

South Carolina INSPIRED

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

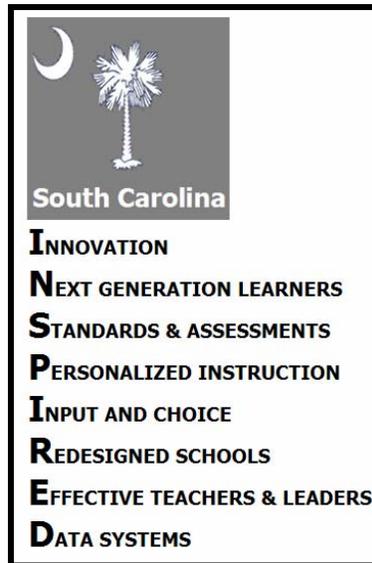


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**III. RACE TO THE TOP APPLICATION ASSURANCES
(CFDA No. 84.395A)**

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Contact Telephone: 803-734-8169	Contact E-mail Address: BCarpent@ed.sc.gov
Required Applicant Signatures:	
To the best of my knowledge and belief, all of the information and data in this application are true and correct.	
I further certify that I have read the application, am fully committed to it, and will support its implementation:	
Governor or Authorized Representative of the Governor (Printed Name): Mark Sanford	Telephone: 803-734-2100
<i>Jeffrey M. Schilz</i>	
Signature of Governor or Authorized Representative of the Governor:	Date:
<i>Jeffrey M. Schilz</i>	<i>1/15/10</i>
Chief State School Officer (Printed Name): Jim Rex	Telephone: 803-734-8500
Signature of the Chief State School Officer:	Date:
<i>Jim Rex</i>	<i>1/15/10</i>
President of the State Board of Education (Printed Name): Tim Moore	Telephone: 803-259-2021
Signature of the President of the State Board of Education:	Date:
<i>Tim Moore</i>	<i>1/15/10</i>

State Attorney General Certification

I certify that the State's description of, and statements and conclusions concerning, State law, statute, and regulation in its application are complete, accurate, and constitute a reasonable interpretation of State law, statute, and regulation.

(See especially Eligibility Requirement (b), Selection Criteria (B)(1), (D)(1), (E)(1), (F)(2), (F)(3).)

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

State Attorney General or Authorized Representative (Printed Name):

Telephone:

Shelly Bezanson Kelly, General Counsel for S.C. Department of Education
Authorized Representative

803-734-8783

Signature of the State Attorney General or Authorized Representative:

Date:



January 15, 2010

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

Accountability, Transparency and Reporting Assurances

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

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

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

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

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

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

Other Assurances and Certifications

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

- The State will comply with all applicable assurances in OMB Standard Forms 424B (Assurances for Non-Construction Programs) and to the extent consistent with the State's application, OMB Standard Form 424D (Assurances for Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State will comply with all of the operational and administrative provisions in Title XV and XIV of the ARRA, including Buy American Requirements (ARRA Division A, Section 1605), Wage Rate Requirements (section 1606), and any applicable environmental impact requirements of the National Environmental Policy Act of 1970 (NEPA), as amended, (42 U.S.C. 4371 et seq.) (ARRA Division A, Section 1609). In using ARRA funds for infrastructure investment, recipients will comply with the requirement regarding Preferences for Quick Start Activities (ARRA Division A, Section 1602).
- Any local educational agency (LEA) receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- Any LEA receiving funding under this program will have on file with the State (through either its Stabilization Fiscal Stabilization Fund application or another U.S. Department of Education Federal grant) a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.
- The State and other entities will comply with the Education Department General Administrative Regulations (EDGAR), including the following provisions as applicable: 34 CFR Part 74—Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 75—Direct Grant Programs; 34 CFR Part 77—Definitions that Apply to Department Regulations; 34 CFR Part

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

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL

Governor or Authorized Representative of the Governor (Printed Name):	
Jeffrey M. Schilz	
Signature of Governor or Authorized Representative of the Governor:	Date:
Jeffrey M. Schilz	1/15/10

V. ELIGIBILITY REQUIREMENTS

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

Eligibility Requirement (a)

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

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

South Carolina submitted its Phase 1 application in June 2009, and was the first state to submit its application for Phase 2 on December 10, 2009. A few amendments to the Phase 2 application were submitted on January 11, 2010.

Eligibility Requirement (b)

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

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

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

Response to Selection Criteria and Absolute Priority

South Carolina INSPIRED

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GLOSSARY OF ACRONYMS FOR SOUTH CAROLINA INSPIRED

Acronym	Definition
AA-MAS	Alternate Assessment based on modified achievement standards
ABCTE	American Board for the Certification of Teaching Excellence
AccSelPro	Accommodation Selection Process
ADEPT	Assisting , Developing, and Evaluating Professional Teaching, South Carolina's approved teacher evaluation system, implemented statewide
ADS	ADEPT Data Systems, which contain the ADEPT status for every teacher in South Carolina
AMAO	Annual Measurable Achievement Objectives
AP	Advanced Placement
APPLE	Assistant Principals' Programs for Leadership Excellence, supporting first-year principals
ARRA	American Recovery and Reinvestment Act
ARSC	At-Risk Student Committee
ASA	Academic Standards and Assessments subcommittee of Education Oversight Committee
ASES	Assessing Special Education Students
ATE	Association of Teacher Educators
AVAD	Adding Value to Accommodations Decision-Making
CAPPs	Communities Advancing Professional Practices, organized groups of practitioners dedicated to learning with and from one another in pursuit of promising instructional, organizational, and/or leadership practices that support student learning. Can be at the building level, within an LEA, or across the state.
CATE	Office of Career and Technology Education within the SCDE
CCL	Center for Creative Leadership - partner for SLEI
CCSSOO	Council of Chief State School Officers

CDEPP	Child Development Education Pilot Program
CERRA	South Carolina's Center for Educator Recruitment, Retention and Advancement
CFL	Department of Children, Families, and Learning
CFR	Code of Federal Regulations
CMO	Charter Management Organization
CMS	Curriculum Management System integrated into all schools and districts in South Carolina, which will help manage South Carolina's new common curriculum
COPP	Communities of Professional Practice
CSAC	Charter School Advisory Committee, conducts a peer review once a new charter school application is submitted
DAPP	Developing Aspiring Principals Programs, to prepare experienced assistant principals to assume a principalship
DATTA	Data Analysis Training and Technical Assistance
DE-ID	De-Identified
DEQL	SCDE's Division of Educator Quality and Leadership
DGC	Data Governance Committee for the Statewide Longitudinal Data System
DQV	Data Quality and Validity controls
EAA	Education Accountability Act
EAG	Enhanced Assessment Instrument Grant
ED ID	Educator Identification numbering system to identify teachers, administrators, counselors, media specialists, and other educators who work directly with students, which will enable the linking of student data with teacher data, and also connect each educator with information about their certification and preparation programs
EEDA	Education and Economic Development Act of 2005, developed by a statewide education/business task force, linked students' high school coursework with their individual talents and interests; increased the numbers of guidance counselors and career development specialists and encouraged whole-school

	reform models in high schools. Under EEDA, each student and their parent/guardian works with a school counselor to create an Individual Graduation Plan to focus everyone’s efforts on the student’s earning a diploma and being ready for college and careers. Students also select a “major” from among 16 career clusters.
EFA	Education Finance Act
EIA	Education Improvement Act
eIGP	electronic Individual Graduation Plan
ELA	English Language Arts
ELDA	English Language Development Assessment
EMO	Education Management Organization
EOC	South Carolina Education Oversight Committee
EPIC	Educational Policy Improvement Center
ERO	Electronic Registrar Online, tracks online professional development opportunities
ESEA	Elementary and Secondary Education Act
FERPA	Family Education Rights and Privacy Act
FSL	Foundations in School Leadership, designed to build leadership skills and competencies in teachers serving in or seeking leadership positions
GBE	Goals-based Evaluation, teacher/principal collaboration annual to develop the teacher's individualized professional growth and development plan
HPHP Readiness Model	High Performing High Poverty Readiness Model
HQ	Highly Qualified
HSAP	High School Assessment Program
IB	International Baccalaureate
iCoach SC	Instructional Coach - model for improving teacher effectiveness
ICT Literacy	Information and Communication Technologies

IDA	Institute for District Administrators, to enhance the leadership skills of assistant and associate superintendents and program directors
IEP	Individualized Education Program
IGP	Individual Graduation Plan
IHEs	Institutions of Higher Education
ILR	Instructional Leaders Roundtable under the South Carolina Association of School Administrators, which consists of assistant superintendents for curriculum and instruction from all South Carolina districts, to ensure that all districts and schools are aware of and can access support
INTASC	Interstate New Teachers Assistance and Induction Consortium
ISLLC	Interstate School Leaders Licensure Consortium
LEARN	Learning Exchange and Resource Network, a national collaboration of CCSSO and others to create and implement a comprehensive data structure to link curriculum, standards, and assessments
LEP	Limited English Proficiency
MAP	Measure of Academic Progress test
MMGW	Making Middle Grades Work
MOAs	Memorandum of Agreement
MOSAIC	Multiple Options (for) Student Assessment (and) Instruction Consortium common assessment initiative
MOUs	Memorandum of Understanding
MSCI	Mathematics and science coaching initiative
NAEP	National Assessment of Education Progress
NBPTS	National Board for Professional Teaching Standards
NCATE	National Council for Accreditation of Teacher Education
NCES	National Center for Education Statistics
NDPC	National Dropout Prevention Center

NGA	National Governors Association (NGA)
OAASIS	Operationalizing Alternate Assessment for Science Inquiry Skills
OSF	Office of School Facilities
P21	Partnership for 21st Century Skills
PACE	Program of Alternative Certification, primary alternative route for teachers
PACT	Palmetto Achievement Challenge Test
PADEPP	Program for Assisting, Developing and Evaluating Principal Performance
PASS	Palmetto Assessment of State Standards, South Carolina's primary assessment tool
PBLAs	Project-Based Learning and Assessments - rigorous cross-discipline authentic assessments and scoring rubrics that will include all grade levels and subject areas
PESC	Postsecondary Electronic Standards Council
P-ID	Program Identification numbering system so that educational programs can be evaluated for effectiveness in meeting student needs. It will allow the ability to identify student participation in specific programs
PIP	Principal Induction Program, required for all first-year principals in the state to provide additional supports to facilitate the successful transition into the principalship
PIRLS	Progress in International Reading Literacy Study, international assessment program
PLAS	Persistently Low-Achieving Schools
PPS	Palmetto Priority Schools, schools identified as lowest-achieving and in need of turnaround based on federal definitions; an office within the State Department of Education focused on turning around the state's lowest-achieving schools
PRC	Professional Review Committee gives institutions special permission to transform their programs, while suspending identified regulations. It is designed to help promote innovative programs in the state.
Project CREATE	Centers for the Re-Education and Advancement of Teachers in Special Education

Project HEAT	Project Higher Education Assessment of Teachers
PTCP	Palmetto Teacher Certification Project, a low-cost program designed to recruit, train, support, and retain mid-career changers to serve in South Carolina's Palmetto Priority Schools. PTCP assists in improving PPS accountability ratings.
RECs	Regional Education Centers
RTTT	Race to the Top
7A's	Training and technical assistance enabling stakeholders to access, analyze, and apply data - Acquisition, Awareness, Access, Analysis, Application, Assessment, Advancement
S ² MART Center	Support Services for Making a Real Transformation
S ² MART Centers	Systemic Support for Making a Real Transformation: eight regional centers that will be used for the delivery of technical assistance and support for transition to common standards, as well as cross-training of all the technical assistance providers housed at each center. S ² MART centers will also work closely with the turnaround schools in each region and their lead turnaround partners. S ² Mart Centers will take a leadership role in expanding and developing IHE relationships, and those with local business and industry.
S ³	Standards Support System - implemented in 2008 to provide support to districts, administrators and teachers so they understand what students should know and be able to do, how to provide standards-based instruction, and how to identify what to accept as evidence that students have achieved the standards. S ³ focuses on three areas to support instruction: South Carolina academic standards and support documents; model lessons and curriculum resources; and extensive, high quality professional learning opportunities.
SAFE-T	Summative ADEPT Formal Evaluation of Classroom-Based Teachers
SAM	School Administrative Manager
SASI	School Administrative Student Information
SBE	South Carolina State Board of Education
SC CAP	South Carolina Course Alignment Project
SC9+	South Carolina 9+ Project, a value-added teacher evaluation system developed with the NDPC that takes into account various student risk factors in determining teacher effectiveness

SCASA	South Carolina Association of School Administrators
SCDE	South Carolina Department of Education
SCEA	South Carolina Education Association
SCOPD	South Carolina Online Professional Development, provides professional development opportunities online
SCPCSD	South Carolina Public Charter School District that began operation in 2007
SCTV	South Carolina Teacher Village provides social and professional support to teachers to reduce feelings of isolation. SCTV is similar to Facebook but provides a more secure environment for teachers to participate in neighborhoods of interest and explore links to professional websites.
SCVSP	South Carolina Virtual School Program, which offers online courses taught by highly-qualified, trained teachers who use online media, telephone, email, SKYPE, and real-time web conferencing
SIC	School Improvement Council
SIFA	School Interoperability Framework Association
SIG	School Improvement Grant
SIS	Student Information System
SITE	Salary Incentives for Teacher Effectiveness, part of South Carolina's comprehensive plan for teacher and principal compensation and advancement, which also involves the expansion of TAP
SLA	Standards, Learning, and Assessment Committee of the State Board of Education
SLDS	State Longitudinal Data System
SLEI	School Leadership Executive Institute, for principals to gather support and leadership training
SLEI-P	School Leadership Executive Institute, to provide principals with the insights, knowledge, and competencies needed to lead their schools to success
SLEI-S	School Leadership Executive Institute for Superintendents, professional development and support for superintendents and senior staff

SLICE 2013	State Longitudinal Information Center for Education, South Carolina's current SLDS
SMARTER	Summative Multi-State Assessment Resources for Teachers and Educational Researchers
South Carolina INSPIRED	Innovation, Next Generation Learners, Standards and Assessment, Personalized Instruction, Input and Choice, Redesigned Schools, Effective Teachers and Leaders, Data Systems
SPP	Student Protection Project, training and support for educators on how to help keep students safe
STELLA	Selection Taxonomy for English Language Learner Accommodations
STEM	Science, Technology, Engineering, and Mathematics
SUNS	Student Unique Numbering System
TA	Technical Assistance
TAP	Teacher Advancement Program, value-added teacher evaluation
TEAELS	Test of Emerging Academic English: Listening and Speaking
TEE	Tapping Executive Educators, to help qualifying participants develop the knowledge and skills necessary to become successful school superintendents
TIMSS	Trends in International Mathematics and Science Study, international assessment program
TM	Turnaround Manager
TRAC	Tax Realignment Advisory Commission, assessing state's current tax-revenue structure to make recommendations in 2010
TTA	Training and Technical Assistance
USED	United States Department of Education
U-TEACH	Mathematics, science, and computer science teacher preparation program
VAA	Value-added assessment

(A) STATE SUCCESS FACTORS

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

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

South Carolina's future depends upon the vitality and effectiveness of a public education system that cultivates innovative, productive, and active citizens who will transform the state's competitiveness and relentless poverty cycle into a dynamic economy that adapts quickly and wisely to changing industry and global markets. Our cost-effective Race-to-the-Top (RTTT) proposal outlines our plan—South Carolina INSPIRED—to accomplish this systemic transformation for the state's 701,000 students and 4.5 million citizens. South Carolina INSPIRED includes: **Innovation**; **Next Generation Learners**; **Standards & Assessments that are Enhanced**; **Personalized Instruction**; **Input and Choice from All Stakeholders**; **Redesigned Schools**; **Effective Educators & Leaders**; and **Data Systems Used to Make a Difference**.

South Carolina's population continues to increase at a rate faster than the national average (Census 2000; 2008), but so does our poverty rate. The state's \$44,695 median household income (2008) ranks the 11th lowest income in the nation, \$25,787 below the national leader, Maryland. Fifty-four percent of students in the state are eligible for free and reduced-price lunch (Erate, 2009). In one year, from 2007 to 2008, the percentage of children in South Carolina under age 18 who live in poverty increased from 16 to 21% (Kid's Count State Report, 2009). The recent economic recession has dramatically impacted the state, which has the fifth highest unemployment rate in the nation (South Carolina Workforce Trends, December 2009).

For the last 25 years, South Carolina has made significant steps toward reform. As a result, students are making gains, but the pace is stilted, and the paradoxes are many:

- While our students score at and above the overall average on national and international standardized tests, and achievement gaps are smaller than the national average (Education Trust, 2009), South Carolina was recently identified as one of 17 states producing 70% of America's dropouts (Balfanz, Almeida, Steinberg, Santos, & Fox, 2009).

- Quality Counts ranks South Carolina 32nd in the percentage of young adults 18-24 enrolled in postsecondary education or with a degree (48.6%), yet only 69% of high school completers are actually enrolling in higher education in the first semester beyond high school graduation (see SC School Completers – Postsecondary Pursuits Immediately Following Graduation (1984-2008) in Appendix A1A).
- South Carolina has registered the largest point gains (28) in SAT scores for the last decade, but we still have one of the lowest average SAT scores in the nation.
- In the last decade, South Carolina has experienced a 36% increase in the average teacher salary, and the state ranks third among states in the number of teachers who earn National Board Certification, but the average teacher salary ranks South Carolina 33th among the states and last in the Southeast region (NEA, 2008).
- South Carolina is ranked 1st in its requirements for the teaching profession (the nation’s only “A” rating) and is tied for 7th (also an “A”) as to its standards and accountability system, but ranks 41st in K-12 achievement (rated “D”). (Quality Counts, 2010).

Despite our progress and nationally recognized infrastructure for standards, assessments, and teacher quality, South Carolina’s student achievement, graduation rates, and successful college enrollment are not improving quickly enough or at uniform rates among the State’s 86 districts. While the South Carolina Department of Education (SCDE), the flagship agency for K–12 education, has historically partnered with local education agencies (LEAs), schools, and other education agencies to improve achievement and school quality, these efforts have not yet led to the widespread, long-term changes in daily instructional practices needed to drive and sustain reform.

A number of root causes for the inconsistent rates of improvement are within our control. Initiatives have often been too diverse or without focus; at times multiple programs have been implemented at the same site, confounding results. Communication among and between LEAs and the SCDE has often been program-driven rather than partnership-driven and student-focused. The SCDE and most LEAs have not maintained a consistent cross-divisional implementation framework to ensure that (1) programs have enough time to prove themselves as effective (or ineffective), (2) personnel are able to implement the programs with fidelity, and (3) ineffective programs are amended or discontinued. Although pockets of excellence exist, educators do not consistently use research-based, data-driven best practices. Driven by the urgency of reform in

so many areas, the SCDE and our LEAs have not attended deeply enough to coordinating and ensuring that programs and professional development do not offer conflicting philosophies and techniques. Consequently, South Carolina has not fostered broad, deep capacity and sustainability at the LEA, school, or classroom level.

South Carolina has begun taking action to address the need for effectiveness measures and a data-driven continuous improvement cycle. For example, disparate coaching initiatives (math, literacy, science) have been aligned and consolidated into the iCoach SC program based upon data that show which strategies have been most successful (see Appendix A2E and Section B for information on the iCoach Initiative). Disparate professional development on curriculum standards has been aligned into one Standards Support System, S³. Rather than pursuing multiple approaches to literacy, the state convened a task force to develop The LiteracySC Framework (see Appendix A1B) to have a single focus using research-based practices to improve students' literacy skills across disciplines. While significant, these changes are not sufficient.

SC INSPIRED addresses these root causes by focusing efforts, aligning technical assistance to best practices, and growing capacity at the local level. To change our future, South Carolina must increase the pace, breadth, depth, sustainability, and scalability of its educational progress. South Carolinians understand that we must focus collective resources and energy on a single unifying goal for public P-20 education: ensure dramatic growth in student achievement, graduation, and postsecondary enrollment rates through innovative education practices, followed by student success in higher education, careers, and as global citizens. SC INSPIRED enhances a statewide community of professional practice driven by data and ongoing evidence-based interventions that address our most pressing problems in education.

With RTTT funding, South Carolina will increase the pace of reforms and establish a stable foundation to enable our State to achieve highly ambitious goals. A relentless process for continuous improvement, used historically by business and industry, will be employed. This process includes: defining the problem; gathering data; refining the problem based on data; identifying the root causes; researching and piloting evidence-based solutions to address the deep causes; evaluating the results and adjusting if needed; standardizing to maintain the gains; and continuing the cycle by preserving the lessons learned and anticipating future improvements (Joiner, 1994). In South Carolina, educational communities of professional practice will adapt

these well-established cyclical processes to the instructional cycle.

South Carolina INSPIRED reflects the deep commitment of our State to reform and change. First and foremost, we (the SCDE, LEAs, schools, higher education, policy makers, and individual personnel) must acknowledge our weaknesses. We must all learn, share, and remain committed to using data and research to shape instruction and advance public education. We must focus on the classroom and the quality of daily instruction. The education community and other state agencies must be willing to perceive each other as equal stakeholders and engage in a true collaborative partnership. The SCDE and LEAs must align and sometimes merge divisional offerings, professional development, and programs to ensure consistent, effective teaching and learning. The SCDE must also take steps to ensure that educators and administrators at the school and district levels have the local capacity and support required to attain excellence. Once that capacity is in place, excellence will be a reciprocal dynamic (not a top-down strategy) among classrooms, schools, districts, the SCDE, partners, and stakeholders. When everyone is invested in common goals, we will succeed, and our students will be prepared for the world of tomorrow.

As this proposal details and the Logic Model in Appendix A1C shows, South Carolina has clear goals, objectives, and strategies, with annual benchmarks, to succeed in each area.

Foundation for Success

To achieve excellence and meaningful, sustainable change, a common foundation across the State among P–20 educators must exist. South Carolina INSPIRED requires and enables all educators and administrators, including SCDE and other state-level agency personnel, to

1. focus on the continuous instructional cycle of standards, curriculum, professional development, instruction, assessment, analysis, and adjustment. We believe that the core of “learning” is the intellectual and cognitive transaction that occurs in a classroom, which depends on the quality of instruction, and the engagement and motivation of the learner. The instructional cycle must be supported, flexible, rigorous, and dynamic and provide personalized instruction to meet students’ needs as they increasingly take responsibility for their own learning. SC INSPIRED addresses the continued need for cross-disciplinary instructional coaching, site-based support, and learner engagement.

2. analyze and use data collected in the P-20 system to advance education. South Carolina could be described as “data rich, analysis poor.” SC INSPIRED includes a curriculum (the 7A’s) and a statewide data analysis training and technical assistance (DATTA) system.
3. build sustainable capacity at the community and classroom levels through regional learning centers (Support Services for Making a Real Transformation [S²MART] Centers), especially for the lowest performing schools. Rather than trying to *be* the capacity, the SCDE and the LEAs must *build* capacity across our state. Offering coordinated training of SCDE programs through these centers will improve teacher effectiveness, instruction, and low-performing schools. Consistent cross-training of coaching and other specialists housed within the S²MART Centers is one of the most effective means the State has to ensure comprehensive vertical and horizontal alignment at both the local and state levels.
4. define a framework for project/program implementation that can be used at all levels (classroom, school, district, and state). This framework, when coupled with DATTA, will enable our State to become more comfortable in accessing and applying data to instruction and professional development. South Carolinians will become skilled users and creators of research that can advance local, state, regional, and national public education and successful graduates. SC INSPIRED requires implementation fidelity rubrics for each project as a managing tool and preparing for scale up; performance measures; and leadership’s periodic review of those measures and periodic decision-making on what is, or is not, working.
5. move collectively and persistently to create sustainable transformation and propel reform by amassing stakeholder investment, facilitating change management, and delivering aligned, consistent messages and high expectations to stakeholders. Leadership, local participation, and stakeholder support are critical elements in our foundation for success; they make feasible this ambitious plan to deliver a world-class education to South Carolina’s students. Many stakeholders have been involved in planning South Carolina INSPIRED, and they will continue to help make decisions and shape policy for education reform in our state.

This five-point statewide foundation will enable South Carolina to use RTTT, Title I School Improvement, longitudinal data system, and other state and federal and grant funds to:

- adopt and transition to internationally benchmarked common core standards and assessments that, aligned with instruction and curriculum that includes a focus on STEM subjects and personalized learning and is coupled with the state’s electronic

individualized graduation plans and career and workforce readiness efforts, will prepare next-generation learners for success in college and careers

- establish focused initiatives to increase student achievement in literacy with the goal that each participating LEA will have at least 90% of its students reading on grade level
- strengthen the state’s early learning initiatives by expanding across the state the Montessori Method which closely aligns with the conceptual framework behind the work of the Partnership for 21st Century Skills (P21) and the Council of Chief State School Officers’ (CCSSO) “Next Generation Learners: A Framework for Action”
- turnaround our lowest-achieving schools and reduce the number of schools in ESEA improvement status
- provide state-coordinated, collaborative, intensive, site-based professional development and training and technical assistance through cross-trained coaches housed at regional hubs (S²MART Centers) for all educators on standards, assessment, instruction, curriculum, data analysis and application, technology, educator evaluation, program evaluation, and school turnaround
- create local, regional, and statewide Communities Advancing Professional Practice (CAPP) to foster a support network of educators to study and learn about continuous improvement of instruction and learning
- complete a P-20 statewide longitudinal data system and make pertinent data available to diverse groups of stakeholders, including educators, students, their families, policymakers, and researchers
- amend the current statewide teacher evaluation system (ADEPT) and principal evaluation system (PADEPP) to include student growth and achievement elements
- expand and develop alternate route to certification programs for teachers and principals
- recruit, evaluate, develop, reward, and retain effective teachers and principals, especially where they are most needed, and
- expand Project HEAT, a system for linking educator impact results to educator preparation programs, to include all colleges of education and alternative certification routes.

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

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

South Carolina has 85 geographic public school districts, one statewide charter school district, and two specialized school districts serving students who are incarcerated: the South Carolina Department of Juvenile Justice and the South Carolina Department of Corrections Palmetto Unified School District (See Map of South Carolina Districts in Appendix A1D for geographic districts). **For RTTT, South Carolina accepted 84 (95.45%) as participating LEAs, representing 98.64% of all students and 98.1% of all students in poverty.**

The terms and conditions of South Carolina's Memorandum of Understanding (MOU) with participating LEAs include a strong commitment to implement the State's plans and address the four education reform areas (see our MOU with Exhibits in Appendix A1E). South Carolina started with the model for a strong MOU created by the U.S. Department of Education (USED), and added provisions which are explained below. South Carolina's standard MOU contains eight sections and three Exhibits:

- South Carolina added its vision for reform in a new section I of the MOU.
- A new section II, the statement regarding Scope of Work (section I of the model), varies from the model MOU in that it adds a statement about consideration for the contract, an explanation of Exhibit II, and a reference to Exhibit III, another new section which lists key roles of participating LEAs.
- A new section III, concerning Project Administration and the LEA's responsibilities (section II of the model) references the State-LEA partnership and strengthens paragraph III.2) by requiring not only LEA participation, but active participation by the appropriate LEA staff.
- Sections IV (Assurances) and V (Modifications) conform to the USED model.
- Section VI Duration/Termination is identical to the model in the first paragraph. Additions to Section VI facilitated an early (December) signature and recognized the ongoing drafting of the plan at that time by allowing withdrawal through January 8 should the plans have changed in a manner that significantly impacted the LEA's agreement. No LEAs withdrew.
- Section VII identifies the LEA and Section VIII contains blocks for the required

signatures (Superintendent and School Board Chair).

The three exhibits include a preliminary Scope of Work (Exhibit I) identical to the USED model, a final scope of work to be completed within 90 days of funding (Exhibit II), and key roles of participating LEAs (Exhibit III).

In the MOU Exhibit III, LEAs agree to 14 tasks with a total of 51 subparts, including:

- draft, with stakeholder input, a written, intra-district public school choice plan
- volunteer to participate in at least one innovation pilot
- participate in the design, study, and evaluation of pilot programs to determine what should be taken to scale
- implement with fidelity those models that the pilots have demonstrated are most effective and promising for rapid academic growth
- share best practices
- use data to identify subjects and subgroups most in need of improvement and develop plans for dramatic improvement
- identify subgroups most in need of reading remediation, and to continue or implement programs that improve reading with an ultimate goal of having at least 90% of all students reading on grade level
- adopt an at-risk student identification data system, provide educators with professional development on how to use data to intervene with students who are at risk, and to implement systems for ensuring that appropriate interventions are occurring.

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

All participating LEAs (100%) agreed to implement all reforms other than (E)(2), turning around struggling schools. As to (E)(2), two participating LEAs responded “N” and two responded “NA.” (All Exception MOUs are included in Appendix A1F; see pages 1-8.) An additional LEA, Edgefield, responded “Y” with the comment “NA.” South Carolina accepted these LEAs as participating upon verification that they had no schools within the 5% persistently lowest performing schools. Overall, 80 participating LEAs (95.2%) agreed to implement all reforms. See Table (A)(1)(ii)(b).

To participate, South Carolina LEAs were required to agree to implement all or significant portions of the State's RTTT plans. South Carolina received several comments and

additions which it accepted as not impacting the LEAs' obligations to implement all or significant portions of the plan.

- One modification to the State's MOU was proposed by two LEAs (Lexington 1 and York 1), and accepted by the state, relating to not being obligated to implement if funding is insufficient (in Appendix A1F, pages 9-14).
- These MOUs also contain caveats within Exhibit I which were accepted by the State because the language did not significantly vary the original intent, and none of these statements result in the LEAs' failure to implement a significant portion of the State's plan: Exhibit I, §(C)(3)(iii) ("except for district proprietary data, protected student data, and discretionary district program data"); (D)(2)(iii) ("Except for publishing results of teacher annual performance reviews. Could lead to inflated evaluations. Diminishes the position of education as a profession."); and (D)(2)(iv)(b)(discussed below)(in Appendix A1F, pages 9-14).
- Five participating LEAs marked Exhibit I section (D)(2)(iv)(b) (use of evaluations to inform compensation and decisions) with "Y" with comments: "except for pay for performance at this time due to concerns re equity, measurement issues, questions re nontraditional positions and unknown proposal" (A1F at Lexington 1 at 10, York 1 at 13); "An effective model would [be] needed for Merit Pays" (Anderson 1, A1F at 16); "Will need additional information regarding compensation" (Bamberg 2, A1F at 18); "As funding is available" (Florence 1, A1F at 20); "Special area evaluations for merit pay to [be] provided by SCA. Enabling legislation may be required" (Spartanburg 3, A1F at 22); "Provided funding is available outside of the district's general fund" (Spartanburg 7, A1F at 24). The State interprets these exceptions as not precluding agreement to implement a high quality system with appropriate adjustments to the state pay scale, which is the State's intention; therefore, these were accepted as agreements to implement a significant portion of the State's plan.
- One district responded "Y" and added a comment to (D)(2)(iii) "Formative evaluations are conducted annually. Summative evaluations are conducted every 3 years" (Florence 1, A1F at 20). South Carolina has uniform statewide educator evaluation systems; any changes made at the state level will be required of all districts so this comment did to preclude participating status.

- Two LEAs signed the agreement and indicated “Y” to all sections, but added language reserving the right to withdrawal (Greenville, A1F at 26; York 4, A1F at 27). South Carolina understands that should these LEAs later withdraw, it may adversely impact its award under this grant; however, because these LEAs currently are in agreement, and because the State anticipates that future details of the plan will result in even greater LEA support, these LEAs were accepted as participating.
- One LEA made several comments to Exhibit I, which are supportive or explain how the LEA was already implementing the provisions (Florence 3, A1F at 29-30).

South Carolina did not accept MOUs for which any “N” appeared on Exhibit I from the LEA, except for an “N” in section (E)(2) (turnaround) of Exhibit I when the LEA had no schools within the 5% of persistently lowest-achieving schools. South Carolina encouraged all LEAs to indicate “Y” in (E)(2), because even those without one of the 5% persistently lowest-achieving schools could partner to assist/mentor LEAs with schools in that category. Please see the Summary Table for (A)(1)(ii)(b) and Detail Table (A)(1) below.

Summary Table for (A)(1)(ii)(b)		
Elements of State Reform Plans	Number of LEAs Participating (#)	Percentage of Total Participating LEAs (%)
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	84	100%
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems	84	100%
(ii) Professional development on use of data	84	100%
(iii) Availability and accessibility of data to researchers	84	100%
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	84	100%
(ii) Design and implement evaluation systems	84	100%
(iii) Conduct annual evaluations	84	100%
(iv)(a) Use evaluations to inform professional development	84	100%
(iv)(b) Use evaluations to inform compensation, promotion and	84	100%

retention		
(iv)(c) Use evaluations to inform tenure and/or full certification	84	100%
(iv)(d) Use evaluations to inform removal	84	100%
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools	84	100%
(ii) Hard-to-staff subjects and specialty areas	84	100%
(D)(5) Providing effective support to teachers and principals:	84	100%
(i) Quality professional development	84	100%
(ii) Measure effectiveness of professional development	84	100%
E. Turning Around the Lowest-Achieving Schools		
(E)(2) Turning around the lowest-achieving schools	80	95.2%

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

To demonstrate awareness and commitment from leadership, South Carolina's standard MOU required signatures from each of its LEA's authorized officials: the Superintendent and Chair of the School Board, when applicable (See Section 8 of the MOU in Appendix A1E). South Carolina does not have teachers' unions. Its 85 geographic districts and one statewide charter district (South Carolina Public Charter School District) all have superintendents and board chairs. One special district, the SC Department of Corrections (Palmetto Unified School District) is under the management of a board of nine trustees (S.C. Code § 24-25-40). The other special district, the SC Department of Juvenile Justice, reports through a superintendent to the director (a cabinet officer), who acts as school board chair. One LEA agreed to all reforms but had only the superintendent's signature by the MOU deadline; the State did not accept the LEA as participating. Another four LEAs elected not to participate.

As can be seen on the Summary Table for (A)(1)(ii)(c) below, the State obtained 100% of relevant signatures from participating LEAs.

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

Signatures acquired from participating LEAs:			
Number of Participating LEAs with all applicable signatures			
	Number of Signatures	Number of Signatures	Percentage (%)

	Obtained (#)	Applicable (#)	(Obtained / Applicable)
LEA Superintendent (or equivalent)	84	84	100%
President of Local School Board (or equivalent, if applicable)	84	84	100%
Local Teachers' Union Leader (if applicable)	NA	NA	NA

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

Summary Table for (A)(1)(iii)			
	Participating LEA #	Statewide #	% of Total Statewide
LEAs	84	88	95.45%
Schools	1,164	1,189	97.90%
K-12 Students	693,074	702,659	98.64%
Students in poverty (free and reduced-price lunch)	373,010	380,287	98.09%

The number of participating LEAs translates into 95.45% of all LEAs, 97.90% of all schools, 98.64% of all students, and 98.09% of all students in poverty (free and reduced price lunch status; see Summary Table 1 above). In addition, the number of participating districts reflects the economic, geographic, and demographic diversity of the state. (See Summary Table 2 for (A)(1)(iii) above for more information and established goals for each area.) To ensure broad and deep impact through South Carolina INSPIRED, we will require, encourage, and support LEAs as they implement innovative and/or research-based strategies to increase achievement, reduce achievement gaps, increase graduation rates, and increase the rates of students pursuing higher education. South Carolina has established ambitious yet achievable goals overall and by student subgroups (below).

Unlike many states, not only does the rate of LEA participation ensure a broad statewide impact, but the number of South Carolina's uniform, state level systems also ensures that even involved LEAs will ultimately "participate." Changes to the state academic standards, the state assessments, the S³ standards support professional development system, the statewide data warehouse, the state dashboard systems for data, the uniform statewide teacher and principal evaluation systems, the uniform statewide educator salary scale, the state alternative certification

systems, and the state systems for tracking educator professional development will impact 100% of LEAs in South Carolina, regardless of whether they are “participating LEAs.”

In addition, 100% of LEAs created plans for implementing the four key reforms in their applications for State Fiscal Stabilization Education Funds (SFSF). South Carolina’s school districts have already committed to implement substantial and specific reforms to adopting enhanced standards and assessments, equitably distributing effective educators, turning around struggling schools, and using data systems to support learning and decisions. See Appendix A1G for an example SFSF narrative from Sumter 17 district.

The Detailed Table for (A)(1) follows.

Detailed Table for (A)(1)

Participating LEAs	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion ¹																
	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	school board (if applicable)	Union (if applicable)	Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3)(iii)	(D)(2)(i)	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)	
Name of LEA here				Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Yes/ No	Y/ N/ A	Y/ N/ A	Y/ N/ A	Y/ N/ A	Y/ N/ A	Y/ N/ A	Y/ N/ A	Y/ N/ A	Y/ N/ A	Y/ N/ A	Y/ N/ A	Y/ N/ A	Y/ N/ A	Y/ N/ A	Y/ N/ A	Y/ N/ A	
Abbeville	9	3,232	2,039	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Aiken	41	24,193	13,144	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Allendale	4	1,609	1,406	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Anderson 1	14	9,256	3,497	Y	Y	NA	Y*	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Anderson 2	7	3,698	1,730	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	✓
Anderson 3	5	2,600	1,571	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Anderson 4	6	2,868	1,407	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

¹ * NOTES: Anderson 1, Bamberg 2, Florence 1, Florence 3, Spartanburg 3, and Spartanburg 7 all marked “Y” and added comments (mostly to section (D)(2)) quoted or discussed above

NOTES: As to (E)(2), responses from Anderson 2 (“N”), Bamberg 1 (“NA”), Edgefield (“Y” with the comment “NA”), Greenwood 52 (“NA”), and Lexington 4 (“13.1 N”) were all accepted by the State.

NOTES: Additions and comments by Lexington 1 and York 1 are discussed in the text above.

NOTES: Additions by Greenville and York 4 are discussed in the text above.

Participating LEAs	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion ¹																
	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supr. (or equivalent)	school board (if applicable)	Union (if applicable)	Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3)(iii)	(D)(2)(i)	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)	
Anderson 5	17	12,122	6,310	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bamberg 1	4	1,487	880	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	√ N A
Bamberg 2	3	876	806	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y*	Y	Y	Y	Y	Y	Y	Y	Y	Y
Barnwell 19	3	792	705	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Barnwell 29	3	975	677	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Barnwell 45	4	2,475	1,500	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Beaufort	29	18,843	9,549	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Berkeley	36	27,899	15,243	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Charleston	81	41,036	21,052	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cherokee	19	9,163	6,008	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Chester	13	5,623	3,484	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Chesterfield	16	7,816	5,055	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Clarendon 1	4	931	874	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Clarendon 2	6	3,125	2,446	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Clarendon 3	3	1,267	695	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Colleton	12	6,108	4,664	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Darlington	23	10,939	7,422	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dillon 1	3	848	645	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dillon 2	6	3,443	3,037	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dillon 3	4	1,650	1,123	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Participating LEAs	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion ¹																
	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supr. (or equivalent)	school board (if applicable)	Union (if applicable)	Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3)(iii)	(D)(2)(i)	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)	
Dorchester 2	20	21,412	7,859	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dorchester 4	5	2,218	1,686	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Edgefield	9	4,008	2,356	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	✓
Fairfield	9	3,325	2,772	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Florence 1	23	15,211	8,738	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Florence 2	2	1,268	828	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Florence 3	8	3,581	3,108	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Florence 5	3	1,482	896	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Georgetown	18	9,886	6,057	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Greenville	93	69,251	30,087	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Greenwood 50	14	9,005	5,173	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Greenwood 51	3	1,121	663	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Greenwood 52	4	1,603	732	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	✓ N A
Hampton 1	7	2,709	1,772	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hampton 2	4	1,113	1,028	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Horry	48	37,169	22,046	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Jasper	5	3,308	2,672	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kershaw	19	10,388	5,278	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lancaster	20	11,594	5,839	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Participating LEAs	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion ¹															
	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supr. (or equivalent)	school board (if applicable)	Union (if applicable)	Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3)(iii)	(D)(2)(i)	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Laurens 55	11	5,904	3,735	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Laurens 56	6	3,142	2,165	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lexington 1	26	21603	6988	Y	Y	NA	Y★	Y	Y	Y★	Y	Y	Y★	Y	Y★	Y	Y	Y	Y	Y	Y	Y	Y
Lexington 2	16	8,675	4,766	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lexington 3	4	2,029	1,295	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lexington 4	6	3,435	2,362	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	✓ N
Lexington 5	19	16,506	4,397	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
McCormick	3	880	676	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Marion 1	4	2,822	2,228	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Marion 2	4	1,880	1,546	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Marion 7	3	722	674	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Marlboro	9	4,473	3,768	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Newberry	14	5,839	3,649	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Oconee	20	10,498	5,831	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Orangeburg 3	6	3,127	2,715	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Orangeburg 4	8	4,052	2,902	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Orangeburg 5	14	6,702	5,510	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pickens	25	16,299	7,221	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Richland 1	49	23885	15861	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Richland 2	27	24119	9787	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Saluda	5	2032	1346	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Participating LEAs	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion ¹															
	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supr. (or equivalent)	school board (if applicable)	Union (if applicable)	Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3)(iii)	(D)(2)(i)	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Spartanburg 1	10	5046	2431	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Spartanburg 2	13	9757	4479	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Spartanburg 3	7	3000	1699	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y*	Y	Y	Y	Y	Y	Y	Y	Y
Spartanburg 4	4	2992	1626	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Spartanburg 5	11	7527	3439	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Spartanburg 6	14	10264	5413	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y*	Y	Y	Y	Y	Y	Y	Y	Y
Spartanburg 7	14	7382	4856	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sumter 2	15	8671	6224	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sumter 17	12	8368	5417	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Williamsburg	12	5338	4812	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
York 1	8	5266	2898	Y	Y	NA	Y★	Y	Y	Y★	Y	Y	Y	Y★	Y	Y	Y	Y	Y	Y	Y	Y	Y
York 2	8	6383	1945	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
York 3	28	17306	8151	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
York 4	12	9406	1595	Y	Y	NA	YΔ	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
SCPCSD	5	2232	1063	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Juvenile Justice	3	986	981	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Palmetto Unified (Corrections)	20			Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	1,164	693,074	380,287																				

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

The SCDE will coordinate and provide various supports, models and pilots for the participating LEAs to implement. Because of the high percentage of LEAs participating in South Carolina INSPIRED, we are able to create broad impact through statewide training and technical assistance (TTA) as well as through various pilots and programs. Statewide TTA will be housed and delivered primarily at and through flexible, regional hubs. However, to reduce confounding variables and increase the likelihood that we gain evidence of effect, a school will not be able to participate in multiple pilots. To support local initiatives, stakeholders, including state agencies and institutions of higher education (IHEs), will be invited to participate in and, if appropriate, deliver technical assistance, training, and support.

In addition to the pilots (delineated in the participating LEA MOU) and the initiatives detailed in the following sections, South Carolina will launch new or expand current programs that target increasing student achievement, decreasing achievement gaps, and developing 21st Century Cognitive Skills, including Montessori programming and STEM for ALL.

Montessori Programming (Please also see narrative for Priority 3: Invitational Priority.)

Readiness for learning begins at birth and South Carolina will continue to target resources to early childhood education through its Montessori program. As the only state with a state-level Montessori Coordinator, and soon to be the only state with Montessori certification for teachers, South Carolina will use RTTT funds to equip Montessori classrooms to serve their students and provide scholarships or loans for teachers seeking to add Montessori certification. Not only does Montessori develop successful early learners, but it also emphasizes individualized learning plans and students’ development of responsibility for their own learning. STEM for ALL (Please also see narrative Competitive Priority: STEM.)

South Carolina’s STEM for ALL initiative will create a K-12 stem focus to provide students with opportunities to acquire the knowledge and skills required for science, technology, engineering and mathematics (STEM), to use the arts to encourage students to be creative and innovative in these areas, and to encourage students to consider STEM-related careers and develop innovative problem-solving strategies.

Evidence Table for (A)(1)(iii): South Carolina's Ambitious yet Achievable Goals								
Ambitious yet achievable goals, overall and by student subgroup	Status as of 12/31/09	Numerator	Denominator	Goals without this grant	Goal for SY 10-11	Goal for SY 11-12	Goal for SY 12-13	Goal for SY 13-14
ALL STUDENTS-ENGLISH LANGUAGE ARTS								
Increasing student achievement in reading/language arts as reported by the NAEP-4th grade (average scale score-2007)	214	N/A	N/A	Increase	Statistically significant increase (SSI)	N/A	SSI	N/A
Increasing student achievement in reading/language arts as reported by the NAEP-8th grade (average scale score-2007)	257	N/A	N/A	Increase	SI	N/A	SSI	N/A
Increasing student achievement in reading/language arts as reported by ESEA assessment PASS-4th grade (% scoring Met or Above 2009)	75.4	38,892	51,377	Increase	79.4	82.4	84.4	85.4
Increasing student achievement in reading/language arts as reported by ESEA assessment PASS-8th grade (% scoring Met or Above 2009)	67.5	35,100	52,000	Increase	71.5	74.5	76.5	77.5
Increasing student achievement in reading/language arts as reported by the assessments required under the ESEA-HSAP (% scoring Level 2 or Above 2009)	84.9	43,670	51,437	Increase	85.9	86.9	87.9	88.9
ALL STUDENTS-MATHEMATICS								
Increasing student achievement in mathematics , as reported by the NAEP-4th grade (average scale score-2009)	236	N/A	N/A	Increase	SSI	N/A	SSI	N/A
Increasing student achievement in mathematics , as reported by the NAEP-8th grade (average scale score-2009)	280	N/A	N/A	Increase	SSI	N/A	SSI	N/A
Increasing student achievement in mathematics , as reported as reported by ESEA assessment PASS-4th grade (% scoring Met or Above 2009)	76.8	40,669	52,954	Increase	81.8	84.8	85.8	86.8

Ambitious yet achievable goals, overall and by student subgroup	Status as of 12/31/09	Numerator	Denominator	Goals without this grant	Goal for SY 10-11	Goal for SY 11-12	Goal for SY 12-13	Goal for SY 13-14
Increasing student achievement in mathematics , as reported by ESEA assessment PASS-8th grade (% scoring Met or Above 2009)	62.6	32,595	52,069	Increase	67.6	70.6	71.6	72.6
Increasing student achievement in mathematics , as reported by the assessments required under the ESEA-HSAP 2009 (% scoring Level 2 or Above)	80.2	41,197	51,368	Increase	82.2	83.2	84.2	85.2
SUBGROUPS-ENGLISH LANGUAGE ARTS								
Decreasing achievement gaps between subgroups in reading/language arts as reported by the NAEP-4th grade [Black-White] (gap-2007)	26	N/A	N/A	Decrease	Decrease gap by 1 or more points	N/A	Decrease gap by 1 or more points	N/A
Decreasing achievement gaps between subgroups in reading/language arts as reported by the NAEP-4th grade [SD-Non SD] (gap-2007)	36	N/A	N/A	Decrease	Decrease gap by 1 or more points	N/A	Decrease gap by 1 or more points	N/A
Decreasing achievement gaps between subgroups in reading/language arts as reported by the NAEP-4th grade [F/R-non F/R] (gap-2007)	27	N/A	N/A	Decrease	Decrease gap by 1 or more points	N/A	Decrease gap by 1 or more points	N/A
Decreasing achievement gaps between subgroups in reading/language arts as reported by the NAEP-8th grade [Black-White] (gap-2007)	26	N/A	N/A	Decrease	Decrease gap by 1 or more points	N/A	Decrease gap by 1 or more points	N/A
Decreasing achievement gaps between subgroups in reading/language arts as reported by the NAEP-8th grade [SD-Non SD] (gap-2007)	42	N/A	N/A	Decrease	Decrease gap by 1 or more points	N/A	Decrease gap by 1 or more points	N/A

Ambitious yet achievable goals, overall and by student subgroup	Status as of 12/31/09	Numerator	Denominator	Goals without this grant	Goal for SY 10-11	Goal for SY 11-12	Goal for SY 12-13	Goal for SY 13-14
Decreasing achievement gaps between subgroups in reading/language arts as reported by the NAEP-8th grade [F/R-non F/R] (gap-2007)	25	N/A	N/A	Decrease	Decrease gap by 1 or more points		Decrease gap by 1 or more points	N/A
Decreasing achievement gaps between subgroups in reading/language arts as reported by the assessments required under the ESEA assessment PASS-4th grade [Male-Female] 2009	6.1				Decrease gap by 2 or more points	Decrease gap by 2 or more points	Decrease gap by 2 or more points	No gap
Decreasing achievement gaps between subgroups in reading/language arts as reported by the assessments required under the ESEA assessment PASS-4th grade [Black-White] 2009	22.9			Decrease	Decrease gap by 2 or more points			
Decreasing achievement gaps between subgroups in reading/language arts as reported by the assessments required under the ESEA assessment PASS-4th grade [SD-Non SD] 2009	36.5			Decrease	Decrease gap by 2 or more points			
Decreasing achievement gaps between subgroups in reading/language arts as reported by the assessments required under the ESEA assessment PASS-4th grade [F/R-non F/R] 2009	22.8			Decrease	Decrease gap by 2 or more points			
Decreasing achievement gaps between subgroups in reading/language arts as reported by the assessments required under the ESEA assessment PASS-8th grade [Male-Female] 2009	9.7			Decrease	Decrease gap by 2 or more points			
Decreasing achievement gaps between subgroups in reading/language arts as reported by the ESEA assessment PASS-8th grade [Black-White] 2009	25.2			Decrease	Decrease gap by 2 or more points			

Ambitious yet achievable goals, overall and by student subgroup	Status as of 12/31/09	Numerator	Denominator	Goals without this grant	Goal for SY 10-11	Goal for SY 11-12	Goal for SY 12-13	Goal for SY 13-14
Decreasing achievement gaps between subgroups in reading/language arts as reported by the ESEA assessment PASS-8th grade, [SD-Non SD] 2009	48.7			Decrease	Decrease gap by 2 or more points			
Decreasing achievement gaps between subgroups in reading/language arts as reported by the ESEA assessment PASS-8th grade, [F/R-non F/R] 2009	25.6			Decrease	Decrease gap by 2 or more points			
Decreasing achievement gaps between subgroups in reading/language arts as reported by the assessments required under the ESEA-HSAP [Male-Female] 2009	7.4			Decrease	Decrease gap by 1 or more points			
Decreasing achievement gaps between subgroups in reading/language arts as reported by the assessments required under the ESEA-HSAP [Black-White] 2009	14.4			Decrease	Decrease gap by 1 or more points			
Decreasing achievement gaps between subgroups in reading/language arts as reported by the assessments required under the ESEA-HSAP [SD-Non SD] 2009	48.1			Decrease	Decrease gap by 1 or more points			
Decreasing achievement gaps between subgroups in reading/language arts as reported by the assessments required under the ESEA-HSAP [F/R-non F/R] 2009	15.9			Decrease	Decrease gap by 1 or more points			
SUBGROUPS-MATHEMATICS								
Decreasing achievement gaps between subgroups in mathematics , as reported by the NAEP-4th grade [Black-White] (gap-2009)	25			Decrease	Decrease gap by 1 or more points	N/A	Decrease gap by 1 or more points	N/A
Decreasing achievement gaps between subgroups in mathematics , as reported by the NAEP-4th grade [SD-Non SD] (gap-2009)	28			Decrease	Decrease gap by 1 or more points	N/A	Decrease gap by 1 or more points	N/A

Ambitious yet achievable goals, overall and by student subgroup	Status as of 12/31/09	Numerator	Denominator	Goals without this grant	Goal for SY 10-11	Goal for SY 11-12	Goal for SY 12-13	Goal for SY 13-14
Decreasing achievement gaps between subgroups in mathematics , as reported by the NAEP-4 th grade [F/R-non F/R] (gap-2009)	22			Decrease	Decrease gap by 1 or more points	N/A	Decrease gap by 1 or more points	N/A
Decreasing achievement gaps between subgroups in mathematics , as reported by the NAEP-8 th grade [Black-White] (gap-2009)	29			Decrease	Decrease gap by 1 or more points	N/A	Decrease gap by 1 or more points	N/A
Decreasing achievement gaps between subgroups in mathematics , as reported by the NAEP-8 th grade [SD-Non SD] (gap-2009)	36			Decrease	Decrease gap by 1 or more points	N/A	Decrease gap by 1 or more points	N/A
Decreasing achievement gaps between subgroups in mathematics , as reported by the NAEP-8 th grade [F/R-non F/R] (gap-2009)	26			Decrease	Decrease gap by 1 or more points	N/A	Decrease gap by 1 or more points	N/A
Decreasing achievement gaps between subgroups in mathematics as reported by the assessments required under the ESEA assessment PASS-4 th grade [Male-Female] 2009	0.8			No Gap	No gap	No gap	No gap	No gap
Decreasing achievement gaps between subgroups in mathematics as reported by the assessments required under the ESEA assessment PASS-4 th grade [Black-White] 2009	23.1			Decrease	Decrease gap by 2 or more points			
Decreasing achievement gaps between subgroups in mathematics as reported by the assessments required under the ESEA assessment PASS-4 th grade [SD-Non SD] 2009	37.3			Decrease	Decrease gap by 2 or more points			

Ambitious yet achievable goals, overall and by student subgroup	Status as of 12/31/09	Numerator	Denominator	Goals without this grant	Goal for SY 10-11	Goal for SY 11-12	Goal for SY 12-13	Goal for SY 13-14
Decreasing achievement gaps between subgroups in mathematics as reported by the assessments required under the ESEA assessment PASS-4th grade [F/R-non F/R] 2009	21.8			Decrease	Decrease gap by 2 or more points			
Decreasing achievement gaps between subgroups in mathematics as reported by the assessments required under the ESEA assessment PASS-4th grade [LEP-non LEP] 2009	3.6			No Gap	No gap	No gap	No gap	No gap
Decreasing achievement gaps between subgroups in mathematics as reported by the assessments required under the ESEA assessment PASS-8th grade [Male-Female] 2009	3.5			No Gap	No gap	No gap	No gap	No gap
Decreasing achievement gaps between subgroups in mathematics as reported by the ESEA assessment PASS -8th grade [Black-White] 2009	25.2			Decrease	Decrease gap by 2 or more points			
Decreasing achievement gaps between subgroups in mathematics as reported by the ESEA assessment PASS -8th grade [SD-Non SD] 2009	48.7			Decrease	Decrease gap by 2 or more points			
Decreasing achievement gaps between subgroups in mathematics as reported by the ESEA assessment PASS -8th grade, [F/R-non F/R] 2009	25.5			Decrease	Decrease gap by 2 or more points			
Decreasing achievement gaps between subgroups in mathematics as reported by the assessments required under ESEA-HSAP [Black- White] 2009	20.1			Decrease	Decrease gap by 1 or more points	Decrease gap by 1 or more points	Decrease gap by 1 or more points	No gap

Ambitious yet achievable goals, overall and by student subgroup	Status as of 12/31/09	Numerator	Denominator	Goals without this grant	Goal for SY 10-11	Goal for SY 11-12	Goal for SY 12-13	Goal for SY 13-14
Decreasing achievement gaps between subgroups in mathematics as reported by the assessments required under the ESEA-HSAP [SD-Non SD] 2009	50.4			Decrease	Decrease gap by 1 or more points	Decrease gap by 1 or more points	Decrease gap by 1 or more points	No gap
Decreasing achievement gaps between subgroups in mathematics as reported by the assessments required under the ESEA-HSAP [F/R-non F/R] 2009	18.5			Decrease	Decrease gap by 1 or more points	Decrease gap by 1 or more points	Decrease gap by 1 or more points	No gap
GRADUATION RATES								
Increasing high school graduation rates (as defined in this notice) by ALL Students (based on 2007-2008 data)	74.9%	35271	47091	78.9	78.9	81.7	85.1	88.3
Decreasing gaps between subgroups in high school graduation rates (as defined in this notice) [White-Black] (based on 2007-2008 data)	8.6			Decrease	Decrease gap by 2 or more points			
Decreasing gaps between subgroups in high school graduation rates (as defined in this notice) [SD-Non SD] (based on 2007-2008 data)	32.3			Decrease	Decrease gap by 2 or more points			
Decreasing gaps between subgroups in high school graduation rates (as defined in this notice) [LEP-non LEP] (based on 2007-2008 data)	13.5			Decrease	Decrease gap by 2 or more points			
Decreasing gaps between subgroups in high school graduation rates (as defined in this notice) [F/R-non F/R] (based on 2007-2008 data)	14.2			Decrease	Decrease gap by 2 or more points			
COLLEGE ENROLLMENT & CREDIT								
Increasing college enrollment for all high school completers (07-08 HS) (as collected in SC)	66.9%	25,800	38,712	67.4	67.9	68.9	69.9	71

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

Other Data Related to State Goals

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

* SC Education Lottery began in January 2002.

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

NAEP Assessments - The SCDE began the analysis of ambitious yet achievable improvements in NAEP scores by looking at states similar to South Carolina in terms of the percentage of students eligible for the National School Lunch Program (NSLP) in the most recent NAEP data for each subject (reading and mathematics), grades 4 and 8 (see NAEP and ESEA Results for SC in Appendix A1H). For example, in 2009, approximately 54% of South Carolina's 4th graders were NSLP eligible. Staff then ordered the states on the percent eligible and considered those states with a percent eligible approximately three standard errors above and below South Carolina's 54%. Using mathematics data for grade 4, this procedure identified 12 states that are similar to South Carolina (see NAEP Similar State in Appendix A1I). The procedure was carried out for math grade 8 and reading, grades 4 and 8. To analyze what gains were reasonably achievable, overall scale score gains were calculated for the four-year period 2005–09, and the six-year period 2003–09. Between 2003–09, the average gain was 4.94 scale score points and the average gain between 2005–09 was only 1.73 points. States' performances between 2003–05 demonstrated more dramatic gains than either of the two-year periods since. The scores have tended to flatten out in mathematics and reading at grades 4 and 8.

Because of standard error in the estimates, we must also account for statistical significance in the interpretations that are made from apparent changes in average scale scores. Cross-year significance tests were run for all states to determine what gains constitute statistical significance. States with less variability (i.e., a larger sample or population that is more homogeneous) are able to achieve significant gains with a smaller change in average scale score points than states with more variability. Typically though, most states achieve significant change with three–four points change. However, even when running a less conservative t-test, three points was not significant in some cases. Considering this, South Carolina decided not to set goals in terms of a set-number scale-score increase.

SCDE staff discussed the idea of setting a specific target versus a goal for significant growth with Jason Nicholas, statistician with the NAEP State Service Center. He agreed that to ensure achievable targets, we should avoid setting the goal at a specific number; instead, we could set the goal to attain significant growth, which is still ambitious.

The tables in NAEP Similar State (Appendix A1I) show the counts of jurisdictions making at least a four-point increase over two and four years, compared the counts of those states making significant gains over the same periods. From these data, South Carolina determined that a goal of significant growth is more attainable than a goal of gaining four points or more. It is also apparent that a goal of statistical significance is more attainable over a four-year period rather than a two-year period. Therefore, South Carolina has set its NAEP improvement goal at attaining a statistically significant increase over four years with assurance from the NAEP State Service Center that this goal is also ambitious.

ESEA Assessments - South Carolina administered the Palmetto Assessment of State Standards (PASS) for the first time in Spring 2009. PASS replaces the Palmetto Achievement Challenge Test (PACT) administered from 1999 to 2008. Academic achievement standards for PASS were established in the Fall, and the State is currently establishing targets for its accountability system under the state's Education Accountability Act (EAA). Targets for Adequate Yearly Progress (AYP) have been approved by the USED; AYP is being announced mid-year for this year only.

South Carolina has historically seen the greatest improvement in scores in the initial years of a new testing program after teachers have had an opportunity to familiarize themselves with new expectations. In subsequent years, scores tend to stabilize. In South Carolina, like many states, scores in English language arts (ELA) have decreased over the last two years. In addition to this downward trend, a higher percentage of students scored "Met" on PASS in the first year than the percentage who scored at that level in PACT in the first year. Given these trends, a reasonable and ambitious expectation for improvement over four years is 10 percentage points for Grade 4 staggered over time to reflect typical patterns of change. While the change in Grade 8 PACT performance was much less dramatic than that in Grade 4, the same progression of change is reasonable and ambitious (see Appendix A1J for PACT performance charts).

Prior to recent amendments the state's accountability system was predicated on an expectation of a 10% increase in student performance every year. This was an unreasonable goal and was a driver for reform of the system. During the period 2006-08 under this system, the number of schools identified as at-risk increased by 154% even though performance was increasing (ELA and mathematics combined).

In mathematics, following a dramatic initial improvement, student performance incrementally increased on PACT. South Carolina is targeting an improvement of 10 percentage points in students scoring “Met” or “Above” with staggered growth targets. The targets are 5 percentage points in the first year, then 3, 1, and 1 for a total of 10 over four years. While PACT performance increased by more than 10 percentage points, the initial starting points were considerably lower than current performance. Therefore these targets are ambitious yet achievable.

The High School Assessment Program (HSAP) includes an exit examination. To receive a state diploma, students must pass both sections (English language arts and mathematics), in addition to meeting other requirements. Graduation rate and HSAP performance are intertwined in this sense. HSAP, a comprehensive examination begun in 2004, replaced an exit examination dating from the 1980s that certified minimum competency.

HSAP performance for first-time test takers has remained relatively stable over the past six years, although scores dipped in both subjects in 2009. Clearly, we would like to see improvements in first time performance, but our real goal is that all students pass HSAP by the end of twelfth grade. As part of the state accountability system, there is a measure of longitudinal performance on HSAP. While the method of calculating longitudinal exit examination passage rate may be revised, we believe that ultimately, targets for high school achievement should include this measure as well as end-of-course test data. In 2009, the longitudinal pass rate for HSAP was 93.7% (numerator =39,747; denominator =42,407). Performance gaps were apparent for the following subgroups: Male-Female, 2.9 percentage points; Black-White, 7.6; F/R-non F/R, 8.6; LEP-non-LEP, 5.5; SD-Non-SD, 37.9. In addition to striving for 100% longitudinal passage rate, our goal is elimination of sub-group gaps.

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

Closing NAEP Gaps - In closing the achievement gaps, it becomes more difficult to show statistical significance because of compounding error. It is also difficult to set goals in terms of scale score change because there are multiple ways gaps can close. An ambitious goal will be to count any narrowing of the gaps, not accounting for statistical significance. Therefore, South Carolina has set its goal for closing achievement gaps in NAEP scores as attaining improvement in reducing the gaps.

Gaps in ESEA Performance (PASS). In ELA, a gap exists between scores for males and females: The 2009 gap is 6.1 at grade 4 and 9.7 at grade 8. South Carolina's goal is to reduce the gap by two percentage points per year, achieving no gap at grade 4 by 2014. The gaps in white-black performance, subsidized/non-subsidized lunch performance, and by disability status have stabilized over time. These gaps are unacceptably high, yet seemingly entrenched. While a decrease in the gap by two percentage points per year may seem small, given the long-standing gap, the reduction of eight points over a four-year period is ambitious.

Our migrant population is few at each grade (26 and 18, respectively for grades 4 and 8), so fluctuations in performance are too erratic to address as targets. We do have a robust system for addressing the needs of migrant children. South Carolina has seen the most dramatic gap reductions in LEP performance while the population has risen exponentially. For example, LEP performance increased over six points from 2006 to 2008 in Grade 4, while non-LEP performance decreased 1.9 points. We believe that continued attention to our Title III AMAOs will promote ever-increasing performance.

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

Gaps in ESEA Performance (HSAP). First time female test takers out-perform males. This is especially apparently in ELA, where we have proposed goals to eliminate the gap in three years. In mathematics, we believe there should be no gap, and that is our goal. Long-standing disparities between Black and White students, disabled and non-disabled, and those receiving subsidized meals and those who do not, are unacceptable. Given that passing scores on HSAP are higher than those on PASS, we have proposed a more modest improvement in the gap, believing it to be more reasonable. Based on past experiences in South Carolina, setting unreasonable goals leads to frustration, consternation, and ultimately, to no improvement.

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

South Carolina is one of only six states that require students to complete 24 credits and pass an exit exam to earn a high school diploma. To improve our graduation rate, we must ensure that an ever-increasing number of students is tracked and graduates within four years of entering ninth grade. Beginning with the 2009-10 school year, South Carolina will raise its graduation rate from 74.9% to 88.3% at the end of the 2013-2014 school year, based on the

calculation method defined in USED's non-regulatory guidance published December 22, 2008. To accomplish this goal, South Carolina's graduation rate will improve by an average of 3.4% for each of the school years 2010-11, 2011-12, 2012-13, and 2013-14. South Carolina has experienced annual gains equal to or greater than 3.4% in the past; however, those gains have not been consistent because there has been no systematic approach to maintaining the gains. Statewide, South Carolina needs to increase the number of graduates by just over 1,600 students per year for each of four years to meet the goal of an 88.5% graduation rate, with a 3.4% gain for each of those years. This goal is achievable. It is also ambitious, in that it will cause the state to reach its AYP objective of an 88.3% graduation rate by 2014.

Similar to achievement, South Carolina exhibits significant gaps in graduation rate among subgroups. As part of our transition to disaggregated reporting of graduation rate, we will establish targets that will be applied to subgroups. In the interim, narrowing of these gaps by one percentage point or more per annum will be our target.

Systematic efforts to improve graduation rates and to maintain those improvements have begun and will have significant impact on the classes of 2011, 2012, 2013, and 2014. Those efforts include the following:

- More than 90% of members of the classes of 2012, 2013, and 2014 have completed electronic Individual Graduation Plans (eIGPs) in which they identify their academic and career goals and plan the coursework to meet those goals. Since 2005, the EEDA has increased student engagement with relevant instruction and career awareness starting in elementary school.
- Parents are engaged at least annually in conferences to plan for their child's on-time graduation.
- About one-third of the class of 2011 has already completed eIGPs, which help students set academic and career goals that are achievable by staying in school.
- As part of the eIGP process, every student identifies career cluster majors to engage and focus their efforts on high school graduation, leading to college and careers.
- More than 3,200 students in the classes of 2011, 2012, 2013, and 2014 are taking online classes for credit toward graduation. These students are enrolled in their regular schools and take regular classes in addition to the online classes. Many of these students are

completing the online classes so they can catch up to their graduation cohort or because they want to graduate early.

- Students in dozens of districts are participating in the STARS program in which students who are overage for their grade (and therefore at risk for dropping out) accumulate two years of credits in one year to catch up with their peers.
- Resources are being focused on high schools with graduation rates persistently below 60%. The expected outcome of this focus is a significant increase in graduation rates in those schools. These efforts include staff development, online courses, after-hours classes, and other resources for teachers and students.
- South Carolina has developed its Student Potential Performance Snapshot (SPPS) application, which assesses several at-risk characteristics (attendance, academics, changes in behavior, changes in family environment, illness, and others) that might predict a student's dropping out of school. Interventions are implemented immediately as the system sends up flags.
- Following a drop out prevention conference sponsored in part by America's Promise in 2008, Regional Education Coordinators have been developing prevention plans addressing specific issues within the EEDA regions. State-level technical assistance supports schools by implementing dropout recovery and prevention programs.
- Systematic efforts are being made to involve parents, churches, and other community resources in addressing the at-risk status of students.
- Schools with data quality issues that impact graduation rate reporting receive targeted technical assistance to ensure data accuracy.

All of these efforts, implemented systematically throughout the student's environment, will result in improved graduation rates.

South Carolina has numerous initiatives aimed at increasing the graduation rate, and these initiatives are already proving successful (see (A)(3)(ii)(c) below). The following describes some of these initiatives more fully and indicates when RTTT funding will enable us to support and expand these initiatives.

1. EEDA. A promising, comprehensive approach to increasing graduation rates is the Education and Economic Development Act (EEDA) of 2005, which requires career exploration and development throughout the entire K-12 framework. Programs of career awareness and

exploration begin in elementary grades, and in the eighth grade, students, their parents or guardians, and skilled counselors begin meeting to outline personal education and career strategies. Students are able to replace some general high school elective courses with courses specifically geared toward particular areas of career interests. Led by a coordinating council that includes representatives from business, K12, higher education, the technical college system, workforce agencies, the State's commerce agency, and policymakers, the EEDA requires

- personalized high school course work to match each student's career interests; students select "majors" of interest aligned with the 16 federal career clusters;
- collaboration with business community - local business partners help develop career-related instructional modules that highlight careers in each cluster and provide human (mentors, tutors) and material (books, computers, software, etc.) resources to increase each school's capacity to meet the academic and career development needs of each student.
- an Individual Graduation Plan (IGP) for each student, developed with their parent or guardian and a school counselor, to develop talents, interests, and skills to earn a diploma on time and pursue higher education and career interests. IGP's are revisited at least once a year and specify each student's choice of cluster and major, postsecondary goals, high school course work, and out-of-class learning experiences, among other elements. Most LEAs use the state's electronic IGP system, which allows accumulation of data for district- and state-level planning and monitoring.
- intensive guidance and counseling for all students - EEDA increased the number of guidance counselors and career specialists in all middle and high schools, giving students the attention they need to plan effectively for the future.
- enhanced opportunities for real-world learning experiences through local job shadowing, internships, and cooperative learning experiences coordinated through Regional Education Centers (RECs).
- increased opportunities for students to earn high school and postsecondary credits at the same time through dual enrollment and other similar programs. The Commission on Higher Education (CHE) is taking a lead role in developing a web-based course articulation and transfer system that will display details on degree pathways, provide

access to transfer agreements, and enable students to compare courses at other institutions to learn how courses might meet degree requirements for specific majors.

- curricula at educator preparation colleges must include instruction on career guidance, career clusters, individual graduation plans, learning styles, contextual teaching, cooperative learning, and character education.

Currently, a statewide database of businesses that provides work-based learning opportunities is being developed. This database will provide an inventory of all work-based learning opportunities available statewide. Every student will be able to search by geographic region, school district, and career cluster for an opportunity that meets his or her personal needs. For the benefit of educators, this database will also include a listing of businesses statewide that will provide specific services and resources to schools.

To enhance EEDA, in Exhibit III of the MOU, participating LEAs agreed to the following: “When reasonably feasible and requested by the students (as indicated on individual graduation plans), include at least one STEM pathway among the career clusters offered either at the LEA’s secondary school(s), or a partners (e.g., another LEA’s secondary schools, technical colleges, local IHEs); or via the S.C. Virtual School Program, or another innovative source developed by the LEA in collaboration with SCDE.”

In addition, the SCDE will use RTTT funds to expand the exposure students have to the world of work by creating virtual job-shadowing experiences. These digitized videos explore various jobs to which students might otherwise have limited exposure. In summer 2009, the SCDE and SC Department of Commerce partnered with the school districts to create summer jobs under the Workforce Investment Act to hire students to create and edit these videos. With this grant, additional experiences will be recorded and uploaded to benefit our students.

1. Target resources to schools and districts with the highest dropout and lowest graduation rates.

A small number of schools in high-poverty communities contribute disproportionately to lowering the state’s graduation rate, and a more focused effort is planned to help assist them. To increase the involvement of business and community partners in our efforts to turnaround the lowest-performing schools by integrating career awareness, exploration, and preparation activities into the academic curriculum, the RECs will continue to work with local business partners to provide meaningful job shadow experiences and internships so that each high school student will have work experiences prior to graduating.

To enhance the value of this statewide system to students and to increase the number of job shadow experiences for students, interactive virtual shadowing experiences related to a minimum of 10 occupations within each of the 16 career clusters will be accessible through the statewide database of businesses. As a result, each student from the low-performing schools within each region of the state will have increased access to meaningful, real-world, career-related experiences to enhance their academic pursuits. Each student's participation in and completion of work-based learning activities will be documented on their electronic IGP (eIGP). As noted above, RTTT funds will be used to increase access to these experiences through virtual job shadowing.

2. Continue developing and implementing research-based systems to identify students whose academic struggles place them at risk of dropping out.

The EEDA mandates focus on identifying and serving students at risk for dropping out of school or being poorly prepared to proceed to the next level of education or to the workforce. South Carolina's EEDA Coordinating Council established At-Risk Student Services to help schools and district in accessing and implementing research-based interventions to address this need. Once identified, students get the help they need to catch up with their peers. South Carolina districts are working with the National Dropout Prevention Center at Clemson University to pilot research-based systems that automatically flag students and provide potential interventions aimed at meeting the student's needs. Participating LEAs agree to adopt an at-risk student indicator data system, provide educators with professional development on how to use the data to intervene appropriately with these students according to the LEA's previously adopted at-risk model, and implement procedures for ensuring that the systems are being used and that appropriate interventions are occurring.

3. Pilot Dropout Prevention and Intervention Models

The Dropout Prevention and Intervention Pilot will be available to schools and districts with above state average rates for dropouts. Graduate South Carolina, a model developed by the United Way of Greenville County and the Alliance for Quality Education and launched in Greenville County School District, consists of several research-based components: 1) early identification of at-risk students in the 8th grade; 2) a four-week summer enrichment transition program; 3) a graduation coach who provides support to students and enables them to stay in school; 4) mentors and after school tutoring; and 5) a door-to-door dropout recovery campaign.

This program has already demonstrated early success by improving the likelihood that students will remain in school. RTTT funds will enable South Carolina to pilot this program in several schools across the state.

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

After steady increases, South Carolina's college enrollment rates within two years of earning a high school diploma have remained relatively flat for the last few years, despite tuition assistance from the S.C. Education Lottery, created in 2002 (see Appendix A1A for information on college enrollment and first semester success since 1984 and a 10-year college enrollment chart with statistical control limits that demonstrates only slight improvement above the averages). South Carolina will increase successful enrollment in higher education. Specific goals for the increases will be set once data systems are in place that can track relevant indicators. South Carolina first must enhance the data systems needed to track these indicators.

The state-mandated *College Freshman Report* links information from IHEs back to high schools, but covers only the first semester following a student's high school graduation; no mechanism currently exists to track students through the end of their first year in college or through completion of a program of study, or to link results to a P-12 school. By integrating P-12 and postsecondary data into a P-20 system, South Carolina will examine data related to transition to college, enrollment in remedial coursework, and postsecondary progress and success. RTTT and SLDS funding will help P-12 work with higher education to develop this capacity and integrate data into the South Carolina data warehouse.

South Carolina must also continue to cultivate a college-going culture through its guidance counselors, career specialists, and IGP processes under the EEDA. Many students live in households in which no one has gone to college. Only 20.4% of the adult population in the state holds a bachelor's degree or more (Census 2000) and only another 12.6% have a two-year degree. For over ten years, estimates have been that by 2020, at least 20% of jobs will require a four-year degree and 65% will require an associate's degree or advanced training (Judy, D'Amico & Geipel. 1997). Our school counseling programs assist with:

- Expectation: students are expected to enroll in higher education, with high school graduation plans designed to meet those expectations

- Exploration: students are given opportunities to explore college campuses
- Experience: South Carolina continues to expand access to dual enrollment, Advanced Placement, and early/middle college programs so that more students who transition from P-12 already have successfully experienced and completed college credits.
- Exemption from seat time: South Carolina regulations permit credit acquisition through competency rather than seat time. South Carolina's nationally rated S.C. Virtual School Program facilitates credit for content mastery and also provides equitable access to all students seeking enrollment in Advanced Placement courses.
- Exam preparation: schools focus on SAT and ACT preparation, and the S.C. Virtual School Program makes online preparation sessions available for free
- Expense planning: EEDA Personal Pathways to Success websites have links to scholarships, FASFA information, and planners for college expenses
- Extending alignment through the statewide secondary-to-postsecondary Course Alignment Project (SC CAP).

Through SC CAP, South Carolina is working to align exit-level high school courses with entry-level college course in English/language arts, mathematics, and science. This effort requires statewide collaboration among PK-12, two- and four-year colleges as well as their coordinating boards, the South Carolina State Technical College System and the Commission on Higher Education. SC CAP is the nation's first statewide collaborative effort to bring together high school and college faculty to examine the scope and sequence of high school and college courses in the same disciplines. In collaboration with the Educational Policy Improvement Center (EPIC), South Carolina is improving alignment so students have a seamless, successful transition from secondary to postsecondary education. In Phase 1, the state conducted an alignment study between the college readiness reference standards and the state P-12 standards. South Carolina is in Phase 2 (2009-2010) of this project, in which 17 different vertically-paired courses are being piloted in 13 high schools and IHEs in clusters from a geographic representation of the state. (Appendix A1K contains the most recent SC CAP newsletter (December 2009) which lists the courses and team members.) Twelve out of 17 of these courses are STEM related – biology, chemistry, physics, and math pairs. Phase 3 (2010-11) will include strategic outreach and ongoing support for adoption of the paired courses statewide. RTTT funds will be used to realign the college readiness standards to the enhanced common core

standards, amending the paired course curricula to those standards, and creating implementation rubrics to scale up best practices identified in Phase 2.

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

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

South Carolina has the agency- and state-wide capacity and experience to implement South Carolina INSPIRED. In addition, the State, the SCDE, and their partners, have built statewide systems that will make statewide reform easier and faster to achieve. For example, South Carolina has statewide teacher (ADEPT) and principal (PADEPP) evaluation systems that all LEAs are required to use by law. Once these systems are amended, they will have immediate impact at the classroom, school, and district levels. With funding from a 2005 SLDS federal grant, South Carolina is also well into implementing a statewide longitudinal data system, SLICE 2013, with a Student Information System that all districts use. South Carolina has already put into place regional mechanisms—EEDA Regional Education Centers and S²MART Centers—to garner stakeholder support and involvement as well as to deliver training, technical assistance, and professional development. Essential to South Carolina INSPIRED is broad, deep, consistent stakeholder involvement, which is detailed in section (A)(2)(ii) below.

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

A State-Level Advisory Team will be convened to provide state-level oversight for South Carolina INSPIRED. This team will include representatives from the Governor’s Office, SCDE, SBE, the Education Oversight Committee, the Commission on Higher Education (CHE), the State Technical College System, the Office of Research and Statistics, the South Carolina Association of School Administrators, the State School Boards Association, the South Carolina General Assembly, and South Carolina’s liaison to SERVE (See list of agencies in Appendix A2A). This team also serves as a capacity-building initiative as members will help disseminate information and progress about South Carolina INSPIRED across our state.

Within the SCDE, high-caliber professionals (Deputy Superintendents and Office Directors) with extensive experience in successful project management and grants administration will be responsible for implementing the reforms. The SCDE’s organizational chart is included

in Appendix A2B, and credential summaries for SCDE personnel involved in implementing South Carolina INSPIRED are included in Appendix A2C. Resumes are available upon request.

To administer the project, a Project Director will be hired within the SCDE. This Project Director will report directly to the Superintendent, rank as a Deputy Superintendent, and participate in all senior staff meetings. The Project Director will oversee all grant activities, including reporting, budgeting, and progress toward meeting benchmarks, objectives, and goals. Reporting to the Project Director will be one Education Associate who will direct the state's Data Analysis Training and Technical Assistance (DATTA) initiative, coordinate implementation of the LEA MOUs, establish state-level procurements, ensure agency cross-divisional professional development, and contract for program evaluation (see position descriptions in Appendix A2D). The existing Director of the Office of Regional Services will coordinate the regional S²MART Centers, which currently include iCoach SC staff and also manage Education Associates specializing in educator evaluation, DATTA, and turnaround services. The existing Director of the Office of Special Projects will be responsible for the turnaround specialists referenced in section E below. In addition, the Project Director will work with an external contractor (to be determined using the state's procurement processes) to develop implementation rubrics to be used to determine fidelity of implementation. A program coordinator will assist with the data collection, reporting, and monitoring of grant projects.

The SCDE's leaders will align tasks and assignments to implement the changes to achieve the goals of SC INSPIRES. These tasks will enable cross-divisional teams to support LEAs in analyzing and using data to inform instruction and change school culture; improve the instructional cycle to ensure effective teaching; build capacity at the site level through the use of the S²MART Centers; and build stakeholder investment and momentum. To achieve this cross-divisional strength, the SCDE will engage in continuous cross-divisional training and technical assistance to ensure consistent focus, message, and delivery.

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

South Carolina recognizes that with state-level support, the leadership and drive must come from the LEAs and the schools as they build capacity to implement consistent and

persistent change. For decades, the SCDE has worked diligently to support LEAs in implementing reform and improving student achievement. Much of this work forms the basis of our efforts to build sustainable capacity at the site level. South Carolina INSPIRED will focus on two primary strategies to build reform: a curriculum and delivery model for data analysis and use (DATTA and the 7A's) and a model for delivering consistent, effective Training and Technical Assistance (TTA) through regional learning centers (S²MART Centers). These two programs will enable South Carolina to build a state-level community of professional practice.

Data Analysis Training and Technical Assistance (DATTA) Initiative: The 7A's

The correct, meaningful use of data is critical to any reform effort, and South Carolina will develop and implement a model that provides internal and statewide TTA for the statewide longitudinal data system. Not only will the data system be enhanced to facilitate access to data, but professional development on analysis and use of data will be embedded within the regional center's offerings. The data system will track educators' impact on student growth to inform learning, evaluation, employment decisions, colleges of education, and equity of distribution. The data system will also be used to identify the 5% persistently lowest achieving schools, which are targeted for intensive reform to rapidly improve student achievement and growth.

Acquiring data serves no purpose unless system components and TTA enable stakeholders to access, analyze, and apply data. For our education reform efforts to be successful, South Carolina must deliver the appropriate TTA—the 7A's—to enable leaders and educators to use data wisely in education decision making. The first three A's deal with getting and having data; the last four A's deal with using the data to create learning.

- *Acquisition:* For reform to be successful, high-quality data must be available to all stakeholders. Successful acquisition of high-quality data depends on those who produce the data and those who enter data into the system. Training and support for data managers in collection and entry procedures are critical to the quality of data to which stakeholders have access. Training and support for educators are critical so they can support the collection and entry of data.
- *Awareness:* To access and use data to make critical decisions and take action, stakeholders in higher education, workforce agencies, and other health and human service agencies must be aware that data exist. SCDE personnel will develop communication and dissemination activities to ensure awareness about available data systems and tools.

- *Access:* The SLDS provides four separate interfaces, with access determined by the stakeholder’s role in the education process: (1) public, (2) researchers and policy makers, (3) parents and students, and (4) teachers and other educators. TTA, access and security levels will be based on those roles.
- *Analysis:* Stakeholders will need training and support to ensure proper understanding, analysis, and use of data from the SLDS and other systems to solve identified problems. All stakeholders, especially teachers and principals and including SCDE personnel, will need comprehensive TTA in analyzing the data available to them. This training must be ongoing and timely so that all stakeholders are able not only to see what has happened in the education process, but also plan what is to happen next, based on analysis.
- *Application:* “Analysis” looks backward (what do the data tell us?) “Application” looks forward (what should we do now that the data has informed us?) The use of data to solve problems is a critical part of the process. Users will need ongoing TTA to learn how to effectively apply their analyses to address specific problems, concerns, and needs of individual learners and decision makers. The effective application of data implies that best practices are known and that distinctions can be made in applying data to the appropriate learners or decisions.
- *Assessment:* Stakeholders will need training and support to use data effectively to determine outcomes and report results of their application efforts. Training must include developing and using assessments, and appropriate performance measures to determine effect. Such assessments generate more data that must be considered in the education process; thus, training must include strategies for such considerations.
- *Advancement:* Stakeholders will need a constantly higher level of training to refine assessment and application processes, identify subsequent sets of needs and problems, and identify appropriate next steps. These processes will lead to new data being added to the system to increase effectiveness. All stakeholders will develop strategies for advancing their learning through effective use of data to inform all parts of the process.

The 7A’s represents a continuous cycle that grows in complexity as data competencies grow and new data is integrated into the system. As data changes due to the advancement of learning, additional TTA will be needed to advance the skill sets of stakeholders so that the entire process continues to help identify promising and effective practices and advances learning.

Currently, each SCDE division is offering TTA on data analysis and application; at times, LEAs are contracting with providers to assist with the appropriate use of data. Creating a position to oversee DATTA and the 7A's model will enable South Carolina to integrate, coordinate, and more efficiently align its TTA on data analysis and application.

Integrated TTA/Learning Centers: S²MART Centers

Part of South Carolina's strategy for implementing its reform plans is to strengthen existing regional support centers and coaching initiatives to provide services "at the grassroots level" and to maintain a focus on building leadership, capacity, and drive at the LEA, school, and classroom levels. Two current models, the Regional Education Centers (REC) and the Support Services for Making a Real Transformation (S²MART) Centers, will partner to deliver consistent TTA to schools and districts.

The EEDA created 12 virtual RECs with career development facilitators/center coordinators who provide (1) services to students and adults for career planning, training and employment; (2) resources to educators and school districts; (3) and resources to employers, such as education partnerships, career-oriented learning, and training services; and who (4) facilitate local connections among businesses and those involved in education; and (5) work with districts and IHEs to promote workforce education programs. These regional coordinators galvanize local communities in their efforts to keep students in school until they earn a state diploma and are ready for higher education and careers. As such, the coordinators will work alongside other regional personnel (specialists working with district iCoaches, e-coaches, turnaround staff, etc.) to convene business and community partners to assist in developing and implementing local strategies to decrease the dropout rate at each local high school and to convene parents and community partners to assist in implementing local strategies to increase parental involvement.

The state also has eight physical S²MART Centers (Support Services for Making a Real Transformation). These centers, previously the hubs for the Math and Science Coaching Initiative, will be re-tooled to serve as the focal point for site-based coaching and technical assistance.

The S²MART Center is a regional resource offering tiered support services designed to build capacity to improve instruction using the State's intense professional learning initiative for instructional coaching, iCoach SC. S²MART Center staff work with districts, schools and

teachers to bring about improvements in the classroom by applying aspects of the theory of action that will achieve the goal of improving student achievement.

The SCDE has opted to use the S²MART Center iCoach staff and structure because of their effectiveness and LEA investment in the model (for information about the S²MART Centers and the iCoach model, see Appendix A2E). The work of the S²MART Centers is based on scientific research, content knowledge, state academic standards, appropriate pedagogy, and infusion of strategies and support for teaching and learning 21st Century Skills. Recent history highlights the LEAs' investment. Prior to 2009, the State provided a grant to schools to support coaches, as well as to provide ongoing training and support. During 2008 and 2009, funds for grants to coaching schools were no longer available. To continue the coaching program, the SCDE moved to a fee-for-service model. Despite the fact that every district had to cut budgets severely, including laying off teachers, districts committed funds so that 124 schools could receive S²MART Center iCoaching support.

The S²MART Centers will take a leadership role with existing and developing regional consortia of education stakeholders. These partners will include the RECs, their Regional Advisory Boards, local elected officials, IHEs, businesses, and industry. As a team, these stakeholders will create a seamless system that ensures that districts, schools, and teachers have access to high-quality professional learning and practice with the implementation of best practices based on research and on the use of data to inform instruction to produce self-directed learners who are ready for college and careers. The team will assist with change management TTA as value-added features are included in all educator evaluations. Professional development provided through innovative regional S²MART Centers will assist educators' transition to 21st century, next generation learning styles. The new program identifier function in the SLDS will be used to maintain records of professional development in a portfolio for each educator so that student achievement results can be linked back to the professional development delivered, and decisions can be made on which programs deliver the most return on investment. Relationships with IHEs will also facilitate using information from Project HEAT, which links educator performance back to preparation programs, to improve instruction at the state's colleges of education. The State anticipates that teacher education units will want to take a more active role in the induction and mentoring of new graduates during the period when graduates' impact on student achievement will be linked back to their programs.

The effectiveness of S²MART centers will be determined by student progress on formative and interim assessments, external analysis of student academic growth as determined by Virtual Comparison Groups, monitoring of teacher implementation of professional development offerings, results from the to-be-amended educator evaluation systems, the evaluations of colleges of education in the region, and student achievement results.

Each S²MART Center will have a team leader and the capacity/resources to employ or contract with others as specific needs and opportunities arise. Available expertise within the S²MART Center will be an instructional coach, a regional education support specialist (for assistance with teacher/principal assessment, induction, and mentoring), an instructional technology coach, assistive technology specialists, EEDA Regional Education Coordinators, and turnaround managers (in four centers coordinating resources to lowest-performing schools).

Support for Transition to new Standards and Assessment and Focus on the Instructional Cycle

South Carolina will expand its current support system, already part of the S²MART Center offerings, for standards, curriculum, instruction, and assessment. Our current standards, nationally recognized by the Fordham Foundation and Quality Counts, have a consistent format and require a formal cyclical review process for development, adoption, review, and revisions. The SCDE has developed support documents for all standards to support teacher understanding and curriculum resources for the core content areas that include: scope and sequence, instructional resources (model lessons), and guidelines for assessments.

The record of systemic school improvement work conducted by the S²MART Centers and the iCoach model has led to additional opportunities for S²MART Center staff to work with 24 historically low-performing schools (identified by our State's accountability system) and 59 Title I schools in corrective action. The SCDE's tiered approach to providing professional learning ensures that schools are able to access a level of support consistent with the school's needs. The tiered system was begun during the 2008-09 school year and the lessons learned will be applied to its subsequent development. The SCDE proposes to create collaborative agreements with stakeholders, such as the South Carolina Association of School Administrators (SCASA) Instructional Leaders Roundtable (ILR), made up of district curriculum directors and assistant superintendents. The S²MART Centers will work with regional counterparts from the ILR to plan and implement professional learning programs for districts, schools, and teachers.

South Carolina's longitudinal data system, SLICE, will be used to identify the 5% of

persistently lowest achieving schools, which, as part of this application and the State's plan for the Title I School Improvement Grant, are targeted for intensive reform through four turnaround models designed to rapidly improve student achievement and growth. During the initial year of the program the SCDE will focus on the lowest 5% to ensure that the best models are selected, local plans are developed, and that plans are being implemented.

To bring about marked school improvement at a statewide level, South Carolina will focus intensely on turning around more than the lowest 5% of schools. Therefore, South Carolina proposes to serve a second cohort of schools that have characteristics similar to the lowest 5% (see Section E). Race to the Top funds will be used to turnaround and transform this second cohort in an equally aggressive manner. In Year Two, the State will initiate the program for the second cohort of schools following the same steps employed during year one.

These turnaround experiences will add to the knowledge base from which South Carolina acts to improve its schools and to stem declines in academic achievement. Information will be added to the curriculum of colleges of education, leadership programs, monitoring systems, and technical assistance programs provided by the state so that more schools meet state and federal standards, and fewer schools are labeled as at risk of low academic performance.

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

The SCDE has an experienced financial, legal, and grants staff, as well as numerous project directors who oversee grant programs, administration, budgeting and reporting. A list of the successful grant implementations over the last year, totaling \$1,250,938,874 is included in Appendix A2F. South Carolina's education programs have received favorable audit reports on its systems of grant administration, grant oversight, budget reporting, financial monitoring, performance tracking and funds disbursement. The SCDE has established grant policies and procedures for grant acquisition, implementation, reimbursement, and administration. To ensure high quality project administration and compliance with USED reporting requirements, all personnel involved in South Carolina INSPIRED, including designated LEA personnel, will participate in TTA for grants management and administration.

(d) Using the funds for this grant, as described in the state's budget and accompanying budget narrative, to accomplish the state's plans and meet its targets, including where feasible, by coordinating, reallocating, or repurposing education funds from other

Federal, state, and local sources so that they align with the state's Race to the Top goals; and

The State requests \$299,841,083 in this application, and its budget (See Appendix G for budget and budget justification) indicates how these and other funds will be used to meet and sustain the State's objectives. South Carolina INSPIRED is a cost-effective plan for statewide reform (the total plan allocates \$428 per student over four years). The plan focuses upon creating infrastructure, building local capacity, creating expert systems and knowledge, fostering state and local level communities of professional practice, and transitioning to revised systems so that by the end of the grant term, with re-purposed state dollars (for example, the new SITE formula for teacher compensation), the programs created under the grant will be sustainable.

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

Rather than representing a time-limited experiment, South Carolina INSPIRED builds on existing, sustainable mechanisms to propel reform. As student achievement increases, dropouts decline, and enrollment in higher education increases, South Carolina will also increase momentum and stakeholder support from a broad range of constituencies to sustain change far beyond the grant period. Creating and expanding the will for change and reform will enable South Carolina to focus resources—fiscal, political, and human—necessary to achieve goals far beyond the grant project. As our education system improves, South Carolina will also be more attractive to new and existing business and industry. The existence of more and better jobs leads to an improved economy, which generates the revenues that fund public education. Better education leads to workers who are better prepared for careers, and the cycle continues to generate momentum for improvement.

Significantly, as we implement this project, we will weave effective strategies and mechanisms into the fabric of public education. For example, the S²MART Centers will become part of the structure of South Carolina public education and provide a conduit of feedback and dissemination for the SCDE as well as schools and districts across the state. In and of itself, building capacity at the site level and across schools and districts becomes a self-perpetuating vehicle for change and reform. And, as educators and families become more aware of and confident about using data effectively to shape learning, instruction, and direction, they will insist not only on high quality data, but also upon the expansion of its use and application. Self-

directed, next-generation learners, from prekindergarten to doctoral levels, will be adept at using data to solve problems effectively.

Dissemination and replication will also serve as vehicles for sustainability. Sharing what works and what does not work serves as a critical vehicle for sustainable reform. Through pilots, research-based practices, cross-training, communication, the engagement of S²MART Centers, and other avenues, South Carolina will build a coordinated system that enables effective, informed dissemination and replication as well as termination of ineffective programs and practices. Implementation rubrics will create knowledge for use by others across the nation.

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

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

Letters of support for South Carolina INSPIRED are included in Appendix A2I. These letters reflect the broad commitment and support required to implement a reform of this scope and magnitude.

In addition, South Carolina INSPIRED draws heavily upon and aligns with the largest study on public education in South Carolina ever undertaken. In February 2005, the William and Flora Hewlett Foundation awarded The Riley Institute at Furman University a \$600,000 grant to conduct this study, unique in the nation for its breadth and highly credible scientific methodology; it is the only scientific study conducted in South Carolina that definitively details consensus about what stakeholders want for public education. Nearly 800 stakeholders participated in 106 research sessions in 16 locations for 4.5 hours at a time. Stakeholders included superintendents, teachers at each level, parents, business men and women, students, principals, and school board members; every South Carolina school district was represented. Derived from more than 3,000 focus group hours with a broad spectrum of stakeholders, nine broad areas emerged at a very high level of consensus (at least 75%). Regardless of stakeholder demographics, geographic location, or their stake in public education, participants desired focus

on Connecting Schools and Families, Preparing Students for a Global Economy, Increasing Learning Opportunities, Overcoming Academic Challenges, Ensuring High-Performing Teachers, Building Strong Leadership in Every School, Promoting Support for Public Education, Maintaining Outstanding Facilities and Infrastructure, and Individualizing Education for Students. Three over-arching areas in the study’s findings addressed many of the nine key action areas above, and emerged as most prominent (at 90% consensus or higher): Early Childhood Education, Schools as Community Centers, and Recruitment and Retention of High Quality Teachers. All of these elements are reflected in the plans for reform and South Carolina INSPIRED. A summary of this study is included in Appendix A2H.

As discussed in detail in the sections below, stakeholders will continue to shape South Carolina INSPIRED through their participation in the statewide advisory council, their involvement in REC career development efforts and S²MART Centers, the Data Governance Committee, the workgroups dedicated to amending educator evaluation systems and expanding alternate routes, and School Improvement Councils at every school, especially those involved in turning around struggling schools.

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

South Carolina collected signatures from 100% of the participating LEAs’ superintendents and board chairs by working with diverse educator associations and councils—the South Carolina School Board Association and the South Carolina Association of School Administrators—primarily to communicate the need, seek commitments, and obtain timely signatures. Although South Carolina does not have teachers’ unions, there is an active community of statewide teacher associations. South Carolina has letters of support (in Appendix A2G) from the South Carolina Education Association, the Palmetto State Teachers Association and the teachers of excellence, a collective of Milken winners and State Teachers of the Year. South Carolina also has MOUs or strong letters of support from 30 institutions of higher education and their colleges of education to accomplish work related to data systems, educator preparation, and educator professional development.

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

teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education.

Without the support of key and critical stakeholders, this statewide long-term reform plan will certainly fail. South Carolina held broad stakeholder sessions concerning RTTT on September 29, October 16, and December 14, 2009. (Appendix A2I includes the participants, their organizations and key action statements.) An informational meeting with superintendents of the 5% persistently lowest achieving schools was held December 8, 2009. In addition to the broad stakeholder sessions, meetings with schools district leaders were held April 2, November 19, December 3, December 14 (webinar), December 17, 2009 and January 7, 2010.

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

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

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

- promote fair and equitable school funding
- reform accountability to ensure its success
- expand public school choice for parents and student
- accelerate innovation
- elevate and reinvigorate the teaching profession.

In addition, Superintendent Rex unveiled a sweeping statewide public school choice plan, and he has continued to make public school choice, including single-gender education and the Montessori Method, a cornerstone of his administration. He created the first-ever Office of Public School Choice at the SCDE and has become a national leader on this issue. In May 2007, Dr. Rex unveiled a comprehensive set of recommendations designed to reform and improve state and federal school accountability systems. In 2009, South Carolina implemented its new statewide assessment system, the Palmetto Assessment of State Standards (PASS), that helps to provide parents, teachers, and students data and feedback they can use to improve student achievement. The measure also ends the practice of unfair and irresponsible labeling of schools, reduces burdensome and unnecessary paperwork for teachers, and creates a five-year cyclical review of all accountability efforts to ensure that these measures are working and to recommend

changes if necessary. Dr. Rex has also created two statewide task forces to address fair and equitable funding for schools and created an unprecedented collaborative, the Palmetto Priority Schools Project, to address the vast challenges of South Carolina's lowest performing schools.

Success in Standards and Assessments

South Carolina's student testing program was the first in the nation to earn federal ESEA/NCLB approval. Nine independent national studies have recognized South Carolina's academic standards as among the country's best. The National Center for Education Statistics (NCES) ranks our student proficiency cutoff scores second in 4th grade reading, 8th grade reading and 8th grade math, and fourth in 4th grade reading. The Fordham Foundation ranked South Carolina's science academic standards as the nation's fourth best and our world history standards as eighth best. *The Princeton Review* ranked the state's testing system as No. 11 in the nation and praised the state's academic proficiency standards as among the nation's most rigorous.

These accolades stem from the passage of the Education Accountability Act (EAA) in 1998, which launched a decade of intense school reform activity in South Carolina, resulting in the creation of the infrastructure of reform: the creation of an accountability system that includes well-regarded academic standards and public accountability measures as well as funding (until the current fiscal crisis) specifically targeted at professional development for teachers.

According to the statute, (§58-18-110) (see Section B), the standards must "push schools and students to higher performance by aligning state assessment to those standards and linking policy and criteria for performance standards, accreditation, reporting, school rewards, and targeted assistance." Furthermore, the EAA requires that the standards must reflect "the highest level of academic skills with the rigor necessary to improve the curriculum and instruction in South Carolina schools so that students are encouraged to learn at unprecedented levels and must be reflective of the highest level of academic skills at each grade level" (§58-18-300).

South Carolina was also one of the first states to mandate K–12 career exploration and preparation. The Education and Economic Development Act (EEDA) of 2005, developed by a statewide education/business task force, links students' high school coursework with their individual talents and interests; increased the numbers of guidance counselors; and encourages whole-school reform models in high schools. Under EEDA, each student and a parent or guardian works with a school counselor to create an Individual Graduation Plan that focuses everyone's efforts on earning a diploma. As a result, *Education Week* ranked the State 11th in its

efforts to connect K–12 education with early learning, higher education, and the world of work (the score for transitions and alignments to economy and workforce was 100%).

Teacher Quality

South Carolina continues to lead the nation in teacher improvement efforts. For the second year in a row, the national report card “Quality Counts,” published by *Education Week*, ranked South Carolina No. 1 for improving teacher quality (January 2010). South Carolina received the only “A” rating with a score of 95.8 (next highest score was 88.0). The State also received an “A” for its academic standards and accountability system in 2009 (#5) and 2010 (tied at #7). This high ranking continues a trend for South Carolina: “Quality Counts” also ranked us first in the nation for improving teacher quality in both 2003 and 2004 and second for teacher quality improvement in 2005 and 2006. Overall, the January 14, 2010 Quality Counts report ranks South Carolina 11th in the nation.

The National Council on Teacher Quality rated South Carolina tops in the nation for identifying effective teachers, retaining effective educators, and dismissing ineffective teachers from the classroom. According to the council, “South Carolina’s policies regarding the exiting of ineffective teachers are stronger than many states” (NCTQ, 2008).

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

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

South Carolina’s Longitudinal Data System

Since 2006, the SCDE has been an able leader in national efforts to create and use statewide longitudinal data systems for public education. South Carolina was the first state to adopt a uniform statewide student information system (SIS) with state funding. South Carolina has already implemented several key SLDS components as part of its original 2006 SLDS grant:

- led the nation in the development of strategies to create and use statewide unique student identification numbers and its SUNS (Student Unique Numbering System), based on SIF (School Interoperability Framework) functionality, a model now used in other states
- completed the structure of and housed data in its educational data warehouse
- integrated data from its SIS with data from statewide assessments, individual student graduation planning, teacher certification and credential system, and other sources that can inform education stakeholders
- developed a public interface to the data warehouse so that aggregated and disaggregated data can be accessed and analyzed by education stakeholders
- developed an electronic transcript system that moves individual student records from K-12 schools to institutions of higher education
- developed an online system for the development and application of individual graduation plans for middle and high school students' use to plan postsecondary academic and career goals
- developed a system of data integration to help identify middle and high school students who may be at risk for dropping out or for less-than-successful educational experiences.

Struggling Schools

South Carolina's home-grown Palmetto Priority Schools project was created in 2007 to target resources and expertise to academically struggling schools that had consistently failed to meet expected progress. The project was developed as an alternative to a State takeover for the group of schools that share several general challenges: a high poverty population, excessively high rates of leader and teacher turnover, and a history of underachievement in the school and consequently, the community. The 41 schools in the collaborative have an average poverty rating of 94%. State Superintendent Rex, with the approval of the SBE, chose to implement a collaboration strategy as an intervention to serve schools, a technique endorsed by MASS Insight in its promotion of “cluster” strategies for turning around schools. The collaborative model combines four strategies tailored to each school’s needs: collaboration, leadership mentoring, a dropout prevention initiative, and teacher recruitment. Each participating school is represented in the collaborative’s leadership team by its principal, district superintendent, and school board chair. The team meets regularly with the State Superintendent, the project director, and liaisons assigned to each school. A variety of additional resources are available to these 41 schools,

including partnerships with colleges and universities. This project was expanded in SY 2009-10 to include turnaround pilot programs with volunteers from among the PPS collaborative.

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

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

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

▪ Most South Carolina scores are approaching or exceed the national average on the NAEP.

Standard and Poor's has identified South Carolina as an "outperformer" on NAEP for consistently achieving above statistical expectations.

- In 2005, our 4th and 8th graders scored above the national average in math and only slightly below the national average in reading.
- South Carolina's 8th graders have the nation's top improvement rate on the NAEP math assessment and our 4th graders have the top improvement rate in science.

▪ South Carolina students have posted significant long-term gains on statewide assessment testing for grades 3–8 across all grade levels, subjects, and demographic groups.

- The percentage of students scoring basic or above in math has increased by an average of 22 points since 1999 in grades 3–8.
- The percentage of students scoring basic or above in English/Language Arts has increased by an average of 13 points since 1999 in grades 3–8.

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

The Education Trust reported that South Carolina's minority and lower-income students have raised their scores and reduced achievement gaps in recent years on standardized reading and math tests. The organization's 2009 national report, *Education Watch*, reports that achievement gaps in South Carolina are smaller than the national average. For further information, see Appendix A1H and evidence for (A)(1)(iii) "Ambitious yet achievable goals, overall and by subgroups," above.

(c) Increasing high school graduation rates.

The *Education Week* report, *Diplomas Count 2009: Broader Horizons: The Challenge of College Readiness for All Students* (June 2009) recognizes South Carolina for the nation's best improvement in on-time high school graduation rates between 1996 and 2006. South Carolina's on-time graduation rate increased from 53.2% (1996) to 66.3% (2006), a national ranking of 37th. The national average for the Class of 2006 was 69.2%. The report also recognized South Carolina as one of only three states to register double-digit gains in graduation rates, while 34 other states experienced marginal improvement and 10 experienced declines.

South Carolina's 2008 on-time graduation rate, calculated using the federally-required method, was 73.3%, a clear sign that we are making progress in keeping students in school and ensuring their on-time graduation from high school. In addition, South Carolina is one of only a few states to raise high school seniors' scores on the ACT college entrance exam over the past five years, despite dramatically increasing the number of students taking the exam.

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

As detailed below and listed in Appendix A2J, South Carolina's goals and objectives focus on four main areas: adopting high quality, national standards and assessments; continuing to implement and augment our statewide longitudinal data system; improving teacher and leader quality, recruitment, and retention; and transforming struggling schools in successful schools.

Timeline of Activities for Section A: State Success Factors

Strategy, Activity	Personnel Responsible	Year 1 / 2010				Year 2 / 2011				Year 3 / 2012				Year 4 / 2013				Year 5/2014	
		Q1	Q2	Q3	Q4	Q1	Q2												
Goal A1: South Carolina will rapidly evolve into a student-focused, choice-driven, innovative public education system that can create and sustain individual, family, community, state, and national economic growth and vitality.																			
Establish Grant Management Leader - Advertise deputy position; review applications; conduct interviews; hire, equip office	Superintendent's Office, Janice Poda, Deputy for Administration		X	X															
Hire division level staff for operations of the grant support teams: education associate, program coordinator, and administrative assistant. With new Deputy, conduct interviews; hire; equip office	Superintendent's Office, Janice Poda, Deputy for Administration and new deputy	X	X	X															
Obtain LEA plans pursuant to MOUs. Conduct statewide training on the plans and budgets necessary for Ex. II to the MOU. Review SFSF applications and propose clusters of LEAs. Conduct cluster workshops with similar foci to assist in drafting Ex. II. Establish deadlines and review completed Ex. II. Provide feedback. Complete Ex. II and agreements within 90 days of the grant award. Establish milestones and overall schedule for district activities.	Race to the Top (RTTT) State-Level Advisory Team. Upon hiring of the Grant Leadership Team, the completion of these tasks will be taken over by that team, which will be assisted by the program areas and RTTT Team.		X	X															

Strategy, Activity	Personnel Responsible	Year 1 / 2010				Year 2 / 2011				Year 3 / 2012				Year 4 / 2013				Year 5/2014	
		Q1	Q2	Q3	Q4	Q1	Q2												
<p>Develop Implementation Rubrics - Work with vendor on projects during various stages (e.g., Not Started, Early Planning, Partial/Full Implementation, Best Practice). Conduct initial assessments State and participating LEAs for each project. Establish schedule for periodic evaluations to track implementation progress. Establish procedures for monitoring reports and sharing best practices. Publish to website.</p>	RTTT Team, to be superseded by new Deputy (TBD) and staff.		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<p>Written Public School Choice Plans - Participating LEAs hold stakeholder meetings and prepare written public school choice plans to have at least one choice within each of elementary, middle, and HS by no later than SY 11-12, and at least annually provide the SCDE with information on the choices, enrollments, stakeholder input, etc. Activities: Survey districts on status of written choice plans; conduct training on how to obtain stakeholder input and develop plans; provide TTA to districts upon request; monitor implementation of choices.</p>	Deputy, Division of Innovation & Support (Betsy Carpentier) and Director, Office of Public School Choice & Innovation (Virgie Chambers)		X			X	X			X	X			X	X				

Strategy, Activity	Personnel Responsible	Year 1 / 2010				Year 2 / 2011				Year 3 / 2012				Year 4 / 2013				Year 5/2014	
		Q1	Q2	Q3	Q4	Q1	Q2												
<p>Section 1512 Reporting - Establish systems for gathering data needed for Section 1512 of ARRA reporting. Train the existing District ARRA Data & Reporting Coordinators on any special requirements for the RTTT sub-grants. Add RTTT reporting to all QA and checklists for the State 1512 reporting.</p>	<p>Deputy, Division of Innovation & Support (Betsy Carpentier); Program Coordinator for ARRA Reporting; new deputy (TBD) and program coordinator (TBD)</p>		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<p>Establish State Level Procurements & Contracts for State Services and to Ease Burden on LEAs. Utilize budgets and timelines to identify all vendor services and products to be purchased under the grant. Inventory LEAs for additional procurements that would assist with their MOU implementation. Determine appropriate procurement method for each. Draft the procurement documents and route through State processes. Select vendors and publish results to LEAs. Periodically review status and repeat cycle as needed.</p>	<p>RTTT Team (see above) and new deputy (TBD) and staff (program coordinator (TBD), education associate (TBD), and administrative assstiant (TBD). Shelly Kelly, General Counsel, SCDE.</p>				X	X	X	X	X										

Strategy, Activity	Personnel Responsible	Year 1 / 2010				Year 2 / 2011				Year 3 / 2012				Year 4 / 2013				Year 5/2014	
		Q1	Q2	Q3	Q4	Q1	Q2												
Establish Systems for Performance Measures - For each performance measure, including LEA reporting performance measures and measures under MOU; establish sources of data, methods of collection, responsible parties, frequency of collection-reporting (at least quarterly and more frequently when data indicates need for adjustments); processes for comparing to target goals; processes for collecting and reporting to Senior Management; processes for root cause-problem solving review when targets are not being met and for making necessary adjustments to ensure success.	RTTT Team (see above); new deputy (TBD) overseeing new Program Coordinator (TBD); Senior Staff of SCDE (Superintendent, Deputies, General Counsel, PIO, CIO).	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Establish RTTT Advisory Board																			
Establish-Expand Stakeholder Groups for the 4 Key Reforms and Work Plan for Providing Input and Feedback	New Deputy		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Annual RTTT Statewide Conference - Share developments, status, best practices, concerns, needs for adjustments	New Deputy and Education Associate			X			X				X				X				

Strategy, Activity	Personnel Responsible	Year 1 / 2010				Year 2 / 2011				Year 3 / 2012				Year 4 / 2013				Year 5/2014	
		Q1	Q2	Q3	Q4	Q1	Q2												
Montessori - Create subgrant program to outfit Montessori classrooms and to provide scholarships-loans to teachers seeking Montessori certification. (Awards in Years 1 and 2, monitoring in later years)	Dr. Ginny Riga; possible partnership with CERRA for loan program		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Goal A2: South Carolina will ensure dramatic growth in student achievement, graduation, and postsecondary enrollment rates, followed by student success in higher education and careers and as global citizens.																			
Virtual Job Shadowing - Job shadowing will take place for occupations that are difficult to shadow (e.g., safety issues) or for students who are interested in careers outside their geographic area.	Dr. Sabrina Moore, Director, Office of Regional Services			X	X														
Graduate SC - Participating high schools will offset a portion of the costs for a graduation coach for one year. Activities include creating request for applications, selecting grantees, TTA on the elements of the model, identifying at-risk students, in implementing the summer bridge program, establishing graduation coaches, setting up monitoring systems, and reporting on results.	Beth Binkley, Education Associate, Office of School Choice and Innovation		X	X			X	X	X		X	X	X		X	X	X		

(B) STANDARDS AND ASSESSMENTS

(B)(1) Developing and adopting common standards

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

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

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

In Summer 2009, South Carolina began its involvement with the common core standards as an opportunity to deepen and enhance its approach to curriculum, instruction, and assessment in English Language Arts (ELA) and mathematics. A team of state practitioners reviewed the draft college and career readiness standards (standards are in Appendix B1B) in the context of our state's current ELA and mathematics standards. The team recommended to the deputy superintendent of Standards and Learning at SCDE that implementing the draft standards would benefit the curriculum, instruction, and assessment in South Carolina classrooms.

In November 2009, a team of ELA and mathematics specialists conducted a formal alignment between the then current draft of the college and career readiness standards and South Carolina's ELA and mathematics standards. This aligned document will provide a basis for the formal adoption and transition to college and career readiness standards. These standards will help South Carolina students to learn the knowledge, the skills, and the dispositions advocated by the 21st Century Partnership. South Carolina will submit its application in January for the 21st Century Partnership's review in February (see application in Appendix B1C). The 21st Century partnership will assist South Carolina in the implementation of enhanced standards and high quality assessments through professional development services.

(b) Includes a significant numbers of States;

South Carolina is participating with 48 other states, the District of Columbia, and two territories in the Common Core Consortium (see Appendix B1D for list of participants).

(ii) (a) For Phase 1 applications, the State’s high-quality plan demonstrating its commitment to and progress toward adopting a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State, and to implementing the standards thereafter in a well-planned way

South Carolina has a formal process for adopting standards (see Appendix B1E) that is based on an official agreement between the State Board of Education (SBE) and the Education Oversight Committee (EOC). This process will be followed for the review, alignment, adoption, and implementation of the new standards. The following timeline presents the formal process being used to adopt the enhanced standards and assessments

July 2009	Provided internal feedback on draft of College- and Career- Readiness Standards (Content Area Specialists)
September – October 2009	<ul style="list-style-type: none"> • Conducted internal review of First Public Draft of College- and Career- Readiness Standards. (Content Area Teams, Math/ELA) • Presented feedback supported by research and evidence to CCSSO/NGA. • Initial alignment of the current South Carolina ELA and Math Standards with Common Core College- and Career- Readiness Standards (see Appendix B1F). • Communicated awareness efforts of feedback options to Content Area groups (Teachers, SC Math Coordinators, SC Language Arts Coordinators, SC Council of Teacher of English).
November 2009	Procedures/Timeline for review/adoption of Common Core finalized by Education Oversight Committee (EOC) and SCDE staff per agreed upon process.
December 2009	Recommended SCDE and EOC Panel members for K-12 Common Core Comparative Review. Panel members include content area experts in ELA and mathematics (classroom teachers, specialists, district curriculum representatives, college and university representatives, EOC stakeholder designees, SBE members). Staff leaders for Common Core Comparative Review designated; review instruments determined; roles and responsibilities determined.
January 2010	Selected panel members for K-12 Common Core Comparative Review and held initial meetings to detail expectations and provide timeline for completion of alignment review. Process to be handled in similar manner to current Instructional Materials Review for alignment. EOC retains the option of conducting an independent alignment process if desired.
February 2010	Joint meeting of SBE and EOC to provide information on the state-led Common Core Initiative, South Carolina’s participation and implications for state involvement, the Comparative Review Process Timeline. SCDE and EOC perspectives on review, alignment, adoption, implementation, assessment, and the potential impact of the Common Core Initiative on student learning in the state.
March 2010	<ul style="list-style-type: none"> • Complete K-12 Common Core Comparative Review Panel and field review of current SC Standards for alignment with K-12 Common Core. • Review national and international content area recommendations, Model Standard documents, Research-based best practices, and Workplace Skills expectations. (WorkKeys, PSAT, SAT, ACT) for consistency with K-12 Common Core. • Report results of alignment process with recommendations related to adoption considerations and feasibility based on current instructional practices, student learning expectations and assessment implications (K-12 Common Core Comparative Review Panel).

	<ul style="list-style-type: none"> Review recommendations of external panel (Higher Education, Technical Colleges, Business Community, SBE).
April 2010	Complete plans for alignment, adoption, implementation, and communication of the Common Core standards.
May 2010	First reading presentation of standards and implementation plan to State Board of Education Standards, Learning, and Assessment Committee (SLA) and State Board for approval and adoption.
June 2010	Present standards and implementation plan to EOC Academic Standards and Accountability Subcommittee (ASA) and full EOC for approval and adoption.
July 2010	Second-reading presentation of standards and implementation plan to State Board of Education for approval and adoption.

(B)(2) Developing and implementing common, high-quality assessments
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(i) Is working toward jointly developing and implementing common, high-quality assessments (as defined in this notice) aligned with the consortium’s common set of K-12 standards (as defined in this notice); and
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South Carolina is committed to developing common, high quality assessments aligned with internationally benchmarked standards adopted by the state. Toward this end, the state is working with four assessment consortia that, in combination, would lead to a set of common formative, interim/benchmark, and summative assessments aligned to the common set of standards. South Carolina will make a final determination of which consortia it will participate in based on the federal guidance and the groups or group most likely to lead to the highest quality assessments.

The Summative Multi-State Assessment Resources for Teachers and Educational Researchers (SMARTER) consortium will develop a high quality summative, online adaptive assessment system that is aligned to the Common Core Standards. The consortium is preparing an application to the Race to the Top Assessment Program for submission in June. The Multiple Options (for) Student Assessment (and) Instruction Consortium (MOSAIC) assessment initiative is developing an assessment system of formative and benchmark assessments that are aligned with the Common Core Standards in reading and mathematics for grades 3 through 8 and high school. The State Consortium for Developing Balanced Assessments of the Common Core Standards (Balanced Assessments consortium) proposes to serve as an umbrella for the MOSAIC and SMARTER consortia. The MOUs for these three consortia are in Appendix B2A.

The Assessment Consortium, led by Florida, will develop common, internationally-benchmarked formative, interim/benchmark, and summative assessments built toward college and career readiness. The MOU for this consortium is also found in Appendix B2A.

Appendix B2B also provides information on South Carolina’s diverse and active

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

(ii) Includes a significant number of States.

The SMARTER consortium is comprised of 24 states: California, Colorado, Delaware, District of Columbia, Hawaii, Idaho, Illinois, Kansas, Kentucky, Michigan, Minnesota, Mississippi, Montana, Nebraska, New Mexico, New York, Ohio, Oregon, South Carolina, Tennessee, Utah, Washington, Wisconsin, and Wyoming.

The 27 states in the MOSAIC consortium are Delaware, Hawaii, Idaho, Illinois, Iowa, Kansas, Kentucky, Maryland, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Jersey, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Tennessee, Utah, Washington, Wisconsin, and Wyoming.

There are 36 members in the Balanced Assessment consortium: Alabama, Arizona, Arkansas, California, Connecticut, Delaware, Illinois, Indiana, Georgia, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Montana, Nebraska, New Hampshire, New Jersey, North Carolina, North Dakota, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Washington DC, West Virginia, Wisconsin, and Wyoming.

The 17 Assessment Consortium includes Florida (leader), Georgia, Illinois, Indiana, Kentucky, Louisiana, Maryland, Massachusetts, Mississippi, New Jersey, New York, North Carolina, Pennsylvania, South Carolina, Tennessee, and Washington, DC.

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

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

defined in this notice)), developing or acquiring and delivering high-quality professional development to support the transition to new standards and assessments, engaging in other strategies that translate the standards and information from assessments into classroom practice for all students, including high-need students (as defined in this notice).

Goal B1: By 2014, South Carolina will have a fully integrated system in which enhanced, internationally benchmarked standards, drive instruction and accountability.

Objective B1.1: By August 2010, South Carolina will adopt internationally benchmarked standards that prepare students for success in college and the workplace (see timeline for state adoption in (B)(1) above).

Objective B1.2: In 2010 the state will implement a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation.

The adoption and transition to the enhanced Common Core standards and to the enhanced assessments will be accomplished by using project management structures and South Carolina's previous experience of statewide rollout of standards. By January 2011, the implementation plan and rubrics will be completed. The implementation plan will contain the essential components of Change Project Management: stakeholder involvement, a timeline, communications, resources, training and technical assistance, and personnel dedicated to a successful transition to Common Core standards and assessments (as they are developed).

Stakeholder involvement is essential to the successful transition to new standards and assessments. South Carolina's Transition Team will include teachers, principals, superintendents, parents, other educators, and representatives from educational organization, business and community, and postsecondary education (both two- and four-year institutions).

In addition, South Carolina will develop a thorough communications plan to ensure that all stakeholder groups, including students, will be aware of the new standards and understand the goals and activities involved in the adoption, transition to, and implementation of enhanced standards and high-quality assessments. With support from the SCDE's Office of Communications, this plan will be developed under the leadership of the SCDE Division of Standards and Learning. The Office of Standards and Support and the Office of Career and Technology Education within this Division will lead the creation of the plan, with broad stakeholder involvement. The plan will be disseminated in collaboration with the Instructional Leaders Round Table, an activity of the South Carolina Association of School Administrators.

Resources, training, and personnel will serve as the vehicles for the successful transition. Resources include the standards themselves and appropriate support documents, model lessons and curriculum resources, and tiered, high quality, sustained, intensive professional learning opportunities. Such opportunities must and will be available in a variety of formats so that “repeat” training is accessible and diversified. These activities will create resources and lessons, professional development strategies that connect our current rigorous, nationally recognized standards with the new Common Core standards.

Ultimately, South Carolina will provide ongoing, consistent support to implement a high quality, rigorous instructional cycle (standards, curriculum, instruction, assessment, and analysis) that prepares all students, including students from special populations, to be fully functional in the 21st century literacies and well-prepared for graduation, continued education, and careers.

Objective B1.3: By August 2011, South Carolina will have completed the alignment of curriculum resources and instructional materials to the newly adopted standards and developed additional resources to address any gaps discovered in the alignment process.

Adopting enhanced standards will require the development of curriculum resources to support the standards. Because the new Common Core standards will support curriculum that penetrates deeper into a fewer number of topics in ELA and mathematics, and because of the number of states involved, South Carolina anticipates opportunities for collaborating with and sharing resources among these states.

Lessons learned from previous statewide standards implementation will be used in developing new documents. The SCDE will develop “supporting materials” as well as protocols to be used by faculties to facilitate communities of practice and to encourage the rich professional dialogue that will ensure authentic use of the standards. Action steps include:

- Align curriculum resources and instructional materials to the newly adopted standards to identify gaps and guide the development of supplemental resources
- Acquire and/or develop curriculum resources to create a "standards implementation toolbox" to assist districts and schools in local assimilation of the newly adopted standards
- Develop professional learning guides to support teacher understanding of the just-in-time formative classroom assessment to assist districts and schools use assessment for learning

- Develop professional learning guides to support the effective use of data from interim assessments to improve classroom instruction
- Continue to collaborate with the Commission on Higher Education and State Technical College System to expand and continue the South Carolina Course Alignment Project to develop courses that ensure alignment between high school courses and college entrance requirements.
- Revise and realign instructional coach curriculum and professional development materials to the newly adopted standards to support transition and implementation.

Materials, alignment reports, crosswalks, and formative and interim professional guides developed during the transition year will be made available to the education community and to stakeholders through various venues including Web sites, a variety of optical media, and print.

Objective B1.4: By August 2011, South Carolina’s educational community will understand that the newly adopted enhanced standards will necessitate changes in curriculum, instruction, and assessment.

The transition to and implementation of the enhanced standards and the high-quality assessments will be built upon the already developed Standards Support System (S³), implemented by the SCDE in 2008 to provide specific support to districts, building-level administrators and teachers so that they understand what students should know and be able to do, how to provide standards-based instruction, and how to identify what to accept as evidence that students have achieved the standards. S³ focuses on three areas to support the instructional cycle: South Carolina academic standards and standards support documents; model lessons and curriculum resources; and extensive, high quality professional learning opportunities.

S³ is coordinated through the eight regional S²MART (Systemic Support for Making a Real Transformation) Centers. South Carolina will use the S²MART Center to deliver technical assistance and support for transitioning to the standards, as well as cross-training all the technical assistance providers housed at each Center. This delivery mechanism will provide local, site-based and regional support to districts, schools, and teachers.

During the 2008-09 school year, the S²MART Centers worked with a large number of schools: 31 iCoach schools, 24 Palmetto Priority schools, and 59 Title I schools in Corrective Action. While continuing to work with these schools, the S²MART Centers will also lead the expanding and developing regional consortia with district and school stakeholders, including

IHEs, businesses and industry, to create a seamless system. This system will ensure that all districts, schools, and teachers have access to high-quality professional learning and practice and will implement “best practices” based on research and the use of data to inform instruction.

The most intense strategy for providing professional learning for LEAs, schools, and teachers has been the implementation of iCoach SC (instructional coach model). iCoaches are prepared using the Cognitive CoachSM training materials. The draft Implementation Rubric in Appendix B3A provides specific information about how the iCoach will work with teachers; this rubric is under development for instituting the new enhanced standards and high quality assessments. The iCoach works to assist teachers to “focus productively on content, pedagogy, assessment, standards, change, adult learning, relationships, communication, and coaching to develop goals for accelerating student achievement.”

The current iCoach SC model evolved from the Mathematics and Science Coaching Initiative (MSCI) initiated in 2003–04. Since its inception, the MSCI has worked with 331 K-8 schools in 72 South Carolina districts, impacting 9,000 teachers and approximately 225,000 students. The partnership with the districts is governed by a memorandum of agreement (MOA) which identifies the roles and responsibilities of each party. Schools were selected through a competitive application (see Appendix B3B for the MOU for iCoaching). The iCoach SC model and its predecessors have a proven record of student achievement growth (see Appendix B3C for the Record of Student Achievement Growth).

Objective B1.5: South Carolina will implement an Improvement Clusters Schools Pilot to support the transformation of struggling schools into successful schools.

In its Improvement Clusters Schools Pilot, the SCDE and partner schools will provide additional research-based learning supports to students and teachers that will expedite and transform culture and capacity at the school level. The Improvement Clusters Schools Pilot will address the needs of schools that rank in the 10% to 25% range among all SC schools.

The Improvement Clusters Schools Pilot will include approximately 10 schools during Year 1; a new cohort of 10 schools will be added in Year 2 and in Year 3. Each cluster will be supported for three years. This work complements the School Improvement Grant (SIG) and Turnaround Initiatives (see Section E).

The Improvement Cluster School Pilot is based on research published by the MASS Insight Education & Research Institution (Calkins, Guenther, Belfiore, & Lash, 2007; see

Appendix B3D for an excerpt on school clusters). Through the pilot, the SCDE and schools will collect and interpret data and translate findings into strategies that can be used in other low-performing schools. The schools will collaborate with the S²MART Centers and partner with IHEs, business and industry to build capacity within the schools and the district and ultimately across districts.

Activities for this objective include:

- Design a pilot research study for the Improvement Cluster School Pilot
- Create and post an application (RFP) process for struggling schools within the defined range of persistently low achieving schools to participate in the pilot
- Review Improvement Cluster Schools applications and select schools
- Provide preliminary orientation for the selected schools
- Implement the Improvement Cluster School Training Model for Cohort 1
- Establish a partnership with the instructional leader's expanded regional consortia (see *Objective B.1.4* above) to support professional learning on the implementation of the enhanced standards and high-quality assessments
- Implement Professional Learning in a system that ensures access to professional learning for all schools and ensures the most intense services for the neediest schools (Tiered System of Support), in collaboration with instructional leaders regional network.

Objective B1.6: In School Year 2012-13 to 2014 and beyond, South Carolina will provide continuing support and technical assistance in the implementation of, transition to, and sustainable support for the adopted enhanced standards and high quality assessments.

The SCDE will collaborate with the South Carolina Association of School Administrators' Instructional Leaders Roundtable (ILR), comprised of assistant superintendents for curriculum and instruction from all South Carolina districts, to ensure that all districts and schools are aware of and can access available support, professional learning opportunities, and technical assistance. To facilitate the professional learning opportunities, the SCDE will create a working arrangement with the ILR to create regional networks of districts aligned with the S²MART regions. These regional networks will work with the S²MART Centers to develop collaborative (and cost-effective) plans to provide professional learning opportunities for teachers in the regional network. The ILR and SCDE will develop a framework for needs assessment and implementation to deliver professional learning.

Goal B2: South Carolina will adopt and/or develop as necessary and implement valid, reliable summative and formative assessments that are aligned with internationally benchmarked standards adopted by the state.

The enhanced standards will have a variety of assessments which taken together will form a comprehensive assessment system including formative and summative components. The SCDE is participating in a consortium of states (MOSAIC) whose goal is the development of a variety of assessment options including classroom formative, interim formative, and summative assessments.² During the developmental period for MOSAIC, funds allocated for districts through this proposal should be available for purchase of these assessments.

Similarly, the SCDE is participating with the SMARTER consortium, where the goal is development of online adaptive tests aligned to the Common Core Standards. The State Consortium or Developing Balanced Assessments of the Common Core Standards, of which South Carolina is a participant, can provide an umbrella for the MOSAIC and SMARTER consortia while providing additional supports for teachers. The Assessment Consortium will develop common, internationally-benchmarked formative, interim/benchmark, and summative assessments built toward college and career readiness.

Recent amendments to the South Carolina Education Accountability Act (2008) reinforce the state's support of an assessment system including formative and interim components as well as summative accountability components. South Carolina currently supports a formative test adoption list encompassing both formative classroom and formative interim assessments. The products on the list undergo a rigorous review process and must demonstrate the utility of the product in enhancing achievement if used with fidelity (experimental or quasi experimental studies), psychometric properties as appropriate, and alignment with the state's academic content standards (see Appendix B3E for the Request for Submissions to the South Carolina Formative Assessment Adoption List).

The SCDE will work with districts to develop professional learning opportunities for teachers on the use of what Stiggins refers to as "assessment for learning" (Stiggins, Arter, Chappuis, & Chappuis, 2007). The SCDE will build into the Standards Support System (S³) a

² South Carolina uses the term "classroom formative assessment" for formative assessment as and the term "formative interim assessment" for interim assessment as defined in the Race to the Top application, directions, and guidance.

variety of assessment types that can be used daily in the classroom as well as to identify the achievement of instructional goals at the end of instruction.

Objective B2.1: By December 2010, South Carolina will complete a review of the existing item banks (summative and formative) to determine alignment with the adopted Common Core standards.

As South Carolina transitions to a common assessment, all assessments will be aligned the common core as adopted by the state. Traditionally, South Carolina has aligned tests using the following procedures. Newly written items are field tested every year, and items with acceptable statistics are added to the item pool. When new content standards are approved by the State Board of Education, every item in the item pool is reviewed for alignment. If the item continues to be aligned at the same grade level, the item is kept in the pool. If the item is no longer aligned, the item is removed from the pool. Items that are still aligned but at a different grade level are field tested with students at the new grade level, and determination about acceptance into the new item pool is based on the field-test item statistics.

Content standards are typically approved in December or January for implementation beginning with the next school year (beginning in August). During the next school year (the first school year that the standards are implemented), test forms are built using only items that align to both the old and new standards (i.e., the bridge form). In the following year, test forms are based exclusively on the new standards. The bridge form allows teachers one full year to adjust to the new standards before they are held accountable for the content. This process would also be used when moving to a new assessment based on a consortium's common set of standards.

Objective B2.2. South Carolina will participate in national and international assessment programs to ensure alignment and provide comparative information.

To demonstrate its commitment to internationally benchmarked performance, the State intends to participate in two international assessment programs: Progress in International Reading Literacy Study (PIRLS) and Trends in International Mathematics and Science Study (TIMSS) in Spring 2011. Similar to the National Assessment of Educational Progress (NAEP), PIRLS and TIMSS sample students for testing. While no individual scores are reported, the comparative data will be invaluable for South Carolina in determining its status in international comparisons and for evaluating change over time. South Carolina's plan focuses on literacy, thus PIRLS assessment at 4th grade will help us gauge our success. Similarly, assessing 8th

graders on mathematics and science through TIMSS supports our plans for STEM and provides additional information. Since testing times are limited to 72 minutes and 90 minutes, respectively, for 4th and 8th graders, we believe there will be no undue burden on selected schools and the additional data more than compensate for the investment in time.

Objective B2.3. Districts and schools across South Carolina will use funds to enhance their technology infrastructure for instructional as well as assessment purposes.

South Carolina’s technology infrastructure will help support MOSAIC assessment activities and support summative assessments and enhanced assessments. Currently, about 30% of the state’s end-of-course assessments are administered online. In 2006, at the behest of the General Assembly, the SCDE, the EOC, and the State’s chief information officer issued a call for a study on the feasibility and cost of converting the state assessment program to a computer-based or adaptive format. The final report was issued in June 2007. While the state has moved incrementally to implement the recommendations in the report, fiscal constraints have hampered progress. Funds used by districts to support MOSAIC will further this initiative.

Performance Measures for B(3)	Actual Data: Baseline (Current school year or	END of SY 2010-2011	END of SY 2011-2012	END of SY 2012-2013	END of SY 2013- 2014
Percentage of students scoring proficient or advanced on SC PASS in Reading and Mathematics	M 21% ELA 28	M 21 ELA 28	M 24 ELA 30	M 30 ELA 35	M 35 ELA 40
Performance gap between ethnic/racial subgroups of students is reduced to 15 points (From Education Watch State Reports, Education Trust)	28	27	25	20	15
Percent of students qualifying for Free or Reduced Lunch who score proficient or advanced on the SC PASS or on EOC subject tests (Algebra, American History and Constitution, Biology, and English)	M 10% ELA 14%	M 10% ELA 14%	M 15% ELA 20%	M 20% ELA 25%	M 25% ELA 30%
Percent of aligned time on task in as measured by standards-aligned lessons	50	55	60	65	70
Percentage of Improvement Cluster school classrooms at the Guskey Levels (5) as measured by classroom observation.	20	22	27	32	37
Percentage of “effective classrooms” in Cluster Pilot schools: classrooms in which students at the “Meets” level exceeds 50%.	15%	20%	30%	40%	50%

Timeline of Activities for Section B: Standards and Assessment																			
Strategy, Activity	Personnel Responsible	Year 1 / 2010				Year 2 / 2011				Year 3 / 2012				Year 4 / 2013				Year 5/2014	
		Q1	Q2	Q3	Q4	Q1	Q2												
Goal B1: Fully Integrated System of Internationally Benchmarked Standards																			
B1.1 Completion of K-12 Common Core Comparative Review and field review report, with alignment, adoption, implementation, and communication plans	Div of Standards and Learning (DSL); Office of Standards and Support (OSS); Comparative Review Panel		X																
B1.1 Presentation to SBE (SLA) for first reading approval/adoption with implementation plan.	DSL/OSS: Valerie Harrison; Robin Rivers		X																
B1.1 Present to EOC (Assessment and Standards Subcommittee) for approval	Valerie Harrison; Robin Rivers; EOC: JoAnn Anderson		X																
B1.1 Present to full EOC for approval and adoption with implementation plan.	Valerie Harrison; Robin Rivers; EOC: JoAnn Anderson s		X																
B1.1 Present to SBE for 2 nd reading final approval/ adoption.	Valerie Harrison; Robin Rivers			X															
B1.1 Sign MOU wiith MOSAIC	Div of Accountability (DA), Office of Assessment (OA), Liz Jones	X																	

		Year 1 / 2010				Year 2 / 2011				Year 3 / 2012				Year 4 / 2013				Year 5/2014	
B1.2 Complete Implementation Plan	Valerie Harrison, Robin Rivers, John Holton, S ² MART Center Staff, IHEs, Tech Colleges, K-12 Educators					X													
B1.3 Acquire and/or develop curriculum resources to create a "standards implementation toolbox"	Valerie Harrison, Robin Rivers, John Holton, S ² MART Center Staff, IHEs, Tech Colleges, K-12 Educators			X	X	X	X												
B1.4 Develop professional learning guides	Valerie Harrison, Robin Rivers, John Holton, S ² MART Center Staff, IHEs, Tech Colleges, K-12 Educators			X	X	X	X												
B1.4 Develop professional learning guides to support the effective use of data from interim assessments	Valerie Harrison, Robin Rivers, John Holton, S ² MART Center Staff, IHEs, Tech Colleges, K-12 Educators				X	X	X	X	X										
B1.4 Continue the collaboration with IHE, technical colleges to expand and continue the South Carolina CAP	DSL/OSS and SC CHE	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
B1.4 Revise and realign iCoach curriculum and professional development materials to adopted standards	Valerie Harrison, Robin Rivers, John Holton, S ² MART Center Staff			X	X	X	X												

		Year 1 / 2010				Year 2 / 2011				Year 3 / 2012				Year 4 / 2013				Year 5/2014	
B1.4 Post on www.s2martsc.org the alignment reports, crosswalk, and formative and interim professional guides	Valerie Harrison, Robin Rivers, John Holton, S ² MART Center Staff, IHEs, Tech Colleges, K-12 Educators							X											
B1.5 Design Improvement Cluster School Project Model	Valerie Harrison, Robin Rivers, John Holton, S ² MART Center Staff, IHEs, Tech Colleges, K-12 Educators			X	X														
B1.5 Design the Improvement Cluster School Project Model research study	DA/Office of Federal and State Accountability (OFSA): Steve Abbott & Marsha Johnson; SL/OSS: Valerie Harrison, Robin Rivers, John Holton; S ² MART Center Staff; IHEs, Tech Colleges; Evaluator			X	X														
B1.6 Create and post an application (RFP) process for struggling schools to participate in the Transformational Schools project.	Valerie Harrison, Robin Rivers, John Holton, S ² MART Center Staff, IHEs, Tech Colleges, K-12 Educators				X														
B1.6 Review of Improvement Cluster School Project Model applications and selection of schools	DSL/OSS: Valerie Harrison, Robin Rivers, John Holton, RFP review panel					X													

		Year 1 / 2010				Year 2 / 2011				Year 3 / 2012				Year 4 / 2013				Year 5/2014	
B1.6 Preliminary orientation with selected schools	S ² MART Center Staff				X		X												
B1.6 Implementation of the Improvement Cluster School Project Model for the first cluster	Valerie Harrison, Robin Rivers, John Holton, S ² MART Center Staff						X	X											
B1.6 Establish a partnership with the ILR regional consortia	Valerie Harrison, Robin Rivers, John Holton; S ² MART Center Staff; IHEs; Tech Colleges; LEA Instructional Leaders; K-12 Educators		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
B1.6 Implementation of Professional Learning through the Tiered System of Support	Valerie Harrison, Robin Rivers, John Holton; S ² MART Center Staff; OSS personnel, ILRRC.						X	X	X	X	X	X	X	X	X	X	X	X	X
Goal B2: Assessments Aligned with Internationally Benchmarked Standards																			
B2.1 completes a review of assessment items in the existing test bank to determine alignment with new standards.	DA/OA: Liz Jones				X														
B2.1 Development of benchmark items for submission to MOSAIC.	DA/OA: Liz Jones		X	X															
B2.1 With MOSAIC Consortium, field test benchmark items in SC schools.	DA/OA: Liz Jones			X	X	X													

		Year 1 / 2010				Year 2 / 2011				Year 3 / 2012				Year 4 / 2013				Year 5/2014	
B2.1 Submit test items to MOSAIC for review, match to the CC standards & for development of common test forms to create diagnostic and adaptive CC Assessments in ELA & math; Develop user-friendly report forms for students, teachers, and parents.	DA/OA: Liz Jones					X	X	X											
B2.2 Notify the International Activity Program, NCES, of SC's participation in PIRLS & TIMSS (for grade 8) in the spring of 2011.	DA/OA: Teri Siskind, Liz Jones		X																
B2.2 Set Common Core performance levels on tests across MOSAIC states.	MOSAIC Partners; DA/OA: Liz Jones											X							
B2.3 Establish baseline performance standards for all participating LEAs, with emphasis on PLAS.	DA/Office of Data Management and Analysis Teri Siskind, Gary West												X						
B2.3 First administration of formative benchmark assessments using an online administration, to be delivered in classrooms.	DA/OA: Liz Jones							X											
B2.1 Align quarterly benchmark tests to Common Core (October, January, March)	MOSAIC Partners; DA/OA: Liz Jones								X	X	X								

(C) DATA SYSTEMS TO SUPPORT INSTRUCTION

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

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

South Carolina's current SLDS, the State Longitudinal Information Center for Education (SLICE 2013), meets 10 of 12 data system elements required by the America COMPETES Act. Appendix C1A contains documentation of our compliance with America COMPETES.

MET. Element 1: A unique statewide student identifier that does not permit a student to be individually identified by users of the system (except as allowed by Federal/State law). SLICE 2013 will extend the unique student identifier system to the early childhood environment and facilitate the inclusion of the unique student identifier in early childhood and postsecondary systems.

MET. Element 2: *Student-level enrollment, demographic, and program participation information.* South Carolina's schools and districts use a statewide student information system in which data elements are defined for the collection and reporting of enrollment, demographic, and program participation information.

MET. Element 3: Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs. SLICE 2013 will create the integrated governance and mechanisms so that disparate databases—K-12, early childhood, postsecondary education, workforce, and health and human services agencies, each of which collects the information within their separate systems—can share information (enrollment, demographic, program participation, entry, transfer, exit, or dropout data) across the complete P-20 and workforce environments.

NOT MET. Element 4: *The capacity for K-12 education to communicate with higher education data systems.* While South Carolina's P-12 and postsecondary data are not currently linked by any mechanism, a primary objective of SLICE 2013 is integrating P-12 and postsecondary data. A fuller description of SLICE 2013 is presented in Appendix C1B.

MET. Element 5: *A state data audit system assessing data quality, validity, and reliability.* SLICE 2013 will add data validation at the entry point into the Student Information System.

MET. Element 6: *Yearly test records of individual students.*

MET. Element 7: *Information on students not tested, by grade and subject.* Based on recommendations in the Data Quality Campaign’s essential elements document, SLICE 2013 includes strategies to collect additional data about untested students, including the reason why a student was not tested.

MET. Element 8: *A teacher identifier system with the ability to match teachers to students.* In the current SLDS, teachers are uniquely identified within their individual districts. SLICE 2013 will generate a statewide unique educator identifier, similar to the state’s unique student ID system, for teachers and all other educators who work with students (administrators, counselors, etc.); this identifier will follow educators across districts.

MET. Element 9: *Student-level transcript information*

MET. Element 10: *Student-level college readiness test scores*

NOT MET. Element 11: Data that provide information regarding the extent to which students transition successfully from secondary to postsecondary education, including whether students enroll in remedial coursework. The state-mandated College Freshman Report, sent from IHEs to high schools, covers the first semester following a student’s graduation from high school; however, no mechanism exists to track students through the end of their first year in college or through completion of a program of study. (See State and sample LEA summary pages in Appendix C1C). By integrating P-12 and postsecondary data into a P-20 system, South Carolina will be able to examine data related to transition to college, enrollment in remedial coursework, and postsecondary progress and success.

MET. Element 12: *Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education.* South Carolina’s P-12 and IHEs are currently piloting a course-alignment project that seeks to align high school exit courses with entry-level college courses so that high schools can become more successful at preparing learners for postsecondary education (see Appendix A for information on SC Course Alignment Project information).

(C)(2) Accessing and using State data
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The extent to which the State has a high-quality plan to ensure that data from the State’s statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders (e.g., parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers); and that the data support decision-makers in the continuous

improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.

SLICE 2013 will enhance the statewide longitudinal data system (SLDS) to include data beyond K–12 that can be integrated to inform public education, higher education, early childhood education, and workforce development. The State, the SCDE, and education and community partners have identified goals for SLICE 2013 to support the state’s objectives for P–20 public education reform and improvement. To ensure that data is accessible and useful across the P–20 spectrum, South Carolina’s plan includes stakeholder governance, data set expansion, and four data interfaces with appropriate training for diverse user groups. The goals below relate to accessibility, range, and utility of data; please see the timeline for activities and actions steps.

Goal C1: SLICE 2013 will be governed collaboratively by key stakeholders (schools, districts, state agencies, parents, students, and community leaders).

Objective C1.1: Establish a data governance structure, the Data Governance Committee (DGC), to create and implement policies, regulations, and data-sharing agreements regarding the acquisition, storage, security, and access of data related to P–12, higher education, workforce, corrections, health and human services, social services, and child care. Such a governing structure currently does not exist in South Carolina, and SLDS experience in other states indicates that a collaborative governance structure is crucial to success. The DGC will include one member from each of the following organizations to be appointed by its executive: the SC Office of Research and Statistics; the SC Commission on Higher Education; the State Technical College System; the State Board of Education, the Education Oversight Committee, the SC Employment Security Commission; the SC Department of Commerce; the Department of Social Services; the SCDE; the State School Boards Association; one member to represent the state’s school districts; and one member to represent the state’s IHEs. Each entity will have equal representation, decision-making status, and voting privileges.

Objective C1.2: The DGC will develop and adopt data-quality standards for sharing data across the agencies’ disparate databases. Standards to be used will include SIFA, PESC, NCES, and others as appropriate. The structures to be created will establish the policies and practices to comply with the Family Educational Rights and Privacy Act (FERPA), including 34 CFR Part 99, as well as state and local requirements regarding privacy and security of data.

Goal C2: SLICE 2013 will integrate, expand, facilitate and, where appropriate, create P-20 data exchanges (P-20) among educational agencies and institutions within South Carolina and among other states so that data may be used to inform policy and practice.

Objective C2.1: Expand the educational data warehouse contained in the state's Data Warehouse (ORS), to include new data sources (P-20, commerce, employment/workforce, childcare, law enforcement, corrections, ACT/SAT student level data, the Armed Forces, dropout, summer survey data, data from the SCDE's Division of Educator Quality and Leadership (DEQL), and Testview).

Objective C2.2: Support intra- and inter-state and national interoperability by using standard data structures, data formats, and data definition standards to ensure linkage and connectivity among the various levels and types of data.

Objective C2.3: Explore and define opportunities for interstate data sharing through SCDE's active participation in the SERVE Center at UNC Greensboro (SERVE), especially as to tracking transfer students.

Objective C2.4: Integrate educator data from the SCDE's Division of Educator Quality and Leadership (I-DEQL) to facilitate assessment of educator performance as a function of student performance, inform teachers of impact on student performance, enable the SCDE to centralize and automate the matching of teacher data with certification information and teacher preparation and training programs, and, ultimately, help improve teacher preparation programs.

Objective C2.5: Implement data quality and validity controls (DQV) within South Carolina's statewide Student Information System, PowerSchool, so that data entries are complete, correct at entry, and meaningful for analyses.

Goal C3: By providing effective interfaces and training for those interfaces, SLICE 2013 will be easily accessible and useful to a range of stakeholders (parents, students, educators, LEA leaders, community members, educator associations, researchers, and policymakers).

Objective C3.1: SLICE 2013 will develop and implement intuitive interfaces and easily generated reports. The DGC will develop the policies and procedures for determining access to the data system based on stakeholder role.

- The interface for teachers, administrators, and other educators will provide secure access to student-level assessment and to data and tools (including longitudinal assessment

results, curricular and academic standards, lesson plans, student academic plans, readiness for career and academic opportunities, at-risk factors) in real time to inform differentiated instruction and interventions.

- The researcher, key agency stakeholder, and policymaker interface will provide secure access to longitudinal de-identified student data to shape decisions and policy.
- The parent and student Web-based interface will provide secure access to specific student-level data. The state currently has a college and career planning system tied to annual individual graduation plans. Screen shots of this existing interface for individual graduation plans are in Appendix C2A.
- The Web-based public interface (developed but not yet launched; see screen shots in Appendix C2B) will provide access to aggregated data about schools, districts, programs, agencies, and institutions.

Objective C3.2: Provide accessible training for all interfaces for all stakeholder groups (including data collection and data entry staff, key agency stakeholders, public and community members, policymakers, researchers, teachers, education leaders, and others) to ensure that users know data exist and how to access the data.

- South Carolina uses diverse technologies to deliver cost-effective training. Web-based interactive training and tutorials, online courses, face-to-face training, and customized training are all options that we will use.
- Interface training modules for educators, researchers, key agency stakeholders, and policymakers will be available only after the user's credential is confirmed as an educator (from access provided at the school and district levels) or as a researcher or policymaker (through a process for a request for access developed by the DGC) and successful login.
- Training for the public interface will be online and available in text, audio, and video.
- Training for the educator/research and policy interfaces will not be open to the public. Please see the performance measures for (C)(2) at the end of this section.

(C)(3) Using data to improve instruction

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high quality plan to —

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

The SCDE has begun implementing structures that will enable enhanced and expanded data usage in classrooms and schools across the state. South Carolina's schools already use common portals and tools. Sixty-six percent of South Carolina's school districts already use one software application, *Testview*, to aid in evaluation of local and state test results combined with other student information. *Testview* is being distributed to the remaining districts as part of the SCDE's integration into the existing statewide Individualized Education Program (IEP) management system. To use student performance as an indicator of success, teachers and local administrators must have access to local test scores that are combined with data such as student demographics, school demographics, instructional programs, and economic indicators. The SCDE will provide a statewide version of *Testview* and an integrated curriculum management system (CMS) to all schools and districts as part of South Carolina INSPIRED.

Local testing data and student status in mastering academic standards are not currently available at the state level. SLICE 2013 will implement a statewide version of *Testview* to consolidate data and enable cross-district and cross-school comparisons. With the statewide *Testview* and the CMS, the SCDE will develop, with the program developers, a data system that will update state-level data from the local *Testview* and CMS databases. The SCDE will also provide initial and sustained training and guidance to schools and districts to access and analyze data to inform and guide student-level instruction and learning. Access to data will also enhance the SCDE's capacity to assist schools and districts in identifying at-risk students, intervening effectively, differentiating instruction based on learning needs, and monitoring their progress.

Goal C4: SLICE 2013 will provide the technical systems and data to support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.

Objective C4.1: Implement a statewide curriculum management system (CMS) to manage South Carolina's new S³ curriculum and common core curriculum, provide data to

classroom- and building-level educators that will inform educator curricular and programmatic evaluation and decision-making; integrate learning standards into curriculum and planning, analyze assessment results related to learner performance, and facilitate educator planning to improve learner performance.

- The SCDE will use CMS to identify specific academic standards presenting the highest degree of difficulty for student mastery and develop statewide strategies for schools where student performance indicates interventions may be necessary.
- CMS will enable collection of local assessment results to inform policies and planning for educational reform.

Objective C4.2: Integrate assessment data from sources and instruments other than the statewide K–12 assessment management system into the data warehouse, including formative, periodic, and other data, to facilitate teacher planning and foster differentiated instruction.

- For integrating local test scores into the SLDS, the SCDE has the support of a vendor/contractor, VC3, Inc., which has developed an assessment management system, *Testview*, currently used in 66% of the state’s districts. The Department of Juvenile Justice and the Department of Corrections are also part of the statewide integration of data systems.
- *Testview* already provides exceptional security and privacy functionality as part of its core product. *Testview* has automated integration with the statewide SIS and links to master schedules, containing each teacher’s schedule and links to class rosters, in the SIS. Based on the class rosters, *Testview* assigns a teacher’s rights to student records. Similarly, principals cannot see records for students who are not enrolled in their schools. This functionality will be enhanced to expand teacher and principal access to data that is not currently included in the existing *Testview* databases.

Objective C4.3: Implement a unique program identification numbering system (P-ID) so that educational programs can be evaluated for effectiveness in meeting student needs (including effectiveness with specific subgroups of students). The P-ID will provide the ability to identify student participation in specific programs at specific times. The P-ID will enable the capacity to determine the impact by specific curriculum and programs on student performance.

A component of the unique program identification system in this proposal is to tag staff development opportunities developed and validated at the local, state, and national levels and to

maintain staff development opportunities and completion data for each teacher in South Carolina. The program ID system, used with the existing e-Portfolio system (a database system used to track competencies and plan professional development), will assist educators and leaders in managing staff development needs and guiding those educators to appropriate resources. Information about e-Portfolio is in Appendix C3A.

Objective C4.4: Implement a unique educator ID numbering system (ED ID) to identify teachers, administrators, counselors, media specialists, and other educators who work directly with students, thereby enabling (1) the linking of student data with teacher data to match a student with his/her particular teachers responsible for providing instruction in various content areas and (2) the matching of individual educator data with information about their certification and teacher preparation programs. SLICE 2013 will provide better instruments to determine student growth and instructional effectiveness and enable teacher preparation programs to examine the success of their graduates in the field.

Objective C4.5: South Carolina has built a foundation for reform through the use of data to inform education decision makers and stakeholders. That foundation will support the implementation of projects such as LEARN (the Learning Exchange and Resource Network), a national collaboration of CCSSO and others to create and implement a comprehensive data structure to link curriculum, standards, assessments, lesson planning, resource management, and tools to give teachers the time to teach. We will partner with the LEARN Consortium to develop and provide that toolset statewide. (See Appendix C3B for more about LEARN.)

Through SLICE 2013 and the improvements made possible with RTTT funds, teachers and education leaders will have access to and skills to use data to inform them about what each student has done, how the student has done, what the student needs (based on curriculum and academic standards and at-risk factors), what to do to meet those needs, what resources are available to help meet those needs, and if there are other students like this student who can be offered similar learning opportunities in small group settings.

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

Goal C5: SLICE 2013 developers and SCDE content specialists will work with the South Carolina INSPIRED Data Analyst and the S²MART Center staff to create, distribute, and

provide DATTA accessible training using the 7A’s model for all stakeholder groups, including data collection and entry staff, public and community members, policymakers, researchers, teachers, education leaders, and others.

Objective C5.1: SLICE 2013 staff will work with the South Carolina INSPIRED Project Director, the DATTA Director, and S²MART Center coaching staff to develop a comprehensive plan for training stakeholders. The plan will focus on the use of the data by classroom teachers and other education decision makers but will include the use of data by policy makers and researchers, as well. Stakeholder feedback will be used to improve and refine training on an ongoing basis as new elements and strategies are added.

Objective C5.2: The training team will develop initial training modules for awareness and access to data, initial phases of analyzing and understanding the data, and initial phases of applying data to educational situations. These modules will create success for stakeholders in the basic use of educational data.

Objective C5.3: The training team will develop training modules to promote advanced application of data in instructional and learning activities, assessment of results from instruction, and advancement of learning as demonstrated by learner performance in relation to academic standards. These modules, which will include use of CMS and statewide Testview will guide classroom teachers and school administrators in the use of data to create learning (as opposed to measuring the learning that has taken place).

Objective C5.4: Various S²MART Center Staff will be cross-trained to enable them to provide training and technical assistance in the use of data to create learning as they provide training in their program and content areas. The S²MART Center team members will integrate the use of data in all their focused training activities (and use data to assess training effectiveness). In doing so, those team members will model the use of data in all areas related to reforming instructional and learning strategies.

Objective C5.5: Training will be available in several formats. Video, audio, and text formats will be available online at all times. Face-to-face training will be available through the S²MART Center resources. Stakeholders who complete training sessions will be able to update their personal records in e-Portfolio so there will be a record of participation and successful completion of specific modules.

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

SLICE 2013 and the larger South Carolina Data Warehouse are designed to accommodate the research and measurement needs of evaluators, researchers, and policymakers. In addition to the following, please see Goal C3 above.

Goal C6: SLICE 2013 will provide researchers and policymakers with access to student-level, educator-level, and program-level data to evaluate and research the effectiveness of programs used with students and other learners.

Objective C6.1: Based on her or his role as a researcher, the researcher or policymaker will gain rights to the educator interface. This role is a function of network access provided by the policies established by the data governance structure. With secure access, the researcher or policymaker has at least two umbrella options when he or she logs into the network: (1) training and (2) access to SLICE 2013.

Objective C6.2: The researcher or policymaker will have access to student-level data that are de-identified. The de-identification process will be automated within the system to (1) assign a unique identifier to all requested records and to remove all identifying data from those records, (2) remove data sets with defined small cell sizes from the data, and (3) implement other protections of privacy, such as FERPA. The de-identification process will ensure that learners cannot be identified when the data are analyzed by the user; the de-identification process does not impose other filters on the data. The data will permit analysis based on different student type (based on subgroups identified by federal and state accountability systems) and on educator needs (based on evaluation of instructional needs). The unique identifier will link data within any one year and permit longitudinal relationships to be researched.

Through this procedure, researchers and policymakers will be able to ask important questions, directly access the data to respond to the question, and have confidence in the quality of the results. SLICE 2013 will provide, in real-time, data from which researchers and policymakers can analyze student achievement, student improvement, educator effectiveness, program effectiveness, and other areas that have significant impact on education reform efforts.

Performance Measures for Section C	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.					
Goal C1: The Data Governance Committee will represent the diversity of stakeholder groups and meet at least quarterly	DGC formed	DGC meets quarterly	DGC meets quarterly	DGC meets quarterly	DGC meets quarterly
Goal C1: the DGC will establish policies and procedures (P&P) for data integration and access by users.		P&P in place	Data teams implement	Links to data sets in place	Refine and use P&P
Goal C2: Integrate, expand, facilitate and, where appropriate, create P-20 data exchanges (P-20) among educational agencies and institutions within South Carolina and among other states so that data may be used to inform policy and practice,	Disparate databases for PK, K-12, CHE & IHEs	ID data to be shared	PK & K-12 share data	PK, K-12, CHE, & IHEs share data	Work-force data added to warehouse
Goal C3: South Carolina's LDS will be easily accessible and useful to a broad range of stakeholders (parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers)	Public interface & training available	Educator interface & training available	Researcher & policy maker interface & training available	Parent & student interface & training available	Interfaces available for all data users
Goal C4: SLICE 2013 will provide data to support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.	Data not available to all stakeholders	Data available to 30% stakeholders	Data available to 50% of stakeholders	Data available to 75% of stakeholders	Data available to all stakeholders
Goal C5: SLICE 2013 will create and distribute accessible training for all stakeholder groups, including data collection staff, data entry staff, public and community members, policymakers, researchers, teachers, education leaders, and others who need to know the data exist, how to access the data, how to analyze the data, and how to apply the data to the specified problems and needs.	No training modules exist	text & audio and instructor-led training available	Additional text & video training available	Additional video training available	All training modules available online
Goal C6: SLICE 2013 will provide researchers and policymakers with an online interface designed to help meet very specific needs with regard to student-level, educator-level, and program level data to evaluate the effectiveness of programs used with students and other learners.	some data not available; Strategies w/ SCDE procedures & ORS approval;	Data governance policies addressed & put in place	Interface deployed; De-ID system developed & deployed	Training on use of data available thru interface	Data available for research & policy making

Timeline of Activities for Section C: Data Systems to Support Instruction																				
Strategy, Activity	Personnel Responsible	Year 1 / 2010				Year 2 / 2011				Year 3 / 2012				Year 4 / 2013				Year 5/2014		
		Q1	Q2	Q3	Q4	Q1	Q2													
Goal C1; Establish Governance Structure																				
C1.1 Formalize organizational structure	SCDE CIO		X																	
Establish ongoing organization with quarterly meetings				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Identify needed policies, practices, standards, & data-sharing agreements			X	X																
C1.1&2 Develop policies, practices, data-sharing agreements, and standards				X																
C1.1 & 2 Implement policies, practices, & data-sharing agreements				X																
C1 Maintain ongoing governance	DGC, SCDE CIO			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Goal C2: Build P-20 System and Integrate Data into Warehouse																				
Initial Project Stakeholder Meeting(s) for C2	SLDS Project Manager (PM)& Project Manager B (PM-B)		X																	
C2.1 Establish organizational and reporting structure	SLDS PM & PM-B		X																	
Solicit/Select IHE representation	SLDS PM		X																	
Identify needs of P-20 and workforce	SLDS PM		X	X																
Identify Needs for Workforce and Armed Forces; Commerce, Social Services, and other agencies	SLDS PM-B		X	X																

Strategy, Activity	Personnel Responsible	Year 1 / 2010				Year 2 / 2011				Year 3 / 2012				Year 4 / 2013				Year 5/2014	
		Q1	Q2	Q3	Q4	Q1	Q2												
Document, Review, and Approve Requirements for Joint Application and Training	SLDS Project Director, PM-B			X	X	X													
Develop Application; Develop and Test Iterations 1-x	SLDS PM					X	X	X	X	X	X								
User Acceptance Testing Iterations 1-x											X	X	X	X					X
Deploy Iterations 1-x											X	X	X						
Post-Deployment & Initial Production Support											X	X	X	X					X
Deploy Data Warehouse & Enrich Integration	SLDS PM-B					X	X												
Transition to Support Staff	SLDS PM										X	X	X	X					X
C2.2 Develop/Test Workforce & Armed Forces Interface & GUI	SLDS Project Manager B responsible for C2.2				X	X													
Develop/Test Commerce & Social Services Interface & GUI						X	X												
Develop & Test Other Needs Interface & GUI							X	X	X	X	X	X	X						
Initial Production Support							X	X	X	X	X	X	X	X					X
Transition to LEA Support Staff							X	X	X	X	X	X	X	X					X
C2.3 Participate in SERVE regional LDS discussion re intra and interstate sharing	SCDE CIO		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
C2.4. Initial Meeting(s) to integrate I-DEQL data into education data warehouse	SCDE CIO; SCDE DS for DEQL		X																
Establish Organizational and Reporting Structure	SLDS Project Manager		X																
Identify Requirements for Integrating DEQL			X	X															

Strategy, Activity	Personnel Responsible	Year 1 / 2010				Year 2 / 2011				Year 3 / 2012				Year 4 / 2013				Year 5/2014		
		Q1	Q2	Q3	Q4	Q1	Q2													
Document, Review, and Approve Requirements	SLDS Project Manager			X	X															
Joint Architecture, Web, and Training Design			X	X																
Document, Review, and Approve Design Decisions					X	X														
Develop and Test Approach						X														
Integrate DEQL Data with Enterprise Data						X														
User Acceptance Testing for Integrating DEQL						X														
Deployment						X														
Initial Production Support						X	X													
Transition to IT Support Staff							X	X												
Communicate with Users on ongoing basis						X	X	X	X	X	X	X	X	X	X	X	X	X		
C2.5 Initial Stakeholders Meeting(s) for Data Quality Control			X																	
Establish Project Organizational and Reporting Structure			X																	
Identify Needs for Data Entry Edits			X	X	X															
Document, Review, and Approve Requirements				X	X															
Tool Training for Developers					X															
Document, Review, and Approve Design Decisions					X															
Develop Interfaces and Test Data Entry Edits					X	X	X													
User Acceptance Testing Data Entry Edits	SLDS Project Director					X	X													

Strategy, Activity	Personnel Responsible	Year 1 / 2010				Year 2 / 2011				Year 3 / 2012				Year 4 / 2013				Year 5/2014	
		Q1	Q2	Q3	Q4	Q1	Q2												
Iterative Deployment of Data Entry Edits	SLDS Project Director					X	X												
Initial Production Support						X	X												
Transition to IT Support Staff						X	X												
Goal C3: By providing effective interfaces and training for those interfaces, SLICE 2013 will be easily accessible and useful to a range of stakeholders																			
C3.1 User Acceptance Testing for Interfaces & GUIs	SLDS Project Manager B (PM-B)					X	X	X	X	X	X	X	X					X	
Deploy All Interfaces & GUI							X	X	X	X	X	X	X	X				X	
C3.2 Develop Training for Iterations 1-x	SLDS PM					X	X	X	X	X	X								
Develop Training for Interfaces & GUIs	SLDS PM-B				X	X	X	X	X	X	X	X	X					X	
Develop Training for Integrating DEQL Data	SLDS PM				X	X													
Develop Training for Data Entry Edits	SLDS PM				X	X													
Develop Training for P-IDs	Agency CIO				X														
Develop Stakeholder Training	SLDS Project Manager C								X	X	X								
Develop Technical Solution and Training for Ed-ID								X	X										
Develop Stakeholder Training for EdIDs									X	X	X								
Goal C4: Technical Systems to support decision makers in the continuous improvement of education																			
C4.1 Initial Project Managers and Stakeholders Meeting(s) for CMS	SLDS Project Manager C responsible for C4.1			X															
Establish Project Organizational and Reporting Structure				X															
Identify Requirements for CMS and Interface				X	X														
Document, Review, and Approve Requirements					X	X													

Strategy, Activity	Personnel Responsible	Year 1 / 2010				Year 2 / 2011				Year 3 / 2012				Year 4 / 2013				Year 5/2014		
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	
Develop RFP with State IT Procurement and Issue					X	X														
Receive and Evaluate Proposals						X	X													
Announce Selection; Begin Work							X	X												
Develop Project Plan with Vendor								X												
Obtain Mutual Agreement on Requirements								X												
Document, Review, and Approve Design Decisions								X	X											
Customize and Test CMS									X	X										
Integrate with Ed ID System, PS (if needed), DW, & TV									X	X	X									
User Acceptance Testing for CMS, EdIDs, PS (if needed), DW, and TV											X	X								
Deploy CMS												X								
Initial Production Support												X	X							
Transition to LEA Support Staff													X							
C4.2 Integrate additional assessment sources		SLDS Project Manager B responsible for C4.2		X	X	X	X	X	X	X										
Initial Project Meeting(s) for Assessment Management				X																
Establish Project Organizational and Reporting Structure			X																	
Identify Needs for Statewide <i>Testview</i> (STV) & Data Warehouse (DW); Enrich integration				X	X															
Document, Review, and Approve Requirements					X															
Joint Application and Training Design					X	X														

Strategy, Activity	Personnel Responsible	Year 1 / 2010				Year 2 / 2011				Year 3 / 2012				Year 4 / 2013				Year 5/2014		
		Q1	Q2	Q3	Q4	Q1	Q2													
Document, Review, and Approve Design Decisions	SLDS Project Manager B responsible for C4.2				X															
Develop Interfaces					X	X														
Develop and Test STV & DW Integration					X	X														
Develop Training: STV & DW					X	X														
User Acceptance Testing for STV, DW Integration, and Enrich Integration						X														
Deploy Statewide Testview						X	X	X												
Deploy EdID System Integration & PS, DW & TV Enhancements												X								
Initial Production Support								X	X											
Transition to LEA Support Staff									X											
C4.3 Initial project managers and stakeholders meeting(s) for Program IDs (P-ID)	Agency CIO responsible for C4.3		X																	
Establish project organizational and reporting structure			X																	
Identify educational needs for P-ID and IT Requirements			X																	
Document, review, and approve requirements and design			X	X	X															
Develop interfaces					X															
Develop and Test P-IDs, modify <i>PowerSchool</i> (PS), integrate with Data Warehouse (DW) and TV						X														
User acceptance testing for PS, DW & TV							X													

Strategy, Activity	Personnel Responsible	Year 1 / 2010				Year 2 / 2011				Year 3 / 2012				Year 4 / 2013				Year 5/2014		
		Q1	Q2	Q3	Q4	Q1	Q2													
Deploy P-IDs & PS, DW & TV enhancements and provide initial production support	Agency CIO responsible for C4.3					X														
Transition to LEA support staff						X	X													
C4.4 Initial Project Managers and Stakeholders Meeting(s) for Educator IDs (EdID)	SLDS Project Manager C Responsible for C4.4		X																	
Establish Project Organizational and Reporting Structure			X																	
Identify Requirements for Educator IDs and Interface			X																	
Document, Review, and Approve Requirements			X	X																
Develop RFP with State IT Procurement and Issue					X	X														
Receive and Evaluate Proposals					X	X														
Announce Selection and Begin Work with Vendor						X	X													
Document, Review, and Approve Design Decisions								X												
Develop & Test EdID; Modify PS & Integrate w/DW & TV								X	X	X										
User Testing for EdIDs, PS, DW, and TV										X	X									
Deploy EdID & PS, DW, & TV Enhancements												X								
Initial Production Support												X								
Transition to LEA Support Staff												X								
C4.5 Partner with LEARN Consortium	SLDS Project Manager C responsible for C4.5	X	X	X	X															
Review specifications		X	X	X																
Prepare data for inclusion				X	X	X	X	X												

Strategy, Activity	Personnel Responsible	Year 1 / 2010				Year 2 / 2011				Year 3 / 2012				Year 4 / 2013				Year 5/2014		
		Q1	Q2	Q3	Q4	Q1	Q2													
Goal C5: Create, distribute, and provide DATTA accessible training using the 7A's model.																				
C5.1 Develop comprehensive plan for training stakeholders	INSPIRED Data Analyst, S ² MART Center staff responsible for C5.1	X	X	X	X															
Organize team for planning; schedule work sessions		X	X																	
Determine training priorities			X	X	X															
Develop strategies for training delivery			X	X	X															
C5.2 Develop initial training for access, analysis, and application of data	INSPIRED Data Analyst, S ² MART Center staff, SCDE Content Specialists, Training Developers responsible for all activities under C5.2, C5.3, C5.4, and C5.5			X	X	X	X													
Organize team for planning; schedule work sessions				X	X															
Develop content and resources for training					X	X	X													
Develop training models						X	X													
C5.3 Develop additional training for application of data, assessment,, & advancement									X	X	X	X	X	X						
Organize team for planning; schedule work sessions								X	X											
Develop training content & resources								X	X	X	X	X								
Develop training models								X	X	X	X	X								
C5.4 Cross-train S ² MART Center staff to include the use of data in all areas						X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Identify trainers to work with S ² MART Center staff					X	X														
Schedule training workshops for S ² MART Center staff						X	X													

Strategy, Activity	Personnel Responsible	Year 1 / 2010				Year 2 / 2011				Year 3 / 2012				Year 4 / 2013				Year 5/2014		
		Q1	Q2	Q3	Q4	Q1	Q2													
Train all S ² MART Center staff in the use of data in the 7A's model (continuous)	INSPIRED Data Analyst, S ² MART Center staff, SCDE Content Specialists, Training Developers responsible for all activities under C5.2, C5.3, C5.4, and C5.5								X	X	X	X	X	X	X	X	X	X	X	
C5.5 Develop training resources in several different formats						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Develop text-based training resources						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Develop audio-based training resources						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Develop video-based training resources						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Distribute training resources for all stakeholders						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Goal C6: Provide researchers and policymakers with access to student-level, educator-level, and program-level data																				
C6.1 Access to data determined by role	DGC, network and database (DB) admin, content managers	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Establish policies for access to data	DGC	X	X	X	X	X	X													
Develop roles, rights, and access privileges	Network & DB administrators				X	X	X													
Develop interface	DB admin contractor developer				X	X	X	X	X											
Test access and security	DB, network & security admin					X	X	X	X											
Provide access to researchers	DB & Network administrators									X	X	X	X	X	X	X	X	X	X	
C6.2 Develop application; de-identification of data and sub-groups	DB admin, contractor developer				X	X	X	X	X											

(D) GREAT TEACHERS AND LEADERS

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

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

South Carolina statutes and regulations support alternative routes for non-educators to become teachers and an alternative route for current educators to become principals. The state also has an alternative route for professionals outside education to become superintendents.

The primary alternative route for teachers is the Program of Alternative Certification for Educators (PACE). Through statute (S.C. Code Ann. § 59-26-30(A)(8) in Appendix D1A), South Carolina is authorized to issue a conditional certification to qualified individuals with training provided by the SCDE. Certification Regulations (R. 43-51 (IV); in Appendix D1B) and Guidelines (Appendix D1C) outline PACE as a program designed to allow individuals with an earned bachelor's degree or higher in a content area the opportunity to complete an accelerated certification program while serving as teachers. South Carolina also recognizes the American Board for the Certification of Teaching Excellence (ABCTE) through statute (S.C. Code Ann. § 59-25-310; in Appendix D1D) and Guidelines (Appendix D1E). Passing ABCTE examination scores render an individual eligible for hire as a teacher in mathematics, science, or English.

South Carolina has an alternative route for currently certified educators who meet specific criteria to serve as principals while working toward full principal certification through an approved program at a regionally accredited institution of higher education (IHE) (R. 43-51 (I) in Appendix D1F). South Carolina also initiated an alternative route for superintendents in 2003 that was approved by the General Assembly in 2004 (R. 43-64 (I) in Appendix D1G).

While South Carolina does not currently have an alternative route for non-educators to become principals, the state will develop such a program in South Carolina INSPIRED (see (D)(3) below). A State Board regulation will be developed which if adopted will allow for providers other than IHEs.

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

Established in 1984, PACE is South Carolina's premier alternative route for initial teacher certification. Eligible candidates with appropriate degrees but who otherwise do not meet certification requirements are allowed to gain employment in public schools while pursuing

full professional certification through a series of training seminars provided through the SCDE as well as graduate courses completed through regionally accredited IHEs. Candidates must complete all requirements by the end of year three.³ Since 2000, more than 4,200 individuals have met all admission and training criteria. Currently, 1,150 participants are enrolled in years one, two, and three of the training program. In the content areas included in PACE, approximately 10-12% of all new district hires are PACE participants. The three-year retention rate for PACE teachers is 74%; five-year retention is 68% (see data in Appendix D1H).

In June 2007, the South Carolina General Assembly passed the American Board for the Certification of Teacher Excellence Act (ABCTE) (S.C. Code Ann. § 59-25-310 et seq. (Supp. 2009) that enables a public LEA to hire individuals qualified for the Passport-to-Teaching certificate in the fields of biology, chemistry, English, mathematics, physics, or science. Once the employing LEA verifies employment in a public school, these individuals are issued a one-year alternate-route certificate; this certificate may be renewed annually for two more years upon verification of successful teaching as measured through the state's teacher evaluation system, ADEPT. Currently 50 ABCTE teachers are teaching in the State (data in Appendix D1H).

Current teachers may add other areas, including administration, to their credentials through an out-of-field permit. Districts may request the out-of-field permit for teachers with demonstrated content competency in the area requested, or those with at least 12 semester hours toward principal certification requirements. On average, more than 30 teachers use this method each year to move into principal positions while seeking professional principal certification.

Professionals outside education with a master's degree, verification of 10 years successful experience in a senior position, and recommendation of a local school board can seek superintendent certification. These professionals are issued a one-year certificate renewable at the local board's request. A professional certificate can be issued upon completing a specified program of study through a regionally accredited IHE, minimum qualifying scores on the required certification examination(s), and recommendation by the local board after three years of successful service as a superintendent. To date, two individuals have sought superintendent certification via this route.

A summary of all of South Carolina's alternative routes can be found in Appendix D1I.

³ A comprehensive description of South Carolina's Program for the Alternative Certification of Educators (PACE) is available online at <http://www.scpaced.org>.

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

Each fall, South Carolina’s Center for Educator Recruitment, Retention, and Advancement (CERRA) conducts a Supply and Demand Survey (see Appendix DIJ). In this process every school district reports the number of education positions available for the school year, how those positions have been filled, and the number of positions that remain vacant. These data are available by content and geographic areas. The survey allows the SCDE to determine areas of greatest need to target for recruitment efforts, including recruiting PACE participants. CERRA and the SCDE are working with other state organizations to determine trends with this data in order to better project the needs of individual districts in the state. With RTTT funding, South Carolina will expand on two essential strategies: targeting and enhancing PACE into high-need LEAs and creating an alternative route for professionals outside education to become certified principals. The proposed enhancement of PACE will allow for recruitment, training, and placement of highly qualified PACE candidates in the federally defined high-need LEAs (see Appendix D1K for PACE information). The alternative route for non-educators to become principals will provide academically qualified professionals the opportunity to earn full principal certification through an accelerated training program (see Alternative Principal Certification for Career-Changers information in Appendix D1L). Both enhancing PACE and creating a new alternative route for administrators are critical to our efforts to recruit, retain and distribute highly effective educators, as detailed in Section (D)(3) below.

(D)(2) Improving teacher and principal effectiveness based on performance

More than a decade ago, South Carolina committed to developing statewide systems for supporting and evaluating the performance of teachers (i.e., the system for Assisting, Developing, and Evaluating Professional Teaching—ADEPT) and principals (i.e., the Program for Assisting, Developing, and Evaluating Principal Performance—PADEPP). Subsequently, the South Carolina General Assembly and State Board of Education enacted legislation and regulations to set the framework for ADEPT (S.C. Code Ann. §§ 59-26-30 and 59-26-40; S.C. Code Ann. Regs. 43-205.1; see Appendix D2A) and PADEPP (S.C. Code Ann. § 59-24-40; S.C. Code Ann. Regs. 43-165.1; see Appendix D2B) and require all public schools/LEAs in the state to use these systems.

South Carolina is recognized as a leader in implementing value-added teacher evaluations. Currently, 43 public schools are implementing the Teacher Advancement Program (TAP). Data (both quantitative and qualitative) derived from the TAP schools are informing the continued development and improvement of both the ADEPT and PADEPP systems.

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

The strong foundation built by ADEPT and PADEPP, coupled with the innovations in the TAP and SC9+ schools, provides a springboard to create a statewide educator evaluation system that ensures highly effective teachers and principals for all students and schools.

Goal D1: South Carolina will enhance teacher and principal effectiveness by focusing on performance indicators that include measures of student growth as a significant component and by ensuring the fidelity of implementation of annual rigorous, transparent, tiered, and fair evaluation, feedback, and support systems for teachers and principals.

(i) Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student;
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Objective D1.1: By the end of the grant period, South Carolina will expand its student growth measures to include standardized assessment data for every student in the state who is in a tested grade and subject.

While South Carolina does not have a statewide system for measuring student growth using standardized assessment data, the state's 43 TAP schools use a value-added approach to measure academic gains for each student, classroom, and school. The SC9+ schools are also providing important information on implementing an effective, fair, and sustainable teacher evaluation system. The ADEPT system used by all LEAs also includes as a part of its new Summative ADEPT Formal Evaluation of Classroom-Based Teachers (SAFE-T) model a formative measure of student growth: the unit work sample (see SAFE-T Guidelines in Appendix D2D).

To achieve this objective, South Carolina will develop/select and implement a value-added assessment (VAA) model designed to compare each student's current test data to his or her prior performance on standardized statewide assessments. To make robust predictions of

student growth, the state will develop/select a valid statistical VAA model that includes additional variables such as attendance, disciplinary actions, and others that are likely to impact student learning and well-being, based on the feasibility of implementation of the design model.

Until assessments that align with the Common Core K–12 standards have been developed, validated, and implemented, South Carolina will use data from the current statewide assessment administered in grades 3–8, the Palmetto Assessment of State Standards (PASS), and the Measures of Academic Progress (MAP) to calculate student growth for VAA purposes.

Objective DI.2: By the end of the grant period, South Carolina will expand its student growth measures to include Project-Based Learning and Assessments (PBLAs).

Although the “traditional” VAA approach described above will add an important dimension to understanding student growth and teacher effectiveness, the model has its limitations; first, it cannot be used with students in non-tested grades or subject areas. In addition, VAAs are based on student performance on standardized tests, largely because these tests are highly objective and reliable and yield rapid-time data. However, no matter how rigorous the content, most of these tests focus primarily on convergent learning (i.e., a single “correct” answer) in a largely decontextualized format. Therefore, most of our current standardized tests provide limited insight into skills commonly regarded as essential for 21st century learners: effective communication and collaboration, problem-solving, innovation and creativity, and information and technology literacy.⁴

To address this limitation, South Carolina proposes an ambitious, multi-year plan to work with educators to develop Project-Based Learning and Assessments (PBLAs), rigorous, cross-discipline authentic assessments and accompanying scoring rubrics that will include all grade levels and subject areas. Upon completing field reviews and pilot testing, each series of PBLAs will be phased in for statewide implementation. Over time, the uniform scoring rubrics will yield PBLA/VAA data that will be used to measure individual student growth.

(ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account

⁴ These 21st century skills are discussed in detail in the Council of Chief State School Officer’s Strategic Initiatives Discussion document entitled *Transforming Education: Delivering on Our Promise to Every Child*, March 2009 (<http://www.ccsso.org/content/pdfs/Transforming%20Education%20-%20CCSSO%20discussion%20document.pdf>).

data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement;

Objective D1.3: By the end of the grant period, South Carolina will involve teachers and key stakeholders in amending ADEPT (1) to differentiate teacher effectiveness using multiple rating categories that take into account data on student growth and (2) to include additional performance standards and evaluation models for teachers in virtual/cyber school settings and for school psychologists.

Initially developed with more than 100 key stakeholders across the state, South Carolina's ADEPT system has become vital to the state's teacher quality initiative. In 2004, an independent external evaluation of the ADEPT system concluded that "[t]he program provides a clear and explicit definition of good teaching, contains clear expectations for teacher knowledge and performance, provides a common language for teachers and administrators to talk about good teaching, provides a common framework for consensus and collaboration, includes multiple observers/evaluators, and focuses on continued growth and development of teachers" (Anderson, 2004; in Appendix D2E). Based on Anderson's 12 recommendations for increasing the effectiveness of the ADEPT system, the SCDE launched upgrades that are still in progress.

Today's ADEPT system includes a robust teacher performance evaluation component based on sets of statewide expectations, the ADEPT Performance Standards, for what teaching professionals should know, be able to do, and assume responsibility for accomplishing on an ongoing basis. The state has set performance standards and a corresponding formal (summative) evaluation model that applies to classroom-based teachers. Additionally, as part of the ADEPT system, the state has adopted parallel sets of performance standards and corresponding evaluation models for school guidance counselors, library media specialists, and speech-language therapists. Developed by representative groups of key stakeholders, each set of standards is based on nationally recognized and validated sources that include the Interstate New Teachers Assistance and Induction Consortium (INTASC), the National Board for Professional Teaching Standards (NBPTS), the National Council for Accreditation of Teacher Education (NCATE), and the related professional organization for each special area.

Each group of educators has a comprehensive ADEPT formal (summative) performance evaluation model that is based on the related set of ADEPT Performance Standards. The ADEPT formal evaluation models for the four groups of educators share these commonalities:

- Timeline. Each LEA must establish an annual timeline for conducting the evaluations. All timelines must meet the requirements of the *ADEPT System Guidelines* (in Appendix D2F) and must be submitted to the SCDE for approval.
- Multiple Trained Evaluators. Each educator must be evaluated by at least two trained evaluators. At least one member of the evaluation team must be an administrator, and at least one member must possess a knowledge of the content taught by (or the special area of) the educator. Evaluator training requirements include participation in a three-day training session conducted by an SCDE-certified trainer, successful completion of all training assignments, and a written examination. The SCDE maintains a database of all certified evaluators and trainers.
- Teacher Orientation. Each educator scheduled for a formal (summative) ADEPT evaluation must receive a comprehensive orientation to the process before it begins.
- Multiple Sources of Evidence. All evaluations must be based on multiple sources of evidence. For example, the SAFE-T model includes six required sources of evidence: (1) long-range plans; (2) unit work samples; (3) multiple classroom observations; (4) teacher reflections on each observed lesson; (5) professional performance reviews by administrators, and (6) teacher professional self-assessments.
- Student Progress and Achievement. The state's new teacher evaluation model, SAFE-T, emphasizes the teacher's ability to obtain and use student growth data. The Unit Work Sample, adapted from the work of the nationally recognized Renaissance Teacher Work Sample Consortium⁵ requires teachers to use formative assessments to measure and report student learning gains and to use the results to guide future instruction.
- Consensus-Based Judgments. All judgments regarding teacher performance must be consensus-based and include a detailed, evidence-based rationale for each judgment.
- Specific Feedback to Teachers. At least twice during the evaluation year, the evaluation team must conference with the educator to explain the consensus-based evaluation report. Each report must include the team's decisions regarding each performance standard and a detailed, evidence-based rationale to support each judgment. Each report must also include an overall judgment regarding the educator's performance. The team's final report for the year

⁵ The work of the Renaissance Teacher Work Sample Consortium is fully described on the following Web site: <http://edtech.wku.edu/rtwsc/index.htm>.

reflects the final evaluation rating. In addition, the educator must receive a written copy of all consensus-based reports.

- Professional Growth and Development. The evaluation team must collaborate with the educator to develop an individualized professional growth and development plan that is based on the results of the ADEPT formal (summative) evaluation.

To move from *teacher quality* to *teacher effectiveness*, South Carolina plans to expand these ADEPT evaluations to include a value-added component based on standardized assessment data, comparable to the TAP value-added model, and eventually, a value-added component based on project-based learning and assessments (PBLAs). An example conceptual framework for determining teacher effectiveness ratings that can serve as a basis for discussion follows:

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

Additionally, to address the need to improve the state’s low high-school graduation and college entrance rates, other indicators may be added to the school-level value-added score as described above. For example, in addition to the standardized test data, this score may reflect a composite of *positive student work habits* (e.g., attending school regularly, securing passing grades, completing and submitting homework); *a solid learning foundation* (e.g., engaging in learning and enrichment activities after school and during the summers, accumulating adequate course credits, enrolling in increasingly challenging courses); and *individualized and personalized support for students, particularly those who are struggling* (e.g., providing mentors and/or tutors for struggling students, making school personnel available for personalized help; establishing partnerships with the community).

To establish the process and criteria for determining a *teacher effectiveness rating* for each teacher for both the formal (summative) ADEPT teacher evaluations and the annual ADEPT teacher evaluations, the SCDE will appoint a representative work committee of 25 key stakeholders, including teachers, school and district administrators, and representatives from IHEs and related professional organizations. The committee will convene for four face-to-face meetings, and additional virtual meetings as needed to (1) design the conceptual framework for the teacher effectiveness ratings and (2) determine the type and range of scores for each performance assessment, the weightings for each assessment, and the overall number of rating categories, along with the criteria for each. In determining the number of teacher effectiveness rating categories, the committee must carefully consider and develop policies and procedures to establish and maintain statewide reliability. The committee's draft proposal will be posted to Web sites for statewide review and subsequent changes will be based on feedback from the field.

South Carolina also plans to expand the current ADEPT system to include teachers in virtual/cyber school settings and school psychologists. To develop the performance standards and evaluation models, the state will appoint a team of stakeholders for each respective group of educators, reflecting our state's geographic and demographic diversity, and including district- and school-level administrators, IHEs, and related professional organizations. Each team will develop appropriate performance expectations based on nationally recognized standards along with an accompanying formal (summative) evaluation model for adoption and implementation statewide. Both sets of performance standards and evaluation models will be subject to statewide field reviews and pilot testing. Additionally, the state will engage a consultant with expertise in performance evaluations to ensure that the standards and evaluation models meet the requirements for internal and external validity and reliability.

Objective D1.4: By the end of the grant period, South Carolina will involve principals, educators, and key stakeholders in amending the statewide system for Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP) to differentiate principal effectiveness using multiple rating categories that take into account data on student growth.

To support their belief that “the leadership of the principal is key to the success of a school,” the South Carolina General Assembly adopted legislation that led to the development and statewide implementation of the PADEPP system in 2001 (S.C. Code Ann. § 59-24-5). In 2008, updates to the Interstate School Leaders Licensure Consortium (ISLLC) standards upon

which the PADEPP standards and criteria are based created the need to revisit the PADEPP regulation and to create new PADEPP Guidelines that are currently under development. The PADEPP standards set forth the state’s expectations for principal performance:

PADEPP STANDARDS	NUMBER OF RELATED CRITERIA
Standard 1: Vision	4
Standard 2: Instructional Leadership	5
Standard 3: Effective Management	6
Standard 4: Climate	6
Standard 5: School-Community Relations	6
Standard 6: Ethical Behavior	3
Standard 7: Interpersonal Skills	5
Standard 8: Staff Development	4
Standard 9: Principal’s Professional Development	4

In terms of evaluation, every principal in the state’s public schools enters into the formal evaluation cycle beginning in his or her second year in the principalship. As part of the formal evaluation process, LEAs may elect to use either the state’s evaluation instrument or a locally adopted, SCDE-approved instrument, provided that the instrument addresses all of the PADEPP standards and criteria and meets the technical specifications for validity and reliability. The PADEPP formal (summative) evaluation model includes these specifications:

- Timeline. The superintendent (or designee) must formally evaluate every experienced principal at least once every three years.
- Trained Evaluators. Each LEA must ensure that the district superintendent and the superintendent’s designees are trained as evaluators of principals.
- Principal Orientation. Prior to the evaluation, each principal who is scheduled to undergo an evaluation must receive awareness training of the following: the PADEPP Performance Standards and Criteria, the evaluation instrument, the PADEPP regulation (SBE Regulation 43-165.1), and the LEA’s expectations for each criterion.
- Multiple Sources of Evidence. PADEPP requires the use of multiple sources of evidence to assess the performance of the principal. Examples of appropriate sources of evidence are provided in the PADEPP Guidelines for each performance criterion.
- Student Progress and Achievement. The Instructional Leadership Standard (Standard 2) addresses the process variables that are directly tied to student achievement:
 - Criterion 1: Sets and communicates high standards for student achievement
 - Criterion 2: Demonstrates proficiency in analyzing test data

- Criterion 3: Uses test data to improve curriculum, instruction, and student performance
- Criteria 4 and 5: Monitors and evaluates the effectiveness of strategies and programs in promoting student achievement.
- Specific Feedback to Principals. The summative phase provides for evaluative conclusions regarding the principal’s performance based on the data collected as specified by the evaluation instrument. Upon completing the evaluation process, the evaluator must meet with the principal to explain the overall results and specific findings in each PADEPP Performance Standard; the evaluator and the principal then must sign the evaluation form and a copy of the form is given to the principal.
- Professional Growth and Development. After reviewing the overall results of the formal evaluation, the principal and evaluator must collaborate to develop the principal’s annual professional development plan, based on the identified strengths and weaknesses and the school's renewal plan.

In moving from *principal quality* to *principal effectiveness*, South Carolina plans to expand the PADEPP system to include a value-added component based on standardized assessment data, comparable to the TAP value-added model, and eventually, a value-added component based on project-based learning and assessments (PBLAs). An example of a conceptual framework for determining principal effectiveness ratings is as follows:

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

To establish the process and criteria for determining a *principal effectiveness rating* for each principal for both the formal (summative) PADEPP evaluations and the annual PADEPP evaluations, the SCDE will appoint a representative work committee of 25 key stakeholders that includes teachers, school and district administrators, and representatives from IHEs and related professional organizations. The committee will convene for four face-to-face meetings and

additional virtual meetings as needed to (1) design the conceptual framework for the principal effectiveness ratings and (2) determine the type and range of scores for each performance assessment, the weightings for each assessment, and the overall number of rating categories, along with the criteria for each. In determining the number of principal effectiveness rating categories, the committee must carefully consider and develop policies and procedures to establish and maintain statewide reliability. The committee’s draft proposal will be posted to the Web sites for statewide review and subsequent changes will be based on feedback from the field.

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

Objective D1.5: By the end of the grant period, ADEPT will include student growth as a component of the annual teacher evaluation process.

To move from *teacher quality* to *teacher effectiveness*, South Carolina will expand the ADEPT system to add the following components to its annual evaluation requirements for teachers who hold a valid South Carolina professional teaching certificate or who have fulfilled all ADEPT-related (i.e., performance) eligibility requirements for advancement to a professional teaching certificate: (1) a value-added component based on standardized assessment data, comparable to the TAP value-added model, and (2) a value-added component based on project-based learning and assessments (PBLAs). An example of a conceptual framework for determining annual teacher effectiveness ratings is as follows:

Annual Assessment for Teacher Evaluation Rating	Weightings for Teachers in	
	Tested Grades & Subjects	Non-Tested Grades & Subjects
<u>Rating for Competence-Building Goals-Based Evaluation and/or Research and Development Goals-Based Evaluation</u> OR <u>Teacher’s Formal (Summative) Evaluation Rating (SAFE-T or Special Area Model)</u>	____%	____%
<u>Classroom-Level Value-Added Score: Standardized Assessments</u> (i.e., the average gain of all students for a teacher who teaches in a tested grade and subject and who has at least ten students with linked prior- and current-year testing data)	____%	N/A
<u>Value-Added Score: Project-Based Learning and Assessment (PBLA)</u> (i.e., the score for the teacher if the teacher worked independently <u>or</u> the score for the group if a collaborative effort)	____%	____%

School-Level Value-Added Score(s) (i.e., the composite of all tested grades and subjects in the school, plus, either in this assessment category ____% ____% or an additional category, other indicators, as determined)

TEACHER EFFECTIVENESS RATING (sum of the weighted scores)

Goals-based evaluation (GBE), referenced in the table above, begins with the teacher and principal (or administrative designee) collaborating at least annually to develop the teacher’s individualized professional growth and development plan. Competence-Building GBE is designed to target a teacher’s performance weaknesses and to support the teacher’s efforts to remediate those weaknesses. Research and Development GBE, on the other hand, provides an opportunity for teachers to meet new challenges and reach new levels of expertise by addressing goals that involve collaborative engagement in action research: (1) identifying a critical question related to student learning, (2) exploring strategies to answer the question, (3) developing and implementing a plan to answer to the question, (4) collecting and analyzing data, (5) deriving implications, and (6) disseminating findings. Both forms of GBE involve the “assisting and developing” as well as the “evaluating” components of ADEPT. Additionally, LEAs may place experienced teachers on a comprehensive ADEPT formal (summative) evaluation, given the required advance notice (S.C. Code Ann. Regs. 43-205.1).

Objective D1.6: By the end of the grant period, South Carolina’s PADEPP will include student growth as a component of its annual evaluation process for principals.

As part of its plan to move from *principal quality* to *principal effectiveness*, South Carolina will expand the current PADEPP system to include the following components to its annual evaluation requirements for principals: (1) a value-added component based on standardized assessment data, comparable to the TAP value-added model, and (2) a value-added component based on project-based learning and assessments (PBLAs). The following is an example of a conceptual framework for determining annual principal effectiveness ratings.

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

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

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

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

Both the ADEPT and PADEPP systems include not only a robust measurement (i.e., evaluation) component but also two vital support components (i.e., assisting and developing). These systems require that all beginning teachers and principals receive induction support and mentoring assistance. Further, individualized professional development plans help guide the continuous development of all teachers and principals at all stages of their careers. Sections (A)(3), (B)(3) and (D)(5) describe South Carolina's comprehensive plans to assist and develop teachers and principals through coaching, induction support, and professional development.

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

South Carolina's comprehensive plans for teacher and principal compensation and advancement, including the Salary Incentives for Teacher Effectiveness (SITE) and expansion of the Teacher Advancement Program (TAP), are fully described in Section (D)(3). When the transition is complete, SITE will include compensation incentives for effective and highly effective teachers and principals. The ADEPT and PADEPP evaluation systems are being modified so that retention and promotion decisions will be based upon evaluations that include effectiveness in increasing student achievement growth (see Section D1.1).

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

ADEPT formal (summative) evaluation results are now used to determine a teacher's eligibility to advance from an initial to a professional teaching certificate. Successful completion of both an ADEPT induction year and an annual-contract ADEPT formal (summative) evaluation year are required for certificate advancement (S.C. Code Ann. Regs. 43-53; see ADEPT Guidelines in Appendix D2F). By the end of Year 4, the teacher effectiveness rating will be included as an integral part of the ADEPT evaluation requirement for certificate advancement.

Objective D1.7: By the end of the grant period, South Carolina will design and implement a tiered certification system for principals, based on principal effectiveness.

South Carolina plans to move from its current single-level certification for principals to a tiered certification system for principals, similar to the system currently in place for teachers. Building on the principal effectiveness requirements adopted by the work committee, the SCDE will develop and introduce for adoption to the State Board of Education and the General Assembly a regulation that establishes a two-tiered certification system for principals. The initial principal certificate will begin with a minimum one-year principal induction period. To advance to a professional principal certificate, the principal will need to receive a successful PADEPP effectiveness rating that includes measures of student growth for at least one subsequent year.

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

As a right-to-work state, South Carolina does not grant teacher tenure, per se. However, the state has established parameters for contractual employment agreements between LEAs and teachers (S.C. Code Ann. § 59-26-40). First-year (i.e., induction-contract) teachers are essentially at-will employees. Beginning in their second year, and continuing until they have met all requirements for full professional certification, teachers must be employed at the annual-contract level. Annual-contract teachers do not have full rights to employment, with the exception of limited (i.e., district-level) rights to appeal.

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

In South Carolina (a right-to-work state), principals do not hold the right to retain their positions or salaries as school administrators (S.C. Code Ann. § 59-24-15). Therefore, an educator may be removed from the principalship at the discretion of the employing district.

Objective DI.8: By the end of the grant period, South Carolina will use teacher effectiveness ratings for both formative and summative purposes.

Currently, all LEAs are responsible for annually reporting the ADEPT status for every teacher to the SCDE via the state's secure, Web-based ADEPT Data System (ADS). For each

teacher who has undergone an ADEPT formal (summative) evaluation during the academic year, the LEA must report the teacher's overall evaluation results as well as the results relative to each ADEPT Performance Standard. The ADEPT formal (summative) evaluation results are used to

- determine a teacher's eligibility to advance from an initial to a professional teaching certificate. Successful completion of an ADEPT induction year and an annual-contract ADEPT formal (summative) evaluation year are required for certificate advancement (S.C. Code Ann. Regs. 43-53);
- determine the need for state sanctions against a teacher. State statute requires the SBE to suspend the teaching certificate of any educator who fails two ADEPT formal (summative) evaluations at the annual-contract level (S.C. Code Ann. § 59-26-40);
- guide development of a teacher's professional growth and development plan;
- assist LEAs in making employment and dismissal decisions;
- provide information to educator preparation programs. The ADEPT formal (summative) evaluation results for each teacher who completed a teacher preparation program in this state are linked back to that program. These results are, in turn, reflected on the IHE's Title II report card and are used to help inform future program improvements. This process is highlighted in our response to (D)(4) below; and
- augment each teacher's ADEPT history. The ADS generates a permanent, longitudinal ADEPT history for every teacher that includes annual data concerning the teacher's (1) employing LEA, (2) contract level for the year, (3) ADEPT results for the year, (4) employment status in the LEA for the following year, (5) recommended contract status for the following year. The state has access to all teachers' ADEPT histories, and each teacher has Web access to his or her own ADEPT history. Additionally, each LEA has access to the ADEPT histories of all teachers they employ and each LEA can access the ADEPT history of every teacher who applies to them for teaching employment.

In moving from teacher quality to teacher effectiveness, the state will transition to the new teacher effectiveness ratings for ADS reporting and ADEPT histories.

Objective DI.9: By the end of the grant period, South Carolina will use principal effectiveness ratings for both formative and summative purposes.

Currently, the state is in the process of developing and implementing a secure, Web-based system through which LEAs will submit annual performance reports on each of their

principals. Data derived from these reports will be used to

- determine a principal's eligibility to advance from initial principal certification to professional principal certification, pending adoption of a tiered principal certification system by the state's General Assembly;
- develop each principal's professional growth and development plan;
- assist LEAs in making principal employment and dismissal decisions;
- provide information to IHE leadership preparation programs. The PADEPP formal (summative) evaluation results for each principal graduate from a leadership preparation program in this state will be linked back to that IHE for use to improve programs.
- help the SCDE Office of School Leadership determine program and curricular offerings in their continuum of leadership development programs; and
- augment each principal's PADEPP history: a permanent, longitudinal record of the principal's performance during each year served in the principalship.

In moving from principal quality to principal effectiveness, the state will use the new principal effectiveness ratings for PADEPP data reports and PADEPP histories.

Objective D1.10: By the end of the grant period, South Carolina will implement processes to ensure the fidelity of implementation of the ADEPT and PADEPP systems.

Implementing the ADEPT and PADEPP systems with fidelity is essential to ensure the validity and reliability of the teacher and principal evaluations and the effectiveness of the support processes. To that end, and as described in Section (A)(3) and (D)(5), the state will employ eight facilitators (one for each S²MART Center) to help LEAs with ADEPT training, implementation, and program evaluations. Additionally, the SCDE will implement a monitoring process that is both offsite and onsite and includes, at a minimum, reviews of LEA ADEPT implementation plans, assurances, and program evaluations; reviews of evaluation documentation; and feedback (via interviews and/or surveys) from teachers, principals, and other administrators.

Performance Measures for (D)(2)		Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Notes: Data should be reported in a manner consistent with the definitions contained in this application package in Section II. Qualifying evaluation systems are those that meet the criteria described in (D)(2)(ii).						
Criteria	General goals to be provided at time of application:	Baseline data and annual targets				
(D)(2)(i)	Percentage of participating LEAs that measure student growth (as defined in this notice).	2.3% / 14.7% *	2.3% / 14.7% *	10%	50%	100%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for teachers.	2.3%/ 14.7% *	2.3%/ 14.7% *	10%	50%	100%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for principals.	2.3%/ 14.7% *	2.3%/ 14.7% *	10%	50%	100%
(D)(2)(iv)	Percentage of participating LEAs with qualifying evaluation systems that are used to inform:					
(D)(2)(iv)(a)	•Developing teachers and principals.	2.3%/ 14.7% *	0%	10%	50%	100%
(D)(2)(iv)(b)	•Compensating teachers and principals.	2.3%/ 14.7% *	0%	10%	50%	100%
(D)(2)(iv)(b)	•Promoting teachers and principals.	2.3%/ 14.7% *	0%	10%	50%	100%
(D)(2)(iv)(b)	•Retaining effective teachers and principals.	2.3%/ 14.7% *	0%	10%	50%	100%
(D)(2)(iv)(c)	•Granting tenure and/or full certification (where applicable) to teachers and principals.	2.3%/ 14.7% *	2.3%/ 14.7% *	10%	50%	100%
(D)(2)(iv)(d)	•Removing ineffective tenured and untenured teachers and principals.	2.3%/ 14.7% *	0%	10%	50%	100%
* 2 of the 88 LEAs meet these criteria for all schools. 13 of the 88 LEAs meet these criteria for at least one school in the district.						
Although South Carolina's current teacher (ADEPT) and principal (PADEPP) evaluations do not yet include a student growth component, the fact that these robust systems are already implemented statewide means that the state is ready to include student growth data and use it as an indicator of teacher and principal effectiveness.						

General data to be provided at time of application:	
Total number of participating LEAs.	84
Total number of principals in participating LEAs.	1,164
Total number of teachers in participating LEAs.	49,288

Criterion	Data to be requested of grantees in the future:
(D)(2)(ii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems.
(D)(2)(iii) ⁶	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year.
(D)(2)(iii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year.
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems whose evaluations were used to inform compensation decisions in the prior academic year.
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better and were retained in the prior academic year.
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year.
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems whose evaluations were used to inform tenure decisions in the prior academic year.
(D)(2)(iv)(d)	Number of teachers and principals in participating LEAs who were removed for being ineffective in the prior academic year.

¹ Note that for some data elements there are likely to be data collection activities the State would do in order to provide aggregated data to the Department. For example, in Criteria (D)(2)(iii), States may want to ask each Participating LEA to report, for each rating category in its evaluation system, the definition of that category and the number of teachers and principals in the category. The State could then organize these two categories as effective and ineffective, for Department reporting purposes.

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

To ensure that all students have access to highly effective principals and teachers in all subject areas, State Superintendent of Education Dr. Jim Rex commissioned The Task Force on 21st Century Teaching and Learning in 2008 (see report in Appendix D3A). Education, business, and community stakeholders reviewed research, conducted assessments, and identified three foci: (1) reinvent teacher compensation, (2) improve teacher working conditions, and (3) improve community infrastructure and support for teachers and principals. To address these foci, South Carolina will develop and implement strategies to improve compensation, provide effective professional development and support, and create/strengthen alternative certification routes for teachers and principals in high minority, high poverty, hard-to-staff or critical need areas.

South Carolina has already taken significant steps to ensure the equitable distribution of effective teachers and principals, and our plans will build on these initiatives:

- The nationally recognized **South Carolina Virtual School Program (SCVSP)** offers online courses taught by highly qualified, trained teachers who use online media, telephone, email, SKYPE, and real-time web conferencing to instruct students.
- The SC Teacher Loan Program** provides loans to qualified students who complete degrees with the intent of becoming certified teachers employed in critical need areas.
- Teacher Housing Initiative**, a grant program of the SCDE with the SC Department of Commerce, helps communities build/renovate housing for teachers in depressed geographical areas. The SCDE has shared architectural renderings for **SC Teacher Village** with districts across the state.
- The \$20 million **Palmetto Hero Program**, the result of a partnership between SCDE and the SC Housing Authority, provided low-interest loans and down payment assistance to 170 teachers purchasing their first homes.
- The SCDE's **SCTeacherVillage.com (SCTV)** provides social and professional support to teachers to reduce feelings of isolation. Similar to Facebook, SCTV provides a secure environment for teachers to select neighborhoods of interest and explore links to professional websites. Currently 165 users and 24 neighborhoods (groups) network on SCTV, which launched October 15, 2009. Improving the community infrastructure in

remote and high poverty areas further supports teachers and will contribute to higher levels of retention and recruitment.

- To reduce isolation and build the skills of principals in high-poverty, low-performing schools, the SCDE has recruited principals from chronically low-performing schools for support and leadership training in its renowned year-long **School Leadership Executive Institute (SLEI)**. According to the Center for Creative Leadership SLEI Program Evaluation Report (April 2008; in Appendix D3B), principals completing SLEI have higher student achievement overall than schools with principals who have not completed SLEI. Past initiatives have taught the SCDE that salary incentives alone will not motivate highly effective teachers and principals to stay in high poverty areas. Previous teacher and principal participants reported feelings of isolation, hesitation to live in the communities and a sense of being regarded as unwanted outsiders or intruders by community members, colleagues and students.

Goal D2: To ensure that all students in high minority and/or high poverty schools have access to highly effective principals and teachers, South Carolina will develop and implement strategies to improve compensation, professional development and support, and alternative-certification routes for principals and teachers.

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

To determine high-poverty and low-poverty schools, the SCDE uses the percentage of students eligible for free or reduced price lunch or Medicaid qualification. High poverty status is defined by the 3rd quartile for all schools, while low-poverty is defined as the 1st quartile for all schools. To identify data about teacher effectiveness and placement, the SCDE matches teachers by social security and certificate numbers to SASI and Powerschool data at the school level.

Data for SY 2007-08 indicate that the percentage of core academic classes taught by teachers who are NOT highly qualified was 3.26%. The percentage for high-poverty schools was 6.55, while the percentage for low-poverty schools was 1.86. The disparity between high and low-poverty schools was 4.69%.

Poverty Quartiles and Metrics Used 2007-08		
	High-Poverty Schools	Low-Poverty Schools
Elementary schools	More than 91.25%	Less than 61.12%
Secondary schools	More than 82.24%	Less than 51.74%
Poverty metric used: Percent eligible for free or reduced price lunch or Medicaid		

Minority Quartiles and Metrics Used		
	High-Minority Schools	Low-Minority Schools
All Schools	More than 72%	Less than 27.9%
Minority metric used: 3 rd quartile for all schools for high, 1 st quartile for all schools for low		

Objective D2.1: South Carolina will develop, pilot, refine, and implement compensation systems to attract and retain highly effective teachers and principals to high poverty and/or high minority schools.

South Carolina will reinvent teacher compensation by transitioning the current flat salary schedule to a new dynamic system that rewards teacher performance and student outcomes. **Salary Incentives for Teacher Excellence (SITE)** provides an alternative salary schedule, which is scalable across the state (see SITE data in Appendix D3C). SITE compensates teachers for inputs and outputs of effective instruction and is based on an individual school year, adjusting annually for multiple variations that are calculated into the overall salary. The final incentive portion of the yearly salary that relates to student achievement will be disbursed in one performance bonus based on the previous year's ADEPT evaluations which will include value-added student achievement data as explained in (D)(2) above. Teachers in SITE will receive a base salary with additional stipends for the variable compensation areas.

Using a modified format of the current existing salary structure, teachers would receive additional stipends for categories in both years of experience and degrees and certifications earned. Additional compensation will be provided for teachers who work in hard-to-staff schools or subjects such as math, science and special education. Similarly, additional compensation will be given for levels of responsibility and leadership duties. The final component of the salary will be determined from an assessment of student achievement using a value-added model, with teachers performing significantly above expected progress receiving significantly higher compensation. Salaries could range from the minimum base salary to a

potential of 3x the base, determined by multiple compensation areas and student progress.

Objective D2.2: South Carolina will develop site-based, research-based professional development and support for teachers and leaders in high minority and/or high poverty schools.

Educators across South Carolina have access to all of the supports provided in S³ and the S²MART Centers. High needs schools within the tiered intervention model receive priority assistance for these programs and services. However, the shift to regional assistance will provide more timely and focused assistance. We find that the educators in schools who most need assistance are often the least likely to attend a statewide training event. By having training at the regional S²MART Centers, promoted by staff who will build close relationships with these educators, targeted assistance can be more effectively delivered. In addition to the assistance discussed in (B)(3) and (D)(5), these additional initiatives will be implemented for the educators in the highest need schools.

(a) The **School Transformation Leaders Academy** will train and support leaders to turnaround low-performing schools (see proposal in Appendix D3D). This Academy, built upon the research from the University of Virginia’s Turnaround Schools’ model and the success of New Leaders for New Schools will recruit, develop, and support a pool of effective, data-focused, collaborative, fearless, “point-guard” principals committed to inspiring and developing teachers and building a culture of learning in our lowest-performing schools. By using the revised ADEPT and PADEPP (as detailed in D2) that includes student growth in performance evaluations, we will be better able to identify such leaders.

(b) The SCDE will expand the research-based **Teacher Advancement Program (TAP)** (see TAP information in Appendix D3E) to serve 40 additional schools in districts with high percentages of minority and high-poverty students. South Carolina leads the country in implementing TAP, a program that has produced evidence over time as a highly successful statewide initiative to attract, retain, develop, and motivate talented people to the teaching profession, especially to high-poverty areas. The TAP system ensures that students are taught by highly skilled, strongly motivated, and competitively compensated educators. TAP implements multiple career paths, instructionally focused accountability, ongoing applied professional growth, and performance-based compensation that positively influence school culture. Expanding TAP will assist our efforts to distribute highly effective teachers by providing

leadership opportunities for career teachers, high-quality professional development, and performance incentives for effective instruction.

(ii) Increase the number and percentage of effective teachers (as defined in this notice) teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA.

Current strategies to address hard to staff subjects such as special education, math, science and language instruction educational programs include:

- The SC Board of Education has approved the creation of an **Adjunct Teaching Certificate**, which upon final approval by the General Assembly, which is expected by May 2010, will allow school districts to leverage the wealth of talent and expertise in local communities for part-time teaching in the public schools, supplementing rather than supplanting existing teachers. This program will help link communities and schools while providing real world experience and insights to students.
- The **International Visiting Teachers Program** recruits and assists districts in employing international teachers. Participants include 32 school districts, with 254 highly qualified teachers in the areas of math, science, and special education, serving the state’s most economically challenged districts.

Objective D2.3: South Carolina will strengthen and expand existing and/or develop new recruitment and alternative certification routes for principals and teachers, especially those in hard-to-staff subjects and specialty areas.

(a) We will build on the success of the Center for Educator Recruitment, Retention and Advancement’s (CERRA) research-based models for providing community support to entice “home grown” educators for high minority and high poverty areas. CERRA and the SCDE will work with LEAs to identify and encourage middle-school students to explore teaching careers by participating in PROTEAM (in Appendix D3F), a program endorsed by the Southern Regional Educational Board, as part of the Making Middle Grades Work (MMGW) program (in Appendix D3G). High school students will also be recruited for CERRA’s nationally acclaimed Teacher Cadet program (presented in Appendix D3H).⁷ Teacher Cadet standards have been crosswalked to NCATE, ATE, INTASC, and NBPTS standards (in Appendix D3I). Successful Teacher

⁷ Phi Delta Kappa, the professional education organization that sponsors Future Educators Association, has adopted South Carolina's Teacher Cadet standards as their national standards.

Cadet graduates who commit to returning to their local communities after graduation will receive SC Teachers for Tomorrow Scholarships (see Appendix D3J). This initiative also furthers the SC INSPIRED goal of encouraging enrollment in higher education.

Upon returning to their communities, many induction teachers will have the opportunity to reside in SC Teacher Villages (see Appendix D3K). Selected teachers will have the opportunity to move into newly constructed units with colleagues as neighbors. Each teacher will receive access to the expanded **SC Teacher Village.com**. The network will support the continued development and expansion of professional and social relationships with other teachers encountered through their coursework as undergraduates, while developing additional relationships with educators across the state. Improving the community infrastructure and quality of life in high poverty areas will boost support for teachers and lead to higher levels of retention and recruitment.

(b) We will expand the work of the **Committee to Increase the Math and Science Teaching Force**, which was established last year to focus on recruiting, retaining and distributing math and science teachers. This effort would be accelerated by establishing a research-based U-TEACH (information in Appendix D3L) site at an in-state IHE. Scholarships will be awarded to program participants who commit to teaching math or science in the state upon graduation. The Committee to Increase the Math and Science Teaching Force, including deans, department heads, and professors with P–12 math and science educators, was established to bring together the state’s key parties responsible for recruiting and training science, technology, engineering, and mathematics (STEM) educators. As a result, leading IHEs have joined the Science and Mathematics Teacher Imperative, a national effort to identify and address key constraints which impede the efficacy of STEM teacher preparation programs and have expressed an interest in bringing U-TEACH programs to the state.

(c) We will enhance the research-based **Project CREATE** (see Year 5 report in Appendix D3M) to (1) include more distance-learning options to ensure that potential teachers in isolated areas have better access to preparation programs, and (2) allow more educators to receive cost-free course work to complete certification in special education. To date, 671 participants, representing 80 of 85 school districts have enrolled, with 371 completing certification as special education teachers. To build a pool of effective special education

teachers, scholarships will be awarded to high school seniors, career changers, teaching assistants, and current employed teachers who seek to become certified in special education.

(d) We will expand and modify the current **Program of Alternative Certification for Educators** (PACE) to create incentives and support systems for participants who teach in the highest-need areas and the state's chronically low-performing schools (presented in Appendix D1K). The proposed Palmetto Teacher Certification Project (PTCP) is a low-cost program designed to recruit, train, support, and retain mid-career changers to serve in South Carolina's Palmetto Priority Schools (PPS) that meet the federal high-need definition. Specifically, the purpose of PTCP is to assist in improving PPS accountability ratings by recruiting, training, and retaining highly qualified mid-career professionals in the areas of English/language arts, mathematics, science, foreign language, social studies, special education (emotionally disabled), and the arts (art, music, and dance). The PTCP is grounded in educational research supporting streamlined alternative routes to certification, reduced training costs, immediate access to employment, and a relationship with a dedicated and highly trained mentor.

(e) SCDE and SBE will design and implement an **alternative principal certification program** for career-changers with the potential to be school leaders (see Appendix D1L). We will examine the successful PACE program for components that may work well in the new program. The Division of Educator Quality and Leadership will take the lead role and will involve other SCDE divisions and offices to ensure development of a comprehensive, rigorous program. Stakeholder involvement by superintendents, principals, HR administrators, business entities, professional organizations, higher education, other possible program providers and parent groups will be sought to determine program requirements and criteria that will be essential for program success.

Performance Measures for (D)(3)(i)	Actual Data: Baseline (Current school year or most recent)	End of SY 2010- 2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014
<i>Note: All information below is requested for Participating LEAs.</i>					
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	N/A	85%	90%	95%	100%
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	N/A	85%	90%	95%	100%
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	N/A	15%	10%	5%	0%
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	N/A	15%	10%	5%	0%
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	N/A	85%	90%	95%	100%
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	N/A	85%	90%	95%	100%
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	N/A	15%	10%	5%	0%
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	N/A	15%	10%	5%	0%
Explanation: Previous data are based on our state's current definition of highly qualified which includes certification, content major and passing identified state exams. We have established a new method for identifying highly effective teachers and principals as defined in section (D)(2) above. The new system combines our current statewide ADEPT process with value-added student achievement data to determine effectiveness; therefore, data will not be available until the end of SY 2009-10. Data for SY 2007-08 indicate that the percentage of core academic classes taught by teachers who are <u>NOT</u> highly qualified was 3.26%. The percentage for high-poverty schools was 6.55, while the percentage for low-poverty schools was 1.86. If goals were based on current HQ data, in order to reach the goal of 100% of effective teachers and principals and 0% of ineffective teachers and principals by 2014, the improvement increment for each year for high-poverty schools would be 2.18% and the improvement increment for each year for low-poverty schools would be .62%. However, as we propose using a new measure of effectiveness, we can only make projections.					

General data to be provided at time of application:					
Total number of schools that are high-poverty, high-minority, or both (as defined in this notice).	330				
Total number of schools that are low-poverty, low-minority, or both (as defined in this notice).	420				
Total number of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice).	11,606				
Total number of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice).	20,838				
Total number of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice).	330				
Total number of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice).	420				
Data to be requested of grantees in the future:					
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.					
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.					
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.					

Performance Measures for (D)(3)(ii)	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
<i>Note: All information below is requested for Participating LEAs.</i>					
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of mathematics teachers who were evaluated as effective or better.	N/A	85%	90%	95%	100%

Percentage of science teachers who were evaluated as effective or better.	N/A	85%	90%	95%	100%
Percentage of special education teachers who were evaluated as effective or better.	N/A	85%	90%	95%	100%
Percentage of teachers in language instruction educational programs who were evaluated as effective or better.	N/A	85%	90%	95%	100%

Explanation: Previous data are based on our state's current definition of highly qualified which includes certification, content major and passing identified state exams. We have established a new method for identifying highly-effective teachers and principals as defined in section D2 of this document. The new system combines our current state-wide ADEPT process with value-added student achievement data to determine effectiveness. Therefore, data will not be available until the end of SY 2009-10. Data for SY 2007-08 indicate that the percentage of math classes taught by teachers who are NOT highly qualified was 8, while percentage of science classes taught by teachers who are NOT highly qualified was 12.77. The percentage of special education classes taught by teachers who are NOT highly qualified was 19.89, while the percentage of language instruction educational programs classes taught by teachers who are NOT highly qualified was 10.68. If goals were based on current HQ data, in order to reach the goal of 100% of teachers in the four areas being rated as effective or better by 2014, the improvement increment for each year for math would be 2.66%. The improvement increment for each year for science would be 4.25% the improvement increment for each year for special education would be 6.63% and the improvement increment for language instruction educational programs each year for would be 3.56%. However, since we propose using a new measure of effectiveness we can only make projections.

General data to be provided at time of application:					
Total number of mathematics teachers.	2788				
Total number of science teachers.	3081				
Total number of special education teachers.	4404				
Total number of teachers in language instruction educational programs.	1282				

Data to be requested of grantees in the future:					
Number of mathematics teachers in participating LEAs who were evaluated as effective or better in the prior academic year.					
Number of science teachers in participating LEAs who were evaluated as effective or better in the prior academic year.					
Number of special education teachers in participating LEAs who were evaluated as effective or better in the prior academic year.					
Number of teachers in language instruction educational programs in participating LEAs who were evaluated as effective or better in the prior academic year.					

(D)(4) Improving the effectiveness of teacher and principal preparation programs

(i) Link student achievement and student growth (both as defined in this notice) data to the students' teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and

South Carolina has established the conditions to link student performance to teacher effectiveness and to educator preparation programs. The ADEPT system, described in (D)(2), provides in-state preparation programs with evaluation data on all graduates that enter the classroom. Results are disaggregated by teacher and ADEPT Performance Standards (APS) and made available in written reports to all educator preparation programs annually. These reports are not currently published on the web for public review. However, the SCDE publishes summary ADEPT scores for each institution annually.

The SCDE requires educator preparation programs to analyze ADEPT summary data for their graduates and use these analyses to improve preparation, evaluation, and assistance processes. SCDE staff use ADEPT performance data as one measure for evaluating educator preparation program effectiveness and as an indicator of whether a program is low-performing or “at risk” for Title II purposes. These definitions are provided in the Policy Guidelines document (in Appendix D4A). The enhanced ADEPT system will include teacher performance data in terms of value-added assessments, authentic assessments (i.e., Project-Based Learning and Assessments), and the ADEPT Performance Standards. This information will be provided to the IHE (or alternative certification program) where the teacher was prepared.

South Carolina has the technology infrastructure to supply in-state colleges of education with data on the performance of their graduates as reflected by de-identified data summarizing ESEA assessment test scores of the students of those teachers. However, this “snapshot” information does not currently include student growth. Our technology infrastructure will support the integration of value-added information into the ADEPT system.

Goal D3 South Carolina’s educator preparation programs will become more effective by having data that indicates their graduates’ impact on student growth so that the programs can make informed decisions on improvement.

Objective D3.1: A stakeholders work group will be convened to review the existing reporting, reach consensus on the time period over which student growth data will be linked to

preparation programs, and determine what data elements that can be collected and reported will best inform improvement decisions.

Objective D3.2: The Higher Education Assessment of Teachers pilot project (Project HEAT) will be expanded to all preparation programs that have graduates within SC TAP schools, modified to incorporate decisions reached via Objective D4.1, and evaluated for effectiveness and possible improvements.

South Carolina has already begun efforts to link student achievement and teacher performance to the educator preparation programs. Last year, the SCDE and Clemson University created Project HEAT, which provides value-added student achievement data to analyze the effectiveness of recent graduates from Clemson's Eugene T. Moore School of Education. Working with 15 school districts in South Carolina, the SCDE is performing value-added analysis on graduates and matching them with education departments, content areas, grade levels, and specific courses taken to analyze the effect of all aspects of the educator preparation program. Working with the research assistants at Clemson University, this project will serve as a model for replication for all colleges of education throughout the State.

Objective D3.3: As it becomes available through the implementation of projects undertaken in (D)(2), educator impact on student growth will be incorporated into the model for educator preparation effectiveness reporting developed in Objective D4.2, reported to the preparation programs, and published on the SCDE website.

Objective D3.4: South Carolina will amend its current publicly reported preparation program Fact Sheets to include information on effectiveness of the graduate educator programs and to encourage growth of those programs that are most effective through increases in enrollment.

Data will be available in multiple categories for each educator preparation program and PACE and will be reported publicly in a document similar to the schools' accountability report card. The reporting system for this information is already in place through SC Higher Education Fact Sheet. Appendix D4B presents a sample fact sheet; future fact sheets will include value-added data.

(ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).

Objective D3.5: South Carolina will amend its accreditation guidelines for educator preparation programs to incorporate the revised reporting, to outline steps and timelines for improvement of programs that are categorized as “low-performing” or “at risk,” and to revoke accreditation of programs that have not improved despite adequate opportunity.

South Carolina currently assesses programs based upon the educator evaluations of their graduates as part of its plan under Title II (cited above). As information on student growth impact becomes available and is reported to preparation programs, the State will develop systems to improve the effectiveness of these programs and, when necessary, after adequate opportunity for improvement, terminate the accreditation of programs that are not effective.

After ADEPT and PADEPP are amended to include student achievement and growth, the pilot Project HEAT system for reporting to colleges of education will be revised, tested, and taken to scale. The educator performance data will be analyzed and reported to evaluate all colleges of education and PACE and their successes with generating top-performing educators. The student growth data, the performance standards within ADEPT and PADEPP, and the PACE evaluation criteria (see section (D)(1)) will be broken down and correlated to allow for a more in-depth analysis of the pedagogical knowledge of graduates, which also will be reported back to IHEs and PACE. The value-added analysis will be used to measure direct correlation between student achievement growth and individual teachers, which will be de-identified and aggregated for reporting to the IHEs. School-level value-added analyses will be completed for a more in-depth report of principal preparation programs attached to IHE colleges of education as well.

The SCDE is committed to ensuring that all prospective teachers and administrators are well prepared to provide high-quality educational experiences for the children of South Carolina. As such, the agency has sought to transform educator preparation in the state by encouraging innovation, increasing accountability, and fostering collegiality among educator preparation units. To that end, we have devised a process that encourages and allows institutions to propose innovative programs. Approval of innovative program requests, by the State Board of Education appointed Professional Review Committee (PRC), gives institutions special permission to suspend identified regulations while transforming their programs. The rigorous process requires annual evaluation and review by the PRC and is extended one year at a time. Examples of successful innovative programs include initiatives to broaden clinical experience opportunities for prospective teachers that more closely aligned to real-world experiences of classroom

teachers and new models for assessing program effectiveness to link teacher performance and student learning to educator preparation units.

In partnership with all 30 of the state's education preparation units, we have established the South Carolina Education Dean's Association which meets quarterly to discuss topics and plans of action for challenges such as STEM shortages, accountability and transformation of educator preparation. Additionally, we have focused on principal preparation by establishing the Education Leadership roundtable, which meets quarterly with professors of educational administration from each of the state's 11 principal preparation programs. Over 80% of IHEs have directly demonstrated support of our reform efforts by providing letters of support, attending meetings, or volunteering to develop pilot programs to implement the reform plan.

Performance Measures for (D)(4)	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of <u>teacher</u> preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	3%	17%	33%	100%	100%
Percentage of <u>principal</u> preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	0%	9%	45%	100%	100%
<p>Currently, 1 teacher preparation program is using the implementation project to analyze graduate data to enhance the preparation program. This project will be replicated in 5 teacher preparation programs for the SY 2010-2011 with performance data being released after the compilation of the data. During SY 2011-2012, 10 teacher preparation programs will be reviewed and the data will be released at the conclusion of that school year. Beginning in SY 2012-2013, all teacher preparation programs will have data compiled and reported.</p> <p>Likewise, currently 0 principal preparation programs use achievement and growth measures. Beginning in the SY 2010-2011, 1 principal preparatory program will use and report this information. Beginning in SY 2011-2012, 5 principal preparation programs will use and report this data. In SY 2012-2013, all principal preparatory programs will have data compiled and reported.</p>					
General data to be provided at time of application:					
Total number of teacher credentialing programs in the State.	30				
Total number of principal credentialing programs in the State.	11				
Total number of teachers in the State.	50,823				
Total number of principals in the State.	1,126				

(D)(5) Providing effective support to teachers and principals

South Carolina has established a strong foundation for working with LEAs to provide support to teachers and administrators. We have learned that capacity building comes not from top-down driven compliance, but rather from a shared commitment to preparing effectively each learner for success in postsecondary education, work, and citizenship. This is the work of all educators, regardless of job role or organizational position, and it is a role that must be understood, shared, and supported by parents, students, and, indeed, the entire community.

(i) Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded. Such support might focus on, for example, gathering, analyzing, and using data; designing instructional strategies for improvement; differentiating instruction; creating school environments supportive of data-informed decisions; designing instruction to meet the specific needs of high need students (as defined in this notice); and aligning systems and removing barriers to effective implementation of practices designed to improve student learning outcomes; and

Goal D4: South Carolina will develop a coherent, dynamic infrastructure and support system that promotes a commitment among all educators to learn with and from one another to design/discover, implement, and share effective practices for preparing learners.

Building on the frameworks established by our state’s teacher (ADEPT) and principal (PADEPP) evaluation systems, and consistent with the National Staff Development Council’s Standards for Staff Development (in Appendix D5A), South Carolina plans to enhance the “assisting and developing” components of these systems by designing and implementing a transformational educator support model that (1) is based on contextual needs and circumstances, (2) is dynamic and responsive to ever-changing variables, (3) engages all educators (i.e., teachers, special area personnel, and school administrators) at all levels—from beginner to expert—in collaborative efforts to advance their knowledge and professional practices, and (4) provides mechanisms for sharing effective professional practices.

To assist with designing and implementing this model, eight ADEPT support specialists will be employed for the grant period and housed in each of the eight regional S²MART Centers, to form a statewide network of customized support services.

Objective D4.1: By the end of the grant period, South Carolina will expand its Communities Advancing Professional Practice to include all educators (i.e., teachers, special area personnel, and school administrators) at all levels of experience.

Ensuring success for our 21st century students will require teams of educators working in

harmony. Although the names differ (e.g., professional learning communities, cluster groups, communities of professional practice), such teams are already in place in schools throughout our state. Our objective is to expand this concept to ensure that *every* educator is a productive member of a team engaged in designing or discovering practices that are congruent with theory, principles, and learner needs; implementing these practices; determining the impact of these practices on student learning; and sharing the findings with the larger professional community. In essence, the Communities Advancing Professional Practices (CAPPs) concept refers to any organized group of practitioners dedicated to learning with and from one another in pursuit of promising instructional, organizational, and/or leadership practices that support student learning. Whether formed at the building level, within an LEA, or across the state, CAPPs connect teachers, administrators, and professionals who are advancing their field of practice or solving specific problems. The work of a CAPP may focus on a single, specific practice or problem, or it may involve an entire systemic change process.

To achieve this objective, the regional ADEPT support specialists will

- assist with an inventory and self-assessment of what CAPPs already exist in the LEAs at what level of effectiveness, against which inventory South Carolina can measure the amount and effectiveness of efforts under this grant;
- help determine and leverage the support to obtain the resources necessary to develop, implement, sustain, and network CAPPs ;
- work with educators to help them understand the CAPP concept;
- work with groups of educators to design and implement effective CAPPs;
- work with CAPPs to develop/expand Project-Based Learning and Assessments (PBLAs);
- work with CAPPs to examine the impact of programs and initiatives on variables such as student attendance, suspensions, graduation rates;
- align membership in CAPPs with educators' individual professional growth and development plans and with certificate renewal;
- assist educators in developing and using the communication, mentoring, and coaching skills that are necessary for effective collaboration; and
- enhance our current statewide induction and mentoring training programs and requirements, and including membership in CAPPs, to ensure that beginning educators receive the support necessary to become effective practitioners.

Objective D4.2: By the end of the grant period, South Carolina will continuously design, broker, and customize resources to develop and/or enhance educator knowledge and skills to match the needs of the learners.

South Carolina will enhance and expand a number of support programs, including

- **Technology proficiency.** The state requires all educators to gain and demonstrate proficiency in using technology on an ongoing basis. The Office of eLearning provides related professional development opportunities and assists LEAs in ensuring that all educators meet the applicable technology requirements. The technology proficiency is demonstrated in an ePortfolio system that can be expanded to include a myriad of information on the educator.
- **South Carolina Online Professional Development (SCOPD)** and Electronic Registrar Online (ERO), administered by the Office of eLearning, provide and track professional development opportunities so that educators can improve their teaching skills.
- **Office of Standards and Support** has developed cutting-edge professional development initiatives including:
 - **The Standards Support System (S³)** links the Common Core standards in the content areas, the S³ curriculum, and appropriate, ongoing professional development.
 - **iCoach SC** provides an instructional coaching model designed to enhance instruction in English/language arts, mathematics, and science.
- **Certificate Renewal Options.** South Carolina professional teaching certificates are valid for a five-year period. To renew a professional certificate, the educator must accrue a total of 120 approved certificate renewal (i.e., professional development) credits within a five-year period. The Office of Educator Certification is responsible for developing the certificate renewal options and administering the certificate renewal program.
- **Induction and Mentoring Programs for Beginning Teachers.** As part of the ADEPT system, all beginning educators (e.g., classroom-based teachers, school guidance counselors, library media specialists, speech-language therapists) must receive support through a year-long program of induction. Additionally, each beginning educator must receive support from a trained mentor; currently, the state's mentor training is conducted in collaboration with the South Carolina Center for Educator Recruitment, Retention, and Advancement (CERRA).

- **Professional Growth and Development Plans for Teachers.** The ADEPT system requires that every teacher collaborate with his or her administrator or designee to develop an annual individual professional growth and development plan. In developing these plans, consideration must be given to the teacher’s strengths that will lead to the development of Research and Development GBE goals as well as to any identified weaknesses that will lead to the development Competence-Building GBE goals.
- **The South Carolina Teacher Advancement Program (SC TAP)** provides a whole-school reform model that is being used as an incubator for refining proven practice and creating new and innovative methods of collaborating and teaching. SC TAP provides unique opportunities for teacher support and growth, including
 - **TAP University.** Schools involved in TAP participate in this annual statewide conference that offers a variety of sessions designed to enhance participants’ professional skills and knowledge.
 - **TAP Master and Mentor Teachers and TAP Cluster Groups.** Combining teacher advancement and collaborative learning provides specific research-based professional development that is based on student and teacher needs. Teachers can immediately apply the new learning in their classrooms and receive follow-up coaching, as needed.
- **Individual Professional Development Plans for Principals.** The PADEPP system requires that every principal collaborate with his or her superintendent or designee to develop or update an annual individual professional development plan. The plan must be based on the principal’s performance relative to the PADEPP performance standards and criteria as well as on the school’s renewal plan.
- **Continuum of Leadership Development.** South Carolina has established a rigorous and comprehensive continuum of leadership development programs to prepare and support school leaders as they are move through their careers. These programs provide “just in time” professional development, networking and assessments that improve leadership and working conditions in schools. These programs are one to two years in length with both on-line and residential components and currently include:
 - **Foundations in School Leadership (FSL),** designed to build leadership skills and competencies in teachers serving in or seeking leadership positions.

- **Assistant Principal’s Program for Leadership Excellence (APPLE)**, designed to support first-year assistant principals.
- **Developing Aspiring Principals Program (DAPP)**, designed to prepare experienced assistant principals to assume a principalship.
- **Principal Induction Program (PIP)**, a required program for all first-year principals, designed to provide additional supports to facilitate the successful transition into the principalship. All new principals are assigned mentors who are charged with providing advice and support to these new school leaders.
- **School Leadership Executive Institute for Principals (SLEI-P)**, a partnership-based, world-class initiative designed to provide experienced principals with the insights, knowledge, and competencies required to lead their schools to success. Partners include the internationally renowned Center for Creative Leadership (CCL) and the University of South Carolina, Darla Moore School of Business.
- **Institute for District Administrators (IDA)**, designed to enhance the leadership skills of assistant and associate superintendents and program directors.
- **Tapping Executive Educators (TEE)**, designed to help qualifying participants develop the knowledge and skills necessary to become a successful superintendent.
- **School Leadership Executive Institute for Superintendents (SLEI – S)**, a partnership with CCL designed to provide professional development and support for school superintendents and senior staff.
- **Student Protection Project (SPP)**. The SPP provides training and support for educators on how to help keep students safe. This integrated training synthesizes information on internet safety awareness, bullying, drug and alcohol abuse, and dating and domestic violence, adult sexual misconduct, and child and teen suicide.

These initiatives currently underway include common threads that are aligned with the CAPP concept, including a focus on collaboration; the importance of shared (and sharing) knowledge; the use of formative assessments (i.e., assessment *for* learning); the use of data to inform instruction and improve programs; the use of coaching and mentoring to provide support for educators; and the use of applied research models to acquire new knowledge and determine appropriate applications (i.e., what works, with whom, under what conditions, and why).

From here, South Carolina proposes (1) to broker, customize, and continuously develop and refine these initiatives; (2) to develop new initiatives, or links to other current initiatives, based on identified needs, and (3) to strengthen partnerships with IHEs, professional organizations, and related agencies to prepare and support our educators more effectively.

Several important initiatives are

- using key components of South Carolina’s Education and Economic Development Act’s *Personal Pathways to Success* as sources of data that are used to inform planning, instruction, and student services;
- expanding the continuum of leadership development to include a *School Transformation Leader Academy*, designed to provide specialized experience, training, and support to prepare leaders to transform our state’s most challenging schools;
- collaborating with IHEs to design and/or expand programs to more effectively prepare teachers to work with children of poverty, students with limited English proficiency, students with disabilities, and other types of special needs students; and
- designing and implementing pilot projects for team teaching and looping.

Objective D4.3: By the end of the grant period, South Carolina will provide a Professional Practices Network designed to provide learning support opportunities and recommendations from educators to educators.

South Carolina currently has online listings of professional development but no one place provides comprehensive information on what is available and when. Busy educators need an easier way to find the professional assistance and training they need. South Carolina plans to develop an online Professional Practices Network that will:

- a list of all professional development programs and projects that are sponsored by or directly affiliated with the SCDE;
- a calendar of professional development activities by or directly linked to the SCDE;
- links to other professional resources, along with a “user rating” option that will allow educators to evaluate the effectiveness of the resource;
- an annotated listing of CAPP initiatives and contacts to assist educators in networking with related CAPPs;
- CAPP reports (i.e., instructional, organizational, and/or leadership practices that support—or that fail to support—student learning) along with a “user rating and

comments” option that will allow educators to evaluate and comment on these practices.

In addition to helping develop, maintain, and continuously update the Professional Practices Network, the regional educational support specialists will provide direct assistance to educators to help them effectively use the Network.

Objective D4.4: By the end of the grant period, South Carolina will provide resources designed to personally and professionally reinvigorate our educators.

Too many of our best educators leave the profession after only a few years. To counteract this problem, the state has entered into a public-private partnership to open the South Carolina Teacher Renewal Center. Additionally, the state plans to enter into additional public-private relationships to explore ways in which elements of organizational psychology can be used to enhance educator effectiveness and satisfaction. By undertaking this study, the state will (1) identify promising approaches, (2) implement these approaches on a pilot basis, (3) evaluate the impact of these approaches, and (4) determine future implications.

(ii) Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement (as defined in this notice).

The major teacher and principal effectiveness initiatives that have been described in this proposal will be developed, planned, and implemented using 1) continuous stakeholder involvement from concept through feedback; 2) implementation rubrics developed in with evaluation experts; and 3) external consultants to help us establish realistic benchmarks and required data; monitor and identify program strengths and weaknesses; explore strategies to adjust program elements to ensure efficacy; complete data analysis and reporting; and 4) coordinated, informed, and knowledgeable leadership within the SCDE to refine programs and programming elements. (Position descriptions for the proposed additional staff members are included in Appendix D5B.) Critical decisions about each initiative will be made on the basis of the outcomes/impacts, the program implementation, the program context, and program direction.

This plan offers South Carolina the opportunity to create INSPIRED next generation learners by using data—from the classroom to the state level—to identify effective programs, strengthen promising programs, and eliminate programs that are not working. Various elements of South Carolina INSPIRED have embedded components for evaluation and monitoring. Additionally, the annual benchmarks will help South Carolina assess and understand whether we are making progress toward our goals.

Timeline of Activities for Section D: Great Leaders and Teachers

Strategy, Activity	Personnel Responsible	Year 1 / 2010				Year 2 / 2011				Year 3 / 2012				Year 4 / 2013				Year 5/2014		
		Q1	Q2	Q3	Q4	Q1	Q2													
Goal D1: Enhance teacher and principal effectiveness																				
D1.1 Contract with national experts to assist developing/selecting an appropriate value-added model	DEQL: Kathryn Meeks			X		X														
D1.1 Select appropriate VAA model.				X	X															
D2.1 Contract with a consultant to assist with developing and disseminating authentic assessments (PBLAs).				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
D2.1 Employ an ADEPT Evaluation Specialist to assist with developing and implementing enhancements (VAA and PBLAs) to the ADEPT system.				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
D3.1 Appoint and convene committee of 25 key stakeholders for input into enhancements (VAA and PBLAs) to ADEPT system.				X	X	X		X	X	X										
D3.1 Share committee's recommendations for statewide field review. Make appropriate changes to model based on input	DEQL/EPISA: ADEPT Evaluation Specialist (1)				X		X				X									

Strategy, Activity	Personnel Responsible	Year 1 / 2010				Year 2 / 2011				Year 3 / 2012				Year 4 / 2013				Year 5/2014	
		Q1	Q2	Q3	Q4	Q1	Q2												
D3.1 Contract with software developers to design the VAA data collection, analysis, and reporting systems.	Kathryn Meeks				X	X	X	X	X	X	X								
D3.1 Pilot in 5 LEAs enhanced ADEPT system with the VAA.	ADEPT Evaluation Specialist (1)							X	X	X	X								
D3.1 Revise the ADEPT system/ VAA model based on pilot results.											X	X							
D3.1 Submit proposed changes to ADEPT to the SBE for approval.	Kathryn Meeks											X							
D3.1 Train LEAs in the enhanced ADEPT system.	ADEPT Evaluation Specialist (1)											X	X	X	X	X	X	X	X
D3.1 Phase-in statewide implementation of VAA-enhanced ADEPT system.													X	X	X	X	X	X	X
D3.1 Statewide field review on proposed scoring rubrics for PBLAs.	Kathryn Meeks					X													
D3.1 Revise PBLA scoring rubrics (based on input), disseminate revised rubrics statewide, begin soliciting projects from groups of teachers.	ADEPT Evaluation Specialist (1)						X												
D3.1 Hire ADEPT Evaluation Specialist to develop/implement ADEPT models for virtual/cyber teachers and school psychologists	Kathryn Meeks			X															

Strategy, Activity	Personnel Responsible	Year 1 / 2010				Year 2 / 2011				Year 3 / 2012				Year 4 / 2013				Year 5/2014	
		Q1	Q2	Q3	Q4	Q1	Q2												
D3.1 Develop standards and formal evaluation models for virtual/cyber school teachers & school psychologists; disseminate for statewide field review; Revise models based on feedback.	ADEPT Evaluation Specialist (2)			x	x	x	x												
D3.1 Pilot respective evaluation models for virtual/cyber school teachers and school psychologists.								x	x	x									
D3.1 Revise evaluation models for virtual/cyber teachers & school psychologists, based on pilot results.										x	x								
D3.1 Submit proposal for evaluation models for virtual/cyber school teachers and school psychologists to the SBE for approval.	Kathryn Meeks										x								
D3.1 Provide training in and implement statewide the evaluation models for virtual/cyber school teachers & school psychologists.	ADEPT Evaluation Specialist (2)											x	x	x	x	x	x	x	x
D3.1 Collect PBLAs from the field; judge submissions; make awards, disseminate approved models.	ADEPT Evaluation Specialist (1)						x				x				x				
D3.1 Develop/maintain online bank of approved PBLAs.							x	x	x	x	x	x	x	x	x	x	x	x	x

Strategy, Activity	Personnel Responsible	Year 1 / 2010				Year 2 / 2011				Year 3 / 2012				Year 4 / 2013				Year 5/2014	
		Q1	Q2	Q3	Q4	Q1	Q2												
D4.1 Appoint and convene a committee of 25 key stakeholders to design a tiered certification system for principals and to respond to PADEPP enhancements.	DEQL: Office of School Leadership (OSL). Beth Copenhaver							x	x	x	x								
D4.1 Revise the PADEPP Regulation (43-165.1) for submission to the SBE and the General Assembly for approval.	DEQL/OSL: Sally Barefoot										x								
D4.1 Revise the PADEPP instrument and Guidelines.	Sally Barefoot											x							
D4.1 Pilot revised PADEPP in 5 LEAs	Beth Copenhaver											x	x						
D4.1 Revise PADEPP, based on pilot results														x					
D4.1 Train LEAs in enhanced PADEPP															x	x	x	x	x
D5.1 Incorporate VAA and PBLAs into annual teacher evaluations.	DEQL/EPSSA: ADEPT Eval Specialist (1).											x	x	x	x	x	x	x	x
D6.1 Incorporate VAA and PBLAs into annual principal evaluations.	Beth Copenhaver														x	x	x	x	x
D6.1 Conduct in-depth training for LEAs on annual principal evaluation requirements.														x	x				
D7.1 Collaborate with Office of Educator Certification to design a tiered certification system for principals.	Sally Barefoot					x													

Strategy, Activity	Personnel Responsible	Year 1 / 2010				Year 2 / 2011				Year 3 / 2012				Year 4 / 2013				Year 5/2014	
		Q1	Q2	Q3	Q4	Q1	Q2												
D7.1 Amend Requirements for Certification at the Advanced Level regulation (R 43-64) to include a tiered certification system for principals; submit the proposed amendments to SBE and General Assembly for approval.	Sally Barefoot						x	x	x	x	x								
D8.1 Collaborate with the IT staff to incorporate teacher effectiveness data into the ADEPT Data System (ADS).								x	x	x	x								
D8.1 Provide training to LEAs on ADS reporting and data analysis.												x	x	x	x				
D9.1 Collaborate with IT staff to deploy PADEPP Data System (PDS) with principal effectiveness data.	Beth Copenhaver											x	x						
D9.1 Provide training to LEAs on PDS reporting & data analysis.															x	x	x	x	x
D10.1 Implement comprehensive ADEPT/ PADEPP professional support and development plans	Kathryn Meeks and Beth Copenhaver					x	x	x	x	x	x	x	x	x	x	x	x	x	x
D10.1 Design monitoring process and procedures for fidelity of implementation and effectiveness of enhanced ADEPT across LEAs.	Kathryn Meeks			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Strategy, Activity	Personnel Responsible	Year 1 / 2010				Year 2 / 2011				Year 3 / 2012				Year 4 / 2013				Year 5/2014		
		Q1	Q2	Q3	Q4	Q1	Q2													
D10.1 Design monitoring process and procedures for fidelity of implementation and overall effectiveness of enhanced PADEPP system across LEAs.	Beth Copenhaver							x	x	x	x	x	x	x	x	x	x	x	x	
D10.1 Amend ADEPT Guidelines to reflect all updates and submit amended document to the SBE for approval.	Kathryn Meeks									x	x									
D10.1 Amend PADEPP Guidelines to reflect all updates, and submit the amended document to SBE for approval.	Beth Copenhaver													x	x					
D10.1 Implement ADEPT monitoring & program evaluation processes.	Kathryn Meeks											x	x	x	x	x	x	x	x	
D10.1 Implement PADEPP monitoring & program evaluation processes.	Sally Barefoot and Beth Copenhaver														x	x	x	x	x	
goal d2: ensure students in high minority or high poverty schools have access to highly effective principals and teachers																				
D2.1 Stakeholder meeting on alternative salary schedule	DEQL: Mark Bounds	x	x	x	x	x	x			x	x	x		x	x	x				
D2.1 Stakeholder meeting to design specific multipliers for categories					x	x														
D2.1 Design informational website with Pilot Information and Salary Schedule trials						x														

Strategy, Activity	Personnel Responsible	Year 1 / 2010				Year 2 / 2011				Year 3 / 2012				Year 4 / 2013				Year 5/2014		
		Q1	Q2	Q3	Q4	Q1	Q2													
D2.1 Gather bids for State Value Added analysis and Payroll software systems	DEQL: Mark Bounds			x	x															
D2.1 Award Value Added and Software Contract						x														
D2.1 Cost Analysis of pilot LEA with Value Added Data						x														
D2.1 Implement Alternative Salary Schedule with 8–12 pilot LEAs								x												
D2.1 Statewide Value Added analysis						x	x													
D2.1 Projection of Statewide Alternative Salary schedule							x													
D2.1 Dispense pilot year performance bonuses													x							
D2.1 Implement Alternative Salary Schedule with 2nd cohort of pilot LEAs (1/2 of state LEAs)													x							
D2.1 Dispense pilot 1 and 2 year performance bonuses																	x			
D2.1 Implement Alternative Salary Schedule with 3rd cohort of LEAs totaling all state LEAs																	X			
D2.2 Stakeholders meeting with all prospective school LEAs with interest in TAP	Dennis Dotterer, Executive Director, SC TAP	X	X		X	X			X	X										
D2.2 Individual meetings for each prospective TAP school		X	X		X	X			X	X										

Strategy, Activity	Personnel Responsible	Year 1 / 2010				Year 2 / 2011				Year 3 / 2012				Year 4 / 2013				Year 5/2014		
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	
D2.2 TAP Create school designs for 15 new cohort 1 schools as it relates to master/mentor teacher positions and budget design	Dennis Dotterer, Executive Director, SC TAP	X	X																	
D2.2 TAP: Statewide hiring of Master and Mentor Teachers for state increase			X		X	X				X	X									
D2.2 Train new leadership team members of new TAP schools with Initial TAP protocol training			X	X			X	X			X	X								X
D2.2 Cohort 1 schools implement TAP					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
D2.2 Monitor and work with all new TAP schools (regional master teachers and statewide training)					X	X	X	X	X	X	X	X	X	X	X	X	X	X		
D2.2 Annual Reviews of all TAP schools to ensure quality implementation							X	X			X	X			X	X				
D2.2 Statewide Data Analysis of TAP Schools		Dennis Dotterer, Executive Director, SC TAP						X	X			X	X			X	X			
D2.2 Create school designs for 15 new cohort 2 schools as it relates to master and mentor teacher positions and budget design						X	X													
D2.2 Design a summer academy for all TAP school leadership teams							X	X			X	X			X	X				X
D2.2 Cohort 2 schools implement TAP								X	X	X	X	X	X	X	X	X	X	X		

Strategy, Activity	Personnel Responsible	Year 1 / 2010				Year 2 / 2011				Year 3 / 2012				Year 4 / 2013				Year 5/2014		
		Q1	Q2	Q3	Q4	Q1	Q2													
D2.2 TAP Teachers receive performance incentives for student achievement	Dennis Dotterer, Executive Director, SC TAP							X				X				X			X	
D2.2 TAP Teacher receive initial bonus stipends for additional leadership positions of Master and Mentor Teachers				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
D2.2 Create school design for final 10 cohort 3 schools as it relates to master/mentor teacher positions and budget design											X									X
D2.2 Cohort 3 schools implement TAP												X	X	X	X	X	X	X	X	
D2.2 Trans LDR: Continue work with the UVA School Turnaround Specialist Program and LA School Turnaround Specialist Program to determine essential elements of turnaround development for replication.	Beth Copenhaver	X																		
D2.2 Hire Project Director and Administrative Assistant for Transformation Leaders Academy	Beth Copenhaver & Sally Barefoot		X																	
D2.2 Trans LDR: Work with members of the Education Leadership Round Table to identify institutions interested in partnering to develop curriculum components	Sally Barefoot		X																	

Strategy, Activity	Personnel Responsible	Year 1 / 2010				Year 2 / 2011				Year 3 / 2012				Year 4 / 2013				Year 5/2014	
		Q1	Q2	Q3	Q4	Q1	Q2												
D2.2 Trans LDR: Prepare detailed initial budget including requisitions and contracts.	Sally Barefoot		X																
D2.2 Trans LDR: Project director attends UVA School Turnaround Specialist Program training	DEQL/OSL: Project Director for Transformation Leaders Academy			X															
D2.2 Trans LDR: Identify incentives for Transformation School Leaders (i.e., additional compensation, credential upgrade)	Sally Barefoot			X															
D2.2 Trans LDR: Continue work with OSP to increase understanding of underperforming schools. Use observations, interviews and surveys to determine elements to help tailor the Academy to SC's needs.	Project Director for TLA			X															
D2.2 Trans LDR: Gather input from stakeholders regarding the design and learning experiences for first Academy cohort.	Project Director for TLA and partner IHEs			X															
D2.2 Trans LDR: Write curricula and design learning experiences for the Academy's first cohort.	Project Director for TLA and partner IHEs			X															
D2.2 Trans LDR: Recruit and select first Academy cohort.	Project Director for TLA with assistance of OSL staff			X															

Strategy, Activity	Personnel Responsible	Year 1 / 2010				Year 2 / 2011				Year 3 / 2012				Year 4 / 2013				Year 5/2014		
		Q1	Q2	Q3	Q4	Q1	Q2													
D2.2 Trans LDR: Coordinate Academy	Project Director for TLA				X															
D2.2 Trans LDR: Recruit and select second Academy cohort								X												
D2.2 Trans LDR: Work with LEAs to place 1 st cohort of Academy graduates for 2012-2013									X											
D2.2 Trans LDR: Evaluate/revise program content									X											
D2.2 Trans LDR: Develop support program for placed graduates	Project Director for TLA and OSL staff									X										
D2.2 Trans LDR: Investigate modifying state statutes and local policies to give Transformational Leaders authority to select or dismiss staff	Project Director for TLA									X										
D2.2 Trans LDR: Help LEAs develop support systems to retain Transformational Leaders	Project Director for TLA and OSL staff									X										
D2.2 Trans LDR: Contract with consultants to compare student achievement data at schools with Transformational Leaders.	Project Director for TLA and Sally Barefoot									X										
D2.2 Trans LDR: Modify curricula to reflect findings	Project Director for TLA; IHEs									X										

Strategy, Activity	Personnel Responsible	Year 1 / 2010				Year 2 / 2011				Year 3 / 2012				Year 4 / 2013				Year 5/2014	
		Q1	Q2	Q3	Q4	Q1	Q2												
D2.2 Trans LDR: Coordinate 2 nd year of Transformational Leaders Academy	Project Director for TLS and OSL staff									X									
D2.2 Trans LDR: Explore adding “Turnaround Specialist” on professional license.	DEQL/Certification: Jim Turner										X								
D2.2 Trans LDR: Continue the recruitment and selection process for cohort groups.	Project Director for TLA and Sally Barefoot											X							
D2.2 Trans LDR: Continue to work with LEAs to place Academy graduates.	Project Director for TLA and Sally Barefoot												X						
D2.2 Trans LDR: Continue work with consultants to gather/evaluate student achievement data. Revise and enhance program.														X					
D2.2 Trans LDR: Determine new funding sources to support the program.														X					
D2.3 CERRA: Identify Teacher Cadet/ ProTeam Eligible classes, Establish partnerships with high poverty, high minority schools	CERRA: Marcella Wine Snyder	X																	
D2.3 CERRA: Teacher cadet/ Pro Team stakeholder meetings with select college of education staff, high school teachers and administrators		X				X				X				X				X	
D2.3 CERRA: Student Recruitment		X	X					X				X							

Strategy, Activity	Personnel Responsible	Year 1 / 2010				Year 2 / 2011				Year 3 / 2012				Year 4 / 2013				Year 5/2014	
		Q1	Q2	Q3	Q4	Q1	Q2												
D2.3 CERRA: Teacher Cadet/ Pro Team classes offered	CERRA: Marcella Wine Snyder			X	X	X	X	X	X	X	X	X	X	X	X	X	X		
D2.3 CERRA: Teacher Cadet Campus Visits						X				X				X					
D2.3 CERRA: Service Learning/ Family Literacy Culminating Programs							X				X				X				
D2.3 CERRA: Annual Reports							X				X				X				X
D2.3 CERRA: Final Project Report due 60 days after funding ends.																		X	X
D2.3 Housing: Hire Teaching Initiative Coordinator	DEQL/OEPSA: Allison Jacques		X																
D2.3 Housing: Teaching Initiative Coordinator starts			X																
D2.3 Housing: Grant Announcement to LEAs	DEQL: Teaching Initiatives Coordinator		X	X															
D2.3 Housing: Winning school LEA announced-coordinator travels to LEA				X															
D2.3 Housing: Configuration selected, Teacher Village #1 built						X	X	X											
D2.3 Housing: Coordinator site visit to monitor progress						X													
D2.3 Housing: Grand opening/ vacancy announcement							X	X											
D2.3 Housing: Teachers selected to fill units-first year stipend issued								X											

Strategy, Activity	Personnel Responsible	Year 1 / 2010				Year 2 / 2011				Year 3 / 2012				Year 4 / 2013				Year 5/2014		
		Q1	Q2	Q3	Q4	Q1	Q2													
D2.3 Housing: Coordinator travels to Teacher Village	DEQL: Teaching Initiatives Coordinator							X												
D2.3 Housing: Data report submitted for teacher village									X											
D2.3 Housing: Configuration selected, Teacher Village built											X	X	X							
D2.3 Housing: Second year stipend issued to teachers in teacher village													X							
D2.3 U-TEACH: Consult with U-TEACH Institute to plan and administer grant competition			X																	
D2.3 U-TEACH: Draft Grant RFP	Allison Jacques	X																		
D2.3 U-TEACH: Applications due; review panel selected from the Increasing Science and Math Teaching Force Committee to identify one institution	Teacher Incentives Coordinator (TBA)		X																	
D2.3 U-TEACH: U-Teach Grant Award Notification mailed			X																	
D2.3 U-TEACH: Representatives from funded institution attend the Annual U-Teach Conference						X				X			X					X		
D2.3 U-TEACH: First U-Teach courses offered	U-TEACH-SC Staff & Faculty			X	X															
D2.3 U-TEACH: Site visits from SCDE Staff	U-TEACH-SC Staff & Faculty				X															

Strategy, Activity	Personnel Responsible	Year 1 / 2010				Year 2 / 2011				Year 3 / 2012				Year 4 / 2013				Year 5/2014	
		Q1	Q2	Q3	Q4	Q1	Q2												
D2.3 U-TEACH: Annual Report Due							X								X			X	
D2.3 U-TEACH: U-Teach Courses offered		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
D2.3 U-TEACH: Site Visits from SCDE Staff	Teacher Incentives Coordinator (TBA)				X				X				X				X		
D2.3 U-TEACH: Final Report Due 60 days after funding ends.	U-TEACH-SC Staff and Faculty																		
D2.3 CREATE: Secure locations and order equipment and supplies for two video conferencing sites	Teacher Incentives Coordinator (TBA) & Joe Sutton	X	X																
D2.3 CREATE: Recruit and hire adjunct professors	Create Directors	X	X																
D2.3 CREATE: Recruit program participants		X	X																
D2.3 CREATE: Award and notify scholarship recipients			X																
D2.3 CREATE: Create Courses Offered					X	X	X	X	X					X	X	X	X	X	
D2.3 CREATE: Professional Development Session	Teacher Incentives Coordinator (TBA) and Joe Sutton							X		X	X	X							
D2.3 CREATE: Annual Report	Joe Sutton				X					X				X				X	
D2.3 CREATE: Final Report Due 60 days after funding ends	Joe Sutton																		
D2.3 TV.com: Announce program developer positions	DEQL: Wendy Spivey	X																	
D2.3 TV.com: Hire Program			X																

Strategy, Activity	Personnel Responsible	Year 1 / 2010				Year 2 / 2011				Year 3 / 2012				Year 4 / 2013				Year 5/2014		
		Q1	Q2	Q3	Q4	Q1	Q2													
Developers																				
D2.3 TV.com: Program Developers start employment	DEQL: Wendy Spivey		X																X	
D2.3 TV.com: Maintain daily operations of SCTeacherVillage.com	DEQL: Program Developers		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
D2.3 TV.com: Conduct yearly meetings in LEA to provide technical assistance and monitor statewide progress.	Program Developers				X				X				X				X			
D2.3 PTCP Advisory Board Meeting	DEQL/Office of Education Certification (OEC): PTCP Project Director			X	X		X	X			X	X			X	X				
D2.3 Hire PTCP Project Manager and PTCP Analyst	PTCP Project Director				X															
D2.3 Create PTCP Recruitment Materials	PTCP Advisory Board				X															
D2.3 Recruitment / Information Sessions	PTCP Manager (TBA)				X	X		X	X	X		X	X	X		X	X			
D2.3 Job Fairs					X	X			X	X			X	X			X		X	
D2.3 Online Job Bank Reports				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
D2.3 Online Job Application Reports				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
D2.3 Surveys of PPS LEA human resource personnel and principals						X	X			X	X		X		X		X			
D2.3 PTCP Research Team Meetings	PTCP Project Director				X	X			X	X			X	X			X			

Strategy, Activity	Personnel Responsible	Year 1 / 2010				Year 2 / 2011				Year 3 / 2012				Year 4 / 2013				Year 5/2014	
		Q1	Q2	Q3	Q4	Q1	Q2												
D2.3 Hire PPS Administrative Assistant	Education Associate (Office of Special Projects)				X														
D2.3 Review Annual Evaluation Report	PTCP Advisory Board				X			X				X				X			X
D2.3 Review PTCP Applications	PTCP Analyst (TBA)				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
D2.3 Counsel PTCP Candidates	PTCP Analyst				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
D2.3 Distribute List of Qualified Applicants	PTCP Manager				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
D2.3 Create PPS Job Vacancy List	Education Associate (Office of Special Projects)				X	X	X	X	X	X	X	X	X	X	X	X	X	X	
D2.3 Conduct PTCP Information Sessions for Employers	Education Associate (Office of Special Projects) and PTCP Project Director				X	X		X		X		X		X			X		X
D2.3 Maintain PTCP Applicant Database	PTCP Manager and PTCP Analyst				X	X	X	X	X	X	X	X	X	X	X	X	X	X	
D2.3 Implement Alternative Route (AR) Pre-Service Training and Assessments	PTCP Project Director				X			X	X			X	X			X	X		
D2.3 Implement AR In-Service Training and Assessments							X				X				X				
D2.3 Implement AR Seminars and Assessments						X			X	X			X	X			X		
D2.3 Create Specialized Professional Development Curriculum	PTCP Advisory Board				X	X			X	X			X	X			X		

Strategy, Activity	Personnel Responsible	Year 1 / 2010				Year 2 / 2011				Year 3 / 2012				Year 4 / 2013				Year 5/2014	
		Q1	Q2	Q3	Q4	Q1	Q2												
D2.3 Implement Specialized Professional Development Curriculum	PTCP Manager and Education Associate (Office of Special Projects)					X	X		X		X		X		X		X		
D2.3 Assess Training Program	PTCP Manager					X	X	X		X	X	X		X	X	X			
D2.3 Evaluate Training Curriculum						X	X	X		X	X	X		X	X	X			
D2.3 Evaluate Specialized Professional Development						X	X	X		X	X	X		X	X	X			
D2.3 Survey participants and their employers							X				X				X				
D2.3 Review Teacher Evaluation Results							X				X				X				
D2.3 Review Effective Teaching Data							X				X				X				
D2.3 Review participant performance on state pedagogy examinations							X		X		X		X		X		X		
D2.3 Review of absolute ratings in schools that hired PTCP participants					X				X				X				X		
D2.3 Create PTCP Mentor Curriculum Task Force					X														
D2.3 Develop PTCP Mentor Training Module					X				X				X				X		
D2.3 Develop PTCP Mentor Selection Process					X				X				X				X		
D2.3 Implement PTCP Mentor Training Module	PTCP Manager						X				X				X				X

Strategy, Activity	Personnel Responsible	Year 1 / 2010				Year 2 / 2011				Year 3 / 2012				Year 4 / 2013				Year 5/2014	
		Q1	Q2	Q3	Q4	Q1	Q2												
D2.3 Conduct PTCP Mentor Support Meetings						X	X	X	X	X	X	X	X	X	X	X	X	X	X
D2.3 Collect PTCP Mentor data						X	X	X	X	X	X	X	X	X	X	X	X	X	
D2.3 Create Mentor Symposium				X				X				X				X			
D2.3 Survey participants & mentors							X				X				X				
D2.3 Focus groups with participants and their mentors							X				X				X				
D2.3 Evaluation of PTCP mentor training curriculum							X				X				X				X
D2.3 Disburse incentives						X	X	X	X	X	X	X	X	X	X	X	X	X	X
D2.3 Manage PTCP Blackboard System						X	X	X	X	X	X	X	X	X	X	X	X	X	
D2.3 Alternative Principal Certification Program (Alt-PC): Establish statewide committee to explore issues/concerns regarding an alternative pathway to the principalship professionals	DEQL/OSL: Beth Copenhaver	X																	
D2.3 (Alt-PC): Explore other states' pathways to alternative certification of principals	Beth Copenhaver	X																	
D2.3 (Alt-PC): Seek input from the SCASA Instructional Leaders Roundtable, SCASA Superintendents' Roundtable, and the Higher Education Roundtable	Beth Copenhaver and Sally Barefoot	X																	

Strategy, Activity	Personnel Responsible	Year 1 / 2010				Year 2 / 2011				Year 3 / 2012				Year 4 / 2013				Year 5/2014	
		Q1	Q2	Q3	Q4	Q1	Q2												
D2.3 (Alt-PC): Draft SC regulation for alternative principals' certification, modeled after the PACE alternative teachers' certification regulation.	Beth Copenhaver, Jim Turner, and Sally Barefoot		X																
D2.3 (Alt-PC): Post position for Education Associate and .5 Administrative Assistant to develop/coordinate the program	Sally Barefoot, Director, Office of School Leadership		X																
D2.3 (Alt-PC): Regulation for alternative certification of principals approved by SBE	DEQL/OSL Education Associate (TBA)				X														
D2.3 (Alt-PC) Regulation for alternative certification of principals submitted to General Assembly for approval					X														
D2.3 (Alt-PC): Program goals, objectives written; discussion with other providers and IHEs to gauge interest in providing coursework	DEQL/OSL Educ Associate (TBA) & Educational Leaders Roundtable				X														
D2.3 (Alt-PC): Regulation for alternative certification for principals approved by General Assembly	DEQL/OSL Education Associate (TBA)						X												
D2.3 (Alt-PC): Contracts issued to other providers/IHEs for providing alternative certification coursework and to experienced principals for workshops/seminars	DEQL/OSL Education Associate (TBA) and SCDE Office of Finance									X									

Strategy, Activity	Personnel Responsible	Year 1 / 2010				Year 2 / 2011				Year 3 / 2012				Year 4 / 2013				Year 5/2014	
		Q1	Q2	Q3	Q4	Q1	Q2												
D2.3 (Alt-PC): Recruit LEAs who have career-changer candidates for school administration	DEQL/OSL Educ Associate (TBA) and OSL staff									X									
D2.3 (Alt-PC): Recruit career changers for alternative certification program	DEQL/OSL Education Associate (TBA)									X									
D2.3 (Alt-PC): Notify applicants of acceptance												X							
D2.3 (Alt-PC): Seminar for first cohort of alternatively certified principal candidates - July 2012	DEQL/OSL Educ Associate (TBA) & Instructors											X							
D2.3 (Alt-PC): Seek funding (beyond year 4) to continue program for career changers	DEQL/OSL Educ Associate (TBA) & Sally Barefoot													X					
D2.3 (Alt-PC): Recruit career changers for Cohort 2 to begin July 2013	DEQL/OSL Educ Associate (TBA)													X					
D2.3 (Alt-PC): Notify applicants of acceptance to cohort 2															X				
D2.3 (Alt-PC): Coursework, seminars, internship continue throughout summer and fall. Graduation of cohort 1	DEQL/OSL Educ Associate (TBA) & Instructors															X			

Strategy, Activity	Personnel Responsible	Year 1 / 2010				Year 2 / 2011				Year 3 / 2012				Year 4 / 2013				Year 5/2014	
		Q1	Q2	Q3	Q4	Q1	Q2												
D2.3 (Alt-PC): Seminar for second cohort of alternatively certified principal candidates - July 2013	DEQL/OSL Educ Assoc & Instructors for online school law course & face-to-face course by Special Ed/504 practitioners.															X			
D2.3 (Alt-PC): Contracts issued to IHEs for revising coursework and to experienced principals for workshops/seminars	DEQL/OSL Educ Assoc (TBA), Sally Barefoot, & Office of Finance															X			
Goal D3: More effective educator preparation programs																			
D3.2 HEAT: Stakeholder informational meeting on assessment of higher education	Mark Bounds	X	X	X	X	X	X			X	X	X		X	X	X			
D3.2 HEAT: Stakeholder meeting to design specifics for categories on data report					X	X													
D3.2 HEAT: Informational website designed						X													
D3.2 HEAT: Gather bids for State Value Added analysis					X	X													
D3.2 HEAT: Award Value Added and Software Contract							X												
D3.2 HEAT: Analysis of pilot Colleges of Education with Value Added Data							X												

Strategy, Activity	Personnel Responsible	Year 1 / 2010				Year 2 / 2011				Year 3 / 2012				Year 4 / 2013				Year 5/2014		
		Q1	Q2	Q3	Q4	Q1	Q2													
D3.2 HEAT: Implement Value Added Summary with 5 pilot year 2010-2011 Teacher Preparatory Programs and 1 principal preparatory program	Mark Bounds							X												
D3.2 HEAT: Statewide Value Added analysis						X	X													
D3.2 HEAT: Dispense pilot year 2010-2011 performance analysis													X							
D3.2 HEAT: Implement Value Added Summary with 10 pilot year 2011-2012 Teacher Preparatory Programs and 5 principal preparatory programs													X							
D3.2 HEAT: Dispense pilot year 2011-2012 performance analysis																				
D3.2 HEAT: Implement Value Added Summary analysis with remainder of SC Colleges of Education																	X			
Goal D4: Provide effective support among all educators																				
D4.1 Employ a state coordinator for ADEPT regional services.	Kathryn Meeks			X																
D4.1 Employ 8 ADEPT Regional Coordinators.				X	X															
D4.1 Identify IHE partners.				X	X															

Strategy, Activity	Personnel Responsible	Year 1 / 2010				Year 2 / 2011				Year 3 / 2012				Year 4 / 2013				Year 5/2014		
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	
D4.1 Contract with national experts to develop educator training in using summative and formative student assessment data.	Kathryn Meeks					X		X				X								
D4.1 Collaborate with regional coordinators and national consultants to assess and needs of individual schools in terms of Communities to Advance Professional Practices (CAPPs).						X	X													
D4.1 Administer and analyze statewide CAPPs status assessments.	DEQL/EPISA: State Coordinator for ADEPT Regional Services (TBA)							X	X											
D4.1 Collaborate with regional coordinators and IHE partners to develop appropriate customized CAPPs strategies								X	X	X	X									
D4.1 Brief regional ADEPT coordinators on existing PD initiatives.					X	X														X
D4.1 Develop action plans for each ADEPT regional coordinators based on identified needs of the schools.					X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
D4.1 Carry out action plans that include CAPPs and PBLA training and assistance for administrators and educators.		DEQL/EPISA: ADEPT Regional Coordinators				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Strategy, Activity	Personnel Responsible	Year 1 / 2010				Year 2 / 2011				Year 3 / 2012				Year 4 / 2013				Year 5/2014	
		Q1	Q2	Q3	Q4	Q1	Q2												
D4.1 Assist administrators and educators in aligning CAPPs to GBE, professional development plans, and certificate renewal requirements.	DEQL/EPISA: ADEPT Regional Coordinators						X	X	X	X	X	X	X	X	X	X	X	X	X
D4.1 Monthly meetings with ADEPT regional coordinators to assess status and revise plans.	DEQL/EPISA: State Coordinator for ADEPT Regional Services (TBA)				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
D4.1 Assist LEAs with training in performance-based coaching, mentoring, and evaluation.	DEQL/EPISA: ADEPT Regional Coordinators					X	X	X	X	X	X	X	X	X	X	X	X	X	X
D4.2 Assist LEAs in designing, selecting, and/or customizing resources to assist educators in better meeting the needs of their students.	DEQL/EPISA: State Coordinator for ADEPT Regional Services (TBA) and ADEPT Regional Coordinators					X	X	X	X	X	X	X	X	X	X	X	X	X	X
D4.2 Assist LEAs in developing collaborative partnerships to support 21st century student learning.						X	X	X	X	X	X	X	X	X	X	X	X	X	X
D4.3 Develop and update an online Professional Practices Network that includes a "User Rating" feature	DEQL/EPISA: State Coordinator for ADEPT Regional Services (TBA)					X	X	X	X	X	X	X	X	X	X	X	X	X	
D4.3 Provide training to educators in using and adding to the Professional Practices Network.	DEQL/EPISA: ADEPT Regional Coordinators					X													

Strategy, Activity	Personnel Responsible	Year 1 / 2010				Year 2 / 2011				Year 3 / 2012				Year 4 / 2013				Year 5/2014	
		Q1	Q2	Q3	Q4	Q1	Q2												
D4.4 Identify, pilot, and evaluate new approaches and partnerships designed to reinvigorate educators.	DEQL/EPSSA: State Coordinator for ADEPT Regional Services (TBA)							X		X		X		X		X			X
D4.4 Use research from organizational psychology and related fields to develop and implement new approaches to enhancing educator effectiveness and satisfaction.						X	X	X	X	X	X	X	X	X	X	X	X	X	X

(E) TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS

(E)(1) Intervening in the Lowest-Achieving Schools and LEAs

The extent to which the State has the legal, statutory, or regulatory authority to intervene directly in the State's persistently lowest-achieving schools (as defined in this notice) and in LEAs that are in improvement or corrective action status.

The South Carolina Education Accountability Act, S.C. Code Ann. § 59-18-1520 (Supp. 2009; Appendix E1A), gives the State Superintendent of Education authority, with approval by the State Board of Education (SBE), to intervene directly in low-performing schools under certain circumstances:

If the recommendations approved by the [SBE], 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 [SBE] 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 [SBE] 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 [SBE], 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 [SBE];
- (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.

The General Assembly recently gave the State Superintendent the authority to reconstitute schools in Proviso 1A.39 (2009 S.C. Acts 87, Part 1B): "The [SCDE] will create a system of levels of technical assistance for schools that will receive technical assistance funds. . . . The levels of technical assistance may include a per student allocation, placement of a principal mentor, replacement of the principal, and/or reconstitution of a school." Key portions of the Proviso are in Appendix E1B.

A school that consistently does not meet SBE-set benchmarks for expected progress now linked to our state accountability system is deemed low performing and in need of turnaround. The SBE can broaden its definition of to capture the schools considered persistently underperforming under the federal accountability system.

(E)(2) Turning around the lowest-achieving schools

The focus driving the efforts to turnaround South Carolina’s lowest-achieving schools will be to change the current conditions in order to build state and local capacity in supporting the transformation of these schools. Previously, South Carolina INSPIRED has addressed how we will adopt standards and assessments to prepare students for success in college and the 21st century workplace; build data systems that measure student growth and success and inform teachers and principals about how they can improve instruction; and how we will ensure South Carolina’s schools are staffed with effective teachers and leaders. This section ties these components together through identifying the lowest-performing schools and implementing a restructured state and local support system that will ultimately advance student achievement and meet the individual needs of students.

(i) Identify the persistently lowest-achieving schools (as defined in this notice) and, at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools (as defined in this notice) if they were eligible to receive Title I funds;

The South Carolina Department of Education (SCDE) used the following method to determine the lowest 5% persistently lowest achieving schools (PLAS), a method (drawing data from the state’s SLDS, we will continue to use.

- For each elementary or middle school, a performance measure was calculated by determining the percentage of students scoring met or exemplary on the ELA and mathematics portions of the statewide performance assessment, the Palmetto Assessment of State Standards (PASS).
- For each high school, a performance measure was calculated by determining the percentage of students scoring level 3 or 4 on the ELA and mathematics portions of the statewide high school performance assessment, the High School Assessment Program (HSAP).
- Schools were ranked from lowest to highest using the above percentages.
- Schools were sorted by Title I and non-Title I.
- Title I schools in the Restructuring Phase of School Improvement were isolated.
- The lowest 5% of Title I schools in the Restructuring Phase of School Improvement (using performance rankings) was identified.

- The lowest 5% of non-Title I secondary schools (middle and high schools) eligible to receive but not receiving Title I funds (using performance rankings) was identified.
- High schools that do not have a graduation rate of at least 60% for a three-year period were identified.

Twenty-four schools have been identified as the state’s PLAS, what we deem Tier 1 Schools (See list in Appendix E2A). School Improvement Grants (SIG) funds will be used to support the turnaround, restart, closure or transformation of these Tier 1 schools. During the 2009–10 school year, South Carolina will use SIG funds to focus on the lowest 5% (Tier 1) to ensure that the best models are selected, local plans are developed, and that plans are being implemented with fidelity.

In addition to serving the PLAS with SIG funds, we propose to use RTTT funds to serve a second tier of schools—those currently involved in the Palmetto Priority Schools (PPS) project—that have characteristics similar to the lowest 5%. We believe that turnaround initiatives targeting the next lowest performing schools are essential to statewide reform, so RTTT funds will be used aggressively to turnaround these Tier 2 schools.

The PPS are identified for additional school improvement services related to specific state criteria. A school that does not demonstrate adequate improvement over a three-year period is identified as requiring special attention, i.e., “at risk.” Individual situations are reviewed with the State Superintendent and one of the following actions takes place, with the approval of the State Board: (1) the State takes over the school, (2) the principal is replaced and the school receives concentrated technical assistance (TA), or (3) the school receives concentrated TA provided by either the SCDE or an educational management organization (EMO). At present, 39 schools are in the PPS project. The “at risk” schools will serve as the eligibility pool for Tier 2 schools. Final Tier 2 schools will be at-risk schools that have one of the following characteristics:

- Any school currently identified as requiring special attention that is not a school identified as one of the 5% lowest performing schools (Tier 1) and that selects to participate.
- Any school newly identified in SY 2009-10 as requiring special attention that is not a school identified as one of the 5% lowest performing schools (Tier 1),

- Any school that is identified in SY 2009-10 as being one of the 5% lowest performing schools that was not identified as one of the 5% lowest performing schools as of January 19, 2010, and
- Any school that is identified as being at risk by current state criteria that petitions the state to participate (Note: If the combined number of schools in Tier 1 and Tier 2 is greater than 50, then the lowest performing of the petitioning schools will become part of the program). (See Appendix E2A for the eligibility list of Tier 2 schools.)

Once selected for participation in either Tier 1 or Tier 2, a school will continue to be part of the program through the fourth year, with the exception schools selecting the Closure Model. Schools will not be dropped, but schools may be added if additional funds are available.

RTTT funds will be used to support Tier 2 intervention efforts at the school level and to support and implement state and regional organizational changes related to the support of both Tier 1 and 2 local intervention and turnaround efforts.

(ii) Support its LEAs in turning around these schools by implementing one of the four school intervention models (as described in Appendix C): turnaround model, restart model, school closure, or transformation model (provided that an LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools).

Goal E1: All of South Carolina’s lowest performing schools identified for program participation will implement an appropriate reform plan model with support, training, and technical assistance provided by the SCDE, its partners, or competitively selected vendors.

Objective E1.1 By the end of year 1, appropriate reform plan/intervention models will be determined and implementation plans will be initiated for all identified Tier 1 schools.

Objective E1.2 By the end of year 2, appropriate reform plan/intervention models will be determined and implementation plans will be initiated for identified Tier 2 schools.

Objective E1.3 By the end of year 4, Tier 1 and Tier 2 schools will have participated in statewide TTA initiatives DATTA (7A’s) and S³ and TTA based on particular needs.

Objective E1.4 At the end of years 3 and 4, fidelity of implementation and progress toward improvement will be determined and adjustments made as indicated.

Objective E1.5 Annual reports and a final report (at the end of year 4) will be drafted and the public notified of the assessment of school intervention efforts.

Goal E2: South Carolina’s lowest performing schools will participate in training and technical assistance and other supports to build capacity and sustain turnaround efforts.

Objective E2.1 At the end of year 1, professional development plans will be written and implemented to address needs identified for and by the school and LEA.

Objective E2.2 At the end of year 1, a turnaround partner will be chosen, a contract written, and procedures implemented as set forth in each intervention model.

Objective E2.3 By the end of year 4, students attending participating schools will demonstrate statistically significant increases in achievement.

Objective E2.4 By the end of Year 4, students attending participating high schools will demonstrate increases in their high school graduation rates, number of credits earned, number of STEM-related credits earned, and postsecondary enrollment rates.

Organization Changes to Support School Turnaround

The SCDE will create a new organizational structure to better serve LEAs and schools implementing one of the four school intervention models. The Office of Palmetto Priority Schools (PPS), responsible for the state's current turnaround program, will be under the direction of the South Carolina INSPIRED Project Director, and expanded to address more specifically the focus areas of the SIG initiative and the State's reform priorities. A State Turnaround Coordinator will be hired within the PPS Office to work with the Director of the PPS Office to manage the project (See Appendix E2B for Job Description).

The PPS Office staff will work closely with the current eight S²MART Centers and the Coaches housed there to support the identified schools. The S²MART Centers will provide coordination and technical services to participating schools, their partner organizations, and their key LEA personnel who are implementing intervention models. For example, S²MART Centers will provide teacher and leader support/professional development based on data/analysis of TAP/value-added performance and ADEPT data (see Section D above), and will assist with establishing Communities Advancing Professional Practice (multi-purpose professional learning teams) to mentor new teachers as previously described in section D.

The majority of the identified schools are within four S²MART Center regions. The S²MART Centers will be assigned clusters of schools near their sites to ensure that the center can quickly respond to needs and have an in-depth understanding of local conditions that impact the effectiveness of improvement strategies. In some regions, these clusters will include schools of several small LEAs. While the S²MART Centers are regionally located, the staff works statewide. Current S²MART Center staff may need to be reassigned to serve more effectively the

cluster of schools in certain regions of the state. The SCDE will maximize the leadership and staff capacity of the S²MART Centers supporting clusters of identified schools.

A Turnaround Manager will be housed within the four S²MART Centers closest to the clusters to coordinate services, ensure cost effectiveness, and schedule appropriate cross-training to the Tier 1 and Tier 2 schools (See Appendix E2C for Job Description). The services provided to an individual school will vary according to the model being implemented, the partner organization, and the type of lead support being provided. (See Appendix E2D for the List of Services by the S²MART Centers.) Eventually, all S²MART Center support will be listed in the Professional Practices Network online resource [see Section (D)(5) above]. Together, the PPS Office and the S²MART Centers will provide training and technical assistance (TTA) to each of the participating LEAs and schools through the four stages of implementation: model selection; model planning; model implementation; and evaluation (program audit, formative evaluation, and summative evaluation).

LEA Model Selection Process

The PPS Office with assistance from each S²MART Center will implement information sharing and knowledge development seminars at the local/regional level designed to provide the participating LEAs with information about the four intervention models. The requirements of each model will be discussed in detail. (See Appendix E2E for an overview of requirements for each model.) Permissible activities associated with each model will also be discussed. The goals of the sessions will be to create an understanding of the requirements for and flexibilities within each intervention model. The seminars will be designed by the PPS Office and S²MART Centers in collaboration with other SCDE staff and external experts.

The seminars will also provide information about how to develop and implement strategies for obtaining stakeholder and community involvement and support; use existing information and data about needs, and identify opportunities and changes local stakeholders are most likely to support. South Carolina understands how important local support and buy-in is to the success of the reform effort, as demonstrated by the School Improvement Councils (SICs) which exist in every public school in the state and are comprised of each community's education stakeholders. SICs will be essential partners in cultivating community, family, and business investment (see Letter of Support in Appendix A).

Initially the PPS, and then later the S²MART Centers, will work individually with each participating Tier I and Tier II LEA to ensure that local nuances are considered when selecting a models, including the role of the lead support partner. The PPS and/or the S²MART Centers will provide TTA support and facilitate the LEA’s selection of the most appropriate intervention model. While the PPS and S²MART Centers will provide information on the models, the selection will be made by the LEA with involvement of key community leaders. The level of SCDE involvement will be determined by the LEA’s capacity to select the most appropriate intervention model. LEAs may also request more SCDE involvement in the process.

Model Planning Process

The Turnaround Manager (TM) at each S²MART center will assist the LEA with developing and implementing a local plan for involving the community. The TM, upon the LEA’s request, will coordinate the involvement of resource agencies in the planning and implementation process. For example, the TM could facilitate the expertise of the local chamber of commerce in planning activities designed to gain community support for the model selected. Note: If there is difficulty in gaining community support, the LEA may need to reconsider its choice and select another model more likely to gain the necessary community support.

The next step will be the selection of a lead support partner, the organization that will provide the primary support during implementation and operation of the intervention model. Lead support partner options include: (1) Institutions of Higher Education (IHEs), (2) a charter operator, (3) a charter management organization (CMO), and (4) an educational management organization (EMO). An LEA may apply through the RFP process to become the lead of their turnaround project. Lead support partner options relate to the model selected. Not all options are available for all models. Each option will be described and discussed with the participating LEAs. The following graphic illustrates available options. The limitation of the availability of lead support partner options will be discussed during the model selection TTA seminars.

Lead	Turnaround	Restart	Closure	Transformation
PPS			X	
IHE	X			X
Charter Operator		X		
CMO		X		
EMO	X	X		X

Additional Required Strategies

The PPS Office and the S²MART Centers will use the nine strategies of the High-Performing, High Poverty Schools Readiness Model (HHPH Readiness Model) identified in Mass Insight Education and Research Institute's *The Turnaround Challenge* as the framework in the development of the model plan (Calkins, Guenther, Belfiore, & Lash, 2007). These strategies include:

- Readiness to Learn
 - Safety, discipline & engagement
 - Action against adversity
 - Close student-adult relationships
- Readiness to Teach
 - Shared responsibility for achievement
 - Personalization of instruction
 - Professional teaching culture
- Readiness to Act
 - Resource authority
 - Resource ingenuity
 - Agility in the face of turbulence

In addition, all schools participating in Tier 1 and Tier 2 models will be required to participate in the following statewide research-based strategies to transform schools:

- Data Systems and Analyses. South Carolina's state longitudinal data system, SLICE 2013, and our revised teacher/principal evaluation systems will provide multiple data concerning student growth and success to inform teachers and principals about how they can improve instruction. Such data will drive the statewide reform, as it propels and identifies highly effective educators, identifies areas for instructional improvement, and serves as the index for school transformation. Statewide TTA through the DATTA and the 7A's will be available for all parties. Effective use of the system to understand and use data for instructional decision-making and planning relevant professional development is critical. Providers will be expected to incorporate the new state data systems into their programs and models.

- A high quality instructional cycle, focusing on effective instruction, is the key to student learning and achievement. Many teachers, even the best candidates from respected schools of education, arrive in the classroom unprepared for diverse groups of students and their varied learning needs. Intensive, ongoing, collaborative and job-embedded professional development built into the school day and appropriate supervision and evaluation will help all teachers learn to plan and deliver quality differentiated instruction. Each school will develop effective Communities Advancing Professional Practice (CAPP). (See section (D)(2) above.) Through the S²MART Centers, the iCoach initiative, and the Standards Support System (S³), TTA will provided through one-on-one, classroom coaching, as well as peer and whole group learning to develop and implement an aligned P-20 curriculum using creative, effective, engaging strategies that move away from textbook-driven instruction toward hands-on learning and a range of materials that address state standards and allow for differentiated instruction.
- Extended Learning Time Programs: Students should have before and after school, weekend, holiday and summer learning opportunities. Community, college, arts, cultural, business, and faith-based organizations are enlisted in partnerships that provide youth with extended learning time, and academic and enrichment opportunities.
- Developed, Distributed Leadership: Innovative ways of recruiting, developing, rewarding, and retaining effective teachers and principals are needed, especially for schools where the challenges are greatest. Expanding PACE and creating the alternative-route certification for principals will be two vehicles to help these schools recruit effective educators. Another means to recruit and retain effective leaders is to “grow” them from within and distribute leadership so that everyone feels empowered to work toward school goals. For example, master teachers can assume leadership positions as coaches and facilitators of professional development, and aspiring leaders can manage specific initiatives.
- School Transformation Leaders Academy to recruit, develop, and support a pool of effective, data-focused, collaborative, fearless, “point-guard” principals committed to inspiring and developing teachers and building a culture of learning in our lowest performing schools. The revised ADEPT and PADEPP, detailed in (D)(2), that includes

student growth in performance evaluations will enable the SCDE, LEAs, and schools to identify, reward, and challenge such leaders.

Additional Complementary Strategies

The next step in the planning process will be to consider additional strategies to those required by the selected model. These strategies reflect the comprehensive nature of South Carolina's reform effort and build upon the state's recent efforts to improve student achievement (including subgroup performance), high school graduation rates, and success in college.

- School Decisions on Budgets and School Administrative Managers (SAM): Reforming districts provide more budget flexibility to school sites and principals, but release principals from responsibilities of the school's business operations so they can focus on being the school's instructional and school improvement leader.
- Twenty-first Century Skills: Core Subjects and 21st Century Themes (global awareness; financial, economic, business, and entrepreneurial literacy; civic, health, and environmental literacy); Learning and Innovation Skills (creativity and innovation; critical thinking and problem solving; communication and collaboration); Information, Media and Technology Skills (information, media, and ICT literacy); and Life and Career Skills need to be included as part of the common curriculum and common assessments.
- Schools as Community-Oriented Learning Centers: Successful schools provide children, youth, and their adult family members with opportunities to participate with others in activities in their neighborhood/community designed to expand learning, encourage arts and cultural understanding, support families, promote education, encourage community service, and support student academic and social growth.
- Postsecondary Credit Acquisition While in High School: Successful schools provide students with opportunities to earn postsecondary course credits while in high school as a way to encourage high school graduation and postsecondary enrollment.
- Content Recovery: Students should have extended learning time opportunities designed to assist them with the recovery of credits so that they stay on track to graduate on time.
- Credits Based on Performance, Not Seat Time: Schools where the environment focuses on content mastery instead of required class hours provide students with opportunities to "test out" of required credits if they have already mastered a subject. Such schools allow students to accumulate credit through distance learning, internships, and courses offered

before and after traditional school hours, and in partnership with technical and four-year colleges.

- **STEM for All:** Schools may participate in one of the STEM models to provide students with opportunities to acquire knowledge and skills related to science, technology, engineering and mathematics. Such schools will use the arts to encourage creativity and innovation in these areas, and to encourage students to consider STEM-related careers and develop innovative problem-solving strategies. Please see the narrative in Competitive Priorities.

Model Implementation

Once a LEA and its community has decided which of the additional complementary strategies to incorporate in its plans, the PPS and S²MART center will provide TTA to ensure proper, effective implementation of the strategy (using implementation rubrics), incorporation into the model, and selection of the appropriate lead support partner.

If the LEA selected a CMO or an EMO as its lead support partner, the next step will be to identify the specific CMO or EMO with which the LEA wants to work. The SCDE is currently developing and implementing a process that will result in a list of qualified School Turnaround Providers. (The draft RFP is included as Appendix E2F.) The S²MART Center Turnaround Manager will review the final list with the LEA and assist the LEA with selecting an appropriate organization to support implementation of the selected intervention model as described below.

Model	Lead Partner and Training and Technical Assistance Provided
Closure	TTA to assist with closure of the school, reassignment of students, and assistance with development of assessment and data recording procedures required to determine effects on students who were re-enrolled in higher achieving schools.
Restart	Development of a contract with a charter operator, CMO, or an EMO.
Turnaround or Transformation	With an IHE as lead support partner, assist with the development of a memorandum of understanding between the LEA and the IHE. <p style="text-align: center;"><u>Note:</u> If this approach is taken, the PPS will encourage the LEA to incorporate all of the specified strategies of this model as marked in Appendix E2G within the MOU.</p> With an EMO as a lead support partner, assist with the development of a contract.

The MOUs and contracts will specifically include activities related to each of the required strategies (see Appendix E2G for an example of a MOU with an IHE) and the additional selected strategies.

The LEA and the lead support partner, with the S²MART Center as a resource, will develop specific plans for implementing all of the required strategies associated with the selected model and for implementing any additional complementary strategies selected by the LEA. The focus of the plan will be based on the HPHP Readiness Model (Mass Insight Education and Research Institute) and will include (a) a curriculum based on high expectations, quality teaching and regular use of data to make decisions, (b) comprehensive strategies for recruiting, retaining, compensating, and supporting high quality teachers and principals and removing ineffective ones, and (c) building positive relationships and respect among teachers, students, parents, school staff and community.

The S²MART centers' roles will vary during the implementation stage. When the lead support partner is a charter operator, CMO or EMO, the Centers will serve as a resource. When the lead support partner is an IHE, the Centers will serve as partners with the IHEs and LEAs in providing services to the schools. S²MART Center staff will also serve, when requested, as a facilitator in negotiations between the LEA and the lead support partner.

Some examples of support services through the S²MART Centers during the implementation phase include

- Organizing principals and district office staff into learning teams that will support their work as instructional leaders and turnaround principals;
- Engaging school and district staff in professional development that is ongoing, collaborative, and focused on specific teaching and learning of academic content linked to identified school improvement strategies;
- Ongoing professional development on the “7As” of DATTA;
- Providing expertise in curricular and instructional areas in support of the work of district and school learning teams; and
- Supporting fidelity of implementation of the selected model of intervention.

Evaluation: Program Audit, Formative Evaluation, and Summative Evaluation

The PPS Office will have responsibility to ensure that program audit procedures and formative and summative evaluation procedures are implemented. One role of the State

Turnaround Coordinator will be to serve as a program monitor and auditor. A responsibility will be to determine if plans are being implemented with fidelity. The State Turnaround Coordinator will be expected to contribute suggestions for revising or refining implementation plans.

The State will contract with an external evaluator using RTTT funds to provide formative and summative evaluation services; identify issues that need to be addressed; recommend strategies to address challenges. The external evaluator will be expected to maintain an objective relationship with the participating LEAs, schools, and lead support partners, but will also be considered as a resource. The external evaluator will be responsible for collecting, processing, and analyzing data necessary to determine progress toward program and site goals.

Summative evaluation plans will explicitly include activities required to measure the success of all objectives including those pertaining to student achievement, credits earned, dual enrollment/AP/IB credits earned, STEM credits earned, drop out rates, graduation rates, and postsecondary enrollment rates. The formative and summative evaluation design will include the collection and analysis of data relating to each performance measure: number of schools in which one of the intervention models are implemented; academic student performance (annual achievement and growth); performance gaps between student subgroups; graduation rate; postsecondary enrollment rate; STEM credits; credits based on performance, not seat time; and relationship development and maintenance.

(E)(2) Evidence

The state’s experience with school turnaround has been driven by state legislation which pre-dated the *No Child Left Behind Act*. Information below is derived from those efforts which, although not exactly aligned with the definition of Persistently Lowest Performing Schools, provide an accurate picture of the state’s experience in turning around struggling schools.

Approach Used	# of Schools Since SY2004-05	Results and Lessons Learned
District Takeover	5 entire districts: 2 elementary schools, one middle school one high school, and one adult learning center	<p><u>Background:</u> In 1999 the State Superintendent, in response to recommendations by an external review team, community members, and groups of teachers, requested that the governor declare a state of emergency in Allendale County and allow the State to assume management of the Allendale School District.</p> <p><u>Outcomes:</u> During the six-year period of state management, the number of students scoring at grade level rose from an average 19% to between 45% and 50%. However, this impressive growth was not sufficient to move the schools’ rating levels to Average. Since their return to local control in 2007, Allendale County schools continue to struggle. State Supt. of Education Jim Rex has declared that school takeovers remain a possible strategy in South Carolina, but one of last resort.</p> <p><u>Lessons learned:</u></p> <ul style="list-style-type: none"> - School takeover is an initially popular strategy but one which can become very unpopular as stakeholder groups begin to feel the impacts of takeover, e.g., teachers (new lesson plans, accountability in testing, changes in teacher certification requirements); students (code of conduct, standard grading policy, attendance requirements); community members (uniform hiring practices, standard procurement practices, adherence to school board policy); and the state legislature (demands for more funding). - Many conditions do not change in a takeover and are still in place when schools are returned to local control, school boards with unclear or counter-productive missions; children entering school far behind their peers in language development and school readiness; high teacher turnover rates and limited access to highly effective teachers; a community without an active voice in school improvement efforts. - It is important to allow new methodologies for improvement of curriculum, instruction, data, pacing, grouping of students, teaching to standards, etc., to remain in place long enough to measure outcomes and evaluate effectiveness. - Experienced principals are key to school improvements; where Principal Specialists stayed in place for three to four years, schools experienced the greatest growth, and when Principal Specialists experienced higher turnover and when they were replaced with inexperienced principals,

		<p>instructional leadership suffered.</p> <ul style="list-style-type: none"> - Employing Teacher Specialists is a successful strategy to improve teacher’s ability to create lesson plans to address state standards, evaluate and employ data, adhere to pacing charts, group students for instruction, improve classroom management and support the district instructional focus. - Effective teachers are absolutely necessary for success with the most challenging students. Incentive pay should be offered to bring good teachers to the district and keep them there. Long-term staff development should be in place to allow talented teachers to develop and grow. Ineffective teachers must be remediated or removed. Long-term substitutes and virtual learning do not improve student achievement for the most challenged students. Teachers must understand both content and classroom management to be effective. - Initiatives that do not have the binding agreement of all the schools leaders (principal, superintendent, school board) run the risk of resistance to implementation and short-life span after withdrawal of State control.
<p>Palmetto Priority Schools Initiative</p>	<p>16 schools in 2007 (program inception); 25 added in 2009</p>	<p><u>Background:</u> In 1998 South Carolina passed the SC Education Accountability Act, which created a system to hold public schools accountable for the performance of their students. In 2003, the state board of education adopted further guidelines defining ambitious annual learning goals. That year, 42 schools received an absolute rating of “unsatisfactory” on the school report card, setting in motion local improvement plans and a three-year clock to achieve expected progress. In 2007, 16 schools failed to make expected progress, and the Palmetto Priority Schools (PPS) Initiative was launched, creating a collaboration of those schools intended to provide intensive support to them. The collaborative leadership team includes each member school’s principal, superintendent, and school board chair, as well as the state superintendant, the project director, and liaisons assigned to each school.</p> <p><u>Outcomes:</u> 2007–2008 PACT (grades 3-8) scores: 9 of 11 schools improved the percentage of basic and above students for ELA; 6 of 11 for Math; and 9 of 11 for Science. HSAP High School Exit Exam: half of the high schools increased the percentage passing both ELA and math subtests. End-of-Course Exam Program: 5 of 10 schools increased the percent passing English 1; 7 of 16 increased percent passing Algebra 1; 3 of 7 schools increased percent passing Physical Science.</p> <p>Eight of the original 16 schools have improved their absolute ratings on annual school report cards; five have maintained their ratings; three have seen their ratings decline. <u>Lessons learned</u> (many feed into the SC Turnaround Schools Project, described below):</p> <ul style="list-style-type: none"> - The PPS collaborative/team leading strategy creates a statewide learning community that provides greater capacity to schools who need deeply embedded systematic change and enables leaders to quickly share effective strategies with similarly challenged schools. - State –identified liaisons to each school, drawn primarily from a network of IHEs, are effective in providing additional support/capacity to PPS. - Local leaders operating within the PPS collaborative benefit from more flexibility in decision making

		<p>related to staff, budget, and programming. Local leaders must have authority over hiring, placement, and compensation of teaching staff, as well authority over curriculum and instruction programming.</p> <ul style="list-style-type: none"> - Assisting PPS to recruit and incentivize experienced teachers and administrators improves continuity and sustainability of reform efforts. - More Technical Assistance funding is needed to help PPS implement their agreed-upon plans of action. Though funding ranging from \$200,000 to \$500,000 was provided to each tiered school, enormous state and district-level budget cuts diluted its effectiveness. - A shift in focus to individual student needs and resources is now being added to the increased focus on the teaching component of the school’s instructional programs. - The PPS collaborative should continue its process toward formalizing agreements with each school for its school improvement plan. This process began with oral agreements and progressed to written MOUs. Next steps are to add standards for student growth the MOUs, more rigorously audit compliance with the terms of the MOUs, and penalize failures to meet its terms. - At the inception of the PPS project, the SCDE developed an inventory of programs and initiatives of the project schools. It was determined that these schools tend to purchase the “magic bullet.” Extensive training is needed in program evaluation at the school level.
SC Turnaround Schools Project	4	<p><u>Background:</u> The South Carolina Turnaround Schools project is a comprehensive school makeover initiative. It is a targeted expansion of the Palmetto Priority Schools Project and was launched in summer of 2009. Participating schools are drawn from the PPS list, and participation is voluntary. It requires schools to change conditions in teacher quality, leadership, curriculum, and instruction. The project is based on the research of Mass Insight Education in their publication, <i>The Turnaround Challenge: Why America’s best opportunity to dramatically improve student achievement lies in our worst performing schools</i> (November 2007).</p> <p><u>Outcomes:</u> Outcomes for this new program are measurable only through school climate indicators. MAP data will be available in Spring of 2010.</p> <p><u>Lessons learned/strategies employed</u> (as noted above in the PPS section, lessons learned from the PPS approach are being used as strategies in Turnaround schools):</p> <ul style="list-style-type: none"> - Statewide learning communities provide greatly expanded capacity to local leaders. Small clusters of schools with common attributes, such as type, similar student needs, and similar reform approaches, are being grouped together to form the nucleus of an eventual statewide learning community. - School authorities can be provided significant opportunity to alter school climate through flexibility in adherence to state regulation and policies that address hiring, budget and curriculum. - Pilot programming provides the opportunity to test initiatives and arrive at a workable set of strategies. Three different approaches are being piloted under the South Carolina Turnaround Schools project. Two are working closely with the State Department of Education; one is working with a private sector company specializing in turnaround; and one is working closely with a team

		<p>from its local school board.</p> <ul style="list-style-type: none"> - Real-time and effective data-based intervention with individual students will be facilitated through the work of “redesign teams” in place in those schools working closely with the state department of education. - LEAs must have the authority to build strong teaching staff. Teachers in redesign teams will have unprecedented input into instructional methodologies and a corresponding responsibility for outcomes associated with them, including replacement of teachers who don’t meet new standards. Greater flexibility to remove non-performing teachers should be present at all Turnaround schools. Incentives should be provided to help in recruiting and retaining high quality teachers. - State and local authorities should work together to recruit and incentivize the most highly qualified leaders to administer Turnaround schools. - Turnaround designation was met with some negative response within designated schools’ local communities. Public relations efforts must be launched in each Turnaround school’s community to build positive community response to Turnaround designation.
9+ Schools Project	12	<p><u>Background:</u> The SC Education and Economic Development Act (EEDA) of 2005 required every high school in South Carolina to present a dropout prevention plan to the SC State Department of Education (SCDE). Over 80 schools in South Carolina failed to identify an approved plan or program by the required time. The National Dropout Prevention Center (NDPC) partnered with state’s EEDA At-Risk Student Committee (ARSC) and the SCDE to provide long-range assistance to a select group of these schools to collect and analyze data, to facilitate the schools’ development of long-range dropout prevention plans and to develop targeted, research-based intervention strategies to improve student academic growth and graduation rates.</p> <p>From the high schools that failed to identify a plan, nine of the lowest performing schools were selected by the SCDE and each volunteered to participate in the special project, dubbed the <i>Nine+ Schools Project</i>. Work with these nine schools began in April of 2008. In the second year of the project, three low-performing middle schools were added to the project. The project is now beginning its third year.</p> <p><u>Outcomes:</u> During school year 2007–08, the first year of turnaround activities, 394 students were identified as at risk in schools that participated in the Nine Schools Project. Risk factors for all these students showed a very high likelihood of dropping out of school. Of the 394 students, eighty-eight (88%) percent have remained in school through the current school year. Eighty-six (86%) percent of these early identified students showed academic progress significant for promotion to a higher grade after the first year. Seventy-one (71%) of these same students showed academic achievement significant for promotion to a higher grade during the second year of their identification.</p> <p>During school year 2008–09, 1,993 students were identified as high risk in schools that participated in the Nine Schools Project. Of the 1,993 students, ninety-two (92%) percent are still in school today. Seventy-</p>

		<p>six (76%) percent of these students showed academic progress significant for promotion to a higher grade.</p> <p><u>Lessons Learned:</u></p> <ul style="list-style-type: none"> - Schools in this project participate on a voluntary basis. They are under no mandate to implement key elements of the NDPC’s turnaround strategy. It is important that any turnaround strategy have contingencies that require key elements to be implemented in order to fairly and effectively evaluate the efficacy of the turnaround strategy. - Data collected at the local level assure that the results of risk analyses are based on the unique needs of the particular school or district being assisted. - Data collected at the local level can only be accomplished efficiently through the use of an automated data collection system which PAR Advantage has developed. - Qualitative data are essential to the data analysis process. However, quantitative data alone give an incomplete picture. Qualitative data are needed to help interpret the results of the quantitative data. - Turning around a low-performing school initially takes the continuous assistance of an organization skilled in turnaround strategies. The objective should be to build the capacity within the schools or school districts to accomplish and fully integrate continuous progress strategies and processes beyond the initial work of the turnaround organization. - Turning around a low-performing school requires the full support of the school and district leaders. Barring replacement of leadership, teachers, and staff, strong and continuous leader, teacher, and staff professional development is one key to turning a school around. - The establishment of a climate of change in the school and/or school district toward continuous improvement is essential to the turnaround process. - Strong community involvement, including the involvement of other community agencies dealing with youth, is essential to the turnaround process.
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	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Performance Measures for (E)(2)					
The number of schools for which one of the four school intervention models (described in Appendix C) will be initiated each year.	3	22	50	50	50
The percentage of students scoring proficient or above on academic performance measures.	a				
The academic performance gap between ethnic/racial subgroups of students.	a				
The percent of students who graduate on-time.	a				
The percent of students who enroll in postsecondary programs.	a				
The number of STEM credits earned.	b				
The number of credits earned that are based on performance instead of instructional hours.	b				
Development and maintenance of positive relationships between teachers/staff and students, among staff/faculty members, between faculty and parents/guardians, and between faculty and the community as reported in the school report card.	b				

Notes

a - Data currently collected but has not been specifically analyzed for identified schools. Analysis will be completed by March 1, 2010.

b - Data currently not collected. System will be developed to collect and analyze data by May 1, 2010.

Timeline of Activities for Section E: Turning Around Struggling Schools

Strategy, Activity	Personnel Responsible	Year 1				Year 2				Year 3				Year 4			
		Q1	Q2	Q3	Q4												
Goal E1																	
Hire State Turnaround Coordinator	Office of the State Superintendent	X															
Hire Four S ² Mart Center Turnaround Managers	PPS	X															
Develop resource packets that detail each required strategy associated with one or more of the four models; develop resource packets for each of the state core activities.	PPS Office	X	X														
Develop procedures and guidance for providing principals of schools implementing one of the intervention models with flexibilities in making budget and other administrative decisions.	PPS Office	X	X														
<u>Model Selection</u>																	
Plan and conduct regional sessions designed to provide LEAs with information about the four intervention models [1/1 – 1/1]	PPS Staff	X															
Plan and conduct individual sessions designed to provide each LEA with additional information about the four intervention models that relates to local conditions [1/1 – 1/2]	PPS staff and other SCDE staff, S ² MART Centers	X															
Develop resource packet pertaining to the development of community support and buy-in	PPS staff and other SCDE staff, S ² MART Centers, SIC	X															

Strategy, Activity	Personnel Responsible	Year 1				Year 2				Year 3				Year 4			
		Q1	Q2	Q3	Q4												
Provide TA (technical assistance) to each LEA pertaining to developing community support and buy-in	Other SCDE staff, S ² MART Centers	X															
Assist individual LEAs during the model selection process	PPS & SCDE staff, S ² MART Centers	X															
Select Intervention Model	Participating LEAs	X															
Host School Turnaround Provider (Lead Partner) information session	PPS Staff	X															
RFP available to eligible School Turnaround providers	PPS Staff		X														
RFPs due to SCDE	PPS Staff		X														
Select eligible School Turnaround providers	PPS Staff		X														
Note: The above activities are specific to the model selection for cohort one schools. The same set of activities will be repeated in year two for the cohort two schools. The only adjustments are in terms of the program year.																	
<u>Model Planning</u>																	
Develop specific plans for obtaining community support and buy-in	Participating LEAs	X															
Plan and conduct regional sessions to provide detailed information about lead support partner options. Note: Introductory information will be provided during the model selection activities.	PPS staff	X	X														
Plan/conduct individual sessions to provide each LEA with additional information about the lead support options that relate to local conditions	PPS staff and other SCDE staff, S ² MART Centers	X	X														
Select Lead Support Partner	Participating LEAs		X														
Provide TA to LEAs during the development of contracts and MOUs between LEAs and lead support partners	PPS staff and other SCDE staff, S ² MART Centers		X														

Strategy, Activity	Personnel Responsible	Year 1				Year 2				Year 3				Year 4			
		Q1	Q2	Q3	Q4												
Develop specific plans for implementing required strategies and state core activities (LEA) Note: Details associated with required strategies and state core activities are provided in the <u>Model Implementation</u> sub-section below.	LEA	X	X														
Negotiate contracts or MOUs with lead support partners	LEAs with support of PPS staff		X														
Refine plans for implementing required strategies and state core activities	LEAs and their lead support partners		X														
Note: The above activities only apply to LEAs selecting turnaround, restart or transformation intervention models. The following activities are associated with LEAs selecting the closure model.																	
Develop plans for reassigning students to other schools	LEAs with support of PPS staff	X	X														
Develop plans for either reassigning or terminating staff members	LEAs with support of PPS staff	X	X														
Develop plans for gaining community support and buy-in	LEAs with support of PPS staff	X	X														
Develop plans for transferring or disposing equipment and property	LEAs with support of PPS staff	X	X														
Provide TA	PPS staff and other SCDE staff, S ² MART Centers	X	X														
Note: Both sets of the above activities are specific to model planning for cohort one schools. The same set of activities will be repeated during year two for cohort two schools. The only adjustments are in terms of the program year.																	
<u>Model Implementation</u>																	
Note: The following activities only apply to LEAs selecting the Closure Model.																	
Implement plan for gaining community support and buy-in	LEA		X	X	X												
Implement plan for reassigning students to other schools	LEA		X	X													
Implement plan for reassigning or terminating staff	LEA		X	X													

Strategy, Activity	Personnel Responsible	Year 1				Year 2				Year 3				Year 4			
		Q1	Q2	Q3	Q4												
Implement plan for transferring or disposing equipment and property	LEA		X	X	X												
Provide TA	PPS staff and other SCDE staff, S ² MART Centers	X	X	X	X												
Note: If any cohort 2 LEA selects the Closure Model, the above activities would occur during year two																	
Note: The following activities apply to LEAs selecting the Turnaround Model																	
Implement plans for obtaining community support and buy-in	Participating LEAs	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Replace the principal for the 2010-11 school year	LEA	X															
Provide principal with operational flexibility	SCDE and LEA	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Use locally adopted competencies to measure staff effectiveness	LEA	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Work with the SCDE teacher quality division to pilot staff effectiveness models	LEA and lead support partner	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Engage staff in job embedded, ongoing professional development.	LEA and lead support partner with assistance from S ² MART Center	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Adopt a new governance structure	LEA (and EMO when lead support partner)	X	X														
Use data to identify and implement research-based and vertically aligned instructional programs	LEA and lead support partner	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Use student data to inform and differentiate instruction		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Provide increased learning time		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Strategy, Activity	Personnel Responsible	Year 1				Year 2				Year 3				Year 4			
		Q1	Q2	Q3	Q4												
Provide social-emotional and community-oriented student support services			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Provide TA and/or serve as a resource for the implementation of all of the above activities	PPS staff and other SCDE staff, S ² MART	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
Note: If any cohort 2 LEA selects the Turnaround Model, the above activities would be initiated in year two																	
Note: The following activities apply to LEAs selecting the Transformation Model																	
Implement plans for obtaining community support and buy-in	Participating LEAs	X	X	X													
Replace the principal for the 2010-11 school year	LEA	X															
Provide principal with operational flexibility	SCDE and LEA	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Engage staff in job embedded, ongoing professional development.	LEA and lead support partner with assistance from S ² MART Centers	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Use data to identify and implement research-based and vertically aligned instructional programs	LEA and lead support partner	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Use student data to inform and differentiate instruction		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Provide increased learning time			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Use evaluation systems for teachers and principals that include student growth and multiple observations				X	X	X	X	X	X	X	X	X	X	X	X	X	X
Reward teachers and leaders based on increased student achievement and graduation rates and remove those who are not effective			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Strategy, Activity	Personnel Responsible	Year 1				Year 2				Year 3				Year 4			
		Q1	Q2	Q3	Q4												
Provide for family and community engagement		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Receive ongoing intensive TA from the lead support partner	Lead support partner		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Provide TA and/or serve as a resource for the implementation of all of the above activities	PPS staff and other SCDE staff, S ² MART Centers	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
Note: If any cohort 2 LEA selects the Transformation Model, the above activities would be initiated in year two.																	
Note: The following activities apply to LEAs selecting the Restart Model																	
Implement plans for obtaining community support and buy-in	participating LEAs	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
Note: The required strategies associated with converting or closing and then reopening a school parallel the strategies associated with school closure and/or the operator, CMO or EMO. This strategy is explicitly addressed in the Model turnaround and transformation models. The only strategy that is explicitly stated pertains to the rigorous review process associated with the selection of a charter Planning sub-section. LEAs selecting the Restart Model will include in their plans most of the strategies specified for the Turnaround and Transformation Models as well as state core strategies																	
Receive ongoing intensive TA from the lead support partner	Lead support partner		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Provide TA and/or serve as a resource for the implementation of all of the above activities	PPS staff and other SCDE staff, S ² MART Center	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
Note: If any cohort 2 LEA selects the Restart Model, the above activities would be initiated in year two.																	
Note: The following activities are associated with state core activities which may be part of a turnaround, restart or transformation model. These activities are in addition to the above required activities for the three models																	
Provide the school with budget flexibility	SCDE and LEA	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Create a school administrative manager position for the 2010-11 school year and fill the position with a person qualified to handle all of the school's business related tasks thus freeing the principal to focus attention on instruction and leadership	SCDE and LEA	X	X														
School administrative manager handles all of the school's business related tasks	PPS and LEA			X	X	X	X	X	X	X	X	X	X	X	X	X	X

Strategy, Activity	Personnel Responsible	Year 1				Year 2				Year 3				Year 4				
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
thus freeing the principal to focus attention on instruction and leadership.																		
Assign graduation coaches to students identified as being at risk of not completing high school and assign the coaches with the responsibilities of developing personalized learning plans and individualized graduation plans for identified students	LEA and lead support partner			X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Develop the school as a community oriented learning center	LEA and lead support partner, when selected		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Provide students with extended learning time opportunities	LEA and lead support partner			X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Provide high school students with opportunities to earn postsecondary course credits			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Provide students with content recovery opportunities			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Provide opportunities for students to “test out” of required courses					X	X	X	X	X	X	X	X	X	X	X	X	X	X
Provide students with opportunities to accumulate credit through distance learning, internships, and in partnership with technical and four-year colleges					X	X	X	X	X	X	X	X	X	X	X	X	X	X
Operate regional support centers that coordinate and provide teachers and leaders with professional learning opportunities		PPS staff and other SCDE staff, S ² MART Centers	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Develop and implement a curriculum that is aligned from pre-kindergarten through college	SCDE, LEA and lead support partner					X	X	X	X	X	X	X	X	X	X	X	X	
Provide students with opportunities to acquire STEM-related knowledge and skills	LEA and lead support partner		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	

Strategy, Activity	Personnel Responsible	Year 1				Year 2				Year 3				Year 4			
		Q1	Q2	Q3	Q4												
Provide TA and/or serve as a resource for the implementation of all of the above activities	PPS staff and other SCDE staff, S ² MART Centers	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
Note: If any cohort 2 LEA selects any of the state core activities, the above activities would be initiated in year two.																	
<u>Program Audit, Formative Evaluation and Summative Evaluation</u>																	
Pre-award activities: Activities will be completed prior to the start of the program.																	
Develop specifications for contracts with formative and summative evaluator	PPS staff	X	X														
Issue RFP to identify qualified formative and summative evaluators	PPS staff		X														
Negotiate contract with formative/summative evaluator	PPS staff		X														
Implement monthly audit checks to determine if activities are being implemented as planned	State Turnaround Coordinator		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Submit monthly audit reports to PPS	State Turnaround Coordinator; Program Audit Contractor		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Review audit reports and take corrective actions as necessary	PPS Staff and other SCDE staff, S ² MART Centers		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Implement formative/summative evaluation procedures	formative/summative evaluator		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Submit site-specific monthly formative evaluation reports to PPS	formative/summative evaluator		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Review monthly site-specific formative evaluation reports and take corrective actions as necessary	PPS Staff and other SCDE staff, S ² MART Centers		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Strategy, Activity	Personnel Responsible	Year 1				Year 2				Year 3				Year 4			
		Q1	Q2	Q3	Q4												
Prepare and submit annual program audit report	program audit contractor								X				X				X
Review annual audit reports and take corrective actions as necessary	PPS Staff /Directors, S ² MART Centers								X				X				X
Prepare and submit annual summative evaluation report	program audit contractor								X				X				X
Review annual summative evaluation reports and take corrective actions as necessary	PPS Staff /Directors, S ² MART Centers								X				X				X
Prepare program report for State Superintendent and SBE	PPS Staff								X				X				X
Prepare news releases and an executive summary	PPS Staff					X			X	X			X	X			X
Provide South Carolina citizens with information pertaining to the successes and challenges of the program	PPS Staff					X			X	X			X	X			X
Prepare and submit final program audit report	program audit contractor								X				X				X
Prepare and submit final summative evaluation report	formative/summative evaluator								X				X				X
Prepare final program report for State Superintendent and State Board of Education (post program activity)	PPS staff								X				X				X
Prepare news releases and an executive summary (post program activity)	PPS staff								X				X				X
Provide South Carolina citizens with information pertaining to the successes and challenges of the program (post program activity)	PPS staff												X				X

(F) GENERAL

(F)(1) Making education funding a priority

(i) The percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2009 was greater than or equal to the percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2008;

South Carolina increased the percentage of total revenues available to support public elementary and secondary education from 37.25% (\$2,812 million/\$7,549 million) in FY 2008 to 38.92% (\$2,912 million/\$7,512 million) in FY 2009. South Carolina increased the percentage of total revenues available to support public elementary education, public secondary education, and public higher education from 47.80% (\$3,608 million/\$7,549 million) in FY 2008 to 48.92% (\$3,675 million/\$7,512 million) in FY 2009. (See Appendix F1A: excerpts from SC stimulus funds applications.)

(ii) The State's policies lead to equitable funding (a) between high-need LEAs (as defined in this notice) and other LEAs, and (b) within LEAs, between high-poverty schools (as defined in this notice) and other schools.

(a) South Carolina's policies lead to equitable funding based on a partnership between the State and its LEAs. The primary State funding sources are the Education Finance Act (EFA)[S.C. Code Ann. § 59-20-10 *et seq.* (2004 and Supp. 2009)], the Education Improvement Act (EIA) 1984 S.C. Acts 512, Part II (as amended), flow-through categorical funding from the State General Fund, and the South Carolina Education Lottery. Unlike any other state, South Carolina owns, maintains, and fuels a fleet of more than 5,700 school buses, providing an additional support to LEAs of over \$70 million per year. Under the EFA, State funding is directed to districts based upon need because the formula, in part, takes into account each district's relative ability to raise revenue locally, the index of taxpaying ability. Legislative intent for the EFA, which is set forth in S.C. Code Ann. § 59-20-30 (2004), is quoted here:

1. To guarantee to each student in the public schools of South Carolina the availability of at least minimum educational programs and services appropriate to the student's needs, and which are substantially equal to those available to other students with similar needs and reasonably comparable from a program standpoint to those available to other students, regardless of geographic differences and local economic factors.

2. To encourage school district initiative in seeking more effective and efficient means of achieving the goals of the various programs.
3. To establish a procedure for the distribution of a specified portion of the state education funds so as to ensure that the funds are provided on the basis of need . . . to guarantee a minimum level of funding for each weighted pupil unit in the State.
4. To make it possible for each school district to provide the defined minimum program . . . with an equal local tax effort.
5. To establish a reasonable balance between the portion of funds to be paid by the State and the portion of funds to be paid by the districts collectively in support of the foundation program [determined to be an average of 70% statewide and 30% to be financed from local revenue sources].
6. To require each local school district to contribute its fair share to the required local effort, which is to be in direct proportion to its relative taxpaying ability.
7. To ensure that tax dollars spent in public schools are utilized effectively and to ensure that adequate programs serve all children of the State.

South Carolina enacted legislation concerning the ARRA Qualified School Construction Bonds so that at least 60% of the State's authorization would be distributed based upon "school districts having the lowest capital financing resources, measured in terms of assessed value [of local taxable property] per pupil" S.C. Code § 59-3-100 (2009).

(b) Within each LEA in South Carolina, State funds are distributed according to direction from the local school board subject to the type and purpose of those funds. No State law specifically requires an LEA to allocate state funding among its schools according to poverty level; local leadership determines this allocation.

The State does have funding directed specifically towards low-performing schools under the Education Accountability Act. In its FY 09-10 budget, the legislature gave school districts additional flexibility over use of State funds because of the severe revenue shortfalls during this economic crisis. As in other states, high-poverty LEAs and schools receive federal Title I funds, and eligible Title I schools, usually those that are improvement status, may apply for federal School Improvement Grants (SIG).

(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools

(i) The State has a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools (as defined in this notice) in the State, measured (as set forth in Appendix B) by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools;

The South Carolina Charter School Act, S.C. Code Ann. § 59-40-10 *et seq.*, does not cap the number of charter schools that can operate in the state, and it does not limit the types of charter schools that can be created. As long as charter developers create a high quality charter school application that is approved through our two-part review process, the charter school can open. The SC Charter School Act is attached in Appendix F2A.

As of January 2010, 37 charter schools are open and operating in 16 of South Carolina's public school districts; 35 are regular start-up schools and two are public school conversions. Of these, 32 are brick and mortar charter schools, and five are virtual charter schools (see Appendix F2B for a list of current South Carolina charter schools). Also, 12 new charter schools have been authorized to open and are currently in their planning year, meaning that South Carolina could have 49 charter schools operating by August 2010 out of 1175 total schools (4%).

In South Carolina, a charter school developer must select a sponsor to authorize their charter school; this sponsor is either the local public school district or the South Carolina Public Charter School District (SCPCSD), a statewide authorizer that began operation in 2007. The first SCPCSD-sponsored schools opened in August 2008; the LEA currently operates seven schools and ranks 37th in enrollment of the 86 public school districts in the state.

Charter school enrollments are not restricted by South Carolina law. In its charter school application, a charter developer must include a five-year budget that is based upon enrollment projections that, when approved, become part of the authorized contract for the new charter school. S.C. Code 59-40-60(C) allows for the authorized contract to be modified, so a charter school can request to increase its enrollment from the authorizer. Such requests typically include evidence of support to attain the additional students, assurances that the facility has enough space, and proof that the charter school's students are making academic progress.

(ii) The State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that student achievement (as defined in this notice) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to high-need students (as defined in this notice); and have closed or not renewed ineffective charter schools;

South Carolina has an extensive application process for charter schools and a two-part peer review process in which each charter school application is reviewed for legal compliance and then for quality and compliance before it is authorized to open. The State’s charter school application process is explained in S.C. Code Ann. § 59-40-70 (see SC Charter School Act in Appendix F2A).

Both 59-40-60(F) of the Charter School Act (Appendix F2A) and State Board of Education (SBE) regulation 43-601 III(D),(24 S.C. Code Regs. 43-601(III)) (see Appendix F2C for SBE Regulations R43-601 Procedures and Standards for Review Charter School Applications) require that applications for new charter schools include goals, objectives, and pupil achievement standards that become the foundation from which the sponsor will hold the charter school accountable. Attaining Adequate Yearly Progress, as advanced by the Elementary & Secondary Education Act, must be included in the achievement standards.

Each charter application must also provide a plan to “ensure that the enrollment of the school is similar to the racial composition of the local school district in which the charter school is to be located” and that the school “does not conflict with any school district desegregation plan” (in S.C. Code § 59-40-60(F) (Appendix F2A, SC Charter School Act) and 24 S.C. Code Regs. 43-601 III(I)) (Appendix F2C, SBE Regulations R43-601 Procedures and Standards for Review Charter School Applications).

When a charter school application is submitted, the Charter School Advisory Committee (CSAC) conducts a peer review within 60 days to determine if the proposed new charter school complies with the statute. A reader’s evaluation form guides the review discussion and the reviewers also interview the charter developers. Membership of the CSAC is set forth in statute (in S.C. Code § 59-40-70; see Appendix F2A, SC Charter School Act) and the 11 volunteers serve to improve academic achievement in the State.

Once the CSAC deems an application compliant, the application is forwarded to the selected sponsor (the local district or the SCPCSD). The sponsor has 30 days to determine whether to authorize the charter. The charter law, § 59-40-70(C), states three reasons that a

sponsor can deny a charter application: (1) it does not meet the legal requirements, (2) it fails to meet the spirit and intent of the law, or (3) it adversely affects, as defined by regulation, the other students within the district. If denied, a charter developer has an opportunity to appeal, and that appeal goes directly into the Administrative Law Court. Recent trends indicate that sponsors and the CSAC agree in the majority of instances. For the 2009 application cycle, the CSAC deemed 11 applications legally complaint, and 9 of those were authorized by the selected sponsors.

In the last five years, 50 charter school applications were submitted for review, and 27 new charter schools were authorized to open following the two-part review. Three major reasons that charter applications have been denied in South Carolina are: (1) low enrollment demonstrating a lack of community support; (2) questions about the fiscal soundness of the proposed school; (3) concerns about the school's academic performance. Appendix F2D details charter school information from the last five years, including the numbers of applications submitted, those approved, reasons for the denial, and the numbers closed or not renewed.

Once a charter school opens to serve students, the sponsor, per § 59-40-70(D), becomes responsible for investigating whether enrollment exceeds the allowable variances and examining the charter school's recruitment efforts for nondiscrimination. If the sponsor finds that the charter school is "not operating in a racially discriminatory manner," then the school, absent any other issues, should continue to operate.

A charter school must provide an annual report to its sponsor per § 59-40-140(H), that includes: number of students enrolled, which has a budgetary rationale behind it; success of the school in meeting the educational goals within the charter, which has an achievement rationale behind it; and the identity and certification of the staff, which has a legal rationale behind it. The law, in § 59-40-110(C), provides that a charter may be revoked or non-renewed by the district for only four reasons: (1) it committed a material violation of the charter; (2) it failed to meet or make reasonable progress as defined in the application; (3) it failed to meet generally accepted standards of fiscal management; (4) it violated any provision of the law from which the charter was not exempted.

South Carolina has a strong record of closing or not renewing ineffective charter schools. In a little more than a decade of chartering history, 17 charter schools have been closed. Most of these schools voluntarily relinquished their charters due to low enrollments and, ultimately, poor planning. (Recent regulatory changes to require a planning year are designed in part to address

this concern.) Six charters were directly revoked or not renewed by their sponsors/authorizers for more than one reason; of the 11 reasons cited for these closures, six were for unstable finances, four were for inadequate academic results, one was for improper governance, and one was for violating state law.

(iii) The State's charter schools receive (as set forth in Appendix B) equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues;

S.C. Code Ann. § 59-40-140 (Appendix F2A) highlights the funding stream for charter schools authorized by a local school district in South Carolina. These operating charter schools receive a weighted pupil amount calculated by dividing the district's total general fund revenue for the prior year (adjusted for the current year's State increases) by the prior year's total weighted pupils. Eligibility for categorical funding is determined separately; for example, a charter elementary school is not eligible for State *High Schools that Work* funding. When allowed by federal law, federal funds are allocated on the "basis of the number of special characteristics of the students attending the charter school" for which the funds were received. These charters receive an equitable share of the local district funding, which on average totaled \$5800 per student in FY 08-09.

The other authorizer—the statewide SC Public Charter School District (SCPCSD)—does not have a local tax base and relies upon the State for its non-federal funding (S.C. Code § 59-40-220(A)). The SCPCSD receives the State base student cost plus State categorical funding. To address concerns about the SCPCSD's funding and despite significant revenue reductions, in the FY 09-10 budget the General Assembly added \$700 per weighted pupil unit for the SCPCSD, above the State per pupil amount that is the basis for the EFA formula for other districts. As noted above [(F)(1)(a)] State EFA funding is allocated among other districts based upon local revenue-raising ability. State EFA funding ranges from 0% of the base student cost (Beaufort) to 94% (Clarendon 3) to the 100% plus \$700 for the SCPCSD, with a wide range in between (e.g., 18% to Charleston, 63% to Anderson 4, and 90% to Barnwell 45). (Appendix F2E contains the October 2009 EFA summaries for these districts).

The SCPCSD's level of funding and lack of ability to raise local revenue to augment the base student cost continues to be a concern, as are legal limits on other districts' ability to raise local property taxes for school operating expenses. A bill from the House Education and Public Works Committee, pre-filed for the session that started January 12, 2010, is one of the first to be

considered by the South Carolina General Assembly this session (see Appendix F2F). This bill proposes considerable revisions to the charter school act including an increase in the State per weighted pupil funding to the SCPCSD. In addition, the State Superintendent of Education has proposed “Begin in ‘10,” a significant revenue and funding reform that would establish a statewide uniform foundation millage to fund public education (see Appendix F2G for “Begin in ‘10” information.) On July 24, 2009, the General Assembly passed Act 81 creating the S.C. Tax Realignment Commission (TRAC) to determine whether the State’s current tax-revenue structure is “adequate, equitable, and efficient.” (Appendix F2H contains a summary concerning TRAC.)

Regarding federal funding, charter schools in South Carolina are not their own LEAs but operate under the auspices of their district (LEA) sponsor. As LEAs, districts prepare their applications for federal funding, include their charter schools as they deem appropriate, and disburse any charter school designated portions of federal awards.

(iv) The State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools;

South Carolina provides little assistance to any schools or districts for facilities. Funding occurs when there are state revenue surpluses, rarely totaling an amount suitable to build one school (e.g., \$1.5 million in Children’s Endowment (Barnwell) fund (2008); \$3 million in EFA building fund (FY07); \$40 million EIA fund (FY06). Appendix F2I contains a list of those allocations).

S.C. Code Ann. § 59-40-170, the only section of the Charter School Law that addresses facility assistance, states that the SCDE must make available a listing of “vacant and unused buildings and vacant and unused portions of buildings that are owned by school districts in this State and that may be suitable for the operation of a charter school.” The SCDE’s Office of School Facilities (OSF) provides this list annually. Charter developers and existing schools can use the list to identify a potential location for their school. If a district “declares a building surplus and chooses to sell or lease the building,” a charter school within the same district must receive the right of first refusal to “purchase or lease the building under the same or better terms” as offered to the public. Currently, six charter schools have taken advantage of this opportunity.

Charter schools are also subject to state regulations and all health and safety standards as

stated in the SC School Facility and Construction Guide (the Guide). Additional requirements in not related to health and safety do not have to apply to charter school facilities, and the OSF maintains and publishes a list of the Guide's non-health and non-safety requirements on the OSF web site. Design professionals need to seek waivers from OSF on any other state regulations listed in the Guide. In the past, charter schools would need to appear before the SBE to request these waivers; however, this process was modified to eliminate the paperwork, effort, and time for the charter school and the SBE, while placing the responsibility upon the experts in this field.

The pre-filed bill from the House Education and Public Works Committee (presented in Appendix F2F) proposes the creation of a Public Charter School Revolving Loan Fund to be housed within the office of the South Carolina State Treasurer. If passed, the State Treasurer would collaborate with the SCDE in evaluating applications for any loans that may be made from deposits into this revolving fund.

(v) The State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

The South Carolina Education Accountability Act (S.C. Code Ann. § 59-18-1100), provides a mechanism for schools to achieve flexibility from regulations and statutory provisions. While not totally autonomous from the school district in which they reside, the schools enjoy the benefit of being free from many regulations, much like a charter school. High achieving schools as defined in §59-18-1100 may receive flexibility status as a matter of course if they meet the law's criteria. Flexibility and deregulation is also available for lower performing schools. S.C. Code Ann. § 59-18-1120 states:

Notwithstanding any other provision of law, a school designated as school/district at-risk while in such status is given the flexibility of receiving exemptions from those regulations and statutory provisions governing the defined program or other [SBE] regulations, dealing with the core academic areas as outlined in Section 59-18-120, provided that the review team recommends such flexibility to the [SBE].

Additionally, other schools may also receive flexibility status:

(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 [SBE]. 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 [SBE] for an extension of this status for one year according to the provisions of Section 59-18-1110(D).

Also, State Board of Education (SBE) Regulation 43-261(C) provides a mechanism for school districts to request a waiver: “Upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved district strategic plan or school renewal plan.” Our state statutory structure provides a mechanism for any school to be free of regulations that inhibit innovation.

(F)(3) Demonstrating other significant reform conditions

The extent to which the State, in addition to information provided under other State Reform Conditions Criteria, has created, through law, regulation, or policy, other conditions favorable to education reform or innovation that have increased student achievement or graduation rates, narrowed achievement gaps, or resulted in other important outcomes.

South Carolina has made concerted and continuous efforts to make systemic improvements in K-12 public schools. The State’s General Assembly has played a key role and legislative highlights include:

- Funding full-day kindergarten for all five-old-children in 1996 was the catalyst for immediate and dramatic improvements in first-grade readiness. Ten years later, in 2006, the General Assembly expanded funding for full-day kindergarten to include at-risk four-year-olds.
- The Education Accountability Act of 1998 set rigorous grade-by-grade standards, implemented statewide testing in grades 3-8, and established a mechanism that allows the state to take over management of schools where student achievement is languishing.
- The Education and Economic Development Act of 2005 (EEDA), with foundations developed by a statewide education/business task force, linked students’ high school coursework with their individual talents and interests; increased the numbers of guidance counselors and career development specialists; and encouraged whole-school reform models in high schools. Under EEDA, each student and their parent/guardian works with a school counselor to create an Individual Graduation Plan to focus everyone’s efforts on

the student's earning a diploma and being ready for college and careers. Students also select a "major" from among 16 career clusters.

- A legislatively created, independent statewide public charter school district, the South Carolina Public Charter School District (SCPCSC), provided a new way to develop charter schools. Due to the SCPCSD and more charter schools sponsored by local school districts, students enrollment in charter schools has increased from 5,500 to 12,000 in just two years.
- State-funded financial incentives have encouraged teachers to earn National Board Certification. Only North Carolina and Florida have more than South Carolina's 7,297 teachers certified by the National Board for Professional Teaching Standards.
- The Student Health and Fitness Act of 2005 set elementary school requirements for physical education and activity, funded school nurses in all elementary schools, and set statewide student nutrition standards.
- Only two years after initial legislative funding, the state-led South Carolina Virtual School Program now enrolls 6,830 students in more than 67 courses (9,051 course registrations) from every regular school district in the State, with another 4,558 students on waiting lists due to space limitations. Priority registration is given to students needing credits for on-time graduation. Credit in most courses is based upon demonstrated proficiency, not "seat time." This program removed inequities among districts that could not afford their own virtual programs and allows any student in the State to enroll in a range of courses from Advanced Placement and Honors to content recovery. The Center for Digital Education ranked South Carolina No. 2 in the nation for its policy-making efforts aimed at improving online learning opportunities (November 2009).

Outcomes of Reform Conditions and Advances

- For the second year in a row, the national report card "Quality Counts," published by *Education Week*, ranked South Carolina No. 1 for improving teacher quality (January 2010). South Carolina received the only "A" rating with a score of 95.8 (next highest score was 88.0). The State also received an "A" for its academic standards and accountability system (January 2009 (#5) and 2010 (tied at #7)).
- A variety of national studies, including reports from NCEES, Education Trust and Education Next, cite South Carolina's academic standards as among the most rigorous in

the nation. Most recently, the education research organization Education Trust ranked South Carolina and Maine as No. 1 in the nation for the rigor of student proficiency standards.

- In a 2009 U.S. Chamber of Commerce “Leaders and Laggards” national report, South Carolina ranked 6th in hiring and evaluating school staff, 11th in removing ineffective teachers, and 17th in school management.
- The National Council on Teacher Quality rated South Carolina first in the nation for identifying effective teachers, retaining those effective educators, and dismissing ineffective teachers from the classroom, stating “South Carolina’s policies regarding the exiting of ineffective teachers are stronger than many states.”
- South Carolina students have posted significant gains on statewide assessment testing for grades 3-9 across all grade levels, subjects, and demographic groups.
- Despite poverty levels that are considerably higher than most states, South Carolina scores are at or near the national average on the National Assessment of Educational Progress (NAEP), the federally required tests widely considered the best measure for comparisons among states. South Carolina’s performance on NAEP has resulted in top national rankings for improvement.
- South Carolina’s 28-point gain in SAT scores leads the nation over the past ten years among states where more than half of the graduating seniors take the test (August 2009).
- *Education Week’s* “Diplomas Count” (June 2009) reported that South Carolina had the nation’s best improvement—a 13.1 percent increase—in on-time high school graduation rates between 1996 and 2006.
- Education Trust reported that South Carolina’s minority and lower-income students have raised their scores and reduced achievement gaps in recent years on standardized reading and math tests. Their 2009 national report, “Education Watch,” indicates that achievement gaps in South Carolina are smaller than the national average.
- South Carolina’s Red Carpet Award program, which recognizes schools for creating customer-friendly environments and trains school staff in customer relations, won the Distinguished Single Project Award in 2003 from the National School Public Relations Association.

- Two years ago, State Superintendent of Education Jim Rex began the nation's first state-led public school choice initiative. Seventy of the state's 86 public school districts now offer meaningful curriculum choices to parents (see Appendix F3A for a chart of Public School Choices in SC Districts 2009-10), enrollment in charter schools has doubled, and the state has more single-gender programs than any other state. These choices are supported by the Office of Public School Choice & Innovation, which has the nation's only state-level education associates devoted to Single Gender Education and Montessori initiatives.

South Carolina has the capacity, determination, and collective energy to implement the strategies that are part of South Carolina INSPIRED. We have much of the infrastructure in place to effect dramatic statewide reform, and RTTT funding will propel our progress at faster rates. Only by visionary and deliberate action can we turn South Carolina's public education into a generator for economic, social, and personal well-being for the citizens, state, and nation.

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PRIORITY 2: COMPETITIVE PREFERENCE PRIORITY – EMPHASIS ON SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM).

South Carolina: STEM for ALL

STEM Goal: South Carolina INSPIRED will increase the competency and interest of K-20 students in STEM subjects and careers through improved STEM teacher effectiveness, improved STEM facilities, and STEM K-20 programming.

South Carolina's economy and future depend upon our ability to encourage, motivate, and foster achievement and interest in subjects and careers related to Science, Technology, Engineering, and Math (STEM). As South Carolina has lost jobs through mill and low-tech industry closures, and new jobs require increasingly more STEM experience and education, our state must respond or lose its competitive viability.

In South Carolina, professional scientific and technical services (exclusive of Manufacturing) are projected to increase 31% by 2016. Manufacturing, the state's largest major industry sector (20% of employment), has been severely affected by the economic recession, and these jobs are heavily and increasingly populated by STEM technicians and engineers, especially in the automated manufacturing, process control, mechatronics, and industrial maintenance technology disciplines. In addition, the state's diversified energy sector, which includes fossil fuel, nuclear, hydrogen cell, and biomass, is expected to add dramatically to the need for STEM technicians. South Carolina is among the nation's top nuclear energy power producers, supplying more than 50% of its power from nuclear energy. With four current nuclear power facilities and four more nuclear reactors expected to be operational by 2015, the demand for computer operators, instrumentation technicians, chemical process technicians, and programmers in the energy sector is predicted to grow by 18%; the need for nuclear technicians by 31%.

The demand for these technicians will exceed the current capability of South Carolina to attract, retain, and graduate qualified STEM technicians unless an aggressive recruitment, retention, and advancement plan is initiated across the state's education and workforce development agencies. Such a plan will need aggressive strategies to assist and support under-prepared students.

South Carolina INSPIRED's strategies for STEM align with recent research, studies and proposed initiatives by leading STEM Advocates, the National Academies and the STEM Coalition, an organization underwritten by the American Chemical Society that represents more

than 1,000 STEM organizations. These organizations advocate the same three strategies to address the lack of STEM education and STEM-qualified employees:

1. Increase the numbers of teachers in STEM content areas.

2. Strengthen the skills of the teachers already in STEM content areas.

3. Enlarge the pipeline of students who seek to enter STEM content areas.

1. Increase the numbers of teachers in STEM content areas

South Carolina will expand the work of the Committee to Increase the Math and Science Teaching Force, which was established last year to focus on recruiting, retaining and distributing effective math and science teachers. This effort would be accelerated by establishing two research-based U-TEACH (presented in Appendix D3L) sites. U-TEACH is a successful method used by 18 universities to produce STEM teachers. Two U-TEACH programs, focused on preparing math and science teachers, will be established at institutions of higher education (IHE) in the state. Scholarships will be awarded to candidates participating in the program who commit to teaching math or science in the state upon graduation.

The Committee to Increase the Math and Science Teaching Force, including deans, department heads, professors, and PK–12 math and science educators, was established to bring together the state’s key parties responsible for recruiting and training science, technology, engineering, and mathematics (STEM) educators. As a result, leading universities in the state have joined the Science and Mathematics Teacher Imperative, a national effort to identify and address key constraints which impede the formation of effective STEM teacher preparation programs and have expressed an interest in bringing U-TEACH programs to the state.

In addition, the proposed expansion of the state’s Program for Alternative Certification for Educators (PACE) and PACE’s focus on high poverty, low performing schools (discussed in Appendix D1K) will be another route to bring skilled STEM professionals into the K-12 classroom.

2. Strengthen the skills of STEM content teachers already in the classroom

In 1993, South Carolina won a Statewide Systemic Initiative (SC SSI) from the National Science Foundation, and was one of a handful of states to receive a second five years of funding. When SC SSI funding ceased in 2002, the SCDE continued its work and created the Mathematics and Science Unit (MSU) with eight regional centers (now the S²MART Centers, see Section B) to provide high quality professional learning experiences to districts, schools, and

teachers. The core of this work was the Mathematics and Science Coaching Initiative (MSCI) that trained and supported elementary mathematics and science coaches, and its middle school counterpart, the iCoach initiative. Between 2002 and 2008, the MSCI and iCoach initiatives worked with 331 South Carolina schools in 72 LEAs (of the 85 geographic districts in South Carolina). Effects of the MSCI can be seen in South Carolina's dramatic improvement in NAEP math and science scores across the last decade. In 2008, the MSCI was joined with the English language arts initiative; these two areas will work together to develop and implement the proposed STEM strategies.

STEM Clinical Summer Program

To increase the STEM capacity of middle school teachers, we will build on a highly successful program, developed by South Carolina's Coalition for Mathematics and Science, that facilitates partnerships between the S²MART Centers and IHE departments of math and science. Together, they create a high quality summer school professional learning experience for teachers. During this summer program, teachers will learn content and pedagogy and will actually enact model instructional units developed by STEM faculty. Teachers will be drawn from middle schools that have iCoach SC so that the iCoach SC can support the teachers as they enact a full year of mathematics or science curriculum in their respective schools.

To support this initiative, the SCDE will develop a system of summer early reading academies as professional development opportunities for teachers to learn research-based strategies to help students improve their reading skills. These teacher academies will use appropriate STEM curriculum materials and hands-on STEM instructional practices with students during the school year. The theme will be "learning to read through STEM" and teachers will learn to expose their students to STEM subjects and careers through reading.

Grades K-8 STEM Curriculum Resources

We propose to build on the infrastructure available in many elementary schools in South Carolina in mathematics and in science. Over the past decade, schools have invested in exemplary curriculum materials; e.g., science kits developed by National Science Foundation grants and mathematics materials with similar heritage. The SCDE's Standards Support System (S³) will develop a series of STEM curriculum guides for districts, schools, and teachers to use. These guides will be integrated into the curriculum to enhance the STEM focus for grades 6–8, with support from the iCoaches and the S²MART Centers.

In addition, the SCDE will work with the Southern Regional Educational Board to develop and implement the GreenSTEM Curriculum in a four course sequence for grades 7–12 over a two-year period. This curriculum targets STEM applications of particular interest in a state with such diverse environments: renewable energy, sustainable life styles, and eco-friendly principles.

3. Increase the number of students interested in STEM subjects and careers

STEM Elementary Reading Academy Grants for Title I Schools

In South Carolina, too many children leave the early elementary grades without the reading skills necessary for success in subsequent grades. A documented weakness in students' early reading experiences is the lack of exposure to informational reading, including nonfiction and STEM related subjects, coupled with a narrow focus on reading materials that are largely literary (i.e., narrative stories and poetry). Students in early grades are exposed to very little content that is informational. In schools that serve children of poverty, the amount of informational text is miniscule (Hoffman, McCarthey, Abbott, Christian, Corman, Curry, Dressman, Elliott, Matherne & Stahle, 1994).

Grants of \$30,000 will be provided to five Title I schools in Years 2-4 to support STEM literacy across the curriculum. S²MART Center iCoaches, and other staff as necessary, will work with teachers in the schools to make effective use of resources and materials. A consultant with expertise in both early reading and STEM integration will develop a curriculum that integrates early "Reading Academies" to ensure a deeper emphasis on learning to read informational text.

Improved STEM facilities

Many of South Carolina's schools lack the equipment necessary to teach STEM subjects or make STEM learning interesting or applicable. South Carolina INSPIRED will provide equipment, curriculum materials, and assessment materials for STEM laboratories in 36 high schools and 36 middle schools in underperforming districts and schools. Laboratories will support engineering, advanced manufacturing, green engineering, and renewable energies.

STEM-School Grants (elementary or middle schools)

Districts will have the opportunity to compete for funds that will support moving a currently "at risk" elementary or middle school to a STEM focus. Districts will be encouraged to develop partnerships with IHEs and business and industry in developing their plans. The

curriculum for these schools will be built around mathematics and science and will incorporate engineering and technology into the curriculum. In partnership with the S²MART Centers, each school will be supported by an iCoach. (Up to 2 district grants will be awarded.)

Project Lead the Way

South Carolina is an active participant in the nationally recognized curriculum for pre-engineering, Project Lead the Way (PLTW). As a result of EEDA (see Section A), all technical colleges and engineering degree-granting four-year institutions indicate how they will articulate the PLTW courses based on the end-of-course testing mechanisms in the PLTW design. PLTW's Industrial Technology Program will be installed in 12 middle schools to provide hands-on, project-based workstations in various fields of engineering (green, industrial, aerospace, electrical, and automotive) and advanced manufacturing.

In addition, the STEM elementary and middle school programs will be supportive of the STEM programs developed by the South Carolina Department of Education's (SCDE) Office of Career and Technology Education (CATE) in their implementation and expansion of current EEDA career clusters (see Sections A and B). As part of this cooperation, the S²MART Centers will work closely with CATE and will provide specific support for the EEDA personal pathways programs.

South Carolina: Montessori Programming

Efforts to reform and strengthen K-12 education in South Carolina cannot succeed without a concerted effort to support and improve early childhood education. Children enter kindergarten from a variety of settings (community-based Head Start programs, Family Literacy programs, private and faith-based child care centers, home care), and a growing number transition to kindergarten from public school prekindergarten (pre-K). Many LEAs throughout South Carolina offer full or part-day prekindergarten, and the number of children served has drastically increased since 2006 when the state’s Child Development Education Pilot Program (CDEPP) was launched in 37 LEA serving at-risk children. CDEPP now funds 4,750 four-year olds in 98 schools, as well as a limited number of pre-K classrooms for at-risk children in private child care centers that are overseen by SC First Steps early childhood initiative.

A high retention rate of children in K-3 plagues South Carolina. Many elementary schools are still adjusting to the large number of children under age five now enrolling in public pre-K classrooms. The need to raise the levels of understanding among principals and other leaders about the unique goals and opportunities of this critical period in a child’s development certainly exists. Principals and early childhood leaders often work in silos; they could benefit from knowledge of innovative collaborative strategies that have proven to prepare young children during the early years and transition them successfully into kindergarten. Children who successfully transition to school are more likely to be emotionally prepared for school, more confident in the classroom, and more likely to succeed academically.

Expanding and enhancing the quality of pre-K programs is critical to South Carolina’s overall goal of improved educational outcomes in K-12 programs. We recognize the need to strengthen and bolster public school pre-K programs and community-based preschool programs through focused professional development and developmentally-appropriate best practices in programs for all young children. There is a clear indication in the research for the need for the highest quality preschool programs as a necessary measure to end the continued unsuccessful attempts to bridge the gaps upon entry to school.

Already targeting resources to early childhood education, South Carolina will soon be the

only state with Montessori certification for teachers; our comprehensive certification proposal received second reading approval by the State Board of Education on January 13, 2010 and has been recognized by the Montessori Association Council for Teacher Education (MACTE). A proven method to develop successful early learners, Montessori emphasizes individualized learning plans and teaches students to take responsibility for their own learning. The state already has a state-level Montessori Coordinator in place at the SCDE. Support from RTTT will allow us to expand the Montessori Method statewide, equip Montessori classrooms, and provide scholarships or loans to teachers who seek to add Montessori certification (see Section A).

Leadership Coalition for Ready Schools and Ready Communities Conference

South Carolina proposes a Leadership Conference geared for elementary school principals and early childhood community leaders, including administrators from Head Start, First Steps, and private and faith-based child care centers. This interactive conference will feature presentations by national early childhood experts with experience in Ready School reform that will strengthen our endeavors to learn from those outside our state who have implemented successful initiatives. In addition, there will be opportunities for local early childhood leaders to share success stories and lessons learned about their programs. Conference attendees will receive professional development on the most recent research-based best practices in early childhood education and strategies for successful school transitions. Strategies for successful school transitions will include supports for children whose native language is not English, children with disabilities, and children with challenging behaviors.

A key component of the conference will be the opportunity for facilitated strategic planning sessions for each LEA with school personnel who work with early childhood leaders from their own communities. In these planning sessions, each community of leaders will discuss the barriers to successful transitions of children into the public schools. Facilitators will make suggestions about technical assistance and resources available to assist with various school readiness barriers. The ultimate goal will be for the school leaders to learn strategies for involving community stakeholders (early childhood education programs, schools, families, business, faith community, etc.) in meaningful ways so that they can work together to identify community issues related to children being prepared for school and so that their schools can be better prepared for and ready to meet the needs of young children.

PRIORITY 4: INVITATIONAL PRIORITY – EXPANSION AND ADAPTATION OF STATEWIDE
LONGITUDINAL DATA SYSTEMS

South Carolina is expanding its statewide longitudinal data systems (SLDS). First, South Carolina has added education data to the State’s existing comprehensive data warehouse. (See Priority 5 for diagram). Second, as discussed in Section C, South Carolina plans to incorporate workforce and armed forces data linkages into its SLDS. Third, South Carolina is expanding the capabilities of its one statewide Individualized Education Program (IEP) system for students with disabilities. Soon all of South Carolina’s LEAs will have the application *Testview* as a front-end dashboard system to evaluate test results and other student information. *Testview* is being implemented as part of the SCDE’s integration into the existing statewide IEP management system. Fourth, the SCDE will provide a statewide version of *Testview* and an integrated curriculum management system (CMS) to all schools and districts as part of South Carolina INSPIRED. Fifth, South Carolina has used the SLDS to develop its Student Potential Performance Snapshot (SPPS) application, which assesses several at-risk characteristics (attendance, academics, changes in behavior, changes in family environment, illness, and others) that might predict a student's dropping out of school.

South Carolina is not only expanding its SLDS in-state, but it has begun discussions with other states in the region through SCDE’s active participation in the SERVE Center at UNC Greensboro (SERVE). South Carolina is especially interested in unique identifiers for students teachers, and programs. Although most states have developed unique student identifiers, states still do not have unique identification that can transfer across state lines for students, teachers, educator preparation programs, professional development programs, and student intervention programs. South Carolina believes resources can be leveraged if states work together on a common identification system. For example, if states within the region (or the nation) had unique student identifiers, it would be easier to track transfer students who currently might be counted as drop outs. If states had one unique teacher identifier system, effectiveness of educator preparation programs could be tracked among the states where their graduates practice. If states had a uniform identifier for training and interventions, systems could link the impact on student achievement and researchers could evaluate which programs have the greatest return on investment.

PRIORITY 5: INVITATIONAL PRIORITY -- P-20 COORDINATION, VERTICAL AND HORIZONTAL
ALIGNMENT

South Carolina INSPIRED continues the State's work on P-20 coordination, vertical alignment, and horizontal alignment.

The Education Economic Development Act (EEDA) (see Section A) created a P-20 and workforce coordinating council, which by law has specified representatives:

- S.C. Employment Security Commission (executive director);
- State Board for Technical and Comprehensive Education (executive director);
- S.C. Department of Commerce (cabinet secretary);
- South Carolina Chamber of Commerce (executive director);
- S.C. Commission on Higher Education (executive director), and representatives of higher education appointed by the commission's chair (representatives of a research university, four-year college, and technical college);
- K-12 representatives appointed by the State Superintendent (an LEA superintendent, a principal, a school guidance counselor, a teacher, and the director of a career and technology center);
- Chairman of the Education Oversight Committee;
- a member of the State House of Representatives;
- a member of the State Senate; and
- ten representatives of business.

This active council also has several working subcommittees (e.g., the Information Technology subcommittee) which are forums for P-20 planning, alignment, and resource leveraging.

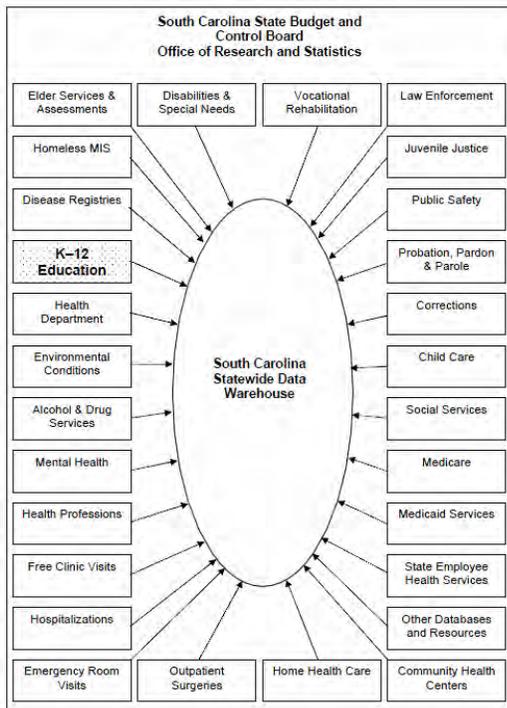
SC CAP (course alignment project; see Sections A, B, and C) is an EEDA subcommittee project. SC CAP is the nation's first statewide initiative to align high school exit courses with entry-level college courses. The SC CAP teams have created 17 paired courses in English language arts and STEM disciplines. This project ensures vertical alignment and will improve students' success after matriculation to higher education.

Once students are enrolled in higher education questions arise about which courses will transfer for credit to what majors. For example, students enrolled in dual credit high school courses need to know which of these courses count as pre-requisites or as courses required for a major.

Students transferring from a two-year college or a technical college need to know which courses apply to a major and which variously-titled courses are equivalent. The South Carolina course articulation and transfer system is being built to provide a web interface through which students can have these questions answered.

South Carolina addresses transitions before high school as well. Graduate South Carolina (see section A) identifies at-risk middle school students for a summer program before they enter high school. Graduation coaches ensure that these students have a relationship with at least one caring adult who tracks their progress, coordinates any needed social services, and encourages the student to not only graduate on time but to explore options for higher education and careers.

South Carolina has a multi-agency longitudinal data system hosted at the Office of Research and Statistics of the S.C. Budget and Control Board. This system is unique in its breadth and



capabilities, and already includes education data.

Health care agencies are already piloting the use of this data system to coordinate delivery of Medicaid services to high-need children in poverty. As can be seen from the attached diagram of the system, the warehouse includes data from law enforcement and corrections, child care and social services, several health care related agencies and providers, the environmental protection agency, and disability and vocational agencies. With appropriate privacy protections, the system can also be used by researchers. For example, researchers could ask questions about the number of students scoring poorly on South Carolina’s high school exit exam whose parents are in correctional

institutions or who had an emergency room visit within a month of the test, or who live in high-crime neighborhoods. With RTTT funding, South Carolina will develop the front-end systems that will make it easier for researchers to access de-identified data to ask questions and search for root causes to problems.