

Attachment 1 – Notice to LEAs

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,

A handwritten signature in black ink that reads "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 1 Superintendent'; '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 1 Superintendent; 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

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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>

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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	Clafin 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>.

Attachment 2 – Comments on request received from LEAs

The following comments were received from LEAs during (and after) the public comment period.

Waiver Concerns/Suggestions for SC Department of Education

- Consider not using the A-F scale. A five-part scale is reasonable, but use the adjectives in the state accountability system (excellent, good, etc.) or some other descriptive language instead of the letter grades. ESEA does not use the term “failing.” We should avoid adding it in the form of a letter grade.
- Consider additional credit for exceeding the AMO. This could be done on the same basis as the progress points with a tenth of a point for every scale score point above the AMO up to .9.
- We seem to be leaning more toward the ambitious in the “ambitious but achievable AMO’s.” As an example our current AMO for elementary and middle is 600. With a mean for elementary around 640, why not set a base in the middle at 620? That would be a reasonable base particularly for the more disadvantaged subgroups and, if necessary, leave room for negotiation with the Department of Education.
- Also, if the state used 620 as the AMO for both elementary and middle schools a significant problem with dual schools would be resolved.
- Another option for AMO’s would be a graduated cut score depending on the subgroup. Use the mean of each subgroup to establish an ambitious AMO. There is precedent for this model as we use a differentiated AYP calculation for the disabled subgroup in the current system.
- While we understand that there can be no one to one comparison of the state accountability model and the proposed waiver model, the high school results in the model have a significantly weaker correlation to the state accountability system than the elementary and middle school results. Because of the inherent unfairness of the AYP all or nothing system, districts across the state have downplayed the significance of AYP, particularly in high schools. They have instead promoted the ratings in the state accountability system. 30 high schools which had been assigned an average rating would have to report a D or an F under the proposed system. We recommend further revising the high school model to be more closely in line with that of the elementary and middle schools.
- In a very cursory review of the simulations we found multiple calculation and/or keying errors. With respect to three high schools the errors created a false higher rating. We are concerned that with an already large number of high schools with D and F ratings, these errors throughout the state would make that concern significantly greater.
- The n-size for graduation rate seems to be inconsistent. Is the n-size 40 for each subgroup or does n-size not apply for graduation rate? We found several examples that scored graduation rate for subgroups of fewer than 40 and several examples that did not.

- Consider using a different formula for very small schools (fewer than five demographic groups). In schools of this size the shift of just a few students can cause a shift in several rating levels, particularly with regard to graduation rate.
- Consider delaying the inclusion of science and social studies at least until year two of the model. The science and social studies scores, while accounting for only five percent each of the calculation are particularly harmful in some of the simulations. Since schools and districts were not anticipating these subjects being a part of the AYP calculation and therefore had not planned for that eventuality, they should be given an additional year to prepare.
- With the incorporation of the above or similar improvements we would be inclined to support the State Department of Education in the submission of its ESEA waiver request.



Abbeville County School District

A Model of Excellence in Education

Ivan Randolph, Ph.D.
Superintendent

RECEIVED

FEB 21 2012

State Superintendent's
Office

February 16, 2012

Dr. Mick Zais
State Superintendent of Education
1429 Senate Street
Columbia, SC 29210

Dear Dr. Zais:

Thank you for your willingness to file an ESEA Waiver for the state of South Carolina. The current No Child Left Behind legislation is flawed and does not give school personnel or the public useful information for the evaluation of our schools in our state.

My concern is that we develop a plan that meets the requirements of the U. S. Department of Education waiver application while also providing data that is useful at the school and district levels. It is imperative that it will also provide information that will improve instruction. This plan should be easily understood by the public.

I would like to respectfully request that you consider using the services of the school district's accountability experts (instructional leaders) while working closely with the State Department of Education in composing an ESEA waiver application.

Your consideration of this request would be very much appreciated. If you have any questions, please give me a call at [REDACTED].

Respectfully submitted,

Ivan Randolph, Ph.D.
Superintendent
Abbeville County School District

Administrative Offices

400 Greenville Street • Abbeville, South Carolina 29620
Phone (864) 366-5427 Fax (864) 366-8531

ANDERSON COUNTY SCHOOL DISTRICT NO. TWO
BELTON - HONEA PATH SCHOOLS
10990 BELTON-HONEA PATH HIGHWAY
HONEA PATH, SOUTH CAROLINA 29654

RECEIVED

FEB 21 2012

State Superintendent's
Office

February 17, 2012

Dr. Mick Zais
State Superintendent of Education
1429 Senate Street
Columbia, SC 29210

Dr. Zais:

I appreciate the opportunity to comment on the ESEA flexibility request currently under consideration. I share your conviction that, "Input from the community is critically important to a strong request." I am encouraged by your invitation for input that you will consider the concerns expressed by educators and community members from across our state.

I personally believe that accountability is important and necessary for any organization to move forward. In considering all aspects of economic growth across the state of South Carolina, education is the backbone of preparing our citizens to compete in a global market. Therefore, it becomes critically important that our system of education is focused on maximizing the potential of administrators, teachers, and students.

With the opportunity for South Carolina to submit a waiver application comes the added significance of ensuring that all components within the waiver are both fair and reasonable and designed to accurately reflect learning outcomes. If we, as a state, believe that education must be personalized, instruction needs to be high quality and leaders must be empowered, then an opportunity must be provided for teachers, administrators and district leaders to be meaningfully engaged and allowed to work hand in hand in creating a fair accountability and reporting system.

Many of the concerns expressed with the proposed waiver have been shared through the South Carolina Association for School Administrators (SCASA) and the South Carolina School Board Association (SCSBA) Position for Flexibility Waiver http://www.scsba.org/acrobat/updates/120120_nclb_waivercomp.pdf. These concerns are also echoed by the educators and leaders in Anderson School District Two.

I recommend that submission of the ESEA Flexibility Waiver be delayed until there has been an adequate opportunity for collaboration among all parties affected by the proposal. We, as educators, will welcome the opportunity to become an active in voice in a matter which so greatly impacts our educational system and state.

Respectfully,



Thomas T. Chapman
Superintendent, Anderson School District Two



BAMBERG SCHOOL DISTRICT TWO

Dr. Thelma F. Sojourner
SUPERINTENDENT

BOARD OF TRUSTEES
Loretta P. Goodman
Larry D. Bias
Alvin L. Maynor
Edith Ann Causby
Blossom J. Thompson

February 6, 2012

Dr. Mick Zais
State Superintendent of Education
1429 Senate Street
Columbia, South Carolina 29210

Dear Dr. Zais:

Bamberg School District Two has studied the recent response the South Carolina Department of Education has put forth to complete the ESEA waiver. As stated in the waiver, if granted, local leaders would have flexibility regarding certain requirements of NCLB in exchange for comprehensive state developed plans designed to improve "educational outcomes for students." We are certain that tremendous effort has been put forth to complete the waiver for the schools in the state and we applaud the untiring amount of time that was dedicated to the response.

The concern of the district is, however, we feel that additional clarity is needed in several key areas of the proposal and that the Department should delay the process until enough time has been spent studying the components that make up the response to the waiver. We specifically request that serious consideration be given to the proposed A-F grading of schools based on standardized testing. We value our community and letter grades may serve as a deterrent and not an encouragement for our district. We do support Principle Three that addresses high quality personnel evaluation. However, clarity is needed to determine how the value added measurement will be determined. Please allow additional time to study the waiver in order that "all" districts in the state are evaluated fairly.

Again, thank you for the opportunity to comment on the ESEA flexibility waiver and we look forward to further dialogue and consensus sharing.

Sincerely,

A handwritten signature in cursive script that reads "Thelma F. Sojourner".

Dr. Thelma F. Sojourner
Superintendent



RECEIVED

JAN 12 2012

State Superintendent's
Office

January 4, 2012

Dr. Mick Zais, Ph.D.
State Superintendent of Education
1429 Senate Street
Columbia, South Carolina 29201

Dear Dr. Zais:

I regret that a previous commitment to our local legislative delegation has prevented me from attending tonight's public input session on your proposed ESEA waiver request. I heartily support the principal focus of this request, and I offer details of that support below. I also describe several areas of concern, and include several questions, about our state's request.

If you should need any additional input or feedback from me, please do not hesitate to ask.

Sincerely,

Valerie Truesdale, Ph.D.
Superintendent, Beaufort County Schools

Feedback on draft ESEA waiver request

Areas of support

I support the concept of replacing NCLB's flawed "all-or-nothing" approach to rating public schools, a system that labeled a school as failing if it missed just one of its many achievement goals, and replacing it with a system that gives a school credit for making progress. Every year in Beaufort County, we have schools that make demonstrable progress but "fall short" of making AYP by missing just one goal. Keeping Annual Measurable Objectives (AMOs), but giving schools credit for making progress toward those objectives, is a definite improvement.

I also agree that the current system "over-identifies" schools in need of special assistance, which dilutes the resources that are available for schools that need extra help.

Areas of concern

- 1.) I hope that SCDE will reconsider its decision not to apply for flexibility with 21st Century (CCLC) funding. Beaufort County's Extended Learning Time (ELT) initiative provides 20 instructional days more than the regular 180-day school calendar. The program focuses on students who have not yet met grade-level standards or course requirements, and test scores from low-achieving students who attended additional school days indicate that the extra classroom instruction is yielding stronger academic achievement. Because we have funded ELT with federal stimulus dollars that are going away, flexibility with CCLC funding might give us additional funding options.
- 2.) One section of the waiver draft says that SCDE "can mandate that a school convert to a charter school" and also direct and manage the conversion process. This power exceeds the authority currently delegated to SCDE by statute (the EAA currently requires State Board approval and does not allow SCDE to act unilaterally), so this proposal represents a considerable expansion of state agency authority over, and micromanagement of, local school districts. I also would be interested in reviewing South Carolina-based documentation and research that support the waiver request's implicit contention that a compulsory conversion would result in "an effective and innovative charter school."
- 3.) Federal guidance requires that evaluations of teacher effectiveness must include "student growth" as a significant factor. That refers to changes in student achievement between two or more points in time in grades and subjects tested under ESEA. For grades and subjects that aren't tested, "other measures" can be used. These measures presumably would be incorporated into what the waiver request calls a "value-added" formula, but I am not clear on how this formula would incorporate measures of "student growth" as defined by USDE.
- 4.) Under Principle 2.B of the waiver process, states have the choice (Option A) to select "reducing by half the percentage of students in the 'all students' group and in each subgroup who are not proficient within six years." Instead, South Carolina's waiver request chooses (Option C) "to retain the current AMOs for ELA and math" and to set a target of 90 percent proficiency for ELA and math. Currently, however, only two grades at the state level (Grade 3 ELA and Grade 4 Mathematics) meet the current ELA (79.4) and Math (71.3) targets, which creates an enormous "Option C" challenge in terms of getting to 90 percent in two years (2013-14). But if Option A were used, Grade 8 ELA scores, for example, would be required to improve from 67.8 percent to 83.9 percent in six years, rather than 67.8 percent to 90 percent in just two years. As a state, do we really want to replace one set of unrealistic expectations with another? To my mind, 67.8 percent to 83.9 percent in six years would represent significant improvement. My preference would be Option A.



BEAUFORT COUNTY BOARD OF EDUCATION

RECEIVED

JAN 23 2012

State Superintendent's
Office

FRED WASHINGTON, JR.
Chairman, District 11
Beaufort, Port Royal

January 19, 2012

Letter Sent Via Email & US Mail

GEORGE WILSON
Vice Chairman, District 10
Bluffton, Okatie

Dr. Mick Zais, Ph.D.
State Superintendent of Education
South Carolina Department of Education
1429 Senate Street
Columbia, South Carolina 29201

LAURA BUSH
Secretary, District 4
Bluffton, Daufuskie

STEVE MORELLO
District 1
Hilton Head Island

Dear Dr. Zais:

JULIE BELL
District 2
Hilton Head Island

On Tuesday, January 17, the Beaufort County Board of Education approved a suggested revision to South Carolina's proposed ESEA waiver request.

DR. WAYNE CARBIENER
District 3
Hilton Head Island

South Carolina's draft waiver request proposes to change ADEPT Performance Standards rating levels from Bimodal (Pass/Fail) to Multilevel (1- Unsatisfactory; 2- Needs Improvement; 3- Proficient; and 4 - Exemplary). While the Board supports a change to multilevel ratings, we believe that the basic level of achievement/performance we should expect from our continuing teachers (and it should be labeled such) is EFFECTIVE. In the four-level model, Level 3 should be changed to EFFECTIVE. We should also consider relabeling Level 4 as HIGHLY EFFECTIVE.

MICHAEL RIVERS, SR.
District 5
St. Helena Island

EARL CAMPBELL
District 6
Dale, Lobecko, Seabrook

The Board believes that if we are focusing on teacher effectiveness as the foundation of student academic improvement, our rating terminology should reflect our expectations. That's why the Beaufort County Board of Education voted on Tuesday to go on record and recommend that the South Carolina Department of Education change its ESEA waiver request APS rating levels thusly:

BILL EVANS
District 7
Lady's Island, Beaufort

HERBERT BURNES
District 8
Burton

- Level 3 from "Proficient" to "Effective"
- Level 4 from "Exemplary" to "Highly Effective"

RONALD SPEAKS
District 9
Burton

Thank you for your consideration in this matter.

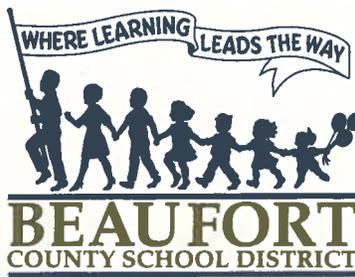
DR. VALERIE TRUESDALE
Superintendent

Sincerely,

ROBYN CUSHINGBERRY
Executive Assistant to the Board

Fred S. Washington, Jr.
Chairman, Beaufort County Board of Education

FSW: rlc



February 14, 2012

Dr. Mick Zais
State Superintendent of Education
1429 Senate Street
Columbia, SC 29210

Dear Dr. Zais:

Beaufort County Board of Education and Superintendent appreciate your asking for input on South Carolina's request for a waiver to the Elementary and Secondary Education Act (ESEA). We regret we were not able to attend the presentation by State Department staff on the topic because it was scheduled at the same time as a Board of Education meeting; however, staff who attended the meeting shared the information and we appreciate being asked for input.

We have many concerns about parts of the proposed waiver document. Enclosed are specific examples. The major area of concern is that your proposal goes far beyond what is required by ESEA and furthers federal involvement in local issues. We strongly urge you to submit a waiver request that complies with the law but restores some degree of home rule in assessing educational progress. The ESEA does not require the level of testing and grading system proposed by the State Department. Only math and language arts are required; your proposal adds science and social studies testing. Further, your proposal includes boys and girls as new subgroups; this addition is a large concern. The amount of testing we conduct in South Carolina is excessive and expensive. The ESEA requires only met/not met AYP; your proposal would grade schools on A, B, C, D, F on academic performance on narrow measures of student achievement. The complex nature of educational progress cannot be captured in such a system proposed, which is punitive in nature.

We look forward to continued input as we work together to move South Carolina's children to higher levels of learning.

Sincerely,

Fred Washington, Jr.
Chairman, Board of Education

Valerie Truesdale, Ph.D.
Superintendent

Enclosure

Concerns with State Department of Education Proposed Waiver to ESEA

Principle 1: College and Career Ready Expectations for All Students

Use of an assessment program that provides both formative and summative student data and compares a student's score not only to a standard, but also to the scores of peers in other states, such as the Smarter Balanced Assessment Consortium.

The inclusion of assessments, such as WorkKeys, that are transferable and portable from school to careers. A task force was appointed by the General Assembly two years ago and a recommendation was made by business and some district leaders to consider WorkKeys but progress has not been made

Inclusion of a national clearinghouse to collect and report on college attendance and college credit accumulation rates for students from each high school as required by the waiver application.

Principle 2: State-Developed Differentiated Recognition, Accountability and Support

Replace the "all or nothing" goal methodology to one that is based on benchmarking subgroup performance levels and setting reasonable and achievable goals to reflect growth.

The deletion of the increased number of Annual Measurable Objectives on science, social studies, gender and graduation rate for each subgroup and would result in an increase from 37 to as many as 77 required objectives for some districts. Because of our diversity, Beaufort County already has 33 objectives; moving to even more subgroups is not required by ESEA and increases complexity of constant measuring, not learning.

The deletion of any accountability sub-group which measures non-English speaking students using assessments that are administered in English. Beaufort County is 22% Latino and some schools are over 40%.

A revision to calculation of graduation rates to recognize additional paths to graduation, such as GED and Occupational Diplomas. This is especially critical since the graduation rate is weighted exceedingly high, which is also a concern. Weighting grad rate more heavily than any other accountability measure in the waiver application is not focusing on growth of learners.

Inclusion of a rewards program to recognize schools for exemplary achievement and progress, just as naming those identified for unsatisfactory progress.

Provide incentives which reward schools that push students beyond expected progress, to recognize those schools that go beyond accountability goals.

An assessment of the increased costs to districts and created by the implementation of the waiver.

Principle 3: Supporting Effective Instruction and Leadership

We support the adoption of a research based, high quality personnel evaluation system such as the TAP program used by half of Beaufort County Schools.

Principle 4: Reducing Duplication and Unnecessary Burden

The development of one accountability system would be very helpful to remove duplicative reporting requirements for districts and schools that have little/no impact on student outcomes.

**Berkeley
County
School
District**



RECEIVED

FEB 15 2012

State Superintendent's
Office

Rodney Thompson, Superintendent

February 14, 2012

Dr. Mick Zais
State Superintendent of Education
1429 Senate Street
Columbia, SC 29201

Dear Dr. Zais:

I want to thank you for the opportunity you have given to me and other members of the educational community to provide input regarding the draft ESEA waiver application of South Carolina. I have had several opportunities to listen to discussions regarding the application, including a public comment forum by your staff at Goose Creek High School in Berkeley County.

While there are many aspects of the current draft that represent laudable educational goals for South Carolina, I am generally concerned about the inclusion of so many objectives in the draft than were in the original AYP analysis. I am also somewhat surprised to learn that the inclusion of so many new objectives is not required in the waiver guidelines provided to the states by the US Department of Education. These new objectives arise from the inclusion of gender as a subgroup, science achievement measures, social studies achievement measures, and the graduation rate for all subgroups. I know that some of these measures have been included in the SC Report Card System, and I am somewhat mystified as to why we would voluntarily include them in duplicative **federal** requirements.

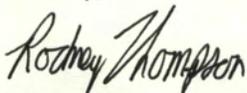
I am also concerned about the mathematical treatment of the data in the sample reports that have been produced by your staff, including the multiplication of percentage values, which is generally eschewed in standard statistical analyses. Also troubling is the awarding of "partial credit" for many variables that is derived from highly disparate scales. I applaud the idea of awarding "partial credit," but the mechanism in this case is not comparable across objectives.

Dr. Mick Zais
February 14, 2012
Page 2

I join my fellow superintendents in imploring you to take more time in the application process to explore some of these concerns in greater detail until we have a better idea of the implications of this new model. For example, I have not yet heard a discussion of the specific mechanism for increasing the Annual Measurable Objective(AMO) levels beyond those proposed for the baseline year. Surely this is of critical importance in determining whether the goals of the analysis are reasonable or fair.

I am hopeful that we will all work together to improve the AYP analysis for SC schools and districts that has been so burdensome for the last eleven years.

Sincerely,

A handwritten signature in black ink that reads "Rodney Thompson". The signature is written in a cursive style with a large, prominent initial "R".

Rodney Thompson
Superintendent

c: Berkeley County Legislative Delegation

RECEIVED

FEB 03 2012

State Superintendent's
Office

January 31, 2012

Dr. Mitchell Zais
Superintendent
South Carolina Department of Education
1429 Senate Street, Suite 1006
Columbia, SC 29201

Dr. Nancy J. McGinley
Superintendent of Schools

Dear Dr. Zais:

Board of Trustees

I was pleased to receive your November 8, 2011 letter inviting superintendents and districts to submit requests for waivers. In response, I write to thank you for this gesture of flexibility, and explain how we propose to take full advantage of your offer in ways that will clearly benefit students.

Chris Fraser, Chair
4 Old Summer House Road
Charleston, SC 29412

Attached you will find the specifics of our response outlined in a table with three columns:

Cindy Bohn Coats, Vice Chair
4458 South Rhett Avenue
North Charleston, SC 29405

- "From This" (current policy/practice/way of doing things),
- "To This" (what we're proposing as our waiver/new approach), and
- "Why This Benefits Students" (everyone's bottom line—student achievement).

Craig Ascue
987 Gadsdenville Road
Awendaw, SC 29429

Our requests have been organized into three key categories: 1) Special Education and ELL Students, 2) Teacher and Leader Effectiveness, and 3) Improving Achievement in Low-Performing Schools.

Rev. Chris Collins
1206 Chesterfield Road
North Charleston, SC 29405

We recently earned our best state report card in history, with a "Good" absolute rating and an "Excellent" growth rating. Flexibility and innovation can only help us get better. I firmly believe that these waivers will empower our educators to accelerate the rate of improvement and help all students realize the bold achievement goals of our new strategic plan, "Charleston Achieving Excellence: *Vision 2016*."

Toya Hampton Green
75 Calhoun Street
Charleston, SC 29401

Elizabeth Kandrak
P.O. Box 70673
North Charleston, SC 29415

Thanks again for making this invitation. I look forward to hearing your response and in the meantime, please let me know if you have any questions or suggestions. I can be reached at [REDACTED]

Elizabeth Moffly
1996 Ronlin Farm Road
Awendaw, SC 29429

In partnership,



Nancy J. McGinley, Ed.D.

Ann Oplinger
813 Duck Hawk Retreat
Charleston, SC 29412-9056

NJM:rsk

Attachments

From This...	To This...	Why This Benefits Students
<p>SC-ALT testing for Special Education students capped at 1% of students</p>	<p>Special Education & ELL Students</p> <p>SC-ALT testing for Special Education students permitted up to 2.5% of students</p>	<p>This maintains accountability while acknowledging that all students have diverse learning needs. Instruction is outcome-oriented and geared specifically toward students' abilities, to include input from IEP Teams. This will ensure that students have access to the general curriculum and are tested appropriately.</p>
<p>Students w/IEPs that require instruction below typical grade level are still held accountable for on-grade-level state testing</p>	<p>IEPs will drive instruction, accommodations, and eligibility for state testing. Students IEP's would be able to detail the appropriate state test, alternative, or off-grade-level test for PASS, EOC, and HSAP. This would also be reflected in calculations for State Report cards and Adequate Yearly Progress</p>	<p>An IEP-driven process ensures that students are properly supported, key stakeholders (teachers, parents, staff) are involved at every step of the way, and students' growth (or lack thereof) is accurately reflected in test scores (and on State Report Card and AYP calculations.)</p>
<p>Mandatory state testing in the first year of attendance testing for ELL students</p>	<p>Mandatory testing administered at the third year of attendance for ELL students</p>	<p>This flexibility allows for additional time for language development and mastery, which increases the likelihood that students' assessment results will reflect their content knowledge and not merely their acquisition of English.</p>
<p>Teacher and Leader Effectiveness</p>		
<p>Principal induction in Columbia</p>	<p>Principal induction in Charleston</p>	<p>Providing local principal induction programming will reduce travel and lodging costs for the SCDE, making funding available for other activities. If principals can be inducted locally, this will increase each principal's time in classrooms and schools with students and prevent duplicated efforts by the SCDE and CCSD. CCSD would be interested in partnering with other Lowcountry districts to participate in local induction</p>

<p>Permitted to hire .5 Adjunct Instructors for CTE positions without SCDE teacher licensure</p>	<p>Permit the hiring of 1.0 Instructors in CTE without SCDE licensure</p>	<p>programming for principals. The teacher licensure process can prevent the recruitment of skilled, high quality career experts in multiple CTE areas. Lack of high quality CTE instructors in some areas most significantly impacts students in small schools, rural schools, and schools in high poverty areas. Offering licensure flexibility to CTE experts would improve the availability of high quality teachers for our most challenged students.</p>
<p>SAFE-T Requirements: Long Range Plans, Professional Self Assessment, Classroom Observation Record, Professional Performance Review, and SAFE-T Summary in select schools</p>	<p>ACE (Achieving Classroom Excellence): a performance pay plan in 4 low-performing elementary schools</p>	<p>Replacing the SAFE-T process with elements of the ACE performance pay program in 4 schools would:</p> <ul style="list-style-type: none"> • integrate student performance outcomes into teacher evaluation, • increase teacher accountability for results, • decrease principal time on paperwork, • increase feedback to teachers, and • assist CCSD to develop an effective performance pay plan for the future <p>ACE requires a Professionalism and Collegiality Self-Evaluation, the inclusion of student performance outcomes, and 6 Classroom Observations by the principal and external evaluators. This replaces the SAFE-T components and ensures that teachers' professional growth will be supported so that students' achievement outcomes improve.</p>
<p>PADEPP Requirements in select schools</p>	<p>ACE (Achieving Classroom Excellence): a performance pay plan in 4 low-performing elementary schools</p>	<p>Replacing the PADEPP process with elements of the ACE performance pay program in 4 schools would:</p> <ul style="list-style-type: none"> • integrate student performance outcomes into principal evaluation, • increase principal accountability for results, • decrease central office time on paperwork, • increase feedback to principals, and • assist CCSD to develop an effective performance pay plan

<p>School disciplinary incidents from 2011-2012 must be entered in new Incident Manager System prior to the school year's end</p>	<p>Disciplinary incidents entered in the Incident Manager system prior to the start of the 2012-13 school year</p>	<p>for the future. ACE requires a Professionalism and Collegiality Self-Evaluation and the inclusion of student performance outcomes which adequately replace the PADEPP components. In many CCSD schools, principals and assistant principals will be the individuals entering the incident data that has accumulated since the start of the school year. Offering the flexibility to enter this accumulated data into the system over the summer will ensure that building administrators can stay focused on supporting students and teachers to achieve more while they are in classrooms this year.</p>
<p>Improving Achievement in Low-Performing Schools</p>		
<p>Traditional School Calendar</p>	<p>Extended Day and Year</p>	<p>Extended learning time has been linked to better attitudes toward school, higher educational aspirations, and improved school performance and attendance. This proposal would primarily affect the 14 lowest performing schools in CCSD. This would improve retention and learning; reduce time needed for post vacation reviews; and allow timely, expanded opportunities for embedded tutoring, remediation, enrichment, and special interest courses.</p>
<p>Simultaneous PASS/ HSAP/ EOC Testing across the state</p>	<p>Delayed PASS/ HSAP/ EOC testing (until July) for schools with extended learning time</p>	<p>Delaying state testing until July provides students who attend schools with a "summer semester" additional opportunities to master skills and meet or exceed grade level standards on PASS/ HSAP/ and EOC. This delay would offer students, parents, and the public more accurate data on student performance. In addition, it will enable a more accurate evaluation of the impact of extended learning time on student performance.</p>

February 1, 2012

Dr. Mitchell Zais
Superintendent
South Carolina Department of Education
1429 Senate Street, Suite 1006
Columbia, SC 29201

Dr. Nancy J. McGinley
Superintendent of Schools

Board of Trustees

Chris Fraser, Chair
4 Old Summer House Road
Charleston, SC 29412

Cindy Bohn Coats, Vice Chair
4458 South Rhett Avenue
North Charleston, SC 29405

Craig Ascue
987 Gadsdenville Road
Awendaw, SC 29429

Rev. Chris Collins
1206 Chesterfield Road
North Charleston, SC 29405

Toya Hampton Green
75 Calhoun Street
Charleston, SC 29401

Elizabeth Kandrac
P.O. Box 70673
North Charleston, SC 29415

Elizabeth Moffly
1996 Ronlin Farm Road
Awendaw, SC 29429

Ann Oplinger
813 Duck Hawk Retreat
Charleston, SC 29412-9056

Dear Dr. Zais:

Thank you for your leadership in seeking flexibility with the revised Elementary and Secondary Education Act (ESEA). In the Charleston County School District (CCSD), we are pleased with our results—recently earning our best state report card in history—yet we are always aiming higher. That's why we are currently working with our community to develop a bold new strategic plan. Our current plan, *Charleston Achieving Excellence*, centers on four priorities: 1) Literacy Improvement, 2) Effective Teaching and Leadership, 3) World-Class Schools & Systems, and 4) Strategic Partnerships.

The next phase of this plan, **Vision 2016**, will strengthen our emphasis on literacy-based learning and educator effectiveness while creating bold annual performance targets for all students. We believe our four strategic priority areas are clearly aligned with the four principles outlined in the ESEA Waiver Request. After reviewing the document with our Senior Leadership Team, Principals, and other stakeholders throughout our district, we would like to take this opportunity to provide detailed feedback. This letter highlights both our support of the principles as well as questions about implementation.

Principle 1: College and Career Ready Expectations for All Students

CCSD Support

- Our local strategic plan, Vision 2016, is heavily focused on increasing our graduation rate and ensuring that every CCSD graduate is prepared for college and the 21st Century workforce. Adopting more college and career-focused expectations will help to drive our goals at the local level.
- Assessments that would be adopted to allow national comparisons would assist in the value-added area of educator effectiveness.

Questions

- Obtaining data on college entrance rates and college credits is critical to success in this area. Will South Carolina implement a statewide system so that obtaining this data will be cost-neutral for districts (or will districts be expected to incur the cost of tracking this data)?

Principle 2: State-Developed Differentiated Recognition, Accountability, and Support

CCSD Support

- For CCSD, this is the area in which we are most excited to see some adjustment and potential for streamlining. It is refreshing to see recognition for schools and principals of schools with the highest potential. In addition, our most recent district-wide discussions have specifically focused on initiatives and interventions that will continue to close the achievement gap.

Questions

- Two accountability systems still remain between the state and federal system. Streamlining to one system should be strongly considered.
- CCSD has schools across the spectrum of absolute ratings. It would be helpful for the proposed school rating system (e.g. priority, focus) to be outlined and financially modeled for our schools prior to implementation so that we may respond to the impact before implementation. The proposal also did not address site-based impact to technical assistance.
- What is the expected timeline for implementation?
- We would like to see more emphasis on utilizing testing as a leading indicator versus summative indicator.
- How will the proposed changes impact educator effectiveness?

Principle 3: Supporting Effective Instruction and Leadership

CCSD Support

- At CCSD, we have a mantra: "The Victory is in the Classroom!" As you are aware, CCSD has taken great strides in this area to navigate through the politics and rhetoric to find solutions that have a positive impact on our students. We have participated in the ADEPT Upgrade Task Force and are fully in support of reducing the number of performance indicators from 34 to 19. We look forward to being fully engaged with the New Educator Evaluation Steering Committee.

Questions

- **ADEPT/PADEPP**
 - The TAP program is very comprehensive, but expensive to scale due to the incentives associated with the program. Is the state looking to utilize the TAP program solely for its value-added assessments and not the performance pay? Any opportunity to revamp the state salary scale to move toward performance pay?
 - While in theory, we may support the lengthening of the induction year, will the state financially support the extended time period?
 - What are the initial thoughts on the % of student growth that will be used as one component to evaluate teachers and principals?
 - While the federal requirements (1-7) in the framework are mostly in ADEPT/PADEPP, the implementation of these requirements across the state is not uniform and is further complicated by state and local

statutes/regulations. What work will be done at the state level to bring more alignment across districts and increase best practice collaboration?

- As work has been completed over the last two years around a new evaluation system, we would volunteer to be a pilot district in spring 2013 to move to full implementation by fall 2013.
- Will the state move toward evaluating the effectiveness of South Carolina Institutions of Higher Education (similar to actions taken in states like Tennessee and Ohio)?

Principle 4: Reducing Duplication and Unnecessary Burden

CCSD Support

- Duplication and unnecessary work costs dollars that could be better spent improving instruction in the classroom.

Questions

- In making the proposals in the waiver, is there any indication that additional duplication or unnecessary burden will occur?

Other Items to Note

- Our district would like to be able to utilize 21st Century Funds with as much flexibility as possible. Therefore, we request that the state opt-in to receive more flexibility for the use of 21st Century Funds to support expanded learning time as well as non-school hours or periods when school is not in session.
- As our district embarks on changing the barrier of language, we would like to request that schools that receive Title I funds be relieved of the requirements associated with identifying their Title I designation on various correspondence.

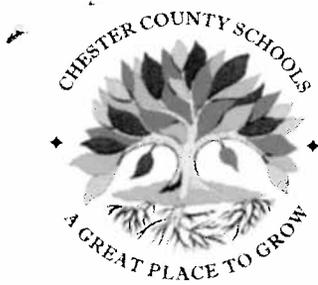
Thank you for the opportunity to collaborate on this very important initiative. If you have any questions, please let Audrey Lane (Deputy for Organizational Advancement - [REDACTED]), and me know. We look forward to working with you and your staff in the months ahead.

Sincerely,



Nancy J. McGinley, Ed.D.

NJM:rsk



THE SCHOOL DISTRICT OF CHESTER COUNTY

109 HINTON STREET
CHESTER, SOUTH CAROLINA 29706

Agnes M. Slayman, Ph.D.
Superintendent

February 15, 2012

RECEIVED

FEB 21 2012

State Superintendent's
Office

Dr. Mick Zais
State Superintendent of Education
1429 Senate Street
Columbia, South Carolina 29201

Dear Dr. Zais:

I would like to thank you for your willingness to present an Elementary and Secondary Education Act (ESEA) Waiver Request to the U. S. Department of Education. I have reviewed South Carolina's waiver application and have several concerns that I would like to share with you as it appears the flexibility may actually be reduced under the current proposal.

First, the waiver application increases the number of Annual Measurable Objectives and includes areas and subgroups that are not currently required for reporting by other states. The inclusion of science, social studies, gender and graduation rate for each subgroup not only penalizes South Carolina schools when compared to other states (because these states typically do not set these AMO's for their own schools and districts) but also exponentially increases the number of subgroups and required objectives for schools and districts thus making it virtually impossible to meet Adequate Yearly Progress.

Second, I am very concerned about the economic impact that will result when we increase the emphasis on standardized test scores by imposing an A-F school grading policy based solely on standardized test scores and with making these scores the dominant feature of principal and teacher evaluations.

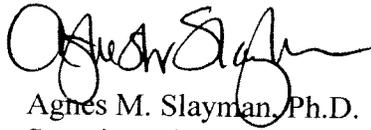
Third, it is my belief that the local school boards and their communities should have opportunities to engage in discussion about the interventions placed in schools and districts and do not feel these decisions should be made by a single individual or entity such as the State Superintendent or South Carolina State Department of Education.

Finally, I understand and support an accountability system that sets high standards and accurately monitors the achievement of our students. I also want the system of measurement and reporting to be fair and want a system that will provide our stakeholders with an accurate picture of the achievement of our students and our schools. The system we adopt is going to

Dr. Mick Zais
February 15, 2012
Page 2

have a significant impact on not only South Carolina's schools but also on economic development and ultimately the quality of life in South Carolina. If I can ever be of service to you, please do not hesitate to call me.

Sincerely,

A handwritten signature in black ink, appearing to read "Agnes Slayman". The signature is fluid and cursive, with a large initial "A" and "S".

Agnes M. Slayman, Ph.D.
Superintendent

From: [REDACTED]
To: [Esea Waiver](#)
Subject: ESEA Waiver comments
Date: Wednesday, February 01, 2012 5:05:49 PM

Dr. Zais:

Clover School District appreciates the opportunity to give the State Department feedback on the ESEA Waiver. We also appreciate the State's leadership in pursuing avenues to change *No Child Left Behind's* "all or nothing" school appraisal system. We attended the presentation from Dr. Nancy Busbee on January 31, 2012 and see merit in the new approach to calculating student proficiency toward ambitious Annual Measurable Objectives. We like the partial points components for subgroups. We can accept the inclusion of science and social studies at the reasonable percentages that are currently being proposed. We can accept the inclusion of male and female subgroups. However, there are two pieces we feel need some adjustments. Graduation rate currently counts for 25%. This percentage is too high when you consider that some students who do not graduate are completely out of the school's control. For example, just this week, we followed up with a senior in his second semester who was on track to graduate. He had stopped coming to school. When we spoke with his mother, her response to us was, "I don't know what to do with him. He went to Shelby, NC to live with some friends and work. He isn't coming back." We tried to further pursue him and persuade him to finish his final credits, but he refused. His non-graduation will not be due to a lack of preparation or effort on Clover High's behalf but rather a lack of support at home and a lack internal motivation to finish his high school course work. This is just one example, but it illustrates the point that high schools may be doing everything well and students may choose to not graduate. We currently have no leverage at all to insist that a parent or student do the right thing and continue toward graduation. In short, counting graduation at 25% could penalize high schools for something that is not always in their control to fix.

A second change we Implore you to make is the rating of schools A, B, C, D, F. I know you believe parents understand the archaic A-F grading scale and that it will be meaningful to public. However, there are so many negative connotations associated with a C, D, or F that you will be fostering a negative emotional reaction to a school by using those labels. A reasonable person who fully understands the bell curve and what "average" means still finds a "C" to be unacceptable. At this point in time, Clover has no "C" schools in the simulations, but we still whole-heartedly disagree with the letter grade connotation. We prefer the nomenclature of "Excellent," "Good," "Average," "Below Average," and "Unsatisfactory."

Finally, the teacher effectiveness portion of the waiver in Principle 3 raises extreme concerns for our district because we believe the State Department has been deliberately vague in how it will calculate effectiveness through a value added model and how it will specifically impact teacher evaluations. We simply do not have enough information to make a fair assessment of its merit at this time. What we know from Charlotte Mecklanburg and other districts and states that have included value added measures is that the formula is so complicated that teachers complain that they cannot understand how they are being evaluated and that they are not reliable from year to year. The climate and morale in systems where these measures have been piloted is extremely low and as a border county to North Carolina we receive several requests from teachers trying to leave

Charlotte Mecklanburg to come to a fairer system. We do not want to see South Carolina follow in the paths of other states in this arena. We understand that some model of teacher effectiveness has to be a part of the ESEA Waiver, but we do not feel South Carolina has adequately provided information to us during this public feedback period for us to make a fair assessment of the model you are endorsing.

Again, thank you for this opportunity to express our commendations and concerns with the ESEA Waiver.

Respectfully,

Sheila B. Huckabee, Ed.D.

Assistant Superintendent for Curriculum and Administrative Services

Clover School District

604 Bethel Street

Clover, SC 29710

(803)810-8007

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From: [REDACTED]
To: [REDACTED]
Subject: FW: ESEA
Date: Thursday, February 02, 2012 9:45:10 AM

From: McCreary, Jason [mailto:jmccrear@greenville.k12.sc.us]
Sent: Wednesday, February 01, 2012 5:30 PM
To: Busbee, Nancy
Subject: ESEA

Nancy,

Thanks for all the work you and your staff have put forward on Principle 2. I've reviewed the simulation and wanted you to know that Greenville can support using this method in this section of the waiver. There are some strange anomalies that we find across some levels, but I think that those are due to this method considering progress over coming close to the target. I believe we'll probably review this method again in a couple of years when we bring a new assessment on board or when esea is reauthorized or when we want to merge ayp components to EAA, whichever comes first.

Other notes:

I still don't think including gender as a subgroup adds great value, but we can try it and see.

I support our rpt card system over the ayp system and would support a move to unify the systems, if the rpt card system is the base model.

I support high school grad rate weighting counting equal to or less than ELA/Math academic performance, but not more than academic performance.

I do want to discourage the department's use of A-F ratings. I prefer a met and not-met rating based on their weighted points total (e.g., >60 = met).

When setting AMOs, I would review our state's past progress over each year, to determine challenging yet reasonable AMOs to set.

While the methodology was a major concern for GCS, we have submitted comments regarding other principles and other concerns we had within principle 2.

If or as the method changes, please let me know. Thanks again for all the work that went into this.

From: [REDACTED]
To: [REDACTED]
Subject: Fwd: District Meeting Input from Spartanburg 7
Date: Thursday, February 02, 2012 12:32:30 PM
Attachments: [REDACTED]

Begin forwarded message:

From: Al Jeter <[REDACTED]>
Date: February 2, 2012 12:23:56 PM EST
To: "[REDACTED]" <[REDACTED]>
Cc: Russell Booker <[REDACTED]>, Terry Pruitt <[REDACTED]>
Subject: District Meeting Input from Spartanburg 7

Nancy,

I enjoyed the meeting Tuesday, and I appreciate your clear explanations. I brought the information back to both Dr. Booker and Dr. Pruitt, and here are the responses and input for Spartanburg 7:

Overall

Replacement holds merit = strongly agree

Matrix holds merit = agree

Simulations clear = oppose ¹

Grading scale appropriate = strongly oppose ²

Support request = agree ³

Content

Male/female included = agree

Sci / SS included = oppose ⁴

Weighting in line = oppose ⁵

10 point scale = agree ⁶

Comments

1. We had only 3 simulations due to configuration differences, so 8 schools were unknown.
2. We should be rating progress – not grading schools.
3. We support the request with the changes we are proposing.
4. If we are going to be compared to other states, we should do only what is required. Are most states including science and social studies?
5. The weighting is in line with the exception of science and social studies.
6. There should be no “grading” of schools. We can live with the scale, but what does A-B-C-D-F mean? Report card terminology could be used – or use the statements for what they really represent:
 - Excellent – substantially exceeding progress to 2020 goal
 - Good – exceeding progress to 2020 goal
 - Average – meeting progress to 2020 goal
 - Below Average – in jeopardy of not meeting progress to 2020 goal
 - At-Risk – not meeting progress to 2020 goal

Albert L. Jeter, Ph.D.

Director of Testing, Accountability, and Research

Spartanburg District Seven

Elementary and Secondary Education Act Flexibility Input

Greenville County Schools

Principle 1: College and Career Ready Expectations for All Students

- Pros
 - Moving toward a more rigorous standard for both English language arts and math
 - Possibly moving toward an assessment that compares a student's score to not only a standard/criteria but to peers in other states
 - Provides information on college-going and college credit accumulation rates for all students in each high school
- Cons
 - Will local schools and the district be responsible for the additional cost and burden for collecting and reporting on college-going and college credit accumulation rates or will the state bear the administrative and financial costs of collecting and reporting from the national clearinghouse?

Principle 2: State-Developed Differentiated Recognition, Accountability, and Support

- Pros
 - Provides flexibility from the all or nothing goal of meeting 100% proficient
 - Includes full credit (1) for meeting an AMO and partial credit (.1-.9) as determined by the percent growth over the prior year
 - Creates a more focused and strategic approach for intervening in the lowest performing schools and district
 - Presents a mechanism for rewarding schools
 - Provides for a Comprehensive Capacity Assessment
 - Includes components of static achievement, achievement gap, progress/growth

Principle 2: State-Developed Differentiated Recognition, Accountability, and Support

- Cons
 - Increases the number of AMOs from 37 to 77
 - Includes science and social studies
 - Includes gender subgroup
 - Includes graduation rate for all subgroups
 - Graduation rate is weighted more than any other indicator
 - South Carolina has some of the nation's toughest standards for obtaining a diploma
 - All targets increase to 90%
 - Fails to benchmark current subgroup performance to reflect achievable progress

Principle 2: State-Developed Differentiated Recognition, Accountability, and Support

- Cons
 - Retains two isolated accountability and reporting systems - Report Card (Exemplary, Above Average, Good, Below Average and At-risk) and AYP (A, B, C, D, F)
 - Some components from the Education Accountability Act are present, while some are missing
 - There has been no simulation conducted to determine the outcome of the proposed methods

Principle 2: State-Developed Differentiated Recognition, Accountability, and Support

- Cons
 - Identifies the bottom 5% for penalties but only rewards six schools across the state (3 for “Achievement” and 3 for “High Progress”)
 - Reward schools must have at least 40 students in both White and African American subgroups for ELA and math (i.e., Slater-Marietta, homogeneous schools do not qualify for a reward)
 - Fails to recognize growth from F to D in any year.
 - Interventions include additional and unfunded costs for districts (Some non-Title I schools mandated school choice and Supplemental Educational Services (SES))

Principle 2: State-Developed Differentiated Recognition, Accountability, and Support

- Cons
 - The State Superintendent acts in isolation when determining one of the follow four options to implement at a Priority Level 3 School and District
 - **Mandated State Management Team** where the SCDE via a team of external “experts” manages the overall school or district operations.
 - **Mandated State Charter School** where the SCDE forms a governing body, appoints a board of directors and manages the conversion of the school or district to a charter
 - **Educational Management Organization** where outside “experts” assumes total management of a school or district
 - **State Instructional Recommendations** where the SCDE provides intensive, instructional program-targeted advice and technical assistance to the school or district

Principle 2: State-Developed Differentiated Recognition, Accountability, and Support

- Cons
 - None of the required four transformation models is research-based or has proven to transform schools (experiments rather than interventions)
 - Unsure of the funding and design of, and who participates in the Comprehensive Capacity Assessment
 - Included components of static achievement, achievement gap, progress/growth, however, penalties are set forth within each area
 - Three ways to fail rather than three ways to succeed
 - Fails to recognize additional paths to graduation and school completion (e.g., GED and Occupational Diploma)
 - Continues to test and hold schools accountable for non-English speakers' scores
 - No incentive or provision for incorporating student problem-solving, critical thinking, ingenuity/innovativeness, project-based, and experiential learning across subject areas.

Principle 2: State-Developed Differentiated Recognition, Accountability, and Support

- Cons
 - Continues to maintain a system which does not include portable assessment outcomes, like Workkeys
 - No guarantee to provide both formative and summative student data
 - Partnership for Assessment of Readiness for College and Careers and Smarter Balanced
 - The current system does not allow for a longitudinal view of student achievement across time and subjects – to do so leads to unwarranted conclusions
 - Maintains testing requirements and testing costs across multiple grades and subjects rather than reducing testing
 - Student support is paused once a student scores proficient or above

Principle 2: State-Developed Differentiated Recognition, Accountability, and Support

- Cons
 - Focused only on outputs – learning has already occurred
 - Some of the issues of focusing on high-stakes test scores rather than high quality instruction include
 - 1) narrowing the curriculum and learning time to focus on the subjects tested – leading to the devaluation of non-tested subjects,
 - 2) funding test development and tests rather than funding instruction and opportunities,
 - 3) concentrating on test-prep rather than ingenuity, problem-solving, critical thinking, and relevant experimentation,
 - 4) providing results for accountability rather than student diagnosis,
 - 5) targeting resources and teaching to students on the bubble of proficiency,
 - 6) labeling students and schools as “failing” based upon a single or unattainable objective,
 - 7) creating a disparate impact in schools with larger populations of students at-risk and disabled, and
 - 8) experimenting with costly and unproven strategies like staff reconstitution and private-business takeover.

Principle 3: Supporting Effective Instruction and Leadership

- Pros
 - Personnel evaluation system is used for instructional improvement
 - Differentiates performance - Uses GCS's multilevel ratings (unsatisfactory, needs improvement proficient, exemplary)
 - Uses multiple measures (academic and professional)
 - Allows some district discretion in when/how to evaluate
 - Orientation, feedback and professional development is incorporated within the process
 - Personnel data generated to inform personnel decisions
 - Consistent measures are used across districts and schools
 - Prioritizes performance indicators – decreases from 34 to 19 indicators
- Cons
 - Unknown use and outcomes from a value-added assessment for core teachers.
 - No consistent measure across teachers (e.g., other measures used for non-core teachers)
 - Disconnect between a progress-based accountability system and a growth-based personnel evaluation system
 - Unknown costs and impact to implement a new system

Principle 4: Reducing Duplication and Unnecessary Burden

- Pros
 - The potential exists to remove duplicative & burdensome reporting and administrative requirements for districts and schools
- Cons
 - This proposal may increase the burden and reporting requirements on districts and schools



Florence County School District Three
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Lake City, South Carolina 29560
Telephone: (843) 374-8652 · FAX: (843) 374-2946

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February 14, 2012

FEB 15 2012

State Superintendent's
Office

Dr. Mick Zais
State Superintendent of Education
1429 Senate Street
Columbia, SC 29210

Dear Dr. Zais,

Thank you for the opportunity to provide feedback on the ESEA Waiver Application. I know you have received a significant response from the education community about concerns with your proposal, but again I would thank you for initiating the request and being open to suggestions.

I totally agree with you that we must insure our constituents of the fact that we have established high academic standards for the young people of our state and that we embrace accountability for meeting these standards. However, the system of measuring and reporting our success or failure must be fair and accurate. This system must be valid and reliable from a statistical standpoint while still being easily understood by all stakeholders. Respectfully, I do not believe the system being proposed meets all of those standards. Many decisions are made about public education based on the prevailing accountability system. I believe it is imperative that this system be fair and accurate.

There are accountability and statistical experts working in school districts all across our state who could work with officials from your office to refine the system of measurement you have proposed and bring about a significant level of consensus on this very important request.

I am confident that by working together we can develop a proposal that will meet federal guidelines, be informative to our stakeholders, and meaningful to our schools.

I realize that time is of the essence but this matter is too important to push through without giving it the time it deserves.

Thank you for considering my comments, and if I can assist you in any way, please do not hesitate to call on me.

Sincerely,

V. Keith Callicutt, Ph. D.
Superintendent



February 6, 2012

Dr. Mick Zais
State Superintendent of Education
1429 Senate Street
Columbia, SC 29210

Dear Dr. Zais:

On January 31, the South Carolina Department of Education (SCDE) supplied additional information on a proposed Principle 2 accountability system. The information has been reviewed by superintendents and their staff. Serious concerns remain about many educational components of the proposal and the implementation details. A few of our primary concerns are outlined here. First, since the waiver process itself is temporary and the reauthorization of the Elementary and Secondary Education ACT is imminent, then the rating categories of “met” and “not met” should remain unchanged at this time – effectively removing the A-F rating in the proposed waiver. Second, no simulation data were supplied on districts’ outcomes. Third, the SCDE is undecided if they will maintain the subgroup minimum sample size at 40, which we support, or will reduce the size to 25. Lastly, questions have been raised about Annual Measurable Objectives (AMOs) in future years. Adequate explanation was not provided on why the AMOs were set above the proficiency level and to what level AMOs will annually increase.

I have received notice from your staff that comments will only be accepted on Principle 2 and only until today, February 6. Thank you for your attention to these concerns.

Sincerely,

Phinnize J. Fisher
Superintendent



February 13, 2012

Dr. Mick Zais
State Superintendent of Education
1429 Senate Street
Columbia, SC 29210

Dear Dr. Zais:

While drafting South Carolina's ESEA Waiver Application, I am sure you have heard a lot of feedback from the education community regarding concerns we share about some of the waiver content. I have spoken with many of my fellow superintendents and all of us appreciate your willingness to go through the arduous process of a waiver application. We share your belief that, "It is time for Washington to end top-down directives and acknowledge its limited role in setting education policy..."

We understand the importance of insuring student achievement growth in public schools, and we embrace the high standards that have been set for learners in the Palmetto State, but the system of measurement and reporting must be fair and accurate. This system not only impacts schools, but also economic development, community support of public education, business leaders' perceptions of the workforce, and the morale of all who work diligently in the public education system and those who might consider education as a career. South Carolinians deserve a reporting system that is easy to understand, accurate, and useful to schools and districts, but developing such a system is a colossal task.

In recognition of the difficulties of this task, superintendents from across the State are offering you the services of our professional accountability experts to work with the State Department staff in composing an ESEA Waiver Application that will result in an accountability system that paints a more accurate picture of our schools. We have worked under the mandates of No Child Left Behind for 11 years now, and those of us in the trenches of public education have an intimate knowledge of the law, and the changes that are needed.

I am confident that through collaboration we can devise a system that meets the complex requirements of the Federal Department of Education Waiver Application, and also provides us with a clear picture of student achievement. Ideally this system would also provide schools with feedback, information, and strategies for increasing student learning.

I look forward to hearing from you, and hope that South Carolina school districts will be given the opportunity to provide meaningful input into this process. We have many qualified people who are willing and able to work with your staff in designing an exemplary waiver plan. All the superintendents I have spoken to are committed to improving all facets of public education, and we would be happy to meet with you on this or other topics.

Feel free to call me at [REDACTED] to discuss these offers of services in more detail.

Sincerely,

Phinnize J. Fisher
Superintendent

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Greenville County Schools

Board of Trustees Recommendations

SCDE Application for Waiver of NCLB

Therefore, we ask that the current application waiver for NCLB be amended to include the following:

Principle 1:

College and Career Ready Expectations for All Students

The inclusion of a specific assessment model that provides both formative and summative student data and compares a student's score not only to a standard, but also to the scores of peers in other states, such as Partnership for Assessment of Readiness for College and Careers (PARCC) or Smarter Balanced Assessment Consortium.

The inclusion of outcomes of assessments, such as WorkKeys, that are transferable from school to work.

A commitment from the State Department of Education to employ, at state expense, a national clearinghouse to collect and report on college attendance and college credit accumulation rates for all students from each high school as required by the waiver application.

Principle 2:

State-Developed Differentiated Recognition, Accountability and Support

Flexibility from the "all or nothing" goal of meeting 100% proficiency to one that is based on benchmarking current subgroup performance levels and setting reasonable and achievable goals to reflect progress.

The deletion of the increased number of Annual Measurable Objectives as defined in the application which include science, social studies, gender and graduation rate for each subgroup and would result in an increase from 37 to as many as 77 required objectives for some districts.

The deletion of any accountability sub-group which measures non-English speaking students using assessments that are administered in English.

For several years, the Greenville County Schools Board of Trustees and Administration have advocated for changes to the Federal No Child Left Behind Legislation (NCLB). While the legislation, signed into law in 2002, promised to create a new era in education where accountability, local control, parental involvement and the funding of proven programs would serve as cornerstones, it failed to deliver. Instead, NCLB set unrealistic goals requiring 100% proficiency for all students in reading and math by 2014, harshly penalizing schools for failing to meet these goals, and dictating the use of federal funds to local school boards.

In September 2011, citing Congress' inability to address specific problems within NCLB, President Obama announced that State Departments of Education, through application to the U.S. Department of Education, could request a waiver from certain requirements of the NCLB law. The President promised that these waivers would increase state and local flexibility.

The Greenville County Schools Board of Trustees welcomed this announcement. In fact, in an October 2011 letter to Dr. Mick Zais, South Carolina's Superintendent of Education, the Board thanked Dr. Zais for his willingness to pursue the federal waiver and offered to assist him in whatever way possible.

The Board and Administration were eager to review South Carolina's waiver application and discussed its contents during the January 10 Committee of the Whole meeting. While the Board

supports some of the waiver content, such as the provisions included in Principle 3 regarding effective instruction and leadership, multiple concerns have been raised and it appears that flexibility may actually be reduced under the proposal. Unless the following issues are addressed in the application, the State Department of Education will miss a unique and important opportunity to improve academic performance for students and schools in South Carolina.

Principle 2 Continued

A revision to the methodology for developing graduation rates adopted by SDE which would recognize additional paths to graduation, such as GED and Occupational Diplomas. This is especially critical since the graduation rate is weighted more heavily than any other accountability measure in the draft application.

The inclusion of members of local Boards of Trustees, District Administrators, principals, teachers, parents and taxpayers in determining what actions must be taken to improve performance at Priority Level 3 Schools and Districts.

The establishment of a rewards program which recognizes the same percentage of schools for "Achievement" and "High Progress" as those identified for penalties.

The inclusion of incentives which reward schools that push students beyond proficient standards, ensuring that student progress is not paused once students meet accountability goals.

The inclusion of a detailed and transparent accounting report disclosing any new or increased costs to the state or local taxpayers created by the implementation of the waiver application.

Principle 3:

Supporting Effective

Instruction and Leadership

No recommendations. We support the adoption of a research based, high quality personnel evaluation system, such as the one currently used by Greenville County Schools.

Principle 4:

Reducing Duplication

and Unnecessary Burden

The assurance that only one accountability system will be recognized by the state which will remove duplicative and burdensome reporting requirements for districts and schools that have little/no impact on student outcomes.

A specific plan that details what system will be used by the SDE to evaluate and revise administrative requirements to reduce duplication and unnecessary burdens on Local Education Agencies (LEAs) and schools

Greenville County Schools Board of Trustees Recommendations

Regarding SCDE Application for Waiver of NCLB

Beth M. Heard

Secretary/Bookkeeper

Monarch Elementary School

Ph: (864)452-0601

"What lies behind us and what lies before us are tiny matters compared to what lies within us."

-- Ralph Waldo Emerson



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FEB 22 2012

State Superintendent's Office

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FEB 23 2012

Office of Policy

February 21, 2012

Dr. Mick Zais, State Superintendent of Education
State Department of Education
1429 Senate Street
Columbia, South Carolina 29201

Dear Dr. Zais,

As a long time educator, I certainly recognize the need to seek relief from the No Child Left Behind law and the unrealistic goals for meeting Adequate Yearly Progress. Having an "all or nothing" system has not served our public as they seek to understand how a particular school or district is performing. The confusion created by reporting to the public how a school performs using two accountability systems (state and federal) has created a complex and often conflicting message about performance. It is time for the system to change.

The State Department's proposal to reshape the requirements of No Child Left Behind through the waiver request includes many improvements. I commend you and your staff for making the effort to submit this waiver. I do not agree that the new proposed system offers districts and schools greater flexibility. Many of the components included in the waiver appear to make the system more challenging and complex. Increasing the number of subgroups is redundant and unnecessary. Allowing the State Superintendent the power to turn over low-performing schools to an outside management group or to mandate that a school become a charter school seems to under mind the local communities involvement in the oversight of schools. The local board of trustees would be removed from assisting with shaping the direction of schools they were elected to serve by their local constituents.

Because of the concerns stated above and the many "to be determined" or unanswered questions found in the details of the proposal, I cannot endorse or support this waiver request. I respectfully request that additional input be gathered and the proposal amended to include components that would reflect what we have learned about accountability and how to improve academic performance for students in South Carolina.

Sincerely,

A handwritten signature in cursive script that reads "Darrell Johnson". The signature is written in dark ink and is positioned above the typed name and title.

Darrell Johnson, Ed.D.
Superintendent



LEARNING, SERVING, LEADING

25 East Main Street

Ware Shoals, SC 29692

Phone 864-456-7496 Fax 864-456-3578

February 3, 2012

To Whom It May Concern:

The purpose of this letter is to communicate grave concerns with the ESEA Flexibility Application currently being crafted for submission to the federal government. Initially upon hearing that our state was seeking a waiver from the federal NCLB requirements, we were hopeful that our schools and districts would benefit from such a request. After review of the proposed waiver, we must voice our specific concerns and ask that the State Department of Education delay submittal of the waiver request until more research is done and more collaboration takes place among all parties affected by the waiver.

Some specific concerns include:

- An increased number of Annual Measurable Objectives (AMOs) which include science, social studies, gender and graduation rate for each subgroup. This would result in an increase from 37 to as many as 77 required objectives for some districts. The graduation rate is weighted more heavily than any other accountability measure and is not independent of the content areas.
- Reliable simulations have not been conducted on the A-F graded system for AYP. Those that were distributed during the statewide meeting on January 31st were faulty and incomplete. With the proposed methodology the state is likely to have more schools and districts with an 'F'. How will that affect the local and state economy? The waiver goes well beyond federal requirements. Why not only label those that are required to be labeled, and do it with understandable terms?
- We cannot support a document for which we have not seen a final draft. There was a public comment period; however, we have no way of knowing what, if any, changes were made to the waiver before it is submitted.
- A new educator evaluation system is to be implemented, but the details are unknown except that student growth will be a dominant measure of teacher and principal evaluation. Value-added models for evaluation of educators are of concern because of the lack of research that points to their effectiveness.
- Although AMOs have been set for elementary, middle and high schools, no AMOs have been set for primary schools and schools that serve combined student populations such as

a school with grades 4-6. Additionally, there is no proposed change in AMOs from year to year.

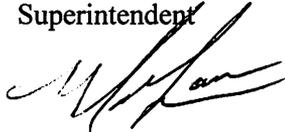
- No cost analysis has been conducted to determine the fiscal impact to the state and districts. Our current per pupil funding from the state is 23% below what is required by law and our local funding has diminished due to the economic downturn. We cannot afford unfunded mandates that may result from a new accountability and evaluation system.

It is out of great concern that we write this letter. In the SCDEs quest to seek flexibility under the provisions set forth in this waiver proposal, it appears the opportunity for flexibility is void. We recommend delaying the submittal of the waiver request until concerns of stakeholders can be addressed. An effective system of accountability is needed, but an ineffective system of accountability can be an albatross for our state.

Sincerely,



Fay S. Sprouse, Ph.D.
Superintendent



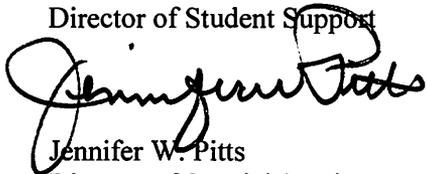
Rev. Mark Lowe, Chairman
Board of Trustees



Julie G. Fowler, Ph.D.
Director of Curriculum and Instruction



Arlene G. O'Dell
Director of Student Support



Jennifer W. Pitts
Director of Special Services

HANAHAN MIDDLE SCHOOL

5815 MURRAY DRIVE
HANAHAN, SC 29410
Phone: (843) 820-3800
Fax: (843) 820-3804

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FEB 14 2012

State Superintendent's
Office

To South Carolina Superintendent of Education - Dr. Mick Zais,

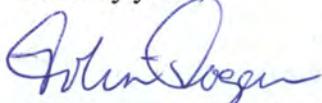
Thank you for the opportunity to comment on the ESEA Flexibility request currently under consideration. Like many others across the country, none of us are happy with the requirements of the federal law. However, South Carolina needs to be cautious about jumping into a waiver without carefully considering whether the waiver is actually an improvement. Unfortunately, we do not believe that the current version moves us ahead. In particular, we object to further increasing the emphasis on standardized test scores by imposing an A-F school grading policy based primarily on state tests and by making such scores the dominant feature in principal and teacher evaluations. We further object to giving the State Superintendent the sole authority to mandate interventions like charter school status or "take-overs" by educational management organizations for Level Three Priority schools. Our school districts are governed by locally elected school boards and we value our communities' roles in making decisions about their schools.

In addition to these general concerns, we also point to important details that are missing in the proposal:

- Some simulations of the proposed AYP model have been released showing schools with a current "Excellent" report card rating, receiving a "B" and some "Average" rated schools receiving a "C" or "D" under the waiver proposal. The proposed methodology in many cases will have a negative impact on our students, teachers, principals, schools and communities.
- It is clear that the teacher evaluation system will be changed and a yet-to- be-determined value-added measurement adopted for use, but the details of the evaluation measures are unknown. These systems significantly impact educators and workload. Additionally, we know that value-added models have large error rates and we are concerned about how they will be used to evaluate teachers and principals.
- At present, no feasibility study or cost analysis has been conducted to determine the cost of compliance. It appears to us that the waiver requirements will entail significant costs. With our budgets still feeling the effects of the great recession, we need to know these costs before committing to move forward. We have made significant cuts to our core educational programming and absorbing any additional costs associated with the waiver must be considered in light of resources lost to the many pressing priorities directly related to classroom teaching and learning.

In summary, we want South Carolina to make a wise decision based on complete information. We recommend delaying action until more information is known and there has been an opportunity for thorough study and collaboration among all of the parties affected by the proposal. We welcome the opportunity for further dialogue and collaboration to move our state forward.

Sincerely yours,



Robin Rogers, Principal



Jennifer Heard, Assistant Principal



Katie Taie, Assistant Principal

cc: Arne Duncan, United States Secretary of Education



Horry County Schools

February 10, 2012

RECEIVED
FEB 15 2012

DIVISION OF
ACCOUNTABILITY

Dr. Mick Zais
State Superintendent
SC Department of Education
1429 Senate Street
Columbia, SC 29201

Dear Dr. Zais,

On behalf of Horry County Schools, thank you for the opportunity to review the ESEA waiver request and for the meeting in Columbia to help better understand the methodology behind the AYP calculations. We agree that the current method of determining AYP is flawed and welcome improvements that would more accurately portray the performance of our schools. However, we do have reservations about the proposed ESEA waiver, and have summarized them below.

- We do not support adding science and social studies to the calculation, particularly at the high school level where only two of the four end-of-course tests are used. We would prefer including only the subjects required by the law.
- We do not think that letter grades are the best way to show AYP performance or improvement, but if that is non-negotiable the 10-point scale should remain.
- We would prefer multiple years of simulations to improve the reliability of the scale score means as the basis for AYP, and to better determine reasonable long range goals and annual targets.
- We strongly think that any changes should be delayed until the 2012-13 school year to give adequate time for more reliability testing and understanding, since we have strategies in place now in our schools to impact our AYP ratings under the current method.
- We would like a better understanding of the consequences for Title I schools which are not successful.
- The waiver request does not include any specifics for teacher performance evaluations tied to merit pay. We would like to know if the two are related, and if so, more information should be shared with the waiver request.
- The letter grades assigned to the schools of Horry County do not align with our perception of school performance, particularly at the high school level.
- Finally, we strongly oppose replacing the current State Report Card accountability measures with those contained in the ESEA waiver request. While the two should be compatible and possibly unified, the system proposed in the ESEA waiver is not acceptable or advised.

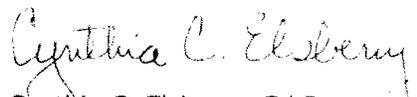
PO Box 260005, Conway, SC 29528 • 843-488-6700 • www.horrycountyschools.net
335 Four Mile Rd., Conway, SC 29526

Horry County Schools' vision is to be a premier, world-class school system in which every student acquires an excellent education. Our schools will be welcoming centers organized around high-quality teaching and learning.

Dr. Mick Zais
February 10, 2012
Page 2

Again, thank you for your efforts, and for your willingness to consider feedback from the districts and schools.

Sincerely,


Cynthia C. Elsberry, Ed.D.
Superintendent

c: Dr. Nancy Busbee, S.C. Department of Education
Tom Shortt, State Board of Education

PO Box 260005, Conway, SC 29528 • 843-488-6700 • www.horrycountyschools.net
335 Four Mile Rd., Conway, SC 29526

Horry County Schools' vision is to be a premier, world-class school system in which every student acquires an excellent education. Our schools will be welcoming centers organized around high-quality teaching and learning.

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FEB 21 2012

**OFFICE OF THE SUPERINTENDENT
VASHTI K. WASHINGTON, ED.D.**

State Superintendent's
Office

Post Office Box 848 * 10942 N. Jacob Smart Blvd. * Ridgeland, SC 29936
(843) 717-1101 Telephone (843) 717-1199 Fax

*"Envisioning, Creating, and Educating the Future by Transforming Lives:
One Child At A Time!"*

February 15, 2012

Dr. Mick Zais
State Superintendent of Education
S. C. Department of Education
1429 Senate Street
Columbia, SC 29210

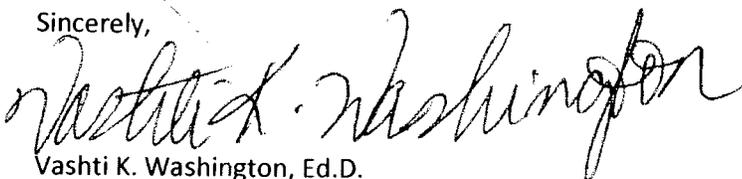
Dear Dr. Zais:

I am writing to you regarding South Carolina's draft ESEA Waiver Application. I share some of the same concerns as the other district superintendents in the state regarding this waiver application. We appreciate your willingness to go through the difficult process of a waiver application for the public school systems in South Carolina, and we are willing to offer you the services of our professional accountability experts to work with the State Department of Education's staff in composing an ESEA Waiver Application that will meet the complex requirements of the U. S. Department of Education and also provide to school districts an accurate and clear assessment of student achievement.

As Superintendent of the Jasper County School District, I am committed to improving all facets of public education and I believe that the system of measurement and reporting that we use must be easy to understand, accurate and useful to schools and districts. The students that are entrusted to us deserve a reporting system that is fair and accurate. This accountability system not only impacts our students and schools, but also economic development, community support of public education, business leaders' perception of the workforce, and the morale of all that diligently work in the public education system.

We, the Superintendents of this great state, look forward to hearing from you and would be happy to meet with you at your earliest convenience to discuss our collaboration in devising a system that will provide schools feedback and strategies for increasing student achievement.

Sincerely,



Vashti K. Washington, Ed.D.
Superintendent

/ch

EQUAL OPPORTUNITY EMPLOYER

RECEIVED

FEB 07 2012

State Superintendent's
Office



**KERSHAW
COUNTY**
School District
Dr. Frank E. Morgan
Superintendent

February 3, 2012

Dr. Mick Zais
State Superintendent of Education
1429 Senate St.
Columbia, SC 29201

Dear Dr. Zais:

The purpose of this letter is to provide comment on the ESEA Flexibility document currently in development. While the current form of the ESEA has many well-documented problems, the plan under consideration has the potential to create as many problems as it solves. In general, I have concerns about the use of standardized test scores to establish an A through F school grading policy and making test scores the driving data point in teacher and principal evaluations. These provisions go well beyond the requirements of federal law. I also take strong issue with giving the State Superintendent the unfettered authority to mandate interventions like charter school status or takeovers by outside entities. Such an approach seriously undermines the valued American tradition of local control by communities through constitutionally elected officials.

Beyond these concerns, there are several process-related problems with the proposals. First, accurate simulations have not been completed. The simulations on individual schools that were recently released had numerous errors, and the simulations for school districts have not yet been shared. While I certainly understand deadlines, this work is important enough that doing an accurate job should and must be the first priority. Frankly, I find it hard to understand why the immense statistical expertise that exists in school districts across the state has not been utilized in this work.

Additionally, the details of a proposed "value-added" element to teacher and principal evaluation processes have not been delineated. Given that many of the top staff members at the South Carolina Department of Education have little or no experience in public school settings, I do not believe that the practical implications of such a change in terms of time and paperwork have been given adequate consideration. Research is also very clear that value-added models have large error rates.

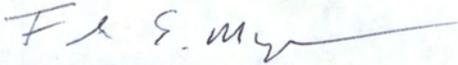
Finally, no study or cost analysis as to compliance has been undertaken. Given that our budget in Kershaw County is still 15%, or about \$9 million, lower than it was three years ago; my School Board needs to have some sense of the costs related to the waiver proposal in order to be good stewards of public funds.

While I appreciate the time and effort the Department staff has invested in the development of the waiver proposal, there are serious flaws that still need to be addressed. I fear that as it is currently structured, this proposal will simply exchange one set of problems for another. I don't believe that is your intention.

Dr. Mick Zais
Page 2
February 3, 2012

Thank you for your consideration of these concerns.

Sincerely,



Frank E. Morgan, Ed.D.
Superintendent

cc Secretary Arne Duncan
Senator Vincent Sheheen
Senator Joel Lourie
Representative Laurie Funderburk
Representative Mia Butler
Representative Jay Lucas
Mrs. Rose Sheheen

ESEA Waiver Request - District Meeting

Topic: <i>ESEA Waiver - Accountability System</i>	Instructors: <i>Nancy Busbee, Paul Butler-Nalin</i>
Location: <i>State Museum</i>	Date: <i>1/31/2012</i>
Name (optional): <i>Brenda Schrantz</i>	District: <i>Laurens District 54</i>

We welcome your comments about the explanation and rationale of the proposed accountability system related to Principle 2 of the ESEA Waiver. Please complete the following details so that we can continue to refine the details of the waiver submission.

Please place a check mark in the appropriate box for your answer. When you are finished with this side please complete the sections located on the back of this form.

	Strongly Agree	Agree	Oppose	Strongly Oppose
Overall:				
The idea of replacing the current method of determining AYP holds merit.	✓			
Apart from its specific content, the proposed matrix for determining AYP holds merit.	✓			
The data simulations are clear and provide an accurate picture of the schools in my district.		✓		
The grading scale is an appropriate way to rate schools (A-F).			✓	
I support the ESEA Waiver request.		✓		

Letter grades can be negative for economic development

	Strongly Agree	Agree	Oppose	Strongly Oppose
Content:				
The male and female subgroups should be included in determining the rating.			✓	
Science and social studies should be included in determining the rating.				✓
The weighting of each element is in line with my district's thinking.			✓	
The grading system should be based on a 10 point scale.		✓		

Worried about adding subgroups the federal gov't does not require

Grad Rate

Minimum 10 pt. scale

Summary Comments

What, if anything, would you improve in the proposed system as described today?

We need to strongly look at adding components (specifically science and social studies) that are not a requirement for the Federal Government

Limit / reduce graduation rate weighting - propose

ELA 25% Perf.	Math 25% Perf.	Biology 5%	History 5%	ELA 15% % Tested	Math 15% Percent Tested	Grad. 70 Rate
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What else do we need to consider prior to submitting the waiver request?

Should be weighted same as Elem / Middle

Why should SC impose a stricter requirement than federal mandates when we will be compared with other states that have less subjects & subgroups ???

Other comments?

Thank you for your time on Tuesday. The presentation was wonderful and clarified many concerns.

We are still very interested in how this system works for district AYP.



ESEA Waiver Request - District Meeting

Topic: <i>ESEA Waiver - Accountability System</i>	Instructors: <i>Nancy Busbee, Paul Butler-Nalin</i>
Location: <i>State Museum</i>	Date: <i>1/31/2012</i>
Name (optional): <i>David O'Shields</i>	District: <i>Lawrens 56</i>

We welcome your comments about the explanation and rationale of the proposed accountability system related to Principle 2 of the ESEA Waiver. Please complete the following details so that we can continue to refine the details of the waiver submission.

Please place a check mark in the appropriate box for your answer. When you are finished with this side please complete the sections located on the back of this form.

	Strongly Agree	Agree	Oppose	Strongly Oppose
Overall:				
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Apart from its specific content, the proposed matrix for determining AYP holds merit.		✓		
The data simulations are clear and provide an accurate picture of the schools in my district.		✓		
The grading scale is an appropriate way to rate schools (A-F).				✓
I support the ESEA Waiver request.				

provided changes are implemented - most notably the "A-F" label.

	Strongly Agree	Agree	Oppose	Strongly Oppose
Content:				
The male and female subgroups should be included in determining the rating.				✓
Science and social studies should be included in determining the rating.				✓
The weighting of each element is in line with my district's thinking.				✓
The grading system should be based on a 10 point scale.		✓		

Summary Comments

What, if anything, would you improve in the proposed system as described today?

- Limit/reduce Graduation Rate for high school - 25% is entirely too high
- Subgroups should have "n" = 40 - not any lower
- Oppose Male/Female subgroup - not required in NCLB
- Oppose adding Science/Social Studies - not required in NCLB
- **ADAMANTLY** OPPOSE "A-F" ranking - negative connotation will stymie business/economic development

What else do we need to consider prior to submitting the waiver request?

Why should SC impose additional requirements ~~on~~ on federal mandates of NCLB.

- No SS/Sc -
- No Male/Female
- No "A-F"

Other comments?

Thank you for this opportunity to give feedback to the proposed SC ESEA Waiver.

Equity of finance/distribution of resources are serious issues.



ESEA Waiver Request - District Meeting

Topic: <i>ESEA Waiver - Accountability System</i>	Instructors: <i>Nancy Busbee, Paul Butler-Nalin</i>	
Location: <i>State Museum</i>	Date: <i>1/31/2012</i>	
Name (optional): <i>Eddie Marshall</i>	District: <i>Lauren 56</i>	

We welcome your comments about the explanation and rationale of the proposed accountability system related to Principle 2 of the ESEA Waiver. Please complete the following details so that we can continue to refine the details of the waiver submission.

Please place a check mark in the appropriate box for your answer. When you are finished with this side please complete the sections located on the back of this form.

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Overall:				
The idea of replacing the current method of determining AYP holds merit.	✓			
Apart from its specific content, the proposed matrix for determining AYP holds merit.	✓			
The data simulations are clear and provide an accurate picture of the schools in my district.		✓		
The grading scale is an appropriate way to rate schools (A-F).				✓
I support the ESEA Waiver request.		✓		

some changes need to be looked at.

	Strongly Agree	Agree	Oppose	Strongly Oppose
Content:				
The male and female subgroups should be included in determining the rating.			✓	
Science and social studies should be included in determining the rating.			✓	
The weighting of each element is in line with my district's thinking.				✓
The grading system should be based on a 10 point scale.		✓		

Summary Comments

What, if anything, would you improve in the proposed system as described today?

- The overall rating of A-F should be changed to Met (A-C) and Not Met (D-F).
- If Science and Social Studies is counted, then all students should be tested. Since it is not required to include Science and Social Studies by the Federal, why should S.C. include it?
- Graduation Rate should not count as 25% on the weighting. This should be reduced.

What else do we need to consider prior to submitting the waiver request?

Should
South Carolina include areas for accountability
in this waiver that are not required by the Federal
government.

Other comments?

- I appreciate the SDE for listening to comments at community meetings and online responses in making changes to the waiver.
- Please consider the time that is needed for professional development and implementation of the Common Core.



ESEA Waiver Request - District Meeting

Topic: <i>ESEA Waiver - Accountability System</i>	Instructors: <i>Nancy Busbee, Paul Butler-Nalin</i>
Location: <i>State Museum</i>	Date: <i>1/31/2012</i>
Name (optional): <i>Bill Alexander</i>	District: <i>56</i>

We welcome your comments about the explanation and rationale of the proposed accountability system related to Principle 2 of the ESEA Waiver. Please complete the following details so that we can continue to refine the details of the waiver submission.

Please place a check mark in the appropriate box for your answer. When you are finished with this side please complete the sections located on the back of this form.

	Strongly Agree	Agree	Oppose	Strongly Oppose
Overall:				
The idea of replacing the current method of determining AYP holds merit.	✓			
Apart from its specific content, the proposed matrix for determining AYP holds merit.	✓			
The data simulations are clear and provide an accurate picture of the schools in my district.			✓	
The grading scale is an appropriate way to rate schools (A-F).				✓
I support the ESEA Waiver request.		✓		

	Strongly Agree	Agree	Oppose	Strongly Oppose
Content:				✓
The male and female subgroups should be included in determining the rating.				✓
Science and social studies should be included in determining the rating.				✓
The weighting of each element is in line with my district's thinking.				✓
The grading system should be based on a 10 point scale.		✓		

Summary Comments

What, if anything, would you improve in the proposed system as described today?

Avoid publicly rating a school as an "F" school.

Combine A through C ratings and publicly refer to the educational system in question as a "productive system of learning."

What else do we need to consider prior to submitting the waiver request?

Redefine the definition/meaning of graduation rate.

Secondary

Rate ELA and Math higher achievement measures higher in school report calculations.

Other comments?

Handwritten lines for additional comments.



ESEA Waiver Request - District Meeting

Topic: <i>ESEA Waiver - Accountability System</i>	Instructors: <i>Nancy Busbee, Paul Butler-Nalin</i>		
Location: <i>State Museum</i>	Date: <i>1/31/2012</i>		
Name (optional): <i>David A. Pitts</i>	District: <i>Laurens District 56</i>		

We welcome your comments about the explanation and rationale of the proposed accountability system related to Principle 2 of the ESEA Waiver. Please complete the following details so that we can continue to refine the details of the waiver submission.

Please place a check mark in the appropriate box for your answer. When you are finished with this side please complete the sections located on the back of this form.

	Strongly Agree	Agree	Oppose	Strongly Oppose
Overall:				
The idea of replacing the current method of determining AYP holds merit.	✓			
Apart from its specific content, the proposed matrix for determining AYP holds merit.	✓			
The data simulations are clear and provide an accurate picture of the schools in my district.		✓		
The grading scale is an appropriate way to rate schools (A-F).				✓
I support the ESEA Waiver request.		✓		

	Strongly Agree	Agree	Oppose	Strongly Oppose
Content:				
The male and female subgroups should be included in determining the rating.			✓	
Science and social studies should be included in determining the rating.			✓	
The weighting of each element is in line with my district's thinking.			✓	
The grading system should be based on a 10 point scale.	✓			

Summary Comments

What, if anything, would you improve in the proposed system as described today?

1. The overall ratings A-F, should be changed to reflect A-C as Met, and D-F as Not Met
2. Graduation rate percentage of 25 is weighted too high

What else do we need to consider prior to submitting the waiver request?

The overall grading A-F will further continue to "sort and select" communities throughout our state. The sorting of schools will follow lines of poverty and the more affluent communities will more likely have schools with A ratings; the less affluent communities will have scores on the lower end.

Other comments?

How will the overall school ratings affect economic development throughout the state? Has the S.C. business/economic development entities been consulted?

Equity of resources vastly impact the opportunities for learning for students across the state.



ESEA Waiver Request - District Meeting

Topic: <i>ESEA Waiver - Accountability System</i>	Instructors: <i>Nancy Busbee, Paul Butler-Nalin</i>
Location: <i>State Museum</i>	Date: <i>1/31/2012</i>
Name (optional): <i>Melodie Edwards</i>	District: <i>Laurens 56</i>

We welcome your comments about the explanation and rationale of the proposed accountability system related to Principle 2 of the ESEA Waiver. Please complete the following details so that we can continue to refine the details of the waiver submission.

Please place a check mark in the appropriate box for your answer. When you are finished with this side please complete the sections located on the back of this form.

	Strongly Agree	Agree	Oppose	Strongly Oppose
Overall:				
The idea of replacing the current method of determining AYP holds merit.	X			
Apart from its specific content, the proposed matrix for determining AYP holds merit.	X			
The data simulations are clear and provide an accurate picture of the schools in my district.		X		
The grading scale is an appropriate way to rate schools (A-F).				X
I support the ESEA Waiver request.		X		

	Strongly Agree	Agree	Oppose	Strongly Oppose
Content:				
The male and female subgroups should be included in determining the rating.				X
Science and social studies should be included in determining the rating.				X
The weighting of each element is in line with my district's thinking.				X
The grading system should be based on a 10 point scale.		X		

Summary Comments

What, if anything, would you improve in the proposed system as described today?

- Change A-F } Anything C+ Above should be MET only.
 - If the Fed. doesn't require science + SS / take it out. If we do include Sci + SS, All students must be tested.
 - Do not use male + female subgroup.
- Grad. rate should not count 25%
- Keep subgroup # at 40.

What else do we need to consider prior to submitting the waiver request?

Should we have a stricter accountability system than the Federal government.

Since we are going to Common Core, should we not have the same subgroups as other states. We will be compared.

Other comments?

Thank you very much for listening to our concerns.



ESEA Waiver Request - District Meeting

Topic: <i>ESEA Waiver - Accountability System</i>	Instructors: <i>Nancy Busbee, Paul Butler-Nadin</i>	
Location: <i>State Museum</i>	Date: <i>1/31/2012</i>	
Name (optional): <i>Brenda Romines</i>	District: <i>Lawrens 56</i>	

We welcome your comments about the explanation and rationale of the proposed accountability system related to Principle 2 of the ESEA Waiver. Please complete the following details so that we can continue to refine the details of the waiver submission.

Please place a check mark in the appropriate box for your answer. When you are finished with this side please complete the sections located on the back of this form.

	Strongly Agree	Agree	Oppose	Strongly Oppose
Overall:				
The idea of replacing the current method of determining AYP holds merit.	✓			
Apart from its specific content, the proposed matrix for determining AYP holds merit.	✓			
The data simulations are clear and provide an accurate picture of the schools in my district.			✓	
The grading scale is an appropriate way to rate schools (A-F).				✓
I support the ESEA Waiver request.		✓		

	Strongly Agree	Agree	Oppose	Strongly Oppose
Content:				
The male and female subgroups should be included in determining the rating.				✓
Science and social studies should be included in determining the rating.				✓
The weighting of each element is in line with my district's thinking.				✓
The grading system should be based on a 10 point scale.		✓	<i>I like 10 point but do not like A-F.</i>	

Summary Comments

What, if anything, would you improve in the proposed system as described today?

Change A-F ratings.
Eliminate science and social studies.
Do not use Male-Female Subgroups.
Keep subgroup # at 40.
Graduation Rate should not count as much.

What else do we need to consider prior to submitting the waiver request?

Should South Carolina have
a stricter accountability
system than the federal
government.

Other comments?

Thank you for listening to our concerns. I
am hopeful that you will continue to put
teaching and learning first and foremost in
our state.



ESEA Waiver Request - District Meeting

Topic: <i>ESEA Waiver - Accountability System</i>	Instructors: <i>Nancy Busbee, Paul Butler-Nalin</i>
Location: <i>State Museum</i>	Date: <i>1/31/2012</i>
Name (optional): <i>Josie Kate Hauptfear</i>	District: <i>Laurens 56</i>

We welcome your comments about the explanation and rationale of the proposed accountability system related to Principle 2 of the ESEA Waiver. Please complete the following details so that we can continue to refine the details of the waiver submission.

Please place a check mark in the appropriate box for your answer. When you are finished with this side please complete the sections located on the back of this form.

	Strongly Agree	Agree	Oppose	Strongly Oppose
Overall:				
The idea of replacing the current method of determining AYP holds merit.	✓			
Apart from its specific content, the proposed matrix for determining AYP holds merit.	✓			
The data simulations are clear and provide an accurate picture of the schools in my district.			✓	
The grading scale is an appropriate way to rate schools (A-F).				✓
I support the ESEA Waiver request.		✓		

	Strongly Agree	Agree	Oppose	Strongly Oppose
Content:				
The male and female subgroups should be included in determining the rating.				✓
Science and social studies should be included in determining the rating.				✓
The weighting of each element is in line with my district's thinking.				✓
The grading system should be based on a 10 point scale.	✓			

Summary Comments

What, if anything, would you improve in the proposed system as described today?

- ① Take away A-F ratings. Use met or not met verbiage instead. (ex. A-C → met + D-F → not met)
- ② Why are we including Sci/SS subgroups and male/female subgroups?
- ③ High school graduation rate counts entirely too much!

What else do we need to consider prior to submitting the waiver request?

- ① How can you accurately assess science & social studies when all students aren't tested?
- ② Keep subgroup number at 40!

* Should we have a higher state accountability system than the federal system???

Other comments?

Components of this system will hurt economic development!

Thank you for listening to our concerns!



ESEA Waiver Request - District Meeting

Topic: <i>ESEA Waiver - Accountability System</i>	Instructors: <i>Nancy Busbee, Paul Butler-Nalin</i>	
Location: <i>State Museum</i>	Date: <i>1/31/2012</i>	
Name (optional): <i>Maureen Tiller</i>	District: <i>Laurens 56</i>	

We welcome your comments about the explanation and rationale of the proposed accountability system related to Principle 2 of the ESEA Waiver. Please complete the following details so that we can continue to refine the details of the waiver submission.

Please place a check mark in the appropriate box for your answer. When you are finished with this side please complete the sections located on the back of this form.

	Strongly Agree	Agree	Oppose	Strongly Oppose
Overall:				
The idea of replacing the current method of determining AYP holds merit.	X			
Apart from its specific content, the proposed matrix for determining AYP holds merit.		X		
The data simulations are clear and provide an accurate picture of the schools in my district.				X
The grading scale is an appropriate way to rate schools (A-F).				X
I support the ESEA Waiver request.		X		

	Strongly Agree	Agree	Oppose	Strongly Oppose
Content:				
The male and female subgroups should be included in determining the rating.				X
Science and social studies should be included in determining the rating.			X	
The weighting of each element is in line with my district's thinking.				X
The grading system should be based on a 10 point scale.		X		

Summary Comments

What, if anything, would you improve in the proposed system as described today?

Change the A-F grading scale to a met or not met rating or stay with the current ratings of Excellent, Good, Average, Below Average, and At Risk.

Change the high school weightings to put the majority of emphasis on ELA and math proficiency.

What else do we need to consider prior to submitting the waiver request?

Graduation rate should not be weighted at a higher percentage than academic performance. ELA and Math should be weighted at higher percentages than graduation rate for high school AYP and ratings.

Other comments?

Resources and funding for public schools across the state are not equal. I am opposed to accountability systems that do not take the large disparity across districts into account. How can Allendale and North Mill possibly be measured in the same manner fairly? Two totally different communities and availability of resources.



Laurens County School District No. 55

1029 West Main Street
Laurens, South Carolina 29360
Phone 864-984-3568 Fax 864-984-8100

Billy R. Strickland, Ed.D.
Superintendent

RECEIVED

FEB 15 2012

State Superintendent's
Office

February 14, 2012

Dr. Mick Zais
State Superintendent of Education
1429 Senate Street
Columbia, SC 29210

Dear Dr. Zais:

Thank you for your willingness to submit our state's ESEA Waiver Application. I comprehend the time and effort that is required for such a laborious process.

We all know the importance of ensuring achievement growth, but the system of measurement and reporting must be fair and accurate. Parents deserve a reporting system that is easy to understand. Educators and the community as a whole need a reporting system that is useful.

Members of my administrative team have brought to my attention many concerns and questions about the State Department's ESEA Waiver Application. I will share only three topics at this time.

- There are too many unanswered questions about simulations on data and not enough data available. What about schools with combined grades such as a K-6 grade configuration? What about district data? Information must be correct.
- We especially believe that teacher participation is needed. How will student achievement data be used in teacher evaluation? We want and need teacher involvement in this process.
- We have gone beyond the scope required by the federal government. All subjects are important, but still will be tested locally.

Understanding the monumental task of devising a system that meets the complex requirements of the Federal Department of Education Waiver Application, I am offering the services of my staff. They are very knowledgeable of No Child Left Behind requirements and changes that are needed. All of the educators I talk to are committed to improving public education and willing to assist in this process.

As superintendent I serve in various capacities on several boards and know that the final product will impact community support of public education, economic development, and business leaders' perceptions of the students we produce. I hope that our staff along with others from across the state will be given the opportunity and time to provide meaningful input into this application process. Feel free to call me at 864-984-8102.

Sincerely,

Billy R. Strickland
Superintendent

January 23, 2012

Dr. Mick Zais
State Superintendent of Education
South Carolina Department of Education
1429 Senate Street
Columbia, SC 29201

Dear Dr. Zais:

I recognize that this letter is a rather lengthy response to your request for input on the ESEA Flexibility Request proposal by the South Carolina State Department of Education. The significant redirection of educational policy proposed, however, warrants major discussion and thoughtful deliberation.

Lexington County School District One has consistently been an advocate for students and a promoter of excellence in public education. The district supports innovation and change in numerous ways, including creating new curriculum to meet the demands of a changing society, personalizing instruction to meet a wide variety of needs and interests, empowering students to become self-directed learners, revising assessments, making all schools equally accountable to the public, developing staff and teacher expertise, and improving processes for teacher and principal evaluation. At the same time, the district understands the importance of adequate funding, cautious budgeting and thorough planning.

We had looked forward to the long-awaited “waiver” provision from the United States Department of Education, expecting a new, more 21st century, forward-thinking opportunity with greater flexibility and fewer restrictions. Unfortunately, that does not seem to be the case. The flexibility seems to be reduced, not enhanced. The program direction has serious technical and programmatic questions. More importantly, the direction does not provide for the culture of innovation and change that we need to promote real and appropriate change in public education.

Our response in this letter is in three parts:

1. Our considered opinion of the ESEA Waiver general provisions
2. Feedback on specific provisions of the SCDE-proposed Waiver Request
3. Response to request to identify instances of duplication and unnecessary burdens (an attachment)

Our Considered Opinion of the ESEA Waiver General Provisions

The four organizing principles of the ESEA Waiver could provide an opportunity for a new direction in public education; however, the details that flesh out those principles do not embrace bold actions for the future that help to redefine public education.

An example of this rethinking would be possible under Principle 3: Supporting Effective Instruction and Leadership. Assuming that the goal is to provide teachers who have content and methodology expertise, we have an opportunity to alter the teaching profession by elevating the teaching profession (as do our international competitors), increasing admission and exit teacher education requirements, stressing content knowledge including compensation comparable to other professions. (See “Teacher Quality: What’s wrong with U.S. Strategy?” by Marc Tucker in the December/ January 2012 issue of *Educational Leadership* and “Creating Success at Home” by Marc Tucker in the Oct. 19, 2011 issue of *Education Week*.)

Additionally, a redesigned staffing model could provide levels of position, responsibility and compensation while supporting team school structures. Evaluation systems could be aligned with this new staffing model, including use of student achievement in strong teacher and principal formative evaluation leading to a strengthened summative evaluation process. A sophisticated system of professional development could support this redesigned staffing model.

Another example would be in the area of assessment and accountability under Principle 2: Developed Differentiated Recognition, Accountability and Support. The grading and rating of schools is a strategy that has been in place more than 10 years. While we understand and support accountability, we have an opportunity to move beyond that and to establish a strong formative assessment system of student performance supportive of personalized learning based on rich data systems and assessment of progress on an individualized basis.

Summative assessments of students’ performance could be established at checkpoint grades. Resources could be targeted toward content-area best/ next practices, then moved to scale across the state in high-priority areas, such as reading. Common-core competence of current teachers could be strengthened through targeted-content professional development. Appropriate rubrics and assessment for 21st century skills could be developed, adopted and distributed. These strategies would promote authentic learning opportunities.

Certainly, it is not possible to explore the potential for innovation that supports 21st century learning and creates a 21st century system in this letter. The point in this discussion is to suggest that we consider an alternative proposal to USDE to address the areas that we believe will truly redefine education in a positive and effective direction for the long term.

Feedback on Specific Provisions of the SCDE-Proposed Waiver Request

After careful review of the ESEA Flexibility Request recently circulated by SCDE, the district has determined that some of the ideas in the proposal have considerable merit. We especially appreciate the opportunity to identify and request changes to eliminate duplication and unnecessary burdens. Accordingly, we have compiled a list, which is attached to this letter. Nevertheless, we believe that the waiver proposal is premature.

The district supports implementation of the Common Core State Standards and believes that the waiver proposal should specify the assessment system that will be used to measure those standards.

The district supports the concept of reporting on the accomplishments of its graduates and believes that the proposal should specify the plan and the projected cost for procuring or providing services to collect data and report college attendance and college credit accumulation as required by the waiver application. In addition, the district believes that technical training is a viable career path for many students and that completion of vocational credentials should be included. To reduce unnecessary burden, any waiver plan should state that the responsibility and cost for this follow-up reporting for graduates would not be passed on to schools and districts.

The district supports the concept of making the accountability system for reporting NCLB more flexible and manageable, as well as the principle of eliminating duplication and unnecessary burden. Unfortunately, the current waiver proposal does not accomplish either of these goals. The proposal increases the complexity of a system that should be simplified, and creates an unnecessary and duplicative accountability burden. Although not required by the federal guidelines, the current proposal expands the number of possible objectives from a maximum of 37 to a maximum of 77.

One possible and more prudent course that deserves study would be to simplify the reporting process and eliminate unnecessary duplication by adapting the procedures and data used in the State Report Card system to meet the requirements of the USDE flexibility application. SCDE could create a proposal that modifies the existing State Report Card system by adding only the elements that would be necessary to meet the requirements of the USDE flexibility application. Those revisions should use the simplest procedures possible to identify Reward, Focus and Priority schools. The process for determining Annual Measurable Objectives (AMOs) should be fully explained. Data for students who earn occupational diplomas and General Educational Development (GED) credentials should be taken into consideration when AMOs for graduation rates are set. Simulations based on prior data should be conducted prior to any decision.

The consequences for Focus Schools and Priority Schools include the requirement to provide supplementary educational services and public school choice as currently defined in ESEA. Those consequences have funding implications that have not been projected. In addition, the options for reorganizing Priority Level 3 schools are not proven strategies. At best, the data on charter schools and educational management organizations is mixed. A number of studies call into question the effectiveness of these approaches to reorganizing under-performing schools. Another consideration is that the proposal leaves doubt as to how the selection process for managing these options would align with the state's procurement code.

The district supports the principle of including student growth as a part of teacher and principal evaluations, but recognizes that the nation's leading educational researchers and USDE have cautioned against heavy reliance on value-added models for teacher evaluation because the classification error rates are unacceptably high. The classification results for many individuals have been found to differ, depending upon which statistical model is selected.

Finally, some aspects of the current proposal appear to conflict with state law. In particular, the consequences for consistently low-performing schools would have to be modified to be consistent with all of the procedures specified in Section 59-18-1520 of the Education Accountability Act. The response by SCSBA and SCASA has more specifics in this area and other areas that we did not repeat.

In summary, the current version of the Flexibility Request is incomplete, and planning for changes of this magnitude must be thorough and specific. A thorough financial impact study is needed for both the state and local levels.

Projecting the likely consequences of any plan should be part of the waiver development process. Districts cannot evaluate the waiver application adequately until the plans are more clearly specified and the likely consequences can be determined.

Although the current AYP system is seriously flawed, we believe that it would be sensible to take the time to develop a fully specific proposal even if that means living with the current regulations for another year or so. We urge that the waiver proposal not be submitted until these issues have been resolved. More significantly, we would support the development of an alternative proposal to USDE outlining those initiatives that would truly support the innovation and change necessary for our public schools.

Sincerely,

A handwritten signature in cursive script that reads "Karen C. Woodward".

Karen C. Woodward
Superintendent

Attachment

Response to request to identify instances of duplication and unnecessary burdens

Lexington One appreciates the opportunity to submit requests for elimination of duplicated requirements and unnecessary burdens. The district has identified the following items as areas where SCDE could provide much-needed relief from unnecessary requirements:

1. SCDE should re-establish policy and/ or procedures to ensure that SCDE is only collecting specific data from schools and districts one time, not multiple times. In years past, SCDE had a policy that caused a committee to be established to monitor and manage data collections no matter what the form of the collection (Web application, survey, paper request, fax, electronic collection, etc.). The committee was the Data Registry Advisory Committee (DRAC) and each data collection was assigned a unique DRAC number that informed districts and schools that the collection was an SCDE-authorized data collection. The DRAC numbers are still in use today. The result was the elimination of duplicate requests for data. Re-establishing an appropriate policy and committee to perform such a process on an ongoing basis would prevent schools and districts from spending unnecessary staff hours in gathering and submitting data multiple times.
2. Provide ongoing and appropriate knowledge among all offices of SCDE to make staff aware of the data currently being collected from schools and districts. Sometimes a school or district is asked for data that a district has previously already submitted electronically to SCDE.
3. The mandated use of PowerSchool's Incident Management functionality by schools and districts beginning September 2011 has created a burden for schools and the district. PowerSchool provides screens for entering incidents, but has no out-of-the-box features for running reports on the incidents, querying the data or exporting the data. This leaves schools and districts with no easy way to use the PowerSchool Incident Management data to monitor and proactively manage discipline and truancy. Districts bear the burden of trying to develop custom pages or reports in PowerSchool with no knowledge or roadmap as to how the data are stored or related, and no technical support for such customizations. SCDE should consider giving heavier weighting to school and district input and impact when planning implementation of such mandates.
4. SCDE should establish a secure link for looking up the SC Virtual School Program (SCVSP) teacher information (social security number, certificate number, race, gender) that is needed for adding sections of SCVSP virtual classes to PowerSchool (per the SCDE instructions listed in *Identifying SC Virtual School Programs Manual*). Presently, if districts do not receive an updated spreadsheet of teacher information from SCVSP, local personnel must call the SCVSP office to obtain this information.

5. SCDE currently has no method in place for schools and districts to report legal names of students whose names are too long to fit into PowerSchool. This is an issue for diploma information and possibly other uses of student data at SCDE. The district has submitted a request to Pearson for this change, but feels SCDE should lobby heavily for Pearson to update their student information system to allow for longer student names in PowerSchool so that school, district and state needs can be met.
6. SCDE should design and monitor a procedure to manage collection of data for graduation rate via one, and only one, process. Currently data for graduation rate calculations are entered via the student information system and collected via spreadsheet from the district Report Card Coordinators.
7. SCDE should collect Student-Not-Tested data through one, and only one, process. In 2010–2011, SCDE required districts to enter Student-Not-Tested data into PowerSchool as well as through submission of two additional reports.
8. Procedures for ordering state test materials should be streamlined. Currently the Department and the contractor use two separate methods (precode and online enrollment). There is no consistency in the ordering of customized materials. Oral administration scripts must be ordered via the contractor’s online enrollment system, but oral administration CDs must be ordered via the precode process. The two methods currently in place sometimes have different deadlines. Precode notifications go to the Precode Coordinator without being copied to the District Test Coordinator. Online enrollment system notifications go from the contractor to the District Test Coordinator. Having two uncoordinated methods for ordering customized materials is an unnecessary burden on schools and districts.
9. SCDE notification of press releases related to test results and briefing that explain new assessments or accountability procedures should be sent to the District Testing Coordinators and/ or the District Directors of Accountability, in addition to the Public Information Officers.
10. SCDE should maintain user-friendly reports of accountability information for a minimum of five years on its website. These data are public information; recent changes to the website created an unnecessary burden for schools, districts and members of the public who desire information about school demographics and performance.
11. SCDE should develop and distribute custom PowerSchool reports to pull demographic data for all reports required by SCDE.
12. Although Lexington One believes that there is merit in retaining the current State Report Card system, the requirement for printing and distributing state report cards to parents is an unnecessary burden. Widespread use of technology makes the printing and distribution of hard copies wasteful. Parents and interested members of the public should be able to access the information for the past year and for at least five prior years through the SCDE website. SCDE should encourage the permanent elimination of the requirement for printing and distribution.

Marion County Schools (Districts, 1, 2, and 7)

ESEA Flexibility Waiver Input

General Statement:

Marion County Schools (Districts 1, 2, and 7) appreciates the opportunity to provide feedback regarding the ESEA Flexibility Waiver. The South Carolina's ESEA Flexibility Proposal is a noble gesture, yet there are a few concerns that need to be addressed, as Marion County Schools desires to make sure that our state puts systems, and programs in place that are in the best interest of all our students and schools.

Our major areas of concern are outlined below:

- The calculating of grades for schools and districts and assigning schools letter grades such as A, B, C, D or F.
 - There is very limited information provided in regards to the methodology used to determine targets, or if simulations were conducted to establish validity or reliability.
 - This type of letter grading/rating system could give an unrealistic perception of schools based on a limited number of objectives.
- Title one set-aside funding should include options other than Supplemental Educational Services (SES) as a sole source of intervention.
 - SES should be an option and not a requirement.
- Districts should be allowed to explore other research proven strategies to use as a form of intervention and /or enrichment. Allow districts to select programs that have made a difference in student achievement within their schools, ie. digital curriculum programs, software, RTI models, etc.).
 - Adjust district level set-aside requirements percentages to reflect the number of schools in improvement status (# of transformational schools).
- Nowhere in the document, does it state the cycle or timeline as to when the new ratings will become effective or as to whether or not schools/districts start out on a clean slate in regards to the new accountability system.
- Will safe harbor still be in practice?
- Science and Social Studies have been added to the accountability. Only a sampling of students take Science and/or Social Studies State testing each year. This will skew the validity of the data.
- The waiver requires full implementation of the Common Core Standards by 2013-14. The South Carolina Department of Education as provided limited guidance on implementing the Common Core Curriculum. This creates very little time to prepare and implement prior to accountability testing which will include the Common Core Standards.

- In terms of accountability, what happens to schools that do not fall into either of the turnaround categories?



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State Superintendent's
Office



Office of the Superintendent

Percy A . Mack, Ph.D.
Superintendent

January 31, 2012

Position Statement
ESEA Waiver 2012

Upon careful review of the ESEA Waiver application, Richland School District One cannot support the proposal as outlined. Even though No Child Left Behind has had some issues, there were areas that led to positive growth and should not be abandoned as a substitute is developed. No Child Left Behind (NCLB), and specifically Adequate Yearly Progress (AYP), have served an important purpose in the identification of subgroups of students who are succeeding and those subgroups that are not performing at the expected level. NCLB has helped to hold everyone accountable for all students' learning. Due to that fact, we have seen improvements in historically underperforming subgroups of students.

However, given the current information in the ESEA Waiver, Richland County School District One has several concerns about the submission of the South Carolina waiver to the United States Department of Education. There are four main concerns that need to be addressed:

- 1) We do not support the rating of schools or districts on the A through F grading system based primarily on state tests and by making such scores the dominant feature in principal and teacher evaluations. This labeling has a negative effect on the students, teachers, district, and the community. Simulations of the proposed AYP model have not been released at the writing of this statement; therefore, we do not know how the proposed methodology will impact our students, teachers, principals, schools and communities. Even with the anticipated release of simulation information and modestly extended time for comment, there will be little time to study anything thoroughly.
- 2) We further object to giving the State Superintendent the sole authority to mandate interventions like charter school status or "take-overs" by educational management organizations for Level Three Priority schools. Our school districts are governed by locally elected school boards and we value our communities' roles in making decisions about their schools. The authority of local school boards should not be usurped or ignored in this process as they represent the community from which they are elected.
- 3) It is clear that the teacher evaluation system will be changed and a yet-to-be-determined value-added measurement adopted for use, but the details of the evaluation measures are unknown. These systems significantly impact educators and workload. Additionally, we know that value-added models have large error rates and we are concerned about how they will be used to evaluate teachers and principals. We need to know what happens to teachers who do

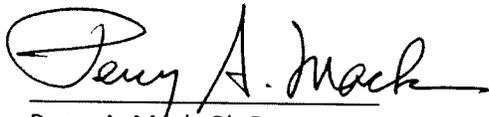
not teach students with test scores? (i.e., art teachers, special education resources teachers, physical education teachers, etc.) There are just too many unanswered questions to proceed with this proposal.

This model, used in other states, has not been shown to increase student achievement, performance or learning. In addition, there has been no funding study to determine cost for this project or no discussions of potential funding sources if this newly proposed evaluation model did morph into a pay-for-performance model. Districts are struggling and our State decided not to accept federal funds supporting public education, which would have provided some needed relief.

4) The application creates financial rewards for the top six schools in the state, based on test score performance, but those schools must have both a black and white subgroup of 40 students for AYP. This would disqualify many Richland One schools as well as schools across the State. It is unfair to disqualify a Title One school for financial rewards just because it does not have a subgroup of one ethnic background of students.

The recommendation of our district is that the South Carolina Department of Education not submit the waiver but maintain the current AYP system under NCLB for the remainder of the 2011-2012 school year. Time should be devoted to reviewing the current waiver, including publishing and reviewing simulations of both the AYP data and teacher performance data before decisions are made that could negatively impact our students, teachers, principals, schools and districts.

Richland School District One would like to go on record as not supporting the ESEA waiver as presented by the South Carolina Department of Education.



Percy A. Mack, Ph.D.

Superintendent

Richland School District One



Mr. Dwayne Smiling

Chairman

Richland School District One Board of School Commissioners

cc: Secretary Arne Duncan
U. S. Department of Education

Congressman James Clyburn
2135 Rayburn House Office Building
Washington, D. C. 20515



Spartanburg County Schools Superintendents Consortium

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State Superintendent's
Office

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FEB 22 2012

Office of Policy

Spartanburg One
Dr. Ronald W. Garner

Spartanburg Two
Dr. Scott Mercer

Spartanburg Three
Dr. James O. Ray

Spartanburg Four
Dr. Rallie L. Liston

Spartanburg Five
Dr. Scott Turner

Spartanburg Six
Dr. Darryl F. Owings

Spartanburg Seven
Dr. Russell W. Booker

Union County
Dr. Kristi Woodall

February 13, 2012

Dr. Mick Zais
State Superintendent of Education
1429 Senate Street
Columbia, South Carolina 29210

Dear Dr. Zais:

The members of the Spartanburg County Schools Superintendents Consortium appreciate your willingness to present an Elementary and Secondary Education Act (ESEA) Waiver to the United States Department of Education. Many of our employees participated in the regional meetings, and they were thankful for the opportunity to give our response to the proposed waiver.

Like many other districts around our state and nation, we have witnessed first-hand the serious flaws of our current No Child Left Behind legislation. Changes are needed; however, we believe South Carolina should proceed cautiously as we move forward with the waiver currently being proposed. It is our belief the current waiver proposal will reap additional unintended consequences, and in many cases be harmful to our schools and districts. Specifically, we adamantly oppose any proposal that would impose school grades of A-F on schools and districts based solely on a single state assessment. Moreover, we would not be in support of such grades becoming the dominant factor for principal and teacher evaluations. We further object to giving the State Superintendent or any other agency the sole authority to mandate interventions like charter school status, "take-overs" by private, for-profit educational management organizations for Level Three Priority schools. Our school districts are governed by locally elected school boards who are accountable to their local constituents, and we value our communities' roles in making informed and thoughtful decisions about their community schools.

In addition to these general concerns, we also point to important details missing in the proposal:

1. Simulations of the proposed AYP model for all schools in Spartanburg and Union County have not been released at this time. As such, we don't know how the proposed methodology will impact our students, teachers, principals, schools and communities. Even with the release of some of the

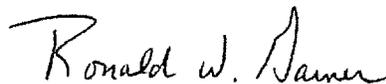
1390 Cavalier Way, Roebuck, South Carolina 29376

simulations and modestly extended time for comment, there was little time to study the impact thoroughly.

2. It is clear the teacher evaluation system will be changed and a yet-to-be-determined value-added system of measurement adopted for use, but the details for the evaluation measures remain unknown. These systems significantly impact educators and their workloads. Additionally, we know the value-added models have large error rates and we are concerned about how they will be used to evaluate teachers and principals.
3. At present, no feasibility study or cost analysis has been conducted to determine the cost of compliance. It appears to us the waiver requirements will entail additional costs. With our budgets still feeling the effects of the recession, we would need to know these costs before committing to moving forward. We have made significant cuts in staffing, salaries, and educational programming. Absorbing any additional costs associated with the waiver must be considered in light of resources lost to the many pressing priorities directly related to classroom teaching and learning.

In summary, we want South Carolina to make a wise decision based on complete information. We are requesting that you delay any action on this waiver until more information is known and there has been ample opportunity for thorough study and collaboration among all parties affected by this proposal. We welcome the opportunity for further dialogue and collaboration as we strive to move our state forward.

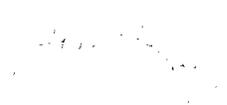
Sincerely yours,



Ron Garner, Ed.D.
Superintendent, Spartanburg School District One



Scott Mercer, Ph.D.
Superintendent, Spartanburg School District Two



James O. Ray, Ph.D.
Superintendent, Spartanburg School District Three



Rallie Liston, Ph.D.
Superintendent, Spartanburg School District Four



Scott Turner, Ed.D.
Superintendent, Spartanburg School District Five

Darryl Owings, Ed.D.
Superintendent, Spartanburg School District Six



Russell W. Booker, Ph.D.
Superintendent, Spartanburg School District Seven



Kristi Woodall, Ed.D.
Superintendent, Union County Schools



Williston School District 29
Office of the Superintendent

Everette M. Dean, Jr., Ed.D.
Interim Superintendent
edean@williston.k12.sc.us

12255 Main Street
Williston, South Carolina 29853
Phone: 803-266-7878
Fax: 803-266-3879

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State Superintendent's
Office

February 15, 2012

Dr. Mitchell M. Zais, State Superintendent
South Carolina Department of Education
1429 Senate Street
Columbia, SC 29201

Dear Dr. Zais:

I am sure you have heard from many educators expressing their concerns regarding ESEA waiver procedures that are expected to be submitted to the United States Department of Education. Myself and many other superintendents appreciate your willingness to seek a waiver for South Carolina's public schools.

As a superintendent, I understand and support the importance of student academic achievement growth for the students that attend public school in South Carolina; however, the system of measurement and reporting MUST be accurate. This system may well have intended and/or unintended impacts on our schools, school districts, counties, and the state of South Carolina in general. In short, South Carolina will be viewed as a state that has a "public education system" that serves its citizenry well or portrays South Carolina as backward with little hope for the majority of its young people. South Carolina needs and deserves a reporting system that is easy to understand, clear, accurate in reflecting a school's effectiveness in educating its students, and is useful to schools and school districts in making changes that will result in better serving the boys and girls that are being educated in South Carolina's public schools.

Developing a system that serves a diverse state, as ours is, is a daunting task! The fact that this task is of monumental importance to public education, I encourage you to utilize the expertise of professional accountability experts that work in the various school districts in South Carolina. Many of these public school educators have worked under the "No Child Left Behind" mandates for more than a decade and are extensively familiar with the law, the law's impact, and the changes that need to occur.

I firmly believe that through working together we, both public education leaders and South Carolina Department of Education's staff, can devise a waiver/accountability system that accomplishes the following:

- Meets the complex requirements of the Federal Department of Education
- Provides a clear accurate picture of South Carolina's public schools
- Provides a fair picture of students' academic achievement level
- Provides schools and school districts with information and strategies for increasing student-learning

Dr. Mitchell M. Zais
February 15, 2012
Page 2

I sincerely hope South Carolina's school district personnel will be included in providing meaningful input into designing an outstanding waiver/accountability system. Public school educators, including teachers, principals, and superintendents, in general, are committed to improving all facets of public education and would welcome the opportunity to meet on the waiver/accountability system or other issues.

Feel free to call me at 803-266-7878.

Sincerely,


Everette M. Dean, Jr., Ed.D.
Interim Superintendent

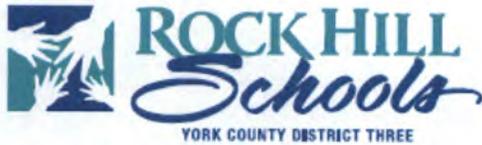
EMD/dm

C: Representative Lonnie Hosey
Senator Bradley Hutto

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State Superintendent's
Office



**Recommendations from the Board of Trustees
SCDE Application for Waiver of NCLB
January 25, 2012**

The Rock Hill School District and its Board of Trustees have advocated for many years for changes in the No Child Left Behind federal legislation. Current legislation has failed to deliver what it purported in 2002—accountability toward increased student achievement for all students of all demographic groups. Unrealistic goals have penalized many schools and districts regardless of improvement or circumstances within the district. The consequences have been reflected in mandates related to the use of federal funding and what schools students may attend.

The September announcement from President Obama to allow states an opportunity to suggest an alternative to the accountability system was welcomed. State Superintendent of Education Dr. Mick Zais' willingness to pursue the waiver held the promise of creating a system that was more appropriate.

Board members, administrators, teachers and parents reviewed the proposed changes at the publicly held meeting in York County. While the Board and the school district administration are in support of some of the content of the waiver, there are several areas of concern.

We ask that the application waiver be amended to include:

PRINCIPLE 1:

COLLEGE AND CAREER READY EXPECTATIONS FOR ALL STUDENTS

- A state assessment model that provides formative and summative student achievement data and is comparable to other states, such as the Partnership for Assessment of Readiness for College and Careers (PARCC) or Smarter Balanced Assessment Consortium.
- Other assessments, such as WorkKeys, that are directly transferable to work readiness.
- A commitment to support access to and housing of data related to college attendance and success as well as accountability information.

PRINCIPLE 2:

STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY AND SUPPORT

- Deletion of the increased number of Annual Measurable Objectives for each subgroup that would result in 77 possible objectives from the current 37.
- A means of accountability, the result of which is representative of the cross section of schools and districts in the state.
- A means for acknowledgment of improvement that is at least as attainable as the current “safe harbor” options.
- Reasonable weighted values for non-English-speaking students and students with disabilities.
- Adjustments to graduation rate calculations to include students who attain their credential by additional means, such as GED and Occupational Diplomas.

PRINCIPLE 3:

SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

- The adoption of a research-based, high quality personnel evaluation system that includes multiple pieces of data, not only student achievement.

PRINCIPLE 4:

REDUCING DUPLICATION AND UNNECESSARY BURDEN

- Assurance that there will be one accountability system recognized by the state as well as the federal government.
- Plan for revision of administrative requirements to reduce unnecessary administrative burdens on schools and districts.



Attachment 3 – Notice and information provided to the public regarding the request

The following announcement was emailed to media, state representatives, and stakeholders, and posted to the South Carolina Department of Education Web site at <http://ed.sc.gov> on December 16, 2011.

Public Comment Period Open For No Child Left Behind Waiver

COLUMBIA – Today State Superintendent of Education Mick Zais announced a period of public comment regarding the state’s intent to request flexibility from certain requirements 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, “This opportunity for flexibility from certain federal requirements is long overdue. It 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 so they can 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 and offer their ideas.”

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.

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. In addition, the South Carolina Department of Education will hold a series of community stakeholder meetings across the state in January. The full schedule will be announced as soon as locations for all meetings are reserved. The State will submit its request for flexibility by February 21, 2012.

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>.

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.

South Carolina has adopted the Common Core State Standards, which the US Department of Education considers college- and career-ready. As evidence, the following presents excerpted meeting minutes from the State Board of Education Meeting on June 9, 2010 (first reading), the Education Oversight Committee meeting on June 14, 2010, and the State Board of Education Meeting on July 14, 2010 (second reading). A description of the legal process for adopting standards in South Carolina is included following the meeting minutes.

<p>EXCERPTED MINUTES</p> <p>State Board of Education Meeting</p> <p><u>Date</u> Wednesday, June 9, 2010</p> <p><u>Time</u> 1:00 p.m. State Board Regular Meeting</p> <p><u>Location</u> Rutledge Conference Center 1429 Senate Street Columbia, South Carolina</p> <p><i>E. Tim Moore, Jr., Esq., Chair</i> <i>Gerrita Postlewait, PhD, Chair-elect</i> <i>Jim Rex, PhD</i> <i>State Superintendent of Education</i> <i>Secretary and Administrative Officer to the Board</i></p>
--

VII. STATE BOARD ITEMS

SLA STANDARDS, LEARNING, AND ACCOUNTABILITY

Committee Goals:

The SBE will ensure that the Common Core Standards maintain South Carolina’s rigorous expectations for student learning and, if so, adopt a development and implementation plan for Common Core Standards, aligned

curriculum resources, formative/summative assessments, and professional development.

The SBE will implement the Connect the Dots recognition for SC Department of Education staff members receiving national and state distinctions for their efforts to provide quality educational experiences for South Carolina students.

Committee Report—Cindy Clark, Chair

Chair Clark reported that the Standards and Learning Committee met Wednesday, June 9, 2010, at 9:04 a.m. in Rutledge Room 806. Ms. Clark provided the Board with an overview of the Committee meeting and stated there was one item for approval and three items for information as follows:

FOR APPROVAL

- 01. Update on Assessment**—Elizabeth Jones, Director, Office of Assessment, Division of Accountability

Chair Clark said the Committee requests that the Board allow Chair Moore to sign the Memorandum of Understanding so that the SBE and the SCDE can join both consortia. This will help ensure that we will have a voice concerning what will happen in the future to establish a framework of collaboration and partnership working toward jointly developing and adopting a common set of K–12 standards that are supported by evidence that they are internationally benchmarked and build toward college and career readiness by the time of high school graduation.

A motion was made by Ms. Clark and recognized by Chair Moore that the Board allow Chair Moore to sign the Memorandum of Understanding so that the SBE and the SCDE can join both consortia. The motion was approved unanimously.

FOR INFORMATION

- 02. Update on Common Core State Standards**—Valerie E. Harrison, EdD, Deputy Superintendent, Division of Standards and Learning

Ms. Clark reported that the Committee received the update on Common Core Standards. Hard copy packages of the

update were given to each of the Board members. Most people want 100 percent adoption of the standards.

SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE

Excerpted Minutes of the Meeting June 14, 2010 As corrected on August 9, 2010

Members present: Mr. Robinson, Rep. Anthony, Ms. Bosket, Mr. Cotty, Mr. Drew, Senator Fair, Mrs. Hairfield, Senator Hayes, Mrs. Hershey, Mr. Martin, Mrs. Murphy, Superintendent Rex, Mr. Stowe and Mr. Willis.

- I. Welcome and Introductions: Mr. Robinson welcomed members and guests to the meeting.
- II. Approval of the Minutes of April 19, 2010: Mr. Stowe moved and Mr. Drew seconded that the minutes of April 19 be approved as distributed.

III. Subcommittee Reports:

- A. Academic Standards and Assessments. Mr. Stowe reported on behalf of the subcommittee.
 - (1) The Common Core Academic Standards - Mr. Stowe indicated that the subcommittee had held two lengthy meetings to consider recommendations to adopt the Common Core Academic Standards, with implementation scheduled for 2013-2014. He outlined the process by which comparisons to the current standards had been accomplished. The Subcommittee recommended adoption of the Common Core, as a minimum of 85% of the state's content standards.

Senator Fair asked a number of questions regarding the national approach to curriculum and if the Common Core would strengthen the education we offered our young people. Dr. Valerie Harrison, on behalf of the SC Department of Education (SCDE), responded to the questions indicated that the Common Core deepened what student are to learn, did not lower the state standards and cultivated conceptual thinking. Dr. Rex affirmed statements that the Common Core is not a federal government initiative but an on-going process. He urged adoption. Mr. Willis inquired about online assessments and the burden placed upon local districts. Dr. Harrison described the process of international benchmarking. Mrs. Liz Jones, on behalf of SCDE, outlined the state's participation in two consortia for the development of assessments. Mr. Stowe asked about the state's need to invest in technology. Mrs. Jones said there would be some investments needed; however, the secure testing window would be longer and reduce the hardware costs. She stated that the state could opt out of the consortia at any time. Mr. Cotty asked what penalty (what would the state lose) by waiting to adopt until a later time. He liked the

concept of the Common Core but felt too many questions were unanswered. Mrs. Hershey asked why other states were not adopting or were not adopting this soon, pointing out the Race to the Top requirements and the link to federal dollars (although those dollars are less than 1 percent of SC expenditures). Dr. Harrison indicated that the reason to adopt must be for the good of students, not an incentive external to the state. Senator Fair indicated the unresolved issues include the cyclical review of the standards as defined under the EAA and the lack of information regarding any periodic review of the Common Core as well as a process for resolving differences in emphasis and content. Mrs. Hershey expressed concern over the federal use of the Common Core as incentive or requirement. Rep. Anthony cautioned against ideological positions and indicated support for the common assessments. Mrs. Bosket expressed appreciation for the work of the SCDE. She stated that no data exist to indicate that the Common Core would lead to higher achievement and asked how the Common Core would change classrooms. Mrs. Hairfield asked about strategies to support students who currently are not achieving; how will these students be supported as we implement more rigorous standards?

Mr. Drew called the question. Rep. Anthony seconded. Dr. Rex commented that the Common Core is not risky for SC as the state already has high standards; the Common Core is risky for those states with lower standards.

Mrs. Hershey asked for a roll call vote.

The members voted as below:

Mr. Anthony	yes
Mrs. Bosket	no
Mr. Cotty	no
Mr. Drew	abstain
Sen. Fair	no
Mrs. Hairfield	yes
Mrs. Hershey	no
Sen. Hayes	yes
Mr. Martin	yes
Mrs. Murphy	yes
Mr. Robinson	yes
Mr. Stowe	yes
Mr. Willis	yes

The Common Core was adopted by a vote of 8 yes, 4 no and 1 abstain.

EXCERPTED MINUTES

State Board of Education Meeting

Date

Wednesday, July 14, 2010

Time

1:00 p.m. State Board Regular Meeting

Location

Rutledge Conference Center

1429 Senate Street

Columbia, South Carolina

E. Tim Moore, Jr., Esq., Chair

Gerrita Postlewait, PhD, Chair-elect

Jim Rex, PhD

State Superintendent of Education

Secretary and Administrative Officer to the Board

VII. STATE BOARD ITEMS

SBE STATE BOARD OF EDUCATION

For Approval

- 01. Adoption of Common Core State Standards (Second Reading)**—Janice Poda, PhD, Deputy Superintendent, Administration

Dr. Janice Poda presented for second reading the Common Core State Standards. She said the standards have been in development for about a year and a half as an initiative of 48 states and two territories. Administrators, teachers, parents, and others have looked at these standards over the last 18 months. An analysis was given last month of how these standards compare to the current South Carolina standards. The recommendation is that the Board adopt the common core standards. If adopted, we will be the 25th state to do so.

Mike Brennan commented that at first reading he voted for the adoption of the common core standards, but after

further reflection he will vote against the adoption and encouraged the other Board members to do the same. He is concerned that the standards are tied to the Race to the Top program, and that only the states that adopt the common core will be eligible for Title 1 funds. He said the federal government is intent on creating national standards, and that the Board should not give up its sovereignty over public education. If problems occur at the national level, reform will be much more difficult.

Phillip Bowers added that he will vote against the adoption of the common core standards. He said the federal government has made it a priority by way of the Race to the Top program, and that we already have high standards. We are selling out to the federal government and not considering the long-term effects of adopting the standards. Mr. Bowers added that we would not be the only state to do so if we reject the standards, and he urged the Board to vote against the standards.

Libby Swad commented that she was in favor of adopting the common core standards earlier this year but is now against it. She does agree with the idea of all students being on the same playing field but feels this is something the states should do on their own. The involvement of the federal government in our education system is wrong, and it is against our country's policy and constitution. Ms. Swad urged the Board to vote against the standards.

Dru James cautioned the Board against letting the federal government hijack the process that is run, developed, and analyzed by the states. She said we need to seek other ways to prevent the cautions that have been suggested and not give up our state's process that has already been established.

Bonnie Disney stated that she spent 20 years in the military and has seen almost every state in the union. She has observed the effects of children being subject to different systems. Mrs. Disney said she supports the adoption of the common core standards because we need

to have a unified way to help the children in our schools. She also said she studied the standards for ELA and feels they are better than ours.

Chair Moore commented that this is not a recent initiative; this process started in 1989 under President Bush's administration when he called on all the governors to come up with a plan to develop national standards. He doesn't feel the federal government is taking over because we are the federal government, and all states are in the same boat. South Carolina has not, in 300 years, developed an adequate education system, and we have not done so due to various reasons. Chair Moore added that there is nothing wrong with the federal government, and if there is, we need to move forward and fix it. However, we don't fix it by running off in fifty different directions. We need to move forward.

Dr. Britt Blackwell stated that he feels there are too many personal agendas going on without good intentions. He believes in the common core standards but distrusts what is going on in Washington right now. Because of his distrust, he will vote against adopting the common core standards.

Dr. Rex said we have responsibilities as a state and as a nation. He supports, for many reasons including national security, the common core standards. He stated that the common core falls into our responsibility as a nation. He said international benchmarks are also becoming very important. Dr. Rex said that the standards have not been generated by the federal government, but by most of the states. Most business leaders are in support of the standards, along with the Race to the Top program. Both have strong bipartisan support, and he thinks some people are overreacting to the conspiracy theory. The states have been working on this for a long time, and if the federal government is too intrusive, we do have a way of changing it via the November elections. Dr. Rex urged the Board to support the adoption of the common core standards.

Chair Moore called for the vote. The motion carried. Mr. Bowers and Ms. Swad asked that their votes against adopting the standards be recorded.

DESCRIPTION OF LEGAL PROCESS FOR ADOPTING STANDARDS

In South Carolina, the State Board of Education has, pursuant to its general duties, the authority to set standards in schools. S.C. Code Ann. § 59-5-60 (2004) states: "[the State Board shall have the power to] (3) Adopt minimum standards for any phase of education as are considered necessary to aid in providing adequate educational opportunities and facilities." The specific process for standards adoption is set forth in the Education Accountability Act, S.C. Code Ann. §59-18-300 *et seq.* (Supp. 2009). The specific sections of that act that outline the standards option process are presented as follows:

"SECTION 59-18-300. Adoption of educational standards in core academic areas.

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."

"SECTION 59-18-350. Cyclical review of state standards and assessments; analysis of assessment results.

(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."

As set forth above, 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.

Attachment 6 – South Carolina’s Race to the Top Assessment Memorandum of Understanding

South Carolina is participating in SMARTER Balanced Assessment Consortia to adopt the assessments and alignment with CCSS. Attached is the Memorandum of Understanding between the South Carolina Department of Education and the SMARTER Balanced Assessment Consortia. The SCDE is also participating in Partnership for Assessment of Readiness for College and Careers (PARCC), a state-led consortia in which multiple states are collaborating to develop next-generation assessments aligned to the CCSS.

Memorandum of Understanding
SMARTER Balanced Assessment Consortium
Race to the Top Fund Assessment Program: Comprehensive Assessment
Systems Grant Application
CFDA Number: 84.395B

This Memorandum of Understanding (“MOU”) is entered as of **June 9, 2010**, by and between the **SMARTER Balanced Assessment Consortium** (the “Consortium”) and the **State of South Carolina**, which has elected to participate in the Consortium as (check one)

 X An **Advisory** State (description in section e),

OR

 A **Governing** State (description in section e),

pursuant to the Notice Inviting Applications for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems Grant Application (Category A), henceforth referred to as the “Program,” as published in the Federal Register on April 9, 2010 (75 FR 18171-18185).

The purpose of this MOU is to

- (a) Describe the Consortium vision and principles,
- (b) Detail the responsibilities of States in the Consortium,
- (c) Detail the responsibilities of the Consortium,
- (d) Describe the management of Consortium funds,
- (e) Describe the governance structure and activities of States in the Consortium,
- (f) Describe State entrance, exit, and status change,
- (g) Describe a plan for identifying existing State barriers, and
- (h) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks:

(i)(A) Advisory State Assurance

OR

(i)(B) Governing State Assurance

AND

(ii) State Procurement Officer

(a) Consortium Vision and Principles

The Consortium’s priorities for a new generation assessment system are rooted in a concern for the valid, reliable, and fair assessment of the deep disciplinary understanding and higher-order thinking skills that are increasingly demanded by a knowledge-based economy. These priorities are also rooted in a belief that assessment must support ongoing improvements in instruction and learning, and must be useful for all members of the educational enterprise: students, parents, teachers, school administrators, members of the public, and policymakers.

The Consortium intends to build a flexible system of assessment based upon the Common Core Standards in English language arts and mathematics with the intent that all students across this Consortium of States will know their progress toward college and career readiness.

The Consortium recognizes the need for a system of formative, interim, and summative assessments—organized around the Common Core Standards—that support high-quality learning, the demands of accountability, and that balance concerns for innovative assessment with the need for a fiscally sustainable system that is feasible to implement. The efforts of the Consortium will be organized to accomplish these goals.

The comprehensive assessment system developed by the Consortium will include the following key elements and principles:

1. A Comprehensive Assessment System that will be grounded in a thoughtfully integrated learning system of standards, curriculum, assessment, instruction and teacher development that will inform decision-making by including formative strategies, interim assessments, and summative assessments.
2. The assessment system will measure the full range of the Common Core Standards including those that measure higher-order skills and will inform progress toward and acquisition of readiness for higher education and multiple work domains. The system will emphasize deep knowledge of core concepts within and across the disciplines, problem solving, analysis, synthesis, and critical thinking.
3. Teachers will be involved in the design, development, and scoring of assessment items and tasks. Teachers will participate in the alignment of the Common Core Standards and the identification of the standards in the local curriculum.
4. Technology will be used to enable adaptive technologies to better measure student abilities across the full spectrum of student performance and evaluate growth in learning; to support online simulation tasks that test higher-order abilities; to score the results; and to deliver the responses to trained scorers/teachers to access from an

electronic platform. Technology applications will be designed to maximize interoperability across user platforms, and will utilize open-source development to the greatest extent possible.

5. A sophisticated design will yield scores to support evaluations of student growth, as well as school, teacher, and principal effectiveness in an efficient manner.
6. On-demand and curriculum-embedded assessments will be incorporated over time to allow teachers to see where students are on multiple dimensions of learning and to strategically support their progress.
7. All components of the system will incorporate principles of Universal Design that seek to remove construct-irrelevant aspects of tasks that could increase barriers for non-native English speakers and students with other specific learning needs.
8. Optional components will allow States flexibility to meet their individual needs.

(b) Responsibilities of States in the Consortium

Each State agrees to the following element of the Consortium's Assessment System:

- Adopt the Common Core Standards, which are college- and career-ready standards, and to which the Consortium's assessment system will be aligned, no later than December 31, 2011.

Each State that is a member of the Consortium in 2014–2015 also agrees to the following:

- Adopt common achievement standards no later than the 2014–2015 school year,
- Fully implement statewide the Consortium summative assessment in grades 3-8 and high school for both mathematics and English language arts no later than the 2014–2015 school year,
- Adhere to the governance as outlined in this document,
- Agree to support the decisions of the Consortium,
- Agree to follow agreed-upon timelines,
- Be willing to participate in the decision-making process and, if a Governing State, final decision, and
- Identify and implement a plan to address barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system.

(c) Responsibilities of the Consortium

The Consortium will provide the following by the 2014-15 school year:

1. A comprehensively designed assessment system that includes a strategic use of a variety of item types and performance assessments of modest scope to assess the full range of the Common Core Standards with an emphasis on problem solving, analysis, synthesis, and critical thinking.
2. An assessment system that incorporates a required summative assessment with optional formative/benchmark components which provides accurate assessment of all students (as defined in the Federal notice) including students with disabilities, English learners, and low- and high-performing students.
3. Except as described above, a summative assessment that will be administered as a computer adaptive assessment and include a minimum of 1–2 performance assessments of modest scope.
4. Psychometrically sound scaling and equating procedures based on a combination of objectively scored items, constructed-response items, and a modest number of performance tasks of limited scope (e.g., no more than a few days to complete).
5. Reliable, valid, and fair scores for students and groups that can be used to evaluate student achievement and year-to-year growth; determine school/district/state effectiveness for Title I ESEA; and better understand the effectiveness and professional development needs of teachers and principals.
6. Achievement standards and achievement level descriptors that are internationally benchmarked.
7. Access for the State or its authorized delegate to a secure item and task bank that includes psychometric attributes required to score the assessment in a comparable manner with other State members, and access to other applications determined to be essential to the implementation of the system.
8. Online administration with limited support for paper-and-pencil administration through the end of the 2016–17 school year. States using the paper-and-pencil option will be responsible for any unique costs associated with the development and administration of the paper-and-pencil assessments.

9. Formative assessment tools and supports that are developed to support curricular goals, which include learning progressions, and that link evidence of student competencies to the summative system.
10. Professional development focused on curriculum and lesson development as well as scoring and examination of student work.
11. A representative governance structure that ensures a strong voice for State administrators, policymakers, school practitioners, and technical advisors to ensure an optimum balance of assessment quality, efficiency, costs, and time. The governance body will be responsible for implementing plans that are consistent with this MOU, but may make changes as necessary through a formal adoption process.
12. Through at least the 2013–14 school year, a Project Management Partner (PMP) that will manage the logistics and planning on behalf of the Consortium and that will monitor for the U.S. Department of Education the progress of deliverables of the proposal. The proposed PMP will be identified no later than August 4, 2010.
13. By September 1, 2014, a financial plan will be approved by the Governing States that will ensure the Consortium is efficient, effective, and sustainable. The plan will include as revenue at a minimum, State contributions, federal grants, and private donations and fees to non-State members as allowable by the U.S. Department of Education.
14. A consolidated data reporting system that enhances parent, student, teacher, principal, district, and State understanding of student progress toward college- and career-readiness.
15. Throughout the 2013–14 school year, access to an online test administration application, student constructed-response scoring application and secure test administration browsers that can be used by the Total State Membership to administer the assessment. The Consortium will procure resources necessary to develop and field test the system. However, States will be responsible for any hardware and vendor services necessary to implement the operational assessment. Based on a review of options and the finance plan, the Consortium may elect to jointly procure these services on behalf of the Total State Membership.

(d) Management of Consortium Funds

All financial activities will be governed by the laws and rules of the State of Washington, acting in the role of Lead Procurement State/Lead State, and in accordance with 34 CFR 80.36. Additionally, Washington is prepared to follow the guidelines for grant management associated with the American Recovery and Reinvestment Act (ARRA), and will be legally responsible for the use of grant funds and for ensuring that the project is carried out by the Consortium in accordance with Federal requirements. Washington has already established an ARRA Quarterly reporting system (also referred to as *1512 Reporting*).

Per Washington statute, the basis of how funding management actually transpires is dictated by the method of grant dollar allocation, whether upfront distribution or pay-out linked to actual reimbursables. Washington functions under the latter format, generating claims against grant funds based on qualifying reimbursables submitted on behalf of staff or clients, physical purchases, or contracted services. Washington's role as Lead Procurement State/Lead State for the Consortium is not viewed any differently, as monetary exchanges will be executed against appropriate and qualifying reimbursables aligned to expenditure arrangements (i.e., contracts) made with vendors or contractors operating under "personal service contracts," whether individuals, private companies, government agencies, or educational institutions.

Washington, like most States, is audited regularly by the federal government for the accountability of federal grant funds, and has for the past five years been without an audit finding. Even with the additional potential for review and scrutiny associated with ARRA funding, Washington has its fiscal monitoring and control systems in place to manage the Consortium needs.

- As part of a comprehensive system of fiscal management, Washington's accounting practices are stipulated in the State Administrative and Accounting Manual (SAAM) managed by the State's Office of Financial Management. The SAAM provides details and administrative procedures required of all Washington State agencies for the procurement of goods and services. As such, the State's educational agency is required to follow the SAAM; actions taken to manage the fiscal activities of the Consortium will, likewise, adhere to policies and procedures outlined in the SAAM.
- For information on the associated contracting rules that Washington will adhere to while serving as fiscal agent on behalf of the Consortium, refer to the Revised Code of Washington (RCW) 39.29 "Personal Service Contracts." Regulations and policies authorized by this RCW are established by the State's Office of Financial Management, and can be found in the SAAM.

(e) Governance Structure and Activities of States in the Consortium

As shown in the SMARTER Balanced Assessment Consortium governance structure, the Total State Membership of the Consortium includes Governing and Advisory States, with Washington serving in the role of Lead Procurement State/Lead State on behalf of the Consortium.

A **Governing** State is a State that:

- Has fully committed to this Consortium only and met the qualifications specified in this document,
- Is a member of only one Consortium applying for a grant in the Program,
- Has an active role in policy decision-making for the Consortium,
- Provides a representative to serve on the Steering Committee,
- Provides a representative(s) to serve on one or more Work Groups,
- Approves the Steering Committee Members and the Executive Committee Members,
- Participates in the final decision-making of the following:
 - Changes in Governance and other official documents,
 - Specific Design elements, and
 - Other issues that may arise.

An **Advisory** State is a State that:

- Has not fully committed to any Consortium but supports the work of this Consortium,
- Participates in all Consortium activities but does not have a vote unless the Steering Committee deems it beneficial to gather input on decisions or chooses to have the Total Membership vote on an issue,
- May contribute to policy, logistical, and implementation discussions that are necessary to fully operationalize the SMARTER Balanced Assessment System, and
- Is encouraged to participate in the Work Groups.

Organizational Structure

Steering Committee

The Steering Committee is comprised of one representative from each Governing State in the Consortium. Committee members may be a chief or his/her designee. Steering Committee Members must meet the following criteria:

- Be from a Governing State,
- Have prior experience in either the design or implementation of curriculum and/or assessment systems at the policy or implementation level, and
- Must have willingness to serve as the liaison between the Total State Membership and Working Groups.

Steering Committee Responsibilities

- Determine the broad picture of what the assessment system will look like,

- Receive regular reports from the Project Management Partner, the Policy Coordinator, and the Content Advisor,
- Determine the issues to be presented to the Governing and/or Advisory States,
- Oversee the expenditure of funds in collaboration with the Lead Procurement State/Lead State,
- Operationalize the plan to transition from the proposal governance to implementation governance, and
- Evaluate and recommend successful contract proposals for approval by the Lead Procurement State/Lead State.

Executive Committee

- The Executive Committee is made up of the Co-Chairs of the Executive Committee, a representative from the Lead Procurement State/Lead State, a representative from higher education and one representative each from four Governing States. The four Governing State representatives will be selected by the Steering Committee. The Higher Education representative will be selected by the Higher Education Advisory Group, as defined in the Consortium Governance document.
- For the first year, the Steering Committee will vote on four representatives, one each from four Governing States. The two representatives with the most votes will serve for three years and the two representatives with the second highest votes will serve for two years. This process will allow for the rotation of two new representatives each year. If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

Executive Committee Responsibilities

- Oversee development of SMARTER Balanced Comprehensive Assessment System,
- Provide oversight of the Project Management Partner,
- Provide oversight of the Policy Coordinator,
- Provide oversight of the Lead Procurement State/Lead State,
- Work with project staff to develop agendas,
- Resolve issues,
- Determine what issues/decisions are presented to the Steering Committee, Advisory and/or Governing States for decisions/votes,
- Oversee the expenditure of funds, in collaboration with the Lead Procurement State/Lead State, and
- Receive and act on special and regular reports from the Project Management Partner, the Policy Coordinator, the Content Advisor, and the Lead Procurement State/Lead State.

Executive Committee Co-Chairs

- Two Co-chairs will be selected from the Steering Committee States. The two Co-chairs must be from two different states. Co-chairs will work closely with the Project Management Partner. Steering Committee members wishing to serve as Executive Committee Co-chairs will submit in writing to the Project Management Partner their willingness to serve. They will need to provide a document signed by their State Chief indicating State support for this role. The Project Management Partner will then prepare a ballot of interested individuals. Each Steering Committee member will vote on the two individuals they wish to serve as Co-chair. The individual with the most votes will serve as the new Co-chair.
- Each Co-chair will serve for two years on a rotating basis. For the first year, the Steering committee will vote on two individuals and the one individual with the most votes will serve a three-year term and the individual with the second highest number of votes will serve a two-year term.
- If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

Executive Committee Co-Chair Responsibilities

- Set the Steering Committee agendas,
- Set the Executive Committee agenda,
- Lead the Executive Committee meetings,
- Lead the Steering Committee meetings,
- Oversee the work of the Executive Committee,
- Oversee the work of the Steering Committee,
- Coordinate with the Project Management Partner,
- Coordinate with Content Advisor,
- Coordinate with Policy coordinator,
- Coordinate with the Technical Advisory Committee (TAC), and
- Coordinate with Executive Committee to provide oversight to the Consortium.

Decision-making

Consensus will be the goal of all decisions. Major decisions that do not reach consensus will go to a simple majority vote. The Steering Committee will determine what issues will be referred to the Total State Membership. Each member of each group (Advisory/Governing States, Steering Committee, Executive Committee) will have one vote when votes are conducted within each group. If there is only a one to three vote difference, the issue will be re-examined to seek greater consensus. The Steering Committee will be responsible for preparing additional information as to the pros and cons of the issue to assist voting States in developing consensus and reaching a final decision. The Steering Committee may delegate this responsibility to the Executive Committee. The Executive Committee will decide which decisions or issues are votes to

be taken to the Steering Committee. The Steering Committee makes the decision to take issues to the full Membership for a vote.

The Steering Committee and the Governance/Finance work group will collaborate with each Work Group to determine the hierarchy of the decision-making by each group in the organizational structure.

Work Groups

The Work Groups are comprised of chiefs, assessment directors, assessment staff, curriculum specialists, professional development specialists, technical advisors and other specialists as needed from States. Participation on a workgroup will require varying amounts of time depending on the task. Individuals interested in participating on a Work Group should submit their request in writing to the Project Management Partner indicating their preferred subgroup. All Governing States are asked to commit to one or more Work Groups based on skills, expertise, and interest within the State to maximize contributions and distribute expertise and responsibilities efficiently and effectively. The Consortium has established the following Work Groups:

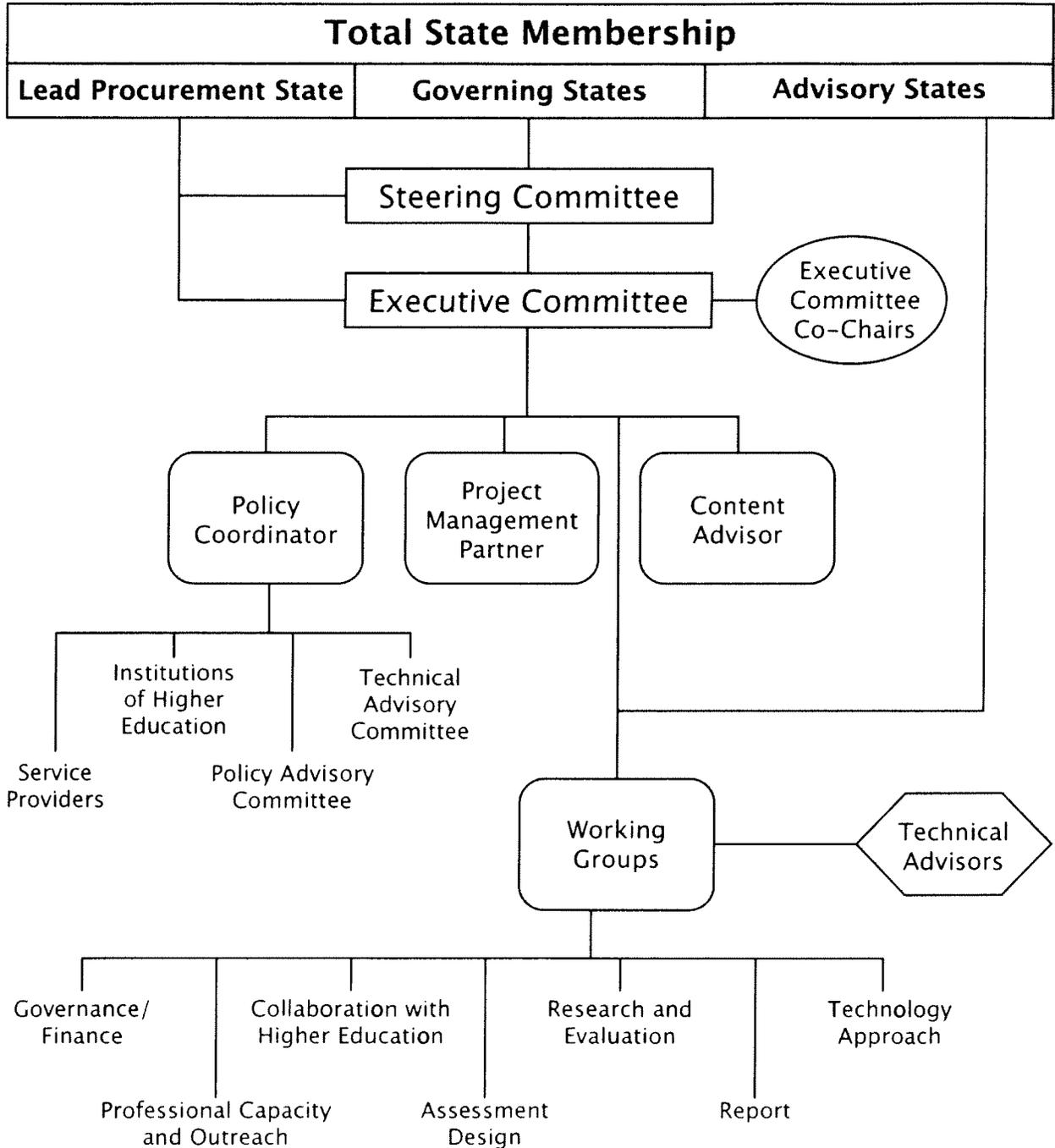
- Governance/Finance,
- Assessment Design,
- Research and Evaluation,
- Report,
- Technology Approach,
- Professional Capacity and Outreach, and
- Collaboration with Higher Education.

The Consortium will also support the work of the Work Groups through a Technical Advisory Committee (TAC). The Policy Coordinator in collaboration with the Steering Committee will create various groups as needed to advise the Steering Committee and the Total State Membership. Initial groups will include

- Institutions of Higher Education,
- Technical Advisory Committee,
- Policy Advisory Committee, and
- Service Providers.

An organizational chart showing the groups described above is provided on the next page.

SMARTER Balanced Assessment Consortium Organizational Structure



(f) State Entrance, Exit, and Status Change

This MOU shall become effective as of the date first written above upon signature by both the Consortium and the Lead Procurement State/Lead State (Washington) and remain in force until the conclusion of the Program, unless terminated earlier in writing by the Consortium as set forth below.

Entrance into Consortium

Entrance into the Smarter Balanced Assessment Consortium is assured when:

- The level of membership is declared and signatures are secured on the MOU from the State's Commissioner, State Superintendent, or Chief; Governor; and President/Chair of the State Board of Education (if the State has one);
- The signed MOU is submitted to the Consortium Grant Project Manager (until June 23) and then the Project Management Partner after August 4, 2010;
- The Advisory and Governing States agree to and adhere to the requirements of the governance;
- The State's Chief Procurement Officer has reviewed its applicable procurement rules and provided assurance that it may participate in and make procurements through the Consortium;
- The State is committed to implement a plan to identify any existing barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system; and
- The State agrees to support all decisions made prior to the State joining the Consortium.

After receipt of the grant award, any request for entrance into the Consortium must be approved by the Executive Committee. Upon approval, the Project Management Partner will then submit a change of membership to the USED for approval. A State may begin participating in the decision-making process after receipt of the MOU.

Exit from Consortium

Any State may leave the Consortium without cause, but must comply with the following exit process:

- A State requesting an exit from the Consortium must submit in writing their request and reasons for the exit request,
- The written explanation must include the statutory or policy reasons for the exit,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU,
- The Executive Committee will act upon the request within a week of the request, and
- Upon approval of the request, the Project Management Partner will then submit a change of membership to the USED for approval.

Changing Roles in the Consortium

A State desiring to change from an Advisory State to a Governing State or from a Governing State to an Advisory State may do so under the following conditions:

- A State requesting a role change in the Consortium must submit in writing their request and reasons for the request,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU, and
- The Executive Committee will act upon the request within a week of the request and submit to the USED for approval.

(g) Plan for Identifying Existing State Barriers

Each State agrees to identify existing barriers in State laws, statutes, regulations, or policies by noting the barrier and the plan to remove the barrier. Each State agrees to use the table below as a planning tool for identifying existing barriers. States may choose to include any known barriers in the table below at the time of signing this MOU.

Barrier	Issue/Risk of Issue (if known)	Statute, Regulation, or Policy	Governing Body with Authority to Remove Barrier	Approximate Date to Initiate Action	Target Date for Removal of Barrier	Comments
The State Board of Education and the Education Oversight Committee (EOC) have not adopted the Common Core State Standards	Risk	Policy	State Board of Education (SBE) and the Education Oversight Committee (EOC)	Already initiated	August 2, 2010	
Before committing funds or administering a field test or the assessment system, the state will take affirmative action to remain in the consortium	Risk	Policy	Governor, SBE, procurement officer,	Upon need to commit funds or before field testing or operational testing	Before field testing	
Current legislation is specific and would have to be re-written to allow for administration of the consortium assessment system	Risk	Statute	Legislation	2011	2014	

*AKS
11/10/10*

Barrier	Issue/Risk of Issue (if known)	Statute, Regulation, or Policy	Governing Body with Authority to Remove Barrier	Approximate Date to Initiate Action	Target Date for Removal of Barrier	Comments
According to state law, EOC must review test items and item data, recommend actions or modifications, and approve assessment programs following the first statewide field test	Risk	Statute	Legislation	2010	2014	
Districts will need funds for computers, infrastructure, and training to support online administration for all students	Risk	Statute or Policy	Legislation or LEA	July 1, 2013	Preferably by 2014-15 in time for first administration, but before 2017-18, when online administration is the only option.	
Potential conflicts between lead procurement state's procurement laws and South Carolina's procurement laws, conflicts	Illegal contracts	S.C. Code §11-35-4880	Budget & Control Board or General Assembly	Immediate	August 2010	See below**

Handwritten initials/signature

that would prevent South Carolina's full participation.						
Unknown contents of lead procurement state's solicitation, including terms and conditions.	Violation of state law.	Depends on solicitation's terms	Budget & Control Board <i>or</i> General Assembly	Upon receipt of draft solicitation.	Upon receipt of draft solicitation.	

** On April 29, 2010, the South Carolina General Assembly adopted a Concurrent Resolution stating "That the members of the General Assembly, by this resolution, are supportive of South Carolina submitting an application for a round two Race to the Top award and are fully committed to assist through appropriate legislative remedies, if needed, to strengthen the state's application and to assist with implementation."

NLS
6/10/10

(h) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks

(h)(i)(A) ADVISORY STATE SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances.

(Required from all "Advisory States" in the Consortium.)

As an Advisory State in the SMARTER Balanced Assessment Consortium, I have read and understand the roles and responsibilities of Advisory States, and agree to be bound by the statements and assurances made in the application.

State Name: *South Carolina*

Governor or Authorized Representative of the Governor (Printed Name):

Mark Sanford

Telephone:

803-734-2100

Signature of Governor or Authorized Representative of the Governor:



Date:

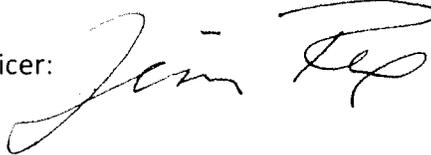
Chief State School Officer (Printed Name):

Jim Rex

Telephone:

803-734-8500

Signature of the Chief State School Officer:



Date: *6-10-10*

President of the State Board of Education, if applicable (Printed Name):

Tim Moore

Telephone:

803-259-0208

Signature of the President of the State Board of Education, if applicable:



Date:

6-10-10

(h) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks

(h)(i)(A) ADVISORY STATE SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances.

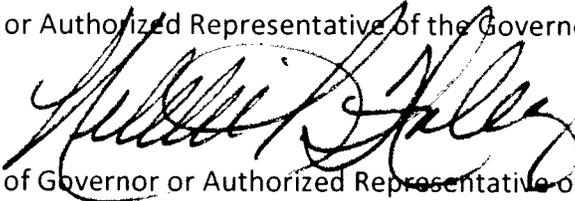
(Required from all "Advisory States" in the Consortium.)

As an Advisory State in the SMARTER Balanced Assessment Consortium, I have read and understand the roles and responsibilities of Advisory States, and agree to be bound by the statements and assurances made in the application.

State Name:

SOUTH CAROLINA

Governor or Authorized Representative of the Governor (Printed Name):



Telephone:

803-734-2100

Signature of Governor or Authorized Representative of the Governor:

Nikki R. Haley

Date:

6/9/2011

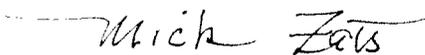
Chief State School Officer (Printed Name):

Mick Zais

Telephone:

803-734-8491

Signature of the Chief State School Officer:



Date:

6/10/11

President of the State Board of Education, if applicable (Printed Name):

Gerrita Posthewait

Telephone:

843-450-1573

Signature of the President of the State Board of Education, if applicable:



Date:

6-9-11

(h)(i)(B) GOVERNING STATE SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances

(Required from all "Governing States" in the Consortium.)

As a Governing State in the SMARTER Balanced Assessment Consortium, I have read and understand the roles and responsibilities of Governing States, and agree to be bound by the statements and assurances made in the application.

I further certify that as a Governing State I am fully committed to the application and will support its implementation.

State Name:

Governor or Authorized Representative of the Governor (Printed Name):

Telephone:

Signature of Governor or Authorized Representative of the Governor:

Date:

Chief State School Officer (Printed Name):

Telephone:

Signature of the Chief State School Officer:

Date:

President of the State Board of Education, if applicable (Printed Name):

Telephone:

Signature of the President of the State Board of Education, if applicable:

Date:

(h)(ii) STATE PROCUREMENT OFFICER SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances.

(Required from all States in the Consortium.)

****I certify that I have reviewed the applicable procurement rules for my State and have determined that it may participate in and make procurements through the SMARTER Balanced Assessment Consortium.**

State Name:

South Carolina

State's chief procurement official (or designee), (Printed Name):

Telephone:

A. Dwight Stealy

803-737-0635

Signature of State's chief procurement official (or designee),:

Date:

A. Dwight Stealy

6/10/12

**** Subject to item (g) above, the Plan for Identifying Existing State Barriers**

MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant
PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND
CAREERS MEMBERS

JUNE 3, 2010

I. Parties

This Memorandum of Understanding (“MOU”) is made and effective as of this 10th day of June 2010, by and between the State of South Carolina and all other member states of the Partnership For Assessment of Readiness for College and Careers (“Consortium” or “PARCC”) who have also executed this MOU.

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member states to participate in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, explains its organizational and governance structure, and defines the terms, responsibilities and benefits of participation in the Consortium.

III. Background – Comprehensive Assessment Systems Grant

On April 9, 2010, the Department of Education (“ED”) announced its intent to provide grant funding to consortia of States for two grant categories under the Race to the Top Fund Assessment Program: (a) Comprehensive Assessment Systems grants, and (b) High School Course Assessment grants. 75 Fed. Reg. 18171 (April 9, 2010) (“Notice”).

The Comprehensive Assessment Systems grant will support the development of new assessment systems that measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts in a way that covers the full range of those standards, elicits complex student demonstrations or applications of knowledge and skills as appropriate, and provides an accurate measure of student achievement across the full performance continuum and an accurate measure of student growth over a full academic year or course.

IV. Purpose and Goals

The states that are signatories to this MOU are members of a consortium (Partnership For Assessment of Readiness for College and Careers) that have organized themselves to apply for and carry out the objectives of the Comprehensive Assessment Systems grant program.

Consortium states have identified the following major purposes and uses for the assessment system results:

- To measure and document students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all participating states.
- To provide assessments and results that:
 - Are comparable across states at the student level;
 - Meet internationally rigorous benchmarks;
 - Allow valid measures of student longitudinal growth; and
 - Serve as a signal for good instructional practices.
- To support multiple levels and forms of accountability including:
 - Decisions about promotion and graduation for individual students;
 - Teacher and leader evaluations;
 - School accountability determinations;
 - Determinations of principal and teacher professional development and support needs; and
 - Teaching, learning, and program improvement.
- Assesses all students, including English learners and students with disabilities.

To further these goals, States that join the Consortium by signing this MOU mutually agree to support the work of the Consortium as described in the PARCC application for funding under the Race to the Top Assessment Program.

V. Definitions

This MOU incorporates and adopts the terms defined in the Department of Education's Notice, which is appended hereto as Addendum 1.

VI. Key Deadlines

The Consortium has established key deadlines and action items for all Consortium states, as specified in Table (A)(1)(b)(v) and Section (A)(1) of its proposal. The following milestones represent major junctures during the grant period when the direction of the Consortium's work will be clarified, when the Consortium must make key decisions, and when member states must make additional commitments to the Consortium and its work.

- A. The Consortium shall develop procedures for the administration of its duties, set forth in By-Laws, which will be adopted at the first meeting of the Governing Board.
- B. The Consortium shall adopt common assessment administration procedures no later than the spring of 2011.

- C. The Consortium shall adopt a common set of item release policies no later than the spring of 2011.
- D. The Consortium shall adopt a test security policy no later than the spring of 2011.
- E. The Consortium shall adopt a common definition of “English learner” and common policies and procedures for student participation and accommodations for English learners no later than the spring of 2011.
- F. The Consortium shall adopt common policies and procedures for student participation and accommodations for students with disabilities no later than the spring of 2011.
- G. Each Consortium state shall adopt a common set of college- and career-ready standards no later than December 31, 2011.
- H. The Consortium shall adopt a common set of common performance level descriptors no later than the summer of 2014.
- I. The Consortium shall adopt a common set of achievement standards no later than the summer of 2015.

VII. Consortium Membership

A. Membership Types and Responsibilities

- 1. **Governing State:** A State becomes a Governing State if it meets the eligibility criteria in this section.
 - a. The eligibility criteria for a Governing State are as follows:
 - (i) A Governing State may not be a member of any other consortium that has applied for or receives grant funding from the Department of Education under the Race to the Top Fund Assessment Program for the Comprehensive Course Assessment Systems grant category;
 - (ii) A Governing State must be committed to statewide implementation and administration of the assessment system developed by the Consortium no later than the 2014-2015 school year, subject to availability of funds;
 - (iii) A Governing State must be committed to using the assessment results in its accountability system, including for school accountability determinations;

teacher and leader evaluations; and teaching, learning and program improvement;

- (iv) A Governing State must provide staff to the Consortium to support the activities of the Consortium as follows:
 - Coordinate the state’s overall participation in all aspects of the project, including:
 - ongoing communication within the state education agency, with local school systems, teachers and school leaders, higher education leaders;
 - communication to keep the state board of education, governor’s office and appropriate legislative leaders and committees informed of the consortium’s activities and progress on a regular basis;
 - participation by local schools and education agencies in pilot tests and field test of system components; and
 - identification of barriers to implementation.
 - Participate in the management of the assessment development process on behalf of the Consortium;
 - Represent the chief state school officer when necessary in Governing Board meetings and calls;
 - Participate on Design Committees that will:
 - Develop the overall assessment design for the Consortium;
 - Develop content and test specifications;
 - Develop and review Requests for Proposals (RFPs);
 - Manage contract(s) for assessment system development;
 - Recommend common achievement levels;
 - Recommend common assessment policies; and
 - Other tasks as needed.
- (v) A Governing State must identify and address the legal, statutory, regulatory and policy barriers it must change in order for the State to adopt and implement

the Consortium's assessment system components by the 2014-15 school year.

- b. A Governing State has the following additional rights and responsibilities:
- (i) A Governing State has authority to participate with other Governing States to determine and/or to modify the major policies and operational procedures of the Consortium, including the Consortium's work plan and theory of action;
 - (ii) A Governing State has authority to participate with other Governing States to provide direction to the Project Management Partner, the Fiscal Agent, and to any other contractors or advisors retained by or on behalf of the Consortium that are compensated with Grant funds;
 - (iii) A Governing State has authority to participate with other Governing States to approve the design of the assessment system that will be developed by the Consortium;
 - (iv) A Governing State must participate in the work of the Consortium's design and assessment committees;
 - (v) A Governing State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan;
 - (vi) A Governing State must develop a plan for the statewide implementation of the Consortium's assessment system by 2014-2015, including removing or resolving statutory, regulatory and policy barriers to implementation, and securing funding for implementation;
 - (vii) A Governing State may receive funding from the Consortium to defray the costs associated with staff time devoted to governance of the Consortium, if such funding is included in the Consortium budget;
 - (viii) A Governing State may receive funding from the Consortium to defray the costs associated with intra-State communications and engagements, if such funding is included in the Consortium budget.

- (ix) A Governing State has authority to vote upon significant grant fund expenditures and disbursements (including awards of contracts and subgrants) made to and/or executed by the Fiscal Agent, Governing States, the Project Management Partner, and other contractors or subgrantees.

2. **Fiscal Agent:** The Fiscal Agent will be one of the Governing States in the Consortium.

- (i) The Fiscal Agent will serve as the “Applicant” state for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice (Addendum 1) and 34 C.F.R. 75.128.
- (ii) The Fiscal Agent shall have a fiduciary responsibility to the Consortium to manage and account for the grant funds provided by the Federal Government under the Race to the Top Fund Assessment Program Comprehensive Assessment Systems grants, including related administrative functions, subject to the direction and approval of the Governing Board regarding the expenditure and disbursement of all grant funds, and shall have no greater decision-making authority regarding the expenditure and disbursement of grant funds than any other Governing State;
- (iii) The Fiscal Agent shall issue RFPs in order to procure goods and services on behalf of the Consortium;
- (iv) The Fiscal Agent has the authority, with the Governing Board’s approval, to designate another Governing State as the issuing entity of RFPs for procurements on behalf of the Consortium;
- (v) The Fiscal Agent shall enter into a contract or subgrant with the organization selected to serve as the Consortium’s Project Management Partner;
- (vi) The Fiscal Agent may receive funding from the Consortium in the form of disbursements from Grant funding, as authorized by the Governing Board, to cover the costs associated with carrying out its

responsibilities as a Fiscal Agent, if such funding is included in the Consortium budget;

- (vii) The Fiscal Agent may enter into significant contracts for services to assist the grantee to fulfill its obligation to the Federal Government to manage and account for grant funds;
- (viii) Consortium member states will identify and report to the Fiscal Agent, and the Fiscal Agent will report to the Department of Education, pursuant to program requirement 11 identified in the Notice for Comprehensive Assessment System grantees, any current assessment requirements in Title I of the ESEA that would need to be waived in order for member States to fully implement the assessment system developed by the Consortium.

3. Participating State

- a. The eligibility criteria for a Participating State are as follows:
 - (i) A Participating State commits to support and assist with the Consortium's execution of the program described in the PARCC application for a Race to the Top Fund Assessment Program grant, consistent with the rights and responsibilities detailed below, but does not at this time make the commitments of a Governing State;
 - (ii) A Participating State may be a member of more than one consortium that applies for or receives grant funds from ED for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems grant category.
- b. The rights and responsibilities of a Participating State are as follows:
 - (i) A Participating State is encouraged to provide staff to participate on the Design Committees, Advisory Committees, Working Groups or other similar groups established by the Governing Board;
 - (ii) A Participating State shall review and provide feedback to the Design Committees and to the Governing Board regarding the design plans,

strategies and policies of the Consortium as they are being developed;

- (iii) A Participating State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan; and
- (iv) A Participating State is not eligible to receive reimbursement for the costs it may incur to participate in certain activities of the Consortium.

4. Proposed Project Management Partner:

Consistent with the requirements of ED's Notice, the PARCC Governing States are conducting a competitive procurement to select the consortium Project Management Partner. The PARCC Governing Board will direct and oversee the work of the organization selected to be the Project Management Partner.

B. Recommitment to the Consortium

In the event that that the governor or chief state school officer is replaced in a Consortium state, the successor in that office shall affirm in writing to the Governing Board Chair the State's continued commitment to participation in the Consortium and to the binding commitments made by that official's predecessor within five (5) months of taking office.

C. Application Process For New Members

- 1. A State that wishes to join the Consortium after submission of the grant application may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a MOU with all of the commitments contained herein, and the appropriate state higher education leaders must sign a letter making the same commitments as those made by higher education leaders in the states that have signed this MOU.
- 2. A State that joins the Consortium after the grant application is submitted to the Department of Education is not authorized to re-open settled issues, nor may it participate in the review of proposals for Requests for Proposals that have already been issued.

D. Membership Opt-Out Process

At any time, a State may withdraw from the Consortium by providing written notice to the chair of the Governing Board, signed by the individuals holding the same positions that signed the MOU, at least ten (10) days prior to the effective date of the withdrawal, including an explanation of reasons for the withdrawal.

VIII. Consortium Governance

This section of the MOU details the process by which the Consortium shall conduct its business.

A. Governing Board

1. The Governing Board shall be comprised of the chief state school officer or designee from each Governing State;
2. The Governing Board shall make decisions regarding major policy, design, operational and organizational aspects of the Consortium's work, including:
 - a. Overall design of the assessment system;
 - b. Common achievement levels;
 - c. Consortium procurement strategy;
 - d. Modifications to governance structure and decision-making process;
 - e. Policies and decisions regarding control and ownership of intellectual property developed or acquired by the Consortium (including without limitation, test specifications and blue prints, test forms, item banks, psychometric information, and other measurement theories/practices), provided that such policies and decisions:
 - (i) will provide equivalent rights to such intellectual property to all states participating in the Consortium, regardless of membership type;
 - (ii) will preserve the Consortium's flexibility to acquire intellectual property to the assessment systems as the Consortium may deem necessary and consistent with "best value" procurement principles, and with due regard for the Notice requirements regarding broad availability of such intellectual property except as

otherwise protected by law or agreement as proprietary information.

3. The Governing Board shall form Design, Advisory and other committees, groups and teams (“committees”) as it deems necessary and appropriate to carry out the Consortium’s work, including those identified in the PARCC grant application.
 - a. The Governing Board will define the charter for each committee, to include objectives, timeline, and anticipated work product, and will specify which design and policy decisions (if any) may be made by the committee and which must be elevated to the Governing Board for decision;
 - b. When a committee is being formed, the Governing Board shall seek nominations for members from all states in the Consortium;
 - c. Design Committees that were formed during the proposal development stage shall continue with their initial membership, though additional members may be added at the discretion of the Governing Board;
 - d. In forming committees, the Governing Board will seek to maximize involvement across the Consortium, while keeping groups to manageable sizes in light of time and budget constraints;
 - e. Committees shall share drafts of their work products, when appropriate, with all PARCC states for review and feedback; and
 - f. Committees shall make decisions by consensus; but where consensus does not exist the committee shall provide the options developed to the Governing Board for decision (except as the charter for a committee may otherwise provide).
4. The Governing Board shall be chaired by a chief state school officer from one Governing State.
 - a. The Governing Board Chair shall serve a one-year term, which may be renewed.
 - b. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.
 - c. The Governing Board Chair shall have the following responsibilities:

- (i) To provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and orderly manner. The tasks related to these responsibilities include:
 - (a) Ensure that the appropriate policies and procedures are in place for the effective management of the Governing Board and the Consortium;
 - (b) Assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensure that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures and addresses the matters identified on the meeting agenda;
 - (c) Represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary;
 - (d) Ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and
 - (e) Serve as in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.
5. The Consortium shall adhere to the timeline provided in the grant application for making major decisions regarding the Consortium's work plan.
 - a. The timeline shall be updated and distributed by the Project Management Partner to all Consortium states on a quarterly basis.
 6. Participating States may provide input for Governing Board decisions, as described below.
 7. Governing Board decisions shall be made by consensus; where consensus is not achieved among Governing States, decisions shall be made by a vote of the Governing States. Each State has one vote. Votes of a supermajority of the Governing States are necessary for a decision to be reached.
 - a. The supermajority of the Governing States is currently defined as a majority of Governing States plus one additional State;

- b. The Governing Board shall, from time to time as necessary, including as milestones are reached and additional States become Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.
8. The Governing Board shall meet quarterly to consider issues identified by the Board Chair, including but not limited to major policy decisions of the Consortium.

B. Design Committees

- 1. One or more Design Committees will be formed by the Governing Board to develop plans for key areas of Consortium work, such as recommending the assessment system design and development process, to oversee the assessment development work performed by one or more vendors, to recommend achievement levels and other assessment policies, and address other issues as needed. These committees will be comprised of state assessment directors and other key representatives from Governing States and Participating States.
- 2. Design Committees shall provide recommendations to the Governing Board regarding major decisions on issues such as those identified above, or as otherwise established in their charters.
 - a. Recommendations are made on a consensus basis, with input from the Participating States.
 - b. Where consensus is not achieved by a Design Committee, the Committee shall provide alternative recommendations to the Governing Board, and describe the strengths and weaknesses of each recommendation.
 - c. Design Committees, with support from the Project Management Partner, shall make and keep records of decisions on behalf of the Consortium regarding assessment policies, operational matters and other aspects of the Consortium's work if a Design Committee's charter authorizes it to make decisions without input from or involvement of the Governing Board.
 - d. Decisions reserved to Design Committees by their charters shall be made by consensus; but where consensus is not achieved decisions shall be made by a vote of Governing States on each Design Committee. Each Governing State on the committee has one vote.

Votes of a majority of the Governing States on a Design Committee, plus one, are necessary for a decision to be reached.

3. The selection of successful bidders in response to RFPs issued on behalf of the Consortium shall be made in accordance with the procurement laws and regulations of the State that issues the RFP, as described more fully in Addendum 3 of this MOU.
 - a. To the extent permitted by the procurement laws and regulations of the issuing State, appropriate staff of the Design Committees who were involved in the development of the RFP shall review the proposals, shall provide feedback to the issuing State on the strengths and weaknesses of each proposal, and shall identify the proposal believed to represent the best value for the Consortium members, including the rationale for this conclusion.

C. General Assembly of All Consortium States

1. There shall be two convenings of all Consortium states per year, for the purpose of reviewing the progress of the Consortium's work, discussing and providing input into upcoming decisions of the Governing Board and Design Committees, and addressing other issues of concern to the Consortium states.
 - a. A leadership team (comprised of chief state school officers, and other officials from the state education agency, state board of education, governor's office, higher education leaders and others as appropriate) from each state shall be invited to participate in one annual meeting.
 - b. Chief state school officers or their designees only shall be invited to the second annual convening.
2. In addition to the two annual convenings, Participating States shall also have the opportunity to provide input and advice to the Governing Board and to the Design Committees through a variety of means, including:
 - a. Participation in conference calls and/or webinars;
 - b. Written responses to draft documents; and
 - c. Participation in Google groups that allow for quick response to documents under development.

IX. Benefits of Participation

Participation in the Consortium offers a number of benefits. For example, member States will have opportunities for:

- A. Possible coordinated cooperative purchase discounts;
- B. Possible discount software license agreements;
- C. Access to a cooperative environment and knowledge-base to facilitate information-sharing for educational, administrative, planning, policy and decision-making purposes;
- D. Shared expertise that can stimulate the development of higher quality assessments in an efficient and cost-effective manner;
- E. Cooperation in the development of improved instructional materials, professional development and teacher preparation programs aligned to the States' standards and assessments; and
- F. Obtaining comparable data that will enable policymakers and teachers to compare educational outcomes and to identify effective instructional practices and strategies.

X. Binding Commitments and Assurances

A. Binding Assurances Common To All States – Participating and Governing

Each State that joins the Consortium, whether as a Participating State or a Governing State, hereby certifies and represents that it:

- 1. Has all requisite power and authority necessary to execute this MOU;
- 2. Is familiar with the Consortium's Comprehensive Assessment Systems grant application under the ED's Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan, as defined by the Consortium and consistent with Addendum 1 (Notice);
- 3. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;
- 4. Will, as a condition of continued membership in the Consortium, adopt a common set of college- and career-ready standards no later than December 31, 2011, and common achievement standards no later than the 2014-2015 school year;

5. Will, as a condition of continued membership in the Consortium, ensure that the summative components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide no later than the 2014-2015 school year, subject to the availability of funds;
6. Will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and address any such barriers prior to full implementation of the summative assessment components of the system:
 - a. The State will take the necessary steps to accomplish implementation as described in Addendum 2 of this MOU.
7. Will use the Consortium-developed assessment systems to meet the assessment requirements in Title I of the ESEA;
8. Will actively promote collaboration and alignment between the State and its public elementary and secondary education systems and their public Institutions of Higher Education (“IHE”) or systems of IHEs. The State will endeavor to:
 - a. Maintain the commitments from participating public IHEs or IHE systems to participate in the design and development of the Consortium’s high school summative assessments;
 - b. Obtain commitments from additional public IHEs or IHE systems to participate in the design and development of the Consortium’s high school summative assessments;
 - c. Involve participating public IHEs or IHE systems in the Consortium’s research-based process to establish common achievement standards on the new assessments that signal students’ preparation for entry level, credit-bearing coursework; and
 - d. Obtain commitments from public IHEs or IHE systems to use the assessment in all partnership states’ postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students’ readiness for placement in non-remedial, credit-bearing college-level coursework.
9. Will provide the required assurances regarding accountability, transparency, reporting, procurement and other assurances and certifications; and

10. Consents to be bound by every statement and assurance in the grant application.

B. Additional Binding Assurances By Governing States

In addition to the assurances and commitments required of all States in the Consortium, a Governing State is bound by the following additional assurances and commitments:

1. Provide personnel to the Consortium in sufficient number and qualifications and for sufficient time to support the activities of the Consortium as described in Section VII (A)(1)(a)(iv) of this MOU.

XI. Financial Arrangements

This MOU does not constitute a financial commitment on the part of the Parties. Any financial arrangements associated with the Consortium will be covered by separate project agreements between the Consortium members and other entities, and subject to ordinary budgetary and administrative procedures. It is understood that the ability of the Parties to carry out their obligations is subject to the availability of funds and personnel through their respective funding procedures.

XII. Personal Property

Title to any personal property, such as computers, computer equipment, office supplies, and office equipment furnished by a State to the Consortium under this MOU shall remain with the State furnishing the same. All parties agree to exercise due care in handling such property. However, each party agrees to be responsible for any damage to its property which occurs in the performance of its duties under this MOU, and to waive any claim against the other party for such damage, whether arising through negligence or otherwise.

XIII. Liability and Risk of Loss

A. To the extent permitted by law, with regard to activities undertaken pursuant to this MOU, none of the parties to this MOU shall make any claim against one another or their respective instrumentalities, agents or employees for any injury to or death of its own employees, or for damage to or loss of its own property, whether such injury, death, damage or loss arises through negligence or otherwise.

B. To the extent permitted by law, if a risk of damage or loss is not dealt with expressly in this MOU, such party's liability to another party, whether or not arising as the result of alleged breach of the MOU, shall be limited to direct damages only and shall not include loss of revenue or profits or other indirect or consequential damages.

XIV. Resolution of Conflicts

Conflicts which may arise regarding the interpretation of the clauses of this MOU will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.

XV. Modifications

The content of this MOU may be reviewed periodically or amended at any time as agreed upon by vote of the Governing Board.

XVI. Duration, Renewal, Termination

- A. This MOU will take effect upon execution of this MOU by at least five States as “Governing States” and will have a duration through calendar year 2015, unless otherwise extended by agreement of the Governing Board.
- B. This MOU may be terminated by decision of the Governing Board, or by withdrawal or termination of a sufficient number of Governing States so that there are fewer than five Governing States.
- C. Any member State of the Consortium may be involuntarily terminated by the Governing Board as a member for breach of any term of this MOU, or for breach of any term or condition that may be imposed by the Department of Education, the Consortium Governing Board, or of any applicable bylaws or regulations.

XVII. Points of Contact

Communications with the State regarding this MOU should be directed to:

Name: Elizabeth Jones (Liz)

*Mailing Address: 603G Rutledge Building
1429 Senate Street
Columbia, SC 29209*

Telephone: 803-734-8295

Fax: 803-734-8886

E-mail: ejones@ed.sc.gov

Or hereafter to such other individual as may be designated by the State in writing transmitted to the Chair of the Governing Board and/or to the PARCC Project Management Partner.

XVIII. Signatures and Intent To Join in the Consortium

The State of South Carolina hereby joins the Consortium as a *Participating State*, and agrees to be bound by all of the assurances and commitments associated with the *Participating State*

membership classification. Further, the State of South Carolina agrees to perform the duties and carry out the responsibilities associated with the *Participating* State membership classification.

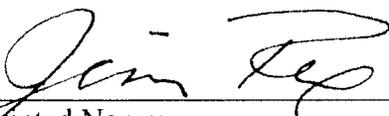
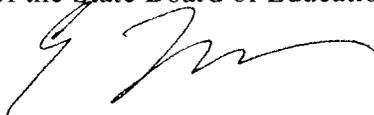
Signatures required:

- Each State's Governor;
- Each State's chief school officer; and
- If applicable, the president of the State board of education.

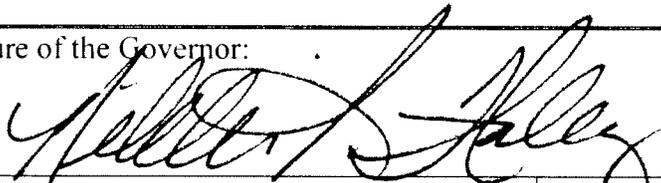
Addenda:

- **Addendum 1:** Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010.
- **Addendum 2:** Each State describes the process it plans to follow to ensure that it will be able to implement the assessment systems developed by the Consortium by the 2014-2015 school year, pursuant to Assurance 6 in Section X of this MOU.
- **Addendum 3:** Signature of each State's chief procurement official confirming that the State is able to participate in the Consortium's procurement process.

STATE SIGNATURE BLOCK

State of: <i>South Carolina</i>	
Signature of the Governor: 	
Printed Name: <i>Mark Sanford</i>	Date: <i>6-10-10</i>
Signature of the Chief State School Officer: 	
Printed Name: <i>Jim Rex</i>	Date: <i>6-9-10</i>
Signature of the State Board of Education President (if applicable): 	
Printed Name: <i>Tim Moore</i>	Date: <i>6-9-10</i>

*Signature Block for Recommitment to Participation as a Participating State in PARCC
as outlined in the*
**MEMORANDUM OF UNDERSTANDING for
PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND
CAREERS MEMBERS (June 2010)**

State of: SOUTH CAROLINA	
Signature of the Governor: 	
Printed Name: Nikki R. Haley	Date: 6/9/2011
Signature of the Chief State School Officer: 	
Printed Name: Mick Zais	Date: 6/10/11
Signature of the State Board of Education Chair: 	
Printed Name: Gerrita Postlemit	Date: 6-9-11

ADDENDUM 2:
SOUTH CAROLINA ASSURANCE REGARDING PROCESS AND PLANS FOR
IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

MEMORANDUM OF UNDERSTANDING

For

**Race To The Top -- Comprehensive Assessment Systems Grant Partnership For
Assessment of Readiness for College and Careers Members**

**ADDENDUM 2: ASSURANCE REGARDING PROCESS AND PLANS FOR
IMPLEMENTING PROPOSED ASSESSMENT SYSTEM**

June 3, 2010

Plan of South Carolina

South Carolina is electing to join the PARCC as a participating state. Based on the design and development of the assessment system and before the 2012 field test, the state will notify the consortium as to continued commitment in this assessment system.

South Carolina's barriers for participation include the following.

- The State Board and the Education Oversight Committee (EOC) have not adopted the Common Core State Standards.
- Before committing funds or administering a field test or the assessment system, the state will take affirmative action to remain in the consortium.
- Current legislation is specific and would have to be re-written to allow for administration of the consortium assessment system.
- According to state law, EOC must review test items and item data, recommend actions or modifications, and approve assessment programs following the first statewide field test.
- Districts will need funds for computers, infrastructure, and training to support online administration for all students.
- Potential conflicts exist between the lead procurement state's procurement laws and South Carolina's procurement laws, conflicts that would prevent South Carolina's full participation. The South Carolina Department of Education plans to request either an administrative exemption from conflicting provisions of South Carolina's procurement laws (Section 11-35-710) and/or to request legislative approval. Please note that the South Carolina General Assembly, on April 29, 2010, adopted a Concurrent Resolution stating "That the members of the General Assembly, by this resolution, are supportive of South Carolina submitting an application for a round two Race to the Top award and are fully committed to assist through appropriate legislative remedies, if needed, to strengthen the state's application and to assist with implementation."

Because the contents of the lead procurement state's solicitation are unknown, potential conflicts exist between the lead procurement state's solicitation and the laws of South Carolina. Upon receipt of a draft solicitation, South Carolina's Materials Management Office will endeavor to resolve any concerns that may arise.

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ADDENDUM 3:
SOUTH CAROLINA ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM
PROCUREMENT PROCESS

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For
Assessment of Readiness for College and Careers Members

ADDENDUM 3: ASSURANCE REGARDING PARTICIPATION
IN CONSORTIUM PROCUREMENT PROCESS

June 3, 2010

The signature of the chief procurement official of *South Carolina* on Addendum 3 to the Memorandum of Understanding for the Race to the Top Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers (“Consortium”) Members constitutes an assurance that the chief procurement official has determined that *South Carolina* may, consistent with its applicable procurement laws and regulations, participate in and make procurements using the Consortium’s procurement processes described herein.

I. Consortium Procurement Process

This section describes the procurement process that will be used by the Consortium. The Governing Board of the Consortium reserves the right to revise this procurement process as necessary and appropriate, consistent with its prevailing governance and operational policies and procedures. In the event of any such revision, the Consortium shall furnish a revised Addendum Three to each State in the Consortium for the signature by its chief procurement official.

1. *Competitive Procurement Process; Best Value Source Selection.* The Consortium will procure supplies and services that are necessary to carry out its objectives as defined by the Governing Board of the Consortium and as described in the grant application by a competitive process and will make source selection determinations on a “best value” basis.
2. *Compliance with federal procurement requirements.* The Consortium procurement process shall comply with all applicable federal procurement requirements, including the requirements of the Department of Education’s grant regulation at 34 CFR § 80.36, “Procurement,” and the requirements applicable to projects funded under the American Recovery and Reinvestment Act of 2009 (“ARRA”).
3. *Lead State for Procurement.* The Fiscal Agent of the Consortium shall act as the Lead State for Procurement on behalf of the Consortium, or shall designate another Governing State to serve the Consortium in this capacity. The Lead State for Procurement shall conduct procurements in a manner consistent with its own procurement statutes and regulations.
4. *Types of Procurements to be Conducted.* The Lead State for Procurement shall conduct two types of procurements: (a) procurements with the grant funds provided by the

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ADDENDUM 3:
**SOUTH CAROLINA ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM
PROCUREMENT PROCESS**

Department of Education to the Fiscal Agent, and (b) procurements funded by a Consortium member State's non-grant funds.

5. *Manner of Conducting Procurements with Grant Funds.* Procurements with grant funds shall be for the acquisition of supplies and/or services relating only to the design, development, and evaluation of the Consortium's assessment system, and a vendor awarded a contract in this category shall be paid by grant funds disbursed by the Fiscal Agent at the direction of the Governing Board of the Consortium. The Lead State for Procurement shall conduct the procurement and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:
 - a. Issue the Request for Proposal;
 - b. Receive and evaluate responsive proposals;
 - c. Make source selection determinations on a best value basis;
 - d. Execute a contract with the awardee(s);
 - e. Administer awarded contracts.

6. *Manner of Conducting Procurements with State Funds.* The Consortium shall conduct procurements related to the implementation of operational assessments using the cooperative purchasing model described in this section.
 - a. The Lead State for Procurement shall conduct such procurements and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:
 - i. Issue the RFP, and include a provision that identifies the States in the Consortium and provides that each such State may make purchases or place orders under the contract resulting from the competition at the prices established during negotiations with offerors and at the quantities dictated by each ordering State;
 - ii. Receive and evaluate responsive proposals;
 - iii. Make source selection determinations on a best value basis;
 - iv. Execute a contract with the awardee(s);
 - v. Administer awarded contracts.

 - b. A Consortium State other than the Lead State for Procurement shall place orders or make purchases under a contract awarded by the Lead State for Procurement pursuant to the cooperative purchasing authority provided for under its state procurement code and regulations, or other similar authority as may exist or be created or permitted under the applicable laws and regulations of that State.

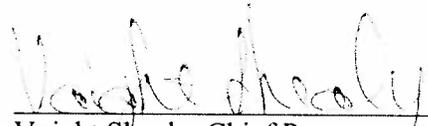
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ADDENDUM 3:
**SOUTH CAROLINA ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM
PROCUREMENT PROCESS**

- i. An ordering State shall execute an agreement ("Participating Addendum") with the contractor, which shall be incorporated into the contract. The Participating Addendum will address, as necessary, the scope of the relationship between the contractor and the State; any modifications to contract terms and conditions; the price agreement between the contractor and the State; the use of any servicing subcontractors and lease agreements; and shall provide the contact information for key personnel in the State, and any other specific information as may be relevant and/or necessary.

II. Assurance Regarding Participation in Consortium Procurement Process

**I, Voight Shealy, in my capacity as the chief procurement official for South Carolina, confirm by my signature below that South Carolina may, consistent with the procurement laws and regulations of South Carolina, participate in the Consortium procurement processes described in this Addendum 3 to the Memorandum of Understanding For Race To The Top -- Comprehensive Assessment Systems Grant Consortium Members.



Voight Shealy, Chief Procurement Officer
State of South Carolina



[DATE]

***Subject to South Carolina's Plans for Implementing Proposed Assessment System, as provided in Addendum 2.*

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

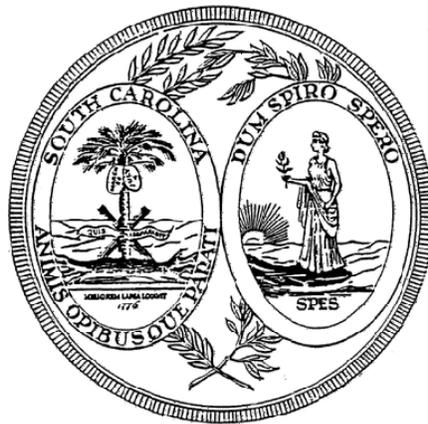
Key	
Reward School Criteria: A. Highest-performing school B. High-progress school	Focus School Criteria: F. Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation 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

Educator Evaluation and Support Guidelines



**Issued by the
South Carolina Department of Education**

**Mick Zais, PhD
State Superintendent of Education**

June 2012

Purpose

The purpose of the **2012 South Carolina Educator Evaluation and Support Guidelines** is to provide a framework for *updating, enhancing, and expanding* the evaluation and support systems that are authorized under the following sources:

- South Carolina Code Ann. §§ 59-26-30 (2004 and Supp. 2011) and 59-26-40 (Supp. 2011): Training, Certification, and Evaluation of Public Educators, available online at <http://ed.sc.gov/agency/programs-services/50/documents/ADEPTStatute.pdf>;
- State Board of Education Regulation 43-205.1 (2005): Assisting, Developing, and Evaluating Professional Teaching (ADEPT), available online at <http://ed.sc.gov/agency/programs-services/50/adeptreg.cfm>;
- ADEPT System Guidelines (2006), available online at http://ed.sc.gov/agency/programs-services/50/documents/adept_guidelines.pdf;
- Summative ADEPT Formal Evaluation of Classroom-Based Teachers (SAFE-T; 2010), available online at <http://ed.sc.gov/agency/programs-services/50/documents/SAFETGuideTeachersEvaluators.pdf>;
- South Carolina Code Ann. §§ 59-24-5 through 59-24-80 (2004 and Supp. 2011): School Administrators, available online at http://ed.sc.gov/agency/programs-services/49/documents/SouthCarolinaCodeofLaws-Title59-Chapter24_SchoolAdministrators_.pdf; and
- State Board of Education Regulation 43-165.1 (2011): Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP), available online at <http://ed.sc.gov/agency/programs-services/49/documents/43165finalregulations.pdf>.

To accomplish this purpose, the 2012 South Carolina Educator Evaluation and Support Guidelines call for data-driven improvements to the state's evaluation and support systems for teachers (ADEPT) and principals (PADEPP) over the next three-year period. The changes described in this document will result in an evaluation and support system that is valid, reliable, and fair and that will

- support the continuous improvement of instruction;
- systematically assess and differentiate educator performance (using five performance levels);
- include multiple measures to determine performance levels, including student growth and other measures of professional practice;
- include appropriate processes for evaluating educators on a regular basis;
- provide educators with clear, timely, and useful feedback that identifies areas for improvement and guides professional development;
- inform personnel decisions; and
- include training for all educators to help them understand the purposes of the evaluation systems, the elements of the evaluation systems, and their roles and responsibilities in implementing these systems.

Background

The 2012 South Carolina Educator Evaluation and Support Guidelines are the latest in an ongoing effort to improve and enhance South Carolina's statewide systems for evaluating teachers (ADEPT) and principals (PADEPP). In the spring of 2011, shortly following the release of the revised Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, the SCDE convened a 33-member ADEPT Upgrade Task Force to review the state's ADEPT Performance Standards and the 2006 ADEPT System Guidelines. Similarly, groups of educators provided input into the 2011 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 next step: the development of Principle 3 of South Carolina's ESEA Flexibility Waiver Request.

In addition to the 21 ESEA regional stakeholder community meetings that were held throughout the state, SCDE staff met with groups of instructional leaders and personnel administrators to help develop the framework for ESEA Principle 3. Then, in February 2012, the SCDE's Office of Educator Evaluation partnered with the Office of School Transformation, the Office of Data Management & 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 SIG and ESEA requirements. To date, three meetings have been held with representatives from the SIG schools and districts, with input received from 178 teachers, 23 school administrators, and 26 district administrators.

Building on these efforts, a statewide Educator Evaluation Stakeholder Committee (EESC) has been formed that includes teachers, school principals, district office administrators, and representatives from higher education and other stakeholder groups. This committee is charged with advising South Carolina Department of Education (SCDE) staff on the design, validation, and implementation of the updated educator evaluation guidelines for the state.

On June 18, 2012, 27 members of the EESC convened to review and provide feedback on the draft of the 2012 Educator Evaluation and Support Guidelines. Following the discussion at the meeting, 17 participants provided additional written feedback and comments. The majority of responses were affirmative in nature. The remainder of the comments were classified into the following categories: (1) items that require further clarification via future information and training sessions, (2) items that require further discussion at future stakeholder meetings (e.g., items about which there was stakeholder disagreement), (3) items that were rejected due to lack of majority support, and (4) items that were changed in the Guidelines. A summary of the items that were changed based on stakeholder input is presented in Appendix A.

Scope

In the context of these guidelines, the term *educator* refers to any individual who works in one or more South Carolina public schools in a position that requires certification by the South Carolina Department of Education (SCDE).

Educator Evaluation and Support System Requirements

Requirement 1: South Carolina educator evaluation and support systems must meet the technical requirements necessary to ensure maximum validity, reliability, and freedom from bias.

To ensure maximum validity, reliability, and freedom from bias, the South Carolina Department of Education is charged with overseeing the implementation of the following action plan for updating and enhancing the state’s systems for Assisting, Developing, and Evaluating Professional Teaching (ADEPT) and the Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP):

Phase School Year	SCDE Action Plan
Phase I SY 2012–13 Beta Test	<ul style="list-style-type: none"> ▪ Twenty-two South Carolina schools that have received School Improvement Grant (SIG) awards have volunteered to participate in the SIG-Educator Evaluation Project, a beta test of the enhanced ADEPT and PADEPP systems. <ul style="list-style-type: none"> ▫ The SIG schools will implement the SIG-Enhanced ADEPT model that will include an additional value-added assessment component. ▫ The SIG schools will implement the current SIG-PADEPP model that will include an additional value-added assessment component. ▫ Throughout the project year, an independent research consultant will collect and analyze the performance data and participant feedback regarding the implementation of the SIG Educator Evaluation Project (i.e., a beta test) and will report the results and provide recommendations to the South Carolina Department of Education. ▪ The Educator Evaluation Stakeholder Committee will assist in further developing and enhancing the models for evaluating and supporting educators, based on the results and recommendations from the SIG Educator Evaluation Project (i.e., the beta test) as well as additional research from the field. ▪ All schools and districts that are not participating in the SIG Educator Evaluation Project (i.e. the beta test) will continue to implement the current state ADEPT model (based on the 2006 ADEPT Guidelines, available online at http://ed.sc.gov/agency/programs-services/50/EvaluatingEducators.cfm) and PADEPP model (based on the 2010 PADEPP Regulation, available online at http://ed.sc.gov/agency/programs-services/49/documents/43165finalregulations.pdf) , unless otherwise approved in their 2012–13 ADEPT and PADEPP plans.

Phase School Year	SCDE Action Plan
<p>Phase II SY 2013–14 Pilot Project</p>	<ul style="list-style-type: none"> ▪ Phase II of the Enhanced ADEPT and PADEPP models will be piloted in a minimum of eight, but no more than 25, of the state’s school districts. The district sample will be selected from districts that volunteer to participate and will be demographically representative of the state in terms of region, size, and poverty level based on free- and reduced lunch. The pilot project also will include any of the state’s 31 educator preparation programs that volunteer to participate. Throughout the project year, an independent research consultant will collect and analyze the performance data and participant feedback regarding the implementation of the enhanced educator evaluation models and will report the results and provide recommendations to the South Carolina Department of Education. ▪ The Educator Evaluation Stakeholder Committee will assist in revising the enhanced evaluation models, based on the results and recommendations from the pilot project as well as on additional research from the field. Additionally, the Educator Evaluation Stakeholder Committee will assist in updating the 2012 Educator Evaluation and Support Guidelines, as needed, to reflect the findings of the beta test and pilot project. Subsequently, the revised Educator and Evaluation Guidelines (2014) will be submitted to the State Board of Education for approval. ▪ All schools and districts that are not participating in the Educator Evaluation Pilot Project will continue to implement the current state ADEPT model (based on the 2006 ADEPT Guidelines) and PADEPP model (based on the 2010 PADEPP Regulation) , unless otherwise approved in their 2013–14 ADEPT and PADEPP plans.
<p>Phase III SY 2014–15 Implementation and Continued Development</p>	<ul style="list-style-type: none"> ▪ All schools and districts will implement the state’s enhanced evaluation models, unless otherwise approved in their 2014–15 educator evaluation plans. ▪ The South Carolina Department of Education will monitor the implementation of the evaluation and support models. Improvements will be made and new models added, as needed.

Requirement 2: South Carolina educator evaluation and support systems must be used for the continual improvement of instruction.

In order to ensure that the South Carolina educator evaluation and support systems support the continual improvement of instruction, the SCDE will oversee the revalidation and/or development of additional statewide educator performance standards that directly relate to

student outcomes. That is, all educator performance standards must reflect not only the requisite educator knowledge and skills but also the intended and actual impact on students. This increased emphasis on learners and learning, coupled with the current emphasis on teachers and teaching, will help to create the proper reciprocal relationship between educator performance and student growth.

The statewide educator performance standards must be specific to educators’ assigned positions (e.g., classroom-based teachers, certified instructional support personnel, school administrators) and must be aligned with nationally recognized professional standards for each group of educators. All sets of educator performance standards must include one or more student outcome components that relate to the intended and actual impact of the educator on his or her students.

In addition to ensuring that all educator performance standards relate to student growth in the context of each professional area, the SCDE will ensure that all educator performance standards are clear, concise, and comprehensive and that the standards have been developed in collaboration with key stakeholder groups. To these ends, the SCDE, in partnership with the 2011 ADEPT Upgrade Task Force and the 2012 SIG Enhanced ADEPT participants, updated the 2006 ADEPT Performance Standards (APSs) for Classroom-Based Teachers and accomplished three major goals: (1) to ensure that the APSs increase the focus on student growth, (2) to ensure that the APSs are aligned with the 2011 InTASC Model Core Teaching Standards, and (3) to increase the utility of the standards by making them fewer, deeper, and clearer. A comparison of the 2006 and proposed 2012 ADEPT Performance Standards is presented in Table 1; a more comprehensive description is provided in Appendix B.

Table 1 Comparison of 2006 and 2012 ADEPT Performance Standards

ADEPT Performance Standards (APSs) for Classroom-Based Teachers	
2006 APSs	2012 APSs
10 Performance Standards	5 Performance Standards
34 Key Elements	17 Key Indicators

Requirement 3: South Carolina educator evaluation and support models must differentiate educator performance using five performance levels.

The South Carolina Department of Education will oversee the development of a system that differentiates educator effectiveness according to the following five Educator Effectiveness Levels:

- Level 5: A
- Level 4: B
- Level 3: C
- Level 2: D
- Level 1: F

The overall Educator (Teacher or Principal) Effectiveness Rating will include a performance rating (based on the established performance standards) as well as one or more value-added ratings, as explained in the next section.

Requirement 4: South Carolina educator evaluation and support models must include 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.

Teacher Evaluation and Support Models

The teacher evaluation and support model reflects three major components: (1) the teacher's professional performance, (2) the teacher's impact on student learning growth (Teacher Value-Added), and (3) the overall growth of the students in the school (School Value-Added).

Professional Performance

The first component involves educator performance ratings based on each educator's performance in the professional standards (ADEPT Performance Standards) that relate to the educator's assigned position (e.g., classroom-based teacher, certified instructional support personnel). These ratings are derived from multiple measures that provide quantitative and qualitative evidence of the educator's implementation of the professional standards. One or more valid performance measures must be specified for each performance standard, and a scoring rubric must accompany each standard. Additionally, each standard may receive a weighted value or a decision rule, based on its relative importance to overall educator performance.

In the SIG Educator Evaluation Project, the professional performance component is referred to as "TOPS"—the Teacher Observation and Performance Scale. TOPS is a substantially revised version of the *Summative ADEPT Formal Evaluation of Classroom-Based Teachers (SAFE-T)* which is currently in place. TOPS addresses the five ADEPT Performance Standards (APSs) and 17 Key Indicators that were described previously in Requirement 2. The TOPS performance measures include systematic classroom observations (complete with teacher reflections on their own performance), written documents provided by the teachers themselves, and forms completed by members of the evaluation team. Additional measures such as student surveys, parent surveys, and other types of performance indicators are being considered and may be added during a later phase of the three-year development period.

Based on the data collected from the TOPS performance measures, a rating of 0 to 3 is assigned to each Key Indicator. The ratings for all Key Indicators for each Performance Standard are multiplied by pre-specified weights and then summed to get a total score for that Performance Standard. The scores for the five Performance Standards are, in turn, multiplied by pre-specified weights to yield a total TOPS score. TOPS scores can range from 0 to 300.

TOPS scores are then converted to a 5-point scale as shown in Table 2. Note that these are preliminary values that will be reviewed and possibly revised based on data obtained from the pilot and field tests.

Table 2 Teacher Effectiveness Levels, Total TOPS Scores, and Scale Values

Effectiveness Level	Total TOPS Score	Scale Value
A	276 - 300	5
B	226 - 275	4
C	176 - 225	3
D	126 - 175	2
F	0 - 125	1

Teacher Value-Added

The second component, referred to as the “teacher-value added (TVA) component,” is based on increases in state test performance by students in a teacher’s classes. Teacher value-added data are not available for all South Carolina educators. More specifically, teacher value-added data are available for elementary and middle school teachers (grades 3 through 8) who are responsible for teaching English language arts and mathematics. Teacher value-added data also are available for fourth and seventh grade teachers who are responsible for teaching science and social studies. Finally, teacher value-added data are available for high school teachers who are responsible for teaching courses with end-of-course tests (English I, Algebra I or Math for the Technologies II, Biology I or Applied Biology II, and U. S. History and the Constitution). For the purposes of this document, this group of teachers for whom value-added data are available will be referred to as the **Classroom Value-Added (CVA) Group**. All other educators (including *other* classroom-based teachers, speech-language therapists, school guidance counselors, library media specialists, etc.) will be referred to as the **Non-Classroom Value-Added (NCVA) Group**.

School Value-Added

The third component is the “school value-added” (SVA) component. For elementary and middle schools, the SVA component is defined as the growth rating on the school report card. For high schools, the SVA component is based on two school-level data points: (a) increases in the longitudinal passing rate on the state’s High School Assessment Program (HSAP) tests and (b) increases in the graduation rates (both on-time and 5-year).

Table 3 displays the three components, each on a 5-point scale, with the weight assigned to each component.

Table 3 Components, Scales, and Weights for CVA Teachers

COMPONENT	SCALE (Lowest to Highest)	TOTAL WEIGHT
Teacher Observation and Performance Scale (TOPS) APS 1: Student Growth (50%) APS 2: Planning (5%) APS 3: Instruction (25%) APS 4: Environment (15%) APS 5: Professionalism (5%)	1 to 5	60%
CLASSROOM VALUE-ADDED	1 to 5	30%
SCHOOL VALUE-ADDED	1 to 5	10%

Because NCVA educators do not have classroom value-added scores, a different set of weights are established for the TOPS component as well as for the total weightings. The revised weights are shown in Table 4.

Table 4 Components, Scales, and Weights for NCVA Teachers

COMPONENT	SCALE (Lowest to Highest)	TOTAL WEIGHT
Teacher Observation and Performance Scale (TOPS) APS 1: Student Growth (50%) APS 2: Planning (5%) APS 3: Instruction (25%) APS 4: Environment (15%) APS 5: Professionalism (5%)	1 to 5	70%
CLASSROOM VALUE-ADDED (CVA)	Not Available	NA
SCHOOL VALUE-ADDED (SVA)	1 to 5	30%

Principal Evaluation and Support Models

The principal evaluation and support model includes two major components: (1) the principal's professional performance rating and (2) the school's value-added rating.

Professional Performance

The first component involves educator performance ratings based on each principal's performance in the professional standards (PADEPP Performance Standards). These ratings are derived from multiple measures that provide quantitative and qualitative evidence of the principal's implementation of the professional standards. One or more valid performance measures must be specified for each performance standard, and a scoring rubric must accompany

each standard. Additionally, each standard may receive a weighted value or a decision rule, based on its relative importance to overall principal performance.

In the SIG Educator Evaluation Project, the principals' professional performance component is referred to as the "Principal Performance Scale" (PPS). Additional measures such as student surveys, parent surveys, and other types of performance indicators are being considered and may be added during a later phase of the three-year development period.

Based on the data collected from the PPS performance measures, each of the nine PADEPP Standards is rated as follows: Needs Improvement = 0; Proficient = 2; Exemplary = 3. The ratings for each PADEPP Standard are multiplied by pre-specified weights and then summed to get a total score for that Performance Standard. The scores for the nine Performance Standards are, in turn, multiplied by pre-specified weights to yield a total PPS score. PPS scores can range from 0 to 300.

PPS scores are then converted to a 5-point scale as shown in Table 5. Note that these are preliminary values that will be reviewed and possibly revised based on data obtained from the pilot and field tests.

Table 5 Principal Effectiveness Levels, Total PPS Scores, and Scale Values

Effectiveness Level	Total PPS Score	Scale Value
A	276 - 300	5
B	226 - 275	4
C	176 - 225	3
D	126 - 175	2
F	0 - 125	1

Note that, because principals do not have classroom value-added scores, the total weights are calculated as shown in Table 6.

Table 6 Components, Scales, and Weights for Principals

COMPONENT	SCALE (Lowest to Highest)	TOTAL WEIGHT
Principal Performance Scale (PPS) PADEPP Standard 1: Vision (5%) PADEPP Standard 2: Instruction (20%) PADEPP Standard 3: Effective Management (10%) PADEPP Standard 4: Climate (15%) PADEPP Standard 5: School-Community Relations (10%) PADEPP Standard 6; Ethical Behavior (10%) PADEPP Standard 7: Interpersonal Skills (10%) PADEPP Standard 8: Staff Development (15%) PADEPP Standard 9: Principal’s Professional Development (5%)	1 to 5	50%
CLASSROOM VALUE-ADDED (CVA)	NA	NA
SCHOOL VALUE-ADDED (SVA)	1 to 5	50%

The formulas for calculating the teacher and principal performance and effectiveness ratings are included in Appendix C.

Requirement 5: South Carolina educator evaluation and support models must include appropriate processes for evaluating educators on a regular basis.

and

Requirement 6: South Carolina educator evaluation and support models must provide educators with clear, timely, and useful feedback, including feedback that identifies needs and guides professional development.

All educators must be evaluated on an annual basis. However, the type and extent of the evaluation must be based on the intended purpose of the evaluation (see Section 7 below), the educator’s level of experience, the educator’s prior effectiveness rating(s), and the educator’s current performance.

Evaluation Cycle for Teachers

There are four types of ADEPT performance evaluation processes for teachers (i.e., non-school administrators), as follows:

ADEPT 1: Formative Evaluation Process. The Formative Evaluation Process is designed to promote the professional performance and effectiveness of beginning teachers through structured assistance and ongoing, formative feedback. During the Formative Evaluation process, teachers must be provided with immediate written and verbal feedback regarding their performance, and appropriate coaching and assistance must be provided in areas of identified weakness.

ADEPT 2: Summative Evaluation Process. The Summative Evaluation Process is designed to inform high-stakes decisions regarding certificate and contract advancement as well as employment decisions for experienced teachers. Teachers undergoing the Summative Evaluation process must receive written and verbal feedback at least twice per year (i.e., at the end of the preliminary evaluation period and at the end of the final evaluation period).

ADEPT 3.A: Competence-Building Goals-Based Evaluation Process. The Competence-Building Goals-Based Evaluation process is an abridged summative evaluation process that is designed to target an experienced educator's identified performance weaknesses. Teachers undergoing the Competence-Building Goals-Based Evaluation Process must receive written and verbal feedback regarding identified areas of weakness at least twice per year (i.e., at the end of the preliminary evaluation period and at the end of the final evaluation period).

ADEPT 3.B: Research and Development Goals-Based Evaluation Process. The Research and Development Goals-Based Evaluation process is designed to facilitate the development of exemplary teaching practices in successful, experienced educators while still maintaining performance accountability for these educators. Teachers participating in the Research and Development Goals-Based Evaluation process must receive written and verbal feedback on their performance at least once per year and must receive a more comprehensive review at least once every five years.

All teachers must receive annual professional growth and development plans, based on the results of their previous evaluation and planned evaluation type.

A more complete description of the evaluation cycle for teachers is presented in the ADEPT Evaluation Matrix (see Appendix D). This ADEPT Evaluation Matrix will be beta tested in 2012–13 as part of the SIG Educator Evaluation Project.

Evaluation Cycle for Principals

The evaluation cycle for principals is prescribed in the PADEPP Regulation (R 43-165.1), as follows: Principals' evaluation cycle shall be consistent with the school year as defined by law. After the induction year, principals shall be evaluated annually. A full evaluation using all

PADEPP Performance Standards will be conducted every other year. Principal evaluations on years between full evaluations will include Performance Standard 2 (Instructional Leadership), Performance Standards rated the previous year as “Needs Improvement”, 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 district superintendent. 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.

Requirement 7: South Carolina educator evaluation and support models must be used to inform personnel decisions.

There are two primary personnel decisions that must be made about educators. The first is whether to renew an educator’s contract from one year to the next (contract renewal). The second decision is whether to advance a teacher’s certificate (e.g., from an initial certificate to a professional certificate) and/or contract level (e.g., from an induction contract to an annual contract or from an annual contract to a continuing contract). In the case of principals, the second decision involves whether to advance the principal from a Tier 1 to a Tier 2 certificate. *In general, it is recommended that contract renewal decisions for beginning teachers be based on data from the most recent year, whereas contract renewal decisions and certificate and/or contract advancement decisions for experienced educators be based on multiple years of data.*

Contract Renewal Decisions

Because of the discrepancy between the dates at which contracts must be offered (currently April 15, unless otherwise specified by the state’s General Assembly) and when test data are available (typically, late summer or early fall), there is a discrepancy between the currency of the data that are available to make contract renewal decisions. This discrepancy is shown in Table 7.

Table 7 Availability of Data to Make Contract Renewal Decisions

Source of Data	Year 1	Year 2	Year 3	Year 4
TOPS/PPS	Year 1 Data	Year 2 Data	Year 3 Data	Year 4 Data
CVA	None Available	Year 1 Data	Year 2 Data	Year 3 Data
SVA	None Available	Year 1 Data	Year 2 Data	Year 3 Data

For Year 1 (Induction) teachers and principals, value-added data are not available to make contract renewal decisions. Therefore, contract renewal decisions for these educators must be made on the basis of the educator’s progress relative to the formative evaluations.

For teachers in Year 2, Year 3, Year 4, and beyond, composite Teacher Effectiveness Scores (TESs) are computed based on the component ratings and the weights shown in Tables 3 and 4 for the most recent year for which the data are available. For CVA teachers, there are three

components: TOPS (60%), CVA (30%), and SVA (10%). Thus, for example, a teacher who has a rating of 4 on TOPS, a rating of 2 on CVA, and a rating of 5 on SVA will have a TES of 3.5 which is calculated as $4 (.6) + 2 (.3) + 5 (.1)$. For NCVA educators, including principals, there are two components, but the same reasoning and calculations apply.

The scale for the composite score is the same as that for the individual components, that is, a 5-point scale.

Certificate and Contract Advancement Decisions

As mentioned above, promotion decisions should be based on cumulative data, rather than a single year's worth of data. In addition, it is recommended that patterns of scores across the components, rather than a composite score, be used to make promotion decisions. That is, rather than multiplying each component by its weight and then summing to get a composite score, an examination of the pattern of components ratings is believed to be more useful and more valid. In the previous example, although the composite score is 3.5, the pattern is 4-2-5. By examining the pattern, we can see that this is a teacher who, although his or her value-added score is relatively low, benefits from being in a school with a high value-added score.

Furthermore, it is strongly recommended that at least two years of CVA data and/or SVA data are available before a decision is made to advance a teacher from an initial to a professional certificate or to advance a principal from a Tier 1 to a Tier 2 certificate. Referring back to Table 7, then, we see that the certificate decision should not be made before an educator has completed his or her third year.

State-Level Decision Rules

In making certificate, contract, and employment decisions based on patterns of educator ratings over time, the following state-level decision rules are established. Districts may establish more stringent contract renewal requirements, at their discretion. Districts also must consider other factors such as the *Standards of Conduct for South Carolina Educators* in making contract non-renewal and dismissal decisions.

- For CVA teachers: If a teacher receives a rating of 1 or 2 on TOPS for two or more consecutive years AND a rating of 1 or 2 on CVA for two or more consecutive years, he or she is not eligible for certificate or contract advancement, and the district must consider contract non-renewal.
- For NCVA teachers: If a teacher receives a rating of 1 or 2 on TOPS for two or more consecutive years AND a rating of 1 or 2 on SVA for two or more consecutive years AND score of 15 or less on the Professional Performance Standard (APS 5) on TOPS for either year, he or she is not eligible for certificate or contract advancement, and the district must consider contract non-renewal.
- For principals: If a principal receives a rating of 1 or 2 on PADEPP for two or more consecutive years AND a rating of 1 or 2 on SVA for two or more consecutive years, he

or she is not eligible for certificate advancement, and the district must consider contract non-renewal.

These annual component patterns for educators will be maintained by the South Carolina Department of Education (SCDE) in a secure web-based data system. The SCDE will make these data available to approved district personnel to assist them in making personnel decisions within and across school districts.

Requirement 8: South Carolina educator evaluation and support models must include ongoing training for all evaluatees and evaluators to help them understand the purposes of the evaluation systems, the elements of the evaluation systems, and their roles and responsibilities in implementing these systems.

Consistent with state regulations, all educators must receive a comprehensive orientation prior to beginning the evaluation process. Similarly, all evaluators must undergo training and certification prior to serving as an evaluator.

Teacher evaluators are trained via a train-the-trainer model. The South Carolina Department of Education is responsible for establishing the eligibility criteria for trainers, for developing the training and providing it to the trainers, and for certifying trainers who have successfully completed the training. The South Carolina Department of Education also is responsible for establishing the eligibility criteria for evaluators, for developing the evaluator training, for developing and administering the proficiency assessment for evaluators, and for certifying evaluators. However, the evaluator training itself is carried out by the certified trainers.

Principal evaluators are trained and certified directly through the South Carolina Department of Education.

Referring back to Requirement 1, training for TOPS and PPS will be drafted at the end of Phase I. Revisions to the TOPS and PPS training materials—as well as to the CVS and NCVS training materials—will be made at the end of Phase II.

The South Carolina Department of Education is responsible for maintaining a statewide database of certified trainers and evaluators for both teachers and principals.

The South Carolina Department of Education is charged with developing, in collaboration with the Educator Evaluation Stakeholder Committee, the annual recalibration requirements for certified evaluators and trainers who will be serving in that capacity during the academic year.

Requirement 9: South Carolina educator evaluation and support models must be implemented with fidelity.

Each school district must submit Educator Evaluation plans on an annual basis to the South Carolina Department of Education (SCDE) for review and approval. In order to ensure that every educator is provided with a valid, reliable, and fair evaluation, districts must establish an internal process for educators to appeal their evaluation results. Districts must include a description of the internal appeal process—including a method for tracking the number of appeals filed and the disposition of the appeals—in their Educator Evaluation plans. All Educator Evaluation plans must receive SCDE approval prior to implementation.

Each school district must report all educator evaluation results on an annual basis to the SCDE using the state’s web-based educator evaluation data collection and reporting systems.

The SCDE is responsible for monitoring the fidelity of implementation of the educator evaluation systems throughout the state. Reviews may be conducted remotely and/or on-site and may include, but need not be limited to, surveys, interviews, observations, and records reviews. The SCDE also is responsible for conducting ongoing reviews of the evaluation systems to determine the need for future updates and improvements.

Alternative Options for Districts

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 nine specifications 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 South Carolina Department of Education in the standard statewide reporting format. All alternative educator evaluation and support standards and/or models must be reviewed and approved by the South Carolina Department of Education prior to implementation.

Review of Guidelines

The State Board of Education will review the results of the 2012–13 SIG Educator Evaluation Beta Test and the 2013–14 Educator Evaluation Pilot Project and, as necessary, revise the 2012 South Carolina Educator Evaluation and Support Guidelines prior to the 2014–15 school year.

Appendix A

Changes to Guidelines Based on Stakeholder Input

The following is a summary of changes made to the 2012 Educator Evaluation and Support Guidelines based on feedback from the Educator Evaluation Stakeholder Committee.

- Educator preparation programs were added to the pilot project in Phase II (page 5).
- The total weight for the Teacher Observation and Performance Scale (TOPS) was adjusted from 50% to 60%, and the total weight for the Classroom Value-Added rating was adjusted from 40% to 30% (Table 3, page 9).
- An explanation of the *student growth* factors was added (page 9).
- The formula for calculating Teacher Effectiveness Scores for CVA teachers was adjusted (page 14).
- Language was added to clarify that the Decision Rules are those that are required by the state. Districts may adopt more stringent contract renewal requirements, at their discretion (page 14).
- A timeline for *training* was added (page 15).
- The requirement was added to ensure that, upon placement in ADEPT 3.A (Competence-Building GBE), each teacher must receive an orientation to the process if a mentor is not assigned (Appendix D, page 22).
- The language in the ADEPT processes was modified to clarify that these are required processes (Appendix D, page 23).
- Processes were established for evaluating and supporting teachers through Research and Development Goals-Based Evaluation—ADEPT 3.B (Appendix D, page 23).

Appendix B

ADEPT Performance Standard Comparison

ADEPT Performance Standards (APSs) For Classroom-Based Teachers	
2006 ADEPT Performance Standards	2012 ADEPT Performance Standards (Draft)
APS 1: Long-Range Planning (LRP) APS 1.A Student information APS 1.B Long-range goals APS 1.C Instructional units APS 1.D Student assessments APS 1.E Classroom management	APS 2: Planning APS 2.A Aligns lessons/units APS 2.B Aligns instruction and assessment APS 2.C Connects students to the standards
APS 2: Short-Range Planning of Instruction APS 2.A Short-range objectives APS 2.B Instructional plans for unit APS 2.C Use of data to guide planning	
APS 3: Planning Assessments and Using Data APS 3.A Selection & use of assessments APS 3.B Analysis of assessment data APS 3.C Student progress and achievement	APS 1: Student Growth APS 1.A Assesses student learning APS 1.B Analyzes assessment data APS 1.C Uses and reports data APS 1.D Impacts student learning
APS 4: Establishing High Expectations APS 4.A Expectations for student achievement APS 4.B Expectations for student participation APS 4.C Student responsibilities	APS 3: Instruction APS 3.A Provides Content/21 st Century Skills APS 3.B Uses effective strategies APS 3.C Facilitates student learning
APS 5: Instructional Strategies APS 5.A Use of appropriate strategies APS 5.B Use of a variety of strategies APS 5.C Effective use of strategies	
APS 6: Providing Content for Learners APS 6.A Command of the discipline APS 6.B Selection of content APS 6.C Organization and structure of content	
APS 7: Monitoring, Assessing, & Enhancing Learning APS 7.A Formal & informal monitoring strategies APS 7.B Using data to enhance student learning APS 7.C Providing feedback to students	
APS 8: Maintaining the Learning Environment APS 8.A Maintaining the physical environment APS 8.B Maintaining the affective environment APS 8.C Maintaining a culture of learning	
APS 9: Managing the Classroom APS 9.A Managing student behavior APS 9.B Maximizing instructional time APS 9.C Managing non-instructional routines	
APS 10: Professionalism APS 10.A Advocating for the students APS 10.B Supporting the organization APS 10.C Communicating effectively APS 10.D Maintaining professional behavior APS 10.E Ongoing professional development (PD)	
	APS 4: Environment APS 4.A Structures the physical environment APS 4.B Promotes a culture of learning APS 4.C Manages the classroom
	APS 5: Professionalism APS 5.A Advocates for students/organization APS 5.B Communicates effectively APS 5.C Exhibits professional behavior APS 5.D Engages in ongoing PD

Appendix C

Formulas for Calculating Educator Effectiveness Ratings

CLASSROOM VALUE-ADDED (CVA) TEACHERS

Teacher Observation and Performance Scale (TOPS) for CVA Teachers

$$\text{TOPS} = 50(\text{SG}) + 5(\text{PI}) + 25(\text{In}) + 15(\text{En}) + 5(\text{Pr})$$

SG	=	Student Growth
PI	=	Planning
In	=	Instruction
En	=	Environment
Pr	=	Professionalism

Teacher Effectiveness Rating (TER) for CVA Teachers

$$\text{TER} = .6(\text{TOPS}) + .3(\text{CVA}) + .1(\text{SVA})$$

TOPS	=	Teacher Observation and Performance Score
CVA	=	Classroom Value-Added Score
SVA	=	School Value-Added Score

NON-CLASSROOM VALUE-ADDED (NCVA) TEACHERS

Teacher Observation and Performance Scale (TOPS) for NCVA Teachers

$$\text{TOPS} = 50(\text{SG}) + 5(\text{PI}) + 25(\text{In}) + 15(\text{En}) + 5(\text{Pr})$$

SG	=	Student Growth
PI	=	Planning
In	=	Instruction
En	=	Environment
Pr	=	Professionalism

Teacher Effectiveness Rating (TER) for NCVA Teachers

$$\text{TER} = .7(\text{TOPS}) + .3(\text{SVA})$$

TOPS	=	Teacher Observation and Performance Score
SVA	=	School Value-Added Score

PRINCIPALS

Principal Performance Scale (PPS)

$$\text{PPS} = 5(\text{Vi}) + 20(\text{In}) + 10(\text{EM}) + 15(\text{Cl}) + 10(\text{SR}) + 10(\text{EB}) + 10(\text{IS}) + 15(\text{SD}) + 5(\text{PD})$$

Vi	=	Vision
In	=	Instruction
EM	=	Effective Management
Cl	=	Climate
SR	=	School-Community Relations
EB	=	Ethical Behavior
IS	=	Interpersonal Skills
SD	=	Staff Development
PD	=	Principal's Professional Development

Principal Effectiveness Rating (PER)

$$\text{PER} = .5(\text{PPS}) + .5(\text{SVA})$$

PPS	=	Principal Performance Scale
SVA	=	School Value-Added Score

Appendix D

ADEPT Evaluation Matrix

	ADEPT 1	ADEPT 2	ADEPT 3.A	ADEPT 3.B
Process	<ul style="list-style-type: none"> ◆ Formative Evaluation 	<ul style="list-style-type: none"> ◆ Summative Evaluation 	<ul style="list-style-type: none"> ◆ Competence-Building Goals-Based Evaluation 	<ul style="list-style-type: none"> ◆ Research & Development Goals-Based Evaluation
Purpose	<ul style="list-style-type: none"> ◆ ADEPT 1 is designed to promote the professional performance and effectiveness of beginning teachers through structured assistance and formative evaluation processes. 	<ul style="list-style-type: none"> ◆ ADEPT 2 is designed to assess professional performance and effectiveness through a comprehensive summative evaluation process. 	<ul style="list-style-type: none"> ◆ ADEPT 3.A is designed to remediate identified weaknesses and to assess the results through a targeted, abridged formative and summative evaluation process. 	<ul style="list-style-type: none"> ◆ ADEPT 3.B is designed to facilitate the development of exemplary teaching practices through research and development collaborations and to document teaching effectiveness through professional dossiers and abridged summative evaluations.
Applicable Contract Levels	<ul style="list-style-type: none"> ◆ All teachers at the induction-contract level must be placed in ADEPT 1. ◆ Teachers at the annual-contract level are eligible for ADEPT 1, at the discretion of the school district. ◆ Teachers at the continuing-contract level are <u>not</u> eligible for ADEPT 1. 	<ul style="list-style-type: none"> ◆ Teachers at the induction-contract level are <u>not</u> eligible for ADEPT 2. ◆ Teachers at the annual-contract level must meet the ADEPT 2 requirements in order to be eligible for contract and certificate advancement. ◆ Teachers at the continuing-contract level are eligible for ADEPT 2, upon written notification, at the discretion of the school district. 	<ul style="list-style-type: none"> ◆ Teachers at the induction-contract level are <u>not</u> eligible for ADEPT Category 3.A. ◆ Teachers at the annual-contract level who have met all ADEPT 2 requirements are eligible for ADEPT 3.A, at the discretion of the school district. ◆ Teachers at the continuing-contract level are eligible for ADEPT 3.A, at the discretion of the school district. 	<ul style="list-style-type: none"> ◆ Teachers at the induction-contract level are <u>not</u> eligible for ADEPT 3.B. ◆ Teachers at the annual-contract level who have met all ADEPT 2 requirements are eligible for ADEPT 3.B, at the discretion of the school district. ◆ Teachers at the continuing-contract level are eligible for ADEPT 3.B, at the discretion of the school district.

	ADEPT 1	ADEPT 2	ADEPT 3.A	ADEPT 3.B
Mentors	<ul style="list-style-type: none"> ◆ A qualified mentor must be assigned to each first-year induction-contract teacher. ◆ Assigned mentors are optional for all other ADEPT 1 teachers, at the discretion of the school district. 	<ul style="list-style-type: none"> ◆ Teachers in ADEPT 2 are <u>not</u> eligible for assigned mentors. 	<ul style="list-style-type: none"> ◆ Assigned mentors are optional for teachers in ADEPT 3.A, at the discretion of the school district. ◆ Upon placement in ADEPT 3.A, each teacher must receive an orientation to the requirements if a mentor is not assigned. 	<ul style="list-style-type: none"> ◆ Teachers in ADEPT 3.B are <u>not</u> eligible for assigned mentors.
Observers	<ul style="list-style-type: none"> ◆ If a mentor is assigned, at least one supervisor, in addition to the mentor, must serve as the observers. ◆ If a mentor is not assigned, the supervisor and at least one other qualified educator must serve as the observers. 	<ul style="list-style-type: none"> ◆ The principal or designated supervisor and at least one other certified evaluator must serve as the observers. 	<ul style="list-style-type: none"> ◆ The principal or designated supervisor and at least one other certified evaluator must serve as the observers. ◆ If a mentor is assigned, the mentor may serve as one of the observers. 	<ul style="list-style-type: none"> ◆ The supervisor or designee must serve as the observer. Additional qualified observers may be assigned, at the discretion of the school district.

	ADEPT 1	ADEPT 2	ADEPT 3.A	ADEPT 3.B
Required Processes	<ul style="list-style-type: none"> ◆ For <u>all</u> ADEPT 1 teachers: <ul style="list-style-type: none"> ▪ The evaluation addresses all ADEPT Performance Standards. ▪ Immediate feedback is provided. ▪ A Professional Growth and Development Plan is developed based on the results of the formative evaluation. ◆ For first-year induction-contract teachers: <ul style="list-style-type: none"> ▪ Induction program ▪ Mentor coaching 	<ul style="list-style-type: none"> ◆ The process includes a full summative evaluation with the evaluation team providing consensus-based written and verbal feedback relative to all ADEPT Performance Standards at least twice per year. ◆ A Professional Growth and Development Plan is developed based on the results of the summative evaluation. 	<ul style="list-style-type: none"> ◆ The process includes an abridged (targeted) summative evaluation with the evaluation team providing consensus-based written and verbal feedback relative to ADEPT Performance Standard 1 (Student Growth) and any other targeted ADEPT Performance Standards at least twice per year. ◆ A Professional Growth and Development Plan is developed based on the results of the targeted summative evaluation. 	<ul style="list-style-type: none"> ◆ The process includes at least one annual observation and an annual conference, held by the principal or his/her designee, to review the teacher's progress toward meeting the research and development goal(s). ◆ The process also includes a teacher-developed portfolio that is reviewed at least once every five years by the principal or his/her designee. At a minimum, the portfolio must include annual student growth data and a summary of the impact of the teacher's work relative to the established research and development goals.

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 South Carolina Code of Laws, sections 59-26-30 and 59-26-40 , amended in 2004, and State Board of Education regulation: R 43-205.1 for Assisting, Developing, and Evaluating Professional Teaching (ADEPT).

As evidence that South Carolina has adopted guidelines for local principal evaluation and support systems, South Carolina Code of Laws, sections 59-24-5 through 59-24-130 is presented along with State Board of Education regulation: R 43-165.1.

South Carolina General Assembly
115th Session, 2003-2004

R352, S1133

STATUS INFORMATION

General Bill

Sponsors: Senator Waldrep

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Introduced in the Senate on April 7, 2004

Introduced in the House on May 11, 2004

Passed by the General Assembly on May 27, 2004

Governor's Action: July 22, 2004, Signed

Summary: Teachers, contracts

HISTORY OF LEGISLATIVE ACTIONS

<u>Date</u>	<u>Body</u>	<u>Action Description with journal page number</u>
4/7/2004	Senate	Introduced and read first time SJ-5
4/7/2004	Senate	Referred to Committee on Education SJ-5
4/29/2004	Senate	Polled out of committee Education SJ-18
4/29/2004	Senate	Committee report: Favorable Education SJ-18
5/4/2004	Senate	Read second time SJ-12
5/4/2004	Senate	Ordered to third reading with notice of amendments SJ-12
5/6/2004	Senate	Read third time and sent to House SJ-21
5/11/2004	House	Introduced and read first time HJ-8
5/11/2004	House	Referred to Committee on Education and Public Works HJ-9
5/18/2004		Scrivener's error corrected
5/19/2004	House	Committee report: Favorable Education and Public Works HJ-346
5/25/2004	House	Debate interrupted HJ-99

5/25/2004 House Requests for debate-Rep(s). Tripp, Moody-Lawrence, R Brown, Hayes, Mack, Anthony, Freeman, Skelton, Townsend, Lloyd, Breeland, Kennedy, Cobb-Hunter, Martin, J Brown, Walker, Loftis, and Clyburn HJ-101

5/25/2004 House Requests for debate removed-Rep(s). J Brown, Cobb-Hunter, Hayes, Anthony, Lloyd, Mack, Martin, Townsend, Skelton, Walker, Moody-Lawrence, and Loftis HJ-106

5/26/2004 House Requests for debate removed-Rep(s). Freeman, Clyburn, Breeland, Tripp and Kennedy HJ-49

5/26/2004 House Read second time HJ-50

5/27/2004 House Read third time and enrolled

6/2/2004 Ratified R 352

7/22/2004 Signed By Governor

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VERSIONS OF THIS BILL

[4/7/2004](#)

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(R352,
S1133)

AN ACT TO AMEND SECTIONS 59-26-30 AND 59-26-40, CODE OF LAWS OF SOUTH CAROLINA, 1976, BOTH RELATING TO TEACHER ASSESSMENTS AND TEACHER CERTIFICATION, SO AS TO CHANGE REFERENCES FROM STUDENT TEACHERS TO TEACHER CANDIDATES, TO REMOVE PROVISIONAL CONTRACTS FROM THE TYPES OF CONTRACTS UNDER WHICH TEACHERS MAY BE EMPLOYED, TO PROVIDE THAT CONTINUING CONTRACT TEACHERS MUST BE EVALUATED ON A CONTINUOUS BASIS, TO PROVIDE WHEN A TEACHER MAY RECEIVE DIAGNOSTIC ASSISTANCE, AND TO FURTHER PROVIDE FOR THE REQUIREMENTS OF ANNUAL CONTRACT TEACHERS.

Be it enacted by the General Assembly of the State of South Carolina:

Evaluating teaching, teacher candidates

SECTION 1. Section 59-26-30(B) of the 1976 Code is amended to read:

“(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;

(9) beginning with the 1997-98 school year, the Assessments of Performance in Teaching (APT) must not be used to evaluate student teachers. Until regulations promulgated pursuant to this section become effective, colleges and universities shall evaluate and assist teacher candidates in accordance with State Board of Education guidelines; and

(10) during the 1997-98 school year, the APT must not be required for evaluating induction contract teachers. During this year, if school districts are ready to implement a formal induction program for induction contract teachers, as required by this section, they may do so. If school districts are not ready to implement such a program, they must progress toward developing or adopting a program to be implemented beginning with the 1998-99 school year. In this circumstance, school districts may use the APT. Beginning with the 1998-99 school year, a school district may not use the APT for evaluating induction contract teachers. Until regulations promulgated pursuant to this section become effective, school district strategies, programs, and processes for assisting, developing, and evaluating teachers must be developed, adopted, and implemented in accordance with State Board of Education guidelines.”

Teacher contracts, evaluations

SECTION 2. Section 59-26-40 of the 1976 Code is amended to read:

“Section 59-26-40. (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 the one-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 one year. 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 may request, within fifteen days after receipt of notice of the recommendation, 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 year, 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. Continuing contract teachers shall have full procedural rights that currently exist under law relating to employment and dismissal. Teachers employed under continuing contracts 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) Teachers certified under the career and technology education work-based certification process are 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 an induction contract year, the teachers may be employed for a maximum of four years under annual contracts to establish their eligibility for employment as continuing contract teachers. Before being eligible for a continuing contract, these teachers shall pass a basic skills examination developed in accordance with Section 59-26-30, a state approved skill assessment in their area, and the performance evaluations as required for teachers who are employed under annual contracts. Certification renewal requirements for these 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.”

Time effective

SECTION 3. This act takes effect upon approval by the Governor.

Ratified the 2nd day of June, 2004.

Approved the 22nd day of July, 2004. -- S.

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Title of Regulation:

Regulation No.: R 43-205.1

**ASSISTING, DEVELOPING, AND
EVALUATING PROFESSIONAL
TEACHING (ADEPT)**

Effective Date: 06/24/05

Constitutional and Statutory Provisions:

S.C. Code Ann. Section(s)

59-26-10, *et seq.* (2004)

Training, Certification and Evaluation of
Public Educators.

Descriptor Code: GBBA

State Board Regulation:

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 State Department of Education (SDE) 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 SDE. This information will be used to provide flow-through funds to teacher education programs.
- E. The SDE 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 teaching certificate and have less than one year of public school teaching experience may be employed under a one-year nonrenewable induction contract. 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 the school 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. Teachers employed under induction contracts are to be notified in writing by April 15 concerning their employment status for the next school year. Teachers who complete the induction-contract year may, at the discretion of the school district, either be employed under an annual contract or be released from employment. Teachers who are released may seek employment in another school district at the annual-contract level.
- D. School districts must submit information on all teachers employed under induction contracts, as requested annually by the SDE. This information will be used to provide flow-through funds to school districts.
- E. By May 1 of each year, school districts must submit assurances to the SDE 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 SDE.
- G. The SDE will provide school districts with ongoing technical assistance such as training, consultation, and advisement, upon request.

IV. Annual-Contract Teachers

- A. Teachers who have completed an induction-contract year 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. § 59-26-40 (2004).
- 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.

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 SDE, 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 SDE 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 SDE.
- I. The SDE 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 no later than April 15. 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 SDE 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 SDE.
- F. The SDE 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 SDE as "incomplete."
- B. Teachers whose ADEPT results are reported to the SDE as "incomplete" are eligible to repeat their contract level during the next year of employment.

VII. Teachers Employed from Out of State or from a Nonpublic-School Setting

- A. Certified teachers employed from out of state or from a nonpublic-school setting who have less than one year of teaching experience are eligible for employment under an induction contract.
- B. Certified teachers who are employed from out of state or from a nonpublic-school setting and who have one or two years of teaching experience are eligible for employment under an induction or an annual contract, at the discretion of the school district. At the annual-contract level, teachers may receive either a diagnostic-assistance year or a formal evaluation. Teachers must meet all requirements for the professional certificate, including successful completion of a full formal evaluation at the annual-contract level, before they are eligible to receive a continuing contract.
- C. Certified teachers who are employed from out of state or from a nonpublic-school setting and who have more than two years of

teaching experience are eligible for employment under an annual contract. During their first year of employment in a South Carolina public school, these teachers may, at the discretion of the school district, 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 meet all requirements for the professional certificate, including successful completion of a full formal evaluation at the annual-contract level, before they are eligible to receive a continuing contract.

- D. 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. § 59-26-85).

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.

§ 59-40-50(A) (2004)), 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 (24 S.C. Code Ann. Regs. 43-57 (1976)). However, teachers in non-ADEPT charter schools who hold an initial teaching certificate are not eligible to advance to a professional certificate. In these instances, the initial certificate may be extended indefinitely, provided that the administrator of the charter school requests the extension in writing on an annual basis from the Office of Teacher Certification. Such requests will be granted provided that the teacher has met the certificate renewal

requirements as specified in State Board of Education Regulation 43-55 (24 S.C. Code Ann. Regs. 43-55 (Supp.2003)).

- C. Charter schools that elect to implement the ADEPT system must comply with all provisions of the amended ADEPT statute (S.C. Code Ann. §§ 59-26-30 and 59-26-40, to be codified at Supp. 2004), 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 (i.e., the local school district) must include an ADEPT provision. All certified teachers in the charter school must be placed under an induction, annual, or continuing contract, as appropriate, and must be assisted and evaluated in a manner consistent with the school district's State Board of Education-approved ADEPT plan. 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 district's responsibilities in terms of staff training and program implementation. At a minimum, the district must agree to disseminate all ADEPT-related information from the SDE to the charter school and to report charter school teacher data to the SDE. The provision must be included in the sponsor district's ADEPT plan and approved by the State Board prior to implementation.

XII. 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.

CHAPTER 24.

SCHOOL ADMINISTRATORS

ARTICLE 1.

GENERAL PROVISIONS

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.

HISTORY: 1998 Act No. 400, Section 3.

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.

HISTORY: 1984 Act No. 512, Part II, Section 9, Division II, Subdivision D, SubPart 1, Section 1; 1985 Act No. 201, Part II Section 9(D); 1987 Act No. 85 Section 1; 1996 Act No. 458, Part II, Section 70A; 1998 Act No. 400, Section 4; 2005 Act No. 49, Section 9, eff May 3, 2005.

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.

HISTORY: 1998 Act No. 400, Section 7.

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.

HISTORY: 1984 Act No. 512, Part II, Section 9, Division II, Subdivision D, SubPart 1, Section 1.

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.

HISTORY: 1984 Act No. 512, Part II, Section 9, Division II, Subdivision D, SubPart 1, Section 1; 1985 Act No. 201, Part II, Section 9(K); 1996 Act No. 458, Part II, Section 70B; 1998 Act No. 400, Section 4.

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.

HISTORY: 1996 Act No. 458, Part II, Section 70C.

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.

The provisions of this section must be implemented according to the following schedule:

1997-98 school year: Identification of criteria and standards;

1998-99 school year: Development and testing of criteria, standards, and procedures in selected districts;

1999-2000 school year: Statewide implementation.

HISTORY: 1984 Act No. 512, Part II, Section 9, Subdivision D, SubPart 1, Section 1; 1988 Act No. 523; 1997 Act No. 50, Section 1.

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.

HISTORY: 1984 Act No. 512, Part II, Section 9, Division II, Subdivision D, SubPart 1, Section 1; 1989 Act No. 194, Section 27; 1998 Act No. 400, Section 5.

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.

HISTORY: 1994 Act No. 299, Section 1.

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 Education's 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.

HISTORY: 1999 Act No. 100, Part II, Section 3.

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.

HISTORY: 1998 Act No. 400, Section 6.

ARTICLE 3.

SCHOOL PRINCIPAL INCENTIVE PROGRAM

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.

HISTORY: 1984 Act No. 512, Part II, Section 9, Division II, Subdivision D, SubPart 1, Section 1; 1998 Act No. 400, Section 15.

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.

HISTORY: 1984 Act No. 512, Part II, Section 9, Division II, Subdivision D, SubPart 1, Section 1; 1986 Act No. 540, Part II, Section 5; 1998 Act No. 400, Section 15.

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.

HISTORY: 1984 Act No. 512, Part II, Section 9, Division II, Subdivision D, SubPart 2, Section 1.

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.

HISTORY: 1987 Act No. 170, Part II, Section 32; 2005 Act No. 49, Section 10, eff May 3, 2005.

CHAPTER 43.

STATE BOARD OF EDUCATION

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 formal or informal evaluations and guiding the professional development of principals. Any principal whose performance on the formal evaluation is determined to be unsatisfactory must be formally evaluated the following year. Districts are to consider evaluation results in making reemployment decisions. However, satisfactory performance on an evaluation does not guarantee reemployment as a principal.

The South Carolina Department of Education shall ensure the implementation of the 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 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 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.

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. At a minimum, principals shall be informally evaluated each year. Principals shall be formally evaluated at least once every three years.

III. PARTICIPATION

A. FIRST-YEAR PRINCIPALS

(1) First-year principals shall participate in an induction program as provided for in State Board of Education Regulation 43-167, "Principal Induction Program." 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.

(2) 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.

(3) The South Carolina Department of Education shall provide superintendents and their designees with training designed to enable them to support and evaluate their first-year principals. 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 strengths and weaknesses, provide feedback to the principal in terms of the PADEPP Performance Standards, and counsel, coach, and assist the principal to improve effectiveness. Additionally, the training will ensure that participants are prepared to formally evaluate the principal in a valid, reliable manner and to make a summative judgment regarding the principal's performance.

(4) 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.

(5) The principal will enter the formal evaluation cycle in his or her second year.

B. EXPERIENCED PRINCIPALS

(1) The superintendent or his or her designee shall formally evaluate experienced principals at least once every three years. The formal evaluation shall address each of the nine performance standards and accompanying criteria.

(2) The superintendent or his or her designee shall conduct informal evaluations and provide feedback to the principal on an annual basis. It is recommended that principals receive this feedback at least at mid-year and end-of-year conferences.

(3) An experienced principal new to South Carolina shall be formally evaluated during his or her first year in the state.

IV. PERFORMANCE STANDARDS AND CRITERIA

Principal preparation programs and school districts must address, but are not limited to, the performance standards for the Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP), as specified in the State Board of Education's PADEPP implementation guidelines.

V. FORMAL EVALUATION PROCESS

A. The formal 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 in the manner specified by the evaluation instrument. 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 formal evaluation, the principal and evaluator shall establish the principal's annual professional development plan on the basis of the identified strengths and weaknesses, as well as the school's renewal plan.

C. 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.

D. 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.

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.

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

(1) required principal evaluation data to determine trends and inform decisions concerning educational leadership preparation and professional development, and

(2) annual assurances 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.

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 State 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 State 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.

ADEPT Formal Evaluation Requirements for Special-Area Educators: School Guidance Counselors

PURPOSE AND INTENDED USE OF THE REQUIREMENTS

These requirements are intended to support South Carolina’s ADEPT system by providing appropriate standards and procedures for the performance evaluation of school guidance counselors. The ADEPT Performance Standards (APSs) described below apply to school guidance counselors at all contract levels. The formal evaluation procedures apply to school guidance counselors at the annual-contract level as well as to continuing-contract school guidance counselors who have been scheduled for formal evaluation, consistent with the ADEPT regulation (R 43-205.1).

For the purpose of this document, the term *school guidance counselor* refers to any individual who is employed in this professional capacity in a South Carolina public school and who (1) holds South Carolina Department of Education certification in elementary or secondary guidance, (2) has a master’s degree in the area of elementary or secondary guidance, (3) is certified in counseling by the National Board for Certified Counselors or the National Board for Professional Teaching Standards, (4) is certified as a professional counselor by the South Carolina Department of Labor, Licensing, and Regulation, and/or (5) is a mental health counselor hired under the Program of Alternative Certification for Educators (PACE).

ADEPT PERFORMANCE STANDARDS FOR SCHOOL GUIDANCE COUNSELORS

Formal evaluations of school guidance counselors must address the following seven ADEPT Performance Standards (APSs) and provide clear, consistent, and convincing evidence of the counselor’s performance with regard to each of these standards:

APS 1: Long-Range Planning

The school guidance counselor develops an annual long-range plan, based on identified student needs, that reflects national school counseling standards and state program components related to guidance curriculum, individual student planning, responsive services, and system support.

APS 2: Short-Range Planning—Guidance and Counseling Activities

The school guidance counselor develops appropriate short-term goals, including aligned activities, resources, and schedules, to ensure full implementation of the long-range plan.

APS 3: Development and Use of Assessments

The school guidance counselor plans and conducts continuous program evaluations and maintains appropriate program accountability documentation.

APS 4: Providing Guidance and Counseling Services

The school guidance counselor effectively provides classroom and schoolwide guidance activities as well as group and individual counseling services that promote student educational, career, personal, and social development.

APS 5: Providing Consultation Services

The school guidance counselor provides effective direct and indirect consultation services to deliver appropriate information and assistance to parents/guardians, students, and colleagues.

APS 6: Coordinating Guidance and Counseling Services

The school guidance counselor effectively coordinates guidance and counseling program services with school and community services, programs, and/or agencies.

APS 7: Fulfilling Professional Responsibilities

The school guidance counselor consistently demonstrates ethically based professional behavior and participates in continuous professional development.

EVALUATION TEAMS

- ◆ Each school guidance counselor who is scheduled for formal evaluation must be assigned an evaluation team.
- ◆ Each evaluation team must have a minimum of two members.
- ◆ All evaluation team members must be certified ADEPT evaluators and must have successfully completed training in the ADEPT evaluation process for school guidance counselors.
- ◆ At least one member of the evaluation team must be a certified school guidance counselor.
- ◆ At least one member of the evaluation team must be qualified to serve as a district- or school-level supervisor for school guidance counselors.

ORIENTATION

- ◆ Each school guidance counselor who is scheduled for formal evaluation must receive a comprehensive orientation prior to the initiation of the evaluation process.
- ◆ Orientation sessions must, at a minimum, include written and oral explanations of the ADEPT APSs for school guidance counselors, the evaluation process, the criteria for successfully completing the evaluation, and the intended use of the evaluation results.

REQUIRED DATA SOURCES AND TIMELINES

A variety of data-collection methods must be used in order for an accurate representation of the school guidance counselor's professional performance to be obtained. Additional methods of collecting evidence may be used if such methods are in accordance with the district's approved ADEPT plan and are deemed appropriate by the evaluation team.

Long-Range Plan (APS 1)

- ◆ During the first month of evaluation, each evaluator must review the school guidance counselor's long-range plan. The long-range plan need not be reviewed again during the second semester of evaluation if (1) the school guidance counselor receives a preliminary rating of *meets standard* on APS 1, (2) the long-range plan required no significant modifications subsequent to the initial review, and (3) the evaluation team agrees that no additional modifications to or reviews of the plan are necessary.
- ◆ Data collection for APS 1 may be resumed at any time during the second semester, at the discretion of the evaluation team. In such instances, the school guidance counselor must be provided with a minimum of two weeks' prior written notice and a statement of the team's rationale for resuming the process.

Interviews (APSs 2, 3, and 6)

- ◆ During the first semester of evaluation, each evaluator must conduct at least one interview with the school guidance counselor to collect information and view artifacts related to these APSs.
- ◆ The member of the evaluation team certified in school guidance counseling must focus at least one interview on the areas related to counseling.
- ◆ The other evaluator(s) must focus at least one interview on the areas related to guidance.
- ◆ Additional interviews in any area may be conducted at the discretion of the evaluation team. APSs 2, 3, and 6 need not be reviewed again during the second semester of evaluation if (1) the school guidance counselor receives a preliminary rating of *meets standard* on these APSs and (2) the evaluation team agrees that no additional reviews are necessary. Data collection for APSs 2, 3, and 6 may be resumed at any time during the second semester, at the discretion of the evaluation team. In such instances, the school guidance counselor must be provided with a minimum of two weeks' prior written notice and a statement of the team's rationale for resuming the process.

Observations (APS 4)

- ◆ Each evaluator must conduct a minimum of one unannounced observation each semester (i.e., a total of four observations must be conducted during the school year).
- ◆ The member of the evaluation team certified in school guidance counseling must conduct one or more observations of an individual, small-group, or crisis counseling session, consistent with all confidentiality guidelines set forth in the *Ethical Standards for School Counselors* (American School Counselor Association, 1998).

- ♦ The other evaluator(s) must conduct at least one observation of a large-group or classroom guidance activity or a group or individual planning session.
- ♦ All required observations must last a minimum of one entire session. Additional observations may be conducted at the discretion of the evaluation team.

School Guidance Counselor’s “Reflection” (APS 4)

- ♦ Following every observation conducted during the first semester of evaluation, the school guidance counselor must complete a written “Reflection” on the session. The “Reflection” should be submitted to the evaluator within seven days of the observation, unless an extension is approved by the evaluator.
- ♦ Each “Reflection” must be reviewed by the evaluator who conducted the observation.
- ♦ The school guidance counselor need not complete another “Reflection” following the observations conducted during the second semester of evaluation if (1) he or she receives a preliminary rating of *meets standard* on APS 4 and (2) the evaluation team agrees that no additional written reflections are necessary. A “Reflection” may be requested at any time during the second semester, at the discretion of the evaluation team. In such instances, the school guidance counselor must be provided with a minimum of two weeks’ prior written notice and a statement of the team’s rationale for resuming the process.

Consultation Surveys (APS 5)

- ♦ During the first semester of evaluation, the school guidance counselor must obtain feedback regarding his or her consultation activities.
- ♦ The feedback must include, but need not be limited to, written surveys (e.g., the “Consultation Survey” form) completed by parents/guardians, students, teachers, and administrators.
- ♦ Surveys must be completed by at least ten different respondents, including at least one building-level administrator.
- ♦ The school guidance counselor must complete the “Consultation Summary Report” on the basis of the surveys.
- ♦ Each evaluator must review the school guidance counselor’s “Consultation Summary Report.” Copies of the actual completed surveys must be made available to the evaluators upon request. Supportive evidence may be obtained via interviews and/or observations of consultation activities, as deemed appropriate by the evaluation team.
- ♦ APS 5 need not be reviewed again during the second semester of evaluation if (1) the school guidance counselor receives a preliminary rating of *meets standard* on this APS and (2) the evaluation team agrees that no additional reviews are necessary. Data collection for APS 5 may be resumed at any time during the second semester, at the discretion of the evaluation team. In such instances, the school guidance counselor must be provided with a minimum of two weeks’ prior written notice and a statement of the team’s rationale for resuming the process.

Professional Self-Report and Description (APS 7)

- ♦ Near the end of the first semester of evaluation, the school guidance counselor must complete and submit the “Professional Self-Report.”
- ♦ A building-level administrator (and other supervisors, as appropriate) must complete the “Professional Performance Description.”
- ♦ Each evaluator must review the “Professional Self-Report” and the “Professional Performance Description.”
- ♦ The school guidance counselor need not complete another “Professional Self-Report” during the second semester of evaluation if (1) he or she receives a preliminary rating of *meets standard* on APS 7 and (2) the evaluation team agrees that no additional reviews are necessary. The building-level administrator and/or supervisor must complete the “Professional Performance Description” during both semesters.

DOCUMENTATION

- ♦ The following written documentation must be completed by the evaluation team, maintained by the school district, and provided to the school guidance counselor:
 - ❖ specific evidence of the school guidance counselor’s performance with regard to each of the seven APSs and
 - ❖ a summary of the school guidance counselor’s overall performance.
- ♦ This information also must be made available to the SDE upon request.

EVALUATION JUDGMENTS AND CONFERENCES

- ♦ All members of the school guidance counselor’s evaluation team must participate in a consensus-based process to determine evaluation judgments.
- ♦ The evaluation team must reach consensus on each of the seven APSs regarding whether the school guidance counselor *meets standard* or *does not meet standard*.
- ♦ The school guidance counselor must meet the competency standard on all seven of the APSs at the time of the final evaluation in order to receive an overall judgment of *met* on the formal evaluation.

Requirements regarding evaluation conferences, deadlines, and follow-ups are the same as those for classroom-based teachers, which are delineated in an earlier section of this document.

ADEPT Formal Evaluation Requirements for Special-Area Educators: Speech-Language Therapists

PURPOSE AND INTENDED USE OF THE REQUIREMENTS

These requirements are intended to support South Carolina’s ADEPT system by providing appropriate standards and procedures for the performance evaluation of speech-language therapists. The ADEPT Performance Standards (APSs) described below apply to speech-language therapists at all contract levels. The formal evaluation procedures apply to speech-language therapists at the annual-contract level as well as to continuing-contract speech-language therapists who have been scheduled for formal evaluation, consistent with the State Board of Education ADEPT regulation (R 43-205.1).

For the purpose of this document, the term *speech-language therapist* refers to any individual who is employed in this professional capacity in a South Carolina public school and who (1) holds South Carolina Department of Education certification as a speech-language therapist (formerly, *speech correctionist*), (2) has a Certificate of Clinical Competence in speech-language pathology from the American Speech-Language-Hearing Association (ASHA), and/or (3) is licensed by the South Carolina Board of Examiners in speech-language pathology.

ADEPT PERFORMANCE STANDARDS FOR SPEECH-LANGUAGE THERAPISTS

Formal performance evaluations of speech-language therapists must address the following ten ADEPT Performance Standards (APSs) and provide clear, consistent, and convincing evidence of the speech-language therapist’s performance with regard to each of these standards:

APS 1: Long-Range Planning

The speech-language therapist develops a long-range plan (LRP) that describes and/or references appropriate procedures for identifying, assessing, and providing comprehensive services to speech-language-impaired children and for establishing and maintaining the ongoing program operations that are necessary to effectively address the specific needs of the students and the school.

APS 2: Complying with Guidelines and Regulations

The speech-language therapist follows applicable federal, state, and local regulations and guidelines that relate to procedural due process, program eligibility, Medicaid, and program documentation.

APS 3: Short-Range Planning of Therapy

The speech-language therapist develops, evaluates, and revises short-term objectives—including aligned treatment strategies, resources, and schedules—that facilitate the accomplishment of the individualized education program (IEP) goals for each student.

APS 4: Short-Range Planning of Assessment

The speech-language therapist demonstrates the ability to select/develop, interpret, and use the results of appropriate formal and informal measures to conduct comprehensive and ongoing student assessments.

APS 5: Establishing and Maintaining High Expectations for Students

The speech-language therapist establishes, maintains, and reinforces appropriate expectations for the performance and participation of each student, both within and outside of the therapy setting, and appropriately involves others (e.g., parents, teachers, other IEP team members) in the various aspects of the therapy process.

APS 6: Using Strategies That Facilitate Communication Skills

The speech-language therapist selects and effectively uses a variety of appropriate methods, strategies, and techniques to enhance each student's communication skills.

APS 7: Monitoring and Enhancing Communication

The speech-language therapist effectively and continuously monitors each student's performance and uses this information to make appropriate decisions regarding the immediate and long-term course of therapy.

APS 8: Maintaining an Environment That Promotes Communication

The speech-language therapist maintains an engaging physical environment and establishes a positive, inviting climate that is designed to enhance each student's communication interactions.

APS 9: Managing the Therapy Setting

The speech-language therapist establishes, communicates, and enforces appropriate rules for student behavior and procedures for managing noninstructional routines.

APS 10: Fulfilling Professional Responsibilities

The speech-language therapist consistently demonstrates ethically based professional behavior and participates in continuous professional development.

EVALUATION TEAMS

- ◆ Each speech-language therapist who is scheduled for formal evaluation must be assigned an evaluation team.
- ◆ Each evaluation team must have a minimum of two members.
- ◆ All evaluation team members must be certified ADEPT evaluators and must have successfully completed training in the ADEPT evaluation process for speech-language therapists.

- ◆ At least one member of the evaluation team must be a certified speech-language therapist, and at least one member of the evaluation team must be qualified to serve as a district- or school-level supervisor for speech-language therapists.

ORIENTATION

- ◆ Each speech-language therapist who is scheduled for formal evaluation must receive a comprehensive orientation session prior to the initiation of the evaluation process.
- ◆ At a minimum, this orientation must include written and oral explanations of the ADEPT Performance Standards for speech-language therapists, the evaluation process, the criteria for successful completion of the evaluation (including the district's procedural requirements for special education/speech and Medicaid documentation), and the intended use of the evaluation results.

REQUIRED DATA SOURCES AND TIMELINES

A variety of data-collection methods must be used in order for an accurate representation of the speech-language therapist's professional performance to be obtained. Additional methods of collecting evidence may be used if such methods are in accordance with the district's approved ADEPT plan and are deemed appropriate by the evaluation team.

Long-Range Plan (APS 1)

- ◆ During the first semester of evaluation, each evaluator must review the speech-language therapist's long-range plan. The long-range plan need not be reviewed again during the second semester of evaluation if (1) the speech-language therapist receives a preliminary rating of *meets standard* on APS 1, (2) the speech-language therapist made no significant modifications to the long-range plan subsequent to the initial review, and (3) the evaluation team agrees that no additional modifications to or reviews of the plan are necessary.
- ◆ Data collection for APS 1 may be resumed at any time during the second semester, at the discretion of the evaluation team. In such instances, the speech-language therapist must be given a minimum of two weeks' prior written notice and a statement of the team's rationale for resuming the process.

Speech-Language Records and Documentation (APS 2)

- ◆ Near the end of the first semester of evaluation, each evaluator must review a random sampling of the speech-language records (including due process and Medicaid records) to determine compliance with applicable regulations and guidelines.
- ◆ Each evaluator should review a minimum of five records, except in special circumstances where the therapist's caseload requires fewer records to be generated. Only those records actually completed by the speech-language therapist should be selected for review; documents "inherited" from previous speech-language therapists do not constitute appropriate evidence.

- ◆ Criteria for the evaluation of the speech-language records must be consistent with the district’s special education requirements for speech and Medicaid documentation.
- ◆ A records review need not be conducted during the second semester of evaluation if (1) the speech-language therapist receives a preliminary rating of *meets standard* on APS 2 and (2) the evaluation team agrees that no additional reviews are necessary. Data collection for APS 2 may be resumed at any time during the second semester, at the discretion of the evaluation team. In such instances, the speech-language therapist must be provided with a minimum of two weeks’ prior written notice and a statement of the team’s rationale for resuming the process.

IEP Meetings and Interviews (APSs 3 and 4)

- ◆ During the first semester of evaluation, each evaluator must attend at least one IEP meeting (e.g., initial placement, annual review) conducted by the speech-language therapist. The evaluator may serve as the designated “administrator” for the meeting, if district policy allows.
- ◆ After each IEP meeting, the evaluator must conduct a follow-up interview with the speech-language therapist to collect information and review artifacts related to these APSs. APSs 3 and 4 need not be reviewed again during the second semester of evaluation if (1) the speech-language therapist receives a preliminary rating of *meets standard* on these APSs and (2) the evaluation team agrees that no additional reviews are necessary.
- ◆ Data collection for APSs 3 and 4 may be resumed at any time during the second semester, at the discretion of the evaluation team. In such instances, the speech-language therapist must be provided with a minimum of two weeks’ prior written notice and a statement of the team’s rationale for resuming the process.

Observations (APSs 5, 6, 7, 8, and 9)

- ◆ Each evaluator must conduct at least one unannounced observation of a therapy session each semester (i.e., a minimum of four observations must be conducted during the school year).
- ◆ All observations must last a minimum of one entire session. Evaluators should plan to arrive early to allow sufficient time for the speech-language therapist to access the student(s) IEP(s) prior to the beginning of the session. Additional observations may be conducted at the discretion of the evaluation team.

Speech-Language Therapist’s “Reflection” (APS 7)

- ◆ Following every therapy-session observation conducted during the first semester of evaluation, the speech-language therapist must complete a written “Reflection” on the session. The “Reflection” should be submitted to the evaluator within seven days of the observation, unless an extension is approved by the evaluator.
- ◆ Each “Reflection” must be reviewed by the evaluator who conducted the observation.
- ◆ The speech-language therapist need not complete another “Reflection” following the observations conducted during the second semester of evaluation if (1) he or she receives a

preliminary rating of *meets standard* on APS 7 and (2) the evaluation team agrees that no additional written reflections are necessary. Additional reflections may be requested during the second semester of evaluation, at the discretion of the evaluation team. In such instances, the speech-language therapist must be provided with a minimum of two weeks' prior written notice and a statement of the team's rationale for resuming the process.

Professional Self-Report and Description (APS 10)

- ◆ Near the end of the first semester of evaluation, the speech-language therapist must complete and submit the "Professional Self-Report."
- ◆ A building-level administrator (and other supervisors, as appropriate) must complete the "Professional Performance Description."
- ◆ Each evaluator must review the "Professional Self-Report" and the "Professional Performance Description."
- ◆ The speech-language therapist need not complete another "Professional Self-Report" during the second semester of evaluation if (1) he or she receives a preliminary rating of *meets standard* on APS 10 and (2) the evaluation team agrees that no additional reviews are necessary. The building-level administrator and/or supervisor must complete the "Professional Performance Description" during both semesters.

DOCUMENTATION

The following written documentation must be completed by the evaluation team, maintained by the school district, and provided to the speech-language therapist:

- ◆ specific evidence regarding the speech-language therapist's performance with regard to each of the ten APSs and
- ◆ a summary of the speech-language therapist's overall performance.

This information also must be made available to the SDE upon request.

EVALUATION JUDGMENTS AND CONFERENCES

- ◆ All members of the speech-language therapist's evaluation team must participate in a consensus-based process to determine evaluation judgments.
- ◆ The evaluation team must reach consensus on each of the ten APSs regarding whether the speech-language therapist *meets standard* or *does not meet standard*.
- ◆ The speech-language therapist must meet the competency standard on at least nine of the ten APSs at the time of the final evaluation in order to receive an overall judgment of *met* on the formal evaluation.

Requirements regarding evaluation conferences, deadlines, and follow-ups are the same as those for classroom-based teachers, which are delineated in an earlier section of this document.

APPENDIX A

Contract Types, ADEPT Processes, and District Options

INDUCTION CONTRACT	
<ul style="list-style-type: none"> ◆ Issued to educators who have less than one year of teaching experience ◆ Required for all educators, except for experienced out-of-state or nonpublic school teachers 	
<p>ADEPT process: induction</p> <ul style="list-style-type: none"> ◆ Induction program and mentoring support and assistance ◆ Formative feedback ◆ Formal evaluation not required 	<p>Resulting year-end options for school districts:</p> <ul style="list-style-type: none"> ◆ Annual-contract formal evaluation 1—if educator was successful in induction-contract year ◆ Annual-contract diagnostic assistance—if more time is needed before formal evaluation ◆ Contract nonrenewal* (educator has no due process rights in statute)
ANNUAL CONTRACT	
<ul style="list-style-type: none"> ◆ Issued to educators who <ul style="list-style-type: none"> ❖ have completed an induction-contract year, <i>or</i> ❖ are from out of state or from a nonpublic school setting and have more than one year of teaching experience, <i>or</i> ❖ are returning to teaching following ADEPT-related state sanctions ◆ Required for all educators except NBPTS-certified educators from out of state or from a nonpublic-school setting 	
<p>ADEPT process: diagnostic assistance</p> <ul style="list-style-type: none"> ◆ Provided to educators who <ul style="list-style-type: none"> ❖ need additional assistance following an induction-contract year, <i>or</i> ❖ have an unsuccessful annual-contract formal evaluation 1 year, <i>or</i> ❖ have more than one year of teaching experience in another state or a nonpublic school setting, <i>if</i> time is needed for an orientation to the district and/or the ADEPT system prior to formal evaluation <p>[Note: Educators are eligible for no more than one annual-contract diagnostic assistance year.]</p>	<p>Resulting year-end options for school districts:</p> <ul style="list-style-type: none"> ◆ Annual-contract formal evaluation 1—if the annual-contract diagnostic assistance year followed the induction-contract year ◆ Annual-contract formal evaluation 2—if the annual-contract diagnostic assistance year followed an unsuccessful annual-contract formal evaluation 1 year ◆ Contract nonrenewal* (educator has limited due process rights in statute) <p>[Note: An annual-contract diagnostic assistance year is always followed by an annual-contract formal evaluation during the next year of teaching employment.]</p>
<p>ADEPT process: formal evaluation 1</p> <p>Required for all educators except NBPTS-certified educators from out of state or from a nonpublic-school setting</p>	<p>Resulting year-end options for school districts:</p> <ul style="list-style-type: none"> ◆ Continuing-contract GBE—if educator was successful on formal evaluation and is eligible for a professional teaching certificate ◆ Annual-contract diagnostic assistance—if teacher was not successful on formal evaluation and has had no previous annual-contract diagnostic assistance ◆ Annual-contract formal evaluation 2—if educator was not successful on formal evaluation and has had a previous annual-contract diagnostic assistance year ◆ Annual-contract GBE—if educator was successful on formal evaluation but is not yet eligible for a professional teaching certificate (e.g., PACE, CATE, international teachers) ◆ Contract nonrenewal* (educator has limited due process rights in statute)

Contract Types, ADEPT Processes, and District Options

<p>ADEPT process: formal evaluation 2</p> <p>Required for all educators who did not successfully complete an annual-contract formal evaluation 1 year</p>	<p>Resulting year-end options for school districts:</p> <ul style="list-style-type: none"> ◆ Continuing-contract GBE—if educator was successful on formal evaluation and is eligible for a professional teaching certificate ◆ Annual-contract GBE—if educator was successful on formal evaluation but is not yet eligible for a professional teaching certificate (e.g., PACE, CATE, international teachers) ◆ Contract nonrenewal*—if educator was successful on formal evaluation (educator has limited appeal procedure in statute) ◆ State sanctions**—if educator was not successful on second formal evaluation (educator has limited due process rights in statute)
<p>ADEPT process: informal GBE</p> <p>Provided <i>only</i> to educators (most often PACE, CATE, or international teachers) who have completed a successful annual-contract formal evaluation 1 year or annual-contract formal evaluation 2 year but who have not yet completed all other requirements for a professional teaching certificate</p>	<p>Resulting year-end options for school districts:</p> <ul style="list-style-type: none"> ◆ Continuing-contract GBE—if educator was successful on annual-contract GBE and is eligible for a professional teaching certificate ◆ Annual-contract GBE—if educator was successful on previous annual-contract GBE but is not yet eligible for a professional teaching certificate (e.g., PACE, CATE, international teachers) ◆ Annual-contract discretionary formal evaluation—if educator was not successful on annual-contract GBE ◆ Contract nonrenewal* (educator has limited due process rights in statute)
<p>CONTINUING CONTRACT</p>	
<p>Issued to individuals who</p> <ul style="list-style-type: none"> ◆ have successfully completed a formal evaluation at the annual-contract level and have fulfilled all requirements for a professional teaching certificate <i>or</i> ◆ hold a valid teaching certificate and have been employed under a previous continuing contract 	
<p>ADEPT process: informal GBE</p>	<p>Resulting year-end options for school districts:</p> <ul style="list-style-type: none"> ◆ Continuing-contract GBE ◆ Continuing-contract discretionary formal evaluation ◆ Contract nonrenewal* (educator has full due process rights in statute)
<p>ADEPT process: formal evaluation</p> <p>(If recommended for formal evaluation, the educator must be notified in writing no later than April 15 or at the time of hire if the educator is new to the district.)</p>	<p>Resulting year-end options for school districts:</p> <ul style="list-style-type: none"> ◆ Continuing-contract GBE ◆ Continuing-contract discretionary formal evaluation ◆ Contract nonrenewal* (educator has full due process rights in statute)

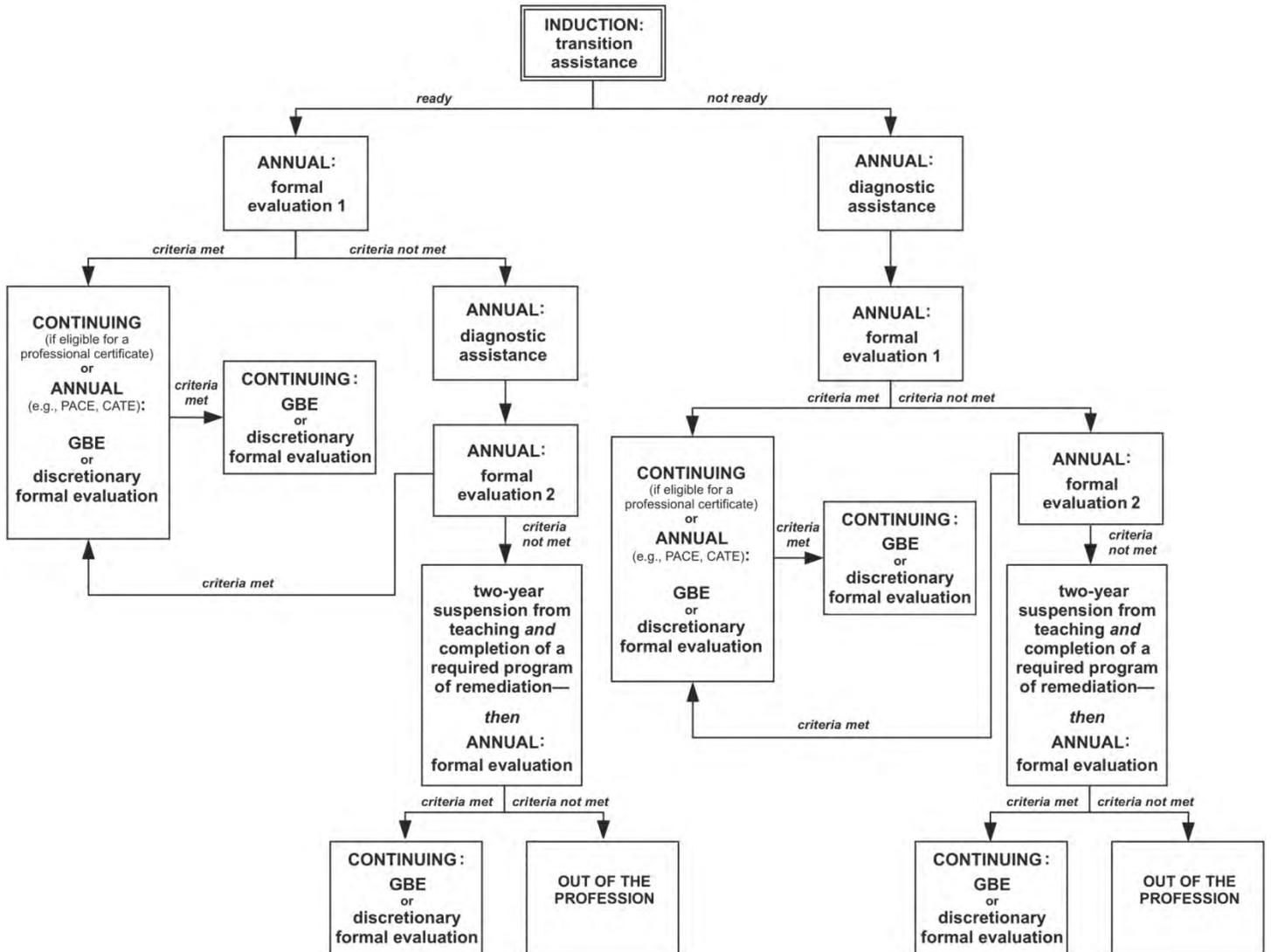
The *most typical* sequence for traditionally prepared educators is as follows:



* Educators whose contracts are not renewed are still eligible for employment in another school district.

** Educators may remain an *annual* contract for up to four years. However, after two unsuccessful formal evaluations at the annual-contract level, state sanctions are imposed. In these instances, educators may not teach for a minimum of two years and must complete a state-approved remediation plan in order to become eligible to reenter the profession.

Flow Chart: Contract Types, ADEPT Processes, and District Options



APPENDIX B

ADEPT Formal Evaluation Observation Record for Classroom-Based Teachers

Teacher's name: _____ Grade(s)/subject(s): _____

District: _____ School: _____

Date/time of observation: _____ Observer: _____

APS 8: MAINTAINING AN ENVIRONMENT THAT PROMOTES LEARNING

An effective teacher creates and maintains a classroom environment that encourages and supports student learning.

A. What was the physical environment of the classroom like?

B. What type of affective climate did the teacher establish for the students?

C. What type of learning climate did the teacher establish for the students?

APS 9: MANAGING THE CLASSROOM

An effective teacher maximizes instructional time by efficiently managing student behavior, instructional routines and materials, and essential noninstructional tasks.

A. What were the teacher's expectations for student behavior? In what ways did the students demonstrate that they understood the ways in which they were expected to behave?

B. In what ways did the teacher maximize—or *fail* to maximize— instructional time?

C. What types of instructional materials, resources, and technologies were used during the lesson, and how did the teacher manage them?

APS 4: ESTABLISHING AND MAINTAINING HIGH EXPECTATIONS FOR LEARNERS

An effective teacher establishes, clearly communicates, and maintains appropriate expectations for student learning, participation, and responsibility.

A. What did the teacher expect the students to *learn* from the lesson? In what ways did the students demonstrate that they understood what the teacher expected for them to learn?

B. What did the teacher expect the students to *do* during and after the lesson? In what ways did the students demonstrate that they understood what the teacher expected them to do?

C. How did the teacher help the students *relate* to the learning? In what ways did the students demonstrate that they understood the relevance and/or importance of the learning?

APS 5: USING INSTRUCTIONAL STRATEGIES TO FACILITATE LEARNING

An effective teacher promotes student learning through the effective use of appropriate instructional strategies.

A. What instructional strategies did the teacher use during the lesson?

B. In what ways did the teacher vary the instructional strategies during the lesson, and why?

C. What evidence suggests that the instructional strategies were—or were *not*—effective in terms of promoting student learning and success?

APS 6: PROVIDING CONTENT FOR LEARNERS

An effective teacher possesses a thorough knowledge and understanding of the discipline so that he or she is able to provide the appropriate content for the learner.

A. What evidence suggests that the teacher did—or did *not*—have a thorough knowledge and understanding of the content?

APS 6: PROVIDING CONTENT FOR LEARNERS

An effective teacher possesses a thorough knowledge and understanding of the discipline so that he or she is able to provide the appropriate content for the learner.

B. What was the content of the lesson?

C. How did the teacher explain and/or demonstrate the content to the students, and how effective were the explanations/demonstrations?

APS 7: MONITORING, ASSESSING, AND ENHANCING LEARNING

An effective teacher maintains a constant awareness of student performance throughout the lesson in order to guide instruction and provide appropriate feedback to students.

A. In what ways—and how effectively—did the teacher monitor student learning during the lesson?

B. In what ways—and how effectively—did the teacher make adjustments to accommodate the learning needs of the students?

C. What types of instructional feedback did the teacher provide to the students, and how effective was the feedback in terms of enhancing student learning?

Comments

APPENDIX C

ADEPT Formal Evaluation Consensus Report

Teacher's name: _____ Grade(s)/subject(s): _____

District: _____ School: _____

Academic year: _____ Cycle: preliminary final

DOMAIN 1: PLANNING

APS 1: Long-Range Planning		Met (1point)	Not Met (0 points)	Rationale
1.A	Obtaining and analyzing student information and using this information to guide instructional planning			
1.B	Establishing appropriate learning and developmental goals for all students			
1.C	Identifying and sequencing appropriate instructional units			
1.D	Developing appropriate processes for evaluating and recording students' progress and achievement			
1.E	Planning appropriate procedures for managing the classroom			

APS 2: Short-Range Planning of Instruction		Met (1point)	Not Met (0 points)	Rationale
2.A	Developing unit objectives			
2.B	Developing unit plans (content, strategies, materials, resources)			
2.C	Using student performance data to guide instructional planning			

APS 3: Planning Assessments and Using Data		Met (1point)	Not Met (0 points)	Rationale
3.A	Developing/selecting and administering appropriate assessments			
3.B	Gathering, analyzing, and using assessment data			
3.C	Using assessment data to reflect student progress and achievement			

Domain 1 (APSs 1–3) total points earned:		(Total points possible = 11)
Domain 1 rating:	<input type="checkbox"/> Pass (≥ 10 points)	<input type="checkbox"/> Fail (≤ 9 points)

DOMAIN 2: INSTRUCTION

APS 4: Establishing and Maintaining High Expectations for Learners		Met (1point)	Not Met (0 points)	Rationale
4.A	Establishing, communicating, and maintaining high expectations for student achievement			
4.B	Establishing, communicating, and maintaining high expectations for student participation			
4.C	Helping students assume responsibility for their own participation and learning			

APS 5: Using Instructional Strategies to Facilitate Learning		Met (1point)	Not Met (0 points)	Rationale
5.A	Using appropriate instructional strategies			
5.B	Using a variety of instructional strategies			
5.C	Using instructional strategies effectively			

APS 6: Providing Content for Learners		Met (1point)	Not Met (0 points)	Rationale
6.A	Demonstrating a thorough command of the subject matter			
6.B	Providing appropriate content			
6.C	Structuring the content to promote meaningful learning			

APS 7: Monitoring, Assessing, and Enhancing Learning		Met (1point)	Not Met (0 points)	Rationale
7.A	Monitoring student learning during instruction			
7.B	Enhancing student learning during instruction			
7.C	Providing appropriate instructional feedback to all students			

Domain 2 (APSs 4–7) total points earned:		(Total points possible = 12)
Domain 2 rating:	<input type="checkbox"/> Pass (≥ 11 points)	<input type="checkbox"/> Fail (≤ 10 points)

DOMAIN 3: ENVIRONMENT

APS 8: Maintaining an Environment That Promotes Learning		Met (1point)	Not Met (0 points)	Rationale
8.A	Creating a safe physical environment that is conducive to learning			
8.B	Creating and maintaining a positive classroom climate			
8.C	Creating and maintaining a classroom culture of learning			

APS 9: Managing the Classroom		Met (1point)	Not Met (0 points)	Rationale
9.A	Managing student behavior appropriately			
9.B	Making maximum use of instructional time			
9.C	Managing noninstructional routines efficiently			

Domain 3 (APSs 8–9) total points earned:		(Total points possible = 6)
Domain 3 rating:	<input type="checkbox"/> Pass (≥ 5 points)	<input type="checkbox"/> Fail (≤ 4 points)

DOMAIN 4: PROFESSIONALISM

APS 10: Fulfilling Professional Responsibilities		Met (1point)	Not Met (0 points)	Rationale
10.A	Advocating for the students			
10.B	Working to achieve organizational goals			
10.C	Communicating effectively			
10.D	Exhibiting professional demeanor and behavior			
10.E	Becoming an active, lifelong learner			

Domain 4 (APS 10) total points earned:		(Total points possible = 5)
Domain 4 rating:	<input type="checkbox"/> Pass (≥ 4 points)	<input type="checkbox"/> Fail (≤ 3 points)

Overall judgment: **Met** (all four domains passed) **Not Met** (one or more domains failed)

Evaluators' signatures: *By signing below, I verify that the formal evaluation process was conducted in accordance with the approved ADEPT plan and that I participated in making—and am in agreement with—the above judgments.*

Evaluator: _____ Date: _____

Evaluator: _____ Date: _____

Evaluator: _____ Date: _____
(optional)

Teacher's signature: *By signing below, I verify that I have received the results of this formal evaluation. My signature does not necessarily imply that I agree with these results.*

Teacher: _____ Date: _____

APPENDIX D

ADEPT Goals-Based Evaluation

Teacher's name: _____ Grade(s)/subject(s): _____

District: _____ School: _____

Dates of GBE cycle: from _____ to _____

PROFESSIONAL GROWTH AND DEVELOPMENT PLAN

♦ **Goal:**

(This goal is number _____ of _____ goals for the educator's five-year GBE cycle.)

♦ **Duration of goal:**

Anticipated beginning date (*school year*): _____ Anticipated completion date (*school year*): _____

♦ **Types of evidence** required to verify annual progress/overall goal accomplishment:

♦ **Level of performance** required to determine satisfactory progress/goal accomplishment:

♦ **Certificate renewal:**

Activities related to this goal

may apply toward this educator's certificate renewal *if* approved by the district.

may not apply toward this educator's certificate renewal.

The above plan was jointly prepared and agreed upon by the following individuals: [*please sign*]

Educator: _____ Date: _____

Supervisor: _____ Date: _____

GBE REVIEW

♦ **Evaluation summary:** (to be completed by the supervisor on the basis of the evidence presented by the educator)

The educator has *met* the above goal.

The educator is making *satisfactory progress* toward achieving this goal.

The educator is *not* making satisfactory progress toward achieving this goal.

Other/comments:

♦ **Overall recommendation:** (to be completed by the supervisor with input from the educator)

Continue the above goal.

Develop/pursue a *new* goal because

the above goal has been met.

the above goal is no longer appropriate for this educator.

one or more new priorities have been established for this educator.

Other/comments:

The signatures below verify that the educator has received a written and oral explanation of the above evaluation summary and recommendations:

Educator: _____ Date: _____

Supervisor: _____ Date: _____

APPENDIX E

ADEPT Formal Evaluation At-a-Glance: Classroom-Based Teachers

CLASSROOM-BASED TEACHER	EVALUATOR 1 (ADMINISTRATOR/ SUPERVISOR)	EVALUATOR 2 (EVALUATOR)	PEER EVALUATOR <i>(Consequential Evaluation)</i>
Complete the LRP (APS 1) and submit for inclusion in dossier			
Complete the (8-step) unit work sampling process (APSs 2 and 3) and submit for inclusion in the dossier			
Complete a reflection (APSs 4–9) following each data-collection observation and submit for inclusion in the dossier	Conduct data-collection observations (APSs 4–9) and place documentation in the dossier	Conduct data-collection observations (APSs 4–9) and place documentation in the dossier	(Optional) Conduct data-collection observations (APSs 4–9) and place documentation in the dossier
Complete the self-assessment (APS 10.E) and submit for inclusion in the dossier	Complete the professional review (APS 10.A–D) and submit for inclusion in the dossier		
	Review the dossier	Review the dossier	Review the dossier
	Hold the consensus meeting; complete the “ADEPT Formal Evaluation Consensus Report” form		
Participate in the evaluation conference to discuss the evaluation results			

Note: The procedures that appear in the gray-shaded areas are *optional* during the final evaluation cycle, at the discretion of the evaluation team, contingent upon the teacher’s successful preliminary evaluation results in each respective APS.

**ADEPT Formal Evaluation At-a-Glance:
Library Media Specialists**

LIBRARY MEDIA SPECIALIST (LMS)	EVALUATOR 1 (CERTIFIED LMS)	EVALUATOR 2 (SUPERVISOR)	ADMINISTRATOR/ SUPERVISOR
Complete the LRP (APS 1)			
	Review the LRP; complete the documentation (APS 1)	Review the LRP; complete the documentation (APS 1)	
Participate in interviews (APSs 2, 4, 5, and 6)	Conduct the interview; complete documentation (APSs 2, 4, 5, and 6)	Conduct interview; complete documentation (APSs 2, 4, 5, and 6)	
Complete a written reflection (APS 3) following each observation	Conduct the observations	Conduct the observations	
	Review the reflection	Review the reflection	
	Complete the documentation (APS 3)	Complete the documentation (APS 3)	
Complete the “Professional Self-Report” (APS 7)			Complete the “Professional Performance Description” (APS 7)
	Review the “Professional Self-Report”	Review the “Professional Self-Report”	
	Review the “Professional Performance Description”; complete the documentation (APS 7)	Review the “Professional Performance Description”; complete the documentation (APS 7)	
	Hold the consensus meeting; complete the consensus documentation and the “Evaluation Summary”		
Participate in the evaluation conference to discuss the evaluation results			

Note: The procedures that appear in the gray-shaded areas are *optional* during the final evaluation cycle, at the discretion of the evaluation team, contingent upon the library media specialist’s successful preliminary evaluation results in each respective APS.

**ADEPT Formal Evaluation At-a-Glance:
School Guidance Counselors**

SCHOOL GUIDANCE COUNSELOR	EVALUATOR 1 (CERTIFIED COUNSELOR)	EVALUATOR 2 (SUPERVISOR)	ADMINISTRATOR/ SUPERVISOR
Complete the LRP (APS 1)			
Begin distributing the “ Consultation Survey ” forms (APS 5)	Review the LRP; complete the documentation (APS1)	Review the LRP; complete the documentation (APS 1)	
Participate in interviews (APSs 2, 3, 6)	Conduct the counseling interview; complete the documentation (APSs 2, 3, 6)	Conduct the guidance interview; complete the documentation (APSs 2, 3, 6)	
Complete a written counseling or guidance reflection following each observation (APS 4)	Conduct the counseling observation	Conduct the guidance observation	
	Review the counseling reflection	Review the guidance reflection	
	Complete the documentation (APS 4)	Complete the documentation (APS 4)	
Analyze the results of “ Consultation Survey ”; complete the “Consultation Summary Report” (APS 5)			
Complete the “ Professional Self-Report ” (APS 7)	Review the “Consultation Summary Report”; complete the documentation (APS 5)	Review the “Consultation Summary Report”; complete the documentation (APS 5)	Complete the “Professional Performance Description” (APS 7)
	Review the “Professional Self-Report”	Review the “Professional Self-Report”	
	Review the “Professional Performance Description”; complete the documentation (APS 7)	Review the “Professional Performance Description”; complete the documentation (APS 7)	
	Hold the consensus meeting; complete the consensus documentation and “Evaluation Summary”		
Participate in the evaluation conference to discuss evaluation results			

Note: The procedures that appear in the gray-shaded areas are *optional* during the final evaluation cycle, at the discretion of the evaluation team, contingent upon the school guidance counselor’s successful preliminary evaluation results in each respective APS.

ADEPT Formal Evaluation At-a-Glance: Speech-Language Therapists

SPEECH-LANGUAGE THERAPIST (SLT)	EVALUATOR 1 (CERTIFIED SLT)	EVALUATOR 2 (SUPERVISOR)	ADMINISTRATOR/SUPERVISOR
Complete an LRP (APS 1)	Review the LRP; complete the documentation (APS 1)	Review the LRP; complete the documentation (APS 1)	
Make records available for review (APS 2)	Review randomly selected records; complete documentation (APS 2)	Review randomly selected records; complete documentation (APS 2)	
Conduct IEP meetings ; participate in interviews (APSs 3 and 4)	Attend an IEP meeting; conduct a follow-up interview with the SLT; complete the documentation (APSs 3 and 4)	Attend an IEP meeting; conduct a follow-up interview with the SLT; complete the documentation (APS 3 and 4)	
Complete a written reflection following each observation (APS 7)	Conduct the observation	Conduct the observation	
	Review the reflection	Review the reflection	
	Complete the documentation (APSs 5, 6, 7, 8, and 9)	Complete the documentation (APSs 5, 6, 7, 8, and 9)	
Complete the “Professional Self-Report” (APS 10)	Review the “Professional Self-Report”	Review the “Professional Self-Report”	Complete the “Professional Performance Description” (APS 10)
	Review the “Professional Performance Description”; complete the documentation (APS 10)	Review “Professional Performance Description”; complete the documentation (APS 10)	
	Hold the consensus meeting; complete the consensus documentation and the “Evaluation Summary”		
Participate in the evaluation conference to discuss evaluation results			

Note: The procedures that appear in the gray-shaded areas are *optional* during the final evaluation cycle, at the discretion

of the evaluation team, contingent upon the speech-language therapist's successful preliminary evaluation results in each respective APS.

Appendix A: 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***

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 Accountability 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

ADEPT	Assisting, Developing, and Evaluating Professional Teaching ADEPT is South Carolina’s statewide system for evaluating public school teachers.
ADS	ADEPT data 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 that 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’s/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 will implement these standards in all schools by the 2013–14 school year.
CCSSO	Council of Chief State School Officers
CHE	South Carolina Commission on Higher Education
CPR	Consolidated Program Review CPR is a compliance review required under federal regulations.

CTA	<p>Challenge to Achieve Plan</p> <p>Plan for school transformation based on the recommendations from the comprehensive capacity assessment and the guidelines from the SCDE’s Office of School Transformation.</p>
DSE	<p>South Carolina Department of Education’s Division of School Effectiveness</p>
EAA	<p>Education Accountability Act (see Appendix B)</p> <p>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.</p>
EEDA	<p>Education and Economic Development Act (see Appendix E)</p> <p>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.</p>
ELA	<p>English language arts</p>
ELL	<p>English language learners</p>
ELP	<p>English language proficiency</p>
EMO	<p>Educational Management Organization</p> <p>An organization assigned to run a school undergoing reorganization.</p>
EOC	<p>South Carolina Education Oversight Committee</p> <p>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 statute, 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.</p>
EOCEP	<p>End-Of-Course Examination Program</p> <p>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</p>

Carolina School and District Report Cards, the state's accountability system.

ERT	<p>External Review Team</p> <p>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.</p>
ESEA	<p>Elementary and Secondary Education Act of 1965</p> <p>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).</p>
ESEA Programs	<p>ESEA Programs, including:</p> <p>Title I: Improving the Academic Achievement of the Disadvantaged</p> <p>Title II: Preparing, Training, and Recruiting High Quality Teachers and Principals</p> <p>Title III: Language Instruction for Limited English Proficient and Immigrant Students</p> <p>Title IV: 21st Century Schools</p> <p>Title VI: Flexibility and Accountability</p> <p>Title VII: Indian Education, Native Hawaiian, and Alaska Native Education</p> <p>Title X: Repeals, Re-designations, and Amendments to Other Statutes</p>
ESOL	<p>English Speakers of Other Languages</p>
GBE	<p>Goals-Based Evaluation</p>
HSAP	<p>High School Assessment Program</p> <p>The High School Assessment Program (HSAP), also known as the high school exit exam, is administered to high school students beginning in tenth 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.</p>
HSTW	<p>High Schools that Work</p>
IDEA	<p>Individuals with Disabilities Education Improvement Act</p>
IHE	<p>Institution of Higher Education</p>

IMAC	Instructional Materials Advisory Committee 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
MOA	Memorandum of Agreement
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. This option is to convert 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).
OEC	The South Carolina Department of Education's Office of Exceptional Children

PADEPP	<p>Program for Assisting, Developing, and Evaluating Principal Performance PADEPP is South Carolina’s principal evaluation system.</p>
PARCC	<p>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.</p>
PASS	<p>Palmetto Assessment of State Standards The Palmetto Assessment of State Standards (PASS) is a series of achievement tests administered to elementary and middle school students (in third and eighth grade) in English language arts (ELA) and mathematics. PASS 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.</p>
PBIS	<p>Positive Intervention Behavior Support A research-based intervention that is aligned with the federal turnaround principles.</p>
PESC	<p>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.</p> <p>SC TRAC won the PESC 12th Annual Competition for Best Practices in 2011.</p>
PPS	<p>Palmetto Priority Schools The lowest-performing schools based on the state assessment system criteria.</p>
Project HEAT	<p>Higher Education Assessment of Teaching Provides value-added data to Clemson on their teacher preparation program graduates who teach in TAP schools.</p>
Report Cards	<p>South Carolina District and School Report Cards The South Carolina District and School Report Cards are issued 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</p>

exams, and high school graduation, as well as school and district status on federal NCLB-AYP and various national assessment measures.

RtI	<p>Response to Intervention</p> <p>A research-based intervention that is aligned with the federal turnaround principles.</p>
SAFE-T	<p>Summative ADEPT Formal Evaluation of Teachers</p> <p>Formal evaluation model for classroom-based teachers that is used statewide.</p>
SBAC	<p>SMARTER Balanced Assessment Consortia</p> <p>One of the two assessment consortia developing new assessments aligned with the Common Core State Standards.</p>
SBOE	<p>State Board of Education</p> <p>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.</p>
SCASA	<p>The South Carolina Association of School Administrators</p>
SC-Alt	<p>South Carolina Alternate Assessment</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>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</p>

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 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	School Improvement Grant
SIR	State Instructional Recommendations A school 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.
SPPS	Student Potential Performance Snapshot Available to every school and district in South Carolina through SLICE, the SPPS details information on every student to provide early warnings about low-performing students who are at-risk of not advancing to the next grade or not graduating. The SPPS provides information for determining effective strategies and programs for improving academic performance and getting a student on course for graduation.
SS	Social studies (e.g., US History)
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 TAP encourages teachers to grow and allows them to prosper by offering new models for professional entry and training, with new compensation and career advancement possibilities. It honors the essence while changing the structure of the teaching profession.
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 F: CCSS Comparison and Recommendations to Current State Standards

Indicator-to-Indicator Alignment Analysis for English Language Arts

Kindergarten through Grade Two

Alignment and Cognitive Level between SC ELA and CCSS		
Grade Level	Alignment	Cognitive Level*
Kindergarten	87%	= to >
Grade One	87%	= to >
Grade Two	86%	= to >

*At every grade band, the CCSS were equivalent to, or even exceeded, the demand of South Carolina's standards.

An 87 percent correlation exists between the South Carolina ELA standards and the CCSS for kindergarten through grade two. Concepts included in South Carolina's standards but not emphasized in the CCSS in this grade band include the following: making inferences, recognizing environmental print, distinguishing between fact and opinion, alphabetical order, following directions, and generating ideas for writing. In addition, cause and effect is included only in informational text.

Differences often result based on the language or examples used or a shift in the grade level placement, e.g. *Classify works of fiction (SC)* versus *Explain major differences between poetry and prose (CCSS)*.

Overall, both sets of standards are rigorous, but the area of writing at this level is not as stringent in the CCSS as compared to the South Carolina ELA standards. However, the standards which address language in the CCSS document are more detailed in the areas of phonics and phonemic awareness than in the South Carolina standards.

Grades Three through Five

Alignment and Cognitive Level between SC ELA and CCSS		
Grade Level	Alignment	Cognitive Level*
Grade Three	93%	= to >
Grade Four	93%	= to >
Grade Five	95%	= to >

*At every grade band, the CCSS were equivalent to, or even exceeded, the demand of South Carolina's standards.

A 94 percent correlation exists between the third through fifth grade band of the South Carolina ELA standards and the CCSS. Differences are again noted based on the wording used in the CCSS document. (e.g. *Classify works of fiction* versus *Demonstrate understanding of common features of legend, myths, and folk- and fairytales*). One area not addressed directly in the CCSS is prediction. In a few instances, the grade-level designation comes at a higher grade level in the CCSS than in the current South Carolina standards.

Grades Six through Eight

Alignment and Cognitive Level between SC ELA and CCSS		
Grade Level	Alignment	Cognitive Level*
Grade Six	96%	= to >
Grade Seven	100%	= to >
Grade Eight	100%	= to >

*At every grade band, the CCSS were equivalent to, or even exceeded, the demand of South Carolina's standards.

The correlation between the CCSS and the South Carolina standards for grades six through eight shows a 99 percent alignment. Grade-level placement of standards in the CCSS is very similar to the South Carolina ELA standards. The language of the CCSS continues to present opportunities for clarification.

English 1–English 4

Alignment and Cognitive Level between SC ELA and CCSS		
Grade Level	Alignment	Cognitive Level*
English 1	97%	= to >
English 2	97%	= to >
English 3	98%	= to >
English 4	98%	= to >

*At every grade band, the CCSS were equivalent to, or even exceeded, the demand of South Carolina's standards.

The CCSS and the South Carolina standards show another close alignment for the high school English courses at 98 percent. While the specific devices of *figurative language* (SC) and *figures of speech* (CCSS) differ between the two documents, this can be addressed by adding to or deleting from what South Carolina currently includes in its standards. In addition, the CCSS do not include *Spell new words using Greek and Latin roots and affixes* at the high school level; however, the study of Greek and Latin roots related to vocabulary is included in the CCSS in earlier grades.

Overall, the kindergarten through grade twelve CCSS for ELA maintain the same level of higher thinking skills and rigor as the current South Carolina ELA standards. An overall alignment of 95 percent exists between the two sets of standards, with the differences often just in the terminology. Ongoing professional development, coupled with a bridge document, will ensure that South Carolina teachers have the necessary information to provide effective instruction using the CCSS.

Indicator-to-Indicator Alignment Analysis for Mathematics

Kindergarten through Grade Five

Alignment and Cognitive Level between SC Mathematics and CCSS		
Grade Level	Alignment	Cognitive Level*
Kindergarten	75%	>=
Grade One	77%	>=
Grade Two	82%	>=
Grade Three	93%	>=
Grade Four	88%	>=
Grade Five	93%	>=

*At every grade band, the CCSS were equivalent to, or even exceeded, the demand of South Carolina's standards.

The CCSS are not organized around the five content strands used in the South Carolina standards; therefore, at each grade level in kindergarten through grade five, indicators related to algebra and data and probability are not explicitly mentioned. The improvement made to the final version of the CCSS has addressed many of these issues by including additional content related to these two areas. For example, in fourth grade, there is a standard that directly addresses generating and analyzing patterns.

Although several of the South Carolina probability indicators were not included in the final version of the CCSS, all of the South Carolina indicators are addressed in middle school in more depth. As a result, their exclusion from the kindergarten through grade five curricula is acceptable. In terms of data, the CCSS embed the use graphs and plots strategically to display data collected as students work in other content such as measurement.

The CCSS also place a greater emphasis on operations with fractions and decimals in grades three through five than do the South Carolina indicators; therefore, professional development for elementary teachers will be essential.

The South Carolina indicators that can be used as instructional strategies will be included in the support materials for each grade level.

Grades Six through Eight

Alignment and Cognitive Level between SC Mathematics and CCSS		
Grade Level	Alignment	Cognitive Level*
Grade Six	88%	>=
Grade Seven	79%	>=
Grade Eight	85%	>=

*At every grade band, the CCSS were equivalent to, or even exceeded, the demand of South Carolina's standards.

The South Carolina indicators that are not aligned with the CCSS come from multiple strands. After the release of the National Math Panel Report in June 2008, many of those indicators had been previously identified by the South Carolina standards writing committee as indicators that needed to be clarified or deleted during the next state standards revision process, for example, South Carolina indicator 8-4.2 which requires student to use ordered pairs, equations, intercepts and intersections to locate points and lines in a coordinate plane.

Middle school content has traditionally been focused on building competency and fluency with fractions, decimals and percents. As a result of the CCSS addressing much of that content in grades three through five, professional development for middle school teachers will need to place a greater emphasis on other areas such as geometry and data and probability.

High School

Alignment and Cognitive Level between SC Mathematics and CCSS		
Grade Level	Alignment	Cognitive Level*
Elementary Algebra	100%	>=
Intermediate Algebra	89%	>=
Geometry	79%	>=
Pre-Calculus	100%	>=
Probability and Statistics	83%	>=

*At every grade band, the CCSS were equivalent to, or even exceeded, the demand of South Carolina's standards.

The CCSS for high school is not organized around courses but around functional categories such as functions, algebra and modeling. This required South Carolina reviewers to search for indicators across categories.

The alignment of content between the CCSS and the South Carolina standards is high in Elementary Algebra, Intermediate Algebra and Pre-Calculus but appears to be not as strong in Geometry and Probability and Statistics. Despite the exclusion of certain South Carolina indicators from these courses, it is the opinion of the reviewers that the CCSS will raise the expectations of students beyond the current levels. The focus should be on going into more depth with significant concepts that are foundational to subsequent math coursework - whether in high school, college, or the workforce.

Benefits of the Common Core State Standards

The Common Core State Standards Initiative (CCSSI) is a state-led effort coordinated by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO).

•**Preparation:** The standards are college or career ready.

•**Competition:** The standards are internationally benchmarked.

•**Equity:** The expectations of the standards are consistent for all and not dependent on a student's zip code.

•**Clarity:** The standards are focused, coherent, and clear.

•**Collaboration:** The standards create a foundation to work collaboratively across states and districts.

Benefits for South Carolina

The CCSS are a clear set of shared goals and expectations of the knowledge and skills that will help students succeed in English language arts and mathematics.

The CCSS have been built from the best 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.

Common standards will ensure more consistent exposure to materials and learning experiences for all students.

Common Core State Standard Resources

To view the Common Core State Standards, please go to the following URL: <http://www.ed.sc.gov/agency/programs-services/190/>

To view Frequently Asked Questions concerning the Common Core State Standards, please go to the following URL: <http://www.corestandards.org/frequently-asked-questions>

To view the National PTA Parent Guides to Student Success, please go to the following URL: <http://www.pta.org/4446.htm>



SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION

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: 803-734-3461

South Carolina & the Common Core State Standards Initiative



February 2012

South Carolina and the Common Core State Standards

About the Common Core State Standards

South Carolina has adopted the Common Core State Standards (CCSS) for K-12 English language arts and mathematics.

The CCSS standards provide a consistent framework to prepare students for success in college or the 21st century workplace. They also represent a logical next step from the current South Carolina Academic Standards.

The State Board of Education and the Education Oversight Committee (EOC) approved the use of the Common Core State Standards as South Carolina's Academic Standards for English language arts and mathematics on July 14, 2010.

What Parents and Students Need to Know

South Carolina Students:

- CCSS require rigorous knowledge and skills needed to succeed in college or careers
- Relevant content and application of knowledge through higher-order thinking skills is essential

South Carolina Parents:

- Standards will be the same for all students in states adopting the CCSS, making transitions smoother for students
- With adoption of the CCSS, states and districts can share approaches to helping parents support and reinforce learning at home

Key features of the Common Core State Standards

Reading: Text complexity and growth of comprehension

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read.

Writing: Text types, responding to reading, and research

The Writing standards require specific writing types: arguments, informative/explanatory texts, and narratives.

Speaking and Listening: Flexible communication and collaboration

The Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills.

Language: Conventions, effective use, and vocabulary

The Language standards include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives.

Mathematics: Practice and Content

The practice standards describe ways in which students should engage with the content, processes, and proficiencies in mathematics. The content standards are designed as learning progressions through the grades and define what students should understand and be able to do in mathematics.

Transitioning to the Common Core State Standards in South Carolina

The South 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 other states to develop/refine South Carolina specific resources for the Common Core State Standards Support Site.

Timeline for Implementation

School Year	Implementation Phase
2010-11	Planning, Awareness
2011-12	Transition Year
2012-13	Transition Year
2013-14	*Bridge Year
2014-15	Full Implementation

*CCSS will be used for instructional purposes during this school year.

Appendix H: Timeline for Professional Development

Timeline for Professional Development Common Core State Standards (CCSS) for English Language Arts and Mathematics

October 2011	<ul style="list-style-type: none"> • Develop Professional Development video series and post on StreamlineSC • Notify districts of video series release and video access information
October—December 2011	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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**

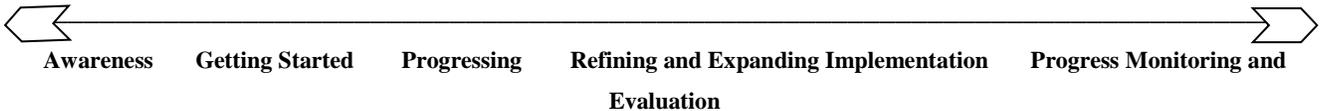
District _____

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.**

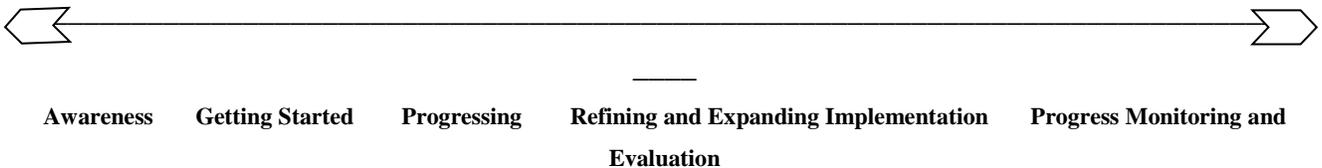
Part A: Implementation Continuum

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



Common Core State Standards Implementation Continuum for Mathematics



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, ongoing 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		
<i>CCSS: The Use of High-quality Literature and Informational Texts in a Range of Genres and Subgenres</i>		
Date	Region	Grade Band
Tuesday, February 21 st	Midlands	3-5
Wednesday, February 22 nd	Florence	3-5
Wednesday, February 29 th	Midlands	6-12
Friday, March 2 nd	Virtual Follow-Up*	3-12
VOCABULARY/COMPREHENSION		
<i>CCSS: Promoting Vocabulary Development and Higher Levels of Comprehension</i>		
Monday, March 26 th	Florence	3-5
Wednesday, March 28 th	Midlands	3-5
Thursday, March 29 th	Midlands	6-12
Friday, March 30 th	Virtual Follow-Up*	3-12
WRITING		
<i>CCSS: Writing Text Types and Language Conventions in Writing and Speaking Argumentative, Informative/Explanatory, and Narrative</i>		
Tuesday, April 24 th	Midlands	3-5
Wednesday, April 25 th	Florence	3-5
Thursday, April 26 th	Midlands	6-12
Friday, May 4 th	Virtual Follow-Up*	3-12
MATH		
<i>CCSS: How to Condense/Focus the Common Core State Standards for Mathematics - Identifying Terminal versus Supportive Standards</i>		
February 28 th	Midlands	K-8
February 29 th	Florence	K-8
<i>CCSS: Addressing Common Addition, Subtraction, Multiplication and Division Structures for Basic Operations and Equations in the Common Core State Standards for Mathematics</i>		
March 20 th	Midlands	K-8
March 21 st	Florence	K-8
<i>CCSS: Addressing Vertical Articulation in the CCSS from a 2007 Comparative Perspective</i>		
May 1 st	Midlands	K-8
May 2 nd	Florence	K-8
<i>CCSS: Experiencing Probability and Statistics as set forth in the Algebra I Common Core State Standards</i>		
May 1 st	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=dC01MkNKeEp3YkkwT01RVFlxQmQyaVE6MO#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.

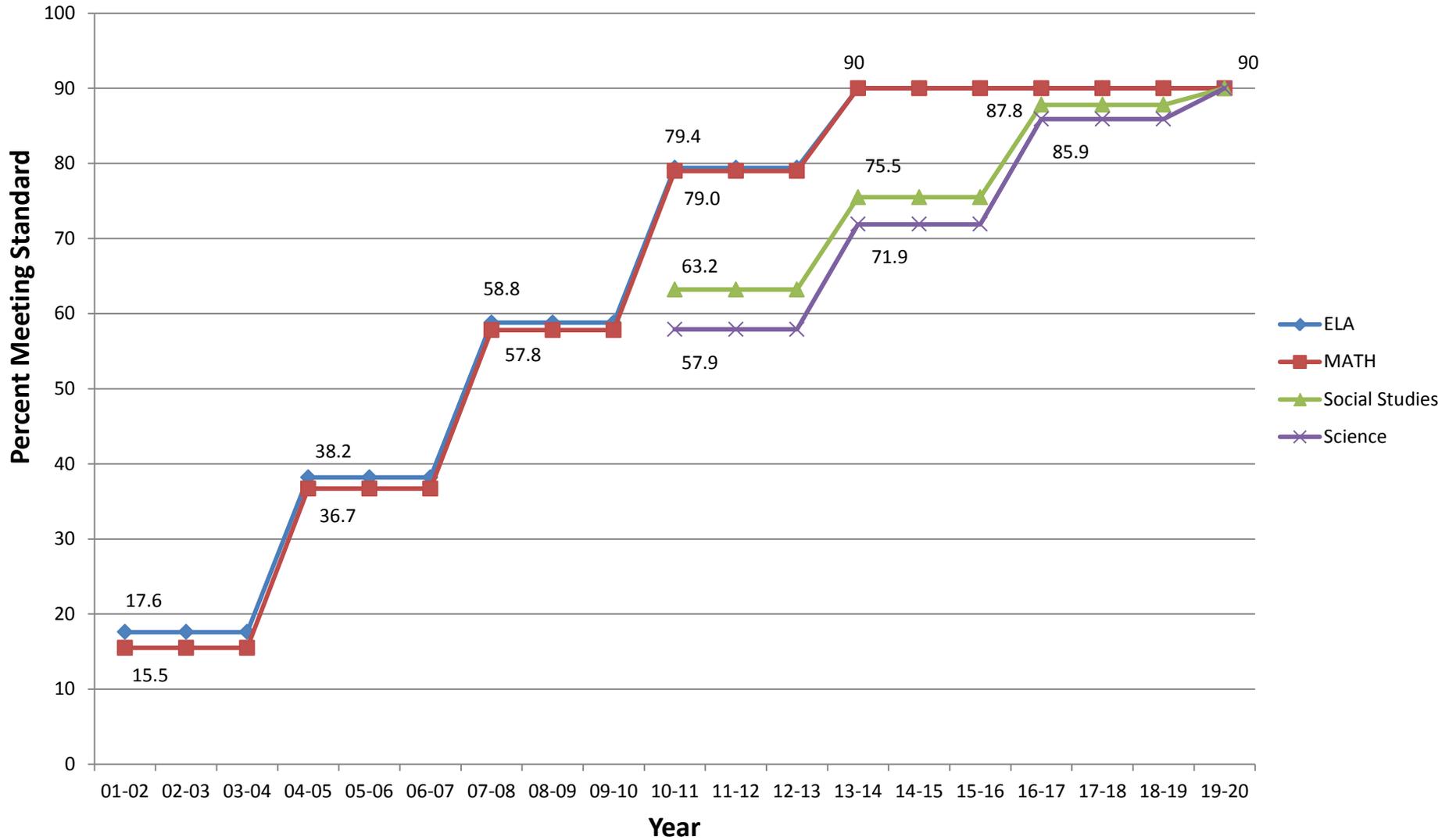
The regional sessions and dates are as follows:

ELA			
INFORMATIONAL TEXT			
<i>CCSS: The Use of High-quality Literature and Informational Texts in a Range of Genres and Subgenres</i>			
To register click here:			
https://docs.google.com/spreadsheet/viewform?hl=en_US&formkey=dC01MkNKeEp3YkkwT01RVFlxQmQyaVE6MQ#gid=0			
Date	Region	Venue	Grade Band
Tuesday, February 21 st	Midlands	Farmer's Market 117 Ballard Court W. Columbia, SC 29172	3-5
Wednesday, February 22 nd	Florence	Florence SIMT 1951 Pisgah Road Florence, SC 29502	3-5
Wednesday, February 29 th	Midlands	Farmer's Market 117 Ballard Court W. Columbia, SC 29172	6-12
Friday, March 2 nd	Virtual Follow-Up*		3-12
MATH			
<i>CCSS: How to Condense/Focus the Common Core State Standards for Mathematics - Identifying Terminal versus Supportive Standards</i>			
To register click here:			
https://docs.google.com/spreadsheet/viewform?hl=en_US&formkey=dGV0Tk9NYW9MdKhKTm5wa2d5WS1yOHc6MA#gid=0			
February 28 th	Midlands	Farmer's Market 117 Ballard Court W. Columbia, SC 29172	K-8
February 29 th	Florence	Florence SIMT 1951 Pisgah Road Florence, SC 29502	K-8

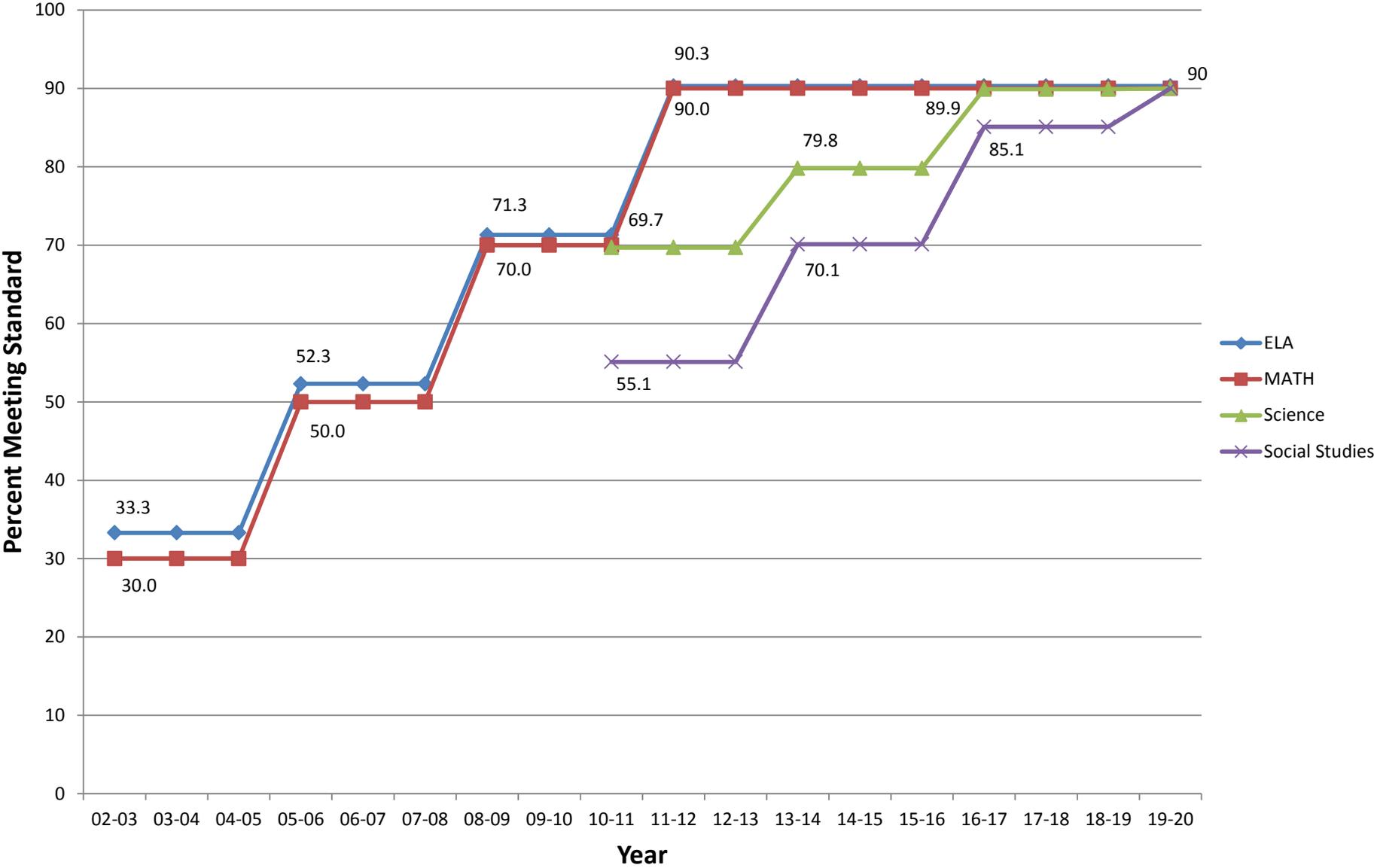
*In an attempt to accommodate those unable to attend, we plan to stream the sessions live. The sessions will also be recorded and archived. Details on this will be forthcoming.

Appendix K: Annual Measurable Objectives for English Language Arts and Mathematics

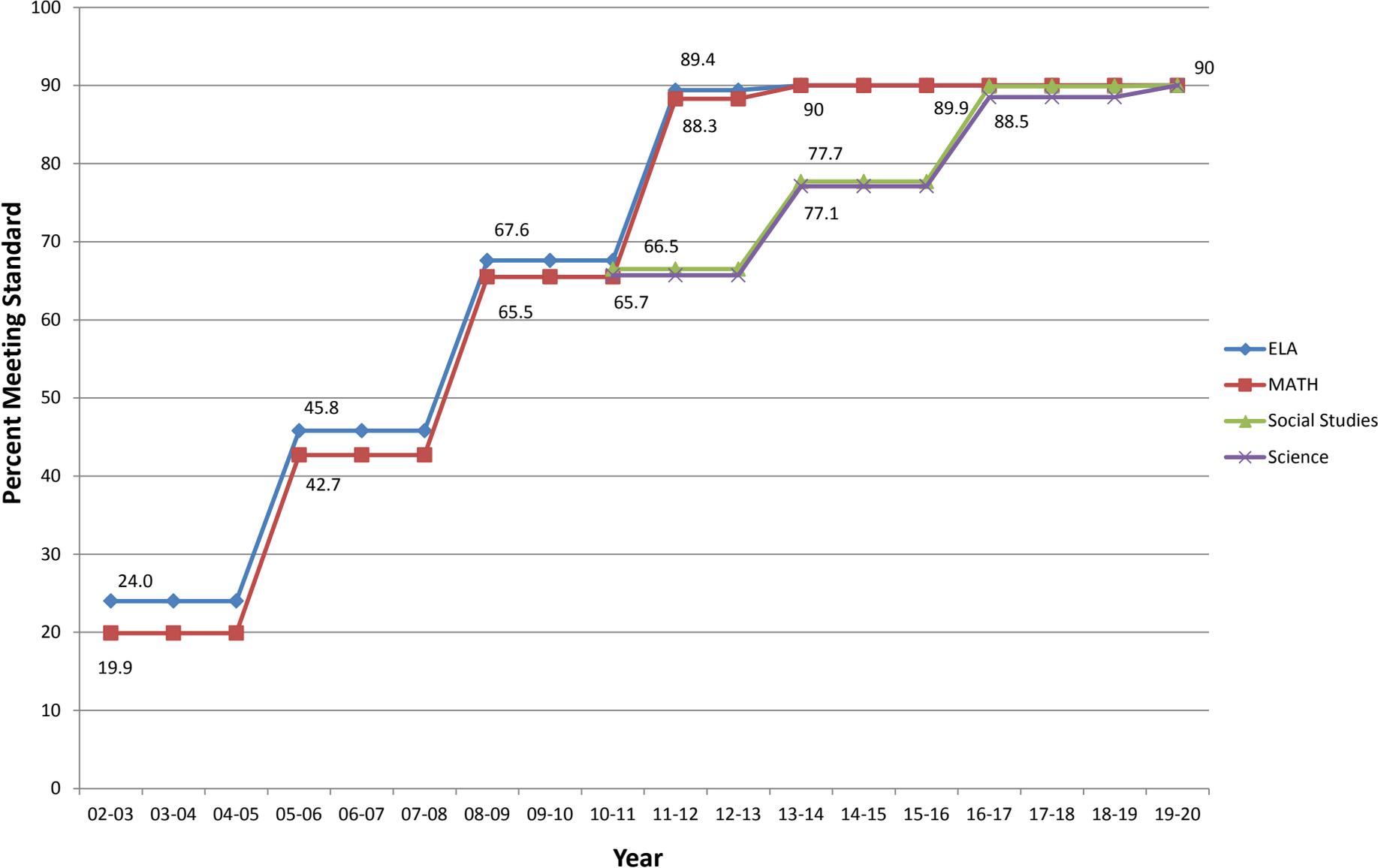
Annual Measurable Objectives for South Carolina Elementary Schools



Annual Measurable Objectives for South Carolina High Schools



Annual Measurable Objectives for South Carolina Districts



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			
	3.8 The school uses student growth data to identify and reward effective principals and teachers			
	3.9 The school uses student growth data to remove ineffective teachers			
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	<ul style="list-style-type: none"> <input type="checkbox"/> Collaborate closely with ESOL teacher. <input type="checkbox"/> Establish a safe/relaxed/supportive learning environment. <input type="checkbox"/> Review previously learned concepts regularly and connect to new learning. <input type="checkbox"/> Contextualize all instruction. <input type="checkbox"/> Utilize cooperative learning. <input type="checkbox"/> Teach study, organization, and note taking skills. <input type="checkbox"/> Use manuscript (print) fonts. <input type="checkbox"/> Teach to all modalities. <input type="checkbox"/> Incorporate student culture (as appropriate). <input type="checkbox"/> Activate prior knowledge. <input type="checkbox"/> Allow extended time for completion of assignments and projects. <input type="checkbox"/> Rephrase directions and questions. <input type="checkbox"/> 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). <input type="checkbox"/> Use physical activity. (Total Physical Response) <input type="checkbox"/> Incorporate students L1 when possible. <input type="checkbox"/> Develop classroom library to include multicultural selections of all reading levels; especially books exemplifying students' cultures. <input type="checkbox"/> Articulate clearly, pause often, limit idiomatic expressions, and slang. <input type="checkbox"/> Permit student errors in spelling and grammar except when explicitly taught. Acknowledge errors as indications of learning. <input type="checkbox"/> Allow frequent breaks. <input type="checkbox"/> Provide preferential seating. <input type="checkbox"/> Model expected student outcomes. <input type="checkbox"/> Prioritize course objectives.
Reading in the Content Areas	<ul style="list-style-type: none"> <input type="checkbox"/> Pre-teach vocabulary. <input type="checkbox"/> Teach sight vocabulary for beginning English readers. <input type="checkbox"/> Allow extended time. <input type="checkbox"/> Shorten reading selections. <input type="checkbox"/> Choose alternate reading selections. <input type="checkbox"/> Allow in-class time for free voluntary and required reading. <input type="checkbox"/> Use graphic novels/books and illustrated novels. <input type="checkbox"/> Leveled readers <input type="checkbox"/> Modified text <input type="checkbox"/> Use teacher read-alouds. <input type="checkbox"/> Incorporate gestures/drama. <input type="checkbox"/> Experiment with choral reading, duet (buddy) reading, and popcorn reading. <input type="checkbox"/> Use Language Experience Approach, story charts, storyboards, and other methods. <input type="checkbox"/> Introduce reading selections.
Assessment	<ul style="list-style-type: none"> <input type="checkbox"/> Allow open note/open book tests (include page numbers as appropriate). <input type="checkbox"/> Allow short answer for LEP students, avoid essay questions for most limited English speakers. <input type="checkbox"/> Reduce number of questions/prioritize questions. <input type="checkbox"/> Reduce cultural bias. <input type="checkbox"/> Allow students to answer questions on test; avoid Scantron and answer sheets. <input type="checkbox"/> Provide oral administration/oral response. <input type="checkbox"/> Break test into small parts.

Note Taking	<input type="checkbox"/> Present test question using same phrasing as instruction. <input type="checkbox"/> Correlate instruction and assessment styles. <input type="checkbox"/> Allow alternate forms of assessment. (Ex. Portfolios, Classroom Observations, Conferencing, Art Forms, Simulations, Drama, Non-Verbal Responses) <input type="checkbox"/> Provide visible criteria for assignments and projects (Ex. Rubrics, Checklists). <input type="checkbox"/> Provide examples and models of completed projects and papers. <input type="checkbox"/> Provide quality study guides for assessments. <input type="checkbox"/> Include word banks, small groups of matching, no more than three distracters in multiple choice. <input type="checkbox"/> Allow student translations.
	<input type="checkbox"/> Limit or modify note taking: <ul style="list-style-type: none"> <input type="checkbox"/> Cloze Notes <input type="checkbox"/> Prioritize Information <input type="checkbox"/> Graphic Organizers <input type="checkbox"/> Copy of Teacher Notes (Word Processed)/Buddy Notes <input type="checkbox"/> Visual Notes (Avoid aural note taking.)
Grouping Suggestions	<input type="checkbox"/> Partners; L1+L1, L1+L2. <input type="checkbox"/> Small Groups. <input type="checkbox"/> Heterogeneous and Homogenous Grouping (depending on the purpose, avoid pairing struggling learners). <input type="checkbox"/> Pair with native English speakers <input type="checkbox"/> Pair with compassionate and mature learners.
Resources	<input type="checkbox"/> Picture Dictionary <input type="checkbox"/> Bilingual Dictionary <input type="checkbox"/> Textbooks/Novels in home language: when available. <input type="checkbox"/> Recorded text novels; when available. (English and/or L1) <input type="checkbox"/> Simplified/High-Low/Adapted Novels <input type="checkbox"/> Flash cards with pictures and/or words. <input type="checkbox"/> Realia. <input type="checkbox"/> Games supporting language acquisition and cultural knowledge. <input type="checkbox"/> Music with lyrics. <input type="checkbox"/> Illustrations/Videos <input type="checkbox"/> Manipulatives
Standardized Testing	<input type="checkbox"/> Bilingual Dictionary <input type="checkbox"/> Reword and/or translate directions. <input type="checkbox"/> Oral administration: <ul style="list-style-type: none"> <input type="checkbox"/> Writing <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Scheduling <input type="checkbox"/> Write or circle answers in the test booklet <input type="checkbox"/> Individual or small group administration/setting. <input type="checkbox"/> Extended time. <input type="checkbox"/> 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: _____
Teacher: _____
Teacher: _____
Teacher: _____
Teacher: _____

Date: _____
Date: _____
Date: _____
Date: _____
Date: _____

Appendix N: ADEPT Standards Upgrade Task Force 2011

School District Superintendents

Dr. Chuck Epps	Fort Mill School District (York Four)
Dr. David O’Shields	Laurens County School District Fifty-Six
Dr. Darryl Owings	Spartanburg County School District Six

School District Administrators And Instructional Leaders

Dr. Joanne Avery	Anderson School District Four
Dr. Angela Bain	District 5 of Lexington and Richland Counties
Dr. Polly Elkins	Dillon County School District Four
Lisa Foster	Lexington School District Two
Patty Fox	Greenville County Schools
Judy Hammett	Berkeley County School District
Audrey Lane	Charleston County School District
Dr. Jeffery Long	Lee County School District
Dr. June Overton	Horry County Schools
Melissa Parrish	Charleston County School District
Dr. Kelly Pew	School District of Pickens County
Dr. Janelle Rivers	Lexington School District One
Margaret Tabor	Berkeley County School District
Alice Walton	Beaufort County School District

School Principals

Laura Blanchard	Dorchester School District Two
Dr. Randall Gary	Richland School District Two
Roderic Taylor	District 5 of Lexington and Richland Counties

Teachers

Bryan Coburn	Rock Hill Schools (York Three)
Dr. Francis Hardy	Spartanburg School District Seven
Laura Howard	South Carolina Public Charter School District
Dywanna Smith	Richland School District One
Linda Winburn	Richland School District Two

Higher Education Representatives

Janey Brandis	Francis Marion University
Michalann Evatt	Clemson University
Dr. Bruce Field	University of South Carolina—Columbia
Dr. Kathy Good	Converse College
Dr. Cindy Johnson-Taylor	Newberry College
Bill Millar	Clemson University
Dr. Mary Stepling	Columbia College

State Board Of Education

Dr. Lyn Norton	South Carolina State Board of Education
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South Carolina Department of Education

Charmeka Bosket	Executive Office of Policy and Research
Mark Bounds	Division of School Effectiveness
Mary Hipp	Office of Educator Evaluation
Dr. Kathy Meeks	Office of Educator Evaluation
Anita Parker	Office of Educator Evaluation

Appendix O: ADEPT Performance Standards for Classroom-Based Teachers

Domain 1: Planning	APS 1 Long-Range Planning	
	An effective teacher facilitates student achievement by establishing appropriate long-range learning goals and by identifying the instructional, assessment, and management strategies necessary to help all students progress toward meeting these goals.	
	<i>The teacher</i>	
	1A	obtains student information, analyzes this information to determine the learning needs of all students, and uses this information to guide instructional planning.
	1B	establishes appropriate standards-based long-range learning and developmental goals for all students.
	1C	identifies and sequences instructional units in a manner that facilitates the accomplishment of the long-range goals.
	1D	develops appropriate processes for evaluating and recording students' progress and achievement.
	1E	plans appropriate procedures for managing the classroom.
	APS 2 Short-Range Planning of Instruction	
	An effective teacher facilitates student achievement by planning appropriate learning.	
	<i>The teacher</i>	
	2A	develops unit objectives that facilitate student achievement of appropriate academic standards and long-range learning and developmental goals.
	2B	develops instructional plans that include content, strategies, materials, and resources that are appropriate for the particular students.
2C	routinely uses student performance data to guide short-range planning of instruction.	
APS 3 Planning Assessments and Using Data		
An effective teacher facilitates student achievement by assessing and analyzing student performance and using this information to measure student progress and guide instructional planning.		
<i>The teacher</i>		
3A	develops/selects and administers a variety of appropriate assessments.	
3B	at appropriate intervals, gathers and accurately analyzes student performance data and uses this information to guide instructional planning.	
3C	uses assessment data to assign grades (or other indicators) that accurately reflect student progress and achievement.	
Domain 2: Instruction	APS 4 Establishing and Maintaining High Expectations	
	An effective teacher establishes, clearly communicates, and maintains appropriate expectations for student learning, participation, and responsibility.	
	<i>The teacher</i>	
	4A	establishes, communicates, and maintains high expectations for student achievement (what they are to know and be able to do).
	4B	establishes, communicates, and maintains high expectations for student participation.
	4C	helps students assume responsibility for their own participation and learning.
	APS 5 Using Instructional Strategies to Facilitate Learning	
	An effective teacher promotes student learning through the effective use of appropriate instructional strategies.	
<i>The teacher</i>		
5A	the teacher uses appropriate instructional strategies.	
5B	the teacher uses a variety of instructional strategies.	
5C	the teacher uses instructional strategies effectively.	

Domain 2: Instruction	APS 6 Providing Content for Learners	
	An effective teacher possesses a thorough knowledge and understanding of the discipline so that he or she is able to provide the appropriate content for the learners.	
	<i>The teacher</i>	
	6A	demonstrates a thorough command of the discipline that he or she teaches.
	6B	provides appropriate content.
	6C	structures the content to promote meaningful learning.
	APS 7 Monitoring, Assessing, and Enhancing Learning	
	An effective teacher maintains a constant awareness of student performance throughout the lesson in order to guide instruction and provide appropriate feedback to students.	
	<i>The teacher</i>	
	7A	continually monitors student learning during instruction by using a variety of informal and formal assessment strategies.
7B	enhances student learning by using information from informal and formal assessments to guide instruction.	
7C	enhances student learning by providing appropriate instructional feedback to all students.	
Domain 3: Environment	APS 8 Maintaining An Environment That Promotes Learning	
	An effective teacher creates and maintains a classroom environment that encourages and supports student learning.	
	<i>The teacher</i>	
	8A	creates and maintains the physical environment of his or her classroom as a safe place that is conducive to learning.
	8B	creates and maintains a positive affective climate in his or her classroom.
	8C	creates and maintains a culture of learning in the classroom.
	APS 9 Managing the Classroom	
	An effective teacher maximizes instructional time by efficiently managing student behavior, instructional routines and materials, and essential non-instructional tasks.	
	<i>The teacher</i>	
	9A	manages student behavior appropriately.
9B	makes maximal use of instructional time.	
9C	manages essential non-instructional routines in an efficient manner.	
Domain 4: Professionalism	APS 10 Professionalism	
	An effective teacher is an ethical, responsible, contributing, and ever-learning member of the profession.	
	<i>The teacher</i>	
	10A	is an advocate for the students.
	10B	works to achieve organizational goals in order to make the entire school a positive and productive learning environment for the students.
	10C	is an effective communicator.
	10D	exhibits professional demeanor and behavior.
10E	is an active learner.	

ADEPT Performance Standards for Classroom-Based Teachers

APS 1 Long-Range Planning

An effective teacher facilitates student achievement by establishing appropriate long-range learning goals and by identifying the instructional, assessment, and management strategies necessary to help all students progress toward meeting these goals.

Long-range planning requires the teacher to combine a knowledge of content, standards, and curriculum with a knowledge of specific learning-teaching contexts and student characteristics. Although long-range planning is an essential process for all teachers, long-range plans (LRPs) will differ according to variables such as content (i.e., subject matter, concepts, principles, process, and related skills) and context (e.g., setting, learning needs of the students). In developing LRPs, the teacher should work both independently and collaboratively. LRPs are dynamic documents that should be reviewed continuously and revised, as necessary, throughout the school year.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

1.A The teacher obtains student information, analyzes this information to determine the learning needs of all students, and uses this information to guide instructional planning.

The teacher begins the long-range planning process by gaining a thorough understanding of students' prior achievement levels, learning styles and needs, cultural and socioeconomic backgrounds, and individual interests. The teacher gathers this information from a variety of sources, including student records (e.g., permanent records, individualized education programs) and individuals such as other teachers, special-area professionals, administrators, service providers, parents, and the students themselves. From this information, the teacher identifies the factors that are likely to impact student learning. The teacher then uses this information to develop appropriate plans for meeting the diverse needs of his or her students.

1.B The teacher establishes appropriate standards-based long-range learning and developmental goals for all students.

The teacher's goals are aligned with relevant federal, state, and local requirements and reflect the applicable grade-level academic standards. For preschool children and students with severe disabilities, the teacher's goals align with appropriate developmental and/or functional expectations.

1.C The teacher identifies and sequences instructional units in a manner that facilitates the accomplishment of the long-range goals.

In this context, an *instructional unit* is a set of integrated lessons that is designed to accomplish learning objectives related to a curricular theme, an area of knowledge, or a general skill or process. Consistent with relevant federal, state, and local curriculum and/or academic standards, the teacher's instructional units provide for appropriate coverage of the key themes, concepts, skills, and standards related to the subject area(s) and are designed to expose students to a variety of intellectual, social, and cultural perspectives. The sequence of the teacher's units (as presented through timelines, curriculum maps, planning and pacing guides, and so forth) follows a logical progression, with an appropriate amount of time allocated to each instructional unit.

1.D The teacher develops appropriate processes for evaluating and recording students' progress and achievement.

The teacher's evaluation process includes the major formal and informal assessments to be used (e.g., observations, exams, research papers, performance, projects, portfolios) and the evaluation criteria for each. The teacher's evaluation methods are appropriate for the learning goals and the content. The evaluation criteria match state, local, and/or individually determined expectations for student progress and achievement. The teacher's record-keeping system provides a confidential and well-organized system for storing, retrieving, and analyzing all necessary student data.

1.E The teacher plans appropriate procedures for managing the classroom.

The teacher's rules and procedures for managing student behavior, whether developed independently by the teacher or collaboratively with the students, are clearly stated, appropriate for the students, and consistent with school and district policies. The rules are stated in positive terms, when possible, and focus on behaviors rather than on students. The teacher's procedures for managing essential noninstructional routines (e.g., transitioning between activities and/or subjects, taking roll, collecting student work, preparing learning centers or labs, retrieving instructional materials or resources) promote efficiency and minimize the loss of instructional time.

APS 2

Short-Range Planning of Instruction

An effective teacher facilitates student achievement by planning appropriate learning objectives; selecting appropriate content, strategies, and materials for each instructional unit; and systematically using student performance data to guide instructional decision making.

In this context, the term *instructional unit* is defined as a set of integrated lessons that is designed to accomplish learning objectives related to a curricular theme, an area of knowledge, or a general skill or process. The length of instructional units—that is, the number of days or lessons they cover—will vary in accordance with such factors as the number of objectives to be accomplished; the complexity of the content to be covered; and the ability levels of the particular students.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

2.A The teacher develops unit objectives that facilitate student achievement of appropriate academic standards and long-range learning and developmental goals.

The teacher's objectives define what the students should know (i.e., the factual, conceptual, procedural, and/or metacognitive knowledge) and be able to do (e.g., the cognitive processes—remembering, understanding, applying, analyzing, evaluating, and/or creating) upon completing the unit. The teacher's objectives are student-oriented, explicit, and assessable statements of intended learning outcomes. There is a clear connection between the unit objectives and grade-level academic standards (or, for preschool children or students with severe disabilities, between the unit objectives and appropriate developmental and/or functional expectations). The unit objectives are consistent with the long-range goals, assessment results from previous instructional units, state and local curriculum guidelines, individualized education programs (IEPs), and the needs and interests of the students. The unit objectives are logically linked to previous and future learning objectives.

2.B The teacher develops instructional plans that include content, strategies, materials, and resources that are appropriate for the particular students.

The content of the teacher's instructional plans is drawn from multiple sources that are accurate and current and is applicable to the students' grade-level academic standards, instructional needs, ability and developmental levels, and interests. The sources of the content expose students to a variety of intellectual, social, and cultural perspectives as appropriate. The teacher selects a variety of instructional strategies and materials in order to present content in formats that accommodate learning differences and that translate into real-life contexts for the students. Instructional technology is included as appropriate. The instructional strategies are logically sequenced and include sufficient opportunities for initial learning, application and practice, and review. The

strategies lead the students to increasingly higher levels of thinking and problem solving. They promote active student engagement during both independent and collaborative learning tasks, and they provide opportunities for the teacher and students to vary their roles in the instructional process (e.g., instructor, facilitator, coach, audience).

2.C The teacher routinely uses student performance data to guide short-range planning of instruction.

The teacher develops lesson and unit plans on the basis of accurate conclusions that he or she has drawn from analyses of the particular students' prior performance (i.e., their behavior, progress, and achievement).

APS 3

Planning Assessments and Using Data

An effective teacher facilitates student achievement by assessing and analyzing student performance and using this information to measure student progress and guide instructional planning.

In this context, the term *assessment* refers to any formal or informal measurement tool, activity, assignment, or procedure used by a classroom teacher to evaluate student performance. Assessments may be commercially produced or developed by the teacher, but all should be valid, reliable, and maximally free from bias.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

3.A The teacher develops/selects and administers a variety of appropriate assessments.

The assessments used by the teacher are technically sound indicators of students' progress and achievement in terms of the unit objectives, the grade-level (or individually determined) academic standards, and the student achievement goals. The assessments align with the learning objectives and the instruction in terms of the type(s) of knowledge (i.e., factual, conceptual, procedural, and/or metacognitive) and the cognitive processes (i.e., remembering, understanding, applying, analyzing, evaluating, and/or creating). The teacher is not overly reliant on commercially produced assessments, but when he or she uses them, the teacher is careful to ensure that any necessary modifications are made. Assessment materials are free of content errors, and all assessments include verbal and/or written directions, models, and/or prompts that clearly define what the students are expected to do. The assessments are appropriate for the ability and developmental levels of the students in the class. The teacher provides appropriate accommodations for individual students who require them in order to participate in assessments.

3.B At appropriate intervals, the teacher gathers and accurately analyzes student performance data and uses this information to guide instructional planning.

The teacher routinely obtains student baseline data, analyzes the data to determine student learning needs, and uses this information to develop appropriate instructional plans. At appropriate intervals throughout instruction, the teacher analyzes student performance on informal assessments (e.g., individual and group performance tasks, quizzes, assignments) and formal assessments (e.g., tests, projects, portfolios, research papers, performances) to determine the extent to which both individual students and groups of students are progressing toward accomplishing the learning objectives. On the basis of these analyses, the teacher determines the impact of instruction on student learning and makes appropriate decisions about the need to modify his or her instructional plans.

3.C The teacher uses assessment data to assign grades (or other indicators) that accurately reflect student progress and achievement.

The teacher makes decisions about student performance, progress, and achievement on the basis of explicit expectations that clearly align with the learning objectives and achievement goals, the assessments, and the students' level of ability. The teacher may present his or her evaluation criteria in the form of scoring rubrics, vignettes, grading standards, answer keys, rating scales, and the like. Assessments are appropriately weighted on the basis of the relative importance of each in determining overall progress and achievement. The teacher maintains accurate, current, well-organized, and confidential records of assessment results. The teacher uses available information technology to store and assist with the analysis of student data.

APS 4

Establishing and Maintaining High Expectations for Learners

An effective teacher establishes, clearly communicates, and maintains appropriate expectations for student learning, participation, and responsibility.

In this context, the term *participation* refers to student effort.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

4.A The teacher establishes, communicates, and maintains high expectations for student achievement.

The teacher's expectations are appropriately challenging for the grade and/or ability levels of the particular students. The teacher communicates the learning objectives so that students clearly understand what they are expected to know and be able to do. The teacher reviews and/or clarifies the objectives as necessary.

4.B The teacher establishes, communicates, and maintains high expectations for student participation.

The teacher's expectations are appropriate for the grade and/or ability levels of the particular students and for the subject area. The teacher effectively communicates these expectations so that his or her students will readily apply them to instructional activities and events during the lessons and to assignments and tasks both in and out of the classroom.

4.C The teacher helps students assume responsibility for their own participation and learning.

The teacher clearly communicates the importance and relevance of the academic standards and learning objectives as well as the way the standards and objectives relate to the students' previous and/or future learning. The teacher encourages the students to become the active agents of their own learning and to take the initiative to follow through with their work. The teacher provides appropriate opportunities for the students to engage in self-assessment and reflection on their learning and to develop a metacognitive awareness of their own strengths and weaknesses. The teacher assists the students in developing strategies to compensate for their weaknesses when it is necessary.

APS 5

Using Instructional Strategies to Facilitate Learning

An effective teacher promotes student learning through the effective use of appropriate instructional strategies.

The term *instructional strategies* refers to the methods, techniques, technologies, activities, or assignments that the teacher uses to help his or her students achieve the learning objectives.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

5.A The teacher uses appropriate instructional strategies.

The teacher's strategies are appropriate for the particular objectives and content and the particular students' grade, developmental, and ability levels. The strategies build on the students' interests and prior learning and are appropriate for the students' stage of learning (e.g., initial, application, practice, review) with regard to the particular material. The teacher's strategies promote higher levels of thinking and/or performance.

5.B The teacher uses a variety of instructional strategies.

The teacher draws from a substantial repertoire of instructional strategies, varying his or her strategies both within and among lessons according to the particular objectives and content and the students' ability levels, learning styles, rates of learning, and special needs. The teacher conveys information in a variety of formats (e.g., lectures, videotapes, texts, DVDs) and approaches (e.g., demonstrations, guided practice, guided discovery, simulations). As appropriate to the learners and the learning, the teacher's instructional strategies include sharing instructional responsibilities with other teachers, guest speakers, and/or parents; varying and/or exchanging roles (e.g., instructor, facilitator, coach, observer) with students; and creating opportunities for both independent and collaborative learning experiences.

5.C The teacher uses instructional strategies effectively.

The teacher uses instructional strategies that actively engage his or her students and that ultimately result in meaningful learning for them. All students receive opportunities to experience success.

APS 6
Providing Content for Learners

An effective teacher possesses a thorough knowledge and understanding of the discipline so that he or she is able to provide the appropriate content for the learners.

In this context, the term *content* refers to the particular aspects of the discipline that are being taught, including subject matter, concepts, principles, processes, and related skills. Central to this standard is the content competence of the teacher. From this in-depth knowledge of the discipline, the teacher must select the content that is appropriate for his or her students and then organize the content in ways that best facilitate student learning.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

6.A The teacher demonstrates a thorough command of the discipline that he or she teaches.

The teacher provides content that is accurate and current. The teacher's presentations, demonstrations, discussions, responses to students' questions, and methods of engaging the students indicate a thorough knowledge and understanding of the content. The teacher identifies and explains/demonstrates conceptual relationships and/or procedural steps. The teacher identifies and corrects students' content errors.

6.B The teacher provides appropriate content.

The content of the teacher's lessons is aligned with the applicable curriculum requirements, grade-level academic standards, and/or student learning objectives. Whenever possible, the teacher draws lesson content from multiple sources and presents it in ways that expose students to a variety of intellectual, social, and/or cultural perspectives.

6.C The teacher structures the content to promote meaningful learning.

The teacher's instruction goes beyond the simple presentation of factual knowledge. The teacher aligns the content with the learning objectives and ensures that students are provided with opportunities to acquire the knowledge and to use the cognitive processes that are necessary for successful problem solving. The teacher is able to identify and to explain and/or demonstrate key concepts and skills as well as their broader relationships and applications. The teacher guides student learning by presenting concepts and/or procedures in a logical sequence and in clear and sufficient detail. The teacher uses appropriate examples to help make the content relevant,

meaningful, and applicable to the students. When students experience difficulties in mastering the content, the teacher is able to identify and address the sources of the problems.

APS 7

Monitoring, Assessing, and Enhancing Learning

An effective teacher maintains a constant awareness of student performance throughout the lesson in order to guide instruction and provide appropriate feedback to students.

In this context, the term *monitoring* refers to any methods the teacher uses during the lesson to collect information about his or her students' understanding of the content. *Assessing* includes any formal or informal measurement tools, activities, assignments, or procedures a teacher uses during the lesson to evaluate the students' performance and their progress toward meeting the learning objectives. *Enhancing learning* refers to actions a teacher takes during the lesson as a direct result of monitoring and assessing in order to improve or extend student learning.

Both APS 3 (Planning Assessments and Using Data) and APS 7 involve teacher decision making on the basis of the results of student assessments. However, APS 3 deals with decision making that occurs prior to and after instruction. In contrast, APS 7 deals with the decision making that occurs *during* the actual lesson. In other words, the key elements of APS 7 occur "in flight."

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

7.A The teacher continually monitors student learning during instruction by using a variety of informal and formal assessment strategies.

The teacher maintains a constant awareness of student learning by engaging the students in classroom activities such as discussions, projects, performances, assignments, and quizzes. During these activities, the teacher uses effective questioning techniques to sample a representative cross section of students. The teacher's questions are appropriate to the content, the activities, and the students. The teacher determines the students' level of understanding of key concepts and skills by carefully observing/listening to and analyzing students' verbal and nonverbal responses and reactions, inquiries, approaches to the task, performance, and final products.

7.B The teacher enhances student learning by using information from informal and formal assessments to guide instruction.

The teacher systematically collects, analyzes, and summarizes assessment data to monitor students' progress. On the basis of formal and informal assessment information, the teacher makes appropriate decisions regarding instruction. When his or her students have difficulty answering questions, the teacher provides appropriate response time, rephrases the question, and/or provides prompts or other such assistance. The teacher provides additional explanations, demonstrations, or assistance, and modifies the content and/or the instructional strategies when necessary. The teacher adjusts the pace of the lessons to conform to the needs of the students. The teacher promotes student

retention of the content by actively engaging the students in reviews of the key elements, steps, or procedures as necessary. The teacher extends students' learning and development through appropriate enrichment activities.

7.C The teacher enhances student learning by providing appropriate instructional feedback to all students.

The teacher provides feedback to the students throughout the lesson. The teacher also provides feedback on all significant student work. The teacher's feedback—whether oral, written, or nonverbal—is equitable (i.e., provided to all students) and individualized. The feedback is accurate, constructive, substantive, specific, and timely. The feedback is effective in helping correct students' misunderstandings or errors, reinforcing their knowledge and skills, and/or extending their learning.

APS 8

Maintaining an Environment That Promotes Learning

An effective teacher creates and maintains a classroom environment that encourages and supports student learning.

In this context, the term *environment* refers to both the physical surroundings and the affective climate of the classroom. This standard focuses on environmental factors that a teacher can reasonably be expected to control.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

8.A The teacher creates and maintains the physical environment of his or her classroom as a safe place that is conducive to learning.

The teacher's classroom arrangement allows all students to see, hear, and participate during instruction. The classroom is free from clutter and distractions that impede learning. The teacher ensures that all materials are safely and properly stored and that all applicable safety regulations and precautions are followed. Classroom displays feature items of educational relevance and interest, including current samples of student work as appropriate.

8.B The teacher creates and maintains a positive affective climate in his or her classroom.

The teacher conveys confidence in his or her ability to teach the lesson content and to work with diverse groups of students. The teacher exhibits the enthusiasm necessary to generate interest in the subject matter and the patience and sensitivity necessary to assist and support all students, regardless of their social and cultural backgrounds or intellectual abilities. The teacher shows respect for the feelings, ideas, and contributions of all students and encourages the students to do likewise.

8.C The teacher creates and maintains a culture of learning in his or her classroom.

The teacher exemplifies and emphasizes initiative, industriousness, inquisitiveness, and excellence and, by doing so, encourages the students to do likewise. The teacher facilitates cooperation and teamwork among students and provides them with appropriate incentives and rewards for learning. The teacher works to ensure that every student feels a sense of belonging in the classroom. To the extent appropriate, the teacher invites student input and suggestions when designing instructional activities and events.

APS 9
Managing the Classroom

An effective teacher maximizes instructional time by efficiently managing student behavior, instructional routines and materials, and essential noninstructional tasks.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

9.A The teacher manages student behavior appropriately.

The teacher's behavioral rules and consequences are appropriate for the students and are consistent with district and school policies. These rules and consequences are clearly conveyed to the students and are enforced in a fair and consistent manner. The teacher maintains a constant awareness of classroom events and activities. The teacher uses effective preventive discipline techniques (e.g., eye contact, facial expressions, proximity) and handles any disruptions in an appropriate and timely manner. Disciplinary actions focus on the inappropriate behaviors and not on the students themselves. The teacher encourages students to monitor and assume responsibility for their own behavior.

9.B The teacher makes maximal use of instructional time.

The teacher ensures that his or her students are engaged in meaningful academic learning throughout the instructional period. Instructional materials, resources, and technologies are useable, well organized, and accessible. In general, instruction is characterized by a smooth flow of activity.

9.C The teacher manages essential noninstructional routines in an efficient manner.

It is evident that the teacher has clearly communicated to his or her students the rules and procedures for safety routines (e.g., fire drills, tornado drills, emergency preparedness) and classroom operations (e.g., roll call, collecting or turning in assignments, obtaining and distributing instructional materials, keeping work stations or lab areas in order). Transitions between activities or classes are handled in an efficient and orderly manner, with supervision provided as is necessary and appropriate.

APS 10

Fulfilling Professional Responsibilities

An effective teacher is an ethical, responsible, contributing, and ever-learning member of the profession.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

10.A The teacher is an advocate for the students.

The teacher collaborates with colleagues, administrators, and other student-oriented professionals (e.g., curriculum specialists, counselors, library media specialists, speech-language therapists, nurses) to determine the needs of his or her students and to plan and provide them with the appropriate learning experiences and assessments. The teacher establishes appropriate professional relationships with agencies, businesses, and community groups that support the well-being of students.

10.B The teacher works to achieve organizational goals in order to make the entire school a positive and productive learning environment for the students.

The teacher regularly attends and contributes to departmental meetings, faculty meetings, strategic planning sessions, and the like. The teacher actively supports the efforts of school organizations such as parent-teacher groups and school improvement councils. To the extent that is possible and appropriate, the teacher supports extracurricular activities that contribute to the overall learning and development of students (e.g., academic clubs, student council, athletics, cultural/artistic events).

10.C The teacher is an effective communicator.

Both inside and outside the classroom, the teacher's spoken and written language is clear, correct, and appropriate for each target audience (e.g., students, parents, colleagues, related professionals). The teacher communicates with parents/guardians on a regular basis about goals and expectations for student learning, behavioral rules and consequences, assignments, suggestions for supporting student learning at home, assessment results, and student progress and performance. The teacher responds appropriately to parental concerns. The teacher uses a variety of formats (e.g., telephone contacts, meetings, conferences, letters/newsletters, Web sites, report cards, notes, e-mails, interactive journals) to maintain effective and ongoing communication with others.

10.D The teacher exhibits professional demeanor and behavior.

The teacher maintains a valid teaching certificate; complies with all professional, school, and district rules, policies, and procedures; and is cognizant of the policies set forth in the SDE publication *Standards of Conduct for South Carolina Educators*. The teacher's performance is characteristic of a professional in terms of self-management (e.g., responsibility, initiative, time management, appearance), ethical standards, and quality of work (e.g., completing required tasks in an accurate, timely, and effective manner).

10.E The teacher is an active learner.

The teacher is a reflective practitioner who systematically collects, synthesizes, and evaluates student-achievement data in order to accurately identify his or her own professional strengths and weaknesses and to gain professional insight and vision regarding ways to enhance student learning. As a result of this self-assessment, the teacher collaborates with his or her supervisor(s) to develop an appropriate individualized professional growth plan. Additionally, the teacher regularly seeks out, participates in, and contributes to activities that promote collaboration and that support his or her continued professional growth (e.g., participation in professional associations, courses, conferences, workshops, seminars).

Appendix P: ADEPT and InTASC Standards Crosswalk

InTASC Model Core Teaching Standards (2011) Domains, Standards, and Indicators¹	ADEPT Performance Standards and Key Elements²
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.

<p style="text-align: center;">InTASC Model Core Teaching Standards (2011) Domains, Standards, and Indicators¹</p>	<p style="text-align: center;">ADEPT Performance Standards and Key Elements²</p>
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

<p style="text-align: center;">InTASC Model Core Teaching Standards (2011) Domains, Standards, and Indicators¹</p>	<p style="text-align: center;">ADEPT Performance Standards and Key Elements²</p>
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]	APSS 5.B; 5.C; 6.C
4(d) The teacher helps the learners make connections to prior learning and experiences. [P]	APSS 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]	APSS 5.C
4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content. [P]	APSS 6.C
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]	APSS 6.A
4(k) The teacher understands common misconceptions in learning the discipline. [K]	APSS 6.C
4(l) The teacher knows and uses the academic language of the discipline. [K]	APSS 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(o) The teacher realizes that content is ever-evolving. [D]	APSS 6.A; 10.E

<p style="text-align: center;">InTASC Model Core Teaching Standards (2011) Domains, Standards, and Indicators¹</p>	<p style="text-align: center;">ADEPT Performance Standards and Key Elements²</p>
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; 6.C
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

<p style="text-align: center;">InTASC Model Core Teaching Standards (2011) Domains, Standards, and Indicators¹</p>	<p style="text-align: center;">ADEPT Performance Standards and Key Elements²</p>
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

<p style="text-align: center;">InTASC Model Core Teaching Standards (2011) Domains, Standards, and Indicators¹</p>	<p style="text-align: center;">ADEPT Performance Standards and Key Elements²</p>
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

<p style="text-align: center;">InTASC Model Core Teaching Standards (2011) Domains, Standards, and Indicators¹</p>	<p style="text-align: center;">ADEPT Performance Standards and Key Elements²</p>
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

<p style="text-align: center;">InTASC Model Core Teaching Standards (2011) Domains, Standards, and Indicators¹</p>	<p style="text-align: center;">ADEPT Performance Standards and Key Elements²</p>
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 Q: 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	<ul style="list-style-type: none"> •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	<ul style="list-style-type: none"> •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	<ul style="list-style-type: none"> •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	<ul style="list-style-type: none"> •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	<ul style="list-style-type: none"> •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/frameeval/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—Distiguated	http://www.mcsk12.net/tei/docs/rubric/062210_MCSImprovedRubricv2.pdf
Denver (CO) 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



SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION

Final ADEPT Results

2010–11

Issued by the
Division of School Effectiveness

South Carolina Department of Education
Columbia, South Carolina

Mick Zais, Ph.D.
State Superintendent of Education

Introduction

Effective educators are competent, caring professionals who have a significant and lasting impact on student learning and achievement.

South Carolina's Assisting, Developing, and Evaluating Professional Teaching (ADEPT) system is designed to promote teacher effectiveness in two ways. Through the assistance and professional development processes, emphasis is placed on continuously improving instructional practices. During the formal evaluation process, the focus shifts to quality assurance. In combination, these two components help ensure that teachers in South Carolina are competent, caring, and effective.

ADEPT is a success-based system. It is expected that, given adequate and appropriate preparation and support during their teacher preparation and induction programs, most teachers will meet the formal evaluation criteria and will continue to increase their knowledge and expertise throughout the entirety of their teaching careers.

The following tables summarize the ADEPT evaluation results¹ for teachers² at each contract level. Explanations of the teacher contract levels and the ADEPT processes accompany each of the tables. Because ADEPT evaluation requirements are not prescribed for teachers employed under a letter of agreement, their ADEPT results are not included in this report. As information, 1,860 teachers were employed under a letter of agreement, for **a total of 52,490 teachers employed during the 2010–11 academic year.**

Data for this report were submitted electronically by school districts via a web-based application, the ADEPT Data System (ADS). Prior to the 2002–03 academic year, districts reported teachers' ADEPT results via the Professional Certified Staff (PCS) system.

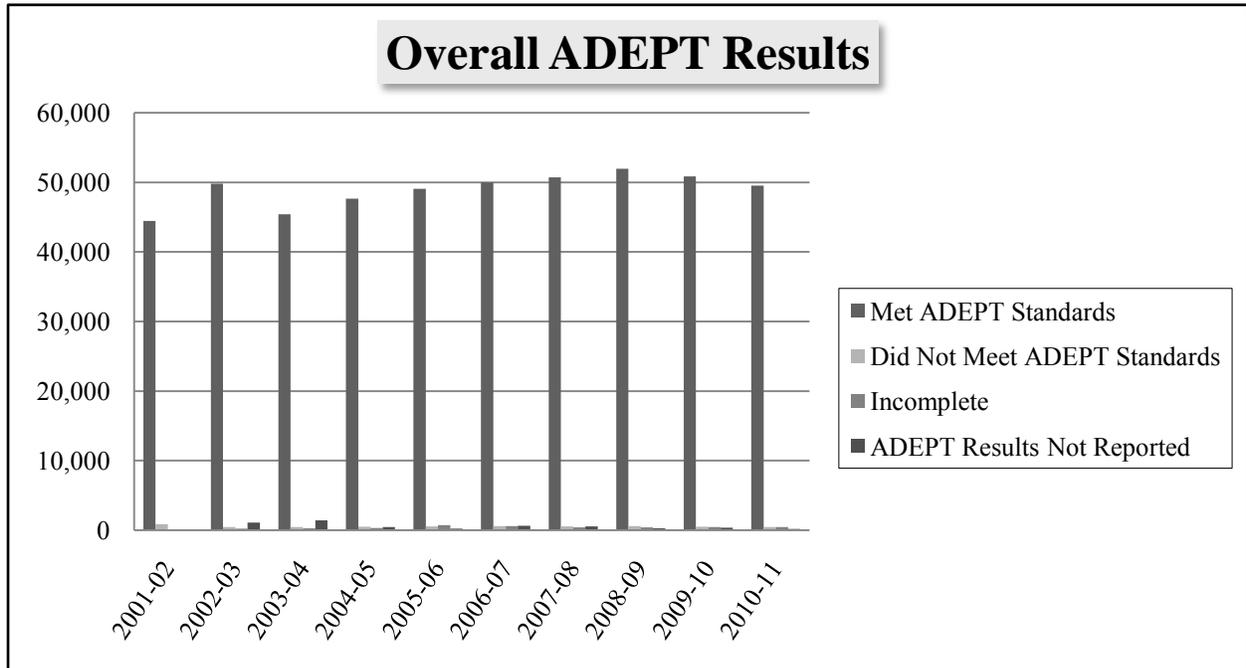
¹ Percentages for some academic years total slightly more or less than 100% due to the fact that all percentages are rounded to the nearest whole number.

² Under the current ADEPT system, the term *teachers* refers to classroom-based teachers, library media specialists, school guidance counselors, and speech-language therapists.

STATEWIDE ADEPT RESULTS

(Teachers Employed Under Induction, Annual, and Continuing Contracts)

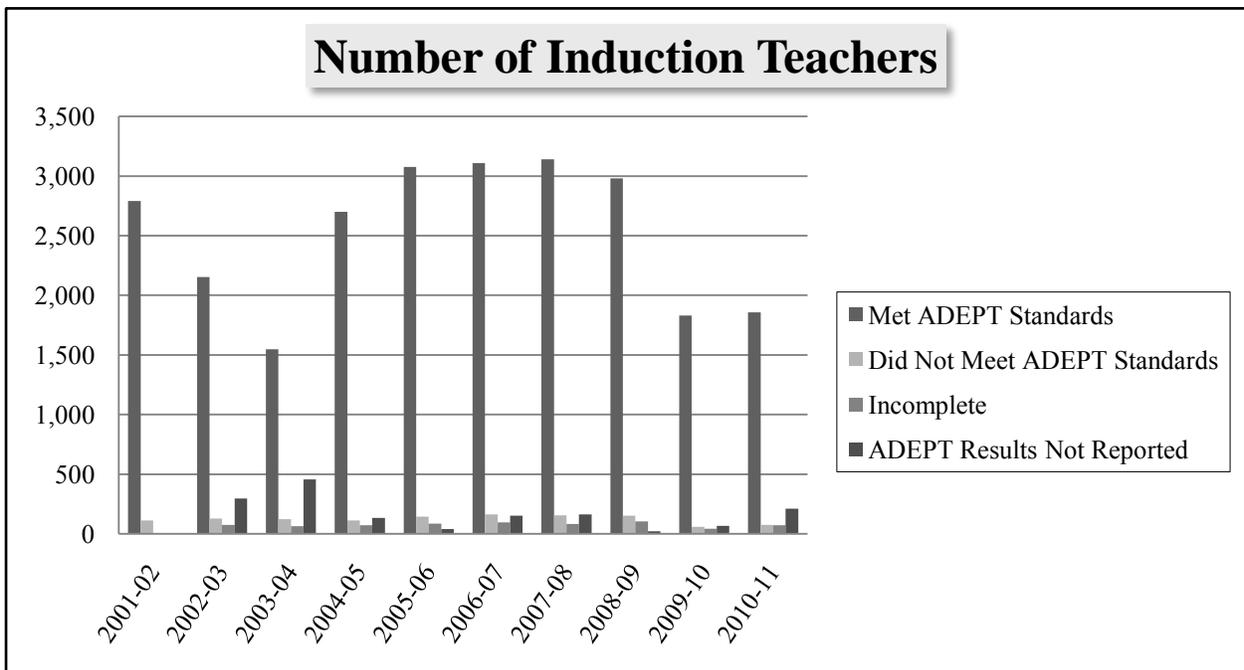
Academic Year	Total Number of Teachers Reported	Number and Percentage of Teachers			
		Met ADEPT Standards	Did Not Meet ADEPT Standards	ADEPT Cycle Incomplete	ADEPT Results Not Reported
2010–11	50,630	49,518 (98%)	439 (1%)	463 (1%)	210 (<1%)
2009–10	52,174	50,876 (97%)	507 (1%)	439 (1%)	352 (1%)
2008–09	53,217	51,949 (97%)	580 (1%)	431 (1%)	257 (1%)
2007–08	52,227	50,719 (97%)	545 (1%)	430 (1%)	533 (1%)
2006–07	51,848	49,983 (96%)	579 (1%)	621 (1%)	665 (1%)
2005–06	50,601	49,093 (97%)	572 (1%)	722 (1%)	214 (1%)
2004–05	48,947	47,655 (97%)	490 (1%)	345 (1%)	457 (1%)
2003–04	47,578	45,427 (95%)	451 (1%)	284 (1%)	1416 (3%)
2002–03	51,608	49,797 (96%)	449 (1%)	243 (<1%)	1119 (2%)
2001–02	45,331	44,477 (98%)	854 (2%)	No data	No data



TEACHERS EMPLOYED UNDER INDUCTION CONTRACTS

Induction contracts are issued to teachers in their first year of teaching under a valid South Carolina pre-professional teaching certificate (e.g., initial, critical needs, international, and the like). During this induction year, teachers are evaluated formatively in order provide them with feedback and guidance to enhance their effectiveness. Districts provide beginning teachers with activities designed to facilitate their successful transition into professional practice. Novice teachers also receive support, assistance, and feedback from mentors, building administrators, and other experienced and novice teachers.

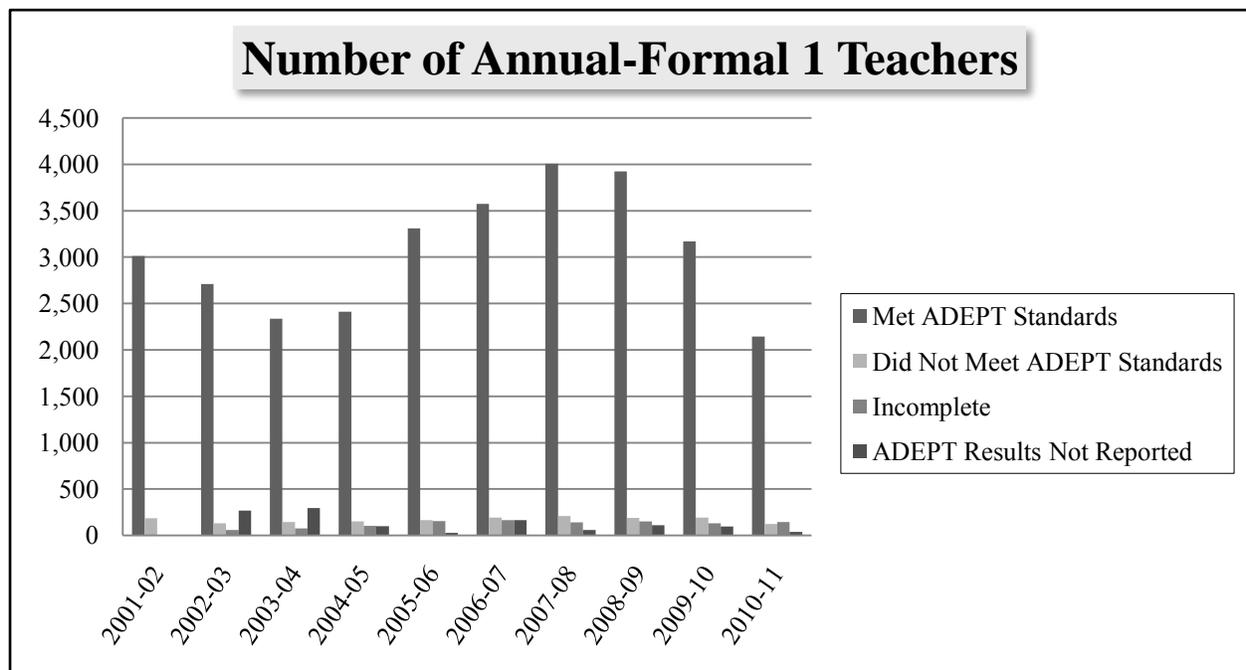
Academic Year	Total Number of Teachers Reported	Number and Percentage of Induction Teachers			
		Met ADEPT Standards	Did Not Meet ADEPT Standards	ADEPT Cycle Incomplete	ADEPT Results Not Reported
2010–11	2,027	1,856 (92%)	74 (4%)	71 (4%)	26 (1%)
2009–10	1,999	1,830 (92%)	58 (3%)	43 (2%)	68 (3%)
2008–09	3,258	2,981 (91%)	151 (5%)	105 (3%)	21 (1%)
2007–08	3,543	3,141 (89%)	154 (4%)	84 (2%)	164 (5%)
2006–07	3,515	3,107 (88%)	162 (5%)	95 (3%)	151 (4%)
2005–06	3,346	3,076 (92%)	145 (4%)	86 (3%)	39 (1%)
2004–05	3,017	2,699 (89%)	112 (4%)	72 (2%)	134 (5%)
2003–04	2,192	1,547 (70%)	124 (6%)	64 (3%)	457 (21%)
2002–03	2,651	2,154 (81%)	127 (5%)	74 (3%)	296 (11%)
2001–02	2,903	2,791 (96%)	112 (4%)	No data	No data



TEACHERS EMPLOYED UNDER ANNUAL CONTRACTS FORMAL EVALUATION 1

Teachers who hold a valid South Carolina pre-professional teaching certificate and who have completed an induction year (or the equivalent) are eligible for employment at the annual-contract level. Annual-contract teachers must successfully complete an ADEPT formal (summative) evaluation in order to be eligible to advance to a professional teaching certificate and a continuing contract. Teachers in the **annual-formal 1** category are undergoing this formal evaluation process for the first time at this contract level.

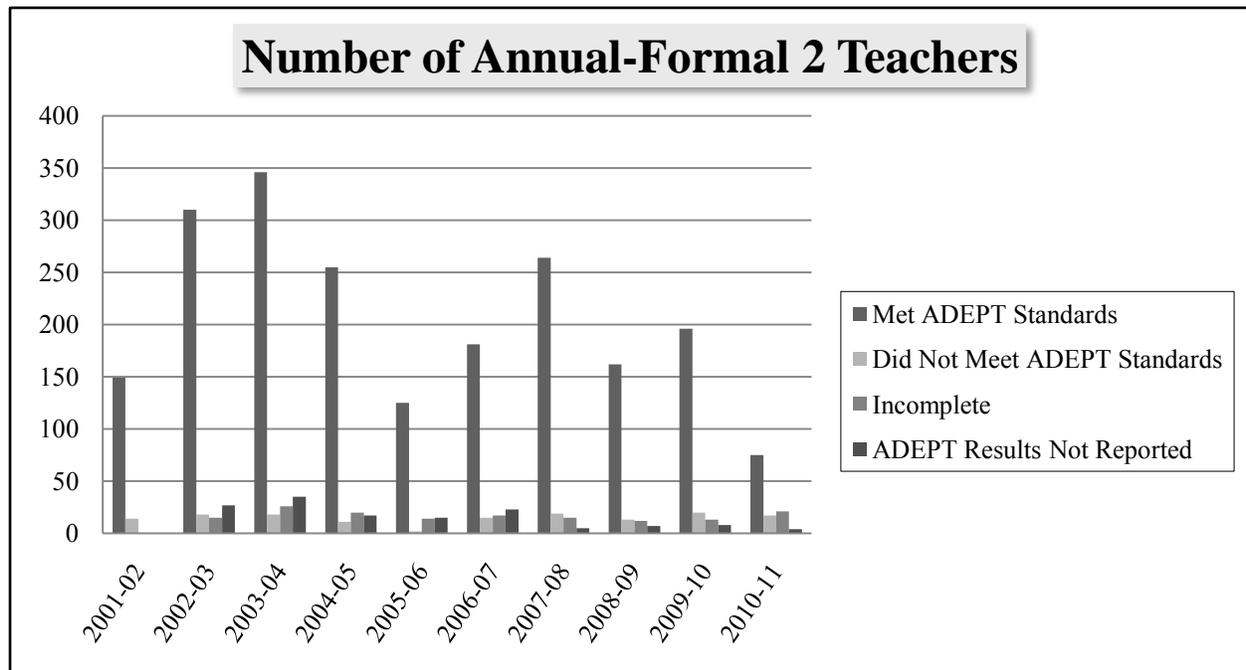
Academic Year	Total Number of Teachers Reported	Number and Percentage of Annual-Formal 1 Teachers			
		Met ADEPT Standards	Did Not Meet ADEPT Standards	ADEPT Cycle Incomplete	ADEPT Results Not Reported
2010–11	2,450	2,143 (87%)	123 (5%)	146 (6%)	38 (2%)
2009–10	3,592	3,170 (88%)	193 (5%)	132 (4%)	97 (3%)
2008–09	4,377	3,926 (90%)	190 (4%)	151 (3%)	110 (3%)
2007–08	4,415	4,007 (91%)	209 (5%)	141 (3%)	58 (1%)
2006–07	4,096	3,573 (87%)	194 (5%)	164 (4%)	165 (4%)
2005–06	3,657	3,310 (91%)	164 (4%)	154 (4%)	29 (1%)
2004–05	2,766	2,412 (87%)	151 (5%)	104 (4%)	99 (4%)
2003–04	2,851	2,336 (82%)	143 (5%)	77 (3%)	295 (10%)
2002–03	3,166	2,711 (86%)	130 (4%)	57 (2%)	268 (8%)
2001–02	3,200	3,013 (94%)	187 (6%)	No data	No data



TEACHERS EMPLOYED UNDER ANNUAL CONTRACTS FORMAL EVALUATION 2

Teachers in the **annual-formal 2** category are undergoing the ADEPT formal evaluation process for the second time at this contract level. Teachers who fail the formal evaluation process for the second time at the annual-contract level are automatically suspended from teaching in any public school in this state for a minimum of two years. Additionally, these teachers must complete a state-approved program of remediation in order to have their teaching certificates reinstated.

Academic Year	Total Number of Teachers Reported	Number and Percentage of Annual-Formal 2 Teachers			
		Met ADEPT Standards	Did Not Meet ADEPT Standards	ADEPT Cycle Incomplete	ADEPT Results Not Reported
2010-11	117	75 (64%)	17 (15%)	21 (18%)	4 (3%)
2009-10	237	196 (83%)	20 (8%)	13 (5%)	8 (3%)
2008-09	194	162 (84%)	13 (7%)	12 (6%)	7 (3%)
2007-08	303	264 (87%)	19 (6%)	15 (5%)	5 (2%)
2006-07	236	181 (77%)	15 (6%)	17 (7%)	23 (10%)
2005-06	156	125 (80%)	2 (1%)	14 (9%)	15 (10%)
2004-05	303	255 (84%)	11 (4%)	20 (7%)	17 (5%)
2003-04	425	346 (81%)	18 (4%)	26 (6%)	35 (8%)
2002-03	370	310 (84%)	18 (5%)	15 (4%)	27 (7%)
2001-02	163	149 (91%)	14 (9%)	No data	No data

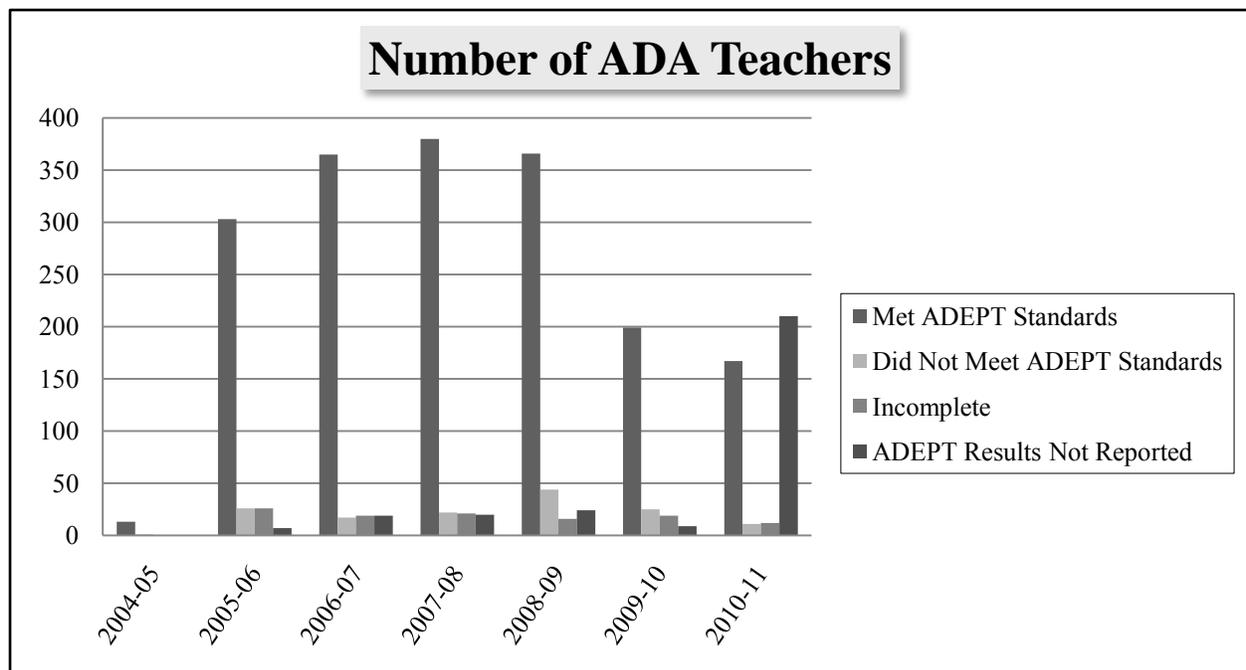


TEACHERS EMPLOYED UNDER ANNUAL CONTRACTS DIAGNOSTIC ASSISTANCE (ADA)

Teachers employed at the annual-contract level are eligible to receive one year of **(annual) diagnostic assistance (ADA)**, if needed. The purpose of diagnostic assistance is to support promising teachers who require additional help either after their induction year or after their first unsuccessful formal evaluation. Additionally, teachers from out of state or from a nonpublic school setting who have more than one year of teaching experience are eligible to receive a year of diagnostic assistance, at the discretion of the employing school district, in order to become familiar with the district and/or the ADEPT system prior to their formal evaluation. During the diagnostic assistance year, mentors, administrators, and peers provide support, assistance, and/or feedback tailored to meet the specific needs of each teacher.

Academic Year	Total Number of Teachers Reported	Number and Percentage of ADA Teachers			
		Met ADEPT Standards	Did Not Meet ADEPT Standards	ADEPT Cycle Incomplete	ADEPT Results Not Reported
2010–11	197	167 (85%)	11 (6%)	12 (6%)	7 (4%)
2009–10	252	199 (79%)	25 (10%)	19 (8%)	9 (4%)
2008–09	450	366 (81%)	44 (10%)	16 (4%)	24 (5%)
2007–08	443	380 (86%)	22 (5%)	21 (5%)	20 (5%)
2006–07	420	365 (87%)	17 (4%)	19 (5%)	19 (5%)
2005–06	362	303 (84%)	26 (7%)	26 (7%)	7 (2%)
2004–05	14	13 (93%)	1 (7%)	0 (0%)	0 (0%)

The General Assembly approved the diagnostic assistance process for annual-contract teachers in 2004.

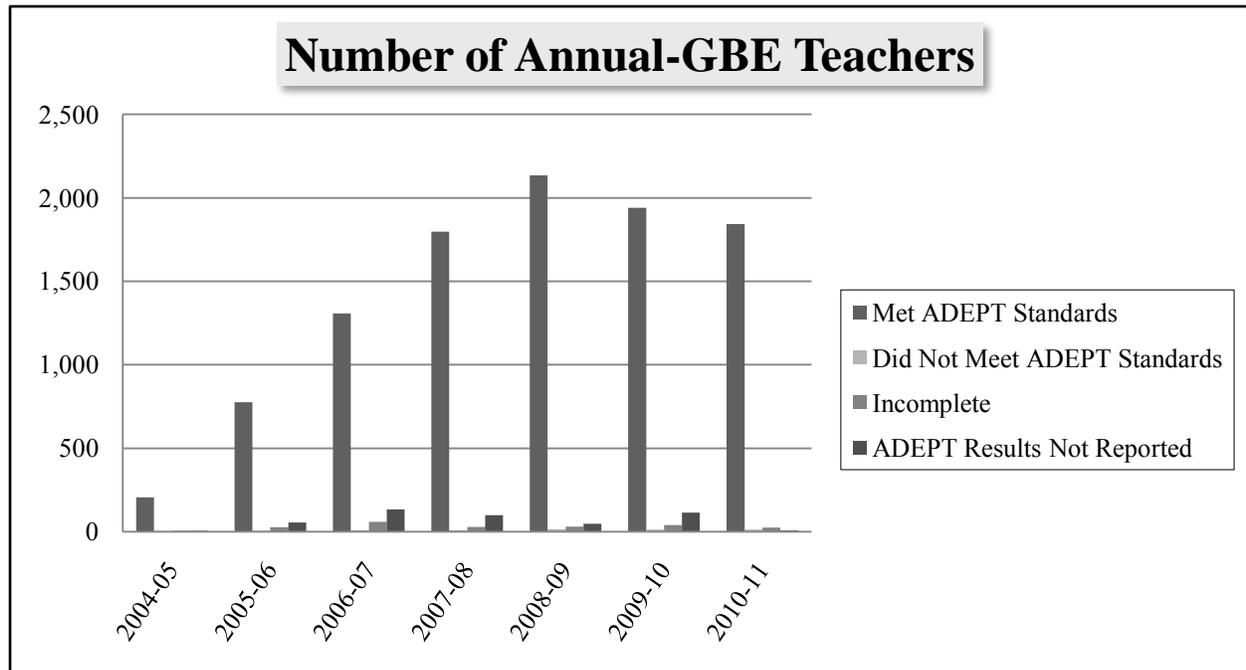


TEACHERS EMPLOYED UNDER ANNUAL CONTRACTS GOALS-BASED EVALUATION

At the annual-contract level, **goals-based evaluation (GBE)** applies primarily to alternative certification (PACE) teachers, career and technology education (CATE) teachers, and international teachers who have successfully completed a formal evaluation during a previous annual-contract year but who have not yet completed all other requirements for advancement to a professional teaching certificate.

Academic Year	Total Number of Teachers Reported	Number and Percentage of Annual-GBE Teachers			
		Met ADEPT Standards	Did Not Meet ADEPT Standards	ADEPT Cycle Incomplete	ADEPT Results Not Reported
2010–11	1,935	1,842 (95%)	13 (1%)	25 (1%)	55 (3%)
2009–10	2,108	1,940 (92%)	14 (1%)	40 (2%)	114 (5%)
2008–09	2,227	2,135 (96%)	15 (1%)	30 (1%)	47 (2%)
2007–08	1,933	1,797 (93%)	9 (1%)	28 (1%)	99 (5%)
2006–07	1,510	1,308 (87%)	9 (1%)	59 (4%)	134 (9%)
2005–06	864	775 (90%)	6 (1%)	27 (3%)	56 (6%)
2004–05	220	206 (94%)	4 (2%)	5 (2%)	5 (2%)

The General Assembly approved the goals-based evaluation (GBE) process for annual-contract teachers in 2004.

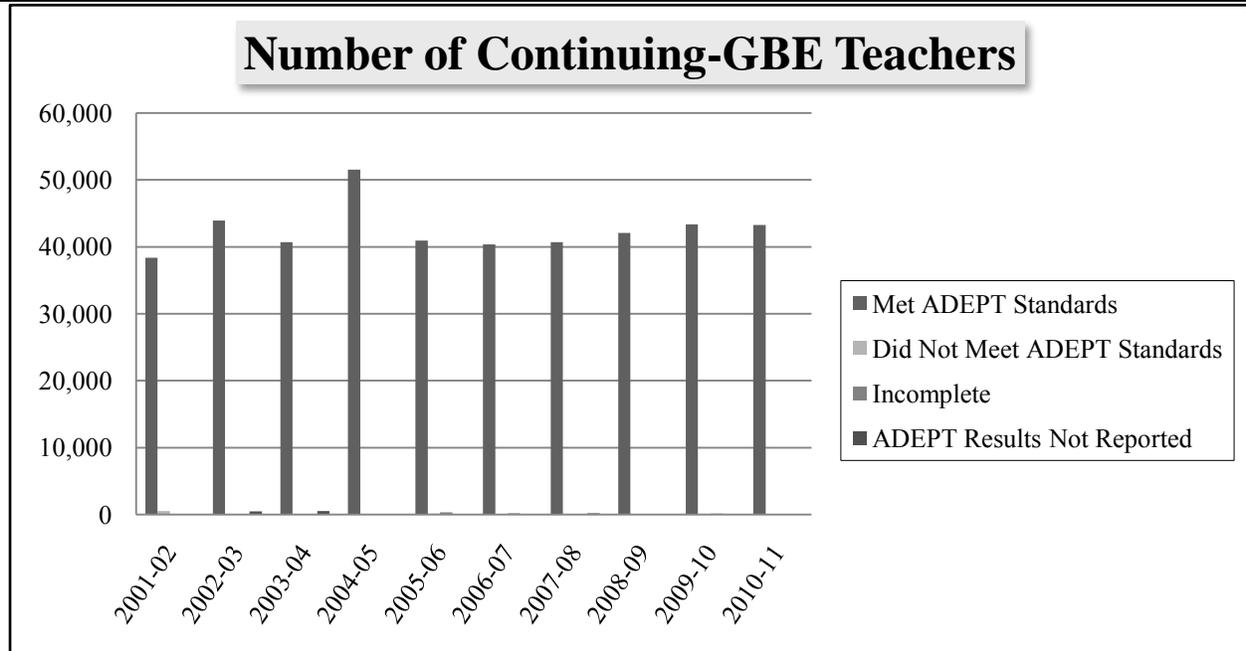


**TEACHERS EMPLOYED UNDER CONTINUING CONTRACTS
GOALS-BASED EVALUATION (GBE)**

Continuing contracts are issued to teachers who hold valid South Carolina professional teaching certificates. Teachers at the continuing-contract level have full procedural due process rights relating to employment and dismissal. All teachers employed under continuing contracts must be evaluated on a continuous basis; the evaluation may be formal or informal, at the discretion of the district, based on each teacher’s needs and previous performance.

Informal evaluation is more commonly known as **goals-based evaluation (GBE)**. For experienced, effective educators, the focus of GBE is on professional collaboration and inquiry in order to increase teaching effectiveness. Educators for whom performance weaknesses have been documented over time collaborate with their respective administrators to develop and implement individualized performance goals and professional development plans.

Academic Year	Total Number of Teachers Reported	Number and Percentage of Continuing-GBE Teachers			
		Met ADEPT Standards	Did Not Meet ADEPT Standards	ADEPT Cycle Incomplete	ADEPT Results Not Reported
2010–11	43,548	43,251 (99%)	101 (<1%)	119 (<1%)	77 (<1%)
2009–10	43,665	43,354 (99%)	114 (<1%)	150 (<1%)	47 (<1%)
2008–09	42,268	42,069 (99%)	86 (<1%)	81 (<1%)	32 (<1%)
2007–08	41,058	40,715 (99%)	56 (<1%)	110 (<1%)	177 (<1%)
2006–07	40,713	40,350 (99%)	68 (<1%)	192 (<1%)	103 (<1%)
2005–06	41,484	40,932 (99%)	131 (<1%)	360 (1%)	61 (<1%)
2004–05	41,722	41,533 (99%)	89 (<1%)	100 (<1%)	0 (0%)
2003–04	41,371	40,686 (98%)	69 (<1%)	73 (<1%)	543 (1%)
2002–03	44,509	43,915 (99%)	69 (<1%)	68 (<1%)	457 (1%)
2001–02	38,892	38,367 (99%)	525 (1%)	No data	No data

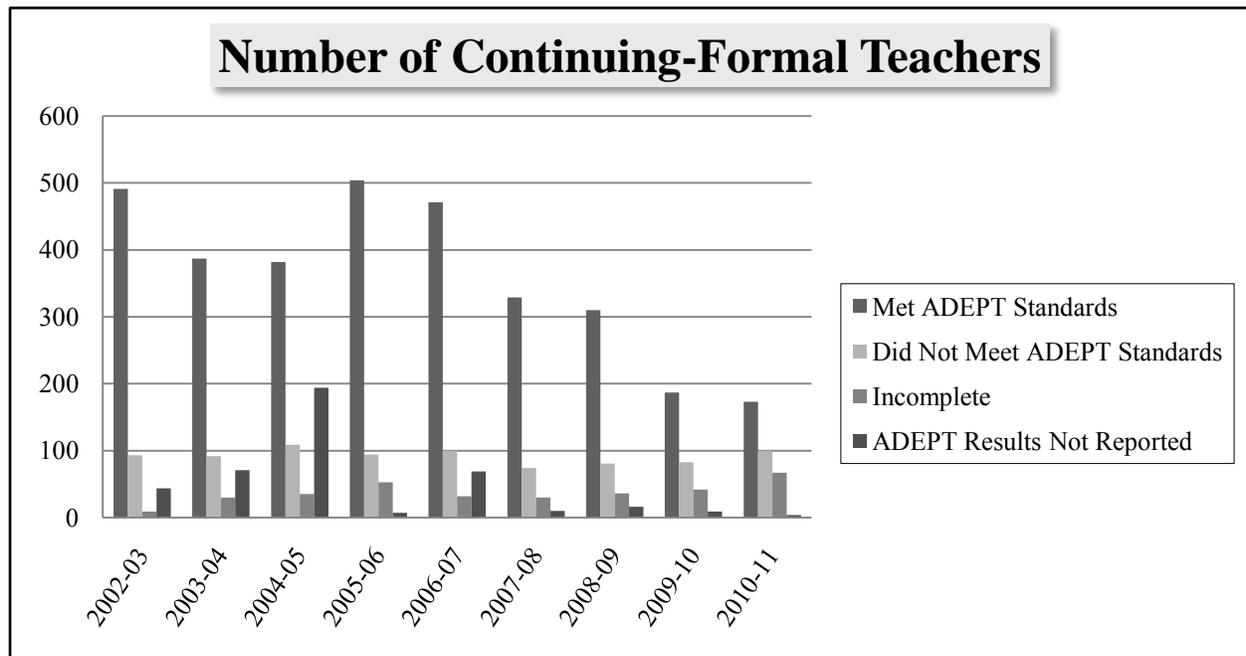


TEACHERS EMPLOYED UNDER CONTINUING CONTRACTS FORMAL EVALUATION

Continuing-contract teachers may be formally evaluated, at the discretion of the employing school district, provided that the teacher receives advance written notification, in accordance with state legal requirements.

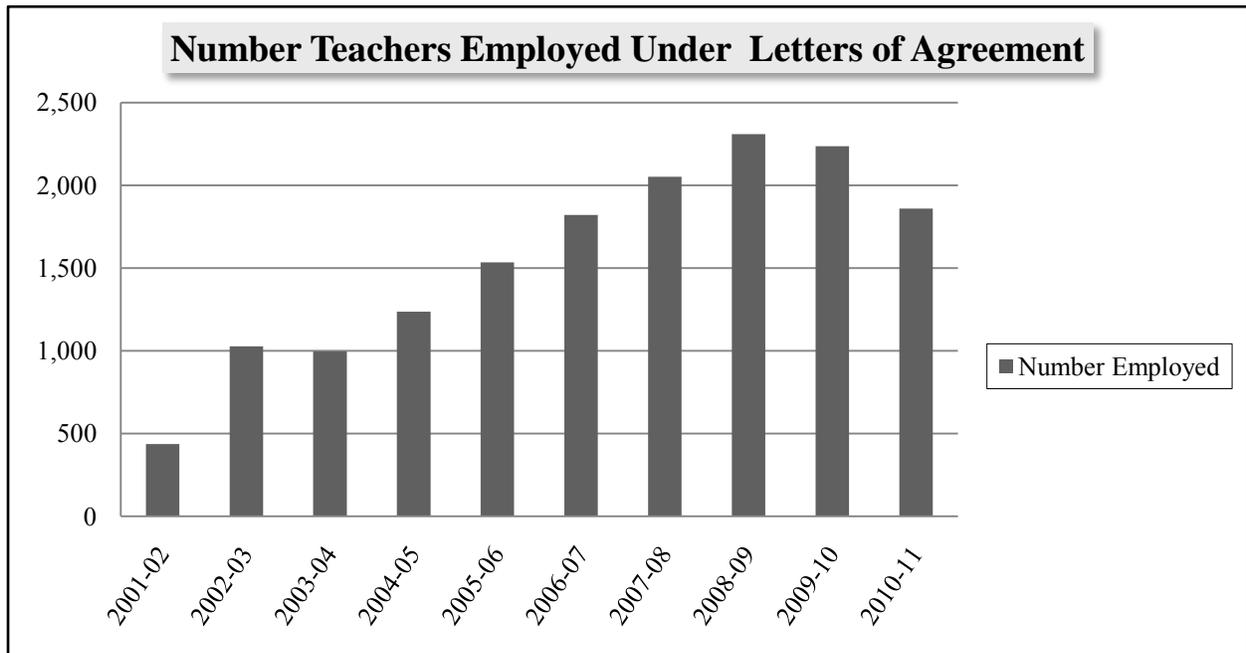
Academic Year	Total Number of Teachers Reported	Number and Percentage of Continuing-Formal Teachers			
		Met ADEPT Standards	Did Not Meet ADEPT Standards	ADEPT Cycle Incomplete	ADEPT Results Not Reported
2010-11	342	173 (51%)	100 (29%)	67 (20%)	2 (1%)
2009-10	321	187 (58%)	83 (26%)	42 (13%)	9 (3%)
2008-09	443	310 (70%)	81 (18%)	36 (8%)	16 (4%)
2007-08	443	329 (74%)	74 (17%)	30 (7%)	10 (2%)
2006-07	672	471 (70%)	100 (15%)	32 (5%)	69 (10%)
2005-06	658	504 (77%)	94 (14%)	53 (8%)	7 (1%)
2004-05	720	382 (53%)	109 (15%)	35 (5%)	194 (27%)
2003-04	580	387 (67%)	92 (16%)	30 (5%)	71 (12%)
2002-03	637	491 (77%)	93 (15%)	9 (1%)	44 (7%)

The South Carolina Department of Education began collecting data in this category in 2002-03.



TEACHERS EMPLOYED UNDER A LETTER OF AGREEMENT

Academic Year	Total Number of Teachers Reported	
2010–11	1,860	Teachers who are eligible for employment under a letter of agreement include, but are not limited to, <ul style="list-style-type: none"> ▪ late-hires, ▪ retired teachers who return to teaching, ▪ teachers who hold professional teaching certificates and who are employed in charter schools. The current ADEPT system does not prescribe evaluation requirements for teachers employed under a letter of agreement.
2009–10	2,237	
2008–09	2,310	
2007–08	2,051	
2006–07	1,821	
2005–06	1,535	
2004–05	1,236	
2003–04	997	
2002–03	1,027	
2001–02	437	



Flow Chart: Contract Types, ADEPT Processes, and District Options

