ESEA Flexibility

Renewal Request

STATE OF SOUTH CAROLINA

For submission to the
U.S. Department of Education
Washington, DC 20202
June 30, 2015

OMB Number: 1810-0581

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Cover Sheet for ESEA Flexibility Request

Legal Name of Requester: South Carolina Department of Education	Requester's Mailing Address: 1429 Senate Street Room 1005 The Rutledge Building Columbia, SC 29201

State Contact for the ESEA Flexibility Request

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Chief State School Officer (Printed Name): Molly M. Spearman	Telephone: (803) 734-8491
Signature of the Chief State School Officer: X Molly M. Spearman	Date: June 30, 2015

The State, through its authorized representative, agrees to meet all principles of ESEA flexibility.

WAIVERS

By submitting this updated ESEA flexibility request, the SEA renews its request for flexibility through waivers of the nine ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements, as well as any optional waivers the SEA has chosen to request under ESEA flexibility, by checking each of the boxes below. The provisions below represent the general areas of flexibility requested.

☒ 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.

☒ 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.

☒ 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.

☒ 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.

☒ 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a school-wide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.

☒ 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State's priority and focus schools that meet the definitions of "priority

schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*.

☒ 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State's reward schools that meet the definition of "reward schools" set forth in the document titled *ESEA Flexibility*.

☒ 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.

☒ 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

☒ 10. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

☒ 11. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA's State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools.

☒ 12. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not otherwise rank sufficiently high to be served under ESEA section 1113.

☒ 13. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver in addition to waiver #6 so that, when it has remaining section 1003(a) funds after ensuring that all priority and focus schools have sufficient funds to carry out interventions, it may allocate section 1003(a) funds to its LEAs to provide interventions and supports for low-achieving students in other Title I schools when one or more subgroups miss either AMOs or graduation rate targets or both over a number of years.

If the SEA is requesting waiver #13, the SEA must demonstrate in its renewal request that it has a process to ensure, on an annual basis, that all of its priority and focus schools will have sufficient funding to implement their required interventions prior to distributing ESEA section 1003(a) funds to other Title I schools.

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☐ 14. The requirements in ESEA sections 1111(b)(1)(B) and 1111(b)(3)(C)(i) that, respectively, require the SEA to apply the same academic content and academic achievement standards to all public schools and public school children in the State and to administer the same academic assessments to measure the achievement of all students. The SEA requests this waiver so that it is not required to double test a student who is not yet enrolled in high school but who takes advanced, high school level, mathematics coursework. The SEA would assess such a student with the corresponding advanced, high school level assessment in place of the mathematics assessment the SEA would otherwise administer to the student for the grade in which the student is enrolled. For Federal accountability purposes, the SEA will use the results of the advanced, high school level, mathematics assessment in the year in which the assessment is administered and will administer one or more additional advanced, high school level, mathematics assessments to such students in high school, consistent with the State's mathematics content standards, and use the results in high school accountability determinations.

If the SEA is requesting waiver #14, the SEA must demonstrate in its renewal request how it will ensure that every student in the State has the opportunity to be prepared for and take courses at an advanced level prior to high school.

N/A

ASSURANCES

By submitting this request, the SEA assures that:

☒ 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of ESEA flexibility, as described throughout the remainder of this request.

☒ 2. It has adopted English language proficiency (ELP)) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the State's college- and career-ready standards. (Principle 1)

☒ 3. It will administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)

☒ 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii) no later than the 2015–2016 school year. (Principle 1)

☒ 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)

☒ 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)

☒ 7. It will annually make public its lists of reward schools, priority schools, and focus schools prior to the start of the school year as well as publicly recognize its reward schools, and will update its lists of priority and focus schools at least every three years. (Principle 2)

If the SEA is not submitting with its renewal request its updated list of priority and focus schools, based on the most recent available data, for implementation beginning in the 2015–2016 school year, it must also assure that:

☐ 8. It will provide to the Department, no later than January 31, 2016, an updated list of priority and focus schools, identified based on school year 2014–2015 data, for implementation beginning in the 2016–2017 school year.

☒ 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)

☒ 10. It has consulted with its Committee of Practitioners regarding the information set forth in its ESEA flexibility request.

☒ 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs. (Attachment 2)

☒ 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the SEA customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice. (Attachment 3)

☒ 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout its ESEA flexibility request, and will ensure that all such reports, data, and evidence are accurate, reliable, and complete or, if it is aware of issues related to the accuracy, reliability, or completeness of its reports, data, or evidence, it will disclose those issues.

☒ 14. It will report annually on its State report card and will ensure that its LEAs annually report on their local report cards, for the "all students" group, each subgroup described in ESEA section 1111(b)(2)(C)(v)(II), and for any combined subgroup (as applicable): information on student achievement at each proficiency level; data comparing actual achievement levels to the State's annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. In addition, it will annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively. It will ensure that all reporting is consistent with *State and Local Report Cards Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended Non-Regulatory Guidance* (February 8, 2013).

Principle 3 Assurances

Each SEA must select the appropriate option and, in doing so, assures that:

Option A	Option B	Option C
☐ 15.a. The SEA is on track to fully implementing Principle 3, including incorporation of student growth based on State assessments into educator ratings for teachers of tested grades and subjects and principals.	If an SEA that is administering new State assessments during the 2014–2015 school year is requesting one additional year to incorporate student growth based on these assessments, it will: ☐ 15.b.i. Continue to ensure that its LEAs implement teacher and principal evaluation systems using multiple measures, and that the SEA or its LEAs will calculate student growth data based on State assessments administered during the 2014–2015 school year for all teachers of tested grades and subjects and principals; and ☐ 15.b.ii. Ensure that each teacher of a tested grade and subject and all principals will receive their student growth data based on State assessments administered during the 2014–2015 school year.	If the SEA is requesting modifications to its teacher and principal evaluation and support system guidelines or implementation timeline other than those described in Option B, which require additional flexibility from the guidance in the document titled *ESEA Flexibility* as well as the documents related to the additional flexibility offered by the Assistant Secretary in a letter dated August 2, 2013, it will: ☒ 15.c. Provide a narrative response in its redlined ESEA flexibility request as described in Section II of the ESEA flexibility renewal guidance.

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State's Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

2015 ESEA Flexibility Waiver Renewal

State Superintendent of Education Molly M. Spearman has been in the forefront of ensuring that the voices of South Carolina's stakeholders are heard in the 2015 ESEA Flexibility Waiver renewal process. The South Carolina Department of Education (SCDE) engaged in consultation with teachers, their representatives, and other stakeholders by reviewing its 2014 approved Waiver Extension, sharing its plan for the March 2015 Waiver Renewal, and soliciting input at more than 50 meetings, including a state-wide webinar on February 26, 2015 (see Appendix P). Stakeholders' input was the catalyst for changes in this Renewal request with regard to the state's accountability and educator evaluation systems. The SCDE will continue to engage its stakeholders after March 2015 as the success of South Carolina's ESEA Flexibility depends on the knowledge and support of its stakeholders in implementation of the waiver.

In 2011 and 2012, the SCDE held two rounds of stakeholder meetings during which feedback was solicited from educators and interested community parties. The first round of targeted stakeholder meetings took place in November and December 2011, and the second round of open public forums (referred to as community stakeholder meetings) took place during January 2012. Both rounds of meetings addressed teachers and their representatives and other diverse communities. The SCDE continued its stakeholder engagement during the 2013–14 ESEA Flexibility Waiver extension process.

Initial 2011–12 Stakeholder Meetings

The SCDE engaged teachers to solicit their input on South Carolina's ESEA waiver request initially through a targeted stakeholder meeting on the morning of November 8, 2011; invitees included current and previous Teacher of the Year awardees, previous Milken Award winners, Honor Roll Teachers (the top five runners-up for the teacher of the year awards), Montessori, charter school, and virtual school teachers. State Superintendent Zais welcomed the participants to this three-hour working meeting and shared his vision for how the waivers can help schools and districts and build on reform activities already underway. Staff from SEDL (the Southwest Educational Development Laboratory) explained the ten waiver opportunities and led the work groups in discussion and reporting activities following presentations by SCDE staff on the state's status regarding each of the four principles of the waiver request.

Teachers participating in this stakeholder meeting provided valuable input that was incorporated into a draft ESEA waiver request document. They advocated for including the

content areas of science and social studies in the accountability system. They also expressed interest in exploring other methods of evaluating teacher performance, such as peer evaluations and student surveys, which we have included in the process that the Educator Evaluator Stakeholder Group will consider as we implement aspects of Principle 3. The SCDE also incorporated teacher input in providing and expediting the timeline for professional development and instructional materials that support the implementation of the Common Core State Standards.

In another targeted stakeholder meeting on the ESEA waiver request with principals from elementary, middle, and high schools on the afternoon of November 8, all attendees were asked to communicate the ESEA waiver plans to their teachers (see section 2 below for details on more of these stakeholder meetings).

South Carolina is a right-to-work state and, as such, does not have teacher unions. Representatives from SCASA (the South Carolina Association of School Administrators) and SCSBA (the South Carolina School Boards Association) were invited to and actively participated in a targeted stakeholder meeting on the ESEA waiver request on November 9, 2011. SCASA presented a webinar on the ESEA waiver request process and the state's draft request, which is posted with accompanying slides on its website (www.scasa.org). SCSBA posted a response to the state's draft request on its website (www.scsba.org) that indicated areas of concern.

2012 Community Stakeholder Meetings

Along with making a draft of the waiver request available for public comment, the SCDE held a series of 20 evening community stakeholder meetings across South Carolina from January 3–23, 2012 (schedule at http://ed.sc.gov/agency/lpa/ESEAFlexibility.cfm); eleven of these meetings were held at LEA and local school facilities. At each meeting, a team of three staff members, representing the SCDE's Office of Policy and Research, Division of School Accountability, and Division of School Effectiveness respectively, presented on the four principles of the ESEA waiver opportunity and details of the state's draft plan. After each principle, staff paused to invite questions from the audience. These question-and-answer exchanges provided useful feedback and allowed staff to provide additional information and ask questions of attendees. Reminders for every meeting were posted to both the Department Facebook page and Twitter account with the county, location, and time of that evening's meetings. Each post linked back to the SC ESEA webpage.

Teachers, administrators, and district personnel comprised a large majority of attendees. The large majority of questions asked came from teachers, superintendents, principals, and district accountability personnel. Based on the e-mail addresses provided with the online responses submitted, 699 LEA/school personnel, including teachers, submitted the online form to provide feedback on the draft ESEA flexibility request, and 16 provided their response via the e-mail address.

Effects of the 2012 Community Stakeholder Meetings

During the public input process, stakeholders expressed strong concerns about the accountability system presented in the draft waiver request; the requests for simulations were compelling. To respond to this request before finalizing and submitting the state's ESEA waiver request, the SCDE's Office of Data Management and Analysis made changes to the system that was initially proposed in the draft waiver request and ran simulations for each school and LEA statewide. The SCDE invited two representatives from each LEA to a meeting on the morning of January 31, 2012, for division staff to explain the proposed methodology, which had been modified based on stakeholder feedback, and discuss the results of the simulations using the spring 2011 student assessment data.

The SCDE does not anticipate that the concerns raised by teachers will serve as an impediment to implementing the proposed changes to the state's educator evaluation system. School districts, with the exception of public charter schools, are required by state statute to use the SCDE's educator evaluation system. Public charter schools are given the option of using the system and many choose to use it.

Equally important as the state's statutory authority is the process that the state follows when making significant changes to the educator evaluation system. Previous changes to the educator evaluation system were open to the educator community and transparent to the public. State law, through the Administrative Procedures Act, requires this transparent process. The same process used in previous regulatory revisions to the statewide educator evaluation system will be used again to implement Principle 3. This includes but is not limited to public notice, public comment at State Board of Education (SBE) meetings, and public hearings to receive public testimony before legislative committees. Based upon the public comments received and the stakeholder meetings, there was little to no opposition to Principle 3.

In summary, there is a transparent process for receiving input from educators and legislative review prior to the full implementation of Principle 3.

The SCDE recognizes that districts continue to raise concerns about the proposed school and district rating system, as well as technical matters related to the calculation of Annual Measureable Objectives in South Carolina's ESEA Flexibility request. The SCDE does not anticipate that these concerns will impede implementation of the state's plan. The Education Accountability Act of 1998 requires school districts and schools to implement a statewide system of academic standards and accountability measures; this Act also grants the SCDE significant legal authority to ensure compliance. Public charter schools must also follow these statutes. The reforms required in Principles 1 and 2 will be implemented because state law requires schools and school districts to implement them.

The state's request presents the opportunity for meaningful change in South Carolina. Many aspects of the request, including the rating system, are based on models that have already been approved by the USED for other states, districts, or schools. Like South Carolina, these states experienced tremendous opposition to the reforms they sought to implement. South Carolina has benefited from these trailblazers by being able to observe the impact a transparent,

fair, and easy-to-understand system of accountability can have in shifting priorities and resources to focus the full force of the education system on raising student achievement. Such reforms rarely receive praise when they are proposed or initially implemented; yet, given the opportunity, they yield a harvest that few can question. Like several other states, South Carolina seeks to create a system of accountability that serves students and parents with a clear message of how well schools are performing.

The SCDE will continue to meaningfully engage stakeholders in the implementation of the state's ESEA Flexibility request through an existing process that is transparent, draws on input from educators, and provides for legislative review prior to the full implementation.

Since the submission of the state's request, the SCDE has presented to the state's Instructional Leaders Roundtable during its April 2012 meeting at SCASA on the status of the waiver request. The SCDE participated in additional meetings and presentations following approval of South Carolina's waiver request to inform and engage teachers in the implementation plans and processes as the state transitioned to the Common Core State Standards, the updated accountability system, and the enhanced teacher and principal evaluation systems.

The SCDE values the input we solicited and received from teachers and their representatives. Throughout our waiver request we identify areas where we received and considered input from teachers or their representatives. We also indicate ways in which their input shaped our request or will shape aspects of our proposal that are planned and will develop over the implementation timeline.

2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

2015 ESEA Flexibility Waiver Renewal

During the 2015 ESEA Flexibility Waiver renewal process, the SCDE participated in more than 50 meetings with its stakeholders (see Appendix P). On February 13, 2015, the SCDE hosted a stakeholder meeting with select members of SCASA's Instructional Leaders and Testing and Accountability Roundtables, during which we received valuable input on the renewal process.

On February 26, 2015, the SCDE hosted a statewide virtual meeting, inviting more than 1,900 stakeholders representing students, parents, community-based organizations, civil rights organizations, business organizations, Indian tribes, and organizations representing students with disabilities and English language learners. Prior to this statewide virtual meeting, the SCDE posted a redline draft of South Carolina's ESEA Flexibility Waiver Renewal request for public comment. The statewide virtual meeting was publicized on the main page of the SCDE's website and advertised on Twitter and Facebook (see Attachment 3).

2011–12 Stakeholder Engagement

The SCDE held two rounds of stakeholder meetings during which feedback was solicited from educators and interested community parties. The first round of targeted stakeholder meetings took place in November and December 2011, and the second round of Community Stakeholder Meetings took place during January 2012. Both rounds of meetings addressed teachers and their representatives (see 1 above) and other diverse communities.

Initial 2011–12 Stakeholder Meetings

In addition to the initial stakeholder meetings for teachers and their representatives (detailed in 1 above), the SCDE began engaging other diverse communities through the initial stakeholder meetings in November 2011. As he did for the teacher stakeholder meeting, State Superintendent Zais welcomed participants to each of these three-hour working meetings and shared his vision for how the waivers can help schools and districts and build on reform activities already underway. Staff from SEDL then explained the ten waiver opportunities. SCDE staff presented on the state's status regarding each of the four principles of the waiver request. SEDL staff led the work groups in discussion and reporting activities following the presentations on each principle.

The SCDE gained valuable ideas and input through these stakeholder meetings, which included, in addition to the teacher stakeholder meeting already mentioned,

- principals from elementary schools, middle schools and high schools (12 participants) on November 8, 2011;
- superintendents and assessment personnel from LEAs across the state (22 participants) on November 9, 2011; and
- representatives from community groups, boards, and professional organizations (17 participants) on November 9, 2011. This meeting included representatives from the state council of the NAACP, the SC Hispanic Leadership Council, the South Carolina Commission on Minority Affairs, and the Special Education Advisory Council.

The SCDE conducted additional stakeholder meetings to engage

- representatives (27 participants) from Institutions of Higher Education (IHEs) on December 1, 2011; and
- South Carolina's Title I Committee of Practitioners (25 participants) on December 9, 2011.

The SCDE also briefed other stakeholders through presentations to

- 14 participants of the South Carolina Commission on Higher Education's DataSC meeting of public IHEs on November 29, 2011;
- the Education Professions Committee of the SBE on December 8, 2011; and
- the South Carolina SBE on January 11, 2012.

2011–12 Accessibility, Legislative Inclusion, and Media Outreach

On December 16, 2011, the SCDE posted a draft of the waiver request on its website (www.ed.sc.gov) and announced a public comment period that was scheduled through January 21, 2012. State Superintendent Zais sent a memo notifying all LEA superintendents (see Attachment 1) and requesting that they inform all staff, including teachers, of the waiver draft and the public comment period. The ESEA waiver request news release was posted to the rotating display on the homepage, and a large button featured prominently on the homepage linked any visitor from ed.sc.gov to the ESEA Waiver specific information.

To facilitate public response, the SCDE posted an online comment form on its ESEA Waiver request web page (http://ed.sc.gov/agency/pi/ESEAFlexibility.cfm) and provided an e-mail address (ESEAWaiver@ed.sc.gov). The SCDE's Office of Legislative and Public Affairs notified media throughout the state (see Attachment 3) of the availability of the draft and the public comment period.

The Office of Legislative and Public Affairs also contacted each member of the legislative delegations for every county in which a meeting was held. For the meetings taking place before the legislature was back in session, SCDE staff members mailed letters to each senator and representative's home address and followed up with a phone call inviting them to attend the stakeholder meeting in their county. For meetings taking place after the legislature returned to Columbia, letters were hand-delivered to the offices of each senator and representative.

Once the General Assembly reconvened, Dr. Zais testified in front of the Senate Education Committee on January 18, 2012. Amongst other areas of interest, he discussed the ESEA Flexibility Waiver application process and draft content with the committee members.

The Office of Legislative and Public Affairs sent out a press release to all members of the South Carolina media in December to announce the ESEA Waiver community stakeholder meeting locations and meeting times. South Carolina media were alerted to the upcoming NCLB Waiver event locations a week prior to the scheduled event, and media were notified the day of the event as well. A link to the full ESEA Waiver schedule, the comment form, and an updated draft of the ESEA Waiver request were included in each e-mail to the media. Overall, the Office of Legislative and Public Affairs sent a total of 14 e-mails to South Carolina media.

2012 Community Stakeholder Meetings

Along with the three presenters from their respective offices/divisions, a staff member from the SCDE's Office of Legislative and Public Affairs attended each community stakeholder meeting to coordinate the presentation, greet attendees, administer a sign-in sheet, and distribute an "ESEA Community Stakeholder Meeting Comment Form" (Appendix A) to encourage attendees to provide their input at the meeting. Presenting staff also told attendees about the other methods for providing feedback—through the online comment form and the e-mail address.

For teachers and others unable to attend one of the community stakeholder meetings, the SCDE held a live webcast meeting on January 11, 2012. This presentation was recorded and posted to the SCDE's ESEA flexibility website (http://ed.sc.gov/agency/pi/ESEAFlexibility.cfm) to enable 24/7 access.

The regional community stakeholder meetings held statewide from January 3–23, 2012, gave local civil rights and other groups an opportunity to voice their concerns about the draft waiver request directly to SCDE staff. Participants in the January 3 meeting in Manning, South Carolina, included the leader of the local NAACP chapter, the mayor, and representatives from the Clarendon County Education Association. More than 20 members of 100 Black Men of Columbia, Inc. attended the January 17 meeting in Columbia, South Carolina, along with members of the Catalytic Leadership Initiative. Three legislators, including a vice chair and a member of the House Education Committee and the Chairman of the House Ways and Means Committee were present at the Anderson County meeting. The entire Aiken County School Board changed their regularly scheduled monthly meeting and all attended the Aiken County Community Stakeholder Meeting. The largest meeting was held in Horry County with 83 participants. The Deans of Education from Anderson University, Clemson University, and South Carolina State University all attended their local community stakeholder meetings as well.

Effects of the 2011–12 Community Stakeholder Meetings

Initially, the public comment period was set to end on January 23, 2012. However, the SCDE's Division of Accountability proposed providing additional information to the LEAs, so on January, 23, 2012, State Superintendent Zais announced an extension of the public comment period to February 1, 2011, in a memo to LEAs (Attachment 1; see Attachment 2 for LEA (school district) responses); this memo was also distributed to all who were invited to the November and December 2011 stakeholder meetings, which included teachers, principals, superintendents, LEA assessment personnel, representatives of both public and private institutions of higher education (professors and administrators), the SC Commission on Higher Education, and community leaders and organizations, including the United Way of South Carolina, the South Carolina Advisory Council on the Education of Students with Disabilities, the South Carolina Chamber of Commerce, and the Public Charter School Alliance of South Carolina.

One of the largest concerns raised by members of these diverse stakeholder groups centered on whether the ESEA Flexibility request process would allow the state to reduce the level of transparency and accountability on the performance of all students in the public education system. In response to these concerns, the SCDE has preserved the subgroup reporting that will prevent the proposed system of accountability from masking the performance of historically underperforming subgroups.

Additionally, the SCDE plans to build on the relationships forged during this period of stakeholder involvement in the ESEA Flexibility Waiver Request by continuing to engage stakeholder groups, particularly civil rights groups and those that represent historically low-performing student subgroup populations. We believe that these groups are a missing component of efforts to raise student achievement, close achievement gaps, and increase access

to rigorous courses among students that the state simply has not served well.

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

☒ Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

1. explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and

2. describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.

The General Assembly finds that South Carolinians have a commitment to public education and a conviction that high expectations for all students are vital components for improving academic achievement.

—Preamble to the Education Accountability Act (1998)

In the global economy and rapidly changing world of the 21st century, a quality education is neither a privilege nor luxury; it is a basic necessity. South Carolina's students' future ability to survive—to support themselves and their families and to contribute to their communities—will be determined by the competencies and skills they attain and maintain over the course of their lifetimes.

The public education system has a duty to help students attain the skills that today's world demands. To fulfill this responsibility in South Carolina, we believe that

- Education must be personalized.
- Instruction must be high quality.
- Schools must grow stronger and cultivate strong community support.

South Carolina's commitment to personalizing learning dates back to 1977 when the

state's General Assembly, recognizing that each student needs a base level of funding for educational services and practices to be effective, passed the Education Finance Act to set a funding formula. Subsequent legislation—the Education Improvement Act (1984), the Charter School Act (1996), the Education Accountability Act (1998), the Education and Economic Development Act (2005), and the South Carolina Virtual School Program (2006)—reflects an increased recognition that the state must set expectations, make provisions for learning to take place, and hold schools and districts accountable for results.

South Carolina is committed to establishing higher curriculum and achievement standards and to demonstrating national and international competitiveness. Our hardworking teachers and leaders are currently getting mixed results in their efforts to raise student achievement, as evidenced by our fluctuating graduation rates and scores on the state assessment, SCPASS (South Carolina Palmetto Assessment of State Standards).

With passage of the Education Accountability Act (EAA, S.C. Code Ann. § 59-18-100 *et seq.* (Supp. 2014); see Appendix B; see Appendix C for a glossary of acronyms) the General Assembly established a statewide accountability system to measure school performance, provide recognition for high performing schools, and provide technical assistance for low performing schools prior to the federal No Child Left Behind Act (NCLB).

The passage of NCLB brought another accountability system to accompany South Carolina's system. Initially, the federal system improved our ability to identify student subgroups that needed assistance and to hold schools and districts accountable for all their students. Both systems provided useful information to parents and taxpayers.

However, as the adequate yearly progress (AYP) goals under NCLB have increased over the years, disparities between the state and federal systems have grown. Today, many of the schools that the state system identifies as "average" and "above average" are labeled through the federal system as failing to make AYP. This confuses parents and taxpayers. The stigma of failure demoralizes the teachers and principals in some of our most effective schools who are working diligently to better serve their students and whose results are not accurately reflected in the federal accountability system.

The federal accountability system imposes punishments and sanctions and at the same time limits action. Hence, it compels leaders to give reasons for failures rather than inspiring them to blaze trails to success. The system over-identifies schools in need of assistance, which has diluted the state resources available to serve these schools.

In 2011, only one school district in the state, Saluda School District One, made AYP. Without changes, by 2014, the goal year for 100 percent proficiency under the federal system, no schools or districts in South Carolina will meet the requirements of NCLB.

For South Carolina to see the outcomes that only transforming the system can yield, federal restrictions that limit innovation need to be lifted. The opportunity to request flexibility from some of the requirements of NCLB is timely. The four principles for improving student academic achievement and increasing the quality of instruction required for the flexibility

waivers are well-aligned with the statewide reform efforts currently underway:

- For almost 15 years, the state has had a teacher evaluation system that it has constantly improved. Largely for this reason, *Ed Week's* annual *Quality Counts* has ranked South Carolina highest in its "Teaching Professions" category for six consecutive years.
- From 2010 through 2015, the state adopted and implemented the Common Core State Standards. Pursuant to Act 200 of 2014 (see pages 24–25), the state has created and adopted new college- and career-ready standards for implementation in school year 2015–16.
- The SCDE has reorganized its resources to target aggressive strategies for turning around our lowest performing schools and districts through the newly-created Office of School Transformation.

South Carolina already meets many of the requirements of the four principles for the waivers and continues to lead the nation in establishing rigorous standards and assessments and developing great teachers and leaders. By developing a system of differentiated recognition, accountability, and support, we will improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction in our schools.

While unifying the state's two accountability systems into one will require action by the state legislature, which falls beyond the timeframe for requesting and enacting the federal waivers, this waiver opportunity will nonetheless propel the state further toward achieving the goal of a modernized and unified accountability system. Indeed, Act 200 of 2014 requires that the state propose a new single accountability system in 2016.

Personalizing Learning

South Carolina is committed to modernizing our system of accountability to take better advantage of our ability to provide feedback and intervention. The effective use of data makes it possible for education to truly meet each student where they are, rather than simply provide an account of what happened—or, all too often, what did not happen—over the school year. Likewise, the effective use of data makes it possible to identify areas where teachers and leaders need more customized instruction and assistance to enhance their abilities to provide quality instruction that improves student achievement.

The state continues to set high and clearly defined objectives for students. As the SBE and the Education Oversight Committee (EOC) review and approve standards, each cycle of updates improves the precision with which the state defines the learning expectations for students. South Carolina is also improving the tools by which we measure progress towards reaching objectives and to measure student progress towards proficiency.

Improving Instruction

The ESEA Flexibility Request opportunity supports the state's progression in improving the education profession. It provides an impetus for refining our teacher evaluation system to reflect the latest research and

- increase the precision with which we identify a teacher's effectiveness;
- incorporate the use of quantifiable student performance data to provide feedback

quickly on how a teacher is performing over the course of the school year as well as long-term;
- personalize professional development so that our good teachers get better and our better teachers become the best they can be; and
- identify our strongest professionals for recognition and our weakest for effective interventions to improve their abilities.

Our plan will also enhance our principal evaluation system so that it better assesses a leader's specific performance in raising overall student achievement and his or her general performance in school leadership. Improving our educator evaluation systems by including multiple measures of student performance will lead to increased quality of instruction and greater student achievement.

South Carolina will hold educators to a higher standard. Continued failure will no longer be an option. We will identify, recognize, and reward those who perform well with the flexibility they need for continued success. Those who perform poorly will receive appropriate interventions so that they can serve our students more effectively.

Building Stronger Community Schools

The state is moving from a model that largely forces compliance on inputs to one that requires progress toward reaching attainable results. Our plan is to eliminate the disincentives that have cultivated low-performance so that we can leverage state and federal resources to build capacity in our lowest-performing schools. We will accomplish this, in part, by reducing the ineffective "treatments" that are imposed on struggling schools so that we can recruit and empower effective leaders for these schools where we most need to set a new course.

In schools where leaders demonstrate success, we plan to decrease the prescriptive nature of programmatic requirements; leaders who are getting results deserve a level of trust that reflects their hard work. Our highest-performing schools need far less government direction and, in some instances, intrusion. We will identify, recognize, and reward those who perform well with the flexibility they need for continued success.

The community stakeholder meetings (see Consultation above) demonstrated the strong commitment the citizens of South Carolina have for their community schools. The SCDE will continue such efforts to engage parents, community members, leaders, and other stakeholders to build stronger local support for our community schools.

Flexibility to Move Our Students Forward

South Carolina has made much improvement; yet we have far to go. The last decade reflects a focus by key decision makers in our state to reform education to better prepare students for work or higher education by
- aligning academic content with student's long-term career goals;
- implementing interventions to engage low-performing or at-risk students;
- expanding educational options to meet student needs rather than force them to fit into systems adults have created; and
- improving instructional practices to better equip educators to meet the challenge of

preparing students for an ever changing and increasingly competitive world.

This request reflects our state's ambition to change so that our students can succeed. South Carolina will use the flexibility afforded through the waivers to target resources more effectively to increase student learning; to encourage, recognize, and reward success by schools and districts; to accurately identify low-performing schools through a refined accountability system; and to strengthen our teacher and principal evaluation systems. This flexibility request is a means to establish a comprehensive and coherent approach to align the state's professional development programs, state and federal accountability systems, student and school intervention programs, and educator evaluation systems. The request demonstrates how this flexibility will help the SCDE and the state's 84 school districts to align accountability and improvement initiatives.

In the request that follows, South Carolina presents its commitments to fulfill the requirements of each principle (Principle 4 is presented in Appendix D).

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	**Option B**
☐ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)	☒ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4) ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)

1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

Provide the SEA's plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

COMMITMENT 1: SOUTH CAROLINA WILL IMPLEMENT AND TRANSITION TO NEW COLLEGE- AND CAREER-READY STANDARDS IN ENGLISH LANGUAGE ARTS AND MATHEMATICS TO INCREASE QUALITY INSTRUCTION AND IMPROVE STUDENT ACADEMIC PERFORMANCE.

On May 30, 2014, the South Carolina Governor signed legislation (Act 200 of 2014),

that requires the state to develop new, high quality, South Carolina college- and career-ready standards for English language arts (ELA) and mathematics to be implemented beginning with the 2015–16 school year.

As reflected in the timeline (pages 59–61), the standards writing teams developed a draft standards document which was posted online for public review and feedback. In addition, an SCDE task force and the EOC review panels provided feedback. A joint committee, consisting of representatives from the SCDE writing teams, the EOC review panels, the SBE, institutions of higher education, and business and community organizations was convened to provide additional feedback in January and February 2015. The feedback was used to revise the draft standards prior to submission to the SBE for approval. The ELA standards were submitted for first reading approval by the SBE in January; math was submitted in February. Both sets of standards received first reading SBE approval, followed by EOC approval, and subsequent second reading SBE approval on March 11, 2015 (see Attachment 4, http://www.ed.sc.gov/scde-grant-opportunities/documents/FinalVersion-EnglishLanguageArtsStandards.pdf and http://www.ed.sc.gov/scde-grant-opportunities/documents/FinalVersion-MathematicsStandards.pdf). Both sets of standards were certified as being college and career ready by the network of public four-year institutions of higher education that enroll more than 50 percent of the student enrollment in the state (Attachment 5). Additionally, the South Carolina Technical College System certified the standards. Support documents will be developed and professional development provided beginning in April 2015, based on self-reported district needs as identified on an online needs assessment. Professional development will continue for all districts and groups based on individual district needs as determined through needs assessments and communication.

South Carolina adopted the Common Core State Standards (CCSS) (see Attachment 4) and transitioned to and implemented them by the 2013−14 school year. The CCSS complemented initiatives already underway, as legislated through the South Carolina Education and Economic Development Act (EEDA, S.C. Code Ann. § 59-59-10 *et seq.* (Supp. 2014); see Appendix E), to match a student's school work with his or her career objectives. Hence, the CCSS enhanced the state's goal to increase the high school graduation rate through efforts to better prepare students for success after graduation, whether their preference is to immediately enter the workforce or to continue their education. (See Appendix C for a glossary of acronyms.) The South Carolina College- and Career-Ready Standards will continue to support these goals.

Passed by the SC General Assembly and signed into law in 2005, the EEDA mandates a system to provide students with individualized educational, academic, and career-oriented choices and greater exposure to career information and opportunities. This system includes individual graduation plans, career clusters of study, career counseling, regional education centers, and a model for addressing at-risk students. We will discuss the specific ways that the EEDA complements the college- and career-ready standards as details of the plan are presented in this section.

The SCDE is charged with guiding the transition to and implementation of the 2015 standards and will use this opportunity to refine its processes for moving to new academic standards and delivering professional development, resources, and supports to the state's 84

public school districts. Through this process, the SCDE will work to better coordinate with school districts, institutions of higher education, parents, parent organizations, and business and community organizations, especially those representing special student populations and historically underrepresented groups.

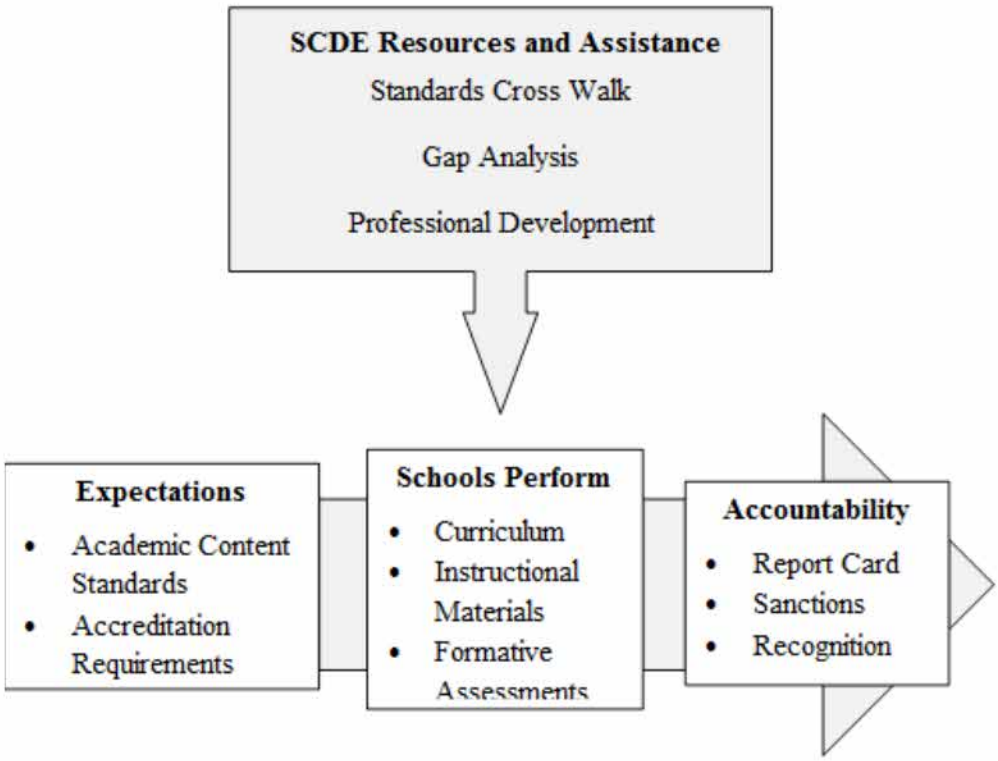
In guiding the transition to the new standards, the SCDE will also focus on better intra-office collaboration while transitioning to and implementing the 2015 College- and Career-Ready Standards. Offices within the Division of Innovation and Effectiveness (Assessment, Federal and State Accountability, Research and Data Analysis, School Transformation, Student Intervention Services), Division of College and Career Readiness (Special Education Services, VirtualSC, Standards and Learning), and the Division of Educator Effectiveness (School Leadership, Educator Evaluation) will work together to develop more efficient and effective processes that can form a model for transitioning to and implementing future curriculum standards.

The SCDE would like to see South Carolina's College- and Career-Ready Standards transform instruction and learning in South Carolina schools. While these standards are rigorous, their power to change instruction and learning hinges on how well superintendents, district and school administrators, principals, teachers, other educators and education professionals, parents, students, schools of education, business leaders, and community members understand the role the new standards play in improving educational outcomes for all students. Our approach for implementing and transitioning to the new standards is to leverage these multiple points of influence on instruction and learning to focus on achieving the state's goal of increasing the high school graduation rate. If any group does not understand the role the standards play, the impetus to change is lessened.

The 2015 South Carolina College- and Career-Ready Standards will help make ELA and mathematics courses more relevant to and challenging for students as they place greater emphasis on academic content, such as informational texts and problem solving, that develop skills all students need when they finish high school.

To support South Carolina's 84 districts and more than 1,200 public schools, the SCDE adheres to an insist/assist approach (see graphic below), in part because, historically and culturally, the state places high value on preserving local control in many policy issues. Within education, the state sets high standards and expectations for students, teachers, and schools; sets metrics for performance expectations; and then holds schools and districts accountable for their performance. The state does not mandate curriculum, professional development courses, formative test selections, and a whole host of other local decisions that drive instruction. The SCDE does insist on high quality performance, and we offer strong assistance and support (including curriculum models, timelines for testing changes, etc.) where it is needed.

Insist/Assist Approach



A benefit of the insist/assist approach is that it places the focus for educating students where it should be—in the community at each school site. The SCDE exists to build capacity where it is needed and to push resources out to the frontlines—to teachers, administrators, principals, and superintendents—as efficiently and effectively as possible.

To guide the transition to and implementation of the standards, the SCDE has developed an Implementation Timeline that culminates with the new standards in ELA and mathematics guiding instruction statewide beginning with the 2013–14 school year, and revised standards implementation in the 2015–16 school year.

Common Core State Standards Implementation Timeline Outline	
School Year	**Implementation Phase**
2010–11	Planning, Awareness, and Alignment
2011–12	Transition and Professional Development
2012–13	Transition and Professional Development
2013–14	Implementation (Bridge Year)
2014–15	Full Implementation

The following timeline explains the implementation of the South Carolina College- and Career-Ready Standards.

SC College- and Career- Ready Standards	
School Year	**Implementation Phase**
2014–15	Development of and Approval of Standards: Transition and Professional Development
2015–16	Implementation and continued Professional Development
2016–18	Ongoing Professional Development

In South Carolina, our plan to implement Common Core State Standards incorporated the use of a bridge year in 2013–14. During the 2013–14 school year, all schools in all districts used the Common Core State Standards for ELA and mathematics to guide instruction. The SCDE identified the 2013–14 school year as a bridge year referring to the transition from the use of the current state-developed assessments to a new test developed to align to the Common Core State Standards. South Carolina continued using the state-developed assessments in 2013–14, limiting test items to those that are aligned to the Common Core State Standards. The SBE adopted the assessment that was being developed by Smarter Balanced Assessment Consortia (SBAC) to replace the state-developed assessments for ELA and mathematics. However, in April 2014, South Carolina withdrew from the SBAC as a result of pending legislation that would prevent the state from continuing as a Governing or Advisory state in the SBAC and prohibit the administration of the Smarter Balanced assessment. As a result of withdrawing from the SBAC, the SCDE was allowed to begin the process to secure assessment for grades 3–8 and high school (ELA and mathematics) for the 2014–15 school year rather than awaiting the legislative action. (See page 51, *Assessments of the State Standards*.)

On May 30, 2014, the South Carolina Governor signed legislation that the State Legislature had ratified on May 29 (Act 200 of 2014), that required the state to withdraw from the SBAC and required another state agency, the Budget and Control Board, to procure an assessment to measure students' progress on college- and career-ready standards. According to the legislation, the procurement ~~is~~ was to be completed no later than September 30, 2014. ACT, Inc. was awarded a contract. However, the procurement and the award to ACT, Inc. is under protest. At the protest appeal hearing on March 25, 2015, the panel upheld the Chief Procurement Officer's decision to terminate the contract after one year. The written order on this appeal is not anticipated until after March 31. Additional appeals may occur. The SCDE is writing a request for proposals (RFP) so that assessments meeting state and federal law are in place for school year 2015–16.

During the community stakeholder meetings and public comment period, much of the feedback regarding the implementation of the CCSS centered on whether the state had the capacity to implement the new standards and if it is moving quickly enough to fully implement by the start of the 2014–15 school year. Such feedback reflects how capacity varies from district to district across the state. The school districts that are well-situated to implement the CCSS are anxious for the entire state to move more rapidly. However, those that recognize the challenges that the CCSS represent in the way of needed professional development and changes to assessment question the state's readiness to move forward with initiating

implementation by the 2013−14 bridge year.

In response to the feedback from districts, administrators, and teachers, the SCDE ~~has~~

- developed a Common Core State Standards in South Carolina website (http://ed.sc.gov/agency/programs-services/190/) to enable 24/7 access to the state's implementation timeline and other useful resources to help all teachers, schools, and districts as they prepare for full implementation by the 2014−15 school year; and
- added a process for sharing sample implementation timelines so that districts can see the different approaches to implementing the CCSS. We posted these samples to the Common Core in South Carolina website in early spring 2012, and incorporated them into the professional development and support that the SCDE's Office of Teacher Effectiveness provided to districts.

The state's approach to the transition to and implementation of the CCSS was balanced, reflecting our continued commitment to an insist/assist approach and the state's disposition towards local control. The SCDE insisted on implementation by the 2013−14 school year; we communicated that expectation thoroughly and frequently. We provided a customized assortment of support to assist districts in building their capacity to attain and sustain high-quality instructional practices through the implementation of the CCSS.

While the SCDE recognized that some districts were ready to implement and should not be prevented nor delayed in their desire to move forward, we cautioned these districts regarding the timeline for changes in assessment for accountability but encouraged them to move forward as their capacity allowed.

The work plan (see page 53–59) for implementation and transition provided milestones to keep all involved stakeholders on track to move from using the 2007–08 South Carolina academic standards for mathematics and ELA to using the CCSS for ELA and mathematics to guide instruction.

In school year 2010−11, the SCDE provided training to increase awareness among school district personnel on the strengths of the CCSS, how they aligned with the 2007–08 state standards, and ways in which content transferred from different grade levels, emphasis, and rigor.

School years 2011−12 and 2012−13 were capacity-building years. As mentioned previously, not all of our districts were equal in their ability to provide their teachers training in the content mastery and pedagogical strategies necessary to successfully implement the CCSS. The SCDE assisted districts in developing transition plans to help them build their capacity to sustain the transition to and support for the CCSS in their schools.

The first year in which the state modified its ELA and mathematics assessments to reflect the CCSS was the 2013−14 school year. During that year, only content that was shared across the current standards and CCSS was assessed. Teachers were expected to use the CCSS to guide instruction in 2013−14.

By 2014−15, the state no longer supported the use of the state standards for mathematics and ELA in place prior to 2010. The state only supported the CCSS for 2014–15 and will support the newly adopted the South Carolina College- and Career-Ready Standards 2015 beginning in 2015–16. The state will no longer use the state-developed summative assessments for ELA and mathematics but will use procured high-quality assessments instead. (See page 51, *Assessments of the Common Core State Standards*.)

Beginning with the 2015–16 school year, the *South Carolina College- and Career-Ready Standards 2015* will be the basis for instruction.

Alignment between South Carolina's Standards and the Common Core State Standards

South Carolina engaged in a thorough process to analyze the alignment between the state's content standards and the CCSS prior to adopting these new standards in the summer of 2010. However, as was revealed by questions that parents, teachers, and others posed during the statewide community stakeholder meetings in January 2012, the public needed more information both on how the state adopted the CCSS and how it would assist its then 86 school districts in the implementation of and transition to using and assessing the then new standards for ELA and mathematics.

In South Carolina, the process for review and adoption of state standards and assessments is defined in the Education Accountability Act (EAA; see Appendix B). Passed in 1998, the EAA establishes the subject areas in which standards are set and establishes the accountability system by which schools and student performance are measured. This state statute requires that the South Carolina SBE, in consultation with the South Carolina EOC, review state standards and assessments every seven years to ensure that they maintain a high level of expectation for learning and teaching. This cyclical review process places a high premium on active participation by a variety of stakeholders. Prior to the development of the CCSS, the state most recently completed reviews of mathematics in 2007 and ELA in 2008.

Although the CCSS initiative began earlier, the SCDE began working with the EOC regarding adoption of these standards in 2009 in preparing its initial application for the Race to the Top grant for submission to the US Department of Education (USED) in January 2010. A requirement of the Race to the Top program was that states demonstrate their commitment to and progress toward adopting a common set of K−12 standards.

In November 2009, staff from the SCDE and the EOC attended a meeting that the Council of Chief State School Officers (CCSSO) and the National Governors Association jointly convened to provide details about the Common Core State Standards Initiative and the timeline for adopting the standards. During this meeting, the EOC and SCDE representatives considered the implications of the timeline for adoption and decided to request a joint meeting of the SBE and the EOC to update all members on the initiative and the timeline; this meeting was held on February 8, 2010.

The SCDE established a Leadership Team to recruit two review panels, one for ELA

and one for mathematics, to examine the draft CCSS documents. To ensure a variety of stakeholders, the team solicited nominations to the panels from the SBE, the EOC, and the state's public school districts; nominations included teachers, school and district administrators, and representatives from higher education and professional organizations. SCDE staff assigned the nominees to one of the two review panels. Because the CCSS ELA standards integrate content from science and social studies to foster thematic instruction and real-life types of problem solving, staff convened science and social studies practitioners to consider the inclusion of science and social studies content in the ELA standards and discuss implications of those content areas if the CCSS were adopted.

The two review panels carefully compared the CCSS content and format to 2007–08 South Carolina standards for ELA and mathematics. This review and alignment process focused on the criteria of comprehensiveness and balance, rigor, measurability, manageability, organization, and communication. Each review panel conducted a standard-by-standard review of its respective CCSS standards (ELA or mathematics) for the assigned grade levels, calculating the percentage that aligned with the state's standards. This analysis culminated in a report on the alignment between the two sets of standards and an assessment of whether the CCSS were at least as rigorous as the 2007–08 state standards (Appendix F).

In many cases, the CCSS aligned with but exceeded the rigor of the current South Carolina standards for ELA and mathematics. Where the review panels identified differences, they convened a working group of their respective panels, recruited additional members for their expertise, and continued meeting to determine whether action was needed to address the specific differences between the two sets of standards. Subsequently, these working groups made recommendations based on what is crucial to student learning and what is necessary for success in subsequent grade levels.

As a result of this review and alignment process, South Carolina deemed that the differences between the state standards for ELA and mathematics and the CCSS did warrant adoption without modifications. Thus, in July 2010, South Carolina adopted the *Common Core State Standards for English Language Arts* and *Common Core State Standards for Mathematics*. The recommendations of the review panels guided the timeline for implementation.

Ensuring Success for All Students

South Carolina's college- and career-readiness aspirations extend to all students, including those who need additional support and consideration because English is not their first language or due to a disability. To help ensure that we effectively analyze the linguistic demands of the state's standards to inform development of corresponding standards specific to these students that enable their success, the SCDE is actively participating in two organizations, the World-Class Instructional Design and Assessment Consortium (WIDA, www.wida.us/) and the National Center and State Collaborative (http://www.ncscpartners.org/).

The WIDA is comprised of 27 member states. It supports academic language development and academic achievement for linguistically diverse students through high-

quality standards, assessments, research, and professional development for educators. Already WIDA has conducted an alignment study (www.wida.us/Research/agenda/Alignment) that found adequate linkage between the WIDA English Language Proficiency Standards (2007 edition) and the CCSS for ELA, which suggests that the WIDA standards are an option for consideration as South Carolina revises its English Speakers of Other Languages (ESOL) standards to align them with CCSS for ELA. WIDA's timeline for revising its CCSS-aligned standards coincides with the state's timeline for the full implementation of the new standards for all of our students (pilot testing in 2012−13, standards revised and field testing by 2013−14, and full implementation by 2014−15).

The SCDE will engage in a process to ensure that the state's ESOL standards are aligned to the 2015 South Carolina College- and Career-Ready Standards for ELA and mathematics. When last updated in 2006, South Carolina's ESOL standards were closely aligned to the state's 2002 ELA standards. The SCDE worked with the SBE and the EOC to analyze the linguistic demands of the CCSS in ELA to develop aligned ESOL standards that can be used by both ESOL and English immersion content teachers and address social and academic language development across the four language domains (reading, writing, listening, and speaking) in the major content disciplines.

The 2015 South Carolina College- and Career-Ready Standards will be in place for 2015–16. The SCDE is issuing an RFP for an English language learners (ELL) assessment for 2015–16. The RFP will be written for assessments to align with the South Carolina College- and Career-Ready Standards.

The SCDE is continuing to analyze the learning and accommodation factors necessary to ensure that students with disabilities will have the opportunity to access learning content aligned with the 2015 South Carolina College- and Career-Ready Standards. The SCDE will ensure that all activities related to the standards, including outreach, dissemination, and professional development, address the needs of students with disabilities. The SCDE also plans to analyze the learning factors necessary to ensure that students with significant cognitive disabilities have access to the standards at reduced levels of complexity.

South Carolina is working with the National Center and State Collaborative (NCSC) to develop an alternate assessment on alternate achievement standards aligned to the CCSS. South Carolina is a partner state in the NCSC, a consortia funded by the USED, Office of Special Education Programs General Supervision Enhancement Grant to develop a system of support, including assessment, curriculum, instruction, and professional development, to ensure that students with significant cognitive disabilities graduate from high school ready for post-secondary options.

Staff in the SCDE's Office of Assessment and Office of Special Education Services participated with the NCSC to analyze the learning and accommodation factors necessary to ensure that students with significant cognitive disabilities will have the opportunity to achieve the CCSS in ELA and mathematics. This work included developing linkages to the CCSS in ELA and mathematics, known as Core Content Connectors, which will be the basis of instruction and assessment for students who participate in the alternate assessment aligned to

the CCSS. The SCDE established a 30-member community of practitioners, which included special educators and other stakeholders, to support implementation of professional development related to instruction based on the CCSS for students with significant cognitive disabilities.

Following a timeline that coincided with the full implementation of the CCSS in South Carolina, the NCSC member states used the Core Content Connectors to guide instruction by the 2013–14 school year, field test assessment items aligned to the CCSS through the Core Content Connectors, and fully implement the alternate assessment aligned to the CCSS by the 2014–15 school year. NCSC, in which the SCDE is an active member, has developed alternate assessments based on alternate achievement standards (AA-AAS) linked to the CCSS. The Offices of Assessment and Special Education Services will conduct a study during summer 2015 to determine alignment between the Core Content Connectors and the 2015 South Carolina College- and Career-Ready Standards.

Educating Stakeholders on the Common Core State Standards

South Carolina used multiple approaches to inform stakeholders statewide about the CCSS. Our outreach entails making educators aware of the importance of fully implementing the CCSS, involving the larger community that supports schools through the state's Regional Education Centers, and communicating to parents through a network of programs to ensure that they are on board with preparing their children for the new standards. In addition to the professional development and supports that the Office of Teacher-Effectiveness provided (to be detailed later in this section), the SCDE provided resources to educators and administrators digitally via the state's educational television network and the SCDE's website and leveraged the resources of partnering state and community organizations to inform families, businesses, and institutions of higher education at the local level.

Beginning in 2011, the SCDE released its *Implementing Common Core State Standards for South Carolina* video series through StreamlineSC. A free resource available to all public, private, and home schools in the state, StreamlineSC is a partnership between South Carolina Educational Television (SCETV), the SCDE, and the K–12 Technology Initiative to improve and manage learning resources in the state's schools. This release reflected the SCDE's commitment to using a digital platform to enable a more customized approach to deploying CCSS professional development.

Many of the state's principals, instructional leaders, and district administrators used the *Implementing the Common Core State Standards for South Carolina* videos to develop their plans for implementing the CCSS. The series reinforced to superintendents the importance of establishing strong district implementation teams to lead their schools through the transition to the CCSS. District instructional leaders used the videos to help them assess their district's human resource capacity to implement the CCSS. For most South Carolina school districts, the issue for educators was not a matter of having enough teachers, but rather a matter of retraining teachers to have the right skills in terms of subject content and pedagogical strategies.

The SCDE began public engagement activities in spring 2013 to help parents and the general public more clearly understand the impact the CCSS would have on instruction. These activities focused on the importance of supporting students, especially children of less-engaged parents, through the CCSS implementation. This outreach included information sessions similar to the community stakeholder meeting process in January 2012 (see Consultation section above) and digital distribution of information directly to stakeholders.

An important resource to help parents and families understand the standards is the Family Friendly Standards that the EOC and the SCDE have published and disseminated ever since the South Carolina Legislature passed the Parental Involvement in Their Children's Education Act (www.scstatehouse.gov/code/t59c028.php) in 2001. The *South Carolina Family Friendly Standards* (http://www.scfriendlystandards.org/) are a series of guides to help families understand the South Carolina academic standards; the guides are presented by grade level so that a family can access all of the academic standards for a given grade in one document. The *Family Friendly Standa*rds are published in English and Spanish and are updated with each cyclical review of academic standards.

Rather than waiting until the full implementation year of 2013−14 to provide *Family Friendly Standards* that reflect the CCSS, the SCDE and the EOC provided updated *Family Friendly Standards* beginning in fall 2012. During the 2012−13 transition year, two versions of the *Family Friendly Standards* were available—one that reflected the current state standards in ELA and mathematics as updated to include the social studies standards that the state adopted in 2011, and a second version that reflected the full implementation of the CCSS for all grades.

The SCDE provided additional outreach activities to complement the *South Carolina Family Friendly Standards* and communicate the value of the CCSS throughout the state. In March 2012, the SCDE's Office of Teacher Effectiveness provided an informational resource for parents on the CCSS (Appendix G). This resource was made available electronically to inform parents about the new standards, what they mean for students, and the state's plan for implementation.

Another component of the plan to inform and involve the larger community in the implementation of the CCSS was to work with the state's 12 Regional Education Centers. The EEDA established the Regional Education Centers to coordinate and facilitate the delivery of information, resources, and services to students, educators, employers, and the community (http://recs.sc.gov) by providing

- services to students and adults for career planning, employment seeking, training, and other support functions;
- information, resources, and professional development programs to educators;
- resources to school districts for compliance and accountability pursuant to the provisions of the EEDA; and
- information and resources to employers including, but not limited to, education partnerships, career-oriented learning, and training services.

The state's counties are clustered into 12 Regional Education Centers as indicated

below.

Regional Education Centers Map Legend			
REC	**Color**	**REC**	**Color**
Lowcountry	1	Midlands	7
Trident	2	Upper Savannah	8
Lower Savannah	3	Pendleton	9
Waccamaw	4	Greenville	10
Santee-Lynches	5	Upstate	11
Pee Dee	6	Catawba	12

They work with school districts and institutions of higher education to create and coordinate workforce education programs. The local impact of the Regional Education Centers is driven by the composition of their Advisory Boards, as each consists 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.

As the state moves towards using college- and career-ready standards to guide instruction, it stands to reason that Regional Education Centers will continue to play a role in compelling leaders in their respective communities to see the impact that college- and career-ready expectations can have for the long-term viability of their communities.

The SCDE also worked with the state's Commission on Higher Education to inform institutions of higher education statewide about the transition to college- and career-ready standards. The Division of College and Career Readiness has an established partnership with the state's colleges of education, regularly meeting with the deans through the South Carolina Education Deans Alliance and representatives from the Commission on Higher Education to exchange information. This forum allows the SCDE to keep the colleges of education aware of the impact the standards will have on the public education system.

On February 12, 2015, the SCDE presented the new 2015 College- and Career-Ready Standards to public four-year institutions via the Advisory Committee on Academic Programs of the Commission of Higher Education. Institutions enrolling more than 50 percent of the higher education students certified that students meeting the standards will not need remediation to perform post-secondary work. (Attachment 5).

Preparing Teachers to Teach All Students to the Standards

South Carolina intends to provide professional development and other supports for the 2015 South Carolina College- and Career-Ready Standards in a way that will prepare teachers to teach all students. Our plan is to provide professional development that will be customized for districts and schools so that they are able to incorporate the use of multiple measures of student data, benefit from coordinated services from the SCDE, and understand how to incorporate aligned instructional materials to teach the new standards.

South Carolina's system of delivering professional development is evolving. Over the next few years we will incorporate more targeted professional development to help teachers and principals understand how to use student performance data continuously to improve instruction. The South Carolina Longitudinal Information Center for Education—SLICE—will assist with this process.

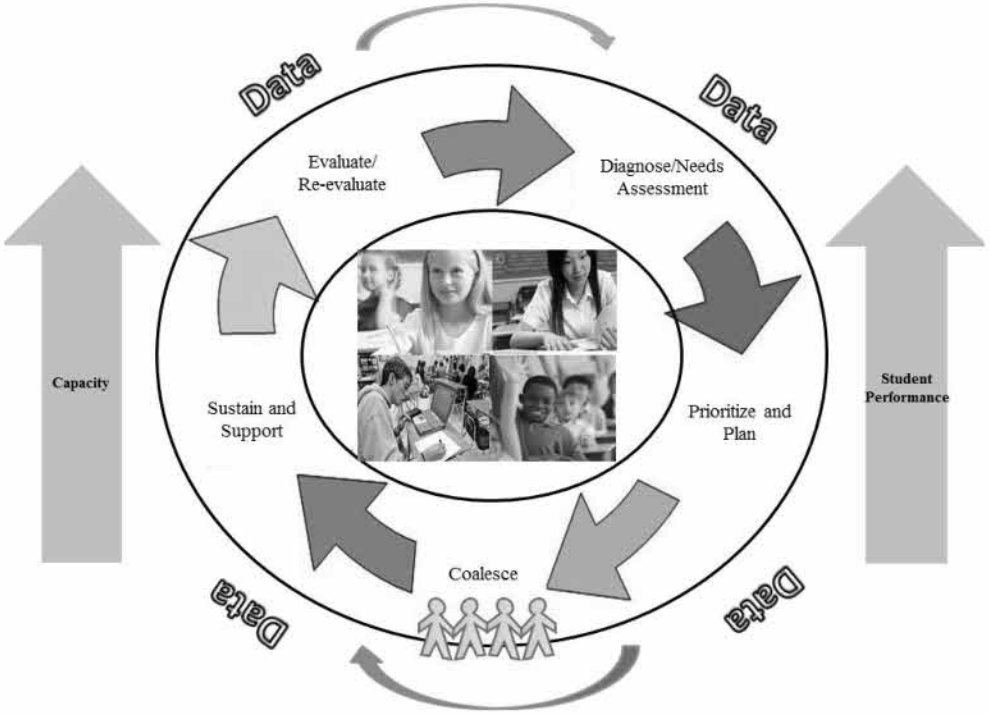
In 2006, the SCDE received a Statewide Longitudinal Data System (SLDS) grant from the USED which allowed us to build a statewide data system to store and analyze educational data. In July 2010, the SCDE received a second SLDS grant to expand the use of educational data in decision-making at the school and classroom levels. When fully implemented, SLICE will provide access to educational data so that day-to-day decisions can be made about meeting individual student's needs. This web-based solution will inform teachers of specific student needs and will suggest educational strategies and activities to address those needs.

To provide data for informed decision-making related to individual students or groups of students, the SCDE developed the Student Potential Performance Snapshot (SPPS) and released it in SLICE. The SPPS is available to every school and district in the state, detailing information on every student to provide early warnings about low-performing students who are at-risk of not advancing to the next grade or of not graduating. The SPPS provides information for determining effective strategies and programs for improving academic performance and getting a student on course for graduation. The Enrich Assess system is another performance tool currently available in every district and school in the state to provide early warning of low-performing students through the analysis of academic assessments.

We want our teachers to be more effective at using multiple measures of student performance data to guide instruction. The SCDE will support teachers' capacity to use the assessments that they develop to check for student understanding. Over time, teachers will strengthen their ability to use the state-approved formative assessments as objective measures of how well students are progressing toward mastering the new standards.

When designing professional development offerings, the engages an implementation cycle: conducting an assessment of current needs, developing a plan of action, implementing the plan of action, and evaluating the plan of action's success based on outcomes, such as improved student performance and an increase in teacher effectiveness (see graphic below).

Professional Development Cycle



This professional development initiative is an example of the dynamic process of moving from development to delivery. Following this cycle, the Office of Standards and Learning will offer professional development and other supports to districts using a hybrid delivery model. In addition, the Division of Educator Effectiveness is developing a model for continuous evaluation and quality improvement of all professional development delivered in the state.

To bridge the gap between development and delivery, the then SCDE's Offices of Policy and Research and Teacher Effectiveness collaborated on a Timeline for Professional Development (Appendix H) to guide the transition to the CCSS.

The SCDE partnered with SEDL (Southwest Educational Developmental Laboratory), beginning in 2010–11, to develop video training modules to clarify the meaning of each of the CCSS standards and provide illustrations and samples to help teachers, schools, and states better understand implementing the new standards.

In September 2011, the then Office of Policy and Research reminded each district to establish a District Implementation Team, with representatives from each grade band and content area, to serve as the conduit for district-level support on the CCSS implementation. The District Implementation Teams are an example of the "train-the-trainer" delivery model the SCDE uses to build internal capacity in districts and schools across the state. The

designated leader of each District Implementation Team is the team's liaison with the SCDE.

Following the establishment of the District Implementation Teams, the SCDE released a video series to provide an overview of the CCSS and guide the creation of a district transition plan from the current state standards to the new standards.

In November 2011, the then Office of Teacher Effectiveness held regional sessions throughout the state entitled *Common Core State Standards: Transitioning from Awareness to Implementation.* These sessions provided an overview of the SCDE's professional development delivery model for the CCSS and resources for developing or refining a district's plan for integrating the CCSS into classroom practice. Both the presentation and resources were provided electronically to assist the team leaders in planning professional learning opportunities for their District Implementation Team and teachers.

Following these sessions, the then Office of Teacher Effectiveness surveyed District Implementation Team leaders using the CCSS for ELA and Mathematics Needs Assessment Survey (Appendix I), which is divided into three sections:

- Implementation Continuum,
- Guiding Questions, and
- Customized Assistance.

From this needs assessment, the SCDE developed a professional development plan to both meet the identified needs and have the greatest statewide impact. Two new resources resulting from this process are

- Common Core State Standards (CCSS) Support Site maintained by the SCDE's Office of Virtual Education, this digital platform makes a variety of resources and supports accessible 24/7 and enables continuous feedback on implementation from the SCDE.
- The Common Core State Standards Professional Development Series (Appendix J)—the then Office of Teacher Effectiveness presented these face-to-face sessions regionally throughout the state. To accommodate remote/off-site participants, the sessions were web streamed live and also recorded and archived on the CCSS Support Site to facilitate access by those unable to participate at the scheduled time. Virtual follow-up sessions were held via discussion threads and blog posts on the CCSS Support Site.

Based on ongoing virtual updates from the District Implementation Teams, the then Office of Teacher Effectiveness collaborated with other SCDE offices to develop offerings for summer 2012. The K–2 standards for both ELA and mathematics was a specific focus of the summer sessions.

In winter 2012, the SCDE expanded its partnership with SEDL to provide high quality resources to support the Office of Teacher Effectiveness as it works with districts, institutions of higher education, and private vendors to ensure that the districts are developing high-quality transition plans for implementing the CCSS.

As the 2012–13 school year began, the SCDE surveyed districts on their transition

status and results of their transition efforts. The Office of Teacher Effectiveness continued to provide customized and targeted professional development services to schools using a tiered system of support. Throughout the year, the SCDE monitored the efforts of other states, maintained contact with national organizations, and explored school leadership needs through its Office of School Transformation in an effort to assess and evaluate our programs and services.

The SCDE is also partnering with the state's schools of education to provide support to schools and districts on the implementation of college- and career-ready standards. Many of the state's colleges of education have long standing partnerships with school districts that will help facilitate these professional development opportunities. The collaboration between the SCDE and the colleges of education will help ensure all districts receive the assistance and services they need to be successful.

The SCDE regularly meets with the South Carolina Education Deans Alliance, which is comprised of the leadership of the state's 31 colleges of education. These regular meetings provide a forum for exchanging information and synchronizing efforts. Already, the SCDE and the Deans Alliance have had initial discussions on standards implementation, and they will continue to collaborate to create and deliver an action plan for serving the needs of South Carolina's school districts, administrators, and teachers as they transition to and implement the new standards.

South Carolina has incorporated strengthening the system of support for students with disabilities (SWD), economically disadvantaged students, and English language learners (ELL) into its plan for the implementation of the standards. Within the SCDE, the Office of Standards and Learning works cross-divisionally with the Office of Special Education Services to deliver professional development on serving SWD and with the Office of Federal and State Accountability to deliver similar professional development models on serving economically disadvantaged students and ELL. Further, professional development from these two offices is shepherded by the Office of School Transformation, which works specifically with low-performing schools and districts on improvement planning, resources, and evaluation. Identified improvement schools often have high populations of students who are economically disadvantaged so special attention is paid to the needs of these students.

With these populations, our approach is to help all teachers understand their responsibility to serve these students and to empower teachers by embedding differentiated strategies that benefit SWD, economically disadvantaged students, and ELL students into all of the professional development training that the SCDE provides. By offering customized professional development for teachers, the SCDE strives to encourage teachers to design instructional support that is customized or tailored to meet a student's needs.

The SCDE worked with the District Implementation Teams to ensure that the learning and accommodation factors necessary for ELL students to be successful were in place. Our plan embeds support for and training on instructional strategies for ELL students into the general content training that the Office of Standards and Learning currently conducts. This will build on and strengthen the training that the Office of Federal and State Accountability's

ESOL program conducts.

Currently the ESOL program offers separate professional development on effective strategies to support ELL students. The program conducts numerous meetings each year at the state level including Sheltered Instruction Observation Protocol (SIOP) sessions, coaches training, and presentations with national speakers. The content of the training is included in the Teacher Resources (http://ed.sc.gov/agency/programs-services/90/TeacherResources.cfm) that we share with all educators. This training is separate from other professional development that content area teachers attend.

The SCDE's Office of Special Education Services serves students with special needs and offers professional development on effective strategies to support this population. This training is separate from other professional development that content area teachers receive. The program conducts two or three meetings per year at the state level and provides onsite training for districts that request the service.

Our plan to implement the 2015 South Carolina College- and Career-Ready Standards supports our continuing efforts to engage economically disadvantaged students and low-performing students, improve their academic performance, and keep them on course to graduate from high school. Relevant, challenging standards, customized education programs, sound at-risk interventions, and effective professional development combine to drive increased student achievement among these students.

Regarding economically disadvantaged students, the SCDE will provide high quality technical assistance based on data analysis and needs assessments. Also, as teachers are identified for participation in more technical assistance initiatives through the new accountability system and the transition to and implementation of the 2015 South Carolina College- and Career-Ready Standards, emphasis will be placed on instructing economically disadvantaged students in the general curriculum. In addition, the SCDE will focus professional development efforts to improve outcomes for these students through training opportunities that appropriately serve and best meet the needs of these students. Key elements for instruction include using research-based instructional strategies within and across a variety of academic and functional domains, differentiation of instruction for all learners, and instruction in strategic and innovative approaches to learning new concepts and skills. Planned professional development activities include professional development on the 2015 state ELA and mathematics standards and activities through the Read to Succeed Act of 2014, the revised educator evaluation system roll-out, and the annual Research to Practice Professional Development Institute. The Offices of School Transformation and Federal and State Accountability also provide professional development assistance to Priority, Focus, and Support schools. Additionally, the SCDE encourages teachers to participate in the annual summer institute at the Center of Excellence to Prepare Teachers of Children of Poverty at Francis Marion University.

In South Carolina, we believe all students can learn. When students are not performing well, we consider external factors such as the structure of their schedules, the instructional strategies their teachers use, and the overall environments in which they live and attend school.

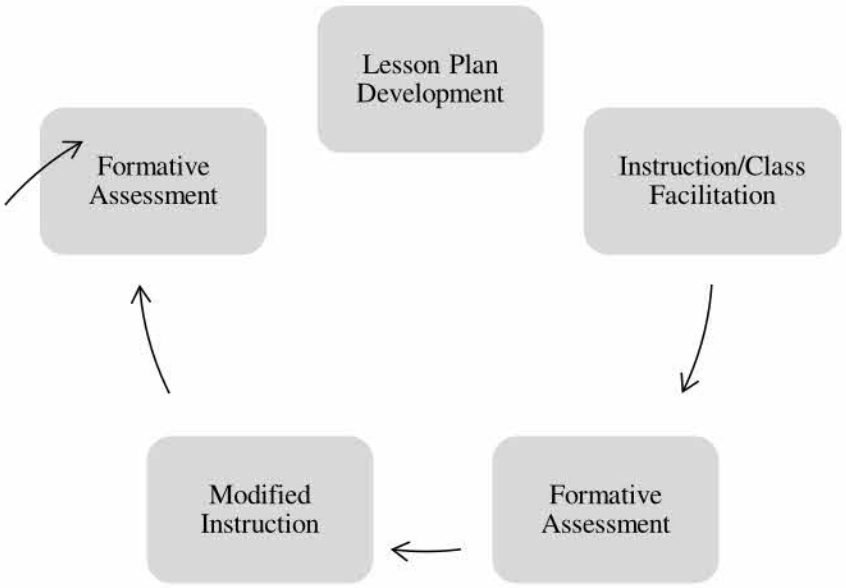
We also consider internal factors—the student's knowledge, skills, motivation, and aspirations. Our state recognizes that doing the same things the same way will not raise student achievement. Instead, we search for ways to create an educational experience for low-performing students by varying the external and, to the extent possible, internal factors that place the student at-risk.

As part of the EEDA, the state created the *Personal Pathways to Success: At-Risk Student Intervention Implementation Guide* to help schools identify effective programs that are designed to prevent at-risk students from dropping out of high school. This guide evaluates programs using National Dropout Prevention Center's strategies and external research assessments of the data available for each program. In 2011, the programs in the *Guide* were replaced with more current at-risk models identified by the National Dropout Prevention Center/Network (http://www.dropoutprevention.org/). Each high school in the state must implement an at-risk student intervention program that is approved by the SCDE to help decrease their drop-out rate.

To assist schools and districts with identifying students and appropriate interventions, the SPPS identifies characteristics that put students at risk of dropping out, including specific attendance issues, discipline problems, and low academic performance. The SPPS identifies areas of need for interventions designed to help the student improve and to motivate the student to stay in school. Every district, school, and student has a calculated South Carolina Risk Index based on ten at-risk characteristics. The ten characteristics are a sub-set of 22 at-risk characteristics that the SPPS can monitor for a student.

Most schools offer a formative assessment during the course of the school year. Most of our schools offer these assessments two or more times a year. The SLICE SPPS application serves as a real-time data portal that allows the administration of each state-approved formative assessment to serve as a data dissemination that empowers guidance counselors, school principals, superintendents, and SCDE student intervention specialists to identify places where student progress is not projected to reach the state expectation of standards mastery. SLICE SPPS provides access to data on long-term student performance down to the individual student. Sharing information this way allows for meaningful communication so that the state testing system will no longer serve as an account of what did or did not take place during the school year. Rather, the state can more effectively hone the professional development services that we offer specific districts, schools, or teachers by acquiring timely, reliable data. This process will not be tied to any form of sanctions for schools or teachers.

Student Performance Feedback Loop



We believe that this continuous feedback loop will contribute to the improved performance of ELL, SWD, and low-performing students by serving as an early warning signal that will empower the state to more effectively customize the professional development we offer to districts, schools, and teachers. Principals will also be able to more seamlessly combine the use of information on student performance with the program evaluation of various student interventions and programs to more effectively determine the impact interventions and programs have on participating students. The SCDE will update the professional development offered to principals to improve their effectiveness as instructional and program leaders in their schools. As we expand SLICE SPPS and other specialized tools, the SCDE will update its professional development to incorporate the use of these powerful tools.

SLICE specialized applications, such as SPPS, expand on what some schools are already doing. For example, 69 schools in the state are using the Teacher Advancement Program (TAP™). TAP™ uses student performance data to develop customized professional development for participating educators. This professional development is crafted to fit a teacher's needs based on the performance of his or her students. This is also true of schools that have partnered with Edison Learning where educators and students are taught to use student performance to inform instructional practices. While it is very much up to local leaders in schools to determine which specific models to use, the SCDE can assist schools by developing agency and, consequently, district capacity to more effectively use accurate student performance data to provide educators professional development that will ensure that all of their students benefit from the implementation of the South Carolina College- and Career-

Ready Standards.

However, the SCDE is not waiting for the full expansion of SLICE to update our professional development to reflect the adoption of the standards. While school performance on the pre-2010 ELA and mathematic standards may not predict performance on the new ELA and mathematics standards, we believe schools that are not performing well should receive targeted assistance as they prepare to implement the current standards. Below we describe the process by which the SCDE is providing professional development to assist teachers and principals in preparing for the 2015 South Carolina College- and Career-Ready Standards to guide instruction. Our customization incorporates attention to past school performance to identify instances where strategies to address special populations need to be incorporated into the professional development services.

As needed, the Office of Standards and Learning will coordinate with the Offices of Special Education Services, School Transformation, Student Intervention Services, and Federal and State Accountability to assist districts and schools in a coordinated system of support.

Preparing Principals to Lead Based on the South Carolina College- and Career-Ready Standards

To successfully implement the South Carolina College- and Career-Ready Standards, school leaders must prioritize changing instruction in their schools. South Carolina has long recognized the importance of developing strong school leaders; indeed, S.C. Code Ann. § 59-24-50 (2004) mandates "continuous professional development programs which meet national standards for professional development and focus on the improvement of teaching and learning…." These programs must "provide training, modeling, and coaching on effective instructional leadership as it pertains to instructional leadership and school-based improvement…."

In fulfillment of this state mandate, the mission of the Office of Leader Effectiveness is to improve school and student achievement by enhancing the effectiveness of school leaders in South Carolina. The Office offers the Leadership Development Continuum for school leaders based on proven research on educational leadership practices in order to provide developmentally appropriate learning opportunities.

The Office of Leader Effectiveness leadership continuum includes leadership education and training for administrators at all phases of their careers. These professional development opportunities begin with programs for teacher leaders and include tailored programs for assistant principals, principals, district staff, guidance personnel, media specialists, and superintendents. Programs last from one to two years and include both on-site and virtual experiences.

The Leadership Development Continuum consists of five learning strands which provide a framework for improving leader effectiveness:

- Leading Student Achievement,

- Leading Change,
- Leading Collaboration,
- Leading an Effective Organization, and
- Leading with Self-Knowledge.

The five learning strands intentionally begin with Leading Student Achievement as this strand is the primary objective and determinant of a truly effective school leader. To prepare school leaders to provide strong, supportive instructional leadership on the standards, the Leading Student Achievement strand will include the following: resources that assist the school leaders with locating high-quality instructional materials aligned to the new standards; face-to face networking and online discussions with other school leaders; methods to personalize the learning of each student, as well as personalize the professional growth of each staff member; and instructional strategies that add relevance to students' learning.

To ensure that future school leaders are well prepared to serve as instructional leaders based on the state's college- and career-ready standards for the state, the SCDE's Division of College and Career Readiness will emphasize South Carolina College- and Career-Ready Standards in discussions with the Education Leadership Round Table, which is comprised of leaders of the eleven education leadership preparation programs in South Carolina.

In February 2015, the SCDE also provided all districts and principals with student growth information based upon 2013–14 school year assessment data. Professional development on interpreting this data and analyzing student growth information is assisting leaders in making informed decisions about quality instruction.

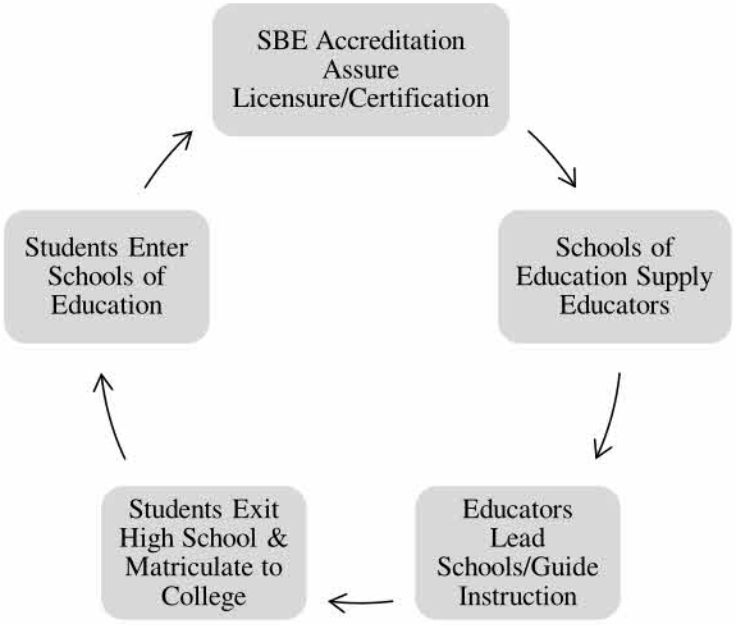
Working with South Carolina's Teacher and Principal Preparation Programs Regarding the College- and Career-Ready Standards

In addition to preparing veteran educators, it is critically important that newly licensed teachers be prepared for the heightened expectations of the new South Carolina College- and Career-Ready Standards at the same time we prepare them for the reality that is the modern classroom. Annually, approximately one-third of new teachers are recent graduates of the state's schools of education. While the schools of education are not the only supply of new teachers, they are a substantial influence on the educator labor pool. Raising the quality of instruction is tied to teacher training; poorly trained teachers are not likely to offer high-quality instruction. Although out-of-school factors are by far the largest influences, teachers are the largest in-school factor influencing student achievement. Consequently, it is essential that the SCDE, the Commission on Higher Education, and the institutions of higher education across the state collaborate on the state objective to increase the high school graduation rate and the number of college- and career-ready graduates.

The SBE is the accrediting body for schools of education that wish for their teacher candidates to attain certification and licensure upon program completion. This solidifies a partnership between the elementary and secondary education system and the post-secondary education system in which the investment for effectiveness of educator certification programs returns to them in the students who eventually matriculate to their institutions of higher

education (see graphic below).

Strong Schools of Education, Strong College Matriculants



The SCDE's Division of College and Career Readiness will work closely with the state's educator preparation programs and institutions of higher education to ensure that all programs produce highly effective educators who have a deep understanding of the content contained in the state's new standards. The SBE also plays an important role in driving the changes that will need to take place in the state's schools of education.

South Carolina's SBE requires that all teacher education programs meet the performance-based standards as established by the Council for the Accreditation of Educator Preparation (CAEP). Statutory authority to determine accreditation decisions for and impose sanctions against teacher education programs is granted to the SBE. For SBE approval, public institutions must seek and receive CAEP accreditation. Private institutions may seek CAEP accreditation or meet CAEP standards for SBE approval. The SCDE develops guidelines to assist teacher education programs to meet the CAEP performance-based standards.

Through its Divisions of Educator Effectiveness and College and Career Readiness, the SCDE routinely works with the South Carolina Commission on Higher Education and the institutions of higher education across the state to properly accredit institutions and to communicate standards implementation timelines and expectations. This coordination is essential to the partnership the SCDE and schools of education share in preparing teachers and educators who are new entrants to the classroom or those changing the role they serve in the state's system of public schools.

The SCDE convenes the South Carolina Education Deans Alliance, which consists of the deans of the schools of education across the state. A representative from the South

Carolina Commission on Higher Education also participates in the Deans Alliance. The Deans Alliance is the mechanism by which the SCDE vets proposed changes to the requirements schools of education must meet in order for their programs to lead to certification for their teacher or principal candidates. The Deans Alliance also helps inform the deans of the schools of education on ways in which practices within the schools of education can better support the elementary and postsecondary schools that they indirectly serve. This relationship is an important one as it facilitates communication regarding changes in the classroom that are relevant to raising student achievement and increasing the quality of instruction.

The Division of College and Career Readiness and the Deans Alliance had discussions on implementation of the standards. The schools of education will continue to collaborate to create and deliver an action plan for serving the needs of South Carolina school districts, administrators, and teachers as they implement the standards. In fall 2012, the SCDE reviewed and aligned its professional standards for teacher licensure with the new standards and indicators for teacher evaluation, which are linked to the state's standards. Together, these two strategies—formally updating accreditation and informally coordinating with the deans of the schools of education—will ensure that incoming teachers and administrative leaders are prepared to implement the new college- and career-ready standards in classrooms.

As mentioned previously, many schools of education have long-standing partnerships with districts that will help facilitate these professional development opportunities. The collaboration between the SCDE and the schools of education will help ensure all districts receive the assistance and services they need to be successful.

Various initiatives of the South Carolina Commission on Higher Education strengthen our state's effort to improve the quality of instruction. The Improving Teacher Quality program is a collaboration between higher education and the pre-kindergarten through twelfth grade (P–12) system that will ensure that in-service teachers and principals are prepared to use the standards. The Commission on Higher Education uses the funds provided by the Improving Teacher Quality program to conduct a competitive awards program, *Preparing, Training, and Recruiting High-Quality Teachers and Principals.* The program supports increasing student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms and highly qualified principals and assistant principals in schools by focusing on improving the content knowledge of the teachers and/or administrators in the content area they teach.

The Commission provides a competitive grants program to partnerships comprised, at a minimum, of schools of education and divisions of arts and sciences from higher education institutions along with one or more high-need school districts as identified by federal guidelines.

The Improving Teacher Quality program provides the Commission with the ability to expand its professional development offerings to the P–12 community to cover nine content areas and reach other school personnel. The program seeks to bring together higher education faculty and P–12 school personnel to foster mutually beneficial partnerships based on sustained professional development. The ultimate goal of the partnership is improved student

achievement. The Commission on Higher Education has begun working with the SCDE to update the professional development provided under the *Improving Teacher Quality* program.

Higher education collaboration for the implementation of the standards is also supported by South Carolina's Centers of Excellence program. The South Carolina General Assembly created the Centers of Excellence program to enable institutions of higher education to create state-of-the-art resource centers to improve teacher education. Resource centers develop and model state-of-the-art teaching practices, conduct research, disseminate information, and provide training for K−12 and higher education personnel in the Center's specific area of expertise.

Any institution of higher education in the state authorized by the SBE to offer one or more degree programs at graduate or undergraduate levels for the preparation of teachers is eligible to apply. A Center must focus on the development and modeling of state-of-the-art teacher training programs (in-service and pre-service) at the host institution as well as serve as a catalyst for changing teacher training programs at other institutions of higher education which prepare and support teachers. A Center should enhance the institution's professional development programs as an integral part of its mission and focus services on low-performing schools as identified under the EAA's annual report cards.

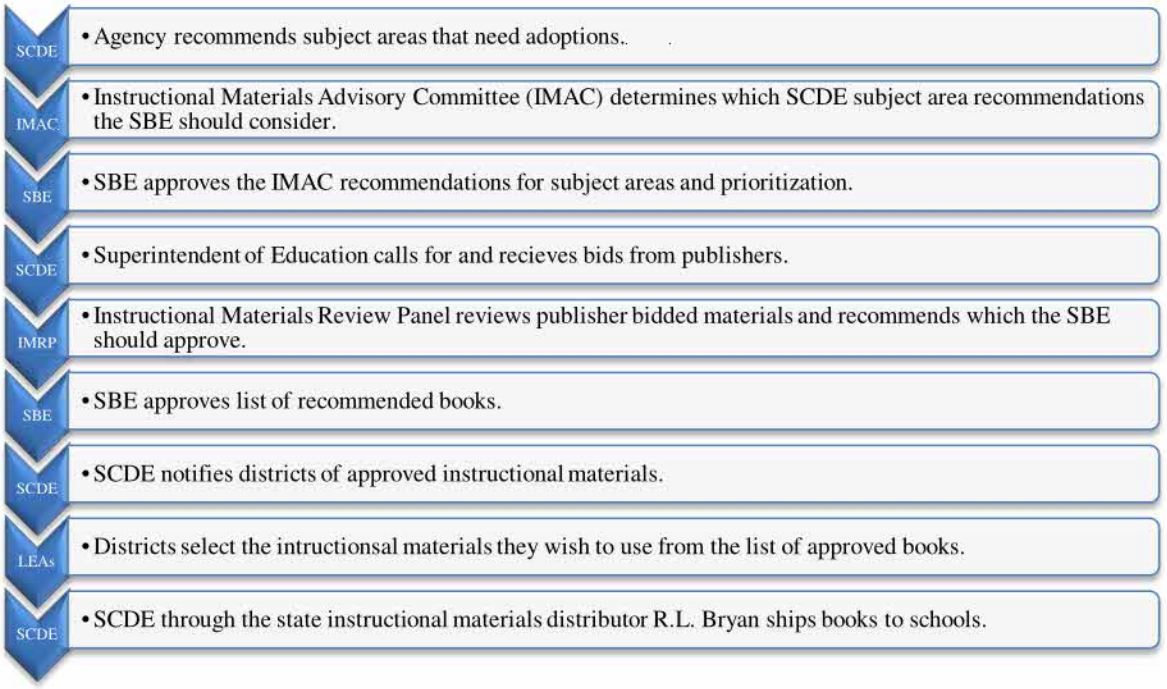
The Centers of Excellence will foster the implementation of the college- and career-ready standards by updating their models for teaching practices to reflect the instructional changes that are necessary for the standards to guide instruction by 2013−14. The SCDE and Commission on Higher Education will continue to work collaboratively on this effort.

Developing and Disseminating High-Quality Instructional Materials Aligned with the Standards

South Carolina's commitment to providing teachers and students with the instructional materials they need to effectively implement the standards is reflected in the SCDE's commitment to investing in instructional materials that will support the implementation of the standards. This comes at a time when the state is struggling with a recession that has limited the availability of resources. Additionally, the very concept of instructional materials is changing to reflect the digitization of content delivery and democratization of content development.

South Carolina has prioritized providing students and teachers with instructional materials that support implementing the standards as part of the state's existing practice for the instructional materials process that occurs any time the state adopts standards. With the adoption of new academic content standards, state statute and regulations require that the SBE evaluate the instructional materials currently in use in South Carolina classrooms to analyze whether or not existing books are aligned with the newly adopted standards. This process is conducted via the Instructional Materials Adoption Cycle.

Instructional Materials Adoption Cycle



The Instructional Materials Adoption Cycle takes approximately 18 months from the initial meeting of the IMAC to the teachers receiving materials for use in her or his classroom.

The state is investing in our students' futures by investing in instructional materials that are compatible with college- and career-ready standards. The following table presents the timeline for when instructional materials will be distributed to schools.

State Standards Instructional Materials Planning Timeline	
School Year 2012–13	
Summer 2012	ELA Kindergarten–Grade 2
	ELA Grade 3–5
	Algebra
	Geometry
	Calculus
	Probability and Statistics
	Discrete Math
School Year 2013–14	
Summer 2013	ELA Grades 6–8
	Math Kindergarten-Grade 5
School Year 2014–15	
Summer 2014	ELA Grades 9–12
	Math Algebra II
	Math Probability and Statistics

Courses to Prepare Students for College and Careers

In middle school, students may take high school courses in ELA and mathematics. SBE Regulation 43–232 (Defined Program for Middle Schools) allows seventh- and eighth-grade students to take high school courses for credit.

The EEDA required the South Carolina Commission on Higher Education to convene the Advisory Committee on Academic Programs to address articulation agreements between school districts and public institutions of higher education in South Carolina to provide seamless pathways that adequately prepare students to move from high school directly into institutions of higher education. The law requires dual enrollment college courses offered to high school students by two-year and four-year colleges and universities to be the same in content and rigor to the equivalent college courses offered to college students and to be taught by appropriately credentialed faculty.

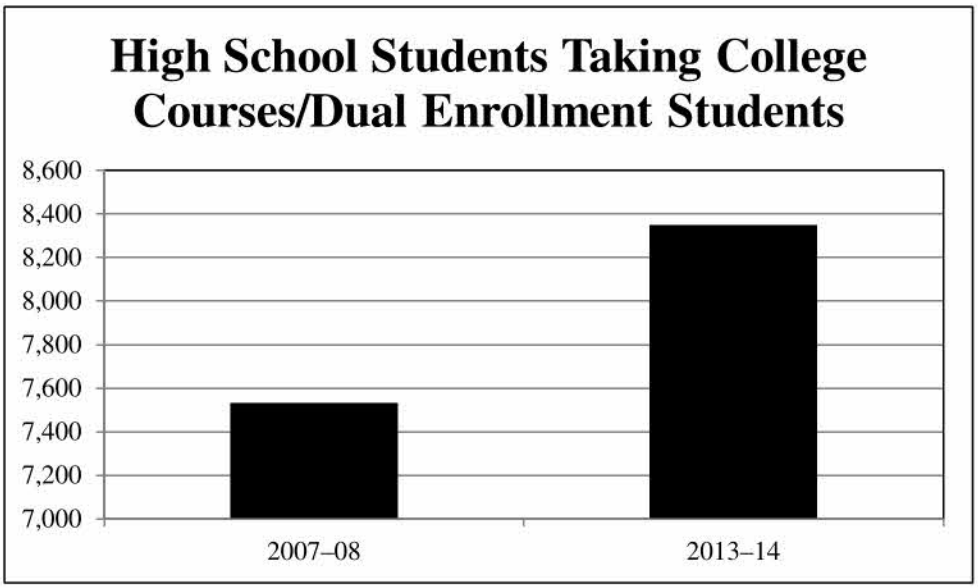
The Commission on Higher Education sets guidelines for offering dual enrollment coursework and their articulation to two-year and four-year colleges and universities, reporting annually on student participation in dual enrollment courses. The Commission also created the South Carolina Transfer and Articulation Center (SC TRAC), a web portal designed to improve college course transfer and articulation in the State. SC TRAC serves all public higher education students, including students who are participating in dual enrollment programs. The system helps students plan their education by giving them the ability to see how coursework earned at one college or university would apply at other institutions of higher learning within the state by providing easy access to transfer policies, transfer agreements, course equivalencies, and detailed and up-to-date information on degree pathways.

As of October 2011, SC TRAC was populated with approximately 551,000 course equivalencies and 770 transfer agreements between and among public institutions of higher education in the state. So strong is the service that the Commission provides that in 2011, the Postsecondary Electronic Standards Council (PESC) recognized SC TRAC as the winner of the PESC 12th Annual Competition for Best Practices (https://www.sctrac.org/portals/8/SCFiles/PESC%20BestPractices-Awards03-2011.pdf).

The EEDA is changing the expectations for high school student access to college credit-bearing courses and their prerequisites. Systems like SC TRAC support this increased demand by removing the barrier to access that was once represented by unclear or inconsistent course transfer policies, which made it difficult for students seeking to plan their courses. College-bound high school students may also take advantage of SC TRAC to

- learn about each public college and university in South Carolina;
- learn about the programs (majors, minors, and concentrations) and degrees offered at each public college and university;
- discover how college credit will be awarded for Advanced Placement (AP) and International Baccalaureate (IB) exams; and
- discover how college credit will be awarded for dual enrollment and other college courses taken while in high school.

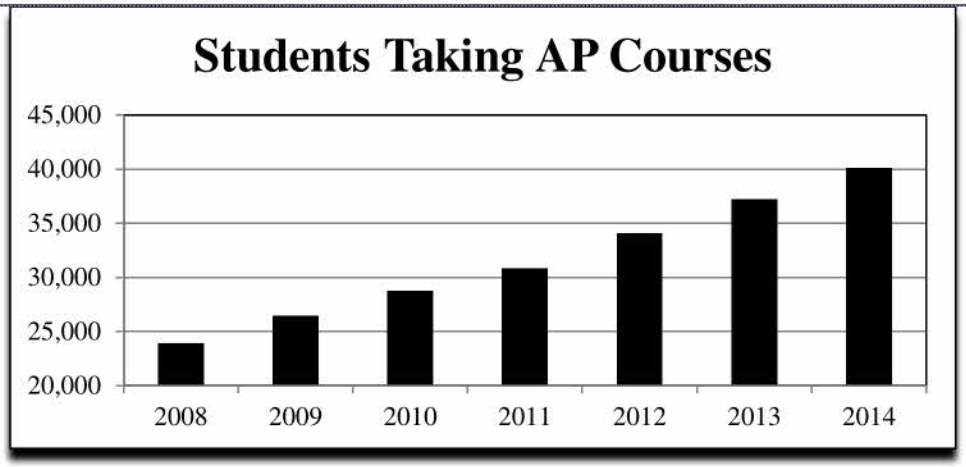
South Carolina is seeing an increase in the number of students participating in dual enrollment courses (see chart below).



Since 1984, each school district in South Carolina has been required to provide Advanced Placement (AP) courses in all secondary schools that include grade 11 or 12. These classes prepare students for the national AP examinations. Students who score 3, 4, or 5 on an AP exam, in many instances, are considered qualified to receive credit for the equivalent course(s) at colleges and universities that give credit for AP exams. In accordance with state policy, all public colleges and universities in South Carolina award credit for AP exams with scores of 3 or higher.

South Carolina is increasing the number of students taking AP courses, the number of students taking AP exams, and the number of exams with scores of 3 to 5 (see chart below: "Students Taking AP Courses"). We believe this represents an increased expectation of college and career readiness among students and parents alike.

The number of exams taken in South Carolina public schools rose from nearly 24,000 in 2008 to 40,122 in 2014, an increase of 67.9 percent. Of South Carolina public school students taking AP examinations in 2014, 57 percent earned scores of 3 or higher (22,674 out of 40,122); this equals the national percentage of 57 percent of examinations with scores of 3 or higher for public school students during the same period.



Assessments of the State Standards

South Carolina's EAA requires the procurement of assessments in ELA and mathematics for grades 3–8 that align to the state standards. Additionally, it requires procurement of a college- and career-readiness assessment for students in grade eleven. A contract to meet this requirement was awarded to ACT, Inc. The ACT Aspire™ will be administered to students in grades 3–8 and The ACT® will be administered to students in grade 11 in Spring 2015.

Data Recognition Corporation (DRC), the only other company that submitted a proposal, protested the contract award to ACT, Inc. A hearing was held on November 19, 2014. The decision of the Chief Procurement Officer (CPO) on December 18, 2014, was that since "the award to ACT was in violation of the Code the CPO directs that the contract be terminated at the end of the first year, in lieu of the three year term provided for in the solicitation. The Budget and Control Board is ordered to resolicit these requirements and award a contract in compliance with the Code." This decision was appealed to the Budget and Control Board Review Panel. A hearing was held on March 25, 2015. On April 7, 2015, the South Carolina Procurement Review Panel signed an order that upheld the CPO's ruling. Therefore, the state is beginning the process to procure assessments for spring 2016 by releasing a Request for Proposals (RFP).

The SCPASS in science and social studies is aligned to the state's science and social studies standards and is administered to students in grades 4–8.

End-of-Course Examination Program tests in English 1, Algebra 1, and Biology 1 are aligned to the state standards. The English 1 and Algebra 1 tests are aligned to the CCSS and will be updated to align to the state's 2015 ELA and mathematics standards for 2015–16. These examinations are administered to students when they complete the applicable courses.

Alternate assessments for ELA and mathematics have been developed through the NCSC. The SC-Alt assessment was developed in-state for social studies, science, and biology and is aligned to the applicable state standards.

Each public school student in South Carolina is assigned a unique student identifier that is tied to their performance throughout the course of their K–12 career. From grade 3, the state will be able to use SLICE to evaluate the impact of the specific courses a student has taken and the interventions that they have received on their long-term performance. The Governing Partners in SLICE include the Department of Employment and Workforce, the Commission on Higher Education, and the South Carolina Board of Technical Colleges. Using SLICE as the platform, the SCDE will be able to connect the performance of students at any point in the assessment system to college-going and college-credit accumulation rates.

In December 2013, South Carolina began reporting college-going and college-credit accumulation rates through the State Fiscal Stabilization Fund Program Indicators. Also in January 2014, SLICE became operational. The state now has access to summary student performance data by district and school via the SLICE Public Data Dashboards. In fall 2015, teachers, school principals, district administrators, and selected educational support staff will have secure access to the appropriate level of detailed data to support their roles and responsibilities.

Future Direction

The agencies over K–12 public education in South Carolina (SCDE, SBE, and the EOC) have joined with the S.C. Association of School Administrators, the State Chamber of Commerce, and the S.C. Council on Competitiveness in adopting the Profile of the South Carolina Graduate as the vision for the future of public education. We want all students to graduate from high school with world class knowledge, skills, and life characteristics.

To make this vision a reality, we need college- and career-ready content standards *and* aligned systems of assessment, accountability, funding, educator preparation, educator evaluation and professional development, learning, and state supports. Task forces within South Carolina and networks of like-minded states around the country are working to define the elements of these aligned

systems and the steps necessary for implementation, continuous improvement, and scale up for the entire state.

In spring 2015, the SCDE is convening stakeholders to begin work on defining competencies and learning progressions aligned to the Profile. The project is combining work on the progressions, creation of performance assessments, professional development on the new state standards and the Read to Succeed Act of 2014, and training on Student Learning Objectives (SLOs) used in the expanded educator evaluation systems. Curriculum-embedded performance assessments and learning progressions will move students to deeper learning along personalized pathways. Melding the performance assessment with SLO training will assist educators with the "student-growth" measures needed to improve teaching and learning. Combining the learning progression development with training on the new standards and new statutory requirements will give educators their own opportunity for deeper learning on the goals students must achieve. Once the state has developed learning progressions and performance assessments, the SCDE anticipates proposing that results on those assessments be combined with other measures as part of the state's accountability dashboard system.

Plan for Implementation					
Activity	**Timeline**	**Party or Parties Responsible**	**Evidence**	**Resources**	**Significant Obstacles**
English Speakers of Other Languages (ESOL) Standards Analysis and Revision					
ESOL information updates for district office personnel and ESOL instructors	May 2012	Office of Federal and State Accountability	http://ed.sc.gov/agency/programs-services/90/	Staff time	South Carolina is awaiting the product that WIDA will produce to ensure that we are not duplicating the consortia's work in our alignment process for the SC ESOL standards
Revise the South Carolina English Speakers of Other Languages Standards (ESOL) to align with CCSS by adopting the WIDA ELL Standards	June 2012	Office of Federal and State Accountability and SBE	http://ed.sc.gov/agency/programs-services/90/ https://www.wida.us/standards/eld.aspxx	Staff time	
District Implementation Teams updated on the pending revisions to ESOL Standards	June 2012	Offices of Teacher Effectiveness and Federal and State Accountability	CCSS site http://ed.sc.gov/agency/programs-services/190/	Staff time	
Pilot Testing for newly revised South Carolina ESOL Standards	August 2012–June 2013	Office of Federal and State Accountability		Staff time	
ESOL program updates: LEA training updated to reflect the new ELL standards	July 2013	Office of Federal and State Accountability	http://ed.sc.gov/agency/programs-services/90/TeacherResources.cfm	Staff time	
Full implementation of ESOL Standards	August 2014–June 2015	Office of Federal and State Accountability	https://www.wida.us/membership/states/SouthCarolina.aspx	Staff time	

			https://www.wida.us/standards/eld.aspx		
Students With Disabilities					
Finalize development of Core Content Connectors via membership in National Center and State Collaboration Consortia	Summer 2012	Office of Federal and State Accountability	http://www.ncscpartners.org/about	Staff time	South Carolina is awaiting the product that NCSC will produce to ensure that we are not duplicating the consortia's work in our alignment process for the CCSS since the Extended Standards relate to the extensions to the previous ELA and math standards
Prioritize Core Content Connectors that will comprise an alternate assessment that is aligned to CCSS	Summer 2012	Office of Federal and State Accountability	https://wiki.ncscpartners.org/index.php/Main_Page	Staff time	
Develop training on Core Content Connectors curriculum design and instruction	November 2011–August 2012	Office of Federal and State Accountability		Staff time	
Create professional development for Core Content Connectors	November 2011–August 2012	Office of Federal and State Accountability	http://www.ncscpartners.org/professional-development	Staff time	
Design validity evaluation for Core Content Connectors	November 2011–August 2012	Office of Federal and State Accountability		Staff time	
Conduct District Implementation Team training updated to incorporate aspects of Core Content Connectors	September 2012	Office of Teacher Effectiveness	http://www.ncscpartners.org/professional-development	Staff time	
Train LEAs on use of Core Content Connectors via DTC-Alt Pretest Workshop	November–December 2012	Office of Federal and State Accountability		Staff time	
Train LEAs on use of Core Content Connectors via SC-ALT District Training	January–February 2013	Office of Federal and State Accountability		Staff time	
Train LEAs on use of Core Content	Summer 2013	Office of Federal and State Accountability		Staff time	

Connectors via SC-ALT District Training					
Use Core Content Connectors to guide instruction	August 2013–June 2014	Office of Federal and State Accountability	http://www.ncscpartners.org/about	Staff time	
Field test assessment tasks aligned to Core Content Connectors	October–November 2014	Office of Federal and State Accountability	http://www.ncscpartners.org/about	Staff time	
Fully implement Core Content Connectors in all schools	August 2014–June 2015	Office of Federal and State Accountability	http://www.ncscpartners.org/about	Staff time	
Fully implement Alternate Assessment on Alternate Achievement Standards aligned to the CCSS through the Core Content Connectors in all schools	August 2014–and updated as needed due to changes in standards	Office of Federal and State Accountability	http://www.ncscpartners.org/about	Staff time	
Convene committee to determine alignment between the SC College- and Career-Ready Standards and the Core Content Connectors	Summer 2015	Offices of Special Education Services and Assessment		Staff time	
If aligned, continue full implementation.		Offices of Special Education Services and Assessment		Staff time	
If not aligned, prioritize and align to South Carolina College- and Career-Ready Standards.	Fall 2015	Offices of Special Education Services and Assessment		Staff time	
Outreach and Dissemination on State Standards					
Professional development videos developed; disseminated the *Implementing Common Core State Standards for South Carolina* video series	September 2011–August 2012	Office of Policy and Research	http://www.scetv.org/education/streamlinesc/	Staff time	Ensuring equitable impact across the state
District Implementation Teams	September 2011	Office of Policy and Research		Staff Time	District compliance

established					
CCSS: Transitioning from Awareness to Implementation Professional Development	November–December 2011	Office of Teacher Effectiveness	Appendix H	Staff time and funding	Ensuring equitable impact across the state
Administered CCSS for English Language Arts and Mathematics Needs Assessment Survey to District Implementation Teams	December 2011	Office of Teacher Effectiveness	Appendix I: CCSS for English Language Arts and Mathematics Needs Assessment Survey		District compliance
Created the CCSS Support Site	January 2012	Office of Teacher Effectiveness	CCSS Site http://ed.sc.gov/agency/programs-services/190/ CCSS Support Site http://scde.mrooms.org/index.php?page=27424	Staff time	
Updated the Regional Education Center Advisory Board on Nature of Common Core State Standards	January 2012	Office of Policy and Research		Staff Time	
Updated SBE on implementation of CCSS	February 2012	Offices of Policy and Research, Assessment, and Teacher Effectiveness		Staff Time	
CCSS sessions for SC Schools of Education	February 2012	Office of Teacher Effectiveness		Staff time and funding	SC CoE attendance
CCSS Spring and Summer Seminar Series	February 2012–August 2012	Office of Teacher Effectiveness	CCSS Site http://ed.sc.gov/agency/programs-services/190/	Staff time and funding	Ensuring equitable impact across the state
Disseminate CCSS Informational Resource for Parents	March 2012	Office of Teacher Effectiveness	Appendix G	Staff Time	
Meet with South Carolina Deans Alliance (SCDA) to provide update on SMARTER Balanced Assessment Consortia recommendations	March 2012	Division of School Effectiveness		Staff Time	

Provide SCDA the CCSS Informational Resource for Parents	March 2012	Office of Teacher Effectiveness		Staff Time	
Meet with local representatives of minority and civil rights groups	March 2012–March 2013	Office of Policy and Research		Staff Time	
Provide Regional Educational Centers the CCSS Informational Resource for Parents	April 2012	Office of Policy and Research		Staff Time	
Reconvene civil rights and minority stakeholder group (state level)	April 2012–June 2012	Office of Policy and Research		Staff time	
Meet with Regional Education Committees (RECs) to share presentation *CCSS and the EEDA*	April 2012–April 2013	Office of Policy and Research		Staff Time	
Provide SCDA an overview of the updates to CCSS Professional Development	May 2012	Office of Teacher Effectiveness		Staff time	
Administer CCSS Needs Assessment to District Implementation Teams on their transition status and results of their transition efforts	August 2012	Office of Teacher Effectiveness	Appendix I: CCSS for ELA and Mathematics Needs Assessment Survey	Staff time	District compliance
CCSS Fall Seminar Series	September 2012–August 2013	Office of Teacher Effectiveness	Appendix J	Staff time and funding	Ensuring equitable impact across the state
Update SCDA on the release of Family Friendly Standards	September 2012	Office of Teacher Effectiveness	http://www.eoc.sc.gov/informationforfamilies/familystandards/Pages/default.aspx	Staff time	
Disseminate the Family Friendly Standards to SICs/PTOs/PTAs	January 2013	EOC	http://www.eoc.sc.gov/informationforfamilies/familystandards/Pages/default.aspx	EOC Staff time and funding	
Provide REC Advisory Panel the Family Friendly Standards	April 2013	Office of Policy and Research		Staff time	

Meeting with RECs to share Family Friendly Standards	April 2013–April 2014	Office of Policy and Research		Staff time	
Summer Institutes	June–July 2013	Office of Teacher Effectiveness		Staff time and funding	
Research to Practice Institutes	July 2013	Office of Teacher Effectiveness		Staff time	
ELA Instructional Materials Alignment Review Grades 6–12	July 2013	Office of Teacher Effectiveness		Staff time and funding	
Literacy Leaders Institutes	July 2013–June 2014	Offices of Teacher Effectiveness and School Transformation		Staff time (Literacy Specialists) and funding	
Implementing the CCSS for Principals	August 2013–March 2014	Offices of Standards and Learning. Assessment, Educator Evaluation, Career and Technology Education, Special Education Services, and Federal and State Accountability	http://ed.sc.gov/agency/programs-services/190/	Staff time	
Instructional Materials Caravan for Selecting CCSS Aligned Materials	January 2014	Office of Standards and Learning		Staff time	
Summer Institutes	June–July 2014	Office of Standards and Learning		Staff time	
Research to Practice	July 2014	Office of Standards and Learning		Staff time	
Numeracy Leaders Training	August 2014–June 2015	Office of Standards and Learning.		Staff time	
Professional Development Needs Assessment Survey to District Instructional Leaders	March 2015	Office of Standards and Learning		Staff time	
SC College- and Career-Ready Standards Overview for District Leaders	May 2015	Office of Standards and Learning		Staff time	
Plan and develop Professional Development based on Needs	April–May 2015	Office of Standards and Learning		Staff time and funding	

Assessment data					
Professional Development and Support Document Development	June 2015–June 2018	Office of Standards and Learning		Staff time and funding	

Timeline for the Development of the New South Carolina College- and Career-Ready Standards for ELA and Mathematics		
Date	**Task**	**Notes**
	The SCDE appointed a state team that includes English and math experts along with experts in testing, special needs education, English language learners, and/or early childhood education specialists.. This team will develop new standards and indicators.	
June 3, 2014	Memorandum requesting nominations of ELA and math experts was distributed	
June 23, 2014	Parent, educator, business, and community leader taskforce nomination link was provided to the public.	
June 30, 2014	Nominations Deadline for State Writing Team members	Nominations will be sorted by content area, job position including higher education, and demographics.
Week of July 1, 2014	State Team Finalized	SCDE ELA and math staff will meet concurrently to ensure the selections are of high quality and representative of the categories mentioned above as well as geographically balanced and inclusive of multiple leadership levels in the educational system.
July 7, 2014	State Team Notification letters mailed	A notification letter will include required meeting dates and preparatory materials and instructions for those selected (e.g. review the standards of Alaska, Nebraska, Virginia, Florida, Indiana, Texas, and Minnesota (Math only)).
	The SCDE will prepare a field review version of the new standards in collaboration with other SCDE offices as appropriate.	
July 21, 2014	First Math Meeting	Dr. Zais will provide opening remarks, instructing panelists that Common Core will not be the basis of the rewrite.
August 1, 2014	First ELA Meeting	
August 4, 5, 11, 12, 19, 20, 26, 27, and September 3, 2014	The math team determined how to meet college- and career-ready requirements and overarching themes (depth, fluency, etc.)	
August 6, 7, 12, 13, 20, 21, 27, 28, and September 2, 2014	The ELA team determined how to meet college- and career-ready requirements and overarching themes (text complexity, writing, reading, listening, and speaking across the content areas, etc.)	
September 1–30, 2014	Grade band teams work; meeting schedule to be determined.	Writing Team members and their supervisors signed a letter of commitment assuring the SCDE that the

Timeline for the Development of the New South Carolina College- and Career-Ready Standards for ELA and Mathematics		
Date	**Task**	**Notes**
		team member will be released from their normal employment to allow attendance at a required meetings.
September 15–October 15, 2014	Group meetings of the state team to ensure vertical alignment and spiraling structure of standards.	
October 15–30, 2014	Internal SCDE review and approval of the new standards.	
October 16, 2014	Presentation of draft standards to Advisory Committee on Academic Programs (ACAP) of the Commission on Higher Education (CHE).	Dissemination of draft standards by this group to their content experts will provide the assurances needed for the CHE to certify that the standards are college-ready.
	The SCDE disseminated the draft of the new standards to parents, business and community leaders, South Carolina educators, discipline-based focus groups, EOC-led panels, and others for a field review period of thirty days. Public comments were accepted and encouraged.	
November 1–30, 2014	Public field review, Task Force review, and EOC review. More than 4,200 online, field-review submissions were received in addition to feedback from the SCDE Task Force and the EOC Review Panels.	Via online review and survey.
December 1–15, 2014	State teams reconvened to respond to and incorporate feedback into final draft standards. Final revisions and formatting.	
January 6, 2015	Joint Meeting for ELA—representatives from the state team, EOC Review Team, SBE, and Higher Education	
January 7, 13, and 14, 2015	Joint Meeting for Math—representatives from the state team, EOC Review Team, SBE, and Higher Education	
	The SCDE submitted the new proposed academic standards to the SBE for first-reading approval.	
January 21, 2015	SBE First Reading for ELA	
February 11, 2015	SBE First Reading for Math	
February 11–20, 2015	Notification received from the University of South Carolina system, Lander University, Francis Marion University and Clemson University certifying the SC College- and Career-Ready Standards	
February 12, 2015	Presented final version of standards to ACAP group of the CHE.	
	After receiving SBE first-reading approval, the new proposed academic standards will be sent to the EOC for action. The ASA subcommittee of the EOC will then recommend to the full EOC the approval of the new standards.	

Timeline for the Development of the New South Carolina College- and Career-Ready Standards for ELA and Mathematics		
Date	**Task**	**Notes**
March 2, 2015	ASA of EOC Meeting	
March 9, 2015	Full EOC Approval	
	After the full EOC approves the new standards, they will be sent to the State Superintendent of Education and the chairperson of the SBE for second reading approval. The EOC will provide explanations as to why any new standards were not approved.	
March 11, 2015	SBE Second Reading Approval	
	Once the new standards are approved by the SBE and the EOC, they will be disseminated to South Carolina school personnel and school districts and published on the SCDE website.	
March 15, 2015	Standards published and disseminated.	
April—Summer 2015	Professional Development in Support of the Understanding and Implementation of the South Carolina Standards; support documents developed.	

Testing Schedule 2014–15		
Action	**Date**	**Notes**
Disseminate general information to school districts during Instructional Leaders Roundtable, Chief Academic Officers, and state guidance counselor meetings regarding test formatting and alignment of test to curriculum standards	November 2014–April 2015	Elizabeth Jones is director of the SCDE's Office of Assessment
Inform parents of testing schedule, testing policies, and administration procedures	December 2014–April 2015	
Schedule and conduct WebEx training sessions for District Test Coordinators	February–March 2015	
Schedule and conduct training sessions for school test coordinators, test administrators, and monitors	February–March 2015	
Administer tests for ELA, Mathematics, Science, and Social Studies	April–May 2015	
Make-up testing as needed	May 2015	

1.C Develop and Administer Annual, Statewide, Aligned, High-Quality Assessments that Measure Student Growth

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	Option B	Option C
☐ The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition. i. Attach the State's Memorandum of Understanding (MOU) under that competition. (Attachment 6)	☒ The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3–8 and at least once in high school in all LEAs. i. Provide the SEA's plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3–8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.	☐ The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3–8 and at least once in high school in all LEAs. i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)

The state withdrew from the Smarter Balanced Assessment Consortium on April 14, 2014. Acts 155 and 200, which amended the EAA regarding assessments, were enacted in April and May of 2014. In compliance with these acts, the Executive Director of the State Budget and Control Board, a separate state agency, with the advice and consent of a special assessment panel, directed the procurement of college- and career-readiness assessments to satisfy federal and state accountability purposes for grades 3–8 and 11 in ELA (English, reading, and writing) and mathematics. According to Act 200, the procured assessments are to be administered in 2014–15, 2015–16, and 2016–17. The assessments are also to be administered in 2017–18 and 2018–

19 upon approval of the South Carolina EOC.

A contract was awarded to ACT, Inc. on November 1, 2014, for the administration of the ACT Aspire assessments in grades 3–8 and The ACT (and ACT WorkKeys®) in grade 11 in writing, English, reading, and mathematics. DRC, the only other company that submitted a proposal, protested the award. A hearing was held on November 19, 2014. The December 18, 2014, decision of the Chief Procurement Officer (CPO) provided that since "the award to ACT was in violation of the Code the CPO directs that the contract be terminated at the end of the first year, in lieu of the three year term provided for in the solicitation. The Budget and Control Board is ordered to re-solicit these requirements and award a contract in compliance with the Code."

This decision was appealed to the Budget and Control Procurement Board Review Panel. While the appeal was being resolved, the SCDE proceeded with plans to administer the ACT Aspire and The ACT assessments for spring 2015. A hearing on the appeal was held on March 25, 2015. On April 7, 2015, the Procurement Review Panel signed an order that upheld the CPO's ruling. In compliance with that ruling, the state is beginning the process to procure assessments for spring 2016 by writing and releasing a Request for Proposals (RFP).

The SCDE has developed a plan and timeline to ensure high-quality assessments are administered in spring 2016 and beyond. Input is being received from stakeholders in the districts to ensure that, in addition to meeting the needs of the state for accountability purposes, the RFP addresses the needs of those who will be administering the assessment. The RFP will call for evidence of valid and reliable assessments for use in an accountability system. In the RFP, offerors will be required to provide

- test blueprints and item specifications used in development of the proposed assessments. In addition, the offeror will be required to show evidence of the alignment between the blueprints, the item specifications, and the requirements of the 2015 college- and career-ready standards.
- a description of the process followed to review the test items during the development process and the process used to select the items for inclusion in the assessments.
- a description of the scaling methodology that includes documentation of equating and linking studies.
- a description of the scoring process and evidence that scores are valid and reliable.
- test administration procedures, including the use of appropriate accommodations. These procedures must demonstrate that the assessment system has been designed to be valid and accessible for use by the widest possible range of students. Offerors must provide evidence that there is an appropriate variety and number of valid accommodations to meet the needs of students with disabilities and students with limited English proficiency and ensure that individuals with expertise in working with students with disabilities and with English language learners were included in the development of the test items and the assessments.
- data analyses and any other evidence to document reliability and validity (for the purpose of identifying students prepared to attend post–high school educational institutions or to successfully obtain and perform in an entry-level career) of the assessments. Selection of

the vendor will depend on the offeror providing documentation of acceptable studies, including using appropriate samples as part of the test development studies and a commitment that the studies will be repeated in-state with the state's student population. Continuation with the use of the procured assessments will be contingent on the vendor's willingness/ability to make necessary changes to rectify any deficiencies identified in the studies using the states' population.

- documentation of alignment that provides evidence that the assessments are
  - aligned comprehensively (i.e., items measure the full range of the standards, address the appropriate range of cognitive complexity, measure the appropriate level of difficulty and depth of knowledge);
  - aligned in terms of both content and process skills;
  - aligned in terms of degree and pattern of emphasis; and
  - reflective of the full range of the state's achievement standards (i.e., the assessments provide a sufficient number of items to assess students at all levels of achievement).
- a commitment for independent evaluation of alignment of the assessments with the state's college- and career-ready standards. This evaluation must be conducted in-state with local committees of educators, include stakeholder involvement, and include representatives from diverse populations. The offeror must also address how the vendor will maintain and/or improve alignment of assessments and standards over time.
- the process and timeline used for setting college- and career-ready achievement standards and the process used to validate those standards. In addition, the offeror must commit to conduct a confirmatory standard setting in South Carolina and follow the state's recommended methodology and timeline to validate the state-achievement standards.
- samples and/or descriptions of meaningful report formats to communicate to students, parents, and educators.
- evidence of commitment to monitor the assessment system to ensure on-going quality.
- description of procedures to be used in monitoring the assessment system.
- evidence that the assessment system meets the definition of "high-quality assessment" required by the ESEA Flexibility guidance.

The timeline for completing the procurement and awarding a contract is provided in the following table. This is an aggressive timeline that requires substantial collaboration among state entities.

Activity	**Responsible Party**	**Date for Completion**
SCDE receives input from district superintendents and EOC Committee pertaining to administration procedures, test design, etc.	SCDE/District Superintendents	May 12, 2015
RFP submitted to the Budget and Control Board (B&CB)	SCDE	May 14, 2015
Legislature defines who procures the assessments.	SC Legislature	May 21, 2015
B&CB releases the RFP.	B&CB	June 4, 2015
Offers are received by the B&CB	B&CB	August 6, 2015
Reviewers receive proposals	B&CB	August 13, 2015

Reviewers score proposals	B&CB	August 20, 2015
Negotiations/clarifications	B&CB	August 27, 2015
Intent to Award posted	B&CB	September 3, 2015
Contract awarded	B&CB	September 10, 2015
Initial professional development webinar	SCDE	September 24, 2015
District test coordinators conference	SCDE	October 8, 2015
Monthly Instructional Leader & Testing (ILR) & Accountability Roundtable (TAR) meetings	SCDE	September 17, 2015; October 15, 2015; November 19, 2015; January 21, 2016; February 18, 2016; March 17, 2016; April 14, 2016
Administer assessments	SCDE	Late spring 2016
Focus Group on continuous improvement—ILR/TAR	SCDE	May 19, 2016

Upon award of a contract, information will be provided to stakeholders (superintendents, instructional leaders, testing and accountability coordinators) about the assessments and the implementation of the assessments. This information will be provided through correspondence, SCETV and Instructional Television Network and face-to-face meetings (e.g., through regularly scheduled monthly meetings and through meetings specifically scheduled by the SCDE in conjunction with the contractor).

The SCDE has the resources to work with local school districts to implement the assessments on the short timeline. The SCDE Office of Assessment includes staff experienced in measurement and research, instructional design, test development and administration, and teaching and testing students with disabilities. In addition to the NCLB State Assessment Grant, monetary resources are provided by the state legislature.

Significant obstacles include the availability of a valid and reliable off-the-shelf assessment system that aligns to the college- and career-ready standards, the short timeline to award a contract for the assessments, and the limited time between the award and the administration for communicating with district, schools, students, and parents. Based on experiences in 2014–15, additional potential obstacles are ensuring assessments for all students, parental refusal to permit students' to test, and corporate policies on test administration that conflict with local practice. In addition, the SCDE anticipates new USED guidance on peer review that is to be issued after this RFP process in underway, which could impact the contract(s).

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A.i Provide a description of the SEA's differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA's plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA's differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

COMMITMENT 1: SOUTH CAROLINA WILL DEVELOP A DIFFERENTIATED SYSTEM OF ACCOUNTABILITY THAT INCENTIVIZES AND REWARDS CONTINUAL GROWTH.

Presently, South Carolina assesses its schools and districts through two accountability systems. The state-mandated system was created in 1998, when the South Carolina General Assembly passed the Education Accountability Act (EAA, S.C. Code Ann. § 59-18-100 *et seq.* (Supp. 2014); see Appendix B) to hold public schools accountable for the performance of their students. Schools and districts are required to test students in four subject areas in grades 3–8 and students have to pass an exit exam as a requirement to graduate (since eliminated). Each school and district is given a rating based on student achievement and student growth and reporting on other factors. Those ratings are publicized in School Report Cards. When *No Child Left Behind* (NCLB) was enacted, the state maintained this original system and developed a separate, distinct system to meet the federal requirements as required by federal law. The state has since been operating under the two systems, which is confusing to parents and the community. (See Appendix C for a glossary of acronyms.)

The state plans to merge the two current systems into one unified and more modern system; the ESEA flexibility allows South Carolina to begin aligning the two current systems toward this objective. However, changing the state system requires legislative action beyond the timeframe for submitting this request, which prohibits us from proposing one unified system at this time. Despite this, many of the elements included in this waiver request address major shortcomings of the federal system and more closely mirror the elements of the proposed unified state and federal system. In addition, the State Superintendent plans to align all systems to support the Profile of the SC Graduate, a college- and career-ready profile that has been adopted by the Superintendents' Division of the S.C. Association of School Administrators, the State Chamber of Commerce, the S.C. Council on Competitiveness, the SBE, and the EOC. The SCDE is working with stakeholders to define supporting profiles for educator teams, learning systems, and state supports. After that step, the stakeholder teams will explore the implications for changes to educator preparation, evaluation, assessment, data systems, funding, and the accountability systems as a whole. At present, the SCDE is working with the 51st State Accountability Working Group convened by the CCSSO and a collaborative of in-state school

districts working on this redesign of public education to support better development of college- and career-ready students.

The most significant deficiency in the federally mandated AYP system is that it is essentially a pass/fail system, whereby failing to reach even one annual measurable objective (AMO), among many, automatically means that a school has not met AYP and thus is labeled as failing. Another significant flaw in the AYP system is that the original baseline year AMO from which all future AMOs were calculated was the 2002−03 test score that identified the bottom 20 percent of students tested that year.

Early on in using the federal system, the majority of schools had little difficulty meeting the AYP goal. Over time, however, as the AYP goal increased significantly every three years in approaching the 2014 goal of 100 percent of students scoring Proficient or above, the goal has outpaced the performance of schools, resulting in more and more schools lagging farther and farther behind the AMO each year.

The opportunity for ESEA flexibility allows South Carolina to develop a new system that is based on the achievement of all students in English language arts (ELA), mathematics, science, and social studies and includes graduation rate for high schools and districts, and measures the progress of all students over time.

The cornerstone of South Carolina's proposed differentiated recognition, accountability, and support plan is a fundamental change in the way schools and districts are judged to have met AYP. The proposed system substantively improves the method for determining student achievement and progress in schools and districts without sacrificing the high standards that have been a hallmark of South Carolina's state accountability system since the inception of NCLB.

The federal AYP system over-identifies hundreds of schools for assistance and, as a result, dilutes available state and federal resources. By significantly narrowing the scope to target fewer schools for assistance, the proposed system will allow the state to use resources more effectively. Once schools are identified as needing assistance, we will employ a differentiated system of support to ensure all students, regardless of learning needs, meet the College- and Career-Ready State Standards and are college or career ready when they graduate from high school.

For purposes of the March 2015 renewal application, the SCDE is maintaining the basic description of the system of differentiated recognition, accountability, and supports that has been in place since the first application in 2012 with some amendments. The SCDE requests a "pause" year as it transitions to new assessments. No new ratings will be assigned for schools and districts based upon the assessments administered in spring 2015. Rather, designations given in 2015 based upon assessments in spring 2014 will be retained. Data from the 2015 assessments will be used to establish baselines for a revised system of differentiated recognition, accountability, and supports, which will be proposed via an amendment to this application. Student achievement will be reported on the SCDE ESEA Flexibility Website. The SCDE will set Annual Measurable Objectives (AMOs) for each applicable grade and subject area in the ESEA Flexibility Waiver. For the 2014–15 school year, South Carolina adopted the ACT Aspire assessments for students in grades 3–8 and The ACT for high school (grade 11) ELA and

mathematics. Since this was the initial statewide administration of these tests in South Carolina, the process of establishing cut scores for SC students is ongoing. To date, three cut scores, defining four achievement levels, have been established for ACT Aspire. One cut score, defining college and career readiness, has been established for The ACT. The SCDE is awaiting the results of a research being conducted for South Carolina by ACT. This research will examine probabilities of success in first-year college coursework to make empirically based cut score recommendations for two additional cut scores. Results of all research will be reviewed by the SCDE, the EOC, and other education stakeholders within South Carolina. Once the review is completed, the SCDE will submit AMOs and goals to the USED in a waiver amendment. The anticipated AMO setting is projected to be prior to the amendment deadline of January 2016.

As noted above, Act 200 of 2014 requires recommendation of a new single accountability system in 2016 for implementation in the 2016–17 school year. In addition, the SCDE is working with stakeholders to redesign its systems to support the Profile of the S.C. Graduate. The SCDE anticipates that this system will be more focused on academic learning progressions based upon proficiency; dashboards assessing students' skill development; and indicators of students' development of life characteristics that promote success in college and careers. The supports system will focus on continuous improvement of all schools and districts. The reporting systems will not use a simplified (and sometimes misleading) single rating, but rather will contain a dashboard of leading and lagging indicators to guide continuous improvement and innovation.

Act 200 of 2014 requires a new system by 2016, and the SCDE anticipates that the implementation of a new system will take much collaboration, experimentation, data analysis, work, thought, and time. Therefore, the existing ESEA system will remain in place with indicated amendments, the "pause" year, and recalibration until consensus is reached on how to improve the system. That system itself will likely be subject to continuous improvement and change over time.

The following is a description of the 2012–14 system prior to the "pause." One change being made at the request of stakeholders is to remove rating labels (A–F) and shift to a dashboard of measures. As noted, additional changes will be made concerning the high school assessments for several reasons, including because of the elimination of and Acts 155 and 200.

The SCDE will use multiple factors beyond ELA and math to determine an index score for purposes of identifying Reward, Focus, and Priority Schools and for each school and district in the state and to recognize progress that schools and districts make towards achievement goals. Schools with an index score less than 70 that are not otherwise identified are eligible for "Support School" status.

With input from a variety of stakeholders, the SCDE has developed a methodology that includes multiple measures to determine the Index. These measures include achievement in ELA, mathematics, and science; social studies in grades 4–8; graduation rates; and percentage of students tested. South Carolina's school composite index includes two measures of participation: percent of students tested in ELA and percent of students tested in math. All schools will be expected to meet or exceed the goal of 95 percent participation on all student assessments in

order to meet the AMO. Although input from stakeholders was mixed regarding the addition of science and social studies to the ESEA Grade determinations (stakeholders, including teachers, in initial meetings requested that we include these content areas while participants in the community stakeholder meetings questioned their inclusion.), the SCDE has chosen to include these content areas (social studies in grades 4–8), which are part of the current state assessment system, as the state moves towards unifying the current state and federal accountability requirements into a single, comprehensive accountability system that will provide accurate, meaningful, and timely information to students, parents, educators, and the public. (Results of the high school U.S. History and the Constitution end-of-course assessment are reported but not included in the index.)

In addition to giving full credit to schools and districts that meet the AMOs, we also give partial credit to schools and districts for student progress towards the AMO in the four content areas and graduation rate when they do not meet the AMO. In the matrix calculation, for each of the multiple measures used to assess performance, a school receives a full point (1.0) for each student subgroup and the "All Students" group that meets the AMO for that measure. If the subgroup does not meet the AMO on a particular measure, progress toward the AMO is awarded in two ways:

- If the mean is above Proficient, partial credit of .6 to .9 is awarded based upon the quartile between Proficient and the AMO in which the mean falls.
- If the mean is below Proficient, partial credit of .1 to .5 is awarded if the mean for that subgroup improved over the previous year. One tenth of one point is given for each scale score point improvement over the previous year , up to 5 scale score points.

For example: in the sample high school matrix (Matrix 1 below):

- The school did not meet the AMO for the African-American subgroup on the mathematics measure, but the subgroup performance was in the first quartile above Proficient and was awarded a .6.
- The school did not meet the AMO for the male subgroup on the science measure, but the mean of the subgroup performance improved 5 scale score points over the mean of this subgroup in the previous year, and was awarded a .5.

Matrix 1

	English/LA Proficiency Met/Improved?	Math Proficiency Met/Improved?	Science Proficiency Met/Improved?	English/LA Percent Tested 95 % Tested?	Math Percent Tested 95 % Tested?	Graduation Rate Met/Improved?
All Students	1	1	1	1	1	1
Male	1	1	0.5	1	1	1
Female	1	1	1	1	1	0
White	1	1	1	1	1	1

African-American	**1**	**0.6**	**1**	**1**	**1**	**1**
Asian/Pacific Is	**I/S**	**I/S**	**I/S**	**I/S**	**I/S**	**I/S**
Hispanic	**0.5**	**0**	**0.5**	**1**	**1**	**1**
Am Indian/Alaskan	**I/S**	**I/S**	**I/S**	**I/S**	**I/S**	**I/S**
Disabled	**0.5**	**1**	**0.5**	**1**	**1**	**0.5**
Limited Eng. Prof	**1**	**1**	**1**	**1**	**1**	**1**
Subsidized Meals	**1**	**1**	**1**	**1**	**1**	**1**
Total # of Points	**8**	**7.6**	**7.5**	**9**	**9**	**7.5**
Total # of Objectives	**9**	**9**	**9**	**9**	**9**	**9**
Percent of Above	**89%**	**84%**	**83%**	**100%**	**100%**	**83%**
Weight	**25**	**25**	**5**	**7.5**	**7.5**	**30**
Weighted Points Subtotal	**22.3**	**21.0**	**4.17**	**7.50**	**7.50**	**24.90**

Weighted Points Total	**87.37**

Each of the measures carries a specific weighting; the weighted points are then totaled, and an index score—the ESEA Index—is assigned.

In determining the ESEA Index for high schools, ELA and mathematics proficiency and graduation rates will carry the most weight. For elementary and middle schools, ELA and mathematics proficiency will carry the most weight in determining the index score. To determine the ESEA Index for districts, the weights for elementary, middle, and high schools will be incorporated into the calculation.

Through the community stakeholder meetings, online comment forms, and e-mails, a majority of stakeholders, including school and district personnel, expressed serious reservations regarding the use of letter grades.

The current administration believes that letter grades overly simplify the accountability system and mask important information needed for continuous improvement. Under that system, descriptors define each rating within the context of the state's performance expectations. While the lower ratings signify that the school or district has not yet met performance standards, the state recognizes that there are students achieving at high levels in that school or district, and we intend to provide supports so that all students meet our expectations of college and career readiness at graduation.

We will continue to disaggregate data by subgroups and have added the subgroups of male and female to the calculation of ESEA Index. Data indicate existing performance gaps between these subgroups in South Carolina in certain subjects in certain years. The SCDE feels strongly that these gaps should be addressed through the accountability system despite mixed feedback from stakeholders who attended the community stakeholder meetings.

South Carolina's differentiated recognition, accountability, and support system, based on student achievement, graduation rates, and school performance and progress over time, includes all students and all subgroups of students identified in ESEA section 1111(b)(2)(C)(v)(II). To ensure that schools are accountable for the performance of all subgroups of students, a school may not receive the highest rating in South Carolina's differentiated recognition, accountability, and support system if there are significant achievement or graduation rate gaps across subgroups that are not closing in the school.

South Carolina's ESEA flexibility accountability system assigns an index score to each school annually based on a school's total composite index score (0–100) derived from student performance on multiple measures of academic achievement (ELA, math, science, and social studies (grades 4–8)), participation in testing, and ELA and math and graduation rate (for high schools).

To comply with the new federal requirement that *a school may not receive the highest rating if there are significant achievement or graduation rate gaps across subgroups that are not closing*, a school with significant and persistent achievement or graduation rate gaps across subgroups will not be eligible for "Reward School" status in South Carolina's ESEA differentiated recognition, accountability, and support system.

For this purpose, a *significant* achievement gap in subgroup performance is defined as a gap equal to or greater than one standard deviation above the mean achievement gap for that particular subgroup across all schools of the same type. In other words, if the mean achievement gap for LEP students in middle schools is 15 scale points and the standard deviation is 6.0, then any school with an LEP achievement gap of 21 points or more would be considered to have a significant subgroup achievement gap for LEP students. A significant subgroup achievement gap in any other subgroup will be determined in similar fashion as equal to or greater than one standard deviation above the mean achievement gap for that particular subgroup, across all schools of the same type (Methodology for Title I Distinguished School for Performance and Title I Distinguished School for Progress, Step 6).

For this purpose, a *persistent* achievement gap in subgroup performance is defined as a significant achievement gap in subgroup performance in two or more years in a row and that is not closing over the two or more years, or is closing due solely to a decline in performance of the comparison group.

Thus, a school with an index score that might otherwise qualify it to be a Reward School, but that has a significant and persistent achievement gap in subgroup performance, will be excluded.

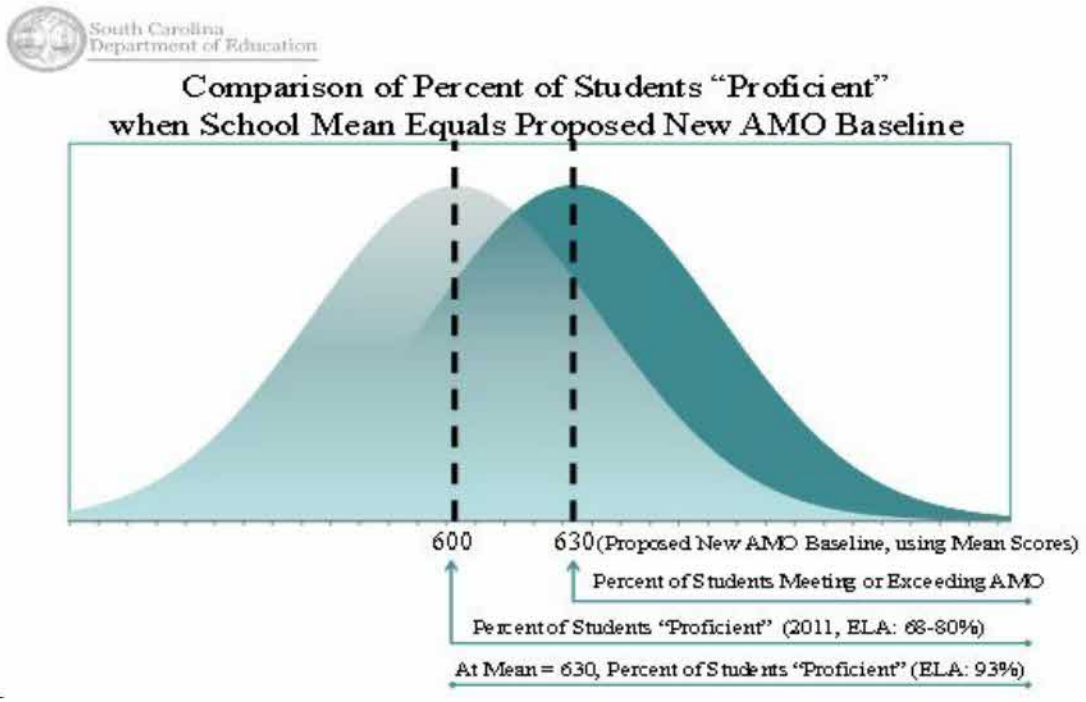
South Carolina believes that the proposed ESEA system will create additional incentives for schools and districts to work diligently to meet high standards and to focus on improving the academic achievement and performance of the "All Students" group, as well as the achievement and performance of all students in all subgroups, including historically underperforming groups such as students with disabilities and students from low socioeconomic households. Specific interventions for these subgroups will be determined through the comprehensive needs assessments described in the Priority and Focus Schools sections below.

Because the determination of the ESEA Index will no longer be an "all or nothing" exercise, schools and districts will have a much more realistic accountability system that will allow them to demonstrate, measure, and track improvement in making a positive impact on student achievement.

At the beginning of each school year, the State Superintendent of Education will publicly acknowledge Reward Schools and will reiterate and emphasize the purpose, importance, and goals of the state's proposed new accountability system, so that everyone in the state is aware of the success and positive accomplishments of the state's public schools. The favorable media attention will be a welcome counterpoint to the usual gloom-and-doom media accounts that our public schools typically receive.

The method used to measure improvement in South Carolina's accountability system is rigorous and accurately reflects substantial progress toward student achievement goals.

The following figure illustrates how a school with a mean ELA score of 630—that is, a school that meets the proposed new AMO in the base year—would compare in terms of the percent of students Proficient or above, using the current cut score of 600.



The number of additional schools estimated to be included in the accountability system when the N size is reduced from N > = 40 to N > = 30 are presented in the following tables. (These projected counts are based on simulations using 2010−11 data.)

In 2010−11, of the 1,131 total number of schools in the state (305 elementary schools, 646 middle schools and 180 high schools), only 10 schools (4 elementary schools, 6 middle schools and 0 high schools) did not meet the N > = 40 criteria. With the N >=30 criteria, only 1 additional school, a middle school, would be included in the accountability system, based on the "All Students" category. The effect of reducing the N size from 40 to 30 is much more pronounced across subgroups, with the number of additional schools whose subgroup performance would be taken into account in calculating overall school performance ranging from 1 additional school to as many as 149 additional schools.

TABLE S1: Number of ELEMENTARY Schools in Accountability System, based on N equal to or greater than 40 versus N equal to or greater than 30 (2010–11).

State	Students	Number of Schools Held Accountable				Total Number of Schools in State	Number of Additional Schools	Percentage of Additional Schools
		Schools under NCLB (n>=40)		Schools under Flex (n>=30)				
		#	%	#	%			
ELEM SCHOOLS	All Students	642	99.38	642	99.38	646	0	0.0%
	Male	623	96.44	633	97.99	646	10	1.5%
	Female	615	95.20	629	97.37	646	14	2.2%
	White	504	78.02	528	81.73	646	24	3.7%
	African-American	523	80.96	552	85.45	646	29	4.5%
	Asian/Pacific Islander	7	1.08	15	2.32	646	8	1.2%
	Hispanic	66	10.22	118	18.27	646	52	8.0%
	Am Indian / Alaskan	1	0.15	1	0.15	646	0	0.0%
	Disability	259	40.09	408	63.16	646	149	23.1%
	Limited English Proficiency (LEP)	65	10.06	113	17.49	646	48	7.4%
	Subsidized Meals	624	96.59	633	97.99	646	9	1.4%

TABLE S2: Number of MIDDLE Schools in Accountability System, based on N equal to or greater than 40 versus N equal to or greater than 30 (2010–11).

State	Students	Number of Schools Held Accountable				Total Number of Schools in State	Number of Additional Schools	Percentage of Additional Schools
		Schools under NCLB (n>=40)		Schools under Flex (n>=30)				
		#	%	#	%			
MIDDLE SCHOOLS	All Students	299	98.03	300	98.36	305	1	0.3%
	Male	295	96.72	296	97.05	305	1	0.3%
	Female	292	95.72	295	96.72	305	3	1.0%
	White	251	82.30	258	84.59	305	7	2.3%
	African-American	276	90.49	285	93.44	305	9	3.0%
	Asian/Pacific Islander	10	3.28	23	7.54	305	13	4.3%
	Hispanic	75	24.59	110	36.07	305	35	11.5%
	Am Indian / Alaskan	2	0.66	2	0.66	305	0	0.0%
	Disability	216	70.82	243	79.67	305	27	8.9%
	Limited English Proficiency (LEP)	62	20.33	87	28.52	305	25	8.2%
	Subsidized Meals	291	95.41	292	95.74	305	1	0.3%

TABLE S3: Number of HIGH Schools in Accountability System, based on N equal to or greater than 40 versus N equal to or greater than 30 (2010–11).

State	Students	Number of Schools Held Accountable				Total Number of Schools in State	Number of Additional Schools	Percentage of Additional Schools
		Schools under NCLB (n>=40)		Schools under Flex (n>=30)				
		#	%	#	%			
HIGH SCHOOLS	All Students	180	100	180	100	180	0	0.0%
	Male	165	91.6	175	97.2	180	10	5.6%
	Female	163	90.5	175	97.2	180	12	6.7%
	White	145	80.5	149	82.7	180	4	2.2%
	African-American	138	76.6	150	83.3	180	12	6.7%
	Asian/ Pacific Islander	1	0	3	0.1	180	2	1.1%
	Hispanic	8	0.4	17	0.9	180	9	5.0%
	Am Indian / Alaskan	0	0	0	0	180	0	0.0%
	Disability	35	19.4	78	43.3	180	33	18.3%
	Limited	3	0.1	6	0.3	180	3	1.7%

	English Proficiency (LEP)							
	Subsidized Meals	169	93.8	174	96.6	180	5	2.8%

Current scale scores for "Proficient" and "Exemplary" by grade level are detailed in the *2011−2012 ACCOUNTABILITY MANUAL: The Annual School and District Report Card System for South Carolina Public Schools and School Districts.*

For elementary and middle schools, on the SCPASS a single cut score is used to define "Proficient." Proficient is defined as a score of 600 or above for all subjects (ELA, Math, Science and Social Studies) and all grades tested (grades 3–8), while "Exemplary" is defined by separate cut scores for each subject and grade level.

For high schools, student performance was assessed by the High School Assessment Program and End-Of-Course Examination Program (EOCEP) tests in Biology I. At the high school level, the concept of "Proficient" for student performance is more complicated to define. Accordingly, at the high school level the metric used to track student performance was the percent of students passing and EOCEP tests. (As noted elsewhere in this renewal request, the exam was eliminated in 2014. The ACT college readiness assessments in ELA and mathematics will be the ESEA assessments. When the state amends the ESEA methodology after analysis of the 2015 assessment data, amendments may be designated for the high school assessments. Acts 155 and 200 of 2014 direct the use of the ACT's WorkKeys and a college- and career-readiness benchmark assessment as part of federal and state accountability.

SCPASS cut-off scale scores are summarized in the following table, excerpted from the South Carolina Accountability Manual.

Table S4: SCPASS Cut-Off Scale Scores Established by SCDE for Use in Calculating Absolute Ratings

Subject	Grade	Not Met 1	Not Met 2	Met	Exemplary
ELA (Reading & Research)	3	LT 563	563	600	GE 643
ELA (Reading & Research)	4	LT 569	569	600	GE 649
ELA (Reading & Research)	5	LT 574	574	600	GE 661
ELA (Reading & Research)	6	LT 565	565	600	GE 648
ELA (Reading & Research)	7	LT 566	566	600	GE 644
ELA (Reading & Research)	8	LT 569	569	600	GE 649
Math	3	LT 566	566	600	GE 642
Math	4	LT 580	580	600	GE 658

Math	5	LT 579	579	600	GE 659
Math	6	LT 582	582	600	GE 658
Math	7	LT 585	585	600	GE 652
Math	8	LT 585	585	600	GE 657
Science	3	LT 537	537	600	GE 649
Science	4	LT 564	564	600	GE 674
Science	5	LT 566	566	600	GE 676
Science	6	LT 560	560	600	GE 669
Science	7	LT 571	571	600	GE 664
Science	8	LT 562	562	600	GE 651
Social Studies	3	LT 580	580	600	GE 653
Social Studies	4	LT 590	590	600	GE 668
Social Studies	5	LT 570	570	600	GE 658
Social Studies	6	LT 585	585	600	GE 671
Social Studies	7	LT 562	562	600	GE 646
Social Studies	8	LT 571	571	600	GE 656

LR = Less Than GE = Greater Than or Equal To

Plan for Annual Implementation			
Key Milestone or Activity	**Detailed Timeline**	**Party or Parties Responsible**	**Evidence (Attachment)**
Conduct statewide assessments in ELA, math, social studies, and science	September–May	Office of Assessment	Test results from contractor
Run profiles of all schools and districts to determine index	July–October	Office of Research and Data Analysis	List of schools and districts with index
Run data to determine Priority Schools	August–September	Office of Research and Data Analysis	List of Priority Schools
Run data to determine Focus Schools	August–September	Office of Research and Data Analysis	List of Focus Schools
Run data to determine Reward Schools	September	Office of Research and Data Analysis	List of Reward Schools
Run data to determine non-Title I support schools	September	Office of Research and Data Analysis	List of Support Schools
Run data to determine Title I support schools	September	Office of Research and Data Analysis	List of Title I Support Schools
Public Release of ESEA dashboards	October	Office of Research and Data Analysis	Posted on SCDE Website
Technical Assistance to districts on the analysis of ESEA Index and differentiated recognition, accountability, and supports categories.	July–October (and beyond)	Office of Federal and State Accountability and Office of Research and Data Analysis	Record of assistance sessions

Disburse Title I, 1003(a) funds to Focus Schools and to Title I Support Schools	September/ October	Office of Federal and State Accountability	Grant Award Letters

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

Option A	Option B
☐ The SEA includes student achievement only on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.	☒ If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, priority, and focus schools, it must: a. provide the percentage of students in the "all students" group that performed at the proficient level on the State's most recent administration of each assessment for all grades assessed; and b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.

The following table presents the percentage of students in the "All Students" group that performed at Proficient or above on each state assessment at each grade level for 2011:

2011 Assessment Results Percent of All Students at Proficient								
Grade	**SCPASS**						**EOC**	
	ELA	**Math**	**Science**	**Social Studies**	**ELA**	**Math**	**Biology**	**US History**
3	80.00%	70.40%	60.80%	76.60%	-	-	-	-
4	78.00%	79.40%	70.90%	77.10%	-	-	-	-
5	78.30%	75.30%	64.90%	70.40%	-	-	-	-
6	70.20%	72.50%	64.90%	77.60%	-	-	-	-
7	68.40%	69.70%	71.70%	63.40%	-	-	-	-
8	67.80%	69.50%	70.10%	71.90%	-	-	-	-
High School	-	-	-	-	60.60%	51.80%	68.00%	49.70%*

SCPASS—Palmetto Assessment of State Standards
HSAP—High School Assessment Program (High School Exit Exam)
EOC—End-of-Course Examination Program
*Not included in index starting 2015.

The State Superintendent of Education, in consultation with major stakeholders, strongly supports efforts to use graduation rates as a key indicator of workforce, career, or college readiness. Policy recommendations from the CCSSO and the conclusions of the Alliance for Excellent Education reinforce this approach:

> *"To achieve meaningful accountability for high school graduation rates, it is important that states a) target schools with the lowest graduation rates for intensive intervention, and, at the same time, b) hold all high schools accountable for maintaining adequate graduate rates [sic]."*
>
> *"In order to ensure students are graduating high school ready to succeed in college and a career, states should include four key elements of high school graduation rate policy in their redesigned accountability systems: meaningful accountability for graduation rates; disaggregation of graduation rates for accountability purposes; accurate and uniform calculation of high school graduation rates; and ambitious and achievable graduation rate goals and targets."*
>
> —Alliance for Excellent Education, January 2012.

Under the 2012–14 ESEA rating system, graduation rates will carry the highest weight in determining the total composite index score and attainment of the AMOs for high schools and school districts. We have set the goal that each high school in South Carolina reach a high school graduation rate of at least 90 percent. This goal is ambitious, as is reflected by the large number of high schools in our state that fall far short of this goal, and it is achievable, as is demonstrated by the high performing, high poverty schools that have been able to meet or exceed this graduation rate.

South Carolina's achievement goals remain some of the highest in the nation, and schools and districts will continue to be held accountable for students learning those standards. In keeping with the original intent of NCLB, the second most important factor in determining the school's ESEA Index is student performance in ELA and mathematics. We include science and social studies (grades 4–8) as factors in determining the school index, but at a lesser weight than ELA and mathematics. To ensure accurate results, we are retaining the 95 percent student participation in testing indicators for both ELA and math. South Carolina's proposed school composite index includes two measures of participation: percent of students tested in ELA and percent of students tested in math. All schools will be expected to meet and exceed the goal of 95 percent participation on all student assessments.

Because the system will no longer be "all or nothing" in terms of meeting AYP, a more nuanced system of recognition and support will be offered to districts and schools. As detailed in Table 2 below, each school and district will receive a calculated, weighted numerical index score ranging from zero to 100; this will allow a school or district to measure its progress in relation to the state AMO, and allow designation of status as Reward, Focus, Priority, or Support Schools.

To reinforce the importance of academic achievement, the multiple measures of academic achievement combined will account for the majority of the total weight in the school composite

index score.

At the elementary and middle school levels, the combined weights for the four academic achievement measures (ELA, math, science and social studies) will account for 90 percent of the total composite index score. ELA and math have the highest relative weights of 40 percent each, with science and social studies contributing an additional 5 percent each. In addition, percent of students tested in ELA will account for 5 percent of the total composite index score, and percent of students tested in math, likewise, will account for 5 percent.

Under the 2012–14 ESEA rating system, at the high school level, the academic achievement measures plus graduation rate will account for 85 percent of the total composite index score. Graduation rate has a weight of 30 percent, and ELA, and math have equivalent weights of 25 percent each. The three academic achievement measures (ELA, math, and science) have a combined weight totaling 60 percent, with ELA and math each weighted at 25 percent, and the science measure at 5 percent. The two participation measures (i.e., percent of students tested in ELA and math) are weighted 7.5 percent each.

At the SEA and the LEA level, the proposed weights for performance measures and additional indicators are identical to the measure weights at the elementary, middle, and high school levels.

For the SEA and LEAs, the total composite index score for the SEA and the LEA as a whole will be reported, as will the composite index score for each grade span (elementary, middle, and high school) in the SEA and the district. Also, the matrix details for each grade span will be reported, including the means and Ns for each subgroup in each cell (with an N equal to or greater than 30). The minimum N size will not apply to the "All Student" group to allow for the calculation of an ESEA Index for small schools. Similarly, achievement gaps by subgroup and measure will also be reported and highlighted. This will allow the SCDE and the LEAs to easily identify which subgroups have met the AMO, which are above Proficient, which have made progress, and which subgroup(s) and measures require particular attention and effort in order for the SEA and the LEA to achieve the state's expectations in the next year.

Table 2

Proposed Weights for Performance Measures and Additional Indicators

	Performance Measures				Additional Indicators		
	ELA Proficiency	Math Proficiency	Science Proficiency	Social Studies Proficiency	ELA Percent Tested	Math Percent Tested	Graduation Rate
Elem/Middle Schools, LEAs, and the SEA	40	40	5	5	5	5	N/A
High Schools, LEAs, and the SEA	25	25	5	N/A	7.5	7.5	30

South Carolina believes this system will result in strong accountability with a continued emphasis on ELA and mathematics student achievement for all students, high graduation rates,

participation of all students in testing, and the addition of student achievement measures for science and social studies. For high schools, a total of 77 possible objectives will be used to determine ESEA Index. For elementary schools, the maximum number of objectives is 66; for districts it is 77. In the NCLB-AYP system, South Carolina used a minimum "N" size of 40 in subgroup calculations. In order to use as much data as possible from as many students as possible to assess school performance more accurately, for all students and all subgroups, the new ESEA Indexing method proposes to use an "N" size of 30 for all subgroups except the "All Students" group, which will not use an N size. Lowering the "N" size addresses concerns expressed by some stakeholders and shared by the SCDE that too high an "N" could mask the performance of small subgroups of students.

The student achievement measures included in the proposed school composite index score include ELA, math, science, and social studies. In the calculation of the school composite index score, all available assessment data for all eligible students will be used in the calculations.

Testing South Carolina Students

South Carolina assessments and testing requirements are summarized in the following table.

2013–14 School Year Student Assessments		
Program Name	**Subjects**	**Grades**
SCPASS	Writing, ELA, mathematics, science, and social studies	3–8 (Students in grades 3, 5, 6, and 8 take either science OR social studies. Students in grades 4 and 7 take both.)
(through 2014)	ELA and Mathematics	10 (defined as the student's second year in high school)
EOCEP	English 1, Algebra 1, Biology 1, US History and Constitution	When students take the course for high school credit. Results are also a percentage of the grade for the course.
SC-Alt	ELA, mathematics, science, and social studies	Age commensurate with grades 3–8 and 10

SCPASS—SC Palmetto Assessment of State Standards testing program.

HSAP—High School Assessment Program – constitutes the state exit examination. Students must pass both subjects to earn a diploma. Testing begins in a student's second year of high school. Students who do not pass an subject were given repeated opportunities to attempt the test, and improvement over time was part of the state accountability system.

EOCEP—End-of-Course Examination Program

SC-Alt—South Carolina Alternate Assessment –administered to students with significant cognitive disabilities who are determined by the Individualized Education Program

Team to be unable to participate in the general assessment even with appropriate accommodations.

Beginning with the 2014–15 school year, new assessments will be administered to South Carolina public school students following South Carolina State Standards. These new assessments are intended to address requirements for college and career readiness.

Assessments required for accountability under state and federal law are summarized in the following table.

2014–15 School Year Student Assessments		
Program Name	**Subjects**	**Grades**
SCPASS	Science and social studies	4–8
ACT Aspire	Writing, English, reading, mathematics (Science is optional at no cost to districts.)	3–8
EOCEP	English 1, Algebra 1, and Biology 1	When students take the course for high school credit
The ACT	College and Career Readiness assessment, including ELA and mathematics used for ESEA 1111(b)	11 (defined as the student's third year in high school, according to the 9GR)
WorkKeys	Reading for Information, Applied Mathematics, Locating Information	11 (defined as the student's third year in high school, according to the 9GR)
SC-Alt	Science and social studies	Ages commensurate with grades 4–8 Biology I Alt: see explanation of change in year tested on pages 82–83.
NCSC	ELA and mathematics	Ages commensurate with grades 3–8 and 11

SCPASS—SC Palmetto Assessment of State Standards testing program. The science and social studies subject tests used in previous years will be administered to all students in grades 4–8.

ACT Aspire—This test replaces the SCPASS Writing, ELA, and mathematics subject tests.

EOCEP—End-of-Course Examination Program.

1. Algebra I (or Math for the Technologies II)
2. Biology I (or Applied Biology II)
3. English I

The algebra and English courses may be taken in either middle or high school. The biology courses are typically taken in either the first or second year of high

school. All students enrolled in these courses must take the EOCEP tests. By law, the test accounts for 20 percent of a student's grade in the course. Students must pass the courses to earn a high school diploma.

The ACT—This test replaces the for high school student assessment. There is no longer an exit exam requirement for students graduating from South Carolina public schools.

WorkKeys—An additional high school assessment to assist students, parents, teachers, and guidance counselors in developing individual graduation plans and in selecting courses aligned with each student's future ambitions; promote South Carolina's Work Ready Communities initiative; and meet federal and state accountability requirements.

SC-Alt—South Carolina Alternate Assessment. The science and social studies subject tests that align to state standards will be administered to students with significant cognitive disabilities.

NCSC—National Center and State Collaborative. Replaces SC-Alt ELA and mathematics subject tests and will be administered to students with significant cognitive disabilities.

9GR—A code in the student information system indicating the first year in which the student is in ninth grade. For example, a student who entered ninth grade in August 2011 would be required to take the ACT during the 2014–15 school year, regardless of whether the student had accumulated sufficient credits to be considered in "eleventh grade."

NOTE: Students also take examinations for determination of college credit (e.g., AP exams, exams in dual credit courses) and career-readiness exams, such as ASVAB and certification exams.

The South Carolina Alternate Assessment (SC-Alt) and NCSC are administered to students with significant cognitive disabilities who are determined by the Individualized Education Program Team to be unable to participate in the general assessment even with appropriate accommodations. Students participate in these assessments based on their ages as of September 1 of the tested year commensurate with the grades of students in the tested grades. Students who qualify to take alternate assessments and are ages 8–13 and 16 will participate in NCSC ELA and mathematics. Students who qualify to take alternate assessments and are ages 9–13 will take the SC-Alt science and social studies tests. The SC-Alt biology test is the alternate for the EOCEP biology test and is administered to alternate assessment–eligible students once during high school. In previous years, students who were age 15 (commensurate with grade 10) took SC-Alt ELA, mathematics, and biology. However, beginning in spring 2015, the NCSC ELA and mathematics tests are to be administered to students at age 16 (age commensurate with grade 11). Therefore, the SC-Alt biology test will also be administered to students at age 16. Since the cohort of students who are age 16 in spring 2015 have met their high school science

participation requirement, the SC-Alt biology test will not be administered in spring 2015. As in the past, any student who is beyond the specified age for testing and has not taken the SC-Alt biology test will take it the following spring.

To incorporate students tested with SC-Alt, the ESEA methodology realigns the SC-Alt scores with the standard state assessment (SCPASS) science and social studies scores so that all SC-Alt students will be included in all of the calculations at the school, district, and state level. This is accomplished by using SC-Alt scale scores which have been transformed to the SCPASS scale score system (i.e., with 600 = Proficient, a standard deviation of 50, and the same range). This transformation is possible because SC-Alt scores are based on a carefully constructed Rasch-based scale score system, and a review of the SCPASS and SC-Alt transformed scale score distributions has shown that the distributions are very similar.

To align the new alternate assessment (NCSC) scores with the new standard assessments that are being implemented during the 2014–15 school year (ACT Aspire for elementary and middle schools and ACT for high schools), a similar score transformation and alignment method will be applied. South Carolina also will apply the 1 percent rule, as summarized below, specific to using mean scale scores, which follows our ESEA methodology.

Using SC-Alt and NCSC Scores in ESEA Accountability: Applying the 1 Percent Cap Adjustments and Establishing AMOs for Special Education Center Schools

The NCLB 1 percent rules requires that the cap be applied at the district and state level and allows each state to propose how the scores for the districts exceeding the cap would be adjusted to meet the 1 percent limitation of inclusion of Proficient scores. The ESEA flexibility model for 2012–14 used by the SCDE used mean scale score data for determining whether schools or districts met achievement AMOs. This model introduces additional considerations in regard to choosing how to adjust scores and which student scores to adjust.

After several simulations and in-depth analyses were run using 2012 data, which created a methodology for and reviewed the effects of making different percent cap score adjustments, it was recommended that the best method for applying the percent adjustment would be to rank the Proficient scale scores from high to low and select the highest scores for adjustment (that is, resetting the selected scores to 599 which is 1 point below Proficient (i.e., the Proficient performance level in SCPASS assessments is equal to 600).

The rationale for proposing the rank order adjustment method is that the districts exceeding the 1 percent cap are consistently including large numbers of students (proportionately) in the SC-Alt assessment who are scoring at the very highest level (70.8 percent at Level 4 for ELA and 49.5 percent and Level 4 for mathematics). This method fairly addresses those schools that have extreme scores and are most likely over-identifying students for the SC-Alt. The analysis of the data from 2012 supports the use of this ranked score adjustment method over a random score adjustment, because it more logically addresses the over-identification issue of extreme scores for both districts and schools.

2.B Set Ambitious but Achievable Annual Measurable Objectives

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress. . .

Option A	Option B	Option C
☐ Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the "all students" group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	☐ Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–20 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	☒ Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups. i. Provide the new AMOs and an explanation of the method used to set these AMOs. ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below. iii. Provide a link to the State's report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the "all students" group and all subgroups. (Attachment 8)

The following description of the South Carolina system of recognition, accountability, and support remains in the waiver flexibility request for reference to AMOs calculated using the 2012, 2013, and 2014 South Carolina state assessments. Because South Carolina is implementing the assessments being procured during the 2014−15 school year, the state proposes to re-formulate the AMOs that it uses for federal and state accountability after analysis of those data, consultation with stakeholders, and collaboration with the EOC on a single accountability system. Therefore, South Carolina requests a "pause" year with the March 31, 2015, extension.

In compliance with NCLB, South Carolina adopted AMOs for two key components of student academic achievement, ELA and mathematics in 2002−03. Hence, the state's AYP

AMOs for ELA and mathematics were originally calculated using 2001−02 as the baseline year and 2014 as the goal year. The 2014 goal was for 100 percent of students to meet or exceed proficiency on the state standards and the system tracked school performance on the basis of the percent of students in each school who scored "Proficient" or above on the state standards assessment tests.

ESEA Flexibility provided the SCDE an opportunity to reconsider both the efficacy of the 2014 goal and the impact that NCLB's AYP has had on public K−12 education in South Carolina. By any reasonable standard, the previous AYP accountability system was seriously flawed and the goal of 100 percent of students meeting or exceeding proficiency by 2014 was neither realistic nor attainable.

With the ESEA Flexibility Waiver, the SCDE proposed a new method of measuring school performance annually by setting rigorous goals for elementary schools, middle schools, and high schools, by replacing an indirect measure of school performance that tracked the minimum performance level over time—*percent of students who score Proficient or above*—with a direct measure of student performance and school performance—*actual test scores*.

Under the NCLB-AYP system, on the SCPASS tests, where scores can range from 200 to 900, "Proficient" was defined as a score of 600 (or above). When examining actual student performance on SCPASS school by school, we found that for a majority of schools in South Carolina, the average of student scores on the state assessments (in statistical terms, the school mean) already exceeded the minimum score of 600, which defined "Proficient."

Continuous improvement

The AYP AMOs for ELA and mathematics are presented in Appendix K. In 2011−12, the ELA AMOs for

- elementary schools (elementary and middle schools) is 79.4 percent of students Proficient or above;
- high schools is 90.3 percent of students Proficient or above; and
- school districts is 89.4 percent of students Proficient or above.

For elementary schools, "Proficient" was defined as a SCPASS ELA and mathematics assessment score of 600 (on a normed scale from 200 to 900). For high schools, "Proficient" was defined as a ELA score of 200.

With AYP AMOs as previously defined—as the percent of students Proficient or above—and with AYP AMO levels set at 79.4 percent, only about one in four elementary schools in the state (27 percent of elementary and middle schools combined) met AYP in 2010−11. Only 8 percent of high schools in the state met AYP in 2010−11.

With the ESEA Flexibility Waiver, South Carolina proposed new AMOs that were both ambitious and achievable, based on actual school performance as measured by student test scores on the state standards assessments and end-of-course exams. We anticipated that using actual test scores would reflect the impact of instruction and learning more accurately than the previous

system.

Using 2011–12 as the base year, we set realistic AMOs for elementary, middle, and high schools, respectively, using student mean scores. For 2012–13 and beyond, the proposed new AMOs increased by 3–5 points annually, based on empirical examination. This incremental increase was consistent with previous growth trends of schools in South Carolina and reflected our objective to have ambitious yet attainable goals.

The mean (average) of SCPASS test scores for elementary schools was 644 for ELA and 641 for mathematics. Because "Proficient" was defined as a SCPASS score of 600 or above, the elementary school performance, as measured by SCPASS test scores instead of percent of students scoring Proficient or above, was already about 7 percentage points higher than the test score associated with the minimum proficiency level.

Similarly, the performance of middle schools, measured as the average (mean) of SCPASS test scores in each school rather than simply as the percent of students scoring Proficient or above, also was about 5 percentage points higher than "Proficient." The average (mean) of middle schools was 630 for SCPASS ELA and 634 for SCPASS Math, while a score of 600 was defined as "Proficient."

While high school test scores, on average, were closer to or a little below the score for "Proficient," a similar disparity existed between the federal system determination that most high schools had not met AYP and actual high school student performance when measured in test score units instead of percent of students scoring "Proficient" or above.

South Carolina's AMOs for elementary schools, middle schools, and high schools in ELA, mathematics, science, and social studies are presented below:

Annual Measurable Objectives for South Carolina
Mean Student Scores on State Standards Assessments and End-Of-Course Examination

	ELA			Math		
	Elementary	**Middle**	**High**	**Elementary**	**Middle**	**High**
2011–12	630	624	223	630	624	220
2012–13	635	628	226	635	628	223
2013–14	640	632	229	640	632	226
2014–15	645	636	232	645	636	230
2015–16	New Assessment–TBD					
2016–17						
2017–18						
	Science			**Social Studies**		
	Elementary	**Middle**	**High**	**Elementary**	**Middle**	**High**
2011–12	630	624	76	630	624	71

2012–13	635	628	77		635	628	73
2013–14	640	632	78		640	632	75
2014–15	TBD	TBD	TBD		TBD	TBD	
2015–16	TBD	TBD	TBD		TBD	TBD	
2016–17	TBD	TBD	TBD		TBD	TBD	
2017–18	TBD	TBD	TBD		TBD	TBD	

Elementary school AMOs are an annual increase of 5 points based on SCPASS.

Middle school AMOs are an annual increase of 4 points based on SCPASS. High school AMOs for ELA and math were an annual increase of 3-to-4 points based on the High School Assessment Program (HSAP). In Spring 2015, The ACT became the high school assessment for ELA and math.

High school AMO for science (EOCEP Biology) is an annual increase of 1 point.

We projected the AMOs through the 2017–18 school year based on guidance from the USED. Each component measured the success of the "All Students" group and all student subgroups as defined by demographic categories of gender, race/ethnicity, disability status, limited English proficiency status, and socioeconomic status (as measured by eligibility for the free and reduced-price meals program). South Carolina has also taken advantage of the Community Eligibility Program offered by the United States Department of Agriculture; re-definition of the socioeconomic status subgroup is underway as a result.

The state set ambitious and attainable goals for student performance on state standards assessments and end-of-course examinations. The table below, *Student Performance Goals*, presents the goals for mean school scores for each school level and content area. Once a school reaches these goals, the state will not penalize them for a lack of continual growth as long as the mean school score remains at or above the goal. South Carolina proposed an annual increase in the AMOs for each content area and school level through the 2017–18 school year; AMOs for ELA and mathematics will be reset by the January 2016 deadline based on 2014–15 school year assessment data.

Student Performance Goals by SY 2017–18
Desired Mean Student Scores on State Standards Assessments and End-Of-Course Examination

ELA				Math		
Elementary	**Middle**	**High**		**Elementary**	**Middle**	**High**
TBD	TBD	TBD		TBD	TBD	TBD
Science				**Social Studies**		
Elementary	**Middle**	**High**		**Elementary**	**Middle**	**High**
660	648	82		660	648	N/A

During the 2014–15 school year, South Carolina adopted the ACT Aspire assessments for students in grades 3–8 and The ACT for high school (grade 11) ELA and mathematics. Since this was the initial statewide administration of these tests in South Carolina, the process of establishing cut scores for SC students is ongoing. To date, three cut scores, defining four

achievement levels, have been established for ACT Aspire. One cut score, defining college and career readiness, has been established for The ACT. ACT, Inc. is currently conducting research which will provide recommendations to the SCDE for two additional cut scores. After the cut scores are approved, the SCDE will set Annual Measurable Objectives (AMOs) for each applicable grade and subject area in the ESEA flexibility waiver and will submit the resulting AMOs and student performance goals to the USED in an ESEA flexibility waiver amendment. The anticipated AMO setting is projected to be prior to the final flexibility waiver deadline of January 2016. Achievement results will be reported on the SCDE's ESEA Flexibility Website.

South Carolina's report card is accessible at http://ed.sc.gov/data/report-cards/2011/index.cfm and indicates the average statewide proficiency based on assessments administered in the 2010−11 school year in ELA and mathematics for the "All Students" group and all subgroups.

Proposed ESEA Methodology

For Measuring Performance

Step 1—Identify the student cohort for accountability purposes
Students continuously enrolled in current year between 45th day and 1st day of testing.

Step 2—Calculate the averages (means):
For the "All Students" group (N > 0), and
For each subgroup (N ≥ 30).

Step 3—Compare each mean to the annual measurable objective (AMO) score. Award partial credit for each mean that is above the Proficient score or for improvement for each mean that is less than Proficient (if the mean improved over the previous year).
For the "All Students" group (N > 0), and
For each subgroup (N ≥ 30).

Step 4—Add the Objective Scores.
Divide by Total Possible Objectives and
Convert to a percent Objectives Score.

Step 5—For Each Measure, multiply percent Objectives Scores times weight.

Step 6—Calculate the Total Score:
Add the weighted scores for each measure for a Total Score (Range: 0 – 100).

For Calculating Graduation Rate

Step 1—Identify the student cohort for accountability purposes.

Step 2—Compare the graduation rate percentage to the AMO.

Step 3—Award partial credit for each graduation rate that is above the rate for Proficient (66.7%) or award partial credit for improvement for each graduation rate that is less than Proficient (if the graduation rate improved over the previous year).
For the "All Students" group (N > 0), and
For each subgroup (N ≥ 30).

Step 4—Add the Objective Scores.
Divide by Total Possible Objectives and
Convert to a percent Objectives Score.

Step 5—For Each Measure, multiply percent Objectives Scores times weight.

Step 6—Calculate the Total Score:
Add the weighted scores for each measure for a Total Score (Range: 0 – 100).

Step 7—For each school, LEA, and the SEA, assign an ESEA Index

For SEA accountability purposes, South Carolina proposes to report and track the total composite index score for the SEA, each school and district, as well as more detailed performance information for the "All Students" group and for each ESEA subgroup. In addition, for the sake of continuity in federal reporting, South Carolina will also continue to report by SEA, district, and school the percent of students who are Proficient as well as the percent below and above proficiency for the "All Students" group and for each ESEA subgroup.

A significant problem with the federally mandated AYP system was that the goal, defined as percent of students who score "Proficient" or above, placed undue emphasis only on those students who scored slightly below 600. The focus of school improvement often was to "bump" the students just below "Proficient," ignoring those students who were too far below "Proficient," and not likely to reach proficiency in a short period of time. Hence, the goal, by definition, was set at a level of *minimum* proficiency. So long as a school was able to get a sufficient number of students in the "All Students" group and students in each subgroup to score at least 600, then the school could meet the AMO.

The SCDE proposed to redefine school performance expectations, AYP goals, and the metric by which student performance was assessed in terms of test scores rather than percent of students who meet minimum proficiency.

This shifted the focus from primarily those students who were scoring slightly below the criterion score (600) to, more appropriately, the performance of *all students* and all students in each subgroup. Schools and districts will be able and encouraged to simultaneously focus on increasing student achievement and closing achievement gaps.

Based on actual test performance of students, a majority of schools in the state already exceeded the minimum score of 600. For example, in 2010−11, elementary and middle schools ranged from 630–644 in ELA and 634–641 in mathematics—significantly above the minimum proficiency score of 600. South Carolina's proposed AMOs in those subjects were both

ambitious and achievable.

South Carolina's proposed AMOs were defined directly using scale scores for the academic achievement assessments rather than indirectly by calculating the percent of students in each school who score at or above a cut score defined as "Proficient."

The proposed AMOs were based on analysis and review of actual student performance on each assessment measure over the past several years. Student assessment scores were analyzed at the state, district, and school level by school type for All Students as well as by subgroup. Measures of central tendency and the distributions of scores were reviewed.

When student performance was disaggregated by school type, student performance at the elementary school level was higher than at the middle school level and lower at the high school level:

- For elementary schools, the average scale score across the various subjects was 636. 5 (or 6 percent above the target of 600 for MET AYP);
- For middle schools, the average scale score across all subjects was slightly lower at 631.7 (or 5 percent above the target for MET).
- For high schools, the average scale scores (on the high school assessments, with difference scale range) were close to the cut-off for Proficient, so we set the AMOs at the mean scores for that year——that is, a scale score of 223 in ELA and 220 on math.

In addition, when 2010–11 student assessment data were further disaggregated and analyzed by subgroups, substantial differences were evident between the mean performance of the "All Students" group and the means of the various ESEA subgroups.

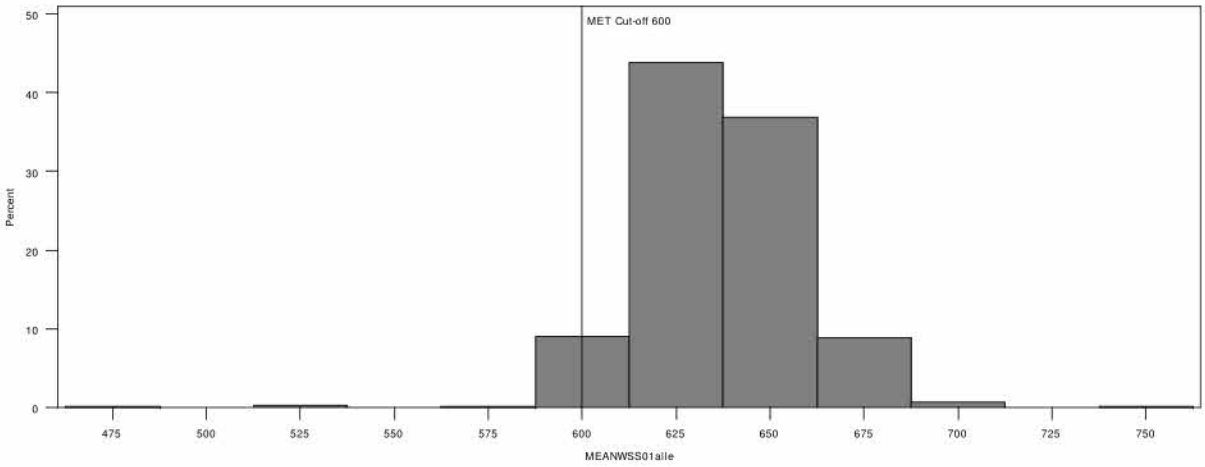
In setting the initial year AMOs, we tried to balance the desire to set an ambitious starting point with the need to set realistic annual goals that reflect the variability that existed in student performance by school type, grade level, and especially by subgroup.

For illustrative purposes, selected frequency distributions for student performance measures are presented below.

2011 ASSESSMENTS RESULTS
DISTRIBUTIONS OF MEAN TEST SCORES BY SCHOOL TYPE

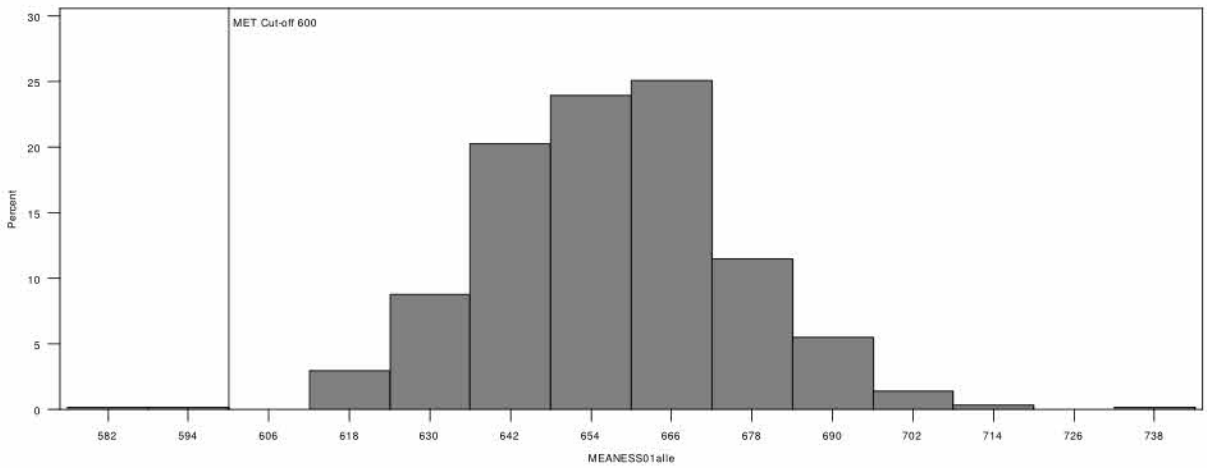
Elementary School: Writing

DISTRIBUTIONS



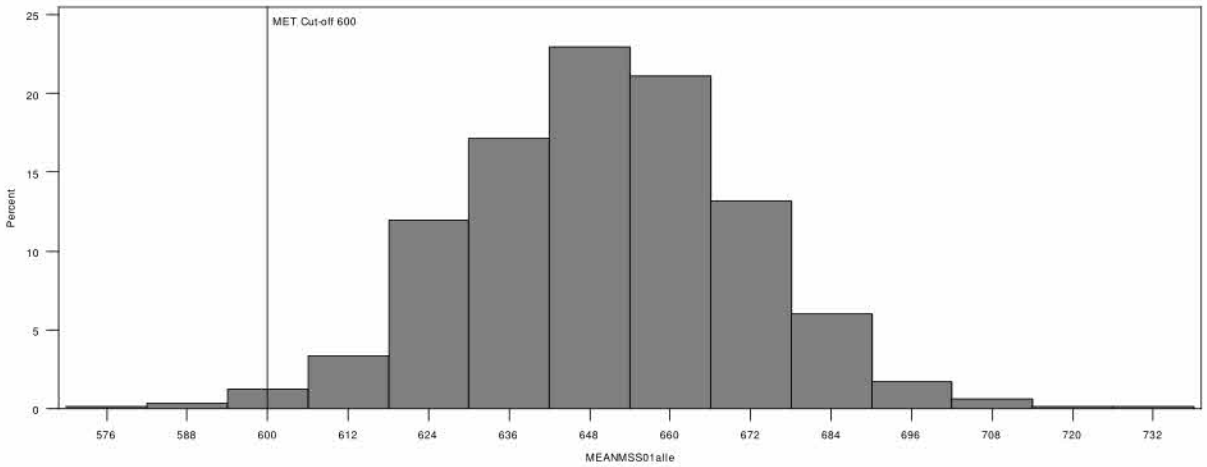
Elementary School: English Language Arts (ELA)

DISTRIBUTIONS



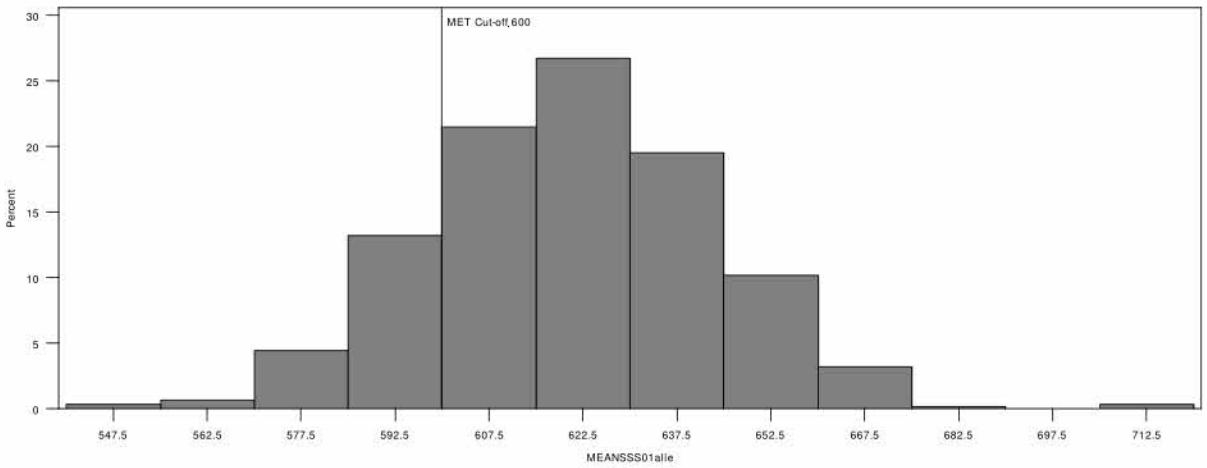
Elementary Schools: Mathematics

DISTRIBUTIONS



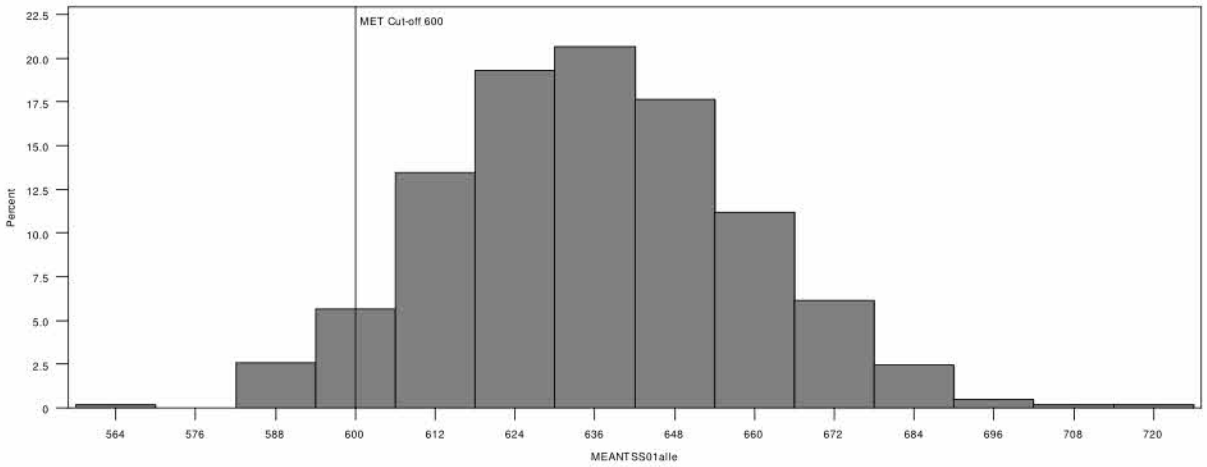
Elementary Schools: Science

DISTRIBUTIONS



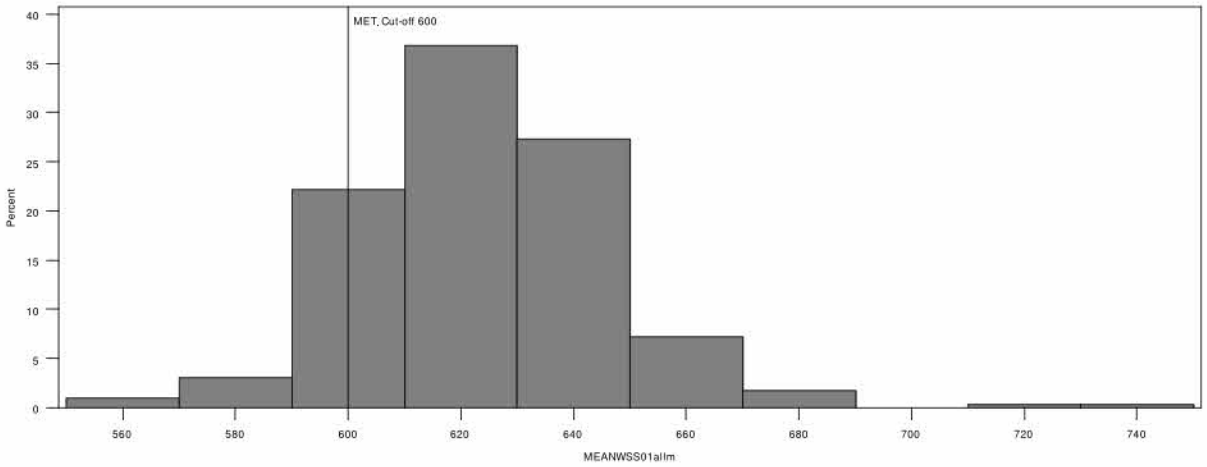
Elementary Schools: Social Studies

DISTRIBUTIONS



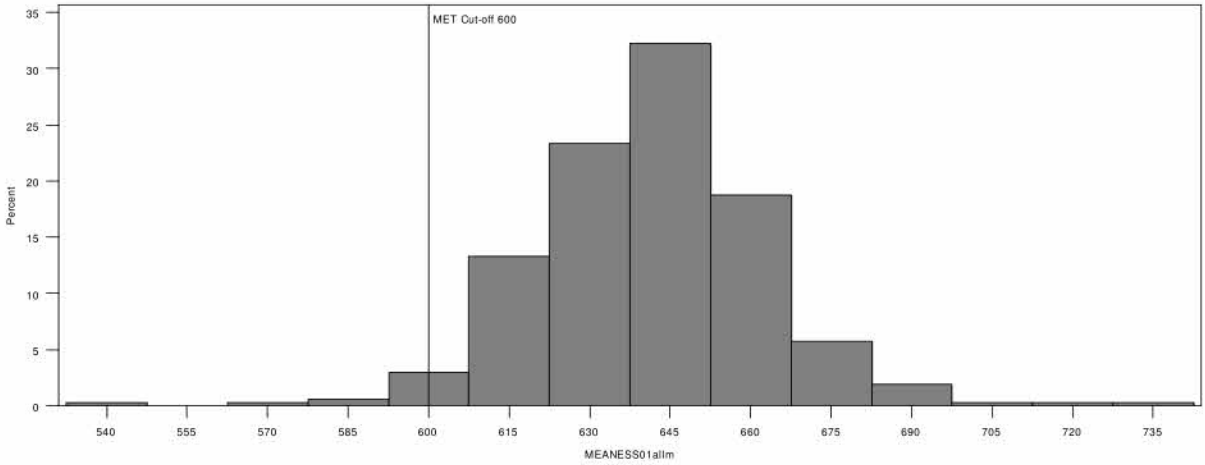
Middle Schools: Writing

DISTRIBUTIONS



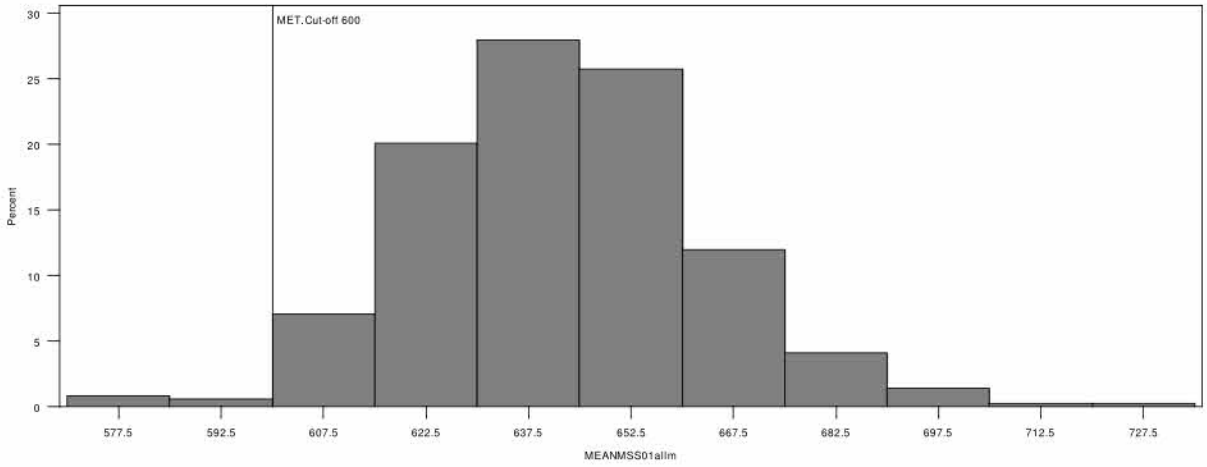
Middle Schools: ELA

DISTRIBUTIONS



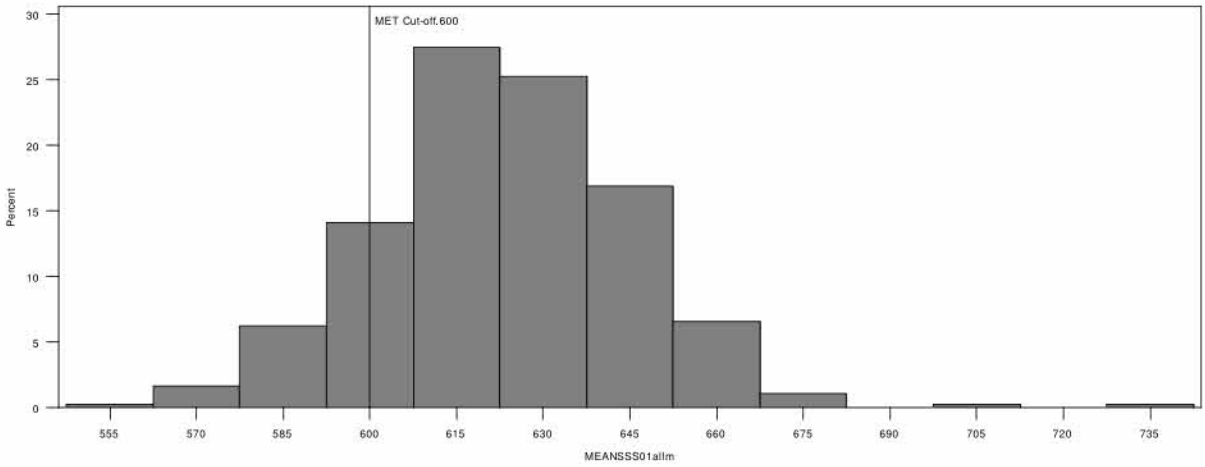
Middle Schools: Mathematics

DISTRIBUTIONS



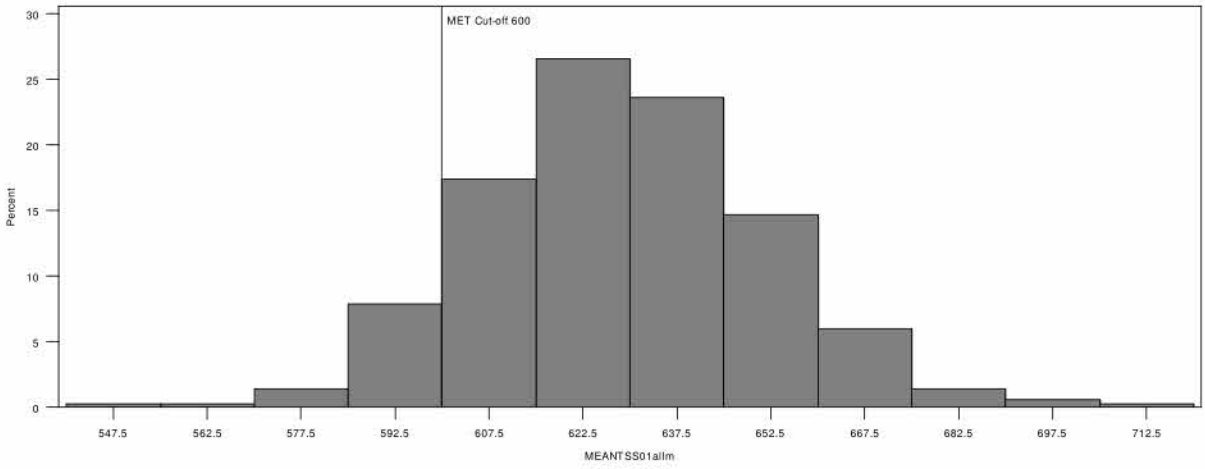
Middle Schools: Science

DISTRIBUTIONS



Middle Schools: Social Studies

DISTRIBUTIONS



For the ESEA Flexibility Waiver base year, elementary and middle school AMOs were set at a goal level that was substantially higher than past cut-off for "MET" (e.g., in ELA and math, a score of 600), and at the same time about one percentage point below the mean or average scale score for the school type.

South Carolina's experience with the state system for school accountability, the School and District Report Cards, reinforced by input from stakeholders, strongly suggested that schools whose performance was in the lowest quartile of the distribution (on a given measure) needed the proposed ESEA goals to be more realistic than the percent of students Proficient cut score and

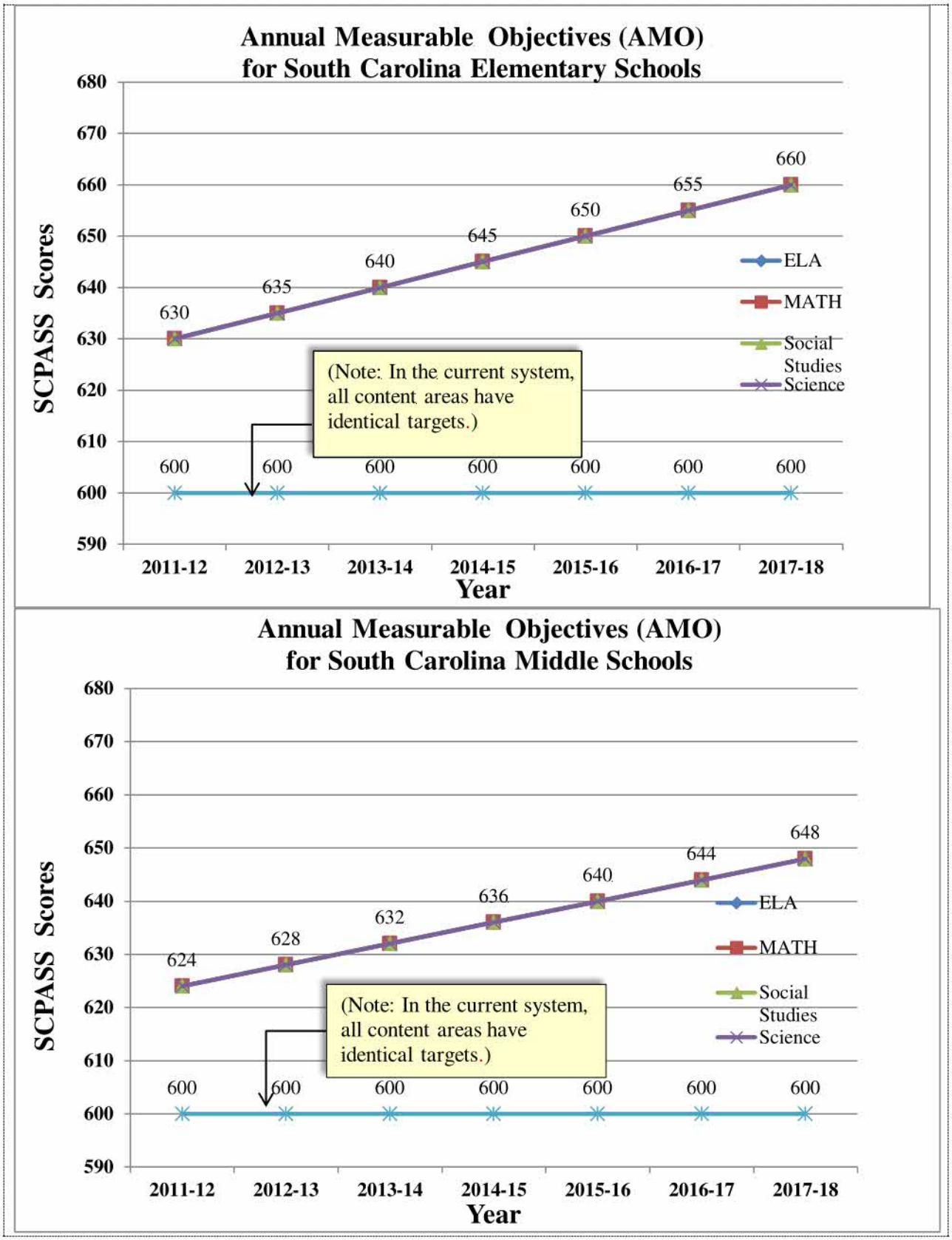
that the proposed AMOs needed to be perceived to be "within reach." In addition, with districts and schools accustomed to dealing with a single score defining the AYP "Proficient" goal across assessment measures, it was important to remain consistent and set the proposed AMOs in terms of a single mean score for ELA, math, science and social studies, rather than having different AMOs unique to each measure.

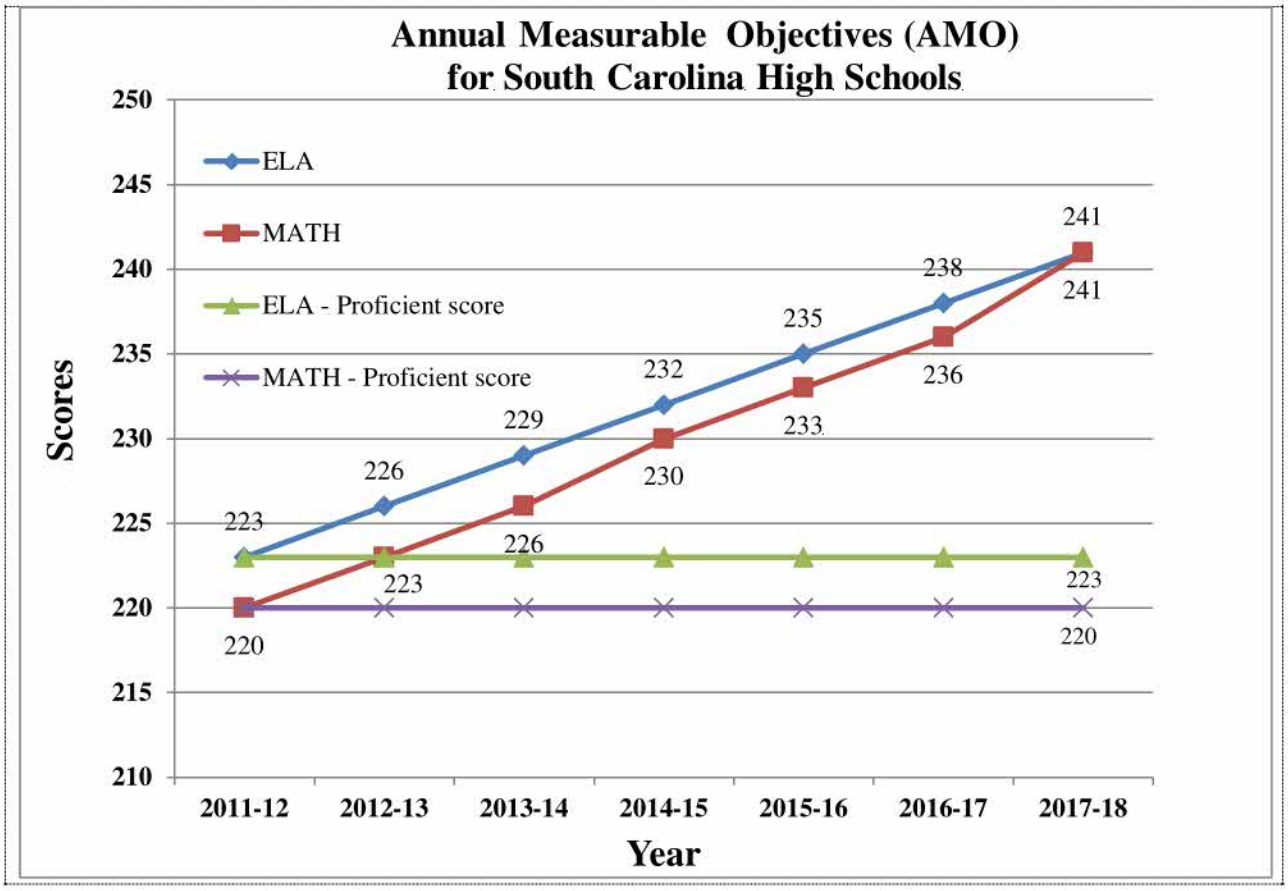
Accordingly, South Carolina's AMO targets were set by taking the scale score cut off point for "Meeting Grade Level Standard" (600) using the base year test data and adding 5 percent for elementary schools (630) and 4 percent for middle schools (624).

For elementary schools, the proposed AMO starting in 2011−12 began at a mean scale score of 630 which was approximately equivalent to an AMO of 93 percent of students Proficient or above (when 600 was used as the cut score for "Proficient"). That is, based on 2011−12 actual data, a school with a mean ELA score of 630 and a mean math score of 630—equal to the AMO—would be estimated to have about 93 percent of students Proficient or above (i.e., when the mean of the distribution was 630 and sd = 20, a score of 600 was equivalent to a *z*-score = -1.5, and approximately 93 percent of the distribution would be expected to be above 600.) For middle schools, the proposed AMO of 624 for ELA and math would be approximately equal to 88 percent of students Proficient or above (i.e., a *z*-score = -1.2, 88.5 percent above 600). By comparison, the AMOs for ELA and math with a cut score of 600 were set at 79.4 percent of students scoring Proficient or above.

To determine the annual increases in AMOs, we analyzed mean student assessment scores over time by school type, and chose realistic incremental increases within the range of observed increases in school means over the previous three-year period.

Beginning in 2012−13, South Carolina proposed to raise AYP goals from 600 in ELA and mathematics to the following:


Annual Measurable Objectives (AMO)
for South Carolina Elementary Schools
SCPASS Scores
680
670
660
650
640
630
620
610
600
590
630
635
640
645
650
655
660
600
600
600
600
600
600
600
ELA
MATH
Social Studies
Science
(Note: In the current system, all content areas have identical targets.)
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
2017-18
Year
Annual Measurable Objectives (AMO)
for South Carolina Middle Schools
SCPASS Scores
680
670
660
650
640
630
620
610
600
590
624
628
632
636
640
644
648
600
600
600
600
600
600
600
ELA
MATH
Social Studies
Science
(Note: In the current system, all content areas have identical targets.)
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
2017-18
Year



To determine the proposed AMOs, South Carolina analyzed statewide mean student assessment scores over time, by school type, for all students, and subgroups.

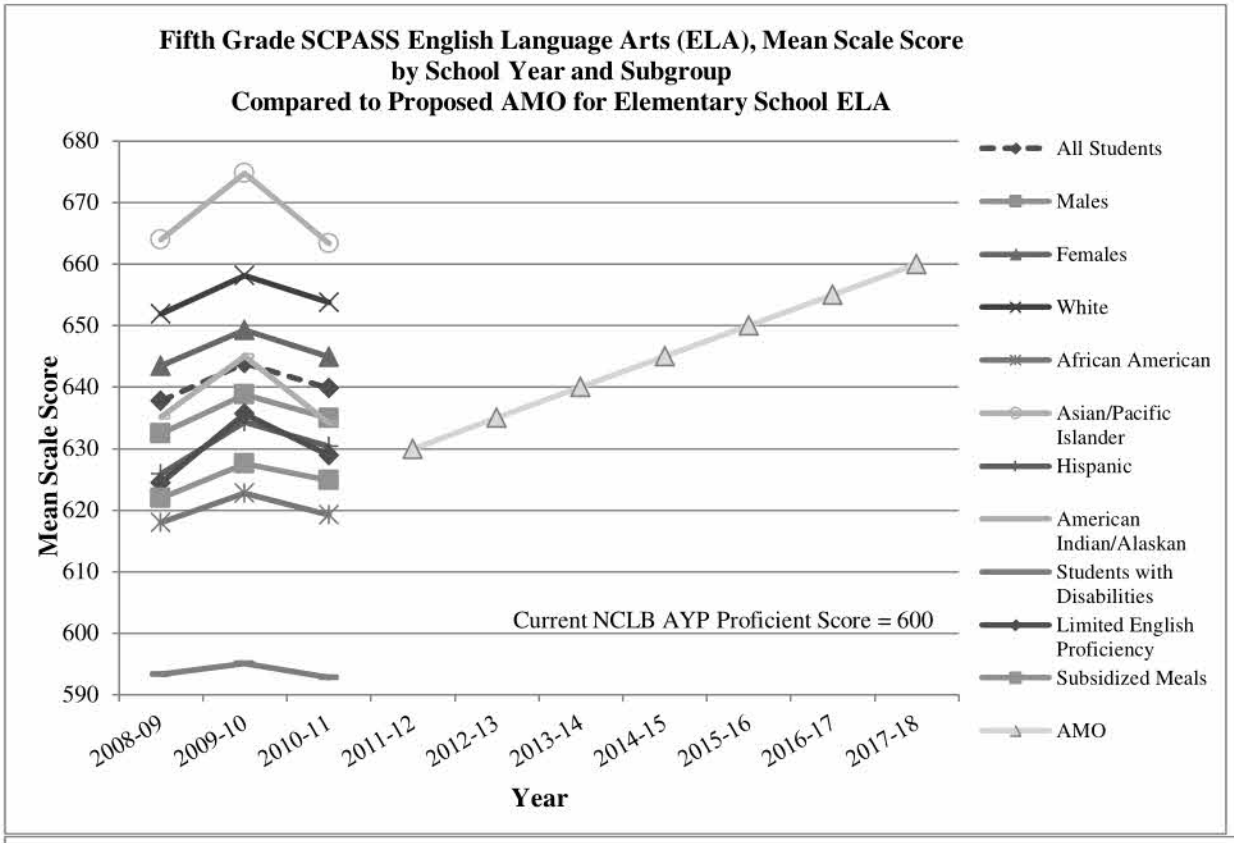
The historical trajectory of statewide mean scale scores for the "All Students" group and for student subgroups are presented in Figures A1–A6.

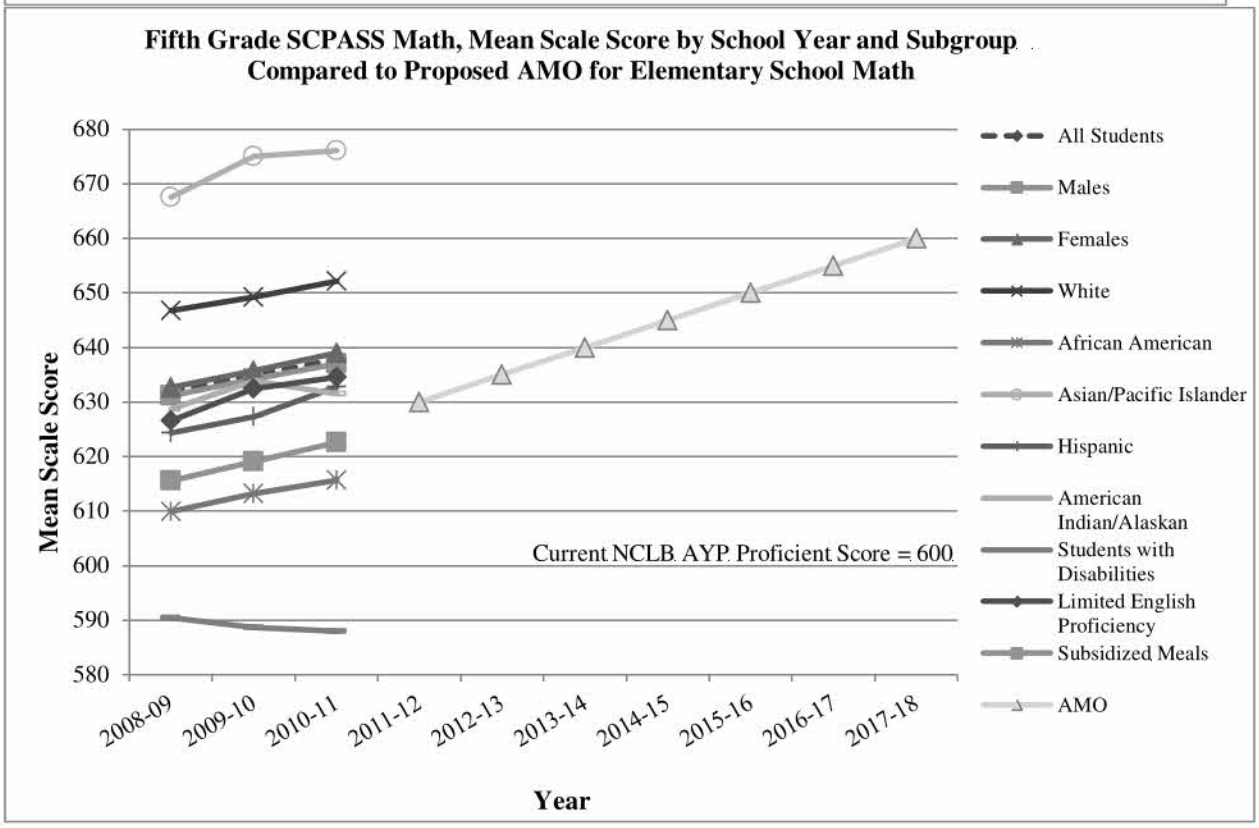
For illustrative purposes and ease of comparison, the trend data presented for elementary and middle schools focuses on fifth grade and eighth grade, the final grade level for elementary schools and middle schools, respectively (to inform decisions about the proposed AMOs, similar analyses and reviews of historical trends were conducted for all grades tested, 3–5 for elementary schools and 6–8 for middle schools).

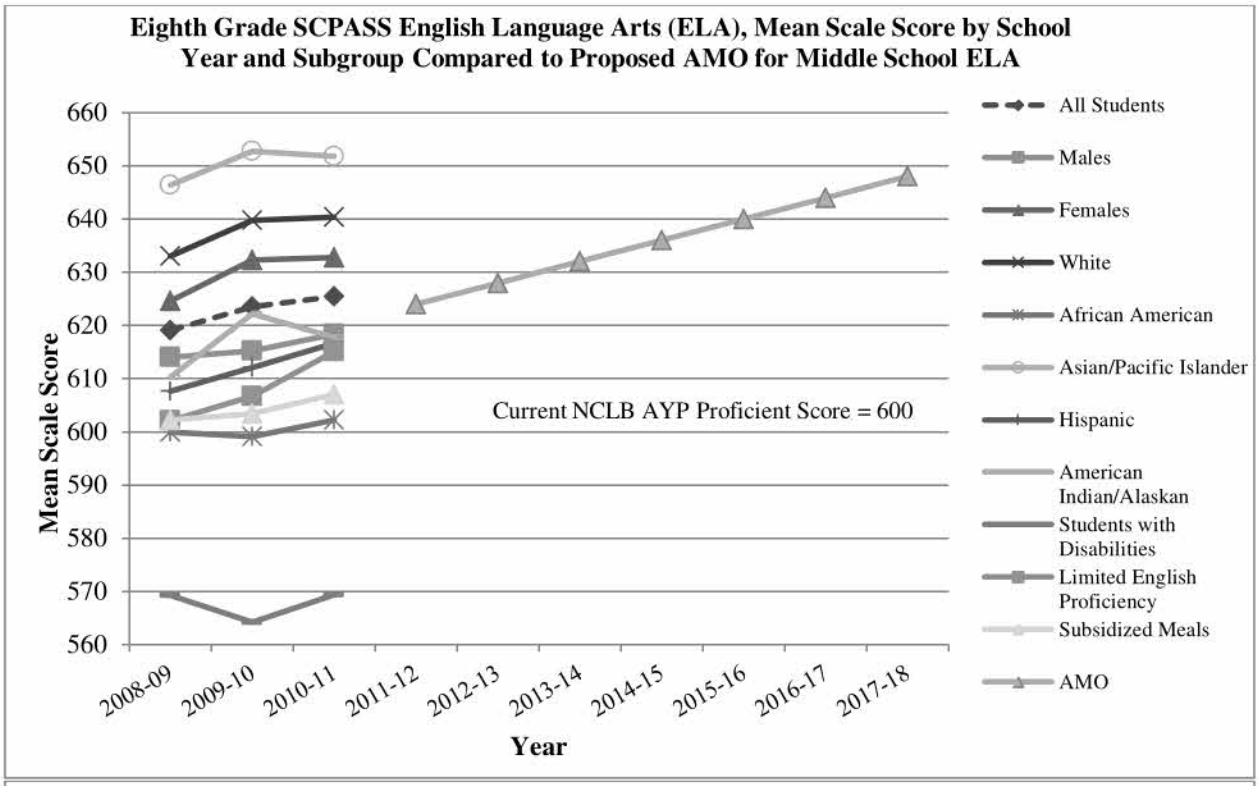
As previously mentioned, the starting points for the proposed AMOs for SCPASS ELA and Math, and for ELA and Math were determined, in large part, by detailed analysis and review of historical trend data, such as these.

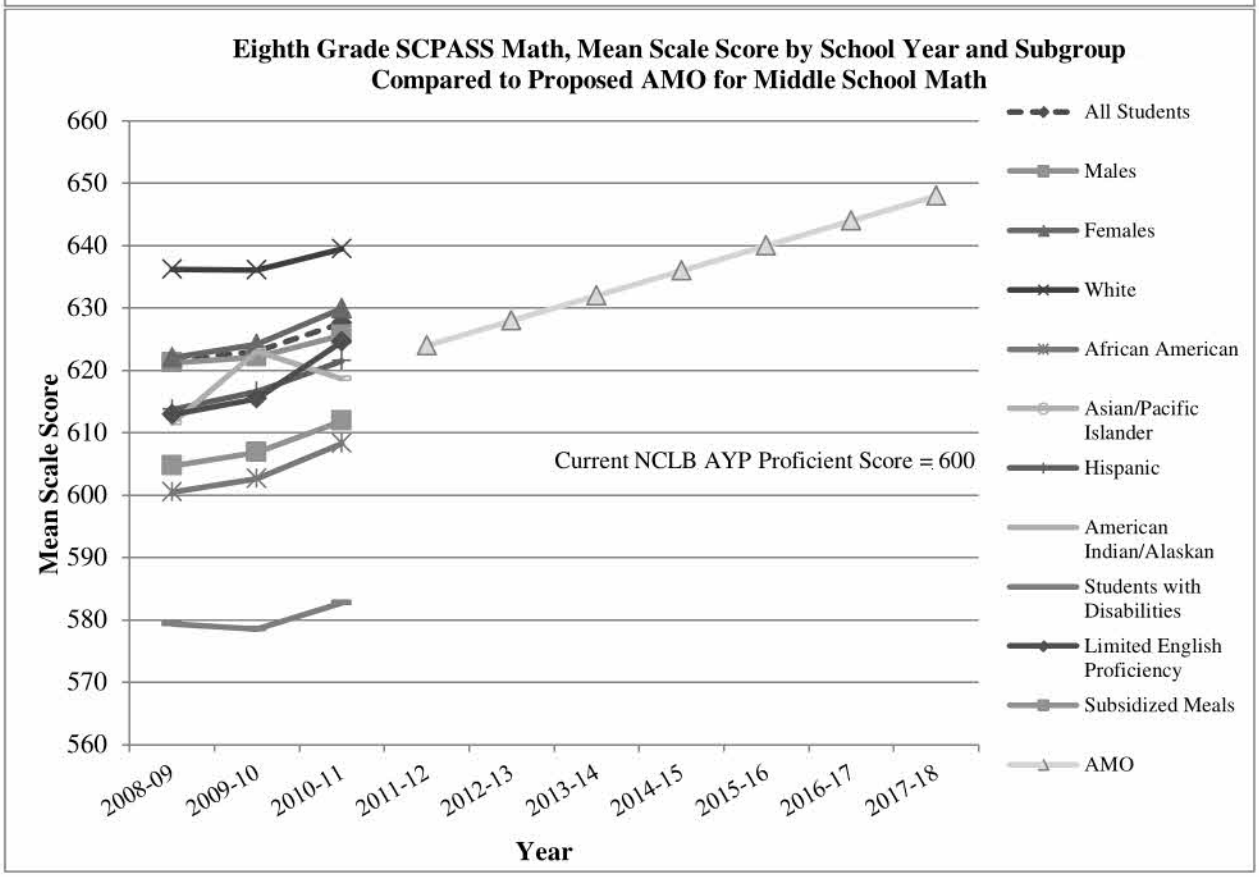
Note: The SCPASS field tests of writing were first administered in March 2009 and the SCPASS field tests of reading & research, mathematics, science, and social studies were administered in May 2009. Thus, for elementary and middle schools, only three years of SCPASS data were available at the time. For high schools, eight years of historical data were available, beginning with the 2003–04 school year through 2010–11.

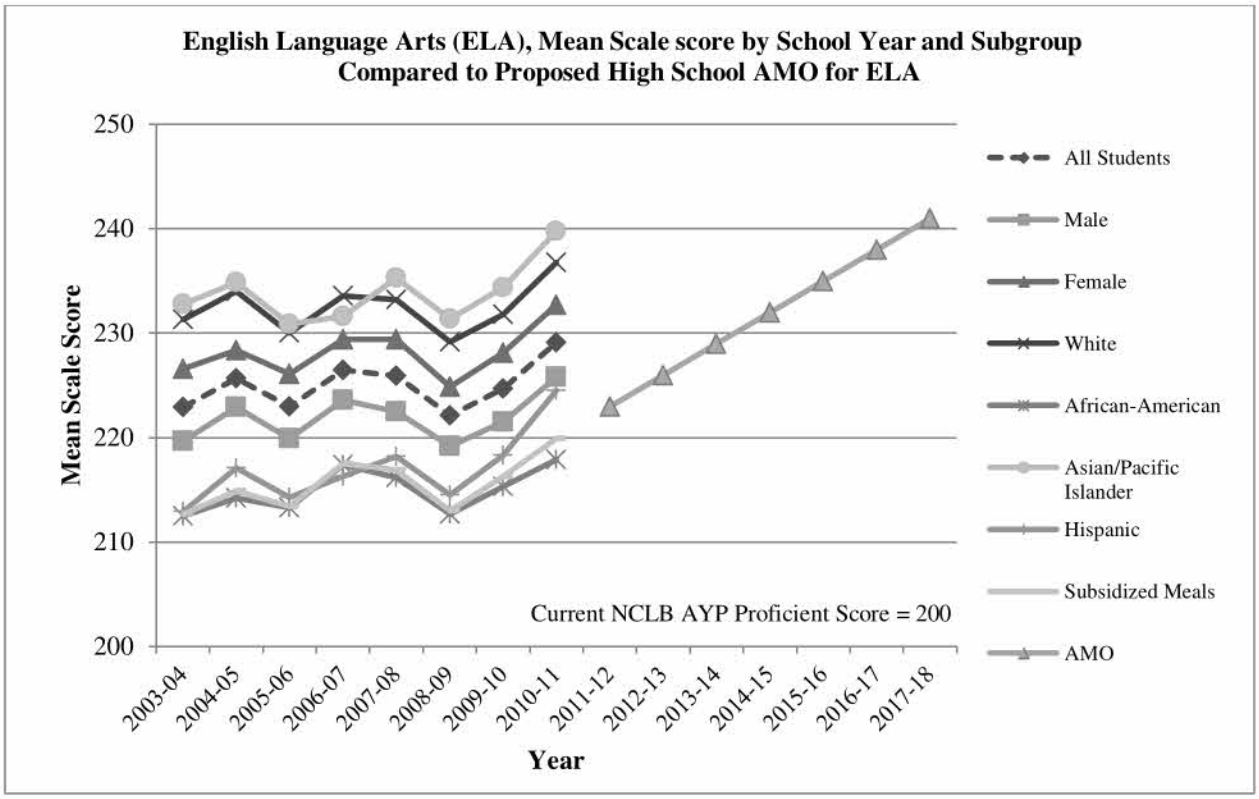
FIGURES A1-A6:

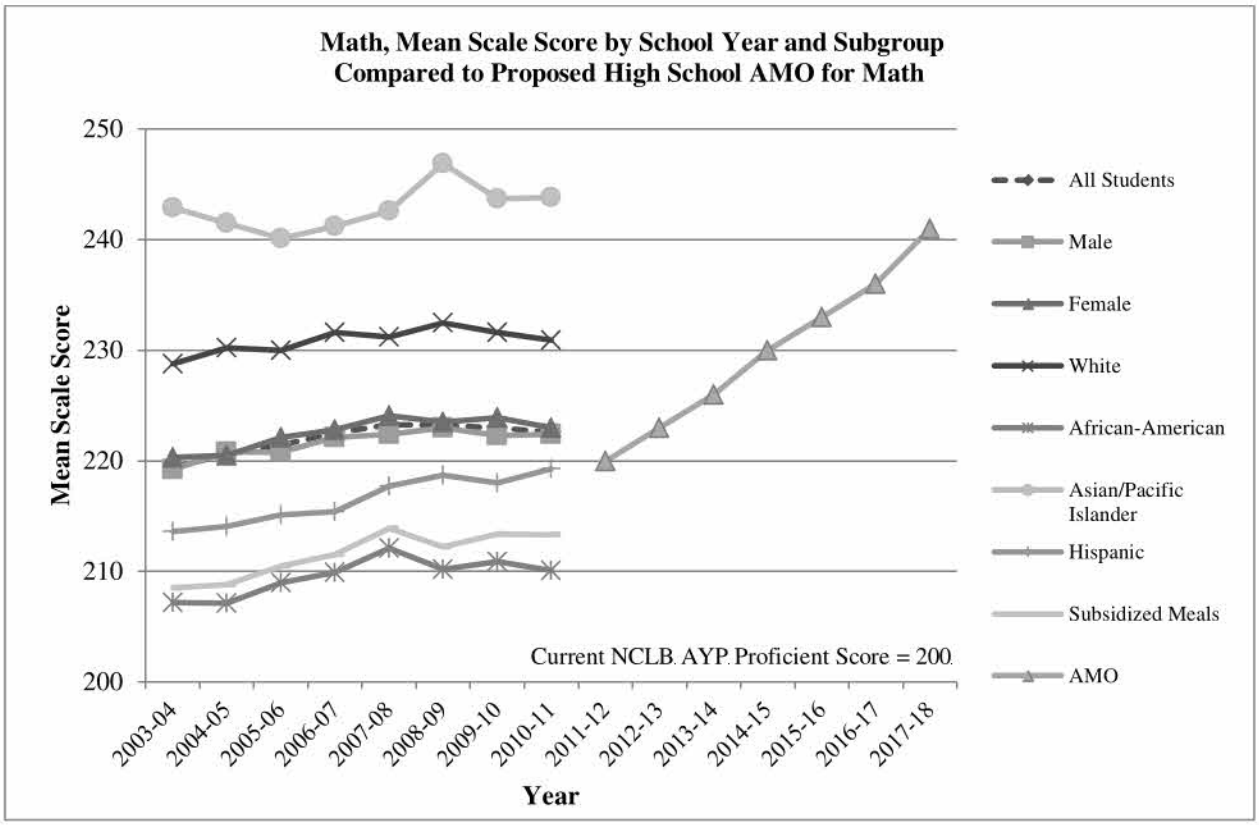





Eighth Grade SCPASS English Language Arts (ELA), Mean Scale Score by School Year and Subgroup Compared to Proposed AMO for Middle School ELA
Mean Scale Score
660
650
640
630
620
610
600
590
580
570
560
2008-09
2009-10
2010-11
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
2017-18
Year
Current NCLB AYP Proficient Score = 600
All Students
Males
Females
White
African American
Asian/Pacific Islander
Hispanic
American Indian/Alaskan
Students with Disabilities
Limited English Proficiency
Subsidized Meals
AMO


Eighth Grade SCPASS Math, Mean Scale Score by School Year and Subgroup Compared to Proposed AMO for Middle School Math
Mean Scale Score
660
650
640
630
620
610
600
590
580
570
560
2008-09
2009-10
2010-11
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
2017-18
Year
Current NCLB AYP Proficient Score = 600
All Students
Males
Females
White
African American
Asian/Pacific Islander
Hispanic
American Indian/Alaskan
Students with Disabilities
Limited English Proficiency
Subsidized Meals
AMO


English Language Arts (ELA), Mean Scale score by School Year and Subgroup
Compared to Proposed High School AMO for ELA
Mean Scale Score
250
240
230
220
210
200
Current NCLB AYP Proficient Score = 200
2003-04
2004-05
2005-06
2006-07
2007-08
2008-09
2009-10
2010-11
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
2017-18
Year
All Students
Male
Female
White
African-American
Asian/Pacific Islander
Hispanic
Subsidized Meals
AMO

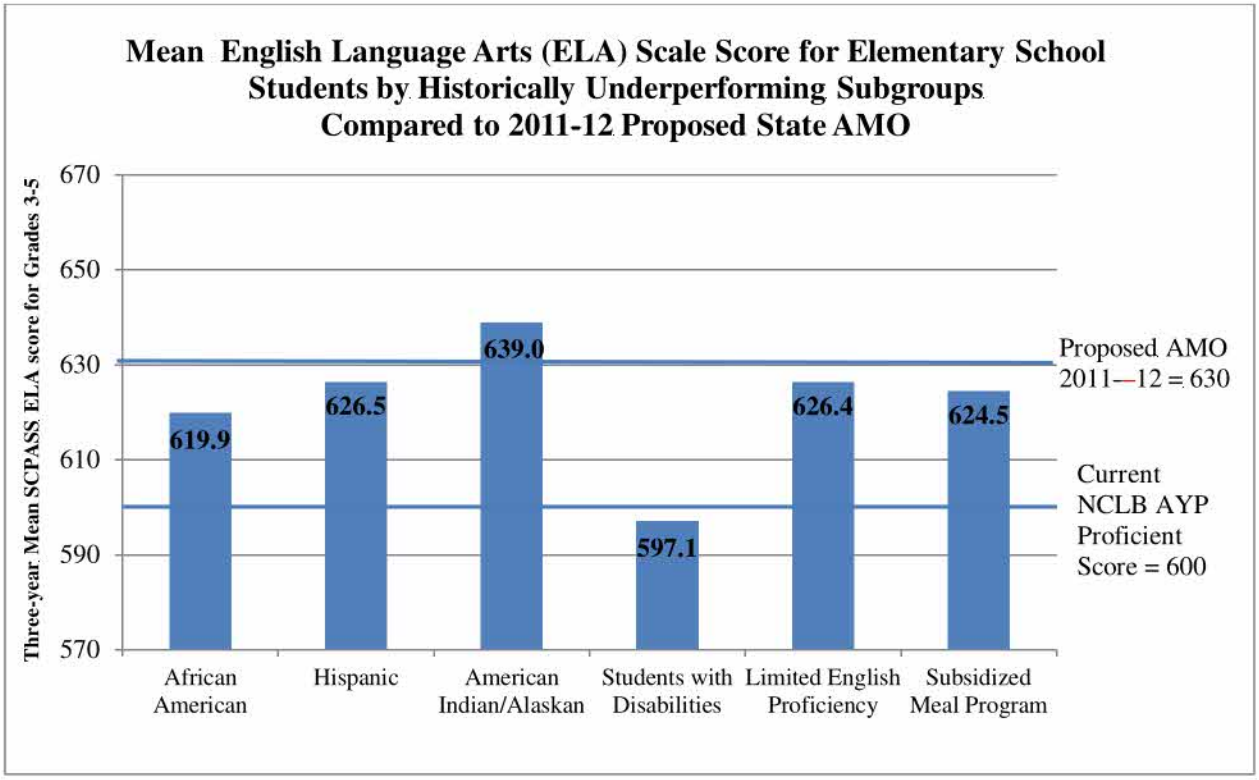

Math, Mean Scale Score by School Year and Subgroup
Compared to Proposed High School AMO for Math
Mean Scale Score
250
240
230
220
210
200
Current NCLB AYP Proficient Score = 200
2003-04
2004-05
2005-06
2006-07
2007-08
2008-09
2009-10
2010-11
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
2017-18
Year
All Students
Male
Female
White
African-American
Asian/Pacific Islander
Hispanic
Subsidized Meals
AMO

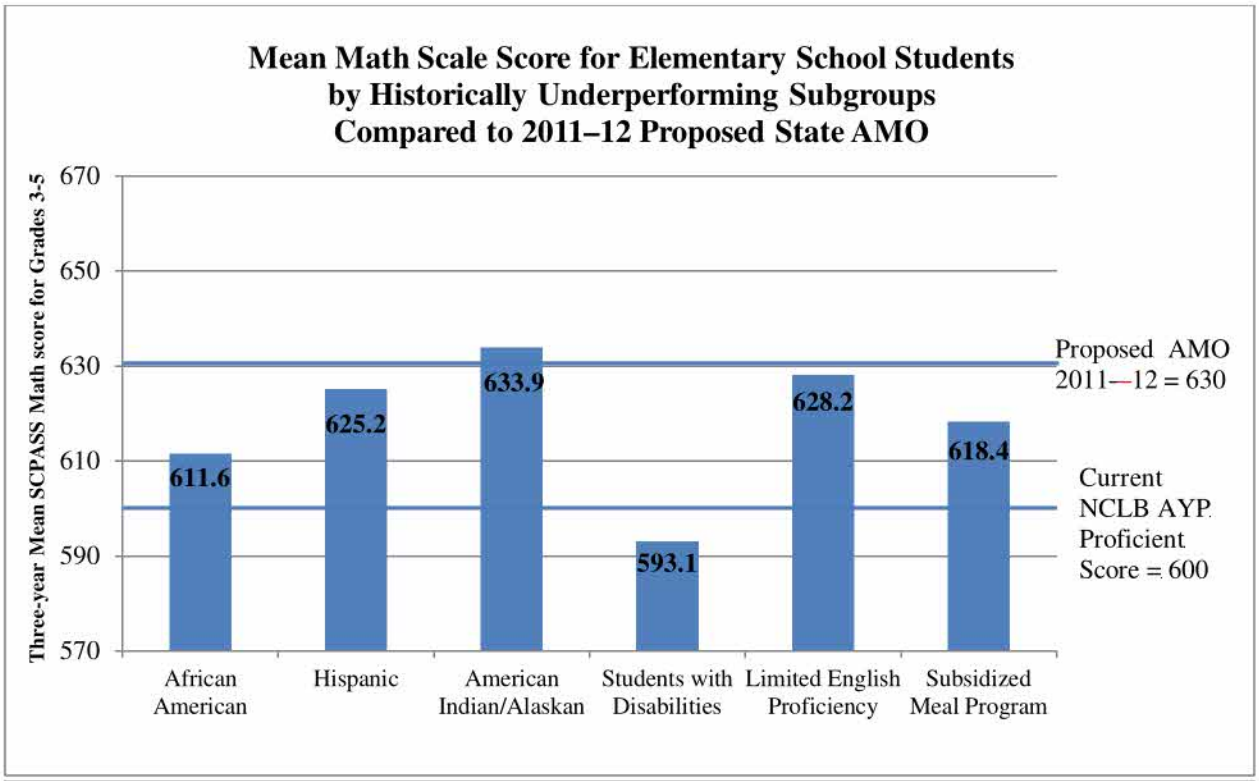
To determine the appropriate and optimal starting point for each AMO, South Carolina also conducted analyses and reviews of SCPASS and assessment scores disaggregated by subgroup.

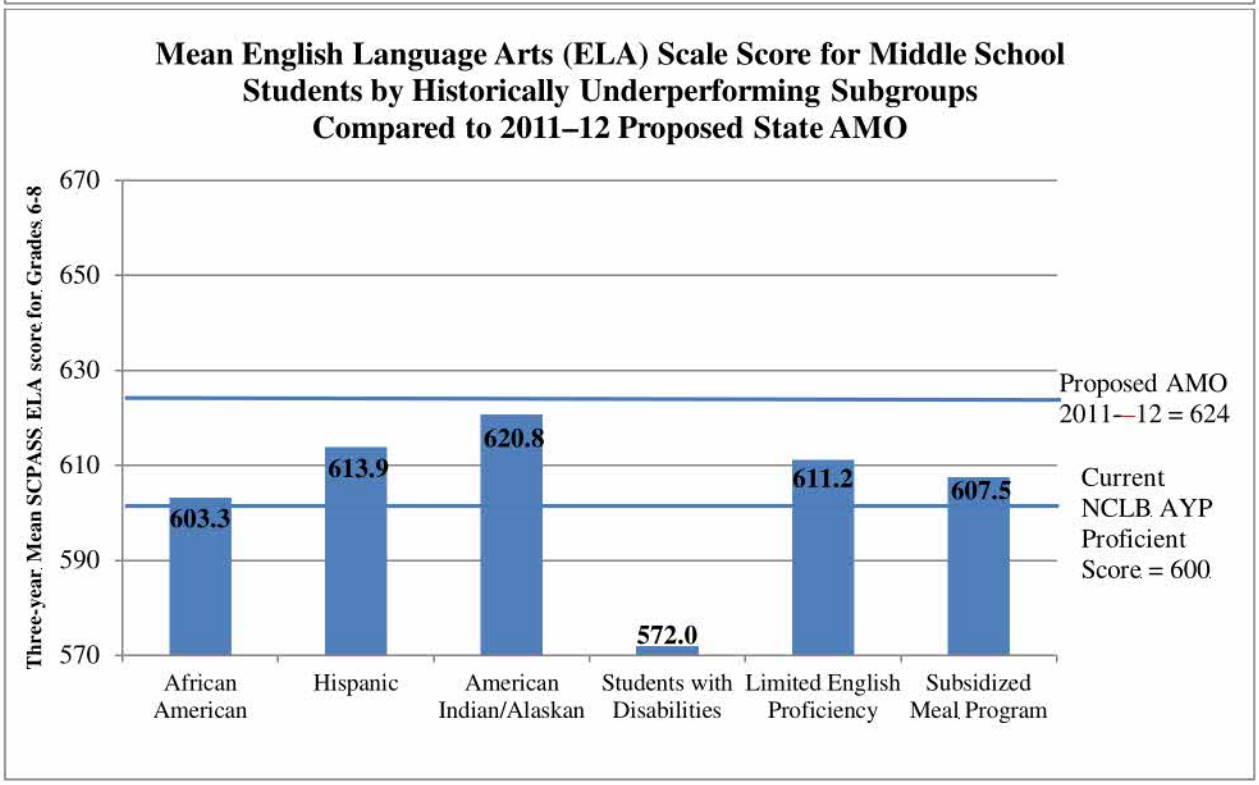
Mean scale scores by school type and student subgroup are presented in Figures B1–B6.

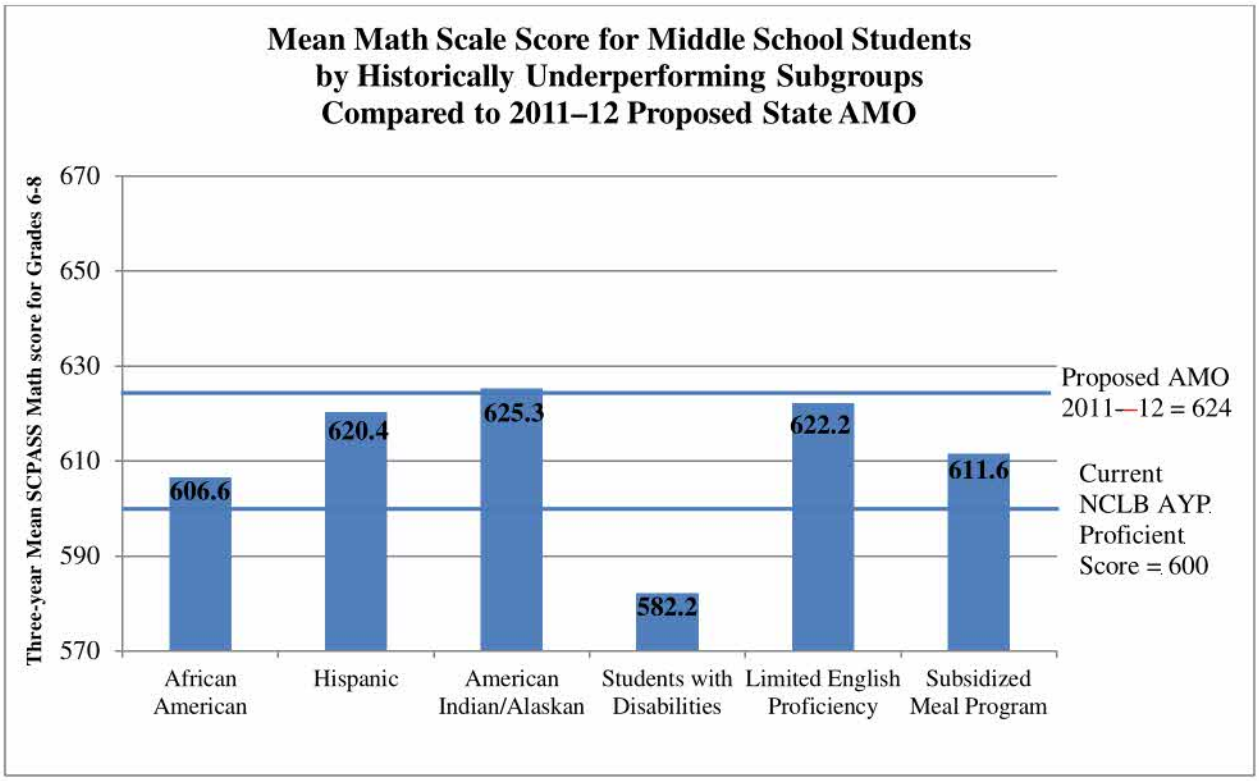
As is evident, South Carolina's proposed 2011–12 AMOs for elementary, middle, and high schools were above the recent (three-year) mean student performance of all historically underperforming subgroups, (with the exception of one subgroup, American Indian/Alaskan students, at the elementary school level). These data clearly demonstrate that the proposed AMOs for elementary, middle, and high schools were, in fact, both rigorous and ambitious, relative to student subgroup performance on SCPASS.

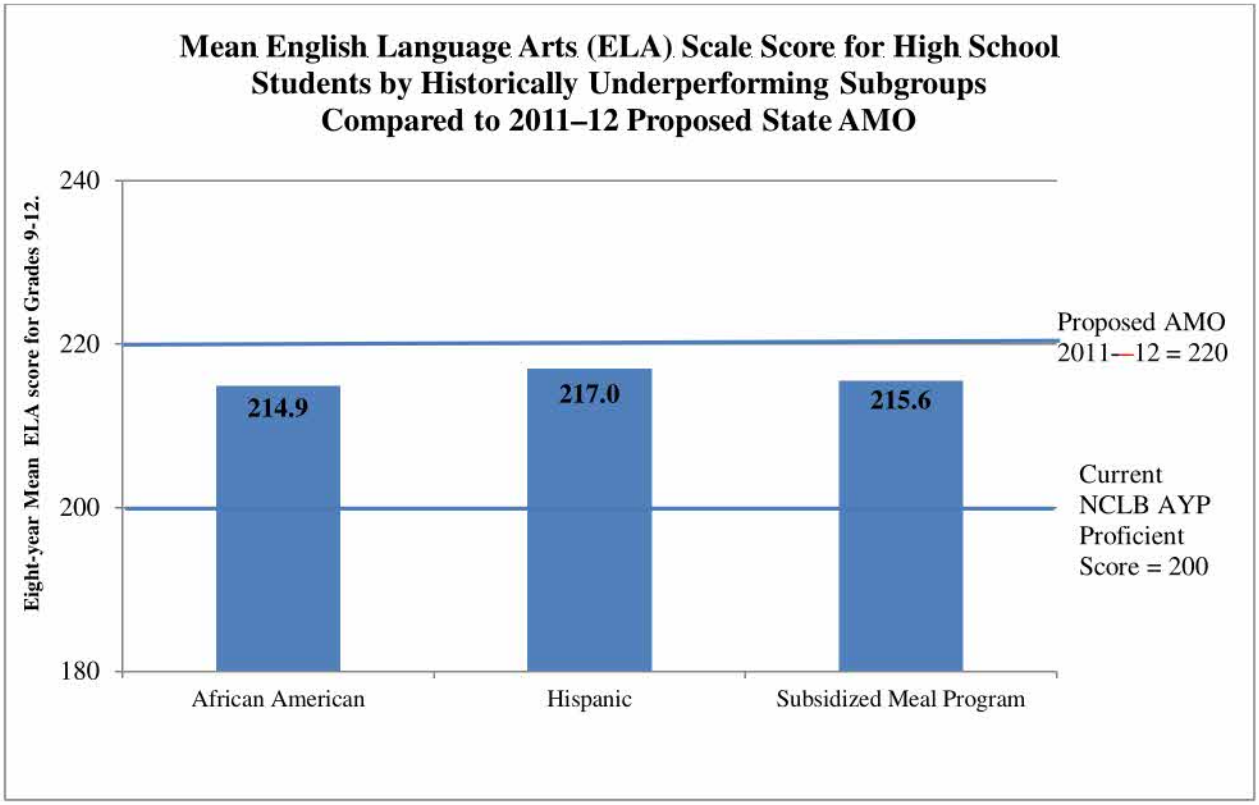
FIGURES B1–B6:

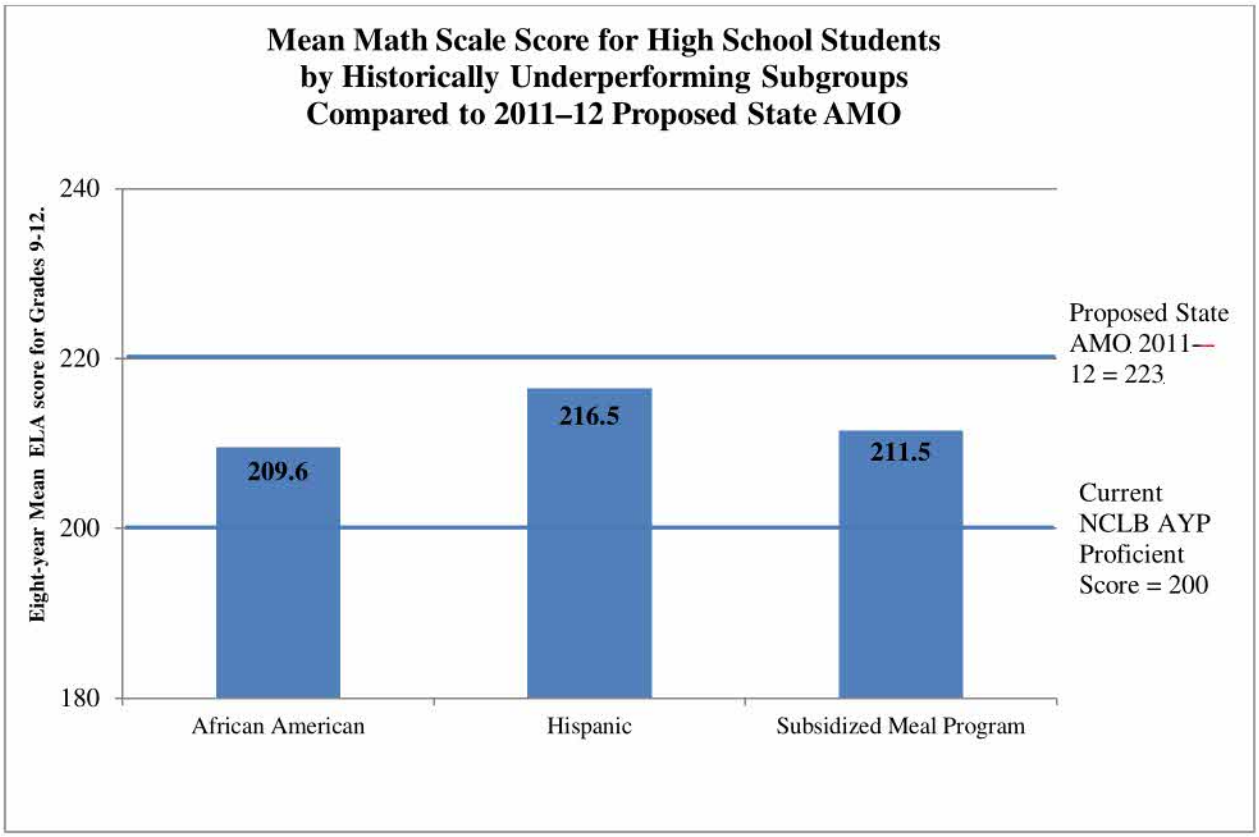



Mean Math Scale Score for Elementary School Students
by Historically Underperforming Subgroups
Compared to 2011–12 Proposed State AMO
Three-year Mean SCPASS Math score for Grades 3-5
670
650
630
610
590
570
611.6
625.2
633.9
593.1
628.2
618.4
Proposed AMO
2011—12 = 630
Current
NCLB AYP
Proficient
Score = 600
African American
Hispanic
American Indian/Alaskan
Students with Disabilities
Limited English Proficiency
Subsidized Meal Program


Mean English Language Arts (ELA) Scale Score for Middle School
Students by Historically Underperforming Subgroups
Compared to 2011–12 Proposed State AMO
Three-year Mean SCPASS ELA score for Grades 6-8
670
650
630
610
590
570
603.3
613.9
620.8
572.0
611.2
607.5
Proposed AMO
2011—12 = 624
Current
NCLB AYP
Proficient
Score = 600
African American
Hispanic
American Indian/Alaskan
Students with Disabilities
Limited English Proficiency
Subsidized Meal Program


Mean Math Scale Score for Middle School Students
by Historically Underperforming Subgroups
Compared to 2011–12 Proposed State AMO
Three-year Mean SCPASS Math score for Grades 6-8
670
650
630
610
590
570
606.6
620.4
625.3
582.2
622.2
611.6
Proposed AMO
2011—12 = 624
Current
NCLB AYP
Proficient
Score = 600
African American
Hispanic
American Indian/Alaskan
Students with Disabilities
Limited English Proficiency
Subsidized Meal Program

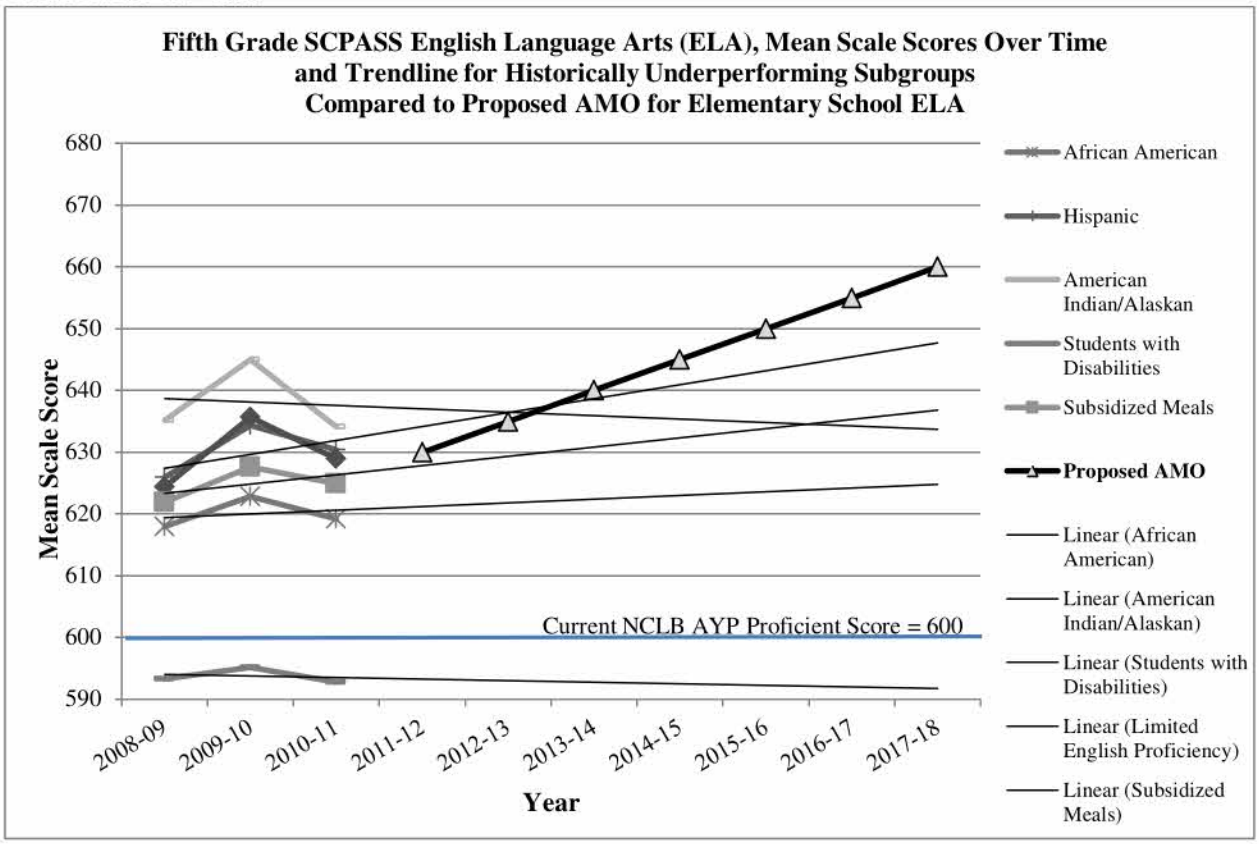

Mean English Language Arts (ELA) Scale Score for High School
Students by Historically Underperforming Subgroups
Compared to 2011–12 Proposed State AMO
Eight-year Mean ELA score for Grades 9-12.
240
220
200
180
214.9
217.0
215.6
Proposed AMO
2011—12 = 220
Current
NCLB AYP
Proficient
Score = 200
African American
Hispanic
Subsidized Meal Program

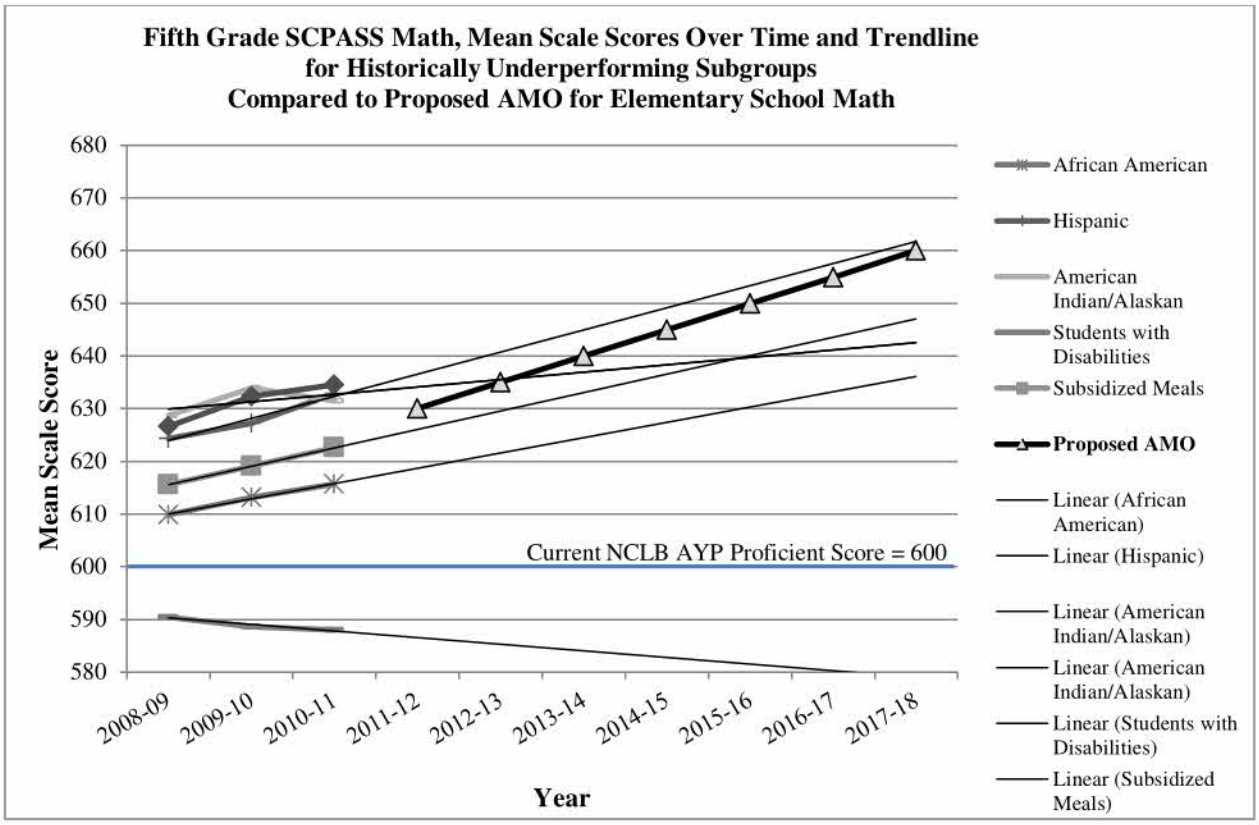


In Figures C1–C6, below, South Carolina's proposed AMOs for elementary schools, middle schools, and high schools are presented in relation to future projections of student performance based on the past trajectory of SCPASS and scale score means.

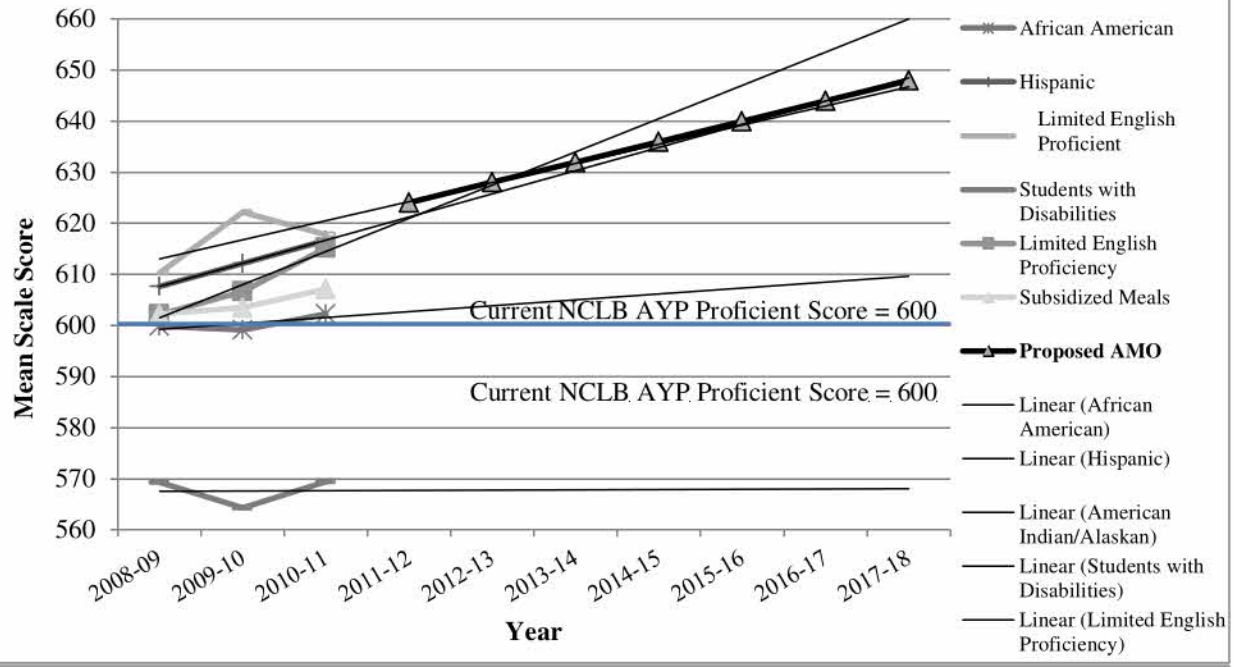
Keeping in mind that some of the observed increase (positive slope) from 2008–09 to 2009–10 is likely due to deflated initial implementation year assessment results for SCPASS, in general, the proposed AMOs over time clearly indicate that South Carolina's annual expectations will set ambitious targets for all schools and all students.

FIGURES C1–C6:

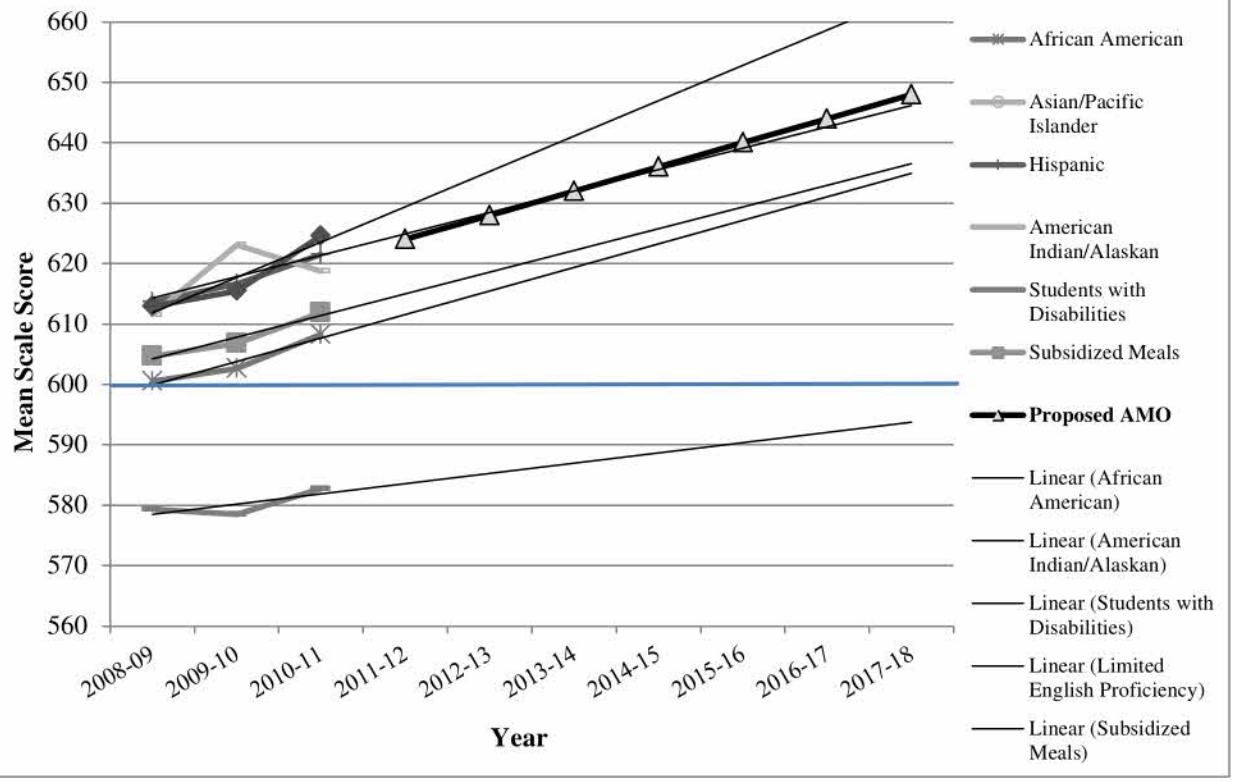


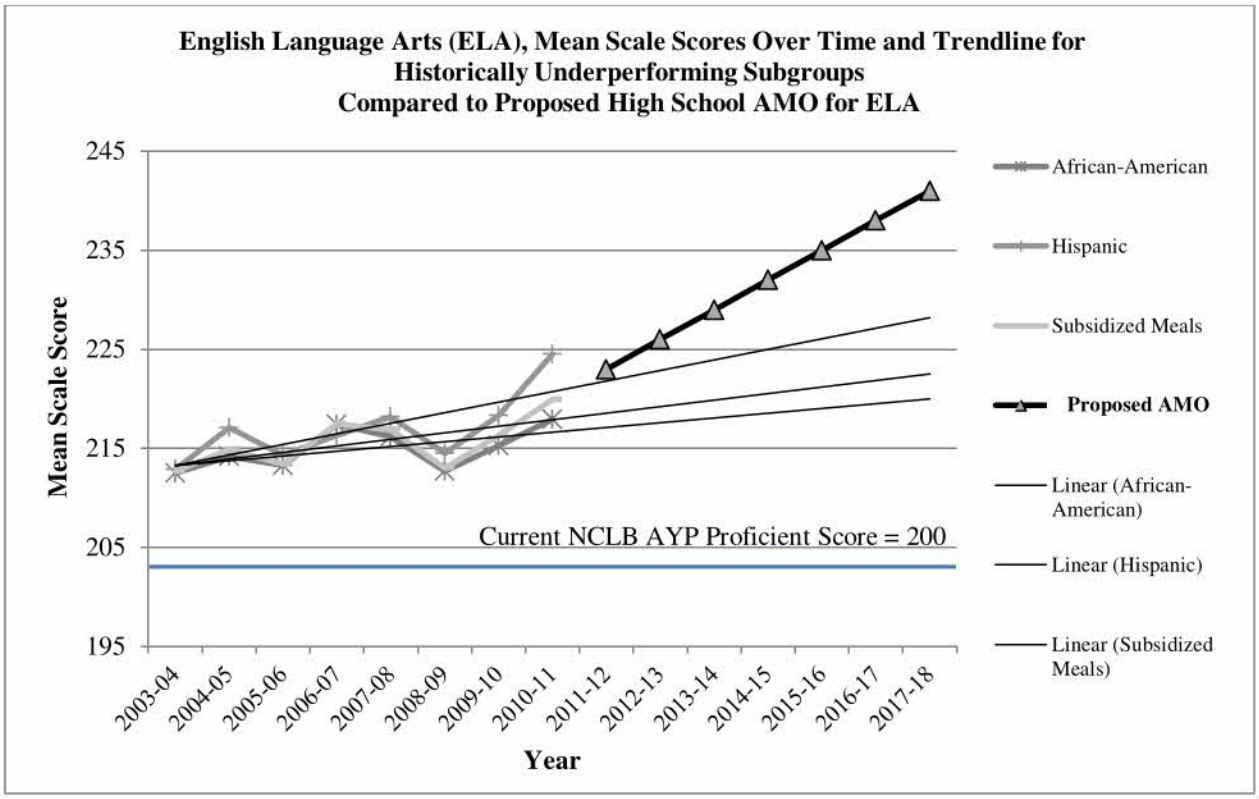

Fifth Grade SCPASS Math, Mean Scale Scores Over Time and Trendline
for Historically Underperforming Subgroups
Compared to Proposed AMO for Elementary School Math
Mean Scale Score
680
670
660
650
640
630
620
610
600
590
580
Current NCLB AYP Proficient Score = 600
2008-09
2009-10
2010-11
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
2017-18
Year
African American
Hispanic
American Indian/Alaskan
Students with Disabilities
Subsidized Meals
Proposed AMO
Linear (African American)
Linear (Hispanic)
Linear (American Indian/Alaskan)
Linear (American Indian/Alaskan)
Linear (Students with Disabilities)
Linear (Subsidized Meals)

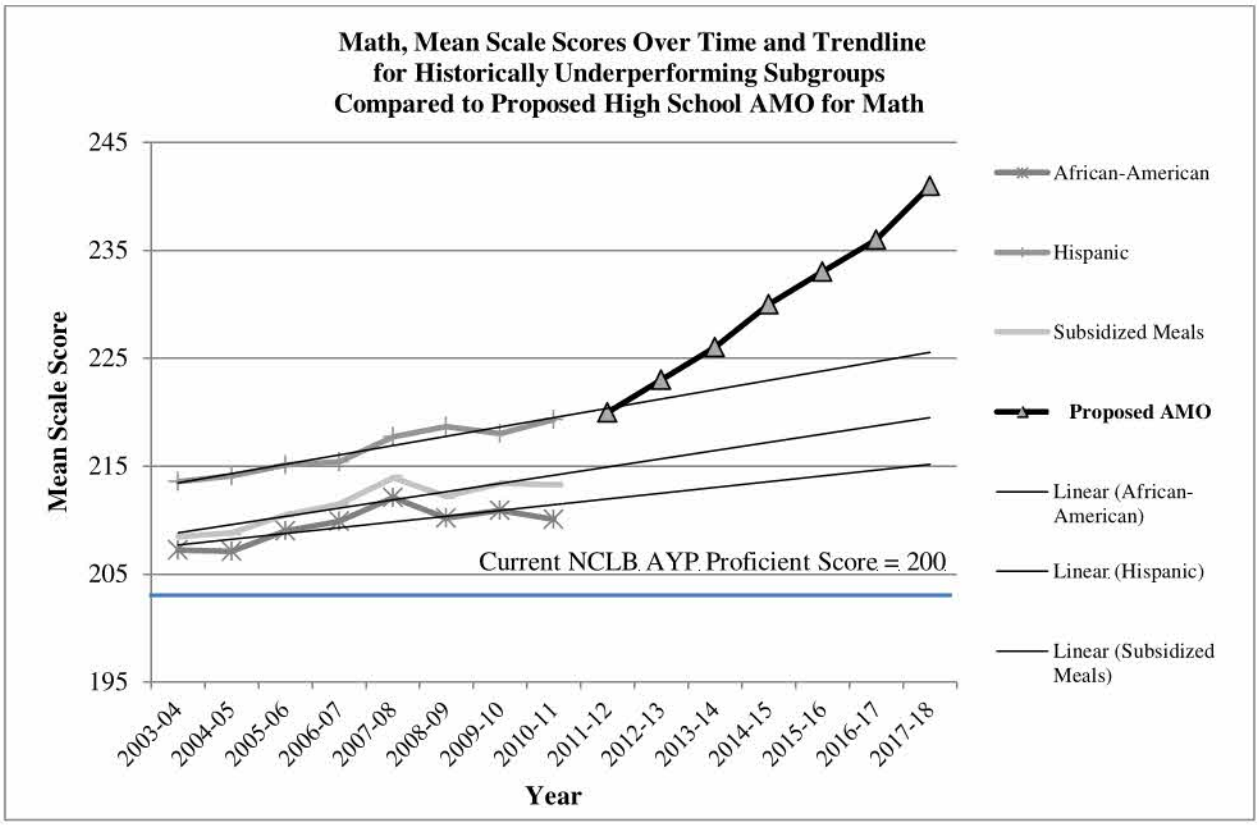
Eighth Grade SCPASS English Language Arts (ELA), Mean Scale Scores Over Time and Trendline for Historically Underperforming Subgroups Compared to Proposed AMO for Middle School ELA



Eighth Grade SCPASS Math, Mean Scale Scores Over Time and Trendline for Historically Underperforming Subgroups Compared to Proposed AMO for Middle School Math







In the weighted composite index calculation (i.e., in the matrix), a subgroup receives a point for meeting the AMO or a partial point (.6 to .9) to reflect how far each mean (above

Proficient) is from the AMO. A partial point (.1 up to .5) may be received within the appropriate cell if the subgroup mean (that falls below Proficient) demonstrates an increase when compared to the previous year's subgroup mean.

To measure improvement from one year to the next within the index, we analyzed and reviewed student performance by subgroup for each school over the past three years. For example, for high schools we looked at the "All Students" group and each subgroup to see if the mean of each subgroup increased from 2009 to 2010 and from 2010 to 2011. Similarly, we looked elementary schools and middle schools—in every cell of the matrix where a school did not meet the AMO, we looked to see if there had been any improvement at all from one year to the next. What we observed was that when there was some improvement, the typical increase was in the range of 1−8 or 9 points, with very few instances where the increase was more than 9 scale score points.

For example, from 2010 to 2011, while 90 percent of high schools (162 of 180) did not meet AMO in a particular subgroup, some demonstrated an increase in that subgroup on HSAP-ELA. However, 71 percent of the increases were between 1 and 6 scale points, while the other 29 percent had increases greater than 6 points. (From 2010 to 2011, the maximum point increase in HSAP-ELA, was 13 points in one school. Similarly, 68 percent of high schools (73 of 180) had some increase in subgroup performance from 2010 to 2011, with about 90 percent of those increases being in the 1-6 point range. Only 9.6 percent of the -Math increases from one year to the next were greater than 6 scale points, with the maximum observed increase of 8 points (in only 1 school).

Accordingly, while we tested several alternative methods of calculating partial scores for improvement, including calculating partial improvement relative to the distance between the subgroup mean and the AMO, we found that a relatively straightforward method of assigning a tenth of a point for each scale point increase provided a fairly consistent partial score in a given cell of the matrix. Because the distribution of change scores is skewed to the right, that is, the majority of schools that do not meet a particular subgroup AMO, tend to have only a relatively small increase from the previous year. Thus, assigning relative rather than an absolute partial score would result in a relatively small decimal increase.

By assigning a tenth of a point as an improvement score for each scale score point increase, we were able to provide a meaningful reward for improvement and at the same time an easy way for schools and districts to determine how that partial score was derived.

In a similar fashion, we analyzed and reviewed student performance by subgroup for each elementary and middle school, as well, and determined that the same correspondence of one scale point increase to .1 partial improvement point score would suffice.

To ensure that schools or districts do not receive a 1.0 (or higher) by the partial improvement calculation, we limited the possible range of improvement scores from .1 to .9. This also made for a simpler explanation of how improvement would be calculated (than assigning partial scores relative to the distance between the individual subgroup mean and the AMO, which potentially could be different for each subgroup at each school).

The 2013 amendment of the ESEA Flexibility Waiver Request decreased the impact of partial credit for improvement and added a partial score for each mean above Proficient to provide stability in the state, school, or district grade from one year to the next.

2.C REWARD SCHOOLS

2.C.i Describe the SEA's methodology for identifying highest-performing and high-progress schools as reward schools . If the SEA's methodology is not based on the definition of reward schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

Through a project of the SCDE's Office of Federal and State Accountability, South Carolina has long recognized Title I schools that have made improvements in two categories—student achievement and closing or reducing the achievement gap—by designating them as Title I Distinguished Schools. This Title I Distinguished Schools project has been an opportunity to publicly recognize Title I schools for their positive educational achievements. We have refined the system for identifying Distinguished Schools so that the categories reflect the requirements for identifying these highest-performing and high-progress schools as **Reward Schools** at two levels, as defined in the ESEA Flexibility Request Review Guidance.

A school will be designated a Reward School if the school is one of the highest performing Title I schools in a given year or if the Title I school demonstrates substantial progress over a number of years in either the "All Students" group or in subgroups provided there are no significant achievement or graduation rate gaps that are not closing. A school will not receive the highest rating in the SCDE's differentiated recognition, accountability, and support system if there are significant achievement gaps or graduation rate gaps that are not closing across subgroups or are closing solely due to a decline in performance of the comparison group.

<u>Title I Distinguished Schools for Performance</u>

This process recognizes Title I schools that have attained the highest weighted index for two or more consecutive years. To qualify as highest performing, a Title I school must

- attain an index score of 80 or greater in the two most recent school years assessed, and
- have a free/reduced lunch count that is greater than 50 percent (poverty indicator is under review because of community eligibility).

Step 1—Identify Title I schools for both the previous and current school years.

Step 2—Identify Title I schools with at least one tested grade.

Step 3—Identify Title I schools with greater than 50 percent poverty (based on enrollment on the first day of testing—number of students eligible for free or reduced lunch divided by total enrollment).

Step 4—Identify Title I schools that attained an index of 90 or greater in both of the previous two years.

Step 5—Identify highest performing Title I schools.

Step 6—Exclude any Title I schools with a significant achievement gap(s) in one or more student subgroups that are not closing, or are closing only due to decline in the comparison group.

For this purpose, a significant achievement gap in subgroup performance is defined as a gap equal to or greater than one standard deviation above the mean achievement gap for that particular subgroup across all schools of the same type. In other words, if the mean achievement gap for LEP students in middle schools is 15 scale points and the standard deviation is 6.0, then any school with an LEP achievement gap of 21 points or more would be considered to have a significant subgroup achievement gap for LEP students. A significant subgroup achievement gap in any other subgroup will be determined in similar fashion as equal to or greater than one standard deviation above the mean achievement gap for that particular subgroup, across all schools of the same type.

Title I Distinguished Schools for Progress

This process recognizes Title I schools that have made substantial progress over a number of years in either the "All Students" group or in subgroups. To qualify as Distinguished School for High Progress, a Title I school must

- attain an index of 70 or greater in the two most recent school years assessed, and
- have a free/reduced lunch count that is greater than 50 percent.

In addition, to qualify as Distinguished School for High Progress, a Title I school must also be ranked in the top 10 percent of schools on improvement from one year to the next in student performance for the "All Students" group or for one or more subgroups, on each assessment measure, and for high schools, also on graduation rate.

To identify Title I High Progress schools:

Step 1—Identify Title I schools for the previous two school years.

Step 2—Identify Title I schools with at least one tested grade.

Step 3—Identify Title I schools with greater than 50 percent poverty (based on enrollment on the first day of testing—number of students eligible for free or reduced lunch divided by total enrollment).

Step 4—Identify Title I schools attaining an index of 70 or greater in the most recent two school years.

Step 5—Identify Title I schools that demonstrate progress in the performance of all students on statewide assessments and at the high school level are making the most progress in increasing graduation rates. [Calculate change in student performance from one year to the next and rank order all schools in the state, by school type, on each assessment measure and for high schools, also on graduation rate. Separately rank schools based on change in student performance for "All Students" and for each subgroup.]

Step 6—Exclude any Title I schools with a significant achievement gap in one or more student subgroups that are not closing or are closing only due to decline in the comparison group.

For this purpose, a significant achievement gap in subgroup performance is defined as a gap equal to or greater than one standard deviation above the mean achievement gap for that particular subgroup across all schools of the same type. In other words, if the mean achievement gap for LEP students in middle schools is 15 scale points and the standard deviation is 6.0, then any school with an LEP achievement gap of 21 points or more would be considered to have a significant subgroup achievement gap for LEP students. A significant subgroup achievement gap in any other subgroup will be determined in similar fashion as equal to or greater than one standard deviation above the mean achievement gap for that particular subgroup, across all schools of the same type.

Step 7—Identify schools that rank in the top 10 percent statewide in progress, on each assessment and graduation rate, for all students and each subgroup.

South Carolina will identify and recognize Distinguished Schools for High Progress annually, in conjunction with the release of the state's annual school and district performance reports.

The 2014 Reward Schools for Performance are presented at http://ed.sc.gov/data/esea/2014/docs/Reward_Schools_for_Performance.pdf.

The 2014 Reward Schools for Progress are presented at http://ed.sc.gov/data/esea/2014/docs/Reward_Schools_for_Progress.pdf.

Reporting District Performance

The index that the SCDE will apply to districts is for reporting purposes. The SCDE will report district and school performance broadly to local leadership, which includes district superintendents, local school boards of trustees, county legislative delegations, and Regional Education Centers as defined in the Education and Economic Development Act (please see Appendix E). Including the Regional Education Centers will ensure that the leadership within major workforce and economic development entities are informed of overall district performance. The SCDE will also inform major and local media outlets of the performance of districts and schools in their respective communities.

The state does not intend to assign incentives or supports to districts based on the index

districts earn within the system. Our focus is on providing supports and incentives directly to schools as they are the closest point of contact to impact students. We believe that by targeting services to the schools where support or incentives are most needed, the state will be more effective in raising student achievement.

Because South Carolina is implementing a one-year "pause" in the ESEA Waiver rating system, Reward schools will not be identified for 2015–16, but instead, the next cohort of Reward Schools will be recognized in 2016–17 based on 2015–16 data.

2.C.ii Provide the SEA's list of reward schools in Table 2.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

The SCDE's Office of Federal and State Accountability will continue its Title I Distinguished Schools project to identify and recognize the Reward Schools. All schools that meet the criteria in 2.C.i. will be considered Reward Schools. The top six schools (three in "highest performing" and three in "high progress") will be awarded a $5,000 grant to recognize their hard work. The top school in each category will receive an additional $10,000 grant. These schools will be expected to serve as models for other similar schools and will present at state and national meetings. As additional administrative funds or 1003(a) Statewide System of Support funds are available, more schools may be allocated awards to assist in sharing best practices as part of providing support and technical assistance to struggling Title I schools. The SCDE will issue press releases announcing the semi-finalists and, later, the two full award winners. Schools that are not among those receiving monetary awards will be considered "honorable mention" schools.

South Carolina recognizes these distinguished schools as models for other Title I schools each year with a celebration during the state Title I association conference, which features a marching band heralding each school. We will continue this public celebration for the Reward School award-winners.

All Reward Schools will be announced via a press release from the SCDE.

The SCDE also recognizes schools through the state's Palmetto Gold and Silver Awards program. The statutory authority for the Palmetto Gold and Silver Awards is from the state statute Educational Accountability Act (EAA), as amended in 2008 (Act 282 of 2008):

Section 59-18-1100. The State Board of Education, working with the division and the SCDE, must establish the Palmetto Gold and Silver Awards Program to recognize and reward schools for academic achievement and for closing the achievement gap. Awards will be established 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 such additional criteria as:

(1) student attendance;
(2) teacher attendance;
(3) graduation rates; and
(4) other factors promoting or maintaining high levels of achievement and performance. Schools shall be rewarded according to specific criteria established by the division. In defining eligibility for a reward for high levels of performance, student performance should exceed expected levels of improvement. The State Board of Education shall promulgate regulations to ensure districts of the State utilize these funds to improve or maintain exceptional performance according to their school's plans established in Section 59-139-10.

At a minimum, schools that achieve the status of Reward School, Distinguished School, or Palmetto Gold or Silver Awards will be announced via a press release from the SCDE.

2.D PRIORITY SCHOOLS

2.D.i Describe the SEA's methodology for identifying a number of lowest-performing schools equal to at least five percent of the State's Title I schools as priority schools. If the SEA's methodology is not based on the definition of priority schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

COMMITMENT 2: SOUTH CAROLINA WILL CREATE AND MAINTAIN A PROCESS TO TRANSFORM PRIORITY AND FOCUS SCHOOLS BY BUILDING THEIR CAPACITY FOR SUSTAINED IMPROVEMENT.

The SCDE will identify underperforming schools annually on the basis of overall school performance on the AMOs, as measured by the total weighted composite index score for each school. We will rank all Title I elementary schools, middle schools, and high schools by composite index and designate the lowest 5 percent of schools as **Priority Schools**.

Step 1—Identify Title I schools for the previous and current school year.

Step 2—Identify Title I schools with at least one tested grade.

Step 3—Identify Title I schools with enrollment greater than or equal to 30 students in any subgroup used for analysis.

Step 4—Rank order all Title I schools by their total weighted composite index score. Identify the 5 percent of Title I schools with the lowest overall performance as measured by the total weighted composite index score.

Charter Schools that are identified as Priority (or Focus) Schools are eligible for the technical assistance outlined below. Upon plan approval, we will provide charter schools identified as

Priority or Focus Schools with assistance and inclusion in school interventions unless the charters are revoked. Additionally, charter school sponsors are expected to uphold the state revocation requirements for low-performing charter schools. State law has been amended to require that any charter receiving the lowest federal accountability rating for three consecutive years "shall automatically and permanently close" S.C. Code § 59-40-110(E).

Demonstrating Priority Schools
(based on ESEA Simulations and actual 2011–12 Title I or Tier II SIG Schools)

Table P-1 (below) demonstrates that South Carolina has identified the required number of Priority Schools that meet the definition in ESEA Flexibility. In 2011–12, South Carolina had 511 Title I schools. Based on simulations, we have identified the lowest five (5) percent (i.e., 26 Title I schools), based on rank order using total weighted composite index scores. Of those 26 schools, 13 were Title I or Tier II SIG schools. In addition, 2 of the schools with the lowest ranking total composite index score were Title I–eligible or Title I–participating high schools with a graduation rate less than 60 percent in each of the past 3 years. An additional 11 schools are among the lowest-achieving 5 percent of Title I schools.

Note: Once the ESEA Flexibility Request is approved, South Carolina intends to designate federal Priority Schools and continue to work with any current Palmetto Priority School (PPS) that does not meet current exit criteria by the end of 2011−12. Accordingly, in addition to the projected 26 Priority Schools counted in Table P-1, we estimate that up to an additional 11 schools may be designated Priority Schools, which will bring the total to 47 schools in 2012−13.

Table P-1

SOUTH CAROLINA 2011–12	
Category of Priority Schools (lowest 5 percent)	**Number of Schools**
Total number of Title I schools	**511**
Total number of Title I schools to be identified as Priority Schools	**26**
Total number of schools on list generated based on total weighted composite index score (schools whose performance is rated "F") that are currently served Title I or Tier II SIG schools	**13**
Total number of schools on list generated based on total weighted composite index score (schools whose performance is rated "F") that are Title I–eligible or Title I–participating high schools with a graduation rate less than 60 percent in each of the past 3 years	**2**
Total number of schools on list generated based on total weighted composite index score (schools whose performance is rated "F") that are among the lowest-achieving 5 percent of Title I schools	**11**

Once South Carolina's request for the ESEA Flexibility is approved and the SCDE begins implementing the proposed new AYP system in 2012−13, we will generate a prospective list of Priority and Focus Schools, based on 2011−12 complete year data, so that we can maintain intervention and support services as schools migrate from PPS and SIG to

Priority School program status. The 2014 Priority School list is at http://ed.sc.gov/data/esea/2014/docs/Priority_Schools.pdf.

In addition, by generating a prospective diagnostic analysis (projection) of school performance at the beginning of the 2012–13 school year, we can provide additional data and suggestions for interventions and supports to all underperforming schools about their relative strengths and weaknesses. The underperforming schools can then use this information to address identified issues immediately and throughout the school year. During the ESEA Flexibility Waiver extension, we will continue to provide this support.

2.D.ii Provide the SEA's list of priority schools in Table 2.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

South Carolina has a long history of school intervention and transformation. Requesting this waiver is a natural progression in the state's efforts to identify, intervene, and improve its lowest performing schools.

In 1998, the South Carolina General Assembly created a system to hold public schools accountable for the performance of their students when it passed the EAA, which specifically outlines *Intervention and Assistance* (S.C. Code Ann. § 59-18-1520 (Supp. 2014); see Appendix B). Technical Assistance (TA) funds from the state have supported strategies and activities, including on-site assistance, principal specialists, teacher coaches, professional development, compensation incentives, homework centers, formative assessments, and comprehensive school reform efforts, to schools being served as expressly outlined in their improvement plans.

South Carolina released its first school report cards in 2001–02, and the first external reviews followed for schools that had absolute ratings of "unsatisfactory" (the term "unsatisfactory" was replaced with the term "at-risk" in 2008), "below average," "average," "good," and "excellent." An External Review Team (ERT) of three members was assigned to a school that was newly rated "at-risk" immediately after school report cards were released in the fall of each year. The team members included superintendents, principals, and other educational leaders outside the district being reviewed. These ERT members reviewed all aspects of the school operations, in compliance with S.C. Code Ann. § 59-18-1510 (Supp. 2014), in a four-to-five-day period during which they relied on the triangulation of documentation, interviews, and observation. The ERT Report was a compliance instrument that included standards and indicators, with references to regulations, and was divided into four focus areas: Leadership and Governance; Curriculum and Instruction; Professional Development; and Performance. Recommendations for needed changes were made in order for the school to move forward with student academic improvement. This ERT Process was in effect through the 2006–07 school year. On-site TA personnel—content specialists and leadership mentors—were assigned to assist schools that were designated as "unsatisfactory/at-risk," based on ERT recommendations and school need.

When it restructured operations in July 2011, the SCDE created the Office of School

Transformation to leverage and coordinate internal and external resources to build school capacity through educational options, transformational school leadership and transformational instructional practices and evaluations. This office bridges what we have learned from past experiences in implementing segments of our state accountability system and in providing technical assistance to at-risk schools with the new school transformation principles established by the USED.

Beginning with the 2012−13 academic year, the Office of School Transformation began raising the consciousness of internal and external stakeholders on new paradigms for transforming the conceptual framework for improving student achievement via systemic and sustainable educational options, school leadership, instructional practices, and evaluations in South Carolina's most challenged, at-risk and Title I schools. Currently, identified Priority Schools are served through participation in the Office of School Transformation's annual School Improvement Planning Cycle in which the SCDE (1) notifies and provides technical assistance related to data used to identify schools; (2) provides high quality opportunity for root cause analysis and needs assessment, as well as professional development in successful transformation models and strategies; (3) based on root cause and other data, supports school leadership in developing outcomes-oriented, context-specific, and research-based *Challenge to Achieve* (CTA) plans organized around the federal school transformation principles; (4) supports implementation and evaluation of CTA plans on- and off-site with SCDE transformation coaches and/or identified experts, professional development and technical assistance, access to a SCDE-provided data dashboard, and funding; (5) engages schools in self-assessment and planning based on annual outcomes and CTA plan results with the goal of supporting continuous improvement and creating sustainability, and when schools are successful and exit; (6) engages them in a continued relationship to support their continued success as well as state innovation and improvement in other schools. This cycle is designed to eliminate agency silos and duplication of services in favor of a theory of change predicated on coordinated and collaborative technical assistance. It is also designed to ensure that schools exiting identification status have continued contact with the SCDE to maintain their own success and are able to contribute to overall improvement and innovation across schools in the state.

Excluding the SIG schools that are also Priority Schools, in their CTA plans, the Priority Schools are not required to implement the tenth federal transformation principle calling for the replacement of a school principal. Adoption of the federal transformation principles inherently incorporates the school transformation strategies captured throughout the three principles of this waiver, such as the promotion of customized education and use of test score–based measures of student growth. In addition, the Priority Schools will receive a direct allocation from 1003(a) funds to support the implementation of the strategies in their CTA plans.

Participation in the SCDE School Improvement Planning Cycle is an annual requirement for identified Priority Schools, but the Office of School Transformation also recognizes that schools need differentiated interventions to be successful. To that end, the Office of School Transformation has developed a tiered intervention system. The following levels of intervention are annual, internal designations only. They may be discussed with schools but will not be shared publicly. They are intended to help Office of School Transformation associates target interventions and assistance.

Intervention Level	Description	SCDE Intervention
Level 4	School identified for more than three academic years consecutively. In general, these are schools experiencing **long-term low performance** and/or have **critical needs** in terms of school improvement.	Very intense contact and state direction (weekly involvement); less choice in planning and implementation; goal is increased student achievement, development of school understanding that change is possible, and movement toward Level 3.
Level 3	School identified for at least three academic years consecutively. Level 3 schools do not demonstrate awareness of data and a readiness to change. In general, these are schools facing **extended low performance** and/or have **major needs** in terms of school improvement.	Required participation of school leadership in SCDE leadership intervention training with goal of building leadership awareness and capacity to change; intense contact and state direction (monthly involvement); goal is increased student achievement, increased leadership awareness and capacity to change, and movement toward Level 2.
Level 2	School identified for at least three academic years consecutively. Level 2 schools demonstrate awareness of data and a readiness to change. In general, these are schools facing **extended low performance** and/or have **major needs** in terms of school improvement.	Moderate intensity of contact and state direction (monthly involvement); opportunities to compete for School Improvement Grants and other projects with the goal of building capacity and sustained change; goal is increased student achievement and movement toward Level 1.
Level 1	School identified for the first or second time in the school's history, or again after at least five academic years of adequate performance. In general, these are schools facing **temporary low performance** and/or have **minor needs** in terms of school improvement.	Light intensity of contact and state direction (involvement as needed and requested by school); goal is increased student achievement and movement toward sustained non-identification.

In addition, we seek to further align our state and federal accountability systems by subjecting the federal Priority Schools to the longstanding state accountability scheme for transforming low-performing schools as described in S.C. Code Ann. § 59-18-1510 *et seq.* (Supp. 2014). This convergence of state and federal commitments through congruent adherence to guidance already adopted by the state General Assembly and embodied in state statute further strengthens the state's movement to a unified system of accountability.

To align the interventions for the Priority Schools identified under the federal accountability system (the at-risk schools identified under the state system of accountability), the Office of School Transformation promotes seamless technical assistance to all of the groups of low-performing schools through inter-agency collaborations. The following offices have committed to the coordinated and collaborative approach advocated by the Office of School Transformation: (1) Office of Federal and State Accountability; (2) Office of Standards and Learning; (3) Office of School Leadership; (4) Office of Special Education Services; (5) Office of Student Intervention Services; (6) Office of Educator Services; and (7) Office of Virtual Education. Below are examples of the work-product from this technical assistance network.

The SCDE's Office of Special Education Services has provided a great deal of technical assistance to the districts on the strategies and instruction needed to allow students with disabilities to access the general education curriculum. In addition, this office is authorized under the Individuals with Disabilities Education Improvement Act (IDEA) to make annual determinations of the level of support that districts need in implementing the requirement of IDEA Part B to serve their students with disabilities.

The Office of Special Education Services will work in conjunction with the Office of School Transformation to provide intensive technical assistance to districts that it determines are in the "needs intervention" and "needs substantial intervention" categories for implementing IDEA Part B. Also, as administrators and teachers are identified for participation in more intensive initiatives through the new accountability system and the transition to and implementation of the South Carolina College- and Career-Ready Standards, an increasing emphasis will be placed on instructing students with disabilities in the general education curriculum. Appropriate use of peer-reviewed, scientifically based instruction, coupled with appropriate accommodations and modifications, will lead to closing this achievement gap between students with and without disabilities. The Office of Special Education Services has devoted significant technical assistance to the districts regarding the strategies and instruction needed to allow students with disabilities to access the general education curriculum. As administrators and teachers are chosen to participate in more intensive initiatives through the accountability system, an emphasis will be placed on the instruction of students with disabilities in the general education curriculum. Appropriate use of peer-reviewed, scientifically based instruction coupled with appropriate accommodations and modifications will lead to a closing of the achievement gap between students with and without disabilities.

Regarding English language learners (ELL), we will continue to focus professional development efforts to address areas of concern and training on how to appropriately serve and meet the needs of ELL. Training will be provided to both regular classroom teachers where English learners typically spend the majority of the day learning and to ESOL teachers who support academic content instruction, along with administrators. Other important staff, such as guidance counselors, special education, gifted and talented, paraprofessionals, and others who work with ELL are often included in trainings. The Office of Federal and State Accountability will continue to monitor Title III districts (72 Title III districts out of 84 districts in the state). All Title III districts in South Carolina are also Title I. A major part of Title III monitoring for compliance with Title III and other federal laws includes reviewing the practices of regular classroom and ESOL teachers, administrators, guidance counselors, and others that work with

ELL using interviews, data review, and other components of South Carolina's Title III monitoring instrument. Technical assistance and additional professional development is provided as needed based on the review. The Office of Federal and State Accountability will continue to analyze data such as the performance of ELL and former ELL across the state, including performance on statewide tests; proportionality in special programs—special education, gifted and talented; grade-retention; and graduation rates.

The Office of Federal and State Accountability will work in conjunction with the Office of School Transformation to provide intensive technical assistance to districts that it determines are in the "needs intervention" and "needs substantial intervention" categories ensure that proper intervention strategies are in place for ELL in compliance with Title III. Also, as administrators and teachers are identified for participation in more intensive initiatives through the new accountability system and the transition to and implementation of the South Carolina College- and Career-Ready Standards, an increasing emphasis will be placed on instructing ELL in the general education curriculum. Appropriate use of peer-reviewed, scientifically based instruction, coupled with appropriate accommodations and modifications, will lead to closing this achievement gap between ELL and other students. The Office of Federal and State Accountability has devoted significant technical assistance to the districts regarding the strategies and instruction needed to allow ELL to access the general education curriculum. As administrators and teachers are chosen to participate in more intensive initiatives through the accountability system, an emphasis will be placed on the instruction of ELL in the general education curriculum. Appropriate use of peer-reviewed, scientifically based instruction coupled with appropriate accommodations and modifications will lead to a closing of the achievement gap between ELL and other students.

As the state moves from a model that largely forces compliance on inputs to one that requires progress to reach attainable outcomes, we will collaborate with each federal Priority School through a memorandum of agreement that clarifies the state's expectations, the assistance the SCDE will provide, and the school's, district's, and local board's responsibilities.

2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA's choice of timeline.

Justification for Timeline

In our lowest-performing schools, we want to build local capacity for strong community schools, so that the school district has a board of trustees that recognizes their responsibility to raise student achievement, a district office and school leaders that recognize strong leadership practices to benefit students, and teachers that can provide measurable high-quality instruction. However, the schools identified for priority status are the least likely to have this full capacity. As the state moves from a model that largely forces compliance on inputs to one that requires progress to reach attainable outcomes, we will collaborate with each

Priority School through a memorandum of agreement that clarifies the state's expectations, the assistance the SCDE will provide, and the school's, district's, and local board's responsibilities.

Annual Timeline

October	Identify Priority Schools.
October	• Notify identified schools/districts.
November–December	Develop and submit year-long CTA plans.
November–August	• Monitor ongoing, year-long CTA plans; and • Conduct periodic collaborative professional development aligned to the Turnaround Principles in the CTA plans.
August–September	Evaluate achievement of goals/implementation of CTA plans.

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

Because the ESEA Index is based on student performance and improvement over time, priority status is comprised of a three-year cycle.

A school will exit priority status when it no longer falls within the 5 percent of the lowest performing Title I schools and has made significant progress in improving student performance. The SCDE defines "significant progress" in relation to improving student achievement as a result of the school's planning and implementation of the CTA plan.

A school may exit priority status when it meets the following criteria:

1) after receiving services for a minimum of three consecutive years;
2) when it no longer falls within 5 percent of the lowest performing Title I;
3) when it meets the pre-determined outcomes of its most current CTA plan; and
4) when it is able to provide an explanation of the strategies used to achieve these gains, as well as how these strategies will be sustained in the future.

These criteria address and define improvement on factors that caused the school to be identified, connect identification with CTA planning and implementation, and emphasize the importance of sustained improvement. Priority School data will be reviewed annually to assess progress.

A Priority School will receive three years of service to ensure sustainability of changes and improvement. Services will be differentiated as intensive and follow-up. Follow-up services will include the option of participating in all or part of the Office of School Transformation's annual School Improvement Planning Cycle, including support from SCDE

transformation coaches and/or identified experts, professional development and technical assistance, and access to a SCDE-provided data dashboard.

Under the accountability "pause," the Priority Schools identified for 2014–15 based upon assessments in 2013–14 would maintain their priority status.

2.E FOCUS SCHOOLS

2.E.i Describe the SEA's methodology for identifying a number of low-performing schools equal to at least 10 percent of the State's Title I schools as "focus schools." If the SEA's methodology is not based on the definition of focus schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

South Carolina will identify underperforming Title I schools with the largest subgroup performance gaps, and schools with significantly underperforming subgroups will be designated **Focus Schools**.

In analyzing subgroup performance, gap analysis can be calculated in a variety of ways. Based on input from stakeholders, educators, and school district administrators, we choose to look at the average (mean) performance of subgroups across content areas (ELA and mathematics), subtract the subgroup average (mean) scores to determine the performance gap, identify schools that had a significant performance gap in one or more subgroups, and average the significant gaps across content areas to produce a ranking of the significant performance gaps for each school. A school will not receive the highest rating in the SCDE's differentiated recognition, accountability, and support system if there are significant achievement or graduation rate gaps that are not closing across subgroups or are closing solely due to a decline in performance of the comparison group.

Methodology for Identifying Focus Schools

The general approach presented below approximates the method we propose for determining Focus Schools.

Step 1—Annually identify Title I schools for the previous and current school year.

Step 2—Identify Title I schools with at least one tested grade.

Step 3—Identify Title I schools with enrollment greater than or equal to 30 students in any subgroup used for analysis.

Step 4—Identify and exclude Title I schools whose subgroups have met or exceeded all AMOs.

Step 5—Calculate an average performance gap for each Title I elementary, middle, and high school.

a. Using ELA and math scale scores, calculate for each subject and school an average (mean) score for each subgroup.
b. By subject and school, subtract mean scores (for example, non-Limited English Proficient subtracted from LEP) to produce the achievement gap score by subject. Exclude negative gaps. Average the mean gaps across both subjects (ELA and math) for each subgroup.
c. Select schools with significant achievement gap(s) in one or more student subgroups.
    1. For this purpose, a significant achievement gap in subgroup performance is defined as a gap equal to or greater than one standard deviation above the mean achievement gap for that particular subgroup across all schools of that same type state-wide. For example, if the mean achievement gap for LEP students in middle schools is 15 scale points and the standard deviation is 6.0, then any school with an LEP achievement gap of 21 points or more would be considered to have a significant subgroup achievement gap for LEP students. A significant subgroup achievement gap in any other subgroup will be determined in similar fashion as equal to or greater than one standard deviation above the mean achievement gap for that particular subgroup, across all schools of that same type state-wide.
    2. Calculate the difference between the subgroup mean gap and the state mean gap for each subgroup in the school that has a significant gap.
    3. Sum the differences from step B across all subgroups in the school that have a significant gap.
    4. Sum the number of subgroups in the school that have a significant achievement gap.
    5. Divide the results of C3 by C4 to determine schools with the largest significant gaps.

Step 6—Rank order the schools by the significant gaps from largest to smallest and identify schools with the largest significant gap to equal at least 10 percent of the Title I schools in the state. If the number of schools identified using Step 5 does not equal at least 10 percent of the Title I schools in the state, rank order the remaining schools by their average achievement gap from largest to smallest and identify from the remaining schools those with the largest achievement gap to complete the list of Focus Schools to equal at least 10 percent of the Title I schools in the state.

Step 7—At the high school level, identify the Title I schools with low graduation rates (less than 60 percent) for both years assessed.

Step 8—Identify Title I schools that have persistent achievement gaps over a number of years that have not been previously identified in the above steps. For schools with persistent achievement gaps over several years, we propose to use the same achievement gap analysis we currently use for Title I schools.

For achievement gap analysis, the SCDE will compare each subgroup performance with the corresponding non-subgroup comparison group. For example, the performance of African-American students in a particular school will be compared with the non-African-American students and the gap in performance calculated. Similarly, looking at the performance of LEP students, a comparison of the LEP subgroup performance will be made to the performance of non-LEP students. Then, all of the gap differences in all of the subgroups will be calculated and the average of all of the observed achievement gaps will be compared in order to determine the mean achievement gap across all subgroups.

To track the progress (or lack of progress) of schools, and in particular schools with persistent achievement gaps over time, individual subgroup achievement gaps and the average (mean) achievement gap across all subgroups will be monitored. Schools with specific subgroup achievement gaps that persist over time will receive targeted interventions for that subgroup, as part of the overall Focus School interventions.

Demonstrating Focus Schools
(based on ESEA simulations and actual 2011−12 Title I schools with largest subgroup achievement gaps)

Table F-1 demonstrates that South Carolina identified the required number of Focus Schools that meet the definition for ESEA Flexibility. South Carolina had 511 Title I schools, so based on simulations of the proposed ESEA methodology, 10 percent have been identified (i.e., 52 Title I schools), with the largest average (mean) achievement gap across all subgroups. Of the 52 schools to be identified as Focus Schools, zero (0) schools were currently served Title I or Tier II SIG schools. In addition, zero (0) schools with the largest average achievement gap are Title I–eligible or Title I–participating high schools with a graduation rate less than 60 percent in each of the past 3 years. Accordingly, based on 2011−12 data, all 52 schools would come from the ranked list of Title I schools with the largest average achievement gap.

Table F-1

SOUTH CAROLINA 2011–12	
Category of Focus Schools	**Number of Schools**
Total number of Title I schools	**511**
Total number of Title I schools to be identified as Focus Schools	**52**
Total number of schools on list generated based on largest subgroup achievement gaps (average) that are Title I–participating high schools with a graduation rate less than 60 percent in each of the past 3 years	**0**
Total number of additional Title I–participating high schools with a graduation rate less than 60 percent in each of the past 3 years and are not identified as Priority Schools	**0**
Total number of schools on list generated based on overall analysis that have the largest subgroups achievement gaps (average) or, at the high school level, low graduation rates	**52**

The 2014 Focus School list is at http://ed.sc.gov/data/esea/2014/docs/Focus_Schools.pdf.

2.E.ii Provide the SEA's list of focus schools in Table 2.

2.E.iii Describe the process and timeline the SEA will use to ensure that its LEAs that have one or more focus schools will identify the specific needs of the SEA's focus schools and their students and provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

The SCDE will develop a methodology to identify disaggregated data for subsets of students to include race, gender, SES status, disabled, and non-disabled students. The causes of underperformance will be ascertained using historical and current data regarding discipline, teacher retention, academic performance and use of fiscal resources. These data will be coupled with information gathered from the Comprehensive Capacity Assessment (CCA). The CCA will focus on current (1) Teaching and Learning; (2) Fiscal Management; (3) Recruitment, Development and Retention of Effective Teacher Leaders; (4) Physical Plant Operations; and (5) Parent and Community Engagement. Based on a collation of these data, the SCDE can target research-based interventions on root causes.

Currently, identified Focus Schools are served through participation in the same annual School Improvement Planning Cycle that the SCDE's Office of School Transformation requires for identified Priority Schools, in which they develop a CTA plan. Details of this cycle are presented on pages 118–119. Like the Priority Schools, Focus Schools are not required to implement the tenth federal transformation principle (replacement of a school principal) (see page 116).

To serve Focus Schools, the SCDE's Office of School Transformation will use the same tiered intervention system presented in section 2.D.iii. (page 117).

We will allocate funds to Focus Schools from 1003(a) and from Statewide System of Support funds to implement interventions to directly address the underachieving subgroups. For the 2012–13 school year, approximately $5.8 million was allocated on a formula basis and must be incorporated into the school's Title I plan. (See Table F-2 below.) Needs and funding will be reviewed annually to determine funding levels to meet the needs of identified Focus Schools. As the state moves from a model that largely forces compliance on inputs to one that requires progress to reach attainable outcomes, we will collaborate with each Focus School through a memorandum of agreement with the district's school board that clarifies the state's expectations, the assistance the SCDE will provide, and the school's, district's, and school board's responsibilities.

Table F-2

1003(a) School Improvement Funds		
	Number of Schools	Average amount of 1003(a) funds per school
2012–13 Focus Schools	52	$107,945
2012–13 Title I "C," "D" and "F" Schools	121	$15,463
2011–12 Schools in Improvement	180	$46,576
2012–13 Schools in Improvement based on NCLB(projected)	310	$24,142

The AYP performance requirement subgroup of students with disabilities (SWD) has been problematic for schools and districts in the past. For the 2010–11 school year, only one school district met AYP for the performance of the SWD subgroup. The SCDE's Office of Special Education Services has devoted a great deal of technical assistance to the districts regarding the strategies and instruction needed to allow students with disabilities to access the general education curriculum. As administrators and teachers are chosen to participate in more intensive initiatives through the accountability system, we will emphasize the instruction of SWD in the general education curriculum. Appropriate use of peer-reviewed, scientifically based instruction, coupled with appropriate accommodations and modifications, will lead to a closing of the achievement gap between students with and without disabilities. The Office of Special Education Services, in conjunction with the Office of School Transformation, will provide intensive technical assistance to districts with identified Focus Schools. In addition, through its federally required State Systemic Improvement Plan (SSIP), the Office of Special Education Services is expanding its technical assistance and professional development to select school districts with achievement gaps. The focus of the SSIP will include intensive support for select focus schools, particularly in the area of reading. By doing so, the state is able to maximize its resources while minimizing duplication of efforts, and work collaboratively to improve the outcomes of South Carolina's students. In addition, the state will continue its nationally recognized special education teacher training program, SC CREATE, to ensure a highly qualified workforce in South Carolina. Finally, the Office of Special Education Services will continue to provide extensive professional development opportunities to general and special education teachers on serving the needs of the state's students with disabilities.

The Office of Federal and State Accountability will continue to monitor Title III districts (74 Title III districts out of 84 districts in the state). All Title III districts in South Carolina are also Title I. A major part of Title III monitoring for compliance with Title III and other federal laws includes reviewing the practices of regular classroom and ESOL teachers, administrators, guidance counselors, and others that work with ELL using interviews, data review, and other components of South Carolina's Title III monitoring instrument. Technical assistance and additional professional development is provided as needed based on the review.

The Office of Federal and State Accountability will continue to analyze data such as the performance of ELL and former ELL across the state, including performance on statewide tests; proportionality in special programs—special education, gifted and talented; grade-retention; and graduation rates. There will continue to be focused professional development efforts to address areas of concern and training on how to appropriately serve and meet the needs of ELL. Training will be provided to both regular classroom teachers where English learners typically spend the majority of the day learning and ESOL teachers who support academic content instruction, along with administrators. Other important staff, such as guidance counselors, special education, gifted and talented, paraprofessionals, and others who work with ELL are often included in trainings.

Additionally, districts and schools can access several resources on our Title III/ESOL website to assist them with supporting the instruction of ELL. http://ed.sc.gov/agency/programs-services/90/.

To ensure that all schools that may have achievement gap issues are captured as Focus Schools, data will include those schools that may not be in the bottom 10 percent of Title I schools but have persistent problems with achievement gaps. These schools will receive the same interventions as the required 10 percent of Title I schools.

Annual Timeline

October	Identify Focus Schools.
October	Notify identified schools/districts.
November – December	Develop and submit year-long CTA plans.
November – August	• Monitor ongoing, year-long CTA plans; and • Conduct periodic collaborative professional development aligned to the Turnaround Principles in the CTA plans.
August – September	Evaluate achievement of goals/implementation of CTA plans.

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

Because ESEA indices are based on student performance and improvement over time, focus status is comprised of a two-year cycle.

The SCDE defines "significant progress" in relation to student achievement and narrowing achievement gaps as a result of the school's planning and implementation of the CTA plan. A school may exit focus status when it meets the pre-determined outcomes of its plan. A school may only exit if it is able to provide an explanation of the strategies used to achieve these gains, as well as how these strategies will be sustained in the future.

A Focus School will receive two years of service to ensure sustainability of changes and improvement. Services will be differentiated as intensive and follow-up. The SCDE's services in the follow-up year will include the option of participating in all or part of the Office of School Transformation's annual School Improvement Planning Cycle, including support from SCDE transformation coaches and/or identified experts, professional development and technical assistance, and access to a SCDE-provided data dashboard.

Under the accountability "pause," the Focus Schools identified for 2014–15 based upon assessments in 2013–14 would maintain their focus status.

2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE I SCHOOLS

2.F Describe how the SEA's differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA's new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

COMMITMENT 3: SOUTH CAROLINA WILL ESTABLISH A PLAN FOR A STATEWIDE SYSTEM OF SUPPORT TO LEVERAGE THE SERVICES PROVIDED TO OUR LOWEST-PERFORMING SCHOOLS TO IMPROVE STUDENT ACHIEVEMENT, NARROW ACHIEVEMENT GAPS, AND RAISE THE QUALITY OF INSTRUCTION IN ALL OUR SCHOOLS.

Schools that receive an index score less than 70 in the system underperformed in either the "All Students" group or one of the student subgroups. The SCDE will target the Title I schools with an index score less than 70 that are not identified as Priority or Focus Schools to receive differentiated support for Support Schools. These schools must conduct a comprehensive needs assessment in existing federal program plan applications to determine root causes of failure to meet state standards either in the "All Students" group or by sub-group.

The identified schools will amend existing federal plans to outline how the school and district will address the issues identified in their comprehensive needs assessments and submit these plans to the SCDE's Office of Federal and State Accountability. Schools and districts must demonstrate that they have the capacity to implement improvement strategies and must illustrate how the school plans to use existing Title I, Part A funds, funds previously used for Choice and SES, other federal formula allocations, and any additional funds made available to meet their needs. As the state moves from a model that largely forces compliance on inputs to one that requires progress to reach attainable outcomes, we will collaborate with each Support School through a memorandum of agreement that clarifies the state's expectations, the assistance the SCDE will provide, and the school's, district's, and local school board's responsibilities.

The SCDE has formerly partnered with SEDL (formerly the Southwest Educational Development Laboratory) to develop an agency-wide approach to serving districts and schools that are identified as needing assistance in improving student achievement. Previously, various

offices within the SCDE have been providing disparate activities based on categorical funding streams or state and federal mandates. The goal of this new effort is to eliminate silos within our structure to facilitate agency-wide awareness and to focus our school improvement efforts across programs to provide coherent, consistent assistance to our customers. Staff from the offices of Special Education Services, School Transformation, Federal and State Accountability, and School Leadership have come together to discuss ways to eliminate duplicative, and often competing, services and to reduce burdensome paperwork requirements (see Principle 4 in Appendix D for more plans to eliminate duplication and reduce reporting burdens).

While the schools identified in this Support category will not receive the same intensive services offered to Priority or Focus Schools, they will nonetheless benefit from a statewide support system driven by responding to individual school needs with appropriate interventions. Our goal is to not lose the momentum we've gained over the past several years through our statewide system of support as required by NCLB. In general, these schools have made progress and need continued support to ensure that all their students are provided the means to reach the state's high standards and be college and career ready upon graduating from high school.

After addressing needs in Priority and Focus Schools, the SCDE will set aside a portion of the remaining 1003(a) funds and/or funds for Statewide System of Support to be disbursed on a formula basis to help the schools address the root causes of their less than "Proficient" student achievement. Funds will be first allocated to Support schools with an index less than 60, and if sufficient funds remain, they will be allocated to the remaining Support schools. Identified Support schools are served through participation in the Office of School Transformation's annual School Improvement Planning Cycle in which the SCDE (1) notifies and provides technical assistance related to data used to identify schools; (2) provides high quality opportunity for root cause analysis and needs assessment, as well as professional development in successful transformation models and strategies; and (3) based on root cause and other data, supports school leadership in developing outcomes-oriented, context-specific, and research-based CTA plans organized around the federal school transformation principles. Through their improvement plan, a school will detail the actions they intend to take and how the district and school will use the 1003(a) funds to implement the plan.

The SCDE will provide assistance to districts and schools based on the Statewide System of Support used in coordination with other offices within the agency and through contracted services where appropriate. Over time, we will align interventions and support with the new State Superintendent of Education's vision. As we transition with the new superintendent, we will be moving to support world-class skills, as well as life and career characteristics for South Carolina graduates. The SCDE offices below will coordinate to provide this assistance and support as indicated in the table below.

Assistance and Support to Other Title I Low-Performing Schools			
Division	**Office**	**Needs Addressed**	**Staff Involved**
Innovation & Effectiveness	Federal & State Accountability	English language learners	Crystal Fields
College &	Special Education	Students with disabilities	John Payne

Career Readiness	Services		
Educator Effectiveness	School Leadership	Principals and Assistant Principals evaluations, knowledge, and skills	Bruce Moseley
College & Career Readiness	Standards and Learning	Standards and Learning	Catherine Jones-Stork
Educator Effectiveness	Educator Evaluations & Effectiveness	Teacher Evaluations	Kristin Joannes
Finance	Finance	Allocation of resources	Mellanie Jinnette

Particular emphasis will be placed on student sub-groups that are not meeting the AMOs. For example, SCDE staff will continue to provide high quality professional development to general education and special education teachers in order to assist students in meeting the accountability measures. Key elements for instruction of students with disabilities (SWD) include the following:

- use of research-based, effective instructional strategies both within and across a variety of academic and functional domains;
- differentiation of instruction for all learners, including students performing above and below grade-level expectations;
- instruction in strategic approaches to learning new concepts and skills; and
- continued use of inclusive practices for SWD.

Teachers of English language learners (ELL) will receive support from staff from the Office of Federal and State Accountability through quarterly regional meetings, ongoing intensive professional development, and episodic technical assistance as needed based on the results of the needs assessments. The Office of Federal and State Accountability will continue to monitor Title III districts (74 Title III districts of the 84 districts in the state). All Title III districts in South Carolina are also Title I. A major part of Title III monitoring for compliance with Title III and other federal laws includes reviewing the practices of regular classroom and ESOL teachers, administrators, guidance counselors, and others that work with ELL using interviews, data review, and other components of South Carolina's Title III monitoring instrument. Technical assistance and additional professional development is provided as needed based on the review. The Office of Federal and State Accountability will continue to analyze data such as the performance of ELL and former ELL across the state, including performance on statewide tests; proportionality in special programs—special education, gifted and talented; grade-retention; and graduation rates. There will continue to be focused professional development efforts to address areas of concern and training on how to appropriately serve and meet the needs of ELL. Training will be provided to both regular classroom teachers where English learners typically spend the majority of the day learning and ESOL teachers who support academic content instruction, along with administrators. Other important staff, such as guidance counselors, special education, gifted and talented, paraprofessionals, and others who work with ELL are often included in trainings.

As they move toward English proficiency, ELL can benefit from many accommodations.

In South Carolina, most school districts use the Individual Modifications/Accommodations Plan (see Attachment M) to document individual student accommodations, including ones used during testing. Because ELL progress toward English proficiency is very individualized, with much growth at the lower levels of English proficiency and slower growth as full English proficiency is acquired, these accommodations are in a pretty constant state of flux for most of these students.

The Office of Federal and State Accountability is offering year-long professional development for the 35 districts in Title III improvement. Sessions will focus on strategies and accommodations for working with ELLs, building academic language, as well as for intensive training on equitable access to the South Carolina College- and Career-Ready Standards with emphasized learning opportunities in reading, writing, and mathematics. The Division of College and Career Readiness will also provide assistance to help teachers address the changing needs of these students.

As is our plan for professional development on the South Carolina College- and Career-Ready Standards (see Principle 1 above), we will customize the assistance to teachers of SWD and ELL based on the data and the identified needs of their students and schools.

2.G Build SEA, LEA, and School Capacity to Improve Student Learning

2.G Describe the SEA's process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:

i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;

ii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA's differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and

iii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools.

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

The SCDE's Division of Innovation and Effectiveness, Division of College and Career Readiness, and the Division of Educator Effectiveness are collaborating on the implementation, support, and monitoring of the components of the ESEA Flexibility Waiver. The Division of Innovation and Effectiveness includes the offices of Information Technology, Federal and State Accountability, Assessment, School Transformation, Research and Data Analysis, and Student Intervention. The Division of College and` Career Readiness includes the offices of Career and Technology Education, Special Education Services, Standards and Learning, Virtual Education, and Adult Education. The Division of Educator Effectiveness

includes the offices of Educator Services, School Leadership, Human Resources, Educator Evaluation and Effectiveness, and Family and Community Engagement. Working together, the three divisions provide comprehensive support to LEAs and schools for raising student achievement and meeting federal and state accountability goals.

The Office of School Transformation and the Office of Federal and State Accountability have direct responsibility for working with Priority, Focus, and low-performing Title I Support Schools. The CTA plans will be used to gauge implementation, and the two offices will monitor and provide technical assistance as appropriate. Funding for implementation and support for low-performing schools will include a combination of state and federal dollars. State Technical Assistance funding, federal 1003(a,) and Statewide System of Support funds will be used to provide support to low-performing schools. The Office of Federal and State Accountability which includes many of the ESEA programs will work with LEAs and schools providing technical assistance regarding the flexibility available to use federal funding streams to accomplish school-wide program goals.

Both offices offer programs that support low-performing schools while ensuring compliance with state and federal laws that hold LEAs accountable for improving student and school performance.

The CTA process for low-performing schools, the reward system for high-performing schools, and the ESEA Index accountability system will improve capacity at the state, district, and school levels. South Carolina believes that the proposed new accountability system will create additional incentives for schools and districts to work diligently to meet high standards and to focus on improving the academic achievement and performance of all students, as well as the achievement and performance of all students in all subgroups, including historically underperforming groups.

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

Option A	**Option B**
☐ If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide: i. the SEA's plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14).	☒ If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide: i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.

For six consecutive years, *Education Week*'s *Quality Counts* (2006–12) ranked South Carolina as #1 in the nation in the Teaching Professions Category. This achievement was due, in large measure, to the state's widely recognized, statewide systems for evaluating and supporting teacher and principal performance and effectiveness—the system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT) and the Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP). (See Appendix C for a glossary of acronyms.)

The SCDE has developed and continues to administer, maintain, and make ongoing refinements to the ADEPT and PADEPP systems. These evaluation and support systems provide effective and consistent methods for evaluating and supporting all teachers and principals across the state's school districts.

Guidelines for ADEPT (Attachment 10) were originally adopted in 2006; they will be further refined to comply with the requirements of the ESEA Flexibility Request Principle 3 as detailed later. PADEPP guidelines are currently presented through the authorizing state regulations (Attachment 11). The SCDE has developed an independent

PADEPP guideline document, similar to the ADEPT guidelines, modified to comply with the requirements of Principle 3. In addition, the PADEPP regulation revision has been approved by the SBE and is pending review in the 2015 legislature. Because PADEPP already had three rating levels, and because the standards evaluated are in SBE guidelines, not the regulation, the SCDE is fully authorized to implement all elements of Principle 3 for principal evaluation regardless of whether the regulation passes.

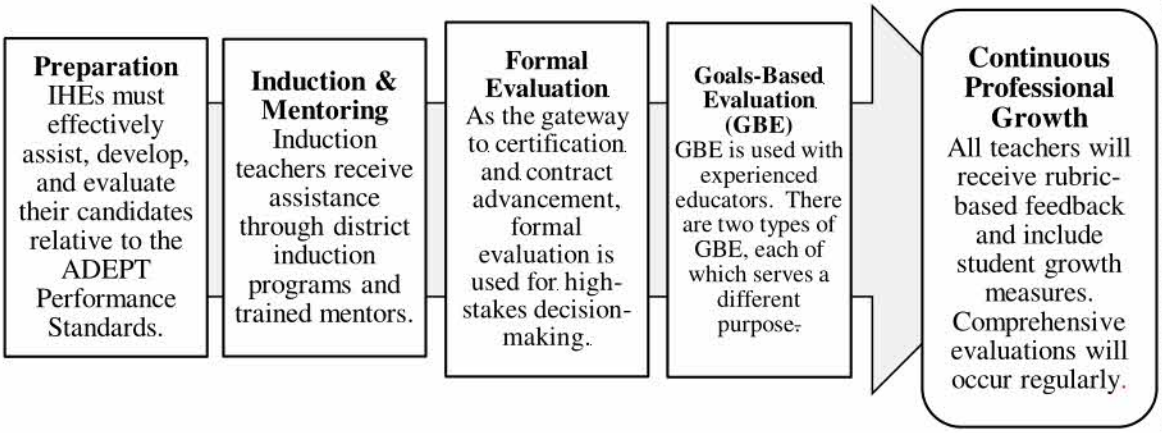
The background of both systems in South Carolina illustrates the shift that has occurred since 1998 from evaluation based on limited methods that varied at the local level to dynamic yet consistent statewide evaluation and support systems that promote effective instruction and leadership. Even prior to the announcement of an ESEA Flexibility Request, the state was progressing with enhancements to the guidelines and frameworks for both the ADEPT and PADEPP systems.

ADEPT Background

When it was implemented in 1998, ADEPT signaled a shift in South Carolina's perspective on teacher evaluation. Prior to ADEPT, evaluation instruments had been limited, for the most part, to behavioral checklists and showcase lessons. While almost all teachers "passed" these evaluations, the evaluation process itself did little to reflect or improve day-to-day instructional practices. The ADEPT system was built on the knowledge that effective teaching must be defined, facilitated, and evidenced throughout everyday practice and must ultimately result in a positive impact on student learning.

The purpose of ADEPT is two-fold: (1) to promote teacher effectiveness and (2) to provide quality assurance and accountability via valid, reliable, consistent, and fair evaluations of teacher performance and effectiveness, as indicated in the following diagram:

ADEPT Processes and Functions



The current ADEPT system is authorized under three primary sources:

- S.C. Code Ann. §§ 59-26-30 (Supp. 2014) and 59-26-40 (Supp. 2014) (see Attachment 11). Evidence of statewide adoption of this state statute is available online at http://ed.sc.gov/agency/programs-

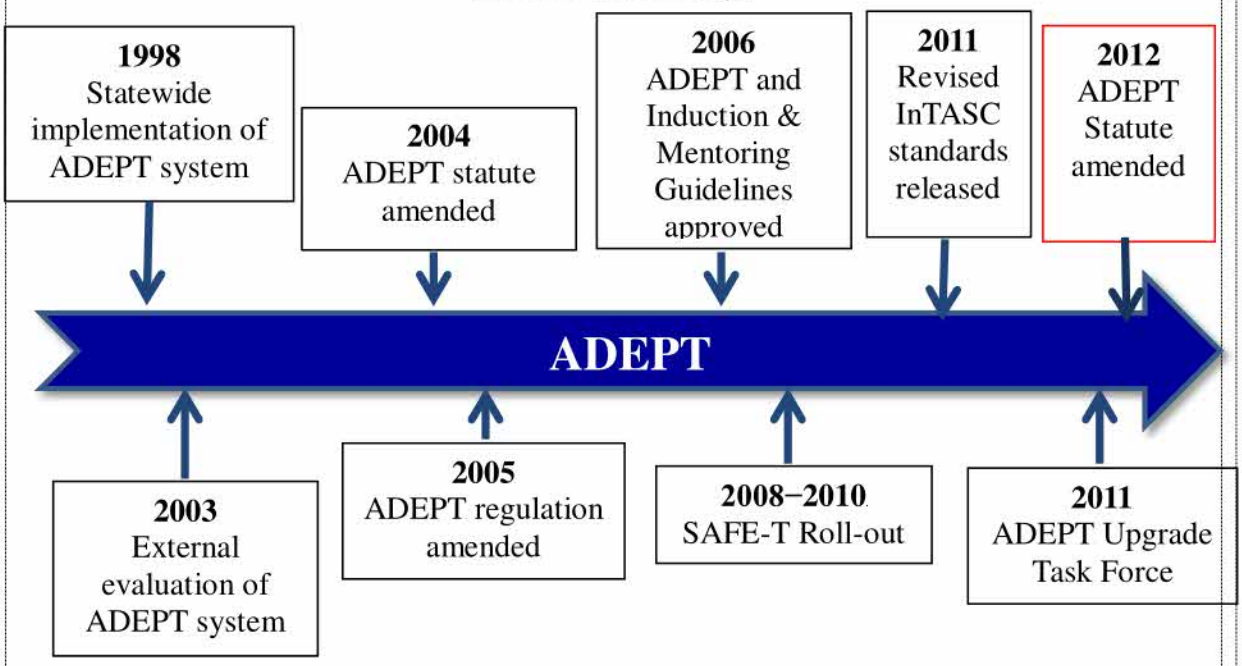
services/50/documents/ADEPT_Statute_Amended2012.pdf

- SBE Regulation 43-205.1 (revised effective June 28, 2013; see Attachment 11). Evidence of statewide adoption of this regulation is available online at http://ed.sc.gov/agency/stateboard/documents/205-1.pdf.
- Expanded ADEPT Support and Evaluation System Guidelines (see Attachment 10). Evidence of statewide adoption of these guidelines is available online at http://www.ed.sc.gov/agency/ee/Educator-Evaluation-Effectiveness/documents/EP-01-ADEPTGuideline-Attach-03-15.pdf. Initially developed by the ADEPT Steering Committee (27 district- and school-level administrators, teachers, representatives from institutions of higher education, and representatives from related professional organizations under the leadership of two consultants) in 2006 the guidelines have been under continuous review and revision based on stakeholder input. (The Expanded ADEPT Guidelines incorporate, when not inconsistent, the 2006 ADEPT Guidelines and the SAFE-T formal evaluation guidelines.)

Another round of significant stakeholder input began in the spring of 2014 when a state-wide call for nominations produced an Educator Evaluation Advisory Team. The team was selected using a rubric-based selection process and a variety of roles were purposely included from classroom teachers to district leadership including Human Resources directors. The Advisory Team met for two-day, face-to-face meetings in April and May. The resulting outcome was a set of ESEA-compliant guidelines which were subsequently approved by the SBE in June 2014. The Advisory Team has continued to meet and provide input on the development of the educator evaluation guidelines. Feedback from the field was also received through conversation as the Educator Evaluation team conducted nine regional trainings on the SLO process between September and November 2014. Every school district sent participants; approximately 1,000 people engaged in face-to-face conversation during these trainings. Upon inauguration of the State Superintendent of Education in January 2015, additional stakeholder meetings have occurred, resulting in incorporation of stakeholder changes that have been requested since 2012.

Because ADEPT is designed to be an iterative process rather than a final product, the system has undergone several major transformations since its inception, including amendments to the authorizing statute and regulations and approval of system and induction and mentoring guidelines (see the ADEPT Chronology below).

ADEPT Chronology



Summary of Changes to Proposed Educator Support and Evaluation System from Stakeholder Input since 2011

Date	Effectiveness levels	Components of evaluation system	Use of student growth in personnel decisions	Criteria for sanctioning of licenses	Frequency of observations
Feb. 2012	2: Not met/Met Task Force recommends move to 4 levels	Observations and written documents (lessons plans, unit work samples, etc.) (100%). Unit work sample includes review of assessment and student growth data. Note: Stakeholder feedback includes consideration of peer evaluations and student surveys as potential types of effectiveness measures.	Originally to begin in 2014–15; SC was granted an extension	Teacher receives a *Not met* rating in two Annual/ Summative	Only required at Induction and Annual/ summative evaluations; otherwise at discretion of the school leader
June 2012	Proposed expansion to five levels and label using letter grades (A–F) not approved by the SBE	Statewide "Tested" Grades and Subjects: • ADEPT standards (60%) • Classroom Value-add (CVA) (30%) • School-wide Value-add (10%)		If a teacher receives a rating of D or F on observations for two or more years AND a rating	

		"Non-Tested" Grades and Subjects: • ADEPT standards (70%) • School-wide Value-add (30%)		of D or F on CVA for two or more years, s/he is not eligible for certificate or contract advancement, and district must contract non-renewal.	
Oct. 2013	Letter **grades** (A–F) (not state approved)	Statewide "Tested" Grades and Subjects: • ADEPT standards (50%) • Classroom Value-add (30%) • School-wide Value-add (10%) • Family Input using surveys (10%) Non-Tested Grades and Subjects: • ADEPT standards (50%) • Growth using SLOs (30%) • School-wide Value-add (10%) • Family Input using surveys (10%)	Deferred to 2016–17. Approved by USED Jan. 2014		Every teacher four times, every year was suggested by staff
Dec. 2013	Proposal to shift from letter grades to effectiveness levels, based on feedback presented during Dec. 10, 2013, SCDE ESEA Flexibility Virtual Meeting				
Jan. 2014	Proposal to shift from letter grades to effectiveness letters presented on Jan. 8, 2014, at the SBE Education Professions committee meeting.				
April 2014	New effectiveness				

	level labels proposed based on survey (n = 3,471 responses) 5: Exemplary 4: Highly Effective 3: Proficient 2: Needs Improvement 1: Ineffective				
June 2014		Statewide "Tested" Grades and Subjects: • ADEPT standards (50%) • Classroom Value-add (30%) • District Choice—optional* (20%) Non-Tested Grades and Subjects: • ADEPT standards (50%) • Student growth using Learning Objectives (30%) • District Choice—optional* (20%) *If a district measure is not used, this 20 percent would be reallocated to the student growth measure.	Based on multiple academic years.	Determined by cut-off score (policy decision) set by the SBE and reviewed at least annually.	
Oct. 2014			SCDE sent letter to USED to notify of intent to ask for the value-added measures calculated using 2014–15 test scores be provided to teachers and principals as information only.		
Mar. 2015	Revisions to entire system	Student growth at no less than 20%. District choice optional (up to 10–30%) Professional Standards—50% to 80%	Based on multiple academic years. Year 1 is 2015–16 for all	State statute on sanctions continues to apply. Districts use results to	All educators: additional observations at the discretion of the school leader.

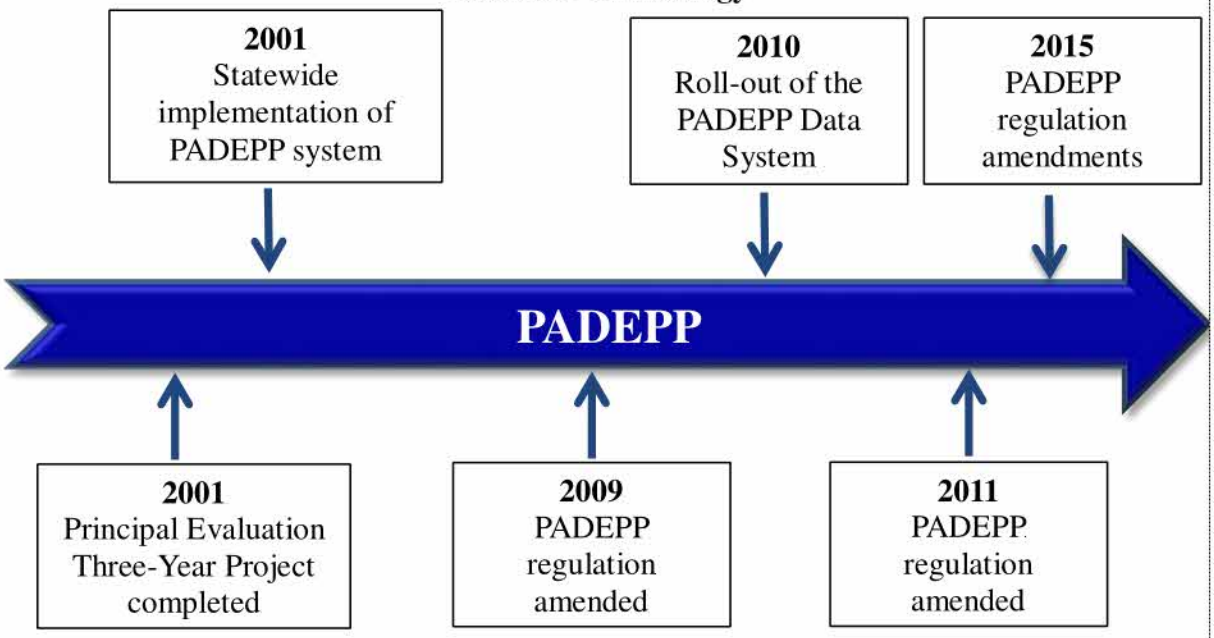
		Percentages specified in annual district ADEPT plan. State model plan uses a matrix that is not mathematical. Guidelines at 10.	educators.	inform decisions and incorporate evaluation results into personnel decisions as appropriate.	Induction: at least 2 observations per induction year. Annual: SAFE-T process; at least 4 observations. Continuing Contract: at least 2 observations in the year of certificate renewal.

The Summative ADEPT Formal Evaluation of Teachers (SAFE-T) is the formal evaluation model for classroom-based teachers that is currently used statewide. InTASC is the Council of Chief State School Officer's Interstate Teacher Assessment and Support Consortium, which has developed a set of model core teaching standards. These standards outline what teachers should know and be able to do to ensure every K–12 student reaches the goal of being ready to enter college or the workforce in today's world. These standards also outline the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement. ADEPT standards are aligned with the InTASC standards; thus, the release of the revised InTASC standards in 2011 prompted the work to update the state's evaluation system (Commitments 1, 2, and 3 below).

PADEPP Background

Similar to ADEPT, South Carolina's Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP) has evolved since it was implemented in 2001.

PADEPP Chronology



PADEPP is based on statewide performance standards and criteria that apply to both all principal preparation programs at institutions of higher education and all principals employed in the state's public school districts. The current PADEPP system is authorized by

- S.C. Code Ann. § 59-24-5 *et seq*. (2004 and Supp.2011) (see Attachment 11). Evidence of statewide adoption of these state statutes is available online at http://www.ed.sc.gov/agency/programs-services/49/documents/SouthCarolinaCodeofLaws-Title59-Chapter24_SchoolAdministrators_.pdf.
- SBE Regulation 43-165.1 (see Attachment 11).
- PADEPP Performance Standards and Criteria for South Carolina Principal Evaluation, http://ed.sc.gov/agency/programs-services/49/documents/adeppstandardsandcriteria.pdf
- PADEPP Implementation Guidelines (March 2015) http://www.ed.sc.gov/agency/ee/Educator-Evaluation-Effectiveness/documents/EP-02-2015PADEPP-Attach-03-15.pdf

An iterative process like ADEPT, the PADEPP regulation was amended in June 2011 to include a requirement for the annual evaluation of principals and a tiered certification system. Because the PADEPP Performance Standards are not in regulation, the SBE has exercised its authority to amend the Standards to include student growth as a significant factor with the March 2015 Guidelines. Feedback received at the February 13, 2015, stakeholder's meeting indicated strong support for this percentage to be less than 50 percent. A regulation to require annual review of student growth was approved by the SBE and was passed by the State Senate K–12 Education subcommittee in February 2015. Guidelines approved by the SBE on March 11, 2015, established the student growth

percentage for principals at no less than 20 percent and based upon a decision matrix.

School-wide and district-wide value-added measures were calculated state-wide using the 2013−14 test scores and made available to district and school leaders via a secure web portal on February 12, 2015. The purpose of providing access to those measures is to allow LEA leadership to make informed decisions regarding the use of a district choice option as well as to begin familiarizing themselves with the data for potential use in instructional decisions.

ADEPT and PADEPP: Detailed Background

As the emphasis of evaluation has shifted from teacher and leader quality to teacher and leader effectiveness over time through the development, use, and continuous refinement of ADEPT and PADEPP, South Carolina is focusing on ensuring that all of its students acquire the knowledge, skills, and attitudes necessary to graduate high school college and career ready and to be well-equipped to succeed in the life path they choose.

The SCDE is expressly taking an integrated approach wherein student learning needs to be addressed from all levels. Existing teachers and future teachers need to be supported in providing effective instruction via college- and career-ready standards set within a student-centered classroom. Such an instructional shift requires that educator evaluation criteria be aligned with new instructional approaches so that effective teaching is facilitated. Educator (both teacher and principal) preparation programs need to evolve in concert with the shifts required by new standards as well as new educator evaluation so that future teachers and leaders are prepared to produce the types of 21st century classrooms necessary to produce life-long, 21st century learners. Correspondingly, a culture of continuous improvement needs to be infused at all levels to support such continuous learning and professional growth.

In its July 2011 reorganization, the SCDE demonstrated its commitment to placing a high priority on teacher evaluation and support by establishing the Division of School Effectiveness and emphasizing the integration of educator evaluation as a key tool in a continuous improvement model for educator professional development. The reorganization links educator professional development practices to educator evaluations as a way to ultimately improve instructional practices in South Carolina's classrooms. This change at the state level is indicative of a cultural change that the agency is encouraging across the state. The SCDE has a commitment to high quality feedback and support for the state's educators. This commitment was further deepened with the re-organization that occurred in January 2015 when Educator Evaluation was elevated to a distinct office within the new division of Educator Effectiveness to reflect the continuing emphasis that the SCDE places on this role at the state level. This division is also charged with ensuring high quality professional development and developing criteria for program effectiveness.

The SCDE is again participating with the CCSSO State Consortium on Educator Effectiveness (SCEE) and continues to benefit from their expertise in the development of this plan.

The development of the educator evaluation plan is informed by lessons we have learned from ADEPT, PADEPP, and our TAP™ schools, as well as lessons from work being done in the districts within the state and across the country, to create a more effective and efficient educator evaluation system that provides meaningful information focused on improving the quality of instruction and leading to improved student performance and outcomes and stronger community schools.

The SCDE has conducted two years of partial implementation of the educator evaluation system. In 2012–13, 21 SIG schools that opted into the enhanced ADEPT/PADEPP models all agreed to partner with the SCDE throughout the development process and to serve as a beta test to help inform the work of the Educator Evaluation Stakeholder Committee and support models that are described in this request for ESEA flexibility. The SCDE then expanded the pilot program with 46 schools volunteering to participate in the 2013–14 school year with roughly half choosing to use the Enhanced ADEPT observation tool and the other half piloting a tailored version of the NIET rubric used in the TAP schools. This version was titled "SC Teaching Standards." All schools piloting SC Teaching Standards in 2013–14 elected to continue with the rubric in the 2014–15 school year as well.

In 2012, the SCDE solicited feedback from the beta participants. A total of 178 teachers, 23 school administrators, and 26 district administrators provided input on the proposed ADEPT standards and performance and evaluation rubrics.

The second of the series of SIG meetings was held on April 26, 2012, with 98 SIG representatives in attendance.

A third SIG educator evaluation development meeting occurred May 2012, and SIG evaluator training began in June 2012.

At the end of November 2012, user feedback forms were sent to principals at each of the 22 schools to provide initial feedback regarding usability, applicability, effectiveness (thus far), strengths, and weaknesses of the program.

In compliance with Assurance 15, South Carolina submitted a copy of the SBE–approved ADEPT and PADEPP guidelines to the USED by the end of June 2014. Revised guidelines were approved March 11, 2015 (see Attachment 10).

Beginning with school year 2015–16, the SCDE will implement student growth measures (test score measures and SLOs) with all classroom-based teachers and principals. In late 2014, 1,000 district staff members were trained on the SLO process. Additionally, the SCDE took the following steps to prepare and support districts in increased efforts to train all teachers for implementation of SLOs within evaluation beginning 2015–16. The SCDE plans to give districts multiple and varied methods to push training to the teacher level throughout the summer and early fall 2015. The Offices of Teacher Evaluation (OTE), Accountability, SC Teacher Advancement Program (TAP), and Special Education Services

collaboratively drafted the following plan which reflects both training and communications:

1) Identify the number of teachers trained to date:
   The SCDE requested that the South Carolina Education Association (SCEA) and Palmetto State Teacher Association (PSTA) forward teacher names and Certificate IDs of people they have trained to get a clear understanding of the number of teachers that were trained to date. Additionally, the SCDE requested that districts identify the numbers of teachers already trained, along with anticipated training dates for those remaining within the required Assisting, Developing, and Evaluating Professional Teaching (ADEPT) assurance plans due to the SCDE in June 2015.
2) Determine the number of teachers that will need training prior to implementation in 2015–16
3) Develop a training work plan:
   SC TAP is developing a teacher training "train-the-trainer" work plan that will offer a second series of trainings to districts that will help them use the SCDE's SLO teacher training toolkit to train teachers should districts choose to deliver training in a face-to-face facilitated manner. These face-to-face trainings will be regional "train-the-trainer" sessions. Our goal is to train a cadre of trainers for each district and "endorse" them from the state level as trainers.
4) Training SLO evaluators:
   The SCDE scheduled eleven regional SLO evaluator trainings. To build capacity, districts will send district- and school-level staff for evaluator training.
5) Capitalize on existing PD opportunities:
   The SCDE identified several opportunities to train teachers at various conferences during the summer of 2015. They are the Education and Business Summit (coordinated by the Office of Career and Technical Education) in June (the OTE will conduct this training), and the South Carolina Association of School Administrators (SCASA) 2015 Innovative Ideas Institute in June, and the Research to Practice Professional Development Institute in July (Office of Exceptional Children will coordinate this training).
6) Create online modules:
   The Office of Virtual Education is working with the OTE on developing the online version of the SLO teacher training toolkit. The OTE created a four-module online version of the toolkit materials. The SCDE will release one module per week, beginning June 8, 2015, through June 29, 2015.
7) Communications:
   The OTE established biweekly communications with district leaders to keep them abreast of evaluation updates, training opportunities, and resource releases.
8) Teacher train-the-trainer and recorded sessions:
   The SCDE is partnering with the National Center for Improvement in Educational Assessment to provide a ten-day SLO and assessment training session for PreK–3 teachers on translating the 2015 standards (with emphasis on the literacy components) into learning progressions with performance-level descriptors and crafting performance assessments to identify where students land along the trajectory. Individualized student SLO goals will be established based upon the trajectory, and end-of-instruction performance assessments will be used to measure

growth along that trajectory. These teachers, and the recordings from these sessions, will be used to train others in how to combine personalized learning, performance assessment, and educator evaluation growth targets.

The SCDE also offered EVAAS test score measure training. In spring 2015, the SCDE trained district and school leaders on EVAAS and the roster verification process so test score measures could be produced for teachers of subjects and courses with state assessments. In fall 2015, EVAAS test score measures, based on school year 2014−15 data, will be released statewide for information purposes only. EVAAS test score measures will be used for evaluation purposes beginning with the release of 2015–16 reports in Fall 2016.

The SCDE's timeline for implementing its Expanded ADEPT Support and Evaluation System is as follows:

- March 2015: Release the SLO toolkit with model forms, slides, and script
- March 2015: Announce regional face-to-face EVAAS Roster Verification training available in April 2015
- April–June 2015: Roster verification for 2015 assessments (for information purposes only)
- Spring 2015: Ensure training of all induction teachers (PK–12) on SLO development
- Spring 2015: Ensure training of all teachers of "tested" grades and subjects on EVAAS roster verification; conduct the roster verification; perform quality assurance
- Spring 2015: Decision on procurement appeal heard March 25, 2015, resulting in a finding that a new RFP should be issued, which could result in new assessments in 2016
- April 2015: Re-issue amended RFP for observation rubric and online data system
- April 15, 2015: Statutory (S.C. Code Ann. § 59-25-410) date for notice of intention not to renew an educator's employment contract; continuing contract teachers recommended for formal evaluation must be given written notice on or before the date the district issues a formal offer of re-employment (R.43-205(1)(V)(B))
- April–May 2015: Administration of new college- and career-ready assessments
- June 1, 2015: ADEPT and PADEPP plans due from districts for SCDE review and approval
- June 2015: ADEPT and PADEPP results for 2014–15 reported to SCDE
- June 2015: Training of educators on the implementation of the Expanded ADEPT Support and Evaluation System, including measures of student growth, during the SCASA 2015 Innovative Ideas Institute
- Summer and Early Fall 2015: Ensure training of all teachers and principals on SLOs, EVAAS, and the revised system (see table above)
- Summer 2015: Ensure train-the-trainer training sessions for district-level trainers of educators in middle, high, and career-center schools
- Summer 2015: Complete development and post online and recorded resources to assist district-level trainers in segments that can be used for just-in-time refreshers
- Summer 2015: Train all evaluators on new systems and observation instrument(s); conduct calibration to ensure inter-rater reliability
- August 2015: Support districts in implementation of revised systems, as well as

evaluation of induction, annual, and other designated teachers under SAFE-T

- August 2015: All educators continue professional growth and development plans and/or action research plans
- Fall 2015: Support districts in training educators in elementary, middle, high, and career-center schools, and in encouraging SLO development by all educators (~48,865 educators). All teachers and principals collect evidence of student growth for use in their evaluations
- Fall 2015: EVAAS reports from school year 2014−15 assessment data for teachers of "tested" grades and subjects; training on use and interpretation of reports continues (information only)
- Fall 2015: Support implementation of observations and evidence collection
- December 2015–January 2016: Provide just-in-time resources to support mid-year SLO conferences
- Spring 2016: Assurances from districts of training of all educators on the revised evaluation systems
- Spring 2016: Assist districts with review of observation data to analyze areas in which additional training and recalibration may be needed
- Spring 2016: School year 2015−16 SLO data used for formative and summative evaluation purposes
- April 15, 2016: Contract and notice date
- April–June 2016: EVAAS roster verification for all teachers in "tested" grades and subjects
- Summer 2016: Additional training on the new systems and student growth measures; additional evaluator training and recalibration sessions; analysis of evaluation data from 2015–16; report to SBE on possible continuous improvements
- Fall 2016: School year 2015−16 EVAAS assessment data released for teacher and principal evaluation; training on use and interpretation of reports continues.

Training, support, and continuous improvement activities will continue every year.

3.A.ii Option B: South Carolina is committed to enhancing its current guidelines to create systems that appropriately evaluate and effectively support teachers and principals.

South Carolina makes the following commitments to enhancing the current ADEPT and PADEPP evaluation systems to comply with the requirements of Principle 3 as follows.

COMMITMENT 1: SOUTH CAROLINA'S SYSTEMS FOR EVALUATING AND SUPPORTING TEACHERS AND PRINCIPALS WILL BE USED FOR CONTINUAL IMPROVEMENT OF INSTRUCTION.

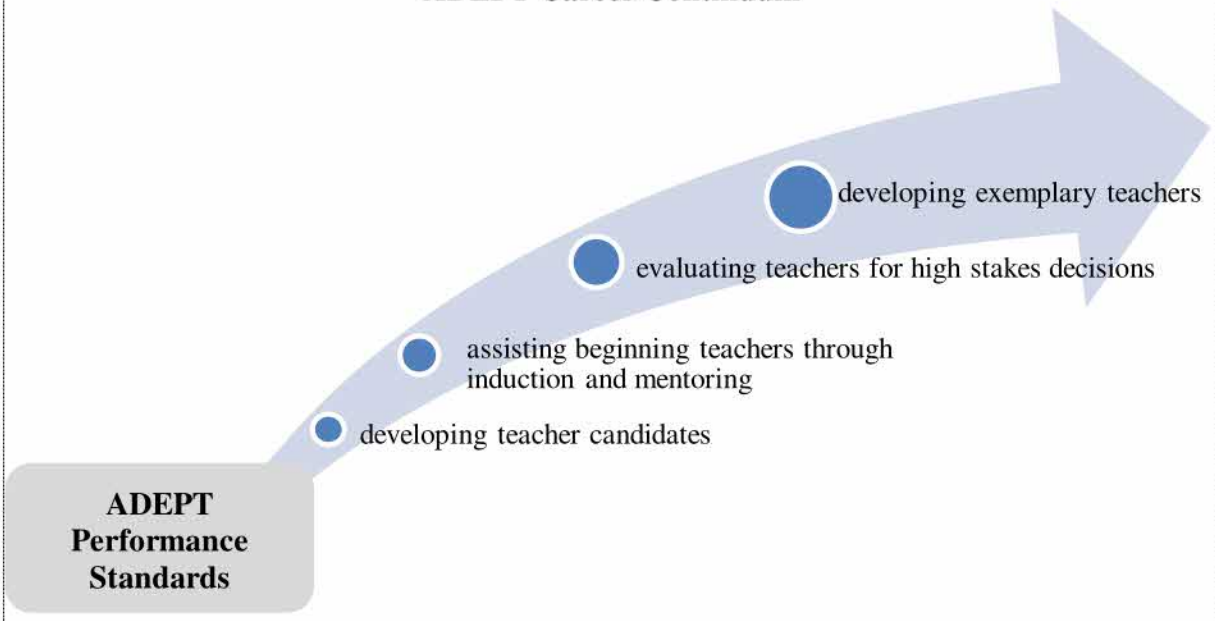
South Carolina continues to redefine its professional standards to reflect educator effectiveness and will work to build educators' capacities to achieve—and exceed—these standards. These enhanced ADEPT and PADEPP standards focus on improvements to instruction that promote student learning.

Quantifying teacher and principal effectiveness is a necessary, but not a sufficient, requisite to bringing about improved instruction and student achievement. Continuous improvement can only be effected by comparing student performance to instructional practices and learning conditions and by using multiple measures to identify the practices and conditions that are most effective in promoting student-learning gains. These become the standards that set our state's expectations for teachers and principals.

South Carolina believes that established professional standards must serve as the foundation for both the ADEPT and PADEPP systems. These standards must be routinely revalidated and, as necessary, revised.

South Carolina's standards for what teachers should know, be able to do, and accomplish on an ongoing basis are known as the ADEPT Performance Standards (APS). The APS for classroom-based teachers, in place through the 2014–15 school year, are based on Charlotte Danielson's framework for all teachers whose school or district did not elect to use the Enhanced ADEPT, Teaching Standards, or TAP models. For the 2015–16 school year, schools and districts have one of three available options: continue to use the existing SAFE-T instrument for classroom observations; continue using one of the two pilot instruments (South Carolina Teaching Standards or enhanced ADEPT); or implement an approved, alternative-aligned, district-developed teacher observation instrument. The SCDE is re-issuing an RFP that requires whatever tool is selected as the winning award to align to the four domains—Planning, Instruction, Environment, and Professionalism thereby maintaining consistency of the framework for ADEPT and alignment with the InTASC guiding principles. The APS define the expectations for teacher effectiveness throughout the entirety of a teacher's career, beginning with their preparation as teacher candidates and continuing through each stage of their practice.

ADEPT Career Continuum



In the initial phase of ADEPT system enhancements, the 2011 ADEPT Upgrade Task Force began the revalidation process for the APS. As part of this process, the Task Force reviewed 13 sets of nationally recognized professional teaching standards from

- Colorado;
- Connecticut;
- Georgia;
- Harrison County, Colorado;
- Hillsboro County, Florida;
- InTASC (the 2011 revised Model Core Teaching Standards);
- Kentucky;
- Louisiana;
- Marzano Evaluation Model Standards;
- Montgomery County, Maryland;
- Teacher Advancement Program (TAP™);
- Tennessee; and
- Washington, DC (IMPACT).

The Upgrade Task Force conducted a gap analysis by developing crosswalks that compared each set of standards to the APS. For example, the completed crosswalk between the InTASC Model Core Teaching Standards and the ADEPT Performance Standards is included in Appendix N and is available online at http://www.ed.sc.gov/agency/programs-services/50/documents/InTASCStandardsCrosswalk.pdf.

The gap analysis revealed no significant gaps between the 2006 APS for classroom-based teachers and other sets of current, nationally recognized teacher performance standards. However, the Upgrade Task Force recommended updating the language in

several APS descriptors and establishing clearer, deeper, and more meaningful standards by adding a stand-alone student growth standard, combining several of the other standards, and reducing the overall number of key elements from 34 to 17. As mentioned previously, the SCDE will continue to convene the Educator Evaluation Advisory Team and actively solicit feedback from the when proposing continuous improvements to the guidelines with the SBE each year.

The SCDE is developing a Profile of S.C. Educator Teams to complement and support the Profile of the S.C. Graduate. As we change the learning systems to support college- and career-ready students with world-class skills and life characteristics, the expectations for our educators and teams of educators will also change. The ADEPT system for evaluation will also adjust to support and provide feedback to educators in the transformed systems.

The PADEPP system includes nine principal performance standards that are aligned with the 2008 Interstate School Leaders Licensure Consortium (ISLLC) standards:

PADEPP Standards
1 – Vision
2 – Instructional Leadership
3 – Effective Management
4 – Climate
5 – School-Community Relations
6 – Ethical Behavior
7 – Interpersonal Skills
8 – Staff Development
9 – Principal's Professional Development
10 – Student Growth

The tenth standard focused on school-wide student growth measures was added in the 2014 and 2015 guidelines. South Carolina plans to review the refreshed 2015 ISLLC standards (expected spring 2015) for possible continuous improvement of the state's leader standards.

In summary, the standards for teachers and principals must clearly establish the state's expectations in terms of

- competence—the knowledge and skills the educator must possess,
- performance—what the educator does as part of his or her practice, and
- effectiveness—the impact the educator has on intended student growth and performance.

Central to all three of these components are the academic standards for students (e.g., the South Carolina College- and Career-Ready Standards for ELA and mathematics and the state academic standards for other content areas) and multiple student assessment measures. That is, educators must have a strong working knowledge and understanding of the academic standards and their subject area (i.e., *competence*); they must create conditions that increase the likelihood that students will achieve these standards (i.e., *performance*); and they must analyze formative and summative assessment results to determine the extent to which their efforts have resulted in positive student gains (i.e., *effectiveness*).

Likewise, these three components are essential to equity—the commitment to educate all students, including English language learners (ELL), students with disabilities, and low-achieving students. To meet the unique needs of all students, educators must have a thorough knowledge and understanding of their particular students (i.e., *competence*), they must implement strategies designed to meet the diverse needs of their students (i.e., *performance*), and they must demonstrate that their efforts have resulted in positive learning gains for every student (i.e., *effectiveness*).

Ensuring the continual improvement of instruction also involves a systemic approach to capacity-building. ADEPT and PADEPP systematically assess and analyze an educator's professional practices, as well as their impact on the learning, achievement, and overall well-being of their students. Systematically providing feedback compels educators to reach successively higher levels of efficacy as they progress through the various stages of their career continua (see ADEPT Career Continuum graphic on page 148).

Both the ADEPT and PADEPP standards are infused into the preparation programs at the institutions of higher education (IHEs) in South Carolina as is required by statute. Integration of the PADEPP and ADEPT systems are included in the accreditation process for colleges of education in the state. The seamless use of these systems from preparation, induction, professional growth, and evaluation helps ensure continuity and consistency for educators.

Teachers and principals continue in their respective evaluation and support system through their induction experience. South Carolina requires that teachers and principals have an induction experience upon entering professional practice; this induction experience

must include formative feedback from supervisors on each of the performance standards, coaching support from mentors, and participation in a formalized induction program.

In 2012, the South Carolina General Assembly approved a change in statute and Regulation 43−205.1 to allow an optional expansion of the induction period for teachers to up to three years, at the discretion of LEA leadership.

Throughout the entirety of their careers, teachers and principals are required by statute to collaborate with their respective supervisors to establish annual professional growth and development plans. These personalized learning plans are designed to identify and build upon each educator's strengths as well as target and address any weaknesses that may have been evidenced (see Commitment 5 below for more on professional growth and development plans).

Note regarding Charter Schools: The SCDE will require that all charter schools' boards of directors and authorizers submit an annual written statement to the SCDE Charter School Program outlining their chosen method of teacher evaluation by September 1 of each year. The assurance will guarantee that a charter school adheres to one of two options as specified below:

In accordance with the ESEA Flexibility Waiver Principle 3, all charter schools in South Carolina must guarantee that they will adhere to one of the following options regarding teacher evaluations:

A. As a South Carolina public charter school, we agree to adopt and implement the principles of the state approved ADEPT teacher evaluation system.

Or

B. As a South Carolina public charter school, we will develop and implement teacher and principal evaluation and support systems that meets all of the elements of Principle 3 in the document titled ESEA flexibility, as follows:

    a. Will be used for continual improvement of instruction;
    b. Meaningfully differentiates performance using at least three performance levels;
    c. Uses multiple valid measures in determining performance levels, including
        i. data on student growth for all students (including English Learners and students with disabilities) as a significant factor
        ii. other measures of professional practice (which may be gathered through multiple formats and sources, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys);
    d. Ensures that all measures included in determining performance levels are valid measures (meaning measures that are clearly related to increasing student academic achievement and school performance) and are implemented in a consistent and high-quality manner across schools within an LEA;

e. Evaluates teachers and principals on a regular basis;
f. Provides clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and
g. Will be used to inform personnel decisions.
h. Is an otherwise approvable Evaluation System.

As part of South Carolina's commitment to providing local flexibility to allow for systems to be tailored to the unique needs of each LEA, school districts maintain the option to propose alternative, aligned, district-developed evaluation systems which meet all of the criteria specified in Principal 3, statutes, regulations, and SBE guidelines. Alternative systems are proposed via a district's annual submission of its ADEPT plan. Annual submission of ADEPT plans is one of the SCDE's mechanisms for assuring fidelity of implementation and maintenance of these guiding principles at the local level.

COMMITMENT 2: SOUTH CAROLINA'S SYSTEMS FOR EVALUATING AND SUPPORTING TEACHERS AND PRINCIPALS WILL DIFFERENTIATE PERFORMANCE USING AT LEAST THREE PERFORMANCE LEVELS.

ADEPT's bimodal (*Met* and *Not Met*) rating scale did not adequately identify either developing or outstanding teachers. To address this need, the 2011 ADEPT Upgrade Task Force reviewed 13 sets of nationally recognized performance rubrics (see Appendix O). Based on this review, the Task Force recommended creating a four-level rating scale for teacher performance—*Exemplary*, *Proficient*, *Needs Improvement*, and *Unsatisfactory*—and developing rubrics to describe teacher performance at each of these levels. The SCDE convened the Educator Evaluation Stakeholder Group to consider these recommendations further and gather additional input based upon the beta and pilot years.

In stakeholder meetings held in January and February 2015, districts urged the adoption of a four-level scale: Exemplary, Effective, Needs Improvement/Developing, and Ineffective. The greater the number of levels, the greater is the possibility of not having inter-rater reliability. In the March 2015 Guidelines, the number of levels changed to four in response to these concerns.

The PADEPP Principal Evaluation Instrument (available online at http://www.ed.sc.gov/agency/programs-services/49/documents/PrincipalEvaluation.pdf) includes rubrics for each principal performance standard.

COMMITMENT 3: SOUTH CAROLINA'S SYSTEMS FOR EVALUATING AND SUPPORTING TEACHERS AND PRINCIPALS WILL USE MULTIPLE VALID MEASURES TO DETERMINE PERFORMANCE LEVELS, INCLUDING, AS A SIGNIFICANT FACTOR, DATA IN STUDENT GROWTH FOR ALL STUDENTS (INCLUDING ENGLISH LANGUAGE LEARNERS AND STUDENTS WITH DISABILITIES), AND OTHER MEASURES OF PROFESSIONAL PRACTICE.

Both the ADEPT and PADEPP systems include multiple valid measures to determine performance levels. Currently, the ADEPT evaluation model for classroom-based teachers includes the following measures:

- the teacher's *long-range plan*(s);
- classroom *observations* (a minimum of two visits per year for induction, annual, and re-certification teachers that must each include an entire lesson, or at least 50 minutes if the lesson exceeds that length of time. Additional observations are permitted and encouraged.);
- teacher *reflections* following each classroom observation and post-conference;
- *professional performance review*, completed by the principal (or designee) and other supervisors on all performance dimensions; *professional self-assessment*, completed by the teacher as the first step to developing the teacher's professional growth and development plan;
- the teacher's *professional growth and development plan*; and
- *multiple academic years of student growth evidence,* in the form of SLOs, test-score measures, or both.

Districts also have the option of including in their annual ADEPT plan a *district choice* measure, which may include research-based (e.g., student surveys) or innovative measures (e.g., portfolio on students' skills development).

Documentation for each of these measures becomes part of the teacher's dossier, which is reviewed and judged by an evaluation team of at least two trained, certified evaluators as part of the summative evaluation process. Classroom observations will be structured by the use of an empirically tested rubric.

The award for this rubric was protested. The SCDE will release a revised RFP for a teacher observation instrument and data management system aligned to the scope of the Expanded ADEPT Support and Evaluation System. Once the contract is awarded and finalized, the SCDE will begin planning trainings on the new system in collaboration with the successful vendor. Meanwhile, districts have the options of using rubrics from the pilots or the ADEPT SAFE-T rubric.

The PADEPP Principal Evaluation Instrument (available online at http://www.ed.sc.gov/agency/programs-services/49/) requires superintendents (or their designated evaluators) to use appropriate methods for gathering data and to present evidence of performance relative to each of the nine performance standards.

Stakeholders who attended the November 2011 ESEA Flexibility Request Stakeholder meetings expressed interest in exploring other methods of evaluating performance such as peer evaluations and student surveys. As a result, the SCDE added an optional District Choice component to teacher evaluation. Guidance on how to construct District Choice options that support and enhance student learning was provided to districts in the form of a District Choice template in September 2014.

Student growth is an essential part of examining teacher and principal effectiveness. The SCDE is looking to the 69 schools and districts that anticipate in South Carolina's Teacher Advancement Program (SC TAP™)—through a federal Teacher Incentive Fund Grant—to serve as incubators for value-added assessments for teachers, as well as for principals, in tested subject areas and grade levels.

In 2014, South Carolina issued a contract for EVAAS calculations on all state-wide assessments. State-wide roster verification will occur in April–June 2015. Roster verification is the process by which teachers allocate responsibility for student test scores based on student attendance, local context, and other locally known factors for the purposes of value-added measures to be calculated. Principals verify rosters to ensure that students are appropriately allocated and not under-represented or over-represented. Through this state-wide roster verification, teacher-level, value-added measures can then be calculated using the 2014–15 test scores and made available on a "For Information" basis in early fall 2015, as indicated would be requested to the USED in October 2014. In 2015−16 and at least for the term of that contract, roster verification and value-added measures for ESEA-required assessments will continue to be generated and incorporated into the student growth measures so that they may inform personnel decisions beginning in 2016−17. Reports for additional assessments (e.g., social studies) will also be available to educators.

In 2015−16 and at least for the term of that contract, roster verification and value-added measures for ESEA-required assessments (grades 4–8 ELA and mathematics) will continue to be generated and incorporated into the student growth measures so that they may inform personnel decisions beginning in 2016−17. Reports for additional assessments (e.g., social studies) will also be available to educators.

For teachers in all grades and subjects, *Alternative Measures* may be used; however, those in courses requiring *ESEA Test Scores* must use the state-selected *ESEA Test Score* measure as a component of student growth. The vehicle for compiling evidence of student growth based upon *Alternative Measures* is the SLO. Teachers with EVAAS test score measures who are not in a grade or subject for which ESEA requires assessment (e.g., social studies) may use the EVAAS test score measure as evidence of student growth, or may use an SLO, or may use an SLO that includes the EVAAS test score measure as one evidence point for establishing student growth.

As a best teaching practice as well as ESEA-compliant student growth measure, the SCDE is encouraging teachers in <u>all</u> subject areas and grade levels—regardless of whether required under ESEA section 1111 (b)(3))—to develop and implement SLOs focused on

college- and career-ready knowledge, skills, and life characteristics as described in the standards and the Profile of the SC Graduate.

SLOs are teacher-driven, student-centered, data-informed, standards-based goals that measure an educator's impact on student learning growth within a given interval of instruction. The use of SLOs can promote collaboration among teachers, administrators, and support staff to make data-informed academic decisions about students. SLO development is an iterative process that encourages teachers to identify the most important learning standards for the year or semester, review and analyze available student data, select aligned pre- and post-assessments or other methods for measuring growth, make informed decisions about instructional strategies, set academic goals for students, and evaluate student progress toward those goals. It also supports a mindset shift from solely focusing on student proficiency to also emphasizing student growth.

SLOs, as a measure of student growth and teacher effectiveness, have been used in a number of states and districts around the country beginning in Denver, Colorado, in 1999. Research studies suggest that SLOs have a positive effect on student learning and educator collaboration. For example, in Denver, rigorous and high-quality growth objectives were associated with higher levels of student achievement. Additionally, in Charlotte-Mecklenburg Schools in North Carolina, students in classrooms where teachers developed and implemented SLOs demonstrated more academic growth than students who were in classes where SLOs were not developed and implemented (Community Training and Assistance Center. 2013, February. *It's more than money: Teacher Incentive Fund-Leadership for educators' advanced performance Charlotte-Mecklenburg Schools.* Boston, MA. Retrieved from http://www.ctacusa.com/wp-content/uploads/2013/11/MoreThanMoney.pdf). SLO implementation also encourages educator collaboration and gives teachers a degree of ownership in their evaluations.

Even though SLOs are used for teacher evaluation, the true benefit of SLOs is to *enhance* student learning in every classroom and provide evidence of the educator's instructional impact on student learning. SLOs therefore can be a critical evidential link between teacher actions and student outcomes. Teachers engaged in the SLO process can better formalize and account for their success with students, while using the information gathered through the process to improve their practice. SLOs provide an opportunity for teachers to inform the way in which their practice is evaluated. Teachers work together in teams alongside their evaluators to determine priorities around content and to establish expectations around how learning is measured. By setting growth targets based on student data, teachers are linking the evaluation of their practice directly to the impact they have on their students over the course of a semester or year. The SLO process encourages collaboration between educators at various levels—teachers, administrators, and support staff. Through this process, educators engage in professional conversations around professional practice, student performance data, and efforts to positively impact student learning outcomes.

Both teacher and principal evaluation will use multiple valid measures. Teacher evaluation will use rubric-based classroom observations supported by coaching, reflection,

and feedback on planning and professionalism to provide the support needed for continuous professional growth. Continuous use of student growth measures will assist teachers in tying changes in their instructional practice to student outcomes to allow for continuous improvement in student learning. Principals will have a similar focus on feedback on their professional practices and annual measures of student growth. Adding student growth to principal evaluation links principal evaluation to teacher support and will hopefully build greater collaboration and teamwork within schools.

COMMITMENT 4: SOUTH CAROLINA WILL EVALUATE TEACHERS AND PRINCIPALS ON A REGULAR BASIS.

South Carolina statute currently requires annual formal or informal evaluations for both teachers and principals. The extent of those evaluations may vary depending on the educator's contract level and performance. While the components of these evaluations will be refined and improved, this requirement will remain. The ADEPT system requires that teachers be evaluated continuously, either formally (i.e., summatively) or informally (i.e., formatively). Teachers in their first induction year receive a mentor and a formative evaluation process. If additional induction years occur, those years are likewise formative. A successful year-long summative evaluation is required for a teacher to advance from an annual to a continuing contract. Once a teacher receives a continuing contract, the teacher may be evaluated through a full summative evaluation, a partial summative evaluation (Competence-Building Goals-Based Evaluation), or a formative evaluation (Research and Development Goals-Based Evaluation) at the discretion of the employing school district. These options will continue; however, every teacher completes student growth measures every year, and continuing contract teachers in their certification year receive a full summative evaluation. Note that part of the notion of continuous professional growth occurs by the intersection of the components of the support and evaluation system. The three conferences which occur between school leadership and teachers in planning, monitoring, and assessing growth through SLOs are part of the continuous feedback process provided to teachers. Determination of student needs, monitoring of student progress, and assessment of student outcomes being integral portions of classroom teaching, the SLO process is designed to provide additional support to teachers which should be evident in the observations of their teaching as well.

Below are the minimum requirements. LEAs are encouraged to provide additional feedback and support mechanisms whenever possible.

Minimum Requirements for Educator Evaluation			
Educator Type	**Level of Impact**	**Observations: type and frequency**	**Observer**
Induction	School district employment; number of induction years; contents of the professional development plan	Each induction contract year: ≥1 – Integral classroom observation per semester with feedback to be provided at mid-year and end-of-year consensus conference (at a minimum). Additional informal observation and feedback at the evaluator's discretion. Induction Year 1: Depending on district procedures, mentors may provide informal observation and formative feedback Additional Induction Years: Mentors at option of district	Principal or trained administrative designee Trained Mentor Trained Mentor
Annual contract	School district employment; SC certification; possible highly consequential evaluation; contents of the professional development plan	≥1 - Integral classroom observation per semester done separately by at least two observers (4 total; at least one unannounced) with feedback to be provided at mid-year and end-of-year consensus conference (at a minimum). Additional informal observation and feedback at the evaluator's discretion. (See separate rules for certified teachers from out-of-state.) Additional Informal or Walk-Through classroom observation per semester is encouraged.	Principal or trained administrative designee Trained observer
Continuing Contract	School district employment; additional formal evaluation; contents of the professional development plan	≥1 - Integral classroom observation per semester by at least two observers with feedback to be provided at mid-year and end-of-year consensus conference at a minimum during recertification year. Informal and Walk-Through classroom observation and feedback during non-recertification years are encouraged for all educators every semester to provide continuous feedback. Additional Integral classroom observations and formal evaluation at the principal's discretion.	Principal or trained administrator designee Principal, trained administrator designee, or peer review

The PADEPP system requires that principals be evaluated annually. A successful evaluation using all PADEPP standards is required for a principal to advance from a Tier 1 to a Tier 2 certificate. Once the principal advances to a Tier 2 certificate, a full evaluation using all PADEPP Performance Standards must be conducted at least every third year. On years between the full evaluations, principal evaluations must still include student growth

measures, any Performance Standards that were rated as *Needs Improvement* in the previous year, and any additional Performance Standards identified for growth in the Principal's Professional Development Plan (PDP). Full evaluations may be conducted every year at the discretion of the superintendent. Fully updated PADEPP regulation 43-165.1 is posted at http://ed.sc.gov/agency/stateboard/TOC_Regulations.cfm.

COMMITMENT 5: SOUTH CAROLINA WILL PROVIDE TEACHERS AND PRINCIPALS WITH CLEAR, TIMELY, AND USEFUL FEEDBACK, INCLUDING FEEDBACK THAT IDENTIFIES NEEDS AND GUIDES PROFESSIONAL DEVELOPMENT.

Both the ADEPT and PADEPP systems require that formative feedback be provided relative to each performance standard during each educator's induction period. During summative evaluations, a conference must be held at least twice during the year to present written and oral consensus feedback to the educator on his or her performance relative to each standard.

Additionally, both systems require the development of an annual Professional Growth and Development Plan for every educator, based on his or her identified strengths and weaknesses. Principals' professional growth plans also must relate to their School Renewal Plans. Each educator's Professional Growth and Development Plan must be individualized to meet their unique needs and must be developed in collaboration with the educator's supervisor. Feedback regarding the educator's progress and performance must be provided at least annually and more frequently if problems are evidenced.

The educator's individualized Professional Growth and Development Plan also serve as the basis for renewal of his or her teaching credential that must be revalidated every five years. By successfully completing and implementing strategies that relate to the goals in his or her approved plan, the educator can accrue certificate renewal credits for certificate revalidation purposes.

Reflection and self-assessments are important components of the growth and development processes. The ultimate goal is to help each educator transform from externally mandated to internally motivated professional development that is relevant, meaningful, and effective in promoting student success.

Further, South Carolina's intent is to procure an online data management system which will afford much greater awareness of educator's professional growth needs as well as facilitate that growth via a library of teacher observation videos for both professional growth and evaluator certification training.

COMMITMENT 6: SOUTH CAROLINA'S TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS WILL GENERATE DATA THAT WILL BE USED TO INFORM PERSONNEL DECISIONS.

South Carolina supports two Web-based systems for collecting and reporting data on the annual performance of every teacher and principal in the state.

In 2014−15 and earlier, the ADEPT Data System (ADS) was the means by which school districts reported the following information on an annual basis for each teacher:

- the teacher's contract level for the current school year and the ADEPT process in which the teacher participated (e.g., induction, formal/summative evaluation, or goals-based evaluation);
- the teacher's ADEPT results for the current school year (including, for teachers who underwent a full formal/summative evaluation, the results for each of the current 34 key elements);
- the teacher's hiring status for the following school year (e.g., rehired, resigned, retired, workforce reduction); and
- the teacher's recommended contract level and ADEPT process for the following school year.

Beginning in 2015−16 South Carolina intends to transition to a online data management system. The requested system which will maintain the functions described above and could allow three or more effectiveness ratings to be reported. The SCDE has requested an opinion from the S.C. Attorney General on whether personally identifiable evaluation ratings and sub-components must be released under the Freedom of Information Act when in the SCDE's possession. To ensure candid evaluation and feedback, the SCDE believes non-disclosure is essential to an effective system. If personally identifiable information is not collected, districts will report "met" or "not met" per teacher as is currently provided and will provide a report with de-identified data on overall and subcomponent ratings.

This information generates a chronological ADEPT history for each teacher—an ongoing record of the teacher's employment status and performance. A teacher's ADEPT history may be accessed online by the teacher, the teacher's employing school district, and any public school district in the state to which the teacher applies for teaching employment. School districts rely on ADEPT histories and other types of ADEPT documentation to help make re-employment decisions, and they also use ADEPT histories to assist in making decisions about hiring teachers who apply from other districts.

ADEPT History

Year	District	Current Contract	Results	Hiring Status	Next Year Contract
2012	Richland 01	Continuing - GBE	No Data	No Data	No Data
2011	Richland 01	Continuing - GBE	Met or Ready	Rehired	Continuing - GBE
2010	Richland 01	Annual - Formal 1	Met or Ready	Rehired	Continuing - GBE
2009	Richland 01	Induction	Met or Ready	Rehired	Annual - Formal 1

The ADEPT Data System also generates reports that enable districts to compare the performance of their teachers at each contract level with the overall statewide data. The

SCDE presents an aggregated report annually to the SBE.

South Carolina requires that beginning teachers complete an ADEPT induction period and that they successfully complete an ADEPT formal/summative evaluation during a subsequent (annual-contract) year in order to be eligible for certificate and contract advancements. Additionally, the SBE must suspend the teaching certificate of any teacher at the annual-contract level who is unable to successfully complete the ADEPT formal/summative evaluation process after two attempts (years).

The state provides data to each teacher preparation program regarding the performance of its graduates once they enter their second year of teaching employment. The ADEPT pass rate for each institution of higher education (IHE) is included in the IHE's Fact Sheet and is published as part of the Title II—Higher Education reporting requirements. Additionally, IHEs use the IHE Portal System to obtain a standard-by-standard report on the performance of their graduates to help the IHE determine programmatic strengths and weaknesses in order to guide their program improvements.

In 2010, the SCDE partnered with Clemson University to pilot Project HEAT—the Higher Education Assessment of Teaching. This project provides value-added data to Clemson on their teacher preparation program graduates who teach in TAP™ schools. Clemson uses this data to inform instructional offerings and practices. Project HEAT is providing a foundation for moving forward with more actionable data for colleges of education and teacher preparation programs.

The second Web-based data system, the PADEPP Data System (PDS), is used to collect and report the annual performance of all principals in South Carolina. Beginning with the 2011–12 school year, school districts are using PDS to report principal ratings for each of the PADEPP performance standards. Following the end of each school year, annual reports, similar to the ADEPT reports, will be generated and published.

PADEPP Data System Report

PADEPP results not only help guide local employment decisions, but they also serve as the gateway to certificate advancement. The amended (2011) PADEPP regulation provides for tiered certification for principals. To advance from a Tier 1 to a Tier 2 certificate, a principal must complete the state's Principal Induction Program during his or her first year of the principalship and must then receive an overall rating of *Proficient* or greater on a full PADEPP evaluation during a subsequent principalship year.

Reports generated via the PADEPP Data System also help identify performance strengths and weaknesses for individual principals, for local school districts, and for the state. The report above is an example of a statewide data report on principal performance for each of the nine PADEPP standards.

COMMITMENT 7: SOUTH CAROLINA WILL PROVIDE ONGOING TRAINING TO ALL TEACHERS, PRINCIPALS, AND EVALUATORS TO HELP THEM UNDERSTAND THE PURPOSES OF THE EVALUATION SYSTEMS, THE ELEMENTS OF THE EVALUATIONS SYSTEMS, AND THEIR ROLES AND RESPONSIBILITIES IN IMPLEMENTING THESE SYSTEMS.

Through their holistic approaches to assisting, developing, and evaluating the performance and effectiveness of teachers and principals, the ADEPT and PADEPP systems embed training throughout every stage, beginning with the educator preparation programs and continuing through induction and the formal/summative evaluations.

As specified in regulation 43-205.1, prior to the beginning of the formal/summative ADEPT evaluation process, each teacher scheduled for this type of evaluation must receive a comprehensive orientation. At a minimum, this teacher orientation must include written and oral explanations of the ADEPT Performance Standards, the evaluation process, the evaluation timeline or calendar, the criteria for successfully completing the evaluation, and the intended use of the evaluation results. Also, each teacher must be informed of the names of the members of his or her evaluation team prior to the beginning of the evaluation.

All ADEPT evaluators must hold evaluator certification. To become evaluator-certified, an educator must meet the evaluator eligibility requirements (i.e., the educator must hold a South Carolina professional teaching certificate and be recommended for evaluator training by a district or school administrator), must successfully complete the evaluator training in its entirety, must satisfactorily complete all required assignments, and must receive a passing score on the online examination. ADEPT training is accomplished via a train-the-trainer model through which the SCDE provides training for all trainers while the certified trainers, in turn, provide training for the evaluators.

Previously, there were 7,914 certified ADEPT/SAFE-T evaluators in South Carolina

with a pass rate for the evaluator examination of 94 percent. As the stakes for the educator evaluations rise, the evaluator certification system will improve because the certification requirements will be based on actual observations of teaching with scores correlated to those produced by master raters as requested in the RFP for the potential new system. The RFP requests a performance assessment of actual teaching calibrated to trained raters of known inter-rater reliability. The SCDE will work with the successful vendor receiving the award to refine the evaluator training and certification system to help ensure the best possible inter-rater reliability.

All PADEPP evaluators must have successfully completed the SCDE's PADEPP training before evaluating principals. The SCDE provides this training for all district superintendents and other designated principal evaluators.

To ensure that principals are prepared to meet the state's professional expectations, all administrator preparation programs must integrate the PADEPP standards throughout their curricula.

All first-year principals are required to complete the state's Principal Induction Program. A detailed overview of the PADEPP standards and criteria, the principal evaluation instrument, and the PADEPP regulation (R 43-165.1) is included as an integral part of this program for beginning principals.

Prior to evaluating a principal, the employing school district must ensure that the principal receives awareness training that includes (1) the PADEPP Performance Standards and Criteria for Principal Evaluation, (2) the PADEPP principal evaluation instrument, and (3) the PADEPP regulation (R 43-165.1).

Like ADEPT, the principal evaluator certification system will be refined to ensure the best possible inter-rater reliability across the state.

Plan for Implementation					
Key Milestone or Activity	**Detailed Timeline (given in document)**	**Party or Parties Responsible**	**Evidence (Attachment)**	**Resources**	**Significant Obstacles**
Work with SEDL and CCSSO to get input and advice on the SC proposed educator evaluation system.	11/2011–15	Division of School Effectiveness	Record of communications between SEDL, CCSSO, and the Division of School Effectiveness	Educator Evaluation Stakeholder Group, working groups, and staff time.	NA
Appoint and convene the Educator Evaluation Stakeholder Group to assist in the revisions to South Carolina's	2/2012–6/2012	Division of School Effectiveness	Names of Committee members Posted to http://www.ed.sc.gov/agency/se/Educator-evaluations	Staff time to organize and conduct meetings; reimbursement for group member travel	Availability of key stakeholders to serve on the stakeholder committee

Guidelines for Assisting, Developing, and Evaluating Professional Teaching (ADEPT) and the development of the Guidelines for the Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP)					
Provide data to teachers and principals on the growth of their students in reading/language arts and mathematics in grades 4–8 for teachers in the beta and the pilot.	Value-added measures are available via the secure web portal approximately 4-6 weeks after SAS receives the test score data from the SCDE (usually September of each year for the preceding school year).	Office of Data Management and Analysis	SCDE Data Reports	Staff time IT Support Funding	2012–13 and 2013–14 teacher-level data available to beta and pilot participants. All district and school-wide value-added measures from the 2013–14 year made available Feb. 2015 via the secure web portal.
Determine additional methods for calculating "student growth" for all students, including ELL students and students with disabilities for teachers in tested subject areas and grade levels, teachers in non-tested subject areas and grade levels, and on a school-wide basis	August 2012–January 2014	Division of School Effectiveness Division of Accountability	Description(s) published to SCDE website http://www.ed.sc.gov/agency/se/Educator-Evaluations	Staff time to research available models (e.g., value-added and other options) A request for proposals (RFP) or other similar process may be required	Student growth (value-added) data is only available for approximately 25%–30% of all teachers. In fall 2015, teachers in grades 4 and higher in all courses with state assessments will receive EVAAS measure data for information purposes only (see page 154).
Appoint and convene a PADEPP work group to network with their constituencies	Summer 2013 until Implementation is complete	Division of School Effectiveness	Names of the PADEPP Work Group Members posted to the SCDE website	Staff time to appoint and convene the work group Staff time to facilitate the	PADEPP position was not filled in OEE until 12/17/12. Current PADEPP needs revisions to

and assist in revising the PADEPP evaluation model, consistent with the approved 2013 PADEPP Guidelines				work group meetings to guide the development of the revised evaluation model	make better connections to the evaluation system.
Revise the PADEPP evaluation model consistent with the 2013 Guidelines	August 2013–June 2014	Division of School Effectiveness	Group Members and Educator Evaluation Progress Reports posted to the SCDE website http://www.ed.sc.gov/agency/se/Educator-Evaluations/ Meeting agendas	Staff time to develop the revised principal evaluation materials IT support for the development and management of the upgrades to the PADEPP Data System	Internal capacity Funding
Select and train a sub-group of school districts to participate in the pilot of the revised ADEPT and PADEPP evaluation models	May 2013–August 2013	Division of School Effectiveness	List of schools/districts in pilot project District invitation letters; data analysis	The SCDE has engaged with the Office of Program Evaluation at the University of South Carolina (http://www.sc.edu/ope/) to provide external evaluation of the pilot. Areas of focus include educator perceptions of the Enhanced ADEPT and SC Teaching Standards rubrics as well as qualitative feedback on educator's understanding of value-added measures. Reports have been provided to the SBE at least annually from external evaluator.	Internal capacity funding Tight timeline for developing the pilot project training and evaluation materials.
Monitor the ADEPT and PADEPP pilot project implementation; conduct and analyze data and collect statewide feedback	Spring 2014	Division of School Effectiveness	Pilot Project Report		Internal capacity Funding Changing TOPS and or the weightings, will significantly affect the data and outcomes
Revise the Guidelines and present to SBE	Approved June 2014	Division of School Effectiveness	Minutes of the SBE meetings	Staff Time	Legislation is before the 2012 South Carolina

for approval by June 30, 2014.			SBE approved ADEPT Guidelines		General Assembly to increase the length of teacher induction from the current one year period to a three-year period. Since induction is a component of the ADEPT system this legislation will have an impact on the ADEPT Guidelines.
Develop the PADEPP Guidelines and present to the SBE for approval Note: The PADEPP Guidelines must be approved by the State Board of Education by June 30, 2014	Approved June 2014	Division of School Effectiveness	Minutes of the SBE meetings The SBE approved PADEPP Guidelines	Staff time	Staff time to facilitate the development of the Guidelines and ensure the Guidelines meet the requirements of the state's ESEA Flexibility Waiver Request
Appoint and convene an Educator Evaluation work group to network with their constituencies and assist in revising the educator evaluation model, consistent with the approved 2014 Guidelines	Summer 2013 until complete	Division of School Effectiveness	Names of the Educator Evaluation Work Groups will be posted on the SCDE website.	Convene the work group Staff time to facilitate the work group meetings to guide the development of the revised evaluation model	Staff time
Revise the educator evaluation model consistent with the approved 2014 Guidelines	June 2014–Present	Division of School Effectiveness	Educator Evaluation Progress Reports	Educator Evaluation System materials	Staff time to develop the revised teacher evaluation materials IT support for the development and management of the upgrades to the ADEPT Data System

Assist LEAs in developing their plans to implement the Revised evaluation models	June 2014 Until Complete	Division of School Effectiveness	Pilot Project Report	Staff time	Building out internal capacity
Implement the revised aspects of the approved Evaluation models. Engage educators to build awareness on the newly approved system and its impact on instructional practices.	August 2014–June 2015	Division of Educator Effectiveness	Evaluation materials published to the SCDE website Nine regional two-day workshops held Sept–Nov 2014; approximately 1,000 district representatives trained on SLOs.	Funding to districts to support the adoption and implementation of the revised evaluation models	In previous iterations of the ADEPT and PADEPP formal Evaluation models, the state has staggered implementation over a three-year period. Full scale implementation (i.e., all school districts) in a single year will present a major challenge.
Provide technical assistance to LEAs, and monitor the implementation of the valuation and support models	August 2014–June 2015	Division of Educator Effectiveness	Evaluation materials published to the SCDE website End-of-year data reports published to the SCDE website.	Funding to districts to support the adoption and implementation of the revised evaluation models	
Collect, analyze, and report data on teacher and principal performance and effectiveness	August 2014–June 2015	Division of Educator Effectiveness	Evaluation materials published to the SCDE website End-of-year data reports published to the SCDE website.	Funding to districts to support the adoption and implementation of the revised evaluation models	
Inform and provide guidance to local boards of education, boards of directors, boards of trustees, and district offices on using effectiveness ratings to inform personnel decisions	January 2015–June 2016	Division of Educator Effectiveness	Evaluation materials published to the SCDE website.	SCDE Staff Time	Devising a strong communication strategy for communicating directly with local boards of trustees, boards of directors, and boards of education.
Use new effectiveness ratings to inform personnel decisions	August 2016	LEA personnel administrators	Evaluation materials published to the SCDE website. New evaluations system data collection and	SCDE staff time Local district office staff time	Ensuring that the proper supports are in place as district offices and local boards make decisions.

			reporting system.		Assisting educators in understanding how the new evaluation system provides reliable, valid, and fair information on an educator's effectiveness.

Activity	Timeline	Party Responsible	Evidence	Status	Significant Obstacles
3.A Develop and adopt guidelines for local teacher and principal evaluation and support systems	Initial Guidelines approved by the SBE, June 2014 Updated Guidelines, March 2015	Office of Educator Evaluation and Effectiveness (OEEE) and SBE	http://ed.sc.gov/agency/se/Educator-Evaluation/	Guidelines, March 2015 Value-added measures contract awarded to SAS EVAAS and procurement completed. District and School-wide VAM released Feb. 12, 2015	Observation rubric and online data management system award still pending. Protest ruled valid on February 3, 2015. If contract not awarded in sufficient time, teacher contracts will be awarded without knowledge of evaluation system, violating state law, OR implementation will be delayed.
Activity	**Timeline**	**Party Responsible**	**Evidence**	**Status**	**Significant Obstacles**
3.B Ensure LEAs implement teacher and principal evaluation and support systems	2014–15 value-added measures implemented as "for information only" item. LEAs to conduct Roster Verification in Spring 2015. 2015–16 SLOs and District Choice options to be implemented (request phase in as described above) 2016–17 student growth implemented with all educators	OEEE	Monitoring of observations in online data management system. Monitoring of District Choice letters of intent submissions. Monitoring of ADEPT plan completeness and content when submitted in June 2015. Monitoring of roster verification process for full participation in May 2015.	Nine Regional SLO trainings (2 days each) completed November 7, 2014. All districts participated according to registration/ sign-in sheets. District Choice guidance issued Sept 29, 2014. Alternative, aligned, district-designed Professional Practice systems to be submitted by June 1 with annual ADEPT Plans. SLO tool kit March 27, 2015	ADEPT plans must be submitted to the SCDE on June 1, 2015. Given the small size of the Educator Evaluation team, review of these plans may extend into the summer. SCDE is concerned about capacity of the agency and districts to implement for all schools if a phase in approach is not approved. Educators have new standards, new assessments, and new literacy requirements as well as evaluation

					changes.

3.B Ensure LEAs Implement Teacher and Principal Evaluation and Support Systems

3.B Provide the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA's adopted guidelines.

South Carolina already has a well-tested and validated statewide system for evaluating and supporting teachers (ADEPT) and principals (PADEPP)

Prior to the beginning of the 2013–14 school year, the SCDE piloted with a subgroup of 47 schools from throughout the state using a choice of two observation rubrics (Enhanced ADEPT and SC Teaching Standards) as well as PADEPP formal evaluation models. A contract for a formal, external evaluation was also awarded to the Office of Program Evaluation at the University of South Carolina. As the state works to implement the new evaluation system, the SCDE will work with districts to provide a sound transition so that districts thoroughly understand the new evaluation system, implement the proper supports for the system to have its intended impact on instructional practices, and properly use the educator effectiveness ratings generated by the new system to inform personnel decisions. With 2015–16 implementation, districts may begin to use the additional sources of information as another component of the decision-making process to inform personnel decisions in the 2016–17 school year.

Currently, the SCDE uses several methods to help ensure that school districts follow the prescribed guidelines for evaluating and supporting teachers and principals through ADEPT and PADEPP. To verify the school district's intent to maintain the fidelity of implementation of the teacher and principal evaluation and support systems, South Carolina requires each school district to submit an annual ADEPT plan and PADEPP assurances.

Because both ADEPT and PADEPP are statewide systems, proposed variations to the standard evaluation models and/or support processes have been rare. However, if a district does propose any changes, the SCDE's established process requires that the district describe the changes in detail in their ADEPT or PADEPP plan; the SCDE will conduct a comprehensive review of the plan to ensure that the technical criteria for validity, reliability, and maximum freedom from bias have been met and that the district has fully complied with all requirements of the educator evaluation guidelines. The SCDE must approve the district's plan prior to its implementation.

To help ensure adherence to the evaluation system guidelines, districts are required to enter data annually into the ADEPT Data System (assuming a successful procurement,

beginning in 2016–17, the new data management system will allow districts to report teacher effectiveness on a 4-level scale) and the PADEPP Data System. Based on the data reported by the school districts, the SCDE provides annual district and statewide reports to the SBE.

The March 2015 Guidelines amend reporting requirements to provide data for continuous improvement and support. All districts conduct an evaluation and improvement plan (Expanded ADEPT Guidelines at 32), "including fidelity of implementation, program effectiveness, district strengths in promoting teaching effectiveness; planned changes to increase process effectiveness; and suggestions for continuous improvement of the State systems."

The SCDE maintains ongoing communications with and technical assistance to the districts regarding the evaluation systems, which helps the agency monitor the fidelity of implementation of the ADEPT and PADEPP systems. Although each district is required to assign ADEPT and PADEPP coordinators, and these are the liaisons who most frequently interact with SCDE staff, other stakeholders—including teachers, principals, superintendents, district personnel administrators, and legal counsel—call SCDE staff for assistance on a regular basis. Additionally, the Division of Educator Effectiveness uses the SCDE website, face-to-face and virtual meetings, and e-mails to communicate information to its stakeholders. The state's evaluator and trainer trainings further support these technical assistance efforts.

The SCDE invites input and feedback and responds to suggestions regarding ways to improve the ADEPT and PADEPP systems on a continual basis. Formal feedback is solicited in response to the annual ADEPT plans and PADEPP assurances, and informal feedback is obtained via the staff's frequent stakeholder contacts. By encouraging this ongoing dialogue, the SCDE seeks to ensure district implementation, not out of mere compliance, but rather through the commitment that these evaluation and support systems hold tremendous potential for promoting the effectiveness of teachers and principals, improving the quality of instruction, and improving education for all students in South Carolina.

Attachment 1 – Notice to LEAs

The following is from the original 2012 ESEA Flexibility Waiver Application. For the ESEA Flexibility Waiver Renewal Application, please see page A–11.

From: Jay Ragley
Sent: Monday, October 10, 2011 3:07 PM
Subject: South Carolina ESEA Flexibility - Letter of Intent

TO: District Superintendents
FROM: Mick Zais, State Superintendent of Education
DATE: October 10, 2011
SUBJECT: ESEA Flexibility

Attached to this email is a letter I mailed to U.S. Secretary of Education Arne Duncan today regarding ESEA Flexibility. The letter states my intent to request ESEA Flexibility by mid-February, 2012.

To learn more about ESEA Flexibility and the waiver process, please visit this link: http://www.ed.gov/esea/flexibility. There will be more communications from the agency in the near future regarding the waiver process.

Thank you in advance for reading this communication and for your service to the students, parents, and taxpayers in your districts.

JWR

Jay W. Ragley
Legislative and Public Affairs
South Carolina Department of Education
Twitter: @EducationSC
Facebook: **http://www.facebook.com/scdoe**

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

Mick Zais
Superintendent

1429 Senate Street
Columbia, South Carolina 29201

October 10, 2011

The Honorable Arne Duncan
Secretary, United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

The purpose of this letter is to inform you of the State's intent to request flexibility on behalf of the South Carolina Department of Education, South Carolina's local educational agencies, and schools, in order to better focus on improving student learning and increasing the effectiveness of instruction. The requirements of the waiver process established by your office will require a significant amount of time and effort, specifically data requested as part of Principle 2: State-Developed Differentiated Recognition, Accountability, and Support. The State intends to submit a request in mid-February, 2012.

Sincerely,

Mick Zais

Mick Zais, Ph.D.
State Superintendent of Education

CC: The Honorable Nikki R. Haley, Governor
South Carolina Congressional Delegation
Members, South Carolina General Assembly
Members, South Carolina State Board of Education
Members, South Carolina Education Oversight Committee
South Carolina District Superintendents

ESEA Flexibility Waiver – Public Comment Period Notification

From: Jay Ragley
Sent: Friday, December 16, 2011 2:56 PM
To: 'Abbeville Superintendent'; 'Aiken Superintendent'; 'Allendale Superintendent'; Allison Jacques; 'Anderson 1 Superintendent'; 'Anderson 2 ADMIN'; 'Anderson 2 Superintendent'; 'Anderson 3 Superintendent'; 'Anderson 4 Superintendent'; 'Anderson 5 Superintendent'; 'Bamberg 1 Superintendent'; 'Bamberg 2 Superintendent'; 'Barnwell 19 Superintendent'; 'Barnwell 45 Superintendent'; 'Beaufort Superintendent'; 'Berkeley Superintendent'; 'Calhoun Superintendent'; 'Charleston Superintendent'; 'Cherokee Superintendent'; 'Chester Interim Superintendent'; 'Chesterfield Superintendent'; Cindy Clark; 'Clarendon 1 Superintendent'; 'Clarendon 2 Superintendent'; 'Clarendon 3 Superintendent'; 'Cobb, Meda'; 'Colleton Superintendent'; 'Darlington Superintendent'; 'Dillon 3 Superintendent'; 'Dillon 4 Superintendent'; 'Dorchester 2 Superintendent'; 'Dorchester 4 Superintendent'; 'Edgefield Acting Superintendent'; 'EOC Interim Director'; 'Fairfield Superintendent'; 'Felton Lab-ADMIN'; 'Florence 1 Superintendent'; 'Florence 2 Superintendent'; 'Florence 3 Interim Superintendent'; 'Florence 4 Interim Superintendent'; 'Florence 5 Superintendent'; 'Georgetown Superintendent'; 'Governor's School for Science and Mathematics'; 'Governor's School for the Arts and Humanities'; 'Greenville Superintendent'; 'Greenwood 50 Superintendent'; 'Greenwood 51 Superintendent'; 'Greenwood 52 Superintendent'; 'Hampton 1 Superintendent'; 'Hampton 2 Superintendent'; 'Horry Superintendent'; 'Jasper Superintendent'; 'John De La Howe Superintendent'; 'Kershaw Superintendent'; 'Lancaster Superintendent'; 'Laurens 55 Superintendent'; 'Laurens 56 Superintendent'; 'Lee Superintendent'; 'Lexington 1 Superintendent'; 'Lexington 2 Superintendent'; 'Lexington 3 Superintendent'; 'Lexington 4 Superintendent'; 'Lexington 5 Superintendent'; 'Marion 2 Superintendent'; 'Marlboro Superintendent'; 'McCormick Superintendent'; 'Newberry Superintendent'; 'Oconee Superintendent'; 'Orangeburg 3 Superintendent'; 'Orangeburg 4 Superintendent'; 'Orangeburg 5 Superintendent'; 'Palmetto Unified Superintendent'; 'Pickens Superintendent'; 'Richland 1 Superintendent'; 'Richland 2 Superintendent'; 'Saluda Superintendent'; 'SC Public Charter School Superintendent'; 'SC School Deaf & Blind Superintendent'; 'Spartanburg 1Superintendent'; 'Spartanburg 2 Superintendent'; 'Spartanburg 3 Superintendent'; 'Spartanburg 4 Superintendent'; 'Spartanburg 5 Superintendent'; 'Spartanburg 6 Superintendent'; 'Spartanburg 7 Superintendent'; 'Sumter Superintendent'; 'Union Superintendent'; Wanda Davis; 'Williamsburg Superintendent'; 'Williston 29 Superintendent'; 'York 1 ADMIN'; 'York 1 Superintendent'; 'York 2 Superintendent (Clover)'; 'York 3 Superintendent (Rock Hill)'; 'York 4 Superintendent (Fort Mill)'
Cc: Public Information Officers
Subject: ESEA Flexibility Public Comment Period

MEMORANDUM

TO: District Superintendents
FROM: Mick Zais, State Superintendent of Education
DATE: December 16, 2011
SUBJECT: ESEA Flexibility Waiver – Public Comment Period

On October 10, 2011, I emailed you a copy of a letter to U.S. Secretary of Education Arne Duncan informing him of the State's intent to seek a waiver from certain requirements of the Elementary and Secondary Education Act (ESEA). The U.S. Department of Education (USDE) established a process for States to request such flexibility and deadlines when requests could be submitted. The deadline for South Carolina's proposal is February 21, 2012.

During November, the South Carolina Department of Education held stakeholder meetings facilitated by SEDL, a private, nonprofit education research, development, and dissemination organization based in Austin, Texas. Parents, teachers, principals, superintendents, school board

members, business leaders, Title I administrators, representatives from institutions of higher education, community organizations, and civil rights organizations attended these meetings. Stakeholders were informed of the guidelines that USDE would use to approve waiver proposals and SCDE received input to help build a draft proposal.

Today, the agency released the State's draft waiver request for public comment. It is available on the SCDE website by visiting: http://ed.sc.gov/agency/lpa/ESEAFlexibility.cfm.

Input from the community is critically important to a strong request. South Carolina citizens can submit comments and offer input about the waiver via an online comment form. In addition, SCDE will hold community stakeholder meetings during January, as well as a statewide virtual community stakeholder meeting, and will engage members of the General Assembly and Governor Nikki Haley. The public comment period will be open until January 23, 2012. The agency will review the public comments in preparing the final request for the waiver.

Help spread the word about the waiver request by linking to SCDE's website on your home page and by emailing it to your employees. We want to cast the widest net possible because this is a fantastic opportunity to ensure we provide every student a personalized education, we modernize the State's accountability system, and we fairly evaluate and recognize effective teachers and principals.

ESEA Flexibility Waiver – Public Comment Period Extension

From: Ragley, Jay
Sent: Tuesday, January 24, 2012 12:02 PM
To: Abbeville Superintendent; Aiken Superintendent; Allendale Superintendent; Allison Jacques; Anderson 1 Superintendent; Anderson 2 ADMIN; Anderson 2 Superintendent; Anderson 3 Superintendent; Anderson 4 Superintendent; Anderson 5 Superintendent; Bamberg 1 Superintendent; Bamberg 2 Superintendent; Barnwell 19 Superintendent; Barnwell 45 Superintendent; Beaufort Superintendent; Berkeley Superintendent; Calhoun Superintendent; Charleston Superintendent; Cherokee Superintendent; Chester Interim Superintendent; Chesterfield Superintendent; Clarendon 1 Superintendent; Clarendon 2 Superintendent; Clarendon 3 Superintendent; Clark, Cindy; Cobb, Meda; Colleton Superintendent; Darlington Superintendent; Davis, Wanda; Dillon 3 Superintendent; Dillon 4 Superintendent; Dorchester 2 Superintendent; Dorchester 4 Superintendent; Edgefield Acting Superintendent; EOC Interim Director; Fairfield Superintendent; Felton Lab-ADMIN; Florence 1 Superintendent; Florence 2 Superintendent; Florence 3 Interim Superintendent; Florence 4 Interim Superintendent; Florence 5 Superintendent; Georgetown Superintendent; Governor's School for Science and Mathematics; Governor's School for the Arts and Humanities; Greenville Superintendent; Greenwood 50 Superintendent; Greenwood 51 Superintendent; Greenwood 52 Superintendent; Hampton 1 Superintendent; Hampton 2 Superintendent; Horry Superintendent; Jasper Superintendent; John De La Howe Superintendent; Kershaw Superintendent; Lancaster Superintendent; Laurens 55 Superintendent; Laurens 56 Superintendent; Lee Superintendent; Lexington 1 Superintendent; Lexington 2 Superintendent; Lexington 3 Superintendent; Lexington 4 Superintendent; Lexington 5 Superintendent; Marion 2 Superintendent; Marlboro Superintendent; McCormick Superintendent; Newberry Superintendent; Oconee Superintendent; Orangeburg 3 Superintendent; Orangeburg 4 Superintendent; Orangeburg 5 Superintendent; Palmetto Unified Superintendent; Pickens Superintendent; Richland 1 Superintendent; Richland 2 Superintendent; Saluda Superintendent; SC Public Charter School Superintendent; SC School Deaf & Blind Superintendent; Spartanburg 1Superintendent; Spartanburg 2 Superintendent; Spartanburg 3 Superintendent; Spartanburg 4 Superintendent; Spartanburg 5 Superintendent; Spartanburg 6 Superintendent; Spartanburg 7 Superintendent; Sumter Superintendent; Union Superintendent; Williamsburg Superintendent; Williston 29 Superintendent; York 1 ADMIN; York 1 Superintendent; York 2 Superintendent (Clover); York 3 Superintendent (Rock Hill); York 4 Superintendent (Fort Mill)
Cc: District Public Information Officers
Subject: ESEA Flexibility Waiver – Public Comment Period Extended

TO: District Superintendents
FROM: Mick Zais, State Superintendent of Education
DATE: January 24, 2012
SUBJECT: ESEA Flexibility Waiver – Public Comment Period Extended

On October 10, 2011, I emailed to you a copy of a letter to U.S. Secretary of Education Arne Duncan informing him of the State's intent to seek a waiver from certain requirements of the Elementary and Secondary Education Act (ESEA), otherwise known as No Child Left Behind. The U.S. Department of Education (USDE) established a process for States to request such flexibility and set deadlines when requests could be submitted. The deadline for South Carolina's proposal is February 21, 2012.

During November, the South Carolina Department of Education held stakeholder meetings facilitated by SEDL, a private, nonprofit education research, development, and dissemination organization based in Austin, Texas. Parents, teachers, principals, superintendents, school board members, business leaders, Title I administrators, representatives from institutions of higher education, community organizations, and civil rights organizations attended these meetings. Stakeholders were informed of the guidelines that USDE would use to approve waiver proposals and SCDE received input to help build a draft proposal.

On December 16, 2011, the agency released the State's draft waiver request for public comment. It is available on the SCDE website by visiting: http://ed.sc.gov/agency/lpa/ESEAFlexibility.cfm. The agency held 21 community stakeholder meetings across South Carolina between January 3, 2012 and January 23, 2012.

Input from the community is critically important to a strong request. South Carolina citizens had the ability to submit comments and offer input about the waiver via an online comment form. **At my discretion, I am extending the public comment period until Wednesday, February 1, 2012. The total number of calendar days the draft proposal has been made available to the public will be 54 days.**

Some districts have spread the word about the waiver request by linking to SCDE's website on their home page and by emailing it to their employees. I would strongly encourage those districts that have not engaged their employees to do so immediately.

Thank you for your support of this important initiative.

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

Mick Zais
Superintendent

1429 Senate Street
Columbia, South Carolina 29201

MEMORANDUM

TO: District Superintendents
FROM: Mick Zais, State Superintendent of Education MZ 24 Jan '12
DATE: January 24, 2012
SUBJECT: ESEA Flexibility Waiver – Public Comment Period Extended

On October 10, 2011, I emailed to you a copy of a letter to U.S. Secretary of Education Arne Duncan informing him of the State's intent to seek a waiver from certain requirements of the Elementary and Secondary Education Act (ESEA), otherwise known as No Child Left Behind. The U.S. Department of Education (USDE) established a process for States to request such flexibility and set deadlines when requests could be submitted. The deadline for South Carolina's proposal is February 21, 2012.

During November, the South Carolina Department of Education held stakeholder meetings facilitated by SEDL, a private, nonprofit education research, development, and dissemination organization based in Austin, Texas. Parents, teachers, principals, superintendents, school board members, business leaders, Title I administrators, representatives from institutions of higher education, community organizations, and civil rights organizations attended these meetings. Stakeholders were informed of the guidelines that USDE would use to approve waiver proposals and SCDE received input to help build a draft proposal.

On December 16, 2011, the agency released the State's draft waiver request for public comment. It is available on the SCDE website by visiting: http://ed.sc.gov/agency/lpa/ESEAFlexibility.cfm. The agency held 21 community stakeholder meetings across South Carolina between January 3, 2012 and January 23, 2012.

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Some districts have spread the word about the waiver request by linking to SCDE's website on their home page and by emailing it to their employees. I would strongly encourage those districts that have not engaged their employees to do so immediately.

Thank you for your support of this important initiative.

Sent: Tuesday, February 14, 2012 9:44 AM
To: Public Information Officers
Subject: ESEA Flexibility Request

To: District Superintendents
From: Jay W. Ragley, SCDE
Cc: District Public Information Officers
Date: Tuesday, February 14, 2012
Subject: ESEA Flexibility Request

Good morning. The U.S. Department of Education has extended the deadline for states to submit requests for flexibility from certain provisions of the Elementary and Secondary Education Act (ESEA). The original deadline was February 21; the new deadline is February 28. State Superintendent of Education Mick Zais will submit a request before the deadline. The agency will notify the public, school districts, Governor Haley, Members of the Congressional Delegation, Members of the General Assembly and the news media when the request is submitted.

Jay W. Ragley
Legislative and Public Affairs
South Carolina Department of Education
Twitter: @EducationSC
Facebook: **http://www.facebook.com/scdoe**

The information contained in this transmission is intended only for the use of the person(s) named above. If you are not the intended recipient, please contact the sender by reply email. The South Carolina Department of Education is neither liable for the proper and complete transmission of the information contained in this communication nor for any delay in its receipt. To reply to the agency administrator directly, please send an email to postmaster@ed.sc.gov. Communications to and from the South Carolina Department of Education are subject to the South Carolina Freedom of Information Act, unless otherwise exempt by state or federal law.

South Carolina
Department of Education

Mick Zais, State Superintendent
Office of Legislative and Public Affairs
Phone: 803-734-8043
Web: http://ed.sc.gov
Facebook: http://www.facebook.com/scdoe
Twitter: @EducationSC
December 22, 2011

Community Stakeholder Meetings Announced For No Child Left Behind Waiver

COLUMBIA – Today State Superintendent of Education Mick Zais announced a series of community stakeholder meetings regarding the state's intent to request flexibility from certain requirement of the Elementary and Secondary Education Act (ESEA), commonly called No Child Left Behind. Dr. Zais announced his intention to seek flexibility on October 10, 2011 in a letter to U.S. Secretary of Education Arne Duncan.

State Superintendent of Education Mick Zais said, "While the goals of No Child Left Behind were noble, in practice it has handcuffed innovation in South Carolina's schools. This opportunity to request flexibility from the federal government will give South Carolina schools the tools to personalize and customize education for every student, to modernize the state's accountability system increasing its transparency while maintaining high standards, to fairly evaluate and recognize the effectiveness of teachers and principals, and reduce the number of regulations on schools. Schools will then be free to focus on their most important mission: teaching students and preparing them for life. I strongly encourage every student, parent, teacher, principal, and taxpayer to review the waiver request, attend a community stakeholder meeting, and offer input."

Last week Dr. Zais announced a period of public comment. The State's waiver request is available online: http://ed.sc.gov/agency/lpa/ESEAFlexibility.cfm. There is an online comment form allowing anyone to share their thoughts and ideas from today until January 23, 2011. The State will submit its request for flexibility by February 21, 2012.

During November, Dr. Zais and the agency held a series of meetings with key stakeholders to explain the process for the request and the components required by Secretary Duncan.

Below is the schedule of community stakeholder meetings. The schedule is available online: http://ed.sc.gov/agency/lpa/ESEAFlexibility.cfm. Students, parents, taxpayers, teachers, school administrators, school board members, state legislators, business leaders, civil rights organizations, representatives from institutions of higher education, and the public are all invited and encouraged to attend a meeting in their community. As more information concerning the exact location of each meeting becomes available, it will be posted to the SCDE website.

Date	Location	County	Time
1/3/2012	Darlington County Institute of Technology	Darlington	6-8:30 p.m.
1/3/2012	Manning High School	Clarendon	6-8:30 p.m.
1/4/2012	Wade Hampton High School	Hampton	6-8:30 p.m.
1/4/2012	Bluffton High School	Beaufort	6-8:30 p.m.
1/5/2012	TBD	York	6-8:30 p.m.
1/5/2012	Lancaster County School District Office	Lancaster	6-8:30 p.m.
1/9/2012	Tri-County Technical College	Pickens	6-8:30 p.m.
1/9/2012	Anderson University	Anderson	6-8:30 p.m.
1/10/2012	Piedmont Technical College	Greenwood	6-8:30 p.m.
1/10/2012	Millbrook Elementary School	Aiken	6-8:30 p.m.
1/11/2012	Virtual Meeting (webcast live)	Statewide	6-8:30 p.m.

1/12/2012	Fort Dorchester High School	Dorchester	6-8:30 p.m.
1/12/2012	Claflin University	Orangeburg	6-8:30 p.m.
1/17/2012	Lexington Middle School	Lexington	6-8:30 p.m.
1/17/2012	SCDE Landmark Office	Richland	6-8:30 p.m.
1/18/2012	*Conway High School (location tentative)	Horry	6-8:30 p.m.
1/18/2012	Florence-Darlington Technical College	Florence	6-8:30 p.m.
1/19/2012	Goose Creek High School	Berkeley	6-8:30 p.m.
1/19/2012	*The Citadel (location tentative)	Charleston	6-8:30 p.m.
1/23/2012	Greenville Technical College	Greenville	6-8:30 p.m.
1/23/2012	USC Upstate	Spartanburg	6-8:30 p.m.

On September 23, 2011, Secretary Duncan announced a process by which States could request flexibility from certain federal requirements. In return for this flexibility, States must agree to four core principles:

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

For more information about the process proposed by Secretary Duncan, visit: http://www.ed.gov/esea/flexibility.

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN

STATE SUPERINTENDENT OF EDUCATION

MEMORANDUM

TO: District Superintendents
Principals
Public Information
Officers

FROM: Molly M. Spearman
State Superintendent of Education

DATE: February 20, 2015

RE: S.C. Department of Education to Host Virtual Meeting on ESEA Waiver Renewal

The South Carolina Department of Education is hosting a statewide virtual meeting next **Thursday, February 26 from 6:00-7:30 p.m.** to discuss the agency's upcoming renewal request under the Elementary and Secondary Education Act (ESEA).

The virtual meeting will brief attendees on the agency's implementation of ESEA flexibility. All stakeholders, including local education associations, teachers, teachers' representatives, administrators, students, parents, community-based organizations, civil rights associations, organizations representing students with disabilities, groups representing English learners, business organizations, industry officials, and Indian tribes, are encouraged to take part in this interactive meeting.

WHAT: ESEA Waiver Renewal Virtual Meeting

WHEN: Thursday, February 26, 2015, 6:00-7:30 p.m.

WHO: Betsy Carpentier, Chief Operating Officer/Chief of Staff/Interim Deputy Superintendent, Division of Innovation and Effectiveness
Dr. Julie Gore Fowler, Deputy Superintendent, Division of College and Career Readiness
Dr. Angela Bain, Deputy Superintendent, Division of Educator Effectiveness

HOW: If this is your first time participating in a Blackboard Collaborate virtual meeting, please visit this webpage to ensure your computer is set up to work smoothly with the audio equipment and the Blackboard Collaborate software.

To join the virtual meeting next Thursday, February 26 at 6:00 p.m., click this link:
(b)(4)
as early as 5:45 p.m.

For those of you traveling without computer access during this time, please use the call-in information below:

(b)(4)

Attachment 2 – Comments on request received from LEAs

The following comments were received from LEAs during (and after) the public comment period for the ESEA Flexibility Renewal Application.

ESEA Stakeholder Meeting Feedback February 13, 2015

Principle 1 College and Career Ready Standards (Now) No suggestions

Principle 1 College and Career Ready Standards (Later) No suggestions

Principle 1, Assessment for CCRS (NOW)

- Alternative assessment for Work keys for PMD (2)
- Keep ACT ASPIRE and Work Keys for next two to three years. Use leverage to force ACT to be more customer-friendly
- Keep ACT. Too much change too fast is not good.
- Elimination of Work Keys for PMD kids until alternative assessment is available

Principle 1, Assessment for CCRS (LATER)

- Reduce testing
- Eliminate EOC Assessments
- We must have nationally comparable assessments – could renegotiate with ACT or issue new RFP
- Less testing; stop EOCEP (2)
- Look at RTI as source of new testing
- Consider new assessment for grades 3 through 8
- ACT ASPIRE at grades5, 8, and 11; Work Keys at grade 11 (2)
- Different growth measures at other grades

Principle 2, Accountability System (NOW)

- A+= Excellent with Distinction / B= Good / C= Satisfactory / D= Fair/ F= Unsatisfactory
- 1% SC Alt rule: Address what to do with tied scores that cross the cut-off line; Cut-off tied scored to be removed
- Superior/ Good / Satisfactory/ At Risk
- Add A+ to deal with significant gap schools not receiving highest rating
- Consideration of magnet school issue relative to gaps
- For pause year, add A+ as rating for schools that don't have significant gaps
- All A schools should remain A schools
- Keep or implement a pause year for 2015
- Consideration for all subgroup gaps to be based on baseline data for that subgroup
- Pause year=If school received and A last year, grade should remain an A if there are significant gaps; if no significant gaps, grade should be A+

Principle 2, Accountability System (Later)

No suggestions

Principal 2 Priority and Focus Schools (Now)

- Use Focus money to hire consultant to use data and regular meetings to close gaps
- Re-examine Focus gaps for schools within schools
- Concern with achievement gaps with magnet schools and gifted programs (Focus and Priority)

Principal 2 Priority and Focus Schools (Later)

- Revisit high school components
- Align our two accountability systems so that we have one system
- Get started on transforming and aligning SC accountability, assessment, instruction and curriculum to focus on Profile of a SC Graduate
- A-F removal (5x suggestion)
- School and district report cards to not need to include the percentage of graduates enrolled in technical college remedial courses
- Re-examine or eliminate mean scores (5x suggestion)
- Change or find an alternative to a composite score (2x suggestion)
- Scrap composite score- use a different methodology (maybe percent in category
- Create targets for subgroups based on individual subgroup's baseline
- Align state and federal categories and methodologies
- Consider new assessment for grades 3-8
- Eliminate EOCs
- To establish validity- 3rd grade state assessment results should be used to establish a baseline (predictor for student performance)
- Consider ACT science as accountability piece instead of EOC Biology

Principal 2 Reward and Other Title I Schools (Now)

No suggestions

Principal 2 Reward and Other Title I Schools (Later)

No suggestions

Principle 3 - Teacher and Principal Evaluations (NOW)

- Value-added changes for principals (i.e., reduce percentage from 50%; High school principal based on four courses) (4 comments)
- SCTA provides excellent information for teacher improvement and identify areas of professional development
- Principal evaluation – student growth should match teachers (not 50%)
- Short-term – use teacher evaluation software and either cancel or reissue RFP
- Drop/cancel contract for the statewide observation instrument/teacher evaluation contract (2 comments)
- Allow professional practice as a choice
- Keep district choice and district opt out (3 comments)

* Brianna clarified for those with comments regarding district choice and opt out that district choice is still an option (simply write into ADEPT plan if you want it) and opt out still exists as always (called "Alternative-Aligned District-Developed Systems).

Principle 3 - Teacher and Principal Evaluations (Later)

No suggestions

Principle 3 Support Systems (Now)

No suggestions

Principle 3 Support Systems (Later)

No suggestions

Attachment 3 – Notice and information provided to the public regarding the request

For the ESEA Flexibility Renewal Request, please see page A-18.

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION

FOR IMMEDIATE RELEASE
February 20, 2015
Contact: Brie Logue
blogue@ed.sc.gov
(803) 734-8392

SCDE to Host Statewide Webinar on ESEA Waiver Renewal

Columbia, S.C. – Today, State Superintendent of Education Molly Spearman issued the following statement encouraging the public to participate in next week's webinar on the SCDE's renewal of its waiver from the Elementary and Secondary Education Act (ESEA waiver).

"I encourage all stakeholders to participate in this important call, as we prepare to file a renewal of our waiver from the No Child Left Behind Act," said Spearman. "This call will enable parents, teachers, and students to learn more from agency experts on the details of our renewal request. I encourage the media and public to join this free webinar to hear from us on the next steps for our ESEA waiver," concluded Spearman.

ESEA Waiver Renewal Webinar/Call

Thursday, February 26
6:00-7:30 PM
Link for webinar access:
https://sas.elluminate.com/m.jnlp?sid=2013163&password=M.F221C053E5505480C8EDD07D7DB8A9

If the link above does not take you to the login screen, you may need to copy and paste the link url into your browser address bar. To set up your computer before the session, please visit this webpage.

For people who may be traveling or do not have access to a computer, please use the following call-in number and passcode:

Call-in number: (571) 392-7703
Participant PIN: 752-190-705-735

###

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN

STATE SUPERINTENDENT OF EDUCATION

MEMORANDUM

TO: Education Stakeholders

FROM: Molly M. Spearman
State Superintendent of Education

DATE: February 20, 2015

RE: S.C. Department of Education to Host Virtual Meeting on ESEA Waiver Renewal

The South Carolina Department of Education is hosting a statewide virtual meeting next **Thursday, February 26 from 6:00-7:30 p.m.** to discuss the agency's upcoming renewal request under the Elementary and Secondary Education Act (ESEA).

The virtual meeting will brief attendees on the agency's implementation of ESEA flexibility. All stakeholders, including local education associations, teachers, teachers' representatives, administrators, students, parents, community-based organizations, civil rights associations, organizations representing students with disabilities, groups representing English learners, business organizations, industry officials, and Indian tribes, are encouraged to take part in this interactive meeting.

WHAT: ESEA Waiver Renewal Virtual Meeting

WHEN: Thursday, February 26, 2015, 6:00-7:30 p.m.

WHO: Betsy Carpentier, Chief Operating Officer/Chief of Staff/Interim Deputy Superintendent, Division of Innovation and Effectiveness
Dr. Julie Gore Fowler, Deputy Superintendent, Division of College and Career Readiness
Dr. Angela Bain, Deputy Superintendent, Division of Educator Effectiveness

HOW: If this is your first time participating in a Blackboard Collaborate virtual meeting, please visit this webpage to ensure your computer is set up to work smoothly with the audio equipment and the Blackboard Collaborate software.

To join the virtual meeting next Thursday, February 26 at 6:00 p.m., click this link:

(b)(4)

as early as 5:45 p.m.

For those of you traveling without computer access during this time, please use the call-in information below:

(b)(4)

Other Activity

The USED invited South Carolina and other applicable states the opportunity to request a one-year extension of ESEA flexibility through the end of the 2014-15 school year. In the event that Congress reauthorizes the ESEA prior to the end of the 2014-15 school year, the USED will provide guidance on the transition to the new law.

On March 17, 2014, South Carolina submitted an extension request, amendment template, and redlined amended request. On July 31, 2014, the USED approved South Carolina's one-year ESEA Flexibility Request Extension.

On June 11, 2014, the South Carolina State Board of Education approved the "South Carolina Expanded Educator Support and Evaluation Guidelines." (PDF, 759 kb)
Appendix A (PDF, 164 kb)

On October 2, 2014, South Carolina notified the USED of its intent to request flexibility to delay, by one year, inclusion of student growth on state assessments in evaluation and support systems during the transition to new assessments aligned with college- and career-ready standards in its 2015-16 ESEA Flexibility Renewal Request. This measure would align teachers in tested grades and subjects with those teachers in non-tested grades and subjects on the same timeline in measuring student growth as a significant part of the teachers' evaluations.

- USED letter to Applicable Chief State School Officers regarding requests of State Educational Agencies (SEAs) that need flexibility to delay inclusion of student growth on State assessments in evaluation and support systems during the transition to new assessments aligned with college- and career-ready standard and SEAs that need other implementation flexibility for teacher and principal evaluation and support systems (8/21/14)
- Letter to the USED Regarding South Carolina's Intent (10/2/14)
- Memorandum to District Superintendents Regarding the Letter of Intent (10/2/14)

Current Activity

The USED invited South Carolina and other applicable states with requests that will expire at the end of the 2014-15 school year, with an opportunity to request a three-year renewal of ESEA flexibility, which would extend through the end of the 2017-18 school year. If Congress reauthorizes the ESEA during the period of the waivers, the USED will provide guidance on the transition to the new law. The deadline for South Carolina to apply for this flexibility is March 31, 2015. The South Carolina Department of Education solicits stakeholder input for the renewal.
Public comment period: February 26, 2015-March 13, 2015

- View the Blackboard Collaborate recording
- View the ESEA Webinar PowerPoint
- Comment
- South Carolina's Current Redline Draft (2/26/15) (PDF, 2,489 kb)
- ESEA Flexibility Renewal Form (PDF, 277 kb)
- ESEA Flexibility Guidance for Renewal Process (PDF, 269 kb)
- ESEA Flexibility Renewal Process: Frequently Asked Questions (PDF, 440 kb)

South Carolina Department of Education
Posted by Rita Logue [?] 21 hrs

Please join us TONIGHT at 6:00 pm for a webinar/conference call on the renewal of our waiver from the No Child Left Behind Act. You can find the webinar link and call-in number/passcode here: http://1.usa.gov/1AV5C3Y. Callers will be in listen-only mode. If you're joining the webinar, please log in after 5:30 pm to set-up your computer with the Blackboard Collaborate software.

News - Friday, February 20, 2015 - SCDE to Host Statewide Webinar on ESEA Waiver Renewal

SCDE to Host Statewide Webinar on ESEA Waiver Renewal

ED.SC.GOV

143 people reached

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South Carolina Department of Education
Posted by Rita Logue [?] February 25 at 8:30pm

REMINDER: We're hosting a webinar/conference call on the renewal of our waiver from the No Child Left Behind Act. Please join us TOMORROW at 6:00 pm. You can find the webinar link and call-in number/passcode here: http://1.usa.gov/1AV5C3Y. Callers will be in listen-only mode. If you're joining the webinar, please log in after 5:30 pm to set-up your computer with the Blackboard Collaborate software.

News - Friday, February 20, 2015 - SCDE to Host Statewide Webinar on ESEA Waiver Renewal

SCDE to Host Statewide Webinar on ESEA Waiver Renewal

ED.SC.GOV

243 people reached

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South Carolina Department of Education
Posted by Rita Logue [?] February 21 at 5:00pm

We're hosting a webinar/conference call on the renewal of our waiver from the No Child Left Behind Act. Please join us on Thursday, February 26 at 6:00 p.m. You can find the webinar link and call-in number/passcode here: http://1.usa.gov/1AV5C3Y.

News - Friday, February 20, 2015 - SCDE to Host Statewide Webinar on ESEA Waiver Renewal

SCDE to Host Statewide Webinar on ESEA Waiver Renewal

ED.SC.GOV

369 people reached

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SC Dept of Education @EducationSC · Feb 25

Join us TOMORROW at 6pm for a webinar on our waiver extension from the #NoChildLeftBehindAct 1.usa.gov/1AV5C3Y #sctweets #sced

4 2 ···

South Carolina Department of Education

Posted by Brie Logue [?] · 16 hrs ·

TOMORROW is the last day to comment on the #ESEA waiver renewal. For more information visit: http://www.ed.sc.gov/agency/pi/ESEAFlexibility.cfm

ESEA Flexibility

ESEA Flexibility Submission to the USED.

ED.SC.GOV

511 people reached

Boost Post

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News Archive

All Jan. Feb. March April May June July Aug. Sept. Oct. Nov. Dec.

Friday, February 20, 2015

SCDE to Host Statewide Webinar on ESEA Waiver Renewal

Columbia, SC – Today, State Superintendent of Education Molly Spearman issued the following statement encouraging the public to participate in next week's webinar on the SCDE's renewal of its waiver from the Elementary and Secondary Education Act (ESEA waiver).

"I encourage all stakeholders to participate in this important call, as we prepare to file a renewal of our waiver from the No Child Left Behind Act," said Spearman. "This call will enable parents, teachers, and students to learn more from agency experts on the details of our renewal request. I encourage the media and public to join this free webinar to hear from us on the next steps for our ESEA waiver," concluded Spearman.

ESEA Waiver Renewal Webinar/Call

Thursday, February 26
6:00-7:30 PM
Link for webinar access:
https://sas.elluminate.com/m.jnlp?sid=2013163&password=M.F221C053E5505480C8EDD07D7DB8A9

If the link above does not take you to the login screen, you may need to copy and paste the link url into your browser address bar. To set up your computer before the session, please visit this webpage.

For people who may be traveling or do not have access to a computer, please use the following call-in number and passcode:

Call-in number: (571) 392-7703
Participant PIN: 752-190-705-735

Contact Information
1429 Senate Street
Columbia, SC 29201
Tel: 803-734-8500
E-mail: info@ed.sc.gov

Sections
2015
2014
2013
2012
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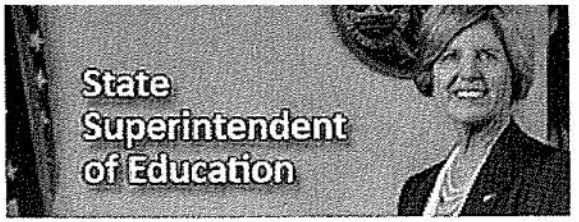
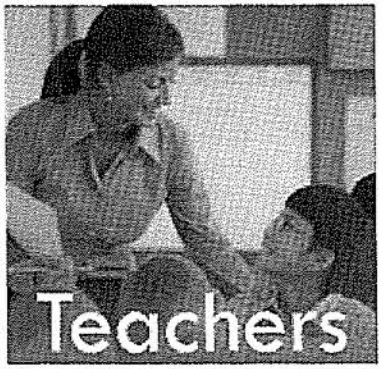


New ELA/Math Standards
for South Carolina Schools

Ensuring every student acquires an education that provides the

Providing every parent the opportunity to choose a school



Providing schools that are led by effective principals and effective

ACT

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ACT WorkKeys®
The ACT®

Attachment 4 – Evidence that South Carolina has formally adopted college- and career-ready content standards consistent with the state's standards adoption process.

In South Carolina, the responsibility for review and approval of standards is a joint responsibility of the State Board of Education and the Education Oversight Committee. Adoption of core area standards requires two readings by the State Board of Education. The typical process for approval is to have first reading by the State Board; approval by the Education Oversight Committee; and second reading by the State Board.

AGENDA
State Board of Education Meeting

Date
Wednesday, March 11, 2015

Time
1:00 p.m.

Location
Rutledge Conference
Center 1429 Senate Street
Columbia, South Carolina

Traci Young Cooper, EdD, Chair
Michael Brenan, Chair-elect
Molly M. Spearman
State Superintendent of Education
Secretary and Administrative Officer to the Board

Notice: Due to allergies of staff and visitors, we ask that visitors refrain from wearing scented products when attending the State Board of Education meetings in SCDE facilities.

SBE Mission: The State Board of Education's mission is to provide a leadership role in helping South Carolina set policy and direction to transform teaching and learning so that students are prepared with the necessary knowledge and skills, including innovation, to compete globally and live a productive life.

I. WELCOME/PLEDGE OF ALLEGIANCE

II. APPROVAL OF STATE BOARD OF EDUCATION MINUTES FOR FEBUARY 11, 2015,

III. APPROVAL OF STATE BOARD OF EDUCATION AGENDA FOR MARCH 11, 2015

IV. RECOGNITION OF VISITORS, INCLUDING NEWS MEDIA

Sumter County Teacher Forum Presentation

V. STATE BOARD CHAIR REPORT

2015 Spring Board Retreat Update—Traci Young Cooper, EdD, Chair

VI. STATE SUPERINTENDENT OF EDUCATION REPORT

Teacher and School Spotlight Showcase

- Mr. Brad Nickles, Principal, Emerald High School

VII. PUBLIC COMMENT

VIII. STATE BOARD ITEMS

EP EDUCATION PROFESSIONS—COMMITTEE REPORT

FOR APPROVAL

01. **Expanded South Carolina Assisting, Developing, and Evaluating Professional Teaching (ADEPT) Educator Evaluation System Revision Approval for Submission with the 2015 ESEA Renewal Application**—Angela Bain, PhD, Deputy Superintendent, Division of Educator Effectiveness

02. **PADEPP Guidelines**—Bruce Moseley, Director, Office of School Leadership, Division of Educator Effectiveness

FOR INFORMATION

03. **Briefing on Read to Succeed (R2S)**—Jennifer Morrison, Director, Office of School Transformation, Division of Innovation and Effectiveness

04. **Annual Report on Individuals Who Have Applied for Certification in South Carolina Based on Qualifying for the Passport to Teaching Certificate through the American Board for Certification of Teacher Excellence (ABCTE)**—Laura Covington, Education Associate, Office of Educator Services, Division of Educator Effectiveness

PL POLICY AND LEGISLATIVE—COMMITTEE REPORT

FOR INFORMATION

01. **Horry County School District (HCSD) Report on a Waiver Request Approval (September 12, 2012) by the State Board of Education (SBE) of R.43-234 (II)(B), Defined Program, Grades 9–12 [and Graduation Requirements]**—Darlene Prevatt, Team Leader, State Accountability, Office of Federal and State Accountability, Division of Innovation and Effectiveness

IF INNOVATION AND FINANCE—COMMITTEE REPORT

FOR APPROVAL

01. **Request for Approval of Property Disposal—Marion County School District**—Delisa Clark, Director, Office of School Facilities, Division of Operations and Support

02. **Request for Approval of Property Disposal—Lee County School District**—Delisa Clark, Director, Office of School Facilities, Division of Operations and Support

03. **Appointment Recommendations for the 2015 Instructional Materials Review Panels**—Kriss Stewart, Program Coordinator, Instructional Materials Section, Office of Finance

FOR INFORMATION

04. **Financial Update for Fiscal Year 2014–15**—Mellanie Jinnette, Chief Financial Officer, Office of Finance

SLA STANDARDS, LEARNING, AND ACCOUNTABILITY—COMMITTEE REPORT

FOR INFORMATION

01. **Assessment Update**—Liz Jones, Director, Office of Assessment, Division of Accountability Innovation and Effectiveness

02. **ACT and WorkKeys Assessment**—Mike DiNicola, ACT

ECC EDUCATOR CERTIFICATION CASES COMMITTEE—COMMITTEE REPORT

FOR APPROVAL

Approval of the Ratification Agenda

SBE STATE BOARD OF EDUCATION

FOR APPROVAL

01. **South Carolina College- and Career-Ready Standards for Mathematics 2015 (Second Reading)**—Julie Fowler, PhD, Deputy Superintendent, Division of College and Career Readiness

02. **South Carolina College- and Career-Ready Standards for English Language Arts 2015 (Second Reading)**—Julie Gore Fowler, PhD, Deputy Superintendent,Division of College and Career Readiness

IX. CONSENT AGENDA

X. OTHER BUSINESS

South Carolina School Improvement Council—Tom Hudson

XI. ADJOURNMENT

The South Carolina College- and Career-Ready Standards for English Language Arts are at:
http://www.ed.sc.gov/scde-grant-opportunities/documents/FinalVersion-EnglishLanguageArtsStandards.pdf.

The South Carolina College- and Career-Ready Standards for Mathematics are at:
http://www.ed.sc.gov/scde-grant-opportunities/documents/FinalVersion-MathematicsStandards.pdf.

SC EDUCATION OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.

March 9, 2015

The Honorable Molly
Spearman State
Superintendent of Education
1429 Senate Street Columbia,
SC 29201
Dr. Traci Young Cooper
Chair
State Board of
Education 120
Stonebrook Drive
Blythewood, SC 29016
Dear Superintendent Spearman and Dr. Cooper:

I am writing on behalf of the Education Oversight Committee (EOC) to notify you that the EOC on March 9, 2015 approved the new South Carolina College- and Career-Ready Standards in English language arts and mathematics and the addendum. In addition, the EOC would respectfully request that the South Carolina Department of Education monitor the implementation of the new South Carolina College-and Career-Ready Standards and receive continuous feedback from parents and educators. If, at any time, the Department of Education finds specific, documented concerns from educators and parents, then the EOC would work with the Department and the State Board of Education to initiate a cyclical review prior to the seven-year statutory requirement. In fact, the EOC expressed support that, given changes in technology, the next cyclical review should occur at least within a five year period.

If you have any questions, please feel free to contact me.

Sincerely,

(b)(6)

Melanie D. Barton
Executive Director

David Whittemore CHAIR
Daniel B. Merck
VICE CHAIR
Anne H. Bull
Bob Couch
Mike Fair
Raye Felder
Margaret Anne Gaffney
Barbara B. Hairfield
Nikki Haley
R. Wesley Hayes, Jr.
Dwight A. Loftis
Deb Marks
John W. Matthews, Jr.
Joseph H. Neal
Neil C. Robinson, Jr.
Molly Spearman
Patti J. Tate

Melanie D. Barton
EXECUTIVE DIRECTOR

Attachment 5 – Certification from South Carolina's IHEs

Please find the following certifications, signed by the executive academic officers of the following institutions of higher education (IHEs) throughout South Carolina, that the state's standards correspond to being college- and career-ready without the need for remedial coursework at the postsecondary level:

University of South Carolina – Michael D. Amiridis

Clemson University – Robert H. Jones

Coastal Carolina University – J. Ralph Byington

Lander University – David Mash

Winthrop University – Debra C. Boyd

South Carolina State University – W. Franklin Evans

College of Charleston – Brian R. McGee

Francis Marion University – Richard N. Chapman

The Citadel – Samuel M. Hines, Jr.

South Carolina Technical College System – Hope E. Rivers

CERTIFICATION OF COLLEGE- AND CAREER-READY STANDARDS

On behalf of the public institution of higher education listed below, I am authorized to endorse the 2015 South Carolina Standards for English Language Arts and Mathematics as content standards for kindergarten through 12th grade that build towards college and career readiness by the time of high school graduation. Students who meet these standards will not need remedial course work at the postsecondary level.

(b)(6)

Signature

Michael D. Amiridis
Printed Name

Executive Vice President for Academic Affairs and Provost
Title

U-S-C- Columbia
Institution

Feb 11, 2015
Date

31,009 (01/22/2015)
Official Fall Enrollment Numbers

CLEMSON
UNIVERSITY

CERTIFICATION OF COLLEGE- AND CAREER-READY STANDARDS

On behalf of the public institution of higher education listed below, I am authorized to endorse the 2015 South Carolina Standards for English Language Arts and Mathematics as content standards for kindergarten through 12th grade that build towards college and career readiness by the time of high school graduation. Students who meet these standards will not need remedial course work at the postsecondary level.

(b)(6)

Signature

Printed Name: **Robert H. Jones**

Title: **Executive Vice President for Academic Affairs and Provost**

Institution: **Clemson University**

Date: **Monday, February 16, 2015**

21,857, of which 17,260 are undergraduate students
Official Fall Enrollment Numbers

VICE PRESIDENT FOR ACADEMIC AFFAIRS & PROVOST
206 Sikes Hall Clemson, SC 29634-5101
864.656.3243 FAX 864.656.0851

CERTIFICATION OF COLLEGE- AND CAREER-READY STANDARDS

On behalf of the public institution of higher education listed below, I am authorized to endorse the 2015 South Carolina Standards for English Language Arts and Mathematics as content standards for kindergarten through 12th grade that build towards college and career readiness by the time of high school graduation. Students who meet these standards will not need remedial course work at the postsecondary level.

(b)(6)

Signature

J. Ralph Byington
Printed Name

Provost and Senior Vice President for Academic and Student Affairs

Title

Coastal Carolina University
Institution

February 25, 2015
Date

9,976
Official Fall Enrollment Numbers

CERTIFICATION OF COLLEGE- AND CAREER-READY STANDARDS

On behalf of the public institution of higher education listed below, I am authorized to endorse the 2015 South Carolina Standards for English Language Arts and Mathematics as content standards for kindergarten through 12th grade that build towards college and career readiness by the time of high school graduation. Students who meet these standards will not need remedial course work at the postsecondary level.

(b)(6)

Signature

DAVID MASH

Printed Name

Provost and VP for Academic Affairs

Title

Lander University

Institution

February 12, 2015

Date

Headcount 2787 / FTE 2616

Official Fall Enrollment Numbers

CERTIFICATION OF COLLEGE- AND CAREER-READY STANDARDS

On behalf of the public institution of higher education listed below, I am authorized to endorse the 2015 South Carolina Standards for English Language Arts and Mathematics as content standards for kindergarten through 12th grade that build towards college and career readiness by the time of high school graduation. Students who meet these standards will not need remedial course work at the postsecondary level.

(b)(6)

Signature

DEBRA C. BOYD

Printed Name

Acting President and Provost

Title

Winthrop University

Institution

3.4.15

Date

6,024

Official Fall Enrollment Numbers

CERTIFICATION OF COLLEGE- AND CAREER-READY STANDARDS

On behalf of the public institution of higher education listed below, I am authorized to endorse the 2015 South Carolina Standards for English Language Arts and Mathematics as content standards for kindergarten through 12th grade that build towards college and career readiness by the time of high school graduation. Students who meet these standards will not need remedial course work at the postsecondary level.

(b)(6)

Signature

W. Franklin Evans

Printed Name

Interim Provost

Title

SC State University

Institution

20 Feb 2015

Date

3,331

Official Fall Enrollment Numbers

CERTIFICATION OF COLLEGE- AND CAREER-READY STANDARDS

On behalf of the public institution of higher education listed below, I am authorized to endorse the 2015 South Carolina Standards for English Language Arts and Mathematics as content standards for kindergarten through 12th grade that build towards college and career readiness by the time of high school graduation. Students who meet these standards will not need remedial course work at the postsecondary level.

(b)(6)

Signature

Brian R. McGee

Printed Name

Interim Provost and Exec VP for Academic Affairs

Title

College of Charleston

Institution

February 26, 2014

Date

11,456 (headcount)

Official Fall Enrollment Numbers

CERTIFICATION OF COLLEGE- AND CAREER-READY STANDARDS

On behalf of the public institution of higher education listed below, I am authorized to endorse the 2015 South Carolina Standards for English Language Arts and Mathematics as content standards for kindergarten through 12th grade that build towards college and career readiness by the time of high school graduation. Students who meet these standards will not need remedial course work at the postsecondary level.

(b)(6)

Richard N. Chapman

Printed Name

Provost

Title

Francis Marion University

Institution

February 19, 2015

Date

3,944

Official Fall Enrollment Numbers

THE CITADEL
THE MILITARY COLLEGE OF SOUTH CAROLINA

OFFICE OF THE PROVOST AND DEAN OF THE COLLEGE

27 February 2015

Mr. David Whittemore
Chair of the EOC
PO Box 11867
Columbia, SC 29211

FAX: 803.734.6167

Dear Mr. Whittemore:

The Citadel supports the *Evaluation of the Draft South Carolina College and Career Ready Standards* as submitted by the South Carolina Department of Education on October 21 and 22, 2014.

Sincerely,

Samuel M. Hines, Jr.
Provost and Dean of the College

SMH/cd

171 Moultrie Street, Charleston, SC 29409
(843) 953-5007

CERTIFICATION OF COLLEGE- AND CAREER-READY STANDARDS

On behalf of the public institution of higher education listed below, I am authorized to endorse the 2015 South Carolina Standards for English Language Arts and Mathematics as content standards for kindergarten through 12th grade that build towards college and career readiness by the time of high school graduation. Students who meet these standards will not need remedial course work at the postsecondary level.

(b)(6)

Signature

Hope E. Rivers

Printed Name

Vice President for Academic and Student Affairs

Title

SC Technical College System

Institution

March 11, 2015

Date

91,726 (total fall headcount)

Official Fall Enrollment Numbers

Attachment 9: Table 2: Reward, Priority, and Focus Schools

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

Provide the SEA's list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
a	1		A		
a	2				F
b	3				F
b	4				F
b	5				F
b	6				F
b	7				F
b	8				F
c	9			C	
c	10			C,E	
c	11			C,E	
c	12			C	
c	13				F
d	14		A		
d	15		A		
e	16			C,E	
e	17			C,E	
e	18			C	
f	19				F
f	20				F
f	21				F
g	22		A		
h	23			C	
h	24			C,E	
h	25			C	
h	26			C, D-1	

h	27				F
h	28				F
h	29			C,E	
h	30			C	
h	31			C, D-1	
h	32			C,E	
h	33			C,E	
i	34				F
j	35				F
k	36		B		
k	37				F
k	38				F
l	39		A		
m	40				F
n	41			C,E	
o	42				F
p	43		B		
p	44				F
q	45				F
r	46			C,E	
s	47				F
s	48				F
s	49				F
t	50		B		
u	51			C	
v	52				F
w	53			C	
w	54			C	
x	55			C	
y	56			C,E	
y	57			C	
y	58			C,E	

z	59				F
z	60				F
z	61				F
z	62				F
aa	63			C	
aa	64			C,E	
aa	65			C,E	
bb	66		B		
bb	67				F
bb	68				F
bb	69				F
bb	70				F
cc	71			C	
cc	72			C,E	
cc	73			C,E	
cc	74			C	
dd	75				F
ee	76				F
ff	77				F
gg	78				F
hh	79				F
ii	80			C	
ii	81			C	
jj	82			C,E	
jj	83				F
kk	84			C	
ll	85			C	
ll	86			C	
mm	87		B		
oo	88				F
oo	89				F
oo	90				F

pp	91		A		
qq	92			C,E	
qq	93			C,E	
qq	94			C,E	
qq	95			C	
qq	96				F
rr	97				F
ss	98			C	
ss	99			C	
uu	100				G
uu	101				G
vv	102		A		
vv	103				F
ww	104				F
ww	105		A		
xx	106		A		
yy	107			C,E	
zz	108				F
zz	109				F
aaa	110				F
bbb	111			C,E	
ccc	113		A		
ddd	114				G
TOTAL # of Schools:			16	47	52

Total # of Title I schools in the State: 511

Total # of Title I-participating high schools in the State with graduation rates less than 60%: 2

Key	
Reward School Criteria: **A.** Highest-performing school **B.** High-progress school	**Focus School Criteria:** **F.** Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate

Priority School Criteria:	
C. Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the "all students" group **D-1.** Title I-participating high school with graduation rate less than 60% over a number of years **D-2.** Title I-eligible high school with graduation rate less than 60% over a number of years **E.** Tier I or Tier II SIG school implementing a school intervention model	**G.** Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate **H.** A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school

Attachment 10 – A copy of any guidelines that the South Carolina Department of Education has already developed and adopted for local teacher and principal evaluation and support systems

South Carolina's system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT) was implemented statewide in 1998, and the ADEPT system has become a vital part of the state's overall teacher quality initiative. The Expanded ADEPT Support and Evaluation System Guidelines for Classroom-Based Teachers (page A–255) and the Program for Assisting, Developing, and Evaluation Principal Performance (PADEPP; page A–306) were approved by the South Carolina State Board of Education in March 2015.

The Expanded ADEPT Support and Evaluation System Guidelines for Classroom-Based Teachers is at: http://www.ed.sc.gov/agency/ee/Educator-Evaluation-Effectiveness/documents/EP-01-ADEPTGuideline-Attach-03-15.pdf.
The PADEPP is at: http://www.ed.sc.gov/agency/ee/Educator-Evaluation-Effectiveness/documents/EP-02-2015PADEPP-Attach-03-15.pdf.

South Carolina State Board of Education

Expanded ADEPT Support and Evaluation System

Guidelines For Classroom-Based Teachers

Division of Educator Effectiveness

Office of Teacher Evaluation

South Carolina State Board of

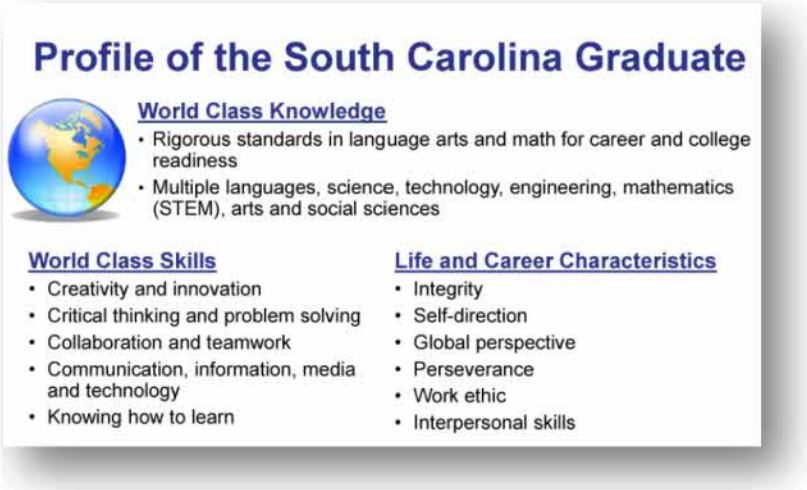
Education Molly M. Spearman

State Superintendent of Education

March 11, 2015

A Note to South Carolina Educators

We all know that educators make a real difference in the lives of students. South Carolina has been a national leader by having requirements for professional practice for decades. Over time, these requirements have evolved. The Expanded ADEPT Support and Evaluation System represents yet another step in this journey of improving our professional practice for the benefit of the students we serve. Our goal is to use evaluation to shine a flashlight on where teachers can grow in their craft; the primary goal is not to use evaluation as a "hammer." A major focus is a more direct connection between teacher practices and increased student learning through the incorporation of student academic growth measures into classroom-based teachers' evaluation and effectiveness ratings. This revision seeks to align and strengthen professional practice to support the intended student outcomes. Effective teachers have always focused on identifying student strengths and weaknesses, facilitating meaningful student learning and monitoring student progress towards their educational goals. This emphasis on student growth in teacher evaluation simply rewards and recognizes a focus on what matters most: our children.



This journey to improve our practice as educators does not end. The S.C. State Board of Education and Department of Education have adopted the *Profile of the South Carolina Graduate*, which will require a re-thinking of our learning systems and the work of our educator teams. Our expectations for educators will continue to change as our knowledge as a profession grows and as we learn from our own progress. We will work to continuously improve all of the systems.

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Background

The South Carolina Department of Education's system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT) grew out of the knowledge that good teaching is fundamental to student academic growth and achievement. Implemented statewide in 1998, the ADEPT system has become a vital part of the state's overall teacher quality initiative. In addition to achieving the minimum score or better on appropriate examinations of both subject matter (content) and general teaching area, teachers were required to complete all ADEPT requirements to be eligible for a professional teaching certificate.

On the fifth anniversary of ADEPT implementation, the state commissioned a comprehensive external evaluation of the system to determine the strengths, weaknesses, and fidelity of implementation of the system. The evaluation of the system resulted in upgrades beginning with amendments to the ADEPT statute (S.C. Code Ann. Sections 59-26-30 and 59-26-40). Signed into law in 2004, these amendments modified several of the teacher contract levels and/or corresponding ADEPT procedural requirements. During the second phase of the upgrade (2004–2005), a statewide committee of educators was convened to review recommendations for amendments to the state board of education's ADEPT regulation (24 S.C. Code Ann. Regs. 43-205.1) and to draft ADEPT implementation guidelines.

The work of the steering committee resulted in the ADEPT Guidelines that were approved by the South Carolina State Board of Education in 2006 and have continued to be the basis for teacher evaluation and licensure. In 2012, the South Carolina Department of Education (SCDE) applied for and was granted a waiver from the Elementary and Secondary Education Act (ESEA) requirements. The United States Department of Education (USDE) approved the waiver providing an expanded system for educator evaluation was developed and implemented statewide that included student growth

*School counselors, speech and language therapists, and library media specialists will continue to be evaluated under the existing **2006** ADEPT guidelines for the 2015–16 school year.*

measures. To meet USDE timelines, in June 2014, initial guidelines were adopted, and in March 2015, the Expanded ADEPT Support and Evaluation System was presented to the SBE, which supports the ongoing professional development of educators at all licensure levels.

Purpose of the Expanded ADEPT Support and Evaluation System

Every student in South Carolina schools deserves an effective teacher. Teachers deserve timely, thoughtful feedback about their practice to grow and develop at all stages of their professional career.

The Expanded ADEPT Support and Evaluation System is designed to continuously develop educators at all performance levels through an evaluation system that is valid, reliable, and fair and produces actionable and constructive feedback that supports professional growth. For purposes of this system, educator is defined as a certified classroom teacher who plans, delivers, and assesses instruction over time. School counselors, speech and language therapists, and library media specialists will continue to be evaluated under the existing 2006 ADEPT guidelines for the 2015–2016 school year. These guidelines amend the earlier approved 2006 ADEPT Guidelines and SAFE-T Guidelines; however, any provisions that are not expressly changed remain in place. (The SCDE will follow these guidelines with 2006 ADEPT and SAFE-T revisions.)

Involving South Carolina's educators and other stakeholders in the process of refining our ADEPT system is critical.

We are in an active process of gathering and incorporating stakeholder feedback to strengthen our system.

Consequently, many of the specifics in these Guidelines are marked as intentionally provisional.

We welcome your feedback.

The Expanded ADEPT Support and Evaluation System for classroom teachers re-focuses our attention on intended student outcomes, allowing educators to align and strengthen professional practice to support those intended student outcomes. The System uses data-driven improvements to the state's existing support and evaluation systems authorized under the following:

- S.C. Code Ann. §§ 59-26-30 (2004 and Supp. 2013) and 59-26-40 (Supp. 2013): Training, Certification, and Evaluation of Public Educators, available online at http://ed.sc.gov/agency/programs-services/50/documents/ADEPT_Statute_Amended2012.pdf
- State Board of Education Regulation 43-205.1 (Supp. 2011): Assisting, Developing, and Evaluating Professional Teaching (ADEPT), available online at http://ed.sc.gov/agency/stateboard/documents/205-1.pdf
- http://ed.sc.gov/agency/programs-services/50/adeptreg.cfm

System Overview

With improvements the ADEPT system contains multiple valid measures, including the following:

- support for continuous improvement of instruction;
- systematic assessment and differentiation of educator professional practice;
- use of multiple valid measures (including, but not limited to, professional performance (including observations of professional practice), student growth, and an optional district choice measure) in determining performance levels, with data on student growth for all students (including English language learners and students with disabilities) as a significant factor in the calculation of the overall effectiveness score (growth measure for teachers of grades and subjects for which ESEA specifies statewide assessments include growth on those assessments as a component);
- inclusion of appropriate processes for regularly evaluating educators;
- clear, timely, and useful feedback for educators that identifies areas for improvement and guides professional development;
- annual individualized professional growth plans supportive of district strategic plans and the school's renewal plan;
- use of evaluations to inform personnel decisions;
- appropriate training for all educators to help them understand the purposes of the evaluation system, the elements of the evaluation system, and their roles and responsibilities in implementing these systems;

- training for all evaluators; and
- annual reporting, assurances, and updates within district and higher education ADEPT plans.

The ten 2006 ADEPT Performance Standards have been grouped into four broad categories or domains. The ***ADEPT Domains*** are: Design and Planning Instruction; Instruction; The Learning Environment; and Professionalism. In addition to the multiple valid measures needed for a summative rating, it is best practice to base all decisions within the evaluation system on multiple pieces of evidence, or to "triangulate the data." We emphasize that by statute the evaluation system "must address legal and technical requirements for teacher evaluation and must assess *typical* teaching performance relative to state standards for teaching effectiveness." S.C. Code § 59-26-30 (emphasis added). National studies over the last ten years have demonstrated that most teachers – 90% - are evaluated as "proficient" or effective; few (3% - 5%) are rated at the highest levels, and few (5% - 7%) are rated as "Unsatisfactory" or as "improvement needed." We certainly want to counsel and assist those rated as "Unsatisfactory" or "improvement needed," and to encourage those at the highest rating to share their skills. For the 90% rated "proficient," the purpose of evaluation is to shine a flashlight on opportunities for continuous improvement of teaching and learning. By keeping this focus, we can increase the numbers of our most effective, highest rated teachers, and improve learning for all students. For this improvement to occur, regular feedback, improved data sources, and focused professional development are key.

ESEA Flexibility Eligibility and State Requirements

The Expanded ADEPT Support and Evaluation System allows for differentiated performance and identification of professional development needs and support based on strengths and weaknesses identified in an educator's performance as evidenced in one or more standards of teacher evaluation. This system enables districts and schools to tailor their professional development opportunities to meet their local educators' specific needs. Implementation of an expanded evaluation system satisfies the State requirements for evaluation and the ESEA waiver eligibility requirements; specifically, South Carolina's system for supporting and evaluating teachers:

Requirement 1: will be used for continual improvement of instruction.

Requirement 2: differentiates performance using at least three performance levels.

Requirement 3: uses multiple valid measures to determine performance levels, including, as a significant factor, data in student growth for all students (including English language learners and students with disabilities), and other measures of professional practice**.**

Requirement 4 and State Requirement 1: evaluates teachers on a regular, continuous basis.

Requirement 5 and State Requirement 2: provides teachers with clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and requires annual, individual professional growth and development plans.

Requirement 6: will be used to inform personnel decisions.

The SCDE will monitor and evaluate that the Expanded ADEPT Support and Evaluation system to ensure it supports the continual improvement of instruction. All educator performance standards will reflect the requisite educator knowledge and skills and the impact on students. This emphasis on learners and learning, coupled with emphasis on teachers and teaching, will reinforce the relationship between educator performance and student growth.

Overall Effectiveness Levels and Decision Rules

The Expanded ADEPT System of Support and Evaluation will differentiate educator effectiveness according to at least three effectiveness levels (also referred to as performance or rating levels). The South Carolina model plan will use a four-level system:

Exemplary
Proficient
Needs Improvement
Unsatisfactory

No teacher with an "Unsatisfactory" rating for *Student Growth* (discussed at page 12) may have a summative rating higher than "Needs Improvement." Decision rules within the four domains of *Professional Practice* (discussed at page 16) are identified in the footnotes for Table A. Professional Practice Decision Matrix, below. The only teachers who will receive a summative rating of "Exemplary" are those whose Student Growth and Professional Practice are both rated "Exemplary." Although the Guidelines will refer to the different components as weighted percentages in discussing "*District Choice*," the decision rules South Carolina is adopting result in summative ratings that are not mathematically driven as shown in Table B. Summative Rating Decision Matrix. The following are the State model decision matrices.

Table A. Professional Practice Decision Matrix

Decision Matrix for Professional Practice		Summative Rating on Professional Practice			
		Unsatisfactory (U)[1]	Needs Improvement (NI)[2]	Proficient (P)[3]	Exemplary (E)[4]
4 Domains	1	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	2	Any	Needs Improvement	Proficient	Exemplary
	3	Any	Any except U	P or E	P or E
	4	Any	Any except U	NI or P or E	P or E

Table B. Summative Rating Decision Matrix

South Carolina Teacher Evaluation Summative Rating Decision Matrix		Student Growth			
		Unsatisfactory	Needs Improvement	Proficient	Exemplary
Professional Practice	Unsatisfactory	Unsatisfactory	Needs Improvement	Needs Improvement	Needs Improvement
	Needs Improvement	Unsatisfactory	Needs Improvement	Proficient	Proficient
	Proficient	Needs Improvement	Needs Improvement	Proficient	Proficient
	Exemplary	Needs Improvement	Proficient	Proficient	Exemplary

Although these matrices are the State model, as described below districts have the option of selection of a "*District Choice*" component or other decision rules within described limits. The weighted percentages and decision rules listed below are used to provide guidance on how a district decision matrix must be constructed for approval. In no event will student growth account for less than 20% of the overall summative rating.

Multiple Valid Measures Including Student Growth

During formal evaluation, districts will include "*Student Growth*" (as defined below) as a "*significant factor*" in the overall rating of the classroom-based teacher's performance. We will refer to percentages; however, the decision rules impact the actual decision matrix. Districts have

[1] Any rating of "Unsatisfactory" results in overall Professional Practice rating of "Unsatisfactory."
[2] Any two ratings of "Needs Improvement" without an "Unsatisfactory" results in a "Needs Improvement" rating on Professional Practice.
[3] No ratings of "Unsatisfactory" and no more than one "Needs Improvement," but less than 2 "Exemplary," results in a "Proficient" rating on Professional Practice.
[4] At least two "Exemplary" and no ratings of "Unsatisfactory" or "Needs Improvement" results in "Exemplary" on Professional Practice.

the option to include as one of their measures a "*District Choice*" option (see page 14 below), or to give greater weight to Student Growth. For those purposes, "***significant factor***" is defined as at least 20% of the overall formal evaluation rating. The elements of "*Professional Practice*" (as defined below) will account for up to 80% of a classroom-based teacher's overall formal evaluation rating. Because of the requirement for "multiple valid measures," neither "*Student Growth*" nor "*Professional Practice*" may be 100%. It is recommended that no one factor be more than 80%, and that no factor be less than 10%; *Student Growth* must be at least 20%. The State model for formal evaluation of classroom-based teachers is listed in the decision rules and matrices shown above in the section titled *Overall Effectiveness Levels and Decision Rules.* The range of weightings for the formal evaluation of classroom-based teachers is:

- Without "*District Choice*" and with South Carolina Decision Rules:
    - "Significant Student Growth" - At least 20% and up to 50%
    - "Professional Practice" – At least 50% and up to 80%
- With "*District Choice*"
    - "Significant Student Growth" - At least 20% and up to 40%
    - "Professional Practice" – At least 50% and up to 70%
    - "District Choice" – At least 10% and up to 30%

Other weightings may be submitted for consideration with the district's annual ADEPT plan; provided, however, "*Student Growth*" must be weighted at least 20% in formal evaluation ratings and it must meet the other decision rules. A district proposing either *District Choice* or an alternative weighting for components must submit a Decision Matrix indicating how summative ratings will be determined, within the decision rules.

Educator "*Professional Practice*" accounts for at least 50% of the overall evaluation and is a compilation of multiple measures based on multiple evidence sources. Evaluators will collect evidence related to the ADEPT classroom-based teacher performance standards. Any proposed district or higher education system for measuring *Professional Practice* must incorporate standards equivalent to the *ADEPT Domains*: (1) Designing and Planning Instruction, (2) Instruction, (3) Learning Environment, and (4) Professionalism.

Student Growth

In the context of classroom-based teacher evaluations, the "***Student Growth***" is defined as evidence of the teacher's impact on students' achievement growth. For continuing contract teachers *Student Growth* is evidence of that impact over multiple academic years. Generally students' "***achievement growth***" is the change in student achievement for individual students between two or more points in time. For grades and subjects in which assessments are required under ESEA § 1111(b)(3), "***student achievement***" (one point in time) is a student's score on those assessments ("***ESEA Test Scores***") and may include other "***Alternative Measures***" of student learning. For other grades and subjects, "***student achievement***" is "***Alternative Measures***" of student learning and performance, such as student results on pre-tests, end-of-course tests, and objective performance-based assessments; student learning objectives; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across schools within a district or local education agency. Because "Student Growth" requires two points in time, the grades and subjects for which ESEA Test Score assessment measures must be used are English language arts and mathematics in grades 4 through 8.[5]

Educators focus and align professional practice to support intended student academic growth and development of the skills and life characteristics within the *Profile of the South Carolina Graduate*. *Student Growth* is measured using some combination of the following:

(1) *ESEA Test Score*-based measures when required and there are two data points

(2) *Alternative Measures*

In all circumstances, the "*Student Growth*" must incorporate state-assessment scores on ESEA-specified grades and subjects listed above. When these guidelines are fully implemented, every classroom-based teacher will collect evidence of *Student Growth* every school year.

During School Year 2014-15, South Carolina is administering the following statewide assessments:

- SC PASS Science and Social Studies, grades 4-8

[5] The SCDE is seeking guidance on use of the ESEA high school ELA and math assessments in educator evaluation. In 2015, South Carolina has amended its accountability workbook to designate the 11th grade college and career readiness assessment as its high school tests; however, those assessments are not designed to measure the effectiveness of any one high school teacher. Therefore the SCDE questions the appropriateness of using these assessments in educator evaluation.

- The ACT Aspire ELA and Math, grades 3-8
- End of course examinations in English I, Algebra I, Biology, and U.S. History and Constitution
- Grade 11 WorkKeys and The ACT college entrance examination (English, Reading, Math, Writing; and Science, which is required for a college-reportable score)

Teachers in grades 4 and higher in all courses with state assessments except WorkKeys will conduct roster verification to support the calculation of EVAAS[6] measures provided under state contract. In fall 2015, those teachers will receive EVAAS measure data for information purposes only.

During School Year 2015-16, the SCDE will determine which *ESEA Test Score* measures will be used for teachers in grades 4 or higher in ESEA-tested courses. While under contract, South Carolina will supply available EVAAS measures. In addition, the SCDE will examine the vertical scaling and other potential growth measures for the statewide ELA and math assessments.

For teachers in all grades and subjects, *Alternative Measures* may be used; however, those in courses requiring *ESEA Test Scores* must use the state-selected *ESEA Test Score* measure[7] as a component of Student Growth. The vehicle for compiling evidence of Student Growth based upon *Alternative Measures* is the Student Learning Objective (SLO). Teachers with EVAAS test score measures who are not in a grade or subject for which ESEA requires assessment (e.g., social studies) may use the EVAAS test score measure as evidence of Student Growth, or may use an SLO, or may use an SLO that includes the EVAAS test score measure as one evidence point for establishing Student Growth.

South Carolina PK-12 public education is transforming towards a learning system that will support our students' meeting the *Profile of the South Carolina Graduate* (*see* A Note to South Carolina Educators on page 2). As this transformation occurs, South Carolina will be

[6] In 2014 South Carolina issued a contract for the SAS Corporation Education Value Added Assessment System (EVAAS) data measures. Please see footnote 5 concerning high school assessments.

[7] "For grades and subjects in which assessments are required under ESEA section 1111(b)(3), an SEA must define a statewide approach for measuring student growth based on such assessments." FAQ C-53, *ESEA Flexibility Frequently Asked Questions.*

researching the use of competency-based and performance-based evidence as measures of *Student Growth* for educator evaluation.

Support from SCDE on SLO Implementation

In support of districts' SLO efforts and in attempts to establish high standards for the implementation of SLOs, the SCDE will support school districts by providing the following:

1. A guidance document outlining the purpose of writing SLOs and steps for implementation;
2. Training resources to assist with implementing SLOs with fidelity;
3. Implementation tools—the SLO Template, Quality Review Tool, and SLO Assessment Checklist;
4. Technical assistance based on a district's needs and readiness for implementation;
5. An SLO Toolkit to include a repository of SLO examples and assessment guidance;
6. Professional development assistance on SLOs;
7. Professional development on development of valid and reliable growth assessments for learning; and
8. To the extent the SCDE has funding and capacity, support systems such as statewide data systems, a help line, and technical assistance.

In the future the SCDE will be providing professional development on creation of learning progressions and performance assessment which will be tied to the standards, other State initiatives (e.g., Read to Succeed), and SLO implementation.

District Choice

South Carolina recognizes the uniqueness of school districts across the State. Each has district goals and initiatives that reflect the students attending schools and the local community. The *District Choice* measure is included to honor district-based initiatives and foster innovation. South Carolina also encourages measures designed to promote the non-academic portions of the *Profile of the South Carolina Graduate* (World Class Skills and Life Characteristics).

The *District Choice* Measure may account for up to 30% of a classroom-based teacher's formal evaluation. Districts will identify the approach they will take to satisfy the measure prior

to implementation and no later than with the filing of the annual ADEPT plan. The SCDE requests early submission of drafts for any new *District Choice* initiatives so that SCDE may assist districts in the development of approvable options. The SCDE will publish on its website information on approved choice options. It is recommended that a district choose only one option and apply it to all teachers, especially in the first year of implementation. However, it is allowable for a district to differentiate the measure based on contract type, school type, tested versus non-tested grades and subjects, or any other classification.

When selecting a *District Choice* option, the district should consider data sources that produce useful information to inform a teacher's professional growth. Ideally, the information should suggest a course of action that would result in a change in the teacher's instructional practice and lead to a student's success at meeting the *Profile of the South Carolina Graduate* (see page 2 above). Approvable plans will include

- a description of the data source,
- how the evidence will be evaluated,
- the criteria for rating the success of the teacher in meeting that goal,
- justification for how the information will improve teacher professional practice leading to increased student learning, and
- mechanisms for how the school will track the use of the data source and the resulting changes to instruction and student outcomes.

The following options are approved for *District Choice*. Other options may be submitted for approval on or before the submission of the annual ADEPT plan; however, new options may not be implemented prior to SCDE approval.

Approved District Choice Options

- District-wide test score measures provided by state-contracted vendor
- School-wide test score measures provided by state-contracted vendor
- Test score measures based on formative assessments or locally procured assessments and calculated by a vendor contracted by the district
- Surveys of students
- District-wide student learning objectives (SLO)
- Teacher self-reflection

Professional Practice

"*Professional Practice*" is a set of guidelines against which teachers are evaluated, and in the context of these evaluation guidelines, are standards within the four domains listed below. Multiple sources of evidence document performance on the ADEPT Performance Standards for Classroom-Based Teachers (APS). The ten 2006 APSs have been grouped into four broad domains, as follows:

Domain I: Design and Planning Instruction

- APS 1: Long-Range Planning
- APS 2: Short-Range Planning of Instruction
- APS 3: Planning Assessments and Using Data

Domain II: Instruction

- APS 4: Establishing High Expectations
- APS 5: Instructional Strategies
- APS 6: Providing Content for Learners
- APS 7: Monitoring, Assessing, & Enhancing Learning

Domain III: The Learning Environment

- APS 8: Maintaining the Learning Environment
- APS 9: Managing the Classroom

Domain IV: Professionalism

- APS 10: Professionalism

During formal evaluation, evidence may be collected from multiple sources, including – but not limited to - the following six from ADEPT SAFE-T[8]:

(1) the long-range plan (APS 1);

(2) the unit work sample (APS 2 and 3);

(3) observations (APS 4-9);

(4) reflections on instruction and student learning (APS 4-9);

(5) the professional review (APS 10); and

(6) the professional reflection, self-assessment, and development plan (APS 10).

[8] Summative ADEPT Formal Evaluation of Classroom-Based Teachers.

Professional Practice related to the ADEPT standards is evaluated using a rubric. Through classroom observation and review of the other evidence, evaluators assess practice within the four domains. Each of the domains consists of a series of key indicators about which evaluators collect evidence to analyze performance and assign a rating.

As of March 11, 2015, the procurement of a statewide system for an online system measuring professional performance, including an observation instrument, has not been completed. Therefore, for School Year 2015-16, districts and institutions of higher education should indicate in their ADEPT plans whether they intend to use the existing 2006 ADEPT Performance Standards (above), the Enhanced ADEPT standards, the South Carolina Teaching Standards, or another system that measures Professional Practice over the content within the domains.

Professional Practice Observations

A part of the evidence collected for Professional Practice is the classroom observation. The purpose of the classroom observations is to gather information about the teachers' *typical* teaching performance. The type and frequency of observations are outlined in the Table C. Table C represents minimal system expectations for 2015–16 and are subject to change with system feedback. Districts or school administrators may always elect to observe a teacher more often or to provide more frequent feedback to a teacher. (See definitions following this table.)

Table C: Observation Frequency and Type by Contract Level.

Educator Type	Level of Impact	Observations: type and frequency	Observer
Induction	School district employment; number of induction years; contents of the professional development plan	Each induction contract year: ≥1 –Integral Classroom Observation per semester with feedback to be provided at mid-year and end-of-year consensus conference (at a minimum). Additional informal observation and feedback at the evaluator's discretion. _____ Induction Year 1: Depending on district procedures, mentors may provide informal observation and formative feedback Additional Induction Years: Mentors at option of district	Principal or trained administrative designee _____ Trained Mentor Trained Mentor
Annual contract	School district employment; SC certification; possible highly consequential evaluation; contents of the professional development plan	≥1 – Integral Classroom Observation per semester done separately by at least two observers (4 total) (at least one unannounced) with feedback to be provided at mid-year and end-of-year consensus conference (at a minimum). Additional informal observation and feedback at the evaluator's discretion. (See separate rules for certified teachers from out-of-state.) Additional Informal or Walk-Through Classroom Observation per semester is encouraged.	Principal or trained administrative designee Trained Observer
Continuing Contract	School district employment; additional formal evaluation; contents of the professional development plan	≥1 –Integral Classroom Observation per semester by at least two observers with feedback to be provided at mid-year and end-of-year consensus conference at a minimum during recertification year. Informal and Walk-Through Classroom Observation and feedback during non-recertification years are encouraged for all educators every semester to provide continuous feedback. Additional Integral Classroom Observations and formal evaluation at the principal's discretion	Principal or trained administrator designee Principal, trained designee, or peer review

The following terms as defined below are used in the description of the educator observation process:

Administration designee: An administrator that has completed state evaluator training and is certified through the SCDE system.

Mentor: A teacher who meets the *South Carolina Induction and Mentoring: Implementation Guidelines*, and the following criteria:

1. holds a valid South Carolina professional teaching certificate;
2. has a minimum of one year's successful teaching experience in South Carolina at the continuing-contract level;
3. has expressed interest in becoming a mentor;
4. has the recommendation of a school administrator;
5. has the recommendation of another teacher in the district;
6. has demonstrated proficiency in the use of computer technology;
7. is a current practitioner or has been employed in a South Carolina public school system within the past five years; and
8. has successfully completed all required mentor training and activities.

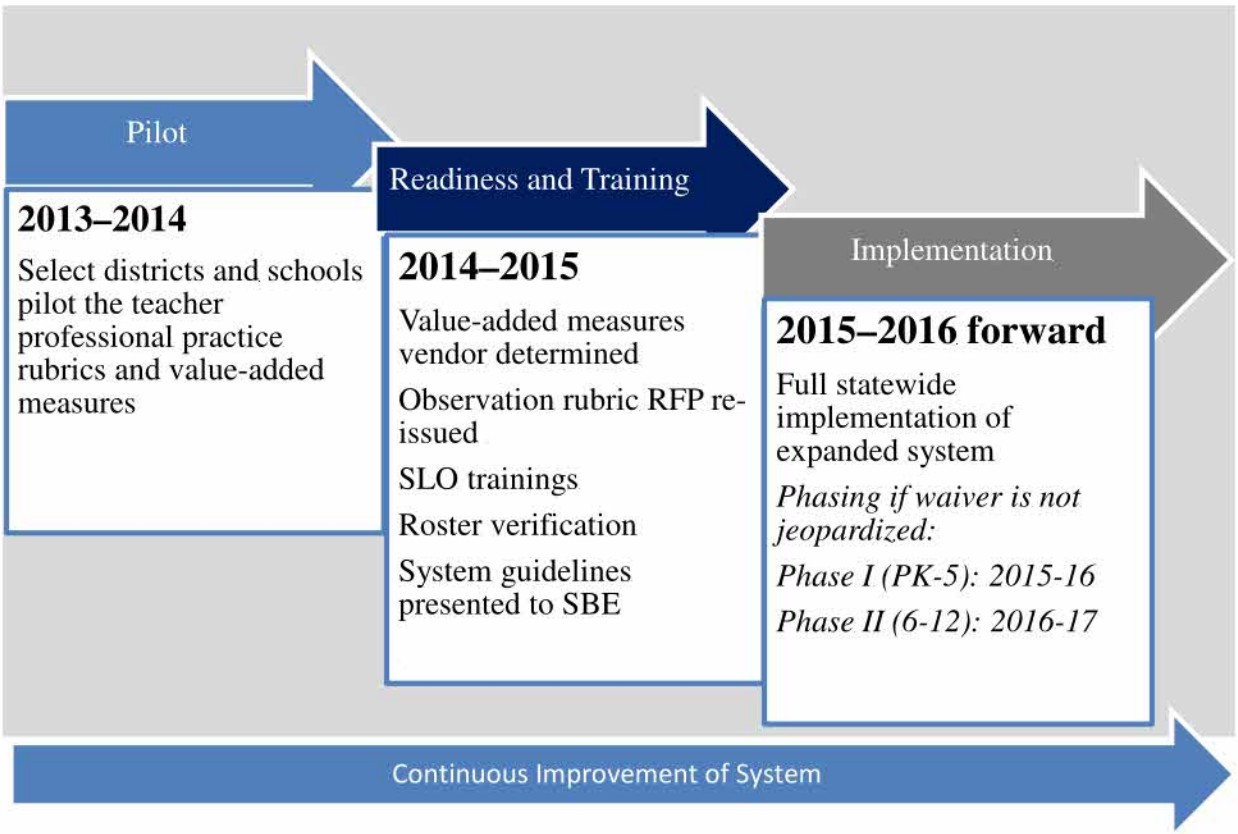
Peer: Teacher leader, instructional coach, or other district-trained observer without supervisory authority over the teacher.

Integral Classroom Observation: Observation conducted by state-trained and certified principal or administration designee. An *Integral Classroom Observation* must cover a complete lesson (including before and after transitions) or be at least 45 minutes in length, and must provide valid evidence relative to all key elements found in APSs 4-9 (other frameworks may be used that cover these performance standards). It may be announced or unannounced. If it is announced, a pre-observation conference is encouraged. Whether announced or unannounced, a post-observation conference and written feedback are required. For formal evaluation, the post-observation conference must follow a consensus conference. All feedback should include written documentation and be constructive for professional growth. When a consensus conference is not required, feedback must be provided to the teacher within 1 week of the observation. When a consensus conference is required, the SAFE-T timelines apply.

Informal or *Walk-Through Classroom Observations* need not meet the requirements for an Integral Classroom Observation; they may be of shorter duration (typically at least 15-20 minutes) and focused on a subset of topics found within the APSs or indicators. During formal evaluation they may be used only (a) to determine need for additional integral observations; (b) to determine the need for development of another long-range plan or unit work sample; or (c) to follow up on specific instructional weaknesses identified during a previous Integral Classroom Observation.

System Development and Implementation Timeline

Districts will train on components of the educator evaluation system during the 2014–15 school year. All districts in the state will implement the system beginning with the 2015–16 school year. If it does not jeopardize the ESEA waiver, the districts will phase in implementation according to a plan and schedule developed by the SCDE. The SCDE began district training on system components in fall 2014. The following timeline depicts key tasks associated with the pilot and full implementation phases.



2013–14 Pilot

- The Educator Evaluation Pilot Project (Phase II of the ADEPT and PADEPP models) was piloted in 12 school districts across the state by selecting one of two models (Enhanced ADEPT or South Carolina Teaching Standards). The district sample was selected from districts that volunteered to participate as well as those that were mandated to participate as a requirement of their School Improvement Grant (SIG) funding. Throughout the project year, a research consultation team from the University of South Carolina collected and analyzed the performance data and participant feedback regarding the implementation of the enhanced educator evaluation models. The evaluation team reported the results and provided recommendations to the SCDE.
- The SCDE revised the enhanced evaluation models, based on the results and recommendations from the pilot project as well as on additional input from the field.
- All schools and districts that did not participate in the Educator Evaluation Pilot Project continued to implement the current State ADEPT model (based on the 2006 ADEPT Guidelines), unless otherwise approved in their 2013–2014 ADEPT plans.
- The SCDE presented the *Expanded Educator Support and Evaluation Guidelines* to the South Carolina State Board of Education for approval in June 2014.

2014–15 System Readiness and Training

- Superintendents and principals received for information purposes school and district data on based upon state-mandated assessments administered in 2013-14. Statewide training on analysis of EVAAS data for school leaders began March 2015.
- School districts had the option of continuing to use the current ADEPT evaluation tool (SAFE-T) or implementing one of the two pilot rubrics—South Carolina Teaching Standards or Enhanced ADEPT—or any other pre-approved rubric via the normal ADEPT Plan amendment process.
- Teachers in mandated state assessment grades and subjects began the roster verification process so that accurate attribution of student scores would occur for the EVAAS calculations (for information purposes only).

- The SCDE began training school districts on the use of student learning objectives as the vehicle for collecting evidence of Alternative Measures of Student Growth.
- The SCDE selected a value-added measures vendor (EVAAS). The vendor was selected based on competitive bidding through the normal state procurement procedures.
- The SCDE initiated the state procurement process for an online teacher observation rubric and database system.
- All principals and evaluators will begin training on the Expanded ADEPT Support and Evaluation Model.
- As required by statute, all teachers have individual professional growth and development plans.

2015-16 and beyond - District Implementation

- Teachers of courses in grades 4 and higher with state-mandated assessments will receive 2014-15 assessment EVAAS data for information purposes only. Those teachers will also receive additional training on analysis of the data and roster verification. Assessments in school year 2015-16 will be used as Student Growth measures as noted above.
- All schools and districts will implement the state's Expanded ADEPT Support and Evaluation model or will use an approved, alternative-aligned, district-developed evaluation system as indicated in their ADEPT plans. If it does not jeopardize the ESEA flexibility waiver, the implementation will be phased in as follows:
    - Phase I (School Year 2015-16). (For contract level descriptions, please see page 24.)
        - Schools and districts that have participated in pilots of revisions to ADEPT may continue using those models for all educators; provided, however, the state-level system supports may change depending upon the outcome of pending procurements.
        - All induction contract teachers (all grades and all subjects) will be evaluated using the Expanded ADEPT Support and Evaluation Model using Student Learning Objectives (and roster verification if appropriate) for formative purposes only. At the discretion of the district, results may be used in personnel decisions relating to length of induction contract, advancement to

annual contract status, release from contract, and individual professional growth and development plans.

- All annual contract teachers (all grades and all subjects) on formal evaluation will be evaluated using the 2006 ADEPT and SAFE-T Models, and will train on Student Learning Objectives. At the discretion of the district, results may be used for personnel decisions on contract advancement to professional certification, release from contract, and individual professional growth and development plans. (EVAAS data, if any, is not available until fall 2016, after contract decisions).
- All classroom-based continuing contract teachers for grades PK – 5 will be evaluated using the Expanded ADEPT Support and Evaluation Model.
- All classroom-based continuing contract teachers for grades 6-12 will be trained on evaluation using the Expanded ADEPT Support and Evaluation Model
- All teachers in courses with state-mandated assessments conduct roster verification.

- Phase II (School Year 2016-17)
  - Induction contract teachers – continues as in Phase I
  - All annual contract teachers (all grades and all subjects) on formal evaluation will be evaluated using the Expanded ADEPT Support and Evaluation Model, and will develop Student Learning Objectives for the Student Growth component. Results are used for personnel decisions on contract advancement to professional certification. At the discretion of the district results may be used for release from contract, and individual professional growth and development plans. (EVAAS data, if any, is not available until fall 2017, after contract decisions).
  - Continuing contract PK-5 teachers – continues as in Phase I
  - All classroom-based continuing contract teachers for grades 6-12 will be evaluated using the Expanded ADEPT Support and Evaluation Model.

- EVAAS data from 2014-15 is available for use in evaluation; all teachers in courses with state-mandated assessments conduct roster verification.
- SCDE researches use of other test score measures based upon new statewide assessments.

- The SCDE will monitor the implementation of the support and evaluation models. System refinements will be made (as needed) to ensure the system is working as intended.
- The SCDE will continue to provide and improve training both for new educators and as additional support to all educators.

Continuous Improvement of the System

Improvements to the system will continue beyond full statewide implementation of the system. The SCDE recognizes the challenges associated with the implementation of a comprehensive system. Districts are not alone in the implementation. The SCDE will continue to analyze state-level trend data as well as collect and analyze continued user feedback to refine the system to ensure it is accomplishing what it is intended to do—provide ongoing feedback to teachers to inform professional development and improve student achievement.

South Carolina Teacher Evaluation by Contract Level

Induction Contract Educators

South Carolina's teachers may be classified for up to 3 years as *induction contract* teachers. Before full certification, all teachers (except for those certified in another state and at least two years of experience) must serve at least one induction year. Evaluation during the induction year(s) is formative to assist the new educator.

All induction contract teachers receive training on the ADEPT system and develop SLOs. In addition, induction contract teachers with courses having ESEA test scores will conduct roster verification. Those test-score measure reports (EVAAS for 2015-16) will not be available until in the fall after administration of the spring assessments.

During induction, the teacher is observed by the principal or administration designee at least once each year as indicated in the table above. In addition to the principal observation, the induction educator will receive ongoing, formative feedback related to professional practice from a trained mentor teacher.

Districts establish and implement procedures that ensure the mentor teacher has an opportunity to observe in the classroom of their advisee (induction educator). Mentors are encouraged to provide feedback frequently according to their district procedures. Per the South Carolina *Induction and Mentoring Guidelines* (2006) 2.A.3, *assessment progress is used solely to guide professional development and mentoring of beginning teachers. These data are not appropriate for teacher evaluation or employment decisions and must not be confused with summative evaluation for summative purposes*. An induction educator's observation, other evidence, and student growth (SLO) measures are combined to arrive at an overall formative effectiveness rating in induction years. The inclusion of induction evaluation data to inform personnel decisions is a district-level decision.

All induction teachers must have an individual professional growth and development plan.

Annual Contract Educators

South Carolina's teachers are typically classified as annual contract teachers for one year during which they receive a formal, summative evaluation to determine whether the teacher will advance to professional certification as a continuing contract teacher. (Legislation does allow this status for up to 4 years, which occurs with some alternatively certified (PACE) teachers, teachers needing diagnostic assistance, and teachers who are not successful at the first formal, summative evaluation.)

All annual contract teachers receive training on the ADEPT system and develop SLOs. In addition, annual contract teachers with courses having ESEA test scores must conduct roster verification. Those test-score measure reports (EVAAS for 2015-16) will not be available until in the fall after administration of the spring assessments. Two observers, the principal and a trained evaluator, conduct Integral Classroom Observations each semester. An annual contract educator's observation measures, the other sources of evidence for Professional Practice, and Student Growth measure(s) are combined for an overall effectiveness rating. Districts will use annual contract data to inform personnel decisions. The SCDE will determine professional certification status based upon results from the formal evaluation at the annual contract level.

All annual contract teachers must have an individual professional growth and development plan.

Annual Contract Diagnostic Assistance. As noted above a teacher may be in annual contract status for up to four years. South Carolina Code § 59-26-40 allows annual contract teachers to receive only one year of diagnostic assistance in the duration of their teaching career. Diagnostic assistance is reserved for teachers who demonstrate potential but have failed to meet the passing criteria needed to advance their certification. During a diagnostic assistance year, the teacher will be assigned a mentor who will observe the teacher and provide formative feedback in an ongoing manner. The mentor provides formative feedback only and does not serve as an evaluator for the educator. Additionally, the school district must designate one or more supervisors to provide formative feedback to the educator. At the end of a diagnostic assistance year, the district has the option to renew the teacher under an annual contract or terminate employment. In the event that the teacher is renewed, he or she will be formally evaluated the following year. Details on diagnostic assistance are contained in the in the 2006 *ADEPT Guidelines*.

Continuing Contract Educators

By statute the evaluation of professional practice of continuing contract educators occurs on a "continuous basis" and all continuing contract teachers must have an individual professional growth and development plan.

During the recertification year, the educator receives the same formal, summative evaluation as an annual contract teacher; however, multiple academic years of Student Growth evidence are utilized. At the discretion of the district, any teacher with a "Needs Improvement" or "Unsatisfactory" summative rating may have another formal or informal evaluation the next school year; provided, however, that this does not change the provisions of the Teacher Employment and Dismissal Act, S.C. Code § 59-25-410 *et seq*. As noted above, any teacher with a rating of "Unsatisfactory" on the Student Growth component can receive a summative rating no higher than "Needs Improvement."

Evidence of Student Growth is collected annually.

During informal evaluation years, Integral or Walk-through Classroom Observations and related feedback are encouraged and are at the discretion of the district and school leader. In addition, the peer observation and feedback is encouraged. A district may increase the number and frequency of observations during the cycle at its discretion.

During informal evaluation years, continuing contract teachers are required to create Goals-Based Evaluation (GBE) objectives as part of their evaluation cycle. Teachers developing SLOs satisfy this requirement by completing the South Carolina SLO Planning Template (which includes sections on the GBE). Teachers not developing an SLO must complete the GBE Template.

The educator must prepare evidence of his or her progress toward meeting each goal for the year and must submit the evidence to the appropriate supervisor prior to the end-of-year conference (as specified in the district's annual ADEPT plan).

At this meeting, the supervisor and educator review the evidence for the targeted goal(s) and discuss the recommendations:

- If GBE is to be continued the following year, the targeted goal(s) must be identified. Amendments to the educator's GBE plan, including the goals, may be proposed by either the educator or the supervisor and are discussed and agreed upon at this time.
- If performance weaknesses are identified but formal evaluation is not recommended, goals must be developed or amended to address these weaknesses. However, no more than three goals can be required for any 1 year.
- If performance weaknesses are identified and formal evaluation is recommended, the teacher must be notified in writing on or before the contract date (usually April 15). The written notification must include a clear reason that relates to weaknesses in one or more of the ADEPT Performance Standards.

Evaluation Teams

A building principal may choose to delegate portion(s) of the evaluation and support duties to a trained administrator designee or a peer. These options may address the capacity challenge for some principals; however, the appropriate training and evaluation certification are still required.

All principals or administrator designees must complete the state-specified training and successfully complete the certification exam. Peer evaluators must receive appropriate district observer training. Observation data obtained through peer (focused) observations may be used to determine average domain level scores, but overall practice ratings are ultimately determined and assigned by the principal or administrator designee.

Alternative, Aligned District-Developed Systems for Evaluation

All districts will be required to implement the Expanded ADEPT Support and Evaluation system beginning 2015–16, subject to possible phasing in as described above. Districts have flexibility to develop an alternative, yet aligned, approach to evaluation of professional practice. Any district that proposes using an alternative to the State's standards and/or models for evaluating and supporting educators must present, as part of the district's annual educator evaluation plans, evidence that verifies that the proposed standards and/or models meet all six ESEA flexibility requirements and the two state-level specifications (continuous educator evaluation and annual individual professional growth and development plans) of these guidelines. Additionally, alternative models must yield educator effectiveness ratings that are aligned with the State's ratings and that can be reported annually to the SCDE in the standard statewide reporting format. All alternative educator support and evaluation standards and/or models must be reviewed and approved by the SCDE prior to implementation.

The Use of ADEPT Results to Inform Personnel Decisions

While the intent of the Expanded ADEPT Support and Evaluation System is to provide ongoing, formative feedback to educators to support professional growth and improve student outcomes, this system can also inform personnel decisions at the local level as well as determine certification outcomes at the state level. The SCDE recommends the district use the multiple evidence sources from multiple years when possible for making employment decisions. Districts will specify in their annual ADEPT plans any uniform district policies for use of evaluation results to inform personnel decisions. Evaluation results are used to determine the number of induction contract years, to determine advancement to annual contract status, to determine whether to issue the professional certificate and eligibility for continuing contract status, to determine whether a teacher must have a consecutive formal evaluations or a "highly consequential" formal evaluation, to inform professional development plans, to inform goals-based evaluation objectives, and for other decisions within a district.

Additional State Requirement for Informing Personnel Decisions

The ADEPT regulation—South Carolina State Board of Education Regulation 43-205.1—as amended on June 24, 2005, states the following with regard to state sanctions for annual contract teachers who fail two ADEPT formal evaluations:

> An annual contract teacher who for the second time fails to meet the formal evaluation criteria set by the State Board of Education will have his or her teaching certificate automatically suspended by the State Board of Education, as prescribed in Section 59-5-60 of the South Carolina Code of Laws, 1976, and in State Board of Education Regulation 43-58. Subsequent to this action, the teacher will be ineligible to be employed as a classroom teacher in a public school in this state for a minimum of two years. Before reentry into the profession, the teacher must complete a state-approved remediation plan based on the area(s) that were identified as deficiencies during the formal evaluation process. Remediation plans must be developed and implemented in accordance with the State Board of Education's ADEPT implementation guidelines.

School districts must annually report to SCDE via the ADS (ADEPT data system), the name of every annual-contract teacher who fails an ADEPT formal evaluation for the second time. The following information must be included for each of these teachers:

- overall final evaluation judgment and
- evaluation summary, which includes the judgment for each ADEPT Performance Standard.

When the SCDE has received the district's report, it will notify the teacher in writing and will send the notification via certified postal mail to the address last reported to the SCDE by the teacher. The notification will verify that the teaching certificate has been suspended and will inform the teacher that he or she is not eligible to teach in any public school in South Carolina for a minimum of 2 years. Additionally, the notification will include the remediation plan and timeline that has been established for the teacher by SCDE.

Remediation Plans. On the basis of the performance areas that were identified as weaknesses on the formal evaluation summary, SCDE will develop a remediation plan for each teacher who has an ADEPT-related suspension.

- The teacher may begin work on the remediation plan at any time after the suspension but must complete the remediation plan within 5 years of the date of the certificate suspension to be eligible to have his or her teaching certificate reinstated. Failure to complete the remediation plan within the five-year period will result in the teacher's having not only to reapply for initial certification under the current requirements but also to complete the remediation plan if he or she wishes to return to teaching.
- The teacher must successfully complete a minimum of six semester hours of course work in the content area(s) in which he or she was evaluated.
- The teacher must successfully complete a minimum of six additional semester hours of course work related to each ADEPT domain in which weaknesses were identified during the formal evaluation.
- The teacher must take all required course work at an accredited institution of higher education (IHE).

Courses that include field experiences are strongly recommended, particularly with regard to the teacher's fulfilling requirements related to the ADEPT domains. Introductory-level courses (i.e., courses below the junior level) cannot be accepted, and previous courses that the teacher has successfully completed cannot be repeated unless major content changes and/or updates in the course content have occurred.

- The teacher must earn a final grade of B or higher in order to apply the course toward fulfillment of the ADEPT requirements.
- Although the teacher is responsible for selecting the courses he or she will take in order to meet the specified requirements, the teacher is strongly advised to request approval from SCDE prior to enrolling in each course. To obtain preapproval from the SCDE, the teacher must submit the name of the IHE that is offering the particular course and a copy of the detailed course description and/or syllabus.

Certification Reinstatement. After a minimum of 2 years but within 5 years following the suspension of his or her teaching certification *and* after having completed his or her ADEPT

remediation plan, the teacher is eligible to request reinstatement of his or her teaching certification.

- The teacher must submit official transcripts to SCDE to verify completion of the remediation plan.
- The teacher must file a request for reinstatement.
- If SCDE reinstates the teaching certificate, the teacher becomes eligible for employment at the annual-contract level. Upon his or her reentry into the profession, the teacher must undergo an ADEPT formal evaluation during the first full year of employment.
- If the teacher completes the formal evaluation process and meets the ADEPT formal evaluation criteria set by the State Board of Education, he or she may continue toward the next contract level.
- If, at this point in the process, the teacher completes the formal evaluation process but fails to meet the ADEPT formal evaluation criteria set by the state board of education, he or she will be permanently prohibited from being employed as a public school teacher in this state.

Nondisclosure of Evaluation Data

Though the purpose of the South Carolina Freedom of Information Act is to create an affirmative duty on the part of public bodies to disclose information, the Act enumerates fifteen categories of public records that may be exempt from mandatory disclosure. *See* S.C. Code Ann. § 30-4-40 (a)(2), which allows a public body to exempt from public disclosure "[i]nformation of a personal nature where the public disclosure thereof would constitute unreasonable invasion of personal privacy." It is the position of the SBE and the SCDE that individual educator evaluation ratings fall within the purview of this exemption and should remain private, free from unwarranted publicity. The primary purpose of this system is to "shine a flashlight" on teaching and learning so that educators and students may continuously improve. Concern about disclosure could impede delivery of candid feedback to improve instruction and learning. To bring a resolution to these concerns, an opinion of the S.C. Attorney General has been requested, and legislative solutions are being pursued. Until resolved definitively, districts will issue ratings

to teachers on a four-level scale; however, districts will report individual teacher ratings to the SCDE as "Met" and "Unsatisfactory," and will supply summary reports with no personally identifiable information.

District ADEPT Plan Submissions to SCDE

Each school district must submit an Expanded ADEPT Support and Evaluation System Plan to the SCDE prior to implementation and by June 1, 2015; future plans will be due on the date set by regulation or other SBE guidance. The plan is in a form prescribed by the SCDE and when appropriate can be amended with statements of assurances. The plan must include detailed information on the following:

- Induction program,
- Observation timelines/schedule for teachers to include type and identified peer/evaluator,
- Plan for diagnostic assistance,
- Charter schools' participants (if applicable),
- District Choice Measure plan, assessment instrument, and decision matrix (if applicable),
- SLO scoring rubric and plan for ensuring rigor and comparability within the district,
- District plans (and prior year results) for monitoring SLO implementation, reviewing samples of SLOs within the district, and maintaining multiple academic years of SLO data;
- Plan for system implementation monitoring and feedback;
- District ADEPT Program Evaluation and Improvement Plan (including fidelity of implementation, program effectiveness, district strengths in promoting teaching effectiveness; planned changes to increase process effectiveness; and suggestions for continuous improvement of the State systems); and
- Summaries of results by contract level, component, evaluator, and summative rating.

All Educator Support and Evaluation plans must receive SCDE approval prior to implementation. To ensure that every educator is provided with a valid, reliable, and fair evaluation, each district must establish an internal process for educators to appeal their

evaluation results; provided, however, that nothing in these guidelines modifies an educator's rights under the Employment and Dismissal Act, S.C. Code Ann. § 59-25-410, et seq.

Expanded ADEPT Support and Evaluation System Plans will be reviewed by an SCDE team to provide feedback to the districts if necessary. Approval must be granted prior to implementation.

Key Terms

The following key terms are used in this document and are defined as follows:

ADEPT PERFORMANCE STANDARDS FOR CLASSROOM-BASED TEACHERS: The ten 2006 ADEPT performance standards for classroom-based teachers (APS) have been grouped into four broad categories or domains, as described above under "Professional Practice."

ALTERNATIVE MEASURES of student learning and performance include measures such as student results on pre-tests, end-of-course tests, and objective performance-based assessments; student learning objectives; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across schools within a district or local education agency.

ESEA TEST SCORES: Federal law requires assessments under ESEA § 1111(b)(3)(1). The ESEA-required assessments with two points in time for these Guidelines are English Language Arts and mathematics grades 4-8. Under the SC Accountability Workbook amendments, the High School Assessment Program (HSAP), which was the required assessment for ELA and Mathematics in high school would be replaced with new college and career readiness aligned assessment which the laws required be used for "federal and state accountability." (Acts 155 and 200 of 2014). The SCDE is seeking guidance on whether the high school ELA and math assessments must be used in educator evaluation since they are not designed to measure the effectiveness of particular educators assigned to the students in the 11th grade year. While teachers in Grade 3 administer an ESEA-required state assessment, there is no baseline data from which to predict student growth. In the event that a teacher teaches multiple courses that are required by ESEA to be assessed, then a composite score for all courses iscalculated. .

EVALUATOR: The evaluator is a building principal or administrator designee. All evaluators must have successfully completed the SCDE evaluator training and the certification process in order to evaluate teachers.

SIGNIFICANT FACTOR is used in the context of ***Student Growth*** and is defined as at least 20% of the overall formal evaluation rating.

STUDENT GROWTH is defined as evidence of the teacher's impact on students' achievement growth over multiple academic years. Generally students' "***achievement growth***" is the change in student achievement for individual students between two or more points in time. For grades and subjects in which assessments are required under ESEA § 1111(b)(3), "***student achievement***" (one point in time) is a student's score on those assessments ("***ESEA Test Scores***") and may include other "***Alternative Measures***" of student learning. For other grades and subjects, "***student achievement***" is "***Alternative Measures***" of student learning and performance, such as student results on pre-tests, end-of-course tests, and objective performance-based assessments; student learning objectives; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across schools within a district or local education agency.

STUDENT LEARNING OBJECTIVES (SLOs): SLOs are a vehicle for collecting measurable evidence on Student Growth through long-term academic goals informed by available data that an educator, or team of educators set at the beginning of instruction for students. SLOs are designed and assessed at the local level using locally determined metrics. If SLOs are used for teachers of grades/subjects with ESEA Test Scores, those test scores must be used in measuring Student Growth, and other Alternate Measures may be used. The SCDE has developed Guidelines for the SLO Process and related forms for use or adaptation by districts. The SLO process mirrors the ADEPT Informal Goals Based Evaluation (GBE) process under the 2006 ADEPT Guidelines for certified continuing contract teachers. The SCDE's model SLO Template contains a section for reflection on a teacher's professional practice and recording of a professional growth and development plan to meet South Carolina's statutory requirements in one document for SLO teachers. The SCDE's training and support will include support for teachers writing SLOs and for evaluators on reviewing SLOs.

TEACHER: As used in these guidelines, the term "*teacher*" means a certified classroom-based

teacher whose primary responsibilities include planning for, delivering, and assessing student instruction over time. To be assessed using this system, a teacher must have direct interaction with students that could noticeably improve their learning. This includes certified teachers of core academic subjects, related subjects (e.g., physical education, career and technology education), and special education. The term *classroom-based teacher* does not include special area personnel (e.g., school counselors, library media specialists, speech-language therapists).

VALUE-ADDED MEASURES (VAMs): VAMs are one type of student growth test score measure. VAMs are most commonly obtained by hiring a vendor with experience in these statistical methodologies. In 2014 South Carolina procured a contract for SAS EVAAS VAMs. For 2015-16, VAMs must be part of "Student Growth" for ESEA-required ELA and mathematics grades and subjects. Where available, the state-procured contract will provide VAMs for other statewide-tested subjects.. Districts have discretion as to whether these non-ESEA specified VAMs are incorporated into overall effectiveness ratings for those teachers, are used in SLOs, are used at the option of the teacher and principal, or are not used for evaluation purposes.

SECTION 59-26-30. Cognitive assessments for teachers and teacher certification; examinations; regulations.

(A) In the area of cognitive assessments for teachers and teacher certification, the State Board of Education, acting through the State Department of Education, shall:

(1) adopt a basic skills examination in reading, writing, and mathematics that is suitable for determining whether students may be admitted fully into an undergraduate teacher education program. The examination must be designed so that results are reported in a form that shall provide colleges, universities, and students with specific information about his strengths and weaknesses. Procedures, test questions, and information from existing examinations must be validated in accordance with current legal requirements. The passing score on the examination shall be set at a level that reflects the degree of competency in the basic skills that, in the judgment of the State Board of Education, a prospective school teacher reasonably is expected to achieve;

(2) adopt nationally recognized teaching examinations that measure the cognitive teaching area competencies desired for initial job assignments in typical elementary and secondary schools in this State. The examinations shall contain a minimum amount of common or general knowledge questions. They shall be designed so that results are reported in a form that provide a student with specific information about the student's strengths and weaknesses. Procedures, test questions, and information from existing examinations and lists of validated teacher competencies are used to the maximum extent in the development of the examinations. An examination that is completely developed by an organization other than the special project may be considered for use as a whole only if the State Board of Education concludes that the development and maintenance of a specific area test is impractical or would necessitate exorbitant expenses. The examinations must be validated. The teaching examinations must be developed or selected only for those areas in which State Board of Education approved area examinations are not available;

(3) use nationally recognized specific teaching area examinations approved by the State Board of Education for certification purposes. The qualifying scores on the area examinations shall be set at the same level at which they are now set. The State Board of Education shall examine these levels to determine if adjustments are required. Periodic examinations shall be made to assure the validity of qualifying scores. The qualifying scores may be adjusted if new legal requirements or validity studies indicate the adjustments are necessary. In an area in which an area teaching examination approved by the State Board of Education is not available, the state board shall use the teaching examinations developed in accordance with this section for certification purposes as soon as those examinations are prepared, validated, and ready for use;

(4) report the results of the teaching examinations to the student in written form that provides specific information about the student's strengths and weaknesses. Every effort must be made to report the results of the area examinations and common examinations in written form that provides specific information about the student's strengths and weaknesses;

(5) report to each teacher training institution in the State the performance of the institution's graduates on the teaching examinations. The report to the institution must be in a form that assists the institution in further identifying strengths and weaknesses in its teacher training programs;

(6) provide for the security and integrity of the tests that are administered under the certification program as currently provided by the State Department of Education;

(7) award a teaching certificate to a person who successfully completes the scholastic requirements for teaching at an approved college or university and the examination he is required to take for certification purposes;

(8) award a conditional teaching certificate to a person eligible to hold a teaching certificate who does not qualify for full certification under item (7) above provided the person has earned a bachelor's degree from an accredited college or university with a major in a certification area for which the board has determined there exists a critical shortage of teachers, and the person has passed the appropriate teaching examination. The board may renew a conditional teaching certificate annually for a maximum of three years, if the holder of the certificate shows satisfactory progress toward completion of a teacher certification program prescribed by the board. In part, satisfactory progress is the progress that the holder of a conditional certificate should complete the requirements for full certification within three years of being conditionally certified;

(9) promulgate regulations and procedures whereby course credits that may be applied to the recertification requirements of all public school teachers are earned in courses that are relevant to the area in which the teacher is recertified.

(B) For purposes of assisting, developing, and evaluating professional teaching, the State Board of Education acting through the State Department of Education shall:

(1) adopt a set of state standards for teaching effectiveness which shall serve as a foundation for the processes used for assisting, developing, and evaluating teacher candidates, as well as teachers employed under induction, annual, or continuing contracts;

(2) promulgate regulations to be used by colleges and universities for evaluating and assisting teacher candidates. Evaluation and assistance programs developed or adopted by colleges or universities must include appropriate training for personnel involved in the process.

Teacher candidates must be provided with guidance and assistance throughout preparation programs, as well as provided with formal written feedback on their performance during their student teaching assignments with respect to state standards for teaching effectiveness;

(3) promulgate regulations to be used by local school districts for providing formalized induction programs for teachers employed under induction contracts. Induction programs developed or adopted by school districts must provide teachers with comprehensive guidance and assistance throughout the school year, as well as provide teachers with formal written feedback on their strengths and weaknesses relative to state standards for teaching effectiveness;

(4) promulgate regulations to be used by local school districts for evaluating and assisting teachers employed under annual contracts. Formal evaluation processes developed or adopted by school districts must address legal and technical requirements for teacher evaluation and must assess typical teaching performance relative to state standards for teaching effectiveness. Evaluation results must be provided in writing and appropriate assistance must be provided when weaknesses in performance are identified;

(5) promulgate regulations to be used by local school districts for conducting evaluations of teachers employed under continuing contracts. Continuing contract teachers must be evaluated on a continuous basis. At the discretion of the local school district, evaluations for individual teachers may be formal or informal. Formal evaluation processes developed or adopted by school districts must address legal and technical requirements for teacher evaluation and must assess typical teaching performance relative to state standards for teaching effectiveness. Evaluation results must be provided in writing and appropriate assistance must be provided when weaknesses in performance are identified. Informal evaluations must be conducted with a goals-based process that requires teachers to continuously establish and accomplish individualized professional development goals. Goals must be established by the teacher in consultation with a building administrator and must be supportive of district strategic plans and school renewal plans;

(6) promulgate regulations so that college, university, and school district strategies, programs, and processes for assisting, developing, and evaluating teachers pursuant to this section must be approved by the State Board of Education. Regulations also must establish procedures for conducting periodic evaluations of the quality of the strategies, programs, and processes adopted by school districts and institutions of higher education in implementing the provisions of this chapter in order to provide a basis for refining and improving the programs for assisting, developing, and evaluating teacher candidates and teachers on induction, annual, and continuing contracts, planning technical assistance, and reporting to the General Assembly on the impact of the comprehensive system for training, certification, initial employment, evaluation, and continuous professional development of public educators in this State;

(7) promulgate regulations that establish procedures for the State Department of Education to provide colleges, universities, and school districts with ongoing technical assistance for assisting, developing, and evaluating teachers pursuant to this section;

(8) promulgate regulations and procedures so that school districts shall report to the State Department of Education teacher evaluation results and teaching contract decisions on an annual basis. The State Department of Education shall maintain this information and make it available to colleges, universities, and school districts upon request;

. . . .

HISTORY: 1979 Act No. 187 Section 3; 1981 Act No. 80, Sections 3-5; 1984 Act No. 512, Part II, Section 9, Division II, Subdivision C, SubPart 1, Section 4; 1984 Act No. 512, Part II, Section 13; 1989 Act No. 194, Sections 8-10; 1997 Act No. 72, Section 3; 2004 Act No. 283, Section 1, eff July 22, 2004.

SECTION 59-26-40. Induction, annual and continuing contracts; evaluations; termination of employment for annual contract teacher; hearing.

(A) A person who receives a teaching certificate as provided in Section 59-26-30 may be employed by a school district under a nonrenewable induction contract. School districts shall comply with procedures and requirements promulgated by the State Board of Education relating to aid, supervision, and evaluation of persons teaching under an induction contract. Teachers working under an induction contract must be paid at least the beginning salary on the state minimum salary schedule.

(B) Each school district shall provide teachers employed under induction contracts with a formalized induction program developed or adopted in accordance with State Board of Education regulations.

(C) At the end of each year of the three-year induction period, the district may employ the teacher under another induction contract, an annual contract, or may terminate his employment. If employment is terminated, the teacher may seek employment in another school district at the induction contract level. At the end of the three-year induction contract period, a teacher shall become eligible for employment at the annual contract level. At the discretion of the local school district in which the induction teacher was employed, the district may employ the teacher under an annual contract or the district may terminate his employment. If employment is terminated, the teacher may seek employment in another school district at the annual contract level. A person must not be employed as an induction teacher for more than three years. This subsection does not preclude his employment under an emergency certificate in extraordinary circumstances if the employment is approved by the State Board of Education. During the induction contract period,

the employment dismissal provisions of Article 3, Chapter 19 and Article 5, Chapter 25 of this title do not apply.

(D) Annual contract teachers must be evaluated or assisted with procedures developed or adopted by the local school district in accordance with State Board of Education regulations. Teachers employed under an annual contract also must complete an individualized professional growth plan established by the school or district. Professional growth plans must be supportive of district strategic plans and school renewal plans. Teachers must not be employed under an annual contract for more than four years, in accordance with State Board of Education regulations.

(E) During the first annual contract year, at the discretion of the school district in which the teacher is employed, the annual contract teacher either must complete the formal evaluation process or be provided diagnostic assistance. During subsequent annual contract years, teachers must be evaluated or assisted in accordance with State Board of Education regulations. Teachers are eligible to receive diagnostic assistance during only one annual contract year.

(F) Once an annual contract teacher has successfully completed the formal evaluation process, met the criteria set by the local board of trustees, and satisfied requirements established by the State Board of Education for the professional teaching certificate, the teacher becomes eligible for employment at the continuing contract level. At the discretion of the school district in which the teacher is employed, the district may employ the teacher under a continuing contract or terminate the teacher's employment. If employment is terminated, the teacher may seek employment in another school district. At the discretion of the next hiring district, the teacher may be employed at the annual or continuing contract level. An annual contract teacher who has completed successfully the evaluation process and met the criteria set by the local board of trustees, but who has not yet satisfied all requirements established by the State Board of Education for the professional teaching certificate, is eligible for employment under a subsequent annual contract, with evaluation being either formal or informal, at the discretion of the local school district. At the discretion of the school district in which the teacher is employed, the district may employ the teacher under an annual contract or terminate the teacher's employment. If employment is terminated, the teacher may seek employment in another school district at the annual contract level. If at the end of an annual contract year a teacher did not complete successfully the formal evaluation process or if it is the opinion of the school district that the teacher's performance was not sufficiently high based on criteria established by the local board of trustees, the teacher is eligible for employment under a subsequent annual contract. Formal evaluation or assistance must be provided consistent with State Board of Education regulations. At the discretion of the school district, the district may employ the teacher under a subsequent annual contract or terminate his employment. If employment is terminated, the teacher may seek employment in another school district at the annual contract level.

(G) An annual contract teacher who has not completed successfully the formal evaluation process or the professional growth plan for the second time must not be employed as a classroom teacher in a public school in this State for a minimum of two years. Before reentry as an annual contract teacher, he must complete a state-approved remediation plan in areas of identified deficiencies. Upon completion of this requirement, the teacher is eligible for employment under an annual contract for one additional year to continue toward the next contract level. The provisions of this subsection granting an opportunity for reentry into the profession are available to a teacher only once. This subsection does not preclude the teacher's employment under an emergency certificate in extraordinary circumstances if the employment is approved by the State Board of Education.

(H) During the annual contract period the employment dismissal provisions of Article 3, Chapter 19 and Article 5, Chapter 25 of this title do not apply. Teachers working under a one-year annual contract who are not recommended for reemployment at the end of the year, within fifteen days after receipt of notice of the recommendation, may request an informal hearing before the district superintendent. The superintendent shall schedule the hearing not sooner than seven and not later than thirty working days after he receives a request from the teacher for a hearing. At the hearing the evidence must be reviewed by the superintendent. The teacher may provide information, testimony, or witnesses that the teacher considers necessary. The decision by the superintendent must be given in writing within twenty days of the hearing. The teacher may appeal the superintendent's decision to the school district board of trustees.

An appeal must include:

(1) a brief statement of the questions to be presented to the board; and

(2) a brief statement in which the teacher states his belief about how the superintendent erred in his judgment.

Failure to file an appeal with the board within ten days of the receipt of the superintendent's decision causes the decision of the superintendent to become the final judgment in the matter. The board of trustees shall review the materials presented at the earlier hearing, and after examining these materials, the board may or may not grant the request for a board hearing of the matter. Written notice of the board's decision on whether or not to grant the request must be rendered within thirty-five calendar days of the receipt of the request. If the board determines that a hearing by the board is warranted, the teacher must be given written notice of the time and place of the hearing which must be set not sooner than seven and not later than fifteen days from the time of the board's determination to hear the matter. The decision of the board is final.

(I) A person who receives a conditional teaching certificate as provided in Section 59-26-30 may be employed by a school district under an induction contract or an annual contract in accordance with the provisions of this section. The holder of a conditional teaching certificate

must be employed to teach at least a majority of his instructional time in the subject area for which he has received conditional certification.

(J) After successfully completing an induction contract period, not to exceed three years, and an annual contract period, a teacher shall become eligible for employment at the continuing contract level. This contract status is transferable to any district in this State. A continuing contract teacher shall have full procedural rights that currently exist under law relating to employment and dismissal. A teacher employed under a continuing contract must be evaluated on a continuous basis. At the discretion of the local district and based on an individual teacher's needs and past performance, the evaluation may be formal or informal. Formal evaluations must be conducted with a process developed or adopted by the local district in accordance with State Board of Education regulations. The formal process also must include an individualized professional growth plan established by the school or district. Professional growth plans must be supportive of district strategic plans and school renewal plans. Informal evaluations which should be conducted for accomplished teachers who have consistently performed at levels required by state standards, must be conducted with a goals-based process in accordance with State Board of Education regulations. The professional development goals must be established by the teacher in consultation with a building administrator and must be supportive of district strategic plans and school renewal plans.

(K) If a person has completed an approved teacher training program at a college or university outside this State, has met the requirements for certification in this State, and has less than one year of teaching experience, he may be employed by a school district under an induction contract. If he has one or more years of teaching experience, he may be employed by a district under an annual contract.

(L) A teacher certified under the career and technology education work-based certification process is exempt from the provisions of the South Carolina Education Improvement Act of 1984 which require the completion of scholastic requirements for teaching at an approved college or university. After completing the induction contract period, not to exceed three years, the teacher may be employed for a maximum of four years under an annual contract to establish his eligibility for employment as a continuing contract teacher. Before being eligible for a continuing contract, a teacher shall pass a basic skills examination developed in accordance with Section 59-26-30, a state approved skill assessment in his area, and performance evaluations as required for teachers who are employed under annual contracts. Certification renewal requirements for teachers are those promulgated by the State Board of Education.

(M) Before the initial employment of a teacher, the local school district shall request a criminal record history from the South Carolina Law Enforcement Division for past convictions of a crime..

(N) The State Department of Education shall ensure that colleges, universities, school districts, and schools comply with the provisions established in this chapter.

HISTORY: 1979 Act No. 187 Section 4; 1981 Act No. 43; 1982 Act No. 391; 1984 Act No. 512, Part II, Section 9, Division II, Subdivision C, SubPart 1, Section 5, and SubPart 4, Section 5; 1984 Act No. 512, Part II, Section 57A; 1997 Act No. 72, Section 4; 2004 Act No. 283, Section 2, eff July 22, 2004; 2012 Act No. 231, Sections 1, 2, 3, eff June 18, 2012.

ADEPT REGULATION

43-205.1 Assisting, Developing, and Evaluating Professional Teaching (ADEPT).

I. State Standards for Professional Teaching

Teacher preparation programs and school districts must address, but are not limited to, the performance standards for Assisting, Developing, and Evaluating Professional Teaching (ADEPT), as specified in the State Board of Education's ADEPT implementation guidelines.

II. Teacher Candidates

A. All teacher education programs must adhere to State Board of Education regulations governing the preparation and evaluation of teacher candidates.

B. Each teacher education program must develop and implement a plan for preparing, evaluating, and assisting prospective teachers relative to the ADEPT performance standards in accordance with the State Board of Education's ADEPT implementation guidelines. ADEPT plans must be approved by the State Board of Education prior to implementation.

C. By July 1 of each year, teacher education programs must submit assurances to the South Carolina Department of Education (SCDE) that they are complying with the State Board of Education's ADEPT implementation guidelines. Proposed amendments to previously approved ADEPT plans must be submitted along with the assurances and must be approved by the State Board of Education prior to implementation.

D. Teacher education programs must submit information on their teacher candidates, as requested annually by the SCDE.

E. The SCDE will provide teacher education programs with ongoing technical assistance such as training, consultation, and advisement, upon request.

III. Induction-Contract Teachers

A. Teachers who possess a valid South Carolina pre-professional teaching certificate, as defined by the State Board of Education, may be employed under an induction contract for up to,

but not to exceed, three years. The employment and dismissal provisions of Article 3, Chapter 19, and Article 5, Chapter 25, of Title 59 of the 1976 Code of Laws do not apply to teachers employed under induction contracts.

B. Each local school district must develop and implement a plan to provide induction-contract teachers with comprehensive guidance and assistance throughout each induction year. District induction plans must comply with the State Board of Education's guidelines for assisting induction-contract teachers and must be approved by the State Board of Education prior to implementation.

C. On or before the date that the district extends offers of teaching employment for the following school year, teachers employed under induction contracts are to be notified in writing concerning their employment status. Teachers who complete an induction-contract year may, at the discretion of the school district, be employed under another induction-contract or an annual contract, or they may be released from employment. Teachers who are released may seek employment in another school district at the induction-contract level. The maximum induction period for a teacher is three years, regardless of the district in which the teacher is employed. A teacher who is completing a third year of induction is eligible for employment at the annual-contract level.

D. School districts must submit information on all teachers employed under induction contracts, as requested annually by the SCDE. Available flow-through funds to school districts will be provided on a first-year induction teacher basis.

E. By May 1 of each year, school districts must submit assurances to the SCDE that they are complying with the State Board of Education's ADEPT implementation guidelines for assisting induction-contract teachers. A copy of the district's proposed induction timeline must accompany the assurances. Proposed amendments to the district's previously approved induction plan must be submitted along with the assurances and must be approved by the State Board of Education prior to implementation.

F. By June 20 of each year, school districts must submit end-of-year information on teachers employed under induction contracts and on the employment contract decisions made for the following year, as requested by the SCDE.

G. The SCDE will provide school districts with ongoing technical assistance such as training, consultation, and advisement, upon request.

IV. Annual-Contract Teachers

A. Teachers who have satisfied their induction requirements may be employed under an annual contract. Full procedural rights under the employment and dismissal provisions of Article 3,

Chapter 19, and Article 5, Chapter 25, of Title 59 of the 1976 Code of Laws do not apply to teachers employed under annual contracts. However, annual-contract teachers do have the right to an informal hearing before the district superintendent, under the provisions of S.C. Code Ann. Section 59-26-40 (Supp. 2012).

B. Teachers employed under an annual contract must be evaluated or assisted with procedures developed or adopted by the local school district in accordance with the State Board of Education's ADEPT implementation guidelines. These procedures must include the development, implementation, and evaluation of an individualized professional growth plan for each teacher.

C. Teachers must not be employed under an annual contract for more than four years.

D. During the first annual-contract year, the annual-contract teacher must, at the discretion of the school district, either undergo a formal performance evaluation or be provided with diagnostic assistance. The term "formal performance evaluation" is defined as a summative evaluation of teaching performance relative to the state standards and evaluation processes, as specified in the State Board of Education's ADEPT implementation guidelines. All formal evaluation processes must meet the general technical criteria of validity, reliability, maximum freedom from bias, and documentation. The term "diagnostic assistance" is defined as an optional process for providing individualized support to teachers who have demonstrated potential but who are not yet ready to successfully complete a formal performance evaluation.

1. An annual-contract teacher who has met the formal evaluation criteria set by the State Board of Education, the requirements for annual-contract teachers set by the local board of trustees, and the requirements established by the State Board of Education for the professional teaching certificate is eligible for employment at the continuing-contract level. At its discretion, the district may either employ the teacher under a continuing contract or terminate the teacher's employment. If employment is terminated, the teacher may seek employment in another school district. At the discretion of the next hiring district, the teacher may be employed at the annual or continuing-contract level.

2. An annual-contract teacher who has met the formal evaluation criteria set by the State Board of Education and the requirements set by the local board of trustees but who has not yet satisfied all requirements established by the State Board of Education for the professional teaching certificate is eligible for employment under a subsequent annual contract, with evaluation being either formal or informal (i.e., goals-based), at the discretion of the local school district. At its discretion, the district may either employ the teacher under an annual contract or terminate the teacher's employment. If employment is terminated, the teacher may seek employment in another school district at the annual-contract level.

3. An annual-contract teacher who for the first time fails to meet the formal evaluation criteria set by the State Board of Education or who fails to meet the requirements set by the local board of trustees is eligible for employment under a subsequent annual contract. At its discretion, the district may either employ the teacher under an annual contract or terminate the teacher's employment. If employment is terminated, the teacher may seek employment in another school district at the annual-contract level.

An annual-contract teacher who has demonstrated potential but who has not yet met the formal evaluation criteria set by the State Board of Education and/or the requirements set by the local board of trustees is eligible for a diagnostic-assistance year at the annual-contract level. This diagnostic-assistance year must be provided, if needed, at the discretion of the employing school district, either during the teacher's first annual-contract year or during the annual-contract year following the teacher's first unsuccessful formal evaluation. A teacher is eligible to receive only one diagnostic-assistance year. At the end of the diagnostic assistance year, the district may either employ the teacher under an annual contract or terminate the teacher's employment. If employment is terminated, the teacher may seek employment in another school district at the annual-contract level. A diagnostic-assistance year must be followed by formal (summative) evaluation at the annual-contract level during the teacher's next year of teaching employment.

4. An annual-contract teacher who for the second time fails to meet the formal evaluation criteria set by the State Board of Education will have his or her teaching certificate automatically suspended by the State Board of Education, as prescribed in Section 59-5-60 of the South Carolina Code of Laws, 1976, and in State Board of Education Regulation 43-58. Subsequent to this action, the teacher will be ineligible to be employed as a classroom teacher in a public school in this state for a minimum of two years. Before reentry into the profession, the teacher must complete a state-approved remediation plan based on the area(s) that were identified as deficiencies during the formal evaluation process. Remediation plans must be developed and implemented in accordance with the State Board of Education's ADEPT implementation guidelines.

Following the minimum two-year suspension period and the completion of the remediation plan, as verified by the SCDE, the teacher's certificate suspension will be lifted, and the teacher will be eligible for employment at the annual-contract level. Upon his or her reentry into the profession, the teacher must be formally evaluated. If, at the completion of the evaluation process, the teacher meets the formal evaluation criteria set by the State Board of Education, he or she may continue toward the next contract level. If, at the completion of the evaluation process, the teacher does not meet the formal evaluation criteria set by the State Board of Education, he or she is no longer eligible to be employed as a public school teacher in this state.

E. Each school district must develop a plan to evaluate and provide diagnostic assistance to teachers at the annual-contract level, in accordance with the State Board of Education's ADEPT

implementation guidelines. District plans also must include procedures for developing, implementing, and evaluating individualized professional growth plans for annual-contract teachers.

F. School districts must establish criteria or requirements that teachers must meet at the annual-contract level. At a minimum, districts must require annual-contract teachers to meet the ADEPT formal evaluation criteria and all other requirements for the professional teaching certificate, as specified by the State Board of Education, in order to advance to the continuing-contract level.

G. By May 1 of each year, school districts must submit assurances to the SCDE that they are complying with the State Board of Education's ADEPT implementation guidelines for evaluating and assisting teachers at the annual-contract level. A copy of the district's proposed formal evaluation and diagnostic assistance timelines must accompany the assurances. Proposed amendments to the district's previously approved ADEPT plan for annual-contract teachers must be submitted along with the assurances and must be approved by the State Board of Education prior to implementation.

H. By June 20 of each year, school districts must submit end-of-year information on teachers employed under annual contracts and on the employment contract decisions made for the following year, as requested by the SCDE.

I. The SCDE will provide school districts with ongoing technical assistance such as training, consultation, and advisement, upon request.

V. Continuing-Contract Teachers

A. Teachers who have met the formal evaluation criteria set by the State Board of Education, the requirements for annual-contract teachers set by the local board of trustees, and the requirements established by the State Board of Education for the professional teaching certificate are eligible for employment at the continuing-contract level. Teachers employed under continuing contracts have full procedural rights relating to employment and dismissal as provided for in Article 3, Chapter 19, and Article 5, Chapter 25, of Title 59 of the 1976 Code of Laws.

B. Teachers employed under continuing contracts must be evaluated on a continuous basis. The evaluation may be formal or informal (i.e., goals-based), at the discretion of the district. Districts must develop policies for recommending continuing-contract teachers for formal evaluation. Continuing-contract teachers who are being recommended for formal evaluation the following school year must be notified in writing on or before the date the school district issues the written offer of employment or reemployment. The written notification must include the reason(s) that a formal evaluation is recommended, as well as a description of the formal

evaluation process. Continuing-contract teachers who are new to the district must be advised at the time of their hiring if they are to receive a formal evaluation.

C. Each school district must develop a plan, in accordance with State Board of Education's ADEPT implementation guidelines, to continuously evaluate teachers who are employed under continuing contracts. At a minimum, district ADEPT plans for continuing-contract teachers must address formal and informal evaluations and individualized professional growth plans.

D. By May 1 of each year, school districts must submit assurances to the SCDE that they are complying with the State Board of Education's ADEPT implementation guidelines for continuously evaluating teachers at the continuing-contract level. A copy of the district's proposed formal and informal evaluation timelines must accompany the assurances. Proposed amendments to the district's previously approved ADEPT plan for continuing-contract teachers must be submitted along with the assurances and must be approved by the State Board of Education prior to implementation.

E. By June 20 of each year, school districts must submit end-of-year information on teachers employed under continuing contracts and on the employment decisions made for the following year, as requested by the SCDE.

F. The SCDE will provide school districts with ongoing technical assistance such as training, consultation, and advisement, upon request.

VI. Teachers Who Do Not Have Sufficient Opportunity to Complete the ADEPT Process

A. A teacher who is employed under an induction, annual, or continuing contract and who is absent for more than 20 percent of the days in the district's SBE-approved annual evaluation cycle may, at the recommendation of the district superintendent, have his or her ADEPT results reported to the SCDE as "incomplete."

B. Teachers whose ADEPT results are reported to the SCDE as "incomplete" are eligible to repeat their contract level during the next year of employment.

VII. Teachers Employed from Out of State

A. Teachers employed from out of state who receive a South Carolina initial teaching certificate based on reciprocity are eligible for employment under an induction contract.

B. Teachers employed from out of state who receive a South Carolina professional teaching certificate based on reciprocity are eligible for employment under an annual contract. At the annual-contract level, teachers may receive either a diagnostic-assistance year or a formal evaluation. Teachers who undergo formal evaluation and who, at the conclusion of the preliminary evaluation period, meet the formal evaluation criteria set by the State Board of

Education may, at the discretion of the school district, have the final portion of the formal evaluation process waived. Teachers must successfully complete the formal evaluation at the annual-contract level before they are eligible to receive a continuing contract.

C. Teachers who are employed from out of state or from a nonpublic-school setting and who are certified by the National Board for Professional Teaching Standards (NBPTS) are exempted from initial certification requirements and are eligible for continuing contract status (S.C. Code Ann. Section 59-26-85 (Supp. 2012)).

VIII. Career and Technology Education Teachers, Candidates Pursuing Alternative Routes to Teacher Certification, and Teachers Employed on a Part-Time Basis

A. Teachers certified under the Career and Technology Education certification process must follow the same sequence as traditionally prepared teachers in terms of contract levels (i.e., induction, annual, and continuing) and ADEPT evaluation and assistance processes.

B. Candidates pursuing alternative routes to teacher certification must follow the same sequence as traditionally prepared teachers in terms of contract levels (i.e., induction, annual, and continuing) and ADEPT evaluation and assistance processes.

C. Teachers who are employed part-time and who receive a teaching contract (i.e., induction, annual, or continuing) must participate in the ADEPT evaluation and assistance processes.

IX. Teachers Employed under a Letter of Agreement

A. Teachers who are eligible for an induction or an annual contract but who are hired on a date that would cause their period of employment to be less than 152 days during the school year may be employed under a letter of agreement.

B. Teachers employed under a letter of agreement do not fall under ADEPT. However, districts must ensure that these teachers receive appropriate assistance and supervision throughout the school year.

C. The employment and dismissal provisions of Article 3, Chapter 19, and Article 5, Chapter 25, of Title 59 of the 1976 Code of Laws do not apply to teachers employed under a letter of agreement.

X. Teachers Who Hold an International Teaching Certificate

A. Teachers from outside the United States who hold an international teaching certificate must follow the same sequences as traditionally prepared teachers in terms of the beginning contract levels (i.e., induction and annual) and ADEPT evaluation and assistance processes.

B. Teachers from outside the United States who hold an international teaching certificate may remain at the annual-contract level but may not be employed under a continuing contract.

XI. Teachers Employed in Charter Schools

A. Except as otherwise provided in the Charter Schools Act (S.C. Code Ann. Section 59-40-50(A) (Supp. 2012)), charter schools are exempt from all provisions of law and regulations applicable to a public school, a school board, or a district. However, a charter school may elect to comply with one or more of these provisions of law or regulations, such as the provisions of the ADEPT statute and regulation.

B. Charter schools that elect not to implement the ADEPT system may assist and/or evaluate their teachers according to the policies of their respective charter school committees. Certified teachers in these schools will accrue experience credit in a manner consistent with the provisions of State Board of Education Regulation 43-57 (S.C. Code Ann. Regs. 43-57 (2011)). Teachers in non-ADEPT charter schools who hold an initial teaching certificate are eligible to advance to a renewable limited professional certificate, as specified in State Board of Education Regulation 43-53 (S.C. Code Ann. Regs. (Supp. 2012)).

C. Charter schools that elect to implement the ADEPT system must comply with all provisions of the amended ADEPT statute (S.C. Code Ann. Sections 59-26-30 and 59-26-40, to be codified at Supp. 2012), this regulation, and the State Board of Education's ADEPT implementation guidelines. In fulfilling these requirements, the contract between the charter school and its sponsor must include an ADEPT provision. All certified teachers in the charter school must be assisted and evaluated in a manner consistent with the sponsor's State Board of Education-approved ADEPT plan for induction, formal evaluation, and goals-based evaluation. The ADEPT provision must address the charter school's responsibilities for ensuring the fidelity of the implementation of the ADEPT system. The provision also must address the sponsor's responsibilities in terms of staff training and program implementation. At a minimum, the sponsor must agree to disseminate all ADEPT-related information from the SCDE to the charter school and to report charter school teacher data to the SCDE. The provision must be included in the sponsor's ADEPT plan and approved by the State Board prior to implementation.

XII. Teachers Who Hold a Limited Professional Certificate

An educator who holds a valid South Carolina limited professional certificate is eligible for employment in a "regulated" South Carolina public school at the annual-contract level. At the annual-contract level, teachers may receive either a diagnostic-assistance year or a formal evaluation. Teachers who undergo formal evaluation and who, at the conclusion of the preliminary evaluation period, meet the formal evaluation criteria set by the State Board of Education may, at the discretion of the school district, have the final portion of the formal evaluation process waived. Teachers must successfully complete the formal evaluation at the

annual-contract level before they are eligible to move from a limited professional certificate to a full professional certificate and to be employed under a continuing contract.

XIII. Reporting Requirements

Failure of a teacher education program or local school district to submit all required assurances or requested information pursuant to this regulation may result in the State Board of Education's withholding ADEPT funds.

HISTORY: Amended by State Register Volume 22, Issue No. 6, Part 1, eff June 26, 1998; State Register Volume 24, Issue No. 6, eff June 23, 2000; State Register Volume 29, Issue No. 6, eff June 24, 2005; State Register Volume 37, Issue No. 6, eff June 28, 2013.

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

Implementation Guidelines

Presented to the South Carolina State Board of Education by the

South Carolina Department of Education

Molly M. Spearman, State Superintendent

Revised March 2015

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Mission of South Carolina State Board of Education (SBE)

SBE Mission: The State Board of Education's mission is to provide a leadership role in helping South Carolina set policy and direction to transform teaching and learning so that students are prepared with the necessary knowledge and skills, including innovation, to compete globally and live a productive life.

Overview and History of Principal Evaluation in South Carolina

One of the statutes resulting from the South Carolina Education Improvement Act (EIA) of 1984 was the Principal Incentive Program (PIP). A critical piece of the PIP was the statewide Principal Evaluation Program (PEP), which called for annual evaluation of principals. This initial program for authentic assessment required extensive documentation of principal performance. After a three-year pilot and field tests, the principal evaluation cycle was changed to require formal evaluations at least once every three years. In 1989, a statewide principal evaluation document was adopted by the State Board of Education.

The statute for principal evaluation (S.C. Code § 59-24-40) was amended in May 1997. This amended statute required the State Board of Education (SBE), through the South Carolina Department of Education (SCDE), to accomplish these three tasks: 1) Identify and adopt criteria and standards for principal performance, 2) Promulgate regulations, and 3) Ensure that all principals develop ongoing professional development plans using the adopted standards and criteria and the school renewal plan. The following was the initial timeline to accomplish these tasks:

1997–1998 Identification of Criteria and Standards
1998–1999 Development and Testing
1999–2000 Statewide Implementation
1999–2000 Development and Testing (continued)
2000–2001 Statewide Implementation through Pilot Project

A one-year extension was designated during the process.

During the 1998–99 school year, the statewide Principal Evaluation Program Review Committee (PEPRC), in collaboration with the Leadership Academy at the SCDE and the South Carolina Educational Policy Center at the University of South Carolina, identified standards for principal evaluation in South Carolina, based upon the 1996 Interstate School Leaders Licensure Consortium (ISLLC).[1] Criteria were developed by a PEPRC subcommittee, resulting in a document entitled "Proposed Standards and Criteria for South Carolina Principal Evaluation."

During the spring of 1999, eighteen members of a statewide committee were invited to serve on a new committee. The newly-established committee consisted of eighteen individuals representing superintendents, human resources personnel, directors, principals from all levels, classroom teachers, guidance counselors, media center specialists, other school district employees across South Carolina, and higher education. The Office of Professional Development in the SCDE contracted with the Educational Policy Center at USC to serve on this committee, as well as provide technical expertise regarding reliability and validity of evaluation instruments and processes. This committee analyzed thirty-five evaluation documents from other states, four evaluation documents from national organizations, and fifteen evaluation instruments from local school districts.

The committee also sought input from the National Association of Secondary School Principals (NASSP) representatives and the SCDE's Office of Teacher Certification and Office of Teacher Induction and Evaluation regarding the principals' performance standards and criteria. In soliciting input from a statewide field review, seventy pages of comments and suggestions were considered and used in revising the proposed standards and

[1] The ISLLC standards are currently (March 2015) under review by the Council of Chief State School Officers (CCSSO), and a refreshed version of the standards is anticipated later this spring. The SCDE intends to convene stakeholders to review the revised standards in the context of changes to principal evaluation, including greater emphasis on key elements, such as distributed leadership.

criteria. The program name was changed from the Principal Evaluation Program (PEP) to the Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP). After input from State Superintendent Inez Tenenbaum, the proposed PADEPP regulation, including reference to guidelines for standards and criteria, was adopted by the State Board of Education in December 2000. The PADEPP regulation was approved by the General Assembly in June 2001.

In January 2008, National Policy Board of Educational Administration adopted the *Educational Leadership Policy Standards: ISLLC 2008*, which updated the *1996 ISLLC Standards for School Leaders*. Since the South Carolina PADEPP standards and criteria are based upon the 1996 Interstate School Leaders Licensure Consortium (ISLLC) standards, it was appropriate to update the 2001 PADEPP regulation. In addition, the Regulation 43-165.1 needed revisions to remove outdated verbiage, update and clarify current responsibilities and procedures of school districts and the SCDE, and allow for general collection of principals' evaluation data for purposes of pre-service and in-service preparation and training of principals.

To this end, the Office of School Leadership in the SCDE solicited input from a representative group of superintendents, human resources directors, educational leadership professors from South Carolina universities, principals, and SCDE personnel during the summer and early fall of 2008 regarding revisions to the PADEPP regulation. The proposed revisions were also presented to the South Carolina Educational Leadership Roundtable, the School Leaders Educational Institute Fellows (SLEI), and the SCASA Instructional Leaders Roundtable for further suggestions.

After the SBE adopted the revised PADEPP regulation in December 2008, Regulation 43-165.1 was submitted to the General Assembly for promulgation. The amended regulation was approved by the General Assembly effective May 2009 and published in the *State Register* on June 26, 2009.

After amendment of the regulation in 2009, the standards and criteria, referred to in Regulation 43-165.1, were placed in the ***PADEPP Implementation Guidelines;*** upon adoption these guidelines clarified responsibilities, procedures, and forms for the principal evaluation process in South Carolina to school districts, principals, and the SCDE.

In June 2014, the SBE amended the South Carolina educator evaluation guidelines, including PADEPP, to include student growth as a significant factor.

The PADEPP regulation was amended on January 21, 2015 to include references to Standard 10 on Student Growth to conform to the June 2014 change. As of March 11, 2015, the amended regulation is pending before the General Assembly.

During 2015, the SCDE conducted stakeholder meetings to revise and update the educator evaluation guidelines. These amendments to the ***PADEPP Implementation Guidelines*** are the result of incorporating that feedback and to meet requirements for the ESEA flexibility waiver. The SCDE has developed a process for collecting ongoing feedback for continuous improvement of the systems.

The Purposes of Principal Evaluation

After being commissioned by the Wallace Foundation in 2004 to complete a review of the research regarding the correlation between leadership and student achievement, authors Kenneth Leithwood, Karen Seashore Louis, Stephen Anderson, and Kyla Wahlstrom summarized that "Leadership not only matters: It is second only to teaching among school-related factors that affect student learning." In their well-known publication entitled "*How Leadership Influences Student Learning*", these researchers also emphasized that leadership's "impact is greatest in schools with the greatest needs…."

The South Carolina General Assembly also published their beliefs in the importance of the school principal in Section 59, Chapter 24, of the South Carolina Code of Laws. §59-24-5 states, "The General Assembly finds that the leadership of the principal is key to the success of a school, and support for

ongoing, integrated professional development is integral to better schools and to the improvement of the actual work of teachers and school staff." In emphasizing the importance of assisting principals in their professional growth, Section 59-24-30 mandates that "All school administrators shall develop an on-going individual professional development plan with annual updates which is appropriate for their role or position…and shall support both their individual growth and the organizational needs." In Section 59-24-40, the statute emphasizes a primary purpose of the principal's evaluation process, namely that "Evaluation results must be provided in writing and a professional development plan established based on the principal's strengths and weaknesses and taking into consideration the school's strategic plan for improvement *for the purpose of improving the principal's performance.*" (Emphasis added.)

ESEA Flexibility Requirements

The PADEPP Guidelines as revised meet all criteria for eligibility for ESEA flexibility and the requirements of the South Carolina statutes and regulations:

Requirement 1: be used for continual improvement of instruction**.**

- *All principals must be evaluated every year on Instructional Leadership, Student Growth, and any standard rated below "Proficient," and must have a professional growth and development plan.*

Requirement 2: differentiate performance using at least three performance levels.

- *PADEPP has at least three levels: Exemplary, Proficient, Improvement Needed and Unsatisfactory*

Requirement 3: use multiple valid measures to determine performance levels, including, as a significant factor, data in student growth for all students (including English language learners and students with disabilities), and other measures of professional practice**.**

- *PADEPP utilizes 10 performance standards based upon ISLLC.*
- *All principals must be evaluated every year on at least two standards, one of which must be Student Growth.*
- *Student Growth must be at least 20% of a principal's overall evaluation rating. Although we refer to the weighting as a percentage, South Carolina applies a decision matrix that requires principals who are rated "Unsatisfactory" on Student Growth can score no higher than "Improvement Needed" on the overall evaluation. Principals rated "Improvement Needed" on Student Growth may score "Proficient" overall only if they receive the highest rating on the PADEPP Performance Standards.*

Requirement 4**:** will evaluate educators on a regular basis.

- *Principals are evaluated formally at least every three years, and informally in the years between on at least two standards (Instructional Leadership and Student Growth). The decision matrix is in the table below.*

Requirement 5: will provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development**.**

- *Principals receive annual written feedback and must have approved, individualized growth and professional development plans.*

***Requirement 6*:** will be used to inform personnel decisions.

- *All principals are employed on an at-will basis. Evaluations are used to inform certification, advancement to Tier 2 status, continuing employment as a principal, assignments, and professional growth and development plans.*

Decision Matrix

Although we will refer to the different components as weighted percentages, the decision rules South Carolina is adopting result in *summative ratings that are not mathematically driven*. *Percentages are provided solely to guide districts that wish to propose alternative models*. The following is the State model decision matrix.

Table A – Decision Matrix

Professional Practice (≤ 80%) + Decision Rules	**Student Growth (≥20%) + Decision Rules**			
	Unsatisfactory	Improvement Needed (IN)	Proficient	Exemplary
Unsatisfactory	**Unsatisfactory**	**Improvement Needed**	**Improvement Needed**	**Improvement Needed**
Improvement Needed	**Unsatisfactory**	**Improvement Needed**	**Proficient**	**Proficient**
Proficient	**Improvement Needed**	**Improvement Needed**	**Proficient**	**Proficient**
Exemplary	**Improvement Needed**	**Proficient**	**Proficient**	**Exemplary**

PADEPP Definitions

For the purposes of this principal evaluation process, the following terms are defined below:

1. **PRINCIPAL**: A principal is the chief administrative head or director of an elementary, middle, or secondary school or of a vocational, technical, special education, or alternative school. Induction principals are those serving for the first time as building-level principals. These principals are considered interim until the requirements of the Principal Induction Program (PIP) are completed. Experienced principals are those principals with one or more years of in-state or out-of-state experience as a principal.

2. **EVALUATOR**: The evaluator is the district superintendent and/or the superintendent's designee. All evaluators must have successfully completed the SCDE's Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP) training before evaluating principals.

3. **EVALUATION INSTRUMENT**: The evaluation instrument developed by the SCDE is based upon the PADEPP Performance Standards and Criteria and is available from the SCDE. In lieu of the state instrument, districts may request permission to use an alternative evaluation process that meets

state requirements and national standards. This instrument must be approved by the as part of the district's PADEPP plan.

4. **EVALUATION CYCLE**: The evaluation cycle shall be consistent with the school year as defined by law. At a minimum, principals shall be informally evaluated each year. Principals shall be formally evaluated at least once every three years.

5. **PERFORMANCE STANDARDS:** The performance standards are guidelines for evaluating principal behavior based upon a level of quality or excellence, specifically set by South Carolina, based upon Interstate School Leaders Licensure Consortium (ISLLC) Policy Standards.

6. **PERFORMANCE CRITERIA:** The performance criteria are observed levels of proficiency or descriptors for specific practices that characterize a standard.

7. **EVIDENCE/SUPPORTING DATA**: Evidence/supporting data are documents or proof that demonstrate or verify the rating given a principal on a specific standard or criteria.

8. **PERFORMANCE RATING PROFILE**: The following are levels of proficiency on a specific standard or criteria:
   - **Exemplary**– Indicates the school principal does an outstanding job in the use of this standard. No area for improvement readily identifiable.
   - **Proficient –** Indicates the school principal consistently meets and sometimes exceeds expectations for performance in the use of this standard. Performance can be improved in area(s) identified, but current practices are clearly acceptable.
   - **Improvement Needed –** Indicates the school principal's performance sometimes but not always meets expectations in the use of this standard.
   - **Unsatisfactory–** Indicates the principal's performance does not meet expectations.

Principal Evaluation Instrument

South Carolina Department of Education

"In many ways, the school principal is the most important and influential individual in any school. It is his leadership that sets the tone of the school, the climate for learning, the level of professionalism and morale of teachers and the degree of concern for what students may or may not become. If a school is a vibrant, innovative, child-centered place; if it has a reputation for excellence in teaching; if students are performing to the best of their ability, one can almost always point to the principal's leadership as the key to success."

United States Senate Report, 1972

Directions: This instrument was developed by the SCDE in collaboration with the Principal Evaluation Review Committee and the Expert Panel for Principal Evaluation. This instrument is based on standards and criteria for principal evaluation that have been adopted by the State Board of Education. It is required that school districts use the standards, criteria, and procedures adopted by the State Board of Education for the purpose of evaluating all principals annually. Principals will be rated on each standard by checking the category that most appropriately describes the principal's performance for that particular standard. Evidence that documents performance should be described. After completing the instrument, the rating for each standard should be transferred to the rating profile on the appropriate summative evaluation sheet.

_____ _____

Name of Principal Date

_____ _____

Name of Superintendent/Designee Date

Standard 1: **Vision**

A school principal is an educational leader who fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of learning that reflects excellence and equity.
Criteria: Performance criteria below describe the observed levels of proficiency for the vision standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria. **Unsatisfactory** performance is characterized by performance below the Improvement Needed level.

Exemplary	Proficient	Improvement Needed
The principal's performance is characterized by most of the following: Involves stakeholders (e.g. school and district personnel, students, families, and community members) in the development of a broad vision for the school that is compatible with the district's mission and vision. Collaborates with stakeholders to establish goals, develop a plan, and to set priorities consistent with the vision of the school. Communicates the school's vision, goals, plans, and priorities to staff, students, parents, and community on a regular basis. Implements, evaluates, and refines the plan of action for achieving the school's vision. _____ Other local criteria:	**The principal's performance is characterized by most of the following:** Involves some stakeholders (e.g. school and district personnel, students, families, and community members) in the development of a broad vision for the school that is compatible with the district's mission and vision. Collaborates with some stakeholders, or informs stakeholders about goals, plans, and priorities consistent with the vision of the school. Communicates the school's vision, goals, plans, and priorities to staff, students, parents, and community. Implements, evaluates, and refines selected portions of the plan of action for achieving the school's vision. _____ Other local criteria:	**The principal's performance is characterized by most of the following:** Involves few stakeholders (e.g. school and district personnel, students, families, and community members), does not have a broad vision for the school, or does not have a vision that is compatible with the district's mission and vision. Collaborates with few stakeholders or seldom informs stakeholders about goals, plans, and priorities, or has not established goals, developed a plan, or set priorities consistent with the vision of the school. Communicates the school's vision, goals, plans, and priorities to staff, students, parents, and community on an inconsistent basis. Fails to implement, evaluate or refine the plan of action for achieving the school's vision. _____ Other local criteria:

Circle Rating: E P IN U

Evidence/Supporting Data:

_____

_____

_____

Standard 2: **Instructional Leadership**

A school principal is an educational leader who fosters the success of all students by leading the development and alignment of the organizational, instructional, and assessment strategies that enhance teaching and learning.

Criteria: Performance criteria below describe the observed levels of proficiency for the instructional leadership standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria. **Unsatisfactory** performance is characterized by performance below the **Improvement Needed** level.

Exemplary	Proficient	Improvement Needed
The principal's performance is characterized by most of the following:	**The principal's performance is characterized by most of the following:**	**The principal's performance is characterized by most of the following:**
Sets and communicates high standards for curricular/instructional quality and student achievement. Demonstrates proficiency in analyzing research and assessment data. Ensures the use of data from state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance. Observes staff and assists in the implementation of effective teaching and assessment strategies to promote student learning. Monitors and evaluates the effectiveness of instructional programs to promote the achievement of student learning standards.	Generally sets and communicates high standards for curricular/instructional quality and student achievement. Demonstrates some proficiency in analyzing research and assessment data. Ensures the use of data from most state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance. Routinely observes staff and/or assists in the implementation of effective teaching and assessment strategies to promote student learning. Monitors and evaluates the effectiveness of most instructional programs to promote the achievement of student learning standards.	Rarely sets and communicates high standards for curricular/instructional quality and student achievement. Demonstrates little proficiency in analyzing research and assessment data. Rarely ensures the use of data from state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance. Infrequently observes staff or assists in the implementation of effective teaching and assessment strategies to promote student learning. Rarely monitors or evaluates the effectiveness of instructional programs to promote the achievement of student learning standards.
Other local criteria:	Other local criteria:	Other local criteria:

Circle Rating: E P IN U

Evaluator is required to list student achievement/student growth data used as evidence to evaluate principal performance on Standard 2:

Standard 3: Effective Management

A school principal is an educational leader who fosters the success of all students by managing the school organization, its operations, and resources for a safe, efficient, and effective learning environment.

Criteria: Performance criteria below describe the observed levels of proficiency for the effective management standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria. **Unsatisfactory** performance is characterized by performance below the **Improvement Needed** level.

Exemplary	Proficient	Improvement Needed
The principal's performance is characterized by most of the following:	**The principal's performance is characterized by most of the following:**	**The principal's performance is characterized by most of the following:**
Seeks and allocates resources to achieve school and district goals.	Often seeks, and/or adequately allocates resources to achieve school and district goals.	Rarely seeks and/or adequately allocates resources to achieve school and district goals.
Plans and administers budgeting and purchasing according to all relevant local, state, and federal requirements	Plans and administers budgeting and purchasing according to most local, state, and federal requirements.	Plans and administers budgeting and purchasing, with little attention to local, state, and federal requirements.
Screens, recommends, and assigns staff in a timely manner based on school needs, assessment data, and local, state, and federal requirements.	Screens, recommends, and assigns staff in a timely manner based on local, state, and federal requirements, with some use of school needs information and assessment data .	Seldom screens, recommends, and assigns staff in a timely manner based on school needs, assessment data, or local, state, and federal requirements.
Manages the supervision and evaluation of staff in accordance with local, state, and federal requirements.	Typically manages the supervision and evaluation of staff in accordance with local, state, and federal requirements.	Demonstrates little ability to manage the supervision or evaluation of staff in accordance with local, state, and federal requirements.
Implements, evaluates, and refines, as necessary, procedures for the security and safety of all personnel and students.	Implements, evaluates, and refines, as necessary, procedures for the security and safety of all personnel and students.	Implements, evaluates, and refines, on an inconsistent basis, procedures for the security and safety of all personnel and students.
Ensures the maintenance of a clean and aesthetically pleasing school environment.	Ensures the maintenance of a clean and aesthetically pleasing school environment most of the time.	Does not ensure the maintenance of a clean and aesthetically pleasing school environment.
Other local criteria: _____	Other local criteria: _____	Other local criteria: _____

Circle Rating: E P IN U

Evidence/Supporting Data:

Standard 4: Climate

A school principal is an educational leader who fosters the success of all students by advocating, nurturing and sustaining a positive school climate.

Criteria: Performance criteria below describe the observed levels of proficiency for the climate standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria. **Unsatisfactory** performance is characterized by performance below the **Improvement Needed** level.

Exemplary	Proficient	Improvement Needed
The principal's performance is characterized by most of the following: Initiates and maintains strategies to promote collegiality and collaboration among the staff. Involves parents, students, and the community in efforts to create and maintain a positive learning environment. Establishes and supervises programs that promote positive social, emotional, and intellectual growth for all students. Establishes and enforces standards for appropriate student behavior according to local, state, and federal requirements. Manages conflict and crisis situations in an effective and timely manner. Deals with student misconduct in a prompt and effective manner. Other local criteria: _____	**The principal's performance is characterized by most of the following:** Initiates and maintains strategies to promote collegiality and collaboration among the staff most of the time. Involves some parents, students, and community members in efforts to create and maintain a positive learning environment. Establishes and adequately supervises programs that promote positive social, emotional, and intellectual growth for all students. Establishes and typically enforces standards for appropriate student behavior according to local, state, and federal requirements. Manages conflict and crisis situations in an effective and timely manner the majority of the time. Usually deals with student misconduct in a prompt and effective manner. Other local criteria: _____	**The principal's performance is characterized by most of the following:** Misses opportunities to initiate or maintain strategies to promote collegiality and collaboration among the staff. Involves few parents, students, or the community in efforts to create and maintain a positive learning environment. Does not establish or adequately supervise programs that promote positive social, emotional, and intellectual growth for all students. Neglects to establish or consistently enforce standards for appropriate student behavior according to local, state, and federal requirements. Rarely manages conflict and crisis situations in an effective and timely manner. Infrequently deals with student misconduct in a prompt and effective manner. Other local criteria: _____

Circle Rating: E P IN U

Evidence/Supporting Data:

Standard 5: School/Community Relations

A school principal is an educational leader who fosters the success of all students by collaborating effectively with stakeholders.

Criteria: Performance criteria below describe the observed levels of proficiency for the school/community standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria. **Unsatisfactory** performance is characterized by performance below the **Improvement Needed** level.

□Exemplary	Proficient	Improvement Needed
The principal's performance is characterized by most of the following:	**The principal's performance is characterized by most of the following:**	**The principal's performance is characterized by most of the following:**
Develops an effective and interactive communications plan and public relations program.	Develops a somewhat effective and interactive communications plan and public relations program.	Does not develop an effective and interactive communications plan and public relations program.
Participates in school community activities.	Participates in selected school community activities.	Rarely participates in school community activities.
Involves staff, parents, community, and students in needs assessment, problem solving, and decision making for school improvement.	Involves some staff, parents, community, and students in needs assessment, problem solving, and decision making for school improvement.	Inconsistently involves staff, parents, community, and students in needs assessment, problem solving, or decision making for school improvement.
Responds to diverse community interests and needs.	Responds to diverse community interests and needs in most cases.	Rarely considers diverse community interests and needs.
Creates and sustains a variety of opportunities for parent and community involvement in school activities.	Creates and sustains some opportunities for parent and community involvement in school activities.	Misses opportunities for involving parents and the community in school activities.
Collaborates with staff to develop effective strategies for parents and the community to support students' learning.	Collaborates with staff to develop strategies for parents and the community to support students' learning.	Seldom collaborates with staff to develop strategies for parents and the community to support students' learning.
_____ Other local criteria:	_____ Other local criteria:	_____ Other local criteria:

Circle Rating: E P IN U

Evidence/Supporting Data:

_____

_____

_____

Standard 6: Ethical Behavior

A school principal is an educational leader who fosters the success of all students by demonstrating integrity, fairness, and ethical behavior.

Criteria: Performance criteria below describe the observed levels of proficiency for the ethical behavior standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria. **Unsatisfactory** performance is characterized by performance below the **Improvement Needed** level.

Exemplary	Proficient	Improvement Needed
The principal's performance is characterized by most of the following:	**The principal's performance is characterized by most of the following:**	**The principal's performance is characterized by most of the following:**
Works within professional and ethical guidelines to improve student learning and to accomplish school and district goals.	Typically works within professional and ethical guidelines to improve student learning and to accomplish school and district goals.	Inconsistently works within professional and ethical guidelines to improve student learning and to accomplish school and district goals.
Models respect, understanding, sensitivity, and appreciation for all people.	Models respect, understanding, sensitivity, and appreciation in most circumstances.	Inconsistently models respect, understanding, sensitivity, and appreciation for all people.
Adheres to local, state, and federal requirements.	Adheres to local, state, and federal requirements	Usually adheres to local, state, and federal requirements.
Other local criteria:	Other local criteria:	Other local criteria:

Circle Rating: E P IN U

Evidence/Supporting Data:

Standard 7: Interpersonal Skills

A school principal is an educational leader who fosters the success of all students by interacting effectively with stakeholders and addressing their needs and concerns.

Criteria: Performance criteria below describe the observed levels of proficiency for the interpersonal skills standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria. **Unsatisfactory** performance is characterized by performance below the **Improvement Needed** level.

Exemplary	Proficient	Improvement Needed
The principal's performance is characterized by most of the following:	**The principal's performance is characterized by most of the following:**	**The principal's performance is characterized by most of the following:**
Demonstrates respect for others.	Demonstrates respect for others with few exceptions.	Inconsistently demonstrates respect for others.
Elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding.	Typically elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding.	Seldom elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding.
Communicates effectively with stakeholders to support school and district goals.	Typically communicates effectively with stakeholders to support school and district goals.	Usually does not communicate effectively with stakeholders to support school and district goals.
Recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management.	Generally recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management.	Inconsistently recognizes or uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management.
Uses appropriate oral and written communication skills.	Uses appropriate oral and written communication skills on most occasions.	Oral and/or written communication skills hinder effective interactions with stakeholders.
Other local criteria: _____	Other local criteria: _____	Other local criteria: _____ _____

Circle Rating: E P IN U

Evidence/Supporting Data:

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Standard 8: Staff Development

A school principal is an educational leader who fosters the success of all students by collaborating with school and district staff to plan and implement professional development activities that promote the achievement of school and district goals.

Criteria: Performance criteria below describe the observed levels of proficiency for the staff development standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria. **Unsatisfactory** performance is characterized by performance below the **Improvement Needed** level.

Exemplary	Proficient	Improvement Needed
The principal's performance is characterized by most of the following:	**The principal's performance is characterized by most of the following:**	**The principal's performance is characterized by most of the following:**
Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of school goals and staff growth.	Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of school goals and staff growth.	Collaborates with staff to create and implement a staff development plan, however, the plan does not contain activities relevant to the achievement of school goals and staff growth.
Uses data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan.	Generally uses data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan.	Uses limited data or does not use data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan.
Encourages staff to set goals for professional growth.	Typically encourages staff to set goals for professional growth.	Inconsistently encourages staff to set goals for professional growth.
Shares effective teaching strategies and uses coaching skills to encourage professional growth.	Usually shares effective teaching strategies and uses coaching skills to encourage professional growth.	Sometimes shares effective teaching strategies and uses coaching skills to encourage professional growth.
Encourages and develops distributed leadership. Other local criteria:	Usually encourages and develops distributed leadership. Other local criteria:	Sometimes encourages and develops distributed leadership. Other local criteria:

Circle Rating: E P IN U

Evidence/Supporting Data:

Standard 9: Principal's Professional Development

A school principal is an educational leader who fosters the success of all students by using available resources and opportunities for professional growth.

Criteria: Performance criteria below describe the observed levels of proficiency for the principal's professional development standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria. **Unsatisfactory** performance is characterized by performance below the **Improvement Needed** level.

Exemplary	Proficient	Improvement Needed
The principal's performance is characterized by most of the following: Develops and implements an appropriate plan for professional development consistent with school and district goals. Establishes and maintains a professional network with other administrators. Complies with district and state professional development requirements. Participates in staff development activities to understand the complex role of teaching and effective instructional practices. Other local criteria: _____	**The principal's performance is characterized by most of the following:** Develops and implements a plan for professional development. Establishes and maintains a limited professional network with other administrators. Complies with district and state professional development requirements. Typically participates in staff development activities to understand the complex role of teaching and effective instructional practices. Other local criteria: _____	**The principal's performance is characterized by most of the following:** Develops and implements an inappropriate plan for professional development. Does not establish or maintain a professional network with other administrators. Complies with district and state professional development requirements some of the time. Infrequently participates in staff development activities to understand the complex role of teaching and effective instructional practices. Other local criteria: _____

Circle Rating: E P IN U

Evidence/Supporting Data:

_____

_____

_____

Standard 10: Student Growth

A school principal is an educational leader who is responsible for the success and achievement of all students by being accountable for student outcomes within federal, state, and local assessments and other evidence used to determine the academic growth or status of all students. On formal evaluation, multiple years of academic student growth will be considered and account for at least 20% of the overall rating; however, the matrix on the summative rating page controls. "Student growth" is defined as the change in student achievement for an individual student between two or more points in time. For the purpose of this definition, student achievement means, for grades and subjects in which assessments are required under ESEA section 1111(b)(3) ("*tested grades and subjects*"), a student's score on such assessments; and student achievement may include other measures of student learning, provided they are rigorous and comparable across schools within an LEA. "Other measures of student learning" includes alternative measures of student learning and performance such as student results on pre-tests, end-of-course tests, and objective performance-based assessments; student learning objectives; student performance on English language proficiency assessments; and other measures of student achievement.

Criteria: Performance criteria below describe the observed levels of proficiency for the Student Growth Standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

Unsatisfactory

The principal's performance is characterized by any of the following:

- For "*tested grades and subjects*" the evidence of school-wide student growth performance over multiple academic years does not meet State standard.
- For other subjects, the evidence of school-wide student growth performance over multiple academic years does not meet State standard.
- Rarely establishes and makes known objectives which document the academic growth or status of all students.
- Rarely uses assessments or statistics to establish the achievement levels or status of all students.
- Seldom accounts for all students under the principal's jurisdiction in appropriate assessments to determine students' academic growth or status.
- Frequently uses unrecognized or non-approved assessment instruments to determine students' academic growth or status. Does not accurately report on student achievement or status as required by state and district policies to some constituencies.

Other local criteria: _____

Improvement Needed

The principal's performance is characterized by any of the following:

- For "*tested grades and subjects*" the evidence of school-wide student growth performance over multiple academic years does not meet or only occasionally meets State standard.
- For other subjects, the evidence of school-wide student growth performance over multiple academic years does not meet or only occasionally meets State standard.
- Seldom establishes and makes known objectives which document the academic growth or status of all students.
- Seldom uses assessments or statistics to establish the achievement levels or status of all students.
- Frequently does not account for all students under the principal's jurisdiction in appropriate assessments to determine students' academic growth or status.
- Sometimes uses unrecognized or non-approved assessment instruments to determine students' academic growth or status. Does not accurately report on student achievement or status as required by state and district policies to some constituencies.

Other local criteria: _____

Proficient

The principal's performance is characterized by some of the following:

- For "*tested grades and subjects*" the evidence of school-wide student growth performance over multiple academic years meets State standard.
- For other subjects, the evidence of school-wide student growth performance over multiple academic years meets State standard.
- Occasionally does not establish and make known objectives which document the academic growth or status of all students.
- Usually uses assessment or statistic to establish the achievement levels or status of all students.
- Usually accounts for all students under the principal's jurisdiction in appropriate assessments to determine students' academic growth or status.
- Occasionally uses unrecognized or non-approved assessment instruments to determine students' academic growth or status.
- Usually reports on student achievement or status as required by state and district policies to some constituencies in an accurate manner.

Other local criteria: _____

Exemplary

The principal's performance is characterized by most of the following:

- For "*tested grades and subjects*" the evidence of school-wide student growth performance over multiple academic years meets or exceeds State standard.
- For other subjects, the evidence of school-wide student growth performance over multiple academic years meets or exceeds State standard.
- Most of the time establishes and makes known objectives which document the academic growth or status of all students.
- Most of the time uses assessments or statistics to establish the achievement levels or status of all students.
- Almost always accounts for all students under the principal's jurisdiction in appropriate assessments to determine students' academic growth or status.
- Rarely uses unrecognized or non-approved assessment instruments to determine students' academic growth or status.
- Almost always reports on student achievement or status as required by state and district policies to some constituencies in an accurate manner.

Other local criteria: _____

Rating: E P IN U

Evidence/Supporting Data:

Principal's Summative Evaluation: Independent Rating Form

Principal's Name:		**School Year:**	
School:		**District:**	

	Rating Profile			
Performance Standard	**Exemplary**	**Proficient**	**Improvement Needed**	**Unsatisfactory**
Vision				
Instructional Leadership				
Effective Management				
Climate				
School-Community Relations				
Ethical Behavior				
Interpersonal Skills				
Staff Development				
Principal's Professional Development				
Summative Rating on Professional Standards				
Student Growth				
Overall Summative Rating:				

Decision Matrix

Professional Practice	**Student Growth**			
	Unsatisfactory	Improvement Needed (IN)	Proficient	Exemplary
Unsatisfactory	**Unsatisfactory**	**Improvement Needed**	**Improvement Needed**	**Improvement Needed**
Improvement Needed	**Unsatisfactory**	**Improvement Needed**	**Proficient**	**Proficient**
Proficient	**Improvement Needed**	**Improvement Needed**	**Proficient**	**Proficient**
Exemplary	**Improvement Needed**	**Proficient**	**Proficient**	**Exemplary**

Signature of Principal _____ Date _____

Signature of Evaluator _____ Date _____

Signature of Evaluator _____ Date _____

NOTE: The signature of the principal above indicates that the evaluation has been reviewed with her/him. It does not imply agreement with the evaluation.

Commendations and/or Recommendations:

PADEPP Evaluation Requirements for Induction Principals

Induction principals are those serving for the first time as building-level principals. These principals are considered interim until the requirements of the Principal Induction Program (PIP) are completed. According to South Carolina Code 59-24-80, first-year principals shall participate in an induction program as provided for in State Board of Education Regulation 43-167, "Principal Induction Program." (School districts may elect to send principals with out-of-state experience to the Principal Induction Program in order to introduce them to South Carolina statutes, regulations, and performance standards; however, formal evaluation is required as stated below.)

The superintendent or his or her designee shall provide the first-year principal with written and oral feedback relative to each performance standard and criterion. It is recommended that principals receive this feedback at least at mid-year and end-of-year conferences.

The superintendent or his or her designee will observe, collect relevant data, and consult with the first-year principal on a regular and consistent basis.

The principal will enter the formal evaluation cycle in his or her second year.

PADEPP Evaluation Requirements for Principals after the Induction Year (1+ Years of Experience)

Experienced principals are those principals with one or more years of in-state or out-of-state experience as a principal.

The superintendent or his/her designee shall formally evaluate experienced principals at least once every third year. The formal evaluation shall address each of the performance standards and accompanying criteria.

The superintendent or his or her designee shall conduct informal evaluations and provide feedback to the principal in the years between formal evaluation. It is recommended that principals receive this feedback at least at mid-year and end-of-year conferences.

An experienced principal new to South Carolina shall be formally evaluated during his or her first year in the State of South Carolina.

District's PADEPP Responsibilities

Each school district shall ensure that principals receive awareness training that includes familiarity with the following:

(1) The PADEPP Performance Standards and Criteria for Principal Evaluation,

(2) The PADEPP principal evaluation instrument, and

Regulation 43-165.1, "Program for Assisting, Developing, and Evaluating

Principal Performance (PADEPP)."

Each school district shall ensure that the district superintendent and the superintendent's designee(s) are trained as evaluators of principals. In addition, school districts must assure that one individual in that district is trained by the SCDE as a district coordinator for PADEPP. This coordinator shall be responsible for the administration of the evaluation program consistent with this regulation.

Each school district shall maintain principal evaluation data forms and shall ensure the confidentiality of the evaluation results. Assurances and principal evaluation data forms must be submitted annually to the SCDE indicating compliance with this regulation and PADEPP implementation guidelines.

Alternative, Aligned District-Developed Systems for Evaluation

All districts will be required to implement the revised PADEPP system beginning 2015–16. Districts have flexibility to develop an alternative, yet aligned approach to evaluation of professional practice. Any district that proposes using an alternative to the State's standards and/or models for evaluating and supporting educators must present, as part of the district's annual educator evaluation plans, evidence that verifies that the proposed standards and/or models meet all six ESEA flexibility requirements and the state-level specifications in statute and regulation. A decision matrix must be included, and in no event may Student Growth account for less than 20% of the overall formal, summative rating. Additionally, alternative models must yield educator effectiveness ratings that are aligned with the State's ratings and that can be reported annually to the SCDE in the standard statewide reporting format. All alternative educator support and evaluation standards and/or models must be reviewed and approved by the SCDE prior to implementation.

SCDE's PADEPP Responsibilities

The SCDE shall ensure that the PADEPP is appropriately implemented by each school district in accordance with the statute, regulation and PADEPP implementation guidelines.

The SCDE shall collect the following from school districts:

1. Required principal evaluation data to determine trends and inform decisions concerning educational leadership preparation and professional development, and
2. Annual assurance forms verifying that the Program for Assisting, Developing, and

Evaluating Principal Performance is being appropriately administered in accordance with this regulation and the law governing the evaluation of principals.

The SCDE shall provide school districts with ongoing technical assistance in the form of training, consultation, and advisement.

The SCDE will provide training for evaluators and review data and suggest changes to continuously improve the system so that principals receive valuable feedback to improve their professional practice and increase success among South Carolina's students.

Current through the end of the 2014 Regular Session.

SECTION 59-24-5. Importance of leadership of principal recognized.
The General Assembly finds that the leadership of the principal is key to the success of a school, and support for ongoing, integrated professional development is integral to better schools and to the improvement of the actual work of teachers and school staff.

SECTION 59-24-10. Assessment of leadership and management capabilities before appointment as principal.
Beginning with the school year 1999-2000, before permanent appointment as a principal for an elementary school, secondary school, or career and technology center, a person must be assessed for instructional leadership and management capabilities by the Leadership Academy of the South Carolina Department of Education. A district may appoint a person on an interim basis until the assessment is completed. A report of this assessment must be forwarded to the district superintendent and board of trustees. The provisions of this section do not apply to a person currently employed as principal on the effective date of this section or to a person hired as principal before the beginning of school year 1999-2000.

SECTION 59-24-15. Rights of certified education personnel employed as administrators.
Certified education personnel who are employed as administrators on an annual or multi-year contract will retain their rights as a teacher under the provisions of Article 3 of Chapter 19 and Article 5 of Chapter 25 of this title but no such rights are granted to the position or salary of administrator. Any such administrator who presently is under a contract granting such rights shall retain that status until the expiration of that contract.

SECTION 59-24-20. Requirements for admission to graduate programs in school administration.
Beginning with the school year 1986-87, the Commission on Higher Education, with the assistance of the State Board of Education, shall require all state-supported colleges and universities which offer graduate degrees in school administration to increase the entrance requirements for admission to these graduate programs and shall specifically enumerate what increases are necessary to each college and university offering these programs.

SECTION 59-24-30. Individual professional development plans.
All school administrators shall develop an on-going individual professional development plan with annual updates which is appropriate for their role or position. This plan shall support both their individual growth and organizational needs. Organizational needs must be defined by the districts' strategic plans or school renewal plans. Individuals completing the assessment for instructional leadership will develop their professional development plan on the basis of that assessment. The Department of Education shall assist school administrators in carrying out their professional development plans by reviewing the school and district plans and providing or brokering programs and services in the areas identified for professional development.

SECTION 59-24-35. Expenditure of funds.
Funding authorized to be expended for assessments of prospective principals and for administrator leadership seminars must be expended for the new leadership assessment and for support of the school administrator professional development planning.

SECTION 59-24-40. Development and adoption of statewide performance standards for principals; annual evaluation of principals; training program for principals receiving unsatisfactory rating.

For the purposes of assisting, developing, and evaluating principals, the State Board of Education, through the State Department of Education, shall adopt criteria and statewide performance standards which shall serve as a foundation for all processes used for assisting, developing, and evaluating principals employed in the school districts of this State. The State Department of Education shall select or cause to be developed and the State Board of Education shall promulgate regulations for the evaluation of the performance of all principals based on those criteria and standards. School districts shall use the standards and procedures adopted by the State Board of Education for the purpose of evaluating all principals at least once every three years. The State Department of Education shall ensure that the criteria and standards are valid and reliable and are appropriately administered. Evaluation results must be provided in writing and a professional development plan established based on the principal's strengths and weaknesses and taking into consideration the school's strategic plan for improvement for the purpose of improving the principal's performance. Any principal whose performance on an evaluation is rated unsatisfactory must be evaluated again within one year. Nothing in this section limits or prohibits school districts from setting additional and more stringent standards for the evaluation of principals. A satisfactory rating on the evaluation is one of several criteria for overall performance evaluation and is not sufficient for reemployment as a principal by a school district.

The State Department of Education shall review the implementation of the principal evaluation in the school districts for the purpose of providing technical assistance and ensuring the evaluations are appropriately administered.

….

SECTION 59-24-50. Continuous professional development programs.

By January 1, 1999, the South Carolina Department of Education's Leadership Academy shall develop, in cooperation with school districts, district consortia, and state-supported institutions of higher education, continuous professional development programs which meet national standards for professional development and focus on the improvement of teaching and learning. By July 1, 1999, programs funded with state funds must meet these standards and must provide training, modeling, and coaching on effective instructional leadership as it pertains to instructional leadership and school-based improvement, including instruction on the importance of school improvement councils and ways administrators may make school improvement councils an active force in school improvement. The training must be developed and conducted in collaboration with the School Council Assistance Project.

SECTION 59-24-60. Requirement of school officials to contact law enforcement authorities when criminal conduct occurs.

In addition to other provisions required by law or by regulation of the State Board of Education, school administrators must contact law enforcement authorities immediately upon notice that a person is engaging or has engaged in activities on school property or at a school sanctioned or sponsored activity which may result or results in injury or serious threat of injury to the person or to another person or his property as defined in local board policy.

SECTION 59-24-65. Principals' Executive Institute (PEI); program design task force; purpose; governing regulations; focus.

The State Department of Education shall establish a Principals' Executive Institute (PEI) with the funds appropriated for that purpose.

(1) A task force appointed by the State Superintendent of Education shall begin on or before July 1, 1999, to design this program so that the first class of participants shall begin during school year 1999-2000. The task force shall include, but is not limited to, representatives from the State Department of Education, business leaders, university faculty, district superintendents, school principals, South Carolina Teachers of the Year, representatives from professional organizations, members of the Education Oversight Committee, and appropriate legislative staff.
(2) The purpose of the PEI is to provide professional development to South Carolinas principals in management and school leadership skills.
(3) By January 1, 2000, the State Board of Education shall establish regulations governing the operation of the PEI.
(4) The focus of the first year of the Principals' Executive Institute shall be to serve the twenty-seven principals from impaired schools and other experienced principals as identified by the South Carolina Leadership Academy of the Department of Education and as approved by the local public school districts which employ such principals.
(5) The creation of the Principals' Executive Institute shall not duplicate the State Department of Educations Leadership Academy programs but shall provide intensive, in-depth training in business principles and concepts as they relate to school management and the training and developmental programs for principals mandated under the 1998 Education Accountability Act.

SECTION 59-24-80. Formal induction program for first year principals.
Beginning with school year 1999-2000, each school district, or consortium of school districts, shall provide school principals serving for the first time as the head building administrators with a formalized induction program in cooperation with the State Department of Education. The State Board of Education must develop regulations for the program based on the criteria and statewide performance standards which are a part of the process for assisting, developing, and evaluating principals employed in the school districts. The program must include an emphasis on the elements of instructional leadership skills, implementation of effective schools research, and analysis of test scores for curricular improvement.

SECTION 59-24-100. Establishment and funding of school principal incentive program.
The State Board of Education acting with the assistance of the Education Oversight Committee shall cause to be developed and implemented a school principal incentive program to reward school principals who demonstrate superior performance and productivity. Funds for school principal incentive programs must be provided by the General Assembly in the annual general appropriation act.

SECTION 59-24-110. Guidelines for development of program; promulgation of regulations; distribution of funds to school districts on per principal basis.
The school principal incentive program must be developed based on the following guidelines:
(1) The State Board of Education shall identify incentive criteria in school year 1984-85. The State Board shall cause no more than three programs to be developed or selected in nine school districts in school year 1985-86. Pilot testing of no more than these three programs must occur in nine school districts, designated by the State Board upon the recommendation of the Education Oversight Committee, in school year 1986-87 and by regulation implemented statewide beginning with school year 1987-88.
(2) No school principals shall receive funds under the incentive program unless the individual meets or exceeds all eligibility standards set out in the district's program.
(3) Prior to the 1987-88 school year, the State Board, with the assistance of an advisory committee it appoints, and acting through the State Department of Education, shall establish by

regulation an incentive program for rewarding and retaining principals who demonstrate superior performance and productivity.
(4) The incentive program shall include: (a) evaluation for instructional leadership performance as it related to improved student learning and development; (b) evaluation by a team which includes school administrators, teachers, and peers; (c) evidence of self-improvement through advanced training; (d) meaningful participation of school principals in the development of the plan; and (e) working with student teachers whenever possible.
(5) Funds for the school principal incentive program must be distributed to the school districts of the State on a per principal basis. Principal incentive rewards may not exceed five thousand dollars a principal.
The State Board of Education shall promulgate regulations that ensure that the districts of the state utilize the funds in an appropriate manner and establish a procedure for redistributing funds from districts that do not require all of their allocations.

SECTION 59-24-120. Apprenticeship for principal.
The State Board of Education shall establish guidelines for selected school districts of this State to implement programs whereby persons who demonstrate outstanding potential as principals in the opinion of the district may be given the opportunity to serve an apprenticeship as a principal in the selected districts.

SECTION 59-24-130. Principal, defined.
For purposes of funds appropriated in the annual general appropriations act and program eligibility for the School Principal Incentive Program and the School Administrator Evaluation Program, the term "principal" also includes the administrative head of a career and technology center.

43-165.1. Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP).

I. PURPOSE

The State Board of Education, through the South Carolina Department of Education, is required to adopt statewide performance standards and criteria that shall serve as a foundation for all processes used for assisting, developing, and evaluating principals employed in the school districts of this state. School districts shall use the standards and procedures adopted by the State Board of Education for the purposes of conducting evaluations and guiding the professional development of principals. Districts are to consider evaluation results in making decisions regarding principal development, compensation, promotion, retention, and removal.

The South Carolina Department of Education shall ensure the implementation of principal evaluation in the school districts.

Principals must be evaluated using the Performance Standards and Criteria for Principal Evaluation adopted by the State Board of Education. Additional performance standards and criteria may be established by the superintendent. As required by S.C. Code Ann. Section 59-24-30, the principal's annual Professional Development Plan (PDP) shall be established on the basis of the PADEPP Performance Standards and Criteria and the school's renewal plan.

II. DEFINITIONS FOR THE PURPOSES OF THIS EVALUATION PROGRAM

A. PRINCIPAL: A principal is the chief administrative head or director of an elementary, middle, or secondary school or of a vocational, technical, special education, or alternative school. Induction principals are those serving for the first time as building-level principals. These principals are considered probationary until they have completed the requirements of the Principal Induction Program (PIP) and have received an overall rating of Proficient or higher on the PADEPP evaluation instrument.

B. EVALUATOR: The evaluator is the district superintendent and/or the superintendent's designee. All evaluators must have successfully completed the Office of School Leadership's (OSL) Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP) training before evaluating principals.

C. EVALUATION INSTRUMENT: The evaluation instrument developed by the South Carolina Department of Education is based upon the PADEPP Performance Standards and Criteria and is available from the Office of School Leadership. In lieu of the state instrument, districts may request permission to use an alternative evaluation process that meets state requirements and national standards. This instrument must be approved by the South Carolina Department of Education and the State Board of Education.

D. EVALUATION CYCLE: The evaluation cycle shall be consistent with the school year as defined by law. After induction, principals shall be evaluated as stated in Section III.

III. PROGRAM IMPLEMENTATION

A. PRINCIPALS WITH TIER 1 CERTIFICATION

(1) First-year principals shall participate in an induction program as provided for in State Board of Education Regulation 43-167, "Principal Induction Program." The superintendent or his or her designee shall provide the first-year principal with written and oral feedback relative to each performance standard and criterion. Principals are to receive this feedback at least at mid-year and end-of-year conferences. The superintendent or his or her designee will observe, collect relevant data, consult with the first-year principal on a regular and consistent basis, and provide the first-year principal with an informal written evaluation.

(2) Upon successful completion of both the South Carolina Principal Induction Program (PIP) and a full evaluation on the PADEPP evaluation instrument, the principal will be eligible for Tier 2 principal certification. If the overall rating on the PADEPP evaluation instrument in any year immediately subsequent to the induction year of employment as a principal is below Proficient, the principal will remain on Tier 1 certification until the South Carolina Department of Education receives verification from the employing school district that the principal has achieved an overall rating of Proficient or higher on PADEPP.

B. PRINCIPALS WITH TIER 2 CERTIFICATION

The superintendent or his or her designee shall evaluate Tier 2 principals annually. A full evaluation using all PADEPP Performance Standards will be conducted at least every third year. The evaluation shall address each of the PADEPP Performance Standards and accompanying Criteria. Principal evaluations on years between full evaluations will include Performance Standards for ~~2~~ Instructional Leadership, Student Growth, and all Performance Standards rated the previous year as below "Proficient," as well as any additional Performance Standards identified in the Principal's Professional Development Plan (PDP). Full evaluations may, of course, be conducted every year, if the superintendent chooses to do so. A principal is to receive feedback from the superintendent or his designee regarding the principal's performance at least at mid-year and end-of-year conferences.

IV. PERFORMANCE STANDARDS AND CRITERIA

Principal preparation programs and school districts must address, but are not limited to, the Performance Standards and Criteria for the Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP), as specified in the State Board of Education's PADEPP implementation guidelines.

V. EVALUATION PROCESS

A. The evaluation of each principal shall consist of both formative and summative phases.

(1) The formative phase shall begin with an initial review of the evaluation instrument by the evaluator with the principal. Regular conferences shall be held to discuss the principal's progress and shall include an analysis of the data collected during the year.

(2) The summative phase shall provide for evaluative conclusions regarding the principal's performance based upon the data collected. Upon completion of the evaluation, the evaluator will meet with the principal to discuss the findings in terms of each of the PADEPP Performance Standards, as well as the overall results. At the conclusion of the meeting, the evaluator and the principal shall sign the evaluation form, and a copy shall be given to the principal.

B. After reviewing the overall results of the evaluation, the principal and evaluator shall establish the principal's annual Professional Development Plan (PDP) on the basis of the identified strengths and weaknesses, as well as the school's renewal plan.

C. Satisfactory performance on an evaluation does not guarantee reemployment as a principal.

D. Each principal has the right to respond in writing to the completed principal evaluation instrument. This written response must be submitted to the evaluator within ten working days of the summative conference.

E. All appeals shall follow local school district policies and procedures governing the local appeal process.

VI. DISTRICT RESPONSIBILITIES

A. Each school district shall ensure that principals receive awareness training that includes

(1) the PADEPP Performance Standards and Criteria for Principal Evaluation,

(2) the PADEPP principal evaluation instrument, and

(3) Regulation 43-165.1, "Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP)."

B. Each school district shall ensure that the district superintendent and the superintendent's designee(s) are trained as evaluators of principals.

C. Each school district shall designate one individual to be trained as a district coordinator for PADEPP. This coordinator shall be responsible for the administration of the evaluation program consistent with this regulation, including an annual submission for all principals in their district.

D. Each school district shall maintain principal evaluation data and shall ensure the confidentiality of the evaluation results in accordance with the Freedom of Information Act.

E. Each school district shall submit annual assurances and required principal evaluation data to the South Carolina Department of Education indicating compliance with this regulation and PADEPP implementation guidelines.

F. Each school district shall utilize the results from the principal evaluations in decisions regarding principal development, compensation, promotion, retention, and removal.

VII. SOUTH CAROLINA DEPARTMENT OF EDUCATION RESPONSIBILITIES

A. The South Carolina Department of Education shall ensure that the PADEPP is appropriately implemented by each school district in accordance with this regulation and PADEPP implementation guidelines.

B. The South Carolina Department of Education shall collect from school districts required principal evaluation data, as well as Assurance/Validation forms, in order to

(1) determine trends and inform decisions concerning educational leadership preparation and professional development, and

(2) ensure that the Program for Assisting, Developing, and Evaluating Principal Performance is being appropriately administered in accordance with this regulation and the law governing the evaluation of principals.

C. The South Carolina Department of Education shall provide school districts with ongoing technical assistance in the form of training, consultation, and advisement. Specifically, the training will ensure that participants have the knowledge and skills necessary to collect and document data relative to a principal's performance, analyze the data to identify the principal's performance strengths and weaknesses, provide feedback to the principal in terms of the PADEPP Performance Standards and Criteria, and counsel, coach, and assist the principal to improve effectiveness. Additionally, the training will ensure that participants are prepared to

evaluate the principal in a valid, reliable manner, and to make a summative judgment regarding the principal's performance.

VIII. TRAINING REQUIREMENTS

A. Each school district shall ensure that principals receive awareness training that includes

(1) the Standards and Criteria for Principal Evaluation,

(2) the selected principal evaluation instrument, and

(3) Regulation 43-165.1, "Program for Assisting, Developing, and Evaluating Principal Performance."

B. Each school district shall ensure that the district superintendent and the superintendent's designee(s) are trained as evaluators of principals.

C. Each school district shall designate one individual to be trained as a district coordinator for the Program for Assisting, Developing, and Evaluating Principal Performance. This coordinator shall be responsible for the administration of the evaluation program consistent with this regulation.

D. The South Carolina Department of Education shall provide school districts with ongoing technical assistance in the form of training, consultation, and advisement.

IX. PROGRAM IMPLEMENTATION AND ADMINISTRATION

A. The South Carolina Department of Education shall ensure that the Program for Assisting, Developing, and Evaluating Principal Performance is appropriately implemented by each school district in accordance with this regulation.

B. Local school districts shall provide annual assurances to the Department that the Program for Assisting, Developing, and Evaluating Principal Performance is being appropriately administered in accordance with this regulation and the law governing the evaluation of principals.

C. The South Carolina Department of Education has the authority to develop guidelines, approved by the State Board of Education, in accordance with the provisions of this regulation.

Attachment 11 – Evidence that the South Carolina Department of Education has adopted one or more guidelines of local teacher and principal evaluation and support systems.

As evidence that South Carolina has adopted guidelines for local teacher evaluations, the following presents the agenda for the March 11, 2015 State Board of Education meeting during which both the Expanded South Carolina Assisting, Developing, and Evaluating Professional Teaching (ADEPT) Educator Evaluation System and the guidelines for local principal evaluation and support systems (PADEEP Guidelines)were approved (page A–132). The attachment also includes the synopsis agenda/executive summary for each system.

AGENDA
State Board of Education Meeting

Date
Wednesday, March 11, 2015

Time
1:00 p.m.

Location
Rutledge Conference
Center 1429 Senate Street
Columbia, South Carolina

Traci Young Cooper, EdD, Chair
Michael Brenan, Chair-elect
Molly M. Spearman
State Superintendent of Education
Secretary and Administrative Officer to the Board

Notice: Due to allergies of staff and visitors, we ask that visitors refrain from wearing scented products when attending the State Board of Education meetings in SCDE facilities.

SBE Mission: The State Board of Education's mission is to provide a leadership role in helping South Carolina set policy and direction to transform teaching and learning so that students are prepared with the necessary knowledge and skills, including innovation, to compete globally and live a productive life.

I. WELCOME/PLEDGE OF ALLEGIANCE

II. APPROVAL OF STATE BOARD OF EDUCATION MINUTES FOR FEBUARY 11, 2015,

III. APPROVAL OF STATE BOARD OF EDUCATION AGENDA FOR MARCH 11, 2015

IV. RECOGNITION OF VISITORS, INCLUDING NEWS MEDIA

Sumter County Teacher Forum Presentation

V. STATE BOARD CHAIR REPORT

2015 Spring Board Retreat Update—Traci Young Cooper, EdD, Chair

VI. STATE SUPERINTENDENT OF EDUCATION REPORT

Teacher and School Spotlight Showcase

- Mr. Brad Nickles, Principal, Emerald High School

VII. PUBLIC COMMENT

VIII. STATE BOARD ITEMS

EP EDUCATION PROFESSIONS—COMMITTEE REPORT

FOR APPROVAL

01. **Expanded South Carolina Assisting, Developing, and Evaluating Professional Teaching (ADEPT) Educator Evaluation System Revision Approval for Submission with the 2015 ESEA Renewal Application**—Angela Bain, PhD, Deputy Superintendent, Division of Educator Effectiveness

02. **PADEPP Guidelines**—Bruce Moseley, Director, Office of School Leadership, Division of Educator Effectiveness

FOR INFORMATION

03. **Briefing on Read to Succeed (R2S)**—Jennifer Morrison, Director, Office of School Transformation, Division of Innovation and Effectiveness

04. **Annual Report on Individuals Who Have Applied for Certification in South Carolina Based on Qualifying for the Passport to Teaching Certificate through the American Board for Certification of Teacher Excellence (ABCTE)**—Laura Covington, Education Associate, Office of Educator Services, Division of Educator Effectiveness

PL POLICY AND LEGISLATIVE—COMMITTEE REPORT

FOR INFORMATION

01. **Horry County School District (HCSD) Report on a Waiver Request Approval (September 12, 2012) by the State Board of Education (SBE) of R.43-234 (II)(B), Defined Program, Grades 9–12 [and Graduation Requirements]**—Darlene Prevatt, Team Leader, State Accountability, Office of Federal and State Accountability, Division of Innovation and Effectiveness

IF INNOVATION AND FINANCE—COMMITTEE REPORT

FOR APPROVAL

01. **Request for Approval of Property Disposal—Marion County School District**—Delisa Clark, Director, Office of School Facilities, Division of Operations and Support

02. **Request for Approval of Property Disposal—Lee County School District**—Delisa Clark, Director, Office of School Facilities, Division of Operations and Support

03. **Appointment Recommendations for the 2015 Instructional Materials Review Panels**—Kriss Stewart, Program Coordinator, Instructional Materials Section, Office of Finance

FOR INFORMATION

04. **Financial Update for Fiscal Year 2014–15**—Mellanie Jinnette, Chief Financial Officer, Office of Finance

SLA STANDARDS, LEARNING, AND ACCOUNTABILITY—COMMITTEE REPORT

FOR INFORMATION

01. **Assessment Update**—Liz Jones, Director, Office of Assessment, Division of Accountability Innovation and Effectiveness

02. **ACT and WorkKeys Assessment**—Mike DiNicola, ACT

ECC EDUCATOR CERTIFICATION CASES COMMITTEE—COMMITTEE REPORT

FOR APPROVAL

Approval of the Ratification Agenda

SBE STATE BOARD OF EDUCATION

FOR APPROVAL

01. **South Carolina College- and Career-Ready Standards for Mathematics 2015 (Second Reading)**—Julie Fowler, PhD, Deputy Superintendent, Division of College and Career Readiness

02. **South Carolina College- and Career-Ready Standards for English Language Arts 2015 (Second Reading)**—Julie Gore Fowler, PhD, Deputy Superintendent,Division of College and Career Readiness

IX. CONSENT AGENDA

X. OTHER BUSINESS

South Carolina School Improvement Council—Tom Hudson

XI. ADJOURNMENT

STATE BOARD OF EDUCATION

SYNOPSIS AGENDA/EXECUTIVE SUMMARY

CODE:	EP-01
COMMITTEE:	Educator Professions
DATE:	March 11, 2015

SUBJECT/TITLE

Expanded South Carolina Assisting, Developing, and Evaluating Professional Teaching (ADEPT) Educator Evaluation System Revision Approval for Submission with the 2015 ESEA Renewal Application

PURPOSE OF REPORT/REGULATION/ITEM

The purpose of this item is for the State Board to review and consider for approval the expanded *South Carolina Educator Evaluation System* for 2015–16 implementation and beyond.

CRITICAL FACTS

As the Educator Evaluation Advisory Team is still assisting the SCDE in the revision of the guidelines and the development of the Educator Evaluation System, this synopsis serves as a notice that those guidelines and the details of the proposed system will be provided to the Board in as timely a fashion as is possible for consideration prior to the March 11 meeting.

TIMELINE/REVIEW PROCESS

- Spring 2011 — The SCDE convened a 33-member ADEPT Upgrade Task Force to review the State's ADEPT Performance Standards and the 2006 ADEPT System Guidelines and amendments to the State Board of Education regulation (R 43-165.1) regarding the requirements for principal evaluation. Recommendations stemming from these groups served as the basis for the development of Principle 3 of South Carolina's ESEA Flexibility Waiver Request.
- 2011–12 — Twenty-one regional stakeholder community meetings were held throughout the State to collect public feedback. SCDE's
- February–Summer 2012 — Office of Instructional Practices and Evaluations partnered with the Office of School Transformation, the Office of Research and Data Analysis, and an independent research consultant to work with 22 School Improvement Grant (SIG) schools to create a new educator evaluation and support system based on the school improvement grant and federal requirements. Meetings were held with representative

	schools and districts, with input received from participating teachers and school and district administrators.
• June 2012	A statewide Educator Evaluation Stakeholder Committee (EESC) was formed to provide input. EESC included teachers, school principals, district office administrators, and representatives from higher education and other stakeholder groups.
• School year 2012–13	Twenty-two schools participated in the Beta phase of the educator evaluation project.
• Spring 2013	Feedback from the Beta schools resulted in revision to the observation rubric. A decision to pilot two alternative rubrics was made.
• Summer 2013	Palmetto Priority Schools were required to participate in the Pilot planned for the 2013–14 school year. Other schools and districts volunteered to participate for a total of 47 schools. Training on the two rubrics being piloted was held during the summer and early fall with approximately 200 evaluators trained. Evaluators had to pass the certification exam in order to submit teacher observations as part of the pilot.
• September 2013	Value-add data were made available to schools participating in the Beta.
• October–December 2013	Close to two dozen meetings were held around the state to update the public on the federal waiver. These meetings provided updates on the Educator Evaluation pilot. The EESC group was convened twice (October 6 and December 10) and updates were provided and feedback received.
• School year 2013–14	Forty-seven schools are participating in the pilot using either the Enhanced ADEPT observation rubric or the SC Teaching Standards rubric. (Schools and districts were able to select which rubric they wanted to pilot.) Fall and spring roster verifications occur.
• April 29, 2014	Educator Evaluation Working Group Session 1. A draft of the Preamble is generated from the content provided by the Working Group and the data from the 2012–13 year are shown to the group with the names of the districts, schools, teachers, and students hidden.
• May 14, 2014	Educator Evaluation Working Group Session 1. Feedback on the draft generated from session 1 is provided by the group to the SCDE. Full Board meets in the afternoon and receives informational presentations from the SCDE and members of the Working Group. Board discussion occurs.
• May 28, 2014	Educator Evaluation Working Group Session 3. Topics will be SLOs and the components of the district choice option. Data
• Summer 2014	verification and value-add calculations will be performed by Statistical Analysis System (SAS). Results made available to schools in the pilot in early fall 2014.

• July 2014	Request for Proposals (RFPs) are released by State MMO office. One RFP is for the value-add calculations themselves. The other RFP is for the observational rubric, corresponding online data collection system, and professional development portal.
• Fall 2014	Trainings on SLO provided by SCDE.
• February 2015	Value-added measures award made to SAS EVAAS. District-wide and school-wide value-added measures made available to districts and principals via secure webportal. Roster
• Spring 2015	verification occurs for all teachers of tested grades and subjects to allow for the release of value-add scores in September 2015. These scores are planned to be used "For Information Only."

ECONOMIC IMPACT

COST: The Request for Proposal (RFP) for a value-add measurement vendor is estimated at $3 to $5 million for a 3-year contract. The RFP for the observational rubric and supporting online reporting software and professional growth portal is estimated to cost $700,000 to $1 million for a 3-year contract.

FUND/SOURCE: State

ATTACHMENTS

Attachments: ☒ yes ☐ no

(attachments must be submitted with synopsis)

Name of Attachment: Expanded ADEPT Support and Evaluation Guidelines 2015–16.pdf

RECOMMENDATION

The SCDE recommends approval of the expansion of the South Carolina Educator Evaluation System.

ACTION REQUEST

FOR APPROVAL: ☒ FOR INFORMATION ONLY: ☐

STATE BOARD OF EDUCATION

SYNOPSIS AGENDA/EXECUTIVE SUMMARY

CODE:	EP-02
COMMITTEE : DATE:	Educator Professions March 11, 2015

SUBJECT/TITLE

Expanded South Carolina Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP) Principal Evaluation Instrument Revision Approval for Submission with the 2015 ESEA Renewal Application

PURPOSE OF REPORT/REGULATION/ITEM

The purpose of this item is for the State Board to review, and consider for approval, the expanded *PADEPP Principal Evaluation Instrument* for 2015–16 implementation and beyond.

CRITICAL FACTS

As the Educator Evaluation Advisory Team is still assisting the SCDE in the revision of the guidelines and the development of the educator evaluation system, this synopsis serves as a notice that those guidelines and the details of the proposed system will be provided to the Board in as timely a fashion as is possible for consideration prior to the March 11 meeting.

TIMELINE/REVIEW PROCESS

- Spring 2011 — SCDE convened a 33-member ADEPT Upgrade Task Force to review the State's ADEPT Performance Standards and the 2006 ADEPT System Guidelines and amendments to the State Board of Education regulation (R 43-165.1) regarding the requirements for principal evaluation. Recommendations stemming from these groups served as the basis for the development of Principle 3 of South Carolina's ESEA Flexibility Waiver Request.
- 2011–12 — Twenty-one regional stakeholder community meetings were held throughout the State to collect public feedback. SCDE's
- February–Summer 2012 — Office of Instructional Practices and Evaluations partnered with the Office of School Transformation, the Office of Research and Data Analysis, and an independent research consultant to work with 22 School Improvement Grant (SIG) schools to create a new educator evaluation and support system based on school improvement grant and federal requirements. Meetings were held with representative

	schools and districts, with input received from participating teachers, school and district administrators.
• June 2014	The SBE amended the South Carolina educator evaluation guidelines, including PADEPP, to include student growth as a significant factor.
• January 2015	The PADEPP regulation was amended on January 21, 2015, to include references to Standard 10 on Student Growth to conform to the June 2014 change. As of March 11, 2015, the amended regulation is pending before the General Assembly.
• During 2015	The SCDE conducted stakeholder meetings to revise and update the educator evaluation guidelines. These amendments to the PADEPP implementation guidelines are the result of incorporating that feedback and to meet requirements for the ESEA flexibility waiver. The SCDE has developed a process for collecting ongoing feedback for continuous improvement of the systems.

ECONOMIC IMPACT

COST: Unknown

FUND/SOURCE: State

ATTACHMENTS

Attachments: ☒ yes ☐ no

(attachments must be submitted with synopsis) Name of Attachment: 2015 PADEPP-V5 Guidelines

RECOMMENDATION

The SCDE recommends approval of the expansion of the South Carolina Educator Evaluation System.

ACTION REQUEST

FOR APPROVAL: ☒ FOR INFORMATION ONLY: ☐

Appendix A: 2011–12 Community Stakeholder Meetings Agenda and Comment Form

Agenda for Community Stakeholder Meetings

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

SCDE ESEA Flexibility Waiver Request

Community Stakeholder Meeting Agenda, January 3-23, 2012

I. Welcome and Overview of the ESEA Flexibility Waiver & Meeting Process

II. Principle 1: College and Career Ready Expectations for All Students

Requirements

Community Discussion and Feedback

III. Principle 2: State-Developed Differentiated Recognition, Accountability, and Support

Requirements

Community Discussion and Feedback

IV. Principle 3: Supporting Effective Instruction and Leadership

Requirements

Community Discussion and Feedback

V. Principle 4: Reducing Duplication and Unnecessary Burden

Requirements

Community Discussion and Feedback

VI. Closing

2012 ESEA Community Stakeholder Meeting Comment Form

South Carolina Department of Education

Please provide us with your contact information along with any comments you have concerning the draft of the ESEA Flexibility Waiver. Please write comments related to each principle under the appropriate heading.

All comments submitted are subject to the South Carolina Freedom of Information Act. Any contact information provided will not be used for the purpose of solicitation.

Name: _____

Address: _____

Phone: _____

E-mail: _____

Principle 1: College- and Career-Ready Expectations for All Students

_____

_____

_____

_____

_____

Principle 2: State-Developed Differentiated Recognition, Accountability, and Support

_____

_____

_____

_____

Principle 3: Supporting Effective Instruction and Leadership

Principle 4: Reducing Duplication and Unnecessary Burden

Additional Comments

Appendix B: Education Acountability Act

Code of Laws

TITLE 59. EDUCATION

CHAPTER 18. EDUCATION ACCOUNTABILITY ACT

ARTICLE 1. GENERAL PROVISIONS

SECTION 59-18-100. Performance based accountability system for public education established; "accountability" defined. [SC ST SEC 59-18-100]

The General Assembly finds that South Carolinians have a commitment to public education and a conviction that high expectations for all students are vital components for improving academic achievement. It is the purpose of the General Assembly in this chapter to establish a performance based accountability system for public education which focuses on improving teaching and learning so that students are equipped with a strong academic foundation. Accountability, as defined by this chapter, means acceptance of the responsibility for improving student performance and taking actions to improve classroom practice and school performance by the Governor, the General Assembly, the State Department of Education, colleges and universities, local school boards, administrators, teachers, parents, students, and the community.

HISTORY: 1998 Act No. 400, § 2; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-110. Objectives. [SC ST SEC 59-18-110]

The system is to:

(1) use academic achievement standards to push schools and students toward higher performance by aligning the state assessment to those standards and linking policies and criteria for performance standards, accreditation, reporting, school rewards, and targeted assistance;

(2) provide an annual report card with a performance indicator system that is logical, reasonable, fair, challenging, and technically defensible, which furnishes clear and specific information about school and district academic performance and other performance to parents and the public;

(3) require all districts to establish local accountability systems to stimulate quality teaching and learning practices and target assistance to low performing schools;

(4) provide resources to strengthen the process of teaching and learning in the classroom to improve student performance and reduce gaps in performance;

(5) support professional development as integral to improvement and to the actual work of teachers and school staff; and

(6) expand the ability to evaluate the system and to conduct in-depth studies on implementation, efficiency, and the effectiveness of academic improvement efforts.

HISTORY: 1998 Act No. 400, § 2; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-120. Definitions. [SC ST SEC 59-18-120]

As used in this chapter:

(1) "Oversight Committee" means the Education Oversight Committee established in Section 59-6-10.

(2) "Standards based assessment" means an assessment where an individual's performance is compared to specific performance standards and not to the performance of other students.

(3) "Disaggregated data" means data broken out for specific groups within the total student population, such as by race, gender, level of poverty, limited English proficiency status, disability status, or other groups as required by federal statutes or regulations.

(4) "Longitudinally matched student data" means examining the performance of a single student or a group of students by considering their test scores over time.

(5) "Academic achievement standards" means statements of expectations for student learning.

(6) "Department" means the State Department of Education.

(7) "Absolute performance" means the rating a school will receive based on the percentage of students meeting standard on the state's standards based assessment.

(8) "Growth" means the rating a school will receive based on longitudinally matched student data comparing current performance to the previous year's for the purpose of determining student academic growth.

(9) "Objective and reliable statewide assessment" means assessments that yield consistent results and that measure the cognitive knowledge and skills specified in the state-approved academic standards and do not include questions relative to personal opinions, feelings, or attitudes and are not biased with regard to race, gender, or socioeconomic status. The assessments must include a writing assessment and multiple-choice questions designed to reflect a range of cognitive abilities beyond the knowledge level. Constructed response questions may be included as a component of the writing assessment.

(10) "Division of Accountability" means the special unit within the oversight committee established in Section 59-6-100.

(11) "Formative assessment" means assessments used within the school year to analyze general strengths and weaknesses in learning and instruction, to understand the performance of students individually and across achievement categories, to adapt instruction to meet students' needs, and to consider placement and planning for the next grade level. Data and performance from the formative assessments must not be used in the calculation of school or district ratings.

HISTORY: 1998 Act No. 400, § 2; 2006 Act No. 254, §§ 2.A, 2.B, eff March 24, 2006; 2008 Act No. 282, § 1, eff June 5, 2008.

ARTICLE 3. ACADEMIC STANDARDS AND ASSESSMENTS

SECTION 59-18-300. Adoption of educational standards in core academic areas. [SC ST SEC 59-18-300]

The State Board of Education is directed to adopt grade specific performance-oriented educational standards in the core academic areas of mathematics, English/language arts, social studies (history, government, economics, and geography), and science for kindergarten through twelfth grade and for grades nine through twelve adopt specific academic standards for high school credit courses in mathematics, English/language arts, social studies, and science. The standards are to promote the goals of providing every student with the competencies to:

(1) read, view, and listen to complex information in the English language;

(2) write and speak effectively in the English language;

(3) solve problems by applying mathematics;

(4) conduct research and communicate findings;

(5) understand and apply scientific concepts;

(6) obtain a working knowledge of world, United States, and South Carolina history, government, economics, and geography; and

(7) use information to make decisions.

The standards must be reflective of the highest level of academic skills with the rigor necessary to improve the curriculum and instruction in South Carolina's 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.

HISTORY: 1998 Act No. 400, § 2; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-310. Development or adoption of statewide assessment program to promote student learning and measure student performance. [SC ST SEC 59-18-310]

(A) Notwithstanding any other provision of law, the State Board of Education, through the Department of Education, is required to develop or adopt a statewide assessment program to promote student learning and to measure student performance on state standards and:

(1) identify areas in which students, schools, or school districts need additional support;

(2) indicate the academic achievement for schools, districts, and the State;

(3) satisfy federal reporting requirements; and

(4) provide professional development to educators.

Assessments required to be developed or adopted pursuant to the provisions of this section or chapter must be objective and reliable.

(B) The statewide assessment program must include the subjects of English/language arts, mathematics, science, and social studies in grades three through eight, as delineated in Section 59-18-320(B), to be first administered in 2009, an exit examination in English/language arts and mathematics to be first administered in a student's second year of high school enrollment beginning with grade nine, and end-of-course tests for gateway courses awarded units of credit in English/language arts, mathematics, science, and social studies. Student performance targets must be established following the 2009 administration. The assessment program must be used for school and school district accountability purposes beginning with the 2008-2009 school year. The publication of the annual school and school district report card may be delayed for the 2008-2009 school year until no later than February 15, 2010. A student's score on an end-of-year assessment may not be the sole criterion for placing the student on academic probation, retaining the student in his current grade, or requiring the student to attend summer school. Beginning with the graduating class of 2010, students are required to pass a high school credit course in science and a course in United States history in which end-of-course examinations are administered to receive the state high school diploma.

(C) To facilitate the reporting of strand level information and the reporting of student scores prior to the beginning of the next school year, beginning with the 2009 administration, multiple choice items must be administered as close to the end of the school year as possible and the writing assessment must be administered earlier in the school year.

(D) While assessment is called for in the specific areas mentioned above, this should not be construed as lessening the importance of foreign languages, visual and performing arts, health, physical education, and career or occupational programs.

(E) The State Board of Education shall create a statewide adoption list of formative assessments for grades one through nine aligned with the state content standards in English/language arts and mathematics that satisfies professional measurement standards in accordance with criteria jointly determined by the Education Oversight Committee and the State Department of Education. The formative assessments must provide diagnostic information in a timely manner to all school districts for each student during the course of the school year. For use beginning with the 2009-2010 school year, and subject to appropriations by the General Assembly for the assessments, local districts must be allocated resources to select and administer formative assessments from the statewide adoption list to use to improve student performance in accordance with district improvement plans. However, if a local district already administers formative assessments, the district may continue to use the assessments if they meet the state standards and criteria pursuant to this subsection.

(F) The State Department of Education shall provide on-going professional development in the development and use of classroom assessments, the use of formative assessments, and the use of the end-of-year state assessments so that teaching and learning activities are focused on student needs and lead to higher levels of student performance.

HISTORY: 1998 Act No. 400, § 2; 2001 Act No. 39, § 3; 2006 Act No. 254, § 3, eff March 24, 2006; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-320. Review of field test; general administration of test; accommodations for students with disabilities; adoption of new standards. [SC ST SEC 59-18-320]

(A) After the first statewide field test of the assessment program in each of the four academic areas, and after the field tests of the end of course assessments of high school credit courses, the Education Oversight Committee, established in Section 59-6-10, will review the state assessment program and the course assessments for alignment with the state standards, level of difficulty and validity, and for the ability to differentiate levels of achievement, and will make recommendations for needed changes, if any. The review will be provided to the State Board of Education, the State Department of Education, the Governor, the Senate Education Committee, and the House Education and Public Works Committee as soon as feasible after the field tests. The Department of Education will then report to the Education Oversight Committee no later than one month after receiving the reports on the changes made to the assessments to comply with the recommendations.

(B) After review and approval by the Education Oversight Committee, the standards based assessment of mathematics, English/language arts, social studies, and science will be administered to all public school students in grades three through eight, to include those students as required by the federal Individuals with Disabilities Education Improvement Act and by Title 1 of the Elementary and Secondary Education Act. To reduce the number of days of testing, to the extent possible, field test items must be embedded with the annual assessments. In accordance with the requirements of the federal No Child Left Behind Act, science assessments must be administered annually to all students in one elementary and one middle school grade. The State Department of Education shall develop a sampling plan

to administer science and social studies assessments to all other elementary and middle school students. The plan shall provide for all students and both content areas to be assessed annually; however, individual students, except in census testing grades, are not required to take both tests. In the sampling plan, approximately half of the assessments must be administered in science and the other half in social studies in each class. To ensure that school districts maintain the high standard of accountability established in the Education Accountability Act, performance level results reported on school and district report cards must meet consistently high levels in all four core content areas. The core areas must remain consistent with the following percentage weightings established and approved by the Education Oversight Committee: in grades three through five, thirty percent each for English/language arts and math, and twenty percent each for science and social studies; and in grades six through eight, twenty-five percent each for English/language arts and math, and twenty-five percent each for science and social studies. For students with documented disabilities, the assessments developed by the Department of Education shall include the appropriate modifications and accommodations with necessary supplemental devices as outlined in a student's Individualized Education Program and as stated in the Administrative Guidelines and Procedures for Testing Students with Documented Disabilities.

(C) After review and approval by the Education Oversight Committee, the end of course assessments of high school credit courses will be administered to all public school students as they complete each course.

(D) Any new standards and assessments required to be developed and adopted by the State Board of Education, through the Department of Education for use as an accountability measure, must be developed and adopted upon the advice and consent of the Education Oversight Committee.

HISTORY: 1998 Act No. 400, § 2; 2006 Act No. 254, § 4, eff March 24, 2006; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-330. Coordination and annual administration of National Assessment of Education Progress (NAEP). [SC ST SEC 59-18-330]

The State Department of Education is directed to coordinate the annual administration of the National Assessment of Education Progress (NAEP) to obtain an indication of student and school performance relative to national performance levels. A school randomly selected by NAEP must comply with the administration of the assessment to obtain an indication of state performance relative to national performance levels.

HISTORY: 1998 Act No. 400, § 2; 2006 Act No. 254, § 5, eff March 24, 2006; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-340. PSAT or PLAN tests of tenth grade students; availability; use of results. [SC ST SEC 59-18-340]

High schools shall offer state-funded PSAT or PLAN tests to each tenth grade student in

order to assess and identify curricular areas that need to be strengthened and reenforced. Schools and districts shall use these assessments as diagnostic tools to provide academic assistance to students whose scores reflect the need for such assistance. Schools and districts shall use these assessments to provide guidance and direction for parents and students as they plan for postsecondary experiences.

HISTORY: 1998 Act No. 400, § 2; 2006 Act No. 254, § 6, eff March 24, 2006; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-350. Cyclical review of state standards and assessments; analysis of assessment results. [SC ST SEC 59-18-350]

(A) The State Board of Education, in consultation with the Education Oversight Committee, shall provide for a cyclical review by academic area of the state standards and assessments to ensure that the standards and assessments are maintaining high expectations for learning and teaching. At a minimum, each academic area should be reviewed and updated every seven years. After each academic area is reviewed, a report on the recommended revisions must be presented to the Education Oversight Committee and the State Board of Education for consideration. After approval by the Education Oversight Committee and the State Board of Education, the recommendations may be implemented. However, the previous content standards shall remain in effect until approval has been given by both entities. As a part of the review, a task force of parents, business and industry persons, community leaders, and educators, to include special education teachers, shall examine the standards and assessment system to determine rigor and relevancy.

(B) The State Department of Education annually shall convene a team of curriculum experts to analyze the results of the assessments, including performance item by item. This analysis must yield a plan for disseminating additional information about the assessment results and instruction and the information must be disseminated to districts not later than January fifteenth of the subsequent year.

HISTORY: 1998 Act No. 400, § 2; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-360. Dissemination of assessment results. [SC ST SEC 59-18-360]

Beginning with the 2010 assessment administration, the Department of Education is directed to provide assessment results annually on individual students and schools by August first, in a manner and format that is easily understood by parents and the public. In addition, the school assessment results must be presented in a format easily understood by the faculty and in a manner that is useful for curriculum review and instructional improvement. The department is to provide longitudinally matched student data from the standards based assessments and include information on the performance of subgroups of students within the school. The department must work with the Division of Accountability in developing the formats of the assessment results. Schools and districts are responsible for disseminating this information to parents.

HISTORY: 1998 Act No. 400, § 2; 2003 Act No. 89, § 5, eff July 23, 2003; 2006 Act No. 254, § 7, eff March 24, 2006; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-370. Renumbered as § 59-18-360 by 2008 Act No. 282, § 1, eff June 5, 2008. [SC ST SEC 59-18-370]

ARTICLE 5. ACADEMIC PLANS FOR STUDENTS [OMITTED]

SECTION 59-18-500. Omitted by 2008 Act No. 282, § 1, eff June 5, 2008. [SC ST SEC 59-18-500]

Former § 59-18-500 was entitled "Academic plan for student lacking skills to perform at current grade level; review of results; development of statewide policies" and was derived from 1998 Act No. 400, § 2; 1999 Act No. 100, Part II, § 5.

ARTICLE 7. MATERIALS AND ACCREDITATION

SECTION 59-18-700. Alignment of criteria for instructional materials with educational standards. [SC ST SEC 59-18-700]

The criteria governing the adoption of instructional materials must be revised by the State Board of Education to require that the content of such materials reflect the substance and level of performance outlined in the grade specific educational standards adopted by the state board.

HISTORY: 1998 Act No. 400, § 2; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-710. Recommendations regarding state's accreditation system. [SC ST SEC 59-18-710]

The State Department of Education shall provide recommendations regarding the state's accreditation system to the State Board of Education. The recommendations must be derived from input received from broad-based stakeholder groups. In developing the criteria for the accreditation system, the State Board of Education shall consider including the function of school improvement councils and other school decision-making groups and their participation in the school planning process.

HISTORY: 1998 Act No. 400, § 2; 2008 Act No. 282, § 1, eff June 5, 2008; 2008 Act No. 353, § 2, Pt 1A.B, eff July 1, 2009.

ARTICLE 9. REPORTING

SECTION 59-18-900. Development of comprehensive annual report cards; academic performance ratings; promulgation of regulations. [SC ST SEC 59-18-900]

(A) The Education Oversight Committee, working with the State Board of Education, is

directed to establish a comprehensive annual report card, its format, and an executive summary of the report card to report on the performance for the individual primary, elementary, middle, high schools, and school districts of the State. The comprehensive report card must be in a reader-friendly format, using graphics whenever possible, published on the state, district, and school website, and, upon request, printed by the school districts. The school's ratings on academic performance must be emphasized and an explanation of their significance for the school and the district also must be reported. The annual report card must serve at least five purposes:

(1) inform parents and the public about the school's performance;

(2) assist in addressing the strengths and weaknesses within a particular school;

(3) recognize schools with high performance;

(4) evaluate and focus resources on schools with low performance; and

(5) meet federal report card requirements.

(B) The Education Oversight Committee, working with the State Board of Education and a broad-based group of stakeholders, including, but not limited to, parents, business and industry persons, community leaders, and educators, shall determine the criteria for and establish five academic performance ratings of excellent, good, average, below average, and school/district at-risk. Schools and districts shall receive a rating for absolute and growth performance. Only the scores of students enrolled in the school at the time of the forty-five-day enrollment count shall be used to determine the absolute and growth ratings. Graduation rates must be used as an additional accountability measure for high schools and school districts. The Oversight Committee, working with the State Board of Education, shall establish three student performance indicators which will be those considered to be useful for assessing a school's overall performance and appropriate for the grade levels within the school.

The student performance levels are: Not Met, Met, and Exemplary. "Not Met" means that the student did not meet the grade level standard. "Met" means the student met the grade level standard. "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. For purposes of reporting as required by federal statute, "proficiency" shall include students performing at Met or Exemplary.

(C) In setting the criteria for the academic performance ratings and the performance indicators, the Education Oversight Committee shall report the performance by subgroups of students in the school and schools similar in student characteristics. Criteria must use established guidelines for statistical analysis and build on current data-reporting practices.

(D) The comprehensive report card must include a comprehensive set of performance indicators with information on comparisons, trends, needs, and performance over time which is helpful to parents and the public in evaluating the school. Special efforts are to be

made to ensure that the information contained in the report card is provided in an easily understood manner and a reader-friendly format. This information should also provide a context for the performance of the school. Where appropriate, the data should yield disaggregated results to schools and districts in planning for improvement. The report card should include information in such areas as programs and curriculum, school leadership, community and parent support, faculty qualifications, evaluations of the school by parents, teachers, and students. In addition, the report card must contain other criteria including, but not limited to, information on promotion and retention ratios, disciplinary climate, dropout ratios, dropout reduction data, student and teacher ratios, and attendance data.

(E) After reviewing the school's performance on statewide assessments, the principal, in conjunction with the School Improvement Council established in Section 59-20-60, must write an annual narrative of a school's progress in order to further inform parents and the community about the school and its operation. The narrative must be reviewed by the district superintendent or appropriate body for a local charter school. The narrative must cite factors or activities supporting progress and barriers which inhibit progress. The school's report card must be furnished to parents and the public no later than November fifteenth.

(F) The percentage of new trustees who have completed the orientation requirement provided in Section 59-19-45 must be reflected on the school district website.

(G) The State Board of Education shall promulgate regulations outlining the procedures for data collection, data accuracy, data reporting, and consequences for failure to provide data required in this section.

HISTORY: 1998 Act No. 400, § 2; 2001 Act No. 40, § 1; 2002 Act No. 265, § 2; 2005 Act No. 88, § 3, eff May 27, 2005; 2006 Act No. 274, § 3, eff May 3, 2006; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-910. Cyclical review of accountability system; stakeholders. [SC ST SEC 59-18-910]

Beginning in 2013, the Education Oversight Committee, working with the State Board of Education and a broad-based group of stakeholders, selected by the Education Oversight Committee, shall conduct a comprehensive cyclical review of the accountability system at least every five years and shall provide the General Assembly with a report on the findings and recommended actions to improve the accountability system and to accelerate improvements in student and school performance. The stakeholders must include the State Superintendent of Education and the Governor, or the Governor's designee. The other stakeholders include, but are not limited to, parents, business and industry persons, community leaders, and educators.

HISTORY: 1998 Act No. 400, § 2; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-920. Report card requirements for charter, alternative and career and technology schools. [SC ST SEC 59-18-920]

A charter school established pursuant to Chapter 40, Title 59 shall report the data requested by the Department of Education necessary to generate a report card. The Department of Education shall utilize this data to issue a report card with performance ratings to parents and the public containing the ratings and explaining its significance and providing other information similar to that required of other schools in this section. The performance of students attending charter schools sponsored by the South Carolina Public Charter School District must be included in the overall performance ratings of the South Carolina Public Charter School District. The performance of students attending a charter school authorized by a local school district must be reflected on a separate line on the school district's report card and must not be included in the overall performance ratings of the local school district. An alternative school is included in the requirements of this chapter; however, the purpose of an alternative school must be taken into consideration in determining its performance rating. The Education Oversight Committee, working with the State Board of Education and the School to Work Advisory Council, shall develop a report card for career and technology schools.

HISTORY: 1998 Act No. 400, § 2; 2005 Act No. 49, § 7, eff May 3, 2005; 2006 Act No; 274, § 2, eff May 3, 2006; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-930. Executive summary of report cards; date for issuance; advertising results. [SC ST SEC 59-18-930]

(A) The State Department of Education must issue the executive summary of the report card annually to all schools and districts of the State no later than November first. The executive summary shall be printed in black and white, be no more than two pages, use graphical displays whenever possible, and contain National Assessment of Educational Progress (NAEP) scores as well as national scores. The report card summary must be made available to all parents of the school and the school district.

(B) The school, in conjunction with the district board, also must inform the community of the school's report card by advertising the results in at least one South Carolina daily newspaper of general circulation in the area. This notice must be published within forty-five days of receipt of the report cards issued by the State Department of Education and must be a minimum of two columns by ten inches (four and one-half by ten inches) with at least a twenty-four point bold headline.

(C) If an audited newspaper of general circulation in a school district's geographic area has previously published the entire school report card results as a news item, the requirement of subsection (B) may be waived.

HISTORY: 1998 Act No. 400, § 2; 2008 Act No. 282, § 1, eff June 5, 2008; 2008 Act No. 353, § 2, Pt 1A.C.1 eff July 1, 2008; 2009 Act No. 34, § 1, eff June 2, 2009.

SECTION 59-18-950. Criteria for school district and high school ratings. [SC ST SEC 59-18-950]

Notwithstanding another provision of law to the contrary, the Education Oversight Committee may base ratings for school districts and high schools on criteria that include graduation rates, exit examination performance, and other criteria identified by technical experts and appropriate groups of educators and workforce advocates.

HISTORY: 2008 Act No. 353, § 2, Pt 1A.D, eff July 1, 2009.

ARTICLE 11. AWARDING PERFORMANCE

SECTION 59-18-1100. Palmetto Gold and Silver Awards Program established; criteria. [SC ST SEC 59-18-1100]

The State Board of Education, working with the division and the Department of Education, must establish the Palmetto Gold and Silver Awards Program to recognize and reward schools for academic achievement and for closing the achievement gap. Awards will be established 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 such additional criteria as:

(1) student attendance;

(2) teacher attendance;

(3) graduation rates; and

(4) other factors promoting or maintaining high levels of achievement and performance. Schools shall be rewarded according to specific criteria established by the division. In defining eligibility for a reward for high levels of performance, student performance should exceed expected levels of improvement. The State Board of Education shall promulgate regulations to ensure districts of the State utilize these funds to improve or maintain exceptional performance according to their school's plans established in Section 59-139-10. Funds may be utilized for professional development support.

Special schools for the academically talented are not eligible to receive an award pursuant to the provisions of this section unless they have demonstrated improvement and high absolute achievement for three years immediately preceding.

SECTION 59-18-1110. Grant of flexibility of receiving exemption from regulations; criteria; continuation of and removal from flexibility status. [SC ST SEC 59-18-1110]

(A) Notwithstanding any other provision of law, a school is given the flexibility of receiving exemptions from those regulations and statutory provisions governing the defined program provided that, during a three-year period, the following criteria are satisfied:

(1) the school has twice been a recipient of a Palmetto Gold or Silver Award, pursuant to Section 59-18-1100;

(2) the school has met annual improvement standards for subgroups of students in reading and mathematics; and

(3) the school has exhibited no recurring accreditation deficiencies.

(B) Schools receiving flexibility status are released from those regulations and statutory provisions referred to above including, but not limited to, regulations and statutory provisions on class scheduling, class structure, and staffing.

(C) To continue to receive flexibility pursuant to this section, a school must annually exhibit school improvement at or above the state average as computed in the school recognition program pursuant to Section 59-18-1100 and must meet the gains required for subgroups of students in reading and mathematics. A school which does not requalify for flexibility status due to extenuating circumstances may apply to the State Board of Education for an extension of this status for one year.

(D) In the event that a school is removed from flexibility status, the school is not subject to regulations and statutory provisions exempted under this section until the beginning of the school year following notification of the change in status by the State Department of Education. Subsequent monitoring by the State Department of Education in a school that is removed from flexibility status shall not include a review of program records exempted under this section for the period that the school has received flexibility status or for the school year during which the school was notified of its removal from flexibility status.

HISTORY: 1998 Act No. 400, § 2; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-1120. Grant of flexibility of exemption from regulations and statutes to school designated as school/district at-risk; extension to other schools. [SC ST SEC 59-18-1120]

(A) 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 of Education 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 of Education.

(B) Other schools may receive flexibility when their school renewal plan explains why such exemptions are expected to improve the academic performance of the students and the plan meets the approval by the State Board of Education. 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 requalify for flexibility status due to extenuating circumstances may apply to the State Board of Education for an extension of this status for one year according to the provisions of Section 59-18-1110(D).

HISTORY: 1998 Act No. 400, § 2; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-1130. Use of funds appropriated for professional development. [SC ST SEC 59-18-1130]

(A) Notwithstanding another provision of law to the contrary, funds appropriated for professional development must be used for certificated instructional and instructional leadership personnel in grades kindergarten through twelve in the academic areas for which State Board of Education standard documents have been approved to better link instruction and lesson plans to the standards and to statewide adopted readiness assessment tests, to develop classroom assessments consistent with the standards and testing measures, and to analyze assessment results for needed modification in instructional strategies. No more than five percent of funds appropriated for professional development may be retained by the State Department of Education for administration of the program; however, a district may choose to purchase professional development services provided by the State Department of Education with the funds allocated to the districts for professional development. Funds also may be expended for certificated instructional and instructional leadership personnel in grades six through twelve to achieve competency in teaching reading to students who score below proficient on the reading component of assessment tests.

(B) Two hundred fifty thousand dollars of the funds allocated to professional development must be provided to the State Department of Education to implement successfully the South Carolina Readiness Assessment by creating a validation process for teachers to ensure reliable administration of the assessment, providing professional development on effective utilization, and establishing the relationship between the readiness measure and third grade standards-based assessments. Multi-day work sessions must be provided around the State during the summer, fall, and winter using staff development days and teacher workdays. Two of the remaining professional development days must be set aside for the specific purpose of preparing and opening schools. District instructional leaders, regional service centers, consortia, development personnel, university faculty, contracted providers, and the resources of the Educational Television Network may be used to implement the professional development initiative. Teachers participating in the program shall receive credit toward recertification according to State Board of Education guidelines. Funds provided for professional development on standards may be carried forward into the current fiscal year to be expended for the same purpose. No less than twenty-five percent of the funds allocated for professional development may be expended on the teaching of reading, which includes teaching reading across content areas in grades three through eight.

HISTORY: 2008 Act No. 353, § 2, Pt 1A.A, eff July 1, 2009.

ARTICLE 13. DISTRICT ACCOUNTABILITY SYSTEMS

SECTION 59-18-1300. District accountability system; development and review. [SC ST SEC 59-18-1300]

The State Board of Education, based on recommendations of the division, must develop regulations requiring that each district board of trustees must establish and annually review a performance based accountability system, or modify its existing accountability system, to reinforce the state accountability system. Parents, teachers, and principals must be involved in the development, annual review, and revisions of the accountability system established by the district. The board of trustees shall ensure that a district accountability plan be developed, reviewed, and revised annually. In order to stimulate constant improvement in the process of teaching and learning in each school and to target additional local assistance for a school when its students' performance is low or shows little improvement, the district accountability system must build on the district and school activities and plans required in Section 59-139-10. In keeping with the emphasis on school accountability, principals should be actively involved in the selection, discipline, and dismissal of personnel in their particular school. The date the school improvement reports must be provided to parents is changed to February first.

The Department of Education shall offer technical support to any district requesting assistance in the development of an accountability plan. Furthermore, the department must conduct a review of accountability plans as part of the peer review process required in Section 59-139-10(H) to ensure strategies are contained in the plans that shall maximize student learning.

SECTION 59-18-1310. Consolidation of strategic plans and improvement reports; submission dates. [SC ST SEC 59-18-1310]

The strategic plans and improvement reports required of the public schools and districts in Sections 59-18-1300, 59-18-1500, and 59-20-60 are consolidated and reported as follows: district and school five-year plans and annual updates and district programmatic reports, and school reports developed in conjunction with the school improvement council to parents and constituents to include recommendations of Education Accountability Act external review teams as approved by the State Board of Education and the steps being taken to address the recommendations, and the advertisement of this report are due on a date established by the Department of Education, but no later than April thirtieth annually; schools reviewed by external review teams shall prepare a report to the parents and constituents of the school, to be developed in conjunction with the School Improvement Council, and this report must be provided and advertised no later than April thirtieth annually. The school report card narrative in Section 59-18-900 continues on its prescribed date.

HISTORY: 2003 Act No. 89, § 4, eff July 23, 2003; 2008 Act No. 282, § 1, eff June 5, 2008.

ARTICLE 15. INTERVENTION AND ASSISTANCE

SECTION 59-18-1500. Schools rated below average or school/district at-risk; renewal plan and compensation packages; notice to parents and publication in newspaper; department support; regional workshops. [SC ST SEC 59-18-1500]

(A) When a school receives a rating of below average or school/district at-risk, the following actions must be undertaken by the school, the district, and the board of trustees:

(1) The faculty of the school with the leadership of the principal must review its renewal plan and revise it with the assistance of the school improvement council established in Section 59-20-60. The revised plan should look at every aspect of schooling, and must outline activities that, when implemented, can reasonably be expected to improve student performance and increase the rate of student progress. The plan must include actions consistent with each of the alternative researched-based technical assistance criteria as approved by the Education Oversight Committee and the State Department of Education and consistent with the external review team report. The plan should provide a clear, coherent plan for professional development, which has been designed by the faculty, that is ongoing, job related, and keyed to improving teaching and learning. A school renewal plan must address professional development activities that are directly related to instruction in the core subject areas and may include the use of funds appropriated for technical assistance to provide compensation incentives in the form of salary supplements to classroom teachers who are certified by the State Board of Education. The purpose of the compensation packages is to improve student achievement and to improve the recruitment and retention of teachers with advanced degrees in schools designated as below average or school/district at-risk. If the school renewal plan is approved, the school shall be permitted to use technical assistance funds to provide the salary supplements. A time line for implementation of the activities and the goals to be achieved must be included.

(2) Once the revised plan is developed, the district superintendent and the local board of trustees shall review the school's strategic plan to determine if the plan focuses on strategies to increase student academic performance. Once the district board has approved the plan, it must delineate the strategies and support the district will give the plan.

(3) After the approval of the revised plan, the principals' and teachers' professional growth plans, as required by Section 59-26-40 and Section 59-24-40, should be reviewed and amended to reflect the professional development needs identified in the revised plan and must establish individual improvement criteria on the performance dimensions for the next evaluation.

(4) The school, in conjunction with the district board, must inform the parents of children attending the school of the ratings received and must outline the steps in the revised plan to improve performance, including the support which the board of trustees has agreed to give the plan. This information must go to the parents no later than February first. This information also must be advertised in at least one South Carolina daily newspaper of general circulation in the area. This notice must be published within ninety days of receipt

of the report cards issued by the State Department of Education and must be a minimum of two columns by ten inches (four and one-half by ten inches) with at least a twenty-four point bold headline. The notice must include the following information: name of school district, name of superintendent, district office telephone number, name of school, name of principal, telephone number of school, school's absolute performance rating and growth performance rating on student academic performance, and strategies which must be taken by the district and school to improve student performance.

(5) Upon a review of the revised plan to ensure it contains sufficiently high standards and expectations for improvement, the Department of Education is to delineate the activities, support, services, and technical assistance it will make available to support the school's plan and sustain improvement over time. Schools meeting the criteria established pursuant to Section 59-18-1550 will be eligible for the grant programs created by that section.

(B) The Department of Education shall provide regional workshops to assist schools in formulating school renewal plans based on best practices that positively improve student achievement. The chairman of the local board of education or a board member designee, the superintendent or district instructional leader, and the principal of any school receiving technical assistance funds must attend at least one of the workshops in order to receive any state aid for technical assistance.

HISTORY: 1998 Act No. 400, § 2; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-1510. Implementation of external review team process; activities and recommendations. [SC ST SEC 59-18-1510]

(A) When a school receives a rating of school/district at-risk or upon the request of a school rated below average, an external review team process must be implemented by the Department of Education to examine school and district educational programs, actions, and activities. The Education Oversight Committee, in consultation with the State Department of Education, shall develop the criteria for the identification of persons to serve as members of an external review team which shall include representatives from selected school districts, respected retired educators, State Department of Education staff, higher education representatives, parents from the district, and business representatives.

(B) The activities of the external review team may include:

(1) examining all facets of school operations, focusing on strengths and weaknesses, determining the extent to which the instructional program is aligned with the content standards, and recommendations which draw upon strategies from those who have been successful in raising academic achievement in schools with similar student characteristics;

(2) consulting with parents, community members, and members of the School Improvement Council to gather additional information on the strengths and weaknesses of the school;

(3) identifying personnel changes, if any, that are needed at the school and/or district level

and discuss such findings with the board;

(4) working with school staff, central offices, and local boards of trustees in the design of the school's plan, implementation strategies, and professional development training that can reasonably be expected to improve student performance and increase the rate of student progress in that school;

(5) identifying needed support from the district, the State Department of Education, and other sources for targeted long-term technical assistance;

(6) reporting its recommendations, no later than three months after the school receives the designation of school/district at-risk to the school, the district board of trustees, and the State Board of Education; and

(7) reporting annually to the local board of trustees and state board over the next four years, or as deemed necessary by the state board, on the district's and school's progress in implementing the plans and recommendations and in improving student performance.

(C) Within thirty days, the Department of Education must notify the principal, the superintendent, and the district board of trustees of the recommendations approved by the State Board of Education. After the approval of the recommendations, the department shall delineate the activities, support, services, and technical assistance it will provide to the school. With the approval of the state board, this assistance will continue for at least three years, or as determined to be needed by the review committee to sustain improvement.

HISTORY: 1998 Act No. 400, § 2; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-1520. Declaration of emergency; hearing; courses of action. [SC ST SEC 59-18-1520]

If the recommendations approved by the state board, the district's plan, or the school's revised plan are not satisfactorily implemented by the school rated school/district at-risk and its school district according to the time line developed by the State Board of Education or if student academic performance has not met expected progress, the principal, district superintendent, and members of the board of trustees must appear before the State Board of Education 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 of Education, 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 of Education;

(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.

HISTORY: 1998 Act No. 400, § 2; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-1530. Teacher and principal specialists; recruitment, eligibility, duties, and incentives. [SC ST SEC 59-18-1530]

(A) Teacher specialists on site may be assigned to an elementary, middle, or high school designated as below average or school/district at-risk. Teacher specialists may be placed across grade levels and across subject areas when placement meets program criteria based on external review team recommendations, need, number of teachers receiving support, certification, and experience of the specialist. The Department of Education, in consultation with the Division of Accountability, shall develop a program for the identification, selection, and training of teachers with a history of exemplary student academic achievement to serve as teacher specialists on site. Retired educators may be considered for specialists.

(B) In order to sustain improvement and help implement the review team's recommendations, the specialists will teach and work with the school faculty on a regular basis throughout the school year for up to three years, or as recommended by the review team and approved by the state board. Teacher specialists are limited to three years of service at one school unless the specialist submits application for an extension, the application is accepted by the State Department of Education, and placement is made. Upon acceptance and placement, the specialist can receive the salary and supplement for two additional years but is no longer attached to the home district or guaranteed placement in the home district upon leaving the teacher specialist program. Teacher specialists must teach a minimum of three hours per day on average in team teaching or teaching classes. Teacher specialists shall not be assigned administrative duties or other responsibilities outside the scope of this section. The specialists will assist the school in gaining knowledge of best practices and well-validated alternatives, demonstrate effective teaching, act as coach for improving classroom practices, give support and training to identify needed changes in classroom instructional strategies based upon analyses of assessment data, and support teachers in acquiring new skills. School districts are asked to cooperate in releasing employees for full-time or part-time employment as a teacher specialist.

(C) To encourage and recruit teachers for assignment to below average and school/district at-risk schools, those assigned to such schools will receive their salary and a supplement equal to fifty percent of the current southeastern average teacher salary as projected by the State Budget and Control Board, Office of Research and Analysis. The salary and supplement is to be paid by the State for three years. Teacher specialists may be employed, pursuant to subsection (B), as a component of the technical assistance strategy.

(D) In order to attract a pool of qualified applicants to work in low-performing schools, the Education Oversight Committee, in consultation with the South Carolina Department of Education, shall develop criteria for the identification, selection, and training of principals with a history of exemplary student academic achievement. Retired educators may be considered for a principal specialist position. A principal specialist may be hired for a

school designated as school/district at-risk, if the district board of trustees chooses to replace the principal of that school. The principal specialist will assist the school in gaining knowledge of best practices and well-validated alternatives in carrying out the recommendations of the review team. The specialist will demonstrate effective leadership for improving classroom practices, assist in the analyses of assessment data, work with individual members of the faculty emphasizing needed changes in classroom instructional strategies based upon analyses of assessment data, and support teachers in acquiring new skills designed to increase academic performance. School districts are asked to cooperate in releasing employees for full-time or part-time employment as a principal specialist.

(E) In order to attract a pool of qualified principals to work in low-performing schools, the principal specialists hired in such schools will receive their salary and a supplement equal to 1.25 times the supplement amount calculated for teachers. Principal specialists may be employed as a component of the technical assistance strategy for two years. A principal specialist may be continued for a third year if requested by the local school board, recommended by the external review team, and approved by the State Board of Education. If employed for the third year, technical assistance funds may only be used for payment of the principal specialist salary supplement.

(F) The supplements are to be considered part of the regular salary base for which retirement contributions are deductible by the South Carolina Retirement System pursuant to Section 9-1-1020. Principal and teacher specialists on site who are assigned to below average and school/district at-risk schools shall be allowed to return to employment with their home district at the end of the contract period with the same teaching or administrative contract status as when they left but without assurance as to the school or supplemental position to which they may be assigned.

(G) The Department of Education shall work with school districts and schools to broker the services of technical assistance personnel delineated in Section 59-18-1590 as needed, and as stipulated in the school renewal plan.

(H) Within the parameters herein, the school district will have final determination on individuals who are assigned as teacher specialists and principal specialists.

HISTORY: 1998 Act No. 400, § 2; 1999 Act No. 100, Part II, § 76; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-1540. Mentoring program for principals. [SC ST SEC 59-18-1540]

Each principal continued in employment in schools designated as below average or school/district at-risk must participate in a formal mentoring program with a principal. The Department of Education, working with the Education Oversight Committee, shall design the mentoring program. A principal mentor may be employed as a component of the technical assistance strategy.

HISTORY: 1998 Act No. 400, § 2; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-1550. Grant programs for schools designated as below average and for schools designated as unsatisfactory; funding. [SC ST SEC 59-18-1550]

(A) The State Board of Education, working with the Accountability Division and the Department of Education, must establish grant programs for schools designated as below average and for schools designated as unsatisfactory. A school designated as below average will qualify for a grant to undertake needed retraining of school faculty and administration once the revised plan is determined by the State Department of Education to meet the criteria on high standards and effective activities. In order to implement the school district and school renewal plan, a school must be eligible to receive the technical assistance funding over the next three years in order to implement fully systemic reform and to provide opportunity for building local education capacity. Should student performance not improve, any revisions to the plan must meet high standards prior to renewal of the grant. The revised plan must be reviewed by the district board of trustees and the State Department of Education to determine what other actions, if any, need to be taken. Technical assistance funds previously received must be expended based on the revised plan. If deficient use is determined, those deficiencies must be identified, noted, and corrective action taken before additional funding will be given.

(B) A public school assistance fund must be established as a separate fund within the state general fund for the purpose of providing financial support to assist poorly performing schools. The fund may consist of grants, gifts, and donations from any public or private source or monies that may be appropriated by the General Assembly for this purpose. Income from the fund shall be retained in the fund. All funds may be carried forward from fiscal year to fiscal year. The State Treasurer shall invest the monies in this fund in the same manner as other funds under his control are invested. The State Board of Education, in consultation with the commission, shall administer and authorize any disbursements from the fund. The State Board of Education shall promulgate regulations to implement the provisions of this section.

HISTORY: 1998 Act No. 400, § 2; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-1560. School district rated below average; appointment of external review committee; duties; recommendations; composition. [SC ST SEC 59-18-1560]

(A) When a district receives a rating of below average, the state superintendent, with the approval of the State Board of Education, shall appoint an external review committee to study educational programs in that district and identify factors affecting the performance of the district. The review committee must:

(1) examine all facets of school and district operations, focusing on strengths and weaknesses, determining the extent to which the instructional program is aligned with the content standards and shall make recommendations which draw upon strategies from those who have been successful in raising academic achievement in schools with similar student characteristics;

(2) consult with parents and community members to gather additional information on the strengths and weaknesses of the district;

(3) identify personnel changes, if any, that are needed at the school and/or district level and discuss such findings with the board;

(4) work with school staff, central offices, and local boards of trustees in the design of the district's plan, implementation strategies, and professional development training that can reasonably be expected to improve student performance and increase the rate of student progress in the district;

(5) identify needed support from the State Department of Education and other sources for targeted long-term technical assistance;

(6) report its recommendations, no later than three months after the district receives the designation of school/district at-risk, to the superintendent, the district board of trustees, and the State Board of Education; and

(7) report annually over the next four years to the local board of trustees and state board, or as deemed necessary by the state board, on the district's and school's progress in implementing the plans and recommendations and in improving student performance.

(B) Within thirty days, the Department of Education must notify the superintendent and the district board of trustees of the recommendations approved by the State Board of Education. Upon the approval of the recommendations, the Department of Education must delineate the activities, support, services, and technical assistance it will provide to support the recommendations and sustain improvement over time. The external review committee must report annually to the local board of trustees and the state board over the next four years, or as deemed necessary by the state board, on the district's progress in implementing the recommendations and improving student performance.

(C) The review committee shall be composed of State Department of Education staff, representatives from selected school districts, higher education, and business.

HISTORY: 1998 Act No. 400, § 2; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-1570. Designation of state of emergency in school district designated as school/district at-risk; remedial actions. [SC ST SEC 59-18-1570]

(A) If recommendations approved by the State Board of Education are not satisfactorily implemented by the school district according to the time line developed by the State Board of Education, or if student performance has not made the expected progress and the school district is designated as school/district at-risk, the district superintendent and members of the board of trustees shall appear before the State Board of Education to outline the reasons why a state of emergency must not be declared in the district.

(B) The state superintendent, with the approval of the State Board of Education, is granted authority to:

(1) furnish continuing advice and technical assistance in implementing the recommendations of the State Board of Education to include establishing and conducting a training program for the district board of trustees and the district superintendent to focus on roles and actions in support of increases in student achievement;

(2) mediate personnel matters between the district board and district superintendent when the State Board of Education is informed by majority vote of the board or the superintendent that the district board is considering dismissal of the superintendent, and the parties agree to mediation;

(3) recommend to the Governor that the office of superintendent be declared vacant. If the Governor declares the office vacant, the state superintendent may furnish an interim replacement until the vacancy is filled by the district board of trustees. District boards of trustees negotiating contracts for the superintendency shall include a provision that the contract is void should the Governor declare that office of superintendency vacant pursuant to this section. This contract provision does not apply to existing contracts but to new contracts or renewal of contracts; and

(4) declare a state of emergency in the school district and assume management of the school district.

(C) The district board of trustees may appoint at least two nonvoting members to the board from a pool nominated by the Education Oversight Committee and the State Department of Education. The appointed members shall have demonstrated high levels of knowledge, commitment, and public service, must be recruited and trained for service as appointed board members by the Education Oversight Committee and the State Department of Education, and shall represent the interests of the State Board of Education on the district board. Compensation for the nonvoting members must be paid by the State Board of Education in an amount equal to the compensation paid to the voting members of the district board.

HISTORY: 1998 Act No. 400, § 2, eff June 10, 1998; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-1580. Continuing review of instructional and organizational practices and delivery of technical assistance by Department of Education. [SC ST SEC 59-18-1580]

To assist schools and school districts as they work to improve classroom practice and student performance, the Department of Education must increase the delivery of quality technical assistance services and the assessment of instructional programs. The department may need to reshape some of its organization and key functions to make them more consistent with the assistance required by schools and districts in developing and

implementing local accountability systems and meeting state standards. The Department of Education must:

(1) establish an ongoing state mechanism to promote successful programs found in South Carolina schools for implementation in schools with similar needs and students, to review evidence on instructional and organizational practices considered to be effective, and to alert schools and classroom teachers to these options and the sources of training and names of implementing schools;

(2) provide information and technical assistance in understanding state policies, how they fit together, and the best practice in implementing them; and

(3) establish a process for monitoring information provided for accountability and for assessing improvement efforts and implementation of state laws and policies which focuses on meeting the intent and purpose of those laws and policies..

HISTORY: 1998 Act No. 400, § 2; 2004 Act No. 282, § 1, eff July 22, 2004; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-1590. Reallocation of technical assistance funding. [SC ST SEC 59-18-1590]

Notwithstanding any other provision of law, and in order to provide assistance at the beginning of the school year, schools may qualify for technical assistance based on the criteria established by the Education Oversight Committee for school ratings and on the most recently available end-of-year assessment scores. In order to best meet the needs of low-performing schools, the funding provided for technical assistance under the Education Accountability Act may be reallocated among the programs and purposes specified in this section. The State Department of Education shall establish criteria for reviewing and assisting schools rated school/district at-risk or below average. Funds must be expended on strategies and activities expressly outlined in the school plan. The activities may include, but are not limited to, teacher specialist, principal specialist, curriculum specialist, principal leader, principal mentor, professional development, compensation incentives, homework centers, formative assessments, or comprehensive school reform efforts. The State Department of Education shall provide information on the technical assistance strategies and their impact to the State Board of Education, the Education Oversight Committee, the Senate Education Committee, the Senate Finance Committee, the House of Representatives Education and Public Works Committee, and the House of Representatives Ways and Means Committee annually.

HISTORY: 1998 Act No. 400, § 2; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-1595. Renumbered as § 59-18-1590 by 2008 Act No. 282, § 1, eff June 5, 2008. [SC ST SEC 59-18-1595]

SECTION 59-18-1600. Parent orientation classes. [SC ST SEC 59-18-1600]

(A) A school that has received a school/district at-risk absolute academic performance rating on its most recent report card shall offer an orientation class for parents. The orientation class must focus on the following topics:

(1) the value of education;

(2) academic assistance programs that are available at the school and in the community;

(3) student discipline;

(4) school policies;

(5) explanation of information that will be presented on the school's report card issued in November; and

(6) other pertinent issues.

(B) The school shall offer the orientation class each year the school receives a school/district at-risk absolute academic performance rating on the school report card and shall provide parents with written notification of the date and time of the meeting. Schools are encouraged to offer the orientation class at a time in which the majority of parents would be able to attend. Additionally, schools are encouraged to provide orientation classes in community settings or workplaces so that the needs of parents with transportation difficulties or scheduling conflicts can be met.

(C) A parent or guardian of each student who is registered to attend the school shall attend the orientation class each year it is offered.

HISTORY: 2007 Act No. 105, § 1, eff June 20, 2007; 2008 Act No. 282, § 1, eff June 5, 2008.

ARTICLE 17. PUBLIC INFORMATION

SECTION 59-18-1700. Public information campaign; development and approval; funding. [SC ST SEC 59-18-1700]

(A) An on-going public information campaign must be established to apprise the public of the status of the public schools and the importance of high standards for academic performance for the public school students of South Carolina. A special committee must be appointed by the chairman of the Education Oversight Committee to include two committee members representing business and two representing education and others representing business, industry, and education. The committee shall plan and oversee the development of a campaign, including public service announcements for the media and other such avenues as deemed appropriate for informing the public.

(B) A separate fund within the state general fund will be established to accept grants, gifts, and donations from any public or private source or monies that may be appropriated by the General Assembly for the public information campaign. Members of the Oversight Committee representing business will solicit donations for this fund. Income from the fund must be retained in the fund. All funds may be carried forward from fiscal year to fiscal year. The State Treasurer shall invest the monies in this fund in the same manner as other funds under his control are invested. The Oversight Committee shall administer and authorize any disbursements from the fund. Private individuals and groups shall be encouraged to contribute to this endeavor.

HISTORY: 1998 Act No. 400, § 2; 2008 Act No. 282, § 1, eff June 5, 2008.

ARTICLE 19. MISCELLANEOUS

SECTION 59-18-1910. Homework centers. [SC ST SEC 59-18-1910]

Schools receiving below average or school/district at-risk designations may use technical assistance funds allocated pursuant to Section 59-18-1590 to provide homework centers that go beyond the regular school hours where students can come and receive assistance in understanding and completing their school work. Technical assistance funds provided for these centers may be used for salaries for certified teachers and for transportation costs.

HISTORY: 1998 Act No. 400, § 2; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-1920. Modified school year or school day schedule; grant program established; application; implementation plan. [SC ST SEC 59-18-1920]

(A) The State Board of Education, through the Department of Education, shall establish a grant program to encourage school districts to pilot test or implement a modified school year or school day schedule. The purpose of the grant is to assist with the additional costs incurred during the intersessions for salaries, transportation, and operations, or for additional costs incurred by lengthening the school day. For a district to qualify for a grant, all the schools within a specific feeder zone or elementary-to-middle-to-high-school attendance area, must be pilot testing or implementing the modified year or day schedule.

(B) To obtain a grant, a district shall submit an application to the state board in a format specified by the Department of Education. The application shall include a plan for implementing a modified year or day that provides the following: more time for student learning, learning opportunities that typically are not available in the regular student day, targeted assistance for students whose academic performance is significantly below promotion standards, more efficient use of facilities and other resources, and evaluations of the impact of the modified schedule. Local district boards of trustees shall require students whose performance in a core subject area, as defined in Section 59-18-300, is the equivalent of a "D" average or below to attend the intersessions or stay for the lengthened day and receive special assistance in the subject area. Funding for the program is as provided by the General Assembly in the annual appropriations act. Each grant award for program pilot

testing or implementation may not exceed a three-year period.

HISTORY: 1998 Act No. 400, § 2; 2008 Act No. 282, § 1, eff June 5, 2008.

SECTION 59-18-1930. Review of state and local professional development; recommendations for improvement. [SC ST SEC 59-18-1930]

The Education Oversight Committee shall provide for a comprehensive review of state and local professional development to include principal leadership development and teacher staff development. The review must provide an analysis of training to include what professional development is offered, how it is offered, the support given to implement skills acquired from professional development, and how the professional development enhances the academic goals outlined in district and school strategic plans. The Oversight Committee shall recommend better ways to provide and meet the needs for professional development, to include the use of the existing five contract days for in-service. Needed revisions shall be made to state regulations to promote use of state dollars for training which meets national standards for staff development.

Upon receipt of the recommendations from the comprehensive review of state and local professional development, the State Department of Education shall develop an accountability system to ensure that identified professional development standards are effectively implemented. As part of this system the department shall provide information on the identified standards to all principals and other professional development leaders. Training for all school districts in how to design comprehensive professional development programs that are consistent with the standards also shall be a part of the implementation. A variety of staff development options that address effective teaching and assessment of state academic standards and workforce preparation skills shall be included in the information provided to principals and other professional development leaders to ensure high levels of student achievement.

HISTORY: 1998 Act No. 400, § 2; 2001 Act No. 39, § 4; 2008 Act No. 282, § 1, eff June 5, 2008.

Appendix C: Glossary of Acronyms

ALPHABETICAL GLOSSARY

9GR	A code in the student information system that indicates the first year in which a student is in the ninth grade.
ADEPT	Assisting, Developing, and Evaluating the Professional Teaching South Carolina's Teacher Evaluation System
AMAO	Annual Measurable Achievement Objective
AMO	Annual Measurable Objectives Each of the categories in which a school/district is evaluated yearly has a goal set for it—an AMO. Schools are given partial credit for progress made towards the set AMO and full credit for achieving the AMO.
AP	Advanced Placement. High School courses that culminate in a final exam which can earn the student college credit. Administered by the College Board.
APS	ADEPT Performance Standards
AYP	Adequate Yearly Progress A rating or term given to a school/district's yearly progress.
CCA	Comprehensive Capacity Assessment Conducted by an external source using valid diagnostic measures to assess the school's capacity in multiple domains
CCSS	Common Core State Standards Adopted as the new state standards for ELA and mathematics by the State Board of Education in 2010. South Carolina implemented these standards in all schools during the 2013-2014 and 2014-2015 school years.
CCSSO	Council of Chief State School Officers
CHE	The South Carolina Commission on Higher Education
CPO	Chief Procurement Officer
CPR	Consolidated Program Review CPR is a compliance review required under federal regulations.

CTA	Challenge to Achieve Plan Plan for school transformation based on the recommendations from the comprehensive capacity assessment and the guidelines from the SCDE's Office of School Transformation.
DRC	Data Recognition Corporation
DSE	South Carolina Department of Education's Division of School Effectiveness
EAA	Education Accountability Act (see Appendix B) The South Carolina Legislature passed the Education Accountability Act in 1998 to establish a system that will measure school performance, provide recognition for high performing schools, and provide technical assistance for low performing schools. The EAA defined the core subject areas in which the state sets academic content standards and assesses student mastery in order to assess school performance. The focus of the EAA is on summative assessments used to evaluate schools.
EEDA	South Carolina Education and Economic Development Act (see Appendix E) Passed by the South Carolina Legislature in 2005, the EEDA mandates a system to provide students with individualized educational, academic, and career-oriented choices and greater exposure to career information and opportunities.
ELA	English Language Arts
ELL	English Language Learners
EMO	Educational Management Organization An organization assigned to run a school undergoing reorganization
EOC	South Carolina Education Oversight Committee The South Carolina Education Oversight Committee is an independent, nonpartisan group appointed by the legislature and governor to enact the South Carolina Education Accountability Act of 1998. The Act sets standards for improving the state's K-12 educational system. By state stature, the EOC has policy responsibility for one component of the state's public k-12 education accountability system, District and School Report Cards, issued annually.
EOCEP	End-Of-Course Examination Program The End-of-Course Examination Program (EOCEP) provides tests in high school core courses and tests for courses taken in middle school for high school credit. EOCEP results are used in the calculation of middle school and high school Absolute Ratings and Growth Ratings in the annual South

	Carolina School and District Report Cards, the state's accountability system.
ERT	External Review Team The External Review Team (ERT) consists of three members and is assigned to a school that is newly rated "unsatisfactory" immediately after school report cards are released in the fall of each year. The ERT makes recommendations for needed changes in order for the school to move forward with student achievement.
ESEA	Elementary and Secondary Education Act of 1965 The ESEA was passed in 1965 as a part of the "War on Poverty." ESEA emphasizes equal access to education and establishes high standards and accountability. The law authorizes federally funded education programs that are administered by the states. In 2002, Congress amended ESEA and reauthorized it as the No Child Left Behind Act (NCLB).
ESEA Programs	ESEA Programs, including: Title I: Improving the Academic Achievement of the Disadvantaged Title II: Preparing, Training, and Recruiting High Quality Teachers and Principals Title III: Language Instruction for Limited English Proficient and Immigrant Students Title IV: 21st Century Schools Title VI: Flexibility and Accountability Title VII: Indian Education, Native Hawaiian, and Alaska Native Education Title X: Repeals, Re-designations, and Amendments to Other Statutes
ESOL	English Speakers of Other Languages
EVASS	Education Value-Added Assessment System
GBE	Goals-Based Evaluation
HSAP	High School Assessment Program The High School Assessment Program (HSAP), also known as the high school exit exam is administered to high school students beginning in 10th grade. HSAP is one of the measures used in the state's current school and district accountability program. HSAP is used in the calculation of Absolute Ratings, Growth Ratings, and, in part, to determine the federal NCLB-AYP status for high schools.
HSTW	High Schools that Work

IHE	Institution of Higher Education
IMAC	Instructional Materials Adoption Cycle The review of instructional materials takes about 18 months from the meeting of the advisory committee to receiving the materials in the classroom.
InTASC	Interstate Teacher Assessment and Support Consortium The Interstate Teacher Assessment and Support Consortium (InTASC) developed a set of model core teaching standards that outline what teachers should know and be able to do.
LEA	Local Education Agency; the equivalent of a school district.
LEP	Students with Limited English Proficiency
MMGW	Making Middle Grades Work
MOU	Memorandum of Understanding
MSCS	Mandated State Charter School One of four reorganization options for a school that consistently fails to meet expected progress despite years of interventions is converting the school to a charter school.
MSMT	Mandated State Management Team This provision in law lays the foundation for the state to assume management of a school that consistently fails to adequately educate students, despite sufficient interventions and technical assistance.
NCATE	National Council for Accreditation of Teacher Education The State Board of Education requires that all teacher education programs meet the performance-based standards as established by this organization.
NCLB	No Child Left Behind The title given to the 2001 reauthorization of ESEA
NCSC	National Center and State Collaborative A consortia funded by the US Department of Education Programs General Supervision Enhancement Grant to develop alternate standards and assessments for exceptional children (e.g. students with disabilities).
OEEE	The South Carolina Department of Education's Office of Educator Evaluation and Effectiveness

OSES	The South Carolina Department of Education's Office of Special Education Services
PADEPP	Program for Assisting, Developing, and Evaluating Principal Performance PADEPP is South Carolina's principal evaluation system.
PARCC	Partnership for Assessment of Readiness for College and Careers One of the two assessment consortia developing new assessments aligned with the Common Core State Standards.
PBIS	Positive Intervention Behavior Support A research-based intervention that is aligned with the federal turnaround principles.
PESC	Postsecondary Electronics Standards Council A 501(c)(3) non-profit, community-based, umbrella association of colleges and universities; college and university systems; professional and commercial organizations; data, software and service providers; non-profit organizations and associations; and state and federal government agencies. Through open and transparent community participation, PESC enables cost-effective connectivity between data systems to accelerate performance and service, to simplify data access and research, and to improve data quality along the higher education lifecycle. SC TRAC won the PESC 12th Annual Competition for Best Practices in 2011.
PPS	Palmetto Priority Schools The lowest-performing schools based on the state assessment system criteria.
Project HEAT	Higher Education Assessment of Teaching Provides value-added data to Clemson on their teacher preparation program graduates who teach in TAP schools
Report Cards	South Carolina District and School Report Cards The South Carolina District and School Report Cards are issues annually as part of the state's k-12 education accountability system. The Report Cards provide a summary of each school's and district's performance based on state standards assessment tests, end-of-course exams, and high school graduation, as well as school and district status on federal NCLB-AYP and various national assessment measures.
RFP	Request for Proposal
RtI	Response to Intervention

	A research-based intervention that is aligned with the federal turnaround principles.
SAFE-T	Summative ADEPT Formal Evaluation of Teachers Formal evaluation model for classroom-based teachers that is used statewide
SBAC	SMARTER Balanced Assessment Consortia One of the two assessment consortia developing new assessments aligned with the Common Core State Standards.
SBE	State Board of Education The State Board of Education is the body responsible for public elementary and secondary education in South Carolina. The Board consists of 17 members, one appointed from each of the state's 16 judicial circuits by the legislative delegations representing the various circuits and one member appointed by the governor. Members are appointed for four-year terms.
SCASA	The South Carolina Association of School Administrators
SC-Alt	South Carolina Alternate Assessment The SC-Alt is an alternate assessment for students with significant cognitive disabilities who are assessed against alternate achievement standards, as they are unable to participate in the general assessment program even with accommodations. The SC-Alt is administered to students who meet the participation guidelines for alternate assessment and who are ages 8-13 years and age 15 years, as of September 1 of the assessment year. (These are the ages of students who are typically in grades 3-8 and grade 10). The SC-Alt assessment consists of a series of performance tasks that are linked to the grade level academic standards, although at a less complex level. Each task is aligned to an assessment standard and measurement guideline or extended standard linked to the grade level content. Approval Status for South Carolina's Alternate Assessment System under the Elementary and Secondary Education Act (ESEA) is posted online at: http://ed.sc.gov/agency/programsservices/48/ApprovalStatusforSCsAlternateAssessmentSystemunderESEA.cfm
SCPASS	South Carolina Palmetto Assessment of State Standards The SCPASS is a series of achievement tests administered to elementary and middle school students (in 3rd and 8th grade) in English/Language Arts (ELA) and Math. SCPASS is used in calculating school and district Absolute Ratings, Growth Ratings, and AYP status as part of the South Carolina School and District Report Cards, the state's annual assessment of school performance for accountability purposes.

SC TRAC	South Carolina Transfer and Articulation Center Created by the South Carolina Commission on Higher Education, SC TRAC is a web portal designed to improve college course transfer and articulation in the State.
SCDE	South Carolina State Department of Education The SCDE governs the executive functions of K-12 public education in the state. The SCDE's mission is to ensure that every South Carolina student acquires an education that provides the knowledge, skills, and attitudes to succeed in careers or college as a contributing member of society. The SCDE ensures that the public schools of the state adhere to the statutes passed by the General Assembly and the regulations promulgated by the State Board of Education. http://ed.sc.gov/
Sci	Science (e.g., Biology)
SCSBA	The South Carolina School Boards Association
SEA	State Education Agency; the equivalent of the South Carolina Department of Education
SEDL	a private, nonprofit education research, development, and dissemination corporation based in Austin, Texas, formerly known as the Southwest Educational Development Laboratory. Improving teaching and learning has been at the heart of SEDL's work for more than 40 years. The SCDE has partnered with SEDL to improve agency efficiencies. SEDL helped lead the initial stakeholder meetings (November 2011) and provided feedback on the draft version of the waiver request.
SES	Supplemental Education Services Additional academic instruction designed to increase the academic achievement of students in low-performing schools.
SFSF	State Fiscal Stabilization Fund
SIG	Student Improvement Grant
SIOP	Sheltered Instruction Observation Protocol
SIR	State Instructional Recommendations Reorganization option that focuses on fostering timely improvements within curriculum and instructional programs.
SLDS	Statewide Longitudinal Data System

SLICE	The South Carolina Longitudinal Information Center for Education Will allow the state to offer timely, accurate, effective input on needed student interventions
SLOs	Student Learning Objectives
SS	Social Studies (e.g., US History)
SSIP	State Systemic Improvement Plan
STEM	Science, Technology, Engineering, and Mathematics subject areas
SWD	Students with disabilities
TA	Technical Assistance funds Supports schools being served as expressly outlined in their improvement plans
TAP™	Teacher Advancement Program Uses student performance data to develop customized professional development for participating educators
TLC	Transformative Learning Communities For "At-risk" schools- bringing together on-site technical assistance and local stakeholders to collectively work to improve the school.
USED	US Department of Education
VPA	Visual and Performing Arts subject areas
WIDA	The World-Class Instructional Design and Assessment Consortia Composed of 27- member states; supports academic language development and academic achievement for linguistically diverse students

Appendix D: Principle 4—Reducing Duplication and Unnecessary Burden

COMMITMENT: SOUTH CAROLINA WILL EVALUATE THE FOLLOWING PROCEDURES, SYSTEMS, AND ADMINISTRATIVE REQUIREMENTS TO DETERMINE WAYS TO REDUCE THE REPORTING BURDENS FOR DISTRICTS AND SCHOOLS:

- The planning process for federal and state programs, which currently forces the creation of multiple plans. All districts and schools must have a district strategic plan and school renewal plans. We will investigate coordinating all other required state and federal plans, such as the Title I plan, school improvement plan, IDEA plan, Gifted and Talented plan, Title III plan, etc., to determine ways that districts and schools can use their respective strategic plan and renewal plans to form the basis for all the other plans.
- The textbook adoption cycle, which currently takes up to 18 months and does not consider funding restrictions and the growing need for hybrid classrooms.
- The instructional materials adoption cycle, which currently is not a modernized system for identifying and deploying high-quality instructional content in a rapid manner. We will review state practices to determine any possible statutory changes.
- The standards development process, which often leaves little time to get resources to the classroom once standards are adopted. The implementation of the Common Core State Standards (CCSS) provides an opportunity to examine and refine this process.
- The web-based data collection applications for teacher and principal evaluations—the ADEPT Data System and the PADEPP Data System—to maximize efficiency in annual district reporting on the performance and effectiveness of all teachers and principals.
- The administrative requirements that districts must follow to request permission to restructure the school day or year, and the administrative requirements for seat time.
- The amount of student testing, which is both a reporting and administrative burden. We will investigate ways that the computer assistive assessment of the CCSS, currently under development by the SMARTER Balanced Assessment Consortium, may supplant aspects of the current state testing regime.

In addition, the South Carolina Department of Education (SCDE) will include in the annual district Educator Evaluation Plan a section on program evaluation so that the district can evaluate the design and implementation of the educator evaluation system and make recommendations. These district evaluations will help us determine the need for adjustments to the statewide system, which may include reviewing and, as possible, reducing any duplication and unnecessary burden that districts consistently report.

We recognize that each additional requirement in or improvement to the evaluation system has the potential to add to the burden of evaluators in completing paperwork or teachers in submitting evidence and dealing with any level of heavy-handed approaches to observations. As the SCDE works with stakeholders to develop guidelines for the updates to the educator evaluation system, we will analyze administrative and reporting requirements to determine how to make the evaluation updates as efficient as possible.

Appendix E: South Carolina Education and Economic Development Act

Code of Laws

TITLE 59. EDUCATION

CHAPTER 59. SOUTH CAROLINA EDUCATION AND ECONOMIC DEVELOPMENT ACT

SECTION 59-59-10. Citation of chapter. [SC ST SEC 59-59-10]

This chapter may be cited as the "South Carolina Education and Economic Development **Act**".

HISTORY: 2005 Act No. 88, § 1, eff May 27, 2005.

SECTION 59-59-20. Development of curriculum based on career cluster system; individual graduation plans; role of school districts. [SC ST SEC 59-59-20]

(A) The Department of Education shall develop a curriculum, aligned with state content standards, organized around a career cluster system that must provide students with both strong academics and real-world problem solving skills. Students must be provided individualized educational, academic, and career-oriented choices and greater exposure to career information and opportunities. This system must promote the involvement and cooperative effort of parents, teachers, and school counselors in assisting students in making these choices, in setting career goals, and in developing individual graduation plans to achieve these goals.

(B) School districts must lay the foundation for the clusters of study system in elementary school by providing career awareness activities. In the middle grades programs must allow students to identify career interests and abilities and align them with clusters of study for the development of individual graduation plans. Finally, high school students must be provided guidance and curricula that will enable them to complete successfully their individual graduation plans, preparing them for a seamless transition to relevant employment, further training, or postsecondary study.

SECTION 59-59-30. Implementation of chapter; administrative support and staffing. [SC ST SEC 59-59-30]

This chapter must be implemented fully by July 1, 2012, at which time the council created pursuant to Section 59-59-170 shall cease to exist. The Department of Education shall provide administrative support and staffing to the council to carry out its responsibilities under this chapter.

SECTION 59-59-40. Guidance and counseling model. [SC ST SEC 59-59-40]

During the 2005-06 school year, the Department of Education's guidance and counseling model

must provide standards and strategies for school districts to use and follow in developing and implementing a comprehensive guidance and counseling program in their districts. This model must assist school districts and communities with the planning, development, implementation, and assessment of a school guidance and counseling program to support the personal, social, educational, and career development of pre-kindergarten through twelfth grade students.

HISTORY: 2005 Act No. 88, § 1, eff May 27, 2005.

SECTION 59-59-50. State models and prototypes for individual graduation plans and curriculum framework of career clusters of study. [SC ST SEC 59-59-50]

(A) Before July 1, 2006, the Department of Education shall develop state models and prototypes for individual graduation plans and the curriculum framework for career clusters of study. These clusters of study may be based upon the national career clusters and may include, but are not limited to:

(1) agriculture, food, and natural resources;

(2) architecture and construction;

(3) arts, audio-video technology, and communications;

(4) business, management, and administration;

(5) education and training;

(6) finance;

(7) health science;

(8) hospitality and tourism;

(9) human services;

(10) information technology;

(11) law, public safety, and security;

(12) manufacturing;

(13) government and public administration;

(14) marketing, sales, and service;

(15) science, technology, engineering, and mathematics; and

(16) transportation, distribution, and logistics.

(B) The Department of Education is to include in the state models and prototypes for individual graduation plans and curriculum framework the flexibility for a student to develop an individualized plan for graduation utilizing courses offered within the clusters at the school of attendance. Any plan of this type is to be approved by the student, parent or guardian, and the school guidance staff.

SECTION 59-59-55. Model for addressing at-risk students. [SC ST SEC 59-59-55]

The State Board of Education shall develop a state model for addressing at-risk students. This model shall include various programs and curriculum proven to be effective for at-risk students.

SECTION 59-59-60. Organizing high school curricula around clusters of study and cluster majors. [SC ST SEC 59-59-60]

Before July 1, 2007, school districts shall:

(1) organize high school curricula around a minimum of three clusters of study and cluster majors. The curricula must be designed to provide a well- rounded education for students by fostering artistic creativity, critical thinking, and self-discipline through the teaching of academic content, knowledge, and skills that students will use in the workplace, further education, and life;

(2) promote increased awareness and career counseling by providing access to the South Carolina Occupational Information System for all schools. However, if a school chooses another occupational information system, that system must be approved by the State Department of Education.

SECTION 59-59-70. Implementation of career development plan for educational professionals in career guidance. [SC ST SEC 59-59-70]

During the 2006-07 school year, the department shall begin implementing a career development plan for educational professionals in career guidance that provides awareness, training, release time, and preparatory instruction. The plan must include strategies for certified school counselors effectively to involve parents, guardians, or individuals appointed by the parent or guardian to serve as their designee in the career guidance process and in the development of the individual graduation plans. The plan also must include innovative approaches to recruit, train, and certify professionals needed to carry out the career development plan.

SECTION 59-59-80. Integrating career awareness programs into curricula for first through fifth grades. [SC ST SEC 59-59-80]

During the 2006-07 school year, the department's school guidance and counseling program model along with career awareness and exploration activities must be integrated into the curricula for students in the first through fifth grades.

SECTION 59-59-90. Counseling and career awareness programs on clusters of study for sixth, seventh, and eighth grades; selection of preferred cluster of study; development of graduation plan. [SC ST SEC 59-59-90]

Beginning with the 2006-07 school year, counseling and career awareness programs on clusters of study must be provided to students in the sixth, seventh, and eighth grades, and they must receive career interest inventories and information to assist them in the career decision-making process. Before the end of the second semester of the eighth grade, eighth grade students in consultation with their parents, guardians, or individuals appointed by the parents or guardians to serve as their designee shall select a preferred cluster of study and develop an individual graduation plan, as provided for in Section 59-59-140.

SECTION 59-59-100. Providing services of career specialist; qualification of specialist; career specialists currently employed by tech prep consortia. [SC ST SEC 59-59-100]

(A) By the 2006-07 school year, middle schools and by 2007-08 high schools shall provide students with the services of a career specialist who has obtained a bachelor's degree and who has successfully completed the national Career Development Facilitator (CDF) certification training or certified guidance counselor having completed the Career Development Facilitator certification training. This career specialist shall work under the supervision of a certified guidance counselor. By the 2007-08 school year, each middle and high school shall have a student-to-guidance personnel ratio of three hundred to one. Guidance personnel include certified school guidance counselors and career specialists.

(B) Career specialists currently employed by the sixteen tech prep consortia and their performance responsibilities related to the delivery of tech prep or school-to-work activities must be supervised by the State Department of Education's Office of Career and Technology Education in conjunction with the immediate site supervisor of the tech prep consortia.

SECTION 59-59-105. Duties of career specialists. [SC ST SEC 59-59-105]

An individual employed by school districts to provide career services pursuant to Section 59-59-100 shall work to ensure the coordination, accountability, and delivery of career awareness, development, and exploration to students in kindergarten through twelfth grade. To ensure the implementation and delivery of this chapter, this individual shall:

(1) coordinate and present professional development workshops in career development and guidance for teachers, school counselors, and work-based constituents;

(2) assist schools in promoting the goals of quality career development of students in kindergarten through twelfth grade;

(3) assist school counselors and students in identifying and accessing career information and resource material;

(4) provide educators, parents, and students with information on career and technology education

programs offered in the district;

(5) support students in the exploration of career clusters and the selection of an area of academic focus within a cluster of study;

(6) learn and become familiar with ways to improve and promote career development opportunities within the district;

(7) attend continuing education programs on the certified career development facilitator curriculum sponsored by the State;

(8) assist with the selection, administration, and evaluation of career interest inventories;

(9) assist with the implementation of the district's student career plan or individual graduation plan;

(10) assist schools in planning and developing parent information on career development;

(11) coordinate with school counselors and administration career events, career classes, and career programming;

(12) coordinate community resources and citizens representing diverse occupations in career development activities for parents and students; and

(13) assist with the usage of computer assisted career guidance systems.

SECTION 59-59-110. Implementation of career guidance program model in high school; counseling of students; declaration of area of academic focus within cluster of study. [SC ST SEC 59-59-110]

During the 2007-08 school year, each public high school shall implement a career guidance program model or prototype as developed or approved by the State Department of Education. At least annually after that, certified school guidance counselors and career specialists, under their supervision, shall counsel students during the ninth and tenth grades to further define their career cluster goals and individual graduation plans, and before the end of the second semester of the tenth grade, tenth grade students shall have declared an area of academic focus within a cluster of study. Throughout high school, students must be provided guidance activities and career awareness programs that combine counseling on career options and experiential learning with academic planning to assist students in fulfilling their individual graduation plans. In order to maximize the number of clusters offered, a school district is to ensure that each high school within the district offers a variety of clusters. A student may transfer to a high school offering that student's career cluster if not offered by the high school in his attendance zone.

SECTION 59-59-120. Limitation of activities of guidance counselors and career specialists. [SC ST SEC 59-59-120]

School guidance counselors and career specialists shall limit their activities to guidance and counseling and may not perform administrative tasks.

SECTION 59-59-130. Implementation of principles of "High Schools that Work" organizational model. [SC ST SEC 59-59-130]

By the 2009-10 school year, each high school shall implement the principles of the "High Schools that Work" organizational model or have obtained approval from the Department of Education for another cluster or major organizational model.

SECTION 59-59-140. Individual graduation plans; requirements. [SC ST SEC 59-59-140]

An individual graduation plan is a student specific educational plan detailing the courses necessary for the student to prepare for graduation and to successfully transition into the workforce or postsecondary education. An individual graduation plan must:

(1) align career goals and a student's course of study;

(2) be based on the student's selected cluster of study and an academic focus within that cluster;

(3) include core academic subjects, which must include, but are not limited to, English, math, science, and social studies to ensure that requirements for graduation will be met;

(4) include experience-based, career-oriented learning experiences including, but not limited to, internships, apprenticeships, mentoring, co-op education, and service learning;

(5) be flexible to allow change in the course of study but be sufficiently structured to meet graduation requirements and admission to postsecondary education;

(6) incorporate provisions of a student's individual education plan, when appropriate; and

(7) be approved by a certified school guidance counselor and the student's parents, guardians, or individuals appointed by the parents or guardians to serve as their designee.

SECTION 59-59-150. Regulations for identifying at-risk students; model programs. [SC ST SEC 59-59-150]

By July 2007, the State Board of Education shall promulgate regulations outlining specific objective criteria for districts to use in the identification of students at risk for being poorly prepared for the next level of study or for dropping out of school. The criteria must include diagnostic assessments to identify strengths and weaknesses in the core academic areas. The process for identifying these students must be closely monitored by the State Department of Education in collaboration with school districts to ensure that students are being properly identified and provided timely, appropriate guidance and assistance and to ensure that no group is disproportionately represented. The regulations also must include evidence-based model programs for at-risk students designed to ensure that these students have an opportunity to

graduate with a state high school diploma. By the 2007-08 school year, each high school of the State shall implement one or more of these programs to ensure that these students receive the opportunity to complete the necessary requirements to graduate with a state high school diploma and build skills to prepare them to enter the job market successfully. The regulation also must include an evaluation of model programs in place in each high school to ensure the programs are providing students an opportunity to graduate with a state high school diploma.

SECTION 59-59-160. Parental participation; annual parent counseling conferences. [SC ST SEC 59-59-160]

Parental participation is an integral component of the clusters of study system. Beginning with students in the sixth grade and continuing through high school, schools must schedule annual parent counseling conferences to assist parents, guardians, or individuals appointed by the parents or guardians and their children in making career choices and creating individual graduation plans. These conferences must include, but are not limited to, assisting the student in identifying career interests and goals, selecting a cluster of study and an academic focus, and developing an individual graduation plan. In order to protect the interests of every student, a mediation process that includes parent advocates must be developed, explained, and made available for conferences upon request of the parent or student.

SECTION 59-59-170. Education and Economic Development Coordinating Council; members; duties and responsibilities. [SC ST SEC 59-59-170]

(A) There is created the Education and Economic Development Coordinating Council. The council is comprised of the following members representing the geographic regions of the State and must be representative of the ethnic, gender, rural, and urban diversity of the State:

(1) State Superintendent of Education or his designee;

(2) Executive Director of the South Carolina Department of Employment and Workforce or his designee;

(3) Executive Director of the State Board for Technical and Comprehensive Education or his designee;

(4) Secretary of the Department of Commerce or his designee;

(5) Executive Director of the South Carolina Chamber of Commerce or his designee;

(6) Executive Director of the South Carolina Commission on Higher Education or his designee;

(7) the following members who must be appointed by the State superintendent of Education:

(a) a school district superintendent;

(b) a principal;

(c) a school guidance counselor;

(d) a teacher; and

(e) the director of a career and technology center;

(8) the following members who must be appointed by the Chairman of the Commission on Higher Education:

(a) the president or provost of a research university;

(b) the president or provost of a four-year college or university; and

(c) the president of a technical college;

(9) ten representatives of business appointed by the Governor, at least one of which must represent small business. Of the representatives appointed by the Governor, five must be recommended by state-wide organizations representing business and industry. The chair is to be selected by the Governor from one of his appointees;

(10) Chairman of the Education Oversight Committee or his designee;

(11) a member from the House of Representatives appointed by the Speaker of the House; and

(12) a member from the Senate appointed by the President Pro Tempore.

Initial appointments must be made by October 1, 2005, at which time the Governor shall call the first meeting. Appointments made by the Superintendent of Education, and the Governor are to ensure that the demographics and diversity of this State are represented.

(B) The council shall:

(1) advise the Department of Education on the implementation of this chapter;

(2) review accountability and performance measures for implementation of this chapter;

(3) designate and oversee the coordination and establishment of the regional centers established pursuant to Section 59-59-180.

(4) report annually by December first to the Governor, the General Assembly, the State Board of Education, and other appropriate governing boards on the progress, results, and compliance with the provisions of this chapter and its ability to provide a better prepared workforce and student success in postsecondary education;

(5) make recommendations to the Department of Education for the development and

implementation of a communication and marketing plan to promote statewide awareness of the provisions of this chapter; and

(6) provide input to the State Board of Education and other appropriate governing boards for the promulgation of regulations to carry out the provisions of this chapter including, but not limited to, enforcement procedures, which may include monitoring and auditing functions, and addressing consequences for noncompliance.

SECTION 59-59-180. Regional education centers; responsibilities; career development facilitators; geographic configuration; advisory board. [SC ST SEC 59-59-180]

(A) Before July 1, 2006, the Education and Economic Development Council shall designate regional education centers to coordinate and facilitate the delivery of information, resources, and services to students, educators, employers, and the community.

(B) The primary responsibilities of these centers are to:

(1) provide services to students and adults for career planning, employment seeking, training, and other support functions;

(2) provide information, resources, and professional development programs to educators;

(3) provide resources to school districts for compliance and accountability pursuant to the provisions of this chapter;

(4) provide information and resources to employers including, but not limited to, education partnerships, career-oriented learning, and training services;

(5) facilitate local connections among businesses and those involved in education; and

(6) work with school districts and institutions of higher education to create and coordinate workforce education programs.

(C)(1) By the 2006-07 school year, each regional education center shall have career development facilitators who shall coordinate career-oriented learning, career development, and postsecondary transitions for the schools in their respective regions.

(2) A career development facilitator must be certified and recognized by the National Career Development Association.

(D) The Education and Economic Development Coordinating Council, in consultation with the Department of Education, shall provide oversight to the regional centers, and the centers shall provide data and reports that the council may request.

(E)(1) The regional centers are to assume the geographic configuration of the Local Workforce Investment Areas (LWIA) of the South Carolina Workforce Investment Act. Each regional

center shall have 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.

(2) The regional centers shall include, but not be limited to, the one- stop shops, workforce investment boards, tech prep consortia, and regional instructional technology centers.

HISTORY: 2005 Act No. 88, § 1, eff May 27, 2005.

SECTION 59-59-190. Assistance in planning and promoting career information and employment options. [SC ST SEC 59-59-190]

(A) The South Carolina Department of Employment and Workforce, in collaboration with the State Board for Technical and Comprehensive Education and the Commission on Higher Education, shall assist the Department of Education, in planning and promoting the career information and employment options and preparation programs provided for in this chapter and in the establishment of the regional education centers by:

(1) identifying potential employers to participate in the career-oriented learning programs;

(2) serving as a contact point for employees seeking career information and training;

(3) providing labor market information including, but not limited to, supply and demand;

(4) promoting increased career awareness and career counseling through the management and promotion of the South Carolina Occupational Information System;

(5) collaborating with local agencies and businesses to stimulate funds; and

(6) cooperating in the creation and coordination of workforce education programs.

(B) The South Carolina Department of Employment and Workforce shall assist in providing a link between employers in South Carolina and youth seeking employment.

SECTION 59-59-200. Training of teachers and guidance counselors; review of performance. [SC ST SEC 59-59-200]

Beginning with the 2006-07 academic year, colleges of education shall include in their training of teachers, guidance counselors, and administrators the following: career guidance, the use of the cluster of study curriculum framework and individual graduation plans, learning styles, the elements of the Career Guidance Model of the South Carolina Comprehensive Guidance and Counseling Program Model, contextual teaching, cooperative learning, and character education.

The State Board of Education shall develop performance-based standards in these areas and include them as criteria for teacher program approval. By the 2009-10 school year, the teacher evaluation system established in Chapter 26, Title 59, and the principal's evaluation system established in Section 59-24-40 must include a review of performance in career exploration and guidance. The department also shall develop programs to train educators in contextual teaching.

HISTORY: 2005 Act No. 88, § 1, eff May 27, 2005.

SECTION 59-59-210. Review of articulation agreements between school districts and institutions of higher learning. [SC ST SEC 59-59-210]

(A) By September 2005, the Commission on Higher Education shall convene the Advisory Committee on Academic Programs to address articulation agreements between school districts and public institutions of higher education in South Carolina to provide seamless pathways for adequately prepared students to move from high school directly into institutions of higher education. The committee shall review, revise, and recommend secondary to postsecondary articulation agreements and promote the development of measures to certify equivalency in content and rigor for all courses included in articulation agreements. The advisory committee shall include representatives from the research institutions, four-year comprehensive teaching institutions, two-year regional campuses, and technical colleges. The committee, for purposes pursuant to this chapter, shall include representation from the State Department of Education, and school district administrators, to include curriculum coordinators and guidance personnel.

(B) By July 2006, the Advisory Committee on Academic Programs shall make recommendations to the Commission on Higher Education regarding coursework that is acceptable statewide for dual enrollment to be accepted in transfer within a related course of study. Dual enrollment college courses offered to high school students by two-year and four-year colleges and universities must be equivalent in content and rigor to the equivalent college courses offered to college students and taught by appropriately credentialed faculty. Related policies and procedures established by the Commission on Higher Education for dual enrollment and guidelines for offering dual enrollment coursework and articulation to two-year and four-year colleges and universities for awarding of credit must be followed.

(C) The advisory committee, in collaboration with the Department of Education, shall coordinate work to study the content and rigor of high school courses in order to provide a seamless pathway to postsecondary education.

(D) The Commission on Higher Education shall report annually to the Education and Economic Development Coordinating Council regarding the committee's progress.

SECTION 59-59-220. Development of appropriate resources and instructional materials. [SC ST SEC 59-59-220]

With the implementation of the clusters of study system, appropriate resources and instructional materials, aligned with the state's content standards, must be developed or adopted by the State Department of Education and made available to districts.

SECTION 59-59-230. Promulgation of regulations. [SC ST SEC 59-59-230]

The State Board of Education, with input from the Education and Economic Development Council, shall promulgate regulations necessary to carry out the provisions of this chapter.

SECTION 59-59-240. Private and home schools. [SC ST SEC 59-59-240]

The requirements of this chapter do not apply to private schools or to home schools.

SECTION 59-59-250. Funding. [SC ST SEC 59-59-250]

Each phase of implementation of this chapter is contingent upon the appropriation of adequate funding as documented by the fiscal impact statement provided by the Office of State Budget of the State Budget and Control Board. There is no mandatory financial obligation to school districts if state funding is not appropriated for each phase of implementation as provided for in the fiscal impact statement of the Office of the State Budget of the State Budget and Control Board.

Appendix D
Science and Social Studies Review

Since the CCSS document for ELA includes science and social studies, a feedback session for educators representing these two content areas was held on March 24, 2010. Participants had the opportunity to review content pertaining to science and social studies included in the ELA CCSS with a focus on the impact on instruction and student learning. Potentially positive and uncertain results were communicated during the session. The following questions were used to guide the discussion of these groups:

- How does the information included in the CCSS document for ELA strengthen or limit science or social studies instruction?

- What components of these standards are currently included in science or social studies instruction based on the South Carolina Academic Standards? Cite examples.

- What barriers could you anticipate in effectively including the CCSS in science or social studies instruction?

- What support would be needed for effective understanding and implementation of the CCSS in all content areas?

Benefits for South Carolina

The CCSS are a clear set of shared goals and expectations for the knowledge and skills that will help students succeed in English language arts and mathematics.

"The CCSS have been built from the best and highest state standards in the country. They are evidence-based, aligned with college and work expectations, include rigorous content and skills, and are informed by other top performing countries. They were developed in consultation with teachers and parents from across the country so they are also realistic and practical for the classroom." (www.corestandards.org)

Common standards will not prevent different levels of achievement among students, but they will ensure more consistent exposure to materials and learning experiences through curriculum, instruction, and teacher preparation among other supports for student learning. In a global economy, students must be prepared to compete with not only their peers in the next state, but also with students from around the world.

Common Core Resources

To visit the Common Core State Standards website, please go to the following URL: http://www.ed.sc.gov/agency/programs-services/190/

For Frequently Asked Questions concerning the Common Core State Standards, please go to the following URL: http://www.corestandards.org/frequently-asked-questions

Benefits for South Carolina

2010-11

- Presentation of Regional Awareness sessions
- Development of Standards Implementation Toolbox
- Statewide professional development in order to build school and district capacity for implementation
- Opportunities for stakeholder involvement

2011-12

- Transition Year Continue development/ refinement of Standards Implementation Toolbox
- Continue professional development

2012-13

- Transition Year (PASS test will be used for English Language Arts and Mathematics)
- Ongoing Support

2013-14

- Bridge Year (CCSS will be used for instructional purposes during school year. PASS will test content common to both current standards and Common Core State Standards for English Language Arts and Mathematics)

2014-15

- Full Implementation and assessment

FOR MORE INFORMATION CONTACT:

Dr. Erica Bissell, Director
Office of Teacher Effectiveness
South Carolina Department of Education
1429 Senate Street
Columbia, South Carolina 2920

Phone: 803-734-8046
Fax: 803-734-8388

South Carolina

& Common Core State Standards Initiative

Preparing Students for Global Success

South Carolina and the Common Core State Standards

South Carolina joined with 47 other states over a year ago to develop a set of core standards for K-12 English language arts and mathematics.

On June 2, 2010, the Common Core State Standards (CCSS) were released. These standards provide a consistent framework to prepare students for success in college and/or the 21st century workplace. These standards represent a common sense next step from the current South Carolina Academic Standards.

The State Board of Education and the Education Oversight Committee (EOC) approve the use of the Common Core State Standards as South Carolina's Academic Standards for English Language Arts and Mathematics on July 14, 2010.

About the Common Core State Standards

- A state led project sponsored by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO)
- Developed by standards experts and educators
- Used exemplary international, national and state standards as models
- Received multiple rounds of feedback from states and national organizations representing educators (e.g., International Reading Association (IRA), National Council of Teachers of Mathematics (NCTM), National Council of Teachers of English (NCTE)

What do the Common Core Standards mean for South Carolina?

South Carolina Students:

- Rigorous knowledge and skills needed to succeed in college and/or careers
- Consistent expectations across states regardless of where students attend college or find a job
- Relevant content and application of knowledge through higher-order thinking skills

South Carolina Educators:

- Clear, focused expectations that assist teachers in being on the same page and working together with students and parents to accomplish shared learning goals
- A common-sense next step that is aligned both in content and rigor to the South Carolina Academic Standards

South Carolina Taxpayers:

- Long-term potential savings on textbooks, instructional resources, and assessment measures that come from the consistent development of materials throughout the country

"With the states' release today of a set of clear and consistent academic standards, our nation is one step closer to supporting effective teaching in every classroom, charting a path to college and careers for all students, and developing the tools to help all children stay motivated and engaged in their own education. The more states that adopt theses college and career based standards, the closer we will be to sharing innovation across state borders and becoming more competitive as a country."

Bill Gates, Co-Chair
The Bill & Melinda Gates Foundation

What are the plans for transition to Common Core State Standards in South Carolina?

South Carolina is one of 48 states and the District of Columbia that has adopted these common core state standards.

The Carolina Department of Education (SCDE) has begun the planning process for understanding and implementation of the Common Core State Standards.

During the transition process, the SCDE will work with educators from around the state to review/adapt resources from others states and to develop/refine South Carolina specific resources for the Standards Implementation Toolbox.

This Toolbox will support the understanding and implementation of the CCSS at the district and classroom levels.

South Carolina will participate in available consortia for the development and implementation.

SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION

Appendix H: Timeline for Professional Development

Timeline for Professional Development
Common Core State Standards (CCSS) for English Language Arts and Mathematics

October 2011	• Develop Professional Development video series and post on StreamlineSC • Notify districts of video series release and video access information
October—December 2011	• Conduct Online District Needs Assessment Survey • Support districts as needed in development of CCSS transition plans • Address initial district requests for professional development based on Needs Assessment Survey
January—May 2012	• Support districts as needed to modify transition plans based on Needs Assessment Survey and initial Professional Development • Continue to provide customized and targeted professional development services to districts • Provide periodic virtual updates with District Implementation Teams • Collaborate within SCDE to develop summer regional Professional Development Plan
June—August 2012	• Conduct regional and targeted needs-specific training with District Implementation Teams to dig deeper into the Common Core State Standards • Conduct survey of district transition status and results of district transition efforts • Continue to provide customized and targeted professional development services to schools utilizing a tiered system of support
June—December 2012	• Monitor CCSS efforts of other states • Maintain contact with national organizations • Explore school leadership needs through Office School Transformation • Review by SEDL of CCSS Professional Development Initiatives • Assess and evaluate initiatives and services

SCDE will continuously provide assistance to District Implementation Teams on progress monitoring of data results, the development of transition plans and implementation strategies.

Appendix I: CCSS for English Language Arts and Mathematics Needs Assessment Survey

Common Core State Standards (CCSS) for English Language Arts and Mathematics Needs Assessment Survey

District_____

This needs assessment will assist SCDE in determining the appropriate professional development support for District Implementation Teams (DIT). **This survey should be completed by the DIT Leader**.

Part A: Implementation Continuum
To begin the process, please circle the descriptor that best reflects your district's status along the CCSS implementation continuum for both subject areas.

Common Core Implementation Continuum for English Language Arts

Awareness **Getting Started** **Progressing** **Refining and Expanding Implementation** **Progress Monitoring and Evaluation**

Common Core State Standards Implementation Continuum for Mathematics

Awareness **Getting Started** **Progressing** **Refining and Expanding Implementation** **Progress Monitoring and Evaluation**

Explanation of Ratings

Awareness = Cognizant (Phase 1: Preparation) The district is beginning to seek information (overview, organization, and implementation timeline) about the Common Core State Standards for English Language Arts and Mathematics.

Getting Started = Underway (Phase 1: Preparation) The DIT is formed at the district and school levels to complete a comparative review of the Common Core State Standards and SC Academic Standards, provide faculty members with an overview and organization of the CCSS, and investigate key advances in core subject areas.

Progressing = Beginning Implementation (Phase 2: Exploration) The DIT is identifying priority needs using pertinent data and has begun the process of vertical articulation and unwrapping the common core state

standards. The team facilitates the creation of a transition plan that is aligned with the timeline that is presented by the South Carolina Department of Education.

Implementing = Refining and Expanding Implementation (Phase 3: Infusion and Integration) The DIT is working with faculty members to integrate Common Core State Standards into classroom instruction and assessment by utilizing gap lessons, aligning and revising curriculum, and customizing professional development to fit identified needs.

Monitoring = Progress Monitoring and Evaluation (Phase 4) The DIT is assessing its implementation strategies. All aspects of the transition plan have been implemented for all stakeholders. Achievement data are examined to assess the effectiveness of the components of the transition plan. Based on the data analysis, on-going revisions are made to the transition plan.

Part B: Guiding Questions

To assist the DIT in developing, enhancing, or enriching a transition plan for implementing the Common Core State Standards in English Language Arts and Mathematics, please review the guiding questions and place a check next to the area(s) which may constitute starting points for discussion and implementation.

_____**Transition Strategy** – What modifications are needed to what has already been created and/or currently being utilized in order to begin implementation of the Common Core State Standards?

_____**Clustering Standards** – How do standards in different Domains relate to one another and how can they be grouped to maximize teaching time?

_____**Vertical Articulation of Content** – How do concepts progress across grades and how can grades work together to maximize instruction?

_____**Unpacking the Standards** – What are the standards really saying and how do the verbs impact curriculum, instruction, and assessment?

_____**Content Knowledge** – What content knowledge do teachers need as a result of shifts in grade level content?

_____**Using MAP Data for Flexible Grouping** – How can MAP and other benchmark assessments be used to better meet student needs?

_____**Effective Use of Technology** – What is the difference between tutorial and practice technology and how can each be used to support student understanding?

Part C: Customized Assistance

To further assist you in transitioning from awareness to implementation, please use the following link http://ed.sc.gov/tools/scripts/survey/65290511/default.cfm to access the Customized Assistance portion of the needs assessment. This section will help us in prioritizing and customizing the professional development opportunities offered by the Office of Teacher Effectiveness. **Please complete this portion of the assessment electronically by Friday, December 16, 2011.**

Appendix J: CCSS Professional Development Series

SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION

Common Core State Standards
Professional Development Series
January – May 2012

ELA		
INFORMATIONAL TEXT ***CCSS: The Use of High-quality Literature and Informational Texts in a Range of Genres and Subgenres***		
Date	Region	Grade Band
Tuesday, February 21st	Midlands	3-5
Wednesday, February 22nd	Florence	3-5
Wednesday, February 29th	Midlands	6-12
Friday, March 2nd	Virtual Follow-Up*	3-12
VOCABULARY/COMPREHENSION ***CCSS: Promoting Vocabulary Development and Higher Levels of Comprehension***		
Monday, March 26th	Florence	3-5
Wednesday, March 28th	Midlands	3-5
Thursday, March 29th	Midlands	6-12
Friday, March 30th	Virtual Follow-Up*	3-12
WRITING ***CCSS: Writing Text Types and Language Conventions in Writing and Speaking Argumentative, Informative/Explanatory, and Narrative***		
Tuesday, April 24th	Midlands	3-5
Wednesday, April 25th	Florence	3-5
Thursday, April 26th	Midlands	6-12
Friday, May 4th	Virtual Follow-Up*	3-12
MATH		
CCSS: How to Condense/Focus the Common Core State Standards for Mathematics - Identifying Terminal versus Supportive Standards		
February 28th	Midlands	K-8
February 29th	Florence	K-8
CCSS: Addressing Common Addition, Subtraction, Multiplication and Division Structures for Basic Operations and Equations in the Common Core State Standards for Mathematics		
March 20th	Midlands	K-8
March 21st	Florence	K-8
CCSS: Addressing Vertical Articulation in the CCSS from a 2007 Comparative Perspective		
May 1st	Midlands	K-8
May 2nd	Florence	K-8
CCSS: Experiencing Probability and Statistics as set forth in the Algebra I Common Core State Standards		
May 1st	Midlands	9-12

*Information about Virtual Follow-Up follow-ups will be provided at regional sessions.

If you have any questions prior to the training, please contact Dr. Erica Bissell by email at ekbissell@ed.sc.gov or by telephone at 803-734-8046.

SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION

MEMORANDUM

TO: District Implementation Teams

FROM: Office of Teacher Effectiveness

DATE: January 20, 2012

RE: February Common Core State Standards Professional Development Sessions

A team of two from your district is invited to participate in the February Common Core State Standards Professional Development Sessions. These professional learning opportunities are designed specifically for District Implementation Team (DIT) members or district designees. The Office of Teacher Effectiveness in the Division of School Effectiveness has partnered with the Offices of Assessment, Standards and Curriculum, and SEDL to present a comprehensive view of the connections between standards, assessment, data analysis, and instruction in implementing the Common Core State Standards for English Language Arts and Mathematics.

Content area specialists and education associates from the South Carolina State Department of Education will collaboratively facilitate the one-day professional development sessions. The two district representatives will be responsible for sharing the information with the other DIT members and instructional staff.

To take advantage of these professional development opportunities, please register by clicking the link for the appropriate subject area:

Mathematics - https://docs.google.com/spreadsheet/viewform?hl=en_US&formkey=dGV0Tk9NYW9MdkhKTm5wa2d5WS1yOHc6MA#gid=0

ELA - https://docs.google.com/spreadsheet/viewform?hl=en_US&formkey=dC01MkNKeEp3YkkwT01RVFlxQmQyaVE6MQ#gid=0

Please complete your registration by Friday, February 3rd. When registering for the regional series, district teams are asked to attend the regional session closest to their district. Each session will begin at 9:00 a.m. and conclude at 3:30 p.m. Information regarding lunch will be provided in a confirming email.

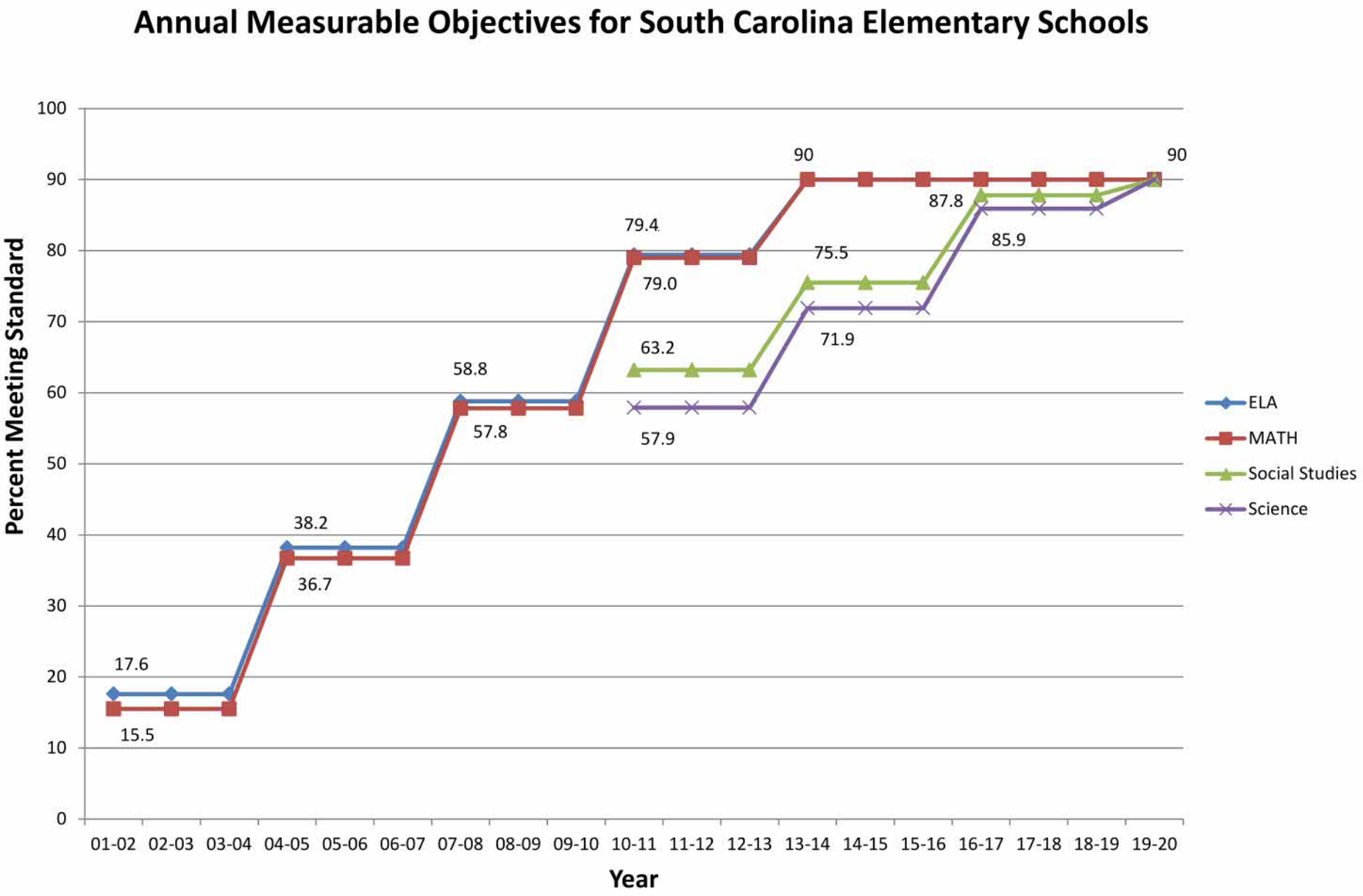
If you have any questions prior to the training, please contact Dr. Erica Bissell by e-mail at ekbissell@ed.sc.gov or by telephone at 803-734-8046.

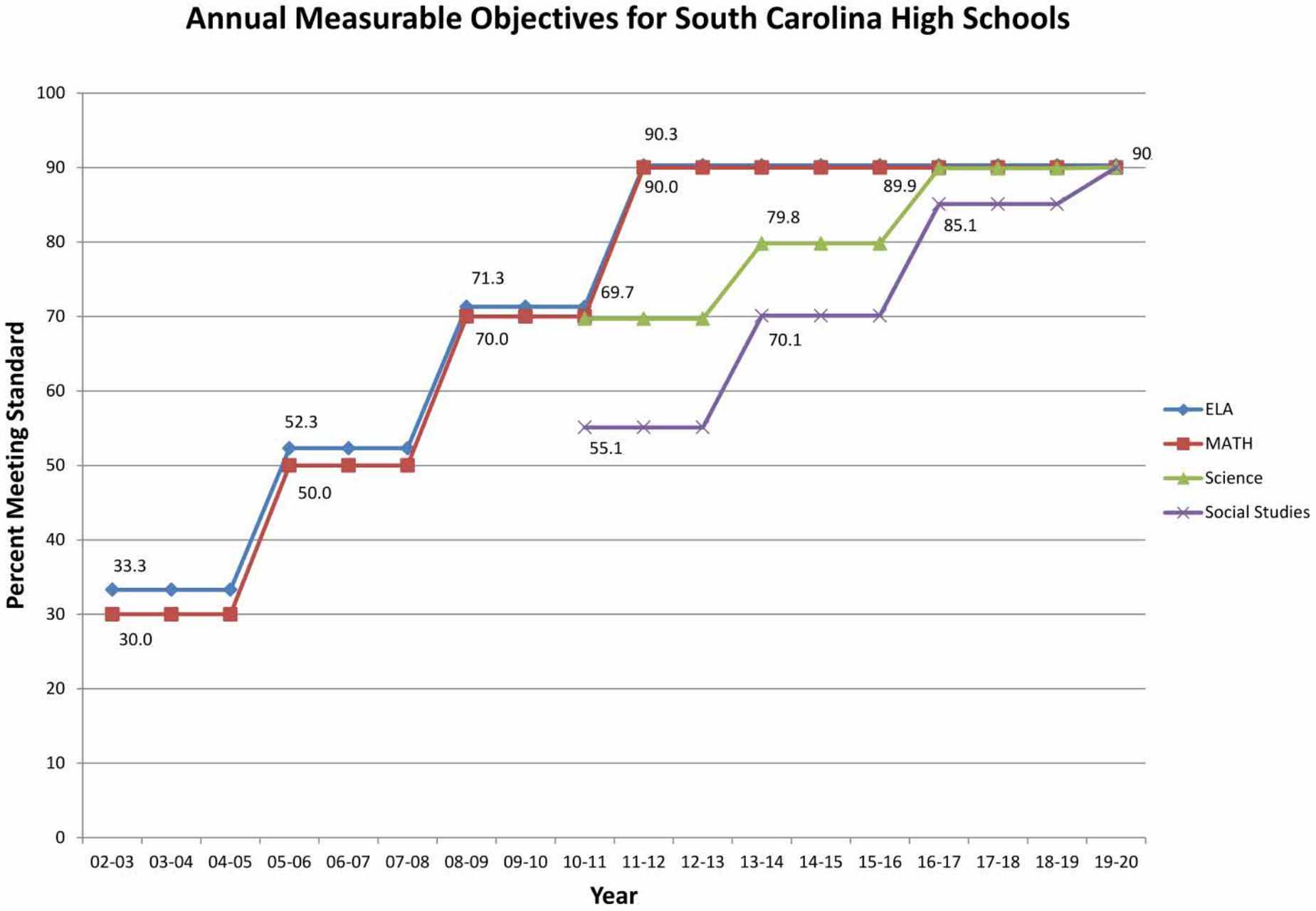
The regional sessions and dates are as follows:

ELA			
INFORMATIONAL TEXT ***CCSS: The Use of High-quality Literature and Informational Texts in a Range of Genres and Subgenres*** To register click here: https://docs.google.com/spreadsheet/viewform?hl=en_US&formkey=dC01MkNKeEp3YkkwT01RVFlxQmQyaVE6MQ#gid=0			
Date	Region	Venue	Grade Band
Tuesday, February 21st	Midlands	Farmer's Market 117 Ballard Court W. Columbia, SC 29172	3-5
Wednesday, February 22nd	Florence	Florence SIMT 1951 Pisgah Road Florence, SC 29502	3-5
Wednesday, February 29th	Midlands	Farmer's Market 117 Ballard Court W. Columbia, SC 29172	6-12
Friday, March 2nd	Virtual Follow-Up*		3-12
MATH			
CCSS: How to Condense/Focus the Common Core State Standards for Mathematics - Identifying Terminal versus Supportive Standards To register click here: https://docs.google.com/spreadsheet/viewform?hl=en_US&formkey=dGV0Tk9NYW9MdkhKTm5wa2d5WS1yOHc6MA#gid=0			
February 28th	Midlands	Farmer's Market 117 Ballard Court W. Columbia, SC 29172	K-8
February 29th	Florence	Florence SIMT 1951 Pisgah Road Florence, SC 29502	K-8

*In an attempt to accommodate those unable to attend, we plan to stream the sessions live. The sessions will also be recorded and archived. Details on this will be forthcoming.

Appendix K: Annual Measurable Objectives for English Language Arts and Mathematics




Annual Measurable Objectives for South Carolina High Schools
Percent Meeting Standard
Year
100
90
80
70
60
50
40
30
20
10
0
02-03
03-04
04-05
05-06
06-07
07-08
08-09
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14-15
15-16
16-17
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33.3
30.0
52.3
50.0
71.3
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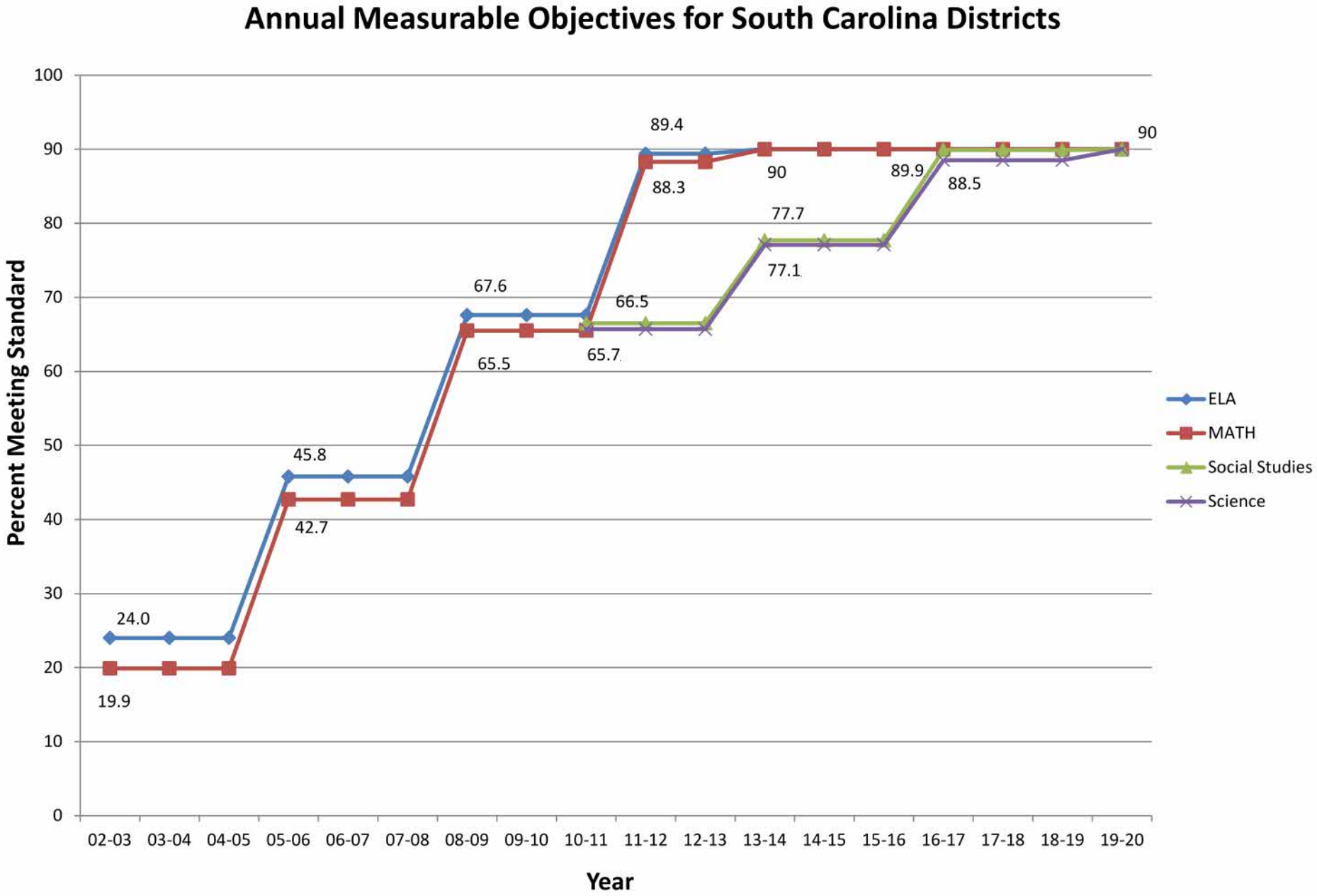
85.1
ELA
MATH
Science
Social Studies


Annual Measurable Objectives for South Carolina Districts
Percent Meeting Standard
Year
100
90
80
70
60
50
40
30
20
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02-03
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16-17
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19-20
24.0
19.9
45.8
42.7
67.6
65.5
65.7
66.5
89.4
88.3
90
77.7
77.1
89.9
88.5
90
ELA
MATH
Social Studies
Science

Appendix L: Proposed Comprehensive Needs Assessment Rubric

Title I School and District Self-Assessment

STANDARD	INDICATOR	EVIDENCE	RUBRIC SCORE 4 – We are doing this well 1-We are not doing this at all	ASSISTANCE NEEDED
DISTRICT/SCHOOL LEADERSHIP	**1.1 Administrators have ongoing leadership development training**			
	1.2 District/School leadership uses disaggregated data as part of a holistic planning process			
	1.3 District/School leadership ensures that all instructional staff have training and access with appropriate curricular materials and resources			
	1.4 District/School leadership ensures that time is allocated and protected to focus on curricular and instructional issues			

	1.5 District/School leadership allocates and reallocates resources to support student learning			
	1.6 District/ School leaders consistently lead the school improvement process as the instructional leader			
	1.7 District/ School administrators lead staff in increasing student achievement results by regularly reviewing curricular and assessment implementation			
	1.8 District/School administrators review teacher performance through regular and consistent evaluation methods			
	1.9 The district and schools are organized to maximize equitable use of fiscal resources to support student and staff performance			

	1.10 Teachers exhibit content knowledge sufficient to foster student learning/progress			
	1.11 Staff monitor and evaluate curriculum and instructional programs and make modifications to ensure continuous district/school improvement			
CURRICULUM, INSTRUCTION AND PROFESSIONAL DEVELOPMENT	**2.1 The curriculum scope, sequence and content is aligned with the SC Standards**			
	2.2 A systematic district/school process for monitoring, evaluating and reviewing the curriculum is in place			
	2.3 District/School planning links standards, formative and summative assessment results, instructional practices review and reteaching			

	2.4 Instructional materials and resources are research based and aligned to SC Standards			
	2.5 Teachers utilize technology effectively as an instructional aid			
	2.6 Use of differentiated instructional methods align teaching with student learning/needs			
	2.7 District/School supports long term professional growth and development of staff			
	2.8 District/School supports teacher reflection as part of ongoing professional development			
	2.9 District/School professional development is continuous and embedded			
	2.10 District/School provides a clearly defined staff evaluation process			

DISTRICT/ SCHOOL AND CLASSROOM ASSESSMENTS	**3.1 District/School supports the use of multiple measures of assessments and evaluation strategies**			
	3.2 District/School communicates and interprets assessment results to students, families and other stakeholders regularly			
	3.3 District/School classroom assessments are aligned to the SC Standards			
	3.4 District/School uses rubrics, scoring guides and exemplars to communicate to students and families the required level of rigor necessary to meet SC Standards and AYP			
	3.5 District/School uses assessment information to identify gaps and inform instructional practices			

	3.6 Teachers communicate regularly with families about individual student progress in meeting SC Standards			
	3.7 District/School coordinates the implementation of assessment programs			
SCHOOL CULTURE, CLIMATE AND COMMUNICATION	**4.1 Facilities provide a safe and orderly environment conducive to student learning**			
	4.2 District/School discipline policies, procedures and implementation support and enhance student learning			
	4.3 District/School recognizes student and teacher excellence and achievement			
	4.4 Families and the community are active partners in the educational process			
	4.5 Students are provided with a variety of opportunities to receive additional			

	assistance to support their learning			
	4.6 District/School have policies and procedures in place to provide students assistance as needed			
FOLLOW-UP ON IDENTIFIED INTERVENTIONS	**5.0 District has clearly communicated and trained staff in the intervention process and its implementation**			
	5.1 District/School leadership and staff are active partners in the implementation of the intervention			
	5.2 District provides professional development opportunities for staff and administration to reinforce the implementation of the intervention			
	5.3 District provides funding for resources and materials to support the implementation of the intervention			

Appendix M: Individualized Modifications/Accommodations Plan

Student Name/ESOL Level:_____
School/Grade Level: _____

School District of _____ County
English for Speakers of Other Languages (ESOL) Services
Individualized Modifications/Accommodations Plan

General Modifications	Specific Strategies and Ideas
General	☐ Collaborate closely with ESOL teacher.
	☐ Establish a safe/relaxed/supportive learning environment.
	☐ Review previously learned concepts regularly and connect to new learning.
	☐ Contextualize all instruction.
	☐ Utilize cooperative learning.
	☐ Teach study, organization, and note taking skills.
	☐ Use manuscript (print) fonts.
	☐ Teach to all modalities.
	☐ Incorporate student culture (as appropriate).
	☐ Activate prior knowledge.
	☐ Allow extended time for completion of assignments and projects.
	☐ Rephrase directions and questions.
	☐ Simplify language. (Ex. Use short sentences, eliminate extraneous information, convert narratives to lists, underline key words/key points, use charts and diagrams, change pronouns to nouns).
	☐ Use physical activity. (Total Physical Response)
	☐ Incorporate students L1 when possible.
	☐ Develop classroom library to include multicultural selections of all reading levels; especially books exemplifying students' cultures.
	☐ Articulate clearly, pause often, limit idiomatic expressions, and slang.
	☐ Permit student errors in spelling and grammar except when explicitly taught. Acknowledge errors as indications of learning.
	☐ Allow frequent breaks.
	☐ Provide preferential seating.
	☐ Model expected student outcomes.
	☐ Prioritize course objectives.
Reading in the Content Areas	☐ Pre-teach vocabulary.
	☐ Teach sight vocabulary for beginning English readers.
	☐ Allow extended time.
	☐ Shorten reading selections.
	☐ Choose alternate reading selections.
	☐ Allow in-class time for free voluntary and required reading.
	☐ Use graphic novels/books and illustrated novels.
	☐ Leveled readers
	☐ Modified text
	☐ Use teacher read-alouds.
	☐ Incorporate gestures/drama.
	☐ Experiment with choral reading, duet (buddy) reading, and popcorn reading.
	☐ Use Language Experience Approach, story charts, storyboards, and other methods.
	☐ Introduce reading selections.
Assessment	☐ Allow open note/open book tests (include page numbers as appropriate).
	☐ Allow short answer for LEP students, avoid essay questions for most limited English speakers.
	☐ Reduce number of questions/prioritize questions.
	☐ Reduce cultural bias.
	☐ Allow students to answer questions on test; avoid Scantron and answer sheets.
	☐ Provide oral administration/oral response.
	☐ Break test into small parts.

	☐ Present test question using same phrasing as instruction. ☐ Correlate instruction and assessment styles. ☐ Allow alternate forms of assessment. (Ex. Portfolios, Classroom Observations, Conferencing, Art Forms, Simulations, Drama, Non-Verbal Responses) ☐ Provide visible criteria for assignments and projects (Ex. Rubrics, Checklists). ☐ Provide examples and models of completed projects and papers. ☐ Provide quality study guides for assessments. ☐ Include word banks, small groups of matching, no more than three distracters in multiple choice. ☐ Allow student translations.
Note Taking	☐ Limit or modify note taking: o Cloze Notes o Prioritize Information o Graphic Organizers o Copy of Teacher Notes (Word Processed)/Buddy Notes o Visual Notes (Avoid aural note taking.)
Grouping Suggestions	☐ Partners; L1+L1, L1+L2. ☐ Small Groups. ☐ Heterogeneous and Homogenous Grouping (depending on the purpose, avoid pairing struggling learners). ☐ Pair with native English speakers ☐ Pair with compassionate and mature learners.
Resources	☐ Picture Dictionary ☐ Bilingual Dictionary ☐ Textbooks/Novels in home language: when available. ☐ Recorded text novels; when available. (English and/or L1) ☐ Simplified/High-Low/Adapted Novels ☐ Flash cards with pictures and/or words. ☐ Realia. ☐ Games supporting language acquisition and cultural knowledge. ☐ Music with lyrics. ☐ Illustrations/Videos ☐ Manipulatives
Standardized Testing	☐ Bilingual Dictionary. ☐ Reword and/or translate directions. ☐ Oral administration: o Writing o Mathematics o Science o Social Studies ☐ Scheduling ☐ Write or circle answers in the test booklet ☐ Individual or small group administration/setting. ☐ Extended time. ☐ Prior test preparation concerning testing strategies.

These modifications are suggestions based on current student level of English proficiency. Since language learning is a dynamic process, modifications/accommodations will change in relation to language development. Although some form of modification is required, teacher and student are not limited to the indicated modifications. The list can be expanded or condensed based on student need and/or classroom and ESOL teacher observations. Signatures indicate that modifications have been discussed and acknowledged by ESOL and classroom teachers.

Signatures:

ESOL Teacher: _____ **Date:** _____
Teacher: _____ **Date:** _____
Teacher: _____ **Date:** _____
Teacher: _____ **Date:** _____
Teacher: _____ **Date:** _____

Appendix N: ADEPT and InTASC Standards Crosswalk

InTASC Model Core Teaching Standards (2011) Domains, Standards, and Indicators[1]	ADEPT Performance Standards and Key Elements[2]
The Learner and Learning – Standard #1: Learner Development	
1(a) The teacher regularly assesses individual and group performance. [P]	**APS 3.B; 7.A**
1(b) The teacher creates developmentally appropriate instruction that takes into account the individual learners. [P]	**APSs 1.A; 2.B**
1(c) The teacher collaborates with others to promote learner growth and development. [P]	**APS 10.A**
1(d) The teacher understands how learning occurs and knows how to use instructional strategies that promote student learning. [K]	**APSs 5.A; 5.B; 5.C; 6.B**
1(e) The teacher understands that individual differences influence learning and knows how to make decisions that build on learners' strengths and needs. [K]	**APSs 1.A; 1.B; .2B**
1(f) The teacher identifies readiness for learning. [K]	**APS 1.A; 1.B**
1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction accordingly. [K]	**APS 2.B**
1(h) The teacher respects learners' differing strengths and needs. [D]	**APS 1.A; 8.B**
1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning. [D]	**APSs 2.C; 3.B**
1(j) The teacher takes responsibility for promoting learners' growth and development. [D]	**APSs 3.A; 3.B; 3.C**
1(k) The teacher values the input and contributions of others. [D]	**APS 8.C**
The Learner and Learning – Standard #2: Learning Differences	
2(a) The teacher designs, adapts, and delivers instruction to address individual student differences. [P]	**APSs 1.A; 1.B; 5.A; 5.B; 5.C**
2(b) The teacher makes appropriate provisions for individual students. [P]	**APSs 1.A; 5.A; 5.B; 5.C; 7.B**
2(c) The teacher designs instruction to build on learners' prior knowledge and experiences. [P]	**APSs 5.A; 5.B; 5C**
2(d) The teacher brings multiple perspectives to the discussion. [P]	**APSs 6.B; 6.C**
2(e) The teacher incorporates tools of language development into planning instruction. [P]	**APS 1.A**

[1] The InTASC indicators are categorized as follows: Performances [P], Essential Knowledge [K], and Critical Dispositions [D].
[2] The ADEPT Performance Standards (APSs) and key elements are described in their entirety at the end of this document, beginning on page 10.

InTASC Model Core Teaching Standards (2011) Domains, Standards, and Indicators[1]	ADEPT Performance Standards and Key Elements[2]
2(f) The teacher accesses resources, supports, and services to meet learning differences or needs. [P]	**APS 2.B**
2(g) The teacher understands and identifies differences in approaches to learning and knows how to design instruction accordingly. [K]	**APS 2.B; 5.A**
2(h) The teacher understands students with exceptional needs (disabilities and giftedness) and uses strategies accordingly.	**APSs 5.A; 5.B; 7.B**
2(i) The teacher knows about second language acquisition and incorporates appropriate instructional strategies and resources. [K]	**APSs 5.A; 5.B; 7.B**
2(j] The teacher understands that learners bring different assets for learning. [K]	**APSs 4.A; 4.B**
2(k) The teacher knows how to access and use information about diverse cultures and communities. [K]	**APSs 5.B; 6B**
2[l] The teacher believes that all learners can achieve at high levels. [D]	**APSs 4.A; 4.B; 4.C**
2(m) The teacher respects learners as individuals. [D]	**APS 8.B**
2(n) The teacher makes learners feel valued and helps them learn to value each other. [D]	**APS 8.B**
2(o) The teacher values diverse languages and dialects. [D]	**APS 8.B**
The Learner and Learning – Standard #3: Learning Environments	
3(a) The teacher collaborates with others to build a safe, positive climate. [P]	**APSs 8.A; 8.C**
3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning. [P]	**APSs 4.C; 5.B**
3(c) The teacher collaborates with others to develop shared values and expectations. [P]	**APSs 8.B; 10.B**
3(d) The teacher manages the learning environment to actively and equitably engage learners. [P]	**APSs 5.C; 8.C**
3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment. [P]	**APSs 4.C; 8.C**
3(f) Both verbally and nonverbally, the teacher demonstrates respect for differing cultural backgrounds and perspectives. [P]	**APS 8.B**
3(g) The teacher promotes responsible learner use of interactive technologies. [P]	**APSs 5.A; 5.B; 5.C**
3(h) The teacher intentionally builds learner capacity to collaborate with others, face-to-face and virtually. [P]	**APSs 5.B; 8.C**
3(i) The teacher understands the relationship between motivation and engagement and uses strategies that build learner self-direction and ownership of learning. [K]	**APSs 4.B; 4.C**
3(j) The teacher knows how to help learners work productively and cooperatively with each other. [K]	**APSs 5.B; 8.C; 9.B**
3(k) The teacher knows how to cooperate with learners to establish and monitor the learning environment. [K]	**APSs 8B; 8.C**
3(l) The teacher understands how learner diversity can affect communication. [K]	**APSs 7.B; 8.B**

InTASC Model Core Teaching Standards (2011) Domains, Standards, and Indicators[1]	ADEPT Performance Standards and Key Elements[2]
3(m) The teacher knows how to use technologies and how to guide learners to use technologies in appropriate, safe, and effective ways. [K]	**APSs 5.A; 5.B; 5.C**
3(n) The teacher is committed to working with learners and others to establish supportive learning environments. [D]	**APSs 8.C; 10.A**
3(o) The teacher values the role of learners in establishing a climate of learning. [D]	**APSs 4.C; 8.C**
3(p) The teacher is committed to supporting learners. [D]	**APSs 8.B; 8.C; 10.A**
3(q) The teacher seeks to foster respectful communication among all members of the learning community. [D]	**APSs 8.B; 8.C; 10.A**
3(r) The teacher is a thoughtful and responsive listener and observer. [D]	**APSs 7.A; 8.B; 8.C**
Content Knowledge – Standard #4: Content Knowledge	
4(a) The teacher effectively uses multiple representations and explanations that promote each learner's achievement of content standards. [P]	**APSs 6.A; 6.B; 6.C**
4(b) The teacher engages students in learning experiences that present diverse perspectives. [P]	**APSs 5.B; 5.C; 6.B**
4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline. [P]	**APS 5.B; 5.C; 6.C**
4(d) The teacher helps the learners make connections to prior learning and experiences. [P]	**APS 5.A; 6.C**
4(e) The teacher recognizes learner misconceptions and creates experiences to build accurate conceptual understanding. [P]	**APSs 6.A; 7.B**
4(f) The teacher ensures the comprehensiveness, accuracy, and appropriateness of instructional resources and materials. [P]	**APSs 2.B; 5.A; 5.B; 6.A**
4(g) The teacher effectively uses supplementary resources and technologies. [P]	**APS 5.C**
4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content. [P]	**APS 6C**
4(i) The teacher accesses resources to evaluate the learners' content knowledge in their primary language. [P]	**APSs 1.D; 3.A**
4(j) The teacher understands the content of the discipline that he or she teaches. [K]	**APS 6.A**
4(k) The teacher understands common misconceptions in learning the discipline. [K]	**APS 6.C**
4(l) The teacher knows and uses the academic language of the discipline. [K]	**APS 6.A**
4(m) The teacher knows how to integrate culturally relevant content. [K]	**APSs 6.B; 6.C**
4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline. [K]	**APSs 2.A; 6.C**
4(0) The teacher realizes that content is ever-evolving. [D]	**APSs 6.A; 10.E**

InTASC Model Core Teaching Standards (2011) Domains, Standards, and Indicators[1]	ADEPT Performance Standards and Key Elements[2]
4(p) The teacher appreciates multiple perspectives within the discipline. [D]	**APSs. 6.B; 6.C**
4(q) The teacher recognizes and seeks to address potential bias. [D]	**APS 6.B**
4(r) The teacher is committed to helping each learner master the content and skills of the discipline. [D]	**APSs 6.C; 10.A**
Content Knowledge – Standard #5: Application of Content	
5(a) The teacher develops and implements cross-disciplinary projects. [P]	APSs 5.B; 6.C
5(b) The teacher engages learners through interdisciplinary themes. [P]	**APSs 5.B; 6.C**
5(c) The teacher facilitates learners' use of current tools and resources. [P]	**APS 5.B**
5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem-solving. [P]	**APSs 5.B; 6.C**
5(e) The teacher develops learners' discipline-related communication skills in a variety of contexts and for a variety of contexts and audiences. [P]	**APSs 6.B; 6C**
5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches. [P]	**APS 6.C**
5(g) The teacher facilitates learners' ability to develop diverse perspectives that expand their understanding of issues. [P]	**APS 6.B**
5(h) The teacher develops and implements supports for literacy development across content areas. [P]	**APSs 5.A; 5.B; 5.C**
5(i) The teacher understands the ways of knowing his or her discipline. [K]	**APS 6.C**
5(j) The teacher understands how current interdisciplinary themes connect to the core subjects. [K]	**APS 6.C**
5(k) The teacher understands the demands of accessing and managing information. [K]	**APSs 5.B; 6.C**
5(l) The teacher understands how to use digital and interactive technologies effectively. [K]	**APS 5.C**
5(m) The teacher understands how to help learners develop critical thinking processes. [K]	**APSs 5.A; 6.C**
5(n) The teacher understands communication modes and skills as vehicles for acquiring and expressing learning. [K]	**APSs 5.A; 6.C**
5(o) The teacher understands creative thinking processes and how to engage learners in producing original work. [K]	**APS 6.C**
5(p) The teacher knows where and how to access and integrate resources to build global awareness and understanding. [K]	**APS 5.B**
5(q) The teacher constantly explores ways of using disciplinary knowledge as a lens to address local and global issues. [D]	**APSs 6.A; 10.E**
5(r) The teacher values knowledge outside his/her own content area. [D]	**APS 10.B**
5(s) The teacher values flexible, exploratory learning environments. [D]	**APS 8.C**
Instructional Practice – Standard #6: Assessment	
6(a) The teacher balances formative and summative assessments. [P]	**APSs 1.D; 3.A; 7.A**

InTASC Model Core Teaching Standards (2011) Domains, Standards, and Indicators[1]	ADEPT Performance Standards and Key Elements[2]
6(b) The teacher designs assessments that match the learning objectives and that minimize bias. [P]	**APSs 1.D; 3.A**
6(c) The teacher independently and collaboratively examines test and other performance data to determine progress and to guide planning. [P]	**APSs 2.C; 3.B; 7.B**
6(d) The teacher engages learners in identifying quality work and provides them with effective descriptive feedback. [P]	**APSs 4.C; 7.C**
6(e) The teacher engages learners in multiple ways of demonstrating their knowledge and skills. [P]	**APS 7.A**
6(f) The teacher models and structures processes that guide learners in examining their own—and others'—performance. [P]	**APSs 4.C; 8.C**
6(g) The teacher effectively uses multiple and appropriate types of assessment data. [P]	**APSs 1.D; 3.A; 7.A**
6(h) The teacher prepares all learners for the demands of each assessment. [P]	**APS 3.A**
6(i) The teacher seeks appropriate ways to use technology to support assessment. [P]	**APSs 1.D; 3.A; 7.A**
6(j) The teacher understands the differences between formative and summative assessments. [K]	**APSs 1.D; 3.A; 7.A**
6(k) The teacher understands the numerous types and multiple purposes of assessment and uses this information to design/select appropriate assessments. [K]	**APSs 1.D; 3.A; 7.A**
6(l) The teacher knows how to analyze assessment data to guide planning, instruction, and feedback to learners. [K]	**APSs 2.C; 3.B; 3.C; 7.B; 7.C**
6(m) The teacher knows when and how to engage learners in analyzing their own assessment results. [K]	**APSs 4.C; 7.C**
6(n) The teacher understands the importance of descriptive feedback. [K]	**APS 7.C**
6(o) The teacher knows when and how to evaluate and report learner progress against standards. [K]	**APS 3.C**
6(p) The teacher understands how to prepare learners for assessments and how to make appropriate accommodations. [K]	**APS 3.A**
6(q) The teacher is committed to actively engaging learners in the assessment process. [D]	**APSs 4.C; 7.B**
6(r) The teacher takes responsibility for aligning instruction and assessments with the learning goals. [D]	**APSs 1.D; 3.B; 7.A**
6(s) The teacher is committed to providing timely and effective descriptive feedback to learners. [D]	**APS 7.C**
6(t) The teacher is committed to using multiple types of assessments. [D]	**APSs 1.D; 3.B; 7.A**
6(u) The teacher is committed to making appropriate accommodations in assessments, when needed. [D]	**APS 3.A**
6(v) The teacher is committed to the ethical use of assessments and data. [D]	**APS 10.D**
Instructional Practice – Standard #7: Planning for Instruction	
7(a) The teacher individually and collaboratively selects and creates appropriate and relevant learning experiences. [P]	**APSs 2.B; 5.B; 6.C**
7(b) The teacher plans how to achieve each learner's learning goals. [P]	**APSs 2.B; 4.B; 5.A**

InTASC Model Core Teaching Standards (2011) Domains, Standards, and Indicators[1]	ADEPT Performance Standards and Key Elements[2]
7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill. [P]	**APSs 1.C; 2.B; 6.C; 7.A**
7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest. [P]	**APSs 1.A; 2.C; 3.B; 7.B**
7(e) The teacher plans collaboratively with professionals who have specialized expertise. [P]	**APS 10.A**
7(f) The teacher evaluates plans and systematically adjusts them, as needed. [P]	**APSs 2.C; 3.B; 7.B**
7(g) The teacher understands content and content standards. [K]	**APSs 1.B; 2.A**
7(h) The teacher understands how integrating cross-disciplinary skills helps engage learners. [K]	**APS 2.B**
7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and uses this information to guide planning. [K]	**APSs 1.A; 2.A; 2.B**
7(j) The teacher understands the strengths and needs of individual learners and uses this information to guide planning. [K]	**APSs 1.A; 2.A; 2.B**
7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools. [K]	**APS 2.B**
7(l) The teacher knows when and how to adjust plans based on formative and summative assessment results. [K]	**APSs 2.C; 3.B; 3.C; 7.B; 7.C**
7(m) The teacher knows how to access resources and other professionals to support student learning. [K]	**APS 10.A**
7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to guide planning. [D]	**APS 1.A**
7(o) The teacher values planning as a collegial activity. [D]	**APS 1 Introduction; APSs 10.A; 10.E**
7(p) The teacher uses planning as a means of assuring student learning. [D]	**APSs 2.C; 3.C**
7(q) The teacher believes that plans must always be open to adjustment and revision, as needed. [D]	**APS 1 Introduction**
Instructional Practice – Standard #8: Instructional Strategies	
8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of the learners. [P]	**APSs 2.B; 5.A; 5.B**
8(b) The teacher continuously monitors student learning, engages learners in assessing their own progress, and adjusts instruction accordingly. [P]	**APSs 4.C; 7.A; 7.B**
8(c) The teacher collaborates with learners and others to design and implement relevant learning experiences. [P]	**APSs 8.C; 10.A**
8(d) The teacher varies his or her role in the instructional process. [P]	**APS 5.B**
8(e) The teacher provides multiple models and representations of concepts and skills. [P]	**APSs 5.B; 6.C**
8(f) The teacher engages all learners in developing higher order skills and processes. [P]	**APSs 5.A; 6.C; 7.B**

InTASC Model Core Teaching Standards (2011) Domains, Standards, and Indicators[1]	ADEPT Performance Standards and Key Elements[2]
8(g) The teacher engages learners in using a range of learning skills and technology tools. [P]	**APS 5.A; 5.B**
8(h) The teacher uses a variety of instructional strategies. [P]	**APS 5.B**
8(i) The teacher asks questions to stimulate discussion. [P]	**APS 7.A**
8(j) The teacher understands the cognitive processes associated with various kinds of learning. [K]	**APSs 5.A; 6.C; 7.B**
8(k) The teacher knows how to apply a range of appropriate instructional strategies to achieve learning goals. [K]	**APSs. 5.B; 5.C**
8(l) The teacher knows when and how to differentiate instruction. [K]	**APSs 1.A; 2.A; 4.A; 5.B; 7.B**
8(m) The teacher understands how to use multiple forms of communication for a variety of purposes. [K]	**APS 10.C**
8(n) The teacher knows how to use a wide variety of human and technological resources to engage students in learning. [K]	**APS 5.B**
8(o) The teacher understands how to use and evaluate media and technology. [K]	**APS 5.A**
8(p) The teacher is committed to understanding the strengths and needs of diverse learners. [D]	**APSs 1.A; 3.B; 7.B**
8(q) The teacher values the variety of ways people communicate. [D]	**APS 10.C**
8(r) The teacher is committed to exploring when and how to use new and emerging technologies. [D]	**APSs 5.A; 10.E**
8(s) The teacher values flexibility and reciprocity in adapting instruction. [D]	**APSs 2.C; 3.B; 6.C; 7.B; 10.A**
Professional Responsibility – Standard #9: Professional Learning and Ethical Practice	
9(a) The teacher engages in ongoing learning opportunities related to local and state standards. [P]	**APSs 10.D**
9(b) The teacher engages in meaningful learning experiences aligned with his or her own needs and the needs of the learners. [P]	**APS 10.E**
9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data to evaluate the outcomes of teaching and learning and to guide planning and practice. [P]	**APSs 1.A; 2.C; 3.B**
9(d) The teacher actively seeks professional, community, and technological resources. [P]	**APSs 5.B; 10.A**
9(e) The teacher reflects on his or her personal biases and accesses resources to build stronger relationships and create more relevant learning experiences. [P]	**APS 10.E**
9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology. [P]	**APS 10.D**
9(g) The teacher understands how to use a variety of self-assessment and problem-solving strategies to improve his or her practice. [K]	**APS 10.E**
9(h) The teacher knows how to use learner data to improve practice and differentiate instruction. [K]	**APSs 1.A; 2.A; 2.C; 3.B**
9(i) The teacher understands how personal perceptions may bias behaviors and interactions with others. [K]	**APSs 8.B; 10.C**
9(j) The teacher understands laws related to learners' rights and teacher responsibilities. [K]	**APS 10.D**

InTASC Model Core Teaching Standards (2011) Domains, Standards, and Indicators[1]	ADEPT Performance Standards and Key Elements[2]
9(k) The teacher knows how to build and implement a professional growth and development plan. [K]	**APS 10.E**
9(l) The teacher takes responsibility for student learning and for improving planning and professional practices. [D]	**APSs 4.A; 10.E**
9(m) The teacher is committed to expanding his or her own frame of reference. [D]	**APS 10.E**
9(n) The teacher sees him- or herself as a learner. [D]	**APS 10.E**
9(o) The teacher understands the expectations of the profession, including codes of ethics, standards of practice, and relevant laws and policies. [D]	**APS 10.D**

Professional Responsibility – Standard #10: Leadership and Collaboration	
10(a) The teacher takes an active role on the instructional team. [P]	**APS 10.B**
10(b) The teacher works with other school professionals to meet the diverse needs of learners. [P]	**APS 10.A**
10(c) The teacher engages collaboratively in school-wide efforts. [P]	**APS 10.B**
10(d) The teacher works collaboratively with learners and others to support learner development and achievement. [P]	**APS 10.A**
10(e) Working with school colleagues, the teacher builds ongoing connections with community resources. [P]	**APS 10.A**
10(f) The teacher engages in collaborative professional learning. [P]	**APS 10.E**
10(g) The teacher uses technological tools and a variety of communication strategies to engage learners, families, and colleagues in learning communities. [P]	**APS 10.C**
10 (h) The teacher uses and generates meaningful educational research. [P]	**APS 10.E**
10(i) The teacher models effective practice and leads professional learning activities for colleagues. [P]	**APS 10.E**
10(j) The teacher advocates for learners. [P]	**APS 10.A**
10(k) The teacher assumes leadership and advocacy roles at various levels. [P]	**APS 10.E**
10(l) The teacher understands schools and knows how to work with others across the system. [K]	**APS 10.B**
10(m) The teacher understands the importance of and promotes the alignment of family, school, and community.	**APS 10.C**
10(n) The teacher knows how to collaborate with other adults in both face-to-face and virtual contexts. [K]	**APS 10.C**
10(o) The teacher knows how to contribute to a common culture that supports student learning. [K]	**APSs 10.A; 10.B**
10(p) The teacher shares responsibility for shaping and supporting the mission of the school. [D]	**APS 10.B**
10(q) The teacher respects and seeks to work collaboratively with learners and their families. [D]	**APSs 4.C; 10.C**
10(r) The teacher takes the initiative to grow and develop with colleagues. [D]	**APS 10.E**
10(s) The teacher takes responsibility for contributing to and advancing the profession. [D]	**APS 10.E**
10(t) The teacher embraces the challenge of continuous improvement and change. [D]	**APS 10.E**

Appendix O: Teacher Performance Rubrics

Educational Entity	Evaluation Instrument/ System	Number of Performance Ratings and Rubric Categories	Additional Information
Hillsborough (FL) County Public Schools	Empowering Effective Teachers Classroom Teacher Evaluation Instrument	4 Performance Ratings: 0—Requires Action 1—Developing 2—Accomplished 3—Exemplary	•Collaborated with Charlotte Danielson Empowering Effective Teachers Initiative: http://communication.sdhc.k12.fl.us/empoweringteachers/ Rubric: http://communication.sdhc.k12.fl.us/empoweringteachers/wp-content/uploads/2010/06/Teacher-Eval-Instrument-DRAFT-v3-2.pdf
North Carolina	North Carolina Teacher Evaluation Process (2008)	4 Performance Ratings: Developing Proficient Accomplished Distinguished Plus 1 Disqualifier: Not Demonstrated	•Developed with Mid-continent Research for Education and Learning (www.mcrel.org). •Effective with the 2010-11 school year, all districts must evaluate teachers with this system unless the LEA develops an alternative evaluation that is validated and that includes standards and criteria similar to the NC Professional Teaching Standards and the NC TEP. Teacher Evaluation process: http://www.ncpublicschools.org/docs/profdev/training/teacher/teacher-eval.pdf •Does not provide descriptors in the "Not Demonstrated" category. •Also have a teacher candidate rubric aligned with the in-service TEP. http://www.ced.appstate.edu/newstandards/docs/final-teacher-candidate-rubric-as-approved-by-the-sbe.pdf
Utah Education Network/Utah State Office of Education and Higher Ed Utah	Utah Professional Teacher Standards Continuum EYE—Entry Years Enhancements Evaluation	4 Performance Ratings: Basic Emerging Proficient Master	•Adapted from Danielson. http://www.uen.org/Rubric/rubric.cgi?rubric_id=1512 •Three-year induction period. http://www.schools.utah.gov/cert/New-Teacher-Entry-Years-Enhancement.aspx •Mentor standards and continuum http://www.schools.utah.gov/cert/DOCS/EYE/EYE-Mentor.aspx

Educational Entity	Evaluation Instrument/ System	Number of Performance Ratings and Rubric Categories	Additional Information
District of Columbia Public Schools	IMPACT	4 Performance Ratings: 1—Ineffective 2—Minimally Effective 3—Effective 4—Highly Effective	IMPACT http://dcps.dc.gov/DCPS/In+the+Classroom/Ensuring+Teacher+Success/
The TAP System for Teacher and Student Advancement	TAP	5 Performance Ratings: 1—Unsatisfactory 3—Proficient 5—Exemplary	•Rating names and rubric descriptors are not provided for categories 2 and 4. Evaluators must interpolate performance between levels 1 and 3 in order to derive a rating of 2; similarly, evaluators must interpolate performance between levels 3 and 5 in order to derive a rating of 4. http://www.tapsystem.org/newsroom/newsroom.taf?page=whatsontap&_function=detail&id=75
Georgia	CLASS Keys Georgia Teacher Evaluation System	4 Performance Ratings: Not Evident Emerging Proficient Exemplary	Teacher and Leader Quality site: http://www.gadoe.org/tss_teacher.aspx
Tennessee	Tennessee Framework for Evaluation & Professional Growth Comprehensive Assessment	4 Performance Ratings: Unsatisfactory Level A—Developing Level B—Proficient Level C—Advanced	•The four performance ratings are used on the indicators and six domains; the overall judgment is condensed to two levels: satisfactory or unsatisfactory. http://state.tn.us/education/frameval/doc/ps-o.pdf

Educational Entity	Evaluation Instrument/ System	Number of Performance Ratings and Rubric Categories	Additional Information
Pittsburgh, PA	Pittsburgh RISE Teacher Evaluation Instrument	4 Performance Ratings: Unsatisfactory Basic Proficient Distinguished	http://www.pps.k12.pa.us/14311059122535553/lib/14311059122535553/Education%20Committee/2010/April/Teacher-Self-Assessment-Rubric.pdf
Memphis (TN) City Schools	Memphis Teacher Effectiveness Initiative	4 Performance Ratings: 1—Not Meeting Expectations 2—Basic 3—Proficient 4—Distiguished	http://www.mcsk12.net/tei/docs/rubric/062210_MCSImprovedRubricv2.pdf
Denver (C0) Public Schools	DCTA	4 Performance Ratings: NM—Not Meeting D—Developing M—Meeting E—Exceeding	Ratings used for the five performance standards and corresponding criteria; standards ratings are used to determine the overall rating of satisfactory/unsatisfactory. http://hr.dpsk12.org/dcta_evaluation_forms
Greenville (SC) County Schools	PAS-T	4 Performance Ratings: Unsatisfactory Needs Improvement Proficient Exemplary	http://www.greenville.k12.sc.us/gcsd/depts/hr/adept1.asp

Educational Entity	Evaluation Instrument/ System	Number of Performance Ratings and Rubric Categories	Additional Information
North Star Academy Charter School of Newark		4 Performance Ratings: Needs Improvement Working Towards Proficient Advanced	http://schoolleaderstoolbox.org/assets/tools/NSA-USI%2010-11+NSA+Teaching+Eval+Rubric+FINAL%20TSLT_0311.pdf
Greater Newark Charter School		4 Performance Ratings: 1—Beginning 2—Emerging 3—Applying 4—Innovating	Developed by Kim Marshall http://www.greaternewarkcharterschool.org/PDFs/GNCS_Learning_and_Teaching_Rubric.pdf
Texas	TxBESS Framework Performance Standards and Developmental Continuum	4 Performance Ratings: Developing Beginning Competent Advanced Competent Proficient	http://www.region10.org/TxBESS/documents/TxBESSFramework.pdf
New York	(TBD)	4 Performance Ratings: Ineffective Developing Effective Highly Effective	Teacher ratings will be calculated as follows: 20% -- Student academic progress based on standardized tests 20% -- Locally selected measures of student achievement 60% -- Teacher/principal performance measures
Developer: Kim Marshall (May 16, 2009)	NA: Developed for use by interested school districts	*4 Performance Ratings: 1 - Does Not Meet Standard 2 - Needs Improvement 3 – Proficient 4 – Expert	ecologyofeducation.net/wsite/wp-content/uploads/2009/09/teacher-eval-rubrics-may-16-09.pdf

Educational Entity	Evaluation Instrument/ System	Number of Performance Ratings and Rubric Categories	Additional Information
Utah Education Network/ Publisher: ASCD		*4 Performance Ratings: Unsatisfactory Basic Proficient Distinguished	http://www.uen.org/Rubric/fubric.cgi?rubric_id=1512 Description: A rubric to help evaluate one's teaching skills.
PUSD Rubric for Teacher Performance Summative Evaluation (Arizona)	PUSD Teacher Performance Summative Evaluation	4 Performance Ratings: Not Observed Unsatisfactory Area of Growth Proficient	http://prescottschools.com/staff.htm - FORMS
Cincinnati Public Schools	CPS Teacher Evaluation System (TES)	4 Performance Ratings: 1 – Unsatisfactory 2 – Basic 3 – Proficient 4 – Distinguished	http://www.cps-k12.org/employment/tchreval/stndsrubrics.pdf **Peer Assistance and Evaluation Program (PAEP)** **Career-In-Teaching – Five Level Continuum for Advancement > Lead Teacher**

Appendix P: List of ESEA Flexibility Renewal Outreach Events and Handout

South Carolina ESEA Flexibility Renewal Outreach

In addition to attending over 50 consultation meetings, on February 26, 2015, the SCDE hosted a statewide virtual meeting, inviting more than 1,900 stakeholders representing students, parents, community-based organizations, civil rights organizations, business organizations, Indian tribes, and organizations representing students with disabilities and English language learners.
See https://www.youtube.com/watch?feature=player_embedded& v=IV7kQwa_LQs

GROUPS	MEETING DATE, TIME, & LOCATION	PRESENTER(S) Principle One	PRESENTER(S) Principle Two	PRESENTER(S) Principle Three
Civil Rights Organization				
NAACP – State Level	Invited to 2/26/15 SCDE Statewide Virtual Meeting	Julie Fowler	Betsy Carpentier	Angela Bain
NAACP – Columbia				
NAACP – Greenville				
NAACP - Charleston				
Urban League – Columbia				
Urban League – Charleston				
Urban League – Upstate				
SC Hispanic Leadership Council				
Hispanic Outreach of South Carolina				
100 Black Men				
SC Commission for Minority Affairs				

GROUPS	MEETING DATE, TIME, & LOCATION	PRESENTER(S) Principle One	PRESENTER(S) Principle Two	PRESENTER(S) Principle Three
Organizations Representing English Learners				
Title III ESOL Meeting	11/17/14		Roy Stehle	
Organizations Representing Students with Disabilities				
Advisory Council on the Education of Students with Disabilities	Full Council 2/20/15 (9:00 a.m.-4:00 p.m.) Lexington School District Two Offices 715 9th Street West Columbia	Cathy Jones-Stork		Kris Joannes
SC Council for Exceptional Children	2/7/15, 1:00 p.m.–2:00 p.m. Hilton Myrtle Beach Oceanfront Resort 10000 Beach Club Drive Hilton Head Island, SC			Kristin Joannes
Local Educational Agencies (LEAs)				
Committee of Title I Practitioners	1/23/15 9:30 a.m.12:00 p.m. SCDE (Rutledge Conference Center)		Roy Stehle	

GROUPS	MEETING DATE, TIME, & LOCATION	PRESENTER(S) Principle One	PRESENTER(S) Principle Two	PRESENTER(S) Principle Three
ESEA Flexibility Waiver Renewal Focus Group with SC Association of School Administrators (SCASA) Testing and Accountability (TAR) and Instructional Leaders Roundtables (ILR)	2/13/15 – 9:30 a.m. – 12:00p.m. SCDE	Cathy Jones-Stork Elizabeth Jones	Roy Stehle Jewell Stanley	Briana Timmerman
OIPE Monthly Webinar Update for Educators (Teachers and Administrators)	2/12/15			Briana Timmerman
SCASA Superintendent Roundtable	2/5/15 3/5/15	Molly Spearman Julie Fowler Karla Hawkins	Molly Spearman Karla Hawkins	Molly Spearman Karla Hawkins
SCASA ILR & TAR	2/19/15 3/19/15	Julie Fowler	Betsy Carpentier	Angela Bain
SC Association of School Personnel Administrators HR Roundtable	2/26/15 3/13/15			Angela Bain Kris Joannes Joseph Tadlock Rinice Sauls Tria Grant

GROUPS	MEETING DATE, TIME, & LOCATION	PRESENTER(S) Principle One	PRESENTER(S) Principle Two	PRESENTER(S) PrincipleThree
Richland 1, Lexington 2, Spartanburg 7, & Horry Innovation District Workshop (51st State Accountability, Competency Progressions, and Revision to Systems	2/18/15 3/31/15 River Bluff High School Lexington, SC		Betsy Carpentier	
Title I Rules & Regulations Meeting	3/16/15		Roy Stehle	
Students				
State Superintendent' s Student Advisory Council	3/16/15 SCDE	Cathy Jones-Stork	Karla Hawkins	Kris Joannes
Parents				
Chapin Cluster SIC Meeting– Parents	2/19/15 6:00 p.m. – 8:00 p.m. Chapin Town Hall 103 Columbia Ave. Chapin, SC			Angela Bain
SC Parent/Teacher Association (SCPTA)	Invited to 2/26/15 SCDE Statewide Virtual Meeting	Julie Fowler	Betsy Carpentier	Angela Bain
Teachers and Their Representatives (also see LEAs)				
Read to Succeed Literacy Specialists	10/2/14			Rinice Sauls

GROUPS	MEETING DATE, TIME, & LOCATION	PRESENTER(S) Principle One	PRESENTER(S) Principle Two	PRESENTER(S) Principle Three
Arts in Basic Curriculum Project	10/8/14 Richland School District Two, Heyward Career & Technology Conference Center			Rinice Sauls Kris Joannes
South Carolina Education Association	1/31/15			Angela Bain Kris Joannes Joseph Tadlock Rinice Sauls Tria Grant
Library Media Specialist Leadership Forum	1/26/15 8301 Parklane Road, Columbia, SC 29223			Rinice Sauls
Career and Technology Education (CATE) Leadership	2/26/15			Kris Joannes
CATE Spring Professional Development Meeting	Office of Career and Technology Education (OCTE) Career and Technology Education Administrators (CTEA) March 19, 2015 Gateway Conference Center Richburg, South Carolina			Kris Joannes Tria Grant
Palmetto State Teachers Association	3/21/15 Lexington Town Hall Lexington SC			Angela Bain Rinice Sauls

GROUPS	MEETING DATE, TIME, & LOCATION	PRESENTER(S) Principle One	PRESENTER(S) Principle Two	PRESENTER(S) Principle Three
Center for Educator Recruitment, Retention, & Advancement Board of Directors	3/6/15 111 Research Drive Columbia, SC 1:00-4:00 p.m.			Angela Bain
State Superintendent Teacher Advisory Council	3/25/15, 10:00 a.m. SCDE 1429 Senate Street Rutledge Conference Center Columbia, SC	Cathy Jones-Stork	Roy Stehle	Tria Grant
Induction (first year) Teachers	1/30/15, survey sent regarding input on educator evaluation system			Office of Teacher Evaluation (conducted survey)
Administrators (also see LEAs)				
Pee Dee Consortium Superintendents	1/29/15	Julie Fowler		
Western Piedmont Education Consortium of Superintendents	11/14/2014 Greenville, SC			Briana Timmerman Kris Joannes
Old English Consortium of Superintendents	February 3, 2015 (Clover) March 3 2015 (Rock Hill)			Angela Bain Kris Joannes Joseph Tadlock Rinice Sauls Tria Grant

GROUPS	MEETING DATE, TIME, & LOCATION	PRESENTER(S) Principle One	PRESENTER(S) Principle Two	PRESENTER(S) Principle Three
Pee Dee Consortium of Superintendents (Coker College and Francis Marion University representatives in attendance)	December 11, 2014 Webinar March 26, 2015	Betsy Carpentier	Betsy Carpentier	Briana Timmerman Betsy Carpentier
Midlands Superintendents	October 22, 2014 District Education Center Lexington 2 district		Jen Morrison	Briana Timmerman Cindy Van Buren
State Superintendent Principal Advisory Group	3/12/15 – 1:30 p.m. SCDE 1429 Senate Street, Rm 806 Columbia, SC	Cathy Jones Stork	Roy Stehle	Angela Bain
Community-Based Organizations				
Lions Club – State	Invited to 2/26/15 SCDE Statewide Virtual Meeting	Julie Fowler	Betsy Carpentier	Angela Bain
Lions Club – Upstate				
Lions Club – Lowcountry				
Lions Club – Pee Dee				
Lions Club – Midlands				
Rotary Clubs – Eastern				

GROUPS	MEETING DATE, TIME, & LOCATION	PRESENTER(S) Principle One	PRESENTER(S) Principle Two	PRESENTER(S) Principle Three
Rotary Clubs – Western	Invited to 2/26/15 SCDE Statewide Virtual Meeting	Julie Fowler	Betsy Carpentier	Angela Bain
Knights of Columbus – Columbia				
SC United Way				
Business Organizations				
Chamber of Commerce – State	Invited to 2/26/15 SCDE Statewide Virtual Meeting	Julie Fowler	Betsy Carpentier	Angela Bain
Chamber of Commerce – Columbia				
Chamber of Commerce – Greenville				
Chamber of Commerce – Charleston				
Chamber of Commerce – Myrtle Beach				
SC Business & Industry Political Education Committee (SCBIPEC)				
Transform SC (gave 700+ attendees ESEA Waiver Renewal handout) Attendees: educators, IHEs, businesses related to New Carolina a.k.a. SC's Competitiveness Council	3/9/15; 8:30 a.m.–4:00 p.m. Columbia Convention Center	Betsy Carpentier	Betsy Carpentier	Betsy Carpentier

GROUPS	MEETING DATE, TIME, & LOCATION	PRESENTER(S) Principle One	PRESENTER(S) Principle Two	PRESENTER(S) Principle Three
Institutions of Higher Education (IHEs)				
SC Education Deans Alliance	1/20/15, 10:00 a.m.-12:00 p.m. Columbia College 1301 Columbia College Dr., Columbia, SC			Angela Bain
NetLEAD Corps of Mentors	3/17/15 Winthrop University 9:30 a.m. – 12:00 p.m.			Angela Bain
Commission on Higher Education w/ACAP	2/12/15	Julie Fowler Molly Spearman		
Indian Tribes				
SC Commission on Minority Affairs–Native American Advisory Committee	Invited to 2/26/15 SCDE Statewide Virtual Meeting	Julie Fowler	Betsy Carpentier	Angela Bain
SCDE Virtual Meeting				
All stakeholder groups invited	2/26/15	Julie Fowler	Betsy Carpentier	Angela Bain
State Board of Education				
State Board of Education (SBE) Meetings	1/21/15, 2/11/15, 3/11/15 1:00 p.m. 1429 Senate Street Rutledge Conference Center Columbia, SC	Julie Fowler		Betsy Carpentier Angela Bain

GROUPS	MEETING DATE, TIME, & LOCATION	PRESENTER(S) Principle One	PRESENTER(S) Principle Two	PRESENTER(S) PrincipleThree
SBE/Educator Professions Committee (EPC) Virtual Meeting	2/18/15 1429 Senate Street, Room 1208-B Columbia, SC 9:00 a.m.			Angela Bain Briana Timmerman Kris Joannes Joseph Tadlock Rinice Sauls Tria Grant
SBE/EPC Virtual Meeting	3/11/15 SCDE			Angela Bain Betsy Carpentier
Other				
Further review of ELA standards focus group (LEAs, administrators, teachers, parents, business, IHEs)	1/6/15 – 9:30 to 4:00 SCEA Headquarters 421 Zimalcrest Rd. Columbia SC	Cathy Jones Stork Mary Ruzga Julie Fowler (transition team)		
Further review of math standards focus group (LEAs, administrators, teachers, parents, business, IHEs)	1/7/15 SCEA Headquarters 421 Zimalcrest Rd. Columbia SC	Cathy Jones Stork Mary Ruzga Julie Fowler (transition team)		
Expanded Educator Support and Evaluation System Advisory Team Mtg. (Teachers, Principals, Asst. Principals, Human Resources Personnel, Superintendents, ADEPT coordinators, IHEs, Induction and Mentoring Coordinators)	7/22/14 – 7/23/14 SCDE Parklane Offices Columbia, SC			Briana Timmerman Joseph Tadlock Rinice Sauls

GROUPS	MEETING DATE, TIME, & LOCATION	PRESENTER(S) Principle One	PRESENTER(S) Principle Two	PRESENTER(S) Principle Three
Expanded Educator Support and Evaluation System Advisory Team Mtg. (Teachers, Principals, Asst. Principals, Human Resources Personnel, Superintendents, ADEPT coordinators, IHEs, Induction and Mentoring Coordinators)	11/13/14, 9:30 – 3:45 p.m. 11/14/14, 9:30 – 3:45 p.m. SCEA Headquarters 421 Zimalcrest Rd. Columbia, SC			Briana Timmerman Joseph Tadlock Rinice Sauls Kris Joannes
Education Oversight Committee (legislators, community leaders, teachers, business, etc.)	3/9/15	Julie Fowler		
SAS EVAAS Info. Session School and district leaders from pilot districts and stakeholders from the Educator Evaluation Advisory Team (EEAT)	8/27/14, 9:00 – 4:00 p.m. SCDE 1429 Senate Street Rutledge Conference Center Columbia, SC			Jennifer Preston (EVAAS) Jennifer Persson (EVAAS) Joseph Tadlock
EVAAS 101: Session 2 School and district leaders from pilot districts and stakeholders from EEAT	9/9/14 1429 Senate Street Rutledge Conference Center Columbia, SC			Jennifer Preston (EVAAS) Jennifer Persson (EVAAS) Joseph Tadlock

GROUPS	MEETING DATE, TIME, & LOCATION	PRESENTER(S) Principle One	PRESENTER(S) Principle Two	PRESENTER(S) Principle Three
SLO Cross Agency Work Team Mtg. Education Associates representing Career and Technology Education, Talented and Gifted, Special Education, PE/Health, Virtual Education	11/25/14, 10:00 – 12:00 p.m. SCDE 12/16/14, 10:00 – 12:00 p.m. 1/7/15, 10:00 – 12:00 p.m.			Kris Joannes
SC School Board Association Convention	2/20/15	Molly Spearman	Molly Spearman	Molly Spearman
South Carolina Educators for the Practical Use of Research (SCEPUR)	2/27/15	Betsy Carpentier	Betsy Carpentier	Betsy Carpentier
Anderson School District 2 Legislative Breakfast	3/13/15	Julie Fowler		Julie Fowler
Members of the S.C. General Assembly and Education Oversight Committee	Week of March 23, 2015	Molly Spearman Emily Heatwole	Molly Spearman Emily Heatwole	Molly Spearman Emily Heatwole

We need your feedback on the ESEA waiver!

E-mail comments: ESEAWaiver@ed.sc.gov

View the draft: http://ed.sc.gov/esea

Principle 1: College- & Career-Ready Standards and High-Quality Assessments

- New SC College- and Career-Ready Standards were approved by the EOC and State Board on March 9 and 11, respectively
- New ACT series of assessments
- Vision as the Profile of the SC Graduate

INPUT: What supports are needed to implement these well?

Principle 2: Differentiated Recognition and Support Accountability Schools

- Reward (high performing), Focus (achievement gap), and Priority (lowest performing 5 percent) schools remain
- Request for a "pause" year—no ratings based on 2015 assessments, but reset of annual measurable objectives by January 2016. Status from ratings based on 2014 assessments continue through 2015
- Propose later amendments to change how school and district rankings are calculated, remove rating labels, and ensure schools with achievement gaps that are not closing are not at the highest level.
- Propose future use of dashboards versus single ratings

INPUT: What should future changes be? What are the pitfalls of these proposed changes?

Principle 3: Effective Educators

- Changes to SC educator evaluation systems
- 5 rating levels changed to 4 levels
- Reduce student growth components from 30 percent to no less than 20 percent with a decision matrix rather than numeric calculation over multiple academic years
- Make "District Choice" optional
- Require test score measures as part of "student growth" only for the ESEA-required statewide assessments
- Encourage all teachers to use Student Learning Objectives (SLOs)
- Observation rubric remains as SAFE-T unless-until procurement for a new system is completed
- Continuing contract teachers receive formal evaluation in year of recertification
- Request two-year phase in starting with PK–5 grades, all induction, and principals
- Revised Guidelines approved the State Board Wednesday, March 11.

INPUT: Will these changes improve the evaluation systems? What supports will be needed? Is the decision matrix appropriate? What other changes will improve teaching and learning?