N/A | 20 | N/A |
| Decreasing achievement gaps between **subgroups in mathematics**, as reported by the **NAEP-4th grade [SD-Non SD]** (gap-2009) | 28 | | | Decrease | 25 | N/A | 23 | N/A |
| Decreasing achievement gaps between **subgroups in mathematics**, as reported by the **NAEP-4th grade [F/R-non F/R]** (gap-2009) | 22 | | | Decrease | 20 | N/A | 18 | N/A |

| **Ambitious yet achievable goals, overall and by student subgroup** | **Status as of 12/31/09** | **Numerator** | **Denominator** | **Goals without this grant** | **Goal for SY 10-11** | **Goal for SY 11-12** | **Goal for SY 12-13** | **Goal for SY 13-14** |
|---|---|---|---|---|---|---|---|---|
| Decreasing achievement gaps between **subgroups in mathematics**, as reported by the **NAEP-8th grade [Black-White]** (gap-2009) | 29 | | | Decrease | 26 | N/A | 23 | N/A |
| Decreasing achievement gaps between **subgroups in mathematics**, as reported by the **NAEP-8th grade [SD-Non SD]** (gap-2009) | 36 | | | Decrease | 33 | N/A | 29 | N/A |
| Decreasing achievement gaps between **subgroups in mathematics**, as reported by the **NAEP-8th grade [F/R-non F/R]** (gap-2009) | 26 | | | Decrease | 23 | N/A | 20 | N/A |
| Decreasing achievement gaps between **subgroups in mathematics** as reported by the assessments required under the **ESEA assessment PASS-4th grade [Male-Female]** 2009 | 0.8 | | | No Gap | 0.0 | 0.0 | 0.0 | 0.0 |
| Decreasing achievement gaps between **subgroups in mathematics** as reported by the assessments required under the **ESEA assessment PASS-4th grade [Black-White]** 2009 | 23.1 | | | Decrease | 21.1 | 19.1 | 17.1 | 15.1 |
| Decreasing achievement gaps between **subgroups in mathematics** as reported by the assessments required under the **ESEA assessment PASS-4th grade [SD-Non SD]** 2009 | 37.3 | | | Decrease | 35.3 | 33.3 | 31.3 | 29.3 |
| Decreasing achievement gaps between **subgroups in mathematics** as reported by the assessments required under the **ESEA assessment PASS-4th grade [F/R-non F/R]** 2009 | 21.8 | | | Decrease | 19.8 | 17.8 | 15.8 | 13.8 |

| Ambitious yet achievable goals, overall and by student subgroup | Status as of 12/31/09 | Numerator | Denominator | Goals without this grant | Goal for SY 10-11 | Goal for SY 11-12 | Goal for SY 12-13 | Goal for SY 13-14 |
|---|---|---|---|---|---|---|---|---|
| Decreasing achievement gaps between **subgroups in mathematics** as reported by the assessments required under the **ESEA assessment PASS-4th grade [LEP-non LEP]** 2009 | 3.6 | | | No Gap | 0.0 | 0.0 | 0.0 | 0.0 |
| Decreasing achievement gaps between **subgroups in mathematics** as reported by the assessments required under the **ESEA assessment PASS-8th grade [Male-Female]** 2009 | 3.5 | | | No Gap | 0.0 | 0.0 | 0.0 | 0.0 |
| Decreasing achievement gaps between **subgroups in mathematics** as reported by the **ESEA assessment PASS -8th grade [Black-White]** 2009 | 25.2 | | | Decrease | 23.2 | 21.2 | 19.2 | 17.2 |
| Decreasing achievement gaps between **subgroups in mathematics** as reported by the **ESEA assessment PASS -8th grade [SD-Non SD]** 2009 | 48.7 | | | Decrease | 46.7 | 44.7 | 43.7 | 41.7 |
| Decreasing achievement gaps between **subgroups in mathematics** as reported by the **ESEA assessment PASS -8th grade, [F/R-non F/R] 2009** | 25.5 | | | Decrease | 23.5 | 21.5 | 19.5 | 17.5 |
| Decreasing achievement gaps between **subgroups in mathematics** as reported by the assessments required under **ESEA-HSAP [Black- White] 2009** | 20.1 | | | Decrease | 19.1 | 18.1 | 17.1 | 16.1 |
| Decreasing achievement gaps between **subgroups in mathematics** as reported by the assessments required under the **ESEA-HSAP [SD-Non SD] 2009** | 50.4 | | | Decrease | 49.4 | 48.4 | 47.4 | 46.4 |
| Decreasing achievement gaps between **subgroups in mathematics** as reported by the assessments required under the **ESEA-HSAP [F/R-non F/R] 2009** | 18.5 | | | Decrease | 17.5 | 16.5 | 15.5 | 14.5 |
| | | | | | | | | |

| **Ambitious yet achievable goals, overall and by student subgroup** | **Status as of 12/31/09** | **Numerator** | **Denominator** | **Goals without this grant** | **Goal for SY 10-11** | **Goal for SY 11-12** | **Goal for SY 12-13** | **Goal for SY 13-14** |
|---|---|---|---|---|---|---|---|---|
| **GRADUATION RATES** | | | | | | | | |
| Increasing **high school graduation rates** (as defined in this notice) **by ALL Students** (based on 2007-2008 data) | 74.9% | 35271 | 47091 | 76.9 | 78.9 | 81.7 | 85.1 | 88.3 |
| Decreasing gaps between **subgroups in high school graduation rates** (as defined in this notice) [**White-Black**] (based on 2007-2008 data) | 8.6 | | | Decrease | 6.6 | 4.6 | 2.6 | 0.0 |
| Decreasing gaps between **subgroups in high school graduation rates** (as defined in this notice) **[SD-Non SD]** (based on 2007-2008 data) | 32.3 | | | Decrease | 30.3 | 28.3 | 26.3 | 24.3 |
| Decreasing gaps between **subgroups in high school graduation rates** (as defined in this notice) **[LEP-non LEP]** (based on 2007-2008 data) | 13.5 | | | Decrease | 11.5 | 9.5 | 7.5 | 5.5 |
| Decreasing gaps between **subgroups in high school graduation rates** (as defined in this notice) **[F/R-non F/R]** (based on 2007-2008 data) | 14.2 | | | Decrease | 12.2 | 10.2 | 8.2 | 6.2 |
| **COLLEGE ENROLLMENT & CREDIT** | | | | | | | | |
| Increasing **college enrollment** for all high school completers (07-08 HS) (as collected in SC) | 66.9% | 25,800 | 38,712 | 67.4 | 67.9 | 68.9 | 69.9 | 71 |
| Increasing **college enrollment** (as defined in this notice) | Plan collection | NA | NA | NA | First Year Collected & Reported | Need data before setting targets; overall goal to increase | | |
| Increasing **college enrollment** (as defined in this notice) by **[subgroup]** | Plan collection | NA | NA | NA | First Year Collected & Reported | Need data before setting targets; overall goal to increase | | |
| Increasing the number of students who **complete at least a year's worth of college credit** that is applicable to a degree within two years of enrollment in IHEs **[by subgroup].** | Plan collection by June 2011 | NA | NA | NA | First Year Collected & Reported | Need data before setting targets; overall goal to increase | | |

| **Ambitious yet achievable goals, overall and by student subgroup** | **Status as of 12/31/09** | **Numerator** | **Denominator** | **Goals without this grant** | **Goal for SY 10-11** | **Goal for SY 11-12** | **Goal for SY 12-13** | **Goal for SY 13-14** |
|---|---|---|---|---|---|---|---|---|
| Increasing the number of students who **complete at least a year's worth of college credit** that is applicable to a degree within two years of enrollment in an institution of higher education. **[by subgroup].** | Plan collection by June 2011 | NA NA | | NA | First Year Collected & Reported | Need data before setting targets; overall goal to increase | | |

Other Data Related to State Goals

| | 07-08 | 06-07 | 05-06 | 04-05 | 03-04 | 02-03 | 01-02* | 00-01 | |
|---|---|---|---|---|---|---|---|---|---|
| **College enrollment** for all high school completers (07-08 HS) (as collected in SC) | 66.9% | 65.8 | 65.5 | 65.0 | 64.4 | 64.8 | 63.1 | | 62.1 |
| **Ranges** | +1.8 | +.3 | +.5 | +.6 | -.4 | +1.7 | +1.0 | | |

* SC Education Lottery began in January 2002.

**(A)(2) Building strong statewide capacity to implement, scale up and sustain proposed plans.**

South Carolina has the authority, support, investment, knowledge, skills, partners, experience, personnel, and commitment to implement SC INSPIRED successfully. Implementation will require changes in support infrastructures to deliver best services and practices to LEAs, schools, leaders, teachers, students, and their families. As described below, stakeholders from all areas of the State, state government, local communities, business communities, higher education, and other entities have committed to supporting and implementing this plan. Their support includes the collaboration and integration of components to create the comprehensive, focused approach that targets student performance across all educational and work place environments.

(i) Ensure that it has the capacity required to implement its proposed plans by—

*(a) Providing strong leadership and dedicated teams to implement the statewide education reform plans the state has proposed;*

To ensure oversight and broad stakeholder investment, South Carolina will establish a State-Level Advisory Team for SC INSPIRED. This team will include representatives from the Governor's Office, the South Carolina Department of Education (Department), the State Board of Education (State Board), the Education Oversight Committee, the Commission on Higher Education, the State Technical College System, the Office of Research and Statistics, the South Carolina Association of School Administrators, the South Carolina School Boards Association, the South Carolina General Assembly, the South Carolina Chamber of Commerce, the Education and Economic Development Act Coordinating Council, the New Carolina Task Force on Education and Workforce Development, the South Carolina Future Minds Education Foundation, the Project 180 Council, the Center for Educator Recruitment, Retention, and Advancement (CERRA), the Family and Community Engagement Advisory Board, the School Improvement Councils, and South Carolina's liaison to SERVE, our regional laboratory. This team also serves as a capacity-building initiative as members will help disseminate information and progress reports about SC INSPIRED. In addition, members will serve on implementation teams for different initiatives.

Actual implementation of the plans articulated in SC INSPIRED will be the responsibility of the South Carolina Department of Education (the Department). SC INSPIRED includes a

combination of existing experienced staff and new positions with skilled and experienced project managers, applications developers, database analysts, and others who will guide implementation. Regular reporting to stakeholders will maintain support for and investment in the project. Stakeholders and experts will advise and guide management through all phases of implementation.

Implementation teams are related to existing structure within the Department and with other state agencies involved in the plan, such as the state's Chief Information Officer and his office and the Commission on Higher Education (see more information in Section (A)(2)(ii)). As illustrated in the organizational chart below, the Department has five implementation divisions, each with strong leadership in the assigned Deputy Superintendent position:

State Superintendent of Education — Jim H. Rex, PhD
Administration, Chief of Staff — Janice Poda, PhD
Division of Standards and Learning — Valerie Harrison, EdD, Deputy Superintendent

- Rigorous standards for all subjects in grades P through adult education
- Curriculum development and implementation for all students
- Virtual school courses
- Regional professional development

Division of Educator Quality and Leadership — Mark Bounds, Deputy Superintendent

- Teacher and principal evaluations
- Effective educators
- Value-add compensation models
- Teacher and Principal Preparation Program Approvals
- Regional professional development

Division of Accountability — Teri Siskind, PhD, Deputy Superintendent

- Assessment development and administration
- Accountability (federal and state)
- Student information systems, statewide data collections, and reporting
- Data warehouse and other data systems
- Data quality
- Regional professional development, implementation of the Education and Economic Development Act, and other services

Division of Innovation and Support — Elizabeth Carpentier, JD, Deputy Superintendent

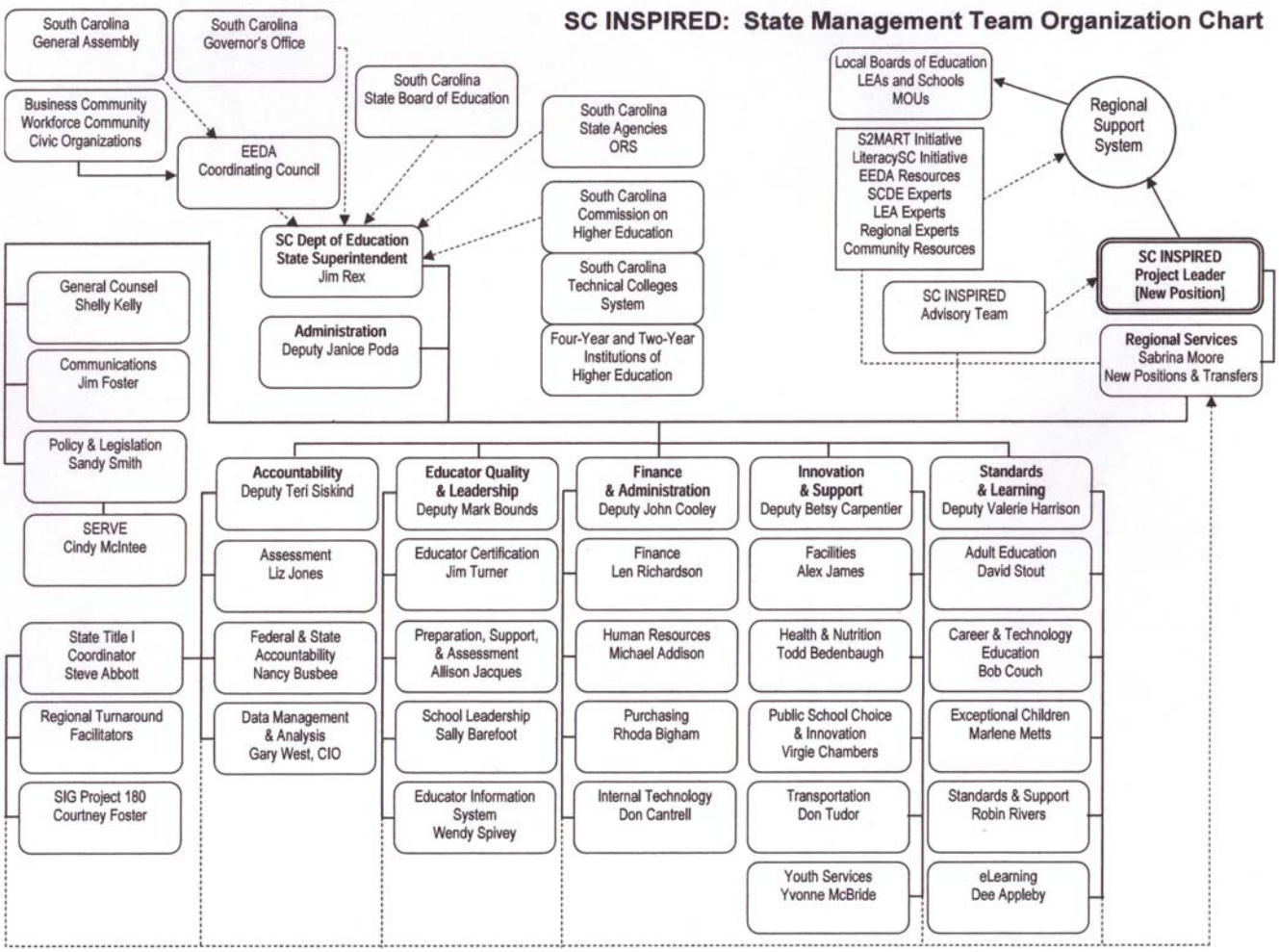
- Public school choice and charter schools
- Innovations
- LEA operations support (transportation and nutrition)
- Safe and healthy schools
- Regional professional development

Division of Finance and Operations — John Cooley, MBA, Deputy Superintendent

- State funding and accounting
- Federal funding and accounting

- Budget and accounting
- Grants accounting
- Financial and program audits
- Regional professional development

For qualifications and credentials of Department personnel involved in implementing SC INSPIRED, please see Attachment A2A. The following organizational chart includes the integrated service areas and offices that will be accountable for full implementation.




Within the Department, high-caliber professionals (Deputy Superintendents, Office Directors, and a Project Leader) with extensive experience in successful project management and grants administration will be responsible for implementing the reforms.

To administer the project, the following staff will be hired within the Department:

- Project Leader (State Program Manager III)
- Office Director (State Program Manager II)
- Program Coordinator I
- Data Analyst/Evaluator
- Administrative Assistant
- Six Regional Facilitators.

The Project Leader will report directly to the State Superintendent, participate in all senior staff meetings, and oversee all grant activities, including reports, budgets, and progress toward meeting benchmarks, objectives, and goals. Reporting to the Project Leader will be an Office Director who will direct the State's Data Analysis Training and Technical Assistance (DATTA) initiative as well as the school "health" reports known as the School Potential Performance Album (Album), coordinate implementation of the LEA MOUs, establish state-level procurements, and ensure agency cross-divisional professional development (see position descriptions for central personnel to be hired in Appendix A2B). The Project Leader and the Data Analyst/Evaluator will work with an external contractor (to be determined using the State's procurement processes) to develop rubrics to be used to determine fidelity of implementation, monitor progress on performance measures, and manage evaluation contracts. A program coordinator will assist with data collection, reporting, and monitoring of projects.

Using State procurement policies, a consultant will be selected to create rubrics for measuring whether programs under this grant are implemented with fidelity, and to propose appropriate performance measures related to each project.

In a 2007 review of the Department's statewide system of support for education reform (by the Center on Innovation and Improvement, with guidance from the Southwest Educational Development Laboratory) found that State-level support services for schools and LEAs were not coordinated or focused. In response, the Department formed cross-divisional teams within the Department, and those teams improved the content and scope of service. Communication improved within and across the Department and with LEAs and schools. These cross-divisional teams addressed awareness issues but were not systematically action-oriented in meeting needs. A complete review of Departmental policies, procedures, and systems has resulted in a new approach to serving LEAs across South Carolina—the Regional Support System.

The Regional Support System will provide more responsive, more relevant, and better-integrated support to schools and LEAs across the state. The state will be divided into six regions, and each region will have a Regional Facilitator who lives within and is familiar with the needs of the region. The current 12 EEDA Regional Education Centers will become part of the Regional Support System. Each Regional Facilitator will report directly to the Project Leader who will report directly to the State Superintendent. Representatives from each region's LEAs and schools will participate in the hiring process for their Regional Facilitator.

Regional Facilitators, working with the SC INSPIRED Project Leader, will provide and broker technical assistance and training—through Regional Response Teams comprised of Department and non-Department personnel—to ensure that every LEA and school receives streamlined, coordinated services to build capacity, implement reforms, and ensure improvement. Regional Response Teams will provide a range of services to LEAs, including analyzing and using data to inform instruction and learning and to change school culture; improving the learning cycle to ensure effective teaching; building capacity at the site level; and enhancing stakeholder involvement and investment. The Facilitator serves as the manager for team activities and ensures that schools are not overrun with well-meaning entities and people offering conflicting solutions.

Regional Response Teams will be dynamic service teams, flexible in composition, and not bound by geography. Services will be decentralized and regional. Team membership will vary depending on specific identified needs and needed expertise. The Department's staff will participate (as needed) as members of Regional Response Teams, and teams may also include Department staff already located in the regions, non-Department consultants, and LEA and school personnel, as appropriate.

To achieve this cross-divisional strength, the Department will engage in continuous cross-divisional training and technical assistance to ensure consistent focus, message, and delivery and to ensure improved teacher performance and student achievement. The Department has taken and will continue to implement steps and strategies, including those related to change and project management, to ensure that dynamic cross-divisional teams will fluidly address issues, maintain communications, and bring the right resources to the right problem.

During the development of SC INSPIRED, Department staff conducted a simulation of the Regional Support System. We randomly selected a school that had numerous risk factors and

had been classified recently by the State's rating system as At Risk. During the simulation, team members looked at many sources of information about the school and developed questions to discuss with school and LEA personnel. We also simulated the meeting with school and LEA personnel and determined two priorities that the school, LEA, and Regional Response Team would work collaboratively to address. From this experience, Department staff realized that we had to hold ourselves accountable for improvements in the schools just as we were asking the schools and LEAs to be accountable. As a result, the evaluation system for Department employees will be revised to include school and LEA improvement for appropriate personnel. These results will inform, at least in part, employment decisions. In time, bonuses or incentives may also be awarded to personnel who are successful in helping schools and LEAs improve. In the first year of SC INSPIRED, a focus will include establishing operations and procedures for the Regional Support System and the Regional Response Teams.

**Evidence of Programmatic Capacity**

Through Department initiatives, South Carolina already has statewide capacity to leverage and enhance existing infrastructure, systems, and resources developed over time in partnership with all stakeholders, to assist LEAs, and schools with implementing the reforms of SC INSPIRED.

The State has experience with rigorous standards and meaningful assessments and has maintained its commitment to those despite accountability results that appeared to portray South Carolina as performing more poorly than other states. That continued commitment has created real learning that will, in the long run, manifest itself in accountability results that are comparable as we and other states adopt the rigorous Common Core State Standards and assessments. The State will adopt the Common Core State Standards this summer and participate in one of two assessment consortia that will submit proposals to the Race to the Top Assessment program. More information about these efforts can be found in Section B of this application.

South Carolina is one of a few states with uniform statewide evaluation systems for teachers and principals that can identify effective educators. South Carolina is also implementing a value-added system for assessing teacher and principal effectiveness as a function of student performance. Please see Section D for more information about strategies for identifying and distributing effective educators so that all students have exceptional learning opportunities.

Beyond the collection and storage of data, South Carolina is committed to persistent analysis and use of data collected in the P-20 system to advance education. South Carolina's single statewide student information system incorporates standardized coding for student and teacher identifiers, course codes, and grading scales, enabling the state to connect student performance to teachers, principals, and colleges that operate educator preparation programs. SC INSPIRED enhances these efforts by providing intuitive tools that turn data into useable information. Please see Section C for the description of the Netflix® curriculum management system model for creating and delivering real-time student information to each teacher's desktop, and our plans to build on our existing statewide longitudinal data system (South Carolina Longitudinal Information Center for Education (SLICE)) a central component of SC INSPIRED. We were notified on May 21, 2010, that South Carolina was selected as one of 20 recipients for the design and implementation of statewide longitudinal data systems by the Institutes of Education Sciences.

Just as it has developed a data system (Student Potential Performance Snapshot (Snapshot) for identifying at-risk students, the State has developed a School Potential Performance Album (Album) system for pulling together key data elements for identifying and assisting schools in need of improvement (see more information about the Album in Section B). Through SC INSPIRED, the State will test the predictive characteristics of data elements in this risk assessment system and will pilot other data elements as needed. Modifications to the system will be made as the results of the components of SC INSPIRED are evaluated and a determination is made of the progress we are making towards are goals.

*(b) Supporting participating LEAs (as defined in this notice) in successfully implementing the education reform plans the state has proposed, through such activities as identifying promising practices, evaluating these practices' effectiveness, ceasing ineffective practices, widely disseminating and replicating the effective practices statewide, holding participating LEAs (as defined in this notice) accountable for progress and performance, and intervening where necessary;*

For decades, the Department has worked diligently to support LEAs in implementing reform and improving student achievement. In our experience, schools and LEAs that most need assistance often do not take the time or have the capacity to attend training, diagnose root causes from data, or implement new programs. To bring about lasting, sustainable change, training and technical assistance must be tiered, it must be targeted, and it must be local. South Carolina will draw upon existing strengths delineated above and deploy a Regional Support System to assist

participating LEAs in all stages of implementing SC INSPIRED. The Regional Support System will be a cost-effective conduit for participating schools and LEAs to access effective services, expertise, and assistance from the Department's staff, partners, and external providers.

Schools and LEAs will access needs-based services, identified by data analyses, coordinated by their Regional Facilitator, and provided onsite by the Regional Response Teams. Schools and LEAs will be guided in using data to identify needs and to select and prioritize from among the options for addressing those needs and solving those problems. Schools and LEA can request assistance from their Regional Facilitator, and the Regional Facilitator will also approach schools and LEAs identified by the School Potential Performance Album.

Regional Facilitators will enhance, develop, and maintain relationships within their regions, regularly review and analyze data about the region's schools and LEAs, prioritize actions based on analyses, broker resources, gain commitment from the targeted school and LEA to participate in improvement efforts, broker teams to deliver services, measure progress, adjust as necessary, and tackle the next highest priorities. Teams may include Department staff, EEDA Regional Education Coordinators, instructional coaches (iCoaches) for math and literacy, Career and Technology Education regional service providers, LEA and school personnel (within and outside the involved LEA), local community members, and external consultants.

A Regional Support System will enable South Carolina to:

- Provide intensive focus on solving identified problems at the school or LEA;
- Foster collaboration among/within the Department, LEAs, schools, community agencies, partners, and stakeholders;
- Build capacity at the local level;
- Create a dynamic, fluid system that is inherently responsive;
- Reduce duplication of services;
- Improve teacher and leader effectiveness through professional development to Communities Advancing Professional Practice;
- Drive a vertically coherent culture of data use, analysis, and informed decision making;
- Pilot models of using data to analyze root causes;
- Enhance the integrated longitudinal data system and its portals;
- Build sustainable planning and implementation teams across the state;
- Maximize resources and staff in a difficult budget climate; and

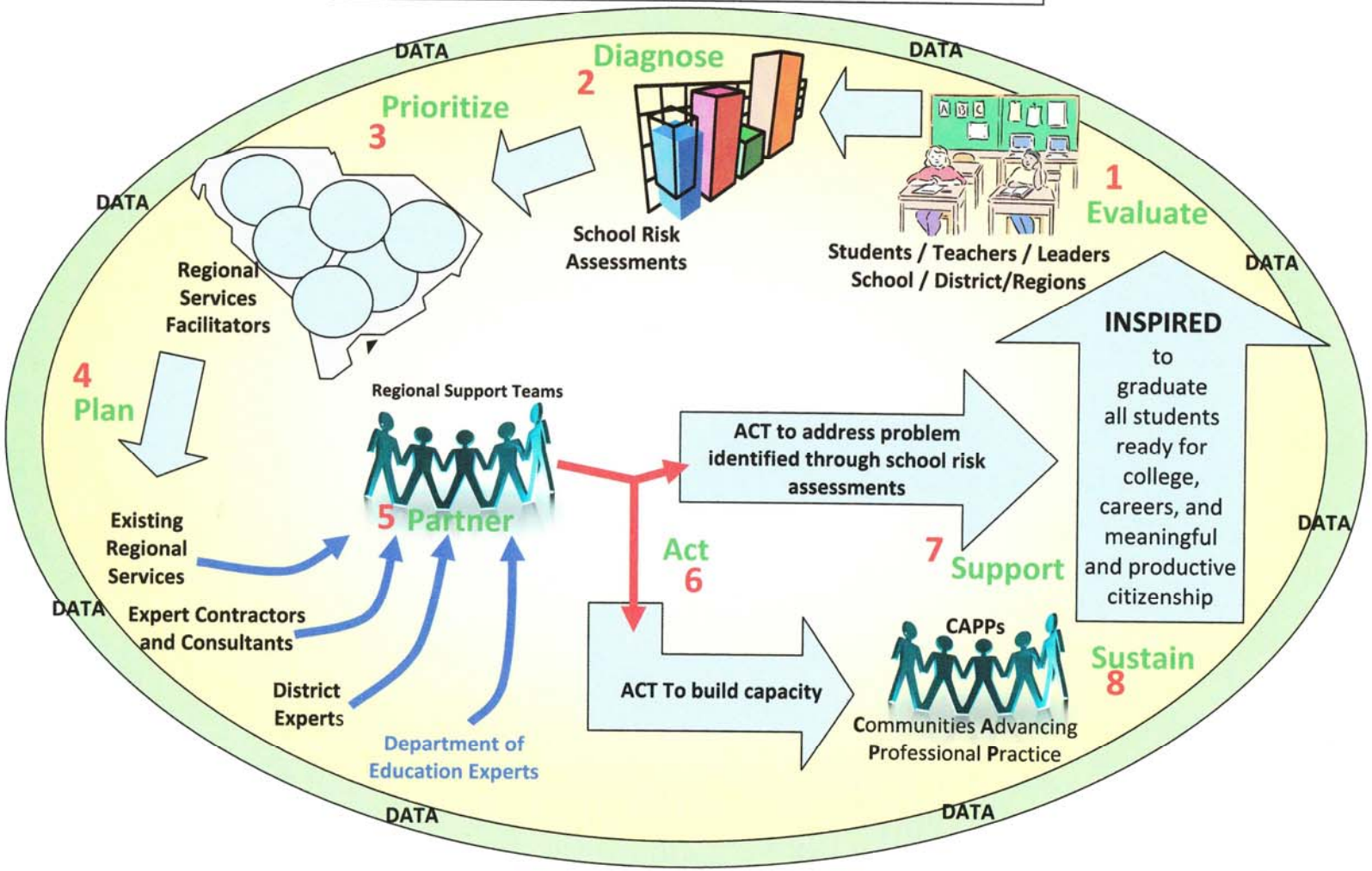
- Enable the Department to streamline and coordinate services.

While the team will work on-site and assist the school, LEA, or region in developing an appropriate course of action, the central purpose of the Regional Support System is to build local capacity. The facilitator will remain in contact with the school and LEA after the team service is phased out to monitor continued progress and sustainability of the appropriate course of action.

Figure 1 illustrates how the Regional Support System integrates gathering and analyzing data; diagnosing problems; prioritizing and planning necessary actions; formulating Regional Response Teams; taking action to address the problem; building capacity to sustain the improvement; and developing and using continuous evaluation.

Figure 1:

# Regional Support System



**Cross-cutting Resources Available through the Regional Support System**

Data Gathering and Analysis – Underlying and supporting South Carolina's transformational plans for standards and assessments, teachers and leaders, and school improvement is the South Carolina Longitudinal Information Center for Education (SLICE) which is described in detail in Section C.

Without quality data we have no capacity to make informed decisions. At the same time, without skills and abilities to analyze and use quality data, we still have no capacity to make informed decisions. The meaningful use of data is critical to resolving the issues found in any reform effort. South Carolina has identified seven levels of data competence (the 7As) that are essential in supporting its education reform efforts: Acquisition, Awareness, Access, Analysis, Application, Assessment, and Advancement. Acquiring data serves no purpose unless the data system enables stakeholders to use the data to solve specific problems. Thus, training and technical assistance in the analysis and use of data are special and essential components of South Carolina's Regional Support System for supporting and sustaining reform.

The 7As represents a continuous cycle that grows in complexity as data competencies grow and new data are integrated into the system. As data changes due to the advancement of learning, additional technical assistance and training will be needed to advance the skill sets of stakeholders so that the entire process continues to help identify promising and effective practices and advances learning. See a full description of the 7As in Section C below.

Diagnosis and Risk Assessment - School and LEA data and analysis will be merged into a risk assessment system to highlight key concerns for schools, LEAs, regions, and the State. As described above, we have simulated this process and plan to use a health check-up model conducted by analysis teams chaired by the Regional Service Facilitator and comprised of Department staff, LEA staff, and other experts, as appropriate.

Taking Action to Address Problems - Based on reports from the analysis teams, the schools and LEA will request further analyses from the Regional Response Teams to determine the root causes of problems and to take action to redress those problems. Identified problems may be specific to a given school or may be pervasive in the region. For example, in School ABC, analysis of the data may show a strong gender gap in mathematics scores. The Facilitator would work within the Regional Support System to enlist the assistance of the regional math instructional coaches (iCoaches) and the Department consultant for single gender education (who

has expertise in instructional techniques tailored for gender differences). Working with the LEA, the team may add LEA staff and staff from a school that has a model program.

As another example, reading may be a pervasive problem within a region. The coordinator might develop a team that includes Department staff with expertise in reading, coaches from around the state, paid consultants and/or content specialists from a regional laboratory, professors from a local university, and LEA staff. In this case, the team may require a larger percentage of the Department staff time than in the former case, and these details would be established up front.

A third example focuses on graduation rate. In this case, the team might include the Regional Education Center Coordinators, the Department Education Associate for at-risk students established through the EEDA, and businesses within the region. All of these activities could be happening within a single region and the only constant across teams might be the Regional Services Facilitator.

Professional Development - As detailed in Section (D)(5), the state will launch Communities Advancing Professional Practice (CAPPs) at school, LEA, region, and state levels to support and sustain transformation. The CAPPs concept refers to any organized group of practitioners dedicated to learning with and from one another in pursuit of promising instructional, organizational, and/or leadership practices that support student learning. Whether formed at the building level, within an LEA, the region, or across the State, CAPPs connect teachers, administrators, and professionals who are advancing their field of practice or solving highly contextual problems. Regional Response Teams will leverage CAPPs to build the local capacity necessary to implement and sustain improvements made in the schools. School and LEA personnel will receive assistance from the Regional Response Teams to:

- Analyze and synthesize data to determine the needs of the students, educators, school and LEA;
- Assist the CAPPs in determining resources needed to implement and sustain effective change;
- Mass the expertise and resources needed to respond to the identified needs;
- Assist in developing the appropriate CAPPs;
- Assist the CAPPs in designing their plans, strategies, and assessment processes;
- Provide additional technical assistance and training to the CAPP members, as needed;

- Provide expertise and follow-up to ensure the CAPP has the capacity to sustain the change over time, and
- Assist the CAPPs in evaluating and reporting the impact of the programs and initiatives and in determining next steps.

The Regional Support System is a central component of our implementation strategies. Sections B, C, D, and E describe more fully the range of services that will be provided through the Regional Support System to address the four reform areas.

Sustainable Capacity - Building sustainable capacity at the community and classroom levels is a priority for the Regional Support Systems. Rather than appearing on the scene to "fix all the problems," the Regional Facilitators and the Response Team members will be trained to build relationships, address root causes, and supplement capacity as needed, i.e., how to teach and coach adults rather than doing it for them. Ultimately, the Regional Response Team want to "work themselves out of the job" for each situation because the school or LEA will be able to address the issue and adopt a similar procedures for project management in future situations. Through this system, all stakeholders have opportunities to learn, grow, and improve through the assistance provided by experts in specific areas. Consistent cross-training of regional specialists and experts is one of the most effective ways the State can ensure comprehensive vertical and horizontal alignment at both the local and state levels.

Identify, scale up, and share best practices - SC INSPIRED defines a framework for project and program implementation with implementation rubrics that can be used at all levels (classroom, school, LEA, and State). South Carolinians will become skilled users and creators of research that can advance local, state, regional, and national public education. SC INSPIRED requires implementation rubrics for each project as a management tool and preparation for scale up; tracking of performance measures; and leadership's periodic review of those measures and decision-making on what is, or is not, working. South Carolina has the capacity to share best practices and to scale best practices from local to regional to state levels.

*(c) Providing effective and efficient operations and processes for implementing its Race to the Top grant in such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement;*

The Department has an experienced financial, legal, and grants staff, as well as numerous project directors who oversee grant programs, administration, budgeting, and reporting. Over the

course of the past year, the Department has successfully administered $1,250,938,874 in grant funds (see list of grants received over the past year in Appendix A2C). South Carolina's programs have received favorable audit reports on its systems of grant administration, grant oversight, budget reporting, financial monitoring, performance tracking, and funds disbursement. The Department has established grant policies and procedures for grant acquisition, implementation, reimbursement, and administration. To ensure high quality project administration and compliance with ED reporting requirements, all personnel involved in SC INSPIRED, including designated LEA personnel, will participate in training and technical assistance for grants management and administration. See Appendix A2A for more information about the credentials and experience of the Department's leadership teams.

*(d) Using the funds for this grant, as described in the state's budget and accompanying budget narrative, to accomplish the state's plans and meet its targets, including where feasible, by coordinating, reallocating, or repurposing education funds from other Federal, state, and local sources so that they align with the state's Race to the Top goals; and*

The State requests $175 million for SC INSPIRED, and its budget (See Section VI for budget and budget justification) indicates how these and other funds will be used to meet and sustain the State's vision and objectives. SC INSPIRED is a cost-effective plan for statewide reform (the total plan allocates $237 per student over four years). The plan focuses upon creating infrastructure, building local capacity, creating expert systems and knowledge, fostering state- and local-level communities advancing professional practice, and transitioning to revised systems so that, by the end of the grant term, with re-purposed state dollars, the programs created under the grant will be sustainable. In addition, SC INSPIRED is aligned with the State's proposals and awards from ED for School Improvement Grant funds (as detailed in Section E) and Statewide Longitudinal Data Systems (as explained in Section C), as well as our proposal under the Charter Schools Program submitted in May 2010.

*(e) Using the fiscal, political, and human capital resources of the state to continue, after the period of funding has ended, those reforms funded under the grant for which there is evidence of success;*

Rather than representing a time-limited experiment, SC INSPIRED builds on existing, sustainable mechanisms to propel reform. All strategies and activities in SC INSPIRED focus on developing processes, procedures, and protocols for identifying and addressing needs, whether it be student, teacher, school, or LEA needs. The strategies and activities in this plan are not tied to

any one person or any one funding source. The Regional Support System, the 7As, and professional development are designed to build capacity, and in doing so become self-perpetuating vehicles for change and reform. As student achievement increases, dropouts decline, enrollment in higher education increases, and business productivity increases, momentum and stakeholder support from a broad range of constituencies will also increase. . As our education system improves, South Carolina will also be more attractive to new and existing business and industry. More and better jobs lead to an improved economy, which generates the revenues that fund public education. Better education leads to workers who are better prepared for careers, and the cycle continues to generate momentum for improvement. Creating and expanding the will for change and reform will enable the State to focus fiscal, political, and human resources necessary to achieve goals far beyond the grant period

Significantly, as we implement SC INSPIRED, we will weave effective strategies and mechanisms into the fabric of public education. For example, the Regional Support System will become part of the structure of South Carolina public education and provide a conduit of feedback and dissemination for the Department as well as schools and LEAs across the State. And, as educators and families become more aware of and confident about using data effectively to shape learning, instruction, and direction, they will insist not only on high quality data, but also upon the expansion of its use and application. Self-directed, next-generation learners, from prekindergarten to doctoral levels, will be adept at using data to solve problems effectively.

Dissemination and replication will also serve as vehicles for sustainability. Sharing what works and what does not work serves as a critical vehicle for sustainable reform. Through pilots, research-based practices, cross-training, communication, the engagement of the Regional Support System, and other avenues, South Carolina will build a coordinated system that enables effective, informed dissemination and replication as well as termination of ineffective programs and practices. Implementation rubrics will create knowledge for use by others across the nation.

(ii) Use support from a broad group of stakeholders to better implement its plans, as evidenced by the strength of the statements or actions of support from—

Significantly, SC INSPIRED draws heavily upon and aligns with the largest study on public education ever undertaken in South Carolina, released in 2005 by the Riley Institute at Furman University and sponsored by the William and Flora Hewlett Foundation. This study, unique in the nation for its breadth and highly credible scientific methodology, is the only

scientific study conducted in South Carolina that definitively details consensus about what stakeholders want for public education

Nearly 800 stakeholders participated in 106 4.5-hour research sessions at 16 sites. Stakeholders included superintendents, teachers at each level, parents, business men and women, students, principals, and school board members; every South Carolina school LEA was represented. Nine broad areas emerged at a very high level of consensus (at least 75%). Regardless of demographics, location, or their stake in public education, participants desired focus on

- Connecting Schools and Families,
- Preparing Students for a Global Economy,
- Increasing Learning Opportunities,
- Overcoming Academic Challenges,
- Ensuring High-Performing Teachers,
- Building Strong Leadership in Every School,
- Promoting Support for Public Education,
- Maintaining Outstanding Facilities and Infrastructure, and
- Individualizing Education for Students.

Three over-arching areas in the study's findings addressed many of the nine key action areas above, and emerged as most prominent (at 90% consensus or higher):

- Early Childhood Education,
- Schools as Community Centers, and
- Recruitment and Retention of High Quality Teachers.

All of these elements are reflected in the plans for reform in SC INSPIRED. The Riley Institute conducted a follow-up survey of South Carolina's citizens in May 2010, and nearly 2,000 respondents indicated an ongoing commitment to early learning, rigorous college and career readiness, national standards and better assessments, and strategies to recruit and retain effective teachers. Survey responses are also in Appendix A2D. The Riley Institute has been a partner in ensuring that SC INSPIRED aligns with broad stakeholder beliefs.

SC INSPIRED relies extensively upon stakeholder support and investment. Letters of support, signed petitions, memoranda of understanding, and other evidence of support for SC INSPIRED are included as Appendix A2E. The range of evidence reflects the broad

commitment and support required to implement a reform of this scope and magnitude. As described below, many stakeholders have been involved in planning SC INSPIRED, and they will continue to help make decisions and shape policy for education reform in our State. Stakeholder groups are also integral to the work in each reform area of SC INSPIRED.

Reform initiatives in Standards and Assessment (Section B) draws upon stakeholder groups that include teachers, principals, external providers, statewide associations, and state agencies to review, develop, align, and rollout Common Core State Standards and assessments (as they are developed). The Course Alignment Project, led by the Commission on Higher Education, also includes individual institutions of higher education and the State Technical College System.

Initiatives under Data Systems to Support Instruction (Section C) includes numerous stakeholder groups, including the Data Governance committee, comprised of stakeholders in the data warehouse, data coordinators from each LEA, as well as students, teachers, parents, researchers, and the general public as the State launches both the Curriculum Management System and interfaces to the data warehouse. The Commission on Higher Education, the State Technical College System, individual colleges and universities, and the State's CIO's office are essential to the development and functionality of a P-20 system.

Teacher and Leader Effectiveness: As described in Section D, stakeholders will be critical to the development of the systems to evaluate teachers and principals using student growth factors. Each system is currently maintained and improved with advisory boards of key stakeholders and user groups. South Carolina's nationally recognized Center for Educator Recruitment, Retention and Advancement (CERRA) will lead the state's efforts to ensure we have an equitable distribution of effective teachers and leaders. In addition, institutions of higher education, particularly deans of colleges of education that prepare teachers and leaders, are integral to improving the preparation process. The National Institute for Excellence in Teaching will support South Carolina's expansion of its Teacher Advancement Program. The State will draw on the expertise of the National Staff Development Council in implementing professional development and improving teacher and leader, as well as Department staff, effectiveness.

Turning Around the Lowest-Achieving Schools requires investment at the school level, and SC INSPIRED employs a statewide advisory council of stakeholders and experts to oversee

the implementation of the intervention models as well as each school's improvement council to ensure local buy-in and engagement necessary for effective implementation and turnaround.

Stakeholders, including state agencies and institutions of higher education, will be actively involved in the planning and, if appropriate, delivery of professional development, technical assistance, training, and support provided through the Regional Support System.

*(a) The state's teachers and principals, which include the state's teachers' unions or statewide teacher associations; and*

South Carolina's educators have shown overwhelming support for SC INSPIRED. The 2010 Teachers of the Year, representing their LEAs' teachers, indicated their support as evidenced in a photograph (Appendix A2E). Teachers across our state signed an online and a direct petition of support for SC INSPIRED led by South Carolina Future Minds. South Carolina's Teachers of Excellence (a collective of Milken award winners) and State Teachers of the Year support this plan as seen through letters in Appendix A2D. Although South Carolina does not have teacher unions, both statewide teachers' associations, the South Carolina Educators Association and the Palmetto State Teachers Association also endorse SC INSPIRED (see letters of support in Appendix A2E). These organizations represent approximately 30% of South Carolina's teachers. Some LEAs, such as Beaufort County School District, also included signatures of their Principals on the MOU or submitted signatures in a separate file (see Appendix A2D). Individual teachers and principals, as well as statewide teacher associations, will participate in workgroups developing the assessments and evaluation process that includes student growth. South Carolina conducts virtual faculty meetings that provide teachers and principals (as well as superintendents) the opportunity to communicate directly with the State Superintendent of Education. This vehicle will be used to engage educators across the state in a direct dialogue with the Department about implementation of SC INSPIRED.

*(b) Other critical stakeholders, such as the state's legislative leadership; charter school authorizers and state charter school membership associations (if applicable); other state and local leaders (e.g., business, community, civil rights, and education association leaders); Tribal schools; parent, student, and community organizations (e.g., parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education.*

The South Carolina General Assembly supports SC INSPIRED, as documented by its unprecedented, unanimously approved Concurrent Resolution and individual letters from key

committee chairmen: Senator John Courson (Senate Education Committee), Senator Hugh Leatherman (Senate Finance Committee) Representative Phillip Owens (House Education and Public Works) and Representative Dan Cooper (House Ways and Means). All evidence of support is in Appendix A2D.

Regardless of party, all of South Carolina's delegates to the US Congress support SC INSPIRED, as evidenced by their letters of support, including a joint letter from Senators Lindsey Graham and Jim DeMint. Representative letters are from Gresham Barrett, Henry Brown, James E. Clyburn, Bob Inglis, John M. Spratt, Jr., and Joe Wilson.

In addition, to show continuity between election cycles, letters of support for SC INSPIRED from gubernatorial candidates and candidates for the State Superintendent of Education are included in Appendix A2E. Both of these offices are up for election in November 2010.

Several organizations have signed special MOUs to demonstrate their support of and commitment to SC INSPIRED. These include:

- The Coordinating Council for the Education and Economic Development Act, the governing body for implementing programs related to promoting career cluster majors, represents broad interests, from teachers to state-level agencies, and includes representatives from business and industry. The President and CEO of the South Carolina Chamber of Commerce serves on the Coordinating Council, as do representatives from long-standing South Carolina businesses and industries, including Palmetto Health, one of the state's largest employers.
- School Improvement Council (SIC), the statewide association of councils mandated by law for each public school to assist with the school's improvement and innovation efforts. Each council includes in its membership at least two parents (elected by parents of the schools' students), at least two teachers (elected by the faculty) for Grades nine and above, at least two students (elected by the students), other representatives of the community, and representatives appointed by the principal. SIC's will be integral partners in turning around struggling schools, as outlined in Section E. The SIC also submitted a letter of support and conducted a survey of school SICs that is included in Appendix A2E.

- South Carolina Future Minds, the education foundation formed by business and community leaders across the state, promotes innovation for excellence in public education by equipping and advocating for educators as they prepare South Carolina students to thrive in a global community. In addition to initiating the statewide petition of support (included in the first section of Appendix A2E, Future Minds signed the MOU (also in A2E) affirming their commitment to assist with efforts to recruit, retain, and support great teachers and to serve as a resource to generate support for the state's public schools;
- New Carolina's Task Force on Education and Workforce Development, co-chaired by two prominent South Carolina business leaders (Don Herriott and Jim Reynolds), is committed to propelling education reform to build the state's economy. New Carolina, a nonprofit organization dedicated to fusing economic and educational interests, was formed by government, business, economic development and academic leaders. Part of their focus is root cause analysis of underachievement, technology, adult education, and workforce training.

The business community has long been a partner, and often a driver, in reforming public education. Their investment can be seen in their willing participation in the EEDA Coordinating Council (and its subcommittees) and New Carolina's Task Force. These leaders along with the State Chamber of Commerce and the Midlands Education and Business Alliance understand the importance of public education to ensuring a well-equipped workforce for our state, and they have urged the State to increase the pace of reform. Additional support from business and industry can be found from SCANA, South Carolina's only Fortune 500 Company.

The South Carolina Commission on Minority Affairs and the Columbia Urban League will assist in identifying strategies to recruit and retain minority candidates in public education and encourage minority students to purse careers in which they are currently underrepresented.

Community organizations across our state, such as Communities in Schools and City Year, are targeting graduation and dropout prevention, efforts that align with SC INSPIRED's vision. We will draw on their resources, as well as the resources of long-time partner, the National Dropout Prevention Center at Clemson University and Graduate Greenville, a successful association that has targeted reducing dropout in of our largest counties. The South Carolina Afterschool Alliance, one of our long-term partners, also supports the initiatives in this

proposal, particularly those that address early learning and appropriate, engaging, and safe extended learning opportunities that motivate students to learn, stay in school, and graduate.

South Carolina has letters of support (in Appendix A2D) from the South Carolina Commission on Higher Education, the state's coordinating council, and the South Carolina State Technical College System, both of whom have vital partners in the state's longitudinal data system and P-20 alignment efforts. In addition, 30 institutions of higher education and their colleges of education have committed to the work related to educator effectiveness, data systems, educator preparation, and educator professional development.

SC INSPIRED has the support of the South Carolina Education Oversight Committee, an independent, nonpartisan group established in1998 by the Education Accountability Act, made up of 18 educators, business people, and elected officials appointed by the legislature and governor. This committee provides ongoing review of improvement processes and progress.

CERRA, housed at Winthrop University, has long worked with schools, LEAs, and the State to recruit highly effective educators, and particularly to high need areas. CERRA will continue to work with the Department to ensure the effective distribution of teachers across our state. The South Carolina Association of School Administrators (SCASA) also works closely with the Department in myriad ways, and SCASA's expertise will be central to disseminating information about and participating in the Regional Support System as well as the development of assessment systems for principals.

South Carolina works with diverse education associations, including the South Carolina School Boards Association, to maintain open communications and disseminate information about best practices and state initiatives. The South Carolina School Boards Association has long been a partner in educational reform, and their support is critical to ensuring effective use of the Regional Support System and turning around our state's lowest-performing schools.

SERVE Regional Education Laboratory, who will serve as the evaluator for SIG and SC INSPIRED feeder schools and as a resource for the Regional Response Teams, has submitted a letter of support for our proposal. In addition, The South Carolina Education Policy Center has been a long-term partner in numerous initiatives, including recent work on school climate, and the Center will continue to work with the State to improve public education.

In addition, South Carolina's charter schools authorizers are the school LEAs and the South Carolina Public Charter School LEA, all of whom signed the LEA MOU. The Palmetto

Charter Network and the South Carolina Public Charter School Association provided letters of support for the Department's proposed initiatives to increase the number and quality of charter schools through ED's Charter School Program (see Section F for a more complete discussion about the State's support for public charter schools).

Without the support of key and critical stakeholders, this statewide long-term reform plan will certainly fail. South Carolina held broad stakeholder sessions concerning Race to the Top on September 29, October 16, and December 14, 2009, and targeted stakeholder meetings in April and May 2010. (Appendix A2F includes the participants, their organizations, and key action statements from stakeholder workgroups.) An informational meeting with superintendents of the 5% persistently lowest-achieving schools was held December 8, 2009. In addition to the broad stakeholder sessions, meetings with schools LEA leaders were held April 2 and January 7, 2010 and November 19, December 3, December14 (webinar), December 17, 2009. Throughout the funding period and beyond, the Department and its partners will continue its practice of holding virtual and onsite town hall meetings to ensure effective communications with all stakeholders, garner feedback, and identify other potential partners.

As discussed in detail in the following sections, stakeholders will continue to shape SC INSPIRED through their participation in the state-level advisory team, their involvement in career development efforts and the Regional Support System, the Data Governance Committee, the workgroups dedicated to amending educator evaluation systems and expanding alternate routes, and School Improvement Councils.

Ultimately, SC INSPIRED envisions a State transformed—but not a transformation that depends upon a handful of key personnel at the State-agency level. If change and reform are to be realized, South Carolinians must demand that all resources be dedicated to expanding, sharing, and evaluating promising and effective practices. The Department will lead the State by example and will align its own internal resources and outcome measures appropriately as effectiveness is demonstrated throughout the grant period.

**(A)(3) Demonstrating significant progress in raising achievement and closing gaps.**

(i) Make progress over the past several years in each of the four education reform areas, and used its ARRA and other Federal and state funding to pursue such reforms;

South Carolina has a solid foundation, based on previous and existing efforts for education reform, to implement SC INSPIRED. As the following information details, these efforts have led to increased achievement and to national recognition. In January 2010, "Quality Counts" issued by *Education Week* ranked South Carolina 11th in the nation for overall quality.

When Superintendent of Education Dr. Jim Rex took office in January 2007, he drew from broad stakeholder support to propose a five-point plan to accelerate South Carolina's education reform:

- Promote fair and equitable school funding
- Reform accountability to ensure its success
- Expand public school choice for parents and student
- Accelerate innovation
- Elevate and reinvigorate the teaching profession.

In addition, Superintendent Rex unveiled a sweeping statewide public school choice plan, and he has continued to make public school choice, including single-gender education and the Montessori Method, a cornerstone of his administration. He created the first-ever Office of Public School Choice at the Department and has become a national leader on this issue.

In May 2007, Dr. Rex unveiled a comprehensive set of recommendations designed to reform and improve the State's school accountability systems. These reforms were passed by the General Assembly in 2008. In 2009, South Carolina implemented its new statewide assessment system, the Palmetto Assessment of State Standards (PASS), that helps to provide parents, teachers, and students data and feedback they can use to improve student achievement. The measure also changes the practice of unfair and irresponsible labeling of schools, reduces burdensome and unnecessary paperwork for teachers, and creates a five-year cyclical review of all accountability efforts to ensure that these measures are working and to recommend changes if necessary. Dr. Rex also created two statewide task forces to address fair and equitable funding for schools and has created an unprecedented collaborative, the Palmetto Priority Schools Project, to address the vast challenges of South Carolina's lowest-achieving schools.

Success in Standards and Assessments

- South Carolina's student testing program was the first in the nation to earn federal ESEA/NCLB approval.
- Nine independent national studies have recognized South Carolina's academic standards as among the country's best.
- The National Center for Education Statistics (NCES) ranks our student proficiency cutoff scores second in 4th grade reading, 8th grade reading and 8th grade math, and fourth in 4th grade reading.
- The Fordham Foundation ranked South Carolina's science academic standards as the nation's fourth best and our world history standards as eighth best.
- *The Princeton Review* ranked the State's testing system as 11th in the nation and praised the State's academic proficiency standards as among the Nation's most rigorous.
- The national report card "Quality Counts," published by *Education Week*, awarded South Carolina an "A" for its academic standards and accountability system in 2009 (#5) and 2010 (tied at #7).
- South Carolina has led (and partnered with) other states in the study, development, and refinement of strategies to teach exceptional children, funded through federal grants, including two Enhanced Assessment Instrument Grants and one General Supervision Enhancement Grant.
- South Carolina's assessment programs have addressed differential performance for subgroups in a couple of ways that we highlight here:
    - South Carolina has long produced demographic reports that disaggregate test scores by student group. These types of reports enable all stakeholders in South Carolina to see gaps in student performance.
    - South Carolina is scrupulous in applying psychometric and tests development procedures to guard against potential bias in testing.

South Carolina has long had a focus on **continuously improving the learning cycle** based on standards, curriculum, professional development, instruction, assessment, analysis, and adjustment, with a strategic alignment of the "written, taught, and tested" standards. South Carolina has experience with rigorous standards and meaningful assessments and has maintained its commitment to those despite the accountability results that appeared to portray South

Carolina as performing more poorly than other states. That continued commitment has created real learning that will, in the long run, manifest itself in accountability results that are comparable as we and other states adopt the rigorous Common Core State Standards and assessments. South Carolina is prepared for those comparisons. Policymakers, through the Education Accountability Act, have established awards programs that recognize gap closure. The Palmetto Silver and Gold annual awards recognize and reward schools for academic achievement and for **closing the achievement gap**. Awards will be established revamped for schools attaining high levels of absolute performance, for schools attaining high rates of growth, and for schools making substantial progress in closing the achievement gap between disaggregated groups. The award program must base improved performance on longitudinally matched student data and may include additional criteria.

> *When all students -- including students with disabilities and English language learners -- are provided high-quality educational options, and when parents receive enough information to make intelligent choices among those options, public school choice can increase both equity and quality in education*. 2004 Non-Regulatory Guidance for Public School Choice, updated 2009, US Department of Education)

> *I believe every parent should be given the right to choose a public school or program for their child that is the best environment for that student. For some it may be a single gender program, a Montessori program, or an arts driven curriculum. Traditional schools may suit other children; others may opt for year round schools.* -Congressman James E. Clyburn, November 29, 2007

To address the needs of all students, State Superintendent Jim Rex stresses making public school options (a charter school, magnet school, or schools-within-schools) available so that parents and children can select a program tailored to student needs. South Carolina is a leader in Public School Choice programs that offer students unique instructional experiences designed to meet targeted learning goals. Some of our public school options include virtual schools, Montessori, Single-Gender, Charter Schools, Natural Resources, Middle College, and International Baccalaureate.

- South Carolina Virtual School Program (SCVSP). The nationally recognized program offers online courses taught by highly qualified, trained teachers who use online media, telephones, email, SKYPE, and real-time web conferencing to instruct students. This means that students in every corner of South Carolina have access to the same variety of

high quality instruction. Currently, 13,880 students are participating in the virtual school program at the middle and high school level.

- The South Carolina Charter Schools Act defines a charter school as public, nonsectarian, nonreligious, non-home-based, nonprofit, and nondiscriminatory. A charter school operates within a local public school district and is open to all eligible students within that district. South Carolina has no limit on the number of or enrollment in charter schools. Through two consecutive Charter School Program grants by ED (2003-06; 2006-10), South Carolina has taken effective steps to ensuring the viability, sustainability, and achievement-focus of charter schools across our state.

Teacher Quality

South Carolina continues to lead the nation in teacher improvement efforts. For the second year in a row, the national report card "Quality Counts," published by *Education Week*, ranked South Carolina No. 1 for improving teacher quality (January 2010). This high ranking continues a trend for South Carolina: "Quality Counts" also ranked us first in the nation for improving teacher quality in both 2003 and 2004 and second for teacher quality improvement in 2005 and 2006.

South Carolina ranks third in the number of teachers certified by the prestigious National Board for Professional Teaching Standards, with 7,297 nationally certified teachers. State-funded financial incentives for teachers who earn National Board Certification helped to increase dramatically the number of South Carolina teachers earning that status. Only Florida and North Carolina—states with significantly larger populations—have more National Board-certified teachers than South Carolina.

South Carolina is a national leader in implementing the Teacher Advancement Program (TAP). Forty-three schools currently participate, the most in any state. President Obama singled out South Carolina's TAP program for special praise during his March 10, 2009 speech to the U.S. Hispanic Chamber of Commerce (Obama, 2009).

South Carolina became one of the first states to require all public schools and LEAs to implement a statewide system for supporting and evaluating teachers and principals. Through legislation and regulations, the South Carolina General Assembly and the South Carolina Board of Education established the framework for ADEPT (Assisting, Developing, and Evaluating Professional Teaching) and PADEPP (Program for Assisting, Developing, and Evaluating

Principal Performance). These systems include the requirement that teachers and principals analyze student performance data and use this information to plan. Each of these systems is maintained and improved with advisory boards of key stakeholders and user groups.

South Carolina used a federal Transition to Teaching grant to refine and scale up its alternative certification route for teachers, the Program of Alternative Certification for Educators (PACE). This program, as detailed in Section D, below has been extremely successful in recruiting and preparing individuals to succeed as teachers.

South Carolina's Center for Educator Recruitment, Retention, and Advancement (CERRA) is the oldest and most comprehensive center focused on the recruitment, retention, and advancement of teachers in the nation. The long-term relationship between CERRA and the Department increases about the State's ability to recruit, retain, and support high quality educators. In addition, CERRA's data collection and recruitment services help the State identify and address equity in classroom effectiveness. South Carolina was one of the first eight states in the country to have its plan for the equitable distribution of teachers approved by ED.

The following initiatives, described more completely in Section D, represent a sampling of the innovative and progressive activities taking place in South Carolina to enhance and ensure equity in teacher and leader effectiveness:

- South Carolina recently developed an Adjunct Teaching Certificate. While the Adjunct program does not lead to permanent professional credentials it does leverage community talent and experience to make a positive difference for students.
- To help South Carolina's neediest LEAs and areas recruit and retain highly effective educators, the State has launched Teacher Housing Initiatives to ensure that teachers have adequate housing near the schools in which they work.
- To create social and professional support, and reduce isolation of educators in rural areas, South Carolina initiated SCTeacherVillage.com (SCTV.com). Ultimately, this network can help rural, high poverty districts retain effective teachers.

<u>Success in South Carolina's Longitudinal Data System</u>

Since 2006, the Department has been a leader in national efforts to create and use statewide longitudinal data systems for public education. South Carolina was the first state to adopt a uniform statewide student information system with State funding. South Carolina has already implemented several key data system components as part of its first Statewide

Longitudinal Data Systems grant:

- Led the nation in the development of strategies to create and use statewide unique student identification numbers and its SUNS (Student Unique Numbering System), based on SIF (School Interoperability Framework) functionality, a model now used in other states;
- Completed the structure of and housed data in its educational data warehouse;
- Integrated data from its student information system with data from statewide assessments, individual student graduation planning, teacher certification and credential system, and other sources that can inform education stakeholders;
- Developed a public interface to the data warehouse so that aggregated and disaggregated data can be accessed and analyzed by education stakeholders;
- Developed an electronic transcript system that moves individual student records from P-12 schools to institutions of higher education;
- Developed an online system for the creation of individual graduation plans for middle and high school students' use to plan postsecondary academic and career goals;
- Developed a system of data integration to help identify middle and high school students who may be at risk for dropping out or for less-than-successful educational experiences;
- South Carolina has a single statewide student information system that incorporates standardized coding for student and teacher IDs, course codes, and grading scales and serves as the core of the State's educational data system (PowerSchool). This system enables the state to connect student performance to teachers, principals, and colleges that operate educator preparation programs;

On May 21, 2010, South Carolina received its second Statewide Longitudinal Data Systems grant to continue building a system that will support the reforms described in the following sections as well as P-20 and workforce alignment.

Additional Successes with using data to reform and shape education include

- Student Potential Performance Snapshot (Snapshot). South Carolina has developed an early warning system for dropout prevention. The system includes more than 15 potential at-risk factors for every middle and high school student including historical achievement data and is accessible through the State's data systems. Recently, the South Carolina system was featured at both the America's Promise Alliance Conference in Denver, Colorado, and at the GradNation Conference in Washington, D.C., where Robert

Balfanz, from John Hopkins University, introduced South Carolina as the only state with a state-wide solution for Dropout Early Warning. The system currently identifies potential risk factors based on the at-risk/drop-out prevention research literature, but South Carolina is beginning to build a predictive model based on profile data of our students who have dropped out of school.

- School and district reports cards (Samples in Appendix A3A) provide a wealth of information for all user groups, including school climate survey results, achievement, subgroup performance, AYP results, teacher statistics, and comparisons with similar schools. The State clearly and openly reports on subgroup performance and achievement gaps.
- an electronic Individual Graduation Plan (IGP) for each student, developed with their parent or guardian and a school counselor, to develop talents, interests, and skills to earn a diploma on time and pursue higher education and career interests. Most LEAs use the state's electronic IGP system, which allows accumulation of data for LEA- and state-level planning and monitoring. More than 90% of members of the classes of 2012, 2013, and 2014 have completed electronic Individual Graduation Plans (eIGPs) in which they identify their academic and career goals and plan the coursework to meet those goals. Since 2005, the EEDA has increased student engagement with relevant instruction and career awareness starting in elementary school.

Struggling Schools

South Carolina's home-grown Palmetto Priority Schools Project was created in 2007 to target resources and expertise to academically struggling schools that had consistently failed to meet expected progress (as defined in Appendix E1B). The project was developed as an alternative to a State takeover for the group of schools that share several general challenges:

- A high poverty population,
- Excessively high rates of leader and teacher turnover, and
- A history of underachievement in the school and consequently, the community.

The 41 schools in the collaborative have an average poverty rating of 94%. State Superintendent Rex, with the approval of the State Board, chose to implement a collaboration strategy as an intervention to serve schools, a technique endorsed by MASS Insight Education, a

nonprofit organization focused on education reform and closing achievement gaps. The collaborative model combines four strategies tailored to each school's needs:

- Collaboration,
- Leadership mentoring,
- A dropout prevention initiative, and
- Teacher recruitment.

Each participating school is represented in the collaborative's leadership team by its principal, district superintendent, and school board chair. The team meets regularly with the State Superintendent, the project director, and liaisons assigned to each school. A variety of additional resources are available to these 41 schools, including partnerships with colleges and universities. This project was expanded in the 2009-10 school year to include turnaround pilot programs with volunteers from among the Palmetto Priority Schools collaborative.

In addition, the Department has used previous School Improvement funds to target resources and technical assistance to our persistently lowest achieving schools.

(ii) Improve student outcomes overall and by student subgroup since at least 2003, and explain the connections between the data and the actions that have contributed to

*(a) Increasing student achievement in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA;*

As NAEP data in Evidence Table (A)(3)(ii) shows, South Carolina students are scoring at and above average on nationally and internationally standardized tests.

- Most South Carolina scores are approaching or exceed the national average on the NAEP. Standard and Poor's has identified South Carolina as an "outperformer" on NAEP for consistently achieving above statistical expectations.
  - In 2005, our 4th and 8th graders scored above the national average in math and only slightly below the national average in reading.
  - South Carolina's 8th graders have the nation's top improvement rate on the NAEP math assessment and our 4th graders have the top improvement rate in science.
  - In a 2008 Education Trust report of trends from 2000-2007, South Carolina tied for second place in overall scale score gains in Grade 8 mathematics.
  - In reports comparing state proficiency standards using state and NAEP data issued by the Institutes of Educational Science, South Carolina consistently ranks among the

top states in the nation in its expectations for students (See Appendix A1G for Proficiency Standards Comparisons).

- South Carolina students have posted significant long-term gains on statewide assessment testing for Grades 3–8 across all grade levels, subjects, and demographic groups.
  - The percentage of students scoring basic or above in math has increased by an average of 22 points since 1999 in Grades 3–8.
  - The percentage of students scoring basic or above in English/Language Arts has increased by an average of 13 points since 1999 in grades 3–8.

*(b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA; and*

The Education Trust reported that South Carolina's minority and lower-income students have raised their scores and reduced achievement gaps in recent years on standardized reading and math tests. The organization's 2009 national report, *Education Watch*, reports that achievement gaps in South Carolina are smaller than the national average.

In a 2008 Education Trust report of trends from 2000-2007:

- South Carolina ranked first in the movement out of Below Basic for low income students.
- South Carolina tied for third in scale score gains on Grade 8 math for low income students with a 20 point gain (national average=12).
- South Carolina was one of the top eight states (again tying for third and above the national average) in movement out of Below Basic for African American students in Grade 4 math.
- South Carolina was one of the top four states (again tying for third and above the national average) for movement out of Below Basic for African American students in Grade 8 math.

*(c) Increasing high school graduation rates.*

South Carolina had the **highest percentage increase in graduation rates of any state** between 1996 and 2006, as recognized by Education Week's *Diplomas Count 2009: Broader Horizons: The Challenge of College Readiness for All Students* (June 2009). South Carolina's on-time graduation rate increased from 53.2% (1996) to 66.3% (2006). The report also

recognized South Carolina as one of only three states to register double-digit gains in graduation rates, while 34 other states experienced marginal improvement and 10 experienced declines.

South Carolina's 2009 on-time graduation rate, calculated using the federally-required method, was 74.9%, a clear sign that we are making progress in keeping students in school and ensuring their on-time graduation. In addition, South Carolina is one of only a few states to raise high school seniors' scores on the ACT college entrance exam over the past five years, despite dramatically increasing the number of students taking the exam.

South Carolina offers dual enrollment, Advanced Placement, and early/middle college programs so that more students who transition from P-12 to postsecondary education already have successfully completed college credits. South Carolina has also established credit acquisition through competency and content mastery, rather than seat time. South Carolina's nationally-rated Virtual School Program provides equitable access to all students seeking enrollment in Advanced Placement courses and SAT preparation. South Carolina has been working hard to improve graduation rates and to maintain those improvements.

The Education and Economic Development Act (EEDA) broke ground in addressing the graduation rate by requiring

- The development of an Individual Graduation Plan (IGP) for every student beginning in grade 8. Ninety-eight percent of the state's eighth grade students participated in individual graduation plan (IGP) conferences during which they selected career clusters to explore further (through coursework, job shadowing experiences, and internships) during their high school years. Ninety-six percent of the state's tenth grade students participated in eIGP conferences during which they indentified elective courses relevant to their selected career majors**.** Seventy-two percent of the students in grades eight through ten who participated in an IGP conference during 2008-09 were accompanied by a parent or guardian.
- A counseling program to support the development of IGPs and other activities designed to make students' high school experiences successful. The EEDA sets a student-to –guidance-personnel ratio of 300:1 and provides funding for career specialists to assist and support the guidance counselors.
- Services for students who are at risk of dropping out. Every high school will implement an evidence-based program specifically designed to ensure that students at

risk of dropping out receive the personalized academic assistance necessary to earn a state-approved diploma.

- Every high school organizes its curriculum around a minimum of three of the 16 national career clusters. This helps students better understand the relevance of their rigorous academic coursework and, therefore, persist to the point of graduation. The three clusters chosen most frequently by eighth-, ninth-, and tenth-grade students—regardless of the students' ethnicity—are Health Science; Arts, Audio-Video Technology, and Communications; and Science, Technology, Engineering, and Mathematics (STEM). The cluster chosen most often by males is Science, Technology, Engineering, and Mathematics (STEM) and that chosen most often by females is Health Science. Regional Education Centers.
- Regional education centers coordinate connections among businesses, P-12 and higher education. Approximately 300 board members have been appointed by the local legislative delegations in the 12 centers. Each regional center has an advisory board comprised of a school district superintendent, high school principal, local workforce investment board chairperson, technical college president, four-year college or university representative, career center director or school district career and technology education coordinator, parent-teacher organization representative, and business and civic leaders. Appointees must reside or do business in the geographic area of the center. Appropriate local legislative delegations shall make the appointments to the regional center boards.
- Exposure to careers. More than 24,000 career awareness activities were coordinated by career specialists for 74,985 middle and high school students statewide during the 2008-09 academic year. Nearly all of the state's middle school students were able to participate in career awareness programs on the 16 career clusters. Over 48,000 students participated in National Job Shadow Day in February 2009, and approximately 108,000 students participated in extended/work-based learning opportunities throughout the academic year.
- Nearly 100% of the state's students in Grades 6–10 completed at least one career assessment and/or participated in at least one career exploration activity during 2008–09. The South Carolina Occupational Information System (SCOIS) was used in 810

schools in 2009, and approximately 153,160 students took SCOIS career assessments. Over 47,000 middle school students took EXPLORE career and skills assessments at no cost to LEAs, and other career inventories were administered in 243 middle schools and 219 high schools.

- Students and their parents have 24/7 access to college and career information, virtual job shadowing experiences, and the students' electronic IGPs via the Education and Economic Development Act statewide Internet portal, which is branded Personal Pathways to Success™ and can be accessed at scpathways.org.

South Carolina has concentrated upon dropout prevention initiatives for a decade, and our efforts are working. In 2000, the State convened a Truancy Summit, leading to the development of a South Carolina Truancy Committee in 2002. This committee's work ultimately earned a Congressional earmark to launch the SC Truancy and Dropout Prevention Initiative. From 2005 to 2009, South Carolina's drop out event rate has declined from 4.0% to 3.4%

- At the December 2008 Graduation Matters Summit, over 900 stakeholders—including over 180 students, officials—met to focus and align the State's drop-out prevention and on-time graduation initiatives.
- City Year/Diplomas Now is a drop-out prevention program/service project engaging 20+ partners, ranging from public agencies (e.g., Department of Mental Health) to private non-profit groups (e.g., United Way) in mentoring and tutoring activities in elementary and middle schools in the Columbia, SC, area. The program is geared toward students who are growing up in low-income communities and are already three grade levels behind their higher-income peers. City Year has applied for an Innovation grant which the Department endorses based on the success we have noted in schools with the program.
- South Carolina implemented Middle/Early College programs across the state to address student achievement, dropout prevention, on-time graduation rates, critical transitions (for example, ninth grade) and college readiness. South Carolina data reveals success in engaging at-risk students and in enabling them to graduate and pursue college studies without remediation.
- South Carolina 9+ Schools Project (SC9+). Developed in collaboration with the National Dropout Prevention Center (NDPC), the SC9+ Project uses methodology

that mirrors the 7As and the Regional Support System referenced in this proposal. Whole school reform is the goal of SC9+, which incorporates program analysis and review, early warning data systems, technical assistance and professional development to enhance capacity, leadership, and empowerment among a broad array of stakeholders in the local communities in which the program operates.

As detailed in the following sections of this application and compiled in Appendix A3A, South Carolina's goals and objectives focus on four main areas:

- Adopting high quality, national standards and assessments;
- Continuing to implement and augment our statewide longitudinal data system;
- Improving teacher and leader quality, recruitment, and retention; and
- Transforming struggling schools in successful schools.

Success in implementing these focus areas will result in South Carolina's being able to achieve its vision of (1) graduating all students, (2) ready for college and career, (3) leading to meaningful and productive citizenship.

South Carolina is capable. South Carolina is ready. South Carolina is focused. South Carolina is INSPIRED.

**Section A Timeline of Activities**

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 '10 | Q1 '11 | Q2 '11 | Q3 '11 | Q4 '11 | Q1 '12 | Q2 '12 | Q3 '12 | Q4 '12 | Q1 '13 | Q2 '13 | Q3 '13 | Q4 '13 | Q1 '14 | Q2 '14 | Q3 '14 | Q4 '14 | Q1 '15 |
| **Establish Grant Management Leader** - Advertise project leader position; review applications; conduct interviews; hire, equip office | Superintendent's Office, Dr. Janice Poda, Deputy for Administration | | | X | X | | | | | | | | | | | | | | | |
| **Hire division level staff for operations of the grant support teams:** education associate, program coordinator, and administrative assistant. With new Project Leader, conduct interviews; hire; equip office | Superintendent's Office, Dr. Janice Poda, Deputy for Administration and project leader | | X | X | X | | | | | | | | | | | | | | | |
| **Obtain LEA plans pursuant to MOUs.** Conduct statewide training on the plans and budgets necessary for Ex. II to the MOU. Review SFSF applications and propose clusters of LEAs. Conduct cluster workshops | Race to the Top (RT3) State-Level Advisory Team. Upon hiring of the Grant Leadership Team, the completion of these tasks will be taken over by | | | X | X | | | | | | | | | | | | | | | |

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| with similar foci to assist in drafting Ex. II. Establish deadlines and review completed Ex. II. Provide feedback. Complete Ex. II and agreements within 90 days of the grant award. Establish milestones and overall schedule for LEA activities. | that team, which will be assisted by the program areas and RT3 Team. | | | | | | | | | | | | | | | | | | | |
| **Develop Implementation Rubrics -** Work with vendor on projects during various stages (e.g., Not Started, Early Planning, Partial/Full Implementation, Best Practice). Conduct initial assessments State and participating LEAs for each project. Establish schedule for periodic evaluations to track implementation progress. Establish procedures for | RT3 Team, to be superseded by new Project Leader (TBD) and staff | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | | | |

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| monitoring reports and sharing best practices. Publish to website. | | | | | | | | | | | | | | | | | | | | |
| **Written Public School Choice Plans** - Participating LEAs hold stakeholder meetings and prepare written public school choice plans to have at least one choice within each of elementary, middle, and HS by no later than SY 11-12, and at least annually provide the Department with information on the choices, enrollments, stakeholder input, etc. Activities: Survey LEAs on status of written choice plans; conduct training on how to obtain stakeholder input and develop plans; provide TTA to LEAs upon request; monitor implementation of | Deputy, Division of Innovation & Support (Betsy Carpentier) and Director, Office of Public School Choice & Innovation (Virgie Chambers) | | | X | | | X | X | | | X | X | | | X | X | | | | |

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| choices. | | | | | | | | | | | | | | | | | | | | |
| **Section 1512 Reporting -** Establish systems for gathering data needed for Section 1512 of ARRA reporting. Train the existing District ARRA Data & Reporting Coordinators on any special requirements for the RT3 sub-grants. Add RT3 reporting to all QA and checklists for the State 1512 reporting. | Deputy, Division of Innovation & Support (Betsy Carpentier); Program Coordinator for ARRA Reporting; new project leader (TBD) and program coordinator (TBD) | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | | | |
| **Establish State Level Procurements & Contracts for State Services and to Ease Burden on LEAs.** Use budgets and timelines to identify all vendor services and products to be purchased under the grant. Inventory LEAs for additional procurements that would assist with their MOU | RT3 Team (see above) and new project leader (TBD) and staff (program coordinator (TBD), education associate (TBD), and administrative assistant (TBD). Shelly Kelly, General Counsel, SCDE | | | | | X | X | X | X | X | | | | | | | | | | |

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| implementation. Determine appropriate procurement method for each. Draft the procurement documents and route through State processes. Select vendors and publish results to LEAs. Periodically review status and repeat cycle as needed. | | | | | | | | | | | | | | | | | | | | |
| **Establish Systems for Performance Measures -** For each performance measure, including LEA reporting performance measures and measures under MOU; establish sources of data, methods of collection, responsible parties, frequency of collection-reporting (at least quarterly and more frequently when data indicate need for adjustments); processes for | RT3 Team (see above); Project Leader (TBD) overseeing new Program Coordinator (TBD); Senior Staff of SCDE (Superintendent, Deputies, General Counsel, Communications, CIO). | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |

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| comparing to target goals; processes for collecting and reporting to Senior Management; processes for root cause-problem solving review when targets are not being met and for making necessary adjustments to ensure success. | | | | | | | | | | | | | | | | | | | | |
| **Establish RT3 Advisory Board** | | | | | | | | | | | | | | | | | | | | |
| Establish-Expand Stakeholder Groups for the 4 Key Reforms and Work Plan for Providing Input and Feedback | New Project Leader | | | X | X | X | X | X | X | X | X | X | X | X | X | X | | | | | |
| **Travel of SC INSPIRED Staff to attend statewide Conference to s**hare developments, status, best practices, concerns, needs for adjustments | New Project Leader and Education Associate | | | | X | | | X | | | | X | | | | X | | | | |
| Create broad outline of regional support system, collaboration models, partners and experts, and system | Senior Staff | | X | X | X | | | | | | | | | | | | | | | |

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| for deployment and accountability. | | | | | | | | | | | | | | | | | | | | |
| Define the organizational structure of the regional support system and its management responsibilities. | Senior Staff and Regional Services Office | | X | X | X | | | | | | | | | | | | | | | |
| Develop position descriptions for regional service facilitators. | Project Leader | | X | | | | | | | | | | | | | | | | | |
| Hire regional service facilitators. | Project Leader and Director of Regional Services | | | X | X | | | | | | | | | | | | | | | |
| Determine process for designating schools and LEAs as in need or at risk. | Director of Regional Services, regional service facilitators, and stakeholder team | | | | X | X | X | | | | | | | | | | | | | |
| Establish procedures for review and analysis of data (by regional analysis teams) to determine causes of need and risk (school risk assessments). | Director of Regional Services, regional service facilitators, and stakeholder team | | | | X | X | X | | | | | | | | | | | | | |

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| Establish procedures and protocols for setting support and intervention priorities. | Director of Regional Services, regional service facilitators, and stakeholder team | | | | X | X | X | | | | | | | | | | | | | |
| Establish procedures and protocols for fielding regional response teams and the use of experts in the areas linked to root cause interventions. | Director of Regional Services, regional service facilitators, and stakeholder team | | | | X | X | X | | | | | | | | | | | | | |
| Define the protocols for regional response teams' interventions, the responsibilities of the local schools and LEAs in the intervention process. | Director of Regional Services, regional service facilitators, and stakeholder team | | | | | X | X | X | | | | | | | | | | | | |
| Set parameters for schools and LEAs to act to address the identified problems. | Senior Staff and Regional Services Office | | | | | X | X | X | | | | | | | | | | | | |
| Set parameters for schools and LEAs to build capacity to support and sustain reform results. | Senior Staff and Regional Services Office | | | | | X | X | X | | | | | | | | | | | | |
| Establish criteria for measuring results and accountability for those results. | Senior Staff and Regional Services Office | | | | | | X | X | X | | | | | | | | | | | |

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| Establish follow-up and monitoring protocols for period of time after assistance and interventions to determine ongoing capacity to maintain reform results. | Senior Staff and Regional Services Office | | | | | | X | X | X | | | | | | | | | | | |

## (B)(1) Developing and adopting common standards

(i) The State's participation in a consortium of States that

*(a) Is working toward jointly developing and adopting a common set of K-12 standards (as defined in this notice) that are supported by evidence that they are internationally benchmarked and build toward college and career readiness by the time of high school graduation; and*

South Carolina is an active participant with the Council of Chief State School Officers (CCSSO) and the National Governors Association's (NGA) Common Core State Standards (CCSS) Initiative. The Governor and State Superintendent of Education have signed the Memorandum of Understanding (MOU) with the CCSSI (see Appendix B1A for a copy of the MOU) to affirm the state's commitment to participate in this initiative.

In summer 2009, South Carolina began its involvement with the CCSS Initiative as an opportunity to deepen and enhance its approach to curriculum, instruction, and assessment in English language arts (ELA) and mathematics. A team of state practitioners reviewed the draft College-and-Career Readiness Standards (in Appendix B1B) in the context of our state's current ELA and mathematics standards. The team recommended to the State Superintendent of Education, the State Board of Education (State Board), and the Education Oversight Committee (EOC) that implementing the draft standards would benefit the curriculum, instruction, and assessment in South Carolina classrooms. Having internationally-benchmarked standards that prepare our students to be competitive globally is important to our State's future economic welfare and the success of our citizens. Evidence regarding the international benchmarking of CCSS is in Appendix B1C.

Teams of ELA and mathematics specialists conducted a formal alignment of the public released draft versions of the Common Core State Standards (CCSS) for ELA and mathematics and South Carolina's ELA and mathematics standards between March and May 2010. The State Board approved the March 9, 2010, CCSS draft for first reading at its May 12, 2010, meeting. The target date for completing South Carolina's CCSS adoption process is July 14, 2010. Final approval of the CCSS will provide a basis for a strategic transition to and effective implementation of enhanced standards for ELA and mathematics in our state.

Adopting and implementing rigorous college- and career-ready standards (i.e., the CCSS) aligns with the state's current commitment to high standards for students. Transitioning to the

CCSS will provide enhanced opportunities, access, and focus on fostering the essential knowledge and skills to prepare each student for life after high school graduation. To provide solid support for the transition to the CCSS, South Carolina submitted its application in May 2010 to become a 21st Century Partnership Leadership State for review and approval by the organization's review board in June of this year (see application in Appendix B1D). This 21st Century partnership will assist the State in implementing and transitioning to enhanced standards and high quality assessments through professional development services.

The Individuals with Disabilities Education Improvement Act (IDEA) requires individualized instruction for students with disabilities. To ensure flexibility for some students with disabilities who may demonstrate significant growth consistent with high expectations, but not reach grade-level proficiency, these students with disabilities will have access to standards-based instruction using the CCSS.

*(b) Includes a significant numbers of States;*

South Carolina is participating with 48 other states, the District of Columbia, and two territories in the Common Core State Standards Consortium (see Appendix B1E for a list of participants).

(ii) (b) For Phase 2 applications, the State's adoption of a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State in a high-quality plan toward which the State has made significant progress, and its commitment to implementing the standards thereafter in a well-planned way.

South Carolina's target date for completing the Common Core State Standards (CCSS) adoption process is July, 14, 2010. The State has a formal process for adopting standards (see Appendix B1F) that is based on an official agreement between the Department and the Education Oversight Committee (EOC). A Comparative Review Process is being followed for the review, alignment, adoption, and implementation of the CCSS for ELA and mathematics. The following timeline presents the formal process to adopt the enhanced standards and assessments.

| **South Carolina's Formal Process for Adopting Standards** | |
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| **Timeline** | **Steps** |
| July 2009 | Provided internal feedback on draft of College and Career Readiness Standards (Content Area Specialists) |
| September – October 2009 | • Conducted internal review of First Public Draft of College and Career Readiness Standards. (Content Area Teams, ELA and mathematics)<br>• Presented feedback supported by research and evidence to CCSSO/NGA.<br>• Completed the initial alignment of the current South Carolina ELA and mathematics |

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| | standards with CCSS (see Appendix B1G for this alignment document).<br>• Communicated awareness efforts and feedback options to content area groups (classroom teachers, South Carolina Leaders of Mathematics Education (SCLME), SC Language Arts Coordinators, SC Council of Teachers of English). |
| November 2009 | Finalized procedures and timeline for review/adoption of CCSS with EOC and Department staff. |
| December 2009 | • Recommended Department and EOC members for P-12 CCSS Comparative Review Panel. Panel members include content area experts in ELA and mathematics (classroom teachers, specialists, district curriculum representatives, college and university representatives, EOC stakeholder designees, State Board members).<br>• Designated staff leaders for Common Core State Comparative Review; reviewed instruments and determined roles and responsibilities for process. |
| January 2010 | Selected members for P-12 CCSS Comparative Review Panel and held initial meetings to detail expectations and provide timeline for completion of CCSS alignment review. |
| February 2010 | • Held joint meeting of State Board and EOC to provide information on the state-led CCSS Initiative, South Carolina's participation and implications for state involvement and the Comparative Review Process Timeline.<br>• Received Department and EOC perspectives on review, alignment, adoption, implementation, assessment, and the potential impact of the CCSS on student learning in the state. |
| March 2010 | • Completed P-12 CCSS Comparative Review Panel alignment process.<br>• Reviewed national and international content area recommendations, model standards documents, research-based best practices, and workplace skill expectations. (e.g., WorkKeys, PSAT, SAT, ACT) for consistency with P-12 CCSS.<br>• Reported to State Board the results of the alignment process and provided recommendations related to adoption feasibility based on current instructional practices, student learning expectations and assessment implications (P-12 Common Core Comparative Review Report).<br>• Reviewed recommendations of external panels (higher education, technical colleges, business community, State Board). |
| April 2010 | Completed plans for alignment, adoption, implementation, and communication about the CCSS. |
| May 2010 | • Presented the draft CCSS for first reading to the State Board's Standards, Learning, and Assessment Committee (SLA) and the full State Board for approval and adoption.<br>• Received first reading approval from the State Board.<br>• Presented the CCSS alignment report to EOC Academic Standards and Accountability Subcommittee (ASA) for information.<br>• Conducted alignment review of the final draft of the CCSS. |
| June 2010 | • Present updated alignment report to the State Board based on final drafts of the CCSS.<br>• Present the final draft of the CCSS to the EOC for approval. |
| July 2010 | Present to the State Board for second-reading the final draft of the CCSS for approval and adoption. |

## (B)(2) Developing and implementing common, high-quality assessments

(i) Is working toward jointly developing and implementing common, high-quality assessments (as defined in this notice) aligned with the consortium's common set of PK-12 standards (as defined in this notice); and

South Carolina is committed to developing common, high quality assessments that are aligned with the internationally-benchmarked standards the State adopts. The Department is working with two consortia that are developing and implementing common, high-quality assessment systems that will include formative components, interim/benchmark assessments, and summative assessments aligned with the CCSS in ELA and mathematics for grades 3 through 8 and high school. The SMARTER Balanced consortium plans to develop a high quality assessment system that includes online, adaptive summative assessments; interim/benchmark assessments; and formative components. The Partnership for Assessment of Readiness for College and Careers (PARCC) consortium plans to develop common, online summative assessments; interim/benchmark assessments; and formative components. Memoranda of Understanding with these consortia are included in Appendix B2A.

The principles of Universal Design for Learning (UDL), along with the use of assistive technology, computer delivered assessments, and alternate assessment for students with significant cognitive disabilities, will be incorporated as appropriate to provide access to the general education curriculum for all students, including students with disabilities.

Appendix B2B provides information on South Carolina's diverse and active participation in assessment consortia, including numerous federal grant initiatives to improve assessments for all learners including the English Language Development Assessment (ELDA), Operationalizing Alternate Assessment for Science Inquiry Skills (OAASIS), Test of Emerging Academic English: Listening and Speaking (TEAELS), Adding Value to Accommodations Decision-Making (AVAD), and the 2004 Enhanced Assessment Instruments grants.

The Department will make a final determination regarding the consortium in which to continue membership when sufficient information is available to determine the group most likely to lead to the development of the assessment system that is best for South Carolina.

(ii) Includes a significant number of States.

The SMARTER Balanced consortium is comprised of 33 states: Colorado, Connecticut, Delaware, Georgia, Hawaii, Idaho, Illinois, Iowa, Kansas, Kentucky, Maine, Michigan, Minnesota, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, South Carolina, South Dakota, Utah, Vermont, Washington, West Virginia, Wisconsin, and Wyoming.

The PARCC consortium includes 27 members: Alabama, Arizona, Arkansas, California, Colorado, Delaware, District of Columbia, Florida, Georgia, Hawaii, Illinois, Indiana, Kentucky, Louisiana, Maryland, Massachusetts, Mississippi, New Hampshire, New Jersey, New York, North Dakota, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, and Tennessee.

**(B)(3) Supporting the transition to enhanced standards and high-quality assessments**

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked PK-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments (as defined in this notice) tied to these standards. State or LEA activities might, for example, include: developing a rollout plan for the standards together with all of their supporting components; in cooperation with the State's institutions of higher education, aligning high school exit criteria and college entrance requirements with the new standards and assessments, developing or acquiring, disseminating, and implementing high-quality instructional materials and assessments (including, for example, formative and interim assessments (both as defined in this notice)), developing or acquiring and delivering high-quality professional development to support the transition to new standards and assessments, engaging in other strategies that translate the standards and information from assessments into classroom practice for all students, including high-need students (as defined in this notice).

**Goal B: South Carolina's students will have access to standards, curriculum, and assessments to ensure that they graduate from high school college- and career-ready.**

*Objective B1: The State will adopt a development and implementation plan for Common Core State Standards, aligned curriculum resources, formative/summative assessments, and professional development.*

SC INSPIRED's rollout plan for the adoption and transition to the enhanced Common Core State Standards (CCSS) and assessments will be accomplished by using a project management structure that encompasses strategic organization, comprehensive planning, quality control, and stakeholder involvement as crucial components. This plan derives in part from lessons learned from previous South Carolina statewide standards implementation efforts. The

State has had a system of standards development, implementation, and transition since the passage of the Education Accountability Act of 1998 (see Appendix A1A). Since 1998, South Carolina has followed a seven-year cycle for the development and adoption of new standards in English language arts, mathematics, science, and social studies as well as for standards in subject areas that are not part of the accountability system. The rollout of changes made during the cyclical review of standards has prepared us for the adoption of, transition to, and implementation of the CCSS. As a result, our central focus is to ensure that the transition to the CCSS in South Carolina schools will bring about transformational changes to teacher classroom practices and sustained improvements in student growth.

Transition Team

Central to developing and implementing the plan will be a transition team of representative stakeholders. This team will include teachers, principals, superintendents, other educators, representatives from educational organizations, parents, business and community leaders, and postsecondary education representatives (both two- and four-year institutions). Specifically, the transition team will work on the alignment of the CCSS with the state's current standards, the development of instructional materials and resources, the content of and delivery of professional development on all phases of the instructional cycle, efforts to solicit broad, ongoing, critical stakeholder involvement, the development of rubrics to determine progress on accomplishing our implementation goals and the development and implementation of a communications plan that ensures reciprocal feedback.

Communications Plan

South Carolina will develop a comprehensive communications plan that will ensure that all stakeholder groups, including students, are aware of the new standards and understand the goals and activities involved in the adoption of, transition to, and implementation of enhanced standards and high-quality assessments. With leadership from the Office of Communications, the Department will create a communications plan that includes broad stakeholder involvement and ongoing two-way communication. The plan will be disseminated by the Transition Team as well as through the Superintendents' Round Table and the Instructional Leaders Round Table, two organizations under the umbrella of the South Carolina Association of School Administrators. In addition, the Department will create virtual means of communicating with stakeholders and use opportunities that already exist to enable reciprocal feedback, especially

with classroom teachers who will need to have a thorough understanding of the standards and effective ways for students to learn them.

Alignment with Current Standards

The Department's comprehensive comparative review of the CCSS revealed a 97% overall alignment of the CCSS with South Carolina Academic ELA and mathematics standards (see the Comparative Review Report in Appendix B3A). The differences were minimal. Reviewers and policy makers enthusiastically received the comprehensiveness of the CCSS and have demonstrated their support for moving forward with the adoption of the standards. The close alignment between the current state standards and the enhanced CCSS will enable the State to implement more precise and focused strategies.

In 2005, the South Carolina General Assembly passed a landmark piece of legislation, the Education and Economic Development Act, that led to the adoption of 16 career clusters (a grouping of occupations and broad industries based on commonalties) developed by the United States Department of Education. Each high school in the state is required to implement at least three of the 16 clusters. Some LEAs are in the process of reorganizing their high schools so that all 16 clusters are offered in at least one high school in the district, and students have the choice to attend the school where their chosen cluster is offered.

The Department's Office of Career and Technology Education created standards for each of the career clusters (Health Science; Business, Management, and Administration; Finance; Information Technology; Marketing, Sales, and Service; Agriculture, Food, and Natural Resources; Education and Training; Hospitality and Tourism; Human Services; Arts; Audio-Video Technology, and Communications; Law, Public Safety, Corrections, and Security; Science, Technology, Engineering, and Mathematics; Transportation, Distribution, and Logistics, Architecture and Construction; and Manufacturing) that were adopted by the State Board of Education. To assist with the implementation of these standards, career cluster guides were developed for use in the schools. Many of these clusters lead to certification in a trade or industry which is an indication that the student is career-ready. Another indicator of career-readiness is the results of WorkKeys assessments taken by high school and adult education students to demonstrate their knowledge and skills. The General Assembly recently passed a proviso that provides funding for students to take two of these three assessments: PSAT, PLAN, or WorkKeys.

Development of Instructional Materials and Resources

Aligned resources are critical to a successful transition. Materials, reports, crosswalks, and professional guides for formative and interim assessments developed during the transition year will be made available to the education community and to stakeholders through various methods including websites, a variety of optical and digital media, and print. Additional materials will be made available to students and parents that facilitate engagement in anywhere, any time learning. Engaging students in learning inside and outside of the classroom fosters one of the component parts of SC INSPIRED—a new generation of students who take ownership for their learning.

Resources include the standards themselves and appropriate support documents, model lessons, and curriculum resources. To ensure the necessary materials and resources reach teachers, parents, and students, the Department staff will

- revise support documents,
- identify curriculum resources indicating which resources support which standards,
- update the state's model curriculum (use of the curriculum is voluntary and LEAs and schools as well as individual teachers have access to the curriculum via the web),
- solicit model lesson plans from the state's most effective teachers, and
- plan and develop effective professional development opportunities and delivery models.

Professional Development on All Phases of the Learning Cycle

Information gleaned from the comprehensive comparison has provided key details that will inform our implementation activities, particularly the professional development. As the Comparative Report (May 2010) recommended: "The transition to and implementation of the CCSS will require the SCDE to focus on the essential question of how to ensure that all teachers in all schools have opportunities not only to become aware of the new standards but also to understand how to implement them in their classrooms. What is likely is that the SCDE will need to recognize that it must partner with districts to work out a system that makes the implementation of the standards into the day-to-day work of ELA, social studies, science, and mathematics teachers" (2010, p. 100)

The Transition Team includes teachers, principals, and district representatives to ensure that the implementation of CCSS will directly and explicitly impact the classroom and that teachers understand how to implement and use the standards to sustain real transformation in

instruction and learning. Teacher training, engagement in CCSS, and successful use of the CCSS are paramount to the State's ability to improve the rate of student growth and to engage students in owning their learning. See the discussion below in Objective B2 pertaining to professional development plans that include the Regional Support System, Communities Advancing Professional Practice, and S2Mart and LiteracySC Initiatives.

Rubrics

Using State procurement policies, a consultant will be selected to create rubrics for measuring whether programs under this grant are implemented with fidelity, and to propose appropriate performance measures related to each project. See Appendix B3B for the implementation rubric for South Carolina's iCoach initiative.

SC INSPIRED has included the rubric methodology for program evaluation because it emphasizes an examination of the manner in which the program is implemented in addition to the outcomes of the program. A thorough understanding of what actually makes the implementation of the CCSS work will enable the State to adjust our implementation process as needed and make effective policy decisions. Implementation rubrics will assist us with the implementation of the CCSS by

- Coming to a shared understanding between the Department staff, the transition team, and the evaluator of the major components of the implementation plan, the critical elements in each component, and a series of benchmarks to determine a school's success in implementing each element and component at the desired level.
- Using the rubrics to communicate the components and elements of the implementation plan to stakeholders at all levels. The rubric conveys expectations in a clear fashion so that everyone understands how the standards will be implemented.
- Using the rubric to score the flexibility the Department school personnel to monitor and make adjustments as necessary to ensure proper implementation.
- Reviewing the scored rubrics to determine the specific kinds of assistance needed for full implementation.
- Reviewing the scored rubrics to make decisions about whether strategies should be modified or discontinued at specific school sites.

- Examining relationships between the component/element scores and specified outcomes (e.g.,student achievement, teacher retention, graduation) to make necessary changes to the implementation plan.

During the first year of the grant, the State will secure the services of a contractor to train Department staff in developing and using rubrics for project management. In addition, this contractor will review rubrics developed by the Department to ensure feasibility. This training will ensure not only that the development and use of rubrics indeed measures program implementation, but also that Department staff expand their capacity to document and guide effective program management.

Other CCSS Transition initiatives include:

- Development of professional learning guides that support teacher understanding of using assessment *for* learning.
- Provision of district, school, and teacher opportunities that support the effective analysis and use of various kinds of data.
- Analysis of existing school report cards and student growth and performance data to identify curriculum gaps and achievement gaps to guide the identification and development of supplemental resources.
- Revision and alignment of career and technical curricula with the CCSS to reinforce consistent learning expectations for all students, better preparation for graduation, college- and career-readiness, and student acquisition of the necessary academic and technical skills for success in a global workforce.
- Assistance to middle and high schools and LEAs in using the enhanced standards to develop and improve courses for career clusters that prepare high school students for college and careers.
- Continued collaboration with the Commission on Higher Education and State Technical College System to expand and continue the South Carolina Course Alignment Project by re-aligning already piloted courses to the enhanced standards and to ensure alignment between high school courses and college entrance requirements.
- Acquiring and/or developing curriculum resources to create a standards implementation toolbox to assist LEAs and schools in local assimilation of the new standards.

Providing enhanced opportunities, access, and a focus on knowledge and skills that strategically prepare each student for graduation and 21st century success will accomplish South Carolina's vision of graduating students college- and career-ready. Because the CCSS will be adopted by many states, opportunities for collaborating with and sharing instructional, professional development, and assessment resources among these states should enhance the effectiveness of South Carolina's efforts even further. Ultimately, South Carolina will provide ongoing, consistent support to implement a high quality, rigorous, aligned learning cycle (standards, curriculum, instruction, assessment, and analysis) that prepares all students, including students from special populations, to be fully functional in 21st Century literacies and well-prepared to graduate and continue to higher education or begin careers.

*Objective B2: Teachers, schools and LEAs will transform teaching practice into accelerated student growth as a result of intensive professional development and support from the Department and partners.*

Regional Support System

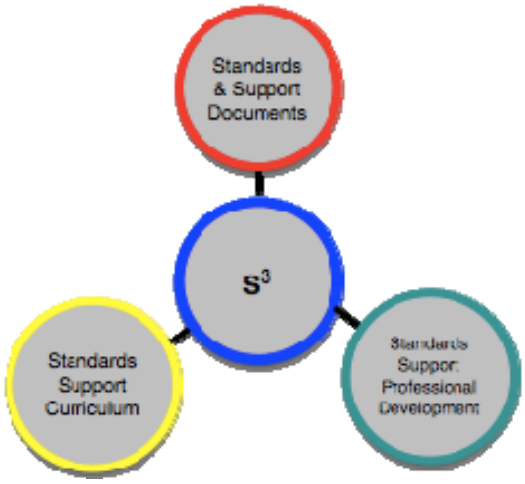
SC INSPIRED will strategically use the Regional Support System to deploy existing resources to provide professional development and support to the State's teachers, schools, and LEAs, including the Standards Support System ($S^3$), the Systemic Support for Making a Real Transformation ($S^2$MART) Initiative, and the Literacy SC Initiative (see Section A for information on the Regional Support System).

Using the School Potential Performance Album (Album) that identifies a school's or LEA's risk factors, Department personnel will assist in determining the needs of the students, schools, teachers, and leaders and tailoring support for the implementation of the CCSS to those learning communities. The Albums are based on an analysis of the data that we have collected from multiple sources, and, for the first time, all the data about a school and its LEA are available online to authorized staff members to share and use.

Analysis teams from throughout the Department, the Regional Facilitators, as well as experts from schools and LEAs, will meet periodically to analyze data from individual schools, LEAs, and regions of the state. This data will be compiled to provide a view of the needs of the state as a whole as well as individual schools and LEAs. The Regional Support System will periodically monitor the "health" of a school and its workforce or the system and its collective workforce as well as the support (or lack of) given by the State. The "check up" creates a feedback loop for

continuous improvement to those individuals delivering support at the individual, school, LEA, region, and state levels.

South Carolina has learned from past efforts to implement the many components of revised standards that, to be successful, delivering tiered services to LEAs and schools is imperative. Building capacity of Department staff, LEAs, schools, and teachers to positively impact classroom instruction, target individual student learning needs, and improve student academic achievement has to be one of the measures of our success. Our limited resources and the "once in a lifetime opportunity" that students have to get an education make sharing resources and working collaboratively a mandate. The inclusion of a student growth component on the annual job performance evaluations of Department staff demonstrates their willingness to be embrace reciprocal accountability.




Standards Support System ($S^3$)

Created by the Department in 2008, the Standards Support System ($S^3$) provides the foundation for effective teaching and learning through the alignment of the written, taught, and tested. $S^3$ is based on the belief that the primary obligation of the LEAs is to ensure that all students have the opportunity to learn and to be able to effectively demonstrate that learning (Marzano, 2003). Work related to the transition to the CCSS will be done in partnership with the LEAs and focused on building their capacity to prepare all students for graduation, college- and career-readiness, and successful futures.

The $S^3$ consists of three components: strategically aligned resources, job-embedded professional development and instruction focused Communities Advancing Professional Practice (CAPPS; see (D)(5) for information on CAPPs), and access to curriculum and lesson planning support.

A fundamental assumption in $S^3$ is that teachers will have ready access to the key materials of their craft; they need access to the standards, including materials and examples aligned to their intent. Teachers need a "viable curriculum," with access to opportunities to

increase their own professional skills (Marzano, 2003). Teachers' effectiveness will be measured in large part by their impact on the learning cycle that results in student growth.

Inspired by South Carolina's vision, S3's Theory of Action (Appendix B3A) includes four targets: 1) a coherent and viable curriculum; 2) assessment for learning; 3) aligned instructional materials/resources; and 4) powerfully prepared, effective teachers and leaders. These targets are reached through an "engaged school community" that has focused support, coaching and/or job-embedded professional development. These engaged school community members develop ways of thinking about and solving problems, improving leader and teacher effectiveness, and accelerating student growth which leads to school effectiveness.

S$^2$MART and LiteracySC Initiatives

Other key strategies to the successful implementation of the CCSS are the Systemic Support for Making a Real Transformation (S$^2$MART) and LiteracySC Initiatives. Housed in geographic areas of the State, S$^2$MART and LiteracySC personnel serve as points of contact between the components of the S$^3$ and the LEAs, schools, leaders, and teachers, especially in the areas of mathematics, science reading, and writing.

The capacity of the S$^2$MART Initiative is documented by their work in the areas of mathematics and science with a large number of schools: 148 schools with coaches, 59 Title I schools in Corrective Action, and 19 Palmetto Priority Schools (PPS). The precursor to the S$^2$MART Initiative, the Mathematics and Science Coaching Initiative (MSCI) in operation from 2002-09, worked with 331 P-8 schools in 72 of South Carolina's 88 LEAs, impacting 9,000 teachers and approximately 225,000 students.

The LiteracySC Initiative, a comprehensive approach to improving literacy skills in South Carolina, will focus on the teaching of struggling readers and writers. This new initiative will assist teachers with needed strategies to improve the teaching of reading and writing with emphases on *acquisition, intervention, acceleration, support,* and *innovation*.

In the State's implementation of SC INSPIRED, the S$^2$MART and LiteracySC Initiatives will work through the Regional Support System in close relationship with established CAPPs, and regional consortia composed of LEAs and school stakeholders, including IHEs and businesses and industry, to provide a solid system of support for standards implementation.

The S$^3$ research-based strategy for implementing the CCSS contains the following elements:

**1. Task-Focused Partnerships**

During the planning year (2010-11) of SC INSPIRED, the $S^2$MART and Literacy Initiatives will develop, in collaboration with the Regional Support System, Memoranda of Understanding (MOU) with LEAs or consortia of LEAs to define the specific tasks and timelines for standards implementation to be accomplished as detailed in SC INSPIRED.

**2. Shared Responsibility and Accountability for Completing the Work**

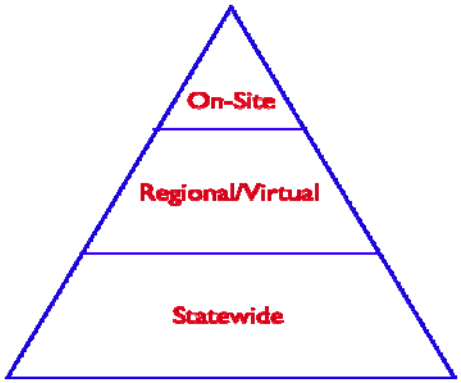
LEAs have partnered with the Department and agree to take joint responsibility for implementing professional development on the learning cycle. The Department, through the Regional Response Teams, will work out the specific training protocols to be used, and the LEAs will provide time for professional learning to occur. Specifically, the $S^2$MART and Literacy SC Initiatives and other Regional Response Team members will provide LEAs with the option to establish specific CAPPs that have a learning support/instructional focus and the support to develop them. Designed collaboratively with district representatives, training will be aimed at assisting principals and district-level administrators in setting up and supporting school-based as well as inter- and intra-district-based CAPPs to rollout the standards as described above.

**3. Professional Learning Curriculum**

The Department will develop instructional materials specific to CCSS for ELA and mathematics by grade level. While implementation of the materials will require some initial training, the materials will be designed for use by grade level or subject level teachers working on their own or in teams. The training will include a guided study of the differences, by grade level, between the CCSS and the current ELA and mathematics standards. Through CAPPS, the Department will distribute and assist with implementing the new instructional materials and facilitate the revision of current district pacing guides or the creation of new ones.

**4. Dissemination of Successes**

The $S^2$MART and LiteracySC Initiatives will develop and conduct regional standards implementation meetings for all LEAs. These working meetings will facilitate sharing of successful practice, lessons learned, and improvement strategies.




These initiatives recognize the differing needs and risk factors of schools and LEAs and will provide tiered services, with the LEAs with the most needs and

risk factors receiving the most services. All LEAs will continue to have access to the most general set of statewide services: informing and listening. LEAs and schools that are at risk will have access to more intense planning and coaching through regional and/or virtual services. LEAs and schools with the greatest needs (based on student academic performance) will have access to sustained engagement on-site from specialists and coaches working with the $S^2$MART and LiteracySC Initiatives and other team members from the Regional Support System (see Section A).

To date, the most intense strategy for providing professional learning for LEAs, schools, and teachers has been the implementation of iCoach SC (instructional coaching model). iCoaches are prepared using Cognitive Coaching$^{SM}$ and a well-developed training module that focuses on the component parts of S3: model curricula, assessments for learning, instructional materials support, and powerfully prepared effective teachers.

The roles of the Response Team Members will be refined to ensure that the standards and assessment goals and objectives of SC INSPIRED are addressed. The draft Implementation Rubric in Appendix B3B provides specific information about how the Response Team Members effectiveness will be measured; an initial working version of a rubric is available for school personnel to use as they implement the Regional Support System.

One important member of the response team is the iCoach who will assist teachers in developing goals to focus productively on standards, content, pedagogy, assessment, cognition, relationships, change, and communication to accelerate student growth and achievement. The implementation rubric will be cross-referenced with the Hybrid Success Model Analysis/Virtual Comparison Group–NWEA–Measures of Academic Progress (MAP) (see Appendix B3G) based on student annual growth targets as an important accountability tool. This link to student achievement is another example of reciprocal accountability embraced by SC INSPIRED.

**Tiered Support and Communities Advancing Professional Practice to Sustain Implementation**

The work begins in the schools and LEAs with the statewide rollout of the transition plan. The Regional Support System's facilitators will over see the creation and brokering of MOUs, and the establishment of Communities Advancing Professional Practice (CAPPs).

All schools will receive instructional materials designed for use by CAPPs to implement the CCSS in ELA and mathematics. At the elementary level, the CAPPs will include all teachers

teaching ELA or Mathematics. At the middle and high school level, the following process will be used:

1. Provide the most intense services to ELA and mathematics teachers in schools that have been rated as Below Average or At Risk. These schools will receive sustained engagement; for example, the assignment of an iCoach who will work to develop and sustain a "standards implementation" CAPP. We anticipate providing 80 schools per year this level of service.
2. Schools that are rated as Average will receive "Assessing and Planning" services, provided to building-level and LEA administration, which will include targeted professional development on the establishment and support for standards implementation CAPPs for ELA and mathematics teachers. Specific technical assistance will be given during the school year to maintain the CAPPs. We anticipate providing 173 schools per year this service level.

Schools that are rated Good and Excellent (202 each year) will receive "informing and listening" services delivered regionally on the development and support of ELA and mathematics standards implementation. See Appendix B3C for more information about tiered support and the Implementation Plan to transition to CCSS.

**Transition and Implementation of CCSS**

| Service Level | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---|---|---|---|---|---|
| Below Ave & Unsatisfactory<br>Sustained Engagement | 80 schools | 80 schools | 80 schools<br>Instructional Coach<br>Principal CAPP (clustering) | 80 schools | 80 schools |
| Average<br>Assessing & Planning | 173 schools | 173 schools | 173 schools<br>District and School Leadership<br>Technical Assistance | 173 schools | 173 schools |
| Good & Excellent<br>Informing & Listening | 202 schools | 202 schools | 202 schools<br>Regional Implementation Support | 202 schools | 202 schools |

Using Data – SLICE and the 7As

Analyzing and using data to improve instruction is central to SC INSPIRED's strategies to transition to the CCSS. Strategic and intensive professional development will be provided to all stakeholders—teachers, administrators, government agencies including the Department, parents and students—so they can fully use South Carolina's rich educational data resources:

- The State Longitudinal Information Center for Education (SLICE) provides teachers and leaders with the ability to monitor individual student data and his/her progress toward mastery of the CCSS. Professional learning opportunities for teachers and administrators to gain an understanding of the principles and practices used by SLICE will be developed.
  - The skills to use the data in the variety of ways described by the 7As (see Section C3) will be taught.
  - Opportunities for district, school, and teacher that support the effective analysis and use of various kinds of data will be provided.
  - Professional learning guides that support teacher understanding of using assessment *for* learning will be developed.

Enhanced Curriculum Management System (CMS)

One of the key components of SC INSPIRED is the Netflix®-enhanced **curriculum management system (CMS)** model detailed in Section C. Designed to meet the needs of teachers and students, this CMS uses statewide data to determine each student's academic and at-risk status, compares those to students who were "like this student but who made substantial academic gains," identifies the instructional programs and interventions in which the now high-achieving students participated, and provides recommendations to the teacher about resources that could be used with the current student. CMS has the potential to change the way all teachers work—because it analyzes the achievement data for the teacher (while existing curriculum management systems simply provide data to teachers for analysis). Teachers will be able to target individual student needs so that the student can perform better within subgroup(s), thus helping to eliminate any achievement gaps.

*Objective B3: South Carolina will participate in developing assessments tied to the Common Core State Standards and ensure the alignment of other appropriate assessments.*

Participate in Developing Assessments for Common Core State Standards

Recent amendments to the South Carolina Education Accountability Act of 2008 (see Appendix A1A) support South Carolina's collaboration with other states in developing an assessment system that includes formative, interim, and summative assessment components. The State currently has an approved list of formative test options that includes both formative classroom and formative interim assessments. Assessments on the approved list undergo a rigorous review process and must demonstrate the utility of the assessment in enhancing student achievement (see Appendix B3D for the Request for Submissions to the South Carolina Formative Assessment Adoption List). Once South Carolina adopts the CCSS, a formal process will be conducted to ensure alignment of the current assessments and adoption of new formative assessments, if needed.

The timeline below outlines the plan to ensure that the South Carolina Statewide Testing Program (SC-STP) tests are aligned to the CCSS. SC-STP tests include the Palmetto Assessment of State Standards (PASS), the High School Assessment Program (HSAP), the End-of-Course Examination Program (EOC), and the South Carolina Alternate Assessment (SC-Alt).

| **South Carolina's Test Alignment Plan** | |
|---|---|
| **Timeline** | **Steps** |
| By August 2, 2010 | Adopt the Common Core State Standards (CCSS) |
| 2010–2011 | • Planning and communication regarding new standards<br>• Comparing alignment of items in current item pool to the CCSS<br>• Developing test items aligned to CCSS for use in the South Carolina Statewide Testing Program (SC-STP) tests |
| 2011-2012 | • Alignment and Development of Instructional Resources<br>• Field test items for the SC-STP aligned to CCSS |
| 2012–2013 | • Transition to CCSS and Training<br>• Administer Bridge Forms for the SC-STP (items aligned to both old and new standards)<br>• Additional field testing for the SC-STP<br>• EOC begins review the SC-STP tests |
| 2013–2014 | • Full implementation of CCSS and the SC-STP<br>• Additional field testing for the SC-STP<br>• SC-STP used for accountability |
| 2014–Ongoing | • Evaluation and ongoing support<br>• Administer SC-STP<br>• Additional field testing for the SC-STP |

In the transition process, all state assessments will be aligned to the CCSS and to any additional State developed standards allowed in the adoption process (15% of total standards). Traditionally, South Carolina has aligned tests using the following procedures:

- Newly written items are field tested every year, and items with acceptable statistics are added to the item pool.
- When the State Board approves new content standards, every item in the item pool is reviewed for alignment. If the item continues to be aligned at the same grade level, the item is kept in the pool. If the item is no longer aligned, the item is removed from the pool.
- Items that are still aligned but at a different grade level are field tested with students at the new grade level, and determination about acceptance into the new item pool is based on the field-test item statistics.

In transitioning to new assessments based on the CCSS, test forms will be built during the first year of implementation of the standards using only items that align to both the old and new standards (i.e., the bridge form). In the following year, test forms are based exclusively on the new standards. The bridge form allows teachers one full year to adjust to the new standards before they are held accountable for the content and skills.

Participate in National and International Assessment Programs

To demonstrate its commitment to internationally benchmarked performance and to gain data to determine if we are closing achievement gaps between our students and students in other countries as well as other comparative data, South Carolina intends to participate in national and international studies on a regular basis. We will volunteer to administer the Trends in International Mathematics and Science Study (TIMSS) in spring 2011 and beyond. Similar to the National Assessment of Educational Progress (NAEP), TIMSS samples students for testing. While no individual scores are reported, the comparative data is invaluable to the State in determining its status in international comparisons, closing the achievement gap between our State's students and students in countries around the world, and for evaluating change over time. Similarly, assessing South Carolina 8$^{th}$ graders on mathematics and science through TIMSS provides data for our STEM initiatives and provides additional information about aggregate student performance.

As a member of the Career and Technical Education Consortium of States (CTECS), South Carolina is in preliminary discussions with other members about applying to the Race to the Top Assessment Program, Part B, for a High School Course Assessment Programs grant to develop common internationally benchmarked summative assessments for career and technical education courses and program assessments to determine if students are career- and college-ready.

Expand state assessments to include authentic, performance-based measures of student learning

South Carolina proposes an ambitious, multi-year plan to work with educators to develop project-based learning and assessments: rigorous, cross-discipline authentic assessments and accompanying scoring rubrics that will include all grade levels and subject areas not currently included in the assessments proposed by the consortia.

Our intent is to begin this assessment focus by supporting the expansion of authentic assessment development efforts for Visual and Performing Arts because of the work that has already been completed in this area. In 2000 (Year 1), the South Carolina Arts Assessment Project (SCAAP) began with a focus on developing and field testing large-scale assessments for elementary school music and visual arts. The item formats chosen were multiple-choice and on-demand performance tasks with accompanying rubrics. Committee members determined that those two formats were most suited to assess students' music, visual arts, dance, and theatre achievement in relation to the 2003 *SC Visual and Performing Art Standards*. The web-based SCAAP assessments have been administered at elementary, middle, and high schools across the state in conjunction with the Distinguished Arts Program (DAP) grants awarded by the Department. The South Carolina Arts Assessment Program (SCAAP) is a collaborative effort among the Department, the Office of Program Evaluation (OPE) at the University of South Carolina (USC), and South Carolina arts educators whose purpose is to provide arts educators and school administrators with a tool to authentically measure their students' arts achievement and to objectively evaluate their schools' arts programs. A detailed description of results and activities can be found in the report *Technical Documentation for the South Carolina Arts Assessment Project* (Appendix B3E).

Although the Department will coordinate and oversee this effort, the intent is that many of the Project-Based Learning and Assessments (PBLAs) will be developed and submitted by groups of practicing educators. Where possible, South Carolina will partner with the assessment

consortia and with individual states to create project-based learning and assessments that are aligned with and extend beyond the CCSS. Upon completing field reviews and pilot testing, each series of approved PBLAs will be phased in for statewide implementation. Over time, the uniform scoring rubrics will yield teacher and principal effectiveness, as described in Section (D)(2).

South Carolina, like many other states, will be looking to new models of data aggregation and seeking stakeholder input and partnerships with other states and entities for future accountability models. Aggregating data from multiple sources can provide richer measures of student achievement, and by extension, educator and school effectiveness.

Data from these assessments will be used to supplement the data that currently exists to determine teacher and leader effectiveness and to provide a new source of data for subject areas and grade levels where assessments do not currently exist (e.g., *career and technology education, modern and classical languages, health and physical education, special education, and the arts)*. These assessments will be a "breakthrough" in our efforts to include all teachers in our effectiveness rating system as described in Section (D)(2).

To ensure that all students graduate from high school ready for post-secondary education and careers, South Carolina must determine not only what each student knows, but also how each student can integrate knowledge from multiple disciplines to engage in individual and collaborative problem solving, skill advancement, innovation, and continuous learning.

*Objective B4: South Carolina will provide additional strategies to ensure student achievement, graduation, and college- and career readiness.*

South Carolina is implementing a multi-faceted approach to preparing our high school graduates to be ready for post-secondary education opportunities and/or entry into the workplace. Since schools are a microcosm of our society as a whole, they serve as a safe environment for students to test drive their roles as the citizens and leaders of tomorrow.

**Decrease Dropouts**

In order to graduate all of South Carolina's students college- and career-ready by 2020, we must first make schools an interesting and inspiring place to be. Each year, approximately 8,000 children in South Carolina drop out of school, leaving South Carolina with one of the highest rates of dropouts in the nation. While most students do not plan to drop out of school, a significant number drop out for a variety of reasons, including low attendance, academic

problems, pregnancy, over-age for grade, and expulsion. The cost of dropouts is tremendous. The annual salary of a dropout is $9,200 less than that of a high school graduate. Dropouts are 2.5 times as likely to live in poverty, two times as likely to be unemployed, and eight times more likely than high school graduates to be in jail or prison. Converting a year's dropouts to graduates would increase personal income in South Carolina by $8 billion over the life of these students.

South Carolina is making strides to reduce dropout rates through various approaches, including, among other things, EEDA's Personal Pathways to Success Program (see Section A), evidence-based models, and programs that target at-risk characteristics among school populations, district pilots (Graduate Greenville), public school choice (single-gender), and diversified instruction (Virtual and Alternative Schools).

JAG-SC

A promising initiative that SC INSPIRED proposes to add to its targeted efforts to keep students in school is **Jobs for America's Graduates** (JAG-SC), a dropout prevention and workplace preparation program that fosters school and business partnerships. The Department will invite high schools to participate by sharing a portion of the costs for a graduation coach for one year. Competitive subgrants will be awarded to schools with below 60% graduation rates.

JAG's goal is to help at-risk students graduate from high school with meaningful opportunities for job placement or additional studies in postsecondary education through a comprehensive set of services, including activity- and competency-based classroom instruction, employability skills, adult mentoring, advisement and support, summer employment training, student-led leadership development, job and post-secondary education placement services, linkages to school- and community-based services, 12-month follow-up services, accountability and tracking of outcomes, and professional development. South Carolina's program has been hosted by the SC Department of Commerce and will soon be moving to a newly reorganized employment and workforce agency.

Within the 20 schools where JAG-SC has established programs, the results have been exemplary, not only in high school graduation and job placement, but also in cultivating the college-going culture. (Please see Appendix B3F for the JAG-SC proposal.)

**College- and Career-Readiness**

There is no debate that a rigorous level of academic proficiency, especially in math and literacy, is essential for any post-high school endeavor. However, the competitive environment in which we live requires skills in three areas to be college- and career-ready: core academic skills and the ability to apply those skills to concrete situations to function in the workplace and in routine daily activities; employability skills (such as critical thinking and responsibility) that are essential in any career area; and technical, job-specific skills related to a specific career pathway. To assist South Carolina's students to ready themselves for their future, we propose the following:

College Readiness: South Carolina Course Alignment Project (SC CAP)

South Carolina is the first state to undertake the alignment of its high school and college courses, and we believe that closer alignment of courses and expectations will lead to increases in post-secondary enrollment and completion. The South Carolina Course Alignment Project, an initiative in response to the Education and Economic Development Act of 2005 (EEDA),is led by the South Carolina Commission on Higher Education in partnership with the South Carolina Department of Education and the South Carolina Technical College System, and is facilitated by the Educational Policy Improvement Center (EPIC) at the University of Oregon. This innovative, exciting project is a collective effort to determine the degree of alignment between high school courses and entry-level college courses with the goal of improving alignment so students may have a seamless transition from secondary to postsecondary education. This initiative also provides a forum to reach consensus on the knowledge, skills, and dispositions students should possess when they graduate from high school.

In an environmental scan conducted by EPIC, approximately 1/3 of South Carolina college students reported taking at least one remedial course during college; however, most remediation takes place in the two-year institutions. The lowest passage rates (78%) for courses completed during the first year of college at four-year institutions, were for math and computer science courses, courses critical for preparing for success in the 21st century economy.

We propose to ensure that the Common Core State Standards are part of the alignment process undertaken by the Course Alignment Project by convening stakeholder teams to review course revisions made as a result of the adoption of the enhanced standards.

**Career Readiness:** ***Virtual Job Shadowing***

At the recommendation of the Education and Economic Development Act Coordinating Council, the Department is currently working with various businesses, organizations, and vendors to develop a variety of web-based interactive Virtual Job Shadowing (VJS) modules to be used by students through their Personal Pathways to Success™ portal. Personal Pathways to Success is the program name for the college and careers planning and graduation requirements of the Education and Economic Development Act (see Section A). The interactive VJS modules will provide students, teachers and counselors with 24/7 online access to a "day in the life of" view of the many careers available in South Carolina, across the nation, and around the globe. These modules will benefit all students, especially those in remote areas of the state and those students who have chosen occupations that are difficult to shadow (e.g., safety issues).

**Closing Achievement Gaps**

Closing the achievement gap is a major challenge facing the state. Deep achievement gaps exist between African American and white students, students with disabilities and those without disabilities, and male and female students. Information on achievement gaps for African American students and students with disabilities is provided in the Performance Goals in Section A). We also face the challenge of closing achievement gaps between students in our state and those students in other countries. When industries from all over the world consider South Carolina as a business location, they want our workforce to be as skilled and prepared as the workforce in their home country. In addition, in the increasingly global, 21st Century workplace, students from our State will work with citizens of other countries, and are more likely than previous generations to work in other countries, so they must be equipped to compete successfully in these environments.

Implementing targeted programs and strategies will increase student growth and engagement, ultimately leading to successful graduation, enrollment in higher education, and productive citizenship. These programs are designed to ensure achievement and reduce risk factors for failure: early learning for school readiness; P-20 literacy; science, technology, engineering, and mathematics (STEM), credit recovery/alternative diplomas, and dropout prevention. Within these programs and through additional strategies that build on the state's existing career and workforce readiness framework, SC INSPIRED will provide college and career exploration and planning programs such as transition/bridge initiatives, P-20 alignment,

and STEM career development. Our STEM initiatives are presented throughout the narrative and summarized in Priority 2, and our early learning initiative, which focuses on expanding use of the Montessori method and is built on current statewide early learning initiatives, is described in Priority 3. Section F presents South Carolina's efforts to provide public school choice, including several mechanisms to foster high quality public charter schools..

To prepare our students for the 21st Century workplace, we must close the achievement gaps. Through SC INSPIRED, the following initiatives will lead school change efforts to focus on closing achievement gaps.

Alternative Diplomas

The high school diploma is a benchmark of success in the United States, but what the diploma represents has continued to change. The number and types of options for diplomas vary from state to state, with some states having as many as seven choices and others as few as one. The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities participate in state and district assessments and that results be reported. These requirements have had an impact on states, as they attempt to improve school completion rates for students, especially those with disabilities. There is also discussion of using alternative diplomas to recognize students who have earned honors, who have completed certifications, to indicate the completion of a career cluster, and other designations. South Carolina will pilot these options to determine if it is feasible to extend the number of diplomas offered.

Accelerating School Achievement Pilots

South Carolina will implement two **Accelerating School Achievement pilots** to focus on closing the achievement gap, especially in low-performing or high poverty schools. As confirmed recently in *The Condition of Education 2010*, "students who attend high-poverty schools perform persistently lower in math and reading achievement and are less likely to attend four-year colleges when compared to their peers in low-poverty schools" (NCES, 2010). One ASAP pilot, the Literacy Academy, will focus on targeted instruction for implementing the ELA standards. The other pilot will focus on improving achievement in STEM and the STEM-content knowledge of teachers in the pilot schools. Using the work of MASS Insight as the foundation, these pilots will engage students so that they are ready to learn, support teachers so that they are ready to teach, and support the LEA and school administration so they are ready to act.

*Literacy Academy Pilot*

Beginning in SY 2011-12, the Department will identify schools to participate in the Literacy Academy Pilot Sites (grades K-3) and provide training for teachers in targeted reading and writing instruction, the Power of Teaching, and Response to Intervention. Additional professional development will be provided on specific evidence-based strategies to accelerate learning with the teachers working in the academies.

Literacy coaching specialists will assist teachers in identifying and diagnosing struggling readers using formative and summative data (e.g., Evans-Newton, Inc. benchmarks, NWEA-MAP, PASS) and creating a process for monitoring student growth. The academies will provide additional support and instruction for students that may occur at alternative times—before, within, or after the school day. The pilot will assist schools in monitoring student data as they work to close the achievement gap.

*STEM Pilot*

The STEM pilot will engage institutions of higher education as well as business and industry in the design and execution of the curriculum and instruction through South Carolina's Coalition for Mathematics and Science. The curricular focus in the pilot schools will be on STEM (science, technology, engineering, and mathematics). The STEM emphasis will, however, include the support of a full and rich curriculum and will include enhancing students' abilities to work with a variety of literacies (e.g., mathematical, scientific, and historical including those of the arts).

In SC STEM pilot schools, the Department and partner schools will provide additional research-based learning supports for students and teachers that will expedite and transform culture and capacity at the school level. The SC STEM Schools Pilot will address the needs of schools that rank in the 10% to 25% range among all SC schools. The SC STEM Schools Pilot will serve as regional demonstration sites to showcase research-based practices on closing the achievement gap.

Each SC STEM school will have an instructional coach (iCoach SC). The training and support will be governed by the Theory of Action for Instructional Improvement (see Appendix B3A). The school and the iCoach SC will receive two weeks of summer training, eight follow up 1.5 day long sessions, and weekly support visits from a $S^2$MART Initiative specialist. The

iCoach SC will receive four days of Cognitive Coaching$^{SM}$ training during year one and the remaining four days during the second year.

Other training will include mathematics and science content training, use of data for feedback and instructional improvement, management of instructional materials such as science kits, and professional development on professional development.

During the summer following the implementation of the coaching model, the school's mathematics and science teachers will participate in a summer learning experience developed in partnership with the University of South Carolina's Center for Science Education (USC SE) and the College of Education. During this program, teachers are trained in a standards-based module in science or mathematics with the expectation that they will enact the materials during the school year. The teachers will receive content instruction for mathematics and science faculty at USC SE and pedagogical instruction from science education faculty. The teachers will teach students during the summer program and will have the opportunity to process their experience. They will be supported in enacting the curriculum during the school year and will enact at least one other instructional unit with students.

The SC STEM School Pilot will include approximately 5 schools during Year 1; a new cohort of 5 schools will be added in Year 2 and in Year 3. Each cohort will be supported for three years. This work will complement the School Improvement Grant (SIG) Project 180 and Turnaround Initiatives (see Section E).

The SC STEM School Pilot is based on research published by the MASS Insight Education & Research Institution (Calkins, Guenther, Belfiore, & Lash, 2007; see Appendix B3D for an excerpt on school clusters). Through the pilot, the Department and schools will collect and interpret data and translate findings into strategies that can be used in other schools with large achievement gaps. The schools will collaborate with the $S^2$MART Initiative and partner with IHEs, businesses and industry to build capacity within the schools and the LEA and ultimately across LEAs.

Activities for this initiative include:

- Design a pilot research study for the SC STEM School Pilot
- Create and post an application (RFP) process for struggling schools within the defined range of persistently low achieving schools to participate in the pilot
- Review SC STEM Schools applications and select schools

- Provide preliminary orientation for the selected schools
- Implement the SC STEM School Training Model for Cohort 1
- Establish a partnership with the instructional leader's expanded regional consortia to support professional learning on the implementation of the enhanced standards and high-quality assessments
- Implement Professional Learning in a system that ensures access to professional learning for all schools and ensures the most intense services for the neediest schools (Tiered System of Support), in collaboration with the instructional leaders' regional network.

The STEM Schools Pilot will engage institutions of higher education as well as business and industry through the South Carolina's Coalition for Mathematics and Science in the design and execution of the curriculum and instruction. For more on STEM initiatives, see Priority Two.

Public School Choice

In keeping with the State's goal of being the most choice-driven public school system in the nation, we propose to enhance our choice initiatives for students and parents. South Carolina has one of the few, if not the only, office in an SEA dedicated to public school choice. Choices are currently offered within magnet programs, schools-within-schools, alternative schools, virtual schools and charter schools. Some of the state's public school choice programs currently include single-gender initiatives, middle college/early college, Montessori Education, evening high school, language immersion, academic academies, arts integration and international baccalaureate programs. These choices are providing an avenue for students to engage in areas of interest to them which has produced profound results in student achievement, attendance, behavior, and over-all school satisfaction.

We will expand our offerings through the following initiatives:

*Single-Gender Best Practices*

South Carolina has the most single gender classes in the country. The demand to expand the classes to additional schools has stretched our limited resources to provide the training that schools need to implement the classes successfully. South Carolina INSPIRED will provide the opportunity for us to videotape teachers who demonstrate successful use of recommended strategies and then deliver the videos as a part of gender-based training sessions for teachers across the state. Videos will supplement professional development for teachers so that they can

actually view recommended strategies in action. Videos are able to be used within face-to-face training sessions as well as posted on-line for use at any time. The videos will help close achievement gaps because they will visually demonstrate recommended strategies; thus, providing a greater opportunity for teachers to learn how to use these effective strategies.

*Montessori*

South Carolina is the **only state with Montessori certification** for teachers; our comprehensive certification proposal was promulgated by the General Assembly on May 20, 2010, and has been recognized by the Montessori Association Council for Teacher Education (MACTE). With the passage of this regulation and the creation of an alternative route to certification for Montessori, we anticipate an increase in the number of requests to establish Montessori classes. Besides the cost of a teacher and his or her training, the biggest expense in implementing Montessori classes is the cost to outfit the classrooms. The majority of the Montessori classes are currently at the kindergarten level but we have growing interest to expand the program into the middle school.

SC INSPIRED will create a subgrant program to outfit Montessori classrooms for their initial start-up. We will also offer scholarships-loans to teachers seeking Montessori certification. We believe this initiative will produce some of the highest return on investment due to our current success with the Montessori method and the long-term benefit of having engaged students who are achieving at high rates.

## Performance Measures for (B)(3)

| Ambitious yet achievable goals, overall and by student subgroup | Status as of 12/31/09 | Numerator | Denominator | Goals without this grant | Goal for SY 10-11 | Goal for SY 11-12 | Goal for SY 12-13 | Goal for SY 13-14 |
|---|---|---|---|---|---|---|---|---|
| **ALL STUDENTS-ENGLISH LANGUAGE ARTS** | | | | | | | | |
| Increasing student achievement in **reading/language arts** as reported by **ESEA assessment PASS-4th grade** (% scoring Met or Above 2009) | 75.4 38 | ,892 | 51,377 | Increase | 79.4 82 | .4 84 | .4 85 | .4 |
| Increasing student achievement in **reading/language arts** as reported by **ESEA assessment PASS-8th grade** (% scoring Met or Above 2009) | 67.5 | 35,100 | 52,000 | Increase | 71.5 74 | .5 76 | .5 77 | .5 |
| Increasing student achievement in **reading/language arts** as reported by the assessments required under the **ESEA-HSAP** (% scoring Level 2 or Above 2009) | 84.9 43 | ,670 | 51,437 | Increase | 85.9 86 | .9 87 | .9 88 | .9 |
| **ALL STUDENTS-MATHEMATICS** | | | | | | | | |
| Increasing student achievement in **mathematics**, as reported as reported by ESEA assessment **PASS-4th grade** (% scoring Met or Above 2009) | 76.8 40 | ,669 | 52,954 | Increase | 81.8 84 | .8 85 | .8 86 | .8 |
| Increasing student achievement in **mathematics**, as reported by **PASS-8th grade** (% scoring Met or Above 2009) | 62.6 32 | ,595 | 52,069 | Increase | 67.6 70 | .6 71 | .6 72 | .6 |
| Increasing student achievement in **mathematics**, as reported by the assessments required under the **ESEA-HSAP 2009** (% scoring Level 2 or Above) | 80.2 41 | ,197 | 51,368 | Increase | 82.2 83 | .2 84 | .2 85 | .2 |

| Additional Performance Measures for Section B | Actual Data: Baseline (Current school year | END of SY 2010-2011 | END of SY 2011-2012 | END of SY 2012-2013 | END of SY 2013-2014 |
|---|---|---|---|---|---|
| Performance gap between ethnic/racial subgroups of students is reduced to 15 points (From Education Watch State Reports, Education Trust ) | 28 | 27 | 25 | 20 | 15 |
| Percent of students qualifying for Free or Reduced-price Lunch who score met or exemplary on the SC PASS or on EOC subject tests (Algebra, American History and Constitution, Biology, and English) | M 10%<br>ELA 14% | M 10%<br>ELA 14% | M 15%<br>ELA 20% | M 20%<br>ELA 25% | M 25%<br>ELA 30% |
| Percentage of Students meeting NWEA Growth Targets-Pilots | 50 | 55 | 60 | 65 | 70 |
| Percentage of SC STEM school classrooms at the Guskey Levels (5), measured by classroom observation | 20 22 | | 27 | 32 | 37 |
| Percentage of "effective classrooms" in SC STEM schools: classrooms with students at the "Meets" level exceed 50% | 15% 20 | % | 30% | 40% | 50% |

**Timeline of Activities for Section B: Standards and Assessment**

| Strategy, Activity | Personnel Responsible | Pre Award | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 '10 | Q1 '11 | Q2 '11 | Q3 '11 | Q4 '11 | Q1 '12 | Q2 '12 | Q3 '12 | Q4 '12 | Q1 '13 | Q2 '13 | Q3 '13 | Q4 '13 | Q1 '14 | Q2 '14 | Q3 '14 | Q4 '14 | Q1 '15 |
| **Goal B: South Carolina's students will have access to standards, curriculum, and assessments to ensure that they graduate from high school college- and career-ready.** | | | | | | | | | | | | | | | | | | | | |
| *Objective B1: The State will adopt a development and implementation plan for Common Core State Standards, aligned curriculum resources, formative/summative assessments, and professional development.* | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| B3.1 Completion of P-12 Common Core Comparative Review and field review report, with alignment, adoption, implementation, and communication plans | Division of Standards and Learning (DSL); Office of Standards and Support (OSS); Comparative Review Panel (CRP) DSL/OSS: Deputy DSL | X | X | X | | | | | | | | | | | | | | | | |
| Presentation to the State Board for the adoption of the CCSS | DSL Deputy OSS Director | X | | | | | | | | | | | | | | | | | | |
| B1 Presentation to EOC (Assessment and Standards Subcommittee) for approval | DSL Deputy OSS Director | X | | | | | | | | | | | | | | | | | | |

| Strategy, Activity | Personnel Responsible | Pre Award | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 '10 | Q1 '11 | Q2 '11 | Q3 '11 | Q4 '11 | Q1 '12 | Q2 '12 | Q3 '12 | Q4 '12 | Q1 '13 | Q2 '13 | Q3 '13 | Q4 '13 | Q1 '14 | Q2 '14 | Q3 '14 | Q4 '14 | Q1 '15 |
| B1 Presentation to full EOC for approval and adoption with implementation plan. | DSL Deputy OSS Director | X | | | | | | | | | | | | | | | | | | |
| Presentation to State Board for 2nd reading final approval/ adoption | DSL Deputy OSS Director | X | | | | | | | | | | | | | | | | | | |
| B3.1 Complete Implementation Plan | DSL Deputy OSS Director S2MART Initiative Staff, Literacy Specialist IHEs, Tech Colleges, P-12 Educators | | X | X | | | | | | | | | | | | | | | | |
| B3.2 Acquire and/or develop curriculum resources to create a "standards implementation toolbox" | DSL Deputy OSS Director S2MART Initiative Staff, Literacy Specialists IHEs, Tech Colleges, P-12 | | | X | X | X | X | X | X | | | | | | | | | | | |

| Strategy, Activity | Personnel Responsible | Pre Award | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 '10 | Q1 '11 | Q2 '11 | Q3 '11 | Q4 '11 | Q1 '12 | Q2 '12 | Q3 '12 | Q4 '12 | Q1 '13 | Q2 '13 | Q3 '13 | Q4 '13 | Q1 '14 | Q2 '14 | Q3 '14 | Q4 '14 | Q1 '15 |
| | Educators | | | | | | | | | | | | | | | | | | | |
| B3.2 Revise and realign iCoach curriculum and professional development materials to adopted standards | DSL Deputy OSS Director S2MART Initiative Staff, Literacy Specialist | | X | | X | X | X | X | X | | | | | | | | | | | |
| B3.3 Develop professional learning guides | DSL Deputy OSS Director S2MART Initiative Staff, Literacy Specialist IHEs, Tech Colleges, K-12 Educators | | | X | X | X | X | X | X | | | | | | | | | | | |
| B3.3 Develop professional learning guides to support the effective use of data from interim assessments | DSL Deputy OSS Director S2MART Initiative Staff, Literacy Specialist IHEs, Tech Colleges, K-12 Educators | | | X | X | X | X | X | X | | | | | | | | | | | |

| Strategy, Activity | Personnel Responsible | Pre Award | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 '10 | Q1 '11 | Q2 '11 | Q3 '11 | Q4 '11 | Q1 '12 | Q2 '12 | Q3 '12 | Q4 '12 | Q1 '13 | Q2 '13 | Q3 '13 | Q4 '13 | Q1 '14 | Q2 '14 | Q3 '14 | Q4 '14 | Q1 '15 |
| B3.3 Continue the collaboration with IHE, technical colleges to expand and continue the South Carolina CAP | DSL/OSS a SC CHE Technical Colleges | | X X | X X | X X | X X | X X | X X | X X | X | | | | | | | | | | X |
| B3.3 Post on www.s2martsc.org and the OSS web site at ed.sc.gov the alignment reports, crosswalk, and formative and interim professional guides | DSL Deputy OSS Director S2MART Initiative Staff, Literacy Specialist | | | | | | | | | X | | | | | | | | | | |
| B3.4 Establish a regional task-focused partnerships | DSL Deputy OSS Director S2MART Initiative Staff Literacy Specialist | X | X | X X | X X | X X X | X X | X X | X X X | X X | | | | | | | | | | |
| B3.4 Implementation of Professional Learning through the Tiered System of Support | DSL Deputy OSS Dir S2MART Staff Literacy Specialist. | | | | | | | | | | X | X | X | X | X | X | X | X | X | X |

| Strategy, Activity | Personnel Responsible | Pre Award | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 '10 | Q1 '11 | Q2 '11 | Q3 '11 | Q4 '11 | Q1 '12 | Q2 '12 | Q3 '12 | Q4 '12 | Q1 '13 | Q2 '13 | Q3 '13 | Q4 '13 | Q1 '14 | Q2 '14 | Q3 '14 | Q4 '14 | Q1 '15 |
| B3.5 Design Accelerating School Achievement Pilot (ASAP) | DSL Deputy OSS Director S2MART Staff, Literacy Specialist | X | X | | | | | | | | | | | | | | | | | |
| B3.5 Design the research study for the Accelerating School Achievement Pilots | DSL Deputy OSS Dir S2MART Staff, Literacy Specialist Evaluator | X | X | | | | | | | | | | | | | | | | | |
| B3.5 Create and post an application (RFP) process for. the Accelerating School Achievement Pilots | DSL Deputy OSS Dir S2MART Staff, Literacy Specialist | | | X | | | | | | | | | | | | | | | | |
| B3.5 Review Accelerating School Achievement Pilot applications and select schools | DSL Dep OSS Dir S2MART Staff, Literacy Specialist RFP panel | | | | X | | | | | | | | | | | | | | | |
| B3.5 Preliminary orientation with selected schools | S2MART Staff Literacy Specialist | | | | | X | | | | | | | | | | | | | | |

| Strategy, Activity | Personnel Responsible | Pre Award | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 '10 | Q1 '11 | Q2 '11 | Q3 '11 | Q4 '11 | Q1 '12 | Q2 '12 | Q3 '12 | Q4 '12 | Q1 '13 | Q2 '13 | Q3 '13 | Q4 '13 | Q1 '14 | Q2 '14 | Q3 '14 | Q4 '14 | Q1 '15 |
| B3.5 Implementation of the Accelerating School Achievement Pilots | S2MART Staff Literacy Specialist | | | | | | X | | | | | | | | | | | | | |
| **Goal B2: Assessments Aligned with Internationally Benchmarked Standards** | | | | | | | | | | | | | | | | | | | | |
| B2.1 complete review of assessment items in existing test bank to determine alignment with new standards. | DA/OA: Liz Jones | | | | | X | | | | | | | | | | | | | | |
| B2.2 Notify the International Activity Program, NCES, of SC's participation in TIMSS (for grade 8) in spring 2011 | DA/OA: Teri Siskind, Liz Jones | | | X | | | | | | | | | | | | | | | | |
| B2.3 Establish baseline performance standards for participant LEAs, with emphasis on PLAS. | DA/Office of Data Management and Analysis Teri Siskind, Gary West | | | | | | | | | | | | X | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |

## (C) DATA SYSTEMS TO SUPPORT INSTRUCTION

**(C)(1) Fully implementing a statewide longitudinal data system**

*The extent to which the state has a statewide longitudinal data system that includes all of the America COMPETES Act elements.*

South Carolina's statewide longitudinal data system, the South Carolina Longitudinal Center for Education (SLICE) meets all 12 of the America COMPETES Act requirements:

| No. | Element | Status |
|---|---|---|
| 1 | A unique statewide student identifier that does not permit a student to be individually identified by users of the system (except as allowed by Federal/State law). | MET |
| 2 | Student-level enrollment, demographic, and program participation information. | MET |
| 3 | Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs. | MET |
| 4 | The capacity for K–12 education to communicate with higher education data systems. | MET |
| 5 | A state data audit system assessing data quality, validity, and reliability. | MET |
| 6 | Yearly test records of individual students. | MET |
| 7 | Information on students not tested, by grade and subject. | MET |
| 8 | A teacher identifier system with the ability to match teachers to students. | MET |
| 9 | Student-level transcript information. | MET |
| 10 | Student-level college readiness test scores. | MET |
| 11 | Data that provide information regarding the extent to which students transition successfully from secondary to postsecondary education, including whether students enroll in remedial coursework. | MET |
| 12 | Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education. | MET |

See Appendix C1A for more information about how SLICE meets each element of the America COMPETES Act and the involvement of collaborating partners in this effort.

SLICE's functionality, with regard to the America COMPETES Act requirements, has been developed in collaboration with the following active partners:

- Workforce agencies: the South Carolina Department of Commerce and the South Carolina Department of Employment & Workforce (including the former Employment Security Commission);
- P-12: South Carolina Department of Education (Department) and the Technology Advisory Council with representatives from local education agencies
- Four-year institutions of higher education: the South Carolina Commission on Higher Education; and
- Two-year institutions of higher education: the South Carolina Technical College System.
- Information Technology Agencies: the Department, the Office of Research and Statistics at the South Carolina Budget and Control Board, and the K12 Technology Initiative Committee (which includes the South Carolina Division of State Information Technology, the South Carolina State Library, and South Carolina Educational Television and involves public-private sector collaborative efforts). Please see Appendix C1B (Data System and Resources) for a chart of the agencies involved in South Carolina's Integrated Data System that is housed at the Office of Research and Statistics within another state agency.

**(C)(2) Accessing and using State data**

*The extent to which the State has a high-quality plan to ensure that data from the State's statewide longitudinal data system are accessible to and used to inform and engage, as appropriate, key stakeholders (e.g., parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers); and that the data support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.*

SLICE houses and provides access to a wide range of data on students and educators. These data are used to inform key stakeholders and to support continuous improvement in education. Some of these existing data elements are described here:

- Student information: South Carolina has maintained a statewide student information system that has been used by all P-12 public districts and schools since 1985-1986. OSIRIS was used through the 1998-1999 school year, SASI has been in use through 2009-2010 school year, and PowerSchool is currently being implemented and will be used statewide beginning with the 2010-2011 school year. PowerSchool provides three

essential data sets for key stakeholders: (1) the student information system, (2) the teacher gradebook and information system, and (3) the ParentPortal, through which parents and students can access attendance, grades, academic status, and other information about the student's progress. SASI data are already part of SLICE; PowerSchool data will be incorporated into SLICE several times during each school year. The student information system collects and maintains the following student-level data:

- Student identification, including a unique student identifier that is generated at the time of student enrollment;
- Demographic data, including gender, race, ethnicity, lunch status, socio-economic factors, limited English proficiency, migrant status, disabilities, homeless indicators, and other indicators of subgroup membership;
- Discipline and behavior indicators, including factors that have an impact on safe and drug-free school status;
- Grades and transcript information, including the data needed to determine readiness for college and career entry;
- Student and teacher schedules, including the statewide course codes that allow linking student data to teacher data;
- Enrollment information, including dates of entry and withdrawal;
- At-risk factors related to the potential for leaving school prior to graduation; and
- Other information related to academic status and at-risk factors, such as attendance and truancy records.

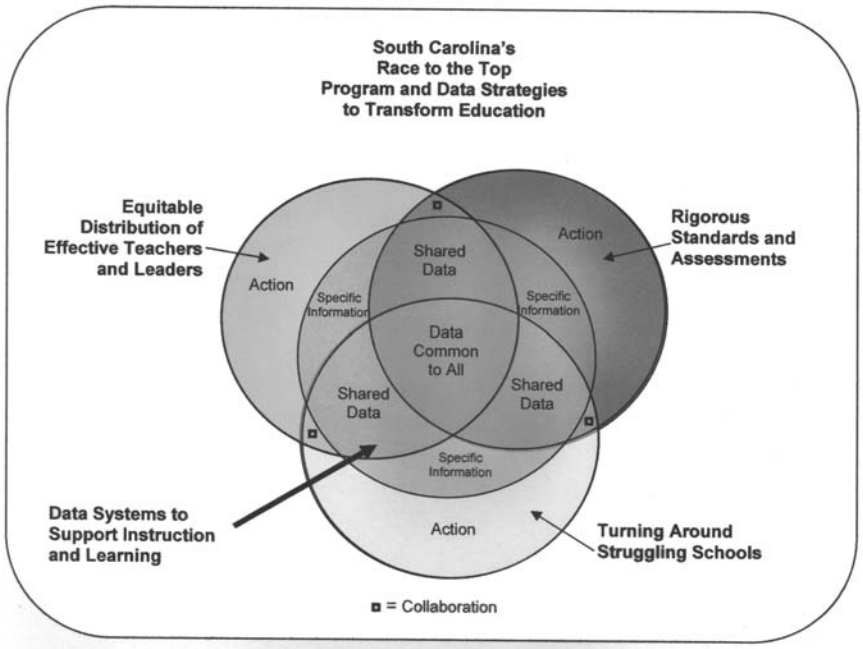
- Student academic assessment results: Since the 1998-1999 school year, with the passage of the Education Accountability Act (EAA), South Carolina has had an academic accountability system that has mandated statewide testing in specific grade levels. The EAA mandates statewide testing for accountability purposes and requires that the State, LEAs, and schools report results to key stakeholders and the public.
    - HSAP is the "exit exam" for high school students and includes tests for English language arts and mathematics.
    - High school students also take end-of-course tests for English 1, Algebra 1, Mathematics for the Technologies 2, US History and the Constitution, Physical Science, and Biology 1.

    - Elementary and middle school students in Grades 3–8 took the Palmetto Academic Challenge Tests (PACT) between 2001 and 2008. PACT included English language arts, writing, and mathematics, science, and social studies. Beginning in spring 2009, students in those grade levels are taking the Palmetto Assessment of State Standards (PASS). PASS also includes English language arts, writing, and mathematics, science, and social studies. SLICE includes the following student-level data:
    - Student identifiers that allow linking to the data stored in the student information system, including the demographic data and the teacher of record for specific academic content instruction; the identifiers also allow the linking of assessment data across years so that academic growth can be determined; and
    - Student scores by content area, including scale scores, performance levels, and other performance indicators;
- Other assessment results: SLICE also contains student-level results for SAT and ACT.
- College and career preparation data: The Education and Economic Development Act (EEDA) mandates an individual graduation plan (IGP) for every student in Grades 8 – 12.Students declare a major within one of 16 career clusters and focus their high school studies on preparing for higher education and that career. South Carolina developed an electronic IGP (eIGP) data system. The eIGP is an online tool, used collaboratively by the student, the student's parents, the guidance counselor, and other school personnel at the annual IGP meetings to plan the student's academic coursework through successful completion of high school, culminating in on-time graduation, and when appropriate, successful completion of admission requirements for enrollment in higher education. (See a screen shot from the eIGP interface in Appendix C2A). Data from the eIGP that are collected and stored in SLICE include the following:
    - Data from the student information system, including identifiers that facilitate linking to other data sets;
    - Course planning and the resulting class grades;
    - Other data elements that can be used to determine readiness for college and career entry; and

- Data elements that can be reported to the workforce agencies (WIN Strategic COMPASS).

- Teacher and other education leader data: South Carolina also maintains data about teachers, principals, LEA-level administrative staff, and other employees of school districts:
  - The areas in which teachers are certified to teach;
  - The areas in which principals are certified to be administrators;
  - Teacher and principal evaluation results (ADEPT and PADEPP, see Section (D)(2));
  - Years of experience, teacher preparation program or school of education, and related information;
  - Pay scales and related data elements;
  - Educator effectiveness data from the Teacher Advancement Program schools and districts—student growth is measured and reported by educator and school, and historical records of this growth are maintained.

As the Figure below shows, SLICE is the infrastructure enabling the other three reforms within SC INSPIRED. Without the comprehensive, integrated data system described in this application, efforts to create and implement reform of standards and assessments, to identify and distribute effective educators, and to turn around struggling schools cannot take place. Similarly, such a data system will enable South Carolina to document that the success of these efforts.



In May 2010, South Carolina was awarded $14.9 million by ED to expand and enhance SLICE, its statewide longitudinal data systems (SLDS). This SLDS grant, integrated with the enhancements for SC INSPIRED, will provide the foundation for delivering data and information to each P-12 public school educator's desktop in the state. SC INSPIRED also provides a mechanism for training all educators to use data to implement meaningful changes.

Ultimately, data must become information at the classroom level so that teaching and learning can be enhanced. Our proposed comprehensive, integrated data system will provide real-time information to the classroom teacher and building-level support staff so that instructional decisions can be made in time to deliver targeted activities related to immediate student academic needs. South Carolina will expand and enhance access to and use of the data system by (1) establishing data governance structures to facilitate the integration of data from other sources, (2) providing user friendly interfaces to all educational stakeholders, and (3) creating meaningful and accessible training for all users. The following goals and objectives will enable South Carolina to create a system that is accessible and usable by all stakeholders:

**Goal C1: SLICE will be governed collaboratively by key stakeholders, to include students, parents, teachers, schools, districts, state agencies, institutions of higher education, the business community, and the community**.

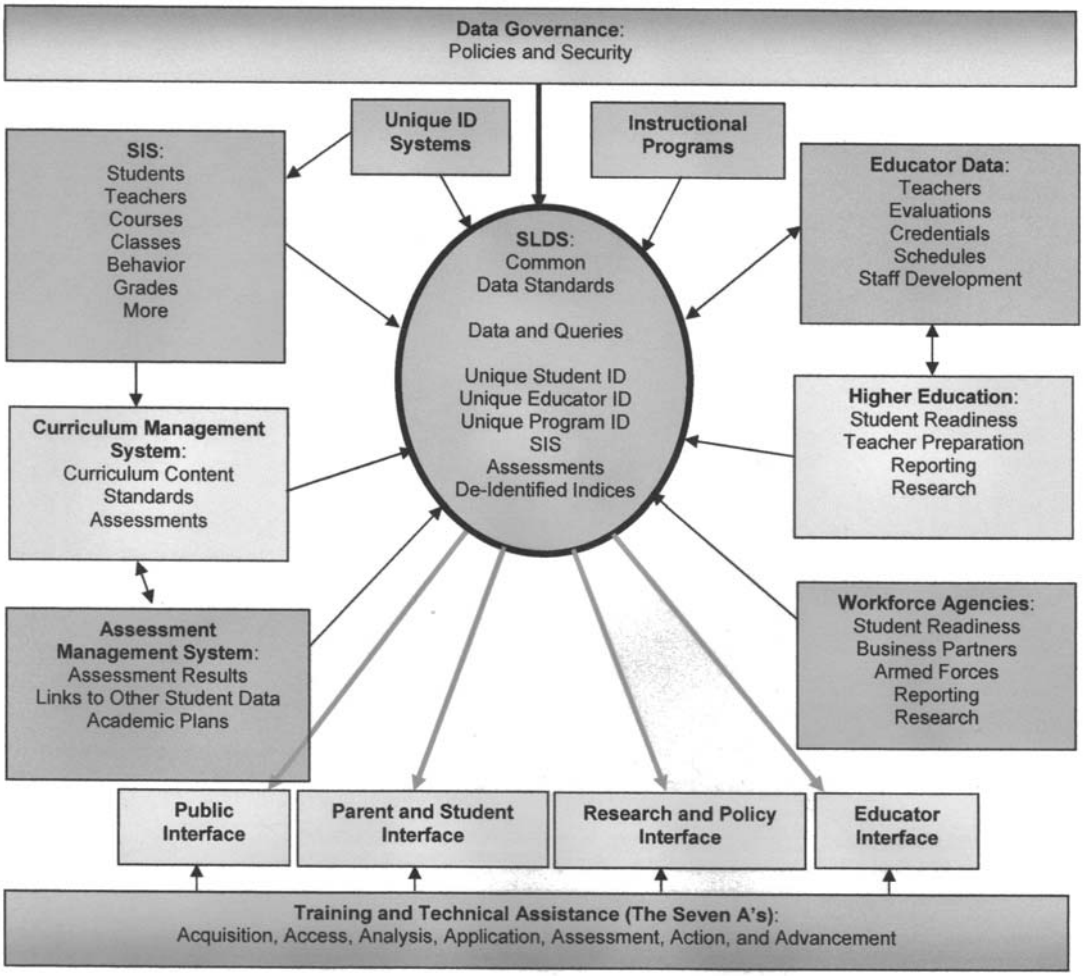
Objective C1.1: *Key stakeholders will establish the Data Governance Committee to create and implement policies, regulations, and data-sharing agreements regarding the acquisition, storage, security, and access of data related to P-12, higher education, workforce, corrections, health and human services, social services, and child care.* The Data Governance Committee will include one member from each of the following organizations to be appointed by its executive:

- the South Carolina Department of Education;
- the South Carolina State Board of Education;
- one LEA superintendent;
- the South Carolina Commission on Higher Education;
- one college president;
- the South Carolina Technical College System;
- the South Carolina Education Oversight Committee;
- the South Carolina School Boards Association;

- the South Carolina Office of Research and Statistics;
- the South Carolina Workforce Development Agency (formerly Employment Security Commission);
- the South Carolina Department of Commerce;
- the South Carolina Chamber of Commerce's Education Committee; and
- the South Carolina Department of Social Services.

Each organization has already been a collaborating partner in developing SLICE and will continue to partner in SLICE's expansion and enhancement. Each entity will have equal representation, decision-making status, and voting privileges.

Objective C1.2: *The Data Governance Committee will develop and adopt data quality standards for sharing data across the agencies' disparate databases*. Policies and practices will comply with the Family Educational Rights and Privacy Act as well as state and local requirements regarding privacy and security of data. Standards to be used include those established by the School Interoperability Framework Association (SIFA), the Postsecondary Education Standards Council (PESC), the National Center for Education Statistics (NCES), and others, as appropriate. Figure 2 on the next page shows the governance structure, as well as the range of data elements from different agencies (see more about South Carolina's statewide longitudinal database system in Appendix C2B).




**Goal C2: SLICE will integrate, expand, facilitate, and, where appropriate, create P-20 data exchanges among educational agencies and institutions with South Carolina and among other states so data may be used to inform policy and practice**.

Objective C2.1: *Stakeholders will expand the education data warehouse, managed by the South Carolina Office of Research and Statistics, to include new data sources*. Those sources will include the following:

- P-20 (K-12, early childhood, and higher education);
- Commerce;
- Workforce and employment;
- Child care;
- Armed forces data;
- Dropout and dropout intervention data;

- Teacher and principal data; and
- Formative and interim assessment data from LEAs and schools.
- Law enforcement and corrections;
- ACT, SAT, and WorkKeys results.

Objective C2.2: *SLICE will support intra- and inter-state and national interoperability by using standard data structures, data formats, and data definitions to ensure linkage and integration among disparate data sets*.

Objective C2.3: *South Carolina will explore and define opportunities for interstate data sharing through participation by the Department in the SERVE Center at UNC-Greensboro*. The focus of such participation would relate to the tracking of students and educators across the southeast, as well as creation of a uniform course and program identification system.

Objective C2.4: *The Department will integrate educator data into the data warehouse to facilitate the assessment of educator performance as a function of student performance, to inform teachers of their individual impact on student performance, to enable the Department to centralize and automate the matching of teacher data with certification information and teacher preparation and training programs, and ultimately improve teacher education programs and teacher and leader effectiveness*. These data will include the results of the teacher evaluation system (ADEPT) and the principal evaluation system (PADEPP), as described in Section (D)(2).

Objective C2.5: *The Department, with local districts and schools, will enhance data quality and validation controls with the student information system so data entries are complete, correct at entry, and meaningful for analyses*.

**Goal C3: SLICE will be accessed through intuitive interfaces, accompanied by effective training, and will be useful to a wide range of stakeholders**.

Objective C3.1: *Stakeholders will access SLICE through intuitive interfaces/portal and will be able to generate reports easily.* (Please see Appendix C2C for a full description of the user interfaces to the statewide longitudinal data system.)

- The interface for teachers, administrators, and other educators will provide role-limited secure access to student-level assessment data and to data and tools (including longitudinal assessment results, curricular and academic standards, lesson plans, student academic plans, readiness for career and academic opportunities, at-risk factors for dropping out) in real time to inform differentiated instruction and

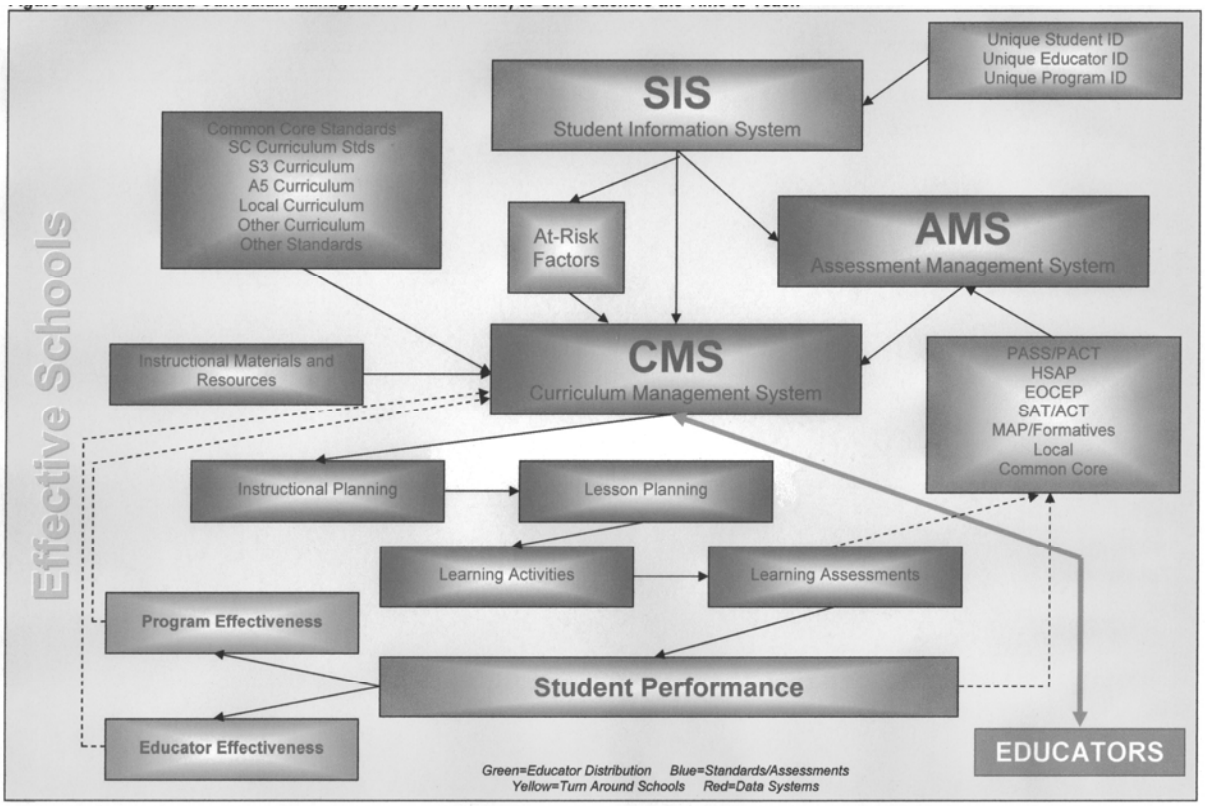
interventions. Principals and superintendents will access SLICE through intuitive interfaces/portals to monitor instruction and the effectiveness of personnel. Please see Section (C)(3) below for a full description describing the teacher interface (called the "Netflix® model").

- The researcher, key agency stakeholder, and policymaker interface will provide secure access to longitudinal de-identified student data for research to shape decisions and policy.
- The parent and student web-based interface will provide secure access to specific student-level data. Screen shots of the existing interface for eIGPs, the state's current college and career planning system, are in Appendix C2A, as previously mentioned.
- The web-based public interface (developed but not yet launched; see screen shots for the public interface in Appendix C2D) will provide access to aggregated data about teachers, education leaders, schools, LEAs, programs, agencies, and institutions.

Objective C3.2: *Training for all interfaces will be provided, in several formats, for all stakeholders and data entry staff to ensure that users know data exist, how to access the data, and how to use the data*. Training will be focused in seven areas (called the "7As"), as discussed in Section A and in Section (C)(3) below:

- Technical support: Acquisition of data, awareness that the data exist, and access to the data;
- Using the data: Analysis and application of the data; and
- Next steps: Assessing the results of applying the data, which generates more data, launching a constant data cycle.

The figure below illustrates the complete statewide longitudinal data system, including the data governance structure across the top, the training and technical assistance layer as the foundation, the interfaces and portals for the stakeholder groups, and the data sets that will be integrated into the data system to support instruction and learning.




**Design for the SC INSPIRED Curriculum Management System**

## (C)(3) Using data to improve instruction

(i) Increase the acquisition, adoption, and use of local instructional improvement systems (as defined in this notice) that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;

The real reason to have a statewide data system for education is to support instruction and learning. The data cannot be purposeful if those data cannot inform instruction and create learning in the classroom. If the teacher must manually go looking for data, access data, and analyze data, the chances are reduced that those data will create positive impact on what happens in the classroom.

However, if the data systems can bring the data together, provide analysis of the data with regard to each student's needs, recommend resources and activities, and put those data into the context of curriculum and standards, then teachers can have focused and direct impact on student performance—because teachers will have the time to teach and know on what to focus.

The SC INSPIRED curriculum management system (CMS) is the key component of a comprehensive data system to support instruction and learning—and to improve student performance. Already, commercial and open-source CMS applications are available to educators. Those are, basically, empty database systems into which curriculum standards and components are loaded. Several systems also collect and catalog instructional resources that are indexed or linked to curriculum standards. After those systems are populated, student performance results can be entered into the system. The system will then link those results to the standards and will report to the teacher that (1) a student has specific continuing academic needs and (2) specific resources that are available to address those specific needs.

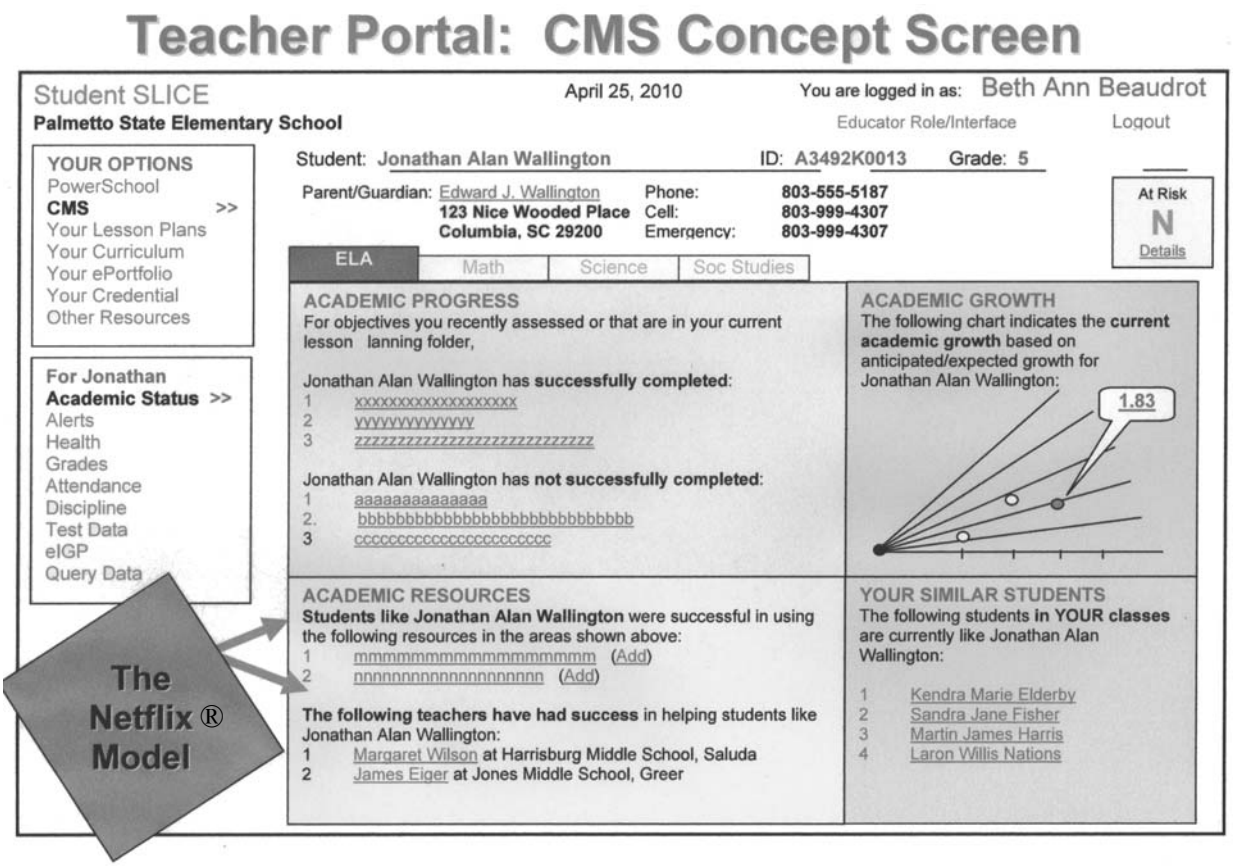
Part of the intent of the CMS component of SC INSPIRED is to provide data that will directly inform the state's efforts to distribute effective teachers and leaders, to manage curriculum and assessments, to turn around struggling schools, and to have an impact on student performance. The system will match student performance to program effectiveness and teacher and leader effectiveness. Program effectiveness can be analyzed based on student performance after participation in those programs.

But, more importantly, the proposed CMS system will provide data analysis and information at the local level—for the teacher in the classroom and other instructional leaders at the building and district levels. When the proposed CMS component is properly populated with data, information, and resources, the system can provide the student-by-student information and resources or can provide information and resources for groups of students with the same needs. For example, the system might work like this:

- The teacher logs into the system and requests information about a specific student.
- The system produces the basic information, including status with regard to academic standards and at-risk status;
- The system also provides basic learning factors, such as learning styles, disabilities, etc.
- The system uses those factors and produces resources, from all the data available in the statewide longitudinal data system, to say something like this to the teacher: "Other students like this student, with the same academic needs and learning factors have used the following materials and resources and have improved their performance results on PASS by x scale score points." This statement could be repeated for each type of assessment (formative or summative) by which the student's performance will or can be measured.

- The system would also identify other students in the school or class who may have the same academic needs and learning factors so that instruction planning and resources could be used for the group.
- An additional resource could also be provided. The system can report something like this: "The following teachers have worked with students like this student and have had success, as indicated by improved student performance on PASS." This type of information could be repeated for each type of assessment (formative or summative) by which the student's performance will or can be measured.

"The Curriculum Management System: Giving Teachers the Time to Teach" contained in Appendix C3A provides further discussion about our Netflix® enhanced model." Netflix® is a web-based service that allows you to receive movies. Then something interesting begins; Netflix® provides additional value. Based on the movies you've watched and the ratings you give to those movies, Netflix® suggests other movies to you, based on what other viewers (who have watched and rated the same movies as you) have watched. By providing this information, Netflix® helps you make movie decisions without your having to go through their entire database of movies to find something that might interest you.




In effect, Netflix® takes your viewing data and the data of others who seem to share your interests in movies—and provides you with information that you can use to make an informed decision about your next movie viewing activity.

If Netflix® can do this, in real-time, there is little or no reason to believe that a curriculum management system, using data from around the state, could not provide the same type of information to teachers about the academic needs of their students. The CMS component can provide an intuitive screen (like the sample above) to teachers, from which teachers can select the appropriate instructional materials and resources based on systemic analysis of data—and the system will do the analysis. The proposed CMS uses data from the statewide longitudinal database system, analyzes it based on previous performance of students with specific academic needs, and informs the teacher of successful practices and activities that have been used with similar students.

With this type of information generated by the data system, teachers can focus on the needs of each student or group of students. In addition, the system will propose resources that

have been shown to work with those types of students. Students will learn better because the activities and resources are focused on their specific needs. Teachers are directed to others who have had similar professional experiences, creating opportunities for meaningful professional learning communities, action-based research, and cognitive coaching. The proposed system allows teachers to go to work—rather than taking so much time planning to go to work.

An integrated and comprehensive CMS will improve student performance through improving the focus of the educational opportunities available to those students—and to the teachers of those students. In addition, the proposed system can work at several levels. Teachers facing similar challenges can form virtually or locally Communities Advancing Professional Practices (CAPPs) to address those needs. Please see Section (D)(5) for information on CAPPs. The system can be used by principals to look at the professional development needs of their teachers and staff, based on the results those teachers are getting with students. Superintendents can get quick information about the success of their schools or about instructional programs being used in their schools. Superintendents can make decisions about the equitable distribution of teachers and other education leaders to meet the needs of low-performing students.

All information generated by a specific teacher's efforts to meet a specific student's needs based on specific assessment results regarding specific content areas will be acquired by the data system. That information will be compiled, with existing data, to continuously update information for teachers and other local instructional leaders. The system grows as it is used and, as a result, becomes ever more comprehensive and useful.

**Goal C4: SLICE will use statewide data within intuitive educator interfaces to inform instruction and leadership at the local classroom and building levels**.

Objective C4.1: *South Carolina's LEAs, in partnership with the Department, will implement a statewide curriculum management system to manage the State's curricula (based on the Common Core State Standards and State standards) and assessments, to provide data to classroom and building level educators that inform instruction and learning, to integrate learning standards into curriculum and planning, to analyze assessment results, and to facilitate educator planning to improve student performance.*

Objective C4.2: *The curriculum management system will integrate assessment data into the data warehouse, including formative, interim, periodic, and other assessment results, to facilitate teacher planning and foster effective differentiated instruction.*

Objective C4.3: *The Department will implement a unique program identification system to facilitate the evaluation of program effectiveness in meeting student academic needs.* The unique program identifier will enable schools, LEAs, regions, and the State to determine the impact of specific instructional programs on student performance, including impact on the performance of specific student subgroups. The system would also be used as part of the educator professional development system to determine the effectiveness of professional development programs in improving teacher and leader performance (based on student growth).

Objective C4.4: *The Department will implement a unique educator identification system to identify teachers, principals, administrators, counselors, media specialists, and other educators and staff who work directly with students.* The system will enable the following:

- Linking teacher schedules to student schedules for analysis of student performance data by teacher (this function already exists at the local LEA level but will be enhanced statewide with the new unique educator identifier);
- Incorporating student performance data into the teacher and principal evaluation systems (see Section (D)(2) for more information about ADEPT and PADEPP);
- Matching educator performance to other data that can help assess the effectiveness and eventually the approval status of teacher preparation programs based on teacher impact on student performance; and
- Matching educator performance to professional development program identifiers to measure return on investment, identify best practices, and promote the most effective programs.

Objective C4.5: *South Carolina will continue to build on its foundation for reform through participation in national and regional consortia that lead efforts to inform education decision-makers and stakeholders.*

- South Carolina participates in many of the collaboration opportunities provided through the Council of Chief State School Officers, including EIMAC, LEARN, and INTASC. See Appendix C3B for more information about these national groups.
- South Carolina participates in regional collaboration opportunities provided by SREB, SEDL, and SERVE. See Appendix C3C for more information about these regional opportunities.

Current SLICE and the improvements through SC INSPIRED will provide teachers and educational leaders with tools to access and use data in ways that have never been available before. The curriculum management system will inform them about student needs, effective programs to meet those needs, strategies to implement those programs, resources to supplement and complement those programs, and more. In addition, the system will continually update the data based on new results so the system can continuously update and inform educators about student performance and needs, teacher performance and needs, and school performance and needs. The State, in collaboration with local LEAs and schools, will analyze and use the data to determine the levels of support, technical assistance, and program services that can be provided to each LEA and school through the Regional Support System.

> (ii) Support participating LEAs (as defined in this notice) and schools that are using instructional improvement systems (as defined in this notice) in providing effective professional development to teachers, principals, and administrators on how to use these systems and the resulting data to support continuous instructional improvement;

Professional development in the use of data systems to support instruction, including the proposed curriculum management system, will be coordinated with other professional development for the implementation of all reform components (standards and assessments, equitable distribution of effective educators, and turning around struggling schools). The data systems form the foundation on which reform in those areas can be built and measured.

South Carolina has built an application called e-Portfolio, which is designed to track student proficiencies based on fifth- and eighth-grade technology standards and to track teacher technology proficiencies with regard to instruction and learning. The e-Portfolio system will be adapted to manage all educator professional development opportunities, objectives, participation, completion, and mastery of skills and strategies for using not only the data systems but all the professional development associated with all Race to the Top components. The e-Portfolio data will be integrated into the comprehensive data system. See Appendix C3D for information about the South Carolina Certified Staff e-Portfolio system.

Development and delivery of professional development will be through the statewide Regional Support System (see Section A for more information about the Regional Support System). That system will include existing professional development resources and staff that are related to implementation of the career and college readiness objectives, iCoaching for literacy, science and mathematics curriculum support, teacher and leader evaluations, data analysis and

use, closing the achievement gaps (ethnic, gender, exceptionalities, and English language learners), achievement gaps that exist between students in South Carolina and those in other countries, and other regional efforts (including those of other state agencies and institutions of higher education). The services delivered will be determined by the needs of the region, LEAs, schools, and teachers.

Professional development in the use of data for educational decision-making will focus on the "7As". South Carolina has identified seven levels of data competence (the 7As) that are essential in supporting its education reform efforts. Thus, training and technical assistance in the analysis and use of data are special and essential components of South Carolina's Regional Support System for supporting and sustaining reform. Acquiring data serves no purpose unless the data system enables stakeholders to use the data to solve specific problems.
Effective data usage requires a process that has a starting point, progresses in a specific direction, and cycles back to the starting point - but with new data to be processed. This data process is, called the 7As in this proposal.

Training and support for using data must address all of the 7As so all stakeholders have a context into which they can determine their data needs- - and the appropriate ways to meet those needs. Training and technical assistance will be provided to Department, LEA, and school personnel, as well as partners and stakeholders, in the following seven areas:

•1. Acquisition: For South Carolina's reform efforts to be successful, high-quality data must be available to all stakeholders. Successful acquisition of high-quality data depends on those who produce the data and those who enter data into the system. Training and support for educators and data managers are critical to this process.

•2. Awareness: Educational and partner stakeholders in higher education, workforce agencies, and other health and human service agencies must be aware that data exist in order to access and use data to make critical decisions and take important actions.

•3. Access: The proposed data systems offer four separate interfaces (portals to the data), with access determined by stakeholder role: (1) educator, (2) parent and student, (3) policy maker and researcher, and (3) the general public. Training and support will be based on the appropriate level of access with applied system security measures.

•4. Analysis: Stakeholders will need training and support to ensure proper understanding, analysis, and use of data from the proposed data systems. Training will include strategies to implement root cause analyses and research for interventions to address the root causes.

•5. Application: Users will need ongoing training and support to ensure they can effectively apply their analyses to the identified problems or learning needs.

•6. Assessment: Stakeholders will need training and support to use data effectively to determine outcomes and report results of their intervention efforts.

•7. Advancement: Stakeholders will need a constantly higher level of training and support to refine assessment and application processes, identify subsequent sets of needs and problems, and identify appropriate next steps. These processes will lead to new data being added to the system, meaning that new analyses, application, and assessment must be undertaken, simply because things have changed.

The use of data is not seen as a separate need; it is an integral part of all reform efforts and an essential part of all instructional and learning strategies. Thus, professional development in the use of data will be integrated into support and technical assistance in all areas of identified need. Regional Response Teams will include members who are proficient in the use of data for all levels of educational planning and instructional delivery in all areas.

Education stakeholders must know how to acquire data, help others become aware that the data exist, have or provide access to the data, analyze the data, apply the data to specific problems or needs, assess the results of those actions, and develop strategies to advance to the next steps based on those results.

**Goal C5: SLICE developers, Department content specialists, LEA and school staff, and current regional support resources will collaborate to create, distribute, deliver, and provide accessible and useful professional development in the use of the data system and its data for all education stakeholders, including data collection and entry staff, public and community members, policymakers, researchers, teachers, education leaders, and others. Professional development activities and materials will be provided in face-to-face settings and online in text, audio, and/or video formats**.

Objective C5.1: *Regional Response Teams will develop a comprehensive professional development plan for all education stakeholders.* The plan will focus on the use of data, through the curriculum management system, by classroom teachers and other local education leaders, to

inform instruction and learning. The plan will also include data strategies for policymakers, researchers, parents, and other community stakeholders.

Objective C5.2: *Regional Response Teams will develop initial training modules related to the technical aspects of the data system and to the basic use of the system (acquisition, awareness, access, analysis, and application of data).*

Objective C5.3: *Regional Response Teams will develop training modules to promote the use of the data system to create action and determine next steps (analysis, application, assessment, and advancement).*

Objective C5.4: *Members of the Regional Response Teams working through the Regional Support System will be cross-trained in data use, curriculum and standards, staff development strategies, characteristics of struggling schools, educator effectiveness and student performance, and the root causes of problems related to each of those areas to enable them to provide meaning professional development and technical assistance in their strategies to prepare educators to use data.*

Objective C5.5: *Professional development will be available in several formats and managed through an online system that will measure effectiveness and provide reports that indicate return on investment*:

- *Regional Response Teams* will provide face-to-face activities when necessary and appropriate;
- Text, audio, and video resources will be provided online for initial training and follow-up activities; and
- E-Portfolio will manage the record keeping and reporting for all professional development opportunities and activities. See Appendix C3D for information about the e-Portfolio system.

(iii) Make the data from instructional improvement systems (as defined in this notice), together with statewide longitudinal data system data, available and accessible to researchers so that they have detailed information with which to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students (e.g., students with disabilities, English language learners, students whose achievement is well below or above grade level).

SLICE has been designed to provide intuitive interfaces and portals to data for a variety of stakeholders, including researchers. The researcher and policymaker interface will provide secure access to longitudinal de-identified student data for research to shape decisions and

policy. The de-identification process will be automated as part of the login process after the appropriate role is assigned to the researcher or policymaker. See Goal C3 and Objective C3.1 in the previous section for more information about interfaces and portals for stakeholder groups.

**Goal C6: SLICE will provide researchers and policymakers with access to student-level, educator-level, and program-level data to evaluate and research the effectiveness of educational strategies and programs based on student performance and other factors**.

Objective C6.1: *Based on their roles, researchers or policymakers will gain access and receive training in the use of the researcher interface and the data to which that interface opens.* That role will be defined by the policies established by the Data Governance Committee (see Goal C1 above).

Objective C6.2: *The researcher or policymaker will have access to student-level or teacher-level data that are de-identified.* Detail-level data will be de-identified in two ways:

- The system will assign unique identifiers to all requested records (table, data element, and year) and will remove all other identifiers from those records; and
- The system will remove data sets with defined small group sizes so that identification of students or teachers cannot be inferred from those small groups.

The interface for researchers and policymakers will be designed to provide access to detail-level data without compromising security or identities of individuals whose data make up the data system. Standard research agreements will address the length of time the researcher may use the data and the method of disposal of the data after the research is completed. Standard agreements, already in existence for access to the data system at the SC Office of Research and Statistics (as discussed in Section (C)(1) above) will be amended to include SLICE.

By automating the process of de-identification and managing small cell sizes, the system will offer quick and easy access to data for all types of research. Please see Appendix C2C for a complete description of the user interfaces, including that for the researcher-policymaker interface and the proposed guidelines for managing access to that interface.

The following pages include (1) performance measures for Section C and (2) a time line for the proposed activities in Section C. The budget and budget narrative and the appendices for Section C are in other sections of the application. The budget proposal provides the details for the integration of resources with South Carolina's recently received SLDS grant award (May 21, 2010).

## Section C: Performance Measures

| **Performance Measures**<br>Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided. | Data: Baseline Current school year | End of SY 2010-2011 | End of SY 2011-2012 | End of SY 2012-2013 | End of SY 2013-2014 |
|---|---|---|---|---|---|
| **Goal C1**: SLICE will be governed collaboratively by key stakeholders, to include students, parents, teachers, schools, LEAs, state agencies, institutions of higher education, the business community, and the community at-large. | DGC formed | DGC meets quarterly; policies and procedures in place | DGC meets quarterly; data teams implement | DGC meets quarterly; links to data sets in place | DGC meets quarterly; refine and use policies and procedures |
| **Goal C2**: SLICE will integrate, expand, facilitate, and, where appropriate, create P-20 data exchanges among educational agencies and institutions with South Carolina and among other states so data may be used to inform policy and practice. | Disparate databases for P, K-12, CHE & IHEs | ID data to be shared | P & K-12 share data | P, K-12, CHE, & IHEs share data | Work-force data added to warehouse |
| **Goal C3**: SLICE will be accessed through intuitive interfaces, accompanied by effective training, and will be useful to a wide range of stakeholders (parents, students, teachers, principals, LEA leaders, community members, researchers, and policymakers). | Public interface & training available | Educator interface & training available | Researcher & policy maker interface & training done | Parent & student interface & training done | Interfaces available for all data users |
| **Goal C4**: SLICE will use statewide data within intuitive educator interfaces to inform instruction and leadership at the classroom and building levels. | Data not available to all stakeholders | Data available to 30% stakeholders | Data available to 50% of stakeholders | Data available to 75% of stakeholders | Data available to all stakeholders |
| **Goal C5**: SLICE developers, Department content specialists, LEA and school staff, and regional response teams will collaborate to create, distribute, deliver, and provide accessible, useful professional development in using the data system and its data for all education stakeholders, including data collection and entry staff, public and community members, policymakers, researchers, teachers, education leaders, and others. Professional development activities and materials will be provided in face-to-face settings and online in text, audio, and/or video formats. | No training modules exist | text & audio and instructor-led training available | Additional text & video training available | Additional video training available | All training modules available online |
| **Goal C6**: SLICE will provide researchers and policymakers with access to student-level, educator-level, and program-level data to evaluate and research the effectiveness of educational strategies and programs based on student performance and other factors. | Some data not available; Strategies w/ SCDE/ORS procedures | Data governance policies addressed & put in place | Interface deployed; De-ID system developed & deployed | Training on use of data available thru interface | Data available for research & policy making |

**Timeline of Activities for Section C: Data Systems to Support Instruction**

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 '10 | Q1 '11 | Q2 '11 | Q3 '11 | Q4 '11 | Q1 '12 | Q2 '12 | Q3 '12 | Q4 '12 | Q1 '13 | Q2 '13 | Q3 '13 | Q4 '13 | Q1 '14 | Q2 '14 | Q3 '14 | Q4 '14 | Q1 '15 |
| **Goal C1: Establish Data Governance Structure** | | | | | | | | | | | | | | | | | | | | |
| C1.1 Formalize organizational structure | Key stakeholders, SCDE CIO (P01) | X | X | X | X | X | X | X | | | | | | | | | | | | |
| Establish ongoing organization with quarterly meetings | Key stakeholders, SCDE CIO (P01) | | | | X X | X X | X X | X X X | X X | X X | X X X | | | | | | | | | |
| Identify needed policies, practices, standards, & data-sharing agreements | Data Governance Cmte, SCDE CIO (P01) | | | | X X | X X | X X | X X X | X X | X X | X X X | | | | | | | | | |
| C1.1&2 Develop policies, practices, data-sharing agreements, and standards | Data Governance Cmte, SCDE CIO (P01) | | | | | X X | X X | X X | X X X | X X | X X | X X | | | | | | | | |
| C1.1 & 2 Implement policies, practices, & data-sharing agreements | Data Governance Cmte, SCDE CIO (P01) | | | | | X X | X X | X X | X X X | X X | X X | X X | | | | | | | | |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| C1 Maintain ongoing governance | Data Governance Cmte, SCDE CIO (P01) | | | | | X X | X X | X X | X X X | X X | X X | X X | | | | | | | | |
| **Goal C2: Build P-20 System and Integrate Data into Warehouse** | | | | | | | | | | | | | | | | | | | | |
| Initial Project Managers and Stakeholder Meeting(s) for C2 | Grant Proj Dir (P03), SCDE CIO (P01) | | | | X | | | | | | | | | | | | | | | |
| C2.1 Establish data sources and project organizational structure | Grant Proj Dir (P03) | | | | X | | | | | | | | | | | | | | | |
| Solicit/Select IHE representation | Grant Proj Dir (P03) | | | | X | | | | | | | | | | | | | | | |
| Identify needs of P-20 and workforce | Grant Proj Dir (P03); stakeholder group | | | | X | X | | | | | | | | | | | | | | |
| Identify Needs for Workforce and Armed Forces; Dept of Commerce, and Social Services, and other agencies | Grant Proj Dir (P03) | | | | X | X | | | | | | | | | | | | | | |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| Document, Review, and Approve Requirements for Joint Application and Training | SCDE IT Mgr (P02), Grant Proj Dir (P03) | | | | X | X | X | | | | | | | | | | | | | |
| Develop Application; Develop and Test Iterations 1-x | Grant Proj Dir (P03) | | | | | | X | X | X | X | X | X | | | | | | | | |
| User Acceptance Testing Iterations 1-x | Grant Proj Dir (P03) | | | | | | | | | X | X | X | X | X | X | | | | X | |
| Deploy Iterations 1-x | Grant Proj Dir (P03) | | | | | | | | | X | X | X | X | X | | | | | | |
| Post-Deployment & Initial Production Support | Grant Proj Dir (P03) | | | | | | | | | | | X | X | X | X | | | | X | |
| Deploy Data Warehouse & Enrich Integration | Grant Proj Dir (P03) | | | | | | X | X | | | | | | | | | | | | |
| Transition to Support Staff | Grant Proj Dir (P03) | | | | | | | | | | | X | X | X | X | | | | X | |
| C2.2 Establish common data structures, formats, | Grant Proj Dir (P03) | | | | | X | X | | | | | | | | | | | | | |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 '10 | Q1 '11 | Q2 '11 | Q3 '11 | Q4 '11 | Q1 '12 | Q2 '12 | Q3 '12 | Q4 '12 | Q1 '13 | Q2 '13 | Q3 '13 | Q4 '13 | Q1 '14 | Q2 '14 | Q3 '14 | Q4 '14 | Q1 '15 |
| definitions for integration | | | | | | | | | | | | | | | | | | | | |
| Develop and test various interfaces and portals | Grant Proj Dir (P03) | | | | | | X | X | | | | | | | | | | | | |
| Develop and test integration of interfaces and portals | Grant Proj Dir (P03) | | | | | | | X | X | X | X | X | X | X | | | | | | |
| Initial Production Support | Grant Proj Dir (P03) | | | | | | | X | X | X | X | X | X | X | X | | | | X | |
| Transition to LEA Support Staff | Grant Proj Dir (P03) | | | | | | | X | X | X | X | X | X | X | X | | | | X | |
| C2.3 Participate in SERVE discussion regarding intra- and interstate sharing | SCDE CIO (P01), Deputy Supt, SERVE Coordinator | | | | X | X X X | X X X X X X X X X X | | | | | | | | | | | | | |
| C2.4. Initial Project Managers and Stakeholders Meeting(s) to integrate I-DEQL data into education data warehouse | SCDE CIO (P01); SCDE Deputy Superintendent for DEQL | | | | X | | | | | | | | | | | | | | | |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| Establish Project Organizational and Reporting Structure | Grant Proj Dir (P03) | | | | X | | | | | | | | | | | | | | | |
| Identify Requirements for Integrating DEQL | Grant Proj Dir (P03) | | | | X | X | | | | | | | | | | | | | | |
| Document, Review, and Approve Requirements | Grant Proj Dir (P03) | | | | X | X | X | | | | | | | | | | | | | |
| Joint Architecture, Web, and Training Design | Grant Proj Dir (P03) | | | | X | X | X | | | | | | | | | | | | | |
| Document, Review, and Approve Design Decisions | Grant Proj Dir (P03) | | | | X | X | X | | | | | | | | | | | | | |
| Develop and Test Approach to Integrate DEQL Data | Grant Proj Dir (P03) | | | | | X | X | X | | | | | | | | | | | | |
| Integrate DEQL Data with Enterprise Data | Grant Proj Dir (P03) | | | | | | X X | X X | X X | X X X | X X | X X X | | | | | | | | |
| User Acceptance Testing for Integrating DEQL | Grant Proj Dir (P03) | | | | | | X | X | | | | | | | | | | | | |
| Deployment | Grant Proj Dir | | | | | | X X | X X | X X | X X X | X X | X X X | | | | | | | | |

| Goal or Objective | Personnel Responsible (P03) | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 '10 | Q1 '11 | Q2 '11 | Q3 '11 | Q4 '11 | Q1 '12 | Q2 '12 | Q3 '12 | Q4 '12 | Q1 '13 | Q2 '13 | Q3 '13 | Q4 '13 | Q1 '14 | Q2 '14 | Q3 '14 | Q4 '14 | Q1 '15 |
| Initial Production Support | Grant Proj Dir (P03) | | | | | | X | X | | | | | | | | | | | | |
| Transition to IT Support Staff | Grant Proj Dir (P03) | | | | | | | X | X | X | | | | | | | | | | |
| Communicate with Users on ongoing basis | Grant Proj Dir (P03) | | | | | | X X | X X | X X | X X X | X X | X | | | | | | | | |
| C2.5 Initial Project Managers and Stakeholders Meeting(s) for Data Quality Control | Grant Proj Dir (P03) | | | | X | X | | | | | | | | | | | | | | |
| Establish Project Organizational and Reporting Structure | Grant Proj Dir (P03) | | | | X | X | | | | | | | | | | | | | | |
| Identify Needs for Data Entry Edits | Grant Proj Dir (P03) | | | | X | X | X | X | X | | | | | | | | | | | |
| Document, Review, and Approve Requirements | Grant Proj Dir (P03) | | | | X | X | | | | | | | | | | | | | | |
| Tool Training for Developers | Grant Proj Dir (P03) | | | | | X | X | | | | | | | | | | | | | |
| Document, Review, and | Grant Proj Dir (P03) | | | | | X | X | X | | | | | | | | | | | | |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 '10 | Q1 '11 | Q2 '11 | Q3 '11 | Q4 '11 | Q1 '12 | Q2 '12 | Q3 '12 | Q4 '12 | Q1 '13 | Q2 '13 | Q3 '13 | Q4 '13 | Q1 '14 | Q2 '14 | Q3 '14 | Q4 '14 | Q1 '15 |
| Approve Design Decisions | | | | | | | | | | | | | | | | | | | | |
| Develop Interfaces and Test Data Entry Edits | Grant Proj Dir (P03) | | | | | X | X | X | X | X | | | | | | | | | | |
| User Acceptance Testing Data Entry Edits | Accountability, Data Management & Analysis, Grant Proj Dir (P03) | | | | | | X | X | X | X | X | | | | | | | | | |
| Iterative Deployment of Data Entry Edits | Accountability (DMA), Grant Proj Dir (P03) | | | | | | X | X | X | X | X | | | | | | | | | |
| Initial Production Support | Accountability (DMA), Grant Proj Dir (P03) | | | | | | X | X | X | X | X | | | | | | | | | |
| Transition to IT Support Staff | Accountability (DMA), Grant Proj Dir (P03) | | | | | | | | | X | X | X | | | | | | | | |
| **Goal C3: By providing effective interfaces, portals, and training for those, SLICE will be easily accessible and useful to a range of stakeholders.** | | | | | | | | | | | | | | | | | | | | |
| C3.1 Interfaces and portals | Grant Proj Dir (P03), Component Proj Mgr A (P11), Component Proj Mgr B (P16) | | | | | | X | X | X | X | X | X | X | X | X | | | | X | |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| User Acceptance Testing for Interfaces & Portals | Grant Proj Dir (P03), Component Proj Mgr A (P11), Component Proj Mgr B (P16) | | | | | | X | X | X | X | X | X | X | X | X | | | | X | |
| Deploy All Interfaces & Portals | Grant Proj Dir (P03), Component Proj Mgr A (P11), Component Proj Mgr B (P16) | | | | | | | X | X | X | X | X | X | X | X | | | | X | |
| C3.2 Training for Interfaces and Portals | Grant Proj Dir (P03), Training Coord (P17) | | | | | | X | X | X | X | X | X | X | X | | | | | | |
| Develop Training for Iterations 1-x | Grant Proj Dir (P03), Training Coord (P17) | | | | | | X | X | X | X | X | X | | | | | | | | |
| Develop Training for Interfaces & Portals | Grant Proj Dir (P03), Training Coord (P17) | | | | | | X | X | X | X | X | X | X | X | X | | | | X | |
| Develop Training for Integrating DEQL Data | Grant Proj Dir (P03), Training Coord (P17) | | | | | | X | X | X | X | X | X | X | X | X | | | | | |
| Develop Training for Data Entry Edits | Grant Proj Dir (P03), Training Coord (P17) | | | | | | X | X | X | X | X | X | X | X | X | | | | | |
| Develop Stakeholder Training | Grant Proj Dir (P03), Training Coord (P17) | | | | | | | | | X | X | X | | | | | | | | |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 '10 | Q1 '11 | Q2 '11 | Q3 '11 | Q4 '11 | Q1 '12 | Q2 '12 | Q3 '12 | Q4 '12 | Q1 '13 | Q2 '13 | Q3 '13 | Q4 '13 | Q1 '14 | Q2 '14 | Q3 '14 | Q4 '14 | Q1 '15 |
| **Goal C4: Intuitive data systems to support decision makers in the continuous improvement of education** | | | | | | | | | | | | | | | | | | | | |
| C4.1 Initial Project Managers and Stakeholders Meeting(s) for CMS | Accountability (DMA), Component Proj Mgr B (P16) | | | | X | | | | | | | | | | | | | | | |
| Establish Project Organizational and Reporting Structure | Component Proj Mgr B (P16) | | | | X | | | | | | | | | | | | | | | |
| Identify Requirements for CMS and Interface | Component Proj Mgr B (P16) | | | | X | X | | | | | | | | | | | | | | |
| Document, Review, and Approve Requirements | Component Proj Mgr B (P16) | | | | | X | X | | | | | | | | | | | | | |
| Develop RFP with State IT Procurement and Issue | Component Proj Mgr B (P16) | | | | | X | X | | | | | | | | | | | | | |
| Receive and Evaluate Proposals | Component Proj Mgr B (P16) | | | | | | X | X | | | | | | | | | | | | |
| Announce Selection and Begin Work | Component Proj Mgr B (P16) | | | | | | | X | X | | | | | | | | | | | |
| Develop Project Plan with Vendor | Component Proj Mgr B (P16) | | | | | | | | X | | | | | | | | | | | |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| Obtain Mutual Agreement on Requirements | Component Proj Mgr B (P16) | | | | | | | | X | | | | | | | | | | | |
| Document, Review, and Approve Design Decisions | Component Proj Mgr B (P16) | | | | | | | | X | X | | | | | | | | | | |
| Customize and Test CMS | Component Proj Mgr B (P16) | | | | | | | | | X | X | | | | | | | | | |
| Integrate with Ed ID System, PS (if needed), DW, & TV | Component Proj Mgr B (P16) | | | | | | | | | X | X | X | | | | | | | | |
| User Acceptance Testing for CMS, EdIDs, PS (if needed), DW, and TV | Component Proj Mgr B (P16) | | | | | | | | | | | X | X | | | | | | | |
| Deploy CMS | Component Proj Mgr B (P16) | | | | | | | | | | | | X | | | | | | | |
| Initial Production Support | Component Proj Mgr B (P16) | | | | | | | | | | | | X | X | | | | | | |
| Transition to LEA Support Staff | Component Proj Mgr B (P16) | | | | | | | | | | | | | X | | | | | | |
| C4.2 Integrate additional assessment sources | Component Proj Mgr A (P11), Component Proj Mgr B (P16) | | | X | X | X | X | X | X | X | | | | | | | | | | |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| Initial Project Managers and Stakeholders Meeting(s) for Assessment Management | Component Proj Mgr A (P11), Component Proj Mgr B (P16) | | | X | | | | | | | | | | | | | | | | |
| Establish Project Organizational and Reporting Structure | Component Proj Mgr A (P11), Component Proj Mgr B (P16) | | | X | | | | | | | | | | | | | | | | |
| Identify Needs for Statewide Testview (STV) & Data Warehouse (DW); Enrich integration | Component Proj Mgr A (P11), Component Proj Mgr B (P16) | | | X | X | | | | | | | | | | | | | | | |
| Document, Review, and Approve Requirements | Component Proj Mgr A (P11), Component Proj Mgr B (P16) | | | | X | | | | | | | | | | | | | | | |
| Joint Application and Training Design | Component Proj Mgr B (P16) | | | | X | X | | | | | | | | | | | | | | |
| Document, Review, and Approve Design Decisions | Component Proj Mgr A (P11), Component Proj Mgr B (P16) | | | | | X | | | | | | | | | | | | | | |
| Develop Interfaces | Component Proj Mgr A (P11), Component Proj Mgr B (P16) | | | | | X | X | | | | | | | | | | | | | |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| Develop and Test STV & DW Integration | Component Proj Mgr A (P11), Component Proj Mgr B (P16) | | | | | X | X | | | | | | | | | | | | | |
| Develop Training: STV & DW | Component Proj Mgr A (P11), Component Proj Mgr B (P16) | | | | | X | X | | | | | | | | | | | | | |
| User Acceptance Testing for STV, DW Integration, and Enrich Integration | Component Proj Mgr A (P11), Component Proj Mgr B (P16) | | | | | | X | | | | | | | | | | | | | |
| Deploy Statewide Testview | Component Proj Mgr A (P11), Component Proj Mgr B (P16) | | | | | | X | X | X | | | | | | | | | | | |
| Deploy EdID System Integration & PS, DW & TV Enhancements | Component Proj Mgr A (P11), Component Proj Mgr B (P16) | | | | | | | | | | | | X | | | | | | | |
| Initial Production Support | Component Proj Mgr A (P11), Component Proj Mgr B (P16) | | | | | | | | X | X | | | | | | | | | | |
| Transition to LEA Support Staff | Component Proj Mgr A (P11), Component Proj Mgr B (P16) | | | | | | | | | X | | | | | | | | | | |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| C4.3 Initial project managers and stakeholders meeting(s) for Program IDs (P-ID) | Component Proj Mgr B (P16) | | | | | X | | | | | | | | | | | | | | |
| Establish project organizational and reporting structure | Component Proj Mgr B (P16) | | | | | X | | | | | | | | | | | | | | |
| Identify educational needs for P-ID and IT Requirements | Component Proj Mgr B (P16) | | | | | X | | | | | | | | | | | | | | |
| Document, review, and approve requirements and design | Component Proj Mgr B (P16) | | | | | X | X | X | | | | | | | | | | | | |
| Develop interfaces | Component Proj Mgr B (P16) | | | | | | | X | | | | | | | | | | | | |
| Develop and Test P-IDs, modify PowerSchool (PS), integrate with Data Warehouse (DW) and TV | Component Proj Mgr B (P16) | | | | | | | X | | | | | | | | | | | | |
| User acceptance testing for PS, | Component Proj Mgr B (P16) | | | | | | X | X | | | | | | | | | | | | |

| Goal or Objective DW & TV | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 '10 | Q1 '11 | Q2 '11 | Q3 '11 | Q4 '11 | Q1 '12 | Q2 '12 | Q3 '12 | Q4 '12 | Q1 '13 | Q2 '13 | Q3 '13 | Q4 '13 | Q1 '14 | Q2 '14 | Q3 '14 | Q4 '14 | Q1 '15 |
| Deploy P-IDs &PS, DW & TV enhancements and provide initial production support | Component Proj Mgr B (P16) | | | | | | X | X | | | | | | | | | | | | |
| Transition to LEA support staff | Component Proj Mgr B (P16) | | | | | | X | X | X | | | | | | | | | | | |
| C4.4 Initial Project Managers and Stakeholders Meeting(s) for Educator IDs (EdID) | Component Proj Mgr B (P16) | | | | | | X | | | | | | | | | | | | | |
| Establish Project Organizational and Reporting Structure | Component Proj Mgr B (P16) | | | | | | X | | | | | | | | | | | | | |
| Identify Requirements for Educator IDs and Interface | Component Proj Mgr B (P16) | | | | | | X | | | | | | | | | | | | | |
| Document, Review, and Approve Requirements | Component Proj Mgr B (P16) | | | | | | X | X | | | | | | | | | | | | |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| Develop RFP with State IT Procurement and Issue | Component Proj Mgr B (P16) | | | | | | | X | X | | | | | | | | | | | |
| Receive and Evaluate Proposals | Component Proj Mgr B (P16) | | | | | | | | X | X | | | | | | | | | | |
| Announce Selection and Begin Work with Vendor | Component Proj Mgr B (P16) | | | | | | | | | X | X | | | | | | | | | |
| Document, Review, and Approve Design Decisions | Component Proj Mgr B (P16) | | | | | | | | | | | X | | | | | | | | |
| Develop & Test EdID; Modify PS & Integrate w/DW & TV | Component Proj Mgr B (P16) | | | | | | | | | | | X | X | X | | | | | | |
| User Testing for EdIDs, PS, DW, and TV | Component Proj Mgr B (P16) | | | | | | | | | | | | | X | X | | | | | |
| Deploy EdID & PS, DW, & TV Enhancements | Component Proj Mgr B (P16) | | | | | | | | | | | | | | X | | | | | |
| Initial Production Support | Component Proj Mgr B (P16) | | | | | | | | | | | | | | X | | | | | |
| Transition to LEA Support Staff | Component Proj Mgr B (P16) | | | | | | | | | | | | | | X | | | | | |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| C4.5 Participation in regional and national consortia | SCDE CIO (P01), SCDE IT Mgr (P02), Grant Proj Dir (P03) | | X X | X X | X X | X X X | X X | X X | X X X | X X | | | | | | | | | | |
| **Goal C5: Create, distribute, and provide accessible professional development and training for all stakeholders.** | | | | | | | | | | | | | | | | | | | | |
| C5.1 Develop comprehensive plan for training stakeholders | Proj Training Coord (P17), Regional Support System staff | | | | | | X X | X X | X X X | X X X | X X | X X X | | | | | | | | |
| Organize team for planning; schedule work sessions | Proj Training Coord (P17), Regional Support System staff | | | | | | X | X | | | | | | | | | | | | |
| Determine training priorities | Proj Training Coord (P17), Regional Support System staff | | | | | | X | X | X | | | | | | | | | | | |
| Develop strategies for training delivery | Proj Training Coord (P17), Regional Support System staff | | | | | | X | X | X | X | X | | | | | | | | | |
| C5.2 Develop initial training for access, analysis, and application of | Proj Training Coord (P17), Regional Support System staff | | | | | | X | X | X | X | | | | | | | | | | |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| data | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| Organize team for planning; schedule work sessions | Proj Training Coord (P17), Regional Support System staff | | | | | | | | X | X | X | X | X | X | | | | | | |
| Develop content and resources for training | Proj Training Coord (P17), Regional Support System staff | | | | | | X | X X X | X X X | X X X | X X | X X X | | | | | | | | |
| Develop training models | Proj Training Coord (P17), Regional Support System staff | | | | | | X | X X X | X X X | X X X | X X | X X X | | | | | | | | |
| C5.3 Develop additional training for application of data, assessment of results, and advancement of learning | Proj Training Coord (P17), Regional Support System staff | | | | | | | | X | X | X | X | X | X | X | X | X | X | X | X |
| Organize team for planning; schedule work sessions | Proj Training Coord (P17), Regional Support System staff | | | | | | | | X | X | X | X | X | | | | | | | |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| Develop content and resources for training | Proj Training Coord (P17), Regional Support System staff | | | | | | | | | X | X | X | X | X | X | X | X | X | X | X |
| Develop training modules | Proj Training Coord (P17), Regional Support System staff | | | | | | | | | X | X | X | X | X | X | X | X | X | X | X |
| C5.4 Cross-train Regional Support System staff and other regional team members to include the use of data in all areas | Proj Training Coord (P17), Regional Support System staff | | | | | | X X | X X | X X | X X X | X X | X X X | | | | | | | | |
| Identify trainers to work with Regional Support System staff | Proj Training Coord (P17), Regional Support System staff | | | | | | X | X | | | | | | | | | | | | |
| Schedule training workshops for Regional Support System staff | Proj Training Coord (P17), Regional Support System staff | | | | | | | X | X | | | | | | | | | | | |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| Train all Regional Support System staff in the use of data in the 7As model (continuous) | Proj Training Coord (P17), Regional Support System staff | | | | | | | | | X | X | X | X | X | X | X | X | X | X | X |
| C5.5 Develop training resources in several different formats | Proj Training Coord (P17), Regional Support System staff | | | | | | X X | X X | X X | X X X | X X | X X | X | | | | | | | |
| Develop text-based training resources | Proj Training Coord (P17), Regional Support System staff | | | | | | X X | X X | X X | X X X | X X | X X | X | | | | | | | |
| Develop audio-based training resources | Proj Training Coord (P17), RSSstaff | | | | | | X X | X X | X X | X X X | X X | X X | X | | | | | | | |
| Develop video-based training resources | Proj Training Coord (P17), RSS staff | | | | | | X X | X X | X X | X X X | X X | X X | X | | | | | | | |
| Distribute training resources for all stakeholders | Proj Training Coord (P17), RSS staff | | | | | | X X | X X | X X | X X X | X X | X X | X | | | | | | | |
| **Goal C6: Provide researchers and policy makers with access to student-level, educator-level, and program-level data** | | | | | | | | | | | | | | | | | | | | |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| C6.1 Access to data determined by role | Component Proj Mgr A (P11), Network Security Admin (P05) | | | | | X X | X X | X X | X X X | X X | X X X X | | | | | | | | | |
| Develop roles, rights, and access privileges | Component Proj Mgr A (P11), Network Security Admin (P05) | | | | | X | X | X | X | X | X | | | | | | | | | |
| Develop interface | Component Proj Mgr A (P11) | | | | | X | X | X | X | X | | | | | | | | | | |
| Test access and security | Component Proj Mgr A (P11), Network Security Admin (P05) | | | | | | | X | X | X | X | | | | | | | | | |
| Provide access to researchers | Component Proj Mgr A (P11), Network Security Admin (P05) | | | | | | | | | X | X | X | X | X | X | X | X | X | X | X |
| C6.2 Student-level data will be de-identified for researcher and policy makers | Component Proj Mgr A (P11), Network Security Admin (P05) | | | | | | X X | X X | X X X | X X X | X X | X X X | | | | | | | | |
| Develop application; de-identification of data and sub-groups | Component Proj Mgr A (P11), Network Security Admin (P05) | | | | | | X | X | X | X | | | | | | | | | | |

**(D)(1) Providing high-quality pathways for aspiring teachers and principals**

(i) Legal, statutory, or regulatory provisions that allow alternative routes to certification (as defined in this notice) for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education.

South Carolina laws and regulations support alternative routes for non-educators to become educators. The primary alternative route for aspiring teachers is the Program of Alternative Certification for Educators (PACE). Through statute (S.C. Code Ann. § 59-26-30(A)(8) in Appendix D1A), South Carolina is authorized to issue conditional certification to qualified individuals with training provided by the South Carolina Department of Education (Department). Certification Regulations (R. 43-51 (IV); in Appendix D1B) and PACE Guidelines (Appendix D1C) define PACE as a program designed to enable individuals with an earned bachelor's degree or higher in a content area to complete an accelerated certification program while teaching.

South Carolina also recognizes the American Board for the Certification of Teaching Excellence (ABCTE) through statute (S.C. Code Ann. § 59-25-310; in Appendix D1D) and Guidelines (Appendix D1E). Passing ABCTE examination scores render an individual eligible for hire as a teacher in mathematics, science, or English.

In May 2010 the South Carolina General Assembly passed a regulation establishing an Adjunct Teaching Certificate and an alternative certification for teachers with Montessori credentials (Appendix D1F); South Carolina is the first in the nation to create a state credential for the Montessori method. While the new Adjunct program does not lead to permanent professional credentials, it does leverage community talent and experience to make a positive difference for students by bringing experts into the classroom.

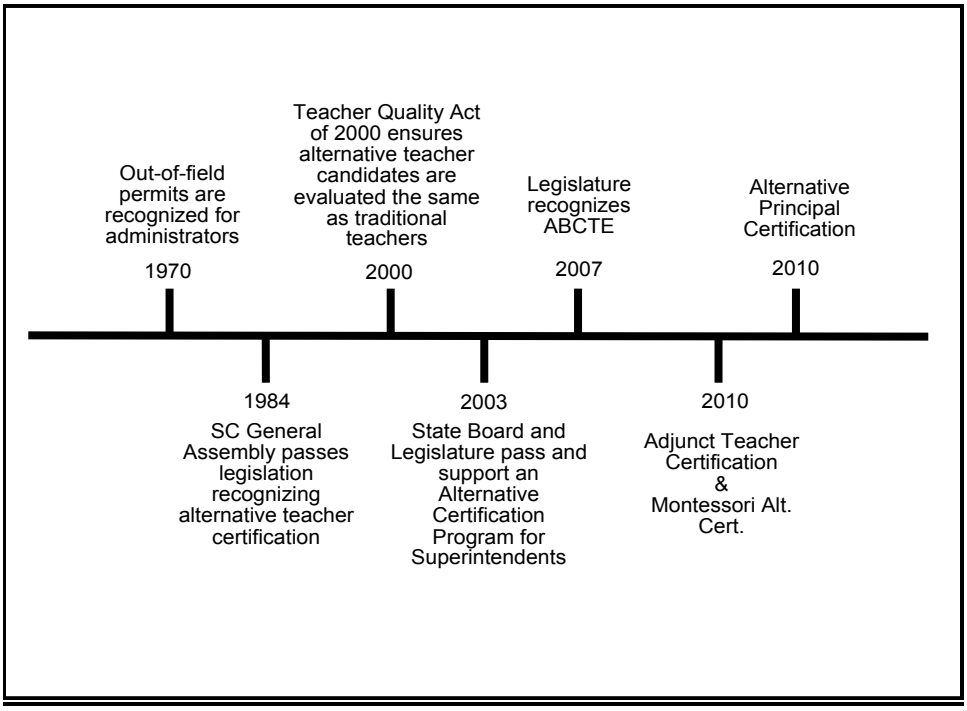
State regulations allow certification of aspiring administrators upon their "completion of an advanced program approved by the State Board for the training of…principals and supervisors" (R. 43-64(I)(A) and (B)). Since 1970, South Carolina has used an alternative route for currently certified educators who meet specific criteria to serve as principals. These educators follow an approved program at a regionally accredited institution of higher education (IHE) (R. 43-53 (I)(F)(3) in Appendix D1G), while working toward full principal certification. This program provides LEAs flexibility as they develop and place new leaders in schools.

In consultation with key stakeholders, the Department's Office of School Leadership, has proposed an alternative route for career changers to become principals (see Proposed Alternative

Route for Principals in Appendix D1H). This program, modeled after the teacher component of PACE, will provide a rigorous pathway to school leadership outside the traditional higher education system. Upon adoption and funding of the proposed principal's alternative certification regulation (Appendix D1I), the program will allow for providers other than institution of higher education.

South Carolina also has a regulation allowing for alternative certification of superintendents that the State Board approved in 2003 and the General Assembly approved in 2004 (R. 43-64 (I)(D) in Appendix D1J). This certification provides local communities and school boards the opportunity to tap into talented individuals to lead districts.

(ii)Alternative routes to certification (as defined in this notice) that are in use;




Teachers

South Carolina's PACE, ABCTE, and new Adjunct Teacher and Montessori Alternative Certification programs provide multiple, innovative alternative pathways into the classroom while ensuring the effectiveness of the State's teaching force.

In 1984, after the passage of the Education Improvement Act, South Carolina launched an innovative alternative route for non-educators to become teachers due to chronic teacher shortages throughout the state in math and science. Although the program started with a few critical need subjects, today nearly all subject areas are included and the alternative program has

grown from an initially small cohort to more than 1,000 candidates. While the State limits the scope of the program to middle and high school certification, areas that cross all grade levels (e.g., physical education, art, music) are also eligible. Alternative special education certification is available in the area of emotional disabilities. (In the late 1990s and early 2000s, the state allowed participants to become certified in elementary and early childhood through the alternative route. However, the State discontinued these areas of alternative certification because of concerns about insufficient preparation in reading and diagnostic instruction.)

After the passage of the Teacher Quality Act of 2000, the State revamped its alternative route for teachers and named the program PACE (Program for Alternative Certification for Educators). Using a US Department of Education Transition to Teaching grant, South Carolina developed a curriculum to prepare candidates for the classroom. This curriculum is based on the State's standards for teachers (an adaptation of the Interstate New Teacher Assessment and Support Consortium (INTASC) standards) and includes a continuous assessment system that provides feedback to participants. The continuous assessment system also is used to make summative decisions about the participant's continuation in the program.

PACE requires that all candidates have a degree in the content area they intend to teach, present passing scores on the appropriate Praxis content examinations, and verify two years of full-time work experience. Eligible candidates who otherwise do not meet traditional certification requirements must gain employment in public schools before being admitted to the program. PACE candidates are subject to the same performance measures as teachers prepared in traditional routes (i.e., Praxis II subject area and Principles of Learning and Teaching (PLT) exams, summative evaluation using the state teacher evaluation system) as well as the same support systems (i.e., mentoring, formative evaluations).

The program is offered regionally to reduce travel time and at a minimal cost to allow candidates to pursue full, professional certification through a series of pre-service and in-service training seminars delivered by the Department's PACE instructors. PACE instructors are selected through a highly competitive process (25 selected out of approximately 300 applicants) and are seasoned classroom teachers and professors who bring practical experience, expertise, and relevance to these new teachers.

PACE candidates also complete graduate courses through regionally accredited institutions of higher education. Once the employing LEA verifies employment in a public

school and the individual completes the pre-service training, these individuals are issued a one-year alternate-route certificate. This certificate may be renewed annually for two more years upon verification of successful teaching as measured through the state's teacher evaluation system, ADEPT, and the completion of in-service training. Successful teaching and a passing score on the PLT lead to professional certification. Candidates must complete all requirements by the end of their third year in the program.

During training, PACE candidates are assigned a mentor by the building principal to ensure that a veteran teacher assists in the transition to teaching. Mentors coach the participants using the New Teacher Center model and Cognitive Coaching[SM] and are trained by the Department and the Center for Educator Recruitment, Retention and Advancement (CERRA). New educators receive additional mentoring from PACE instructors. Participants complete the program in cohorts and have online and face-to-face contact with their instructors throughout the first two years of the program. They also have an opportunity to communicate with other cohort participants through on-line chat rooms (see SCTeacherVillage.com in (D)(3)).

The PACE program is the single largest producer of teachers in South Carolina, with 1,150 participants currently enrolled. Since 2000, more than 16,000 individuals have applied to PACE and 4,200 (26%) have successfully met the requirements to receive a professional certificate. In 2008-09, 264 teachers completed PACE. An additional 3,677 teachers were certified statewide through traditional routes to the profession during the same academic year. In PACE content areas, approximately 10-12% of all new LEA hires are PACE participants and the three-year retention rate for PACE teachers is 74% (see alternative route data in Appendix D1J). These results are comparable to the retention rates of teachers prepared through traditional routes (three-year retention of 72.5%; five-year retention of 66.5%). Because many of our high-need schools have difficulty recruiting and retaining highly effective educators, PACE enables LEAs to "grow their own" teachers by employing candidates who then become vested in the school and the community.

In June 2007, the General Assembly adopted the American Board for the Certification of Teacher Excellence Act (ABCTE) (S.C. Code Ann. § 59-25-310 et seq. (Supp.2009) that enables an LEA to hire individuals qualified for the Passport-to-Teaching certificate in the fields of biology, chemistry, English, mathematics, physics, or science. Currently 50 ABCTE teachers are teaching in the State (data in Appendix D1K). Once the hiring LEA verifies their employment in

a public school, the individual is issued a one-year alternate-route certificate, which may be renewed annually for two more years upon verification of successful teaching as measured through the state's teacher evaluation system, ADEPT. Successful teaching and the presentation of a passing score on the PLT lead to professional certification.

Although the Adjunct Teacher Certification program is brand new, this alternative route will provide an introductory pathway for professionals to offer their expertise within our educational system—for example, a seasoned journalist may be selected to teach a news writing class at a local high school. Adjunct candidates must have a degree or passing score on the appropriate PRAXIS examination and five years of work experience in their content field. This teaching is restricted to a part-time commitment, so that these professionals may continue to work in their primary occupation while contributing their talents to the school. Successful adjuncts will be encouraged to pursue PACE or ABCTE for professional certification.

South Carolina is proud to be the first state in the nation to create a certification for the Montessori Method, which provides a new alternative route for individuals who are not fully certified as teachers to earn a credential to teach in Montessori classrooms. A successful candidate for the certificate must prove completion of a bachelor's degree, a MACTE-approved training program, and passing scores on the appropriate certification examination(s) approved by the State Board, including the pedagogy exam.[1]

Principals

To become principals, current teachers may add other areas of certification, including administration, to their credentials by completing the requirements for add-on certification (R. 43-53 (I)(F)(3) in Appendix D1G). LEAs may request out-of-field permits for teachers who demonstrate content competency in the area requested (except in subject areas that require the teacher to be highly qualified as defined in ESEA), or those with at least 12 semester hours toward principal certification requirements. On average, more than 30 teachers use this method each year to move into principal positions while seeking professional principal certification. In 2008-09, 30 teachers became certified as principals through this route. An additional 293 educators were certified statewide through traditional routes to the profession during the same

[1]Additional certification fields may not be added to an initial Montessori certificate under this option unless the educator completes a State Board of Education–approved teacher preparation program in the additional field.

academic year. While a large supply of candidates for administrative positions currently exists, the significant number of administrators approaching retirement could change this status dramatically.

To expand entry into the profession, South Carolina is developing a new alternative principal certification program and refining its current overall certification system for administrators. The new program to provide alternative certification for career changers aspiring to become principals will combine the successful components of PACE (outlined above) and the alternative superintendent program (outlined below; included in Appendix D1J) to provide a pathway for talented leaders to join the education profession. The overall certification system for administrators will be tiered similar to the two-tiered certification system the State has for teachers. Tiers of certification for principals will be based upon demonstrated mastery of essential competencies in a school setting as well as a positive impact on student achievement, as outlined through our value-added system described in section (D)(2).

Stakeholders, including superintendents, principals, personnel administrators, business entities, professional organizations, higher education, other program providers and parent groups will be engaged to determine program requirements and criteria that will be essential to program success and gaining the most value from our investment in these new education professionals.

Superintendents

A professional from outside education who holds a master's degree, can verify 10 years successful experience in a senior position, and has the recommendation of a local school board can seek superintendent certification through the State's alternate route (R. 43-64 (I)(D); see Appendix D1I). Such professionals are issued a one-year certificate renewable at the local board's request for no more than three years. The candidate must earn a minimum qualifying score on the required certification examination(s) in the first year of alternative certification as a superintendent. A professional certificate is issued once the candidate completes a specified program of study through a regionally-accredited leadership preparation program and receives the local board's recommendation after three years of successful service as a superintendent. The program of study is determined by a gap analysis of the candidate's knowledge, skills, and dispositions as well as their experience in prior positions.

Through this alternate superintendent certification program, the State recognizes the experience of effective leaders from other professions and allows them to apply some of their

best practices to the work of preparing all of South Carolina's students to graduate ready for college and careers. One candidate enrolled in this route to certification in 2009-10. To date, two individuals have sought superintendent certification via this route. Statewide, two people became certified as superintendents in 2008-09.

Appendix D1Lpresents a summary of alternative routes to certification in South Carolina.

(iii) A process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage.

As one of a few states that has an organization dedicated to recruiting and retaining great teachers and leaders for its schools, South Carolina monitors and evaluates areas of teacher and principal shortage through the leadership of its Center for Educator Recruitment, Retention, and Advancement (CERRA) at Winthrop University. CERRA provides expertise in addressing the challenges of filling every classroom with a highly effective teacher and every school with a great leader. Founded in 1985, CERRA is the oldest and most comprehensive center in the nation focusing on the recruitment, retention, and advancement of teachers. CERRA operates a continuum of programs and activities to recruit effective teachers to the classrooms of our state and retain them.

As it has every fall since 1992, CERRA conducts a Supply and Demand Survey (see a summary of the analysis of the Fall 2009 Teacher/Administrator Supply and Demand Survey in Appendix D1M) to determine areas of shortage and surplus in the education profession in South Carolina. Every LEA reports the number of education positions available, how those positions have been filled, and the number of positions remaining vacant. Available by content and geographic areas, these data are ranked by priority; those with the most shortages are the highest priority. The Department uses the survey to determine areas of greatest need to target for recruitment efforts, including recruiting PACE participants.

The State's data is compared to national studies conducted annually by organizations such as the American Association for Employment in Education, which provide trend data as well as regional information. Other stakeholders also provide data that enables the Department to evaluate and identify shortages and supply.

The South Carolina Commission on Higher Education produces an annual report on the number of graduates in each area of educator preparation, which allows the Department to monitor how many candidates are in the pipeline. CERRA has collaborated with the Department

on studies of the Teacher Cadet program[2] participants who have become teachers in the State. The South Carolina Teacher Loan Program also tracks Teacher Cadets and provides data on what certification area the loan recipients are pursuing and how many enter the teaching profession in the State. The Department can also determine where in the State they are teaching.

In addition, routine data analysis is conducted to monitor and evaluate anticipated teacher and principal shortages to target recruitment efforts. To project anticipated retirements, the Department queries educator age and years of experience. CERRA and the Department work with other state and national organizations, such as the National Commission on Teaching and America's Future (NCTAF), to determine trends with this data to better project the needs of individual LEAs and schools. LEAs conduct studies using methodology like the Cohort Survival Technique that predicts the number of students who will enroll in school so that an LEA can estimate the number of teachers they will need to employ.

Since the mid-1980s, CERRA has operated a Job Bank and has trend data on job openings by LEA and the number of applicants for each certification area. South Carolina also has data on the number of teachers who use the State's online job application and in what areas they seek employment. All of these sources give a comprehensive view of the supply and demand for educators in the State workforce.

To target preparing educators to fill identified shortages, results of the data analysis are presented to the State Board annually and are also shared with the SC Dean's Alliance. The Dean's Alliance includes representatives from every college of education in South Carolina. Colleges of education use this information to recruit candidates for programs, counsel students on the availability of jobs, and to assist the State in meeting education workforce needs, especially in shortage areas. "Critical needs" subjects and geographic listings are updated annually, and are the basis for the certification areas within the alternative pathways programs. Information on areas of teacher helps the Teacher Cadet program shape its recruitment strategy as they search for talented future teachers and advocates for public education.

Identified shortages have also led to the development of specialized training to recruit existing teachers into areas of need. A great example of such specialized education and training

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[2] Since 1986, the Teacher Cadet program has grown to 175 South Carolina high schools in SC. It provides students with a challenging introduction to teaching. See (D)(3).

in response to a shortage is Project CREATE. Project CREATE's mission is to grow a highly qualified special education teacher force in the State's public schools. Through a partnership with 11 leading colleges and universities in South Carolina, all with NCATE-accredited or State-approved teacher preparation programs in special education, the project underwrites course tuition and textbook costs for qualified individuals to obtain add-on, alternative, or initial certification in special education. Project CREATE is discussed in more detail in section (D)(3).

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Timeline for (D)(1)

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 '10 | Q1 '11 | Q2 '11 | Q3 '11 | Q4 '11 | Q1 '12 | Q2 '12 | Q3 '12 | Q4 '12 | Q1 '13 | Q2 '13 | Q3 '13 | Q4 '13 | Q1 '14 | Q2 '14 | Q3 '14 | Q4 '14 | Q1 '15 |
| **Goal D1: Providing high-quality pathways for aspiring teachers and principals: Alternative Principal Program** | | | | | | | | | | | | | | | | | | | | |
| D1.1 Reconvene statewide committee regarding alternative pathway to the principalship for career changers | DEQL/Office of School Leadership (OSL)/Office of Certification | | | **X** | | | | | | | | | | | | | | | | |
| D1.1 Submit SC regulation for alternative principals' certification to State Board and then General Assembly | DEQL/Office of School Leadership (OSL)/Office of Certification | | **X** | | | | | | | | | | | | | | | | | |
| D1.1 Post position for Education Associate to develop and coordinate alternative principals' certification program. | DEQL/Office of School Leadership (OSL) | | **X** | | | | | | | | | | | | | | | | | |
| D1.1 Program goals, objectives written for alternative certification of principals; discussion with other providers and IHEs to provide coursework | DEQL/Office of School Leadership (OSL)/Office of Certification | | | | **X** | | | | | | | | | | | | | | | |
| D1.1 Regulation for alternative certification for principals approved by General Assembly | DEQL/Office of School Leadership (OSL)/Office of Certification | | | | **X** | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| D1.1 Contracts to other providers/IHEs for providing alternative certification coursework and to experienced principals for workshops/seminars | DEQL/Office of School Leadership (OSL) | | | | | X | | | | | | | | | | | | | | |
| D1.1 Recruit and accept career changers for alternative certification program | DEQL/Office of School Leadership (OSL) | | | | | | | X | | | | | | | | | | | | |
| D1.1 Seminar for first cohort of alternatively certified principal candidates - July 2012 | DEQL/Office of School Leadership (OSL) | | | | | | | | | X | | | | | | | | | | |
| D1.1 Recruitment and notification of career changers for Cohort 2 to begin July 2013 | DEQL/Office of School Leadership (OSL) | | | | | | | | | | | X | | | | | | | | |
| D1.1 Graduation of cohort 1 | DEQL/Office of School Leadership (OSL) | | | | | | | | | | | | | | | | | | | X |
| D1.1 Second cohort of alternatively certified principal candidates - July 2013 | DEQL/Office of School Leadership (OSL) | | | | | | | | | | | | X | | | | | | | |
| D1.1 Contracts to IHEs/other providers for revising coursework and to experienced principals for workshops/seminars | DEQL/Office of School Leadership (OSL) | | | | | | | | | | X | | | | | | | | | |

## (D)(2) Improving Teacher and Principal Effectiveness Based on Performance

To support its vision of seeing all students graduate from high school ready for post-secondary education and careers, South Carolina has established the following goals for improving teacher and principal effectiveness based on performance and student growth:

**Goal D2.1:** South Carolina's enhanced systems for assisting, developing, and evaluating teacher (ADEPT) and principal (PADEPP) effectiveness on an ongoing, annual basis will include

- updated and enhanced performance standards
- student growth indicators as a significant component, and
- multiple rating categories of effectiveness.

**Goal D2.2:** South Carolina will implement a redesigned certification system that includes a tiered certification for principals.

**Goal D2.3:** South Carolina will use teacher and principal effectiveness ratings for both formative and summative purposes.

**Goal D2.4:** South Carolina will implement processes to ensure the reliability of implementation of the statewide systems for assisting, developing, and evaluating teachers and principals.

More than a decade ago, South Carolina became one of the first states to require all public schools and LEAs to implement a statewide system for supporting and evaluating teachers and principals. Through legislation and regulations, the South Carolina General Assembly and State Board established the framework for what became known as **ADEPT** (Assisting, Developing, and Evaluating Professional Teaching: S.C. Code Ann. §§ 59-26-30 and 59-26-40; S.C. Code Ann. Regs. 43-205.1; see Appendix D2A) and **PADEPP** (Program for Assisting, Developing, and Evaluating Principal Performance: S.C. Code Ann. § 59-24-40; S.C. Code Ann. Regs. 43-165.1; see Appendix D2B).

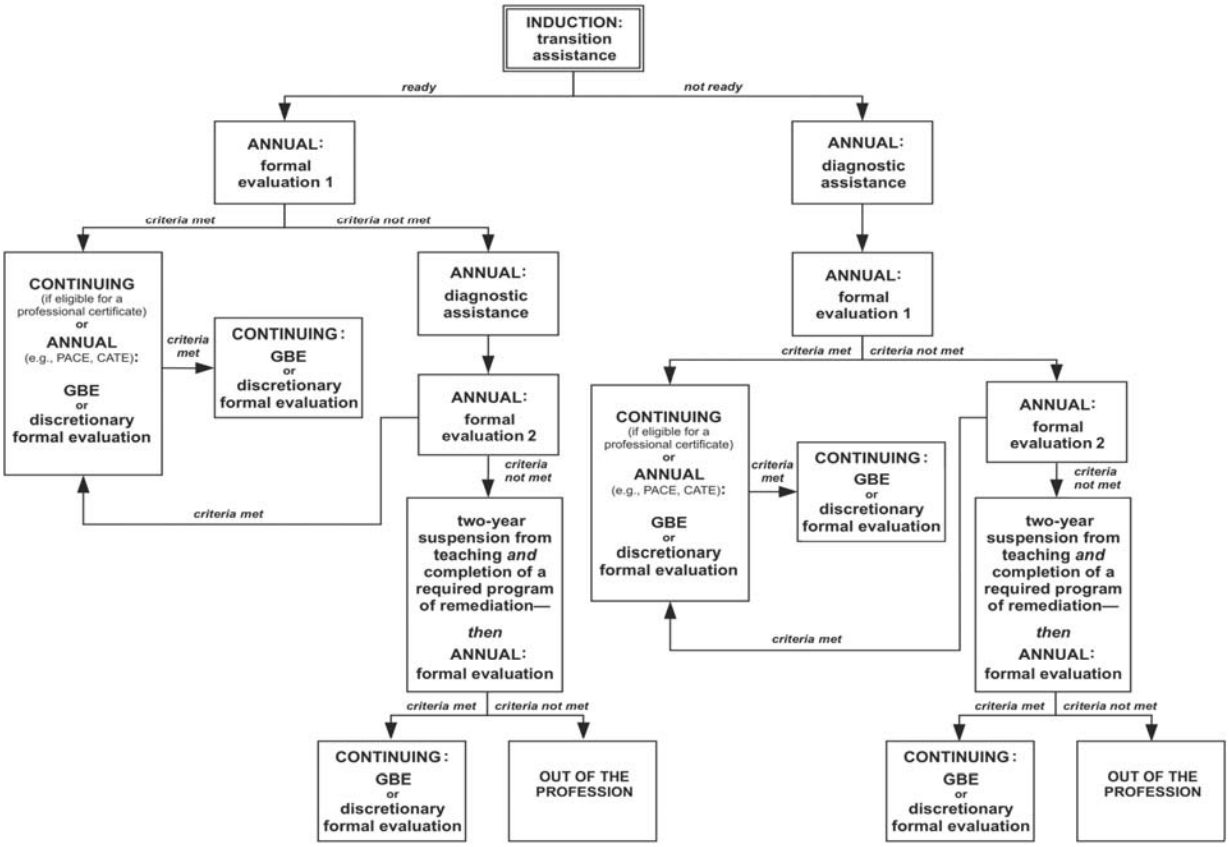
The ADEPT system plays a central role throughout every teacher's career. LEAs must employ beginning teachers under an induction contract and provide each teacher with a comprehensive induction program and support from a trained mentor. After completing the induction experience, teachers advance to the annual-contract level where they can receive diagnostic assistance, if needed. Teachers must successfully complete the ADEPT formal evaluation at the annual-contract level to be eligible to advance to a professional teaching certificate and a continuing contract. At the continuing-contract level, teachers must be evaluated every year, either through an ADEPT formal evaluation or through goals-based

evaluation (GBE), depending on their performance. The diagram below shows the sequence for assisting, developing, and evaluating teachers.

Although the State's current systems for assisting, developing, and evaluating teacher (ADEPT) and principal (PADEPP) performance include the formative use of student data, they do not yet include summative student growth indicators. However, since 2002, South Carolina has become a recognized leader in implementing value-added assessments through the Teacher Advancement Program (See (D)(3) for additional information on TAP). Currently, 43 public schools in the State are implementing this value-added model based on the methodology developed by Dr. William Sanders for Tennessee.

Additionally, South Carolina is piloting a value-added teacher evaluation system as part of the South Carolina 9+ Schools Project (SC9+). Developed in collaboration with the National Dropout Prevention Center (NDPC), the SC9+ takes into account various student risk factors in determining teacher effectiveness (see (D)(3). A white paper on the SC9+ project is in Appendix D2C.

After input from stakeholders, South Carolina will explore other value-added models to pilot in our schools. The quantitative and qualitative data generated by these pilots, TAP, and SC9+ schools will assist the State in seamlessly merging value-added assessment models into its



systems for assisting, developing, and evaluating teacher (ADEPT) and principal (PADEPP) performance to ensure that every student has an effective teacher and every school has an effective leader. Indeed, to meet its ambitious targets, South Carolina will foster environments in which highly effective educators can spur student achievement growth at rates higher than one grade level per academic year.

| |
|---|
| (i) Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student; |

***Objective D2.1*** *South Carolina will develop, pilot, and select growth models, will use these models to analyze the standardized assessment data for every student who is in a tested grade or subject at two or more points in time, as well as other assessment measures, and will include these models as a significant part of the State's systems for assisting, developing, and evaluating teacher (ADEPT) and principal (PADEPP) performance.*

For South Carolina to realize its vision, all teachers and leaders must have a positive impact on their students. As South Carolina author Pat Conroy writes, "The great teachers fill you up with hope and shower you with a thousand reasons to embrace all aspects of life" (*My Losing Season*, p. 63). The task for our State, then, is to establish valid and reliable ways of measuring the growth of each individual student and to determine the contribution of each teacher and leader in promoting this growth.

**Value-Added Assessments**. Currently, the most objective, reliable way of measuring student growth is through a value-added assessment (VAA) model. Building on this proven method, student growth will be determined by comparing each student's current test data to his or her performance on previous standardized assessments. To ensure the most robust and valid determinations of each individual student's growth, the State will pilot multiple VAA models.

Until assessments that align with the Common Core State Standards (CCSS) have been developed, validated, and implemented, South Carolina will use data from the current statewide assessments administered in grades 3–8, the Palmetto Assessment of State Standards (PASS), as well as similar types of interim assessments such as the Measures of Academic Progress (MAP), to calculate student growth for VAA purposes. Additionally, the State will examine the validity of using data from assessments that do not have pre- and post-tests, such as the HSAP and End-of-Course Examination Program, to calculate teacher – and school-level value-added scores.

**Formative Assessments**. In addition to examining student growth on standardized assessment measures, South Carolina already includes a formative assessment component, the *unit work sample*, as part of its Summative ADEPT Formal Evaluation of Classroom-Based Teachers (SAFE-T) model (see SAFE-T Guidelines in Appendix D2D). The purpose of the unit work sample is to examine and enhance each teacher's ability to develop and conduct appropriate assessments of student learning and to use the results of these ongoing assessments to determine and make any necessary adjustments to instruction. In contrast to the standardized assessment process, these formative assessments allow teachers to make real-time interventions. Therefore, South Carolina plans to reinforce and expand the use of unit work samples and other types of formative assessments as vital components of both the evaluation and professional development processes. This initiative is more fully explained in Section (D)(5).

**Project-Based Learning and Assessments**. To address the grades and subjects that are not tested by standardized measures at two or more points in time, the State proposes an ambitious, multi-year plan to work with educators to develop project-based learning and assessments (PBLAs): rigorous, cross-discipline authentic, formative assessments and accompanying scoring rubrics that will include all grade levels and subject areas (see Section (B)(3)). Although the Department will coordinate and oversee this effort, the intent is that groups of practicing educators will develop and submit many of the PBLAs. When possible, South Carolina will partner with other states to create PBLAs that are aligned with the CCSS. (Initial discussions have taken place about a possible collaboration with Delaware.) Upon completing field reviews and pilot testing, each series of approved PBLAs will be phased in for statewide implementation. Over time, the uniform scoring rubrics will yield additional, authentic data that will measure individual student growth and be a significant factor in evaluating educator effectiveness.

> (ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement;

**Teacher Evaluations: Assisting, Developing, and Evaluating Professional Teaching (ADEPT)**

After the passage of the Educator Improvement Act of 1979, South Carolina developed its first statewide teacher evaluation system, the Assessment of Performance in Teaching (APT),

which was required for evaluating all teacher candidates and beginning teachers. Several iterations of teacher evaluation instruments have evolved in the 30 years since the inception of the APT.

In 1998, South Carolina embedded teacher evaluation into a comprehensive statewide system for assisting, developing, and evaluating teachers (ADEPT). Initially developed with the help of more than 100 key stakeholders across the State, ADEPT has become vital to the State's teacher quality initiative. In 2004, an independent external evaluation of the ADEPT system concluded that

> [t]he program provides a clear and explicit definition of good teaching, contains clear expectations for teacher knowledge and performance, provides a common language for teachers and administrators to talk about good teaching, provides a common framework for consensus and collaboration, includes multiple observers/evaluators, and focuses on continued growth and development of teachers (Anderson, 2004; in Appendix D2E).

Based on Anderson's 12 recommendations, the Department upgraded its performance standards for teachers and launched a new teacher evaluation model as part of the ongoing enhancements to the ADEPT system. These evolutions of the ADEPT system have been designed and developed with the involvement of teachers, principals, and other stakeholders.

**Performance Standards for Teachers.** The current ADEPT system includes a vital performance evaluation component based on sets of statewide expectations, the ADEPT Performance Standards, for what teaching professionals should know, be able to do, and assume responsibility for accomplishing. The State has performance standards and a corresponding formal (summative) evaluation model that applies to classroom-based teachers. Additionally, as part of the ADEPT system, the State has adopted parallel sets of performance standards and corresponding evaluation models for school guidance counselors, library media specialists, and speech-language therapists. Representative groups of key stakeholders developed each set of standards, based on nationally recognized and validated sources that include the Interstate New Teachers Assistance and Support Consortium (INTASC)—a network established under the auspices of the Council of Chief State School Officers (CCSSO)—the National Board for Professional Teaching Standards (NBPTS), the National Council for Accreditation of Teacher Education (NCATE), and the related professional organization for each content specialty area.

INTASC is now in the process of updating its core standards for teachers. Concurrently, the two accrediting bodies for educator preparation, NCATE and the Teacher Education Accrediting Council (TEAC), are in the process of unifying their organizations and adopting common standards. As soon as INTASC, NCATE, and TEAC finalize and adopt their respective new standards, the Department will convene a group of at least 25 key stakeholders, including teachers and principals, to ensure that the ADEPT Performance Standards are aligned with the updated INTASC core standards, and the NCATE and TEAC accreditation standards. This stakeholder group will reflect our State's geographic and demographic diversity and include LEA- and school-level leaders and teachers, representatives from institutions of higher education, and representatives from related professional organizations. If the stakeholder group finds that changes are needed to the ADEPT Performance Standards, the group will be charged with drafting the revisions. Following field review, the revised ADEPT Performance Standards will replace the current standards for classroom-based teachers, subject to the approval of the State Board, and the teacher evaluation model will be updated accordingly.

The Department also will convene groups of stakeholders to develop performance standards and accompanying formal evaluation models for two additional groups of educators: teachers in virtual/cyber school settings and school psychologists. The review and adoption processes will mirror those for the standards for classroom-based teachers.

**Teacher Evaluation.** As part of the ADEPT system, each group of educators (currently, classroom-based teachers, school guidance counselors, library media specialists, and speech-language therapists) has a comprehensive formal (summative) performance evaluation model that is based on the related set of ADEPT Performance Standards. The existing formal evaluation models for the four groups of educators share these commonalities:

- Timeline. Each LEA must establish an annual timeline for conducting evaluations. All timelines must meet the requirements of the ADEPT System Guidelines (in Appendix D2F) and be submitted to the Department for approval.
- Multiple Trained Evaluators. Each educator must be evaluated by at least two trained evaluators. At least one member of the evaluation team must be an administrator, and at least one member must possess a knowledge of the content taught by (or the special area of) the educator. Evaluator training requirements include participation in a multiple-day training session conducted by a Department-certified trainer, successful completion of all

training assignments, and a written examination. The Department maintains a database of all certified evaluators and trainers.

- Teacher Orientation. Each educator scheduled for a formal (summative) evaluation must receive a comprehensive orientation to the process before it begins.
- Multiple Sources of Evidence. All evaluations must be based on multiple sources of evidence. For example, the State's new SAFE-T model includes six required sources of evidence: (1) long-range plans; (2) unit work samples; (3) multiple classroom observations; (4) teacher reflections on each observed lesson; (5) professional performance reviews by leaders, and (6) teacher professional self-assessments.
- Student Progress and Achievement. The State's new ADEPT teacher evaluation component (SAFE-T) emphasizes the teacher's ability to obtain and use student growth data. The Unit Work Sample, adapted from the work of the nationally recognized Renaissance Teacher Work Sample Consortium,[3] requires teachers to use formative assessments to measure and report student learning gains and to use the results to guide future instruction.
- Consensus-Based Judgments. All judgments regarding teacher performance must be consensus based and must include a detailed, evidence-based rationale for each judgment.
- Specific Feedback to Teachers. At least twice during the evaluation year, the evaluation team must conference with the educator to explain the consensus-based evaluation report. Each report must include the team's decisions regarding each performance standard and a detailed, evidence-based rationale to support each judgment. Each report must also include an overall judgment regarding the educator's performance. The team's final report for the year reflects the final evaluation rating. The educator must receive a written copy of all consensus-based reports.
- Professional Growth and Development. The evaluation team must ensure that an individualized professional growth and development plan is developed in collaboration with the educator, based on the results of the formal (summative) evaluation.

To expand the concept of *teacher quality* to include *teacher effectiveness*, South Carolina will develop a **teacher effectiveness definition and rating**. To be found "effective," teachers

[3] The work of the Renaissance Teacher Work Sample Consortium is fully described on the following website: http://edtech.wku.edu/rtwsc/index.htm.

will be evaluated in significant part on whether their students achieve acceptable rates of student growth. The example of "acceptable rates" in the application is "at least one grade level in an academic year," South Carolina's experience with evaluation systems and value-added models confirms the importance of having stakeholder input and buy-in to professional rating systems, and this process is being followed in defining the metrics for measuring acceptable rates of growth. Stakeholder meetings have been held throughout the development of SC INSPIRED. Stakeholder input will continue to inform the development and implementation of our efforts to define and reward teacher effectiveness, and has already begun (See Appendix D2G for the stakeholder meeting invitation with dates and text below).

The teacher effectiveness rating will be derived from the expanded evaluation models that include a growth component as a significant part. For grades and subjects with measures at two or more points in time, effectiveness will be measured using standardized assessment data. (Currently fourth grade ELA and math are the earliest grade and subject levels at which standardized accountability testing could be used to measure student growth. Although third grade ELA and math are accountability tested, second grade is not, so there are not measurements at two points in time to calculate growth.) Additionally, as the project-based learning and assessments (PBLAs) are developed, the State will include this component as part of the teacher effectiveness rating for educators of grades and subjects that do not have standardized assessments to measure growth. Until all PBLAs are in place for those grades and subjects, the State will use school-wide and identified group growth results (e.g., an art teacher will be aligned with fourth and fifth grade teachers) to determine the value-added by all educators, including principals. Eventually it is possible that PBLAs could be available for all grades and subjects, even those with accountability testing. The following table is an example of a conceptual framework for the teacher effectiveness rating:

| **Assisting, Developing, and Evaluating Professional Teaching (ADEPT)** | **Weightings For Teachers in...** | |
|---|---|---|
| | **Tested Grades & Subjects** | **Non-Tested Grades & Subjects** |
| Teacher's Formal (Summative) Performance Evaluation Rating (SAFE-T or Special Area Model) | ____% | ____% |

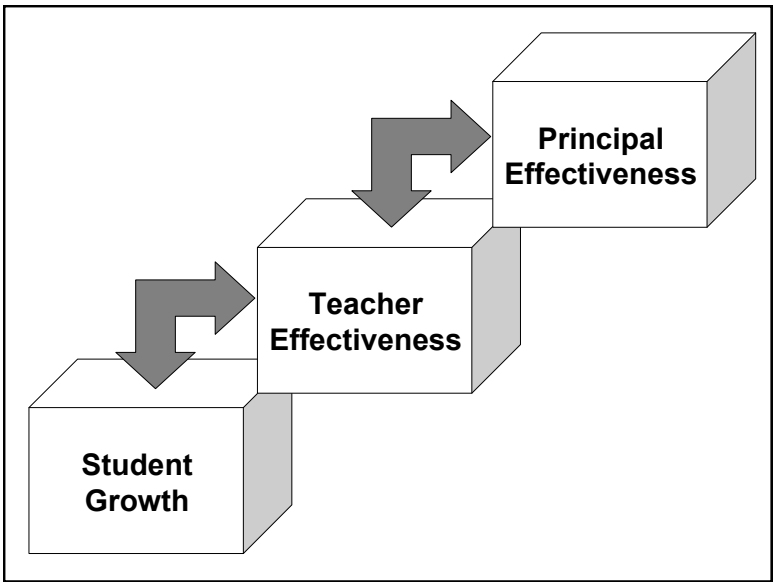
| Assisting, Developing, and Evaluating Professional Teaching (ADEPT) | Weightings For Teachers in... | |
|---|---|---|
| | **Tested Grades & Subjects** | **Non-Tested Grades & Subjects** |
| Classroom-Level Value-Added Score: Standardized Assessments (i.e., the average gain of all students for a teacher who teaches in a tested grade and subject and who has at least ten students with linked prior- and current-year testing data) | ____% N/A | |
| Value-Added Score: Project-Based Learning and Assessment (PBLA) (i.e., the score for the individual teacher if the teacher worked independently or the score for the group if it was a collaborative effort) | ____% | ____% |
| School-Level Value-Added Score(s) (i.e., the composite of all tested grades and subjects in the school plus, either in this assessment category or an additional category, other indicators as determined) | ____% | ____% |
| **TEACHER EFFECTIVENESS RATING** (the sum of the weighted scores) | | |

To enhance the State's high-school graduation and college entrance rates, other indicators may be added to the school-level value-added score as described above. Consideration will be given to other performance measures such as attendance, disciplinary actions, and other factors that are likely to impact student learning and well-being. For example, in addition to the standardized test data, this score may reflect a composite of *positive student work habits* (e.g., attending school regularly, securing passing grades, completing and submitting homework); *a solid learning foundation* (e.g., engaging in learning and enrichment activities after school and during the summers, accumulating adequate course credits, enrolling in increasingly challenging courses); and *individualized and personalized support for students, particularly those who are struggling* (e.g., providing mentors and/or tutors for struggling students, making school personnel available for personalized help; establishing partnerships with the community). Currently these data can be obtained from the electronic Individual Graduation Plans (eIGPs) and the Student Potential Performance Snapshot (as described in Section A).

To establish the process and criteria for determining a *teacher effectiveness rating* for each teacher for both the comprehensive formal (summative) teacher evaluations and the annual teacher evaluations, the Department will involve the same group of key stakeholders that is charged with reviewing the performance standards. In addition to reviewing the standards, this group will convene for at least four face-to-face meetings, and additional virtual meetings as

needed to (1) design the conceptual framework for the teacher effectiveness ratings; and (2) determine the type and range of scores for each performance assessment, the weightings (i.e., percentages) for each assessment, and the overall number of rating categories (three, at a minimum), along with the criteria for each. In determining the number of teacher effectiveness rating categories, the committee will carefully consider and develop policies and procedures to establish validity and maintain statewide reliability. The committee's draft proposal will be posted to websites for statewide review, and subsequent changes will be based on feedback from the field. Once the proposal is finished, the ADEPT regulation (see R 43-205.1 in D2A) will be amended to reflect these changes, subject to approval of the State Board and the General Assembly.

To help prepare for and inform the work of the future stakeholder group, the State held a series of four meetings that focused specifically on teacher and principal effectiveness. All LEA personnel administrators, former State Teachers of the Year, alumni of the School Leadership Executive Institute, Deans of teacher preparation programs, and representatives from professional organizations were invited (see Appendix D2G). The agenda for these meetings included an overview of Race to the Top, the Blueprint for the reauthorization of the Elementary and Secondary Education Act, an explanation of the growth models, and a discussion of the interrelationships among student growth, teacher effectiveness, and principal effectiveness. The following diagram illustrates the reciprocal relationships between student performance and teacher effectiveness and between teacher effectiveness and principal effectiveness.



**Additional Special Areas.** In expanding the current ADEPT system to include teachers in virtual/cyber school settings and school psychologists, the two respective standards-setting stakeholder groups will develop accompanying formal (summative) evaluation models for adoption and implementation statewide. Both sets of performance standards and evaluation models will undergo comprehensive statewide field reviews and pilot testing and will be subject to approval by the State Board prior to implementation. As part of the development process, the State will engage a consultant with expertise in performance evaluations to ensure that the standards and evaluation models meet the requirements for validity and reliability.

**Principal Evaluation: Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP)**

To support their belief that "the leadership of the principal is key to the success of a school," the South Carolina General Assembly adopted legislation that led to the development and statewide implementation of the Program for Assisting, Developing, and Evaluating Principal Performance (**PADEPP**) in 2001 (see S.C. Code Ann. § 59-24-5 in Appendix D2B). This system is the most recent revision in the State's long history of having a uniform statewide evaluation system for principals.

**Performance Standards for Principals.** In 2008, updates to the Interstate School Leaders Licensure Consortium (ISLLC) standards, upon which the PADEPP standards and criteria are based, created the need to revisit the PADEPP regulation and to develop accompanying Guidelines. Currently, the National Board for Professional Teaching Standards is in the process of expanding their system to include administrators. Once those standards are published, the State will convene a committee to review the principal evaluation standards and make any necessary revisions.

The PADEPP standards set forth the State's expectations for principal performance as presented in the table below:

| PROGRAM FOR ASSISTING, DEVELOPING, AND EVALUATING PRINCIPAL PERFORMANCE (PADEPP) STANDARDS | NUMBER OF RELATED CRITERIA |
|---|---|
| Standard 1: Vision | 4 |
| Standard 2: Instructional Leadership | 5 |
| Standard 3: Effective Management | 6 |

| PROGRAM FOR ASSISTING, DEVELOPING, AND EVALUATING PRINCIPAL PERFORMANCE (PADEPP) STANDARDS | NUMBER OF RELATED CRITERIA |
|---|---|
| Standard 4: Climate | 6 |
| Standard 5: School-Community Relations | 6 |
| Standard 6: Ethical Behavior | 3 |
| Standard 7: Interpersonal Skills | 5 |
| Standard 8: Staff Development | 4 |
| Standard 9: Principal's Professional Development | 4 |

**Principal Evaluation.** Every principal in the State's public schools enters into the formal evaluation cycle beginning in his or her second year in the principalship. The PADEPP comprehensive formal (summative) evaluation model currently includes these specifications:

- Timeline. The superintendent (or designee) must formally evaluate every experienced principal at least once every three years. This timeline will be amended, as explained in the annual evaluation section below.
- Trained Evaluators. Each LEA must ensure that the district superintendent and the superintendent's designees are trained as evaluators of principals.
- Principal Orientation. Prior to the evaluation, each principal who is scheduled to undergo an evaluation must receive awareness training of the following: the PADEPP Performance Standards and Criteria, the evaluation instrument, the PADEPP regulation (see SBE Regulation 43-165.1 in Appendix D2B), and the LEA's expectations for each criterion.
- Multiple Sources of Evidence. All evaluations must be based on multiple sources of evidence. The PADEPP Guidelines provide examples of appropriate sources of evidence for each performance criterion.
- Student Progress and Achievement. The Instructional Leadership Standard (Standard 2) currently addresses the process variables that are directly tied to student achievement:
    - Criterion 1: Sets and communicates high standards for student achievement
    - Criterion 2: Demonstrates proficiency in analyzing test data

- Criterion 3: Uses test data to improve curriculum, instruction, and student performance
- Criteria 4 and 5: Monitors and evaluates the effectiveness of strategies and programs in promoting student achievement.

- Specific Feedback to Principals. The summative phase provides for evaluative conclusions regarding the principal's performance based on the data collected and analyzed as specified by the evaluation instrument. Upon completing the evaluation process, the evaluator must meet with the principal to explain the overall results and specific findings in each PADEPP Performance Standard; the evaluator and the principal then must sign the evaluation form and a copy of the form is given to the principal.
- Professional Growth and Development. After reviewing the overall results of the formal evaluation, the principal and evaluator must collaborate to develop the principal's annual professional development plan, based on the identified strengths and weaknesses and the school's renewal plan.

To move from *principal quality* to *principal effectiveness*, South Carolina will develop a **principal effectiveness definition and rating**. This rating will be derived from the expanded PADEPP model that includes a value-added component based on student growth as measured by standardized assessment data. Principals will be evaluated in significant part on whether students, overall and for each subgroup, achieve acceptable rates of student growth. Additionally, once the project-based learning and assessments are developed, the state will include this component as part of the principal effectiveness rating. The following table is a conceptual framework for the principal effectiveness rating:

| **Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP)** | **Weighting** |
|---|---|
| Principal's Formal (Summative) Performance Evaluation Rating (PADEPP) ____% | |
| Value-Added Score: Project-Based Learning and Assessment (PBLA) (i.e., the composite score for the school) | ____% |
| School-Level Value-Added Score(s) (i.e., the composite of all tested grades and subjects in the school, plus, either in this assessment category or an additional assessment category, other indicators as determined by the design committee) | ____% |
| **PRINCIPAL EFFECTIVENESS RATING** (the sum of the weighted scores) | |

To establish the process and criteria for determining a *principal effectiveness rating* for each principal for both the comprehensive formal (summative) evaluations and the yearly evaluations, the Department will appoint a representative work committee of at least 25 key stakeholders that includes teachers, school and district leaders, and representatives from IHEs and related professional organizations. The committee will convene for at least four face-to-face meetings and additional virtual meetings as needed to (1) design the conceptual framework for the principal effectiveness ratings and (2) determine the type and range of scores for each performance assessment, the weightings (i.e., percentages) for each assessment, and the overall number of rating categories (three, at a minimum), along with the criteria for each. In determining the number of principal effectiveness rating categories, the committee will carefully consider and develop policies and procedures to establish validity and maintain statewide reliability. The committee's draft proposal will be posted to the website for statewide review and subsequent changes will be based on feedback from the field. Once the proposal is finished, the regulation for the PADEPP (R 43-165.1 in Appendix D2B) will be amended to reflect these changes, subject to approval by the State Board and the General Assembly.

(iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools;

**Annual Evaluations of Teachers.** To determine *teacher effectiveness*, South Carolina will expand its ADEPT system to add the following components to its annual evaluation requirements for teachers who hold or are eligible to advance to a South Carolina professional teaching certificate: (1) a value-added component based on standardized assessment data, (2) a value-added component based on project-based learning and assessments (PBLAs), and (3) whole-school or identified group value-added data for areas without standardized tests as we transition to PBLAs. Although the stakeholder group described above will recommend the weightings and criterion levels for these annual evaluations, effectiveness will be measured in significant part by student growth. An example of a conceptual framework for determining annual teacher effectiveness ratings is as follows:

| Assisting, Developing, and Evaluating Professional Teaching (ADEPT)<br>Annual Assessment of Teachers | Weightings for Teachers in | |
|---|---|---|
| | Tested Grades & Subjects | Non-Tested Grades & Subjects |
| Rating for Competence-Building Goals-Based Evaluation and/or Research and Development Goals-Based Evaluation OR Teacher's Formal (Summative) Evaluation Rating (SAFE-T or Special Area Model) | ____% | ____% |
| Classroom-Level Value-Added Score: Standardized Assessments (i.e., the average gain of all students for a teacher who teaches in a tested grade and subject and who has at least ten students with linked prior- and current-year testing data) | ____% | N/A |
| Value-Added Score: Project-Based Learning and Assessment (PBLA) (i.e., the score for the teacher if the teacher worked independently or the score for the group if a collaborative effort) | ____% | ____% |
| School-Level Value-Added Score(s) (i.e., the composite of all tested grades and subjects in the school, plus, either in this assessment category or an additional category, other indicators, as determined) | ____% | ____% |
| **TEACHER EFFECTIVENESS RATING**<br>(sum of the weighted scores) | | |

Goals-based evaluation (GBE), referenced in the table above, is designed for teachers who have reached the professional certification stage of the career continuum. The evaluation process begins with the teacher and principal (or administrative designee) collaborating at least annually to develop the teacher's individualized professional growth and development plan based on the teacher's professional performance and needs. Two types of GBE exist. Competence-Building GBE is designed to target a teacher's specific performance weaknesses that the principal has noted and documented over time and to support the teacher's efforts to remediate these weaknesses. Research and Development GBE provides an opportunity for teachers to meet new challenges and reach new levels of expertise by addressing goals that involve collaborative engagement in action research: (1) identifying a need or problem that relates to student learning; (2) developing a plan to solve the problem; (3) implementing the plan; (4) collecting and analyzing data, and modifying the plan, as needed; and (5) disseminating findings. Both types of GBE involve the "assisting and developing" as well as the "evaluating"

components of ADEPT. Additionally, LEAs may place experienced teachers on a comprehensive formal (summative) evaluation as described above, given the required advance notice (S.C. Code Ann. Regs. 43-205.1 in D2A).

**Annual Evaluation of Principals.** To broaden the concept of principal quality to include principal effectiveness, South Carolina will expand the current PADEPP system to add the following components to its annual evaluation requirements for principals: (1) a value-added component based on standardized assessment data, comparable to the TAP value-added model, and (2) a value-added component based on project-based learning and assessments (PBLAs). Again, the stakeholder panel will recommend the weightings and criterion levels for these annual assessments, and principal effectiveness will be measured in significant part by student growth. The following is an example of a conceptual framework for determining annual principal effectiveness ratings.

| **Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP)**<br>**Annual Assessment of Principals** | **Weighting** |
|---|---|
| Principal's Formal (Summative) Evaluation Rating (PADEPP) and/or Principal's Professional Development Plan Rating | ____% |
| Value-Added Score: Project-Based Learning and Assessment (PBLA) (i.e., the composite score for the school) | ____% |
| School-Level Value-Added Score(s) (i.e., the composite of all tested grades and subjects in the school, plus, either in this assessment category or an additional assessment category, other indicators as determined by the design committee) | ____% |
| **PRINCIPAL EFFECTIVENESS RATING**<br>(sum of the weighted scores) | _____% |

In developing his or her annual professional development plan, the principal collaborates with the superintendent (or designee) to determine strengths, weaknesses, and areas for professional growth, based on student growth and the school's renewal plan.

(iv) Use these evaluations, at a minimum, to inform decisions regarding—

*(a) Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development;*

Both the ADEPT and PADEPP systems include a summative evaluation component as well as two vital support components (i.e., assisting and developing). These systems require that all beginning teachers and principals receive induction support and mentoring assistance. Further, individualized professional development plans help guide the continuous development of all teachers and principals at every stage of their careers. In Sections (B)(3), (C)(3) and (D)(5), we describe SC INSPIRED's comprehensive plans to assist and develop teachers and principals through induction support, coaching, and professional development. These plans feature enhancements to the assisting and developing components of the ADEPT and PADEPP systems that include Regional Support Systems, Communities Advancing Professional Practices (CAPPs), and an interactive, online Professional Practices Network.

*(b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities;*

South Carolina's comprehensive plan for teacher and principal compensation and advancement revolves around revising the State's mandated salary schedule for teachers and the LEA-determined salary schedules for principals. This plan, the Salary Incentives for Teacher Effectiveness (SITE), is fully described in Section (D)(3). When the transition is complete, the new compensation model will include incentives for effective and highly effective teachers and principals.

Additionally, the ADEPT and PADEPP systems are being expanded so that employment and promotion decisions will be based on evaluations that include effectiveness in increasing student achievement growth. Effectiveness ratings will also help inform decisions regarding eligibility to serve as mentors as well as opportunities for advancement.

*(c) Whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures;*

**Formative and Summative Uses of the ADEPT *Teacher Effectiveness Ratings.*** All LEAs must annually report the employment status and evaluation results for every teacher to the Department via the State's secure, web-based ADEPT Data System (ADS). Currently, ADEPT results are used for the purposes described below. Once the system expansion is complete, the current evaluation results will be replaced by the ADEPT *teacher effectiveness rating* and will be used to

- determine a teacher's **eligibility to advance from an initial to a professional teaching certificate**. Successful completion of both the requirements of an induction year and an annual-contract formal (summative) evaluation are required for certificate advancement (S.C. Code Ann. Regs. 43-53; see ADEPT Guidelines in Appendix D2F);
- determine the need for **State sanctions against a teacher**. State statute requires the State Board to suspend the teaching certificate of any educator who fails two comprehensive formal (summative) evaluations at the annual-contract level (S.C. Code Ann. § 59-26-40);
- guide development of a teacher's professional growth and development plan;
- assist LEAs in making employment and dismissal decisions;
- provide feedback to educator preparation programs. The formal (summative) evaluation results for each teacher who completed a teacher preparation program in this state are linked back to that program. These results are, in turn, reflected on the IHE's Title II report card and the State's fact sheet for educator preparation programs and are used to help inform continuous improvements. Additionally, the Department will explore ways to provide teacher effectiveness data to out-of-state preparation programs to assist them in program improvement. This process is highlighted in (D)(4);
- provide feedback on educator professional development programs. The student, educator, and program identification systems will help all us evaluate the effectiveness of professional development on student growth, and promote best practices; and
- augment each teacher's professional history as part of the ADEPT system. The ADS generates a permanent, longitudinal history for every teacher that includes annual data concerning the teacher's (1) employing LEA, (2) contract level for the year, (3) evaluation results (that will become the teacher effectiveness rating) for the year, (4) employment status in the LEA for the following year, (5) recommended contract status for the following year. The State has access to all teachers' professional histories, and each teacher has web access to his or her own history. Additionally, each LEA has access to the professional histories of all teachers they employ, and each LEA can access the history of every teacher who applies to them for employment.

**Formative and Summative Uses of the PADEPP *Principal Effectiveness Ratings*.** South Carolina plans to move from its current single-level certification for principals to a **tiered**

**certification system for principals**. Building on the principal effectiveness requirements adopted by the stakeholder group described above, the Department will develop and introduce to the State Board and General Assembly for adoption a regulation to establish a two-tiered certification system for principals. The key stakeholder group will establish the specific criteria for movement from Tier 1 to Tier 2 principal certification; these criteria will include both qualitative and quantitative measures of principal performance over a period of time. Also, as part of the principal certification requirements, the State will work with leadership preparation programs to ensure that principals are able to assist, support, and evaluate teachers effectively, as described more fully in section (D)(4).

Currently, the State is in the process of developing and piloting a secure, web-based application through which LEAs will submit annual performance reports on their principals. Once the expanded PADEPP system is in place, the principal effectiveness ratings will be used to

- determine a principal's eligibility to advance from Tier 1 to Tier 2 principal certification, pending promulgation of the amended PADEPP Regulation (R 43-165.1) by the State Board and subsequent adoption by the General Assembly;
- develop each principal's professional growth and development plan;
- assist LEAs in making principal employment and dismissal decisions;
- provide feedback to Colleges of Education and alternative leadership preparation programs. The formal (summative) evaluation results for each principal graduate from a leadership preparation program in this State will be linked back to that College of Education or alternative program for continuous improvement of their program. Additionally, the State will explore ways of providing principal effectiveness data to out-of-state leadership preparation programs to assist them in program improvement.
- help the Department's Office of School Leadership determine program and curricular offerings in their continuum of leadership development programs; and
- augment each principal's professional history: a permanent, longitudinal record of the principal's performance during each year served in the principalship.

*(d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.*

**Teacher Dismissal.** As a right-to-work state, South Carolina does not grant teacher tenure, per se. However, after the State has established parameters for contractual employment agreements between LEAs and teachers (S.C. Code Ann. § 59-26-40). passage of a set period of time. To achieve full contract rights the teacher must successfully complete South Carolina has Carolina's contract process taking the teacher through three statutory employment tiers:, from an induction contract, to an annual contract, and through to the continuing contract level (S.C. Code Ann. § 59-26-40). This movement to full contract rights depends not on a statutory time-frame but the teacher's competence or ability to become a successful teacher First-year (i.e., induction-contract) teachers are at-will employees with no rights to appeal adverse employment decisions. Beginning in their second year, and continuing until they have met all requirements for full professional certification, teachers must be employed at the annual-contract level. Annual-contract teachers do not have full rights to employment, with the exception of limited (i.e., district-level) rights to appeal employment decisions.

Experienced teachers who have met all requirements to advance from an initial to a professional teaching certificate are eligible for employment at the continuing-contract level. A teacher employed under a continuing contract is subject to dismissal on the grounds of incompetence or other just cause, provided that the teacher is given (1) advance written notice of the concerns; (2) assistance in remediating the deficiencies; and (3) sufficient time to remediate the deficiencies. Upon dismissal, a continuing-contract teacher is entitled to full procedural due process, but legal assistance is not provided (S.C. Code Ann. § 59-25, Article 5). The teacher effectiveness ratings, in addition to the teacher's professional growth and development plans, will serve as the supporting documentation for dismissal decisions.

**Principal Dismissal.** In South Carolina, a right-to-work state, principals do not hold the right to retain their positions or salaries as school leaders (S.C. Code Ann. § 59-24-15). Principal contracts are issued on a one-year basis. Therefore, an educator may be removed from the principalship at the discretion of the employing LEA. Principal effectiveness ratings will inform these decisions.

**Fidelity of Implementation.** Implementing the ADEPT and PADEPP systems with fidelity is essential to ensure the validity and reliability of the teacher and principal evaluations and the effectiveness of the support processes. To that end, and as described in Sections A and (D)(5), the state will develop implementation rubrics and will employ Response Team members as part of the Regional Support System to help LEAs assist, develop, and evaluate teachers and principals. Additionally, the Department will implement a monitoring process including the rubrics that is both offsite and onsite and includes, at a minimum, reviews of LEA ADEPT and PADEPP implementation plans, assurances, and program evaluations; reviews of evaluation documentation; and feedback (via interviews and/or surveys) from teachers, principals, and other leaders.

| **Performance Measures for (D)(2)**<br>Notes: Data should be reported in a manner consistent with the definitions contained in this application package in Section II. Qualifying evaluation systems are those that meet the criteria described in (D)(2)(ii). | | Actual Data: Baseline (Current school year or most recent) | End of SY 2010-2011 | End of SY 2011-2012 | End of SY 2012-2013 | End of SY 2013-2014 |
|---|---|---|---|---|---|---|
| **Criteria** | **General goals to be provided at time of application:** | **Baseline data and annual targets** | | | | |
| (D)(2)(i) | Percentage of participating LEAs that measure student growth (as defined in this notice). | See NOTE 1<br>2.3%[1] | 17.1%[2] | 28.4% [3] | 43.2% [4] | 63.6% [5] |
| (D)(2)(ii) | Percentage of participating LEAs with qualifying evaluation systems for teachers. | 2.3%[1] | 17.1% [2] | 28.4% [3] | 43.2% [4] | 63.6% [5] |
| (D)(2)(ii) | Percentage of participating LEAs with qualifying evaluation systems for principals. | 2.3%[1] | 17.1% [2] | 28.4% [3] | 43.2% [4] | 63.6% [5] |
| (D)(2)(iv) | Percentage of participating LEAs with qualifying evaluation systems that are used to inform: | | | | | |
| (D)(2)(iv)(a) | Developing teachers and principals. | See NOTE 2<br>2.3%[1] | 17.1%[2] | 28.4% [3] | 43.2% [4] | 63.6% [5] |
| (D)(2)(iv)(b) | Compensating teachers and principals. | 2.3%[1] | 17.1% [2] | 28.4% [3] | 43.2% [4] | 63.6% [5] |
| (D)(2)(iv)(b) | Promoting teachers and principals. | 2.3%[1] | 17.1% [2] | 28.4% [3] | 43.2% [4] | 63.6% [5] |
| (D)(2)(iv)(b) | Retaining effective teachers and principals. | 2.3%[1] | 17.1% [2] | 28.4% [3] | 43.2% [4] | 63.6% [5] |
| (D)(2)(iv)(c) | Granting full certification (where applicable) to teachers and principals. | 2.3%[1] | 17.1% [2] | 28.4% [3] | 43.2% [4] | 63.6% [5] |
| (D)(2)(iv)(d) | Removing ineffective tenured and untenured teachers and principals. | 2.3%[1] | 17.1% [2] | 28.4% [3] | 43.2% [4] | 63.6% [5] |

NOTE 1: 100% of LEAs measure and report student growth as part of the State's annual improvement rating for schools. Currently on value-added model schools systematically measure student growth as to individual teachers.

NOTE 2: The current statewide evaluation systems for teachers and principals have all elements (a) through (d) but are not yet fully "qualifying evaluation systems" until student achievement growth is added as a significant part of the evaluation. South Carolina's current teacher (ADEPT) and principal (PADEPP) evaluations are already implemented statewide and the state is ready to include student growth data and use it as an indicator of teacher and principal effectiveness.

[1] 2 of the 88 LEAs meet these criteria for all schools in 2009-2010 (13 of the 88 LEAs meet these criteria for at least one school in the LEA).

[2] 15 of the 88 LEAs will meet the criteria for all schools in 2010-2011 (10 others will meet the criteria for at least one school in the LEA).

[3] 25 of the 88 LEAs will meet the criteria for all schools in 2011-2012 (13 others will meet the criteria for at least one school in the LEA).

[4] 38 of the 88 LEAs will meet the criteria for all schools in 2012-2013 (18 others will meet the criteria for at least one school in the LEA).

[5] 56 of the 88 LEAs will meet the criteria for all schools in 2013-1014 (19 others will meet the criteria for at least one school in the LEA).

| Criterion | Data to be requested of grantees in the future: | |
|---|---|---|
| (D)(2)(ii) | Number of teachers and principals in participating LEAs with qualifying evaluation systems. | [redacted] |
| (D)(2)(iii) | Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year. | [redacted] |
| (D)(2)(iii) | Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year. | [redacted] |
| (D)(2)(iv)(b) | Number of teachers and principals in participating LEAs with qualifying evaluation systems whose evaluations were used to inform compensation decisions in the prior academic year. | [redacted] |
| (D)(2)(iv)(b) | Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better and were retained in the prior academic year. | [redacted] |
| (D)(2)(iv)(c) | Number of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year. | [redacted] |
| (D)(2)(iv)(c) | Number of teachers in participating LEAs with qualifying evaluation systems whose evaluations were used to inform tenure decisions in the prior academic year. | [redacted] |
| (D)(2)(iv)(d) | Number of teachers and principals in participating LEAs who were removed for being ineffective in the prior academic year. | [redacted] |

**Timeline of Activities for (D)(2)**

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| **D2.1 Enhancing the State's system for assisting, developing, and evaluating teacher effectiveness (ADEPT) on an annual basis.** | | | | | | | | | | | | | | | | | | | | |
| Employ an *ADEPT Evaluation Specialist* to assist with the development and implementation of the enhancements to the system for Assisting, Developing, and Evaluating the Performance of Teachers (ADEPT). | **Division of Educator Quality & Leadership (DEQL)**: ADEPT Coordinator | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Appoint and convene a committee of 25 stakeholders (referred to in this timeline as the *ADEPT+ Task Force*) to provide input into the development and implementation of the enhancements to the ADEPT system. | ADEPT Coordinator | | X | X | X | X | X | X | X | X | | | | | | | | | | |
| Contract with national experts to assist with the selection or development of an appropriate value-added model. | ADEPT Coordinator | | X | | | X | | | | X | | | | X | | | | | | |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| Select an appropriate value-added model. | ADEPT Coordinator | | X | X | | | | | | | | | | | | | | | | |
| Contract with a consultant to assist with the development, standardization, and dissemination of authentic PBLAs | ADEPT Coordinator | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | | |
| To integrate the PBLAs and scoring rubrics into the ADEPT system | ADEPT Coordinator; Contracted Consultant for Authentic Assessments) | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Make annual awards to educators for the top ten performance-PBLAs that are submitted to the State as models. | ADEPT Coordinator; Contracted Consultant for Authentic Assessments | | | | | X | | | | X | | | | X | | | | X | | |
| Contract with developers to develop software for collecting, analyzing, and reporting value-added and PBLA data. | ADEPT Coordinator | | X | X | X | X | X | X | | | | | | | | | | | | |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| Conduct statewide field reviews on the recommendations from the *ADEPT+ Task Force*. Make changes to the proposed enhancements to the ADEPT system based on feedback from the field. | ADEPT Coordinator | | | **X** | | **X** | | **X** | | | | | | | | | | | | |
| Implement the enhanced ADEPT system that includes the value-added model with teachers in tested grade levels and subject areas. | ADEPT Evaluation Specialist | | | | | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Pilot in the expanded model in 5 volunteer LEAs the enhanced ADEPT system that includes the value-added model with teachers in non-tested grade levels and subject areas. | ADEPT Evaluation Specialist | | | | | | | | | **X** | **X** | **X** | **X** | | | | | | | |
| Revise the expanded ADEPT system based on the pilot results. | ADEPT Evaluation Specialist | | | | | | | | | | | **X** | **X** | **X** | | | | | | |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| Submit the proposed changes to the ADEPT system to the State Board for approval. | ADEPT Coordinator | | | | | | | | | | | | | X | | | | | | |
| Train all LEAs in the enhanced ADEPT system. | ADEPT Coordinator; ADEPT Evaluation Specialist | | | | | | | | | | | | | X | X | X | X | X | X | X |
| Phase in the statewide implementation of the fully enhanced ADEPT system (i.e., teacher effectiveness ratings for all teachers). | ADEPT Coordinator; ADEPT Evaluation Specialist | | | | | | | | | | | | | X | X | X | X | X | X | X |
| Develop standards and formal evaluation models for teachers in virtual/cyber school settings and for school psychologists. Disseminate for statewide field review. Revise models based on feedback. | ADEPT Evaluation Specialist | | X | X | X | | | | | | | | | | | | | | | |
| Pilot the evaluation models for teachers in virtual/cyber school settings and for school psychologists. Revise the evaluation models based on the results of | ADEPT Evaluation Specialist | | | | | X | X | X | X | | | | | | | | | | | |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| the pilot projects. | | | | | | | | | | | | | | | | | | | | |
| Submit the standards and evaluation models for teachers in virtual and cyber school settings and for school psychologists to the State Board for approval. | ADEPT Coordinator | | | | | | | | **X** | | | | | | | | | | | |
| Provide statewide training in, and begin implementation of, the evaluation models for teachers in virtual/cyber school settings and for school psychologists. | ADEPT Evaluation Specialist | | | | | | | | | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **D2.1 Enhancing the State's system for assisting, developing, and evaluating principal effectiveness (PADEPP) on an annual basis.** | | | | | | | | | | | | | | | | | | | | |
| Convene the committee of 25 stakeholders (referred to in this section of the timeline as the *PADEPP+ Task Force*) to provide input into the development and implementation of the enhancements to the Program for Assisting, Developing, and Evaluating Principal | **Division of Educator Quality & Leadership (DEQL)**: PADEPP Coordinator | | | | | | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | | | | | | |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| Performance (PADEPP). | | | | | | | | | | | | | | | | | | | | |
| Deploy the statewide PADEPP Data System (PDS). | Directors of the Offices of School Leadership and DEQL Information Technology; PADEPP Coordinator | | X | | | | | | | | | | | | | | | | | |
| Revise the PADEPP regulation (R 43-165.1), and submit the amended regulation to the State Board and the General Assembly for approval. | Director of the Office of School Leadership; PADEPP Coordinator | | X | | | | | | | | | | | | | | | | | |
| Revise the PADEPP evaluation model and update the PADEPP Data System (PDS) to include the value-added and the performance-based learning and assessment (PBLA) components. | PADEPP Coordinator | | | | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Revise the PADEPP Guidelines, and submit these updates to the State Board for | Director of the Office of School Leadership; | | | | | | | | | | X | | | | | | | | | |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| approval. PADEPP | Coordinator | | | | | | | | | | | | | | | | | | | |
| Provide statewide training in the enhanced PADEPP system. | PADEPP Coordinator | | | | | | | | | | X | X | X | X | X | X | X | X | X | X |
| **D2.2 Designing and implementing a tiered certification for principals.** | | | | | | | | | | | | | | | | | | | | |
| Design a tiered certification system for principals, based on input from the *PADEPP+ Task Force*. | **Division of Educator Quality & Leadership (DEQL)**: Directors of the Offices of School Leadership and Educator Certification | | | | | | X | | | | | | | | | | | | | |
| Amend the *Requirements for Certification at the Advanced Level* regulation (R 43-64) to include a tiered certification system for principals, and submit the proposed amendments to the State Board and the General Assembly for approval. | Directors of the Offices of School Leadership and Educator Certification | | | | | | | X | X | | | | | | | | | | | |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| **D2.3 Using teacher and principal effectiveness ratings for both summative and formative purposes.** | | | | | | | | | | | | | | | | | | | | |
| Incorporate teacher effectiveness data into the ADEPT Data System (ADS), and provide training to LEAs on data entry and analysis. | **Division of Educator Quality & Leadership (DEQL):** ADEPT Coordinator; ADEPT Evaluation Specialist; Director of Information Technology | | | | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Provide training to LEAs in using teacher effectiveness data to provide appropriate support and professional development to teachers. | ADEPT Coordinator; ADEPT Evaluation Specialist | | | | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| Gather input from the *ADEPT+ Task Force* regarding recommendations for using teacher effectiveness ratings as a basis for decision-making regarding teacher certification, promotion, retention, dismissal, and compensation. Submit the recommendations for statewide field review, and revise accordingly. Depending on the nature of these recommendations, determine the appropriate legislative procedure for moving forward, and take action accordingly. | ADEPT Coordinator; ADEPT Evaluation Specialist | | | | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Incorporate principal effectiveness data into the PADEPP Data System (PDS), and provide training to LEAs on data entry and analysis. | Director of the Office of School Leadership; PADEPP Coordinator; Director of Information Technology | | | | | | | | | | X | X | X | X | X | X | X | X | X | X |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| Provide training to LEAs in using principal effectiveness data to provide appropriate support and professional development to principals. | PADEPP Coordinator | | | | | | | | | | X | X | X | X | X | X | X | X | X | X |
| Gather input from the *PADEPP+ Task Force* on recommendations for using principal effectiveness ratings as basis for decision-making regarding principal certification, promotion, retention, dismissal, and compensation. Submit recommendations for statewide field review and revise accordingly. Depending on recommendations, determine appropriate legislative procedure for moving forward; take action accordingly. | Director of the Office of School Leadership; PADEPP Coordinator | | | | | | | | | | X | X | X | X | X | X | X | X | X | X |
| | | | | | | | | | | | | | | | | | | | | |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 '10 | Q1 '11 | Q2 '11 | Q3 '11 | Q4 '11 | Q1 '12 | Q2 '12 | Q3 '12 | Q4 '12 | Q1 '13 | Q2 '13 | Q3 '13 | Q4 '13 | Q1 '14 | Q2 '14 | Q3 '14 | Q4 '14 | Q1 '15 |
| **D2.4 Ensuring the fidelity of implementation of the statewide systems for assisting, developing, and evaluating teachers and principals.** | | | | | | | | | | | | | | | | | | | | |
| Design a process and develop procedures for monitoring the fidelity of implementation and the overall effectiveness of the enhanced ADEPT system across all LEAs. | ADEPT Coordinator; ADEPT Evaluation Specialist | | X | X | | | | | | | | | | | | | | | | |
| Amend the ADEPT System Guidelines to reflect these monitoring procedures, and submit the amended Guidelines to the State Board for approval. | ADEPT Coordinator | | | X | X | | | | | | | | | | | | | | | |
| Implement the ADEPT System monitoring procedures, and provide technical support to LEAs. | ADEPT Coordinator; ADEPT Evaluation Specialist | | | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Design a process and develop procedures for monitoring the fidelity of implementation and the overall effectiveness of the enhanced PADEPP system across all | PADEPP Coordinator | | | | | | X | X | | | | | | | | | | | | |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| LEAs. | | | | | | | | | | | | | | | | | | | | |
| Amend the PADEPP Guidelines to reflect these monitoring procedures, and submit the amended Guidelines to the State Board for approval. | Director of the Office of School Leadership; PADEPP Coordinator | | | | | | | X | X | | | | | | | | | | | |
| Implement the PADEPP monitoring procedures, and provide technical support to LEAs. | PADEPP Coordinator | | | | | | | | | X | X | X | X | X | X | X | X | X | X | X |

**(D)(3) Ensuring equitable distribution of effective teachers and principals**

(i) Ensure the equitable distribution of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that students in high-poverty and/or high-minority schools (both as defined in this notice) have equitable access to highly effective teachers and principals (both as defined in this notice) and are not served by ineffective teachers and principals at higher rates than other students; and

**Goal D3: To ensure that students in high poverty and high minority schools have access to highly effective principals and teachers in all areas, South Carolina will develop and implement strategies to attract, distribute, retain, and reward educators for work in hard-to-staff areas.**

*Objective D3.1: South Carolina will develop and implement strategies to attract and distribute effective teachers and principals in hard-to-staff areas.*

Challenged schools, especially in rural areas, have a difficult time finding and keeping effective teachers and leaders. To address this challenge, in 2008 State Superintendent of Education Dr. Jim Rex commissioned The Task Force on 21st Century Teaching and Learning (see report in Appendix D3A). Education, business, and community stakeholders reviewed research, conducted assessments, and identified four foci: (1) improve community infrastructure and support for teachers and principals, (2) improve educator working conditions, (3) reinvent teacher and principal compensation, and (4) provide opportunities for continuous improvement for teachers and leaders. As a result, South Carolina has taken numerous actions to recruit, distribute and retain great teachers and leaders across the state.

As required by ESEA, South Carolina's past efforts have been to ensure that *highly qualified* educators were equitably distributed among students in high-poverty, high minority schools. Data for SY 2008-09 indicate that the statewide percentage of core academic classes taught by teachers who are NOT highly qualified was 2.89%. The percentage for high-poverty schools was 5.75, while the percentage for low-poverty schools was 1.73. The disparity between high and low-poverty schools was 4.02%.

| **Poverty Quartiles and Metrics Used 2008-09** | | |
|---|---|---|
| | **High-Poverty Schools** | **Low-Poverty Schools** |
| Elementary schools | More than 90.57% | Less than 60.73% |
| Secondary schools | More than 83.52% | Less than 52.17% |
| Poverty metric used: Percent eligible for free or reduced price lunch or Medicaid | | |

| Minority Quartiles and Metrics Used | | |
|---|---|---|
| | **High-Minority Schools** | **Low-Minority Schools** |
| All Schools | More than 72.06% | Less than 28.23% |
| Minority metric used: 3rd quartile for all schools for high, 1st quartile for all schools for low | | |

**To determine high-poverty and low-poverty schools, South Carolina uses the** percentage of students eligible for free or reduced-price lunch or Medicaid qualification. **High poverty status is defined by the** 3rd quartile for all schools, while low-poverty is defined as the 1st quartile for all schools. To identify data about the effectiveness and placement of teachers, **teachers are matched by social security and certificate numbers to students and courses taught at the school level accessed th**rough a statewide database system (PowerSchool—recently converted from SASI). South Carolina also has a teacher loan cancellation program with its own definition of critical geographic areas based upon state accountability rating, teacher turnover rate (20% or more averaged over three years), and a poverty index of 70% or higher. In January 2010, 622 of 1088 schools (57%) qualified for the program based on that poverty index and 466 (42.8%) qualified based on turnover rates; of those, 209 met both the poverty and turnover thresholds. The turnover rate in those schools qualifying under both measures is on average 27.2%; schools meeting neither metric have average turnover rates of 12%.

SC INSPIRED will accelerate and enhance current strategies to attract and distribute highly effective teachers and leaders, such as the **Teacher Housing Initiatives**. Studies show that teachers who establish roots within a community are more likely to stay; however, some of the neediest areas of out State do not have adequate housing to attract and retain effective educators. To attract and retain effective educators in high poverty, high minority areas, South Carolina has launched several housing initiatives:

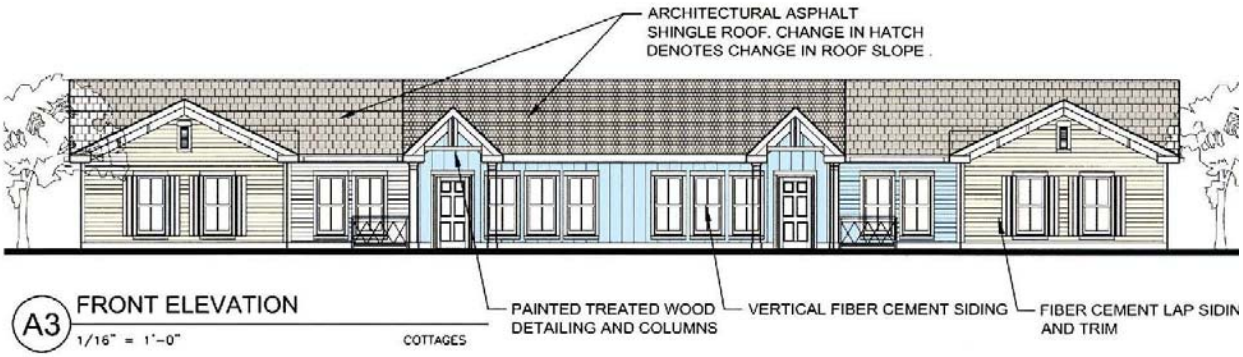
- Teacher Housing Partnerships – Piloted by the Departments of Commerce and Education, this program created affordable housing for teachers in the Saluda County School District. The initiative used a Community Development Block Grant in combination with owner investments to renovate a building to create six apartment units near four of the LEA's five schools. These types of innovative partnerships will be pursued to improve community infrastructure, support an effective teacher workforce, and create personal and professional satisfaction.

*State and local school officials and community leaders celebrate the housing initiative.*

- Palmetto Heroes Program – this initiative, through partnership between the South Carolina Housing Authority and the Department, provides low-interest loans and down payment assistance to teachers. In 2008, 170 teachers purchased their first homes through the program, and since being renewed in March 2010, another 12 teachers have purchased homes using the program thus far.
- Teacher Village (brick and mortar) – Through this initiative, LEAs interested in providing housing for teachers may choose from a variety of pre-approved housing configurations/architectural renderings that the Department commissioned and provides for new teacher housing neighborhoods across the State (see Appendix D3B). Plans include 1, 2, and 3 bedroom units for single teachers as well as those with families. Housing will assist beginning, international, and veteran teachers who are working in the state's high need, high poverty areas. The concept is to:
  - provide low cost rental housing units to recruit teachers to LEAs where this type of housing may not be readily available;
  - provide a safe, secure environment in a "village" type atmosphere that promotes interaction and community among the teachers living there; and
  - provide an affordable, economic design for LEAs to construct that includes component unit types that can be selected to suit particular needs.

  Because quality of life is a significant consideration for prospective teachers, a focus group of novice and veteran teachers as well as candidates in teacher preparation programs was formed to determine the housing needs of teachers and to ensure that these units would be an attractive recruitment tool. SC INSPIRED will help build one

prototype Teacher Village (concept illustrated below); this 4 unit modular concept can be adjusted to the desired number of units.




Another strategy for attracting teachers to high poverty, high minority areas of the state has been in place since 1984. **The SC Teacher Loan Program** impacts the spendable income of teachers by providing loan forgiveness to teachers employed in critical need areas, and accelerates the forgiveness rate for teachers working in a critical subject area as well as a hard to staff school. The State gives loans to qualified college students pursuing teaching degrees with the intent of becoming a certified South Carolina teacher employed in critical need areas.

*Objective D3.2: South Carolina will reinvent its compensation system to incentivize educators to relocate, retool, and perform effectively.*

Building from the lessons we have learned from the Teacher Advancement Program (TAP), the SC-9+ School Project, and other strategies to be piloted under this grant, SC INSPIRED will allow the State to research, design, pilot, and implement a compensation system that equitably distributes highly effective educators to the schools where they are most needed. The State will reinvent its teacher and principal compensation by transitioning the current flat salary schedule to a new dynamic salary system that rewards performance and student outcomes, tentatively called Salary Incentives for Teacher Excellence (SITE).

TAP is a nationally acclaimed comprehensive reform model that has produced evidence for almost a decade that shows its success as a statewide initiative to attract, retain, develop, and motivate talented teachers. South Carolina leads the nation in the number of schools implementing TAP with 43 schools with approximately 1,500 teachers and 20,000 students using the model. A 2009 external evaluation of the state's current Teacher Incentive Fund (TIF) Grant

which, in part, funds TAP, found significant increases in teacher self-efficacy, teacher quality and effectiveness, retention of effective teachers, and student growth. The gains in student achievement were evidenced through an analysis of value-added data and schools meeting AYP (see Appendix D3B). SC INSPIRED provides tremendous opportunities for growth and refinement of this and other value-added models. Expanding TAP or implementing other value-added models will assist our efforts to distribute highly effective teachers and principals. The following are some of the lessons our State has learned about the essential elements of a value-added model based upon the TAP experience. Whichever value-added models are selected by the State will be informed by this knowledge base.

- TAP ensures that students are taught by highly skilled, strongly motivated, and competitively-compensated educators. TAP implements multiple career paths, instructionally focused accountability, ongoing applied professional growth, and performance-based compensation to positively influence school culture.
- TAP provides performance-based compensation for teachers and principals. Salaries and performance incentives are tied to responsibilities, instructional performance, and student achievement results. Performance incentives are awarded to teachers based student achievement within the teachers' classroom (30%), as a whole school (30%), and on their instructional performance (40%). By including school-wide growth, the TAP model encourages teachers to collaborate to ensure effective instruction is occurring in all classrooms.
- Using a TAP researched-based instructional rubric, teachers are evaluated to determine their knowledge of the expectations for effective teaching. These effective practices are observed, evaluated, and scored a minimum of four times annually. Teachers in subjects that do not traditionally have high-stakes testing are compensated with an adjusted scale of 50% for individual observations and 50% for overall school value-added student growth. Teachers who score at least 2.5 on the instructional rubric (which correlates to proficient on the State teacher evaluation system) and a value added score of 3 (at least 1 year's growth) are eligible for an incentive award in the current TAP model. Teachers who score higher than the minimum receive significantly more compensation.
- Principals in TAP schools are also compensated based on an assessment of multiple measures: 75% of principal performance pay is based on overall school achievement,

using a value-added growth model and the remaining 25% is determined by the fidelity of implementing the TAP System. Implementation is monitored throughout the year, and culminates in an annual review using rubrics. Schools with greater student achievement and/or higher annual review scores receive a significantly higher performance award. A minimum of at least one year's growth and a score of a 3.0 or higher (proficient level) on the annual review is required to earn a performance incentive.

Lessons learned from TAP and other value-added models will lead to the development of performance-based salary incentives for principals and teachers who demonstrate gains in value-added student growth. The new **Salary Incentives for Teacher Excellence** (SITE) system will provide an alternative-salary schedule, which can be replicated across the State (see a sample SITE data framework in Appendix D3C). The value-added component of the compensation system will be based on the enhanced ADEPT and PADEPP systems discussed in section (D)(2). The compensation system recognizes teachers for outcomes as well as inputs of effective instruction and is based on an individual school year, adjusting annually for variations that are calculated into the salary. The final incentive portion of the yearly salary that relates to student achievement will be disbursed in one performance bonus based on the previous year's teacher and principal evaluations. Participating teachers will receive a base salary with the ability to earn additional stipends. We will use lessons learned to create a fair and effective compensation system for all teachers.

An assessment of student achievement using a value-added model embedded in the teacher and principal evaluation systems will be a significant factor in determining educator compensation. Teachers and school leaders who significantly improve student achievement and school performance will receive significantly higher compensation. Using a modified format of the current State-mandated existing minimum salary structure, teachers will continue to receive stipends for years of experience, degrees, and certifications earned, although the value of these stipends will necessarily be lower.

Additional compensation will be provided for teachers who work in hard-to-staff schools or hard-to-fill subjects. By definition, "hard-to-staff schools" will include those that are high-poverty or high-minority and that have an inequitable distribution of highly effective educators. Similarly, differing levels of responsibility and leadership duties will lead to additional compensation.

SC INSPIRED will allow the State to pilot the SITE salary compensation system in high-poverty, high-minority schools, to develop implementation rubrics, and to set the stage for scaling up the system statewide. As noted in Appendix D3D, 95% of the TAP schools scored at least one year in student growth, 63% scored above one year's growth, and 50% scored two standard deviations or more above one year's growth. Ninety-two percent of teachers report positive effects on collegiality. Building upon this experience and the SC-9+ Schools experience, South Carolina therefore expects that value-added models within high-poverty, high-minority schools will not only improve recruitment and retention, but also improve student achievement growth. With input from stakeholders, South Carolina will select value-added models with which to pilot the implementation of an enhanced salary system.

*Objective D3.3 South Carolina will develop site-based, research-based professional development and support for teachers and leaders in high-poverty and high-minority schools.*

The State will leverage the Regional Support System (discussed in Section A) to provide targeted support and professional development in high poverty and high minority schools and LEAs. Reports from the School Potential Performance Album will be available to schools, LEAs, Regional Facilitators, and the Department. Any of these partners may call upon the team to convene for a review of the reports. An analysis of these data will be used to identify areas of concern, to diagnose school needs, to prioritize action plans, to create and deploy response teams, and to build the capacity of the LEA and school. These teams, including the local educators, will create or enhance Communities Advancing Professional Practice (CAPPs) to ensure positive change can be sustained. Detailed information on CAPPs is found in section (D)(5).

In addition to the Regional Support System and opportunities discussed in Section A and (D)(5), the following initiatives will be implemented in the high poverty, high minority schools:

- **School Transformation Leaders Academy** - In the past, interventions to improve the leadership capacity of principals in challenged schools occurred as on-the-job-training. Often these leaders are overwhelmed with the daily struggles associated with leading a challenged school and find it difficult to focus on improving their leadership skills. The Transformational Leaders Academy will recruit, develop, and support a pool of effective, data-focused, collaborative, fearless, principals committed to inspiring and developing teachers and building a culture of learning in the State's lowest-performing schools.

Transformational Leaders Academy shifts from on-the-job training to preparation-for-the-job training. Modeled after the Broad Superintendents Academy, the Transformational Leaders Academy (see proposal in Appendix D3E) will have a rigorous selection process to find individuals with high potential for success in challenged schools. These individuals will participate in a year-long academy, built upon the research from the University of Virginia's Turnaround Schools' model and the success factors included in New Leaders for New Schools. With the revised teacher and principal evaluation systems (as detailed in (D)(2) that include student growth as a significant performance measure, we will be better able to identify such leaders and evaluate their success.

- Teachers and leaders who demonstrate a commitment to serving in high-poverty or high-minority schools will be given priority for participation in the Department's leadership continuum. Participation in these leadership opportunities provide the opportunity to grow, network with other school leaders, and take advantage of the support offered through these programs. A diagram of the continuum is found in section (D)(5).
- The State will convene stakeholders to explore selection of additional value-added models that can be piloted as a means of increasing educator effectiveness in high-poverty, high-minority schools.
- The State will expand the number of schools implementing value-added models as a method for increasing educator effectiveness in high-poverty, high-minority schools. The expansion will begin with a focus on secondary schools and continue throughout SC INSPIRED to grow feeder systems. LEAs with chains of high-poverty, high-minority schools -- extending from elementary, through middle, and to high school -- may compete to choose among the TAP model, the SC9+Schools model, or any new models identified by stakeholders for piloting. SC INSPIRED will grow feeder systems of value-added schools that allow students to progress from elementary school through successful value-added middle and high schools. During the first year of implementation, five new value-added schools will begin implementation in high poverty, high minority schools: three high schools and two middle schools. We will build in an increasing school funding match requirement to ensure sustainability of the value-added model after SC INSPIRED ends.

In the second year of implementation, two new elementary schools that feed into the Year 1 middle schools will begin full implementation and the initial five schools will continue implementation with an increasing school funding match of grant dollars.

During the third year of implementation, the seven continuing schools will maintain successful implementation with an increasing school funding match of grant dollars, and five elementary or middle schools that feed into the Year 1 schools will be added.

During year four, all 12 high poverty, high minority schools will continue implementing the value-added model and will participate in an evaluation of the projects. These schools will create a sustainability plan that will ensure that the program continues after the grant funding ends, easing the transition for the school and LEA. These 12 schools will become a model for statewide implementation for schools in zones to allow students throughout their entire school career to attend schools where teachers have been a part of an effective professional development community in a value-added model.

Another barrier to recruiting and retaining effective educators in high need areas is the isolation that can exist in small rural communities. Today's new teachers are quite accustomed, however, to creating virtual communities, for example on Facebook or MySpace. To improve teacher working conditions, the State will enhance the ability of new educators to network with other teachers and experience collegiality with online colleagues. Membership in **SCTeacherVillage.com** provides social and professional support to teachers in a secure environment. Teachers participate in neighborhoods (groups) of interest and explore links to professional websites. Launched in October 2009, only SC-certified teachers have access. Currently 326 users in 32 neighborhoods use the site to access virtual mentors and colleagues in a variety of specialized certification areas. (See screen shot below and Appendix D3F for more detail.)

[redacted]

(ii) Increase the number and percentage of effective teachers (as defined in this notice) teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA.

SC INSPIRED will build upon the State's methods to identify subjects that are hard to staff (see (D)(1)(*iii*)) such as special education, math, science, and language instruction to enhance and target current programs and implement new programs to increase the number and percentage of effective teachers in these subjects.

- The State will enhance the research-based **Project CREATE**. The chief mission of Project CREATE is to *grow a highly qualified special education teacher workforce* in the State's public schools. The project underwrites course tuition and textbook costs for qualified individuals to obtain add-on, alternative, or initial certification in special education (see the Year 5 report in Appendix D3G). Project CREATE will be enhanced to 1) expand distance-learning delivery of special education courses to ensure that potential teachers in isolated geographical areas that are not in proximity to institutions of higher education have access to preparation programs, and 2) allow more educators to receive cost-free course work to complete certification in special education. To increase the pool of effective special education teachers, additional scholarships will be awarded to high school seniors, career changers, teaching assistants, and current employed teachers who seek to become certified in special education.
- South Carolina will expand and modify the **PACE** program to create incentives and

support systems for participants who teach in the highest-need areas and the State's chronically low-performing schools (presented in Appendix D3H).

- South Carolina will establish its first **U-TEACH** sites (see Priority 2: STEM). U-TEACH is a successful method focused on preparing math and science teachers that is used by 18 universities nationwide. Scholarships will be awarded to candidates participating in the program who commit to teaching math or science in the State upon graduation. The U-TEACH program will be established at two institutions of higher education (IHE). One site will be decided through a competitive process open to all State IHEs and a second site will be decided through a competitive process specifically for the State's eight Historically Black Colleges and Universities. For more information on U-TEACH, see Appendix D3I.
- In SC INSPIRED, South Carolina will target and enhance PACE for candidates seeking and securing employment in Persistently Lowest-Achieving Schools (PLAS) and their feeder schools as defined in Section E of this grant application (Appendix D3H). Specifically, this focused alternative certification program assists in improving the identified schools' accountability ratings by recruiting, training, and retaining highly qualified mid-career professionals in the areas of English/language arts, mathematics, science, foreign language, social studies, special education (emotionally disabled), and the arts (art, music, and dance). The focused alternative certification program is grounded in educational research supporting streamlined alternative routes to certification, reduced training costs, immediate access to employment, and a relationship with a dedicated and highly trained mentor. Leadership for this project will be provided via the Office of Educator Certification and the Office of Palmetto Priority Schools, housed in the Office of Special Projects. Both offices bring experience and leadership regarding alternative certification and the specific challenges of our highest-need schools.
- The Department is designing and will implement an **alternative principal certification program** for career-changers with the potential to be school leaders, subject to approval by the State Board (see Appendix D1K). This program will mirror the PACE's successful alternative certification program for teachers. The Department's Division of Educator Quality and Leadership will take the lead role and will involve other Department divisions and offices as well as other stakeholders (e.g., superintendents,

principals, human capital administrators, business entities, professional organizations, higher education, other possible program providers and parent groups) to determine program requirements and criteria that will be essential for program success. In addition to creating an alternative principal certification program, the overall certification system for administrators is being refined. South Carolina has a two-tiered certification system for teachers plus an opportunity for teachers to participate in the National Board Certification program. A similar tiered system is being instituted for administrators. Tiers of certification for principals will be based upon demonstrated mastery of essential competencies in a school setting as well as a positive impact on student achievement, as outlined through our value-added system in D2.

As noted above, some high-poverty schools also have turnover rates that average over three years at 27% and range as high as 52.8%. The following initiatives assist the State in retaining and increasing the number and percentage of effective teachers teaching in hard-to-staff areas:

- The Department's International Visiting Teachers Program recruits and assists LEAs in employing international teachers. A total of 254 highly qualified teachers in math, science, and special education serve 32 of the state's high-poverty LEAs.
- The National Board for Professional Teaching Standards® - *Take One!*® is a unique offering that provides a standards-based approach for improving teaching practice and links student learning to effective instruction. Teachers prepare and submit one preselected portfolio entry to start the process for National Board Certification. This approach especially benefits teachers serving in challenged schools. Fifty-six South Carolina teachers are currently participating in the program.

South Carolina will build on and expand the following existing initiatives to ensure highly effective educators work in hard-to-staff subjects and geographic areas.

- CERRA will be fully integrated into the Regional Support System (as described in Section A). Staff from CERRA will be dedicated to providing support to the Regional Response Teams. These individuals will provide expertise and support focused on CERRA's core competencies of recruiting, retaining, and advancing teacher efficacy. In addition, the Department will collaborate with CERRA on their research-based models for providing community support to entice "home grown" educators for high poverty

and/or high minority areas. The State will work with LEAs to identify and encourage middle-school students to explore teaching careers by participating in ProTeam (in Appendix D3F), a program endorsed by the Southern Regional Educational Board (SREB) as part of the Making Middle Grades Work (MMGW) program (see Appendix D3G). High school students will also be recruited for CERRA's nationally acclaimed Teacher Cadet Program (presented in Appendix D3J).[4] In existence since 1985, the Teacher Cadet Program is based on standards that have been cross walked to NCATE, INTASC, and NBPTS standards (in Appendix D3K). A large number of former participants in the Teacher Cadet Program are currently teaching in the State including the recently announced State Teacher of the Year. Successful teacher cadet graduates who commit to returning to their local communities after graduation will be awarded SC Teachers for Tomorrow Scholarships (see Appendix D3L). This initiative also furthers the State's goal of encouraging enrollment in higher education and preparing high school graduates for college and careers.

- South Carolina's Newberry College and Clemson University were recently awarded National Science Foundation's Robert Noyce Teacher Scholarship Program grants to encourage talented science, technology, engineering, and mathematics (STEM) majors and professionals to become middle- and high-school mathematics and science teachers.
- In South Carolina, isolated geographic areas have concentrated weaknesses in highly qualified teachers in STEM and specialty subject areas. Safe and attractive housing is one key to retaining highly effective educators in all areas. Upon returning to their high-need communities, some induction teachers will have the opportunity to reside in teacher villages with colleagues as neighbors (see above and Appendix D3B).
- Teachers in remote will have access to the expanded **SC Teacher Village.com**, professional and social network. Improving the quality of life in high poverty areas will boost support for teachers and lead to higher levels of retention and recruitment.

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[4] Phi Delta Kappa, the professional education organization that sponsors Future Educators Association, has adopted South Carolina's Teacher Cadet standards as their national standards.

**Performance Measures for (D)(3**

| **General data to be provided at time of application:** | |
|---|---|
| Total number of schools that are high-poverty, high-minority, or both (as defined in this notice). | 330 |
| Total number of schools that are low-poverty, low-minority, or both (as defined in this notice). | 420 |
| Total number of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice). | 11,606 |
| Total number of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice). | 20,838 |
| Total number of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice). | 330 |
| Total number of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice). | 420 |

| *Note: All information below is requested for Participating LEAs.* | Actual Data: Baseline (Current school year or most recent) | End of SY 2010-2011 | End of SY 2011-2012 | End of SY 2012-2013 | End of SY 2013-2014 |
|---|---|---|---|---|---|
| **General goals to be provided at time of application:** | **Baseline data and annual targets** | | | | |
| Percentage of mathematics teachers who were evaluated as effective or better. | 84.9% | 88.0 | 91.1 | 94.2 | 97.2 |
| Percentage of science teachers who were evaluated as effective or better. | 84.9% | 88.0 | 91.1 | 94.2 | 97.2 |

| | | | | | |
|---|---|---|---|---|---|
| Percentage of special education teachers who were evaluated as effective or better. | 84.9% | 88.0 | 91.1 | 94.2 | 97.2 |
| Percentage of teachers in language instruction educational programs who were evaluated as effective or better. | 84.9% | 88.0 | 91.1 | 94.2 | 97.2 |
| **General data to be provided at time of application:** | | | | | |
| Total number of mathematics teachers. | 2788 | | | | |
| Total number of science teachers. | 3081 | | | | |
| Total number of special education teachers. | 4404 | | | | |
| Total number of teachers in language instruction educational programs. | 1282 | | | | |

**Timeline of Activities for (D)(3)**

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| **Goal D3:Ensure Equitable Distribution of Effective Teachers and Principals** | | | | | | | | | | | | | | | | | | | | |
| Conduct stakeholder informational meeting on alternative salary schedule | Dr. Allison Jacques-OEPSA | | | X | X | X | | X | X | | X | X | X | X | X | | X | X | | X |
| Conduct stakeholder meeting to design specific multipliers for categories | Dr. Allison Jacques-OEPSA | | | | | X | | X | X | | | | | | | | | | | |
| Design Informational website with pilot information and salary schedule trials | Dennis Dotterer, Executive Director, SC TAP | | | | | | | X | | | | | | | | | | | | |
| Gather bids for state value-added analysis and payroll software systems | Dennis Dotterer, Executive Director, SC TAP | | | | X | X | | | | | | | | | | | | | | |
| Award value-added and software contract | Mark Bounds, DEQL | | | | | | | X | | | | | | | | | | | | |
| Conduct cost analysis of pilot district with value-added data | Mark Bounds, DEQL | | | | | | | X | | | | | | | | | | | | |
| Implement alternative salary schedule with 8 - 12 pilot districts | Dennis Dotterer, Executive Director, SC TAP | | | | | | | | X | | | | | | | | | | | |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| Conduct statewide value-added analysis | Dennis Dotterer, Executive Director, SC TAP | | | | | | | X | X | | | | | | | | | | | |
| Projection of statewide alternative salary schedule | Mark Bounds, DEQL | | | | | | | | X | | | | | | | | | | | |
| Dispense pilot year performance bonuses | Dennis Dotterer, Executive Director, SC TAP | | | | | | | | | | | | | | X | | | | | |
| Implement alternative salary schedule with 2nd cohort of pilot districts totaling 1/2 of state districts | Mark Bounds, DEQL | | | | | | | | | | | | | | X | | | | | |
| Dispense pilot 1 and 2 year performance bonuses | Mark Bounds, DEQL | | | | | | | | | | | | | | | | | | X | |
| Implement alternative salary schedule with 3rd cohort of districts totaling all state districts | Mark Bounds, DEQL | | | | | | | | | | | | | | | | | | X | |
| Secure locations and order equipment and supplies for two video conferencing sites | Teacher Incentives Coordinator (TBA) and Dr. Joe Sutton | | | X | X | | | | | | | | | | | | | | | |
| Recruit and hire adjunct professors | CREATE Directors | | | X | X | | | | | | | | | | | | | | | |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| Recruit program participants | CREATE Directors | | | X | X | | | | | | | | | | | | | | | |
| Award and notify scholarship recipients | CREATE Directors | | | | | X | | | | | | | | | | | | | | |
| Offer Project CREATE courses | CREATE Professors | | | | | X | X | | | | | | | | | | | | | |
| Conduct Project CREATE professional development session | Teacher Incentives Coordinator (TBA) and Dr. Joe Sutton | | | | | | | | | X | | | | | | | | | | |
| Offer Project CREATE courses | CREATE Professors | | | | | | | X | X | X | X | | | | | | | | | |
| Develop annual report | Dr. Joe Sutton | | | | | | | X | | | | | | | | X | | | | |
| Conduct Project CREATE professional development session | Teacher Incentives Coordinator (TBA) and Dr. Joe Sutton | | | | | | | | | | | X | X | X | X | | | | | |
| Develop annual report | Dr. Joe Sutton | | | | | | | | | | | X | | | | | | | | |
| Offer Project Create courses | CREATE Professors | | | | | | | | | | | | | | | X | X | X | X | |
| Final report due 60 days after funding ends | Dr. Joe Sutton | | | | | | | | | | | | | | | | | | | X |
| Consult with U-TEACH Institute to plan and administer grant competition | Teacher Incentives Coordinator-TBA, DEQL | | | X | | | | | | | | | | | | | | | | |
| Draft grant notice | | | | X | | | | | | | | | | | | | | | | |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| Applications will be due. Representative selection of reviewers convened from the Increasing Science and Math Teaching Force Committee to identify one institution as a U-TEACH South Carolina replication site. | Teacher Incentives Coordinator-TBA, DEQL | | | | X | | | | | | | | | | | | | | | |
| U-Teach grant award notification mailed | Teacher Incentives Coordinator-TBA, DEQL | | | | | X | | | | | | | | | | | | | | |
| Representatives from the funded institution will attend the annual U-Teach Conference | Teacher Incentives Coordinator-TBA, DEQL | | | | | | | X | | | | | | | | | | | | |
| First U-Teach courses offered | U-TEACH-SC Program Staff and Faculty | | | | | X | X | | | | | | | | | | | | | |
| Site visits from the Department | U-TEACH-SC Program Staff and Faculty | | | | | | X | | | | | | | | | | | | | |
| Annual report due | U-TEACH-SC Program Staff and Faculty | | | | | | | | | X | | | | | | | | | | |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| U-Teach courses offered | U-TEACH-SC Program Staff and Faculty | | | | | | | X | X | X | X | | | | | | | | | |
| Representatives from the funded institution will attend the annual U-Teach Conference | U-TEACH-SC Program Staff and Faculty | | | | | | | | X | | | | | | | | | | | |
| Site visits from the Department | Teacher Incentives Coordinator-TBA, DEQL | | | | | | | | | | X | | | | | | | | | |
| Annual report due | U-TEACH-SC Program Staff and Faculty | | | | | | | | | | | | | X | | | | | | |
| U-Teach courses offered | U-TEACH-SC Program Staff and Faculty | | | | | | | | | | | X | X | X | X | | | | | |
| A representative from each funded institution will attend the annual U-Teach Conference | U-TEACH-SC Program Staff and Faculty | | | | | | | | | | | | X | | | | | | | |
| Site visits from the Department | Teacher Incentives Coordinator-TBA, DEQL | | | | | | | | | | | | | | X | | | | | |
| Annual report Due | U-TEACH-SC Program Staff and Faculty | | | | | | | | | | | | | | | | | X | | |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| U-Teach courses offered | U-TEACH-SC Program Staff and Faculty | | | | | | | | | | | | | | | X | X | X | X | |
| Representatives from the funded institution will attend the annual U-Teach Conference | U-TEACH-SC Program Staff and Faculty | | | | | | | | | | | | | | | X | | | | |
| Site visits from the Department | Teacher Incentives Coordinator-TBA, DEQL | | | | | | | | | | | | | | | | | | X | |
| Annual report due | Teacher Incentives Coordinator-TBA, DEQL | | | | | | | | | | | | | X | | | | | | |
| Final report due 60 days after funding ends. | Teacher Incentives Coordinator-TBA, DEQL | | | | | | | | | | | | | | | | | | | X |
| Announce Coordinator position | Dr. Allison Jacques-OEPSA | | | X | | | | | | | | | | | | | | | | |
| Hire Teaching Initiatives Coordinator | Dr. Allison Jacques-OEPSA | | | | X | | | | | | | | | | | | | | | |
| Teaching Initiatives Coordinator starts | Dr. Allison Jacques-OEPSA | | | | X | | | | | | | | | | | | | | | |
| Announcement to school districts to apply for grant money | Teaching Initiatives Coordinator-DEQL | | | | | X | | | | | | | | | | | | | | |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| Winning school district announced-coordinator travels to district | Teaching Initiatives Coordinator-DEQL | | | | | X | | | | | | | | | | | | | | |
| Select Teacher Village configuration-construction begins | Teaching Initiatives Coordinator-DEQL | | | | | | X | X | X | | | | | | | | | | | |
| Coordinator travels to building site to document progress | Teaching Initiatives Coordinator-DEQL | | | | | | | X | | | | | | | | | | | | |
| Grand opening/vacancy announcement | Teaching Initiatives Coordinator-DEQL | | | | | | | | | X | | | | | | | | | | |
| Travel to Teacher Village | Teaching Initiative Coordinator-DEQL | | | | | | | | | X | | | | | | | | | | |
| Submit data report for teacher village project | Teaching Initiative Coordinator-DEQL | | | | | | | | | | X | | | | | | | | | |
| Stakeholders meeting with all prospective school districts with interest in TAP | Dennis Dotterer, Executive Director, SC TAP | | | X | | | | X | | | | X | | | | | | | | |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| Separate school meetings for each prospective TAP school to present TAP and vote as a school for implementation | Dennis Dotterer, Executive Director, SC TAP | | | X | | | | X | | | | X | | | | | | | | |
| Create school designs for 15 new cohort 1 schools as it relates to master and mentor teacher positions and budget design | Dennis Dotterer, Executive Director, SC TAP | | | X | | | | | | | | | | | | | | | | |
| Hire master and mentor teachers for state increase | Dennis Dotterer, Executive Director, SC TAP | | | | X | | | | X | | | | X | | | | | | | |
| Train all new leadership team members of new TAP schools with initial TAP protocol training | Dennis Dotterer, Executive Director, SC TAP | | | | | X | | | | X | | | | X | | | | | | |
| Implement TAP in Cohort 1 schools | Dennis Dotterer, Executive Director, SC TAP | | | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Monitor and work with all new TAP schools through regional master teachers and statewide training | Dennis Dotterer, Executive Director, SC TAP | | | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| Annual reviews of all TAP schools to ensure quality implementation | Dennis Dotterer, Executive Director, SC TAP | | | | | | | X | | | | X | | | | X | | | | |
| Conduct statewide Data Analysis of TAP Schools | Dennis Dotterer, Executive Director, SC TAP | | | | | | | | X | | | | X | | | | X | | | |
| Create school designs for 15 new cohort 2 schools as it relates to master and mentor teacher positions and budget design | Dennis Dotterer, Executive Director, SC TAP | | | | | | | X | X | | | | | | | | | | | |
| Design a summer academy for all TAP school leadership teams for continual improvement of implementation | Dennis Dotterer, Executive Director, SC TAP | | | | | | | | X | | | | X | | | | X | | | |
| Cohort 2 schools implement TAP | Dennis Dotterer, Executive Director, SC TAP | | | | | | | | | X | X | X | X | X | X | X | X | X | X | X |
| TAP teachers receive performance incentives for student achievement | Dennis Dotterer, Executive Director, SC TAP | | | | | | | | | X | | | | X | | | | X | | |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| TAP teachers receive initial bonus stipends for additional leadership positions of master and mentor teachers | Dennis Dotterer, Executive Director, SC TAP | | | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Create school design for final 10 cohort 3 schools as it relates to master and mentor teacher positions and budget design | Dennis Dotterer, Executive Director, SC TAP | | | | | | | | | | | | X | | | | | | | |
| Implement TAP in cohort 3 schools | Dennis Dotterer, Executive Director, SC TAP | | | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Identify Teacher Cadet/ ProTeam eligible classes, establish partnerships will high poverty, high minority schools | Marcella Wine Snyder, CERRA | | X | | | | | | | | | | | | | | | | | |
| Conduct Teacher Cadet/ Pro Team stakeholder meetings with select college of education staff, high school teachers and administrators | Marcella Wine Snyder, CERRA | | | X | | | | | | | | | | | | | | | | |
| Conduct student recruitment | Marcella Wine Snyder, CERRA | | | | X | | | | | | | | | | | | | | | |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| Offer Teacher Cadet/ Pro Team classes | Marcella Wine Snyder, CERRA | | | | | X | X | X | X | | | | | | | | | | | |
| Conduct Teacher Cadet campus visits | Marcella Wine Snyder, CERRA | | | | | | | X | | | | | | | | | | | | |
| Conduct Teacher Cadet/ Pro Team stakeholder meetings with select college of education staff, high school teachers and administrators | Marcella Wine Snyder, CERRA | | | | | | | X | | | | | | | | | | | | |
| Provide Service Learning/ Family Literacy Culminating Programs | Marcella Wine Snyder, CERRA | | | | | | | | X | | | | | | | | | | | |
| Develop annual reports | Marcella Wine Snyder, CERRA | | | | | | | | X | | | | | | | | | | | |
| Conduct student recruitment | Marcella Wine Snyder, CERRA | | | | | | | | | X | | | | | | | | | | |
| Offer Teacher Cadet/ Pro Team classes | Marcella Wine Snyder, CERRA | | | | | | | | | X | X | X | X | | | | | | | |
| Conduct Teacher Cadet campus visits | Marcella Wine Snyder, CERRA | | | | | | | | | | | X | | | | | | | | |
| Conduct Teacher Cadet/ ProTeam stakeholder meetings with select college of education staff, high school teachers and | Marcella Wine Snyder, CERRA | | | | | | | | | | | X | | | | | | | | |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| administrators | | | | | | | | | | | | | | | | | | | | |
| Provide Service Learning/ Family Literacy Culminating Programs | Marcella Wine Snyder, CERRA | | | | | | | | | | | | X | | | | | | | |
| Develop annual reports | Marcella Wine Snyder, CERRA | | | | | | | | | | | | X | | | | | | | |
| Conduct student recruitment | Marcella Wine Snyder, CERRA | | | | | | | | | | | | | X | | | | | | |
| Offer Teacher Cadet/ Pro Team classes | Marcella Wine Snyder, CERRA | | | | | | | | | | | | | X | X | X | X | | X | X |
| Conduct Teacher Cadet campus visits | Marcella Wine Snyder, CERRA | | | | | | | | | | | | | | | X | | | | |
| Conduct Teacher Cadet/ ProTeam stakeholder meetings with select college of education staff, high school teachers and administrators | Marcella Wine Snyder, CERRA | | | | | | | | | | | X | | | | | | | | |
| Provide Service Learning/ Family Literacy Culminating Programs | Marcella Wine Snyder, CERRA | | | | | | | | | | | | | | | | X | | | |
| Develop annual reports | Marcella Wine Snyder, CERRA | | | | | | | | | | | | | | | | | X | | |
| Final project report due 60 days after funding ends. | Marcella Wine Snyder, CERRA | | | | | | | | | | | | | | | | | | | X |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| Continue conversations with the University of Virginia and Louisiana School Turnaround Specialist Programs to determine components of turnaround principals' program in South Carolina. | DEQL; Office of School Leadership (OSL) | | | X | | | | | | | | | | | | | | | | |
| Post and hire Project Director Transformation Leaders Academy | DEQL; Office of School Leadership (OSL) | | X | | | | | | | | | | | | | | | | | |
| Work with Education Leadership Round Table to identify other providers, as well as institutions interested in partnering to in development of program components | DEQL; Office of School Leadership (OSL) | | | X | | | | | | | | | | | | | | | | |
| Gather input from stakeholders (superintendents, HR directors, instructional directors, principals, IHEs, community representatives, and SCDE) regarding learning experiences | DEQL; OSL; Project Director for Transformation Leaders Academy | | | X | | | | | | | | | | | | | | | | |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| for first Academy cohort. | | | | | | | | | | | | | | | | | | | | |
| Prepare detailed initial budget including requisitions and contracts. | DEQL; OSL; Project Director for Transformation Leaders Academy | | | | | X | | | | | | | | | | | | | | |
| Project director attends University of Virginia School Turnaround Specialist Program training at Charlottesville, VA | DEQL; OSL; Project Director for Transformation Leaders Academy | | | | X | | | | | | | | | | | | | | | |
| Identify incentives for Transformation School Leaders (additional compensation, credential upgrade, etc.) | DEQL; OSL; Project Director for Transformation Leaders Academy | | | X | | | | | | | | | | | | | | | | |
| Write curricula and design learning experiences for the Academy's first cohort. | DEQL/OSL/Project Director for Transformational Leaders Academy; providers/IHEs | | | | | X | | | | | | | | | | | | | | |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| Recruit and select first Academy cohort. | DEQL/OSL/Project Director for Transformational Leaders Academy; providers/IHEs | | | | | | | X | | | | | | | | | | | | |
| Recruit and select second Academy cohort. | DEQL; OSL; Project Director for Transformation Leaders Academy | | | | | | | | | | X | | | | | | | | | |
| Work with districts to place first cohort of Academy graduates. | DEQL; OSL; Project Director for Transformation Leaders Academy | | | | | | | | | | X | | | | | | | | | |
| With researchers, evaluate/revise program content and investigate student achievement at turnaround schools. | DEQL; OSL; Project Director for Transformation Leaders Academy | | | | | | | | | | X | X | X | X | X | X | X | X | X | X |
| Develop support program for placed graduates to include professional development for the school's leadership team. | DEQL; OSL; Project Director for Transformation Leaders Academy | | | | | | | | | | | X | X | X | X | X | X | X | X | X |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| Coordinate second year of Transformational Leaders Academy | DEQL; OSL; Project Director for Transformation Leaders Academy | | | | | | | | | | X | X | X | X | X | | | | | |
| **Goal D3: Providing high-quality pathways for aspiring teachers and principals: Establish PACE Management Priority Team** | | | | | | | | | | | | | | | | | | | | |
| PACE Priority Advisory Board Meeting | PACE Priority Project Director | | X | | X | | X | | X | | X | | X | | X | | X | | X | |
| Hire PACE Priority Project Manager and Analyst | PACE Priority Project Director | | | X | | | | | | | | | | | | | | | | |
| PACE Priority Research Team Meetings | PACE Priority Project Director | | X | | | X | | X | | X | | X | | X | | X | | X | | X |
| **Goal D3: Providing high-quality pathways for aspiring teachers and principals: Participant Recruitment and Placement** | | | | | | | | | | | | | | | | | | | | |
| Create PACE Priority Recruitment Materials | PACE Priority Advisory Board | | | | X | | | | | | | | | | | | | | | |
| Recruitment/Information Sessions | PACE Priority Manager | | | X | | | X | X | | | X | X | | | X | X | | | X | X |
| Job Fairs | PACE Priority Manager | | | | | X | X | | X | | X | | X | | X | | X | | X | |
| Online Job Bank Reports | PACE Priority Manager | | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Create PACE Priority Recruitment Materials | PACE Priority Advisory Board | | | | X | | | | | | | | | | | | | | | |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| Recruitment/Information Sessions | PACE Priority Manager | | | X | | | X | X | | | X | X | | | X | X | | | X | X |
| Job Fairs | PACE Priority Manager | | | | | X | X | | X | | X | | X | | X | | X | | X | |
| Online Job Bank Reports | PACE Priority Manager | | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Online Job Application Reports | PACE Priority Manager | | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Review PACE Priority Applications | PACE Priority Analyst | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Counsel PACE Priority Candidates | PACE Priority Analyst | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Maintain PACE Priority Applicant Database | PACE Priority Manager and PACE Priority Analyst | | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| **Goal D3: Strategies to attract, distribute, retain, and reward educators for work in hard-to-staff areas** | | | | | | | | | | | | | | | | | | | | |
| Conduct PACE Priority Information Sessions for Employers | Education Associate (Office of Special Projects) PACE Priority Manager | | X | | X | | X | | X | | X | | X | | X | | X | | X | |
| Surveys of PLAS district human resource personnel and principals | PACE Priority Manager | | | | X | | | X | | | | X | | | | X | | | | X |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| Distribute list of Qualified Applicants | PACE Priority Manager | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Create PLAS Job Vacancy List | Education Associate (Office of Special Projects) PACE Priority Manager | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Implement Alternative Route (AR) Pre-Service Training and Assessments | PACE Priority Project Director | | | | X | | X | | X | | X | | X | | X | | X | | X | |
| Implement AR In-Service Training and Assessments | PACE Priority Project Director | | | | X | | | | X | | | | X | | | | X | | | |
| Implement AR Seminars and Assessments | PACE Priority Project Director | | | | | | X | X | | | X | X | | | X | X | | | X | X |
| Create Specialized Professional Development Curriculum | PACE Priority Advisory Board | | | | X | | | X | | X | | X | | X | | X | | X | | X |
| Implement Specialized Professional Development Curriculum | PACE Priority Manager and PACE Priority Analyst | | | | | X | | | X | | X | | X | | X | | X | | X | |
| Disburse Incentives | PACE Priority Manager | | | | | | | X | X | X | X | X | X | X | X | X | X | X | X | X |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| Manage PACE Priority Moodle System | PACE Priority Manager | | | | | | | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Create PACE Priority Mentor Curriculum Task Force | PACE Priority Manager | | | | X | | | | | | | | | | | | | | | |
| Develop PACE Priority Mentor Training Module | PACE Priority Manager | | | | | X | | | | X | | | | X | | | | X | | |
| Develop PACE Priority Mentor Selection Process | PACE Priority Manager | | | | | X | | | | X | | | | X | | | | X | | |
| Implement PACE Priority Mentor Module | PACE Priority Manager | | | | | | X | | | | X | | | | X | | | | X | |
| Conduct PACE Priority Mentor Support Meetings | PACE Priority Manager | | | | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Collect PACE Priority Mentor Data | PACE Priority Manager | | | | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Create Mentor Symposium | PACE Priority Manager | | | | | | | X | | | | X | | | | X | | | | X |
| Evaluation of Training Curriculum | PACE Priority Manager | | | X | X | | | X | X | | | X | X | | | X | X | | | X |
| Survey of participants and their employers | PACE Priority Manager | | | | X | | | | X | | | | X | | | | X | | | |
| Review of Teacher Evaluation Results | PACE Priority Manager | | | | | X | | | | X | | | | X | | | | X | | |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| Review of Effective Teaching Data | PACE Priority Manager | | | | | X | | | | X | | | | X | | | | X | | |
| Review of participant performance on the state pedagogy examinations | PACE Priority Manager | | | | | X | | | | X | | | | X | | | | X | | |
| Review of absolute ratings, teacher turnover, and AYP status in schools that hired PACE Priority participants | PACE Priority Manager | | | | | X | | | | X | | | | X | | | | X | | |
| Survey of participants and mentors | PACE Priority Manager | | | | | | | | | X | | | | X | | | | X | | |
| Focus groups with participants and their mentors | PACE Priority Manager | | | | | | | | | X | | | | X | | | | X | | |
| Assessments of Training Program | PACE Priority Manager and PACE Priority Analyst | | | | X | | | | X | | | | X | | | | X | | | |
| Reviewing Annual Evaluation Report | PACE Priority Advisory Board | | | | | X | | | | X | | | | X | | | | X | | |

## (D)(4) Improving the effectiveness of teacher and principal preparation programs

(i) Link student achievement and student growth (both as defined in this notice) data to the students' teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and

South Carolina has established the conditions to link student performance to teacher and principal effectiveness and to educator preparation programs. The ADEPT teacher support and evaluation system, described in (D)(2), provides evaluation data on all graduates who enter the classroom in written reports to the State's 31 preparation programs annually. Results are disaggregated by teacher and ADEPT Performance Standards (APS). Currently, these reports are not currently published for public review because they include confidential teacher identifiers, but the Department publishes the aggregated teacher evaluation scores for each institution annually. Such information is also compiled about principals through the PADEEP Data System.

The State Board requires educator preparation programs to analyze their teacher and principal evaluation data and to use these analyses for continuous improvement in candidate preparation, evaluation, and assistance processes.

Department staff use the teacher performance data as one State Board-approved measure for evaluating educator preparation program effectiveness and as an indicator of whether a program is low-performing or "at risk" for Title II of the Higher Education Act purposes. These definitions are provided in the Policy Guidelines document (in Appendix D4A).

**Goal D4: South Carolina will enhance and continuously improve the State's educator preparation programs by linking to and using data that indicates their graduates' impact on student growth and achievement.**

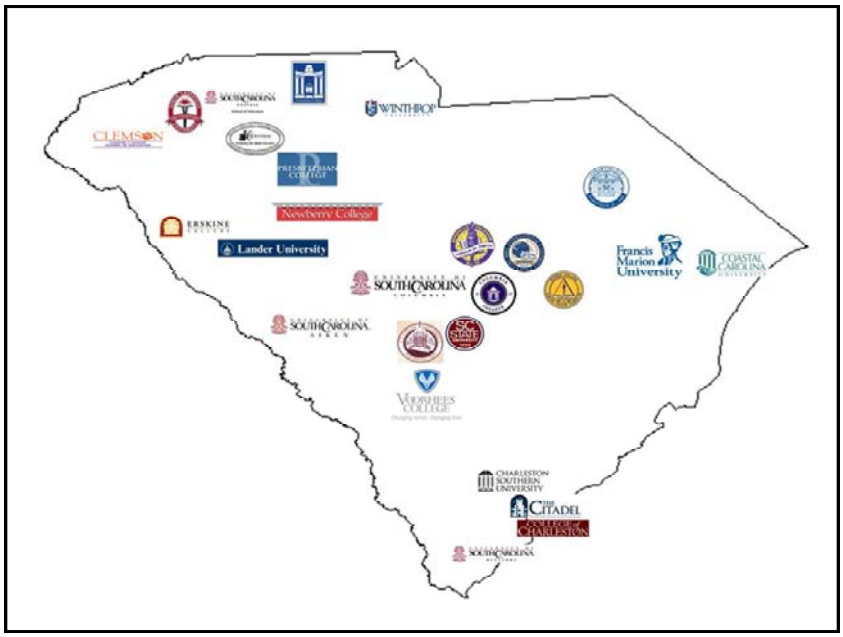
The enhanced ADEPT teacher evaluation and support system will include teacher effectiveness data in terms of classroom observations and assessments used to determine value-added to student learning. Likewise, school effectiveness data as well as PADEPP data will be compiled on principals and their preparation programs. For the first five year after program completion, this information will be provided to the educator preparation program (or alternative certification program) the teacher completed. If an educator receives an additional degree from another in-state program, the institution will receive information on their teacher or principal

program completers for the next five years. Future information on measures of student growth will be included in future feedback to educator preparation program.

*Objective D4.1: A stakeholder work group will be convened to review existing reporting requirements, provide input on the timeline for linking student growth data to preparation programs, and determine what data elements can be collected and reported to best inform continuous improvement.*

Stakeholders from the South Carolina Education Deans Association, all educator preparation programs, and other stakeholders will be invited and encouraged to participate. In partnership with all 31 of the State's educator preparation units, the South Carolina Education Dean's Association meets quarterly to discuss topics and develop plans of action for addressing challenges (e.g., STEM shortages, accountability, and transformation of educator preparation). Additionally, the State has focused on principal preparation by establishing the Education Leadership Roundtable, which meets quarterly with professors of educational administration from each of the State's 11 principal preparation programs.

Twenty-six of South Carolina's 31 educator preparation units have demonstrated support for SC INSPIRED by participating in stakeholder meetings, providing letters of support, or volunteering to develop pilot programs to implement the reform plan. This represents more than 83% of the State's educator preparation units and includes public and private colleges and universities across and all of the States's HBCUs are partners (See graphic below).



*Objective D4.2: The Higher Education Assessment of Teachers pilot project (Project HEAT) will be expanded to all preparation programs that have graduates teaching in or leading SC TAP schools.*

South Carolina has piloted a project to link student achievement and teacher performance to educator preparation programs. Last year, the Department partnered with Clemson University to create Project HEAT (Higher Education Assessment of Teaching). This initiative collected student achievement data to determine the effectiveness of recent graduates from Clemson's Eugene T. Moore School of Education. In collaboration with 15 LEAs in South Carolina, the Department is performing an analysis of value-added data from the students of Clemson program completers and matching them with certification areas and specific college courses taken. Working with research assistants at Clemson University, this project serves as a model for program improvement and replication in all educator preparation programs throughout the State. Preliminary reports from this work are included in Appendix D4C. Recently, Winthrop University agreed to participate in Project HEAT, as part of the evaluation of their Teacher Quality Partnership Grant, which will add five more LEAs. Other preparation programs have also expressed an interest in joining the pilot.

Ultimately, Project HEAT will be taken to scale at all preparation programs, and South Carolina will amend its State Board-approved evaluation measures for educator preparation programs and its Title II plan to incorporate ratings on preparation of effective educators (See Objective D4.5 below).

*Objective D4.3: South Carolina will amend its current publicly-reported educator preparation program "Fact Sheets" to include information on effectiveness of program completers and to encourage increased enrollment in those programs that are most effective.*

Data will be available in multiple categories for each educator preparation program as well as alternative certification programs (e.g., PACE, ABCTE, Project CREATE, Montessori) and will be reported publicly in a document similar to the State's annual report cards for P-12 schools and LEAs. The current The SC Higher Education Fact Sheet system is the precursor to this reporting system (see sample in Appendix D4B). Revised fact sheets will include effectiveness data on program completers.

*Objective D4.4: South Carolina will implement a statewide web-based data system for the collection and maintenance of principal historic professional and evaluation data.*

All 11 of South Carolina's educational leadership preparation programs will receive annual principal evaluation data summaries on their program completers that detail ratings on each of the nine principal evaluation (PADEPP) standards (see D2 for more information). In addition, once the principal support and evaluation system is refined to include school-wide student growth data, all educational leadership preparation programs, including alternative preparation routes, will receive value-added data on their program completers to use for continuous improvement. This feedback will be analyzed annually to determine trends and inform decisions concerning leadership preparation and professional development needs.

(ii) Expand and replicate successful educator preparation and credentialing programs (success is based on the production of effective teachers and principals (both as defined in this notice).

*Objective D4.5: South Carolina will amend its accreditation guidelines for educator preparation programs, subject to approval by the State Board, to incorporate the revised reporting, outline steps and timelines for improving programs that are categorized as "low-performing" or "at-risk," and revoke state approval of programs that do not improved despite adequate opportunity and support.*

As part of its plan under Title II of the Higher Education Opportunity Act, South Carolina currently assesses programs based upon evaluations of their program completers (see above). As the results of measures of P-12 student growth become available and are reported to educator preparation programs, the State will develop steps to determine effectiveness of these programs. The State currently has a process in place to terminate programs that do not receive program approval in a timely manner (see Policy Guidelines for South Carolina Teacher Education Units in Appendix D4A), The program approval process will be revised to include termination of ineffective programs (i.e., those that do not produce effective educators) after a reasonable amount of time to improve.

The student growth data, the ADEPT and PADEPP performance standards, and the PACE evaluation criteria (see section (D)(1)) will be disaggregated and correlated to allow for more in-depth analysis of the knowledge, skills, and dispositions of program completers. The value-added analysis will be used to measure direct correlation between student achievement and student growth and individual teachers and leaders, which will be de-identified and aggregated for reporting to educator preparation programs. School-level value-added analyses will be

completed for a more in-depth report of principal preparation programs of IHEs and alternate providers.

The State is committed to ensuring that all prospective teachers and administrators are well prepared to provide high-quality educational experiences for the children of South Carolina. The Department has sought to transform educator preparation in the State by encouraging innovation, increasing accountability, and fostering collegiality among educator preparation units. Approval of innovative program requests (e.g., broaden clinical experience opportunities for prospective teachers and principals that more closely align to real-world experiences, new models for assessing program effectiveness to link student achievement to educator preparation units) proposed by IHEs is determined by the State Board after review and recommendation of the Professional Review Committee (PRC). The process may involve the suspension of identified regulations and requires annual evaluation and review by the PRC. Annually, the PRC and the Department will evaluate each innovative program and recommend continuation of successful programs to the State Board. .

Beginning in year two of statewide implementation of Facts Sheets to all IHEs and alternative pathways, all State stakeholders will reconvene to identify projects that are producing effective teachers and leaders. Replication of successful projects will be encouraged.

Unsuccessful educator preparation programs will also be addressed by the Professional Review Committee as well as the Department and State Board. Data from each IHE or alternative pathway will be analyzed to determine if a recommendation to the State Board for corrective action is needed. Programs that do not meet educator effectiveness targets will be given a year of probation. If the program fails to meet effectiveness targets two years in a row, the PRC will recommend to the State Board that the IHE or alternative pathway be placed on corrective action status and given one year to show significant improvement. If the IHE or alternative pathway cannot demonstrate marked improvement during this time, the State Board may revoke State-approval and deny certification to the graduates of the program.

*Objective D4.6: South Carolina will reward educator preparation programs that produce high numbers of teachers and leaders that are found to be effective using the revised teacher and principal support and evaluation systems.*

Data from the enhanced teacher and principal support and evaluation systems will spotlight those educator preparation programs that are producing highly effective educators. As

effective programs are identified, they will be awarded incentives to share their successes with other preparation programs throughout the State.

| **Performance Measures for (D)(4)** | Actual Data: Baseline (Current | End of SY 2010-2011 | End of SY 2011-2012 | End of SY 2012-2013 | End of SY 2013-2014 |
|---|---|---|---|---|---|
| **General goals to be provided at time of application:** | **Baseline data and annual targets** | | | | |
| Percentage of State teacher preparation programs with student achievement and growth data of program completers accessed by the public. | 3% | 17% | 33% | 100% | 100% |
| Percentage of State principal preparation programs with student achievement and growth data of program completers accessed by the public. | 0% | 9% | 45% | 100% | 100% |

- Currently, one teacher preparation program is using the Project Heat to analyze achievement data for students of program completers. This project, used for continuous improvement, will be replicated in five educator preparation programs in SY 2010-2011; ten in SY 2011-12; and the remainder in SY 2012-13.
- Likewise, currently 0 principal preparation programs use achievement and growth measures. Beginning in SY 2010-11, 1 principal preparatory program will use and report this information; 5 in SY 2011-12, and the remainder in SY 2012-13.

| **General data to be provided at time of application:** | |
|---|---|
| Total number of teacher credentialing programs in the State | 31 |
| Total number of principal credentialing programs in the State | 11 |
| Total number of teachers in the State | 50,823 |
| Total number of principals in the State. | 1,126 |

**Timeline of Activities for (D)(4)**

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| **D4.1: A stakeholders work group will be convened to review the existing reporting, receive input on the time period over which student growth data will be linked to preparation programs, and determine what data elements can be collected and reported to best inform improvement decisions.** | | | | | | | | | | | | | | | | | | | | |
| South Carolina Education Dean's Association Meetings | Mark Bounds; Deputy State Superintendent | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Determine identifying factors to include in Higher Education Assessment of Teachers reporting procedures | Mark Bounds; Deputy State Superintendent | | X | X | | | | | | | | | | | | | | | | |
| Information dissemination will be designed including reporting procedures such as website and IHE information | Mark Bounds; Deputy State Superintendent | | | X | X | | | | | | | | | | | | | | | |
| **D4.2: The Higher Education Assessment of Teachers pilot project (Project HEAT) will be expanded to all preparation programs that have graduates within SC TAP schools, modified to incorporate decisions reached via Objective D4.1, and evaluated for effectiveness and possible improvements.** | | | | | | | | | | | | | | | | | | | | |
| Preliminary Value Added analysis of Clemson Graduates | Dennis Dotterer; SC TAP Director | X | | | | | | | | | | | | | | | | | | |
| Value Added analysis of All IHE and PACE to determine a baseline | Dennis Dotterer; SC TAP Director | | X | | | | | | | | | | | | | | | | | |

| Goal or Objective form 2008-2009 data | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| Calculate Value Added analysis for participating IHEs and PACE using previous years data | Dennis Dotterer; SC TAP Director | | | X | | | | X | | | | X | | | | X | | | | X |
| Meet with participating IHEs to individually report data to determine next steps | Mark Bounds; Deputy State Superintendent | | | X | X | | | X | X | | | X | X | | | X | X | | | X |
| Meet with newly identified IHEs to discuss procedures for reporting data as it relates to Value Added analysis | Mark Bounds; Deputy State Superintendent | | X | X | | | X | X | | | X | X | | | X | X | | | X | X |
| Gather Bids for Statewide Value Added analysis | Mark Bounds; Deputy State Superintendent | | X | X | | | | | | | | | | | | | | | | |
| Award State contract for Value Added analysis | Mark Bounds; Deputy State Superintendent | | | X | X | | | | | | | | | | | | | | | |
| **D4.3: South Carolina will amend its current publicly reported preparation program "Fact Sheets" to include information on effectiveness of the graduate educator preparation programs and to encourage growth of those programs that are most effective through increases in enrollment.** | | | | | | | | | | | | | | | | | | | | |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| Amend and publish data analysis (Fact Sheets) for implementing IHEs and PACE | Mark Bounds; Deputy State Superintendent | | | | X | | | | X | | | | X | | | | X | | | |
| **D4.4: South Carolina will implement a web-based data system for the collection of professional history information and the collection and analysis of principal evaluation data statewide.** | | | | | | | | | | | | | | | | | | | | |
| Amend and publish data analysis (Fact Sheets) for implementing IHEs and PACE | Mark Bounds; Deputy State Superintendent | | | | X | | | | X | | | | X | | | | X | | | |
| **D4.5: South Carolina will amend its accreditation guidelines for educator preparation programs, subject to approval by the State Board, to incorporate the revised reporting, to outline steps and timelines for improving programs that are categorized as "low-performing" or "at-risk," and to revoke state approval of programs that have not improved despite adequate opportunity and support.** | | | | | | | | | | | | | | | | | | | | |
| South Carolina State Board will create a Professional Review Committee (PRC) for IHE innovation program | Mark Bounds; Deputy State Superintendent | | | X | X | | | | | | | | | | | | | | | |
| PRC will complete annual evaluation of IHE and innovative programs for credential determination | Mark Bounds; Deputy State Superintendent | | | | X | | | | X | | | | X | | | | X | | | |
| **D4.6: South Carolina will reward educator preparation programs that produce high numbers of teachers that are found to be effective using the revised teacher and principal support and evaluation systems.** | | | | | | | | | | | | | | | | | | | | |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| PRC will determine minimal levels of achievement to qualify for educator preparation penalties and/or rewards. | Mark Bounds; Deputy State Superintendent | | | X | X | | | | | X | | | | X | | | | X | | |
| PRC will identify programs that have shown success using data fact sheets | Mark Bounds; Deputy State Superintendent | | | | | X | | | | X | | | | X | | | | X | | |
| State Department of Education will reward identified programs. | Mark Bounds; Deputy State Superintendent | | | | | X | | | | X | | | | X | | | | X | | |
| PRC will identify programs that have not shown significant success. | Mark Bounds; Deputy State Superintendent | | | | | X | | | | X | | | | X | | | | X | | |
| Identified IHEs that have been identified with not showing success will detail plans of improvement | Mark Bounds; Deputy State Superintendent | | | | | | X | | | | X | | | | X | | | | X | |
| PRC will review IHE Plan of Improvement and make recommendations | Mark Bounds; Deputy State Superintendent | | | | | | | X | | | | X | | | | X | | | | X |

## (D)(5) Providing effective support to teachers and principals

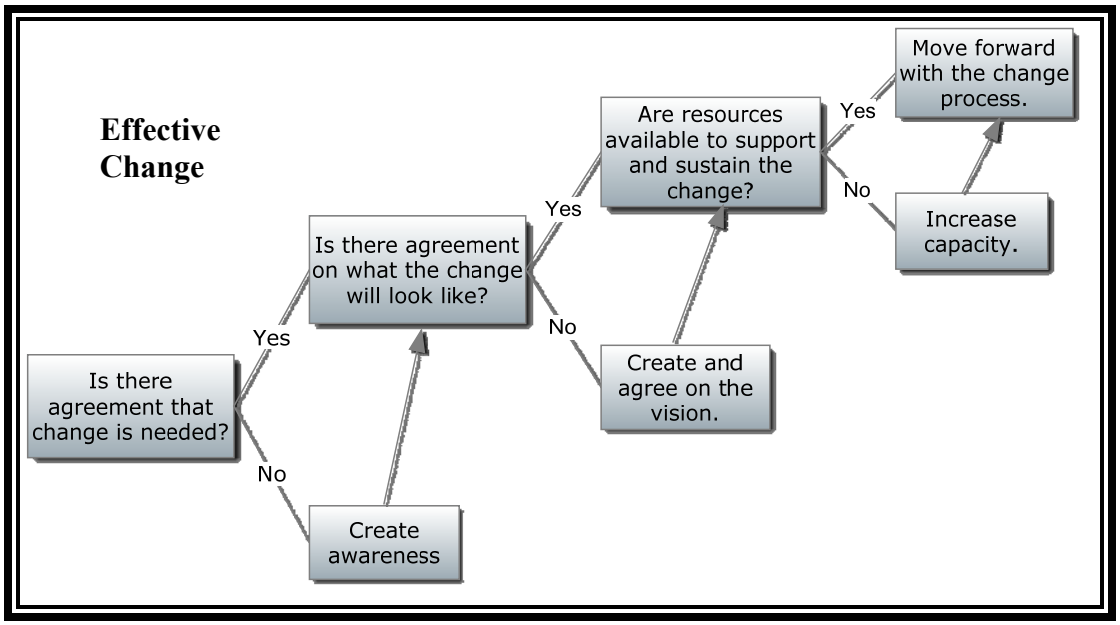
South Carolina believes that the measurement of teacher and principal effectiveness must be accompanied by a comprehensive plan for continuous improvement. Therefore, the State has established the following goal for providing ongoing, effective support to teachers and principals:

**Goal D5.1: South Carolina will develop the capacity of educators at the school, LEA, regional, and State levels to collaboratively and systematically identify and eliminate obstacles to student learning and to discover and develop ways to ensure that all students graduate ready for college and careers.**

South Carolina will transform its current professional development and assistance processes into a coherent, dynamic infrastructure and support system that promotes a commitment among *all* educators to learn with and from one another to design and discover, implement, and share effective practices. The system will leverage talent and experience from across the State and nation, bringing *tailored* professional development to the schools and LEAs that need it most. This system will build the capacity of school and LEA teams so that positive change can have an enduring impact.

*Objective D5.1 Through Communities Advancing Professional Practices (CAPPs) and the Regional Support System, South Carolina will help educators identify, secure, or develop resources that are customized to match the needs of their learners.*

South Carolina has learned that, while top-down driven compliance may result in change, only an ongoing commitment will sustain change efforts that lead to continuous improvement. Whether it applies to an individual educator, to a department, or to an entire school, this type of effective change cannot be successfully externally imposed. In simplest terms, effective change relies on three interrelated factors: (1) the belief that change is needed; (2) an agreement on what the change will look like; and (3) the resources and capacity to plan and implement the change process, to evaluate the results, and to make modifications to the process, as needed. Effective and enduring change depends on leveraging the right resources at the right time in the right place so that the result is increased capacity to sustain the change. Whether we're talking about making effective changes at the individual or at the systemic level, the following process applies:




Change of this nature is best accomplished through collaboration. Effective change comes from *educators supporting educators*. Success for all students depends on all educators—teachers, special area educators, and school- and LEA-level leaders—interacting with one another as both experts and learners. To this end, and consistent with the National Staff Development Council's Standards for Staff Development (in Appendix D5A), South Carolina will enhance the "assisting" and "developing" components of the State's teacher (ADEPT) and principal (PADEPP) evaluation and support systems.

This effort will transform professional development in South Carolina by ensuring it is based on specific data, gets at the root cause of problems in our schools and with individual educators, brings to bear expert resources to improve teacher and leader effectiveness and student performance and leaves capacity for sustained positive change.

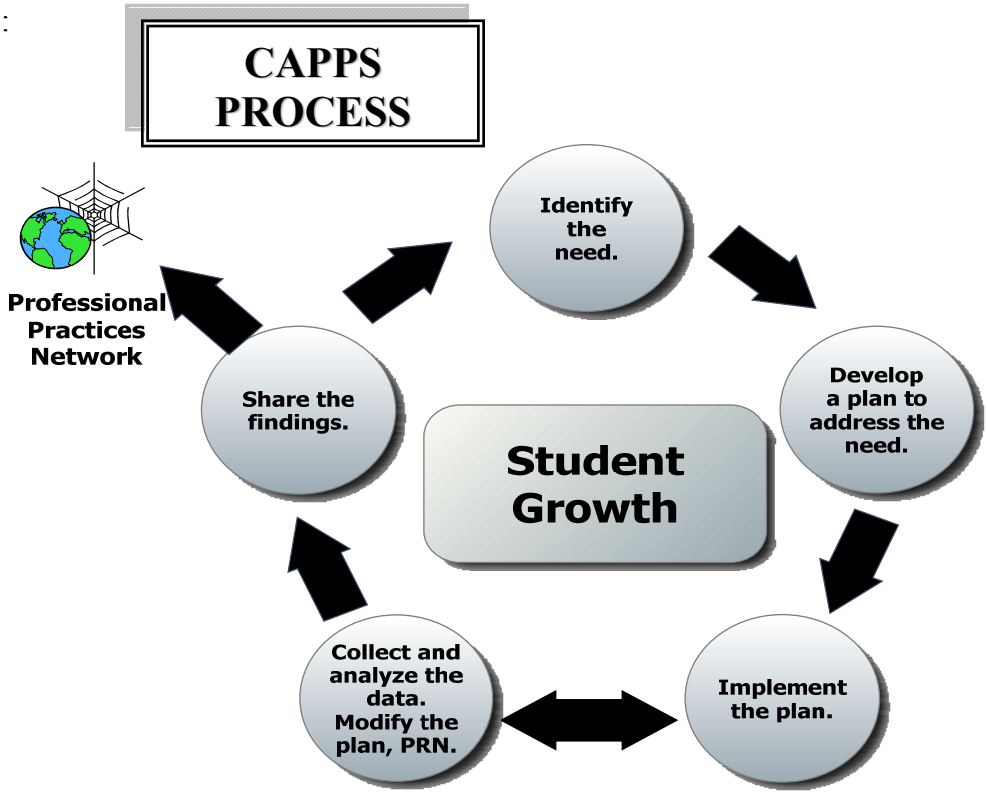
> (i) Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded. Such support might focus on, for example, gathering, analyzing, and using data; designing instructional strategies for improvement; differentiating instruction; creating school environments supportive of data-informed decisions; designing instruction to meet the specific needs of high need students (as defined in this notice); and aligning systems and removing barriers to effective implementation of practices designed to improve student learning outcomes; and

**Communities Advancing Professional Practices (CAPPs)**

Although the names differ (e.g., professional learning communities, cluster groups, communities of professional practice), teams of educators working in harmony are already in

place in many schools throughout the State. Our objective is to expand this concept to ensure that *every* South Carolina educator is a productive member of a team engaged in designing or discovering practices that focus on learner needs; implementing these practices; determining the impact of these practices on student learning; and sharing the findings with the larger professional community. The Communities Advancing Professional Practices (CAPPs) concept refers to any organized group of practitioners dedicated to learning with and from one another to support student learning. Whether formed at the building level, within an LEA, or across the State, CAPPs connect teachers, administrators, and professionals who are advancing their field of practice or solving highly contextual problems. CAPPs may focus on a specific practice or problem for each member educator, or they may involve an entire systemic change process.

The work of individual or systemic level CAPPS follow the same process: (1) identifying the specific need or problem; (2) developing a plan to address the need or problem; (3) implementing the plan; (4) collecting and analyzing the data, and modifying the plan, as needed; and (5) sharing the findings and sustaining the improvements. This process is depicted as follows:



Although this model is universally applicable, its success depends on the ability of its members to adapt the model to accommodate contextual needs and circumstances and to ensure that its application is dynamic and responsive to ever-changing variables and needs.

To build local capacity to develop, implement, and sustain effective CAPPs for teachers and principals, the Department will develop and implement a train-the-trainer model facilitated by the Regional Response Teams described in Sections (A) and (D)(2). The training will focus on the CAPP process as well as on the communication, mentoring, and coaching skills that are necessary for effective collaboration. Through these trainings, educators will learn to use CAPPs to support one another in efforts that include, but are not limited to,

- addressing the objectives defined in their professional growth and development plans;
- providing peer-to-peer formative feedback and assistance;
- focusing on individual student case studies and determining recommended intervention strategies using a *grand rounds (group case study)* type of approach;
- analyzing and using both formative and summative student data to inform instruction;
- developing and expanding authentic assessments (Project-Based Learning and Assessments); and
- providing an assistance network for beginning (induction) educators to help them become effective practitioners.

Additionally, CAPP training for principals will address

- creating a supportive CAPP environment,
- providing a platform for distributed leadership and decision-making
- using current research from organizational psychology to maximize teacher effectiveness;
- facilitating effective CAPPs, and
- engaging in CAPPs to enhance their leadership skills.

**Regional Support System**

In addition to using CAPPs to support the professional development of individual educators, the Regional Response Teams (through the Regional Support System described in Section A) will leverage CAPPs to build the local capacity necessary to implement and sustain improvements made in the schools. The Regional Response Teams will

- assist the CAPPs in determining resources needed to implement and sustain effective change;
- mass the expertise and resources needed to respond to the identified needs;
- assist in developing the appropriate CAPPs;
- assist the CAPPs in designing their plans, strategies, and assessment processes;
- provide additional technical assistance and training to the CAPP members, as needed;
- provide expertise and follow-up to ensure the CAPP has the capacity to sustain the change over time, and
- assist the CAPPs in evaluating and reporting the impact of the programs and initiatives and in determining next steps.

Professional development and educator growth opportunities will be integrated into a data system that includes the curriculum management system (CMS), Netflix® Model, and e-Portfolio systems described in Section C. Professional development needs will be diagnosed, and teams of talented educators will be formed and deployed with the resources and support necessary to succeed. And, most importantly, schools will be left with the capacity to sustain the improvements over time. Figure 1 in Section A demonstrates the connectivity between the data systems, and highlights how the CAPPs are an integral part of the Regional Support System.

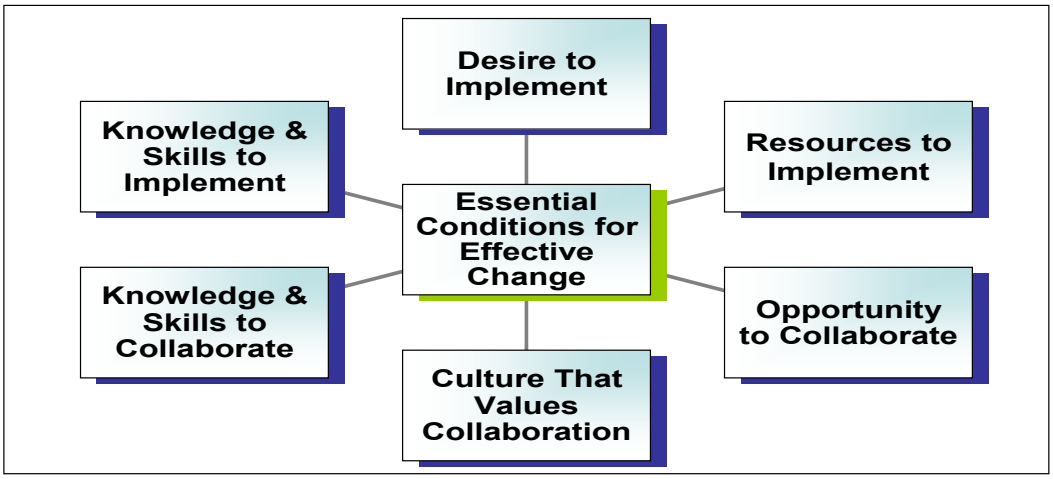
Appendix D5B includes an annotated list of programs and initiatives that can effectively support the CAPP concept.

Through the **Regional Support System**, South Carolina proposes

- expanding the continuum of leadership development to include a *School Transformation Leader Academy*, designed to provide specialized experience, training, and support to prepare leaders to transform our State's most challenging schools**;**
- collaborating with IHEs to design and/or expand programs to more effectively prepare teachers to work with children of poverty, students with limited English proficiency, students with disabilities, and other types of special needs students; and
- designing/expanding and implementing additional projects such as team teaching and looping.

Additionally, the Regional Support System will need to ensure that the LEA and school leadership create and maintain the working conditions that are necessary to promote and sustain

positive change. Collegiality and continuous professional growth must be an integral and valued part of the LEA and school culture, and opportunities to engage in these processes must be provided on a consistent and ongoing basis. The graphic below details the working conditions that are essential to promoting ongoing positive change:




***Objective D5.2*** *South Carolina will develop and provide an online* ***Professional Practices Network*** *designed to provide "right when it's needed" professional support and recommendations from educators to educators.*

South Carolina currently has online listings of professional development, but no single resource provides comprehensive information on what is available and when. Busy educators need a more efficient way of tapping into professional information, assistance, and training. South Carolina plans to develop an online Professional Practices Network that will include

- a calendar of all professional development programs and activities that are sponsored by or directly affiliated with the Department;
- links to other professional resources, along with a "user rating" option that will allow educators to evaluate the effectiveness of the resource;
- a Netflix® function to direct educators to related online resources;
- an annotated listing of CAPP initiatives and contacts throughout the State to assist educators in networking with related CAPPs; and
- CAPPs reports (i.e., instructional, organizational, and/or leadership practices that support—or that fail to support—student learning) along with a "user rating and comments" option that will allow educators to evaluate and comment on these practices.

In addition to helping develop, maintain, and continuously update the Professional Practices Network, members of the Regional Support System will provide direct assistance to educators to help them effectively use the Network.

| (ii) Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement (as defined in this notice). |
|---|

*Objective D5.3 South Carolina will measure, evaluate, and continuously improve its educator support systems and services.*

Through its Communities Advancing Professional Practices (CAPPs), Professional Practices Network (PPN), comprehensive data systems (SLICE), and Regional Support System, South Carolina will determine the effectiveness of its educator supports by continuously analyzing several sources of data, including

- Teacher, principal, and school effectiveness ratings,
- student indicators (test scores, graduation rates, attendance, participation in advanced courses and extra-curricular activities, and the like),
- teacher and principal retention rates,
- CAPPs and Regional Response Team reports,
- Professional Practices Network activity, and
- direct stakeholder feedback (via surveys and interviews).

As part of our data focus, we have proposed (in Section C) to create a system of unique educator identifiers and a system of unique program identifiers that will help us automate, analyze, and apply data to our record keeping and evaluation of program effectiveness for student learning and educator professional development. Identifiers will be standardized for instructional programs used with students and for professional development activities made available to educators.

The State's ePortfolio system was originally designed to track student and teacher technology proficiencies based on technology standards. ePortfolio will be adapted to manage and maintain all professional growth and development plans for teachers and other education leaders. ePortfolio will also be integrated into the comprehensive data systems that are described in Section C.

By linking professional development data to student performance through the comprehensive data systems (SLICE), South Carolina will be able to determine the relationship

between each educator's professional development and his or her effectiveness rating (described in Section (D)(2)). By aggregating these data, we will seek to identify the professional development programs and practices that are effective in improving student growth. Results will be posted to the online Professional Practices Network and the Curriculum Management System so that educators can receive up-to-the-minute professional development information.

Through this iterative approach, South Carolina will provide a large-scale model of the process that each educator, in turn, will follow at the local level—collecting, analyzing, and using data to improve student learning.

**Timeline of Activities for (D)(5)**

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 '10 | Q1 '11 | Q2 '11 | Q3 '11 | Q4 '11 | Q1 '12 | Q2 '12 | Q3 '12 | Q4 '12 | Q1 '13 | Q2 '13 | Q3 '13 | Q4 '13 | Q1 '14 | Q2 '14 | Q3 '14 | Q4 '14 | Q1 '15 |
| **D5.1 Using *Communities Advancing Professional Practices* (CAPPs) and the R*egional Support System to* help educators identify, secure or develop, and effectively use resources that are customized to match the needs of their learners.** | | | | | | | | | | | | | | | | | | | | |
| Employ an education associate to coordinate regional support services for assisting, developing, and evaluating teachers (ADEPT). | Division of Educator Quality and Leadership (DEQL): ADEPT Coordinator | | X | | | | | | | | | | | | | | | | | |
| Employ three regional ADEPT support specialists to provide training, technical assistance, and support to LEAs and schools. | ADEPT Coordinator | | X | | | | | | | | | | | | | | | | | |
| Identify three institutions of higher education that will serve as support partners for LEAs and schools. | ADEPT Coordinator | | X | | | | | | | | | | | | | | | | | |
| Contract with national experts to develop educator training in analyzing and using summative and | ADEPT Coordinator | | | X | | X | | | X | | | | X | | | | | | | |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| formative student assessment data. | | | | | | | | | | | | | | | | | | | | |
| Collaborate with LEAs, schools, and IHE partners to develop and deploy a train-the-trainer model to assist teachers and principals in creating and sustaining effective Communities Advancing Professional Practices (CAPPs). | ADEPT Regional Support Services Coordinator; ADEPT Regional Support Specialists | | | | | | | | | | | | | | | | | | | |
| Assist administrators and educators in making meaningful connections between CAPPs, goals-based evaluation (GBE), professional development plans, and certificate renewal requirements in order to promote student growth and achievement. | ADEPT Regional Support Services Coordinator; ADEPT Regional Support Specialists | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| Work with individual LEAs and schools to help create and maintain the conditions that are necessary to support ongoing positive change. | ADEPT Regional Support Services Coordinator; ADEPT Regional Support Specialists | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Assist LEAs and schools with training in performance-based coaching, mentoring, and evaluation. | ADEPT Regional Support Services Coordinator; ADEPT Regional Support Specialists | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Serve as members of Regional Support teams. | ADEPT Regional Support Services Coordinator; ADEPT Regional Support Specialists | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| **D5.2 Developing and hosting an interactive online *Professional Practices Network* that will provide "right when it's needed" professional support and recommendations from educators to educators.** | | | | | | | | | | | | | | | | | | | | |
| Collaborate with IT developers and educators throughout the state to design the interactive | **Division of Educator Quality and Leadership (DEQL)**: ADEPT | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| Professional Practices Network. | Regional Support Services Coordinator; ADEPT Regional Support Specialists | | | | | | | | | | | | | | | | | | | |
| Provide continuous updates to the Professional Practices Network. | ADEPT Regional Support Services Coordinator; ADEPT Regional Support Specialists | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Provide training to educators in using and contributing to the Professional Practices Network. | ADEPT Regional Support Services Coordinator; ADEPT Regional Support Specialists | | | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| **D5.3 Measuring, evaluating, and continuously improving educator support systems and services.** | | | | | | | | | | | | | | | | | | | | |
| Collaborate in the design of the Regional Support System to develop mechanisms for measuring, evaluating, and continuously | ADEPT Coordinator; ADEPT Regional Support Services Coordinator; ADEPT Regional | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |

| Goal or Objective | Personnel Responsible | Pre-Awd | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| improving educator support services and programs. | Support Specialists | | | | | | | | | | | | | | | | | | | |
| Collaborate with other members of the Regional Support teams on at least an annual basis to collect, analyze, and use data to identify effective practices and programs, strengthen promising practices and programs, and eliminate practices and programs that are not working. | ADEPT Coordinator; ADEPT Regional Support Services Coordinator; ADEPT Regional Support Specialists | | | | | X | | | | X | | | | X | | | | X | | |

## (E) TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS

### (E)(1) Intervening in the Lowest-Achieving Schools and LEAs

The extent to which the State has the legal, statutory, or regulatory authority to intervene directly in the State's persistently lowest-achieving schools (as defined in this notice) and in LEAs that are in improvement or corrective action status.

South Carolina was involved early in implementing accountability measures for all schools and in providing assistance to our challenged schools. The General Assembly passed a comprehensive state accountability system in 1998 prior to the passage of the Elementary and Secondary Education Act (ESEA) in 2002. South Carolina currently identifies schools that are at-risk based on the State's rating system. Often, but not always, these are the same schools that are persistently low performing as identified by ESEA. However, the two systems support each other by giving the State Board of Education (State Board), the State Superintendent, and the South Carolina Department of Education (Department) the authority and some resources to work with our most challenged schools.

The South Carolina Education Accountability Act (EAA), S.C. Code Ann. § 59-18-1520 (Supp. 2009; Appendix A1A), gives the State Superintendent of Education authority, with approval by the State Board, to intervene directly in low-performing schools under certain circumstances. Below is an excerpt from the statute.

> If the recommendations approved by the [State Board], the [LEA's] plan, or the school's revised plan are not satisfactorily implemented by the school rated "at-risk" and its [LEA] according to the time line developed by the [State Board], or if student academic performance has not met expected progress, the principal, [LEA] superintendent, and members of the board of trustees must appear before the [State Board] to outline the reasons why a state of emergency should not be declared in the school. The state superintendent, after consulting with the external review committee and with the approval of the [State Board], shall be granted the authority to take any of the following actions:
>
> (1) furnish continuing advice and technical assistance in implementing the recommendations of the [State Board];
> (2) declare a state of emergency in the school and replace the school's principal; or
> (3) declare a state of emergency in the school and assume management of the school.

In spring 2009, the General Assembly passed Proviso 1A.39 (2009 S.C. Acts 87, Part 1B), giving the State Superintendent the authority to reconstitute schools: "The [Department] will create a system of levels of technical assistance for schools that will receive technical assistance funds. The levels of technical assistance may include a per student allocation, placement of a principal mentor, replacement of the principal, and/or reconstitution of a school." Key portions of this Proviso are in Appendix E1A.

A school that consistently does not meet State Board-set benchmarks for expected progress, now linked to our state accountability system, is deemed low performing and in need of turnaround. In May 2010, the State Board adopted a revised definition of expected progress to allow the Department to continue to identify those schools that were not improving at a sufficient rate or that had not achieved a minimum threshold of achievement. See Appendix EIB for the definition of "expected progress."

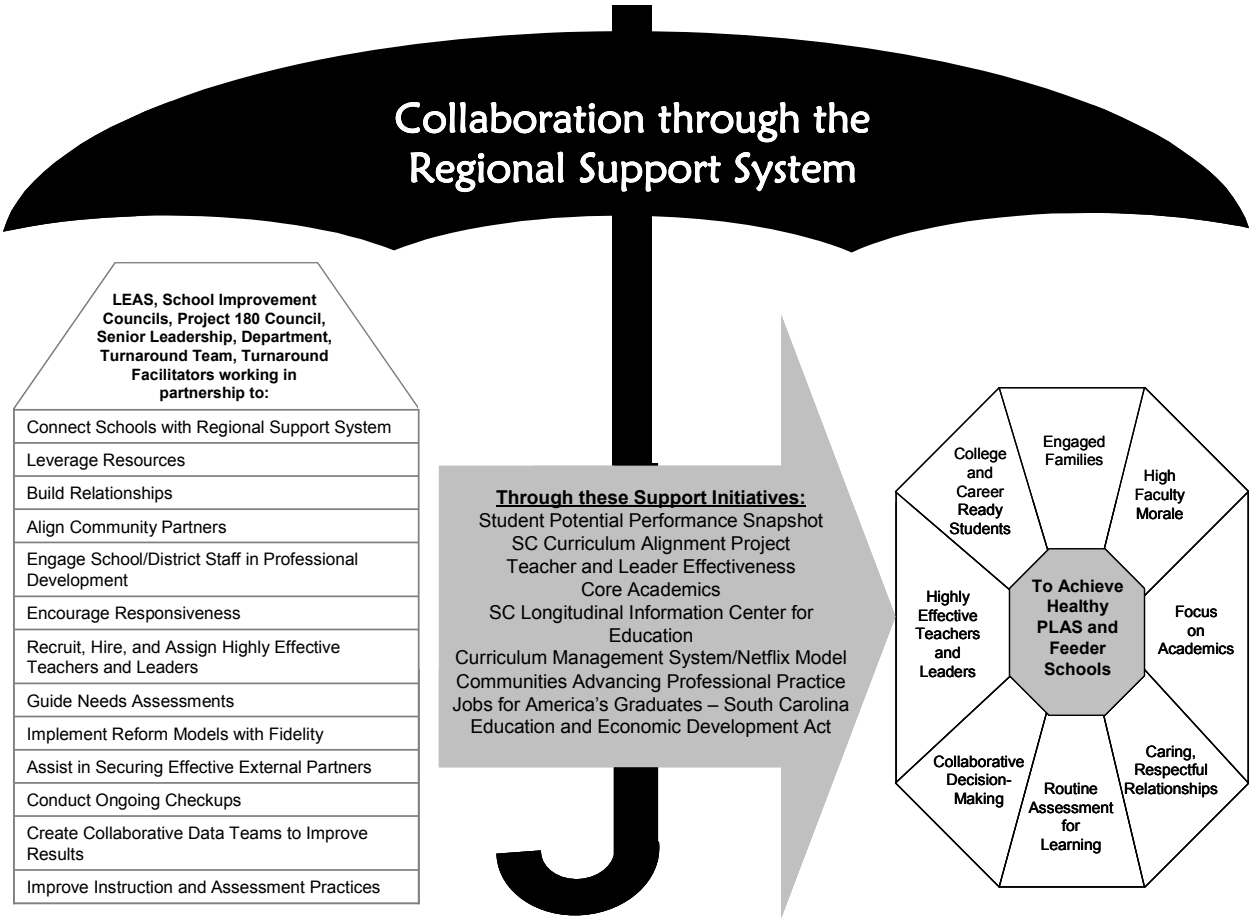
**(E)(2) Turning around the lowest-achieving schools**

The focus driving the efforts to turnaround South Carolina's lowest-achieving schools is to change the current conditions in these LEAs, schools, and school boards to build State and local capacity in supporting the transformation of these schools. In other sections of this grant application, South Carolina's proposal addresses how standards and assessments are being adopted to prepare students for success in college and the 21st century global workplace; data systems are being enhanced to measure student growth and success and inform teachers and principals about how they can improve instruction; a new regional support system is being developed; and how the Department is working to ensure that South Carolina's schools are equitably staffed with effective teachers and leaders. This section links these components together in a comprehensive system that implements a restructured State- and local-support system that will ultimately advance student achievement and meet the individual needs of students in the identified lowest-achieving schools.

SC INSPIRED will support feeder schools of the Persistently Lowest Achieving Schools (PLAS) served through the federal School Improvement Grant (SIG). The support will be a collaborative effort of the LEA and the Department staff. The Department staff will include a Turnaround Team, Regional Turnaround Specialists, and Senior Leadership. In addition, an oversight council, named the Project 180 Council, is already in place to support the PLAS. The responsibilities of this council will be expanded to include oversight of the feeder schools as

well. Another integral support partner will be the School Improvement Council (SIC) as described in the next paragraph. These support partners will use the Department's new Regional Support System in the same manner a patient consults with a general practitioner to diagnose and treat health concerns. The diagram below, "South Carolina's Support of its PLAS and Feeder Schools," shows how the support to PLAS and feeder schools requires support partners to take actions using SC INSPIRED program components to create healthy PLAS and feeder schools. Specific details about this support can be found in this section of the application.

**South Carolina's Support of its PLAS and Feeder Schools**




Before delving into the details of the plan, some local context about a key set of players – the School Improvement Council (SIC) – is warranted. Since the Education Finance Act of 1977,

every South Carolina public school has had a SIC charged with involvement in the school's improvement and innovation efforts (see overview of the School Improvement Council in Appendix E2A and Evidence of Support in Appendix A). Each SIC must include in its membership at least two parents (elected by parents of the schools' students); at least two teachers (elected by the faculty) for Grades 9 and above; at least two students (elected by the students); other representatives of the community, and representatives appointed by the principal. The Council also include ex-officio members such as the principal and others leaders in the school or school organizations, such as parent-teacher groups, booster clubs, and federal program advisory groups." The duties of each SIC are as follows:

- Assist in preparation of the school's five-year school renewal plan and annual updates, which when implemented can be reasonably expected to improve student performance and increase the rate of student progress;
- Assist with development and monitoring of school improvement and innovation;
- Provide advice on the use of school incentive grant awards (Gold and Silver awards);
- Provide an annual report to parents and constituents on the school's progress, citing those factors which support or inhibit progress; and
- Perform other duties as assigned by the principal and the school board.

Experience has taught the citizens of our state that educational reform efforts range from difficult to impossible if the parents and community—as well as the educators—do not support the planned improvements. SC INSPIRED leverages this existing community resource by incorporating the SICs into the planning and implementation of school improvement efforts.

| |
|---|
| (i) Identify the persistently lowest-achieving schools (as defined in this notice) and, at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools (as defined in this notice) if they were eligible to receive Title I funds; |

On April 1, 2010, the Department received approval from the United States Department of Education (ED) to use the method (as described below) to determine the lowest 5% PLAS based on a tiered approach as defined in ED guidance.

- For each elementary or middle school, a performance measure was calculated by determining the percentage of students in the "all students" category scoring "met" or "exemplary" as defined by the state's rating system on the ELA and mathematics portions

of the statewide performance assessment, the Palmetto Assessment of State Standards (PASS). The subject areas (English Language Arts, Mathematics, Science, and Social Studies) carried equal weight in the calculation.

- For each high school, a performance measure was calculated by determining the percentage of students in the "all students" category scoring level 3 or 4 on the ELA and mathematics portions of the statewide high school performance assessment, the High School Assessment Program (HSAP). The subject areas (English Language Arts, Mathematics, and Writing) carried equal weight in the calculation.
- For purposes of determining a school's lack of progress, a three-year average was determined averaging the current year's test results with the previous two years.
- Schools with fewer than 40 tested students (in the All Students category) were excluded.

Tier I Schools

- Using the three-year average, the lowest 5% of Title I schools in Improvement (status under ESEA) were identified. Thirteen schools were identified.
- Title I high schools that do not have a graduation rate of at least 60% for a three-year period were identified (the last three consecutive years). Two schools were identified.

Tier II Schools

- Using the three-year average, the lowest 5% of non-Title I secondary schools (middle, junior high and high schools) eligible to receive, but not receiving Title I funds were identified. Nine schools were identified.
- Non-Title I high schools (that are eligible for Title I) that do not have a graduation rate of at least 60% for a three-year period were identified. No school was identified.
- Title I secondary schools that were not included in Tier I, but have a proficiency rate that falls within the range of those identified as Tier II were identified. Four schools were identified.

A total of 28 schools were identified as the state's PLAS. (See List of Persistently Lowest Achieving Schools and their LEAs in Appendix E2B.) South Carolina's recently ED-approved School Improvement Grant under § 1003(g) (SIG), referred to as Project 180, is being used to support the turnaround, restart, closure or transformation of the PLAS. South Carolina's Project 180 is developing a strong state system of support and accountability designed to build LEA capacity. The Department's experience in working with the state's lowest performing

schools has made us keenly aware that improving instruction often involves working beyond the school and transforming the LEA's support of its schools. The Department is cognizant that building LEA capacity must be an ongoing, deliberate process.

Building LEA capacity in turning around the PLAS began with the approval of the LEA application for SIG funds, while ensuring that the most appropriate reform model (one of the four reform models as defined by ED was selected based on a thorough needs assessment for the PLAS. The four reform models are described in Appendix E2C. Project 180 also ensured that school plans were developed, often through negotiating with each LEA to ensure that the reform model will be implemented with integrity and fidelity. These plans, developed collaboratively with the school, LEA, and state personnel, derive from a comprehensive profile of each school in the state.

This profile, the School Potential Performance Album, will be refined to identify the SC INSPIRED schools' risk factors and provide recommendations for interventions through the Netflix® curriculum management system model (described in Section C of this application) based on what has worked in schools with similar risk factors. Teacher and leader issues identified through the profile will be responded to through the Regional Support System. The Regional Support System will include an ADEPT and PADEPP Coordinator (funded through SC INSPIRED as described in Section D5 of this application) and other support personnel to provide interventions for teachers and leaders as needed in the PLAS and SC INSPIRED feeder schools.

In addition to serving the PLAS, Project 180 will also serve schools that "feed" into the persistently lowest achieving schools which were defined in SIG as "a Title I school in improvement, corrective action, or restructuring, that is not a Tier I or Tier II school, and that serves as a feeder to a Tier I or Tier II school in that LEA." Based on the Department's experience working with low-performing schools, the Department's staff, with input from policy makers and other partners, determined that one of Project 180's goals is to focus turnaround initiatives on the PLAS and on the schools that feed into these PLAS. Turnaround initiatives are designed to ensure that systemic change occurs in multiple schools that share many of the same characteristics as indicated by the Title I improvement rating of the PLAS and the feeder school. Sixteen feeder schools were identified for the 28 PLAS (see List of Persistently Lowest Achieving Feeder Schools in Appendix E2B).

South Carolina's high schools, including those served through Project 180, will participate in the Jobs for America's Graduates – South Carolina (JAG-SC) and will use the Student Potential Performance Snapshot (SPPS) to address dropout prevention. (These initiatives are discussed in Sections B and C.) JAG-SC is a dropout prevention and work place preparation program, and SPPS is an early warning system designed to identify potential dropouts. In adding these dropout prevention models, the Department's intent is to keep the low graduation rate in these high schools from being exacerbated as the reform models are being implemented for the PLAS and SC INSPIRED feeder schools. Furthermore, the Department and its collaborators believe that a strong support system and early intervention will help to achieve healthy PLAS and SC INSPIRED feeder schools that will exhibit the following characteristics:

- engaged families,
- high faculty morale,
- focused on academics,
- caring, respectful relationships,
- routine assessment for learning,
- collaborative decision making,
- highly effective teachers and leaders, and
- college- and career-ready students.

In that SIG funds will not allow the inclusion of all feeder schools in Project 180's reform initiative, South Carolina is proposing to use SC INSPIRED funds to expand the number of feeder schools that will be included in the Project 180's reform initiative. SC INSPIRED funds will allow the state to aggressively turnaround a cluster of schools within an LEA, rather than focus on isolated schools.

(ii) Support its LEAs in turning around these schools by implementing one of the four school intervention models (as described in Appendix C): turnaround model, restart model, school closure, or transformation model (provided that an LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools).

The LEAs, the Department, the Turnaround Team, the Project 180 Council, the SICs, and the Turnaround Specialists will assist schools in the selection and implementation of the reform model (Turnaround Model, Restart Model, School Closure Model or Transformation Model, as described in Appendix E2C). These support partners will assist the PLAS and SC INSPIRED

feeder schools in developing a thorough understanding of the core components of each reform model and will help these schools select the reform model that best matches the needs of the school. The goals and objectives listed below will guide the work of these support partners.

**Goal E1: Each of South Carolina's lowest-achieving schools, along with its feeder schools, identified for program participation either as a SIG-funded or as a SC INSPIRED-funded school will increase student achievement by implementing an appropriate reform plan model with support, training, and technical assistance provided by the Department, its partners, or competitively selected vendors.**

*Objective E1.1 By the end of the 2010-11 school year, appropriate reform models will be determined and implementation plans will be initiated for all identified Tier I, Tier II, and feeder schools served through the SIG, Project 180.*

*Objective E1.2 By the end of the 2011-12 school year, appropriate reform models will be determined and implementation plans will be initiated for additional feeder schools funded through SC INSPIRED, while supported through the SIG, Project 180, including quarterly accountability reviews..*

*Objective E1.3 During regular meetings, the Turnaround Team will monitor the "health" of the school and the progress it is making towards improving student achievement (as defined by each school's implementation plan) and share those results with the school and LEA personnel.*

*Objective E1.4 At the end of each year of reform model implementation, fidelity of implementation and progress toward improvement will be determined for all Tier I, Tier II, and feeder schools and appropriate adjustments will be made in model implementation as approved in the SIG, Project 180.*

*Objective E1.5 Results of annual reports will be used to notify the public of the assessment of school intervention efforts.*

**Goal E2: Each of South Carolina's lowest-achieving schools, along with its feeder schools and LEA, identified for program participation either as a SIG-funded or as an SC INSPIRED-funded school will participate in training and technical assistance and other supports to build capacity and sustain turnaround efforts.**

*Objective E2.1 During year one, the Department's Turnaround Team will work collaboratively with the participating schools, their feeder schools, and the LEA to write an LEA application.*

*Objective E2.2 At the end of year one, external providers (for a specific reform model) will be chosen as approved in the LEA application, a contract written, and core components implemented as set forth in each reform model.*

*Objective E2.3 Ongoing monitoring of the "health" of the students and teachers attending the participating schools will be conducted and will be discussed by the Turnaround Team, the school, its feeder schools, and the LEA. Adjustments to the plan and its implementation will be made as appropriate.*

*Objective E2.4 By the end of year four, students attending participating schools will demonstrate significant progress toward student achievement growth goals and benchmarks established in the approved application.*

*Objective E2.5 At least annually, the Turnaround Team, the high school, its feeder schools and LEA will monitor the progress the school is making in decreasing its dropout rate and improving its graduation rate. Adjustments to the approved plan will be made as appropriate.*

*Objective E2.6 By the end of year four, each participating high school will meet the State's graduation rate objective as defined by the South Carolina Accountability Workbook, as approved by the ED.*

Organization Changes to Support School Turnaround

For the purpose of facilitating the SIG, the Department is housing a newly created Turnaround Team in the Office of Federal and State Accountability that includes the SIG Project 180 Director, Project 180 Coordinator, and a Program Assistant (each funded through SIG Project 180). The Project 180 Director reports directly to the South Carolina Title I Coordinator. This Turnaround Team will use the expertise of the Department's Regional Support System to lead all turnaround reform efforts in the SIG-served schools and will be expanded to include the turnaround efforts in the additional feeder schools funded through SC INSPIRED (See Job Descriptions for the Turnaround Team in Appendix E2D).

Integrally involved in the SIG turnaround reform efforts is the Project 180 Council whose membership includes the Project 180 Project Director, appropriate personnel from key Department offices (such as the Offices of School Leadership, Data Management and Analysis, Standards and Support); the State Title I Coordinator; representatives from institutions of higher education; South Carolina's School Improvement Council (school-based stakeholder advisory council, see Appendix E2A for an overview of this Council); schools; LEAs; parents; and the community. A Regional Support Specialist will be added to the Council.

This Council (facilitated by the Department's Turnaround Team) serves as central oversight for Project 180 and SC INSPIRED participants and monitors progress of participating schools and the work of the Turnaround Team. The Council discussed, reviewed, and approved LEA applications for SIG Project 180 funding, which included negotiations with the LEA as necessary to determine an LEA's capacity for turnaround reform and to direct the implementation plan for each PLAS. In those cases where the LEA capacity is in question, the Turnaround Team (through the Project 180 Council and the Regional Support System) will "do whatever it takes" to overcome this obstacle to ensure the PLAS have the strongest support system possible. The Council will continue to meet on at least a quarterly basis throughout the grant period to discuss the progress of the LEAs in meeting their SIG Project 180 academic and implementation goals and to offer or broker support and professional development sessions for LEAs through the Regional Support System, as appropriate. The Project 180 Council's duties will be expanded to include review and approval of applications for SC INSPIRED feeder schools, which will mirror the application process of the SIG Project 180 schools (Tier I and Tier II) that are beginning the implementation of one of the four reform models in the 2010-11 school year (See SIG Project 180 RFP in Appendix E2E). The Project 180 Council will also be expanded to direct professional development and support to the LEAs, the SIG schools, and the SC INSPIRED feeder schools based on the following:

- the information received from the "health checkup" conducted by the Regional Study Team as described in Section A,
- results of the ongoing site visits conducted by the Regional Turnaround Specialists,
- feedback from the School Improvement Council, and
- reports from the third-party evaluator.

Additional support for the SIG Project 180 schools and the SC INSPIRED Project 180 feeder schools will be six Regional Turnaround Specialists, funded through SC INSPIRED, who will be housed and who will work within each region of the state. The Turnaround Specialists will report to the Project 180 Director and become an integral part of the Department Turnaround Team. Each Regional Turnaround Specialists will be

- one who is compared to a "first responder" who will address school, LEA, region, state, School Improvement Council, community, and/or Project 180 Council concerns as these are expressed;
- one who will work along side LEA and school staff to ensure the sound implementation of the selected reform model;
- one who will become an integral player in the Department's Regional Support System; and
- one who will report successes and concerns to the Project 180 Council so that the appropriate brokering of services through the Regional Support System for the LEA and school can occur.

All turnaround efforts will be coordinated with the Regional Support System so the Project 180 Director and Turnaround Specialists will have access to specialists and experts in all content areas, in data and decision-making strategies, in effective teaching performance, and in management and operations changes.

In mapping the locations of the Project 180 (PLAS) and feeder schools, evidence emerged that the schools eligible for inclusion in the turnaround reform initiative, either through SIG or SC INSPIRED funding, were located in distinct areas of the state. These areas are the Pee Dee, the Upper and Lower Savannah River, the Coastal, the Central, and the Piedmont (see South Carolina map with Project 180 Turnaround Zones in Appendix E2F). These turnaround zones will also receive assistance in building the capacity of the region to continue turnaround efforts beyond the scope of SC INSPIRED. All types of support and assistance will be coordinated through the Regional Support System. The turnaround zone concept will allow differentiated support and intervention based on the needs of the zone and will allow for zone nuances that are likely to emerge (e.g., the differing barriers to implementation posed by being extremely rural as opposed to being in an urban area).

To place support in proximity to the Project 180 schools, each Turnaround Specialist will be housed in a facility provided by a participating LEA or partner. The Turnaround Specialists will be funded by SC INSPIRED to become part of the State's Turnaround Team and will work in tandem with Regional Support Specialists whose roles were described in Section A of this application. This targeted support will include LEA capacity training and support, as well as facilitation of meetings within the zones of Project 180 schools as these schools work to implement one of the reform models. The six Turnaround Specialists will be an addition to the support provided through the SIG-funded efforts, but will enhance the relationship already established between the LEAs and the Turnaround Team at the Department.

Examples of the type of assistance provided by the Turnaround Specialists include guiding LEAs and schools to understand the results of the "health checkup" and how to use the information to make essential changes in policies and practices that influence teaching and learning. The Specialist will coordinate broad stakeholder involvement through the SIC in understanding the needs assessment process to include "health checkups." Other assistance provided to the participating schools will include the following:

- choosing the appropriate reform model based on the analysis of the data and an examination of the risk factors;
- conducting professional development using the Communities Advancing Professional Practice (CAPP) model as described in Section B of this proposal;
- aligning community partners with the school to garner broad-based support;
- assisting the LEA in contracting with an established, effective external provider such as a university or educational management organization;
- coordinating the work of the Regional Response Teams, as described in Section A,
- monitoring the overall "health" of the school and its students, teachers, and leaders;
- ensuring fidelity of implementation of the chosen reform model.

Turnaround Specialists will receive intensive training and support by the Turnaround Team and training sponsored by the Regional Support System and will work across agency divisions to broker and ensure that turnaround schools have access to all resources of the Department through the Regional Support System.

During the grant period, Project 180 schools (both SIG and SC INSPIRED funded) will enter information into a database, the South Carolina Longitudinal Information Center for

Education (SLICE), in "real time" that addresses their risk factors, benchmarks, and other contextual information that will help the Turnaround Specialist, as well as stakeholders and the Council, continuously monitor the "health" of the school. A summary of these ongoing "check ups" will be written collaboratively and submitted to the Turnaround Team and Project 180 Council quarterly. The Project 180 Council will review these summaries during quarterly meetings and offer direction and recommendations as appropriate. At the end of each year, the LEAs, in collaboration with the Turnaround Specialists, will submit a summary that includes LEA-level activities and progress in implementation, as well as their analysis of each school's activities and progress in implementation. In addition, the Department, through a partnership with The SERVE Center at UNC-Greensboro (the SIG Project 180 third party evaluator), will continue to monitor quarterly the LEA performance and to offer guidance to the Project 180 Council through the entire grant period. As with SIG Project 180, continued funding for a school funded through SC INSPIRED will be based on progress, capacity, fiscal responsibility, and compliance with reporting requirements as determined by SERVE, the Project 180 Council, and the Project 180 staff. The performance of Turnaround Specialists will also be measured by the progress of the participating schools in their zone, as will the performance of the staff at the state Turnaround Office. Results of the quarterly and end-of-year Council meetings for SIG and SC INSPIRED sites will be reported to the State Superintendent of Education and the senior leadership team of the Department by the State Title I Coordinator. These updates will provide an opportunity for the Superintendent and the senior leadership team to offer assistance, guidance, professional development and/or support to the Project 180 LEAs and schools as the reform models are being implemented, which will increase the likelihood of successful attainment of school, LEA, and state goals.

LEA Application Process to participate in SC INSPIRED Expansion of SIG Project 180

To ensure that LEAs and schools understood the commitment and capacity required to participate in SIG Project 180, the Department conducted multiple technical assistance sessions for all potential applicants after releasing the Request for Proposals (RFP) and prior to the May 14, 2010, application submission deadline. These sessions were delivered in multiple formats (face-to-face and online) and were recorded so that LEAs and schools had 24/7 access. The sessions focused on the data analysis and needs assessment process, implementation capacity,

demonstrable commitment, budget preparation, and identification of research-proven programs and best practices. In addition, prior to the SIG deadline for application submission, the Department conducted technical assistance sessions focused on the grant application itself, which included writing narratives and preparing budgets.

The Department's Turnaround Team established strong relationships with the LEAs during the SIG application process. These relationships will be enhanced as these same LEAs apply to add feeder schools to the reform initiative in the SC INSPIRED expansion of the SIG Project 180. Approvable feeder school applications that were included in the LEA SIG Project 180 applications, but were not funded due to inadequate funds, may be amended and resubmitted for consideration as a SC INSPIRED Project 180 application.

LEA/Feeder School Application for SC INSPIRED Expansion of SIG Project 180

(1) *Needs Analysis*: The SC INSPIRED Expansion of SIG Project 180 will demonstrate whether each feeder school has the ability to partner with the Turnaround Team to analyze data and identify and prioritize the student, teacher, leader, and school needs. Each feeder school applying to be served may request assistance from the Turnaround Team to develop a *statement of need* that documents the school's willingness to work collaboratively to learn how to understand/collect/analyze appropriate data and to use data to both determine the need and initially identify appropriate reform models and needed programming. Each feeder school applying, with assistance and collaboration from its LEA and the state Turnaround Team, must also identify policies and practices that will affect the success of the intervention, resources necessary for successful intervention, and the role of stakeholders in the needs assessment process. The feeder schools considering making application to participate will be given information on the interventions being used by the PLAS for which they are a feeder and will participate in discussions with the PLAS and other stakeholders as arranged by the Turnaround Specialist. This group will assist the interested feeder schools in determining whether the interventions currently being implemented in the PLAS will also meet their needs, and, if necessary, what other interventions will be used. In instances when the application demonstrates lack of LEA capacity for conducting a needs analysis, the Turnaround Specialists will contact Regional Support Specialists to provide or broker intensive technical assistance at the site.

(2) *LEA and Feeder Schools Capacity to Provide Resources*: In the May 2010 SIG application process, each LEA determined its capacity for implementing the SIG Project 180 reform initiative by identifying resources (internal and external required to implement the reform model's core components effectively and successfully, and by identifying existing policies and practices that either advance or impede the implementation. These elements enabled the Department to determine whether appropriate communication and commitment were occurring between the schools and the LEA and how the Turnaround Specialist could assist in enhancing those relationships. The LEA's capacity was thoroughly examined and confirmed by the SIG Project 180 Council prior to the awarding of SIG Project 180 funds for the PLAS. Possible capacity weaknesses were identified, and plans are being made to provide support in those areas. In the SC INSPIRED application process, only confirmation of the LEA's capacity to expand SIG Project 180 to its feeder schools will be necessary.

The primary focus of the State's role in assisting schools and LEAs is to build capacity. The State's assistance will be based on an assessment of the school and the LEAs capacity. The Turnaround Team and Project 180 Council will develop a plan to address those capacity issues. In assessing the feeder school's capacity, the Department and Council will

- examine the school's ability to identify and explain successes and accomplishments;
- identify, explain, and implement plans to redress challenges and obstacles;
- assess the current relationship between the school and its School Improvement Council;
- identify appropriate and needed programs;
- explain necessary steps to implement a plan (project management); and
- broker training through the Regional Support System to support LEA-level and school-level improvement plans and reform models.

Both the school and the LEA will demonstrate a willingness to enhance the school's capacity through assistance from the State to support the feeder school's involvement by detailing the coordinated efforts, support and resources they will provide. In instances when the application demonstrates lack of LEA capacity to provide adequate resources, the Turnaround Specialists will contact Regional Facilitators to provide or broker intensive technical assistance at the site.

(3) *Budgetary Sufficiency*: The LEA will submit a draft LEA-level budget summary and justification, as well as a draft school-level budget summary and justification for each school to

be served, so that the Department can assess the LEA's funding allocations and ability to expand the selected reform model successfully to each feeder school, and identify the assistance that will be needed from the State. The narrative will also require identification and explanation of existing and to-be-acquired resources. If needed, the final budget will be negotiated by the Department and the LEA to ensure that expenditures are detailed and are sufficient to accomplish stated outcomes that are appropriate for the proposed activities. The final budget will include costs that are reasonable and appropriate given the nature and scope of the project. The Department and Project 180 Council will use SIG program guidelines, best practices, state regulations, and the federal cost principles for state and local governments (2 CFR Part 225) to determine if the LEA activities are allowable, reasonable, and fundable as the feeder schools apply for participation in the SC INSPIRED expanded SIG Project 180.

(4) *Design and Implement Interventions*: As it did in awarding SIG Project 180 grant funds, the Department will evaluate the LEA's and the feeder school's commitment to the requirements in the SC INSPIRED Project 180 application. All applicants will participate in additional technical assistance sessions designed to assist them in understanding requirements and in preparing their applications. The staff of the Turnaround School team and the Turnaround Specialists will assist the schools with the application that will include an explanation of the expansion of the reform model to the feeder school; explain the appropriateness of the reform model for the feeder school or a rationale for selecting a different reform model; and provide benchmarks, annual goals, outcomes, performance measures, and an implementation plan. In addition, the Turnaround Team will assist the LEA in providing a detailed explanation of the resources and support that both the LEA and each feeder school will provide or acquire to carry out the intervention and the role stakeholders will play. The LEA and each school will identify information on possible changes to policies and practices needed to succeed and sustain (e.g., turnaround staff positions, procurement modifications) the implementation of the rigorous reform model in the feeder school. In instances when the application demonstrates lack of LEA capacity to design and implement the intervention, the Turnaround Specialists will contact Regional Facilitators to provide or broker intensive technical assistance at the site.

(5) *Recruit, Screen, and Select External Providers*: In submitting the SIG Project 180 application, each LEA explained how external providers were recruited, screened, and selected in the PLAS. Using the knowledge gained from following this process, and using additional

assistance from the state, if needed, the LEAs will use the same process for feeder schools. This explanation included how providers were sought (advertisements), how scope of work for projects was determined, what qualifications among providers were required, and what procedures were used to evaluate bids. The Project 180 Council and the Department determined at that time that capacity was in place if these processes were uniform, were part of existing policy and procedures, and adhered to transparency and accountability standards.

In addition, the LEAs identified reform model services that were to be provided by the Department or other third-party providers. The technical assistance sessions provided by the Department on research-proven programs and on transparency in procurement processes were designed to build capacity at the LEA and school levels in identifying and securing high-quality external providers. In the event that recruiting, screening, and/or selecting external providers proved to be an obstacle or challenge to the LEA and school, the SIG Project Director worked with the State's Materials Management Office and staff within the Department to develop a raw template for polices, procedures, and RFP structures that the LEA could adapt and use. The Turnaround Team will publish lessons learned from this process to assist LEAs and schools going through this process in the future.

(6) *Alignment of Additional Resources*: The SC INSPIRED expansion of Project 180 application requires the LEA and the feeder school to identify other resources (funding streams, programs, model schools) that will be aligned to support the implementation of the reform model's core components. Coordinating resources to avoid duplication or contradiction and to ensure all efforts are aimed toward the same goal is essential to school reform. Also, policies and procedures need to be examined for their effect on the intervention. The Project 180 Council will examine the application to ensure that the LEA:

- explained how it will ensure effective use of resources, especially if it has more than one reform model to implement;
- identified resources (funds, personnel, infrastructure) necessary to support the effective implementation of the intervention and programs;
- identified whether resources currently exist at the school or LEA level or must be acquired;
- explained how it will work to improve hiring and retention of highly effective teachers and leaders;

- identified how resources (both those identified previously and diverse funding streams) will be aligned to ensure effective implementation of the selected intervention(s) and progress toward goals and objectives; and
- described its established practice in identifying and involving stakeholders in LEA- and school-level decisions, including how stakeholders were involved in selecting and implementing the new intervention, and what and how information was shared with stakeholders.

Where necessary, as determined by Project 180 Council, the Turnaround Team personnel will assist LEAs that have difficulty performing these tasks through the Regional Support System. The Turnaround Team will also provide onsite assistance to help build the capacity of the LEA and its participating schools. In addition, the Turnaround Specialists will contact the PACE Priority Project Director to request assistance for LEAs through the PACE Priority Project as described in Appendix DIJ. The purpose of this collaboration between the Turnaround Team and the PACE Priority Project will be to assist the PLAS and the SC INSPIRED feeder schools by recruiting, training and then retaining highly effective mid-career professionals to become teachers in the subject areas needed by the schools served.

The Department's Office of School Leadership has proposed an alternate route for career changers to become principals, as described in Appendix D1L. This program is modeled after the teacher component of PACE. The Turnaround Team will work with the Office of School Leadership to identify and recruit persons from at-risk areas of the state to build a pool of highly effective leaders to work in the PLAS and the SC INSPIRED feeder schools.

Process for Reviewing an LEA's Progress in Attaining Annual Goals for Student Achievement and Grant Renewal Conditions

The Project Director, the Project 180 Council, and the SERVE Center at UNC-Greensboro (the third-party evaluator) have set up a system to examine quarterly and year-end reports about the assistance provided to LEAs and schools by the Turnaround Team as well as quarterly and year-end reports from each LEA participating in SIG Project 180. SC INSPIRED will expand this process to include the feeder schools served with Race to the Top funds so that all Project 180 schools (SIG or SC INSPIRED) work under the same expectations, requirements, and deadlines. The Project Director and Council members will meet with each LEA and

Turnaround Specialist annually to review the data and determine the level of progress attained regarding annual goals for student achievement. Each LEA's implementation plan (with annual benchmarks and outcomes) will be used for reviewing the reports and monitoring progress and achievement outcomes. The Council will convene throughout the year to discuss LEA and school progress toward meeting the goals of the Project 180 plan and to recommend strategies/changes that may be necessary to meet projected goals. If problems with implementation or progress are noted during site visits or in required reporting, the Project Director, along with the Project 180 Council, will meet with each LEA and Turnaround Specialist to discuss the problems and determine a course of action.

Quarterly and year-end reports for SIG and SC INSPIRED Project 180, which will be used in part by the Turnaround Team and the Project 180 Council, must include the following:

- Demonstration that the selected reform model has been implemented with fidelity. LEAs may include documentation and an analysis of data from walk-throughs, observations, or implementation plan reviews
- Description of any barriers to implementing with fidelity the selected reform model (if applicable) and how the LEA has acted to remove barriers or to correct the lack of fidelity. LEAs may include documentation concerning changes in policy needed, steps to change the policy, and/or assistance needed to remove obstacles to change the policy, as well as concerning evaluations of and by external service providers, and professional development needs; and
- Provision of a thought-out explanation, based on an analysis of data and other contextual information, of why a selected reform model has not enabled the school to meet its annual goals for student achievement or to make progress on the leading indicators. LEAs must use an analysis of all available data sources (PASS, MAP, classroom assessment) to justify this response.

Monitoring of SIG and SC INSPIRED Project 180 LEAs and Schools

The Department, with assistance from the Project 180 Council, has a system in place to conduct regular programmatic and fiscal monitoring of all SIG Project 180 subgrantees, which will be expanded to monitor the feeder schools in SC INSPIRED Project 180. Monitoring activities will include, but not be limited to, site visits, required reports, mandatory technical

assistance sessions, and an active shared-practices network that will be created among the Project 180 schools (SC INSPIRED and SIG). The network would operate within the Professional Practices Network as described in Section B. Turnaround staff (SC INSPIRED and SIG), to include Turnaround Specialists, will conduct site visits at least twice a year (during the first half of the year and during the second half of the year). Each LEA's progress will also be monitored at least twice a year via conference call or webconferencing. LEAs will make evidence associated with goals and benchmarks available "real time" and will submit summary quarterly and year-end reports. These reports will be reviewed by the Project 180 Council and SERVE.

The annual decision to continue a SIG or a SC INSPIRED Project 180 grant will be determined by the documented willingness of the LEAs and schools to implement changes to make improvements, including local conditions for improvement, and each school's progress toward goals and benchmarks established in its proposal. For each school, evidence may include data such as PASS assessment scores, ACT, SAT, and WorkKeys results, interim assessments, formative assessments, behavior referrals, attendance, dropout rates, graduation rates, implementation and use of the electronic student Individual Graduation Plans (eIGPs), use of career clusters, job shadowing, internships, etc. Schools will not be compared to each other because each school will begin the process at different levels of proficiency and realistic expectations will be taken into account. At the end of each project year, school progress will be reviewed by the Project 180 Council, which will include making the following determinations and taking the subsequent actions.

| Category 1 | Category 2 | Category 3 |
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| School is on target with the implementation of its intervention and met (or is on track to meet) the annual goals set for Year 1. | The school is having some difficulty in the implementation of its intervention and did not meet (or is not on track to meet) the annual goals set for Year 1. | The school did not implement the intervention as designed and did not meet (or will not meet) the annual goals set for Year 1. |
| ↓ | ↓ | ↓ |
| With guidance and monitoring from the Council, the LEA will continue to guide the school in implementing the intervention and progress of their annual goals. | The LEA must amend its school plan, including the implementation plan and budget, to be able to meet the requirements of the chosen intervention OR must choose another of the three remaining interventions;<br>AND<br>The LEA must work with the Council in planning and | With guidance from the Council, the LEA must choose another of the three remaining interventions that is more feasible for achievement based on the LEA's capacity for implementation.<br>OR<br>If the LEA or school has demonstrated a lack of willingness to implement the required changes described in the reform model or the plans developed collaboratively with the state, LEA |

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| | capacity-building exercises. The Council will either provide direct technical assistance or contract with providers to provide technical assistance to the LEA. | and school, personnel from each of these groups (state, LEA and school) will appear before the State Board and provide an explanation and a plan of action. |

For Year 2, the Council, with guidance from SERVE, will evaluate the implementation and achievement for each SC INSPIRED and SIG Project 180 school. All schools judged to be in Category 1 will continue in the SC INSPIRED and SIG project. Any school that is judged to be in Category 3 for two consecutive years will lose SC INSPIRED or SIG funding for the following school year. Any school in Category 2 for two years will have to appear before the State Board and provide an explanation and a plan of action.

Evaluating SIG and SC INSPIRED Project 180 LEAs and Schools

The external evaluation for SIG and SC INSPIRED funded schools, conducted by SERVE, is intended to provide key LEA and school staff within the partnership with useful information for formative project improvement, and to be used as a summative account of the project activities. Information below explains the plan to execute the evaluation, including key evaluation personnel, qualifications of the SERVE Center, data collection methods, timelines, and deliverables. The evaluation is based on (a) project records, (b) interviews with key program personnel, (c) school case studies, and (d) student-, teacher-, and leader-level data. Project goals will guide the external evaluation with a focus on identifying specific constraints in meeting benchmarks and answering evaluation questions.

The SERVE Center developed a number of tentative evaluation questions based on performance objectives, from which implementation rubrics will be developed for use in reporting the fidelity of each LEA and school's implementation to Project 180. These questions are grouped into two main categories: (1) Project Implementation and Process and (2) Project Outcomes. The SC INSPIRED and SIG Project 180 Evaluation Questions and Data Sources (Appendix E2G) includes the evaluation questions, data sources, and a timeline for data collection. SERVE is prepared to adjust the questions and timelines to best fit the needs of the program, within the scope of the proposed project.

Data Collection Instruments for SC INSPIRED and SIG Project 180 LEAs and Schools

*Interviews with Key Personnel.* As indicated in Appendix E2G, a key source of data from this project will be derived from interviews with key personnel conducted by SERVE to determine implementation progress and to receive perspectives on the overall success of the program. A semi-structured interview protocol will be developed and used for the interviews. Key personnel include Department staff, LEA staff, and school staff, and other partners and stakeholders involved in grant and intervention implementation.

*Project Records.* Grant and school intervention documentation will be another source of data for this project. Project records will be maintained in a web-based database and reviewed annually. This documentation will provide another source of information concerning grant program and school intervention implementation progress.

*School Case-Studies*. Project records, interviews, and achievement data will be used to identify effective and ineffective examples of intervention implementation for each of the four reform models. A sample of these schools, stratified by intervention model and level of effectiveness, will be chosen to participate in a case-study. The case-study's purpose is to provide more detailed information concerning implementation and factors which hinder or support the implementation. A variety of methods, including student and teacher focus groups, classroom observations, and interviews with key personnel, will be used for the case studies.

*Student Growth Achievement: Student- and Teacher-Level Data*. Our outcome measures for student growth achievement include the exams given annually as part of South Carolina's standardized testing program. Formative and interim test results will be available also for analysis to determine interim service and content changes as appropriate. Because the evaluation will include matched student- and teacher-level data, the intent is to analyze all data using hierarchical linear modeling. This type of analysis is appropriate in situations where the data are nested within groups and random effects are included in the models. Hierarchical linear models are often used in studies of educational data, specifically student outcomes, when the structure of the data involves students, classrooms, and schools. For this analysis, a three-level model where students are nested with teachers or classes will be assumed. These teachers or classes are then nested in schools. To identify similar schools in the state that have not implemented one of the four reform models, propensity score matching methods will be employed.

Reporting for SIG and SC INSPIRED Project 180

The evaluation activities will culminate annually into a formative evaluation report prepared by SERVE. A final summative evaluation report will be delivered in the final year of the grant. The table below shows the timeframe for the delivery of reports.

**Table of Deliverables for SC INSPIRED and SIG Project 180**

| Deliverable | Deliverable Date |
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| Annual Formative Reports<br>Formative reports to include the following:<br>Answers to process and implementation evaluation questions | Year 1 (delivered 60 days after the end of Year 1 of the grant)<br>Year 2 (delivered 60 days after the end of Year 2 of the grant)<br>Year 3 (delivered 60 days after the end of Year 3 of the grant) |
| Final (Summative) Evaluation Report in Year 3<br>Summative report to include the following:<br>a) Answers to process and implementation evaluation questions<br>b) Answers to outcome evaluation questions<br>c) Overall assessment of success of grant program | Year 4 (delivered 90 days after the close of the project) |

**(E)(2) Evidence**

The state's experience with school turnaround has been driven by state legislation which pre-dated the 2002 reauthorization of ESEA. Information below is derived from those efforts which, although not exactly aligned with the definition of Persistently Lowest Performing Schools, provide an accurate picture of the state's experience in turning around struggling schools.

| Approach Used | # of Schools Since SY2004-05 | Results and Lessons Learned |
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| LEA Takeover | 1. entire LEAs:<br>2. elementary schools,<br>one middle school<br>one high school,<br>and one adult learning center | Background: In 1999 the State Superintendent, in response to recommendations by an external review team, community members, and groups of teachers, requested that the governor declare a state of emergency in Allendale County and allow the State to assume management of the Allendale School LEA.<br>Outcomes: During the six-year period of state management, the number of students scoring at grade level rose from an average 19% to between 45% and 50%. However, this impressive growth was not sufficient to move the schools' rating levels to Average. Since their return to local control in 2007, Allendale County schools continue to struggle. State Superintendent of Education Jim Rex has declared that school takeovers remain a possible strategy in South Carolina, but one of last resort.<br>Lessons learned:<br>- School takeover is an initially popular strategy, but one which can become very unpopular as stakeholder groups begin to feel the impacts of takeover, e.g., teachers (new lesson plans, accountability in testing, changes in teacher certification requirements); students (code of conduct, standard grading policy, attendance requirements); community members (uniform hiring practices, standard procurement practices, adherence to school board policy); and the state legislature (demands for more funding).<br>- Many conditions do not change in a takeover and are still in place when schools are returned to local control, i.e. school boards with unclear or counter-productive missions; children entering school far behind their peers in language development and school readiness; high teacher turnover rates and limited access to highly effective teachers; a community without an active voice in school improvement efforts.<br>- New methodologies for improvement of curriculum, instruction, data, pacing, grouping of students, teaching to standards, etc., should be allowed to remain in place long enough to |

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| | | measure outcomes and evaluate effectiveness.<br>- Experienced principals are key to school improvements; where Principal Specialists stayed in place for three to four years, schools experienced the greatest growth; and when Principal Specialists experienced higher turnover and when they were replaced with inexperienced principals, instructional leadership suffered.<br>- In most cases, employing Teacher Specialists is a successful strategy to improve teachers' abilities to create lesson plans to address state standards, evaluate and employ data, adhere to pacing charts, group students for instruction, improve classroom management and support the LEA's instructional focus.<br>- Effective teachers are absolutely necessary for success with the most challenging students. Incentive pay should be offered to bring good teachers to the LEA and performance pay should be used to keep them there. Long-term professional development should be in place to allow all teachers to develop and grow. Ineffective teachers must be remediated or removed. Long-term substitutes do not improve student achievement for the most challenged students. Early results of using virtual learning with challenged students are mixed and more research needs to be done in this area, especially an analysis of how the digital divide impacts virtual instruction. Teachers must understand content, best practices, how students learn, and classroom management to be effective.<br>- Initiatives that do not have the binding agreement of all the schools leaders (principal, superintendent, school board) run the risk of resistance to implementation and short-life span after withdrawal of State control. |
| Palmetto Priority Schools Initiative | 16 schools in 2007 (program inception); 25 schools added in 2009 | Background: In 1998 South Carolina passed the Education Accountability Act, which created a system to hold public schools accountable for the performance of their students. In 2003, the State Board adopted further guidelines defining ambitious annual learning goals. That year, 42 schools received an absolute rating of "unsatisfactory" on the school report card, setting in motion local improvement plans and a two and a half-year clock to achieve expected progress. In 2007, 16 schools failed to make expected progress (see Appendix E1B), and the Palmetto Priority Schools (PPS) Initiative was launched, creating a collaborative effort among those schools as well as intensive support from the State. The collaborative leadership team includes each member school's principal, superintendent, and school board chair, as well as the State Superintendant, the project director, other Department personnel, and liaisons assigned to each school.<br>Outcomes: 2008-2009 PASS (Grades 3-8) scores: Overall 20 of the 30 elementary and middle |

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| | | schools showed growth in their PACT to PASS student performance comparisons, as reflected by their annual report card. End of Course Exam Program (EOCEP): 4 of the 8 high schools increased the percent passing English I; 3 of the 8 increased the percent passing Algebra I; 2 of 8 increased the percent passing Physical Science. High School Assessment Program (HSAP): There was a decrease in all high school performance on HSAP statewide including all the high schools in the initiative. 13 of the 39 schools improved their absolute rating from at-risk to below average on the annual report cards; 23 of the 39 schools showed growth on the annual report card; 13 met expected progress.<br>Lessons learned (many feed into the SC Turnaround Schools Project, described below):<br>- The PPS collaborative team's leading strategy creates a statewide learning community that provides greater capacity to schools who need deeply embedded systematic change and enables leaders to share effective strategies with similarly challenged schools and to seek guidance from their peers.<br>- State–identified liaisons for each school are effective in providing additional support/capacity to PPS.<br>- Local leaders operating within the PPS collaborative benefit from more flexibility in decision making related to staff, budget, and programming. Local leaders have been assisted with recruiting effective teachers and principals in an effort to increase their authority over hiring and placement. Assisting PPS to recruit and incentivize experienced teachers and administrators improves continuity and sustainability of reform efforts.<br>- Some PPS schools are using some of their resources to implement performance pay for teachers and principals.<br>- The State has developed a voluntary curriculum that schools may use to assist with instruction.<br>- Better use of Technical Assistance and redirection of other funding sources is needed to help PPS implement their agreed-upon plans of action. Enormous State and LEA-level budget cuts have diluted the effectiveness of technical assistance funding.<br>- A shift in focus to individual student needs and resources is necessary as well as a focus on the teaching component of the school's instructional programs.<br>- Written Memoranda of Understanding (MOU) have been instrumental in clarifying the role and responsibilities of the State and the role and responsibilities of the participating schools and LEAs. Next steps include adding standards for student growth, more rigorously audit compliance with the terms of the MOUs, and penalties for failures to meet its terms. |

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| | | - At the inception of the PPS project, the Department developed an inventory of programs and initiatives at the project schools. It was determined that these schools tend to expend resources with vendors promising the "magic bullet." Extensive training is needed in program evaluation at the school level to ensure that limited resources are used effectively. |
| SC Turnaround Schools Project | 4 | Background: The South Carolina Turnaround Schools project is a comprehensive school transformation initiative. This project is a targeted expansion of the Palmetto Priority Schools Project and was launched in summer 2009. Participating schools are drawn from the PPS participants, and, at this time, participation is voluntary. This project requires schools to change conditions in teacher and leader effectiveness and curriculum and instruction, and is based on the research of Mass Insight Education and Research Institute in their publication, *The Turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools* (2007).<br>Outcomes: Statewide test data are not yet available for the current school year. However, Spring 2010 administration of the Measures of Academic Progress (MAP), which is aligned with the State test, revealed positive results. At Whitlock Junior High, 55.2% of the students met the growth goal in Reading and 50.1% met the growth goal in Math. At Gibbes Middle School, 40% of the students met the growth goal in Reading and 38% met the growth goal in Math.<br>Lessons learned/strategies employed (as noted above in the PPS section, lessons learned from the PPS approach are being used as strategies in Turnaround schools):<br>- Participation in statewide learning communities greatly expanded the capacity of local leaders. Small clusters of schools with common attributes, such as type, similar student needs, and similar reform approaches, are being grouped together to form the nucleus of an eventual statewide learning community.<br>- School authorities can be provided significant opportunity to alter school climate through flexibility in adherence to state regulation and policies that address hiring, budget, and curriculum.<br>- Pilot programming provides the opportunity to test initiatives and arrive at a workable set of strategies. Three different approaches are being piloted in the four schools under the South Carolina Turnaround Schools project. Two are working closely with the Department; one is working with a private sector company specializing in turnaround; and one is working closely with a team from its local school board.<br>- Real-time and effective data-based intervention with individual students will be facilitated through the work of the South Carolina Turnaround Schools project "redesign teams" in |

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| | | place in those schools working closely with the Department.<br>- LEAs must have the authority to build strong teaching staff. Teachers in redesign teams will have unprecedented input into instructional methodologies and a corresponding responsibility for outcomes associated with them, including replacement of teachers who don't meet standards. Greater flexibility to remove non-performing teachers is present at all Turnaround schools. Incentives should be provided to help in recruiting and retaining high quality teachers. See Proviso 1A.39 in Appendix E1A.<br>- The most successful turnarounds occur when State and local authorities work together to recruit and incentivize the most highly qualified and effective leaders to administer Turnaround schools.<br>- Turnaround designation was met with some negative response within designated schools' local communities. Public relations efforts must be launched in each Turnaround school's community to build positive community response to Turnaround designation. |
| 9+ Schools Project | 12 Background: | _____ The SC Education and Economic Development Act (EEDA) of 2005 (see Appendix A1B) required every high school in South Carolina to present a dropout prevention plan to the Department and to implement an evidence-based program by August 2007. Although the majority of high schools met the requirements, some schools needed assistance. As a result, the National Dropout Prevention Center (NDPC) partnered with the State's EEDA At-Risk Student Committee (ARSC) and the Department to provide long-range assistance to a select group of schools to collect and analyze data, to facilitate the schools' development of long-range dropout prevention plans, and to develop targeted, research-based intervention strategies to improve student academic growth and graduation rates.<br>From the high schools that failed to identify a plan, nine of the lowest-achieving schools were selected by the Department and each volunteered to participate in the special project, dubbed the *9+ Schools Project*. Work with these nine schools began in April 2008. In the second year of the project, three low-performing middle schools were added to the project. The project is now beginning its third year.<br>Outcomes: During school year 2007–08, the first year of turnaround activities, 394 students were identified as at risk in schools that participated in the 9+ Schools Project. Risk factors for all these students showed a very high likelihood of dropping out of school. Of the 394 students, 88% have remained in school through the current school year. Eighty-six (86%) percent of these early identified students showed academic progress required for promotion to a higher grade after the first year. Seventy-one (71%) of these same students showed academic achievement |

| | | |
|---|---|---|
| | | required for promotion to a higher grade during the second year of their identification.<br>During school year 2008–09, 1,993 students were identified as high risk in schools that participated in the 9+ Schools Project. Of the 1,993 students, 92 % are still in school today. Seventy-six percent of these students showed academic progress significant for promotion to a higher grade.<br><u>Lessons Learned:</u><br>- Schools in this project participate on a voluntary basis. They are under no mandate to implement key elements of the NDPC's turnaround strategy. Any turnaround strategy must have contingencies that require key elements to be implemented to fairly and effectively evaluate the efficacy of the turnaround strategy.<br>- Data collected at the local level assure that the results of risk analyses are based on the unique needs of the particular school or LEA being assisted.<br>Data collected at the local level can only be accomplished efficiently through the use of an automated data collection system which the Performance Assessment & Review (PAR) Advantage (a dropout early warning system with research-based solutions and a system for value-added assessment) has developed.<br>- Qualitative data are essential to the data analysis process. Quantitative data alone give an incomplete picture. Qualitative data are needed to help interpret the results of the quantitative data.<br>- Turning around a low-performing school initially takes the continuous assistance of an organization skilled in turnaround strategies. The objective is to build the capacity within the schools or school LEAs to accomplish and fully integrate continuous progress strategies and processes beyond the initial work of the turnaround organization.<br>- Turning around a low-performing school requires the full support of the school and LEA leaders. Barring replacement of leadership, teachers, and staff, effective and ongoing leader and teacher professional development is key to turning a school around.<br>- The establishment of a climate of change in the school and/or school LEA toward continuous improvement is essential to the turnaround process.<br>- Strong community involvement, including the involvement of other community agencies dealing with youth, is essential to the turnaround process. |

| Performance Measures for (E)(2) | Actual Data: Baseline (Current school year or most recent) | End of SY 2010-2011 | End of SY 2011-2012 | End of SY 2012-2013 | End of SY 2013-2014 |
|---|---|---|---|---|---|
| The number of schools for which one of the four school reform models (described in Appendix E2C) will be initiated each year. | 3 28 | | 35 | 35 | 35 |

**Timeline for Activities for Section E: Turning Around Struggling Schools**

| Goal or Objective | Personnel Responsible | Pre-Award | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 '10 | Q1 '11 | Q2 '11 | Q3 '11 | Q4 '11 | Q1 '12 | Q2 '12 | Q3 '12 | Q4 '12 | Q1 '13 | Q2 '13 | Q3 '13 | Q4 '13 | Q1 '14 | Q2 '14 | Q3 '14 | Q4 '14 | Q1 '15 |
| **Goal E1: Each of South Carolina's lowest–achieving schools, along with its feeder schools, identified for program participation either as a SIG-funded or as a SC INSPIRED-funded school will increase student achievement by implementing an appropriate reform plan model with support, training, and technical assistance provided by the Department, its partners, or competitively selected vendors.** | | | | | | | | | | | | | | | | | | | | |
| **Objective E1.1 By the end of the 2010-11 school year, appropriate reform models will be determined and implementation plans will be initiated for all identified Tier I, Tier II and feeder schools served through the SIG, Project 180.** | | | | | | | | | | | | | | | | | | | | |
| Reorganize Office of Federal and State Accountability to include Turnaround Team | Office of Federal & State Accountability Director | X | | | | | | | | | | | | | | | | | | |
| Initiate and monitor implementation plans for all SIG, Project | SIG Project Director | | X | X X X | X X X | X X X | X X X | X X X | X X X | X | | | | | | | | | | X |

| Goal or Objective | Personnel Responsible | Pre-Award | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 '10 | Q1 '11 | Q2 '11 | Q3 '11 | Q4 '11 | Q1 '12 | Q2 '12 | Q3 '12 | Q4 '12 | Q1 '13 | Q2 '13 | Q3 '13 | Q4 '13 | Q1 '14 | Q2 '14 | Q3 '14 | Q4 '14 | Q1 '15 |
| 180 schools | | | | | | | | | | | | | | | | | | | | |
| **Objective E1.2 By the end of the 2011-12 school year, appropriate reform models will be determined and implementation plans will be initiated for additional feeder schools funded through SC INSPIRED, while supported through the SIG, Project 180, including quarterly accountability reviews.** | | | | | | | | | | | | | | | | | | | | |
| Hire six Turnaround Specialists | Department Turnaround Team | | X | | | | | | | | | | | | | | | | | |
| Plan and conduct technical assistance sessions in zones | Department Turnaround Team | | X | X | X | X | | | | | | | | | | | | | | |
| Develop and implement training for Department personnel and Project 180 Council members on turning around low-performing schools | Department Turnaround Team staff | | X | | | | | | | | | | | | | | | | | |
| Assist feeder school SC INSPIRED applicants in analyzing data and writing plans | Department Turnaround Team | | X | X | | | | | | | | | | | | | | | | |

| Goal or Objective | Personnel Responsible | Pre-Award | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 '10 | Q1 '11 | Q2 '11 | Q3 '11 | Q4 '11 | Q1 '12 | Q2 '12 | Q3 '12 | Q4 '12 | Q1 '13 | Q2 '13 | Q3 '13 | Q4 '13 | Q1 '14 | Q2 '14 | Q3 '14 | Q4 '14 | Q1 '15 |
| Review and approve feeder school SC INSPIRED applications | Project 180 Council | | | X | X | | | | | | | | | | | | | | | |
| Develop model implementation plans for feeder schools to include model core components | Regional Turnaround Specialists | | | | X | X | X | | | | | | | | | | | | | |
| Initiate implementation plans of all SC INSPIRED feeder schools | Regional Turnaround Specialists | | | | | | X X | X X | X X | X X | X X | X X | | | | | | | | X |
| **Objective E1.3 During regular meetings, the Turnaround Team will monitor the "health" of the school and the progress it is making towards improving student achievement and share those results with the school and LEA personnel.** | | | | | | | | | | | | | | | | | | | | |
| Monitor the "health" of the school and the progress it is making toward improving student achievement. | Turnaround Team | | X X | X X | X X | X X | X X | X X | X X | X | | | | | | | | | | X |
| Share results of monitoring efforts with school & LEA personnel. | Turnaround Team | | X X | X X | X X | X X | X X | X X | X X | X | | | | | | | | | | X |

| Goal or Objective | Personnel Responsible | Pre-Award | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 '10 | Q1 '11 | Q2 '11 | Q3 '11 | Q4 '11 | Q1 '12 | Q2 '12 | Q3 '12 | Q4 '12 | Q1 '13 | Q2 '13 | Q3 '13 | Q4 '13 | Q1 '14 | Q2 '14 | Q3 '14 | Q4 '14 | Q1 '15 |
| **Objective E1.4 At the end of each year of reform model implementation, fidelity of implementation and progress toward improvement will be determined for all Tier I, Tier II, and feeder schools and appropriate adjustments will be made in model implementation as approved in the SIG, Project 180.** | | | | | | | | | | | | | | | | | | | | |
| Review goals of Tier I, II, and feeder schools for end of the year progress and fidelity of implementation | SERVE, Project 180 Council, SIG Project Director | | | | | X | | | | X | | | | X | | | | X | | |
| Place Tier I, II, and Feeder schools in appropriate monitoring category | SERVE, Project 180 Council, SIG Project Director | | | | | X | | | | X | | | | X | | | | X | | |
| **Objective E1.5 Results of annual reports will be used to notify the public of the assessment of school intervention efforts.** | | | | | | | | | | | | | | | | | | | | |
| Prepare annual evaluation reports | SERVE | | | | | X | X | | | X | X | | | X | X | | | | | |
| Prepare and disseminate summative Evaluation Report | SERVE | | | | | | | | | | | | | | | | X | X | X | X |
| Disseminate annual evaluation reports | SIG Project Director | | | | | | X | | | | X | | | | X | | | | | X |

| Goal or Objective | Personnel Responsible | Pre-Award | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 '10 | Q1 '11 | Q2 '11 | Q3 '11 | Q4 '11 | Q1 '12 | Q2 '12 | Q3 '12 | Q4 '12 | Q1 '13 | Q2 '13 | Q3 '13 | Q4 '13 | Q1 '14 | Q2 '14 | Q3 '14 | Q4 '14 | Q1 '15 |
| **Goal E2: Each of South Carolina's lowest-achieving schools, along with its feeder schools and LEA, identified for program participation either as a SIG-funded or as an SC INSPIRED-funded school will participate in training and technical assistance and other supports to build capacity and sustain turnaround efforts.** | | | | | | | | | | | | | | | | | | | | |
| **Objective E2.1 During year one, the Turnaround Team will work collaboratively with the participating schools, their feeder schools, and the LEA to write an LEA application.** | | | | | | | | | | | | | | | | | | | | |
| Work collaboratively with the identified schools, their feeder schools, and the LEA to write a SC INSPIRED application. | Turnaround Team | | X | | | | | | | | | | | | | | | | | |
| **Objective E2.2 At the end of year one, external providers will be chosen as approved in the LEA application, a contract written, and core components implemented as set forth in each reform model.** | | | | | | | | | | | | | | | | | | | | |
| Contract with external providers for each participating school | Regional Turnaround Specialists/ LEA Turnaround Staff | | X | X | X | X | | | | | | | | | | | | | | |
| Implement core components of reform model (Feeder Schools) | Regional Turnaround Specialists / LEA Turnaround Staff | | | | | | X | X | X | X | X | X | X | X | X | X | X | X | | X |

| Goal or Objective | Personnel Responsible | Pre-Award | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 '10 | Q1 '11 | Q2 '11 | Q3 '11 | Q4 '11 | Q1 '12 | Q2 '12 | Q3 '12 | Q4 '12 | Q1 '13 | Q2 '13 | Q3 '13 | Q4 '13 | Q1 '14 | Q2 '14 | Q3 '14 | Q4 '14 | Q1 '15 |
| **Objective E2.3 Ongoing monitoring of the "health" of the students attending the participating schools will be conducted and will be discussed by the Turnaround Team, the school, its feeder schools, and the LEA. Adjustments to the plan and its implementation will be made as appropriate.** | | | | | | | | | | | | | | | | | | | | |
| Conduct ongoing monitoring of the "health" of the students attending the participating schools. | Turnaround Team | | | X | X | X X | X X | X X | X X | X X | | | | | | | | | | X |
| Discuss results of the monitoring of the "health" of the students attending the participating schools. | Turnaround Team | | | X | X | X X | X X | X X | X X | X X | | | | | | | | | | X |
| Adjust plans and implementation at least annually as appropriate | Turnaround Team and Project 180 Council | | | | | X | | | | X | | | | X | | | | X | | |
| **Objective E2.4 By the end of year four, students attending participating schools will demonstrate significant progress toward student achievement growth goals and benchmarks established in the approved application.** | | | | | | | | | | | | | | | | | | | | |
| Make routine site reviews | Regional Turnaround Specialists, Project 180 Council, Department's Turnaround Team | | X | X | X X | X X | X X | X X | X X | X | | | | | | | | | | X |
| Engage school staff in | Regional Turnaround | | X | X | X X | X X | X X | X X | X X | X | | | | | | | | | | X |

| Goal or Objective | Personnel Responsible | Pre-Award | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| appropriate professional development activities. (Regional, school-based, and/or statewide) | Specialists | | | | | | | | | | | | | | | | | | | |
| Submit quarterly program updates | LEA/School Turnaround Staff/Turnaround Specialists | | | X | X | X X | X X | X X | X X | X X | X X | | | | | | | | | X |
| Submit year end report | LEA/School Turnaround Staff/Turnaround Specialists | | | | | X | | | | X | | | | X | | | | X | | |
| Review quarterly and year end reports from participating schools for the purpose of monitoring and adjusting project implementation processes | Project 180 Council/ Department Turnaround Team | | | | | X | | | | X | | | | X | | | | X | | |

| Goal or Objective | Personnel Responsible | Pre-Award | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 '10 | Q1 '11 | Q2 '11 | Q3 '11 | Q4 '11 | Q1 '12 | Q2 '12 | Q3 '12 | Q4 '12 | Q1 '13 | Q2 '13 | Q3 '13 | Q4 '13 | Q1 '14 | Q2 '14 | Q3 '14 | Q4 '14 | Q1 '15 |
| Review quarterly reports and Project 180 Council recommendations with Superintendent and Senior leadership team to provide project guidance and program refinements. | Title I Director | | | | | X | | | | X | | | | X | | | | X | | |
| **Objective E2.5 At least annually, the Turnaround Team, the school, its feeder schools and LEA will monitor the progress the high school is making in decreasing dropouts and improving its graduation rate. Adjustments to the approved plan will be made as appropriate.** | | | | | | | | | | | | | | | | | | | | |
| Monitor school progress in decreasing dropouts and improving its graduation rate as appropriate. | Turnaround Team, the school, its feeder schools and the LEA. | | | X | X X X | X X | X X X | X X X | X X X | X | | | | | | | | | | X |
| Make adjustment to the approved plan at least annually as appropriate. | Turnaround Team, the school, its feeder schools and the LEA, Project 180 Council. | | | X | X X X | X X | X X X | X X X | X X X | X | | | | | | | | | | X |
| **Objective E2.6 By the end of year four, each participating high school will meet the State's graduation rate objective as defined by the South Carolina Accountability Workbook, as approved by the USED.** | | | | | | | | | | | | | | | | | | | | |

| Goal or Objective | Personnel Responsible | Pre-Award | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Yr 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 |
| | | | '10 | '11 | '11 | '11 | '11 | '12 | '12 | '12 | '12 | '13 | '13 | '13 | '13 | '14 | '14 | '14 | '14 | '15 |
| Provide technical assistance on calculating the graduation rate and maintaining records used to calculate the graduation rate | Regional Turnaround Specialists | | | X | X | | | | | | | | | | | | | | | |
| Include dropout prevention strategies as part of high school implementation plans | Regional Turnaround Specialists | | | | X | X X X | X X X X X X X X X X | | | | X X | | | | | | | | | X |

## (F) GENERAL

### (F)(1) Making education funding a priority

(i) The percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2009 was greater than or equal to the percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2008;

Despite revenue declines due to the Great Recession, South Carolina (SC) increased the percentage of total revenues available that were appropriated to support public elementary education, secondary education, and higher education in FY 2009. The following table demonstrates that the percentages of total available revenues increased over the relevant period.

| Revenues and Percentages of Total State Revenues Appropriated for Public Education (Dollars in millions) | | | | | |
|---|---|---|---|---|---|
| | Total Revenues | P-12 | P-12 % | P-12 and Public Higher Education | Public Education % |
| FY 2008 | $7,554 | $2,812 | 37.22% | $3,621 | 47.93% |
| FY 2009 | $6,492 | $2,569 | 39.57% | $3,167 | 48.78% |
| Increase (Decrease) from FY 2008 to FY 2009 | ($1,062) (decrease in overall State revenues) | ($243) (decrease in appropriation for P-12) | **2.35**% (increase in percentage of State revenues for P-12) | ($454) (decrease in appropriation for public education) | **.85**% (increase in percentage of State revenues for public education) |

See Appendix F1A for the letter of award to South Carolina for ARRA SFSF Phase 2 stimulus funds and excerpts from our application, with further documentation on available revenues and amounts for public education.

(ii) The State's policies lead to equitable funding (a) between high-need LEAs (as defined in this notice) and other LEAs, and (b) within LEAs, between high-poverty schools (as defined in this notice) and other schools.

(a) South Carolina equitably distributes funding between high-need LEAs and other LEAs based on laws and policies that take into account the LEAs' relative ability to raise revenue.

Before discussing the funding policies, the following context is provided. Most funding in South Carolina goes to schools with concentrations of children living in poverty because more than half of the state's children live in poverty. In fiscal year 2009, only six of South Carolina's 88 LEAs had free and reduced-price lunch levels below the Title I threshold of 40%. Statewide,

56.06% of students within public school LEAs qualify for free and reduced-price lunch (2009 eRate, 395,427 out of 705,388 students), and the state's poverty index for students is 67.8% (500,170 of 737,747 total students, including students in the Department of Juvenile Justice). Nineteen LEAs (21.6%) had levels of free and reduced-price lunch eligibility at 80% or higher. See section (D)(3)(i) for an explanation of the school high-poverty metric – 91.25% for elementary schools and 82.24% for secondary schools.

Even within that overall context, the State's funding formulae lead to equitable distribution of revenues. The primary State funding sources for P-12 public education are allocated under the Education Finance Act, S.C. Code Ann. § 59-20-10 *et seq.* (2004 and Supp. 2009), the Education Improvement Act, 1984 S.C. Acts 512, Part II (as amended), the Education Accountability Act, § 59-18-100 (1998 and 2008), flow-through categorical funding from the State General Fund, and the South Carolina Education Lottery. Unlike any other state, South Carolina promotes equity in funding by also owning, maintaining, and fueling the fleet of more than 5,700 school buses used to transport students daily, which provides an additional support to LEAs of more than $70 million per year.

The Education Finance Act (EFA) promotes equity in funding by taking into account the relative wealth or poverty of the LEA jurisdiction. On average, South Carolina supplies state funding of 70% to a local share of 30%, S.C. Code Ann. § 59-20-30(5) (2004). However, the actual percentage an LEA receives varies depending upon the localities' tax base. Under EFA, State funding is directed to LEAs based upon need because the formula, in part, includes this relative local revenue-raising capacity, which is called the "index of taxpaying ability." (The formula also assigns weight to the programmatic needs of students; please see (b) below.) For example, in FY 2009, State EFA funding to LEAs ranged from 0% of the state's student allocation (Beaufort County School District, the wealthiest LEA) to 94% (Clarendon 3, the LEA with the lowest local tax base) to 100% plus $700 per pupil for the statewide public charter school district (which, as a statewide entity, has no local tax base), with a wide range in between (e.g., 18% to Charleston County, 63% to Anderson 4, and 90% to Barnwell 45). (Appendix F1B contains the October 2009 EFA summaries for these LEAs as examples.)

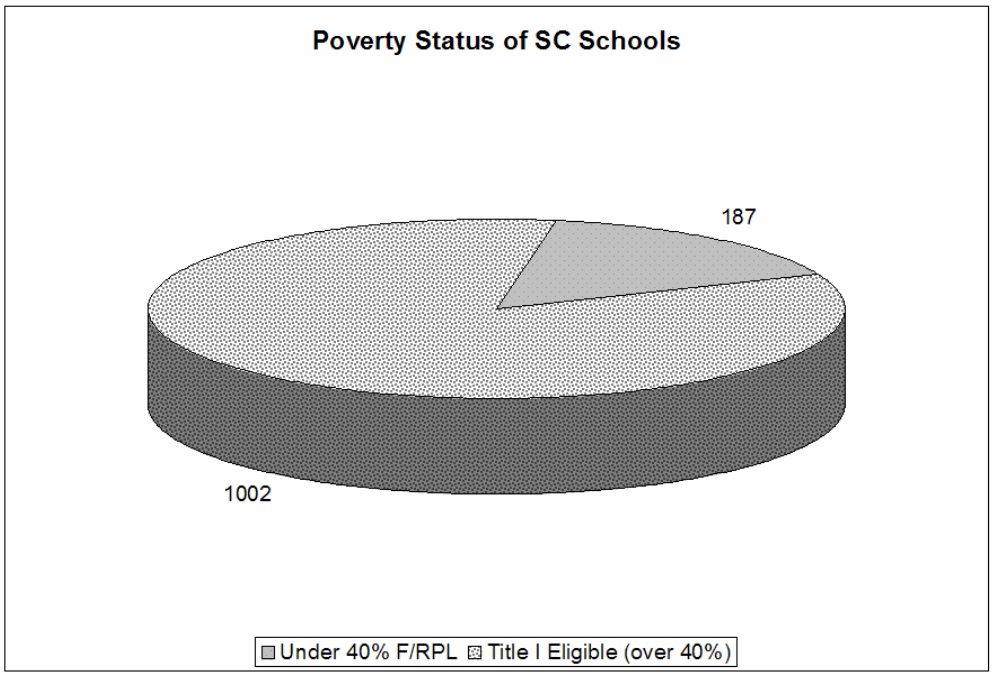
The State's legislative intent for the EFA, which is set forth in S.C. Code Ann. § 59-20-30 (2004), is to distribute funds equitably regardless of whether the student resides in a high-need or other LEA. It is quoted here:

1. To guarantee to each student in the public schools of South Carolina the availability of at least minimum educational programs and services appropriate to the student's needs, and which are **substantially equal** to those available to other students with **similar needs** and **reasonably comparable** from a program standpoint to those available to other students, **regardless of geographic differences and local economic factors**.
2. To encourage school district initiative in seeking more effective and efficient means of achieving the goals of the various programs.
3. To establish a procedure for the distribution of a specified portion of the state education funds so as to ensure that the funds are provided **on the basis of need** . . . to guarantee a minimum level of funding for each weighted pupil unit in the State.
4. To make it possible for each school district to provide the defined minimum program . . . with an **equal local tax effort**.
5. [To provide, on average, 70% state support as noted above]
6. To require each local school district to contribute its fair share to the required local effort, which is to be **in direct proportion to its relative taxpaying ability**.
7. To ensure that tax dollars spent in public schools are utilized effectively and to ensure that **adequate programs serve all children of the State** (S.C. Code § 59-20-30, emphasis added).

Through the EFA mechanism, the State distributes funds based upon the relative taxpaying ability of the LEA and the weightings of students based on their educational needs in each LEA.

Additional evidence of South Carolina's concern for high-need LEAs is its legislation concerning the ARRA Qualified School Construction Bonds. At least 60% of the State's bond authorization would be distributed based upon "school districts having the lowest capital financing resources, measured in terms of assessed value [of local taxable property] per pupil" (S.C. Code § 59-3-100, (2009)).

(b) The State's policies lead to equitable funding among high-poverty and other schools within LEAs. Most funding in South Carolina goes to schools with concentrations of children living in poverty because more than half of the state's children live in poverty and because most schools in most LEAs in South Carolina have concentrations of children in poverty. In 57 of South Carolina's 88 LEAs (62.5%), 100% of the schools are Title I eligible (40% free and reduced-price meal eligible). The 187 schools (of 1189) with average free and reduced-price lunch status populations under the Title I 40% threshold are distributed among only 31 out of 88 LEAs. Eleven of those 31 LEAs have only one (eight LEAs) or two (three LEAs) schools under the Title I 40% threshold. The chart below depicts the numbers of schools in poverty, which impact the distribution of funding for education.




Generally, funds within LEAs are distributed according to direction from the local school board subject to the type and purpose of those funds; however, South Carolina's laws and policies do ensure that within each LEA, major categories of state funding are used where needed. Under the EFA, not only is the relative revenue-raising ability of LEAs considered (section (a) above), but the programmatic needs of students are also weighted in the formula for allocating funds. General education students in Grades 4-8 receive the base weighting of 1.00. Weighted ratios range from 1.24 for primary school students to 2.57 for students with hearing disabilities, visual disabilities, or autism. At least 85% of the funding for each programmatic classification must be spent on the program area generating the funds. (See Appendix F1C for Excerpts from the Funding Manual documenting this requirement in EFA) Expenditures are monitored and subject to annual external audit to ensure that these funds address the intended specific programmatic needs within the LEA. These policies and practices ensure that funding within LEAs is appropriately allocated among high-need and other schools.

The Education Accountability Act of 1998 (as amended 2008) also provides direction on how LEAs allocate funds among schools. Technical assistance funds must be spent in the high-need schools rated "at risk" or "below average" based upon the annual school report card, which measures their performance on ESEA accountability tests (elementary and middle schools) or those tests and graduation rate (high schools). (See F1D for Excerpts from the Funding Manual

regarding technical assistance funds). Schools not making expected academic progress over time may be designated "Palmetto Priority Schools" for special intervention and assistance through a collaborative partnership with the Department and other partners (e.g., IHEs, School Improvement Councils, City Year) (See section (E)(2) Evidence). The LEAs, school principals, and school boards of schools accepted into the Palmetto Priority Schools collaborative enter a specific memorandum of agreement with the State outlining how the technical assistance funds will be spent in those schools (see Appendix F1E for three example Memoranda of Agreement).

The EFA also created a state minimum salary schedule for teachers. The salary schedule ensures that all teachers in the state are paid at least the minimum amount on the salary schedule based on the teacher's years of experience and level of education (i.e., bachelors, masters, doctorate), regardless of where they teach. South Carolina is also a leader in the movement towards including value-added student performance in teacher compensation. As described in section D, 43 schools currently provide additional compensation based on student growth. SC INSPIRED funds will be used to accelerate the adoption of a new dynamic salary schedule in South Carolina. Salary Incentives for Teaching Excellence (SITE) (Appendix D3C) honors educators' years of service and credentials. It also provides compensation for serving in hard-to-staff schools and hard-to-fill content areas. Hard-to-staff schools include those that are high-poverty or high-minority and that have an inequitable distribution of highly effective educators. SITE also rewards teachers who take on additional roles and responsibilities. Most of all, SITE compensates educators who improve student achievement and school performance. Additionally, the Education Improvement Act (see below) required that the average teacher's salary in South Carolina be maintained at the southeastern average. Although LEAs are permitted to provide local supplements, the salaries of teachers in South Carolina do not have the wide disparity found in some other states.

The Department also collaborates with the Center on Educator Recruitment, Retention and Advancement (CERRA) on the delivery of the *Take One!*® program in our most rural and challenged schools. *Take One!*® is a unique offering from the National Board for Professional Teaching Standards® that provides a standards-based approach for improving teaching practice and links student learning to effective instruction. Teachers focus on one aspect of the National Board Certification so that they can begin their journey to full certification.

Another source of education funding, the Education Improvement Act (EIA) of 1984, also provides state funding to LEAs based upon need within the LEA. Several subfunds exist within the EIA to ensure funding for State priorities. State policies ensure equitable funding among and within LEAs by requiring that, within each subfund, at least 85% of the funding must be spent in the specific programs for which the funds are provided. For example:

- The "Students at Risk of School Failure" subfund is allocated "based on 2 factors: (1) the poverty index of the district …, which measures student eligibility for the free or reduced price lunch program and Medicaid; and (2) the number of students not in poverty or eligible for Medicaid but who fail to meet state standards on [ESEA assessments] in either reading or mathematics" (See F1F for Excerpts from the Funding Manual regarding Students At Risk of School Failure.)
- The "Early Childhood Program" funds for four-year-olds are allocated "based on the number of kindergarten children who are eligible for free and reduced price lunch" (See F1G for Excerpts from the Funding Manual regarding the State's Early Childhood Program.)

As the excerpts from the Funding Manual document, all of these funds must be spent for services to age-eligible children in poverty within the district. The State's policies lead to equitable distribution of funding within LEAs among high-need and other schools.

**(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools**

(i) The State has a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools (as defined in this notice) in the State, measured (as set forth in Appendix B) by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools;

South Carolina has a strong charter school law with no limits on charter school numbers, types, or enrollments. Under the South Carolina Charter School Act, S.C. Code Ann. § 59-40-10 *et seq*., as long as charter developers create a high quality charter school application that is approved through our two-part review process, the charter school will be authorized and can open. The SC Charter Schools Act is attached in Appendix F2A.

**Number and Type**. As of May 2010, 37 public charter schools are operating in 16 of South Carolina's LEAs; 35 are regular start-up schools and two are conversion schools. Appendix F2C provides a list of South Carolina's current charter schools. Of these, 32 are brick

and mortar charter schools, and five are virtual charter schools (see Appendix F2B for a list of current South Carolina charter schools). Also, 12 new charter schools have been authorized to open and are currently in their mandatory planning year. At least nine of those plan to open by August 2010, which means that South Carolina could have 46 operating charter schools, of 1195[5] total schools (3.8%). Thirteen new applications were submitted by the deadline (May 4, 2010) for opening in the 2011-2012 school year. If deemed compliant, these charters would use 2010-11 as their planning year.

Beyond the normal "brick and mortar" structure, charter schools may offer virtual classes aligned with the State's Charter Schools Act (Appendix F2A, S.C. Code §§ 59-40-40(1), -65 as amended in 2007). Since the passage of this law and the opening of the statewide authorizer, virtual charter schools have steadily increased. In their first year (2008-09), three virtual charter schools served approximately 2,500 students. In 2009-10, two additional schools opened, bringing the State's total to five. Virtual charter schools now serve 6,100 students.

**Five Year Historical Growth of Charter Schools in South Carolina**

| Year | Applications Submitted | # Advisory Committee Held Met Requirements | # New | # Closed | Total # Charter Schools | # of Students | Growth from Previous Year |
|---|---|---|---|---|---|---|---|
| 2005-06 | 11 | 7 | 7 | 2 | 25 | 4,142 | 20% |
| 2006-07 | 8 | 4 | 5* | 1 | 29 | 5,135 | 24% |
| 2007-08 | 18 | 11 | 1 | 1 | 29 | 5,488 | 7% |
| 2008-09 | 10 | 7 | 7 | 1 | 35 | 9,035 | 65% |
| 2009-10 | 20 | 11 | 4 | 2 | 37 | 12,306¶ | 36% |

*The number of new schools opening is higher than the number approved in 2006-07 because a school approved in a prior year extended its planning and preparatory period beyond one year.
¶ All enrollment figures are based on the 135th day enrollment; however, this last figure is based on the 45th day ADM. The 135th day enrollment figures are yet to be tabulated and released due to the State's conversion of data systems from SASI to PowerSchool. The 135th day enrollment will, more than likely, be higher.

In South Carolina, a charter school developer collaborates with a sponsor for its charter school; this sponsor is either the local public school district/LEA or the South Carolina Public

[5] The 2007-08 EdFacts Charter Profile lists 1195 total schools. Other figures in this application may vary depending upon year and purpose of the count. For example, some counts do not include multi-district career centers. Other counts for report card and AYP purposes might include two report cards for one school that crosses grade ranges. Some "district" counts do not include special districts and schools (South Carolina has two Governor's schools and several special schools).

Charter School District (*statewide charter district*), a statewide sponsor that began operation in 2007. Since the amendments to the Charter School Act in 2007, the State has revised its charter school application processes to ensure that only high quality charters are approved.

**Enrollment**. South Carolina law does not cap charter school enrollments. Between the 2007-08 and 2008-09 academic years, charter school enrollments grew by 65% to more than 9,000 students, reflecting the largest one-year enrollment boost in our State's charter history. In 2009-10, more than 12,000 students are enrolled in charter schools. Enrollment size is a function of budget, program focus, facility size, and contract with the sponsor. In its charter school application, a charter developer must include a five-year budget that is based upon enrollment projections that, when approved, become part of the authorized contract for the new charter school. S.C. Code 59-40-60(C) allows for the authorized contract to be modified, so a charter school can make a request to the sponsor to increase its enrollment. Such requests typically include evidence of support to obtain the additional students, assurances that the facility has enough space, and proof that the charter school's students are making academic progress.

South Carolina has taken several key steps to foster high quality, viable charter schools:

- *Required mandatory planning year after authorization and before doors open to students*. The State Board requires that every authorized charter school go through a one-year planning period to ensure they are making the necessary strides to open and serve students effectively. During this planning year, the Department and appropriate partners provide charter groups with access to technical assistance and training pertaining to strategic planning, nonprofit management, student achievement, leadership, personnel management, stakeholder involvement, budgeting, fiscal management, and daily operations.
- *Multiple authorizers:* South Carolina is one of few states to have a statewide authorizer, the South Carolina Public Charter School District, in addition to geographic LEAs. The first schools sponsored by the statewide charter district opened in August 2008; this LEA currently operates seven schools and ranks 37th in enrollment of the 88 LEAs in the state. The statewide charter district has been selected by the National Association of Charter School Authorizers to develop a national model with standards and practices that can be replicated with other statewide charter school authorizers.
- *Partnerships to serve and support charter schools.* In addition to the Charter Education Associate at the Department and the statewide charter district, several key partners are

involved in providing support and technical assistance to ensure high quality charter schools: the SC Association of Public Charter Schools and Palmetto Charter Network, as well as the South Carolina Association of Nonprofit Organizations (see letters of support in Appendix A).

- *The Department has submitted a new application under the Charter Schools Program (ED) to continue cultivating high quality charter schools.*

South Carolina is pleased that efforts to support charter schools have resulted in 75% (28 of 37) of charter schools operating longer than three years. As a result of rigorous application and planning processes, our efforts to provide training and technical assistance, and the sharing of best practices, the frequency of charter school closings has decreased over time, and currently averages less than one closing a year.

| |
|---|
| (ii) The State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that student achievement (as defined in this notice) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to high-need students (as defined in this notice); and have closed or not renewed ineffective charter schools; |

**Authorization**. South Carolina approves new charter schools through a comprehensive, two-part application review process. The State Board has delineated the procedures and standards for the review process in 24 S.C. Code Regs. § 43-601 (Appendix F2C).

State Board Regulations (Appendix F2B). First, charter developer groups submit a charter application to the state-appointed Charter School Advisory Committee (Advisory Committee) that reviews, within 60 days, each charter school application for legal compliance. This Advisory Committee includes 11 members representing charter school teachers, parents, and principals, as is set forth in statute (S.C. Code §§ 59-40-70 of the Charter Schools Act in Appendix F2A). South Carolina continually educates committee members on evaluating applications for legal compliance. The Advisory Committee uses an evaluation rubric and interviews the charter developers. If the Advisory Committee deems the application compliant, the application is forwarded to the authorizer (sponsor), either the local LEA or the statewide charter district.

Within 30 days, the LEA sponsor performs a second review of the application for quality and compliance. A sponsor can deny a charter application if (1) it does not meet the detailed statutory requirements, (2) it fails to meet the spirit and intent of the law, or (3) it adversely

affects, as defined by regulation, the other students within the district (S.C. Code § 59-40-70(C) (referencing §§ 59-40-50 and -60 in Appendix F2A)). If denied, a charter developer has an opportunity to appeal directly to the State's Administrative Law Courts.

Only applications that are approved by both the Advisory Committee and the LEA sponsor are authorized to open. For the 2009 application cycle, the Advisory Committee deemed 11 of the 20 applications legally complaint, and nine of those were authorized by the selected sponsors. In the last five years, of the 50 charter school applications, 27 new charter schools were authorized to open following the two-part review.

Three major reasons that charter applications have been denied in South Carolina are: (1) low enrollment demonstrating a lack of community support; (2) questions about the fiscal soundness of the proposed school; and (3) concerns about the school's academic performance. Appendix F2D details charter school information from the last five years, including the numbers of applications submitted, those approved, reasons for the denial, and the numbers closed or not renewed.

**Significant student achievement**. Charter schools are accountable under South Carolina law for their students' achievement. Applications must include goals, objectives, and student achievement standards that become the foundation from which the sponsor will hold the charter school accountable (S.C. Code § 59-40-60(F), Appendix F2A; State Board Regulation, 24 S.C. Code Regs. § 43-601 III (D), Appendix F2B). Attaining Adequate Yearly Progress, as advanced by the Elementary and Secondary Education Act, must be included in the achievement standards (Reg. § 43-601 III (D), (E)(3), Appendix F2C). A charter must be revoked if, upon the required annual review, the sponsor finds that the school "failed to meet or make reasonable progress, as defined in the charter application, toward pupil achievement standards identified in the charter application" (S.C. Code § 59-40-110(C)(2),(Appendix F2A). Significantly, South Carolina's charter schools are operating at high quality levels, and in SY 07-08 they made Adequate Yearly Progress at rates slightly higher than traditional public schools:

| Type of School | Number of Schools | Number Meeting AYP | Percentages |
|---|---|---|---|
| Traditional Public | 1195 | 217 | 19.5% |
| Charter | 29 | 6 | 22.2% |

**Student populations**. South Carolina law ensures that charter schools serve student

populations similar to those in the local LEA. Each charter application must also provide a plan to "ensure that the enrollment of the school is similar to the racial composition of the local school district in which the charter school is to be located" and that the school "does not conflict with any school district desegregation plan" (S.C. Code § 59-40-60(F), Appendix F2A; and 24 S.C. Code Regs. 43-601 III(I), Appendix F2C). Current South Carolina charter schools serve children from all ethnic and ability backgrounds, including many who are educationally disadvantaged, at percentages that closely parallel state demographics. (The 2008-09 school year was the first time that the Caucasian and African-American percentages did not match the state level percentages exactly.) Charter school enrollment of boys (51%) and girls (49%) also matches that of the state.

Once a charter school opens to serve students, the sponsor becomes responsible for investigating whether enrollment exceeds the allowable variances and examining the charter school's recruitment efforts for nondiscrimination (S.C. Code § 59-40-70(D), Appendix F2A). If the sponsor finds that the charter school is "not operating in a racially discriminatory manner," then the school, absent any other issues, should continue to operate. If the allowable variances are exceeded, the charter school may request an increase in enrollment from the sponsor.

**Monitoring and Accountability**. A charter school must provide an annual report to its sponsor per § 59-40-140(H), that includes: the number of students enrolled, which has a budgetary rationale behind it; the success of the school in meeting the educational goals within its charter, which has an achievement rationale behind it; and the identity and certification of staff, which has a legal rationale behind it. Seventy-five percent of the teachers in a charter must be certified by the State; 90% of the teachers in a conversion charter must hold State certification (S.C. Code § 59-40-50(B)(5), Appendix F2A). A charter may be revoked or non-renewed by the LEA for four reasons: (1) the school committed a material violation of the charter; (2) it failed to meet or make reasonable progress as defined in the application; (3) it failed to meet generally accepted standards of fiscal management; or (4) it violated any provision of the law from which the charter was not exempted (S.C. Code § 59-40-110(C), Appendix F2A).

South Carolina has a strong record of closing or not renewing ineffective charter schools. In a little more than a decade of chartering history, 17 charter schools have been closed. Most of these schools voluntarily relinquished their charters due to low enrollments and, ultimately, poor planning. (Recent regulatory changes to require a planning year are designed in part to address

this concern.) Six charters were directly revoked or not renewed by their sponsors/authorizers for more than one reason; of the 12 reasons cited for these closures, six were for unstable finances, four were for inadequate academic results, one was for improper governance, and one was for violating State law.

After examining reasons for closure and best practices for charter operations, South Carolina instituted the mandatory one-year planning period and encouraged charter groups to use that year accessing training and technical assistance to ensure sustainability. To this end, the Department's Charter staff and its partners conduct and coordinate training and provide focused sessions for charter groups and sponsors so that they are aware of legal responsibilities and authority, best practices, resources, evaluation instruments, personnel management, and funding opportunities. South Carolina's definition of a high quality charter school is "a financially viable, choice-driven innovation that produces student achievement and stakeholder satisfaction through effective leadership." All training and technical assistance focuses on cultivating elements of this definition, as seen below.

| **Characteristics of a high quality charter school in South Carolina** | | |
|---|---|---|
| **Defined** | **Described** | **Features** |
| *Financial Viability* | Sustained Beyond Planning and Implementation Grant | • Strong internal, fiscal controls<br>• Clean yearly audits<br>• Public/private partnerships forged<br>• Identified potential grant opportunities<br>• Aware of available state/federal funding |
| *Choice-Driven* | A Demonstrated Need through Community Involvement | • Grounded upon a clear and compelling mission statement<br>• Outside input used in planning and continuous improvement efforts<br>• Parent/community feedback<br>• Relationship with authorizer |
| *Innovation* | Research-based Approach to Improve Academic Excellence | • Evidence of successful implementation in other arenas<br>• Expansion of current practice to reach more students<br>• New or novel idea not used in the proposed location |
| *Student Achievement* | Annual, Continuous Growth | • State report card rating (including testing results), graduation rates, and AYP |

| | | |
|---|---|---|
| | | • Recognizes responsibility for outcomes<br>• Internal data sources<br>• External evaluations<br>• Annual report to the LEA authorizer-sponsor<br>• Program modification is data-driven<br>• Annual subgrantee report to the Department |
| *Stakeholder Satisfaction* | Internal and External Support | • High staff retention rates<br>• Stable or growing enrollment<br>• Satisfaction as listed on the annual school report card<br>• Community support<br>• High student attendance rates |
| *Effective Leadership* | Capacity Developed Within | • Comply with State law for staffing<br>• Teacher empowerment applications<br>• Functioning board as shown by policies and practices<br>• Minimal leadership turnover<br>• Professional development on leadership |

South Carolina's recent Charter School Program grant proposal to the ED, submitted May 7, 2010, includes intensive attention, assistance, and training to groups as they plan charter schools and write their charter applications. This level of assistance is designed to help charter developers think through the educational needs of their identified student populations and produce higher quality applications. For those charter developers who applications are authorized, technical assistance that focuses on turning the written word into a living, functioning public school will be provided, during the State Board-mandated planning year. Before these schools ever open, their principals will go through a leadership academy to prepare them for the differences between traditional and charter school administration. Partnerships with Francis Marion University's Center of Excellence to Prepare Teachers of Children of Poverty, Fierce, Incorporated, and the South Carolina Association of Nonprofit Organizations will enable new charter school leaders to gain professional development tailored to their students' needs. Appendix F2E provides details about the programs offered by these partners. If funded, the State will use Charter School Program federal funds to launch an additional 40 charter schools.

In addition, the Department is currently studying high-quality and high-performing charter schools in our state, and our findings will be shared to help charter schools develop a

continuous improvement process. Authorizing LEAs will also receive additional technical assistance to help them refine and apply the requirements for high quality charter applications. These actions will enable South Carolina to increase the number of charter schools and, most importantly, ensure that each school has the best opportunity for viability and each charter student has the best opportunity for achievement.

(iii) The State's charter schools receive (as set forth in Appendix B) equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues;

Charter school funding depends upon the type of LEA sponsor. South Carolina has two types of charter authorizers–local school districts/LEAs and the statewide public school charter district. S.C. Code Ann. § 59-40-140 (Appendix F2A) highlights the funding stream for charter schools authorized by local school district LEAs, which have a local tax base. These charter schools receive a weighted pupil amount calculated by dividing the LEA's total general fund revenue for the prior year (adjusted for current year's inflation factor) by the prior year's total weighted pupils (S.C. Code § 59-40-140(A)). See the description of Education Finance Act weighted pupil funding in (F)(1) above. Eligibility for categorical funding is determined based upon eligibility for the category; for example, a charter high school may be eligible for State *High Schools that Work* funding (Appendix F2A § (D)). See the description of Education Improvement Act funding in (F)(1)(a) above. These charters receive an equitable share of the local LEA funding.

The other authorizer—the statewide charter district—does not have a local tax base and relies upon the State for its non-federal funding (S.C. Code § 59-40-140(B), -220(A), Appendix F2A). The statewide charter district receives the State base student cost plus State categorical funding. To address concerns about the State charter district's lack of local tax base funding and despite significant overall revenue reductions, in FY 09-10 budget the General Assembly added $700 per weighted pupil unit enrolled in the state charter district, above the State per pupil amount that is the basis for the EFA formula for other districts (see Appendix F2F for the relevant portion of the Appropriations Act). This additional funding is continued in the appropriations act for FY 10-11 despite additional reductions in overall State revenue. As noted above [(F)(1)(a)] State EFA funding is allocated among other districts based upon local revenue-raising ability. The statewide charter district's lack of ability to raise local revenue to augment the base student cost continues to be a concern, as are legal limits on other districts' ability to

raise local property taxes for school operating expenses. Pending legislation proposes an additional increase in the State weighted pupil unit funding to the state charter district, as described in the revision to the Charter Schools Act (H.4243) in Appendix F2G.

Regarding federal funding, charter schools in South Carolina operate under the auspices of their LEA sponsors. Because South Carolina's charter act states that charter schools are part of the LEA that authorizes them, charter schools must be considered for any and all State and Federal formula grant applications. As part of each federal formula grant submission, each authorizing LEA must have charter school principals verify in writing that the authorizer consulted the charter school in preparing the application. Should this verification form not be signed by the charter schools, the Department's federal programs areas will investigate the grant application before processing it for funding. When allowed by federal law, federal funds are allocated on the "basis of the number of special characteristics of the students attending the charter school" for which the funds were received (S.C. Code § 59-40-140(D), Appendix F2A). Because equitable and timely funding is absolutely necessary to sustain charter schools, the Department is revising funding guidelines that will be updated annually, published online, and distributed to LEAs and charter schools. The Department's charter school office uses these guidelines to initiate discussions between the charter school and its authorizer to ensure that charter schools are considered in the authorizing district's federal formula education grant applications.

(iv) The State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools;

Although the State provides some benefits for charter schools as to facilities, overall South Carolina views facilities as a local responsibility and provides very little facilities assistance to any public schools—whether charter- or district-governed. State facilities funding occurs when special appropriations are made by the General Assembly or when there are State revenue surpluses; however, the sum of the surpluses given to all LEAs has rarely totaled enough to build one school, much less one school per district (e.g., $1.5 million in Children's Endowment (Barnwell) fund (2008); $3 million in EFA building fund (FY07); $40 million EIA fund (FY06); Appendix F2H contains a list of those allocations).

The State does maintain a facilities inventory and makes certain resources available to charter schools. The Department annually provides to charter schools a listing of "vacant and unused buildings and vacant and unused portions of buildings that are owned by school districts in this State and that may be suitable for the operation of a charter school" (S.C. Code Ann. § 59-40-170, Appendix F2A). Charter developers and existing schools use the list to identify a potential facility. If a district "declares a building surplus and chooses to sell or lease the building," a charter school must receive the right of first refusal to "purchase or lease the building under the same or better terms" as offered to the public. Currently, six charter schools (16%) have taken advantage of this opportunity. In addition, one conversion charter school remains in its pre-charter facility, and another is in a new facility built by its sponsoring LEA, bringing the total to 22% of charter schools that have exercised one or the other benefit. One other charter school (Calhoun Falls) leases a former school building for a nominal fee from the township to which the LEA had transferred the title.

All middle/early colleges are on college campuses, including the four that are charter schools. Brashier Middle College Charter High School has just completed a new facility on the Simpsonville campus of Greenville Technical College.

In summary, charter schools in the state are treated no differently from other public schools in the state in regards to funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements) and the ability to share in bonds and mill levies, or other supports. Additionally, the charter schools receive more flexibility and assistance with facilities acquisition and access to public facilities, and with requirements for maintaining and upgrading facilities than traditional public schools.

As to facilities requirements, standards for charter school facilities are less restrictive than those for traditional public schools. Generally in South Carolina, school buildings are exempt from local building codes and must comply with the uniform statewide standards in the SC School Facility and Construction Guide (the Guide) (S.C. Code §§ 6-9-110(A)(2), 59-23-230). However, the State exempts charter schools from the Guide's building requirements (other than those necessary to meet health and safety standards) and directs that the law be interpreted liberally to support that purpose (S.C. Code §§ 59-40-30, -50(B)). The Department lists the Guide's non-health and non-safety requirements on its website. In the past, charter schools would appear before the State Board to request a waiver of requirements not on the list. To

reduce the formal paperwork, effort, and time for the charter school and the State Board, this process was modified to place the responsibility upon the experts in this field. Now design professionals can seek waivers from these requirements from the Department. South Carolina does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools.

(v) The State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

"Innovative, autonomous public schools" are defined as those with open enrollment, that —in exchange for increased accountability for achievement—have flexibility and autonomy over their instruction model, associated curriculum, staffing, school day/year structures, and budgets. Our State statutory structure provides a mechanism for any school to be free of regulations that inhibit innovation. Flexibility may be granted to high achieving schools, at risk schools or LEAs, schools requesting exemptions to improve academic achievement based upon a written plan, and LEAs requesting regulatory exemption from the State Board.

The South Carolina Education Accountability Act (S.C. Code Ann. § 59-18-1100, Appendix A1A), provides a mechanism for schools to achieve flexibility from regulations and statutory provisions. While not totally autonomous from the LEA in which they reside, the schools, much like a charter school, enjoy the benefit of being free from many regulations. *High achieving schools* as defined in §59-18-1100 may receive flexibility status as a matter of course if they meet the law's criteria. Flexibility and deregulation are also available for lower performing *at risk schools or districts*. S.C. Code Ann. § 59-18-1120 states:

> Notwithstanding any other provision of law, a school designated as school/district at-risk while in such status is given the flexibility of receiving exemptions from those regulations and statutory provisions governing the defined program or other [State Board] regulations, dealing with the core academic areas as outlined in Section 59-18-120, provided that the review team recommends such flexibility to the [State Board].

Any school may also receive flexibility status with *a plan tying the exemptions to student achievement*:

> (B) Other schools may receive flexibility when their school renewal plan[6] explains why such exemptions are expected to improve the academic performance of the students and the plan meets the approval by the [State Board]. To continue to receive flexibility pursuant to this section, a school must annually exhibit overall school improvement as outlined in its revised plan and must meet the gains set for subgroups of students in content areas included in the accountability assessments. A school which does not re-qualify for flexibility status due to extenuating circumstances may apply to the [State Board] for an extension of this status for one year according to the provisions of Section 59-18-1110(D).

Through a unique provision in its regulation involving strategic planning, South Carolina grants all schools the opportunity to be free from all regulations. Regulation 43-261(c) gives any school district the right to request a waiver of any regulations that would "impede the implementation of an approved district strategic plan or school renewal plan."[7] This waiver process involves the school district submitting the request to Department staff citing the specific regulations the district seeks to be free of and one-reading approval by the State Board. The State Board has granted many of such requests in the past, most recently at its April 2010 meeting with regard to dual credit and credentialing issues involving a middle college.

Taken in combination, this legal infrastructure allows any school or district the flexibility to further student academic growth through innovative measures. The flexibility is used by schools and LEAs. For example, in April 2010, Berkeley County School District requested and received approval for flexibility from the State Board related to its Middle College which will be housed on the Trident Technical College campus (media specialist requirements and dual credit

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[6] South Carolina District Strategic Planning and School Renewal Planning are based upon a performance-based accountability process which incorporates school and district needs assessments, performance goals, strategies designed to meet these goals, and evaluation of each of these goals using specific and overall measures. This planning is required by the S.C. Education Accountability Act and State Board Regulation 43-261. The State and LEAs collaborated to design one planning document which also meets the requirements in the federal Elementary and Secondary Education Act.

[7] Needs assessments include the review of data on student achievement, school climate, teacher quality, and any district priority area. Based upon these assessments, districts and schools develop performance goals in each of the areas listed above. After determining the performance goals, schools and districts develop specific strategies for meeting each goal, and identify appropriate data sources and methods for measuring interim or yearly progress. Plans are initially designed to span five years and are updated annually based upon performance reviews of data and current yearly needs assessment results. When the plan needs flexibility or exemptions from State requirements to meet student achievement goals, the school may obtain a waiver from the State Board.

courses leading to certificates).

As to flexible and innovative instructional models and curriculums, South Carolina has an Office of Public School Choice and Innovation within the Department which assists LEAs in building flexible and innovative choices to meet the needs of students and parents. The State supports development of magnet schools,[8] middle/early colleges, Montessori programs, single gender programs, "looping" and multi-age teamed teaching, and natural resources schools. As to open enrollment, 31 LEAs offer open enrollment to any school within the district.[9]

**(F)(3) Demonstrating other significant reform conditions**

The extent to which the State, in addition to information provided under other State Reform Conditions Criteria, has created, through law, regulation, or policy, other conditions favorable to education reform or innovation that have increased student achievement or graduation rates, narrowed achievement gaps, or resulted in other important outcomes.

South Carolina has made concerted, continuous efforts to make systemic improvements in P-12 public schools using a wide range of legislative and state-led initiatives.

Legislative leadership

The State's General Assembly has played a key role in advancing public education. Highlights include:

- Three years before No Child Left Behind, South Carolina's Education Accountability Act of 1998 set rigorous grade-by-grade standards, implemented statewide testing in Grades 3-8 and established a mechanism that allowed the State to take over management of schools where

[8] The complete list of current magnet schools can be found in Appendix F2I and includes arts, STEM (various combinations of science, technology, engineering, math; zoological and botanical); health professions, environmental fitness academy, exercise physiology and sports medicine; communications, journalism and media production; global studies, language immersion, international business and finance; law, business, and finance micro-society, entrepreneurial leadership; civic engagement and leadership; and International Baccalaureate, and academic magnets.

[9] LEAs reporting open enrollment are: Anderson School Districts 1, 2, and 3; Beaufort County School District, Charleston County Schools, Cherokee County School District, Colleton County School District, Darlington County School District, Florence District 3, Greenville County School District, Greenwood School District 50, Kershaw County School District, Laurens School Districts 55 and 56; Lexington County School Districts 1, 2, 4, and 5; Marlboro County School District, Oconee County School District, Orangeburg County School District 4, Richland County School District 2, Spartanburg County School Districts 1, 3, 5, 6, and 7; Sumter School Districts 2 and 17; York 2, and the SC Public Charter School District. (Two other LEAs, Department of Juvenile Justice and Palmetto Unified (Department of Corrections) have restricted enrollment.)

student achievement is languishing. *Quality Counts 2010* gave South Carolina an "A" for its academic standards and accountability system and ranked our State 7th in the nation.

- The Education and Economic Development Act of 2005 (EEDA), with foundations developed by a statewide education/business task force, is aimed at ensuring that students complete high school ready for college and careers. EEDA has linked students' high school coursework with their individual talents and interests; increased the numbers of guidance counselors and career development specialists; and required whole-school reform models in high schools. Last year, 97% of our high school students and their parents or guardians worked with school counselors to create Individual Graduation Plans that focus everyone's efforts on students earning diplomas and being ready for college and careers. Students also select a "major" from among 16 career clusters. Twelve community-based regional advisory boards[10] and regional education coordinators facilitate community involvement dedicated to public school improvement and successful personal pathways for every student.
- The Student Health and Fitness Act of 2005 set elementary school requirements for physical education and activity, funded school nurses in all elementary schools, and set statewide student nutrition standards with strict limits on the amounts of sugar and fats that can be served to students.
- Only two years after legislation enacting the state-led South Carolina Virtual School Program, it now enrolls 7,095 students in more than 80 courses (11,681 course registrations) from every regular LEA in the state, with another 2,514 students on waiting lists. Priority registration is given to students needing credits for on-time graduation. Credit in most courses is based on demonstrated proficiency, not "seat time." This program removed inequities among districts that could not afford their own virtual programs and allows any student in the state to enroll in a range of courses from Advanced Placement and Honors to content recovery. The Center for Digital Education ranked South Carolina No. 2 in the nation for its policy-making efforts aimed at improving online learning opportunities (November 2009).

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[10] By law these boards include "a school district superintendent, high school principal, local workforce investment board chairperson, technical college president, four-year college, or university representative, career center director or school district career and technology education coordinator, parent-teacher organization representative, and business and civic leaders."

- South Carolina's charter school enrollment has doubled in the last two years, from 5,500 to more than 12,000. As noted in (F)(2) above, our charter school legislation emphasizes flexibility and quality.
- State-funded financial incentives have encouraged teachers to earn National Board Certification, which is much like the peer board certification for doctors and accountants. Successful applicants may take up to three years to meet rigorous national standards through intensive study, expert evaluation, self-assessment, six content area assessments, and four video-taped portfolio entries of classroom work and community accomplishments. Only North Carolina and Florida have more than South Carolina's 7,297 teachers certified by the National Board for Professional Teaching Standards. In a 2008 report released by the National Research Council of the National Academies, this certification was found to have a positive impact on student achievement and educator retention.
- Under the Education Accountability Act, schools that are closing achievement gaps or improving graduation rates faster than the average needed to meet State targets are eligible for cash Palmetto Gold and Silver Awards. Best practices from these schools are shared across the state. In addition, the state-funded Education Oversight Committee gives annual recognition to schools that are closing achievement gaps.
- Ten years after funding full-day kindergarten for all five-year-old-children, which was the catalyst for immediate and dramatic improvements in first-grade readiness, the General Assembly expanded funding to include 23,000 at-risk four year olds.

State-led initiatives

- South Carolina is the home of the nation's first state-led public school choice initiative. Seventy of the state's 88 LEAs now offer meaningful curriculum choices to parents (see Appendix F3A for a chart of Public School Choices in SC Districts 2009-10), and enrollment in charter schools has doubled. South Carolina has more single-gender programs than any other state, and parent surveys continue to demonstrate the broad popularity of this instructional option. Local curriculum options are supported by the Department's Office of Public School Choice & Innovation, which has the nation's only state-level education associates devoted to helping local districts develop single-gender and Montessori programs, as well as an associate who assists community groups trying to develop charter schools.

- The Department purchased and enhanced a "voluntary curriculum" to assist small, high-poverty districts that do not have the resources to develop their own. The curriculum incorporates a variety of instructional resources, including pacing guides, indicator pages, activities, resources, unit plans, websites and sample test items, all of which are aligned to state academic standards.
- High school and college faculty members are at the forefront of a ground-breaking statewide initiative that is increasing connections between high school courses and entry-level college courses. As noted in Sections A and B above, the South Carolina Course Alignment Project (SC CAP) is the first of its kind in the nation.
- South Carolina educators are leading the nation in efforts to keep kids safe thanks to a public/private initiative to help prevent, recognize and react responsibly to signs of child sexual abuse. More than 38,000 teachers and school employees have completed child sexual abuse prevention training. This represents more than 70% of the state's 54,000 professional school staff and sets a national record among U.S. school systems, according to Darkness to Light, the national nonprofit organization that administers the training.
- South Carolina's high poverty rate means that many students arrive at school without having eaten breakfast, so the Office of Health & Nutrition Services has made a concerted effort to increase student participation. That work was recognized in 2010 when the Food Research and Action Center ranked South Carolina's school breakfast participation rate No. 2 in the nation. A highlight of the state agency's effort was "It All Starts with Breakfast," a video that highlighted successful ways for schools to reach more students.
- As in other Southern states, South Carolina students disproportionately have problems with childhood obesity and other health issues that affect their academic performance. The Department has taken aim at this problem on a number of fronts, including the creation, with the help of private foundations, of a free dental clinic in the state's poorest county. More than 800 children visited the clinic during its first year of operation, with most of those children seeing a dentist for the very first time. A majority of the children came back to the clinic six or seven times, mostly to fill numerous cavities.
- The Department's Office of Health & Nutrition Services has taken a leadership role in raising awareness among children and parents and linking the idea of good nutrition with success in school. South Carolina is second in the country in the number of Healthier US School

Awards, and more than 50 elementary schools are participating in a program which makes fresh fruits and vegetables available for student snacks throughout the day. Department partnerships with the South Carolina Department of Agriculture include public-private "farm-to-school" programs that put locally grown produce into local school cafeterias, and grants that help schools create on-site vegetable gardens.

- South Carolina's Red Carpet Award program, which recognizes schools for creating family-friendly philosophies and environments and trains school staff in customer service, won the Distinguished Single Project Award in 2003 from the National School Public Relations Association. This year 124 schools won Red Carpets (May 17, 2010), and an all-time high of 262 schools competed.
- The Department has worked to facilitate better two-way communication among the agency, P-12 educators, and the general public. Over the last three years, the State Superintendent has moderated conversations with citizens at more than 30 town hall meetings in all parts of the state. Thousands of K-12 educators have participated in statewide "virtual faculty meetings," during which they e-mail questions that the Superintendent answers on live closed-circuit TV shows that can be viewed either at school or on the web.
- Future Minds, a privately funded foundation set up by South Carolinians, has created a first-in-the-nation partnership that allows private citizens to make donations directly to school classrooms.
- As described in Section D above, state agencies are partnering to make housing more affordable to teachers through low-interest loans and down-payment assistance.
- South Carolina's state-led teacher recognition program, a public-private partnership, is recognized by many as the nation's best. The State Teacher of the Year takes a state-funded year-long sabbatical, representing South Carolina's 50,000 classroom teachers at government and private functions and working through the State's teacher recruitment center. Privately funded awards for this teacher include the use of a new BMW X6, a laptop computer, Michelin tires, a SMART® board, and free tuition to a prestigious education symposium at Notre Dame University. The South Carolina General Assembly funds a $25,000 cash award for the State Teacher of the Year, along with $10,000 cash awards for four finalists and $1,000 cash awards for all local district teachers of the year. A lavish, privately funded banquet and awards ceremony is the program's highlight.

- South Carolina's GED testing program reached a new milestone in 2008, reaching the national average passing rate for the first time (73.1%) and continuing a trend that has boosted the number of successful test-takers by more than half since 2002. A key contributing factor in this improvement is a state-led GED Academy that offers 45 hours of adult education staff training at four regional centers across the state.
- The Department launched Middle/Early College programs across the state to address student achievement, dropout prevention, on-time graduation rates, transitions to middle and high school and college, and college readiness. This initiative has proven markedly successful for engaging at-risk students to stay in school, graduate from high school, and enroll in college
- Through a public-private partnership with a South Carolina company, the Department is piloting a program to provide digital instructional materials to classrooms in 11 high schools across the state. Schools were selected at varying levels of technology and performance. During the first year, digital materials have been made available via Dell 2100 Latitude "netbooks" in the core content areas of social studies (global studies, world history, world geography, United States History, government, or economics) or science (physical science, biology, chemistry, or physics). These areas currently have state-adopted materials that are provided digitally to the students and teachers in the program.

Outcomes of Reform Conditions and Advances

"*I know of no way of judging the future but by the past*." – Patrick Henry

South Carolina's reform efforts are having a significant positive impact. If our State's past performance is any predictor of our future, then SC INSPIRED will improve the existing reforms in our public education system and make South Carolina competitive with any state or nation.

- The national report card "Quality Counts 2010," published by *Education Week*, ranked South Carolina 11th in the nation overall, and for the second year in a row, ranked South Carolina No. 1 for improving teacher quality. South Carolina received the only "A" rating, with a score of 95.8 (next highest score was 88.0).
- South Carolina's dropouts declined from 8,032 in 2007-08 to 7,077 in 2008–09, a decrease of 11.9% in one year. While these figures are still too high, the State's focus on student engagement, personal pathways, individual graduation plans, and caring communities is having a demonstrable impact.

- Various national studies, including reports from NCES, Education Trust and Education Next, cite South Carolina's academic standards as among the most rigorous in the nation. Most recently, Education Trust ranked South Carolina and Maine as first in the nation for the rigor of student proficiency standards. This track record confirms South Carolina's capacity to undertake the transition to Common Core State Standards
- A 2009 U.S. Chamber of Commerce report measuring key indicators of educational innovation ranked South Carolina 6th in hiring and evaluating school staff, 11th in removing ineffective teachers, and 17th in school management.
- Since South Carolina instituted sweeping school accountability measures in 1998, students have posted significant gains on statewide assessments across all grade levels, subjects, and demographic groups.
- Despite poverty levels that are considerably higher than most states, South Carolina scores at or near the national average on the National Assessment of Educational Progress (NAEP), the federally mandated tests widely considered to be the best measures for comparisons among states. South Carolina's NAEP performance has resulted in high national improvement rankings in independent studies conducted by the Educational Testing Service (2003), Education Trust (2004), and the Council of Chief State School Officers (2004).
- South Carolina's 28-point gain in SAT scores leads the nation over the past ten years among states where more than half of the graduating seniors take the test (August 2009).
- *Education Week*'s "Diplomas Count" (June 2009) reported that South Carolina had the nation's best improvement—a 13.1% increase—in on-time high school graduation rates between 1996 and 2006.
- Education Trust reported that South Carolina's minority and lower-income students have raised their scores and reduced achievement gaps in recent years on standardized reading and math tests. Their 2009 national report, "Education Watch," indicates that achievement gaps in South Carolina are smaller than the national average.
- South Carolina's high school seniors have dramatically increased the value of their college scholarships every year since the Department began tracking the data seven years ago. Seniors in the Class of 2009 won a record $869 million in college scholarships, a $100 million increase from the previous year's class. The five-year scholarship total is $3.5 billion.

South Carolina has the capacity, focus, and collective energy to implement the strategies that we have described in SC INSPIRED. We have much of the infrastructure in place to effect dramatic statewide reform, and we have the public/private partnerships essential to effecting sustainable change. SC INSPIRED, with support from Race to the Top, will propel our progress at faster rates. As our proposal has detailed, South Carolina's goals and objectives focus on four main areas:

- Adopting high quality, national standards and assessments;
- Continuing to implement and augment our statewide longitudinal data system;
- Improving teacher and leader quality, recruitment, and retention; and
- Transforming struggling schools into successful schools.

By successfully implementing these reforms, South Carolina will assure that each student has access to relevant, rigorous, personalized, flexible, effective instruction; consistent exposure to meaningful, individual college and career exploration and planning; access to highly effective, caring teachers, leaders, and mentors; and the expectation, environment, and supports to engage and succeed. Our action steps in these four reform areas, our commitment to students across our state, and our deliberate course of action will result in South Carolina's being able to achieve its vision of (1) graduating all students, (2) ready for college and career, (3) leading to meaningful and productive citizenship. The path we have set is ambitious and critical to our future. Only by visionary and deliberate action can we turn South Carolina's public education into a generator for economic, social, and personal well-being for the citizens, state, and nation.

South Carolina is determined. South Carolina is prepared. South Carolina is ready. South Carolina is INSPIRED with:

**I**nput from--and choice for--all learners and stakeholders;

**N**ext generation learners who become next generation leaders;

**S**tandards and assessments which are rigorous and meaningful for all learners;

**P**ersonalized instruction for all learners;

**I**nnovation that creates lasting learning;

**R**edesigned schools that center on learning for all;

**E**ffective educators and leaders; and

**D**ata systems that make a difference for all learners.

PRIORITY 2: COMPETITIVE PREFERENCE PRIORITY – EMPHASIS ON SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM).

South Carolina: STEM for ALL

**STEM Goal: South Carolina INSPIRED will increase the competency and interest of P-20 students in STEM subjects and careers through improved STEM teacher and leader effectiveness, improved STEM facilities, and STEM P-20 programming.**

**Priority 2: Competitive Preference Priority—Emphasis on Science, Technology, Engineering, and Mathematics (STEM).**

To meet this priority, the State's application must have a high-quality plan to address the need to
☑ (i) offer a **rigorous course of study** in mathematics, the sciences, technology, and engineering;
(ii) **cooperate** with
☑**industry experts,**
☐ **museums**,
☑ universities,
☑ research centers, or
☑ other STEM-capable community partners
☑ to **prepare and assist teachers**
☑ in **integrating STEM content across grades and disciplines**,
☑ in promoting effective and relevant instruction, and
☑ in offering **applied learning** opportunities for students (mention virtual job shadowing?); and
☑ (iii) prepare **more students** for advanced study and careers in the sciences, technology, engineering, and mathematics,
☑ including by addressing the needs of underrepresented groups and of **women and girls** in the areas of science, technology, engineering, and mathematics.

*The competitive preference priority will be evaluated in the context of the State's entire application. Therefore, a State that is responding to this priority* ***should address it throughout the application****, as appropriate, and* ***provide a summary*** *of its approach to addressing the priority in the text box below. The reviewers will assess the priority as part of their review of a State's application and determine whether it has been met.*
*Recommended maximum response length, if any: One page*

South Carolina's economy and future depend upon our ability to encourage, motivate, and foster achievement and interest in subjects and careers related to Science, Technology, Engineering, and Math (STEM). As South Carolina has lost jobs through mill and low-tech industry closures, and new jobs require increasingly more STEM experience and education, our State must respond or lose its competitive viability.

In South Carolina, professional scientific and technical services (exclusive of manufacturing) are projected to increase 31% by 2016. Manufacturing, the state's largest major

industry sector (20% of employment), has been severely affected by the economic recession. These jobs are heavily and increasingly populated by STEM technicians and engineers, especially in the automated manufacturing, process control, mechatronics, and industrial maintenance technology disciplines. In addition, the State's diversified energy sector, which includes fossil fuel, nuclear, hydrogen cell, and biomass, is expected to add dramatically to the need for STEM technicians.

Among the nation's top nuclear energy power producers, South Carolina supplies more than 50% of its power from four nuclear energy facilities. With four more nuclear reactors expected to be operational by 2015, the demand for nuclear technicians is predicted to grow by 31% and the demand for computer operators, instrumentation technicians, chemical process technicians, and programmers in the energy sector is predicted to grow 18%. The demand will exceed South Carolina's current capability to attract, retain, and graduate qualified STEM technicians unless an aggressive recruitment, retention, and advancement plan is initiated across the State's education and workforce development agencies. Such a plan will need aggressive strategies to assist and support under-prepared students.

**The South Carolina STEM Continuum**

South Carolina's plan for enhancing STEM provides a continuum designed to assist teachers with integrating the facts, concepts, skills, understandings, and dispositions that connect both teachers and students to the STEM disciplines. This work is built on the recognition that effective instructional practice requires continuous and embedded opportunities to plan, enact, gather data, reflect on the data, and replan the work. STEM is a special case because of the richness of the content and the complexity of the interactions. The following table presents elements of the continuum.

| Title & Grade Level | Goal Description | |
|---|---|---|
| Preparatory Academy<br>Grades P-2 | Ensure that early learners have opportunities to interact with facts, concepts, processes that focus on science, technology, engineering, and mathematics | Schools will have the opportunity to participate in professional development on the implementation of model early learning curriculum that focuses on the STEM content. |
| Accelerating School Achievement Pilot (ASAP)<br>Grades 3-5 | Provide elementary students with a school environment and curriculum that is STEM targeted and provides a rich curriculum that includes the arts. | The ASAP schools will have an emphasis on providing high quality instruction in mathematics and science connected to the entire curriculum. Emphasis will be placed |

| | | |
|---|---|---|
| | | on developing a solid academic foundation matched with extended investigations, projects, and inquiries. |
| STEM Summer Learning<br>Grades 6-8 | Provide middle school teachers with both content and pedagogical knowledge and using this knowledge to enact high-quality curriculum in their schools. | Middle school mathematics and science teachers in schools with iCoaches through a summer experience in which they receive SC standards-based units in mathematics and science, work with content expert professors, education professors and enact a unit with actual students. |
| Middle-High School Project Mathematics and Science<br>Grades 6-12 | Develop CAPPs in small rural schools where grades 6-12 are on the same campus. | The CAPP provides support as middle and high school teachers improve the articulation of mathematics and science in their schools and work to improve student performance. An external coach works with each CAPP during the school year. |
| South Carolina Algebra Project<br>Grades 6-12 | Improve performance in algebra by enhancing teachers' understanding of both content and appropriate pedagogy. | Middle and high school algebra teachers receive ongoing professional development and access to model algebra curriculum during a school year and then over multiple years. |
| Physical Science Companion<br>Grades 10-12 | Improve student performance in physical science. | High school physical science teachers receive ongoing professional development along with access to model physical science units. |
| Biology Companion<br>Grades 10-12 | Improve student performance in Biology. | High school biology teachers receive ongoing professional development along with access to model biology units. |

SC INSPIRED's strategies for STEM align with recent research, studies, and proposed initiatives by leading STEM advocates, the National Academies, and the STEM Coalition, an organization underwritten by the American Chemical Society that represents more than 1,000 STEM organizations:

1. **Increase the numbers of teachers in STEM content areas.**
2. **Strengthen the skills of the teachers already in STEM content areas.**
3. **Enlarge the pipeline of students who seek to enter STEM content areas.**

These organizations advocate the same three strategies to address the lack of STEM education and STEM-qualified teachers and leaders:

1. Increase the numbers of teachers in STEM content areas

South Carolina will expand the work of the Committee to Increase the Math and Science Teaching Force (established in 2009), which includes deans, department heads, professors, and P–12 math and science educators, to focus on recruiting, distributing, and retaining effective math and science teachers. Establishing two research-based U-TEACH (presented in Appendix D3L) sites in South Carolina will accelerate this effort. U-TEACH is a successful method focused on preparing math and science teachers that is used by 18 universities nationwide. The U-TEACH program will be established at two institutions of higher education, one being an historically black college or university (HBCU). Scholarships will be awarded to candidates participating in the program who commit to teaching math or science in the State upon graduation.

The Committee to Increase the Math and Science Teaching Force was established to bring together the State's key parties responsible for recruiting and training STEM educators. As a result, leading universities in the State have joined the Science and Mathematics Teacher Imperative, a national effort to identify and address key constraints which impede the formation and progress of effective STEM teacher preparation programs. The University of Texas at Austin has expressed an interest in bringing U-TEACH programs to the State.

In addition, implementation of the Adjunct Teacher Program (described in Appendix D1F) and the proposed expansion of the State's Program for Alternative Certification for Educators (PACE) with its focus on high poverty, low performing schools (discussed in Appendix D1F) will provide new routes to bring skilled STEM professionals into the P-12 classroom.

2. Strengthen the skills of STEM content teachers already in the classroom

In 1993, South Carolina won a Statewide Systemic Initiative (SC SSI) from the National Science Foundation and was one of a handful of states to receive a second five years of funding. When SC SSI funding ceased in 2002, the Department continued its work and created the Mathematics and Science Unit (MSU) with eight regional centers (now the $S^2$MART Initiative; see Section B) to provide high quality professional learning experiences to LEAs, schools, leaders, and teachers. The core of this work was the Mathematics and Science Coaching Initiative (MSCI) that trained and supported elementary and middle school mathematics and science coaches. Between 2002 and 2010, the MSCI and iCoach SC initiatives worked with 400

South Carolina schools in 72 of the 88 LEAs. South Carolina's dramatic improvement in NAEP math and science scores across the last decade illustrates the impact of the MSCI and iCoach SC initiatives.

To increase the STEM capacity of middle school teachers, we will build on a highly successful program, developed by South Carolina's Coalition for Mathematics and Science that partners the $S^2$MART Initiative with higher education departments of math and science. Together, they will create a high quality summer school professional learning experience for teachers. During this summer program, teachers will learn content and pedagogy and will enact model instructional units developed by STEM faculty. Teachers will be drawn from middle schools that have the iCoach SC initiative so that the iCoaches can support the teachers as they engage students in a full year of mathematics or science curriculum in their schools.

An analysis of South Carolina's PASS testing results (grades 3-8) indicate our students need improvement in reading informational text. In response to this data analysis, the Department will develop a system of summer early reading academies as professional development opportunities for teachers to learn research-based strategies to help students improve their skills for reading informational text. Participants in the teacher academies will use appropriate STEM curriculum materials and hands-on STEM instructional practices with their students during the school year. The theme of the academies will be "Learning to Read through STEM" and teachers will learn to expose their students to STEM subjects and careers through reading informational text.

South Carolina will build on the infrastructure available in many South Carolina elementary schools in mathematics and science. Over the past decade, schools have invested in exemplary curriculum materials, e.g., science kits developed by National Science Foundation grants and mathematics materials with similar heritage. The Department's Standards Support System ($S^3$) (see section (B)(3)) will incorporate a series of STEM curriculum guides developed for use by the districts, schools, and teachers. These guides will be aligned to the newly adopted Common Core State Standards and integrated into the S3 curriculum to enhance the STEM focus in grades 6–8 with support from the iCoaches and the Regional Support System.

In addition, the Department will work with the Southern Regional Educational Board to develop and implement the GreenSTEM Curriculum which will be used in a four course sequence for grades 7–12 taught over a two-year period. This curriculum targets STEM

applications of particular interest in a state with diverse environments: renewable energy, sustainable life styles, and eco-friendly principles. SC INSPIRED's partnership with the Southern Regional Education Board will lead to the development and piloting of a GreenSTEM Engineering Program of Study at five sites.

The Department will partner with the South Carolina Chamber of Commerce to increase business partnerships and identify business and industry experts to assist in the development of the GreenSTEM Curriculum. Current student outreach programs will be expanded to inform and recruit additional minority and female students to enroll in STEM programs of study that include science, technology, engineering, mathematics and other STEM related technologies. Students will be taught to use Inventor Engineering Software to create three dimensional projects that replicate real world experiences. Teachers will use applied learning techniques to increase student opportunities to take what is learned in class and use it in creating projects in careers of student interest. In addition, students will continue to be provided extended learning opportunities such as job shadowing and internships. In rural areas, students will have opportunities to experience real jobs through the use of virtual job shadowing that is already available in many careers.

3. Increase the number of students interested in STEM subjects and careers

In South Carolina, too many children leave the early elementary grades without the reading skills necessary for success in subsequent grades. A documented weakness in students' early reading experiences is the lack of exposure to informational reading, including nonfiction and STEM related subjects, coupled with a narrow focus on reading materials that are largely literary (i.e., narrative stories and poetry). In schools that serve children of poverty, the amount of informational text is miniscule (Hoffman, McCarthey, Abbott, Christian, Corman, Curry, Dressman, Elliott, Matherne & Stahle, 1994).

Grants of $28,500 will be provided to five schools in Years 2-4 to support STEM literacy across the curriculum. The $S^2$MART Initiative's iCoaches, and other staff as necessary, will work with teachers in the schools to make effective use of resources and materials. A consultant with expertise in both early reading and STEM integration, with input from stakeholders, will develop a curriculum for use in the early "Reading Academies" to ensure a deeper emphasis on learning to read informational text.

Many of South Carolina's schools lack the equipment necessary to teach STEM subjects or make STEM learning interesting or applicable. SC INSPIRED will provide equipment, curriculum materials, and assessment materials for STEM laboratories in 27 high schools and 27 middle schools in underperforming districts and schools. Laboratories will support engineering, advanced manufacturing, green engineering, and renewable energies.

Districts will have the opportunity to compete for funds for up to two grants that will support moving a currently "at risk" elementary or middle school to a STEM curricular focus. In partnership with the Regional Support System, each school will be supported by an iCoach.

The SC STEM goal is the acceleration of school achievement and the title of the initiative is therefore the Accelerating School Achievement Pilot (ASAP). This pilot is based on research published by the MASS Insight Education & Research Institution (Calkins, Guenther, Belfiore, & Lash, 2007; see Appendix B3D for an excerpt on school clusters). Through the pilot, the Department and schools will collect and interpret data and translate findings into strategies that can be used in other schools with large achievement gaps. The pilot schools will collaborate with the $S^2$MART Initiative and partner with IHEs, businesses, and industry to build capacity within the schools and the LEA and ultimately across LEAs.

Activities for this initiative include:

- Designing a pilot research study;
- Creating and posting an application (RFP) process for struggling schools within the defined range of persistently low achieving schools to participate in the pilot;
- Reviewing applications and selecting schools;
- Providing preliminary orientation for the selected schools;
- Implementing the Training Model for Cohort 1;
- Establishing a partnership with the LEA's instructional leaders expanded regional consortia to support professional learning on the implementation of the enhanced standards and high-quality assessments;
- Implementing professional learning in a system that ensures access by all schools and ensures the most intense services for the neediest schools (Regional Support System).

The pilot will engage institutions of higher education as well as business and industry involved in the South Carolina's Coalition for Mathematics and Science in the design and execution of the curriculum and instruction.

South Carolina is an active participant in the nationally recognized curriculum for pre-engineering, Project Lead the Way (PLTW). As a result of the passage of the EEDA (see Section A and A1B), all technical colleges and engineering degree-granting four-year institutions have indicated how they will use end-of-course test results from PLTW courses to design their programs. PLTW's Gateway to Engineering Program will be installed in 5 middle schools to provide hands-on, project-based workstations in various fields of engineering (green, industrial, aerospace, electrical, and automotive) and advanced manufacturing.

In addition, the STEM elementary and middle school programs will prepare students for the STEM courses developed by the Department to expand the current career clusters (see Sections A and B). The Department will partner with two-year and four-year institutions to deploy a seamless P–16 STEM Pathway for the GreenSTEM curriculum. The GreenSTEM programs will be implemented in 22 middle schools and 27 high schools in rural, urban and suburban districts.

The Department will partner with Orangeburg-Calhoun Technical College in their "Career Pathways for a Green South," as a multi-state project designed to create a new green technology workforce. Within the green technology sector, a high regional demand for trained workers is expected in both existing and emerging industries. Jobs in manufacturing and energy production that promote energy efficiency and ensure environmental sustainability will continue to grow in South Carolina. Renewable energy production, which now includes nuclear technology, is predicted to produce high growth, high wage, and high demand jobs in the State. SC INSPIRED will pay for tuition and books for approximately 200 qualified candidates to enter the "Careers for a Green South" program at Orangeburg-Calhoun Technical College.

Since 1988, The Governor's School for Science and Mathematics (GSSM) has provided a challenging living and learning environment to more than 1,000 students each year through a balanced curriculum that places special emphasis on science and mathematics while also embracing the humanities. A new initiative by the school fits well with South Carolina's STEM goal and strategy to enlarge the pipeline of students who seek to enter STEM content areas. Recently, GSSM received a federal grant of $275,000 to implement the first two years of *From Middle School to College*, a six-year readiness initiative to help more students from high-poverty schools in the State receive the academic preparation necessary to succeed in college and careers, with a focus on STEM. The program's goals are: to attract South Carolina students from low-performing middle schools to consider and pursue STEM careers; to prepare them for success in

STEM education at the post-secondary level; and to develop their leadership abilities so that they can attract other students to STEM careers. Through this initiative, GSSM will work with school districts in high-poverty regions of the state to identify and recruit talented students in low-performing middle schools and provide intensive individual development for them over the course of five years. The program's first year will be devoted to program development and student recruitment.

# SC Personal Pathways for STEM Success (P-16)

## Engineering

### K/ Elementary

**FIRST STEPS TO ENGINEERING**

- Lego Connection
- Career Awareness Activities
- Workplace Visits
- Shadowing
- Mentoring via Industry Partnerships
- Common Core
- LiteracySC
- Train Academy Teachers in STEM
- Train ASAP Teachers

### Middle

**NEXT STEPS TO ENGINEERING**

- Gateway to Technology
- Electric Car
- First Lego League
- EEDA/Personal Pathways Required Career Guidance and Career Assessment-6th Grade Career Plans
- Mentoring via Industry Partnerships
- Shadowing
- Common Core
- LiteracySC
- CAPP Support for Teachers
- S2MART Initiatives

### Secondary

**FUTURE STEPS TO ENGINEERING**

- Project Lead the Way
- PLATO Dropout and Credit Recovery
- FIRST Robotics/VEX
- EEDA/Personal Pathways Required Career Guidance -Identified Major
- Work-based Learning via Industry Partnerships
- Shadowing
- Common Core
- LiteracySC
- S2MART Initiatives
- Physical Science Companion
- Biology Companion

**Key Academic Courses**

- Algebra I
- Algebra II
- Geometry
- Precalculus
- Probability and Statistics
- Calculus
- Physics

\+ **STEM**

Postsecondary Credits Earned Through Dual Enrollment

**STEM**

Seamless Transition Into and Among Postsecondary Options Through Statewide Articulation Agreements

### 2-Year Postsecondary Institutions

**FINAL STEPS TO ENGINEERING**

- Project Activity
- Work-based Learning
- Internships/Apprenticeships via Industry Partnerships
- Engineering Certificate
- Engineering Associate Degree

Entrance into workforce

### 4-Year Postsecondary Institutions

**FINAL STEPS TO ENGINEERING**

- Project Activity
- Work-based Learning
- Internships/ Apprenticeships via Industry Partnerships

Personal Pathways to success™

South Carolina Department of Education

Together, we can.

## PRIORITY 3: INVITATIONAL PRIORITY – INNOVATIONS FOR IMPROVING EARLY LEARNING OUTCOMES

### South Carolina: CDEPP, Bridges to Early Learning, and Montessori Programming

Efforts to reform and strengthen P-12 education in South Carolina cannot succeed without a concerted effort to support and improve early childhood education. "Well-designed preschool education programs produce long-term improvements in school success, including higher achievement test scores, lower rates of grade repetition and special education, and higher educational attainment" (Barnett, 2008). Children enter kindergarten from a variety of settings (community-based Head Start programs, Family Literacy programs, private and faith-based child care centers, home care) and a growing number transition to kindergarten from public school prekindergarten.

Many LEAs throughout South Carolina offer full or part-day prekindergarten, and the number of children served has drastically increased since 2006 with the implementation of the state's Child Development Education Pilot Program (CDEPP). CDEPP is a legislatively supported effort to minimize disparity in early educational opportunities and better meet the educational needs of children in poverty. The program was originally launched in 2006 in 37 of South Carolina's high poverty, rural LEAs. CDEPP has expanded to currently fund or partially fund 4,750 four-year olds with preschool programs in 98 schools, as well as a limited number of prekindergarten classrooms for at-risk children in private child care centers that are overseen by SC First Steps, an early childhood initiative. In an effort to ensure quality programs, providers are required to implement researched-based curricula and adhere to teacher qualifications and instructional and assessment guidelines as mandated by the legislative proviso.

In 2007, in an effort to strengthen the CDEPP program, the South Carolina Department of Education (Department) applied for and was awarded an Early Childhood Educators Professional Development (ECEPD) federal grant through the U.S. Department of Education. The Bridges to Early Learning grant is a research project that has provided intensive professional development in early literacy and language in a research-based curriculum for 118 prekindergarten teachers in 10 of the poorest counties in the state. The goal of the project is to increase the school readiness of prekindergarten children and also to gain knowledge from the research on the most effective

professional development and coaching practices. Currently, several LEA administrators are seeking support to continue and to expand the Bridges professional development activities.

While CDEPP has significantly increased early learning opportunities for many children across the state, there is the need for expansion of services to ensure every child has the opportunity to benefit from a quality preschool program and enter kindergarten prepared to succeed.

Many of our children enter school with significant vocabulary deficits. We know that the "vocabulary gap" can have long-lasting negative impacts on reading proficiency and ultimately school achievement (Beck, et al. 2002). Generally, the higher the mother's education level, the higher the child's vocabulary level; however, early intervention, 4K and family literacy programs can improve the outcomes for these children.

South Carolina has used its horizontal data warehouse to examine the characteristics of students in schools with low graduation rates. The bottom 20% of schools have significantly more children who were born to teenage mothers and those who either did not finish high school or had no higher education (see table below).

**Analyses Using Cohort of 8th graders in SY2001-02**

| Deciles (of schools) | Average Graduation Rate in the Decile | Graduation Percent Range for Schools in the Decile | Percent with Mother's Education <grade 12 | Percent with Mother's Education =grade 12 | Percent with Mother's Education >grade 12 | Percent Mother's =grade 12 + > grade 12 | Percent with Teenage Mother (Age < 20) |
|---|---|---|---|---|---|---|---|
| 1 | 52 | 1.5 to 63.0 | 32.89 | 44.96 | 22.15 | 67.11 | 20.77 |
| 2 | 65.6 | 63.1 to 67.8 | 29.68 | 50.32 | 20 | 70.32 | 19.54 |
| 3 | 69.4 | 67.9 to 71.1 | 25.54 | 44.95 | 29.5 | 74.45 | 17.16 |
| 4 | 71.8 | 71.2 to 72.6 | 25.09 | 47.04 | 27.87 | 74.91 | 17.13 |
| 5 | 73.3 | 72.7 to 74.3 | 29.11 | 44.87 | 26.02 | 70.89 | 18.4 |
| 6 | 75.5 | 74.4 to 76.5 | 24.56 | 44.25 | 31.19 | 75.44 | 17.3 |
| 7 | 77.3 | 76.6 to 78.3 | 24.04 | 43.25 | 32.7 | 75.95 | 16.67 |
| 8 | 78.8 | 78.4 to 79.6 | 24.57 | 43.58 | 31.85 | 75.43 | 18.51 |
| 9 | 81.4 | 79.7 to 82.1 | 21.23 | 42.45 | 36.32 | 78.77 | 13.59 |
| 10 | 89.3 | 82.8 to 100.0 | 16.77 | 38.16 | 45.06 | 83.22 | 12.77 |

Educators must "target differences in early literacy skills and experiences at the outset of formal schooling before reading difficulties become entrenched and intractable" (Coyne, Simmons & Kame'enui, 2004). A matrix of research studies conducted between 1994-2007 on early childhood programs indicates reduced grade retention and higher graduation rates as two of the consistent outcomes across studies (Drilias, 2008).

A high retention rate of children in P-3 plagues South Carolina. The need to raise the levels of understanding among principals and other leaders about the unique goals and opportunities of this critical period in a child's development exists. Principals and early childhood leaders often work in silos, and would benefit from knowledge of innovative collaborative strategies that have proven to successfully prepare young children during the early years and transition them successfully into kindergarten. We recognize the need to strengthen and bolster prekindergarten programs through focused professional development and developmentally-appropriate best practices. High quality preschool programs are a necessary measure to end the continued unsuccessful attempts to bridge the gaps upon entry to school.

Already targeting resources to early childhood education, South Carolina has become a national leader and model for the quality and number of Montessori programs in its public schools. A proven method to develop successful early learners, Montessori emphasizes individualized learning plans and teaches students to take responsibility for their own learning. South Carolina has the only state-level Montessori Coordinator in place at the Department. It is also the **first state adopting Montessori certification for teachers.** Our comprehensive certification proposal received second reading approval by the State Board on January 13, 2010, and has been recognized by the Montessori Association Council for Teacher Education (MACTE). With legislative approval on May 28, 2010, it will take effect in July 2010. For a task force report on the Montessori efforts in one South Carolina school district, see Appendix P3.

Support for SC INSPIRED will allow South Carolina to expand the Montessori Method statewide, equip Montessori classrooms, and provide scholarships or loans to teachers who seek to add Montessori certification (see Section A). Montessori training for principals and other administrators is opening their eyes to the learning needs of the young child and how the Montessori Method addresses all these needs with its emphasis on "teaching the whole child." South Carolina plans to use its Regional Support System to assess where these additional

programs may provide the greatest impact and improvement.

Bolstering the Montessori teacher force and providing start-up funds to districts for specialized hands-on Montessori materials will alleviate two major challenges to program expansion. The individualized learning plan which is central to the Montessori Method provides a "success-oriented" classroom experience that prepares children academically, emotionally, and socially to make a successful transition into higher grades. Expanding and enhancing the quality of prekindergarten programs such as Montessori is critical to South Carolina's overall goal of improved educational outcomes in P-12 programs.

Our comprehensive approach to addressing the learning needs of our youngest students is likely to provide the most return on investment. These programs—CDEPP, Bridges to Learning, and Montessori—target our most needy students, provide professional development to assist teachers and leaders in improving their effectiveness working with this age group, and prepares these students to be next generation learners who will succeed in college and careers and lead productive lives.

## PRIORITY 4: INVITATIONAL PRIORITY – EXPANSION AND ADAPTATION OF STATEWIDE LONGITUDINAL DATA SYSTEMS

South Carolina is expanding its statewide longitudinal data systems (SLDS) to meet several needs and requirements:

- South Carolina has added education data to the State's existing comprehensive data warehouse. (See Priority 5 for diagram).
- As discussed in Section C, South Carolina plans to incorporate workforce linkages into its SLDS.
- South Carolina is expanding the capabilities of its statewide individualized education program (IEP) system for students with disabilities. That IEP system will include another application called *Testview*, which provides a portal to test results and other student information. *Testview* will be used for all students in addition to serving students with disabilities.
- The South Carolina Department of Education (the Department) will provide a statewide version of *Testview* and an integrated curriculum management system (CMS) to all schools and districts as part of SC INSPIRED.
- South Carolina has used the SLDS to develop its Student Potential Performance Snapshot (SPPS) application, which assesses more than 20 at-risk characteristics (attendance, academics, changes in behavior, changes in family environment, illness, and others) that might predict a student's dropping out of school.
- South Carolina has used the SLDS to develop its School Potential Performance Album (SPPA) application, which assesses more than 20 at-risk characteristics (student test scores, teacher and leader evaluations, graduation data, school climate, teacher and leader turnover rates, gap analysis data) that might predict the lack of student growth in a school.

South Carolina is not only expanding its SLDS in-state, but it has begun discussions with other states in the region through the Department's active participation in our regional education lab, SERVE Center at UNC Greensboro (SERVE).

South Carolina is especially interested in unique identifiers for students, teachers, and programs. Although most states have developed unique student identifiers, states still do not

have unique identification that can transfer across state lines for students, teachers, educator preparation programs, professional development programs, and student intervention programs. South Carolina believes resources can be leveraged if states work together on a common identification system. For example, if states within the region (or the nation) had unique student identifiers, it would be easier to track transfer students who currently might be counted as drop outs. If states had one unique teacher identifier system, effectiveness of educator preparation programs could be tracked among the states where their graduates practice. If states had a uniform identifier for training and interventions, systems could link the impact on student achievement and researchers could evaluate which programs have the greatest return on investment.

South Carolina's existing SLDS lays a solid foundation on which expansion and enhancements can be built. For more information about South Carolina's goals for the use of data to improve learning opportunities for students—and educators, please see Section C.

## PRIORITY 5: INVITATIONAL PRIORITY -- P-20 COORDINATION, VERTICAL AND HORIZONTAL ALIGNMENT

SC INSPIRED continues the State's work on P-20 coordination, vertical alignment, and horizontal alignment.

The Education Economic Development Act (EEDA) (see Section A and Appendix A1B) created a P-20 and workforce coordinating council, which by law has specified representatives:

- S.C. Employment Security Commission (now S.C. Department of Employment and Workforce (executive director);
- State Board for Technical and Comprehensive Education (executive director);
- S.C. Department of Commerce (cabinet secretary);
- South Carolina Chamber of Commerce (executive director);
- S.C. Commission on Higher Education (executive director), and representatives of higher education appointed by the commission's chair (representatives of a research university, four-year college, and technical college);
- P-12 representatives appointed by the State Superintendent (an LEA superintendent, a principal, a school guidance counselor, a teacher, and the director of a career and technology center);
- Chairman of the Education Oversight Committee;
- a member of the State House of Representatives;
- a member of the State Senate; and
- ten representatives of business.

This active council also has several working subcommittees (e.g., the Information Technology subcommittee) which are forums for P-20 planning, alignment, and resource leveraging.

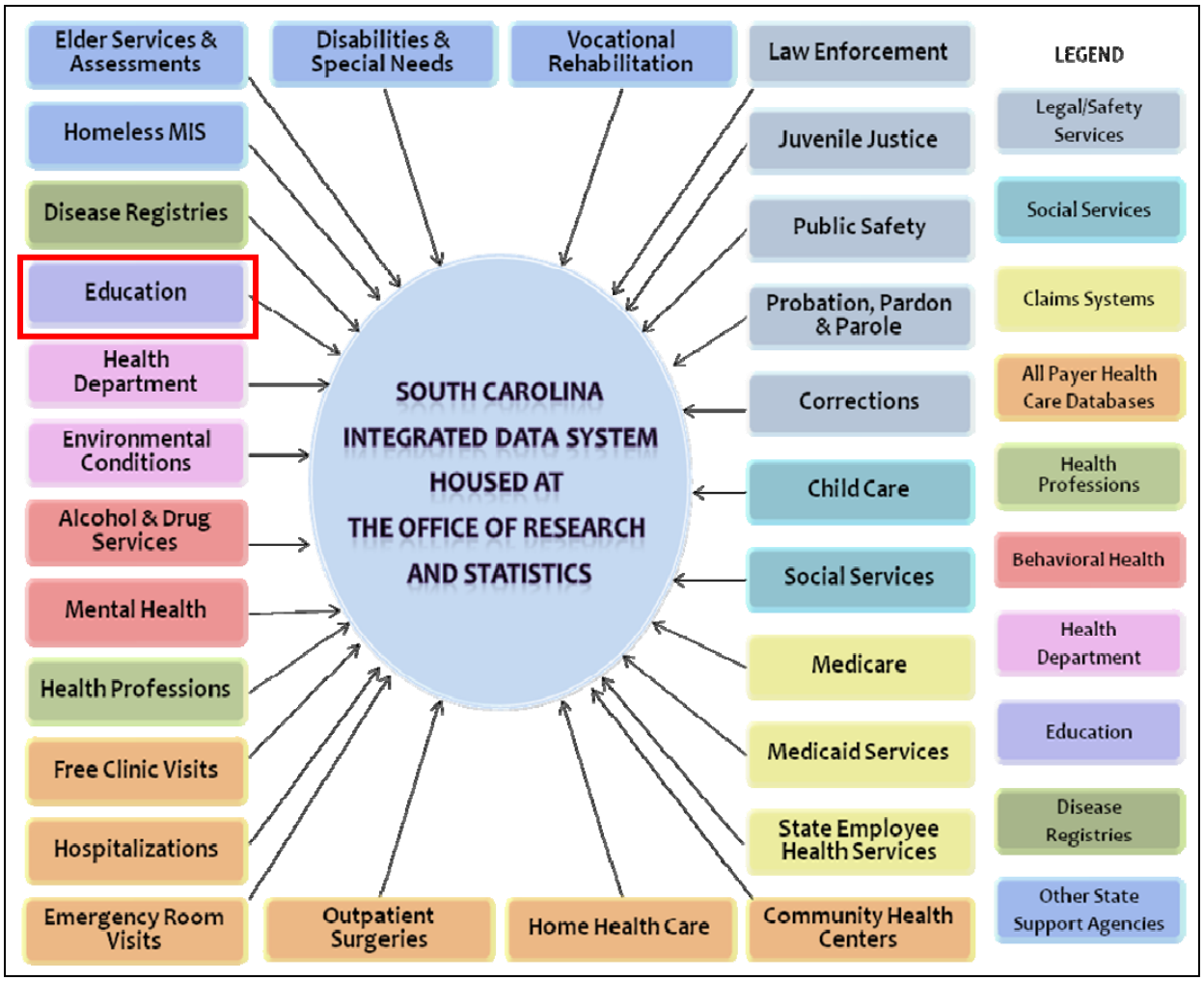
SC CAP (course alignment project; see Sections A, B, and C) is an EEDA subcommittee project. SC CAP is the nation's first statewide initiative to align high school exit courses with entry-level college courses. The SC CAP teams have created 17 paired courses in English language arts and STEM disciplines. This project ensures vertical alignment and will improve students' success after matriculation to higher education.

Once students are enrolled in higher education, questions arise about which courses will transfer for credit to what majors. For example, students enrolled in dual credit high school

courses need to know which of these courses count as pre-requisites or as courses required for a major. Students transferring from a two-year college or a technical college need to know which courses apply to a major and which variously-title courses are equivalent. The South Carolina course articulation and transfer system, SC TRAC, provides a web interface through which students can have these questions answered.

South Carolina addresses transitions before high school as well. Graduation coaches ensure that these students have a relationship with at least one caring adult who tracks their progress, coordinates any needed social services, and encourages the student to not only graduate on time but to explore options for higher education and careers.

South Carolina has a multi-agency longitudinal data system hosted at the Office of Research and Statistics of the S.C. Budget and Control Board. This system is unique in its breadth and capabilities, and already includes education data. Health care agencies are already piloting the use of this data system to coordinate delivery of Medicaid services to high-need children in poverty. As the following diagram of the system shows, the state warehouse includes data from law enforcement and corrections, child care and social services, several health care related agencies and providers, the environmental protection agency, and disability and vocational agencies. With appropriate privacy protections, the system can also be used by researchers. For example, researchers could ask questions about the students scoring poorly on South Carolina's high school exit exam to determine if their parents are in correctional institutions, or if they visited an emergency room within a month of the test, or if they reside in high-crime neighborhoods. SC INSPIRED will develop the front-end systems that will make it easier for researchers to access de-identified data to ask questions and search for root causes to problems.



The State Data Warehouse System

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## VIII. BUDGET PART I: BUDGET SUMMARY NARRATIVE

**I**nput from – and choice for – all learners and stakeholders;
**N**ext generation learners who become next generation leaders;
**S**tandards and assessments that are rigorous and meaningful for all learners;
**P**ersonalized instruction for all learners;
**I**nnovation that creates lasting learning;
**R**edesigned schools that are centered on the learner and the learning;
**E**ffective educators and leaders in all learning environments; and
**D**ata systems that make a difference for all learners.

The vision of South Carolina INSPIRED is that every South Carolina student graduate ready for college, careers, and responsible citizenship. SC INSPIRED draws upon Race to the Top funding to enhance infrastructure, build capacity, and ease transitions to new systems focused upon this vision. Built into the plan is development of implementation rubrics that will assist the State in ensuring fidelity of implementation and in taking proven systems to scale, as well as enabling other states to adopt similar reforms. The following summarizes how grant funding will be spent.

Project A – South Carolina INSPIRED: $6,063,827
Selection Criterion (A) (State Success Factors) and Priorities 1-5

- The budget for Project A includes overall grant management and personnel. Four state-funded staff will be assigned to the SC INSPIRED transformation initiatives, and will build expertise for sustaining the reforms after the grant period.
- The Regional Support System builds capacity in districts to expand the depth, breadth, and sustainability of reforms. Regional Facilitators, working with the SC INSPIRED Project Leader, will provide and broker technical assistance and training through Regional Response Teams. Regional Response Teams will be dynamic service teams, flexible in composition, and not bound by geography.

  The State is amending existing data systems and strands into a School Potential Performance Album (Album), a system for pulling together key data elements for identifying and assisting schools in need of improvement (see Project C). Through SC INSPIRED, the State will test the predictive characteristics of data elements in this risk

assessment system and will pilot other data elements as needed. Regional Facilitators and Department teams will analyze data drawn from the Album as well as data provided by LEAs and schools at their request to diagnose and treat conditions impeding student achievement.

As needed, the Regional Response Teams will be cast and deployed to ensure that every LEA and school receives streamlined, coordinated services to build capacity, implement reforms, and ensure improvement. Communities Advancing Professional Practices (CAPPs) will be created or enhanced during the life of the Team to build local capacity for maintaining the reforms once the focused services are completed.

The Department will study data from the regions to inform actions to be taken at the State level for P-12 education. The State will use data from the Department, higher education, and the community in adopting policies and reforms that improve our citizens' quality of life and economic well-being.

The infrastructure and experience gained from the School Potential Performance Album and Regional Support System begin to be supported by State funding in later years during the grant and will be maintained with State and appropriate federal funding after the grant period. For example, in some instances the schools identified for regional services might be eligible for School Improvement Grant funding, Title I professional development spending, E2T2 grants, or Teacher Incentive Funds as well as state technical assistance funding.

- Rubrics will be developed for each program to document essential program elements, to ensure fidelity of implementation, to monitor State and LEA performance under the Memoranda of Understanding, to capture lessons learned during pilots, and to aid dissemination of best practices and scale up. Examples include data analysis procedures used by Regional Facilitators (Section A above), the Accelerating School Achievement pilots (Section B), the Project-Based Learning and Formative Assessment pilots for non-tested subjects and grades (Section B), implementation of a Curriculum Management System (referenced as the "Netflix®" model in Section C), the Value-Added Assessment pilots for evaluating educator effectiveness (Section D), and the feeder school transformation efforts (Section E). After the grant period, the rubrics will be part of the State level community advancing professional practices, and will be maintained and

updated with various other funds as appropriate (e.g., State funds, Title II funding, Teacher Incentive Funds, i3 grants, School Improvement Grant funding, or Title I).

Project B—Enhanced Standards and Assessments, Student Growth, Closing Achievement Gaps, Improving Graduation Rates, Promoting "Next Generation" Learners, Increasing Participation by Historically Under-Represented Groups, and Promoting STEM Enhancements

Selection Criteria A and B, and Priorities 1, 2, and 3

Project B.1: $11,056,124

- Development of support materials, training and technical assistance to support transition to CCSS and assessments as they are created. South Carolina's existing $S^3$ (Standards Support System) will be aligned to the South Carolina Common Core State Standards with a standards implementation "toolbox" and just-in-time formative assessment tools.
- Although the Common Core State Standards set college- and career-ready standards for English Language Arts and Mathematics, many other courses and skills are needed for our students' future success. In addition, many grades and courses are not the subject of accountability testing, but educator effectiveness—as measured by student achievement growth—is relevant to those classes too. South Carolina proposes an ambitious, multi-year plan to work with educators to develop project-based learning and assessments (PBLAs): rigorous, cross-discipline, authentic formative assessments and accompanying scoring rubrics that will include all grade levels and subject areas not tested by the assessments developed through the assessment consortia. Our intent is to begin by supporting expansion of the efforts for Visual and Performing Arts already in process by the South Carolina Arts Assessment Project (SCAAP). Many of the PBLAs will be developed and submitted by groups of practicing educators and built upon effective initiatives such as the one developed by SCAAP. When possible, South Carolina will partner with the assessment consortia, with individual states, or regional state consortia to create PBLAs that are aligned with and extend beyond the Common Core State Standards. South Carolina will seek other grant funding, in-kind contributions from groups of practicing educators, support from other partner states, and State funding to provide additional support for development of these assessments during and after the grant period.
- The Accelerating School Achievement Performance (ASAP) Pilot will act as an incubator for innovations designed to close the achievement gaps in literacy and STEM

subject areas. Supplemental funding to LEAs will support these pilots. If the pilots are successful, LEAs may use State alternative technical assistance funds and appropriate federal funding to continue implementation according to the rubrics created during grant period.

- The South Carolina Course Alignment Project (SC CAP) will align its 17 paired courses (many of which are STEM-based) to the South Carolina CCSS, and pilot the teaching of those courses. SC CAP matches exit-level high school courses with entry-level college courses to ensure that students are college-ready. Once these courses are aligned and piloted, any updates or maintenance for the project courses will continue with State funding under the Education and Economic Development Act.
- The Montessori Method is a proven technique for developing self-directed, curious, "next generation" learners. Competitive subgrants will be awarded to outfit Montessori classrooms, with priority given to feeder elementary schools for the persistently lowest achieving schools. Loan tuition will be awarded for Montessori certification for teachers in these schools. This funding provides training and equipment, the value of which extends beyond the grant period.
- South Carolina is addressing its gender gaps in numerous ways. SC INSPIRED adds to these efforts by recording best practices demonstrating differentiated instruction in single-gender classrooms. These recordings will be available free of charge through our website 24/7 economically to any educator, anywhere, during and after the grant.
- South Carolina has an ambitious goal for increasing its on-time graduation rate during the life of the grant.
    - Under the EEDA, students are required to participate in internships and job shadowing, but in some instances the workplace is hazardous or too far for students to travel. Innovative virtual job shadowing will reduce these barriers, and assist in keeping students engaged until timely completion of high school. These digital recordings will be available to the public free of charge during and after the grant period.
    - Some schools with low graduation rates do not qualify for School Improvement Grants or the state's Palmetto Priority Schools. The South Carolina Jobs for America's Graduates (JAG-SC) has a proven track record (a 93% on-time

graduation rate; 94% overall) in providing wraparound supports for students. Competitive grants for JAG-SC will be offered in two cohorts. Subgrantees will receive training and technical assistance during the grant period on developing resources to maintain the services after the grant period.

Project B.2: $7,499,574

- Data from State accountability testing indicate that our students need improvement in reading of informational text. A STEM informational text-reading curriculum will be developed and grants will be awarded to title I schools to pilot the curriculum. The curriculum will have value after the grant period, and, if successful, may be expanded by title I, SIG, or State funding.
- Two elementary or middle schools will be awarded competitive subgrants to transform their "at risk" schools to a STEM focus.
- STEM curriculum guides will be developed for grades 6-8 (middle school).
- An institution of higher education partner will be selected to develop and implement a STEM clinical summer program for science and mathematics teachers.
- Middle and High School Green STEM labs, curriculum, and assessments will be installed in 49 schools, including 5 Project Lead the Way - Gateway to Technology sites. Perkins and State funds will also support these efforts.
- The South Carolina Governor's School for Science and Mathematics (GSSM) will support high-poverty middle grades students and their teachers through a program (*From Middle School to College*) to encourage readiness for the advanced rigor at GSSM and in higher education STEM courses. A separate federal grant is supporting portions of the first two years of this effort.
- SREB will develop and pilot a four-course Green STEM curriculum for grades 7-12, which will have value after the grant period.
- LEAs with high-poverty schools will compete for summer STEM experiences for teachers and iCoaches.

Project C – Data Systems to Inform Instruction, Learning, and Decisions: $7,100,597

Selection Criteria A-F, Priorities 1-5

South Carolina received its second State Longitudinal Data System (SLDS) grant in May 2010. The project budget narrative indicates areas in which the SLDS grant supplies full or partial

funding for projects to be accomplished. The SLDS grant is for three years; in some instances Race to the Top funds will support fourth-year activities. Funding will be used to build infrastructure that can be maintained by state and other appropriate grant funding after the grant period.

- A Data Governance Committee will be established to resolve issues related to the disparate data elements within the State's data warehouse, which includes but is not limited to education data.
- Integration of disparate data strands that can inform education decisions will be accomplished. In some instances these are new data elements; in others they are separate data currently accessible, but not easily or efficiently. These include data from workforce agencies, the National Student Clearinghouse, and data currently housed within LEAs (e.g., formative assessment data).
- Graphical User Interfaces or "dashboards" will turn data into usable information for the public, researchers and policymakers, LEA decision-makers, principals, teachers, students, and their parents. Access to data will vary depending upon user roles and security measures.
- A Curriculum Management System will do for teachers what Netflix® does for movie viewers. Not only will the teacher's "dashboard" have information on a particular student or group of students, but also it will also mine the data in SLICE (South Carolina Longitudinal Information Center for Education), South Carolina's data system, to recommend instructional tools proven successful for similar students, RtI (response to intervention) groupings for similar students of the teacher or groups of teachers, and consulting or CAPP possibilities as to professional peers who have been successful in similar situations.
- A unique program identifier will enable evaluations of the "return on investment" for interventions for students and professional development for educators. Although we currently have "course codes," we do not have a method for identifying whether students are using credit recovery systems, attending after-school programs, or learning from pilot curricula. Although we have an ePortfolio system for tracking educator and student technology proficiency, we do not have one data system for tracking which teachers attended which professional development programs, or whether their students'

achievement growth improved afterwards. The program ID and amendments to the ePortfolio system will set the stage for better evaluation of our efforts and provide data on which ones to continue, or discontinue.

- A unique educator ID for all certified educators (not just teachers and principals) will be implemented.
- South Carolina has developed the first statewide at risk student indicator data system (Snapshot). SC INSPIRED expands this work by amending existing data tools to create a school and LEA at risk indicator system. The School Potential Performance Album (Album) will highlight issues at the school level, and provide data with which Regional Facilitators will prioritize the casting of Regional Response Teams to provide technical assistance and support to local schools and LEAs working on those issues through Regional Response Teams and local Communities Advancing Professional Practice (CAPPs).
- The Professional Practices Network will be an on-line database of activities related to professional development, CAPPs, and pilot activities linked to the overall data system and the curriculum management system.
- Although data systems exist to capture effectiveness data in South Carolina's value-added model schools, overall systems for capturing and analyzing data on educator effectiveness will need to be integrated into the overall longitudinal data system.

Project D – Great Teachers and Leaders

Selection Criteria A, B, C, D, and E; Priorities 1, 2, and 3

Project D.1 –- Improving Teacher and Principal Effectiveness Based on Evaluation of Performance Tied to Student Growth: $7,335,702

South Carolina has uniform statewide systems for evaluating teachers and principals. It also has the nation's largest number of value-added assessment (VAA) schools under the TAP (Teacher Advancement Program) model, and experience with VAA in a model designed by the National Dropout Prevention Center Network, the SC 9+ Schools Project.

- Stakeholders will continue to be convened to provide input on which VAA models should be piloted for statewide implementation, and how the statewide evaluation systems for teachers (ADEPT) and principals (PADEPP) should be enhanced to capture

educator effectiveness as a substantial factor. Once these systems are enhanced existing state funding streams can be used to maintain and enhance their features.

- VAA systems provide evaluation data on each student's achievement growth, reports on teachers' effectiveness, and compilation reports for schools and districts. SC INSPIRED develops the systems for creating, capturing, and storing that data. It also covers change management training and transitional assistance within LEAs as the State moves to new evaluation systems.

Project D.2 -– Equitable Distribution of Effective Educators through Alternative Certification: $1,059,943

High-poverty and high-minority schools have difficulty attracting and retaining effective educators, especially when the school is rated overall as "at risk." Alternative certification programs have the benefit of allowing local college graduates, who are already invested in the community, to acquire educator certification while working in their local schools.

- An additional alternative certification for principals will be developed for non-educators with a focus on the high-poverty, high-need schools.
- Additional cohorts of the current alternative certification program for teachers, PACE, will be expanded in high-poverty, high-need schools that are rated "at risk" based upon student achievement.
- State funding or user fees may support these programs after the grant period.

Project D.3 –- Equitable Distribution of Effective Educators Especially in High-Poverty, High Minority Areas and Hard-to-Staff Subjects: $30,577,171

- Expansion of Project CREATE will aid equitable distribution by adding more teachers in the hard-to-staff area of educating children with disabilities.
- UTEACH is a program to promote development of more STEM teachers, a hard-to-staff area. South Carolina will offer two subgrants: one to colleges of education in Historically Black Colleges and Universities where such teachers are under-represented, and one open to all higher education institutions in the State.
- The Center for Educator Retention, Recruitment, and Advancement (CERRA) at Winthrop University will expand the ProTeam and Teacher Cadet programs in middle and high schools in high-poverty and high-minority schools as a method of increasing the pipeline of future teachers for these areas. Successful teacher cadet graduates who

commit to returning to their local communities after graduation will be awarded SC Teachers for Tomorrow Scholarships.

- Value-added models for measuring educator effectiveness include bonus pay for teachers who advance student growth. As a method for attracting effective educators to high-poverty, high-minority schools, various value-added models will be piloted or expanded.
- Compensating educators based upon effectiveness will require a shift from a State salary schedule focused on credentials and years of service to one that adds rewards for student growth. A new salary schedule, tentatively called Salary Incentives for Teacher Excellence (SITE), will be developed and piloted, starting with our high-poverty, high-minority schools. Within the schools, stipends will be available for Master Teachers and Mentor Teachers. State-level Regional Master Teachers will coach those teachers, building capacity at the local level so that teachers have on-the-job assistance in improving their effectiveness. Subawards are reduced over time to prepare LEAs for the post-grant period.
- The Transformation Leaders Academy Project will pilot training based upon research-based models. Most principals for high need schools are trained on-the-job. The Academy will improve principal effectiveness and retention of effective principals at high need LEAs and schools.
- A major recruitment and retention issue in high need areas is the lack of adequate or safe housing, and the isolation new teachers often feel in remote rural areas. South Carolina will pilot the building of one brick and mortar teacher village in an area needing safe housing to attract teachers. To address isolation and the need for mentoring, South Carolina will improve and expand its on-line community for new teachers, SCTeacherVillage.com.

Project D.4 – Effective Educator Preparation Programs: $433,325

Selection Criteria A-E, Priorities 1-5

- South Carolina has a feedback and accountability system for in-state colleges of education. With Project HEAT the State began providing the colleges information on the effectiveness of their graduates teaching in our more than 40 value-added model schools. This pilot has already been expanded, and during the term of the grant will go statewide.

- Once the full data system is in place, and stakeholders have reached consensus with the State on several issues, such as the length of time a graduate will be linked to a college's effectiveness score, the current program approval system will be amended to include effectiveness ratings. Technical assistance will be developed and provided for programs based upon the data. Exemplary programs will share best practices. The State will encourage expansion of the most effective programs. The program will be maintained with existing state funding.

Project D.5 – Supporting Effective Professional Development: $1,777,349

- All educators need continuing education to hone their skills. Educators who have not reached their full potential as evidenced by effectiveness ratings also need access to effective professional development, training, and technical assistance. The Regional Support System will triage the needs within a geographic area and deploy ADEPT evaluation consultants within Regional Response Teams to assist with professional development planning and change management training.
- South Carolina's theory of action includes building local capacity for continuous and sustainable improvement. Communities Advancing Professional Practices (CAPP) is the umbrella term for these local capacity teams. Training on the process of operating successful CAPPs will be provided on a tiered basis.
- As noted under Project C above, the Professional Practices Network will be an online database for finding professional development, building cross-district CAPPs based upon similar interests, and reporting results and progress of on-going CAPPs. It will be the statewide repository of "lessons learned" from efforts to improve education in our State.

Project E – Turning Around Struggling Schools and Their Students: $14,596,390Selection Criteria A-E, Priorities 1-5

- School Improvement Grant (SIG) funding will be used to address the 5% persistently lowest achieving schools (PLAS), rather than Race to the Top funding.
- Many of the 5% PLAS are middle or high schools. Often the "feeder" schools to the 5% PLAS also have achievement problems, even if they are not ranked within the bottom 5%. South Carolina will offer competitive subgrants to LEAs with the 5% PLAS to encourage turnaround of the feeder elementary and middle schools that produced the students within the PLAS. The U.S. Department of Education-approved program for SIG subgrants will

be offered to these feeder schools. It includes adoption of one of the four turnaround models (transformation; closure; charter conversion or management company; or turnaround) in Appendix C to the application. By addressing the feeder schools to the 5% persistently lowest achieving school South Carolina will encourage transformation of the entire system in which these students are educated, and likely address root causes for the achievement levels within the PLAS.

South Carolina has set ambitious goals for reaching its vision. This cost-effective plan creates infrastructure, builds capacity, and sets the stage for sustainable improvement after the grant period.

| Budget Part I: Budget Summary Table<br>State of South Carolina: SC INSPIRED (Phase 2)<br>(Evidence for selection criterion (A)(2)(i)(d)) | | | | | |
|---|---|---|---|---|---|
| **Budget Categories** | **Project Year 1 (a)*** | **Project Year 2 (b)** | **Project Year 3 (c)** | **Project Year 4 (d)** | **Total (e)** |
| 1. Personnel | $ 3,293,377 | $ 2,995,877 | $ 2,572,860 | $ 2,492,206 | $ 11,354,320 |
| 2. Fringe Benefits | $ 1,020,946 | $ 928,721 | $ 797,586 | $ 772,583 | $ 3,519,836 |
| 3. Travel | $ 273,668 | $ 251,780 | $ 195,312 | $ 166,212 | $ 886,972 |
| 4. Equipment | $ - | $ - | $ - | $ - | $ - |
| 5. Supplies | $ 27,148 | $ 24,080 | $ 54,880 | $ 50,689 | $ 156,797 |
| 6. Contractual | $ 4,995,379 | $ 6,750,369 | $ 5,954,722 | $ 3,749,155 | $ 21,449,625 |
| 7. Training Stipends | $ 199,250 | $ 237,050 | $ 336,616 | $ 307,214 | $ 1,080,130 |
| 8. Other | $ 81,665 | $ 81,665 | $ 81,665 | $ 73,265 | $ 318,260 |
| 9. Total Direct Costs (lines 1-8) | $ 9,891,433 | $ 11,269,542 | $ 9,993,641 | $ 7,611,324 | $ 38,765,940 |
| 10. Indirect Costs* | $ 104,745 | $ 97,505 | $ 84,673 | $ 81,614 | $ 368,537 |
| 11.Funding for Involved LEAs | $ - | $ - | $ - | $ - | $ - |
| 12. Supplemental Funding for Participating LEAs | $ 9,658,812 | $ 13,416,246 | $ 13,377,263 | $ 11,913,203 | $ 48,365,523 |
| 13. Total Costs (lines 9-12) | $ 19,654,990 | $ 24,783,292 | $ 23,455,577 | $ 19,606,140 | $ 87,500,000 |
| 14. Funding Subgranted to Participating LEAs (50% of Total Grant) | $ 21,875,000 | $ 32,812,500 | $ 21,875,000 | $ 10,937,500 | $ 87,500,000 |
| 15. Total Budget (lines 13-14) | $ 41,529,990 | $ 57,595,792 | $ 45,330,577 | $ 30,543,640 | $ 175,000,000 |

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

**Budget Part II: Project-Level Budget Table**

**Project Name:** A - SC INSPIRED (Phase 2 Application)
**Associated with Criteria:** (A), (B), (C), (D), (E), (F), and Priorities 1, 2, 3, 4, and 5
**(Evidence for selection criterion (A)(2)(i)(d))**

| Budget Categories | Project Year 1 (a)* | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Total (e) |
|---|---|---|---|---|---|
| 1. Personnel | $ 888,600 | $ 806,100 | $ 710,100 | $ 662,100 | $ 3,066,900 |
| 2. Fringe Benefits | $ 275,466 | $ 249,891 | $ 220,131 | $ 205,251 | $ 950,739 |
| 3. Travel | $ 82,220 | $ 58,820 | $ 58,820 | $ 58,820 | $ 258,680 |
| 4. Equipment | | | | | $ - |
| 5. Supplies | $ 21,738 | $ 17,580 | $ 17,580 | $ 14,189 | $ 71,087 |
| 6. Contractual | $ 306,000 | $ 261,000 | $ 336,000 | $ 553,500 | $ 1,456,500 |
| 7. Training Stipends | | | | | $ 165,660 |
| 8. Other | $ 41,415 | $ 41,415 | $ 41,415 | $ 41,415 | $ 165,660 |
| 9. Total Direct Costs (lines 1-8) | $ 1,615,439 | $ 1,434,806 | $ 1,384,046 | $ 1,535,275 | $ 5,969,566 |
| 10. Indirect Costs* | $ 27,189 | $ 24,476 | $ 21,961 | $ 20,636 | $ 94,261 |
| 11.Funding for Involved LEAs | | | | | $ - |
| 12. Supplemental Funding for Participating LEAs | | | | | $ - |
| 13. Total Costs (lines 9-12) | $ 1,642,628 | $ 1,459,282 | $ 1,406,007 | $ 1,555,911 | $ 6,063,827 |

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

| Budget Part II: Project-Level Budget Table | | | | | |
|---|---|---|---|---|---|
| **Project Name:** B.1 - Transitioning to Enhanced Standards and Assessments (Phase 2)<br>**Associated with Criteria:** (A), (B)(1), (B)(2), (B)(3), (C)(3), (D), (E)(2), and Priorities 1, 2, 3, & 5<br>**(Evidence for selection criterion (A)(2)(i)(d))** | | | | | |
| **Budget Categories** | **Project Year 1 (a)*** | **Project Year 2 (b)** | **Project Year 3 (c)** | **Project Year 4 (d)** | **Total (e)** |
| 1. Personnel | $ 225,000 | $ 225,000 | $ 225,000 | $ 225,000 | $ 900,000 |
| 2. Fringe Benefits | $ 69,750 | $ 69,750 | $ 69,750 | $ 69,750 | $ 279,000 |
| 3. Travel | $ - | $ - | $ - | $ - | $ - |
| 4. Equipment | $ - | $ - | $ - | $ - | $ - |
| 5. Supplies | | | | | $ - |
| 6. Contractual | $ 1,220,965 | $ 1,177,731 | $ 1,268,741 | $ 311,316 | $ 3,978,753 |
| 7. Training Stipends | | | | | $ - |
| 8. Other | | | | | $ - |
| 9. Total Direct Costs (lines 1-8) | $ 1,515,715 | $ 1,472,481 | $ 1,563,491 | $ 606,066 | $ 5,157,753 |
| 10. Indirect Costs* | $ 9,595 | $ 7,152 | $ 6,652 | $ 6,395 | $ 29,794 |
| 11.Funding for Involved LEAs | | | | | $ - |
| 12. Supplemental Funding for Participating LEAs | $ 2,276,000 | $ 2,051,134 | $ 1,046,658 | $ 494,786 | $ 5,868,577 |
| 13. Total Costs (lines 9-12) | $ 3,801,310 | $ 3,530,767 | $ 2,616,800 | $ 1,107,247 | $ 11,056,124 |

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

**Budget Part II: Project-Level Budget Table**

**Project Name:** B.2 - Enhancing STEM Focus (Phase 2)
**Associated with Criteria:** (A), (B), and Priorities 1, 2, and 3
**(Evidence for selection criterion (A)(2)(i)(d))**

| Budget Categories | Project Year 1 (a)* | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Total (e) |
|---|---|---|---|---|---|
| 1. Personnel | $ - | $ - | $ - | $ - | $ - |
| 2. Fringe Benefits | $ - | $ - | $ - | $ - | $ - |
| 3. Travel | $ - | $ - | $ - | $ - | $ - |
| 4. Equipment | $ - | $ - | $ - | $ - | $ - |
| 5. Supplies | $ - | $ - | $ - | $ - | $ - |
| 6. Contractual | $ 440,194 | $ 685,219 | $ 690,404 | $ 408,485 | $ 2,224,302 |
| 7. Training Stipends | $ - | $ - | $ - | $ - | $ - |
| 8. Other | $ - | $ - | $ - | $ - | $ - |
| 9. Total Direct Costs (lines 1-8) | $ 440,194 | $ 685,219 | $ 690,404 | $ 408,485 | $ 2,224,302 |
| 10. Indirect Costs* | $ 1,000 | $ 2,257 | $ 1,500 | $ 1,000 | $ 5,757 |
| 11.Funding for Involved LEAs | $ - | $ - | $ - | $ - | $ - |
| 12. Supplemental Funding for Participating LEAs | $ 1,186,841 | $ 1,689,941 | $ 1,689,941 | $ 702,792 | $ 5,269,515 |
| 13. Total Costs (lines 9-12) | $ 1,628,035 | $ 2,377,417 | $ 2,381,845 | $ 1,112,277 | $ 7,499,574 |

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

**Budget Part II: Project-Level Budget Table**

**Project Name: (C) - Using Data to Inform Learning & Decisions (Phase 2)**

**Associated with Criteria:** Supports All Criteria; Specific References to (C)(1), (2), and (3), and Priorities 1, 4 and 5

**(Evidence for selection criterion (A)(2)(i)(d))**

| Budget Categories | Project Year 1 (a)* | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Total (e) |
|---|---|---|---|---|---|
| 1. Personnel | $ 469,777 | $ 469,777 | $ 477,760 | $ 667,606 | $ 2,084,920 |
| 2. Fringe Benefits | $ 145,630 | $ 145,630 | $ 148,105 | $ 206,957 | $ 646,322 |
| 3. Travel | $ - | $ - | $ - | $ - | $ - |
| 4. Equipment | $ - | $ - | $ - | $ - | $ - |
| 5. Supplies | $ - | $ - | $ - | $ - | $ - |
| 6. Contractual | $ 36,283 | $ 1,660,347 | $ 1,307,683 | $ 1,301,108 | $ 4,305,421 |
| 7. Training Stipends | | | | | $ - |
| 8. Other | | | | | $ - |
| 9. Total Direct Costs (lines 1-8) | $ 651,690 | $ 2,275,754 | $ 1,933,548 | $ 2,175,671 | $ 7,036,663 |
| 10. Indirect Costs* | $ 12,808 | $ 15,308 | $ 14,825 | $ 20,991 | $ 63,932 |
| 11.Funding for Involved LEAs | | | | | $ - |
| 12. Supplemental Funding for Participating LEAs | | | | | $ - |
| 13. Total Costs (lines 9-12) | $ 664,498 | $ 2,291,062 | $ 1,948,373 | $ 2,196,662 | $ 7,100,595 |

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

| Budget Part II: Project-Level Budget Table | | | | | |
|---|---|---|---|---|---|
| **Project Name:** D.1- Effective Educator Evaluations (Phase 2)<br>**Associated with Criteria:** (A), (B), (D)(2), and Priorities 1, 2, and 3<br>**(Evidence for selection criterion (A)(2)(i)(d))** | | | | | |
| **Budget Categories** | **Project Year 1 (a)*** | **Project Year 2 (b)** | **Project Year 3 (c)** | **Project Year 4 (d)** | **Total (e)** |
| 1. Personnel | $ 75,000 | $ 75,000 | $ 45,000 | $ - | $ 195,000 |
| 2. Fringe Benefits | $ 23,250 | $ 23,250 | $ 13,950 | $ - | $ 60,450 |
| 3. Travel | $ 29,087 | $ 35,649 | $ 23,074 | $ 16,512 | $ 104,322 |
| 4. Equipment | $ - | $ - | $ - | $ - | |
| 5. Supplies | $ 2,500 | $ 2,500 | $ 2,500 | $ 2,500 | $ 10,000 |
| 6. Contractual | $ 1,612,500 | $ 1,669,625 | $ 1,033,750 | $ - | $ 4,315,875 |
| 7. Training Stipends | $ - | $ - | $ - | $ - | $ - |
| 8. Other | $ - | $ - | $ - | $ - | $ - |
| 9. Total Direct Costs (lines 1-8) | $ 1,742,337 | $ 1,806,024 | $ 1,118,274 | $ 19,012 | $ 4,685,647 |
| 10. Indirect Costs* | $ 3,677 | $ 3,768 | $ 2,230 | $ 380 | $ 10,055 |
| 11.Funding for Involved LEAs | $ - | $ - | $ - | $ - | $ - |
| 12. Supplemental Funding for Participating LEAs | $ 1,320,000 | $ 1,320,000 | | | $ 2,640,000 |
| 13. Total Costs (lines 9-12) | $ 3,066,014 | $ 3,129,792 | $ 1,120,504 | $ 19,392 | $ 7,335,702 |

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

**Budget Part II: Project-Level Budget Table**

**Project Name:** D.2 - Alternative Certification for Equitable Distribution (Phase 2)

**Associated with Criteria:** (A), (D)(1), (D)(3), and Priority 1

**(Evidence for selection criterion (A)(2)(i)(d))**

| **Budget Categories** | **Project Year 1 (a)*** | **Project Year 2 (b)** | **Project Year 3 (c)** | **Project Year 4 (d)** | **Total (e)** |
|---|---|---|---|---|---|
| 1. Personnel | $ 91,000 | $ 91,000 | $ 71,000 | $ 56,000 | $ 309,000 |
| 2. Fringe Benefits | $ 28,210 | $ 28,210 | $ 22,010 | $ 17,360 | $ 95,790 |
| 3. Travel | $ 8,656 | $ 12,656 | $ 12,656 | $ 12,356 | $ 46,324 |
| 4. Equipment | $ - | $ - | $ - | $ - | $ - |
| 5. Supplies | $ 1,200 | $ 2,500 | $ 18,300 | $ 17,500 | $ 39,500 |
| 6. Contractual | $ 22,437 | $ 61,447 | $ 137,045 | $ 110,646 | $ 331,574 |
| 7. Training Stipends | $ 3,000 | $ 40,800 | $ 67,128 | $ 50,964 | $ 161,892 |
| 8. Other | $ 17,100 | $ 17,100 | $ 17,100 | $ 8,700 | $ 60,000 |
| 9. Total Direct Costs (lines 1-8) | $ 171,603 | $ 253,713 | $ 345,239 | $ 273,526 | $ 1,044,080 |
| 10. Indirect Costs* | $ 3,372 | $ 3,798 | $ 4,622 | $ 4,070 | $ 15,863 |
| 11.Funding for Involved LEAs | | | | | $ - |
| 12. Supplemental Funding for Participating LEAs | | | | | $ - |
| 13. Total Costs (lines 9-12) | $ 174,975 | $ 257,511 | $ 349,861 | $ 277,596 | $ 1,059,943 |

*Rounding of figures in column (a) creates a $1 variation.

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

**Budget Part II: Project-Level Budget Table**

**Project Name:** D.3 - Equitable Distribution of Effective Educators (Phase 2)
**Associated with Criteria:** A), (D)(2), (D)(3) and Priorities 1, 2, and 3
**(Evidence for selection criterion (A)(2)(i)(d))**

| Budget Categories | Project Year 1 (a)* | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Total (e) |
|---|---|---|---|---|---|
| 1. Personnel | $ 779,000 | $ 624,000 | $ 419,000 | $ 331,500 | $ 2,153,500 |
| 2. Fringe Benefits | $ 241,490 | $ 193,440 | $ 129,890 | $ 102,765 | $ 667,585 |
| 3. Travel | $ 76,555 | $ 67,505 | $ 43,100 | $ 23,862 | $ 211,022 |
| 4. Equipment | $ - | $ - | $ - | $ - | $ - |
| 5. Supplies | $ - | $ - | $ 15,000 | $ 15,000 | $ 30,000 |
| 6. Contractual | $ 820,000 | $ 730,000 | $ 734,100 | $ 634,100 | $ 2,918,200 |
| 7. Training Stipends | $ 196,250 | $ 196,250 | $ 269,488 | $ 256,250 | $ 918,238 |
| 8. Other | $ 18,500 | $ 18,500 | $ 18,500 | $ 18,500 | $ 74,000 |
| 9. Total Direct Costs (lines 1-8) | $ 2,131,795 | $ 1,829,695 | $ 1,629,078 | $ 1,381,977 | $ 6,972,545 |
| 10. Indirect Costs* | $ 23,811 | $ 19,069 | $ 14,192 | $ 11,515 | $ 68,587 |
| 11.Funding for Involved LEAs | $ - | $ - | $ - | $ - | $ - |
| 12. Supplemental Funding for Participating LEAs | $ 1,920,000 | $ 5,549,750 | $ 7,995,664 | $ 8,070,625 | $ 23,536,039 |
| 13. Total Costs (lines 9-12) | $ 4,075,606 | $ 7,398,514 | $ 9,638,934 | $ 9,464,117 | $ 30,577,171 |

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

**Budget Part II: Project-Level Budget Table**

**Project Name:** D.4 - Project HEAT & Effective Educator Preparation Programs (Phase 2)

**Associated with Criteria:** (A), (D2), (D)(4), (D)(5), and Priority 1

**(Evidence for selection criterion (A)(2)(i)(d))**

| Budget Categories | Project Year 1 (a)* | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Total (e) |
|---|---|---|---|---|---|
| 1. Personnel | $ 90,000 | $ 60,000 | $ 50,000 | $ 45,000 | $ 245,000 |
| 2. Fringe Benefits | $ 27,900 | $ 18,600 | $ 15,500 | $ 13,950 | $ 75,950 |
| 3. Travel | $ 4,950 | $ 4,950 | $ 1,237 | $ 1,237 | $ 12,374 |
| 4. Equipment | $ - | $ - | $ - | $ - | $ - |
| 5. Supplies | $ 1,710 | $ 1,500 | $ 1,500 | $ 1,500 | $ 6,210 |
| 6. Contractual | $ 58,000 | $ 28,000 | $ - | $ - | $ 86,000 |
| 7. Training Stipends | $ - | $ - | $ - | $ - | $ - |
| 8. Other | $ - | $ - | $ - | $ - | $ - |
| 9. Total Direct Costs (lines 1-8) | $ 182,560 | $ 113,050 | $ 68,237 | $ 61,687 | $ 425,534 |
| 10. Indirect Costs* | $ 2,991 | $ 2,201 | $ 1,365 | $ 1,234 | $ 7,791 |
| 11.Funding for Involved LEAs | | | | | $ - |
| 12. Supplemental Funding for Participating LEAs | $ - | | | | $ - |
| 13. Total Costs (lines 9-12) | $ 185,551 | $ 115,251 | $ 69,602 | $ 62,921 | $ 433,325 |

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

**Budget Part II: Project-Level Budget Table**

**Project Name:** D.5 - Effective Professional Development (Phase 2)
**Associated with Criteria:** (A), (B)(3), (C)(3), (D)(5), (E)(2) and Priorities 1, 2, and 3
**(Evidence for selection criterion (A)(2)(i)(d))**

| Budget Categories | Project Year 1 (a)* | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Total (e) |
|---|---|---|---|---|---|
| 1. Personnel | $ 255,000 | $ 225,000 | $ 155,000 | $ 85,000 | $ 720,000 |
| 2. Fringe Benefits | $ 79,050 | $ 69,750 | $ 48,050 | $ 26,350 | $ 223,200 |
| 3. Travel | $ 35,300 | $ 35,300 | $ 19,525 | $ 16,525 | $ 106,650 |
| 4. Equipment | $ - | $ - | $ - | $ - | $ - |
| 5. Supplies | $ - | $ - | $ - | $ - | $ - |
| 6. Contractual | $ 79,000 | $ 77,000 | $ 47,000 | $ 30,000 | $ 233,000 |
| 7. Training Stipends | $ - | $ - | $ - | $ - | $ - |
| 8. Other | $ - | $ - | $ - | $ - | $ - |
| 9. Total Direct Costs (lines 1-8) | $ 448,350 | $ 407,050 | $ 269,575 | $ 157,875 | $ 1,282,850 |
| 10. Indirect Costs* | $ 7,967 | $ 7,141 | $ 4,992 | $ 3,058 | $ 23,157 |
| 11.Funding for Involved LEAs | $ - | $ - | $ - | $ - | $ - |
| 12. Supplemental Funding for Participating LEAs | $ 310,921 | $ 160,421 | $ - | $ - | $ 471,342 |
| 13. Total Costs (lines 9-12) | $ 767,238 | $ 574,612 | $ 274,567 | $ 160,933 | $ 1,777,349 |

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

**Budget Part II: Project-Level Budget Table**

**Project Name:** E - Turning Around Struggling Schools (Phase 2)
**Associated with Criteria:** (A), (E)(2), and Priorities 1, 2, and 3
**(Evidence for selection criterion (A)(2)(i)(d))**

| Budget Categories | Project Year 1 (a)* | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Total (e) |
|---|---|---|---|---|---|
| 1. Personnel | $ 420,000 | $ 420,000 | $ 420,000 | $ 420,000 | $ 1,680,000 |
| 2. Fringe Benefits | $ 130,200 | $ 130,200 | $ 130,200 | $ 130,200 | $ 520,800 |
| 3. Travel | $ 36,900 | $ 36,900 | $ 36,900 | $ 36,900 | $ 147,600 |
| 4. Equipment | $ - | $ - | $ - | $ - | $ - |
| 5. Supplies | $ - | $ - | $ - | $ - | $ - |
| 6. Contractual | $ 400,000 | $ 400,000 | $ 400,000 | $ 400,000 | $ 1,600,000 |
| 7. Training Stipends | $ - | $ - | $ - | $ - | $ - |
| 8. Other | $ 4,650 | $ 4,650 | $ 4,650 | $ 4,650 | $ 18,600 |
| 9. Total Direct Costs (lines 1-8) | $ 991,750 | $ 991,750 | $ 991,750 | $ 991,750 | $ 3,967,000 |
| 10. Indirect Costs* | $ 12,335 | $ 12,335 | $ 12,335 | $ 12,335 | $ 49,340 |
| 11.Funding for Involved LEAs | $ - | $ - | $ - | $ - | $ - |
| 12. Supplemental Funding for Participating LEAs | $ 2,645,050 | $ 2,645,000 | $ 2,645,000 | $ 2,645,000 | $ 10,580,050 |
| 13. Total Costs (lines 9-12) | $ 3,649,135 | $ 3,649,085 | $ 3,649,085 | $ 3,649,085 | $ 14,596,390 |

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

**Project-Level Budget Narrative**

Project A: SC INSPIRED Grant Management - $6,063,827

Selection Criteria A, B, C, D, E, and Priorities 1, 2, 3, 4, and 5

| | | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | TOTAL | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Line Item | Justification of expenditure | Request | Other | Request | Other | Request | Other | Request | Other | Total | Other |
| **1. Personnel** | | | | | | | | | | | | |
| SC INSPIRED Management | Program Manager III - "SC INSPIRED Project Leader" (P01) | S.C. Department of Education (SCDE) Program Manager III: Reporting to the elected State Superintendent the SC INSPIRED Project Leader is responsible for overall leadership of the program, including funding. programming, and coordination with the Advisory Board. Responsible for Regional Support System; partnering with LEAs as to MOUs, required training, implementation of new systems; reporting, and management requirements. Liaison with community and business leaders for development of support and sustainability. Position description in Appendix A. Temporary grant position for the grant term. (See position descriptions in Appendix A2D) | $ 101,000 | | $ 101,000 | | $ 101,000 | | $ 101,000 | | $ 404,000 | |
| SC INSPIRED Management | Program Manager II - SC INSPIRED Office Director (P02) | Office Director who will direct the State's data analysis initiative "school health reports" as part of the Regional Support System and the regional support teams' efforts. Will coordinate implementation of the LEA memoranda of understanding, establish state-level procurements, and ensure agency cross-divisional professional development. Current staff from Office of Regional Services to be assigned these duties. | | $ 92,600 | | $ 92,600 | | $ 92,600 | | $ 92,600 | $ - | $ 370,400 |

**Project-Level Budget Narrative**

Project A: SC INSPIRED Grant Management - $6,063,827

Selection Criteria A, B, C, D, E, and Priorities 1, 2, 3, 4, and 5

| | | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | TOTAL | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Line Item** | **Justification of expenditure** | **Request** | **Other** | **Request** | **Other** | **Request** | **Other** | **Request** | **Other** | **Total** | **Other** |
| SC INSPIRED Management | Administrative Assistant (P03) | SCDE - Administrative support to the Project Leader, Office Director (above) and related SC INSPIRED staff. $36,000 (AA75) Current staff from Office of Regional Services to be assigned these duties. | | $ 36,000 | | $ 36,000 | | $ 36,000 | | $ 36,000 | $ - | $ 144,000 |
| SC INSPIRED Management | Education Associate II (P04) | SCDE - Responsible for coordinating and performing (or contracting for) training and technical assistance of SCDE personnel on programs related to this grant. Oversee drafting of procurement documents for purchase of professional contractual services and establishment of state level contracts for LEA purchase. Draft and publish periodic newsletters and other communications to stakeholders concerning progress under the grant. Midrange salary $64,000 (CB05) Temporary grant position. (See position descriptions in Appendix A2D) | $ 64,000 | | $ 64,000 | | $ 64,000 | | $ 64,000 | | $ 256,000 | |
| SC INSPIRED Management | Education Associate II (P05) | SCDE - At Risk Student Liaison - Responsible graduation improvement and dropout efforts, 9+ Schools, and EEDA projects. (CB05) Current staff from Office of Regional Services to be assigned these duties. | | $61,000 | | $61,000 | | $61,000 | | $61,000 | | $ 244,000 |
| SC INSPIRED Management | Education Associate II (P06) | SCDE - Career Specialist Liaison and responsible graduation improvement IGP projects(CB05) Current staff from Office of Regional Services to be assigned these duties. | | $55,800 | | $55,800 | | $55,800 | | $55,800 | | $ 223,200 |

**Project-Level Budget Narrative**

Project A: SC INSPIRED Grant Management - $6,063,827

Selection Criteria A, B, C, D, E, and Priorities 1, 2, 3, 4, and 5

| | | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | TOTAL | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Line Item** | **Justification of expenditure** | **Request** | **Other** | **Request** | **Other** | **Request** | **Other** | **Request** | **Other** | **Total** | **Other** |
| SC INSPIRED Management | Program Coordinator (P07) | SCDE - Responsible for the reporting required under this grant including ARRA section 1512 reporting each quarter. Coordinate maintenance of LEA contact database and communications. Collect data for performance measure reporting. Develop rubrics for tracking implementation of MOUs by LEAs and conduct monitoring. Between entry and midrange $36,000 (AH35). Temporary grant position. (See position descriptions in Appendix A2D) | $ 36,000 | | $ 36,000 | | $ 36,000 | | $ 36,000 | | $ 144,000 | |
| SC INSPIRED Management | Data Analyst-Evaluator (Education Associate III) (P08) | SCDE - will work with an external contractor (to be determined using the State's procurement processes) to develop implementation rubrics to be used to determine fidelity of implementation, monitor progress on performance measures, and manage evaluation contracts. Provide professional development and technical assistance on culture of sustainable innovation. Temporary grant position. CB05 (See position descriptions in Appendix A2D) Estimate $80,000 annually. | $80,000 | | $80,000 | | $80,000 | | $80,000 | | $ 320,000 | |

**Project-Level Budget Narrative**

Project A: SC INSPIRED Grant Management - $6,063,827

Selection Criteria A, B, C, D, E, and Priorities 1, 2, 3, 4, and 5

| | | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | TOTAL | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Line Item** | **Justification of expenditure** | **Request** | **Other** | **Request** | **Other** | **Request** | **Other** | **Request** | **Other** | **Total** | **Other** |
| SC INSPIRED Management | Accountant - Fiscal Analyst II (P09) | SCDE - Staff in the Office of Finance to assist with the subgrants, budget records, and financial reporting related to the 88 LEAs, contractors, and prime recipient. State Band 5D; salary range $34,057 - 56,015; estimate is midpoint. | $45,100 | | $45,100 | | $45,100 | | $45,100 | | $ 180,400 | |
| SC INSPIRED Management | Assistance with Completing MOU Exhibit II (T01, T02, T03, T04) | Temporary professional staff (former district superintendents, former SCDE deputies, and education program project managers) to assist with 90 days to complete 88 LEA Exhibit IIs to MOUs - training, planning, data analysis, task lists, budgets, time lines, performance measures, and deliverables. Estimate up to 4 staff x 11 weeks x $50/hr x 37.5hrs/wk (recommended by Delaware) | $ 82,500 | | | | | | | | $ 82,500 | |

**Project-Level Budget Narrative**

Project A: SC INSPIRED Grant Management - $6,063,827

Selection Criteria A, B, C, D, E, and Priorities 1, 2, 3, 4, and 5

| | | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | TOTAL | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Line Item** | **Justification of expenditure** | **Request** | **Other** | **Request** | **Other** | **Request** | **Other** | **Request** | **Other** | **Total** | **Other** |
| Regional Support System | 6 Regional Facilitators (Education Associate III) (P10, P11, P12, P13, P14, P15) | Enhance, develop, and maintain relationships within the region, continually review data about the region's schools and LEAs, analyze the data, prioritize actions based on those analyses, broker resources, gain commitment from the involved school and LEA to participate in improvement efforts, broker teams to deliver services addressing root causes, measure progress, adjust as necessary, and tackle the next highest priorities. Estimate $80,000 annually each. CB05 Temporary Grant Position. (See position descriptions in Appendix A2D) State support (other) increases over time to build sustainability before the end of the grant period. | $480,000 | | $480,000 | | $384,000 | $96,000 | $336,000 | $144,000 | $ 1,680,000 | $240,000 |
| | | **Subtotal Personnel** | 888,600 | 245,400 | 806,100 | 245,400 | 710,100 | 341,400 | 662,100 | 389,400 | 3,066,900 | 1,221,600 |
| **2. Fringe Benefits** (31% of annual salary) | | | | | | | | | | | | |
| SC INSPIRED Management | Fringe | Program Manager III - "SC INSPIRED Project Leader" (P01) | $ 31,310 | $ - | $ 31,310 | $ - | $ 31,310 | $ - | $ 31,310 | $ - | $ 125,240 | $ - |
| SC INSPIRED Management | Fringe | Program Manager II - SC INSPIRED Office Director (P02) | $ - | $ 28,706 | $ - | $ 28,706 | $ - | $ 28,706 | $ - | $ 28,706 | $ - | $ 114,824 |
| SC INSPIRED Management | Fringe | Administrative Assistant (P03) | $ - | $ 11,160 | $ - | $ 11,160 | $ - | $ 11,160 | $ - | $ 11,160 | $ - | $ 44,640 |
| SC INSPIRED Management | Fringe | Education Associate II (P04) | $ 19,840 | $ - | $ 19,840 | $ - | $ 19,840 | $ - | $ 19,840 | $ - | $ 79,360 | $ - |
| SC INSPIRED Management | Fringe | Education Associate II (P05) | $ - | $ 18,910 | $ - | $ 18,910 | $ - | $ 18,910 | $ - | $ 18,910 | $ - | $ 75,640 |
| SC INSPIRED Management | Fringe | Education Associate II (P06) | $ - | $ 17,298 | $ - | $ 17,298 | $ - | $ 17,298 | $ - | $ 17,298 | $ - | $ 69,192 |

**Project-Level Budget Narrative**

Project A: SC INSPIRED Grant Management - $6,063,827

Selection Criteria A, B, C, D, E, and Priorities 1, 2, 3, 4, and 5

| | | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | TOTAL | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Line Item | Justification of expenditure | Request | Other | Request | Other | Request | Other | Request | Other | Total | Other |
| SC INSPIRED Management | Fringe | Program Coordinator (P07) | $ 11,160 | $ - | $ 11,160 | $ - | $ 11,160 | $ - | $ 11,160 | $ - | $ 44,640 | $ - |
| SC INSPIRED Management | Fringe | Data Analyst-Evaluator (Education Associate III) (P08) | $ 24,800 | $ - | $ 24,800 | $ - | $ 24,800 | $ - | $ 24,800 | $ - | $ 99,200 | $ - |
| SC INSPIRED Management | Fringe | Accountant - Fiscal Analyst II (P09) | $ 13,981 | $ - | $ 13,981 | $ - | $ 13,981 | $ - | $ 13,981 | $ - | $ 55,924 | $ - |
| SC INSPIRED Management | Fringe | Assistance with Completing MOU Exhibit II (T01, T02, T03, T04) | $ 25,575 | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ 25,575 | $ - |
| Regional Support System | Fringe | 6 Regional Facilitators (Education Associate III) (P10, P11, P12, P13, P14, P15) | $ 148,800 | $ - | $ 148,800 | $ - | $ 119,040 | $ 29,760 | $ 104,160 | $ 44,640 | $ 520,800 | $ 74,400 |
| | | **Subtotal Fringe Benefits** | 275,466 | 76,074 | 249,891 | 76,074 | 220,131 | 105,834 | 205,251 | 120,714 | 950,739 | 378,696 |
| **3. Travel** | | | | | | | | | | | | |
| SC INSPIRED Management | Grant Conferences | Travel to required grant conferences (application instructions page 96) 11 staff members above plus state level leadership for Standards, Assessments, Educators, Data Systems, and Turnarounds = 16 staff members x 2 days per trip x 1 per year x airfare est. $800 + hotel @ $190 + per diem at $35, per year | $ 20,000 | | $ 20,000 | | $ 20,000 | | $ 20,000 | | $ 80,000 | |
| SC INSPIRED Management | LEA Collaboration & Monitoring | Travel by the Project Leader +/or Education Associates to collaborate with LEA regional consortia, meet with LEA staff in need of support, meet with LEAs conducting pilot research and evaluation, monitor implementation of MOU. 88 LEAs, visit all in year one; thereafter estimate ave 1/3 per year (~30) x average 200 miles round trip x .50 per mile | $ 8,800 | | $ 3,000 | | $ 3,000 | | $ 3,000 | | $ 17,800 | |

**Project-Level Budget Narrative**

Project A: SC INSPIRED Grant Management - $6,063,827

Selection Criteria A, B, C, D, E, and Priorities 1, 2, 3, 4, and 5

| | | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | TOTAL | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Line Item** | **Justification of expenditure** | **Request** | **Other** | **Request** | **Other** | **Request** | **Other** | **Request** | **Other** | **Total** | **Other** |
| SC INSPIRED Management | SC INSPIRED Advisory Board | Travel to quarterly meetings during the term of the grant to monitor progress, advise on adjustments as necessary, and provide input to the ongoing projects. Estimate 5 members may need to travel roundtrip up to 150 miles x 4 trips per year x $.50 | $ 1,500 | | $ 1,500 | | $ 1,500 | | $ 1,500 | | $ 6,000 | |
| SC INSPIRED Management | Assistance with Completing MOU Exhibit II | Travel to or by LEAs to negotiate MOU Exhibit II. 88 LEAs, average 200 miles round trip x $.50 x 2 possible visits (may be travel by temporaries above or reimbursement to LEAs for their travel to SCDE). | $ 17,600 | | | | | | | | $ 17,600 | |
| Regional Support System | Regional Facilitators Monitor & Support LEAs | Travel by Regional Facilitators to build relationships, provide technical assistance, monitor implementation, and otherwise provide support to CAPPs and LEAs. Estimate 88 LEAs x 50 miles round trip from the 6 regions x $.50 per mile x at least 1 visit per month per LEA. | $ 26,400 | | $ 26,400 | | $ 26,400 | | $ 26,400 | | $ 105,600 | |
| Regional Support System | Regional Response Teams | When needs are identified by Regional Facilitators, teams are cast to provide analysis, assist with planning, offer technical assistance, build capacity, support CAPPS, and monitor implementation. Six regions, estimate at least 2 teams per region per year, two team members per team average 75 miles x $.50 and one overnight stay $90 per quarter, per year | $ 6,120 | | $ 6,120 | | $ 6,120 | | $ 6,120 | | $ 24,480 | |

**Project-Level Budget Narrative**

Project A: SC INSPIRED Grant Management - $6,063,827

Selection Criteria A, B, C, D, E, and Priorities 1, 2, 3, 4, and 5

| | | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | TOTAL | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Line Item** | **Justification of expenditure** | **Request** | **Other** | **Request** | **Other** | **Request** | **Other** | **Request** | **Other** | **Total** | **Other** |
| SC INSPIRED Management | Regional Support System | Quarterly visits by the Project Leader to each region in the Regional Support System for overall leadership, goal setting, evaluation, coaching, and support. 6 regions x 4 visits per year x ave 150 miles x .50 per mile | $ 1,800 | | $ 1,800 | | $ 1,800 | | $ 1,800 | | $ 7,200 | |
| | | **Subtotal Travel** | $ 82,220 | | $ 58,820 | | $ 58,820 | | $ 58,820 | | $ 258,680 | |
| **4. Equipment** (any item that costs more than $5,000 per unit) | | | | | | | | | | | | |
| | | **Subtotal Equipment** | | | | | | | | | $ - | |
| **5. Supplies** (any item that costs less than $5,000 per unit) | | | | | | | | | | | | |
| SC INSPIRED Management | Computer | Computer Lease, Software-15 Staff (section 1) x ($600 lease +$210 software licenses) (annual cost) | $ 12,150 | | $ 12,150 | | $ 12,150 | | $ 12,150 | | $ 48,600 | |
| SC INSPIRED Management | Printer | 10 new staff @ $300 (one time cost) | $ 3,000 | | | | | | | | $ 3,000 | |
| SC INSPIRED Management | Office Supplies | Paper, writing utensils, printer supplies, training materials est. $350/person x 15 plus 1/4 for temporaries in year 1 | $ 5,600 | | $ 5,250 | | $ 5,250 | | $ 1,859 | $ 3,391 | $ 17,959 | $ 3,391 |
| SC INSPIRED Management | Scanner | Scanner for electronic records and finance procurement system, one at $808; yearly license and maintenance = $180; one for the Project | $ 988 | | $ 180 | | $ 180 | | $ 180 | | $ 1,528 | |
| | | **Subtotal Supplies** | $ 21,738 | | $ 17,580 | | $ 17,580 | $ - | $ 14,189 | $ 3,391 | $ 71,087 | $ 3,391 |
| **6. Contractual** | | | | | | | | | | | | |
| | | | | | | | | | | | | |

**Project-Level Budget Narrative**

Project A: SC INSPIRED Grant Management - $6,063,827

Selection Criteria A, B, C, D, E, and Priorities 1, 2, 3, 4, and 5

| | | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | TOTAL | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Line Item** | **Justification of expenditure** | **Request** | **Other** | **Request** | **Other** | **Request** | **Other** | **Request** | **Other** | **Total** | **Other** |
| SC INSPIRED Management | Implementation Fidelity Rubrics, Recommend Scale up, Evaluation, Lessons Learned | Using State procurement policies, a consultant will be selected to create rubrics for measuring whether programs under this grant are implemented with fidelity, and to propose appropriate performance measures related to each project. Estimates: first year create rubrics (180 work days; may be more than one consultant on same date) at up to $1500 per contractor day = $270,000; second year monitor and adjust rubrics, 165 work days; third year evaluate performance and recommend best practices for scale up, 200 works days; fourth year, adjust rubrics as needed with lessons learned from scale up, monitor implementation, evaluate results 345 contract staff days | $ 270,000 | | $ 225,000 | | $ 300,000 | | $ 517,500 | | $ 1,312,500 | |
| Regional Support System | Regional Response Teams | Using State procurement policies, contract with consultants when expertise needed to address regional issues is best found outside state agencies or LEAs. Estimate minimum of 4 days per year per region x $1500 daily rate | $ 36,000 | | $ 36,000 | | $ 36,000 | | $ 36,000 | | $ 144,000 | |
| | | **Subtotal Contractual** | $306,000 | | $ 261,000 | | $ 336,000 | | $ 553,500 | | $ 1,456,500 | |
| **7. Training Stipends** | | | | | | | | | | | | |
| | | **Subtotal Training Stipends** | | | | | | | | | $ - | |
| **8. Other (postage, leases, utilities, rent, etc.)** | | | | | | | | | | | | |
| SC INSPIRED Management | Rent | 220 sf x 11 staff x $16/sf per year; 4 existing staff | $ 38,720 | $ 14,080 | $ 38,720 | $ 14,080 | $ 38,720 | $ 14,080 | $ 38,720 | $ 14,080 | $ 154,880 | $ 56,320 |
| SC INSPIRED Management | Telephone | $245/person x 11; 4 existing staff | $ 2,695 | $ 980 | $ 2,695 | $ 980 | $ 2,695 | $ 980 | $ 2,695 | $ 980 | $ 10,780 | $ 3,920 |
| | | **Subtotal Other** | $ 41,415 | $ 15,060 | $ 41,415 | $ 15,060 | $ 41,415 | $ 15,060 | $ 41,415 | $ 15,060 | $ 165,660 | $ 60,240 |

**SC INSPIRED**

**Project-Level Budget Narrative**

Project A: SC INSPIRED Grant Management - $6,063,827

Selection Criteria A, B, C, D, E, and Priorities 1, 2, 3, 4, and 5

| | | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | TOTAL | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Line Item | Justification of expenditure | Request | Other | Request | Other | Request | Other | Request | Other | Total | Other |
| 9. Total Direct Costs (add items 1-8) | | | 1,615,439 | 336,534 | 1,434,806 | 336,534 | 1,384,046 | 462,294 | 1,535,275 | 528,565 | 5,969,566 | 1,663,927 |
| 10. Indirect Costs (2% of adjusted direct) | | | $ 27,189 | | $ 24,476 | | $ 21,961 | | $ 20,636 | | $ 94,261 | |
| 11. Funding for Involved LEAs | | | | | | | | | | | | |
| Subtotal Funding for Involved LEAs | | | | | | | | | | | $ - | |
| 12. Supplemental Funding for Participating LEAs | | | | | | | | | | | | |
| Subtotal Supplemental Funding for Participating LEAs | | | | | | | | | | | | |
| Grand Total | | | 1,642,628 | 336,534 | 1,459,282 | 336,534 | 1,406,007 | 462,294 | 1,555,911 | 528,565 | 6,063,827 | 1,663,927 |

**South Carolina Project-Level Budget Narrative**
**Project B.1 - Enhanced Standards and Assessments - $11,056,124**
**Selection Criteria (B) - Enhanced Standards and Assessments**

| | | | Year 1 | | Year 2 | | Year 3 | Year 3 | Year 4 | | 4 YR Totals | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| # | Line Item | Justification of expenditure | **Request** | OTHER | **Request** | OTHER | **Request** | OTHER | **Request** | OTHER | OTHER TOTAL | **Total Request** |
| 1. Personnel | | | | | | | | | | | | |
| B3 | PBLAs | Education Associate to work with projects creating performance based learning assessments for non-accountability tested subjects and grades from Standards perspective | $ 75,000 | | $ 75,000 | | $ 75,000 | | $ 75,000 | | | $ 300,000 |
| B3 | PBLAs | Education Associate to work with projects creating performance based learning assessments for non-accountability tested subjects and grades from Assessment perspective | $ 75,000 | | $ 75,000 | | $ 75,000 | | $ 75,000 | | | $ 300,000 |
| B4 | ASAP | Education Associate to provide oversight and coordinate the Accelerating School Achievement Pilots (LiteracySC and STEM foci) | $ 75,000 | | $ 75,000 | | $ 75,000 | | $ 75,000 | | | $ 300,000 |
| | | Subtotal Personnel | $ 225,000 | $0 | $ 225,000 | $0 | $ 225,000 | $0 | $ 225,000 | $0 | $0 | $900,000 |
| 2. Fringe Benefits (31%) | | | | | | | | | | | | |
| B3 | PBLA | Fringe benefits for two education associates | $ 46,500 | | $ 46,500 | | $ 46,500 | | $ 46,500 | | | $ 186,000 |
| B4 | ASAP | Fringe benefits for one education associates | $ 23,250 | | $ 23,250 | | $ 23,250 | | $ 23,250 | | | $ 93,000 |
| | | Subtotal Fringe Benefits | $ 69,750 | $ - | $ 69,750 | $ - | $ 69,750 | $ - | $ 69,750 | $ - | $ - | $ 279,000 |
| 3. Travel | | | | | | | | | | | | |
| | | Subtotal Travel | $ - | $ - | $ - | $ – | $ | $ - | $ - | $ - | $ - | $ - |
| 4. Equipment (any item that costs more than $5,000 per unit) | | | | | | | | | | | | |
| | | Subtotal Equipment | | | | | | | | | | $ - |
| 5. Supplies (any item that costs less than $5,000 per unit) | | | | | | | | | | | | |
| | | Subtotal Supplies | $ - | | | | | | | | | |
| 6. Contractual | | | | | | | | | | | | |
| B1 | Alignment of curriculum resources | Alignment of curriculum resources, instructional materials to the newly adopted standards to identify gaps and guide development of supplemental resources (2 consultants per content area x 2 areas (ELA and Math) @ 50,000 per consultant) | $ 100,000 | $100,000 | | | | | | | $ 100,000 | $ 100,000 |

**South Carolina Project-Level Budget Narrative**
**Project B.1 - Enhanced Standards and Assessments - $11,056,124**
**Selection Criteria (B) - Enhanced Standards and Assessments**

| | | | Year 1 | | Year 2 | | Year 3 | Year 3 | Year 4 | | 4 YR Totals | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| # | Line Item | Justification of expenditure | **Request** | OTHER | **Request** | OTHER | **Request** | OTHER | **Request** | OTHER | OTHER TOTAL | **Total Request** |
| B1 | Acquisition and/or development | Acquisition or development of curriculum resources to create a "standards implementation toolbox" for districts and schools to assimilate newly adopted standards (100,000 per content area); Estimate cost-actual cost to be determined after competitive procurement | $ 200,000 | $200,000 | | | | | | | $ 200,000 | $ 200,000 |
| B1 | Development of professional learning guides | Development of guides to support teacher understanding of the just-in-time formative classroom assessment to assist districts and schools in assessment for learning (100,000 per content area) | $ 200,000 | $200,000 | | | | | | | $ 200,000 | $ 200,000 |

**South Carolina Project-Level Budget Narrative**
**Project B.1 - Enhanced Standards and Assessments - $11,056,124**
**Selection Criteria (B) - Enhanced Standards and Assessments**

| | | | Year 1 | | Year 2 | | Year 3 | Year 3 | Year 4 | | 4 YR Totals | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| # | Line Item | Justification of expenditure | **Request** | OTHER | **Request** | OTHER | **Request** | OTHER | **Request** | OTHER | OTHER TOTAL | **Total Request** |
| B4 | South Carolina Course Alignment Project, Commission on Higher Education (CHE) | CHE, SCDE and the technical colleges to realign SC College Readiness Reference Standards to SC+CCSS in ELA and Math (2 national and 2 state experts ea for ELA and Math x $5000 = 40,000; plus consultants 25,000; plus travel 10 people x 1200 = 12,000; copying, postage, phone 3,200); Modify 10 paired courses to the CCSS (est. 1 secondary + 1 post-secondary = 2 x $5000 = 10,000 x 10 courses = 100,000; 1 consultant per subject = 2 x $7500 =15,000; travel 22 people x 1200 = 26,400; copy, postage 2,200; conf 2,400); Disseminate revised courses through regional training for lead implementers 13 cluster sites x 1,800 rental site = 23,400; Stipends for 42 implementers per site @500 = 273,000; Lunch for 42 per site @7 each = 3,822; substitutes for secondary teachers at regional training, 21/site x 13 sites x 75 sub costs = 20,475; consultants = 25,000; travel for 2 staff and 2 cons. to all workshops 4 people x 13 sites x 300= 15,600; copying and shipping = 12,503) Begin in year 1 and into year 2 | $403,600 | | $ 196,400 | | | | | | | $ 600,000 |
| B1 | Dissemination of materials | Dissemination of materials through variety of formats (CDs, web posting, printing, ETV) Contract TBD via standard state procurement procedures. | $ 10,000 | | | | | | | | | $ 10,000 |

**South Carolina Project-Level Budget Narrative**
**Project B.1 - Enhanced Standards and Assessments - $11,056,124**
**Selection Criteria (B) - Enhanced Standards and Assessments**

| | | | Year 1 | | Year 2 | | Year 3 | Year 3 | Year 4 | | 4 YR Totals | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| # | Line Item | Justification of expenditure | **Request** | OTHER | **Request** | OTHER | **Request** | OTHER | **Request** | OTHER | OTHER TOTAL | **Total Request** |
| B2 | PBLA | Research, development, implementation, scoring, and evaluation of Project-Based Learning Assessments for non-accountability tested subjects and grades (formative assessments to measure student achievement growth and educator effectiveness). More detailed narrative explaining projected costs is in **additional narrative** after this table. | $ 131,664 | | $ 968,480 | | $ 1,225,890 | $ 311,316 | $ | $ 1,046,458 | $ 2,667,350 | $ |
| B4 | Gender Achievement Gaps | Record best practices in single gender education pedagogy at up to 20 SC schools to create demonstrations of techniques proven to improve student performance and therefore close gender gaps. SC Educational Television's estimates for 10, which include 2 over night stays, are Production Facilities (10 days electronic field production) $1220; Post-Production Facilities (30 days nonlinear editing) $8200; Production Personnel (pre-production, editing, electronic field production staff) $11,600; Travel, equipment, supplies, props, etc. $1800; Tape costs estimate $1200 = $24,020 per ten plus tax at 7%. 10 in year one; 5 in year two, 5 in year 3 | $ 25,701 | | $ 12,851 | | $ 12,850 | | | | | $ 51,402 |
| B4 | Improve Graduation Rates | Virtual Job Shadowing. EEDA Student Engagement-Development of 30 virtual job shadowing experiences ($5,000 ea) | $150,000 | | | | | | | | | $ 150,000 |
| | | Subtotal Contractual | $ 1,220,965 | $ 1,177,731 | $ - | $ 1,268,740 | $ 1,462,590 | $ 311,316 | $ | $ 1,046,458 | | $ 3,978,753 |
| 7. Training Stipends (for costs associated with long-term training program or college | | | | | | | | | | | | |
| | | Subtotal Training Stipends | | | | | | | | | | $ - |
| | | 8. Other (postage, leases, utilities, rent, etc.) | | | | | | | | | | |
| | | Subtotal Other | | | | | | | | | | $ - |
| 9. Total Direct Costs (add items 1-8) | | | $ 1,505,705 | $ 1,472,481 | $ - | $ 1,563,420 | $ 1,469,590 | $ 606,066 | $ | $ 1,046,458 | $ 5,157,753 | $ |
| 10. Indirect Costs | | | $ 9,595 | | $ 7,152 | | $ 6,652 | | $ 6,395 | | | $ 29,794 |
| 12. Supplemental Funding for Participating LEAs | | | | | | | | | | | | |

**South Carolina Project-Level Budget Narrative**
**Project B.1 - Enhanced Standards and Assessments - $11,056,124**
**Selection Criteria (B) - Enhanced Standards and Assessments**

| | | | Year 1 | | Year 2 | | Year 3 | Year 3 | Year 4 | | 4 YR Totals | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| # | Line Item | Justification of expenditure | **Request** | OTHER | **Request** | OTHER | **Request** | OTHER | **Request** | OTHER | OTHER TOTAL | **Total Request** |
| B4 | Accelerating Schools Achievement Pilot (ASAP) | Competitive grants to LEAs with schools in the Accelerating Schools Achievement Pilot (ASAP)(LiteracySC and STEM pilots) (begin August SY 11-12) | $1,375,000 | | $ 975,000 | | $ 575,000 | | $ 200,000 | | | $ 3,125,000 |
| B4 | JAG-SC | Competitive grants to participating LEAs for dropout prevention pilot programs JAG-SC. 6 subgrants in year 1 for 4 years; 6 additional subgrants in year 2 for 3 years. See following this narrative for additional detail. | 333,000 | | 608,134 | | 471,658 | | 294,786 | | | 1,707,577 |
| B4 P3 | Montessori 14 Competitive grants | Competitive grants to participating LEAs for establishment of Montessori classrooms. Estimates are costs at $6000 for furniture and $15,000 for Montessori materials, per classroom (total $21,000 per classroom; grades K-2 ~ $63,000 total). Grants will total up to $50,000 for three classrooms; participating LEAs will be expected to use a portion of their funding (RTTT or otehrwise) to complete the purchase. 8 grants of $50,000 each in year 1 and 6 in year 2 (14 total grants, 42 classrooms) for implementation over the life of the RT3 grant as the school develops or acquires Montessori-certified teachers | $400,000 | $300,000 | | | | | | | | $700,000 |

**South Carolina Project-Level Budget Narrative**
**Project B.1 - Enhanced Standards and Assessments - $11,056,124**
**Selection Criteria (B) - Enhanced Standards and Assessments**

| | | | Year 1 | | Year 2 | | Year 3 | Year 3 | Year 4 | | 4 YR Totals | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| # | Line Item | Justification of expenditure | **Request** | OTHER | **Request** | OTHER | **Request** | OTHER | **Request** | OTHER | OTHER TOTAL | **Total Request** |
| B4 P3 | Montessori Tuition Loan-Assistance | Teachers in schools receiving competitive grants (above) or in PLAS/feeder schools (See section E) or schools/LEAs applying on behalf of their teachers, will be eligible to apply for tuition assistance to obtain Montessori credentials. Program costs range from $7,000 (Florence District One (graduate credit issued for training)), $8000 (Institute for Guided Studies, Camden), $9000 (Montessori Teacher Training Institute, Camden), to $12,000 (Lander University, also for graduate credit). These four organizations will also train a school district cohort of at least ten teachers at a reduced per teacher cost. 48 Teachers will receive a loan of up to $7000 or the actual cost, whichever is less. Upon successful completion of the program, loans will be forgiven at a rate of 1/3 of the loan per year in which the teacher is employed at the targeted school. | $168,000 | $168,000 | | | | | | | | $336,000 |
| | | Subtotal Supplemental Funding for Participating LEAs | $2,276,000 | $ - | $2,051,134 | $ - | $1,046,658 | $ - | $ 494,786 | $ - | $ - | $ 5,868,577 |
| | | Grand Total | $3,580,000 | $ 3,530,767 | $ - | $ 2,651,620 | $1,462,590 | $ 1,107,247 | $ 680,868 | $ 1,643,458 | $ 11,056,124 | |

**Project B-1 Project-Level Narrative**
**Additional Detail for Project B**
**Project-Based Learning Formative Assessments**

**SUMMARY**

| | | |
|---|---|---|
| **YEAR ONE TOTAL** | **$** | **131,664.00** |
| **YEAR TWO TOTAL** | **$** | **968,480.00** |
| **YEAR THREE TOTAL** | **$** | **1,718,480.00** |
| **YEAR FOUR TOTAL** | **$** | **992,184.00** |
| **GRAND TOTAL** | **$** | **3,810,808.00** |

**DETAILS**

**Year 1 (October 2010- June 30, 2011)**

**Plan**

Hire contract manager (Education Associate in Personnel Section) by end of October

Planning

Review Status of current assessments in non-statewide tested (as in EAA) areas: arts (music, fine arts, dance,theater), health, PE, CATE, foreign languages, etc

Write, release, and award contract (9 month process from October 2010 to June 2011)

Hold two stakeholder meetings - one as RFP is being written

**Budget**

| | | |
|---|---|---|
| RFP review meetings (8 reviewers times two meetings) | $ | 1,984.00 |
| Two one-day stakeholder meetings per subject area (10 subjects) - 1. review current assessments 2. planning | | |
| 12 in-state attendees per subject | $ | 29,760.00 |
| 1 out-of-state attendee per 10 subjects | $ | 49,960.00 |
| 1 person facilitates meetings | $ | 49,960.00 |
| **YEAR ONE TOTAL** | **$** | **131,664.00** |

**Year 2 (July 1, 2011 - June 30, 2012)**

| | | |
|---|---|---|
| Award contract July 1, 2011 | | |
| Pilot 4 arts assessments in spring 2012 | $ | 500,000.00 |
| Contractor writes items for 10 subjects - providing items by fall/early winter | $ | 275,000.00 |
| One day stakeholder meeting per 10 subject areas for planning | | |
| 12 in-state attendees per subject | $ | 14,880.00 |
| 1 out-of-state attendee per 10 subjects | $ | 24,980.00 |
| 1 person facilitates meetings per subject | $ | 24,980.00 |
| One three-day item review meeting per 10 subject areas for planning | | |
| 12 in-state attendees per subject | $ | 128,640.00 |
| **YEAR TWO TOTAL** | **$** | **968,480.00** |

**Year 3 (July 1, 2012 - June 30, 2013)**

| | | |
|---|---|---|
| Field test four arts assessments | $ | 500,000.00 |
| Pilot 6 subjects | $ | 750,000.00 |
| Develop new items for ten subjects | $ | 275,000.00 |
| One one-day stakeholder meeting per 10 subject areas to review piloting and field testing | | |
| 12 in-state attendees per subject | $ | 14,880.00 |
| 1 out-of-state attendee per 10 subjects | $ | 24,980.00 |

**Project B-1 Project-Level Narrative**
**Additional Detail for Project B**
**Project-Based Learning Formative Assessments**

| | | |
|---|---|---|
| 1 person facilitates meetings per subject | $ | 24,980.00 |
| One three-day item review meeting per 10 subject areas for planning | | |
| 12 in-state attendees per subject | $ | 128,640.00 |
| **YEAR THREE TOTAL** | **$** | **1,718,480.00** |

**Year 4 (July 1, 2013 - June 30, 2014)**

| | | |
|---|---|---|
| Field test six subjects | $ | 750,000.00 |
| Develop items for 6 subjects | $ | 165,000.00 |
| One three-day item review meeting per 10 subject areas for planning | | |
| 12 in-state attendees per subject | $ | 77,184.00 |
| **YEAR FOUR TOTAL** | **$** | **992,184.00** |

**METHODS FOR CALCULATIONS**

| **One-day In-State Stakeholder Meetings, per person** | | |
|---|---|---|
| mileage (200 miles x $.5) | $ | 100.00 |
| one day meals | $ | 24.00 |
| | $ | 124.00 |
| | | |
| 8 people | $ | 992.00 |
| 12 people - one day | $ | 1,488.00 |

| **Three-day In-state Meetings, per person** | | |
|---|---|---|
| mileage (200 miles x $.5) | $ | 100.00 |
| three days meals ($24 x 3) | $ | 72.00 |
| three nights hotel ($150 x 3) | $ | 450.00 |
| honarium ($150 x 3) | $ | 450.00 |
| | $ | 1,072.00 |
| | | |
| 12 reviewers | $ | 12,864.00 |

| **Out-of-State experts attending a one day meeting, per person** | | |
|---|---|---|
| honarium | $ | 1,500.00 |
| travel | $ | 800.00 |
| food - two days | $ | 48.00 |
| hotel - one night | $ | 150.00 |
| 1 expert | $ | 2,498.00 |
| 3 experts | $ | 7,494.00 |

| **Contract Costs - pilot one grade/subject** | | |
|---|---|---|
| PASS Development = 24 grade/subjects | $ | 2,000,000.00 |
| 1/3 the work | $ | 27,500.00 |
| PASS Field test Administration | $ | 12,000,000.00 |
| 1/4 cost of one grade/subject | $ | 125,000.00 |
| total | $ | 152,500.00 |

**Project B.1**
**Additional Detail for**
**Jobs for America's Graduates SC Subgrant Program**

| Sub-Grants JAG-SC | Year 1 | Year 2 | Year 3 | Year 4 | Totals |
|---|---|---|---|---|---|
| Amount | $55,500 | $45,856 | $32,754 | $16,377 | $150,487 |
| LEA or Other Funding | $10,008 | $19,652 | $32,754 | $49,131 | $111,545 |
| LEA in-kind contributions (office, furniture, etc.) | $10,000 | $10,000 | $10,000 | $10,000 | $10,000 |
| Estimate Expenses | $75,508 | $75,508 | $75,508 | $75,508 | $302,032 |
| Percentage of cash outlay funded by grant | 85% | 70% | 50% | 25% | 57% |

| | | | | | |
|---|---|---|---|---|---|
| Amount of Request Cohort 1 | $ 273,004 | $ 196,524 | $ 98,262 | $ | $ 902,920 |
| Cohort 2 | $ - | $ 273,004 | $ 196,524 | $ 804,658 | $ |
| **Total Requested in Budget Narrative:** | $ 553,004 | $ 471,658 | $ 294,786 | $ 1,707,577 | $ |
| **Detail per School** | | | | | |
| **Personnel** | | | | | |
| Salary | | | $35,540 | | |
| Fringes | | | $10,662 | | |
| **Subtotal Personnel** | | | | | **$46,202** |
| **Travel** | | | | | |
| - National Training Seminar | | | | | |
| One staff member 3-5 days (depending upon participation in pre-conference | | | | | |
| Registration for preconference | | | $225 | | |
| Registration for conference | | | $325 | | |
| Transportation | | | $600 | | |
| Meal per diem $32 x 5 days | | | $160 | | |
| Lodging $110/night + tax ~ $130 x 5 nights | | | $650 | $1,960 | |
| - National Student Leadership Conference | | | | | |
| One staff member and three selected students x 4 days | | | | | |
| Registration $295 x 4 people | | | $1,180 | | |
| Lodging $159 plus tax ~ $180 x 3 rooms (2 students share) x 4 nights | | | $2,160 | | |
| Meals per diem $32 x 4 days x 4 people | | | $512 | | |
| - South Carolina Career Development Conference | | | | $3,852 | |
| Minimum 20 students plus one specialist and chaperones | | | | | |
| Reimbursement for bus driver and mileage | | | $1,330 | $1,330 | |
| - South Carolina Leadership Development Conference | | | | | |
| Minimum 4 students plus one specialist | | | | | |
| Mileage to conference. Up to 500 mi x $.50 | | | $250 | $250 | |
| - Travel: Reimbursement for bus driver and mileage | | | $1,330 | $1,330 | |
| - Other travel by the Jobs Specialist to conduct development and attend state meetings. 1200 miles x .50 | | | $6,000 | $6,000 | |
| **Subtotal Travel** | | | | | **$14,722** |
| **Office Supplies** (printing, duplicating, postage, etc.) | | | **$1,000** | | **$1,000** |
| **Other** (curriculum, WorkKeys and other testing, remediation materials, | | | **$2,300** | | **$2,300** |
| **Indirect at 2%** | | | | | **$1,284** |
| Other LEA INKIND | | | | | $10,000 |
| **Total** | | | | | **$75,508** |

**South Carolina Project-Level Budget Narrative**

**PROJECT B.2: Enhanced Standards and Assessments - Focus on STEM Curricula and Literacy: $7,499,574**

**Selection Criteria A, B, and PRIORITY 2**

| | | Year 1 | | Year 2 | | Year 3 | Year 3 | Year 4 | | 4 YR Totals | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Line Item** | **Justification of expenditure** | **Request** | **OTHER** | **Request** | **OTHER** | **Request** | **OTHER** | **Request** | **OTHER** | **Total Request** | **OTHER TOTAL** |
| **1. Personnel** | | | | | | | | | | | |
| Two state level staff contributing 20 percent of time inkind | State level inkind contribution to coordinate implementation (Dr. James R. Couch, State Coordinater and B.T. Martin, STEM Coordinator) | $0 | $30,960 | | $30,960 | | $30,960 | | | $0 | $92,880 |
| | **1. Subtotal Personnel** | **$0** | **$30,960** | **$0** | **$30,960** | **$0** | **$30,960** | **$0** | **$0** | | **$92,880** |
| **2. Fringe Benefits** (31%) | | | | | | | | | | | |
| Two state level staff contributing 20 percent of time inkind | State level inkind contribution to coordinate implementation (Dr. James R. Couch, State Coordinater and B.T. Martin, STEM Coordinator) | | $9,598 | | $9,598 | | $9,598 | | | | $28,793 |
| | **2. Subtotal Fringe Benefits** | **$ -** | **$9,598** | | **$9,598** | | **$9,598** | | **$ -** | | $28,793 |
| **3. Travel** | | | | | | | | | | | |
| | **3. Subtotal Travel** | **$ -** | **$ -** | **$ -** | **$ -** | **$ -** | **$ -** | **$ -** | **$ -** | **$ -** | **$ -** |
| **4. Equipment** (any item that costs more than $5,000 per unit) | | | | | | | | | | | |
| | **4. Subtotal Equipment** | | | | | | | | | | |
| **5. Supplies** (any item that costs less than $5,000 per unit) | | | | | | | | | | | |
| | **5. Subtotal Supplies** | **$ -** | **$ -** | **$ -** | **$ -** | **$ -** | **$ -** | **$ -** | **$ -** | **$ -** | **$ -** |
| **6. Contractual** | | | | | | | | | | | |
| Development of STEM curriculum guides | Development of STEM curriculum guides to be used by districts and schools to integrate currently used curriculum with a STEM focus in grades 6-8. (Lead consultant) plus 5 S2MART Initiative (Other) | | | $154,800 | $108,360 | | | | | $154,800 | $108,360 |

**South Carolina Project-Level Budget Narrative**
**PROJECT B.2: Enhanced Standards and Assessments - Focus on STEM Curricula and Literacy: $7,499,574**
**Selection Criteria A, B, and PRIORITY 2**

| | | Year 1 | | Year 2 | | Year 3 | Year 3 | Year 4 | | 4 YR Totals | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Line Item** | **Justification of expenditure** | **Request** | **OTHER** | **Request** | **OTHER** | **Request** | **OTHER** | **Request** | **OTHER** | **Total Request** | **OTHER TOTAL** |
| Development of materials for STEM Reading Academies | A consultant with expertise in both early reading and STEM integration will develop a curriculum that will integrate the idea of early "Reading Academies" to ensure an deeper emphasis on learning to read informational text. | | | $77,400 | | | | | | $77,400 | $0 |
| Develop Green STEM Curriculum | Develop Green STEM Curriculum in a four course sequence for grades 7–12 over a three year period. The contract will be with the Southern Regional Educational Board to develop the curriculum. | 68,674 | 40,557 | 68,674 | 40,557 | 68,674 | 40,557 | | | 206,022 | 121,671 |
| STEM Professional Summer Experience | IHE partner will develop and implement a clinical summer program for middle school mathematics and science teachers. Additional personnel will be contributed by the S2MART Initiative (5 staff). **Other funds will come from State (50%) and Perkins (50%) | $371,520 | $54,180 | $371,520 | $54,180 | $371,520 | $54,180 | $371,520 | $54,180 | $1,486,080 | $216,720 |

**South Carolina Project-Level Budget Narrative**
**PROJECT B.2: Enhanced Standards and Assessments - Focus on STEM Curricula and Literacy: $7,499,574**
**Selection Criteria A, B, and PRIORITY 2**

| | | Year 1 | | Year 2 | | Year 3 | Year 3 | Year 4 | | 4 YR Totals | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Line Item** | **Justification of expenditure** | **Request** | **OTHER** | **Request** | **OTHER** | **Request** | **OTHER** | **Request** | **OTHER** | **Total Request** | **OTHER TOTAL** |
| From Middle School to College | SC Governor's School for Science and Mathematics six-year readiness initiative to help more students from high-poverty schools receive the academic preparation necessary to succeed in college and careers, with a focus on STEM. Separate federal grant funds year 1 and part of year 2; more detail in **further narrative** following this Project B.2. | | 121,391 | 12,825 | 153,609 | 250,210 | | 36,965 | 282,288 | 300,000 | 557,288 |
| | **6. Subtotal Contractual** | 440,194 | 216,128 | 685,219 | 356,706 | 690,404 | 94,737 | 408,485 | 336,468 | 2,224,302 | 1,004,039 |
| **7. Training Stipends** | | | | | | | | | | | |
| | **7. Subtotal Training Stipends** | **$0** | **$0** | **$0** | **$0** | **$0** | **$0** | **$0** | **$0** | **$0** | **$0** |
| **8. Other (postage, leases, utilities, rent, etc.)** | | | | | | | | | | | |
| | **8. Subtotal Other** | **$0** | **$0** | **$0** | **$0** | **$0** | **$0** | **$0** | **$0** | **$0** | **$0** |
| 9. Total Direct Costs (add items 1-8) | | 440,194 | 256,686 | 685,219 | 397,264 | 690,404 | 135,295 | 408,485 | 336,468 | 4,448,604 | 1,125,712 |
| **10. Indirect (2%x(Direct-Equip-Stipends-Contract$>$25,000 ea)** | | **$ 1,000** | | **$ 2,257** | | **$ 1,500** | | **$ 1,000** | | **$ 5,757** | |

**South Carolina Project-Level Budget Narrative**

**PROJECT B.2: Enhanced Standards and Assessments - Focus on STEM Curricula and Literacy: $7,499,574**

**Selection Criteria A, B, and PRIORITY 2**

| | | Year 1 | | Year 2 | | Year 3 | Year 3 | Year 4 | | 4 YR Totals | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Line Item** | **Justification of expenditure** | **Request** | **OTHER** | **Request** | **OTHER** | **Request** | **OTHER** | **Request** | **OTHER** | **Total Request** | **OTHER TOTAL** |
| **12. Supplemental Funding for Participating LEAs** | | | | | | | | | | | |
| LEA Green STEM labs that include equipment, curriculum, and assessments. | Implement Green STEM Programs in the areas of engineering, advanced manufacturing, green engineering, and renewable energies in middle (22) and high schools (27) in under-represented districts and schools (49 total schools). *Other funding will be from State (50%) and Perkins (50%) See **additional budget narrative** following this section for detailed equipment lists. Includes 5 Gateway to Technology (PLTW) Middle School subgrant within the 22 middle schools | $987,149 | 198,144 | $987,149 | 198,144 | $987,149 | 198,144 | | | $2,961,447 | 594,432 |

**South Carolina Project-Level Budget Narrative**

**PROJECT B.2: Enhanced Standards and Assessments - Focus on STEM Curricula and Literacy: $7,499,574**

**Selection Criteria A, B, and PRIORITY 2**

| | | Year 1 | | Year 2 | | Year 3 | Year 3 | Year 4 | | 4 YR Totals | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Line Item** | **Justification of expenditure** | **Request** | **OTHER** | **Request** | **OTHER** | **Request** | **OTHER** | **Request** | **OTHER** | **Total Request** | **OTHER TOTAL** |
| STEM Reading Academies Grants | Districts will have the opportunity to implement the STEM Reading Academy curriculum in local schools. Emphasis will be on teachers in Title I schools. Up to five grants of approximately $28,500 for three years starting in year 2 will be available. Grant implementation will be supported by four specialists from the S2MART Initiative. | | | $116,100 | $26,400 | $116,100 | $26,400 | $116,100 | $26,400 | $348,300 | $79,200 |
| STEM School Grants | Districts will have the opportunity to compete for funds that will support moving a currently "at risk" elementary or middle school to a STEM focus. The districts will be encouraged to develop partnerships with IHE and business and industry in the development of the plan. (Up to 2 district grants will be awarded) | | | $387,000 | | $387,000 | | $387,000 | | $1,161,000 | $0 |

**South Carolina Project-Level Budget Narrative**
**PROJECT B.2: Enhanced Standards and Assessments - Focus on STEM Curricula and Literacy: $7,499,574**
**Selection Criteria A, B, and PRIORITY 2**

| | | Year 1 | | Year 2 | | Year 3 | Year 3 | Year 4 | | 4 YR Totals | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Line Item** | **Justification of expenditure** | **Request** | **OTHER** | **Request** | **OTHER** | **Request** | **OTHER** | **Request** | **OTHER** | **Total Request** | **OTHER TOTAL** |
| STEM Professional Summer Experience Grant | Schools serving high poverty students and which have an S2MART Initiative coach will compete for 50 slots--40 teachers and 10 iCoaches. Districts would use the grant funds to pay the summer salary of the iCoach and stipends for participating teachers. (10 district grants at about $19,969). | $199,692 | | $199,692 | | $199,692 | | $199,692 | | $798,768 | $0 |
| **12. Subtotal Supplemental Funding for Participating LEAs** | | 1,186,841 | 198,144 | 1,689,941 | 224,544 | 1,689,941 | 224,544 | 702,792 | 26,400 | 5,269,515 | 673,632 |
| | | | | | | | | | | | |
| **Grand Total** | | 1,628,035 | 454,830 | 2,377,417 | 621,808 | 2,288,845 | | 1,112,277 | 362,868 | 7,499,574 | 1,799,344 |

## Additional Budget Narrative for Project B.2

| **Budget Justification for S.C. Governor's School for Science and Mathematics' *From Middle School to College* Program**<br>*(One year of program preparation in Year 1; five years of program delivery to students in Years 2 through 6)* | | | | | | |
|---|---|---|---|---|---|---|
| | ***Year 1**** | ***Year 2**** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Personnel** | | | | | | |
| Program Director (first year = $57,962 x 1.0 FTE; 2% annual COLA) | *$57,692* | *$58,845* | $60,023 | $61,223 | $62,448 | $63,697 |
| The Program Director (to be hired) will have oversight of program teachers, curriculum development, collaboration with key personnel and school district liaisons, management of funds and progress toward goals and objectives, and annual reporting | | | | | | |
| **Total Personnel** | ***$57,692*** | ***$58,845*** | **$60,023** | **$61,223** | **$62,448** | **$63,697** |
| | | | | | | |
| **Fringe Benefits** | | | | | | |
| Includes retirement, life, full-family medical, FICA & workers compensation for full-time employee at 30% of annual salary | | | | | | |
| Program Director (annual salary x 0.30) | *$17,307* | *$17,654* | $18,007 | $18,367 | $18,734 | $19,109 |
| **Total Fringe Benefits** | ***$17,307*** | ***$17,654*** | **$18,007** | **$18,367** | **$18,734** | **$19,109** |
| | | | | | | |
| **Travel** | | | | | | |
| The Program Director will travel to school districts around South Carolina to meet with prospective students, engage and train teachers, build student support networks within schools, school districts and communities, present at professional conferences and follow up with program students during the academic year. Reimbursed at state rate of 0.505/mile: Year 1, 24 trips @ average round trip (ART) of 250 miles (22 x 250 miles ART x .505); Year 2: 34 trips (22 x 250 miles ART x .505); Years 3–6: 36 trips (36 x 250 miles ART x .505). | | | | | | |
| **Total Travel** | ***$3,030*** | ***$4,292*** | **$4,545** | **$4,545** | **$4,545** | **$4,545** |
| | | | | | | |
| **Supplies** | | | | | | |
| Year 1: One Dell Vostro laptop computer & accessories @ $1,255; carrying case @ $45; ACT! contact management software @ $240; HP mobile printer @ $200 | *$1,740* | | | | | |
| Year 2: Laboratory equipment to serve first cohort of 100 students (e.g., glassware @ $800, temperature probes @ $300, balances @ $500, sensors @ $475, flash drives @ $200, goggles @ $125) | | *$2,400* | | | | |

## Additional Budget Narrative for Project B.2

| **Budget Justification for S.C. Governor's School for Science and Mathematics' *From Middle School to College* Program**<br>*(One year of program preparation in Year 1; five years of program delivery to students in Years 2 through 6)* | | | | | | |
|---|---|---|---|---|---|---|
| | ***Year 1**** | ***Year 2**** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Years 3 through 6: Laboratory equipment to serve added students and to replace broken/obsolete items (e.g., glassware @ $400, probes & sensors @ $475, flash drives @ $200, goggles @ $125) | | | $1,200 | $1,200 | $1,200 | $1,200 |
| Years 1 through 6: Office supplies (e.g., notepads, printer paper, envelopes, labels, tape, paper clips, staples) @ $500/year | *$500* | *$500* | $500 | $500 | $500 | $500 |
| Years 2 through 6: Instructional supplies (e.g., notebooks, paper, pencils, markers, chart paper, calculators) @ $1,000/year | *$0* | *$1,000* | $1,000 | $1,000 | $1,000 | $1,000 |
| Years 2 through 6: Curricular and consumable materials (e.g., books, lab guides, activity manuals, chemicals, DNA kits, pipettes, buffers) @ $15/per student/year. Annual student numbers (allowing for attrition): Year 2: 100 students x $15; Year 3: 180 students x $15; Year 4: 240 students x $15; Year 5: 280 students x $15; Year 6: 320 students x $15. | *$0* | *$1,500* | $2,700 | $3,600 | $4,200 | $4,800 |
| **Total Supplies** | ***$2,240*** | ***$5,400*** | **$5,400** | **$6,300** | **$6,900** | **$7,500** |
| | | | | | | |
| **Contractual** | | | | | | |
| Teachers (to be hired) | | | | | | |
| Years 1 and 2: 4 teachers for two weeks @ $1,200 each/week | *$9,600* | *$9,600* | | | | |
| Year 3: 4 teachers for 1 week, 4 for 3 weeks, @ $1,200 each/week | | | $19,200 | | | |
| Year 4: 4 teachers for 1 week, 4 for 2 weeks, 4 for 4 weeks, @ $1,200 each/week | | | | $33,600** | | |
| Year 5: 4 teachers for 1 week, 4 for 2 weeks, 4 for 3 weeks, 4 for 5 weeks, @ $1,200 each/week | | | | | $52,800** | |
| Year 6: 8 teachers for 1 week, 4 for 2 weeks, 4 for 3 weeks, 4 for 5 weeks, @ $1,200 each/week | | | | | | $57,600** |
| External Project Evaluator: Duties include development of evaluation methods and instruments as well as annual implementation of evaluation procedures and annual reporting | *$17,500* | *$10,000* | $11,000 | $12,000 | $13,000 | $14,000 |
| Nurse: none in Year 1; 1 nurse for 1 week in Year 2; 2 weeks in Year 3; 3 weeks in Year 4; and 4 weeks in Years 5 and 6, @ $1,425/week | *$0* | *$1,425* | $2,850 | $4,275 | $5,700 | $5,700 |
| Conference Coordinator (to oversee residential student weeks at GSSM, including ID's, room preparation and assignments, maintenance, safety and wrap-up): None in Year 1; 1 coordinator for 3 weeks in Year 2; 4 weeks in Year 3; 5 weeks in Year 4; and 6 weeks in Years 5 and 6, @ $1,200/week | *$0* | *$3,600* | $4,800 | $6,000 | $7,200 | $7,200 |

## Additional Budget Narrative for Project B.2

**Budget Justification for S.C. Governor's School for Science and Mathematics' *From Middle School to College* Program**
*(One year of program preparation in Year 1; five years of program delivery to students in Years 2 through 6)*

| | ***Year 1**** | ***Year 2**** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|---|---|---|---|---|---|---|
| Residential Supervisors: None in Year 1; 2 residential supervisors for 1 week in Year 2; 2 for 2 weeks in Year 3; 2 for 3 weeks in Year 4; 2 for 4 weeks in Years 5 and 6, @ $800 each/week | *$0* | *$1,600* | $3,200 | $4,800 | $6,400 | $6,400 |
| Student Mentors: Year 1, none; Year 2, 5 student mentors for 2 weeks; Year 3, 10 for 2 weeks; Year 4, 5 for 3 weeks, 10 for 2 weeks; Year 5, 5 for 4 weeks, 5 for 3 weeks, 10 for 2 weeks; Year 6, 6 for 4 weeks, 5 for 3 weeks, 10 for 2 weeks; @ $600 each/week | *$0* | *$6,000* | $12,000 | $21,000 | $33,000** | $35,400** |
| Student stipends: for 10th graders, Years 5 and 6, to offset loss of income during summer program; 40 students @ $100 each/week for 4 weeks | *$0* | *$0* | $0 | $0 | $16,000 | $16,000 |
| **Total Contractual** | ***$27,100*** | ***$32,225*** | **$53,050** | **$81,675** | **$134,100** | **$142,300** |
| | | | | | | |
| **Other** | | | | | | |
| Office facilities (Program Director) | *$3,500* | *$3,500* | $3,500 | $3,500 | $3,500 | $3,500 |
| Year 1: BlackBerry phone @ $2,000 (phone and accessories + $150/month service contract) | *$2,000* | | | | | |
| Years 2 through 6: BlackBerry service contract @ $150/month | *$0* | *$1,800* | $1,800 | $1,800 | $1,800 | $1,800 |
| Facility use (classroom and common area maintenance, cleaning, utilities): Per person costs vary with occupancy rates: $222/person/week (1st 100), $182/person/week (101–200), $91/person/week (201–300). Year 1:0; Year 2: 105 persons/1week; Year 3: 105 persons/1 week, 85 persons/2 weeks; Year 4: 105 persons/1week; Year 3: 105 persons/1 week, 85 persons/2 weeks, 65 persons/3 weeks; Year 5: 105 persons/1 week, 85 persons/2 weeks, 65 persons/3 weeks, 45 persons/4 weeks; Year 6: 105 persons/1 week, 85 persons/2 weeks, 65 persons/3 weeks, 45 persons/4 weeks, 10 persons/1 week. | *$0* | *$19,110* | $53,450 | $64,935 | $92,800 | $95,020 |
| Residential student accommodations @ $19/person/day (Year 1: 0; Year 2: 110 persons/6 days; Year 3: 110 persons/6 days and 85 persons/12 days; Year 4: 110 persons/6 days, 85 persons/12 days, and 65 persons/18 days; Year 5 and 6: 110 persons/6 days, 85 persons/12 days, 65 persons/18 days, and 45 persons/24 days. | *$0* | $12,825* | $32,870 | $55,100 | $75,620 | $75,620 |
| **Total Other** | ***$5,500*** | ***$37,235*** | **$91,620** | **$125,335** | **$173,720** | **$175,940** |
| | | | | | | |
| **Total Direct Costs Funded by Federal Grant** | ***$112,869*** | ***$142,826*** | | | | |
| **Total Direct Costs Funded by Other Sources** | | **$12,825*** | **$232,645** | **$297,445** | **$400,447** | **$413,091** |

**Additional Budget Narrative for Project B.2**

| **Budget Justification for S.C. Governor's School for Science and Mathematics' *From Middle School to College* Program**<br>*(One year of program preparation in Year 1; five years of program delivery to students in Years 2 through 6)* | | | | | | |
|---|---|---|---|---|---|---|
| | ***Year 1**** | ***Year 2**** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Indirect Costs (for federal grant funds)** (at Indirect Cost Rate of 7.55%—see page 27 of this application, Special Issues Statement, for explanation of Indirect Cost Rate calculation, per Category IV guidance based on GSSM Foundation's most recent IRS Form 990)<br>Total Direct Costs x .0755 = Indirect Costs**<br>**Contractual line items are calculated into Indirect Cost totals up to a limit of $25,000 per line item | *$8,522* | *$10,783* | | | | |
| **Indirect Costs (for funds from other sources)** (at Indirect Cost Rate of 7.55%) | | $968 | $17,565 | $21,808 | $27,531 | $27,942 |
| **Annual Project Totals Funded by Federal Grant** | ***$121,391*** | ***$153,609*** | | | | |
| **Annual Project Totals Funded by Other Sources** | | **$12,825*** | **$250,210** | **$319,253** | **$427,978** | **$441,033** |

** Italicized expenses in Years 1 and 2 are funded by the federal grant funds; non-italicized expenses in Years 1 and 2 and all expenses for Years 3 through 6 will be obtained through other sources (e.g., Year 2 residential student accommodations funds secured through the GSSM Foundation).*

**South Carolina Project (B) STEM**

**Green Engineering Stem Program Secondary School**

| Qty | Module | Description | Unit | Extended |
|---|---|---|---|---|
| 50 | GMI-5831 | Student Task Chair | $172.00 | $8,600.00 |
| 11 | GMT-100-72AD.CL | 72" "L" Shaped Station | $2,478.00 | $27,258.00 |
| 7 | CBL-5464-0M | Four Student Work Station (Open Base) | $1,308.00 | $9,156.00 |
| 24 | GST-100.M | Shop Stoll | $98.00 | $2,352.00 |
| 2 | WC3-3684 | Premium Storage Cabinet | $806.00 | $1,612.00 |
| 1 | CW3-3684.CV | Premium Storage Cabinet (Clear View | $887.00 | $887.00 |
| 1 | | MG-220.M-Mobile Work Station | $6,635.00 | $6,635.00 |
| | | LCD Platform (Clamp Mount) | | |
| | | LCD Projector | | |
| | | Smartboard | | |
| | | Printer | | |
| | | Laptop | | |
| | | | Subt Total | $56,500.00 |
| | | | Freight | $2,000.00 |
| | | | Installation | $1,500.00 |
| | | | Subt Total | $60,000.00 |
| | | | In Kind Contribution | -$4,000.00 |
| | | | **Grand Total** | **$60,000.00** |

Note: The program cost is $60,000 per site and will be implemented in 12 secondary sites at a total cost of $72,000. The in kind contribution is State (50%) and Perkins (50%)

**South Carolina Project (B) STEM**

**Pre-Green Engineering Middle School Program**

| Category | Cost |
|---|---|
| Environment Curriculum | $17,445 |
| Electronic Equipment | $9,050 |
| Lab Management System | $1,200 |
| Curriculum Project/ Consumables (100 Students) | $18,005 |
| Delivery/Installation/Shipping | $8,300 |
| Total Cost | $54,000 |
| In Kind Contribution | -$4,000 |
| **Grand Total** | $50,000 |

Note: The program cost is $50,000 per site and will be implemented in 12 middle schools for a total cost of $600,000.
the in kind contribution is State (50%) and Perkins (50%).

**Industrial Technology Program Middle School**

| Category | Unit | Extended |
|---|---|---|
| Engineering<br>Hands on project based workstation overview in the various fields of engineering<br>Green<br>Industrial<br>Aerospace<br>Electrical<br>Automotive | $19,000 | $19,000 |
| Manufacturing<br>Hands on project based work station in advanced manufacturing | $19,000 | $19,000 |
| | Sub Total | $38,000 |
| | Freight | $800 |
| | Installation | $1,200 |
| | **Total Cost** | **$40,000** |

Note: The Industrial Technology Program will be installed in 12 middle schools at a $40,000 cost per site for a total of $480,000.

**Project-Level Budget Narrative**
**Project C: Data Systems to Support Instruction and Learning $7,100,595**
**Section (C) and Priorities 4 and 5**

| | | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | 4-Year Totals | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Goal Ref. | Line Item | Justification of Expenditure | Request | Other | Request | Other | Request | Other | Request | Other | Other | Request |
| C1 | SCDE Oversight | SCDE CIO (P01): 15% of scheduled work time throughout grant period<br>-Oversee RT3 data systems implementation (10%)<br>-Oversee data governance implementation (5%)<br>-Salary estimated at state band midpoint | | 14,836 | | 14,836 | | 14,836 | | 14,836 | 59,344 | 0 |
| C1 | SCDE Mgmt | SCDE Information Technology Manager (P02): 50% of scheduled work time throughout grant period<br>-Supervise Data Systems Project Director and project outcomes (50%)<br>-Salary estimated at $82,614 | | 41,307 | | 41,307 | | 41,307 | | 41,307 | 165,228 | 0 |
| C1 | Project Mgmt | Data Systems Grant Project Director (P03): 100% to be hired (partial SLDS)<br>-Certified project manager to oversee all grant projects and components<br>-Oversee all daily tasks, manage the budget and all contractors<br>-Salary is the midpoint of state salary band for this position | | 81,490 | | 81,490 | 5,378 | 76,112 | 81,490 | | 239,092 | 86,868 |
| C2 | Data Integration | Database Administrator (P04): 100% of DBA II's time for duration of project<br>-Data warehouse integration (40%)<br>-P-20 integration (40%)<br>-Educator unique ID system integration (20%)<br>-Salary based on midpoint state salary band | | 70,794 | | 70,794 | | 70,794 | | 70,794 | 283,176 | 0 |
| C2 | Network Security and Access | Network Security Administrator (P05): 70% of time for duration of project<br>-P-20 interface security and access (10%)<br>-Data warehouse security and access (10%)<br>-DEQL warehouse security and access (20%)<br>-Assessment management system security and access (10%)<br>-Curriculum management system security and access (10%)<br>-Unique ID system security and access (10%)<br>-Salary based on midpoint of state salary band | | 49,556 | | 49,556 | | 49,556 | | 49,556 | 198,224 | 0 |

**Project-Level Budget Narrative**
**Project C: Data Systems to Support Instruction and Learning $7,100,595**
**Section (C) and Priorities 4 and 5**

| | | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | 4-Year Totals | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Goal Ref. | Line Item | Justification of Expenditure | Request | Other | Request | Other | Request | Other | Request | Other | Other | Request |
| C2 | Application Integration | Senior Applications Analyst (P06): 100% for duration of project<br>-P-20 data systems applications (30%)<br>-Data warehouse applications (50%)<br>-Data quality and validation applications (20%)<br>-Salary based on midpoint of state salary band | | 70,794 | | 70,794 | | 70,794 | | 70,794 | 283,176 | 0 |
| C2 | DEQL Application Integration | Senior Applications Analyst (P07): 50% for duration of project<br>-DEQL educator data systems applications (20%)<br>-DEQL educator data systems integration (20%)<br>-DEQL educator unique ID systems integration (10%)<br>-Salary based on midpoint of state salary band<br>-Reports through DEQL | | 35,398 | | 35,398 | | 35,398 | | 35,398 | 141,592 | 0 |
| C2 | DEQL Data Systems Coordinator | Sr. Information Resource Coord (P08): 40% of time for duration of project<br>-DEQL P-20 data integration coordinator (10%)<br>-DEQL data systems coordinator (10%)<br>-DEQL unique program ID systems coordinator (10%)<br>-DEQL unique educator ID systems coordinator (10%)<br>-Salary based on midpoint of state salary band | | 28,318 | | 28,318 | | 28,318 | | 28,318 | 113,272 | 0 |
| C2 | Application Developmt | Application Developer (P09): 100%; to be hired for duration of project (partial SLDS)<br>-Create and modify software as defined<br>-App Analyst II 6E; salary based on midpoint of state salary band | | 58,184 | | 58,184 | 2,605 | 55,579 | 58,184 | | 171,947 | 60,789 |
| C2 | Application Developmt | Application Developer (P10): 100%; to be hired for duration of project<br>-DEQL Create and modify software as defined<br>-DEQL Applications Analyst II 6E; salary based on midpoint of state salary band | 58,184 | | 58,184 | | 58,184 | | 58,184 | | 0 | 232,736 |
| C2 | Project Component Mgmt | Project Component Manager A (P11): 100% to be hired for project duration<br>-Data warehouse project management (50%)<br>-DEQL data warehouse project management (20%)<br>-Assessment management system project management (30%)<br>-Senior Applications Analyst 7C; salary based on midpoint of state salary band | 68,724 | | 68,724 | | 68,724 | | 68,724 | | 0 | 274,896 |

**Project-Level Budget Narrative**
**Project C: Data Systems to Support Instruction and Learning $7,100,595**
**Section (C) and Priorities 4 and 5**

| | | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | 4-Year Totals | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Goal Ref. | Line Item | Justification of Expenditure | Request | Other | Request | Other | Request | Other | Request | Other | Other | Request |
| C2 | Application Integration | Applications Analyst (P12): 100% to be hired for project duration<br>-Data warehouse integration project component (50%)<br>-Data quality and validation project component (50%)<br>-Senior App Analyst 7C; salary based on midpoint of state salary band | 66,938 | | 66,938 | | 66,938 | | 66,938 | | 0 | 267,752 |
| C4 | Data Integration | Database Administrator (P13): 70% of DBA II's time for duration of project<br>-Assessment management system integration (20%)<br>-Curriculum management system integration (50%)<br>-Salary based on midpoint state salary band | | 48,092 | | 48,092 | | | | | 96,184 | 0 |
| C4 | Application Integration | Senior Applications Analyst (P14): 100% for first two years<br>-Assessment management system (50%)<br>-Curriculum management system (50%)<br>-Salary based on midpoint of state salary band | 71,544 | | 71,544 | | 71,544 | | 71,544 | | 0 | 286,176 |
| C4 | Application Integration | Applications Analyst (P15): 100% to be hired for project duration<br>-Assessment management system integration project component (100%)<br>-Applications Analyst 7C; salary based on midpoint of state salary band | 66,939 | | 66,939 | | 66,939 | | 66,939 | | 0 | 267,756 |
| C4 | Project Component Mgmt | Project Component Manager B (P16): 100% to be hired for duration of project<br>-Curriculum management system component project management (100%)<br>-Senior App Analyst 7C; salary based on midpoint of state salary band | 68,724 | | 68,724 | | 68,724 | | 68,724 | | 0 | 274,896 |

**Project-Level Budget Narrative**
**Project C: Data Systems to Support Instruction and Learning $7,100,595**
**Section (C) and Priorities 4 and 5**

| | | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | 4-Year Totals | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Goal Ref.** | **Line Item** | **Justification of Expenditure** | **Request** | **Other** | **Request** | **Other** | **Request** | **Other** | **Request** | **Other** | **Other** | **Request** |
| C2 | Project Component Mgmt | Project Component Manager C (P18): 100% to be hired for duration of project<br>-Student information systems data management, statewide data collections (50%)<br>-Data quality and validation for student information systems (25%)<br>-Unique educator ID system component project management (15%)<br>-Unique program ID system component project management (10%)<br>-Senior App Analyst 7C; salary based on midpoint of state salary band | 68,724 | | 68,724 | | 68,724 | | 68,724 | | | 274,896 |
| C5 | Professional Developmt and Training | Training Coordinator II (P17): 100% to be hired for duration of project (partial SLDS)<br>-Plan and develop online, on-demand training for all grant projects (70%)<br>-Direct the work of the Training Content Developer (30%)<br>-Information Resource Consultant II 06E; salary based on midpoint of state salary band | | 58,155 | | 58,155 | | 58,155 | 58,155 | | 174,465 | 58,155 |
| | | **PERSONNEL SUBTOTAL** | **469,777** | **556,924** | **469,777** | **556,924** | **477,760** | **500,849** | **667,606** | **311,003** | **1,925,700** | **2,084,920** |
| | | | | | | | | | | | | |
| C1 | Fringes | SCDE CIO (P01): 31% | 0 | 4,599 | 0 | 4,599 | 0 | 4,599 | 0 | 4,599 | 18,396 | 0 |
| C1 | Fringes | SCDE Information Technology Manager (P02): 31% | 0 | 12,805 | 0 | 12,805 | 0 | 12,805 | 0 | 12,805 | 51,220 | 0 |
| C1 | Fringes | Data Systems Grant Project Director (P03): 31% (partial SLDS) | 0 | 25,262 | 0 | 25,262 | 1,667 | 23,595 | 25,262 | 0 | 74,119 | 26,929 |
| C2 | Fringes | Database Administrator (P04): 31% | 0 | 21,946 | 0 | 21,946 | 0 | 21,946 | 0 | 21,946 | 87,784 | 0 |
| C2 | Fringes | Network Security Administrator (P05): 31% | 0 | 15,362 | 0 | 15,362 | 0 | 15,362 | 0 | 15,362 | 61,448 | 0 |
| C2 | Fringes | Senior Applications Analyst (P06): 31% | 0 | 21,946 | 0 | 21,946 | 0 | 21,946 | 0 | 21,946 | 87,784 | 0 |
| C2 | Fringes | Senior Applications Analyst (P07): 31% | 0 | 10,973 | 0 | 10,973 | 0 | 10,973 | 0 | 10,973 | 43,892 | 0 |
| C2 | Fringes | Sr. Information Resource Coord (P08): 31% | 0 | 8,779 | 0 | 8,779 | 0 | 8,779 | 0 | 8,779 | 35,116 | 0 |
| C2 | Fringes | Application Developer (P09): 31% (partial SLDS) | 0 | 18,037 | 0 | 18,037 | 808 | 17,229 | 18,037 | 0 | 53,303 | 18,845 |
| C2 | Fringes | Application Developer (P10): 31% | 18,037 | 0 | 18,037 | 0 | 18,037 | 0 | 18,037 | 0 | 0 | 72,148 |
| C2 | Fringes | Project Component Manager A (P11): 31% | 21,304 | 0 | 21,304 | 0 | 21,304 | 0 | 21,304 | 0 | 0 | 85,216 |
| C2 | Fringes | Applications Analyst (P12): 31% | 20,751 | 0 | 20,751 | 0 | 20,751 | 0 | 20,751 | 0 | 0 | 83,004 |
| C4 | Fringes | Database Administrator (P13): 31% | 0 | 14,909 | 0 | 14,909 | 0 | 0 | 0 | 0 | 29,818 | 0 |
| C4 | Fringes | Senior Applications Analyst (P14): 31% | 22,179 | 0 | 22,179 | 0 | 22,179 | 0 | 22,179 | 0 | 0 | 88,716 |
| C4 | Fringes | Applications Analyst (P15): 31% | 20,751 | 0 | 20,751 | 0 | 20,751 | 0 | 20,751 | 0 | 0 | 83,004 |

**Project-Level Budget Narrative**
**Project C: Data Systems to Support Instruction and Learning $7,100,595**
**Section (C) and Priorities 4 and 5**

| | | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | 4-Year Totals | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Goal Ref. | Line Item | Justification of Expenditure | Request | Other | Request | Other | Request | Other | Request | Other | Other | Request |
| C4 | Fringes | Project Component Manager B (P16): 31% | 21,304 | 0 | 21,304 | 0 | 21,304 | 0 | 21,304 | 0 | 0 | 85,216 |
| C2 | Fringes | Project Component Manager C (P18): (31%) | 21,304 | 0 | 21,304 | 0 | 21,304 | 0 | 21,304 | 0 | 0 | 85,216 |
| C5 | Fringes | Training Coordinator II (P17): 31% (partial SLDS) | 0 | 18,028 | 0 | 18,028 | 0 | 18,028 | 18,028 | 0 | 54,084 | 18,028 |
| | **FRINGES** | **SUBTOTAL** | **145,630** | **172,646** | **145,630** | **172,646** | **148,105** | **155,262** | **206,957** | **96,410** | **596,964** | **646,322** |
| | | | | | | | | | | | | |
| C1 | Travel | Annual Grantees Meeting (November) - estimated cost for grant administrators (2) to attend required two-day annual grantees meetings (SLDS)<br>-Includes airfare, hotel, and per diem | | 3,000 | | 3,000 | | 3,000 | | 3,368 | 12,368 | 0 |
| C1 | Travel | Annual MIS Conference (March) - estimated cost for grant administrators (2) to attend conference each of three years (SLDS)<br>-Includes airfare, hotel, and per diem | | 2,500 | | 2,500 | | 2,500 | | 2,500 | 10,000 | 0 |
| C1 | Travel | Annual SC EdTech Meeting (October) - cost for two grant team members to attend the statewide technical meeting (SLDS)<br>-Communicate directly with district and school technical staff<br>-Includes in-state auto travel, hotel, and per diem | | 2,500 | | 2,500 | | 2,500 | | 2,500 | 10,000 | 0 |
| C1 | Travel | Data Governance Committee travel to meet quarterly in Columbia (SLDS)<br>-LEA representatives to travel to Columbia<br>-These estimates allow the maximum mileage and per diem for 4 meetings. | | 420 | | 420 | | 420 | | 420 | 1,680 | 0 |
| | **TRAVEL** | SUBTOTAL | **0** | **8,420** | **0** | **8,420** | **0** | **8,420** | **0** | **8,788** | **34,048** | **0** |
| | | | | | | | | | | | | |
| C1 | Equipment | Increase bandwidth, add server, enhance software (SLDS)<br>-Integrate DEQL data network with the enterprise data network<br>-One-time expense | | 10,000 | | | | | | | 10,000 | 0 |
| | **EQUIPMT** | **SUBTOTAL** | **0** | **10,000** | **0** | **0** | **0** | **0** | **0** | **0** | 10,000 | **0** |
| | | | | | | | | | | | | |
| C1 | Supplies | Stakeholder Communications (partial SLDS)<br>-Development of publications and marketing materials to SEA, district, school, parents, students, and public<br>-$167/month for year 1, $250/10 months for year 2 , $283/month for year 3, $350/month for year 4 | | 2,004 | | 2,500 | | 3,396 | | 4,200 | 12,100 | 0 |

**Project-Level Budget Narrative**
**Project C: Data Systems to Support Instruction and Learning $7,100,595**
**Section (C) and Priorities 4 and 5**

| | | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | 4-Year Totals | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Goal Ref.** | **Line Item** | **Justification of Expenditure** | **Request** | **Other** | **Request** | **Other** | **Request** | **Other** | **Request** | **Other** | **Other** | **Request** |
| C2 | Supplies | Equipment Leases for all Projects (partial SLDS)<br>-Lease PCs and associated equipment for all personnel and consultants<br>-7 laptops at $800/year and 8 desktops at $500/year | | 9,600 | | 9,600 | | 9,600 | | 9,600 | 38,400 | 0 |
| C2 | Supplies | Office Supplies for Grant Team (partial SLDS)<br>-$50 per month for general office supplies throughout grant period | | 600 | | 600 | | 600 | | 600 | 2,400 | 0 |
| C2, C3, C4 | Supplies | Office Supplies for DEQL (partial SLDS)<br>-Supplies and leasing expenses for project team members in the DEQL<br>-$250 per month for duration of project | | 3,000 | | 3,000 | | 3,000 | | 3,000 | 12,000 | 0 |
| | **SUPPLIES** | **SUBTOTAL** | **0** | **15,204** | **0** | **15,700** | **0** | **16,596** | **0** | **17,400** | **64,900** | **0** |
| | | | | | | | | | | | | |
| C2 | Contractual | Network Services Analyst consultant (C01): 100% for portion of project. (partial SLDS)<br>-1980 hours per year at $55 per hour<br>-Reports through DEQL | 36,283 | 74,250 | 110,534 | | | | | | 74,250 | 146,817 |
| C2 | Contractual | Application Developer consultant/programmer/analyst 2; (C02, C09): 100% for portion of project (partial SLDS)<br>-DEQL databases, integration with data warehouse<br>-Record keeping systems for professional development data systems, ePortfolio integration, PlanITEd integration<br>-Applications Analyst II 6E; 1980 hours per year at $47 per hour; one developer during the first year, for planning and staging; then we will use 2 to build the applications during the subsequent years<br>-Reports through DEQL | | 93,775 | 153,985 | 33,564 | 187,549 | | 187,549 | | 127,339 | 529,083 |
| C2, C3, C6 | Contractual | Applications Developers consultants (2; C03, C04): 100% consulting programmer/analysts for duration of this project (partial SLDS)<br>-Data warehouse applications and interfaces development<br>-1980 hours per year at $55 per hour (times 2) Year 4 Other is either SLDS if extended or State funds. | | 216,165 | | 216,165 | | 216,165 | 194,724 | 21,441 | 669,936 | 194,724 |

**Project-Level Budget Narrative**
**Project C: Data Systems to Support Instruction and Learning $7,100,595**
**Section (C) and Priorities 4 and 5**

| | | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | 4-Year Totals | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Goal Ref. | Line Item | Justification of Expenditure | Request | Other | Request | Other | Request | Other | Request | Other | Other | Request |
| C2 | Contractual | Applications Developer consultant (C05): 100% programmer/analyst (SLDS Years 1-3)<br>-Data quality and validation development and integration with student information system (50%)<br>-Unique educator ID development and integration with data systems (50%)<br>-Applications Analyst II 6E; 1980 Hours per year at $45 per hour | | 86,625 | | 79,664 | | 79,664 | 48,682 | | 245,953 | 48,682 |
| C2 | Contractual | Applications Developer consultant (C06): 100% to hire a programmer/analyst (partial SLDS)<br>-EdID application development and integration<br>-1980 hours per year at $45 per hour<br>-Reports through DEQL | | 4,000 | 65,716 | 24,720 | 90,437 | | | | 28,720 | 156,153 |
| C2 | Contractual | Vendor TBD via RFP (V01): (SLDS)<br>-Develop or license a unique educator ID system that includes teachers and all other educators involved in student instruction | | 74,643 | | 95,715 | | 174,643 | | | 345,001 | 0 |
| C2 | Contractual | SC Commission on Higher Education (V02): Integration of higher education data with P-12 and workforce (SLDS)<br>-P-20 projects: data integration with P-12, National Student Clearinghouse, workforce agencies<br>-Hardware and software licenses to accomplish project elements<br>-Development and licensing of applications for interfaces<br>-IHE participation and collaboration<br>-Supplies, office space, communications for development and implementation | | 1,744,948 | | 1,283,753 | | 1,283,753 | | | 4,312,454 | 0 |
| C2 | Contractual | SC Workforce Agency (V03): Integration of workforce data with P-12 and higher education (SLDS)<br>-P-20 projects: data integration with P-12 and higher education<br>-Data warehouse integration<br>-Matching workforce records for high school graduates who do not pursue post-secondary education<br>-Per-student cost of $2; number of students increases each year | | 24,800 | | 26,040 | | 27,280 | 28,490 | | 78,120 | 28,490 |

**Project-Level Budget Narrative**
**Project C: Data Systems to Support Instruction and Learning $7,100,595**
**Section (C) and Priorities 4 and 5**

| | | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | 4-Year Totals | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Goal Ref. | Line Item | Justification of Expenditure | Request | Other | Request | Other | Request | Other | Request | Other | Other | Request |
| C2 | Contractual | SC Office of Research and Statistics (V04): Integration of health and human services data with P-20 data (SLDS)<br>-Security certificates, server software licenses, security review, offsite backup & restoration/disaster recovery, networking, and internal operations<br>-Equipment including server(s), workstations, disk storage, VMWare licenses, and server operating systems<br>-Staffing for developer(s), database analyst, statistician<br>-Office space, supplies, communications for development, integration, implementation | | 230,963 | | 277,157 | | 230,963 | | | 739,083 | 0 |
| C2 | Contractual | Pearson Education (V05): Data quality and validation development and implementation (partial SLDS)<br>-Assist in developing point of entry edits<br>-Develop the capacity to put lunch status and disability codes directly into PowerSchool from lunchroom management programs and IEP management programs<br>-Develop "write-back" functionality for other data systems to improve data quality and validation<br>-Develop other data control systems that improve data quality and validation processes | | 348,557 | 348,557 | | 348,557 | | | | 348,557 | 697,114 |
| C3, C4 | Contractual | Applications Developer consultant (C07): 100% to hire a programmer/analyst (partial SLDS)<br>-Assessment management system (50%)<br>-Curriculum management system (50%)<br>-Applications Analyst II 6E;1980 hours at $45 per hour; starting partway into first year. | | 68,063 | | 89,100 | | 89,100 | 89,100 | | 246,263 | 89,100 |
| C3, C4 | Contractual | VC3 (V06): Development and integration of assessment management system at state level (partial SLDS)<br>-State-level installation of assessment management system and upload data from LEAs<br>-Integration of assessment management system into SLICE<br>-Educator interface linking assessment to other SLICE data<br>-Licensing and other costs associated with implementation | | 1,551,114 | 665,774 | 255,986 | 665,774 | | 665,774 | | 1,807,100 | 1,997,322 |

**Project-Level Budget Narrative**
**Project C: Data Systems to Support Instruction and Learning $7,100,595**
**Section (C) and Priorities 4 and 5**

| | | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | 4-Year Totals | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Goal Ref.** | **Line Item** | **Justification of Expenditure** | **Request** | **Other** | **Request** | **Other** | **Request** | **Other** | **Request** | **Other** | **Other** | **Request** |
| C3, C4 | Contractual | Vendor TBD via RFP (V07): Development and implementation of curriculum management system (SLDS)<br>-Develop or license a curriculum management system to integrate common core curriculum, assessment management system, data warehouse, at-risk data, teacher planning, educator and program effectiveness data, and the "Netflix® model" interface | | 1,521,998 | 315,781 | 928,002 | 15,366 | | | | 2,450,000 | 331,147 |
| C5 | Contractual | Training Content Developer consultant (C08): 100% for first three years of project (partial SLDS)<br>-Under the direction of the Training Coordinator<br>-Develop and deliver training for all grant projects<br>-1980 hours per year at $45 per hour; partial years 1 and 4 | | 123,984 | | 154,980 | | 154,980 | 86,789 | | 433,944 | 86,789 |
| | | **Subtotal Contractual** | **36,283** | **6,163,885** | **1,660,347** | **3,464,846** | **1,307,683** | **2,256,548** | **1,301,108** | **21,441** | **11,906,720** | **4,305,421** |
| | | | | | | | | | | | | |
| | | **Total Direct Costs** | **651,690** | **6,927,079** | **2,275,754** | **4,218,536** | **1,933,548** | **2,937,675** | **2,175,671** | **455,042** | **14,538,332** | **7,036,663** |
| | | **Indirect Costs** (TDC - equipment and with $25,000 contractual limit) = MTDC *2% negotiated restricted indirect cost rate | **12,808** | | **15,308** | | **14,825** | | **20,991** | | **0** | **63,932** |
| | | **Grand Total** | **664,498** | **6,927,079** | **2,291,062** | **4,218,536** | **1,948,373** | **2,937,675** | **2,196,662** | **455,042** | **14,538,332** | **7,100,595** |

**Project-Level Budget Narrative**
**Project D.1: Effective Educator Evaluation Systems - $7,335,702**
**Reform Area (D): Great Teachers and Leaders**

| | | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | 4-Year Totals | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Goal | Line Item | Justification of Expenditure | Request | Other | Request | Other | Request | Other | Request | Other | Request | Other |
| **1. Personnel** | | | | | | | | | | | | |
| D2 | ADEPT Evaluation Specialist | Provide expertise and assistance in the development of the enhanced ADEPT system and develop ADEPT for virtual school teachers and for school psychologists | $ 75,000 | | $ 75,000 | | $ 45,000 | $ 30,000 | $ - | $ 75,000 | $ 195,000 | $ 105,000 |
| | | **Subtotal Personnel** | **$ 75,000** | $ - | **$ 75,000** | $ - | **$ 45,000** | $ 30,000 | **$ -** | $ 75,000 | **$ 195,000** | **$ 105,000** |
| **2. Fringe Benefits** | | | | | | | | | | | $ - | |
| D2 | ADEPT Evaluation Specialist | 31% of annual salary | $ 23,250 | | $ 23,250 | | $ 13,950 | | $ - | | $ 60,450 | $ - |
| | | **Subtotal Fringe Benefits** | **$ 23,250** | $ - | **$ 23,250** | $ - | **$ 13,950** | $ - | **$ -** | $ - | **$ 60,450** | **$ -** |
| **3. Travel** | | | | | | | | | | | $ - | |
| D2 | ADEPT Staff travel to schools and school districts | Mileage 750 miles per month x 12 months x .50 = $4,500 reduced for years 3 and 4 by 50% | $ 4,500 | $ - | $ 4,500 | | $ 2,250 | $ 2,250 | $ 2,250 | $ 2,250 | $ 13,500 | $ 4,500 |
| D2 | ADEPT - Travel for district representatives to statewide training | 86 district representatives x average round trip of 175 mi x 2 events x .50 = $15,050 for years 1 and 2. One event for years 3 and 4 | $ 7,525 | $ 7,525 | $ 7,525 | $ 7,525 | $ 3,762 | $ 3,763 | $ 3,762 | $ 3,763 | $ 22,574 | $ 22,576 |
| D2 | ADEPT - Travel for key stakeholder meetings | 25 key stakeholders x average round trip of 175 mi x 4 events x .50 = $8,750 | $ 6,562 | $ 2,188 | $ 6,562 | $ 2,188 | | | | | $ 13,124 | |
| D2 | Travel for key stakeholder meetings | 25 key stakeholders x average round trip of 175 mi x 4 events x .50 = $8,838 | | | $ 6,562 | $ 2,188 | $ 6,562 | $ 2,188 | | | $ 13,124 | |
| D2 | Travel to National training on value-added teacher evaluation systems | Average airfare $500, average 2 nights lodging $300, average per diem $75, x 2 participants x 3 events = $5250 | $ 5,250 | $ - | $ 5,250 | | $ 5,250 | | $ 5,250 | | $ 21,000 | $ - |
| D2 | Travel for consultants to visit South Carolina | Average airfare $500, average 2 nights lodging $300, average per diem $75, x 2 consultants x 3 events = $5250 | $ 5,250 | $ - | $ 5,250 | | $ 5,250 | | $ 5,250 | | $ 21,000 | $ - |
| | | **Subtotal Travel** | **$ 29,087** | $ 9,713 | **$ 35,649** | $ 11,901 | **$ 23,074** | $ 8,201 | **$ 16,512** | $ 6,013 | **$ 104,322** | $ 27,076 |
| **4. Equipment** | | | | | | | | | | | $ - | |

**Project-Level Budget Narrative**
**Project D.1: Effective Educator Evaluation Systems - $7,335,702**
**Reform Area (D): Great Teachers and Leaders**

| | | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | 4-Year Totals | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Goal** | **Line Item** | **Justification of Expenditure** | **Request** | **Other** | **Request** | **Other** | **Request** | **Other** | **Request** | **Other** | **Request** | **Other** |
| | | **Subtotal Equipment** | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - |
| **5. Supplies** | | | | | | | | | | | $ - | |
| D2 | ADEPT - Printing and Binding supplies | Creation of Brochures, pamphlets, data charts, presentations, etc. | $ 2,500 | $ 2,500 | $ 2,500 | $ 2,500 | $ 2,500 | $ 2,500 | $ 2,500 | $ 2,500 | $ 10,000 | $ 10,000 |
| D2 | Computers for ADEPT Evaluation Specialist | Two Gateway desktop computers will be needed to expand the office and supply needs of two new employees. Cost per computer package-$1,500 x 2 employees =$3,000 | | $ 3,000 | | | | | | | $ - | $ 3,000 |
| D2 | Office Furniture for ADEPT Evaluation Specialist | These new employees will need office furniture and equipment, 2 people x $2,500 = $5,000 | | $ 5,000 | | | | | | | $ - | $ 5,000 |
| | | **Subtotal Supplies** | **$ 2,500** | $ 10,500 | **$ 2,500** | $ 2,500 | **$ 2,500** | $ 2,500 | **$ 2,500** | $ 2,500 | **$ 10,000** | $ 18,000 |
| **6. Contractual** | | | | | | | | | | | $ - | |
| D2 | ADEPT - Student Level Value Added Data Analysis | .70 per student x 695,000 = $486.500; $18 per teacher x 49,000 = $882,000; web reporting $1.00 per student x 695,000 = $695,000 (web not needed yr 1) | $ 1,368,500 | $ - | $ 1,547,625 | $ 515,875 | $ 1,031,750 | $ 1,031,750 | $ - | $ 2,063,500 | $ 3,947,875 | $ 3,611,125 |
| D2 | ADEPT - Contracted Software Developers | 2 developers @ $80 per hour = $160 per hour x 1500 hours = $240,000 year one, 750 hours year two =$120,000 | $ 240,000 | | $ 120,000 | | | | | | $ 360,000 | $ - |
| D2 | ADEPT - National expert support | National experts on VAA to assist this effort. 2 experts x 2 visits x average daily rate of $1,000 year one = $4,000, years 2 and 3, 2 visits = 2,000 | $ 4,000 | | $ 2,000 | | $ 2,000 | | | | $ 8,000 | $ - |
| | | **Subtotal Contractual** | **1,612,500** | - | **1,669,625** | 515,875 | **1,033,750** | 1,031,750 | - | 2,063,500 | **4,315,875** | 3,611,125 |
| **7. Training Stipends** | | | | | | | | | | | $ - | |
| | | **Subtotal Training Stipends** | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - |
| **8. Other** | | | | | | | | | | | $ - | |
| | | **Subtotal Other** | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - |
| **9. Total Direct Costs** | | | **1,742,337** | 20,213 | **1,806,024** | 530,276 | **1,118,274** | 1,072,451 | **19,012** | 2,147,013 | **4,685,647** | 3,761,201 |
| **10. Indirect Costs** | | | $ 3,677 | | $ 3,768 | | $ 2,230 | | $ 380 | | $ 10,055 | |
| **11. Funding for Involved LEAs** | | | | | | | | | | | $ - | |
| | | **Subtotal Funding for Involved LEAs** | | | | | | | | | | |

**Project-Level Budget Narrative**
**Project D.1: Effective Educator Evaluation Systems - $7,335,702**
**Reform Area (D): Great Teachers and Leaders**

| | | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | 4-Year Totals | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Goal** | **Line Item** | **Justification of Expenditure** | **Request** | **Other** | **Request** | **Other** | **Request** | **Other** | **Request** | **Other** | **Request** | **Other** |
| **12. Supplemental Funding for Participating LEAs** | | | | | | | | | | | $ - | |
| D2 | District support personnel for implementation of the refined ADEPT and PADEPP systems. | .25 FTE x 88 districts x $60,000 ($15,000 per district) years one and two | $ 1,320,000 | | $ 1,320,000 | | | | | | $ 2,640,000 | $ - |
| Subtotal Supplemental Funding for Participating LEAs | | | 1,320,000 | | 1,320,000 | - | - | - | - | - | 2,640,000 | |
| Grand Total | | | **3,066,014** | 20,213 | **3,129,792** | 530,276 | **1,120,504** | 1,072,451 | **19,392** | 2,147,013 | **7,335,702** | 3,761,201 |

Project-Level Budget Narrative
Project D.2: Equitable Distribution of Effective Educators - PACE - $1,059,943
Reform Areas: (D)(1) and (D)(3) - Great Teachers and Leaders

| | | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | 4-Year Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Goal Ref | Line Item | Justification of Expenditure | Request | Other | Request | Other | Request | Other | Request | Other | Request | Other |
| 1. Personnel | | | | | | | | | | | | |
| D1 | PACE - Project Director Salary | PTCP Project Director, current PACE Director, will serve as liaison between USDOE and South Carolina partners to ensure that PTCP goals are met. She will allocate 25% of time to accomplish her PTCP responsibilities. | | $18,979 | | $18,979 | | $18,979 | | $18,979 | $ - | $ 75,916 |
| D1 | PACE - PTCP Education Associate Salary | Education Associate in the Office of Special Projects, will devote 25% of time to assist in managing the PTCP team responsibilities associated with the Office of Special Projects. | | $17,285 | | $17,285 | | $17,285 | | $17,285 | $ - | $ 69,140 |
| D1 | PACE - PCTP Director Salary | Director, Palmetto Priority Schools Program, will ensure PPS will meet obligations as outlined in the memorandum of understanding. This undertaking will demand 15% of his time. | | $13,483 | | $13,483 | | $13,483 | | $13,483 | $ - | $ 53,932 |
| D1 | PACE Program Coordinator Salary | PACE Program Coordinator, will partner with PTCP in recruitment efforts and alternative certification programming requirements and regulations. She will allocate 10% of her time to these tasks. | | $5,458 | | $5,458 | | $5,458 | | $5,458 | $ - | $ 21,832 |
| D1 | PACE - Project Manager Salary | Project Manager (.5 FTE, $21,000/annually) The Project Manager will coordinate grant-related recruitment activities in partnership with the Office of PPS and CERRA, coordinate the creation and implementation of the specialized professional development, process all financial disbursements, and serve as the Office of Educator Certification project liaison. The position requires a minimum of a master's degree and three years of experience in administration. | $21,000 | | $21,000 | | $21,000 | | $21,000 | | $84,000 | $- |
| D1 | PACE - Certification Analyst Salary | Certification Analyst (.75 FTE, $26,250/annually) The Certification Analyst will work directly with the applicant files to review and evaluate the PTCP candidate qualifications, assist in maintenance of the PTCP candidate database, counsel PTCP candidates, and issue certificates and the candidates advance through the PTCP. This position requires a bachelor's degree and two years of experience with certification programs as well as advanced technology skills. | $ - | $ 26,250 | $ - | $ 26,250 | $ - | $ 26,250 | $ - | $26,250 | $ - | $ 105,000 |
| D1 | P-ALT | FTE for Alternative Certification Program for Principals Project Director (This is a new function and will need a director.) | $ 70,000 | | $ 70,000 | | $ 50,000 | $ 20,000 | $ 35,000 | $ 35,000 | $ 225,000 | $ 55,000 |
| D1 | P-ALT | .5 Administrative Assistant will provide necessary clerical and logistical support for the Alternative Certification of Principal Program activities | $ - | $ 15,000 | $ - | $ 15,000 | $ - | $ 15,000 | $ - | $ 15,000 | $ - | $ 60,000 |

Project-Level Budget Narrative
Project D.2: Equitable Distribution of Effective Educators - PACE - $1,059,943
Reform Areas: (D)(1) and (D)(3) - Great Teachers and Leaders

| | | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | 4-Year Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Goal Ref | Line Item | Justification of Expenditure | Request | Other | Request | Other | Request | Other | Request | Other | Request | Other |
| | | Subtotal Personnel | $ 91,000 | $ 96,455 | $ 91,000 | $ 96,455 | $ 71,000 | $ 116,455 | $ 56,000 | $ 131,455 | **$ 309,000** | $ 440,820 |
| 2. Fringe Benefits 31% | | | | | | | | | | | $ - | $ - |
| D1 | Project Director | Fringe benefits for FTE | $ - | $ 5,883 | $ - | $ 5,883 | $ - | $ 5,883 | $ - | $ 5,883 | $ - | $ 23,534 |
| D1 | PACE - PTCP Education Associate | Fringe benefits for FTE | $ - | $ 5,358 | $ - | $ 5,358 | $ - | $ 5,358 | $ - | $ 5,358 | $ - | $ 21,433 |
| D1 | PACE - PCTP Director | Fringe benefits for FTE | $ - | $ 4,180 | $ - | $ 4,180 | $ - | $ 4,180 | $ - | $ 4,180 | $ - | $ 16,719 |
| D1 | PACE Program Coordinator | Fringe benefits for FTE | $ - | $ 1,692 | $ - | $ 1,692 | $ - | $ 1,692 | $ - | $ 1,692 | $ - | $ 6,768 |
| D1 | Project Manager | Fringe benefits for FTE | $ 6,510 | $ - | $ 6,510 | $ - | $ 6,510 | $ - | $ 6,510 | $ - | $ 26,040 | $ - |
| D1 | Certification Analyst | Fringe benefits for FTE | $ - | $ 8,138 | $ - | $ 8,138 | $ - | $ 8,138 | $ - | $ 8,138 | $ - | $ 32,550 |
| D1 | Alternative Principal Certification Project Director | Fringe benefits for FTE | $ 21,700 | $ - | $ 21,700 | $ - | $ 15,500 | $ 6,200 | $ 10,850 | $ 10,850 | $ 69,750 | $ 17,050 |
| D1 | AA | Fringe benefits for .5 FTE | $ - | $ 4,650 | $ - | $ 4,650 | $ - | $ 4,650 | $ - | $ 4,650 | $ - | $ 18,600 |
| | | Subtotal Fringe Benefits | $ 28,210 | $ 29,901 | $ 28,210 | $ 29,901 | $ 22,010 | $ 36,101 | $ 17,360 | $ 40,751 | **$ 95,790** | $ 136,654 |
| 3. Travel | | | | | | | | | | | $ - | $ - |
| D1 | PACE - PTCP Information Session Travel | Project Manager, Certification Analyst, and PPS staff travel to PTCP Information Sessions: 4/year; average 200 miles x .50/mile = $400 in grant years 1, 2, and 3. Two/year in grant year 4. One/year in grant year 5. | $ 400 | | $ 400 | | $ 400 | | $ 200 | | $ 1,400 | $ - |
| D1 | PACE - Job Fair Travel | Project Manager, Certification Analyst, and PPS staff travel to job fairs: 2/year; average 200 miles x .50/mile = $200 in grant years 1, 2, and 3: 1/year in years 4 and 5. | $ 200 | | $ 200 | | $ 200 | | $ 100 | | $ 700 | $ - |
| D1 | PACE | Certification Training Site Travel Project Manager travel to alternative certification training sites: 8/year; average 200 miles x .50/mile = $800 | $ 800 | | $ 800 | | $ 800 | | $ 800 | | $ 3,200 | $ - |
| D1 | PACE - Advisory Board Travel | PTCP Advisory Board meetings: 2 per year x $200 travel = $400 | $ 400 | | $ 400 | | $ 400 | | $ 400 | | $ 1,600 | $ - |
| D1 | PACE - Professional Development Team Travel | PTCP Professional Development Research Team Travel: 2 meetings per first year x $200 travel = $400. One meeting per year for each remaining year: $200 travel each | $ 400 | | $ 200 | | $ 200 | | $ 200 | | $ 1,000 | $ - |

Project-Level Budget Narrative
Project D.2: Equitable Distribution of Effective Educators - PACE - $1,059,943
Reform Areas: (D)(1) and (D)(3) - Great Teachers and Leaders

| | | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | 4-Year Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Goal Ref | Line Item | Justification of Expenditure | Request | Other | Request | Other | Request | Other | Request | Other | Request | Other |
| D1 | PACE - Mentor/Participant Observation Travel | Travel to observe PTCP participants and mentors at PPS sites: 12 PTCP participants x 2 observations x 200 average miles (.50/mile) = $2400 in grant year 1; 24 PTCP participants x 2 observations x 200 average miles (.50/mile) = $4800 in subsequent years | $ 2,400 | | $ 4,800 | | $ 4,800 | | $ 4,800 | | $ 16,800 | $ - |
| D1 | PACE - Conference Travel | Professional Development conferrences on alternative certification or preparing teachers for high-poverty, low-income teaching. Airfare ($500) +lodging ($150/night x 4 = $600) + per diem ($32 x 4 = $128) = conference registration ($400)= $1628 x 2 persons = $3256. | $ 3,256 | | $ 3,256 | | $ 3,256 | | $ 3,256 | | $ 13,024 | $ - |
| D1 | P-ALT | Travel by Project Director to/from SC locations to work with other providers or IHEs regarding alternative certification program curricula1 trip per month to state locations. 300 mi. round trip @.50 for each of 4 weeks in year 1 = $600. 1 trip per month to state locations in years 2-4 (300 round trip @ .50 = $150 x 12 trips = $1800 | $0 | | $1,800 | | $1,800 | | $1,800 | | $ 5,400 | $ - |
| D1 | P-ALT - New Leaders for New Schools | Airfare for 1 seminar with New Leaders for New Schools or other programs for alternatively certified principal programs. Seminar/meeting on topics related to selecting, training, & supporting alternatively certified principals | $800 | $ 800 | $800 | | $800 | | $800 | | $ 3,200 | $ 800 |
| D1 | P-ALT | Lodging for 5 nights at seminar/meeting Conference on topics related to selecting, training, & supporting alternatively certified principals | $0 | $ 600 | $0 | $ 600 | $0 | $ 600 | $0 | $ 600 | $ - | $ 2,400 |
| D1 | P-ALT - Food per | $32 per diem for 5 days = $160 | $0 | $ 160 | $0 | $ 160 | $0 | $ 160 | $0 | $ 160 | $ - | $ 640 |
| D1 | P-ALT - Registration for seminar | Conference on topics related to selecting, training, & supporting alternatively certified principals | $0 | $ 500 | $0 | $ 500 | $0 | $ 500 | $0 | $ 500 | $ - | $ 2,000 |
| D1 | P-ALT - Registration for SCASA Summer Leadership Institute | Summer conference of all SC's K12 leaders - principals, superintendents, instructional leaders, etc. Attend to determine important topics and issues to be covered in alternative principal program. | $0 | $ 250 | $0 | $ 250 | $0 | $ 250 | $0 | $ 250 | $ - | $ 1,000 |
| D1 | P-ALT | Mileage to SCASA Summer Leadership Institute = 300 miles round trip x .50 - $150 | $0 | $ 150 | $0 | $ 150 | $0 | $ 150 | $0 | $ 150 | $ - | $ 600 |
| D1 | P-ALT | Food per diem to SCASA Summer Leadership Institute = $32 per diem x 6 days = $150 | $0 | $ 192 | $0 | $ 192 | $0 | $ 192 | $0 | $ 192 | $ - | $ 768 |
| D1 | P-ALT | Lodging for 5 nights at SCASA = $120 per night x 5 nights = $600 | $0 | $ 600 | $0 | $ 600 | $0 | $ 600 | $0 | $ 600 | $ - | $ 2,400 |
| | | Subtotal Travel | $ 8,656 | $ 3,252 | $ 12,656 | $ 2,452 | $ 12,656 | $ 2,452 | $ 12,356 | $ 2,452 | **$ 46,324** | $ 10,608 |

Project-Level Budget Narrative
Project D.2: Equitable Distribution of Effective Educators - PACE - $1,059,943
Reform Areas: (D)(1) and (D)(3) - Great Teachers and Leaders

| | | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | 4-Year Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Goal Ref | Line Item | Justification of Expenditure | Request | Other | Request | Other | Request | Other | Request | Other | Request | Other |
| 4. Equipment | | | | | | | | | | | $ - | $ - |
| | | Subtotal Equipment | | | | | | | | | **$ -** | $ - |
| 5. Supplies | | | | | | | | | | | $ - | $ - |
| D1 | PACE - Research Materials | Professional Development Research Materials (texts, periodicals): $400 in first year and $100 subsequent years | $ 400 | | $ 100 | | $ 100 | | $ 100 | | $ 700 | $ - |
| D1 | PACE - Recruitment Brochures | Print 1000 PTCP brochures | $ 800 | | | | $ 800 | | | | $ 1,600 | $ - |
| D1 | PACE - Workshop Materials | Professional Development Workshop Materials ($100/PTCP participant x 24 participants/cohort) | | | $ 2,400 | | $ 2,400 | | $ 2,400 | | $ 7,200 | $ - |
| D1 | P-ALT | Textbooks & related materials (e.g., learning management system) 12 participants x 1,000 each for textbooks and materials = $12,000 per year per cohort (July 2012 and 2013) | | | | | $12,000 | | $12,000 | | $ 24,000 | $ - |
| D1 | P-ALT | E-readers for 12 candidates per year $250 x 12 participants per year (2012 and 2013) | | | | | $3,000 | | $3,000 | | $ 6,000 | $ - |
| | | Subtotal Supplies | $ 1,200 | $ - | $ 2,500 | $ - | $ 18,300 | $ - | $ 17,500 | $ - | **$ 39,500** | $ - |
| 6. Contractual | | | | | | | | | | | $ - | $ - |
| D1 | PACE - Training Costs | Alternative Route Training Costs covered by SCDE (24 PTCP participants x $750/year) | | | | $18,000 | | $18,000 | | $18,000 | $ - | $ 54,000 |
| D1 | PACE - Office Space | Office Space In-Kind | | $ 3,965 | | $3,965 | | $3,965 | | $3,965 | $ - | $ 15,860 |
| D1 | PACE | Contract with Center for Educator Recruitment, Retention, and Advancement to create and implement PTCP mentor program. | $ 21,687 | | $ 13,447 | | $ 13,445 | | $ 29,046 | | $ 77,624 | $ - |
| D1 | PACE | Graphic Designer for design and production of PTCP recruitment materials, 50/hour x 15 hours = $750 | $ 750 | | | | | | | | $ 750 | $ - |
| D1 | PACE - Database Technician | Database technician to modify current certification system to create PTCP candidate tracking process | $ - | $ 10,000 | | | | | | | $ - | $ 10,000 |
| D1 | PACE - Mentor Stipends | Mentor Stipends: $2,000/year per first year PTCP participant; $1000/year per second year PTCP participant (see Cohort chart) | | | $ 48,000 | | $ 72,000 | | $ 40,000 | $ 32,000 | $ 160,000 | $ 32,000 |
| D1 | P-ALT | 5 Curricula modules developed by other providers, IHEs, and/or practitioners Each contract for curriculum module = $5,000 x 5 modules = $25,000 for 2012. Revisions to curricula modules in July 2013 (year 4). | | | | | $25,000 | | $15,000 | | $ 40,000 | $ - |

Project-Level Budget Narrative
Project D.2: Equitable Distribution of Effective Educators - PACE - $1,059,943
Reform Areas: (D)(1) and (D)(3) - Great Teachers and Leaders

| | | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | 4-Year Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Goal Ref | Line Item | Justification of Expenditure | Request | Other | Request | Other | Request | Other | Request | Other | Request | Other |
| D1 | P-ALT | Contract with practioners or other providers to provide training for alternative certification of principals' program15 days training @ $1500 = $22,500 x 2 years = $45,000 | | | | | $22,500 | | $22,500 | | $ 45,000 | $ - |
| D1 | P-ALT | Contract with a nationally-recognized curriculum and instruction expert - Presentation to alternative principal cohort once per year. $1,500 x 2 days + airfare to SC ($800) + lodging for 2 nights ($200) + 2 days' food ($100) = $4,100 | | | | | $4,100 | | $4,100 | | $ 8,200 | $ - |
| | | Subtotal Contractual | $ 22,437 | $ 13,965 | $ 61,447 | $ 21,965 | $ 137,045 | $ 21,965 | $ 110,646 | $ 53,965 | **$ 331,574** | $ 111,860 |
| 7. Training Stipends | | | | | | | | | | | $ - | $ - |
| D1 | PTCP Training Supplement | PTCP Participant preservice reimbursement ($250/participant) | $ 3,000 | | | | | | | | $ 3,000 | $ - |
| D1 | PTCP Supply Supplement | PTCP Participant supply reimbursement ($200/participant) | | | $ 6,000 | | $ 6,000 | | $ 3,000 | | $ 15,000 | $ - |
| D1 | PTCP Retention Bonus | PTCP Participant retention bonus ($1000/participant) | | | $ 6,000 | | $ 6,000 | | $ 6,000 | | $ 18,000 | $ - |
| D1 | PTCP Course Supplement | PTCP Participant course reimbursement ($3000/participant) | | | $ 4,800 | | $ 4,800 | | $ 4,800 | | $ 14,400 | $ - |
| D1 | PTCP PLT Reimbursement | PTCP Participant PLT reimbursement ($300/participant) | | | $ 24,000 | | $ 24,000 | | $ 24,000 | | $ 72,000 | $ - |
| D1 | P-ALT - Mileage, lodging, and food for participants | 8 nights' lodging per year @ $89 per participant x 12 participants; food $18 (breakfast and dinner) x 15 days' training x 12 participants; mileage 300 miles x $.505 per mile X 12 participants x 8 trips per year (for full year of cohort 1 2012-2013; July-Dec. of 2013) | | | | | $26,328 | | $13,164 | | $ 39,492 | $ - |
| | | Subtotal Training Stipends | $ 3,000 | $ - | $ 40,800 | $ - | $ 67,128 | $ - | $ 50,964 | $ - | **$ 161,892** | $ - |
| 8. Other | | | | | | | | | | | | |
| D1 | PACE | Newspaper Ads promotion information sessions and job fairs. Four ads in The State newspaper (statewide coverage) at $3,000/ad; 4 ads in local papers ($1200/ad) for grant years 1, 2, and 3. Two ads in The State and two local ads for grant year 4. | $16,800 | | $16,800 | | $16,800 | | $ 8,400 | | $ 58,800 | $ - |
| D1 | P-ALT - Office lea | Projector Director + .5 Administrative Assistant ($110,000 per year x 7.7% of office lease) | $0 | $ 8,470 | $ - | $ 8,470 | $ - | $ 8,470 | $0 | $ 8,470 | $ - | $ 33,880 |
| D1 | P-ALT - Postage | One large mailing per year to superintendents and principals (87 districts) | $300 | | $300 | | $300 | | $300 | | $ 1,200 | $ - |
| | | **Subtotal Other** | $ 17,100 | $ 8,470 | $ 17,100 | $ 8,470 | $ 17,100 | $ 8,470 | $ 8,700 | $ 8,470 | **$ 60,000** | $ 33,880 |
| | | **9. Total Direct Costs** | $ 171,603 | $ 152,043 | $ 253,713 | $ 159,243 | $ 345,239 | $ 185,443 | $ 273,526 | $ 237,093 | $ 1,044,080 | $ 733,822 |
| | | **10. Indirect Costs** | $ 3,372 | | $ 3,798 | | $ 4,622 | | $ 4,070 | | **$ 15,863** | |
| | | **Grand Total** | **$ 174,975** | $ 152,043 | **$ 257,511** | $ 159,243 | **$ 349,861** | $ 185,443 | **$ 277,596** | $ 237,093 | **$ 1,059,943** | $ 733,822 |

**Project-Level Budget Narrative**
**Project D3: Equitable Distribution of Effective Educators - $30,557,171**
**Section (D): Great Teachers and Leaders**

| | | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | 4 YR Totals | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Goal | Line Item | Justification of Expenditure | Request | Other | Request | Other | Request | Other | Request | Other | Requested | Other |
| **1. Personnel** | | | | | | | | | | | | |
| D3 | SITE - Performance and Incentive Salary Coordinator | Oversight of all performance pay and incentive salary schedule models and programs to ensure effective delivery and implementation | 75,000 | - | 50,000 | 25,000 | 37,500 | 37,500 | 25,000 | 50,000 | 187,500 | 112,500 |
| D3 | Executive State Director SC Value-Added Initiatives | Oversight of all implementation of value-added models to ensure effectiveness of system | 90,000 | - | 60,000 | 30,000 | 45,000 | 45,000 | 30,000 | 60,000 | 225,000 | 135,000 |
| D3 | Regional Master Teachers | Project coach and school coordinator for 10 schools to be an onsite specialist and work with individual school issues to improve overall implementation. 4 positions at $70,000 per year | 280,000 | - | 180,000 | 100,000 | 140,000 | 140,000 | 100,000 | 180,000 | 700,000 | 420,000 |
| D3 | Project CREATE Adjunct Professors | $ 6,000 Salary supplement for 4 PHD/EdD level professors (4,500 + 1,500 for travel reimbursement/subsistence) | 24,000 | 50,000 | 24,000 | 50,000 | 24,000 | 50,000 | 24,000 | 50,000 | 96,000 | 200,000 |
| D3 | Project CREATE Directors | $2,500 salary supplement for 2 CREATE Directors for assisting with adminstrative duties | 5,000 | 2,000 | 5,000 | 2,000 | 5,000 | 2,000 | 5,000 | 2,000 | 20,000 | 8,000 |
| D3 | CERRA - Regional Delivery Specialist /Teacher Cadet/ProTeam Community Coordinator | Salary supplement for coordinating reporting and monitoring of participating schools at 20% of 50,000 annual salary | 60,000 | - | 60,000 | - | 30,000 | 30,000 | 30,000 | 30,000 | 180,000 | 60,000 |
| D3 | Regional Delivery specialist / Teacher Cadet/ ProTeam/SC Teachers for Tomorrow Scholarship Program | The Program Director will be responsible for Teacher Cadet/ ProTeam and the SC Teachers for Tomorrow Scholarship Program | 60,000 | | 60,000 | | 30,000 | 30,000 | 30,000 | 30,000 | 180,000 | 60,000 |

**Project-Level Budget Narrative**
**Project D3: Equitable Distribution of Effective Educators - $30,557,171**
**Section (D): Great Teachers and Leaders**

| | | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | 4 YR Totals | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Goal | Line Item | Justification of Expenditure | Request | Other | Request | Other | Request | Other | Request | Other | Requested | Other |
| D3 | SCDE- Teaching Incentives Coordinator | The Teaching Incentives Coordinator will work closely with the Teacher Recruitment and Retention Coordinator. Ensure grant money for teaching incentives are handled properly. Maintain budget report for each initiative. Communicate regularly with CERRA and school district staff to ensure initiatives are carried out effectively. Monitor initiatives and provide regular data reports of success. The annual salary is $40,000. | 40,000 | | 40,000 | | 20,000 | 20,000 | 20,000 | 20,000 | 120,000 | 40,000 |
| D3 | Teacher Distribution Specialist | This position will oversee the delivery of Teacher Housing Initaitives, SC Teacher Village and the Uteach project. | 60,000 | | 60,000 | | 40,000 | 20,000 | 30,000 | 30,000 | 190,000 | 50,000 |
| D3 | FTE for Tranformation Leaders Academy Project Director | Education Associate will coordinate with IHEs on Academy curricula, as well as plan program training, coordinate selection of candidates, arrange for district interviewing, visit & support graduates in the field after program completion. | 70,000 | | 70,000 | | 40,000 | 30,000 | 30,000 | 40,000 | 210,000 | 70,000 |
| D3 | .5 FTE for Administrative Assistant for TLA | TLA Administrative Assistant will provide necessary clerical and logistical support for the Academy activities | 15,000 | | 15,000 | | 7,500 | 7,500 | 7,500 | 7,500 | 45,000 | 15,000 |
| | | **Subtotal Personnel** | 779,000 | 52,000 | 624,000 | 207,000 | 419,000 | 412,000 | 331,500 | 499,500 | 2,153,500 | 1,170,500 |
| **2. Fringe Benefits** | | | | | | | | | | | | |
| D3 | Performance and Incentive Salary Coordinator | 31% of annual salary | 23,250 | - | 15,500 | 7,750 | 11,625 | 11,625 | 7,750 | 15,500 | 58,125 | 34,875 |
| D3 | Executive State Director SC Value-Added Initiatives | 31% of annual salary | 27,900 | - | 18,600 | 9,300 | 13,950 | 13,950 | 9,300 | 18,600 | 69,750 | 41,850 |
| D3 | Regional Master Teachers | 31% of annual salary (4 teachers) | 86,800 | - | 55,800 | 31,000 | 43,400 | 43,400 | 31,000 | 55,800 | 217,000 | 130,200 |

**Project-Level Budget Narrative**
**Project D3: Equitable Distribution of Effective Educators - $30,557,171**
**Section (D): Great Teachers and Leaders**

| | | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | 4 YR Totals | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Goal | Line Item | Justification of Expenditure | Request | Other | Request | Other | Request | Other | Request | Other | Requested | Other |
| D3 | Project CREATE Adjunct Professors | 31% of annual salary | 7,440 | 15,500 | 7,440 | 15,500 | 7,440 | 15,500 | 7,440 | 15,500 | 29,760 | 62,000 |
| D3 | Project CREATE Directors | 31% of annual salary | 1,550 | 620 | 1,550 | 620 | 1,550 | 620 | 1,550 | 620 | 6,200 | 2,480 |
| D3 | Regional Delivery Specialist /Teacher Cadet/ProTeam Community Coordinator | 31% of annual salary | 18,600 | - | 18,600 | - | 9,300 | 9,300 | 9,300 | 9,300 | 55,800 | 18,600 |
| D3 | Regional Delivery specialist / Teacher Cadet/ ProTeam/SC Teachers for Tomorrow Scholarship Program | 31% of annual salary | 18,600 | - | 18,600 | - | 9,300 | 9,300 | 9,300 | 9,300 | 55,800 | 18,600 |
| D3 | Teaching Incentives Coordinator | 31% of annual salary | 12,400 | - | 12,400 | - | 6,200 | 6,200 | 6,200 | 6,200 | 37,200 | 12,400 |
| D3 | Teacher Distribution Specialist | 31% of annual salary | 18,600 | - | 18,600 | - | 12,400 | 6,200 | 9,300 | 9,300 | 58,900 | 15,500 |
| D3 | FTE for Tranformation Leaders Academy Project Director | 31% of annual salary | 21,700 | - | 21,700 | - | 12,400 | 9,300 | 9,300 | 12,400 | 65,100 | 21,700 |
| D3 | .5 FTE for Administrative Assistant for TLA | 31% of annual salary | 4,650 | - | 4,650 | - | 2,325 | 2,325 | 2,325 | 2,325 | 13,950 | 4,650 |
| | | **Subtotal Fringe Benefits** | 241,490 | 16,120 | 193,440 | 64,170 | 129,890 | 127,720 | 102,765 | 154,845 | 667,585 | 362,855 |
| **3. Travel** | | | | | | | | | | | | |
| D3 | SITE - Coordinator Travel | Mileage 18,000 miles x .50 = 9,000.00 (36 trips at 500 miles round trip) Airfare 2 meetings outside of SC - $300 each = $600, Per Diem Rate - $155 x 36 = $5,580 | 15,180 | - | 11,385 | 3,795 | 7,590 | 7,590 | 3,795 | 1,385 | 37,950 | 12,770 |

**Project-Level Budget Narrative**
**Project D3: Equitable Distribution of Effective Educators - $30,557,171**
**Section (D): Great Teachers and Leaders**

| | | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | 4 YR Totals | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Goal** | **Line Item** | **Justification of Expenditure** | **Request** | **Other** | **Request** | **Other** | **Request** | **Other** | **Request** | **Other** | **Requested** | **Other** |
| D3 | Executive State Director SC Value-Added Initiatives | Mileage 12,500 miles x .50 = $6,250 (25 trips at 500 miles round trip) Airfare 2 meetings outside of South Carolina - $300 each = $600 Per Diem Rate - $155 x 25 overnight trips = $3,875 | 10,725 | - | 8,044 | 2,681 | 5,362 | 5,363 | 2,681 | 8,044 | 26,812 | 16,088 |
| D3 | Regional Master Teachers | Mileage 12,500 miles x .50 = $6,250 (25 trips at 500 miles round trip) Airfare 2 meetings outside of South Carolina - $300 each = $600 Per Diem Rate - $155 x 25 overnight trips = $3,875 x 4 teachers | 42,900 | - | 32,176 | 10,724 | 21,448 | 21,452 | 10,724 | 32,176 | 107,248 | 64,352 |
| D3 | CERRA - Regional Delivery Specialists | Mileage 12,500 miles x .50 = $6,250 (36 trips at 400 miles round trip) | 6,250 | | 6,250 | | 3,125 | 3,125 | 3,125 | 3,125 | 18,750 | 6,250 |
| D3 | UTEACH - 2 SCDE Staff | SCDE staff will travel to sites quartly to provide technical assistance and monitor progress toward meeting programmatic goals. 300 miles x .50 =$150 x 4 times=$600 x 2 staff=$1200 | 1,200 | | 1,200 | | 1,200 | | 1,200 | | 4,800 | - |
| D3 | TRANS LDR - Director of the Transformational Leader Program | Mileage 12,000 miles x .50 = 6,000 (24 trips at 500 miles round trip) Airfare 2 meetings outside of South Carolina - $300 each = $600 Per Diem Rate - $155 x 10 overnight trips = $1,550 | 8,150 | | | | 4,075 | 4,075 | 2,037 | | 14,262 | 4,075 |
| D3 | SCTV - Program developers | Developers will conduct quarterly meetings within a school district to provide technical assistance and monitor network progress 300 miles x .50 =$150 x 2 developers=$300 x 1 meetings per year | 300 | | 300 | | 300 | | 300 | | 1,200 | - |
| | | **Subtotal Travel** | 76,555 | - | 67,505 | 17,200 | 43,100 | 41,605 | 23,862 | 44,730 | 211,022 | 103,535 |
| **4. Equipment** | | | | | | | | | | | | |
| | | **Subtotal Equipment** | - | - | - | - | - | - | - | - | - | - |
| **5. Supplies** (any item that costs less than $5,000 per unit) | | | | | | | | | | | | |

**Project-Level Budget Narrative**
**Project D3: Equitable Distribution of Effective Educators - $30,557,171**
**Section (D): Great Teachers and Leaders**

| | | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | 4 YR Totals | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Goal** | **Line Item** | **Justification of Expenditure** | **Request** | **Other** | **Request** | **Other** | **Request** | **Other** | **Request** | **Other** | **Requested** | **Other** |
| D3 | TRANS LDR | 12 participants x 1,000 each for textbooks and materials = $12,000 per year per cohort; Learning Management System | | | | | 12,000 | | 12,000 | | 24,000 | - |
| D3 | TRANS LDR | E-Readers $250 x 12 participants per year | | | | | 3,000 | | 3,000 | | 6,000 | - |
| | | **Subtotal Supplies** | - | - | - | - | 15,000 | - | 15,000 | - | 30,000 | - |
| **6. Contractual** | | | | | | | | | | | | |
| D3 | TRANS LDR - 5 Curricula modules developed by practitioners | Each contract for curriculum module = $5,000 x 5 modules = $25,000 for first year. Revisions to curricula modules on years 2-4. | | | | | 15,000 | | 15,000 | | 30,000 | - |
| D3 | TRANS LDR - Evaluator to gather and interpret data for longitudinal report | Evaluator will gather data on student achievement for comparison to control group of principals. $1500 per day x 10 days per year | | | | | 15,000 | | 15,000 | | 30,000 | - |
| D3 | TRANS LDR - Contract with a nationally-recognized successful turnaround principal | Presentation to principal cohort once per year. $1,500 x 2 days + airfare to SC ($800) + lodging for 2 nights ($200) + 2 days' food ($100) = $4,100 | | | | | 4,100 | | 4,100 | | 8,200 | - |
| D3 | CERRA - Teacher Cadet/ ProTeam Expansion | Add 20 Teacher Cadet Eligible classes in High schools at $750 per class and 10 ProTeam eligible classes in middle schools at $350 per class to support service learning projects, campus tours, and career fairs. | 18,500 | 18,500 | 18,500 | 18,500 | 18,500 | 18,500 | 18,500 | 18,500 | 74,000 | 74,000 |
| D3 | UTEACH - Technical Assistance | U-Teach Institute technical assistance to state to develop RFP and manage a statewide competition | 50,000 | | | | | | | | 50,000 | - |

**Project-Level Budget Narrative**
**Project D3: Equitable Distribution of Effective Educators - $30,557,171**
**Section (D): Great Teachers and Leaders**

| | | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | 4 YR Totals | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Goal | Line Item | Justification of Expenditure | Request | Other | Request | Other | Request | Other | Request | Other | Requested | Other |
| D3 | U-Teach Replication Grant | U-TEACH Replication grant will be awarded to one institution to increase the number of math and science teachers in SC at $1,400,000 over four years, an amount established by the U-TEACH Institute. SCDE will partner with the U-TEACH Institute to administer a state-wide grant competition and monitor progress toward meeting programmatic goals. | 385,000 | | 365,000 | | 350,000 | | 300,000 | | 1,400,000 | - |
| D3 | U-Teach Replication Grant (HBCU) | U-TEACH Replication grant will be awarded to one HBCU to increase the number of math and science teachers in SC at $1,400,000 over four years, an amount established by the U-TEACH Institute. SCDE will partner with the U-TEACH Institute to administer a state-wide grant competition and monitor progress toward meeting programmatic goals. | 385,000 | | 365,000 | | 350,000 | | 300,000 | | 1,400,000 | |
| | | **Subtotal Contractual** | 838,500 | 18,500 | 748,500 | 18,500 | 752,600 | 18,500 | 652,600 | 18,500 | 2,992,200 | 74,000 |
| **7. Training** | | | | | | | | | | | | |
| D3 | Project CREATE Tuition and Textbooks | 50 participants at $1,425 (average SC Tuition fpr CREATE Colleges is $1,325, and $100 for textbooks assistance with 3% increase annually. | 71,250 | 50,000 | 71,250 | 50,000 | 71,250 | 50,000 | 71,250 | 50,000 | 285,000 | 200,000 |
| D3 | SC Teachers for Tomorrow Scholarships | $5,000 in scholarship funds will be awarded to 25 teacher candidates to recruit teachers in to hard to staff areas . | 125,000 | | 125,000 | | 125,000 | | 125,000 | | 500,000 | - |
| D3 | TRANS LDR - Supplement for successful completion of long-term training. | $5,000 x 12 graduates per year = $120,000 (years 3, and 4) | | | | | 60,000 | | 60,000 | | 120,000 | - |

**Project-Level Budget Narrative**
**Project D3: Equitable Distribution of Effective Educators - $30,557,171**
**Section (D): Great Teachers and Leaders**

| | | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | 4 YR Totals | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Goal | Line Item | Justification of Expenditure | Request | Other | Request | Other | Request | Other | Request | Other | Requested | Other |
| D3 | TRANS LDR - Mileage, lodging, and food for participants | 8 nights' lodging per year @ $89 per participant x 12 participants; food $18 (breakfast and dinner) x 15 days' training x 12 participants; mileage 300 miles x $.505 per mile X 12 participants x 8 trips per year | | | | | 13,238 | | | | 13,238 | - |
| | | **Subtotal Training** | 196,250 | 50,000 | 196,250 | 50,000 | 269,488 | 50,000 | 256,250 | 50,000 | 918,238 | 200,000 |
| **8. Other** | | | | | | | | | | | | |
| D3 | TRANS LDR - Office lease for 1.5 persons | Projector Director + .5 Administrative Assistant ($110,000 per year x 7.7% of office lease) | | | - | 8,470 | | 8,470 | - | 8,470 | - | 25,410 |
| D3 | TRANS LDR - Postage | One large mailing per year to superintendents and principals (88 LEAs) | | | - | 300 | | 300 | - | 300 | - | 900 |
| D3 | TRANS LDR - Facility rental off-site in SC for 1-2 sessions per year | $600 a day x 2 days | | | - | 1,200 | | 1,200 | - | 1,200 | - | 3,600 |
| D3 | TRANS LDR - Catering for 15 days of onsite training | 12 participants x $7.05 x 15 days per year + $35 delivery charge per day = $119.60 x 15 days | | | - | 1,794 | | 1,794 | - | 1,794 | - | 5,382 |
| | | **Subtotal Other** | | 137,000 | | 148,764 | | 148,764 | | 148,764 | - | 583,292 |
| **9. Total Direct Costs** | | | 2,131,795 | 273,620 | 1,829,695 | 505,634 | 1,629,078 | 798,589 | 1,381,977 | 916,339 | 6,972,545 | 2,494,182 |
| **10. Indirect Costs** | | | 23,811 | | 19,069 | | 14,192 | | 11,515 | | 68,587 | |
| **11. Funding for Involved LEAs** | | | | | | | | | | | | |
| | | **Subtotal Funding for Involved LEAs** | | | | | | | | | | |
| **12. Supplemental Funding for Participating LEAs** | | | | | | | | | | | | |

**Project-Level Budget Narrative**
**Project D3: Equitable Distribution of Effective Educators - $30,557,171**
**Section (D): Great Teachers and Leaders**

| | | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | 4 YR Totals | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Goal | Line Item | Justification of Expenditure | Request | Other | Request | Other | Request | Other | Request | Other | Requested | Other |
| D3 | Initial salary cost estimates increase | Based upon comparative data between the traditional salary schedule and an alternative multi-variable student performance salary schedule, there is roughly a 3% difference between the traditional model and a possible, new salary structure that includes effectiveness and other incentive elements. Based on initial cost analysis, participating districts with high-poverty, high-need schools would receive supplements until a full transition takes place. Over time, LEAs transition from pay for credentials to pay based on effectiveness and incentives as the State salary system changes (Other). | | | | - | | | | | - | - |
| | | pilot year 2 = 40 schools @ $37,500 per school = $1,500,000 | | | 1,500,000 | | | | | - | 1,500,000 | - |
| | | cohort year 3 = 82 schools @ $37,500 per school = $3,075,000 | | | | | 3,075,000 | | | - | 3,075,000 | - |
| | | cohort year 4 = 125 schools @ $37,500 per school = $4,687,500 | | | | | | | 4,687,500 | - | 4,687,500 | - |
| D3 | Fringe Salary Cost estimate increase | Each school is provided funding for fringe @ 31% | - | - | 465,000 | - | 953,250 | - | 1,453,125 | - | 2,871,375 | - |
| D3 | Master Teacher Salaries | 2-4 master teachers per school @ $55,000 per teacher (yr one - sixteen master teachers, yr two - 20 master teachers, yr three - 32 master teachers, yr four - 32 master teachers) | 880,000 | - | 990,000 | 110,000 | 1,100,000 | 660,000 | 880,000 | 880,000 | 3,850,000 | 1,650,000 |
| D3 | Master Teacher Stipends | $10,000 per master teacher | 160,000 | - | 180,000 | 20,000 | 200,000 | 120,000 | 160,000 | 160,000 | 700,000 | 300,000 |
| D3 | Mentor Teacher Stipends | $5,000 per mentor teacher | 80,000 | - | 90,000 | 10,000 | 100,000 | 60,000 | 80,000 | 80,000 | 350,000 | 150,000 |
| D3 | Student Performance Incentives | $2,500 per teacher | 750,000 | | 843,750 | 93,750 | 1,125,000 | 375,000 | 750,000 | 750,000 | 3,468,750 | 1,218,750 |

**Project-Level Budget Narrative**
**Project D3: Equitable Distribution of Effective Educators - $30,557,171**
**Section (D): Great Teachers and Leaders**

| | | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | 4 YR Totals | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Goal** | **Line Item** | **Justification of Expenditure** | **Request** | **Other** | **Request** | **Other** | **Request** | **Other** | **Request** | **Other** | **Requested** | **Other** |
| D3 | Principal Performace Incentive | $10,000 per administrative team | 50,000 | | 60,000 | 10,000 | 90,000 | 30,000 | 60,000 | 60,000 | 260,000 | 100,000 |
| D3 | (1)1-2 bedroom apartment units | One "teacher village" will be built in South Carolina to provide housing for 8-10 teachers in critical geographical areas. Those areas will include the Pee Dee and Savannah River areas of the state. The apartment units will be 790-940 square feet with a stand alone central community space for storage, exercise equipment, and work areas. School districts will be able to apply for the grant money to have the units built.Total estimated project cost for this unit is $2,842,000 | | | 1,421,000 | | 1,352,414 | 68,586 | | | 2,773,414 | 68,586 |
| | | **Subtotal Supplemental Funding for Participating LEAs** | 1,920,000 | - | 5,549,750 | 243,750 | 7,995,664 | 1,313,586 | 8,070,625 | 1,930,000 | 23,536,039 | 3,487,336 |
| | | **Grand Total** | **4,075,606** | 273,620 | **7,398,514** | 749,384 | **9,638,934** | 2,112,175 | **9,464,117** | 2,846,339 | **30,577,171** | 5,981,518 |

**Project-Level Budget Narrative**
**Project: D.4 - Effective Educator Preparation - $433,325**
**Reform Area: Great Teachers and Leaders**

| | | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | 4 YR Totals | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Goal | Line Item | Justification of Expenditure | Request | Other | Request | Other | Request | Other | Request | Other | Total | Other |
| **1. Personnel** | | | | | | | | | | | | |
| D4 | Higher Education Assessment Coordinator | Oversight of all implementation aspects for the value added analysis and reporting procedures for all colleges of education as it relates to analysis of student achievement of teacher and principal graduates. | $ 75,000 | $ - | $ 45,000 | $ 30,000 | $ 35,000 | $ 40,000 | $ 30,000 | $ 45,000 | $ 185,000 | $ 115,000 |
| D4 | Administrative Assistant for Coordinator | Data entry person as well as clerical assistant to maintain records and data banks to allow for immediate access and questions | $ 15,000 | $ 15,000 | $ 15,000 | $ 15,000 | $ 15,000 | $ 15,000 | $ 15,000 | $ 15,000 | $ 60,000 | $ 60,000 |
| | | **Subtotal Personnel** | $ 90,000 | $ 15,000 | $ 60,000 | $ 45,000 | $ 50,000 | $ 55,000 | $ 45,000 | $ 60,000 | $ 245,000 | $ 175,000 |
| **2. Fringe Benefits** | | | | | | | | | | | | |
| D4 | Higher Education Assessment Coordinator | 31% Fringe | $ 23,250 | $ - | $ 13,950 | $ 9,300 | $ 10,850 | $ 12,400 | $ 9,300 | $ 13,950 | $ 57,350 | $ 35,650 |
| D4 | Administrative Assistant for Coordinator | 31% Fringe | $ 4,650 | $ 4,650 | $ 4,650 | $ 4,650 | $ 4,650 | $ 4,650 | $ 4,650 | $ 4,650 | $ 18,600 | $ 18,600 |
| | | **Subtotal Fringe Benefits** | $ 27,900 | $ 4,650 | $ 18,600 | $ 13,950 | $ 15,500 | $ 17,050 | $ 13,950 | $ 18,600 | $ 75,950 | $ 54,250 |
| **3. Travel** | | | | | | | | | | | | |
| D4 | Coordinator Travel | Mileage 5,600 miles x .50 = $2,800 (32 trips at 175 miles round trip to meet with individual colleges throughout the state as well as update training meetings) Airfare 2 meetings outside of SC - $300 each = $600 Per Diem Rate - $155 x 10 = $1,550 yrs one and two - reduce by half in years three and four | $ 4,950 | $ - | $ 4,950 | | $ 1,237 | $ 1,238 | $ 1,237 | $ 1,238 | $ 12,374 | $ 2,476 |
| | | **Subtotal Travel** | $ 4,950 | $ - | $ 4,950 | $ - | $ 1,237 | $ 1,238 | $ 1,237 | $ 1,238 | $ 12,374 | $ 2,476 |
| **4. Equipment** | | | | | | | | | | | | |
| | | **Subtotal Equipment** | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - |
| **5. Supplies** | | | | | | | | | | | | |

**Project-Level Budget Narrative**
**Project: D.4 - Effective Educator Preparation - $433,325**
**Reform Area: Great Teachers and Leaders**

| | | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | 4 YR Totals | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Goal** | **Line Item** | **Justification of Expenditure** | **Request** | **Other** | **Request** | **Other** | **Request** | **Other** | **Request** | **Other** | **Total** | **Other** |
| D4 | Printing and Binding supplies | Creation of Brochures, pamphlets, data charts, presentations, etc. | $ 1,710 | $ 2,500 | $ 1,500 | $ 2,500 | $ 1,500 | $ 2,500 | $ 1,500 | $ 2,500 | $ 6,210 | $ 10,000 |
| | | **Subtotal Supplies** | $ 1,710 | $ 2,500 | $ 1,500 | $ 2,500 | $ 1,500 | $ 2,500 | $ 1,500 | $ 2,500 | $ 6,210 | $ 10,000 |
| **6. Contractual** | | | | | | | | | | | | |
| D4 | College of Education contractual service | 2 Colleges of Education will be selected to lead the effort and provide technical assistance to the other 32 COEs | $ 58,000 | | $ 28,000 | | | | | | $ 86,000 | $ - |
| | | **Subtotal Contractual** | $ 58,000 | $ - | $ 28,000 | $ - | $ - | $ - | $ - | $ - | $ 86,000 | $ - |
| **7. Training Stipends** | | | | | | | | | | | | |
| | | **Subtotal Training Stipends** | | | | | | | | | | |
| **8. Other** | | | | | | | | | | | | $ - |
| | | **Subtotal Other** | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - |
| **9. Total Direct Costs** | | | $ 182,560 | $ 22,150 | $ 113,050 | $ 61,450 | $ 68,237 | $ 75,788 | $ 61,687 | $ 82,338 | $ 425,534 | $ 241,726 |
| **10. Indirect Costs** | | | $ 2,991 | | $ 2,201 | | $ 1,365 | | $ 1,234 | | $ 7,791 | |
| | | **Grand Total** | **$ 185,551** | $ 22,150 | **$ 115,251** | $ 61,450 | **$ 69,602** | $ 75,788 | **$ 62,921** | $ 82,338 | **$ 433,325** | $ 241,726 |

**SC INSPIRED**

**Project-Level Budget Narrative**
**Project: D5 - Effective Professional Development - $1,777,349**
**Reform Area: Great Teachers and Leaders**

| | | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | 4 YR Totals | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Goal** | **Line Item** | **Justification of Expenditure** | **Request** | **Other** | **Request** | **Other** | **Request** | **Other** | **Request** | **Other** | **Total** | **Other** |
| **1. Personnel** | | | | | | | | | | | | |
| D5 | Education Associate | Provide expertise and assistance in the development and delivery of professional development to the Regional Coordinators and District POCs | $ 75,000 | $ - | $ 45,000 | $ 30,000 | $ 35,000 | $ 40,000 | $ 25,000 | $ 50,000 | $ 180,000 | $ 120,000 |
| D5 | Regional ADEPT Coordinators | Three ADEPT regional delivery specialists would be available to be deployed on Regional Response Teams $60,000 (3x $60,000=$180,000) Funding for these positions will be shifted from the grant to state funds over | $ 180,000 | $ - | $ 180,000 | $ - | $ 120,000 | $ 60,000 | $ 60,000 | $ 120,000 | $ 540,000 | $ 180,000 |
| | | **Subtotal Personnel** | $ 255,000 | $ - | $ 225,000 | $ 30,000 | $ 155,000 | $ 100,000 | $ 85,000 | $ 170,000 | $ 720,000 | $ 300,000 |
| **2. Fringe Benefits** | | | | | | | | | | | | |
| D5 | Education Associate | 31% of annual salary | $ 23,250 | $ - | $ 13,950 | $ 9,300 | $ 10,850 | $ 12,400 | $ 7,750 | $ 15,500 | $ 55,800 | $ 37,200 |
| D5 | Regional ADEPT Coordinators | 31% of annual salary | $ 55,800 | $ - | $ 55,800 | $ - | $ 37,200 | $ 18,600 | $ 18,600 | $ 37,200 | $ 167,400 | $ 55,800 |
| | | **Subtotal Fringe Benefits** | $ 79,050 | $ - | $ 69,750 | $ 9,300 | $ 48,050 | $ 31,000 | $ 26,350 | $ 52,700 | $ 223,200 | $ 93,000 |
| **3. Travel** | | | | | | | | | | | $ - | |
| D5 | ADEPT Staff travel to schools and school districts | Mileage 1,000 miles per month x 12 months x .50 = $6,000 | $ 6,000 | $ - | $ 6,000 | | $ 6,000 | | $ 6,000 | | $ 24,000 | $ - |
| D5 | Regional ADEPT Coordinators travel within their regional to support schools | 3 Regional Coordinators x 500 miles per month x 12 months x .50 =$9,000 | $ 9,000 | | $ 9,000 | | $ 6,000 | $ 3,000 | $ 3,000 | $ 6,000 | $ 27,000 | $ 9,000 |
| D5 | Travel for district representatives to statewide training | 86 district representatives x average round trip of 175 mi x 2 events x .50 = $15,050 | $ 15,050 | | $ 15,050 | | $ 7,525 | $ 7,525 | $ 7,525 | $ 7,525 | $ 45,150 | $ 15,050 |
| D5 | Travel to national training on teacher professional development | Average airfare $500, average 2 nights lodging $300, average per diem $75, x 2 participants x 3 events = $5250 | $ 5,250 | $ - | $ 5,250 | | $ - | $ 5,250 | $ - | $ 5,250 | $ 10,500 | $ 10,500 |
| | | **Subtotal Travel** | $ 35,300 | $ - | $ 35,300 | $ - | $ 19,525 | $ 15,775 | $ 16,525 | $ 18,775 | $ 106,650 | $ 34,550 |
| **4. Equipment** | | | | | | | | | | | $ - | |
| **5. Supplies** | | | | | | | | | | | $ - | |
| | | **Subtotal Supplies** | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - |
| **6. Contractual** | | | | | | | | | | | $ - | |
| D5 | Contracted services for State Colleges of Education | 3 COEs will be selected to provide regional support to schools and districts | $ 75,000 | | $ 75,000 | | $ 45,000 | | $ 30,000 | | $ 225,000 | $ - |

**Project-Level Budget Narrative**
**Project: D5 - Effective Professional Development - $1,777,349**
**Reform Area: Great Teachers and Leaders**

| | | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | 4 YR Totals | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Goal | Line Item | Justification of Expenditure | Request | Other | Request | Other | Request | Other | Request | Other | Total | Other |
| D5 | National expert support | Employ national experts on VAA to assist this effort. 2 experts x 2 visits x average daily rate of $1,000 year one = $4,000, years 2 and 3, 1 visits = 2,000 | $ 4,000 | | $ 2,000 | | $ 2,000 | | | | $ 8,000 | $ - |
| | | **Subtotal Contractual** | $ 79,000 | $ - | $ 77,000 | $ - | $ 47,000 | $ - | $ 30,000 | $ - | $ 233,000 | $ - |
| **7. Training Stipends** | | | | | | | | | | | $ - | |
| | | **Subtotal Training Stipends** | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - |
| **8. Other** | | | | | | | | | | | $ - | |
| | | **Subtotal Other** | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - |
| **9. Total Direct Costs** | | | $ 448,350 | $ - | $ 407,050 | $ 39,300 | $ 269,575 | $ 146,775 | $ 157,875 | $ 241,475 | $ 1,282,850 | $ 427,550 |
| **10. Indirect Costs** | | | $ 7,967 | | $ 7,141 | | $ 4,992 | | $ 3,058 | | $ 23,157 | |
| **11. Funding for Involved LEAs** | | | | | | | | | | | $ - | |
| | | **Subtotal Funding for Involved LEAs** | | | | | | | | | | |
| **12. Supplemental Funding for Participating LEAs** | | | | | | | | | | | $ - | |
| D5 | Initial training and implementation of Communities of Professional Practice (CAPP) | $ 2,000 - $5,000 (depending on size) per district years one and $1,000 - $3,000 (depending on size) year two | $ 310,921 | $ 11,579 | $ 160,421 | $ 11,579 | | | | | $ 471,342 | $ 23,158 |
| | | **Subtotal Supplemental Funding for Participating LEAs** | $ 310,921 | $ 11,579 | $ 160,421 | $ 11,579 | $ - | $ - | $ - | $ - | $ 471,342 | $ 23,158 |
| | | **Grand Total** | $ 767,238 | $ 11,579 | $ 574,612 | $ 50,879 | $ 274,567 | $ 146,775 | $ 160,933 | $ 241,475 | $ 1,777,349 | $ 450,708 |

**South Carolina Project-Level Budget Narrative**
**Project E: Turning Around Struggling Schools $14,596,390**
**Selection Criteria (E)(2), Priority 1 - Turning Around Struggling Schools**

| | | Year 1 | | Year 2 | | Year 3 | Year 3 | Year 4 | | 4 YR Totals | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Line Item** | **Justification** | **Request** | **OTHER** | **Request** | **OTHER** | **Request** | **OTHER** | **Request** | **OTHER** | **OTHER TOTAL** | **Total Request** |
| **1. Personnel** | | | | | | | | | | | |
| State Turnaround Team | 1.0 FTE. The Project 180 Director, 1.0 FTE Project 180 Coordinator, and 1.0 Project 180 Program Assistant will oversee the administration of all activities related to SIG and SC INSPIRED Project 180 LEAs and schools. Duties will include: managing the grants process to districts; providing professional development and technical assistance to regional staff; attending all required state and national meetings; conducting formative evaluations to determine fidelity of implementation of district plans. These positions will be funded through SIG. | | $ 185,000 | | $ 185,000 | | $ 185,000 | | $ 185,000 | $ 740,000 | $ - |
| 6 Regional Turnaround Specialists | 6.0 FTE. The Regional Turnaround Specialists will work closely with identified schools in their assigned region to assist in implementing one of the four reform models; providing targeted technical assistance and training to district and school staff; and ensuring the fidelity of implementation of the chosen model. $70,000 each | $ 420,000 | | $ 420,000 | | $ 420,000 | | $ 420,000 | | $ - | $ 1,680,000 |
| | **Subtotal Personnel** | $ 420,000 | $ 185,000 | $ 420,000 | $ 185,000 | $ 420,000 | $ 185,000 | $ 420,000 | $ 185,000 | $ 740,000 | $ 1,680,000 |
| **2. Fringe Benefits** (31% of annual salary) | | | | | | | | | | $ - | $ - |
| State Turnaround Team | 3.0 FTE | $ - | $ 57,350 | | $ 57,350 | | $ 57,350 | | $ 57,350 | $ 229,400 | $ - |

**South Carolina Project-Level Budget Narrative**
**Project E: Turning Around Struggling Schools $14,596,390**
**Selection Criteria (E)(2), Priority 1 - Turning Around Struggling Schools**

| | | Year 1 | | Year 2 | | Year 3 | Year 3 | Year 4 | | 4 YR Totals | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Line Item** | **Justification** | **Request** | **OTHER** | **Request** | **OTHER** | **Request** | **OTHER** | **Request** | **OTHER** | **OTHER TOTAL** | **Total Request** |
| 6 Regional Turnaround Specialists | 6.0 FTE | $ 130,200 | | $ 130,200 | | $ 130,200 | | $ 130,200 | | $ - | $ 520,800 |
| | **Subtotal Fringe Benefits** | $ 130,200 | $ 57,350 | $ 130,200 | $ 57,350 | $ 130,200 | $ 57,350 | $ 130,200 | $ 57,350 | $ 229,400 | $ 520,800 |
| **3. Travel** | | | | | | | | | | $ - | $ - |
| Travel for State Turnaround Team | Travel for Turnaround Team to work in each identified school at least once per quarter and to attend scheduled regional training sessions as appropriate. Funded through **SIG**. State reimbursement rate $.50 | $ - | $ 5,040 | $ - | $ 5,040 | $ - | $ 5,040 | $ - | $ 5,040 | $ 20,160 | $ - |
| State Travel for Regional Turnaround Specialists | 6 Regional Specialists traveling to assigned schools averaging three site visits per week over the calendar year. 936 trips at ~75 miles per trip at .50 per mile = $35,100. 6 Specialistss travel to attend regional and state staff development sessions, at least 4 times per year at 150 miles per trip at .50 per mile = $1800. | $ 36,900 | $ - | $ 36,900 | $ - | $ 36,900 | $ - | $ 36,900 | $ - | $ - | $ 147,600 |
| Out of state travel for state Coordinator | Travel costs related to attendance at 2 national meetings Airfare $450. Lodging $750 Meals $100, to be funded through **SIG** for Project 180 Director. | $ - | $ 2,600 | $ - | $ 2,600 | $ - | $ 2,600 | $ - | $ 2,600 | $ 10,400 | $ - |
| | **Subtotal Travel** | $ 36,900 | $ 7,640 | $ 36,900 | $ 7,640 | $ 36,900 | $ 7,640 | $ 36,900 | $ 7,640 | $ 30,560 | $ 147,600 |
| **4. Equipment** (any item that costs more than $5,000 per unit) | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - |
| | **Subtotal Equipment** | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - |
| **5. Supplies** (any item that costs less than $5,000 per unit) | | | | | | | | | | $ - | $ - |

**South Carolina Project-Level Budget Narrative**
**Project E: Turning Around Struggling Schools $14,596,390**
**Selection Criteria (E)(2), Priority 1 - Turning Around Struggling Schools**

| | | Year 1 | | Year 2 | | Year 3 | Year 3 | Year 4 | | 4 YR Totals | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Line Item** | **Justification** | **Request** | **OTHER** | **Request** | **OTHER** | **Request** | **OTHER** | **Request** | **OTHER** | **OTHER TOTAL** | **Total Request** |
| Training Materials | Material and supplies related to the effective provision of professional development will be purchased to include chart stands, paper, manuals, printed materials, LCD projectors. To be funded through SIG. | $ - | $ 20,000 | $ - | $ 20,000 | $ - | $ 20,000 | $ - | $ 20,000 | $ 80,000 | $ - |
| Office Supplies | Materials and supplies for the effective operation of the state office and the regional centers. To be funded through SIG. | $ - | $ 25,000 | $ - | $ 25,000 | $ - | $ 25,000 | $ - | $ 25,000 | $ 100,000 | $ - |
| | **Subtotal Supplies** | $ - | $ 45,000 | $ - | $ 45,000 | $ - | $ 45,000 | $ - | $ 45,000 | $ 180,000 | $ - |
| **6. Contractual** (ALL expenditures related to a contract go under | | | | | | | | | | $ - | $ - |
| Brokered Staff Develop-ment and Technical Assistant | Brokered services with consultants who provide on-going, job-embedded professional development and technical assistance as directed by the Project 180 Council or the Turnaround Team for SIG and SC INSPIRED schools. Training may be conducted at the regional, local or state level based on need. Daily rate will be $500.00. 800 days per year. Consultants TBD using State procurement procedures after LEA needs are assessed. | $ 400,000 | | $ 400,000 | | $ 400,000 | | $ 400,000 | | $ - | $ 1,600,000 |
| Food and refreshments | Box lunches will be provided during the training sessions. 60 sessions per year with 50 people each at $8.00 per person. To be funded through SIG. | $ - | $ 24,000 | $ - | $ 24,000 | $ - | $ 24,000 | $ - | $ 24,000 | $ 96,000 | $ - |

**South Carolina Project-Level Budget Narrative**
**Project E: Turning Around Struggling Schools $14,596,390**
**Selection Criteria (E)(2), Priority 1 - Turning Around Struggling Schools**

| | | Year 1 | | Year 2 | | Year 3 | Year 3 | Year 4 | | 4 YR Totals | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Line Item** | **Justification** | **Request** | **OTHER** | **Request** | **OTHER** | **Request** | **OTHER** | **Request** | **OTHER** | **OTHER TOTAL** | **Total Request** |
| Meeting Space | Meeting space will be identified and procured for regional staff development functions related to the implementation of the plan. 32 sessions total at $1000 per session. To be funded through SIG or in-kind through districts or other state agencies. | $ - | $ 32,000 | $ - | $ 32,000 | $ - | $ 32,000 | $ - | $ 32,000 | $ 128,000 | $ - |
| External Evaluator | An external evaluator will be hired to conduct an in depth summative evaluation of the efficacy of the models chosen by each of the schools. A final report will be produced for dissemination to the public. To be funded through SIG. | $ - | $ 85,000 | $ - | $ 85,000 | $ - | $ 85,000 | $0 | $ 85,000 | $ 340,000 | $ - |
| | **Subtotal Contractual** | $ 400,000 | $ 141,000 | $ 400,000 | $ 141,000 | $ 400,000 | $ 141,000 | $ 400,000 | $ 141,000 | $ 564,000 | $ 1,600,000 |
| **7. Training Stipends** (for costs associated with long-term training | | | | | | | | | | $ - | $ - |
| | **Subtotal Training Stipends** | - | - | - | - | - | - | - | - | - | - |
| **8. Other** | | | | | | | | | | - | - |
| Computers | 3 Laptop computers with docking stations and printers, leased for use by State Turnaround Team at $600 per year. To be funded through SIG. | - | 1,800 | - | 1,800 | - | 1,800 | - | 1,800 | 7,200 | - |
| Computers | 6 Laptop computers with docking stations and printers, leased for use by Regional Managers at $600 per year | 3,600 | - | 3,600 | - | 3,600 | - | 3,600 | - | - | 14,400 |
| Rent | Work space for state Turnaround Team and the Turnaround Specialists at $3520 per year per staff person (9 staff members). Team space funded through SIG, with Specialist space provided in-kind through districts. | - | 31,680 | - | 31,680 | - | 31,680 | - | 31,680 | 126,720 | - |

**South Carolina Project-Level Budget Narrative**
**Project E: Turning Around Struggling Schools $14,596,390**
**Selection Criteria (E)(2), Priority 1 - Turning Around Struggling Schools**

| | | Year 1 | | Year 2 | | Year 3 | Year 3 | Year 4 | | 4 YR Totals | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Line Item** | **Justification** | **Request** | **OTHER** | **Request** | **OTHER** | **Request** | **OTHER** | **Request** | **OTHER** | **OTHER TOTAL** | **Total Request** |
| Software Licenses | Software licenses for state coordinator and 6 regional staff . $210 per person X 7 people. 4 Requested; 2 are State, LEA in-kind, or SIG | 1,050 | 630 | 1,050 | 630 | 1,050 | 630 | 1,050 | 630 | 2,520 | 4,200 |
| Telephone | Telephone for Turnaround Team and Regional Turnaround Specialists. Telecommunications for state coordinator and 6 regional staff. $245 per person x 7 people. To be funded through SIG or in-kind from districts for Regional Specialist. | - | 1,715 | - | 1,715 | - | 1,715 | - | 1,715 | 6,860 | - |
| | **Subtotal Other** | 4,650 | 35,825 | 4,650 | 35,825 | 4,650 | 35,825 | 4,650 | 35,825 | 143,300 | 18,600 |
| **9. Total Direct Costs (add items 1-8)** | | 991,750 | 471,815 | 991,750 | 471,815 | 991,750 | 471,815 | 991,750 | 471,815 | 1,887,260 | 3,967,000 |
| **10. Indirect Costs** | | 12,335 | | 12,335 | | 12,335 | | 12,335 | | - | 49,340 |
| **11. Funding for Involved LEAs** | | | | | | | | | | - | - |
| | **Subtotal Funding for Involved LEAs** | - | - | - | - | - | - | - | - | - | - |
| **12. Supplemental Funding for Participating LEAs** | | | | | | | | | | - | - |
| Turn Around Schools | SC INSPIRED Project 180 Feeders Schools will be allocated an average of $618,853 per school, per year to implement the reform model. The SC INSPIRED allocation is in line with the allocation for SIG Project 180 schools. The "other" is the full amount allocated directly to schools and districts through the SIG grant. On average 4-5 feeder schools per year requested through this grant. | 2,645,050 | 48,450,000 | 2,645,000 | 48,450,000 | 2,645,000 | 48,450,000 | 2,645,000 | 48,450,000 | 193,800,000 | 10,580,050 |
| | **Subtotal Supplemental Funding for Participating LEAs** | 2,645,050 | 48,450,000 | 2,645,000 | 48,450,000 | 2,645,000 | 48,450,000 | 2,645,000 | 48,450,000 | 193,800,000 | 10,580,050 |
| | **Grand Total** | 3,692,135 | 3,649,085 | 48,921,815 | 3,649,085 | 48,921,815 | 3,649,085 | 48,921,815 | 195,687,260 | 14,596,390 | |

**Budget: Indirect Cost Information**

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

YES **X**
NO ○

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):

From: _07/01/2008__ To: _06/30_/2011__

Approving Federal agency: _**X**_ED ___Other

*(Please specify agency)*: _____

Directions for this form:

1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.

2. If "No" is checked, ED generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:
(a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after ED issues a grant award notification; and
(b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

If "Yes" is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, another Federal agency (Other) issued the approved agreement. If "Other" was checked, specify the name of the agency that issued the approved agreement.

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# INDIRECT COST RATE AGREEMENT
## STATE EDUCATION AGENCY

ORGANIZATION:

South Carolina Department
Of Education
1429 Senate Street
Columbia, SC 29201

DATE: OCT 20 2008
AGREEMENT NO. 2008-109
FILING REFERENCE: This replaces previous Agreement No. 2007-055(A) dated July 18, 2008

The purpose of this Agreement is to establish indirect cost rates for use in award and management of Federal contracts, grants, and other assistance arrangements to which Office of Management and Budget (OMB) Circular A-87 applies. The U.S. Department of Education negotiated the rates pursuant to the authority cited in Attachment A of OMB Circular A-87.

This Agreement consists of four parts: Section I - Rates and Bases; Section II - Particulars; Section III - Special Remarks; and Section IV - Approvals.

Section I - Rate(s) and Base(s)

| TYPE | Effective Period From | Effective Period To | Rate | Base | Coverage Location | Coverage Applicability |
|---|---|---|---|---|---|---|
| Predetermined | 07-01-08 | 06-30-11 | 2.00% | 1/ | All | All Programs |

1/ Total direct costs less items of equipment, alterations and renovations, flow through funds, and each sub-contract in excess of $25,000.

Treatment of Fringe Benefits: Fringe benefits applicable to direct salaries and wages are treated as direct costs, however, pursuant to OMB Circular A-87-Attachment B, Paragraph 8.d. (3), terminal leave payments for separating employees will be allocated as an indirect cost and will not be charged as a direct cost to Federal programs.

Capitalization Policy: Items of equipment with a cost of $5,000 or more, and a useful life in excess of three years are capitalized.

Section II - Particulars

SCOPE: The indirect cost rate(s) contained herein are for use with grants, contracts, and other financial assistance agreements awarded by the Federal Government to the **South Carolina Department of Education** and subject to OMB Circular A-87.

LIMITATIONS: Application of the rate(s) contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payment of costs hereunder is subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rate(s) agreed to herein is predicated on the conditions: (A) that no costs other than those incurred by the **South Carolina Department of Education** were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and applicable under the governing cost principles; (B) that the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have accorded consistent accounting treatment.

ACCOUNTING CHANGES: Fixed or Predetermined rates contained in this Agreement are based on the accounting system in effect at the time the Agreement was negotiated. When changes to the method of accounting for costs affect the amount of reimbursement resulting from the use of these rates, the changes will require the prior approval of the authorized representative of the cognizant negotiation agency. Such changes include, but are not limited to, changing a particular type of cost from an indirect to a direct charge. Failure to obtain such approval may result in subsequent cost disallowances.

FIXED RATE: The negotiated rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made in a subsequent negotiation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

NOTIFICATION TO OTHER FEDERAL AGENCIES: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

AUDIT: If a rate in this Agreement contains amounts from a cost allocation plan, future audit adjustments which affect this cost allocation plan will be compensated for during the rate approval process of a subsequent year.

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## Section III - Special Remarks

1. This Agreement is effective on the date of approval by the Federal Government.

2. Questions regarding this Agreement should be directed to the Negotiator.

3. Approval of the rate(s) contained herein does not establish acceptance of the Organization's total methodology for the computation of indirect cost rates for years other than the year(s) herein cited.

## Section IV - Approvals

**For the State Education Agency:**

South Carolina Department
Of Education
1429 Senate Street
Columbia, South Carolina 29201

John K. Cooley
Signature

JOHN K. COOLEY
Name

DEPUTY SUPERINTENDENT
Title

18 NOV 2008
Date

**For the Federal Government:**

U.S. Department of Education
OCFO / FIPAO /ICG
830 First Street, NE
Washington, DC 20202-4450

Mary Gougisha
Signature

Mary Gougisha
Name

Director, Indirect Cost Group
Title

OCT 2 0 2009
Date

Nelda V. Barnes
Negotiator

(202)377-3876
Telephone Number